



# Halton District School Board

## HALTON DISTRICT SCHOOL BOARD

J.W. Singleton Education Centre, 2050 Guelph Line, Burlington, Ontario

Wednesday, December 7, 2011

**Public Session: 7 p.m.** (Private Session begins at 6 p.m., preceding Public Session)

### PUBLIC SESSION AGENDA

<b>1.0 – Opening</b>		<i>estimated time</i>	<i>page</i>
1.1	Welcome, Call to Order and Roll Call	2 mins.	
1.2	Approval of the Agenda	3 mins.	
1.3	Declarations of Possible Conflict of Interest	2 mins.	
1.4	Election of the Chair		
1.5	Presentation of Gavel of Office		
1.6	Election of the Vice Chair		
1.7	Inaugural Address of the Chair		
<b>2.0 – Delegations / Presentations</b>			
2.1	Presentations		
2.2	Delegations	5 minutes each ( <i>info distributed to trustees only</i> )	
	2.2.1 Laura Klemenchuk – TA Blakelock Field		
2.3	Acknowledgement of Delegations by the Chair		
<b>3.0 – Ratification / Action</b>		<i>estimated time</i>	<i>page</i>
3.1	Minutes of the Regular and Special Meetings	5 mins	
	3.1.1 Halton District School Board Meeting, November 16 and 30, 2011		page 2
	3.1.2 Halton District School Board Special Meeting, November 30, 2011		page 7
3.2	Approval of Business Transacted in Private Session	3 mins.	
3.3	Order Paper	2 mins.	page 9
3.4	Action Items	10 mins. ea.	
	3.4.1 Strategic Plan 2012-15 (D. Euale) – Report 11169		p.10/Nov.16
	3.4.2 Update: Operational Plans 2011-12 (J. Blackwell, D. Euale) – Report 11171		p 22/Nov. 16
	3.4.3 LTAP Update (L. Veerman, D. Renzella) – Report 11180		page 11
<b>4.0 – Communication to the Board</b>		<i>page</i>	
4.1	Student Trustee Reports		
4.2	Information Items .	<i>(including Notices of Motion and future actions)</i>	
	4.2.1 Notices of Motion		
	<b>For Action: January 11, 2012</b>		
	4.2.2 Trustee Expense Policy (A. Collard) – Report 11178		page 14
	<b>For Information</b>		
	4.2.3 Student Fees (J. Blackwell) – Report 11179		page 17
	4.2.4 Safe Schools (O. Bartnicki) – Report 11181		page 24
	4.2.5 E-Learning (D. Tutton) – Report 11182		to be distributed
4.3	Committee Reports		
4.4	Director’s Report		
	4.4.1 Monitoring Reports		
	4.4.2 Other:		
	4.4.2.1 Upcoming Items:	Æ Safe Schools	Æ-learning
			ÆPARC Policy Review
4.5	Communications from the Chair	5 mins.	
4.6	Trustee Questions and Comments	10 mins.	
<b>5.0 – Adjournment</b>			
5.1	Motion to Adjourn		

**HALTON DISTRICT SCHOOL BOARD**

Wednesday, November 16, 2011 *(includes continuation of meeting on November 30, 2011)*

**7 p.m. – Public Session**

**MINUTES**

**1.0 -- Opening**

- 1.1 Welcome, Call to Order and Roll Call
- 1.2 Approval of the Agenda
- 1.3 Declarations of Possible Conflict of Interest

**2.0 – Communication to the Board**

- 2.1 Presentations
- 2.2 Delegations
  - 2.2.1 Linda Bradley – Milton School Name
  - 2.2.2 Madison McDonald, Justin Walter – Milton School Name
  - 2.2.3 Shirley Dusmet – Milton School Name
  - 2.2.4 Peter Moffatt – Oakville School Name
  - 2.2.5 Captain Shawn Stuart – Oakville School Name
  - 2.2.6 Pam Calvert – Oakville School Name
- 2.3 Acknowledgement of Delegations by Chair

**3.0 – Ratification / Action**

- 3.1 Minutes of the Regular and Special Meetings
  - 3.1.1 Meeting of the Halton District School Board, November 2, 2011
- 3.2 Ratification of Business Transacted in Private Session
- 3.3 Order Paper
- 3.4 Action Items
  - 3.4.1 OFA Long-Term Debt Requirements (*L. Veerman*) – Report 11155
  - 3.4.2 Banking Resolutions (*L. Veerman*) – Report 11154
  - 3.4.3 Naming New Schools (*M. Denton*) – Report 11160

**4.0 – Communication to the Board**

- 4.1 Student Trustee Reports
- 4.2 Information Items (including Notices of Motion and future actions)
  - 4.2.1 Notices of Motion  
**For Action December 7, 2011**
  - 4.2.2 Strategic Plan 2012-15 (*D. Euale*) – Report 11169  
**For Information**
  - 4.2.3 Bell Times (*L. Veerman, S. Miller*) -- Report 11172
  - 4.2.4 Revised: Upcoming Board Reports (*D. Euale*) – Report 11170
  - 4.2.5 Update: Operational Plans 2011-12 (*J. Blackwell*) – Report 11171
  - 4.2.6 ERA 120 (Milton 7) Design Plans (*G. Cullen*) – Report 11163
  - 4.2.7 Capital Update (*G. Cullen*) – Report 11165
  - 4.2.8 Drinking Water Testing (*G. Cullen*) – Report 11162
- 4.3 Committee Reports
- 4.4 Director's Report
  - 4.4.1 Monitoring Reports
  - 4.4.2 Other
    - 4.4.2.1 Upcoming Items: *CE Safe Schools CE e-Learning CEPARC Policy Review*
- 4.5 Communications from the Chair
- 4.6 Trustee Questions and Comments

**5.0– Adjournment**

- 5.1 Motion to Adjourn

**Halton District School Board**  
**Wednesday, November 16, 2011**

Present: K. Amos, K. Bateman-Olmstead, D. Bower, A. Collard, D. Danielli, J. Hlusko (phone),  
A. Harvey Hope, K. Lochhead, N. MacNeill (phone), D. Vrooman, R. Unni, J. Earl

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**Agenda Item 1**

1.1 Call to Order

D. Vrooman called the meeting to order at 6:10 p.m.

M11-0194 A. Collard / D. Danielli

Be it resolved that the Halton District School Board move into Private Session.

**Carried.**

The Board rose from Private Session at 6:50 p.m., and called Public Session to order at 7:10 p.m.

1.2 Approval of the Agenda

M11-0195 D. Danielli / J. Hlusko

Be it resolved that the Halton District School Board amend the agenda to move item 3.2 Ratification of Business Transacted in Private Session prior to the presentations/delegations, and that item 4.2.5 Operational Plans be moved to item 4.2.3 (for Action, December 7), and that the agenda for November 16, 2011, be approved as amended.

**Carried.**

3.2. Ratification of Business Transacted in Private Session

M11-0196 K. Amos / D. Bower

Be it resolved that the Halton District School Board approve the resolutions from the Halton District School Board Meeting in Private Session, November 16, 2011 respecting: Personnel Matters.

**Carried.**

M11-0197 K. Amos / K. Lochhead

Be it resolved that the Halton District School Board approve the resolutions from the Halton District School Board Meeting in Private Session, November 16, 2011 respecting: Property Matters.

**Carried.**

**Agenda Item 2**

The Chair welcomed Linda Bradley and students speaking to the name “Odenhaa” as the name for the new Milton secondary school. The delegate responded to trustee questions.

The Chair welcomed students Madison McDonald and Justin Walter, speaking to the name of “Craig Keilburger” for the new Milton secondary school. The delegate responded to trustee questions.

The Chair welcomed Shirley Dusmet and students, speaking to the name of “Michael Ledwith” for the new Milton secondary school. The delegate responded to trustee questions.

The Chair welcomed Peter Moffatt, speaking to the name of the new Oakville secondary school. The delegate responded to trustee questions.

The Chair welcomed Captain Shawn Stuart, speaking to the name of the new Oakville secondary school. The delegate responded to trustee questions.

The Chair welcomed Pam Calvert, speaking to the name of the new Oakville secondary school. The delegate responded to trustee questions.

**Agenda Item 3**

3.1 Approval of the Minutes

M11-0198 A. Collard / K. Amos

Be it resolved that the minutes for the Meeting of the Halton District School Board for November 2, 2011 be approved as distributed.

**Carried.**

3.3. Order Paper

The Chair called attention to the Order Paper. K. Bateman-Olmstead reflected on Motion M07-0056 indicating the matter would be addressed in the Long-Term Accommodation Plan, and therefore with Board consensus, could be removed from the Order Paper.

3.4. Action Items

3.4.1. OFA Long-Term Debt Requirement

L. Veerman spoke to Report 11155 and responded to trustee questions..

M11-0199 A. Collard / K. Amos

Be it resolved that the Halton District School Board approve Debenture By-law 11155 as attached to Report 11155.

**Carried.**

3.4.2. Banking Resolutions

L. Veerman spoke to Report 11154 and responded to trustee questions..

M11-0200 A. Harvey Hope / K. Lochhead

Be it resolved that the Halton District School Board approve Debenture By-law 11155 as attached to Report 11155.

**Carried.**

3.4.3. Naming New Schools

M. Denton called attention to Report 11160 and the request from Gordon Krantz to remove his name from the list of nominations for the new Milton school.

The Chair outlined the process for nominations and voting, with a clear majority required for a name to be selected..

On a nomination from K. Bateman-Olmstead, and seconded by A. Collard, the name Garth Webb Secondary School was proposed for the new Oakville secondary school.

On a nomination from K. Bateman-Olmstead, and seconded by A. Collard, the name Joyce Burnell Secondary School was proposed for the new Oakville secondary school.

On a nomination from K. Bateman-Olmstead, and seconded by A. Collard, the name Oak Trails Secondary School was proposed for the new Oakville secondary school.

On a nomination from K. Bateman-Olmstead, and seconded by A. Collard, the name Oakville Concordia Secondary School was proposed for the new Oakville secondary school.

On a nomination from A. Harvey Hope, and seconded by K. Bateman-Olmstead, the name Oak Trails Concordia Secondary School was proposed for the new Oakville secondary school.

M11-0201 K. Bateman-Olmstead / K. Amos

Be it resolved that the Halton District School Board name the new secondary school located at 2820 Westoak Trails Blvd, Oakville. (SRA103) Garth Webb Secondary School.

**Carried Unanimously.**

3.4.3 *Naming New Schools (cont'd)*

On a nomination from N. MacNeill, and seconded by D. Danielli, the name Odenhaa High School was proposed for the new Oakville secondary school.

On a nomination from A. Collard, and seconded by D. Danielli, the name Craig Keilburger Secondary School was proposed for the new Oakville secondary school.

On a nomination from D. Danielli, and seconded by D. Bower, the name Michael Ledwith Secondary School was proposed for the new Oakville secondary school.

M11-0202 D. Danielli / N. MacNeill

Be it resolved that the Halton District School Board name the new secondary school located at 1151 Ferguson Drive, Milton. (SRA104) Craig Keilburger Secondary School.

**Carried Unanimously.**

M11-0203 D. Danielli / K. Bateman-Olmstead

Be it resolved that the ballots be destroyed.

**Carried.**

N. MacNeill left the meeting at 9:06 p.m. J. Hlusko left the meeting at 9:10 p.m.

3.4.4. *Referral to Committee*

K. Bateman-Olmstead spoke to Report 11173 and responded to trustee questions..

M11-0204 A. Harvey Hope / A. Collard

Be it resolved that the Administrative Procedure "School Naming" be referred to the Policy, By-law and Governance Committee for review.

**Carried.**

**Agenda Item 4**

4.1 Student Trustee Reports

Jason Earl and Rudy Unni provided an overview of the recent Student Senate meeting.

4.2 Information Items (including Notices of Motion)

4.2.1 Notices of Motion

There were no Notices of Motion.

**For Action: December 7, 2011**

4.2.2 Strategic Plan 2012-15

D. Euale spoke to Report 11169, and responded to trustee questions.

D. Bower left the meeting at 9:37 p.m. R. Unni left the meeting at 9:55 p.m.

4.2.3 Operational Plans Update

J. Blackwell and D. Euale spoke to Report 11154, and responded to trustee questions.

M11-0205 A. Collard / K. Amos

Be it resolved that the Board extend the meeting beyond 10 p.m.

**Defeated.**

**Agenda Item 5**

M11-0206 K. Bateman-Olmstead / A. Collard

Be it resolved that the Halton District School Board recess (10:32 p.m.) to reconvene on November 30, 2011.

**Carried.**

The Board reconvened on Wednesday, November 30, 2011 at 9:25 p.m. The November 16, 2011 agenda continued with Information Items.

**For Information**

4.2.3 *Bell Times*

L. Veerman and S. Miller spoke to Report 11172, and responded to trustee questions.

J. Hlusko left the meeting at 9:10 p.m. K. Lochhead left the meeting at 9:15 p.m., expecting to rejoin the meeting by phone.

4.2.4 *Updated Board Report Schedule*

D. Euale spoke to Report 11170, and responded to trustee questions.

M11-0213 G. Tuck Kutarna / D. Bower

Be it resolved that the Halton District School Board waive the rules to deal with the matter of annual approval of Operational Plans this evening.

**Carried.**

M11-0213 G. Tuck Kutarna / A. Collard

Be it resolved that the Halton District School Board approve the operating plan for any given year prior to approval of the budget for that same year.

**Carried.**

M11-0214 K. Amos / A. Harvey Hope

Be it resolved that the Halton District School Board extend the meeting beyond 10 p.m.

**Carried.**

N. MacNeill left the meeting at 10:15 p.m.

M11-0215 G. Tuck Kutarna / D. Bower

Be it resolved that the Halton District School Board waive the rules to deal with the matter of timing re: the annual approval of the Special Education Plan this evening.

**Carried.**

M11-0213 G. Tuck Kutarna / D. Bower

Be it resolved that the Special Education Plan be brought to the Board in each year prior to approval of the budget for that same year.

**Carried.**

4.2.5 *ERA 120 (Milton) Design Plans*

G. Cullen spoke to Report 11163, and responded to trustee questions.

4.2.5 *Capital Update*

G. Cullen spoke to Report 11165, and responded to trustee questions.

4.2.6 *Drinking Water Testing*

G. Cullen spoke to Report 11162, and responded to trustee questions.

G. Tuck Kutarna left the meeting at 10:52 p.m.

M11-0213 D. Danielli / A. Collard

Be it resolved that the Halton District School Board adjourn at 10:58 p.m.

**Carried.**

..... Recorder .....Chair

**Halton District School Board -- SPECIAL MEETING**  
**Wednesday, November 30, 2011**

Present: K. Amos, K. Bateman-Olmstead, D. Bower, A. Collard, D. Danielli, A. Harvey Hope,  
J. Hlusko, K. Lochhead, N. MacNeill, G. Tuck Kutarna (late), D. Vrooman, J. Earl

Regrets: R. Unni

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**Agenda Item 1**

*Call to Order*

D. Vrooman called the meeting to order at 7:06 p.m. noting regrets from R. Unni, and noting G. Tuck Kutarna's anticipated attendance via phone, around 7:30 p.m.

D. Vrooman indicated the order of agenda items would be changed to deal with financial statements prior to boundary issues.

**Agenda Item 2**

M11-0207 D. Bower / J. Hlusko

Be it resolved that the Halton District School Board move into Private Session.

