



**WINDSOR-ESSEX CATHOLIC  
DISTRICT SCHOOL BOARD**

**Student Achievement K-12**

1325 California Avenue  
Windsor, ON N9B 3Y6

CHAIRPERSON: Barbara Holland

DIRECTOR OF EDUCATION: Paul A. Picard

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**Minutes of the  
2nd ARC Committee Meeting  
W. J. Langlois & St. Alexander  
Thursday, January 12, 2012 – 6:00 p.m.  
Location: St. Alexander 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, Community Representative, W. J. Langlois Gina Antogiovanni, Community Representative St. Alexander
Business Community Representative:	Andrea Palmer Member of Business Community
Not Present:	Rev. Fr. Andy Dwyer Pastor, St. Theresa Church
Recording Secretary:	Simone Lira

## 1. Prayer

Trustee Soulliere (Chair) opened the meeting with the ARC prayer. She advised that we would make an amendment to the Agenda and add a Question and Answer period before adjournment.

## 2. Approval of Minutes

- First ARC Committee Meeting, November 9, 2011

**Motion by Elaine Boucas and seconded by Joan Schell that the Minutes of the ARC Committee meeting dated November 9, 2011 be approved as printed. Carried**

- First Public Meeting December 12, 2011

**Motion by Ron Marshall and seconded by Maria Charles that the Minutes of the 1<sup>st</sup> Public ARC meeting dated December 12, 2011 be approved. Carried**

**Motion by Tracey Daidone and seconded by Danielle DeBergh that we make the changes to the Minutes, including the wording on a public presentation by B. Romanzin as discussed. Carried**

Principal Vaillancourt requested information on the protocol for questions from the audience at the public meetings where individuals may not be on the agenda as an approved delegate prior to the meeting. Colleen Norris advised that we do reference protocol of the official guidelines for public meetings for formal presentations, but would like to facilitate open consultation as long as it does not hamper the momentum of the meeting, and it is always at the discretion of the Chair. There was brief discussion on protocol and interruption from the audience during a public meeting.

## 3. Review of School Profiles

- The profiles for both St. Alexander and W. J. Langlois presently on the website were those published for the last public meeting. Colleen Norris asked the committee if there were any amendments to be made.
- Principal Schell read the changes to be made on the profile for W. J. Langlois School. They are as follows:

Page 1 #1 under Quality of Learning Environment and Range of Programs/Course Offerings add

**VIP, ESL, and SWIS programs and Drama and Green Team**

Page 2 #2 under Does the space /facility provide specialty rooms for program offerings? add

**Outdoor Eco-class, By Gym add (with a stage and automatic screen for multi-media presentations)**

Page 4 #1 under Adequacy of School Grounds for Physical Activity and Extracurricular Activities add

**hopsotch, four square areas, JK/SK tricycle track**

Page 4 #4 under Accessibility of the School for Students with Disabilities add

**No, however there is an accessible washroom for student/adults with special needs**

Page 6 #2 under Proximity to Catholic Church add  
**Library**

Page 9 #11 under Does the school and students contribute significantly to the community through works of charity? add

**Letter Writing Projects to Soldiers, Lonely, Paediatric Ward**  
**Haiti Relief Fund**  
**Pop Tabs for Wheelchair collection**  
**Humane Society**  
**John McGivney Centre**

Page 10 #6 under To what extent does local business support the school add

**Purples' Lounge**  
**Boston Pizza**

Page 10 #7 under To what extent does the school support local business add

**Monarch Office Supplies, Tim Hortons, Costco, Real Canadian Wholesale, WalMart, Zehr's, Freshco, Mezzo**

- Administration will make these changes to the school profile and upload to the ARC webpage. Trustee Soulliere advised that any further changes for both schools can still be brought forward and submitted to Colleen Norris.

#### **4. Review of Administration's Accommodation Options**

Superintendent Seguin explained the two preliminary accommodations options presented by Board Administration, namely:

- **Consolidate W. J. Langlois at the St. Alexander site**
- **Consolidate St. Alexander at the W. J. Langlois site**

Trustee Soulliere asked if there were questions involving the accommodation options presented and whether the committee had any other accommodation options to bring forward.

