

School Address

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Principal

Reta Favrod

Vice Principal(s)

Monica MacGillis

Administrative Office Staff

Marlene Richardson

*

School Council Chair(s)

Leigh Meadows
Angie Roussel

*

Ward 7 Trustee

Irene Atkinson
(416) 397-3091

Superintendent

Manon Gardner
(416) 394-2044

Director of Education

Chris Spence

OUR SCHOOL

High Park Alternative School, founded in 1981, is housed at Annette Street Public School in the Bloor West/Junction/High Park community. The school has grown from its original 3 classrooms to its current 7 classrooms.

- ✦ The student population numbers 179, with the majority of children having English as their home language
- ✦ The school currently offers Junior Kindergarten to Grade 8 programs
- ✦ It shares space and facilities with Annette Street Public School and Junction Daycare

Mission Statement

HPAS nurtures an inclusive and dynamic community of learning and care through partnerships between staff and families that extend both locally and globally. Collaborative decision making and cooperative learning in a safe, respectful and joyful environment empowers our children to appreciate their own and others' educational and emotional achievements, challenges and potential. A curriculum that crosses age groups and disciplines encourages each child to cultivate intellectual curiosity, an ethic of care, critical thinking and a love of learning.

School Focus For This School Year

The focus of High Park Alternative School continues to reflect the school philosophy:

- ✦ engagement and inclusion are encouraged by maintaining a small school environment where students, staff and parents participate in learning that extends from school to home to communities local and global
- ✦ non-competitive learning environments and cooperation are nurtured to support the whole child and individual paths of learning and development
- ✦ integrated holistic learning is realized through a project-based, interdisciplinary approach in the context of multi-age groupings
- ✦ empathy and collective responsibility are fostered to promote caring, compassion and understanding within the school, as well as local and global communities
- ✦ environmental responsibility is nurtured through stewardship of High Park, tending the bird sanctuary and harmony garden, as well as through the activities of the environmental club and EcoSchools program

OUR STUDENTS (As of spring 2008)

	<u>No.</u>	<u>Percent</u>
✦ Total number of students:	142	
Junior Kindergarten - Grade 3	80	
Grade 4 - Grade 7	62	
✦ Gender:		
Female	68	48%
Male	74	52%
✦ Primary language other than English:	13	9%*
✦ Students born outside of Canada:		
Students living in Canada for 2 years or less	2	1%
Students living in Canada for 3 - 5 years	5	4%

* Calculation does not include students for whom language information is missing.

THE SCHOOL BOARD PROVIDES:

The Toronto District School Board (TDSB), in partnership with students, parents, teachers and all our communities, is committed to taking responsibility for continuous improvement of schools. This is achieved through:

- ✦ **Relevant Curriculum**
- ✦ **Equity**
- ✦ **Accountability**

Regular Instructional Programs

- ✦ Languages - English, English as a Second Language, and French
- ✦ Mathematics, Science and Technology
- ✦ Arts - Music, Visual Arts, Drama and Dance
- ✦ Social Studies, Health and Physical Education

Special Education Programs

A variety of special education programs and services are offered to meet the needs of all students, including students with exceptionalities, such as behavioural, communication, intellectual, physical and multiple learning disabilities. Students' exceptionalities are identified through a formal review process undertaken by an Identification, Placement and Review Committee (IPRC).

OUR SCHOOL ALSO OFFERS:

Co-Curricular

Arts

Music

- ✦ Band
- ✦ Choir
- ✦ Strings
- ✦ Vocal

Visiting Artists

- ✦ Dance
- ✦ Drama
- ✦ Music
- ✦ Visual Arts

Athletics

Athletic Teams

- ✦ Basketball Team
- ✦ Cross Country Team
- ✦ Ice Hockey Team
- ✦ Soccer Team
- ✦ Swimming Team
- ✦ Track and Field Team
- ✦ Volleyball Team

Intramurals

- ✦ Basketball
- ✦ Swimming
- ✦ Volleyball

Clubs

Arts and Culture

- ✦ Media Club

Recreation and Leisure

- ✦ Gardening Club

Social and Global Issues

- ✦ Environmental Club

Curricular Enhancement

English/Literacy

- ✦ Comprehension Attitudes Strategies Interests (CASI)
- ✦ Developmental Reading Assessment
- ✦ Reading Buddies

