



2019-2020

ANNUAL REPORT OF ACTIVITIES



École | School

 **VANGUARD**

TABLE OF CONTENTS



- Message from the Chairman of the Board of Directors and the Director General 3
- Board of Directors 4
- Our School Enrolment 5
- Our Staff 5
- Vanguard Foundation 6

2019-2020
Annual Report of Activities

- Culture 9
- Prevention and Awareness 10
- Sports 12
- Honouring our Students 13
- Honouring our Staff 14
- Our External Partners 15
- Pedagogy at Vanguard 16
- Financial Report 19

MESSAGE FROM THE CHAIRMAN OF THE BOARD OF
DIRECTORS AND THE DIRECTOR GENERAL

We are very pleased to present our Annual Report of Activities for the 2019-2020 school year. With the many activities for students, whether it be academic, sports or other extra-curricular activities, and the continued professional development for teachers, allowing them to better meet the needs of our students, the year was a busy one!

But the year will long be remembered as an unprecedented moment in our school history – one marked by much change and disruption due to the COVID-19 pandemic. The context of the pandemic brought its share of daily challenges, both from a human point of view as well as those related to logistics and pedagogy, prompting us to rethink our ways of doing things in many different areas. It was a year in which a global pandemic forced us to transition, in the spring, to a remote learning model – a monumental shift in the education model offered to our students.

In light of this new reality, our staff members, students, their families and our partners worked together to meet these many challenges with determination, kindness and perseverance, doing whatever was possible to ensure the success of our students and the well-being of all.

We would like to recognize the incredible efforts of each and every staff member, all of whom have gone over and above, by devoting countless hours of their time to support our students and families. Our sincere gratitude extends to every one of them.

We would also like to express our appreciation to our students and their parents for their continued collaboration and support during these extraordinary and often difficult times.

Finally, we would like to acknowledge the support of the members of the Board of Directors of the School and of the Foundation, the continued collaboration with school boards, universities and other dedicated partners, all of whom worked with us in pursuing our mission and making a difference in the lives of our students.

We all know that COVID-19 will bring with it new challenges, but we are confident that by continuing to work together, we will only come out stronger.

Yves Legris
Chairman of the
Board of Directors
Vanguard School

Carolyn Coffin-Caputo
Director General
Vanguard School



BOARD OF DIRECTORS



This year, Vanguard School’s Board of Directors consisted of eleven members:

Executive Committee

- Chair
Mr. Yves Legris
- Vice-Chair
Mr. Hugo St-Pierre
- Treasurer
Ms. Anne-Marie Guertin
- Secretary
Ms. Carolyn Coffin-Caputo

Board Members

- Ms. Carole Dagenais**
- Ms. Nicole De Flandre**
- Ms. Annie Gagné**
- Ms. Julie Pilon**
- Ms. Louise Poirier**
- Ms. Marie-Claude Sauvé**
- Ms. Annie-Claude Trudeau**
- Mr. Stéphane Proulx**, invited member
- Mr. Jean-François Halin**, invited member

All members actively participated in regular and special board meetings (11). Many also participated in Ad Hoc committees and other committees, as requested and sharing their expertise.

Many thanks to all board members for their valued support and implication in Vanguard School.

OUR SCHOOL ENROLMENT

Vanguard School welcomed **1154 students** in 2019 – 2020.



Elementary level	Boys	Girls	Total
English sector	54	30	84
French sector	111	69	180
Total	165	99	264
High School level	Boys	Girls	Total
English sector	152	83	235
French sector	388	267	655
Total	540	350	890
Grand total	Boys	Girls	Total
English sector	206	113	319
French sector	499	336	835
Total	705	449	1154

OUR STAFF

In 2019-2020, Vanguard School’s staff included **149 teachers, 14 non-teaching professionals** (psychologists and speech therapists), **4 Special Care Counsellors**, an administrative team of **7 directors and principals, 1 vice-principal, 3 coordinators** and **52 support staff**.

