

OUR LADY OF ANNUNCIATION SCHOOL INFORMATION PROFILE

School boards are required to develop a School Information Profile to help the Accommodation Review Committee (ARC) and the community understand how well school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference. The School Information Profile includes data for each of the following four considerations about the school(s):

1. Value to student
2. Value to the school board
3. Value to the community
4. Value to the local economy

It is recognized that the school’s value to the student takes priority over the other considerations about the school.

A School Information Profile will be completed by board administration for each of the schools under review and provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school.

FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING BOTH VALUE TO STUDENT AND VALUE TO SCHOOL BOARD

Quality of Learning Environment and Range of Programs/Course Offerings:

1. Does the school organization offer students a range of programs, which provide equitable learning opportunities that other students in the Windsor-Essex County area enjoy? (Consider: program offerings for instrumental music, specialty shops/programs (secondary), full physical education program offered, etc.)

Yes List the Programs Offered at the School:

Instrumental music for grades 6 – 8, all grades have music program with music specialist, friends for life social skills program for grades 4 and 5, Peer Pals, full physical education program, computer lab and research space with materials.

2. Does the space/facility provide specialty rooms for program offerings? (Consider: Is there a gym/multi-purpose room of adequate size, appropriate library space, computer lab, resource room, flexible space for support services/itinerant support staff/school council/student council, instrumental music, up-to-date science lab/room, shops/technology rooms)

Yes:

Meeting room, additional space for itinerant staff, a space that is for storage as well as For speech and other support staff. Gym is fairly new and is of regulation size

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3. Would moving to a new school community enhance the range of programs available and increase the learning opportunities for students?

A larger school population could offer student's access to a greater range of teacher expertise due to increased numbers of staff.

4. Are there currently classes in the school where two or more grades are being taught within the same classroom?

Yes, Number of such multi-graded classes: all 6, (one has three grades in 1).

5. Would combining this school with another school reduce the number of multi-graded classes?
Yes

6. Is there a before or after school childcare program in the school?
Yes

7. What is the average class size?

Grades JK - 3: 22 Students/class

Grades 4 - 8: 26 Students/class

Grades 9 - 12: _____ Students/class

8. If specialized programs or opportunities exist at the school, can they be maintained or enhanced in a new school community?

Yes, Explain:

With the support of staff and community.

9. If specialized programs or opportunities exist can they be expanded at the existing location?

Yes, Explain:

With the support of staff community

Adequacy of School's Physical Space to Support Student Learning:

1. Does the school provide students with a learning environment, which is comparable to most schools in the Board? E.g. Building vs. portables, range of specialty rooms.

Yes, Explain:

5 classrooms in the building and 1 in a portable attached. There are currently 3 other portables that are empty on the site.

Range of Extracurricular Activities and Extent of Student Participation:

1. Does the school have a program of intramural sports?

No _____

If 'Yes', give percentage of student body participating: _____ percent.

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2. Does the school have a program of interschool sports?
Yes, List: Soccer, cross country, volleyball, track and field, basketball, badminton
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If 'Yes', give percentage of student body participating: 70% percent.

3. Do students have an opportunity to participate in non-athletic school clubs?
**Yes, List:
Mass choir, band for Christmas Craft night, Peer Pals, Mad Science Program**
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If 'Yes', give percentage of student body participating: _____ percent.

4. Are there public facilities located within walking distance that provide a venue for activities (e.g. Community swimming pool)?
**Yes, List:
There is a municipal park with soccer pitches and baseball diamonds. There is library branch as well.**
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Adequacy of School's Grounds for Healthy Physical Activity and Extracurricular Activities:

1. Does the schoolyard provide for adequate outdoor space to accommodate activities for all students with all types of needs?
Yes, Soccer field, play structure, pavement areas for all students, basketball nets, natural area.
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2. Are there issues within the schools outdoor space, which may limit use of the space by students or staff?
No, Explain:
-
-

3. Does the school have age appropriate facilities available (e.g. Fenced or separate areas for kindergarten and junior grades)?
**No, Explain:
No areas are fenced off**
-
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Accessibility of the School For Students With Disabilities:

1. Does the school have barrier free washrooms for students?
Yes
2. Does the school have barrier free washrooms for staff?
Yes
3. Does the school have a barrier free entrance?
Yes
4. Does the school have a change table/room?
Yes

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5. Does the school have an elevator?
No, one floor. No need
6. Is there wheelchair accessibility to all program areas?
Yes
7. Does the school have worn or other unsafe surfaces in its hallways and on its stair treads that may be prohibitive to repair?
Yes

