

SCHOOL INFORMATION PROFILE

Dawn-Euphemia Public School
Revised February 17, 2010

DRESDEN AREA FAMILY OF SCHOOLS:

Lambton Kent Composite School
Dawn-Euphemia Public School
Dresden Area Central School
Thamesville Area Public School
Zone Township Central School

Lambton Kent District School Board Schools

Every school under the jurisdiction of the Lambton Kent District School Board will have a clear and focused mission, strong instructional leadership, a safe and orderly environment, a climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, opportunities to learn and time on task. Our schools will offer programs that will enable our graduates to be successful in their life choices and to be happy and productive members of society.

To ensure these goals for all students, elementary schools will provide:

- Effective kindergarten programs
- Remedial and enrichment programs
- Large blocks of literacy and math instruction
- Daily physical activity
- Culturally inclusive programs
- Arts programs
- Facilities that support effective programming, including science labs for Grade 7 and 8 students, and facilities that support partial rotary
- Information technology, playground and playfield/gymnasium space
- Universally accessible facilities

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School Information Profile

School: Dawn-Euphemia School

School Vision Statement: - It is our aim to provide a safe, caring and supportive learning environment that recognizes the uniqueness, self-worth and dignity of each student. The parents, teachers and community will strive to work co-operatively to provide opportunities for our students to acquire the basic skills, knowledge and attitudes for life-long learning.

Programs: Regular X French Immersion Specialized Native Language

| | | | | | |
|--|--|-------|------|------|------|
| Grade configuration | JK - 8 | | | | |
| Age of Facility (original construction year) | 1964 | | | | |
| Property Size (in acres) | 11.0 | | | | |
| Area of Facility (in square feet) | 21,075 | | | | |
| Area of Green Space (in acres) | 9.0 | | | | |
| Area of Indoor Gym (in square feet) | 1,991 | | | | |
| Ministry Rated Capacity | 225 | | | | |
| Current Enrolment | 121 | | | | |
| Enrolment By Grade | JK-10 | SK-12 | 1-14 | 2-7 | 3-12 |
| | 4-14 | 5-14 | 6-18 | 7-15 | 8-16 |
| Utilization Percentage | 53.8% | | | | |
| Enrolment past five years | Appendix A | | | | |
| Enrolment projections next five years | Appendix A | | | | |
| Staffing | Principal 1, Clerical 1, Teachers 8, EA/CYW 4, Custodian (contract) | | | | |
| Percentage of students bused | 99.3 | | | | |
| Number of out of boundary students (Sept 09) | 1 | | | | |
| Students from this area going elsewhere (Oct 08) | 12 | | | | |
| Maximum distance for bused students (km) | 25 | | | | |
| Maximum time for bused students (minutes) | 57 | | | | |
| First Nation Partnerships | | | | | |
| Demographics for area | Appendix B | | | | |

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Value to Student

Student Success in Elementary

Identify what the elementary school have the ability to offer:

Junior Kindergarten: We have one JK class which runs on A days

Senior Kindergarten : We have one SK class which runs on B days

Large blocks of literacy and math instruction: 100 minute blocks of literacy each day for K-6 and 60 minutes of math instruction each day

Arts programs: Students have 120 minutes of Arts each week plus the arts is supplemented through the board's program enhancement fund. Last year Program Enhancement supported specific dance instruction for all grades, 2 sets of visual arts lessons provided by the Lawrence House of Arts, a drum presentation, dramatic presentations which came to the school and field trips to local dramatic presentations.

Information technology to support the curriculum: Two years ago, the entire Dawn-Euphemia School was wired for a laptop project. We have a computer lab that holds 18 computers, but has room for more. We have stand alone computers in each classroom plus two laptop carts which hold 15 laptops each. In order to service these laptops we have wireless technology throughout the entire school.

Career education programs: Grade 7 and 8 Pathways and Student Success Initiative

Culturally inclusive programs: Regular programs are culturally inclusive

Lead and/or specialized teachers with specialized skills: no

Specialized programs (i.e. second language learning): no

What is the nearest access to similar programs?

Dresden Area Public School, Thamesville Area Public School, Lambton Centennial and Zone Area Public School are the closest elementary schools

Student achievement data (grade 3 & 6 reading, writing and math) over the past three years.

| Grade 3 | 2006-2007 | 2007-2008 | 2008-2009 |
|----------------|------------------|------------------|------------------|
| Reading | 59% | 88% | 79% |
| Writing | 47% | 100% | 86% |
| Math | 65% | 88% | 86% |
| Grade 6 | | | |
| Reading | 56% | 83% | 92% |
| Writing | 39% | 72% | 67% |
| Math | 50% | 56% | 75% |

Additional Comments:

Dawn-Euphemia has been well above both the Board and Provincial results in all three areas of the EQAO assessment in Grade 3 for the past 2 years.

