

## REGULAR BOARD MEETING AGENDA

Date: Tuesday, May 5, 2020  
Time: 7:30 pm  
Location: Teleconference

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1. Call to Order	
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1.3 Information Received In-Camera	
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## **MINUTES OF THE REGULAR BOARD MEETING**

Date: March 31, 2020  
Time: 7:30 pm  
Location: Catholic Education Centre  
802 Drury Lane, Burlington

Board Room Attendance: V. Iantomasi, Chair of the Board  
P. Daly, Secretary of the Board  
A. Lofts, Superintendent, Business Services  
A. Swinden, Manager, Strategic Communications  
B. Cripps, Senior Manager, IT Services

Trustees:	B. Agnew	H. Karabela
(Electronically)	P. DeRosa	P. Murphy
	M. Duarte, Vice-Chair of the Board	J. O'Hearn-Czarnota
	N. Guzzo	T. O'Brien

Student Trustees:	M. Bhambra	D. Suan
(Electronically)	D. Caratao	

Senior Staff:	S. Balogh	L. Naar
(Electronically)	C. Cipriano	J. O'Hara
	J. Crowell	T. Pinelli
	C. McGillicuddy	A. Prkacin
	R. Merrick	

Also Present: L. Collimore, Chief Officer, Research & Development  
(Electronically) A. Cross, Senior Manager, Financial Services  
Z. Walters, Researcher, Research & Development

Recording Secretary: R. Di Pietro  
(Electronically)

### **1. Call to Order**

Due to COVID-19 and social distancing, trustees and staff joined the meeting electronically.

The following trustee and staff were physically present at the Board office maintaining social distancing: V. Iantomasi, Chair of the Board; P. Daly, Director of Education and Secretary of the Board; A. Lofts, Superintendent, Business Services and Treasurer of the Board; A. Swinden, Manager, Strategic Communications and B. Cripps, Senior Manager, IT Services.

The Board room was closed to the public and a live stream was made available.

The Chair called the meeting to order.

**1.1 Opening Prayer, National Anthem and Oath of Citizenship (D. Caratao)**

The meeting opened at 7:30 p.m. with a prayer led by Student Trustee Caratao.

**1.2 Motions Adopted In-Camera**

The following motion was adopted in-camera:

**RESOLVED**, that the Halton Catholic District School Board ratify the central terms contained with the Memorandum of Settlement and attached Appendices dated March 12, 2020, made between the Ontario Catholic School Trustees' Association and the Ontario English Catholic Teachers' Association and agreed to by the Crown.

Further that the approval of the ratification of the central terms be reported to OCSTA.

**1.3 Information Received In-Camera**

The following information was received in-camera:

Retirements

RoseAnne Mattiacci retiring effective March 31, 2020. Adriana Luburic, Sandra Patterson and Janice Perrault retiring effective June 30, 2020. Marjorie McArthur retiring effective July 3, 2020.

Academic Appointments

Jodi O'Reilly appointed as Special Education Coordinator effective September 1, 2020 for a period of up to three (3) years with the possibility of a one-year extension.

Anita Bator re-appointed as Special Education Consultant effective September 1, 2020 for a period of up to three (3) years with the possibility of a one-year extension.

**2. Approval of the Agenda**

Trustee Karabela made a point of order that agenda item 8.3 - The Provision of Feminine Hygiene Products in Schools should be dealt with as an information item and not an action item as its placement on the agenda does not conform with 9.6 (fifth bullet) of the Board By-Laws.

**#74/20**

**Moved by:** H. Karabela

**Seconded by:** T. O'Brien

**RESOLVED**, that agenda item 8.3 - The Provision of Feminine Hygiene Products in Schools be dealt with as an information item.



The Chair called for a vote on **#74/20**:

IN FAVOUR	OPPOSED
M. Bhambra (non-binding)	B. Agnew
D. Caratao (non-binding)	M. Duarte
P. DeRosa	N. Guzzo
H. Karabela	P. Murphy
T. O'Brien	D. Suan (non-binding)
J. O'Hearn-Czarnota	

The motion **FAILED**. The agenda item remained as action.

**#75/20**

**Moved by:** T. O'Brien

**Seconded by:** H. Karabela

**RESOLVED**, that the agenda be approved.

The Chair called for a vote on **#75/20** and it **UNANIMOUSLY CARRIED**.

### 3. **Declarations of Conflict of Interest**

There were no conflicts of interest declared.

### 4. **Presentations**

There were no presentations.

### 5. **Delegations**

There were no delegations.

### 6. **Approval of Minutes**

#### 6.1 **Minutes of the March 3, 2020 Regular Board Meeting**

**#76/20**

**Moved by:** H. Karabela

**Seconded by:** P. DeRosa

**RESOLVED**, that in order to further review, the approval of the March 3, 2020 minutes be moved to the April 21, 2020 Regular Board meeting.

The Chair called for a vote on **#76/20** and it **UNANIMOUSLY CARRIED**.

### 7. **Business Arising from Previous Meetings**

#### 7.1 **Summary of Outstanding Items from Previous Meetings**

The Summary of Outstanding Items from Previous Meetings was received as information.

**8. Action Items****8.1 2020 - 2021 School Year Calendar (J. Crowell)****#77/20****Moved by:** P. DeRosa**Seconded by:** J. O'Hearn-Czarnota**RESOLVED**, that the Halton Catholic District School Board approve the 2020-2021 School Year Calendar as presented.

Trustee Guzzo suggested the following amendment:

**RESOLVED**, that the motion regarding the 2020-2021 School Year Calendar be postponed to the April 21, 2020 Regular Board meeting.

Following discussion, Trustee Guzzo withdrew the amendment.

The Chair called for a vote on **#77/20**:

IN FAVOUR	OPPOSED	ABSTAIN
B. Agnew	T. O'Brien	D. Caratao (non-binding)
M. Bhambra (non-binding)	D. Suan (non-binding)	
P. DeRosa		
M. Duarte		
N. Guzzo		
H. Karabela		
P. Murphy		
J. O'Hearn-Czarnota		

The motion **CARRIED**.

Trustee Iantomasi passed the gavel to Vice Chair Duarte.

**8.2 Policy I-35 Trustee Honoraria (V. Iantomasi)****#78/20****Moved by:** V. Iantomasi**Seconded by:** M. Duarte**RESOLVED**, that the Halton Catholic District School Board reword Policy I-35 Trustee Honoraria as follows:Remove under 2<sup>nd</sup> bullet in Requirements which currently states:

The enrolment amount is calculated anew in each year of a member's term of office, using the Original Budget Estimates projected average daily enrolment for the school board fiscal year that ends in the calendar year in which the year of the term of office begins.

And replace with:

For the purposes of section 6, the enrolment of the board for a year of a term of office is the estimate of the board's day school average daily enrolment that was, (a) determined for the purposes of the regulation made under section 234 of the Act in respect of calculating average daily enrolment for the school board fiscal year that ends in the calendar year in which the year of the term of office begins; and (b) submitted to the Ministry together with the estimates required by clause 232 (6) (c) of the Act. O. Reg. 163/07, s. 6; O. Reg. 164/11, s. 1.

The Chair called for a vote on **#78/20**:

IN FAVOUR	ABSTAIN
B. Agnew	P. Murphy
M. Bhambra (non-binding)	
D. Caratao (non-binding)	
P. DeRosa	
M. Duarte	
N. Guzzo	
H. Karabela	
T. O'Brien	
J. O'Hearn-Czarota	
D. Suan (non-binding)	

The motion **CARRIED**.

The gavel was returned to Chair Iantomasi.

### 8.3 The Provision of Feminine Hygiene Products in Schools (B. Agnew)

This motion was made on behalf of Student Trustee Suan and the Student Senate.

#### **#79/20**

**Moved by:** B. Agnew

**Seconded by:** N. Guzzo

**WHEREAS**, the lack of access to sanitary products and menstrual hygiene education, also known as "period poverty", can become barriers in fostering a positive learning environment and healthy growth; and,

**WHEREAS**, at the December 10, 2019 Student Senate Meeting, student senators recommended that menstrual products be found in more discreet areas such as washrooms rather than receptions or office areas; and,

**WHEREAS**, across Canada, 1 in 7 girls has either left school early or missed school entirely because she did not have access to menstrual products, leading to significant losses of important instruction time and participation in school activities; and,

**WHEREAS**, making menstrual products more accessible to students, especially in elementary schools, will help break the stigma and shame surrounding menstrual health and self-care; and,

**BE IT RESOLVED**, that free menstrual products be provided in all elementary and secondary schools by the beginning of the 2020-2021 school year.

**BE IT FURTHER RESOLVED**, that the Board equips each school with a menstrual hygiene product dispenser in all female washrooms for the 2020-2021 school year.

**#79/20 (AMENDMENT)**

**Moved by:** H. Karabela

**Seconded by:** P. DeRosa

**WHEREAS**, the lack of access to sanitary products and menstrual hygiene education, also known as “period poverty”, can become barriers in fostering a positive learning environment and healthy growth; and,

**WHEREAS**, at the December 10, 2019 Student Senate Meeting, student senators recommended that menstrual products be found in more discreet areas such as washrooms rather than receptions or office areas; and,

**WHEREAS**, across Canada, 1 in 7 girls has either left school early or missed school entirely because she did not have access to menstrual products, leading to significant losses of important instruction time and participation in school activities; and,

**WHEREAS**, making menstrual products more accessible to students, especially in elementary schools, will help break the stigma and shame surrounding menstrual health and self-care; and,

**BE IT RESOLVED**, that free menstrual products be provided in all elementary and secondary schools by the beginning of the 2020-2021 school year.

**BE IT FURTHER RESOLVED**, that the Board equips each school with a menstrual hygiene product dispenser in all female washrooms for the 2020-2021 school year.

**BE IT FURTHER RESOLVED**, that implementation of the above would be pending a staff report prepared for the April 21, 2020 Regular Board meeting which include cost analysis, current costs, implementation and an education plan.

The Chair called for a vote on **#79/20 (AMENDMENT):**

IN FAVOUR	OPPOSED
P. DeRosa	B. Agnew
H. Karabela	M. Bhambra (non-binding)
T. O'Brien	D. Caratao (non-binding)
	M. Duarte
	N. Guzzo
	P. Murphy
	J. O'Hearn-Czarnota
	D. Suan (non-binding)

The amendment **FAILED**.

The Chair called for a vote on **#79/20** and it **UNANIMOUSLY CARRIED**.

**9. Staff Reports**

There were no staff reports.

**10. Information Items**

**10.1 Student Trustees Update (D. Caratao)**

The pillars of Achieving, Believing and Belonging were shared.

**10.2 Continuity of Learning - Distance Instruction, Support and Assessment (P. Daly)**

Continuity of Learning questions by Trustees were addressed by senior staff.

**#80/20**

**Moved by:** T. O'Brien

**Seconded by:** M. Duarte

**RESOLVED**, that the meeting moved past 10:00 p.m.

The Chair called for a vote on **#80/20** and it **UNANIMOUSLY CARRIED**.

**10.3 School Educational Field Trips (P. Daly)**

Trustees were informed that due to COVID 19 the balance of overnight trips for the 2020-2021 school year have been cancelled.

**10.4 Math & Science Extra Curricular Engagement - Past/Present Initiatives and Future Opportunities (M. Duarte)**

**#81/20**

**Moved by:** M. Duarte

**Seconded by:** P. Murphy

**BE IT RESOLVED**, that the Board of Trustees give instructions to its Secretary and Director of Education to prepare and present to the Board of Trustees on May 5, 2020 a detailed report outlining the current co-curricular and extra-curricular events being conducted in elementary and secondary math and science. The report should include the level of student participation in local, regional, university, national and international competitions for the past academic year.

**BE IT FURTHER RESOLVED**, that subject to the May 5, 2020 report a plan be presented to the Board for review which includes the initiatives that support and encourage participation in local, regional, university, national shows and competitions in math and science, along with STEM initiatives moving forward.

The Chair called for a vote on **#81/20** and it **UNANIMOUSLY CARRIED**.

**#82/20**

**Moved by:** M. Duarte

**Seconded by:** P. DeRosa

**RESOLVED**, that the meeting move past 10:30 p.m.

The Chair called for a vote on **#82/20** and it **UNANIMOUSLY CARRIED**.

**10.5 Update to Board Room Technology (M. Duarte)****#83/20****Moved by:** M. Duarte**Seconded by:** P. DeRosa

**WHEREAS**, the boardroom located in the Halton Catholic District School Board's Catholic Education Centre offices, is also the location where public meetings are held and in keeping with Section 208.1 sub sections 1, 2, 3 and 4 of the Education Act which states that access to proceedings be allowed from remote locations to Trustees; and,

**WHEREAS**, current audio, video and data transfer equipment is antiquated and unsatisfactory

**BE IT RESOVED**, that the Board gives instruction to the Secretary of the Board to investigate and provide at least three (3) costed reports at a regular board meeting, for the purpose of upgrading the current communication system and replace the same so as to allow seamless remote access with the latest technology (such as: speech timing, floor queuing, live streaming, recording, screen sharing, document comparing, etc..) that has the capability of allowing a minimum of 25 remote users by no later than the May 5, 2020 Regular Board meeting; and that this technology be capable of relocation to any board office if required.

The Chair called for a vote on **#83/20** and it **UNANIMOUSLY CARRIED**.

**10.6 Strategic Planning Process (V. Iantomasi, P. Daly)**

A review of the strategic planning process was presented to Trustees at the January 21, 2020 Regular Board meeting.

It was suggested that before beginning the process, Trustees review Policy I-44 - Strategic Planning Process at the April 14, 2020 Policy Committee meeting.

**#84/20****Moved by:** M. Duarte**Seconded by:** H. Karabela

**RESOLVED**, that the meeting moved past 11:00 p.m.

The Chair called for a vote in **#84/20**. The vote was not unanimous and therefore **FAILED**.

**10.7 2020 - 2021 Budget Consultation Survey Results (L. Collimore)**

The meeting was adjourned.

**10.8 2020 Education Development Charge (EDC) By-Law Amendment (A. Lofts)**

The meeting was adjourned.

**10.9 Construction Report - Assumption Catholic Secondary School. Bishop P.F. Reding Catholic Secondary School and St. Michael Catholic Elementary School (R. Merrick)**

The meeting was adjourned.

**11. Miscellaneous Information**

There was no miscellaneous information.

**12. Correspondence**

There was no correspondence.

**13. Open Question Period**

No questions were submitted.

**14. In Camera**

There was no follow-up In-Camera session.

**15. Resolution re Absentees**

There were no absentees.

**16. Adjournment and Closing Prayer (V. Iantomasi)**

**#85/20**

**Moved by:** M. Duarte

**Seconded by:** P. DeRosa

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#85/20** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 11:02 p.m. with a prayer led by Chair Iantomasi.

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Secretary of the Board

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Chair

## MINUTES OF THE REGULAR BOARD MEETING

Date: April 21, 2020  
Time: 7:30 pm  
Location: Catholic Education Centre  
802 Drury Lane, Burlington

Board Room Attendance: V. Iantomasi, Chair of the Board  
P. Daly, Secretary of the Board  
A. Lofts, Superintendent, Business Services  
A. Swinden, Manager, Strategic Communications  
B. Cripps, Senior Manager, IT Services  
R. Di Pietro, Recording Secretary

Trustees:	B. Agnew	H. Karabela
(Electronically)	P. DeRosa	P. Murphy
	M. Duarte, Vice-Chair of the Board	J. O'Hearn-Czarnota
	N. Guzzo	T. O'Brien

Student Trustees:	M. Bhambra	D. Suan
(Electronically)	D. Caratao	

Senior Staff:	S. Balogh	L. Naar
(Electronically)	C. Cipriano	J. O'Hara
	J. Crowell	T. Pinelli
	C. McGillicuddy	A. Prkacin
	R. Merrick	

Also Present: L. Collimore, Chief Officer, Research & Development  
(Electronically) A. Cross, Senior Manager, Financial Services  
F. Thibeault, Senior Manager, Planning and Assessment  
D. Tkalcic, Manager, Purchasing Services  
Z. Walters, Researcher, Research & Development

### 1. Call to Order

Due to COVID-19 and social distancing, trustees and staff joined the meeting electronically. The following trustee and staff were physically present at the Board office: V. Iantomasi, Chair of the Board; P. Daly, Director of Education and Secretary of the Board; A. Lofts, Superintendent, Business Services and Treasurer of the Board; A. Swinden, Manager, Strategic Communications, B. Cripps, Senior Manager, IT Services and R. Di Pietro, Recording Secretary.

The Board room was closed to the public and a live stream was made available.

The Chair called the meeting to order.



**1.1 Opening Prayer, National Anthem and Oath of Citizenship (D. Suan)**

The meeting opened at 7:30 p.m. with a prayer led by Student Trustee Suan.

**1.2 Motions Adopted In-Camera**

There were no motions adopted in-camera.

**1.3 Information Received In-Camera**

The following information was received in-camera:

Retirements

Elizabeth Covey and Mary Salvo retiring effective June 30, 2020.

Resignations

Monica Carlin and Julie DalBarco-Squire resigning effective August 31, 2020.

**2. Approval of the Agenda**

Trustee DeRosa called a point of order. A recommendation (to initiate Phase I of the Strategic Planning Process) was made at the April 14, 2020 Policy Committee meeting and therefore should appear as an action item on this April 21, 2020 agenda.

The Chair ruled to not add Strategic Planning Process to the agenda as an action item.

**#86/20**

**Moved by:** T. O'Brien

**Seconded by:** P. DeRosa

**RESOLVED**, that the Board appeal the ruling of the Chair.

The Chair called for a vote on **#86/20**:

IN FAVOUR	OPPOSED	ABSTAIN
M. Bhambra (non-binding)	M. Duarte	B. Agnew
D. Caratao (non-binding)	J. O'Hearn-Czarnota	N. Guzzo
P. DeRosa		D. Suan (non-binding)
H. Karabela		
P. Murphy		
T. O'Brien		

The motion **CARRIED**. Strategic Planning Process was added to the agenda as an action item.

**#87/20**

**Moved by:** P. DeRosa

**Seconded by:** H. Karabela

**RESOLVED**, that the agenda be approved as amended.

The Chair called for a vote on **#87/20** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

There were no conflicts of interest declared.

**4. Presentations**

There were no presentations.

**5. Delegations**

There were no delegations.

**6. Approval of Minutes****6.1 Minutes of the March 3, 2020 Regular Board Meeting**

**#88/20**

**Moved by:** M. Duarte

**Seconded by:** P. Murphy

**RESOLVED**, that the minutes of the March 3, 2020 Regular Board Meeting be approved.

The Chair called for a vote on **#88/20** and it **UNANIMOUSLY CARRIED**.

**6.2 Minutes of the March 31, 2020 Regular Board Meeting**

In order to verify corrections, approval of minutes was deferred to the May 5, 2020 Regular Board meeting.

**7. Business Arising from Previous Meetings****7.1 Summary of Outstanding Items from Previous Meetings**

The Summary of Outstanding Items from Previous Meetings was received as information.

**8. Action Items****8.1 Policy I-15 School Name Selection (N. Guzzo)**

Trustee Karabela suggested an amendment to the policy.

**#89/20**

**Moved by:** N. Guzzo

**Seconded by:** H. Karabela

**RESOLVED**, that Policy Committee that Policy I-15 School Name Selection be referred to the Policy Committee meeting to review proposed amendments and to forward any approved amendments to the Vicar of Education.

The Chair called for a vote on **#89/20**:

IN FAVOUR	OPPOSED	ABSTAIN
D. Caratao (non-binding)	B. Agnew	
P. DeRosa	M. Bhambra (non-binding)	
M. Duarte	N. Guzzo	
V. Iantomasi	P. Murphy	
H. Karabela	J. O'Hearn-Czarnota	
T. O'Brien	D. Suan (non-binding)	

The motion **CARRIED**.

## 8.2 Policy II-03 Principal Designate in Schools (N. Guzzo)

**#90/20**

**Moved by:** N Guzzo

**Seconded by:** T. O'Brien

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-03 Principal Designate in Schools be approved as amended.

The Chair called for a vote on **#90/20** and it **UNANIMOUSLY CARRIED**.

## 8.3 Policy II-41 School Uniform Dress Code/School Dress Code (N. Guzzo)

**#91/20**

**Moved by:** N. Guzzo

**Seconded by:** B. Agnew

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-41 School Uniform Dress Code/School Dress Code be approved as amended and put in effect on January 1, 2021.

**#91/20 (AMENDMENT)**

**Moved by:** P. DeRosa

**Seconded by:** H. Karabela

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-41 School Uniform Dress Code/School Dress Code be approved as amended and put in effect on January 1, 2021.

**BE IT FURTHER RESOLVED**, that Policy II-41 further be amended to include under The Uniform Vendor the following; The staff will prepare in consultation with the interested groups outlined in this policy, a report to the Board with their rational and recommendation for a preferred supplier, for final approval.

The Chair called for a vote on **#91/20 (AMENDMENT)**:

IN FAVOUR	OPPOSED	ABSTAIN
P. DeRosa	B. Agnew	
H. Karabela	M. Bhambra (non-binding)	
P. Murphy	D. Caratao (non-binding)	
T. O'Brien	M. Duarte	
	N. Guzzo	
	V. Iantomasi	
	J. O'Hearn-Czarota	
	D. Suan (non-binding)	

The amendment was **DEFEATED**.

The Chair called for a vote on **#91/20**:

IN FAVOUR	OPPOSED	ABSTAIN
B. Agnew	P. DeRosa	
M. Bhambra (non-binding)	P. Murphy	
D. Caratao (non-binding)		
M. Duarte		
N. Guzzo		
H. Karabela		
T. O'Brien		
J. O'Hearn-Czarnota		
D. Suan (non-binding)		

The motion **CARRIED**.

#### 8.4 Strategic Planning Process (P. DeRosa)

Discussion took place regarding the initiation of phase I of the Strategic Planning Process.

Trustee O'Hearn-Czarnota called a point of order as per 10.12 of the Board By-Laws as it was felt the Chair was taking part in debate and should pass gavel. The Chair overruled the point of order.

**#92/20**

**Moved by:** J. O'Hearn-Czarnota

**Seconded by:** T. O'Brien

**RESOLVED**, that the Board appeal the ruling of the Chair.

The Chair called for a vote on **#92/20**:

IN FAVOUR	OPPOSED	ABSTAIN
B. Agnew		N. Guzzo
M. Bhambra (non-binding)		
D. Caratao (non-binding)		
P. DeRosa		
M. Duarte		
H. Karabela		
P. Murphy		
T. O'Brien		
J. O'Hearn-Czarnota		
D. Suan (non-binding)		

The motion **CARRIED**.

**#93/20****Moved by:** P. DeRosa**Seconded by:** T. O'Brien

**RESOLVED**, that the Director of Education initiate Phase I of the Strategic Planning Process to review and validate the Board's mission, vision and value statements and establish a Strategic Planning Steering Committee.

The Chair called for a vote on **#93/20** and it **UNANIMOUSLY CARRIED**.

**9. Staff Reports****9.1 Feasibility of Expanded Alternative Education Program (C. Cipriano)**

Trustees provided a report examining the feasibility of expansion of the Alternative Education Program to reflect current and future growth and need.

**10. Information Items****10.1 Student Trustees Update (D. Suan)**

The pillars of Achieving, Believing and Belonging were shared.

**10.2 2020-2021 Budget Consultation Survey (L. Collimore)**

Trustees provided with a summary of the feedback gathered from the 2020-2021 Budget Consultation Survey.

**#94/20****Moved by:** M. Duarte**Seconded by:** H. Karabela

**RESOLVED**, the meeting move past 10:00 p.m.

The Chair for a vote on **#94/20** and it **UNANIMOUSLY CARRIED**.

**#95/20****Moved by:** T. O'Brien**Seconded by:** H. Karabela

**RESOLVED**, that the Board of Trustees give direction to the Director of Education and Secretary of the Board to present a comprehensive list of salaried positions, (whose principal working station is the Catholic Education Centre) outlining their roles and responsibilities along with accompanying salaries to determine if the Halton Catholic District School Board is in keeping with Ministry guidelines for such positions. The report to be presented at the May 5, 2020 Regular In-Camera Board Meeting.

The Chair called for a vote on **#95/20**:

IN FAVOUR	OPPOSED	ABSTAIN
P. DeRosa	B. Agnew	
M. Duarte	M. Bhambra (non-binding)	
H. Karabela	D. Caratao (non-binding)	
P. Murphy	N. Guzzo	
T. O'Brien	J. O'Hearn-Czarnota	
	D. Suan (non-binding)	

The motion **CARRIED**.

**#96/20**

**Moved by:** H. Karabela

**Seconded by:** T. O'Brien

**RESOLVED**, the meeting move past 10:30 p.m.

The vote was not unanimous therefore the motion was **DEFEATED**.

**10.3 Extended School Closures and Ongoing Distance Learning (P. Daly)**

The meeting was adjourned.

**10.4 2020-2021 Budget Estimates Update (Verbal Report) (A. Lofts)**

The meeting was adjourned.

**10.5 Budget Report for September 1, 2019 to February 29, 2020 (A. Lofts)**

The meeting was adjourned.

**10.6 2020 Education Development Charge (EDC) By-Law Amendment (A. Lofts)**

The meeting was adjourned.

**10.7 Capital Projects Report as of February 29, 2020 (A. Lofts)**

The meeting was adjourned.

**10.8 Construction Report - Assumption Catholic Secondary School. Bishop P.F. Reding Catholic Secondary School, St. Michael Catholic Elementary School (R. Merrick)**

The meeting was adjourned.

**11. Miscellaneous Information**

**11.1 Minutes of the February 25, 2020 Policy Committee Meeting**

The meeting was adjourned.

**12. Correspondence**

The meeting was adjourned.

**13. Open Question Period**

The meeting was adjourned.

**14. In Camera**

The meeting was adjourned.

**15. Resolution re Absentees**

There were no absentees.

**16. Adjournment and Closing Prayer (H. Karabela)**

**#97/20**

**Moved by:** M. Duarte

**Seconded by:** P. DeRosa

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#97/20** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 10:34 p.m. with a prayer led by Trustee Karabela.

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Secretary of the Board

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Chair

## MINUTES OF THE SPECIAL BOARD MEETING

Date: April 30, 2020  
Time: 7:30 pm  
Location: Catholic Education Centre  
802 Drury Lane, Burlington

Board Room Attendance: V. Iantomasi, Chair of the Board  
P. Daly, Secretary of the Board  
A. Lofts, Superintendent, Business Services  
A. Swinden, Manager, Strategic Communications  
R. Di Pietro, Recording Secretary

Trustees:	B. Agnew	H. Karabela
(Electronically)	P. DeRosa	P. Murphy
	M. Duarte, Vice-Chair of the Board	J. O'Hearn-Czarnota
	N. Guzzo	T. O'Brien

Trustees Excused:  
(Electronically) M. Bhambra

Student Trustees:	D. Caratao	D. Suan
(Electronically)		

Senior Staff:	S. Balogh	L. Naar
(Electronically)	C. Cipriano	J. O'Hara
	J. Crowell	T. Pinelli
	C. McGillicuddy	A. Prkacin
	R. Merrick	

Also Present: L. Collimore, Chief Officer, Research and Development Services  
(Electronically) F. Thibeault, Senior Manager, Planning and Assessment

1. Call to Order  
Due to COVID-19 and social distancing, trustees and staff joined the meeting electronically. The following trustee and staff were physically present at the Board office: V. Iantomasi, Chair of the Board; P. Daly, Director of Education and Secretary of the Board; A. Lofts, Superintendent, Business Services and Treasurer of the Board; A. Swinden, Manager, Strategic Communications and R. Di Pietro, Recording Secretary.

The Board room was closed to the public and a live stream was made available.

The Chair called the meeting to order.



1. Call to Order
  - 1.1 Opening Prayer, National Anthem and Oath of Citizenship (D. Caratao)  
The meeting opened at 7:30 p.m. with a prayer led by Student Trustee Caratao.
2. Approval of the Agenda  
#98/20  
Moved by: M. Duarte  
Seconded by: T. O'Brien  
*RESOLVED, that the agenda be approved.*  
  
The Chair called for a vote on #98/20 and it *UNANIMOUSLY CARRIED.*
3. Declarations of Conflict of Interest  
There were no conflicts of interest declared.
4. Information Items
  - 4.1 Extended School Closures and Ongoing Distance Learning (P. Daly)  
The Director updated Trustees on distance learning during the extended closure period. Information included supports for schools, special education, mental health, wellness and community supports, access to technology, communications challenges, review of current practices addressing challenges and next steps is gather and document lessons learned for the purpose of constructing a how to manual which will be infused into the 2021 – 2026 Multi Year Strategic Plan.
  - 4.2 2020-2021 Budget Estimates Update (Verbal Report) (A. Lofts)  
An update was provided.
  - 4.3 Budget Report for September 1, 2019 to February 29, 2020 (A. Lofts)  
Staff provided the percentages received/spent for the period from September 1, 2019 to February 29, 2020.
  - 4.4 2020 Education Development Charge (EDC) By-Law Amendment (A. Lofts)  
Trustees provided information regarding proposed EDC By-Law Amendment.  
  
Staff shared that it has been announced that Boards should not proceed with taking part in background studies during this time of COVID-19.
  - 4.5 Capital Projects Report as of February 29, 2020 (A. Lofts)  
Trustees provided the preliminary cost of capital projects and lands as if February 29, 2020.
  - 4.6 Construction Report - Assumption Catholic Secondary School, Bishop P.F. Reding Catholic Secondary School, St. Michael Catholic Elementary School (R. Merrick)  
An update on construction projects was provided.

5. Miscellaneous Information
  - 5.1 Minutes of the February 25, 2020 Policy Committee Meeting  
Minutes provided as information.
6. Correspondence  
There was no correspondence.
7. Open Question Period  
There were no questions.
8. In-Camera  
#99/20  
Moved by: N. Guzzo  
Seconded by: B. Agnew  
*RESOLVED, that the meeting moved in-camera.*  
  
The Chair called for a vote on #99/20 and it *UNANIMOUSLY CARRIED*.  
  
The meeting moved back in-camera at 9:40 p.m.  
  
The meeting moved out of in-camera at 10:27 p.m.
9. Resolution re Absentees  
#99/20  
Moved by: N. Guzzo  
Seconded by: T. O'Brien  
*RESOLVED, that due to personal reasons, Student Trustee Bhambra be excused from the meeting.*  
  
The Chair called for a vote on #99/20 and it *UNANIMOUSLY CARRIED*.
10. Adjournment and Closing Prayer (P. Murphy)  
The meeting adjourned at 10:31 p.m. with a prayer led by Trustee Murphy.

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Secretary of the Board

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Chair

## BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
November 19, 2019	Response to Delegations	<p><b>WHEREAS</b>, the Board of Trustees give direction to the Director of Education and Secretary of the Board to present a comprehensive plan to eliminate the waiting list, meet future demand and growth of French Programming for the 2020/2021 school year.</p> <p><b>BE IT FURTHER RESOLVED</b>, that the Board of Trustees further direct that the Multi year French Teacher Recruitment Plan include those schools identified in the delegation, including but not limited to Laurentian, Sherbrook, Bishops, Concordia, University of Quebec, etc.</p>	Senior Staff	

## OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



## Regular Board Meeting

## Staff Report

HCDSB Participation in Math and Science Events	Item 9.1
Tuesday, May 5, 2020	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving**: Meeting the needs of all learners.

### Purpose

This report is a response to the first portion of the following motion adopted at the March 31, 2020 Regular Board meeting regarding - Math and Science Extra Curricular Engagement - Past/Present Initiatives and Future Opportunities.

#### MOTION:

**BE IT RESOLVED**, that the Board of Trustees give instructions to its Secretary and Director of Education to prepare and present to the Board of Trustees on May 5, 2020 a detailed report outlining the current co-curricular and extra-curricular events being conducted in elementary and secondary math and science. The report should include the level of student participation in local, regional, university, national and international competitions for the past academic year.

**BE IT FURTHER RESOLVED**, that subject to the May 5, 2020 report a plan be presented to the Board for review which includes the initiatives that support and encourage participation in local, regional, university, national shows and competitions in math and science, along with STEM initiatives moving forward.

### Background Information

On April 14, 2020, an information memo from Curriculum Services and Research and Development Services notified school based staff of the aforementioned motion and the upcoming data collection request to provide information about their school's participation in co-curricular and extra-curricular Math and Science events and initiatives. On April 15, 2020 administrators received an email invitation asking them or designated school staff members to complete an online Microsoft form and to complete submit before April 22, 2020. Email addresses and names were collected on submitted forms to facilitate submission tracking and to potentially follow up with school staff, as well as obtain information about respondents' roles.



The form consisted of a series of questions asking school staff to provide, if applicable, a list of the names of math and/or science events at the following levels and the approximate number of students who participated or had registered to participate<sup>1</sup> over the past academic year:

- Local level (i.e., math/science event(s) or clubs/teams that students participated in at their school or within their city/town)
- Regional level (i.e., math/science events within the HCDSB or Halton region)
- University/provincial level (i.e., math/science events at an Ontario university/college or at the provincial level)
- National level
- International level

## Comments

The following describes the limitations encountered during data collection and analysis:

- The counts of events in the tables above are estimates from respondents' self-reports.
- Responses may not represent every event/initiative that the schools participate in. Rather, they represent respondents' best guess as it may have been difficult for them to know/remember every event/initiative that students participate in.
- There was a very high response rate but not all HCDSB schools and students were accounted for. The number of events/initiatives would likely be higher if all HCDSB schools were included in the analysis.

## Conclusion

The following summarizes key findings from the report (Appendix A):

- In comparison to the other levels, the highest proportion of schools and students participated in local-level events and clubs/teams.
- Most events/initiatives were at the local level.
- The majority of the local and regional events were related to Technology/Engineering.
- At the three higher levels (university/provincial, national, and international), most events fit into the Math category.
- Nearly half of respondents indicated the main reason for a possible lack of student participation in events at any level was 'time constraints'.
- The majority of our school's host clubs and classroom-based challenges/contests/competitions as ways to support and encourage participation in regional, university/provincial, national, and international shows/events.



