

SCHOOL INFORMATION PROFILE

Wallaceburg District Secondary 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, secondary schools will provide:

- Core programming in every school
- Remedial and enrichment programs
- Guidance and career 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: Wallaceburg District Secondary School					
School Vision Statement: W.D.S.S.: Sapientia Hominum Custos: Wisdom is the Guardian of Man					
Programs: Regular ✓ French Immersion ___ Specialized ✓ Native Language ✓					
Grade configuration	9 – 12				
Age of Facility	1948, with additions 1949, 1954, 1958, 1962, 1965, 1970, 1972 and 2001				
Property Size	11.24 Acres				
Ministry Rated Capacity	1185				
Current Enrolment	770 students/ 766.00 FTE				
Enrolment By Grade	9-164	10-171	11-153	12-261	SE-21
Utilization Percentage	64.64%				
Enrolment past five years	See Appendix A				
Enrolment projections next five years	See Appendix A				
Staffing	Principal-1; Vice-Principals-2; Teachers-56 (includes Classroom/FSL/NSL/Student Services/ Student Success/Resource); EA's-8.5; Clerical-4; Library Supervisor-1; Library Clerk-1; Custodial-11				
<i>Student/teacher ratios (Average Class Size)</i>	17.56				
% of students bussed	30.39% (234 of 770)				
Number of out of boundary students (Sept.2012)	22				
Maximum time and distance for bused students	48 minutes				
Students from this area going elsewhere	See Appendix B				
First Nation Partnerships	Walpole Island First Nations				

The School Information 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 associated 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 Students

Student Success in Secondary

Does the school have full composite program in Grade 9-12? W.D.S.S. offers a full complement of courses from Grade 9 through Grade 12. Courses in the various subject areas are offered in a variety of levels of study (Academic, Applied, Open, College, University/College, University, Workplace, Essential, A.B.L.E. (Academics Based on Life Experiences, D.D. (Developmentally Disabled) and M.F. Medically Fragile, Gifted and Enrichment programming. The school also offers specific programming to support student success including Learning Strategies courses, a Co-operative Education program, O.Y.A.P (Ontario Youth Apprenticeship Program) and a full range of resource services. W.D.S.S. also offers a fully Provincially accredited Personal Support Worker Program and Dual Credit opportunities with Community Colleges. We offer Native Studies and Language courses. Five S.H.S.M.'s (Specialist High School Majors) are offered at W.D.S.S. in Agriculture, Arts and Culture, Environment, Health and Wellness and Manufacturing.

Does the school have sufficient numbers of students to run the courses necessary in each subject area for all four student pathways (university, college, apprenticeship and workplace)? Each of the pathways has sufficient number of course opportunities for all students.

Student Achievement Data including Grades 9 & 10 Mathematics & Literacy results

W.D.S.S. results for the 2011-2012 EQAO Grade 9 Assessment of Mathematics
Percentage of All Students at or above the Provincial Standard (Levels 3 and 4)

	School	Board	Province
Academic	87%	82%	84%
Applied	43%	43%	44%

Ontario Secondary School Literacy Test (2011-2012)

	School	Board	Province
Percentage of Successful Participating First-Time Eligible Students	77%	78%	82%

Drop out rates -

Graduation success rates - 2011/12 – 152 Potential Grads, with 138 Graduated (90.7%)

How many courses were cancelled this year? *Why?* At W.D.S.S. course offerings are based on student selections and the Board allotment of sections. Following the timetabling process, under the aforementioned parameters, no classes were cancelled. There were no reductions to the program offered at the school this academic year.

What different courses are being offered? Courses are offered at all levels of study since W.D.S.S. is a full service school. See the L.K.D.S.B. website to see specific courses offered.

Describe community support partnerships: Wallaceburg District Secondary School is fortunate to benefit from a wide range of community partnerships, some of which are listed below:

- *Service Clubs and Local Businesses* – These organizations provide funds, bursaries, and scholarships to support school activities, extracurricular events, students in need, and school graduates.
- *Local Companies and Businesses* – These establishments assist W.D.S.S. by providing Co-operative Education opportunities to students and experiential learning activities for the *Take Our Kids To Work* program and S.H.S.M. partnerships.

