



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

Joseph Martino, Chair

Nancy Crawford, Vice Chair

Thursday, November 18, 2021

7:00 P.M.

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*Markus de Domenico
Trustee Ward 2*

E-mail: Markus.deDomenico@tcdsb.org

Voicemail: 416-512-3402

To: Regular Board Meeting: November 18, 2021

From: Markus de Domenico, Trustee Ward 2

Subject: Motion – Proclamations to Celebrate Women’s History Month, International Day of the Girl and Persons Day

MOVED BY: Markus de Domenico, Toronto Catholic District School Board

WHEREAS: In 1992, the Government of Canada, designated October as Women’s History Month marking the beginning of an annual month-long celebration of the outstanding achievements of women throughout Canada’s History;

WHEREAS: On March 8, 2018, Trustee Rizzo put forward a motion for the board to recognize International Women’s Day and to create an award in honour Sr Evanne Hunter, IBVM. A Report was requested. The report was passed at the May 3, 2018 Student Achievement and Well-Being meeting;

WHEREAS: Paolo De Buono delegated asking the Board to consider recognizing October as Women’s History Month;

WHEREAS: Women’s History Month includes International Day of the Girl on October 11 and Persons Day on October 18;

WHEREAS: International Day of the Girl is a United Nations observance day dedicated to girls’ rights around the world;

WHEREAS: Persons Day marks a pivotal movement in Canadian History [1929] when the legal definition of “persons” was changed to include women; and

WHEREAS: Curriculum resources support each year’s theme for Women’s History Month and should be reflective of the diversity within the Toronto Catholic District School Board.

BE IT RESOLVED THAT: The Toronto Catholic District School Board hereby proclaim October as ***Women’s History Month*** annually throughout the Board;

BE IT RESOLVED THAT: The Toronto Catholic District School Board hereby proclaim every October 11 as ***International Day of the Girl***; and

BE IT RESOLVED THAT: The Toronto Catholic District School Board hereby proclaim every October 18 as ***Persons Day***.



*Teresa Lubinski
Trustee Ward 4*

E-mail: Teresa.Lubinski@tcdsb.org

Voicemail: 416-512-3404

To: Regular Board Meeting, November 18, 2021

From: Teresa Lubinski, Trustee Ward 4

Subject: Notice of Motion to Waive Liquor Permit – St. Pius X Catholic School – December 4, 2021

MOVED BY: **Teresa Lubinski**, Toronto Catholic District School Board

WHEREAS: St. Pius X Catholic School is holding a Christmas event on Saturday, December 4, 2021. The CSPC requests that the Board's liquor policy be waived for this event;

WHEREAS: Several parent volunteers are Smart Serve Certified, and they will be on hand to serve the attendees;

WHEREAS: The CSPC have sent letters of notification about the St. Pius Christmas Festival to the: Toronto Police, Fire Department, Toronto Public Health, and the City Clerk's office;

WHEREAS: This will be a time ticketed event and families will only be present for a 2-hour period; and

WHEREAS: All public health guidelines, at the time of the event, will be strictly adhered to.

BE IT RESOLVED THAT: The *Permit Policy B.R.05, Regulation 6, of Appendix A*, the liquor permit be waived for the St. Pius X Christmas Festival, on Saturday, December 4, 2021.

Teresa Lubinski

Trustee, Ward 4



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

Response Summary:

First Name:

Tyler

Last Name:

Munro

Please select the applicable Board, Standing, Statutory, Sub or Ad Hoc Committee at which you are requesting to depute.

Regular / Special Board

Do you wish to Delegate by electronic means?

No

Do you require assistance from the Recording Secretary's Office?

No

Do you wish to make your deputation in private session because the matter involves the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil of his or her parent or guardian?

No

Date of Deputation:

11-18-2021

Topic of Deputation:

Support of SEAC Inclusions motion

Key Issue(s):

To provide a better understanding of the Inclusion and the SEAC motion of from October 20, 2021



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

Brief Summary of the Topic of Deputation:

Origins of Inclusive Education to today.

The ISP system vs an Inclusive system.

The purpose of the motion and expectations.

Change.

Action Requested:

To be able to present a fulsome picture to Trustees so they understand and refer to staff the motion carried at SEAC on Oct 20, 2021

Please select one of the following options:

I am here as a spokesperson for another group or organization.

Please provide name of the group or organization:

Inclusion Action in Ontario

Submission Date:

11-03-2021



Building a Better Future at the TCDSB

INCLUSION ACTION IN ONTARIO

**WE ARE THE LEADING VOICE IN ONTARIO FOR THE INCLUSION OF STUDENTS
WITH DISABILITIES IN EDUCATION AND THE COMMUNITY.**

Presenter. G. Tyler Munro, IAO representative on SEAC.

Origins of Inclusive Education:

Started at the Hamilton Wentworth Catholic District School Board in 1969.

- Parents were complaining about ISP classes
- Staff were frustrated with the classes
- Results were poor.

The small ISP class was not delivering the intended results.

The social climate at the time was very focused on the Rights of historically disadvantaged group.

The solution transform the system to put the Rights of the student first.

What is an Inclusive Education:

- Inclusive education brings all students together in a typical age appropriate classroom in their community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students.
- There is a robust support system in place to serve the teachers and students in their community school. Challenges are addressed early and effectively with frequent reviews. A strong focus is made on making sure all student feel they are meaningful members of the class and school.

	IPRC/ISP	Inclusive
Approach:	System focused	Student focus
	Reactive	Proactive
	Assumes limits in learning	Assumes ability to learn
	Separate class	Membership in their class
Teacher:	Knowledge is compartmentalized	Knowledge is shared
	Little Support	Broad range of teaching skills are developed
		Frequent systemic support
Learning:	Based in alternate learning expectations that may not be related to curriculum	Curriculum based expectations.
Outcome:	Same or poorer	Same or better



	IPRC/ISP	Inclusive
Approach:	Adversarial	Cooperative
Teacher:		
Learning:		
Outcome:	Same or poorer	Same or better

The Motion

- Asks for a modern definition of Inclusive Education.
- Is not all or nothing.
- Senior Team makes a realistic plan for a gradual transition.
 - May opt for a pilot program.
 - Boards often start in K and adds a grade each year
 - A regional approach or by Identification
 - Partial Inclusion strategy
 - Sr. Team consults with experts and decides what is best.
- Parents can participate or opt out.
- No recommendation as to the future of ISP classes.

Change:

- Creates uncertainty
- Is necessary for progress
- Competent Senior Team
- Look at who supports Inclusive education
 - UNESCO
 - Salamanca Accord, 92 nations
 - Experts and research
 - US Dept. of Education, PISA and others
 - Human Rights Groups
 - The Catholic Church
- New Director, new ideas

Tyler Munro – Submission

Slide 2

Mr. Chair, Trustees, thank you for this opportunity to delegate.

Boards that follow the IPRC/ISP model of special education struggle with

- Parent complaints
- Staff frustration
- Poor results

In 1969 Inclusive Education was developed by the Hamilton Wentworth Catholic board. It took years to implement but they found an effective solution to the problems in special education by placing the student at the centre of all decisions.

50 years later Pope Francis is telling Catholic Educators this is the model we should strive emulate.

There is no question, Inclusion is better, 30 years of researchers have proven it.

Slide 3

What is an Inclusive Education:

Inclusive education brings all students together in a typical age appropriate classroom in their community, regardless of their strengths or weaknesses, and seeks to maximize the potential of all students.

There is a robust support system in place to serve the teachers and students. It is not a one-size fits all solution. It is a system that adjusts quickly to changing student needs. Without that support system you do not have Inclusion.

There were some unexpected benefits beyond special education.

- All students did better academically and socially.
- They were spending less.
- Teachers developed a broader range of skills which made teaching easier.
- School became more calm as students were more engaged.

Slide 4

Compare the systems.

Approach:

IPRC/ISP is System Focused, Reactive, Assumes limits in learning, uses separate classrooms, the student becomes one of “those kids”.

Inclusion is Student Focused, Staff are prepared, assumes the student can learn and the student is a member of their class.

Teachers:

In the IPRC/ISP system teacher knowledge is compartmentalized.

With Inclusion teacher knowledge is shared broadly between teachers, year to year, formally and informally. Teachers develop a broader range of skills.

Learning:

In ISP class learning is based on alternate expectations.

In the Inclusive class learning expectations may be lower but still follow Ministry curriculum.

Outcome:

The outcome speaks for itself and it is not hard to see why Inclusiveness is more effective.

Slide 5

The very nature of the IPRC/ISP system creates adversarial situations.

Parents cooperate in an Inclusive system as they see their child is the centre of all decisions, not a system.

Slide 6

The Motion:

The board definition of Inclusion is self contradicting. Segregation of students into

a congregated setting is not an Inclusive model of education. I don't doubt ISP classes are needed under the current system and for the foreseeable future but let's not say having them makes us Inclusive. Please have this definition corrected.

The motion is not an all in, all at once recommendation. A transition will take time potentially upwards of 15 years as most boards start in Kindergarten then add a grade each year. Students in the system now will likely not benefit from Inclusion. This is a motion for the benefit of future students. It starts with the senior team taking the time to learn what Inclusion is and how our students would benefit.

The motion is saying there is a more effective system out there that is endorsed by global leaders in education.

The Senior Team is best qualified to evaluate Inclusion, not SEAC, not parents, or other organizations. This needs to be referred to them. They are the people with the professional knowledge who can make informed decisions and recommendations.

Some potential options:

- A pilot program.
- Start a limited transition plan in Kindergarten.
- Look at a partial Inclusion model and keep ISP classes open for certain Identification or situations.
- Even a simple short term plan to investigate further from initial inquiries
- There can be a multi phase approach or
- another option

The motion does not place restrictions on the Sr. Team. They should proceed at a pace they feel is appropriate but nothing happens if the Sr. Team is not permitted to open the door and look around, look for possibilities that will benefit our students.

The motion expects the Sr. Team to consult with experts who have experience and decide what is best, determine the scope and timelines for any change, details would come later.

The motion has made no recommendation as to the future of ISP classes but with a more Inclusive approach to education we should see a natural reduction in ISP students and classes.

We have to continue operating ISP classes for the foreseeable future.

We may give parents the choice to have their child in an ISP class or regular class but that choice is not there today.

The motion puts this all in the Sr. Team's hands.

Slide 7

Change creates uncertainty. Parents are worried and are assuming the worst case scenarios. There are a few people peddling fear of change but change is necessary for progress and the fear of Inclusion is unfounded. Trustees you have stated you want “transformational change” at the board. That cannot happen if you don’t allow viable possibilities to be investigated.

I spoke to a Trustee who was getting push back. The Trustee told me her parents didn’t like Inclusion. Then she said they really liked how Halton Catholic operates, the cooperation between staff and families was great, we should be more like them. They didn’t realize their ideal example of a good educational system was a board that practiced Inclusion. Do not let fear and the lack of knowledge decide the future of our students and our board.

We have a competent senior team. Although some may not realize it you, staff, students, parents rely on their competence. Let’s rely on that competence again to properly evaluate Inclusive Education and its benefits.

