

School Profile 2012-2013



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Featherston Drive Public School

JK to 8 English/Middle French Immersion



Address:

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School hours:

9:15 a.m. - 3:45 p.m.

Office hours:

8:30-4:30

[School Website¹](#)

Principal

Lori Lovett

Vice Principal

Andrew Postma

Office Administrator

Cheryl Rodrigue

Chief Custodian

Yves Seguin

School Council Chair

Gil Reicher

Superintendent of Instruction

Stephen Sliwa

School Trustee

Bronwyn Funicello

Chair of the Board

Jennifer McKenzie

Director of Education/Secretary of the Board

Jennifer Adams

General Board Information:

Phone: 613-721-1820

[OCDSB Website²](#)

[Accessibility Information³](#)

Our School

In 1964, Featherston Drive Public School opened its doors to students from kindergarten to grade 8 living in the southeast sector of Ottawa. Featherston offers a regular English program, Middle French Immersion from grades 4 to 8, and system Autism program classes.

Our school is diverse and multicultural. Our students, and their best interests, are always our primary focus. We are dedicated to ensuring that our school is a place where all students learn and thrive in a supportive and caring atmosphere. We work with our students in all curriculum areas and continually foster their growth and development as caring, contributing citizens. Through our strong emphasis on academic achievement, the arts, athletics, and character education initiatives, our students, staff, and parents work collaboratively to build a strong learning community.

A Parenting and Family Literacy Centre (PFLC) is also located in our school. This centre is part of the Ministry of Education's Early Learning Initiative. The centre helps prepare children (aged 0 to 6 years) for starting school and encourages families to be a part of their children's learning.

Our Students

Featherston currently serves approximately 390 students. We have a multicultural and diverse student population representing over 50 distinct cultural backgrounds, which enriches our school community. The majority of Featherston students live in the Heron, Baycrest, and Walkley Road triangle. The socio-economic profile of our school is wide-ranging, and almost 300 Featherston students speak English as a second language. Many of our intermediate students (grade 7 & 8) arrive from Charles H. Hulse P.S., Arch Street P.S., and Riverview Alternative P.S. while students entering our Middle French Immersion (MFI) program in grade 4 arrive from 14 different feeder schools. Upon completing grade 8, most of our students attend Ridgmont H.S., Hillcrest H.S. or Canterbury H.S.

Our Staff

Our committed and caring staff bring a wide range of educational backgrounds, interests, and expertise to our school. Many of our teachers have additional qualifications and specialists in a variety of areas including special education, the arts, English as a Second Language (ESL), reading, and French as a Second Language (FSL). With over 40 academic and educational support staff, we consistently focus on meeting the needs of such a rich, multicultural, multilingual student population.

Teachers are supported by a dedicated team of 11 educational assistants, 2 office staff, a library technician, and a chief custodian and two night custodians. Our staff also includes a Multi-cultural Liaison Officer (MLO), who works at Featherston one and a half days a week. We are also very fortunate to have many volunteers working at the school, as part of our extended staff.

Our staff provides organized activities to enrich the daily experiences of our students. These activities include sports teams, intramural sports, a concert band, the Bongo Bang Boom Band, Jazz Band, Choirs, EarthCare Club, Homework Club, Breakfast program, Lifesavers Club (Me to We), and Book Club.

Our Community

Parents and Community

The Featherston Drive School Council contributes to our positive school climate in many ways. Our active and supportive council works collaboratively with our staff to foster strong relationships between home, school, and the wider community.

Our council has supported many initiatives to improve our school such as the development of our new kindergarten yard as well as planting trees, shrubs, and gardens on our schoolyard. The council also strongly supports school programs in the following areas: the arts, literacy, and athletics. This year the School Council is fund-raising for a new play structure.

Many parent volunteers take part in fund-raising activities such as organizing pizza days, bake sales, and various events throughout the year. This fund-raising supports and enhances our school programs. Our parent volunteers also assist at many extra-curricular events.

