

# The Canadian STP Toolkit: **Guide for Facilitators**



Spring 2018

School  
Travel  
Planning



for Facilitators to take schools  
through the STP process

**Green**   
**Communities**  
CANADA



**“The Canadian STP Toolkit: Guide for Facilitators”**

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# Section 1: Introduction



## School Travel Planning



### In this section:

- STP Process & Toolkit at-a-Glance
- How to Use This Guide
- School Travel Planning Goals
- Benefits of Active School Travel
- Keys to STP Success
- Stakeholder Involvement

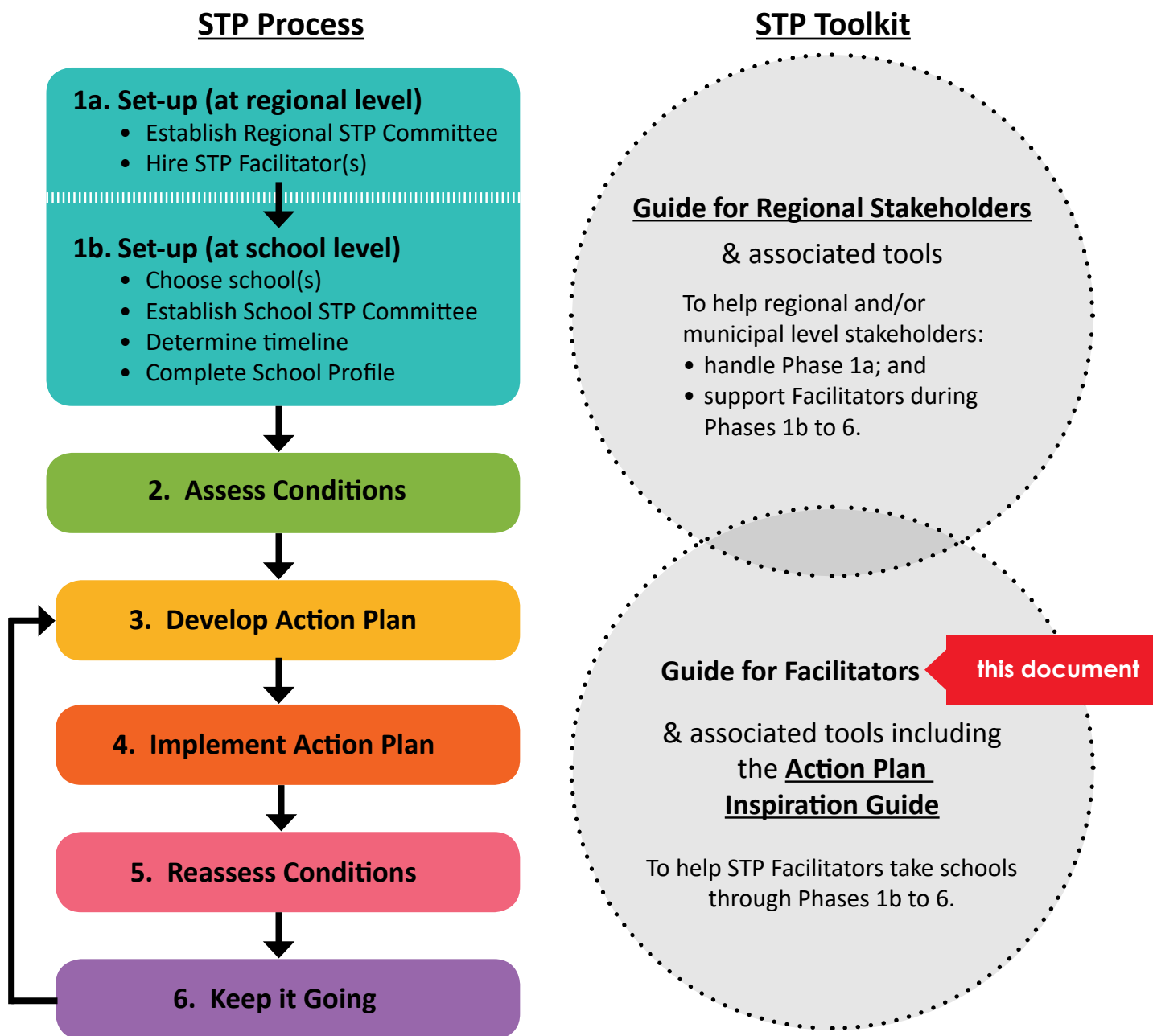
## STP Process & Toolkit at-a-Glance

School Travel Planning (STP) is a community-based approach for increasing rates of active school travel. Through the STP process, stakeholders at the school and regional levels work together to create and implement action plans that use all five Es (education, encouragement, engineering, enforcement, and evaluation) to:

- address travel-related issues at schools; and
- encourage students in the 'walk zone' to walk or wheel for the school journey (and encourage students in the 'bus zone' to ride the school bus).

The recommended STP model and tools are the result of successes and lessons learned during STP projects in Canada since 2006. See Appendix 1 for a list of these past projects.

The STP model is comprehensive yet flexible enough to work well in a variety of community settings—inner city, inner and outer suburbs, and rural. It has been used with success at schools across Canada.



## How to Use This Guide

### Who should use this guide & when

The *Canadian STP Toolkit: Guide for Facilitators* has been prepared to assist STP Facilitators with taking elementary, middle and secondary schools through the STP process, in collaboration with community stakeholders (i.e., regional and/or municipal). Note that information in the main body of this document focuses on elementary and middle schools, while details about modifying the process when working with secondary schools can be found in Appendix 2. Use of this guide should begin *after* regional and/or municipal stakeholders have completed their part of the set-up phase (i.e., 1a). A separate guide and tools are available to support regional and municipal stakeholders with their role in the process—the *Guide for Regional Stakeholders* and associated tools can be accessed at [www.ontarioactiveschooltravel.ca/school-travel-planning-toolkit](http://www.ontarioactiveschooltravel.ca/school-travel-planning-toolkit).

### What you'll find in each section

In this first section of the guide, you will learn about the goals of STP, the benefits of active school travel, the keys to a successful STP program and the importance of stakeholder involvement in the process. Section 2 contains detailed information about the six phases of STP, including descriptions and links to the relevant tools. Each phase has been assigned a unique colour—as shown in the flowchart of the STP process on the previous page—to make it easy for you to recognize what phase you're reading about on a given page.

### Focus on Equity

All phases of the STP process should include equity considerations so that all members of a school community can participate. Throughout this guide, ideas for how to make your STP program inclusive and accessible to all will be highlighted in boxes like this one.

### Three ways to access the tools

1. You can access the tools by clicking on a tool name any time it is mentioned throughout this guide—tool names will be in bold and underlined to help you spot them easily.
2. A summary of the tools is provided at the end of Section 2 (pages 52-54), and each of the tool names in the list is a link to that tool online.
3. All tools are also available online, organized by phase, at [www.ontarioactiveschooltravel.ca/school-travel-planning-toolkit](http://www.ontarioactiveschooltravel.ca/school-travel-planning-toolkit).

### What's NEW in this edition

The key new additions and changes are:

- Phase 6: Keep it Going
- Tips for incorporating equity into STP
- Tips for modifying STP for secondary schools
- Regional level set-up has been removed and expanded upon in a separate document. And, we've changed the term we use to refer to the 'higher' level committee from Municipal STP Committee to Regional STP Committee. Regional is a broader term that could mean municipal-level or multiple municipalities that are part of a larger region. Nothing else about that committee has changed, just the name.
- Updated information about school board ethics reviews for data collection (page 15).

Most of the STP tools have been updated. Where you will notice the most significant change is to the data collection tools. We have simplified data collection by reducing the amount of information we recommend collecting. In response to strong demand from users of the STP toolkit, Green Communities Canada has begun the process of automating STP data collection; that process will be complete for the next edition.

## School Travel Plan Template: a key tool

For each school you work with, you will help craft a School Travel Plan document. Each plan will be customized for the school and is a living document to be revisited and updated at least annually. The **School Travel Plan Template** is a key tool in the STP toolkit, one that contains the essential building blocks, including the Action Plan, all in

one place. You will be compiling the School Travel Plan right from the start as you work with each school, adding new information to the document during each phase of the STP process. The table below shows the various sections in a School Travel Plan and when they are completed.

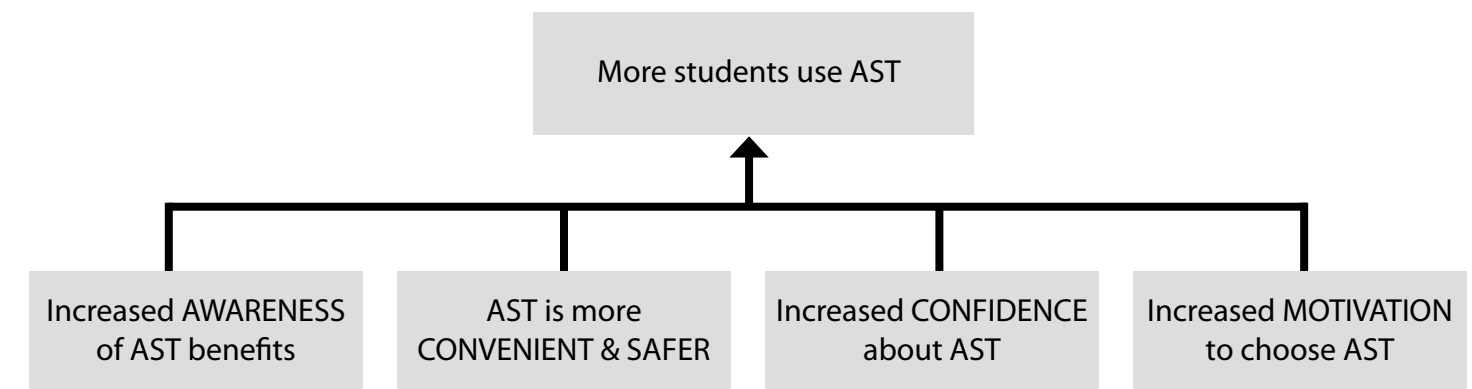
School Travel Plan Section	Timing of Completion
Cover Page	Can be done anytime, but most likely completed as part of finalizing the 1st edition of the School Travel Plan in preparation for sign-off (Phase 3 Task 5)
Edition Tracking	Phase 3 Task 5
Team & Endorsement	Team portion can be created any time after committees formed; Endorsement part done during Phase 3 Task 5
Table of Contents	Phase 3 Task 5
Introduction	Can be done anytime, but most likely completed as part of finalizing the 1st edition of the School Travel Plan in preparation for sign-off (Phase 3 Task 5)
School Profile	Phase 1b Task 4 (complete series of questions about school) & Phase 2 Task 3 (add a map)
Timeline	Planned dates in the Overview of Timeline section (in main body of School Travel Plan) as well as the Detailed Timeline (in appendix) are completed in Phase 1b Task 5. Actual dates added in appendix during Phase 4.
Vision & Targets	Vision may be completed during Phase 2 Task 4 (as part of Walkabout) or Phase 2 Task 6 (which is when you will also set targets).
Data Collection—Summary of Findings	Initially written using baseline results collected during Phase 2; updated each time you collect follow-up data (Phase 5)
Travel Challenges Summary	Phase 2 Task 4
Action Plan	Initially completed in Phase 3 then Notes/Implementation Status column updated in Phase 4. The Action Plan may be modified at any time during the process, whenever a decision is made to change aspects of the plan.
Implementation Highlights	Phase 4, Task 3

## School Travel Planning Goals

Working on a program that aims to affect behaviour change, as is the case with School Travel Planning, requires long-term effort and a multi-pronged approach. It is important to keep the goals of STP in mind throughout the process, to ensure that all action taken will support reaching your goals as quickly and cost-effectively as possible. The diagram on this page shows the main goal of STP at the top: increasing the number of students using active modes of transportation for their school journey, referred to

as active school travel (AST). It also shows the sub-goals that feed into that main goal.

The tasks included in an STP Action Plan should all help in achieving one or more of these sub-goals. The amount of emphasis on each sub-goal will vary depending on the school's unique travel challenges. It is important to note that an emphasis on making AST safer should happen before, or at the same time as, encouragement activities focused on increasing motivation.



## Benefits of Active School Travel

There are so many benefits when more children use active modes of transportation for their school journey and more children who are in the 'bus zone' ride the bus. Some of these benefits result from increased physical activity by the students who walk and wheel, and some occur because of the decrease in traffic around schools.

Below is a summary of the benefits. For more detail and to see references for the facts cited here, see [Making the Case for Active School Travel: Fact Sheet and Reference List](#).

As an STP Facilitator, it will be key that you are well informed about these benefits so that you can convince others of the importance of the work you are doing. Remember that different stakeholders are motivated by, or most interested in, different benefits. So customize your communications according to audience, ensuring the information you share is compelling and relevant.

You can find several tools to help you communicate the benefits of STP to different stakeholders in Section 2, under Phase 1b Set-up.



### Healthier Children

- Active school travel helps school-aged children meet the recommendation to accumulate at least 60 minutes per day of moderate to vigorous physical activity, which is linked with improved physical health.
- Active school travel is associated with mental health benefits including reduced stress, depression and anxiety; as well as increased happiness.



### Less Traffic and Pollution

- Reducing the number of children being driven to school reduces greenhouse gas emissions and particulate air pollution around the school; this improves air quality and reduces associated risks of lung and cardiovascular diseases.



### Safer School Zones, Healthier Communities

- Reducing traffic volumes creates safer school zones. Improving walking and cycling routes to school also enhances the safety, connectivity and quality of life for the community as a whole.



### Better Academic Performance

- The increased physical activity specifically associated with the school journey has been found to increase alertness and attention during the school day.
- Physical activity supports healthy brain development, which can lead to improved learning and academic outcomes.

## Keys to STP Success



### Having an STP Facilitator

As an STP Facilitator, your role is critical to the success of the STP process. You will bring together a range of stakeholders in a school community to identify barriers and collectively plan for solutions that increase the number of students choosing active school travel. School travel may be only a small part of what these stakeholders work on or think about on a daily basis. You will help build enthusiasm for this work and ensure the stakeholders prioritize active school travel so that progress can be made.



### Using the "5 Es" Approach

The "5 Es" refers to five categories of action plan items: education, encouragement, engineering, enforcement and evaluation. Experience has shown that it is critical for School Travel Plans to include diverse actions from across the five categories to successfully influence how children travel to/from school.

Both non-infrastructure (i.e., education initiatives, encouragement events, enforcement of rules) and engineering measures (i.e., sidewalk or bike rack installation or repair) are needed to increase active school travel over the long-term. Evaluation is also important to identify where to focus your efforts, and also to measure success.



### Tailoring STP to the needs of each school

Evidence suggests that interventions tailored to a school's specific travel barriers are more effective than generic strategies. This is one of the reasons data collection is so important; it provides school-specific information to inform the development of a custom Action Plan for each school.



### Involving the school community and fostering champions

Having a range of stakeholders involved improves results. The quality of parent, school and community involvement, as well as interaction among these groups, may be one of the most influential components of successful STP programs.

School enthusiasm and support is critical, and implementing a program is easier when the school culture is open, accepting and enthusiastic about active school travel. Generating a healthy school culture can be achieved via school champions (i.e., school staff, students, parents) who lead the promotion of active school travel.

Research demonstrates that student involvement is also particularly important for eliciting changes in norms, attitudes and actual behaviour. Children have unique perspectives and their needs and preferences should be kept in mind when you are crafting an action plan.

