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# GREAT **EDUCATION**

### Passionate teachers are the start



Everyone remembers their favourite teachers. I can still name mine: Mr. Lapp, Mrs. Higgins-Biss, Mr. Creed, Miss Collins...

There's good reason why; it's because great teachers make a big difference. They inspire children by bringing subjects to life, making them see their own potential, encouraging them to reach higher.

My favourite thing about editing this magazine is talking to educators because their enthusiasm is infectious. This issue was no different. There are the teachers at the forefront of

outdoor education featured in our story Get Outside (pg. 14). There are the female heads of school championing equality and nurturing leadership in girls (see You Go, Girl, pg. 24). And there is the team at a school for kids with learning differences who turned one boy's life around for the better (On Cloud Nine, pg. 6). His family's story shows that one size does not fit all when it comes to learning: read about the 10 different types of private schools on page 16.

We also talk about how to choose the right school for your child, how to navigate the admissions process once you've decided, and more. And don't even get me started on the amazing trips in World Travellers (pg. 8); it's enough to make you want to go back in time and do school over.

These articles, and the others within these pages, add to the many we've published. You can read all of them at privateschoolguide.ca. For the first time, you can also enjoy content on a new platform: ISSUU (no app required). *ParentsCanada Private School Guide* is part of ParentsCanada from Jane Media; it's been serving parents for 12 years.

Maybe you didn't know the choice out there for your child's education. It's worth looking into. Enjoy exploring!

- Tracy Cooper





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Tanessa Lapointe's son got into trouble one day at his new school for talking in class.

She was elated.

Not because she wants him to misbehave, but because it meant things were getting better. Maxwell spoke very little at his former school. His parents knew early on that he was bright but struggled to get through the school day, causing him emotional distress. They persevered with supportive educators at that school.

In grade two, an assessment confirmed that Maxwell indeed had learning exceptionalities when it comes to reading and mathematics, as well as written expression on paper (dysgraphia). Striving to avoid switching him out of the school his older brother also attended, they tried everything, including hiring private tutors. But in a devastating meeting with Maxwell's grade four teacher, they learned he was so checked out - emotionally, not behaviourally - the year was basically a wash.

"He was this numbed-out, tuned-out child in the classroom, a shadow of himself," says Lapointe. "It's like you lose your child."

### The tipping point

A child psychologist, Lapointe knew it was time for a different school. From her work, she knew which one she wanted: Fraser Academy in Vancouver, which educates children in grades one through 12 with learning differences. (Lapointe had worked in her practice with families who transitioned their children there.)

She called immediately. The school was almost completely full – except for a single grade five spot in the fall. A stroke of luck.

At a first visit, Lapointe says Maxwell liked the sound of Fraser Academy's homework policy, but he was a little incredulous.

The policy requires kids to complete work at school. If that doesn't happen, the teacher is responsible for figuring out what went sideways, and for deciding on techniques to support students so they can ultimately be successful. If parents are eventually called upon to be involved, any school work done at home shouldn't take more than 15 minutes.

"This is a child who has never kept up with the classroom," says Lapointe. "He was like 'are these people for real? We'll see.'"

As they toured the school, Lapointe says Maxwell could see the school-wide culture was different, even down to a teacher's tone of voice and the way they look at a student they pass in the hallway.

"He was scooping his jaw off the ground."

### September anxiety

When grade five was approaching, Maxwell was "out of his mind with worry" about the new school, as well as the bus ride (one hour each way from his suburban home to the school and back). He was physically sick at school every day for the first three weeks.

School staff explained that they've seen this before, and that they would get Maxwell through the anxiety.

"Beautiful" is how Lapointe describes what the school did next. She says they seemed to know right away that Maxwell needed functional, safe relationships with some of the adults in the school. So that he didn't have to deal with the crush of kids flowing from the bus right into the classroom, one of the educators Maxwell had already met back in June became his point person, meeting him at the bus and chatting with him calmly in her office at the start of the day. When he felt settled, she would bring him to home room.

### The turnaround

It wasn't long before Maxwell was happy at school, and content to get up at 6 a.m. to make the bus every morning.

His mother says he's looking forward to grade six and won't hear talk of attending school anywhere else.

Lapointe says his previous school was well-intentioned, but it was a preparatory school focussed on high achievement; they just weren't set up to teach the way that Maxwell learns.

"Too bad I'm so dumb" was something Lapointe says she used to hear her son say. "Now, he believes himself to be a math whiz!"

She says it has everything to do with the ways Fraser Academy accommodates his learning differences. Sometimes, for example, things will be written out for him. And he has become proficient in keyboarding, completing a lot of his work with computer programs such as PowerPoint. "He's not having to do so much word communicating," says Lapointe, "as much as conceptual and pictorial stuff, which he can narrate in the form of a presentation."

### My, how you've changed

When the spring school concert came around, Lapointe says Maxwell was on stage with classmates in front of 250 people, playing bass in the Song 'Seven Nation Army'.

"He was on cloud nine," says Lapointe.

That's not all. Maxwell would never even try sports before, but Lapointe says teachers convinced him to try shot put – and he placed third in his division at a track meet. And where he was once socially shut down, he has friendships that are taking off.

### The right school was everything

Children are either like dandelions or orchids, says Lapointe. A dandelion will grow anywhere. But orchids, while spectacular, thrive only in precise conditions.

"Maxwell's an orchid kid," she says. "And Fraser Academy is just the right amount of water and just the right amount of light."





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Developing well-rounded young people ready to take on the world – it's the goal at private schools across the country. International school trips are viewed as a key way to do just that.

These aren't vacations. Rather, forays into diverse global locations bolster curricula and deepen learning. Teachers join students on the trips, which are developed by schools and reputable, experienced third-party organizations working with trusted international partners on the ground.



### TRIP TYPES

### ► service trips/missions work

Helping local communities through environmental, social, or manual construction projects (building a school or water systems, for example).

### **▶** intercultural global experiences

Growing a broader worldview and understanding through immersion in another culture, such as language immersion trips or international trekking adventures.

### ► academic global experiences

Performing scientific field studies abroad, musical performances, etc.

### **▶** student exchange programs

Travelling to another country, meeting and working/learning with students there, then hosting them back home.

# FAR AND WIDE: INTERNATIONAL TRIPS AT THREE SCHOOLS



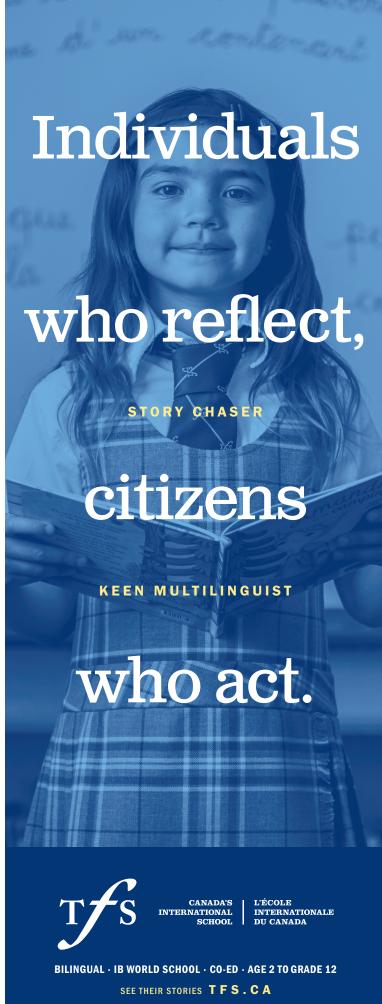
### **Appleby College**

The outgoing global international program grew from joining the Round Square organization of schools 25 years ago. In the late '90s, the school started developing things more in-house. Fast forward to today: there were 15 outgoing global trips in 2017/2018, with 11 embarking over the March Break. In the last few years, about 70 per cent of graduates had participated in a big global experience. This year, the school is making it mandatory for all students to complete at least one international trip between grades nine and 12.

"We want to develop leaders here," says Rob McGuinness, Assistant Head of School, Global Education, "to make sure they've got the skills and capacities to lead on a global stage."

McGuinness says intercultural trips grow understanding of how culture is shaped by geography and history, and encourage students to examine their own cultural makeup. This readies them to work across cultures in the future.

Journeys have included language and culture studies in Germany and Austria, as well as in the parts of Spain with heavy Arabic influences. Examples of academics-focussed travels are a land and water biology field trip to game reserves and coral reefs in South Africa, and field studies in Honduras and the Peruvian part of the Amazon rainforest. Students in grades 11 and 12 have gone on treks to Ecuador and Nepal.





## Holy Name of Mary College School

Last year, some students travelled to the Dominican Republic on a medical mission trip, working alongside doctors at the border with Haiti. It's just one of the ways pupils can travel the world at HNMCS.

Over the years, mission trips have included working in local communities in Nicaragua, Kenya and India. Work in schools, Bible study and construction labour in the heat of the summer are typical features of this mission work. (The girls also get to visit amazing sites like the Taj Mahal.)

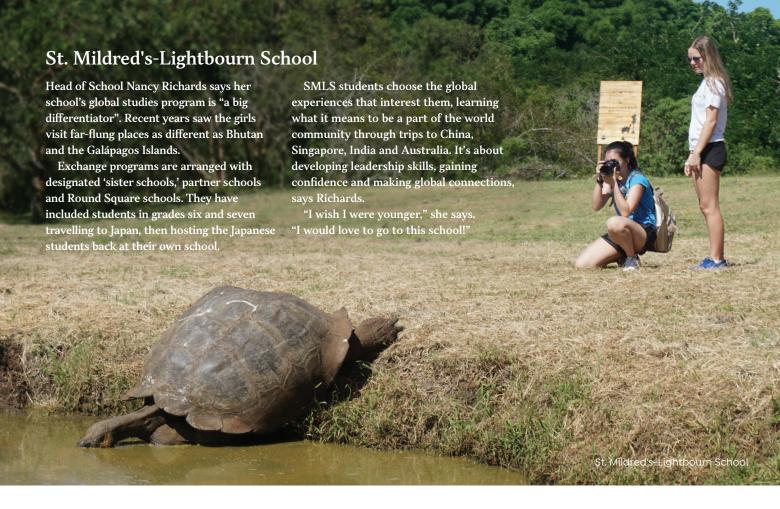
For a summer conservation biology course, girls have travelled to Croatia and Ecuador, diving and classifying animals and fish with scientists.

"We really want to empower them," says Head of School Marilena Tesoro. "The world of tomorrow they're going to be entering is a constantly changing world."

Global travel helps students develop multiple perspectives they'll need as future leaders addressing complex world problems. "That's what the universities are telling us," says Tesoro.

Trips to the U.S. have included grade sevens and eights attending a tech workshop at Harvard University in Boston. And a New York City excursion for students in grades 10 to 12 is arts- and history-based; they attend Broadway shows and do comparative studies at the city's renowned big museums. In a recent jaunt to Washington, Director of Schools Kathryn Anderson says students got to meet U.S. Vice-President Mike Pence. "It caused lots of great conversation, for sure."







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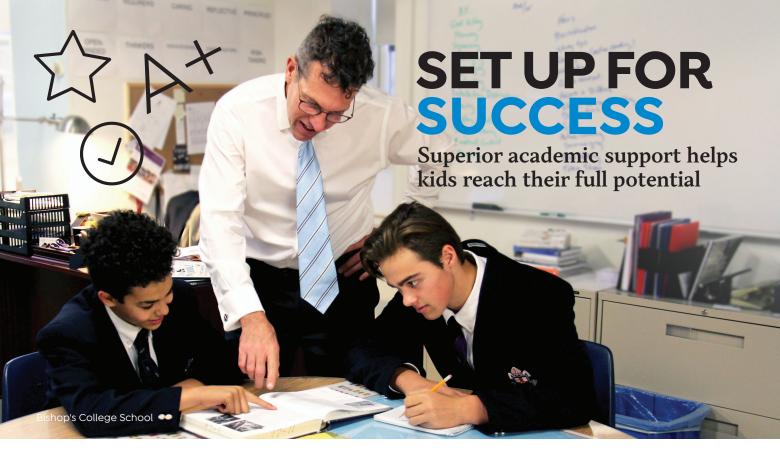
# It All Starts Right Here.

