

1325 California Avenue
 Windsor, ON N9B 3Y6
 CHAIRPERSON: Fred Alexander
 DIRECTOR OF EDUCATION: Paul A. Picard

REGULAR BOARD MEETING
Tuesday, August 30, 2011 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Boardroom

A G E N D A

I	In-Camera Meeting – 6:00 p.m.	Page #
II	Regular Meeting of the Board - 7:00 p.m.	
1.	Call To Order	
2.	Opening Prayer	
3.	Recording of Attendance	
4.	Approval of Agenda	
5.	Questions Pertaining to Agenda	
6.	Disclosure of Interest - <u>Pursuant to the Municipal Conflict of Interest Act.</u>	
7.	Presentations: <i>None</i>	
8.	Delegations:	
	a. Delegation Regarding Items <u>Not</u> on the Agenda	--
	<i>3:11.1 Any person(s) wishing to make a formal presentation to the Board shall make their intent known, in writing, to the Secretary at least one week prior to the regular meeting. They shall briefly explain in their petition the nature of their business. Discussion shall be limited to the petition and shall be not longer than ten (10) minutes. The time limit can be waived by the consent of the majority of the Board.</i>	
	b. Delegations Regarding Items <u>On</u> the Agenda	--
	<i>3:11.2 Any person(s) wishing to appear before the Board and speak on an item appearing on the agenda of the Board Meeting has until NOON of the day of the Board meeting to make a request to the Secretary. They shall explain briefly the nature of their business. The discussion shall be limited to the item on the agenda and shall be no longer than ten (10) minutes.</i>	
9.	Action Items:	
	a. Approval of Minutes	
	i) Minutes of In-Camera Meeting, June 27, 2011	--
	ii) Minutes of Regular Board Meeting, June 27, 2011	1-8
	iii) Minutes of the Special In-Camera Meeting, June 28, 2011	--
	iv) Minutes of the Special Regular Meeting, June 28, 2011	9-11

- b. Items from the convened In-Camera meeting of August 30, 2011 --
10. Communications:
- a. External (Associations, OCSTA, Ministry): *None*
- b. Internal (Reports from Administration):
- i) Report: Administrative Staff Report (J. Bumbacco) 12-13
- ii) Report: Trustee Attendance January to June 2011 (P. Picard) 14-15
11. Unfinished Business: *None* --
12. New Business:
- a. Field Trips:
- i) Report: St. Anne Secondary School field trip to Italy and Greece April 19-28, 2012 (J. Bumbacco) 16-37
- ii) Report: Assumption College Catholic School field trip to Monteverde, Costa Rica, June 9-16, 2012 (C. Geml) 38-44
- iii) Report: Community Use of Schools Proposed Rate Increases (M. Iatonna/ P. Littlejohns) 45-52
13. Committee Reports:
- a. Report: Employee Benefits Committee Notes Meeting from June 20, 2011 (M. Iatonna) 53-54
14. Notice of Motion: --
15. Remarks and Announcements:
- a. Chairperson
- b. Director of Education
- c. Board Chaplain
16. Remarks/Questions by Trustees
17. Pending Items
- a. Deferred Report: Play Surface Material Standard – Rubber (*deferred from April 28, 2009*) --
18. Continuation of In-Camera, if required.
19. Future Board Meetings: *Unless stated otherwise, all meetings will be held at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor with the In-Camera Session beginning at 6:00 p.m. and the Public Session beginning at 7:00 p.m.*
- Tuesday, September 13, 2011
 - Tuesday, September 27, 2011
 - Tuesday, October 11, 2011
 - Tuesday, October 25, 2011
 - Tuesday, November 8, 2011
 - Tuesday, November 22, 2011
 - Tuesday, December 6, 2011 – **Organizational Meeting 7:30 pm**
 - Tuesday, December 13, 2011

20. Closing Prayer

21. Adjournment

Fred Alexander
Board Chairperson

Paul A. Picard
Director of Education & Secretary of the Board



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fred Alexander
DIRECTOR OF EDUCATION: Paul A. Picard

REGULAR BOARD MEETING
Monday, June 27, 2011 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Boardroom

MINUTES

PRESENT

Trustees:

F. Alexander, Chair	J. Macri
J. Courtney	B. Mastromattei
M. DiMenna, Vice-Chair	J. McMahon
F. Favot	L. Soulliere
B. Holland	
M. Colman, Student Trustee	
L. Limarzi, Student Trustee	
Rev. L. Brunet, Board Chaplain	

Regrets:

Administration:

P. Picard (Resource)	E. Byrne
J. Bumbacco	P. King
C. Geml	P. Murray
M. Iatonna	S. O'Hagan-Wong
J. Braido	J. Shea
P. Littlejohns	M. Seguin
	J. Ulicny

Recorder:

B. Marshall

1. Call To Order - Chair Alexander called the meeting to order at 7:34 p.m.
2. Opening Prayer - Fr. Brunet opened the meeting with a prayer.
3. Recording of Attendance - All trustees present.
4. Approval of Agenda - Chair Alexander noted that the handouts for agenda items 10b(iv) Extended Day Fees – Full Day Early Learning Kindergarten Program; 12c) 2011-12 Budget Final Approval and 12d) 2011-12 Special Education Budget are at trustee places and was previously provided to trustees electronically.

Moved by Trustee McMahon and seconded by Trustee DiMenna that the June 27, 2011 Regular Board meeting agenda be approved as distributed. Carried

5. Questions Pertaining to Agenda - *None*
6. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act.

Trustee Courtney disclosed interest in relation to agenda items 12c) 2011-12 Budget Final Approval and 12d) Special Education Budget due to her daughter's employment and did not participate in the discussion or vote on any question raised on that item.

Trustee Macri disclosed interest in relation to agenda items 12c) 2011-12 Budget Final Approval and 12d) Special Education Budget due to his son's employment and did not participate in the discussion or vote on any question raised on either item.

Trustee Mastromattei disclosed interest in relation to agenda items 12c) 2011-12 Budget Final Approval and 12d) Special Education Budget due to his daughter and daughter-in-law's employment and did not participate in the discussion or vote on any question raised on either item.

Trustee McMahon disclosed interest in relation to agenda items 12c) 2011-12 Budget Final Approval and 12d) Special Education Budget due to his daughter, son and daughter-in-law's employment and did not participate in the discussion or vote on any question raised on either item.

7. Presentations:
 - a. Recognition Award to Former Trustee Patrick Keane

Superintendent Seguin presented former Trustee Patrick Keane with a plaque, which will be displayed at Assumption College Catholic School, recognizing his 28 years of service as a Catholic board trustee.

Trustee Keane thanked trustees and administration for their commitment to Catholic education.

- b. Recognition of 2010-11 Student Trustees

Superintendent Seguin presented plaques to Student Trustees Mackenzie Colman and Laura Limarzi recognizing their contribution as Student Trustees for the 2010-11 year.

8. Delegations:
 - a. Delegation Regarding Items Not on the Agenda: *None*
 - b. Delegations Regarding Items On the Agenda
 - i) Delegation Heather McAuley, was present to speak about the Ministry review, Learning Commons Areas and the upcoming budget – As a parent of Assumption College and St. Gabriel Catholic Elementary schools, Ms. McAuley emphasized the importance of Learning Common Areas in relation to the board budget.

- ii) Delegations Bernie Robinet and Greg Farrah were present to speak about findings from the Interim PIC and the High School Council in regards to the board's budget – Mr. Robinet, Interim Parent Involvement Committee (PIC) chair and Greg Farrah, High School Council Chair, spoke about the budget in relation to the Learning Commons Areas.

9. Action Items:

a. Approval of Minutes

- i) Minutes of In-Camera Meeting, June 14, 2011

Moved by Trustee DiMenna and seconded by Trustee McMahon that the minutes of the Committee of the Whole Board In-Camera meeting of June 14, 2011 be adopted as distributed. Carried

- ii) Minutes of Regular Board Meeting, June 14, 2011

Moved by Trustee Courtney and seconded by Trustee Mastromattei that the minutes of the Regular Board meeting of June 14, 2011 be adopted as distributed. Carried

- b. Items from the re-convened In-Camera meeting of June 14, 2011 and the convened In-Camera meeting of June 27, 2011

Vice Chair DiMenna reported that the Windsor-Essex Catholic District School Board re-convened a closed Committee of the Whole Board meeting on June 14, 2011 and convened an In-Camera Committee of the Whole Board meeting on June 27, 2011 pursuant to the Education Act - Section 207, to consider specific personnel, real property matters, other matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act.

Trustees Courtney, Macri and McMahon declared a conflict of interest during the In-Camera Session and excused themselves from the relevant discussion item.

As a matter of record, Trustee Macri disclosed interest in an item discussed at the June 14, 2011 Committee of the Whole Board meeting in-Camera session and further indicated he was not in attendance during the discussion.

Moved by Trustee DiMenna and seconded by Trustee Soulliere that the recommendations and directions of the Committee of the Whole Board at its re-convened in-camera meeting of June 14, 2011 and the Committee of the Whole Board at its convened meeting of June 27, 2011 be approved. Carried

Vice Chair DiMenna made the following announcements:

from the June 27, 2011 Committee of the Whole Board in-camera meeting

- receipt of the Administrative Staff Report on hiring, leave of absence, return from leave of absence, retirement and resignation of staff, dated June 27, 2011;
- the appointment of Patti Moulard to Acting Principal at F. J. Brennan Catholic Secondary school;

- the board received the following Acting Administrator assignments:
 - Ryan Coristine, Acting Administrator at Cardinal Carter Catholic Secondary school to Catholic Central Secondary school;
 - Jeremy Schiller, Teacher at Cardinal Carter to St. Thomas of Villanova Catholic Secondary school
- the board received the following Department Head appointments:
 - Janice McCarthy as Special Education Department Head at Holy Names Catholic Secondary School, effective May 24, 2011;
 - Erin Hackett as Physical Education Department Head at St. Joseph Catholic Secondary School, effective September 1, 2011;
 - Susan MacKinnon as Business & Co-op Department Head at St. Thomas of Villanova Catholic Secondary School, effective September 1, 2011;
 - Roberto Muscedere as Mathematics Department Head at Assumption College Catholic School, effective September 1, 2011;
 - Pasquale Vettraino as Technological Studies Department Head at F. J. Brennan Catholic Secondary School, effective September 1, 2011;
 - Natalia Uros as English as a Second Language Department Head at Catholic Central Secondary School effective September 1, 2011;
 - Kimberley Koekstat as Modern Languages Department Head at Catholic Central Secondary School, effective September 1, 2011;
 - Jolene Coste as Catholic Studies Department Head at St. Thomas of Villanova Catholic Secondary School, effective September 1, 2011;
- John Kern, Special Education Co-ordinator extension for an additional three (3) year term, effective September, 2011 to June 2014;
- the appointment of Fran Hall, Student Work Study Teacher effective September 1, 2011 to June 2012;
- the board denied the three Centrally Assigned Board Strategy Team – Literacy/Numeracy appointments;
- approved the Employee Benefits Consultant Agreement with Mosey & Mosey;
- approved the Cafeteria Services Contract extension with Aramark Canada Ltd.;
- approved the Beverage Contract with Coca Cola Bottling Company

10. Communications:

- a. External (Associations, OCSTA, Ministry): *None*
- b. Internal (Reports from Administration):
 - i) Report: Administrative Staff Report

Moved by Trustee Soulliere and seconded by Trustee Macri that the Board receive the Administrative Staff Report on hiring, retirement and resignation of staff dated June 27, 2011 as information. Carried

- ii) Report: Joint Health And Safety Committee (JHSC) 2010 Annual Report

Moved by Trustee Macri and seconded by Trustee McMahon that the Board receive the Joint Health and Safety Committee (JHSC) 2010 Annual Report as information. Carried

- iii) Report: Summer Jobs and Focus on Youth Program 2011

Moved by Trustee Macri and seconded by Trustee Favot that the Board receive as information, the listing of Summer Jobs and Focus on Youth Program for students, 2011. Carried

- iv) Report: Extended Day Fees – Full Day Early Learning Kindergarten Program (*Handout*)

Trustee Soulliere requested that it be noted in the Ministry submission, the quoted daily fees does not cover the actual daily costs associated with operating an after school program.