All members of our multidisciplinary teams work together to implement specific interventions to better meet the needs of each of our students. The expertise of our teachers along with their experience gained over the years, continue to be a valuable asset for our students.

Also important are our non-teaching professionals, who with their specialization, competence and excellent knowledge of learning difficulties bring a complementary service adapted to the needs of our students.

And finally, we rely on our support staff, working diligently behind-the-scenes, to provide the necessary support to the Vanguard School administrative team and the rest of the staff.

Our staff who is passionate about education and fully committed to our students’ day-to-day success, has always been Vanguard School greatest strength.

VANGUARD FOUNDATION

The **Vanguard Foundation** continued its activities to fulfil its mission of raising funds to help Vanguard School in its education projects for children with severe learning difficulties. The Foundation is under the responsibility of a Board of Directors, composed of the following members:

Executive Committee

Chair

Ms. Annie Gagné, spouse of a parent of a former Vanguard School student – Senior Director of Business Relations and Risk Management at GIRO Inc.

Vice-Chair

Ms. Mercédès Beaulieu, retired from Desjardins Group

Treasurer

Mr. Zahi Absi, parent of a Vanguard School high school student, Director of Performance Conseil Inc.

Secretary

Ms. Carolyn Coffin-Caputo, Director General of Vanguard School

Board Members

Mr. André B. Charron, parent of a former Vanguard School student, Manager at Spesinvest Inc.

Mr. Benoit Jacques, Commercial Real Estate Broker at Immeubles Benoit Jacques Inc.

Mr. Bradley P. Semmelhaack, parent of a high school student at Vanguard School, Portfolio Manager at Crystalline Management Inc.

Mr. Jean-François Halin, Director of Financial Services of Vanguard School

Mr. Luigi Colagiacomo, parent of a high school student at Vanguard School, retired from the STM and real estate broker

Mr. Eric Charbonneau, parent of an elementary school student at Vanguard School, President of Documents Distribution Inc.

Invited Members

Mme Nicole de Flandre, parent of a high school student at Vanguard School and Director of Vanguard Foundation

Mr. Christopher Dedeyan, intern officer and President of Vanguard Alumni, former student of Vanguard School, professional speaker and real estate broker

Guest

Ms. Florence M. Arseneault, administration/finance, Board Meeting secretary



Vacancy

Following the departure of Mr. Normand Tremblay in November 2019, a position became vacant on the Board of Directors. We would like to thank him warmly for all his wonderful years at the Foundation, and more particularly, on the annual golf committee. We are actively looking for someone with expertise in finance to fill this vacancy.

From July 1, 2019 to June 30, 2020 the Board of Directors met eight times to undertake new fundraising activities and strengthen ties between the members of the entire Vanguard family.

Fundraising activities

Gymnasium – This year, thanks to the voluntary contribution of parents, we were able to raise \$106,633.25. Remember that a sum of \$800,000 was included in the projects of the 2014-2019 major campaign for this second gymnasium for our students.

Charity Challenge – The Vanguard Foundation and Vanguard School joined forces to bring together students, teachers, parents and outside collaborators to participate in the Scotiabank Charity Challenge. This very popular activity on the Parc Jean Drapeau circuit also offered the possibility of a fundraiser for the Vanguard Foundation. The elementary and high school sectors mobilized to proudly represent Vanguard School on April 24 and 25, 2020. However, within the context of the COVID-19 pandemic, the Challenge was postponed. When circumstances permit, members of the Vanguard Family will be participating in this event. An amount of \$1,810 was raised in donations related to this activity prior to the postponement.



Student bursaries

Wine tasting — The very first Foundation wine tasting event took place on February 20, 2020. This activity was enjoyed by all! The host and sommelier, Ms. Coritha Pierre, from *Vins au féminin* introduced the 127 participants to the principles of wine tasting in the form of VEGAS games.

Golf tournament — The 2020 golf tournament was cancelled due to the pandemic. The members of the organizing committee are showing great enthusiasm and creativity for the 2021 golf tournament which will take place on September 13, 2021 at the Kanawaki Golf Club.