Open House: October 19 and November 16 8:30 - 11:00 a.m.

It all starts at St. Clement's. Come visit us.







Your child struggles with a math concept. The teacher tries to address it during the school day – but it's hard with 30 students and a curriculum that marches on. Your son or daughter doesn't encounter the concept again until the following year – when it's even more complex. At a private school, this scenario is unlikely because of built-in layers of academic care and support. Here's how three different schools make sure students don't fall through the cracks:

### Kells Elementary (children ages five through 12)

At this Montreal school, technology plays a role from the start to enhance programming and accommodate kids who need assistance.

"If they have a difficulty with reading or writing," says the school's Principal, Marla Perlman, "we're using text to speech, word to text and word prediction keyboards."

The digital programs Lexia, IXL, Raz-Kids and Rosetta Stone are pressed into service, and laptops and iPads are available to all students. In the school's resource room, kids can get extra attention from learning specialists working with groups of four to six. Strategy notebooks may contain memory aids like models of math procedure, multiplication or hundreds charts (for math), and for language arts, 'word walls', sentence starters or story maps. Helping students achieve mastery and independence is the main goal.

### Bishop's College School (grades seven through 12)

The jewel in the crown of academic support at this Sherbrooke, Que., school is the R.D.W. Howson Enrichment Centre. With a dedicated space in the preparatory school's main academic building, the centre keeps weekday, evening and Sunday afternoon hours. It provides face-to-face help from teachers or tutors on a dropin basis, as well as specialized assistance for individual students. Advanced Placement (AP) preparation, ESL support, assistance for

students who want accelerated coursework, and SAT prep are also offered. In the centre's writing section, tutors help students edit essays and improve vocabulary, syntax and grammar.

"Our focus is on the individual," says Enrichment Head David Hunt, "and the diversification of learning and of teaching".

The centre does more outside its physical space. Academic honesty seminars for grade 12 students raise awareness about plagiarism. And every September, Hunt conducts workshops for junior students about study skills, learning styles, and effective use of technology. School faculty work as a team to decide which students need academic help and what form it should take. Bringing in guest speakers and professionals for students, faculty and staff is another role. In the approaching school year, parents will be able to formally flag academic concerns through the admissions process.

Apart from the enrichment centre, BCS supports learning through teacher academic advisors. They meet several times per week with the same group of students from various grades, keeping an eye on how they are doing academically and in other areas of their lives. There is an International Baccalaureate (IB) coordinator. And in bi-weekly effort ratings, students get graded for school participation and dedication.

### **Appleby College** (grades seven through 12)

The prep school in Oakville, Ont., also has teacher advisor groups. In formal peer tutoring, volunteers train to help fellow students and consolidate their own learning. Extra help sessions are provided in person, as well as online through teacher-to-student videos. Other online tools utilized are Yammer OneNote, and OWL (Online Writing Lab).

Graham Lewis is Director of Learning and Teaching Innovation. He's a big fan of the school's testing blocks; it's designated on a student's schedule when they can be tested in separate subjects. "It protects the kids from becoming overwhelmed," says Lewis, "from the point of view of, you know, five tests on one day."

Separate from standard exams, there are various assessments available. Grade eight students no longer write formal examinations at all; instead, they explain in a presentation what they've learned and how they've changed. In 'academic week,' teachers supplement exams with timed sessions per class. Students might conduct a mock trial (for law), for instance, or perform for a guest conductor (for music).

"One of the cool things about helping kids to cope," says Assistant Head of School Tom Karcz, "is to let them have a fun, joy-filled time in the classroom." One of the ways teachers do that is through project-based learning, a form of inquiry learning in which students decide on a question or problem that interests them, then collaborate with others to investigate. This method has been shown to be effective in retaining knowledge.

# Other key academic supports small class sizes – the key to the independent school experience

"The teacher gets to know the students so well. There's a nurturing that just can't happen when a teacher is trying to teach 30 kids. The ability to try different approaches in instruction and allowing the student to express knowledge in various ways. They have the time and ability to do that."

- Marla Perlman, Kells Elementary

### help with executive functioning

Organization, time management, paying attention, study skills/test-taking strategies: these are executive functioning skills. These are skills everyone needs throughout life – the ones that help you get things done.

"A lot of kids get by doing it on the fly, maybe not to the best of their potential. You're not going to make a deadline, or you're pulling an all-nighter because you mismanaged something. It's not good for your stress, your mental health, it's not good for anything."

- David Hunt, Bishop's College School

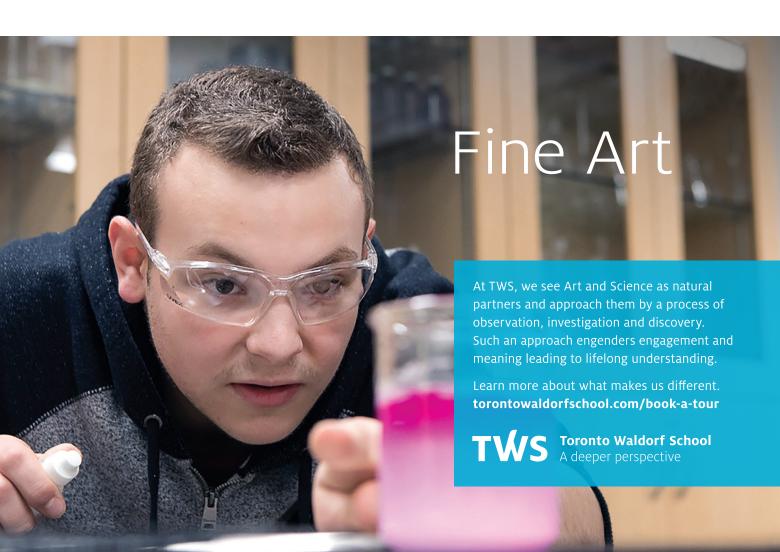
### relationships with/engagement from parents

When the school and parents are on the same page and work together, everything is easier and things get better faster for students.

"The faculty are encouraged to contact parents. You involve everyone to help keep moving forward. We believe in parents being proactive, contacting us as well." - *Graham Lewis, Appleby College* 

### flexible seating

More independent schools are recognizing the connection between movement and learning. They're responding by integrating flexible seating in the classroom: bouncy balls, stationary bikes, chairs students can sit on and rock or move subtly (without disturbing other students, of course), standing desks, and even rugs and pillows to lie on.





Then Betsy McConnell entered high school, she says she struggled with negative body issues, put a lot of effort into trying to be perfect and always second-guessed herself. The outdoor education program at Lakefield College School built up her confidence especially the grade 11 winter camping trip.

"It completely changed my perception of myself," says McConnell. "It was really interesting to realize how everything does work together in my body to keep me alive, and that the things my body can do are pretty incredible."

The impossible goal of perfection went out the window, too.

"When you're in a survival scenario," says McConnell, "you learn you don't need to be perfect at every outdoor skill, you just need to be good enough – and that it's important to work with other people and use everyone's skills."

The eastern Ontario high school's outdoor education coordinator and OE instructor for 16 years – is Pete Andras. He says he fell in love with the philosophy of outdoor education and goal-setting through challenges of survival, such as the wilderness first aid component in grade 11. It includes students taking part in a simulation of a plane crash on the large waterfront campus. "They assume it's a remote location and they are the only chance to pull people out," says Andras.

Complementing the experience is classroom study of anatomy and body systems. Learning throughout the school year culminates in students enacting a final crisis simulation – this time with much more knowledge - and earning wilderness first aid certification.

"That's how we do education well," says Andras.

Outdoor education can be delivered in different ways. The common theme is that it involves being outside and it's experiential.

Natural spaces provoke inquiry, says James Willms, a grade five teacher and coordinator of outdoor, experiential and ecological education at Meadowridge School in Maple Ridge, B.C. The junior kindergarten to grade 12 school sits on a campus that includes a 10-acre forest with a creek running through it. He says the fact students can just spill out into the natural space is conducive to the ecoliteracy focus of outdoor education at Meadowridge. Willms says kids who emotionally connect to the natural systems around us (and understand how they function) are more likely to take care of the environment later.

How do you get kids to love their environment and gain a sense of place? By making it lots of fun. Hiding games are wildly popular.

"The kids love it. What they don't realize is while they're hiding, they're seeing tiny creatures, bugs crawling on the ground, and they're getting a smell and getting to know the place."

Willms says as kids continue to inquire - learning, for instance, about how the runoff from neighbourhood streets flows into the stream, impacting wildlife - a desire to protect their environment grows. It's reinforced further through projects such as growing food sustainably in the school's greenhouse and garden spaces.

At Country Day School in King City, Ont., Stephanie Collins oversees and teaches the OE program for junior students.

"We're sitting on a hundred acres," says Collins. "The Oak Ridges Moraine runs through our property, so we can go out and see the marshlands and the red wing blackbirds out on the bulrushes."

Collins says outdoor education allows for kinesthetic learning (connecting physical movement with study), reinforcing concepts by strengthening neural pathways in the brain. During the grade six solar system unit, students go outside to move like the Earth. "We look at the 45-degree tilt and they have to move their bodies that way and rotate and orbit around the sun."

# Outdoor ed. completely changed my perception of myself.

Betsy McConnell, grade 12 Lakefield College School student

Collins co-plans with classroom teachers, and spends her instructional time outside in 80-minute stints per four-day cycle.

Her colleague, Andy MacMillan, heads the middle and senior OE programs, creating outdoor experiences for multiple subjects.

A traditional canoe trip with students was joined by the art teacher, for instance, and parlayed into a painting session 'en plein air' on an island in northern Ontario's Lake Temagami. Writing prose about their outdoor surroundings in different seasons augmented learning in





English class. And when it came time to study World War II trench life in grade 10 history? MacMillan had kids dig trenches, then simulate defending them and communicating on the battlefield.

"The kids who really get jazzed are the ones who don't necessarily want to read 15 pages. They want to make it real," says MacMillan. "It got their hands and feet muddy!"

Studies show that exposure to the natural world affects well-being. Collins says she likes to take her students outside for a hike or to sit under a tree when she knows it's a busy time for them.

"They know going for a hike might benefit them if they're feeling stressed or overwhelmed," she says. "It's giving them those tools for when they're an adult."

Meadowridge teacher Willms remembers taking a group of students in the spring for an overnight hiking trip. The kids were inexperienced, and it was cold and rainy the whole time. At a campfire that night, the kids started sharing how they felt less stressed.

"They were worried about having somewhere to sleep, how to make their supper, and staying warm," he says. "But that was all they had to worry about. They said it was so refreshing."

You learn a lot more than outdoor skills on such adventures, says Lakefield's Pete Andras.

"You learn how to be a person. We'll go on a canoe trip and a meal isn't so tasty. Or you're winter camping and the quinzee keeps falling apart. The group has to think 'how are we going to survive?' "

Betsy McConnell says that connecting deeply with other people, text-free, is a huge bonus of outdoor education.

"Some of the best conversations I've had with people, some of the deepest friendships, have been on those outdoor trips."



There is no such thing as a homogenous private school system in Canada. Instead, there is a great variety of schools with different approaches to pedagogy. Some schools offer kindergarten through grade 12. Some are preschool or elementary only, or start at middle school grades. Still other schools are high school only. Here are the main types of independent schools:

### ► day schools

This is the traditional model of schooling. Students attend from morning until mid-afternoon, returning home at the end of each day and staying home on the weekends.

