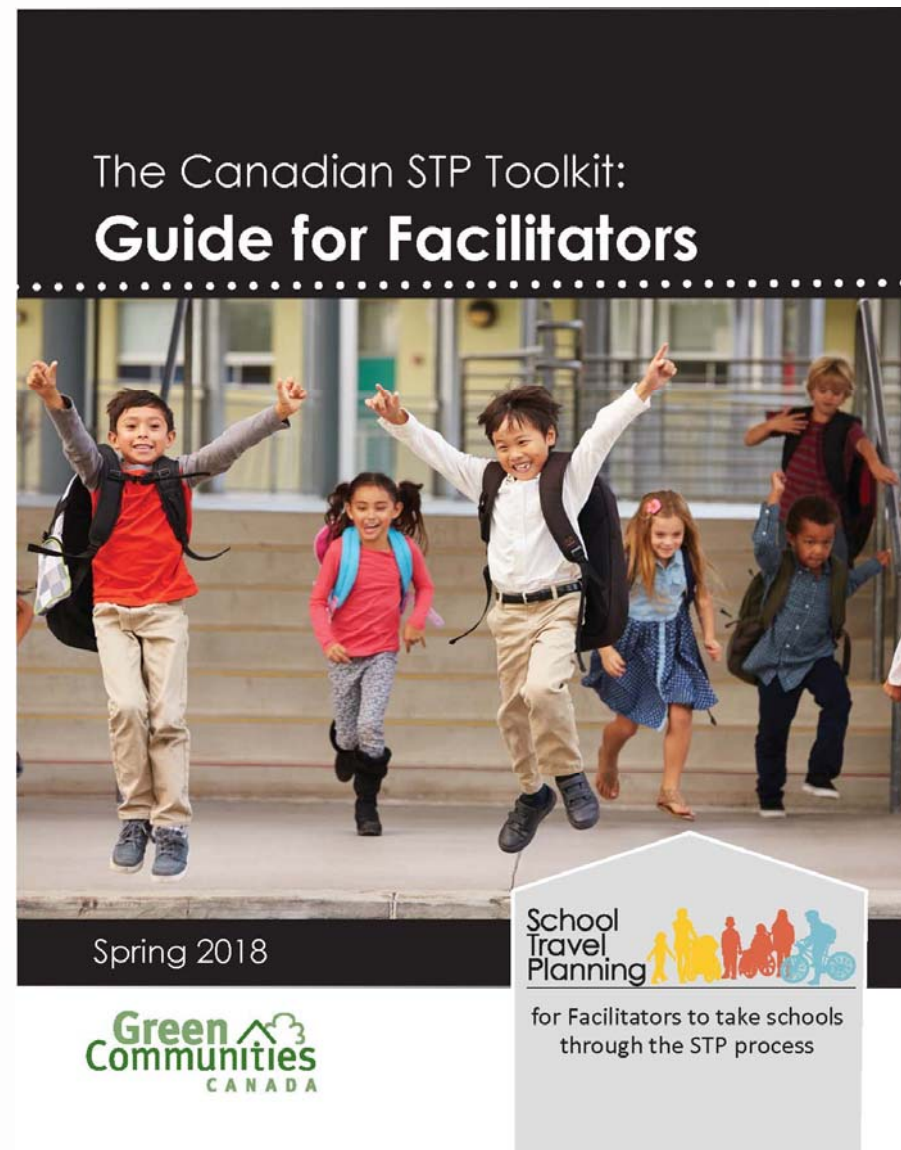


# School Travel Planning Toolkit: Spring 2018 Update

Presenters:  
Kate Berry & Stephanie Hahn

Ontario Active School Travel,  
Green Communities Canada

Webinar  
31 May 2018



# Webinar agenda

1. Overview of School Travel Planning
2. Guide for Facilitators
3. Assessing conditions - data collection
4. Guide for Regional Stakeholders
5. Q&A

## *Webinar Presenters:*



**Stephanie Hahn**



**Kate Berry**







**Ontario Active  
School Travel**



A program of **Green  
Communities**  
CANADA

With funding from  
the Government  
of Ontario



Web: **ontarioactiveschooltravel.ca**

Twitter & Facebook: **@OntarioAST**



**CONTEST:** Post a photo of an Ontario active school travel activity and tag @OntarioAST for chance to win a copy of the new children's book Yellow Bicycle by Igor Colares.





# BIKE TO SCHOOL WEEK



MAY 28 - JUNE 1

LET'S GET  
ROLLING!



#biketoschool • [biketoschoolweek.ca](http://biketoschoolweek.ca)

\*\*\*\*\*

\*\*OPEN  
TO ALL  
SCHOOLS  
IN  
ONTARIO!