**Carried.**

To formalize the change in order of agenda items, a motion was brought forward to note the amendment.

M11-0208 D. Vrooman / A. Collard

Be it resolved that the Halton District School Board amend the order of agenda items to deal with Financial Statements prior to Boundary Reports on tonight's agenda.

**Carried.**

**Agenda Item 3**

There were no matters for ratification arising from Private Session.

**Agenda Item 4**

L. Veerman spoke to Report 11177 and responded to trustee questions. A. Harvey Hope added her perspective as Audit Committee Chair. Both thanked staff for their efforts in the process.

M11-0209 A. Harvey Hope / A. Collard

Be it resolved that the Halton District School Board authorize the following 2010/2011 Surplus (Reserve) transfers:

1. \$ 2,057,310 for Retirement Gratuities
2. \$ 861,080 for Facility Weather Conditions
3. \$ 260,410 for Vandalism
4. \$ 673,963 for School Budgets
5. \$ 146,387 for Halton Learning Foundation/Centre for Skills Development & Training
6. \$ 400,000 for Information and Computer Technology
7. \$ 1,010,558 for Year-End Roll Forwards
8. \$ 1,035,000 for Georgetown DHS Renovation
9. \$ 1,565,000 for Capital Expenditures (non-ministry funded)
10. \$ 1,020,276 for Operating (formerly Working Fund)

**Carried.**

M11-0210 A. Harvey Hope / A. Collard

Be it resolved that the Halton District School Board approve the audited financial statements for the fiscal year ended August 31, 2011.

**Carried.**

**Agenda Item 5**

L. Veerman and D. Renzella spoke to Report 11175 and responded to trustee questions.

M11-0211 D. Vrooman / K. Bateman-Olmstead

Be it resolved that this item come back to the Board with a resolution for action at the December 7 Board meeting.

**Carried.**

Further discussion occurred on Report 11175..

**Agenda Item 4**

**Adjournment**

M11-0212 A. Collard / K. Bateman-Olmstead

Be it resolved that the Halton District School Board adjourn at 9:08 p.m.

**Carried.**

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Recorder

.....Chair



# Halton District School Board

Wednesday, December 7, 2011

(Items shaded and/or marked in bold have been completed and will be deleted from the list prior to the next edition.)

## ORDER PAPER

Motion #	Resolution	Responsibility
<b>M07-0056</b>	<b>Be it resolved that when remedies for heavily populated schools are next considered, Post's Corners Public School will be included using policies and practices prevailing at that time.</b>	<b>Senior Admin./ Facility Services</b>
M11-0010	Be it resolved that the Halton District School Board appeal the notice of intention by the Town of Oakville to designate Linbrook Public School at 1079 Linbrook Road, issued under Section 29, Part IV of the Ontario Heritage Act.	Superintendent of Business / Planning
<b>M11-0020</b>	<p><b>Be it resolved that the Halton District School Board provide transportation for students identified in Report 11019, to and from Brookville Public School until the end of the school year; and</b></p> <p><b>THAT during this time, the Director of Education bring a report to the Board regarding the criteria applicable to the term "exceptionally hazardous conditions", including the specific safety criteria applied to non-paved pathways, non visible pathways and pathways through wooded areas.</b></p> <p><i>Note: Original motion (M11-0019 – below) was deferred for three months.</i></p> <p><b>Be it resolved that the Halton District School Board approve an exception to the Halton District School Board Transportation Policy, such that all Brookville Public School students in Grades JK to 8 who live on the East side of Guelph Line between 15th Sideroad and Brookville Public School and who reside in the Churchill Estates subdivision will be transported to school by a bus provided by the Halton District School Board;</b></p> <p><b>AND THAT the exception remain in effect until significant changes occur to address safety concerns identified in Report 11019.</b></p>	<b>Superintendent of Business / Director of Education</b>
M11-0021	Be it resolved that the aforementioned motion (M11-0026:...."that the Board recommend to the Halton Transportation Consortium that it implement an adjudication process for disputed walking distances") No Action taken referred to a Committee of the Whole Board for further discussion	Trustees
<b>M11-0086</b>	<p><b>Be it resolved that the Director recommend a procedure by which any secondary school Principal can request of their Superintendent a change in school start time to a later start time, to include a process for:</b></p> <p><b>(a) parent consultation; (b) student input; (c) school staff input; (d) notification of the School Council and Trustee; and (e) assessing impact on transportation costs;</b></p> <p><b>And that this recommendation be brought to the Board of Trustees for approval by no later than October 2011.</b></p> <p><b>Be it resolved that the Halton District School Board that at any time prior to approval of the procedure referred to in paragraph 1, any secondary school Principal may direct a request for a change in school start time to the Director of Education, and the Director will bring this request to the attention of the Board of Trustees along with a recommendation in response to the request.</b></p>	<b>Director of Education</b>

Pending Reports: December 7, 2011

## PENDING REPORTS

*(Items will be shaded when completed, with a check-mark placed beside the presentation date.)*

Motion & Date	Resolution	Presentation Date
M09-0014	Be it resolved that the Director report quarterly to the Board of Trustees regarding implementation, compliance & efficacy of the recommendations/management responses identified in Report 09011, Appendix A. (School Council & School Generated Funds)	Quarterly
M10-0188 M10-0189	Be it resolved that the Halton District School Board establish a "Good Neighbour" Policy for Oakville and other municipalities as deemed appropriate, and that this policy ensure that neighbours living "next to" and "with-in" the direct vicinity of a Public School Site be consulted at the initial stages of any "new school build" and; Be it resolved that reasonable input from community members be considered prior to the completion of any extensive, costly architectural work.	To Program & Accommodation Committee (September 22) <i>Deferred to December PAC meeting; Board in January/February 2011</i>
M11-0045	<b>Be it resolved that the Halton District School Board direct the Director to provide a report of possible actions to substantially reduce the list and waiting times, and the associated cost, including recommendations for sustainability and have the report brought back to the Board for an initial report in March, and a follow-up report following SEAC consultation in early May.</b>	March 2011 J May 2011 J
M11-0046	<b>Be it resolved that the Director confirm for the Board of Trustees, by no later than May 1, 2011, that all Halton District School Board secondary schools are implementing the annual school year calendar, and in particular the days designated for exams and exam feedback to students, in a way which fully enables our commitment to student success and in accordance with the requirements of the Education Act.</b>	May 2011 J
M11-0059	<b>Whereas early intervention is important to the success of all students, be it resolved that the Halton District School Board direct the Director to provide a report on</b> <ul style="list-style-type: none"> <li>• interventions provided prior to formal assessment, including remediation and intervention strategies at the classroom, school and system level</li> <li>• a gap analysis and recommendations with associated costs to implement the recommendations</li> <li>• the aggregate ESAT results of Grade 1 and 2 students who have been identified as NYR (Not Yet Ready) or Level 1.</li> </ul> <b>And that the report be brought back to the Board no later than the end of September 2011.</b>	September 2011 <i>(Scheduled for presentation to Board in October 2011, as per Board Report schedule in Report 11123) J</i>
M11-0088	<b>Be it resolved that a recommendation be brought back to the Halton District School Board with respect to continuation or cancellation of the cashless school program, no later than February 2012.</b>	February 2012
M11-0136	Whereas the 2011/12 Operating Budget has a provision to reduce the System Principal for FSL/ELL to a 0.5 FTE position, and there are many different initiatives and programs currently in progress and also coming from the Ministry regarding FSL and ELL, and the Halton District School Board has increasing numbers of FSL and ELL students, Be it resolved that the Associate Director bring back a report in January 2012 regarding how the reduction to 0.5 FTE System Principal FSL/ELL has affected the ability to plan and implement Ministry and Board initiatives related to the French Second Language and English Second Language portfolio.	January 2012
M11-0139	Whereas the Halton District School Board is committed to expanding its capacity on offer online credits; therefore, Be it resolved that the Director bring a report to the Board of Trustees by November 2011 outlining the Board's implementation plan, including staffing and resource needs, to ensure a comprehensive calendar of online learning courses to be made available to Halton District School Board students, and That this report include a timeline for full implementation, and include a mechanism for incorporating student and staff feedback with regard to their learning experiences.	November 2011
M11-0189	Be it resolved that the Director of the Halton District School Board be directed to prepare a report regarding the IB Program, and that the report include recommendations, and that this report come to trustees no later than February 2012.	February 2012



# Halton District School Board

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Report Number: 11180  
Date: December 1, 2011

## **INFORMATION FOR DECISION**

TO: The Chair and members of the  
Halton District School Board

FROM: David Euale, Director of Education  
Lucy Veerman, Superintendent of Business Services

RE: Accommodation Pressures and School Boundary Review Initiatives

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### **Recommendation**

*Be it resolved that the Halton District School Board authorize staff to initiate the boundary reviews as outlined in Report 11180.*

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### **Background**

As outlined in Report 11175, the 2010 Long Term Accommodation Plan (LTAP) provided enrolment projections for the years 2011-20 for each elementary and secondary review area (ERA and SRA) within the Board, as well as for each elementary and secondary school within the system.

The basis of this plan is to identify new capital project initiatives for the Board from 2012-13 to 2015-16 as required by the Ministry of Education for the Capital Priorities Template. As well, the LTAP provides the opportunity to identify the school boundary study initiatives that are to be undertaken as a result of ongoing capital initiatives, as well as to address accommodation pressures due to new residential development, changing demographics, and program pressures. As well, the plan identified review areas and schools where enrolment issues will occur within the immediate future and the need to undertake associated boundary studies.

### **Discussion**

In the 2010 LTAP, a boundary issues table was provided to the Board which identified the need to undertake boundary reviews and proposed start and completion date (refer to TABLE 1). The 2010 LTAP identified a number of enrolment issues within various review areas in Halton (refer to TABLE 2). Even though some of these issues would have become boundary review initiatives in the 2011/2012 LTAP, it has been concluded that they needed to be initiated sooner. The chart below identifies those boundary initiatives and the date of completion.

### **Conclusion**

The Board has completed a number of boundary reviews since the 2010 LTAP and is currently in the process of undertaking two additional reviews: NE Burlington #4 Elementary School Boundary Review (Alton Community elementary boundary review) and the North Burlington secondary school boundary review.

Board staff have identified school boundary reviews that need to be commenced at the earliest possible convenience. The proposed recommendation outlines those listed in the charted timetable, reflecting those boundary reviews to be undertaken during the next eight months.

*Respectfully submitted,*

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*Lucy Veerman*  
Superintendent of Business Services

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*David Euale*  
Director of Education

		<b>Study</b>	<b>Commencement</b>	<b>Completion</b>
1	Alton Community Elementary School Boundary Review	To review and recommend elementary school program and boundary for the new ERA 109 elementary school located in the Alton Community scheduled to open for September 2012.	October 2011	January 2012
2	North Burlington Secondary Schools Boundary Review	To review and recommend secondary school program and accommodation for the new SRA 101 North Burlington high school located in the Alton Community and scheduled to open for September 2012.	February 2012	June 2012
3	North-West Oakville Elementary school Boundary review	To review and recommend revisions to elementary school program and boundaries within ERA 114 and ERA 115 (North-West Oakville)	December 2011	March 2012
4	Milton Community Elementary School Boundary Review	To review and recommend elementary school programs and boundaries for the new SE Milton #7 elementary school and the SW Milton #8 elementary school.	December 2011	March 2012

## Halton District School Board 2010 LTAP Boundary Issues

**TABLE 1**

		<b>Study</b>	<b>Commencement</b>	<b>Completion</b>
1	North Oakville Community Elementary Schools Boundary Review	Area currently being directed to two schools. Emily Carr P.S. which cannot sustain additional growth from this area. Sam Sherratt P.S. which is located in Milton. Review the establishment of holding schools in Oakville for this area.	January 2011	June-11
2	Milton Secondary Schools Boundary Review	To review and recommend school program and boundary for the new SRA 105 EC Drury/ Milton #1 high school located in the Boyne Community and scheduled to open for September 2012.	June 2010	December 2010
3	North West Oakville Secondary Schools Boundary Review	To review and recommend secondary school program and accommodation for the new SRA 103 North Oakville high school located in the West Oak Trails Community and scheduled to open for September 2012.	December 2010	June 2011
4	North Burlington Secondary Schools Boundary Review	To review and recommend secondary school program and accommodation for the new SRA 101 North Burlington high school located in the Alton Community and scheduled to open for September 2012.	November 2010	June 2011
5	Alton Community Elementary School Boundary Review	To review and recommend elementary school program and boundary for the new ERA 109 elementary school located in the Alton Community scheduled to open for September 2012.	June 2011	December 2011

## Halton District School Board 2010 LTAP Enrolment Issues

TABLE 2

		Description	Schools
1	ERA 100	Preference for French Immersion programming, although declining. The English program at Maplehurst has retained more students than in previous years. Overall utilization of space with implementation of ELP is 67% by 2020.	Aldershot, Glenview, King's Road, Maplehurst (DT)
2	ERA 102	Ryerson enrollment is below 50% capacity. Overall utilization of space with implementation of ELP is 55% by 2020.	John T. Tuck, Pauline Johnson, Ryerson, Tecumseh
3	ERA103	Preference for French Immersion programming, although declining. The English program at Pineland has retained more students than in previous years for Grade 1, as a result of 2010 program review at school. Overall utilization of space with implementation of ELP is 59% by 2020.	Frontenac, Mohawk Gardens, Pineland (DT)
4	ERA 112	Preference for French Immersion programming in this area. Pine Grove only FI centre in south-west Oakville. Overall utilization of space in ERA 112 with implementation of ELP is projected to be 113% by 2020. However, enrolment at Pine Grove will exceed building and portable capacity by 2013. Potential development of ERA 111 school may provide accommodation relief.	Brookdale, Eastview, Gladys Speers, Oakwood, Pine Grove (ST FI), W.H. Morden
5	ERA 114	Ongoing enrolment pressures at Palermo due to demographics and French Immersion growth in the area. School will exceed building and portable capacity by 2013/2014 school year. Review of delivery of French Immersion in schools (i.e more dual track).	Captain R. Wilson, Emily Carr, Palermo (DT)
6	ERA 119	W.I. Dick will reach maximum capacity by 2013 as a result of increasing FI enrolment in Milton due to accommodating students from ERA 120. Preference for French Immersion programming at Martin Street (DT) although English Program at Martin Street has retained more students than in the past. Delivery of French Immersion Program in Milton needs to be monitored.	E.W. Foster (DT), J.M. Denyes, Martin Street (DT), Robert Baldwin, Sam Sherratt, W. I. Dick (DT)
7	ERA 120	Maximum capacity will be reached for Hawthorne Village, Bruce Trail, and Tiger Jeet Singh. Overall utilization of space to increase to 165% by 2020. Justifies need for new ERA 120 Milton #7 elementary school for 2012/2013.	Bruce Trail, Chris Hadfield, Hawthorne Village, Tiger Jeet Singh (DT)
8	ERA 121	Preference for French Immersion programming at PL Robertson. Enrolment pressures at PL Robertson due to implementation of ELP and new development resulting in being overcapacity by 2013. Escarpment View enrolment to increase due to residential development growth, will exceed capacity by 2010. Justifies the need for the new ERA 121 Milton #8 elementary school for 2012/2013.	Escarpment View, P.L. Robertson (DT)



# Halton District School Board

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Report Number: 11178

Date: November 30, 2011

## INFORMATION FOR DECISION

TO: The Chair and Members of the  
Halton District School Board

FROM: Policy, Bylaw and Governance Committee –  
Trustee Expense Sub-Committee

RE: Trustee Expenses Policy

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### RECOMMENDATION

***Be it resolved that the Halton District School Board adopt the Trustee Expense Policy as appended to Report 11178, and that this policy be reviewed in one year.***

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#### Background

At the Policy, Bylaw and Governance Committee meeting of September 28, 2011, Director Euale spoke to a Ministry Memorandum regarding the development of a trustee expense policy. He reviewed the administrative procedure governing staff expenditures, and requirements under the Ministry's policy development guideline.