Thanks to the donations collected for the 2020 Project of the 2014-2019 fundraising campaign, the School was able to implement Google Classroom and its related applications which, in turn, allowed the School to offer distance education to students during the confinement due to the pandemic in spring 2020. This platform was improved before the beginning of the 2020-2021 school year in order for the School to offer enhanced distance education for students and teachers.

On behalf of the School’s most disadvantaged families, we would like to warmly thank the Marcoux Family/Transcontinental Inc. and GIRO, Inc. (Groupe en Informatique et Recherche Opérationnelle) for their generous donations for educational and public transportation bursaries. Both are two very important donors for Vanguard students.

In the coming year, the Foundation will remain attentive to the School’s projects, which require financial support. We will continue to recruit to fill the vacant position on the Board of Directors and will maintain our efforts to ensure the optimal management of our Foundation.

Finally, a sincere thank you to all the Foundation directors for all their efforts in the Vanguard Foundation.

Annie Gagné
Chair
Vanguard Foundation

2019-2020

Annual Report of Activities

CULTURE

A few moments on stage...

In 2019-2020, because of the pandemic, most of our students did not have the opportunity to present their acting and musical talents to an audience. But theatre culture was still part of their academic life.

High school students worked on various plays such as the annual musical comedy (this year it was *Don Juan*) which allowed them to learn or deepen their passion for the stage. In addition, many of our high school students had the opportunity to observe the magical art of theatre by seeing plays such as *Le meilleur des mondes*, *Guide d’éducation sexuelle pour le nouveau millénaire* et *Le diable est dans les details*, performed by professionals.

Elementary school students had the opportunity to go to La Maison Théâtre, which offers workshops and performances for young people to introduce them to the art of the stage. A truly enriching experience!



Outings to develop personal cultural tastes

Students can access culture in many different ways at Vanguard School. Each year, our students participate in a variety of exciting cultural experiences that introduce them to new interests. This year included such activities such as:

- A visit to the Museum of Fine Arts
- A visit to the McCord Museum
- A visit to the Marguerite-Bourgeoys Museum and the Pointe-à-Callières Museum

- A meeting with novel and theatre author, Mr. Olivier Sylvestre
- Participation in World Press photo
- Organizing a techno-historic school rally to discover Old Montréal and its history
- A visit to the libraries of the Saint-Laurent borough
- A private tour at the James McLaren Company
- Robotics and Mad Science club
- Art club
- Choral group for our elementary school students

PREVENTION AND AWARENESS

Prevention for oneself, others and the environment

The School's focus on prevention and raising awareness among our students about important social issues was once again reflected during the school year by major initiatives with regard to bullying, sexuality, living together in society and environmental awareness.

Bullying

Once again, this year, we called on the Service de police de la Ville de Montréal to present workshops on bullying and cyberbullying. Ms Brigitte Lévesque, community relations officer, met Cycle 3 elementary school students to inform them, raise their awareness and help them better cope with this reality.

Sexuality

With the implementation of the program on sexuality, the School took the opportunity present a series of activities for young people. Two of these workshops are particularly noteworthy:

- A workshop about consent, presented by Ms. Maude Painchaud-Major from the organization Sexplicite, presented to elementary school students.
- A workshop presented to Cycle 2 high school students by sexologist Ms. Bafaro Sabrina Beaulieu, allowing students the opportunity to discuss domestic violence within a relationship, including the warning signs and manifestations of violence (physical, psychological, etc.). The students were also informed of the importance of finding solutions to prevent and/or stop domestic violence.

Living together in society

Several activities were set up at school to help our students better understand the diversity of people as well as the issues of pluralism in our community.

