



Audit Committee Agenda

AC:004A

Monday, June 21, 2021

4:00 p.m.

Electronic Meeting

Trustee Members

Robin Pilkey (Chair), Michelle Aarts, James Li, David Smith

External Members

Joyee Chau, Ian MacKay, Mary Preece

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Audit Committee

Draft Minutes

22 March 2021

An electronic meeting of the Audit Committee was convened at 4:00 p.m. on Monday, 22 March 2021, with Robin Pilkey presiding.

The following committee members were present: Trustees Robin Pilkey (Chair), Michelle Aarts, James Li, and David Smith

The following external members were present: Joyee Chau, Ian MacKay, and Mary Preece

The following individuals were present in the audience: Daniel Nortes, Tyler Raponi, Mun Shu Wong, Marisa Chiu, Wasif Hussain, Craig Snider, Pina Colavecchia, Lillian Cheung, Teresa Avarino, Sheryl Robinson, Andrew Gold, Peter Gazzellone, Helen Ho, Ron Felsen, Kurt McIntosh, Paula Hatt, Peggy Aitchison, George Kourtis, Maia Puccetti, Tanya Senk, Gary Green, Curtis Ennis, Audley Salmon, Tony Rossi, Peter Singh, Leola Pon, Lisa Dilworth, Ian Allison, Nandy Palmer, Shirley Chan

1. Approval of the Agenda

Ian MacKay moved and seconded by Trustee Aarts the Approval of the Agenda.

The motion was carried.

2. Declarations of Possible Conflict of Interest

No conflicts were declared.

3. Approval of Meeting Minutes

Mary Preece moved and seconded by Trustee Aarts approval of the meeting minutes of February 22, 2021.

The motion was carried.

4. Auditor General of Ontario: Curriculum Audit (December 2020) Update [4049]

The Committee considered a report from staff (see AC:003A, page 5), presenting the Auditor General of Ontario: Curriculum Audit (December 2020) Update. This item was presented to the committee by the following staff: Andrew Gold. The Committee heard and discussed:

- The committee asked whether there are any elements within how the TDSB executes implementation and what tracking exists at the board to ensure full curriculum is being delivered. In response staff indicated that TDSB response to recommendation 4 is to develop a normalized system to assist in monitoring and ensuring accountability so that the responsibility and accountability around full curriculum delivery takes place in a consistent manner.
- A question was asked about the usefulness of curriculum that is 12 years old. Staff remarked that resource budgets are necessary, but that digital resources are an emerging market and resource that continue to be explored. Staff also indicated that out of necessity flowing from the pandemic, that some of our practices have been changing...for the better. The reliance on a textbook is diminishing as readily available online and engaging resources are accessible to the classroom teacher. When curriculum roll out begins with implementation – there are many relevant steps that have been missed to support its success in implementation in the past.

Mary Preece moved and seconded by Trustee Aarts: **That the Audit Committee RECOMMENDS that the Auditor General of Ontario – Curriculum Audit (December 2020) Update be received.**

The motion was carried.

5. Auditor General of Ontario: School Board IT Systems and Technology in the Classroom Follow-up Audit Update [4050]

The Committee considered a report from staff (see AC:003A, page 79), presenting the Auditor General of Ontario – School Board IT Systems and Technology in the Classroom Follow Up Audit Update. This item was presented to the committee by the following staff: Wasif Hussain and Peter Singh. The Committee heard and discussed:

- Staff were asked if there might be an economy of scale that has been explored about the prohibitive costs associated with the recommendations from this audit. Staff indicated that there are provincial discussions happening, noting that this area is a provincial challenge; not a TDSB specific challenge. Staff do believe there are opportunities that may arise to coincide with contracts that are coming up for renewal. Business continuity systems are an example of both the vulnerability as well as opportunity to leverage a province wide response and solution.
- Staff were asked that was the status of tracking the life cycle for IT equipment. Staff indicated that tracking is responded on an ad hoc basis. Every asset is tracked via the TDSB existing asset management software and procurement process. One of the gaps staff are seeking to close is how to “sunset” equipment at the end of its useful working life. 5-8 years is the normative life span for most technology assets.

Trustee Aarts and seconded by Mary Preece: **That the Auditor General of Ontario – School Board IT Systems and Technology in the Classroom Follow Up Audit Update be received.**

The motion was carried.

6. Auditor General of Ontario and Ontario Ombudsman: Student Transportation Follow-up Audit Update, March 2021 [4051]

The Committee considered a report from staff (see AC:003A, page 103), presenting the Auditor General of Ontario & Ontario Ombudsman – Student Transportation Follow Up Audit Update. This item was presented to the committee by the following staff: Gary Green. The Committee heard and discussed:

- There was no direct discussion of this item

Trustee Smith and seconded by Joyee Chau: **That the Auditor General of Ontario & Ontario Ombudsman – Student Transportation Follow Up Audit Update – March 2021 be received.**

The motion was carried.

7. Enterprise Risk Management Initiative Update [4052]

The Committee considered a report from staff (see AC:003A, page 243), presenting the Enterprise Risk Management (ERM) Implementation Status Update. This item was presented to the committee by the following staff: Tony Rossi. The Committee heard and discussed:

- Staff were asked to advise when an update can be expected. Staff responded by indicating that it is the intention to bring quarterly progress reports to the Audit Committee.
- A question was asked about what staff are doing to ensure the completeness of risks that are logged on the risk register. Staff stated that the facilitation process will play a significant role in this process. The full risk register is to be completed during the phase 2-3 period of the process that is being followed. The enterprise risk committee will also play an important role in pulling together the most fulsome and relevant risk information.
- Staff were asked when the Audit committee would expect to see a report that includes the risk register. Staff intends to bring this forward at the March 2022 meeting of the Audit Committee.

Ian MacKay and seconded by Trustee Aarts: **That the Enterprise Risk Management (ERM) Implementation Status Update be received.**

The motion was carried.

8. New Student Information System (SIS) Project Update [4053]

The Committee considered a report from staff (see AC:003A, page 259), presenting the Enterprise Risk Management (ERM) Implementation Status Update. This item was presented to the committee by the following staff: Peter Singh. The Committee heard and discussed:

- Staff were asked whether management had enough resources to complete this initiative and the ERM initiative that is happening during the same fiscal year. Staff indicated that budget resources have been allocated to an adequate degree to complete both projects; noting that the staff on both projects are different.
- A question was asked as to whether the sunset date for Trillium was a hard date. Staff stated that July 2022 is the hard date so that staff are fluent and able to use the new application in preparing for the start of the new school year in September 2022. Trillium will continue to be available until the new SIS is functional for use. The new SIS will go live February 2022 and it will be used in parallel with Trillium. As of July 30, 2022, the new SIS will be the master SIS for TDSB. This is the date of the master data transition.

Ian MacKay and seconded by Joyee Chau: **That the new Student Information System (SIS) update be received.**

The motion was carried.

9. Audit Committee O. Reg 361/10 Requirements – Work Tracker [4054]

The Committee considered a report from staff (see AC:003A, page 271), presenting the work tracker checklist of the O. Reg. 361/10 requirements to assist with the planning of Audit Committee activities and meeting agendas. This item was presented to the committee by the following staff: Wasif Hussain. The Committee heard and discussed:

- A request to staff was made that future versions of the report contain statement to indicate which items have changed or been updated. Staff acknowledged this request and agreed to undertake to do this going forward.

Trustee Aarts moved and seconded by Mary Preece: **That the Audit Committee RECOMMENDS that the Audit Committee O.Reg 361/10 Requirements – Work Tracker report be received.**

The motion was carried.

10. Consideration of Private Items

At 5:39 p.m. Trustee Aarts moved and seconded by Mary Preece: **That the meeting be moved into PRIVATE.**

The motion was carried.

Robin Pilkey
Chair



2021 External Audit Service Plan and 2021 Public Sector Accounting Standards (PSAS) Update

To: Audit Committee

Date: 21 June, 2021

Report No.: 06-21-4117

Strategic Directions

- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the 2021 External Audit Service Plan be approved, and Public Sector Accounting Standards Update be received.

Context

The Audit Service Plan outlines Deloitte LLP's audit approach, audit scope, planned communications and responsibilities relating to the audits of TDSB's financial statements for the fiscal year ending August 31, 2021 as reflected in Appendix A. Also included are changes made to the Master Services Agreement between Deloitte and the Board included as Appendix B.

In addition, Appendix C includes the Public Sector Accounting Standards Update which outlines recent developments and new standards coming into effect.

Action Plan and Associated Timeline

For reporting purposes only.

Resource Implications

N/A – Not Applicable.

Communications Considerations

Included in public Audit Committee minutes.

Board Policy and Procedure Reference(s)

P089 – External Auditor Independence is applicable.

Appendices

- Appendix A: External Audit Service Plan for the fiscal year ending August 31, 2021
- Appendix B: Update to Master Services Agreement
- Appendix C: Public Sector Accounting Standards Update

From

Craig Snider, Associate Director, Operations and Service Excellence at Craig.Snider@tdsb.on.ca or at 416-397-3188 or, Marisa Chiu, Executive Officer, Finance at Marisa.Chiu@tdsb.on.ca or at 416-397-3188

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Toronto District School Board 2021 Audit service plan

For the year ending August 31, 2021
To be presented to the Audit Committee
June 21, 2021

June 11, 2021

Private and confidential

To the Chair and Members of the
Audit Committee
Toronto District School Board
5050 Yonge Street
Toronto ON M2N 5N8

2021 Audit service plan

Dear Audit Committee members:

We are pleased to provide you with our audit service plan for Toronto District School Board (the "School Board"), for the year ending August 31, 2021. This document describes the key features of our plan including our audit scope and approach, our planned communications with you, and our team.

Our audit of Toronto District School Board's consolidated financial statements (the "Financial Statements") for the year ending August 31, 2021 prepared in accordance with the Financial Administration Act supplemented by the Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act ("Financial Reporting Framework"), will be conducted in accordance with Canadian generally accepted auditing standards.

Our commitment to you is straightforward: we will provide you with outstanding professional services delivered by an experienced and dedicated team of professionals. Our professionals will continue providing you with best practices and insights to face the increasingly complex array of issues and challenges encountered by School Boards in Ontario.

We are providing this audit service plan to the Audit Committee on a confidential basis. It is intended solely for the use of the Audit Committee and the Board of Trustees to assist you in discharging your responsibilities with respect to the financial statements and is not intended for any other purpose. We accept no responsibility or obligation to any third party who may rely on this report.

We look forward to discussing our audit service plan with you and answering any questions you may have.

Yours truly,



Chartered Professional Accountants
Licensed Public Accountants

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Executive summary



Audit scope and terms of engagement

We have been engaged to perform an audit of the School Board's consolidated financial statements (the "Financial Statements") 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 as at, and for the fiscal year ending August 31, 2021. In addition, we have also been engaged to perform the audit of the School Board's Trust Funds ("Trust Funds"), the Toronto Lands Corporation ("TLC") and certain government funded programs, as required. Our audits will be conducted in accordance with Canadian generally accepted auditing standards ("Canadian GAAS"). Deloitte also performs specified procedures on the Board's March year-end reporting to the Ontario Ministry of Education.

The terms and conditions of our engagement are described in the master services agreement for professional services dated April 3, 2019 and the letter of confirmation of changes dated June 8, 2021. The fees for services are based on our proposal submitted on January 7, 2019 and/or fees agreed with management should the scope of services change.

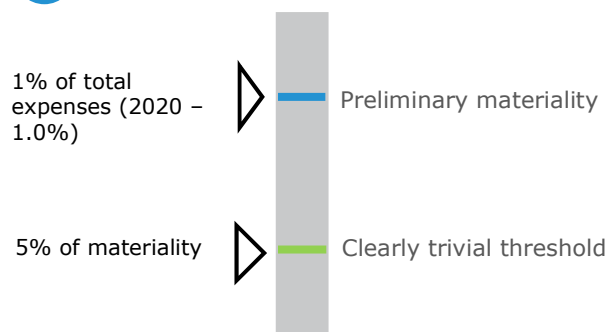


Audit risks

- 1 Revenue recognition
- 2 Management override of controls
- 3 School generated funds and school council funds
- 4 Government transfers relating to capital contributions
- 5 Payroll



Materiality



We are responsible for providing reasonable assurance that your Financial Statements as a whole are free from material misstatement. We will report to the Committee uncorrected misstatements greater than our current year clearly trivial amount. We will report our final materiality figures to the Committee at our audit results presentation. In accordance with Canadian GAAS, we will ask that any misstatements be corrected.



Fraud risk

We will develop our audit strategy to address the assessed risks of material misstatement due to fraud. Determining this strategy will involve:

1. Enquiry of those involved in the financial reporting process about inappropriate or unusual activity.
2. Testing a sample of journal entries throughout the period as well as adjustments made at the end of the reporting period.
3. Identifying and obtaining an understanding of the business rationale for significant or unusual transactions that are outside the normal course of business.
4. Evaluating whether your accounting policies may be indicative of fraudulent financial reporting resulting from management's effort to manage earnings.
5. Evaluating whether the judgements and decisions related to management estimates indicate a possible bias.
6. Incorporating an element of unpredictability in selecting our audit procedures.

We will ask Management and the Audit Committee for their views about the risk of fraud, whether they know of any actual or suspected fraud affecting the School Board and their role in the oversight of management's anti-fraud programs.

If we suspect fraud involving management, we will immediately inform the Audit Committee of our suspicions and discuss the nature, timing, and extent of audit procedures necessary to complete the audit.

Group audit

The Board is a component of the Group Audit of the Province of Ontario's consolidated financial statements. Deloitte provides information relating to the audit of the Board to the Office of the Auditor General of Ontario ("OAGO") in conjunction with the audit by the Auditor General of Ontario for the Government of Ontario's consolidated financial statements.

Canadian Auditing Standard ("CAS 600") Group Audits require certain procedures to be carried out for significant components of Group Audits and we are required to comply with the requests of the Group Auditor. The Board is assessed as a significant component by the OAGO.

Use of the work of specialists

We intend to use our own IT specialists to assess the design and implementation of information technology computer controls.

We also intend to use the work of the School Board's actuary in their valuation of the School Board's post-employment benefits. We will review and test any data and assumptions used, ensure the disclosure in the financial statements is adequate and that the actuary is in good standing with the Canadian Institute of Actuaries.

In addition, we use the work of the School Board's external legal counsel with respect to the assessment of claims and possible claims against the School Board.

If our assessment does not provide us with sufficient, appropriate audit evidence, we will need to perform additional audit procedures to address the risks of material misstatements in the Financial Statements.

COVID-19 impacts

Other than COVID-19, and the related impacts to revenue and expenses, cash management and overall operations of the School Board, we are not currently aware of any other significant events that would impact the audit of the financial statements for the August 31, 2021 year-end. We have incorporated these COVID-19 considerations in the "Audit risks" section of this document.

Below are some of the Deloitte resources we have developed and have available to assist with the potential impacts COVID-19 may have on the 2021 audit. We will continue to monitor the status of the situation and, if necessary, will discuss and finalize an action plan with management as to how to best continue to conduct the audits remotely, if necessary.

COVID-19 Working remotely

What makes Deloitte's audit different going forward is that with our technology platform, we focus efforts on what actually matters rather than taking a "needle in a haystack" random sampling approach. Through consistent processes and capabilities within our global audit platform, we facilitate a better client experience by focusing on what matters, reducing client burden, and delivering value. How would this look and feel different for you?

For the audit of the School Board, we have historically and will continue to deploy Deloitte Connect for audit collaboration. We also intend to make use of iConfirm, as described below, or a similar electronic portal to facilitate the confirmation process. With respect to data analytics, we will continue to make use of Spotlight, as described below, for our risk assessment and focused journal entries testing. The combination of these electronic tools will facilitate remote auditing, and are best suited to an organization of the School Board's size, complexity and nature.

Spotlight

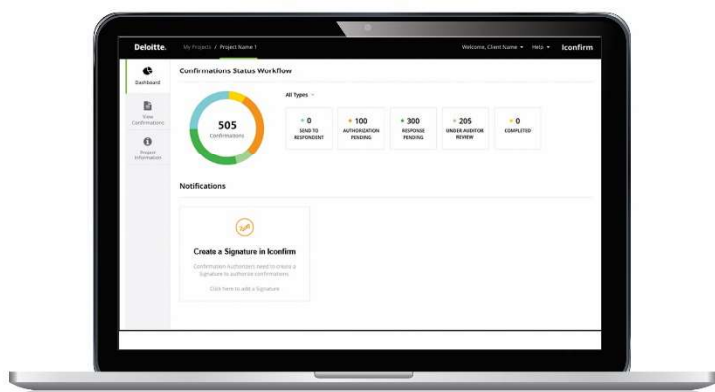
Using Spotlight's data analytics capabilities, we're able to be laser-focused on transactions that are out of the norm. This means less burden on you and your team providing audit support, more relevant and smarter questions, and less time wasted on immaterial issues.





Deloitte Connect

One centralized collaboration portal where you can quickly drag and drop files, ask clarifying questions, get reminders. You have visibility into audit and request status on real-time dashboards, whether on your computer or on a mobile app.



iConfirm

A secure web-based application for preparing, sending, receiving and managing confirmations. We're able to automatically create confirmations, have you apply your signature to the entire batch, and send them electronically rather than by mail. This approach also provides much better visibility into the status of all of the confirms with a clear real-time dashboard.

COVID-19 Resources



- [Deloitte public domain on COVID-19](#) (includes links to government grant program details)
- Our [Deloitte COVID-19 Information Centre](#) brings together Deloitte insights to help businesses manage and mitigate the risk.
- [Webcasts for clients](#) (recordings of past webcasts and invitations for upcoming webcasts)
- [Centre for Financial Reporting COVID-19](#) section where clients will find all our external-facing resources
- [POVs and thought leadership](#) – various reading material and toolkits
- Leveraging artificial intelligence - Deloitte has created a [COVID-19 Economic Recovery Dashboard](#) to monitor the health, community/social activity, financial and economic indicators that will signal when the rebound stage has arrived.

Audit risks

The following tables set out the audit risks that we identified during our preliminary planning activities, including our proposed response to each risk. Our planned audit response is based on our assessment of the likelihood of a risk's occurrence, the significance should a misstatement occur, our determination of materiality and our prior knowledge of the School Board.

Significant audit risks are denoted by an asterisk (*)

Revenue recognition*

Significant audit risk

Assurance standards include the presumption of a fraud risk involving improper revenue recognition. (Grants, deferred capital contributions, other fees and revenue, and school fundraising and other revenue).

We understand that as a result of the COVID-19 pandemic, that there will be changes to certain existing revenue streams (for example, decline in lease rentals and permit revenues) that will be affected.

We recognize as well that as a result of COVID-19 there continue to be changes to the various federal and provincial grants, including capital infrastructure grants, which will be captured as part of our audit response.

Our audit response will be tailored accordingly to address these changes in circumstances.

Our proposed audit response

- We will test the design and implementation of key internal controls in these revenue streams and perform substantive analytic procedures and detailed testing in these areas
- With respect to grants revenue, obtain funding letters, as well as associated B and SB memos issued by the Ministry of Education, to understand the grant stipulations and assess management's recording of the associated revenue and deferred revenue.
- Through discussion with management and review of the Audit Committee minutes, we will obtain an understanding of the financial impact to various revenue streams as a result of COVID-19, and design procedures surrounding the recognition of such revenues and any changes (compared to prior year and to the approved budget) as a result of the pandemic. We will pay particular attention to any revenue sources that may have been deferred or for which alternate arrangements have been made with users/funders.

Management override of controls*

Significant audit risk

Assurance standards include the presumption of a significant risk of management override of controls.

Management is in a unique position to perpetrate fraud because of management's ability to directly or indirectly manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively.