Mission Statement

“Preparing lifelong learners and caring, contributing citizens”



Programs and Services

Academic Programs

- English program (junior kindergarten – grade 8)
- Middle French Immersion program (grades 4 – 8)
- Autism program (grade 1- grade 8)
- English Language Delayed (ELD) System Class
- Instrumental Music program at the intermediate level (grades 7 & 8)

Classroom Organization

Featherston has 18 homeroom classrooms:

- 1 Full Day Kindergarten class
- 4 Autism System Program Classes
- 6 Middle French Immersion classes: 4 junior classes & 2 intermediate classes - Regular Program
- 8 regular program classes: 2 primary, 1 grade 3-4, 1 grade 5-6, 2 grade 7, and 2 grade 8
- 1 ELD System Program Class
- 41 % of our students are enrolled in the middle French immersion (MFI) program
- 59 % of our students are enrolled in the regular English program

Special Education and ESL Programs

We have a Special Education Support Team consisting of one Learning Support Teacher (LST) and one Learning Resource Teacher (LRT) who oversee the individual needs of all special education students, and provide advice and programming support for all students who are identified through the IPRC process. Our Support Team works closely with classroom teachers in developing student IEPs (Individual Education Plans) and academic support in the classroom. We also have English as a Second Language (ESL) teachers who support all students who are identified as ELL or ELD learners.

Students requiring additional supports and/or services are referred to the Learning Support Teacher (LST) and/or the in-school special education team by their classroom teacher. The in-school team follows a tiered approach of interventions and works closely with the classroom teacher to assess the needs of the student and determine a course of action which may include further observation or assessment, accommodations and/or modifications, classroom support, and/or referrals to our multi-disciplinary team. Our in-school team is always available to assist classroom teachers with planning for the needs of all students. We are also consistently enhancing our use of assistive technology to enable every student to access the curriculum.

Our support staff members follow an inclusive model of program delivery to support special education and English as a second language students. Our support staff works collaboratively with classroom teachers in a co-teaching model to ensure that the needs of all students within the classroom are being met. This model ensures that students remain in their language-rich classroom learning community; learning from, with, and alongside their peers. This approach is consistent with the Ministry recommendations from the Expert Panel Report on Special Education, “Learning for All”.

Clubs and Activities

Students are given the opportunity to develop and demonstrate leadership and citizenship through participating in organized activities. Competitive and recreational athletic sports include cross-country running, touch football, soccer, basketball, volleyball, track and field. Arts-based activities include: concert band, jazz band, Bongo Bang Boom drum band, choirs, drama club, and art club. Other clubs include: Lifesavers Club (Me to We initiative), EarthCare Club, and Homework Club

Students are also provided with a rich array of activities within their school day:

- sports events and tournaments, assemblies and special performances, spirit days (whole school 'house' system)
- character events , field trips to various locations in the National Capital Region, skating at local rinks, Terry Fox Run, Lifesavers Club activities, Me to We (a student conference)