### **▶** boarding schools

Within the school calendar, students live at their boarding school during the week. Depending how far away students' homes are, they may live at school on weekends, too. Students typically go home for the Christmas/New Year's, spring, Thanksgiving and Easter breaks, as well as over the summer. Boarding can start in middle school (grades six through eight) or in upper school (grades nine through 12). These schools are highly structured, with set times for classes, study, co-curricular

activities and leisure – and with evening curfews. Supervision and support are provided by staff such as peer counsellors, residential dons and academic staff. Boarding school students are deeply involved in academics and extracurricular activities.

### ▶co-educational schools

The student body at a co-ed school is made up of boys and girls attending classes together. It mirrors the real world, where people of all genders interact and work together all the time. Some believe that going to school together helps girls and boys benefit in several ways, such as from the other gender's learning style and in promoting cooperation.

### ► single gender schools

In these schools, the student body is all boys or all girls. Some

believe boys and girls experience less peer pressure, focus better on learning, and operate differently in school without the distraction of the opposite sex. Single gender schools may help break down gender roles and stereotypes – leading to more girls taking maths and sciences, for example.

### ▶ religious schools

Schools based on the major world religions can be found in this country, depending on where you live: Bahá'í Faith, Christian (specific denominations or nondenominational), Hindu, Islamic, Jewish and Sikh. Faith-based schools offer religious instruction — as well as full academic curricula — that meet the standards mandated by provincial and territorial governments. The faith's

general worldview is reflected in teaching and is part of the life of the school. Parents should learn about a school to ensure that, while it gives students a deeper knowledge of their faith, it also promotes respect for other faiths and worldviews – important for interacting in this country's diverse society.

### **▶** university preparatory

Also known as a 'prep school'. These schools focus on preparing students for university and helping them get into programs of choice. Academic studies are intense, but there are strong academic supports in place. Some courses offered later in high school are considered university-level and can be applied as university credits. Some schools offer international curricula, such as IB (International Baccalaureate),

AP (Advanced Placement), Cambridge or Round Square. Schools tend to have very high rates of university acceptance. Costs such as tuition are significant, but facilities, resources and co-curricular activities are typically outstanding.

### ► Montessori Education

A student-centred. individualized educational approach. The method is named after Dr. Maria Montessori, who founded it in the early 1900s. Montessori education became more popular in North America in the 1960s. It is based on Dr. Montessori's observations of young children around the world. Classes comprise children of different ages. Students learn at their own pace: teachers observe children and introduce new lessons as they are ready.

### **►**Waldorf

Waldorf Education was founded by Rudolf Steiner, an Austrian scientist and philosopher. It is named after a German factory at which Steiner created a school for workers' children in 1919. Steiner insisted on a 12-year school available to all children of both genders, where teachers would have

great control. Waldorf schools are independently run, but must be accredited as embodying Waldorf principles and teaching practices. The philosophy emphasizes experiential learning for the whole child. Schools provide a calm setting, with homelike design in classrooms for younger grades.

### ► Reggio Emilia

An early childhood educational approach founded by Italian teacher Loris Malaguzzi in the city of Emilia Romagna after World War II. It is a complex approach that includes emphasizing independent thinking, cooperation, special layout of schools to encourage learning and discovery, and documenting children's daily experiences. In this child-led system, teachers guide students to develop their ideas and express their learning through a wide range of materials and experiences.

### ► specialty programs

Some schools specialize, such as those with programs for children with special needs, or with specific interests, such as arts education or sports development.



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# How do I make sure that a school is a great fit for my child?

Really good private schools focus on providing outstanding educational and life experiences. Be honest with yourself when evaluating what school meets the needs of your child. Putting a round peg in a square hole will not make the peg square. Your goal is to determine which school will help your child reach their full potential, where they will be happy and content.

# Can't I choose based on standardized scores and university acceptances?

Consider those, but also much more. One 'best' school that fits every child perfectly is a myth. Choose the best fit for your child and your family. Schools offer unique approaches to teaching and learning, and some may not work for your son or daughter. For example, some schools are highly competitive, while others are very collaborative. Think about what suits your child best.

I want my child to have a well-rounded education: academics, arts, athletics and character-building. But my child tends to be keen in one area. Should I choose a school that focusses on that area? Being well-rounded and capable of exploring new opportunities is key to being happy and successful. Ask how the school will support your child in their passion, yet ensure they engage in all areas.

# So much information! Do I have to look at all of it?

You are spending a lot of money in hopes of making a positive impact on your child's learning and how they meet opportunities in life. This is the time to be thorough and reflective:

- Read everything in the school's
- · Read online reviews
- Visit schools' open houses and information sessions.
- What does each school celebrate and promote? What doesn't a school celebrate that you value? Does it match your expectations?

How do I assess the ability of an upper or senior school (high school) to get my

## child into a rewarding program at a great university?

Ask for each school's three- to fiveyear university placement records, and a detailed explanation of how its program and university counselling supports students. Ask about their graduates' records beyond just getting in. Strong schools ensure graduates are equipped to do well at university, in postgraduate studies and in their careers.

## How can I assess whether a school caters to individuals?

Small classes alone do not ensure teachers really know their students. Ask what teachers do to individualize and how the school delivers enrichment and remediation. Does it offer kids opportunities to pursue their interests? What about advisor programs that ensure your child has a well-informed, dedicated teacher?

# How do I ensure teachers and staff are expert, inspiring and highly committed?

Schools' biggest expenses are the salaries and benefits required to attract, develop and retain great people. Compare the financial statements of schools you are interested in to understand the importance placed

on having the best staff. Ask school officials how they hire the best people. You should also query them about faculty and staff turnover at the school.

# My neighbour's child is in grade six and does three hours of homework a night. Is this a good thing?

■ Some parents believe good schools pile on homework to ensure children succeed in a competitive, uncertain work force. The effectiveness of this approach is debatable. Homework should be meaningful and develop higher level thinking, such as applying knowledge and skills to solve problems. Developing an eager, disciplined approach to learning is important. But hours of memorizing will not help your child become a creative, innovative thought leader and problem-solver.

### It's important that my child is prepared for a world where technology is more and more prevalent. What should I be looking for?

■ The first consideration is that the school keeps students safe. Next, computer labs tend to be passé. Schools don't make students share pencils; the same should be true about technology. You may hear every student has a laptop or a tablet, but how do students use these devices? They should be integrated into instruction and open up the world. Technology can be seductive without being highly effective as a learning tool. For example, one student using an interactive board while 19 others look on is not engaging every student.

# One 'best' school that fits every child perfectly is a myth. Pick the school that's best for your child.

### What about social supports?

Making sure students look after each other should be one of the first things you hear about when you visit. Does the school handbook promote clear guidelines that promote positive interactions? Do programs bring older and younger students together to promote constructive relationships? When you visit, do students seem happy? Are they polite and respectful? Do teachers and administrative staff interact with students in a cheerful, encouraging, courteous manner?

Dr. Glenn Zederayko is Head of School at Glenlyon Norfolk School in Victoria, B.C. He has inspired students, staff and parents in five private schools in three provinces for more than 30 years.





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yorkschool.com



### Where do I start?

Word of mouth is an effective way to learn about independent schools. Talk to coworkers, family members and neighbours.

Internet searches, educational directories and national organizations are great one stop shops for information. Visit sites that accredit private and independent schools, such as Canadian Accredited Independent Schools (CAIS) and The Association of Boarding Schools (TABS).

# How do you schedule a campus visit?

Once you have a few schools of interest, schedule a campus visit by contacting the admissions office. Schools will schedule a personal tour or direct you to open house or information sessions. Provide a little information about your child, such as the grade they are seeking and specific interests, so the admissions office can tailor the visit. Give your cell phone number so the school can reach you with last-minute information about

your visit, such as school closures. For the most part, campus visits are scheduled within the academic day so families can truly get a feel for the school.

### What happens on a visit?

You can expect to have a walk through the school, watch a few minutes of classes, and speak with the admissions office.

Some schools will have you speak with teachers or shadow a class. Many schools will use the time to conduct the child's interview and do the student assessment.

Whether you're just starting to research, seeing the school for the first time, or are partway through the application on a return visit, treat each visit as a chance to make a first impression. (Remember that while you're looking at the school, they are considering you, too.)

Even if you're in the early stages of your search, let your child know why you're there; it's important she or he is on board.

What are standardized tests and assessments?

There are different assessment tools for various age groups. For middle and senior schools, the most popular standardized test is the SSAT (Secondary School Admission Test). The SSATs are typically used as part of the application process, not as a make-or-break component.

Preparation can ease nerves before an assessment, but too much prep can cause anxiety, which has the potential of producing a skewed score.

### What is included in the application?

The application is another opportunity for the school to learn about your child and family. They will ask why you're considering a new school and how it can best support your child.

Students' essays are a first insight into their academic abilities. Answers should be thoughtful and edited, but a true reflection of their writing abilities and thought processes.

For many schools, the completed application will also include

report cards from current and previous schools. What questions should you ask school officials? Throughout the research phase, your campus visit, and the application process, you'll be inundated with information about schools. Know what your priorities are and ask specific questions. Important things to consider:

- · class size
- student support
- · co-curricular activities
- · structure of the academic day
- · how families and the school communicate
- · what's unique about the school

### Anything else I need to know?

Have fun! Selecting a new school can be a daunting, yet exciting task. You'll find that independent schools will be eager to show how your family could make a great fit at their school.

Each school wants to ensure it will help your child succeed. If your child is not offered a place at a particular school, you should feel confident that your child's best interests were considered, and the perfect school for them is very likely in their future.

#### The interview

The interview is a key opportunity for the school to get to know you. Students and parents may be interviewed separately.

Questions will pertain to the current school year, the student's strengths and challenges, goals, and desire to attend the school. Depending on the grade, situational questions around decision-making and other non-cognitive assessment tools may also be used.

For parents, schools hope to ensure a strong partnership between the home and classroom. While it's important to prepare, being honest is integral to the process.

### When should you start the process?

Now is a great time!

Many schools conduct most of their admission cycle during the fall and winter. Some have published deadlines, while others consider applications on a rolling basis.

Even for schools with deadlines, spaces can open throughout the year, as families inform schools about relocations and re-enrollment.

If a school doesn't have a place in the desired grade when you call, go ahead with the application process to ensure you're in consideration if a place becomes available – later that week or just before the school year begins.

Lydia J. Hawkins is Director of Enrollment (currently on leave), Strathcona-Tweedsmuir School in Okotoks, Alta.





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# N&CE THREADS

# 9 Perks of School Uniforms

### 1. No more morning drama

Because students know what they're wearing to school, they can get ready faster: a boon for busy parents trying to get everyone out the door on time. Protracted clothing battles, be gone!

### 2. Equality

Many families make big financial sacrifices to send their children to independent schools, while other families are wealthier. Uniforms are a leveller. That's good news for social harmony.

### 3. School spirit

The uniform is the foundation for students' identities as members of their school community, helping them to feel a sense of belonging.

#### 4. Better behaviour

Studies suggest implementing uniforms helps moderate student behaviour – and not just on campus. Students are instantly identifiable. (And they don't want to compromise school pride!)

### 5. Focus on learning

When there are no distractions around what everyone is wearing, students focus more on their studies. That's a plus for all!

### 6. Professionalism

Some workplaces have employee uniforms, and many have dress codes. Both are about respecting the people around you and focussing on the work. By wearing a school uniform, students learn professionalism and prepare for the real world. "Children need to learn there is appropriateness, decorum and protocol in society," says Linden Gray, Head of Prep at Halifax Grammar School. "For certain occasions, we dress differently."

### 7. Less fashion and social media pressure

With social media, the pressure to wear brand name clothing or follow fads is intense. Uniforms are a reprieve – at least at school.

