

# SPECIFIC PROJECT STATUS REQUEST



Fall 2021

Royal West Academy

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## Section I Description of Specific Project Status

### Mission Statement

Royal West Academy is an alternative high school with a limited enrollment. Its mission is to provide a structured milieu in which students are committed to academic achievement, bilingualism, literacy in information technology, an appreciation of the arts, an understanding of social issues, and a sense of community responsibility.

The staff and administration encourage the development of self-discipline, learning and interpersonal skills, a strong sense of responsibility, community, and self-esteem in the students.

### Our Values

We believe that all students should:

1. Benefit from an atmosphere which encourages them to realize their potential, one that encompasses not only their academic development, but also their social and physical well-being.
2. Display responsible actions, self-discipline, and mutual respect through a structured environment.
3. Promote a school culture that embraces diversity, inclusion, and understanding of social issues.
4. Be provided with a curriculum enriched with accelerated content.
5. Develop the ability to function bilingually.
6. Develop in all students the ability to use digital technology effectively and ethically, and be able to assess the relevance and validity of information.
7. Explore the arts beyond the mandated curriculum.
8. Benefit from continuity and support for students through a "Teacher-Advisor" system.
9. Participate in the compulsory extra-curricular program that includes athletic, cultural, environmental, and community service activities as a means to promote personal development and school involvement.

10. Participate in a milieu in which parents, students, and staff share the responsibility for achieving the mission and goals of Royal West Academy.
11. Develop a strong sense of community within the school and in the extended community.

## Our Vision

To provide an environment in which the above-mentioned values can flourish.

## Some Distinctive Features of the Specific Project

Royal West Academy has distinctive features that are geared toward developing a well-rounded citizen.

### Extracurricular Activity Program

Throughout their 5 years at RWA, students must follow the school's compulsory in-house ECA program. It is completely staff-organized and staff-run. The slate of ECAs offered are subject to sufficient student interest and teacher availability. The program aims to promote a sense of belonging to our school community and takes into consideration the interests of both staff and students. An ECA and Community Coordinator is hired to oversee the program, which includes the tracking of students' ECA credits. The expense is charged to parents as a student fee.

- All students must participate in three extracurricular activities per year from the following categories: community, culture, sport, and environment. Students may not skip the same ECA category in two consecutive years. The ECA program at Royal West Academy serves as a means to develop personal growth, environmental awareness, a sense of belonging, and responsible citizenship.
- Sports activities are offered through the school's physical education curriculum, as well as our intramural and interscholastic program.
- Numerous cultural activities are offered through school clubs.
- Community service opportunities are coordinated through the school.
- The Environment Committee leads projects to heighten students' environmental awareness. Examples of projects in place may include: Earth Week, Waste Reduction Week, Green Bean Cuisine, Nuit Verte, Car-Free Day, working in the collective garden, composting, and a rooftop beehive program.
- The Environment Committee is one of several ECA-specific homerooms; the Student Life Association, Prefects, Light & Sound, and the Graduation Committee are also represented by their own homerooms. Students in these homerooms lead various activities throughout the year.

### **Community, Cultural, and World Awareness Programs**

The Community, Cultural, and World Programs function within the overall Extra-Curricular Activities programs at Royal West Academy, and as such, the slate of activities may change from year to year. An ECA and Community Coordinator is hired to oversee the program, which includes the tracking of students' ECA credits, the expense is charged to parents as a student fee. Programs below represent a sample of traditional activities offered.

- An extensive music curriculum is offered at every grade level. The music program integrates information technology through our Sound Engineering elective. A wide variety of extra-curricular opportunities are available to students. Royal West Academy organizes an Honour Band, a Jazz Band, a Winds orchestra, the only high school marching band in Montreal, Glee Club, and an *a capella* choir.
- Students in the first year of Cycle One are offered an introduction to all three arts programs: Music, Visual Arts, and Drama. They choose one art program beginning in the second year of Cycle One.
- The Bardolators program performs two Shakespeare productions every year and also supports the instruction of Shakespearean works through their presentation of vignettes in English Language Arts classrooms. A school musical production and annual Variety Show bring together students from Cycle One and Cycle Two.
- RWA has an annual Dance Show to raise funds for community-based organizations, such as Dans La Rue.
- Royal West Academy offers a wide variety of educational learning through travel. We offer an international exchange program, curriculum-based trips for each grade level, subject-domain trips, and trips to developing countries, which encourage a greater understanding of global issues.
- RWA offers a compulsory Modern World History program for all students in the third year of Cycle Two; a Human and Physical Geography course is also offered as an elective for these students.

### **Excellence in French and Bilingualism**

RWA has an enriched French language program based on the *Français, langue d'enseignement* curriculum, supported by an immersion program. We strive to promote the use of the French language in a variety of ways (ex. outings to plays and films) and to offer our students the opportunity to reach the level of French language proficiency to continue their post-secondary studies in French.

- Our French Immersion program is required of all students in Cycle One and Cycle Two. Courses offered in French in Cycle One are: *Français, langue maternelle, Science et technologie, Mathématiques, Géographie, and Histoire et éducation à la citoyenneté*. In the first year of Cycle Two, the courses offered in French include : *Français, langue d'enseignement or Français, langue maternelle, Histoire du Québec et du Canada, Science et technologie, Projet personnel d'orientation*.

- In Cycle Two students choose from two streams of French. They may continue in *Français, langue maternelle*, or they may choose the *Français, langue d'enseignement* course. Both courses can lead to post-secondary studies in French.

### **Academic Enrichment and Literacy in Information Technology**

We have a high achieving student body, which is why we offer a course load over and above MEQ requirements.

- Accelerated and enriched Math program with Pre-Calculus and Calculus courses offered in the third year of Cycle Two.
- Science: All students follow the General Science and Technology pathway as well as the Science and Technology of the Environment program in the second year of Cycle Two. Enriched Biology, Chemistry, and Physics are offered as electives.
- Compulsory completion of science projects as part of the Invention Convention in the first year of Cycle One, and for the Science Fair at least once between the second year of Cycle One and the second year of Cycle Two.
- Compulsory Educational Technology and Programming courses from the first year of Cycle One to the first year of Cycle Two, with optional advanced programming and advanced applications options, such as Digital Graphics, 3-D Modeling and Animation, Computer Science, and Film, with a view to developing computer literacy.
- Liberal Arts electives are offered in Psychology, and Human and Physical Geography.

### **Organizational and Planning Skills**

One of the keys to student success are organizational and planning skills. RWA recognizes that these skills, as they are a central aspect of executive functioning which is not fully developed in young adolescents, need to be taught if they are to be used.

- A **MindPOP** program (**M**indfulness, **P**lanning, **O**rganizing, and **P**rioritizing) has been developed to support Cycle I students as they transition from primary school to high school. MindPOP offers learning and life balance strategies to students and introduces basic components of mindfulness. There is a school-wide daily Moment of Pause-itivity whereby mindfulness, expressions of gratitude, visualization, etc. become an essential part of the school culture and a part of each student's mindset.
- **Essential Seminars for Secondary I Parents** are presented three times yearly to open/maintain dialogue with parents of Secondary I students as their children transition into high school. Suggestions of what parents can do at home to help with the process are an integral part of the seminars.

### **Parental Involvement**

An essential part of student success, whether it be on the personal, social, or academic level is the implication of parents. Our parent community is very involved in many aspects of school life. We appreciate all their involvement and support.

In order to organize parent involvement, all parents commit to assisting the school community via a Parent Involvement Form, wherein they can choose to help from a wide variety of categories of activities (please see attached form). Parents may be active as volunteers in our school library and school store, which provides school supplies to students. Parents are also involved in the management of the school's lost & found program, which returns lost items to the appropriate students wherever possible and donates remaining items to charity when no owner can be found. Parents are also indispensable members of our school community, who act as coaches of sports teams and as judges in events such as Science Fair and Robotics competitions.

Parents host a Science Fair Luncheon and a Convocation Reception through the Home & School Association, which is also responsible for coordinating an annual Book Fair. This is essential to our school's English Language Arts program.

Parents organize fundraising to help with school improvements such as the renovation of the school library and the renovation of our auditorium. Additionally, they provide financial support to a large number of our activities, including our Drama program and athletic teams.

