



**WINDSOR-ESSEX CATHOLIC
DISTRICT SCHOOL BOARD**

Student Achievement K-12

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**Minutes of the
1st Public ARC Meeting
W. J. Langlois & St. Alexander
Monday, December 12, 2011 – 7:00 p.m.
Location: St. Joseph's High School**

PRESENT

Area Trustee:	Fred Alexander
Trustee ARC Chairperson:	Lisa Soulliere
Superintendent:	Mike Seguin
Administrative Resource:	Colleen Norris, Policy Coordinator
Principals:	Joan Schell, W. J. Langlois Bill Vaillancourt, St. Alexander
Teachers:	J. P. Trepanier, W. J. Langlois Mike Nadalin, St. Alexander
Non Teaching Staff:	Maria Charles, W. J. Langlois Nancy Shangi, St. Alexander
Parents:	Tracey Daidone, W. J. Langlois Danielle DeBergh, W. J. Langlois Catherine Johnson, W. J. Langlois Belinda Williams, St. Alexander Elaine Boucas, St. Alexander Dawn Caron, St. Alexander
Community Representatives:	Ron Marshall - Langlois Gina Antogiovanni – St. Alexander
Business Community Reps:	Andrea Palmer – both schools
Regrets:	Rev. Fr. Andy Dwyer Pastor
Recording Secretary:	Simone Lira

- 1) The meeting began at 7:05 p.m. with a prayer led by Trustee and ARC Chairperson, Lisa Soulliere.
- 2) **Welcome & Introductions**

Trustee Soulliere welcomed everyone to the 1st public ARC meeting for St. Alexander and W. J. Langlois schools. The ARC was established to study, report and make recommendations on the best accommodation options for maximizing educational opportunities, factoring in province-wide declining enrolment and the Board's significant excess facility capacity. She introduced area Trustee and former Chair of the Board, Fred Alexander, Superintendent of Education Seguin, Policy Coordinator and Board Administrative Resource, Colleen Norris as well as Andrea Palmer, member of the business community. She welcomed the Principals of both schools, Joan Schell and Bill Vaillancourt, who then introduced the ARC committee members from their schools.
- 3) **Outline of study process/data and issues to be addressed**

As Administrative Resource for the ARC Committees, Colleen Norris, Manager of Human Resources and Policy Development outlined the study process, data and issues to be addressed. She explained that accommodation options may include reorganization of the schools, change in boundaries, renovations to existing schools or new school construction. ARC does not mean a school is scheduled for closure, although school closure is an option that can be considered. There have been no decisions made until the ARC process has been completed. The committee and public then viewed a PowerPoint Presentation, which explained the Accommodation Review Process. The presentation included background information, an overview of the process, a timeframe for the process, an explanation of each public consultation meeting, guidelines for public input, matters to be addressed in the ARC report and the school profiles. **(See Addendum A)** Ms. Norris reiterated that the committee is committed to inviting all input from the public to allow the Trustees to make the best choices for these two schools.
- 4) **Presentation of School Profiles**

Superintendent Seguin referred to the revised School Information Profiles made available to everyone at the meeting. The valuation framework assesses each school in an ARC review study in accordance with the following criteria, where **value to the student** is weighed above all of the other components:

 - Value to the Student
 - Value to the Community
 - Value to the School Board
 - Value to the Local Economy

Superintendent Seguin went through and explained the valuation and information profiles of both schools, which were established with input from administration and the ARC. He explained that one of the purposes of the meeting was to receive input on the profiles. It was explained that the information in the handouts has recently been revised and would continue to be changed and amended after consideration of input received. All of the information profiles are posted on the Board website and will be updated as changes/addition of information are required.
- 5) **Delegations:**

Trustee Soulliere invited delegates to come forward and speak.

a) Marija Kulas – Teacher - W. J. Langlois

Presented a report on the importance of technology in student academic and social learning. At Langlois School, laptops are used among all grades, particularly in grades 3 to 8 for a multitude of subject areas and students are seeing improvement of speed on the keyboard. They are learning to create slide shows and presentations, create and experiment with music and instruments, and are learning to organize ideas with graphic organizers. Smartboards are also being utilized throughout the school across the grades and students with special needs are also working on smart boards to develop fine motor skills.

