

# WESTMOUNT INDEPENDENT

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We are Westmount

September 8, 2020

## More space for recess, outdoor classrooms, teacher parking School heads appeal to city for help at virtual meeting

BY LAUREEN SWEENEY

It was a large virtual meeting August 19 between a number of city officials and many heads of Westmount schools to discuss urgent back-to-school needs for more social distancing space using public property or temporarily waiving city by-laws.

“Every single one wants to be outside and every option is open for city consideration,” Mayor Christina Smith said last week in relaying their needs. “They have a commitment from us to help them maximize their space.”

“This is the most important task we now have at hand,” she stated.

The search for space is especially acute for schools without large property. “If they have a parking lot, they need to use it for outdoor classrooms.”

Selwyn House asked to close Côte St. Antoine to traffic in front of the school during recess. Overcrowded École St. Léon, wants to fence off its large front lawn. Can the city find more bike racks for Westmount High for increasing bicycle transportation?

Could tents be installed on playgrounds or parking lots? Could parking be found for teachers’ cars? “We must remember these are front-line workers.” If the temporary use of trailers were to be requested, “I’m sure we would allow them,” said Mayor Smith.

Other requests were to reserve a special section of a city park at specific times or use the tent outside city hall, “for which we would have to make some adjustments.”

The city was also asked for a refrigerated outdoor skating rink to withstand the freeze-thaw cycles “so we’re now looking at the possibility of renting one” such as the city installed during construction of the Westmount recreation centre.

One school is known by the *Independent*

to have asked the library for space, not realizing the building is not yet open to the public. And, according to Mayor Smith, even Centennial (now located east of At-

water near Collège de Montréal) has been turning to Westmount to find space.

“There is a lot of anxiety out there and the schools are experiencing the feedback.”

Many suggestions also emerged. “We have so many large churches that are empty.” The Church of the Ascension of Our Lord and its huge lawn, for example, are close to three schools (Selwyn, St. Léon and École Internationale), she noted. “What better place for music?”

Among city personnel participating in the Zoom meeting, she said, was Sports and Recreation director Dave Lapointe, who had safely steered pool and day camp programs through a COVID-free summer based on restrictive public health requirements. “One of the things we’ve learned is to listen to public health officials. Safety is the main thing. Long may the schools be open.”

Also involved was Public Security director Greg McBain, who is to be reviewing specific school needs onsite as well as Councillor Philip Cutler who, as an online learning provider for schools, “is well aware of the challenges they face,” Smith said.

Among others were Urban Planning commissioners Cynthia Lulham, “who knows the parks” and Councillor Conrad Peart, “who had a ton of innovative ideas,” and has taken a special interest in the issue as commissioner of permits and architecture, she said.

The city’s point person for dealing with the schools over these issues is city director general Benoit Hurtubise along with his executive assistant Christine Joly. “And I’m always available,” said Smith.

**“This is the most important task we now have at hand.”**

– Mayor Christina Smith

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## Happy Birthday, Joss!

The *Independent* was planning to take a photo of the empty front lawn of École St. Léon at around 7:30 am on September 4 in order to illustrate the story at left, but was not there before these two early birds. Not only were Joss Lewis and mum Lindsay happy to be in the photo, but they related how it was Joss’ fifth birthday. Happy Birthday, Joss. (The front lawn, which the school is thinking of fencing off into an additional school yard, is visible behind them.)

PHOTO: INDEPENDENT.



## City: Slow down, even on Sherbrooke!

One does not often see on-asphalt signage like this one in the middle of Sherbrooke St., but it was there September 2. The city’s message to all motorists is clear: be careful in school zones!

PHOTO: INDEPENDENT.



## KELLS ACADEMY

### *All Ways Learning*

At Kells Academy we champion a flexible, personalized approach to learning. Each Kells student is met with a welcoming and innovative academic environment that recognizes their uniqueness and offers a diversity of learning experiences to match their needs. Intimate support and a nurturing community are also key features of our students' learning environment. Through elementary, middle school, high school and grade twelve, Kells Academy student life is built around respect and appreciation of the individual experiences, interests and cultural lifestyles that each student brings to our community.

