

School Profile 2011-2012



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Churchill Alternative School



JK-6 English/Core French

1300 Ravenhill Ave.
Ottawa, Ontario
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School hours:
8:00 a.m. - 2:30 p.m.

churchillalternative.ocdsb.ca

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Vice Principal
N/A

Office Administrator
Janet Veale

Chief Custodian
Douglas Chapman

School Council Co-Chairs
Pam Dilworth-Christie
Dave Fortier

*Superintendent of
Instruction*
Frank Wiley

School Trustee
Jennifer McKenzie

Chair of the Board
Jennifer McKenzie

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Secretary of the Board*
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www.ocdsb.ca

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Our School

- Churchill Alternative Public School evolved as the second of 5 elementary sites in Ottawa to provide an alternative program of choice. In September 1984, Churchill opened as a Primary Alternative School, with 129 students. The school now operates as a JK-6 program, with 365 students.
- In 1990-91, the original 1910 structure and additions were razed and replaced by the current building, with only the east entrance being retained as a reminder of the past. Serving the northwest central area of the City of Ottawa, Churchill provides the alternative program to a broad cross-section of students. Churchill Alternative School has the reputation of being an excellent school with a unique philosophy that serves its community well.
- The Churchill Mission Statement embodies the goals of partnerships, responsibility, individual success, mutual respect, fostering a love of the arts, modeling lifelong learning and developing a sense of community.

Our alternative program is built on seven core tenets:

- Non-competition, Cooperation and Intrinsic Motivation
- Child-centered – directed learning
- Multi-aged groupings
- Innovative and differentiated learning environments
- Extensive family involvement
- Organic learning and assessment
- Community and global outreach

Our Students

- Churchill's enrolment is 365 students with 5 JK/SK classes, 7 primary classes and 5 junior classes.
- Upon completion of grade 6, our students usually attend Broadview, Fisher Park or Summit Alternative for grade 7/8.

Our Staff

- Churchill has 23 teaching staff, 3 educational assistants, a chief custodian, two night custodians, a librarian, 1 principal and we regularly have university, college and high school students placed with us for practicums or co-ops.
- Churchill's staff is a dedicated team who takes pride in its involvement with our students, their families and our community, as partners. The staff embraces the alternative philosophy and promotes the alternative tenets in all of their practices both in and out of the classroom.
- Staff liaises with the Westboro Community Association, the Westboro Seniors group, the Dovercourt Recreation Centre, local businesses, the Legion, the Ottawa-Carleton Primary Teachers' Association, Associate Teacher partnerships with faculties of education and with various sports organizations. These are just a few of our community connections.

Educating for success – Inspiring learning and building citizenship

Our Community

Parents and Community

- Our parents are an essential part of our school. We work as a triad (parents, students and staff). They are involved in everything from field trips, electives days, co-teaching, running activities, fundraising, etc.
- Located in the heart of Westboro, Churchill is the home school for the students of the Alternative program who live north of Carling Avenue, south of the Ottawa River, west of the tracks at Preston Street and east of Sherbourne Avenue. There is access to several city-facilitated community centres and we use the Dulude Arena and Dovercourt Recreation Centre for skating, use of their field, swim to survive programs, etc.
- In addition to Ravenhill (our on-site school age daycare program) there are several childcare facilities in the immediate area which are used by Churchill families. Numerous community groups both on a regular evening basis, as well as for one-time rentals, use the school after hours.



Mission Statement

Each child will find success, self-confidence, and independence in learning. A positive atmosphere conducive to learning, mutual respect and social responsibility will exist throughout the school. Creativity and a love of the arts will be fostered. Parents will be partners in the education of their children. Staff will engage in professional development activities creating an atmosphere of lifelong growth. Evaluation will be used by children and teachers for program planning. A sense of community will exist.



Programs and Services

Academic Programs

- English/Core French Alternative Program
- Churchill Staff follow the Ontario Curriculum in many unique and diverse ways. The philosophy of team teaching and offering multiple opportunities for students to engage in cross curricular and multi-age groupings and activities. The inclusion model for learning is supported throughout the school and is reinforced in our combined grade activities and purposeful groupings. We recognize and respect that all children have different learning styles and work at their own pace. We encourage our students to explore new ways to discover and learn through field trips, monthly sharings, extracurricular activities, guest presenters, and our regular daily activities.

Classroom Organization

- Our classes feature multi-age groupings, small, cooperative group instruction and activity based learning opportunities. Parent volunteers, group snack, outdoor classrooms and peer tutoring also characterize our classroom settings. The students in the junior grades in each classroom develop excellent leadership skills and become mentors to the younger students in the school. Students are encouraged to set academic and social goals and to share their learning through regular conferencing with their teachers, and then again with their parents during student-led conferences.

