



W. J. LANGLOIS 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, Waste-Free Lunch Program, Peer Pals, Peer Mentors, Student Council, Student of the Month Program, Healthy Active Living Program, Quality Daily Phys Ed program House Leagues, Swim to Survive, Athletic Teams, Fun Runs, Safety programs – Bike Rodeo, Fire Safety, Transportation Safety, Sun and Water Safety, Bus Safety, Spelling Bee, Fill A Bucket Initiative, Bullying Awareness Week, Ontario School Nourishment Program, Calming Center, Student leadership Program(Crafts), Alternative to Suspension Program, Alternative Recess Program, Big Brothers, Big Sisters Go Girls Program, Canadian Federation of University Women Poetry Contest, Cooking Program for Students with Special Needs, School Store (Grade 8 Students), Muskoka Woods Leadership Program, Spit Fire Anthem Program, City of Windsor Clean Sweep Program, Student Success Program (Gr. 6-8), VIP, ESL and SWIS programs, Drama and Green Team, Mentor Program with Big Brothers, Big Sisters, Full Day Early Learning Kindergarten 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:
Outdoor Eco-class, Back on Track, Jr. LSST Room/Teacher Resource Room, Quiet Room, Conference Room, Sr. LSST Room, Computer Lab, Music Room , Outdoor Courtyard, Teacher Prep Area, Kitchen for Cooking Program, Gym (with stage and automatic screen for multi-media presentations)
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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?
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: 5
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?
No
7. What is the average class size?
Grades JK - 3: 16.6 Students/class
Grades 4 – 8: 23.2 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:
With appropriate staff, all programs can be maintained.
-
9. If specialized programs or opportunities exist can they be expanded at the existing location?
Yes, Explain:
With appropriate staff, programs at the existing location can be expanded.
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10. If specialized programs or opportunities exist can they be expanded at the existing location?
Yes/No, Explain:
Same question as above.
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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.

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Yes

The school building and the existing playground are in excellent condition and provide students with a safe and respectful learning environment.

Range of Extracurricular Activities and Extent of Student Participation:

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

Yes _____

Primary/Junior(Grades 1-4) –

volleyball

basketball

mini hockey

handball

badminton

Junior/Senior (Grades 5 – 8)

volleyball

soccer

basketball

mini hockey

handball

badminton

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

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

Yes

Cross Country,

Soccer- Jr.

Soccer – Sr.

Basketball – Jr.

Basketball – Sr.

Volleyball – Jr.

Volleyball – Sr.

Badminton

Track and Field

If 'Yes', give percentage of student body participating: 75% percent.

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

Yes _____

Student Council

Peer Mentors

Announcement Team

JK/SK Helpers

Bus Helpers

Bus Patrols

Green Team (Recycle and Compost)

Safe School Committee

Bullying Awareness Team

Grade 8 Leadership Team

Photography Team

Tech Team

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Yearbook Committee
Dance Team
Drama Club
School Choir
Art Club

If 'Yes', give percentage of student body participating: 65% percent.

4. Are there public facilities located within walking distance that provide a venue for activities (e.g. Community swimming pool)?
Yes,
Windsor Public Library, Rivard Park / 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, Explain: Open, spacious yard (easily supervised), new asphalt in summer of 2011, large soccer field, adequate number of basketball nets, hopscotch, four square areas, JK/SK tricycle track
2. Are there issues within the schools outdoor space, which may limit use of the space by students or staff?
Yes, Explain:
Playground equipment in the process of being repaired
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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:
Separate play areas designated for JK/SK students.
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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
4. Does the school have a change table/room?
No, however there is an accessible washroom for students/adults with special needs.
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

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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 school has a bus lane.
 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?
No, Explain: Not enough traffic to warrant – turned down by the City.
 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:
W.G. Davis Public School. Library next door could house in emergency, also church across the street**
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10. What is the proximity to: hospital? **5.6 km**; medical clinic? **.5 km**;
fire department: **2.1 km**

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

1. What percentage of the school's population walks to school? **75%** (Percent).
2. What percentage of the school's population rides a bus to access the school? **25%** (Percent).
3. What is the longest bus ride to school for any student? **17** minutes.
4. What is the length of the average bus ride to school? **8** minutes.
5. What percentage of students in the new school setting would be required to access the school by

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bus? _____ % (Percent). **Depends on location.**

6. What would be the length of the average bus ride to the new school setting? _____ 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 Km (across the street)

Proximity to Catholic Church:

1. What is the distance from the school to the nearest Roman Catholic Church? **2 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/No, Explain:
St. Vincent De Paul Society, Knights of Columbus, Library and 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:
St. Vincent De Paul Church Hall – Christmas Turkey Dinner, Grade 8 Graduation

b) Does the Church make use of school space?
School Masses are held in the gym.

