

SCHOOL INFORMATION PROFILE

Thamesville Area Central School

Revised January 27, 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

SCHOOL INFORMATION PROFILE

Thamesville Area Central School

Revised January 27, 2010

School Information Profile

School: Thamesville Area Central School

School Vision Statement: Same as LKDSB

Programs: Regular X French Immersion Specialized Native Language

Grade configuration	JK - 8				
Age of Facility (original construction year)	1949				
Property Size (in acres)	8.5				
Area of Facility (in square feet)	19,461				
Area of Green Space (in acres)	6.8				
Area of Indoor Gym (in square feet)	1,959				
Ministry Rated Capacity	193				
Current Enrolment	156				
Enrolment By Grade	JK-13	SK-19	1-15	2-17	3-20
	4-15	5-12	6-21	7-21	8-19
Utilization Percentage	80.9%				
Enrolment past five years	Appendix A				
Enrolment projections next five years	Appendix A				
Staffing	Principal 1, Clerical 1, Teachers 11, EA/CYW 2, Custodian 1				
Percentage of students bussed	47.7				
Number of out of boundary students (Sept. 09)	36				
Students from this area going elsewhere (Oct 08)	8				
Maximum distance for bused students (km)	13				
Maximum time for bused students (minutes)	39				
Demographics for area	Appendix B				
First Nation Partnerships					

SCHOOL INFORMATION PROFILE

Thamesville Area Central School

Revised January 27, 2010

Value to Student

Student Success in Elementary

Identify what the elementary school have the ability to offer:

- X Junior Kindergarten -- 1 JK class on A Days
- X Senior Kindergarten—1 SK class on B Days
- X Large blocks of literacy and math instruction – 100 minutes of literacy k-6, 60 min math blocks
- X Arts programs –Program Enhancement supported specific dance instruction for all grades last year, a visiting artist worked with all grades on painting, field trips to local dramatic/arts presentations at the Cultural Centre for Primary division
- X Information technology to support the curriculum
- Career education programs
- Culturally inclusive programs
- Lead and/or specialized teachers with specialized skills
- Specialized programs (i.e. second language learning)

What is the nearest access to similar programs?
Zone (Bothwell) and Dresden Area Central School

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

<p><u>Grade 3 Reading</u> 06-07 23%, 07-08 53%, 08-09 69%</p> <p><u>Grade 3 Writing</u> 06-07 45%, 07-08 60%, 08-09 88%</p> <p><u>Grade 3 Math</u> 06-07 55%, 07-08 53%, 08-09 81%</p>	<p><u>Grade 6 Reading</u> 06-07 48%, 07-08 80%, 08-09 81%</p> <p><u>Grade 6 Writing</u> 06-07 33%, 07-08 75%, 08-09 38%</p> <p><u>Grade 6 Math</u> 06-07 41%, 07-08 50%, 08-09 43%</p>
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Additional Comments:

In 4 out of 6 areas for 2008-2009, Thamesville's EQAO achievement exceeded Board and Provincial results. 57% of Grade 6 students had IEP's – achievement in reading was 81%

Supports

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

- Administration - Only through general funding from the Board approved budget based on student enrolment.
- Special Education/Library Staff Only through general funding from the Board approved budget based on

SCHOOL INFORMATION PROFILE

Thamesville Area Central School

Revised January 27, 2010

student enrolment.	
Library Technicians	Not applicable
Social Workers	Not applicable
Secretarial	Only through general funding from the Board approved budget based on student enrolment.
Custodial	Only 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), Resource Teacher (0.5, supporting literacy and numeracy achievement), Educational Assistant (0.5 mornings, supporting students in literacy and numeracy in various classrooms).	
Grade 7&8 Pathways program, Student Success meeting with LKCS.	
Last year, 'tutor in the classroom' program, and after school tutoring (Organization for Literacy) and homework club.	
Does the school have remedial programs onsite during the day and after-school? no	
Identify existing space for:	
X	Computer Lab – combined with library, lab has 28 computers
X	Playground – equipment for Primary and Junior students, installed 2001
X	Gymnasium
X	Library – combined with computer lab
X	A stage
X	Staff/Visitor parking
	Student drop-off and pick-up area for parents
X	Bus Loading Zone
	Other
Transportation	
Proximity of the school to students/length of bus ride.	
Bus ride lengths vary for the 6 buses serving our school.	
Describe community support partnerships.	
Breakfast program supported by various community groups.	
We support the Sertoma Christmas Baskets through collection of food donations during Christmas season.	
Is the school universally accessible?	
Yes	
Additional Comments:	
Safety and Security	
What was the result of the Safe School Survey?	
<u>Parent/Guardian/Community Responses (9 respondents):</u>	
-my child feels safe at school – 89% Always. 11% Usually	
- my child feels safe on the way to and from school -100% Always.	
-feel welcome at school—100% Always	
-school rules and student behaviour expectations are clearly communicated – 89% Always, 11% Usually	