## PARENT INVOLVEMENT FORM

As a parent who has enrolled your child at Royal West Academy, you have agreed to become an active member of the school community. The activities listed below can only succeed with the participation of parents like you. Please indicate which activities you would like to participate in, keeping in mind your availability, and provide your contact information where we can reach you. This form should be filled out for each participating parent.

- = Please fill this out digitally, print and have your child submit it/them back to their homeroom teacher = -

**Student Full Name & Homeroom**

**Comments**

**Parent Full Name**

**1st phone number**

**2nd phone number**

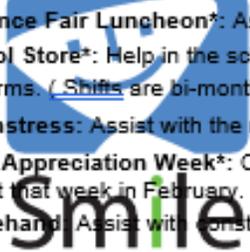
**Email**




*Check off the circle if you are interested in being the committee head of a given activity/task. Only those with an asterisk "\*" have committee heads.*

- Baker:** Contribute treats and other baked goods throughout the school year for a variety of events.
- Book Fair\*:** Help during the annual book fair in May with setting up or assisting the students.
- Chaperone:** Supervise school dances on Friday evenings that occur throughout the school year
- Coach:** Assist with team sports after school. Please indicate your sport preference(s):
- Convocation\*:** Host the Graduation Reception in June, including setup, serving and cleanup.
- Judge:** Judge the annual Science Fair in February. Scientific backgrounds are most welcomed.
- Landscaper\*:** Plant flowers help with weed control and general landscaping duties.
- Library Work\*:** Assist the librarian during the school day. (Shifts are bi-monthly or monthly).
- Miscellaneous:** Assist in various events that come up during the school year, not necessarily specified here
- Painter:** Help with interior painting of the school that occurs on a weekend in November and/or in April.
- RWA Foundation:** Fundraising for capital improvement projects. Current project: a new auditorium.
- Science Fair Luncheon\*:** Assist the Science Fair luncheon during the annual Science Fair in February.
- School Store\*:** Help in the school store, between 12:30 to 13:30, with the sale of school supplies and uniforms. (Shifts are bi-monthly or monthly).
- Seamstress:** Assist with the making of costumes for theatrical plays throughout the school year.
- Staff Appreciation Week\*:** Contribute food items, specialty services (ex: mani-pedi, massage ...) and/or assist that week in February.
- Stagehand:** Assist with constructions of sets for the theatrical plays throughout the school year.
- Uniform Sale\*:** Assist during either or both New and Used uniform sales that occur in June and in August. Shifts are flexible according to your availability.

*We would like to thank you in advance in helping make this a great school year for your child, the students, the teachers and the administration. - RWA Home & School Association*



Cultural Activites	Teacher	Homeroom	Grade	Time of Year	Credit
Art Club	K.Darouach	302	7	All year	1
Art Club	C.Suarez	113	7 to 11	Winter/Spring	1
Battle of the Books	A. Supino	Library	7 to 11	Winter	1
Big Brother/Big Sister	S. Di Pietro	226	7 to 11	All year	1
Board Game Club	F. Girardin/C.Northey	204	7 to 11	All year	1
Book Club	S. Amro	209	7 to 9	Winter	
Card Club (Italian)	R.Aiken	119	7 to 11	All year	1
Cartes de Noel	L.Moreau	108	7 to 11	All year	1
Chess Club	J.Lemelin	202	7 to 8	All Year	1
Choir (Acapella)	S.Macleod	117	7 to 11	All year	1 or 2
Club de The	L. Moreau	108	10 to 11	All year	1
Comic Book Club	C.Northey		7 to 11	All year	1
Crochet	S.Roy/L.Moreau	110/108	7 to 11	Fall	1
Dance Show	J. Zigby	306	7 to 11	All year	2
Diversity Caravan	J. Trehin	WW office	7 to 11	All year	2
Do It Yourself	M.Wilson	212	8 to 11	All year	1
Dungeons and Dragons	F. Girardin	204	7 to 11	All year	1
Feminism Club	C.Gehr/D.Dupuis	312/315	7 to 11	All year	1
Glee	L.Kissin	305	7 to 11	Fall	1
Grad Committee	M.Martin		11 (selected)	All year	1
Guitar Club	D. Dupuis	315	7 to 11	All year	1
Honour Band	G. Purdy	117	9 to 11 (By Audition)	All year	2
International Student Exchange	A.Diacoumacos	311	7 to 11	All year	2
Italian Language Intro Course	A.Liscio	307	7 to 11	Winter	1
Jazz Band	G.Purdy	217	9 to 11 (By Audition)	All year	1
Literary Magazine	M.Wilson	212	10 to 11	All year	1
Library Book Club	A. Supino	Library	7 and 8	All year	1
Library Volunteers	A. Supino	Library	7 to 11	All year	1
Make-Up Crew	S.Amro	209	8 to 11	All Year	1 or 1/2
Mandala Colouring/Card Club	S. Di Pietro/J.Trehin	226	7 to 11	Winter	1
Math Club	K. Darouach	302	7	All year	1
Math Competition Club	A.Abraham	201	7 to 11	Fall/Winter	1
Mural Painting	C.Suarez	113	7 to 11	Winter/Spring	1
Musical (auditions in May)	E.Kuch	216	8 to 11	Fall	3
Nasa Club	D.Dupuis	315	7 to 11	All year	1
Photography Club	J. Chen	206	7 to 11	All year	1
Prefecting	D.Colannino	213	10 to 11	All year	2
Robotics (Junior)	S. Nemeth	208	7 to 8	All year	1
Robotics (Senior)	S.Nemeth	208	9 to 11	All year	1
RWA Winds	S.Macleod	117	8 to 11	All year	1 or 2
Science Games Club	A. Liscio	307	7 to 10	Spring	1
SLIPP	S. Di Pietro	226	10 to 11	All year	2
Social Justice Club	A. Chronopoulos	215	7 to 11	All year	2

Society Game	R.Aiken	Boys gym	7 to 11	All year	1
Student Life Association	J. Zigby	306	8 to 11 (elected)	All year	3
Walk and Talk	H. Held	Near office	7	Fall	1
Wrapping Paper Club	C.Gehr	312	7 to 11	Fall	1
Yearbook (selected students)	J. Fogel	304	11	All year	2

Sport Activities	Teacher	Hr	Grade	Time of Year	Credit
Badminton (girls)	J.Bateman	114	7 to 11	Spring	1
Basketball (bantam boys)	P.Stewart-Reid	214	7 to 8	Winter	1
Basketball (midget boys)	S.Manstavich	Office	8 to 9	Fall/Winter	1
Basketball (midget girls)	A. Chronopoulos	205	8 to 9	Winter	1
Basketball (juvenile girls)	R. Aiken and A.Tetreault	109	10 to 11	Winter	1
Basketball (juvenile boys)	D.Dupuis	315	10 to11	Winter	1
Bike Club	L. Partington	301	7 to 11	Fall/Spring	1
Cross Country Running/Halo/Track	N.Rafael	210	7 to 11	All year	1
Curling (boys and girls)	J.Bateman	114	7 to 11	Winter	1
Dance Show	J. Zigby	306	7 to 11	All year	2
Flag Football (juv boys)	M.C. O'Neil	119	10 to 11	Fall	1
Floor Hockey	M. Ohayon		7 to 11	All year	1
Halo Road Race	J.Bateman	114	7 to 11	Spring	1
Open Gym	J.Bateman	114	7 to 11	All year	1 or 1/2
Powerwalking	S. Di Pietro	226	7 to 11	Fall/Spring	1
Rugby (Girls)	M.Wilson	212	TBD	Spring	1
Rugby (Boys)	B. Lapierre	310	7 to 11	Winter/Spring	1
SLA	J.Zigby	306	8 to 11	All year	3
Soccer (bantam boys)	J.Bateman	114	7 to 8	Fall	1
Soccer (bantam girls)	C.Pulice	313	7 to 8	Fall	1
Soccer (juvenile girls)	M.Martin		10 to 11	Spring	1
Soccer (juvenile boys)	J.Chen	206	10 to 11	Fall	1
Swim Team	L.Kissin/N.Rafael	305/210	7 to 11	Fall	1
Table Tennis	F. Girardin	204	7 to 11	All year	1
Track and Field (outdoors- boys and girls)	S. Di Pietro/N.Rafael	226/210	7 to 11	Spring	1
Triathlon Club	N.Rafael	210	7 to 11	All year	1
Ultimate Frisbee	M.C. O'Neil	114	7 to 11	Spring	1
Volleyball (midget boys)	J.Fogel	304	9 to 10	Fall	1
Volleyball (midget/juvenile Girls)	J.Mateus	office	9 to 11	All Year	2
Volleyball (bantam girls)	A.LeMarquand	211	7 to 8	Fall	1
Volleyball (recreational boys)	M.C. O'Neil	114	7 to 8	Winter	1
Volleyball (recreational girls)	M.C. O'Neil	114	9 to 10	Winter	1