Safe Schools Initiatives

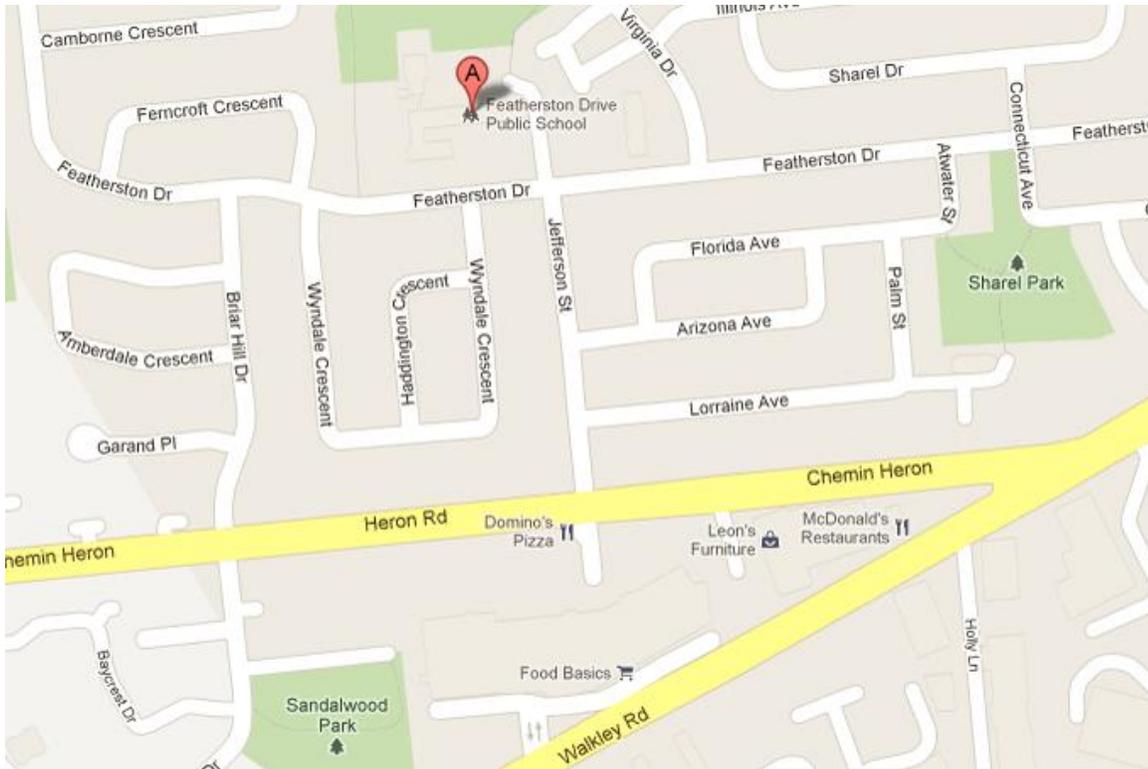
Featherston is committed to maintaining a learning environment which allows every student to reach his/her greatest potential within a safe and caring atmosphere. We value character traits such as respect, responsibility, empathy, and cooperation.

We have a very active Character Education Committee at Featherston which explores character education initiatives at all grade levels. Our school-based committee plans activities that promote students making positive choices and reinforce appropriate conflict resolution skills. This initiative integrates concepts related to Safe and Caring Schools and Bullying Prevention.

We are also pleased to be part of an initiative with Me to We, which has provided us the opportunity to students and staff in restorative justice a consistent model of expectations and routines is in place across all grades. Our staff continues to reinforce our Code of Behaviour to guide positive student behaviour. The goal is that of sending consistent messages for student expectations while helping to build positive experiences at the school. Our school Code of Conduct was developed with input from students, parents, and staff. Each year, students review the Code of Conduct and staff consistently work with students to empower them to live by the code, both in and out of the classroom. The development of these life skills is intended to serve our students well in the future.

Facilities and Resources

- a sprawling school building with a two-storey main building
- large and small gymnasiums
- library
- computer Lab
- Autism program classes
- sensory room
- life skills room
- a large school yard with three areas:
- a large green space with many trees, soccer fields, and a baseball diamond
- tennis courts (City of Ottawa)
- new trees have been planted annually through our EarthCare initiatives and school council funding
- one play structures (one fenced) for primary/junior students
- a pavement area with basketball courts
- a large front yard
- a newly renovated kindergarten play area at the front of the school
- new trees planted with funding from a grant received by our School Council
- a Parenting and Family Literacy Centre (PFLC)
- a great resource for parents/guardian and childcare providers; this centre helps prepare children (from 0 to 6) years of age) for starting school



[Google Map of Featherston Drive Public School](#)

Achievement and School Improvement Planning

Measures of Student Achievement and Success

Our school follows the OCDSB policy and procedures for student assessment and evaluation as well as the Growing Success document (Ministry of Ontario, 2010).

Staff use diagnostic, formative and summative methods of assessment/evaluation to inform instruction, guide next steps, and help students monitor their progress towards meeting their learning goals in order to ensure that the needs of all students are being met.

Student achievement is measured in a variety of ways at Featherston Drive P.S. The following are some of the methods we use:

- teacher observation/anecdotal notes
- checklists and rubrics
- student portfolios and student-led conferences
- cooperative work groups as well as peer, self and teacher evaluations
- projects and presentations
- response journals and learning logs
- performance based assessment tasks
- quizzes and tests
- parent-teacher interviews and conferences
- student assemblies, celebrating citizenship
- Progress Report and Provincial Report Cards
- provincial grade 3 and grade 6 EQAO testing – results are found on the following page

In addition, each year at our annual School Leaving Ceremony, grade 8 students are recognized for a variety of social, athletic, artistic, and academic accomplishments.