While the pursuit of academic excellence and the fostering of a lifelong love of learning are central to our mission, our students' success extends beyond the classroom to include opportunities to explore and share their talents in a range of vibrant programs including

fine arts and music as well as a variety of athletic activities, clubs, Flex interest groups and travel.

As a leader in education technology, Kells Academy leverages a robust technology infrastructure developed by the school over the past ten years. Because of this, and as needed, our ability to transition between an in-class to an online environment has come quite naturally. Our approach optimizes these strengths to achieve the highest levels of student engagement.

Every day, we commit ourselves to providing innovative learning structures shaped to individual student needs and we complement that with exceptional one-to-one tutoring and support in an inclusive and nurturing environment. This is at the heart of all the ways Kells Academy develops, encourages and empowers students to learn and grow.





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UPON GRADUATION STUDENTS RECEIVE A QUEBEC SECONDARY SCHOOL DIPLOMA



# A New Framework For Learning: LCC Ups Their Game For Grades 7-10

With its historic red brick buildings and manicured playing fields, Lower Canada College gives every outward impression of being the century-old institution it is, one with a long and proud tradition of producing eminent scholars and community leaders. At the same time, LCC has forged a forward-looking path as Montreal's global school, continuously implementing innovative approaches to education and finding exciting and thoughtful ways to prepare students for the challenges of a rapidly changing world.

In 2013, LCC became the only English high school in Quebec to offer the International Baccalaureate (IB) Diploma Programme, a renowned, challenging two-year course of studies for grades 11 and 12. It has since become a magnet for high-achieving students city-wide as well as internationally. Now, following an intensive three-year application process, LCC has also been certified to offer the prestigious IB Middle Years Programme (MYP) to students in grades 7 through 10. A system of teaching that has met with

great success at more than 1,300 schools in 100 countries, MYP prepares young people to become creative, critical and reflective thinkers. LCC is the only English high school in Quebec that offers both IB programmes.

More than a curriculum, MYP represents an entire educational framework, one that encourages students to make practical connections between their studies and the real world. LCC Director of Academics Constance McGuire explains that while students focus on the same subjects as the rest of their cohort in Quebec, it is MYP's unique approach to learning that stands out. "We put a lot of emphasis on communication and social skills, self-management and research. They aren't just regurgitating facts for exams: they become engaged and independent learners, well prepared for whatever they will pursue in their lives."

June Takacs, an LCC science teacher and the programme's coordinator, adds that MYP not only develops active learners and internationally minded young people who can empathize with

others, it is a tremendous source of support for teachers as well. They can reach out to IB colleagues around the world for ideas and advice about best practices and have access to resources, including exclusive websites and forums, beyond the reach of any one school. "MYP also requires that teachers be evaluated constantly," notes Takacs. "Every five years, teams of outside experts will examine LCC lesson plans, speak to parents, teachers and students, collect evidence and write a report on how to progress and improve. And while the programme only requires that one teacher per department undergo specialized MYP training, LCC has trained some 80% of its teachers."

The MYP framework has been built into the entire curriculum for grades 7-10, and is not optional. Beyond academics and the learning skills it emphasizes, it also contains an element of design and innovation. LCC is fortunate to have extraordinary resources in terms of physical spaces, equipment and professional expertise to integrate this orientation completely

into the programme. In grade 10, students are asked to produce a full-year personal project that aligns with their interests. Pilot projects at LCC so far have run the gamut from producing eco-friendly flatware to in-depth business plans and coding websites.

While working towards earning the MYP accreditation, LCC has spent the past three years integrating its fundamental ideas and methods, and the early feedback has been extremely positive. Grade 11 student Edouard Des Parois Perrault credits the principles he's learned for his success in completing his project. "If I had not taken the time to carefully map out the path I needed to take, I would never have made it in time. MYP has shown me the importance of reflection and planning. More than just our subjects, it teaches *learning*, and that's what makes it unique."

"MYP really provides the gold standard for educational practices," concludes June Takacs. "Our students keep saying 'I really understand why I'm learning what I'm learning.'"