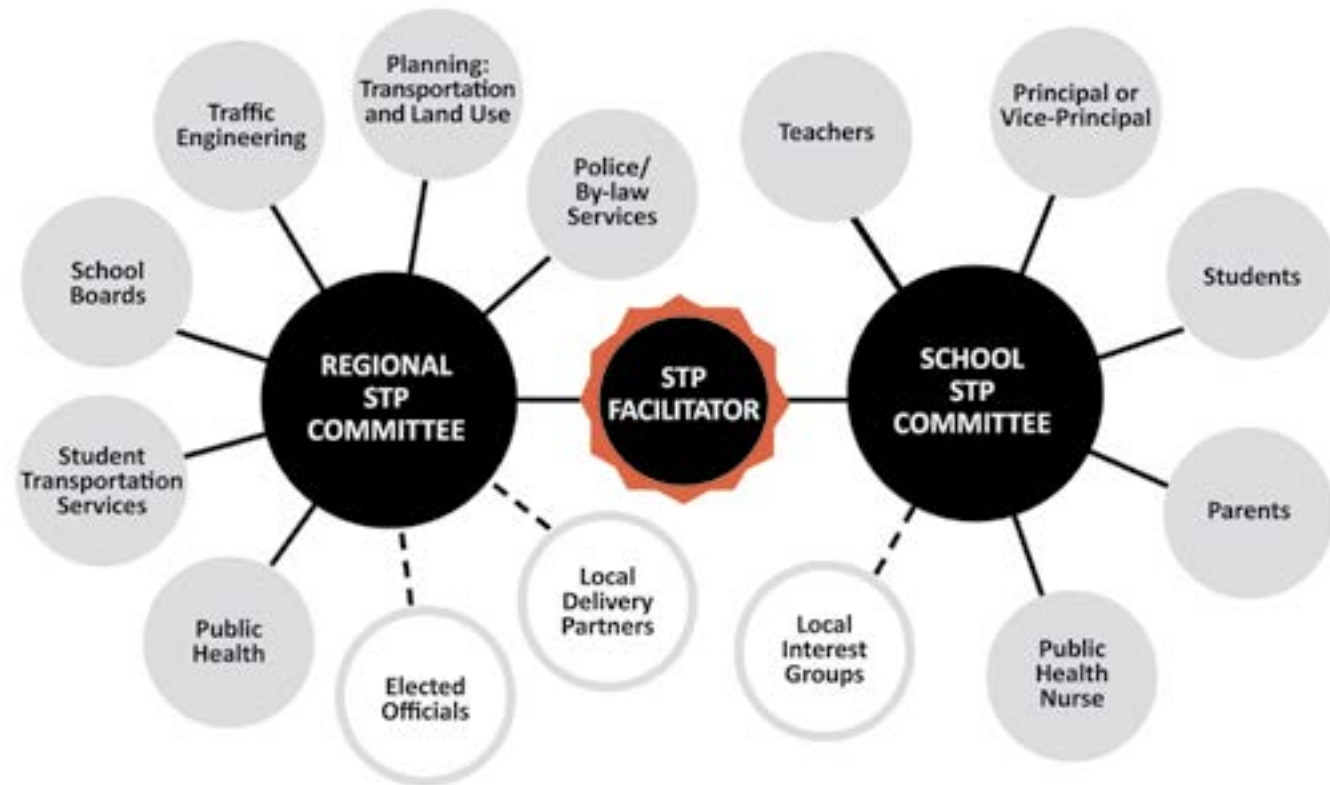


### Keeping up efforts over the long-term

It is recommended that an STP Facilitator provide intensive support for the first two to three years of School Travel Planning and then reduce his/her involvement to a support role after that, with a school champion taking on the lead role for the long-term. It can take a long time to implement a well-rounded and effective Action Plan and for shifts in travel behaviour to become ingrained into the school culture.

## Stakeholder Involvement

One of the keys to success in STP work is involving a diverse range of stakeholders. Two levels of stakeholders are typically involved, with the STP Facilitator serving as the cornerstone linking the two groups.



The diagram above shows the key stakeholders for each committee in solid grey circles. The stakeholders shown in white circles are helpful but not essential. The exact stakeholders that are essential will vary by community, i.e., not all schools have an assigned public health nurse.

### Regional STP Committee

A steering committee is usually established at the regional or municipal level, depending on the make-up of local government and how the school boards are organized in the area. For simplicity in this document, we refer to this committee as the Regional STP Committee. In practice, this committee is often called by different names depending on what the community prefers, but its role and responsibilities remain the same. It is a high-level group of stakeholders that contribute to the STP process for multiple schools that fall within a geographic region. Sometimes, it may be set up as part of an existing committee responsible for active transportation.

For information about how to establish a Regional STP Committee, please refer to the [Guide for Regional Stakeholders](#).

### School STP Committee

One School STP Committee is established per school. Sometimes this committee is set up as part of an existing health or environmental committee within a school. A group of neighbouring schools can work together to coordinate strategies and save time. Information on establishing this committee appears in the next section, under Phase 1b.

## Section 2: The 6 Phases of the STP Process



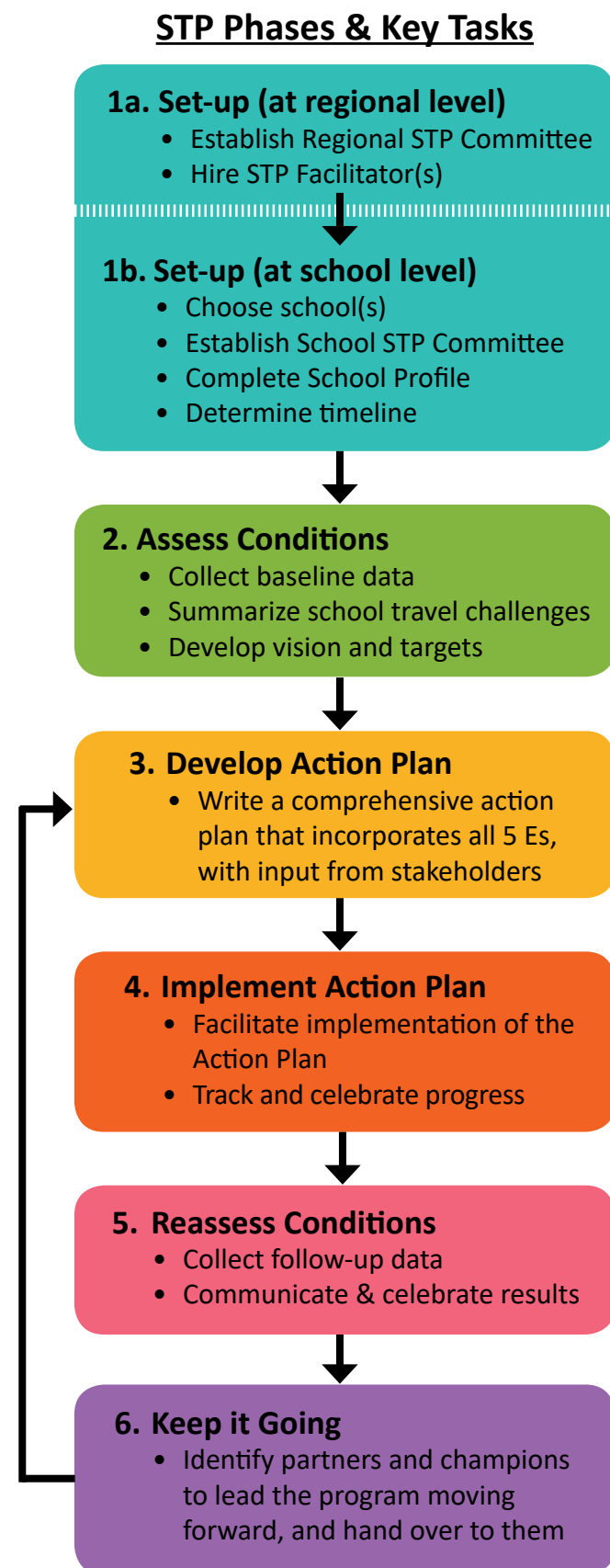
### In this section:

- Overview of the 6 STP Phases
- Phases 1a & 1b: Set-up
- Phase 2: Assess Conditions
- Phase 3: Develop Action Plan
- Phase 4: Implement Action Plan
- Phase 5: Reassess Conditions
- Phase 6: Keep it Going
- Task List and Tools Summary

## Overview of the 6 STP Phases

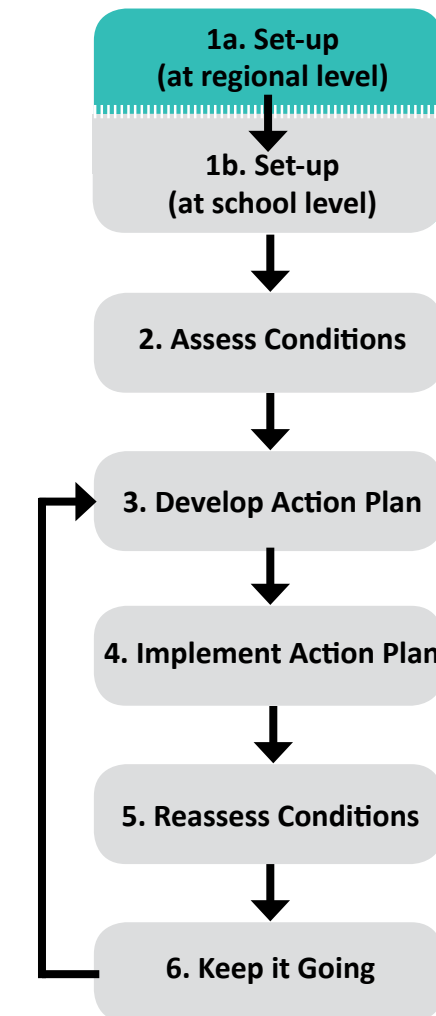
There are six phases to the STP process. Keep in mind that even though the diagram shows a linear flow of steps, in reality the phases often overlap. For example, some enthusiastic schools may jump ahead to implementing actions (Phase 4) right after they've collected data in Phase 2, before they have written their Action Plan (Phase 3). Another example: while "Keeping it Going" is officially described as Phase 6, preparing for this phase should be happening throughout the entire process.

Remember, the School Travel Plan document is compiled as you work through the various phases, using the **School Travel Plan Template**. A School Travel Plan is a living document, used to record the Action Plan as well as to track progress. It is recommended that a School Travel Plan be updated at least annually.



# PHASE 1a

## Phase 1a: Set-up at Regional Level



The content of this guidebook is focused on Phases 1b through 6 of the STP process. It is assumed that Phase 1a—Set-up at Regional Level—has already been completed, i.e., there is a Regional STP Committee in place and a Facilitator has been hired (or someone has been assigned to handle that role). To access the guidebook and tools for Phase 1a, click on this link: **Guide for Regional Stakeholders**.

If you are a member of a school community who wants to set up an STP program at your school, it is recommended that you connect with the Regional STP Committee in your region, if one exists. For a list of organizations that are leading STP work at the provincial and territorial levels, visit [www.ontarioactiveschooltravel.ca/whos-involved](http://www.ontarioactiveschooltravel.ca/whos-involved); these contacts can let you know what is happening related to STP in your region. If nothing is happening yet, you could take the lead on advocating to stakeholders to get STP work started in your area; the Regional Guide mentioned in the previous paragraph can help you do that.

### Phase 1a Task Checklist

- Establish Regional STP Committee including finalizing Terms of Reference and getting Statements of Support signed
- Hire STP Facilitator(s)



# PHASE 1b



## Set-Up at School Level

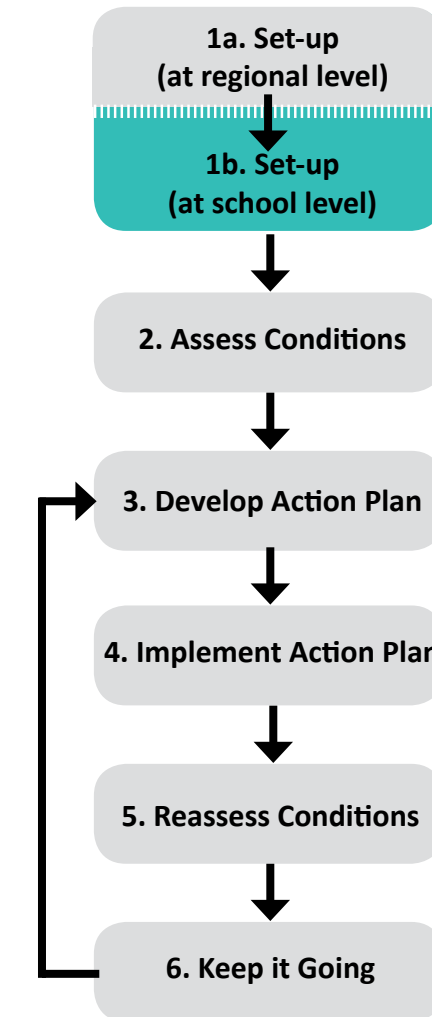


# PHASE 1b

1-3 months

## Phase 1b: Set-up at School Level

Phase 1b is typically the first phase undertaken by an STP Facilitator. This is where STP kicks off at the school level. It usually takes between one and three months to complete all of the tasks in this phase, assuming the school you approach is enthusiastic about getting involved.



Save a copy of the **School Travel Plan Template** to create your own School Travel Plan document and complete these sections:

- School Profile
- Timeline of Main Tasks
- Appendix: Detailed Timeline (planned dates)

### Phase 1b Task Checklist

- Task 1: Choose potential school(s)
- Task 2: Get **School Agreement(s)** signed
- Task 3: Establish School STP Committee (one per school) and finalize **School STP Committee Terms of Reference**
- Task 4: Use the **School Travel Plan Template** to start your own School Travel Plan and complete the "School Profile" section
- Task 5: Establish a timeline
- Task 6: Notify the school community

## Task 1: Choose potential school(s)

Have the Regional STP Committee recommend schools that would benefit from School Travel Planning. They would have a good sense of which schools would be good candidates based on the criteria below.

### Recommended school selection criteria:

- School is enthusiastic about participating and might already be active in environmental or health-related initiatives such as Ontario EcoSchools. Schools experiencing a lot of traffic issues during drop-off and pick-up are also often highly motivated to participate. They see STP as a tool to help them solve a serious problem thereby improving safety and saving staff time.
- School is prepared to contribute in-kind staff and parent time.
- School site is connected by routes to school that are relatively safe or have the potential to be made safer for active travel.
- A significant proportion of the school population lives within reasonable walking distance of the school (i.e., 1.6km for elementary school, 3.2km for secondary school).

### Recommended number of schools to choose:

One full-time STP Facilitator can handle working with between 4 and 8 new schools at a time. The higher the number of schools chosen, the less intensively the Facilitator will be able to work with each school and the more s/he will rely on stakeholders volunteering their time. Once STP has been running in a region for more than a couple of years, a Facilitator will need to balance taking new schools through the STP process from the beginning with providing support to schools that are in years 2+ of the process; this will impact how many new schools a Facilitator can handle each year.

## Task 2: Get School Agreement(s) signed

### Prepare to contact the Principal at each nominated school

Once a school has been 'nominated' as a good candidate for STP, it's time to contact the school and see if they are interested. Before you reach out to the Principal, gather any pertinent information that will help you understand their perspective and concerns, such as:

- school location (i.e., rural, suburban, urban, isolated/Northern community);
- school type (i.e., public board, religious or private school);
- considerations that may impact travel modes at this school (i.e., large catchment areas, French immersion/special programs);
- existing travel issues specific to this school site (i.e., history of traffic issues, local construction, recent incidents involving pedestrians); and
- existing programs at the school that may align with STP (i.e., involvement in environmental programs, student health initiatives, etc.).

## Connect with the Principal

Contact the Principal and discuss the benefits of participating in School Travel Planning. You may want to share the **STP Introduction for Principals** during your initial conversation—this is targeted specifically at Principals who are in the process of deciding about participating in STP. It explains the STP process; its value for schools and students; and what will be expected of the school community.

During later follow-up discussions, you may also want to share:

- **School Agreement;**
- Sample School Travel Plan—See [www.ontarioactiveschooltravel.ca/school-travel-planning-toolkit](http://www.ontarioactiveschooltravel.ca/school-travel-planning-toolkit) under "Phase 3"; and
- **Risk Management & Active School Travel** (only if the Principal expresses concern about liability risks of participating).

### Discuss data collection

You will also want to describe to the Principal how STP will be evaluated and secure his/her support for that part of the process. When describing the **Student Travel Survey** and **Family Survey**, be sure to explain that no identifiable information (i.e., names) will be collected, and participation in the surveys by students and parents is always optional, not mandatory.

### A Note About Ethics Approval for Data Collection

According to the Tri-Council Policy that informs human research across Canada, the type of data that we collect for STP and the ways we use that data are considered program evaluation and should not require ethics approval. However, individual school boards each set their own policies for data collection in schools, so you need to obtain permission from the school board and/or Principal prior to starting data collection. Be sure to check the requirements for each school board involved.

For school boards that require ethics approval, this **Sample Ethics Application** will help with the process of preparing an ethics application for School Travel Planning. Note that each school board has their own research review committee with specific deadlines for submitting applications (i.e., four times a year), and the process can be time-consuming. Apply early to allow sufficient time for receiving feedback and submitting revisions.

See Appendix 3 for further details about ethics policy and process.

### Have Principal and School Council Chair sign a School Agreement

Follow up with the Principal to answer any questions and determine next steps in gaining commitment for the STP program. Once a Principal has agreed to participate, ensure the **School Agreement** is completed and signed. We recommend getting signatures from both the Principal and the School Council Chair. One School Agreement should be created for each school you work with.

