

## **SCHOOL INFORMATION PROFILE**

Ridgeview Moravian Elementary School  
Revised January 25, 2010

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### **RIDGETOWN FAMILY OF SCHOOLS:**

Ridgetown Public School  
Ridgeview Moravian Elementary School  
Ridgetown District High 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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Ridgeview Moravian Elementary School  
Revised January 25, 2010

### School Information Profile

**School:** Ridgeview Moravian Elementary School

**School Vision Statement:** Ridgeview Moravian is committed to:

- providing a safe learning environment for students to develop strong academic skills, knowledge, and morals while achieving a sense of self worth and a respect for others;
- empowering its students to realize their fullest potential;
- developing opportunities for its students to become life-long learners and accept new challenges in today's society.

Programs: Regular X    French Immersion    Specialized X    Native Language X

Grade configuration	JK - 8				
Age of Facility (original construction year)	1966				
Property Size (in acres)	19.2				
Area of Facility (in square feet)	32,948				
Area of Green Space (in acres)	16.5				
Area of Indoor Gym (in square feet)	2,712				
Ministry Rated Capacity	363				
Current Enrolment	239				
Enrolment By Grade	JK-8	SK-16	1-19	2-28	3-25
	4-35	5-32	6-21	7-31	8-31
	Spec. Ed. 5				
Utilization Percentage	65.8 %				
Enrolment past five years	Appendix A				
Enrolment projections next five years	Appendix A				
Staffing	Principal 1, Clerical 1, Teachers 19, EA/CYW 2.5, Elem Supervision Support 1.				
Percentage of Students Bussed	71				
Number of out of boundary students (Sept 09)	17				
Students from this area going elsewhere (Oct 08)	40				
Maximum distance for bused students (km)	27.7				
Maximum time for bused students (minutes)	78				
Demographics for area	Appendix B				
First Nation Partnerships					

**SCHOOL INFORMATION PROFILE**

Ridgeview Moravian Elementary School  
Revised January 25, 2010

**Value to Student**

**Student Success in Elementary**

Identify what the elementary school have the ability to offer:

Yes Junior Kindergarten

Yes Senior Kindergarten

Yes Large blocks of literacy and math instruction

Yes Arts programs Our J/I Music program offers Yamaha key-board instruction.

Yes Information technology to support the curriculum Most rooms have Smart-boards/computers.

Yes Career education programs Gr.7 & 8 students participate in Pathways.

Yes Culturally inclusive programs Cultural support is available from the Delaware Nation.

Yes Lead and/or specialized teachers with specialized skills

Yes Specialized programs (i.e. second language learning) French and Delaware is offered.

What is the nearest access to similar programs?

**Ridgetown Public School is 1.5 km. away.**

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

Grade 3 – 2006-2007	2007-2008	2008-2009	Grade 6 2006-2007	2007- 2008	2008-2009
Reading 26%	68%	83%	Reading 58%	41%	50%
Writing 43%	76%	89%	Writing 39%	44%	34%
Math 43%	84%	94%	Math 34%	32%	44%

Additional Comments:

The grade 3's have shown a significant increase in reading, writing and math over the last three years, and were successful in achieving scores this past year which were above the board and provincial average. Our grade 6 scores over the last two years have shown a 9% increase in reading and a 12% increase in math. Our school had no one exempted from the Gr.3 EQAO, yet we had 29% of our students writing who had special needs. In gr.3 math, 20% of our students received a Level 4. In our gr.6 scores, there was a significant gender difference noted in the scores in all three areas.

**Supports**

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

no Administration

no Special Education/Library

no Library Technicians

no Social Workers

no Secretarial

no Custodial

## SCHOOL INFORMATION PROFILE

Ridgeview Moravian Elementary School  
Revised January 25, 2010

<p>Does the school have programs that support student success? All our programs support student success with teachers providing accommodations for all students based on need. Our resource teacher provides Academy of Reading for primary students.</p>
<p>Does the school have remedial programs onsite during the day and after-school? Yes. In the past we have had Tutors in the Classroom as well as an after school Tutoring Program all provided through Board funding.</p>
<p>Identify existing space for:</p>
<p>Computer Lab – yes – complete with 29 computers and a printer.</p>
<p>Playground - Yes. Our playground includes 3 baseball diamonds, a track, two soccer areas, primary playground equipment and climber, junior and intermediate climbers, multiple basketball hoops, tether ball poles, two different sitting areas complete with a variety of shade trees and plants.</p>
<p>Gymnasium - yes</p>
<p>Library - yes</p>
<p>A stage - yes</p>
<p>Staff/Visitor parking - yes</p>
<p>Student drop-off and pick-up area for parents - yes</p>
<p>Bus Loading Zone - yes</p>
<p>Other</p>
<p><b>Transportation</b> Proximity of the school to students/length of bus ride. We have students who travel 10 minutes up to an hour, with the average ride being 35 minutes long.</p>

