



## **P020, Transportation of Students Policy Review: Phase 1**

**To:** Governance and Policy Committee

**Date:** 11 September, 2019

**Report No.:** 09-19-3709

### **Strategic Directions**

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

### **Recommendation**

It is recommended that the Work Plan for review of the Transportation of Students Policy (P020), as presented in this report, be approved.

### **Context**

The Transportation of Students Policy (P020) (“the Policy”) was adopted on December 16, 1998 and most recently revised on October 27, 2005.

The Policy is being reviewed in accordance with the Policy Review Schedule approved by the Board of Trustees on February 6, 2019 and the Policy Review Process. The current Transportation of Students Policy (Appendix A) is committed to the provision of safe and reliable transportation for resident students in accordance with the *Education Act*, section 21.

The information on the proposed content changes, recommended provisions, and implementation timeline for this Policy review are outlined in the Policy Review Work Plan (Appendix B).

As part of the Policy Review Work Plan development, staff completed a jurisdictional scan of similar policies from other school boards (Appendix C).

The Policy Review Work Plan is presented for the Committee's consideration and approval.

### **Action Plan and Associated Timeline**

Subject to the Governance and Policy Committee and Board directions, staff will implement the review of the Policy in accordance with the Policy Review Work Plan and will subsequently present the revised Policy to the Governance and Policy Committee for consideration and recommendation.

### **Resource Implications**

No additional resources will be required for the review of this Policy at this time.

### **Communications Considerations**

Not applicable at this time.

### **Board Policy and Procedure Reference(s)**

- Equity Policy (P037)
- Transportation of Students Procedure (PR504)
- Behaviour on Busses Procedure (PR557)

### **Appendices**

- Appendix A: Transportation of Students Policy (P020) - current
- Appendix B: Policy Review Work Plan
- Appendix C: Scan of Selected School Board Policies

### **From**

Carlene Jackson, Associate Director, Business Operations and Service Excellence at 416-397-3188 or [carlene.jackson@tdsb.on.ca](mailto:carlene.jackson@tdsb.on.ca)

Craig Snider, Executive Officer, Finance at 416-397-3188 or [craig.snider@tdsb.on.ca](mailto:craig.snider@tdsb.on.ca)

# Toronto District School Board

---

 Policy P020

Title:       **TRANSPORTATION OF STUDENTS**

Adopted:    December 16, 1998

Revised:    May 31, 2000, October 27, 2005

Review:

---

## 1.0 OBJECTIVE

To establish the criteria for the provision of student transportation and safety measures that will be taken

## 2.0 RESPONSIBILITY

Executive Superintendent, Business Services

## 3.0 POLICY

The Toronto District School Board is committed to the provision of safe and reliable transportation for resident students in accordance with the provisions of the *Education Act*, section 21. (2), and the administrative procedure section of this policy. The means of transportation for eligible students is by school bus, the provision of TTC tickets or by taxi.

### 3.1. Eligibility Criteria

#### (a) Distance

Transportation is provided to students who would otherwise be excused from attendance at a school because of distance as provided by the *Education Act*, section 21. (2), based on grade level as of September 1 of the school year.

(i) Junior Kindergarten to Grade 5: 1.6 km or more\*

(ii) Grades 6 to 8: 3.2 km or more\*

(iii) Grade 9 to OAC: 4.8 km or more\*+

\*Distance to be measured from closest public thoroughfare of the residence of the student to nearest public access to the school building.

+ TTC tickets may be available depending on financial need.

(b) Medical Condition

Transportation may be provided, regardless of distance, for students who have a medical condition or disability that severely limits walking.

(c) Program Considerations

Transportation is provided:

- (i) for students who are placed by an Identification, Placement and Review Committee to a Special Education program that is not located in their home school and who meet the distance criteria in section 3.1 (a);
- (ii) for students who are placed in a program by the Toronto District School Board which is not offered in their home school and who meet the distance criteria in section 3.1 (a);
- (iii) for students attending a French Immersion program not offered in their home school and who meet the distance criteria in section 3.1 (a);
- (iv) for students who, for program purposes as stated in the *Education Act*, Section 190. (1), are required to attend another school during the course of the school day and who meet the distance criteria in section 3.1 (a);
- (v) for students who require treatment at an approved treatment facility during the course of the school day;
- (vi) for elementary students who are placed in a holding school by the Toronto District School Board which is located farther than a closer school offering the same program and who meet the distance criteria for JK to Grade 5 in section 3.1 (a);
- (vii) for students attending a Native Language program not offered in their home school and who meet distance criteria in section 3.1 (a).

(d) Alternative Attendance

Transportation is not provided for students attending any school or special program at their request, even when distance is a factor.

3.2. Method of Transportation

- (a) Transportation is provided to eligible students in Junior Kindergarten to Grade 5 by contracted carrier services (bus or van) or Board bus.
  - (i) School-to-school transportation would be offered.

- (ii) Designated site-to-school transportation may be provided as a result of an Identification, Placement and Review Committee or for medical reasons.
- (iii) Special Education students in district-wide programs (formerly Metro-wide programs) will receive home-to-school transportation.
- (b) TTC tickets will be provided to eligible students from Grade 6 through to Grade 8 on parental /guardian request. Grade 6 students may be provided with bus transportation if the most direct TTC route requires more than one transfer. Students in Grades 9 to OAC may receive TTC tickets provided the distance and financial criteria are met.
- (c) Taxi service may be provided for eligible students in situations where it is warranted.

### 3.3. Summer School Transportation

Summer school transportation may be provided, either by school bus or TTC, for the following designated programs using the same eligibility criteria as stated in Section 3.1:

- (a) Ministry-funded Section 29 programs in treatment centres, hospitals, etc., that are an extension of the regular school year program.
- (b) Programs offered by the Toronto District School Board for Special Education students.
- (c) Students attending credit programs who are eligible for school bus transportation for medical reasons.

### 3.4. Appeal Process

Parents may appeal the decisions regarding transportation. All appeals will be made to the Transportation Department. Further appeal may be made in writing to the appropriate Supervisory Officer responsible for transportation who will forward it to the Appeal Committee.

### 3.5. Transportation Manual

A Transportation Manual will be developed to include procedures, guidelines and protocols for issues such as:

- Mandatory performance requirements
- Child care
- Staggered school hours
- Section 29 programs
- Cancellation of transportation

- Bus evacuation
- Empty seat procedures
- Accident reporting
- Safety
- Student conduct
- Medical conditions
- Consolidation of schools
- Glossary

3.6. Empty Seats

An procedure shall be established to provide a process for filling seats on school buses that are available after all eligible students have been accommodated.

**4.0 SPECIFIC DIRECTIVES**

The Director is authorized to issue operational procedures to implement this policy.

**5.0 REFERENCE DOCUMENTS**

Operational Procedure PR504, Transportation of Students

---

**POLICY REVIEW WORK PLAN**


---

Date: [September 11, 2019](#)

All policies will be reviewed to ensure consistency with the TDSB's Mission, Values and Goals Policy (P002), the Equity Policy (P037) and the Board's Multi-Year Strategic Plan.