- Participation in an activity aimed at discovering Montreal's ethnic neighbourhoods and the importance of this diversity;
- Participation in the World Day for Child-Friendly Cities to discuss citizenship and models of sustainable cities (human rights);
- Creation by Ms. Mélissa Séguin, teacher, of a workshop on the different representations of sexuality in society and the importance of respecting diversity and the rights of all;
- Conference on Black History;
- Participation in volunteer activities for St. Michael's Mission, Moisson Montréal and the preparation of Christmas baskets;



- Humanitarian project in Vietnam for Cycle 2 high school students that had to be postponed due to the pandemic; but the students did travel to Ecuador in February and participated in various humanitarian projects in that country.

These initiatives are indications of the great desire of our young people to broaden their horizons, to get involved and to help make this world a little better.

Respect for the environment

Respect for the environment was a point of focus in 2019-2020, a theme that concerns us all and that requires significant mobilization.

It was within this context that the "Climate Day at School" was born. This day is dedicated to environmental awareness and students at the elementary school worked to clean the school property by picking up the litter on the property. It is undeniably a good example to follow!

During the school year, our students also visited LUFA Farms and the Botanical Garden, two places that prominently feature greenery and respect for nature.

SPORTS



Sports is about surpassing oneself

Sports were part of the daily life of our students, and even our teachers, before the pandemic!

We wholeheartedly applaud the continued progress of our sports teams, all of which, once again, showed great success in their respective disciplines: soccer, basketball and flag football!

We would also like to highlight the participatory nature of other sports activities:

- The FitSpirit Girl project is now in its fourth year! This running activity invites young students to follow a 5 and 10 km training program;

- At the high school level, the annual Olympics were a unique moment for our students to demonstrate their great athletic abilities and their sense of achievement;
- Some of our elementary school students participated in Cross-Country events;
- Our elementary school carnival and our annual outdoor winter activities offered students the opportunity to slide, skate, ski—in short, to move—and have fun outdoors;
- The creation of a new tradition of a hockey tournament for staff members in the winter: a great opportunity for staff to unwind, have fun and spend time together.

In addition to promoting physical activity for our students, these activities encourage students to work together and support each other.



HONOURING OUR STUDENTS

Our students never cease to amaze us with their capacity for creativity and their sense of initiative. This year, several groups stood out for their achievements.

The students of the Classe découverte caught our attention with their wonderful project of creating a cookbook. This ambitious initiative mobilized the students of the class with the support of two resource persons, Ms. Anne Courteau and Ms. Cassandre Destouches, who were associated with the project.

Meanwhile, students from the English-sector high school Social Justice Committee were invited to participate in a two-day symposium on youth human rights at McGill University. For this occasion, several students were able to demonstrate, through presentations, their knowledge about this issue and, more importantly, their desire to raise awareness of others. These wonderful presentations were made possible thanks to the invaluable advice and encouragement of their teacher, Ms. Linda Handiak.

Finally, students of the Robotics Club made our school proud yet again by taking 5th place in the annual Robotics Club competition. The team won the prestigious Judges' Choice Award. This great team achievement would not have been possible without the efforts of Ms. Stéphanie Gordon, Ms. Alexie Csipak and Mr. Pierre-Alexandre Pharand, their teachers and guides. We thank them for the time and support they give to this club.



HONOURING OUR STAFF

Many people have made a substantial contribution to the education of our students. They did it with passion and dedication. It is always difficult to see them leave, but we are grateful for their contribution and especially the mark they leave on the School. These people are part of the DNA of Vanguard School.

This year, **Mr. Eric Angen**, who worked as a special education teacher for 27 years at the elementary level, retired. Eric was a valuable resource person for the School.

Over the years, he was responsible for organizing many different projects and trips for his students, including student exchange projects with students in Kuujuaq, Quebec and, more recently, in Thunder Bay, Ontario. A person of great intellectual curiosity, open to the world and to the people around him, he is passionate about culture and living together in society. We would like to express our gratitude to him for his professionalism and for his constant concern for everyone's needs.



We also celebrate the retirement of **Mr. Pierre Larose, Material Resources**.

Over the last twenty-five years, Mr. Larose contributed generously to the construction and development projects of Vanguard School, always ensuring that the varied material resource needs of staff and students were met in an efficient manner.