Trustees look at who supports Inclusion:

- UNESCO
- The education experts representing the 92 nation that signed the Salamanca Accord, and subsequent accords

- Experts and research for 30 years
- Ontario's Ministry of Education, US Dept. of Education, PISA and others educational authorities.
- Human Rights Groups including the Ontario Human Rights Commission and
- The Catholic Church

There are many jurisdictions who have made this transition including 19 in Ontario, New Brunswick, Italy, Ireland, many districts in the USA and around the world.

Last year you hired a new Director of Education from outside the board because you wanted “transformational change”. Dr. Browne knows Inclusion. It would fundamentally frustrate the desire for transformational change if we do not use the resources we already have and expand on them. I ask Trustees to support this motion and let needed changes start happening.

To close I'd like to remind all on Feb 20, 2020 Pope Francis told the Congregation for Catholic Education that more effort needs to be made to accelerate the inclusiveness of education. He did not say become inclusive tomorrow. I believe he was saying to all Catholic Educators and those responsible for it we need to move in that direction. Referring this motion to staff is a simple step that respects Pope Francis' statement and moves us to a better future.

Thank you



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

Response Summary:

First Name:

Estella

Last Name:

Chapin-Ker

Please select the applicable Board, Standing, Statutory, Sub or Ad Hoc Committee at which you are requesting to depute.

Regular / Special Board

Do you wish to Delegate by electronic means?

Yes

Do you require assistance from the Recording Secretary's Office? If yes, please contact the Recording Secretary's Office at delegations@tcdsb.org or the Recording Secretary at sophia.harris@tcdsb.org.

No

Do you wish to make your deputation in private session because the matter involves the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil of his or her parent or guardian?

No

Date of Deputation:

11-18-2021

Topic of Deputation:

Parent response to SEAC Inclusion Action in Ontario (IAO) regarding Promotion of Inclusive Practices in the Multi-Year Strategic Plan



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

Key Issue(s):

- 1) This motion impacts every student in this Board.
- 2) SEAC is proposing to fundamentally change both the education model, and learning environment, of each and every, student in this Board based on nothing more than subjective data containing several material misstatements of fact, and research with zero quantifiable data of success.
- 3) We currently have students whom have fallen below grade level due to an inequitable, and uneven, delivery of the curriculum during the pandemic. The Board has not put in place a plan for these students. Bringing into the current mainstream classrooms students with incredibly challenging learning differences, and behavioural issues, will create both safety issues and an equally, impossible learning environment, for all.
- 4) It doesn't address the inherent power imbalance between parents and administration in the advocacy process. This will be exacerbated under the new model.
- 4) There isn't any process to hold administrators accountable for failing to provide IEPs and accommodations for students whose "needs are known"

Brief Summary of the Topic of Deputation:

Currently students with exceptionalities have agency over their preferred learning environment. This motion by SEAC seeks to silence voices of students with exceptionalities, and their choice of learning environment that will best meet their needs.

Action Requested:

- 1) Seeking a unanimous "no" vote on this motion.
- 2) Review of Best practices, and build a measurement and accountability framework within our current model for administration currently not meeting their duty under the law to provide students in ISP, and mainstream classrooms (both with identified exceptionalities and those not, but whose "needs are known") with IEPs and services.



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

3) Provide education and information resources to parents to help mitigate the knowledge gap and power differential between administrators, and parents on the rights of students, and families with special needs under the law.

Please select one of the following options:

I am here as a delegation to speak only on my own behalf.

Submission Date:

11-16-2021

My name is Estella Chapin-Ker. My 11-year-old son is in a Congregated program with the exceptionality of giftedness. He also has had serious Traumatic Brain Injury for which he has spent nearly four years as an out-patient at Holland Bloorview Paediatric brain injury clinic.

I am here tonight to delegate against the current SEAC motion that will have a profound, negative, impact, on every. single. student. in this board. One, of my many, concerns, is that this motion will “Identify groups of students/or schools that WILL be transitioned to the Inclusive model each year, the staff groups that will educate and support them and the training they will need.”

It would be catastrophic to lose our current model of inclusion, which gives students agency, and a VOICE in their educational needs. The proposed model removes student choice, has a bureaucratic body dictate to students with disabilities what their needs are, and silences the voices of the disabled. To borrow from the SEAC motion and the words of Pope Francis we need to have “the courage to give a VOICE to those who are discriminated against due to their disability because sadly, in some countries even today people find it hard to acknowledge them as persons with equal dignity”

We are in our third year of education that has been negatively impacted by pandemic. Students have received an uneven, and inequitable delivery of the curriculum depending on their chosen learning model, family circumstances and numerous other factors. The province has suspended EQAO testing which would have made the needs of struggling students “known”, we have not processed or, even fully completed last year’s OLSAT tests, and to my knowledge, haven’t sorted the logistics for this year’s cohort to be tested.

This motion -which I am happy to elaborate on in detail during questioning - is a multi million dollar initiative which is completely absent of any form of proper due diligence, fiscal and fiduciary responsibility and oversight. It seeks to push students, with serious needs, into the mainstream program which is beyond stressed already.

We have only to look at my birth province of N.B. -(which this motion holds up as the gold standard) that dismantled its ISP programs and the nightmarish chaos that teachers and parents are speaking up against every day.

I am seeking a unanimous vote against this motion and for Trustees to firmly declare as a warning to SEAC and any who might try to silence the voices of of

the disabled, that “As long as I’m serving as a Trustee, special education is protected!”

Kind Regards,
Estelle Chapin-Ker



REPORT TO

REGULAR BOARD

RECOMMENDATIONS TO BOARD FROM THE SPECIAL EDUCATION ADVISORY COMMITTEE

*"I can do all things through him who strengthens me."
Philippians 4:13*

Created, Draft	First Tabling	Review
November 8, 2021	November 18, 2021	Click here to enter a date.

Sophia Harris, Recording Secretary
Sarah Pellegrini, Assistant Recording Secretary

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

A. Della Mora
Associate Director, Academic
Services and Chief Operating
Officer

D. Boyce
Associate Director of Facilities,
Business and Community
Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

This report provides the Board of Trustees with recommendations from the Special Education Advisory Committee.

The cumulative staff time required to prepare this report was 1 hour

B. PURPOSE

The purpose of this report is to provide the Board of Trustees with recommendations from the Special Education Advisory Committee.

C. BACKGROUND

1. On October 20, 2021, the Special Education Advisory Committee met.
2. At that meeting, recommendations to the Board of Trustees were proposed.

D. EVIDENCE

The Special Education Advisory Committee met on October 20, 2021 and motions regarding Agenda Items 12a) *Letter of Interest from Jennifer Di Francesco to Serve as a Community Member Representative on the Special Education Advisory Committee*; 14b) *Consideration of Motion from Tyler Munro, representative of Inclusion Action in Ontario (IAO) regarding Promotion of Inclusive Practices in the Multi-Year Strategic Plan*; and 14c) *Consideration of Motion from Geoffrey Feldman, representative of Ontario Disability Coalition regarding Recommendation that Multiple Exceptionalities (ME) Staff use Clear Mouth Shields*, were approved by a majority vote as per the Minutes of that meeting included under *Communication* on the Order Page.

E. STAFF RECOMMENDATION

The Special Education Advisory Committee recommend to the Board of Trustees that the following be approved:

1. That the letter of interest from Jennifer Di Francesco to serve as a Community Member Representative on the Special Education Advisory Committee be accepted (**Letter of Interest from Jennifer Di Francesco to Serve as a Community Member Representative on the Special Education Advisory Committee**);
2. **WHEREAS:** The mission of the Toronto Catholic District School Board (TCDSB) is to be an Inclusive learning community uniting home, parish and school and rooted in the love of Christ;

WHEREAS: An “Inclusive” school board is one that focuses educating all students in regular classrooms and delivering necessary services and accommodations to special needs students in a regular classroom at their student’s local school and in their local community. Those boards operate few or no special segregated classrooms (ISP classes);

WHEREAS: Pope Francis and Catholic Social Teachings strongly supports the establishment and operations of Catholic Schools following the “Inclusive” model:

- ‘An inclusive education finds a place for all and does not select in an elitist way the beneficiaries of its efforts.’ – Pope Francis
- “An education in the fullness of humanity should be the defining feature of Catholic schools” – Pope Francis
- “Putting the entire person at the centre of education” - Pope Francis
- “Orienting educational work towards the margins, social margins and existential margins through service, encounter and welcome.” – Pope Francis
- "Education is an inclusive movement. An inclusion that goes towards all the excluded: those for poverty, for vulnerability due to wars, famines and natural disasters, for social selectivity, for family and existential difficulties," – Pope Francis
- Vatican City, Feb 20, 2020 / 10:08 am ([CNA](#))- Pope Francis called for an educational revolution Thursday, telling the Congregation for Catholic Education that more effort needs to be made to accelerate the inclusiveness of education. FRATELLI TUTTI Encyclical Letter Pope Francis writes: ^[98]I would like to mention some of those “hidden exiles” who are treated as foreign bodies in society. Many

persons with disabilities “feel that they exist without belonging and without participating”. Much still prevents them from being fully enfranchised. Our concern should be not only to care for them but to ensure their “active participation in the civil and ecclesial community. That is a demanding and even tiring process, yet one that will gradually contribute to the formation of consciences capable of acknowledging each individual as a unique and unrepeatable person”. I think, too, of “the elderly who, also due to their disability, are sometimes considered a burden”. Yet each of them is able to offer “a unique contribution to the common good through their remarkable life stories”. Let me repeat: we need to have “the courage to give a voice to those who are discriminated against due to their disability, because sadly, in some countries even today, people find it hard to acknowledge them as persons of equal dignity”.

- “Defense of the right to life implies the defense of all other rights that enable the individual with the disability to achieve the fullest measure of personal development of which he or she is capable. These include the right to equal opportunity in education, in employment, in housing, and in health care, as well as the right to free access to public accommodations, facilities, and services.” US Catholic Bishops Statement on Disability (2016);

WHEREAS: 30 years of extensive research supporting accommodating special needs student within regular classrooms has shown, with an Inclusive approach:

- The special needs student does the same or better academically in an Inclusive classroom
- Academically all students do better in Inclusive classrooms.
- Teachers become more effective educators by broadening their teaching skills which benefit all students in Inclusive settings.
- Students learn to interact socially and accept those who are not like them, those who are different.
- Special needs students learn to interact with their peers in a typical accommodated, class setting and this eases the transition into adult life, making them more productive members of society. An artificial segregated setting can never achieve this and discourage accommodation in accordance with the Ontario Human Rights Code.