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CAIS



## Grade 7 & Beyond

**Information  
Session Series:**  
[lcc.ca/infoseries](http://lcc.ca/infoseries)

Grade 7  
Application Deadline:  
October 21

Ask us about  
financial assistance

**Lower Canada College**  
[admissions@lcc.ca](mailto:admissions@lcc.ca)  
514 482 0951  
4090, avenue Royal  
Montréal (Qc) H4A 2M5

**lcc.ca**



LCC is an English coeducational K-11 school leading to the MEES Secondary Leaving Diploma / LCC est une école anglophone mixte de la maternelle à la 5e secondaire menant au DES du MEES.





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ECS is an independent, English-language day school  
for girls from Kindergarten to Grade 11, leading to the  
MEES Secondary Leaving Diploma.

[www.ecs.qc.ca](https://www.ecs.qc.ca)

# Have a child in school or educational childcare?

## Staying alert will help slow the spread of COVID-19

Every year, fall in Québec is marked by a change from lazy summer days to a new routine. This year, we all need to stay alert to protect our kids while letting them attend school and educational childcare services. Working together, we can give them the chance to succeed!

### It's important to follow the health and safety guidelines

- Keep a distance of 2 metres between adults and children.
- Wear a face covering when taking public transit and when indoors in closed spaces.
- Wash hands often.
- Follow the guidelines provided for educational childcare services and for schools, including school daycares.



### Watch for symptoms



#### Fever

Children ages **5 or under**:

- **Rectal** temperature of 38.5°C (101.3°F) or higher

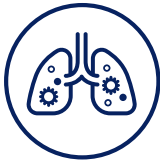
Children ages **6 years and older**:

- **Oral** temperature of 38.1°C (100.6°F) or higher



#### General symptoms

- Sudden loss of sense of smell without nasal congestion, with or without a loss of taste
- Major fatigue
- Significant loss of appetite
- General muscle pain (not related to physical exertion)



#### Respiratory symptoms

- Cough (new or worse)
- Shortness of breath, difficulty breathing
- Sore throat
- Runny or stuffy nose



#### Gastrointestinal symptoms

- Nausea
- Vomiting
- Diarrhea
- Stomach aches





If your child shows one or more of these symptoms for more than 24 hours or if you believe that a family member was exposed to COVID-19, **use the COVID-19 Symptom Self Assessment Tool available at:**

**Québec.ca/decisioncovid19**

**to get a recommendation on the next steps to take.**



## If in doubt, stay home

Any child showing symptoms should remain at home and limit contact with others. If the symptoms persist for more than 24 hours, use the Self-Assessment Tool or call **1 877 644-4545** to find out what to do.

Your child should not go to school if:

- Your local public health authority has told you to self-isolate.
- There is a risk of the child being infected or if you believe they may have been in contact with someone who has COVID-19.
- You are self-isolating for 14 days after travelling outside Canada.

**Children who are self-isolating at home may still be able to access distance learning support. Contact the staff at your child's school for more information.**



## Be careful at school, in daycare and in educational childcare services

If your child shows symptoms, you will be asked to come and pick them up immediately. Call **1 877 644-4545** and follow the guidelines that will be provided.

Parents and staff will be informed if a child that is part of the same class group tests positive for COVID-19. Anyone determined by the public health authorities to be at moderate or high risk will be contacted, removed from the school, daycare or childcare service, and tested.

Parents and staff will be quickly notified if regional public health authorities deem it necessary to close down a facility or group.



## Safely restarting activities

Even when it is possible to resume activities, you must follow all of the relevant public health guidelines, including those provided by a health professional. Never end an isolation period early.

**Québec.ca/coronavirus**

**1 877 644-4545**

# Discover the Centennial difference.

We teach our students to become independent learners.

REGISTER FOR OUR VIRTUAL INFORMATION SESSION  
OCTOBER 20 AT 7:00 P.M.



ACADÉMIE CENTENNIAL  
CENTENNIAL ACADEMY

[centennial.qc.ca](http://centennial.qc.ca)

# Centennial Academy

**Centennial is a high school like no other.**

**We have developed a unique approach to teaching and learning that is founded on a simple premise: every child can succeed in school.**

At Centennial, all of our students experience some form of learning challenge that caused them to struggle to get through school – whether it be ADHD, organizational issues, dyslexia, or anxiety. Our mission is to help them become autonomous and resilient learners – without the help of parents or outside tutors. And our results are extraordinary: more than 90% of our students graduate in five years and go on to college.

