

SCHOOL INFORMATION PROFILE

D.A. Gordon Public School

Date: November 16, 2012

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WALLACEBURG FAMILY OF SCHOOLS

A.A. Wright Public School
D.A. Gordon Public School
H.W. Burgess Public School
Riverview Central School
Wallaceburg District Secondary 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 delivery
- Information technology, playground and playfield/gymnasium space
- Universally accessible facilities

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School Information Profile

School: D.A. Gordon Public School

School Vision Statement: **Building inclusive character values that focuses on continuous academic improvement.**

Programs: Regular French Immersion Specialized Native Language

| | | | | | |
|---|---|-------|------|------|------|
| Grade configuration | JK – 8 | | | | |
| Age of Facility | 1922 with additions 1966 and 1993 | | | | |
| Property Size | 2.94 Acres | | | | |
| Area of Facility | 35,867 sq.ft. | | | | |
| Area of Green Space | | | | | |
| Area of Indoor Gym | 2,880 sq.ft. | | | | |
| Ministry Rated Capacity | 401 | | | | |
| Current Enrolment | 178 students (offering FDK) | | | | |
| Enrolment by Grade | JK-18 | SK-12 | 1-19 | 2-12 | 3-20 |
| | 4-21 | 5-17 | 6-13 | 7-27 | 8-19 |
| Utilization Percentage | 44.39% | | | | |
| Enrolment past five years | Appendix A | | | | |
| Enrolment projections next five years | Appendix A | | | | |
| Staffing | Principal-1; Teachers-12 (includes Classroom/FSL/Prep/Resource/Library); ECE's-1; EA's-5; Clerical-1; Custodial-2 | | | | |
| % of students bussed | 27.53% (49 of 178 students) | | | | |
| Out of boundary students (Sept. 2012) | 6 | | | | |
| Time and distance for bussed students (minutes) | 41 | | | | |
| First Nation Partnership | | | | | |
| Demographics for Area | Appendix B | | | | |

The School Profile is intended to assist schools in an objective process to identify a school's:

- a) Value to the Student
 - What is the impact on the student with the closing of this school?
- b) Value to the School Board
 - What is the impact on student learning across the system if this school closes?
- c) Value to the Community
 - What is this school's value to the communities?
 - Can this value be relocated to a receiving school?
- d) Value to the Local Economy
 - What is this school's value to the local economy?

The data required to respond to many of the questions may require input from the Principal.

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Value to Student

Student Success in Elementary

Identify what the elementary school has the ability to offer:

- X Arts programs
- X Information technology to support the curriculum
- X Career education programs
- X Culturally inclusive programs
- X Lead and/or specialized teachers with specialized skills (Available subject to the skills of current staff)
- X Specialized programs (i.e. second language learning)

What is the nearest access to similar programs?

Within the town of Wallaceburg

Student achievement data including: EQAO (Education Quality and Accountability Office Assessments), EDI (Early Development Instrument), DRA (Developmental Reading Assessment), CAT (Canadian Achievement Test) over the past three years

| EQAO | 2011/2012 | 2010/2011 | 2009/2010 |
|------------------|-----------|-----------|-----------|
| Gr 3 Reading | 43 | 45 | 65 |
| Gr 3 Writing | 48 | 45 | 88 |
| Gr 3 Mathematics | 43 | 55 | 82 |
| Gr 6 Reading | 74 | 53 | 79 |
| Gr 6 Writing | 52 | 53 | 83 |
| Gr 6 Mathematics | 30 | 29 | 83 |

Additional Comments:

D.A. Gordon Public School was part of an Ontario Ministry of Education project that supported improving academic achievement. Following these substantial gains, D.A. Gordon was formally recognized for improving student results in reading and writing.

Supports

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

- X Administration (1.0)
- X Special Education/Library Staff (1.0 / partial)
- Library Technicians
- X Social Workers (1.0 CYW)
- X Secretarial (1.0)
- X Custodial (Day and evening)

Identify programs that support student success.

Pathways for Gr 7, 8; Ipad project for Gr 7, 8; Homework and remedial support for students; Homework help clubs for students;

Does the school have remedial programs onsite during the day and after-school? No

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| |
|--|
| Identify existing space for: |
| X Computer Lab (Basement classroom is used for this purpose.) |
| X Playground (Limited playground equipment available.) |
| X Gymnasium |
| X Library |
| X A stage |
| X Staff/Visitor parking (Limited) |
| X Student drop-off and pick-up area for parents (Limited) |
| X Bus Loading Zone |
| Other |
| Transportation |
| Proximity of the school to students/length of bus ride. Refer to information on Page 2 |
| Describe community support partnerships. Sue Talach Memorial Book Fund, W.A.Y.S., C.K.C.S., Children's Treatment Centre, Chatham-Kent Women's Centre, Chatham-Kent Public Health Unit, Family Service Kent, Chatham-Kent Police Service, K.I.D.S. team. |
| Is the school universally accessible? No. D.A. Gordon has 3 distinct segments to the physical plant. This results in D.A. Gordon having 5 different floors where classrooms are used. Beyond the ground floor, these levels are only accessible by stairs. |
| Additional Comments: |
| Safety and Security |
| What was the result of the School Climate Survey? Grades 4 – 6: I enjoy being at the school - 76% report this always or often The school is a friendly place. - 68% report this always or often The school building is a comfortable place to learn. - 84% report this always or often I feel accepted by adults at my school. - 81% report this always or often I can get some extra help at my school when I need it. - 79% report this always or often Grades 7 & 8: I enjoy being at school – 40% report this always or often My school is a friendly and welcoming place - 57% report this always or often My school building is an inviting place to learn - 59% report this always or often I feel accepted by students in my school - 68% report this always or often I feel accepted by adults in my school - 83% report this always or often Extra help is available at my school when it - 66% report this always or often Parents: Insufficient data to report. |

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Comment on the safety and security within your school environment.