- a) There was a question regarding the early learning program at W. J. Langlois, the benefit and when it might be offered to St. Alexander School. Superintendent Seguin explained that the plan based on the Ministry 5 year phase-in of all schools by 2015 has St. Alexander slotted for early learning in September 2013. There was discussion on the cost of before and after daycare. Superintendent Seguin advised that he would look into the cost to parents for the next meeting. Principal Vaillancourt advised the committee that there are presently 3 programs already in place at St. Alexander. It was suggested that both schools could incorporate options regarding childcare into their recommendations.
- b) There was a question regarding transportation, bussing and boundaries, specifically on the north side of Tecumseh, where students could also attend St. Jules. Superintendent Seguin advised that the decision to merge schools as a result of a previous review has been made and would accommodate some of these concerns.

- c) There was a question of funding suggested for the “*minor renovations*” in both options by the Board. There was a concern that money is the major issue and that not much can be allotted to either site. It was questioned whether it is possible to go forward with an actual renovation or addition to either of the buildings. Superintendent Seguin advised that it would depend on the final population of the school and the savings from closing one school. The Board wants to be as open as possible, but Trustees want to make the best decision for all students concerned, keeping in mind a need to be financially responsible. There are creative options available.
- d) There was a question regarding one of the schools being left vacant and a plan for its alternative use by the community. Superintendent Seguin and Trustee Alexander explained that the Board must work within its financial means for the good of the students and the future of Catholic education. Administration must make sure the proper protocol is followed for disposition of any school property before the Ministry releases the property to the Board. Administration is cognizant of the fact that the surrounding residential areas are affected by an abandoned building. The Board is restricted in the use of the funds through the sale of school property, although it could be used to pay against capital debt or to improve or build a school. The Board could not promise the funding would go to the school that is kept open to enhance the condition of that school.
- e) There was a question concerning the process of staffing if one of the schools is closed and the transfer of staff becomes a reality. It was suggested by Superintendent Seguin that this usually involves a smooth transition based on various collective agreements. It involves a difficult process as change is not always accepted positively, however he has been witness to a smooth transition of staff due to their constructive attitude. Principals, the Human Resources Department and Senior Administration work together to accomplish this task.
- f) There was a request for a list of the extent of the minor renovations required for each site to accommodate the other. Administration advised that the construction of additions will be dependent on budget and whether the Board can obtain Ministry funding for an addition.
- g) Principal Vaillancourt asked about the costly equipment and math manipulatives purchased for St. Alexander in recent years, and wondered if Langlois School could accommodate all equipment, including the space required should St. Alexander School be moved to the Langlois location. He is also concerned about the teacher and reading resources that the school community worked very hard to acquire. Colleen Norris advised that a recommendation can include the assurance that certain resources are brought to the new location and put into place. If the decision was made to merge schools, an Integration Committee would be established with representation from both schools to address these types of issues.
- h) There was discussion surrounding the question of funding for an addition to one of the schools. Trustee Soulliere advised that the Board would apply for funding based on the consolidation of two schools. The Ministry would provide funding for an addition after reviewing the application, but there is no guarantee as to how much funding we would receive. We cannot predict at this time, however past practice has shown that we must put forth the best case and see what the Ministry will allow.

- i) Principal Vaillancourt asked if the Board will look at EQAO scores, and student achievement statistics at each site before they make a decision. He said that St. Alexander students have out-performed most schools in the region. Superintendent Seguin advised that this is not at issue, as students changes from year to year. It would be an unfair comparison between the schools, as no school is better than another based on the cohort. It may be looked at, but the standings are not a deciding factor.

It was noted that there were no suggested amendments or additions to the options as presented.

Trustee Soulliere stressed the importance of the ARC committee and community's input and reminded everyone that the Board welcomes all thoughts and ideas. If an idea comes out of the public consultation or the next committee meeting, it can be considered and added as an accommodation option to be studied.

At the conclusion of the next public meeting, the committee will decide and adjust the accommodation options to present at the third public meeting.

## 5. Scheduling Next 3 Public Consultation Meetings

- **2nd Public meeting Monday, February 6 at 6:30 p.m. at St. Joseph's High School**
- **3<sup>rd</sup> Public meeting, Thursday, February 23 at 6:30 p.m. at St. Joseph's High School**
- **4<sup>th</sup> Public meeting, Tuesday, April 3rd at 6:30 p.m. at St. Joseph's High School**

## 6. Scheduling of Next Committee Meeting

- The next Committee meeting will be held immediately following the Public Meeting, on Monday, February 6 at 6:30 at St. Joseph's High School.

