

ST. ALEXANDER 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.)

List the Programs Offered at the School:

Yes, specialty Teacher of Media Literacy and Dance Team that operates from Oct. –May.

A comprehensive house league program in place that operates for students from Gr. 1-8. This house league program offers more than just athletic programming. The goal is to develop a well rounded student body that learns to be leaders in their community and make a difference in the lives of others they touch. The house league program includes but is not limited to the following: Skipping club, Chess Club, Dance team, Peer Pal program for mentoring, Student Council, Recycling club, Office Helpers, Lunch Buddy program, Classroom Partners Initiative, The Friends of JK/SK Club and Rosary Club. The athletic component includes such activities as modified volleyball, basketball, noodle hockey, hardball and soccer. Also offered are: Student of the Month Program, Quality DPA, Swim to Survive, Athletic Teams, Spelling Bee, Alternative Recess Program, Speech Competition, City of Windsor Clean Sweep Program and Healthy Hut (operated by special needs students and Grade 8 Leaders.

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- 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, 5 additional classrooms and 2 portables, 1 classroom used by Ontario Early Learning Years and 4 resource flexible rooms available; an Active Learning Space (formerly LCS), a computer lab with 30 desk top computers, a permanent Smartboard and various literacy resources. Resource Room is used for special education projects and class room meeting area. Flexible space is used for meetings and outside agencies meetings. LSST room and teacher resource areas available. Talk to Me, Ontario Early Years programs and a before and after school program are operating successfully from Toy Box on the site. There is a good sized gymnasium with a stage, sound system and automatic screen for multimedia presentations. There is a very good Healthy Snack program that operates from a designated snack room to provide nutritious food for students and a Healthy Hut that is operated by students with special needs and grade 8 leaders.

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

Dependent upon alternative

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: 4

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

Possibly

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

Yes, the Toy Box

7. What is the average class size?

Grades JK - 3: 19 Students/class

Grades 4 – 8: 24 Students/class

Grades 9 – 12: NA Students/class

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

Explain:

Yes, can expand specialized programs. Dance team would be able to expand to include a junior team possibly and School Council would be able to expand to further teach leadership skills and increase contributions to the community.

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

Explain:

Yes, 5 additional classrooms and 2 portables, 1 classroom used by Ontario Early Learning Years and 4 resource flexible rooms available; adequate space available to house incoming students and adequate physical education space to get students active and healthy. Programs at the existing location can be expanded.

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.

Explain:

Yes, adequate space within the school to provide up to 5 additional classrooms. Two portables are in fair condition. Total of 7 classrooms available for expansion and room for expansion. The school is at 92% comparable to most schools in the board in terms of learning environment. There are also 4 additional rooms for resource material to support student learning.

Range of Extracurricular Activities and Extent of Student Participation:

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

List: Yes – (See Question 1, page 1)

If 'Yes', give percentage of student body participating: **100** percent.

2. Does the school have a program of interschool sports?

Yes, St. Alexander School participates in all WECDSB Sports Council activities including Cross Country, Soccer (Grades 4 – 8), Junior and Senior Basketball, Junior and Senior Volleyball, Badminton and Track and Field. The leaders / hosts of the WECDSB Dance Competition offered each year.

If 'Yes', give percentage of student body participating: **70** percent of ages eligible.

3. Do students have an opportunity to participate in non-athletic school clubs?

Yes, Chess Club, Dance team, Peer Pal program for mentoring, Student Council, Recycling club, Office Helpers, Lunch Buddy program, Classroom Partners Initiative, The Friends of JK/SK Club and Rosary Club, Bus Patrols, School choir.

If 'Yes', give percentage of student body participating: **70** percent.

4. Are there public facilities located within walking distance that provide a venue for activities (e.g. Community swimming pool)?

Yes, less than 1 km from Fontainebleau Library and Walking Track, 6 km. from WFCU Athletic Centre, Children's Safety Village, St. Joseph's High School and Brennan High School, less than 1 km from Thurston Park and 1 km from St. Therese Church and St. Jules track.

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, newer pavement, good size soccer field, baseball diamonds (2), adequate number of basketball nets and monkey bars.