**Report Prepared by:** Melissa Carnelos  
Consultant, Curriculum Services

**Report Submitted by:** Anna Prkacin  
Superintendent of Education, Curriculum Services

**Report Approved by:** Pat Daly  
Director of Education and Secretary of the Board



# HCDSB Participation in Math and Science Events

## Summary of Information Collected from HCDSB Schools

Report Prepared by:  
*Research & Development Services*  
4/27/2020

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# HCDSB Participation in Math and Science Events

## Summary of Information Collected from HCDSB Schools

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### Introduction

This report summarizes information shared by Halton Catholic District School Board (HCDSB) school staff in response to the following motion from the Board of Trustees at the March 31, 2020 Board Meeting:

BE IT RESOLVED, that the Board of Trustees give instructions to its Secretary and Director of Education to prepare and present to the Board of Trustees on May 5, 2020 a detailed report outlining the current co-curricular and extra-curricular events being conducted in elementary and secondary math and science. The report should include the level of student participation in local, regional, university, national and international competitions for the past academic year.

BE IT FURTHER RESOLVED, that subject to the May 5, 2020 report a plan be presented to the Board for review which includes the initiatives that support and encourage participation in local, regional, university, national shows and competitions in math and science, along with STEM initiatives moving forward.

The following sections provide a description of the data collection method and respondents, followed by a summary of the findings. The data reported here pertain to the 2019-20 school year.

### Method

On April 14<sup>th</sup>, 2020, an information memo from Curriculum Services and Research and Development Services notified staff of the aforementioned motion and the upcoming data collection request to provide information about their school's participation in co-curricular and extra-curricular math and science events and initiatives. On April 15<sup>th</sup>, administrators received an email invitation asking them or designated school staff members to complete an online Microsoft form and to complete it before April 22<sup>nd</sup>. Email addresses and names were collected on submitted forms to facilitate submission tracking and to potentially follow up with school staff, as well as obtain information about respondents' roles.

The form consisted of a series of questions asking school staff to provide, if applicable, a list of the names of math and/or science events at the following levels and the approximate number of students who participated or had registered to participate<sup>1</sup> over the past academic year:

- Local level (i.e., math/science event(s) or clubs/teams that students participated in at their school or within their city/town)
- Regional level (i.e., math/science events within the HCDSB or Halton region)
- University/provincial level (i.e., math/science events at an Ontario university/college or at the provincial level)
- National level
- International level

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<sup>1</sup> Registration in events was included to account for possible cancellations due to COVID-19.

Some additional multi-response questions were included to learn more about the following:

- (a) potential reasons why students may not be participating in math or science events at any level; and
- (b) what kinds of initiatives have been in place at the school that support and encourage participation in local, regional, university/provincial, national, or international shows and competitions in math and science (including STEM/STEAM initiatives).

Respondents were also asked to select their municipality and school name at the end of the form.

### Data Analytic Approach

All information collected was collated and analyzed by Research and Development Services staff and shared with Curriculum Services staff. Responses for each school were combined to understand the total number of events in each level. Some additional analyses involved filtering the data by panel and municipality. Microsoft Excel was used to perform the quantitative calculations. In addition, the events/initiatives listed in the open-ended questions for each level were coded into an event category. For example, “Robotics Club” and “Grade 6 Coding Club” were classified as Technology/Engineering Club/Activities at the local level, and “McMaster Physics Contest” was classified as a University-Affiliated Science Competition at the university/provincial level. The events/initiatives were also broadly themed into the STEM areas of Science, Technology/Engineering, Math, and STEM in general.

The selected event categories and STEM themes were reviewed by an independent coder from Research and Development Services, who checked 30% of all open-ended responses at the local level and 50% of all responses at the regional, university, national, and international levels. Any discrepancies in the coding were addressed until 100% consensus was reached.

### Results

Information was received for 49 HCDSB schools (41 elementary and 8 secondary panel). These ‘participating schools’ represent 91.1% of all elementary and 80% of all secondary schools. The overall response rate of HCDSB schools was 89.1%.

The majority of the responses were submitted by School Administrators – 35 Principals and 7 Vice-Principals. Nine educators (e.g., Department Heads, SERTs) also provided information. In some cases, two to three individuals from one school (e.g., a Principal and educator, two Department Heads) submitted forms. For these schools, responses were combined.<sup>2</sup> It is important to keep in mind that all information was self-reported by the staff and represents respondents’ best estimates.

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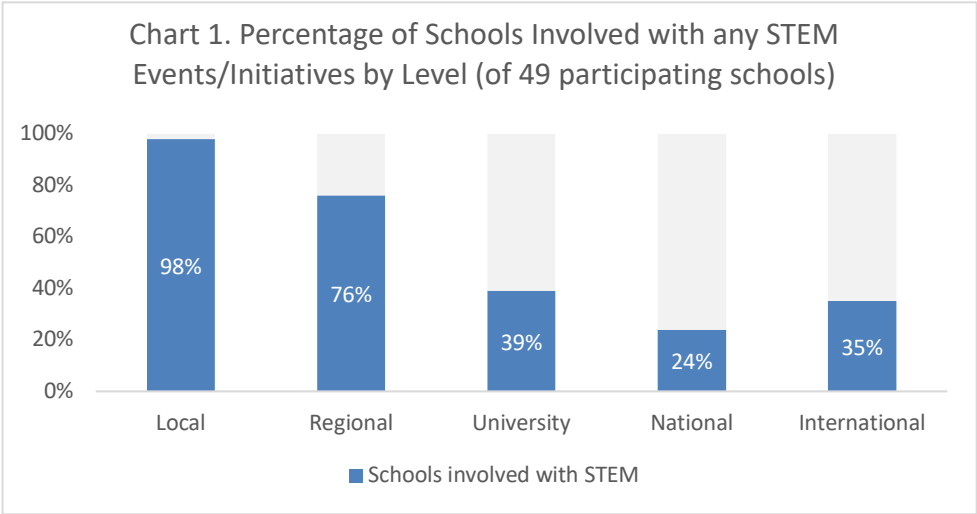
<sup>2</sup> This involved including and coding all open-ended information submitted by members of one school. For the count of participating students, numbers listed by different respondents were added together if open-ended responses were unique. If there was overlap, the number representing more students and events was retained for analysis. Additionally, responses on the two multi-response questions were combined so that all staff who selected one of the response options had their data added for their school.

Therefore, the remainder of the report is a reasonable approximation of all current co-curricular and extra-curricular math and science events/initiatives conducted by HCDSB schools and students.

### Involvement in Math/Science Events

#### Overall – Percentage of Schools that Participated/Registered in Events

In general, 98% (n = 48) of participating schools provided information about involvement in at least one local-level event or initiative related to Science, Technology, Engineering, or Math, and 76% (n = 37) of participating schools indicated participation in at least one regional event. Fewer responses were received for events at the higher levels, with the lowest proportion of schools (n = 12, 24%) reporting involvement at the national level. See *Chart 1* for full details.



#### Overall – Percentage of Student Population that Participated/Registered in Events

Respondents reported that **18,972** students participated/registered in STEM events or clubs/teams, in general, over the past academic year. This represents 60% of all students in the participating schools. Additionally, there were more secondary students participating in STEM events/initiatives than elementary students. See *Table 1* for full details.

**Table 1. Overall Number and Percentage of Students who Participated in STEM Events/Initiatives**

	Overall		Elementary		Secondary	
	Count	%	Count	%	Count	%
All Levels	18,972	60.0%	10,191	50.3%	8781	77.4%

Note. Percentages shown above are out of the number of students enrolled in the 48 HCDSB schools that submitted responses to the questions asking for an approximate count of students.

A closer look at each level reveals that respondents reported that approximately **13,741** students were involved in local events, which represents around 38% of elementary students and 53% of secondary students. The level involving the fewest HCDSB students appears to be *international*, as schools reported less than 2% of their student populations’ involvement at this level. See *Table 2* for full details.

**Table 2. Number and Percentage of Students who Participated in STEM Events/Initiatives at Each Level**

	Overall		Elementary		Secondary	
	Count	%	Count	%	Count	%
<b>Local</b>	<b>13,741</b>	<b>43.5%</b>	7767	38.3%	5974	52.7%
<b>Regional</b>	<b>1885</b>	<b>6.0%</b>	1182	5.8%	703	6.2%
<b>University/Provincial</b>	<b>1943</b>	<b>6.1%</b>	673	3.3%	1270	11.2%
<b>National</b>	<b>834</b>	<b>2.6%</b>	227	1.1%	607	5.3%
<b>International</b>	<b>569</b>	<b>1.8%</b>	342	1.7%	227	2.0%

Note. Percentages shown above are out of the number of students enrolled in the 48 HCDSB schools that submitted responses to the questions asking for a count of

### *Participation in Science, Tech/Engineering, Math, and STEM initiatives by Panel and Municipality*

Responses (i.e., events listed) were further categorized into each of the subject areas in the acronym, STEM: Science, Technology/Engineering, and Math, as well as STEM in general. In this section, the Tables display the overall count of events/initiatives that HCDSB schools participated in by level and subject (3a), filtered by panel (3b), and filtered by municipality (3c). Note that the counts may not all represent unique events. In other words, the same/similar event (e.g., Robotics Club) was counted multiple times in the counts below if multiple schools engaged in the event.

As shown in the tables below, most student participation appeared to be at the local level. As per the definition provided to respondents, these events included contests/competitions, as well as clubs/teams in all areas of STEM, either at school or within the school's municipality. Overall, the 320 local-level events identified by staff comprised nearly two-thirds (64.5%) of the 496 events in total (see *Table 3a*). The majority of these fit in the Technology/Engineering category ( $n = 104$ ). Technology/Engineering events were also the most common category at the regional level ( $n = 42$ ), which had a total of 63 events. However, at the three higher levels, most events appeared to be related to the Math category.

**Table 3a: Count of Overall School Events/Initiatives Categorized by Subject**

LEVEL	Science	Tech/ Engineering	Math	STEM in General	TOTAL
<b>Local (n = 48)</b>	77	104	58	81	<b>320</b>
<b>Regional (n = 35)</b>	9	42	7	5	<b>63</b>
<b>University/Provincial (n = 19)</b>	13	20	23	4	<b>60</b>
<b>National (n = 12)</b>	11	4	16	0	<b>31</b>
<b>International (n = 17)</b>	2	1	19	0	<b>22</b>
<b>TOTAL</b>	<b>112</b>	<b>171</b>	<b>123</b>	<b>90</b>	<b>496</b>

Note. (n = ) reflects the total number of schools with information about events/initiatives at that level.

Table 3b shows that elementary panel staff reported more events – especially at the local level – but this was presumably because there are substantially more elementary schools. However, as shown in Table 3b, the university/provincial and national levels primarily involved students in the secondary panel. For example, while secondary school staff reported 13 Science events at the university/provincial level, elementary school staff did not report any Science events at this level. Similarly, of the 16 Math events at the national level, 11 of these took place in the secondary panel.

**Table 3b: Count of School Events/Initiatives Categorized by Subject, Filtered by Panel**

	Science		Tech/Engineering		Math		STEM in General		TOTAL	
	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec
<b>Local (n = 48)</b>	55	22	77	27	41	17	61	20	<b>234</b>	<b>86</b>
<b>Regional (n = 35)</b>	4	5	34	8	3	4	4	1	<b>45</b>	<b>18</b>
<b>University/Provincial (n = 19)</b>	0	13	7	13	11	12	3	1	<b>21</b>	<b>39</b>
<b>National (n = 12)</b>	2	9	0	4	5	11	0	0	<b>7</b>	<b>24</b>
<b>International (n = 17)</b>	1	1	1	0	15	4	0	0	<b>17</b>	<b>5</b>
<b>TOTAL</b>	<b>62</b>	<b>50</b>	<b>119</b>	<b>53</b>	<b>75</b>	<b>48</b>	<b>68</b>	<b>22</b>	<b>324</b>	<b>173</b>

Note. (n = ) reflects the total number of schools with information about events/initiatives at that level.

As shown in Table 3c, local-level events were more frequent than other levels within every municipality in Halton. Furthermore, for all levels combined (see bottom row), Tech/Engineering events are the most common category across each municipality, with the greatest number (n = 62) being reported by staff from Oakville schools.

**Table 3c: Count of School Events/Initiatives Categorized by Subject, Filtered by Municipality**

	Science				Tech/Engineering				Math				STEM in General				TOTAL			
	B	H	M	O	B	H	M	O	B	H	M	O	B	H	M	O	B	H	M	O
<b>Local (n = 48)</b>	19	6	21	31	32	9	25	38	18	3	21	16	38	3	20	20	<b>107</b>	<b>21</b>	<b>87</b>	<b>105</b>
<b>Regional (n = 35)</b>	3	1	1	4	9	8	11	14	2	0	0	5	3	0	2	0	<b>17</b>	<b>9</b>	<b>14</b>	<b>23</b>
<b>University/ Provincial (n = 19)</b>	5	0	3	5	5	0	7	8	10	2	3	8	2	0	1	1	<b>22</b>	<b>2</b>	<b>14</b>	<b>22</b>
<b>National (n = 12)</b>	3	0	6	2	3	0	0	1	5	0	4	7	0	0	0	0	<b>11</b>	<b>0</b>	<b>10</b>	<b>10</b>
<b>International (n = 17)</b>	0	0	2	0	0	0	0	1	6	1	3	9	0	0	0	0	<b>6</b>	<b>1</b>	<b>5</b>	<b>10</b>
<b>TOTAL</b>	<b>30</b>	<b>7</b>	<b>33</b>	<b>42</b>	<b>49</b>	<b>17</b>	<b>43</b>	<b>62</b>	<b>41</b>	<b>6</b>	<b>31</b>	<b>45</b>	<b>43</b>	<b>3</b>	<b>23</b>	<b>21</b>	<b>163</b>	<b>33</b>	<b>130</b>	<b>170</b>

Note. (n = ) reflects the total number of schools with information about events/initiatives at that level. B = Burlington, H = Halton Hills, M = Milton, and O = Oakville.

### *Most Common Events/Initiatives or Categories at Each Level*

The names and counts (n) of the most commonly reported events/initiatives or grouping of events (e.g., Mathematics Competitions) for each level are listed below. For example, there were 66 technology or engineering clubs/activities at the local level. Please see *Appendix A to E* for the full list of events/initiatives reported by HCDSB school staff.

#### **Local**

1. Technology/ Engineering Clubs/Activities (e.g., Coding, Robotics, LEGO, Tech) (n = 66)
2. Eco Club/Initiative or Program (e.g., Eco Team environmental education and certification program) (n = 32)
3. External Science Guest Presentations/Programs (e.g., Mad Science, Sir Isaac Newton's Excellent Adventure) (n = 24)
4. STEM External Guest or Outreach Presentations/Programs (e.g., McMaster STEM Presentation, Scientists in Schools STEM workshops; 'Let's Talk Science') (n = 22)
5. Math Contests/Challenges (e.g., Caribou, CEMC, school challenges) (n = 18)

#### **Regional**

1. Halton Skills (n = 21)
2. Technology/Engineering Clubs/Activities (e.g., Coding, Robotics, LEGO, Tech) (n = 11)
3. Cardboard Boat Challenge (Skills Ontario) (n = 7)
4. Eco-related Conferences, Certifications, Events (n = 5)
5. Math Competitions (e.g., Caribou Math, Canadian Open Math Competition) (n = 5)

#### **University/Provincial**

1. Waterloo Math Contests (e.g., CEMC, Gauss math contest, Pascal/Cayley/Fermat math contests) (n = 18)
2. University Science Contests/Events (e.g., McMaster Physics Contest, University of Waterloo Avagadro (Chemistry) Contest) (n = 8)
3. Waterloo Computing Challenge (n = 7)
4. Technology/ Engineering Clubs/Activities (Robotics, etc.)
5. Caribou Math Contest (n = 5)

#### **National**

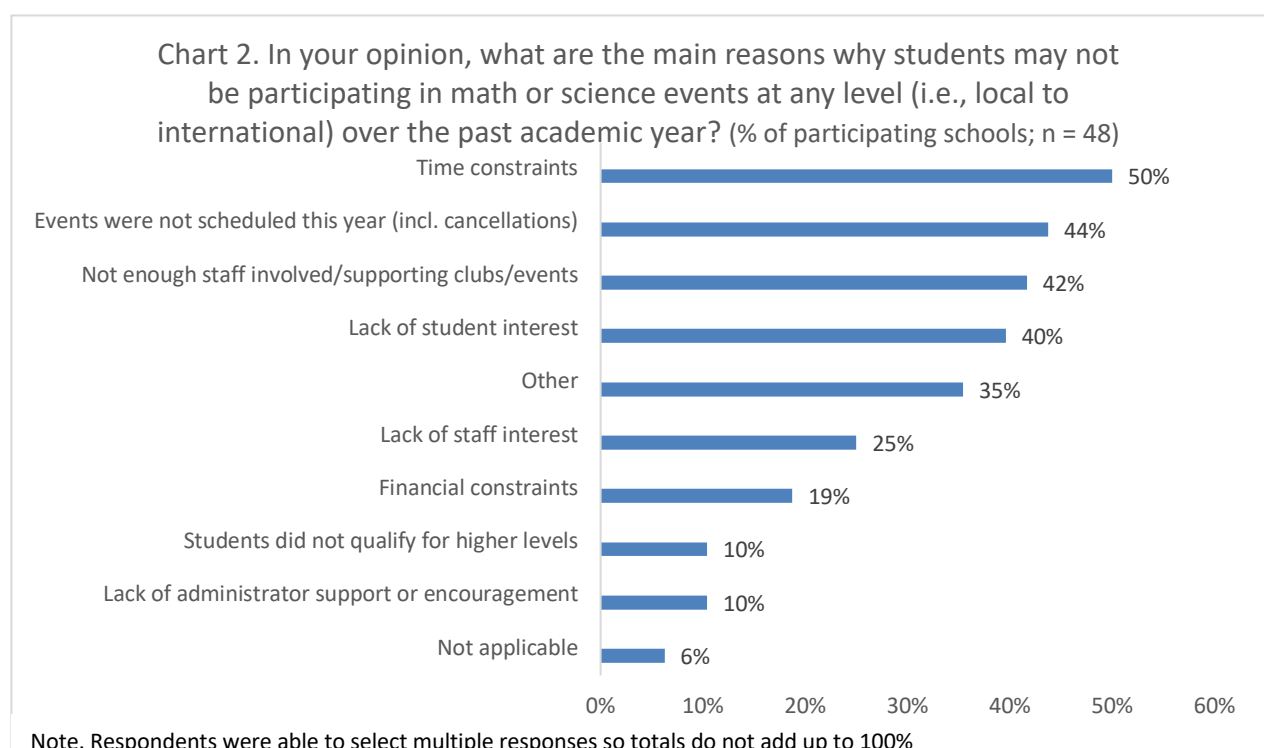
1. Waterloo Math Contests (e.g., CEMC, Gauss math contest, Pascal/Cayley/Fermat math contests) (n = 8)
2. University-Affiliated Science Competitions (e.g., University of Toronto National Biology Competition, University of Waterloo Sir Isaac Newton Competition) (n = 6)
3. Other Math Competitions (e.g., Canadian Open Mathematics Challenge, Caribou Math Contest) (n = 6)
4. Other Science Events/Initiatives (e.g., Let's Talk Science Tomatosphere Project, Junior Astronauts) (n = 5)

## International

1. Caribou Math Contest (n = 11)
2. Other Math Competitions (e.g., COMC, Gauss Math Contest) (n = 7)

### Possible Reasons for Lack of Participation in Math and Science Events/Initiatives

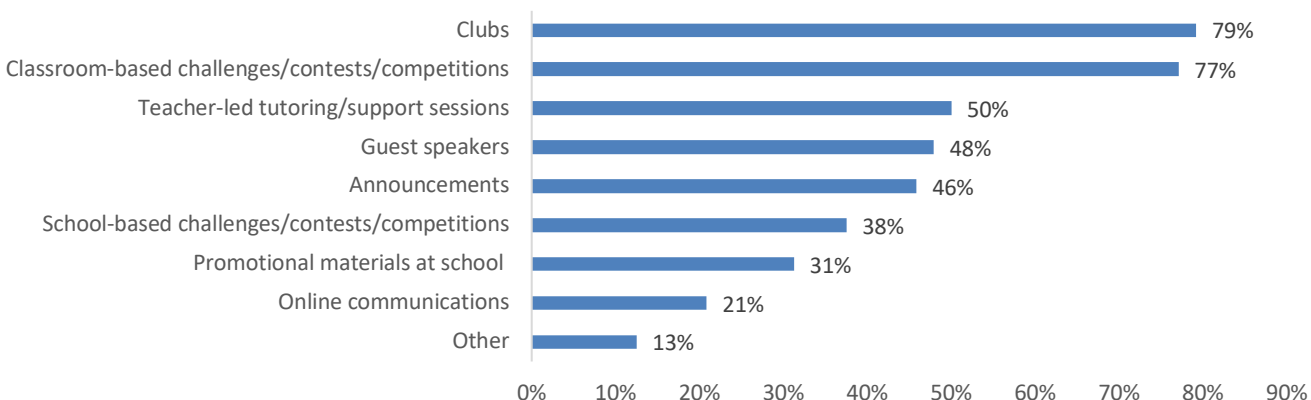
Respondents were asked to provide their opinion as to why students may not be participating in math or science events. As shown in the chart below, the top reasons selected by schools were **time constraints**, **events not being scheduled**, and **not having enough staff involved or supporting clubs/events**. It is important to note here that of the staff who provided 'Other' reasons, several commented on **disruptions to the school year** (e.g., due to the Job Action and COVID19 closures – “*Job action impacted some activities i.e. strikes on scheduled activity days*”). All 'Other' responses are provided in Appendix F.



### School Initiatives to Support Participation in Math/Science Shows/Competitions

Respondents were also asked to select the kinds of initiatives at their school that support and encourage participation in shows and competitions in math/science (see *Chart 3* below). Of all the schools that submitted forms, the majority selected **clubs** and **classroom-based challenges/contests/competitions** (79% and 77% of the schools, respectively). Other initiatives selected by around half of the respondents were **teacher-led tutoring/support sessions**, **guest speakers**, and **announcements**. For those who selected 'Other', their responses can be seen in *Appendix F*.

Chart 3. Over the past academic year, what kinds of initiatives have been in place at your school that support and encourage participation in...shows and competitions in math and science (incl. STEM/STEAM initiatives)?  
(% of participating schools; n = 48)



Note. Respondents were able to select multiple responses so totals do not add up to 100%

## Conclusion

### Limitations to this Data Collection

The following describes the limitations encountered during data collection and analysis:

- The counts of events in the tables above are estimates from respondents' self-reports.
- Responses may not represent every event/initiative that the schools participate in. Rather, they represent respondents' best guess as it may have been difficult for them to know/remember every event/initiative that students participate in.
- There was a very high response rate but not all HCDSB schools and students were accounted for. The number of events/initiatives would likely be higher if *all* HCDSB schools were included in the analysis.

### Summary of Key Findings

The following summarizes key findings from the report:

- In comparison to the other levels, the highest proportion of schools and students participated in local-level events and clubs/teams.
- Most events/initiatives were at the local level.
- The majority of the local and regional events were related to Technology/Engineering.
- At the three higher levels (university/provincial, national, and international), most events fit into the Math category.
- Nearly half of respondents indicated the main reason for a possible lack of student participation in events at any level was 'time constraints'.
- The majority of our schools host clubs and classroom-based challenges/ contests/ competitions as ways to support and encourage participation in regional, university/provincial, national, and international shows/events.



## Appendix A

### All Responses for Local Events/Initiatives

#### ELEMENTARY

Robotics club, Cardboard race competition, Lego Club, Scientists in school,

Coding Club, Robotics Mad Science

Math Literacy Night at SHOJ; McMaster Altitude Program Presentation (Gr5); McMaster STEM Presentation (Gr6)

For the STEM activities, here is a list:

- Monthly Brock University Caribou Math contests for Grades 5-8
- University of Waterloo Centre for Education in Mathematics and Computing (CEMC) Gauss Math contest for Grade 7/8 students and also their weekly 'Problems of the Week'
- Let's Talk Science website. This was originally going to involve taking a group of 16 students to McMaster in May for a LTS Challenge and engineering competition. The website has now opened the contest up to all students online. We sent this to all our Grade 5 and up teachers this week.
- Scientists in Schools- We have used their website for a number of students, as it contains a large number of STEM components (engineering, cells, diversity) for teachers to program for their students. Likewise, they have visited for various grades/workshops.
- Robotics- We work with Lego Robotics with some of our gifted students and have been planning to run a club at the school
- coding on [www.code.org](http://www.code.org)...Hour of Code
- Science of Forensics - working with our special education population (gifted and other) to work through activities.

STEM club

Robotics club

Mathematics club

Waste Reduction Week - school wide

Staples Recycling Program - school wide

National Sweater Day - school wide

Big Crunch - school wide

School based vermi-composting and gardening

Waste Management Assembly, Mad Science Assemblies, Junior Cuberz Club, Popcorn Sales, Milk Club, Science related Field Trips/Experiential Learning (Crawford Lake, Andrew Scenic Acres, Farm, Water Festival, Waste Management, Royal Botanical Gardens, Flight Centre), Math related Field trips/Experiential Learning (Movie Theatre, LunchBox Cafe, Troys Diner, Brunch for the parents), Events/Activities that got cancelled due to School Closure (Laser Tag, Camp Brebeuf, Real Canadian Superstore), Stem club, LEGO club

Robotics jr./Sr., Earth Angels, Eco Club, Earth Rangers Assembly, Special Ed tech club, Sir Isaac Newton's Excellent Adventure Assembly (4-8), gardening club.

Robotics, Mad Science, Card Board Boat Challenge, Video Card Board Boat Challenge, Peer Mentoring (PALS Program), Women's in Trade Exploration, Skilled Trades Presentation, Course Exploration at Niagara College, Botanical Garden Ecosystems, Mountsberg Outdoor Education programs, Spring Ridge Farms farming school trip

STEAM, Coding, Robotics, Lego, Math Science, Crayola Club, ECO Clib, Social Justice CLub

RBG tours/trips; Science presentations - Dairy; Science Presentations - Earth Rangers; Scientists in the Classrooms; Let's Talk Science For Kindergarten; Financial Literacy Math Night for Parents; Rubicon Filming Participation for Math Up; Licensed to Learn Peer Math Tutoring; ECO Club (to maintain Gold Level standing)

Family STEAM Night led by ND STEAM Club.

Excellent exposure to all STEAM cross curricular expectations.

#### STEM

- Oakville Humane Society Community – All Primary students (120)
- Ontario Science Centre, Ripleys Aquarium, Royal Botannical Gardens – Primary students (120)
- Scientists in Schools – Primary students (120)
- Lego club (30 students)
- Last year - Maker Space (90 students)
- Halton Conservation (Mountsberg School Program) (120 Primary)

We had a STEAM day organized for the end of April being led by Scientists in the Schools. It would have involved all students from K-8 which is approximately 605 students.

- Makerspace over the lunch hour all grades, by invitation only
  - STEM Night for parents and students - we had centres throughout the gym, over 300 families attended
  - School Science Fair - with winners going onto BASEF (which was canceled this year)
  - Eco-Club
  - in-class STEM challenges
  - Robotics Teams
  - Class trips to RBG Conservation Area
  - LearnStyle class-wide robotics seminars
  - Computer coding guest speakers
  - guest speaker on technology and astrology
  - Future Cities Challenge
  - in-lcass session with Math or computer science teacher form University of Waterloo
  - Let's Talk Science Challenge - Quiz show design build competition - takes place at local univesity
  - entrepreneurial challenge
  - Food and Nutrition classes at local grocery store
  - Halton Community Foundation Trip to Bronte Creek
- and many more field trips!

Coding club in primary using Ozobots.

#### Junior and Senior Robotics

Christmas-themed STEM activity station during our Christmas Family Night event

McMaster University Venture presentations (Science & Engineering dept) had been tentatively scheduled for May 2020

HC Weekly Math Challenge on-line

Robotics Club for Gr. 7/8 invitational ( 10 students)

Chess Club - Junior Intermediate ( 45 students)

Caribou Math Contest ( gr. 3-8, 80 students)

Gr. 7 Technology Day At ND ( 47 students visit for the day Cross Panel Initiative- cancelled this year due to OECTA Job Action)

Gr. 1 & ND Tech initiative ( 40 gr. 1 students & ND Tech students 20- building a class garden)

Coding Buddies (weekly peer group between intermediate and junior students with KDG students)

Coding Club

Halton Skills Competition ( Gr. 8 students, 8 students- Pathway Initiative)

Gifted Gr. 5/6 & 7/8 ( 22 students) Invited to Holy Trinity- Robotics Day

STEAM Night - to be hosted during Catholic Education Week in the evening. ND students were going to set up carousels for our students and families.

Cardboard Boat Races

Money Fair with Scotiabank

Guest Visitors from The University of Waterloo

School Junior and Intermediate Robotics Club

Caribou Math Contest

Gaus Math Contest

Junior and Intermediate Math Club

Pathways Boat Race Challenge

Notre Dame STEAM Night

Mad Science, Coding Club

Mad Science offered as after school program

- STEM lunch hour club

- before and after school Math clubs

- participated in Pathways opportunities

Junior and Intermediate Robotics Club

Environmental Awareness Club - Junior and Intermediate

Children Save the World (A Primary Club whereby students explore environment and the potential for animal extinction). The club was the idea of a group of Grade 3 students.

Coding Club - Junior and Intermediate

Rubic Cube Club - The Use of Algorithms - Junior

Math and/or Science initiatives that students have participated in at Queen of Heaven School include:

1) Mad Science - lunch time program offered for grades 1-6 in ten week blocks

2) L2L - lunch time tutoring program run by one of our SERTs utilizing grade 8 peer tutors assisting primary students with math homework and math help

3) Lego Robotics Club - lunch time program offered for grades 1-3 in ten week blocks

4) Grade 6 Coding Club - lunch time club run by grade 6 teachers

The cardboard race - design a boat that is made of cardboard, the same amount of materials for each team. Two people have to be able to stay a float while using their hands as paddles. From one end of the pool to the other. Mr. Mark Whalen and MrNolan helped the Gr 7 students. (other town Cambridge)

Pathways activites with grades 6-8 - in school.

Grade 6 students attended a Raptors 905 event through pathways.

Grade 7 attended a Destination College day.

Small group of students participate in a technology club at lunch time in the resource room.

Cariboo Math, Waterloo Math Contests

Pathways activities related to science and math

Eco-team

Scientists in the Schools workshops

McMaster Engineering

Robotics Club, Caribou Math, Coding Club (Hack-a-gal), Lego Club, Codesters

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Halton Skills (robotics, digital photography, and tv/video production)  
Caribou Math Competition  
Coding  
Math Night/Math Games night  
Mac Master visit  
Environmental Team  
Eco Club

- 
1. Math Club-weekly meeting, challenges/games and additional help
  2. The Zone-student drop in zone for coding, computer games, photoshop, primary robotics (on div. rotation)
  3. Sewing Club - tech and Pathways experience
  4. Skills Ontario Cardboard Boat Race
  5. Eco/Energy Club- research, stats, awareness, school-based initiatives, Recycling Pres. (Enviro/Energy Eng)
  6. Gardening Club - planting/irrigation
  7. Robotics Team for HCDSB Skills Competition
- \* this question is directed to STEM, question #12 includes and refers to STEAM - if we are to include the Arts we also have an Arts Club, Knitting Club, Stamp Club...

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Classroom STEM activities-science experiments, hands-on math tasks, MathUp, Ozobots coding  
Field Trips-RBG, cooking class, Crawford Lake

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Coding activities in our learning commons  
Technology club

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Oakvillegreen: The Tree Hero (kindergarten)presented by Anelia Tichkova  
Ontariogreen Workshops presented by Liz Benneian:

Power of One (grade1)

Water the Essential Element (grade 2)

Soil (grade 3)

McMaster University Venture Academy 2020- Venture Outreach workshops for kindergarten to grade 3

Oakville and Milton Humane Society Community Outreach Program Workshops presented by Heather White:

Learning about the Humane Society (kindergarten)

Taking Care of Pets (grade 1)

Needs and Characteristics of Living Things (grade 2)

Understanding Animal Classification (grade2)

Growth and Changes in Animals (grade 2)

Gardening Club- maintaining garden beds and growing plants from seeds for food (grade 5 and 6)

ECO Team- is an environmental education and certification program that encourages our school community to develop their ecological literacy and environmental practices through participation in environmental education and practices. Students in grade 4-6 lead activities for the program.

Pathway Visits to Loyola High school: participate in math lesson, science experiment, visit the technology department (grade 8)

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RoboGeeks, Learn Style Training, Halton Children's Water Festival, Career Centre Visit, Pathways  
Itinerant Classroom Visits

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Coding Club (weekly coding activities - JR/Intermediates), Caribou Math Contest 9 (Monthly Online Math contests - Gr.5/7/8), Lego Robotics, Halton Regional Skills Competition

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School level - coding club, robotics (newly started) and math support at lunch.  
We participate annually in the north halton robotics competition that had not yet competed this year (intermediate students)

#### Pathways Boat Challenge

Pathways & Student Success activities with Gr. 7 students - 90 students

STEM club 15-20 students

Fridays for Futures Club - 20 students

Various classroom organized activities related to STEM including field trips (grade specific)

Jean Vanier Tech Rocks Presentations for Gr. 6 students

Mad Science

Lego Club

STEM Club

Bishop Reding CSS STEM workshops

Caribou Math Contest

Skills Ontario Cardboard Board Competition

Let's Talk Science

Lego Robotics Club

MathUP initiatives

Math up

Math Monitoring

#### STEM Club

- Robotics Club- utilizing Lego Mindstorm EV3 Kit
- MathUp
- TVO Mathify workshops for students
- TVO Mathify lunch and learn for staff
- TVO Mpower workshops for students
- TVO Mpower lunch and learn for staff
- Kidder Kits for Science
- Coding Club
- Lego Club
- Chess Club
- Math Games Club
- Participated in Canada Cardboard Boat Race (with Palazesse)
- Extra Math Help at Recess

## SECONDARY

Learning Enrichment Advancement Program (LEAP) - Through McMaster University

STEM Outreach Program – Science and Engineering through University of Toronto

Climate Change Outreach Program – Through McMaster University

Computer Club

Robotics Club, Astronomy Club, and Voyage Science Club, Girls who code

ECOO Programming Club - practice regularly and participate in a computer programming contest hosted yearly

Hack Club - teaches students basics about coding and computer engineering

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App Development club

STEAM Club

Math Help - students attend every Monday for an hour for extra help on their homework or for enrichment

Math Problem Solving Club - students attend and work on problems from past Waterloo Math Contests

STEM Club -teacher Chris Peters

(Green) Environmental Club - teacher Rachel Bond

After School Biology and Chemistry Help Twice a week - rotating teachers

Physics After school help - Thursdays - rotating teachers

Grades 9 / 10 After School Help Wednesdays - rotating teachers

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international extra curricular FIRST Robotics Competition (FRC) team, Team 3161 - Tronic Titans.