\*\*\*\*\*

\*\*\*

 **METROLINX**



bike to school

Ontario Active  
School Travel 

# School Travel Planning



# Background

2006 -  
2009

Developed an STP Framework for Canada  
1<sup>st</sup> Pilot: 4 provinces

2010

1<sup>st</sup> Edition of the Canadian STP Toolkit

2010 -  
2012

National Pilot: Every province and  
territory, 120 schools

May  
2018

5<sup>th</sup> Edition of the Canadian STP Toolkit



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## Problem



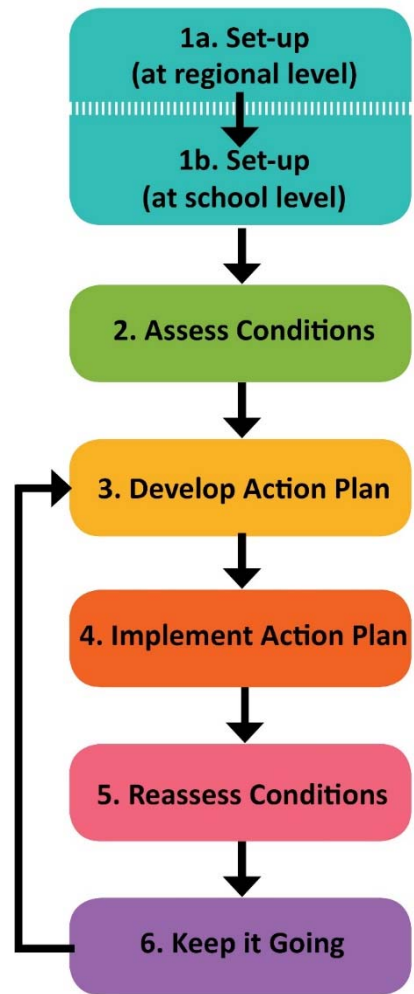
## Solution





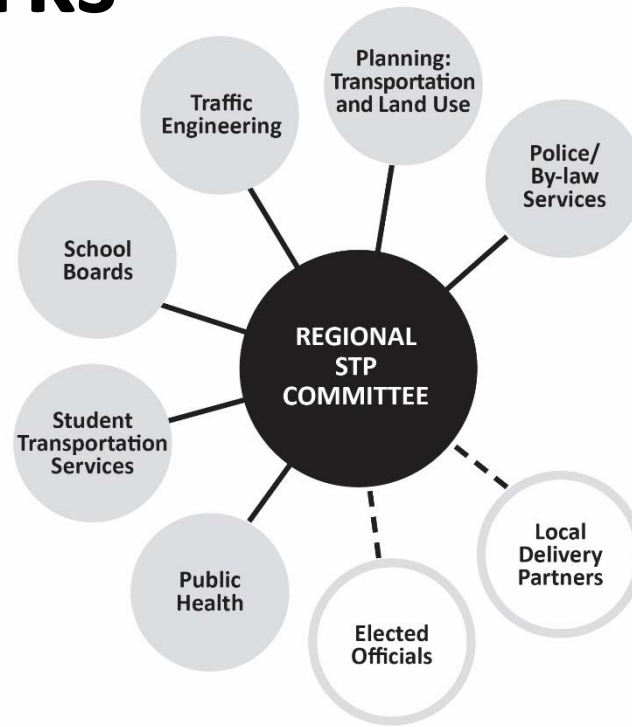
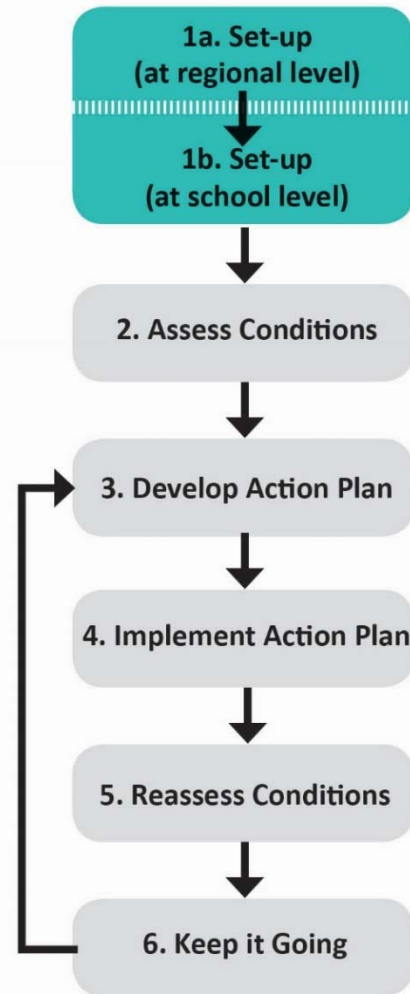
# How STP Works

## STP Process



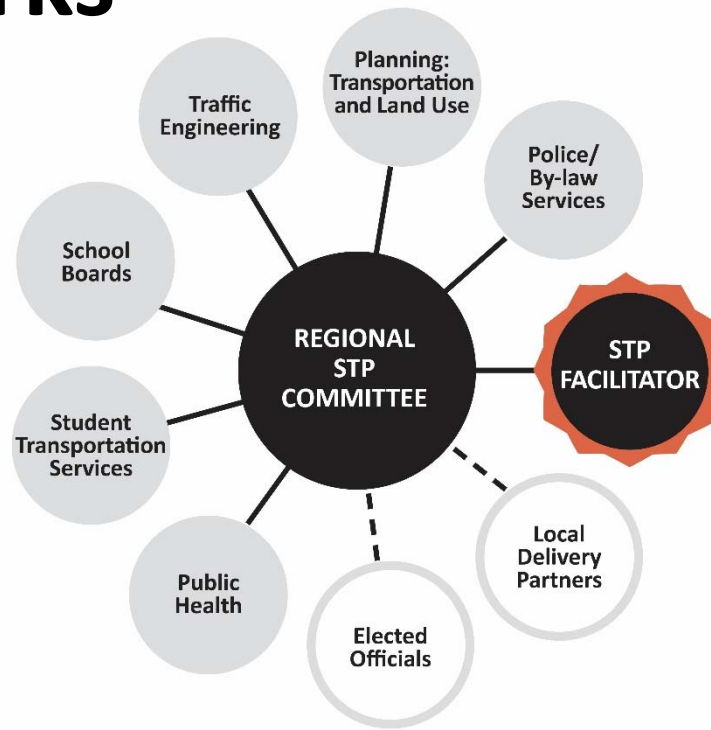
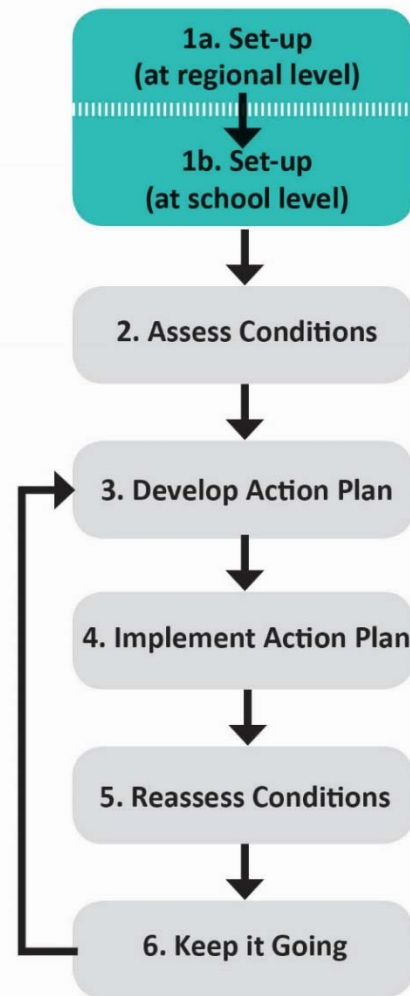
# How STP Works

## STP Process



# How STP Works

## STP Process

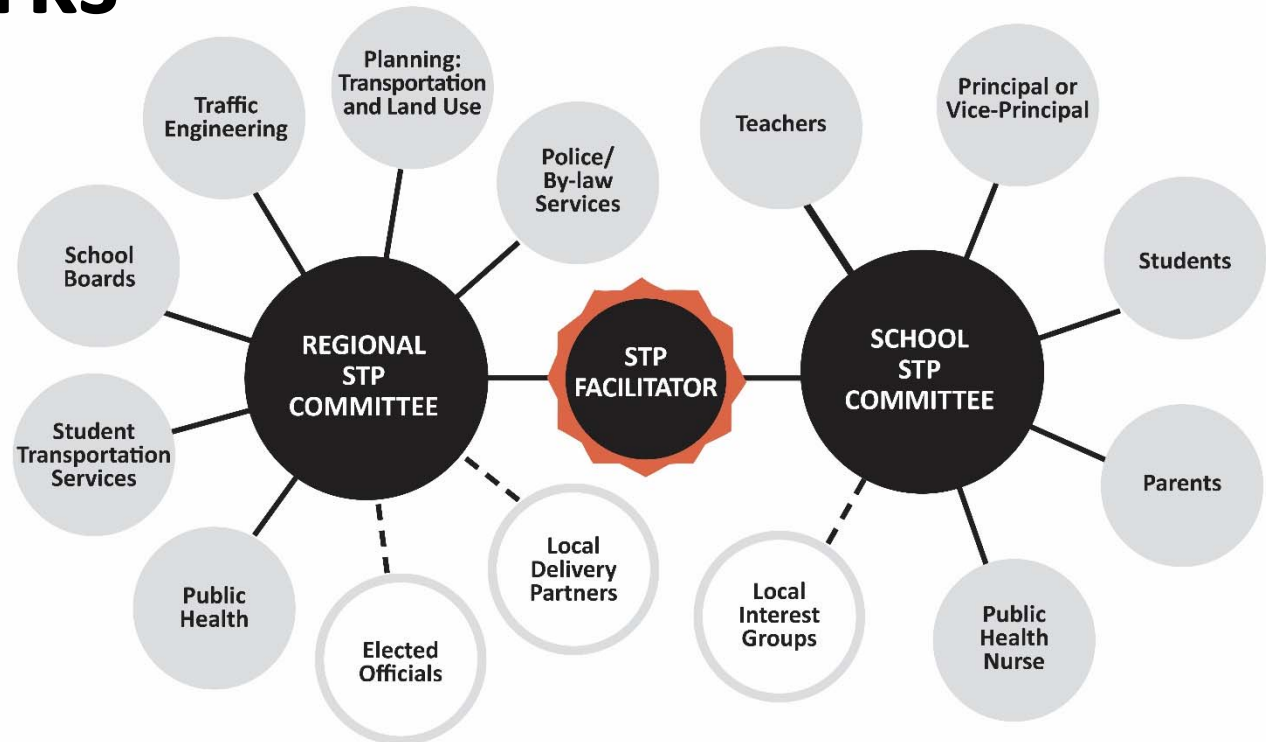
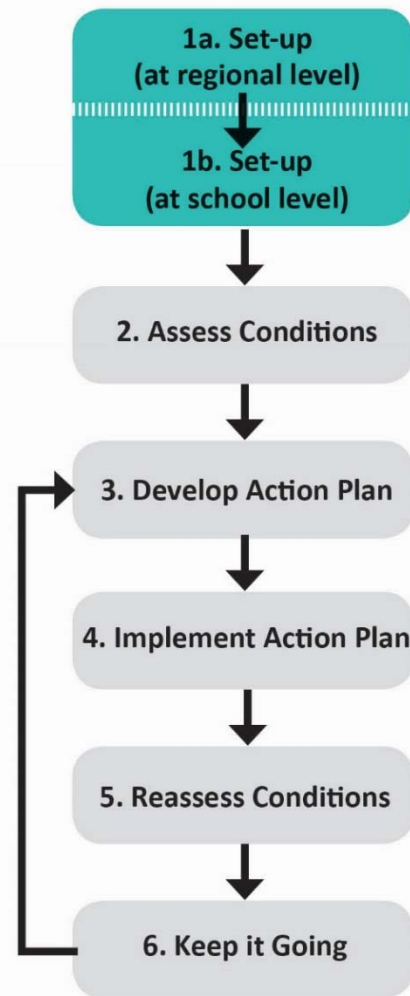