**POLICY INFORMATION**Policy Title and Policy Number: [Transportation of Students Policy \(P020\)](#)Review during fiscal year: [2019/2020](#)Last reviewed: [October 27, 2005](#)Director's Council member responsible for this Policy review: [Associate Director, Business Operations and Service Excellence](#)**Phase I. PLANNING AND OBTAINING TRUSTEES' DIRECTIONS**

This Policy Review Work Plan has been discussed with the Policy Coordinator:

- Yes  
 No

This Policy Review Work Plan will be discussed at the Governance and Policy Committee meeting held on: [September 11, 2019](#)

**Phase II. REVISIONS****Formatting Changes**

The Policy will be reformatted to ensure alignment with the current Policy Template (Operational Procedure PR501, Policy Development and Management, Appendix A):

- Yes  
 No

**Content Changes**

The Policy requires content revisions:

- Yes  
 No

The content changes are due to the following reason(s):

- 
- Legislation
  - Government directives/policies
  - Board decisions
  - Multi-Year Strategic Plan requirements
  - Operational requirements
  - Simplify and/or update using plain language
  - Alignment with Equity Policy

Detailed information on the proposed content changes, including findings of the policy equity assessment:

As part of the Policy review the following provisions are proposed for consideration:

- As per the MYSP, consider expanding liaising with partner agencies on initiatives related to implementing “active, safe, and sustainable transportation programs” for a greater number of schools within the TDSB system. This includes supporting endeavours such as Board-wide Walk to School days; school biking initiatives (e.g., through installing bike racks); and working with community stakeholders to develop safety protocols for responding to student accidents and other transportation hazards.
- Consider provisions on maintaining a high level of communication between stakeholder groups (such as students, teachers, parents, community organizations, municipalities, transportation consortia, and co-terminus boards). This may include asking for stakeholder input on guidelines for bus-to-home communication, informed bus route decision-making, regional protocols for school bus cancellations, and maximum commute times.
- Consider provisions emphasizing a more community driven approach to active transport to school. The role of the neighborhood has the potential to influence safety perceptions, which could contribute to alleviating a major concern with regard to Active School Transportation (ATS).
- Consider provisions that ensure transportation of students is equitable (as per the TDSB Equity Policy and framework) and does not create barriers to entry to academic programs.
- Consider the Learning Opportunities Index (LOI) when drafting provisions related to equity of access and school busses.
- Consider French Immersion school bussing. Provision 3.1 C (iii) of the current Policy will need to be updated based on the Board’s direction of French Immersion bussing.
- Consider additional provisions on maintaining a high level of safety within school zones and school buses. This may include providing adequate crossing guards and secure and safe bike storage; work with municipalities to prioritize



infrastructure improvements; minimise the number of private vehicles near school grounds; and use pavement markings/signage to promote safety for pedestrians and cyclists.

- Consider installing cameras on school busses for safety and security, while ensuring protection of privacy is maintained in accordance with appropriate legislation.
- Consider expanding student tracking tools such as installing Radio Frequency Identification tags (RFID) on school busses.
- Consider ensuring all school busses are accessible as per AODA requirements.
- Consider implementing appropriate measures related to behaviour on school buses (e.g., monitoring and reporting inappropriate behaviour).
- Consider clarifying and outlining the appeal processes related to incidents on school busses.
- Consider provisions on requiring mandatory seat belts on school busses.
- Consider embedding provisions on courtesy seating and empty seats on school busses.
- Consider reevaluating eligibility requirements for school bussing (e.g., distance threshold, public transport options, and age/grade limitations).
- Consider improving and optimizing school bus service levels to minimize commute time for students.
- Consider bell time management to optimize school transport. Optimizing school transport may also lower economic and environmental costs associated with bussing.

A review of leading practices for similar policies across jurisdictions has been completed and is included with this Work Plan.

### **Phase III. INTERNAL REVIEWS AND SIGN-OFFS**

The Policy review will include TDSB divisions affected by the Policy:

- Business Operations and Service Excellence
- Equity, Well-Being and School Improvement
- Human Rights and Indigenous Education
- Learning and School Improvement
- School Operations and Service Excellence

In addition, the following departments will be required to sign-off on the proposed Draft Policy:

- Legal Services

- Governance and Board Services
- Government, Public and Community Relations

A sign-off from the Director of Education will be obtained before proceeding with external consultations and/or Committee/Board approval.

- Director of Education

#### Phase IV. EXTERNAL CONSULTATIONS

Are external consultations applicable to this Policy?

- Yes
- No (*Ministry of Education mandated policy or corporate policy without external stakeholders*)

Mandatory external consultations will include, at a minimum:

1. Posting of the working draft Policy on TDSB website for public feedback (45 days minimum): [60 Days](#)
2. Extending invitations for consultation to:

- Student Senate

and

all Community Advisory Committees of the Board and conducting consultations with the Community Advisory Committees that expressed interest (either individually with each interested committee or collectively with representatives of all interested committees): [January – March 2020](#)

- Alternative Schools Community Advisory Committee
- Black Student Achievement Community Advisory Committee
- Community Use of Schools Community Advisory Committee
- Early Years Community Advisory Committee
- Environmental Sustainability Community Advisory Committee
- Equity Policy Community Advisory Committee
- French-as-a-Second-Language Community Advisory Committee
- Inner City Community Advisory Committee
- LGBTQ2S Community Advisory Committee

- Parent Involvement Advisory Committee (PIAC)
- Special Education Advisory Committee (SEAC)
- Urban Indigenous Community Advisory Committee

In addition to mandatory consultations, other external participants and projected dates of consultation(s) include:

- School Councils
- Professional Associations and Unions
- Other: Toronto Student Transportation Group (TSTG)

The following methods will be applied in the external consultations:

- Public meeting
- Facilitated focus group
- Call for public delegations
- Expert panel discussion
- Survey
- Posting on the TDSB website
- Other:

#### **Phase V. COMMITTEE/BOARD APPROVALS**

Following external consultations and revisions, the working draft Policy will be presented to the Governance and Policy Committee on the following date: [April-May 2020](#)

Following recommendation by the Governance and Policy Committee, the revised Policy will be presented to the Board on the following date: [May-June 2020](#)

Once approved, the revised Policy will replace the existing policy on the TDSB website.

#### **Phase VI. IMPLEMENTATION**

Following Board approval, the final revised Policy will be communicated through:

- Posting of the revised Policy on the TDSB website through the Policy Coordinator
- Sharing with staff through the System Leaders' Bulletin
- Informing departments at staff meetings and channeling information to the school principals through respective superintendents

Implementation of a broad communication plan for internal and external audiences, include summary of policy revisions and expected outcomes

Policy implementation will include:

Conducting information/training sessions to TDSB staff affected by the Policy

The projected time period for conducting information/training sessions to staff will be: [June – August 2020](#)

Review of associated procedures or initiate development of new procedures: [June – August 2020](#)

[PR504 – Transportation of Students](#)

[PR557 – Behaviour on Buses Procedure](#)



## SCAN OF SELECTED SCHOOL BOARD POLICIES

### Transportation of Students Policy (P020)

#### Introduction<sup>1</sup>

The Toronto District School Board's (TDSB) Transportation of Students Policy (P020) was adopted on December 16, 1998 and last revised on October 27, 2005. It was written as a foundation policy to ensure for the safe and reliable transportation for eligible students in accordance with the provisions of the Education Act, section 21 (2) and 190. The Policy explicitly states that the means of transportation for eligible students can be through school bus, taxi, or through the provision of TTC tickets. The Policy is supported by the Transportation of Students Operational Procedure (PR504), which provides details about the eligibility criteria for student transportation and the different methods of transportation and was most recently revised on May 25, 2009 (Communication with the Policy Department).