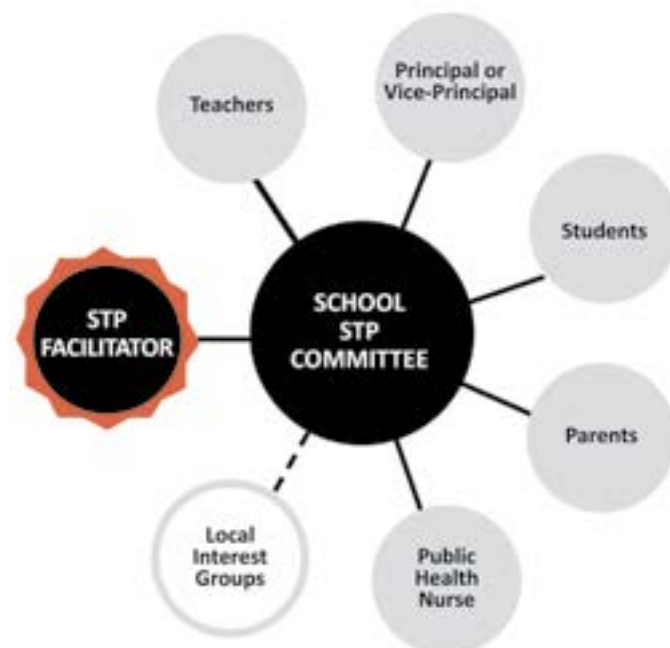
### Task 3: Establish School STP Committee

Once schools have been selected and their participation confirmed, your next step as an STP Facilitator will be to establish a School STP Committee at each school by convincing various stakeholders why this work is important and inviting them to take part. The following steps and tools are recommended to help you complete this task.

#### Recruit other committee members

Ask the Principal (or designated program lead) to recruit members for the School STP Committee. This will require:

- identifying at least one lead teacher (two is preferable) who ideally has demonstrated interest in active school travel; and
- recruiting additional members to participate in the program—see diagram below which shows the ideal stakeholder groups for this committee. Consideration of equity in the makeup of the committee is important—see the Focus on Equity box on the next page.



You may need to assist with recruitment; some of the approaches used by STP Facilitators to recruit School STP Committee members include:

- presenting to established school groups such as parent council and student environmental groups;
- including an article directly seeking committee members in the school newsletter or posting such a recruitment request on the school website;
- hosting an exclusive STP information session and promoting it via the school newsletter; and
- speaking directly to school staff (i.e., at a staff meeting).

The main tools you can use to help you get stakeholders on board: **STP Introduction for Teachers** and **STP Introduction for Parents**—these tools focus on how these stakeholders can get involved with STP including joining the

committee. You may also refer to **Making the Case for Active School Travel: Fact Sheet and Reference List**. Keep in mind that this document is not intended for distribution externally as it contains way too much detail; rather, it is meant as a reference tool you can use to find evidence-based points to include in emails, presentations, etc.

#### Finalize Terms of Reference

While there are some STP responsibilities that apply to all committee members, there are others that logically fit best with individual stakeholder groups. For a sample list of responsibilities by stakeholder group, see Appendix 4.

Once you have determined who will be part of the School STP Committee and what each person's responsibilities will be, finalize the **School STP Committee Terms of Reference** with their input. This may be done at your first meeting. Ensure all members of the committee receive a copy.

#### Focus on Equity

When recruiting for the School STP Committee, aim to include diverse participants such as:

- Individuals with different mobility needs, such as wheelchair users or people with visual impairment.
- Students and parents who live in different parts of the school neighbourhood and who travel by different modes. They may face unique travel challenges that may not be obvious at the school site itself.
- Female students and parents of female students, as studies have shown that girls are less likely to travel by active modes and tend to have lower levels of independent mobility than boys.
- Students and parents from different cultural backgrounds, who may have differing views on active school travel.

When the committee meets, the STP Facilitator should ensure that the location is accessible to all committee members, i.e., wheelchair accessible.

### Task 4: Complete School Profile

Save a copy of the **School Travel Plan Template**, kicking off the creation of your school's School Travel Plan document which you will complete in sections over time. Prepopulate the "School Profile" section using any information you gathered to prepare for initial contact with the Principal (Phase 1b Task 2). Then, share it with the Principal, asking her/him to review your partial draft and complete the rest. This form ensures important information about the school is captured in one easily-referenced place, i.e., number of students, school bell times, number of parking spaces.

## Task 5: Establish a timeline

With input from both STP Committees, determine a timeline for the main tasks in the STP process. Keep the following in mind as you develop the timeline.

### Start at an optimal time if you can

Certain times of year are ideal for working with schools. Obviously, any activities involving students such as data collection or implementing education and encouragement activities cannot be done during the summer months. It may also be difficult to do these types of activities in September or June, when schools are especially busy.

Spring is an ideal time to get started, allowing you to do set-up and assess conditions before the school year is done. Then you can take advantage of the summer months to write the School Travel Plan document so the Action Plan is ready to launch and implement in the fall.

The reality is that each school is in a position to get started at different times for different reasons, and you will need to craft a timeline that works based on that start date.

### Schedule data collection at comparable times

One thing to keep in mind as you develop your timeline is that you should schedule data collection at comparable times. For example, October and May each year is ideal, allowing comparison between the beginning and end of the school year in similar types of weather, as well as comparison year-over-year. You may have to schedule your data collection at a different time of year, but if you do, then make sure your follow-up data collection occurs during similar weather conditions so that change can be accurately measured. Rates of active school travel tend to be lower in winter, so you don't want to be comparing data from warm weather months with winter months.

### Plan for possible delays

Despite the best planning, experience has shown that ideal timelines may be delayed—set-up could take longer than planned, or a school's circumstances could change (i.e., a change of school administration or labour disputes limiting teachers' ability to participate in extracurricular activities). It is important to plan for flexibility when creating your timeline, i.e., don't make deadlines unrealistically 'tight.'

### Get everyone on the same page

Record the planned start and end dates for STP tasks in the "Overview of Timeline" section in the main body of the School Travel Plan; you may want to include a more detailed timeline as an appendix. Share the completed timeline with all committee members. Planning the timing of tasks up-front ensures stakeholders are aware of when they will be needed, and also allows school events to be integrated into the process.

## Task 6: Notify the school community

It is important to inform the wider community about the School Travel Planning program, explaining what they can expect and how they can be involved. To reach the greatest number of stakeholders, use multiple modes of communication. Some examples of effective tools for communicating the launch of STP work:

- The **school newsletter and website** can be effective vehicles for informing parents about the STP program. Some schools have active parent councils that maintain their own websites, newsletters and regular e-bulletins to which families subscribe. You will find a sample program launch article in this tool: **Sample School Newsletter Articles**.
- **Printed information** such as **STP Introduction for Parents** can be sent home with the students.
- Piggybacking on an **existing school event** that involves parents (i.e., curriculum night, parent-teacher night, parent council meeting) or students and staff (i.e., school assembly) helps raise awareness of the program, with minimal additional organizing required.
- You can host an **STP-specific meeting or presentation**. This is a focused way to announce the program, introducing the goals and an outline of what to expect. This is only recommended in schools where parent engagement is already high, to ensure the event attracts enough attendees.
- Seeking **media coverage** can be an effective way to educate the broader community about STP work. Cultivate relationships with key media contacts and keep them in the loop about what's going on so they are ready to cover your stories as they happen. The tool, **Media Tips**, can help with this.
- Where applicable, share key updates and good news stories via your own and the school's **social media**. Agree on a common hashtag that all members of the STP committees can use.

### Focus on Equity: Communicating with Parents

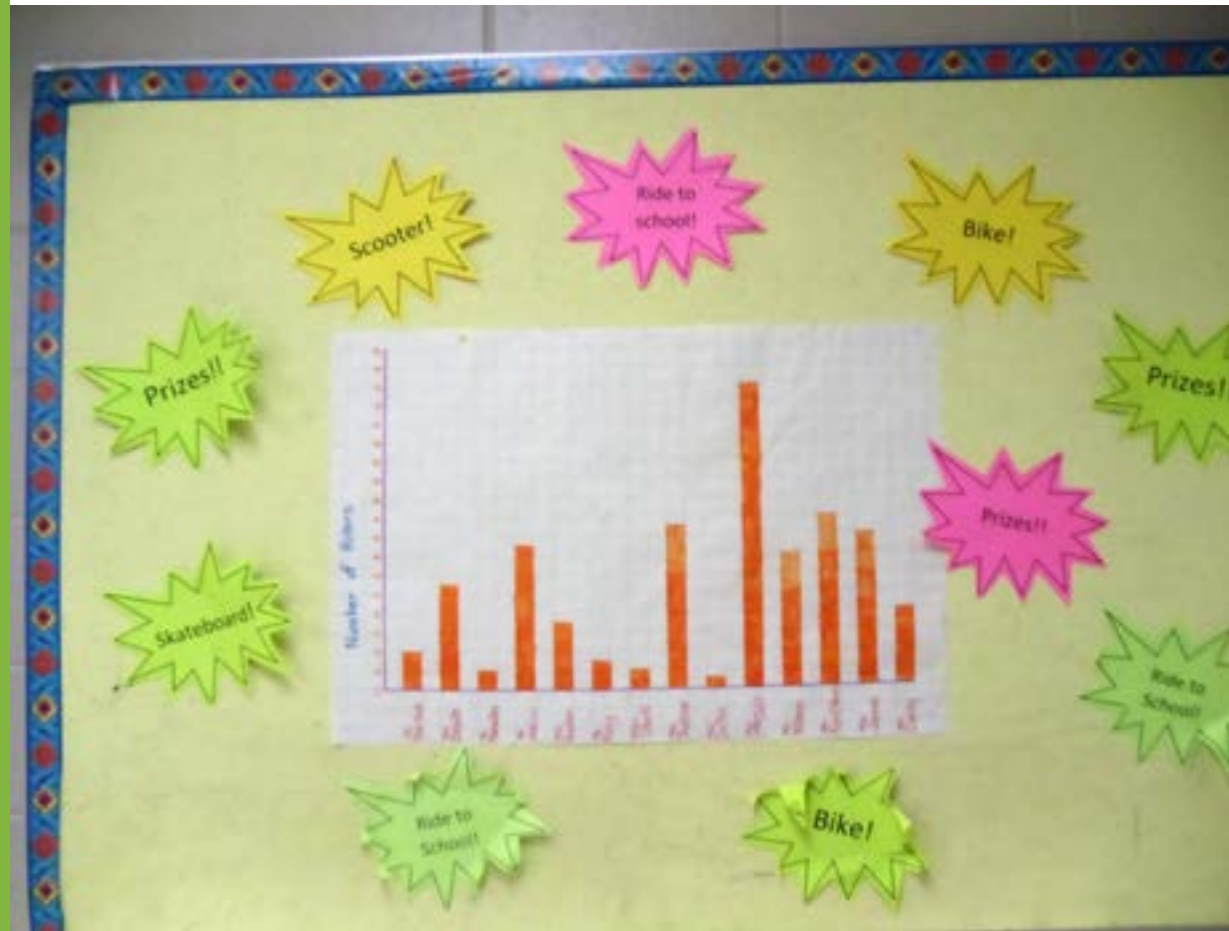
Communications about STP activities should go out through a variety of channels so that all families are informed (i.e., paper notices sent home if internet access may be a barrier).

Language needs should also be considered when communicating with parents. The STP Toolkit is available in English and French, but at some schools you may want to consider translating parent communication materials into additional languages for the process to be most effective. Alternatively, some schools that serve a population with many diverse languages address the situation by asking students to verbally translate materials for parents.

# PHASE 2



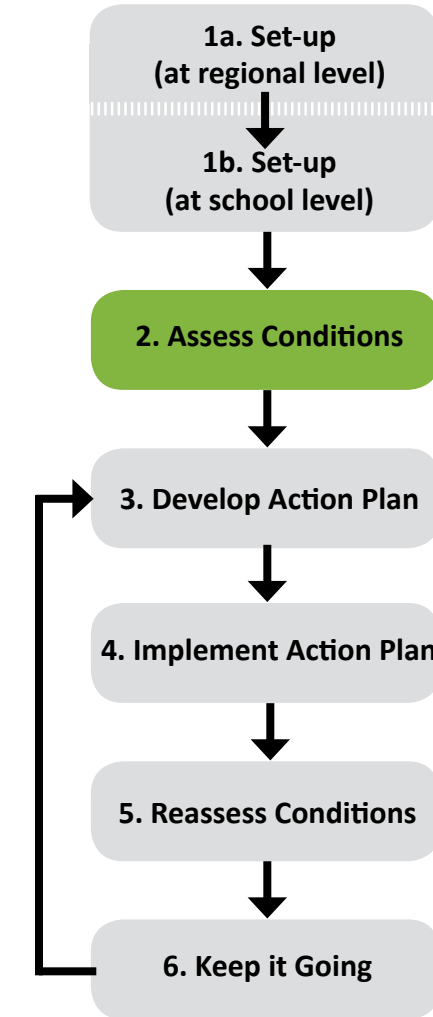
## Assess Conditions



2-4 months

# PHASE 2

## Phase 2: Assess Conditions



Complete these sections in your School Travel Plan:

- School Profile (add map)
- Data Collection: Summary of Findings
- Travel Challenges Summary
- Vision & Targets

The purpose of Phase 2 is to collect the information you need to understand the school travel issues and to make the case for why certain issues deserve the attention of your STP Committees. The data collected in this phase is also used to establish a baseline for comparing with data collected at later points in the process, to measure progress.

It typically takes between two and four months to complete Phase 2.

### Phase 2 Task Checklist

- Task 1: Conduct the **Student Travel Survey**
- Task 2: Conduct the **Family Survey**
- Task 3: Obtain a map of school catchment area and add to the "School Profile" section of your School Travel Plan
- Task 4: Conduct a **Traffic Observation** and **Walkabout**, and use findings to write the "Travel Challenges" section of your School Travel Plan
- Task 5 (optional): Collect additional data
- Task 6: Finalize the vision and targets and record in the "Vision & Targets" section of your School Travel Plan
- Task 7: Share results, vision and targets

## Baseline data collection at-a-glance

The table below summarizes recommended and optional additional tools for collecting baseline STP data.

Data Collection Tool	Description
<b>Recommended Data Collection:</b>	
<b>Student Travel Survey</b>	A hands-up survey of all students conducted every school day for one week, to collect data about school travel mode (to and from school). Research studies support that the hands-up survey is a valid and reliable tool for use with elementary school children. It has been used in a number of projects across Ontario and Canada. <a href="https://www.ncbi.nlm.nih.gov/pubmed/?term=hinckson+e+hands+up">https://www.ncbi.nlm.nih.gov/pubmed/?term=hinckson+e+hands+up</a>
<b>Family Survey</b>	A survey to collect data on parental perceptions related to the school journey, which informs the Action Plan. It also identifies any key areas of concern on school routes, which you will capture in the Travel Challenges Summary and use to help determine Traffic Observation locations and the Walkabout route.
Data from student transportation services (STS) and/or school board	You may be able to obtain a map showing students' homes (as dots), the school location and catchment area from student transportation services or the school board. At the very least, you will need to obtain a map of the catchment area. This will be placed at the end of the "School Profile" section of your School Travel Plan. These stakeholders may also provide useful information that builds a picture of the transport activity at a school such as: the number of school buses that serve the school; whether the school is an interchange for school buses, i.e., students from other schools change buses at that school; the average home-school distance; and walking hazards identified by STS.
<b>Traffic Observation</b>	An in-person observation of the traffic at or near the school, conducted by the Facilitator and/or volunteers to document problem behaviours. The findings inform the Action Plan and also serve as a qualitative assessment of safety.
<b>Walkabout</b>	An in-person walking tour of the school grounds and surrounding areas to view first-hand what the current routes to school are like. This is led by the Facilitator and attended by as many stakeholders as possible, i.e., from both STP committees. Ideally, you will have some students participate as well. It provides insights into problem areas and informs the Action Plan.
<b>Optional Additional Data Collection:</b>	
<b>Bikeabout</b>	Similar to a Walkabout but focused on cycling. This can be especially useful at schools where most students live 2-3km away from the school.
Visual counts	You may want to conduct counts to collect data on additional metrics useful for assessing changes to school travel behaviour over time, i.e., the number of cars entering the school parking lot or using a designated drop-off zone (i.e., kiss 'n' ride), or the number of bikes in the bike racks.
Data from police and/or by-law officers	You may be able to obtain data related to safety and enforcement from the police and/or by-law stakeholder(s) on your committee.
Data from traffic or transportation stakeholders	You may be able to obtain data from the traffic and/or transportation representatives on your committee about traffic volumes and speed in front of/near the school.

## Task 1: Conduct the Student Travel Survey

### Administer the survey

- Customize the **Student Travel Survey** for each school and ensure every class receives a copy. Be sure that you add the school name in the yellow highlighted section of the header before providing the survey to the school.
- Have the principal instruct teachers to conduct the survey with a show of hands from their students over five consecutive days, tracking transportation mode to and from school. Alternatively, you can train a group of student leaders to conduct the survey.
- Have teachers submit completed survey sheets to the school office at the end of the data collection week.
- Arrange to pick up completed surveys or have them scanned and emailed, or couriered to you. (If you know the school would like to use the surveys as a learning opportunity for students, advise them to keep copies for the students to tabulate and analyze.)