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In Grade 6, Dawn-Euphemia has been well above both the Board and the Provincial results in Reading for the last 2 years, above the Board and even with the province in Writing for 2 years and above both the Board and province in Math this past year.

Supports

Identify funding generated for staffing to sustain itself without drawing funding from other budget lines in the following areas:

Administration: 1 principal through general funding from the Board approved budget based on student enrolment

Special Education/Library Staff: .5 resource teacher and .4 librarian through general funding from the Board approved budget through general funding based on student enrolment

Library Technicians: none

Social Workers: none

Secretarial: 1 secretary through general funding from the Board approved budget based on student enrolment

Custodial: 1 contract custodian through general funding from the Board approved budget based on student enrolment

Does the school have programs that support student success?

Literacy Coach assigned to school (0.1 Friday afternoons)

Does the school have remedial programs onsite during the day and after-school?

Classroom instruction is differentiated for students needing remedial support. We have a .5 Resource Assistance Teacher and a .5 Educational Assistant who both assist with students needing support.

Identify existing space for:

Computer Lab: Large space available for computer lab, currently has 18 computers but has room for many more.

Playground: Dawn-Euphemia has a huge open playground with several soccer fields, basketball nets, 2 covered structures for shade, swing sets, sand boxes, and a variety of climbing apparatus and equipment

Gymnasium: One medium sized gymnasium with a stage

Library: We have a huge, beautiful library/computer lab

A stage: Curtained stage for assemblies and drama productions

Staff/Visitor parking: Staff/visitor parking is located at the front of the school. Due to the size of the school yard, there is additional space on the tarmac at the back of the school for evening events.

Student drop-off and pick-up area for parents: Parents use the front parking lots since there is always lots of available space for cars

Bus Loading Zone: 6 buses drop off and load students on the tarmac at the back of the school.

Other: We have a beautiful Book Room for staff development and Professional Learning Communities. Resources are stored centrally so that all staff members have access to a variety of academic supports and resources. Staff meetings, divisional meetings and a host of other Professional Learning communities are held regularly in this room.

Transportation

Proximity of the school to students/length of bus ride.

The bus rides vary greatly in length. Some of our students are on the bus for only 10 or 15 minutes while others ride the bus for just over an hour.

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Describe community support partnerships.

We have a daily snack program which is offered free of charge to our students and is supported through Lambton Community Health Services. Local community groups such as Faith Missions Oakdale Pastoral Charge and COPE Construction have donated many hundreds of dollars toward this project.

Is the school universally accessible? Yes, the entire school is universally accessible because Dawn-Euphemia is all on one floor and there are no stairs. The stage in the gym would be the only area that would not be accessible to all.

Additional Comments:

30 laptop computers were supplied to our school through IBM. The laptops are used daily by our students to support their learning in literacy and numeracy and all other areas of the curriculum.

Safety and Security

What was the result of the Safe School Survey?

Parent/Guardian/Community (14 respondents):

- My child feels safe at school – 86% Always, 14% Usually
- My child feels safe on the way to and from school – 71% Always, 29% Usually
- I feel welcome at school – 93% Always, 7% Usually
- School rules and student behaviour expectations are clearly communicated – 71% Always, 29% Usually
- This school provides an atmosphere where every student can succeed – 71% Always, 29% Usually

Staff Members (13 respondents):

- The staff at this school believe that ALL students can learn – 85% Always, 15% Usually
- This school sets high expectations for student achievement – 85% Always, 15% Usually
- I feel safe when I am at school – 12 out of 13 Always, 1 out of 13 Usually
- School rules and behaviour expectations are clearly communicated to students – 100% Always
- Administrators deal with misbehaviour fairly and consistently – 85% Always, 15% Usually

Grade 4-6 Students (46 respondents):

- I have at least 1 close friend at school – 93% Always, 7% Usually
- I feel safe when I am at school – 28 out of 46 Always, 12 out of 46 Usually
- My teachers believe I can learn – 87% Always, 9% Usually
- I feel respected by school staff – 77% Always, 9% Usually
- I feel respected by other students – 33% Always, 49% Usually
- School rules and behaviour expectations are clearly communicated to students – 56% Always, 36% Usually

Grade 7-8 Students (28 respondents):

- I have at least 1 close friend at school – 100%
- I feel safe when I am at school – 19 out of 27 Always, 8 out of 27 Usually
- My teachers believe I can learn – 62% Always, 35% Usually

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- I feel respected by school staff – 46% Always, 46% Usually
- I feel respected by other students – 23% Always, 62% Usually
- School rules and behaviour expectations are clearly communicated to students – 56% Always, 30% Usually

Comment on the safety and security within your school environment.
Safety and security have never been an issue at Dawn-Euphemia. All doors are kept locked during the day except for the front door. Front doors are visible from the main office and visitors sign in upon entering the school.