- Monies can be diverted from expensive segregated programs, bussing and underutilized assets to training staff, hiring frontline staff supporting students in regular classrooms and hiring support staff;

WHEREAS: 19 of the 60 English language school boards (32%) in Ontario promote the use Inclusive classrooms and operate no or only a few ISP classes for a limited number of Identifications;

WHEREAS: 12 of the 29 English Language Catholic School Boards (41%) in Ontario promote the Inclusive classroom and operate no or only a few ISP classes for a limited number of Identifications;

WHEREAS: New Brunswick, which has similar student enrollment levels as TCDSB, prohibits by law the segregation of any student due to a disability. New Brunswick has been a global leader in Inclusive education for 35 years;

WHEREAS: Most school boards that promote Inclusive classrooms achieve similar or superior results on standardized testing when compared to geographically overlapping boards that segregate special needs students, some by significant amounts. Renfrew Catholic DSB EQAO scores are 19% higher than Renfrew DSB. Hamilton-Wentworth Catholic DSB EQAO scores are 16% higher than Hamilton-Wentworth DSB. Of note Hamilton-Wentworth Catholic DSB has been operating without ISP classes as we know them for over 50 years;

WHEREAS: There is a presumption by TCDSB staff at all levels that the current ineffective and expensive parallel model of special education is best suited for a special needs student. This presumption is made without benefit of reviewing research or having experience in Inclusive school boards. Parents and advocates who request an Inclusive placement for a student are dismissed without serious consideration of the request and they are often subject to significant pressure from staff to consent to a segregated placement recommendation;

WHEREAS: There are few if any accommodations provided to students in ISP classes that could not be provided in a regular class if staff were trained and supported to provide those accommodations; and

WHEREAS: Promoting Inclusive Education is consistent with our Catholic values, modern pedagogy research and practices, is consistent the Canadian Charter of Rights and Freedoms, The Ontario Human Rights Code, the laws and court rulings of Canada and Ontario. It is more cost effective than a segregated approach and helps all students reach their potential.

That a senior Academic and Special Education staff (the Senior Team) look into how to promote Inclusive placements for special needs students that are currently or likely to be place in Intensive Support Program (ISP) and bring back a report to Board and SEAC by January 2022 meetings; and **(Consideration of Motion from Tyler Munro, representative of Inclusion Action in Ontario (IAO) regarding Promotion of Inclusive Practices in the Multi-Year Strategic Plan);**

3. That the following be considered by the Senior Team for inclusion in the 2021-2024 Multi Year Strategic plan (MYSP):
 - provide a modern definition of Inclusion in an education setting that will be posted prominently on the board's website, on related documents and shared with staff.
 - Consult with experts in Inclusive Education, Inclusive school boards, SEAC, review research and review available plans for transitioning a board to an Inclusive model.
 - Develop a general strategy for preparing staff, departments and the board to support a transition to an Inclusive model.
 - Identify and prioritize policies and procedure documents than need to be updated to reflect a change to an Inclusive model of education, including the Special Education Plan.
 - Identify groups of students and/or schools that will be transitioned to the Inclusive model each year, the staff groups that will educate and support them and the training they will need. **(Consideration of Motion from Tyler Munro, representative of Inclusion Action in Ontario (IAO) regarding Promotion of Inclusive Practices in the Multi-Year Strategic Plan); and**

4. **WHEREAS:** The mission of the Toronto Catholic District School Board (TCDSB) is to be an Inclusive learning community uniting home, parish and school and rooted in the love of Christ;

WHEREAS: An “Inclusive” school board is one that focuses on educating Special Needs Students who have difficulty with hearing or communication unless they see the complete face and lips of the Staff Member;

WHEREAS: The TCDSB is expected to deliver the necessary services and accommodations to all students;

WHEREAS: The Holland Bloorview Kids Rehabilitation Staff have had approved the use of a Clear Mouth Shield made by ClearMask™ it is a transparent Face Mask used by the hospital teaching staff with multiple exceptionality children and youth who need to view the complete face for full communication and learning;

WHEREAS: Students who are Deaf or Hard of Hearing or lack communication ability will benefit and become more intently involved when being instructed etc. by Multiple Exceptionalities (ME) Staff who communicate through facial expressions and mouth movement; and

WHEREAS: TCDSB should accommodate all students by using all supports needed to communicate and instruct students.

That the responsible staff member research the fully transparent, anti-fog masks available to help healthcare providers and essential workers to protect themselves, communicate better, and ease confusion manufactured by ClearMask and make them available to all school staff who wish to use this clear mask shield to fully communicate, instruct, etc. with students who rely upon the full facial expressions that includes lip movement to enable them to provide full and inclusive education (**Consideration of Motion from Geoffrey Feldman, representative of Ontario Disability Coalition regarding Recommendation that Multiple Exceptionalities (ME) Staff use Clear Mouth Shields**)



REPORT TO

REGULAR BOARD

2020-2021 AUDIT COMMITTEE ANNUAL REPORT

Give generously to him and do so without a grudging heart; then because of this the LORD your God will bless you in all your work and in everything you put your hand to.”
Deuteronomy 15:10

Created, Draft	First Tabling	Review
November 9, 2021	November 18, 2021	Click here to enter a date.

R. Putnam, Chief Financial Officer and Treasurer
 D. Bilenduke, Senior Coordinator, Finance

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
 Director of Education

A. Della Mora
 Associate Director of
 Academic Affairs and
 Chief Operating Officer

D. Boyce
 Associate Director of
 Facilities, Business and
 Community Development

R. Putnam
 Chief Financial Officer and
 Treasurer

A. EXECUTIVE SUMMARY

This report provides a summary of matters addressed at Audit Committee during the 2020-2021 school year as required by Ontario Regulation 361/10. The report was reviewed by the Audit Committee on November 16, 2021.

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

B. PURPOSE

1. This report provides a summary of matters addressed at Audit Committee during the 2020-2021 school year as required by Ontario Regulation 361/10.

C. BACKGROUND

1. Ontario Regulation 361/10 outlines the composition, terms of membership, mandate, duties, responsibilities, and reporting requirements for School Board Audit Committees.
2. Ontario Regulation 361/10 requires the Audit Committee to submit a report to the Board of Trustees for each fiscal year outlining work undertaken and matters discussed for submission to the Ministry of Education.
3. This report is also intended to enhance transparency, accountability and public confidence through awareness of the nature of matters addressed by the Audit Committee over the course of the previous year and on an ongoing basis.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Board's external auditor Deloitte LLP completed the audit of the 2019-2020 Financial Statements in Fall 2020. No significant risks were identified and Deloitte was able to issue an unqualified (clean) audit opinion and report.
2. The Regional Internal Audit Team (RIAT) had a very focused audit plan for the 2020-2021 school year with work undertaken in the following areas:
 - a. Strategic Workforce Planning
 - b. Privacy
 - c. Accounts Payable and Expenses
 - d. Follow-up of Previous Audits

3. The RIAT is presently reviewing the Board's overall policy and compliance framework in order to inform the proposed workplan for the next two to three years. Anticipated areas of focus are as follows:
 - a. Enterprise Strategic Risk Management
 - b. Policy and Legislative Compliance
 - c. Education Sector Benchmarking
 - d. Follow-up of Previous Audits
4. Enrolment and school banking audits are completed in-house by the Business Services Department to ensure accuracy of enrolment to maximize funding, compliance with banking protocols and to inform system training needs.
5. The following is a list of matters reviewed and/or discussed by the Audit Committee during the 2020-2021 school year:
 - External Audit Plan and Final Report to the Audit Committee
 - Review and recommendation of the Audited Financial Statements
 - Approval of the Annual RIAT Audit Plan and Schedule
 - Regular updates from the Regional Internal Audit Team
 - Quarterly Legal and Whistleblower Updates from Counsel
 - Ongoing Risks relevant to the Board (COVID, Enrolment)
 - Community Member and RIAT Annual Assessments
6. The Audit Committee met five times during the 2020-2021 school year exceeding the legislatively mandated three meeting minimum.

E. CONCLUDING STATEMENT

This report is provided for information to the Board of Trustees prior to submission to the Ministry of Education.



REPORT TO

REGULAR BOARD

2020-2021 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
November 9, 2021	November 18, 2021	
R. Putnam, Chief Financial Officer and Treasurer D. Bilenduke, Senior Coordinator, Finance G. Sequeira, Coordinator, Budget Services D. De Souza, Coordinator, Revenue and Ministry Reporting C. Giambattista, Senior Manager, Accounting Services T. Sanza, Senior Manager, Capital Budget and Reporting		

RECOMMENDATION REPORT

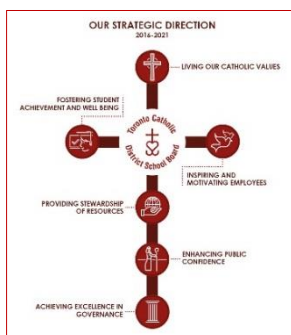
Vision:

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

A. Della Mora
Associate Director of
Academic Affairs and
Chief Operating Officer

D. Boyce
Associate Director of
Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

The 2020-2021 Financial Statements were presented to the Audit Committee on November 16, 2021 in conjunction with the External Auditors Report in which Deloitte LLP provided an unqualified (clean) opinion and report.

The financial result for the 2020-2021 fiscal year of a \$19M deficit is consistent with the forecast last presented to Corporate Services in September 2021 (2020-2021 Financial Status Update #3) based on third quarter results wherein a deficit of \$22M was forecast.

The year end financial position enables the Board to meet its commitments and obligations for the 2021-2022 budget as per the most recent update presented at Corporate Services in October 2021 (2021-2022 Budget Update #2) inclusive of additional COVID and enrolment decline offsets/investments.

Lastly, the year end result achieves the objective of maximizing Ministry funding with respect to supplemental COVID related funding (both operational and potential reserve top-up funds) as discussed at the September and October 2021 Corporate Services meetings.

B. PURPOSE

Consistent with legislation, policy and best practice the Audit Committee reviewed the 2020-2021 Audited Financial Statements on November 16, 2021 after which a motion was passed recommending approval by the Board of Trustees prior to submission to the Ministry of Education.

C. BACKGROUND

1. Deloitte LLP audited the attached 2020-2021 Financial Statements based on the audit plan presented to the Audit Committee in September 2021.
2. The Auditors presented their findings and recommendations to the Audit Committee on November 16, 2021 citing an unqualified (clean) opinion.
3. The Board's Chief Financial Officer and Treasurer presented the overall financial results to the Audit Committee on November 16, 2021.

D. EVIDENCE/RESEARCH/ANALYSIS

1. **The 2020-2021 operating deficit is \$19M.** This result is consistent with the year end forecast as provided to Corporate Services in September 2021 as part of the 2020-2021 Financial Update #3 (based on third quarter results). This result will enable to the Board to meet its planned budget obligations, commitments and investments in the 2021-2022 Revised Estimates.
2. **Liability protection is maintained.** As per the most recent Legal Claims Update (reviewed at the September 2021 Audit Committee meeting) the Board has accrued for potential legal claims and grievance settlements.
3. **School GSN budgets have been maintained.** Unspent 2020-2021 school block budgets have been carried forward to the 2021-2022 budget including any remaining Equity and Indigenous Education funds from previous years.
4. **Ministry funding has been maximized.** All COVID related funding for 2020-2021 has been fully utilized and the year end result ensures the Board will be entitled to further COVID related supplemental funding in 2021-2022.
5. **Enrolment risk has been mitigated.** Following discussion with the Auditors and Ministry the multi-year amortization of the Retirement Gratuity Liability (a fully funded Employee Future Benefit) was strategically accelerated from 5 years to 2 years in order to create capacity in the base operating budget (by freeing up future amortization payments) as a hedging measure against further potential enrolment decline in 2022-2023 and beyond. This strategy is necessitated by the depletion of the operating contingency reserve in the 2021-2022 budget due to significant COVID related financial impacts and provides protection against unfunded inflationary cost pressures in future budgets.

E. STAFF RECOMMENDATION

That the Board of Trustees approve the 2020-2021 Financial Statements as recommended by the Audit Committee.

Consolidated financial statements of Toronto Catholic District School Board

August 31, 2021

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Management Report

Year ended August 31, 2021

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

_____, 2021

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, 2021, 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 "consolidated financial statements").