Robotics competitions

Hosting and participating in many community educational outreach events (National Engineering Month, FIRST Lego League Halton Qualifying Tournament, Midnight Madness, Ribfest, Oakpark community centre events, Oakville Public Library Robotics program and events, and many more)

Math Contests through different organizations.

Math club (preparation for math courses and contests).

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After school math club

Math Madness

Chess Club

School Reach Team - Perennial local Champions

Robotics club

Swift programming program

Computer Programming club

Advanced Placement Math courses

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Science:

Guest Speakers:

- Ed Mizzi, Astronomy for all Gr. 9 Science classes each school year (Semester 2 may be cancelled due to COVID-19)

- Grant Linney, Climate Change for all Gr. 10 Science classes each school year (Semester 2 may be cancelled due to COVID-19)

Field Trips:

- Ripley's Aquarium (or equivalent) Field Trip for all Gr. 11 Biology classes each school year (Semester 2 cancelled due to COVID-19)

Clubs:

- Eco Club (Debbie Woolvett would have number of students involved)

Computer Science:

CS Education WeekDecemberVaries depending on eventEvents are held to mark CS Education week. Events include lunch time activities in atrium, afterschool activities in the library and hour of code with gr 9 classes.

Go Girl HackathonFebruary20 – 30 girlsGirls with no coding experience are invited to learn the basics of coding in one day. The goal is to learn the basics then create a coding project that is presented by the end of the day and prizes are awarded.

Grade 7 day April 5 sessions - 25 students eachGrade 7 feeder school classes are invited to a 30 minute introductory session about computer science.

Halton Skills - CodingApril1A student is chosen to represent the school at the Halton skills coding competition. The winner of the competition goes on to the Ontario Skills Coding Competition.

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Guest speakersThroughout yearCS classesPresentations by CS professors from colleges and universities and industry professionals are invited to speak to CS classes.

#### Math

Math Club - students practice and review math contest type questions - about 50 students

STEAM Club (94 students) - predominantly Gr 9/10; this groups organizes and hosts an annual conference (in the fall for Innovation) for elementary students (Gr 1-8) as well they have a spring conference for Food and Nutrition/Climate Change conference for elementary and secondary students; go to elementary schools and deliver a science and engineering program for Burlington Catholic Elementary Schools (St. Mark, St. Gabriel, Sacred Heart, St. Elizabeth Seaton, St Ann, Canadian Martyrs and St. Timothy); host 2 STEAM Learning Days for the FOS Special Needs Students - both for enrichment and for students with vulnerabilities in conjunction with the Best Buddies Program. Outreach is about 750 students; we also have had students learn about vegetative propagation techniques in plants - a cross-curricular initiative between Bio students and horticulture students (90); Integrated tech classes (48) - Green Industries/Horticulture/Biology/Environmental Science; TECH Rocks (300) and STEAM day for transitions (450) and the Math/Science Simulation classes for Applied and Academic to show what applied and academic courses look like in Gr 9 (280); Kindergarten Environmental Science Day - science and health and nutrition (28); after school numeracy program (45); L2L program (100) - mentors and students; Projected- Based Learning - RBG field trips (120); Niagara Parks field trips (120); Urban Development Project Based Learning - Geography/Environmental Science/Art (90 students); Dual Credit in Green Industries and Transportation (42) and SHSM in Manufacturing (18), Culinary Arts (22), Horticulture (24), Business (40), Computer Engineering (14); Presentations on: Climate Change, Health and Wellness (Master Chef Canada), Adam Vancouvert, Dean of Health Sciences, Department Chair of Mohawk Design and Innovation, ND Grad currently enrolled in Computer Engineering Programs from McMaster and University of Waterloo, Computer Engineering Instructor from Sheridan College for Coding, Halton Region Food and Agriculture Rep, Dean of the School of BioMedical Engineering from McMaster; reps from Apple Computer Headquarters (app development and coding) (over 1000 students); Humber College Presentations

#### Science Dept:

- Science help every Wednesday numbers vary depending on need but usually about 10-20 students
- HOSA and Med Sci clubs- combined 80-100 students. These students -meeting on a weekly basis starting in October.
- STEM Team-about 30, these students were involved in: Fall conference, Feeder school events (2), Hackergal
- Field trips - Waterloo Anatomy Lab, Conservation Areas, Science Centre - about 300 students
- Chemistry and physics contests - about 40 students

#### Math Dept:

- AP Math Help - Varies - closer to the AP exam the more students show up to practice questions. Teacher is available 2nd semester daily.
- Math Help20-30once per week
- After school Numeracy40-60twice per week
- Intermediate Math contest50once
- Senior Math Contest90once
- Cayley Contest Gr. 1020-30once
- Fermat Contest Gr. 1120-30once

- Pascal Contest Gr. 920-30once
- Euclid Gr. 1245-60once
- Galois Gr. 1020-30once
- Hypatia Gr. 1120-30once
- Fryer Gr. 920-30once
- "Future" Canadian Team Math Contest12Weekly

#### Computer Science/Engineering:

- Comp Sci Club - about 20 students
- Gaming Club - 12 students
- ICE - Innovation, Creativity, Engineering Club - about 20 students
- Robotics Club - about 10 students

## Appendix B

### All Responses for Regional Events/Initiatives

#### ELEMENTARY

##### STEM

1) Holy Cross Annual Robotics event ("Battlebot competition") would have taken place on April 17th at Holy Cross. We had planned to host the CTK family of schools.

2) "TECH rocks" event at CTK should have taken place on April 16th (This is a Pathways initiative)

BASEF - 28 students - canceled because of Covid19,

Halton Skills Competition - Lego Robotics (8students),

Ontario Skills Cardboard Boat Challenge (team of 4),

Tour of Amazon Fulfillment Centre (41 students)

Card Board Challenge,

Green Energy Challenge

Cardboard Boat Race via Student Success

Cardboard Boat Race

Halton Skills Competition

Girls Coding Workshop

Robotics Competition

Caribou Math Competition

Halton Skills (robotics, digital photography, and tv/video production)

ECO certification

Eco School Certification

HCDSB/Ontario Skills Groups, the ones that were math/science related were (JR & INT Lego robotics, JR Tech, INT Green Energy Tech, INT Tech, INT Distance Challenge)

JR/INTR ROBOT BATTLE BOTS Groups for the Holy Cross Competition/HLRM Competition

Gauss Math - grade 7-8



Grade 8 students have participated in the Science Teachers Association of Ontario boat design & build challenge

halton skill competition

Halton Skills - participate annually in the spring

Halton Skills Competition

Halton Skills Competition

Halton Skills Competition 2018 and 2019

Halton Skills Competition

Invitational Chess Tournament @ St. Anne's Burlington

Halton Skills Competition, Lego Robotics

Halton Skills Competitions- Boat Race and Video Challenge,  
Skills Ontario Skilled Trades Presentation and Women's in Trade Exploration,  
Niagara College Career Day

Halton Skills Robotics, Skills Ontario Cardboard Boat Race

HCDSB Skills (LEGO Robotics, Green Energy, Video)

Lego Robotics and Skills Ontario Cardboard Board Competition

ND STEAM Club Open House

Notre Dame STEM Day for Grade 6's

Ontario Skills Competition - Halton Level

Pathway Boat Race Challenge

Robotics Halton Skills Competition, The Hackergal Creative Competition (STA)

STEM Visit from JV Tech Teachers

We were registered to participate in the Halton Skills Competition

## SECONDARY

A number of the activities noted above are Regional - in the board, in our FOS or the region. Our STEM group participates in a regional elementary tournament and a Provincial Engineers day. Our tech students and computer engineering students have completed in Halton Skills.

ECO conference (computer engineering for coding) (6 students); Halton Skills (13 students); BASEF (Science Fair) (3); Halton Children's Water Festival (Bio and Chem class are the event mentors) (100 students)

FIRST Lego League Qualifying Tournament

National Engineering Month Event

Intermediate/Senior Math Contests

Pascal/Cayley/Fermat/Euclid Math Contests

Canadian Open Math Competition

American Math Contest

We also participate in several other community outreach events throughout the Oakville community (listed above)

Halton Skills - 9

ECOO programming contest – 12

School Reach Teams, Halton Skill competitions

Science:Conference Opportunities: 1.McMaster University Promoting Inclusivity in Physics and Astronomy (PIPA) group (formerly GWIPA) Girls in Science (GIS) Day for 2-5 girls nominated by Science Department (Semester 2 but cancelled due to COVID-19) 2.Bay Area Science and Engineering Fair (available for any student but it is run independent of school)

## Appendix C

### All Responses for University/Provincial Events/Initiatives

#### ELEMENTARY

Professional Engineers of Ontario Program – Primary students

University of Waterloo's Beaver Computing Challenge in November

Cardboard Boat Races, Caribou Math Contest, Learning Partnership, Beaver Computing Challenge

Caribou Math - U of Waterloo

Caribou Math Contest

CEMC, Caribou

Gaus Math Contest

Intermediate team for Waterloo Gauss Math challenge

McMaster Engineering Assemblies

Niagara College Career Day

Monthly Brock University Caribou Math contests for Grades 5-8

University of Waterloo Centre for Education in Mathematics and Computing (CEMC) Gauss Math contest for Grade 7/8 students and also their weekly 'Problems of the Week'

Let's Talk Science website. This was originally going to involve taking a group of 16 students to McMaster in May for a LTS Challenge and engineering competition. The website has now opened the contest up to all students online. We sent this to all our Grade 5 and up teachers this week.

Queen's University Engineering Resources

Waterloo Math Contest

#### SECONDARY

1. McMaster University Physics Contest

2. McMaster University Girls In Science Day

3. University of Waterloo – Canadian Intermediate and Senior Math Contest

4. University of Waterloo - Pascal, Cayley, Fermat Math Competitions

5. University of Waterloo – Euclid Math Contest

## 6. University of Waterloo Beaver Computing Competition

## 7. University of Waterloo Canadian Computing Competition

all of the Math and Science contests noted in one are University programs. HOSA and Med Sci clubs- are provincial followed by national and the possibility of International. our Electircal OYAP students have competed in the Sheridan Skills.

HOSA Canada Health sciences competition (13)

participation in the Univ. of Toronto National Biology Competition every year ( 12 students)

University of Waterloo Chemistry Exams (Avogadro and Chem13) (78 students)

Math@Mac trip (70)

Grade 9 Pascal, Grade 10 Cayley and Grade 11 Fermat contests, Grade 12 Euclid and the Grade 9 Fryer, Grade 10 Galois and Grade 11 Hypatia contests (approximately 42 students);

DECA (35 students);

Pathways Trips for Gr 9 to (Honda, Toyota, Innovation Centre (MAC), Mohawk (Computer Eng), Sheridan (coding, app development and robotics), Aerospace Industry (Maxar?) - (285);

University of Waterloo Electric Vehicle Competition (14)

Science:

- University of Toronto Biology Contest for students in Gr. 9-12 (available based on student interest) does not usually run at Loyola

- University of Waterloo, Department of Chemistry, Avagadro Contest for Gr. 11 students (available based on student interest) (Cancelled due to COVID-19)

- University of Waterloo, Department of Chemistry, Chem13 News Contest for Gr. 12 students (available based on student interest) (Cancelled due to COVID-19)

- OAPT Physics Contest for Gr. 11 students (available based on student interest) - does not usually run at Loyola

- McMaster University Physics@Mac Online Competition for Gr. 11 students (available based on student interest) - does not usually run at Loyola

- University of Waterloo, Department of Physics, SIN Contest for Gr. 12 students (available based on student interest) - was to run at Loyola but students directed to register directly this year due to COVID-19

Guest Speakers: •Ed Mizzi, Astronomy for all Gr. 9 Science classes each school year (Semester 2 may be cancelled due to COVID-19) •Grant Linney, Climate Change for all Gr. 10 Science classes each school year (Semester 2 may be cancelled due to COVID-19)

Computer Science:

U of Waterloo- Beaver Computing Contest November30 - 60Students in grade 9 and grade 10 participate in an online contest where they have to problem solve 15 questions related to Comp Sci within 45 minutes

U of Waterloo – Computer Programming Contest (CCC)February20This is done online. Students try to code 5 programming problems in 3 hours. There is a junior and senior level. A score is determined.

U of Waterloo – SPARCS workshop for girls MayGr 9 and Gr 10 girlsGr 9 and Gr 10 girls are encouraged to apply to the SPARCS workshop where they are immersed in comp sci sessions at the University of Waterloo for one week. We had one student accepted into the workshop last year. Only about 40 girls are accepted across Canada each year.

ECOO Team Programming ContestMarch16 students from Loyola (4 teams)Teams of 4 students try to solve 4 programming problems in 3 hours using one computer. The Board level competition is held at CTK and the top 3 teams move on to the regional competition at York U in April.

MOOSE online programming competitionThroughout the yearVaries from 2 to 10 students per competitionAn online programming competition where students try to solve 5 programming

problems in 3 hours. There is a junior and senior level. This competition is meant to help students practice for the CCC and ECOO programming competitions.

Math: University of Waterloo Math Contests

University of Waterloo District Event (Mar 2019), McMaster University District Event (Apr 2019), Durham College District Event Robotics competition (Feb 2020)

Intermediate/Senior Math Contests, /Euclid Math Contests, Canadian Open Math Competition, American Math Contest

Waterloo Math Contests

Waterloo Beaver Competition – 10

Waterloo Computing Competition – 10

ECOO Programming Contest

U of G Human Cadaver Lab

Waterloo Math Contests.

Euclid Math Contest,

## Appendix D

### All Responses for National Events/Initiatives

#### ELEMENTARY

•Let's Talk Science Tomatosphere Project – Primary students

Canadian National Math League (75 students),  
Junior Astronauts (21 students)

Caribou Math contests

CEMC,  
Caribou

Waterloo Math Contest

#### SECONDARY

1. Michael Smith Science Challenge – University of British Columbia
2. University of Waterloo – Canadian Intermediate and Senior Math Contest
3. University of Waterloo - Pascal, Cayley, Fermat Math Competitions –
4. University of Waterloo – Euclid Math Contest
5. University of Waterloo Beaver Computing Competition
6. University of Waterloo Canadian Computing Competition

AP Chemistry and Computer Engineering (4 students);  
DECA (18 students)

Canadian Open Math Competition

Canadian Open Math Competition,  
University of Waterloo sponsored math contests

Canadian Senior and Intermediate Mathematics Contest

Sir Isaac Newton Competition -U of Waterloo,  
Physics@Mac Online,

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Chem 13 News Competition,  
Avagadro Competition,  
U of T National Biology Competition,

FIRST Robotics Competition Ontario Provincial Championships (April 2019),  
Sir Isaac Newton Physics Contest  
Intermediate/Senior Math Contests,  
Pascal/Cayley/Fermat/Euclid Math Contests,  
Canadian Open Math Competition,  
American Math Contest

HOSA is a National competition and our Math dept has plans to compete as National team.

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## Appendix E

### All Responses for International Events/Initiatives

#### ELEMENTARY

Caribou

Caribou Math Contest

Caribou Math

Caribou Math Contest

Caribou Math Contest

Caribou Math contest

Caribou Math Contest

Caribou Math Contest

Caribou Math Contest

Caribou Math contest (75 students),  
Mangahigh Halloween Math Contest (20 students),  
Gauss Math Competition (10 students),  
Nrich Maths - Live problems and "Wild" Maths

Caribou Math,

Waterloo Gauss Test

Real Science Challenge

The Hackergal Creative Competition

#### SECONDARY

Advanced Placement Math and Science Exams

DECA (1 student)

Intermediate/Senior Math Contests,  
Pascal/Cayley/Fermat/Euclid Math Contests,  
Canadian Open Math Competition,  
American Math Contest

We have had a HOSA student qualify and attend Internationally

## Appendix F

### Other Responses to Multi-response Questions

**In your opinion, what are the main reasons why students may not be participating in math or science events at any level (i.e., local to international) over the past academic year? (Other responses)**

Considerations for special needs students and supports in order to participate

Corpus does well to encourage student participation in STEM events. Reasons we checked off on this question are because with greater interest, encouragement and involvement, we will have even more enriching opportunities.

Covid 19 and OECTA Job Action

COVID-19 Issues

Don't pay attention to school announcements

I believe it would be beneficial if our high schools linked with elementary schools (would blend well with pathways events) to promote and enhance awareness. There seems to be a gap in our family of schools (respectfully), leaving elementary schools to seek events taking place. A leadership role from the high school would go a long way to pull feeder schools into events and involve more students.

Inconsistent support from teachers - time constraints refers to the students (they are often too busy to even attend practice for their sports teams - outside of school, with jobs, their own activities, things are difficult to do if not within the school day)

Itinerant Teams are not sharing events with teachers - teachers do not have the time to search these at the elementary level

Job action impacted some activities i.e. strikes on scheduled activity days

Provincial and global issues

small school/staff and COVID

Students feel that they miss too much instructional time

Students involved in several other extra-curricular activities

We believe that staff encouraged participation in events they were aware of that supported curriculum

we need to prioritize funds for equipment for robotics etc.; support needed for staff to learn how to facilitate/start up clubs: suggested lunch/learn or with pathways rep

Weekend events - difficulties with other commitments

Work to Rule

**Over the past academic year, what kinds of initiatives have been in place at your school that support and encourage participation in local, regional, university/provincial, national, or international...? (Other responses)**

We used to have as part of some culminating activities model building projects which stimulated students and were rich in experiential learning but we stopped them as they did not meet criteria/restrictions for culminating tasks.

student-led tutoring

SERT provides challenges as per gifted IEP enrichment

School-wide STEAM day ~cancelled due to COVID-19~ Promotion of Notre Dame STEM or STEAM events

Pathways Trips/opportunities

Connecting with Feeder Secondary School - ND



Student Trustees Update	Item 10.1
Tuesday, May 5, 2020	

## Alignment to Strategic Plan

This report is linked to the strategic priorities:

**Achieving:** Meeting the needs of all learners

**Believing:** Celebrating our Catholic faith & aspiring to be models of Christ

**Belonging:** Embracing relationships & sustaining safe, welcome schools

### Achieving

As OSTA-AECO's French Relations Working Group Co-Chair, Trustee Suan, participated in a video call on April 23rd, 2020 with Minister of Education, Stephen Lecce, the Executive Council and the Indigenous Working Group Co-Chairs of the Ontario Student Trustees Association (OSTA-AECO), to discuss about school closures, maintaining fair student assessment and equitable support for ESL students and those with an Individual Education Plan (IEP). The Ministry will also be collaborating with OSTA-AECO in terms of developing their distance learning program for the summer that they announced this month. Trustee Suan will be participating in follow-up calls with the Minister as the school year ends.

As well, Trustee Suan, along with OSTA-AECO president Sally Meseret was interviewed by the Toronto Star and appeared on an article on April 17, 2020 called, "Grade 12 worries: grades, grads, post-secondary plans", speaking about the concerns that graduating students have amid the school closures and cancellations of many end-of-year events due to the COVID-19 pandemic.

This past Tuesday, April 28<sup>th</sup>, Trustee Bhambra hosted a livestream for all Halton Catholic District School Board (HCDSB) Secondary Students about the COVID-19 school closures, where they could ask unconfirmed questions and concerns. Some of the concerns brought up included marking, especially how schoolwork done during distance learning would be graded, as well as exams and culminating tasks, whether exams would run as normal, be replaced by culminating activities, or another option.

On April 30<sup>th</sup>, Trustee Bhambra, alongside a Toronto District School Board Student Trustee, appeared on a CBC Radio 1 interview discussing the impacts of COVID-19 on students, as well as how it's affecting post-secondary plans for graduating students. Trustee Bhambra was also featured in Inside Halton in an editorial about COVID-19 and its effects on student mental health regarding school closures.



## Believing

The Catholic Board Council (CBC) of OSTA-AECO is planning to have a call with Cardinal Collins considering this week marks Catholic Education Week, where CBC Cabinet Members Trustee Caratao and Trustee Suan will participate on May 6<sup>th</sup>. They will have an opportunity to ask questions regarding his perspective on the current pandemic, and how we can learn from it. Furthermore, Catholic Board Cabinet will also be creating a video for Catholic Education Week with this year's theme, "Igniting Hope". Over the past few weeks, Trustee Bhambra has been posting faith-based games and prayers on the HCDSB Senate Instagram to keep students engaged and have hope in their faith during such a stressful time. Games such as "5 Things I'm grateful for" and prayers focusing on patience and hope.

## Belonging

On April 29<sup>th</sup>, Trustee Caratao, representing the students of North Halton attended the online school name selection committee meeting, which consisted of trustees, parents, teachers, and students, and was chaired by Superintendent of Education, Jeff Crowell. As well, Burlington Student Senators and Trustee Suan have finished working on a report called, "Transit Feedback among Halton Catholic District School Board's Burlington Secondary Students" which speaks about the current interest of providing free transit to these students as well as raising issues that they might have with the service. This was an initiative by the Student Senate that had started this year to better understand how students are using transit in their lives, and to provide insight in what students would want to see improvements. More information can be found under Item 10.1.1, and the full report will be attached as an appendix.

### Report Prepared & Submitted by:

Dylex Suan, Burlington Student Trustee  
Corpus Christi Catholic Secondary School

Davin Caratao, North Halton Student Trustee  
Bishop P.F. Reding Catholic Secondary School

Malika Bhambra, Oakville Student Trustee  
St. Thomas Aquinas Catholic Secondary School

### Report Approved by:

P. Daly  
Director of Education and Secretary of the Board







## Regular Board Meeting

## Information Report

Transit Feedback among Halton Catholic District School Board's Burlington Secondary Students	Item 10.1.1
Tuesday, May 5, 2020	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Belonging: Embracing relationships & sustaining safe, welcoming schools.**

### Purpose

The purpose of the report is to provide feedback (Appendix A) and recommendations regarding the current usage and opinions on bus transit among Burlington secondary students in the Halton Catholic District School Board (HCDSB) with regards to the City of Burlington's proposal of providing these secondary students free transit.

### Background Information

At the November 26, 2020 Special Board Meeting, the Director of Education and Secretary of the Board, Pat Daly presented an action report entitled "City of Burlington Transit Proposal", outlining Mayor Marianne Meed Ward's interest of providing free transit to all secondary school students in Burlington. The following resolution was adopted unanimously by the Halton Catholic District School Board:

#### City of Burlington Transit Proposal (P. Daly)

**#185/19**

**Moved by:** V. Iantomasi

**Seconded By:** M. Duarte

**RESOLVED,** that the Halton Catholic District School Board support, in principle, the concept of free transit for Burlington secondary school students through Burlington Transit, and direct staff to investigate with partners, the details of a Memorandum of Understanding, and to report back regarding this opportunity.

In November, Trustee Suan collaborated with Student Senators in Corpus Christi, Notre Dame, and Assumption to understand how secondary students are currently using Burlington Transit, the overall interest surrounding the idea of free transit, as well as any improvements that could be made to the overall service. Student Senators agreed with the concept, citing that there is much interest in how this proposal would work out, and the current issues students are currently facing in taking transit. In



consultation with the Student Senators, HCDSB Research and Development Services Staff, a data collecting exercise was formulated surrounding the following themes mentioned above.

In the middle of December, the survey was distributed to all Burlington secondary students for data collection and all data was received in mid-January. The analysis for the survey began in mid-February and ended near the end of March. In the beginning of April, Student Senators provided their input for recommendations stemming from the results of this report.

## Comments

At the time of analysis, 1064 students responded to the survey. They were classified under three different cohorts based on whether they have taken a city bus and how often have they ridden a city bus in the past month: frequent riders, infrequent riders, and non-riders. This allowed for a better insight into understanding students who ride frequently as opposed to students who seldom ride the bus or do not ride the city bus at all.

The response rate for this survey was 33.36%, accounting for about 1 in 3 students who took this survey in all the three schools. This survey was not distributed to students attending secondary schools in the Halton District School Board (HDSB), as neither Student Senators nor the Burlington Student Trustee had jurisdiction to present a survey in these schools. Moreover, some schools such as Assumption Catholic Secondary School and Corpus Christi Catholic Secondary School will be over-represented, whereas Notre Dame will be under-represented in this survey. Similarly, Grade 12 students will be under-represented whereas Grade 9, 10 and 11 students will be over-represented.

The main results from the survey showed the following:

- Most students would likely use the city bus if this proposal for free transit is executed.
- Slightly (5%) more students preferred the bus pass over a PRESTO card provided to them (30%).
- Over half of the would take the bus going home or take the bus going to commercial areas whereas slightly less than half of infrequent and frequent riders would go to public areas.
- For each cohort, the following reasons were found in terms of students not taking the city bus:
  - For non-riders, the main reasons were relying on other forms of transportation, mentioned by over 60% of these respondents. Other reasons mentioned by less than 30% of respondents include bus fare is too expensive and changes to bus schedules/routes are too confusing.
  - For infrequent riders, the main reasons were that bus fare is too expensive, mentioned by almost 50% of these respondents. Other reasons were relying on other forms of transportation, mentioned by almost half of the respondents and changes to bus routes/schedules were too confusing, which was mentioned by less than 30% of the respondents.
  - For frequent riders, the main reasons were that bus fare is too expensive, mentioned by 60% of the respondents. Other reasons mentioned by less than a third of respondents (33%) were that buses were arriving late to their bus stop, and changes to bus routes/schedules are too confusing.
  - For infrequent and frequent riders, the following reasons were found why they like taking the city bus where they are unable to drive, mentioned by 77% of the



respondents. Other reasons mentioned by 40% of the respondents were that rain/snow/cold/hot temperatures and bus stops are easily accessible.

## Conclusion

Based on the survey data, there is a high interest among Burlington secondary students in the HCDSB who are likely to take advantage of free transit in their daily lives. At the same time however, students want to be confident in a transit system that is reliable, adaptable and strives to achieve their commuting needs. In response to the input provided by Student Senators as well as the results from the report, thirteen recommendations are made with regards to addressing students' concerns as well as the overall initiative. Ultimately, the high student interest mentioned in this report could signify a potential for other municipalities in Halton Region to follow suit, such as the Town of Milton and Town of Oakville.

### Report Prepared & Submitted by:

Dylex Suan, Burlington Student Trustee  
Corpus Christi Catholic Secondary School

### Report Approved by:

Pat Daly  
Director of Education and Secretary of the Board

# Transit Feedback among Halton Catholic District School Board's Burlington Secondary Students

Survey Report

Report Prepared by:

*Dylex Suan, HCDSB Burlington Student Trustee, Co-Chair of Student Senate*

5/5/2020

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# Transit Feedback among Halton Catholic District School Board's Burlington Secondary Students

## *Survey Report*

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### Introduction

This report summarizes feedback garnered from Burlington students regarding how they utilize transit in the city, as well as understanding their reception of the free transit proposal.

Student Trustee Suan consulted Halton Catholic District School Board (HCDSB) Research and Development Services (Jennifer McDonald, Research Officer & Lisa Collimore, Chief Research Officer) and thirty (30) Student Senators acting as student representatives from the three secondary schools in the HCDSB: Corpus Christi; Notre Dame; and Assumption, for assistance in the formation, distribution and analysis of the survey. Responses from this survey have been grouped and discussed below to summarize respondents' experiences and perceptions of this service. Please note that this report is not written on behalf of the HCDSB and solely attempts to gain student consultation regarding transit in their daily lives and the proposal mentioned below.

### Background Information

On the November 21<sup>st</sup>, 2019 Special Board Meeting, the Secretary & Director of the Halton Catholic District School Board, Pat Daly, presented an Action Report entitled "City of Burlington Transit Proposal" regarding the proposal of free transit for high school students in Burlington, which was expected to be implemented as early as September 2020.

According to the report, staff and trustee representatives from the four school boards (that is, the two English and two French school boards) serving Halton students: Halton District School Board, Halton Catholic District School Board, Conseil scolaire Viamonde and Conseil scolaire catholique MonAvenir met in July 2019 to discuss the feasibility of this proposal. A memorandum and a statement of interest was provided along with the minutes to the meeting, which are publicly accessible.

The goals focused on extending free transit to all students, reducing Green House gas emissions from driving to and from school, and introducing students to transit early. While the program seeks to become available to every student living in Burlington in the four school Boards, the priority is those who are not eligible for school bus service. In the HCDSB, this refers to any student living between 0 to 3.2 km away from the school they attend (Halton Catholic District School Board, 2019).

On December 3<sup>rd</sup>, 2019, the motion was presented at a Regular Meeting of Council under 10.1.I to direct that councilors Rory Nisan, and Shawna Stolte would participate in MOU discussions, and that the City Manager would report back with MOU progress in June 2020, with the potential to start the program in September 2020. The motion was provided by Mayor Marianne Meed Ward, informing that the city received all the affirmative resolutions from the four school boards (City of Burlington, 2019).

In consulting with HCDSB Student Senators from all three Burlington high schools about the potential proposal, it was noted that a better understanding about how students use transit daily was important. Some did have questions about the provision of free transit and how this would be implemented effectively for students. Since the elimination of bus tickets and individual monthly bus passes, Burlington Transit had adopted PRESTO cards as the preferred mode of paying for transit, with the intention of incorporating the two forms onto the platform. Furthermore, some were concerned about how the Board will subsidize the cost of the bus passes. Burlington Transit notes that effective January 1, 2020, bus passes cost \$75 per month for youth aged 13-19 (Burlington Transit, 2020). As well, ordering a PRESTO card requires a \$6 non-refundable fee (PRESTO, 2016).

## Method and Feedback

After the formation of the survey was completed, the survey questions were transferred to Google Forms and was distributed via a link. With the permission of the principals from the three schools, Student Senators entered classrooms, explained briefly about the survey, and provided the link to students. Principals and vice-principals of the three schools were asked to distribute the survey to teachers in order to distribute it eventually to the students. The survey was open from December 2<sup>nd</sup>, 2019 to December 20<sup>th</sup>, 2019. No parental consent form was needed on the basis that this was a “data collecting exercise” and the survey was entirely anonymous. All questions on the survey were voluntary, and no e-mails were collected to avoid privacy concerns. While it was not guaranteed that all students are from the HCDSB, the link to the survey was not posted online.

After the analysis was completed, Student Senators were consulted on the following recommendations made in this report, and their input were taken into consideration. The recommendations proposed in this report closely align with the results obtained as well as the input provided from Student Senators.

Please note that the ‘n’ value for each question reflects the number of respondents that answered the question.

## Data Analytic Approach

Analysis focused on describing the frequency and/or percentages of responses to each question. The respondents were split into three different cohorts to better understand the respondents’



background within the context of the issue: “non-riders”, “infrequent riders”, and “frequent riders”. According to Question 5, “non-riders” refer to those who stated they have never taken a city bus before. “Infrequent riders” are classified as those who have taken/ridden a city bus before but mentioned either they have not ridden a city bus or only rode on the bus once or twice in the last month in Question 6. Lastly, “frequent riders” are classified as those who have taken the city bus before at least once a week, as mentioned in Question 6.

In some questions, other responses that were not mentioned but did not directly answer the question, provided inaccurate or inappropriate responses were considered “invalid” and removed. Regardless, this report mentions the total number of responses for this category to maintain accuracy.

### Who Responded?

In total, 1067 completed responses were submitted through the online form sent to students via hyperlink. This constitutes a 33.36% response rate based on the number of HCDSB secondary school students in Burlington. The two charts below display the schools that the respondents attend, as well as the grades in which they are at the time of the survey’s release. Note that during analysis, three duplicate responses containing the exact same responses were found and deleted, leaving 1064 valid responses. Taking into consideration the entire population of the three schools, we surveyed approximately one in three students.

A higher proportion of students from Assumption (38.5%) and Corpus Christi (44.3%) responded to the survey than in Notre Dame (16.7%). The reason for this was mainly timing, as teachers were not available or not able to give students the survey during its release. As well, a higher number of students from Grade 9 (28.2%), 10 (30.0%) and 11 (25.3%) responded to the survey than those in Grade 12/13 (16.2%).