Our proposed audit response

In testing for management override of controls we will:

- Engage in periodic fraud discussions with certain members of senior management, and others
- Consider the potential for bias in judgments and estimates, including performing retrospective analysis of significant accounting estimates
- Evaluate the business rationale for any significant unusual transactions
- Evaluate the School Board's fraud risk assessment and consider entity-level internal controls and internal controls over the closing and reporting process
- Test journal entries that exhibit characteristics of possible management override of controls, identified using manual techniques

School generated funds and school council funds

Audit risk

There is an increased risk of misstatement of School Generated Funds and School Council Funds due to the fact that transaction processing is decentralized and internal controls implemented at each school site and their operating effectiveness may vary.

Our proposed audit response

- We will select a sample of schools to audit and perform substantive tests of details to obtain assurance over assets, liabilities, revenues and expenses. We will confirm any bank and investment balances held for a sample of schools.
- Through the conduct of school visits, we will perform process walkthroughs and internal control testing over the safeguarding of school generated funds and school council funds, as well as over the collection of revenue and incurrence of expenses.
- We will test the reconciliation of school generated funds for a sample of schools to the summary records maintained by the School Board to ensure accuracy.
- Depending on the timing of school visits and COVID-19 safety measures in place, we anticipate the conduct of these visits through virtual/electronic means.

Accounting for Government Transfers in accordance with Ministry of Education directives and Ontario government regulations as it relates to capital contributions

Audit risk

The accounting for government transfers relating to capital contributions is a distinct area which has been prescribed by the Ministry of Education, and can be complex given the significance of capital transactions and balances at the School Board. Ministry directives in this area differs from Canadian Public Sector Accounting Standards and thus requires additional scrutiny.

Our proposed audit response

- We will detail test transactions and balances impacted, including tangible capital assets and capital contributions received and recognized through annual amortization, and determine whether the School Board has accounted for these transactions in accordance with regulations and relevant policies.
- In particular as it relates to tangible capital assets, we recognize that COVID-19 has driven a significant increase in construction costs. This will be factored into our testing this year.
- We will ensure adequate disclosure of the basis of accounting in the notes to the financial statements.

Payroll

Audit risk

Significance and volume of transactions

Our proposed audit response

- Review and test the design, implementation and operating effectiveness of key internal controls related to the payroll cycle.
- Detail test payroll transactions for appropriate pay in accordance with employment agreements and other relevant documentation
- Overall analytical review of payroll amounts.
- As a result of COVID-19 and school closures, we understand there has been savings due to decrease in long-term occasional (LTO) expenses, which we will factor into our analytical review.

Management judgments and accounting estimates

Audit risk

Management judgments and accounting estimates are an area of heightened audit risk as there is uncertainty with respect to the ultimate outcome of these transactions, as well as presents the ability for manipulation of or bias in the School Board's financial reporting.

Areas involving management judgments and accounting estimates include:

- Pay equity accruals
- Contingent liabilities and assets stemming from legal matters or other negotiations
- Allowance for doubtful accounts
- Insurance receivables
- Employee future benefits liabilities

Our proposed audit response

- Discuss with management the status of current areas of significant judgments and accounting estimates, and assess any developments in the current year which may impact any assumptions or estimation methods used.
- Obtain an understanding of any new areas of accounting estimates and judgments, as well as management rationale in their quantification.
- Develop an independent accounting estimate based on observable inputs. Where required, obtain assistance from Deloitte specialists.
- Test management's assumptions and inputs used, and assess the reasonableness of their estimation models.

Audit risk**Our proposed audit response**

As we perform our audit procedures, we will inform you of any changes to the audit risks discussed above and the reasons for those changes. We will also inquire of the Audit Committee of any additional areas of interest which we should consider as part of our audit.

Revised CAS 540, Auditing accounting estimates and related disclosures

Drivers for the Revised Standard

- Changes in financial reporting frameworks and standards include a greater focus on complex accounting estimates, which highlights the importance of fostering professional skepticism
- The revised standard strives to improve communication and transparency between auditors and those charged with governance on complex accounting estimates.
- Our communications and transparency with the Committee previously were already in compliance with this new standard.



What can you expect from your auditor?

Management

- Greater focus in assessing how management understands the nature, extent, risks, and controls associated with accounting estimates.
- Varying audit procedures to drive work efforts based on assessed risk levels including consideration to adopt a control reliance approach to auditing accounting estimates.
- More interaction with management's experts.
- Specific written management representations.

Communication with the Audit Committee

- The Audit Committee can expect to have enhanced dialogue on accounting estimates. This may include the auditor's views and assessment of:
 - significant qualitative aspects of the School Board's accounting practices relating to accounting estimates and related disclosures;
 - indicators of management bias;
 - appropriateness of management's methods, assumptions and data used; and
 - significant deficiencies in internal controls around accounting estimates.

Appendix 1 – Audit approach

Deloitte’s audit approach is a systematic methodology that enables us to tailor our audit scope and plan to address the unique issues facing the School Board.



Delivering professional excellence

Focus area

Risk based audit	<ul style="list-style-type: none"> Deliver a customized risk assessment, focusing our attention and resources on the audit areas that are most relevant to the School Board.
Confidential Information	<ul style="list-style-type: none"> Protecting the privacy and confidentiality of our clients and the firm is a cornerstone of the professional standards every Deloitte partner and practitioner commits to upholding every day. Deloitte employs technical, physical, and procedural safeguards, including our Confidential Information Program, to appropriately safeguard your data before, during, and after the course of the engagement.
Professional skepticism	<ul style="list-style-type: none"> Obtain a thorough understanding of the relevant facts and information, analyze reasonable alternatives, apply a questioning mindset and challenge management’s assumptions. Perform a more rigorous review of potential contradictory evidence.
Consultations	<ul style="list-style-type: none"> Involve additional resource or consult with technical resources concerning the significant or unusual events.



When general IT controls (GITCs) may be relevant?

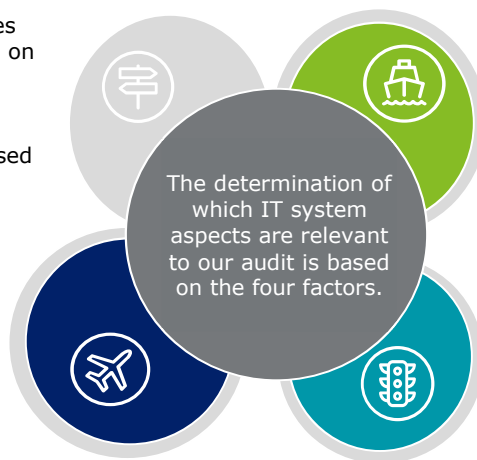
Factor #1 Data

For example:

A billing system that performs many functions (such as processing orders, generating invoices, and tracking financial balances) and it processes and houses data. The entity relies on the functionality and the data processed by the system. Additionally, the volume and complexity of transactions processed by system is considered high. Therefore the billing system is relevant to the audit.

Factor #3: System Generated Reports

For example, a system-generated A/R aging report from the financial reporting application is used to determine the allowance for doubtful accounts.



Factor #2 Automated Controls

For example:

- 3-way match of the purchase order, goods receipt and invoice prior to payment
- The calculation of depreciation expense
- Access is restricted to update inventory quantity

Factor #4: Substantive Procedures

For example, a telecommunications company uses its application system to create a log of the services provided to its customers, to initiate and process its billings for the services, and to automatically record such amounts in the general ledger. It is a highly automated environment and therefore most of the audit evidence is maintained in the application system itself. The team has concluded that substantive procedures alone would not be sufficient to address certain risks of material misstatements. Therefore, the application system is relevant for the audit.

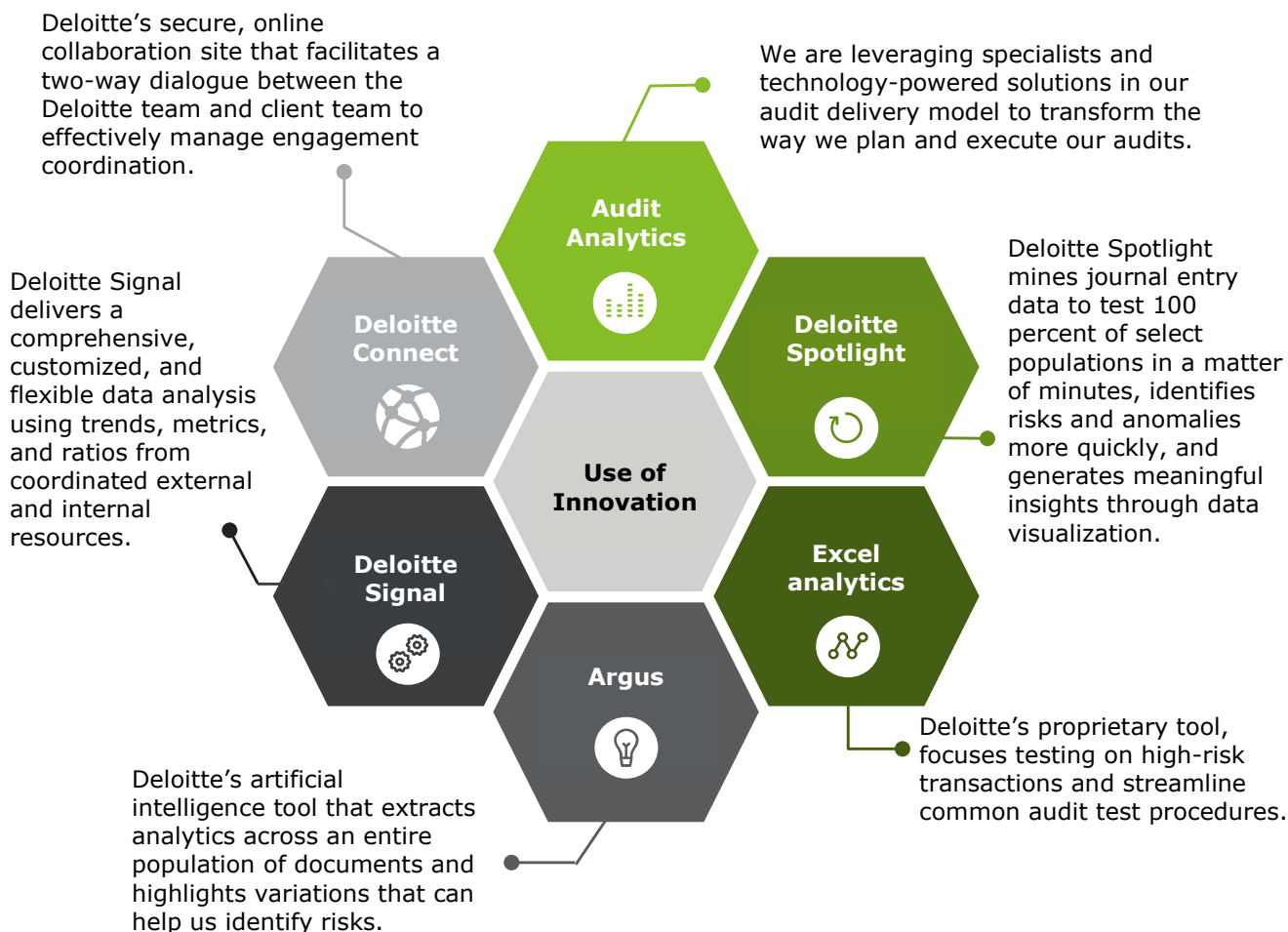


Innovating our audit approach

Focus area

Audit technology

- **Deloitte Connect** – Use Deloitte’s secure, online collaboration site to facilitate a two-way dialogue between the Deloitte team and the School Board team to effectively manage engagement coordination and provide greater transparency allowing both management and auditor visibility over client request status.
- **Deloitte Spotlight** - Gather data and test journal entries, identify risks and anomalies more quickly, and generate meaningful insights through data visualization.
- **Argus** – Use Deloitte’s artificial intelligence tool to analyze the population of contracts or other documents to identify variations, potential risks and hone in on items of interest.



Focus area

Processes	
	<ul style="list-style-type: none">• Project management - Enhance project management oversight and effective communications between the audit team and management.

Appendix 2 – Communication requirements

Required communication	Reference
Audit service plan	
1. Our responsibilities under Canadian GAAS, including forming and expressing an opinion on the financial statements	CAS ¹ 260.14
2. An overview of the overall audit strategy, addressing: <ul style="list-style-type: none"> a. Timing of the audit b. Significant risks, including fraud risks c. Nature and extent of specialized skill or knowledge needed to perform the planned audit procedures related to significant risk 	CAS 260.15
3. Significant transactions outside of the normal course of business, including related party transactions	CAS 260 App. 2, CAS 550.27
Enquiries of those charged with governance	
4. How those charged with governance exercise oversight over management's process for identifying and responding to the risk of fraud and the internal control that management has established to mitigate these risks	CAS 240.21
5. Any known suspected or alleged fraud affecting the School Board	CAS 240.22
6. Whether the School Board is in compliance with laws and regulations	CAS 250.15
Year-end communication	
7. Modification to our audit plan and strategy	CAS 260.A26
8. Fraud or possible fraud identified through the audit process	CAS 240.40-.42
9. Significant accounting policies, practices, unusual transactions, and our related conclusions	CAS 260.16 a.
10. Alternative treatments for accounting policies and practices that have been discussed with management during the current audit period	CAS 260.16 a.
11. Matters related to going concern	CAS 570.25
12. Management judgments and accounting estimates	CAS 260.16 a.
13. Significant difficulties, if any, encountered during the audit	CAS 260.16 b.
14. Material written communications between management and us, including management representation letters	CAS 260.16 c.
15. Circumstances that affect the form and the content of the auditor's report	CAS 260.16d.
16. Modifications to our opinion	CAS 260.A21
17. Our views of significant accounting or auditing matters for which management consulted with other accountants and about which we have concerns	CAS 260.A22
18. Significant matters discussed with management	CAS 260.A.22

¹ CAS: Canadian Auditing Standards – CAS are issued by the Auditing and Assurance Standards Board of CPA Canada

Required communication	Reference
19. Matters involving non-compliance with laws and regulations that come to our attention, unless prohibited by law or regulation, including illegal or possibly illegal acts that come to our attention	CAS 250.23
20. Significant deficiencies in internal control, if any, identified by us in the conduct of the audit of the financial statements	CAS 265
21. Uncorrected misstatements and disclosure items	CAS 450.12-13,
22. Any significant matters arising during the audit in connection with the School Board's related parties	CAS 550.27

Appendix 3 – Audit timelines

This calendar indicates our various procedures and meetings as planned throughout the year:

Activity	Timing
Presentation of Audit Service Plan to the Audit Committee	June 21, 2021
Interim audit	Week of July 5, 2021
School visits	September/October 2021
Year-end audit	Commencing mid-October 2021
Review the result of our audit	December 2021

Appendix 4 – New and Revised Public Sector Accounting Standards

The following is a summary of certain new or revised Canadian Public Sector Accounting Standards that will become effective in 2022 and beyond.

Public Sector Accounting Standards

Title	Description	Effective Date
<u>Section PS 3280 - Asset retirement obligations</u>	This Section establishes standards on how to account for and report on the legal obligations associated with the retirement of tangible capital assets.	Effective April 1, 2022. Earlier adoption is permitted. We will commence discussions with Management regarding the implementation considerations in the current year. We anticipate that proper implementation will require cooperation and coordination with other departments in the School Board, including long-term process changes.
<u>Section PS 3400 - Revenue</u>	This Section establishes standards on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations and transactions that do not have performance obligations.	Effective for fiscal years beginning on or after April 1, 2023. Earlier adoption is permitted. This Section may be applied retroactively or prospectively.

Appendix 5 – Deloitte resources a click away

At Deloitte, we are devoted to excellence in the provision of professional services and advice, always focused on client service. We have developed a series of resources, which contain relevant and timely information.

Register [here](#) to receive practical insights, invitations to Deloitte events/webcasts, and newsletters via email and other electronic channels. You will be able to select business topics and industries that align with your interests.

<input type="checkbox"/> Centre for financial reporting (https://www.iasplus.com/en-ca/standards) Target audience <ul style="list-style-type: none"> • Directors and CEO/CFO • Controller and Financial reporting team 	<p>Web site designed by Deloitte to provide the most comprehensive information on the web about financial reporting frameworks used in Canada.</p>
<input type="checkbox"/> Deloitte Viewpoints (https://www.iasplus.com/en-ca/tag-types/deloitte-viewpoints) Target audience <ul style="list-style-type: none"> • CFO • Controller and Financial reporting team 	<p>Electronic communications that helps you to stay on top of standard-setting initiatives impacting financial reporting in Canada.</p>
<input type="checkbox"/> CFO's corner (https://www.iasplus.com/en-ca/cfos-corner) Target audience <ul style="list-style-type: none"> • CFO and VP Finance • Controller and Financial reporting team 	<p>Editorial providing insights into key trends, developments, issues and challenges executives face, with a Deloitte point of view.</p>
<input type="checkbox"/> Deloitte Dbriefs (https://www.iasplus.com/en-ca/dbriefs/webcasts) Targeted audience <ul style="list-style-type: none"> • CFO and VP Finance • Controller and Financial reporting team 	<p>Learning webcasts offered throughout the year featuring our professionals discussing critical issues that affect your business.</p> <ul style="list-style-type: none"> •



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June 8, 2021

Private and confidential

Ms. Robin Pilkey
Chair of the Audit Committee
Toronto District School Board
5050 Yonge Street
Toronto ON M2N 5N8

Mr. Craig Snider
Interim Associate Director, Business Operations and Service Excellence
Toronto District School Board
5050 Yonge Street
Toronto ON M2N 5N8

Re: Confirmation of Changes Relating to Updates to the General Business Terms

Dear Ms. Pilkey and Mr. Snider:

This letter is issued to you further to the master services agreement ("MSA") between Toronto District School Board (the "Board") and Deloitte LLP ("Deloitte") dated April 3, 2019. This letter is subject to the terms of the MSA, the appendices to the MSA and the general business terms that form part of the MSA, all as may be updated or amended from time to time.

The purpose of this letter is to confirm our mutual understanding of the updates to the general business terms.

Ms. Lilian Cheung will be responsible for the services that we perform.

Update of General Business Terms

The Board and Deloitte agree to the following new or modified general business terms being added to the general business terms of the Agreement.

1. **Limitation on liability** – The Board and Deloitte agree to the following with respect to Deloitte's liability to the Board:
 - a. The Board agrees that Deloitte shall not be liable to the Board for any claims, liabilities, or expenses relating to this Agreement and any Services for an aggregate amount in excess of three times the fees paid by the Board to Deloitte in the twelve months preceding the incident giving rise to the claim.
 - b. In no event shall Deloitte be liable for consequential, special, indirect, incidental, punitive or exemplary loss, damage, or expense relating to this Agreement or any Services for any loss of revenue or profit, loss of opportunity, loss of data, or any other commercial or economic loss or failure to realize expected savings.
 - c. In any action, claim, loss or damage arising out of this Agreement and any Services, the Board agrees that Deloitte's liability will be several and not joint and several and the Board may only claim payment from Deloitte of Deloitte's proportionate share of the total liability based on the degree of fault of Deloitte.

The provisions of this section shall apply to the fullest extent of the law, whether in contract, statute, tort (such as negligence), or otherwise. This section shall survive termination or expiry of the Agreement. The provisions of this section and any other limitations of liability contained in this Agreement shall not apply to any liability which by the governing law of the Agreement is unlawful to limit or exclude. In furtherance of the foregoing, from time to time, Deloitte may have individual partners and employees performing the Services within the Province of Quebec who are members of the Ordre des comptables professionnels agréés du Québec. The limitations outlined in this section as well as any limitations of liability contained in this Agreement shall not apply to limit the personal civil liability of members of the Ordre des comptables professionnels agréés du Québec performing professional Services hereunder (and with respect to such members, such limitations shall be deemed not to be included in this Agreement). For purposes of this section, "Deloitte" shall mean Deloitte LLP and its directors, officers, partners, professional corporations, employees, subsidiaries and affiliates and to the extent providing Services, any Deloitte Entities and all of their partners, principals, members, owners, directors, staff and agents; and in all cases any successor or assignee. The Board agrees that any claims that may arise out of this Agreement or any Services will be brought solely against Deloitte as the contracting party and not against any other Deloitte Entities.