Moved by Trustee Macri and seconded by Trustee McMahon that the Board approve a daily base fee of \$32.50 per pupil for the Board to directly operate the Extended Day component of the Full Day Early Learning Program. Carried

11. Unfinished Business: *None*

12. New Business:

- a. Field Trips:

- i) Report: St. Thomas of Villanova Catholic Secondary School field trip to New York City, May 22-25, 2012

Moved by Trustee Holland and seconded by Trustee Favot that the Board approve the St. Thomas of Villanova Catholic Secondary School field trip to New York City, from Tuesday, May 22 to Friday, May 25, 2012. Carried

- ii) Report: St. Thomas of Villanova Catholic Secondary School field trip to Monteverde, Costa Rica May 20-27, 2012

Moved by Trustee Holland and seconded by Trustee Favot that the Board approve the St. Thomas of Villanova Catholic Secondary School field trip to Monteverde, Costa Rica, from Sunday, May 20 to Sunday, May 27, 2012. Carried

- iii) Report: Cardinal Carter Catholic Secondary School field trip to Europe – France and Italy March 7-18, 2012

Moved by Trustee Holland and seconded by Trustee Favot that the Board approve the Cardinal Carter Catholic Secondary School field trip to Europe- France and Italy, from Wednesday, March 7, 2012 to Sunday, March 18, 2012. Carried

Trustee Holland suggested students who participate in field trips present to the board describing their educational experience.

- c. Report: Board Policy Review (*final approval*) Amended Policy T:01 Student Trustees

Moved by Trustee Soulliere and seconded by Trustee DiMenna that the Board provide final approval to Draft Amended Board Policy T:01 Student Trustees. Carried

- d. Report: 2011-12 Budget Final Approval (*Handout*)

Executive Superintendent Iatonna presented the 2011-12 Budget Estimates for approval. Upon completion of the presentation, trustees tabled the report until further review. A Special Board Meeting is scheduled for June 28, 2011 to discuss the 2011-12 Budget Estimates.

- e. Report: 2011-12 Special Education Budget (*Handout*)

DEFERRED MOTION: Moved by Trustee Soulliere and seconded by Trustee DiMenna that the Board defer the 2011-12 Special Education Budget as information. Carried

- f. Report: Special Education Plan Amendments 2011

Moved by Trustee Soulliere and seconded by Trustee Holland that the Board approve the amendments to the Special Education Plan; and, that the amendments are submitted to the Ministry of Education. Carried

13. Committee Reports:

- a. Report: Special Education Advisory Committee (SEAC) Minutes of May 11, 2011

Moved by Trustee McMahon and seconded by Trustee DiMenna that the Board receive the Minutes of the Wednesday, May 11, 2011 Special Education Advisory Committee meeting as information. Carried

- b. Report: High School Council Meeting of May 5, 2011

Moved by Trustee Holland and seconded by Trustee DiMenna that the Board receive the report for the May 5, 2011 High School Council meeting as information. Carried

14. Notice of Motion:

WITHDRAWN: Trustee Favot's Motion - "*At the next regular scheduled meeting of the Board, I will move or cause to be moved, that the board rescind the library cuts*".

15. Remarks and Announcements:

- a. Chairperson Alexander wished Fr. Brunet well on his retirement and thanked him for continuing on as the Board Chaplain; congratulated student trustees on a successful year; and wished trustees and staff a safe and restful summer.

- b. Director of Education Picard provided comment on recent activities supporting the Board's strategic priorities namely;

Catholic Faith Formation: End of the year masses continue throughout our schools, many in conjunction with graduation ceremonies. Also, congratulated Fr. Brunet on his "semi-retirement".

Community Engagement and Partnerships: Focus on Youth Orientation this week. Focus on Youth Grant we will be providing summer employment to students enrolled in our Catholic Secondary Schools. Students will have an opportunity to participate in programs hosted by many community partners designed to promote physical health, academic achievement, computer processing, leadership skill development, social competence and a love of the arts

Celebrating Achievements: Congratulations to the Kit Lacasse Award Recipients of 2011, Megan Kelly, Genna Norton, Maygan Sidi, and Natalie Turcano. Awarded annually to exemplary graduating students with special needs, who have demonstrated strength to overcome their challenges and have been an inspiration to others; Congratulations to Don Hollerhead and Pat Paterson, the Fr. Armstrong Award winners. These recipients are recognized for their outstanding teaching and coaching within our secondary schools; Congratulations to Joe Ratushney on being named the Donny Allen Award winner. The recipients are recognized for their outstanding teaching and coaching in our elementary schools; Congratulations to both elementary and secondary graduates.

Miscellaneous: The board's employee Assistance Program once again will be hosting this year's summer break event at Colasanti's on Tuesday, July 5th and all are welcome to attend; Acknowledged student trustees Mackenzie Colman and Laura Limarzi for their contribution to the board; Wished everyone a safe and restful summer break.

- c. Board Chaplain Brunet is looking forward to continuing his responsibilities as board chaplain and thanked the Director and trustees; congratulated student trustees.

16. Remarks/Questions by Trustees

Trustee Soulliere attended the Jody Raffoul concert sponsored by St. Clair College to support students in the arts.

Trustee Holland commented on the student trustees' progress throughout the year; congratulated Fr. Brunet on his retirement and thanked him for his guidance over the years.

Trustee Favot also thanked student trustees and wished them well on their future endeavours; congratulated Fr. Brunet on his retirement.

Trustee DiMenna attended a number of elementary school graduations and commented on the mass celebration as the main focus; thanked staff across the system for their commitment to Catholic education.

Trustee Mastromattei congratulated student trustees and Fr. Brunet; wished staff and students a safe and healthy summer.

Trustee Macri congratulated and thanked Fr. Brunet; wished student trustees well on their futures.

Trustee Courtney thanked administration, teachers and all staff for their dedication to our board; thanked the delegations who took the time to come forward and speak; congratulated Fr. Brunet; and wished everyone a restful summer.

Student Trustee Colman extended his gratitude for the opportunity this past year; thanked those who were directly involved during his time as a student trustee and especially thanked trustees and fellow student trustee, Laura Limarzi.

Student Trustee Limarzi extended her gratitude to the board as a student trustee for the 2010-11 year; thanked administrators, students and trustees for their trust and guidance; wished new student trustees all the best.

17. Pending Items
 - a. Deferred Report: Play Surface Material Standard – Rubber (*deferred from April 28, 2009*)
18. Continuation of In-Camera, if required - Not required.
19. Future Board Meetings: *Unless stated otherwise, all meetings will be held at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor with the In-Camera Session beginning at 6:00 p.m. and the Public Session beginning at 7:00 p.m.*
 - Tuesday, June 28, 2011 (Special Meeting)
 - Tuesday, August 30, 2011
 - Tuesday, September 13, 2011
 - Tuesday, September 27, 2011
 - Tuesday, October 11, 2011
 - Tuesday, October 25, 2011
 - Tuesday, November 8, 2011
 - Tuesday, November 22, 2011
 - Tuesday, December 6, 2011 – **Organizational Meeting 7:30 pm**
 - Tuesday, December 13, 2011
20. Closing Prayer – Fr. Brunet closed the meeting with a prayer.
21. Adjournment - There being no further business, the Regular Board meeting of June 27, 2011 adjourned at 10:04 p.m.

Not Approved

Fred Alexander
Board Chairperson

Paul A. Picard
Director of Education & Secretary of the Board



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fred Alexander
DIRECTOR OF EDUCATION: Paul A. Picard

SPECIAL REGULAR BOARD MEETING
Tuesday, June 28, 2011 at 7:00 p.m.
Windsor Essex Catholic Education Centre
John Paul II Boardroom

MINUTES

PRESENT

Trustees:	F. Alexander, Chair M. DiMenna, Vice-Chair F. Favot	B. Holland L. Soulliere
Regrets:	Trustees Courtney, Macri, Mastromattei, McMahon and Student Trustees Colman and Limarzi. Fr. Brunet	
Administration:	P. Picard (Resource) J. Bumbacco C. Geml	M. Iatonna J. Braido P. King
Recorder:	B. Marshall	

1. Call To Order - Chair Alexander called the meeting to order at 7:34 p.m.
2. Opening Prayer – Trustee Favot opened the meeting with a prayer.
3. Recording of Attendance – Trustee Courtney, Trustee Macri, Trustee Mastromattei and Trustee McMahon sent regrets due to prior commitments. Student Trustees Colman and Limarzi sent their regrets due to prior commitments. Rev. Brunet sent his regrets due to a prior commitment.
4. Approval of Agenda

Moved by Trustee DiMenna and seconded by Trustee Favot that the June 28, 2011 Regular Board meeting agenda be approved as distributed. Carried

5. Questions Pertaining to Agenda: *None*
6. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act: *None*
7. Presentations: *None*

8. Delegations: *None*
 - a. Delegation Regarding Items Not on the Agenda
 - b. Delegations Regarding Items On the Agenda
9. Action Items:
 - a. Items from the convened In-Camera meeting of June 28, 2011

Vice Chair DiMenna reported that the Windsor-Essex Catholic District School Board convened a Special closed Committee of the Whole Board meeting on June 28, 2011 pursuant to the Education Act - Section 207, to consider other matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act.

Moved by Trustee DiMenna and seconded by Trustee Soulliere that the recommendations and directions of the convened Special Committee of the Whole Board at its in-camera meeting of June 28, 2011 be approved. *Carried*

Vice Chair DiMenna made the following announcements:

from the June 28, 2011 Special Committee of the Whole Board in-camera meeting

- discussed private and confidential information as per Section 207 of the Education Act regarding the budget.