Special Education and ESL Programs

- Churchill's special education team includes a learning support teacher, learning resource teachers, educational assistants and classroom teachers, all of whom work collaboratively to provide support for our students. The team provides accommodations, modifications and remediation both within the classroom and in small group settings called 'booster groups'.

Facilities and Resources

- Churchill has a modern gym with a stage and kitchen facilities, an inviting library with a well-stocked section for parents, several small rooms for use as tutorial/testing areas and, although currently being used as classrooms, there is a double-sized activity room with a folding divider.
- The smaller outdoor space has necessitated the creative development of the play area with structures to meet all needs, sand areas and basketball hoops. We also have a 'back to nature area' where classes can go for many different activities and 'schlockey boards' that are used regularly in the winter.

Safe Schools Initiatives

- Churchill Alternative School has high expectations for students, staff and parents, since the triad of responsibility for education is one of the cornerstones of the Alternative philosophy.
- Students and adults from the school community have taken an active role in the decision making process in the classroom and in the school. The Student Code of Behaviour, which promotes a safe and healthy learning environment, was written and updated with the cooperation of our triad, consisting of parents, staff and students.
- Our teachers make a significant effort to support CPR, First Aid, Non-Violent Crisis Intervention and Crisis Response training.
- Character Education is integrated into all areas of the curriculum and is supported by staff, students, and parents. It is embedded in the climate and culture of our school every day throughout the year.
- Our school's code is: Take care of each other, take care of yourself, take care of this place.

Clubs and Activities

- Churchill's extra-curricular activities include sports such as cross-country running, volleyball, basketball, indoor soccer, floor hockey, and track and field. All students at the primary and junior levels are encouraged to participate. Our DPA program allows our students to participate in physical activity on a daily basis.
- We also have two wonderful choirs – one at the primary level and one at the junior level, otherwise known as "The School of Rock". We also have library, drama, chess, drumming, knitting, Earthcare, lego and craft clubs happening at lunchtime throughout the year.
- Some noon-time activities are offered daily and are supervised by parent and teacher volunteers. Intramural sports are offered at times during the year and supervised by teachers. Our Arts curriculum is enriched by enhanced music, drama and fine arts activities. The outdoor classroom, developed by parents and students, will continue to extend seasonal "Back to Nature" learning opportunities. This past year our students participated in the first 'Alternative Sports Day' hosted by the staff and students at Summit Alternative School.

Achievement and School Improvement Planning

Measures of Student Achievement and Success

- As an Alternative School, Churchill's mission and values support learning through group and cooperative work. Churchill uses authentic forms of assessment (such as portfolios and learning based on goal-setting) as means of assessing student performance along with some more formal methods of assessment.
- Student portfolios and student-led conferences are keys to keeping parents informed of their child's progress. Information is based on student self-evaluation and goal setting, on teacher observation charts and classroom and standardized tests, as well as on parent observation. In the past, reporting has been completed by anecdotal conference and report forms that described the student's progress towards the outcomes from their personal viewpoint, with strengths being highlighted and areas of weakness being referenced. While the provincial report retains some opportunities for anecdotal comment, our reporting protocol must follow the required format. Again this year, together with our Educational Committee, teachers and parents will exchange authentic assessment approaches, which enhance communication, carefully describe standards and clearly articulate provincial expectations. With this focus, report cards will continue to be sent home with only anecdotal comments and no marks. A variety of methods are used to evaluate student progress towards provincial expectations and to communicate successes to both parents and students. Benchmarks in the primary grades and CASI in the junior grades as well as EQAO are other assessment tools used at Churchill. The results of these tests are used to help identify specific strengths and weaknesses and allow our staff to build on a child's strengths and offer opportunities for direct, small group instruction to work on areas of need.



School Improvement Plans and Initiatives

- We continue to work with local businesses/contacts to assist in developing plans for community needs: e.g. Westboro Community Association, TD Bank, Westboro United Church, All Saints Anglican Church, and Dovercourt Recreation Centre.

This year our School Improvement Plan will focus on:

Numeracy

- We will focus on Problem Solving and creating consistent methods to be used across the school to support student learning and strengthening their problem solving skills.

Character Development

- We will continue to promote a positive school climate by integrating Character Education into all aspects of our programming and use a 'restorative justice' approach when resolving conflicts. Students, staff, parents, and all guests in our school treat each other with dignity and respect and accept each other for the individuals that we are and demonstrate empathy and compassion towards others. We understand and embrace the importance of being responsible citizens in our school and in our community and represent ourselves accordingly.
- Parents are expected to make a personal commitment to a common philosophy and view of education as an essential feature of the Alternative approach. Parents play a critical role in the classroom in helping to develop programs and volunteer throughout the year for various activities. Participation may also take place outside the classroom through committee work. Every parent is expected to attend class meetings and to be involved in the policy-making decision of the school council. Parents are advocates of the Alternative philosophy at various levels, from the school to the board. At Churchill, parents are partners in the education of their children. Their contributions and dedication are highly valued.