#### *Operating Context*

Legislative framework 22 under the Education Act, notes that school boards are self-governing bodies entitled to establish their own transportation eligibility criteria and policies (Ombudsman, 2017). All Ontario school boards provide transportation services to eligible students, based on their own eligibility policies. Student transportation is delivered by several partners working together (Ministry of Education, 2017).

- The **Ministry of Education** provides annual funding to school boards for student transportation services
- The **Ministry of Transportation** is responsible for licensing and setting standards for the safe operation of school buses in Ontario through the Highway Traffic Act and its regulations.
- **School boards** are responsible for overall decisions on student transportation including policies and eligibility criteria. School boards form, oversee, fund and provide resources for transportation consortia.
- The **transportation consortia<sup>2</sup>** are responsible for administering policies, planning services, awarding and managing contracts with transportation providers and auditing their performance for contract compliance.

The Student Transportation Reform, which began in 2006, included the development of transportation consortia among coterminous school boards to

---

<sup>1</sup> Information was sourced through the TDSB Professional Library and online grey literature from key government and non-government agencies.

<sup>2</sup> [List of all Transportation Consortia\(s\)](#)

jointly manage and plan student transportation services. The consortium model, in which coterminous school boards work collaboratively, eliminates duplication and leverages economies of scale. To date [2017], there are 33 student transportation consortia that represent 71 of the 72 school boards in Ontario. Nearly all student transportation services are delivered by third-party companies, primarily school bus operators, under contract with school boards and consortia. (Ministry of Education, School Bus Support Branch, 2017, online)

- **School bus operators** have contracts with the consortia and provide safe vehicles and trained and licensed drivers according to requirements of legislation and subsequent contracts.

In September 2011, the TDSB and the Toronto Catholic District school board (TCDSB) formed the Toronto Student Transportation Group (TSTG). This transportation consortium was formed to efficiently plan, maintain, and coordinate the operations of school bus routes across the city (TDSB Revenue & Expenditure Trends: Financial Facts, 2019).

For the most part, all parties involved have their own operating policies and procedures respective of their functions. However, some school boards make the relationship with their transportation consortia more prominent than others.

## Part A: Policy Scan

A scan of twenty-three school boards in Ontario revealed that twenty-two of them had either a policy or procedure document related to student transportation. Please see Appendix A for a detailed list of the school boards and their respective consortium information, policy, procedure, and/or guideline.

The section below summarizes information gathered from scan of the twenty-three school boards and focuses on the following areas:

- Eligibility criteria
- Bell time management
- Empty / courtesy seating
- French Immersion
- Accommodation for students with Special Education Needs and/or medical conditions
- Student Safety
- Summer School

### ***Eligibility criteria***

At the TDSB, the eligibility criteria for JK to Grade 5 students is at least 1.6km, Grade 6 to Grade 8 students, it is at least 3.2km and for Grade 9 to Grade 12 students, it is at least 4.8km. In comparison, the eligibility criteria varied across all school boards and between elementary and secondary panels. The distance ranged from 0.75 to 3.8 kilometres. The walking distance to designated bus stop also varied by school board and between panels. All boards have an appeal process set up where parents whose child(ren) are ineligible can file an application; in most cases, the appeal is directly with the consortium. Please see Appendix B for a comparison of eligibility criteria.

### ***Bell time management***

Some school boards mentioned bell times within their policy documents. For others, bell times were referred to in associated consortiums policies. Some school boards such as Hamilton-Wentworth and Hamilton Catholic work in collaboration with their consortiums to set appropriate bell times. One school board, Ottawa Carleton, specifically included a provision in their transportation policy giving their consortium, the Ottawa Student Transportation Authority the power to independently make bell time adjustments of 10 mins or less. Overall, starting bell times are no earlier than 8:00am to 8:30am and ending bell times for elementary schools range from 2:20pm to 3:30pm. While for secondary students, it ranges between 3:30pm to 4:15pm.

***Empty/courtesy seating***

Almost all school boards, whether directly in their policy documents or through their consortiums mention procedures for providing empty seats or courtesy seating for students who otherwise are ineligible for transportation. One school board, Waterloo Catholic, specifically mention not providing any courtesy seating irrespective of circumstances in their policy. The terms “empty seating” or “courtesy seating” is used interchangeably referring to seats that remain available on busses after all eligible students have been accommodated. Policies noted: providing courtesy seating must not set any precedents or take away from bussing privileges of eligible students; it should not increase operational costs or alter any existing bus routes; no new bus stops or routes will be created; and, parents must apply for courtesy seating annually and either the school principal or consortium will review and approve requests based on a set of criteria, such as: medical conditions, age of student (youngest given priority), traffic or environmental concerns, whether or not there is a sibling attending the same school, distance from the designated school and social circumstances. Overall, school boards clearly state in their policy that courtesy seating may be revoked at any time in the event of overcrowding or student misconduct.

***French Immersion***

Not all school boards included provisions in their policy documents regarding bussing for French Immersion students, but for twelve school boards (within the scan), French Immersion is considered a specialized program and students who enroll in French Immersion are eligible for student transportation even if they live outside the boundary of their school. Specific examples include:

- Hamilton-Wentworth, mention in their procedure document that Grade 1 to 6 students will have ‘black and yellow buses’ with community stops; Grade 7 to 8 will have to use the transit, the Hamilton Street Railway (HSR), unless there is an existing bus route available. In the event that a student will need more than 60 minutes to arrive to school using HSR busses, alternate transportation will be provided.
- In the event of extenuating circumstances, TCDSB mentioned that student can qualify to receive TTC tickets.

***Accommodation for students with Special Education Needs or a medical condition***

All schools boards, either directly through their policy documents or through their consortium relay their commitment to accommodating students with special needs (including physical and mental disabilities) or those with medical conditions. They accomplish this by accommodating these students in school buses or otherwise provide alternate buses and safety seats. Some boards (e.g., London District Catholic) specifically mention that their bus drivers are CPR trained, but will not provide any medical care. London Catholic goes further to note that any special equipment that the student requires during their transportation to and from school is



the sole responsibility of the parents. In most cases, to be eligible for alternate transportation, a note from a medical practitioner explaining the condition and travel restrictions is required.

### ***Student Safety***

#### ***Cameras on buses***

As a measure to further enhance safety, some school boards have installed cameras on school buses through their consortiums (including Student Transportation Service Consortium of Grey Bruce –STSCGB, Wellington-Dufferin Student Transportation Services – STWDSTS, Halton Student Transportation Services – HSTS, Nipissing-Parry Sound Student Transportation Services – NPSSTS; Student Transportation of Peel Region – STOPR; Southwestern Ontario Student Transportation Services - STS). In accordance with Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), surveillance tapes will only be made available to authorized agents such as the bus driver, a representative of the consortium, the school principal or manager of transportation. There is a retention period of one year after which all tapes are deleted.

#### ***Behaviour on buses***

In the event of a student behaviour incident on the bus, all school boards require that the bus driver complete an incident report and notify the school principal. The school principal can request to see the tape of the incident (if cameras are on the school bus), through their consortium and will interview the student(s) and notify the parents. The appropriate discipline is up to the principal's discretion. If multiple incidents occur, the principal can suspend the student from school or suspend their bussing privileges for a period of time. The consortium will be informed of this and relay the message to the bus driver. If the misconduct is further repeated, then the school principal may suspend bussing privileges for the entire remainder of the year. Parents wishing to appeal this decision can speak to their principal. No information pertaining to behaviour management training provided to drivers for handling misconduct on buses was available in any consortium policy/procedure documents.