Safety of School and Site:

1. Does the school have an alarm/alert system in place to warn and/or protect the students, staff, and the building?
Yes
2. Is there a safe route for pedestrian and vehicular traffic flow?
Yes
3. Does the school layout/floor plan allow for staff to readily identify intruders (e.g. Blind corners and hallways)?
Yes
4. Are all school entrances observable by staff or can they be adequately monitored?
Yes
5. Are the play areas barrier free and open for view?
Yes
6. Is the school located near heavily wooded areas or other geographically problematic areas (e.g. a cliff, ravine, or expressway)?
No, however, there are train tracks directly behind the school. There is a fence and heavily wooded ditch that separates us.

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7. Does the school site/location lend itself to poor safety practices by students (e.g. taking unsafe walking routes such as crossing train tracks or other dangerous short cuts)?
No
 8. Is there an adequate pool of crossing guards?
All students are bussed (about 10 walkers)
 9. In the event of an emergency, is the school located near a site that can house the entire school population (e.g., evacuation procedures)?
**Yes, Explain:
School is close enough to St. Paul of the CDESCO (1/3 km.), St. John the Baptist in Belle River, Centennial Central Public School in Comber**
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10. What is the proximity to: hospital? 33 km; medical clinic? 15 km;
fire department: 8.6 km

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Proximity of the School to Students/Length of Bus Ride:

1. What percentage of the school's population walks to school? .07 % (Percent).
2. What percentage of the school's population rides a bus to access the school? 99 % (Percent).
3. What is the longest bus ride to school for any student? 55 minutes.
4. What is the length of the average bus ride to school? 18 minutes.
5. What percentage of students in the new school setting would be required to access the school by bus? _____ % (Percent). **Depends on location**
6. What would be the length of the average bus ride to the new school setting? _____ minutes.
Depends on Location
7. Do the majority of the students remain at the school during the lunch period?
Yes
8. If you answered 'yes' to the previous question, are there adequate facilities available to accommodate this?
Yes
9. What is the distance from the school to the main transportation route for public transportation?
N/A Km

Proximity to Catholic Church:

1. What is the distance from the school to the nearest Roman Catholic Church? 7 kilometres.
2. Are there any reciprocal relationships that benefit the Church/School and Community? (e.g., Knights of Columbus, St. Vincent de Paul Society, etc.)?
Yes, Explain:
Knights of Columbus (Squires group), use Church for four masses and lunch, graduation at church, awards sponsored by Church service organizations, (use hall and their kitchen, service groups are available to BBQ), donations to students and their families in need

3. a) Is there accessibility to additional space (e.g., Church hall for school performances, hot lunches and family nights)?
Yes, Explain:
Any time access required at reduced costs

- b) Does the Church make use of school space?
Yes, Explain:
Masses and liturgies at the school, as well Reconciliation and visit, The school stores some of the Religious articles from the closed church.

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4. Sacramental Preparation - Is it done at the school or Church?

Explain:

-combination, there is a school and Church component._____

ADDITIONAL FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING VALUE TO STUDENT

Culture of the School:

1. What is the average number of years staff has been at the school? **_8_** years.

2. Have the students been relocated by past accommodation changes?

No, (If 'Yes', what were the circumstances?)

3. Are there memorials or commemorative gardens on the school property?

Yes, Explain:

Time capsule on the grounds, butterfly peace garden

4. Has the school won or achieved awards (peacekeeper school)?

Yes, Explain:

Divisional champions and finalists in all sports, Royal Canadian Legion poster and speech competition, Science fair, Spelling bee, Journey to Holiness

ADDITIONAL FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING VALUE TO THE SCHOOL BOARD

Condition and Costs of Operation:

1. Do the current renewal needs for the school represent less than 20 per cent of the school replacement cost?

No

2. Over the next 10 years will the total renewal needs for the school represent less than 20 percent of the school replacement cost?

No

3. What is the Facility Condition Index rating of the school? **__Current renewal 57.8%, (10 year renewal 66.5%)**

4. Has the Ministry of Education identified the school as being prohibitive to repair?

No

5. Does the school/property require long-term maintenance in order to be kept at an appropriate standard?

Yes

6. School Administration – does imputed grant revenue exceed expenditures?

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Yes/No, Amount _____ \$ (Dollars).