4. Sacramental Preparation - **It is done at the 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? **__6__** 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:
St. Vincent de Paul Memorial Courtyard, 2 time capsules are located in the Courtyard

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4. Has the school won or achieved awards (peacekeeper school)?
No

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? **Current renewal 23.4%**
10-year renewal 31.7%
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.)
W.G. Davis Public School – 0.7 km.
St. Alexander Catholic School – 1 km
Roseville – 4 km
St. Therese – 1.5 km
St. Jules – 3 km

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

The school is located in a viable ,safe neighbourhood bounded on the south by Queen Elizabeth Street , the west by Rivard Avenue, the east by Grand Avenue and the north by

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The Windsor Public Library – Fontainebleau Branch and Rivard Park. Many generations live in the neighbourhood.

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

Yes

Nature Centre located at the back of playground

Enrolment vs. Available Space:

1. What is the utilization rate for the school? **50 %** (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 WECDSB schools?

Yes List adjacent WECDSB schools with surplus space:

W. J. Langlois Catholic School: Enrolment: 200

St. Alexander Surplus: 106

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

Yes

Enrolment has been declining steadily over the past 5 years.

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

No

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

School is used by the Girl Guides and it is also used as a polling station for elections.

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

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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?
**Parents are very supportive of the school's programs.
Active School Council, hot lunches, volunteer drivers, active in school sports teams,
Fundraising**
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9. Does the facility have historic value in the broader community?
No. Built in 1970
 10. What is the school's record of incidence of violence/vandalism?
There is very little violence and vandalism at the school.
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11. Does the school and students contribute significantly to the community through works of charity?
**Yes, Explain:9*-++
Terry Fox Run, St. Vincent De Paul Canned Food Drive, Downtown Mission, City of Windsor Clean Sweep Program, Hiatus House, Royal Canadian Legion Poppy Fund, Christmas Giving Program, Juvenile Diabetes Foundation, Grandview Greening Project, Letter Writing Projects to Soldiers, Lonely, Pediatric Ward, Haiti Relief Fund, Pop Tabs for Wheelchair Collection, Humane Society, John McGivney Centre**

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

1. Is this the only school within the community?
**No, Explain:
W. G. Davis Public School and St. Alexander Catholic School are both located in Fontainebleau**
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2. Does the school provide co-operative education opportunities for students?
Yes, as a host school – supporter of high school co-op placements
 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

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6. To what extent does local business support the school?
Purples' Lounge and Nevada tickets are sold here
Boston Pizza
Zehr's Tapes
Tony's Produce supplies fruit/vegetables for the Ontario School Nourishment Program (OSNP)
YNCU (Your Neighbourhood Credit Union) proposing Financial Literacy Sessions for students
Croatian Centre – Grade 8 Graduation and Family Pasta Nights
7. To what extent does the school support local business?
The school and School Council have bank accounts at both Your Neighbourhood Credit Union and Windsor Family Credit Union.
Many of the students use the library facilities that are located right next to the school and the school participates in many literacy activities sponsored by the library throughout the school year.
Koolini's for hot lunches, Monarch Office Supplies, Tim Hortons, Costco, Real Canadian Wholesale, WalMart, Zehr's Freshco, Mezzo Restaurant, Milk program Evans Wholesale, Luis Chiasson supplies provisions for school store, Third Wave fundraising and World's Finest Chocolate, Windsor Spirfires, Croatian Centre – Gr. 8 Graduation, Family Pasta Nights
8. Does the school play an important role in attracting and/or keeping investment in the community?
Yes
Families moving into the area want to know that there is a school for their children to attend. Families move back into the area so their children can attend the same school that they did. School has a valued relationship with Friends of Fontainebleau who work diligently to support the youth and families in the community through various projects and activities in which the school participates.
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9. Does the school play an important role as a local employer in the community?
No
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10. Does the school play an important role in attracting and/or retaining families in the community?
Yes
Families return to the area so their children can attend the same school that they attended; former students visit teachers, generations of students at the school.
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Generic School Information Profile: November, 2011, Revised February 14, 2012