Trustees passed a motion to create a sub-committee to review the Trustee Expense Policy. The subcommittee, consisting of A. Collard (Chair), N. MacNeill, D. Vrooman, K Bateman-Olmstead and A. Harvey Hope met on three occasions and consulted with Superintendent of Business Veerman to ensure compliance with Ministry regulations.

The draft Trustee Expense Policy was presented to trustees for discussion at the November 23, 2011 Policy, Bylaw and Governance Committee meeting. Minor revisions were made as a result of the discussion. A. Collard consulted with Superintendent of Business Veerman once more to ensure compliance with Ministry regulations.

This policy should be reviewed in one year to ensure it reflects any changes to the Broader Public Sector Accountability Act, 2010 (BPSAA).

*Respectfully submitted,*



Amy Collard

Trustee, Burlington, Ward 5



# Halton District School Board

## III. POLICY TYPE: GOVERNANCE PROCESS

### H. *POLICY TITLE:* TRUSTEE EXPENSES

The Halton District School Board is committed to an organizational culture that is consistent with the guiding principles which frame our strategic plan. The Board recognizes the need to reimburse trustees for expenses reasonably incurred in carrying out their role as trustee. In addition, the Board recognizes that trustees must be equipped properly so they may consult with and contact their constituents.

Therefore, it is the policy of the Halton District School Board that trustees, upon their election shall be equipped as follows:

- a personal computer including peripherals (printer/fax);
- software in accordance with the Board standard for administrators (Office Suite, CHATT, email etc.);
- high speed home internet access;
- a home phone (land line); and
- a mobile communication device (i.e. Blackberry, iPhone etc.)

All equipment that is purchased will be purchased in accordance with the Board's purchasing standards. Given the rate at which technology currently depreciates, equipment purchased at the start of the trustee's term will not need to be returned to the Board at the end of the trustee's term. However, all service contracts will end commensurate with the end of the trustee's term. The residual value will be determined by the Chief Information Officer. The residual value will be reported on the trustee's T4 if it exceeds the minimum threshold.

In addition, each trustee, on an annual basis, will have access to a \$5,000.00 travel, personal professional development and office supplies account. This account may be used to reimburse the trustee for expenses reasonably incurred in carrying out their role as trustee.

The following expenses are those which are recognized by the Board as appropriate trustee expenses:

- transportation - including mileage at the current Board rate (see exception below);
- professional development / conferences;
- per diem for meals at the current Board rate;
- office supplies (filing cabinet, stationery, technology etc.);
- constituent meeting expenses (coffee, refreshments);
- mailings, photocopying;
- child care costs for dependent children which would allow trustees to attend scheduled meetings, events and/or functions of the Halton District School Board; and
- other expenses:
- any other extraordinary or unusual expenses that a trustee feels should be paid by the School Board must be pre-approved by the Board of Trustees





# Halton District School Board

## *Trustee Expense Policy (page 2)*

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Should transportation claims for a trustee exceed \$1,000.00 in a fiscal year (\$750 in the first nine months of the term and \$250 in the final three months of the term), any approved transportation expenditure above the \$1,000.00 threshold will not be charged against the trustee account, but rather the Board's account.

In addition, where a trustee incurs approved expenditures as a representative of the Board (e.g. Ontario Public School Board Association meetings, Student Trustee mentoring, Audit Committee training) these costs will not be charged against the trustee account, but rather the Board's Leadership budget.

Trustees will make best efforts to submit claims for expenses within 6 months of their occurrence and in the fiscal year in which the expense occurred.

A monthly statement of an individual trustee's detailed expenses (conferences, transportation, meals etc.) shall be provided to that trustee electronically.

Trustee expenses that are in excess of, or not allowed by, HDSB policy may be claimable on individual trustee personal tax returns using the Board provided T2200 form.

Unused portions of an individual trustee's expense budget, on an annual basis, shall roll-over to the next year. At the end of the term of the Board, unused portions of the trustee expense budget shall be allocated to a Reserve Account for the purpose of future trustee professional development. The use of these Reserve Account funds will be decided by the incoming Board of Trustees by Board motion. Trustees will receive an annual statement of the Reserve Account within 60 days of the start of the next fiscal year.

Payment of a trustee's claims exceeding the total amount budgeted per trustee over the term of the Board, will be decided on a case-by-case basis by the Board of Trustees.

An annual summary of trustee expenses will be reported as an information item by the Superintendent of Business.

Trustee Expenses fall under the Broader Public Sector Accountability Act, 2010 (BPSAA) and must meet the Expenses and Procurement Standards detailed therein.

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### **MONITORING:**

*Methods: Internal Report*

*Frequency: Annually (October)*

**Revised: December 2011**



# Halton District School Board

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Report Number: 11179  
Date: November 30, 2011

## INFORMATION FOR DECISION

TO: The Chair and Members of the  
Halton District School Board

FROM: Stuart Miller, Superintendent of Education  
Jeff Blackwell, Associate Director

RE: Student Fees

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### Background

- § April 30, 2009 – Motion requesting that the Halton District School Board develop a policy related to student fees to ensure equity of access to programs and services while maintaining quality and breadth of programming choices. (Appendix 1)
- § May 20, 2009 - Motion requesting a review of secondary course fee charges and elementary program fee charges
- § Sept. 2009 – January 2010 – Review of course fees and program fees undertaken by a committee including the Director of Education, Superintendent of Business, Superintendent of Program and elementary and secondary administrators.
- § Jan. 2010 -- Recommendation brought to HDSB to include “Secondary Course Fees” and “Elementary Program Fee” budget line in 2010-2011 draft budget. The overall increase in both elementary and secondary budgets was approximately \$1.3 million. (\$35.00 per student in secondary and \$20.00 per student in elementary) These budget lines would ensure no student would be required to pay a fee to participate in a secondary course leading to graduation or an elementary program required for graduation.
- § Sept. 2010 - - Administrative procedure presented to HDSB outlining procedures related to student fees to ensure equity of access to programs and services while maintaining quality and breadth of programming choices. (Appendix 2)
- § June 2011 report – Implementation update report to HDSB.
- § 2010-2011 -- On-going dialogue with administrators regarding admin procedure implementation. Monitoring by Superintendents via school visits, discussions with principals and Family of Schools meetings.
- § Oct. 2011 – Survey feedback from elementary and secondary administrators.

### Results

- § Halton District School Board elementary and secondary schools have implemented the Student Fees Admin. Procedure (Sept.2010) to ensure equity of access to programs and services while maintaining quality and breadth of programming choices.
- § All students in regular day school programs were provided with course materials in order to complete the course expectations. There were no fees applied for mandatory learning materials such as textbooks, workbooks, cahiers, musical instruments, art supplies, science supplies, or lab materials. Students were not charged “course material” fees, where learning materials were provided through photocopying.
- § Secondary schools did not charge a registration fee but did administer a voluntary Student Engagement/Activity Fees under the following conditions:
  - No student shall be excluded from participation in Student Engagement/Activity events based on non-payment of these fees.
  - Student Engagement/Activity Fees shall not include consumables (e.g. Photocopying, paper, computer peripherals etc)
- § Fees charged by schools reflected the actual costs to the schools.

- § Principals were aware of fees charged to students.
- § Costs associated with upgrades in materials were allowed.
- § Some secondary and elementary schools did charge a Physical Education Uniforms fee. No student was excluded from participation in the course due to inability to pay for the uniform.
- § No student was excluded from participation in field trips and guest speakers based upon non-payment of these fees
- § Total revenues to HDSB schools decreased by \$996,077.00
- § Student offset fee in elementary school – tracked to 93.27% spent (Appendix 3)
- § Student offset fee in secondary schools – tracked to 97.38% spent (Appendix 4)
- § Unspent dollars from student offset fee budget line carried over into 2011-2012 school budgets.

#### Use of student offset fee – Elementary schools

- § Student agendas
- § Music supplies – reeds, lubricant, disinfectant
- § Math, French workbooks
- § Field trips
- § Guest speakers – presentations – Social Justice, Drama, Dance, Music

#### Uses of student offset fee – Secondary Schools

- |                       |                          |
|-----------------------|--------------------------|
| § Student agendas     | § Math courses           |
| § Phys. Ed. courses   | § French courses         |
| § Art courses         | § Family studies courses |
| § Tech courses        | § Business Courses       |
| § Science courses     | § Field trips            |
| § Photography courses | § Extra-curriculars      |
| § Music Courses       |                          |

#### Use of student activity fee -- Secondary Schools

- |   |  |
|---|--|
| § Guest speakers e.g. motivational                        | § Dances   |
| § Orientation programs                                    | § Eco School initiatives   |
| § Leadership programs                                     | § Fitness Centre   |
| § Student Council and Student Council events              | § Locks  |
| § Student recognition assemblies                          | § Awards Events (e.g. Achievement, Citizenship, Athletics)                                   |
| § Grade 9 orientation and transition events               | § Commencement   |
| § Media and movie licenses                                | § Grad Breakfast   |
| § Link Crew   | § Parent Engagement Initiatives (coffee at 10, input into SIPSA)                             |
| § Assemblies (e.g. MADD)                                  | § Regional/Provincial/National competitions (Skills, Robotics, Debate, SEARS drama, Kiwanis) |
| § Opening Day BBQ   | § Water Festival   |
| § Angel Fund  |  |
| § Athletic Association support (e.g. OFSSA championships) |  |
| § Club support/funding                                    |  |

#### Further clarification and direction to schools

##### ***In-school Field Trips***

- § Recognizing guest speakers, experts in the field or groups with specialized knowledge can enhance the learning of HDSB students, schools may choose to bring these experiences into the school rather than travel off-site.

- § Events that enhance the classroom experience may be designated as in-school field trips and a fee may be charged to students to cover costs.
- § The experience must enhance student engagement, knowledge and skills related to the unit of study and curriculum expectations.
- § The classroom teacher is a participant in this enhancement experience and will have prepared pre- and post-experience learning activities for students.
- § The principal within the annual field trip approval process, approves all in-school Field trip experiences.
- § No student would be excluded from participation in this activity due to an inability to pay a fee.

Communication regarding “Back to School” Supplies.

- § Messaging related to “back to school” supplies cannot mandate purchases of equipment or materials necessary for completion of grade expectations.
- § Schools may suggest equipment and supplies will be used in a particular grade or course.
- § Messaging must be invitational in nature so parents and students understand that purchases are not a school or teacher expectation.

Communication regarding Student Activity Fee

- § All secondary schools will communicate the student activity fee is not a registration fee and is voluntary.
- § Schools will communicate if a student does not pay the student activity fee, they will not be excluded from events.
- § All secondary schools will communicate the amount and use of the student activity fee to their students, staff, school council, student councils and community.
- § The student activity fee amount and the use of this revenue will be visible during registration period, published in the summer mailing, posted on the school web site and in student agendas.
- § Administrators must provide a written report to school council of student activity amounts and purposes.
- § Where the principal is satisfied that a financial hardship exists for a student or family, all or part of the activity fee or special event fee may be waived in a confidential manner.

Conclusion

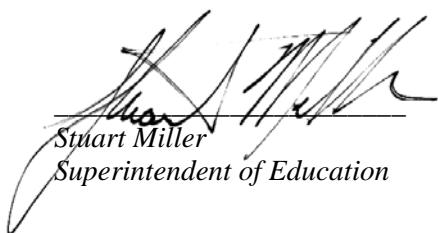
The 2010-11 practices in our schools aligned with the Halton District School Board Student Fees Admin Procedure and the Ministry of Education Guidelines on Student Fees. The HDSB Admin Procedure was used as a resource document in the formation of the Ministry guidelines.

We anticipate increasing pressures on the elementary and secondary student offset fees budget lines and the secondary student activity fee if cafeteria revenues decline. Cafeteria revenues have historically funded a significant number of activities for secondary students. We also anticipate an increasing number of students who for a variety of reasons may decline to pay the student activity fee request. Currently we have a variance between our secondary schools of the percentage of students choosing to pay the student activity fee.

If an increasing number of students decide not to pay the student activity fee this will result in a potential reduction in activities offered and a reduction in the number or amount of subsidies to support student activities. This may also result in the need for increased amounts in our student offset budget lines.

As a result of the implementation of this procedure over the 2010-2011 school year, the Halton District School Board has demonstrated a significant commitment to ensuring our students can participate fully and with dignity in the activities, experiences and programs within their school community.

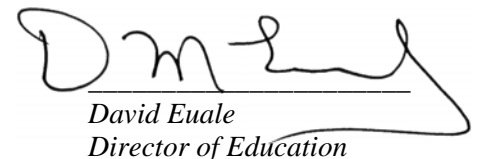
*Respectfully submitted,*



Stuart Miller  
Superintendent of Education



Jeff Blackwell  
Associate Director



David Euale  
Director of Education



# Halton District School Board

2050 Guelph Line, Burlington, ON L7R 3Z2 (905) 335-3663 Fax: (905) 335-9802 www.hdsb.ca

## Report 11179 – Appendix 1

Report Number: 09094

Date: April 30, 2009

### INFORMATION FOR DECISION

TO: The Chair and Members of the  
Halton District School Board

FROM: Gillian Tuck Kutarna, Trustee  
Wards 3 & 4, Halton Hills

RE: School Fees

### RECOMMENDATION

***WHEREAS*** the Halton District School Board is committed to full compliance with the Education Act, Regulations and all Ministry of Education Policies;

***AND WHEREAS*** the Halton district School Board is further committed to full transparency and accountability in its treatment of all sources of revenue and expenditures;

***AND WHEREAS*** the Halton District School Board’s “commitment to every student”, means ensuring an inclusive environment, in which all students can participate fully and with dignity in their school community.

***Be it resolved that the Halton District School Board develop a policy to ensure that no student of a regular day school program be charged for any of the following:***

- (i) a registration or administrative fee***
- (ii) a course fee***
- (iii) a text book fee, other than a damage deposit***
- (iv) a course materials fee, where the materials are necessary for a required element of the course;***
- (v) a fee for a guest speaker, visiting teacher, or “in-class field trip”, where the material being presented is a required element of the course.***

***AND further, that the policy include a requirement that any request for funds of a student or their family by a school or Board employee be accompanied by a detailed description of how the money being requested will be spent,***

***AND that this policy be brought back to the Board of Trustees for approval by no later than June, 2009.***

### Rationale:

A broad and expansive choice of extra-curricular activities and enhancements to the core program are offered throughout Halton schools, reflecting the commitment of teachers, administration and parents to offer Halton students the best possible school experience. It is important to recognize the importance of maintaining each school’s ability to respond to the needs and preferences of their community in this regard.

The **Education Act** does not prohibit schools from offering, at a cost to the student, extra-curricular activities during after-school hours, including field trips not directly related to course evaluation requirements, or from selling items such as locks, clothing with the school logo, or yearbooks.