 Having an STP Facilitator



# How STP Works

## STP Process



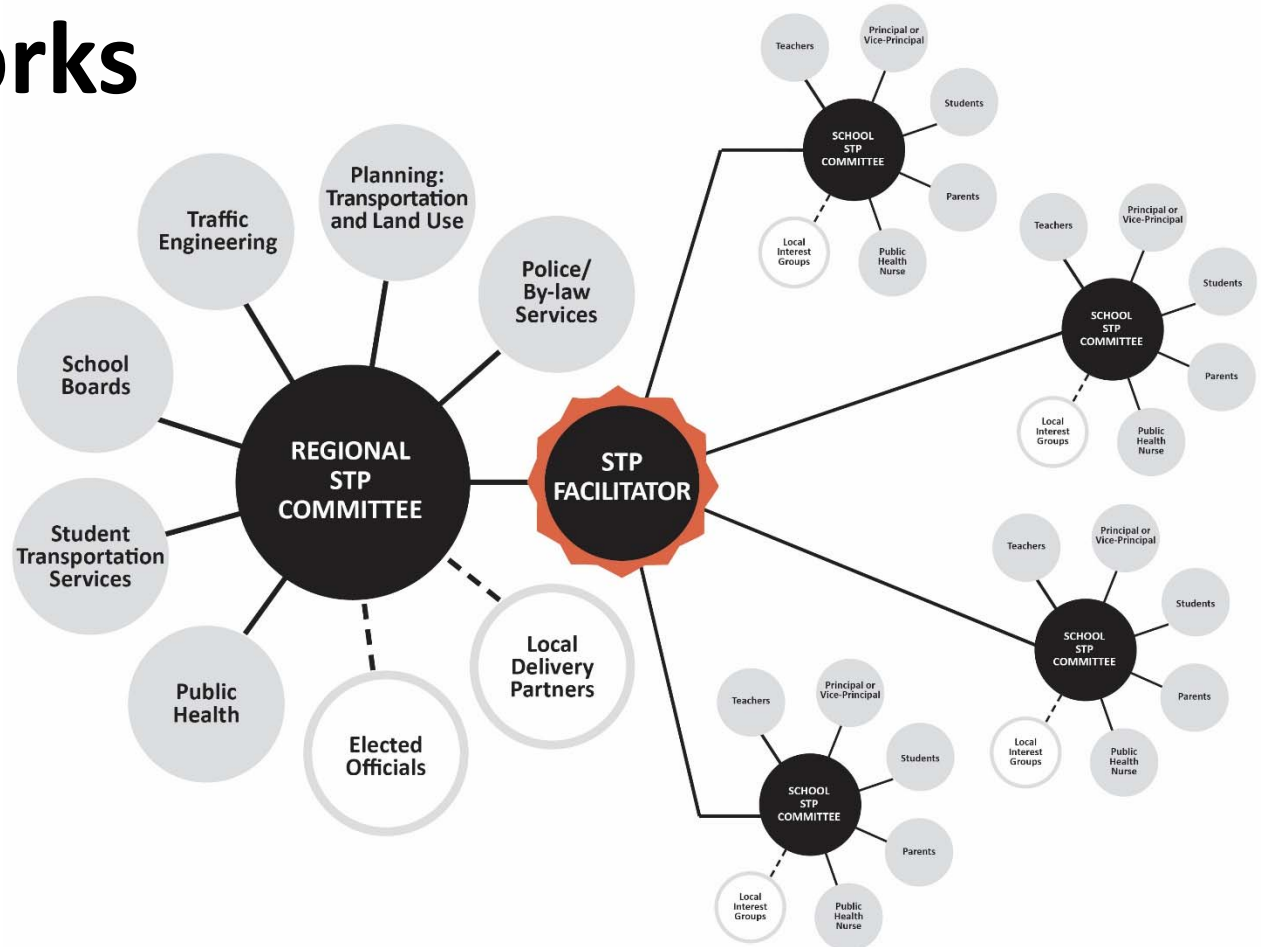
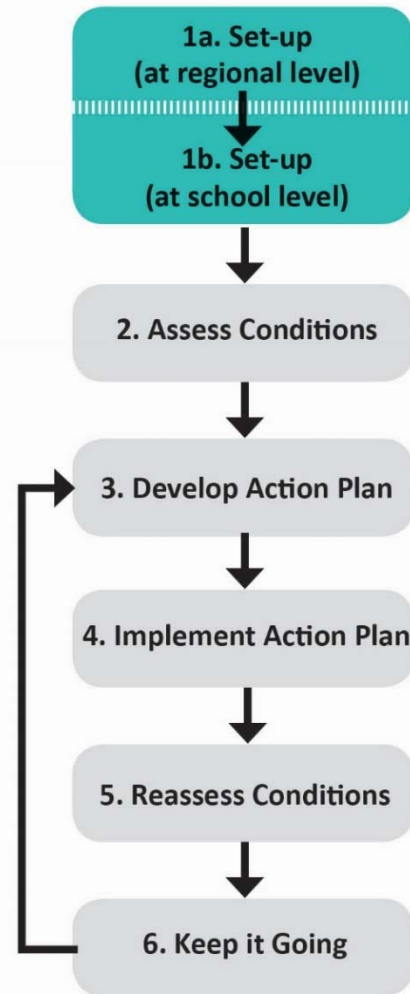
Involving the school community and fostering champions