<p>Describe community support partnerships. Friends of the Library – support a writing contest; Legion – supports a writing/art contest; Highgate Fair Committee – funds for Healthy Snack Program; Rotary – funds for library books</p>
<p>Is the school universally accessible? Yes.</p>
<p>Additional Comments: Our primary playground equipment was installed with a ramp and a side-walk leading to it. Except for access to our stage, every room is accessible for wheel-chairs/walkers..</p>
<p><b>Safety and Security</b></p>
<p>What was the result of the Safe School Survey? Nine parents replied; 11 staff replied; 27 students between gr.4-8, and 70 students between gr.7-8 replied. Ninety –five percent of our intermediate students feel they have not acted like a bully. One hundred percent of our staff feel co-curricular activities are important for student development.</p>
<p>Comment on the safety and security within your school environment. Highly visible staff ( wearing orange safety vests) on our playground; locked doors on empty rooms, monitoring by staff of activities in halls, classrooms, bathrooms regularly</p>

## SCHOOL INFORMATION PROFILE

Ridgeview Moravian Elementary School  
Revised January 25, 2010

**Additional Comments:**

There is a strong focus on a safe and caring learning environment through :

- Family group meetings monthly based on TRIBES
- Bully prevention/intervention programs offered by CK Women's Shelter and CK Police
- Student of the Week recognition
- Meeting the needs of individual students by differentiated instruction in the classrooms
- Engagement of students in extra-curricular activities to build on social and team work skills

**Extracurricular**

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

Yes Athletics Soccer, Cross Country, Volleyball , Basketball

Yes Arts Choirs

Yes Clubs Writing

Yes Leadership Student Council , Classroom Monitors

Yes Fundraising Student Council , Lunch sales

Other

What opportunities are available due to the location of the school to existing community facilities? We are directly across the arena for skating, and the University of Guelph for field trip opportunities. The local high school is a short walk from our school, so we can go there for transitional/ learning programs during the school day without the cost of transportation .

Other value to students?

We use one of the University's buildings for our graduation ceremonies.

Additional Comments:

**Value to School Board**

Will the system be able to offer programs in the following areas if this school closes?

**Program**

French Immersion:

We do not currently offer French Immersion @ either school in Ridgetown.

Specialized Education:

We do have a specialized classroom which serves students in our geographic area. If our school closed, these students would have to travel much farther to access this type of program.

Effective Intervention programs: Example – Literacy Coaches

We have Native Support Workers who come to our school to work with our First Nation's Students and give them support in literacy and numeracy. These workers are paid by the Ed. Committee of Moraviantown. We also have Tutor Escorts who are paid by LKDSB but work with our First Nation's students who have academic and behavioral challenges.

We have a literacy coach who works .1 ( Fridays) with our other staff in supporting literacy initiatives, especially our writing program.

Our full-time Resource Teacher and educational assistants work with students with academic challenges.

**SCHOOL INFORMATION PROFILE**

Ridgeview Moravian Elementary School  
Revised January 25, 2010

<p>Extracurricular activities: Our school offers a Healthy Snack Program ( funding from Breakfast for Learning and VON) to every student before our second nutrition break of the day in order to teach healthy food choices but also to give many of our students a nutritious snack they would not normally have.</p>
<p>Effective partnerships: Our Parent Council is working on developing these this year. Local service groups do donate money for library books, and support writing contests that our students can enter to win.</p>
<p>What is the impact on the receiving school with respect to physical space? The receiving school would need an extra 12 home-room classrooms and be able to accommodate our 250 students with washroom, computer lab, library and gym space. The receiving school would also need to have a larger staff-room to accommodate more teachers , EA's and TE's, and adequate parking for extra staff cars.</p>
<p>What is the impact on the receiving school with respect to transportation? Our school is entirely bussed, which means the receiving school would have to have a bus zone for waiting , drop-off and pick-ups.</p>
<p><b>Facilities</b></p>
<p>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.</p>
<p>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.</p>
<p>What would be the impact of this school's closure 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: reroofing, heating piping &amp; ventilation system upgrades, and resurfacing of the asphalt playground areas.  The Board has submitted, to the Ministry of Education, a major capital improvement project for this school for funding to build a new gymnasium addition in the amount of \$1.5M dollars.</p>
<p>Additional Comments: -</p>

**School Culture**

How would the school culture be impacted by the reassignment of students?  
Our school population and staff recognizes the special significance of the culture that our First Nations students bring into our building. If these students were reassigned, that foundation of trust and interest in their history would need to be re-developed in another location. We also have a strong agricultural culture apparent in our building. These students who are raised on farms or have parents who work in agriculturally related businesses also would be impacted by moving to possibly a more urban setting and losing their identity.