#### **Summer School Transportation**

Only one school board, Waterloo Region, mentioned in their procedure document that they may provide transportation to student attending summer program in accordance with procedures established by their consortium, Student Transportation Services of Waterloo Region – STSWR Inc. The consortium does not have a procedure document established, but provides pick up and drop off times for a few elementary schools as well as the bus routes for a few secondary school offering summer programs.

#### **Additional Comments**

Procedures for handling missing students or accidents are mentioned in either board policy documents or consortium documents. However, there is no specific mention of any student

tracking methods used. There was also no mention of how bus routes are established, mapped or reviewed. Lastly, there was little detail on communication roles and responsibilities within student transportation policy documents. In general, the communication practices that were noted in policies included, contact between bus driver and Principal if a behaviour concern occurred and communications with school board Communications Department for road/weather related instances.

## Part B: Literature Summary

The transportation of students to school is a complex process to say the least. Considerations and anecdotal examples from literature provide policy writers with material to reflect upon within their own school board context. Information has been grouped into the themes noted below.

- Active Transport to School (ATS) /Active School Transportation (AST)
- Equity and Well being
- Student Safety and Behaviour Management
- Optimization Models and Bell Times
- Technology and Route Mapping

### Active Transport to School (ATS) /Active School Transportation (AST)

The TDSB's Multi-Year Strategic Plan (MYSP) states that in order to advance student well-being and mental health, the TDSB should continue to liaise with partner agencies on activities and initiatives related to implementing a plan for "active, safe, and sustainable transportation programs" for a greater number of schools within the TDSB system. This includes supporting endeavours such as Board-wide Walk to School days; school biking initiatives (e.g. through installing bike racks); and working with community stakeholders to develop safety protocols for responding to student accidents and other transportation hazards (Communication from the Policy Department).

There is ample literature supporting ATS and detailing policy considerations. Ross, Rodríguez, and Searle (2017) show the relationship between the physical, safety and socio cultural environment and their role in influencing active transport to school. Distance continues to be the main factor impeding ATS; however, also included are concerns around the built environment such as, how many busy streets there are, are there traffic lights/crossing guards. In terms of sociocultural factors, parents that walked to schools as children are more likely to have their children walk, boys were more likely to bike to school, and children's perceived norms of other kids walking and biking were significantly and positively related to ATS. Overall, safety had the most significant and powerful role on the decision to use various modes of transportation to school.

A second group of researchers, Rothman, Macpherson, Ross, and Buliung (2018), reviewed reasons for the decline in ATS in North America. The group cites distance to and from school as

the most strongly associated factor influencing ATS. While child's age, gender (males), lower parental education and socioeconomic status (access to a vehicle), positive attitudes towards AST, and non-caucasian self-reported racial identity had moderate positive associations with AST (2018).

Similarly, the Vermont department of Health (2017) found that the likelihood of students walking and biking to school is greatly influenced by travel distance, parental perceptions of safety, and parental commuting schedules. Lastly, consistent with other studies, the distance between home and school is found to be the most significant *individual-level* factor by far influencing ATS (Easton & Ferrari, 2015).

Outside of the school board, community agencies are working towards increasing ATS among students. A group working with the TDSB, Ontario Active School Travel, affirms

The presence of social and environmental diversity across and within school boards calls for local solutions to school travel challenges. More attention must be given to the issue of distance, given its strong negative association with [ATS] and the trend toward school closures and more choice with respect to attending non-neighbourhood schools. Socioeconomic status, racial diversity, and disability should also be considered, as they have (to varying degrees) been neglected in school travel research and policy. [...] Children's attitudes toward school travel and not just adults' should be considered when designing policy and interventions. (Ontario Active School Travel, online)

### Equity and Wellbeing

Transportation planning decisions often have significant equity impacts. Research from the Urban Institute discusses the importance of student equity and wellbeing in relation to student transportation policy planning. The group notes "Student transportation may affect a student's health and well-being. Issues of safety and health while traveling to school can have an impact on a student's attendance and her overall academic performance. Finally, student transportation can have a substantial effect on the quality of a student's education and the composition of her peer group. Transportation options can enable students to attend higher-quality schools that might have been previously inaccessible, and they can allow for participation in enriching before- and after-school activities" (2017, p. v).

In the article *Does Pupil Transportation Close the School Quality Gap?* Cordes and Schwartz (2019) suggest that pupil transportation plays an important role in allowing students to attend a choice school, rather than their zoned school, and to attend a better school.

The two explain (within a New York City context),

students who attended a choice school (i.e., a traditional public school other than their zoned school) are more likely to use pupil transportation and to attend higher-quality schools. Further, among students attending choice schools, those who use transportation attend significantly better schools than

students attending nearby choice schools, with bus riders seeing the largest gains. This disparity is particularly pronounced for black and Hispanic bus riders, who attend significantly better schools than their same-race peers who attend their zoned school and are significantly more likely to attend better schools than their same-race peers who attend choice schools but do not use transportation. (p. 2)

Cornall (2018) comments on similar patterns (within the United States context) noting that “transportation is indeed a barrier to choice.’ [...] low-income students generally have farther to go and less capacity to get there. Some refer to this phenomenon as the “geographic opportunity gap” (online).

Although writing for municipal stakeholders, the Victoria Transport Policy Institute suggests a framework for evaluating transportation equity. It defines various types of equity and equity impacts, and describes practical ways to incorporate equity evaluation and objectives in transport planning (Litman, 2019). A key message from Litman’s report is

How equity is defined and measured can significantly affect analysis results. It is important that people involved in transport planning understand these issues. There is no single way to evaluate transport equity; it is generally best to consider various perspectives and impacts. A planning process should reflect each community’s concerns and priorities, so public involvement is important for equity analysis. (2019, p.3)

### **Special Education Needs Transportation**

Generally speaking, all school boards attempt to provide accommodation to students with Special Education Needs or varying medical abilities. Carey (2019) notes that meeting the transportation needs of special education needs students sometimes can be challenging for school boards. The author investigates an ‘alternative student transportation model’ – noting that the traditional school bus service is replaced or supplemented by a plan using smaller-capacity vehicles such as vans. “Moving away from the ‘bus as the only vehicle’ model provides districts with benefits in terms of finances and flexibility” (p.19).

Carey further elaborates on mandatory requirements for safety, performance, operational visibility, and control when school boards consider alternatives to the ‘yellow school bus’. “There should be no compromise in the following areas: certifications, insurance, and background checks; ongoing drug and alcohol testing programs (not just pre-employment); district-specific training; compliance with all state, local, and district requirements; and same driver every day” (2019, p. 20).

### **Student Safety and Behaviour Management**

As a significant percentage of students ride busses to school, safety concerns should be top of mind for school boards. The 2019 Ontario Student Trustee Association Vision for Education addresses safety concerns of secondary students. The group notes that “Safety training is a

critical proactive measure to ensure Ontario’s students are protected and safe while being transported to and from school” (2019, p.21). The group recommends “that the Government of Ontario make school bus safety training a mandatory requirement for all consortia’s to implement and that the Government increase the School Bus Rider Safety Amount within the Student Transportation Grant if necessary to allow for this” (p.21).