## An approach based on science

In the 1990s, advances in neuroscience opened our eyes to the ways in which the brain develops and learns. This knowledge has become a driving force behind our approach at Centennial. One important thing it has taught us is that the brain is at its most malleable between the ages of 12 and 24. Simply put: the brains of teenagers are primed for transformation. At Centennial, we seize this opportunity to help our students develop more effective learning behaviours and work habits for life. We do this by establishing routines that foster organization and concentration and by coaching our students until they master these routines on their own. Through this process, new brain patterns are formed, the routines become second nature, and our students take control of their learning and pave their own way to success.

A second thing that neuroscience has taught us is that the adolescent brain has not yet mastered executive functioning: the ability to plan, prioritize, focus, and persevere. In the early 2000s, when the Québec curriculum became significantly more rigorous and problem-based, we recognized that one of the main reasons why many students were not succeeding was that their brains were simply not mature enough to cope. With that in mind, we adapted our approach to better suit the brain's level of

development. By implementing practices that reduce the burden on our students' executive functioning (e.g., predictable routines, colour-coding for subjects, consistent systems and structures), we saw significant improvements in their capacity for higher order thinking (e.g., comprehending, synthesizing, and analyzing information).

## A philosophy based on inclusivity

The principles of the Universal Design for Learning are the foundations of the Centennial philosophy. We strive to make learning meaningful and accessible to as many types of learners as possible, which requires eliminating unnecessary obstacles to learning and creating optimal learning conditions for all students. In practical terms, we achieve this by doing away with practices that are too much for many teen brains to handle (such as changing classrooms multiple times a day, following seven- or nine-day cycles) and by implementing practices that boost confidence and enhance learning (such as rewarding effort and persistence over marks, and ensuring that material is taught in a variety of ways to maximize engagement and understanding).

## A history of changing lives

At Centennial we do more than teach: we change lives. We help students regain their self-confidence and discover the joy of success. And we help parents reduce their stress levels and regain their hopes for their child's future.

## Discover the Centennial difference

Register for our virtual information session on Tuesday, October 20, and discover the Centennial difference. You can also book a private consultation. We accept new students all year round and at all grade levels. Visit [centennial.qc.ca](http://centennial.qc.ca) for more information.

*Nous avons aussi un secteur français!*



# Villa Sainte-Marcelline: A tradition of pride and excellence in the virtual age!

## Your daughter is unique... Villa Sainte-Marcelline has a special place for her!

For 60 years, Villa Sainte-Marcelline has been committed to excellence in education. Established in Westmount since 1959, the school's educational mission was founded on a long tradition of teaching girls going back to the late 1830s in Milan, Italy. The forward-thinking founder of the Marcelline schools established the mandate of focusing on the individual's personal development, on the valued relationship between teacher and students, on preparing the students for the challenges of a changing world and on offering all students a comprehensive curriculum to allow them the freedom to pursue their ambitions.

There are countless reasons why this small French-language private school on Upper-Belmont Avenue in Westmount is the preferred choice for parents looking for a solid well-rounded education for their daughter. The desire to achieve high standards enables our students to go on to study in the best French and English-language colleges and universities in Québec and abroad. Marcelline alumnae have the tools needed to become successful professionals in the career of their choice. Our students benefit from excellent study skills, broad cultural knowledge, a comprehensive education in science, the humanities and languages, and an international Marcelline network.

Villa Sainte-Marcelline offers:

– **CONTINUITY** – Kindergarten to secondary 5 on the same campus;

– **CAREFUL and EFFICIENT USE OF TECHNOLOGY:** the school's very rapid response to the COVID crisis, successfully

setting up distance learning and maintaining a close relationship with the students throughout the confinement shows that the school is equipped with all necessary technological tools for achieving its pedagogical goals;

– **SCIENCE** – Our students are provided with an enriched, encompassing science program where they learn to apply scientific methods and to develop projects in both pure and applied sciences notably in biochemistry. Students are provided with all the essential tools required to be admitted to the top science programs, CEGEPS, and universities when they graduate;

– **TRILINGUALISM** – Enriched advanced language classes are incorporated into the curriculum. By the end of secondary schooling, all students have had the opportunity to obtain their English Language Arts certification, DELE certification in Spanish, and to pass the French BREVET and Baccalaureate exams.