## SCHOOL INFORMATION PROFILE

Ridgeview Moravian Elementary School  
Revised January 25, 2010

<b>Value of the School to the Community</b>	
Identify the Communities:	
Describe program and service offerings that serve both school and communities.	
Daycare/Best Start – We have a daycare program in the school for before/after school hours as well as a wrap-around for our Jk/SK students.	
Youth Activities – Baseball and soccer organizations use our playground in the summer	
Cultural Events and Observances	
Social and Recreational	
Other – The school has been used for a polling station.	
Identify any plans for local partnerships for delivering daycare and other community and social services? We already do with Ridge Kids Day Care.	
Identify other elementary school(s) in the communities? Ridgetown Public School.	
If the school were to close, what alternate uses could the building and grounds accommodate that would complement the surrounding neighbourhood? Since the University of Guelph/ Ridgetown Agricultural School is across the road, they could use the facility for further classrooms/offices. The grounds could be converted into properties for an expansion of the subdivision around the school.	
Describe any historical attributes that are significant to the communities? NA	
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):	
Fall	None
Winter	None
Spring	None
Summer	For tournaments – unsure.
<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;">           School property and playground equipment are used after school hours for personal family use year round.         </div>	
If the school were to close, what is the local capacity to accommodate those currently using the school for community purposes? Only the grounds are used – not the inside of the building.	
If the school were to remain open, how/what programs could the school attract? If we had a normal shaped gym ( instead of the pentagon shape), I'm sure community groups would use it for volleyball/basketball . However, the shape makes it difficult to play in even for our own school tournaments.	
Describe significant upgrades to the school in the past five years completed in partnership with the communities? None.	
Value to the community as a single school community. Our families are integral to the financial stability of the community in which it is located.	
Other value to the communities? Our Moraviantown students have an opportunity to show-case their culture and learn their native language here. We strongly encourage the learning of First Nations culture in all areas of our curriculum for all students.	

**SCHOOL INFORMATION PROFILE**

Ridgeview Moravian Elementary School  
Revised January 25, 2010

Does the community have programs and supports for students at risk?  
The Moraviantown Community does have programs for students at risk who do attend our school. The town library supports reading programs.

How does this school reflect and support the values of the communities for which it serves?  
We acknowledge and support the strong agricultural and rural backgrounds of the families who attend here by our participation in activities sponsored by the local Fair boards, the local library, and the Legions in the area.

Additional Comments:

**General Summary Comments:**

Many of our current students are children of our former students. The school community includes many extended families as well. There has been a recent growth in Parent Council representation over the last two years which has also increased Parent Involvement in our fund-raising activities as well as other school events organized by staff. ( Student-Led Conferences, Harvest Fair, Christmas Carol Sing)  
The student population also gives back to the community by their participation and fund-raising for Relay for Life ( Cancer), Jump Rope for Heart ( Heart & Stroke Foundation) and UNICEF.

**SCHOOL INFORMATION PROFILE**

Ridgeview Moravian Elementary School  
Revised January 25, 2010

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School: Ridgeview-Moravian Elementary School Date: January 25, 2010

**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.  
- proximity of school attracts families.

B. Economic spin-offs  
- there would be little impact if one elementary school remained.

C. Real estate values  
- possible future use of building i.e. potential valuable real estate.  
- most students bussed from outside and this is their main hub (i.e. hockey, etc.)

D. To what extent is the school a significant employer?  
- staff including custodial, educational assistant/child & youth worker, supervision support worker, teachers, secretary and principal would be reassigned to another school.

E. Co-operative Education opportunities?  
- provides placement opportunities for 6 co-op students.

F. Training opportunities or partnerships with business?  
- supports arena usage, local library programs;  
- supports local businesses;  
- schools purchase locally through fundraising and local events (i.e. pizza);  
- partnerships with service groups.

**SCHOOL INFORMATION PROFILE**

Ridgeview Moravian Elementary School  
Revised January 25, 2010

G. Other value to the local economy?

- provides opportunity for secondary students to acquire 40 hours of community service;
- cultural awareness and diversity;
- Best Start program.

H. Value to community as a single school community?

Not applicable to this situation.

I. How do these plans fit in with the long term plan of the Municipality of Chatham-Kent?

- consideration should be given for reuse of property;
- Marsha Coyne will take back to the Municipality of Chatham-Kent Planning Group for follow-up.