

## **SCHOOL INFORMATION PROFILE**

Ridgetown Public School  
Revised February 24, 2010

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

Ridgetown Public School  
Ridgeview Moravian Public 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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### School Information Profile

**School:** Ridgetown Public School

**Vision Statement:** Meeting the challenges of today and tomorrow.

**Mission Statement:** We, at Ridgetown Public School promote excellence and high standards in the academic, social, moral and physical growth of each child. By modeling and fostering a positive learning environment, we encourage individuals to become life-long learners and responsible citizens, respectful of self and others.

Programs: Regular  French Immersion      Specialized      Native Language

Grade configuration	JK - 8					
Age of Facility (original construction year)	1949					
Property Size (in acres)	4.2					
Area of Facility (in square feet)	27,953					
Area of Green Space (in acres)	3.6					
Area of Indoor Gym (in square feet)	2,023					
Ministry Rated Capacity	256					
Current Enrolment	157.5					
Enrolment By Grade	JK-11	SK-16	1-15	2-11	3-29	
	4-13	5-13	6-16	7-28	8-19	
Utilization Percentage	61.5%					
Enrolment past five years	Appendix A					
Enrolment projections next five years	Appendix A					
Staffing	Principal 1, Clerical 1, Teachers 11, EA/CYW 2, Custodian 2.					
Percentage of Students Bussed	.6					
Number of out of boundary students (Sept. 09)	12					
Students from this area going elsewhere (Oct. 08)	20					
Maximum distance for bused students (km)	19.4					
Maximum time for bused students (minutes)	25					
Demographics for area	Appendix B					
First Nation Partnerships						

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### Value to Student

#### ***Student Success in Elementary***

Identify what the elementary school have the ability to offer:

- X Junior Kindergarten
- X Senior Kindergarten
- X Large blocks of literacy and math instruction
- X Arts programs (Yamaha and music program)
- X Information technology to support the curriculum (well equipped lab consisting of 30 computers, 2 printers, 9 Smart Boards in every classroom)
- X Career education programs (Pathways – Grade 7 and Grade 8)
- Culturally inclusive programs
- X Lead and/or specialized teachers with specialized skills (teacher librarian, daily phys. ed. teacher)
- X Specialized programs (i.e. second language learning) FSL

What is the nearest access to similar programs?

Ridgeview Moravian Elementary School

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

Grade 3 – growth in all areas. Grade 6 - Growth in Reading and Math, slight decline in Writing.

Additional Comments:

Grade 3 – 2006-2007	2007-2008	2008-2009	Grade 6	2006-2007	2007- 2008	2008-2009
Reading	56%	23%	Reading	43%	57%	61%
Writing	62%	54%	Writing	36%	48%	35%
Math	44%	38%	Math	43%	57%	52%

#### **Supports**

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

- Administration
- Special Education/Library Staff
- Library Technicians
- Social Workers
- Secretarial
- Custodial

Does the school have programs that support student success?

Yes (Examples: Pathways for Gr 7 and 8, Tutor in the Classroom for EY, Primary students)

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

No

Identify existing space for:

- X Computer Lab
- X Playground

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X	Gymnasium
X	Library
X	A stage
X	Staff/Visitor parking – very limited parking
	Student drop-off and pick-up area for parents
	Bus Loading Zone
	Other
<b>Transportation</b>	
Proximity of the school to students/length of bus ride. - NA	

Describe community support partnerships. - Unknown.
Is the school universally accessible? Yes
Additional Comments: -