Teaching and Learning Strategies

- ✦ Professional Learning Community (PLC)

Leadership

Appointed/Elected Councils

- ✦ Principal's Council
- ✦ Student Council

Leadership Development

- ✦ Student Announcers

Community, Culture and Caring

Culture/Caring

Caring

- ✦ Earth Day Activities
- ✦ Hearing/ Vision Screening Service

Fundraisers

- ✦ Jump Rope for Heart
- ✦ Pizza Days
- ✦ Terry Fox Run
- ✦ Unicef

THE SCHOOL BOARD PROVIDES:

- ✦ United Way

Safe & Caring Schools

- ✦ Buddy System
- ✦ ECO Schools
- ✦ Me to We
- ✦ Peace by Peace
- ✦ Peaceful Schools
- ✦ Safe Arrival Program

Social Skills

- ✦ Second Step

Equity

School-Wide Strategy

- ✦ Equity Committee
- ✦ Inclusive Curriculum and Resources

Tutoring

School Based

- ✦ Literacy & Numeracy Tutoring (Cont. Ed)

Student Success

Transitions

Elementary to Intermediate

- ✦ Transition Visits (Gr. 6 to 7)

General

- ✦ Parent Information Nights
- ✦ Transition Meetings

Intermediate to Secondary

- ✦ Transition Visits (Gr. 8 to 9)



Information about the success of our programs comes from a wide variety of student assessments. These assessments are based on clear expectations for all learners, consistent with those described in *The Ontario Curriculum*.

The primary purpose of student assessment is to improve learning. Assessment has the greatest potential to improve learning when it is an integral part of classroom activities. Teachers assess student progress towards achieving the expectations on an ongoing basis by using strategies such as projects, class presentations, homework assignments, classroom observations, portfolios of student work, and tests.

Schools use assessment information and information from other sources to make informed decisions for school improvement planning. Schools identify areas of strength as well as areas that require improvement. Input is obtained from a variety of sources such as student assessments, teacher feedback, parent feedback, and community surveys. In this way, schools monitor, celebrate and improve their efforts in providing a supportive and challenging learning environment for all their students.

WHAT OUR SCHOOL IS PLANNING FOR THIS YEAR

We have developed the following strategies to create the best possible learning environment for our children.

We Plan To:

- ♦ develop curriculum implementation plans, working collaboratively to incorporate a school-wide approach to the curriculum
- ♦ acquire and update resources to aid in curriculum implementation
- ♦ encourage partnerships between classes to ensure that all curriculum strands are taught at all levels
- ♦ meet with parents to keep them informed of the curriculum
- ♦ involve parents in the delivering of program and curriculum, especially in linking home and school activities related to the curriculum

With respect to the EQAO assessment for our Grade 3 students and Grade 6 students:

In Language we will:

- ♦ determine areas needing further development and work together to provide improved instruction in these areas using best practices and shared strengths
- ♦ acquire new resources to aid in the delivery of program, with focus in the areas which need growth and improvement
- ♦ use formal lessons to teach and reinforce written communication skills
- ♦ continue student involvement in initiatives such as reading buddies and Borrow-a-Book
- ♦ acquire and update reading materials to enrich the classroom program as well as Borrow-a-Book
- ♦ support staff to attend and participate in workshops related to student assessment and the development of communication and critical thinking skills
- ♦ provide in-class support for students experiencing difficulty in language

In Mathematics we will:

- ♦ continue with initiatives such as Math/Science Investigations with links to language
- ♦ focus on a problem-solving approach in teaching Mathematics
- ♦ create and implement the Math Bag program for primary students
- ♦ acquire and update resources such as manipulatives and computer software
- ♦ provide in-class support for students experiencing difficulty in mathematics

Within our community, our plans include:

- ♦ involving parents and the community in delivering the program in the most positive way to ensure that all students learn in a way that is best for them
- ♦ encouraging parents to read with their children at home and to take an active part in supporting the work that their children are doing in school
- ♦ emphasizing inclusive education and conflict resolution
- ♦ enhancing the connection between the school, the community and High Park in regard to environmental issues that concern the neighbourhood
- ♦ seek out artists, writers, and community members to enhance the development of the 'whole child'

OUR COMMUNITY PARTNERS

Parent And Community Involvement

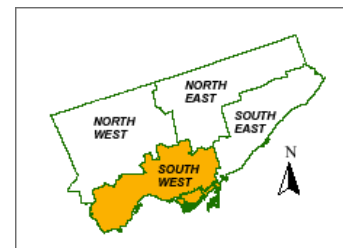
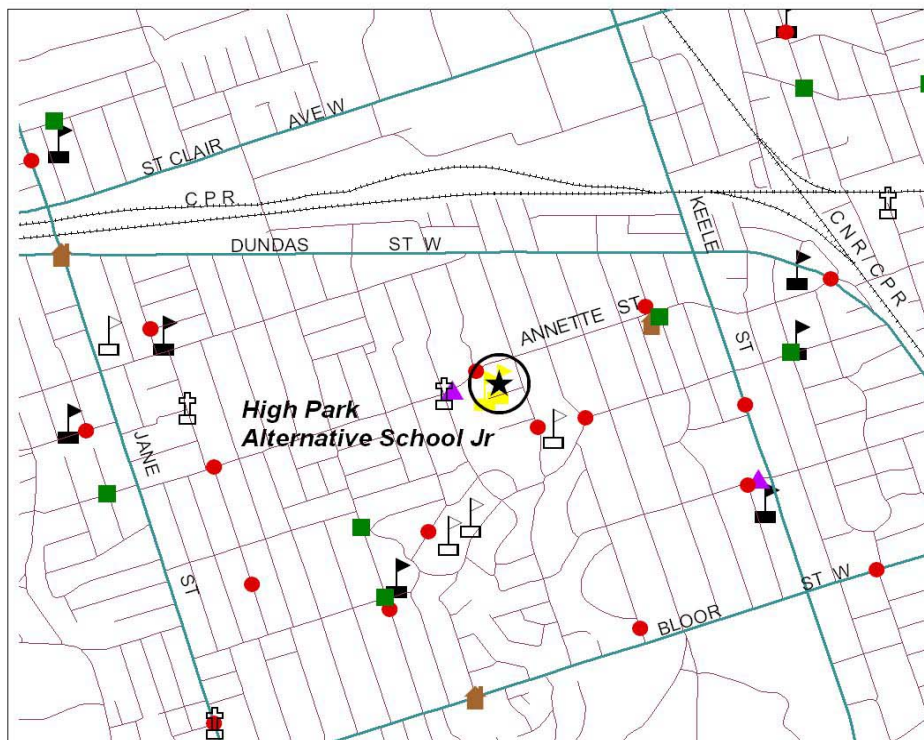
Parent Involvement:

- ✦ School Council with all parents as members
- ✦ Parental involvement by all families expected
- ✦ Regular parent volunteers who share expertise and assist in school-wide and classroom activities such as reading, novel studies, art projects, concerts and field trips
- ✦ Borrow-A-Book and Math Bag programs

Community Links:

- ✦ Public library class visits
- ✦ Other community volunteers who assist in the classrooms
- ✦ Partnership with the Toronto Parks and Recreation Department
- ✦ Partnership with High Park
- ✦ Public Health
- ✦ Junction Day Care
- ✦ Toronto Police Service - School Liaison Officer
- ✦ Teacher/ECE candidates from OISE/UT, UOIT and Ryerson University

OUR NEIGHBOURHOOD



- ★ OUR SCHOOL
- ▣ TDSB Elementary School
- ▣ TDSB Secondary School
- ⊕ Separate School
- Daycare/Nursery School
- Family Resource/ Parenting Centre
- ▲ Community/ Recreation Centre
- 🏠 Public Library

0 0.5 1 Kilometers

Notes: The map shows the locations of local schools, community and social service facilities. For more information about these locations please contact the school. Sources: TDSB - Academic Accountability, Facility Services; City of Toronto - Children's Services, Toronto Land Information Services.