(cont'd on pg. 4)

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- *Local Radio and Newspapers* – We enjoy a strong and supportive relationship with the media. Hosted the 99.1 morning show last January.
- *P.A.I.R.S.* – Partners Active In Resource Sharing. Partnership with Enbridge Pipeline Inc.
- *Private Donors* – Donations ranging from building materials to science equipment to used vehicles for educational purposes have been received to support programming.
- *Chatham-Kent Women’s Centre* – This community resource supports the school by providing counseling services and programming, including the workshops *Dating Shouldn’t Hurt*, *Salvaging Sisterhood*, *Emotions Matter*, *R.E.A.L (Relationships, Emotions, Attitudes and Life)*, and *H.E.A.R.T. (Healthy Emotions and Attitudes in Relationships for Teens)*.
- *Chatham-Kent Public Health Unit* – The school is supported by two public health nurses who focus, respectively, on the provision of individual medical service /counselling and group programming.
- *Family Services Kent* – This community support is accessed for specific cases of students in need.
- *Chatham-Kent Mental Health and Addictions Program* – Experts from this community agency support the school in group programming and individual counselling for students.
- *Chatham-Kent Integrated Children’s Services* – This community support is accessed for specific cases of students in need.
- *CKCHC* – Rebound Program; Social Services
- *Human Resources Development Canada* – This government-based organization provides an information workshop to assist students in attaining summer employment.
- *Post-Secondary Preparation Programming* – Local University, College, and Apprenticeship experts visit the school to assist students and their families in their post-secondary destination planning. Host the University Information Program.
- *Graduate Exit Programming* – Local agents from the Health Unit, Police Services, and Insurance Industry visit the school to educate students about various issues associated with living independently.
- *Support from the Walpole Island Community*

Describe community support/success of Co-operative Education Program.

W.D.S.S. employs two full-time Co-operative Education teachers who serve up to 80 students each semester. Approximately 120 local businesses regularly support this program, with many more companies being accessed on occasion in the broader Chatham-Kent community. The co-operation of the business community has been overwhelming. From the W.D.S.S. Co-operative Education program, students have moved directly into employment opportunities, apprenticeship training and other related post-secondary courses. This program has proven extremely valuable in facilitating student success for a diverse group of students.

How many multi-level/combined courses does the school offer?

W.D.S.S. offers 14 combined courses this year.

How many multi-grade courses does your school offer?

W.D.S.S. offered 12 multi-grade courses.

Does the school offer a cluster of courses that are tied to locally available learning/work place opportunities?

Yes (S.H.S.M.)

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Identify the secondary school's

Special programs that enhance curriculum?

W.D.S.S. offers various opportunities that complement and enhance its classroom programming: Curriculum Related Excursions; National and International Trips and Exchanges (France, Italy, Chicago, New York, Detroit, British Columbia, China); Community Art Display and Performance Evening; Dramatic Productions and Musicals; *High Class Art* Visual Arts Competition; Ontario Business Educators Association Accounting Competition; Ontario Youth Apprenticeship Program; Skills Canada Technology Competition; Specialist High Skills Major in five focus areas; University of Waterloo Chemistry Competitions; University of Waterloo Mathematics Competitions; P.S.W. Personal Support Worker Program; Dual Credit Apprenticeship Opportunity; Robotics Competition; L.K. iPad Project; Special Education opportunities such as "Autumn Adventure"; Year Book Course; Peer Leadership Course; Military CO-OP, Raven and Black Bear (Summer Military CO-OP); "Tartan Tasties" Catering business supported by our students with developmental disabilities; "D.A.R.E." Diversity Awareness for Respect and Empathy; "Future Elders" Student leadership group providing First Nations cultural awareness opportunities.

Guidance and career education programs?

A full range of guidance and career education programming is in place at W.D.S.S. This includes: *Pathways Programming – Grades 9-12; Take Our Kids To Work Program – Grade 9; Discrete Careers Course – Grade 10 (GLC 201); Embedded Cross-Curricular Career Exposure and Exploration – Gr 9-12; Industry-Specific Career Fairs; Information Sessions - Provided by liaison officers from various Universities, Colleges, Military Branches, and Apprenticeship/Work Programs; Grade 12 Post-Secondary Planning – Parent Information Evening, Peer Sharing Luncheon, Exit Information Session; Grade 8 to 9 Transition Activities – Grade 8 Orientation Day, School Tour and Information Evening, Grade 8 Classroom Visits, Grade 9 Summer Orientation Day (Tartan Tour); Practice S.A.T. for students interested in studying in the U.S.A.; Tours to Colleges and Universities*

Partnerships which enhance and support students?