When Deloitte is performing audit, review or attest/assurance services that are subject to the US Public Company Accounting Oversight Board ("PCAOB") and/or US Securities and Exchange Commission ("SEC") rules or professional standards, any clauses that result in a limitation of Deloitte's liability do not apply.

2. **Force Majeure** – No party shall be deemed to be in breach of the engagement as a result of any delays or non-performance directly or indirectly resulting from circumstances or causes beyond its reasonable control, including, without limitation, fire, epidemic or other casualty, act of God, strike or labor dispute, war or other violence, any law, order or requirement of any governmental agency or authority, or pandemics (including, without limitation, COVID-19 and any such restrictions or conditions on working practices in response to such a threat).

For greater certainty, Deloitte shall have no liability for any failure or delay to perform its obligations related to the Services, to the extent caused and/or contributed to by the spread of COVID-19 and its associated impacts.

This confirmation of change letter (including any appendices and documents incorporated by reference) will continue in force for future services provided by us to you unless amended.

Please sign and return the attached copy of this letter to indicate your acknowledgement that it is in accordance with your understanding of the arrangements for our engagement for fiscal year 2021.

Yours truly,

A handwritten signature in black ink that reads "Deloitte LLP". The signature is written in a cursive, flowing style.

Chartered Professional Accountants
Licensed Public Accountants

Enclosure

Toronto District School Board
June 8, 2021
Page 3

The services and terms set forth in and incorporated into this letter are acknowledged and approved by the Audit Committee of Toronto District School Board:

Signature

Title

Date

The services and terms set forth in and incorporated into this letter are accepted and agreed to by the management of Toronto District School Board:

Signature

Title

Date



Agenda

1. PS 3280 – Asset Retirement Obligations
2. PS 3450 – Financial Instruments
3. PS 3400 – Revenue
4. PS 3160 – Public Private Partnerships (P3s)
5. PSG-8 – Purchased Intangibles
6. Q&A



PS 3280

Asset Retirement Obligations

Overview of section PS 3280, Asset Retirement Obligations (ARO)

An ARO is a **legal obligation** to **retire** a tangible capital asset ("TCA").



An ARO should be recognized when all of the four conditions are present:

1. Legal obligation to incur retirement costs
2. Past transaction / event has occurred
3. Expected to give up future economic benefits
4. Reasonable estimate can be made



A legal obligation results from:

- Agreements or contracts
- Legislation of own / another government (e.g. bylaws, provincial/federal regulations)
- Promissory estoppel

Retirement activities result from a TCA's acquisition, construction, development, or **normal use**.



A legal obligation does not result from:

- Improper use of a TCA
- Preparation of a TCA for alternative use
- Unexpected event, such as a contamination
- Waste or by-products produced by a TCA
- Plans to sell or dispose of a TCA

Common examples of AROs

For public sector entities, AROs may be recognized due to:

- **Asbestos** in buildings: products were commonly used in Canada in a variety of buildings materials, such as insulation, ceiling panels, and cement.
- **Leasehold improvements** in buildings: may be mandated to remove assets upon termination of a lease.
- **Underground storage tanks:** used to store gasoline or oil
- **Landfills:** previously recognized under section PS 3270, Solid Waste Landfill Closure and Post-closure Liability.
- **Dams** and associated engineering structures: permanent closure may require specific asset retirement activities to be completed.



It is important to engage non-finance stakeholder groups, such as legal and operations to identify and confirm the existence of AROs.

Measurement of an ARO

Initial measurement



Costs consist of: **directly attributable costs**, assets acquired to support retirement activities, as well as post-retirement monitoring and operating activities.



Measurement techniques are not prescribed: PS 3280 only requires liabilities to reflect management's best estimate. Professional judgment will, therefore, be essential.

- When the cash flow required to settle or extinguish the liability are expected to occur over extended future periods, PS 3280 states that a present value technique is often the best available technique to measure the liability.

Subsequent measurement



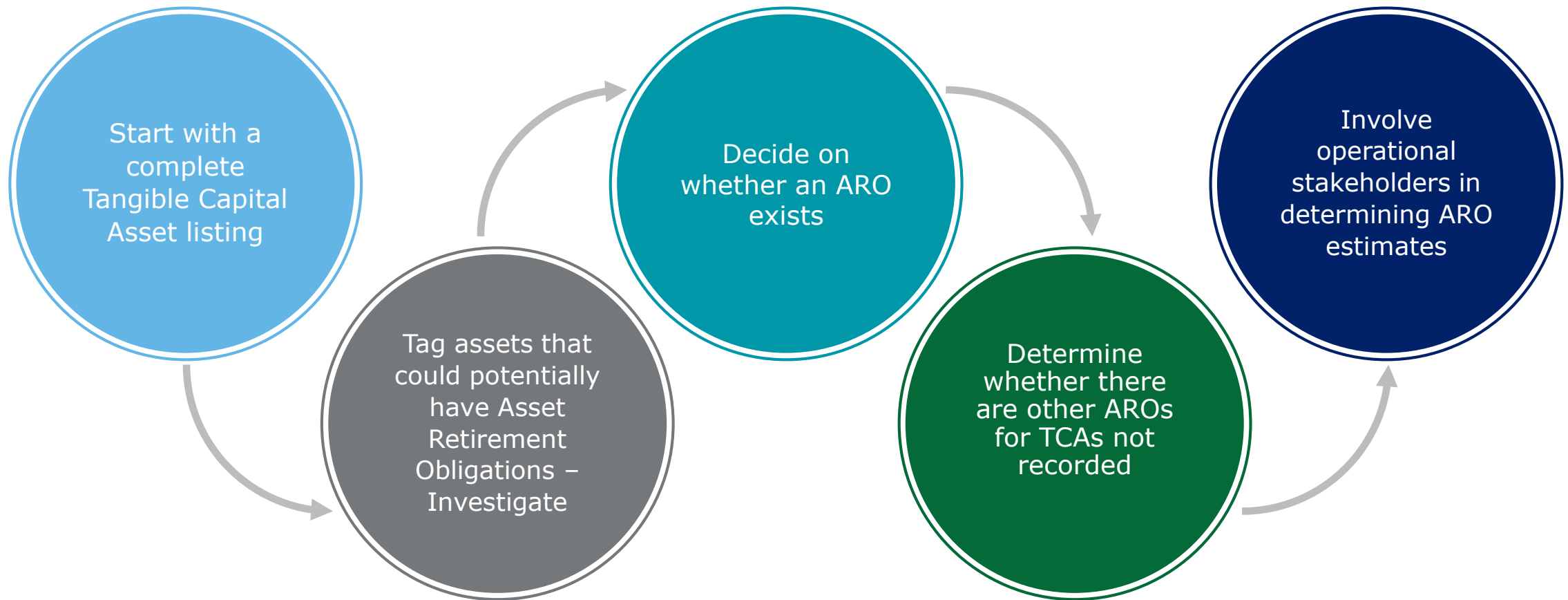
Carrying amount of the liability should be reconsidered at each financial reporting date to reflect new information that becomes available, such as changes to the discount rate and more information regarding costs.



Period-to-period changes to the liability, such as changes to the timing and amount of original costs should be reflected as part of the cost to the TCA

Where to start?

Smooth and accurate implementation of this standard will require strong interaction and communication between Finance and other parts of your organization. Consider the following points:

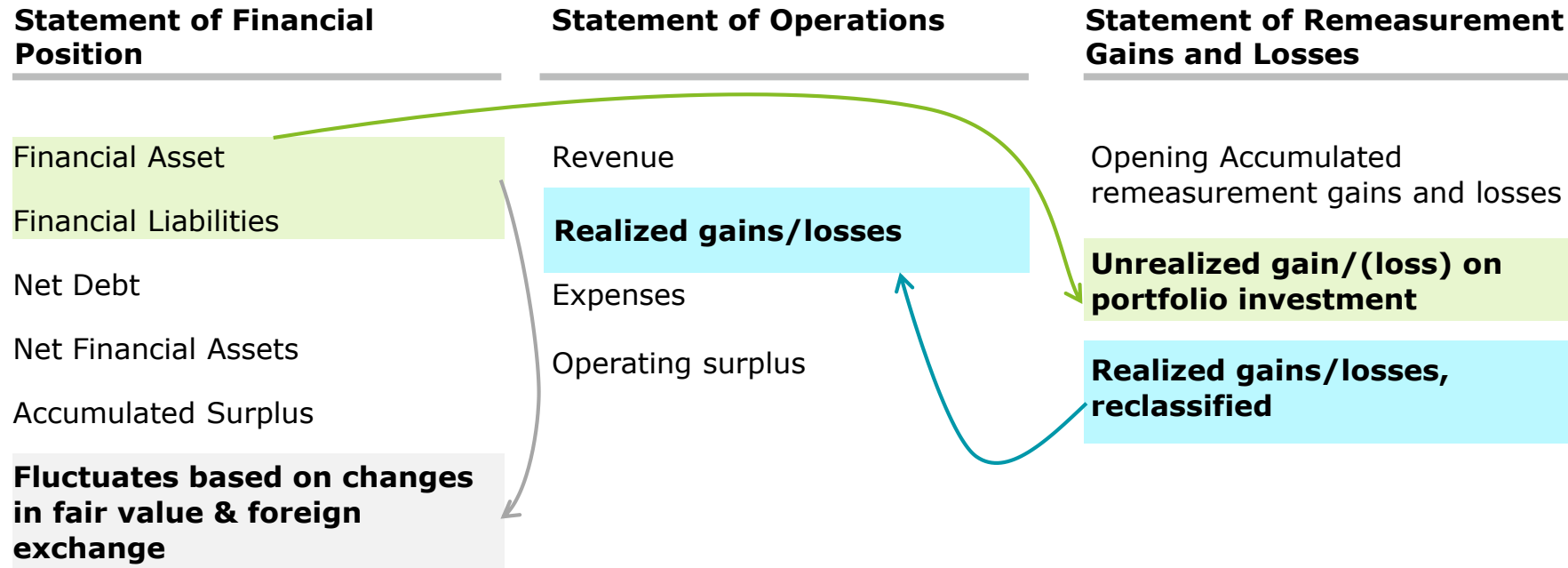


PS 3450

Financial Instruments

PS 3450, Financial Instruments Overview

Financial reporting model



The financial reporting model just got more complicated.

PS 3450, Financial Instruments Overview

General Concepts



A **financial instrument** is...

- Any contract that gives rise to financial assets of one entity and financial liabilities or equity instruments of another entity



Previous PSAS did not have a formal definition of financial instruments



A **financial asset** is...

- An asset that could be used to discharge existing liabilities or finance future operations and is not for consumption in the normal course of operations



PSAS now addresses financial assets in two ways:

- A financial asset that meets the definition of a financial instrument
- A financial asset that is expected to generate future cash flow (e.g. inventory held for resale)



A **financial liability** is...

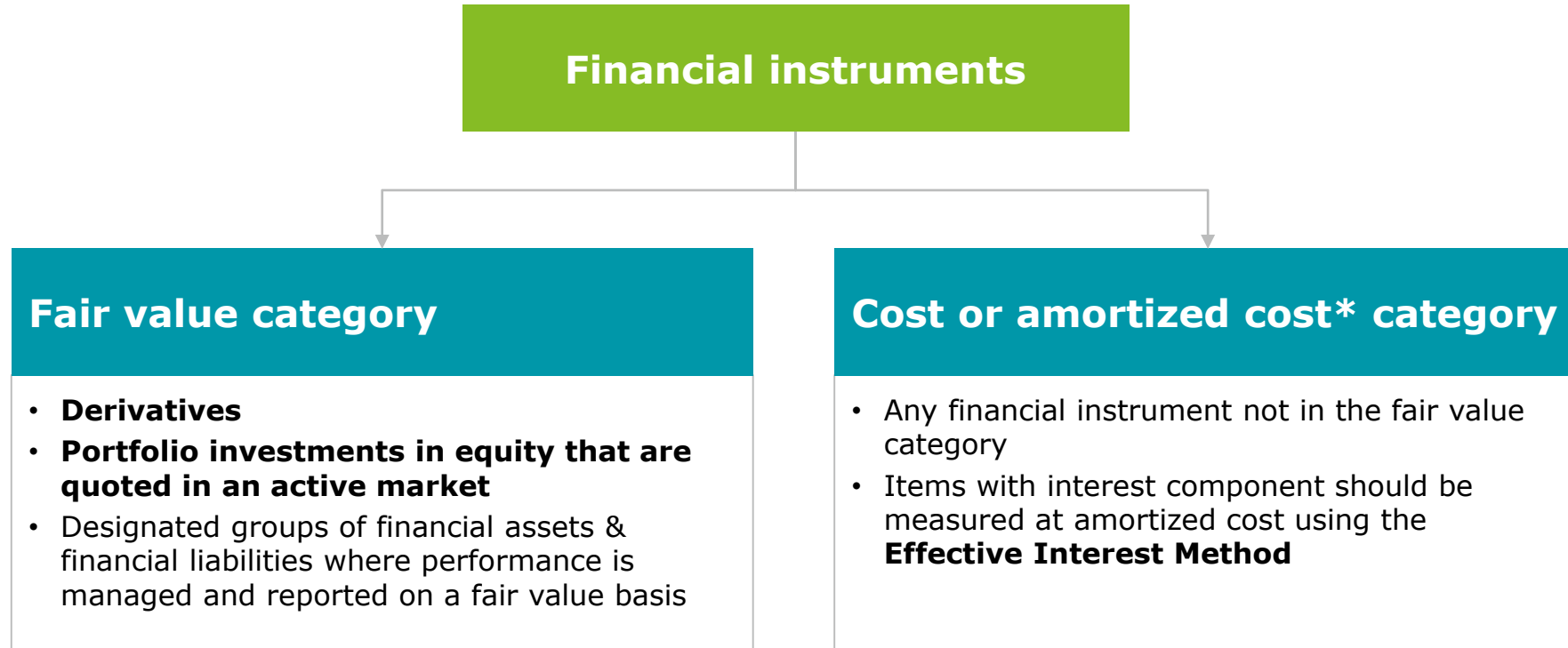
- Any liability that is a contractual obligation to:
 - Deliver cash or another financial asset to another entity; or
 - Exchange financial instruments with another entity under conditions that are potentially unfavorable



Previous PSAS did not have a formal definition of financial liabilities; they were not categorized as separate components in the financial statements.

PS 3450, Financial Instruments Overview

Measurement Categories



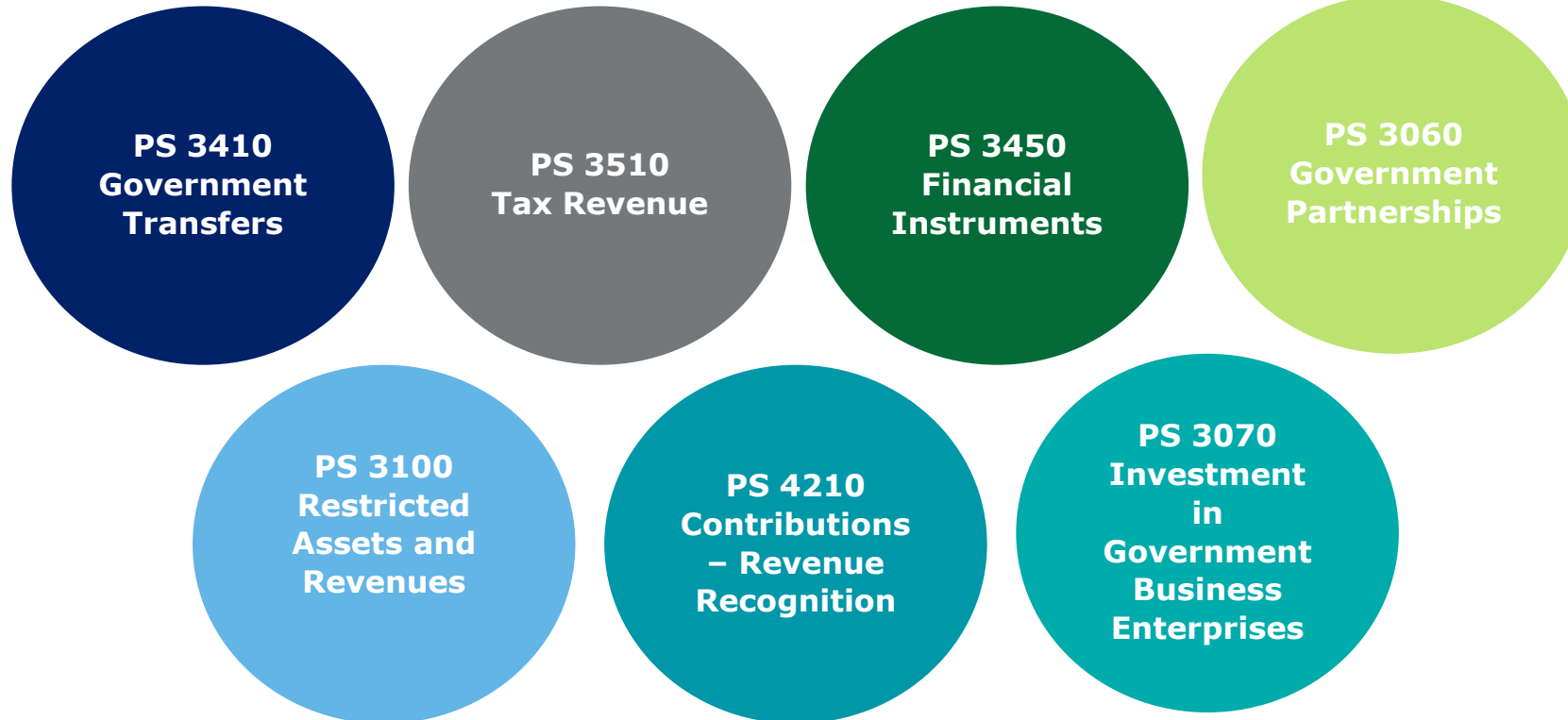
***Amortized cost:** The amount at which a financial asset or a financial liability is measured at initial recognition minus principal repayments, plus or minus the cumulative amortization using the effective interest method of any difference between that initial amount and the maturity amount, and minus any reduction (directly or through the use of an allowance account) for impairment or uncollectibility.

Revenue

Existing revenue standards

PS 3400 – A general purpose standard

PSAS has the following standards, which direct some types of revenues:



General concepts

Contributions that are voluntary and non-reciprocal in nature are specifically scoped out of the standard

Public sector entities generate a variety of non-taxation revenues:

Transactions with Performance Obligations

- Goods or services, are provided to a payor for consideration.
- Create **performance obligations** for a public sector entity (specific benefits with enforceable promises)

Examples:

- User charges and fees for use of public property
 - Community centre hall rental
 - Transit fares
 - Parking fees
- Utility, development & permit charges
- Tuition fees
- Patient revenues from a hospital
- Sale of goods (text books, garbage bins)

Transactions without performance obligations

- Results in increases in economic resources of a public sector entity without a direct transfer of goods or services to the payor
- No performance obligations are present

Examples:

- Fines
- Tickets
 - Parking
 - Speeding
- Penalties

Measurement and recognition

Measurement	
<p>Transactions with performance obligations</p> <ul style="list-style-type: none"> • Amount of consideration a public sector entity expects to receive in exchange for promised goods or services, while considering the effects of: <ul style="list-style-type: none"> – Multiple performance obligations – Variable consideration – Existence of significant concessionary terms – Non-cash consideration. 	<p>Transactions without performance obligations</p> <ul style="list-style-type: none"> • A public sector entity should recognize unilateral revenues at its realizable value
Recognition	
<p>Transactions with performance obligations</p> <ul style="list-style-type: none"> • Revenue is recognized <ul style="list-style-type: none"> – When the portion of the transaction price allocated to the performance obligation is satisfied and – Control of the benefits associated with the goods or services has passed to the payor. • Recognized at a Point-in-time or Over time 	<p>Transaction without performance obligations</p> <ul style="list-style-type: none"> • Revenue is recognized when: <ul style="list-style-type: none"> – A public sector entity has the authority to claim or retain an inflow of economic resources and – A past event gives rise to a claim of economic resources

Exchange transactions

Performance obligations

Performance Obligations

- **Enforceable promises** to provide goods or services to a payor as a result of exchange transactions.
- May arise from:
 - A contract negotiated with the payor,
 - Terms set by the public sector entity,
 - Public sector entities' authority to grant rights to a good or service
- Performance obligations that meet the definition of a liability, under PS 3200, are present obligations.