10. Communications:
 - a. External (Associations, OCSTA, Ministry): *None*
 - b. Internal (Reports from Administration):
 - i) Deferred Report: 2011-12 Special Education Budget

Trustee Soulliere suggested the board draft a letter to the Ministry of Education indicating our support of the Full Day Early Learning Program but also to stress the need for the Ministry to fully fund the program. The letter would be distributed to school boards, the Ontario Catholic School Trustees' Association, and other Ministries in anticipation to gain their support.

Trustee Soulliere requested administration to electronically send the Special Education Budget to the Special Education Advisory Committee.

Moved by Trustee Soulliere and seconded by Trustee DiMenna that the Board receive the 2011-12 Special Education Budget as information. *Carried*

11. Unfinished Business: *None*
12. New Business:
 - a. Tabled Report: 2011-12 Budget Final Approval

Moved by Trustee Favot and seconded by Trustee Holland that the Board approve the 2011-12 Budget Estimates and that administration be directed to submit the Budget Estimates to the Ministry of Education by the June 30, 2011 due date as required. *Carried*

13. Committee Reports: *None*
14. Notice of Motion: *None*
15. Pending Items
 - a. Deferred Report: Play Surface Material Standard – Rubber (*deferred from April 28, 2009*)
16. Continuation of In-Camera, if required: - Not required.
17. Future Board Meetings: *Unless stated otherwise, all meetings will be held at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor with the In-Camera Session beginning at 6:00 p.m. and the Public Session beginning at 7:00 p.m.*
 - Tuesday, August 30, 2011
 - Tuesday, September 13, 2011
 - Tuesday, September 27, 2011
 - Tuesday, October 11, 2011
 - Tuesday, October 25, 2011
 - Tuesday, November 8, 2011
 - Tuesday, November 22, 2011
 - Tuesday, December 6, 2011 – **Organizational Meeting 7:30 pm**
 - Tuesday, December 13, 2011
18. Closing Prayer – Trustee Favot closed the meeting with a prayer.
19. Adjournment - There being no further business, the Regular Board meeting of June 28, 2011 adjourned at 8:37 p.m.

Not Approved

Fred Alexander
Board Chairperson

Paul A. Picard
Director of Education & Secretary of the Board



1325 California Avenue
 Windsor, ON N9B 3Y6
 CHAIRPERSON: Fred Alexander
 DIRECTOR OF EDUCATION: Paul A. Picard

Meeting Date:
 August 30, 2011

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
 Jamie Bumbacco, Executive Superintendent of Human Resources
 Patrick Murray, Superintendent, Human Resources
 Colleen Norris, Manager of Human Resources & Policy Development

SUBJECT: ADMINISTRATIVE STAFF REPORT

RECOMMENDATION:

That the Board receive the *Administrative Staff Report* on hiring, retirement and resignation of staff dated August 30, 2011 for information.

SYNOPSIS:

BACKGROUND COMMENTS:

FINANCIAL IMPACT:

TIMELINES:

APPENDICES:

- Administrative Staff Report dated August 30, 2011

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	August 23, 2011
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	August 23, 2011
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	August 23, 2011

August 30, 2011

**Windsor-Essex Catholic District School Board
Administrative Staff Report
Public**

	Employee Name	Position	Date
HIRING	Bakic, Jessica	Early Childhood Educator	September 1, 2011
	Chauvin-Pigeon, Nicole	Early Childhood Educator	September 1, 2011
	Turner, Tina	Early Childhood Educator	September 1, 2011
	Woodman, Patricia	Sign Language Interpreter	September 1, 2011
RETIREMENT:	Cipparone, Rosa	Secondary Consultant	June 30, 2011
	Ruggaber, Frances	Elementary Teacher	July 31, 2011
	Thompson, Diane	Elementary Teacher	June 30, 2011
RESIGNATION:	Georges, Abdallah	IT Technician	July 18, 2011
	Rabideau, Christopher	Occasional Teacher	July 7, 2011



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fred Alexander
DIRECTOR OF EDUCATION: Paul A. Picard

Meeting Date:
August 30, 2011

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul Picard, Director of Education

SUBJECT: **TRUSTEE ATTENDANCE – JANUARY TO JULY 2011**

RECOMMENDATION:

That the Board receive the report *Trustee Attendance – January to July 2011* as information.

SYNOPSIS: In accordance with the Board motion of December 16, 2003, this report provides a summary of trustee and student trustee attendance at regularly scheduled board meetings during the months of January to July 2011.

BACKGROUND COMMENTS: Twelve regularly scheduled Board meetings, one Emergency regular meeting, and one Special regular Board meeting were held during the period of January to July 2011. Student Trustees were not expected to attend the Special and Emergency meetings.

The chart provided below summarizes attendance during the reporting period.

Trustee	Meetings Attended
Fred Alexander	14
Joan Courtney	12
Mary DiMenna	14
Frank Favot	14
Barbara Holland	14
John Macri	11
Bernie Mastromattei	13
Jim McMahon	13
Lisa Soulliere	14

Student Trustee 2010-11	Meetings Attended
Mackenzie Colman	12
Laura Limarzi	11

FINANCIAL IMPACT: Not applicable.

TIMELINES: The report on trustee attendance for the period of January 2011 to July 2011 will be submitted to the Board at its August 30, 2011 meeting.

APPENDICES:

- None

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	August 22, 2011
<input type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	- -
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	August 22, 2011



1325 California Avenue
 Windsor, ON N9B 3Y6
 CHAIRPERSON: Fred Alexander
 DIRECTOR OF EDUCATION: Paul A. Picard

Meeting Date:
 August 30, 2011

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul Picard, Director of Education
 Jamie Bumbacco, Executive Superintendent of Human Resources

SUBJECT: **ST. ANNE CATHOLIC SECONDARY SCHOOL –
 - Field Trip Italy and Greece, April 19 to 28, 2012**

RECOMMENDATION:

That the Board approve the St. Anne Catholic Secondary School’s field trip to Italy and Greece, April 19 to 28, 2012.

SYNOPSIS: In accordance with Board Policy SC:04 Field Trips, this report seeks Board approval for approximately 40 secondary students to travel to Italy and Greece to study physical, cultural, historical and social aspects of these two countries.

BACKGROUND COMMENTS: This field trip request is in compliance with the Field Trip policy.

FINANCIAL IMPACT: \$2,540.00 per student

TIMELINES: April 19 to 28, 2012

APPENDICES:

- Request for Approval Field Trip – SC:04 Form A
- Overall and Specific Curriculum Expectations
- Itinerary

REPORT REVIEWED BY:

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL:	Review Date: August 23, 2011
<input checked="" type="checkbox"/> EXECUTIVE SUPERINTENDENT:	Approval Date: August 22, 2011
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date: August 23, 2011



Windsor-Essex Catholic District School Board Field Trip Approval Form

Tuesday, June 14, 2011 9:28:03 AM

SC:04 Form A 2008 v.1

Send

Subject: Field Trip/Excursion Approval Form

From: Dino Quenneville

To: Beth Marshall

Darlene Carroll
Michelle Quigley
Tanya Cassidy

Teacher: Cassidy

School: St. Anne's H.S.

Destination Name: Italy and Greece

Name of Carrier: EF tours

Mode of Transportation: Plane / bus

Travel Company Involved: EF tours

Departure Date: Thu, Apr 19, 2012

Return Date: Sat, Apr 28, 2012

Time of Departure from School: 4pm

Approximate Time of Return to School: 10pm

Number of Male Students: 20

Number of Female Students: 20

Total Cost Per Student: \$2540

Personal Cost Per Student: \$2540

Grade of Students: 11 or 12

Number of Supervisors: Male: 1 Female: 2

Purpose of Trip/Excursion: Travel and Tourism: Field Study

Relationship to Students' Program/Course: *Maximum 200 characters.*

Students will study all physical, cultural, historical, and social aspects of Europe as a tourist destination.

Pre-Trip/Excursion Preparation(s) by Students: *Maximum 200 characters.*

Case studies, mapping assignments, in depth study of both Italian and Greek culture and physical geography.

Follow-up Activities Planned: *Maximum 200 characters.*

Reflective journals and post-trip assignments.

If activity is occurring over a weekend Indicate plans for students to attend a eucharistic celebration:

See Attached

Date Submitted: Mon, May 30, 2011

Teacher: Cassidy

Approval Date: Mon, May 30, 2011

Principal: Jim Minello

Approval Date: Tue, Jun 14, 2011

Superintendent: Patrick Murray

Approval Date:

Trustee (per SO):

For Same Day Local/Regional Trips/Excursions, submit request to Principal 2 weeks prior to trip/excursion. For Multiple Days Local/Regional Trips/Excursions, submit request to Superintendent 4 weeks prior to trips/excursions. For Special Trips/Excursions, submit request to Superintendent for Board approval 8 weeks prior to trip/excursion.

Send signed form to School Superintendent, school should retain a copy, Superintendent will return copy upon approval of trip/excursion. In accordance with the Municipal Freedom of Information and Protection of Privacy Act, 1989, information in forms and documents pertaining to a student registered/enrolled within the Windsor-Essex Catholic District School Board is collected under the legal authority of the Education Act and its Regulations and the Ontario Student Record Guideline, 2000.



Educational Tours

Italy and Greece | 2011-2012 sample tour schedule

(DISCLAIMER: Timings are subject to change; the above schedule is an indication of how this tour runs; components may be switched; check booking conditions for more detail.)

Day 1: Overnight flight to Europe

Depart North America today on an overnight flight to Europe.

Day 2: Arrive in Rome; Sample Menu: Italy

Upon arrival in at the airport groups should be prepared to wait up to 2 hours for consolidated groups to arrive. Transfer from Rome airport to hotel (1-2hrs).

Sample menu for Italy

FIRST COURSE: Pasta with tomato sauce

MAIN COURSE: Turkey with roasted potatoes

VEGETARIAN: Caprese Salad; Pasta with pesto

DESSERT: Fruit or Apple Cake

Please Note: These sample menus are not “a la carte”. Tour Director and Group Leader(s) will go over the choices and one item will be served at each meal for all participants.

Curriculum Connections-

Grade 11- Travel and Tourism (CGC 30)

Geographic Foundations: Space and Systems:

Overall-

- Analyse how factors such as movements of people and regional characteristics influence travel and tourism patterns;
- Explain the characteristics of the travel and tourism industry from a geographic perspective.

Specific-

Building Knowledge and Understanding

- Explain how the various components that make up the travel and tourism industry are interconnected (e.g., accommodations, attractions, types of transportation);



Educational Tours

- Identify selected factors that influence travellers' destination choices (e.g., location, accessibility, cost, safety, amenities, personal preferences).