Various programs and partnerships are in place at W.D.S.S. to enhance our curriculum and support students. These include:

- *Enrichment Programming – Activities include workshops, seminars, and conferences designed to enhance student interest, aptitude, intellect, and leadership.*
- *Student Success Initiatives – Programs include subject-specific assistance delivered by teachers during and outside of regular classroom hours, a credit support initiative, a credit rescue program, and credit recovery courses.*
- *Guest Speaker Series – Recent topics have ranged from wellness programming (anti-drinking and driving campaigns) to social awareness and cultural understanding appreciation (Anti Bullying, Motivational etc.).*
- *R.M. Classic Car Partnership – A school – business partnership aimed at complementing programming in various disciplines of Technological Education.*
- *Cultural Exchanges – National and international youth exchanges aimed at developing global awareness, tolerance, and personal growth.*
- *Alumni Association – This network supports the school's academic programming and co-curricular activities by providing financial assistance, mentorship, and youth involvement opportunities. Annual events such as the Alumni Basketball Game, Women's Alumni Basketball Game, and Alumni Golf Tournament are exceptionally well supported and attended.*
- *P.A.I.R.S. partnership with Enbridge.*
- *Sharing of Events and Speakers – Sharing with Walpole Island First Nations*

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- Community Living Wallaceburg – Sharing of resources, joint P.D. and transition to work for graduates.
- Police Services – Established contact liaison officer for W.D.S.S.

Information technology to support the curriculum?

Information systems and technology that are available to support student learning at W.D.S.S. include:

- Computer accessibility in classroom computer labs, a Library computer lab, & Career Centre computer lab.
- Presently participating in the L.K. iPad project.
- SMART Technology implementation with SMART Boards in all subject areas.
- Class sets of *E-Clickers* available for use by all subject areas.
- A school-based web page.
- Automated Library system.
- Access to *Knowledge Ontario Databases* for research.
- School-wide use of *easybib.com* and *turnitin.com*, web-based programs aimed at educating students regarding proper documentation and plagiarism avoidance.
- Implementation of *My Blueprint*, student-oriented career planning programs.
- School-wide access to *Career Cruising*, a career exploration program.

Does your school offer E-learning and/or virtual learning?

W.D.S.S. offers a variety of E-learning courses and has virtual learning capability.

The ability to offer language and other programs that mirror the culture of the communities?

W.D.S.S. offers language courses in Ojibwe, French and Spanish.

First Nation Programs Offered?

W.D.S.S. offers junior and senior courses in Native Studies and Ojibwe Language grades 9 – 12.

How will the culture of the school impact student success?

The staff believes in providing students with opportunities within and outside the classroom combined with high expectations for achievement. Our school is not too large, so we know our students and support their success on many levels.

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
Student Services/Special Education/Library Staff
Library Technicians
Social Workers
Secretarial
Custodial
Does the school have programs that support student success? W.D.S.S. has specific Student Success programs, procedures, and interventions in place. Additional resources that exist within the school to support student success include:
<ul style="list-style-type: none"> • Student Success Teachers • A Resource Teacher • Student Success Team Interventions
Intervention
Create "At Risk" / IEP Profiles
Work With Teachers On Classroom Interventions
Learning Strategies Course (GLS)
Credit Support
Credit Rescue
Credit Recovery
Student Conferences
Parent/Guardian Conferences
Behaviour Reflection Sheets
Detention Reflection Sheets
School Late Policy
Student Contract
Begin IPRC/Assessment Process
Program Accommodations
Review Course Selection For Next Semester
Timetable Alterations
Course Substitution
Summer School Course(s) / Co-Operative Education
Co-curricular Encouragement
LKDSB Services and Specialists
Community Agencies
<ul style="list-style-type: none"> • P.A.C.E. Counseling and interventions. • Health Nurse • Chatham-Kent Mental Health Services • Chatham-Kent Integrated Children's Services • WAYS (Western Area Youth Services) • Chatham-Kent Police