D.A. Gordon has locked doors with controlled remote entry from the school office. In addition to the remote entry, there is a camera system which has the ability to view live cameras and review past recorded footage. The majority of hallways are covered by this system.

Visitor sign in and ID badges

Walkie Talkies used by staff on duty to communicate safety concerns to office and access additional support.

Annual review of Emergency Response Procedures with staff, scheduled drills for fire, tornado and evacuation.

Emergency medical plans in place for students with medical issues.

Additional Comments:

D.A. Gordon has developed several proactive plans and strategies for ensuring the safety of our students.

Documentation and ongoing communication of safety plans for known challenges are continually in place.

Proactively additional supervision is available during outdoor times. Student leadership and improvement is a continual focus with intermediate students.

Extracurricular

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

X Athletics (Full athletic teams and events are offered)

X Arts (Dance, pottery and art clubs are offered)

X Clubs (Friendship club, Inclusion & Equity, Yearbook, Gator Girls)

X Leadership (School Improvement, Assemblies, Classroom Monitors)

X Fundraising (School and classroom based fundraisers)

Other

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

Close proximity to the Wallaceburg Museum provides opportunity. Within walking distance of most offerings within the town of Wallaceburg.

Other value to students?

D.A. Gordon currently has a kiln with teaching staff who lead pottery and have training in the use of pottery tools.

Additional Comments:

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Value to School Board

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

Program

French Immersion:

N/A

Specialized Education:

N/A

Effective Intervention programs:

Yes

Extracurricular activities:

Yes

Effective partnerships:

Yes

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

Facilities

How will closure impact transportation costs?

Any students outside of the walk zone, 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 will closing the school help the school board avoid incurring significant repair costs that are not covered by targeted renovation programs?

There are potentially higher costs of renovating when working on older facilities both correcting current codes and providing full accessibility.

What is 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 include:

Replacement of Main Switchboards (original bldg.), Replacement of Heating Piping system, Replacement of Exterior Windows (original bldg. & addition 1), Replacement HVAC pumps (original bldg.)

Additional Comments:

2006 Fire Alarm replacement (asbestos removed at the same time); 2010 Asphalt renovations

School Culture

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

A reassignment of students will require all members of the school community to learn to be part of a new culture, which may include a larger, more diverse population. A blending of routines and expectations will occur.

Kindness, cooperation and understanding will be essential to ensure success.

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Value of the School to the Community

Identify the Communities: Wallaceburg

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

Daycare/Best Start – does not currently have child care in the school

Youth Activities

Cultural Events and Observances

Social and Recreational

Other

Identify any plans for local partnerships for delivering daycare and other community and social services?
None

Identify other elementary school(s) in the communities?
A.A. Wright P.S., H.W. Burgess P.S., Riverview Central P.S.
Holy Family P.S., St. Elizabeth P.S., Christ the King P.S.

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):

****Ministry of Education formula: # of visits in each permit x # of hours per visit per each space type visited**
(The sum of the total number of hours for all community use permits)

Fall [Sept.1/11 to Nov.30/11] 28 permitted hours **

Winter [Dec. 1/11 to Feb.29/12] 54 permitted hours **

Spring [Mar. 1/12 to May 1/12] 62 permitted hours **

Summer [Jun. 1/12 to Aug. 31/12] 6 permitted hours **

If the school were to close, what is the local capacity to accommodate those currently using the school for community purposes? Unknown

If the school were to remain open, how/what programs could the school attract? Unknown

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. N/A

Other value to the communities? N/A

Does the community have programs and supports for students at risk? Identify any community programs for students at risk. N/A

How does this school reflect and support the values of the communities for which it serves?
D.A. Gordon student raise food for local food banks and provide opportunities for students to learn, give back, and become full members of their community. Through equity and inclusion activities, common agreements, and positive behavioural supports, D.A. Gordon staff and students are committed to building a place to be.

Additional Comments:

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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.

Unknown

B. Economic spin-offs

Unknown

C. Real estate values

Unknown

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

Unknown

E. Co-operative Education opportunities?

Unknown

F. Training opportunities or partnerships with business?

N/A

G. Other value to the local economy?

Unknown

H. Value to community as a single school community?

N/A

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

Unknown

General Summary Comments:

D.A. Gordon Public School has a rich heritage of serving the community of Wallaceburg. Academic improvements have been made in recent years with recognition from local, provincial, and national organizations. Staff are known for their work together as a team to support the needs of students and families. Students have responded to these efforts with improved performance on academic achievement indicators.