– **ARTS and CULTURE** – In addition to our very rich curriculum in history, visual arts and literature, all students have the opportunity to participate in drama productions, musicals, writing competitions and poetry competitions;

– **SPORTS** – Competitive extramural teams in a variety of sports: basketball, volleyball, soccer, flag football, hockey, and track and field. In recent years, VSM has won several pennants as league champs in volleyball, flag football and futsal;

– **NATIONAL AND INTERNATIONAL EXPOSURE** – At the beginning of each (non-COVID) year, all secondary

students take part in an educational class trip to one of the following locations: Charlevoix, Toronto, Gaspésie, Boston. Students in secondary 1, 3 and 5 are also offered cultural and linguistic exchange trips to expand their horizons while discovering Ancient Rome, traditional Costa Rica and Bavaria, Germany;

– **PEP** (Programme d'Études Personnalisé) – Personalised study programs in **sports, music** or **dance** for students who want to practice an extra-curricular elite sport, dance or music program while continuing to benefit from an outstanding and rich curriculum;

– **A RICH AND FULFILLING STUDENT LIFE** – There are many opportunities to get involved in the school life and in the community with volunteer work and awareness-raising activities throughout the year;

– **GUIDANCE** – A solid network of dedicated teachers, families and alumnae make up the Marcelline community. They strive to support and encourage the students throughout their endeavours;

– **PREPARATION FOR SECONDARY SCHOOL** – It is now possible to register your daughter in Grade 5, offering her the best preparation for secondary school at Villa Sainte-Marcelline. Please note that there are no entrance exams required for Villa Grade 6 students to attend secondary at the Villa.

**Come visit and discover  
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## VIRTUAL OPEN HOUSES:

For secondary 1 admissions:  
**Saturday, September 12th,  
from 1 pm**

For grade 5 and 6 admissions:  
**Saturday, September 12th,  
at 10:30 am**

Please register for either open house by visiting our website:  
**[villa.marcelline.qc.ca](http://villa.marcelline.qc.ca)**

815 Upper Belmont,  
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## PORTES OUVERTES VIRTUELLES

**SAMEDI 12 SEPTEMBRE 2020**

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Admission en 5<sup>e</sup> ou 6<sup>e</sup> année primaire à 10h30

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**[villa.marcelline.qc.ca](http://villa.marcelline.qc.ca)**  
815 Upper Belmont, Westmount, QC  
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LA FORMATION DE LA MATERNELLE À LA 5<sup>E</sup> SECONDAIRE

# Sacred Heart: A Small School with a Big Heart

Students at The Sacred Heart School of Montreal say their school is a place where “young girls feel safe to express themselves” and “everyone is supportive of each other and that no one is afraid to show their true colours”. This family-style, caring environment is a hallmark of Montreal’s only all girls English Catholic high school. One of the reasons for this is that it is an all girls school. A survey done in the US found that nearly 87 percent of girls’ school students feel their voices – their opinions – are respected compared to 58 percent of girls at coed schools. Sacred Heart offers students leadership opportunities beginning in grade 7, and the Alumnae Association supports them even after graduation.

## Sacred Heart Goals

As part of the global Sacred Heart Network of schools, with over 150 schools in 41 countries, The Sacred Heart School of Montreal commits to educating students to 5 key goals. They are: a personal and active faith in God; a deep respect for intellectual values; a social awareness which impels to action; building of community; and personal growth in an atmosphere of wise freedom.

These goals, along with values such as flexibility, communication, and health and safety, informed the **2020-2021 School Year Plan** at Sacred Heart. The complete plan is available on the school website. In addition to the measures required at all schools, students at Sacred Heart will benefit from:

- A large 4.5 acre campus with ample learning space to ensure distancing between classes and opportunities for outdoor activities.
- Every room being set up for use by only one homeroom class.
- Separate washrooms for each grade level.
- Electives, including art, drama and music; French streams; and the Accelerated Math program maintained, safely.
- A new state-of-the-art auditorium with 300-seat capacity.
- A by-appointment and mobile Cart-to-Class library.

## Whether In Class Or Online, Every Student Counts

After the Quebec government declared schools would be closed due to coronavirus, in March, The Sacred Heart School of Montreal was one of the first private schools in Quebec to launch online learning for all of its students. Sacred Heart students each have their own Chromebook and use Google for Education. Students began their online learning immediately in March, and thrived.