Looking more specifically at behaviour and safety, King, Kennedy, and Powelson, (2019), write about behavior management interventions for school buses. They note that inappropriate behavior on school buses is a safety issue that concerns students, parents, and educators. “There is potential for traffic-related injury, and the limited adult supervision on school buses often facilitates bullying and other infractions” (p.101). The researchers conducted a systematic review to identify studies involving the implementation of behavioral interventions designed to improve student behaviors aboard school buses. The group recommends driver implemented behaviour management packages – meaning the following:

- Integrate school bus interventions into existing schoolwide practices.
- Establish and evaluate data-based goals. Successful initiatives involve supporting the need for change and documenting outcome.
- Provide intervention overview. Once goals are established, bus drivers should receive an overview of any steps involved in developing the intervention.
- Training and implementation. Staff will require effective behavior management training. (p.119)

Lacey (2014) interviewed Kathy Furneaux, executive director of the nonprofit Pupil Transportation Safety Institute. She comments that school boards can invest years of training in drivers who make the job a career. In the United States, drivers are often unsure on how to proceed in a violent or gang related incident. She further comments that cameras on buses are a safety necessity today.

A driver concentrating on the road may hear some sort of minor disturbance, like bullying, and not be able to identify the students involved,” she says. “Having a record [on video] of what happened allows the district to take action on the right students.” A manager, who has spent a lot of time training a driver won’t want to believe the driver drove unsafely, and a parent may not want to believe their child is a bus bully, says Furneaux. “Video only shows what actually happens,” she says. (p. 33)

### Optimization Models and Bell Times

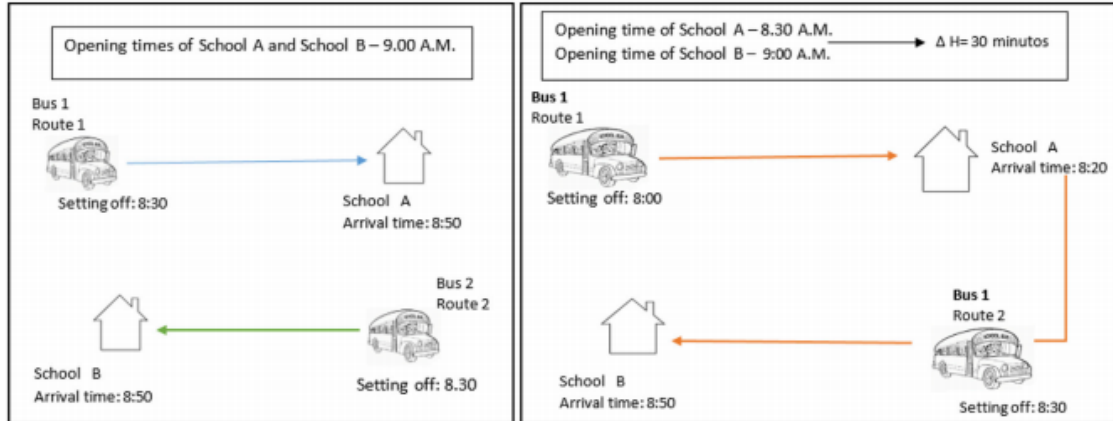
Within the literature, many papers are available describing research aimed at optimising school transport. In their research, Ezquerro Eguizabal, et al. (2017) explore the varied models and algorithm differences over the years:

Spada et al. (2005) proposed a modelling approach focused on optimizing the bus service level and aims to minimize the children's time losses on the bus and at school before class starts. Another viewpoint is to minimize the economic cost, as in Thangiah et al. (2008) who presented heuristics to solve school routing problems that could lead to cost savings for governments. In Schittekat et al. (2013) the objective function is to minimize the total distance travelled by all buses, and by doing so, they had to determine (1) the stops to be covered; (2) which stop each student should use; and (3) the routes covering the selected stops. (Ezquerro Eguizabal, et al., 2017, p. 2)

[...] Desrosiers et al. (1986) added a maximum time constraint on each student's journey and/or time window, for their arrival at school. Fügenschuh (2009) considered the problem of programming the school bus by enabling the school opening times to be adapted to student transfer during the journey based on VRPTW, yet considered the routes to be basic input data. Ibeas et al. (2009) proposed the possibility of changing school entry and exit times, whereby the routes of each school in this case were input data, enabling a single bus serve multiple schools. On the other hand, Kim et al. (2012) proposed a school bus scheduling problem where a bus can serve multiple trips for multiple schools but the school time window is fixed. Furthermore, Li and Fu (2002) presented an approach with multiple objectives where the number of buses, bus journey time and students' journey times were minimised. (Ezquerro Eguizabal, et al., 2017, p. 2)

Building on previous scholars' work, Ezquerro Eguizabal, et al., (2017) propose a multi-objective optimisation model. Figure 1 outlines the objective function of the model. "The objective function is one of multi-objective optimization where 2 objectives are simultaneously minimized, i.e. operational costs and average time of routes" (p.2).

Figure 1: Multi-objective Optimization



Source: Ezquerro Eguizabal, et al., 2017, p.2

The group outlines their methodology in three phases.

- First phase, the routing problem per school is solved. Variables are the number of routes serving each school and maximum journey time allowed for them.
- Second phase, an optimisation model is used to solve the route combination problem; various routes are created for the same bus within the necessary time window, thereby providing multiple alternatives for the planning problem.
- Third phase, a pre-analysis is performed on all the alternatives obtained to find out which could minimise the objective function, and are, therefore, solutions to the model. (Ezquerro Eguizabal, et al., 2017, p.2)

Their methodology resolves two problems: (a) The route problem of each school, resolved using School Bus Routing Problem (SBRP); and (b) the vehicle planning problem<sup>3</sup>.

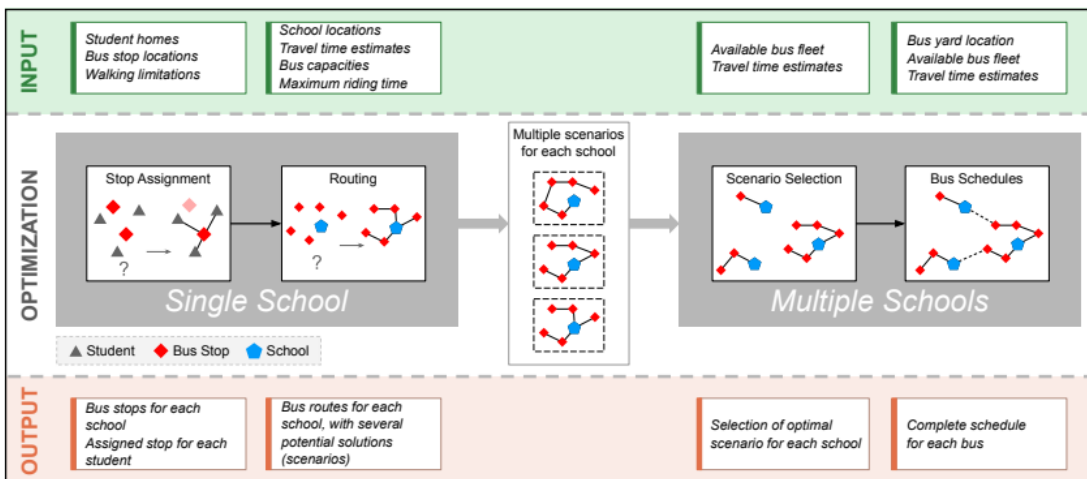
A second group, Bertsimas, Delarue, and Martin (2019) presents a new model for the School Time Selection Problem (STSP), optimizing school bell times and school bus routes. The scholars “first developed a new school bus routing algorithm called BiRD (Bi-objective Routing Decomposition) which bridges the gap between standard sub-problems to find better solutions. [They] then proposed a mathematical formulation of the STSP, a multi-objective approach that can model any number of community objectives as well as transportation costs using BiRD” (p.2).