Community Activity	Teacher	Homeroom	Grade	Time of Year	Credit
Bee Keepers Club	F.Girardin	204	7 to 11	All year	1
Big Brother/Big Sisiter Program	S.Di Pietro	226	7 to 11	All year	1
Choir (Acapella)	S.Macleod	117	7 to 11	All year	1 or 2
Club de Cartes de Noel	L.Moreau	108	7 to 11	All year	1

Connect	J.Trehin	WW office	7 to 11	All year	3
Dance Show	J. Zigby	306	7 to 11	All year	2
Diversity Caravan	J.Trehin	WW office	7 to 11	All year	2
Environment Committee	C. Almeida	113	7 to 11	All year	2
Feminism Club	C.Gehr/Dupuis	312/315	7 to 11	All year	1
Honour Band	G.Purdy/S.Macleod	117	9 to 11 (audition)	All year	2
International Student Exchange	A.Diacoumacos	311	7 to 11	All year	2
Italian Cards	R.Aiken	119	7 to 11	All year	1
Jazz Band	G.Purdy	117	9 to 11	all year	1
John Grant Volunteering Program	S. Di Pietro	226	10 to 11	Winter	2
LGBTQ Club	M. Winerberg/S. Di Pietro	225/226	7 to 11	All year	1
Library Book Club	A.Supino	Library	7 to 8	All year	1
Library Volunteers	A.Supino	Library	7 to 11	All year	1
LIFT Program (wellness program)	s. Di Pietro	226	7 to 11	All year	1
Light and Sound	C.Northey		8 to 11	All year	1
Make-Up Crew	S.Amro	209	8 to 11	All year	1 or 1/2
Mental Health Awareness	TBD	TBD	9 to 11	All year	1
Mural painting	C.Suarez	113	7 to 11	All year	1
Musical (auditions in May)	E.Kuch	216	8 to 11	Fall	3
Park N'Lot/Collective Garden	L.Partington	301	7 to 11	All year	1 or 2
Prefecting (selected)	D.Colannino	WW office	10 & 11	All year	2
RWA Winds	S. Macleod	117	8 to 11	All year	1 or 2
SLIPP	S.Di Pietro	226	9 to 11	All Year	2
Social Justice Club	A. Chronopoulos	215	7 to 11	All year	1
Society Game	R.Aiken	119	7 to 11	All year	1
Student Life Association	J. Zigby	306	8 to 11 (elected)	All year	3
Terry Fox Run	M.C. O'Neil	114	8	Fall	1
Walk and Talk	H. Held	Near office	7	Fall	1
Wrapping Paper Club	C. Gehr	312	7 to 11	Fall	1
Yearbook	J. Fogel	304	11 (selected)	All year	2

Environmental Activities	Teacher	Homeroom	Grade	Time of Year	Credit
Bee-Keepers Club	F. Girardin	207	7 to 11	Fall/Spring	1
Connect	TBA	WW office	7 to 11	All year	3
Do It Yourself	M.Wilson	212	8 to 11	All year	1
Earth Week	c. Almeida	104	7 to 11	Spring	1
Environmental Committee	C.Almeida	104	7 to 11	All year	1
La Nuit Verte	TBA		7 to 11	Spring	1
Library Volunteers	A.Supino	Library	7 to 11	All year	1
Park N' Lot/Collective Garden	L.Partington	301	7 to 11	All year	1
Science Games Club	A.Liscio	307	7 to 10	Winter	1
Student Life Association	J. Zigby	306	8 to 11 (elected)	All year	3
Wrapping Paper Club	C.Gehr	312	7 to 11	Fall	1

## Section II Criteria for Student Selection

1. Applications are accepted from any student eligible for English language instruction in the province of Quebec. All applicants, regardless of school of origin, are treated equally.
2. An application is considered complete when it includes previous school records. In particular, for those seeking acceptance to Secondary Cycle 1, year 1, the Elementary Cycle 3, year 1 June report card must be included in the applicant's dossier.
3. Applicants write qualifying tests in Mathematics, English Language Arts, and French to determine their compatibility with the Royal West Academy curriculum.
4. A limited number of students will be offered early acceptance based on their results on the qualifying tests and on their report cards.
5. Based on the results of the qualifying tests and report cards, some applicants and their parents/guardians will be invited for an interview.
6. The file of each applicant accorded an interview is reviewed by the selection committee to ascertain:
  - (A) A willingness to work hard;
  - (B) A sufficiently strong academic record to successfully meet the goals of the school and to participate actively in the extra-curricular activities programs.
7. Applications received after the published deadline date are considered late and are only considered after all on-time files have been evaluated.

## Section III      Impact on the School's Organization of Educational Services

1. Given that students are selected on the basis of their ability and interest to follow an enriched and accelerated program of study, additional subjects are included in the curriculum. The amount of time designated for each subject is therefore reduced, and a timetable of six periods of fifty-minutes each, over a seven-day cycle, is followed, to facilitate our program's needs.
2. A homeroom system is used to provide opportunities for students to have a "home base" and develop a relationship with a teacher. Teachers take on an advisory role with the students in their homeroom and make themselves available so as to be better able to provide support, as needed. Each school day begins with a homeroom period of ten minutes. All students in the first year of Cycle One are organized in same-level homerooms, composed of approximately twenty students. All other homerooms contain a mixture of approximately twenty students from the second year of Cycle One to the third year of Cycle Two; students remain in their multi-level homerooms until they graduate.
3. The extensive extracurricular activity program means that activities take place before school, during lunchtime, after school, and on week-ends. Consequently, the school's facilities are extensively used outside of the normal school day. Staff put in longer working hours, students put in long days, including during the weekend, and parents are frequently in the school volunteering. The impact is also felt by the custodial support staff that has to do their work around the activities taking place.
4. Due to the frequency with which students miss class, as a function of the school's ECA program, an online communication portal that is easily accessible by both students and their parents has been implemented by the majority of classroom teachers and extracurricular groups. This platform serves as a means by which important information, such as assignments, subject notes, event details, etc. can be transmitted.
5. Work sessions are organized during pedagogical days to discuss the impact of the school's enriched and accelerated program on our students and staff. Teachers are consulted regarding the timing of evaluations, with an aim to reduce student and staff stress during peak workload times throughout the year. "Blackout" periods have been introduced prior to mid-year and final exam sessions, as an additional strategy to minimize stress on students during periods of increased workload expectations.

## Section IV Evaluation of the Project and Parent Satisfaction

### Educational Achievements and Academic Success

The students of Royal West Academy continue to thrive academically as well as through our extracurricular programs. Our dedicated staff supports student learning and is an integral part of the success of our students. Some of our students' educational achievements include (based on the 2021-2022 school year, unless otherwise specified):

- Approximately sixty-six percent (66%) of all students in the first year of Cycle One complete the Mathematics program of the second year of Cycle One, in their first year at Royal West Academy.
- Approximately thirty percent (30%) of all students in the third year of Cycle Two complete the Pre-Calculus and Calculus Math Course.
- Approximately sixty-seven percent (67%) of students in the third year of Cycle Two are enrolled in Physics and Chemistry, which has typically seen a success rate of one hundred percent (100%).
- Approximately forty percent (40%) of students are enrolled in Music classes, across all levels.
- Approximately thirty-four percent (34%) of students are enrolled in Visual Arts classes, across all levels.
- Approximately twelve (12%) of students in the first year of Cycle One through the first year of Cycle Two are enrolled in Theatre Arts classes.
- Approximately twelve percent (12%) of students are enrolled in Leadership and Leisure Studies course, which contributes to the success of our varied and comprehensive extracurricular activity program.
- The enriched *Français, langue maternelle* program is required of all students in Secondary Cycle One. *Français langue d'enseignement* is offered in Cycle Two to approximately twenty percent (20%) of students. In June 2021, one hundred percent (100%) of Royal West Academy students taking *Français, langue d'enseignement* were successful upon completion of the program in their third year of Cycle Two.
- Students in all grade levels participate in a Summer Reading Program for their English Language Arts class. The program focuses on literacy and reading appreciation.