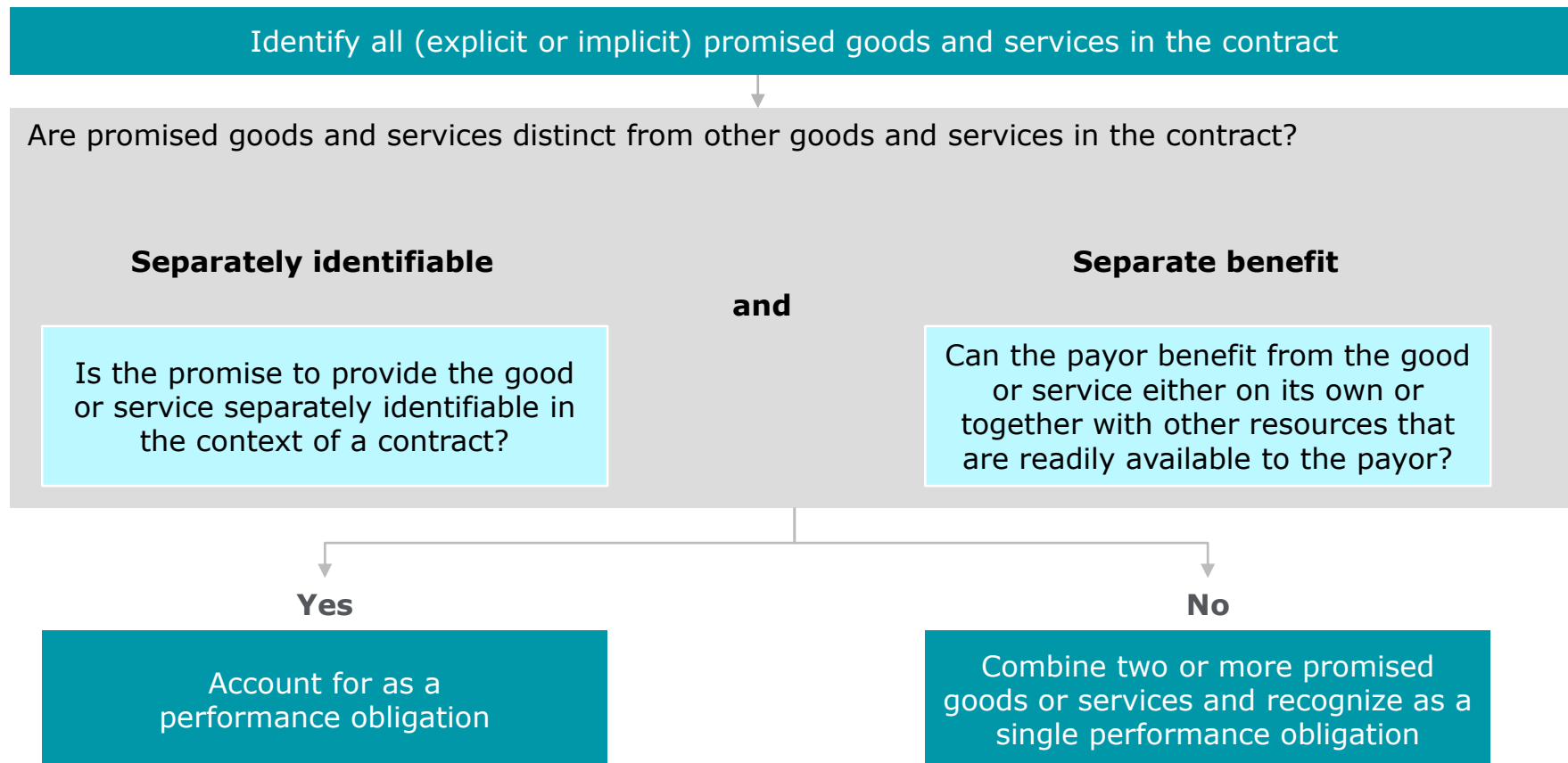
Mission or mandate

- The mandate or mission of a public sector entity does not create performance obligations on its own.

Exchange transactions (cont'd)

Performance obligations

A performance obligation are enforceable promises to provide goods or services to a payor as a result of exchange transactions



PS 3160

Public Private Partnerships

Public-Private-Partnerships, (“P3s”)



Definitions

A Public-Private-Partnership (P3’s) is one method that the public sector uses to procure public-purpose infrastructure assets from the private sector.

Typically the private sector is engaged to design, build, acquire, improve/refurbish; finance; maintain, and or operate the infrastructure, or a combination thereof.



New Standard

PSAB approved the final Section PS 3160, *Public Private Partnerships*. This new Section will be effective for fiscal years beginning on or after April 1, 2023. Earlier adoption is encouraged.

This new Section and the consequential amendments will be reflected in the Public Sector Accounting (PSA) Handbook in spring 2021.



Impact

There will be specific scope, recognition, measurement, presentation, and disclosure requirements for public private partnerships. Previously there was no specific standard to address the accounting for P3’s.

PSG-8

Purchased Intangibles

PSG-8

Purchased Intangibles



Definitions

Purchased intangibles are identifiable non-monetary economic resources without physical substance acquired through an arm's length exchange transaction between knowledgeable, willing parties who are under no compulsion to act.



Update

1. PSAB published PSG 8 *Purchased Intangibles* in November 2020. PSG-8 explains the scope of the intangibles allowed to be recognized in financial statements and examples of items that are not purchased intangibles.
2. Section PS 1000 was amended to allow for recognition of purchased intangibles in financial statements.
3. Section PS 1201 (and archived Section PS 1200) was amended to remove disclosure requirements for unrecognized purchased intangibles.



Impact

Applying the requirement to recognize in financial statements purchased intangibles that meet the definition of an asset and the recognition criteria is effective for fiscal years beginning on or after April 1, 2023. Earlier adoption is encouraged.

Application may be retroactive or prospective.

Thank you!





Enterprise Risk Management Initiative Update

To: Audit Committee

Date: 21 June, 2021

Report No.: 06-21-4118

Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the Enterprise Risk Management Initiative Update be received.

Context

In 2020, staff introduced the Enterprise Risk Management (ERM) implementation project to help streamline and centralize the risk management processes of the Toronto District School Board (TDSB). The Insurance and Enterprise Risk Department will coordinate with the management team and risk owners, in identifying, assessing, controlling, and monitoring key risks affecting the Board. An updated implementation plan is enclosed in Appendix B.

Below are key updates since the last report:

In April 2021, Hassan Mahmood, Assistant Manager, Insurance and Enterprise Risk joined the department and has been actively engaged in implementation of the TDSB's ERM program.

- In accordance with the implementation timeline, the first ERM Committee (ERMC) meeting took place in May 2021. The focus of the meeting was on

the ERM Terms of Reference (Draft – Appendix A) and mandate as well as on the selection of Risk Categories, which will encompass all risks within the organization. The Terms of Reference and Risk Categories will be finalized prior to the next Audit Committee meeting. The next ERM meeting is scheduled for the end of June 2021. This meeting will focus on a draft scale for risk assessment criteria (Impact and Likelihood).

- The Enterprise Risk Management Policy and Enterprise Risk Management Procedure is currently in the planning and development stage. The ERM Policy work plan is being finalized and will be introduced at the September 2021 Governance and Policy Committee.
- A risk identification survey and the risk assessment tool are currently in the planning and development stage, with a planned rollout in Fall 2021.
- Staff are in the process of identifying an ERM application solution. They are also reviewing the opportunity to utilize a risk management module of an application that TDSB currently uses for other program needs. The vendor demonstration of the ERM application is taking place at the end of June 2021.

Implementation Plan and Associated Timeline

Staff will continue to update the Audit Committee on the work progress, as summarized in Appendix B: Enterprise Risk Management Implementation Plan. TDSB is currently in the early stages of the multi-year ERM implementation and this initiative is expected to reach its final level of maturity by 2024 or 2025.

Resource Implications

Not Applicable.

Communications Considerations

Not Applicable.

Board Policy and Procedure Reference(s)

Not Applicable.

Appendices

- Appendix A: Enterprise Risk Management Committee – Draft Terms of Reference
- Appendix B: Enterprise Risk Management - Implementation Plan

From

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Marisa Chiu, Executive Officer of Finance at Marisa.Chiu@tdsb.on.ca or 416-395-3563

Tony Rossi, Manager of Insurance and Enterprise Risk at Tony.Rossi@tdsb.on.ca or 416-395-9780

Hassan Mahmood, Assistant Manager of Insurance and Enterprise Risk at Hassan.Mahmood@tdsb.on.ca or 437-234-6043

Enterprise Risk Management Committee Terms of Reference

1.0 Purpose

The Toronto District School Board (TDSB) is a large complex organization facing a multitude of risks. To understand the risks facing TDSB, the organization has embarked on a journey to implement the Enterprise Risk Management program. Enterprise Risk Management (ERM) is an integrated enterprise-wide process which integrates the management of risk to strategic objectives. A robust ERM program will allow TDSB to identify, assess, respond, monitor and report risks to Senior Management.

As part of sound risk governance practice, an Enterprise Risk Management Committee (“ERMC” or “Committee”) is being introduced. The Enterprise Risk Management Committee will assist the Executive Council on matters pertaining to the implementation of the enterprise risk management program. The Committee will oversee the development of TDSB’s ERM program and make recommendations to Executive Council.

A comprehensive Enterprise Risk Management program at TDSB will:

- Provide a consistent, systematic approach to identifying and defining risks by establishing a common risk taxonomy
- Integrate risk assessment into strategic planning with the objective of improving programs and services to foster a more proactive and forward-looking decision-making process
- Establish a monitoring and reporting process to track changes in risk levels and to ensure risk exposures are being managed within acceptable tolerance levels

2.0 Mandate

The Committee shall be responsible for:

- Assisting in the development and application of the Enterprise Risk Management policy and procedure
- Assisting in the development and implementation of an enterprise-wide risk management program that will enable the identification, assessment and prioritization of fundamental/ critical risks across the organization
- Assisting in the development and oversight of TDSB’s risk register and risk appetite
- Reviewing the risk register at least on a quarterly basis

- Monitoring TDSB's Risk Profile and reporting on changing and /or emerging risks to the Executive Council on a semi-annual basis and the Audit Committee on an annual basis
- Collaborating with all TDSB departments, risk owners, committees and other internal and external stakeholders
- Participating in decisions related to procurement and vendor selection of ERM platforms, tools and services
- Assisting in embedding a risk focused culture into major decision-making processes through risk education
- Promoting a healthy risk culture throughout the organization

3.0 Committee Structure and Membership

The Enterprise Risk Management Committee shall be comprised of a designate(s) from each of the following departments. It is expected that a maximum of 1 - 2 designates per department, as determined by the Executive Council, will attend the ERM meetings. The designates will then take back the information to their respective departments.

The departments listed below are subject to change depending on Board reorganization and strategic priorities.

- A. Insurance and Enterprise Risk
- B. Facilities and Sustainability
- C. Legal Services
- D. Policy Services
- E. Leadership, Learning and School Improvement
- F. Equity, Well-Being, and School Improvement
- G. Government, Public and Community Relations
- H. Human Rights and Indigenous Education
- I. Employee Services
- J. Information Technology
- K. Finance
- L. Internal Audit

Committee members are encouraged to engage in internal and external committees to bring a broad understanding of risk drivers at the ERM.

4.0 Reporting

The Chair of the ERM Committee shall report to the Executive Council on the proceedings after each meeting.

5.0 Meeting Frequency

The Committee shall meet at least quarterly and otherwise as required.

DRAFT

Appendix B: Enterprise Risk Management Implementation Plan

As at June 21, 2021

Phase 1	Initiated	Ongoing	Completed
Phase 1 will focus on ERM framework development			
TDSB Insurance and Risk Management department assigned ERM portfolio and implementation ownership. Name change to Insurance and Enterprise Risk			✓
ERM Introduction presentations to Executive team, Board/Trustees and Audit			✓
Draft: Risk Categories, Risk Levels, Risk Register, Heat Map, Definitions presented to Executive team and Audit			✓
Confirmed selection of globally accepted ERM Framework: ISO 31000:2018 Risk Management-Guidelines			✓
Establish an ERM Committee (ERMC), confirm mandate, roles, responsibilities and deliverables			✓
Hiring Assistant Manager, Enterprise Risk			✓
ERM introduction to TDSB departments, including introducing a risk assessment tool		✓	
Initiate approval for ERM Policy and Procedure on Governance and Policy Committee in September		✓	
Finalize Risk Categories selection and Risk Categories, Risk Levels, Risk Register, Heat Map, Definitions		✓	
Approve interim Risk Register tool		✓	
Review and revise Phase 2 and 3 implementation		✓	
Confirmation of ERM monitoring and reporting frequency to executive and Audit		✓	
Confirm internal versus retaining external consultant for risk identification session for 2022 and schedule date.	✓		
Phase 2			
Phase 2 will focus on risk identification, including identification of risks, risk owners, and risk controls.	Initiated	Ongoing	Completed
Identify and confirm key TDSB objectives using the Multi-Year Strategic Plan to facilitate the risk identification and assessment processes.			
Conduct high level (executive level) stakeholder survey to create a list of risks, with assigned risk owners who are responsible for those risks.			
Conduct risk survey of Audit/Board			
Facilitation session #1: Complete a facilitation session to identify, prioritise and rate TDSB risks.			
Coordinate interviews with management and risk owners to identify risks in each department or operational area, and to document existing mitigating controls in place. The Insurance and Enterprise Risk department will collaborate with risk owners, to carry out the preliminary self-assessment and to determine the risk level based on the impact and likelihood scale.			
Finalize risk profile (compilation of all risks, prioritized and defined)			
ERMC to finalize and deliver a completed Risk Register to Executive team			
Present Risk Register to Audit. Receive final approval on presentation and reporting frequency.			

Initiate discussions and procurement of ERM application to record and report on ERM	✓		
Finalize and approve ERM Policy and Procedure			
Incorporation of ERM into strategy and objective planning			
Initiate integration of ERM program into TDSB policy, projects, and reporting	✓		
Phase 3 Phase 3 will focus on increasing maturity level of ERM program, including, monitoring and reporting	Initiated	Ongoing	Completed
Set monitoring schedule with risk owners to report on risk levels, controls and emerging risks			
Selection of ERM application			
ERM Application implementation start and final release date			
Release ERM application reporting dashboard report			
Provide ERM application training sessions for TDSB departments			
TDSB Financial Report - Audit: incorporate ERM reporting into Report			
ERM training module creation			
Facilitation session #2			



New Student Information System (SIS) Project Update

To: Audit Committee

Date: 21 June, 2021

Report No.: 06-21-4119

Strategic Directions

- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the new Student Information System (SIS) update be received for information.

Context

The Student Information System (SIS), also known as Trillium, is a critical system of record for the collection, recording, validation and reporting of student registration, achievement, and attendance data. The SIS supports the Ministry reporting process (ONSIS) that drives the operational funding TDSB receives from the Ministry.

In July 2019, PowerSchool, the Trillium vendor, informed Ontario school boards of their intent to 'sunset' the Trillium product. PowerSchool provided an upgrade path for Ontario districts to migrate from the legacy Trillium to the new PowerSchool SIS platform. The new PowerSchool SIS was evaluated by TDSB stakeholders and ranked highest among market competitors. The PowerSchool SIS was selected to replace Trillium and the budget was approved in May 2020 to migrate TDSB from the legacy Trillium SIS to the new PowerSchool SIS.

Action Plan and Associated Timeline

The implementation strategy known as a Scheduler Start includes two key milestone dates:

- System Live Date - February 2022, when PowerSchool is live in production and schools will start entering scheduling and registration data for the following school year.
- System of Record Date - July 2022, when Trillium is no longer being updated and PowerSchool SIS becomes the operational SIS.

Please refer to Appendix A for more detail.

Resource Implications

Please refer to Appendix A for the update on 2020-21 budget versus actual expenditure amounts.

Communications Considerations

Regular updates to the Finance, Budget, and Enrolment Committee (FBEC) and/or the Audit Committee Quarterly.

Please refer to Appendix A for the reporting schedule.

Board Policy and Procedure Reference(s)

P017 – Purchasing Policy

Appendices

- Appendix A: Audit Committee - PowerSchool New SIS - Presentation

From

Peter Singh, Executive Officer, IT & IM Services, by telephone at 416-396-7627 or by email at peter.singh@tdsb.on.ca.

Marisa Chiu, Executive Officer (Interim), Finance, by telephone at 416-395-3563 or by email at marisa.chiu@tdsb.on.ca.

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Appendix A

PowerSchool - New SIS Project

ITSR1543

Audit Committee

June 21, 2021



IT Services
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Status Report – Implementation of PowerSchool New SIS

IDENTIFICATION

<i>Project Manager</i>	Darren Smith	<i>Report Date</i>	27-May-2021
<i>Sponsor</i>	Peter Singh	<i>Project ID</i>	PRJ1
<i>Project Summary</i>	Implementation of PowerSchool New SIS		

PROJECT TREND

<i>Planned End Date</i>	<i>Revised End Date</i>	<i>Health</i>	<i>% Complete</i>	<i>Reason for Change</i>
2023 Q4	n/a	YELLOW	24%	Due to the delayed start of the Master Service Agreement, the project is in a yellow state until the data migration has progressed since there are many activities that depend on the data migration.

GREEN on track (budget, schedule, and scope); **YELLOW** issued identified but action is being taken; **RED** requires immediate action

Project Milestones

Data & Reporting Mapping Trillium to PS-SIS

Project Team Training on SIS Customization

Gap Analysis and solution design (Based on findings from the Business Process Review)

June 2021 75%

Data Conversion and Validation of Active Records - Trillium to PS-SIS

June 2021 60%

Data Conversion of historical Records - Trillium to PS-SIS Operational Data Stored (ODS)

July 2021

Enrollment Module & E-Collect Configuration

Sept 2021

Due to the delayed start of the data migration (and Master Service Agreement) the project will remain in a yellow state until the data migration has progressed since there are many activities e.g. Enrollment module that depend on the data migration.