Ms. Kulas extolled the benefits of open concept at W. J. Langlois, including the reduction of heating and cooling costs due to the large open space. The concept promotes student and teacher movement, flexibility in teaching, team building and students learning how to handle more situations on their own. Obviously there is less isolation, and personnel are more aware of visitors to the school, which promotes a measure of safety. Open concept emits a community feeling while learning, with less anxiety and allows for teachers and students to interact with other staff and students. It promotes an attitude of inclusiveness, with students working collaboratively, and interacting socially with other groups. The staff and students have adapted to the open environment, and as a result have become more innovative in this teaching and learning environment. She believes students are more prepared for the workforce as a result of the “global village” concept. Research indicates that open classrooms have not impeded learning, and in certain areas, they have exceeded traditional classroom learning and enhanced creativity.

b) Paolo Scalzo –FSL Teacher and two students, Joseph Yousif and Candice Szaniszló – W. J. Langlois

In this his 3rd year of teaching, Mr. Scalzo feels blessed to be involved as the teacher advisor of the Safe Schools Team. It is the role of the team to create interactive, inclusive engagement for all students, free from harm and bullying. Joseph and Candice are two grade eight students at the school, who are members of the Safe School Team. They work to make the student body aware of how to be safe and feel secure by identifying bullying (verbal, social, cyber and physical) and teaching students how to stop it. Students are learning to come forward with issues and speak to an adult when bullying is an issue in their lives. The school has had various activities surrounding safety, including guest speakers, the spring safety week, bike safety presentations, the use of positive role models, student of the month activity and daily bucket fillers. The goal is to make all students feel happy, safe and feel that they belong to the Langlois family. Joseph and Candice want to be a *torch to light the way* for other students.

c) Rachel Chimienti – LSST Teacher at Langlois for 12 yrs. and two grade 8 students, Tyrell Teclemariam and Marissa Buchan – W. J. Langlois

Ms. Chimienti supports the Student Leadership Council. Both Tyrell and Marissa believe that it is very important to have good role models in the school to reach out to the students at the school and people in the community. This group sponsors children with special needs, raises money for the needy and holds raffles to buy education resources or for the Downtown Mission. They lead liturgical celebrations for the school, hold award celebrations, spirit days, themed dances and are the voice for students. They believe that being on student

council is important to help fellow students and to get students involved in their school and in their community. They feel they have been given a special opportunity to serve others, *as torches to lead the way*.

d) Bruno Romanzin, representing Friends of Fontainebleau – W. J. Langlois

The Friends of Fontainebleau group is a non-profit organization established in 2000, initially to fight a housing project. After raising half of the cost of a parcel of land, a library was built, which is the centrepiece of the community. The group has worked tirelessly to engage the help of the community and local businesses to organize various events, dinners and to raise money for the area. They provide support for the community and promote pride in the Fontainebleau area (i.e. Clean Sweep Program). They bring students together by including them in community ideas and ideas for the park, which has resulted in cleaning up graffiti. They have been successful in initiating a paved lap, which encompasses the soccer field and is heavily used. Their next project is a basketball court. None of this would be possible if the students had not been involved. He believes that change can bring betterment. The school, library and park complement each other as excellent resources. The Friends of Fontainebleau believe that the better choice is to keep Langlois open *if a decision has to be made*. Both schools have been very involved in shaping the community.

e) Ann Glover – In-school Mentoring Coordinator – Big Brothers/Sisters – W. J. Langlois

In school mentoring matches volunteers to student mentees and are positive role models in their lives. For one hour, once a week, they participate in numerous recreational activities, such as crafts, sports, baking, etc. The in-school mentoring fosters the development of self esteem and the acquirement of social skills. W. J. Langlois has encouraged their student to participate in the Go Girls Program also established through Big Brothers, Big Sisters, which works with girls in grades 7 and 8. This program promotes healthy bodies and healthy minds. They utilize volunteer leaders for discussions and activities. Surveys and information obtained provide valuable input from all. The school maintains regular contact with the agency. The collaboration works extremely well and they are hopeful there will be many more years, as 90% of the mentors have seen a positive change in students they are mentoring, increase in literacy skills and an increase in self-esteem. At Langlois, they go beyond duty to assist their students and there is a sense of community, hope and belief that each child deserves the best.