Developing and Practicing Skills

- Determine the reasons (e.g., business, recreation, education, religion) for patterns of tourist travel within selected regions;
- Classify different types of travel and tourism (e.g., business travel, adventure tourism, ecotourism);
- Analyse the effects of human systems (e.g., transportation networks, time zones) on travel and tourism;
- Explain how tourism-related development can have a significant effect on human systems (e.g., through expansion of transportation networks, multiplier effects on the economy).

Learning Through Application

- Identify natural and human features that attract tourists to their local region.

Human-Environment Interactions:

Overall-

- Analyse the impact of different types of travel and tourism on the natural environment;

Specific-

Developing and Practising Skills

- Compare the positive and negative effects of tourism on people and the environment in selected sites or regions

Global Connections:

Overall-

- Describe global patterns of travel and tourism and the factors that influence them

Understanding and Managing Change:

Overall-

- Explain how changes and trends in society have an impact on travel and tourism patterns;
- Analyse the social, environmental, cultural, economic, and political effects of tourism-related development on a community or region;
- Evaluate the impact on travel and tourism of the plans, policies, and initiatives of governments, businesses, and other organizations.



Educational Tours

Specific-

Building Knowledge and Understanding

- Identify recent trends in travel and tourism (e.g., mass tourism, retirement travel, international business travel, government trade missions, adventure travel, ecotourism) and their effects on natural systems and the environment;
- Identify the economic, cultural, political, and environmental components of selected issues related to travel and tourism;
- Explain issues that arise when planning for tourism development within a region (e.g., the need to balance visitors' interests and those of the local community, the need to protect natural environments and historical landmarks while encouraging economic diversification).

Developing and Practising Skills

- Show how changes in technology or in its uses alter travel and tourism patterns
- Analyse some actual or potential effects of planning, policies, marketing, and advertising on travel and tourism patterns;
- Analyse the effects of political, economic, cultural, and environmental motivators and barriers on travel and tourism patterns

Learning Through Application

- Analyse how changes in lifestyles (e.g., in disposable income, amount of leisure time, attitudes) have affected travel and tourism patterns
- Explain how tourist activities may contribute to the exploitation of people.

Day 3: Sightseeing of Vatican City; sightseeing of Rome; visit Colosseum; walking tour of Rome

Meet guide at Vatican city for guided walking tour of Vatican museums and Sistine chapel (1hr30min-2hrs) and St. Peter's Basilica (45min). Tour ends with free time for lunch and chance to buy religious souvenirs (1hr). After lunch, bus takes group across city to Colosseum for guided visit (45min) followed by guided walk from Trevi fountain to Piazza Navona via Pantheon. Group will be able to see interior of Pantheon (20min). 4pm: Time to explore Piazza Navona with Tour Director (1-2hrs) before transfer to dinner. Most groups will visit the Vatican in the morning, however, on certain dates events will be reversed and the Colosseum/guided walk will happen in the morning. The Tour Director can arrange an evening bus excursion in Rome to see many of the major sites illuminated and a visit to some of the more lively piazzas.



Educational Tours

Curriculum Connections-

Geographic Foundations: Space and Systems:

Overall-

- Explain the characteristics of the travel and tourism industry from a geographic perspective.

Specific-

Building Knowledge and Understanding

- Explain how the various components that make up the travel and tourism industry are interconnected (e.g., accommodations, attractions, types of transportation);

Developing and Practicing Skills

- Determine the reasons (e.g., business, recreation, education, religion) for patterns of tourist travel within selected regions;
- Analyse the effects of human systems (e.g., transportation networks, time zones) on travel and tourism;

Learning Through Application

- Analyse the major natural, cultural, economic, and political characteristics of selected tourist regions;
- Analyse the economy of a local region to determine the multiplier effect of tourism on it;
- Identify natural and human features that attract tourists to their local region.

Human-Environment Interactions:

Overall-

- Analyse the impact of different types of travel and tourism on the natural environment;

Specific-

Building Knowledge and Understanding

- Identify selected natural and cultural World Heritage Sites and the factors responsible for their selection.

Developing and Practising Skills

- Compare the positive and negative effects of tourism on people and the environment in selected sites or regions

Learning Through Application

- Evaluate the criteria used to designate a location as a natural or cultural tourist destination (e.g., national park ,World Heritage Site);



Educational Tours

- Predict and explain the likely impact of a natural or human-caused disaster on travel and tourism in a selected region (e.g., a hurricane in a Caribbean country, an oil spill in a coastal region, a tsunami in South Asia).

Global Connections:

Overall-

- Explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions;

Specific-

Building Knowledge and Understanding

- Explain how tourists' values and practices may change local values and practices in what is known as the demonstration effect;
- Explain why it is important for tourists to respect the cultural and religious traditions of others
- Describe the types of cultural conflicts that tourists may experience in selected world regions and the reasons for these conflicts.

Developing and Practising Skills

- Describe the social, environmental, cultural, economic, and political effects of travel and tourism associated with international events (e.g., Olympics, World Cup soccer, world's fairs, World Youth Day)

Understanding and Managing Change:

Overall-

- Explain how changes and trends in society have an impact on travel and tourism patterns;
- Analyse the social, environmental, cultural, economic, and political effects of tourism-related development on a community or region;

Specific-

Developing and Practising Skills

- Show how changes in technology or in its uses alter travel and tourism patterns

Day 4: Optional excursion to Florence

This is a full-day optional excursion. 8am: Depart Rome, transfer to Florence (3hrs30min). Tour Director takes group into city square and gives time for lunch (1hr). 1pm: Meet guide for walking tour (1hr30min) including entrance inside Cathedral (Duomo). After the walking tour, the Tour Director will take the group to



Educational Tours

a local leather works showroom where they receive a brief demonstration (20min) on the leather trade in Tuscany. 4pm/4.30pm: Transfer back to Rome. Bus takes group directly to dinner. Sunday Mass at *Shrine of our Lady of the Sacred Heart*: Roman Catholic Church. (*Church subject to change*) Those not going on the optional tour have a day to explore Rome with the tour director and chaperones. They will meet the rest of the group at dinner.

Curriculum Connections-

Geographic Foundations: Space and Systems:

Overall-

- Evaluate the influence of human systems on patterns of travel and tourism and, conversely, the influence of travel and tourism on human systems;

Specific-

Building Knowledge and Understanding

- Identify and describe the different types of regions (e.g., homogeneous, functional, multi-factor, city-centred, frontier);
- Explain how the various components that make up the travel and tourism industry are interconnected (e.g., accommodations, attractions, types of transportation);
- Identify selected factors that influence travellers' destination choices (e.g., location, accessibility, cost, safety, amenities, personal preferences).

Developing and Practicing Skills

- Determine the reasons (e.g., business, recreation, education, religion) for patterns of tourist travel within selected regions;
- Explain how tourism-related development can have a significant effect on human systems (e.g., through expansion of transportation networks, multiplier effects on the economy).

Human-Environment Interactions:

Specific-

Developing and Practising Skills

- Compare the positive and negative effects of tourism on people and the environment in selected sites or regions

Learning Through Application

- Evaluate the criteria used to designate a location as a natural or cultural tourist destination (e.g., national park, World Heritage Site);



Educational Tours

Understanding and Managing Change:

Overall-

- Analyse the social, environmental, cultural, economic, and political effects of tourism-related development on a community or region;

Specific-

Building Knowledge and Understanding

- Identify recent trends in travel and tourism (e.g., mass tourism, retirement travel, international business travel, government trade missions, adventure travel, ecotourism) and their effects on natural systems and the environment;
- Explain issues that arise when planning for tourism development within a region (e.g., the need to balance visitors' interests and those of the local community, the need to protect natural environments and historical landmarks while encouraging economic diversification).

Day 5: Stop for guided visit of Capri on way to Sorrento Region

7am: Depart Rome, transfer to Naples (3hrs) and take ferry to Capri (55min). The group will take an island boat tour with guided commentary (1hr30min) for scenic photo opportunities. Guide leads group up into main town via funicular (5min) and walks them (15min) to Roman villa and gardens and gives historical information and time for photos. Walk back to main town and have time for lunch and shopping with tour director and chaperones (2hrs). Return to marina and take ferry back to Sorrento (25min-45min). Transfer to hotel and check in. Stop in Sorrento (1 hr) on the way to hotel in the Sorrento Region.

Curriculum Connections-

Geographic Foundations: Space and Systems:

Overall-

- Analyse how factors such as movements of people and regional characteristics influence travel and tourism patterns;
- Explain the characteristics of the travel and tourism industry from a geographic perspective.

Specific-

Building Knowledge and Understanding

- Explain how natural features (e.g., rivers, mountain ranges) and human criteria (e.g., political boundaries) are used to define regions;



Educational Tours

- Explain how the various components that make up the travel and tourism industry are interconnected (e.g., accommodations, attractions, types of transportation);
- Identify selected factors that influence travellers' destination choices (e.g., location, accessibility, cost, safety, amenities, personal preferences).

Developing and Practicing Skills

- Analyse the effects of human systems (e.g., transportation networks, time zones) on travel and tourism;
- Explain how tourism-related development can have a significant effect on human systems (e.g., through expansion of transportation networks, multiplier effects on the economy).

Learning Through Application

- Analyse the major natural, cultural, economic, and political characteristics of selected tourist regions;
- Analyse the economy of a local region to determine the multiplier effect of tourism on it;
- Identify natural and human features that attract tourists to their local region.

Human-Environment Interactions:

Overall-

- Explain how environmental factors affect patterns of travel and tourism;
- Analyse the impact of different types of travel and tourism on the natural environment;

Specific-

Building Knowledge and Understanding

- Identify selected natural and cultural World Heritage Sites and the factors responsible for their selection.

Developing and Practising Skills

- Compare the positive and negative effects of tourism on people and the environment in selected sites or regions

Learning Through Application

- Evaluate the criteria used to designate a location as a natural or cultural tourist destination (e.g., national park ,World Heritage Site);
- Predict and explain the likely impact of a natural or human-caused disaster on travel and tourism in a selected region (e.g., a hurricane in a Caribbean country, an oil spill in a coastal region, a tsunami in South Asia).



Educational Tours

Global Connections:

Overall-

- Compare the characteristics of selected tourist regions of the world.

Specific-

Building Knowledge and Understanding

- Explain how tourists' values and practices may change local values and practices in what is known as the demonstration effect;

Understanding and Managing Change:

Overall-

- Analyse the social, environmental, cultural, economic, and political effects of tourism-related development on a community or region;

Specific-

Developing and Practising Skills

- Show how changes in technology or in its uses alter travel and tourism patterns
- Analyse some actual or potential effects of planning, policies, marketing, and advertising on travel and tourism patterns;
- Analyse the effects of political, economic, cultural, and environmental motivators and barriers on travel and tourism patterns

Day 6: Stop for guided visit of Pompeii on way to Brindisi; night ferry to Patras, Greece

7.30am: Transfer to Pompeii (1hr). Meet guide for walking tour of ruins at Pompeii (1hr30min-2hrs). After the tour group has some time (30min-45min) to buy souvenirs. 11.30am: Depart Pompeii, transfer to Brindisi (5hrs-6hrs). Stop at motorway service station for lunch. The group needs to be at the ferry port 3hrs prior to the scheduled departure time.