Progress Report



Base configuration is complete in the Test environment

The Core SIS is setup District Setup and School Setup (Elem and Sec)



Mapping Trillium Data and Migration to PowerSchool SIS schema

All staff, student & contact info and enrollment data has been migrated from Trillium to the test SIS and the project staff is performing data validation; migrating course data and historical grades is currently in-progress



PowerSchool SIS Scheduler Training

3- day training course for SIS staff to assess the training material and enable them to train schools on scheduling a school year with timetables, courses and teacher assignments. The training will help inform the training plan and needs for school staff



Ontario Board Collaboration

Consulting with Ontario Boards currently operating on and/or migrating to the PowerSchool SIS and sharing solutions to system gaps as well as optimized process and workflows



Application Disposition In progress

Reduce technical footprint and technical debt by incorporating functions of exiting applications into PowerSchool



System Customization

A developer will be joining the team in July to customize the SIS UI and workflows for certain functions that were identified as a Gap in the Business Process Review

Completed Task Highlights

- ✓ Business Process Review (BPR) – 2 Rounds with SIS Analysts and SIS Stakeholders from Schools and Central Staff analyzing the following subject areas:
 - Attendance
 - Registration, Demographics, Enrolment, Transfer, Demit
 - Scheduling
 - Assessment- Report cards, grading
 - Reporting
- ✓ Analysis on Gaps discovered during the BPR process on specific functions in Trillium that don't directly align with a PowerSchool function
 - Categorized as Partial Fits & Gaps depending on the discrepancy and each item was analyzed and a remediation plan created for moving forward in PowerSchool
- ✓ Training SIS Staff
 - The Initial Product Training Course and Certification Course to 'Train-the-trainer' completed by SIS and project resources
- ✓ Configuration of Core functions in Test SIS System
 - For 'Fits' identified in the BPR the functions were configured in the test SIS
- ✓ System Integration
 - Multiple instance of SIS (Sandbox, Development, Training, and Production) environments configured
 - Microsoft Azure Integrated for Identity Management and Single-Sign-On
 - A persistent Network Tunnel between the TDSB and PowerSchool Datacenter's hosting the SIS instances was established
 - For API and application integration
- ✓ The Master Services Agreement between TDSB and PowerSchool was approved
 - Includes data privacy and security governance
- ✓ Data Migration – the data migration is in-progress
 - A data mapping Matrix between Trillium and PowerSchool was created to track and validate data

Timeframe

<i>Project Milestones</i>	<i>Planned End Date</i>	<i>Revised End Date</i>	<i>Status</i>
Data & Reporting Mapping Trillium to PS-SIS	May 2021	End - June 2021	70%
Project Team Training on SIS Customization	May 2021	Mid-Aug 2021	50%
Gap Analysis and solution design (Based on findings from the Business Process Review)	June 2021		75%
Data Conversion and Validation of Active Records - Trillium to PS-SIS	June 2021		60%
Data Conversion of historical Records - Trillium to PS-SIS Operational Data Stored (ODS)	July 2021		
Enrollment Module & E-Collect Configuration	Sept 2021		
SIS Customization for Gaps identified during the Business Process Review – Minimum Viable Product (MVP)	Oct 2021		
User Acceptance Testing of MVP for Scheduler Start	Dec 2021		
Initial Product Training and Prep-to-Build Training for select School Staff – starting in Nov 2021	Feb 2022		
Production MVP instance of PS SIS active for the Scheduler Start and student registration	Feb 2022		
School Scheduling of 2022/23 Year	June 2022		
Student registration into PS SIS – Starts in Feb 2022	June 2022		
Reporting Interface Design & Build	June 2022		
System of Record Cutover – Enterprise Integration and activation of PowerSchool SIS - Trillium is deactivated and data is archived and read-only	July 2022		
School Open – Early Start begins in August	Aug 2022		
Application Disposition & Integration	Oct 2022		

Issues & Risk



Master Service Agreement - the agreement has been completed

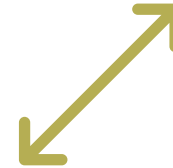
However, the delays had an impact on the migration of data from Trillium to PowerSchool



Pandemic

The pivot to Virtual School impacted project the project timelines since staff were diverted away; specifically:

- the Business Process Review
- hiring and training the core project team
- forming of the Project Working Group as the Centrally Assigned School members were reassigned



Scope

The Business Process Review and the Initial Product Training identified gaps between the Trillium and PowerSchool functionality that requires additional effort to configure and/or develop a solution

Committee Reporting Schedule

Current Reporting to Trustees – FBEC/Audit Committees

- Quarterly Update to FBEC
- Standing Item on the Audit Committee agenda through the implementation phase

Proposed Rotating Schedule

Committee	2020	2021				2022	
	November	March	May/June	September	December	March	May/June
Audit		✓	✓	✓	✓	✓	✓
FBEC	✓		✓		✓		✓

Budget & Actuals (FY21)

	Actual YTD	FY21	FY22	FY23	FY24-FY31	Total
PowerSchool Hosting/Licensing Cost On-Going through FY31	\$1,810,338	\$2,095,481	\$2, 307,905	\$2,365,603	\$18,632,834	\$25,401,823
PowerSchool Professional Services Implementation Cost	\$1,063,322	\$1,750,000	\$2,345,935	\$1,937,200	\$0	\$6,033,135
Actual YTD as of May 2021	\$2,873,660	\$3,845,481	\$4,653,840	\$4,302,803	\$18,632,834	\$31,434,958*

* Human resources internal costs associated with this project will amount to approximately \$2,550,000 which is not included in this table.





Internal Audit Department Status and Engagement Update – June 2021

To: Audit Committee

Date: 21 June, 2021

Report No.: 06-21-4120

Strategic Directions

- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the Internal Audit Department Update – June 2021 be received.

Context

TDSB Internal Audit Management provides internal assurance, advisory, consulting and investigative services primarily at the school and internal process level. Attached is an update of departmental projects for the fiscal year, as of June 2021.

Action Plan and Associated Timeline

For reporting purposes only.

Resource Implications

No internal resource implications.

Communications Considerations

Included in public Audit Committee minutes.

Board Policy and Procedure Reference(s)

N/A – O.Reg 361/10 is applicable.

Appendices

- Appendix A: Internal Audit: Department and Engagement Update

From

Wasif Hussain, Internal Audit Manager, at Wasif.Hussain@tdsb.on.ca or 416-393-0491

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Appendix A – TDSB Internal Audit Management: Department and Engagement Update

A. TDSB Internal Audit Management

The FY2020-21 TDSB Internal Audit Plan was presented to the Audit Committee in the September 2020 meeting, addressing risks presented by the pandemic. Internal Audit continues to work remotely and are focusing on School Cash Online, enrolment audits and student issued devices in the second half of the year. Fulsome in-school audits, including review of operational controls, will resume when emergency orders are lifted, anticipated to be September 2021.

Additional initiatives include participating in training programs aimed at School Administrative Staff to increase awareness of the Internal Audit process including operational and financial controls reviewed during school audits. Internal Audit is also currently assisting a number of business units in compiling data for the RIAT follow-up audits as well as looking to enhance its internal website to better explain school audits, including links to existing procedures and resources as well introducing control self-assessments.

Internal will begin planning for non-school internal audits for the upcoming year in the next two months. We will be using the ERM risk register, once finalized, to drive our annual audit plan and in the interim, request feedback from the Committee as to areas where they would like additional visibility via a questionnaire which will be sent in the coming days.

B. Items External to TDSB Internal Audit (OAGO, RIAT, Ministry etc.)

Office of the Auditor General of Ontario

A summary of the IT Value for Money follow-up audit as well as a Curriculum Value for Money Audit reports (issued December 2020) including recommendations, responses and workplan updates was presented in the March 22nd, 2021 Audit Committee Meeting. The 2020-21 annual IT update was submitted to the OAGO on March 31st, 2021.

GTA Regional Internal Audit Team Update:

- The RIAT has planned the following engagements over the next three fiscal years in addition to prior year follow-ups:
 - Benchmarking Engagement – FY19/20 – *Presented June 2021*
 - Transportation Audit – FY19/20 – *Cancelled*
 - AP & Expenses – FY 20/21 – *In reporting phase*
 - Facility Renewal Management – FY 20/21 – *Planning phase*
 - Strategic Work Force, phase 1 – FY21/22
 - Strategic Work Force, phase 2 – FY21/22

C. September 2020 to August 2021 TDSB internal audits in process, completed & planned

Engagement	Description	File Status
1. Mobile Device Usage Monitoring Process Review	With 4,100+ mobile devices being owned by the Board, the review will focus on procedures, monitoring and oversight	<u>Cancelled:</u> IAM completed the draft report in 2019 and submitted it to Management for responses. Responses were delayed, at first due to changing of vendors and then by COVID-19. As of February 2021, the Board has not yet switched all devices to the new provider as physical installation of a SIM card is required. IAM would like to close this engagement and reinitiate once emergency measures have lifted and all mobile devices are switched to the new vendor.
2. TPH & TDSB Re-Opening Presentation	Given the operational risks associated with operating a public facility during a pandemic, IA worked with TDSB Occupational Health & Safety to summarize controls implemented at the school level.	<u>Completed:</u> Presented to the Committee in December 2020. Presentation summarizes infection prevention and control measures in place, working in conjunction with Toronto Public Health.
3. One Time Vendor Audit	Engagement focused on “one time vendor” categories including process and controls in place to ensure this class of vendor is being used as intended.	<u>Completed:</u> IAM reviewed one-time trade vendor transactions from September 2018 to February 2020. One-time trade vendor spend accounted for 1.1% of total spend during the period under review. The greatest risk in using One-Time trade vendors is that due diligence procedures are not conducted, which may result in goods / services being delivered to students by vendors who do not meet qualifications, clearances or insurance requirements. It should be noted that in many situations, the transaction with vendors not on approved lists were initiated by the cost centre owner and the good / service was often delivered prior to AP or PS involvement.
4. FY2019-20 PCard Usage	Management requested a broader scope PCard audit to capture all cardholders for FY2019-20 to help determine if controls are working effectively.	<u>Completed:</u> IAM downloaded and analyzed all 2,052 cardholder statements from September 2019 to August 2020. There has been an overall decrease in PCard usage from \$7.5M in 2017/18 to \$3.5M in 2019/20. School and Facility issued PCards account for over 90% of total PCard spend. IAM noted that some Cardholders did not appear to follow proper

		procedures or other guidelines outlined in the PCard holder agreement. Management has committed to enhancing existing processes and training to mitigate the risks identified.
5. School Bank Account Analysis	In lieu of School Operational Audits Reports, given the current environment, Internal Audit will review school banking transactions.	<p><u>Completed:</u> IAM was provided access to PACE Credit Union transactional information for TDSB affiliated accounts. IAM compiled the data and noted 581 out of 583 schools bank with PACE for their non-board funds. Notable statistics include:</p> <ul style="list-style-type: none"> • 7% of schools represent 43% of total non-board funds • 70% of schools account for 22% of total non-board funds • TDSB contributed approx. \$400k to student nutrition through school accounts. <p>IAM will be using the data to help inform sample selection for the School Cash Online internal audit scheduled to begin in March 2021.</p>
6. Enrolment Audit	In lieu of School Operational Audits Reports, given the current environment, Internal Audit will be conducting enrolment audits, specifically focusing on virtual schools.	<p><u>Status Update:</u> Engagement initiated and currently analyzing preliminary data received from the Planning and OnSis teams. We have been requested to minimize the requests to Virtual School Administration due to current workload and availability of resources. We are planning on issuing a survey to a sample of Principals to better understand key drivers of any findings.</p>
7. School Cash Online Review	In lieu of School Operational Audits Reports, given the current environment, Internal Audit will be conducting a review of School Cash Online with a focus on school generated funds and utilization thereof.	<p><u>Status Update:</u> Engagement in process with a focus on the second half for FY 2020 and FY2021 disbursements and unreconciled items in the non-board account.</p>
8. Student Issued Device Management Review	In lieu of School Operational Audits Reports, given the current environment, Internal Audit will be reviewing the controls in place for student issued device management.	<p><u>Status Update:</u> Engagement initiated with preliminary data being received. Analysis is currently underway. Devices are to be returned to the Students home school by July 2021. IAM will issue a two part report, with part one focusing on the process design and controls (June 2021) and part two focusing on substantive testing of device existence and completeness.</p>



Regional Internal Audit Team (RIAT) Engagement and Status Update

To: Audit Committee

Date: 21 June, 2021

Report No.: 06-21-4121

Strategic Directions

- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the Regional Internal Audit Team (RIAT) Engagement and Status Update be received.

Context

The Greater Toronto and Area Regional Internal Audit Team (GTA RIAT) provides internal audit services to the six district school boards in the GTA with a focus on enterprise level activities. Appendix A provides status updates to scheduled engagements and follow-up reports as of June 2021. The recently completed Benchmarking engagement, comparing key metrics across four GTA District School Boards is included as Appendix B.

Action Plan and Associated Timeline

For reporting purposes only.

Resource Implications

Not applicable.

Communications Considerations

Included in public Audit Committee minutes.

Board Policy and Procedure Reference(s)

O.Reg 361/10 is applicable.

Appendices

- Appendix A: GTA RIAT June 2021 Update
- Appendix B: Benchmarking Report

From

Paula Hatt, Senior Manager, Regional Internal Audit Team at paula.hatt@ycdsb.on.ca
or 416-937-2544.

Regional Internal Audit Team (RIAT) Update for TDSB

2019-20 Audit Plan Update

Engagement	Status	Fieldwork Start Date	Report Date	Date Tabled at Audit Committee
Programming and Staff Utilization Review (Benchmarking)	Complete	Apr-20	June-21	June-21
Transportation	Cancelled per Audit Committee	N/A	N/A	N/A
Follow-up Activities	In Progress	Mar-21	TBD	TBD

- Programming and Staff Utilization Review – The report for this engagement was issued in June 2021 and will be presented at the June 2021 Audit Committee meeting.
- Follow-up Activities – The RIAT compiled a list of audit findings from all RIAT reports issued to the Board. This list was provided to management to obtain the current status of management's action plans to address these findings. Future follow-up work will be determined based on this update.

2020-21 Audit Plan

Engagement	Status	Fieldwork Start Date	Report Date	Date Tabled at Audit Committee
Accounts Payable & Expense	Reporting	Feb-21	June-21	TBD
Construction Management-School Renewal	Planning	June-21	TBD	TBD
Follow-up Activities	Not Started	TBD	TBD	TBD

- Accounts Payable and Expense – The report is currently being drafted for this engagement. It is expected that a draft will be provided to management for response in mid-June.
- Construction Management – School Renewal – This audit will focus specifically on school renewal projects. Construction of new schools, major renovations and repairs and maintenance work orders have been excluded from the scope due to work previously undertaken by the RIAT. Planning for this audit is nearing completion, with fieldwork expected to begin in mid-June.
- Follow-up – Follow-up activities on one or more previous engagements will be selected based on the status update of previous audit findings that is currently being obtained.



INTERNAL AUDIT TEAM

Toronto and Area Region

Benchmarking Engagement: Staff Utilization & Programming (2018-19)

Participating Boards:

- Toronto District School Board and three GTA District School Boards

Prepared by:

Viraj Trivedi, CPA, CA, Manager, Regional Internal Audit
Rupam Shah, CPA, CA, Regional Internal Audit Specialist

Issued by:

Paula Hatt, CPA, CA, CIA, Senior Manager, Regional Internal Audit

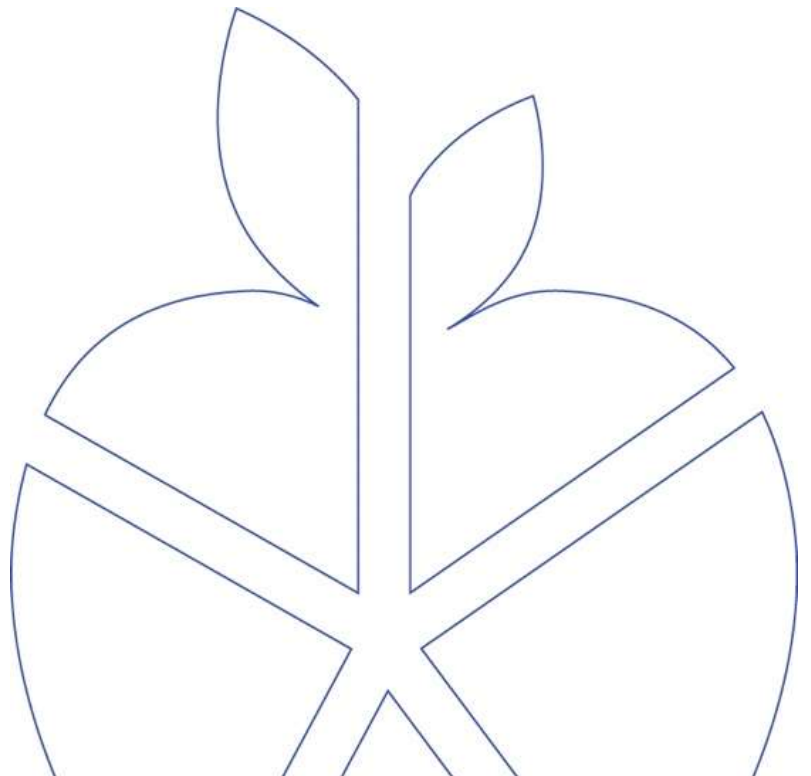




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Introduction

As part of the 2019-20 regional internal audit plan, the Toronto and Area Regional Internal Audit Team (RIAT) conducted a benchmarking engagement across four Boards within the region.

Senior Management and the Audit Committee at each Board often ask how their Board compares to others in the region. The purpose of this report is to share comparative metrics with the participating Boards in order to highlight potential differences in staffing or programming approaches, identify outliers that could lead to further investigation, and foster greater collaboration between Boards. The intent was to focus on areas of significant spend.

Data pertaining to the other Boards has been anonymized.

Engagement Objective and Scope

As noted above, the objective of this engagement was to share comparative programming and staffing metrics across participating Boards. The specific metrics reviewed were selected through joint consultations with participating Boards. The engagement covered the 2018-19 fiscal year, with year-over-year comparative data in certain sections.

The engagement focused on the following key areas:

- French Immersion (FI) – FI policies and FI enrolment;
- Special Education – Special education funding, demographics;
- Paraprofessionals and support staff;
- Non-academic metrics including administrative staffing, custodians and maintenance, IT spending and transportation.

Data was primarily gathered from Education Finance Information System (EFIS) forms, review of Board websites, consultations with Board staff, and the Ontario School Information System (OnSIS). This data has not been audited by the RIAT.

Conclusion

While all Boards work toward common goals, there are many different approaches to achieve these goals. The data presented within the body of this report provides good insight for the participating Boards. For example, it shows how various areas are interconnected and that programming choices should not be made in isolation (i.e. a local decision to provide a relatively higher level of special programming means that limited resources are being allocated to that area, potentially at the expense of other areas). The data also highlights a number of similarities, such as Boards allocating more funds to Special Education than they receive from the Ministry.

Where applicable, we have provided recommendations for Boards to consider. While some might not apply to all Boards, these areas for consideration encourage Boards to further analyze the impact of local situations /



decisions and reach out to other Boards to understand differences in delivery models. This could help identify successful practices which, if implemented, could lead to process improvements or cost savings. These recommendations do not require management responses and are up to each Board to monitor and track should they choose to take action.

In addition, this report highlights the importance of measuring outcomes based on the programming, staffing and spending choices made by each Board. Tracking and evaluating outcomes helps identify where enhancements to support and delivery models should be considered to ensure that objectives are achieved, especially given limited funding. Being able to use data in a more “real-time” basis would, in our opinion, be very beneficial to help Boards make more informed decisions.

COVID-19 delayed the release of this report, as Boards were focused on other areas of priority. Depending on each Board’s appetite, the RIAT may consider future benchmarking engagements to cover metrics and Boards not included in this engagement. These additional metrics may involve a deeper dive into the existing categories reviewed (FI, Special Education and Other areas) or other areas of interest.

We thank the management and staff of all participating Boards for their feedback and participation in this engagement.

Limitations on use of Report

This report is intended primarily for the information and use of the Audit Committee and Senior Management of the Toronto District School Board and should not be provided to any other party without the consent of the Senior Manager, Regional Internal Audit, Toronto and Area Region.



Observations

As highlighted in each section, there is some variation within the metrics due to differences in policy or priorities of individual Boards. The intent of the report is not to review the merit of these local decisions, but rather illustrate their impact in comparison to the decisions of other Boards.

A - FRENCH IMMERSION

A.1. French Immersion (FI) Enrolment Policies

Purpose: To compare various policies relating to FI for the year 2018-19.

	TDSB	Board A	Board B	Board C
Acceptance policies	<ul style="list-style-type: none"> - Guaranteed to on-time applicants. - Admission to a specific school is not guaranteed. 	<ul style="list-style-type: none"> - Guaranteed to all who wish to enroll. 	<ul style="list-style-type: none"> - Random selection. 	<ul style="list-style-type: none"> - Based on random selection.
School Type	<ul style="list-style-type: none"> - Dual Track - FI programming provided at some schools but schools are not full FI. Applies to Elementary and Secondary. 	<ul style="list-style-type: none"> - Fully dedicated FI schools & dual track at the Elementary level. Continuation of FI at Secondary level (schools are dual track). 	<ul style="list-style-type: none"> - Dual Track - Both Elementary and Secondary. 	<ul style="list-style-type: none"> - Dual Track - Both Elementary and Secondary.
Entry points	<ul style="list-style-type: none"> - Senior Kindergarten 	<ul style="list-style-type: none"> - Grade 1 	<ul style="list-style-type: none"> - Grade 1 	<ul style="list-style-type: none"> - Grade 1
% of day in French	<ul style="list-style-type: none"> - At first, all subjects are taught in French. - English instruction introduced in Grade 4, until it becomes a half-day program from Grades 6-8. 	<ul style="list-style-type: none"> - In Grades 1 to 3, all subjects are taught in French. - In Grades 4 to 8, time is shared equally between French and English instruction. 	<ul style="list-style-type: none"> - Time is shared equally between French and English instruction until Grade 8. 	<ul style="list-style-type: none"> - In Grade 1, 90% of the instructional day is delivered in French - 70% Grades 2&3 - 50% Grades 4-8
Eligibility	<ul style="list-style-type: none"> - Open to all students not already enrolled in an intensive French as a Second Language program, i.e. FI or Extended French (EF). 	<ul style="list-style-type: none"> - Open to all students. 	<ul style="list-style-type: none"> - The Grade 1 FI enrolment cap is set at 25 per cent of all students enrolling in Grade 1. 	<ul style="list-style-type: none"> - Open to all students. Limited number of FI schools and random selection process where applications exceed space available.