Ontario Active  
School Travel



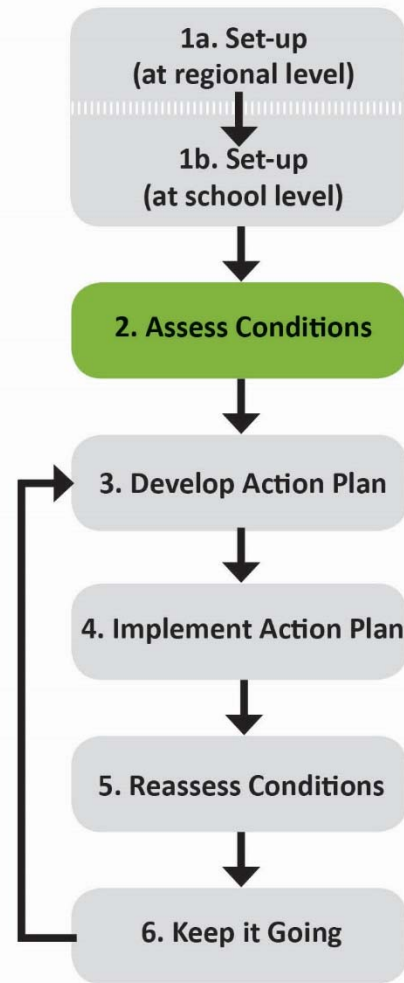
# How STP Works

## STP Process



# How STP Works

## STP Process



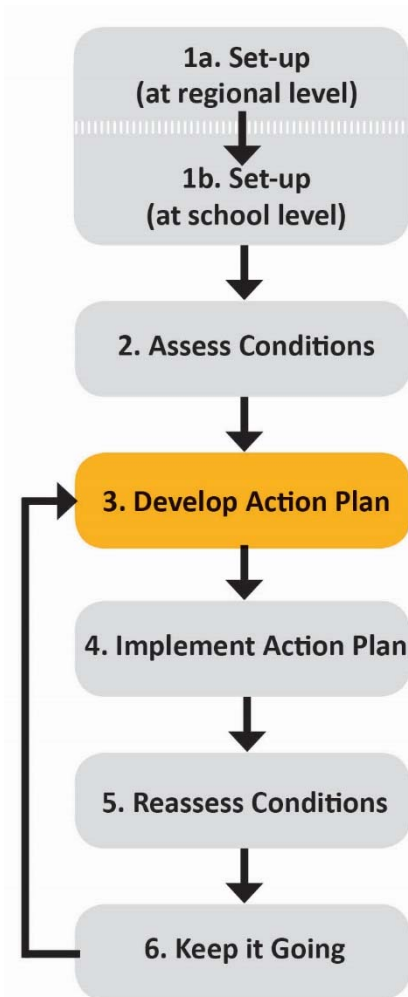


# How STP Works

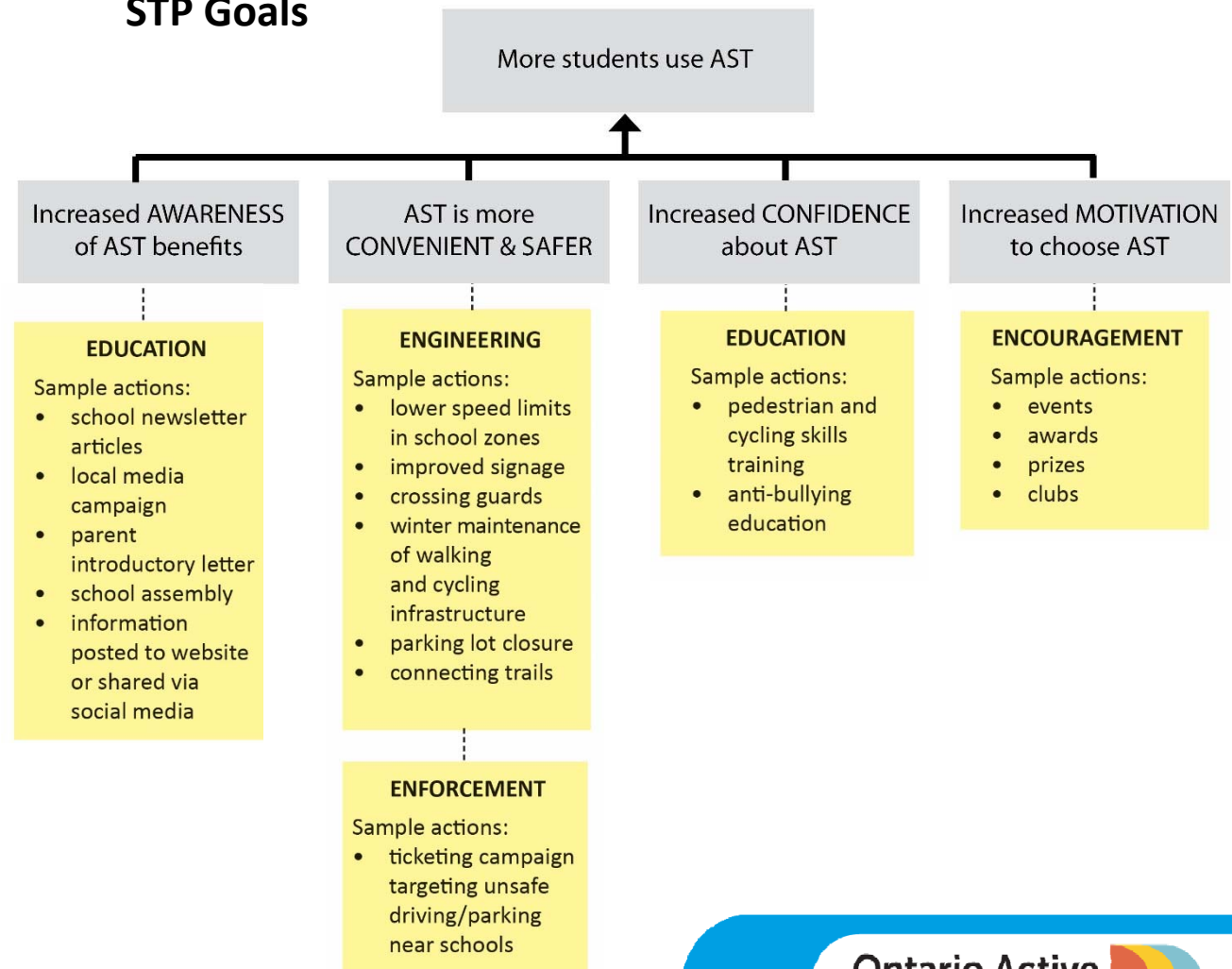
 Tailoring STP to the needs of each school

 Using the “5 Es” Approach

## STP Process



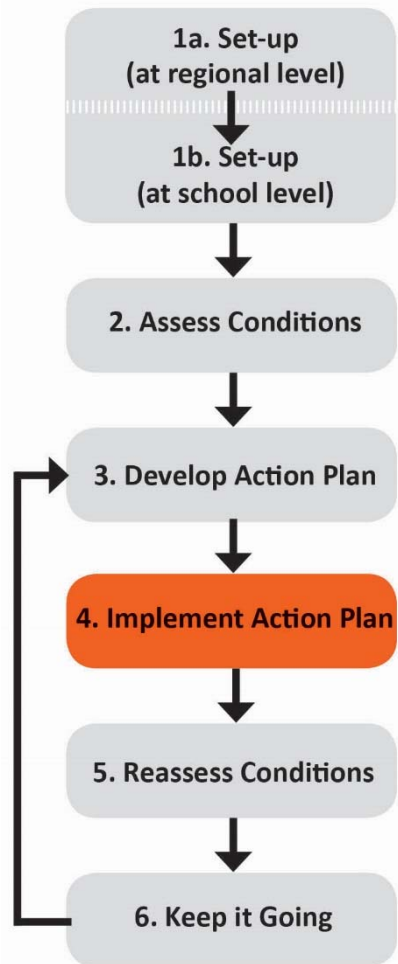
## STP Goals



Ontario Active  
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# How STP Works