SCHOOL INFORMATION PROFILE

Thamesville Area Central School

Revised January 27, 2010

<p>-this school provides an atmosphere where every student can succeed – 89% Always, 11% Usually</p> <p><u>Staff Members (14 respondents):</u></p> <p>-the staff at this school believe that ALL students can learn – 79% Always, 21% Usually</p> <p>-this school sets high expectations for student achievement – 100% Always</p> <p>-I feel safe when I am (various locations) – 13 out of 14 respondents Always, 1 respondent Usually</p> <p>-students who misbehave know what to expect – 50% Always, 50% Usually</p> <p>-Administrators deal with misbehaviour fairly and consistently – 71% Always, 29% Usually</p> <p><u>Student Respondents (Gr. 7 and 8 – 19 respondents):</u></p> <p>-I feel like I belong – 42% Always, 37% Usually</p> <p>-I have at least 1 close friend at school – 100% Yes</p> <p>-I feel safe when I am at school – 11 of 19 Always, 7 of 19 Usually</p> <p>-my teachers believe I can learn – 50% Always, 50% Usually</p> <p>-I feel respected by school staff – 47% Always, 42% Usually</p> <p>-I feel respected by other students – 32% Always, 53% Usually</p> <p>-school rules and behaviour expectations are clearly communicated to students –48% Always, 37% Usually</p>
<p>Comment on the safety and security within your school environment.</p> <p>-Notices on all exit doors that visitors must report to office.-Visitor log book located at office counter. – exit doors locked during day (except for front doors)</p> <p>-Newsletter reminders to parents regarding safe arrival calls, visiting protocol (signing in)</p> <p>-Regular fire drills, review of other safety protocols with staff and students</p> <p>-Safety rules reviewed with students regularly (morning announcements), part of school planners</p> <p>-Teachers wear ‘yellow vests’ while on duty on school yard for visibility purposes</p> <p>-Cyber Safety presentation to parents and community last year</p> <p>Elmer the Safety Elephant and Sparky (Fire Safety), Block parents all visit students</p>
<p>Additional Comments: -</p>
<p>Extracurricular</p>
<p>Identify opportunities for a variety of extra and co-curricular activities in:</p>
<p>X Athletics - soccer, volleyball, basketball, track and field, cross country – teams and interminals</p>
<p>X Arts – artists, dance instructors, musicians visit the school (Program enhancement funding)</p>
<p>X Clubs – Healthy Eating Club, Homework Club</p>
<p>X Leadership – Students’ Council executive and class representatives, OELC</p>
<p>X Fundraising</p>
<p>Other</p>
<p>What opportunities are available due to the location of the school to existing community facilities?</p> <ul style="list-style-type: none"> - <i>Thamesville Pool is located within walking distance of the school</i> - <i>Thamesville town library is also located within walking distance</i> - <i>Community helpers/services (Social Studies unit) are easily accessible for classes</i>
<p>Other value to students?</p>

SCHOOL INFORMATION PROFILE

Thamesville Area Central School

Revised January 27, 2010

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: Does not apply. No FI at Thamesville.
Specialized Education: Does not apply. No specialized education classes at Thamesville.
Effective Intervention programs: -
Extracurricular activities: More students at the receiving schools may require more extracurricular activities.
Effective partnerships: -
What is the impact on the receiving school with respect to physical space? With Thamesville's location, there could 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 Thamesville students would require transportation to receiving school.
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 the original heating piping system and classroom ventilation, upgrades to the wood finishes in the gym, replacement / resurfacing of concrete sidewalks and asphalt areas.
Additional Comments: -

SCHOOL INFORMATION PROFILE

Thamesville Area Central School

Revised January 27, 2010

School Culture

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

Loss of existing support systems – friends, staff members.

Loss of student leaders – if gr. 7 and 8 moved to another location, impact will be felt in areas such as sports teams, students' council, classroom monitors

Loss of community and inclusiveness – students view themselves as a part of the Thamesville community.

The focus of student council has been community involvement. They take an active role in fundraising to support local families. They organize a canned food drive at Christmas as well as a penny drive to support CAS to provide Christmas for two children.