## 7. Questions:

- Colleen Norris read over questions received via email from Belinda Williams, a parent at St. Alexander. (See attached email)
  - a) Asked what the emergency procedures/drills are for Langlois students (in an open concept) during severe weather, a fire, if an intruder enters the building and/or any other emergency situation.

**Response:** Principal Schell advised the committee of a Code Red procedure which is used for a serious situation, such as an armed intruder. She advised that the school has four closed areas: one for the JK/SK students, one for the Primary Group, another area for the Junior Group and the Seniors go into the Back on Track room. These areas are all locked and windows have been covered so that it is not possible to see inside any area. Staff has keys and the rooms would be kept locked for the duration of the event.
  - b) Do we have the operating costs/expenses for each school? (Pg. 7 from the profiles, questions 6, 7 and 8 unanswered)

**Response:** The Business Department is just finalizing a summary (revenue/expense statements) and it will be provided to this committee. (See attached)

- c) Has it ever been considered to conduct a survey among families to determine their future plans if closure of either school happens? (Davis Public School possibly?)

**Response:** A Survey among families is certainly an option and could be brought to the community. It was suggested that it is important for the Principal to stay in contact with parents. There was a survey done for the whole St. Francis School community at the last ARC. There is the concern however, that an assumption may be made that the school IS truly closing if such a question was posed to the parents. We might ask what the value of the survey really is. There is the possibility of causing parents to be upset and responses that they will move their children to a public school in retaliation.

- d) Is there a way we could find out what new enrolment may be for kindergarten at both schools, in terms of younger siblings of present students in order to get some idea of numbers for next year?

**Response:** Superintendent Seguin advised that a forecast is being done by the Superintendent involved in the full-day kindergarten. Administration will get that information as soon as we can to the committee.

- e) How many classrooms are available for use currently at Langlois?

**Response:** At present, Principal Schell advised that they are using all but 2 closed classrooms at Langlois, but this could be adjusted because it is primarily an open-concept school. Superintendent Seguin advised that the Ministry and the Board are aware of the number of students the building can accommodate, but arrangements would have to be made based on the number of students coming in.

- f) Please clarify capacities of each school. The numbers I have found do not match from page to page. Please cite your reference.

**Response:** Colleen Norris handed out the Ministry of Education's current capacity calculations for the schools currently involved in the Accommodation Review Studies. These numbers were inaccurately reported in one of the documents in the background information provided and unfortunately lead to some confusion. She clarified this information.

- At this point there was discussion on open concept schools, the benefits, draw-backs, and why there are no new open concept schools being built. Superintendent Seguin cited information from a book entitled *Visible Learning* by John Hattie *and other sources*, regarding open concept schools. Briefly, according to research,
  - students perform slightly higher in traditional schools, but slightly higher positive attitudes and self-concept are evident in open concept schools
  - students performed slightly better on achievement tests in traditional compared to open teaching, but did worse on tests of creativity
  - open and traditional structures were equally effective in the development of reading comprehension, vocabulary, language, self-concept, and attitude toward school
  - open education programs can aid in producing greater self-concept, creativity, and a positive attitude toward school
  - noise level varied from a low of 65 decibels in conventional schools to a high of 70 decibels in open area schools. The researcher concluded, therefore, that there was no significant difference in the noise level.
  - one researcher concluded that student interactions with other students in open areas were more frequent than in contained classrooms. However, had the researchers

discussed their findings with teachers, they may have discovered that student interactions more directly relate to the philosophy of the teacher and the school than to the shape or size of the classroom

-teachers in one study felt that the absence of walls and doors in the school made it a little bit more problematic for students to listen to each other and to the teacher

-in one situation, curricular programs that require direct teaching, quiet reflection and analysis, and a need for independence from students are delivered in the morning. In addition, teachers learn each other's timetables, and they plan noisier activities for the afternoon. By doing this, teachers are able to eliminate noise and distractions throughout the school and have been able to impose order and structure.

-The number one key factor in student achievement continues to be the classroom teacher, followed next by the Principal.

- Trustee Alexander advised that Superintendent Seguin would make reference to the research at the next Public ARC Meeting. (See attached)
- Currently the Board has two other similar concept schools; H. J. Lassaline and L. A. Desmarais. The other two open concept schools, J. A. Rooney and H. B. McManus are now closed. The new St. Bernard/Lourdes schools are not being planned as open concept. When asked why there are not more schools being built as open concept, Trustee Alexander stated that the Board had built schools in the 1960s when they became popular but for the most part, parents preferred their children be in a more traditional setting. Others feel differently.