### Enter and analyze data

- Enter the data into the **Student Travel Survey Data Entry Tool**. Note: this tool is designed to align with the Student Travel Survey tool. If you modified the survey, you will also need to modify the data entry tool.

### Record key highlights in the School Travel Plan

- Place graphs—automatically created in the data entry tool—into the "Data Collection: Summary of Findings" section of the School Travel Plan.

## Task 2: Conduct the Family Survey

### Prepare to conduct the Family Survey

With input from the Principal or designated school lead, you need to make a number of decisions about how to administer the Family Survey.

- Decide what survey format(s) will be used, i.e., paper and/or online. Using an online method will reduce the amount of paper required, save lots of time and ensure accuracy. The **Family Survey** template contains a list of recommended questions and an introductory cover letter. If you make changes to the suggested questions, ensure that the final version of your survey only takes about five minutes to complete (to maximize the response rate). If you choose to conduct the survey online, you will need to use the suggested questions to create your own survey using a tool such as SurveyMonkey.
- If you offer an online option, determine how you will promote the survey link to parents. For example, you could send a printed note home with students and/or provide notification via email, automated phone calls or newsletter.

- Decide when the surveys (or survey link) will be distributed and choose a deadline for responding. It is recommended that you allow 1-2 weeks between distribution and the deadline.
- Determine if there is a mechanism for sending families a reminder of the deadline partway through the survey time period.

### Administer the Family Survey

Edit the introductory letter provided as part of the **Family Survey**, as needed, and send it to the Principal. Instruct the Principal to distribute that letter along with the survey or survey link.

- For online method: Distribute the letter and link to the survey to parents via the chosen communication method(s).
- For paper method: Have one copy of the letter and survey sent home to each family.

If there is a communication tool suitable for sending a reminder of the deadline, ask the Principal to take advantage of that a day or two before the deadline to maximize the response rate.

### Collate and analyze data

Once the deadline has passed, analyze the data. If you administered the survey (in part or in full) by paper, then you will first need to enter the paper-based responses into either the online survey tool you used or an excel spreadsheet.

### Integrate findings in School Travel Plan

Findings from the Family Survey may inform your Traffic Observation locations and Walkabout route, as well as the "Travel Challenges Summary" section of the School Travel Plan. Some Facilitators also include highlights from the Family Survey in the "Data Collection—Summary of Findings" section.

#### Focus on Equity

If you discovered (while completing the "School Travel Profile" section of your School Travel Plan) that the school sends communications to parents in multiple languages, consider having the Family Survey translated into those languages to increase the response rate and ensure diverse viewpoints are captured.

#### Tip for Success: The Family Survey

**Offer incentives:** To increase response rates for the Family Survey, suggest that schools offer an incentive (i.e., extra recess or a swim pass to a local pool) if the school achieves a return rate higher than 50%.

### Task 3: Obtain a map of school catchment area

Ask student transportation services and/or the school boards for a map showing all students' homes (as dots), the school location and catchment area. This is especially helpful when planning your Walkabout route. If you are not able to obtain that type of detailed map, you will need to get a map showing at least the catchment area. You will include whichever map you obtain in your School Travel Plan, at the end of the "School Profile" section.

### Task 4: Conduct a Traffic Observation and Walkabout, and write Travel Challenges summary

#### Tool 1: Traffic Observation

A Traffic Observation provides valuable information that will inform your Action Plan. It is also helpful for making the case to decision-makers about improvements that may be needed at or around the school site. It involves watching vehicles, cyclists and pedestrians as they arrive at or pass by the school and making note of any unsafe or illegal behaviour such as: illegal parking or U-turns, unsafe crossing of roads by pedestrians, etc.

This observation exercise should be done at least once in the morning and once at the end of the school day; ideally, you will observe for 30 minutes each time, from 20 minutes before the bell until 10 minutes after. If there are multiple locations at/around the school you'd like to observe, you may want to recruit volunteers to assist you so that you can complete the observation in one day. Some STP Facilitators have had success recruiting post-secondary students in geography, planning or environmental studies for help. Or, you could observe on your own from different locations on different days.

We've provided a basic tool, **Traffic Observation Instructions and Form**, as part of this toolkit to help you with this data collection step. You may wish to modify this tool for your own context. Alternatively, your municipal transportation department may have its own tool that they prefer you to use.

Once the observation is complete, review and collate the information collected into one report. A **Traffic Observation Sample Report** is available online. You will use key highlights from your summary report to write the "Travel Challenges Summary" section of the School Travel Plan.

#### Leave traffic counts up to the professionals

In past editions of the toolkit, there was a tool that combined Traffic Observation with a Traffic Count. Based on feedback from STP practitioners we have made Traffic Observation a standalone, and recommended, data collection tool—it provides valuable information that can be collected in a short period of time by one person or a small group. We are no longer recommending a full Traffic Count done by a team of volunteers over a week-long period (as we did in previous editions) because it is very resource-intensive and the data it yields is not always considered valid for transportation planning purposes. Instead, we now recommend that you work with regional/municipal traffic and transportation professionals to have them conduct professional assessments of traffic volume and speed. We've also added an optional data collection suggestion that you might manually count specific metrics on a small scale, i.e., cars in parking lot, bikes in bike rack, cars in kiss 'n' ride.

## Tool 2: Walkabout

The Walkabout is one of the most important parts of the entire STP process. Stakeholders from both the School STP Committee and the Regional STP Committee should be invited to participate (as well as students). The Walkabout is critical because it gets stakeholders to take the time to walk through the school neighbourhood and experience the issues first-hand. The process takes about 2.5 hours and includes a group walk highlighting areas of concern at the school site as well as on common school routes, followed by a debriefing session to discuss what was seen and brainstorm solutions.

The Walkabout is useful for:

- bringing stakeholders with different interests and mandates into the same conversation, and educating them about the challenges students face on the school journey, thereby generating enthusiasm and commitment; and
- brainstorming ideas for the Action Plan related to the built environment (i.e., engineering action items) and enforcement.

The **Walkabout Instructions and Checklist** tool will help you plan and execute this critical activity. The new Walkabout tool integrates a section about exploring and recording a Vision for your STP work.

After the Walkabout, you will write a summary report about the experience. Two sample reports are available online to provide inspiration as you write your walkabout summary report (**Sample Walkabout Report 1** and **Sample Walkabout Report 2**). Pull highlights from your summary report to include in the main body of your School Travel Plan, in the "Travel Challenges Summary" section.

### Focus on Equity

Invite individuals with disabilities and/or their parents and caregivers to participate in the Walkabout. They will be able to identify barriers to walkability that someone without a disability might easily overlook (i.e., lack of curb cuts where sidewalks meet road crossings, which limits route choices for people using mobility devices; lack of tactile pavement markers for someone with visual impairment to know where the sidewalk meets the street; insufficient time to cross the street at intersections with lights).

## Task 5 (optional): Collect additional data

### Bikeabout

The Bikeabout is similar to a Walkabout but conducted on bikes, with a specific focus on cycling infrastructure. The **Bikeabout Instructions and Checklist** tool can help you plan and carry out this data collection activity.

### Visual counts

There are some additional metrics that are easy to count in person and can be used to track changes in school travel behaviour. For example:

- # of cars entering the school parking lot;
- # of cars using a designated drop-off zone (e.g., kiss 'n' ride); and
- # of bikes in the bike racks.

Once you have decided what additional metrics you'd like to track, choose when to collect the data and who will collect it. You may want to collect the data yourself, or you can ask a volunteer to do it and report back to you. The data will be most useful if you can collect it over multiple days and calculate an average, since the numbers may vary from day to day.

Counterpoint is a digital app you may want to use (<http://counterpointapp.org/>).

### Data from police and/or by-law officers

Ask the police and by-law stakeholder(s) on your committee if they have any relevant data about safety in the school zone. For example, they may be able to provide data such as:

- # of collisions at/near school; and
- # of speeding or parking tickets (or warnings) handed out in school zone.

This is a good time to ask these stakeholders about any current education or enforcement activities they already engage in at/near the school. Add these findings under Existing Safety Policy and Education in the "School Profile" section of your School Travel Plan.

### Data from traffic or transportation stakeholders

Ask the traffic and transportation representatives on your Regional STP Committee if they have existing data about traffic volumes and speed in front of/near the school. If they do not, ask if it is possible for them to collect that type of information and, if so, when and how frequently. It may be possible to have them collect baseline data and then follow-up data in future years for comparison purposes.

### Add findings to School Travel Plan

Be sure to include highlights and conclusions from any of this additional data collection in the "Data Collection—Summary of Findings" and "Travel Challenges" sections of your School Travel Plan.



## Task 6: Finalize the vision & targets

### Come up with a shared vision for STP

If you didn't already do this as part of a Walkabout, discuss with your STP Committee members: What does a walking- and cycling-friendly school neighbourhood mean to you? What does a culture that is supportive of walking and wheeling to school look like? What do the streets look like? Who is using them and when? Talk about your ideas as a group and take notes. Which ideas do you all agree on? Put them together and write your vision. Add it to the "Vision and Targets" section of your School Travel Plan.

### Determine STP targets for the school

Review the baseline data and use it to set STP targets for the school. Broadly, the ultimate goals of all STP work are to: (1) reduce congestion and improve safety in the school zone; and (2) increase the number of children using active travel for their school journey. It can be helpful to set specific targets at the school level for number of students using each active (or sustainable) mode of transportation.

Suggested key metrics to set targets for (all of which can be calculated using data from the School Profile and Student Travel Survey):

- % of students in the 'walk zone' who are walking
- % of students who are cycling
- % students in the 'bus zone' who are riding the school bus (a sustainable mode). This is an important part of STP because increasing usage of assigned bus seats is one way to reduce congestion and improve safety in the school zone thereby improving conditions for those who walk or wheel.

Note that the walking and busing metrics above take into account who is in the walk zone and who is in the bus zone. This provides important context. The ultimate goal is to have everyone in the 'walk zone' walking or wheeling and everyone in the 'bus zone' riding the bus, thereby eliminating travel by personal vehicle.

Some schools might also want to set targets for number of students using other forms of sustainable transportation, i.e., public transit and carpooling.

The school may be able to set additional targets, depending on the data you were able to collect. For example:

- You may set targets for reducing the number of cars using a kiss 'n' ride or entering the school parking lot, or increasing usage of bike racks.
- If you were able to obtain collision and/or ticketing data from police or by-law stakeholders, you could set a target to reduce those numbers by a certain amount.
- If you were able to obtain data about traffic volumes and speeds out front of the school, you could set targets for reducing those numbers.

Targets should be recorded in the "Vision and Targets" section of the School Travel Plan. You'll notice in the template that it's recommended that you set annual targets as well as a long-term visionary target for each metric.

## Task 7: Share results, vision and targets

Circulate the "Baseline Data Collection—Summary of Findings," "Travel Challenges Summary" and "Vision & Targets" sections of your School Travel Plan to both the Regional STP Committee and the School STP Committee to ensure you've captured everything accurately and so that everyone has a copy of this important information to refer to as needed throughout the process.

It is highly recommended that a summary of the key points from these sections also be shared with parents, inviting them to provide feedback. See the second article in the [Sample School Newsletter Articles](#) tool for inspiration when writing this summary for parents.

If there are stakeholders in the wider community who might have an interest in the school's transportation issues, they should also receive a copy of the summary findings along with an invitation to submit any feedback. For example, nearby businesses that have parking issues with parents or community centres that use the same walking paths may have an interest.

### Link it to the Curriculum

Schools often choose to use the STP process as a learning opportunity for their students. Below are some examples of how STP can be incorporated into student learning during Phase 2.

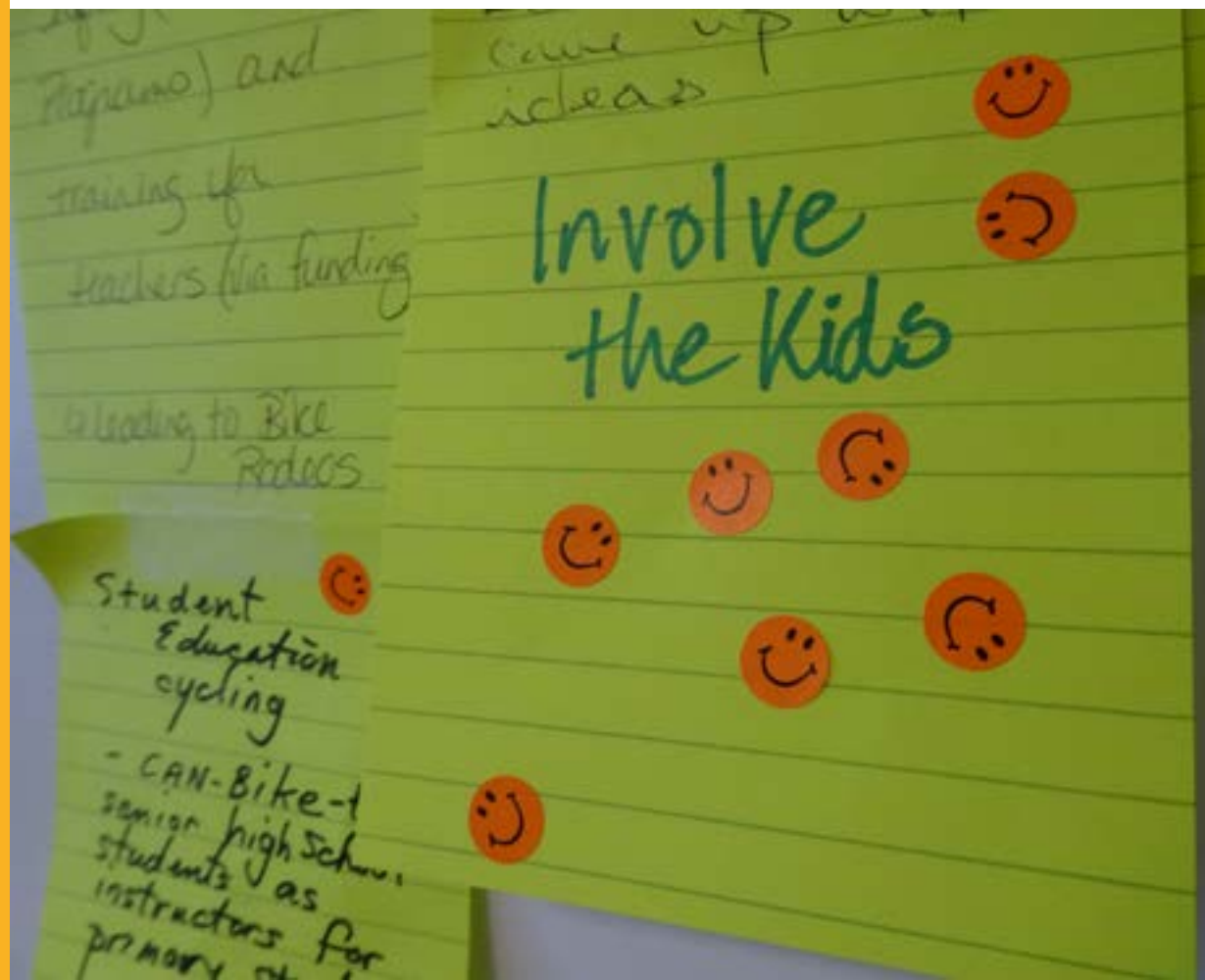
- Math: Using the completed Student Travel Surveys, students can calculate average number and percentage of students using each mode of transportation and graph results by class and/or school-wide. They may then display these graphics in the school as an engagement strategy to stimulate interest in STP.
- Geography: Students can map out common routes they travel to school and favourite things/barriers they notice along these routes.
- Metrolinx has created three lesson plans about active and sustainable school transportation:
  - Science and Technology for grade 1 ([www.ontarioactiveschooltravel.ca/wp-content/uploads/2018/02/1.-ASST-Lesson-Plans-Grade-1-En.pdf](http://www.ontarioactiveschooltravel.ca/wp-content/uploads/2018/02/1.-ASST-Lesson-Plans-Grade-1-En.pdf)).
  - Social Studies for grade 5 ([www.ontarioactiveschooltravel.ca/wp-content/uploads/2018/02/2.-ASST-Lesson-Plans-Grade-5-En.pdf](http://www.ontarioactiveschooltravel.ca/wp-content/uploads/2018/02/2.-ASST-Lesson-Plans-Grade-5-En.pdf))
  - Health and Physical Education for grade 9 ([www.ontarioactiveschooltravel.ca/wp-content/uploads/2018/02/3.-ASST-Lesson-Plans-Grade-9-En.pdf](http://www.ontarioactiveschooltravel.ca/wp-content/uploads/2018/02/3.-ASST-Lesson-Plans-Grade-9-En.pdf))

For more ideas on how to link STP to classroom curriculum, see our list of Education resources online ([www.ontarioactiveschooltravel.ca/steps-to-success-the-5-es](http://www.ontarioactiveschooltravel.ca/steps-to-success-the-5-es)).

