

SCHOOL INFORMATION PROFILE

Dresden Area Central 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: Dresden Area Central School

School Vision Statement: Dresden Area Central School is dedicated to promoting a love of learning in a safe, inviting environment. We endeavour to provide programs that reflect the abilities, needs, interests and learning styles of all students. Dresden Area Central School recognizes the importance of home, school and community, working together to best prepare its students for the future.

Programs: Regular French Immersion Specialized Native Language

Grade configuration	JK - 8					
Age of Facility (original construction year)	1952					
Property Size (in acres)	9.9					
Area of Facility (in square feet)	46,263					
Area of Green Space (in acres)	7.7					
Area of Indoor Gym (in square feet)	3,143					
Ministry Rated Capacity	532					
Current Enrolment	303					
Enrolment By Grade	JK-29	SK-33	1-28	2-34	3-34	
	4-42	5-32	6-33	7-33	8-36	
Utilization Percentage	57%					
Enrolment past five years	Appendix A					
Enrolment projections next five years	Appendix A					
Staffing	Principal 1, Clerical 1, Teachers 18, EA/CYW 1, Itinerant Spec Ed 1, Custodian 4,					
Percentage of students bussed	54.5					
Number of out of boundary students (Sept. 09)	9					
Students from this area going elsewhere (Oct. 08)	2					
Maximum distance for bused students (km)	12					
Maximum time for bused students (minutes)	55					
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:

Junior Kindergarten – A day/B day schedule, JK class on A days, JK/SK class on A days

Senior Kindergarten – A day/B day schedule, SK class on B days

Large blocks of literacy and math instruction – 100 minute blocks of literacy each day, 60 minute blocks of numeracy each day

Arts programs – 120 minutes of Arts each week, supplemented by Program Enhancement Funds

- annual participation in Kiwanis Music Festival
- Drama teacher puts on very significant musical presentations that attract approximately 500 people.

Information technology to support the curriculum – one computer room with 30 computers for student use, each class room has approximately 2 computers, specialized technology equipment used by students with academic needs.

Career education programs – grade 7 and 8 Pathways and Student Success initiative, Junior Achievement programs

Culturally inclusive programs – all programs are culturally inclusive, Korean students attend DACS annually

Lead and/or specialized teachers with specialized skills – specialized teachers in music/drama, Intermediate science, math and special education, a number of staff have specialist Qualifications (ex: reading, spec. ed.)

Specialized programs

No specialized Special Education classes. Identified students have their programs accommodated or modified to meet their individual needs (i.e. language and/or math programs, second language learning)

What is the nearest access to similar programs? – the closest school is St. Michaels Catholic School in Turnerville, the closest LKDSB schools is in Thamesville, Dawn/Euphemia and Wallaceburg.

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

Grade 3

	2006-07	2007-08	2008-09
Reading	69%	75%	76%
Writing	64%	84%	80%
Math	86%	84%	83%

Grade 6

	2006-07	2007-08	2008-09
Reading	69%	68%	77%

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Writing	62%	48%	66%
Math	62%	58%	74%
Additional Comments:			
Grade 6 score improvement from 2007-08: Reading – increase of 9%, Writing – increase of 18%, Math – increase of 16%.			
Supports			
Identify funding generated for staffing to sustain itself without drawing funding from other budget lines in the following areas:			
Administration – one principal through general funding from the Board approved budget			
Special Education/Library Staff- – one LRC teacher, 0.5 EA and 0.3 teacher librarian through general funding from the Board approved budget based on student enrolment			
Library Technicians – no library technician			
Social Workers – no social worker			
Secretarial – one secretary through general funding from the Board approved budget			
Custodial – one daytime custodian, 2 afternoon time custodians through general funding from the Board approved budget.			
Does the school have programs that support student success?			
Regular literacy/numeracy programs, math help sessions after school, intermediate student success programs, school sports program, student council, Literacy Coach/LRC/0.5 EA involvement with students having learning needs.			
Does the school have remedial programs onsite during the day and after-school?			
Math help sessions on Tuesdays after school for grades 6 to 8, LRC supports accommodated/modified programs.			
Identify existing space for:			
Computer Lab – 30 computers available			
Playground – large fenced playground divided into 3 areas for student use during recesses (asphalt areas, 3 sets of playground equipment, basketball hoops, soccer and baseball fields)			
Gymnasium – one large gym with balcony, new sound system			
- The school used to be the local high school; we therefore have more room to accommodate many of the area volleyball and basketball tournaments.			
- A number of large groups utilize space in the school for meetings.			
Library – one large library with a generous supply of books			
A stage – with curtains for assembly and drama use			
Staff/Visitor parking – staff parking lot is located on the south side of the school with ample parking spaces for staff and visitors			
Student drop-off and pick-up area for parents – single lane semi-circular driveway at front of school for drop-off/pick up			
Bus Loading Zone – located on the south side of the school adjacent to staff/visitor parking lot for 6 buses daily			
Other – Book Room, All Purpose Room, some unused classrooms, offices for Board support services (Erica Brophy/Barb Manake, Danielle Fox), barn for storage			
Transportation			
Proximity of the school to students/length of bus ride.			
- average length of bus ride per student is approximately 20 minutes			