Leadership Recognition

"Leadership in the OCDSB is the demonstration of personal initiative to achieve a positive outcome."

Students

- Churchill Alternative students take an active part in community outreach with our choirs and fundraising activities such as Terry Fox Run, UNICEF, the Snowsuit Fund, Red Cross Relief for Africa, Jump Rope for Heart and the Education Foundation. We recognize student leadership in all grades, by incorporating their suggestions into the planning of many of our activities. Students actively participate in organizing 'sharings', participate in the 'lunch room monitor' program and assist in organizing the school pizza and sub lunches. In keeping to our philosophy, students are recognized as leaders and mentors in the school and community as a collective body and not independently.

Staff

- Churchill Alternative School staff are energetic, empathetic, motivated, dedicated and knowledgeable. They lead with conviction and share a common vision in their commitment to our students and our community. Our staff members have a wealth of professional qualifications including Bachelors and Masters degrees in Arts, Fine Arts, Physical Education and Sciences, as well as additional qualifications in Special Education, English as a Second Language, Music, French, Visual Arts, Guidance, and Computers in Education. They have actively participated in numerous Board-wide professional development activities in literacy and numeracy, and we recognize their initiative by providing and supporting opportunities for further professional growth. The Churchill staff have built and established valued relationships with each other, with the Churchill families, and within the broader Churchill community.
- *"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."* John Quincy Adams

Parents/Guardians/Volunteers

- Every year, our volunteers contribute many hours of their valuable time to benefit the students in our school. They help organize our milk orders, pizza and sub orders and assist with special events such as plays, drumming performances, the School of Rock concerts, and many other events. CASC, our school council meets on a monthly basis and contributes money to support various activities throughout the year. A few examples are: school productions, the replacement of our sports jerseys, back to nature classroom and updates for the library. As invaluable partners, we thank our parents, guardians and volunteers on an on-going basis as well as acknowledging them at our annual volunteer appreciation event.

Community

- Our community supports our many fundraising activities by contributing goods for the silent auction, attending our annual Holiday Craft Sale and our annual plant sale. Some of our community schools come in to share plays and band performances with our students. We have a wonderful woman who has been volunteering daily for years to run the milk program as well as taking care of the lost and found for us.

Results of EQAO Primary Assessment

Each year, students participate in the province-wide assessment of reading, writing, and mathematics. This assessment by the Education Quality and Accountability Office (EQAO) is based on the Ontario Curriculum and is one way in which student achievement is measured. Results from these assessments should be viewed with caution since the achievement of a few students, particularly in small schools, can have a large impact on overall results. Further, it is important to view student achievement in the context of other available information, some of which is contained in this profile.

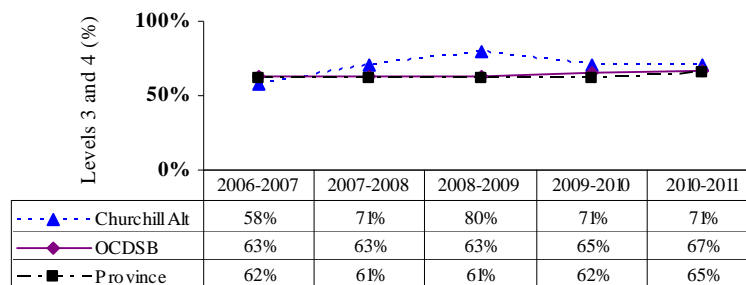
The following table describes grade 3 students in this school for the 2010-2011 assessment:

	Number of Students	ELL	Fully Exempt	Receiving Special Education support (excluding gifted)	First language learned at home other than English
Grade 3	51	0%	4%	39%	4%

Results for *all grade 3 students* in this school, compared to those for the district and province, are presented below. More detailed information about student performance on these assessments can be found at www.eqao.com.

Grade 3 Reading:

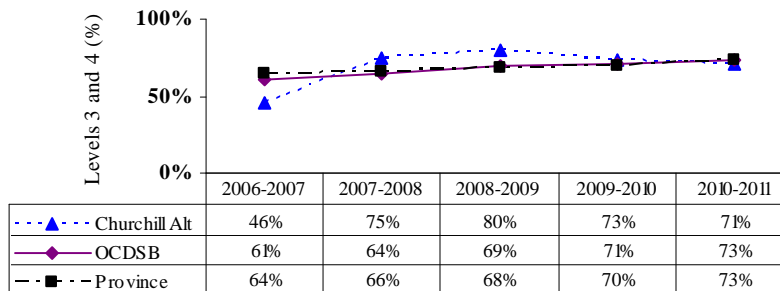
Percentage of Students at Levels 3 and 4 (Method 1)



4% of the students were exempt, 6% had no data.