# PHASE 3



## Develop Action Plan

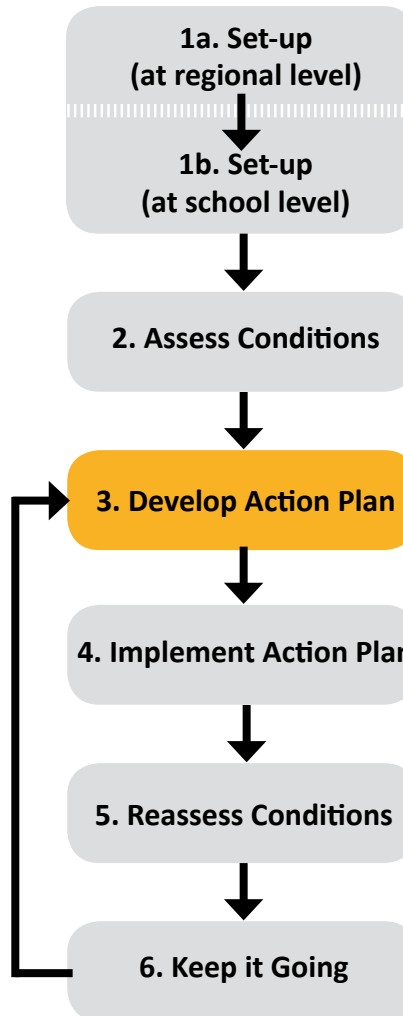


# PHASE 3

1-2 months

## Phase 3: Develop Action Plan

The purpose of Phase 3 is to develop a plan of action based on the issues and barriers to active school travel that were identified in Phase 2. The Action Plan must be agreed upon and approved by the STP Committees to make sure everybody agrees with what needs to be done, by whom and when. It may take a few meetings and/or email discussions over a period of 1-2 months to discuss the issues and fully develop the Action Plan. Keep in mind that parts of Action Plan development will begin during Phase 2.



There are many different processes you could use to work with your stakeholders to develop the Action Plan; this section outlines one potential approach. The exact steps you take will vary depending on the time available, which stakeholders you are working with, and their availability and level of interest.

Complete these sections in your School Travel Plan:

- Action Plan
- Cover Page
- Edition Tracking
- Team & Endorsement
- Table of Contents
- Introduction

### Phase 3 Task Checklist

- Task 1: Conduct preliminary research
- Task 2: Brainstorm solutions with School STP Committee
- Task 3: Write draft Action Plan with School STP Committee
- Task 4: Get feedback from Regional STP Committee and finalize "Action Plan" section of School Travel Plan
- Task 5: Finalize initial edition of School Travel Plan and get commitment in writing

Task 1: Conduct preliminary research

With a particular school's challenges in mind, research solutions you might suggest during the upcoming brainstorming session. You don't need to be an expert on everything but you should have knowledge of effective interventions for each of the 5 Es (i.e., education, encouragement, engineering, enforcement and evaluation). Some useful resources:

- **Action Plan Inspiration Guide**—This shares real-life examples of successful actions taken in communities and schools across Canada and beyond.
- [www.ontarioactiveschooltravel.ca/steps-to-success-the-5-es](http://www.ontarioactiveschooltravel.ca/steps-to-success-the-5-es)
- "Guide to Safer Streets Near Schools," a Toronto-based report that is useful for other communities as well (<http://ontarioactiveschooltravel.ca/wp-content/uploads/2018/05/Guide-to-Safer-Streets-Near-Schools.pdf>)

You might also share these resources with keen committee members that you think would take the time to review the information in advance.

Experience has shown that it is critical for School Travel Plans to include diverse actions from across the five categories to successfully influence how children travel to/from school.

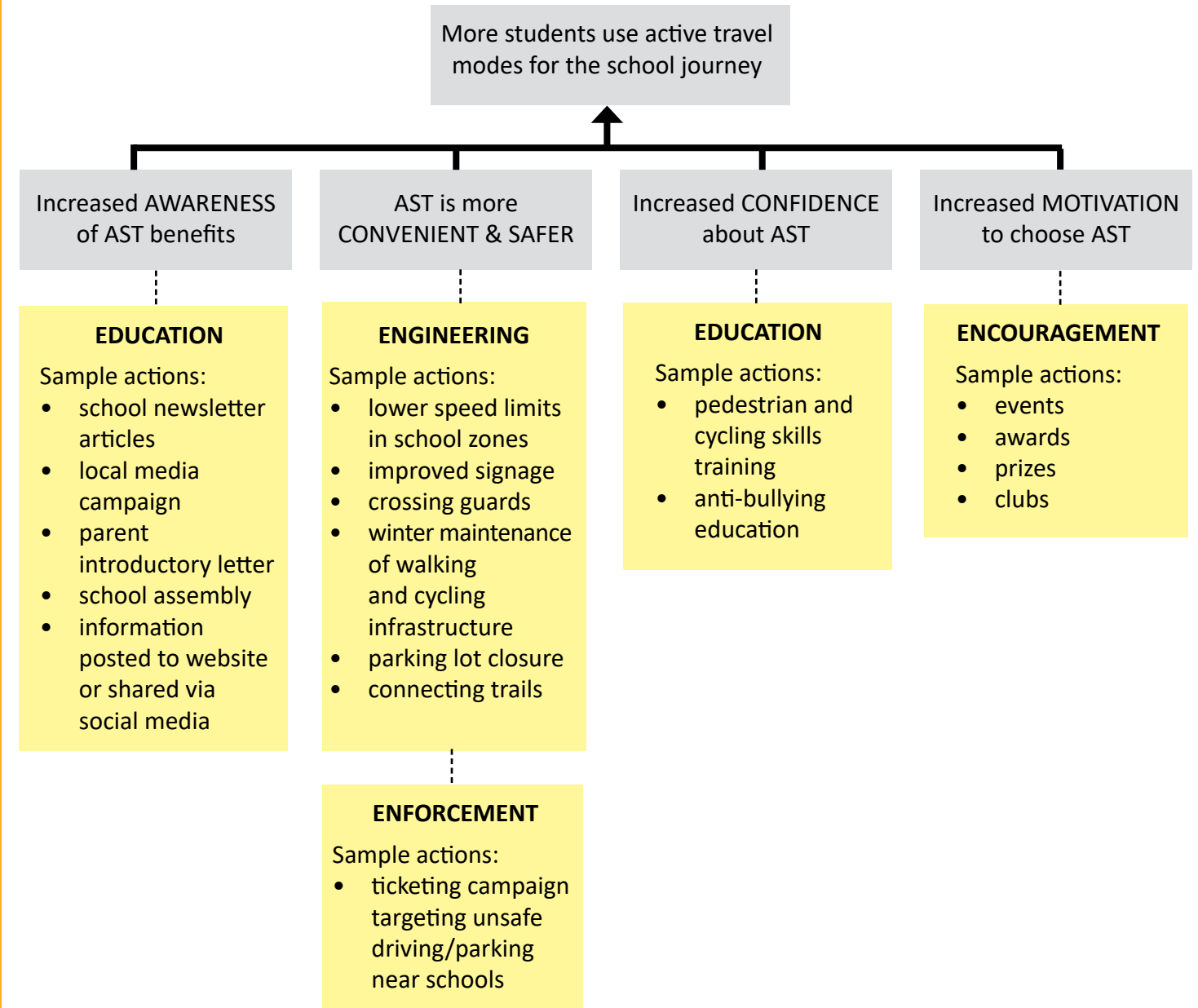
**The 5 Es**

- Ⓞ **Education:** Raising awareness about the benefits of active and sustainable school travel, and teaching students the skills they need to walk/wheel or ride the school bus safely.
- Ⓞ **Encouragement:** Creating excitement and shifting norms through events, activities, prizes and incentives.
- Ⓞ **Engineering:** Improving existing and/or installing new infrastructure to support active school travel.
- Ⓞ **Enforcement:** Monitoring traffic and enforcing traffic rules.
- Ⓞ **Evaluation:** Assessing conditions and monitoring progress toward school travel goals.

The diagram on the next page helps illustrate how actions under the various Es support School Travel Planning goals.

**The 5 Es in action**

Below is a diagram showing how the 5 Es support STP goals. This helps illustrate why it is so important that a School Travel Plan address all 5 Es in order to successfully influence school travel choices. Note that this is a generalization of these connections; there may be other relationships not depicted. Some activities affect more than one E and thus can affect multiple goals. Also, there are many more examples of activities that could fall under each E.



**EVALUATION**, i.e., using data collection tools to assess conditions and measure changes in travel mode; plus tracking implementation progress—what actions have been completed, participation #s in events, etc.



## Task 2: Brainstorm solutions with the School STP Committee

With your School STP Committee, brainstorm action items from across the 5 Es that could help you address issues identified and achieve your goals, using the "Vision and Brainstorming Actions" section of your Walkabout report as a starting point. Be sure to share any good ideas you discovered during your preliminary research.

This brainstorming may take place over multiple meetings. Be sure to keep track of what is discussed at any meeting, so that you can arrive at the next meeting prepared with detailed notes about past discussions.

**TIP: Trust the Experts.** During this task, it is important for you to remind participants to keep an open mind about solutions. Create a list of brainstormed ideas, but don't get 'attached' to your ideas. Some stakeholder groups may not be involved in the brainstorming discussions and they will have a chance later in the process to review your ideas that are relevant to their area of expertise. They may have ideas for other solutions that could be better suited to the situation. Sometimes laypeople can have strong opinions but are uninformed about all the pros and cons of their ideas. This is particularly true with regard to engineering solutions. One of the main reasons to involve diverse stakeholders in the STP process is to tap into their expertise.

### Link it to the Curriculum

As you brainstorm, remember that STP can be incorporated into student learning as part of a school's Action Plan. For example:

- **Literacy and Art:** Students can create artwork and messaging as part of school-wide awareness campaigns that promote active school travel and pedestrian safety. Such campaigns can be general or based on specific issues at that school site (i.e., issues identified during data collection).

For more ideas on how to link STP to classroom curriculum, see our list of Education resources online ([www.ontarioactiveschooltravel.ca/steps-to-success-the-5-es](http://www.ontarioactiveschooltravel.ca/steps-to-success-the-5-es)).

### Tap Into Existing School Groups

Some schools have existing student groups that might have suggestions for the Action Plan, and might also help with implementation of those actions, i.e.,

- a cycling club might take the lead on organizing a bike rodeo or raising funds for new bike racks;
- an environmental club might create posters for the school to educate students about how active school travel is good for the environment;
- a mental health club might share announcements about how active school travel is good for your mental health;
- a peer leadership group might administer the Student Travel Survey; and
- student safety patrollers might help plan and run an active school travel promotion event.



## Task 3: Write draft Action Plan with School STP Committee

With your School STP Committee, prioritize problem areas and potential solutions then choose the items that will be included in the draft Action Plan. These action items should align with the issues and barriers to active school travel that were identified in Phase 2. In prioritizing areas for action, it is important to consider the broader community and road environment, and not to focus solely on the area immediately around the school.

Make sure that Action Plan items are clear, measurable (if possible) and realistic; address who is responsible; and have a deadline for completion. We recommend you use a table format for your Action Plan, with the following headings:

- Action/Initiative—high-level description
- Tasks—detailed steps for a given action/initiative; perhaps a bulleted list
- Person Responsible
- Proposed Dates
- Resources or Cost
- Notes/Implementation Status

Within your Action Plan, you might want to organize actions according to the 5 Es.

By the end of this task you should have a draft Action Plan ready to be reviewed by regional stakeholders.

### Focus on Equity

When choosing items to include in the Action Plan, be inclusive of students with travel limitations, i.e., students who are bused or who are non-ambulatory such as wheelchair users. For example:

- This could impact the engineering solutions you choose.
- This could affect the encouragement activities you offer. Perhaps you will run a Walk at school event during recess, or encourage families to park a block away then walk/wheel to school.

### TIP TO PREPARE FOR PHASE 6:

#### Build capacity within your STP Committees

Some STP Facilitators have the capacity to take a very hands-on role in schools (i.e., leading kick-off assemblies, conducting safety training and/or overseeing student active transportation clubs). Other STP Facilitators provide suggestions about these types of actions but leave the responsibility for implementation to others on the team. How much you are able to do will depend on how many hours you work each week on STP Facilitation and how many schools you are expected to work with at any given time.

Given that you will not always be there to directly support each school, it is strongly recommended that you work to build capacity by assigning responsibilities to School and Regional STP Committee members from the start (i.e., don't try to do everything, even if you think you can). In other words, **make sure there is a wide variety of stakeholders listed in the Person Responsible column of the Action Plan, and that most of the work is not assigned to you.**

# PHASE 4

## Task 4: Get feedback from Regional STP Committee and finalize Action Plan

Share the draft Action Plan with the Regional STP Committee, either during a meeting or via email. Seek feedback from each stakeholder, particularly about any action items that they have been assigned responsibility for. They will likely be able to provide insights about the feasibility of proposed action items, make suggestions for alternate or additional solutions, and offer realistic timelines for completion of certain action items that require their involvement (i.e., engineering action items that require changes to/new infrastructure).

By having all committee members involved in finalizing the Action Plan, you will ensure that everyone who is assigned a task will be aware of their responsibilities. Seeking buy-in at this stage is crucial to successful implementation.

If your timeline and budget permits, you might want to organize a meeting that brings together representatives from the Regional STP Committee and from multiple schools to network and brainstorm solutions together.

Integrate the feedback, finalizing the Action Plan.

## Task 5: Finalize initial edition of School Travel Plan and get commitment in writing

Finalize all content of the School Travel Plan, including preparation of the "Team & Endorsement" section which is where the Principal provides official sign-off. Samples of completed School Travel Plans can be accessed online at [www.ontarioactiveschooltravel.ca/school-travel-planning-toolkit](http://www.ontarioactiveschooltravel.ca/school-travel-planning-toolkit) under "Phase 3." You will also need to write text to include in the "Introduction" section of the School Travel Plan; in the template, we have provided suggested text to explain national context, and you will need to add school- and region-specific information. You will also need to create a cover page, edition tracking page and table of contents.

Once the School Travel Plan is finalized, give the document to the Principal and a lead representative of the Regional STP Committee for sign-off. Distribute copies of the final, signed School Travel Plan (either electronic or paper) to every member of both committees.

### TIP: Obtain sign-off from other stakeholders on select sub-sections of plan

You might want to also create separate documents each containing a summary of the action plan items assigned to a particular stakeholder and have them sign-off on that. This is a more realistic approach than trying to get regional committee members to review an entire School Travel Plan and sign-off on the whole document.



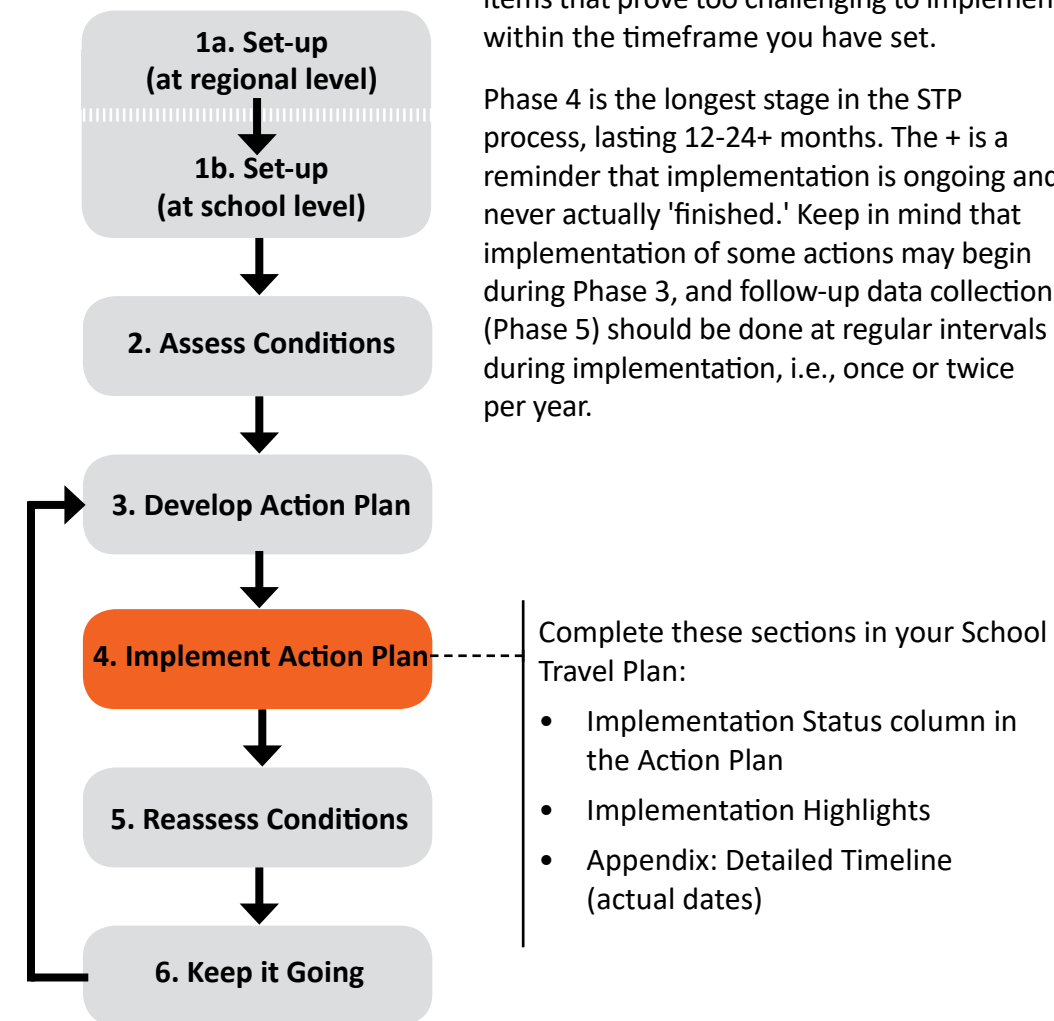
## Implement Action Plan



## Phase 4: Implement Action Plan

Phase 4 is where you put the ideas in the Action Plan into action! This requires ongoing communication with the school community so that they are aware of and can contribute to the success of implementation.