A man full of life, hardworking and dynamic, he shared, with great conviction, the values promoted by Vanguard School. He believed in the ability of our young people to succeed after Vanguard, and he regularly encouraged students to work with him in the summer, during which time they had the opportunity to benefit from his expertise and his wise advice. We thank him warmly and wish him all the best.

In closing, we would like to take this opportunity to recognize the remarkable work of our teachers, non-teaching professionals and support staff in the success of our students and for their efforts during the pandemic. Our staff is caring, focused on helping students and is highly knowledgeable.

We are proud of our staff and are very much aware that the success of Vanguard School can only come from a continuous, daily effort made with, and for, our students.

OUR EXTERNAL PARTNERS

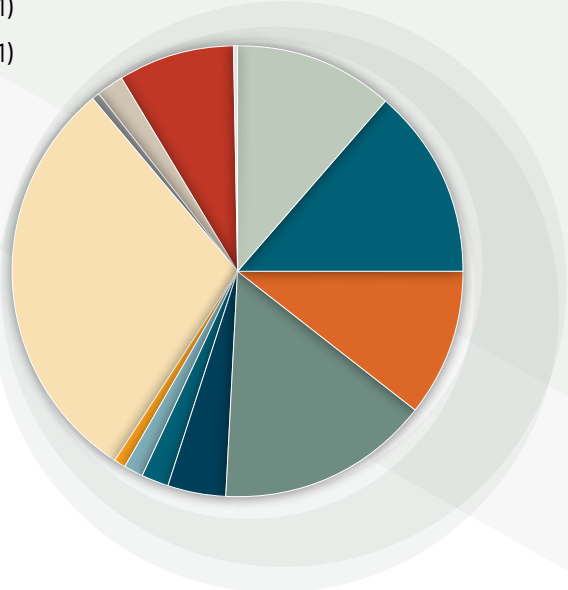
School Boards

Students benefiting from an extraterritorial agreement represent 62% of our enrolment, which is a decrease of 3% compared to recent years. Nevertheless, the accompanying chart demonstrates the desire of school boards to continue working with us for the benefit of students with severe learning difficulties.

At the same time, this situation makes it easier for parents to obtain a place in our school more quickly, even in the absence of an extraterritorial agreement.

Number of students with a School Board agreement 2019-2020 of our 1154 students

- C.S.S. Pointe-de-l'île (84)
- C.S.S. de Montréal (98)
- C.S.S. Marguerite-Bourgeoys (73)
- C.S.S. de Laval (109)
- C.S.S. Seigneurie des Mille-Îles (31)
- C.S.S. Marie-Victorin (13)
- C.S.S. Grandes Seigneuries (11)
- C.S.S. Vallée des Tisserands (1)
- C.S.S. Trois-Lacs (213)
- Riverside S.B. (4)
- Sir Wilfried Laurier S.B. (14)
- English Montreal S.B. (61)
- Autochtone (1)



Federation of Private Schools

Vanguard School continued its collaboration with FEEP (Fédération des établissements d'enseignement privés), a well-know entity within the field of education, and plays a key role in the development of the expertise of schools affiliated with the Federation.

- Our School provides support and training to private schools via the Adap 360 platform, a free professional support service for schools provided by the special education schools within the private network.
- Our School has also renewed its loan of service of one of our specialized resource persons to the Ministry of Education. This resource person also has the mandate to help support private schools who are accepting more students with learning difficulties.
- Finally, the School regularly gives training as part of various activities and general meetings of the Federation.

These fruitful collaborations allow Vanguard School to become an important agent of social change for the community.

PEDAGOGY AT VANGUARD

Vanguard School continued to make professional development its top priority. The year 2019-2020 proved to be an important year for the support of our staff. Here are the most significant initiatives:

Pedagogical circles

We implemented regular guidance and support measures for special education high school teachers in the form of Pedagogical Circles.