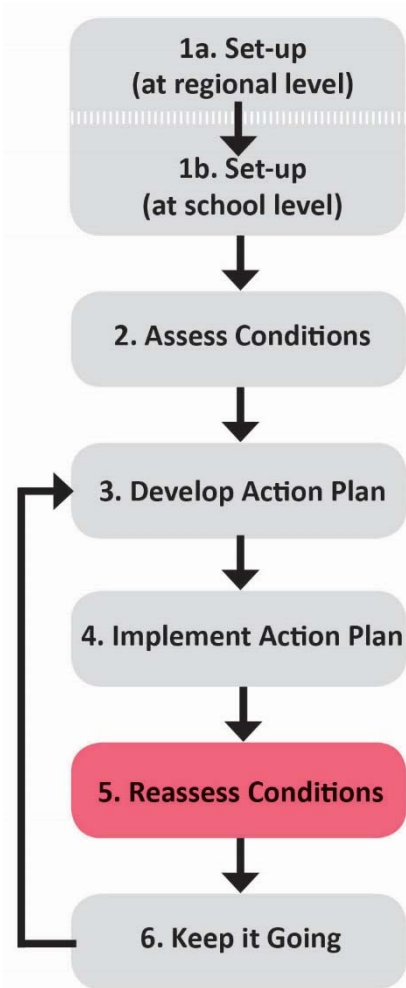
## STP Process





# How STP Works

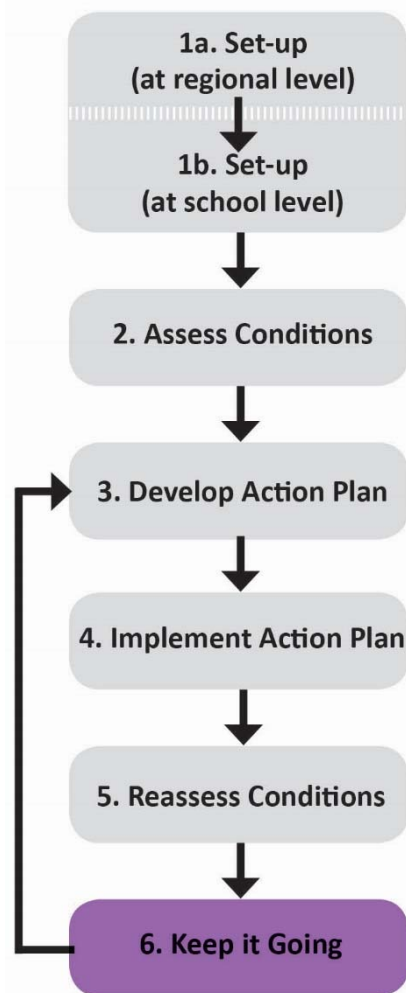
## STP Process





# How STP Works

## STP Process

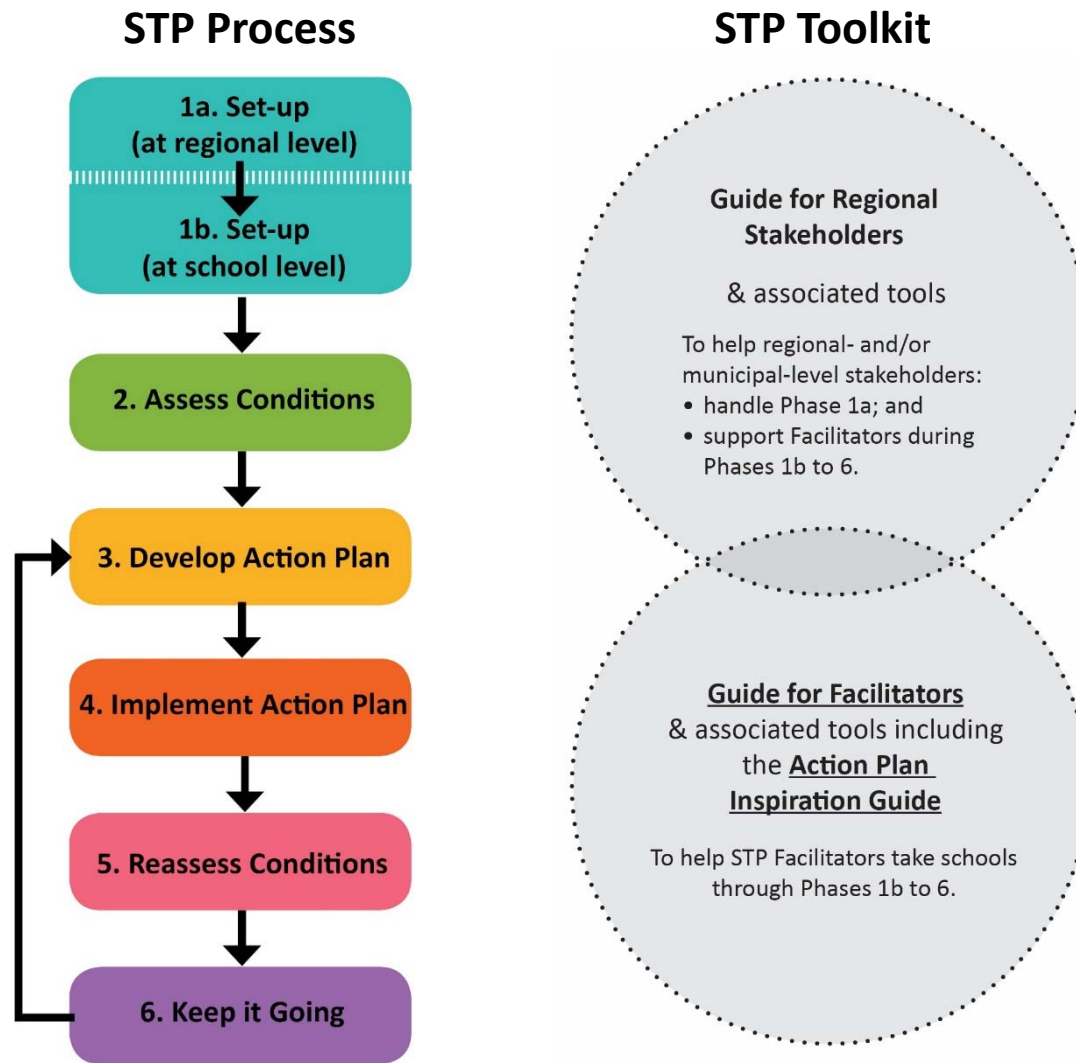


Keeping up efforts  
over the long-term

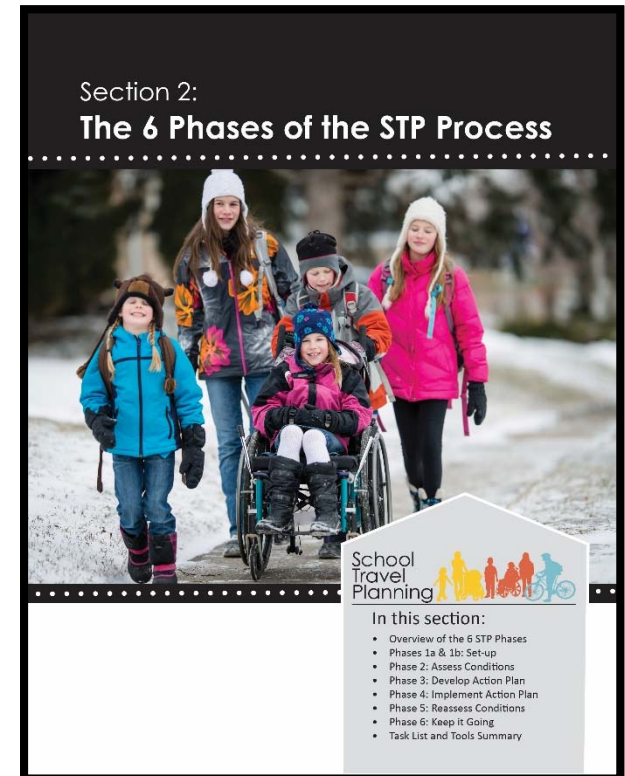
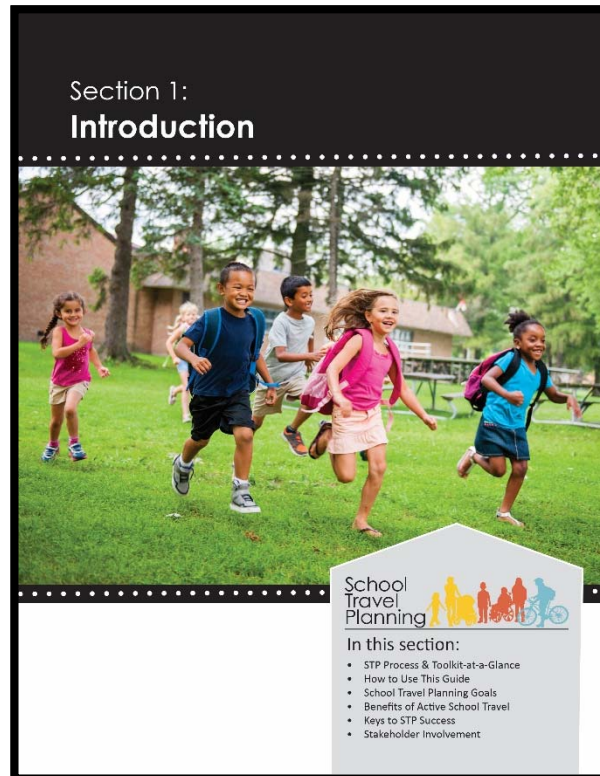
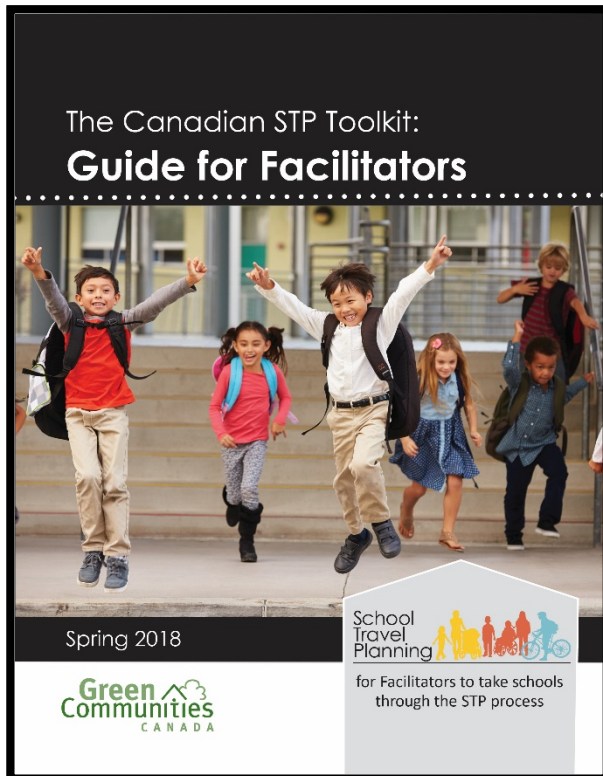
Ontario Active  
School Travel