Additional Comments:

In order to support Character Development and the Tribes philosophy within our student body, we hold monthly Tribes assemblies. All tribes have students who range in age from JK-8 and a tribe leader (staff member). Each month a different character trait is featured at the assembly. Teachers focus on this character trait for the entire month in their classroom and a daily quote featuring this trait is read on the announcements in the mornings. A student of the month is then selected from each classroom for that character trait and announced at the Tribes assembly. These students are then featured on the school's Character bulletin board, their names are posted in the monthly newsletter and their pictures are taken and placed on the school's website. As well, a student of the month for Literacy is also chosen from each classroom and is celebrated in the same way. Birthdays and a wide variety of student accomplishments are also celebrated at this assembly each month.

Extracurricular

Identify opportunities for a variety of extra and co-curricular activities in:

Athletics: Intramurals are held at various times throughout the school year and competitive school teams are available in soccer, cross country, volleyball, basketball and track & field

Arts: Christmas concerts and a spring musical are held each year

Clubs: Homework club is held at recess for those wanting/needing extra support
A recycling club works with staff members to recycle school materials

Leadership: Library helpers, milk and juice sales, student council, bus buddies and lunch monitors are areas for older students to develop their leadership skills.

Fundraising: Apples, mini pepperonis, and geraniums are local fundraisers that are held each year. In addition, an annual Read-a-thon and a basket raffle are held. Money is also raised through the sales of milk and juice each day and hot lunches each week.

Other: Local moms come in to the school to assist with daily snack program.

What opportunities are available due to the location of the school to existing community facilities?

Due to the location of the school, students require busing or other modes of transportation in order to attend other opportunities. The towns of Bothwell, Dresden and Petrolia are all nearby and are used frequently by the staff and students for field trips.

Other value to students? -

Additional Comments: - parents and staff feel their students are able to access as many extra-curricular activities as students at larger schools.

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| Value to School Board |
|---|
| Would the system be able to offer programs in the following areas if this school closes? |
| Program |
| French Immersion: Does not apply since we don't have FI at Dawn-Euphemia |
| Specialized Education: Does not apply since we don't have any Special Education classes at Dawn-Euphemia. |
| Effective Intervention programs: All schools currently have a .1 Literacy Coach so this would not likely change in any of the receiving schools. |
| Extracurricular activities: More students at the receiving schools may require more extracurricular activities. |
| Effective partnerships: No comment |
| What is the impact on the receiving school with respect to physical space? With Dawn-Euphemia's location, there will likely be several receiving schools. The available physical space will vary depending on the receiving school's enrolment. |
| What is the impact on the receiving school with respect to transportation? All of the Dawn-Euphemia students are bused to school and some of them are bused great distances to get here (some have slightly more than an hour to travel). Transportation of the Dawn-Euphemia students to alternate sites may affect the transportation of students who already attend at the receiving schools in that their bus routes may need to be altered in order to accommodate the Dawn-Euphemia students. |
| Facilities |
| How would closure impact transportation costs? Any students outside of the walk zone distance from home to school would be eligible for a bus ride. Additional transportation costs would be determined from the bus routing needs, loading on the buses and the increase in total kilometers travelled. |
| How would closing the school help the school board avoid incurring significant repair costs that are not covered by targeted renovation programs? There are no items in this category. |
| What would the impact of this school's closure be on facility operating and capital budgets? Reducing surplus system empty classroom spaces can increase the efficiency of utilizing plant budgets. The future facility improvement projects at this site includes: partial reroofing, replacement of heating piping components and ventilation system upgrades, plumbing upgrades and resurfacing of the asphalt playground areas. |

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Additional Comments: -

School Culture

How would the school culture be impacted by the reassignment of students?

The culture of Dawn-Euphemia is extremely unique in that **all** its students live in rural Lambton County and are bused to and from school each day. It is a community that is very proud of its rural heritage and that wants to remain rural. Families have moved back to the community because they want their children to attend a small rural school. It is felt that the reassignment of students will devastate the rural culture that Dawn-Euphemia families proudly hang on to. Many families here have already felt the devastation of school closure as their older children were at the schools of Euphemia and East Sombra when they closed. Closing yet another rural school, will certainly have a huge impact on these families. Parents don't want to raise their children in large urban centers – community revolves around the school.

Value of the School to the Community

Identify the Communities:

Our students are rural students and therefore most are not from actual communities. However, the communities of Rutherford, Florence, Oakdale, Croton, Shetland and Edys Mills are all small communities that are located within the Dawn-Euphemia township.

Describe program and service offerings that serve both school and communities.