<sup>3</sup> To resolve the vehicle planning problem, a program was created in Python to enable application of this methodology to any generic case.

Figure 2 outlines the BiRD algorithm.

On the left, the single-school problem can be divided into the two sub-problems of stop assignment and single-school routing; on the right, the multi-school problem can be divided into the two sub-problems of scenario selection and bus scheduling. The generation of not one, but several routing scenarios for each school, and the subsequent joint selection of a single scenario for each school, bridge the divide between the single-school and multi-school problems. (Bertsimas, Delarue, and Martin, 2019, p.4)

Figure 2: Overview of BiRD Algorithm



Source: Bertsimas, Delarue, and Martin, 2019, p.4

The second component of the optimization model is to assign students to stops. The group uses an integer optimization formulation of the assignment problem, with maximum walking distance constraints.

[They] minimize the overall number of stops because (i) it simplifies bus trips and (ii) the minimum pickup time at a stop is typically high, even if the stop has few students. [...] [They] then use an insertion-based algorithm to connect sequences of stops into feasible bus trips. [They] use integer optimization to combine these feasible trips with a minimum number of buses, with a set cover formulation reminiscent of crew scheduling problems. [Their] method has the flexibility to handle practical modifications in the routing problem, from vehicles with different capacities to student-bus compatibility restrictions (e.g. students in a wheelchair need a bus with a special ramp/lift). In principle, the modularity of the overall algorithm means that the single-school routing algorithm can be replaced with any state-of-the-art vehicle routing method. [They] use the single-school routing method to generate not one, but several varied optimized routing scenarios for each school, in order to select the best one for the system. (Bertsimas, Delarue, and Martin, 2019, p.5)



### Technology and Route Mapping

The literature did provide less complex examples of school boards transportation planning experiences. In Boston, an MIT supercomputer remapped bus routes. The district trimmed its fleet by 50 vehicles, saved approximately \$4 million and cut carbon dioxide emissions (Nidal, 2018).

Crist (2015) comments that a solution to the routing conundrum lies in GPS technology. Administrators and transportation managers can create a route to measure actual performance on the road, including logistical issues, such as real-time tracking of locations, and safety concerns, like whether the driver is following the speed limit.

### Additional Notes

In 2017, the Ministry of Education released a discussion paper to the public on student transportation reform. It asked the public to comment on four areas:

- Responsiveness (focuses on service levels): Are all of the students who are being transported receiving the service they need to achieve excellence?
- Equity (focuses on accessibility): Are transportation services accessible to all those students who require them to be successful?
- Safety and well-being (focuses on environments conducive to physical and psychological safety): Are the transportation services conducive to student safety and well-being?
- Accountability (focuses on quality assurance): Are services being provided in an efficient and effective manner, and producing the desired outcomes?

\*To date (August 2017), the findings or subsequent next steps to the discussion paper have not been released to the public.

## Part C: Policy Considerations

The literature and subsequent commentary presents considerations for student transportation policy planning. Further summarized below are specific recommendations from researchers and government-level reports to reflect on during the review process.

### 1. Maintain a high level of communication between stakeholder groups (such as municipalities, transportation consortia, co-terminus boards)

The 2017 Ontario Ombudsman report *The Route of the Problem* outlined multiple recommendations for the TDSB and TCDSB to consider. Many of those have been addressed. However a key theme throughout the report as well as the Ontario Public School Board Association's (OPSBA) response to the report deals with communication.

Considering communication and recommendation 5<sup>4</sup> from the Ombudsman report, TDSB should consider coordinating the review of the Toronto Student Transportation Group (TSTG) operational manual with the review of any relevant TDSB student transportation policies and procedures.

### 2. Consider a more community driven approach to active transport to school.

The role of the neighborhood has the potential to influence safety perceptions, which could contribute to alleviating a major concern with regard to ATS. Programming efforts have generally focused on modifying existing conditions in and around schools, such as the attitudes of students and staff or the built environment around school sites. A more community-driven approach may have powerful and lasting benefits for students and community members (Ross, Rodríguez, & Searle, 2017).

### 3. Maintain a high level of safety within school zones and school buses

#### ***School Zones:***

The Vermont Department of Health conducted a mixed-method scoping exercise to begin examining and prioritizing potential health outcomes associated with a comprehensive transportation policy. Their final report included multiple recommendations. Within the recommendation, additional considerations that might impact ATS include: provide adequate crossing guards and secure and safe bike storage; work with municipalities to prioritize

---

<sup>4</sup> The Toronto Student Transportation Group should review its transportation operation manual to ensure that the responsibilities of all stakeholders are clearly established. The revised manual should delineate clear responsibilities and processes for communicating transportation information. The manual should be made publicly available on its website and those of the Toronto District and Toronto Catholic District school boards.

Prepared by Research and Development, August 2019

R02(PolicyReviewandDevelopment\P020Transportation\Report)apra.1485

infrastructure improvements; minimise the number of private vehicles near school grounds; and use pavement markings/signage to promote safety for pedestrians and cyclists.

***School Busses:***

Ontario Student Trustee Association (OSTA-AECO) examined results from multiple student, parent, and educator surveys to build a student education vision document. This vision document includes 35 recommendations – some touching on student transportation.

The OSTA-AECO recommends that the Government engage collaboratively with school boards to establish consistent, province-wide standards for the average & maximum age of school buses and processes for school bus inspections.

Secondly, the OSTA-AECO recommends that the Government of Ontario make school bus safety training a mandatory requirement for all consortia's to implement and that the Government increase the School Bus Rider Safety Amount within the Student Transportation Grant if necessary to allow for this.

**4. Include student voice in the student transportation policy discussion.**

OSTA-AECO recommends that the Government of Ontario work with school boards to establish a Student Transportation Standard, outlining guidelines for bus-to-home communication, informed bus route decision-making, regional protocols for school bus cancellations, and maximum commute times which all take into account local, unique geographic realities.

Similarly, Rothman, et al., (2018) note that voices of children are missing from the discussion surrounding school transportation and ATS. They suggest including student voice in the policy dialogue as an important step.

**5. Further examination of route planning and eligibility requirements should be considered.**

No literature could be sourced which debated the use of indices (such as the Learning Opportunity Index) for determining student transportation eligibility and/or route planning. However, as student transportation to school is a complex issue, further examination on the distribution of impacts between different groups should be considered<sup>5</sup>.

---

<sup>5</sup> Although not in the scope of this scan, there is a large body of research which writes about approaches for equity analysis.