- Sixty-one percent (61%) of all courses in both years of Cycle One are taught in French. These include:
  - Mathématiques
  - Science et technologie
  - Géographie
  - Histoire et éducation à la citoyenneté
  
- Junior and Senior Robotics Clubs are well-established at Royal West Academy. Over sixty students participated in 2017 and 2018. In pre-COVID years, Royal West Academy has consistently earned first place at robotics competitions at the provincial level.
  
- Royal West Academy hosted Hack-a-thon events, starting in 2016, through 2018. A Hack-a-thon is a coding event that encourages students to use problem-solving skills to strategize and develop technological solutions. In 2017, Royal West Academy hosted the first EMSB Board-wide Hack-a-thon.
  
- Each year, all students in the first year of Cycle One participate in a mandatory Invention Convention, and approximately four hundred (400) students participate in the annual Royal West Academy Science Fair.
  
- An annual Model UN Debate is organized by teachers of the Contemporary World course, which is offered third year of Cycle Two. The purpose of the Model UN Debate is to provide students with an opportunity to engage in a dialogue around a social or political issue. This full-day event is complemented by a visit of all students in the third year of Cycle Two to the United Nations in New York.

Performance data for the 2020 and 2021 school years are not available due to the COVID-19 pandemic and consequent cancellation of Ministry exams. Therefore, data below references the 2018 and 2019 school years. Local data is included for the 2020 school year.

- As part of our French Immersion Program, all students in the first year of Cycle Two receive instruction for the *Histoire du Québec et du Canada* course in French. As well, the majority of students (88%) receive instruction in French for *Histoire du Québec et du Canada* in the second year of Cycle Two. In 2019, the success rate for *Histoire et éducation à la citoyenneté* in the second year of Cycle Two was one hundred percent (100%).
  
- In June 2018 and June 2019, the success rate for the Science and Technology course (555444) offered in the second year of Cycle Two was:
 

▪ June 2018	98.9%
▪ June 2019	100%
▪ June 2020	98.3%

- Approximately fifty percent (50%) of students follow an accelerated path for Mathematics. Subsequently, forty percent (40%) of all students that write the Secondary 4 Science Math MEQ exam do so in the first year of Cycle Two. Students that receive a grade less than 80% may retake the course in the second year of Cycle Two. In June 2018 and June 2019, the success rate for the Science Math (565426) course offered in the second year of Cycle Two was:
  - June 2018                      97.8%
  - June 2019                      99.5%
  - June 2020                      100%
  
- In June 2018 and June 2019, the success rate for the English Language Arts course offered in the third year of Cycle Two (612536) was:
  - June 2018                      100%
  - June 2019                      100%
  - June 2020                      100%
  
- In June 2018 and June 2019 the success rates for the *Français, langue d'enseignement* course offered in the third year of Cycle Two (132506) was:
  - June 2018                      100%
  - June 2019                      100%
  - June 2020                      100%
  
- One hundred percent (100%) of all students in the third year of Cycle Two successfully receive the *Diplôme d'études secondaires*.
  
- Ninety-nine percent (99%) of graduating Royal West Academy students were accepted into the program of their choice in CÉGEP in the spring of 2021 (data does not include virtual learners).
  
- One hundred percent (100%) of Royal West Academy students enroll in CÉGEP or Grade Twelve programs or a vocational program upon graduation.

## A Word from Our Parents...

### **Provide an overview on the satisfaction of the parents with your Specific School Project:**

*"As a Royal West Academy parent and alum, as well as a lecturer and academic advisor at Concordia University, I am writing to strongly endorse Royal West Academy and the special status it holds.*

*Royal West prepared me incredibly well for my future educational endeavours and for life. Thanks to the strong academic training and added experience of extra-curricular activities, I was awarded an academic scholarship to Marianopolis College, accepted into one of the most competitive undergraduate institutions in the United States, and given major government scholarships for both my MSc. and Ph.D. My time at Royal West taught me how to succeed in a competitive academic world, how to organize my time, and how to balance my academics with extra-curricular activities, the latter of which gave me the necessary extra edge to succeed in competition for academic accolades later in life. At Royal West, I learned to write and formulate an argument in a logical and compelling way, skills that are crucial to success in academia and many other fields. In terms of extra-curricular activities, Royal West pushed me just far enough out of my comfort zone, forcing me to be involved in activities I likely would have shunned otherwise, rounding out my learning experience. I credit the exceptional education I received at Royal West Academy with many of my successes in life. I should also add that it likely had much to do with the success of my main cohort of high school friends as well; my Royal West friends have gone on to successful careers in medicine, law, academia, and business. Royal West challenged us and forced us rise to the challenge, and this has led to success in life.*

*Given this experience, I am thrilled to have my oldest son at Royal West Academy. As a secondary III student, his experience has been equally positive. In deciding on Royal West Academy for him, we looked at a number of other schools, both public and private, and were struck by the differences. Royal West was the only school we looked at that had an advanced math program beginning in Secondary I. As a strong math student myself and mother of a very strong math student, I can say that we both very much appreciate the fact that the strong students are allowed to move forward at a more rapid pace, rather than being bored by the pace of the standard math curriculum in the early years of high school, at an age when boredom can so quickly leave a child disenchanted with school. Another notable contrast was the plethora of extra-curricular activities available at Royal West. My son was not involved in a great many extra-curricular activities as an elementary-school student but is now involved in so many activities that excite him that it is hard to keep track. He is thrilled with the strong music and environmental programs available at Royal West and is involved in just about every activity of relevance to these. There are even more activities available than there were when I was a student and he is taking advantage of as many as he can fit in. The need to balance his extra-curricular activities with the heavy academic load has led to the development of excellent organizational skills and work habits, which I know will serve him well later in life. Finally, I am sure*

that the provision of gender-neutral bathrooms for the students is incredibly helpful to those who are uncomfortable using the standardly-labelled bathrooms; it is also crucial to raising awareness and teaching acceptance of differences in gender identity, values I am glad to see encouraged in the younger generation. I have no doubt that the education my son is receiving at Royal West Academy, both in and outside of the classroom, will allow him to be successful in whatever he chooses to do in life.

Finally, as a lecturer and academic advisor at Concordia University, I can attest to the fact that many of the strongest Concordia students come out of Royal West Academy. These students come to the classroom prepared to work, ask thought-provoking questions, and are often involved in the community. These students already know how to write and organize a logical argument. These students often go on to follow their academic dreams, whatever they may be.

On behalf of my family and all the students and alumni who have had similar experience to our own, I thank the staff for the wonderful educational opportunities provided by Royal West Academy." **Rebecca Tittler, Ph.D. - parent**

"Our children are privileged to be able to attend Royal West Academy. Our goal, as parents, was to find a school that provided a bilingual, enriched academic program, as well as offer a plethora of extra-curricular activities. The quality and diversity of the curriculum and ECAs at RWA is nothing short of incredible! The curriculum includes advanced math/science, compulsory computer courses, as well as strong art, drama, and music programs. The variety of electives, as well as the hundreds of ECAs make it possible for every student to carve out their own path and leave high school as a well-rounded individual.

Royal West Academy has a devoted staff that encourages students to reach their full potential. The advanced pace of the curriculum can, at times, be challenging, but this will undoubtedly give our children incredible skills that will prepare them thoroughly for the transition to post-secondary education. RWA also promotes respect for cultural diversity, understanding of social issues, and a love for the environment which encourages our kids to be kind, compassionate, and resourceful, not just intellectuals.

The limited enrolment of RWA also creates a small, tight-knit community. The grade-level trips are an amazing opportunity for the kids to bond with their classmates outside of school classrooms and hallways. From skiing in Stoneham, to visiting historical sites in Washington, and enjoying the sights and sounds of Boston and New York, the kids get to enjoy these experiences and create some lifelong memories with their peers.