It is also important to note that there are provisions in every Halton District School Board school for assisting students who are not in a position to pay for additional charges, through the fundraising efforts of School Councils and the Halton Learning Foundation, and funds made available by Principals for this purpose.

There are nevertheless situations in which the number of requests for funds facing students in a school year surpasses the resources available to assist them, and may exhaust their families' personal comfort in seeking assistance.

The **Education Act** and Ministry policy make clear that the Ontario education curriculum, including materials used to deliver the curriculum, must be made available at no cost to students, and Halton District School Board policy and practice must therefore be aligned with this directive.

Fully describing all requests for funds, and specifying whether the funds are being charged or solicited on a voluntary basis, will provide transparency and assist parents in their choices.

Background:

The **Education Act** states:

32. (1) A person has the right, without payment of a fee, to attend a school in a school section, separate school zone or secondary school district, as the case may be, in which the person is qualified to be a resident pupil. 1997, c. 31, s. 13.

And

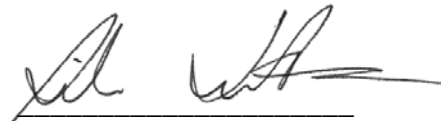
170(1) A Board shall...

13. subject to paragraph 31.1 of subsection 171 (1), provide, without charge, for the use of the pupils attending the school or schools operated by the board, the textbooks that are required by the regulations to be purchased by the board;

S.171(1) A Board may...

31.1 require a pupil enrolled in a continuing education course or class that is eligible for credit towards a secondary school diploma to pay a nominal deposit for a textbook provided by the board that will be forfeited to the board in whole or in part if the textbook is not returned or is returned in a damaged condition; 1993, c. 11, s. 31 (3).

*Respectfully submitted,*



G. Tuck Kutarna, Trustee  
Wards 3 & 4, Halton Hills

<b>Topic:</b>	<b>Student Fees</b>
<b>Effective:</b>	<b>Sept 2010</b>
<b>Cross-Reference:</b>	Education Act Section 32(1) The Education Act Section 170(1)
<b>Review/Revision Date:</b>	Sept 2011
<b>Responsibility:</b>	Director of Education or designate

**INTENDED PURPOSE:**

The Halton District School Board is committed to every student. The Halton District School Board shall ensure that Student Fees are only applied as outlined in the following administrative procedures to ensure equity of access to programs and services while maintaining quality and breadth of programming choices.

**PROCEDURES:**

## 1. Transparency in Fees

**Fees charged should reflect actual costs to the school.**

- A budget showing actual costs to the school shall be included with all requests from funds from students, or alternately the request may include a statement that a budget will be provided upon request;
- “Rounding up” should only occur where a small amount is added to the cost to avoid collection of small amounts of change;
- A budget may include a reasonable amount charged per pupil for protection against loss of uncollected amounts;
- Amounts collected through rounding up or protection against loss should be used to offset future goods and services.

## 2. Principal/School Council Oversight

**The principal shall be aware of fees charged to students.**

- Each principal shall have a communication/approval strategy to ensure they are aware of all fees;
- Each principal shall ensure School Council is made aware of all fees through the provision of regular written reports.

## 3. Discretionary Accounts

**Individual teachers and departments shall not charge fees for the purpose of creating “discretionary accounts”.**

- All money collected is to be for specific goods or services;
- Amounts received are to be remitted to the secretary or business manager for deposit in the school generated funds account.

4. Textbooks

**Students shall not be charged a fee for the use of a textbook or workbook.**

- Students can and should be charged for failing to return school materials entrusted to their care;
- Deposits for the use of a textbook shall not be requested with the exception of Gary Allan, Summer School and Night School;
- Students shall not be charged “course material” fees, where learning materials are provided through photocopying.

5. Registration, Administration and Program Fees

**Students shall not be charged a fee for registration, administration or program fee except:**

- Where the program is by its very nature, a fee-paying program (ex: Visa students, Continuing Education, International Baccalaureate, OYAP, Specialist High Skills Majors, etc), the appropriate fee may be charged.

6. Student Engagement/Activity Fees

**Student** Engagement/Activity Fees may be charged to students under the following conditions:

- Student Engagement/Activity Fees shall follow the elements 1-2 of this Administrative Procedure (Transparency and Oversight.)
- No student shall be excluded from participation in Student Engagement/Activity events based upon non-payment of these fees.
- Student Engagement/Activity Fees may include services such as orientation programs, leadership programs, special speakers etc.
- Student Engagement/Activity Fees shall not include consumables (ex. Photocopying, paper, computer peripherals etc)

7. Secondary Schools- Course Fees Budget

**An annual budget shall be allocated to all secondary schools to offset course fee charges**

- Secondary Schools shall not charge course or standard material fees to students.
- Costs associated with upgrades in materials will be allowable.
- Secondary Schools may charge a Physical Education Uniforms fee
- Secondary Schools may charge for field trips, in-school field trips and guest speakers consistent with sections 1 and 2 above (Transparency and Oversight)
- Where a field trip experience includes an assignment for student assessment, alternate assignments shall be provided for those who do not participate (at no cost to the student).

8. Elementary Schools- Program Support Budget

**An annual budget shall be allocated to all elementary schools to offset a portion of program fee charges**

- Elementary Schools shall not charge fees for: musical instruments/recorders, music reeds, workbooks (Math, French etc), student agendas, art sketchpads, kindergarten supplies etc.
- Elementary Schools shall use a portion of the Program Support Budget to support field trips, in-school field trips and guest speakers.
- Elementary Schools may charge for field trips, in-school field trips and guest speakers beyond those costs supported through the Program Support Budget and consistent with sections 1 and 2 above (Transparency and Oversight)
- No students shall be excluded from participation in in-school field trips and guest speakers based upon non-payment of these fees.

ELEMENTARY STUDENT FEES OFFSET USAGE 2010/2011

<i><b>Budget Allocated</b></i>	<i><b>Total Used</b></i>	<i><b>%Spent</b></i>
\$754,179.00	\$703,414.25	93.27%
<b><i>BREAKDOWN OF ACTUAL EXPENSES</i></b>		
<b>Student Fee Offset</b>	<b>Total Amount</b>	<b>% of Whole</b>
Agendas	\$318,833.38	45.33%
Workbooks - Math	\$109,089.02	15.51%
Presentations (in school)	\$69,906.56	9.94%
Music	\$47,723.22	6.78%
Field trips	\$39,502.34	5.62%
Transportation	\$31,709.22	4.51%
Scientists in Schools	\$26,751.88	3.80%
Art	\$16,297.77	2.32%
Workbooks - Core		
French cahiers	\$15,040.10	2.14%
Athletics	\$11,396.22	1.62%
Other	\$10,163.43	1.44%
Extracurriculars	\$4,389.50	0.62%
Science	\$2,611.61	0.37%
<b>TOTAL</b>	<b>\$703,414.25</b>	<b>100.00%</b>

SECONDARY STUDENT FEES OFFSET USAGE 2010/2011

<b><i>Budget Allocated</i></b>	<b><i>Total Used</i></b>	<b><i>%Spent</i></b>
\$580,263.00	\$565,046.67	97.38%
<b><i>BREAKDOWN OF ACTUAL EXPENSES</i></b>		
<b>Student Fee Offset</b>	<b>Total Amount</b>	<b>% of Whole</b>
Course Fees	\$374,271.57	66.24%
Agendas	\$68,022.79	12.04%
Extracurriculars	\$43,191.19	7.64%
Transportation	\$30,918.77	5.47%
Other	\$28,191.92	4.99%
Field Trips	\$17,865.97	3.16%
Locks	\$2,160.44	0.38%
Athletics	\$424.02	0.08%
<b>TOTAL</b>	<b>\$565,046.67</b>	<b>100.00%</b>
<b>Course Fee Breakdown</b>	<b>Spent</b>	<b>% of Whole</b>
course fees - art	\$79,937.21	14.15%
course fees - business	\$10,225.09	1.81%
course fees - family studies	\$54,554.75	9.65%
course fees - French	\$5,163.53	0.91%
course fees - languages	\$1,934.66	0.34%
course fees - math	\$666.00	0.12%
course fees - music	\$25,346.83	4.49%
course fees - phys ed	\$113,539.14	20.09%
course fees - science	\$35,306.21	6.25%
course fees - tech	\$22,998.02	4.07%
course fees -photography	\$24,600.13	4.35%



# Halton District School Board

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Report Number: 11181

Date: December 1, 2011.

## INCIDENTAL INFORMATION

TO: The Chair and Members of the  
Halton District School Board

FROM: Odette Bartnicki, Superintendent

RE: Safe Schools – Suspensions and Expulsions

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### Background -- Student Discipline:

The Education Act was amended by the Education Amendment Act, Bill 212, *Progressive Discipline and School Safety*, 2007, which came into effect on February 1, 2008. Subsequently, PPMs 141 and 142 required programs for students on long-term suspension and expulsion. In response, following consultation with PIC, SEAC, HEPA, HSPA, ETFO, OSSTF and various community agencies, parents and guardians, the Halton District School Board passed a new student discipline policy known as *Progressive Discipline and School Safety*, February 2008.

As required, the Board developed and implemented programs (H.O.P.E.S. – Halton Opportunities Program for Expelled/Suspended Students). Two programs exist at New Street Education Centre, and in a private office building on Commercial Street in Milton. The board also constituted a Discipline Committee to address principal recommendations for expulsion and to hear suspension appeals. Janice Hambrock, System Principal – Safe Schools was hired in January 2009 to supervise the operations of the HOPES programs, and to provide support for implementation of Safe Schools legislation throughout the system.

### Bullying Prevention and Intervention:

Bill 157, *Keeping Our Kids Safe at School*, and PPMs 144 and 145 brought further changes effective February 1, 2010. The Halton District School Board responded by revising and renaming the student discipline policy as *Behaviour, Discipline and Safety of Students*, February 2010, and by passing a new policy: *Bullying Prevention and Intervention*, in October 2010. The board was also required to provide training to all employees who work with students, including transportation providers, to ensure the required response to and reporting of incidents of bullying and other behaviours to the principal. Principals must respond to all reports. Note: New legislation was introduced on November 30 which may impact further changes.

### Safe Schools Action Teams (SSATs):

The legislation and board policy requires all schools to have an active Safe Schools Action Team, and to publish a Bullying Prevention and Intervention Plan. As per legislation and board policy team membership includes a school administrator, teaching and non-teaching staff members, community members and students where appropriate. Often the school team also includes school social workers or Child and Youth Counselors, Police Liaison Officers or D.A.R.E. Officers and Public Health/Mental Health nurses. During the 2010-11 school year, all SSATs attended two in-service sessions, one in September 2010 and one in February 2011, and all teams had met at least once in their schools with an average of three meetings in the year. 49% of the SSATs used either School Effectiveness Survey data or school-specific surveys and/or focus group data to inform their work in developing a school Bullying Prevention and Intervention Plan. Two Student Voice sessions, focused on bullying were also facilitated in 2011 by the Safe Schools Social Workers. In addition, John Linney worked with a group of Grades 4 to 12 student on October 5 building strategies to enable students to be come “upstanders” and to facilitate the peer mediation programs in their schools.

### Safe Schools Social Workers:

Two social workers, supervised by Janice Hambrock and PSSP Managers, were hired in November 2010 to support the work of bullying prevention and intervention across the system.

These Social Workers, Tali Landgraff and Stephanie Wallace, provide expertise to Safe School Action Teams and school administrators, as well as individual and group counseling to parents/guardians and students. During their first year, Tali and Stephanie have responded to numerous requests for support and intervention, and have provided several presentations to PIC, School Councils and other interested community groups. Access to this support occurs through the School Resource Team.

SSATs have access to \$400.00 per school as part of an EPO grant to the board for the purpose of engaging students in activities to support safe and inclusive school climates.

### **Give Respect Get Respect:**

The Halton District School Board partnered with Halton Regional Police, Halton Catholic District School Board and several private sponsors to develop and implement the Give Respect Get Respect Challenge in 2010-11.

This initiative encourages students to take a stand against bullying and harassment through art, posters, audio-visual and media arts, theatre, dance and music. There were eleven secondary school entries in the 2010-11 campaign, which included, nine from the Halton District School Board. Independent judging of anonymous submissions resulted in Halton District School Board schools taking all four prizes. First prize was T.A. Blakelock's widely distributed calendar focusing on bullying prevention and inclusion. Second prize was L.B. Pearson's bullying prevention poster which can currently be viewed on buses across Halton Region. Third prize was a film produced by E.C. Drury regarding bullying leading to suicide. A teacher resource guide is currently in development prior to release, due to the sensitive nature of the film. Fourth prize went to Milton DHS for its film submission, which is currently being shown at Cineplex as the pre-show for the new film, *Breaking Dawn*, (part of the *Twilight* series). Other entries included DVDs, and drama productions, some of which were performed for feeder schools. This year's Give Respect Get Respect campaign was launched on November 14<sup>th</sup> in Bullying Prevention and Intervention week, and this year, is open to Grades 6-12 students.

### **Resources:**

The Halton District School Board Safety & Wellbeing Team supports and empowers staff, students and administrators to build and maintain safe, caring, healthy and inclusive learning environments by helping them to make powerful connections to those Ontario Curriculum Expectations, initiatives and programs that foster positive relationships. Through this work, students develop a strong sense of their own identity, feel safe, are safe and know that they belong within their community.

The Halton District School Board is an active participant in Partners to Prevent Bullying in Halton, along with Halton Catholic District School Board, Region of Halton Public Health, Halton Regional Police Service and various community agencies including Reach Out Centre for Kids (R.O.C.K.), Nelson Youth Centre, etc. This group is headed by Dr. Surbhi Bhanot, research associate with R.O.C.K. The group has engaged a variety of experts, and has provided presentations for various Halton stakeholder groups.

***Bullying Prevention and Intervention: A Resource Guide for Schools and School Communities***, 2010 was developed with the support of Partners to Prevent Bullying in Halton, trustees, SEAC and PIC members, administrators, teachers, parents, community partners and professional services staff. This document has been distributed to all schools and was the focus of a September, 2010 workshop for Safe Schools Action Teams.

A brochure entitled *Bullying Prevention Information Guide for Parents and Guardians* was developed and distributed to all schools

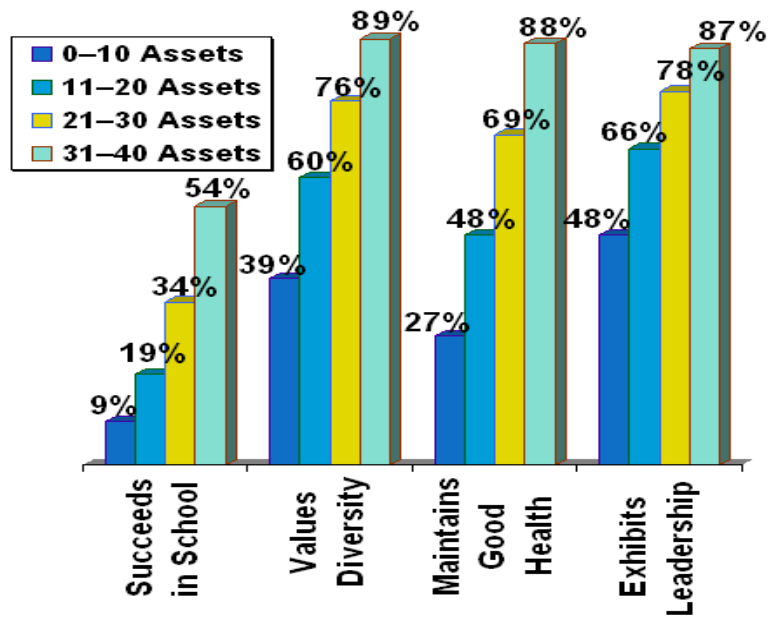
A new resource, ***Promoting a Positive School Climate: A Resource for Halton Schools*** was adapted from the MOE Guideline 2010 by staff in the summer, and was distributed to schools on October 5 at the SSAT Symposium.