Action Plans may need modification along the way, including adding new items as new information becomes available, and adapting, reassigning or postponing items that prove too challenging to implement within the timeframe you have set.



Phase 4 is the longest stage in the STP process, lasting 12-24+ months. The + is a reminder that implementation is ongoing and never actually 'finished.' Keep in mind that implementation of some actions may begin during Phase 3, and follow-up data collection (Phase 5) should be done at regular intervals during implementation, i.e., once or twice per year.

### Phase 4 Task Checklist

- Task 1: Widely advertise the School Travel Plan
- Task 2: Facilitate implementation of Action Plan items
- Task 3: Track and celebrate implementation progress

12-24+  
months

### Task 1: Widely advertise the School Travel Plan

Announce the completion of the School Travel Plan to parents and the wider community, i.e., through school newsletters (see [Sample School Newsletter Articles](#)), bulletin boards, school website, presentations at parent council meetings and/or media releases (see [Media Tips](#) tool). Be sure to tap into any media relations expertise your regional stakeholders have. Some schools choose to launch their plan to the community by holding an event, often during a regular assembly, with key stakeholders present to mingle with parents, residents and other community or business members impacted by the plan. Make copies of the signed School Travel Plan available online.

### Task 2: Facilitate implementation of Action Plan

Your role during the implementation phase will likely include both direct involvement in implementing some of the actions as well as overseeing others as they implement the actions they were assigned. Below are some tips to help you and the stakeholders maximize progress during this phase.

#### Share resources

A great wealth of resources linked to each of the 5 Es, including literature, activity ideas and supports, can be found at ([www.ontarioactiveschooltravel.ca/steps-to-success-the-5-es](http://www.ontarioactiveschooltravel.ca/steps-to-success-the-5-es)) and in the [Action Plan Inspiration Guide](#).

Make members of your STP committees aware of any resources that are relevant for their assigned actions; provide hard copies of these resources when needed.

#### Build momentum by starting with easier action items as early as possible

Implementation of short-term action items—such as promoting the benefits of active school travel in school newsletters and setting up walk to school days—may start very soon after baseline data has been collected. Being able to check items off the list quickly fosters a sense of accomplishment and builds momentum early in the process.

#### Engage with interested parents

Seek out interested parents at the school who are not members of the committee but want to help with implementation of different action plan items.

#### Hold regular meetings

Coordinate ongoing committee meetings. The School STP Committee will need to meet regularly to monitor progress and discuss/solve any problems that have arisen with particular Action Plan items. The Regional STP Committee may not need to meet quite as often, however, you will likely need to keep in contact with individual stakeholders on that committee to follow up about progress on action items.

At some School STP Committee meetings, it may make sense to invite members of the Regional STP Committee who are involved with the action items being discussed at that meeting.

## Focus on Equity

Ideas for planning equitable meetings:

- Plan meetings at times that are convenient for as many members of your committees as possible. Ask what times work best for them; do not assume that all stakeholders have similar schedules. This might mean some meetings are held before or after school or in the evening, particularly meetings involving parents.
- Provide options for childcare at meetings, if needed, so that members with young children can attend.
- Be aware of holidays and holy days celebrated and observed by different faiths and cultures in your school community, and make sure meetings and events do not conflict with these.

## Identify obstacles

Inevitably, unforeseen barriers will arise during implementation. Do not be discouraged! Identify obstacles to Action Plan implementation as they arise, and troubleshoot ways to remove or navigate around these obstacles to keep the process on track. In some cases, obstacles may prove too great and you will need to modify parts of the Action Plan to reflect the reality of the situation.

The ability to be flexible during the implementation of the Action Plan is key to a successful STP program.

### Task 3: Track and celebrate implementation progress

#### Keep track of progress and keep everybody on track

As you touch base with stakeholders to check-in and offer support with implementation, you will be kept up-to-date about progress on the various action items. Keep track of this progress in the School Travel Plan by updating your detailed timeline appendix with actual start and completion dates and updating the "Implementation Status" column in the Action Plan. It can be helpful to create icons to symbolize at-a-glance whether an action is complete, partially complete and whether it is a recurring item. You might want to add some brief notes in that column as well. If you'd like to go into more detail about implementation progress, you can use the "Implementation Highlights" section of the School Travel Plan to share information and perhaps photos about key activities.

Communicate implementation progress to committee members at meetings.

## Celebrate successes

Create celebration opportunities where they are warranted and welcomed. Celebrating milestones in the implementation process can maintain visibility of and enthusiasm for the School Travel Plan and retain interest by recognizing people's input. These celebrations can be large (i.e., a special event at a single school, or a larger event involving a cluster of schools) or small (i.e., an article in the school newsletter or community newspaper announcing the completion of a task).



#### Provide data to demonstrate progress

In addition to describing any completed action items when communicating about progress, be sure to emphasize the impact those changes will have/are having on students, parents, school staff and the wider community. Because you haven't collected follow-up data to demonstrate any shifts in transportation mode at this point, you might describe the impact of your efforts using data about participation rates for events, or qualitative feedback you've received (i.e., parent, student or school staff testimonials).

# PHASE 5



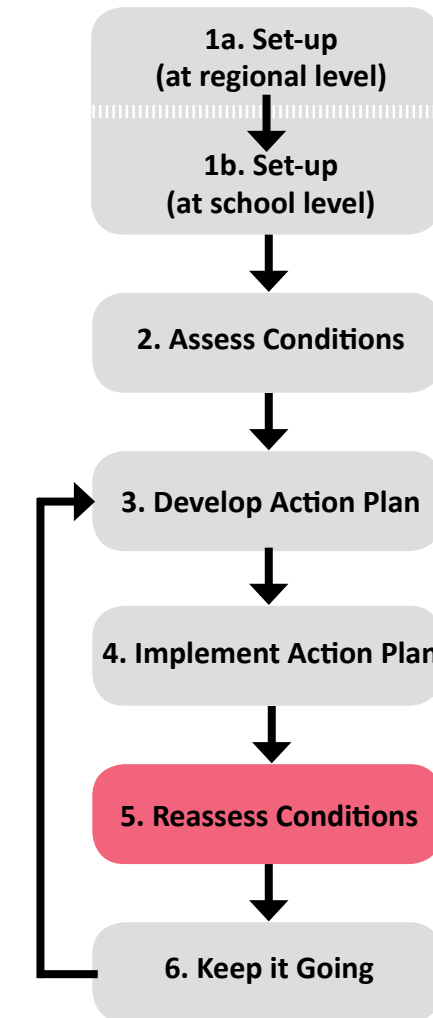
## Reassess Conditions



# PHASE 5

1-2 months

### Phase 5: Reassess Conditions



During Phase 5 you evaluate the progress of your STP program. This includes collecting follow-up travel data to compare to the baseline data collected in Phase 2, and adding those results to the School Travel Plan. It also involves sharing results and progress to maintain enthusiasm in the STP process moving forward.

Planning, executing and analyzing follow-up data collection (Phase 5) typically takes between one and two months to complete.

Update these sections in your School Travel Plan:

- Data Collection: Summary of Findings
- Other sections as needed

#### Phase 5 Task Checklist

- Task 1: Conduct **Student Travel Survey** again
- Task 2 (optional): Collect any additional follow-up data
- Task 3: Integrate findings into "Data Collection: Summary of Findings" section of School Travel Plan
- Task 4: Update any other sections and publish an updated edition of School Travel Plan
- Task 5: Communicate results and lessons learned



## Follow-up data collection at-a-glance

The table below summarizes the recommended tools for collecting follow-up data.

Data Collection Tool	Description
<b>Recommended Data Collection:</b>	
<b>Student Travel Survey</b>	This is the same survey used at baseline in the classroom to collect data about school travel mode. Ideally, it should be done twice each school year (fall and spring), but at a minimum once each year (at a comparable time of year).
<b>Optional Additional Data Collection:</b>	
<b>Traffic Observation</b>	Once a sufficient amount of implementation has been done and it's reasonable to expect your efforts may be having an impact on travel behaviour, it is useful to conduct another Traffic Observation and compare your findings with baseline.
Visual counts	If you collected baseline data on additional metrics (i.e., the number of cars entering the school parking lot or using a kiss 'n' ride, and/or the number of bikes in the bike racks), then you will want to do periodic re-counts for comparison, perhaps once each year or during/immediately after implementing a relevant action item.
Data from police and/or by-law officer	If you were able to obtain safety and/or enforcement data from the police or by-law stakeholder(s), you will want to ask for updated data for comparison purposes.
Data from traffic or transportation stakeholders	If you were able to obtain data from traffic and/or transportation professionals about traffic volumes and speed in front of/near the school, you may want to periodically ask if any new data has been collected and if not, you might request that new data be collected.
<b>Family Survey</b>	You may repeat this survey several years after baseline when a school feels that it may generate new findings (approx. every 3-5 years), i.e., if there have been significant infrastructure changes around the school, or many new families are at the school now.
<b>Walkabout</b>	Walkabouts may be repeated from time to time, to re-assess the conditions on the routes to school. However, they don't need to be done frequently since many of the actions that would affect the routes are longer-term items.
<b>Bikeabout</b>	Like the Walkabout, a Bikeabout would only be repeated occasionally, when enough time has passed that there would be sufficient changes to the routes or to explore different routes.

## ☐ Task 1: Conduct Student Travel Survey again

### Administer the survey

Have teachers or a group of student leaders conduct the **Student Travel Survey** over five consecutive days, tracking transportation mode to and from school. This is simply a repeat of the same survey conducted at baseline; so, if you modified the survey tool for baseline data collection, make sure to use the same tool for follow-up.

Ideally, the Student Travel Survey will be done twice each school year, in the fall and spring, but at a minimum you should aim to collect this data at least once each year (in the same month each time).

### Collate and analyze data

- Enter the data into a copy of the same tool you used during baseline: **Student Travel Survey Data Entry Tool**.

## ☐ Task 2 (optional): Collect any additional follow-up data

Depending on how much progress has been made with implementation of the Action Plan and your available resources, you may collect additional data periodically. The table on the previous page describes the optional additional follow-up data you might want to collect. Discuss the options with your stakeholders, then collect and analyze any extra data you decide will be helpful.

## ☐ Task 3: Integrate findings into School Travel Plan

Now is the exciting time where you can update the "Data Collection: Summary of Findings" section in your School Travel Plan, providing comparisons between the baseline data and your new follow-up data. Hopefully you've made some progress toward your goals.

# PHASE 6

## Task 4: Update any other sections and publish an updated edition of School Travel Plan

Revisit your School Travel Plan and update as necessary with input from the stakeholders, including the following sections:

- Detailed Timeline Appendix
- "Implementation Status" column in the Action Plan, and Implementation Highlights
- Action Plan—remember as you make changes to the Action Plan to be sure that the stakeholder assigned as responsible for the altered or new actions is on-board and committed.

### Edition Tracking in the School Travel Plan

A School Travel Plan is a document that requires updating at many times for different reasons. It is used to both record the plan and track progress. So, the edition tracking table will help readers know which version they are reading and what has changed since the previous version.

## Task 5: Communicate results and lessons learned

### Share results and lessons learned with committee members

Be sure to circulate the updated School Travel Plan to all committee members. You may also want to share the follow-up results and lessons learned via a presentation at one of your meetings or perhaps a webinar.

Some Facilitators choose to create a summary document containing select highlights from the School Travel Plan and share this shorter document with the Regional STP Committee, high-level decision makers or the public.

### Share findings with school and wider community

Keep the school and wider community informed about any key information that comes out of the follow-up data collection (i.e., through school newsletters, social media or local news media). In addition to sharing data about any transportation mode shifts, you might also want to provide an update about recent implementation progress.

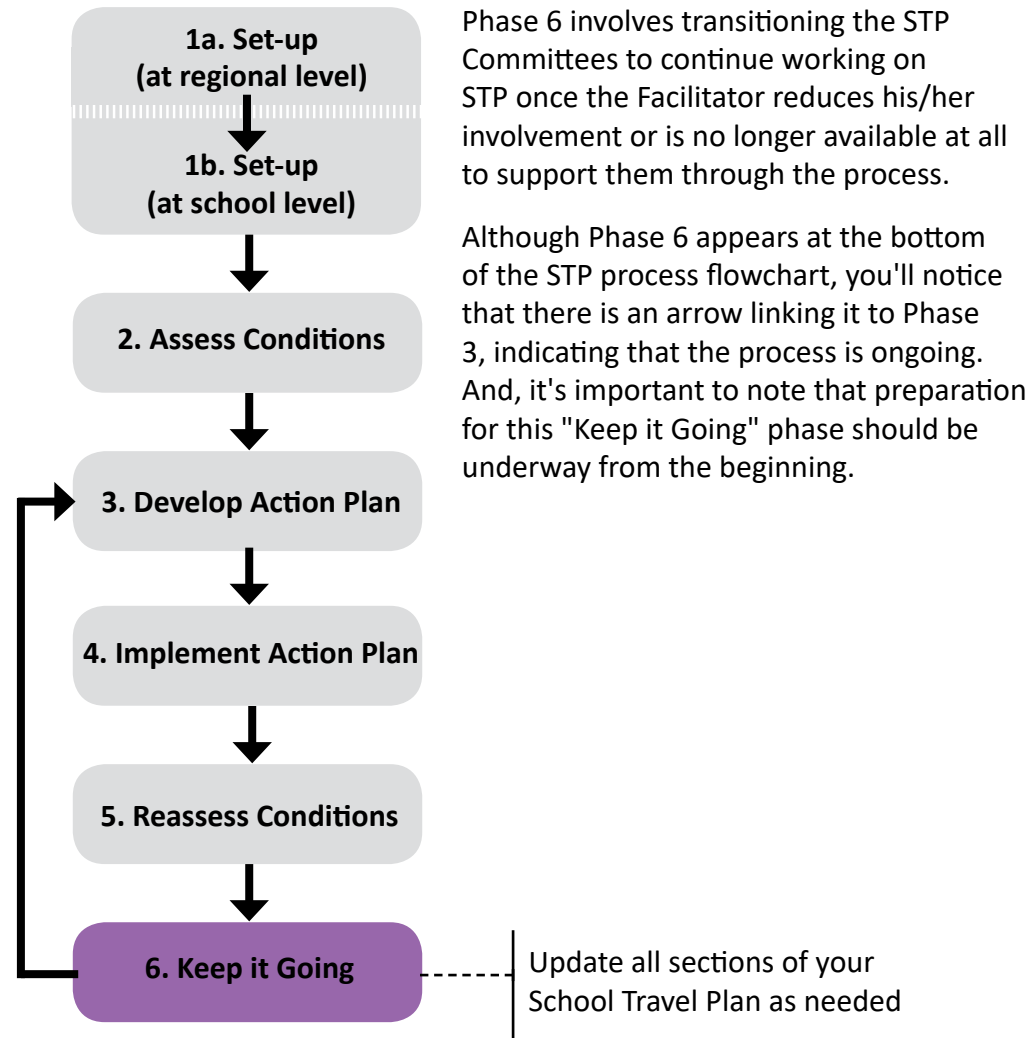
You should also share your successes with Green Communities Canada for inclusion in our AST newsletter; we welcome articles about unique interventions, policy changes and successful events/activities, as well as event photos with captions. Please submit to [stp@greencommunitiescanada.org](mailto:stp@greencommunitiescanada.org).