All teachers assess the reading abilities of their students – primary teachers use PM Benchmarks; junior and intermediate teachers use CASI; and junior/intermediate middle French immersion teachers use Trousse d’Evaluation Rapide.

We combine all of this information along with the Board Improvement Plan, report card marks, daily observations of student performance, a variety of demographic factors, and numerous other sources of data in order to provide us with a sound base from which to determine the direction and focus of our School Improvement Plan for Student Achievement.

School Improvement Plans and Initiatives

The focus of our 2009-2010 School Improvement Plan (for Student Achievement (SIPSA) is in the area of numeracy. We had a whole school focus on the patterning and algebra strand for cycle 1. For cycle 2, the focus was on the number sense and numeration strand for kindergarten to grade 6 and on the measurement strand for grades 7 and 8 (Ontario Mathematics Curriculum).

Our SIP writing focus for the 2010-2011 school year, took into account multiple measures of data including our 2009-2010 EQAO results, PM Benchmark results, CASI results, Trousse d’Evaluation Rapide results, report card marks, demographic data, and historical trends.

This year, our school has been designated as a SIM (School in the Middle) school, which means that we have ongoing support of instructional coaches from the Curriculum Services Department. Our instructional coaches work closely with staff on identifying key areas of focus and will be provided a series of professional development sessions to all staff. We continue to focus on optimizing our instructional strategies in literacy and numeracy. Other areas of focus

were on differentiated instruction as well as assessment 'for', 'as', and 'of' learning. Staff members continued to explore many tools for ongoing assessment in the classroom in order to guide their instruction to meet the individual needs of their students. In a continuing effort to increase student achievement, we continued to respond to identified needs based on our EQAO results and other data collected at the school level.

Currently, our SIPS has a focus on Critical Thinking in the area of Accountable Talk and Numeracy. We continue to benefit from collaboration with Curriculum Services in the form of in-service for professional development and collaboration with an Instructional Coach. Critical Thinking is the ability to make a judgement and form an opinion and then substantiate the opinion with supporting reasons and facts. Sound judgement requires competency and knowledge. Judgement is reflected in our points of view, perception, bias, and problem solving.

Leadership Recognition

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

Students

Under the direction of staff, our student ambassadors serve as representatives of the student population, organizing events and activities for the benefit of all students. They coordinate many events such as school spirit days, a winter activity day for all students, and lead fund-raising initiatives for charitable organizations.

Student representatives have also been included on both our School Improvement Planning Committee and our Character Committee. We greatly value and appreciate the input and ideas from our students.

Our students show leadership and school spirit in sports; an area in which they consistently proudly represent our school at various regional and board events.

Student leadership is consistently demonstrated by the students in our music program. Students regularly perform for a variety of audiences and represent Featherston at an annual music festival.

In addition to formal recognition, we also acknowledge their contributions in our classrooms via our school announcements, newsletters, assemblies, principal’s report to school council, and end-of-year awards ceremonies.

Staff

As a dedicated Professional Learning Community, staff members actively participate in Board-wide and school based professional development sessions in all areas of the curriculum. Our staff also demonstrate leadership and leadership qualities in many ways. Through daily interactions with students and parents/guardians, professional dialogue, and contributions to our school, our staff are continuously building a strong community through their actions. We recognize staff leadership in many ways, including a simple thank you for a job well done to more formal recognitions such as cards, letters, announcements, newsletters, assemblies, performance appraisals, and reports to school council.

We would like to highlight the leadership of some of our staff members:

Tanya O’Brien (Learning Resource Teacher) - Mrs. O’Brien was a Director’s Citation recipient 2012. Mrs. O’Brien was also Capital Educators Awards finalist. She was recognized for her caring, compassion, commitment, and dedication to our special needs students. Mrs. O’Brien is a true leader and models leadership skills on a daily basis.

Yves Seguin (Chief Custodian) - Mr. Seguin was the recipient of the Director’s Citation Award. He received this award for his outstanding contributions to Featherston. Not only does Yves care for his school and the people within it, he is an excellent role model and sets standards for excellence for those who work on his team.