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- shortest bus ride is 5 to 10 minutes
- longest bus ride is 35 to 45 minutes

Describe community support partnerships.

Various local clubs give generous support to DACS in the form of volunteers and financial assistance. These clubs include Kinsmen, Rotary, Legion, Tim Horton's, Fabco, Cangro, Union Gas, Dresden Library, Agricultural Society, Christmas Food Drive, Ministerial Association lunch, Side Streets Youth Center (after school homework program sponsored by United Way), co-op students from LKCS, municipality partnership for arena usage, Ridgetown College – Agriculture in the Classroom programs, cancer auction annually held at DACS, Man In Motion, and class trips to area farms.

- Communities in Bloom Program
- Grade ¾ students go to Park St. Place to put on presentations for seniors there.

Is the school universally accessible?

Yes, with the exception of the gym balcony, stage and 2 rooms above the gym. There is also a universally accessible washroom at the school's main entrance.

Additional Comments:

Safety and Security

What was the result of the Safe School Survey?

Parent Survey: 25 respondents

- results indicate that 96% always feel welcomed, 80% always feel their child always feel safe (20% usually feels safe), 84% always feel their child always feel safe on the way to and from school (16% usually), 60% always feel the school has high expectations (36% usually), 48% always feel school rules school rules and student behaviour expectations are clearly communicated (48% usually), 32% always feel student respect teachers (60% usually), 60% always feel teacher respect students (40% usually), 56% always feel parents and teachers work together (36% usually), 40% always feel administration always deal with misbehaviours fairly and consistently (56% usually), the majority of parents feel their child has never experienced the various forms of bullying, and 72% feel that the school always provides an atmosphere where students can succeed (24% usually).

Staff results: 6 respondents

- results indicate that 67% always feel like they belong (33% usually), 100% always feel they have a working relationship with one colleague, 50% always feel they collaborate with each other to make student learning consistent (33% usually), 40% always feel that staff believe all students can learn (40% usually), 67% always feel the school set high expectations (17% usually), 34% always feel successful in their efforts (50% usually), majority of teachers always feel safe in various school locations, 68% always feel school rules and behaviour expectations are clearly communicated (17% usually), 80% always feel respected by school staff, 34% always feel respected by students (50% usually), 60% always feel respected by administration (20% usually), 100% feel co-curricular activities are important, 17% never feel that learning is disrupted by inappropriate behaviour (67%

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sometimes), 50% always feel that administration deal with misbehaviour fairly and consistently (33% usually) 33% always feel students who misbehave know what to expect (50% usually), 100% feel they never experience the various forms of bullying

Student Results in Grade 4 to 6: 2 respondents

- results indicate that 50% always feel like they belong at school (50% usually), 100% feel they have on e close friend, 100% always feel their teacher believes they can learn, 50% always feel their teacher sets high standards (50% usually), 100% usually feel successful in their efforts, 100% always feel respected by staff, 100% usually feel respected by other students, 100% feel it is important to participate in school activities outside the classroom, most students usually feel safe in various school locations, 100% always feel school rules and expectations are clearly communicated, 50% usually feel their time is spend waiting for students to behave (50% regularly), 50% always feel misbehaviours are dealt with fairly (50% usually), 50% always feel teachers deal with misbehaviours fairly (50% usually), 50% always feel the principal deals with misbehaviours fairly (50% usually), 50% always feel students who misbehave know what to expect (50% usually), 50% never feel they are bullied (50% sometimes), 100% know where they can go for help, 50% always report to an adult when they feel bullied (50% never), 100% always feel something is done when bullying is reported 100% always talk about it at home when they feel bullied, 100% never have acted like a bully

