



STELLA MARIS ELEMENTARY 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:

numerous extracurricular activities such as house leagues, sports teams, dance, physical education (as mandated), No instrumental music.

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, List specialty rooms:

Gym, library space, computer lab and book/data room.

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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?
Depends on alternative available
4. Are there currently classes in the school where two or more grades are being taught within the same classroom?
Yes/No, Number of such multi-graded classes: 8 (includes the two JK/SK classes) .
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?
No – Daycare available nearby
7. What is the average class size?
Grades JK - 3: 20.6 Students/class
Grades 4 – 8: 26 Students/class
Grades 9 – 12: n/a 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: could be maintained through the diligence of educators on staff.
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9. If specialized programs or opportunities exist can they be expanded at the existing location?
Yes, Explain: There is sufficient room for expansion.
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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: expansive learning environment
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Range of Extracurricular Activities and Extent of Student Participation:

1. Does the school have a program of intramural sports?
Yes, List:

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

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2. Does the school have a program of interschool sports?
Yes/No List: Soccer, Cross Country, Volleyball, Basketball, Badminton , Track and Field and Dance

If 'Yes', give percentage of student body participating: 40% percent.

3. Do students have an opportunity to participate in non-athletic school clubs?
Yes, List: Photography, Chess, Choir, Recycle, Student Council, School Store Team

If 'Yes', give percentage of student body participating: 30% percent.

4. Are there public facilities located within walking distance that provide a venue for activities (e.g. Community swimming pool)?
Yes, List: Toddy Jones Park
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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
2. Are there issues within the schools outdoor space, which may limit use of the space by students or staff?
No, Explain: Large area of grass with soccer nets, a baseball back stop, basketball nets and a jungle gym – school on 8 acres of property
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3. Does the school have age appropriate facilities available (e.g. Fenced or separate areas for kindergarten and junior grades)?
Yes, fenced in play area for the JKs
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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, however require an automatic door opener for the disabled.
4. Does the school have a change table/room?
Yes, created one for a student that may have required this, however it was created with a small table in the handicap-accessible washroom.
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5. Does the school have an elevator?
No
6. Is there wheelchair accessibility to all program areas?
Yes, single story no stairs. Doors are wide enough.
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, the front of the school and the side provide sidewalks.
 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
 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?
N/A
 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:
Off-site Assembly site is General Amherst High School. Would be able to house the entire school.**
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- 10 What is the proximity to: hospital? 28 km; medical clinic? 1.7 km;
fire department: 1.9 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? 18% % (Percent).
2. What percentage of the school's population rides a bus to access the school? 82 % (Percent).
3. What is the longest bus ride to school for any student? 18.6 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).
6. What would be the length of the average bus ride to the new school setting? _____ minutes.
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, the students eat in their classroom.
9. What is the distance from the school to the main transportation route for public transportation?
_____ Km **No public transportation in Amherstburg**

Proximity to Catholic Church:

1. What is the distance from the school to the nearest Roman Catholic Church? 1.6 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:
Involved with The St. Vincent de Paul through fundraising, Gr. 8 students are invited to volunteer at the Knights of Columbus for community hours for Confirmation

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

b) Does the Church make use of school space?
No, Explain:
Knights of Columbus is located near the church.

4. Sacramental Preparation - Is it done at the school or Church?
Explain: It is done both at the school and Church.

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? 8.57 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:
There are two memorials plaques that acknowledge a former principal and teacher.

4. Has the school won or achieved awards (peacekeeper school)?
Yes, Explain: Healthy Living, Juvenile Diabetes Acknowledgement

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? **30.6% FCI (with current renewal) 42.8%, FCI (with renewal for 10 years)**

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?

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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.)
Amherstburg Public 1.6Km, Anderdon Public 2.1 km, St. Bernard 1.9 km., St. Jean Baptist 2.4 km.

2. Is the school located in a viable, safe residential neighbourhood?
**Yes, Explain:
The school is surrounded by homes with the exception of one side across the north side having Seagrams which is fenced in. Most of the area surrounding the school is residential.**

3. Is the school within walking distance of natural areas, which could be used for teaching?
Yes, Explain: The River

Enrolment vs. Available Space:

1. What is the utilization rate for the school? **90.5 % , one classroom is vacant.**(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 _____ 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 WECDSD schools?
**Yes/No, List adjacent WECDSD schools with surplus space:
282.5 enrolment > 207 surplus St. Bernard
➤ 130- surplus St. Theresa**

7. Do enrolment trends from the past and future projections warrant significant enrolment changes?
**Yes/No, Explain:
Stable enrolment in the last 3 years.**

8. Is the school involved in any formalized Facility Partnership Agreements?
No, Explain:

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:

2. Do community groups use the school building regularly?
No, has been used in the past, however not recently aside from the elections.
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?
Parents are very involved and supportive of school life.

9. Does the facility have historic value in the broader community?
Yes/No
10. What is the school's record of incidence of violence/vandalism?
Minimal vandalism

11. Does the school and students contribute significantly to the community through works of charity?
Yes, Explain:
St. Vincent de Paul Society, the giving tree at St. John the Baptist Church, Unity in Christ Sudan Project at St. John the Baptist, United Way, Legion – Poppy campaign

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

1. Is this the only school within the community?
No, Explain:
St. Bernard is another school in the Amherstburg community as well as schools from our coterminous boards i.e. Public and French

2. Does the school provide co-operative education opportunities for students?
No
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?
In the past Stella Maris adopted for the Spitfire tickets and hoping it will occur again, numerous stores donated to Fundraiser.
Walmart Adopt a School _____
7. To what extent does the school support local business?
Order from the grocery stores for fun lunches, pizza lunches, Verdi Club- Christmas dinner and graduation, prizes purchased for fundraiser, Shrove Tuesday, Pancake Breakfast

8. Does the school play an important role in attracting and/or keeping investment in the community?
Yes, Please explain: Many of the staff (90%) live in and support the community.

9. Does the school play an important role as a local employer in the community?
Yes, Please explain: 90% of school staff live in the same community.

10. Does the school play an important role in attracting and/or retaining families in the community?
Yes, Please explain:
Very good reputation as being a good school.