Online learning this spring was effective at Sacred Heart because, whether in class or online, every student counts. The rigorous Sacred Heart Educational Experience, personalized academic approach and small class sizes that families love matter more than ever. Teachers and administrators provide all the support needed for the girls to reach their potential, and no one is left behind. One of the many advantages of a small school is that students and faculty share a close bond. One

student put it this way, “My teachers know me and I feel that I can easily communicate with them.” Another said, “SHSM is a school where everyone is valued and heard.”

Sacred Heart is hosting several online Admissions events this fall, including a **Virtual Open House** on September 29 at 9 a.m. and at 5 p.m. To learn more and sign up for these events, visit [www.sacredheart.qc.ca](http://www.sacredheart.qc.ca)

“Sacred Heart is a small school with a big heart.”  
Dania Szanajda , grade 8 parent

“We think you’re all doing such a fabulous job not only teaching our daughter, but keeping her motivated, and feeling that she’s part of an important community.”  
Luigi Discepola, grade 7 parent

## Preparing Girls to Change the World



**Tuesday, Sept. 29**  
**VIRTUAL OPEN HOUSE**  
**9 am & 5 pm**  
**Sign Up at**  
**[sacredheart.qc.ca](http://sacredheart.qc.ca)**



**The Sacred Heart School of Montreal**  
**[sacredheart.qc.ca](http://sacredheart.qc.ca)**  
**3635 Atwater**  
**Mtl, QC - H3H 1Y4**  
**514-937-2845**



The Sacred Heart School of Montreal is a private English high school for girls, from grades 7 to 11, leading to a Quebec Secondary School Diploma. Grade 12 also available.



# St. George's School of Montreal: *Creating leaders from within for 90 years*

Created in 1930, St. George's applies the same Six Founding Principles today to ensure its students receive a high quality, well-rounded and student-centered education. The tenets upon which the school was founded close to 90 years ago, include "Health Must Come First", and "Group Consciousness and Social Mindedness Should be Developed" – living words that continue to remain relevant in today's world.

Through its progressive teaching and learning practices, the whole child – intellectually, physically, emotionally and socially – is always the top priority. Whether on campus or at a distance, St. George's continues to lead by inspiring students to find their passion.

"The parents who founded the school wanted an education anchored in practices that inspired children through collaborative and engaging projects, with trusting adults supporting them so they could achieve whatever they would set their mind to," said Nathalie Bossé, St. George's Interim Head of School.

Active learning, and an emphasis on

the development of character in multiple social contexts imbue in St. George's students a capacity and a disposition for social engagement and global stewardship.

"That has been the hallmark of everything we've done over the past 90 years. It's always been about discovering what makes a child become a learner, and motivating them to reach their aspirations. Authentic learning has to be accompanied by doing," said Bossé. "At St. George's we have been developing and fine-tuning project-enriched classrooms for generations."

Those explorations are often grounded in social-mindedness or group consciousness, to develop empathy and collaboration, she added. In order to do that, St. George's teachers adapt to individual differences and learning styles to develop "Leaders from Within" who grow a deepening capacity to care for themselves, others and the community at large by exploring actions and empathy to better the world.

With the current context of the pandemic, rather than mandating masks, St. George's approached this challenge by engaging students in a reflective process of what being a responsible community member represents. Through dialogue on the role of wearing masks and how this supports the health and well-being of others and themselves, students learn how their actions directly impact the world.

"Our students become leaders because they learn how to lead on a daily basis. We're not just talking about leadership as one person taking charge. They become their own advocates, and they are leaders from within."

In keeping with the school's mission and principles, leadership at St. George's is student-driven, authentic, reflective and inclusive. Leadership experiences and discourse cultivate important values and skills so that students are able to plan and realize their own goals, facilitate and contribute to the goals of others, as well as work with collaborators on

shared goals.

More than ever, today's world needs people who are caretakers of our most essential resources. For successive years, St. George's student leaders spearheaded the creation and implementation of school-wide environmental programming and initiatives which engaged the entire school population. As a result of their green initiatives, this year St. George's was awarded the FOCUS! Schools Take Action to Change Climate Change Award granted by the Kimberley Foundation. This award recognizes self-directed learning, and supports pursuits that facilitate positive, environmentally responsible change in the world.

