



## **ST. THERESA 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:**

**Instrumental Music Program with Resident Music Teacher offered from Grades JK-8: Instruments ranging from bass guitar to clarinet to drums, all owned by the school. Full instrumentation, vocal, theory and recorders. Piano lessons offered at the school, two days per week. School exceeds mandated physical education program.**

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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, List specialty rooms:**

**Gymnasium with stage, electronic scoreboard, Library/computer room (14 desktop computers), equipped with SMART Board, Resource Room (used for PALS), Music Room,**

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**fully equipped with variety of instruments, including piano, IDEA Room, 2 computer laptop carts with wifi, full-size soccer field without obstruction**

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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, Number of such multi-graded classes: \_\_\_\_6\_\_\_\_.**
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**  
**Before and after school Latch Key program through Creative Child Learning Centre Inc. Students from Malden Centre Public School are bussed to St. Theresa for Latch Key. It was full daycare at one point. Rental income from Creative Child generates income for school.**
7. What is the average class size?  
Grades JK - 3: 20 Students/class  
Grades 4 – 8: 25 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:**  
Instrumental music could easily be maintained and enhanced with additional full band program
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9. If specialized programs or opportunities exist can they be expanded at the existing location?  
**Yes, Explain:**  
The instrumental music program can be celebrated and further enhanced.
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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:**  
**Large facility at St. Theresa with additional rooms to accommodate expansive learning environment: 10 classrooms available, Library/computer lab, Resource Room, Music Room, no portables.**
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**Range of Extracurricular Activities and Extent of Student Participation:**

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

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**No intramural sports however, most classes have daily activity due to daily access to the gym, as well as outdoor activity, when weather permits.**

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

2. Does the school have a program of interschool sports?  
**Yes, List: Soccer, volleyball, cross country, basketball, badminton, track and field and Dance Team**
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If 'Yes', give percentage of student body participating: 50% percent.

3. Do students have an opportunity to participate in non-athletic school clubs?  
**Yes, List: School Band, Green Team, recycle team, Leadership Team, School Store Team**
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If 'Yes', give percentage of student body participating: 15 percent.

4. Are there public facilities located within walking distance that provide a venue for activities (e.g. Community swimming pool)?  
**Yes. Fire Hall Station #3, Holiday Beach, Malden Centre 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:  
The school yard is very large—approximately 7 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, Explain:  
The JK/SK area is fenced off from the larger area of school yard area: yard is "separated" for primary students and senior students. Grades 4 and 5 are permitted to access either side, although encouraged to stay on senior side. Both sides have basketball courts. Jungle gym is on the primary side.**
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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?

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**Yes**

4. Does the school have a change table/room?  
**Yes, with lift for wheelchair accessibility**

5. Does the school have an elevator?  
**No**

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: one-way route for traffic entering and exiting school. Primary students exit school from primary end directly to busses. Senior students (grades 4-8) exit through front door.**

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, entire front office is windowed out to front entrance and hallways.**

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. Almost all students are bussed, a few are driven. Students are not allowed to leave school property during school day, unless accompanied by a parent.**

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:  
Malden Public School is nearby for evacuation procedures**

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10. What is the proximity to: hospital? 30 km; medical clinic? 10 km;

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fire department: 0.3 km (**Station #3**)

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

1. What percentage of the school's population walks to school? 3 % (Percent).
2. What percentage of the school's population rides a bus to access the school? 97 % (Percent).
3. What is the longest bus ride to school for any student? 32 minutes.
4. What is the length of the average bus ride to school? 17 minutes.
5. What percentage of students in the new school setting would be required to access the school by bus? \_\_\_\_\_ % (Percent). **Dependant on setting for new school**
6. What would be the length of the average bus ride to the new school setting? \_\_\_\_\_ minutes.  
**Dependant on setting for new school**
7. Do the majority of the students remain at the school during the lunch period?  
**Yes – 100%**
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?  
           Km **No public transportation available**

### Proximity to Catholic Church:

1. What is the distance from the school to the nearest Roman Catholic Church? 8 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, Canned Food Drive for St. Vincent de Paul Society as well as fundraisers and good will charities, school fundraisers for St. John Restoration Fund, Rosary Club, Youth Group, Faith Buddies**

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3. a) Is there accessibility to additional space (e.g., Church hall for school performances, hot lunches and family nights)?  
**Yes, Explain:**  
**Knights of Columbus Hall, House of Shalom and St. John the Baptist Church (e.g. fundraisers and performances for both school and church)**

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- b) Does the Church make use of school space?  
**Yes, Explain:**  
**Use it for Sacramental preparation and faith activities and guest speakers**

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

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**Explain: Both school and church use for sacramental preparation activities**

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**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?   15   years.

2. Have the students been relocated by past accommodation changes?  
**No**, (If 'Yes', what were the circumstances?)

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3. Are there memorials or commemorative gardens on the school property?  
**Yes, Explain:**  
**Stones on front property and some trees**

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4. Has the school won or achieved awards (peacekeeper school)?  
**Yes, Explain:**  
**Phil Gignac Music Award; Inclusion Educator of the Year 2007**

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**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?   43.5% (with current renewal) 55.3% (with 10 year renewal)  

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?

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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.)

**Malden Central Public School—less than 1 km; Anderson Public School – approx. 10 km.**

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2. Is the school located in a viable, safe residential neighbourhood?

**Yes, Explain:**

**It is a very viable, safe neighbourhood**

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3. Is the school within walking distance of natural areas, which could be used for teaching?

**Yes, Explain:**

**Close to Holiday Beach Conservation Area**

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### Enrolment vs. Available Space:

1. What is the utilization rate for the school? 48.8 % (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?

**List adjacent WECDSD schools with surplus space:**

**FTE 115 > surplus FTE - Stella Maris 22.5**

**FTE 115 < surplus FTE - St. Bernard 155**

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7. Do enrolment trends from the past and future projections warrant significant enrolment changes?

**Yes, Explain:**

**Since 07/08 school year experiencing declining enrolment**

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8. Is the school involved in any formalized Facility Partnership Agreements?

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**No, Explain:**

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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. Malden Public School, Malden Community Centre**

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?

**A great deal of support for all school programs from parent community**

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9. Does the facility have historic value in the broader community?

**Yes**

10. What is the school's record of incidence of violence/vandalism?

**No record of violence or vandalism**

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11. Does the school and students contribute significantly to the community through works of charity?

**Yes, Explain:**

**Canned goods drives, cancer fundraising, United Way, Terry Fox Run, Development and Peace Initiatives, St. John the Baptist Church Fund and Renovation Projects**

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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:**

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**There are 2 other English Catholic schools in Amherstburg and three other Public schools as well as two French Language schools serving the community**

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- 2. Does the school provide co-operative education opportunities for students?  
**No**
  
- 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?  
**Wal Mart—Adopt a School Program 2011-2012, Meloche’s No Frills, Canadian Tire, Bouchard Gardens**

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- 7. To what extent does the school support local business?  
**Hot School Lunches from local food services (e.g. Subway, Naples, Godfather’s), pasta lunches from Rosa’s, Ure’s Convenience Store patronized by the school families and teachers, Meloche’s No Frills for food supplies**

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- 8. Does the school play an important role in attracting and/or keeping investment in the community?  
**Yes, if yes explain: Some families move to the area or stay in the area so their children can remain at the 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:  
90% of school staff live in the same community**

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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 of families remain at the school because of the instrumental music program. Many parents were students at the school themselves.**

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