When asked whether walled classrooms could be built at Langlois, it was suggested by Colleen Norris that this could possibly be a recommendation brought forward. There might be an opportunity to make both an open concept school mixed with a closed classroom environment. Ms. Norris advised that there would be information on costing for each recommendation.

**g) Adjournment**

- Meeting adjourned at 8:25 p.m.

**Note: Please see attached written submission and information.**

*“Learning together in faith and service”*

From:  Belinda Williams  Tue, Jan 10, 2012 6:06:50 PM   
Subject: FW: Questions  
To:  Colleen Norris  
Cc:  bill\_vaillancourt@wecdsb.on.ca  
Attachments:  Attach0.html / Uploaded File 8K

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Hi Colleen,

Hope you had a great holiday.

I realize there might not have been enough time, between when I sent you these questions and the holidays, to answer them all, but.....just wondering when answers would be available as many other questions are on my mind. I would like to have the answer to these before I send more.

Thank you,

Belinda Williams

From: **Belinda Williams**   
Sent: December-17-11 3:17:11 AM  
To: Hi Colleen,  
Colleen Norris  
([colleen\\_norris@wecdsb.on.ca](mailto:colleen_norris@wecdsb.on.ca))  
I have a few more questions.

1. What are the emergency procedures/drills for Langlois students (in an open concept) during severe weather, fire, if an intruder enters the building and/or any other emergency situations?
2. Do we have the operating costs/expenses for each school? Pg. 7 from the profiles, Questions 6. 7. 8. unanswered.
3. Has it ever been considered to conduct a survey amongst families to determine their future plans if closure of either school happens? Davis Public School possibly?
4. Is there a way we could find out what new enrollment may be for kindergarden at both schools? In terms of younger siblings of present students, to get some idea of numbers for next year?
5. How many classrooms are available for use currently at Langlois?

6. Please clarify capacities of each school - the numbers I have found do not match from page to page - please cite your reference.

Thank you for your time in responding to these questions and my previous question.

Belinda Williams  
Parent Liason for St. Alexander School

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From: [REDACTED]  
To: [colleen\\_norris@wecdsb.on.ca](mailto:colleen_norris@wecdsb.on.ca)  
Subject: Questions  
Date: Tue, 13 Dec 2011 16:16:19 +0000

Hi Colleen:

Just wondering if you could answer the following questions:



When was the last "open concept" school built here in Windsor? Across the province? Why or why not?

Will any of the newer schools scheduled to be built (ie: St. Bernard/Our Lady merger) be an "open concept" school?



There will certainly be more questions to follow. Do not want to overwhelm you with too many at once.



Thank you,


Belinda Williams  
Parent Liason for St. Alexander School

From:  Colleen Norris Thursday, January 12, 2012 2:17:03 PM 

Subject: Re: FW: Questions

To:  Belinda Williams 

Cc:  bill\_vaillancourt@wecdsb.on.ca  Mike Seguin

Attachments:  Copy of OTG Calculations for ARC Schools (Jan 2012) 3.xlsx / Microsoft Offi... 12K

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Hi Belinda,

I can advise briefly as follows on each of your numbered questions:

1. I have asked the principal at W.J.Langlois to address your question on their emergency processes at our committee meeting tonight.
2. I have made inquiries of our Business Department with respect to the provision of costing/expense figures as per questions 6, 7 and 8 of the profiles. They are just finalizing a summary for us, however it will not be ready for the committee meeting tonight. I anticipate being able to forward it to all committee members next week.
3. The ARC can certainly discuss the possibility of conducting a survey and I would invite you to bring your suggestion forward to the meeting.
4. We are still in the process of looking into the forecast of kindergarten registrations and will provide as soon as possible.
5. I can advise that there are currently 2 closed classrooms available at Langlois the way the school is configured at present.
6. I am attaching the Ministry of Education's current capacity calculations for the schools currently involved in Accommodation Review Studies (I will be bringing copies of this tonight to share with all committee members). These numbers were inaccurately reported in one of the documents in the background information provided and unfortunately lead to some confusion. I can clarify at the meeting this evening.