Daycare/Best Start: Although we have room for a Best Start, it was closed this year due to lack of enrolment.

Youth Activities: none

Cultural Events and Observances: Christmas dinner, Easter dinner, Remembrance Day Service

Social and Recreational: Family dances are held twice a year

Other: Tribes assemblies are held each month at the school. Student awards for Literacy and Good Character are celebrated at these assemblies. Parents, friends and family members regularly attend these ceremonies each month.

Identify any plans for local partnerships for delivering daycare and other community and social services?

None

Identify other elementary school(s) in the communities.

Zone, Thamesville, Dresden, Lambton Centennial are the closest schools to Dawn-Euphemia.

If the school was to close, what alternate uses could the building and grounds accommodate that would complement the surrounding neighbourhood? The surrounding neighbourhood is either wooded or farm land. Dawn-Euphemia is located at a major intersection in rural Lambton County (Bentpath and Oil Heritage Road). The building itself is structurally sound, has air conditioning in the library/computer lab and a new roof. The grounds and building could certainly be used for any number of things.

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| <p>Describe any historical attributes that are significant to the communities?</p> <ul style="list-style-type: none"> • Oil Springs Museum, location of Canada's first oil gusher is located minutes away from the school • Uncle Tom's Cabin, where Josiah Henson established the Dawn Settlement to provide refuge and a new beginning for former slaves • "Dawn on the Farm" mural painted by former students is located in one of school's hallways • Birdhouse dedicated to Morley McGuire on the school yard • Pictures, rocks in memory of former students who have passed away • Many awards, trophies and banners with student names engraved |
| <p>How many hours per week is this school used for other community activity (e.g., sports, recreation and fitness; non-profit and community groups for youth and adults; community meetings): The school is not used for community activity because there is no custodian available in the evenings.</p> |
| <p>Fall: 0</p> |
| <p>Winter: 0</p> |
| <p>Spring: 0</p> |
| <p>Summer: 0</p> |
| <p>If the school were to close, what is the local capacity to accommodate those currently using the school for community purposes? Any local capacity would be in nearby towns such as Florence, Oil Springs, Dresden and Bothwell.</p> |
| <p>If the school were to remain open, how/what programs could the school attract?</p> <ul style="list-style-type: none"> • Sports and recreation activities • Classes such as first aid and babysitting |
| <p>Describe significant upgrades to the school in the past five years completed in partnership with the communities?</p> <ul style="list-style-type: none"> • 3 Smartboard purchases • Library was completely overhauled with the use of Union Gas "Helping Hands" program last year • Stage curtains, painting of the gym walls, wall mats with school's logo |
| <p>Value to the community as a single school community. Dawn-Euphemia is the only school in the township. The ties to the school are strong and longstanding. We have a very active School Council whose members support many of the initiatives in the school through active participation.</p> |
| <p>Other value to the communities? The school is not regularly used by the surrounding communities.</p> |
| <p>Does the community have programs and supports for students at risk? No</p> |

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How does this school reflect and support the values of the communities for which it serves?
Dawn-Euphemia is a rural school. We incorporate the uniqueness of our students' lives through all our school initiatives. This includes the books we purchase for the school library and what they are asked to write about in Language Arts. The staff is very aware of the different life experiences of the Dawn-Euphemia students compared to those of urban dwellers and take this into account when decisions are being made about program choices.

Additional Comments: -

Value to the Local Economy

Comment on each of the following areas in relation to the local economy.

A. Attracting and retaining families in the communities.

- uniqueness of the rural setting is a draw
- Euphemia Twp. has approximately 2,000 people – mostly farm people. The township has lost approximately 500 people since the last census.

B. Economic spin-offs

- A healthy economic community is beneficial to the Board. A decline in population leads to a decline in tax revenue, and that causes higher taxation for the remaining families. New businesses would not find it attractive to locate here.

C. Real estate values

- Closure of Euphemia School has had an impact
- Connecting to a school contributes to property values
- Rental properties are less expensive than in a larger city – if the school closes, it is doubtful that those properties would be rented
- Real estate values are positively impacted because families return to rural roots

D. To what extent is the school a significant employer?

- Bus drivers are local.
- Support staff and some of our teachers are local.

We have teachers who are willing to travel a distance to teacher at our school.

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E. Co-operative Education opportunities?

F. Training opportunities or partnerships with business?

- Snack program is run through the OSN (Ontario Snack & Nutrition) Program. Some parents are Union Gas employees, and have purchased shelving, etc. for the library.

G. Other value to the local economy?

H. Value to community as a single school community?

- Community revolves around the school.

I. How do these plans fit in with the long term plan of the County of Lambton, the City of Sarnia and/or the Municipality of Chatham-Kent ?

- Closure of any school may have an impact on the value of the property or the ability to attract and retain families in the community.