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<p>Does the school have remedial programs onsite during the day and after-school? Day-school and after-school programming in place at W.D.S.S. to provide remediation includes: Teacher-directed, subject-specific extra help sessions at lunch and after school; Teacher assistance in the Student Learning Resource Centre; Learning Strategies Course (GLS 1O1); Credit Rescue Initiative; Credit Recovery; After school literacy support in preparation for the O.S.S.L.T.; EQAO Math and OSSLT Help/Preparation Sessions</p>
<p><i>Identify the following facilities? Is the space for these facilities appropriate? What is the overall condition of the facility?</i></p>
<p>Arts facilities (Music ✓ Drama ✓ Visual Arts ✓) - All facilities are in use and in good condition</p>
<p>Science labs - New labs with modern equipment.</p>
<p>Family Studies area - Includes Fashion & Food preparation facilities and equipment in good condition.</p>
<p>Technology area - Transportation, Welding, Machine Shop, Construction, Woodworking, Design, Yearbook (Communications Technology) and Personal Support facilities in good condition.</p>
<p>Information Technology lab - We have two fully functional computer labs, library computers and an equipped career centre with computer capability. We're part of L.K. iPad Project putting iPads in the hands of students and staff to bring new teaching methods and opportunities to the classroom. School wide wireless.</p>
<p>Outdoor athletic facilities - Excellent field with irrigation. Track in poor condition.</p>
<p>Gymnasias - Two gymnasiums and an outstanding fitness centre. Excellent large gym and floor. Small gym is in good repair; however floor is in need of replacement soon.</p>
<p>Library - In good condition. Well maintained however modernization would be desirable.</p>
<p>Auditorium - Stage area is in good condition. Lecture room will need updated seating in the future.</p>
<p>Meeting rooms - Tartan Hall renovated and in good repair.</p>
<p>Regular Classrooms/Resource Rooms/Cafeteria - Well maintained and in good repair.</p>
<p>Is the school universally accessible? Yes.</p>
<p>Transportation Proximity of the school to students/length of bus ride to school. Refer to information on Page 2</p>
<p>Additional Comments:</p>
<p>Safety and Security</p>
<p>What was the result of the School Climate Survey? Stakeholder opinion solicited through the Safe School Survey reflected a favourable view of W.D.S.S.</p>
<p>Comment on the safety and security within your school environment. Staff, students, and parents perceive W.D.S.S. to be a secure and safe learning environment, as evidenced by the results of the <i>Safe School Survey</i> and School Council. Procedures, systems, and programs in place in order to maintain stakeholder safety include the following: Annual anti-bullying programming; There is ready accessibility to staff, administration, and students; guest sign-in procedures to document visitor movement in/out of the school; Comprehensive emergency plans & procedures are in place for staff and students; Regular and efficient practice of emergency drills occurs (fire drills, extreme weather drills, school lock down drills); always staff on call who possess First Aid Certification,</p>

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and who are prepared to respond to an emergency; A site-based Health and Safety Committee completes monthly school inspections and ensures potential hazards are addressed; Staff complete annual WHMIS training and Safe Schools training; A.E.D. placed outside the gym; Supervision of all areas of the school; P.E. qualified staff in gym/fitness centre; E.R.T. School Emergency Response Team.

Extracurricular

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

Athletics

Boys/Girls Basketball; Boys/Girls Volleyball; Boys Football – Jr./Sr.; Girls Rugby; Boys/Girls Hockey; Boys/Girls Cross Country; Boys/Girls Golf; Co-Ed Badminton; Boys/Girls Soccer; Boys/Girls Track and Field; Swim Team; Boys/Girls Tennis

In addition, students at W.D.S.S. have the opportunity to participate in Red Feather Sports and Activities, as well as Intramurals which are held throughout the year.

Arts -

W.D.S.S. boasts various extracurricular activities associated with the Visual and Dramatic Arts programs.

These include:

“Artsfest” (A visual arts display and student performance event); The Drama Club; Entry in the Sears Drama Festival; Student Plays and Musical Productions; The High Class Art Competition.

Transition activities for grade 8 students.

Field trips; Arts and Culture S.H.S.M.; Productions and pieces to share with elementary students.