### 8. Goodbye to clothing infractions

Teachers and heads of school don't have to make judgment calls about students' clothing (such as modesty issues or inappropriate messages on t-shirts). Students are spared the embarrassment.

### 9. Safety

In a time of lockdown drills, you can be sure safety is one reason school officials favour uniforms. Everyone knows right away whether or not someone is a student.

# **Common Misconceptions About Uniforms**

### They discourage individuality

Not so, says Margaret Alexander, whose son attended a private school. "It makes the need to express your individualism in terms of character and what you do, as opposed to how you look." Vanessa Iarocci is President of McCarthy Uniforms, and the mother of a son who wears a uniform to school. She agrees that individuality comes from within. "When you make it about personality, merit, and how they're contributing to the community," she says, "you end up seeing the student's uniqueness shine."

### They're too expensive

The initial outlay is significant, but Iarocci says the cost of uniforms is "much cheaper" over the long run. And where need is warranted, schools and uniform manufacturers run uniform assistance programs so that all students can afford to purchase the pieces they need.

### **How Uniform Policies Work**

Student uniforms are widely used in private schools across the country. Policies can be implemented in various ways:

More formal pieces – a blazer and tie – may be worn on a certain day of the week, or on special occasions such as field trips, assemblies, and visits from honoured guests. There may be a separate uniform for the graduating class.

Uniforms at schools with house systems often vary. (In a house system, students divided across grades into separate 'houses' compete for points in events to promote overall school spirit.)

Many places feature school crests or logos on uniforms, and others employ more generic pieces. Some schools mandate increasing formality as children get older. Still others may have uniforms for special occasions only, with street clothes worn the rest of the time.

All schools allow some element of choice: polo shirts in white or darker school colours, pants or kilts for girls, a school hoodie as a top option, etc.





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In the long march toward equality for women and girls, a lot has changed for the better in this part of the world. But there's still a long way to go for economic equality and opportunities – including female representation in positions of leadership. Canadian women make \$0.87 for every dollar a man makes for the same work. And the World Economic Forum ranked Canada number 16 in its Global Gender Gap Report 2017.

Yet we have a male Prime Minister proudly calling himself a feminist and insisting on a gender equal Cabinet – with several females holding crucial portfolios, including foreign affairs. Not to mention the #metoo movement that's driving the conversation about our culture.

Is something happening here? And will it bring lasting change?

### Female leadership in schools

Katrina Samson, Head of School at Appleby College in Oakville, Ont., says the open discussion she's witnessing is a first step.

At independent schools, the bulk of teachers are predominantly women," she says. "Yet leadership at the most senior level at a number of schools is dominated by men. Where's the leak in the pipeline?"

Samson says teachers are attracted to independent schools because of great professional development, engaged parents and students, positive working environments, and the chance to teach their specialty subjects. But there are challenges around retention in independent schools that impact women more – especially the transition to having a family. Independent schools have a smaller

pool of people to draw on and tighter resource allocation than schools in public systems, so they don't have the level of flexibility around things like leaves of absences and extended parental leave.

Samson says it takes progressive thinking to look ahead with regard to women's careers in leadership, such as the potential of multiple maternity leaves.

"I think it's important to not get caught up in what potentially could be an inconvenience," she says. "You want to keep things as stable as possible. It's a pitfall sometimes for leaders."

### Inequality – a disservice to everyone

At Alexander Academy, a small, co-educational school in Vancouver, the Head of School is Berenice Lewis. She agrees that the family piece is significant, and says she has personally contended with finding ways to integrate her responsibilities as a mother with aspirations of being a leader.

Have things improved over her career for women in school leadership? Lewis says yes, but it's still happening slowly. "The underrepresentation of women in the past, people have seen it's not good."

Lewis says she believes the recent introduction of the International Baccalaureate program at her school will be key because it emphasizes open-minded thinking and innovation.

"The only way to have innovation is through collaboration. And you cannot leave half of the population out of the mix."

### What feminism really means

St. Mildred's-Lightbourn is a girls' school in Oakville, Ont. Its Head of School, Nancy Richards, started as a teacher but moved into school leadership more than 25 years ago. She says it's a wonderful time to be a feminist, but many people misunderstand what that means.

"What it's saying is that men and women need to work together for the same cause," she says, "and every member of society has an opportunity to do what they need to do and flourish."

Richards says she's optimistic, but also believes it's an urgent time because systemic inequality and injustice in the workplace keep underrepresented groups from reaching their potential. Modelling a more democratic, participatory decision-making style for 21st century competency is what Richards says she and her female colleagues excel in doing.

### How to change attitudes

You can't legislate a change in attitudes, though. Studies have shown females and males don't think of a woman when they think of a leader, and that women don't get credit when they act like a leader. This is likely at least in part due to confirmational bias: when most of the leaders around you are men, you subconsciously associate men with the idea of leadership.

A recent study from Harvard's Making Caring Common Project showed that even teen girls appear to be biased against female leaders. That's why role models – more female leaders for people to see and work with – is one essential way to break the cycle of bias.

Another part of the puzzle is helping girls see themselves as future leaders, says Marilena Tesoro, Head of School at the girls only Holy Name of Mary College School in Mississauga, Ont. She says students are put in situations of leadership, taking charge of events and activities.

"We're critical about the things we can't do," says Tesoro. "We work on the core, making them see they can do things. Little by little, confidence is nurtured, and they inspire other girls."

Tesoro says in 2017, 65 per cent of HNMCS graduates were pursuing fields traditionally seen as male - science, engineering, technology and math (STEM).

Richards agrees. She says her school fosters a growth mindset. "Girls need to find their voice, drive, passion and identity, the value of grit and self-awareness, to be open to possibilities and to learn to support one another."

### Tackling gender inequality in the classroom

You can't discount the impact celebrity culture has – especially with teenagers, says Samson. She says that's why teachers leading discourse on what's going on in the political arena and popular culture is important. Teachers sharing their own personal experiences in the context of class discussions also helps.

### Hope for the future

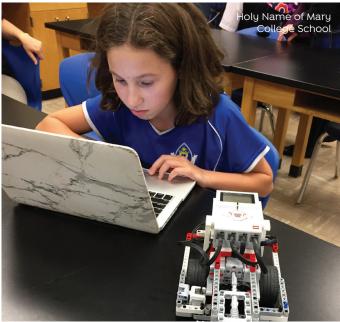
A real cultural change means the world for today's female students, says Kathryn Anderson, Director of Schools at Holy Name.

"It means that every opportunity is there if they want it," she says, "if they are willing to put in effort to get it."

Alexander Academy's Lewis dreams of a time when it's not necessary to discuss female leadership.

"Hopefully we'll come to a point where it's not questioned anymore, because it's just normal."









### How to raise concerns without alienating your child's teacher by Rosanna Breitman

t's inevitable. At least once during your child's academic career, you will encounter a teacher who just doesn't seem to 'get' your child, or whose professional judgment you seriously question.

Think carefully before you go marching into the classroom or the principal's office. You will be much more likely to get the outcome you want if you advocate for - rather than protect - your child.



- Build a positive relationship from the beginning. Be friendly, be polite, and show appreciation.
- Communicate. If your child has special needs, be open and honest. The teacher is not a mind-reader.
- · Be realistic. Try to see your child objectively, not through rose-coloured glasses. Your child's challenges are nothing to be defensive about, nor a reflection of your parenting.
- Be clear on the goal, which should be to help your child reach his or her full potential this year - not to get him or her into medical school 'some day'.
- Separate the person from the problem. Wrong: "You don't care about my child." Right: "What can be done to ensure Jimmy feels safe at school?"
- Understand the difference between positions and interests. Position: "I'll sue you unless you suspend Eric for bullying my son!" Interest: "What is your plan for keeping my son safe?"
- Frame the issue as a mutual problem to be solved. "What specific steps can we take to ensure my child feels safe at school and is free from bullying?
- Share your own research, knowledge and expectations in a non-threatening, collaborative way. Remember that you and the teacher are a team. She or he will welcome your insight if it's presented respectfully.
- Refrain from losing your cool. Yelling, screaming and insulting the teacher will only undermine your credibility, and it will not help your child.

Why? An advocate advances a cause, speaks for those who can't speak for themselves, and focusses on achieving an appropriate outcome. A protector attacks or fends off an enemy or a threat.

In all but the most serious cases, the idea of needing to 'protect' our children from their teachers needs to be rejected in favour of advocacy, which occurs in a climate of dignity and mutual respect.

# don't:

- Jump to conclusions. Ask the teacher for her point of view before taking your child's statements at face value.
- Freely criticize the teacher at home. Modelling disrespect is never a good idea, and your words will likely get back to the teacher.
- Write angry e-mails or confront the teacher. If you have an issue to discuss, make an appointment for a phone call or a meeting.
- · Go over the teacher's head right off the bat. This is humiliating, infuriating, and a good way to destroy the relationship.
- · Angrily second-guess teachers' professional decisions, such as your child not making a team or not receiving an award. It's better to teach your kids that 'you can't win them all'.
- · Treat the teacher as hired help. If your kids are in private school, it's offensive to use the tuition you're paying as 'leverage' to get what you want.
- · Tell the teacher how to discipline other children. Your job is to advocate for your child, not to weigh in on how to deal with other students.
- Demand special accommodations for your child. This is not appropriate unless you have a formal IEP and/or psychoeducational assessment to back up your demands.
- · Neglect to build a relationship with your child's teacher. It's unhelpful to limit your communications to complaints and criticisms, and thoughtless never to thank the teacher for his or her hard work.

Rosanna Breitman is a Toronto-based mediator and conflict resolution specialist who trains parents and educators on advocacy, negotiation and conflict resolution skills.

# **CLASS OF...**

# Alumni benefit current students and new graduates

Past graduates can play an important role for current students. Some private schools have a strong alumni association, while others have more informal relationships with former students. Depending on the school, there are several ways past pupils may stay involved.

### What alumni do for schools/students

- Provide career support at events such as career breakfasts. Current upper school students can ask questions and get advice and encouragement from graduates working in various industries and professions. There could be a speed dating format, followed by a social period when students can talk at length with the professionals most relevant to them.
- · Attend school events, such as awards nights, as guest speakers.
- Meet with students in their final year of school about what to expect in university.
- In schools with specialty programs, such as film, alumni working in the field may act as mentors or give workshops to current students or new graduates. They may offer feedback on student projects or ideas.
- · Sit on a school's board of governors/directors.
- · Join in on school trips or in coaching.
- · Offer internships in their place of work.
- · Act as ambassadors for the school and refer potential students.
- Participate in or contribute to school fundraising initiatives for new school facilities or for building a student financial aid fund, etc.

### What schools/alumni associations do for alumni

- Provide an online alumni database/portal so members can find each other socially, or connect about anything from buying a car to investment counselling.
- Allow access to the school, such as for hiring summer students.
- Create social media pages.
- · Organize alumni reunions all over the globe.

# YOU SAY ALUMNI, I SAY ALUMNAE?

**alumni** male graduates/former students of an educational institution – or male and female graduates

alumnae female graduates

alumnus male graduate

alumna female graduate

alum less formal, gender neutral word for a past

graduate (plural: alums); the root word is the Latin 'alumnus' (foster child) and 'alere' (to nurture)





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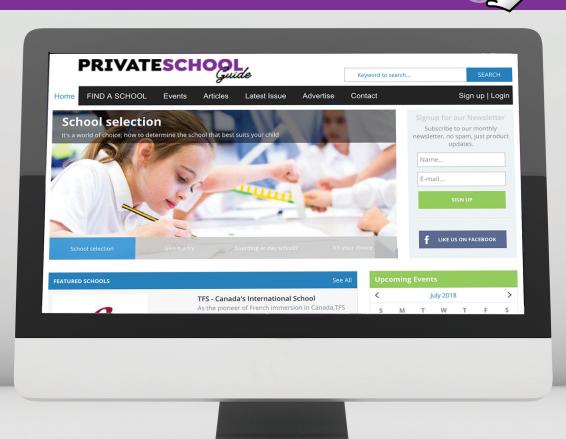








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# **SCHOOLAFFILIATIONS**

Some organizations offer accreditation to all private/independent schools that meet their criteria, and others are specific to a certain type of school. Accreditation can give you peace of mind, but it is just one of the things to consider as part of a thorough research process; many private/independent schools of excellent quality do not have affiliations.