"We look at ways we can empower our students to not only think about issues, but act on them. We invite our students to take action throughout their school experience and beyond," said Bossé. She has seen them rise to this challenge year after year, holding fast to the Founding Principles of 90 years ago.

## THIS IS THE PLACE... WHERE LEADING STARTS FROM WITHIN.

For 90 years, St. George's School of Montreal has been at the heart of cultivating interested and interesting students, individuals and global citizens.

**Come see what you've been missing.**

**VIRTUAL OPEN HOUSE 2020**

**HIGH SCHOOL**  
SEPTEMBER 24 & 26

**ELEMENTARY SCHOOL**  
OCTOBER 25 & 28

**REGISTER AT**  
[stgeorges.qc.ca/openhouse](https://stgeorges.qc.ca/openhouse)

 **George's**  
SCHOOL  
MONTRÉAL

L'École St-Georges de Montréal inc. is recognized by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) and awards the Ministry's Secondary School Diploma to students who successfully meet the Ministry's requirements.





# The Priory School

## Happy Children Learn Best



At The Priory, students are encouraged to explore their interests and discover their unique strengths and talents. The school's strength in small numbers (162 students from Kindergarten to Grade 6) provides students with a highly-personalized learning experience.



HAPPY CHILDREN LEARN BEST

The health and well-being of our community is of utmost priority.

Our Distance Learning Platform (DLP) will continue to effectively support student learning and engagement.

Schedule a virtual Open House today  
[www.priory.qc.ca](http://www.priory.qc.ca)

3120 The Boulevard, Montréal (QC) H3Y 1R9 | [admissions@priory.qc.ca](mailto:admissions@priory.qc.ca) | 514-935-5966

### A Home of Learning

A school can be called a “House of Learning”, but The Priory School is truly a home. For our young students taking their first steps in a lifelong journey of learning, an environment that is warm, nurturing and secure makes the ideal “home away from home”. From the home-cooked meals to the partnering of older students with younger ones for a variety of activities and the involvement and presence of parents and grandparents, the sense of family is palpable and real.

### Strength in Small Numbers

One of The Priory's greatest strengths is our small size. Throughout our history, The Priory's small size has given stronger voices to our students, empowered our teachers and parents, and personalized the school experience. Today, The Priory's intimate, schoolhouse model continues to be a strength by allowing staff and students to exercise and express creative problem solving, and it allows us to provide an even warmer, humane environment for our students when it is needed the most.

### A Gift in Every Child

Parents often ask us, “What is The Priory's specialty?” The answer is simple: Elementary Education. The Priory School provides diverse opportunities for all students to flourish, whatever their passion. At The Priory, teachers and staff believe that every child is gifted, and it is their job to help each student discover their gifts.

### Parents + School = Amazing Teams

The Priory Family, of course, extends to the parents, who are an integral part of Priory life. There are many opportunities for parents to become involved in every level, and when parents model great community involvement, it encourages students to likewise get



THE PRIORY SCHOOL

If you would like to hear from faculty, staff, parents and students what makes The Priory truly unique, you are cordially invited to attend a series of virtual open house dates:

## The Priory Virtual Open House Dates

Friday,  
October 2, 9, 16, 23  
1:00 – 2:00 p.m.

Please contact  
[admissions@priory.qc.ca](mailto:admissions@priory.qc.ca)  
to confirm your attendance and receive a link to join in the conversation.