In our opinion, the accompanying financial statements of the Board for the year ended August 31, 2021 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
[Date]

Toronto Catholic District School Board
Consolidated statement of financial position

As at August 31, 2021
(In thousands of dollars)

	Notes	2021 \$	2020 \$
Assets			
Cash and cash equivalents		109,605	145,906
Accounts receivable		77,446	189,450
Account receivable – Government of Ontario	2	424,824	382,420
Investments		15,075	15,000
Restricted cash	10	173	649
		627,123	733,425
Liabilities			
Accounts payable and accrued liabilities		97,133	230,460
Net long-term debt	6	252,701	271,641
Deferred revenue	3	157,082	109,040
Retirement and other employee future benefits payable	9	57,376	61,265
Deferred capital contributions	4	840,106	846,769
		1,404,398	1,519,175
Net debt		(777,275)	(785,750)
Non-financial assets			
Prepaid expenses		1,294	1,707
Tangible capital assets	8	1,291,706	1,301,207
		1,293,000	1,302,914
Commitments and contingencies	12		
Accumulated surplus		515,725	517,164

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, 2021
(In thousands of dollars)

	Notes	Budget \$	2021 Actual \$	2020 Actual \$
Revenue				
Provincial grants				
Student needs		1,105,490	1,092,845	1,078,211
Amortization of deferred capital contributions	4	66,362	71,554	63,140
Other		13,602	68,345	11,523
School generated funds		30,265	16,837	34,271
Investment income		58	1,321	1,078
Other fees and revenue		76,235	20,572	79,550
		1,292,012	1,271,474	1,267,773
Expenses				
Instruction	11	958,676	944,400	907,808
Administration		28,536	29,809	30,157
Transportation		39,662	32,805	35,026
Pupil accommodation		178,556	176,222	164,125
School generated funds		30,265	17,208	32,115
Other		10,194	72,469	15,100
		1,245,889	1,272,913	1,184,331
Annual surplus (deficit)		46,123	(1,439)	83,442
Accumulated surplus, beginning of year		517,164	517,164	433,722
Accumulated surplus, end of year		563,287	515,725	517,164

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, 2021
(In thousands of dollars)

	Budget	2021	2020
	\$	Actual	Actual
		\$	\$
Annual surplus (deficit)	46,123	(1,439)	83,442
Tangible capital asset activities			
Purchase of tangible capital assets	(130,016)	(62,111)	(79,699)
Amortization of tangible capital assets	66,420	71,612	63,198
	(63,596)	9,501	(16,501)
Other non-financial asset activities			
Acquisition of prepaid expenses	—	(1,294)	(1,707)
Use of prepaid expenses	—	1,707	2,586
	—	413	879
Change in net debt	(17,473)	8,475	67,820
Net debt, beginning of year	(785,750)	(785,750)	(853,570)
Net debt, end of year	(803,223)	(777,275)	(785,750)

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, 2021

(In thousands of dollars)

	Notes	2021 \$	2020 \$
Operating activities			
Annual surplus (deficit)		(1,439)	83,442
Items not involving cash			
Amortization of tangible capital assets		71,612	63,198
Amortization of deferred capital contributions		(71,554)	(63,140)
Changes in non-cash assets and liabilities			
Accounts receivable		112,004	(115,037)
Prepaid expenses		413	879
Accounts payable and accrued liabilities		(133,327)	152,281
Deferred revenue – operating		(1,492)	(335)
Retirement and other employee future benefits payable		(3,889)	(2,360)
		(27,672)	118,928
Capital activity			
Purchase of tangible capital assets, net of disposals		(62,111)	(79,699)
Investing activity			
(Acquisition) redemption of investments, net		(75)	170
Financing activities			
Increase in account receivable – Government of Ontario, net		(42,404)	(5,489)
Debt repayment		(18,940)	(18,033)
Decrease in restricted cash held in joint bank account	16	476	1,583
Additions to deferred capital contributions		30,442	23,209
Change in deferred revenue – capital		83,983	26,890
		53,557	28,160
(Decrease) increase in cash and cash equivalents		(36,301)	67,559
Cash and cash equivalents, beginning of year		145,906	78,347
Cash and cash equivalents, end of year		109,605	145,906
Cash and cash equivalents consist of			
(Bank indebtedness) cash		(515)	516
Cash equivalents		110,120	145,390
		109,605	145,906

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, 2021

(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, 2021

(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 \$503 (\$529 in 2020), 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, 2021

(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 (APPSP) 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.

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	3
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.

The useful life for computer hardware was revised from five years to three years based on new information related to the actual life of the assets. As such, additional amortization has occurred for these assets was needed to bring the net book value in line with this new policy. The impact of this change in estimates is \$1,531 of amortization in the current year.

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.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2021

(In thousands of dollars)

1. Significant accounting policies (continued)

(j) Government transfers (continued)

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.

(k) Contributed materials

Contributed materials are recognized by the Board at the date of contribution when a fair value can be reasonably estimated.

(l) 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.

(m) 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 2020-2021 is reflected on the consolidated statement of operations. The budget was approved on July 23, 2020.

(n) 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.

(o) 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.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2021

(In thousands of dollars)

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 \$309,507 as at August 31, 2021 (\$256,619 in 2020) 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, 2021 is \$115,317 (\$125,801 in 2020).

3. 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, 2021 is comprised of:

	Balance, August 31, 2020 \$	Externally restricted revenue and investment income \$	Revenue recognized during the year \$	Transfers to deferred capital contributions \$	Balance, August 31, 2021 \$
Pupil accommodation	32,840	59,620	(32,029)	(21,991)	38,440
Education development charges	4,043	46,515	2,776	(6,652)	46,682
Proceeds of disposition	41,670	283	—	(28)	41,925
Financial contributions	2,419	—	—	—	2,419
Other	28,068	194,393	(189,067)	(5,778)	27,616
	109,040	300,811	(218,320)	(34,449)	157,082

4. 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.

	2021 \$	2020 \$
Balance, beginning of year	846,769	865,603
Transfers from deferred revenue	34,449	21,097
Additions to deferred capital contributions	30,442	23,209
Revenue recognized in the year	(71,554)	(63,140)
Balance, end of year	840,106	846,769

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2021

(In thousands of dollars)

5. 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, 2021 (nil in 2020).

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

6. Net long-term debt

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

	Interest rate %	Maturity date	2021 \$	2020 \$
Deventure CIBC Mellon Trust Series 2002-A2	5.900	October 11, 2027	41,300	46,379
Deventure CIBC Mellon Trust Series 2003-A2	5.800	November 7, 2028	23,050	25,442
Deventure Ontario Financing Authority ("OFA") Series 2009-A2	5.347	November 15, 2033	15,687	16,549
Deventure OFA Series 2009-A4	5.105	May 15, 2029	11,465	12,600
Deventure OFA Series 2007	4.560	November 15, 2031	8,056	8,642
Deventure OFA Series 2009-A3	5.062	March 13, 2034	8,588	9,055
Deventure OFA Series 2010-A345	5.232	April 13, 2035	8,216	8,609
Deventure OFA Series 2008	4.900	March 3, 2033	7,360	7,812
Deventure OFA Series 2009-A5	4.672	May 15, 2024	1,416	1,846
Deventure CIBC Mellon Trust Series 2000-A1	7.200	June 9, 2025	1,920	2,321
Deventure OFA Series 2010-A1	4.762	November 15, 2029	2,241	2,450
Deventure OFA Series 2009-A1	4.766	November 15, 2024	1,150	1,445
Deventure OFA Series 2010-A2	4.337	November 15, 2024	485	611
Deventure OFA Series 2013	3.663	June 25, 2038	45,440	47,321
Deventure OFA Series 2014	4.037	October 30, 2028	17,895	19,913
Deventure OFA Series 2014B	4.033	March 11, 2039	28,373	29,448
Deventure OFA Series 2015	2.993	March 9, 2040	20,065	20,850
Deventure OFA Series 2016	3.242	November 16, 2040	9,774	10,121
Deventure OFA Series 2017	3.594	March 14, 2042	220	227
Balance, end of year			252,701	271,641

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 \$
2021/2022	19,895	11,380	31,275
2022/2023	20,899	10,376	31,275
2023/2024	21,956	9,319	31,275
2024/2025	22,298	8,211	30,509
2026/2027	22,599	7,092	29,691
Thereafter	145,054	30,028	175,082
	252,701	76,406	329,107

Interest on net long-term debt amounted to \$12,125 (\$13,088 in 2020).

7. Debt repayment

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

	2021 \$	2020 \$
Principal payments on net debt, including contributions to sinking funds	18,940	18,033
Interest payments on net debt	12,125	13,088
	<u>31,065</u>	<u>31,121</u>

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2021

(In thousands of dollars)

8. Tangible capital assets

	Balance, September 1, 2020	Additions and transfers	Disposals	Cost		Accumulated amortization			Net book value	
				Balance, August 31, 2021	September 1, 2020	Amortization	Disposals	Balance, August 31, 2021	Balance, August 31, 2020	August 31, 2021
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Land	442,434	2,185	3,202	447,821	—	—	—	—	442,434	447,821
Land improvements	43,268	3,105	—	46,373	14,868	3,109	—	17,977	28,400	28,396
Buildings	1,479,210	33,874	27,869	1,540,953	716,802	58,355	—	775,157	762,408	765,796
Furniture and equipment	43,778	11,972	(10,619)	45,131	21,861	10,148	(10,619)	21,390	21,917	23,741
Construction in progress	46,048	10,975	(31,071)	25,952	—	—	—	—	46,048	25,952
	2,054,738	62,111	(10,619)	2,106,230	753,531	71,612	(10,619)	814,524	1,301,207	1,291,706

Assets under construction

Assets under construction of \$25,952 (\$46,048 in 2020) have not been amortized. Amortization of these assets will commence when the asset is put into service.

9. Retirement and other employee future benefits

				2021	2020
	Pension Benefits	Retirement benefits	Other employee future benefits	Total	Total
	\$	\$	\$	\$	\$
Accrued benefit obligation					
Balance, beginning of year	3,781	50,081	11,983	65,845	67,949
Employer current service cost	134	—	3,733	3,867	4,077
Interest on accrued benefit obligation	51	644	170	865	1,309
Benefits paid	(333)	(8,125)	(2,692)	(11,150)	(8,272)
Change due to Plan Amendment	518	—	—	518	—
Actuarial, losses	664	(1,345)	—	(681)	782
Balance, end of year	4,815	41,255	13,194	59,264	65,845
Unamortized actuarial (losses)	—	(1,888)	—	(1,888)	(4,580)
Accrued benefit liability	4,815	39,367	13,194	57,376	61,265
Retirement and other employee future benefits expense(i)					
Current year benefit costs	134	—	3,733	3,867	4,077
Interest on accrued benefit obligation	51	644	170	865	1,308
Change due to Plan Amendment	518	—	—	518	—
Amortization of actuarial (gains)	1,483	527	—	2,010	528
Employee future benefits expense(i)	2,186	1,171	3,903	7,260	5,913

(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, 2021. 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	
	2021	2020	2021	2020
Discount on accrued benefit obligations	1.80%	1.40%	1.80%	1.40%
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%	7.25% per annum grading down to an ultimate rate of 4.50%	7.25% per annum grading down to an ultimate rate of 4.50%	7.25% 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.