Maggie LeMay (Learning Support Teacher) - Mrs. LeMay along with her colleague, Mrs. O’Brien are the EarthCare team leaders. Their leadership skills were formally recognized at the EarthCare Expo, where Featherston’s EarthCare team was awarded the Jenny Award for their incredible initiatives at the school to make a difference in protecting our environment.

Parents/Guardians/Volunteers

Featherston is extremely fortunate to have many dedicated volunteers who work with our students and staff on a regular basis. We are very grateful to have volunteers who support our instrumental music program and sports teams. Our volunteers also read with students in our classrooms and support our teachers in many ways. For the past three

years, our school has participated in the OttawaReads initiative, in which employees from the Canadian Pediatric Association come to our school to read with our primary students on a weekly basis. We also receive volunteers through the Ottawa Centre for Research Innovation (OCRI)- Ottawa Network for Education.

Our dedicated school council meets monthly, working collaboratively with staff to plan activities and fund-raising events to support our school. Last year, our school council purchased technology and science equipment for the school. They also funded arts performances for each division, reading clubs, sports events, and our school leaving ceremony. One member of our school council is a community representative who works with our school's EarthCare Team to beautify our school grounds and support our environmental initiatives.

As invaluable partners, we thank our parents/guardians and volunteers on an ongoing basis and look for opportunities to acknowledge them formally through school announcements, our principal's report to school council, school newsletters, and our annual volunteer appreciation breakfast.

Community

We are pleased to run a breakfast program at the school, which is funded by the Ottawa Network for Education. Last year, Manulife Financial along with two anonymous donors, have provided funding to support the swimming program for the students in our autism program. Our classes access the local City of Ottawa Public Library. Classes visit the library and benefit from a variety of programs being offered. Our teachers also access books and other resources for their classes while visiting the public library. Featherston is proud to have a partnership with our community newspapers (Vistas and EMC), which regularly publish articles about our school initiatives and/or events. In previous years, our school council received a grant from the Tree Canada Foundation (FedEx Express Canada was the corporate sponsor) to plant trees, shrubs, and gardens on our schoolyard.

Results of EQAO Primary Assessment

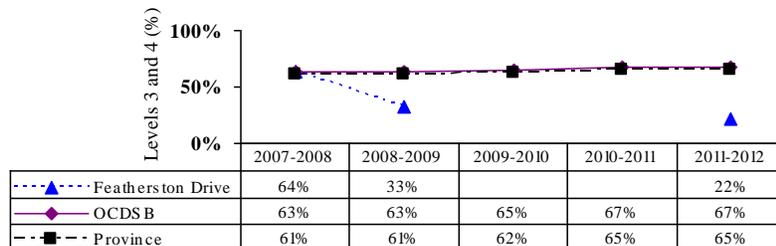
Each year, students participate in the province-wide assessment of reading, writing, and mathematics. This assessment by the Education Quality and Accountability Office (EQAO) is based on the Ontario Curriculum and is one way in which student achievement is measured. Results from these assessments should 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 2011-2012 assessment:

	Number of Students	ELL	Fully Exempt	Receiving Special Education support (excluding gifted)	First language learned at home other than English
Grade 3	23	17%	26%	30%	48%

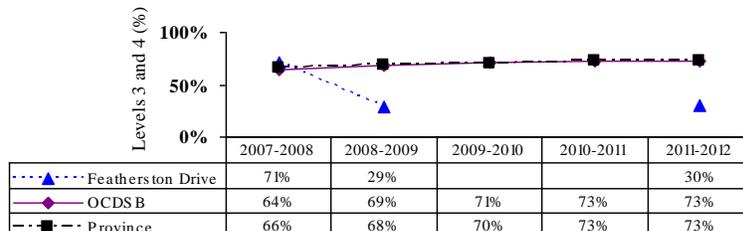
Results for *all grade 3 students* in this school, compared to those for the district and province, are presented below. More detailed information about student performance on these assessments can be found [here](#)⁴.