# New Edition of STP Toolkit

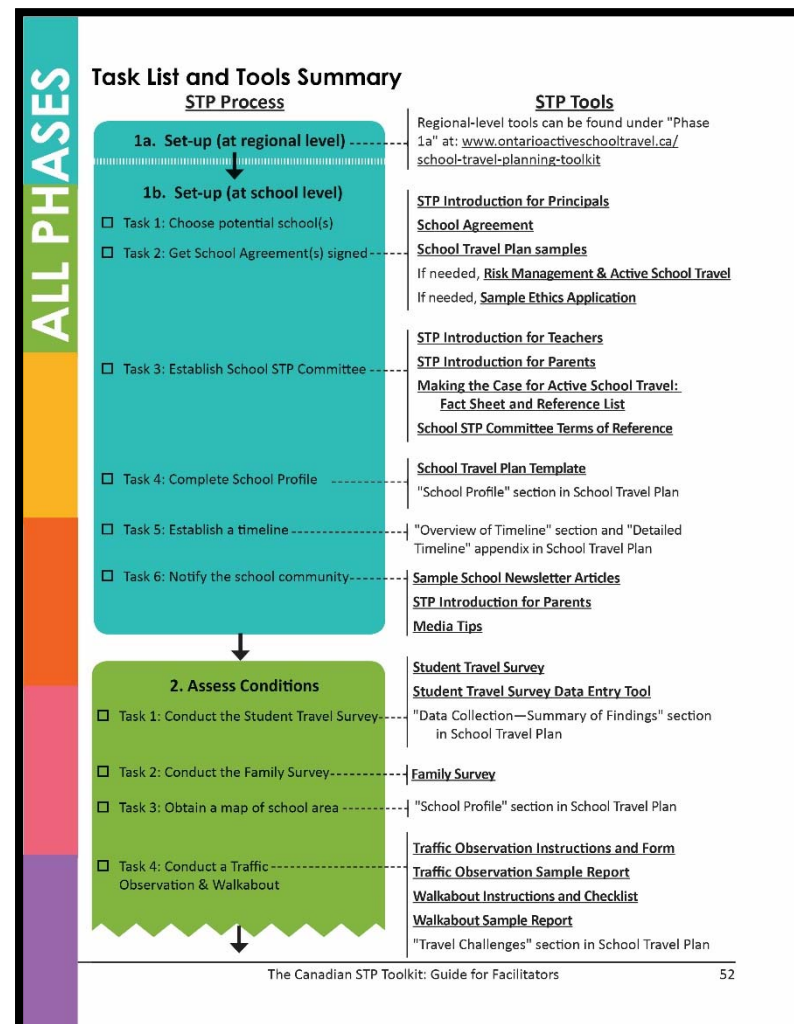
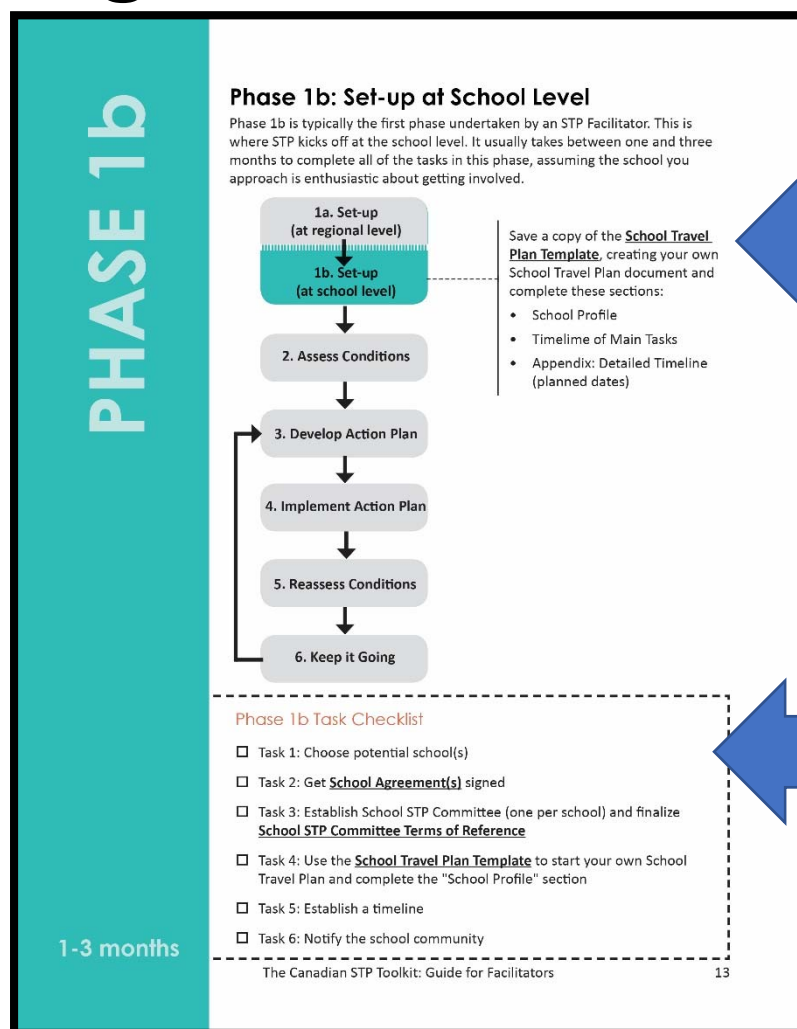


# Facilitator Guide & Tools: Organization





# Facilitator Guide & Tools: Organization



# Facilitator Guide & Tools:


## What's new & different

### Focus on Equity Boxes

#### 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.

### Bikeabout Tool



#### Bikeabout Instructions

**Bikeabout description & purpose**

A Bikeabout allows stakeholders to experience first-hand what it is like to cycle on the routes to school. This optional data collection tool can cover areas further away from the school compared to walkabouts. It provides insights into cycling-specific problem areas and informs the cycling portion of the action plan. Bikeabouts can be especially useful at schools where most students live 2-5 km away from the school.