Curriculum Connections-

Specific-

Building Knowledge and Understanding

- Explain how natural features (e.g., rivers, mountain ranges) and human criteria (e.g., political boundaries) are used to define regions;
- Explain how the various components that make up the travel and tourism industry are interconnected (e.g., accommodations, attractions, types of transportation);
- Identify selected factors that influence travellers' destination choices (e.g., location, accessibility, cost, safety, amenities, personal preferences).



Educational Tours

Developing and Practicing Skills

- Determine the reasons (e.g., business, recreation, education, religion) for patterns of tourist travel within selected regions;
- Classify different types of travel and tourism (e.g., business travel, adventure tourism, ecotourism);
- Analyse the effects of human systems (e.g., transportation networks, time zones) on travel and tourism;
- Explain how tourism-related development can have a significant effect on human systems (e.g., through expansion of transportation networks, multiplier effects on the economy).

Learning Through Application

- Analyse the major natural, cultural, economic, and political characteristics of selected tourist regions;
- Identify natural and human features that attract tourists to their local region.

Human-Environment Interactions:

Overall-

- Explain how environmental factors affect patterns of travel and tourism;
- Analyse the impact of different types of travel and tourism on the natural environment;

Specific-

Building Knowledge and Understanding

- Identify selected natural and cultural World Heritage Sites and the factors responsible for their selection.

Developing and Practising Skills

- Compare the positive and negative effects of tourism on people and the environment in selected sites or regions

Learning Through Application

- Evaluate the criteria used to designate a location as a natural or cultural tourist destination (e.g., national park, World Heritage Site);
- Predict and explain the likely impact of a natural or human-caused disaster on travel and tourism in a selected region (e.g., a hurricane in a Caribbean country, an oil spill in a coastal region, a tsunami in South Asia).

Global Connections:

Overall-



Educational Tours

- Describe global patterns of travel and tourism and the factors that influence them
- Explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions;
- Compare the characteristics of selected tourist regions of the world.

Specific-

Building Knowledge and Understanding

- Explain how tourists' values and practices may change local values and practices in what is known as the demonstration effect;

Understanding and Managing Change:

Overall-

- Analyse the social, environmental, cultural, economic, and political effects of tourism-related development on a community or region;

Specific-

Building Knowledge and Understanding

- Explain issues that arise when planning for tourism development within a region (e.g., the need to balance visitors' interests and those of the local community, the need to protect natural environments and historical landmarks while encouraging economic diversification).

Day 7: Transfer to Delphi; Sample Menu: Greece

Specific details depend on arrival time of ferry. Transfer Patras to Delphi (4hrs30min) including stop for lunch. Dinner at hotel.

Sample menu for Greece:

MAIN COURSE: Chicken with potatoes and salad; Pork chop with vegetables;
Buffet choices of meats, salads and vegetables

DESERT: Crème caramel or Fruit jello

Please Note: These sample menus are not "a la carte" - the Tour Director and Group Leader(s) will go over the choices and one item will be served at each meal for all participants.

Curriculum Connections-

TBD- Will depend on the organization of the day. Please see general connections.



Educational Tours

Day 8: Sightseeing of Delphi; transfer to Athens; Optional Greek Evening

8.45am: Depart hotel. Guided walking tour of site at Delphi (2hrs). Group can have a little time afterwards to explore Delphi with Tour Director and chaperones. 11.30am: Depart Delphi, transfer to Athens (4hrs). Group will stop for lunch (1hr) at a local restaurant en route (lunch not included). 5pm: Arrive Athens. Check in to hotel. (If the hotel is more than 30min from the city centre then the group will not see Athens today.) 7pm: Depart hotel for Optional Greek Evening (8-10pm). (Those not going on the optional will have dinner at the hotel.)

Curriculum Connections-

Geographic Foundations: Space and Systems:

Specific-

Building Knowledge and Understanding

- Explain how the various components that make up the travel and tourism industry are interconnected (e.g., accommodations, attractions, types of transportation);
- Identify selected factors that influence travellers' destination choices (e.g., location, accessibility, cost, safety, amenities, personal preferences).

Learning Through Application

- Analyse the major natural, cultural, economic, and political characteristics of selected tourist regions;
- Identify natural and human features that attract tourists to their local region.

Human-Environment Interactions:

Specific-

Building Knowledge and Understanding

- Identify selected natural and cultural World Heritage Sites and the factors responsible for their selection.

Developing and Practising Skills

- Compare the positive and negative effects of tourism on people and the environment in selected sites or regions

Learning Through Application

- Evaluate the criteria used to designate a location as a natural or cultural tourist destination (e.g., national park ,World Heritage Site);

Global Connections:

Overall-



Educational Tours

- Explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions;

Specific-

Building Knowledge and Understanding

- Explain why it is important for tourists to respect the cultural and religious traditions of others
- Describe the types of cultural conflicts that tourists may experience in selected world regions and the reasons for these conflicts.

Developing and Practising Skills

- Describe the social, environmental, cultural, economic, and political effects of travel and tourism associated with international events (e.g., Olympics, World Cup soccer, world's fairs, World Youth Day)

Understanding and Managing Change:

Overall-

- Explain how changes and trends in society have an impact on travel and tourism patterns;
- Analyse the social, environmental, cultural, economic, and political effects of tourism-related development on a community or region;
- Evaluate the impact on travel and tourism of the plans, policies, and initiatives of governments, businesses, and other organizations.

Specific-

Building Knowledge and Understanding

- Identify the economic, cultural, political, and environmental components of selected issues related to travel and tourism;
- Explain issues that arise when planning for tourism development within a region (e.g., the need to balance visitors' interests and those of the local community, the need to protect natural environments and historical landmarks while encouraging economic diversification).

Developing and Practising Skills

- Show how changes in technology or in its uses alter travel and tourism patterns
- Analyse some actual or potential effects of planning, policies, marketing, and advertising on travel and tourism patterns;
- Analyse the effects of political, economic, cultural, and environmental motivators and barriers on travel and tourism patterns



Educational Tours

Day 9: Sightseeing of Athens; walking tour of Athens

9am: Guided tour of Athens. Includes photo stop at 1896 Olympic stadium and drive by major sites. Final hour is on foot at the Acropolis hill to visit the Parthenon. Tour ends either at the Parthenon or in the Plaka. Parthenon included but Agora and Athenian cemetery can be visited afterwards (on same ticket).

12:30pm/1pm: Time for lunch. After lunch Tour Director will lead a walking tour (1hr) followed by free time. Return to hotel late afternoon. Dinner at hotel.

Curriculum Connections-

Geographic Foundations: Space and Systems:

Specific-

Building Knowledge and Understanding

- Explain how natural features (e.g., rivers, mountain ranges) and human criteria (e.g., political boundaries) are used to define regions;
- Identify and describe the different types of regions (e.g., homogeneous, functional, multi-factor, city-centred, frontier);
- Explain how the various components that make up the travel and tourism industry are interconnected (e.g., accommodations, attractions, types of transportation);
- Identify selected factors that influence travellers' destination choices (e.g., location, accessibility, cost, safety, amenities, personal preferences).

Developing and Practicing Skills

- Determine the reasons (e.g., business, recreation, education, religion) for patterns of tourist travel within selected regions;
- Classify different types of travel and tourism (e.g., business travel, adventure tourism, ecotourism);
- Analyse the effects of human systems (e.g., transportation networks, time zones) on travel and tourism;
- Explain how tourism-related development can have a significant effect on human systems (e.g., through expansion of transportation networks, multiplier effects on the economy).

Learning Through Application

- Analyse the major natural, cultural, economic, and political characteristics of selected tourist regions;
- Analyse the economy of a local region to determine the multiplier effect of tourism on it;
- Identify natural and human features that attract tourists to their local region.



Educational Tours

Human-Environment Interactions:

Specific-

Building Knowledge and Understanding

- Identify selected natural and cultural World Heritage Sites and the factors responsible for their selection.

Developing and Practising Skills

- Compare the positive and negative effects of tourism on people and the environment in selected sites or regions

Learning Through Application

- Evaluate the criteria used to designate a location as a natural or cultural tourist destination (e.g., national park ,World Heritage Site);

Global Connections:

Overall-

- Compare the characteristics of selected tourist regions of the world.

Specific-

Building Knowledge and Understanding

- Explain how tourists' values and practices may change local values and practices in what is known as the demonstration effect;
- Explain why it is important for tourists to respect the cultural and religious traditions of others
- Describe the types of cultural conflicts that tourists may experience in selected world regions and the reasons for these conflicts.

Developing and Practising Skills

- Compare rates of tourism and tourist spending for selected countries;
- Describe the social, environmental, cultural, economic, and political effects of travel and tourism associated with international events (e.g., Olympics, World Cup soccer, world's fairs, World Youth Day)

Learning Through Application

- Report on the role played by international organizations in encouraging interaction among peoples of the world (e.g., World Tourism Organization [WTO], International Olympic Committee [IOC])

Understanding and Managing Change:

Overall-

- Analyse the social, environmental, cultural, economic, and political effects of tourism-related development on a community or region;



Educational Tours

- Evaluate the impact on travel and tourism of the plans, policies, and initiatives of governments, businesses, and other organizations.

Specific-

Building Knowledge and Understanding

- Identify the economic, cultural, political, and environmental components of selected issues related to travel and tourism;
- Explain issues that arise when planning for tourism development within a region (e.g., the need to balance visitors' interests and those of the local community, the need to protect natural environments and historical landmarks while encouraging economic diversification).

Developing and Practising Skills

- Analyse some actual or potential effects of planning, policies, marketing, and advertising on travel and tourism patterns;
- Analyse the effects of political, economic, cultural, and environmental motivators and barriers on travel and tourism patterns

Day 10: [Flight home for those not going on the extension];

General Curriculum Connections met throughout the course of the tour-

Geographic Foundations: Space and Systems:

Overall-

- Explain themes and concepts related to regional geography, including region, pattern, movement, and interaction;
- Evaluate the influence of human systems on patterns of travel and tourism and, conversely, the influence of travel and tourism on human systems;
- Analyse how factors such as movements of people and regional characteristics influence travel and tourism patterns;
- Explain the characteristics of the travel and tourism industry from a geographic perspective.

Specific-

Building Knowledge and Understanding

- Identify and describe the different types of regions (e.g., homogeneous, functional, multi-factor, city-centred, frontier);
- Explain how the various components that make up the travel and tourism industry are interconnected (e.g., accommodations, attractions, types of transportation);
- Identify selected factors that influence travellers' destination choices (e.g., location, accessibility, cost, safety, amenities, personal preferences).