	TDSB	Board A	Board B	Board C
Transportation	- Students are eligible for bussing/ transit to their designated FI school based on the Board's transportation criteria.	- Students are eligible for bussing to their designated FI school based on the Board's transportation criteria.	- Students are eligible for bussing to their designated FI school based on the Board's transportation criteria.	- Bussing is provided for students that reside within the FI school boundary. Students outside the FI school boundary are not eligible for bussing.

Source data: Board websites, discussion with Board staff

Based on the above and further discussions with Board staff, RIAT noted the following:

- Three Boards start French Immersion in Grade 1. TDSB starts in Senior Kindergarten. The percentage of time spent on French instruction varies by board.
- There are varying approaches to FI acceptance policies. Some boards restrict enrolment based on a province-wide shortage of French teachers.

Recommendation: Calculate incremental cost of providing transportation to FI students

French Immersion is a programming choice for which some Boards provide transportation. This requires additional spending where a student may not have otherwise been eligible for transportation had they remained at their local, regular track school (or has to travel a longer distance to the FI school). In order to understand the impact of this programming choice, Boards that provide additional FI transportation are encouraged to calculate the incremental cost of providing transportation for FI, particularly where enrolment is not capped.

Recommendation: Conduct further analysis of FI pressures

Boards are encouraged to further analyze the pressures related to French Immersion. These include how open enrolment is balanced with the shortage of FI teachers, analyzing additional transportation costs that may be calculated through the above recommendation, as well as community interests and the impact FI has on the overall system.



A.2. French Immersion Enrolment Metrics

Purpose: To identify enrolment trends in FI.

Board	TDSB		Board A		Board B		Board C	
Year	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18
Elem % FI enrolment	11.0%	10.8%	14.4%	14.5%	13.8%	13.3%	4.3%	4.3%
Sec % FI enrolment	4.4%	4.1%	7.6%	7.1%	4.7%	4.3%	1.1%	0.6%

Source data: *FI data provided by Boards as at March 31*

Based on the above and discussions with Board staff, RIAT noted the following:

- Elementary enrolment is consistent in three of the four Boards. Enrolment in FI declines significantly from elementary to secondary school.



B – SPECIAL EDUCATION

B.1. % of Special Education Students Enrolled in Community/Self Contained Classes

Purpose: To highlight each Board's use of self-contained classes for Special Education students.

As a background, the following definitions have been used in this section:

Fully Self-Contained Class: Identified students are placed in a special education class and receive all (100%) or almost all of the programming in a special education setting.

Partially Integrated Class: Identified students are placed in a special education class and receive at least 50% of the programming in a special education setting, but are integrated with a regular class for at least one instructional period daily.

Pupils requiring Special Education support that are not allocated to a fully self-contained or partially integrated class would be part of a regular classroom (with any necessary support). The metrics below highlight the percentage of identified students (excluding gifted) enrolled in a fully self contained or partially integrated class. We have excluded gifted students as they require less intensive support compared to students with other exceptionalities in a fully self-contained or partially integrated class.

Elementary (excluding giftedness)	TDSB	Board A	Board B	Board C
% of Students Enrolled in Fully Self-Contained Classes	9%	0%	11%	2%
% of Students Enrolled in Partially Integrated Classes	16%	34%	0%*	11%
Total % of Students in Special Education Classes	26%	34%	11%	12%
Secondary (excluding giftedness)	TDSB	Board A	Board B	Board C
% of Students Enrolled in Fully Self-Contained Classes	7%	0%	11%	3%
% of Students Enrolled in Partially Integrated Classes	7%	10%	14%	4%
Total % of Students in Special Education Classes	14%	10%	25%	7%

Source data: OnSIS Section J (2018-2019)

**Although ratio is rounded to zero, the Board has 34 pupils in this category*

RIAT noted the following based on the data provided and discussions with each Board:

- TDSB has a higher than average number of identified students in fully self-contained classes. Students are enrolled in fully self-contained classes based on need, not by exceptionality.
- Board B also has a higher than average number of fully self-contained classes. They noted that students with intellectual disabilities (i.e. Developmental Disability, Mild Intellectual Disability, Autism and Learning Impairment) are more likely to be served in a Special Education contained class.
- Board C integrates most special education students into regular classrooms, with a resource assistant if required. Therefore, they only offer a limited number of self-contained classroom placements.
- Although Board A does not offer fully self-contained classes, they have the highest % of identified students in special education classes. Special education students typically have some integration as part of their programme.



B.2. % of Special Education Students Identified with an Exceptionality

In OnSIS, students supported by the Special Education grant can be categorized as either a student identified with an exceptionality or a non-identified student¹. This metric identifies the breakdown of students who have been identified with an exceptionality over all pupils supported by the Special Education Grant.

% of Special Education Students Identified with an Exceptionality	TDSB	Board A	Board B	Board C
Elementary	37%	95%*	36%	39%
Secondary	54%	95%*	70%	70%

Source data: OnSIS Section J (2018-2019)

**There were approximately 1,200 students with an IEP who did not yet have an IPRC and therefore not identified with an exceptionality at the time.*

Based on the above table:

- At the elementary level, all Boards (except Board A) have a similar percentage of special education students identified with an exceptionality (37%-39%). This indicates that the majority of elementary students at these Boards receiving special education support are without a formally identified exceptionality.
- TDSB noted that some students may not meet the criteria for an exceptionality but still have an IEP. Some schools may also place students on an IEP if they believe that additional resources will support the student.
- This metric was discussed with the other Boards and the following comments were noted:
 - Ministry guidelines state that students receiving special education support do not necessarily need to be formally identified.
 - Where assessments occur centrally, there may be a delay in identification.
 - In some cases, students at the early stages of development benefit from professional support staff but may not require an IEP or formal identification at their current stage.
 - Board A relies heavily on processes outlined in Ontario Regulation 181/98² and established an “Identification, Placement and Review Committee” (IPRC) for almost all of its students with special education needs.

¹ “Non-identified” students are defined as students that have an IEP and access Special Education services but have not been formally identified with an “exceptionality”.

² Reg. 181/98 – Identification and Placement of Exceptional Pupils. The Identification Placement Review Committee (IPRC) meets to decide whether a child should be identified as “exceptional”. An exceptional pupil is defined as a pupil whose behavioral, communication, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program.



B.3. Breakdown of Special Education Students by Exceptionality

Purpose: To highlight, by panel, the breakdown of Special Education students by exceptionality for each Board.

Elementary Special Education Students by Exceptionality	TDSB	Board A	Board B	Board C
Giftedness	39.2%	21.0%	12.8%	10.3%
Learning Disability	23.1%	29.5%	32.9%	39.7%
Autism	17.1%	17.4%	23.0%	20.3%
Language Impairment	0.5%	12.4%	14.6%	7.4%
Behavior	4.3%	11.1%	2.2%	0.6%
Developmental Disability	6.4%	2.1%	6.1%	1.8%
Mild Intellectual Disability	5.8%	3.0%	5.3%	3.9%
Physical Disability	1.4%	1.3%	1.0%	1.3%
Deaf/Hard of Hearing*	1.9%	1.8%	1.1%	0.7%
Multiple Exceptionalities	0.0%	0.1%	0.9%	13.5%
Blind/Low Vision	0.2%	0.3%	0.1%	0.4%
Speech Impairment	0.0%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%

Secondary Special Education Students by Exceptionality	TDSB	Board A	Board B	Board C
Giftedness	31.9%	20.4%	9.8%	5.9%
Learning Disability	41.0%	46.5%	42.4%	58.0%
Autism	7.8%	8.5%	10.6%	4.8%
Language Impairment	0.5%	3.4%	21.5%	5.5%
Behavior	2.0%	10.5%	0.8%	0.9%
Developmental Disability	4.5%	2.5%	7.3%	2.7%
Mild Intellectual Disability	10.2%	5.6%	5.4%	7.0%
Physical disability	1.0%	1.3%	0.6%	0.5%
Deaf/Hard of Hearing*	0.9%	1.0%	0.5%	0.4%
Multiple Exceptionalities	0.0%	0.2%	0.9%	13.9%
Blind/Low Vision	0.2%	0.2%	0.2%	0.3%
Speech Impairment	0.0%	0.0%	0.1%	0.0%
Total	100%	100%	100%	100%

Source data: OnSIS Section J (2018-2019)

**Includes: Deaf and deaf/blind alternative programs, hard of hearing, hard of hearing (preschool)*



Based on the above data, the RIAT noted the following:

- In aggregate, the three largest categories are Learning Disability, Giftedness and Autism.
- Based on comments from each Board, the exceptionalities that require the greatest support at the highest cost were as follows:
 - Board A - Students with multiple complex needs including severe Autism Spectrum Disorder (ASD) and medical and physical concerns require the greatest support.
 - TDSB - Costs were noted as higher for the Developmental Disabilities program – cost considerations include transportation, increased support staff costs, professional learning, and Occupational therapy and Physical therapy services.
 - Board B – Costs are most significant for students with a dual exceptionality of Autism and Developmental Disability. Cost considerations include transportation, increased support staff costs and class caps.
 - Board C - Multiple complex needs, ASD, developmental disabilities and physical/medical diagnoses are identifications that often require the most significant multi-layer support for students.
- TDSB and Board A had higher numbers in gifted programming compared to the other Boards.
 - TDSB noted that while gifted programming is a small portion of overall Special Education spending, there are higher costs for offering gifted programming when compared to regular day school programs. These include additional teacher costs due to dedicated gifted teachers and more program locations (sites) across the board.
 - Board A noted that transportation is provided for elementary gifted programs at an incremental cost. Other costs for providing gifted programming include Special Education Resource Teacher (SERT) allocations.
- For all Boards, the percentage of students in the Learning Disability category was significantly higher in the secondary panel compared to the elementary panel.

Recommendation: Review Special Education support costs by exceptionality

Boards are encouraged to review the support costs by exceptionality, if this analysis has not been done in the past. This would allow the Board to identify which categories require the most resources and help to manage costs.

Recommendation: Review differences in exceptionality profiles across Boards

Given that the participating Boards are large and within the same geographic area, a similar breakdown of students by exceptionality might be expected. The noted differences in profile provide an opportunity for Boards to collaborate and understand any differences in support models or programming, and consider whether any changes are desired.



B.4. % of Special Education Students that have an Individual Education Plan (IEP)

Purpose: To identify the percentage of students with an IEP in place.

The first part of the table below shows the percentage, by panel, of the total student population that has an IEP in place. The second part of the table shows special education students that have an IEP as a percentage of students identified as having special education needs, by panel.

% of Students with an IEP over total student population	TDSB	Board A	Board B	Board C
Elementary	17%	12%	10%	10%
Secondary	26%	23%	16%	16%
% of Special Education Students with an IEP	TDSB	Board A	Board B	Board C
Elementary	100%	100%	73%	74%
Secondary	100%	100%	83%	99%

Source data: OnSIS Section J (2018-2019)

- TDSB and Board A have IEPs in place for all special education students.
- In some cases, Board B and Board C do not have an IEP for special education students receiving support, including students receiving services from professional student services personnel such as Social Workers. These Boards noted that Ministry guidelines do not require an IEP for a student to receive special education supports.
- Board B staff indicated that an IEP at the early stages may not always be the most appropriate for students as professional support could prevent the need for an IEP. It may also be the case that students are at various stages of development or implementation of an IEP.

B.5. Gifted Programming

Purpose: To show the percentage of the total student population that has been identified as gifted.

% of students in Gifted Programming	TDSB	Board A	Board B	Board C
Elementary	2%	3%	1%	1%
Secondary	4%	5%	1%	1%

Source data: OnSIS Section J (2018-2019)

- TDSB and Board A conduct screening for gifted programming in Grade 3. Board B and C conduct the screening in Grade 4.

Recommendation: Review resource allocation towards gifted programming

Participating Boards may consider collaborating to understand the difference in the percentage of students identified as gifted (i.e. testing and acceptance criteria, other factors, etc.). They should also understand if providing a greater access to gifted programming impacts how they serve other students with exceptionalities that require more support.



B.6. Special Education Spending

Purpose: To show the percentage each Board spent over the special education grant received from the Ministry of Education.

	TDSB	Board A	Board B	Board C
% Spent over Ministry of Education Special Education Allocation (2018-2019)	13%	18%	5%	1%

Source data: EFIS Data Form A.2 – Enveloping Special Education (2018-2019)

- All Boards are spending over the Ministry allocation by varying percentages.
- Although categories of expenses are defined, expenditure reporting may differ between Boards and therefore further analysis would be required to understand the differences in amounts spent over/under the Ministry funding allocation.

Recommendation: Collaborate to identify differences in Special Education delivery models

Boards should consider collaborating to understand the differences in delivery models. Although policies differ between Boards due to local decisions, a review of other approaches may identify leading practices that could help manage costs.



C – PARAPROFESSIONALS AND SUPPORT STAFF

Purpose: To provide metrics for various categories of student support staff, i.e., ratio of Average Daily Enrolment (ADE) to support staff.

C.1. Support Staff Ratios – Elementary

Support Staff – Elementary	TDSB	Board A	Board B	Board C	Average
Students per social services and attendance counselor	2,151	2,207	2,486	2,003	2,212
Students per psychologist	2,240	2,445	2,564	1,810	2,265
Students per speech services	3,059	2,358	2,935	2,045	2,599
Students per educational assistant (EA)/teaching assistant	127	80	78	103	97
Students per child and youth worker (CYW)	802	14,347	28,840	654	11,161

Source data: EFIS Appendix H as at March 31, 2019

- Overall, there is greater variability in ratios for EAs and CYWs.
- The chart below shows the average number of elementary special education students per EA (as the majority of EAs support special education students). TDSB and Board C have relatively fewer EAs over the special education student population, but more CYWs across all students.
- Some boards classify positions differently, although students are supported in a similar capacity.

Elementary	TDSB	Board A	Board B	Board C	Average
Special education students per EA/teaching assistant	21	10	11	15	14

Source data: EFIS Appendix H as at March 31, 2019

C.2. Support Staff Ratios – Secondary

Support Staff – Secondary	TDSB	Board A	Board B	Board C	Average
Students per social services and attendance counselor	2,068	1,429	2,160	1,789	1,861
Students per psychologist	1,887	4,367	2,172	1,719	2,536
Students per speech services	2,234	4,177	2,430	1,959	2,700
Students per educational assistant (EA)/teaching assistant	145	103	82	192	130
Students per child and youth worker (CYW)	516	7,687	0	581	2,196

Source data: EFIS Appendix H as at March 31, 2019

- For CYWs, differences between the Boards were similar to those found in the Elementary panel.
- Board A had a higher number of students per psychologist compared to the other Boards. They did not note any specific reason other than spending choices for the difference.

Secondary	TDSB	Board A	Board B	Board C	Average
Special education students per EA/teaching assistant	38	23	16	32	27

Source data: EFIS Appendix H as at March 31, 2019



D - OTHER AREAS

D.1. Non-Academic Support Areas

Purpose: To identify staffing levels (i.e., ratio of students to staff) in selected non-academic departments and allow for comparison to other participating Boards.

# of Students* per Managerial and Admin Support staff	TDSB	Board A	Board B	Board C	Average
HR	1,160	1,500	1,639	1,619	1,479
Payroll	8,081	5,929	11,570	7,256	8,209
IT Administration	16,162	4,789	4,733	3,991	7,419
Finance	5,510	3,662	4,339	3,470	4,245
Purchasing/Procurement	5,510	8,894	17,355	7,981	9,935
Administration, Other Support and Non-staff	1,203	1,465	2,116	3,516	2,075

**Total ADE for both Elementary and Secondary Panels*

Source data: EFIS Appendix H as at March 31, 2019

Overall, there were a number of differences noted in ratios of ADE per non-academic support staff. Staffing levels are based on local needs / decisions, different systems in use, etc. See observations below:

- TDSB has more purchasing/procurement staff per student compared to the other Boards.
- We also noted that TDSB had the lowest number of “IT Administration” per student. The Board stated that they only include IT Management within that line in EFIS. IT staff are classified under another category of paraprofessionals in EFIS.
- Board B had fewer payroll staff than the average on a per student basis.
- Administrative and other staff levels also varied between Boards. We noted that TDSB and Board A had relatively higher administrative staff levels compared to Board B and Board C.
- Most Boards had similar ratios of students per Finance staff member.

D.2. Custodial Staff Ratios

Purpose: To help Boards understand where they fall in the ratio of mid-management supervisors to the pool of custodial staff, as well custodial staffing levels.

Elementary and Secondary	TDSB	Board A	Board B	Board C
Custodial and maintenance staff per managerial staff **	88	16	19	32
Square feet per custodial and maintenance staff	15405	14182	17097	15775
# of students* per custodial and maintenance staff	86	111	133	113

**Total students = ADE for Elementary and Secondary Panels combined*

***Managerial staff Includes managers, team leads, supervisors and coordinators*

Source data: EFIS Appendix H as at March 31, 2019, square footage data provided by Boards



- Comments provided noted that responsibilities for caretaking can vary between Boards. The use of outsourced staff could be a factor that explains differences in staff ratios. Information regarding outsourced caretaking services was not a part of this review, but could be an item for discussion between Boards.
- On average, each manager at TDSB had a higher number of staff reporting to them. Also, the Board had more custodial and maintenance staff per student compared to the other Boards, while the square feet per custodial and maintenance staff is in line with the other Boards. The Board noted that average age of their schools is 60 years and the older schools were typically built larger (i.e., larger hallways, more staircases, larger classroom sizes, etc.), therefore requiring more staff time to clean. Additionally, given the age of schools and the repair backlog, more maintenance and repairs are required compared to Boards with newer schools.

D.3. IT Spending per Student (ADE)

Purpose: To compare spending on computer equipment per student to the other participating Boards and to understand the impact of policies such as BYOD on overall spending.

IT Spending	TDSB	Board A	Board B	Board C	Average
Computer equipment spending per student*	\$132	\$102	\$62	\$39	\$84

*Total ADE for both Elementary and Secondary Panels

Source data: EFIS Schedule 10 (2018-19)

- TDSB spent the most on computer equipment per student (\$132/student), while Board C spent the least (\$39/student, or approximately half of the average spend).

D.4. Transportation Spending

Purpose: To identify how much each Board spends on transportation per student.

Transportation	TDSB	Board A	Board B	Board C	Average
Transportation spending per student transported	\$3,168	\$1,179	\$1,356	\$1,266	\$1,742
Students transported as % of total ADE	9%	29%	26%	22%	21%

Source data: EFIS Schedule 10 (2018-19); transported pupils' data provided by Boards as at March 31, 2019

- Although TDSB is the most urban Board, they spent the most on transportation per student, due in part to the significantly higher costs of accommodating students with specific transportation needs.
- TDSB only transports approximately 10% of the student population as most students live within walking distance to their home school. The other Boards had higher percentages of total students transported.

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Accountant's Report for the period September 1, 2020 to March 31, 2021

To: Audit Committee

Date: 21 June, 2021

Report No.: 06-21-4122

Strategic Directions

- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the Accountant's Report for the period of September 1, 2020 to March 31, 2021 submitted to the Ministry of Education be received.