Student Results in Grade 7 to 8: 19 respondents

- results indicate that 26% always feel like they belong at school (37% usually), 84% feel they have on e close friend, 44% always feel their teacher believes they can learn (33% usually), 21% always feel their teacher sets high standards (47% usually), 26% usually feel successful in their efforts (52% usually), 16% always feel respected by staff (42% usually), 22% usually feel respected by other students (44% usually), 44% feel it is important to participate in school activities outside the classroom, most students always feel safe in various school locations, 26% always feel school rules and expectations are clearly communicated (42% usually), 16% always feel misbehaviours are dealt with fairly (32% usually), 16% always feel teachers deal with misbehaviours fairly (26% usually), 33% always feel the principal deals with misbehaviours fairly (22% usually), 16% always feel students who misbehave know what to expect (37% usually), most never feel they are bullied (sometimes – verbal, social), 79% know where they can go for help, 10% always report to an adult when they feel bullied (53% never), 27% always feel something is done when bullying is reported (31% usually), 21% always talk about it at home when they feel bullied (53% never), 37% never have acted like a bully (42% sometimes). 58% never have been talked to by an adult when they have bullied (31% sometimes).

Comment on the safety and security within your school environment.

There is no history of any safety and/or security issues. All school doors are locked at 9:25 and there is a locked front door with a security camera. Recently fenced in playground. Visitor sign in book at office, report to office poster at main entrances, safety reminders in newsletters, Elmer the Safety Elephant presentations, fire/code red drills, strangers on property are reported to the office, TRIBES, bullying prevention programs (ex: JMSS drama group), on-going efforts to meet the needs of students and helping every child feel engaged in their learning.

Additional Comments:

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Extracurricular
Identify opportunities for a variety of extra and co-curricular activities in:
Athletics – staff volunteer for intramurals and school sports teams in soccer, cross country, volleyball, basketball, triathlon, track and field.
Arts – numerous musicals/presentations during Remembrance Day, Christmas, Spring, and Missoula presentations.
Clubs – choirs, student council, DACS Idol contest, garden club
Leadership – lunch monitors, noon hour sales, winter carnival, playground pals, student council
Fundraising – basketball shoot-a-thon, various Lamontagne fundraising (cards, Christmas items, chocolate bars)
Other
What opportunities are available due to the location of the school to existing community facilities? Dresden arena, pool, tennis courts, baseball diamond, bowling alley, town library and LKCS.
Other value to students? Uncle Tom’s Cabin – community heritage, Dresden Library - Carnegie designation, Trillium Trail – historical walking tour.
Additional Comments: The majority of the staff are TRIBES trained We participate in OELC (Ontario Educational Leadership Courses) – parents pay for it but participating students go through a rigorous leadership program, and when they return, we utilize the skills they have learned.
Value to School Board
Will the system be able to offer programs in the following areas if this school closes?
Program
French Immersion: DACs currently does not offer French Immersion. If this school closes, the system will be able to offer the program at its current locations.
Specialized Education: DACs currently does not have any specialized education classes. If the school closes, the system will be able to offer these programs at its current locations.
Effective Intervention programs: Example – Literacy Coaches If DACs closes, the system would continue to be able to offer effective intervention programs such as Literacy Coaches.
Extracurricular activities: If DACs closes, the system would continue to be able to offer all extracurricular activities.
Effective partnerships: If DACs closes, the system would continue to be able to have effective partnerships.
What is the impact on the receiving school with respect to physical space? -
What is the impact on the receiving school with respect to transportation? -

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Facilities
<p>How would closure impact transportation costs? <i>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.</i></p>
<p>How would closing the school help the school board avoid incurring significant repair costs that are not covered by targeted renovation programs? <i>There are no items in this category.</i></p>
<p>What would the impact of this school's closure be on facility operating and capital budgets? <i>Reducing surplus system empty classroom spaces can increase the efficiency of utilizing plant budgets. The future facility improvement projects at this site includes: reroofing the entire building, partial replacement and upgrade of older ventilation components and replacement / resurfacing of concrete sidewalks and asphalt playground areas.</i></p>
<p>Additional Comments: -</p>

School Culture

How would the school culture be impacted by the reassignment of students?
 It depends on where students would be reassigned. If grade 7 and/or 8 students were reassigned to LKCS, there would be less impact on the school culture. However there would be a loss of grade 7 and 8 leaders, library helpers, recyclers and role models within the school. If students were reassigned to another school, the culture would be devastated and become non-existent. There may also develop a disconnect with LKCS. Some Catholic students would move to St. Michael Catholic School in Turnerville.