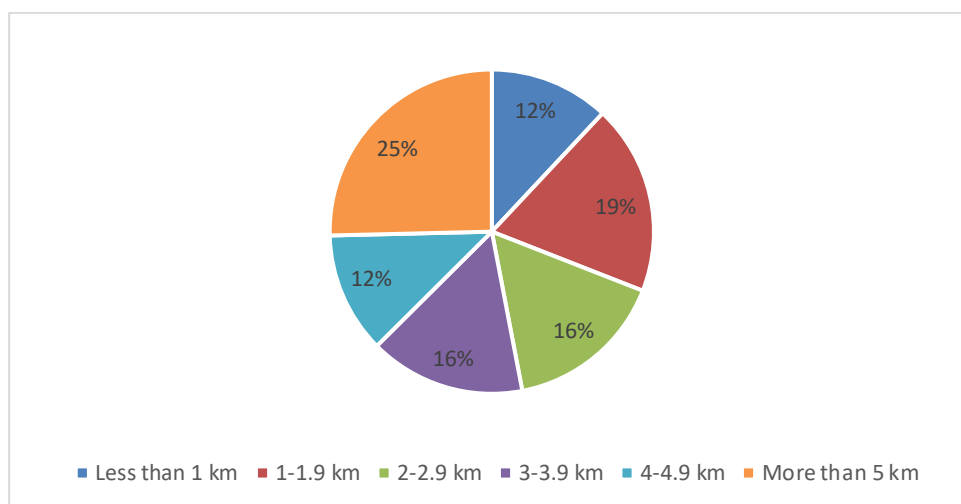
SCHOOL ATTENDED	NUMBER OF STUDENTS	PERCENTAGE (%)
Assumption	410	38.5%
Corpus Christi	471	44.3%
Notre Dame	178	16.7%
Other	0	0.0%
Blanks (non-identified)	5	0.5%
<b>TOTAL</b>	<b>1064</b>	<b>100%</b>

GRADE	NUMBER OF STUDENTS	PERCENTAGE (%)
Grade 9	300	28.2%

Grade 10	319	30.0%
Grade 11	269	25.3%
Grade 12/13	173	16.2%
Blanks (non-identified)	3	0.3%
<b>TOTAL</b>	<b>1064</b>	<b>100%</b>

## Student Responses

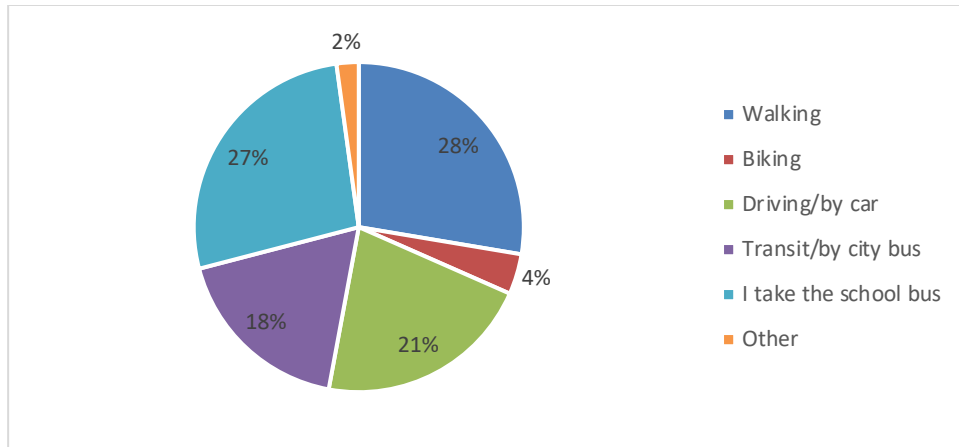
**Q1: Approximately how far do you live from your high school? Round to the nearest tenth kilometer (please note, walking for 15 minutes straight is approximately 1 km) (n = 1060).**



Respondents were asked to estimate the distance between their home and their high school.

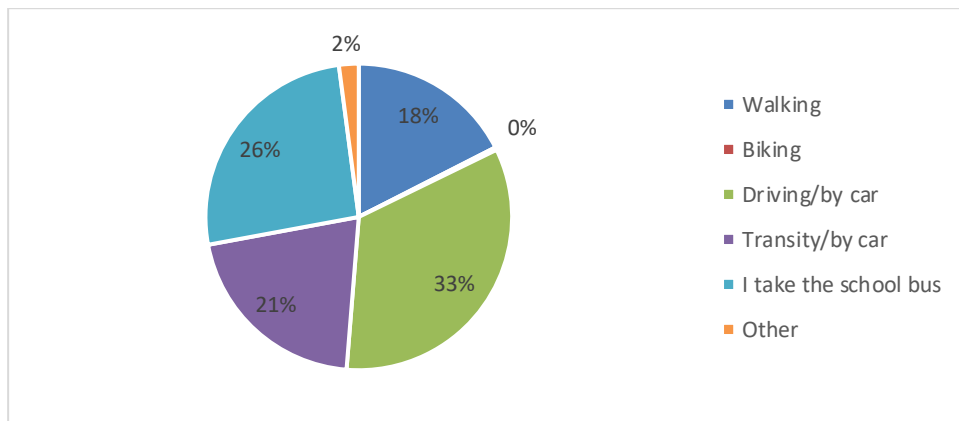
Almost half of the respondents (47%) reported that they live less than three kilometers from the school, whereas around 37% of the respondents reported that they live four or more kilometers away. Following the HCDSB's guidelines for school bus eligibility (students must live more than 3.2 km) (Halton Catholic District School Board, 2020), one could estimate 53 more students living between 3-3.9 km who are eligible for school buses according to Question 4. Consequently, this would result in slightly over half of the respondents being ineligible for school buses (52%) whereas about 48% of the respondents would be eligible.

**Q2: During the spring/summer/fall seasons, how do you usually get to and from school? (n = 1060)**



According to the graph above, almost a fifth of respondents (18%) take city bus or transit to get to and from school during the spring/summer/fall seasons. On the other hand, slightly over a fifth (21%) of respondents drive or go by car to school. The other responses included walking (28%), biking (4%), taking the school bus (27%). For the other 23 respondents (4%), most of them reported a combination of the modes of transport (e.g., “Walking and driving”, “Car, city bus, walking. Depends on day”, “All the above”). All other responses for Q2 are found in Appendix A.

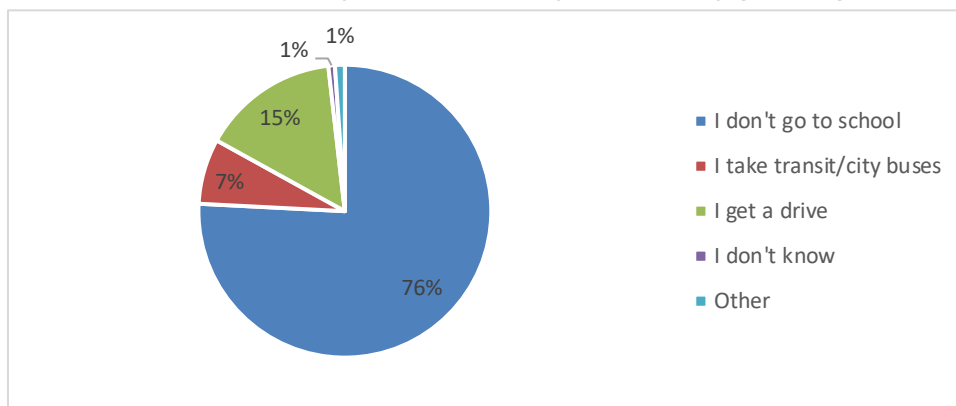
**Q3: During the winter season, how do you usually get to and from school? (n = 1057)**



According to the graph above, less than a fifth of respondents walk to school during the winter season (18%), whereas one in three respondents drove or went by car to school (33%). Furthermore, a slight increase of students took the city bus during the winter season (21%) whereas about the same number of students took the school bus (26%). No respondents mentioned they biked to school in the winter. For the other 22 respondents who mentioned another option (2%), besides three responses that were not valid, most of them involved combinations of taking the city bus, walking and driving, as well as other modes of transport (e.g.,

“Walking and driving”, “Bus or car”, “Drive morning, Bus afternoon”). All other responses for Q1 are found in Appendix B.

**Q4: If you are eligible for the yellow bus service (school buses), and buses are cancelled, but schools are open, how are you usually getting to school? (n = 277)**

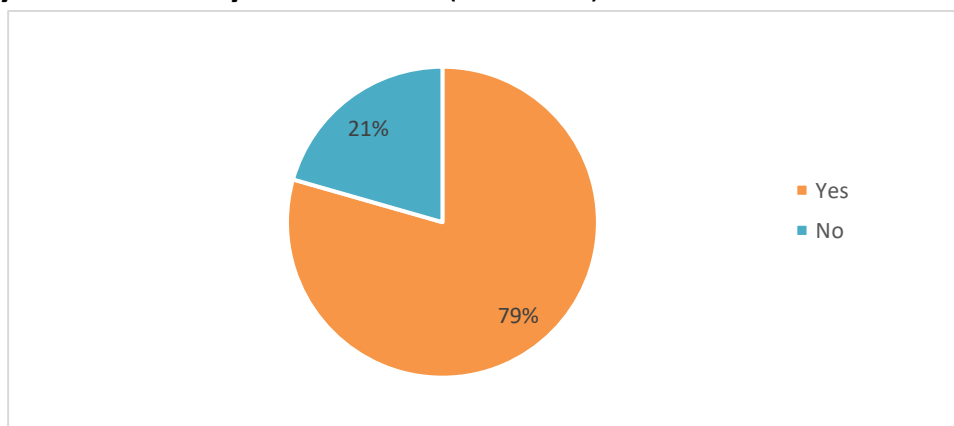


Those who answered taking the school bus in Q2 and/or Q3 were directed to this question.

Over three quarters of respondents to this question (76%) stated they wouldn't go to school if buses were cancelled but schools were opened. For those who take the school bus regularly, 15% of the respondents mentioned they would get a drive to school, 7% of respondents would take city buses or transit, whereas 1% of respondents stated they do not know. This could be a result of not having had this experience. For the two respondents (1%) who mentioned another response, the responses included the following:

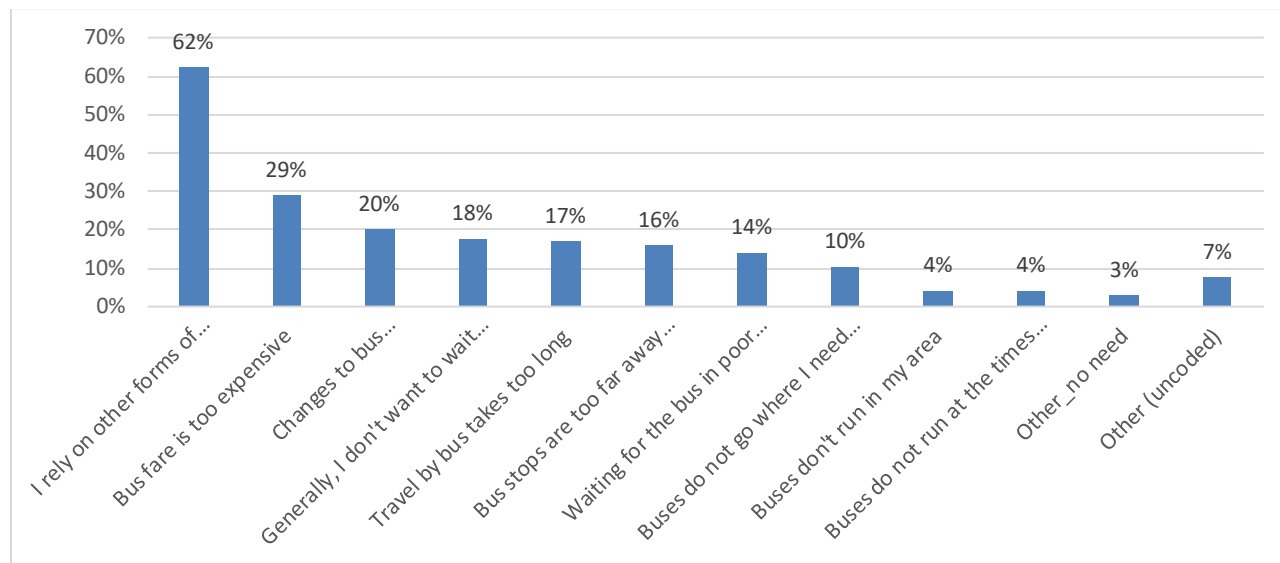
- Depends on the day, if he/she must go to school, they may get a drive or take a city bus
- Haven't had that happen yet

**Q5: Have you taken a city bus before? (n = 1060)**

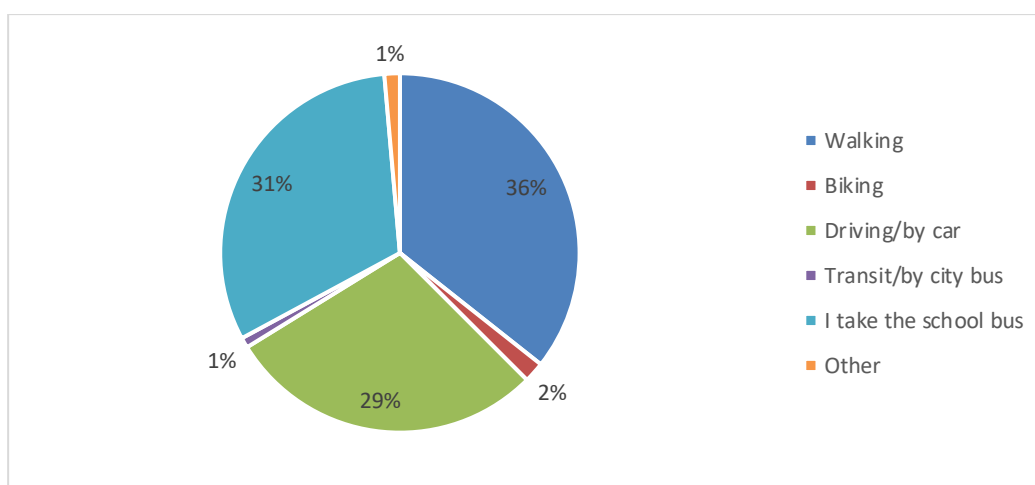


Overwhelmingly, almost four in five students took the city bus before (79%) whereas slightly over a fifth of respondents have not taken the city bus in the past (21%). Those who responded “No” to this question were placed in the “non-riders” cohort.

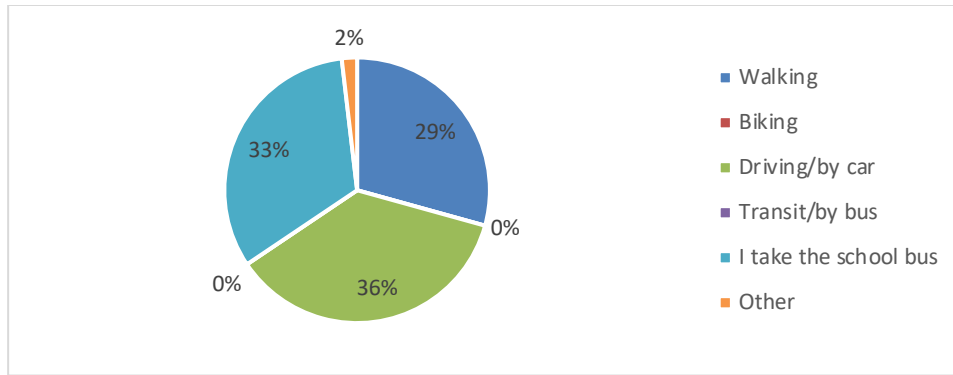
**Q6: NON-RIDERS: What are some of the main reasons that you don't take city buses (Burlington Transit) at all? (n = 214)**



**Q6.1: NON-RIDERS: During the spring/summer/fall seasons, how do you usually get to and from school? (n = 214)**



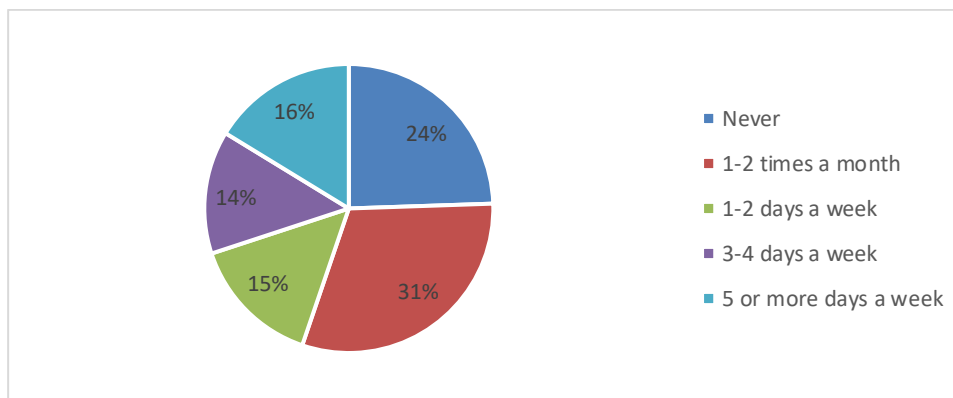
**Q6.2: NON-RIDERS: During the winter seasons, how do you usually get to and from school? (n = 215)**



There are a few main reasons for not taking city buses mentioned in the bar chart above<sup>1</sup>. The most prominent reason appears to be that non-riders rely on other forms of transportation already (62%). When filtering out the non-riders' respondents in relation to Question 2 (n = 213) and Question 3 (n = 215) as shown in Chart 6.1, above, most students have mentioned that they take the school bus going to school (31%), walked to school (35%), or drove by car (29%). Similarly, in Q6.2, most students mentioned the same responses during the winter season: walking (29%), taking the school bus (33%), and driving or going to school by car (36%). One could presume that a higher proportion of non-riders would drive or walk to other destinations during all four seasons. All other responses for Q6 are found in Appendix C.

The other reasons selected include bus fare being too expensive (29%), changes to bus routes/schedules are too confusing (20%), students not wanting to wait for a bus (18%), and the travel by bus takes too long (17%).

#### **Q7: INFREQUENT AND FREQUENT RIDERS: In the past month, how often did you use city buses? (n = 842)**

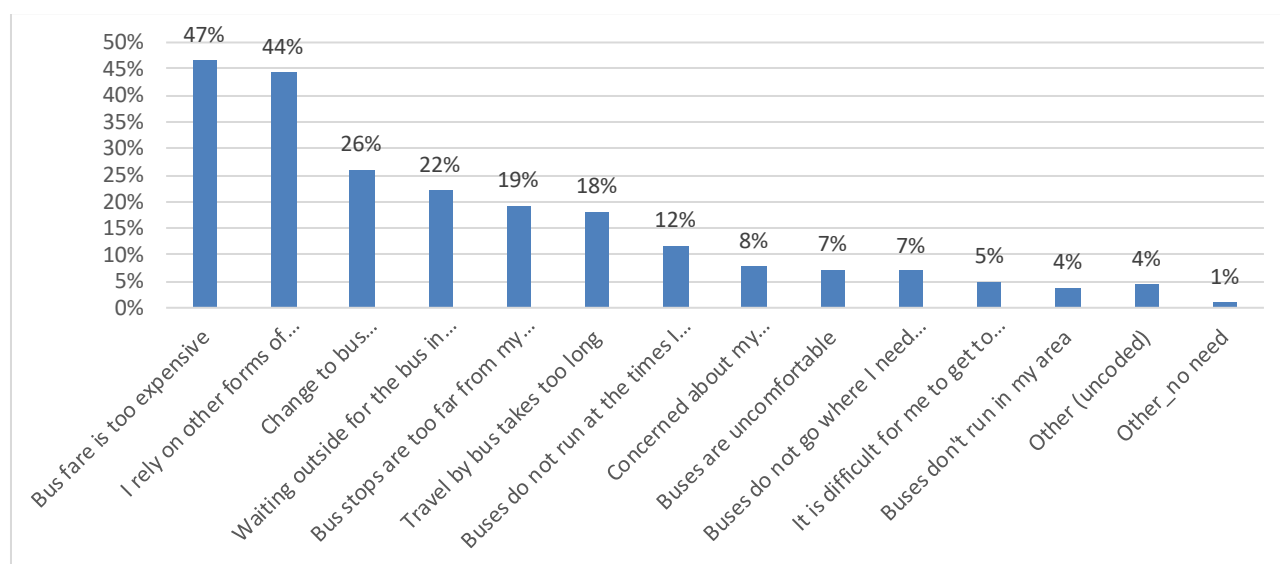


<sup>1</sup> Participants could select up to 3 reasons from a list of options and/or add an 'other' response. Hence, the following chart does not add up to 100% of the respondents.

In the past month, out of those who have taken a city bus before, about a quarter of respondents have not taken the bus in the past month (24%), and about 31% of respondents took the bus 1-2 times a month. Respondents who have never taken the bus or took the bus once or twice a month were placed in the “infrequent” rider cohort for further analysis.

On the other hand, about a sixth of respondents have taken the bus five or more days a week (16%), 14% of respondents took the bus 1-2 days a week, and about 15% of respondents took the bus 3-4 days a week. The respondents who selected these choices were placed in the “frequent” rider cohort.

**Q8: INFREQUENT RIDERS: What are some of the main reasons that you don’t take city buses? (n = 459)**



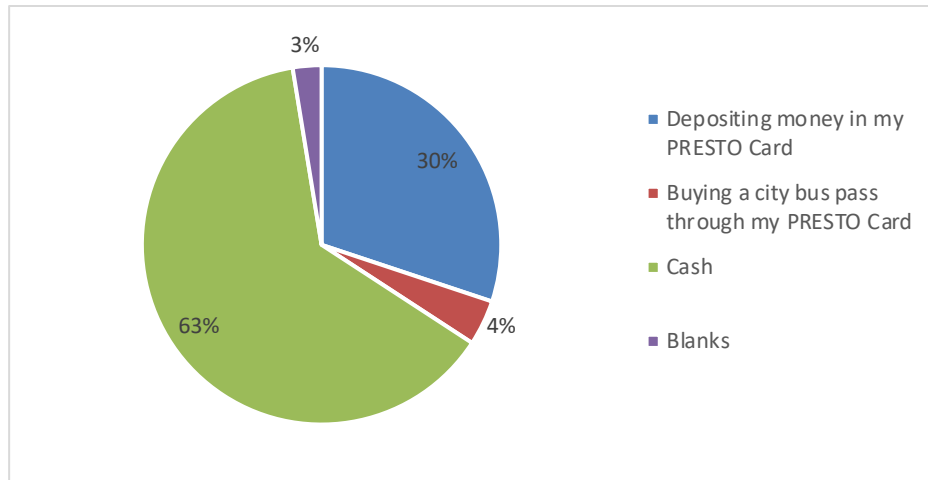
The following main reasons were selected by the infrequent riders who answered this question: bus fares are too expensive for them (47%); students relied on other forms of transportation (44%); changes to bus routes/schedules are too confusing (26%); and waiting outside for the bus is uncomfortable (22%).<sup>2</sup> All other responses in Q8 are found in Appendix D.

As well, infrequent riders will evidently rely on other forms of transportation if they are not taking city buses. In Q8.2, the data for the infrequent riders similarly models that of the non-riders; 35% of the respondents walk to school, whereas 30% of respondents take the school bus and 28% of students drive to school in the spring, summer and fall seasons.

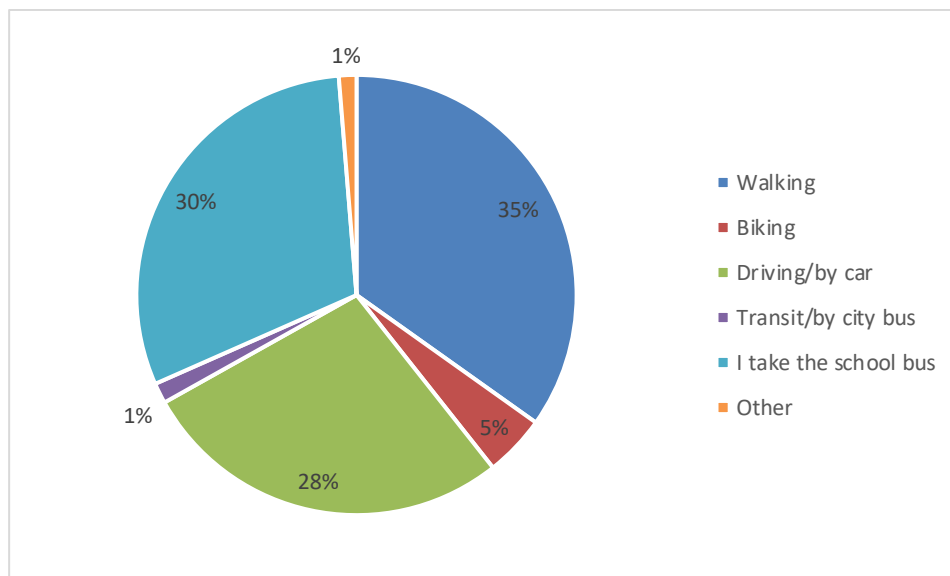
In Q8.3, the data for the infrequent riders’ modes of transport to school during the winter season similarly models that of the non-riders. More students drive or get to school by car in the winter (46%), whereas slightly more than a fifth of respondents walk to the school (21%). About the same number of respondents in this cohort take the school bus (29%).

<sup>2</sup> See Footnote 1.

**Q8.1: INFREQUENT AND FREQUENT RIDERS: How are you paying for city buses? (n = 459)**

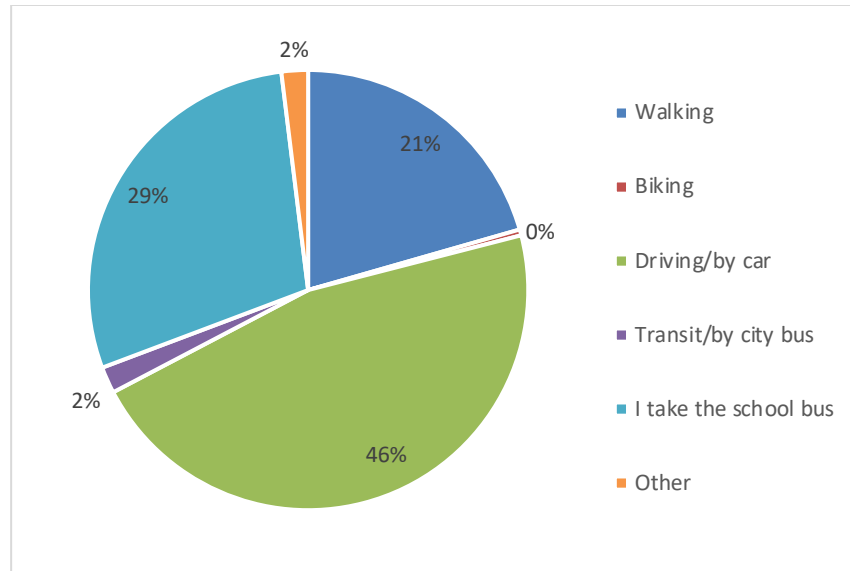


**Q8.2: INFREQUENT AND FREQUENT RIDERS: During the spring/summer/fall seasons, how do you usually get to and from school? (n = 459)**

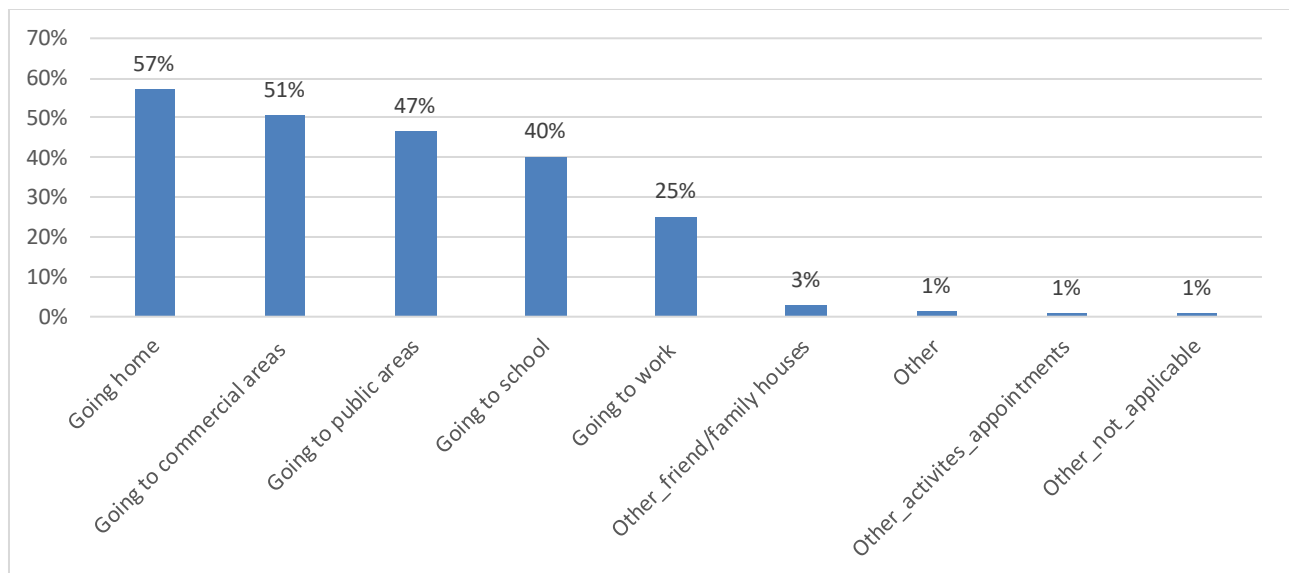


**Q8.3: INFREQUENT AND FREQUENT RIDERS: During the winter seasons, how do you usually get to and from school? (n = 459)**





**Q9: INFREQUENT AND FREQUENT RIDERS: Typically, where are you going when you are taking city buses? Select all that apply. (n = 830)**

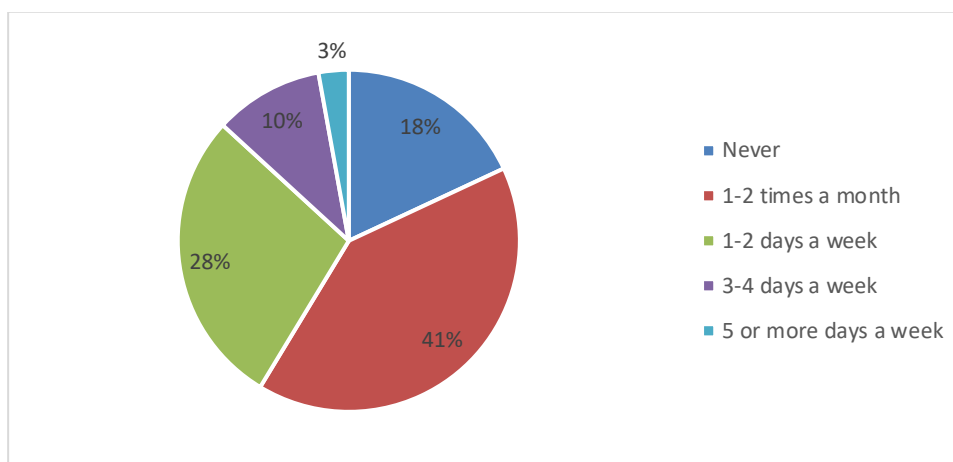


For Q9, a majority of respondents in the “frequent” and “infrequent” rider cohort indicated that they typically go home when taking city buses (57%), slightly over half of students would go to commercial areas (51%), 47% of respondents would go to public areas, four in ten respondents would go to school using city buses and a quarter of respondents (25%) would go to work<sup>3</sup>. All other responses in Q9 are found in Appendix E.

<sup>3</sup> See Footnote 1.

It is important to note that commercial areas include any businesses intending to make profit; this includes shopping malls, downtown districts or commercial strip malls. Examples of this in Burlington would include Burlington Centre or Mapleview Mall.

**Q10: INFREQUENT AND FREQUENT RIDERS: Besides going to school or home or work, how often do you visit commercial or public areas (e.g., Mapleview Mall, Burlington Mall, restaurants, Burlington Public Library, restaurants) through city buses in a month? (n = 842)**



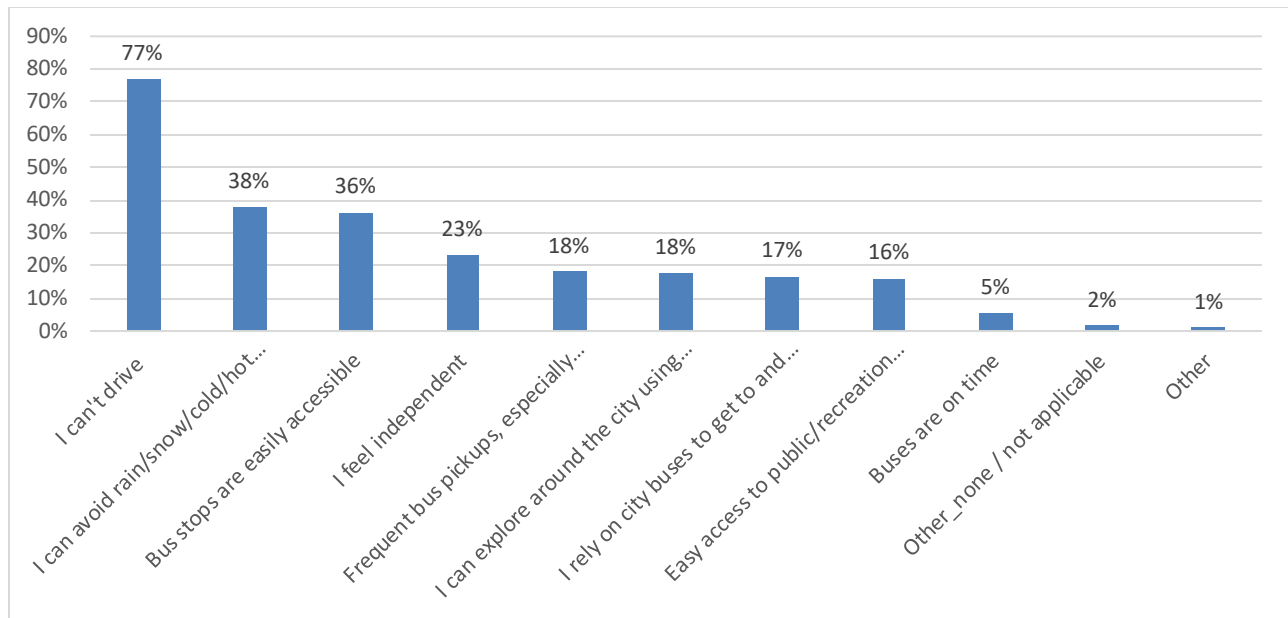
According to the graph above, over four in ten respondents usually go to a public or commercial area using city buses once or twice in a month (41%); 28% of respondents go to these places one or two days a week; 10% of students go three to four days a week; 3% of respondents go five or more days a week while 18% of respondents never go to these areas in a month using city buses.