## Keep it Going



## Phase 6: Keep it Going



Phase 6 involves transitioning the STP Committees to continue working on STP once the Facilitator reduces his/her involvement or is no longer available at all to support them through the process.

Although Phase 6 appears at the bottom of the STP process flowchart, you'll notice that there is an arrow linking it to Phase 3, indicating that the process is ongoing. And, it's important to note that preparation for this "Keep it Going" phase should be underway from the beginning.

### Phase 6 Task Checklist

- Task 1: Build community capacity
- Task 2: Hold a final handover meeting with both committees
- Task 3: Have a handover meeting with lead champions

## Task 1: Build community capacity

A key component of your STP program *from the start* should be a focus on building capacity within your school community, including members of the School and Regional STP Committees. A project with an STP Facilitator that completes a large number of action items without meaningfully engaging the stakeholders is likely to end once the support of the STP Facilitator is reduced or finished completely. In order to build community capacity, there are a number of things you can do throughout your time working with a school.

### Identify and celebrate the school-level champions

From the outset of the STP process, the Principal should have identified one or more teacher leads. One of your goals over the course of the STP process is to foster those teachers' interest and knowledge around promoting active school travel, so they can continue to champion the vision and goals of the School STP committee once you are gone.

Likewise, parent and student champions can be important leaders in the STP process, and should be encouraged and supported throughout the process. In some school communities, you may also have supportive community partners, such as local business owners or volunteers; encourage their involvement whenever suitable.

One way to celebrate the contributions of STP champions is with a **Certificate of Recognition** for outstanding members of your School STP Committee. This is a small gesture that can reinforce stakeholder engagement, helping them feel that their efforts are being acknowledged and appreciated.

### Identify your champions at the regional level

Just as important as champions at the school level are strong supporters at the regional level. Often these stakeholders are decision-makers or they work closely with decision-makers who can help drive long-term STP implementation efforts. They might even be in a position to develop and implement policies that will make it easier for schools to promote walking and cycling. Identify the individuals who appear most invested in the vision and goals of STP and work closely with them to discuss how STP can support the mandate of their organization(s), and be clear about exactly how STP work could be further enhanced with their help.

### Make STP work meaningful and fun

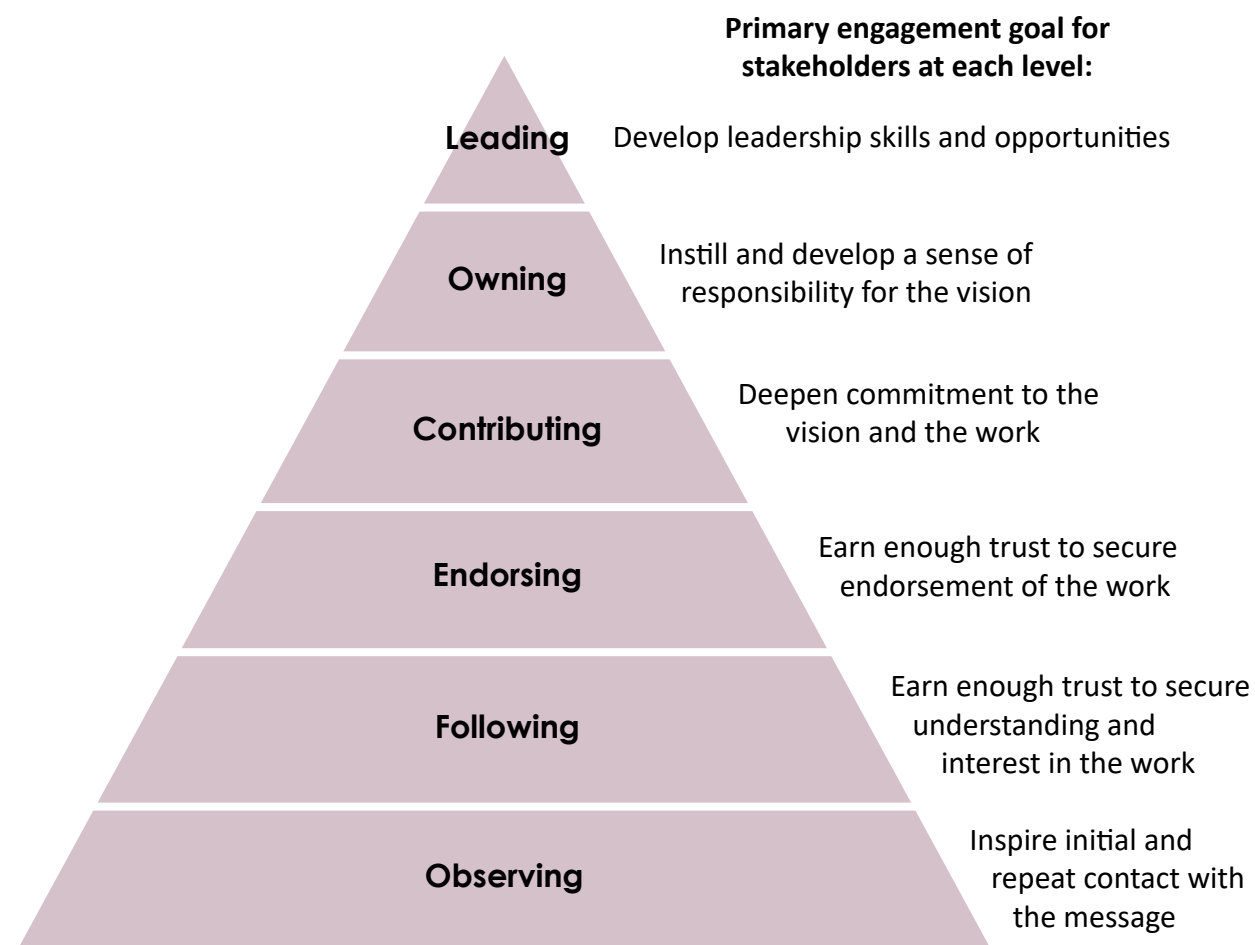
Making STP work meaningful and fun is especially important for engaging members of the School STP Committee, whose involvement in this work is likely a volunteer commitment that takes up valuable free time. Part of engaging stakeholders in your STP work over the long-term is to give them a sense that the work they are doing will make a difference. The last thing you want is for stakeholders to feel that they are easily replaceable. Engage them in aspects of the STP process that match their interests and expertise.

While stakeholders may be motivated and encouraged by progress, the reality is that the STP process can sometimes be slow and not all wins come quickly and easily. This is where social connection and a sense of belonging come in. When stakeholders enjoy the company of their fellow committee members and look forward to meetings, they are much more likely to continue to show up. Here are some ideas to help you host meetings that foster social connections:

- Make meetings inclusive, participative and upbeat. Set a tone that allows people to disagree and give everyone a chance to contribute to the conversation.
- Let discussions take longer than planned if they are going in a productive direction. It's OK to push some agenda items to next time if stakeholders are engaged and are coming up with good ideas.
- Use the time before or after a meeting to catch up with stakeholders and to get to know them. This can be as simple as making small talk about how their day is going, or to follow up on a conversation you had last time.

### Target communications based on each stakeholder's level of engagement

It can be useful to think of stakeholders as part of a "Pyramid of Engagement." This model shows how there are unique goals for engaging stakeholders at different levels of engagement within a school community. While a majority of stakeholders will be engaged at the lower levels of the pyramid, this potential base of support has important implications for the school culture. For more on the Pyramid of Engagement, see this helpful work by [Groundwire](#).



### Task 2: Hold a final handover meeting with both committees

Hold a final meeting with members from both committees present, or separate meetings for each committee if necessary, to discuss plans for how STP work will continue in the absence of (or significantly reduced) Facilitator support. Be clear about whether you will be available in any capacity and, if so, what is reasonable that they might expect from you. For example, will you have the time to answer questions by phone/email, attend one meeting per year, review any updates to the Action Plan? Topics to discuss:

- Meetings—How often will each committee meet? Ideally, set up a meeting schedule for the next year. Who will chair the meetings and take minutes?
- Communication—How will committee members stay in touch between meetings? If an email distribution list hasn't already been set up, perhaps this is a good time to do so, or at least ensure everyone has contact information for each other.
- Follow-up data—When will follow-up data be collected, and which data collection tools will be used? Who will handle data entry and analysis of findings?
- Status of Action Plan—What is the current status of implementation for remaining action items? Does the Action Plan need to be modified at this time? Seek verbal renewed commitment from stakeholders to continue with their assigned action items.
- School Travel Plan—Who will take responsibility for updating the School Travel Plan on a regular basis, i.e., modifying the Action Plan as needed, integrating follow-up data collection findings, tracking implementation?
- Contingency Plan—How will any change of administration at the school (i.e., new principal) be handled so that the STP program continues?

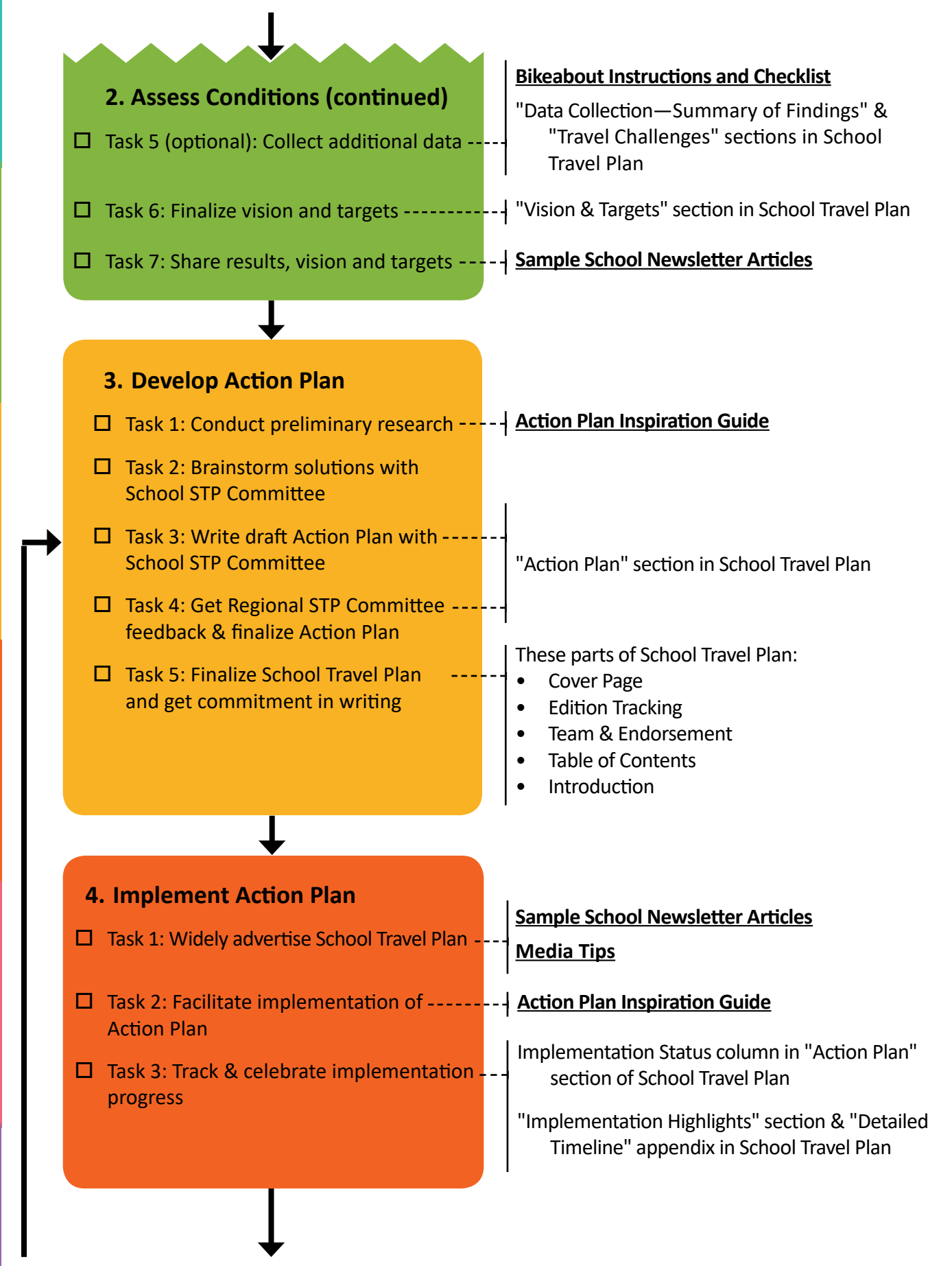
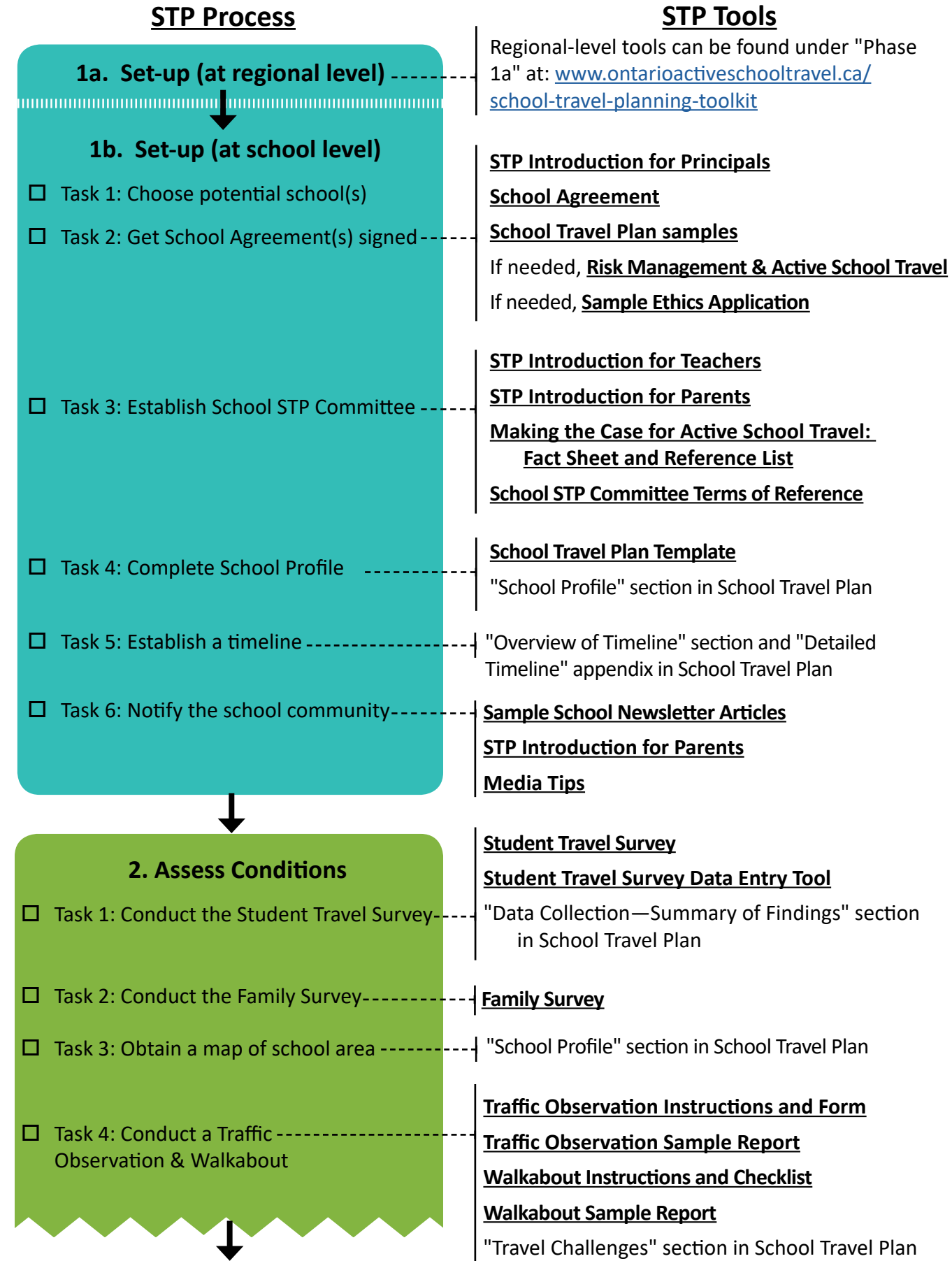
In some cases, a single champion may essentially take over all of the tasks that you were doing as a Facilitator. In other instances, you may find that it takes a group effort to keep things going, with different stakeholders agreeing to be responsible for leading individual aspects of the work. If it is decided that multiple champions will be involved, seek commitment from one (or maybe two) of them to be the official lead so that they can ensure everyone follows through with what they've committed to do. You might suggest that they rotate who takes on the lead role each year.

Document what was discussed in meeting minutes and be sure all committee members receive a copy and have a chance to provide feedback before the minutes are finalized.