Value of the School to the Community

Identify the Communities: Thamesville and surrounding area

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

X Daycare/Best Start – before/after school program, JK/SK Wrap Program

Youth Activities

X Cultural Events and Observances – Remembrance Day, Christmas Concert, Legion Speaking Contest

Social and Recreational

Other—Lasertoma-- Christmas Parade, Grade 5 VIP Program

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

Various groups in Thamesville provide financial support for our Breakfast Program (Legion, Fire Dept, United Church, Sertoma Club).

The school is participating in a pilot project with LKAITC and Chatham Kent Health Unit to provide a Healthy Eating Club, an 8 week program promoting good choices, food and nutrition, and partnerships with local commodity groups.

Identify other elementary school(s) in the communities?

Good Shepherd Catholic School (St. Clair)

If the school were to close, what alternate uses could the building and grounds accommodate that would complement the surrounding neighbourhood?

Describe any historical attributes that are significant to the communities?

Family bricks in walkway of garden, Memorial trees and Arboretum, Time Capsule buried in the school

SCHOOL INFORMATION PROFILE

Thamesville Area Central School

Revised January 27, 2010

<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):</p>
<p>Fall x</p>
<p>Winter x</p>
<p>Spring x</p>
<p>Summer x</p>
<p>If the school were to close, what is the local capacity to accommodate those currently using the school for community purposes?</p>
<p>If the school were to remain open, how/what programs could the school attract? -attract Rec. league (volleyball etc) to use our gym - physical activities (recreational) for children i.e aerobics</p>
<p>Describe significant upgrades to the school in the past five years completed in partnership with the communities? Sertoma/LaSertoma Clubs and United Church Drama Group have purchased SMARTBoards and Projectors for half of our classrooms (3 from Sertoma/ LaSertoma, 1 from United Church) last year</p>
<p>Value to the community as a single school community. The school supports many local businesses such as the Foodland grocery store (purchases for Breakfast Program), Picasso Pizza (pizza days every Friday). In addition, this year TACS moved away from large fundraising companies in order to work with local businesses. The fall fundraiser was apples and pie sales from the local apple orchard. There is a strong community connection to this school – many families have 2 or 3rd generations attending TACS. This school is supported weekly by the local newspaper – a 1 page spread is featured each week, highlighting academic and special events.</p>
<p>Other value to the communities? The school also provides opportunities for community members to volunteer – including high school students (last year, 3 high school students gained their volunteer hours by tutoring in the homework club after school)</p>
<p>Does the community have programs and supports for students at risk?</p>
<p>No.</p>
<p>How does this school reflect and support the values of the communities for which it serves? The school special events such as the annual Christmas concert, Terry Fox Run, Science Fair, Fall Feast, etc. bring in residents and volunteers to our school. These events celebrate the diversity of school and community interests – holidays, charity, and academics.</p>
<p>Additional Comments: -</p>

SCHOOL INFORMATION PROFILE

Thamesville Area Central School

Revised January 27, 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.

- Thamesville suffered a major loss of a manufacturing facility. It affected 158 families, but still makes the school key to the area.
- When students are adults, they will bring their children back because they have a commitment fostered by the school.

B. Economic spin-offs

- Supplies for Breakfast Program are purchased at the local grocery store.
- Supplies for Nutrition Breaks are purchased locally.
- Patronize the local hardware store and local restaurants

C. Real estate values

- Without a school, real estate values will decline.
- Thamesville is more affordable than larger urban centers.
- Rental properties are less expensive than in a larger city – if the school closes, it is doubtful that those properties would be rented

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

- Teachers and staff are active consumers in the town.

E. Co-operative Education opportunities?

- Placements are available for the Co-Op Education students from the secondary school.

F. Training opportunities or partnerships with business?

- Fall fundraiser with a local apple producer (we only use local businesses rather than large corporations).
- Ontario Food Education/Lambton-Kent Agriculture in the Classroom – official partnership with

SCHOOL INFORMATION PROFILE

Thamesville Area Central School

Revised January 27, 2010

Chatham and Sarnia Health Units

- In the Ontario Agriculture in the Classroom partnership, students participated in an 8-week program related to making healthy food choices.
- Strong partnerships with local service groups and churches – they purchased four smart boards, and we work through our student council to support their efforts; e.g., food drive.

G. Other value to the local economy?

- Parents and students spend money in the community.
- Local businesses, variety stores, restaurants are within walking distance for students and staff.

H. Value to community as a single school community?

- If we lost this school, many students would transfer to the Separate School Board, as families want to stay in the community.
- The community is built around the school – it’s a way of life, and is different than in a large urban center.
- Sense of community pride.

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 ?