**Q11: INFREQUENT AND FREQUENT RIDERS: What are some of the main reasons that you like going on city buses? (n = 820)**

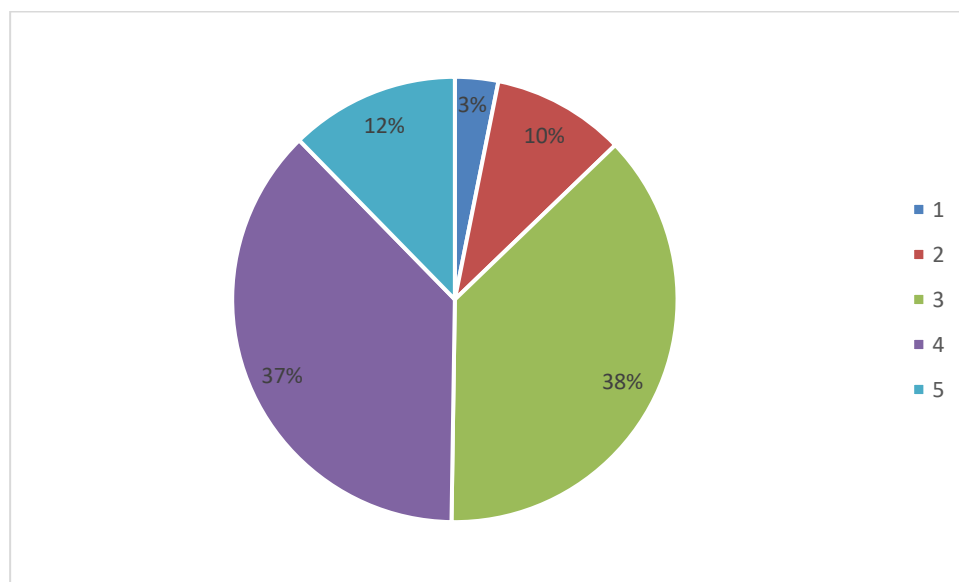
The main reasons infrequent and frequent riders like going on city buses appear to be the following: students can't drive so it provides an alternative mode of transport (77%), they can avoid rain/snow/cold/hot temperatures (38%), bus stops are easily accessible (36%), students feel a sense of independence (23%); and, the current scheduling allows for frequent bus pickups, especially during rush hour (18%)<sup>4</sup>. All other responses for Q11 are found in Appendix E.

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<sup>4</sup> See Footnote 1.

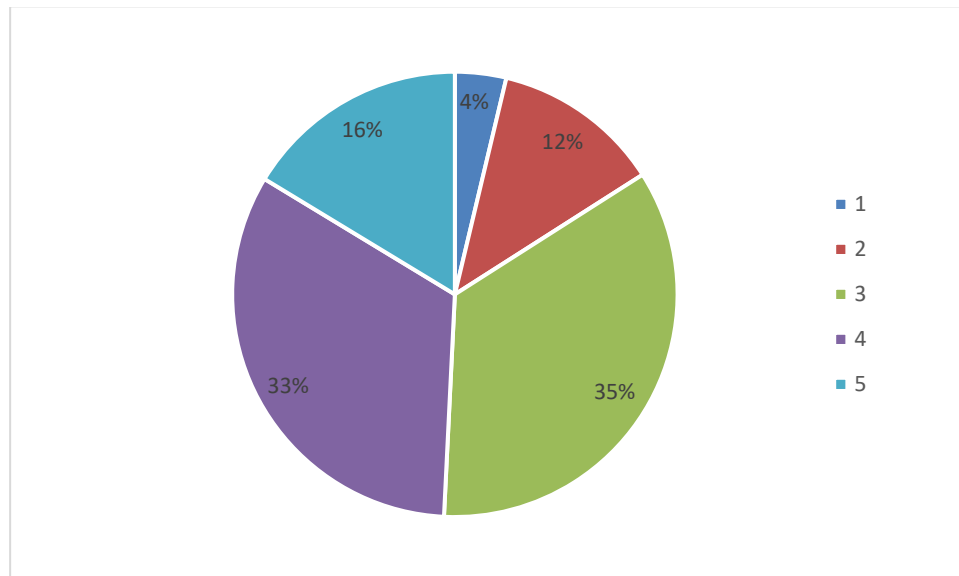


**Q12: INFREQUENT AND FREQUENT RIDERS: On a scale from 1-5, how satisfied are you with the scheduling of buses near where you live? (n = 820)**



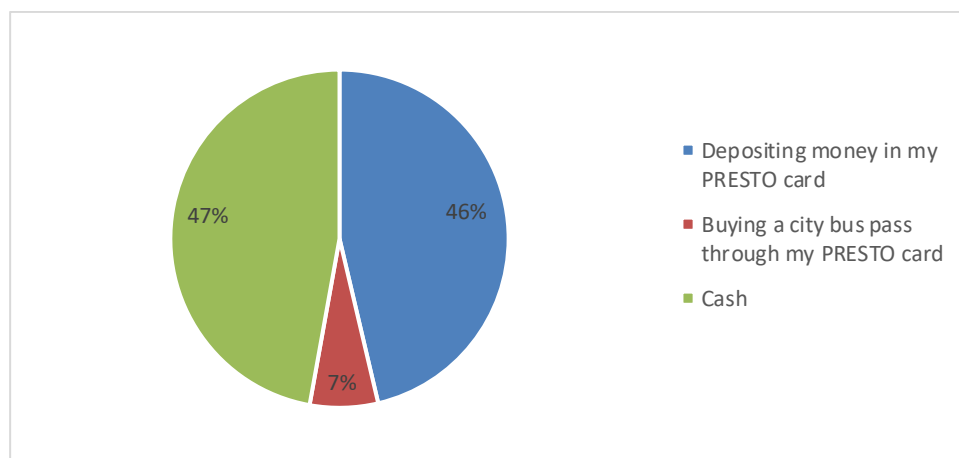
In terms of satisfaction, 49% of respondents in these two cohorts ranked the scheduling of buses either a 4 or a 5, implying that they are satisfied. On the other hand, 13% of respondents ranked the scheduling of buses either a 1 or a 2, implying that they are dissatisfied. As well, 38% of respondents ranked their satisfaction with the scheduling a 3, implying that they are neither satisfied nor dissatisfied. The mean satisfaction rating was a 3.46, suggesting that respondents are slightly satisfied with the scheduling of the buses near where they live.

**Q13: INFREQUENT AND FREQUENT RIDERS: On a scale from 1-5, how satisfied are you with the current state of the bus routes (e.g., where are the bus stops, which neighbourhoods do buses cover, etc)? (n = 833)**



In the graph above, 49% of respondents ranked the bus routes a 4 or a 5, implying that they are satisfied or very satisfied with them. On the other hand, 16% of respondents ranked the state of the bus routes a 1 or a 2, implying that they are dissatisfied or very dissatisfied. In addition, 35% of respondents ranked the bus routes a 3, suggesting that they are neither satisfied nor dissatisfied with regards to the bus routes. The mean satisfaction rating was a 3.46, suggesting that the respondents are slightly satisfied with the state of the bus routes.

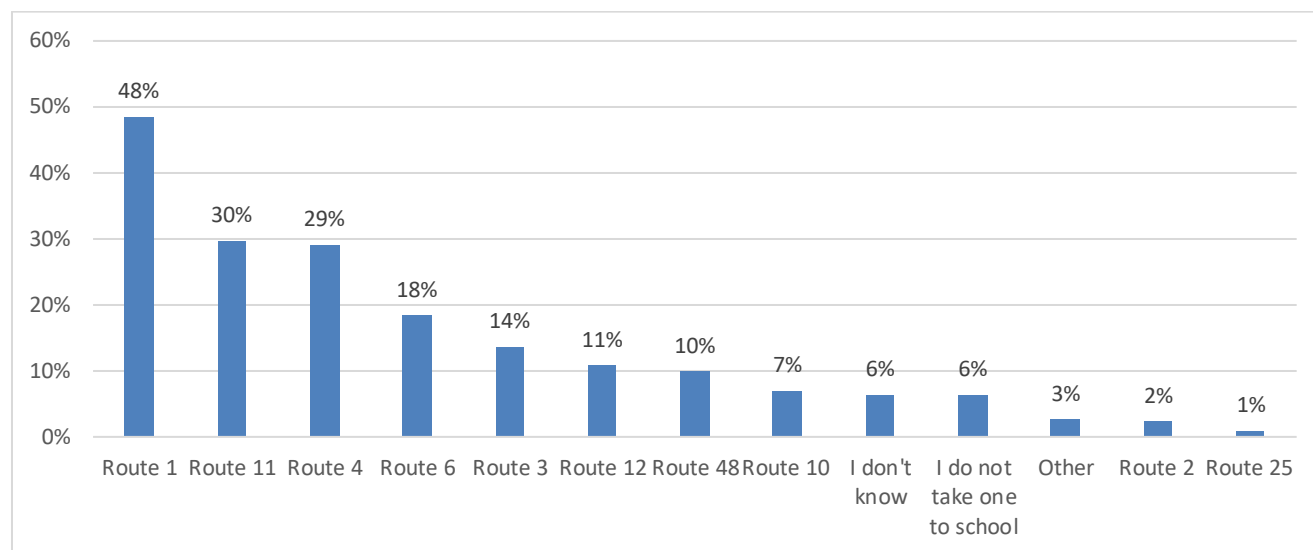
**Q14: INFREQUENT AND FREQUENT RIDERS: How do you usually pay for city buses? (n = 833)**



From the graph above, about an equal proportion of students in these two cohorts stated that they either pay their bus fare through cash (47%) or deposit money into their PRESTO card (46%).

About 7% of respondents pay their bus fare through a city bus pass that they add through their PRESTO card.

**Q15: INFREQUENT AND FREQUENT RIDERS: Which bus routes do you often take to get to/from school? (n = 644)**



We wanted to see which routes were most frequented or utilized by students in all the three schools. In this case, Route 1 (48%) was utilized by almost half of the respondents whereas three in ten respondents said they took Route 11 to get to and from school (30%); almost three in ten respondents took Route 4 (29%) to go to and from school; and almost a fifth of the respondents took Route 6 to go to and from school. For the other 3% of respondents, the following routes were noted:

- Route 80 (n = 2)
- Route 14 and 15 (Oakville Transit) (n = 1)
- Route 21 (n = 1)
- Route 5 (Oakville Transit) (n = 3)
- Route 101 (Burlington Transit, Plains Express) (n = 2)
- Route 80 (n = 2)
- Route 16 (Hamilton) (n = 1)

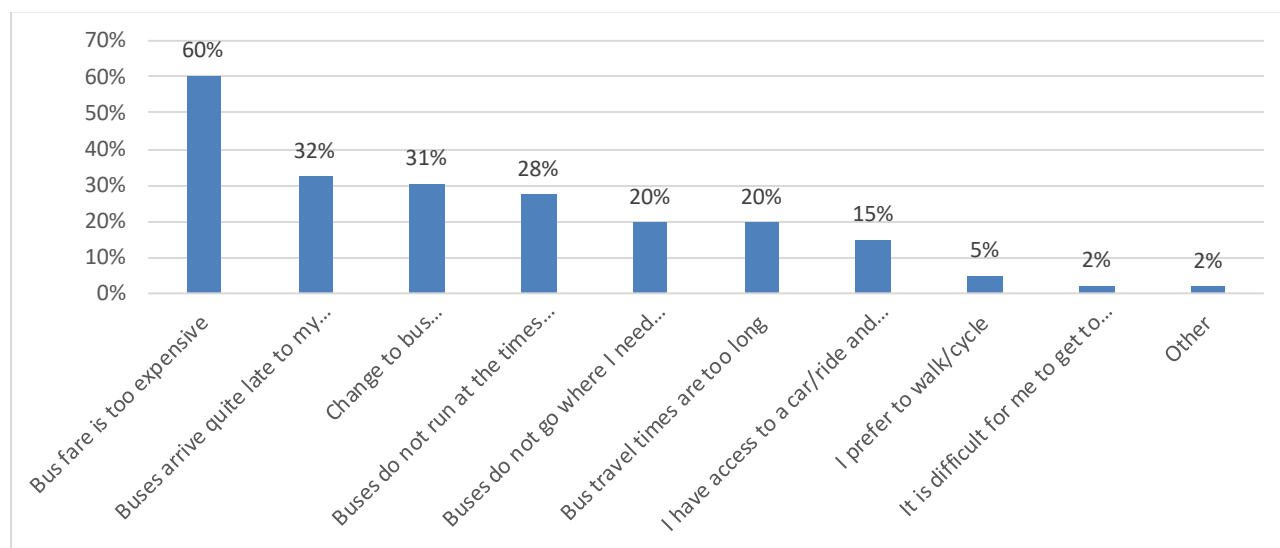
When separating the data from each of the schools, some respondents tended to take the routes that were in their boundary areas. For instance, out of Notre Dame's 178 respondents, the top four most-utilized routes were the following: Route 6 (40%); Route 1 (16%); Route 3 (11%); and Route 12 (9%). Route 1 does not fall under the current boundary for Notre Dame CSS students (Halton Catholic District School Board, 2019; Burlington Transit, 2019).

However, for Corpus Christi's 471 respondents, the top four most-utilized routes were the following: Route 1 (38%), Route 11 (30%), Route 4 (13%), and Route 48 (11%). Interestingly, Route 1 and Route 4 do not fall in the boundary catchment areas of Corpus Christi CSS but rather the

boundaries of Assumption CSS, due to their routes being located south of the Queen Elizabeth Way (Halton Catholic District School Board, 2019; Burlington Transit, 2019).

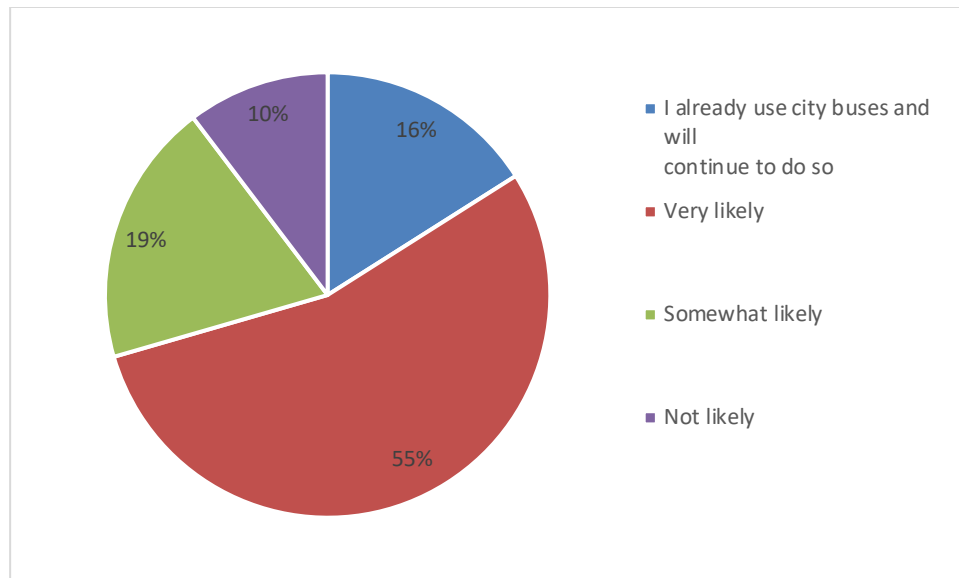
For Assumption's 410 respondents, the top four most-utilized routes were the following: Route 4 (28%), Route 1 (25%), Route 3 (13%), and Route 11 (10%). Once again, a portion of the routes cross into some of the other boundary areas such as Notre Dame with Route 1 (Halton Catholic District School Board; Burlington Transit, 2019).

**Q16: FREQUENT RIDERS: What are some of the main reasons for which you may not want to take city buses? (n = 367)**



The four main reasons for which respondents in the “frequent riders” cohort may not want to take city buses are the following: bus fares are too expensive (60%), buses arriving late to their bus stop (32%), change to bus schedules/routes are too confusing (31%), and buses do not run at the times they need them (28%). All other responses in Q16 are found in Appendix G.

**Q17: ALL RESPONDENTS: If bus passes were given to you for free each month, how likely is it that you would use city buses more often? (n = 1055)**



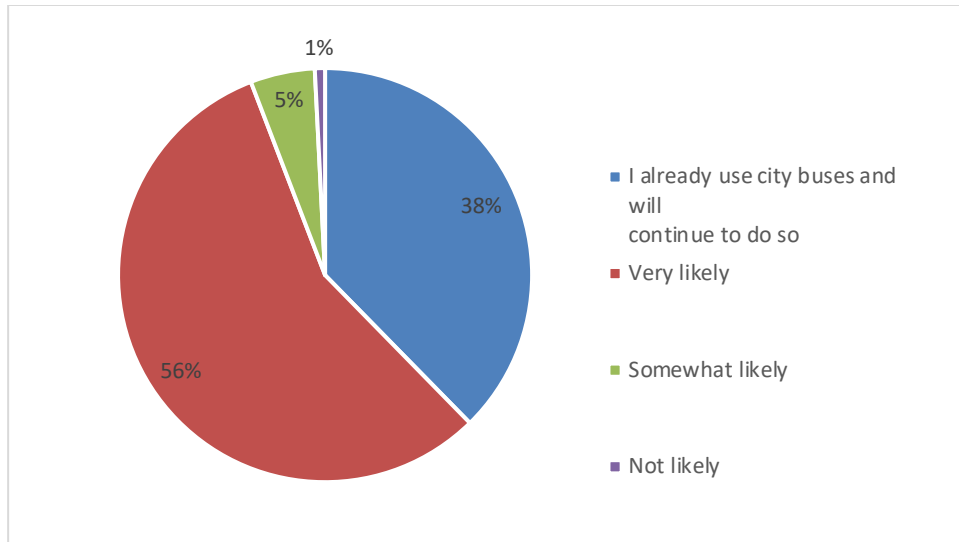
According to the graph above, around 71% of respondents are either currently using city buses or stated they are very likely to use them if they were provided with free transit. In contrast, around three in ten respondents stated they are uncertain or not likely to use city buses given the free transit. When broken down even further with regards to non-riders, infrequent riders and frequent riders, the results evoke clear observations in each cohort.

In Q17.1, below, where only frequent riders' responses were included in the filter, 94% of students in this cohort either already use city buses or are very likely to use city buses given the free transit concept. On the other hand, approximately 6% of students stated they would not ride the city buses more often or are uncertain about this proposal.

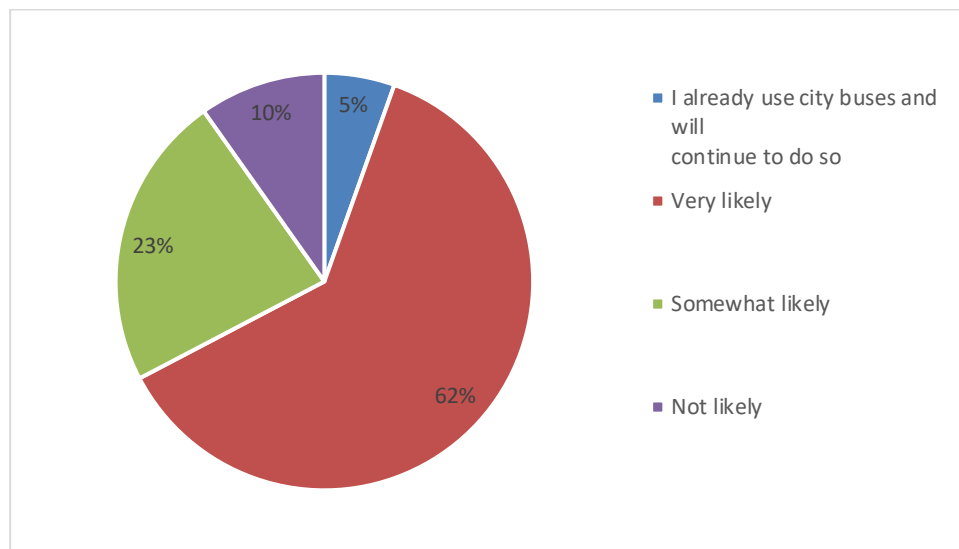
In Q17.2 where only infrequent riders' responses were included, about two in three respondents in this cohort either already use city buses or are very likely to use them. On the other hand, one in three respondents are still uncertain or are not likely to use city buses given this proposal.

In Q17.3 where only non-riders' responses were included, about 37% of students would be likely to use the city buses given the free transit proposal. On the other hand, around 63% of students are either uncertain or not likely to use the city buses more often.

**Q17.1: FREQUENT RIDERS: If bus passes were given to you for free each month, how likely is it that you would use city buses more often? (n = 377)**

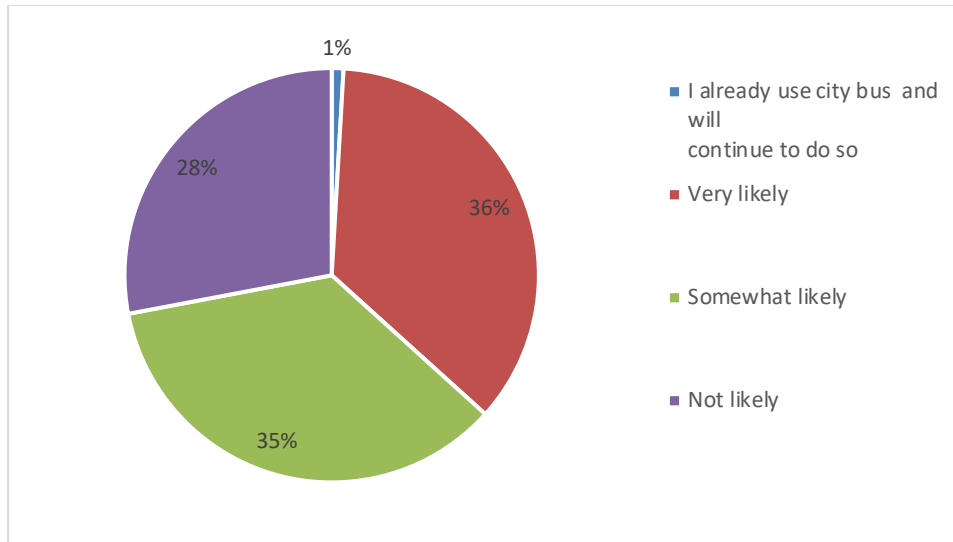


**Q17.2: INFREQUENT RIDERS: If bus passes were given to you for free each month, how likely is it that you would use city buses more often? (n = 459)**



**Q17.3: NON-RIDERS: If bus passes were given to you for free each month, how likely is it that you would use city buses more often? (n = 218)**

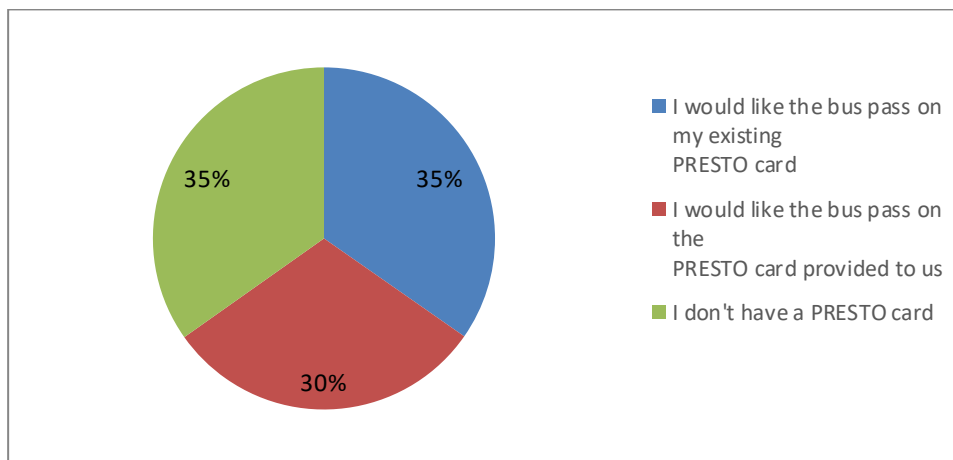




Currently, unless otherwise stated, one would assume that the bus passes are to be handed out through PRESTO cards as Burlington Transit has already phased out tickets and physical monthly bus passes effective January 1<sup>st</sup>, 2020. The reason this was asked is attributed to how some students who already have PRESTO cards will have to balance between two PRESTO cards: one for personal use, and one provided by this proposal. We wanted to investigate how students thought about how bus passes are being provided to students.

In answering this question, 35% of respondents stated they would like the bus pass on their existing PRESTO card, 30% responded they would like the pass on the PRESTO card provided to them, and 35% of students responded they don't have a PRESTO card. It is presumed that the first two responses consist of respondents who already have a PRESTO card.

**Q18: ALL RESPONDENTS: If bus passes were given out for free, how would you want them to be distributed? (n = 1049)**



With regards to Q.18, 35% of the respondents wanted their bus pass on their existing PRESTO card whereas 30% of students have stated that they would like the bus pass on the PRESTO card

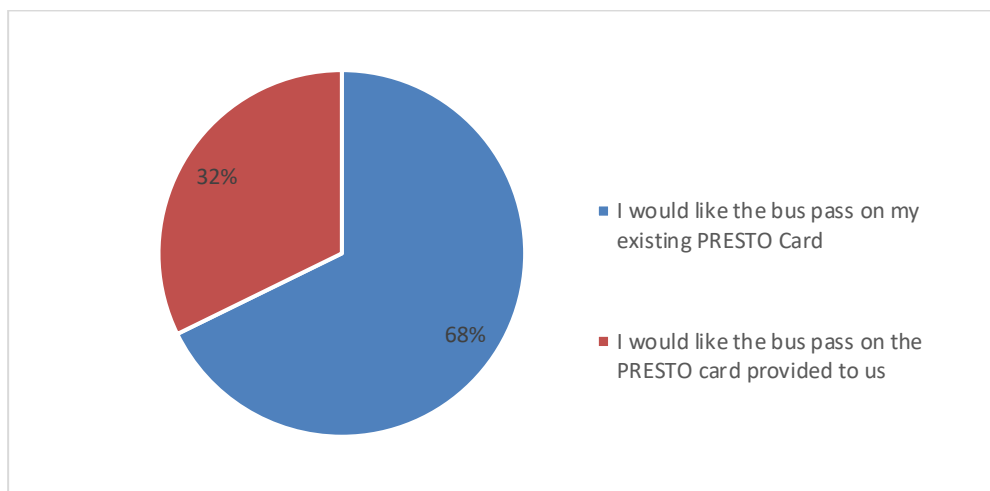
provided to them. Furthermore, 35% of the respondents do not currently have a PRESTO card at the time of this survey.

Looking at Q18.1, below, around 4% of respondents were indifferent because they did not have a PRESTO card at the time of this survey. Excluding those who do not have a PRESTO card, two in three respondents in the “frequent” rider cohort stated they want the bus pass on their existing PRESTO card (68%) whereas 32% of respondents in this group wanted the bus pass to be on the PRESTO card given to them.

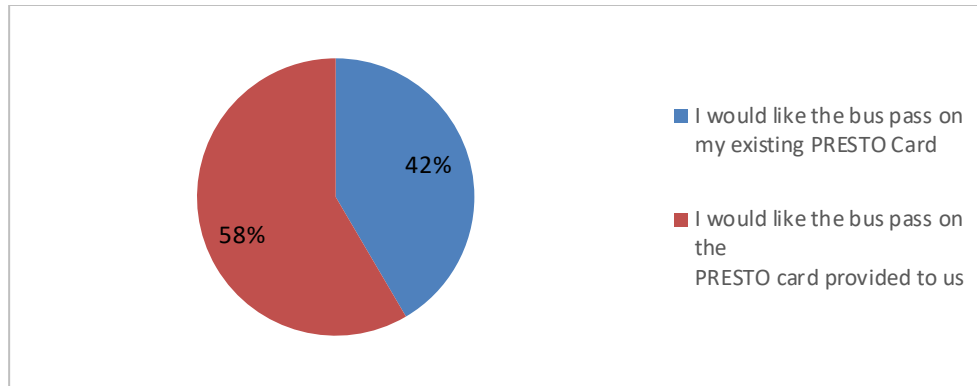
Looking at Q18.2, four in ten respondents in the “infrequent” rider cohort stated they did not have a PRESTO card (40%). Excluding those who do not have a PRESTO card, around 42% of respondents would like the bus pass on their existing PRESTO card, whereas the other 58% of respondents want the bus pass on the PRESTO card provided to them.

Looking at Q18.3, two in three respondents in the “non-rider” category did not have a PRESTO card (66%). Excluding those who do not have a PRESTO card, around 70% of respondents said they want their bus pass on the PRESTO card provided to them, whereas 30% of respondents said they want the bus pass on their existing PRESTO card.

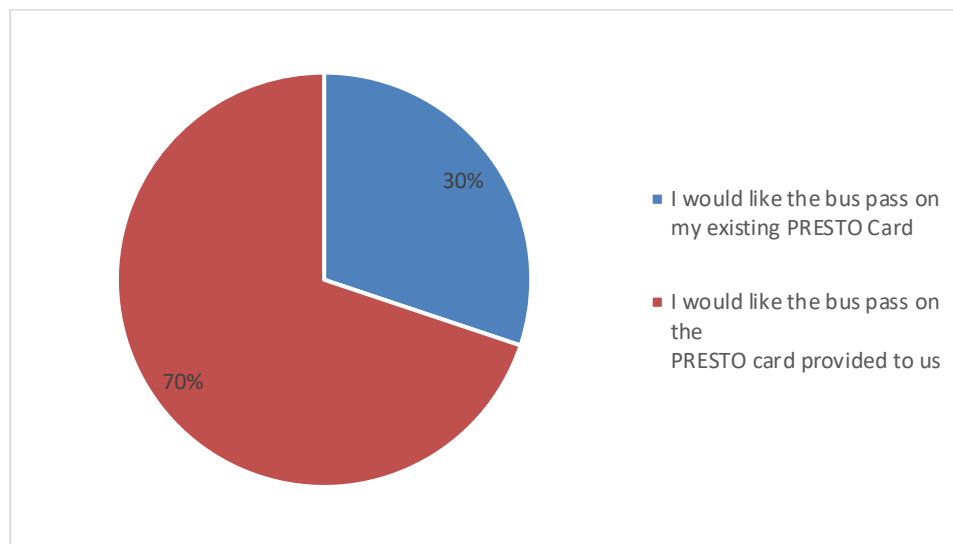
**Q18.1: FREQUENT RIDERS: If bus passes were given out for free, how would you want them to be distributed? (n = 353)**



**Q18.2: INFREQUENT RIDERS: If bus passes were given out for free, how would you want them to be distributed? (n = 456)**



**Q18.3: NON-RIDERS: If bus passes were given out for free, how would you want them to be distributed? (n = 216)**



**Q19: ALL RESPONDENTS – Do you have any further comments to make? Do you have any concerns? If so, what are they? (n = 180)**

Out of the 1064 respondents that completed the survey, 180 responses were received with regards to any other comments or concerns. All responses for Q19 are found in Appendix H. The following themes were found in these responses:

**Theme 1: Support for free transit (n = 64; 35.5%)**

Many students were receptive to the idea of the free transit proposal, and some commented about their own situation regarding buses. Examples:

*“My mother is legally blind and my dad works two jobs. If I need to get somewhere like a friends house to study or home from school etc. I take the bus. Money can be a bit tight Im my house so this bus pass would help me a lot”*

*"Thank you for considering this. I know of some students who have to walk an hour plus in harsh winter conditions and in my personal life I find that a bus is more eco friendly will allow me to visit more places and prove independence."*

*"I am strongly for this idea. This solution would say my parents who are government workers approximately \$1300 yearly on transit to and from school for myself and my siblings"*

## Theme 2: No other concerns (n = 48; 26.7%)

Although most respondents had left this area blank to signal no other concerns, some of the respondents had decided to respond to this question anyways (e.g., "no", "none", "no concerns").

## Theme 3: Better routing of buses & bus stops not available where they live (n = 12; 6.7%)

While many of the comments in this theme looked at specific examples in one's experience, students generally commented about 1) how bus stops are not located close to where they live; 2) how there may need to be more routes to get students to where they need to go; 3) how bus routes have changed and affected travel going to and from school; 4) how they may need to cross boundaries to get to school. Examples:

*"I think the concept of this is really good, just routes don't intersect with the school too much"*

*"The route used to work so well from school last semester, but two routes changes (1 oak 1 burly) so it no longer goes to where I need it to."*

*"I live North of Dundas... Until buses run near me, my transportation becomes basically impossible without access to a car, or some other vehicle."*

*"I live 7 kms from school, if i take the city bus I have to do a transfer and will take me 45 minutes... the drive is less than 7 minutes. unfortunately there is no direct bus to get across town... ie) from Brant street to Appleby Line along Upper middle... this would be very very convenient to get the majority of the distance covered from my house to my school without a transfer. if there was a bus then i would happily want a presto card / bus pass"*

*"A lot of my friends are discouraged that the 21 and 25 do not go near Assumption anymore. There is absolutely no way to accurately track whether or not I have missed my bus, which is important because I have to leave school and walk 25 minutes to catch the 6 bus."*

#### Theme 4: Better scheduling of city buses & more established schedules (n = 7; 3.9%)

Concerns that city buses in Burlington are not receptive to the current start and dismissal times in their own school, or do not arrive on time as expected. As well, some responses referred to how the schedules surrounding the routes are confusing and a need to establish the times for them.

Examples:

*"Buses need to be scheduled around class times to start and finish"*

*"Sometimes the bus home doesn't come or is +10 minutes late. This its very inconvenient as a student because my schedule revolves around busses arriving at certain times"*

*"By the time my bus gets to the station the 2nd bus "route 6" leaves and I have to wait to catch the next bus to get to school"*

*"I believe that Burlington transit should work with the schools to build a better schedule that correlates with the school schedule"*

#### Theme 5: Beneficial for students, especially financially and environmentally (n = 7; 3.9%)

Comments stemmed from how students would be able to participate in more school activities with free transit as well as not having to worry about the high cost of transit. Examples:

*"The bus fares are expensive for me, which makes it difficult for me to get to school sometimes, because my mom can't always pay for it. If it was a bit cheaper, it would help me alot."*

*"Accessibility to public buses would make transportation easier for more students, and would further allow them to take part in more extra curricular activities. Given this freedom, students will become more involved in their school communities, thus creating a more positive school experience."*

*"Its quite expensive for a student to pay 1.80 twice a day every day, when I have no income."*

*"I think it would benefit the community including environmentally."*

#### **Q20: ALL RESPONDENTS – What questions do you have about this proposal? (n = 122)**

Out of the 1064 respondents in the survey, 122 responses to this question consisted of a mix of comments once again and questions regarding the proposal. Among them, 39 responses stated

they have no other questions (32%), while others affirm their support for free transit or ask questions concerning one of the following themes. Note that at this time, students were only finding out of the proposal for the first time, and as such, many were not informed of the details. All questions for Q20 are found in Appendix I.