Clubs -

Co-curricular clubs at W.D.S.S. include the following:

Future Elders; Art Club; Drama Club; Social Issues; Fly Tying and Fishing Club; Interact Club; Year Book Club; Environmental Club; Scrapbooking Club; Sound and Technology Club; Chess Club

Leadership -

W.D.S.S. students have the opportunity to hone their leadership skills through involvement in:

Student Council; Student Athletic Association; Student Enrichment Workshops; The Student Senate; Future Elders; GPP Leadership Courses; C.B.C. (Challenges, Beliefs, Changes) training and presentations to elementary schools; Frosh Week/Tartan Tour; Remembrance Day Committee; Additionally, W.D.S.S. supports the development of student leadership skills by sponsoring and/or nominating students for participation in the following leadership conferences/workshops:

P.A.I.R.S.; R.Y.L.A.; H.O.B.Y.; O.E.L.C.; MedQuest; Encounters With Canada; Olympia Sports Camp

Social -

Social school events include:

Student Dances; Student Organized Theme Weeks / Spirit Weeks; Dress Up / Dress Down Days; Student Organized Assemblies; Bronze Boot; Tartan Tin Man Triathlon; Intramural Sport Activities; Pick-Up Hockey; Pool Available for Swimming; Recreational Community Basketball Program; Recreational Community Football Program; Hall Walking Program at Night; Autumn Adventure; Before and after school weight training; Cultural Food Events

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

W.D.S.S. is proximate to the following community facilities, and accesses them as part of curricular and co-curricular activities:

W.I.F.N. Heritage Centre; Arena; Swimming Pool; Conservation Area – Crother’s Park; Baseball Diamonds; Tennis Courts; Local Banquet Facilities; Local Radio Station; Curling Club; Golf Course; Local Fitness Locations

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Why do students choose this school?

Each student who attends W.D.S.S. has his/her own unique reason for selecting this secondary school. However, some of the more commonly cited reasons for attending W.D.S.S. include:

- The fact that W.D.S.S. is their local community school.
- Students achieve, participate and graduate to become productive people living locally and throughout the world.
- We celebrate diversity.
- They understand that, due to its size, W.D.S.S. can provide its students with more opportunities for school involvement.
- They realize that W.D.S.S. can offer them more personalized attention and interaction.
- Students and their parents are impressed by Wallaceburg District Secondary Schools' attractive, clean, well-maintained, and well-equipped facility.
- Students have felt welcomed to the school through the Grade 8 to 9 transition programs.
- Parents have become familiar with the school building and its programs through the orientation process.
- Students' families have a history with the school.
- Students and their families have learned of the reputation of the school.
- Students and their parents have been impressed by the school's EQAO scores.
- Supportive, caring dedicated staff members.
- Provincially award winning coaches.

What is unique about this school?

While W.D.S.S. possesses many qualities of which it may boast, some of the most notable include:

- A collegial staff that truly function as a team.
- A clean, well-maintained, climate-controlled facility.
- A very supportive school community.
- A strong, supportive alumni network.
- A generous and supportive collection of feeder communities.
- Accredited P.S.W. program.
- P.A.C.E. (Partnership, Achievement, Cultural Awareness, Engagement) program working within the school to help students achieve.
- Harriet Jacobs Centre and its support to our students.

Other value to students?

Family traditions of attending W.D.S.S. and being a proud Tartan.

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? Not applicable.

Program

Enhanced programs: Example – Language Programs

Grades 9-12?

Specialized Education :

Grades 9-12?

Effective Intervention programs:

Grades 9-12?

Extracurricular activities:

Grades 9-12?

Effective partnerships:

Grades 9-12?

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

What will the impact be on other schools by this school closing.

Additional Comments:

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Facilities
<p>How will closure impact transportation costs? Any students outside the walk zone distance, home-to-school, would be eligible for riding a bus. Additional transportation costs would be determined from the bus routing needs, loading on the buses and the increase in total kilometers travelled.</p>
<p>How will 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.</p>
<p>Is it more cost effective to place the existing facility rather than making major repairs? This would not be the case.</p>
<p>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.</p> <p>The future facility improvement projects at this site includes: modernizing the food lab classroom and upgrading the athletic track.</p>
<p>How will closing the school impact the enrolment of neighbouring schools? Impacts to be developed and discussed as alternative measures are identified for evaluation.</p>
<p>Based on school location what are the options for reassignment of students in neighbouring schools? As noted above</p>
<p>How would reassignment effect the safety and security of the receiving schools? As noted above</p>
<p>How will the school utilization be impacted at the receiving school? As noted above</p>
<p>Additional Comments:</p> <p>2001 Science Lab (addition w/St.Clair College); 2009 Roofing (1949 addition), Masonry (north side of 1949 bldg.); 2011 Heating Upgrade (boilers & air handling units)</p>
School Culture
<p>How will the school culture be impacted by the reassignment of students?</p>