The themes presented by Ms. Vanessa Dandavino were:

- Implementation of a Response to Intervention (RTI) model in Secondary, Cycle 1;
- The different forms of in-class student evaluation;
- The slow work pace of students.

Participants were invited to share their expertise and update their practices based on evidence from university research.

Specialized training for new staff

Ms. Vanessa Dandavino designed a training program for all new teachers at the School. This two-year program allows newly hired teachers to better understand the students we serve and the philosophy we advocate daily. In this first year of training, the courses focused on memory, executive functions, the profiles of students with learning difficulties and the importance of feedback in the classroom.

IPad learners

The year 2019-2020 saw a significant increase in the number of participants in the iPad learning community. More than 50 staff members were part of this group, whose purpose is to discover, experiment and discuss the implementation of useful applications in the classroom, always with a view to improving teaching practices. This enthusiastic team is under the direction of Ms. Véronique Dinel and Ms. Suzanne Desfonds.

Training for Vanguard School staff

Several university researchers and others working within the field of education, such as Mr. Steve Masson, Mr. Pierdrich Plusquellec and Dr. Dave Ellemberg, presented training workshops to our staff within our School. Nearly 80 hours of training were provided, based on the themes determined by the staff, and included such topics as:

- Executive functions
- Stress and anxiety
- Autism
- Strategies in teaching mathematics
- Neuroeducation
- Technology and math
- Importance of the non-verbal in education

Collaboration projects with the Université de Montréal

Again, this year, we continued our two research projects in collaboration with the Université de Montréal:

A. Vocabulary

As part of our partnership with the University, the committee continued its reflections on the teaching of vocabulary in response to specific needs, particularly the lack of vocabulary of students at the end of high school.

On the advice of Mr. Dominic Anctil of the Université de Montréal, the vocabulary committee opted to implement a direct and robust vocabulary teaching for our students. The vocabulary committee supported some high school teachers in developing and testing sequences of semantic and phonological interventions to learn a targeted vocabulary in texts read in class. Students' learning will be measured to verify the effectiveness of the proposed sequences. Note that this project will continue in 2020-2021.

B. Mathematics

Under the direction of Ms. Louise Poirier of the Université de Montréal, work continued in mathematics, resulting in the improved planning of programs and the development of diagnostic tasks for each elementary school level.

These modifications are based on the most recent scientific advances, which, in itself, is very educational for committee members. Reflection also continued about teaching mathematics at the different levels of the high school.



This committee, composed of several staff members from Vanguard School, including Mses. Audrey Fréchette, Martine Jalette, Annie Lépine, Vanessa Dandavino and Danielle Montpetit, aims to respond even more effectively to the needs of our students.

Thoughts on teaching grammar for students with learning difficulties

Under the direction of Ms. Isabelle Gauvin of the Université du Québec à Montréal, this committee has the mandate to review our ways of teaching grammar in elementary and high school, considering the profile and development of our students.

The committee will continue its reflections in 2020-2021.

Improvement of Individual Education Plan software

This year, we worked on improving our Individual Education Plan (IEP) software. Mses. Véronique Diné, Maxime Martineau, Mr. Stéphane Proulx and the SDP team are very involved in this project. The innovations developed include:

- The creation of a directory of annual recommendations (comments for elementary school, high school and graduating students);
- Updating the entire content of the directory of comments;
- The creation of a directory of comments relating to criteria for success.

Other work will continue in 2021, including the possibility of creating a new interface to improve the product's image and user experience.



Renewal of computer equipment for teachers and students

The pandemic helped us realize that a renewal of our computer equipment was necessary to be truly effective in a distance education situation. In this perspective, we made several significant investments, including:

- Acquisition of laptops with integrated camera for all students;
- The purchase of iPads for all teachers and non-teaching professionals;
- Cameras to complement our team's distance learning tools.

This equipment has enabled us to be more efficient in meeting our students' needs and ensuring the continuity of their learning in this period of uncertainty and continuous adjustments.