### Task 3: Have a handover meeting with lead champions

Offer to have a meeting with the designated lead champions to answer any questions they have about their role and responsibilities in the STP work going forward. This is a chance to go into more detail about the work they'll be doing than was possible during the committee handover meeting. If possible, offer to be available for support if they have any questions after they get started.

# Task List and Tools Summary



## 5. Reassess Conditions

- Task 1: Conduct Student Travel Survey ----- Use Phase 2, Task 1 tools
- Task 2: Collect any additional optional follow-up data ----- Use Phase 2, Tasks 2, 3 and 5 tools
- Task 3: Integrate findings into School Travel Plan ----- "Data Collection—Summary of Findings" section in School Travel Plan
- Task 4: Update any other sections & publish new edition of School Travel Plan -----
  - Cover Page
  - Edition Tracking
  - Team & Endorsement
  - Table of Contents
  - Action Plan
  - Implementation Highlights
  - Detailed Timeline Appendix
- Task 5: Communicate results & lessons learned

## 6. Keep it Going

- Task 1: Build community capacity ----- Certificate of Recognition
- Task 2: Hold a handover meeting with both committees
- Task 3: Have a handover meeting with lead champions

# Section 3: Appendices



### In this section:

- Appendix 1: Influences on STP Toolkit Contents
- Appendix 2: Working with Secondary Schools
- Appendix 3: Ethics Review Information
- Appendix 4: School STP Committee Members' Responsibilities

# Appendix 1: Influences on STP Toolkit Content

The content of The Canadian STP Toolkit is based on feedback from experienced STP practitioners as well as lessons learned during these past STP projects:

- 2006—Green Communities Canada conducted research into International Best Practices for STP
- 2007-2009—Green Communities Canada led a pilot project to test STP (funded by the Public Health Agency of Canada) with provincial partners in BC, AB and NS. Green Communities Canada handled the pilot work in ON.
- 2009-2011—Metrolinx led the Stepping It Up pilot project in the Greater Toronto and Hamilton Area (Ontario).
- 2009-2012—Green Communities Canada led a project to disseminate STP to every province and territory (funded by the Canadian Partnership Against Cancer), "Children's Health, Mobility and Happiness: A Canadian School Travel Planning Model."
- 2014-2015—The Ministry of Education funded a feasibility study of STP in the City of Toronto and Wellington-Dufferin Guelph.
- 2016—Ryerson University researched and wrote "International Best Practices in Regional Planning for School Travel" as part of a Metrolinx project focused on regional STP in the GTHA.

## Appendix 2: Working with Secondary Schools

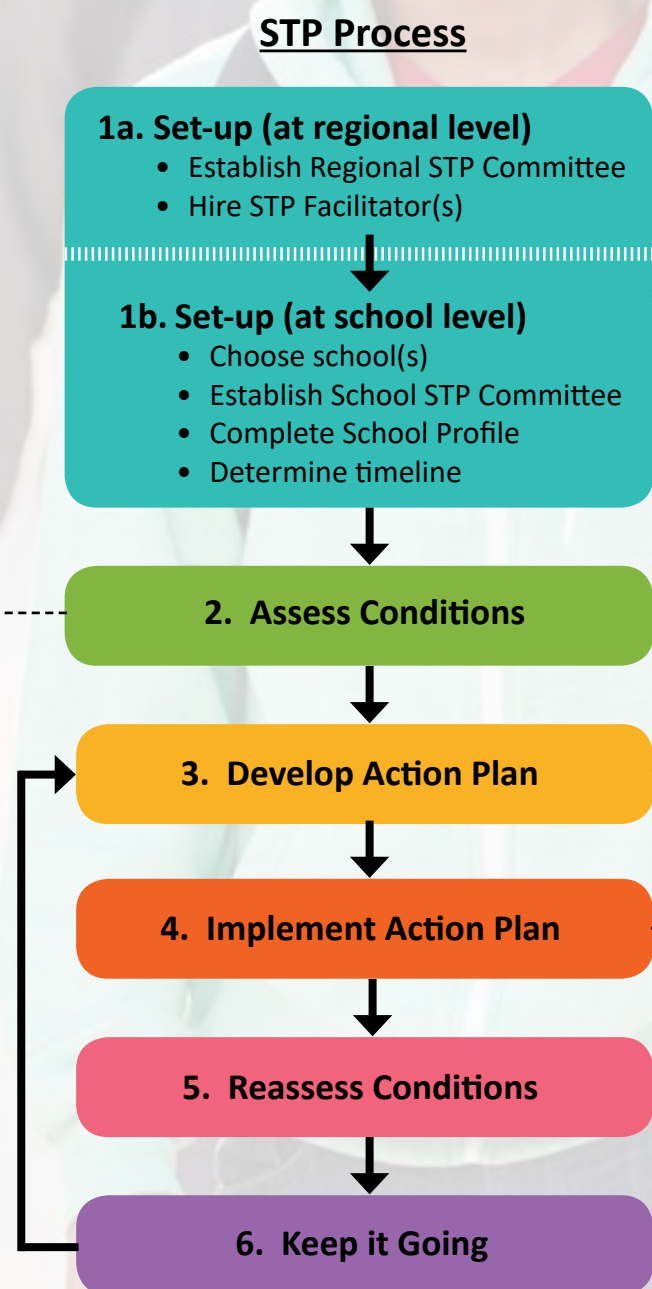
### Suggested Modifications to STP Process

You will likely want to conduct a comprehensive **Student Travel Survey** that includes questions about why students make the travel choices they do and more. A sample survey is included starting on the next page. If you know that students at the school(s) you are working with might travel to school by public transit, consider adding questions about the transit route that they take, whether the current schedules make sense with their school schedule, and if they have any suggestions about how their transit route could be more convenient for them. This type of survey would not be conducted in the 'hands-up' style like a teacher does with elementary students. Instead, you'll need to find opportunities for the students to fill out the survey independently, perhaps during class time to ensure a high response rate. The students may be able to assist with data entry and analysis.

When working with elementary schools, the Student Travel Survey strictly asks students about travel mode. If you expand the Student Travel Survey when working with secondary school students, as suggested in the previous paragraph, you may decide that provides enough information so that you do not bother doing a **Family Survey**. If you decide to do a Family Survey to reach the parents of secondary school students, you will need to modify the elementary school version of that tool, perhaps quite substantially.

Involve secondary school students in your **Traffic Observation**. This is a chance for students to learn about data collection and get excited about advocating for improvements to make the built environment more walking-, cycling- and transit-friendly. As part of this activity, consider engaging students in discussions about pedestrian, cyclist and driver safety, as well as teaching student drivers about carpooling and identifying alternative parking away from the school site.

Additional resources for working with secondary schools can be found at: [www.ontarioactiveschooltravel.ca/school-travel-planning-toolkit](http://www.ontarioactiveschooltravel.ca/school-travel-planning-toolkit).



Fostering student champions is key to a successful STP program at the secondary school level. Secondary school students are more likely to embrace messaging that comes from their peers. They also generally have more independence in their travel mode choices to/from school.

In a secondary school, consider setting up a student sub-committee, led by a staff member who is a member of the School STP Committee. This can take different forms:

- a new committee focusing on promoting active school travel;
- part of an existing committee with overlapping goals (i.e., Ecoteam or Social Action Club); or
- integrated with class work (i.e., as a class project in Geography classes).

When recruiting students for a secondary school STP committee, consider including students from a mix of grades. Older students can act as role models for younger students, while younger students help keep the program going once the older students graduate.

Chances are the secondary school where you are working has a number of existing student teams and special interest clubs whose activities and interests may overlap with those of the School STP Committee. Consult with existing student organizations at the school—either directly, as part of your work with the Student STP Sub-Committee, or through your designated program lead at the school—to see how their work might align with STP Action Plan items. These groups might make suggestions to include in the Action Plan (Phase 3) and help with implementation of those items (Phase 4). For example:

- a sports team might help run an active school travel promotion event;
- a mental health awareness group might share messages about active school travel being good for your mental health;
- an environment club might create posters and advertisements to put out around the school explaining why active school travel is good for the environment; and
- a multicultural club might help coordinate bike donations, fundraise for bike gear for newcomers or organize bike repair events.

NOTE: A sample of a completed School Travel Plan for one secondary school can be accessed online at [www.ontarioactiveschooltravel.ca/school-travel-planning-toolkit](http://www.ontarioactiveschooltravel.ca/school-travel-planning-toolkit) under "Phase 3."

### Sample Student Travel Survey for Secondary Schools

School Name: \_\_\_\_\_ Date: \_\_\_\_\_

The goal of this survey is to find out how students at this school travel to/from school and why. This survey is anonymous and will only take about 5 minutes of your time to complete.

1. What grade are you in?

- 9  
 10  
 11  
 12

2. How do you usually travel to and from school? (select ONE option per column)

TO school	FROM school
<input type="checkbox"/> Car—driven by a parent/adult	<input type="checkbox"/> Car—driven by a parent/adult
<input type="checkbox"/> Car—carpool with others	<input type="checkbox"/> Car—carpool with others
<input type="checkbox"/> Car—drive by myself	<input type="checkbox"/> Car—drive by myself
<input type="checkbox"/> School bus	<input type="checkbox"/> School bus
<input type="checkbox"/> Public transit	<input type="checkbox"/> Public transit
<input type="checkbox"/> Walk	<input type="checkbox"/> Walk
<input type="checkbox"/> Bicycle	<input type="checkbox"/> Bicycle
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

3. Why do you choose the mode of transportation indicated in question 2? (select all that apply)

TO school	FROM school (only answer if transportation modes TO and FROM school are different)
<input type="checkbox"/> Easy	<input type="checkbox"/> Easy
<input type="checkbox"/> Social	<input type="checkbox"/> Social
<input type="checkbox"/> Fast	<input type="checkbox"/> Fast
<input type="checkbox"/> Enjoyable	<input type="checkbox"/> Enjoyable
<input type="checkbox"/> Affordable/cheap	<input type="checkbox"/> Affordable/cheap
<input type="checkbox"/> Because of the weather	<input type="checkbox"/> Because of the weather
<input type="checkbox"/> Safety	<input type="checkbox"/> Safety
<input type="checkbox"/> My parents choose how I get to/from school	<input type="checkbox"/> My parents choose how I get to/from school
<input type="checkbox"/> I get to school the same way everyday	<input type="checkbox"/> I get to school the same way everyday
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

4. How long does it normally take you to get to school in the morning?

- 10 minutes or less  
 11-20 minutes  
 21-30 minutes  
 More than 30 minutes



5. Since September, have you:
- (a) biked to school?
    - Yes
    - No
  - (b) walked to school?
    - Yes
    - No
  - (c) driven/been driven?
    - Yes
    - No
6. After school, where do you usually go?
- Home
  - Work
  - Other \_\_\_\_\_
7. Do you have a driver's licence?
- Yes
  - No
8. Do you have access to a bicycle?
- Yes
  - No
9. Do you have access to a car?
- Yes
  - No
10. We would like to know how far you travel to school. Please refer to the map below to figure out which area you live in. Each area is indicated by a circle.
- 1
  - 2
  - 3
  - 4
  - 5
  - Beyond the circles

<insert a map of school catchment area marked with a series of larger and larger circles, with the area closest to the school marked 1...>

11. Would you be open to walking or cycling to school?

- Yes
- No
- Already do

12. Are there safety concerns for students who walk or cycle to/from school?

- Yes
- No

13. If you answered "yes" to question 12, what are those safety concerns? (please describe)

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14. Additional thoughts/comments?

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**Thank you for completing the survey!**

## Appendix 3: Ethics Review Information

In Canada, the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, Second edition (TCPS2)* is a joint policy adopted by all three federal research agencies, and followed by institutional research ethics boards (i.e., universities, hospitals, school boards). [www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter2-chapitre2/#ch2\\_en\\_a2.5](http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter2-chapitre2/#ch2_en_a2.5)

TCPS2 explicitly states that program evaluation activities collected for internal or external reports do not constitute research, and do not fall within the scope of Research Ethics Board review (Article 2.5). Since the type of data collected during the STP process can be classified as program evaluation activities collected for internal or external reports, no research ethics review should be required.

However, individual school boards each have their own policies regarding evaluation activities that you will have to adhere to. Note that school boards in Canada often have a research and evaluation committee that oversees data collection conducted at schools. Although you will be conducting a program evaluation for the School Travel Planning project and not a research project, it is likely that you will use the same application form and apply to the same committee as is required for research projects. Ensure that you consult the local school board policy, documentation and timelines when completing an application. If you are not able to confirm whether board approval is required, and an application deadline is approaching, we suggest that you proactively submit an ethics application.

The tool provides text that may be used in an ethics application for School Travel Planning. The sample was based on a template application commissioned by the Ontario Education Research Panel (OERP), whose members come from various education communities, including university faculty, school board researchers, and researchers from other education organizations. The Association of Educational Researchers of Ontario (AERO), an organization that supports researchers and research activity in school boards, developed the template application on behalf of the OERP.

## Appendix 4: School STP Committee Members' Responsibilities

Stakeholder	Responsibilities
All committee members	<ul style="list-style-type: none"> <li>Participate in School STP Committee meetings.</li> <li>Participate in relevant aspects of data collection. In particular, all members should attend the Walkabout.</li> <li>Help to develop the Action Plan by providing relevant expertise.</li> <li>Help to implement the Action Plan by contributing to items that fall within their role (i.e., designated lead at school oversees school communications activities and coordinates encouragement events; teachers teach lessons with links to active school travel; parents help by volunteering at school events).</li> <li>Participate in monitoring and reviewing the School Travel Plan.</li> </ul>
School Principal or designated program lead	<ul style="list-style-type: none"> <li>Recruit teachers, staff and students to join the School STP Committee.</li> <li>Supply information to the STP Facilitator for the School Profile.</li> <li>Help with relevant aspects of data collection (i.e., distribution of surveys, reminders about deadlines, submission of finished surveys to STP Facilitator, communicating results to parents).</li> <li>Champion the importance of active school travel and demonstrate support for Action Plan initiatives to staff, students and parents.</li> <li>Review the Action Plan and sign off on the School Travel Plan.</li> <li>Communicate STP updates in school newsletters and on websites.</li> <li>Take or oversee leadership of the STP program at your school once the STP Facilitator is no longer working with your school.</li> </ul>
Parent Council executive or parent representative(s)	<ul style="list-style-type: none"> <li>Submit STP updates for school newsletters and websites, and act as a liaison between the STP Committee and the broader community of school parents.</li> <li>May help conduct the Traffic Observation.</li> <li>Champion the importance of active school travel and demonstrate support for Action Plan initiatives to parents and students.</li> <li>Volunteer at school events related to active school travel, where schedule allows.</li> </ul>

Teachers	<ul style="list-style-type: none"> <li>Administer the Student Travel Survey.</li> <li>Link the STP program to curriculum, i.e., through math, geography, art, drama, writing, etc.</li> <li>Educate students and other school staff on the safety and wellness benefits of active travel.</li> <li>Act as the teacher lead (or co-lead) for student committee(s) that do work related to active school travel (i.e., Ecoteam).</li> </ul>
Students	<ul style="list-style-type: none"> <li>May assist teachers in administering Student Travel Survey.</li> <li>May create graphs to show Student Travel Survey data.</li> <li>Suggest and implement action items suitable for student participation.</li> <li>Champion the importance of active school travel, and personally travel to school by active modes as much as possible if they live in the 'walk zone,' and take the bus if they live in the 'bus zone.'</li> </ul>
Public health nurses (in regions with school site nurses)	<ul style="list-style-type: none"> <li>Participate in educating parents and students about the health, wellness and safety benefits of active school travel.</li> <li>Contribute to active school travel encouragement events and initiatives.</li> <li>May participate in aspects of data collection.</li> </ul>
Local interest groups with similar mandates to STP—for example: <ul style="list-style-type: none"> <li>Local NGOs (i.e., cycling or active transportation advocacy groups; environmental or health advocacy organizations)</li> <li>Local faith communities (i.e., mosques, synagogues, churches, etc.)</li> <li>Child care centres, community centres, Boys &amp; Girls Club</li> <li>Local residents' associations (i.e., Block Parents, seniors residences)</li> <li>First Nations, Inuit and Métis services organizations</li> <li>School board advisory committees</li> <li>Disability advocacy groups</li> <li>Local university researchers</li> <li>Local businesses (i.e., bike shops, restaurants)</li> <li>Provincial public road safety insurance organizations</li> <li>Community policing volunteers</li> </ul>	<ul style="list-style-type: none"> <li>May be willing to offer time; expertise; donations of cash, prizes, meeting space; help with promotion.</li> <li>In some instances, these organizations may want to be involved in the STP process but not as part of the committee. In these cases, the Facilitator may meet with them one-on-one to "pick their brains," while also routinely sending them email information updates and including them on any relevant e-newsletter list.</li> </ul>

# School Travel Planning

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