The new ***Ontario Curriculum, Health and Physical Education, Grade 1 to 12***, supports the development of knowledge, skills and strategies through comprehension, commitment and capacity to lead a healthy and active life and to promote the benefit of healthy active living. There is an emphasis in developing positive mental health and emotional well-being by reinforcing personal skills, interpersonal skills and critical and creative thinking.

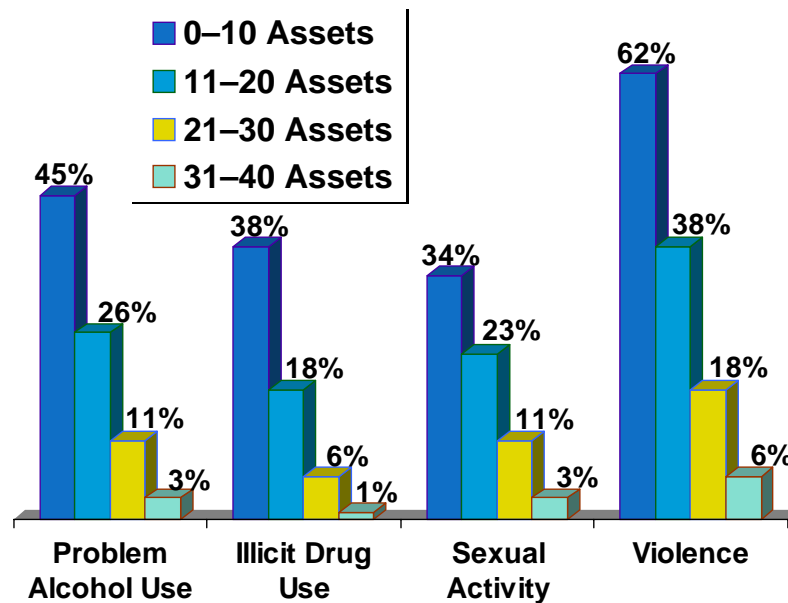
**40 Developmental Assets:**

The Halton District School Board and community partners are working together on a Halton community-wide effort to raise awareness of the 40 positive experiences and qualities that children and youth need in order to become healthy, happy and responsible citizens. The 40 Developmental Assets were identified by the Search Institute based on extensive longitudinal research including thousands of children and youth across diverse background. Regardless of gender, ethnic heritage, economic situation, or geographic location, these assets promote positive behaviours and attitudes and help protect young people from many different problem behaviors. We now have six staff members who are certified in delivering training.

**The Power of Developmental Assets to Protect**



**The Power of Developmental Assets to Promote**



**Police-School Board Protocol:**

In January 2011, the Ministry of Education directed the development of local Police-School Board Protocols, and the training of all principals, vice principals and police officers who work in our schools by September 2011. HDSB lead the development of the Halton protocol developed in partnership with Halton Police Services, Halton Catholic District School Board, Provincial School Branch (Milton), Conseil scolaire Viamone, Conseil scolaire de district catholique Centre-Sud, and Halton Children's Aid Society. Training was completed in September, but is required to be updated on an annual basis. The Halton District School Board is currently working with a developer to create an on-line training tool to meet future training requirements in this area. A brochure has been posted to our website to inform the public of the protocol.

**Lockdown-Hold and Secure:**

The *Guide to Lockdown/Hold and Secure Procedures* was developed in partnership with Halton Police Services, Halton Catholic District School Board, Provincial School Branch (Milton), Conseil scolaire Viamone and Conseil scolaire de district catholique Centre-Sud in September 2010. This document has become part of the Police School Board Protocol. All schools are required to develop a plan for lockdown/hold and secure procedures, and to hold two drills per school year, along with six fire drills.

An amount of \$150,000.00 was approved by trustees through the interim budget in March 2010 with an additional annual allocation of \$50,000.00 for the purpose of addressing physical plant issues to reduce vulnerabilities in the event of a lockdown emergency situation. The first phase involved the purchase of \$12,000.00 worth of walkie-talkies for all schools to allow for staff outside to communicate with internal staff and vice versa.

Audits of all secondary schools by a trained tactical police officer have now been completed and priorities are being identified, including lack of signage regarding visitor entry requirements, alarm and PA systems that are not audible in all areas of the school where staff and students may work, non-functioning or poorly functioning security cameras, etc. To date, reflective signage for all exterior doors has been installed at a cost of over \$27,000.00. Additional signage for portables and smaller signage for the interior sides of all exterior doors is currently on order at an additional cost of approximately \$14,000.00. Tenders for PA and alarm system upgrades for all secondary schools amount to approximately \$450,000.00. Enhancements for the first four schools (ADHS, GDHS, OTHS and WOSS) have been approved for approximately \$183,488.00 and work is in progress at this time. Modifications have been made in a few elementary open concept schools to provide areas in which to secure staff and students in the event of lockdown.

The S.P.E.A.R. (School Police Emergency Action Response) program has been implemented for all secondary schools and is now proceeding in elementary schools. This involved mapping and photographing all school facilities from various perspectives. This information, in conjunction with floor plans and other identification data, has been loaded into police and emergency responder computers and can be accessed in over 120 police cruisers in the event of a call to a school emergency situation

**Safe Prom:**

The Halton District School Board partnered with police services and the parents of a HDSB student who died due to impaired driving to deliver the message about safe driving prior to spring prom and graduations. This involved media releases and presentations and demonstrations with distortion eye-wear to simulate impairment for students in several schools. As a result, the principal of one school reported having had the least substance-abuse related issues in many years at this year's events.

**Violence-Threat Risk Assessment:**

Principals have a duty to ensure safety for all students and staff under the Education Act, and if they are unable to do so, they may exclude a student or other person from the school under 265.1 (m). Exclusion is not used for disciplinary purposes, but may be used to gather information and plan strategies (Safety Plan, Behavior Management Plan) that will allow the student to return to school as quickly as possible.

There are occasions when student behaviour causes significant concern regarding their own safety, and/or risk the safety of other students and staff. On these occasions, as part of the planning to include a student, a threat risk assessment may be conducted to determine the level of risk.

The Safe Schools team collaborated with Student Services to develop common procedures for September 2010, and identified training needs. In collaboration with Halton Catholic District School Board, Halton Regional Police Service, Halton Children's Aid Society, Halton Region: Public Health, Children's Services, Reach Out Centre for Kids, and other community partners, Violence Threat Risk Assessment Training – Levels I and II has been provided for multi-disciplinary teams attached to all secondary schools, as well as to some elementary personnel. Level III training is planned for January-February 2012. This level will be provided to a few HDSB members who will then be qualified to deliver training to our employees to sustain the VTRA learning.

### **Suspensions and Expulsions:**

Serious consequences, such as suspension and expulsion, are employed when either progressive discipline has been used and a student continues to exhibit a pattern of inappropriate behaviours, or for single incidents of serious behaviour which have a negative impact on others within the school. The infractions for which principals may consider suspension are outlined under Section 306.1 in the Education Act and in Board Policy, Behaviour, Discipline and Safety of Students. Mitigating and other factors must be taken into consideration when determining a decision regarding progressive discipline consequences, including suspension. Infractions for which principals shall suspend and may consider a recommendation to the Disciplinary Committee for expulsion fall under Section of the Education Act 310.1. Mitigating and other factors must be taken into consideration when determining the length of suspension under 310.1, and whether or not to proceed to a recommendation to expel.

### **The Discipline Committee of the Board:**

From September 1, 2010 to August 31, 2011, zero Expulsion hearings have come before the Discipline Committee. Twenty-one expulsions have been through legal consent orders which are agreements between the parents/guardians (or students if over 18 or 16 or 17 and withdrawn from parental control) and the principal of the school, facilitated by the Superintendent responsible for student discipline. This process avoids the adversarial process of a hearing for all parties involved, maintains a higher level of confidentiality for the students and their families, and leads to a collaborative process between HOPES staff and parents/guardians. The end result is that students expelled and assigned to HOPES are almost always successful.

### **Student Discipline** -- (Please refer to Appendix A)

#### **Suspension Appeals**

One suspension appeal was heard by the Discipline Committee between September 1, 2010 and August 31, 2011. There have been 30 additional suspension appeals. These appeals have all been settled at either the principal level or through the Superintendent review process with 23 suspensions upheld; 3 suspensions withdrawn, and 4 expunged. Refer to Appendix B for Incident Data)

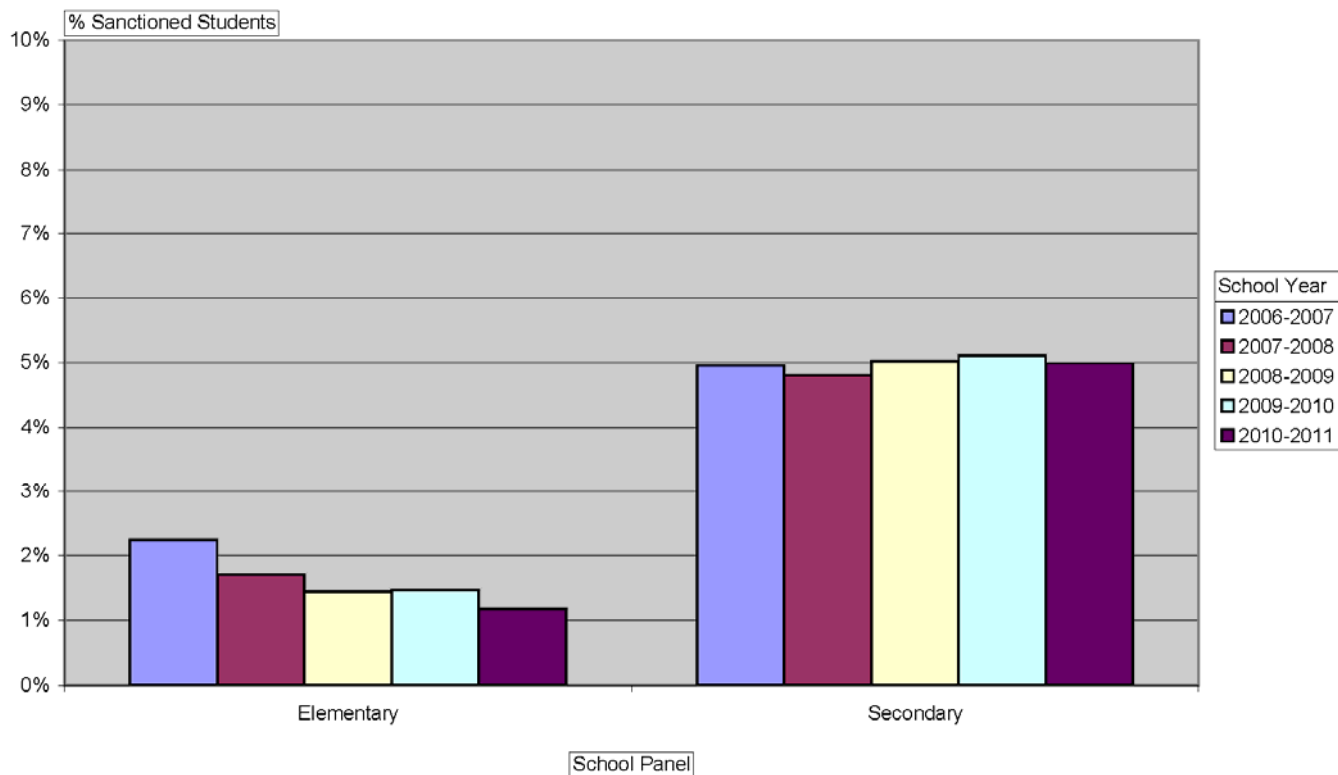
#### **HOPES (Halton Opportunities Program for Expelled/Suspended Students)**

As required by legislation, and PPMs 141, 142, and 145, HDSB continues to operate two combined programs for students on long term (6-20 days) suspensions and for those expelled from all schools of the board. Participation in programs for suspended and expelled students is voluntary; however expelled students may not be re-admitted to any school within the province of Ontario without having completed such a program.

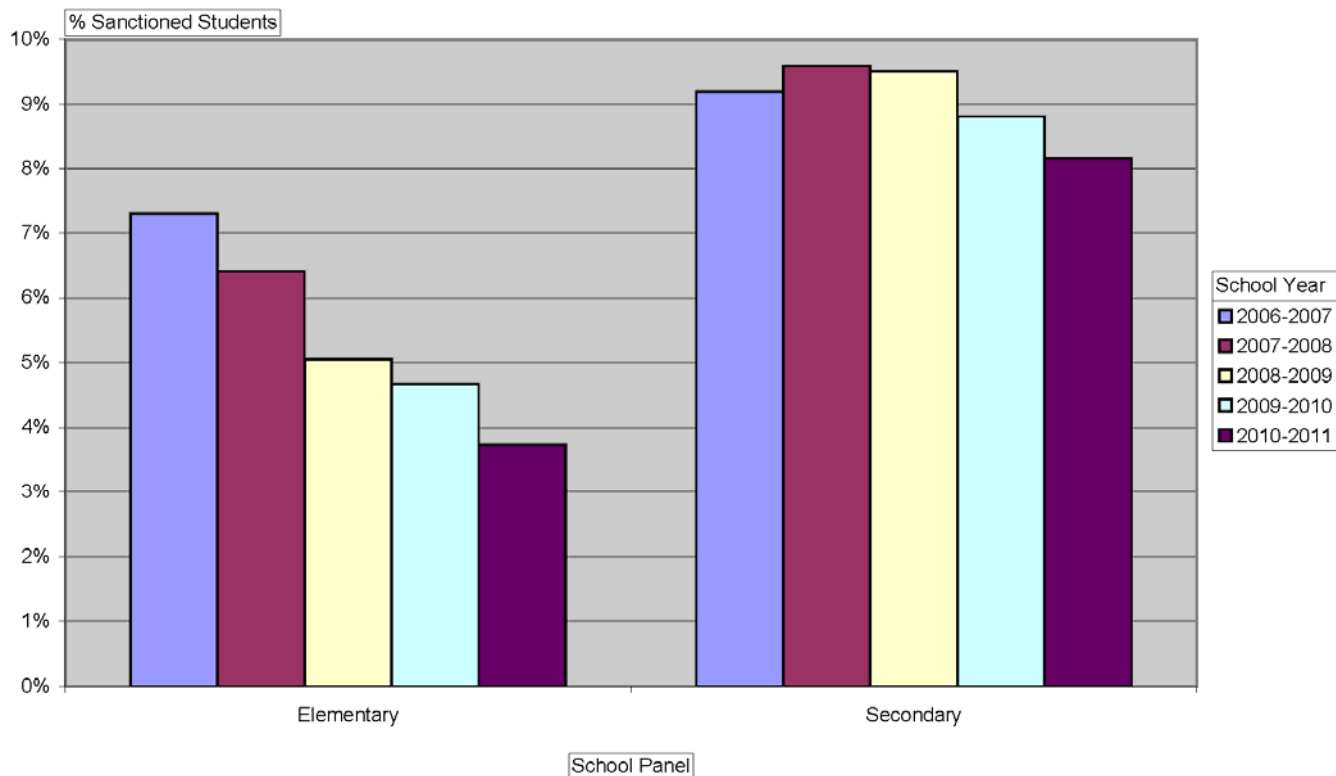
On average, seven to eight students are in attendance at each site at any one given time. In addition, there are some students who, due to extraordinary needs, are taught off site, usually in public facilities, by occasional teachers hired through HOPES. These students and their families are also supported by the social workers through non-academic programs which could include:

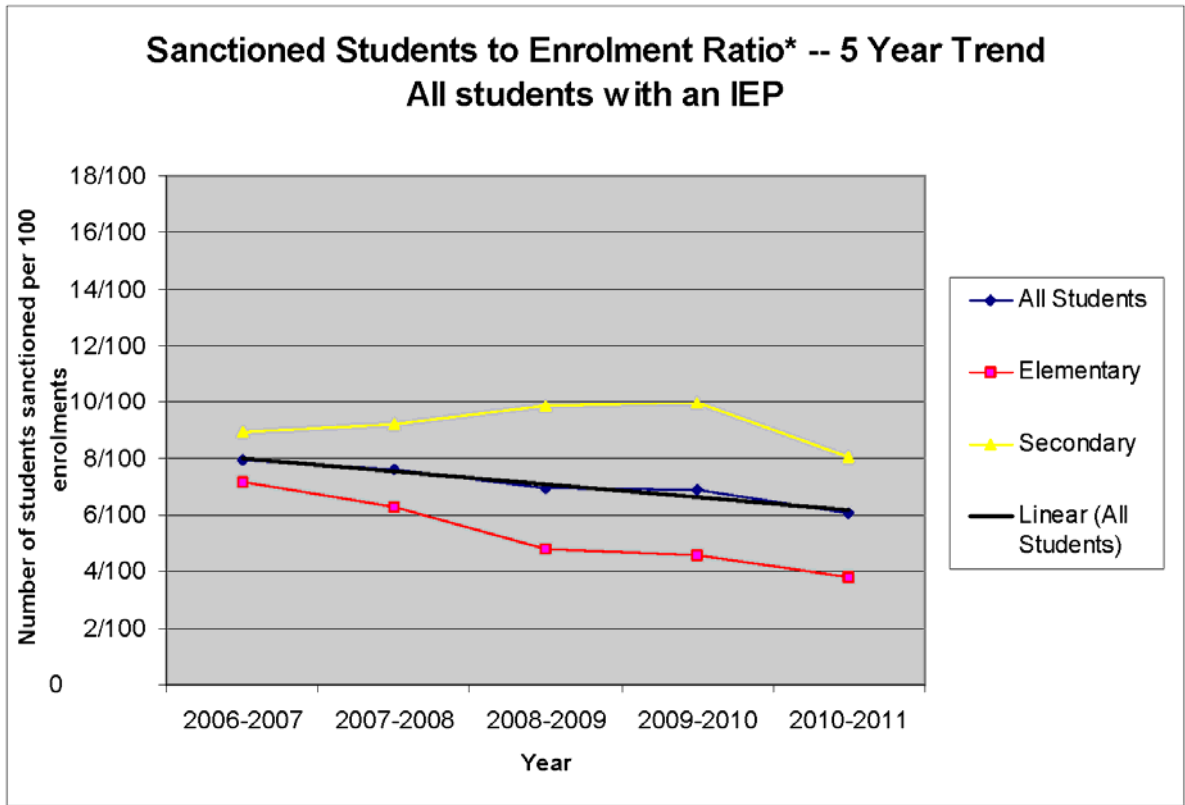
- § Addiction counseling
- § Anger management
- § Individual counseling
- § Family counseling
- § Life skills (cooking, resume writing, co-op jobs, community volunteerism)

### 5 Year Historical Student Sanction Trend -- All Enrolments

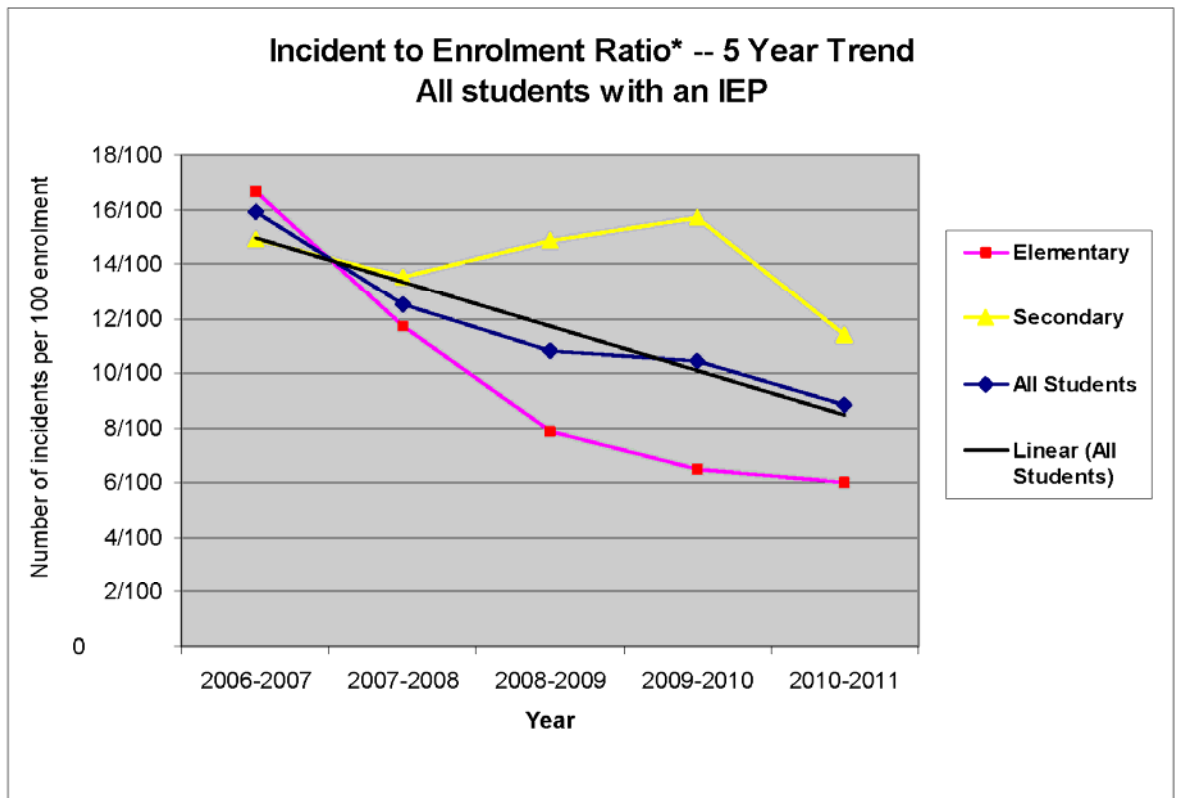


### 5 Year Historical Student Sanction Trend -- All Students with an IEP





\*Total number of sanctioned students divided by total number of enrolments.



\*Total number of incidents divided by total number of enrolments by student with an IEP. Multiple incidents are possible per student.

Since February 1, 2008 to August 31, 2011, 161 of 281 students who were **suspended** between 6 and 20 days attended HOPES. 53 of 62 students who were **expelled** from all schools attended HOPES. Of the 9 expelled students who did not attend HOPES, 4 were expelled to other schools within the board; 3 of these students went into work/custody, and 2 transferred to other school boards.

Suspended students return to school following the final day of suspension. All expelled students who attended HOPES between February 1, 2008 and 31 August 2011 completed their Student Action Plans and have returned to regular day school or to alternative education (e.g., such as those programs provided through Gary Allan). Ten expelled students are attending HOPES at the current time (as of November 15, 2011); these students will be transitioned back to home schools upon completion of their Student Action Plans.

<b>Time Frame:</b>	<b>Attended HOPES</b>	<b>Suspended Students who have attended HOPES</b>
(February 1, 2008 to August 31, 2011)	53 of 62 expelled students	161 suspended students, and their families have been served through HOPES.

(NOTE: Programs were first established under Bill 212 legislation, until August 31, 2011)


We have had numerous requests from both parents/guardians and administrators, as well as from some mental health professionals, and parole officers to accept non-expelled students, and/or to keep suspended and expelled students beyond the completion of their Student Action Plans.

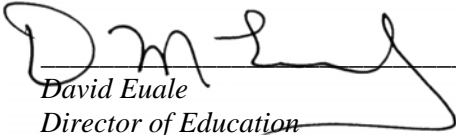
Students who have attended HOPES and returned to their home schools or alternative education settings are unlikely to repeat behaviours for which suspension and expulsion may be considered. While attending HOPES, students are supported to keep up with their regular course work. Expelled students usually earn equal to or more than the number of credits they had earned in the previous semester, and often are successful in co-op education, as well as in completing community services hours.

**Financial:**

With the change in legislation in 2008, the Ministry provided funding for Safe Schools. In 2009, the funding became part of the GSN. To date, all staff resources, including one system principal, two full-time teachers, four social workers, one .6 administrative assistant and occasional teachers who provide direct service to HOPES students, have been covered through this funding. In addition, this funding has covered the development of H.I.T.S. (Halton Incident Tracking System); the costs of operating the HOPES programs, including rental accommodations, and legal fees associated with policy development and hearings.

*Respectfully submitted,*

  
 \_\_\_\_\_  
 Odette Bartnicki,  
 Coordinating Superintendent

  
 \_\_\_\_\_  
 David Euale  
 Director of Education

## Statistics for Discipline Committee

	February 1, 2008 to August 31, 2008	September 9, 2008 to August 31, 2009	September 5, 2009 to August 31, 2010
Total number of Expulsions	10	17	14 + 1 (from another board = 15)
Expulsions by Hearing of the Discipline Committee	1	2	0
Expulsions by consent order	9	15	14
Number of Expelled Students who attended <i>HOPES</i>	6 out of 10  4 expelled from Home school – re-located to another school	13 out of 17 4 - Did not attend 2 Adult – Work 1 went to another Board 1 went into Custody	13 out of 14 Halton Students attended  The 1 Halton Student who did not attend went to another board  1 student attended from other board  15 Expelled students attended HOPES
Total Number of Suspensions (6-20 days)	14 3 suspensions 6-8 days 11-suspensions 9-20 days	51 8 suspensions 6-8 days 43-suspensions 9-20 days	123 24 suspensions 6-8 days 99-suspensions 9-20 days
Number of Suspended (6-20 days) who attended <i>HOPES</i>	10 3-suspensions 6-8 days 7 suspensions 9-20 days	28 6-suspensions 6-8 days 22 suspensions 9-20 days	69 3-suspensions 6-8 days 66 suspensions 9-20 days
Destinations of <i>HOPES</i> Students:	Expelled – of 6 who attended <i>HOPES</i> , all: returned to regular day school or alternative HDSB education.  Of the 10 Suspended students who attended <i>HOPES</i> , all returned to their home school or alternative education program.	Expelled – of 13 who attended <i>HOPES</i> , all: returned to regular day school or alternative HDSB education.  Of the 28 Suspended students who attended <i>HOPES</i> , all returned to their home school or alternative education program.	Expelled – of 15 who attended <i>HOPES</i> , all: returned to regular day school or alternative HDSB education. (1 student attended from other board)  Of the 69 Suspended students who attended <i>HOPES</i> , all returned to their home school or alternative education program.
Number of Elementary Students Number of Secondary Students	Elem 34,713 Secondary 17,980 February 1, 2008	Elem 35,484 Secondary 17,956 September 9, 2008	

**Statistics for Discipline Committee**

<b>Dates</b>	<b>September 7, 2010 to August 31, 2011</b>
Total number of Expulsions	21
Expulsions by Hearing of the Discipline Committee	0
Expulsions by consent order	21
Number of Expelled Students who attended <i>HOPES</i>	21 out of 21
Total Number of Suspensions (6-20 days)	93 11-suspensions 6-8 days 82 -suspensions 9-20 days
Number of Suspended (6-20 days) who attended <i>HOPES</i>	52 2-suspension 6-8 days 50-suspension 9-20 days
Destinations of <i>HOPES</i> Students:	Expelled – of 21 who attended <i>HOPES</i> , 6 continue in the program at this present time.  Of the 52 Suspended students who attended <i>HOPES</i> , all returned to their home school or alternative education program.
Number of students currently in <i>HOPES</i> .	As of November 15 2011  10 in <i>HOPES</i> South 7 in <i>HOPES</i> North
Number of Elementary Students Number of Secondary Students	Elem 39,711 Secondary 19,442

*November 15, 2011*

## Incident Summary

*Suspensions (1-20 days) between September 5, 2009 to August 31, 2010*

<b>ACTION</b>	<b>UNDER 12</b>	<b>12 TO 17</b>	<b>18 TO 21</b>	<b>TOTAL</b>
Suspension	299	1886	85	<b>2270</b>
Expulsion	0	14	0	<b>14</b>
<b>TOTAL</b>	<b>299</b>	<b>1900</b>	<b>85</b>	<b>2284</b>

<b>School</b>	<b># Suspensions</b>	<b># Students</b>	<b>Total Suspension Days</b>
<b>Elementary</b>	<b>758</b>	<b>556</b>	<b>1263.00</b>
<b>Secondary</b>	<b>1456</b>	<b>1002</b>	<b>4412.00</b>
	<b>2214</b>	<b>1558</b>	<b>5675.00</b>

*Suspensions (1-20 days) between September 7, 2010 to August 31, 2011*

<b>ACTION</b>	<b>UNDER 12</b>	<b>12 TO 17</b>	<b>18 TO 21</b>	<b>TOTAL</b>
Suspension	303	1681	69	<b>2053</b>
Expulsion	0	19	2	<b>21</b>
<b>TOTAL</b>	<b>303</b>	<b>1700</b>	<b>71</b>	<b>2074</b>

<b>School</b>	<b># Suspensions</b>	<b># Students</b>	<b>Total Suspension Days</b>
<b>Elementary</b>	<b>645</b>	<b>456</b>	<b>975.00</b>
<b>Secondary</b>	<b>1366</b>	<b>997</b>	<b>4161.00</b>
	<b>2011</b>	<b>1453</b>	<b>5136.00</b>