9. 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 \$-32 (\$108 in 2020).

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, 2021.

(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 \$2,692 (\$2,207 in 2020).

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2021

(In thousands of dollars)

9. 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 \$333 (\$384 in 2020). 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, 2021, the Board contributed \$15,731 (\$15,303 in 2020) 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.

10. Restricted cash

The Board has restricted cash in a Joint bank account with the Toronto District School Board for \$173 (\$649 in 2020) (See Note 16).

11. Expenses by object

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

	Budget 2021 \$	Actual 2021 \$	Actual 2020 \$
Salary and wages	851,402	864,255	817,308
Employee benefits	149,985	149,042	141,413
Staff development	1,559	977	966
Supplies and services	87,518	120,554	90,466
Debt charges and interest	12,409	12,125	13,088
Rental	3,436	5,777	6,087
Fees and contract services	68,796	44,526	47,657
Other	4,363	4,045	4,148
Amortization of tangible capital assets	66,421	71,612	63,198
	1,245,889	1,272,913	1,184,331

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2021

(In thousands of dollars)

12. Commitments and contingencies

(a) Commitments

(i) Construction commitments

Commitments on incomplete construction contracts for various school building projects amounted to approximately \$17,697 (\$20,726 in 2020) as at August 31, 2021.

(ii) Letters of credit

The Board has 61 (61 in 2020) bank letters of credit outstanding in favour of the local government totaling \$8,098 (\$8,095 in 2020) as at August 31, 2021, pertaining to construction projects. The latest expiry date is August 30, 2022.

(iii) Operating leases and maintenance contracts

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

	\$
2021/2022	13,083
2022/2023	9,394
2023/2024	8,090
2024/2025	4,996
2025/2026	4,700
Thereafter	30,440
	<u>70,703</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, 2021, no provision is made in the consolidated financial statements.

13. 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. The Board has renewed its insurance agreement with OSBIE for a new five year term commencing on January 1, 2022.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2021

(In thousands of dollars)

14. 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 2020) in grants in respect of the above agreement for the year ended August 31, 2021, is recorded in these consolidated financial statements.

15. Toronto Transportation Group

On September 21, 2011, the Toronto Transportation Group was created as a Membership Agreement between the Board and the Toronto District School Board ("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.

16. 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, 2021 is \$33,272 (\$34,022 in 2020). 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, 2021 \$19,452 (\$18,975 in 2020) of the allocated funds has been spent and included in construction in progress and deferred capital contributions, the remaining \$173 (\$649 in 2020) 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.

17. In-kind transfers from the Ministry of Government and Consumer Services

The Board has recorded entries, both revenues and expenses, associated with centrally procured in-kind transfers of personal protective equipment ("PPE") and critical supplies and equipment ("CSE") received from the Ministry of Government and Consumer Services ("MGCS"). The amounts recorded were calculated based on the weighted average cost of the supplies as determined by MGCS and quantity information based on the Board's records. The in-kind revenue recorded for these transfers is \$25,154 with expenses based on use of \$25,154 for a net impact of \$nil.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2021

(In thousands of dollars)

18. 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.

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.*

OUR VISION

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



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

HELD WEDNESDAY SEPTEMBER 29, 2021

Trustees: A. Kennedy, Chair – In Person
M. de Domenico - Virtual

External Members: J. Law - Virtual
M. Morden - Virtual

Staff: B. Browne
D. Bilenduke
D. Boyce
C. Caldwell
S. Camacho
D. De Souza
C. Giambattista
R. Putnam
T. Sanza
G. Sequeira

S. Pellegrini, Acting Recording Secretary

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

4. Roll Call & Apologies

An apology was extended on behalf of Trustee Del Grande.

5. Approval of the Agenda

MOVED by Trustee de Domenico, seconded by Maria Morden, 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 de Domenico, seconded by Maria Morden, that the Minutes of the Public (Open Session) Meeting held May 26, 2021 be approved.

On the Vote taken, the Motion was declared

CARRIED

9. Presentation

MOVED by Trustee de Domenico, seconded by Jonathan Law, that Items 9a) and 14a) be adopted as follows:

9a) Trevor Ferguson, Partner, Deloitte LLP received; and

14. Staff Reports

14a) 2021 Year End Audit Service Plan received.

On the Vote taken, the Motion was declared

CARRIED

9. Presentation

MOVED by Trustee de Domenico, seconded by Maria Morden, that Items 9b) and 14b) be adopted as follows:

9b) Paula Hatt, Regional Internal Audit Team (RIAT) Manager received;
and

14. Staff Reports

14b) Regional Internal Audit Status Update received.

On the Vote taken, the Motion was declared

CARRIED

Trustee de Domenico disconnected from the meeting at 7:07 pm.

MOVED by Maria Morden, seconded by Jonathan Law, that Item 14c) be adopted as follows:

14c) Risk Management, Legislative Compliance and Financial Policies Review received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Maria Morden, seconded by Jonathan Law, that Item 14d) be adopted as follows:

14d) September Enrolment and Staffing Update received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Jonathan Law, seconded by Maria Morden, that Item 14e) be adopted as follows:

14e) 2021 Annual Agenda Checklist received.

Trustee de Domenico re-connected to the meeting at 7:31pm.

On the Vote taken, the Motion was declared

CARRIED

16. Inquiries and Miscellaneous

MOVED by Maria Morden, seconded by Jonathan Law, that Item 16a) be adopted as follows:

16a) Audit Committee Meeting Dates received.

On the Vote taken, the Motion was declared

CARRIED

17. Updating of Pending List

MOVED by Trustee de Domenico, seconded by Maria Morden, that Item 17a) be adopted as follows:

17a) Audit Committee Annual and Pending List of Reports received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Maria Morden, seconded by Jonathan Law, that the meeting resolve into PRIVATE SESSION.

On the Vote taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

OUR MISSION

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

OUR VISION

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through witness, faith, innovation and action.*



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

HELD WEDNESDAY, OCTOBER 20, 2021

PRESENT:

Trustees:

N. Crawford
D. Di Giorgio - Virtual
A. Kennedy - Virtual

External Members:

George Wedge, Chair
Michelle Da Costa - Virtual
Geoffrey Feldman - Virtual
Lori Mastrogiuseppe – Virtual
Lisa McMahon - Virtual
Tyler Munro
Deborah Nightingale - Virtual
Wendy Layton – Virtual
Mary Pugh - Virtual

Staff:

V. Cocco
A. Coke
A. Della Mora
C. Fernandes
M. Gendron
R. Macchia
M. Meehan
J. Mirabella
D. Reid
P. Stachiw

S. Pellegrini, Acting Recording Secretary

External Guest: A. Robertson, Parliamentarian

3. Roll Call and Apologies

Melanie Battaglia sent her regrets.

4. Approval of the Agenda

MOVED by Tyler Munro, seconded by Lori Mastrogiuseppe, that the Agenda be approved.

MOVED in AMENDMENT by Deborah Nightingale, seconded by Trustee Crawford, that Item 19a) Inquiry From Deborah Nightingale regarding the Otis-Lennon School Ability Test (OLSAT) testing of Grade 4 Students in 2021-2022 and Item 19b) Inquiry From Deborah Nightingale regarding the Status of the Grade 5 Gifted Withdrawal Program in 2021-2022 be added to the Agenda.

MOVED in AMENDMENT by Geoffrey Feldman, seconded by Trustee Crawford, that Item 17a) Email of recognition from Geoffrey Feldman to Principal Erica Wilson of Loretto College School, Ward 6 for funding photographs of ME Summer Camp Students be added to the Agenda.

On the Vote being taken, the AMENDMENT was declared

CARRIED

On the Vote being taken, the AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Deborah Nightingale, seconded by Mary Pugh, that Item 13a) Special Education Superintendent Update - October 2021 be reordered before Item 8a) Parliamentary Presentation - Alasdair Robertson.

On the Vote being taken, the AMENDMENT was declared

CARRIED

Trustee Crawford, Lori Mastrogiuseppe, Tyler Munro and George Wedge wished to be recorded as voted in opposition.

MOVED in AMENDMENT by George Wedge, seconded by Lori Mastrogiuseppe, that Item 17b) Letter from the Trillium Lakelands District School Board's Special Education Advisory Committee to Minister Lecce in Support of Bill 172 an Act in Relation to Fetal Alcohol Syndrome (FAS) be added to the Agenda.

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Deborah Nightingale, seconded by Trustee Crawford, that the Minutes of the Meeting held September 15, 2021 be approved.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy joined the virtual meeting at 7:35 pm.

13) Reports of Officials for Information by the Board/Other Committees

MOVED by Tyler Munro, seconded by Wendy Layton, that Item 13a) be adopted as follows:

13a) Special Education Superintendent Update – October 2021 received.

On the Vote being taken, the Motion was declared

CARRIED

8) Presentations

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 8a) be adopted as follows: **Parliamentarian Presentation – Alasdair Robertson** received and that the slide

deck presentation be included in the Minutes of the October 20, 2021 meeting.

On the Vote being taken, the Motion was declared

CARRIED

10. Consent and Review

The Chair reviewed the Order Page and the following Items were held:

- 11b) Special Education Plan Review – Update from Informal Working Group (Verbal) – Trustee Crawford;
- 11c) Parent Engagement Special Services Series (Verbal) – Maria Meehan, Superintendent of Special Services – Tyler Munro;
- 12a) Letter of Interest from Jennifer Di Francesco to Serve as a Community Member Representative on the Special Education Advisory Committee – Trustee Crawford;
- 12b) Safe Schools Committee - Special Education Advisory Committee Representative for the New Academic Year (Verbal) - Tyler Munro, Inclusion for Action In Ontario Representative – Tyler Munro;
- 14a) From Melanie Battaglia, representative of Autism Ontario regarding Exclusion Tracking and Reporting – Trustee Crawford;
- 14b) From Tyler Munro, representative of Inclusion Action in Ontario (IAO) regarding Promotion of Inclusive Practices in the Multi-Year Strategic Plan – Tyler Munro;

- 14c) From Geoffrey Feldman, representative of Ontario Disability Coalition regarding Recommendation that Multiple Exceptionalities (ME) Staff use Clear Mouth Shields – Geoffrey Feldman;
- 17a) Email of recognition from Geoffrey Feldman to Principal Erica Wilson of Loretto College School, Ward 6 for funding photographs of ME Summer Camp Students – Geoffrey Feldman;
- 19a) Inquiry from Deborah Nightingale regarding the Otis-Lennon School Ability Test (OLSAT) testing of Grade 4 Students in 2021-2022; and
- 19b) Inquiry from Deborah Nightingale regarding the Status of the Grade 5 Gifted Withdrawal Program in 2021-2022

MOVED by Trustee Crawford, seconded by Tyler Munro, that the Items not held be received.

On the Vote being taken, the Motion was declared

CARRIED

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

- 11a) Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of October 20, 2021
- 17b) Letter from the Trillium Lakelands District School Board's Special Education Advisory Committee to Minister Lecce in Support of Bill 172 an Act in Relation to Fetal Alcohol Syndrome (FAS)
- 20a) Pending List as at October 20, 2021

The Chair declared a 10-minute recess.

The meeting resumed with George Wedge in the Chair. The attendance list remained unchanged.

11. Annual Calendar

MOVED by Trustee Crawford, seconded by Tyler Munro, that Item 11b) be adopted as follows:

11b) Special Education Plan Review – Update from Informal Working Group (Verbal) received.