We are very proud to say that our son and daughter attend Royal West Academy and we encourage other parents to attend their open house and see for themselves what a wonderful environment it truly is." **Marisa and Francois Barbeau- parents**

We are the parents of five children where two have graduated from Royal West. We take a

lot of interest in the schooling and academic instruction of our children and if there would be any doubt about the quality of the education at RWA we would not have entrusted the care of our children to the RWA family.

For our oldest children, their time at RWA was much more than just an education which allowed them to have the foundation to succeed at CEGEP and University where our son got early acceptance at JMSB and our daughter, being an Anglophone her entire life, was able to pursue her schooling at a French CEGEP and succeed. RWA enabled them to have a solid foundation as a result of the well-rounded curriculum and the emphasis on Extra-Curricular Activities. Christopher, amongst many of the activities he participated in, was the founder of the Lights and Sound Crew and also President of the Honour Band. Victoria was President of the Lights and Sound Crew, Volleyball MVP (recruited for Division 1 CEGEP and now being recruited by Division 1 University teams), Lt. Governor Award recipient as result of her volunteering at the Mackay Center, HOPS participant and member of the honour band. It is without a doubt that having access to all these opportunities has enabled our children to flourish.

Sophia and Isabella are both getting the opportunity to not only succeed academically, Sophia Honour Student and Isabella on Principal's List, but they are able to partake in activities which are helping to define who they are as individuals in society. Sophia is in Leadership, plays volleyball and badminton and is pursuing her love for music as member of the Honour Band while Isabella also plays Volleyball, is a member of the RWA junior debate team, enjoyed robotics and math competition club, and is discovering the trumpet through both the music program and as member of RWA Winds.

Lastly, but not least, Luke has had the opportunity to see the positive experiences from his older siblings at RWA and this has been a great motivator for him to not only succeed at school but to really have a desire to go to school, and hopefully attend RWA.

We are certain that RWA has had a profound impact on the lives of our children and will always be a part of our family. Above all, thank you to the entire staff who truly make RWA a special place." **Vince & Antonietta Iannotti - parents**

"On behalf of our family I would like to thank the amazing staff at Royal West Academy for offering such an amazing academic experience for our daughters. Our eldest daughter Caleigh who is in grade 10 this year has thrived academically and socially. Her passion for learning has been met by teachers who encourage and support her learning both during class and at extra study sessions. She is eager to go to school every day, partially due to the relationships she has built with staff, like Mme. Belina, Ms. Purdy, Mr. Diacoumacos and Ms. O'Neill but also because of the many like-minded students she has been challenged by.

We are so thrilled with the incredible amount of extracurricular activities that RWA offers. Caleigh has been a part of so many soccer, track, cross country, honour band, jazz

band, acapella choir, as well as the India exchange program. The variety of activities the school offers makes it hard for Caleigh to not want to do more each year. We are very appreciative of the time and effort that staff put into these activities as we know that so many hours are on their own time.

As our youngest daughter Aselin entered grade 7 this year she was just as excited to go to school. She loves the challenges that the school offers her academically. The special program known as MindPop has helped with the transition to high school and has been much appreciated. The guidance counsellors were more than willing to help with her transition as she has a hearing loss that requires an IEP be put in place. They have already spoken with me more than once regarding this and have made sure that the proper documentation and systems are in place to ensure Aselin continues to succeed. Aselin like her sister is already involved in extracurricular activities. Despite her busy schedule with Irish dance, RWA has offered her several opportunities to be involved through activities such as soccer and the dance show.

So on behalf of our family we want to do what we can to ensure that the programs offered to our high achieving students continue to be present at RWA. We truly believe that Royal West is the best place for our children's learning, both academically and socially, to be fostered at a level that continues to challenge them in so many positive ways." **Dodie and Ian Bates - parents**

"My two children attend Royal West. (Harley- Sec.4, and Erica – Sec.2). They participate in a number of amazing and well run ECA's. These programs are a large part of the reason why we chose RWA for our children and they continue to be a vital part of their learning at RWA.

From programs like the India Exchange program, to honour band, to the Musical, they are both involved in amazing life learning experiences outside of the classroom. These programs have benefits way beyond the normal classroom education. They help make my children's experience at Royal West Academy second to none." **Randy Schwartz-Eiley - parent**

"I have been a Royal West Academy parent for ten years. We have had four children in the school, with our twins completing Secondary V in 2019. Each of our children presented different challenges and pursued different opportunities in their time at Royal West, and we are infinitely grateful for the diversity of experience as well as the inclusive nature of these programs. The variety of classes, extracurricular activities and supervised social clubs have allowed our children to expand their horizons without fear or inhibition. In my view, these conditions set a tone that will allow them to pursue rich new experiences throughout their lives, leaving their comfort zone with ease.

In particular, our four children have all been members of the Bardolators group, which studies and performs the works of Shakespeare. This well-attended group welcomes students from every

grade level and area of academic interest, and the social climate is warm, accepting, and jovial. Our children have prepared year-round for performances in front of their peers, their families, and the general public. The effort required to produce and perform these plays is appreciated in the form of ECA credits, acknowledging their dedication and diligence. We have incorporated all this into our household culture, with both parents spending weekends and holidays contributing to the program - the rewards far outweigh the costs.

Without hesitation, I endorse Royal West Academy to our friends and acquaintances, wax philosophical about the merits of the program. Royal West should be held up as a model of success for other schools." **Dan Cohen - parent**

"The extra-curricular activities offered at Royal West Academy have provided my son with the opportunity to collaborate and socialize across age groups and grade levels. Younger, he was motivated by the presence of the older students and learned from them as they worked through common projects. Now, as an older student, he provides guidance to younger teens. For example, this year he has been guiding new runners through warm-ups for cross-country and helping new musicians integrate into Honour Band, even choosing to be part of its leadership group. I would also add that some of the relationships he has formed with older students have persisted beyond high school. Some recent graduates have maintained friendships with him and are providing guidance to him as he starts thinking about transitioning to CEGEP. Beyond providing quality learning experiences, I think the ECAs have contributed greatly to my son's social development." **Diane Proudfoot - Parent**

Royal West Academy not only provides a solid academic foundation by implementing very high standards in terms of the overall curriculum, but it is a school that continually challenges the students to find ways of contributing to all of society and in all aspects of everyday life. RWA empowers students to make it their school and that they will get back tenfold whatever they put into it. The theme of "giving back" is ever present in the numerous initiatives that they take for charities, volunteer work, and fundraising events. Through their very popular ECA program, kids not only have fun but also have to get involved in new activities that they may not have otherwise participated in if it were not for RWA's policy of making sure the students experience all ECA's in the themes of cultural, sport, community, and environmental. RWA also has the best music program of any high school in Montreal. It allows students, with or without any previous musical training, to experience the beauty of music through music classes and the many different bands and choruses that cater to everyone. Finally, the students are given the opportunity to have fun and experience many trips together, not only here locally, but in many parts of the world. This allows students to make new friends and bond together outside of the regular school environment. My wife and I say almost every week how lucky we are that our son is a student at Royal West Academy. We believe that it is was the best choice we made his education, but also for his overall life. **Marc Bissonnette - parent**

*"As most parents do, several years ago, we went to the school during one of their open houses to see if they were a fit for our sons. What caught my attention that night, was not what the teachers were presenting but how the volunteer students, who offered tours, would talk about their school. They did not offer the typical responses my questions would get from other students in other schools. They were animated about the subjects they spoke about. The ECAs opened their eyes to a bigger world outside that of academia. The teachers did give them a fair amount of homework but they all felt up to the challenge. The school life had its ups and downs but there was a certain positivity in the way they presented it. There was a certain eagerness about them.*

Years have passed since then and as I watch my boys grow up at Royal West Academy, I notice that they too express similar feelings. When I walk through the school, the students are courteous and kind. They exemplify the same positivity demonstrated during my first visit. My eldest son, just the other day, understood what all that preparation and dedication the teachers and administration do to ensure that they are successful in High School. He feels well prepared for his years at John Abbott, and eventually RCMP training in Ottawa. To me that was, and is, the most important aspect of the curriculum offered by RWA: both in the form of ECAs and the diverse courses. It prepares them for the next step in their learning and also how to be good, decent, and considerate towards one and other, and how to succeed." **Douglas Meldrum-parent**

*"As a RWA parent for 5 years, I would like to offer some feedback and thoughts. The academic program is strong and provides the right amount of challenge for the students. When they graduate, they are fully prepared for post-secondary studies. They learn the necessary skills that will help them succeed with their future endeavors. Not only does RWA excel in academics but also in extracurricular activities (ECAs).*