- 7. School Operations – Does imputed grant revenue exceed expenditures?
Yes/No, Amount _____ \$ (Dollars).
- 8. Student Transportation - Does imputed grant revenue exceed expenditures?
Yes/No, Amount _____ \$ (Dollars).

Location of School:

- 1. What are the alternate schools students/parents could select to attend? (List schools, whether from the Windsor-Essex Catholic District School Board or other, that are within five (5) km of the school and the estimated distance to each of those schools.)
St. Paul (CDESCO)
Centennial Central (Comber) Public School (14.7 km)
- 2. Is the school located in a viable, safe residential neighbourhood?
Yes, Explain:
Next to a main thoroughfare that is not busy, park that is clean and well kept nearby, many in the community know each other
- 3. Is the school within walking distance of natural areas, which could be used for teaching?
Yes, Explain:
ERCA Conservation Areas, Municipal ball diamonds, soccer fields across the street.

Enrolment vs. Available Space:

- 1. What is the utilization rate for the school? **100** _____ % (Percent) + **(OTG capacity 112, FTE 138)**
- 2. Does the utilization rate for the school currently exceed or is it expected to exceed the capacity of the building?
Yes
- 3. Are portables required? Port-a-packs?
Yes Number of portables **4** _____ Duration? **(3 not in use)** _____ Yrs.
- 4. Is there potential for addition?
Yes/No
- 5. Is there potential for parking expansion?
Yes
- 6. Does enrolment at the school exceed the surplus space in adjacent WECDSD schools?
Yes, List adjacent WECDSD schools with surplus space:
St. John the Baptist surplus 121 < Annunciation 138
Holy Name (Essex) surplus 84.5 < Annunciation 138
St. John the Evangelist surplus 97 < Annunciation 138

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7. Do enrolment trends from the past and future projections warrant significant enrolment changes?
Yes, Explain:
Although slight increase in 11/12 (full day early learning), declining enrolment since 05/06.
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8. Is the school involved in any formalized Facility Partnership Agreements?
Yes, Explain:
Facility partnership agreements with Latchkey and violin lessons
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FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING VALUE TO THE COMMUNITY

1. Does the school have program offerings that serve both students and community members?
(e.g., adult ESL)
No, Explain:
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2. Do community groups use the school building regularly?
Yes
3. Is this the only facility in the vicinity that could be used by community groups for indoor activities?
No
4. Are the school's grounds used formally or informally on a regular basis by community groups for outdoor activities?
No
5. Is this the only playing field in the vicinity that could be used by community groups?
No
6. Is this the only green space in the vicinity that could be used by community groups?
No
7. Is the school a partner in other government initiatives within the community?
No
8. To what extent do parents/committees/volunteers support the school programs?
The parents are active in seeking opportunities to support academic, social and spiritual growth at the school. There is never a shortage of volunteers. Most notably at Santa's Workshop, school-wide dinners at Church, Jumpstart snack program and fundraisers
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9. Does the facility have historic value in the broader community?
No, built in 1948
10. What is the school's record of incidence of violence/vandalism?
minimal
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11. Does the school and students contribute significantly to the community through works of charity?
Yes, Explain:
Hats for Hospital, neighbourhood cleanup, adoption of needy families at Christmas, food and toiletries drives, singing at and notes of encouragement to Chez Nous nursing Home residents
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FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING VALUE TO THE LOCAL ECONOMY

1. Is this the only school within the community?
No, Explain:
There is a full French school
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2. Does the school provide co-operative education opportunities for students?
n/a
3. How many students are participating in co-operative education? **0**
4. Are there training opportunities for students with local employers?
No
5. Is the school involved in other partnership arrangements with local employers?
No
6. To what extent does local business support the school?
Local Credit Union has a savings program, donates funds to graduate bursary, other businesses (Rona and Paddy's Pizza) help with whatever is asked (landscaping, materials, eat days etc). Awards for fundraising, Caisse had a Farmer's Market and students decorated pumpkins
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7. To what extent does the school support local business?
School tries to purchase items from local business for snack program, materials used in classroom, lunch days
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8. Does the school play an important role in attracting and/or keeping investment in the community?
Yes, if 'yes', please explain:
The grocery store, convenience store, and hardware store are frequented by our staff and the families that attend this school
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9. Does the school play an important role as a local employer in the community?
Yes, if 'yes', please explain:
We are the largest employer in town
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10. Does the school play an important role in attracting and/or retaining families in the community?
Yes, if 'yes', please explain:
Many families searching for a rural, small community experience live in the area for this reason
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Generic School Information Profile: November, 2011, Revised March 9, 2012