### Theme 1: Is there a limit to the usage of these bus passes? Can we use it anywhere? Can we use it anytime? (n = 12; 9.8%)

Examples:

*“Can I use the bus pass to get to places other than school”*

*“Would we be able to use it as many times as we want?”*

*“Will the bus tickets be completely free, all throughout the month, or can there be extra charges”*

*“Will we be able to use these cards after school hours, if we could have extracurricular activities?”*

*“If I were to take one of the buses that are Ontario transit, for example I take Bus 47 to get to Square One, do I still pay the fare or do I still get a discount?”*

### Theme 2: How will free transit be provided to students? (n = 10; 8.2%)

Examples:

*“Do we get a presto card”*

*“How many passes would we get? Would we be provided with a presto card?”*

*“How would we get the free rides, would it be a card or something?”*

*“Will you give us brand new cards of if we already have a card will we be able to transfer to it?”*

### Theme 3: When will this service be provided? (n = 9; 7.3%)

Examples:

*“How soon would this be in effect”*

*“when will we get the passes and how”*

*“When are we getting the passes”*

#### Theme 4: How will we/our parents be affected by it financially? (n = 9; 7.3%)

Examples:

*“Are you actually going to give us a free bus pass or is there a hidden/base fee”*

*“How is this being paid for (any additional taxes added for parents of students?)”*

*“How will this affect the taxes my parents pay and eventually my taxes I pay when I’m older. I understand the money has to come from somewhere.”*

*“What would the annual cost be?”*

*“Where is the money coming from?”*

#### Theme 5: Who gets the bus passes? (n = 7; 6.7%)

Examples:

*“Does everyone get a pass”*

*“Would it be free for all students?”*

*“What ages would get this?”*

*“Would everyone get one or only a variety of people?”*

#### Theme 6: How long will this last? (n = 2; 1.6%)

Examples:

*“How long do these bus cards last until (do they have a pay limit or expire date)”*

*“How long would this happen for, and who specifically will these be given to”*

### Summary of Key Findings

Overall, the results point to some important observations. At the time that this survey was released to the students, one can observe the following:

- Most students would likely use the city bus if this proposal for free transit is executed.
- Slightly (5%) more students preferred the bus pass over a PRESTO card provided to them (30%).
- Over half of the “infrequent” and “frequent” riders would take the bus going home or take the bus going to commercial areas whereas slightly less than half of “infrequent” and “frequent” riders would go to public areas.

- For each cohort, the following reasons were found in terms of students not taking the city bus:
  - For non-riders, the main reasons were relying on other forms of transportation, mentioned by over 60% of these respondents. Other reasons mentioned by less than 30% of respondents include bus fare is too expensive and changes to bus schedules/routes are too confusing.
  - For infrequent riders, the main reasons were that bus fare is too expensive, mentioned by almost 50% of these respondents. Other reasons were relying on other forms of transportation, mentioned by almost half of the respondents and changes to bus routes/schedules were too confusing, which was mentioned by less than 30% of the respondents.
  - For frequent riders, the main reasons were that bus fare is too expensive, mentioned by 60% of the respondents. Other reasons mentioned by less than a third of respondents (33%) were that buses were arriving late to their bus stop, and changes to bus routes/schedules are too confusing.
  - For infrequent and frequent riders, the following reasons were found why they like taking the city bus where they are unable to drive, mentioned by 77% of the respondents. Other reasons mentioned by 40% of the respondents were that avoiding rain/snow/cold/hot temperatures and bus stops are easily accessible.

### Summary of Limitations

Evidently, the survey is limited to certain parameters. In particular, the survey was only delivered to Burlington students in the HCDSB and not in the Halton Public District School Board (HDSB). The rationale behind this is that neither HCDSB Student Senators nor the HCDSB Burlington Student Trustee had the jurisdiction to present such a survey in the public schools. Furthermore, the distribution of such a survey is difficult when there is insufficient oversight to ensure that this it is being distributed to as many students as possible. As well, we recognize that while the response rate is relatively high with 1 in 3 students responding, this does not account for areas where low response rates were recorded such as Notre Dame, and grades such as Grade 12.

### Provision of Bus Passes During On and Off School Periods

Student Senators affirmed the idea of providing bus passes during the on and off school periods. The justification came from the results provided, which showed that about 51% of infrequent riders and frequent riders would go to commercial areas and around 48% of these students would go to public areas. It is understood that during the times where school is not in session, the potential for students to attend these areas is heightened, and hence, an increased number of students would be able to contribute economically to local businesses across the City.

Furthermore, a significant number of students attend public areas, such as libraries, community pools and community centres. This would allow for students to take advantage of these services and make use of them more often. Student Senators also recognized that students who are taking courses during the summer (e.g., summer school) would also benefit from this, and that, *“those who are lower-class status can easily transport without much worry.”* As such, the access to free



transit would grant these students the opportunity to explore the city and allow for greater flexibility in their daily lives.

### Provision of Bus Passes During School Hours

The question posed as to whether the bus passes should be provided during school hours or 24/7 is one of interest. Student Senators believed that restricting the hours to which a student could use the buses would not work well in the long-term. Inevitably, each student has their own schedules and activities outside of school, as one student had stated:

*“I don't believe these bus passes should only be allowed during school times as I believe many students would be able to get a lot of use out of them after school as well. This is because many students have activities and events outside of school that they are a part of and thus a bus pass later in the day could be very useful.”*

There were also comments that incited these bus passes as a “backup measure”; that is, if the student is unable to go home through their primary means, the free transit proposal would allow them an alternative. Moreover, some of them also suggested that increased participation in extracurricular activities in school would result from this free transit proposal:

*“Additionally, many students take part in extracurricular activities or volunteer work, and with free public transportation, this further encourages these activities”*

Opening the buses to only a certain time during the day would not necessarily make sense in its current state. Currently, bus passes can only be purchased per month, and the number of times one can access the bus is unlimited. Restricting a student's bus pass to hours strictly during the school day would not serve the best interest of students and would eliminate opportunities outside of school for students to use transit.

### Uncertainty of Taking the Bus

There appears to be uncertainty with regards to non-riders who are thinking of taking the bus. In this cohort, 37% of students would be likely to use the city buses given the free transit proposal, whereas around 63% of students are either uncertain or not likely to use the city buses more often. This denotes an important characteristic among non-riders: students who are either habituated to taking other forms of transport or are not familiar with bus transit in general are more likely to refuse the service. One sees this in Q6 and Q8 where 62% of non-riders and 44% of infrequent riders stated that they rely on taking other forms of transportation.

In general, taking public transit has its limitations – the places to which one can go are confined to places close to or along bus routes. Any other areas may require more walking, carpooling or driving. Several respondents in these two cohorts have also expressed that getting to their chosen destination would take longer. This is demonstrated when 18% of infrequent riders and 17% of non-riders stated that it would take too long to get to their destination, and 18% of non-riders simply did not wait for a bus.

Generally, those who have already experienced going onto a bus will most likely take it regularly as they are already exposed to how transit works. On the other hand, this will serve as a challenge for non-riders as students who are not used to taking transit will most likely remain a non-rider. As such, the focus should be on marketing: the importance of not only breaking the stigma behind taking transit, but advertising other purposes for taking transit besides going to and from school is crucial – for instance, being able to visit commercial areas like downtown or visiting public areas like the library, pools, parks, etc.

Realistically, one should expect that the provision of free transit will not work for everyone. A considerable number of students do not live close a city bus stop to make the experience worth it for them; from the graphs shown above, around 20% of respondents identified as infrequent riders, and 16% of non-riders have stated that bus stops are not located close to them.

### Financial Impact of Free Bus Passes

In all three cohorts, the idea that bus fares were too expensive was a key reason in why they do not want to take city buses. Looking at the results, 60% of frequent riders, 47% of infrequent riders and 29% of non-riders selected this as one of their three options which would reinforce the need for affordable or free transit.

It is possible that students who do not take the city buses as often as frequent riders find the fares expensive because the fare is considerably higher for those paying by cash than for PRESTO cards (\$3.50 in cash as opposed to \$1.85 for youth aged 13-19) (Burlington Transit, 2020). When looking at Q8.1, two in three infrequent riders usually pay for their fare using cash (66%) rather than putting money on a PRESTO card (30%) or city bus passes (4%).

When surveying students, some of them were concerned about how this would impact them in the future financially; that is, through their taxes or other fees. For instance, optional school fees which help to supplement activities in the school, such as yearbooks, keynote speakers, school events, etc., could be increased. Students were also concerned that if the proposal to provide free bus passes to all students goes forward, many of them would not use them as frequently as intended. In doing so, the sustainability of the program would be short-lived. Suggestions came up if the provision of free bus passes to all students was not viable:

*“Students who are not already using or in range of regular school buses should definitely be prioritized.”*

*“I believe that if it is too expensive [to run], an alternative is to have an application process for students that want one; this will show which students will use it to their advantage and are truly willing to use it through their willingness and initiative to fill out an application.”*

Certainly, from an equity perspective, free transit should be provided to everyone regardless of where one lives and how often one uses it. However, it may be helpful to consider the possibility of distributing the bus passes to those who request them if the provision of free transit to all students is not feasible. Nonetheless, the decision to implement this to all students or per request

will rest in Memorandum of Understanding (MOU) discussions, and that changes in the capacity will eventually need to be made to ensure that the program is sustainable in the long run.

### Bus Shelters

In researching this, over 600 bus shelters exist across the City of Burlington.<sup>5</sup> These bus shelters are important for bus riders especially in unfavorable conditions such as rain, snow, hail, etc. The results show that among frequent riders and infrequent riders, 38% of these students said that a key reason in taking the bus was to avoid such conditions. We also note an increase of students who drive to school between the summer/spring seasons (21%) and winter seasons (33%), which could potentially signal a need to improve service during certain times of the year. Currently, there are already bus shelters near Notre Dame CSS and Assumption CSS:

*“yes there are two bus shelters, one on either side of the street in front of the school. I know a lot of people use the bus as their primary means of transportation. The bus shelter gets used if it is raining or later in the day but people usually just stand beside or around it as the bus comes pretty soon after the end of the school day.” (Assumption)*

*“Yes there is one bus shelter directly outside from the school, and 2 others that are about a 10 minute walk away from the school. None of these locations are vandalized, and all have been treated of good care.” (Notre Dame)*

While there is a bus shelter at a bus stop located near Corpus Christi (Upper Middle at Quinte), it is a stop less frequented by students as there are already two stops that are located midway between its North and South entrances. These stops (labelled as Corpus Christi Secondary School, with access to Route 11 and Route 48) do not currently have bus shelters nor benches that allow for students to wait under or sit.

### Method in the Provision of Bus Passes

The method in which to provide free transit was an important topic for students. The presumption was that this service would be provided through PRESTO cards, as Burlington Transit had renounced the usage of individual monthly passes and bus tickets effective January 1, 2020 (Burlington Transit, 2020). As a result, the incorporation of bus passes on PRESTO has made it mandatory for most users. However, some issues came up in the discussion with the Student Senators and in the open-ended responses:

1. If the bus passes are being offered by the Board through PRESTO cards provided to them, what happens after the person has graduated and left high school? Would the student have control over the PRESTO card (e.g., registering it under his or her name, etc.)
2. Redundancy of PRESTO cards (those who are already have PRESTO cards because they are currently frequent users, would now have two)
3. The potential loss of PRESTO cards, and environmental impact of these cards

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<sup>5</sup> This was confirmed through a call to a Burlington Transit customer service representative.

In the survey, 35% of students wanted the bus pass to be on their PRESTO card, whereas 30% of students wanted the bus pass on their PRESTO card. This reveals an issue where redundancy is common, and a need to better ease the transition in and out of the program (for instance, if someone is graduating). There were a couple of ways that were suggested, such as using student-ID cards or transforming the ID-card into a PRESTO card altogether, although they pointed out flaws in those ideas as well:

*"I think that it would make the most sense to have students be welcomed on board by showing their student card because students would only need to carry one card and distribution of presto cards wouldn't be necessary. One issue you may run into if you do things this way is that more students will likely lose their student cards but I think that issue would persist with the presto cards as well."*

*"I agree in thinking that it would be better to use their student cards as their bus passes. Once the free transit implementation is in action, would it be possible to make the student cards for that year with the RFID chip inserted in it? Although student cards have the year printed on them, it would be difficult for the bus driver to identify whether the students are in high school, especially if there are a lot of people boarding the bus at once. To prevent people from continuing to use them after they graduate, I think that it would be more efficient to have the machine check the validity of the student card. This way, the cards will automatically expire after the school year and the disposal of Presto cards would not be a concern."*

As MOU discussions progress, Student Senators recognized that the provision of these bus passes may not proceed with PRESTO cards and instead through another means. However, given that this is currently in the planning stages of implementation, there could be potential for other ways to provide these passes.

### Scheduling of Buses

The concern for buses arriving on time was one of the issues raised among the students surveyed and the Student Senators. Among frequent riders, 30% of students chose buses arriving to their stop late as one of the main reasons why they do not take the bus. The main obstacle was not being able to track where the bus is, as the buses may not necessarily be synched with the times stated in the print-out schedules.

Another issue was the time delay; in their previous pamphlets that have now been discontinued, Burlington Transit had recommended that riders wait around five minutes before the arrival of the buses because buses can arrive earlier or later than the scheduled time. This presents a potential problem for non-riders and infrequent riders: if students who don't often take the bus regularly see their buses coming late regularly, it may discourage them from taking public transit, especially if there are other modes more accessible and reliable to them.

Some suggestions were raised that if more students were using the bus, there would evidently be a need to be more, “specific and user friendly with their departure times”.

*“I think that it is mostly accessible on the Google Maps app, however it is not always of use of me, as the majority of the time, I lack access to the internet, which leaves me in a situation of guessing bus times. Not only are buses early, in my experience, but they are also mostly 5-10 minutes late, which severely impacts the times I should be transferred to another bus to get to my preferred location.”*

*“I definitely agree that Burlington Transit should be more specific and user friendly with their departure times. If this however is too big of an adjustment for Burlington Transit to make than perhaps another solution would be making sure they're at least specific during routes that move students to and from school. This is because these are the routes that students will most likely use the most if given a free bus pass.”*

*“Buses need to be scheduled around class times to start and finish”*

*“Sometimes the bus home doesn't come or is +10 minutes late. This is very inconvenient as a student because my schedule revolves around busses arriving at certain times”*

### Access to Schedules & Route Changes

Based on the results above, the changes to the bus routes/schedules are too confusing resonate with a significant number of students identified as “frequent riders”, “Infrequent riders” and “non-riders”. With regards to changes in bus routes, there were concerns raised where not only students were poorly informed of changes in the scheduling of buses, the change in routes eliminated access to students who were already using them in the first place:

*“The route used to work so well from school last semester, but two routes changes (1 oak 1 burly) so it no longer goes to where I need it to.”*

*“A lot of my friends are discouraged that the 21 and 25 do not go near Assumption anymore. There is absolutely no way to accurately track whether or not I have missed my bus, which is important because I have to leave school and walk 25 minutes to catch the 6 bus.”*

However, considering this proposal, Student Senators did not believe that compromising current routes for the sake of accommodating more students would be a viable option, and instead potentially adding bus routes where students are not currently served:

*“I don't feel that it's worth compromising any route if it means other people will be affected as it's contradictory if the original goal was encouraging people to use transit altogether.”*

*By changing the routes for students, they will be more inclined to use buses but other people who are negatively affected by the route change will be encouraged to leave.”*

*“As of right now, I believe that the city does not need to change the routes. It is changed nearly every other month, which happens to greatly affect the citizens of Burlington. I have talked with numerous people who have taken the bus of differing backgrounds, and most are not content with the constant changes of bus routes.”*

*“I think that changing routes completely would likely inconvenience current people that take that route. Maybe introducing a new route to serve those that do not currently get served.”*

Regarding the access to schedules, this issue was not addressed through one of the questions in the survey. Yet, many Student Senators raised the idea of using certain mobile applications:

*“Personally, I use Google Maps, which happens to show bus schedules, from which it comes around, and when it will come; it also shows when a bus is running early or late. It is easy and accessible to all with a smartphone.”*

Student Senators shared ideas regarding ways to better disseminate information of bus routes, especially the idea of having orientations and usage of mobile transit applications:

*“I agree with encouraging students to use transit apps because it is the fastest and most accurate way to get updates regarding bus routes. It is also important for student to learn how to use these apps for future purposes and I think that it would be great if they are introduced to it in high school.”*

*“For [us] individually, we have multiple TV monitors located throughout our school the we could potentially use to post updated bus schedules.”*

*“make an app like the go train has that tells the next bus available. I know that the Go Train also has a mini summarized schedule.”*

In implementing the proposal, information should be made more accessible about bus routes in the marketing stages as well as in schools physically; for instance, pamphlets of different bus schedules, posting of schedules on school TVs, usage of mobile transit applications, etc.

### Summary of Recommendations

Overall, all thirty Student Senators from the three schools had supported the idea of free transit. The priorities for this program should be to ensure the sustainability and longevity of the program with the provision of bus passes, the affordability of this initiative to all stakeholders involved, the marketing strategy to non-riders and regularly surveying students to gauge current rider usage.

The goal is to ensure that students can have confidence in a transit system that is reliable, robust and strives to work for their needs. As well, the importance of addressing previous issues mentioned by current bus riders needs to be addressed and implemented as the initiative is executed.

Based on the data provided above as well as consultation with the Student Senators, the report makes 13 recommendations. Please note that since this is not a Board report, this will be addressed to all stakeholders, such as the Board, Burlington Transit, and City of Burlington. Thus, it is recommended:

1. That secondary students receive these bus passes on and off-school periods (during the school year AND the summer vacation), and these bus passes should allow students to board the buses during on-peak and off-peak periods, as well as weekends and weekdays.
2. In the case where free bus passes to all secondary students are not feasible, the Board and City of Burlington should render these passes only to those who request it. The marketing encouraging students to utilize bus passes should occur in order to entice more students into the program.
3. In accommodating a larger number of students and a higher propensity of them during on and off-peak hours, there should be more investment on current infrastructure, such as bus shelters and benches on bus stops near schools, in order to provide an optimal experience for current and potential riders.
4. That Burlington Transit regularly consults with the Board, school principals and secondary student representatives to ensure that bus schedules coordinate with warning bell and dismissal times. The times should also consider potentially synching bus times to routes on peak-times and/or extending wait times during transfers and at schools to allow enough time for students to get onto the bus.
5. That with regards to this proposal, different provision methods of bus passes to reduce redundancy and promote environmental sustainability should be investigated in the future such as:
  - Allowing school-administered ID cards to serve as bus passes
  - Incorporating bus passes on current PRESTO cards and allowing students to reuse their own PRESTO card by incorporating bus passes directly on their card
  - Incorporating or creating mobile applications that allow a student to register their bus pass on their phone
6. That the organizations mentioned in the memo to all stakeholders and school boards from Mayor Marianne Meed Ward, such as Burlington for Accessible and Sustainable Transit - BFAST, and BurlingtonGreen, work with Student Senate to market the proposal to students effectively. The plan should also encompass social media platforms such as Instagram, Twitter, etc.

7. Should the proposal of providing free transit to all HCDSB students go forward, a yearly survey should be sent to all Burlington students to monitor the success of the program and implement next steps based on feedback received from the survey.
8. That all high schools in the HCDSB provide bus schedules of the nearest bus routes through different media (such as, uploading schedules on school TVs) and the Board provide these schedules on their website, and regularly update them should the schedules change.
9. That the City of Burlington or Burlington Transit investigates adding bus routes and bus stops in underserved communities/neighborhoods to allow for greater access to students who want to use public transit.
10. That Burlington Transit experiments with eliminating the five-minute recommendation to wait before the estimated arrival time and adopt specific departure times for all city buses to avoid leaving earlier than necessary. Furthermore, Burlington Transit drivers should consider waiting at bus stops whenever possible to prevent early departures.
11. That any potential changes to bus routes should seek student consultation through a survey or through student town-hall discussions in each of the secondary schools during planning.
12. That orientation sessions should be offered to educate students about using the buses. They should also provide resources to inform students about scheduling of buses and changes in bus routes, such as encouraging students to use transit-related mobile applications, providing pamphlets with schedules, etc.
13. Given the relatively high support of students among HCDSB Burlington secondary students and the potential barriers that can be eliminated, the proposal for free transit or free bus passes to secondary students should be implemented in other municipalities in Halton, including the Town of Oakville and the Town of Milton.



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## Appendix A

All other responses in Q2 (n = 22):	
Walking and driving	
Car, city bus, walking. Depends on day	
I take the school bus in the morning and the city bus back	
I walk but to come extra early to help for extra school activitys (like the play) I take the bus.	
By car to get to then city bus home.	
bus or car	
All the above	
get a drive to school than walk home	
uber or walking	
walking or the city bus	
i get a drive to school and walk home	
Drive in the morning and walk (2.5 hour) home as public transit is not efficient or conducive	
I usually walk or take the school bus depending on the week	
I swim	
Drive there, city bus home	
I walk during summer I get a ride home during winter	
Drive morning, Bus afternoon	
Walking or Taking bus/by car	
By car to school and by bus from school	
Transit/ city bus & driving by car.	
Car and bus	

## Appendix B

All other responses in Q3 (n = 19):
Walking and driving
Car, city bus, walking. Depends on day
I take the school bus in the morning but the city bus going home
By car to get to then city bus home.
Either walking or by car
bus or car
Both waking and driving by car
Uber
i get a drive to school and walk home
Drive in morning walk home
the same thing. walking or the bus
a mix of walking and driving
Drive morning, Bus afternoon
either city bus or car
Walking or Taking bus/by car
By car to school and by bus from school
Drive then walk home
transit/ city bus & driving by car.
Car to school and transit home

## Appendix C

All other responses in Q6 (n = 15):
Cause I just don't like the bus
Germ
i am not allowed to
I have a two cars
I'm just no sure how the system functions
Just never had the chance
My parents don't let me take the city bus.
Too scarred
Anxiety
don't know how to use it
i get anxious
I usually have other forms of transport to rely on
I walk
just never really did only in toronto
There gross

## Appendix D

All other responses in Q8 (n = 18):
come late
I walk to school and I have a ride if I need to go anywhere else
i'm too poor to afford the bus
It's faster to walk/get a drive than getting the bus
Connection times are like 20 minutes for a 5 minute ride
Don't have the money
I am worried about getting lost
I don't have change or a presto card
I get drives places
I just feel like walking
I like running
I usually have the school bus
I live North of Dundas, the city operates no buses near me
Bus stop is too far from school
I can just walk
My mom doesn't let me go on bus, she rather drive me to school and back.
Not sure just don't
Bus times are too far apart

## Appendix E

All other responses in Q9 (n = 18):
don't take it
Downtown
I don't
I need to stop at the the Burlington go station just to take another but to go home
I usually don't take the bus
Farther away places
Go station
Going to niagara to visit people
i am special i don't take the city bus,. I can drive
Movie theatre
Took bus before i had my license, used it to go to hamilton
With friends, wherever they go
I don't take the bus
I walk everywhere
None
Once, during the summer, we used the bus to pick up my little brother from a summer school program. That was the latest time I rode the bus.
toronto
(Friends houses) and stores

## Appendix F

All other responses for Q11 (n = 9):
I like the seats
More affordable then taxi or Uber
They are Cool
Cheaper than ordering a ride
I don't have a car
I rely on buses to go home
Taking it with friends
don't drive
Its eco-friendly

## Appendix G

All other responses in Q16 (n = 7):
waiting time is too long
the stops confuse me
im lazy i always miss the bus cuz the walk to the stop is kind of far most times
Im good with the bus
If I don't need to take the bus that week, I just walk home
I take a school bus so no need to pay for a city bus
Bust stops are far from my house



## Appendix H

Other responses in Q19 (n = 180):
A bus stop at Boros Rd. and Taywood on route 48
A free bus pass would be beneficial because of students trying to save for school and who have a longer commute to school.
A lot of my friends are discouraged that the 21 and 25 do not go near Assumption anymore. There is absolutely no way to accurately track whether or not I have missed my bus , which is important because I have to leave school and walk 25 minutes to catch the 6 bus.
Accessibility to public buses would make transportation easier for more students, and would further allow them to take part in more extra curricular activities. Given this freedom, students will become more involved in their school communities, thus creating a more positive school experience.
Add a bus stop at Taywood and Boros
Better website for bus route website
bruh
Bruh moment
Buses need to be scheduled around class times to start and finish
Buses take too long because they run so far from each other. Sometimes its difficult to get to where I need to be by bus because it will take too long
Buses would help me be more independent
By the time my bus gets to the station the 2nd bus "route 6" leaves and I have to wait to catch the next bus to get to school
Can the school offer us a bit of fare for the city bus? Especially to those who don't take the school bus
Can there please be a bus stop added Boros Road and Taywood
Can u get us free Ubers ??
Considering we are only students, some who do not have a job, its kind of ridiculous that we don't have these passes already provided.
Do the bus pass as quickly as you can
Even tho i do not use city buses that often I think it is a great idea to give students free bus passes and would like that see it happen
Free bus passes pleasr
Free bus passes would be a life saver
Give me Free bus fare
Good idea for grades 9-11 a lot of gr 12 have their own cars
Good idea this should be implemented ! Make travelling in such a big city much easier
How can we get the passes after they are allowed?
I am concerned that I will not be able to use the card all year around.
I am constantly taking the city bus which is quite costly. Many of the school buses are filled to the brim with new students which means there is never enough room for everyone. I also have many extracurricular activities after school so Im forced to ride the city bus everyday.
I am strongly for this idea. This solution would say my parents who are government workers approximately \$1300 yearly on transit to and from school for myself and my siblings

I believe giving bus passes would be extremely helpful for many students. I know students who live far from the school who cannot always get rides. I would love to have a bus pass for emergency situations and such.
I believe that Burlington transit should work with the schools to build a better schedule that correlates with the school schedule
I don't take the bus, but if I was given access to it I might start taking it. Even if I don't, it would be very useful to plenty of other students
I feel like the people who don't have cars and its hard for them who walk everyday should get one not everyone at once
I feel that free bus passes to the students of the hcdsb would be a great idea. I think this because it brings a ease of use to get around our beautiful city. Also people with low incomes could take the transit bus and get a job. In conclusion free student bus passes would be a incredible idea! -Thank You
I have no concerns but it would be great for you guys to do this because it would make a positive affect on the community
I have no questions or comments
I live 7 kms from school, if i take the city bus I have to do a transfer and will take me 45 minutes... the drive is less than 7 minutes. unfortunately there is no direct bus to get across town... ie) from Brant street to Appleby Line along Upper middle... this would be very very convenient to get the majority of the distance covered from my house to my school without a transfer. if there was a bus then i would happily want a presto card / bus pass
I live in Hamilton, so it would be nice if there were a school/city bus that would go directly to the terminal to get me there on time at 2:30 after school.
I live North of Dundas, near Frootogo. Until buses run near me, my transportation becomes basically impossible without access to a car, or some other vehicle.
I pay around \$6 a day just to get to school and come home and when you add that up it costs a lot of money just to go to school
I really hope this will happen it will extremely beneficial to me and many other students.
I think as students saving money is extremely important and I know even just speaking in regards to myself that working at Maplevue mall 1-3 times a week is a lot and when I have to take the bus it adds up. I think that you have a wonderful idea and I would love to see this be put in place in the near future.  - kate parmenter
I think free bus passes would be very convenient for students and make getting around the city a lot easier.
I think it would benefit the community including environmentally.
I think the concept of this is really good, just routes don't intersect with the school too much
I think the students would need a more outlined less confusing bus route times.
I think this is a excellent way to provide students with the means to participate in extracurricular activities free from worrying about transportation or how theyll get home. While I wont benefit from this decision (being a grade 12 student), Id be ecstatic if this proposal was implemented as younger brother and sister will surely benefit from this.
I think this is a great idea
i think this is a great idea and i hope it works
I think this is a great idea!

I think this is a really great idea!! Save gas and fume emissions from cars!! Go places I wasn't able to before!! Easy access!! Please make this happen!! :))))
I truly feel like this idea is innovative and efficient for students who rely on the bus like myself
I use approximately \$40 just to get to school and another \$40 to go home equaling in \$80. Making it the buses free would be beneficial for me and my family.
I want free bus passes
I will likely end up using transit every day, if it were free
I would like for a bus stop to be added at Taywood and Boros. There is a very long walk from the closest bus stop to my house
I would like to take the bus but it doesn't run in my area
I would love if u could make this happen
I would love to have a free bus pass
Idk
idk what route to take
if i were given a bus pass where would i go to collect it?
Im not sure how to get a presto card
It would be better if there was direct route to near the area so I don't have to carpool.
It would be cool if university students got the bus pass as well since Im leaving and this card could have saved me a LOT of money.
It would greatly help me to eliminate part of the payments I am making on a monthly basis as well as give me more money to save towards university.
It would make it easier for my parents to not drive me everywhere. This is a good idea
Its not like theres a lot of people going in the bus. When I am on the school bus I pass buses with only two passengers
Its quite expensive for a student to pay 1.80 twice a day every day, when I have no income.
I've been walking home every year since grade 9 and I do not do homework when I get home because I sleep from being tired instead of working as I have no energy anymore
I've used a city bus only twice or three times
make more routes in the orchard
Making a free bus pass would allow me to get home faster after extra curriculars
many kids our age have their parents drive them around and others have their own cars
Many more people would take the bus if provided to them for free
more sheltered places to stand while waiting for the bus.
My bus driver is always late
My mother is legally blind and my dad works two jobs. If I need to get somewhere like a friend's house to study or home from school etc. I take the bus. Money can be a bit tight in my house so this bus pass would help me a lot
Nah
No
no
No
No
No

No
No
No
No
no
no
no
No
No
No
No
no
no
No
no
no
No
no
no
No
no
no
No
No concerns
No this was pointless
no
No.
No.
No.
no. i just want a pass
none
none
none
None
None
none
None
nope
nope
nope
Nope
nope
Nope
Nope I walk to school everyday of my life

ok boomer
One comment: I know I'm not a usual bus user, but having access to this option would be very beneficial, as then I would have the opportunity to become even more involved in my school community
Please add more bus stops and bus routes around south Burlington and assumption area
please add this
PLEASE CAN WE GET THEM
Please do this
Please do this. It would allow me to transport so much easier and I can go to school on bus snow days
Please give us a bus pass
please give us bus passes id save a good amount of money and wont freeze walking home
please give us bus passes, many students use the bus and it would be a great help if it were free
Please give us free passes
Please make city busses free so I don't have to inconvenience my parents in order to get home from school every day from basketball especially for 3:45 practices when they are busy.
Please make them free
Please make this happen
Please make this offer for students possible, I spend at least a 100\$ each month for my transit and I use public transport everyday, this has become a huge amount of money every year and at times it can get very hard for me and my family, it's also very embarrassing for a lot of students when the presto card does not have enough funds because we don't have time to deposit money on our presto and we forget about it a lot of the times, and doing it online doesn't work effectively either last time it took 2 days until the money deposited on my presto card. Please make things better.
PLEASE make this possible my family spends way too much on bus fares
Please. This would save my parents so much money
Plz can students get free bus passes
Plz can students get free bus passes
Public transportation is great idea considering not everyone has a car to move around
Some kids don't need the bus at all and they might abuse this privilege. This may result in overly crowded buses
Sometimes the bus home doesn't come or is +10 minutes late. This is very inconvenient as a student because my schedule revolves around busses arriving at certain times
T
Thank you for considering this. I know of some students who have to walk an hour plus in harsh winter conditions and in my personal life I find that a bus is more eco friendly will allow me to visit more places and prove independence.
The bus comes so early lol- and it's not really on time so I miss it a lot cause I sleep in a bit due to lack of sleep from all my homework so like if it came a bit later my day would be perfect until French class comes around then I'm mad again. My bus driver is really nice but I don't know his name so if you ever figure out his name give him a tip
The bus fares are expensive for me, which makes it difficult for me to get to school sometimes, because my mom can't always pay for it. If it was a bit cheaper, it would help me a lot.
The bus has a lot of boomers who are always asking me for spare change

The buses come nowhere near my house lmao. If you could make them come further north that would be funky thanks.
The city bus leaves my school at 2:25 and my school ends at 2:20 which doesnt give a lot of time and many of my friends who live far miss the bus and have to walk home
The city bus stop is closer to my house than my school bus so I would prefer taking the city bus
The route used to work so well from school last semester, but two routes changes (1 oak 1 burly) so it no longer goes to where I need it to.
The school district clearly doesnt have the money needed for something like this.
The whole idea of the free pass is a great idea
They should add more routes for students because the closest route to my house drops me off at least 20 minutes away
This is a really good idea.
This is a stupid survey
This is great
This is necessary to help kids and create a more even playing field... please.
This should be applied
This would be amazing for all students and help so many lives!
This would be so useful
This would work
We need free bus
we should make public transit free for students
What is a presto card
when you say free. do you mean it in the sense that well need to pay the bus pass in order to be able to have bus rides for free i.e a subscription membership. or is it basically free and nothing else.
Where do I get the presto card?
While I understand it this seems like a very unnecessary expenditure. The city bus isn't that expensive. But if it's that important then it should only go to students who need financial help.
Will BT buses change to more frequent scheduling to accomodate the traffic from every 15 minute GO Train service? Will PRESTO readers advance to allow users to tap bank cards and smartphones (using apple/Google pay)?
would the whole school be participating in this initiative if it were to happen
Yall should have given us free bus passes a long time ago lmao
yes
You are invading my privacy and I did not agree to any terms of service

## Appendix I

Other responses in Q20 (n = 122):
Are you actually going to give us a free bus pass or is there a hidden/base fee
bruh?
Can I use the bus pass to get to places other then school
Can it be free for people in need for a meeting then people who wan it could pay a membership Fee
Can we go anywhere with the passes? Or just to school?
can we use it anytime? or only during school hours
Cool
do not make us pay some sort of membership fee just so we can have bus rides for free
Do we get a presto card
do we have to renew the passes each moth or is it yearly?
Does everyone get a pass
does everyone get one
Does everyone get the pass
don't care
Free Buses?!?!?
How do I get a free bus pass
How do I go on the bus?
How is this being paid for (any additional taxes added for parents of students?)
How long did it take to make
How long do these bus cards last until ( do they have a pay limit or expire dare)
How long would this happen for, and who specifically will these be given to
How many passes would we get? Would we be provided with a presto card?
How many times will we be able to use the bus at max with this pass
How often will we be able to use them for free
How quickly will it be implemented
how soon would this be in effect
How will this affect the taxes my parents pay and eventually my taxes I pay when Im older. I understand the money has to come from somewhere.
How will you give them to us
How would we get here passes
How would we get the free rides, would it be a card or something
I do not have any questions.
I don't want to pay
I have no questions
i need to have free bus rides
I would love a free bus pass so I can get around easier
Id really appreciate a free bus pass
Idk

If I were to take one of the buses that are Ontario transit, for example I take Bus 47 to get to Square One, do I still pay the fare or do I still get a discount?
if they are "free", why will our activity fee for each year increase?
If this happens it will save my nana and grandpa 70\$ each month and would be insanely appreciated since we don't have a lot of money
If you don't have a presto card, how would you use this?
Is it Free
Is it unlimited time on the bus or only certain amount of bus rides
Is there a limit to how many times I can use it and does it work in the summer.
Is this only for bus? Are we provided with discounts for other transit services etc ttc, GO
Is water wet?
Its a good idea
No
No
No
no
no
No questions
No very good
No.
None
none
none
None
none
None
none
None
None
none
none
none
None
None
None
none
None
None it was pointless
None.
none. i just want a pass
None. I think this should have been already done
nope



Nope
Nothing
nothing
nothing
Nothing
Nothing
Nothing
ok boomer
please make public transit free
Plz can students get free bus passes
Plz can students get free bus passes
what about the go train. is that usable from these free passes
what do i get
What would the annual cost be?
When and how will they be distributed
When are we getting the passes
When will I be expecting to receive my bus pass?
When will it be able to be accepted
When will it come into effect?
When will this proposal be brought to the city?
when will we get the passes and how
Where are you getting this money from? What ages would get this?
Where is the money coming from?
why are you invading my privacy?
Why can't you pay for the city bus yourself
Why do you think the city of Burlington will agree to this?
why?
Will it apply only to buses? (Are go trains included) does it only apply in Burlington?
Will it apply to the go train as well?
Will it only be for Burlington? Or will the card be able to be used throughout Ontario?
Will students who take the bus be taken account into bus schedules?
Will the bus tickets be completely free, all throughout the month, or can there be extra charges?
will u guys tell us what route to take to get to school on time
Will u make more bus stops pls?
will we be able to use these cards after school hours, if we could have extra curricular activities?
Will you give us brand new cards or if we already have a card will we be able to transfer to it
Would everyone get one or only a variety of people?
Would everyone get this or only people who take the city buses to school
Would it be free for all students?
Would they be for going anywhere in Burlington.
would we be able to use it as many times as we want?

yes



## Regular Board Meeting

## Information Report

Long-Term Capital Plan: Progress Update	Item 10.2
May 5, 2020	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

To provide the Board of Trustees with a progress update on the 2020 Long-Term Capital Plan Update process, and inform Trustee of deferring upcoming milestones to the Fall of 2020, in light of the COVID-19. This is due to the diminished ability for staff to host the necessary community open houses and consultation with the Halton Region municipalities for partnership projects.