*The ECAs are the center of student life at RWA. There are so many interesting ECAs that the students have a tough time choosing. The unique thing is, there really is something for every student. My youngest daughter cultivated a love of music and movement through Glee Club and the Musical, and my graduating daughter has been in Choir since secondary one.*

*ECAs provide balance at RWA. The students are serious about their school work and the ECAs give them a chance to relax, have fun, and be social. There really is something for everyone!"*  
**Heidi Rackover- parent**

*"Royal West Academy is a teaching institution that offers each student the opportunity to reach their highest potential! In my opinion, the three elements that contribute to such a unique and outstanding school are the following: the academic enrichment program, the many ECA's offered and the Individual Educational Programs that are offered to students with special needs.*

It is because I have a child at RWA and one who has already graduated from RWA that I can confidently say, "Royal West Academy teaches all students to be respectful, well-rounded, and strive to achieve their very best!" **Fotini Markopoulos - parent**

"Our daughter Abby is currently in Grade 11 at Royal West Academy, and our son Asher just started Grade 7 this year. As parents, we couldn't be happier with both the academic programs and the extra-curricular activities offered by this exceptional school.

Over the course of her years at RWA, our daughter has enjoyed a cultural exchange to Taiwan, participated in numerous activities including the Musical, Bardolators and Prefecting, and will even be heading to Cuba this spring with the Honour Band. Our son just tried out for the basketball team and has already joined the Debate Club. To our knowledge, no other school in Montreal—either public or private—offers its students such an enriched curriculum alongside tremendous and unique opportunities for extra-curricular involvement, all supervised by a team of enthusiastic and experienced teachers and administrators. We are extremely grateful that we are able to send our kids to RWA! " **Jackie Wolfensohn - parent**

"Our daughters, Kiva, is in Secondary IV and Addy is in Secondary I. They have had such positive experiences since they started their academic careers. The courses have only been challenging them in the best way possible. The work may be demanding, but my children can discuss the subjects that they are learning in school, and they are not simply regurgitating the facts, but synthesizing and forming knowledge! My eldest daughter is now taking the elective biology class and is so enamored by nature and everything in it. It is a wonder to see and discuss at the dinner table!

My youngest daughter has taken on academia unlike anything experienced in her elementary years. She is eager to go to school, finds her homeroom teacher to be fair, and kind, and she is a very shy and timid person! It has been a real pleasure to know that the teachers are looking out for our students. She is excited by all the ECAs and the challenge here is to select a limit number, as they are all so appealing!

We also had the opportunity to host an international student this summer from India for the Exchange program. My eldest daughter feels honored to be selected to be able to benefit from such an incredible opportunity. The chaperones give EXTRAORDINARY amounts of their time to ensuring that the trip is educational, safe, and affordable through fundraising. Addy is now interested to go on the exchange program that will be available to her cohort!

Thank you for all that you do, and providing the best public school education one could ever receive." **Esther Szeben and Pascal Richer – parents**

*"Royal West Academy is the kind of school I wish I went to, and definitively would want my children to go to. And they do, and so do my sister's children. The academic challenge combined with all the extra activities make for a great high school experience.*

*As far as the extra-curricular experiences go, that is the best part. Our children attending the school get to go on cultural experiences, to different cities, countries and local destinations. All of which broaden their lives.*

*The Honor Band, for my son, is what gets him excited for school. The fact that the Band has done music exchanges with different schools in different countries should be reason enough. This past year my son and my niece both marched in the Montreal St. Patrick's Day Parade. I am a Most Proud Parent." **Paul MacInnis – parent***

*"Royal West Academy (RWA) has done a fantastic job with our son Julian. Julian is currently in Sec 4 on the honour roll and enjoying an academic and social life balance. He excels academically and enjoys the exceptional science and math curriculum at RWA. Apart from an amazing academic school, RWA is so much more... Julian has won a GMAA Hockey Championship and this year is in a fantastic leadership program that shows our young adults how to be responsible young men and women and give back to their communities. My wife and I are extremely proud of Julian and both of us volunteer to make RWA part of all our lives. It is an honor and pleasure to be a parent of a RWA student." **Nancy and Robert Cerminara - parents***

*"Royal West Academy has had a long standing tradition and reputation for offering academic excellence, a variety of ECAs, and services unique in the Montréal area and, I dare say, to all of the province! So when, as parents, it came time to enroll our children into high school we did our requisite research into the top schools in the area, both private and public. Cost was no object. Through their hard work and perseverance, both my children were accepted into ALL their schools in which they applied- both private and public- some carrying a hefty price tag. We were thrilled then when my daughter, Kayla, was accepted into Royal West Academy. We were fortunate enough to be in a privileged position to choose.*

*We specifically chose RWA out of all the other accepted schools BECAUSE of its unique curriculum and ECA variety. There is frankly no other school in Montréal that offers the well-rounded and interesting variety of ECA opportunities and academic excellence in balance. The Shakespeare and Musical Theatre programs are singular in all of Montreal. This program as well as all the ECAs are vital to the successful growth of the adolescent's well-being and comprehensive education transitioning to adulthood:*

- 1) Teaching them the basic tenants of leadership, critical thinking and discipline

- 2) Development of their belief systems to give them the bravery and courage as adults to defend in what they believe.
- 3) Opportunity to be fully informed; making sound decisions toward future success.
- 4) Allows them to become compassionate contributors to society.

Royal West Academy provides the bedrock and raises the educational bar of excellence that will have far reaching implications in the future to the success of their students regionally and globally." **Raymond Yust and Debra Friedlansky - parents**

"I can't praise the program at RWA enough. I consider it the best English public education has to offer in Montreal. I have a large family and private school was never an option. I have two children that have graduated from the school and three presently attending. RWA has exceeded my expectations.

RWA allows children who excel academically to take it to the top. One of my children having won a major, renewable scholarship to university, and his sibling having won the top entrance scholarship at his CEGEP, are cases in point. I credit RWA's dedicated teachers, advanced programs in French and Math, and its ability to select an academically strong student body.

Its compulsory ECA requirement is a model program for instilling habits of a balanced life. My children who have graduated, naturally continued ECA involvement in post-secondary, and easily, having experience with particular ECAs. The involvement of my children attest to the variety of ECAs available at RWA, with something for everyone: trivia, leadership, social justice, Shakespeare theatre, literary magazine, debating, honour band, a variety of selective as well as participation sports, robotics...

RWA enables the best students to reach their full potential, all within the public education system." **Melina Nixon (Valerio) – parent**

"As a parent of a child in her second year at Royal West Academy, allow me to describe the unbelievably positive and inspiring changes that I've noticed in my daughter due to her participation in the extracurricular program, Bardolators.

Since being accepted into the Bardolators, my daughter has grown in her independence and sense of purpose. Despite the many hours of rehearsals (coming in on Pedagogical Days and after school), her motivation towards schoolwork and homework has not diminished but has instead improved dramatically. She tells me daily, I love Bardolators, I love my school," as though the two could never be considered separately.

