

SCHOOL INFORMATION PROFILE

Ridgetown District High School
Revised February 24, 2010

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, secondary schools will provide:

- Core programming in every school
- Remedial and enrichment programs
- Guidance and career education programs
- A full range of technical education programs
- Partnerships with business and industry
- Culturally inclusive programs
- Facilities that support effective programming, including physical education facilities, playing fields, science labs, modern technical shops, modern arts facilities and cafeterias
- Universally accessible facilities

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School Information Profile

School: Ridgetown District High School

School Vision Statement:

Programs: Regular French Immersion Specialized Native Language

Grade configuration	9 - 12			
Age of Facility (original construction year)	1953			
Property Size (in acres)	7.5			
Ministry Rated Capacity	609			
Current Enrolment	296			
Enrolment By Grade	9-50	10-77	11-70	12-99
Utilization Percentage	48.6 %			
Enrolment past five years	Appendix A			
Enrolment projections next five years	Appendix A			
Staffing	Principal 1, Clerical 2, Teachers 20, EA/CYW 2, Library Clerk 0.2, Library Supervisor 1, Study Room Supervisor 1.			
Student/teacher ratios	15.6			
Percentage of Students Bussed	47.3			
Number of out of boundary students (Sept. 09)	1			
Students from this area going elsewhere (Oct. 08)	36			
Maximum distance for bused students (km)	18.9			
Maximum time for bused students (minutes)	51			
Demographics for area	Appendix B			
First Nation Partnerships				

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How may multi-grade courses does your school offer? Five, grade 11/12 art, transportation, construction, accounting, French	Five
Does the school offer a cluster of courses that are tied to locally available learning/work place opportunities?	no
Identify the secondary school's Special programs that enhance curriculum? Credit recovery and credit rescue English – Medieval Fair, Stratford Trip French - French SkiTrip to St. Donat, French Fair History - Decade Days Civics- Student Vote Native studies - Native Student Symposium, POWOW Foods – Culturefest Horticulture – Tractor Days, Plant Sale, Courtyard renovation Mathematics – Waterloo math contests Transportation – Antique truck restoration Co-op – Career fair Marketing – School wide taste testing Peer leadership – EVOLVE challenge all courses - noon hour and afterschool help	
Guidance and career education programs? Pathways programs, presentations and field trip opportunities to address each destination, TRIBES, Native Career fair in house, A.E.P., TOKTW, Grade ten shadow days, COOP fair, health career fair grade eight transition and orientation programs (tours, open house, quiz show, dances, invite 7and 8's to appropriate presentations with 9-12's)	
Partnerships which enhance and support students? Kiwanis/Key/Club , Hall of Excellence, Student Excellence Program	
Information technology to support the curriculum? 7 smart boards, 11 projectors, automated computer controlled material cutting device(CNC), sound lab and mixing studio, digital video editor, green room, photography lab, classroom performance system(handheld digital clicker system), four computer labs, video learning lab	
Does your school offer E-learning and/or virtual learning? Yes, both – increasing numbers of E-learning courses are being offered. French is offered through Video Conferencing and linking with other secondary schools.	
The ability to offer language and other programs that mirror the culture of the communities? French, Delaware, Spanish	
First Nation Programs Offered? Native Studies courses, Delaware courses, Native Student Symposium, POWWOW, Lenape student club, Native programs college and university seminar	
How will the culture of the school impact student success? Impossible for a student to “slip through the cracks” without being noticed and extensive intervention occurring first. Evidence: High Graduation rates. Also, as a result of most students knowing most other students, examples of overcoming challenges are familiar to all students, and all students are familiar with the resources available to meet challenging circumstances.	
Additional Comments: -	

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Supports		
Identify funding generated for staffing to sustain itself without drawing funding from other budget lines in the following areas:		
Administration 1 principal, no VP		
Student Services/Special Education/Library Staff – 1/1/none (supervision reassigned so that guidance and resource are 8/8)		
Library Technicians 0.2		
Social Workers 1		
Secretarial 2		
Custodial contract		
Does the school have programs that support student success? Credit recovery, credit rescue, peer tutors, e-Learning, remedial literacy and numeracy programs, continuous entry co-op, informal mentorships		
Does the school have remedial programs onsite during the day and after-school? Lunch hour and after school assistance available.		
<i>Identify the following facilities? Is the space for these facilities appropriate? What is the overall condition of the facility?</i>		
Arts facilities(Music ___ Drama <u>X</u> Visual Arts <u>X</u>) Drama space is shared; stage is located in the gymnasium		
Science labs – very old, very much in need of replacement		
Family Studies area – in fairly good condition		
Technology area - good		
Information Technology lab – needs updating. Last renovation was in the late 80's/early 90's.		
Outdoor athletic facilities – new complex proposed in partnership with the community		
Gymnasias - good		
Library - good		
Auditorium – in the gymnasium		
Meeting rooms – readily used and available for community use		
Regular Classrooms/Resource Rooms/Cafeteria - adequate		
Is the school universally accessible? Yes		
Transportation		
Proximity of the school to students/length of bus ride to school.		
Additional Comments: No major upgrades have occurred to most areas of the facility. Most are dating from 1974 or earlier. Last major renovation was eight years ago when the gym floor was replaced.		
Safety and Security		
What was the result of the Safe School Survey? During 2009, 50 students, 13 parents, and 12 staff members responded to the School Climate Survey. Results indicate that the vast majority of students feel that consequences are very fair, consistently implemented and effective. The vast majority of students do not engage in bullying behaviours and there are high standards set by teachers.		