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Value of the School to the Community

Identify the communities:

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

Daycare/Best Start - currently no daycare in the school

Youth Activities - Collaborative school and community programs include:

Terry Fox Fundraising Run; Relay for Life Fundraiser; Heart and Stroke Association Big Bike Fundraiser; Wallaceburg Community Cleanup; Community Tree Planting Project; United Way - Red Feather Fundraiser; Operation Cover Up; Operation Christmas Child; Wallaceburg Community Food Bank Drive; School Backpack Program; Basketball Clinics for Elementary Students; Greenhouse Plant Sale; Communities in Bloom; Remembrance Day Ceremonies; Open house for Chamber of Commerce (for example)

Cultural Events and Observances

Remembrance Day Ceremony; Semi-Annual Pow Wow; High Class Art; Art Display in Local Museum; Local Fairs

Social and Recreational - Various student and community organizations utilize the indoor/outdoor facilities of W.D.S.S. Such groups include:

The Walking Club; Gymnastics; Basketball Wallaceburg; Square Dancing; Wallaceburg Minor Soccer; Wallaceburg Minor Lacrosse; Minor League Football; Relay for Life on the back campus; Church and Community Organizations (auditorium, gymnasium, meeting facilities); Various Camps held at the school facility on holidays and in the summer.

Adult Learning Program - A comprehensive Adult and Continuing Education program is offered on-site at W.D.S.S.

Other -

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

Identify other secondary school(s) in the communities.
None.

If the school were to close, what alternate uses could the building and grounds accommodate that would complement the surrounding neighbourhood?
Not Applicable.

Describe any historical attributes that are significant to the communities?
Tartan Hall contains a rich history of W.D.S.S. on display for all to enjoy.

How many hours 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]	133.0 permitted hours**
Winter	[Dec. 1/11 to Feb.29/12]	287.0 permitted hours**
Spring	[Mar. 1/12 to May 1/12]	338.5 permitted hours**
Summer	[Jun. 1/12 to Aug. 31/12]	259.5 permitted hours**

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

Not applicable

Describe significant upgrades to the school in the past five years completed in partnership with the communities?

None

Does our school offer adult learning programs?

A comprehensive Adult and Continuing Education program is offered on-site at W.D.S.S.

Other value to the communities.

Sports opportunity as spectator and/or participant; Student Participation in Community Events; Community participation in education of their children in their local community school.

Value to community as a single school community.

Wallaceburg District Secondary School is a central gathering place within Wallaceburg and the surrounding communities. Through its academic and co-curricular programming, it provides the opportunity to build community among the area residents, and it provides personalized educational services to the secondary students of the region. The school culture and tone reflect the values of the communities W.D.S.S. serves, and, through partnerships, joint initiatives, and student driven endeavors, the school gives back to its feeder areas and community.

Additional Comments:

Wallaceburg District Secondary School has a tradition of excellence. Its graduates have gone on to excel in fields ranging from N.F.L. Professional Football player, medicine, authors, teachers, dancers, and skilled trades to name a few and have become contributing citizens in the communities in which they live and work around the world. The strength of the W.D.S.S. alumni network is a testament to the academic and co-curricular experience of the school's graduates, and the esteem they hold for their secondary school career and the educators who helped them along the way.

W.D.S.S. provides many opportunities for students to learn and grow through both academic and extracurricular involvement. The dedicated staff and administrative team take a personal interest in each and every pupil, thus facilitating student success in and outside of the classroom. This caring and committed core of adults provides comprehensive academic programming, and staffs a multitude of co-curricular activities as well. Students of Wallaceburg District Secondary School have a high degree of opportunity to participate in varsity athletics, school clubs, and student leadership initiatives. As a result, graduates of W.D.S.S. leave the school with a broad skill base and a wide range of experiences that enable them to be successful in all their future pursuits.

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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.

B. Economic spin-offs

C. Real estate values

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

E. Co-operative Education opportunities

F. - Training opportunities or partnerships with business

G. Other value to the local economy?

H. – Value to community as a single school community.

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?*