*As a parent, I was drawn to this school because of the enrichment offered by the extracurricular activities but the Bards program has surpassed my expectations.*

*Having witnessed the professionalism and dedication of the director, Mr. Floen, the producers Ms. Koyounian, and Ms. Sidney Westlake as well as all the parent volunteers, I have been inspired to take a much more active role despite my full working schedule. It is an honour to help. RWA should be so proud to offer this great program to our children!"* **Sasha Malashenko - parent**

*"RWA consists of a unique community of teachers/admin, students and parents that provide an unparalleled caliber of education and activities to students. More importantly, this caliber of education is offered in the public school domain, with merit based admission.*

*RWA offers an opportunity to not only level the playing field with those that are unable to afford private education, but to highlight and nourish those students who excel. I have personally met many RWA graduates and can attest to the high level of performance when comparing to the average (either private or public)."* **Paras Tamakuwala & Vanisha Modi – parents**

*"We have been quite impressed with the education at Royal West Academy during the two years (and a bit) that our children have been enrolled there. They have encountered a challenging environment in the Advanced Mathematics and Français-Langue d'Enseignement as well as other classes, and have risen to their challenges; they have both blossomed in Music class and in the Honour Band. The boys have enjoyed the social atmosphere at the school and made plenty of friends both in class and while participating in various extra-curricular activities. Being surrounded by fellow students who hold academics in high esteem contributes to a general environment where students want to succeed and have great respect for learning. A recent concussion suffered by one of our boys illustrated the high level of attention and cooperation that the school offered to him during his prolonged recovery; the clinical staff had separately mentioned to us that this was typical of RWA. Each of our family members is happy that our boys are enrolled in this school."* **Michael and Marja Coady - parents**

*"I would like to share how delighted I am with the RWA program. My son is in grade 8 and not only is he challenged academically, but he's also exposed to many choices for ECAs, providing him with a very well-rounded high school experience. He's had the opportunity to try new activities and feel socially responsible. The friends he's made are all bright and interesting individuals and I love that he's surrounded by their motivating presence. I believe this is a result of the high standards for admission at RWA. The teachers are extremely responsive and are willing to assist students so that they can achieve their best. I'm also really pleased with the peer*

tutoring program, for which my son has taken advantage of in both grades 7 and 8. I couldn't think of a better school for him to attend." **Jacqueline Stein-Elman - parent**

*"My daughter (2010) and my son (2013) are both graduates of Royal West Academy. I have worked as a volunteer since 2005. For the past five years, I have been one of the coordinators of Bardolators, a unique Shakespeare acting program. It is set up like a repertory theatre, allowing students to develop extensive creative skills throughout their five years at RWA. This is just one example of the incredible programs at the school.*

*My family was in the fortunate situation of having extremely bright, motivated children with no learning issues. I believe in the importance of the public school system, but had it not been for RWA, I would not have been able to place my children in public school. My children needed academic challenge, opportunity and creativity. There was not another public high school option remotely equal to RWA. One school type does not fit all and special status schools allow our children unique, life changing learning opportunities.*

*The culture of the school champions learning through travel, exchange, sports at all levels, theatre, dance, music, clubs, academic competitions. The school is as busy and vibrant after-school as it is during the academic day.*

*My children were extremely, well prepared to continue their academic careers with great success. I cannot emphasize enough what an impact the school has had on our family, other than to point out that I (and many others) am still there supporting the mission of the school, because it is that good!" **Teresa Kaeser - parent of graduate***

## Section V Exam Results and Special Needs Students

Note: Data below is based on sanctioned courses/ exams for the 2018-2019 school year. Exams for the 2019-2020 and 2020-2021 school years were cancelled due to the COVID-19 pandemic. We've included the local data (course result) for the 2021 school year.

	Réussite des élèves en 2018-2019			
	Moyennes des notes		Taux de réussite	
	Secondaire 5			
	2020-2021 Local	2018-2019 MEQ	2020-2021 Local	2018-2019 MEQ
Anglais	85.3%	84.5%	100%	100%
Mathématique 563504	79.6%	80.4%	89%	100%
565506	89.3%	83.7%	100%	100%
Français, langue seconde	91.6%	92.6%	100%	99.4%
Français, langue maternelle	85.3%	N/A	100%	N/A
Français, langue d'enseignement	88.1%	78%	100%	98.5%

## Special Needs Students

Realizing that high achieving students can have a variety of diagnosed learning difficulties and ensuring that our school meets the needs of all its students, Royal West Academy has in place a rigorous IEP process which includes input from the school's student services personnel, administration, teachers, and implicated students and parents, as well as professionals outside the parameters of the school. Since the academic year 2011-2012, when approximately 20-25 students were serviced by an ongoing Individual Education Plan, the number of identified IEP students at our school has virtually doubled. In addition, some students with anxiety difficulties, temporary physical or emotional ailments have been addressed on an *ad hoc* basis.

The actual process of instituting an IEP begins with the school's guidance department professionals who review all the available information including previously submitted reports and documents from outside professionals (which include recommendations) in order to determine which accommodations can be instituted (within the realities of the school's contingencies). Then, an official file is opened by the IEP Coordinators who set up a document outlining IEP accommodations that support each individual student in class. Parents are asked to complete a survey ("IEP Planning Sheet for Parents") in which they provide feedback and information re: their child, as well as their perspective on the student's academic needs. In some cases, they are also consulted by phone, if necessary. The IEP team meets with each student in order to familiarize him/her with the IEP. The IEP is then presented by the IEP Parent Liaison to parents and students regularly throughout the year, who in turn accept, request revisions to, or decline the IEP. Appropriate information is subsequently shared with teachers via emails, notices, or meetings with Administration and/or one of the two Teacher/ IEP Coordinators. The school also has the services of two CCWs (Child Care Workers) for 48 hours a week who subsequently work to ensure that the students utilize their accommodations in the most effective ways and report progress to the IEP team.

The variety of special needs alluded to above include the following:

- ADD/ADHD
- Hearing impaired
- Vision impaired
- Juvenile Chronic Arthritis
- ASD
- Anxiety
- Dysgraphia
- Dyspraxia
- Central Auditory Processing Disorder
- Dysautonomia

- Processing delays

Of course, each student's needs require a distinct set of accommodations. These can include any combination of the following:

- Preferential seating
- Extra-time to complete tests and exams within provincial guidelines
- Separate space to write tests/exams
- Use of laptop computer in class
- Computer, no spell check, and assistive technology (i.e. WordQ) for exams
- Accommodations for group work (ex. teacher selects appropriate group members)
- Cueing and prompting to stay on task
- Work organized into 'chunks' & smaller info processing, when possible
- Allow to photocopy class notes
- Class notes given in advance, when possible
- Enlargement of print
- Extra assistance given through tutor
- Clarifications and reminders given as needed for assignments
- Reduced course load
- Adjusted exam schedule
- Teacher wears FM system
- Use clear, simple instructions and repeat when necessary
- Late arrival to school
- Noise reducing earphones
- Stabilizing cushions

As Royal West Academy has Qualifying Exams as part of the entrance requirements, the school provides certain accommodations: preferential seating for hearing/ vision impaired students and enlarged font for the vision impaired.

In order to further support students at Royal West Academy, a study skills program (MindPOP) has been implemented for Secondary I. This program helps reduce students stress and anxiety by providing them with explicit instructions on goal setting, organizational skills, time and task management, test-taking strategies, note-taking strategies, and mindfulness exercises and life-study balance. Lessons are taught during periodic visits to various classes throughout the school year. Concepts taught are emphasized by homeroom and classroom teachers. There is also intermittent communication with parents to ensure organizational skills are being applied and reinforced at home.

## Section VI Grille- Matières

<u>Course Code</u>	<u>Secondary - cycle 1, year 1</u> Subject (sec. I)	Grade Completed	Periods	BSR
632106	English Language Arts	cycle 1, year 1	6	6/6
131184	Français langue maternelle	cycle 1, year 1	8	6/6
063126 063226	Mathématiques I and/or II	cycle 1, year 1	8	6/6
055104	Science et technologie	cycle 1, year 1	4	4/6
543102	Physical Education & Health	cycle 1, year 1	3	2/6
670104 668104 669104	Fine Arts – Drama Visual Arts Music	cycle 1, year 1	3	4/6
095103	Géographie	cycle 1, year 1	3	3/6
087103	Histoire et éducation à la citoyenneté	cycle 1, year 1	3	3/6
569102	Ethics & Religious Culture	cycle 1, year 1	2	2/6
611152	Ed. Tech & Programming I	cycle 1, year 1	2	-

<u>Course Code</u>	<u>Secondary - cycle 1, year 2</u> Subject (sec. 2)	Grade Completed	Periods	BSR
632206	English Language Arts	cycle 1, year 2	6	6/6
131284	Français langue maternelle	cycle 1, year 2	8	6/6
063226 063306	Mathématiques II Mathématiques III	cycle 1, year 2	6	6/6
055204	Science et technologie	cycle 1, year 2	4	4/6
543202	Physical Education & Health	cycle 1, year 2	3	2/6
670204 668204 669204	Fine Arts – Drama Visual Arts Music	cycle 1, year 2	4	4/6
095203	Géographie	cycle 1, year 2	3	3/6
087213	Histoire et éducation à la citoyenneté	cycle 1, year 2	4	3/6
569202	Ethics & Religious Culture	cycle 1, year 2	2	2/6
611252	Ed. Tech & Programming II	cycle 1, year 2	2	-