f) Daina Bachmeier, Parent – W. J. Langlois

Ms. Bachmeier spoke about the Back on Track Program run by Ms. Charles at W. J. Langlois, which she feels fills a great need at the school. It works to support positive social behaviours through positive reinforcement for an outcome of social and confident students. The program helps children understand the consequences of inappropriate behaviour. They are allowed to regain self-control, using relaxation techniques and are given a chance to explain their feelings. It builds self-esteem and self-control, while allowing students to think through their actions and words. It takes place in a quiet space where students are able to think with little or no interruptions. They are taught to resolve conflicts with supportive methods. Through the use of alternative recess

situations, students work on social skills and learn to listen and learn. These are social skills they are learning for life.

Ms. Bachmeier also spoke in support of the all day learning program at W. J. Langlois. She feels the community would be lacking a great institution if Langlois was to close its doors.

- g) Chris Naud, Parent of Student with Special Needs – W. J. Langlois
Mr. Naud's son has been a student since 2007 in JK. His son's treatment at Langlois is well thought out and administrated by all involved. His son is encouraged by E/As and teachers, who have the wisdom to let him struggle, while giving him the opportunity to explore other concepts. All required staff are at meetings regarding his son and keep him aware of his son's progress, giving him a clear picture of the areas that need improvement. Despite the fact that he is fully integrated with all other students, he is given individual one on one for assistance as required. His son has developed a strong sense of attachment to his teacher, E/A and classmates and is gaining supports he required for the future. He has reaped the benefits of a special needs program. Mr. Naud feels it would be a shame to have the program discontinued if the school closes.
- h) Lori Curran, Teacher – W. J. Langlois
Ms. Curran introduced 3 children from the school, one from the primary grades, one representing the junior grades and a senior from grade eight. They presented a book put together for the ARC committee, "What W. J. Langlois Means to Me". Each student extolled the benefits their classmates voiced, from the beautiful courtyard, park and library, Back on Track program and Peer Mentor program to learning about leadership and goal-setting and being a torch that is lit by the Lord to lead the way. The students felt safe at the school and the community is a tight bond, where no one is unwanted. Many of the programs and activities mentioned earlier were brought up again, including the open concept of the school, which if preparing them for life. "It takes a village to raise a child, - don't take away our village".

Trustee Soulliere thanked the delegates, advised that they did an excellent job and said they should be very proud of the work that went into their presentations

6) **Question & Answer Period**

At this point, the floor was open to questions from the public.

- a) Tom – Grade 8 Student at Langlois
Asked that if both schools are closed, what the prospects are for a new school to be built.
Response – Trustee Soulliere advised that the question is premature so early in the process. It is difficult to speculate at this point.
- b) Sarah – Parent and Former Student at W. J. Langlois
Asked that the Committee allow her to speak on behalf of the staff and the school, without which she would not have experienced learning the English language and earned two University degrees. She was new to Canada at the time. She said that the wonderful teachers, some of whom are still teaching at the school, gave her courage to learn the language before going on to St. Joseph's High School. It has

helped shape her life, building personal and social skills. All of this is due to the good start she had in this country at W. J. Langlois School.

c) Nancy – Parent at Langlois

Asked if a decision is made in June, would the changes take effect for September, 2012.

Response – Superintendent Seguin advised that her question is premature. It depends on the decisions made as there is a lot to be considered for the final determination by the Board of Trustees.

Trustee Soulliere advised that input received this evening will be considered by the Accommodation Review Committee and they may modify the profiles based on this information. The Committee will then formalize the profiles and they will be presented again with any amendments at the next public meeting.


At the next public meeting, the Committee will present for input any accommodation options presented by Board administration or proposed by the ARC. Trustee Soulliere welcomed everyone back to the next meeting. Notification of the next meeting will be made public. Administration will be updating the ARC page of its public website at www.wecdsb.on.ca on a regular basis. Everyone was advised to refer to the web site for up to date information on the ARC process.

The next **Committee** meeting is Thursday, January 12, 2012. At that time the next public meeting will be determined.

7) Closing Prayer and Adjournment at 8:45 p.m.

Note: Please see Attachment for the Monday, December 12th Meeting.