Educational Tours

Developing and Practicing Skills

- Determine the reasons (e.g., business, recreation, education, religion) for patterns of tourist travel within selected regions;
- Analyse the effects of human systems (e.g., transportation networks, time zones) on travel and tourism;
- Explain how tourism-related development can have a significant effect on human systems (e.g., through expansion of transportation networks, multiplier effects on the economy).

Learning Through Application

- Analyse the major natural, cultural, economic, and political characteristics of selected tourist regions;
- Analyse the economy of a local region to determine the multiplier effect of tourism on it;
- Identify natural and human features that attract tourists to their local region.

Human-Environment Interactions:

Overall-

- Explain how environmental factors affect patterns of travel and tourism;
- Analyse the impact of different types of travel and tourism on the natural environment;
- Evaluate the effectiveness of programs and initiatives designed to manage and protect the resources on which tourism is based.

Specific-

Building Knowledge and Understanding

- Identify selected natural and cultural World Heritage Sites and the factors responsible for their selection.

Developing and Practising Skills

- Compare the positive and negative effects of tourism on people and the environment in selected sites or regions

Learning Through Application

- Evaluate the criteria used to designate a location as a natural or cultural tourist destination (e.g., national park ,World Heritage Site);
- Predict and explain the likely impact of a natural or human-caused disaster on travel and tourism in a selected region (e.g., a hurricane in a Caribbean country, an oil spill in a coastal region, a tsunami in South Asia).



Educational Tours

Global Connections:

Overall-

- Describe global patterns of travel and tourism and the factors that influence them
- Explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions;
- Compare the characteristics of selected tourist regions of the world.

Specific-

Building Knowledge and Understanding

- Explain how tourists' values and practices may change local values and practices in what is known as the demonstration effect;
- Explain why specific countries have favourable (e.g., Spain, Italy) and unfavourable (e.g., Germany, Korea) tourism trade balances;
- Explain why it is important for tourists to respect the cultural and religious traditions of others
- Describe the types of cultural conflicts that tourists may experience in selected world regions and the reasons for these conflicts.

Developing and Practising Skills

- Describe the social, environmental, cultural, economic, and political effects of travel and tourism associated with international events (e.g., Olympics, World Cup soccer, world's fairs, World Youth Day)

Understanding and Managing Change:

Overall-

- Explain how changes and trends in society have an impact on travel and tourism patterns;
- Analyse the social, environmental, cultural, economic, and political effects of tourism-related development on a community or region;
- Evaluate the impact on travel and tourism of the plans, policies, and initiatives of governments, businesses, and other organizations.

Specific-

Building Knowledge and Understanding

- Identify the economic, cultural, political, and environmental components of selected issues related to travel and tourism;
- Explain issues that arise when planning for tourism development within a region (e.g., the need to balance visitors' interests and those of the local community, the need to protect natural environments and historical landmarks while encouraging economic diversification).



Educational Tours

Developing and Practising Skills

- Show how changes in technology or in its uses alter travel and tourism patterns
- Analyse some actual or potential effects of planning, policies, marketing, and advertising on travel and tourism patterns;
- Analyse the effects of political, economic, cultural, and environmental motivators and barriers on travel and tourism patterns

Learning Through Application

- Explain how tourist activities may contribute to the exploitation of people.

Methods of Geographic Inquiry and Communication:

Overall-

- Communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.

Specific-

Research

- Develop and use appropriate questions to focus a geographic inquiry on a topic or issue in travel and tourism;
- Gather geographic information from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., books and journals, mainstream and alternative media, CD-ROMs, the Internet) to research a topic or issue related to travel, tourism, or regional geography;
- Identify the educational requirements, job descriptions, current opportunities, and future prospects for selected careers related to the travel and tourism industry.

Interpretation and Analysis

- Distinguish among opinion, argument, and fact in research sources;

Communication

- Use appropriate terminology (e.g., *region, pattern, spatial interaction, multiplier effect, demonstration effect, regional planning*) when communicating results of geographic inquiries.

(DISCLAIMER: Timings are subject to change; the above schedule is an indication of how this tour runs; components may be switched; check booking conditions for more detail.)

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Educational Tours

NOTE- The curriculum information below contains potential curriculum links for EF's Italy and Greece and is based on the Ontario Curriculum: Canadian and World Studies, Grade 11. The information presented is not inclusive of all provincial curriculum expectations and does not take into account prior learning, individual learning needs, in-class delivery of required curriculum or cross-curricular associations.

This information is accurate as of July 31, 2011 and subject to change based on revisions of the Provincial Curriculum.



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fred Alexander
DIRECTOR OF EDUCATION: Paul A. Picard

Meeting Date:
August 30, 2011

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Cathy Geml, Associate Director of Education
Sharon O'Hagan-Wong, Superintendent of Education

SUBJECT: **ASSUMPTION CATHOLIC SECONDARY SCHOOL
FIELD TRIP TO MONTEVERDE COSTA RICA**

RECOMMENDATION:

That the Board approve the Assumption Catholic Secondary School field trip to Monteverde Costa Rica, Saturday, June 9, 2012 – Saturday, June 16, 2012.

SYNOPSIS: In accordance with Board Policy SC:04 Field Trips, this report seeks Board approval for (15) fifteen students in Grade 12 to study the Tropical Ecosystem.

BACKGROUND COMMENTS: This trip will demonstrate several units such as Ecosystems, diversity of living things, climate change, plant and animal structures.

FINANCIAL IMPACT: Approximately \$1,700 per student

TIMELINES: Saturday June 9, 2012 – Saturday June 16, 2012

APPENDICES:

- Request for Approval of Field Trip – SC:04 Form A
- Itinerary

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date: June 27, 2011
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date: June 27, 2011
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date: June 27, 2011



Windsor-Essex Catholic District School Board Field Trip Approval Form

Thursday, June 23, 2011 9:27:07 AM

SC:04 Form A 2008 v.1

Send

Subject: Field Trip/Excursion Approval Form

From: Sharon O'Hagan-Wong

To: Terri Maitre

Joseph Ibrahim
Maurice Bottos

Teacher: Mr. Maurice Bottos

School: Assumption College School

Destination Name: Monteverde, Costa Rica

Name of Carrier:

Mode of Transportation: Plane, Bus

Travel Company Involved:

Departure Date: Sat, Jun 09, 2012

Return Date: Sat, Jun 16, 2012

Time of Departure from School: Approx. 6 AM

Approximate Time of Return to School: 11 PM

Number of Male Students: 7

Number of Female Students: 8

Total Cost Per Student: 1700.00

Personal Cost Per Student: 1700.00

Grade of Students: 12

Number of Supervisors: Male: 1 Female: 2

Purpose of Trip/Excursion: Ecological Field Studies

Relationship to Students' Program/Course: *Maximum 200 characters.*

Students will study the Tropical Ecosystem. See attached,

Pre-Trip/Excursion Preparation(s) by Students: *Maximum 200 characters.*

Students study different ecosystems in their science courses. See attached

Follow-up Activities Planned: *Maximum 200 characters.*

Students complete a detailed booklet on the Cloud forest and Lowland rain forest ecosystems that are submitted for evaluation.

If activity is occurring over a weekend Indicate plans for students to attend a eucharistic celebration:

Student will attend mass in Santa Elena on Sunday June 11, 2012

Date Submitted: Thu, Jun 16, 2011

Teacher:

Approval Date: Wed, Jun 22, 2011

Principal: Joseph Ibrahim

Approval Date:

Superintendent:

Approval Date:

Trustee (per SO):

For Same Day Local/Regional Trips/Excursions, submit request to Principal 2 weeks prior to trip/excursion. For Multiple Days Local/Regional Trips/Excursions, submit request to Superintendent 4 weeks prior to trips/excursions. For Special Trips/Excursions, submit request to Superintendent for Board approval 8 weeks prior to trip/excursion.

Send signed form to School Superintendent, school should retain a copy, Superintendent will return copy upon approval of trip/excursion. In accordance with the Municipal Freedom of Information and Protection of Privacy Act, 1989, information in forms and documents pertaining to a student registered/enrolled within the Windsor-Essex Catholic District School Board is collected under the legal authority of the Education Act and its Regulations and the Ontario Student Record Guideline, 2000.

2012 Proposed Costa Rica Program

The following information is in regards to a proposed Scientific Education Program at the Monteverde Research Station in Costa Rica.

Dates: June 9 to June 16, 2012

Participants: Students: 15
Chaperones: Mr. Maurice Bottos plus 2 other chaperones (one male and one female or two females)

Location: Monteverde Biological Station, Costa Rica. This station is situated in a 1500 ha tropical mountain rain forest. It provides an ideal area for tropical research for all students from high school to Ph.D levels. An extensive trail system has been developed and maintained by the station staff.

Lodging/Meals:

All participants will stay in a dormitory style room at the Research Station (4 students per room). Three meals a day will be provided by the station.

Itinerary: See attached.

Rationale: To provide students with a unique opportunity to:

1. Perform field research on a high elevation tropical ecosystem.
2. Develop research skills, gather knowledge and develop field skills essential to post secondary education.
3. Gain a better understanding of the complexity and importance of the Rain Forest to the local environment and people of Costa Rica, as well as on a global scale.

Student Field Studies:

Each student is to complete an extensive field booklet. Topics may include: plant, tree, insect and bird diversity studies, leaf litter studies, climatological and geothermal studies etc... (no aquatic studies). Please see attached pages for related curriculum outcomes. Students will work in groups of 3 or 4. No student will work without the supervision of a chaperone.

Student Preparation:

The following will be provided:

1. All students will receive an extensive list of necessary clothing, equipment, etc...
2. Seminars with the parents & students to;

- a) Show slides, videos, books, maps, etc.... of the region.
- b) Answer questions and concerns of the trip and region.
- c) Discuss field studies and student expectations.

Cost: Approximately \$1700 CDN per student.

All students will be extensively involved in fund raising. Any costs not covered by fund raising will be covered by each student.

Health Insurance

All participants will be encouraged to purchase extra out of country health insurance to supplement their OHIP coverage.

Why Costa Rica and Monteverde Research Station.

Costa Rica is a peaceful country with no history of political or military unrest. It is also a world leader in promoting habitat conservation and it has some of the richest diversity of flora and fauna in Central America. Monteverde Research Station is Canadian owned, well equipped and at the centre of tropical ecology studies in Central Costa Rica.

If you have any questions or concerns, feel free to contact us at 519-256-7801. I would be glad to attend any meeting to discuss this proposal.