The Bikeabout process involves both a group bike ride around the neighbourhood and a debriefing session indoors immediately following the ride. The debriefing session will include brainstorming of solutions that may become part of the Action Plan. It will take approximately 2 hours for the whole process, depending on the length of the route and the number of stops.

**Bikeabout timing**

A Bikeabout would be conducted as part of the baseline data collection so that its results can be considered during the development of the Action Plan. Additional Bikeabouts may be conducted later in the STP process to inform progress changes to the routes over time or to examine new cycling routes that have been identified through the STP work since the first Bikeabout.

**How to organize a Bikeabout**

The STP Facilitator will take the lead to organize the Bikeabout.

**Well in advance of the Bikeabout:**

- Set the date and time. Municipal police have very busy schedules, so approach them first and choose a date/time based on their availability. Experience shows that a better response is likely if the invitation comes directly from the school. Getting a municipal police officer to attend the Bikeabout is important as it helps to increase the profile of the STP project and build political support at the beginning of the process. Be mindful of participants' ability and comfort level to ride in different types of weather. Unless the group is very experienced, plan to ride for a day that is relatively warm, dry weather. Identifying a back-up plan is always a good idea. Although participants without a bike cannot participate in the group ride, they can participate in the debriefing session after.
- Arrange meeting space for the debrief session (e.g., school library or meeting room).

Bikeabout Instructions and Checklist1

### Working with Secondary Schools

#### 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 use 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 that you do not need to do 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 a safe way away from the school site.

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

The Canadian STP Toolkit: Guide for Facilitators

#### STP Process

- 1a. Set-up (at regional level)**
  - Formal or Informal STP Committee
  - Formal or Informal STP Committee
  - Formal or Informal STP Committee
- 1b. Set-up (at school level)**
  - Formal or Informal STP Committee
  - Formal or Informal STP Committee
  - Formal or Informal STP Committee
- 2. Assess Conditions**
- 3. Develop Action Plan**
- 4. Implement Action Plan**
- 5. Reassess Conditions**
- 6. Keep it Going**

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 than 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 (e.g., 'Active' or 'Social Action Club') or
- Integrated with class work (e.g., 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 be included 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 medical 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 up around the school explaining why active school travel is good for the environment and.
- A cultural club might help coordinate bike donations, fundraisers 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 viewed online at [www.ontarioactive.ca/school-travel-planning-tools/](http://www.ontarioactive.ca/school-travel-planning-tools/) (look under "Phase 3").

### 3 Introduction Tools



#### Introduction for Principals

#### The Problem

You've probably noticed...fewer students are walking/wheeling for the school journey

Across Canada, we are facing a modern-day challenge. Our culture is taking over and fewer kids are using active modes of transportation (i.e., walking, cycling, rollerblading, scooting) for their school journey. When students are driven to school instead of walking or wheeling, they miss the opportunity for much-needed physical activity, fresh air and quality interaction with parents, caregivers and friends; and driving increases school zone congestion, which in turn makes conditions less safe for those who do walk or wheel, and adds to air pollution. Also, school staff frequently waste valuable time dealing with traffic issues and complaints. Sound familiar?

#### A Solution

School Travel Planning is a proven approach for addressing this problem

School Travel Planning (STP) is a process that involves diverse stakeholders at the school and regional level in the development and implementation of a comprehensive plan to get more students using active transportation. To date, individual STP schools have experienced shifts toward active travel of over 200%!

#### So Many Benefits!

##### 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 associated with improved physical and mental health.

##### 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

- Reducing traffic volumes creates safer school zones and saves school staff time. 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

- Increased physical activity specifically associated with the school journey increases alertness and attention during the school day.
- Physical activity supports healthy brain development, which can lead to improved learning and academic outcomes.

Let's work together to re-ignite a culture of walking and wheeling to school

Ontario Active  
School Travel

## Vision & Goals

Kids in the bus zone  
use the bus

Kids in the walk zone  
walk to school



John McCrae Public School, Guelph  
(Google Streetview)

.....or cycle, or  
scoot!







### Key Tools:

- School Profile Form
- Student Travel Survey
- Family Survey
- Traffic Observation
- Walkabout

## STP Data Collection



# STP data collection tools

Tool	Metric(s)
School Profile Form	Characteristics of school population, site facilities, operational procedures, education programs.
Student Travel Survey	Travel mode used for journeys to and from school
Family Survey	Factors affecting travel mode choice, locations of concern on the trip to/from school, Awareness of STP program
Traffic Observation	Common driver, cyclist and pedestrian behaviours
Walkabout (+ Bikeabout)	Built environment features on routes to school, areas of safety concern, barriers to AST



# Approval for STP data collection

- Obtain permission from School Board and/or Principal *prior* to data collection
- Program evaluation, not research
- Research ethics review not required under the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, Second Edition*

However,

- School boards each set their own policies for data collection in schools, so check well in advance



# School Board Ethics Approval

- Refer to **Sample Ethics Application** in Toolkit
- Consent to participate begins with Principal
- Participation by students and families is voluntary, not mandatory
- Keep data collected secure and anonymous

# The Canadian STP Toolkit: Guide for Regional Stakeholders



Spring 2018



for regional stakeholders to establish  
and implement an STP program

NEW

## So Many Benefits!

### Healthier Children

- Active school travel helps school-aged children meet the recommendation to accumulate at least 60 minutes per day of

### Safer School Zones

- Reducing traffic volumes creates safer school zones and saves school staff time. Improving walking and cycling routes to school also

## Who is Involved

It takes a diverse group of community-wide stakeholders to solve the problems related to traffic congestion at/near schools, and change families' travel habits. Schools cannot do this on their own. One of the keys to STP success is involvement of stakeholders at both the school and regional/municipal levels. This is accomplished through establishing two STP committees, as shown below.



Let's work together to re-ignite a culture of walking and wheeling to school

## The Problem

You've probably noticed...fewer students are walking/wheeling for the school journey

Across Canada, we are facing a modern-day challenge. Car culture is taking over and fewer kids are using active modes of transportation (i.e., walking, cycling, rollerblading, scooting) for their school journey. When students are driven to school instead of walking or wheeling, they miss the opportunity for much-needed physical activity, fresh air and quality interaction

with parents, caregivers and friends; and driving increases school zone congestion, which in turn makes conditions less safe for those who do walk or wheel, and adds to air pollution. Also, school staff frequently waste valuable time dealing with traffic issues and complaints.