**Infractions by Type - September 5, 2009 to August 31, 2010**

<b>AGE GROUP</b>	<b>INFRACTION NUMBER</b>	<b>UNDER 12</b>	<b>12 TO 17</b>	<b>18 TO 21</b>	<b>TOTAL</b>
Bullying	306 # 6	18	82	0	100
Patt Behav	310 # 8	38	68	2	108
Verbal Abuse	306 # 4	4	90	6	100
SigInjMoralTone	310 #8	117	561	14	692
Threats Injury	306 # 1	8	13	0	21
Pos Alcohol	306 # 2	1	105	15	121
Traffick	310 # 5	0	8	0	8
Smoking	306 #13	0	9	0	9
DisorderConOppAU	306 # 7	17	161	2	180
Phys Assault	310 # 3	4	14	0	18
ContPresRisk	310 # 9	2	28	2	32
Theft	306 # 14	3	16	0	19
Firesetting	306 # 9	2	15	0	17
Vandalism Prop	306 # 15	0	7	0	7
Poss of Weapons	310 # 1	1	21	1	23
Use Alcohol	306 # 3	1	66	3	70
Use of Weapons	310 # 2	3	10	0	13
Sexual Assault	310 # 4	0	4	0	4
Ext Damage	310 # 10	0	8	2	10
Vandalism	306 # 5	0	9	0	9
Explosive Devices	306 # 8	0	1	0	1
Harass	306 # 11	0	8	0	8
Robbery	310 # 6	0	3	0	3
Minor Alcohol	310 # 7	0	2	0	2
MoralTone		27	343	26	396
Code Conduct		21	186	13	220
RiskWellBeing		12	55	4	71
SVCodeConduct		1	37	6	44
WellBeing		29	158	2	189
Extortion					0
Hate Crimes					0
Vehicle Use					0
<b>TOTAL</b>		<b>309</b>	<b>2088</b>	<b>98</b>	<b>2495</b>

**Infractions by Type - September 7, 2010 to August 31, 2011**

<b>AGE GROUP</b>	<b>INFRACTION NUMBER</b>	<b>UNDER 12</b>	<b>12 TO 17</b>	<b>18 TO 21</b>	<b>TOTAL</b>
Bullying	306 # 6	16	70	3	89
Patt Behav	310 # 8	31	57	2	90
Verbal Abuse	306 # 4	8	66	5	79
SigInjMoralTone	310 #8	165	896	41	1102
Threats Injury	306 # 1	9	20	1	30
Pos Alcohol	306 # 2	0	149	10	159
Traffick	310 # 5	0	11	1	12
Smoking	306 #13	0	9	0	9
DisorderConOppAU	306 # 7	50	284	14	348
Phys Assault	310 # 3	2	17	2	21
ContPresRisk	310 # 9	3	27	1	31
Theft	306 # 14	5	53	1	59
Firesetting	306 # 9	1	15	0	16
Vandalism Prop	306 # 15	1	8	1	10
Poss of Weapons	310 # 1	9	24	0	33
Use Alcohol	306 # 3	0	64	0	64
Use of Weapons	310 # 2	5	7	0	12
Sexual Assault	310 # 4	1	3	0	4
Ext Damage	310 # 10	1	6	0	7
Vandalism	306 # 5	4	10	1	15
Explosive Devices	306 # 8	0	4	0	4
Harass	306 # 11	1	15	0	16
Robbery	310 # 6	1	3	0	4
Minor Alcohol	310 # 7				0
Vehicle Use		0	1	0	1
Extortion		0	2	0	2
HateCrimes		0	2	0	2
<b>TOTAL</b>		<b>313</b>	<b>1823</b>	<b>83</b>	<b>2219</b>



# Halton District School Board

Report Number: 11182

Date: December 1, 2011

## INCIDENTAL INFORMATION

TO: The Chair and Members of the  
Halton District School Board

FROM: David Euale, Director of Education  
Dane Tutton, Superintendent of Education

RE: Report: e-Learning within the Halton District School Board

### Background

M11-0139

G. Tuck Kutarna / N. MacNeill

*Whereas the Halton District School Board is committed to expanding its capacity to offer online credits; therefore,  
Be it resolved that the Director bring a report to the Board of Trustees by November 2011 outlining the Board's implementation plan, including staffing and resource needs, to ensure a comprehensive calendar of online learning courses to be made available to Halton District School Board students, and  
That this report include a timeline for full implementation, and include a mechanism for incorporating student and staff feedback with regard to their learning experiences.*

**Carried.**

### History of e-Learning in Halton

We began offering courses within the Halton District School Board using e-Learning in 2002-03. The sections below outline a brief history and different phases of growth. The first data chart lists the overall number of students, courses, and sections since 2002-03.

### Summary of Historical Data

Year	Students (registered)	Courses	Sections
2002-03		4	3
2003-04	50	5	4
2004-05	70	3	2
2005-06	95	3	3
2006-07	180	13	10
2007-08	315	10	10
2008-09	587	8	14
2009-10	538	8	16
2010-11	798	10	17
2011-12	805 (Sem.2 not confirmed)	16	25
2012-13		24 Offered <i>plus</i> 5 Summer School	

### Prior to 2010

Halton's strategy had been to support student learning for maximum benefit with minimum resources.

- Focussed on courses not available in most or all schools.
- Used our existing First Class (FC) system to run all online courses (instead of using a dedicated Learning Management System). As First Class is tied to Trillium, there was minimal maintenance in getting student accounts, putting students in courses, etc. and minimal training and support as all students and staff currently use First Class.
- Developed courses by online teachers and traded with other districts.
- Maintained minimal central staff (i.e., 0.5 compared to 3+ at other districts).

After 2010

Many students in Halton began seeking online credits that we did not offer in First Class. We then registered those students with Avon Maitland e-Learning Centre (AMDEC). We also know that many Halton students sought out other e-Learning courses without contacting us including courses from private e-Learning schools.

- Investigated and adopted the Ontario e-Learning strategy (provincial Learning Management System – D2L, online courses, Ontario Education Resource Bank)
- Focused on courses in grades 10 and 11
- Prepared for using the provincial Learning Management System (LMS) which is D2L
- Trained teachers on how to use D2L
- Identified our first D2L courses that we would attempt to run
- Continued to advertise e-Learning credits in our Regional Program Book
- Planned for D2L expansion in course offerings
- Paid fee (\$725.00 per course) for each Halton student registered in a course with AMDEC (however, these students remain registered with the HDSB with the board receiving full funding)

Statistics from AMDEC

2010/11: 280 total credits. (Of those – 84 students were dropped or removed before the count date. 13 students completed the courses but did not earn the credit)

2011/12: 110 students enrolled in AMDEC courses for semester 1.

**Semester 1 Online Enrolment Snapshot: Sept 27, 2011**

Course	Sections	# of Students
AMM 3MO (Music and Computers)	1	20
BDV 4CO (Entrepreneurship)	1	19
CGR 4MO (Environment and Resource Management)	1	30
CPW 4UO (Canada and World Politics)	1	25
CHV/GLC (Civics and Careers)	2	54
HZT 4UO (Philosophy)	2	55
SES 4UO (Earth and Space Science)	1	30
HSP 3MO (Anthrop /Psy/Soc)	2	64
SPH 4CO (College Physics)	1	7
<b>Total</b>	<b>12 sections</b>	<b>304</b>
AMDEC to date (Sem1/2011)		90

**Semester 2:**

Approximately 450 Halton students have registered for HDSB online courses.

**Planned Expansion of e-Learning**Resources Required

Resources/support depend on the pace of expansion, especially to make the transition to D2L.

## 1. Learning Management System Training

- Initial training for e-Learning teachers on use of D2L
- Release time for teachers to customize/familiarize with their courses
- Cost to switch existing courses (eventually from First Class to D2L)

## 2. e-Learning Administration

- Analyze success data
- Principal/Program Leader (role, expansion would require more support)
- Guidance secretary and/or counsellors
- Processing online course adds/drops, etc. for larger number of courses
- Central academic counselling for online students
- In-school support for processing and guiding online students
- Communicate with other boards (e.g., AMDEC) offering online programs to Halton students
- Ongoing D2L support and training for online teachers
- Support for transition of existing courses from FC to D2L and modification of D2L courses
- Support for selection and implementation of new online courses
- Support for wider application of e-Learning (e.g., acceleration, credit recovery, Sect. 23, etc.)
- Pedagogy, assessment, policy and procedural support of online program
- Technical support - see below

## 3. Technician

- Technical support for D2L as a system
- Student account maintenance on D2L (adding/removing/changing students).
- Staff account maintenance on D2L (adding/removing/changing staff).
- Course maintenance on D2L (adding courses, course instances)

## 4. Student Success and/or Special Education Support

- Tracking and support of online students to ensure completion and success
- Special education support for students learning online (as per face-to-face classes)

### Future Directions and Questions to Consider

Once the decision was made to adopt the Ontario e-Learning strategy, we had a number of questions to answer. Some of the many questions we posed were as follows:

#### **a) *Why do students take e-Learning courses?***

Students take e-Learning courses basically for the same reasons that most students take face-to-face courses. However, there are some other reasons. Some of these reasons are listed below:

- Cannot find the course at the home high school
- Cannot be at school for various reasons – physical, social or emotional reasons; elite athletes, music students, family commitments and travel
- Needs a specific course but it conflicts with another course the student is taking at the home school
- Needs to catch-up or leap ahead
- Allows students to “attend” class outside of regular school hours. This works for students who may be doing full day COOP, OYAP or other regional programs during the day and can’t attend a timetabled class in their home school.

#### **b) *Which courses do we start with and how many?***

We had experience running e-Learning using First Class. However, when we wanted to provide more opportunities for our students we realized that we had little or no direct experience using the provincial LMS and D2L. We therefore decided to begin by running two courses as a pilot that most schools had difficulty offering because of low enrolment but were mandatory for students entering any type of technology program in the Ontario College system – college level Mathematics and Physics. We wanted to start small (hence two courses in D2L) and learn from the teachers through their e-Learning experiences. We received feedback from the two teachers running the courses that we used in the next phase of expansion.

**c) *What type of feedback do we use to decide on future course offerings?***

We have worked closely with guidance counselors, the Halton Secondary Principals Association, Student Success Teachers, Student Services, School Programs, the Ontario Secondary School Teachers Federation and e-Learning Ontario to solicit and receive feedback. Guidance counselors and Student Success teachers along with Student Services were key players as they have a good overview of which courses students ask for and need as they progress through school. We also looked at which courses secondary schools advertised in their program books but because of low enrolment subsequently decided to cancel.

**d) *Do we consider student feedback as we plan for the future?***

Below you will see some of the areas that we ask students to comment on as they complete an e-Learning course. We ask our students to compare the areas in their e-Learning course with what they experience in “face-to-face” classes during the rest of their day. We plan to continue to use student feedback as we move forward with our e-learning course expansion.

Some of the areas are listed below where we ask for student feedback.

- I would Recommend this Online Course to Others
- Overall Feeling of Meaningful Learning
- Availability of Learning/Technical Support
- Helpfulness of Feedback on Progress
- Timeliness of Feedback on Progress
- Connections to the Real World, Other Subjects, etc.
- Degree of Critical/Creative Thinking
- Quality of Tasks (Richness, Variety)
- Organization of Content
- Clarity of Tasks and Timelines
- Quality of Interactions with Classmates
- Quality of Interactions with Teacher
- Level of Interest/Engagement
- Feeling of Safety and Well Being
- Level of Challenge/Difficulty
- Flexibility For Learning (Time, Place, Pace)
- Time Spent Doing the Course

**e) *What model do we use to allocate e-Learning sections and monitor growth?***

Most boards that have been involved in the Ontario e-Learning strategy use either a centralized or a de-centralized model.

The de-centralized model would include school boards who give each secondary school involved in e-Learning a number of class sections. Each school would then decide on the courses offered and the principal would assign a teacher to each e-Learning class.

The centralized model would include school boards that control the courses offered and the number of sections allocated as well as hiring the teachers who would work in various schools within the board.

Upon visiting a number of school boards including the school board offering the largest number of e-Learning courses (AMDEC) we learned that most used a centralized model. In fact AMDEC had started by using a de-centralized model and admitted that it was a mistake that stunted their growth for a number of years. By switching to a centralized model they now better control the training of e-Learning teachers as well as the course offerings. The selection of teachers through a central hiring process has also ensured future growth through student satisfaction.

We began with a centralized model for implementing e-Learning within Halton and will continue using this model as we move forward.

**f) What staff do we presently have supporting e-Learning in Halton and what staff do we need to support future growth?**

Presently we have the following staff supporting e-learning in Halton.

1. An Instructional Program Leader (in 2010/'11 this was a system principal) who is also the District e-Learning contact; this position is board funded (the province requires each board to have a DeLC but does not fund the position)
2. An e-Learning Contact or eLC – person charged with leading the Homework Help project, Blended Learning and other aspects of the LMS (funded by the province on a yearly basis)
3. A .42 secretarial position (board funded)
4. A person designated by the CIO of Information and Communication Technology to help the DeLC with any technical challenges

As we move forward and look at future expansion it is vitally important we continue to have adequate staff support.

**g) What is our present e-learning sleight of course offerings and future course plans?**

An Overview of Course offerings – Year 2011-2012

Year	Sections	Sem.1	Sem.2	Code	Name	Host
<b>CHATT (FC)</b>						
11/12	1	1		AMN3MO	Music and Computers	BCHS
11/12	1	1		BDV4CO	Entrepreneurship	BCHS
11/12	1	1		CGR4MO	Environment and Resource Management	NEL
11/12	1	1		CPW4UO	Canadian and World Politics	WOSS
11/12	3	2	1	CHV/GLC2O	Civics and Careers	BCHS
11/12	4	2	2	HZT4UO	Philosophy	ADHS
11/12	3	1	2	SES4U	Earth and Space Science	
<b>D2L</b>						
11/12	1		1	BTA3O	ICT: The Digital Environment	BCHS
11/12	1		1	ENG4UO	English	NEL
11/12	1		1	HHS4MO	Individuals/Families in a Diverse Society	WOSS
11/12	1		1	GWL3O	Designing Your Future	RBHS
11/12	1		1	MCT4C	Mathematics for College Tech	NEL
11/12	4	2	2	HSP3M	Introd: Anthropol., Psych., Soc.	ADHS
11/12	1	1		SPH4C	Physics fore College Tech	APHS
11/12	1		1	PPZ3O	Health for Life	APHS
<b>Total</b>	<b>25</b>	<b>12</b>	<b>13</b>			

New Course Offerings 2012-13

- 8 new course offerings including courses at the workplace, open and U/C level.
- 5 new course offerings in Summer School

Grade 11

Media Studies	(EMS3O)
Native Studies	(NBV3E)
Marketing	(BMI3C)
World Religions	(HRT3M)

## Grade 12

Advanced Functions	(MHF4U)	<i>Running Semester 2</i>
Calculus and Vectors	(MCV4U)	Running Semester 1
Data Management	(MDM4U)	
International Business	(BBB4MO)	

Online Summer School Course Offerings: July 2012

- 5 online courses offered for summer school
  - English: ENG4UO (Full Credit)
  - English: ENG3UO (Full Credit)
  - Civics (CHV2OO); Career Studies (GLC2OO)
  - HSP3M4: Intro to Anthropology, Psychology and Sociology. (French Immersion )
  - HSB4MO: Challenge and Change in Society

2012-13 Course Offerings

We will offer all of the courses that we offered last year. The consistency of the courses offerings will be valuable to counsellors and students as they plan for the future.