### Background Information

- 1) Information Report 10.3, "Four Year Ministry Enrolment Projection and Long-Term Capital Plan Preliminary Enrolment Projection" from the December 17, 2019, Regular Meeting of the Board.
- 2) Information Report 10.9, "2019 Long-Term Capital Plan Update – Final Report" from the June 18, 2019 Regular Meeting of the Board.
- 3) Action Report 8.8, "2019 Capital Priorities List Submission" from the June 18, 2019, Regular Meeting of the Board.

### Comments

The latest submission of the 4-year Enrolment Projections to the Ministry at the December 17, 2019, Regular Meeting of the Board was the first step in the 2020 Long-Term Capital Plan (LTCP) annual update. At the time the report was presented, staff had indicated to the Board of Trustees that due to the School Boundary Review processes being undertaken later in the year, the timing of the 2020 LTCP may be delayed.

As presented in the following page, Staff intended on progressing the 2020 LTCP Update in the second quarter of 2020, once the Town of Milton Secondary School Boundary Review was well underway.

This said, as a result of the COVID-19 pandemic, several timelines related to the Milton Secondary School Boundary Review were pushed back into April and May in order to adapt to an online platform to continue the work necessary to advance the school boundary review process. This in turn pushed back several targeted milestones for the 2020 Long-Term Capital Plan update.



### Initial Schedule Presented at the December 17, 2019, Regular Meeting of the Board

TENTATIVE DATE	FORUM	ACTIONS
Oct – Nov, 2019	Internal	Develop and complete preliminary enrolment projections for submission to the Ministry of Education
<b>December 6, 2019</b>	<b>Ministry Submission</b>	<b>Enrolment Projection Submission</b>
<b>December 17, 2019</b>	<b>Board Meeting</b>	<b>LTCP – Preliminary Enrolment Projection Report</b>
Q2 2020	Publish Materials Online	LTCP - Updated Projections Posted Online
<b>Q2 2020</b>	<b>Board Meeting</b>	<b>LTCP – Annual Facility Accommodation Report</b>
<b>Q3 2020</b>	<b>Board Meeting</b>	<b>Draft Report for LTCP</b>
Q3 2020	Public Meeting	2020 CPFP Public Meeting
Q3 2020	Survey	Survey Launch
<b>Q4 2020</b>	<b>Board Meeting</b>	<b>Delegations and Information Report for LTCP</b>
<b>Q4 2020</b>	<b>Board Meeting</b>	<b>Presentation of Final LTCP</b>

In addition to delays caused by the boundary review, the social distancing measures have also presented challenges in addressing the next steps in the 2020 LTCP Update process. The development of the Annual Facility Accommodation Report involves consulting with our municipalities about potential joint use projects that could be associated to our existing and/or planned facilities. Given the shifted focus in the last few months, staff has not had the opportunity to consult effectively on these matters with municipal staff.

Moreover, the follow-up milestone of hosting the 2020 Community Planning and Facility Partnership Public is also drastically limited with social distancing measures. Although on-line forums is something staff intended to explore in upcoming LTCP updates, there is limited capacity to develop the platform in tandem with the ongoing school boundary review process.

Given the above limitations, staff believes that the community would be better served with the LTCP update if it were delayed into the Fall of 2020.

### Conclusion

Staff is pushing the next steps of the 2020 Long-Term Capital Plan Update to September 2020. Once more certainty surrounding social distancing is obtained, staff will release an updated schedule for future milestones.



Report Prepared by: F. Thibeault  
Senior Manager, Planning Services

Report Reviewed by: A. Lofts  
Superintendent, Business Services

Report Approved by: P. Daly  
Director of Education

Long-Term Facility Renewal Strategy	Item 10.3
May 5, 2020	

## Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.**

## Purpose

To present the updated Long-Term Facility Renewal Strategy. This report outlines a comprehensive school renewal plan to improve school facility conditions throughout the Board to provide a learning environment that supports the educational needs of students and staff. The Long-Term Facility Renewal Strategy focuses on a 5-year planning window (2021 to 2025) and identifies school facilities where investment is required to renew facility conditions.

## Background Information

The Board has constructed a number of new schools in the past twenty (20) years to meet the continuous student enrolment growth in Halton Region. Each new school has been an improved design from the previous school model and has been revised based on feedback from administrators, teachers and support staff.

As the number of new school facilities has increased, the inequities between the new schools in developing communities and the older schools in the existing communities of Halton was soon recognized. In 1992, Facility Management Services staff presented the “School Capital Upgrade Plan”. The goal of this plan was to upgrade the Board’s existing school facilities so that these schools also offered equitable learning facilities and opportunities to the students attending pre-1990 constructed schools. Trustees unanimously endorsed the 1992 School Capital Upgrade Plan and supported a number of school upgrade projects during the 1990’s and early 2000’s. By the end of 2002, each older school had been upgraded; thus, providing as equitable learning facility as possible for every student attending a Halton Catholic school.

Some of the work completed under the School Capital Upgrade Plan included:

- The removal of abandoned buried fuel oil tanks and site remediation;
- All visible friable asbestos containing materials were removed from every Board facility;
- PCB containing lighting ballasts were removed from every Board facility;



### Item 10.3 | Long-Term Facility Renewal Strategy

- Each school's ventilation system was upgraded to meet current fresh air supply standards to ensure carbon dioxide levels are within the guidelines;
- Old portable classrooms were removed and replaced with new leased portable classroom units that are replaced or completely renovated within a 5 to 7-year period;
- New mechanical systems were installed so that each instructional school space provided air-conditioning, including all portable classroom units;
- Specialty classrooms for Arts, Music, Science and Special Education were provided in every school;
- Kindergarten classrooms were increased in floor area and upgraded. Upgrades included the provision of a separate creative playground structure and fenced playground area;
- Library/Resource Centres were upgraded with Audio/Visual storage rooms, book check-out desks, offices/seminar rooms, and attached computer rooms;
- Gymnasiums were upgraded with rubberized cushion floor surfaces in elementary schools, wood surface floors in secondary schools and glass basketball backboards;
- Administrative spaces were upgraded to provide health rooms, additional office space and meeting rooms.

In 1998, the "Learning Environment Improvement Plan" (LEIP) was introduced by the Facility Management Services Department. The implementation of LEIP focused on upgrading the physical components of the school facilities to improve the learning environment comfort level for students and staff, mainly by introducing energy efficient improvements to the school buildings. LEIP projects and facility renewal projects continued until 2008.

Some of the major projects completed under LEIP included:

- School lighting systems were upgraded with energy efficient fixtures and lamps. The lighting systems were redesigned to reduce lighting inefficiencies, improve light distribution and reduce electrical energy consumption.
- Mechanical heating, ventilation and air-conditioning (HVAC) systems were upgraded to be more energy efficient and resulted in a more comfortable environment for students and staff.
- The Board's automated Energy Management Systems (EMS) was installed to give remote control of the Board's HVAC systems and temperature settings. The EMS, which is managed centrally from the Catholic Education Centre, allows staff to control the HVAC systems and room temperatures to ensure room comfort and utility consumption are in balance to mitigate operating expenditures.

Building on the School Capital Upgrade Plan and the Learning Environment Improvement Plan, as well as the ongoing continuous improvement of school facilities to support student learning, staff developed the Long-Term Facility Renewal Strategy and presented the plan to Trustees in September 2017. This third-generation facility renewal program is the next evolution of the Facility Management Services Department strategic plan for the improvement of learning facilities to support student learning and excellence in Catholic education. Facility Management Services recognizes the continuous need to address facilities to ensure the best learning environments for our students. This most recent strategy will help to ensure that occurs.



### Item 10.3 | Long-Term Facility Renewal Strategy

The principles of the Long-Term Facility Renewal Strategy are similar to the Board's previous comprehensive renewal plans that were rolled out in 1992 and 1998. The Board has continued to build new modernized schools to accommodate growth across the district, particularly in Milton, North Burlington and North Oakville. The new schools are typically outfitted with the latest innovations in building design and specialty rooms to accommodate school programming needs. As the Board's existing schools age, a gap is inevitably created between the learning environments in the new schools as compared to those of the older schools. The Long-Term Facility Renewal Strategy strives to provide equitable learning facilities and opportunities to all students enrolled in the Board. As such, additional focus will be placed on schools where building components are nearing the end of their useful lifecycle and where building program gaps exist.

The Long-Term Facility Renewal Strategy looks to improve three distinct aspects of the Board's building inventory:

- Critical building components make up the majority of the Board's renewal backlog and require a substantial investment in both construction time and financial resources. Building component improvements include energy efficient heating and cooling systems, electrical systems, plumbing, structural elements, roofing and accessibility improvements.
- Programming upgrades seek to align the facility spaces with the latest teaching pedagogies and could include elements such as food and nutrition rooms, natural playspaces, teacher workrooms, artificial turf, resource rooms and learning commons.
- Aesthetic enhancements seek to improve the appearance and function of the facility and may include flooring, lockers, acoustic ceiling tiles, washroom upgrades, painting and millwork.

The exact combination of projects at each facility will vary depending upon the building's present condition. Staff have prepared estimates for each facility within the 5-year window and will perform site inspections to compile detailed quotes for current year projects.

### Comments

The Board has a long history of maintaining its facilities in excellent condition. At current, the Board has approximately \$770 million in facility assets with a 5-year renewal backlog of nearly \$80 million. The Board ranks fifth (5<sup>th</sup>) amongst the Province's seventy-two (72) school boards in terms of facility condition, which is based on facility inspections performed by the Ministry of Education. It should be noted that the school boards ahead of Halton Catholic in terms of facility condition are much smaller than Halton Catholic and typically in high growth areas. Furthermore, the renewal backlog contains many smaller maintenance items on newer schools that would not be prudent projects within a 5-year timeframe. These smaller maintenance projects are in addition to large capital requirements at older facilities that must be addressed within the next five years.





## Item 10.3 | Long-Term Facility Renewal Strategy

### Available Funding Sources

Various funding sources are available to the Board to fund future facility renewal projects, which include:

- Capital Reserve – Comprised of deferred revenues, typically from Community Use of Schools activities. The monies are traditionally used to renew common areas of school facilities that are used by community groups, i.e. artificial turf fields, gymnasiums, auditoriums, etc. Funds are usually deposited at the end of the school year based on realized Community Use of Schools cost recovery fees collected.
- School Renewal Allocation – An annual allocation from the Ministry of Education based on the Board's proportion of Provincial enrolment versus the Provincial School Renewal Allocation. At least sixty (60) percent of the funding must be spent on capital improvements to critical building components, while the remaining portion can be spent on operating and maintenance expenditures. This funding source is expected to be consistent going forward.
- School Condition Improvement – A capital investment program started by the Province in the 2011-12 school year. At least seventy (70) percent of the funding must be spent on capital improvements to critical building components, while the remaining portion can be spent on operating and maintenance expenditures. The Ministry of Education has committed to running this program through the 2020-2021 school year.
- Proceed of Disposition – Comprised of proceeds from the Board's sale of surplus property. At least seventy (70) percent of the funding must be spent on capital improvements to critical building components, while the remaining portion can be spent on operating and maintenance expenditures. All property sales must comply with Provincial regulations (O.Reg. 444/98). There are no property sales expected in the next few years. Thus, no additional funds will be available for renewal.

In general, the known funding sources have been allocated to a Long-Term Renewal Strategy, but with certain unknowns, staff have made conservation assumptions regarding future capital allocations to balance incoming funds with expected project costs.

### Recent Facility Renewal Projects

The Board has been actively renewing its facilities over the past three summers to improve learning environments for students and staff. The Board currently has thirty-four (34) facilities that are twenty (20) years of age or older. Major renovations and renewal work have already been completed or approved at twenty-four (24) of these buildings within the past eight (8) years. Thus, ten (10) facilities remain in need of renewal improvements in the near future.

A complete facility list, along with past/proposed renewal dates, is shown in Appendix A.

### 5-Year Facility Renewal Plan

Over the next 5 years, the primary focus of the renewal plan is addressing urgent renewal needs, such as roofing. The plan focuses on ensuring a safe learning environment for all students.



### Item 10.3 | Long-Term Facility Renewal Strategy

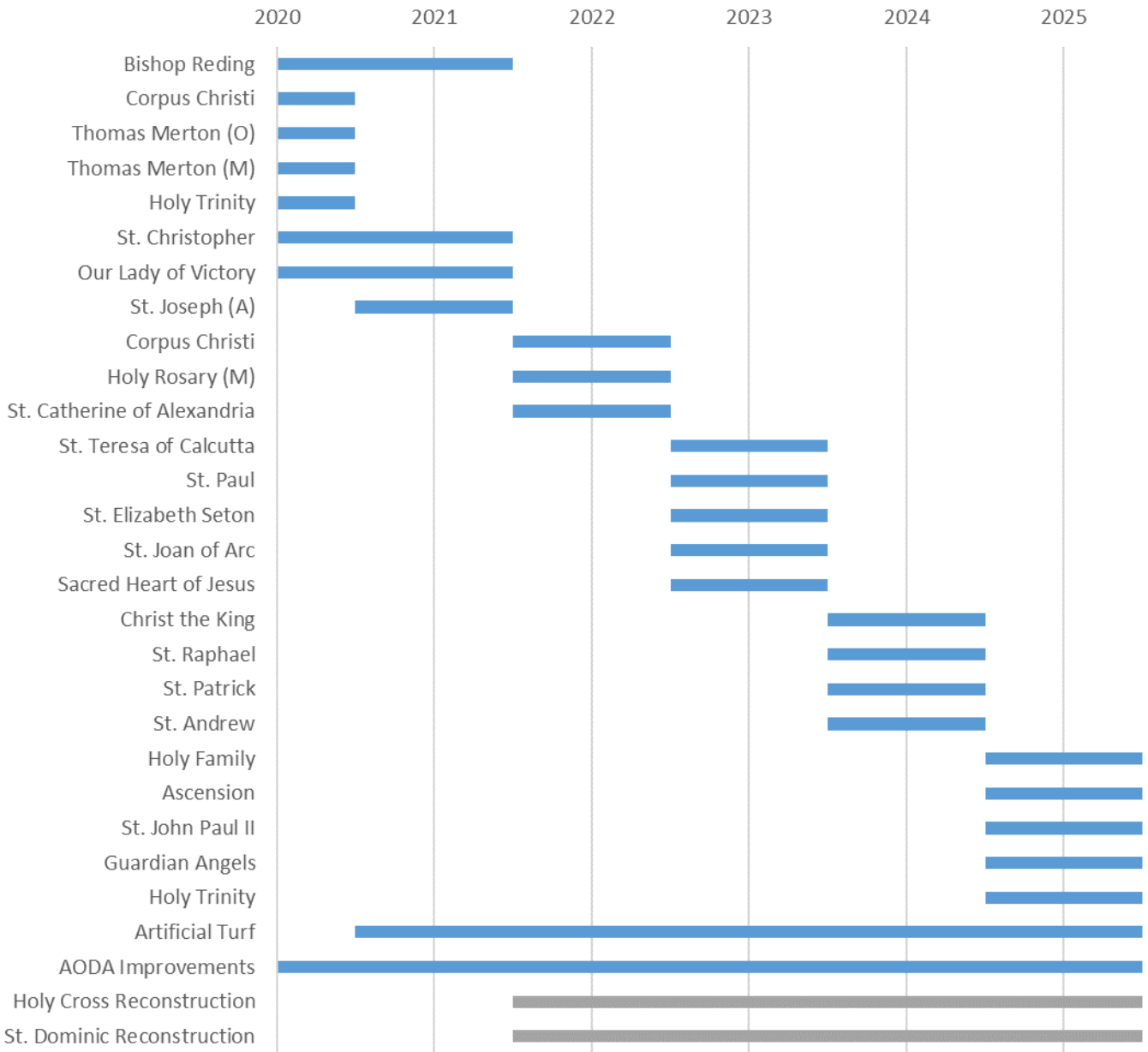
Renewing the remaining ten (10) older facilities is the next focus of the renewal plan. Figure 1 illustrates the projected timeline for each facility renewal project. Whenever possible, the construction/maintenance work will be performed during the summer months when students and staff are not in the building. Note that some projects extend over more than one summer construction period due to the extent of work that is required. A complete facility list, along with past/proposed renewal dates is shown in Appendix A.

Four (4) schools in South Burlington are slated for renewal work within the 5-year window, specifically St. Paul Catholic Elementary School, St. Raphael Catholic Elementary School, Ascension Catholic Elementary School and St. Patrick Catholic Elementary School. This area was subject to a pupil accommodation review in the 2015-16 school year, but no school consolidations or closures were approved. Data from the latest Budget Consultation Survey was used to prioritize these projects based on community feedback. Various renewal projects are required at these sites; however, the extent of the renovations may be limited due to site specific building conditions that are cost prohibitive to replace.

Several Board-wide improvement programs are also considered within the 5-year planning window. Artificial turf replacement on the Board's nine (9) secondary school sports fields commenced in summer 2019, with three (3) fields being completed the first year. The remaining fields are expected to be replaced at a rate of approximately one (1) field per year, resuming in 2021, as end of life cycle replacement is warranted. Furthermore, accessibility improvements are required at nearly all of the Board's facilities to meet with the Accessibility for Ontarians with Disabilities Guidelines. Staff will identify the locations where accessibility improvements will most benefit students and staff and make investments in the respective facilities.

Holy Cross Catholic Elementary School and St. Dominic Catholic Elementary School have been involved in Capital Priorities business case submissions for many years, including the current Capital Priorities request. However, these requests have not been funded by the Ministry due to the condition of the buildings in relation to other schools across the Province. It is proposed that the Board wait to see if these projects are funded in the latest call for projects. Still, sufficient contingency funds do exist to make capital investments in the facilities via renovation projects or partial funding for a new facility should the Ministry requests be denied.

The Catholic Education Centre is also in need of renewal investment or facility replacement. The board office building has significant challenges, including aging infrastructure, space constraints and limited accessibility. Furthermore, a large portion of the Catholic Education Centre is a temporary structure, which has a finite usable life. The Long-Term Facility Renewal Strategy does not propose a solution for the Catholic Education Centre, but staff recommend that a discussion take place that leads toward a long-term solution for administrative spaces. Note that Capital Reserve, School Renewal Allocation, School Condition Improvement and Proceeds of Disposition (from the sale of school properties) cannot be used towards capital improvements at administrative buildings. Only Proceeds of Disposition (from the sale of administrative properties) can be used for the renewal of administrative buildings.



**Figure 1: Preliminary Project Timeline for Facility Renewal Projects**

After urgent priorities and renewing older facilities, the focus of the renewal plan shifts to newer facilities. The Board has many facilities constructed in the late 1990s and early 2000s, many of which will need replacement of major repair of critical building components in the 5-year planning window. Renewal works on these buildings could include roofing, mechanical and lighting improvements.

Board staff have estimated the capital costs to perform the required renewal work at each facility shown in Figure 1. The cost estimates are derived from past projects completed by the Board and industry unit costs. As the renewal projects move into the current year, staff will create a more detailed



### Item 10.3 | Long-Term Facility Renewal Strategy

project list and refine the cost estimates. **Using the current best estimates, it is expected that the Board will have sufficient capital funds to complete all of the projects mentioned above.** Contingency funds and an emergency capital reserve have also been accounted for in the Long-Term Facility Renewal Strategy.

**Note that the Long-Term Facility Renewal Strategy speculates the future capital funding allocations and the construction costs of future projects. Staff will amend the plan as funding is realized, cost estimates are refined, and projects are completed. The strategy is merely a guideline using the best data available at the time of this report.**

#### New Construction Projects

The Board is also expected to receive funding for numerous new construction projects with the 5-year planning window of the Long-Term Facility Renewal Strategy. Thus, it is important that this strategy aligns with the Board's Long-Term Capital Plan. The following projects are contemplated by the Board with the 2021 to 2025 planning window:

- Milton No. 3 Catholic Secondary School
- Milton No. 10 Catholic Elementary School
- North Oakville No. 5 Catholic Elementary School
- Milton No. 9 Catholic Elementary School
- Vision Georgetown No. 1 Catholic Elementary School

It is important to note that the majority of the projects listed above are only at the project proposal stage and have yet to be funded by the Ministry of Education. Staff will update the Long-Term Facility Renewal Strategy annually as new construction projects are approved, modified or rejected.

#### Summary

The Board has a number of facilities that are reaching an age and condition where facility renewal work is warranted. The Long-Term Facility Renewal Strategy seeks to forecast future capital allocations and earmark funds for the Board's facility renewal priorities. A 5-year plan for renewal works is presented, which outlines proposed renewal projects between 2021-2025. Board-wide programming improvements, contingency funds and emergency reserve are also considered in the plan. **Using the current best estimates for project costing, it is expected that the Board will have sufficient capital funds to complete the required renewal work for the facilities listed in this report.** However, the proposed strategy is merely a guideline that is reliant upon future capital allocations and project cost best estimates, and is likely to be amended as funding is realized, cost estimates are refined and projects are completed.

The Long-Term Facility Renewal Strategy also aligns with the Board's Long-Term Capital Plan and balances new construction projects with renewal plans.



## Next Steps

The Long-Term Facility Renewal Strategy is a program to guide the proposed facility renewal and academic program enhancement projects for the continuous improvement of the Board's facilities to ensure the highest quality and cost-effective learning facilities are in place to support student achievement and learning. Over the summer, staff will be completing school assessments for the anticipated 2021 school renewal projects to refine the project scopes and cost estimates. The Board of Trustees will receive a series of reports for the consideration and approval of facility renewal projects throughout the duration of the Long-Term Facility Renewal Strategy.

Report Prepared by:	C. Abrahams Senior Manager, Capital Projects
Report Submitted by:	R. Merrick Superintendent, Facility Management Services
Report Approved by:	P. Daly Director of Education and Secretary of the Board



## Item 10.3 | Long-Term Facility Renewal Strategy

### Appendix A

School	City	Year	Reno	Comment
Holy Rosary	Burlington	1951	2016	Renewal in 2016
<b>St. Dominic</b>	<b>Oakville</b>	<b>1956</b>	<b>2022-2025</b>	<b>Capital Priorities Request</b>
St. James	Oakville	1956	2020	New Thomas Merton Centre
<b>St. Raphael</b>	<b>Burlington</b>	<b>1958</b>	<b>2024</b>	<b>Renewal in 2024</b>
St. Gabriel	Burlington	1959	2019	Renewal in 2019
<b>Holy Cross</b>	<b>Halton Hills</b>	<b>1959</b>	<b>2022-2025</b>	<b>Capital Priorities Request</b>
St. Vincent	Oakville	1960	2016	Renewal in 2016
<b>Catholic Education Centre</b>	<b>Burlington</b>	<b>1963</b>		
<b>Ascension</b>	<b>Burlington</b>	<b>1964</b>	<b>2025</b>	<b>Renewal in 2025</b>
St. Michael	Oakville	1964	2018	Renewal in 2018. Addition in 2020.
<b>St. Paul</b>	<b>Burlington</b>	<b>1968</b>	<b>2023</b>	<b>Renewal in 2023</b>
<b>St. Patrick</b>	<b>Burlington</b>	<b>1970</b>	<b>2024</b>	<b>Renewal in 2024</b>
St. Francis of Assisi	Halton Hills	1971	2014	Addition/Refresh 2014
Canadian Martyrs	Burlington	1975	2019	Renewal in 2019
<b>St. Joseph</b>	<b>Halton Hills</b>	<b>1977</b>	<b>2021</b>	<b>Renewal in 2021</b>
St. Mark	Burlington	1979	2018	Addition/Renewal in 2018/2019
Assumption	Burlington	1980	2019	Addition/Renewal in 2019
<b>Holy Family</b>	<b>Oakville</b>	<b>1981</b>	<b>2025</b>	<b>Renewal in 2025</b>
<b>Our Lady of Victory</b>	<b>Milton</b>	<b>1984</b>	<b>2021</b>	<b>Renewal in 2021</b>
St. Ignatius of Loyola	Oakville	1986	2012	Addition/Renewal 2012
St. Matthew	Oakville	1987	2017	Renewal in 2017
Bishop Reding	Milton	1988	2019-2021	Addition/Renewal 2019-2021
Notre Dame	Burlington	1989	2019	Renewal in 2019
St. Timothy	Burlington	1990	2017	Renewal in 2015 & 2017
St. Bernadette	Oakville	1992	2015	Renewal in 2015
Our Lady of Peace	Oakville	1993	2016	Renewal in 2016
St. Marguerite d'Youville	Oakville	1993	2017	Renewal in 2017
St. Luke	Oakville	1993	2017	Renewal in 2017
St. John	Burlington	1995	2017	Renewal in 2016 & 2017
St. Brigid	Halton Hills	1996	2017	Renewal in 2017
Sacred Heart of Jesus	Burlington	1999	2017	Renewal in 2017 & 2023
Holy Rosary	Milton	1999	2016	Addition/Renewal 2016 & 2022
St. Andrew	Oakville	1999	2017	Renewal in 2017 & 2024
St. Teresa of Calcutta	Oakville	1999	2017	Renewal in 2017 & 2022
<b>St. Catherine of Alexandria</b>	<b>Halton Hills</b>	<b>2001</b>	<b>2022</b>	<b>Renewal in 2022</b>
<b>St. Elizabeth Seton</b>	<b>Burlington</b>	<b>2002</b>	<b>2023</b>	<b>Renewal in 2023</b>
<b>Christ the King</b>	<b>Halton Hills</b>	<b>2002</b>	<b>2024</b>	<b>Renewal in 2024</b>
<b>Holy Trinity</b>	<b>Oakville</b>	<b>2002</b>	<b>2025</b>	<b>Renewal in 2025</b>
<b>St. Joan of Arc</b>	<b>Oakville</b>	<b>2002</b>	<b>2023</b>	<b>Renewal in 2023</b>
<b>Guardian Angels</b>	<b>Milton</b>	<b>2004</b>	<b>2025</b>	<b>Renewal in 2025</b>
<b>St. John Paul II</b>	<b>Oakville</b>	<b>2006</b>	<b>2025</b>	<b>Renewal in 2025</b>
St. Christopher	Burlington	2007	2021	Renewal in 2021
St. Anthony of Padua	Milton	2007		
Corpus Christi	Burlington	2008		
St. Peter	Milton	2009		
Our Lady of Fatima	Milton	2009		
Lumen Christi	Milton	2011		
St. Thomas Aquinas	Oakville	2011		
St. Mary	Oakville	2012		
St. Anne	Burlington	2013		
Jean Vanier	Milton	2013		
Queen of Heaven	Milton	2014		
St. Benedict	Milton	2014		
St. Gregory the Great	Oakville	2016		
St. Scholastica	Milton	2018		



## Regular Board Meeting

## Information Report

Laserfiche Empower 2020 Conference	Item 10.4
Tuesday, May 5, 2020	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

The purpose of this report is to share information about Halton Catholic District School Board's (HCDSB) representation at the Laserfiche Empower Conference in Long Beach, California for February 11-14, 2020. HCDSB is committed to supporting staff professional development and recognizes the importance of these learning experiences in optimizing organizational effectiveness. At the conference, HCDSB staff were able to participate in technical hands on training, comprehensive classes and network with organizations from a variety of industries, including education. It was an important opportunity for the Board to build on its existing investment in Laserfiche software.

### Background Information

Laserfiche is an electronic document management system which the Board purchased in February 2019. It is an electronic repository for documents with the ability to automate processes through workflows and build in retention schedules to ensure regulatory compliance. This program is part of a Board-wide initiative to reduce paper records and increase operational efficiency. The initiative began with a focus on the Human Resources Services and the Office of the Director. In Human Resources Services, all new information added to an employee's file is now completed electronically and back-scanning of employee files is approximately 50% completed. Annually, Laserfiche holds a conference for their customers as an opportunity for training, networking and providing industry insight.

### Comments

This was the first Laserfiche conference that HCDSB had attended. The conference consisted of over 280 hands-on labs and professional development courses for a range of users from beginner to advanced. Most of the courses that HCDSB staff attended were training labs designed to assist participants through the process of creating their first Laserfiche form, their first workflow and business process automation. These courses provide the background knowledge of Laserfiche software necessary for digital transformation. HCDSB staff will now be able to use this knowledge to begin building forms and automating processes specific to existing HCDSB policies, practices and procedures.





In addition to training sessions, there were industry specific and job role specific courses. HCDSB staff took advantage of these offerings by attending both education specific as well as IT and HR specific sessions. HCDSB staff attended a day-long Education Leadership Symposium. This was a gathering of Laserfiche technology leaders specifically from the education sector. Speakers shared their challenges and success stories for implementing digital change in their organizations. There was also an HR user group session, during which HR representatives shared their uses for Laserfiche software. In these two sessions, HCDSB staff learned that organizations were using Laserfiche software for internal processes such as onboarding and offboarding, leave approval, recruitment posting and bullying and harassment complaints. It was through this discussion that staff decided to look at the recruitment process for support staff at HCDSB and formulated a plan to digitally transform that process.

Aside from the technical training and courses, the conference provided the opportunity to network with the more than 4000 Laserfiche customers, resellers and employees from over 29 countries. This was particularly significant for HCDSB as a new Laserfiche customer. It was an important opportunity for HCDSB staff to connect with Laserfiche employees as well employees from ThinkDox, our solution provider. ThinkDox is locally located and boasts several Ontario school board clients. HCDSB may need to draw on their expertise for more complicated business process automation as we build capacity and knowledge in-house. This conference allowed HCDSB staff the opportunity to discuss implementation ideas and possibilities with ThinkDox, as well as fellow Ontario School Board attendees.

## Conclusion

Joe O'Hara, Executive Officer, Human Resources Services; Katie Ongaro, Human Resources Analyst and Bince Mandapathil, Computer Technician represented the Halton Catholic District School at the Laserfiche Empower 2020 Conference. The conference provided them with the opportunity to continue to build organizational capacity. Laserfiche software can dramatically alter the way that HCDSB receives, retains and secures documents. It is through these kinds of opportunities that staff learn how to use the software more effectively, discuss opportunities for business process automation and continue to build on our Laserfiche software investment.

**Report Prepared by:** K. Ongaro  
Human Resources Analyst

**Report Submitted by:** J. O'Hara  
Executive Officer, Human Resources Services

**Report Approved by:** P. Daly  
Director of Education and Secretary of the Board



## MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: February 24, 2020  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present	B. Agnew (Chair)	A. Louca-Ricci
	M. Arteaga	M. Lourenco
	R. Barreiro	M. Murphy
	T. Beattie (Vice Chair)	D. Rabenda
	M. Duarte	T. Veale
	D. Hotopoleanu	

Staff Present

C. Cipriano, Superintendent of Special Education Services  
P. Codner, Chief Social Worker  
P. Daly, Director of Education  
A. Jones, Manager, Educational Assistants  
D. Kollee, Chief of Speech Language Pathologist  
S. Teremy, Manager, Educational Assistants

Members Excused

D. Bardon  
N. Guzzo  
H. Karabela  
J. Lim  
P. Moran  
R. Quesnal  
Y. Taylor

Members Absent

C. Parreira

Recording Secretary

A. Hughes

### 1. Call to Order

The Chair called the meeting to order.

#### 1.1 Opening

The meeting opened at 7:01 p.m. with a prayer led by the Chair.

The Chair welcomed SEAC's new Autism Ontario representative, M. Murphy.