Grade 3 Writing:

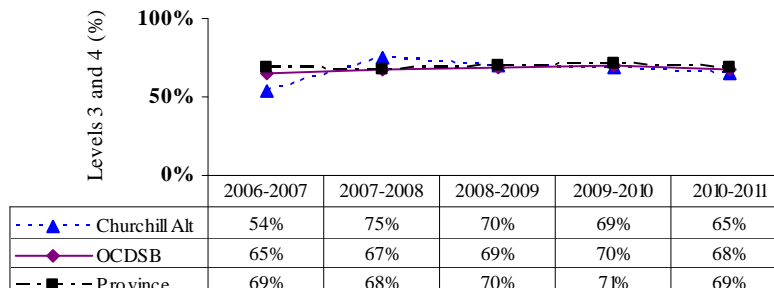
Percentage of Students at Levels 3 and 4 (Method 1)



4% of the students were exempt, 6% had no data.

Grade 3 Mathematics:

Percentage of Students at Levels 3 and 4 (Method 1)



4% of the students were exempt, 6% had no data.

Results of EQAO Junior Assessment

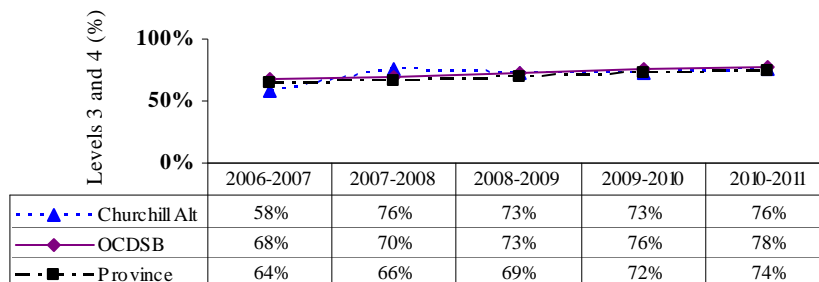
Each year, students participate in the province-wide assessment of reading, writing, and mathematics. This assessment by the Education Quality and Accountability Office (EQAO) is based on the Ontario Curriculum and is one way in which student achievement is measured. Results from these assessments should be viewed with caution since the achievement of a few students, particularly in small schools, can have a large impact on overall results. Further, it is important to view student achievement in the context of other available information, some of which is contained in this profile.

The following table describes grade 6 students in this school for the 2010-2011 assessment:

	Number of Students	ELL	Fully Exempt	Receiving Special Education support (excluding gifted)	First language learned at home other than English
Grade 6	42	5%	10%	29%	2%

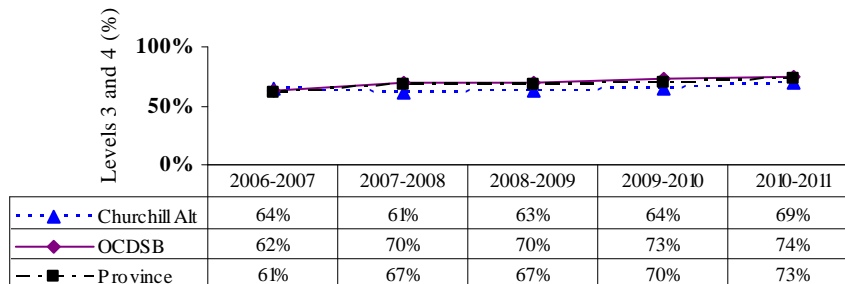
Results for *all grade 6 students* in this school, compared to those for the district and province, are presented below. More detailed information about student performance on these assessments can be found at www.eqao.com.

Grade 6 Reading: Percentage of Students at Levels 3 and 4 (Method 1)



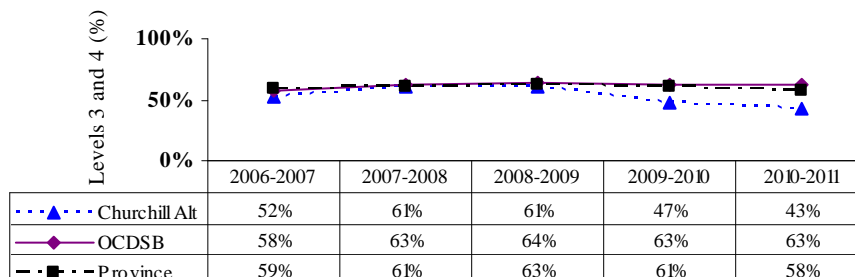
10% of the students were exempt, 5% had no data.

Grade 6 Writing: Percentage of Students at Levels 3 and 4 (Method 1)



10% of the students were exempt, 5% had no data.

Grade 6 Math: Percentage of Students at Levels 3 and 4 (Method 1)



10% of the students were exempt, 5% had no data.