Context

Deloitte LLP performed specified auditing procedures in connection with Ministry of Education's Education Finance Information System (EFIS) Schedules 19, 20, 22 and 22A from September 1, 2020 to March 31, 2021 which was submitted to the Ministry. The report is enclosed in Appendix A.

Action Plan and Associated Timeline

N/A – for reporting purposes only.

Resource Implications

N/A

Communications Considerations

Included in Public Minutes

Board Policy and Procedure Reference(s)

N/A

Appendices

- Appendix A: 7 Month Accountants Report - September 1, 2020 to March 31, 2021

From

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Accountants' Report with respect to the period from September 1, 2020 to March 31, 2021

To the Ministry of Education:

As requested by the Toronto District School Board (the "Board"), we have performed the following procedures for the period from September 1, 2020 to March 31, 2021 ("the period"):

I. Schedules 19 and 20 of EFIS of the Board

We have obtained Schedules 19 and 20 of EFIS from the Board and performed the following:

1. With respect to Column A.1 we performed the following at March 31, 2021:
 - a. We obtained a summary of the trial balance (or general ledger) at March 31, 2021 of the Board and agreed the subtotals to Column A.1 of Schedules 19 and 20 and found them to be in agreement.
 - b. We agreed the following 5 items (assets/liabilities/ accumulated surplus/(deficit)/ revenues/expenses) over \$700,000 from the summary referred to in (1) a) above, to the general ledger and found them to be in agreement.

GL Account #	Description in summary	Amount at March 31, 2021
81001	CIBC Canadian General Account	\$538,038,529
91100	Accounts Payable – Government of Ontario	(\$3,838,498)
89900	Surplus	(\$24,566,472)
33000	Instructional Supplies	\$7,546,347
05100	Municipal Taxes	(\$1,066,865,798)

2. We obtained the entry to reverse any amounts recorded during the seven-month period for school generated funds. We agreed the entry to supporting documentation and agreed to Column A.2 on Schedule 19 and 20.
3. We obtained the entry to reverse any amounts recorded during the seven-month period for subsidiaries. We agreed the entry to supporting documentation and Schedule 19 and 20. (Column A.3)

The Board did not report any Column A.3 adjustments; therefore, this procedure was not applicable.

4. We obtained a summary of the Column B.1 adjustments on Schedules 19 and 20, if any, to reverse entries over \$700,000 which recorded receivables and payables at August 31, 2020 and were not reversed in the Board's general ledger during the subsequent period. We randomly selected 20% of the entries (a minimum of 5), agreed them to the supporting documentation and verified the amount was included in the summary of the entries. We agreed the summary of the entries to Column B.1 of

Schedule 19 "Consolidated Statement of Financial Position", and Schedule 20 "Revenues and Expenses", as applicable.

The Board did not report any Column B.1 adjustments over \$700,000; therefore, this procedure was not applicable.

5. We obtained a summary of Column B.2 accrual adjustments on Schedules 19 and 20, if any, for adjustments over \$700,000 related to the period prior to March 31, 2021. We randomly selected 20% of the entries (a minimum of 5), agreed them to the supporting documentation and verified the amount included in the summary of the entries related to the period prior to March 31, 2021. We agreed the summary of the entries to Column B.2 of Schedule 19 "Consolidated Statement of Financial Position", and Schedule 20 "Revenues and Expenses", as applicable.

The Board reported only one entry in Column B.2 relating to the change in estimated useful life of Computer Hardware as prescribed by the Ministry. We obtained the adjusting entry and traced to relevant supporting calculation, noting no differences.

6. With respect to Column B.3 adjustments made to accrue the Ontario Financing Authority (OFA) loan interest, we recalculated the accrued amount and agreed to the adjustment on column B.3 of Schedule 19 and 20.

The Board did not report any Column B.3 adjustments; therefore, this procedure was not applicable.

7. We obtained supporting documentation for any Column C.1 adjustments made to reclassify Ministry Revenue between the various categories on Schedule 20 "Revenue". We agreed 2 entries to the supporting documentation.

The Board did not report any Column C.1 adjustments; therefore, this procedure was not applicable.

8. With respect to the revenue recorded for municipal taxes over \$700,000, we performed the following:

- a. With respect to the tax revenue for the period from September 1, 2020 to December 31, 2020:

We agreed the 2020 municipal tax revenue to the most current supporting documentation (for a maximum of two municipalities) and recalculated the revenue for the period by subtracting the amount included in revenue in the August 31, 2020 audited financial statements (being 62% of the 2020 tax revenue as included in Schedule 11B of EFIS for the year ended August 31, 2020) from the total 2020 tax revenues (based on most current information).

We selected the City of Toronto, as it is the only municipality from which the Board receives municipal tax revenue.

- b. With respect to the tax revenue for the period from January 1, 2021 to March 31, 2021:

We recalculated the estimated 2021 municipal tax revenue for the period using 25% of the estimated 2021 tax revenue based on most current information. We agreed estimated 2021 tax revenue to supporting documentation. If current information regarding estimated 2021 tax revenue is unavailable, then the 2021 tax revenue for the period was estimated using 2021 tax revenue as included in Schedule 11A of the Revised Estimates for the year ending August 31, 2021.

We selected the City of Toronto, as it is the only municipality from which the Board receives municipal tax revenue. We agreed the calculation for 2021 tax revenue for the period to 2021 tax revenue as included in Schedule 11A of the Revised Estimates for the year ending August 31, 2021.

- c. We agreed the 2020 supplementary taxes and write offs (for a maximum of two municipalities) to supporting documentation and recalculated the revenue for the period by subtracting the amount included in line 3.4 in Schedule 9 of the 2019-20 financial statements.

We selected the City of Toronto, as it is the only municipality from which the Board receives municipal tax revenue.

- d. If an amount greater than \$700,000 was reported on line 3.4, Column C.2 of Schedule 20 "Revenue", we asked management for the supporting listing that totalled the amount on line 3.4. We calculated the difference between the 2021 supplementary taxes and write-offs based on most current information and 2020 supplementary taxes and write-offs and agreed to the amounts on the listing (for a maximum of two municipalities).

The Board did not report any line 3.4 adjustments over \$700,000; therefore, this procedure was not applicable.

- e. We agreed the total of 8a), 8b), 8c) and 8d), above to Local Taxation (line 3.5) in Column E on Schedule 20 "Revenue" after the adjustment, if any, in Column C.2. We agreed the adjustment amount to Schedule 19, "Consolidated Statement of Financial Position" Column C.2, line 1.4 or line 2.3.

- 9. We verified the calculation of the allocation of tuition revenues to the period using the prescribed methodology prorated on the related number of school days. We agreed the adjustment, if over \$700,000, made to reflect this calculation in Schedule 20 "Revenue", and Schedule 19 "Consolidated Statement of Financial Position" in Column C.3.

The Board did not report any Column C.3 adjustments over \$700,000; therefore, this procedure was not applicable.

- 10. With respect to salaries and benefits earned for the period we obtained the payroll paid and payroll earned during the period from the Board, and performed the following:

- a. We obtained a listing of the general ledger entries and agreed the following amounts paid to the payroll journal, selecting from different employee groups, a maximum of 5 entries.

Employee Group Selected	Payroll Journal Amount
Teachers - ND	\$ 3,993
Teachers - Secondary	\$ 3,811
Vice Principals (Secondary)	\$ 3,708
Continuing Education (Unit B)	\$ 1,232
Clerical and Secretary - School ND	\$ 1,899

11. We obtained the calculation of the vacation pay accruals for any amounts over \$700,000 and performed the following:

- a. We obtained the supporting documentation for the 2 employee groups with the largest vacation pay accruals.

Employee Group Selected
CUPE 4440 Unit D
Non-Union staff

- b. We agreed a sample of the following 5 employees (allocated between the employee groups) to the records of vacation days outstanding, and the payroll rate. We recalculated the accrued vacation pay for those 5 employees.

Employee Number	Employee Group
258143	CUPE 4440 Unit D
258654	Non-Union staff
258999	Non-Union staff
259470	CUPE 4440 Unit D
259477	CUPE 4440 Unit D

- c. We agreed the adjustment to Column C.5 on Schedule 19, "Consolidated Statement of Financial Position" and Schedule 20 "Expenses".

12. We verified the mathematical accuracy of the prorated calculation of the employee future benefits liability and related expense adjustment, using the 2020-21 estimates provided in the actuarial assessment at August 31, 2020 and found no differences. If 2020-21 estimates are not provided in the August 31, 2020 assessment, verify if the board has used 2019-20 expenses as the basis for prorating. We agreed the total employee future benefits liability to the total in Column E, after the required adjustment to Column C.6, on Schedule 19, "Consolidated Statement of Financial Position", line 2.20. We agreed the adjustment to expenses to the total in Column C.6 on Schedule 20, "Expenses".

We verified the mathematical accuracy of the prorated calculation of the employee future benefits liability and related expense adjustment, using the 2020-21 estimate provided by the actuary for WSIB benefits, and 2020-21 projections provided in the actuarial valuation report as at August 31, 2020 for all other benefit plans, and found no differences.

13. We performed the following with respect to any other adjustments over \$700,000 provided by the Board:
- a. We obtained a summary of the other adjustment entries included in Column C.7 which related to the period prior to March 31, 2021 and required adjustment in Schedule 19 and 20.
- b. We randomly selected 20% of the entries provided in a) above (a minimum of 5) over \$700,000 as detailed below and compared to the supporting documentation. We verified the amount related to the period prior to March 31, 2021 was included in the summary of entries.

The Board reported only one entry over \$700,000 in Column C.7 as noted below:

Adjustment description	Amount	Supporting documentation
Interest accrual on funds on deposit	\$ 1,738,363	Investment statement

- c. We recalculated the summary of entries which required adjustment and agreed the adjustment to Column C.7 on Schedule 19 and 20. We ensured that the entries balanced between Schedule 20, "Revenues and Expenses" and Schedule 19, "Consolidated Statement of Financial Position".
 - d. We enquired whether any statement of financial position items, which are historically adjusted in the General Ledger at August 31 each year, were considered and included in the adjustments provided in a). (Note that items to be considered include accrued liabilities, receivables, interest on sinking fund assets, etc.)
 - e. We enquired whether any items, historically included in the General Ledger as a net amount during the year and restated to report as gross revenue and expenses at August 31 each year, were considered and included in the adjustments provided in a). (Note that items to be considered include special projects, federal government grants, capital projects, etc.)
14. With respect to the School Generated Funds, we obtained the amounts included in the Consolidated Statement of Financial Position in the audited financial statements for the year ended August 31, 2020, agreed to supporting documentation and Schedule 19, "Consolidated Statement of Financial Position" in Column G.
 15. With respect to the Subsidiaries, we obtained the amounts included in the Consolidated Statement of Financial Position in the audited financial statements for the year ended August 31, 2020, agreed to supporting documentation and agreed to the Schedule 19, "Consolidated Statement of Financial Position" Column H.

II. Schedule 22

1. We obtained a detailed listing of tangible capital assets by asset class and agreed totals to corresponding columns by asset class in Schedule 22 of EFIS - "Tangible Capital Asset Continuity".
2. We conducted the following procedures with respect to additions to buildings (40 years) and land for the period September 1, 2020 to March 31, 2021:
 - a. From the detailed listing of tangible capital assets for the 7-month period supporting the data in Schedule 22, we selected a sample of 7 additions (5 buildings and 2 land) as follows:

The Board did not report any additions to land, therefore only 5 additions to buildings were selected below.

Asset names	Asset ID #	Amount
Buildings:		
Elia MS	880000000578	\$147,086
Victoria Park ES	880000000508	\$263,651
Elizabeth Simcoe Jr PS	880000000360	\$186,238
Maple Leaf PS	880000000612	\$145,230
Garden Avenue Jr PS	880000000123	\$724,349

- b. We selected one cost component included in each addition selected in a) and agreed the cost to specific documentation as follows:

Asset name	Asset ID #	Supporting Documentation	Amount
Buildings:			
Elia MS	880000000578	Progress billing no. 3 (invoice #175814); and supporting payment details	\$6,079
Victoria Park ES	880000000508	Invoice #508869; and supporting payment details	\$11,214
Elizabeth Simcoe Jr PS	880000000360	Progress billing no. 1 (invoice #35-1129309); and supporting payment details	\$95,723
Maple Leaf PS	880000000612	Progress billing no. 4 (invoice #10349); and supporting payment details	\$68,974
Garden Avenue Jr PS	880000000123	Progress billing no. 4 (invoice #26359); and supporting payment details	\$297,699

- c. For the samples selected in b), we determined that the items were recorded in accordance with the "District School Board & School Authority Tangible Capital Assets Provincial Accounting Policies & Implementation Guide" dated January 2021.

3. We conducted the following procedures with respect to Construction in Progress (CIP) assets:

- a. From the detailed listing of tangible capital assets for the 7-month period we selected 2 additions to CIP as follows:

Asset names	Asset ID #	Amount
Jones Ave (Rebuild)	870000000051	\$2,352,311
York Memorial CI (Rebuild)	870000000050	\$6,717,779

- b. We selected one cost component included in each addition selected in a) and agreed the costs to specific documentation as follows:

Asset names	Asset ID #	Supporting Documentation	Amount
Jones Ave (Rebuild) - Building	870000000051	Progress billing no. 3 (invoice #24092A); and supporting payment details	\$857,279
York Memorial CI (Rebuild) - Building	870000000050	Progress billing no. 7 (invoice #25469A); and supporting payment details	\$1,430,240

- c. For the sample selected in b), we determined that the items were recorded in accordance with the "District School Board & School Authority Tangible Capital Assets Provincial Accounting Policies & Implementation Guide" dated January 2021.
- d. We selected one item from CIP that was transferred into an in-service asset class and performed the following.

There were no items from CIP that were transferred into an in-service asset class during the period; therefore, this procedure was not applicable.

- e. We traced the completed project to an authorized completion certification or equivalent.

There were no items from CIP that were transferred into an in-service asset class during the period; therefore, this procedure was not applicable.

4. We conducted the following procedure with respect to amortization of buildings (40 years):

- a. From the detailed listing of tangible capital assets for the 7-month period we selected a sample of 5 amortization expenses as follows:

Assets	Asset ID #	Amortization amounts
ELA 1 st Time Equipping	869000000074	\$16,522
Splunk Enterprise License (Payment 1: Quote REGQ1915-03)	866000000114	\$90,354
Computer New CB Config 1 Academic	865000001563	\$3,062
Gooderham Learning Centre	880000000367	\$38,078
Grey Owl Jr PS	886000000500	\$5,709

- b. We recalculated the amortization in accordance with the "District School Board & School Authority Tangible Capital Assets Provincial Accounting Policies & Implementation Guide" dated January 2021 and agreed to the amortization reported in the detailed listing of tangible capital assets for the 7-month period for the assets selected.
5. We conducted the following with respect to disposals of buildings (40 years) and land:
 - a. From the detailed listing of tangible capital assets for the 7-month period we selected a sample of 3 disposals as follows:

The Board reported only two disposals of tangible capital assets during the 7-month period which have been selected below.

Asset name	Asset ID #	NBV	Proceeds
Bendale – 1555 Midland Ave	N/A	Nil	\$16,347,731
Bloordale – 10 Toledo Road	N/A	Nil	\$310,000

- b. We agreed the proceeds of disposition for the items selected in a) above to supporting documentation (indicate the supporting documentation - i.e., Agreement of Purchase and Sale).

Asset names	Asset ID #	Supporting Documentation	Proceeds of Disposition
Bendale – 1555 Midland Ave	N/A	Land transfer agreement	\$16,347,731
Bloordale – 10 Toledo Road	N/A	Land transfer agreement	\$310,000

- c. We recalculated the gain/loss on disposal for the items selected in a) above and agreed to the gain/(loss) on disposal for that asset to the Board's data.

Asset names	Asset ID #	Gain/(Loss) on Disposal	Gain/ (Loss) per the Board
Bendale – 1555 Midland Ave	N/A	\$16,347,731	\$16,347,731
Bloordale – 10 Toledo Road	N/A	\$310,000	\$310,000

III. Schedule 22A

1. We obtained a detailed listing of assets held for sale by asset class and agreed totals to corresponding columns by asset class in Schedule 22A of EFIS - "Assets Held for Sale Continuity".
2. We conducted the following procedures for assets held for sale with respect to additions to land and land improvements with infinite lives, and building and land improvements with finite lives, for the period September 1, 2020 to March 31, 2021:
 - a. From the detailed listing of assets held for sale for the 7-month period supporting the data in Schedule 22A, we selected a sample of 3 additions (1 land and land improvement with infinite life and 1 building and 1 land improvement with finite life (if applicable) and ensured that the criteria

(PSAB handbook section 1201.55) to transfer into assets held for sale was met in the September 1, 2020 to March 31, 2021 period as follows:

The Board did not report any additions to assets held for sale, therefore this procedure was not applicable.

- b. We selected 1 additional expenditure on assets held for sale and agreed the cost to specific documentation as follows:

The Board did not report any additional expenditures on assets held for sale, therefore this procedure was not applicable.

- 3. We conducted the following with respect to disposals of assets held for sale:

- a. From the detailed listing of assets held for sale for the 7-month period we selected a sample of 2 disposals as follows:

The Board did not report any disposals of assets held for sale, therefore this procedure was not applicable.

- b. We agreed the proceeds of disposition for the items selected in a) above to supporting documentation (indicate the supporting documentation - i.e. Agreement of Purchase and Sale).

The Board did not report any disposals of assets held for sale, therefore this procedure was not applicable.

- c. We recalculated the gain/loss on disposal for the items selected in a) above and agreed to the gain/(loss) on disposal for that asset to the board's data.

The Board did not report any disposals of assets held for sale, therefore this procedure was not applicable.

This report is for use solely in connection with the consolidation of the Board financial information into the financial statements of the Province of Ontario.

As a result of applying the above procedures, we found no exceptions. However, these procedures do not constitute an audit of these schedules and therefore, we do not express an opinion on Schedules 19, 20, 22 and 22A of EFIS as at March 31, 2021 and for the period from April 1, 2020 to August 31, 2020 and from September 1, 2020 to March 31, 2021.

Deloitte LLP

Chartered Professional Accountants
Licensed Public Accountants
May 18, 2021

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Audit Committee O.Reg 361/10 Requirements – Work Tracker

To: Audit Committee

Date: 21 June, 2021

Report No.: 06-21-4123

Strategic Directions

- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the Audit Committee O.Reg 361/10 Requirements – Work Tracker be received.

Context

This work tracker is a standing item on all Audit Committee agendas. It aims to provide Audit Committee members with a checklist of the O.Reg 361/10 requirements and to assist with the planning of Audit Committee activities and meeting agendas.

The following changes from the prior Audit Committee meeting include:

- The Committee has met the requirements of O.Reg 361/10 for FY2020-21 and this information will be used to compile the Committee Annual Report to the Board of Trustees and will be presented in the September 2021 Committee meeting.

Action Plan and Associated Timeline

For reporting purposes only.

Resource Implications

N/A – Not Applicable.

Communications Considerations

Included in public Audit Committee minutes.

Board Policy and Procedure Reference(s)

N/A – O.Reg 361/10 is applicable.