## References

- Bertsimas, D., Delarue, A., Martin, S. (2019). From School Buses to Start Times: Driving Policy with Optimization. Retrieved <https://adelarue.github.io/files/school-buses-to-bell-times.pdf>
- Carey, M. (2019). Alternative Student Transportation: Reducing Costs and Improving Quality of Service: Alternative student transportation can help districts address the myriad requirements of special needs transportation. *School Business Affairs*, 85(2), 18–20.
- Cordes, S. A., Schwartz, A. E. (2019). *Does Pupil Transportation Close the School Quality Gap? Evidence from New York City. Research Report. Updated.* Urban Institute.
- Cornwall, G. (2018). How lack of access to transportation segregates schools. *Forbes*, May 1, 2018. Retrieved <https://www.forbes.com/sites/gailcornwall/2018/05/01/why-tech-is-prepping-to-overhaul-school-transportation/#66cff56e588a>
- Crist, C. (2015). The business of bus routing. *District Administration*, 51(9), 63–66.
- Dube, P. (2017). Ontario Ombudsman - *The route of the problem.* Retrieved <https://www.ombudsman.on.ca/Files/sitemedia/Documents/Resources/Reports/SORT/BusingFinal-wCovers-EN.pdf>
- Easton, S., & Ferrari, E. (2015). Children's travel to school—the interaction of individual, neighbourhood and school factors. *Transport Policy*, 44, 9-18.
- Ezquerro Eguizabal, S., et al. (2017). Optimization model for school transportation design based on economic and social efficiency, *Transport Policy*
- King, S. Sak. ed., Kennedy, K., & Powelson, A. (2019). Behavior management interventions for school buses: a systematic review. *Education & Treatment of Children*, 42(1), 101–128.
- Lacey, K. (2014). The business of: transportation. *District Administration*, 50(7), 31–34
- Litman, T. (2019). *Evaluating Transportation Equity Guidance For Incorporating Distributional Impacts in Transportation Planning.* Retrieved <https://vtppi.org/equity.pdf>
- Nadel, B. (2018). Better directions: districts save money when they plan more efficient bus routes. *District Administration*, 54(5), 40–43.
- Ontario Active School Travel.(2019). Retrieved <http://ontarioactiveschooltravel.ca/>
- Ontario Ministry of Education. (2017). Discussion paper on a new vision for student transportation in Ontario. Retrieved <https://files.ontario.ca/student-transportation-en.pdf>
- Ontario Ministry of Education, School Bus Support Branch. (2017). Retrieved <https://sbsb.edu.gov.on.ca/VDIR1/Student%20Transportation/AboutTransportation.aspx?Link=Trans>
- Ontario Student Trustee Association. (2019). The students vision for education. Retrieved <https://www.osta-aeco.org/wp-content/uploads/2019/05/ostaecovisiondocument.pdf>

- Park, J., Tae, H., & Kim, B. I. (2012). A post-improvement procedure for the mixed load school bus routing problem. *European Journal of Operational Research*, 217(1), 204-213.
- Ross, A. Rodríguez, A., & Searle, M. (2017). Associations between the physical, sociocultural, and safety environments and active transportation to school. *American Journal of Health Education*, 48(3), 198–209.
- Rothman, L. Macpherson, A.K., Ross, T., Buliung, R.N. (2018). The decline in active school transportation (AST): A systematic review of the factors related to AST and changes in school transport over time in North America. *Preventive Medicine*, 111, 314–322.
- Toronto District School Board. (2019). TDSB Revenue & Expenditure Trends: Financial Facts. Retrieved <https://www.tdsb.on.ca/Portals/0/docs/Financial%20Facts.pdf>
- Urban Institute. (2017). Student transportation and educational access. Retrieved [https://www.urban.org/sites/default/files/publication/88481/student\\_transportation\\_educational\\_access\\_0.pdf](https://www.urban.org/sites/default/files/publication/88481/student_transportation_educational_access_0.pdf)
- Vermont Department of Health Burlington District Office. (2017). Health Impact Assessment of School Transportation Policy in the Essex Westford Educational Community Unified Union School District. Retrieved [http://www.healthvermont.gov/sites/default/files/documents/pdf/HIA\\_EWSchoolTransportationHIAReport\\_FINAL060517\\_1.pdf](http://www.healthvermont.gov/sites/default/files/documents/pdf/HIA_EWSchoolTransportationHIAReport_FINAL060517_1.pdf)

School Board Policy Scan, Detailed List

Consortium	School Board	Policy	Procedures	Guidelines
Algoma Huron-Superior Transportation Services – AHSTS	Algoma	✓		
Durham Student Transportation Services – DSTS	Durham	✓		
	Durham Catholic	✓		
Halton Student Transportation Services – HSTS	Halton	✓		
	Halton Catholic		✓	
Hamilton-Wentworth Student Transportation Services	Hamilton-Wentworth	✓	✓	
	Hamilton-Wentworth Catholic	✓		
Nippising-Parry Sound Student Transportation Services – NPSSTS	Near North			✓
Ottawa Student Transportation Authority	Ottawa-Carleton	✓		
Simcoe County Student Transportation Consortium – SCSTC	Simcoe County	✓		
	Simcoe Muskoka Catholic	✓		
Southwestern Ontario Student Transportation Services – STS	London District Catholic	✓		
	Thames Valley	✓		
Student Transportation of Peel Region – STOPR	Peel	✓		
Student Transportation Service Consortium of Grey Bruce –STSCGB	Blue Grey Catholic	✓		
Student Transportation Services of Waterloo Region	Waterloo Catholic		✓	
	Waterloo Region	✓	✓	
Student Transportation Services of York Region	York Catholic	✓		
	York Region	✓	✓	
Toronto Student Transportation Group	Toronto Catholic	✓		
Wellington-Dufferin Student Transportation Services - STWDSTS	Dufferin-Peel Catholic	✓		
	Upper Grand	✓	✓	
	Wellington Catholic	✓		

Appendix B

Eligibility Criteria for Student Transportation

School Board	Elementary	Secondary
Algoma	<p><b>JK-Gr. 3:</b> Door to door transportation when available.</p> <p><b>SK-Gr. 3:</b> Living more than 0.75 km from school.</p> <p><b>Gr. 4-8:</b> Living more than 1.5 km.</p>	Students living more than 2.25 km from school.
	<p><b>French Immersion:</b> Students enrolled in French Immersion who meet the distance criteria are eligible for transportation. Student opting out of the program will continue to receive transportation until the end of the year. Only students graduating the following year (i.e., Gr. 8 and Gr. 12) will continue receiving transportation the following year.</p>	
Blue Grey Catholic	<p>There is no distinction between elementary and students. In order to be eligible, students must live more than 1.6 km from school.</p> <p><b>Walk distance to bus stop:</b> Maximum 0.8km.</p> <p><b>French Immersion:</b> Students must be enrolled since Gr. 1 and meet distance criteria.</p>	
Dufferin-Peel Catholic	<p><b>JK-Gr. 1:</b> Living more than 1km from school.</p> <p><b>Gr.2-4:</b> Living more than 1.6km.</p> <p><b>Gr. 5- 8:</b> Living more than 2.0km.</p> <p><b>Walk distance to bus stop:</b></p> <p><b>Kindergarten:</b> Maximum 0.4km.</p> <p><b>Gr. 1-4:</b> Maximum than 0.8km.</p> <p><b>Gr. 5-8:</b> Maximum 1.6km.</p>	<p>Students living more than 3.8km from school and 3.2km in areas not accessible by public transit.</p> <p><b>Walk distance to bus stop:</b> Maximum 1.6km.</p>
	<p>No information specific to <b>French Immersion</b> eligibility, but eligibility for students in the Extended French program.</p>	
Durham	Students living more than 1.6km from school.	Students living more than 3.2km from school.
	<p><b>Walk distance to bus stop:</b> Maximum 800m</p> <p>No information available specific to <b>French Immersion</b> or other program eligibility.</p>	
Durham Catholic	Same criteria as Durham (see notes above).	
Halton	<p>Students living more than 1.6km from school.</p> <p><b>Walk distance to bus stop:</b> Maximum 0.8km.</p>	<p>Students living more than 3.2km from school.</p> <p><b>Walk distance to bus stop:</b> Maximum 1.6km.</p>
	<p>In rural areas, students must live more than 1.6km from school in general. This distance may also be less depending on safety precautions. No <b>French immersion</b> or program eligibility mentioned.</p>	