#### 1.2 Approval of Agenda

**Moved by:** D. Rabenda

**Seconded by:** R. Barreiro

**RESOLVED**, that the agenda be accepted as received.

**CARRIED**

## 2. Presentations

### 2.1 Educational Success for Students with Fetal Alcohol Spectrum Disorders (FASD) (T. Veale)

B. Agnew introduced T. Veale and D. Veale who presented information on Fetal Alcohol Spectrum Disorders (FASD), an explanation on the supports the FAS World association provides and some personal background information. The presentation is attached.

### 2.2 Educational Assistants Survey Results (A. Jones and S. Teremy)

B. Agnew introduced A. Jones and S. Teremy, Managers, Educational Assistants and Z. Walters, Researcher who presented the Educational Assistants survey results summary. The presentation is attached.

## 3. Actions to be taken

### 3.1 Minutes of the January 27, 2020 SEAC Meeting

*Moved by:* M. Duarte

*Seconded by:* T. Beattie

**RESOLVED**, that the minutes of the January 27, 2020 SEAC Meeting be approved as presented.

The Chair called for a vote and the motion

**CARRIED.**

## 4. Declarations of Conflict of Interest

No conflicts of interest were declared.

## 5. Business Arising from Previous Meetings

B. Agnew will draft a letter of support around the concerns other school boards SEAC's have regarding the Minister's Advisory Council on Special Education (MACSE). Once the letter is drafted it will be sent to members for feedback.

## 6. Special Education Board Policy Review

## 7. Action and Information Items

### 7.1 SEAC Goals/Budget Priorities

B. Agnew asked members to think about goals and budget priorities that SEAC would like to strive for. Some past examples were provided, and topics were discussed. Members were invited to submit ideas and suggestions to discuss at the next meeting.

### 7.2 Summary of Exceptionalities

C. Cipriano distributed data on exceptionalities and placements for the school year 2019-2020. Questions were welcomed. Clarification on the no exceptionality data will be provided.

## 8. Communications to SEAC

### 8.1 Superintendent's Report

C. Cipriano provided updates on:

C. Cipriano read a poem from a Secondary student that brings awareness to mental health.

Kindergarten Parent Information Evening: Was held on February 11<sup>th</sup> at St. Benedict in Milton for parents of students with special needs new to Kindergarten.

FASD: Two full days of professional development were provided to Educational Assistants by members of the Halton FASD Resource Team and the other with Donna Debolt. Professional development has been provided by our Social Workers on Trauma as well as Duty to Report on job action days.

Job Fair Mohawk College: The Educational Assistants Managers attended a job fair at Mohawk College with Human Resources with a focus on the graduating class from the EA Program.

Trauma Professional Development: All social workers will be providing PD on Trauma for all the Early Childhood Educators on February. 21<sup>st</sup>.

Staff are attending collaboration sessions with Erinoak Kids to support the new model for School Based Rehabilitation Services.

Speech Language Pathologists and Communicative Disorders Assistants: The SLP's and CDA's created Social Smarts Kits to support the Social Thinking Program sessions being delivered in our schools from some of the funds generated from the Stay, Play, Talk Conference last year. As well, we have purchased switch activated cause and effect toys and additional Alternative Augmented Communication trial devices to support our complex communicators.

## 8.2 Trustee Reports

M. Duarte reported on:

- At the February 18, 2020 Board meeting, there was a presentation by staff on Alternative Education Programs and Student Success. Staff from Bishop Reding presented a success story.
- The results of the French Programming Consultation were presented to the Board at the February 18, 2020 Board Meeting which showed both support and opposition to the expansion of the French program. The Board of Trustees unanimously voted to expand the Early French Immersion program by adding classes in each municipality if required for the 2020-2021 school year only.

## 9. SEAC Discussion

O. Foese clarified that FASD data is categorized on the ONSIS report under Physical Disability.

C. Cipriano informed members that the guest speaker can not speak at the SEAC parent night on May 11<sup>th</sup> but can on May 20<sup>th</sup>. It was suggested that the SEAC night will be on May 20<sup>th</sup> in order to have the keynote speaker attend. Options and suggestions for the night were discussed.

## 10. Next Agenda: Meeting Monday, March 30, 2020

The agenda will include Spirit of Inclusion Awards, Psychological Assessments 101 Presentation and Special Education Plan review.

## 11. Adjournment

### 11.1 Resolution re Absentees (Chair)

*Moved by:* M. Lourenco

*Seconded by:* D. Rabenda

**RESOLVED**, that D. Bardon, N. Guzzo, H. Karabela, J. Lim, P. Moran, R. Quesnal, Y. Taylor be excused.

**CARRIED**

### 11.2 Adjournment and Closing Prayer (Chair)

*Moved by:* D. Hotopeleanu

*Seconded by:* R. Barreiro

**RESOLVED**, that the meeting adjourn.

**CARRIED**

The meeting adjourned at 9:06 p.m. with a prayer led by the Chair.



# Educational Success for Students with FASD

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PRESENTED BY:

TRACY VEALE  
DALLAS VEALE

FEB 25, 2020



# Mission Statement



## FASworld is committed to:

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- Provide support and information to parents, caregivers, and professionals dealing with Fetal Alcohol Spectrum Disorders (FASD), as well as individuals living with FASD.
- Encourage the development of new programs for individuals with FASD and their families, women of childbearing age and their partners, and individuals struggling with alcohol and substance issues.
- Work locally, nationally and internationally, with other support groups, individuals and organizations, who indicate a common interest in some or all of these approaches to dealing with FASD.
- Communicate the message that there is no established safe threshold of alcohol.
- Build public awareness of FASD, its secondary disabilities, the size and scope of this preventable disorder, and the personal and economic costs of FASD to our society.

For more information visit: <https://www.fasworld.com/>

# What is Fetal Alcohol Spectrum Disorder?

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- FASD is the range of effects that occur in a person whose mother drank alcohol during the pregnancy.
- Alcohol in utero is both a teratogen (causes birth defects) and the most potent common neurotoxin on the planet.
- FASD damage can occur in all areas of the brain
- The physical brain damage caused by alcohol is the worst effect of FASD and is almost always more serious than any common birth defect associated with FASD, but...
- We now know that FASD is a “whole body condition”

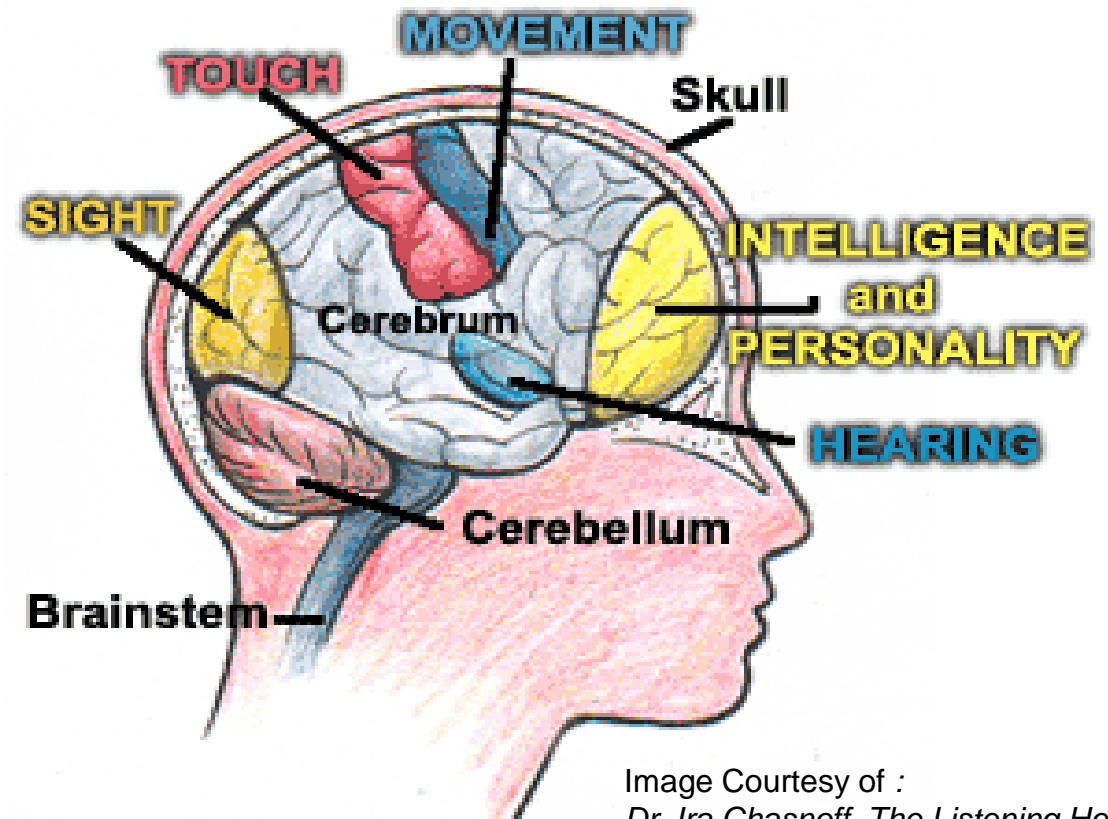


Image Courtesy of :  
Dr. Ira Chasnoff, The Listening Heart

# How is FASD Diagnosed:

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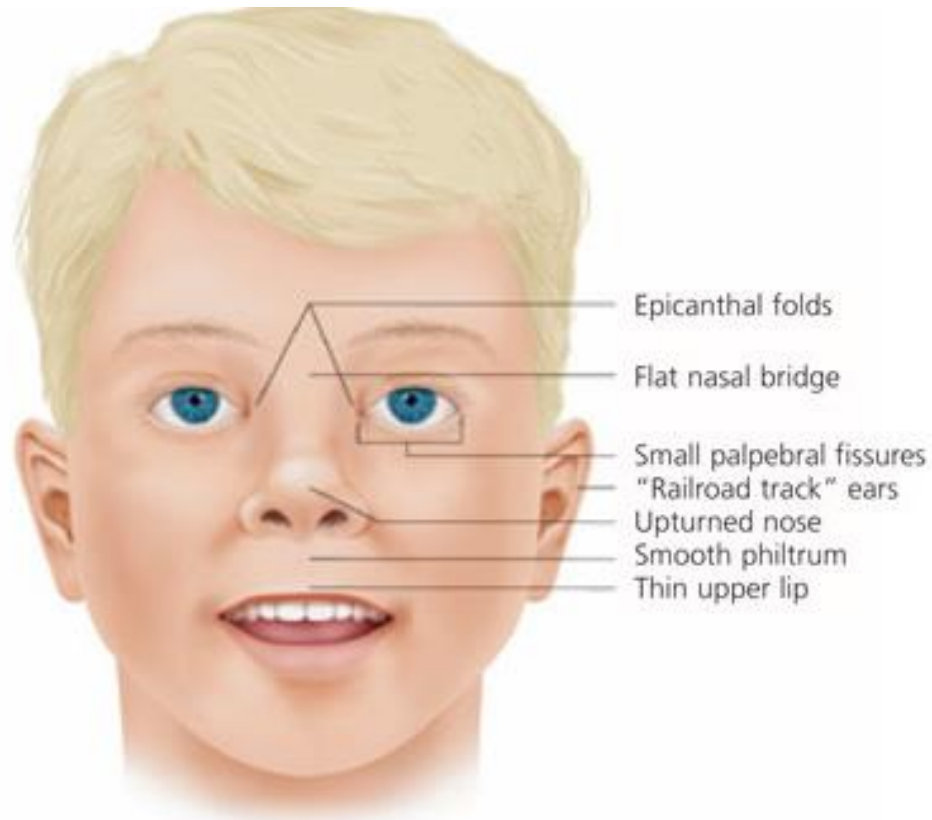


Image source: <https://www.aafp.org/>

## 2015 Canadian Guidelines for FASD Diagnosis

1. FASD with Sentinel Facial Features
  - 1-3 common facial signs of FASD
2. FASD without Sentinel Features
  - no facial clues, with neurodevelopmental disorders
  - often overlooked
3. At Risk for Neurodevelopmental Disorders Associated with Pre-natal Alcohol Exposure
  - Child is too young to complete a full diagnosis: This designation allows service providers to start neurobehavioral supports early while waiting for a diagnosis

# How common is FASD?

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- CANFASD Research - FASD occurs in up to 4% of all live births
- FASD is the most common birth defect and the largest cause of intellectual difficulties in N. America,
- Thousands of Canadians are living with FASD and most do not know they have it and are unrecognized for a variety of reasons
- Most people with FASD have another diagnosis – commonly ASD, ADHD/ADD, mental health disorders and many more disorders with less stigma
- Getting a diagnosis for FASD is an uphill battle right now – we are working hard to fix this problem



# Co-occurring Mental Illnesses (ABCs)

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- ADD/ADHD is often diagnosed
- (Reactive) Attachment Disorder (R-AD)
- Bi-Polar Disorder/Depression
- Conduct Disorder (CD)
- Oppositional Defiant Disorder (ODD)
- Obsessive Compulsive Disorder (OCD)
- Borderline Personality Disorder (BPD)

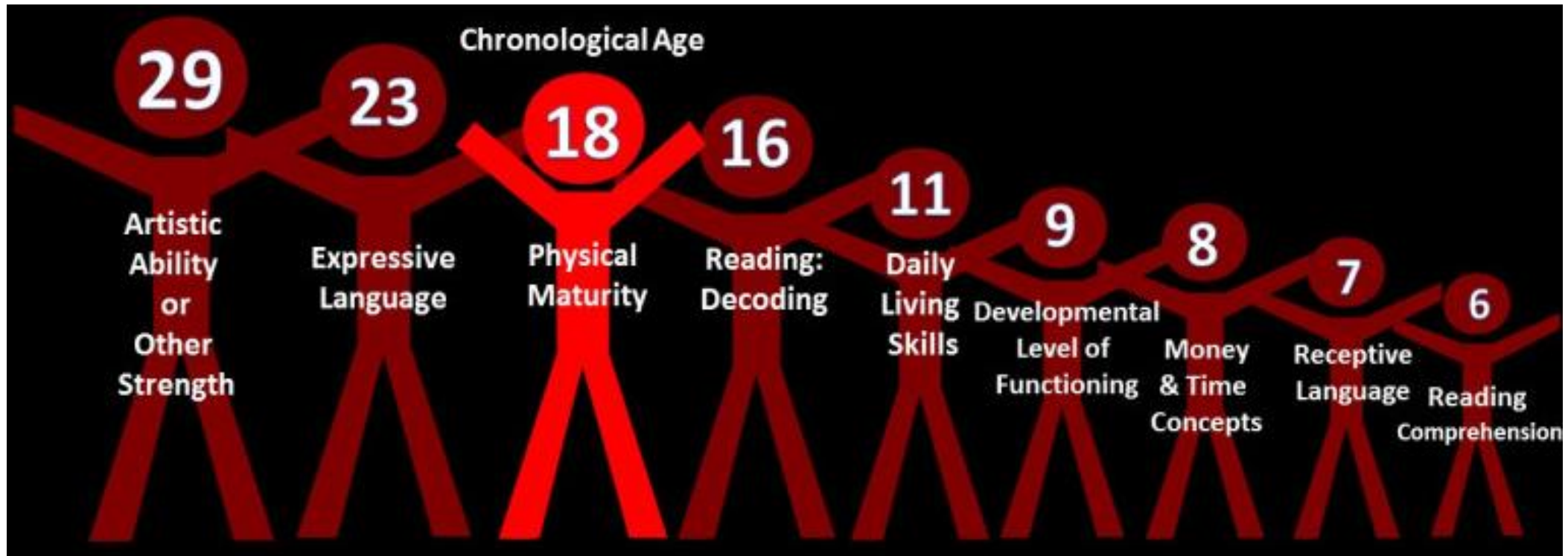
(Kathryn Page – 2002- Ctr. For Families, Children & Courts)



Image source: <https://www.thephuketnews.com/alphabet-soup-for-english-teachers-learners-45578.php>

# Chronological vs. Developmental Age

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Graphic created from information on the National Organization on Fetal Alcohol Syndrome website. Adapted from Diane Malbin from FASCETS and the research of Stressuth, Clarren, and others. Image source: [www.oursacredbreath.com](http://www.oursacredbreath.com)



Image source: <https://www.enviros.org/fasd-2/>

“Although FASD is not curable, it is highly supportable if supports start early in life and are not removed.

People with significant FASD brain damage will need to be interdependent with supporters for the rest of their lives” – Mary Cunningham, KWC FASD Consulting

# Children at Risk

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## Primary FASD behaviours ...

...are those that are caused by underlying damage to brain structure and function

## Secondary FASD behaviours...

...are defensive and develop over time in response to a non-supportive environment, where the individual suffers from a chronic inability to “fit in”

**\*Secondary Behaviours are now often referred to “Adverse Effects”**

Work to prevent, manage or prevent adverse effects.

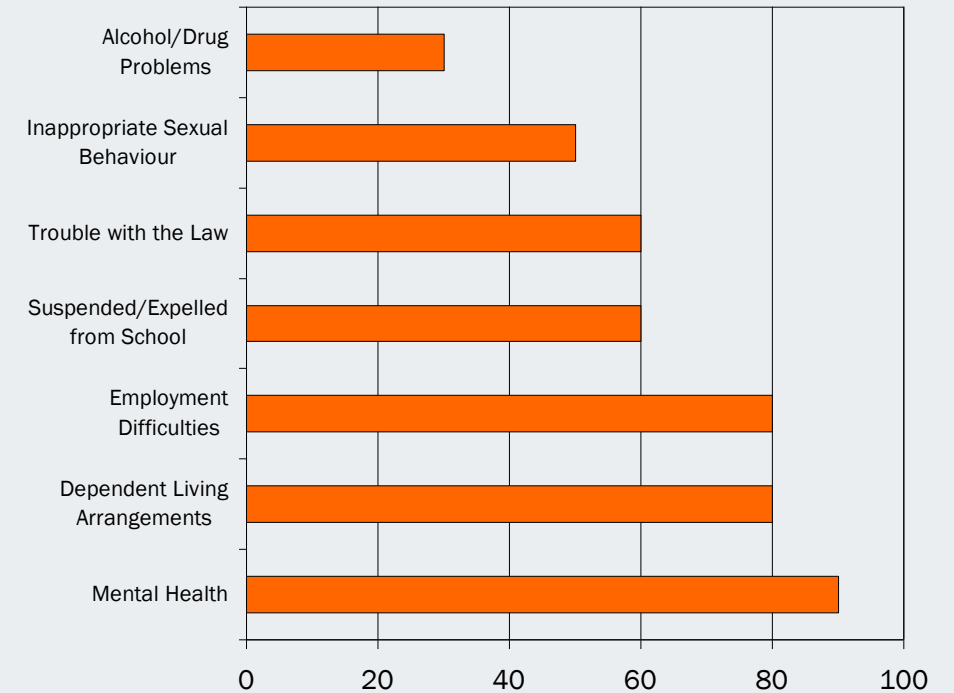


Source: Donna Debolt, FASD Consultant, Alberta

# Adverse Effects

- Inappropriate humour
- Class clown
- Isolated, few friends
- Pseudo-sophisticated-trying to pass as “OK”
- Irritability, resistance, fatigue, arguments
- Anxious, fearful
- Overwhelmed
- Poor self esteem
- Unrealistic goals
- Bullied, teased, picked on
- Fighting, outbursts
- School failure, expulsion
- Running away, avoidance
- Sexually ‘inappropriate’
- Addictions-alcohol, drugs
- Trouble with the law
- Depressed, suicidal
- Other mental health issues
- Co-occurring diagnoses

% of Adults with FASD  
with Secondary Effects



Source: 1996 – Washington State-Streissguth

# **ALARMS** - Behaviors Frequently Seen in Students with FASD

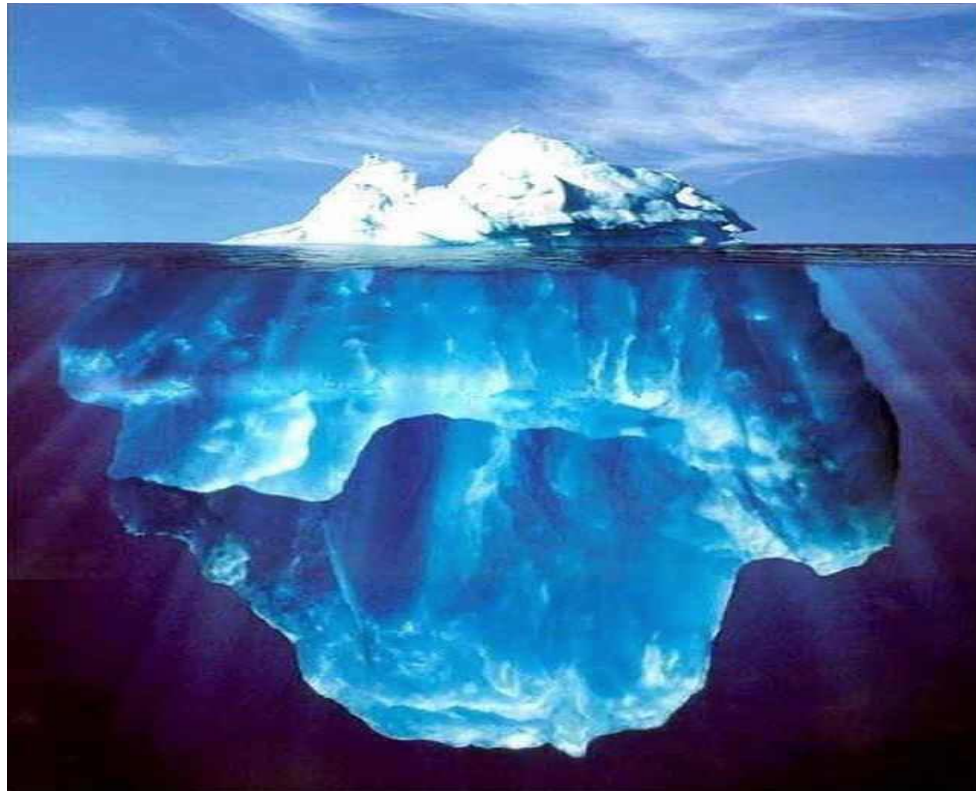
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<b>A</b>	<b>Adaptation:</b>	trouble getting stopped or started
<b>L</b>	<b>Language:</b>	great expressively, poor receptively
<b>A</b>	<b>Attention:</b>	ADD/ADHD is frequently diagnosed
<b>R</b>	<b>Reasoning:</b>	abstract concepts out of reach
<b>M</b>	<b>Memory:</b>	'sketchy, has gaps, don't learn from experience
<b>S</b>	<b>Sensory:</b>	Sensory Processing Disabilities (SPDs)



# Recognizing FASD

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Like an iceberg,  
most of FASD is hidden

Recognizing FASD is critical  
because students we miss will  
“fall through the cracks”

# Paradigm Shifts for Educators

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From seeing the child as...	To understanding the child as...
Won't	Can't
Bad, annoying	Frustrated, challenged
Lazy, unmotivated	Trying hard, tired of failing
Fussy	Oversensitive
Acting young, babied	Being younger
Trying to get attention	Needing contact, support
Inappropriate	Displaying behaviours of young child
Doesn't try	Exhausted or can't get started
Mean	Defensive, hurt
Doesn't care	Can't show feeling
Refuse to sit still	Overstimulated
Resisting	Doesn't "get it"
Trying to annoy me	Can't remember
Showing off	Needing contact, support

From personal feelings of...	To feeling of...
Hopelessness	Hope
Fear	Understanding
Chaos, confusion	Organization, comprehension
Power struggles	Working with
Isolation	Networking, collaboration

Professional shifts from...	To...
Stopping behaviors	Preventing problems
Behavior modification	Modelling, using visual cues
Changing people	Changing environments

Source: Diane V. Malbin <http://education.alberta.ca/media/414088/fasd2.pdf>





# Life with FASD

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HOW TO SUPPORT PEOPLE LIKE ME!



# Decrease Your Expectations



We are 10 Second Kids in a 1 Second World



# Change the Environment not the Behaviour





# We Need an Executive Assistant



Meet Me at My Stage, Not My Age

# FASD and the Education System

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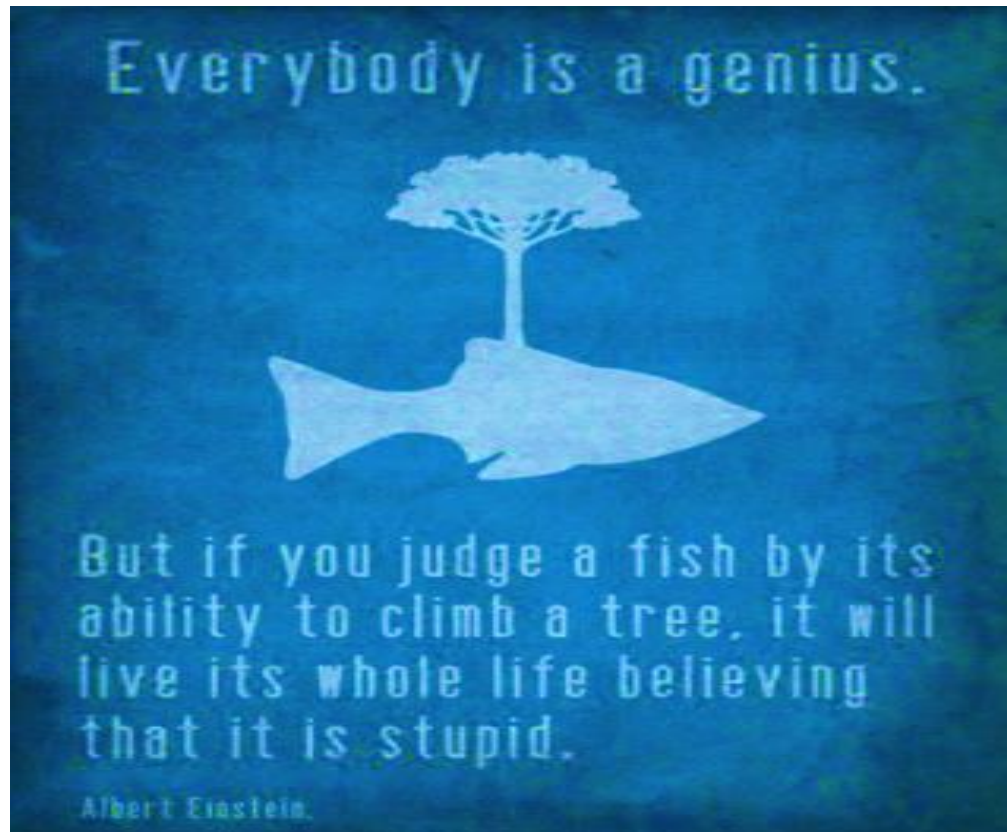


Image source: [www.relatably.com](http://www.relatably.com)

- You can't "fix" students with FASD but you can teach them to succeed in life in their ability areas
- They are ALL good at something
- Today's teachers already have the skills they need to be successful when dealing with brain damage; however, they need support to:
  - make the "paradigm shift"
  - recognize and understand students with FASD

# FASD Education Works when...

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- ALL staff involved in the program in ANY way have an excellent understanding of FASD
- Invisible students with FASD are recognized and acknowledged, even without diagnosis
- Staff “Think FASD First” and put environmental adaptations in place immediately
- Actual FASD diagnoses are made by trained multi-disciplinary teams

Information Courtesy of: © Mary Cunningham, KWC FASD Consulting

Image source: <https://www.teachhub.com/teaching-strategies-encourage-social-success>





# In Conclusion...

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**ALL PEOPLE WITH FASD  
HAVE INNATE STRENGTHS  
AND COMPETENCIES**  
...bringing gifts to their world





*Thank you for your attention and interest to understand, help  
and intervene in the lives of those living with FASD*

*Tracy & Dallas Veale*

# Key Findings from the Educational Assistant (EA) Survey

Prepared for the February 24<sup>th</sup>, 2020 SEAC meeting

Presented by:

Andrea Jones  
Simone Teremy  
Zoe Walters

# Background and Methods

## Background

- The purpose of this survey was to measure EA satisfaction and to gather feedback about their professional needs.



## Methods

- All EAs were invited via email to complete the survey.
- 469 emails were sent out with the survey link.



# Summary of Results

- 404 HCDSB EAs completed the survey (86% response rate).
  - 43% have worked as an EA for more than 10 years.





# Summary of Results

- 1** The majority of EAs were *satisfied* or *very satisfied* with the level of professional support/capacity building they receive from other staff, with the exception of Psychology Staff.



# Summary of Results

**2** EAs wanted more support/professional development in many areas, but here are the top three:

- **Mental wellness and well-being (60%)**
- **Special Needs specific information (58%)**
- **Personal stress management (46%)**

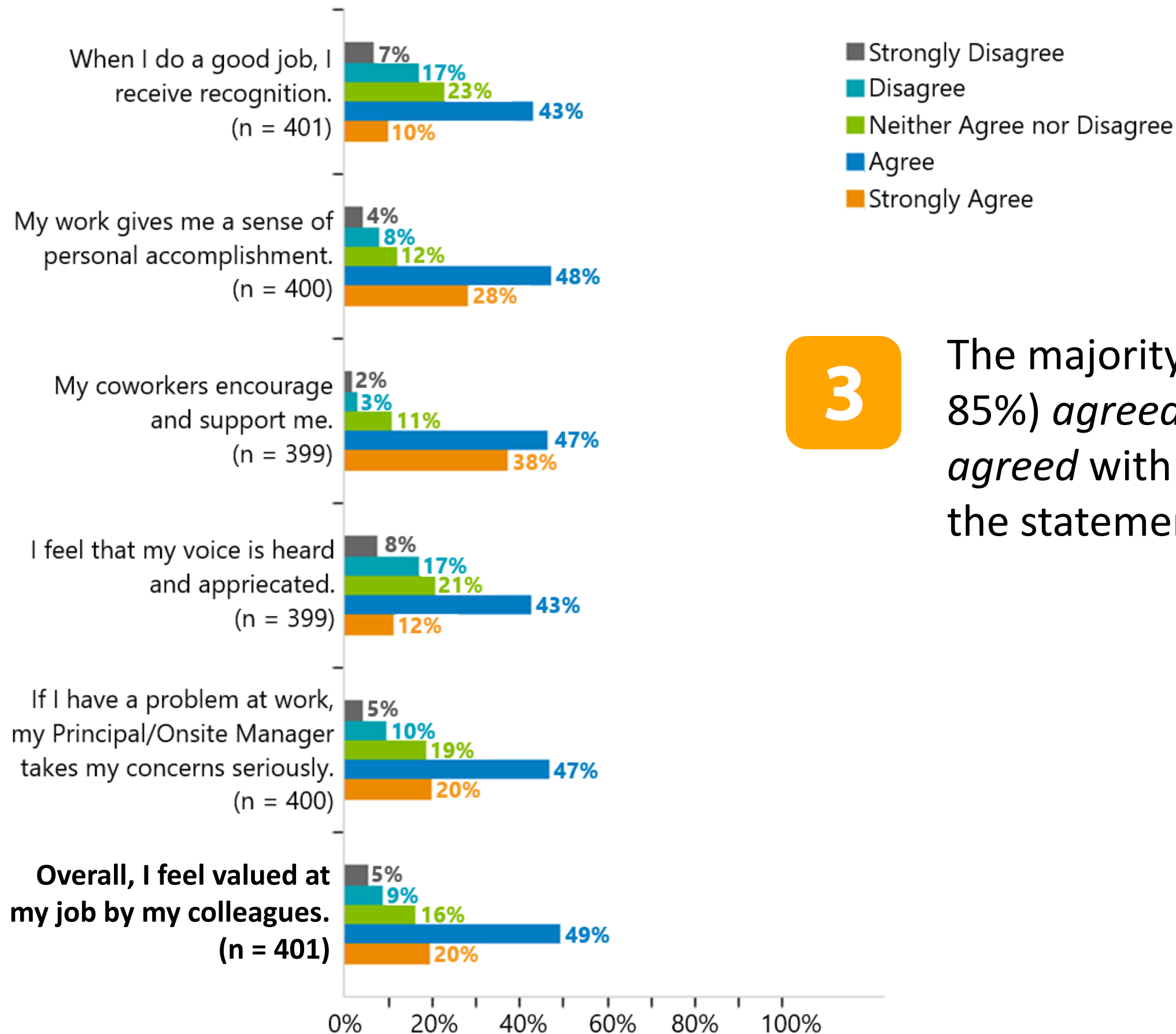


Psychological Services (70%)

Autism/ASD (67%)

Fetal Alcohol Syndrome Disorder (65%)

# Summary of Results



3

The majority of EAs (53-85%) *agreed or strongly agreed* with all of the statements.



# Summary of Results

- 148 respondents (37%) provided an additional comment. Three main themes emerged:

## Wages/Sick Days

(n = 46; 31% of all comments provided)

*“Being an EA, we work with children and are forever getting coughed, spit and sneezed on. It is out of our control if we end up getting sick and should not be called in if we are over our days.”*

*“I love my job. The only area where I feel undervalued is my wage. I am a professional; I have two university degrees, yet my salary is equivalent to the National poverty line. It is difficult to live on this wage alone...”*

# Summary of Results

## Feeling undervalued, not support, not respected

(n = 37; n = 25% of all comments provided)

*“More respect needs to be given and people need to understand and appreciate what is required of EA on a daily basis”*

*“Overall I feel that the role of the EA is neither respected nor supported at the school level... What we learn and know about the children and their behaviours is NEVER recognized.”*

# Summary of Results

## Feeling happy in their role

(n = 20; 14% of all comments provided)

*“...I find it very rewarding and fulfilling. Thank you HCDSB for helping to make my dream come true. I love my students and I just love my job.!!!”*

*“Being an EA is very rewarding. Watching our students thrive in the smallest of ways, makes everyday worthwhile!”*

# Implications and Future Plans

## **Implications**

- Most EAs described that they are satisfied and supported in their role.
- EAs have expressed a variety of professional development interests.
- The results are representative of HCDSB EAs.

## **Future Plans**

- Meet with administrators and EA teams to share the results
- Plan for 2020-2021 school year (i.e., PD initiatives, EA team-building)
- Keep all stakeholders informed throughout the process

Thank you for your attention

Questions?