Appendices

- Appendix A: Audit Committee O.Reg 361/10 Requirements – Work Tracker 20/21

From

Wasif Hussain, Internal Audit Manager, at Wasif.Hussain@tdsb.on.ca or 416-393-0491

Appendix A: 2020-21 Fiscal Year Audit Committee Meeting & O.Reg 361/10 Tracker

Category	Audit Committee Agenda Items	Meeting Date					Comments
		Sept 21/20	Dec 7/20	Feb 22/21	Mar 22/21	June 21/21	
	Ministry Amendments						
Ministry	Audit Committee Regulation 361/10 Amendments	✓	✓	✓	✓	✓	No changes to regulation
	External Reports						
Deloitte	Year End Audited Financial Statements - FY2018/19		✓				
Deloitte	7 Month Accountants Report					✓	Presented June 2021
OAGO	Auditor General of Ontario IT Value for Money Audit - Education Sector	✓	✓		✓		
OAGO	Auditor General of Ontario Curriculum Value for Money Audit - Education Sector				✓		
OAGO	Auditor General of Ontario Student Transportaion Value for Money Audit - Follow Up				✓		
Ombudsman	Ontario Ombudsman Student Transportation Follow Up Update				✓		
	Regional Internal Audit Team						
RIAT	Regional Internal Audit Team Status and Audit Plan Updates	✓	✓	✓		✓	
RIAT	Regional Internal Audit Team Professional Development			✓			
RIAT	Regional Internal Audit Team Benchmarking Report					✓	Presented June 2021
RIAT	Regional Internal Audit Team AP and Expenses						Reporting phase
RIAT	Regional Internal Audit Team Facility Renewal Management						Planning phase
	TDSB Internal Audit Department						
TDSB IA	Internal Audit Department and Audit Plan Updates	✓	✓	✓		✓	
TDSB IA	One Time Vendor Audit			✓			
TDSB IA	FY2019-20 PCard Usage			✓			
TDSB IA	FY2019-20 School Banking Analysis			✓			
TDSB IA	Mobile Device Usage Monitoring Process Review						Cancelled - will reinitiate after all devices moved to new vendor

Appendix A: 2020-21 Fiscal Year Audit Committee Meeting & O.Reg 361/10 Tracker

Category	Audit Committee Agenda Items	Meeting Date					Comments
		Sept 21/20	Dec 7/20	Feb 22/21	Mar 22/21	June 21/21	
TDSB IA	Construction Contractor Spend Analysis	✓					
TDSB IA	School Cash Online Audit						To be presented September 2021
TDSB IA	Virtual Enrolment Audit 2020-21						To be presented September 2021
TDSB IA	Student Issued Device Management Audit						To be presented September 2021
TDSB IA	Engagement & Investigations Update	✓	✓	✓	✓	✓	Presented in Private
	Review of Policies and Procedures						
Ethics & Compliance	Overview of Whistleblower Program and related statistics	✓					
Ethics & Compliance	Overview of Compliance program and related statistics	✓					
	Other						
Admin	Election of Committee Chair	✓	✓				Motion to extend PY Chair with election after Organizational Board of CY Chair
Annual Report	2019-2020 Audit Committee Annual Report to the Ministry	✓					
Annual Report	Educational Partnership Annual Update	✓					
Annual Report	Insurance & Risk Update	✓					
ERM	Enterprise Risk Management Update				✓		
IT&IM	Student Information System Data Migration Update				✓	✓	
Training & Education	Audit Committee New Member Orientation				✓		Completed prior to March 2021 meeting for new members
Training & Education	Audit Committee Professional Development & Continuing Education					✓	PSAS Update session to be provided June 2021

The purpose of this schedule is to provide Audit Committee members with an overview of O.Reg 361/10 requirements and to assist them with planning their annual activities and meeting agendas.

		Meeting Date	
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Appendix A: 2020-21 Fiscal Year Audit Committee Meeting & O.Reg 361/10 Tracker

Category	Audit Committee Agenda Items	Meeting Date					Comments
		Sept 21/20	Dec 7/20	Feb 22/21	Mar 22/21	June 21/21	
O Reg. 361/10 Ref	Action / Responsibility	Sept 21/20	Dec 7/20	Feb 22/21	Mar 22/21	June 21/21	Comments
s.3	Composition of an Audit Committee/Eligibility of Members						
s.3 (1)	Shall consist of four board members and three persons who are not board members.	✓	✓	✓	✓	✓	External Member expiring term extended to February, interviews for new External Member in process. New Member appointed March 10, 2021
s.5 (1)	Each board shall have a selection committee for purpose of identifying non-board members as potential candidates for appointment to the audit committee.		✓		✓		Selection Committee in place, New External Member appointed March 10, 2021
s.6	Chair of the audit committee						
s.6(1)	(1) At the first meeting of the Audit Committee in each fiscal year, the members of the committee shall elect the chair for the fiscal year from among members appointed to the committee.	✓	✓				Motion to extend PY Chair with election of new Chair after Organizational Board
s.7	Term of appointment						
s.7(1)	(1) Are board members appointed in accordance with the bylaws.	✓	✓	✓	✓	✓	
s.7(2)	(2) Are non board members appointed for a period not exceeding three years.	✓	✓	X	✓	✓	External Member expiring term extended to February (one month), new External Member appointed March 10, 21
s.9	Duties of an Audit Committee						
s.9 (1)	Financial Reporting:						
	(1) Review with the director of education, a senior business official and the external auditor the board's financial statements regarding:						Presented Dec 2020
	i. Relevant accounting and reporting practices and issues.		✓				
	ii. Complex or unusual financial and commercial transactions of the board.		✓				
	iii. Material judgments and accounting estimates of the board.		✓				
	iv. Departures from the accounting principles published from time to time by the Canadian Institute of Chartered Accountants that are applicable to the board.		✓				
	(2) Before the annual external audit results are submitted to the board, has the audit committee reviewed with the director of education, a senior business official and the external auditor:						Presented Dec 2020
	i. the results of the annual external audit,		✓				

Appendix A: 2020-21 Fiscal Year Audit Committee Meeting & O.Reg 361/10 Tracker

Category	Audit Committee Agenda Items	Meeting Date					Comments
		Sept 21/20	Dec 7/20	Feb 22/21	Mar 22/21	June 21/21	
	ii. difficulties encountered in the course of the external auditor’s work, including any restrictions or limitations on the scope of the external auditor’s work or on the external auditor’s access to required information,		✓				No difficulties encountered
	iii. significant changes the external auditor made to the audit plan in response to issues that were identified during the audit, and		✓				
	iv. significant disagreements between the external auditor and the director of education or a senior business official and how those disagreements were resolved.		✓				No disagreements noted
	3. To review the board’s annual financial statements and consider whether they are complete, consistent with any information known to the audit committee members and reflect accounting principles applicable to the board.		✓				
	4. Has the audit committee considered it appropriate to recommend, that the board approves the annual audited financial statements.		✓				
	5. Review with the director of education, a senior business official and the external auditor all matters that the external auditor is required to communicate to the audit committee under generally accepted auditing standards.		✓				
	6. Review with the external auditor material written communications between the external auditor and the director of education or a senior business official.		✓				
	7. To ask the external auditor about whether the financial statements of the board’s reporting entities, if any, have been consolidated with the board’s financial statements.		✓				
	8. To ask the external auditor about any other relevant issues. O. Reg. 361/10, s. 9 (1).		✓				Private session held with external auditors
s. 9 (2)	Internal Controls:						
	(1) Review the overall effectiveness of the board’s internal controls.	✓	✓				9/20: Annual reports received from Whistleblower, Compliance, Educational Partnerships and Risk & Insurance; 12/20: Infection Prevention Control Measures
	(2) Review the scope of the internal and external auditor’s reviews of the board’s internal controls, any significant findings and recommendations by the internal and external auditors and the responses of the board’s staff to those findings and recommendations.	✓	✓	✓	✓	✓	
	(3) Discuss with the board’s officials the board’s significant financial risks and the measures the officials have taken to monitor and manage these risks.	✓	✓			✓	
s. 9 (3)	Duties to internal auditor:						
	1. Review the internal auditor’s mandate, activities, staffing and organizational structure with the director of education, a senior business official and the internal auditor.	✓					

Appendix A: 2020-21 Fiscal Year Audit Committee Meeting & O.Reg 361/10 Tracker

Category	Audit Committee Agenda Items	Meeting Date					Comments
		Sept 21/20	Dec 7/20	Feb 22/21	Mar 22/21	June 21/21	
	2. Make recommendations to the board on the content of annual or multi-year internal audit plans and on all proposed major changes to plans.	✓					TDSB IA 20/21 audit plan - presented Sept 2020. RIAT 2019/20-2021/22 draft audit plan presented May 2019, finalized Dec 2019
	3. Ensure there are no unjustified restrictions or limitations on the scope of the annual internal audit.						No unjustified restrictions or limitations to scope encountered in the year
	4. Review at least once in each fiscal year the performance of the internal auditor and provide the board with comments regarding his or her performance.	✓					TDSB IA assessment by the AC conducted in Sept 2020
	5. Review the effectiveness of the internal auditor, including the internal auditor's compliance with the document <i>International Standards for the Professional Practice of Internal Auditing</i> , as amended from time to time, published by The Institute of Internal Auditors and available on its website.	✓					TDSB IA assessment by the AC conducted in Sept 2020
	6. Meet on a regular basis with the internal auditor to discuss any matters that the audit committee or internal auditor believes should be discussed.	✓	✓	✓	✓	✓	Teleconference with Chair of Committee / designate prior to every meeting
	7. Review with the director of education, a senior business official and the internal auditor,						
	i. significant findings and recommendations by the internal auditor during the fiscal year and the responses of the board's staff to those findings and recommendations,	✓	✓	✓	✓	✓	Recommendations and Mgmt responses for reports presented are summarized at each meeting.
	ii. any difficulties encountered in the course of the internal auditor's work, including any restrictions or limitations on the scope of the internal auditor's work or on the internal auditor's access to required information, and						No restrictions or limitations to scope encountered in the year
	iii. any significant changes the internal auditor made to the audit plan in response to issues that were identified during the audit.	✓					FY2020-21 TDSB Internal Audit Plan reflects environmental changes
s. 9 (4)	Duties to external auditor:						
	1 Review at least once in each fiscal year the performance of the external auditor and make recommendations to the board on the appointment, replacement or dismissal of the external auditor and on the fee and fee adjustment for the external auditor.					✓	External Auditor Service Plan to be presented in June 2021
	2. Review the external auditor's audit plan, including,						
	i. the external auditor's engagement letter,		✓				
	ii. how work will be co-ordinated with the internal auditor to ensure complete coverage, the reduction of redundant efforts and the effective use of auditing resources, and	✓					Work performed is coordinated with TDSB IA every Fall.
	iii. the use of independent public accountants other than the external auditor of the board.						Not used to date
	2.1 To make recommendations to the board on the content of the external auditor's audit plan and on all proposed major changes to the plan.					✓	External Auditor Service Plan to be presented in June 2021
	3. Review and confirm the independence of the external auditor.		✓				

Appendix A: 2020-21 Fiscal Year Audit Committee Meeting & O.Reg 361/10 Tracker

Category	Audit Committee Agenda Items	Meeting Date					Comments
		Sept 21/20	Dec 7/20	Feb 22/21	Mar 22/21	June 21/21	
	4. Meet on a regular basis with the external auditor to discuss any matters that the audit committee or the external auditor believes should be discussed.	✓	✓	✓	✓	✓	External Auditors attend meetings & have ability to meet in Private
	5. Resolve any disagreements between the director of education, a senior business official and the external auditor about financial reporting.						No disagreements noted to date
	6. Recommend to the board a policy designating services that the external auditor may perform for the board and, if the board adopts the policy, to oversee its implementation.						Policy P089 in place
s. 9 (5)	Board's Compliance Matters:						
	1. Review the effectiveness of the board's system for monitoring compliance with legislative requirements and with the board's policies and procedures, and where there have been instances of non-compliance, to review any investigation or action taken by the board's director of education, supervisory officers or other persons employed in management positions to address the non-compliance.	✓					Presented by Compliance Team
	2. Review any significant findings of regulatory entities, and any observations of the internal or external auditor related to those findings.						No material findings encountered
	3. Review the board's process for communicating any codes of conduct that apply to board members or staff of the board to those individuals and the board's process for administering those codes of conduct.						Code communicated to all Trustees & external AC members as part of onboarding orientation
	4. Obtain regular updates from the director of education, supervisory officers and legal counsel regarding compliance matters.	✓					Presented by Compliance Team & General Counsel as required
	5. Obtain confirmation by the board's director of education and supervisory officers that all statutory requirements have been met.	✓					Presented by Compliance Team
s. 9 (6)	Board's risk management:						
	1. Ask the board's director of education, a senior business official, the internal auditor and the external auditor about significant risks, to review the board's policies for risk assessment and risk management and to assess the steps the director of education and a senior business official have taken to manage such risks, including the adequacy of insurance for those risks.	✓			✓	✓	Annual Insurance & Risk report presented September 2020. ERM update presented March and June 2021
	2. Perform other activities related to the oversight of the board's risk management issues or financial matters, as requested by the board.						Not exercised to date
	3. Initiate and oversee investigations into auditing matters, internal financial controls and allegations of inappropriate or illegal financial dealing.	✓	✓	✓	✓	✓	See IA Private update
s. 9 (7)	(7) Duty to report to the board annually (and at any other time that the board may require), on the committee's performance of its duties.	✓					AC Annual Board Report submitted September 2020
s. 9 (8)	(8) Make all reasonable efforts to ensure that a copy of this Regulation is posted on the board's website.						Reference to the Regulation is included in the Boards Website
s. 10	Powers of an audit committee						

Appendix A: 2020-21 Fiscal Year Audit Committee Meeting & O.Reg 361/10 Tracker

Category	Audit Committee Agenda Items	Meeting Date					Comments
		Sept 21/20	Dec 7/20	Feb 22/21	Mar 22/21	June 21/21	
	Has the audit committee exercised any of the following powers:						
	(a) with the prior approval of the board, retain counsel, accountants or other professionals to advise or assist the committee;						Not exercised to date
	(b) meet with or require the attendance of board members, the board's staff, internal or external auditor or legal counsel or representatives from a reporting entity of the board at meetings of the committee, and require such persons or entities to provide any information and explanation that may be requested;	✓	✓	✓	✓	✓	
	(c) where the committee determines it is appropriate, meet with the board's external or internal auditor, or with any staff of the board, without the presence of other board staff or board members, other than board members who are members of the committee;	✓	✓	✓	✓	✓	In Camera sessions held with the Internal & External Auditor as well as with Staff to discuss sensitive items
	(d) require the board's internal or external auditor to provide reports to the committee; and	✓	✓	✓	✓	✓	
	(e) have access to all records of the board that were examined by the internal or external auditor.	✓	✓	✓	✓	✓	
s. 11	Meetings						
s. 11 (1)	(1) An audit committee of a board shall meet at least three times in each fiscal year at the call of the chair of the committee, and at such other times as the chair considers advisable.	✓	✓	✓	✓	✓	
s. 11 (2)	(2)The first meeting of the audit committee in each fiscal year after the 2011 year shall take place no later than September 30.	✓					
s. 11 (3)	(3) Each member of the audit committee has one vote.	✓	✓	✓	✓	✓	
s. 11 (4)	(4) The audit committee shall make decisions by resolution.	✓	✓	✓	✓	✓	
s. 11 (5)	(5) In the event of a tie vote, the chair is entitled to cast a second vote.						No tie votes noted
s. 11 (6)	(6) A majority of the members of the audit committee that includes at least one member who is not a board member constitutes a quorum for meetings of the committee.	✓	✓	✓	✓	✓	
s. 11 (7)	(7) The chair of the audit committee shall ensure that minutes are taken at each meeting and provided to the members of the committee before the next meeting.	✓	✓	✓	✓	✓	
s. 12	Codes of Conduct						
	Any code of conduct of the board that applies to board members also applies to members of the audit committee who are not board members in relation to their functions, powers and duties as members of the committee.				✓		Code communicated to all Trustees & external AC members as part of onboarding orientation

Appendix A: 2020-21 Fiscal Year Audit Committee Meeting & O.Reg 361/10 Tracker

Category	Audit Committee Agenda Items	Meeting Date					Comments
		Sept 21/20	Dec 7/20	Feb 22/21	Mar 22/21	June 21/21	
s.13	Remuneration and compensation						
s.13(1)	(1) A person shall not receive any remuneration for serving as a member of the audit committee.	✓	✓	✓	✓	✓	
s.13(2)	(2) Subsection (1) does not preclude payment of an honorarium under section 191 of the Act that takes into account the attendance of a board member at an audit committee meeting.						Policy P074, Honoraria for Trustees, in place
s.13(3)	(3) A board shall establish policies respecting the reimbursement of members of its audit committee for expenses incurred as members of the committee.						Policy P016, Employee and Trustee Expenses, in place
s.13(4)	(4) A board shall reimburse members of its audit committee for expenses incurred as members of the committee in accordance with the policies referred to in subsection (3).						Policy P016, Employee and Trustee Expenses, in place
s. 14	Declaration of conflicts						
s.14(1)	(1) Has each audit committee member submitted a written declaration to the chair declaring whether he or she has a conflict of interest (as described in subsection 4 (2)), when he or she was appointed for the first time and at the first meeting of the committee in each fiscal year.	✓	✓	✓	✓	✓	In the first meeting of fiscal year and first meeting after Org Board as well as when new members are appointed, any additional conflicts encountered in the year are documented in the meeting minutes
s.14(2)	(2) A member of an audit committee who becomes aware after his or her appointment that he or she has a conflict of interest, as described in subsection 4 (2), shall immediately disclose the conflict in writing to the chair.						No conflicts declared year to date
s.14(3)	(3) If a member or his or her parent, child or spouse could derive any financial benefit relating to an item on the agenda for a meeting, the member shall declare the potential benefit at the start of the meeting and withdraw from the meeting during the discussion of the matter and shall not vote on the matter.						No conflicts declared year to date
s.14(4)	(4) If no quorum exists for the purpose of voting on a matter only because a member is not permitted to be present at the meeting by reason of subsection (3), the remaining members shall be deemed to constitute a quorum for the purposes of the vote.						No conflicts declared year to date
s.14(5)	(5) If a potential benefit is declared under subsection (3), a detailed description of the potential benefit declared shall be recorded in the minutes of the meeting.						No conflicts declared year to date
s.15	Reporting						
s. 15(1)	(1) The audit committee shall submit to the board on or before a date specified by the board an annual report that includes,						2019/20 Annual Report submitted to the Board in September 2020
	(a) any annual or multi-year audit plan of the board's regional internal auditor;	✓					
	(b) a description of any changes made to a plan referred to in clause (a) since the last report of the committee;		✓				RIAT Transportation Audit cancelled

Appendix A: 2020-21 Fiscal Year Audit Committee Meeting & O.Reg 361/10 Tracker

Category	Audit Committee Agenda Items	Meeting Date					Comments
		Sept 21/20	Dec 7/20	Feb 22/21	Mar 22/21	June 21/21	
	(c) a summary of the work performed by the regional internal auditor since the last annual report of the committee, together with a summary of the work the auditor expected to perform during the period, as indicated in the plan referred to in clause (a); and	✓					
	(d) a summary of risks identified and findings made by the regional internal auditor.	✓					
	(e) a summary of enrolment audits planned by internal auditor.	✓					2019/20 - 16 Enrolment audits completed, presented in June 2020
s. 15(2)	(2) A board who receives a report under subsection (1) shall submit a copy of it to the Minister in each fiscal year on or before a date specified by the Minister.	✓					Issued to the Board in September 2020; Issued to EDU in October 2020.
s. 15(3)	(3) An audit committee of a board shall submit a report to the board in each fiscal year on or before a date specified by the board, and at any other time as may be requested by the board, that includes						2019/20 Annual Report submitted to the Board in September 2020
	(a) a summary of the work performed by the committee since the last report;	✓					
	(b) an assessment by the committee of the board's progress in addressing any findings and recommendations that have been made by the internal or external auditor;	✓					
	(c) a summary of the matters addressed by the committee at its meetings;	✓					
	(d) the attendance record of members of the committee; and	✓					
	(e) any other matter that the committee considers relevant.	✓					

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Acknowledgement of Traditional Lands

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

Reconnaissance des terres traditionnelles

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

Committee Mandate

To ensure compliance with the Ministry of Education Act 253.1 (1) and Ontario Regulation 361/10 and to assist the Board in fulfilling its oversight responsibilities for the financial reporting process, the system of internal controls, risk management and the audit processes, including internal audits, external audits and the annual financial audit.



Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

Our Goals

Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

Acknowledgement of Traditional Lands

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

Reconnaissance des terres traditionnelles

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

Funding Information Requirement

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

[1]Closing of certain committee meetings

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) 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 or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board