### **NEW BRUNSWICK**



# Rothesay Netherwood School



### rns.cc

40 College Hill Rd., Rothesay, NB E2E 5H1

Year established 1877	<b>Grades</b> 6 to 12	<b>Gender</b> Co-ed
Teacher to Child ratio 1:6	<b>Boarding</b> Yes	<b>Annual Fees</b> \$22,210- \$61,100

### **Contact:**

Admissions Office | (506) 847-8224 admission@rns.cc

















Rothesay Netherwood School is an independent, co-educational boarding and day school for grades 6 to 12 offering innovative, world-class learning experiences in a safe and caring school community. We challenge students to be active, compassionate leaders with a global perspective and the determination to make a difference.

The academic program at RNS is challenging and comprehensive, yet flexible enough to accommodate each student. Small class sizes, highly qualified and caring teachers, extra help, compulsory study, and frequent reporting facilitate superior student learning.

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### **OUEBEC**



### Académie Vaudrin Academy



### academievaudrin.ca

1255 Émile-Bouchard, Vaudreuil-Dorion, QC J7V 0B7

Year established 2005	<b>Grades</b> Pre-K to 6	<b>Gender</b> Co-ed
Teacher to Child ratio 1:10	<b>Boarding</b> No	<b>Annual Fees</b> \$11,250

#### **Contact:**

Paula Mesa | (450) 510-5454 pmesa@academievaudrin.ca

### **Affiliations**



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With daily physical and brain exercises, Brain Gym®, individualized work, and personalized approaches, students receive much more at Vaudrin Academy than what Quebec's Education Program requires.

Whatever your children's level, we are determined to help them achieve better results than they would anywhere else.

Experience clearly shows that in an environment as rich and healthy as ours, children attain a higher degree of development than in any standardized environment found in traditional public or private schools.

Convinced that the future of the planet depends on what children learn today, Vaudrin Academy helps all its students achieve their full potential.



### Bishop's College School



### bishopscollegeschool.com

 $80\ \mathrm{Moulton}$  Hill Rd., Sherbrooke, QC  $\ \mathrm{J1M}\ 1\mathrm{Z8}$ 

Year established 1836	<b>Grades</b> 7 to 12	<b>Gender</b> Co-ed
Teacher to Child ratio 1:8	<b>Boarding</b> Yes	<b>Annual Fees</b> \$24,000-\$55,500

#### **Contact:**

Greg McConnell | (819) 566-0238, ext. 296 gmcconnell@bishopscollegeschool.com

### **Affiliations**













Established in 1836, Bishop's College School (BCS) is an IB World School offering the International Baccalaureate Diploma Programme and certificates. With a campus bordered by farmland and rolling hills on one side and by the city of Sherbrooke on the other, BCS is a small, welcoming community and a second home to students from over 35 different countries. We create a caring community of learning and development where cultures connect and individuals matter. By embracing a rigorous yet supportive academic program and a wellrounded education that includes athletics, the arts, leadership and development, and global citizenship, we prepare our students to become tomorrow's leaders. The R.D.W. Howson Enrichment Centre offers daily, structured tutoring sessions, as well as flexible and tailored academic support to individual students. We offer a Bilingual Option (English and French), as well as the Duke of Edinburgh's Award program, and are a proud member of Round Square, through which students can go on exchanges and volunteer abroad.

### **ONTARIO**



Pensionnat du SAINT-NOM-DE-MARIE Saint-Nom-de-Marie

Stanstead College



**Academy for Gifted** Children – P.A.C.E.

pace.on.ca



### stansteadcollege.com

450 Dufferin St., Stanstead, QC JOB 3E0

Year established 1993	<b>Grades</b> 1 to 12	<b>Gender</b> Co-ed
Teacher to	<b>Boarding</b>	<b>Annual Fees</b>
Child ratio	No	\$13,500

12 Bond Cres., Richmond Hill, ON L4E 3K2

Janice Gruchy | (905) 773-0997

### **Affiliations**

### psnm.qc.ca

628, chemin de la Côte-Sainte-Catherine, Outremont, QC H2V 2C5

Year established 1905	<b>Grades</b> 7 to 11	<b>Gender</b> Girls
Teacher to Child ratio 1:33	<b>Boarding</b> Yes	<b>Annual Fees</b> \$4,500-\$10,700

#### **Contact:**

Madeleine Deguire | (514) 735-5261, ext. 3045 admission@psnm.qc.ca

### **Affiliations**





Pensionnat du Saint-Nom-de-Marie is a private francophone all-girl high school that aims to provide a high level of education for its students while developing their full potential. Specializing in girls' education for over 110 years, the school recognizes the importance of effort and intellectual rigour, but also of balance, in order to cultivate happiness in a positive and stimulating learning environment. Fundamental human values such as sharing, cooperation, concern for others, awareness of social inequalities and openness are at the heart of Pensionnat du Saint-Nom-de-Marie's mission statement. With a human and rigorous approach, it encourages experimentation and reflection through various programs: International Baccalaureate, Musique-études (an intensive music program in collaboration with École de musique Vincent-d'Indy) and Danse-études (an intensive professional dance program in collaboration with École supérieure de ballet du Ouébec). In addition to its 30 sports teams, the school offers ELA (English Language Arts), Option Sciences plus (three science classes in secondary 5), courses which offer extra enrichment, language exchanges, a wide array of extracurricular activities, and a school residence.

#### Year Grades Gender established 7 to 12 Co-ed

Teacher to Child ratio 1:8	<b>Boarding</b> Yes	<b>Annual Fees</b> \$49,900

#### **Contact:**

Joanne Carruthers | (819) 876-2223 admissions@stansteadcollege.com











Three granite arches grace the entrance of Colby House, Stanstead College's main building. The arches reflect the school's motto - Sanitas Sapientia Religio or health, wisdom and integrity - as well as its highly structured programs of academics, athletics and student life.

At Stanstead College boys and girls in Grades 7 through 12 live and study on a picturesque campus surrounded by the hills of Quebec's Eastern Townships and Northern Vermont. The school has a population of approximately 240 students from around the world and a highly involved faculty and staff. In addition to the Quebec Diploma at Secondary V (Grade 11), Stanstead College offers a Grade 12 option based on Advanced Placement and Ontario pre-university programs.

Students enjoy a strong sense of community as they prepare for university. Building on over 140 years of tradition, Stanstead College reinforces traditional values as it embraces innovation in a constantly changing world.

The Academy For Gifted Children - P.A.C.E. is a non-denominational, co-educational private day school devoted entirely to meeting the needs of identified intellectually gifted students in grades 1-12.

Through a differentiated curriculum built on greater depth and breadth of instruction using methodologies specific to gifted education, our primary goal is to enhance the abilities of our students, while simultaneously addressing their social and emotional needs.

P.A.C.E. is based on the premise that gifted children need high-powered learning experiences to challenge their minds and ensure intellectual growth and achievement. In addition to the academic disciplines, P.A.C.E. students excel through their experiences with dynamic field studies, a competitive fine arts program, a comprehensive athletic program and a plethora of national and international competitions. P.A.C.E. has ranked nationally in math, science, and Robotics, and in both creative and expository writing competitions; these wonderful opportunities serve as a catalyst to the pursuit and achievement of our students' future goals and successes.

### ONTARIO



**Bayview Glen** Independent School

Bayview Glen



The Country **Day School** 



**Crescent School** 





### bayviewglen.ca

275 Duncan Mill Rd., Toronto, ON M3B 3H9

Year established 1962	<b>Grades</b> Preschool to 12	<b>Gender</b> Co-ed
<b>Teacher to Child ratio</b> Varies	<b>Boarding</b> No	<b>Annual Fees</b> \$11,985 - \$26,520

### **Contact:**

Judy Maxwell | (416) 443-1030 jmaxwell@bayviewglen.ca

### **Affiliations**









Bayview Glen is Toronto's academically invigorating, internationally connected, coeducational Preschool-through-Grade 12 independent school. Thriving on two closely connected campuses, our carefully calibrated programme welcomes the youngest preschoolers and guides them, step-by-step, to become intelligent, compassionate young adults. Our close-knit and vibrantly diverse community, inspired by expert teachers and fueled by a forward thinking curriculum, shapes independent thinkers and proactive citizens. Bayview Glen students graduate as caring, engaged cosmopolitans, fully prepared for top post-secondary institutions at home and abroad. Equally important, they step forth with the intellectual and personal fortitude to embrace and enhance a world of accelerating change.

### www.cds.on.ca

13415 Dufferin Street, King, ON L7B 1K5

Year established 1972	<b>Grades</b> JK to 12	<b>Gender</b> Co-ed
<b>Teacher to Child ratio</b> 1:9	<b>Boarding</b> No	<b>Annual Fees</b> \$28,500

#### **Contact:**

David Huckvale | (905) 833-1972 admissions@cds.on.ca

### **Affiliations**







Situated on a 100-acre campus north of Toronto among the rolling hills of King Township, The Country Day School is a leading JK-12 co-ed, non-denominational independent school. Since 1972, the dynamic and friendly CDS community has been nurturing student talent and fulfilling promise. Our innovative approach to learning integrates leading-edge technology, sophisticated facilities and exceptional teaching. We offer a superior educational experience that is sensitive to individual needs, enables learning and equips students for life. Emphasizing education with balance, CDS provides diverse opportunities in academics, athletics, and visual and performing arts. Plus, students of all ages also love to explore our sprawling campus for outdoor education activities. This is a place of possibilities where students unearth their passions and everyone feels known, supported and inspired. This is a school where each graduate can answer the biggest question of all: Who will you be? Learn more at www.cds.on.ca.

### crescentschool.org

2365 Bayview Ave., Toronto, ON M2L 1A2

Year established 1913	<b>Grades</b> 3 to 12	<b>Gender</b> Boys
Teacher to Child ratio 1:8	<b>Boarding</b> No	<b>Annual Fees</b> \$33,250

#### **Contact:**

Mr. David Shaw | (416) 449-2556, ext. 228 apply@crescentschool.org

### **Affiliations**







Crescent School, located in Toronto, has been a leader in boys' education since 1913. Our mission, Men of Character from Boys of Promise, recognizes every student's potential, enabling each boy to seize the possibilities associated with his unique abilities. Character development is part of our DNA. We are deeply committed to mentoring, role modelling and relational learning – areas educational experts believe bring out the best in boys. Each boy has mentors, coaches and teachers who invest the time needed to ensure he feels known. cared for and recognized as an individual. Our rigorous learning environment and superb faculty foster a strong work ethic and love of learning. And our co-curricular Character-In-Action programs in the arts, athletics, business, outreach and robotics develop character outside the classroom. Our expertise is supported by exceptional resources, including high-tech learning spaces, libraries, a professionally equipped theatre, an artificial turf playing field and a state-of-the-art athletic facility. Students' experience at Crescent is enriched by a supportive, enthusiastic community of parents and alumni.