<b>Safety and Security</b>
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<p>What was the result of the Safe School Survey?</p> <p>Respondents: 34 parents, 13 staff members, 29 students in Gr 4 to 6, 54 students in Gr 7 to 8.</p> <ul style="list-style-type: none"> <li>• Most parents report that their children feel safe at school “usually” or “always”.</li> <li>• Most students and staff report feeling safe at school “usually” or “always”.</li> <li>• Physical, verbal and social bullying have been identified as an area of concern by all groups surveyed “sometimes”.</li> <li>• The majority of the surveys indicate that bullying is not occurring “frequently” or “regularly”.</li> <li>• The majority of students, parents and staff surveyed believe that school rules and behaviour expectations are clearly communicated to students.</li> <li>• The majority of students surveyed responded “Yes” to the statement “If I’m not feeling good about a situation I know where I can go for help.”</li> <li>• The majority of students surveyed feel that if a student reports bullying to an adult at school, there is something done about it. However, the surveys indicate that more than 40% of students surveyed do not report bullying to an adult at school.</li> </ul>
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<p>Comment on the safety and security within your school environment.</p> <ul style="list-style-type: none"> <li>• Controlled entrance to school</li> <li>• Visitor sign in and ID badges</li> <li>• Walkie talkies used by staff on duty to communicate safety concerns to office</li> <li>• Annual review of Emergency Response Procedures with staff, scheduled drills for fire, tornado and evacuation</li> <li>• Emergency medical plans in place for students with medical issues (anaphylaxis, diabetes).</li> </ul>
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<p>Additional Comments:</p> <p>Focus on safe and caring learning environment through:</p> <ul style="list-style-type: none"> <li>• TRIBES</li> <li>• School wide assemblies and presentations</li> <li>• Bullying prevention and intervention plan</li> <li>• Character development efforts</li> <li>• Ongoing focus on meeting the needs of individual students and helping every child feel engaged in their learning and as a member of the school community. All staff members share responsibility for all</li> </ul>
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students.
<b>Extracurricular</b>
Identify opportunities for a variety of extra and co-curricular activities in:
X Athletics (Soccer, Basketball, Track and Field, Cross Country, Volleyball)
X Arts (Program Enhancement Funding used to provide "Arts" workshops at Chatham Cultural Centre)
X Clubs (Chess, knitting)
X Leadership – Student classroom monitors, OELC Camp.
X Fundraising
Other
What opportunities are available due to the location of the school to existing community facilities? <i>Monthly skating at local arena, visits to local library, access to school programs at Ridgetown College (Harvest Days), swimming at local public pool in June.</i>
Other value to students? School is within walking distance – no bussing required.
Additional Comments:

### Value to School Board

Would the system be able to offer programs in the following areas if this school closes?
<b>Program</b>
French Immersion: NA
Specialized Education: NA
Effective Intervention programs: Example – Literacy Coaches Literacy Coach, Tutor in the Classroom, After School Tutoring Program
Extracurricular activities: Volleyball, Basketball, Soccer, Track and Field, Cross Country
Effective partnerships: Ridge Kids Daycare, Ontario Early Years Centre – outreach programs
What is the impact on the receiving school with respect to physical space? Unknown
What is the impact on the receiving school with respect to transportation? Unknown
<b>Facilities</b>
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?

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There are no items in this category.
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: partial reroofing, replacement of the heating plant complete with ventilation systems, and resurfacing of worn asphalt playground areas.
Additional Comments: -

### School Culture

How would the school culture be impacted by the reassignment of students? RPS is known as the "town school". Parents, students and staff know each other well. A reassignment of students will require all parties to learn to be part of a new culture, which will include a larger population, which is more diverse. It will also require an adjustment to routines, should bussing be required.
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### Value of the School to the Community

Identify the Communities:	
Describe program and service offerings that serve both school and communities.	
X	Daycare/Best Start – Ridge Kids Daycare offers before and after school program.
Youth Activities	
Cultural Events and Observances	
Social and Recreational	
X	Other - Ontario Early Years Centre offers outreach programs on Mondays and Wednesdays.
Identify any plans for local partnerships for delivering daycare and other community and social services? Unknown.	
Identify other elementary school(s) in the communities? Ridgeview Moravian Elementary School	
If the school were to close, what alternate uses could the building and grounds accommodate that would complement the surrounding neighbourhood? Unknown.	
Describe any historical attributes that are significant to the communities? Unknown.	
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):	
0	Fall
0	Winter
0	Spring
0	Summer
School property and playground equipment are used after school hours for personal family use year round.	

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<p>If the school were to close, what is the local capacity to accommodate those currently using the school for community purposes? RDHS and RMES could accommodate those uses.</p>
<p>If the school were to remain open, how/what programs could the school attract? Unknown.</p>
<p>Describe significant upgrades to the school in the past five years completed in partnership with the communities? Installation of new playground equipment (cost approx \$23,000) with fundraising efforts of Parent Council. Installation of new gym score clock with financial support from School Council.</p>
<p>Value to the community as a single school community. NA</p>
<p>Other value to the communities? Unknown.</p>
<p>Does the community have programs and supports for students at risk? No.</p>
<p>How does this school reflect and support the values of the communities for which it serves? The school has a solid working relationship with local service groups. The school supports these groups by participating in local events when possible. Examples include placing a wreath at the cenotaph on Remembrance Day, entering a float in the annual Santa Clause Parade, encouraging student participation in local writing contests, sale of Rotary Calendars.</p>
<p>Additional Comments: -</p>
<p>General Summary Comments: -</p>

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**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.
  - school is central to the town and within safe walking distance.

- B. Economic spin-offs
- there are students that support local restaurants during nutrition breaks.

- C. Real estate values
- parents prefer their children walk rather than be bussed;
  - property value of homes could be affected.

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

- E. Co-operative Education opportunities?
- provides placement opportunities for 3 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.

- G. Other value to the local economy?
- Ontario Early Years centre;
  - Best Start program.

- H. Value to community as a single school community?
- Not applicable to this situation.

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- 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.