Value of the School to the Community

Identify the Communities:
Describe program and service offerings that serve both school and communities.
Daycare/Best Start – Wrap Around Program (13 students), Before and After Program (12/15 student, Early learning Program (20 students), Early Years.
Youth Activities – Side Street Youth Center, cooking programs at various local churches, Operation Christmas Child program, Dresden minor hockey, baseball and soccer programs
Cultural Events and Observances – Remembrance Day ceremony, Gideon Bible Society
Social and Recreational – gym rental, community use for Man In Motion, Cancer Society
Other
Identify any plans for local partnerships for delivering daycare and other community and social services? No new plans, already in place.

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Identify other elementary school(s) in the community? St. Michaels Catholic School in Turnerville
If the school were to close, what alternate uses could the building and grounds accommodate that would complement the surrounding neighbourhood? Possibly re-zoned for residential, retirement or old age home. Tear the building down.
Describe any historical attributes that are significant to the communities? DACS is the former town high school and is a focus of the main street.
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 0 to 2
Winter 0 to 2
Spring 5 to 7
Summer 30 to 40 (summer recreational program)
If the school were to close, what is the local capacity to accommodate those currently using the school for community purposes? The community could use the arena hall (through Chatham Kent), LKCS gym or cafeteria, Czech Hall.
If the school were to remain open, how/what programs could the school attract? Recreation programs (ex: volleyball league), possibly the Terry Fox community run, Santa Claus Parade, any non-profit organization event/fundraiser.
Describe significant upgrades to the school in the past five years completed in partnership with the communities? Smart board purchases, Union Gas – landscaping, gym score board, playground equipment, gym sound system.
Value to the community as a single school community. DACS is the only elementary school within the town of Dresden. Many community members attended DACS and have strong ties to the school. It is a well respected facility within the town and there is excellent support of all school staff/initiatives. Daycare programs are very appreciated by the community. The school supports numerous businesses in town such as Foodland, variety store, flower shop, and the pizza place.
Other value to the communities?
Does the community have programs and supports for students at risk? Side Streets Youth Center
How does this school reflect and support the values of the communities for which it serves? DACS recognizes the importance of home, school and the communities working together to best prepare the children of our community for the future. There is a common belief of goal setting, hard work, cooperation, respect for self and others, safe practices, self motivation, problem solving and life long learning.
Additional Comments:

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General Summary Comments:

DACS is an excellent school that is well supported by the Dresden community. It provides, not only outstanding students, but also has a well established and historical link to the community. The Dresden area parents have developed a well deserved trust and respect for the school staff and the staff in response work very hard with their students to maintain it.

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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.

- Several individuals who attended here and at the local secondary school have come back to the area to raise their families
- New families are interested and involved in school council
- Teachers and staff, many of whom live in Dresden, are involved in community organizations (Rotary, Legion, Kinsmen), and this positively affects local economy.

B. Economic spin-offs

- Having a school located in the area is important for attracting business
- Historical value of Uncle Tom's Cabin
- Food for Breakfast Program is purchased locally
- There have been a few industry closures.

C. Real estate values

- In order to be a viable community, every small town needs a school.

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

- The school employs a number of staff, some of whom live in the community, and spend money there.

E. Co-operative Education opportunities?

- Five to eight students per term (from local secondary school)

F. Training opportunities or partnerships with business?

- Breakfast Program
- Seniors Home visits
- Local library use
-

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G. Other value to the local economy?

- Partnership with local service clubs and Union Gas

H. Value to community as a single school community?

- School is a community focal point
- Ontario Early Learning Program offered in 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 ?

- The Municipality has a significant investment in infrastructure such as roads, sewers and parks. 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, and this would impact the Municipality's ability to recover these costs.