#### The Dalton School



## **High School**

The Element



THE **element** 

#### Hillfield Strathallan College



#### www.thedaltonschool.ca

1585 Yonge St., Toronto, ON, M4T 1Z9

Year established 2012	<b>Grades</b> JK to 8	<b>Gender</b> Co-ed
Teacher to Child ratio 1:8	<b>Boarding</b> No	Annual Fees \$22,250

#### **Contact:**

Donna Booth | (416) 432-3475 dbooth@thedaltonschool.ca

#### **Affiliations**

Established in 2012, The Dalton School is a warm, enriched, non-denominational, multi-cultural environment where young minds can truly grow and develop. We are a dual-language school for children JK - Grade Eight, where all core grade level academic subjects including reading, writing, math, science and social studies are taught in both English and Mandarin by native speaking teachers.

At The Dalton School, your child will experience all the benefits that come with an English/Mandarin education. Our enriched, academic program develops well-rounded children with the skills and confidence they need to take on future challenges - whatever they may be.

#### elementhighschool.com

425 Marché Way, Unit 201, Ottawa, ON K1S 5J3

Year established 2012	<b>Grades</b> 7 to 12	<b>Gender</b> Co-ed
Teacher to Child ratio 1:18	<b>Boarding</b> No	<b>Annual Fees</b> \$16,608- \$18,288

#### **Contact:**

(613) 521-5185 info@elementhighschool.com

#### **Affiliations**

Ontario YOF EDUCATION

The Element High School, located in Ottawa, Ontario, provides conditions that will put youth 'in their element,' in school and beyond.

What engages us depends on our stage of development and so there are two programs at The Element High School, e1 for Grades 7 to 8 and e2 for Grades 9 to 12, each responsive to two unique stages of development. Each of these programs takes advantage of the intersection of youths' developmental characteristics and the requirements of the real world. This creates the conditions for focused engagement that lead to personal excellence.

Our physical spaces support an innovative high school education that maximizes youths' intellect, energy, and growth. There are a variety of learning commons rooms – spaces with a variety of seating where lessons can be given to individuals, small groups or a larger class. There are quiet break-out rooms for seminar groups or independent study, as well as a small commercial kitchen for students to prepare lunches for their class, an art/design studio and a science lab.

#### hsc.on.ca

299 Fennell Ave. W., Hamilton, ON L9C 1G3

Year established 1901	<b>Grades</b> Preschool to 12	<b>Gender</b> Co-ed
Teacher to Child ratio 1:16-20	<b>Boarding</b> No	<b>Annual Fees</b> \$7,416-\$26,904

#### **Contact:**

Sheriann Heath-Johnston (905) 389-1367, ext. 106 | admissions@hsc.on.ca

#### **Affiliations**







Established in 1901, Hillfield Strathallan College (HSC) is one of Canada's leading co-educational independent schools, offering enriched academic, art and athletic programs to students 18-months through Grade 12.

HSC offers purposefully designed programming, with robust support services, to ensure student success. In the College's state-of-the-art facilities on the 50-acre campus in Hamilton, Ontario, HSC encourages students to learn with joy and live with purpose.

Learn more about the learning opportunities available at Hillfield Strathallan College by visiting hsc.on.ca or calling (905) 389-1367.

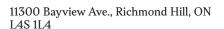
#### ONTARIO



#### **Holy Name of Mary College School**



hts.on.ca



Year established 1981	<b>Grades</b> JK to 12	<b>Gender</b> Co-ed
Teacher to Child ratio 1:18	<b>Boarding</b> No	<b>Annual Fees</b> \$26,995-\$31,425

#### **Contact:**

Richard Visers | (905) 737-1115 admissions@hts.ca

#### **Affiliations**







## www.hnmcs.ca

2241 Mississauga Rd., Mississauga, ON L5H 2K8

Year established 2008	<b>Grades</b> 5 to 12	<b>Gender</b> Girls
Teacher to Child ratio 1:12	<b>Boarding</b> <b>offered</b> Homestay	<b>Annual Fees</b> \$17,250

## **Contact:**

Giselle Fernandes | (905) 891-1890, ext. 103 admissions@hnmcs.ca

**Affiliations** 

INCEA









Holy Name of Mary College School is an independent Catholic school for girls in grades 5-12. Set on a picture que 7 acre setting in Mississauga the school is guided by our founders, the Felician Sisters & the Basilian Fathers, two icons of Catholic education.

We provide a high achieving, university preparatory programme to guide bright, curious and dedicated students by shaping their minds and touching their hearts. Our distinctive balance of support, encouragement, and nurturing relationships prepares students to meet the challenges and uncertainties of a changing world with resiliency and a strong moral compass.

A unique tapestry of academic excellence, athletics, arts, outdoor education, and cocurricular activities combined with leadership experience provides countless engaging opportunities for girls to be inspired and leverage their voices.

It is a school distinguished by excellence that invigorates the student experience and celebrates the uniqueness of every girl in a culture of academic achievement that builds self-confidence and empowers girls to become influential leaders of change.



## **Holy Trinity School**



## **Magnificent Minds**

magnificentminds.ca



37 Southbourne Ave., North York, ON M3H 1A4

Year established 2011	<b>Grades</b> K to 8	<b>Gender</b> Co-ed
Teacher to Child ratio 1:4	<b>Boarding</b> No	<b>Annual Fees</b> \$16,000- \$25,000

#### **Contact:**

Billy Kelner | (647) 404-6349 magnificentmindstoronto@gmail.com

#### **Affiliations**

Holy Trinity School (HTS) is a co-ed, JK-Grade 12, independent day school that provides a safe, structured and supportive environment for students to develop character and values such as respect, integrity, empathy and courage.

Our mission is rooted in academic excellence and committed to pursuing innovative teaching practices and programs to support the development of all our learners. Our academic program is complemented by extensive sports, music, drama, art and co-curricular programs that provide a rich and well-rounded school experience for students of every age.

Our vision for all learners recognizes and leverages individual uniqueness and dignity while fostering agency and choice. We believe that the purpose of an education is to prepare students for life. A confident, intellectually agile, empathetic citizen is what our rapidly-evolving world needs and this is the promise of an HTS education.

Come and visit us, we can't wait to meet you.

Magnificent Minds is a low-ratio, co-educational private school for students from pre-kindergarten to grade 8. Using the science of learning and an experiential approach, we motivate our students to achieve academic excellence, personal greatness and develop multiple intelligences.

We offer an inclusive environment equipped to meet students' diverse needs, and are dedicated to championing each student. We know individualized education calls for an approach that assesses student skills across their multiple intelligences.

We are dedicated to low-ratio classrooms, and provide group learning experiences which account for the strengths and needs of each student. For many of our students, traditional one-size-fits-all instruction has missed the mark. That's why we develop and extend knowledge in areas of strength, and build upon existing skills in a systematic, precise way in areas of need.

Through our psychoeducational approach, we understand the variables that impact learning. We know that education must target the development of the whole child across multiple paradigms.





#### **Odyssey Heights School For Girls**



#### Metropolitan Preparatory Academy

49 Mobile Dr., Toronto, ON M4A 1H5

Grades

**Boarding** 

Homestay

Wayne McKelvey | (416) 285-0870

Metropolitan Preparatory Academy is

a semestered, coeducational, university

challenging yet supportive program for

students in Grades 7 to 12. Walking into

Metro Prep, you'll quickly notice that it's

not your "old-fashioned" private institution.

Faculty and administration doors are

open, encouraging strong relationships with

students and their families. No uniforms are

in sight, allowing young men and women to

students are taught to trust their instincts,

to think both critically and creatively,

ask questions, and seek the help they

need to succeed. Extensive athletic and

extracurricular opportunities foster the

In this comfortable setting, Metro Prep's

challenging, yet the environment is supportive

preparatory day school that offers a

The academics are structured and

admissions@metroprep.com

7 to 12

metroprep.com

established

Teacher to

Child ratio

**Affiliations** 

and nurturing.

1982

1:12 Contact:

Gender

**Annual Fees** 

\$23,060

Co-ed

## **Montcrest School**

#### montcrest.on.ca

4 Montcrest Blvd., Toronto, ON M4K 1J7

Year established 1961	<b>Grades</b> JK to 8	<b>Gender</b> Co-ed
Teacher to Child ratio 1:7-1:18	<b>Boarding</b> No	<b>Annual Fees</b> \$19,975-\$39,300

#### **Contact:**







Natalie Hollinshead | (416) 469-2008, ext. 230 admissions@montcrest.ca

#### **Affiliations**





Montcrest is a JK – 8, co-educational school community focused on providing studentcentred learning in a caring and nurturing environment. We combine our nearly 60 years of experience with leading-edge teaching and learning practices. Now more than ever, we know that our approach to academic and social-emotional development is what elementary school children need to grow and thrive. Located in the Broadview and Danforth area of Toronto, Montcrest offers a challenging core curriculum through critical inquiry in a dynamic and nurturing environment. A dedicated faculty provides excellent instruction and individual attention in small classes. Our many co-curricular and outreach programs reflect the values of our Standing for Character Program: Respect, Responsibility, Integrity, Compassion, and Courage. Smaller classes for children with learning disabilities are offered from Grades 3 to 8. Our broad aspiration is to be recognized as the leading elementary school community in Canada in realizing the unique potential of each child. Discover how your child could develop and thrive at Montcrest. Please visit our website for information about

personal tours and open houses.

#### www.odysseyheights.ca

Yonge Lawrence Village, 28 Fairlawn Avenue Toronto, ON M5M 1S7

Year established 2018	<b>Grades</b> 1 to 12	<b>Gender</b> Girls
Teacher to Child ratio 1:10	<b>Boarding</b> No	<b>Annual Fees</b> \$25,950- \$31,275

#### **Contact:**

Ms. Elizabeth McCready | (416) 556-4079 mselizabeth@odysseyheights.ca

#### **Affiliations**









Our world does not need more test-takers, memorizers, or followers. Now more than ever, we need critical thinkers, entrepreneurs, creative problem solvers and doers. Odyssey Heights School for Girls meets the challenges of girls in the 21st Century by applying current cognitive neuroscience research, kindness, & a healthy dose of common sense to develop: Resilience, Empowerment, Academics, Creativity, & Health in all our students. Odyssey Heights girls

R.E.A.C.H. higher, & have the skills, confidence, compassion, tenacity, & bravery to succeed in life. Our Montessori International Curriculum is: brainbased, multiple learning styles positive, project-based, experiential/hands-on, and interdisciplinary. Our lovely sunlight filled classrooms have seating choices that allow movement. Students & staff eat healthy 2nd breakfasts & lunches together. Peace Education, Entrepreneurship, & French are offered from grades 1-12. We offer REACH Ahead Ontario grade 9 credits for grade 8 students, Duke of Edinburgh Award, 1:1 iPads, & a July term. AP courses start 2019 & grade 12 in 2020.

#### physical and social potential of each child. For over 30 years. Metro Prep has been preparing children for the academics of University with the skills needed for lifelong success. Preparation begins now!

express their individuality.

#### ONTARIO



#### **OMS Montessori**



#### St. Andrew's College



#### St. Clement's School



#### omsmontessori.com

335 Lindsay St., Ottawa, ON K1G 0L6

Year established 1966	<b>Grades</b> Toddler to 6	<b>Gender</b> Co-ed
<b>Teacher to Child ratio</b> Varies	<b>Boarding</b> No	<b>Annual Fees</b> \$12,480-\$20,760

#### Contact:

(613) 521–5185 | info@omsmontessori.com

#### **Affiliations**



Established in 1966, OMS Montessori is a non-profit, charitable corporation accredited by the Canadian Council of Montessori Administrators (one of only three schools in Ottawa). We serve around 300 students from 18 months to grade 12, with Francophone and English programs offered. OMS Montessori is the first Montessori school in Ottawa and we continue to be an educational leader by creating and implementing education beyond the ordinary.