Mary Pugh left the virtual meeting at 9:05 pm.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy did not vote/respond.

MOVED by Trustee Crawford, seconded by Geoffrey Feldman, that Item 11c) be adopted as follows:

11c) Parent Engagement Special Services Series (Verbal) – Maria Meehan, Superintendent of Special Services received.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy did not vote/respond.

12) Nominations

MOVED by Trustee Kennedy, seconded by Tyler Munro, that Item 12a) be adopted as follows:

- 12a) Letter of Interest from Jennifer Di Francesco to Serve as a Community Member Representative on the Special Education Advisory Committee** received and that SEAC recommend to Board that the letter of interest from Jennifer Di Francesco to serve as a Community Member Representative on the Special Education Advisory Committee be accepted.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Trustee Kennedy, that Item 12b) be adopted as follows:

- 12b) Safe Schools Committee - Special Education Advisory Committee Representative for the New Academic Year (Verbal) - Tyler Munro, Inclusion for Action In Ontario Representative** that Tyler Munro continue to be the SEAC Representative on the Safe Schools Advisory Committee.

On the Vote being taken, the Motion was declared

CARRIED

- 14) Consideration of Motions for Which Previous Notice has been Given**

MOVED by Trustee Crawford, seconded by Lori Mastrogiuseppe, that Item 14a) be adopted as follows:

- 14a) From Melanie Battaglia, representative of Autism Ontario regarding Exclusion Tracking and Reporting** that this item be deferred to the November 17, 2021 Special Education Advisory Committee Meeting.

On the Vote being taken, the Motion was declared

CARRIED

Wendy Layton left the virtual meeting room at 9:50 pm and returned at 9:52 pm.

MOVED by Tyler Munro, seconded by Trustee Crawford, that Item 14b) be adopted as follows:

- 14b) From Tyler Munro, representative of Inclusion Action in Ontario (IAO) regarding Promotion of Inclusive Practices in the Multi-Year Strategic Plan:**

WHEREAS: The mission of the Toronto Catholic District School board (TCDSB) is to be an Inclusive learning community uniting home, parish and school and rooted in the love of Christ;

WHEREAS: An “Inclusive” school board is one that focuses educating all students in regular classrooms and delivering necessary services and accommodations to special needs students in a regular classroom at their student’s local school and in their local community. Those boards operate few or no special segregated classrooms (ISP classes);

WHEREAS: Pope Francis and Catholic Social Teachings strongly supports the establishment and operations of Catholic Schools following the “Inclusive” model:

- ‘An inclusive education finds a place for all and does not select in an elitist way the beneficiaries of its efforts.’ – Pope Francis

- “An education in the fullness of humanity should be the defining feature of Catholic schools” – Pope Francis
- “Putting the entire person at the centre of education” - Pope Francis
- “Orienting educational work towards the margins, social margins and existential margins through service, encounter and welcome.” – Pope Francis
- "Education is an inclusive movement. An inclusion that goes towards all the excluded: those for poverty, for vulnerability due to wars, famines and natural disasters, for social selectivity, for family and existential difficulties," – Pope Francis
- Vatican City, Feb 20, 2020 / 10:08 am (CNA)- Pope Francis called for an educational revolution Thursday, telling the Congregation for Catholic Education that more effort needs to be made to accelerate the inclusiveness of education.
- FRATELLI TUTTI Encyclical Letter Pope Francis writes: ^[98]I would like to mention some of those “hidden exiles” who are treated as foreign bodies in society. Many persons with disabilities “feel that they exist without belonging and without participating”. Much still prevents them from being fully enfranchised. Our concern should be not only to care for them but to ensure their “active participation in the civil and ecclesial community. That is a demanding and even tiring process, yet one that will gradually contribute to the formation of consciences capable of acknowledging each individual as a unique and unrepeatable person”. I think, too, of “the elderly who, also due to their disability, are sometimes considered a burden”. Yet each of them is able to offer “a unique contribution to the common good through their remarkable life stories”. Let me repeat: we need to have “the courage to give a voice to those who are discriminated against due to their disability, because sadly, in some countries even today, people find it hard to acknowledge them as persons of equal dignity”.
- “Defense of the right to life implies the defense of all other rights that enable the individual with the disability to achieve the fullest measure of personal development of which he or she is capable. These include the right to equal opportunity in education, in employment, in housing, and in health care, as well as the right to free access to public accommodations, facilities, and services.” US Catholic Bishops Statement on Disability (2016);

WHEREAS: 30 years of extensive research supporting accommodating special needs student within regular classrooms has shown, with an Inclusive approach:

- The special needs student does the same or better academically in an Inclusive classroom
- Academically all students do better in Inclusive classrooms.
- Teachers become more effective educators by broadening their teaching skills which benefit all students in Inclusive settings.
- Students learn to interact socially and accept those who are not like them, those who are different.
- Special needs students learn to interact with their peers in a typical accommodated, class setting and this eases the transition into adult life, making them more productive members of society. An artificial segregated setting can never achieve this and discourage accommodation in accordance with the Ontario Human Rights Code.
- Monies can be diverted from expensive segregated programs, bussing and underutilized assets to training staff, hiring frontline staff supporting students in regular classrooms and hiring support staff;

WHEREAS: 19 of the 60 English language school boards (32%) in Ontario promote the use Inclusive classrooms and operate no or only a few ISP classes for a limited number of Identifications;

WHEREAS: 12 of the 29 English Language Catholic School Boards (41%) in Ontario promote the Inclusive classroom and operate no or only a few ISP classes for a limited number of Identifications;

WHEREAS: New Brunswick, which has similar student enrollment levels as TCDSB, prohibits by law the segregation of any student due to a disability. New Brunswick has been a global leader in Inclusive education for 35 years;

WHEREAS: Most school boards that promote Inclusive classrooms achieve similar or superior results on standardized testing when compared to geographically overlapping boards that segregate special needs students, some by significant amounts. Renfrew Catholic DSB EQAO scores are 19% higher than Renfrew DSB. Hamilton-Wentworth Catholic DSB EQAO scores are 16% higher than Hamilton-Wentworth DSB. Of note Hamilton-Wentworth Catholic DSB has been operating without ISP classes as we know them for over 50 years;

WHEREAS: There is a presumption by TCDSB staff at all levels that the current ineffective and expensive parallel model of special education is best suited for a special needs student. This presumption is made without benefit of reviewing research or having experience in Inclusive school boards. Parents and advocates who request an Inclusive placement for a student are dismissed without serious consideration of the request and they are often subject to significant pressure from staff to consent to a segregated placement recommendation;

WHEREAS: There are few if any accommodations provided to students in ISP classes that could not be provided in a regular class if staff were trained and supported to provide those accommodations; and

WHEREAS: Promoting Inclusive Education is consistent with our Catholic values, modern pedagogy research and practices, is consistent the Canadian Charter of Rights and Freedoms, The Ontario Human Rights Code, the laws and court rulings of Canada and Ontario. It is more cost effective than a segregated approach and helps all students reach their potential.

THEREFORE BE IT RESOLVED: That a senior Academic and Special Education staff (the Senior Team) look into how to promote Inclusive placements for special needs students that are currently or likely to be placed in Intensive Support Program (ISP) and bring back a report to Board and SEAC by January 2022 meetings; and

BE IT RESOLVED: That SEAC recommend to the Board of Trustees that the following be considered by the Senior Team for inclusion in the 2021-2024 Multi Year Strategic plan (MYSP):

- provide a modern definition of Inclusion in an education setting that will be posted prominently on the board's website, on related documents and shared with staff.
- Consult with experts in Inclusive Education, Inclusive school boards, SEAC, review research and review available plans for transitioning a board to an Inclusive model.
- Develop a general strategy for preparing staff, departments and the board to support a transition to an Inclusive model.

- Identify and prioritize policies and procedure documents that need to be updated to reflect a change to an Inclusive model of education, including the Special Education Plan.
- Identify groups of students and/or schools that will be transitioned to the Inclusive model each year, the staff groups that will educate and support them and the training they will need.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Kennedy, Lisa McMahon and Deborah Nightingale wished to be recorded as voted in opposition.

Trustee Di Giorgio did not vote/respond.

Trustee Di Giorgio left the meeting at 10:00 pm.

MOVED by Geoffrey Feldman, seconded by Tyler Munro, that Item 14c) be adopted as follows:

14c) From Geoffrey Feldman, representative of Ontario Disability Coalition regarding Recommendation that Multiple Exceptionalities (ME) Staff use Clear Mouth Shields:

WHEREAS: The mission of the TCDSB is to be an Inclusive learning community uniting home, parish and school and rooted in the love of Christ;

WHEREAS: An “Inclusive” school board is one that focuses on educating Special Needs Students who have difficulty with hearing or communication unless they see the complete face and lips of the Staff Member;

WHEREAS: The TCDSB is expected to deliver the necessary services and accommodations to all students;

WHEREAS: The Holland Bloorview Kids Rehabilitation Staff have had approved the use of a Clear Mouth Shield made by ClearMask™ it is a transparent Face Mask used by the hospital teaching staff with multiple exceptionality children and youth who need to view the complete face for full communication and learning;

WHEREAS: Students who are Deaf or Hard of Hearing or lack communication ability will benefit and become more intently involved when being instructed etc. by Multiple Exceptionalities (ME) Staff who communicate through facial expressions and mouth movement; and

WHEREAS: TCDSB should accommodate all students by using all supports needed to communicate and instruct students.

THEREFORE BE IT RESOLVED: That SEAC recommend to the Board that the responsible staff member research the fully transparent, anti-fog masks available to help healthcare providers and essential workers to protect themselves, communicate better, and ease confusion manufactured by ClearMask and make them available to all school staff who wish to use this clear mask shield to fully communicate, instruct, etc. with students who rely upon the full facial expressions that includes lip movement to enable them to provide full and inclusive education.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Crawford and Trustee Kennedy wished to be recorded as voted is opposition.

17) List of Communications

MOVED by Geoffrey Feldman, seconded by Trustee Crawford, that Item 17a) be adopted as follows:

- 17a) Email of Recognition from Geoffrey Feldman to Principal Erica Wilson of Loretto College School, Ward 6 for funding photographs of ME Summer Camp Students** received and that the email of recognition be included in the Minutes of October 20, 2021 meeting.

On the Vote being taken, the Motion was declared

CARRIED

19. Inquiries and Miscellaneous

MOVED by Deborah Nightingale, seconded by Trustee Crawford, that Item 19a) be adopted as follows:

- 19a) From Deborah Nightingale regarding the Otis-Lennon School Ability Test (OLSAT) testing of Grade 4 Students in 2021-2022** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Trustee Crawford that Item 19b) be adopted as follows:

- 19b) From Deborah Nightingale regarding the Status of the Grade 5 Gifted Withdrawal Program in 2021-2022** received.