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



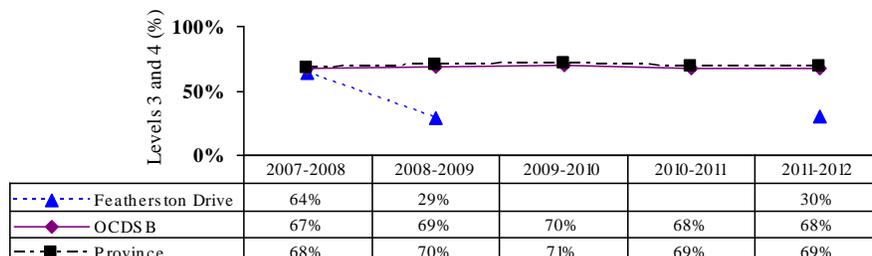
26% of the students were exempt, 0% had no data.

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



26% of the students were exempt, 0% had no data.

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



26% of the students were exempt, 0% had no data.

Results of EQAO Junior Assessment

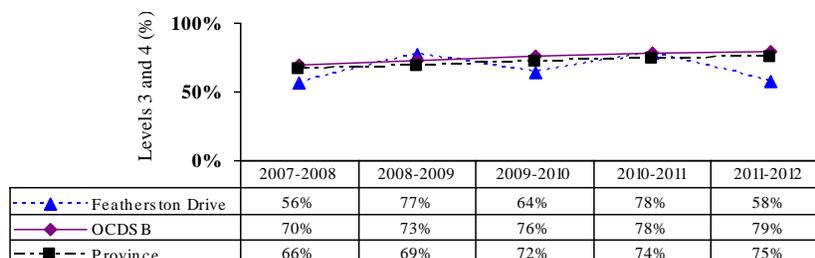
Each year, students participate in the province-wide assessment of reading, writing, and mathematics. This assessment by the Education Quality and Accountability Office (EQAO) is based on the Ontario Curriculum and is one way in which student achievement is measured. Results from these assessments should 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 2011-2012 assessment:

	Number of Students	ELL	Fully Exempt	Receiving Special Education support (excluding gifted)	First language learned at home other than English
Grade 6	50	20%	18%	24%	42%

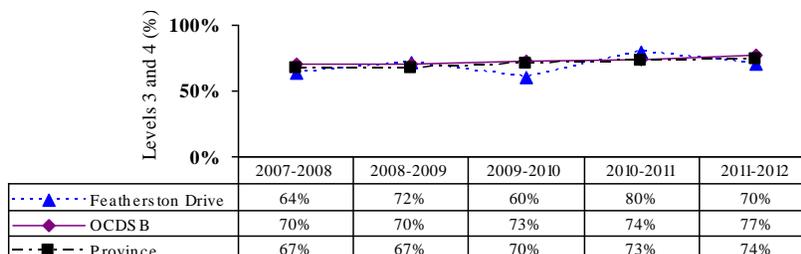
Results for *all grade 6 students* in this school, compared to those for the district and province, are presented below. More detailed information about student performance on these assessments can be found [here](#)⁴.

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



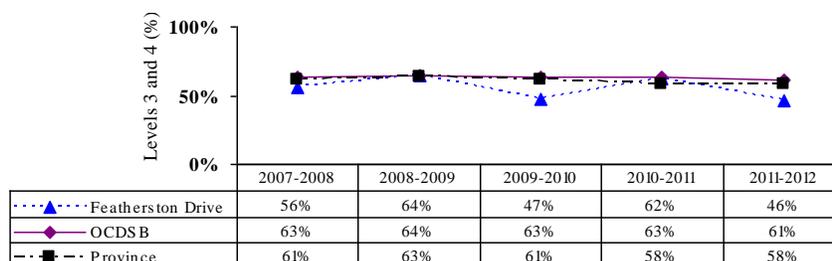
18% of the students were exempt, 0% had no data.

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



18% of the students were exempt, 0% had no data.

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



18% of the students were exempt, 0% had no data.

URL References

¹ – <http://www.featherstondrps.ocdsb.ca/>

² – <http://www.ocdsb.ca/>

³ – <http://www.ocdsb.ca/ab-ocdsb/>

⁴ – <http://www.eqao.com/>