<u>Course Code</u>	<u>Secondary - cycle 2, year 1</u> <u>Subject (sec. 3)</u>	<u>Grade Completed</u>	<u>Periods</u>	<u>BSR</u>
632306	English Language Arts	cycle 2, year 1	6	6/6
131384 132308	Français langue maternelle Français langue d'enseignement	cycle 2, year 1	6	6/6
563306 565426	Math III Sci. Math 426	cycle 2, year 1	6	6/6
055306	Science et technologie	cycle 2, year 1	6	6/6
543302	Physical Education & Health	cycle 2, year 1	3	2/6
670302 668302 669302	Fine Arts – Drama Visual Arts Music	cycle 2, year 1	2	2/6
670402 668402 669402	Fine Arts – Drama Visual Arts Music	cycle 2, year 1	3	2/6
085304	Histoire du Qué. et du Can.	cycle 2, year 1	4	4/6
611344	Ed. Tech, Programming & Design	cycle 2, year 1	3	-

<u>Course Code</u>	<u>Secondary - cycle 2, year 2</u> <u>Subject (sec. 4)</u>	<u>Grade Completed</u>	<u>Periods</u>	<u>BSR</u>
632406	English Language Arts	cycle 2, year 2	6	6/6
131484 132406	Français langue maternelle Français langue d'enseignement	cycle 2, year 2	6	6/6
565426 565506 563414	Sci. Math 426 Sci. Math 506 Cultural Math 414	cycle 2, year 2	6	6/6
555444 558404	Science and Technology Sci. & Tech. of the Environment	cycle 2, year 2	7	4/6 4/6 =8/6
543402	Physical Education & Health	cycle 2, year 2	2	2/6
668402 669402	Visual Arts Music	cycle 2, year 1	4	4/6
569404	Ethics & Religious Culture	cycle 2, year 2	2	4/6
085404 585404	Histoire du Qué. et du Can History of Qué. and Can	cycle 2, year 2	5	4/6
106404	Projet personnel d'orientation	cycle 1, year 2	3	4/6
	Electives (See below)	cycle 2, year 3	8	4/6 or 6/6

<u>Course Code</u>	<u>Secondary - cycle 2, year 3</u> Subject (sec. 5)	<u>Grade Completed</u>	<u>Periods</u>	<u>BSR</u>
612536	English Language Arts	cycle 2, year 3	6	6/6
131584 132506	Français langue maternelle Français langue d'enseignement.	cycle 2, year 3	6	6/6
565506 563504 566574 566594	Sci. Math 506 Cultural Math 504 Pre-Cal Calculus	cycle 2, year 3	6	6/6
585594	Modern World History	cycle 2, year 3	4	-
543502	Physical Education & Health	cycle 2, year 3	2	2/6
669502 668502 668504	Fine Arts - Sound Engineering 3D Design Visual Art	cycle 2, year 3	2 or 4	2/6
592502	Contemporary World	cycle 2, year 3	2	2/6
602522	Financial Literacy	cycle 2, year 3	2	2/6
569502	Ethics & Religious Culture	cycle 2, year 3	2	2/6
	Electives (See below)	cycle 2, year 3	8or10	8- 12/6

<b>Course Code</b>	<b>Electives Cycle 2, year 2 &amp; 3</b>	<b>Periods</b>
669404	Music 4	4
669504	Music 5	4
551504	Chemistry	5
592594	Human and Physical Geography (Sec V)	4
535544	Enriched Biology	4
611544	Computer Science	4
611444	Digital Graphics	4
669502	Sound Engineering	2 or 4
681544	Film	4
668502	3-D Modelling and Animation	4
553504	Physics	5
546544	Leadership & Leisure Studies	4
641304	Spanish I	4
641404	Spanish II	4
626544	Intro to Psychology (Sec 5)	4
668404	Visual Arts 4	4
668502	Visual Arts 5	2 or 4



**ROYAL WEST ACADEMY**  
**Governing Board Resolution Regarding**  
**Article 240 School Application Renewal**

Moved by: Jacqueline Stein-Elman

Seconded by: Kenny Bodanis

“Whereas the ENGLISH MONTREAL SCHOOL BOARD has requested that Governing Board approve the extension to the Special Status Proposal of ROYAL WEST ACADEMY under Article 240 of the Education Act,

Be it resolved that the Governing Board of ROYAL WEST ACADEMY expresses its full endorsement of the enclosed document approving the extension of the special status of ROYAL WEST ACADEMY under Article 240 of the Education Act.”

Vote: In favour: 14

Against: 1

Abstention: 1

Signed: \_\_\_\_\_  
(Chairperson)

Date: December 13, 2021



**ROYAL WEST ACADEMY**  
**School Council Resolution Regarding**  
**Article 240 School Application Renewal**

Moved by: **Sandy Roy** \_\_\_\_\_

Seconded by: **Jessica Fogel** \_\_\_\_\_

“Whereas the ENGLISH MONTREAL SCHOOL BOARD has requested that School Council approve the extension to the Special Status Proposal of ROYAL WEST ACADEMY under Article 240 of the Education Act,

Be it resolved that the School Council of ROYAL WEST ACADEMY expresses its full endorsement of the enclosed document approving the extension of the special status of ROYAL WEST ACADEMY under Article 240 of the Education Act.”

Vote: In favour: **7** \_\_\_\_\_

Against: **0** \_\_\_\_\_

Abstention: **1 (absent member)**

Signed: \_\_\_\_\_  
(Chairperson)

Date: **December 13, 2021** \_\_\_\_\_



## ROYAL WEST ACADEMY

### Governing Board Resolution Approving the Grille-Matières

Moved by: Sheila MacLeod

Seconded by: Kenny Bodanis

“Whereas the ENGLISH MONTREAL SCHOOL BOARD has requested that ROYAL WEST ACADEMY Governing Board approves the Grille-Matières for ROYAL WEST ACADEMY as proposed in the document presented for the extension to the Special Status proposal of ROYAL WEST ACADEMY under section 240 of the Education Act.

Be it resolved that the Governing Board of ROYAL WEST ACADEMY approves the Grille-Matières for ROYAL WEST ACADEMY as proposed in the document presented for the extension of the Special Status proposal of ROYAL WEST ACADEMY under section 240 of the Education Act. “

Vote: In favour: 16

Against: 1

Abstention: 0

Signed: \_\_\_\_\_  
(Chairperson)

Date: December 13, 2021



## ROYAL WEST ACADEMY

### School Council Resolution Approving the Grille-Matières

Moved by: Louise Moreau

Seconded by: Jessica Fogel

“Whereas the ENGLISH MONTREAL SCHOOL BOARD has requested that ROYAL WEST ACADEMY School Council approves the Grille Matières as proposed in the document presented for the extension to the Special Status proposal of ROYAL WEST ACADEMY under section 240 of the Education Act,

Be it resolved that the School Council of ROYAL WEST ACADEMY endorses the Grille-Matières for ROYAL WEST ACADEMY in the document presented for the extension of the Special Status proposal of ROYAL WEST ACADEMY under section 240 of the Education Act.”

Vote: In favour: 7

Against: 0

Abstention: 1 (absent member)

Signed: \_\_\_\_\_  
(Chairperson)

Date: December 13, 2021



**ROYAL WEST ACADEMY**  
**Governing Board Resolution Approving**  
**the Financial Implications of the Program**

Moved by: Jacqueline Stein-Elman

Seconded by: Tanya Radhakrishna

“Whereas the ENGLISH MONTREAL SCHOOL BOARD has requested that ROYAL WEST ACADEMY Governing Board approves the Financial Implications of the Program as proposed in the document presented for the extension to the Special Status proposal of ROYAL WEST ACADEMY under section 240 of the Education Act,

WHEREAS, ROYAL WEST ACADEMY offers a mandatory Extra-Curricular program to all students;

CONSIDERING THAT the school's STUDENT FEE for the special project support the financing of the Extra-Curricular mandatory Program;

Be it resolved that the Governing Board of ROYAL WEST ACADEMY expresses its full endorsement of the STUDENT FEE presented for the extension of the Special Status proposal of ROYAL WEST ACADEMY under section 240 of the Education Act.”

Vote: In favour: 16

Against: 1

Abstention: 0

Signed: \_\_\_\_\_  
(Chairperson)

Date: December 13, 2021