On the Vote being taken, the Motion was declared

CARRIED

21. Adjournment


MOVED by Tyler Munro, seconded by Geoffrey Feldman, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

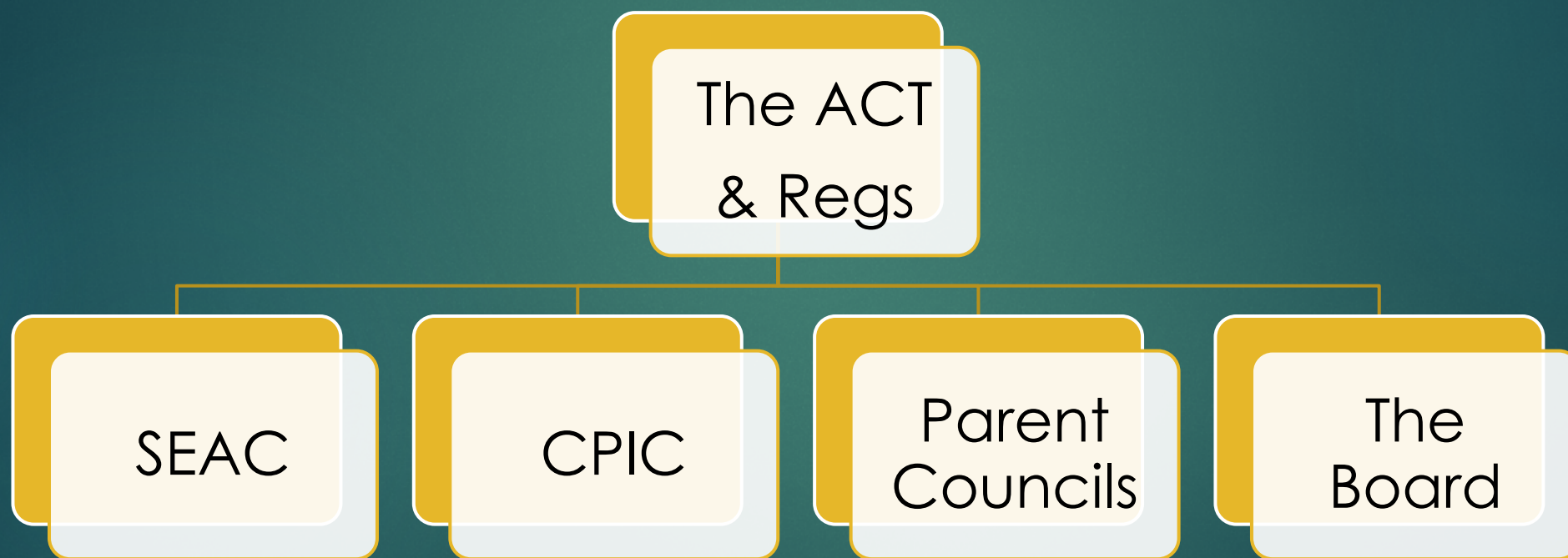
CHAIR



The Special Education Advisory Committee (SEAC) and TCDSB Governance

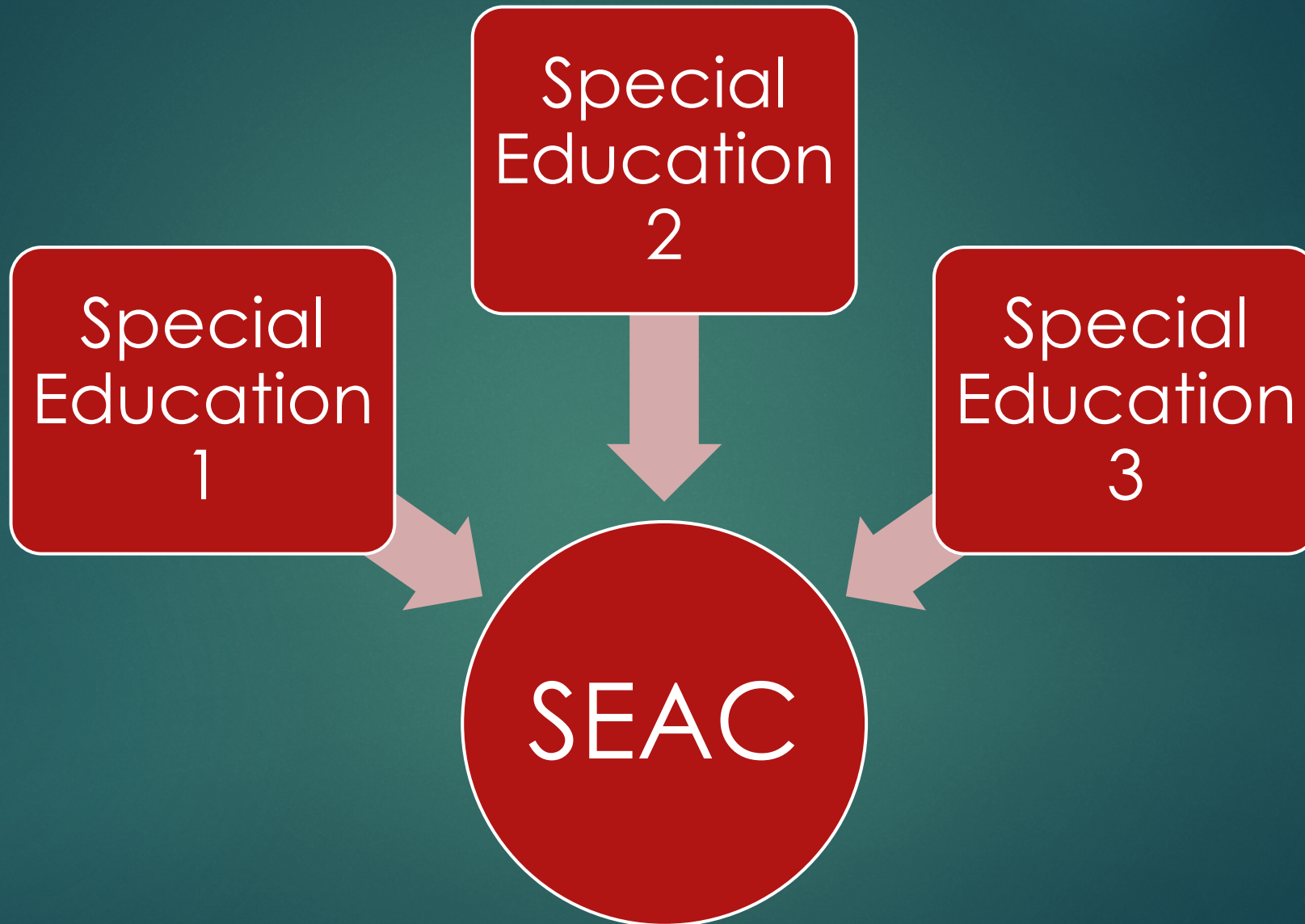
HOW DOES SEAC FIT AT TCDSB?

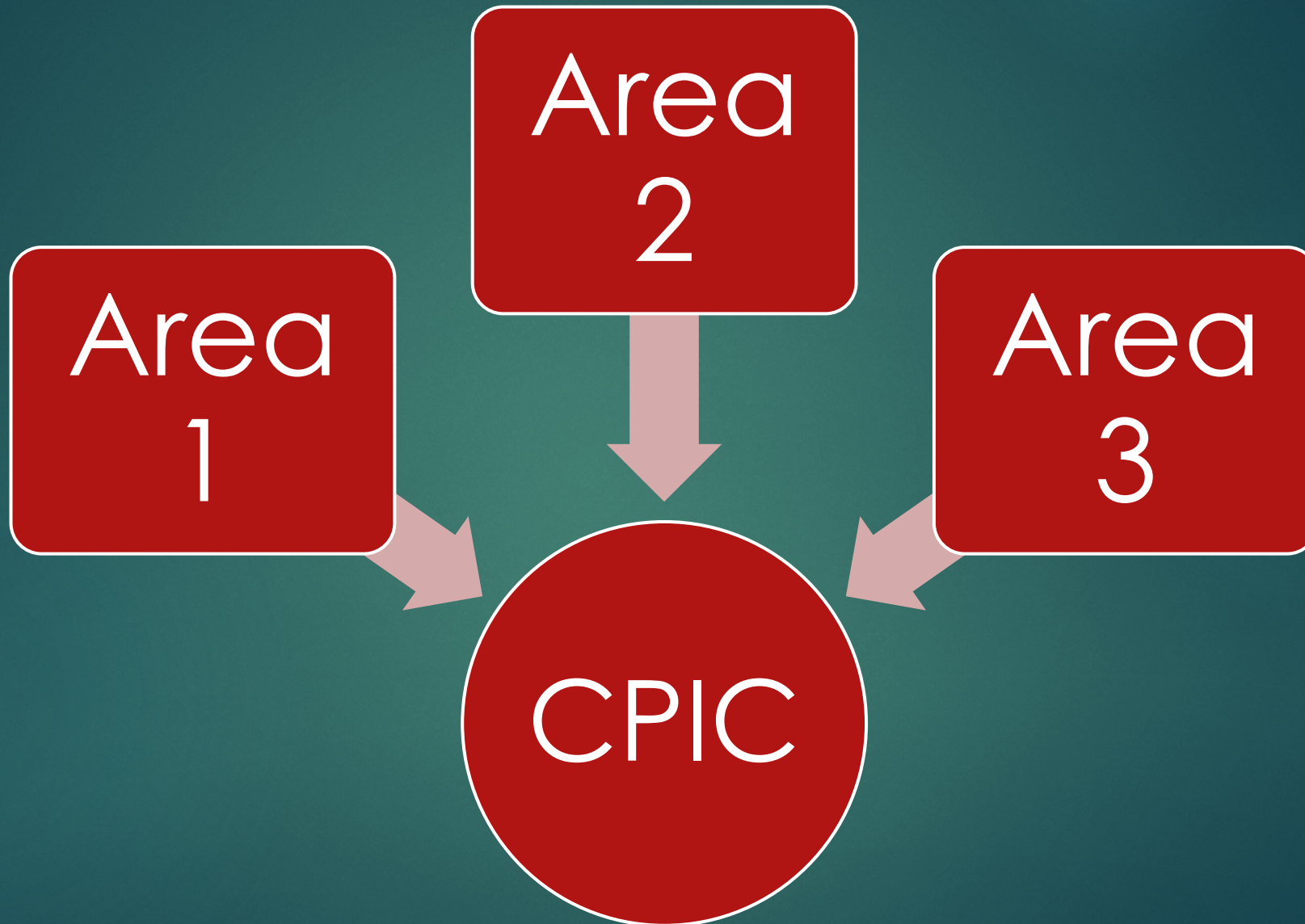
You Are a “Creature of Statute”



Creatures of Statute are:

- ▶ Mandated by law
- ▶ Have specific roles within the framework of the Education Act & its Regulations
- ▶ Cannot aggregate to themselves powers or duties which are not granted by the Act.
- ▶ May have specific relationships with other Creatures of the Act, or not.





The Most Important Letter in SEAC is the “C”

- ▶ SEAC is a **Committee** structured to provide many perspectives
- ▶ It is composed of **subject experts** with the role of speaking for a community of interests (which don't always mean the same things to everyone)
- ▶ Can only act via decisions of the whole group
- ▶ Is strictly limited by statute to a single power...



...Recommendation

SEAC HAS NO OTHER POWER, AND NO OTHER PURPOSE

It isn't a recommendation unless...

- ▶ It is a motion duly passed by SEAC at a meeting (and using the rules of the Committee).
- ▶ It falls within the mandate of SEAC
- ▶ It is appropriate to be considered by the Board of Trustees

SEAC Recommends, Board Decides

- ▶ Board can refer a SEAC (or CPIC) recommendation to staff (for additional study or consultation) or can take up the recommendation.
- ▶ Board can receive a SEAC recommendation and take no further action. “Thanks for letting us know.”
- ▶ Board may refer a question back to SEAC or to other bodies within the TCDSB.