School Board	Elementary	Secondary
Halton Catholic	Same distance and walk distance to bus stop as Halton (see notes above). <b>French Immersion:</b> Gr. 1-2 students are eligible for transportation if they meet the distance criteria.	No <b>French Immersion</b> or program eligibility mentioned.
Hamilton-Wentworth	<b>Kindergarten:</b> Living more than 1km from school. <b>Gr.1-8:</b> Living more than 1.6km. <b>French Immersion:</b> <b>Gr. 1-6</b> students will have black and yellow buses with community stops. <b>Gr. 7-8</b> students will have to use the transit, the Hamilton Street Railway (HSR), unless there is an existing bus route accommodating these students. In the event that a student will be on a HSR bus or buses for more than 60 minutes enroute to school, alternate transportation will be provided.	Students living more than 3.2km from school. <b>French Immersion:</b> Students will be required to take HSR. If the total travel time on HSR exceeds 60 minutes, alternate transportation will be provided. Students in specialized learning programs that provide students the opportunity to develop skills in subject areas with greater depth and intensity and those in Tier 3 alternative system programs that enhance skills (e.g., social skills) are also eligible.
	<b>Walk distance to bus stop:</b> Maximum 800m.	
Hamilton-Wentworth Catholic	<b>Kindergarten:</b> Living more than 1.2km from school. <b>Gr.1-8:</b> Living more than 1.6km. <b>Walk distance to bus stop:</b> <b>Kindergarten:</b> Maximum 0.4km. <b>Gr. 1-8:</b> Maximum 0.8km.	Students living more than 1.6km from school. <b>Walk distance to bus stop:</b> Maximum 1.6km. However, no transportation will be provided to students living in the City of Hamilton with access to HSR unless they live over 4km from school.
London District Catholic	Students living more than 1.6km from school.	Students living more than 3.2km from school.
	No specific information pertaining to <b>walking distances to bus stop</b> is mentioned. Students enrolled in <b>French Immersion</b> , Extended Music and International Baccalaureate (IB) programs are eligible if they meet the distance criteria.	
Near North	<b>Kindergarten:</b> Door to door. <b>Gr. 1-3:</b> Living more than 1km from school. <b>Gr. 4-8:</b> students living more than 1.6km. <b>Walk distance to bus stop:</b> <b>Gr. 1-6:</b> Maximum 500m. <b>Gr. 7-8:</b> Maximum 1km.	Students living more than 3km from school. <b>Walk distance to bus stop:</b> Maximum 1km
	Students enrolled in <b>French Immersion</b> or Magnet programs who meet the distance criteria are eligible.	



School Board	Elementary	Secondary
Ottawa-Carleton	<p><b>Kindergarten:</b> Living more than 0.8 km from school.  <b>Gr. 1-8:</b> Living more than 1.6km.  <b>Walk distance to bus stop:</b>  <b>Kindergarten:</b> Maximum 500m.  <b>Gr. 1-8:</b> Maximum 800m.                      Only elementary ESL students who live more than 1.6km from school are eligible.</p>	Students living more than 3.2km from school.
	Students enrolled in <b>French Immersion</b> , FSL, English Literacy Development, Gifted, International Baccalaureate, School of Arts, High Performance Athletes or Specialist High Skills Major programs are eligible if they meet the distance criteria.	
Peel	<p><b>Kindergarten to Gr. 1:</b> Living more than 1km from school.  <b>Gr. 2-4:</b> Living more than 1.6km.  <b>Gr. 5-8:</b> Living more than 2.0km.  <b>Walk distance to bus stop:</b>  <b>Kindergarten:</b> Maximum 0.4km.  <b>Gr. 1-6:</b> Maximum 0.8km.  <b>Gr. 7-8:</b> Maximum 1.2km.</p>	<p>Students living more than 3.8km from school.  <b>Walk distance to bus stop:</b> Maximum 1.2km.  <b>French Immersion:</b> No transportation provided unless students lived within approved boundaries and enrolled in the program at Humberview Secondary School.</p>
	Students living over 1.6km from school.	Students living over 3.2km from school.
Simcoe County	<p><b>Walking distance to bus stop:</b> Maximum 800m.                      Students enrolled in <b>French Immersion</b>, English or French as a Second Language, Special Education Program or a designated specialized program are eligible.</p>	
Simcoe Muskoka Catholic	Same distance eligibility as Simcoe County (see notes above), but no information specific to <b>French Immersion</b> or other program eligibility.	
Thames Valley	Same eligibility criteria as London District Catholic (see notes above)	
Toronto Catholic	<p>Qualified students living more than 1.5km from school.</p> <p>Where funds are available, service is provided for all <b>French Immersion</b> or Gifted students (SK to grade 8) who reside more than 1.5 km from the centre school they attend.</p> <p>TTC tickets will be provided to students: 1) facing financial hardship and 2) attending partial Immersion program or gifted programs and who meet the distance criteria, if TTC is available and accessed.</p>	<p>No specific eligibility information for secondary students provided, but TTC tickets will be available to those in a Co-op program, if TTC is available and accessed.</p>

APPENDIX C

School Board	Elementary	Secondary
Upper Grand	<p><b>JK-Gr. 6:</b> Living more than 1.6km from school.</p> <p><b>Gr. 7-8:</b> Living more than 3.2km.</p> <p><b>Walk distance to bus stop:</b></p> <p><b>JK-Gr. 3:</b> Maximum 0.8km.</p> <p><b>Gr. 4-8:</b> Maximum 1.2km.</p>	<p>Students living over 3.5km from school.</p> <p><b>Walk distance to bus stop:</b> Maximum 1.2km.</p>
Waterloo Catholic	<p><b>JK-Gr. 3:</b> Living more than 0.8km from school.</p> <p><b>Gr. 4-8:</b> Living more than 1.6km.</p> <p><b>Walk distance to bus stop:</b></p> <p><b>Kindergarten:</b> Maximum 0.5km.</p> <p><b>Gr. 1-8:</b> Maximum 1km.</p>	<p>Students living over 3.2km from school.</p> <p><b>Walk distance to bus stop:</b> Maximum 1.6km.</p>
Waterloo Region	<p>Same eligibility as Waterloo Catholic (see notes above); also specifically mention that no transportation is provided for students enrolled in <b>French Immersion</b>.</p>	
Wellington Catholic	<p>Students living over 1.6km from school.</p> <p><b>Walk distance to bus stop:</b></p> <p>Maximum 1.2km.</p>	<p>Students living over 3.2km from school.</p>
York Region	<p><b>JK-Gr.3:</b> Living more than 1.2km.</p> <p><b>Gr.4-8:</b> Living more than 1.6km.</p> <p><b>Walk distance to bus stop:</b></p> <p>Maximum 400m.</p> <p><b>French Immersion</b> students meeting the distance criteria are eligible.</p>	<p>Students living over 3.2km from school, but students who live in areas where transit is available and accessible are ineligible for transportation.</p> <p><b>Walk distance to bus stop:</b> Maximum 600m.</p> <p><b>French Immersion</b> students meeting the distance criteria, but not transit served, are eligible.</p>
York Catholic	<p>Same eligibility criteria as York Region (see notes above), except secondary students who live more than 4.8km from their school is eligible for transportation.</p>	