Infrastructures

The year 2019-2020 was certainly not a year like the others. The start of the construction of our new Administrative Centre was scheduled to begin in May, and to be completed by September 2020. With the pandemic, we obviously had to rethink our investment plan, in order to conserve our resources to cope with this new challenge. We, therefore, postponed the construction of the Administrative Centre to a later date.

During the year, we still invested in a new payroll / HR system, and a few other minor projects, but most of our resources were kept in reserve to meet the significant demands for the following year, in particular, to acquire the necessary equipment needed to offer distance education, and to deal with the additional costs related to operations during the pandemic.

Revenues

In 2019-2020 our **revenues** increased by 2.54% compared to the previous year. However, the **school fees** from the School Boards only increased by 0.88%, which in fact represents a decrease in the number of students who are referred to us by the School Boards. This trend was noted in last year's report. We have had similar periods in the past, and things eventually returned to normal. The School's management team is monitoring this situation closely. Nonetheless, our total enrollment has increased, as we have added a significant number of students to the English sector. In total, our **school fee revenues** increased 5.18%. This increase was also reflected in our **other school fees**, which increased by nearly 2%.

We note a significant drop in **other income** because of a reduction in donations (explained by the end of the major fundraising campaign) as well as the effects of the pandemic (the income from the cafeteria among others). Obviously, the pandemic had a significant negative impact on **extracurricular activities** as well, which fell by more than 60%. **Interest income**, on the other hand, is up 14%, reflecting an increase in our cash in excess of our needs, which is deposited in our daily interest account.

Expenditures

In terms of the expenditures, **teaching activities** increased by 6.67%. We note that these amounts are increasing more quickly than our grants. This trend will continue until 2027-2028, when the situation will normalize, and slowly improve thereafter.

For **other related activities**, the main reason for the increase in expenditures is the integration of the Vanguard Centre of Expertise into the School's activities. This integration resulted a reallocation of certain administrative expenses to this activity.

For **teaching support activities**, the pandemic has caused a decrease in expenditures. We note persistent difficulties in obtaining qualified staff to provide the necessary services to our students. In past years, we have been able to compensate for this shortfall in personnel through external services, but this avenue was obviously not necessary for part of the year.

For the **administrative activities**, the decrease in personnel administrative leave resulting from projects financed by the Foundation had a positive effect on the expenses of this department.



The pandemic was the main cause of the decrease in spending for **facilities expenditures**, as well as extra-curricular activities. **Amortization expenses**, as well as interest on debt, have been relatively stable this year.

All in all, the 2019/2020 surplus is essentially similar to the previous year's surplus.

Revenues and expenditures

	2019-2020	2018-2019	Change
REVENUES			
Grants – School boards	\$11,489,532	\$11,388,804	0.88%
Grants – Ministry of Education	\$9,542,725	\$8,607,258	10.87%
Other revenues	\$771,675	\$1,060,709	-27.25%
School fees	\$690,031	\$676,85	1.95%
Extracurricular activities	\$131,344	\$331,66	-60.40%
Interest revenues	\$11,326	\$9,928	14.08%
	\$22,636,633	\$22,075,222	2.54%
EXPENDITURES			
Teaching activities	\$11,549,810	\$10,827,631	6.67%
Other related activities	\$2,670,697	\$2,490,057	7.25%
Teaching support activities	\$2,584,256	\$2,717,839	-4.92%
Administrative activities	\$1,993,390	\$2,022,998	-1.46%
Activities connected to facilities	\$1,385,030	\$1,399,814	-1.06%
Amortization	\$731,150	\$699,495	4.53%
Interest on long term debt	\$548,853	\$547,299	0.28%
Extracurricular activities	\$428,051	\$629,626	-32.02%
	\$21,891,237	\$21,334,759	2.61%
Excess of revenues over expenditures before the following item	\$745,396	\$740,463	0.67%
Participation in a subsidiary	\$6,173	\$0	
	\$751,569	\$740,463	1.50%