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Comment on the safety and security within your school environment.

The vast majority of staff and students feel very respected and appreciated by each other. A strong culture of Mutual Respect has developed at the school. Survey results indicate that virtually every student feels very safe within the school. Entrance to the school is quite controlled, and during the school day only 3 doors are open; after the school day 2 doors are open. No student may ever leave any class during the school day without signing out and back in with their classroom teacher. Six whole-school assemblies were held last year with a strong focus on safety.

Extracurricular

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

Athletics – volleyball, basketball, soccer, track & field, cross country, badminton, hockey, curling, ultimate Frisbee, tennis, golf

Arts – Drama Club, Sears Festival, Artsfest, Variety Show, Film competitions, Art club (guests artists), dance

Clubs – Key Club, Grad Class, Student Athletic Society, Student Parliament, Lenni Lenape, Yearbook

Leadership – RYLA, HOBY, Adventures in Citizenship, Evolve Challenge, Encounters Canada, Relay for Life

Social – Dances, Tractor Day, Frosh Week, Other activity days, Relay for Life, Sleep-a-thon, Quiz Show, International Trips and Exchange Opportunities

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

- Access to Ridgetown College, Dance Studio, Arena, Bowling Alley, Tennis Courts, Golf Course, Curling Club, Lawn Bowling Club
- Cenotaph is nearby so entire student population can walk uptown to observe the Remembrance Day ceremonies which is very meaningful to the local community and veterans

Why do students choose this school?

Small school atmosphere; greater familiarity between students and teachers; local; more opportunities to participate in the school program (ie. Athletics, leadership opportunities); more likely to have their individual needs accommodated.

What is unique about this school?

Feeder schools are in the same locality (ie. Students can pick up younger brothers and sisters at their elementary schools); shared campus facilities with the University of Guelph, Ridgetown Campus, aboriginal culture, servicing all students in the community

Other value to students?

- Lack of a commute increases ability to participate in after school programs, athletics, and co-op opportunities.
- Rural culture (ex. Tractor Days)

Additional Comments: -

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Value to School Board

What would be the impact on the capacity of the system to offer programs in the following areas if this school closes?

Program

Enhanced programs: Example – Language Programs

Grades 9-12? If Grades 7-8 were here our Delaware language program would be stronger with more continuity and richness. If our school were to close and the Delaware speakers/learners scattered among different High Schools, the instruction in the language would cease anywhere in the board. Delaware is already facing extinction, and school's closure might ensure extinction.

French and Spanish instruction would probably be strengthened in other schools by the transfer of RDHS students upon closure of RDHS.

Specialized Education :

Grades 9-12? Students have greater availability to Special Education Resources here at RDHS than they would at other schools. One Resource room and one Resource teacher service comparably further students. Similarly with all Resource Programs, they are available at RDHS but with fewer students competing for them. Moving RDHS students to other schools would give both them and the Spec Ed students at the new school fewer opportunities and resources.

Effective Intervention programs:

Grades 9-12? Teachers are more familiar with students in a small school setting as a result of multiple teaching/coaching experiences with them. This greater familiarity results in earlier effective intervention, and also more involved intervention. If the school were to close, larger intervention programs that are less familiar with our students would become even larger—diminishing the opportunity for early intervention.

Extracurricular activities:

Grades 9-12? Most of the students at RDHS would not be competitive during try-outs in the larger schools because they do not have the training that comes with programs offered in larger centers. Overall, as a result fewer students across the district would be developed through extracurricular activities. Only a very small handful of students from RDHS would benefit from enrolling in a larger school and those benefits would only come at the expense of other students losing their opportunities. No additional extracurricular programming will be created through the closure of RDHS. The system will simply lose in every consideration.

Effective partnerships:

Grades 9-12? Local RDHS partnerships will not transfer to other communities.

How many students does the Board estimate it would lose as a result of the closure of this school?

