



## Financial Statements 2019-2020

The Catholic District School Board of Eastern Ontario has reviewed and approved the financial statements for the fiscal period of September 1, 2019 to August 31, 2020. Ashley Hutchinson, Manager of Finance, presented the financial statements for the 2019-2020 school year, followed by Rob Clayton, Partner with KPMG, who presented an unqualified Auditor's Report to the Board of Trustees.

"As always, the Board strives to make the best use of its fiscal resources, to provide transparency and accountability with regard to the allocation of those resources, and to optimize resources in support of student achievement," began Hutchinson.

"As the GSNs are largely driven by enrolment, it is important to note that the Board has experienced a growth of approximately 323 FTE in 2019-2020, or 2.6 per cent over the 2018-2019 enrolment actuals. This increase has helped generate additional GSN funding in 2019-2020. CDSBEO is also forecasting an additional slight enrolment increase for 2021."

Total revenue for the 2019-2020 school year was \$189.9 million, and expenditures totaled \$182.9 million. The Board's financial results include an accumulated in-year surplus of \$5.5 million available for compliance. Additional in-year surpluses totaling \$1.5 million were applied to fund items such as employee future benefits, interest accruals and school generated funds.

"Initially, in the 2019-2020 revised budget, presented in December 2019, we had forecasted a balanced budget to the board, with a zero surplus/deficit. With the onset of COVID-19, the provincial school closures mandated by the Ministry of Education, from March 16 to June 30, certainly was one of the contributing factors to this year's positive results," noted Hutchinson.

"However, it is also important to note that while we are still investigating these details, we were tracking very well with our budget up to the point of school closures mid-March. We received a significant increase in GSN revenue due to increased enrolment, in the amount of just over \$700,000. We also experienced approximately \$1.4 million in savings from a supply staff perspective, again, partially attributed to the school closure period. Additional contributing factors to the surplus included a reduction in supplies and services, utilities and contractual costs, travel expenses, staff development and WSIB expenses," noted Hutchinson.

Offsetting some of the savings were expenses incurred in August related to personal protective equipment for staff and students, to ensure a safe school start-up in September.

Additional enveloping provisions resulted in revenue deferrals of \$2.3 million for several departments including Special Education, Student Achievement, and Indigenous Education. These funds will be deferred as they are protected envelopes under regulation, and they will be rolled forward for departments to use in the 2020-2021 school year. Planning is already underway to ensure these funds are spent for the purposes intended and in support of student learning and achievement.



"It's my pleasure to be here tonight to present the Auditor's Report. KPMG has completed the audit, and in our opinion, the financial statements present fairly, in all material respects, the financial position of CDSBEO as at August 31, 2020. The results of the Board's operations, and changes in its financial position for the year, are in accordance with Canadian generally accepted accounting principles," concluded Rob Clayton, Partner of KPMG.

Board Chair, Todd Lalonde, expressed his thanks on behalf of the Board. "Thanks, Mr. Clayton, for joining us this evening to provide the Auditor's Report and thanks also goes out to our Finance Department for all of the hard work in preparing this report."

The 2019-2020 Financial Statements will be submitted to the Ministry of Education by mid-November.

## Virtual Learning Elementary School

The CDSBEO Virtual Learning Elementary School provides live interaction which takes place in real-time between the educator and students, while they are participating in learning activities. Students login on a daily schedule and can communicate directly with their teacher, and with each other. Synchronous virtual learning is, in many ways, similar to a physical classroom, and students have access to allow for immediate feedback, interactions with educators and peers, and guided exercises to motivate and increase student learning.

Principal of Curriculum, Nancy McIntyre and Principal of the CDSBEO Virtual Learning Elementary School (VLES), Catherine English, presented information to the Board on the many successes of the new school, which includes 65 classrooms, 1672 students, 72 teachers, 12 early childhood educators, four educational assistants, one differentiated instruction teacher, one special education consultant, and two secretaries.

"The highest student registrations can be found in the JK/SK level and the Grade 8 Level. Currently, 83 per cent of our virtual learners are participating in synchronous learning – which means that they are learning in real-time with their instructor. Approximately 17 per cent of our learners have chosen to participate asynchronously, which means that they complete their work without necessarily being part of the live instruction," explained McIntyre.

To help support this new school, the Board has purchased licenses for a variety of online, digital programs for Literacy, Mathematics, Social Studies, and Coding. Through these rich resources, teachers can access Ontario curriculum programming when planning for their students.

"Our Kindergarten students all have access to a Math Gaming program Zorbits, that provides teachers with feedback that can drive their instruction and assessment on student learning," noted McIntyre.



"Many rich digital learning resources to support Mathematics and Reading have been provided to all teachers, including a digital textbook library with instructional resources categorized by theme or curriculum."

The Board continues to adjust, modify and adapt to the needs of virtual learning families through the development of new resources, parent tutorials, and consistent communication.

"Daily, engaging routines have been established in the virtual classes to promote the tenets of our Catholic faith and to build school culture and community," noted Principal, Catherine English.

"There has been a strong emphasis on social-emotional learning activities whereby the students are learning about the benefits of a growth mindset and the acknowledgement of individual strengths."

Learning activities are linked to daily online lessons and delivered to both the synchronous and asynchronous students. Students are also engaged in learning strategies to promote self-regulation and mindfulness.

"Thank you, on behalf of the Board of Trustees for providing us with this overview of how our students are thriving in this new virtual learning environment. We are excited to see how our staff and learners have adapted successfully," concluded Chair Lalonde.