Important Considerations

- ▶ Members by themselves have no powers
- ▶ SEAC does not directly control anything; no staff, no parent councils, no policies, nothing; except your own deliberations
- ▶ You are representatives of organizations, not necessarily free agents
- ▶ The Act gives you access (to the Director of Education or his designate, to the Trustee members of SEAC, and to information from staff.
- ▶ You are influential because of your expertise, and your access

The Problem with Subject Experts

- ▶ Not experts on everything
- ▶ Tend to follow their own passions
- ▶ Tend to prioritize time/effort around their own specialization
- ▶ May “talk past” other experts with different knowledge

Good Advice

- ▶ Use formal rules to make decisions, not to distract from your role
- ▶ Look for shared issues where you can make recommendations which will serve many of the students under the Special Education umbrella
- ▶ Bring your expertise/do your homework
- ▶ Remember your mandate



Questions?

Thank-you

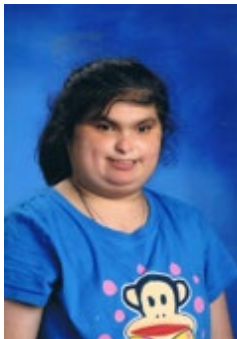
From:
To:
Subject:
Date:
Attachments:

From: Feldman, Geoffrey (SEAC)
Sent: October 19, 2021 5:41 PM
To: Special Education Advisory Committee **Subject:** Additional Agenda Item

Dear Members

I will be requesting your consideration for an additional agenda item to be added to our meeting tomorrow if time permits. I missed the call for Agenda items as I still cannot get email on my cellphone due to a glitch with the email system.

The item is a thank you from SEAC this time it is to Erica Wilson who is the Principal of Loretto College School in Ward 6. She kindly organized and paid for photographs of all the ME Summer Camp Students that attended during July 2021 it was a pleasant surprise and along with the class photo provides wonderful memories to all the ME students.



Thank you for your kind consideration.

Warmly

Geoffrey Feldman, P. Eng MBA

TCDSB SEAC Committee Member geoffrey.feldman@tcdsb.org
@gfSpclNeeds @canlink
<http://www.beprofitable.ca>
<https://www.linkedin.com/in/geoffreyfeldman/>
Special Needs Parent and Advocate
@ODCoalition odcoalition.wordpress.com
Holland Bloorview Kids Rehab - Family Engagement Volunteer
MoH Provincial Genetics Committee – Lived Experience Advisor

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October 5, 2021

The Honorable Stephen Lecce
Minister of Education
Mowat Block 22nd Floor
900 Bay Street
Toronto ON, M7A 1L2

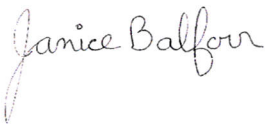
Dear Minister Lecce,

Re: Support for Bill 172 An Act in Relation to Fetal Alcohol Spectrum Disorder

Trillium Lakelands District School Board's Special Education Advisory Committee is in full support of Bill 172. This proposed legislation will require all boards of education throughout Ontario to develop policies and guidelines with respect to FASD and require the Ontario College of Teachers and ECE programs to provide training with respect to FASD.

The high prevalence of FASD in Ontario makes it imperative that we offer comprehensive services to those impacted. The Ontario government has supported communities by providing funding for FASD Workers, an online information portal, indigenous FASD/child nutrition programs, and family and caregiver support groups. This support needs to be expanded to ensure that our educators have the knowledge and skills they need to support children and youth impacted by FASD to reach their full potential.

Thank you for acknowledging our support for Bill 172.



Janice Balfour
Chair of SEAC, TLDSB

Cc: Norm Miller, MPP
Laurie Scott, MPP
SEAC Chairs



Special Education Superintendent Update

October 2021

OCTOBER IS AUTISM AWARENESS MONTH

In Canada, October is Autism Awareness Month. Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder that includes impairments in language, communication skills, and social interactions combined with restricted and repetitive behaviours, interests, or activities.¹ Today prevalence rates of ASD in Canada are approximately 1 in 66.²

An increase in the number of students with Autism has been observed in the Toronto Catholic District School Board. Currently there are over 2,000 students with Autism in our schools.

The TCDSB offers a range of programs, services, and resources to support students, staff and families.

Autism Support Team: Multi-disciplinary staff on the Autism Team are available on a referral basis to help support schools and students in building capacity around best practices focusing on ABA strategies.

Connections For Students: Connections For Students is an Ontario government initiative, intended to facilitate the transition of children with Autism Spectrum Disorders from Autism Intervention Programs (AIPs) to school. This initiative partners school boards with AIP providers.

The Program to Assist Social Thinking (PAST): [PAST](#) is an elementary school program for students diagnosed with Autism level 1.

Resources: Information about resources available through the Autism Department and allied community organizations are available on our [Resources](#) page. Resources and materials for board staff can be accessed through the board's intranet [TCDSB Autism Services Team Site](#) (staff login required).

Our [Transition](#) page gives detailed information on how TCDSB supports students transitioning to secondary school and beyond. Some resources we provide to students and families are:

- [Tips and information to help parents and their children prepare for high school](#)
- [Transition to High School for Students with ASD on the Credit Earning Pathway](#)
- [Transition to High School Support for Parents of ME/DD ISP Students](#)
- [Preparing For Life After High School - For Parents and Families of MEDD ISP Students](#)

World Autism Awareness Day: April 2nd is World Autism Awareness Day. TCDSB recognizes Autism Awareness Day every year through various school initiatives. Visit our [Autism Awareness Day page](#) for more information.

The following websites may be of interest for those looking to learn more about Autism.

[Autism Ontario](#)

[Autism Canada](#)

[Ontario Autism Program](#)



Watch out for information on events being planned for World Autism Awareness Day on April 2nd!

¹ American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders: DSM-5 (5th ed.). Arlington, VA: American Psychiatric Association.
² Public Health Agency of Canada. (2018). Autism Spectrum Disorder among Children and Youth in Canada 2018: A Report of the National Autism Spectrum Disorder Surveillance System. Ottawa, ON.



October is Child Abuse Prevention Month. The social work department continues to support the system with ensuring we are protecting the rights and needs of children and families. The current Suspected Child Abuse Reporting Policy will be reviewed and all stakeholders will be invited to sign off on our shared Duty to Report as well as our Duty to Support. We invite all staff to wear purple for prevention of Child Abuse on October 27.



The Mental Health Team promoted mental health activities and resources throughout the system by:

- Providing Professional Development refresher workshop on Brief Digital Interventions to 22 Social Work and Psychology staff members.
- Collaborating with the Communications Department on the development of three student videos on ways that staff can support the mental health of students. The six featured students were selected from the Catholic Student Leadership Impact Team (CSLIT), Student Mental Health Advisory Committee as well as our student trustees. The student videos were then shared with all school staff and through social media as well: We all Have a Role to Play in Student Mental Health.
- Promoting the Student Re-Engagement Kit for implementation in the classroom via system email and social media. Here is a sample of a one week calendar of activities:

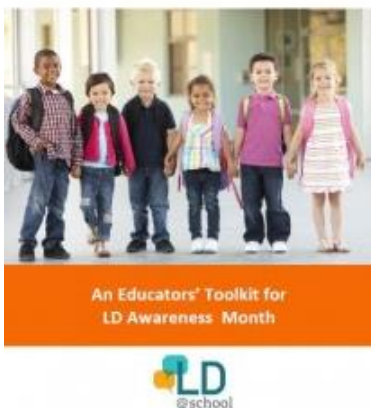
October 4 - 8

Taking time to acknowledge and celebrate the world around us, all of the living and nonliving things that God created provides an opportunity to make meaningful connections to Scripture. It also provides opportunity to live our Catholic values and virtues through action.

Monday Oct. 4th	Tuesday Oct. 5th	Wednesday Oct. 6th	Thursday Oct. 7th	Friday Oct. 8th
Virtual Field Trip: Gratitude Early Years Primary Junior Intermediate Senior	Deep Belly Breathing (All) High 5 to Friendship (P/J/I)	Help-Seeking Resource: discuss/distribute (Int/Sen) Walking in Your Shoes (P/J/I)	Inspirational Snowfall (All) Imaginary Walk (All)	Congratulations on completing The First 21 Days of Wellness! Keep it going!
These are links to videos demonstrating gratitude strategies. You can find full lesson plans including a variety of consolidation activities here . Consider extending the learning all week!	Conversation Starters: Healthy Sleep (pink cards) Click for jam board	Two-minute Mindfulness (All)	The Book of Gratitude (All)	For more resources to support mental health promotion and literacy in your classroom, click here .

- Distributing a message of Staff Well-Being with a focus on Gratitude for the month of October with mental health resources for staff and classroom educators.
- Promoting student engagement in a provincial mental health initiative, #HearNowOn, with youth surveys and forums from School Mental Health Ontario via email and social media.

OCTOBER is Learning Disabilities Awareness Month



October is Learning Disabilities (LDs) Awareness Month.

Learning Disabilities (LDs) are very common and affect approximately 10% of Canadians, which means that 1 in 10 students in our classroom may have learning disabilities.

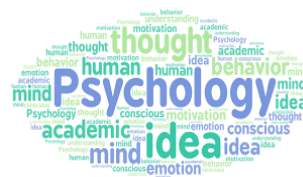
The Learning Disabilities Association of Ontario (LD@school) team has developed a toolkit for educators to use during Learning Disabilities Awareness Month (#LDmonth) to help spread awareness in our schools and classrooms. The toolkit also contains great information for students, parents and the school community.

“My learning disability is what I have, it is not who I am”.

<https://www.ldatschool.ca/awareness-month-tool-kit/>

All are encouraged to focus on the strengths and abilities of our students with learning disabilities!

The Psychology Department continues to serve students, families and the school community. This includes in-person psychoeducational assessments, as well as ongoing counselling and mental health supports, school team consultation, and psychology education for school staff and caregivers.



Our Assessment and Programing Teachers and our Programing and Assessment Teachers have been busy supporting the Individual Education Plan (IEP) process at our schools.

Workshops and drop-in sessions have been offered for administrators and teachers. The focus of the process has been a collaborative approach as we continue to support our students .



Otis-Lennon School Ability Test (OLSAT) Assessment Update

At this time, the elementary teachers' work-to-rule sanctions, that restrict teachers' ability to engage in the administration of the OLSAT assessment, remain in place. Parents will be promptly notified by their child's school principal of the date and details related to the administration of the test at their child's school.



toronto.oapce.org/toronto@oapce.org

November 17, 2021

The Toronto Chapter of the Ontario Association of Parents in Catholic Education, recognizes and respects the collective bargaining process. To that end, as the parents of children in the Toronto Catholic District School Board, we strongly encourage both partners to consider a return to the negotiation table to resume bargaining in good faith.

OAPCE Toronto's objective is to continue to advocate on behalf of parents of elementary students to excel in their school environment (which we recognize is a workplace as well). Putting our students first is paramount as we continue to work through the impacts and challenges of the pandemic.

Our Catholic schools need to continue to nurture our children's health, well-being, as well as promote the best possible learning outcomes for our children.