Approximately 100 students

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<i>What would the impact be on other schools by this school closing?</i>	<i>Growth of the community would be impossible.</i>
Additional Comments: Other than Modern Languages, with regard to the areas identified above, the system and the students consistently lose with the closure of RDHS.	
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.	
Is it more cost effective to replace the existing facility rather than making major repairs?	
This would not be the case.	
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: replacement of the older roof sections along with structural roofing upgrades, replacement of the heating plant and ventilation systems, resurfacing worn asphalt, and improvements to the sports field.	
The Board has submitted, to the Ministry of Education, 3 major capital improvement projects for this school for funding to upgrade the science labs, upgrade the technology shop and to install an elevator in the total amount of \$1.85M dollars.	
How would closing the school impact the enrolment of neighbouring schools?	
Impacts to be developed & discussed as alternative measures are identified for evaluation.	
Based on school location what are the options for reassignment of students in neighbouring schools?	
As noted above	
How would reassignment effect the safety and security of the receiving schools?	
As noted above	
How would the school utilization be impacted at the receiving school?	
As noted above.	
Additional Comments: The fitness room is being refurbished; Outdoor sports facility is in the planning stages in partnership with the Lambton Kent District School Board and local community.	

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School Culture

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

- Enriched programs (if Grades 7 and 8, or college, students were located here)
- More funding for resource, library, tech labs, athletic facility (if Grades 7 and 8, or college, students were to locate here)
- Continuity of Intermediate program (if Grades 7 and 8 students were to locate here)
- Retention of Grade 9 students in the community and in the public education system (if Grades 7 and 8 students were to locate here)
- College students in the building could mean enhancements to the Tech and Greenhouse facilities

Value of the School to the Community

Identify the communities: Ridgetown, Highgate, Morpeth, Thamesville, Bothwell, Muirkirk

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

Daycare/Best Start – Jack and Jill Nursery

Youth Activities – Key Club, Environmental Club, Optimist Soccer, Spring League Basketball

Cultural Events and Observances – Ridge Players Productions, Mini Pow Wow, Remembrance Day, Kiwanis Santa Claus Parade, Rotary Easter Egg Hunt

Social and Recreational - Adult Volleyball League, Elementary Dances, Tractor Day, Relay for Life

Adult Learning Program - none

Other – Senior Hallwalkers, Blood Donor Clinics, Elections

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

Fundraising for a new Community Athletic Field

Identify other secondary school(s) in the communities.

None

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

Possible purchase by the University of Guelph

Describe any historical attributes that are significant to the communities?

School was built and continuously operating since 1883. A Hall of Excellence celebrating the significant achievements of RDHS graduates has been established.

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 - 6

Winter - 8

Spring - 6

Summer - none

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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? No capacity in the community. They would have to leave or disband.</p>
<p>Describe significant upgrades to the school in the past five years completed in partnership with the communities? None</p>
<p>Does our school offer adult learning programs? No</p>
<p>Other value to the communities. Used by the Ontario Farmers' Association and subsidiaries as a meeting facility in January</p>
<p>Value to community as a single school community.</p>
<p>Additional 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.

- a secondary school in a community is a significant factor in attracting and retaining families;
- if Ridgetown District High School were to close, the impact would have a devastating impact on the community.

B. Economic spin-offs

- merchants as students' families would shop outside of the community;
- restaurants and fast foods;
- students are hired as part-time employees;
- traffic in and out of town, when people visit the community would cease;
- would be loss of revenue for the local arena.

C. Real estate values

- real estate would be less attractive without a high school.

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

- staff consisting of cafeteria, custodial, clerical, educational assistants/child & youth worker, teachers, library clerk, library supervisor, study room supervisor, office supervisor and principal would be reassigned to another school.

E. Co-operative Education opportunities?

- 40 students are currently in co-op placements, a large majority within Ridgetown.

F. Training opportunities or partnerships with business?

- part-time jobs provide training opportunities for students;
- partnerships with service clubs provide opportunities for exchange students.

G. Other value to the local economy?

- partnership with University of Guelph - opportunities expanding;
- an important venue for local events such as musicals, Easter egg hunt, etc.

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H. Value to community as a single school community?

- growth of the community would be impossible without a secondary school. A positive experience will bring students and their families back.
- extra-curricular and leadership opportunities for all students;
- partnership with Delaware First Nation supports greater opportunity for success rate among First Nation students. Katharine Hopkins stated that students would have to be bused out of the community. Transportation would have a financial impact on the Delaware Nation because of greater distance/time travelled. She emphasized students presently bused out of the community are suffering. It is very difficult to retain them after they leave town. The dropout rate is significantly higher for students that are bused outside of the community.

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

- relocation of students could have implications on businesses;
- Marsha Coyne will take back to the Municipality of Chatham-Kent Planning Group for follow-up.