Sincerely,

Maurice Bottos

Costa Rica Itinerary 2012 *

	Saturday June. 9	Sunday June 10	Monday June 11	Tuesday June 12	Wednesday June 13	Thursday June 14	Friday June 15
Breakfast		0700-0730	0700-0730	0700-0730	0700-0730	0600-0630	0730
A.M. Activity	0700 Departure to San Jose Costa Rica	0730 Hike around Monteverde Biological Station, Primary Cloud Forest 1200 Attend Mass in Santa Elena	0730 Travel to Monteverde Private Reserve. Guided Hike	0730 Travel to and hike the El Tigra Reserve Trails	0730 Coffee Plantation Tour or Extreme hike	0700 Primary & Secondary forest lowland hike	0800 Depart Hacienda Guachipelin Tubing down the Rio Negro
Lunch		1330-1430	1300-1330	1300-1330	1200-1300	1200-1300	1200-1300
P.M. Activity	1330 arrival Depart for Monteverde research station	Go into the town of Santa Elena to visit snake, amphibian and insect museum	Horseback riding and Hot spring activity	Sky Walk Canopy Hike Sky track (zip line) Canopy activity	Leave for Ricon del la Vieja Visit School Arrive at Hacienda Guachipelin	Hike to La Cangreja waterfalls Hike to Orapendula Waterfalls	Depart for San Jose. Hotel Best Western Irazu
Dinner	1930	1800	1800	1800	1800	1900	1900
Evening Activity	2030-2300 Set up Night Entomological Studies	1900-2300 Run Night Entomological Studies	1900-2300 Run Night Entomological Studies	1900-2300 Run Night Entomological Studies	1900-2300 Run Night Entomological Studies	1900-2300 Run Night Entomological Studies	Prepare for early morning departure.

* Due to unpredictable weather the daily activities may be modified.

OVERALL AND SPECIFIC CURRICULUM Outcomes 2012 COSTA RICA Trip

SNC 1D- Biology: Sustainable Ecosystems

Overall Expectations, students will:

- demonstrate an understanding of the dynamic nature of ecosystems, including the relationship between ecological balance and the sustainability of life; (*Entomology study, Monteverde Cloudforest Preserve*)
- investigate factors that affect ecological systems and the consequences of changes in these factors; (*Entomology study*)
- analyse issues related to environmental sustainability and the impact of technology on ecosystems (*Entomology study, Monteverde Cloudforest Preserve, Selvatour, Tubing Activity*)

Specific Expectations, students will:

- examine the factors (natural and external) that affect the survival and equilibrium of populations in an ecosystem (*Entomology study, El tegra Reserve, Selvatours*)
- examine how abiotic factors affect the survival and geographical location of biotic communities (*Entomology study, El tegra Reserve*)
- compare a natural and a disturbed ecosystem and suggest ways of assuring their sustainability (*Cloud Forest Study, El tegra Reserve, Cloud Forest School*)
- demonstrate the skills required to plan and conduct an inquiry into ecological relationships, using instruments, apparatus, and materials safely and accurately, and controlling major variables and adapting or extending procedures where required; (*Entomological Study*)

SBI 3U: Classifications of Living Things

Overall Expectations, students will:

- demonstrate an understanding of the diversity of living organisms through applying the concepts of phylogeny and taxonomy to the kingdoms of life and viruses; (**Ecology Booklet**)
- use techniques of sampling and classification to illustrate the fundamental principles of taxonomy; (**Ecology Booklet**)
- locate, select, analyse, and integrate information on topics under study, working independently and as part of a team, and using appropriate library and electronic research tools, including Internet sites; (**Ecology Booklet**)

Specific Expectations, students will:

- demonstrate, through applying classification techniques and terminology, the usefulness of the system of scientific nomenclature in the field of taxonomy.
- classify representative organisms from each of the kingdoms (**Ecology Booklet**)
- use appropriate sampling procedures to collect various organisms and classify them following the principles of taxonomy. (*Entomology study*)

Overall Expectations, students will:

- investigate, analyse, and evaluate populations, their interrelationships within ecosystems, and their effect on the sustainability of life on this planet; (*Entomology study, Monteverde Cloudforest Preserve, El tegra Reserve*)

Specific Expectations students will:

- explain, using examples, the process of adaptation of individual organisms to their environment (*Entomology study, Monteverde Cloudforest Preserve*)
- explain the concepts of interaction (e.g., competition, predation, defence mechanisms, symbiotic relationships, parasitic relationships) among different species of animals and plants; (*Monteverde Cloudforest Preserve*)
- compare and explain the fluctuation of a population of a species of plant, wild animal, and micro-organism, with an emphasis on such factors as carrying capacity, fecundity, and predation; (*Monteverde Cloudforest Preserve*)

SES4U: Overall Expectations: By the end of this course, students will:

- identify the processes at work within the Earth (e.g., plate tectonics, earthquakes, volcanism) and on its surface (e.g., running water, weathering and erosion, mass wasting, glaciation), and describe the role of both types of processes in shaping the Earth's surface; (*Ricon Del La Veiga National Park*)
- demonstrate an understanding of the interrelationships between internal and surficial Earth processes and the ways in which they affect human activity. (*Ricon Del La Veiga National Park*)

Specific Expectations : students will:

- document and explain, through investigation, examples of the complex interconnectedness of physical, chemical, and biological processes as they apply to the Earth. (*Ricon Del La Veiga National Park*)
- identify major areas of tectonic activity in the world, drawing on information about the relationship between earthquakes, volcanoes, and plate boundaries (*Ricon Del La Veiga National Park*)



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fred Alexander
DIRECTOR OF EDUCATION: Paul A. Picard

Meeting Date:
August 30, 2011

BOARD REPORT

Public **In-Camera**

PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul Picard, Director of Education
Mario Iatonna, Executive Superintendent of Business
Paulette Littlejohns, Senior Manager, Facilities & Support Services

SUBJECT: **COMMUNITY USE OF SCHOOLS PROPOSED RATE INCREASES**

RECOMMENDATION:

That the Board approve increase rental rates for Community Use of Schools as outlined in Appendices "A" (Not-For-Profit Groups) and "C" (For Profit Groups) effective September 1, 2011.

SYNOPSIS: This report is being submitted to the Board for consideration of increasing rental rates for Community Use of Schools.

BACKGROUND COMMENTS: The Community Use of Schools Program is a government program established in 2004 to provide assistance to District School Boards to increase affordable access for Not-For-Profit Groups to both indoor and outdoor school space. Community Use of Schools for the Windsor–Essex Catholic District School Board is governed by policy A:03 Community Use of Schools and Procedures Pr:A:03.

The allocation for the 2010-11 school year was \$298,893.

In the past few years, the costs to run this program have exceeded the Ministry of Education funding allocation:

2008-09 – costs exceeded funding by \$82,561

2009-10 – costs exceeded funding by \$86,901

Factors that affect the differences are the number of summer rentals, use of facilities when custodial overtime is required (i.e. Saturdays) and insufficient funding from the Ministry.

Administration has requested an increase in funding for Community Use of Schools. The Board has been allocated \$301,377 for 2011-12, however, based on our past usage, the costs will again exceed funding.

In order to offset the costs, Administration is recommending that the rental rates be increased effective September 1, 2011. Across the province many Boards have had to increase their rates including the Greater Essex County District School Board which is increasing rates September 1, 2011.

Appendix "A" outlines the proposed rental rates while Appendix "B" is our current pricing. It is recommended that three (3) categories be established for Not-For-Profit organizations. This is consistent with the Ministry's suggestions at the time Community Use of Schools initiatives were implemented. Currently, the Board has one rate charged to all Not-For-Profit groups. In addition, the Board currently has a monthly rate and a single use rate fee structure. This proposed structure reflects one rate regardless of the frequency of usage.

It is also recommended that the groups be charged 60% of custodial overtime when overtime is required. Currently the Board waives all custodial overtime to Not-For-Profit groups on Saturdays and, therefore, 100% of the custodial overtime plus benefits is charged to the CUS grant.

To be consistent, Administration also recommends an increase in For-Profit groups and has attached a proposed fee schedule (Appendix "C") and current schedule (Appendix "D").

Although this is somewhat short notice, Administration has contacted our user groups to advise them that the Board is considering increasing the rates and we have also included this message on our web-site. The Board's rental rates are covered in procedures and do not require a change in Policy. Facilities Services is currently working with the Manager of Human Resources and Policy Development in reviewing Policy A:03.

FINANCIAL IMPLICATIONS:

Based on the average usage of our facilities over the past three years, the change in Not-For-Profit rental rates as described above would reflect a revenue of approximately \$97,000.

TIMELINES:

New rates to be effective September 1, 2011.

APPENDICES:

Appendix "A" – Proposed Not-For-Profit Rental Fee Schedule

Appendix "B" – Current Not-For-Profit Rental Fee Schedule

Appendix "C" – Proposed For-Profit Rental Fee Schedule

Appendix "D" – Current For-Profit Rental Fee Schedule

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	August 23, 2011
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	August 23, 2011
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	August 23, 2011



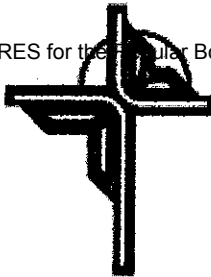
PROPOSED

**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
 NOT-FOR-PROFIT GROUPS
 RENTAL FEE SCHEDULE**

Effective: September 2011

FACILITY	USAGE	92% Discount Parish/Diocesan Activities; Registered Charitable Organizations for youths under the age of 18 or under the age of 28 for disabled groups	65% Discount Not for Profit Children's Sport & Recreation Service Providers - for youths under the age of 18 or under the age of 28 for disabled groups	40 % Discount Not for Profit Adult and Senior Groups and Charitable Groups - as determined by WECDSB	Board Costs (100%) Not-for-Profit Groups
		Classification B & C	Classification D	Classification E	
Single Gymnasium		\$0.82 per hour	\$3.57 per hour	\$6.12 per hour	\$10.21 per hour
Double Gymnasium		\$1.63 per hour	\$7.15 per hour	\$12.25 per hour	\$20.42 per hour
Triple Gymnasium		\$2.45 per hour	\$10.72 per hour	\$18.38 per hour	\$30.63 per hour
Auditoriums	Performance nights	\$1.16 plus lights and technician per hour	\$5.05 plus lights and technician per hour	\$8.66 plus lights & technician per hour	\$14.44 plus lights and technician per hour
	Rehearsal nights	\$1.16 per hour	\$5.05 per hour	\$8.66 per hour	\$14.44 per hour
Cafeteria/Cafetorium		\$1.14 per hour	\$4.98 per hour	\$8.53 per hour	\$14.22 per hour
Classroom		\$0.52 per hour	\$2.30 per hour	\$3.95 per hour	\$6.59 per hour
Fields / Grounds	Per 2-hour time slot	\$1.00	\$1.00	\$1.00	
Parking Lots	Per 2-hour time slot	\$1.00	\$1.00	\$1.00	
Custodial Overtime Per Hour Costs 3% increase Jan.1, 2012	40% discount provided to not-for- profit groups	\$23.20 \$30.92	\$23.20 \$30.92	\$23.20 \$30.92	Time+Half \$38.66 Double \$51.54

- NOTES:**
1. Plus \$50 security deposit (if applicable)
 2. Plus \$15 processing fee per location
 3. Where applicable, cost of custodial OT will be charged at the appropriate rate
 4. NSF fee of \$25 will be charged (if applicable)
 5. An amendment fee of \$25 will be charged (if applicable)
 6. A cancellation fee of \$25 will be charged if contract is canceled by the group
 7. \$75 lighting fee
 8. \$15 /hour per technician
 9. HST will be applied to all fees
 10. Proof of liability insurance naming Windsor-Essex Catholic DSB as an additional insured (minimum \$2,000,000) is required
- * Discounted rates for not-for-profit groups are based on a subsidy received by the government.