Balance sheet

	2019-2020	2018-2019
ASSETS		
Short term		
Cash	\$3,897,405	\$1,859,461
Grants receivables	\$153,538	\$195,340
Accounts receivables	\$192,396	\$227,191
Prepaid	\$192,693	\$189,279
	\$4,436,032	\$2,471,271
Investments		
	\$61,410	\$61,410
Fixed assets		
	\$26,341,544	\$25,815,497
	\$30,838,986	\$28,348,178
LIABILITIES AND NET ASSETS		
Short term		
Accounts payable	\$2,945,406	\$1,433,123
Deferred revenues	\$189,537	\$247,004
Short term portion of long term debt	\$683,596	\$494,838
Long term debt renewable within 12 months	\$0	\$3,302,989
	\$3,818,539	\$5,477,954
Participation in loss of a subsidiary		
	\$73,503	\$79,676
Long term debt		
	\$2,771,625	\$9,453,629
Deferred revenues related to fixed assets		
	\$532,202	\$445,371
	\$17,195,869	\$15,456,630
Net assets		
Invested in fixed assets	\$12,354,121	\$12,118,670
Assigned internally	\$500,000	\$0
Non-assigned	\$788,996	\$772,878
	\$13,643,117	\$12,891,548
	\$30,838,986	\$28,348,178



The balance sheet

Following two years of relatively large surpluses, the School's balance sheet is in better shape than ever.

Our **current assets** have increased dramatically, but the main cause of this increase is the change in the payment schedule of teachers' residual (vacation) pay. In previous years, these payments were made entirely as of June 28, to coincide with the end of their annual contracts. This year, teachers asked that normal pay periods be maintained during the summer. For this reason, we ended the year with much more liquidity than last year, but also more short-term debt. Nonetheless, net current assets (current assets less accounts payable and accrued liabilities) increased by more than \$450,000, or 44%. This therefore gives us liquidity of almost \$1.5M as of June 30, 2020.

As for **long-term debt**, we converted all mortgages that were renewable this year to five-year periods. We have no mortgages renewable in the short-term. It should be noted, however, that the total long-term debt has increased, because we partially funded the installation of the new air conditioning and ventilation system installed last summer.

Two other minor points for the liabilities:

- Following the integration of the Centre of Expertise (CEV) into the activities of the School, the ownership of the company 9329-9741 Quebec Inc. went from the CEV to the School. This company provides tutoring services, and markets the IEP software developed

by the School. This entity should remain profitable for the coming years, and therefore should be able to absorb the cumulative loss.

- The Deferred revenues relating to tangible fixed assets relate to the parents' donations for the construction of the gymnasium, as part of the major fundraising campaign. As we have to match these amounts to the amortization period of the asset (50 years), this account will gradually increase over the next few years, and then decrease over the following decades.

Finally, for **net assets**, we note a significant increase, i.e. over \$ 515,000 (66%).

We can therefore conclude that the School's balance sheet is solid, with sufficient liquidity to deal with the challenge of the pandemic for 2020-2021.

Expectations for 2020 – 2021

While we were able to avoid the potential financial backlash from the pandemic in 2019 – 2020, it is now apparent that we will not be able to avoid them in 2020 – 2021. The conditions under which we must offer services to students mean that we must maintain a significant level of additional staff, which associated costs may not be compensated by the Ministry of Education. If so, the year 2020 – 2021 could end with a deficit.

Mission & Vision of Vanguard School

Vanguard School is an educational institution which enables students with severe learning disabilities to achieve their full potential through an education that fosters academic success, self esteem, and harmonious integration into society. Vanguard School is also an educational institution open to research activities, professional development and exchange of expertise.

By the quality of services to its students, by the expertise developed by its staff, by the quality of its infrastructures and by the excellence of the research and training for and with its partners, Vanguard School will be recognized by specialized centres, universities, school boards, government bodies and the general population, as the centre of excellence for the education of students with severe learning disabilities.





Vanguard School

5935 chemin de la Côte-de-Liesse
Saint-Laurent QC H4T 1C3

514-747-5500

www.vanguardquebec.qc.ca