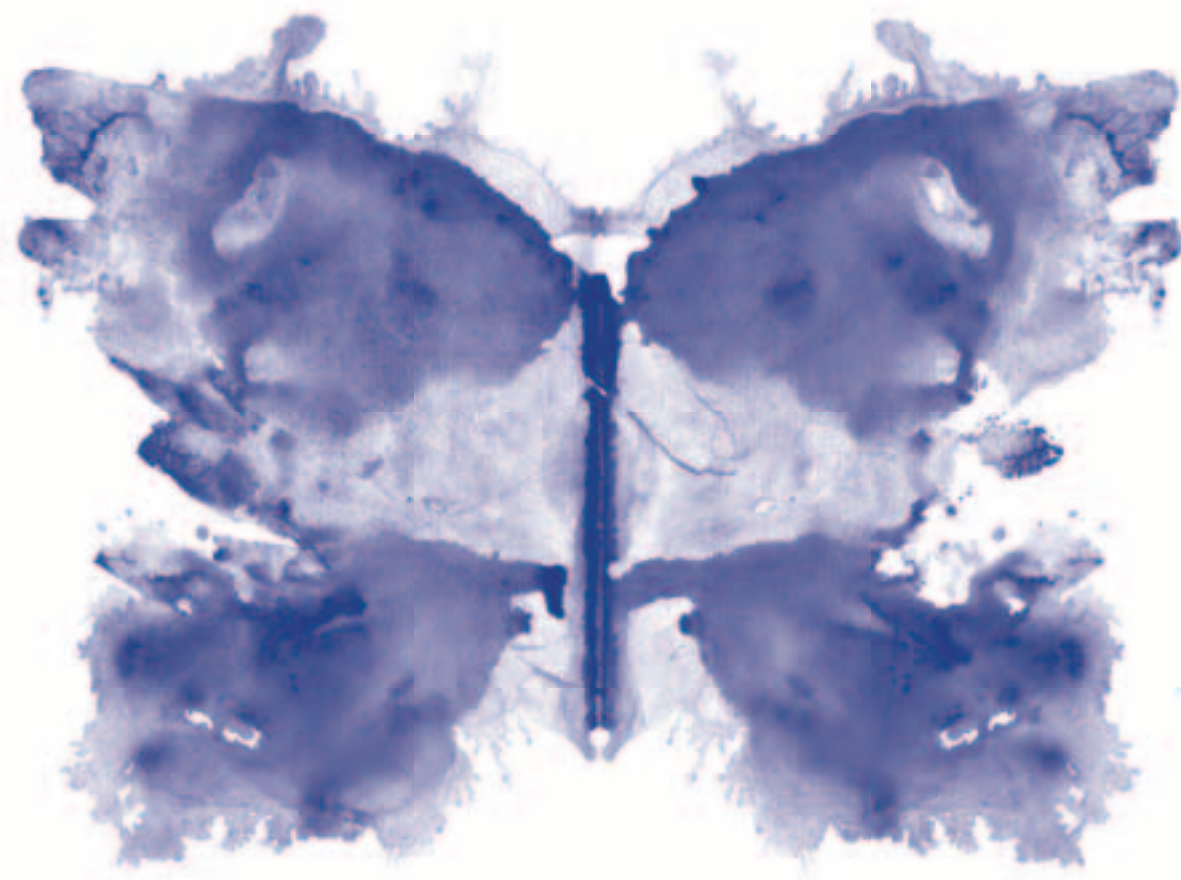
active and ignite positive change. For the parents' benefit, new friendships are made that last a lifetime.

### Happy Children Learn Best

As a school, The Priory succeeds at meeting the academic needs of its students with an engaging curriculum that emphasizes deeper learning and which is meaningful to their lives. But as an extension of the family, The Priory also meets the social and emotional needs of each child. This whole-child approach means that each student feels secure, engaged, known and loved. The result of when children look forward to going to school and form positive memories of learning and growing: A place where “Happy Children Learn Best”.



*See. Think. Wonder.*



# Open House Week

October 1<sup>st</sup> - 7<sup>th</sup> 2020



**Trafalgar**  
School for Girls

[trafalgar.qc.ca](http://trafalgar.qc.ca)



# Back-to-school traffic = tranquility, turmoil and enforcement



Crossing guards, Westmount Public Security and police were present, but not overbearing, at several of Westmount’s school zones last week for the start of the back-to-school season, including at Roslyn (top left), St. Leo’s (top right) and École Internationale on Côte St. Antoine at Clarke (bottom left) and Akiva on Kensington (bottom right). Results were best on dead-end Côte St. Antoine and poor on Clarke below Sherbrooke, where one resident said, “It’s a real mess, isn’t it?” Only at Akiva did the *Independent* see law enforcement in a position to issue a ticket, in that case for parking or stopping too near the corner with Sherbrooke, perhaps due to the increase in enforcement previewed in last week’s Police Report (p. 9).

PHOTOS: RALPH THOMPSON.