## Grade 10

Civics (CHV2OO); Career Studies (GLC2O)

## Grade 11

Environmental Science (SVN3MO)  
 Designing Your Future (GWL3O)  
 Music and Computers (AMM3M)  
 Health for Life (PPZ3O)  
 Introduction to Anthropology, Psychology, and Sociology (HSP3MO)  
 Information and Communication Technology: The Digital Environment (BTA3O)  
 Introduction to Computer Science (ICS3U)

## Grade 12

Canadian and World Politics (CPW4U)  
 Chemistry (SCH4CO)  
 Earth and Space Science (SES4U)  
 English (ENG4UO)  
 Entrepreneurship: Venture Planning in an Electronic Age (BDV4C)  
 Environment and Resource Management (CGR4M)  
 Individuals and Families in a Diverse Society (HHS4M)  
 Mathematics for College Technology (MCT4C)  
 Philosophy: Questions and Theories (HZT4U)  
 Physics (SPH4C)

Blended Learning, Homework Help, Pilot Projects

“Homework Help” is in its second year at HDSB and is focused on helping grade 7 to grade 10 students with Mathematics through teacher assistance at the Independent Learning Centre. To date, over 6000 questions have been answered from the base of 8500 registered students. Student registration and orientations sessions are ongoing this year, targeting grade 7 students who are new to the program. Improved student usage of the live teachers is being accomplished by encouraging teachers to make Homework Help part of their instructional strategies.

The Ontario Education Resource Bank (OERB) usage is steadily climbing in both the Student and Teacher categories. Any student, staff or parent within a publicly funded school board in Ontario may use the OERB which contains over 26,000 teacher created resources from JK-12. Teacher usage is more than 30% higher than other boards of a similar size and student usage is almost on par with boards of a similar size.

Blended learning is off to a good start. Twenty-five teachers attended a November 8th D2L training session. Our goal, in each of our high schools, is to get at least 2 trained teachers to act as internal support. Gradually, other teachers will be trained at each locale. These teachers are in diverse subject areas and include credit recovery teachers. Many teachers in this pool are expected to use the LMS in their classes in Semester 2. We presently are seeing Blended Learning in grades 9-12 in most of our secondary schools. Elementary teachers are also being encouraged to use the LMS. Courses are already in the hands of six elementary grade 7 and 8 teachers.

We also have an e-Learning pilot project involving five identified gifted students in grade eight at Gardiner P.S. These students will be taking academic online grade 9 Mathematics beginning in the new year.

A cluster of 5 elementary teachers from Kindergarten to grade 4 has been identified and will be trained in early December. The use of the LMS in other applications such as home instruction is being explored. Two special courses have been created to date for students that do not regularly attend classes: one for a student who undergoes extensive hospitalization and a second for a student with behavioural issues.

### Obstacles

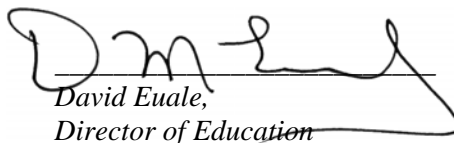
In any phase of growth one needs to examine the perceived obstacles in order to proceed in the best interests of our students and staff. Although there are few obstacles listed below these need to be overcome and planned for appropriately as we expand.

- At the present time with few exceptions, the majority of our courses are contained within the senior level (grade 11 and 12). In the near future we will begin to offer e-Learning courses to students in grades 9 and 10. Since this could possibly create a spare in the student's timetable, we need to have a plan by system and by school to monitor and supervise students who are taking or have taken an e-Learning course while in grade 9 and 10 in secondary schools.
- As we expand, we need to recognize that the training needs of teachers will increase for both online teachers and other teachers using blended learning in their classrooms.
- Investments in hardware, software and human resources to better serve our students and staff will be important.

*Respectfully submitted,*



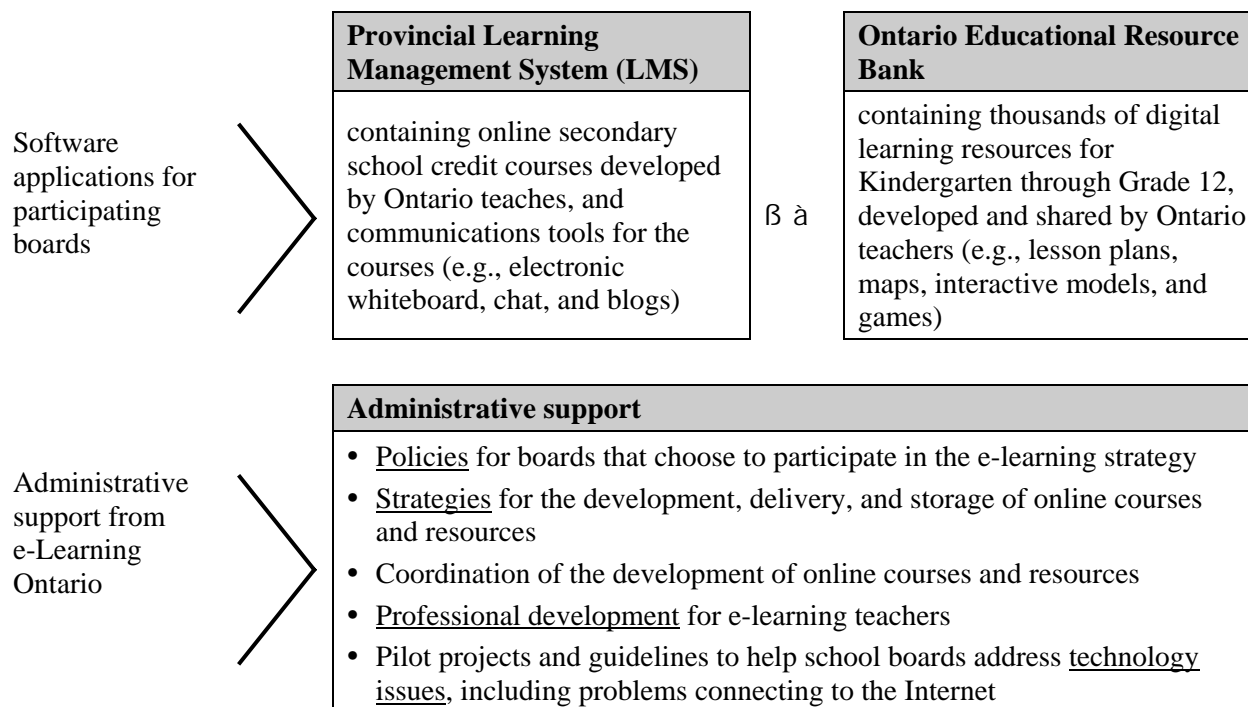
Dane Tutton,  
Superintendent of Education (Program)



David Euale,  
Director of Education

**Ontario e-Learning Strategy**

**Components of Ontario's e-Learning Strategy**



**Ontario Educational Resource Bank**

As Ontario's learning object repository, the Ontario Educational Resource Bank (OERB) offers a growing number of online resources to teachers and students, from kindergarten to Grade 12, at no cost. There are thousands of resources, including units, lesson plans, activities, maps, and interactive learning resources, which are:

- created by teachers for teachers.
- offered in convenient formats including Microsoft Word, PowerPoint, PDF, and Flash.
- aligned with the Ontario curriculum.
- searchable by grade, course/subject, strand, overall expectations, learning style, author, file format, and keyword.
- derived from and designed for both the public and Catholic systems.
- easy to access and use.
- downloadable and modifiable.

**Seat Reservation System (SRS)**

SRS Highlights

- Allows school boards to post extra seats or search available seats for e-learning courses offered by other school boards through the provincial LMS.
- Applies to all e-learning courses offered by school boards as part of day school, continuing education, and night and summer school programs.
- School boards not offering e-learning courses may use the system to find e-learning courses offered by other school boards across Ontario.
- Delivering school boards have the right to decline reservations from any requesting school board.
- Delivering school boards charge a course-sharing fee to requesting school boards, as determined yearly by e-Learning Ontario.
- A tutorial video is available on the SRS website to guide users. Help files and e-Learning Ontario assistance are also made available, as needed.

## e-Community Ontario

### Online Collaborative and Professional Development Site

The e-Community Ontario website is an exciting collaborative environment for Ontario teachers, where they can communicate and share insights on a variety of professional learning topics with colleagues across the province.

#### Teachers participating in e-Community Ontario can:

- Share their ideas, practices, and experiences on how to best integrate e-learning into their class content.
- Seek their colleagues' input on how to complement their teaching with new and innovative ideas.
- Discuss best practices.
- Participate in professional development seminars and initiatives.
- Access white papers, research, and professional development support materials through webcasts and other media.
- Store files and share them with other community participants.
- Access web links specific to e-learning initiatives in Ontario and other jurisdictions.
- Create their own blogs and web pages, with no HTML coding required.
- Benefit from a number of other useful tools such as threaded discussions, chats, journal, and more.

### Glossary of Terms

<b>asynchronous learning</b>	Learning that does not require the students and teacher to be present at the same time. Participants are able to access information and communicate with each other on their own schedules. For example, they may get lessons through the Internet or on CD-ROM, and may communicate by e-mail or a threaded discussion group.
<b>bandwidth</b>	The capacity of a communication channel to carry information. The greater the bandwidth, the faster the information can move.
<b>blended learning</b>	Blended learning is <i>any combination of traditional classroom methods with computer-based tools or strategies</i> .
<b>caching</b>	Storing a copy of electronic information in a secondary location, usually to make it faster to get the information.
<b>connectivity</b>	The ability to send and receive electronic information, or to link with other programs or devices.
<b>delivering school</b>	A school that delivers a teacher-mediated e-learning credit course to students through the provincial Learning Management System (LMS), and that has the delivering teacher on staff.
<b>digital learning resource</b>	Any resource that can be stored electronically on a computer and that can be used to support learning. Examples include maps and other visual aids; tutorials; demonstrations; educational games; lesson plans; and assessments. A digital learning resource that has an interactive component is called an interactive learning object.
<b>distance education</b>	A way to provide education through packaged lessons that students complete on their own. The material has traditionally been delivered by mail, but many distance education courses now deliver their material and collect their assignments electronically. Distance education is not the same as the teacher-mediated, e-learning credit courses offered through the provincial Learning Management System (LMS).
<b>DSL</b>	See <b>digital subscriber line</b> .
<b>e-learning</b>	The use of electronic technologies to support learning and teaching. A variety of learning opportunities can be offered through e-learning. For example, secondary school credit courses may be taught by teachers online, and electronic learning resources may be used in all grades, from K to 12, in regular classrooms. The technology includes computer-based learning modules, videoconferencing, electronic whiteboards, digital projectors, e-mail, threaded discussions, and more.

<b>e-Learning Ontario</b>	A program of the Ontario Ministry of Education (and formerly known as the Ontario Knowledge Network for Learning). e-Learning Ontario is dedicated to improving student achievement by helping school boards and schools to use technology as a teaching and learning tool. e-Learning Ontario is responsible for implementing the provincial e-learning strategy.
<b>encryption</b>	The changing of data into a secret code, which a user cannot read without a key or password.
<b>fibre optic cable</b>	Cable that uses glass or plastic fibres to carry data at almost the speed of light. Fibre optic cables can carry data much faster than metal cables, are lighter and thinner, and are affected less by interference.
<b>firewall</b>	A system for preventing unauthorized users from accessing a private network. A firewall can be created using hardware or software, or a combination of both.
<b>flexible intake</b>	Flexibility in the date a student enrolls in a course. Since e-learning courses can be conducted at the student's own pace, the students in a course do not need to begin or end the course at the same time, or be at the same point in the course at any given time.
<b>home school</b>	The school in a student's immediate district, where the student would normally register for courses and is eligible to attend as outlined in the Education Act.
<b>home schooling</b>	The education of students at home, usually under the direction of their parents. The student is not registered with a local school board.
<b>ILC</b>	Independent Learning Centre of TVOntario.
<b>interactive learning object</b>	A reusable digital resource that engages students in an online problem-solving activity. An interactive learning object is one form of digital learning resource that can be found in the Ontario Educational Resources Bank.
<b>modem</b>	An electronic device or a program that a computer uses to send data through telephone lines, fibre optic cables, or another transmission medium.
<b>non-teacher-mediated credit courses</b>	Courses that are self-taught. The student's learning is confirmed by periodically sending assignments to markers.
<b>OKNL</b>	Ontario Knowledge Network for Learning, the former name of e-Learning Ontario.
<b>online learning</b>	Using the Internet to learn.
<b>Ontario Educational Resource Bank</b>	Ontario's storage site for digital learning resources to be used as part of the provincial e-learning strategy. The Resource Bank enables teachers to access single learning objects (such as visual aids), units of study, or remediation units. These resources may be used to support classroom learning or for credit courses delivered through the provincial Learning Management System.
<b>Ontario Knowledge Network for Learning (OKNL)</b>	The former name of e-Learning Ontario.
<b>ORION</b>	Ontario Research and Innovation Optical Network. A network that provides high-speed connectivity to Ontario's research and educational institutions, and links them to each other and to similar organizations around the world.
<b>OSR</b>	Ontario Student Record.
<b>PPM</b>	Policy/Program Memorandum – a statement of policy by the Ontario Ministry of Education.
<b>proctored examinations</b>	Examinations conducted in the presence of an approved supervising official.

<b>PTR</b>	Pupil-teacher ratio.
<b>Resource Bank</b>	The Ontario Educational Resource Bank.
<b>router</b>	A device that routes data between computers on a network.
<b>satellite connectivity</b>	Internet access via satellites that orbit around the earth. A computer uses a satellite modem to broadcast to a satellite dish that, typically, is on top of a building. The dish then sends and receives signals to and from orbiting satellites. Satellite connectivity is slower than DSL or fibre optic cable.
<b>scalability</b>	The ability to expand a computer application to support large numbers of users.
<b>synchronous learning</b>	Learning that requires people to participate at the same time. Interaction occurs without a time delay (in “real time”). Also see <b>asynchronous learning</b> .
<b>T1 Line</b>	A special phone line connection that enables data to be sent at speeds of up to 1.5 Mbps.
<b>teacher-mediated credit courses</b>	e-learning courses that are taught by a teacher to a class of students using electronic technology to communicate.
<b>threaded discussion</b>	A way for a group of people to communicate electronically without having to be online at the same time. Students and teachers can post questions, information, and comments on a particular theme, and can read the postings of all other participants in the group. Threaded discussions are a tool for asynchronous learning.
<b>video streaming</b>	A way to transfer video data that enables a computer to process the data as a steady stream. This enables a user to start viewing a file’s data before receiving the entire file. (Most users’ Internet access is not fast enough for downloading large video files quickly.)
<b>videoconferencing</b>	Using video cameras and online communications to enable people who are in different places to both see and hear each other in “real time”. Videoconferencing is a tool for synchronous learning.
<b>virtual private network</b>	A private communications network (serving a single organization or group of organizations) that uses a public network (such as the Internet) to transport information.
<b>VOIP</b>	Voice Over Internet Protocol. Hardware and software that enable people to use the Internet to make telephone calls.
<b>VPN</b>	See <b>virtual private network</b> .
<b>W3C</b>	See <b>Worldwide Web Consortium</b> .
<b>WAI</b>	See <b>Web Accessibility Initiative</b> .
<b>WAN</b>	See <b>wide area network</b> .
<b>Web Accessibility Initiative</b>	A project of the Worldwide Web Consortium (W3C), aimed at promoting accessibility to the Web for people of all abilities and disabilities.
<b>whiteboard</b>	An electronic blackboard used as a teaching aid in e-learning. The instructor can write, draw, and display images or documents that can be seen at the same time by all participants on their computer screens. Students can also be allowed to contribute to the whiteboard. Whiteboards are a tool for synchronous learning.
<b>wide area network</b>	Technologies that enable computers, printers, and other devices to work together and share data over a wide area, often many kilometers apart.
<b>Worldwide Web Consortium</b>	An international group of more than 400 member organizations that develops and promotes standards and technologies for the Web. It is responsible for the Web Accessibility Initiative (WAI).