2. Are there issues within the schools outdoor space, which may limit use of the space by students or staff?

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Yes, courtyard is a beautiful space that could convert into outdoor learning space and a play area for our JK/SK students; however poor drainage has limited use of this area.

3. Does the school have age appropriate facilities available (e.g. Fenced or separate areas for kindergarten and junior grades)?

Yes, Explain:

Have adapted space to fit needs and have found a new area for JK/SK students to play within school yard area. Courtyard is a beautiful space that might be converted into outdoor learning space and a play area for JK/SK students; however poor drainage has limited use of this area.

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

5. Does the school have an elevator?

No, not necessary as we are a one level school.

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?

No

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. Explain: One way Kiss 'n Ride Program and safe bus loading and unloading zone

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?

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Yes

6. Is the school located near heavily wooded areas or other geographically problematic areas (e.g. a cliff, ravine, or expressway)?

No

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?

Yes

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:

Emergency evacuation site of WG Davis School and a secondary site is The Christian Fellowship. Also within 1 km is Ste. Therese Ecole, The Croatian Center and St. Theresa Church

10. What is the proximity to: hospital? **4 km**; medical clinic? **1 km**;
fire department: **0.5 km**

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

1. What percentage of the school's population walks to school? **80 %** (Percent).
2. What percentage of the school's population rides a bus to access the school? **20 %** (Percent).
3. What is the longest bus ride to school for any student? **25 minutes**.
4. What is the length of the average bus ride to school? **12 minutes**.
5. What percentage of students in the new school setting would be required to access the school by bus? N/A % (Percent). **Depends on location**
6. What would be the length of the average bus ride to the new school setting? N/A 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?
0.5 Km

Proximity to Catholic Church:

1. What is the distance from the school to the nearest Roman Catholic Church? **1.0 kilometers**.

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- 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:

The church helps school celebrate monthly liturgies and masses. The school has made donations to St. Vincent de Paul for Thanksgiving Can Food Drive and received donations from K of C to help with Healthy Snack program. Also part of the Friends of Fontainebleau.

- 3. a) Is there accessibility to additional space (e.g., Church hall for school performances, hot lunches and family nights)?

Yes, Explain:

The school has used the church for Graduation in the past. The church also has a meeting hall on site.

- b) Does the Church make use of school space?

Yes, school masses are held in the gym.

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

This is done through the church site.

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? **9 years.**

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

No

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

Yes, a Peace Pole and Peace Garden at the entrance of school. St. Alexander also has a Memory Tree in place for a former teacher – The Rob Givlin Tree stands proudly at school entrance. Applied (Sept. 2011) for an Eco-Green Grant to build a natural area and butterfly sanctuary in the school yard.

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

Yes, school won the Rotary Peace Prize in 2011 and the Bea DeBernardi Award for Inclusivity in 2010 as an all inclusive neighborhood school community that welcomes and supports all students to learn, contribute, participate, and celebrate with their same-age

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peers in regular classes and in all areas of school life. School has been recognized by the Make-a-Wish Foundation and the Humane Society.

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? **For current renewal – 46.5%**
For 10 year renewal – 51.0%
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?
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.)
1 km - W.J. Langlois, 2km - St. Jules, 0.8 km - W.G. Davis PS, 2 km Roseville PS, 3 km – David Maxwell PS, 0.1 km Ste. Therese Ecole.
 2. Is the school located in a viable, safe residential neighbourhood?
Yes, Explain:
St. Alexander is located in Fontainebleau. This is a viable community with a nice mix of socio-economic families and many generations live in the neighbourhood.
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3. Is the school within walking distance of natural areas, which could be used for teaching?
Yes, Explain:
St. Alexander School is within walking distance of walking track. Close to municipal parks. The courtyard with green space could be used as a learning environment and play area.
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Enrolment vs. Available Space:

1. What is the utilization rate for the school? 67 % (Percent).
2. Does the utilization rate for the school currently exceed or is it expected to exceed the capacity of the building?
No
3. Are portables required? Port-a packs?
No Number of portables 2 not in use Duration? _____ Yrs.
4. Is there potential for addition?
Yes
5. Is there potential for parking expansion?
Yes
6. Does enrolment at the school exceed the surplus space in adjacent WECDSB schools?
Yes
St. Alexander enrolment - 213 – Langlois surplus – 197.
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7. Do enrolment trends from the past and future projections warrant significant enrolment changes?
Yes/No, Explain:
Declining enrolment since 2005-2006
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8. Is the school involved in any formalized Facility Partnership Agreements?
Yes:
A formal partnership with the Ontario Early Years Center, Talk 2 Me and with the before and after school program Toy Box. Used after hours by WAMVL and private rental groups on a routine basis.
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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)
Yes, Explain:
An Ontario Early Years Centre, Talk 2 Me and a before and after school program in school offered from Toy Box. School is used as a polling station during elections.
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2. Do community groups use the school building regularly?
Yes

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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?
Yes
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?
An active parental volunteer base that assists in the operation of the Healthy Snack program, Kiss-n-Ride program, the Catholic School Council, Crusader School Lottery, the Annual School Spring BBQ and many other themed days during the school year.

9. Does the facility have historic value in the broader community?
No, built in 1960 (celebrating 50th year as a school)
10. What is the school's record of incidence of violence/vandalism?
Minimal incidence of vandalism in school community.

11. Does the school and students contribute significantly to the community through works of charity?
Yes, Explain:
St. Alexander School is a strong supporter of various charities in the community. Have made monetary contributions to the following organizations; Terry Fox Marathon of Hope, Make-a-Wish, Humane Society, St. Vincent de Paul, Peregrine Society, Wal-Mart Christmas Wish list for the Needy, Juvenile Diabetes Research Foundation, clothing donations to St. Vincent de Paul. Have participated in the City of Windsor Clean Sweep for three years and have been able to sponsor several families from within school community in times of need. Also supported schools such as Immaculate Conception, St. James and St. John through monetary donations.

FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING VALUE TO THE LOCAL ECONOMY

1. Is this the only school within the community?
No
W. G. Davis Public School and W. J. Langlois

2. Does the school provide co-operative education opportunities for students?
Yes, as a host school. School has been a supporter of high school co-op placements

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3. How many students are participating in co-operative education? N/A
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?
East side Wal-Mart store. Wal-Mart has partnered with the school to supply fundraising events (BBQ's, Easter Egg Decorating , Christmas Gift Wrapping), monetary fund matching for Read-A-Thon, donations of school supplies for needy students, donations of teaching supplies and support for needy families at Christmas time. Silverstein's Produce for Healthy Snack program. Milk program is supplied from Evans Wholesale. Frozen yogurt is supplied from Nucelli's and popcorn is from Kernals to stock Healthy Hut, Louis Chiasson Inc. supplies school with specialty food items for celebrations (ex. Meet the Teacher), Pita Pit / Harvest Fresh Foods / Koolini's / Franco's /Tim Horton's all supply school community with hot foods for special lunch days for students or staff meetings.
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7. To what extent does the school support local business?
All of the above mentioned businesses are local. Use local suppliers like Monarch, Nantais Sport Shop, Sharp Bus Lines, Veteran's Cab, Landgraff Landscape, Preferred Restoration and Fahrhall Mechanical, Your Neighbourhood Credit Union, Costco, Freshco, Wal-Mart, Dollar Store, Price Chopper, Joseph's Produce and Zehr's to name some of the many local vendors supported.
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8. Does the school play an important role in attracting and/or keeping investment in the community?
Yes, Explain:
A viable school in the community that attracts families and in turn, business. School proactive and looks to build partnerships with families and community allies. Strength is in diversity and ability to offer a solid venue for educational needs. A vast array of extracurricular activities for students.
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9. Does the school play an important role as a local employer in the community?
Yes, employs over 25 staff members directly. Indirectly school uses businesses that employ many individuals in the community.
10. Does the school play an important role in attracting and/or retaining families in the community?
Yes, a viable school in a community attracts families; former students visit teachers; generations of students at the school. (See response - Question 8 above.)
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Generic School Information Profile: February 14, 2012