With respect to your questions on open concept schools, the Board currently has two other similar concept schools being H. J. Lassaline and L.A. Desmarais. There were two others that we are aware, J.A. Rooney and McManus, which are now closed. The new St. Bernard/Lourdes schools is not being planned as an open concept school. Superintendent Seguin will provide some information tonight on open concept schools in general - this should be helpful information for the group.

Thanks for the great questions. Look forward to seeing you tonight.

Colleen


  
Hope you had a great holiday!

**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD  
OTG CAPACITY CALCULATIONS FOR ARC SCHOOLS**

<b>School</b>	<b># of Classrooms @ 23 capacity</b>	<b># of Kindergarten @ 20 capacity</b>	<b># of Spec Ed @ 9 capacity</b>	<b>Total OTG</b>
1 St. Theresa	9	1	2	245
2 St. Bernard (Amherstburg)	14	2	0	362
3 Stella Maris	12	1	1	305
4 W.J. Langlois	16	1	1	397
5 St. Alexander	13	1	0	319
6 Our Lady of the Annunciation	4	1	0	112
7 St. John the Evangelist	9	1	2	245





## Traditional vrs. Open Concept Classrooms

### What the research says:

- Open classrooms make little difference to student learning outcomes. Hetzel, Rasher, Butcher and Walberg (1980) found that while, overall, open education has slightly higher outcomes than traditional education, the differences were not great. (.01 or 1%)
- Peterson (1980) showed that students performed slightly better on achievement tests in traditional compared to open teaching, but did worse on tests of creativity and had slightly less positive attitudes and self-concepts.
- Madamba (1980) examined the effects of open and traditional schooling structures on aspects of student development and found that open and traditional structures were equally effective in the development of reading comprehension, vocabulary, language, self-concept, and attitude toward school.
- Giaconia and Hedges (1982) aimed to identify the features of effective open education. Their findings reinforced Peterson's in that they found that open education programs can aid in producing greater self-concept, creativity, and a positive attitude toward school.
- Programs effective in producing these non-achievement outcomes were characterized by four features:
  1. The emphasis on the role of the child in learning (self-regulation – learning skills)
  2. Diagnostic evaluation (CASI, PM benchmarks, EQAO, Learning Scans)
  3. Use of manipulative materials (traditional, technology)
  4. Individualized instruction (differentiated instruction)
- For example, in a study conducted by Kyzar (1971), sound levels in open area schools were investigated because teachers believed that the noise level was interfering with teaching (George, 1975). Kyzar measured and compared the noise levels in open area schools and conventional schools, and he found that the noise level varied from a low of 65 decibels in conventional schools to a high of 70 decibels in open area schools. He concluded, therefore, that there was no significant difference in the noise level (George, 1975).
- Attempts were also made to compare contained classrooms and open areas in terms of mobility of students. In one study, Edwards (1973) compared the pupil-to-pupil and pupil-to-teacher interactions in contained classrooms with those found in open-area schools. Observers, standing at the back of the classroom, made little ticks on a chart when a certain student was engaged in specific categories of behaviour. The study concluded that student interactions with other students in open areas were more frequent than in contained classrooms. However, had the researchers discussed their findings with

teachers, they may have discovered that student interactions more directly relate to the philosophy of the teacher and the school than to the shape or size of the classroom.

- All too often, comparisons between schools with open area areas and schools with conventional classrooms suffer from uncontrollable, controlled for, or unforeseen proliferation of extraneous variables, such as location of schools, nature of student populations, and philosophies of teachers.
- Teachers in the study felt that the absence of walls and doors in the school made it a little bit more problematic for students to listen to each other and to the teacher. The partitions erected by the school district, after the School Accreditation process, have also greatly minimized auditory and visual distractions and given students a sense of privacy.
- For example, for the morning schedule, teachers have implemented a school-wide program of direct skill instruction in literacy, using a structured reading program. This program addresses the needs of the students, and eliminates noise and visual distractions. Also, curricular programs that require direct teaching, quiet reflection and analysis, as well as independence from students, are delivered in the morning. In addition, teachers learn each other's timetables, and they plan noisier activities for the afternoon. By designing and implementing programs that are able to simultaneously combine the needs and abilities of students and eliminate noise and distractions throughout the school, teachers have been able to impose order, structure, and boundaries in the school.

**The key #1 factor in student achievement continues to be the classroom teacher, followed next by the Principal.**