RENTAL FEE SCHEDULE – 'A' for Classification B, C, D and E user groups

SCHEDULE A: COMMUNITY (NON-PROFIT)

Pr A:03

Unless otherwise agreed by the Board, the following rates shall apply:

<u>FACILITY</u>	<u>COST PER USE</u>	<u>* MONTHLY RATE</u>
GYMNASIUM Elementary	\$1.67/hr/gymnasium	\$.63/hr/gymnasium
Secondary	\$1.67/hr/gymnasium	\$.63/hr/gymnasium

All double/triple gymnasiums shall be rented on a per gymnasium basis.

* Rate is based on a minimum of four weeks per month and a one two-hour period per week.

AUDITORIUM

- | | |
|---|----------------------------|
| 1. Holy Names and Cardinal Carter | \$200 (+ additional costs) |
| 2. Catholic Central and F. J. Brennan | \$125 (+ additional costs) |
| 3. St. Joseph and St. Anne (Cafetorium) | \$200(+ additional costs) |

CAFETERIA (not including St. Joseph or St. Anne cafeteriums)	\$45 (+ additional costs)
---	---------------------------

CLASSROOM (without computers)	\$5.00/hr. to a daily maximum Rate of \$25 (+ additional costs)
--------------------------------------	--

ADDITIONAL COSTS (where applicable)

1. \$50 security deposit per site or \$200 security deposit for Auditorium
2. \$150 key deposit
3. \$15 processing fee per location (maximum \$100 for multiple locations)
4. GST
5. \$75 lighting fee
6. \$15/hr. per technician
7. Custodial overtime shall be waived for rentals Monday-Thursday and Saturday. Approved Friday and Sunday rentals will be on a cost recovery basis and include all applicable custodial overtime.
8. NSF fee of \$25 will be charged as required
9. An amendment fee of \$25 will be charged (Each request for amendment made by the user group after the execution of the rental contract will be charged on a per request basis.)
10. A cancellation fee of \$25 will be charged if contract is cancelled by the group.

Procedure Pr A: 03 Procedure for the Community Use of Schools

Pr A:03

SCHEDULE A

OUTDOOR FACILITIES

Parking Lots \$1.00 per usage*

Soccer Fields, Athletic Tracks,
Baseball Diamonds \$1.00 per usage*

* Rate is based on a 2-hour period. Rental of outdoor facilities shall be in 2-hour blocks.



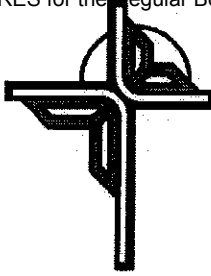
PROPOSED

**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD
FOR-PROFIT GROUPS
RENTAL FEE SCHEDULE**

Effective: September 2011

FACILITY	USAGE	For Profit Groups (Classification F User Groups)
Single Gymnasium		\$15.31 per hour
Double Gymnasium		\$30.62 per hour
Triple Gymnasium		\$45.93 per hour
Auditoriums	Performance nights	\$21.66 plus lights and technician per hour
	Rehearsal nights	\$21.66 per hour
Cafeteria/Cafetorium		\$21.33 per hour
Classroom		\$9.89 per hour
Fields / Grounds	Per 2-hour time slot	\$5.00
Parking Lots	Per 2-hour time slot	\$25.00
Custodial Overtime Per Hour Costs 3% increase Jan. 1, 2012		Time+Half \$38.66
		Double \$51.54

- NOTES:**
1. Plus \$150 security deposit (if applicable)
 2. Plus \$15 processing fee per location
 3. Where applicable, cost of custodial OT will be charged at the appropriate rate
 4. NSF fee of \$25 will be charged (if applicable)
 5. An amendment fee of \$25 will be charged (if applicable)
 6. A cancellation fee of \$25 will be charged if contract is canceled by the group
 7. \$75 lighting fee
 8. \$15 /hour per technician
 9. HST will be applied to all fees
 10. Proof of liability insurance naming Windsor-Essex Catholic DSB as an additional insured (minimum \$2,000,000) is required
- * Discounted rates for not-for-profit groups are based on a subsidy received by the government.



Windsor-Essex Catholic District School Board

RENTAL FEE SCHEDULE 'B' for Classification F User Groups**SCHEDULE B: COMMUNITY (FOR-PROFIT)****Pr A:03**

Unless otherwise agreed by the Board, the following rates shall apply:

<u>FACILITY</u>	<u>COST PER USE</u>	<u>*MONTHLY RATE</u>
GYMNASIUM Elementary	\$25/hr/gymnasium	\$9.38/hr/gymnasium
Secondary	\$40/hr/gymnasium	\$15/hr/gymnasium

All double/triple gymnasiums shall be rented on a per gymnasium basis.

* Rate is based on a minimum four weeks per month and a one two-hour period per week.

AUDITORIUM

- | | | |
|----|--------------------------------------|----------------------------|
| 1. | Holy Names and Cardinal Carter | |
| | Performance Nights | \$310 (+ additional costs) |
| | Rehearsal Nights | \$200 (+ additional costs) |
| 2. | Catholic Central and F. J. Brennan | |
| | Performance Nights | \$175 (+ additional costs) |
| | Rehearsal Nights | \$125 (+ additional costs) |
| 3. | St. Joseph and St. Anne (Cafetorium) | |
| | Performance Nights | \$310 (+additional costs) |
| | Rehearsal Nights | \$200 (+additional costs) |

CAFETERIA (not including St. Joseph or St. Anne cafeteriums) \$90 (+ additional costs)

CLASSROOM (without computers) \$12.00/hr. to a daily maximum
Rate of \$50 (+ additional costs)

ADDITIONAL COSTS (where applicable)

1. \$150 security deposit per site or \$200 security deposit for Auditorium
2. \$150 key deposit
3. \$15 processing fee per location (maximum \$100 for multiple locations)
4. GST
5. Custodial overtime will be charged at the appropriate rate
6. \$75 lighting fee
7. \$15/hr. per technician
8. NSF fee of \$25 will be charged as required
9. An amendment fee of \$25 will be charged (Each request for amendment made by the user group after the execution of the rental contract will be charged on a per request basis.)

Procedure Pr A: 03 Procedure for the Community Use of Schools

Pr A:03

SCHEDULE B

10. A cancellation fee of \$25 will be charged if contract is cancelled by the group.

OUTDOOR FACILITIES

Parking Lots \$25.00 per usage*

Soccer Fields, Athletic Tracks,
Baseball Diamonds \$ 5.00 per usage*

* Rate is based on a 2-hour period. Rental of outdoor facilities shall be in 2-hour blocks.



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fred Alexander
DIRECTOR OF EDUCATION: Paul A. Picard

Meeting Date:
August 30, 2011

BOARD REPORT

Public **In-Camera**
PRESENTED FOR: Information Approval

PRESENTED BY: Senior Administration

SUBMITTED BY: Paul A. Picard, Director of Education
Mario Iatonna, Executive Superintendent of Business

SUBJECT: **EMPLOYEE BENEFITS CONSULTANT COMMITTEE
– NOTES FROM THE MEETING OF JUNE 20, 2011**

RECOMMENDATION:

**That the Board receive the Notes from the Employee Benefits
Consultant Committee meeting of June 20, 2011 as information.**

SYNOPSIS: In accordance with the Board By-Laws, committees are to report meeting activities either verbally or in writing. Notes from the June 20, 2011 Employee Benefits Consultant Committee meeting are attached.

BACKGROUND COMMENTS:

The Employee Benefits Consultant Committee was established by Board resolution at the May 8, 2006 in-camera meeting of the Board.

FINANCIAL IMPACT: None.

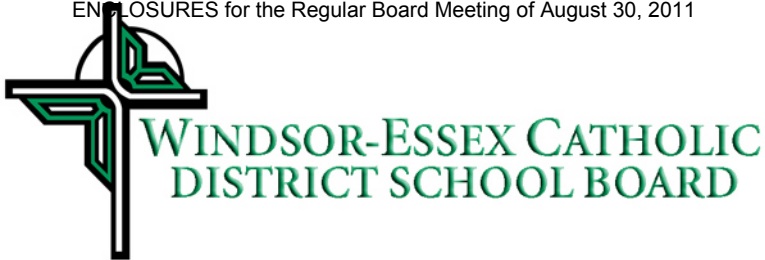
TIMELINES: None.

APPENDICES:

- Notes from the June 20, 2011 Employee Benefit Committee Meeting.

REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL:	Review Date:	August 23, 2011
<input checked="" type="checkbox"/>	EXECUTIVE SUPERINTENDENT:	Approval Date:	August 23, 2011
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	August 23, 2011



1325 California Avenue
Windsor, ON N9B 3Y6
CHAIRPERSON: Fred Alexander
DIRECTOR OF EDUCATION: Paul A. Picard
Telephone: (519) 253-2481 FAX: (519) 985-2924

EMPLOYEE BENEFIT COMMITTEE

Thursday, June 20, 2011 at 10:30 a.m.
Windsor Essex Catholic Education Centre
1325 California Avenue, Windsor
St. Thomas Aquinas Meeting Room

NOTES

PRESENT:

Trustee Committee Member: F. Alexander

Administration: S. Ficon

Guest: Kirk Ryan, Representative from Mosey & Mosey

Regrets: B. Holland, Trustee
M. Iatonna, Executive Superintendent of Business

Recorder: D. Steffens

1. Call to Order and Opening Prayer – Trustee Alexander called the meeting to order at 3:15 p.m. and opened with a prayer.
2. Recording of Attendance – B. Holland and M. Iatonna sent regrets.
3. Approval of Agenda/Questions Pertaining to Agenda – Approved.
4. Disclosure of Interest – None.
5. *Motion to Move In-Camera*
Moved by Trustee Alexander that pursuant to the Education Act – Section 207 and as authorized by Board By-Law 4:15/5, the Employee Benefits Committee go into a meeting which is closed to the public to discuss contractual matters and other personnel matters.
Carried. (The Employee Benefit Committee moved in-camera at 3:15 p.m.)

Moved by Trustee Alexander that the Employee Benefit Committee move out of in-camera at 4:06 p.m. *Carried.*
6. Other Business/Questions: None.
7. Future Scheduled Meeting Dates: To Be Determined
8. Closing Prayer and Adjournment – The meeting adjourned at 4:06 p.m.

Distribution: Employee Benefits Committee Members, Administrative Resource to the Committee:
M. Iatonna, S. Ficon