OMS Montessori creates multi-age learning communities that support each student as a life-long learner. Assessing progress through daily observation and guiding each student through dynamic activity, OMS Montessori enables each student to develop fully as a confident, self-directed, responsible citizen of the world.

#### sac.on.ca

15800 Yonge St., Aurora, ON L4G 3H7

Year established 1899	<b>Grades</b> 5 to 12	<b>Gender</b> Boys
<b>Teacher to Child ratio</b> Varies	<b>Boarding</b> Yes	<b>Annual Fees</b> \$35,120-\$63,500

#### **Contact:**

Michael Roy | (905) 727-3178, ext. 242 michael.rov@sac.on.ca

#### **Affiliations**









St. Andrew's has been educating young men since 1899, and true to our mission statement, we are "dedicated to developing the complete man, the well-rounded citizen." We pride ourselves on our outstanding teachers, firstrate facilities, beautiful grounds, and programs that prepare boys to go out in the world and make a difference.

As you will discover, St. Andrew's is not an ordinary place. We strive to nurture and develop creative boys who can perform above and beyond conventional standards. As a day and boarding school comprised of 260 boarding students from 25 countries and 390 day students, we form an international community that flourishes in its diversity.

Our curriculum is designed to encourage students to become the best they can be academically, artistically, and athletically. Robust academic programming is guided by four areas of focus: boy-friendly instructional strategies, collaboration and teamwork, the development of critical-thinking skills, and the promotion of a growth mindset. Academics are balanced with a broad variety of extracurricular activities, leadership opportunities, educational trips, and weekend programs.

#### scs.on.ca

21 St. Clements Ave., Toronto, ON M4R 1G8

Year established 1901	<b>Grades</b> 1 to 12	<b>Gender</b> Girls
Teacher to Child ratio 1:8	<b>Boarding</b> No	<b>Annual Fees</b> \$29,900

#### **Contact:**

Elena Holeton | (416) 483-4414, ext. 2227 elena.holeton@scs.on.ca

#### **Affiliations**







You want your daughter to develop sound values and character, to thrive in her school years and in life, and to be academically prepared for what comes next. It all starts right here at St. Clement's!

St. Clement's School is a small, independent girls' day school in midtown Toronto where each girl across Grades 1-12 is known and supported, enabling her to get the most out of our full academic and cocurricular offering. The School is committed to developing outstanding women who are intellectually curious, courageous, and compassionate. We inspire a passion for lifelong learning, we foster intellectual curiosity, and we instill the courage to take risks, leading to discovery and innovation.

An overarching sense of community is a defining feature of our School. The Junior (Grades 1-6) and Upper (Grades 7-12) Schools are distinct yet interconnected communities that, together, create an exceptional school spirit.

Learn more at scs.on.ca



St. John's-Kilmarnock School



#### www.sjkschool.org

2201 Shantz Station Road, Waterloo Region (Breslau), Ontario NOB 1MO

Year established 1972	<b>Grades</b> JK to 12	<b>Gender</b> Co-ed
Teacher to Child ratio 1:15	<b>Boarding</b> Yes	<b>Annual Fees</b> \$17,000- \$57,300

#### **Contact:**

Britt Leeking | (519) 648-3602, ext. 316 bleeking@sjkschool.org

#### **Affiliations**









St. John's-Kilmarnock School (SJK) is the leading co-educational independent school in the Waterloo and surrounding region. The School is located on a beautiful 36acre natural campus and offers enriched educational programming for students in JK - Grade 12 through its accredited International Baccalaureate (IB) curriculum.

At SJK, students exceed expectations in an environment where they are engaged, understood and supported. Students learn through inquiry-based instruction where they are encouraged to reach their full potential. The quality of contextual learning is one of the aspects that make SJK and the IB education powerful and distinct.

A dynamic and diverse co-curricular program helps develop the whole child and extends learning beyond the School's gates. The community has the opportunity to try new things, discover passions and learn the value of different perspectives and cultures.

At SIK students find their excellence within, love to learn, and graduate as confident, well-rounded individuals, fully prepared for post-secondary education and life beyond.

The journey begins here.



TFS - Canada's **International School** 



#### tfs.ca

306 Lawrence Ave. E., Toronto, ON M4N 1T7 1293 Meredith Ave., Mississauga, ON L5E 2E6

Year established 1962	<b>Grades</b> Nursery to 12	<b>Gender</b> Co-ed
<b>Teacher to Child ratio</b> Varies	<b>Boarding</b> No	<b>Annual Fees</b> \$18,270- \$30,450

#### **Contact:**

Denise McLean | (416) 484 6533, ext. 4247 admissions@tfs.ca

#### **Affiliations**









TFS' mission is to develop multilingual critical thinkers who celebrate difference, transcend borders and strive for the betterment of humankind. The pioneer of French immersion in Canada, TFS offers an education that is unparalleled in its excellence, preparing students for today's global world. Bilingual and coed since 1962, TFS teaches the curricula of France and Ontario through the framework established by the IB programs. We want our students to exude academic ambition, benefit from an all-round development as individuals and citizens, and view the world from an international perspective. TFS students balance rigorous science, arts and humanities programs. No prior knowledge of French is needed up to Grade 7, due to our successful Intro program. Co-curriculars include competitive sports, robotics, and a variety of arts. Students benefit from exceptional facilities, a 26-acre ravine, and a diverse, non-denominational environment. Two campuses: Toronto (age 2 to UE) and Mississauga (PK to Grade 7). Ask about our full entrance scholarships for Grade 7 and above.



#### **TMS**



#### tmsschool.ca

8569 Bayview Ave., Richmond Hill, ON L4B 3M7 500 Elgin Mills Rd. E., Richmond Hill, ON L4C 5G1

Year established 1961	<b>Grades</b> Preschool to 12	<b>Gender</b> Co-ed
<b>Teacher to Child ratio</b> Varies	<b>Boarding</b> No	<b>Annual Fees</b> \$16,500- \$30,000

#### **Contact:**

Silvana Fazzari | (905) 889-6882, ext. 2230 admissions@tmsschool.ca

#### **Affiliations**











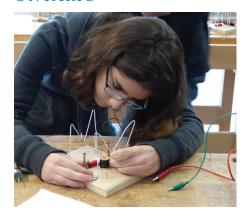
TMS creates opportunities for children to be inspired by learning through experimentation, exploration, and self-discovery.

Located in Richmond Hill, our Montessori Lower School is for students 18 months to Grade 6. You hear the laughter, see the joy on students' faces, and feel the trust parents have as they drop off their children. Our Upper School (Grades 7-12) offers the only independent school International Baccalaureate (IB) Programme in York Region.

On any given day, this modern campus may showcase a student art exhibit, impromptu debate or a pop-up lab for group projects. But don't just take our word for it.

Finding the right school for your child is too important. You have to visit and see and feel it for yourself. Our Montessori start and IB finish provide a unique framework within which your child can say I Am Known.

#### **ONTARIO**



#### **Toronto Waldorf School**



#### torontowaldorfschool.com

9100 Bathurst St., Unit 1, Thornhill, ON L4J 8C7

Year established 1968	<b>Grades</b> Preschool to 12	<b>Gender</b> Co-ed
<b>Teacher to Child ratio</b> Varies	<b>Boarding</b> No	<b>Annual Fees</b> \$3,800-\$20,100

#### **Contact:**

Katie Ketchum | (905) 881-1611, ext. 314 kketchum@torontowaldorfschool.com

#### **Affiliations**





Founded in 1968, Toronto Waldorf School (TWS) is a private school serving children in the Greater Toronto Area from preschool to Grade 12. Our purpose is to inspire children to reach their full potential by imparting a sense of responsibility, freedom, and discovery. Our curriculum helps children develop habits, values, and competencies necessary to achieve their goals. Graduates are confident, good citizens who are accepted into the postsecondary programs of their choice.

Toronto Waldorf School is founded on the principles of Waldorf Education:

- Creativity and Innovation
- Strong academics through experiential learning and arts integration
- The Right Thing at the Right Time
- How to Think, Not What to Think
- Environmental Stewardship
- Commitment to Culture and Community

The Waldorf curriculum's ability to engage young minds in a creative, practical way is a testament to its academic strength; it's why many Silicon Valley executives send their children to Waldorf schools (Toronto Star). Experience Waldorf. 60 Countries. 1000 schools.



#### **Trafalgar Castle** School



TABS

#### trafalgarcastle.ca

401 Reynolds St., Whitby, ON L1N 3W9

Year established 1874	<b>Grades</b> 4 to 12	<b>Gender</b> Girls
Teacher to Child ratio 1:8	<b>Boarding</b> Yes	<b>Annual Fees</b> \$22,545 - \$59,515

#### **Contact:**

Martha Cassidy (Boarding), Karen Wylie (Day) (905) 668-3358 | admissions@trafalgarcastle.ca

#### **Affiliations**







Located in Whitby, Trafalgar Castle School is an all-girls day and boarding school inspiring students in Grades 4-12. The world has changed but our place at the forefront of girls' education has not. As a result, for nearly 150 years, Trafalgar Castle girls have become women of impact.

Our small-school advantage means we are agile enough to provide the most up-to-date learning environment and intimate enough to cultivate a strong sense of belonging. With 100% of our graduates accepted to the university of their choice, we provide exceptional academics within a warm and welcoming community, while helping to build women of strength and character. Our academic program challenges each student to know her mind, contribute ideas and question assumptions, while enriching the Ontario curriculum with internationally acclaimed programs that draw on the best from around the world in math, science, English, music and languages. Our Castle is a place like no other, where women learn to make meaningful contributions in the life of their school and beyond.



## Vaughan College



#### vaughancollege.ca

9121 Weston Rd., Unit 3, Woodbridge, ON L4H 0L4

Year established 2009	<b>Grades</b> 9 to 12	<b>Gender</b> Co-ed
Teacher to Child ratio 1:12	<b>Boarding</b> No	<b>Annual Fees</b> \$9,500

#### Contact:

Dhan Aiyar | (905) 265-9229 info@vaughancollege.ca

#### **Affiliations**

Vaughan College (VC) is one of the most distinguished private high schools in Woodbridge, Ontario. We strive to provide an open and engaging environment, where every student has the chance to reach their full potential. Our school is dedicated to students from Woodbridge and its surrounding areas,

Vaughan College (VC) is an Ontario Ministry of Education inspected private high school. The school was founded in 2009 by former teachers and Principals and was created to serve students in grades 9 to 12. In addition to the day school, we also offer high school credit courses in our night school and summer school programs. Check out our academics web page to learn more about earning high school credit courses with our school, one of Woodbridge's excellent private schools.

Our school programs encourage students to understand the challenges of the 21st century while valuing different cultures and alternative views of the world. Our aim is to develop global minds, in order to foster thirst for knowledge and lifelong learning while building their character.



#### Villanova College



#### Walden **International School**



## The York School



#### villanovacollege.org

2480 15th Sideroad, King City, ON L7B 1A4

Year established 1999	<b>Grades</b> 4 to 12	<b>Gender</b> Co-ed
Teacher to Child ratio 1:8	<b>Boarding</b> No	<b>Annual Fees</b> \$18,300 \$19,000

#### **Contact:**

Jennifer Grav | (905) 833-1909 admissions@villanovacollege.ca

#### **Affiliations**









Villanova College is York Region's only independent Catholic school, preparing young men and women for university and for life. Learning at Villanova is exciting, engaging and enduring. Small class sizes, the Teacher-Advisor Program, and the Guided Learning Centre allow our faculty to give students individual attention and exceed their potential. Talents are nurtured through specialty academic programs, including Advanced Placement and STEM (Science, Technology, Engineering and Math), as well as extensive co-curricular programs such as music, the performing arts and athletics. Our Educational Technology plan includes a Windows-based laptop program for grades 7 to 12. The school has stateof-the-art facilities, and sits on an idyllic, 33-acre setting on the Oak Ridges Moraine. The academic achievements of Villanova graduates are consistently recognized through scholarship offers and acceptance to preferred universities. Our graduates have gone on to study at the most selective programs at highly regarded universities in North America and internationally. To provide your child with a foundation for lifelong success, contact our admissions office or visit our website at www.villanovacollege.org

#### waldeninternationalschool.com

1030 Queen St. W., Brampton, ON L6X 0B2 2035 Upper Middle Rd. E., Oakville ON L6H 7G6

Year established 2014	<b>Grades</b> Pre-K to 8	<b>Gender</b> Co-ed
Teacher to Child ratio 1:15	<b>Boarding</b> No	<b>Annual Fees</b> \$10,000- \$18,000

#### **Contact:**

(905) 497-8890 admissions@waldeninternationalschool.com

#### **Affiliations**



Walden International School is an authorized International Baccalaureate (IB) World School offering the Primary Years Programme. The school will continue to expand its grade offerings and plans to offer to students the full IB continuum.