“Learning together in faith and service”

From: [REDACTED] Ann Glover [REDACTED] 12/8/2011 9:42:42 AM 

Subject: Speech for Public Meeting

To: [REDACTED] Colleen Norris

Attachments: [REDACTED] Attach0.html / Uploaded File 3K
[REDACTED] Speech for the Public Meeting.docx / Uploaded File 18K

Hi Colleen

Attached is a copy of the speech I am hoping to present at the Public Meeting on December 12, 2011. Please let me know if there are any necessary changes or revisions.

Thank you for the opportunity!

Ann Glover

Speech for the Public Meeting Dec. 12, 2011

It is my pleasure to speak on behalf of W.J. Langlois School tonight. My name is Ann Glover and I am an In-School Mentoring Coordinator for Big Brothers Big Sisters Windsor Essex. I have had the opportunity to work with the staff at Langlois for the past 6 years as they are one of the participating schools in the program. In fact they have one of the highest numbers of mentors and have been involved since the beginning. The In-School Mentoring Program started in 1997 and is a program that collaborates with the Windsor-Essex Catholic District School Board and its participating local elementary schools matching volunteer mentors to student mentees. These student mentees are identified as being able to benefit from a positive adult role model in their lives. The match takes place at their school for one hour, once a week. During their mentoring time student mentees participate in numerous recreational activities such as playing board games, making crafts, playing sports, baking, and simply talking. The ISM program promotes both self-esteem and social skill development while building a long lasting friendship. Not only has Langlois School committed to helping their students by providing them with In-School Mentors they have also encouraged them to participate in the Go Girls Program. This is another program through Big Brothers Big Sisters which works with the grade 7 and 8 girls and runs for 8 weeks. This program focuses on Healthy Bodies and Healthy Minds which promotes good nutrition and hygiene as well as exercise and a positive self-esteem. The girls are given the chance to come together to talk about the issues that they face and help each other through advice, modelling, activities and friendship. The volunteer leaders are there to engage the girls in these relevant discussions and activities and promote healthy behaviours.

The school has appointed a liaison for both the ISM and Go Girls program. They work tirelessly to refer students who would greatly benefit from this friendship as their students well-being is their first priority. They also work hard at obtaining necessary paperwork for them to participate in the programs and facilitate the distribution of surveys to provide the opportunity for everyone involved to evaluate and provide valuable feedback regarding the success of the programs. These liaisons are always available to offer support and guidance to the mentors as well as the students. They are both encouraging and helpful. The mentors feel comfortable to approach them when faced with a difficult situation or if needing an answer to a question. They also maintain regular contact with our agency to ensure that the programs are being run efficiently and effectively. The liaisons are always prepared to help in order for the programs to be delivered in a way that their students would benefit the most.

Through my experiences with the staff at Langlois it is obvious how much they care about their students and their overall success. Not only do they encourage academics but they go beyond to help a student work through any of the issues that they may be experiencing. By embracing both the ISM and Go Girls program it is evident that the staff understands that their students could benefit from these important programs to help further their success academically as well as personally. Big Brothers Big Sisters of Canada research indicates that 90% of mentors saw a positive change in the child they were mentoring, 88% showed improvement in literacy skills and 64% developed a higher level of self-esteem. Just this past year I was fortunate to be present at the grade 8 graduation dinner. The night involved recognizing the student's achievements and

efforts and promoting future happiness and success. It was also at that dinner that one of the grade 8 students who has been in the ISM Program since she was in grade 2 read a speech to her mentor and then presented to her an honourable award called the White Rose Award. It was a touching and emotional moment which validated the school's appreciation for their volunteers and their commitment to embracing all that is available to their students.

To quote a mentor "the staff at Langlois are Aplus"!!! Upon arrival to the school there is an immediate sense of community, hope and sincere belief that every child deserves the best! With this commitment it is no wonder that Langlois has been so supportive of the community programs that we offer. Each year they show their appreciation through a wonderful lunch that they organize not only for the volunteers through our agency but for all the volunteers who devote their time and energy to the students and staff at Langlois.

We wish continued success for everyone at Langlois School and look forward to many more years of collaborating with their dedicated and committed staff who are there for the betterment of their students which in turn promote a healthier community. Thank you for this opportunity.