Inspired by Henry David Thoreau's book Walden, the school is committed to fostering independent, self-reliant learners in a nature-centric environment. Their mandate is to model for their students the merits of subscribing to an unadorned approach to living while developing a worldly view in pursuit of academic excellence.

As an international school with a globallyfocused curriculum, they promise to deliver a rigorous, relevant and necessary educational programme meeting the standards and demands of the world in which we live.

Walden's dedication to wellness and international mindedness ensures students are well-prepared for post-secondary studies and beyond. Its delivery of the Primary Years Programme demonstrates its ongoing commitment to nurturing young people who will mature into globally responsible citizens.

#### vorkschool.com

1320 Yonge St., Toronto, ON M4T 1X2 1639 Yonge St., Toronto, ON M4T 2W6

Year established 1965	<b>Grades</b> JK to 12	<b>Gender</b> Co-ed
Teacher to Child ratio 1:18	<b>Boarding</b> <b>offered</b> No	<b>Annual Fees</b> \$24,100-\$31,100

#### **Contact:**

Praveen Muruganandan | (416) 646-5275 admission@vorkschool.com

#### **Affiliations**









The York School offers a challenging and progressive independent school experience. Located on Yonge Street in the heart of midtown Toronto, our two campuses feature inspiring, flexible learning spaces and close proximity to the landmarks and institutions of this world-leading city.

Our inquiring, knowledgeable and caring students are engaged citizens of the world well before they graduate. We integrate the vigour and richness of the International Baccalaureate curriculum with innovative technology, thinking and practice.

We create a real-world, hands-on learning environment. We immerse our JK-12 students in a balanced co-educational setting that emphasizes equality, adaptability and social justice. As an urban school with a global focus, we explore Toronto's cultural diversity, offer service learning trips around the world and foster a highly engaged international community of families and faculty.

We are progressive, contemporary, international, urban and unique.

#### BRITISH COLUMBIA









#### **Brentwood College** School



### **Brookes** Westshore



#### 👢 Brookes Westshore

#### www.alexanderacademy.ca

#200 - 688 West Hastings Street Vancouver, BC Canada V6B 1P1

Year established 2013	<b>Grades</b> 8 to 12	<b>Gender</b> Co-ed
Teacher to Child ratio 1:20	<b>Boarding</b> No	<b>Annual Fees</b> \$13,500- \$19,800

#### **Contact:**

Chervl Grenick | (604) 558-7365 c.grenick@alexanderacademy.ca

#### **Affiliations**





Located in the heart of downtown Vancouver,

educational day school offering Grades 8 - 12.

Alexander Academy is an International

Baccalaureate<sup>™</sup> (IB) World School offering the Diploma Programme. We are a co-

In March, 2018 Alexander Academy

authorization as an IB World School for the

skills needed for university study, further

programme also has a goal of developing

Alexander Academy is committed to

of global citizenship as well as creating a

safe and rich learning environment for all

students. Alexander Academy embraces

enhancing learning in the 21st century.

programs that inspire students to follow

independent paths to success. Our teachers

We are dedicated to providing educational

technology as a fundamental tool for

internationalism and fostering a sense

education and their chosen profession. The

people who can make a difference in the world.

Diploma Programme. The Diploma Programme

is designed to equip students with the academic

received official notification of their

## brentwood.bc.ca

2735 Mount Baker Rd., Mill Bay, BC VOR 2P1

Year established 1923	<b>Grades</b> 9 to 12	<b>Gender</b> Co-ed
Teacher to Child ratio 1:12	<b>Boarding</b> Yes	<b>Annual Fees</b> \$27,000-\$50,800

#### **Contact:**

Mr. Clayton Johnston | (250) 743-5521 Admissions@brentwood.bc.ca















Brentwood provides a modern, West Coast learning experience for global minded students who embrace the values of grit and joy.

Brentwood is a progressive, co-ed boarding school for Grades 9 to 12 located on a spectacular oceanfront campus on Vancouver Island, British Columbia, Canada. Student choice is a unique part of our culture and a deciding factor in who attends the School. We believe when students truly choose to be here, and they're surrounded by a family of like-minded friends and supporters, they can be anything. This philosophy creates a warm, friendly, and passionate community of students from over 40 countries around the world who gain the independence and skills necessary to succeed in the post-secondary world.

Prospective students are drawn to our school's innovative tripartite approach to academics, arts, and athletics; as well as our nurturing boarding environment and strong university preparatory programs. Our unique scheduling creates unrivalled opportunities for student discovery and growth. Not only is Brentwood a remarkable place to make lifelong friends while gaining a world-class education, it truly is where students choose to be.

#### westshore.brookes.org

1945 Sooke Rd., Victoria, B.C. V9B 1W2

Year established 2018	<b>Grades</b> 6 to 12	<b>Gender</b> Co-ed
Teacher to Child ratio 1:12	<b>Boarding</b> Yes	<b>Annual Fees</b> \$14,400- \$46,550

#### **Contact:**

Sheri Onushko | (250) 929-0506 admissions@westshore.brookes.org

#### **Affiliations**





Brookes uses the International Baccalaureate as its platform for learning. Students are supported in a caring environment and given opportunities to learn about themselves and to take action in areas in which they are passionate. We inspire and teach students about global issues by connecting ideas and stories locally. We strive to use our environment as a tool and a canvas for learning and action.

Brookes Canada is a founding member of Brookes Education Group, with schools that span three continents. The new Brookes Westshore will serve 300 day and boarding students in Victoria, B.C., from Grades 6 to 12.

Brookes is host to a vibrant learning community where each student is on a quest of self-discovery and personal growth. We aim to inspire students to become academically engaged, physically healthy, artistically sensitive, service minded, globally aware, and rich in character. We invite you to visit, to learn, and to live the Brookes vision of the world.

#### are committed to ensuring that each student has the opportunity to challenge themselves academically, enabling them to reach their personal level of academic excellence.

#### BRITISH COLUMBIA



## **Fraser Academy**



## **Mediated Learning** Academy



#### Vancouver Waldorf School



#### fraseracademy.ca

2294 West 10th Ave., Vancouver, BC V6K 2H8

Year established 1982	<b>Grades</b> 1 to 12	<b>Gender</b> Co-ed
Teacher to Child ratio 1:3	<b>Boarding</b> No	<b>Annual Fees</b> \$27,750-\$32,950

#### **Contact:**

Brooke Ellison | (604) 736-5575 admissions@fraseracademv.ca

**Affiliations** 









fraser academy

Fraser Academy is a leader in the empowerment and education of students with dyslexia and language-based learning differences. Our students are bright; yet acquiring language skills can pose a challenge for them.

A fully accredited, Gr 1-12 independent day school in Vancouver BC, more than 90% of our graduates go on to college and university. **OUR PROGRAMMING FEATURES:** 

- Maximum 10 students/class
- Prescriptive, One-to-One Language Instruction
- Personalized Programming
- School-Wide Executive Function Curriculum
- Firm Support Structure
- Interactive Classrooms
- Multisensory Learning Approach

Building skills, confidence and the experience of success from day one, we support each student to engage in achieving their full potential. Through a structured, individualized and therapeutic approach to teaching and learning, over time, student performance improves to align with intellectual potential.

Call Brooke Ellison, Admissions Coordinator, at (604) 736-5575 to see if Fraser Academy is a fit for your son or daughter.

#### mediatedlearningacademy.ca

550 Thompson Ave., Coquitlam, BC V3J 3Z8

Year established 2003	<b>Grades</b> K to 12	<b>Gender</b> Co-ed
Teacher to Child ratio 1:1.5	<b>Boarding</b> No	<b>Annual Fees</b> \$10,500- \$12,500

#### **Contact:**

Ingrid Jeffrey | (604) 937-3641 info@mediatedlearningacademy.org

#### **Affiliations**





The Mediated Learning Academy (MLA) was founded in 2003 and has recently been designated by the Ministry of Education a Special Needs School. Students with a wide range of challenges learn together in a safe and nurturing environment. We strive to instill in each student a desire to learn. Our Mediated Learning interactions are designed to foster a sense of curiosity, to help children acquire language and understanding and to develop the thinking skills necessary to reach their personal potential.

Teaching staff, speech-language and occupational therapists, physiotherapists and counsellors form a team, sharing their expertise and working towards the same child centered goals. Students come to MLA from all over the Lower Mainland. An assessment is required to determine eligibility to enter our school.

Our population includes children with high anxiety, autism, specific learning disabilities, health issues, or low cognition. Each one of our students is unique and appreciated and supported in unique ways.

#### vws.ca

2725 St. Christophers Rd. North Vancouver, BC V7K 2B6

Year established 1969	<b>Grades</b> Pre-School to 12	<b>Gender</b> Co-ed
Teacher to Child ratio 1:8 to 1:26	<b>Boarding</b> Homestay	<b>Annual Fees</b> \$13,050

#### **Contact:**

Karen Broom | (604) 985-7435, ext. 200 admissions @vws.ca

#### **Affiliations**





At the Vancouver Waldorf School, we believe education can change the world. Guided by Rudolf Steiner's anthroposophy, we provide an education based on a particular understanding of individual human development that fosters imagination, responsibility and a sense of truth. Our Early Childhood programs foster healthy social and physical development in addition to laying the foundation for future creative thinking through unstructured imaginative free play.

Throughout the grades, we offer a truly interdisciplinary approach, providing experiences in the natural world, fine and practical arts, music, drama and more, to cultivate a full range of capacities in each and every student. The Waldorf curriculum takes the physical, emotional, intellectual, social and spiritual (non-sectarian) needs of the students into account, addressing bodies, hearts and minds. We delay the introduction of computers and technology until High School.

Our programs nurture, inspire and challenge young people to achieve their highest potential as human beings. Our graduates are socially responsible, independent thinkers able to fulfil their life tasks and contribute to world renewal.

# JUST A SAMPLING OF ESTEEMED CANADIANS WHO ROLL

ATTENDED PRIVATE SCHOOLS



**Stephen Amell** actor, professional wrestler St. Andrew's College



**Manjit Minhas** CEO, Minhas Breweries and Distillery, star of television's Dragon's Den West Island College



Niki Ashton federal politician **UWC** Canada



Steve Nash former NBA basketball player St. Michael's University School



**Eugenie Bouchard** professional tennis player The Study Academy



Dr. Samantha Nutt founder and executive director of War Child Canada, doctor TFS (Toronto French School)



Michael Ignatieff author, academic, former politician Upper Canada College



Sandra Oh actor National Theatre School of Canada



**Jason Kenney** provincial and former federal politician Athol Murray College of Notre Dame



Julie Payette current Governor General and former astronaut UWC Atlantic



Elaine Lui television personality, entertainment reporter, TFS (Toronto French School)



**Kiefer Sutherland** actor St. Andrew's College

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yorkschool.com