## A Solution

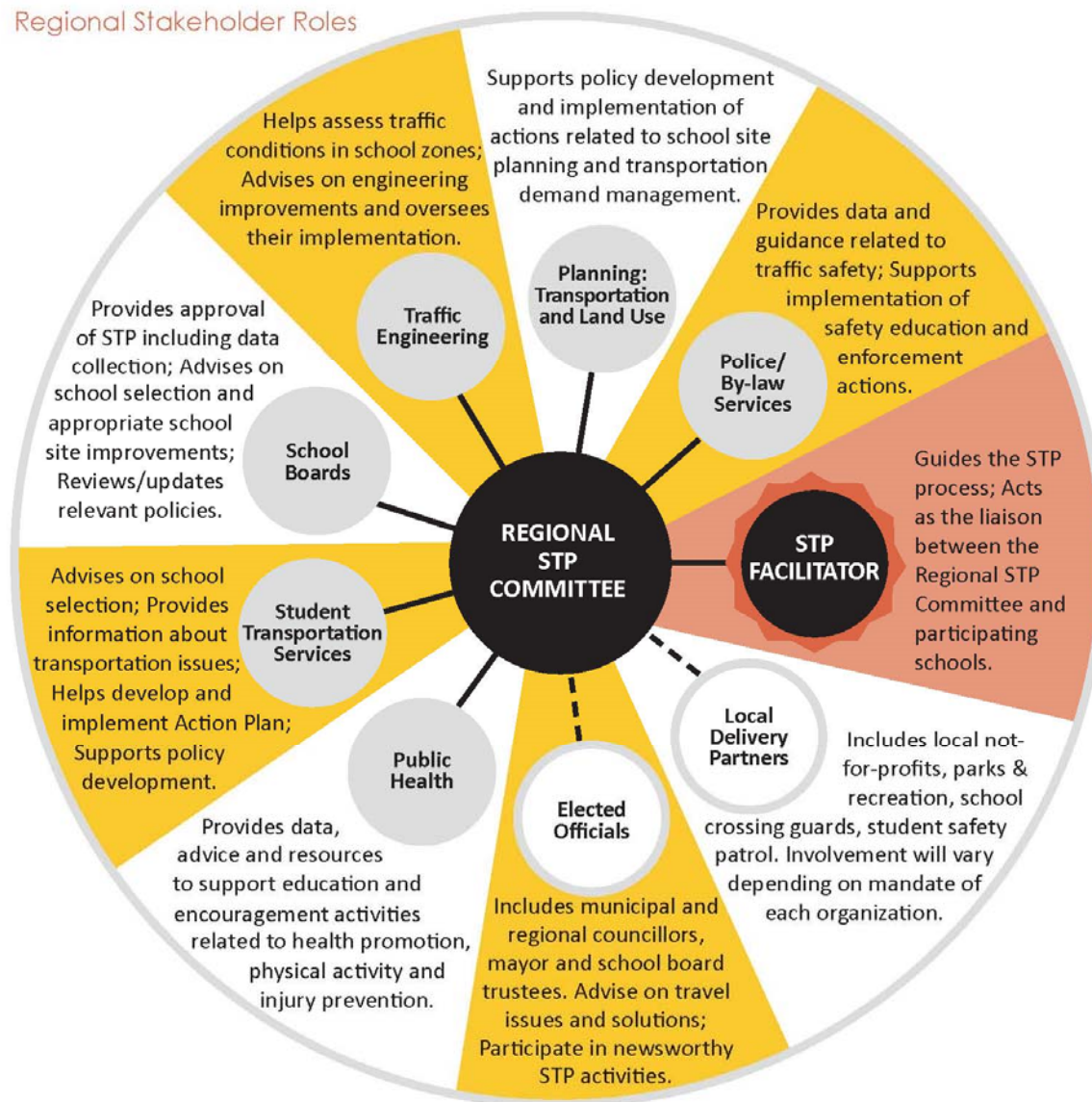
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comprehensive plan to get more students using active transportation. To date, individual STP schools have experienced shifts toward active travel of over 20%!

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School Travel

## Regional Stakeholder Roles



## Appendix 2: Regional STP Committee Members' Responsibilities

Stakeholder	Responsibilities
All committee members	<ul style="list-style-type: none"> <li>Participate in all Regional STP Committee meetings as well as select School STP Committee meetings.</li> <li>Recommend schools to participate in the STP program.</li> <li>Participate in relevant aspects of data collection. In particular, all members should attend the Walkabout (or send a delegate).</li> <li>Help develop Action Plans by providing relevant expertise.</li> <li>Help implement Action Plans by contributing to items that fall within their role.</li> <li>Participate in monitoring and reviewing the School Travel Plan.</li> </ul>
Municipal/regional personnel: municipal councillors, transportation engineers, land use planners, parks and recreation staff	<ul style="list-style-type: none"> <li>Provide any relevant historical data, e.g. traffic volume and speed in the school zone, crash and injury statistics, major arterial road statistics, past/current efforts at road safety improvements, and/or collect new data.</li> <li>Provide relevant municipal/regional and provincial/territorial policy information for consideration in school Action Plans.</li> <li>Report and make recommendations to Council as needed about STP requirements and policy changes that could become part of the official neighbourhood and community plans.</li> <li>Ensure engineering improvements recommended in the School Travel Plan document are included in master municipal plans and budgets (e.g., signage and road crossing upgrades; walking, biking and traffic-calming built infrastructure).</li> <li>Allocate funding for identified active transportation infrastructure, including trails and bike lanes.</li> </ul>
Public health program leads	<ul style="list-style-type: none"> <li>Plan for active school travel support to schools across the region.</li> <li>In regions with school site nurses, support nurses to implement education and encouragement action items.</li> </ul>
Police/by-law officers	<ul style="list-style-type: none"> <li>Provide crime and/or traffic statistics, reports of suspicious strangers in neighbourhood, and highlight areas of concern in the neighbourhood.</li> <li>Provide traffic safety education and/or personal safety education as outlined in Action Plans.</li> <li>Train and monitor school traffic safety teams, e.g., school crossing patrollers/guards.</li> </ul>
School board or school district staff	<ul style="list-style-type: none"> <li>Approve school participation in the program including permission for data collection.</li> <li>Provide information about current school travel-related policies (e.g., bussing plans, parking and bike rack requirements for existing and new school sites).</li> <li>Provide school site plans and dot maps of where students live.</li> <li>Attend meetings regarding issues at the school site (e.g., parking lot design issues).</li> </ul>

The Canadian STP Toolkit: Guide for Regional Stakeholders

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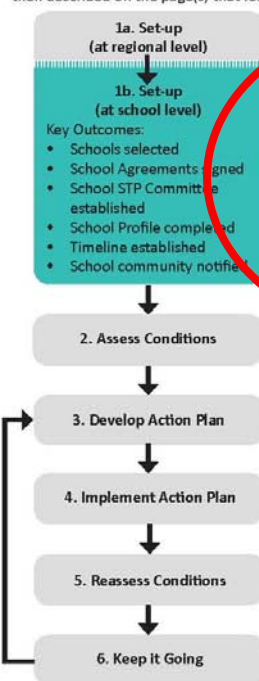
# PHASE 1b

1-3 months

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

Beginning in Phase 1b, a Facilitator is typically in place to take the lead in coordinating STP activities. So, regional stakeholder involvement shifts to a support role at this time.

Throughout the remainder of this guide, each time a new phase is described, the key outcomes for that phase will be summarized in the flowchart. These reflect the responsibilities of the Facilitator. To the right of the flowchart, you will find a list of regional stakeholder tasks that will provide support to the Facilitator in accomplishing the key outcomes. The regional stakeholder tasks are then described on the page(s) that follow for that phase.



### Regional Stakeholder Tasks:

- ☐ Provide recommendations for potential school(s)
- ☐ Provide any permissions needed to work with schools

### ☐ Provide recommendations for potential schools

The Regional STP Committee often recommends schools that would benefit from School Travel Planning. Which schools in your region are experiencing traffic problems and are likely to be keen to have help solving their problems? You may also consider these criteria when choosing schools to recommend:

- School is enthusiastic about participating and may already be active in environmental or health related initiatives such as EcoSchools.
- 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.

### ☐ Provide any permissions needed to work with schools (School boards)

The Facilitator will be seeking permission from the school board and/or each Principal to collect STP data at the participating schools. Data collection will be led by the Facilitator with assistance from school staff. Note that no identifiable information (i.e., names) is collected, and participation in the surveys by students and parents is always optional, not mandatory. Each school board will need to advise the Facilitator whether an ethics review is required for the STP data collection.

#### A Note About Ethics Approval for Data Collection

According to the Tri-Council Policy that informs human research across Canada, the type of data 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 the Facilitator needs to obtain permission from the school board and/or Principal prior to starting data collection.

For school boards that require ethics approval, this [Sample Ethics Application](#) will help the Facilitator with the process of preparing an ethics application for School Travel Planning.

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

While the benefits of active school travel are well understood, Principals sometimes have concerns about whether there is any liability associated with their school's involvement in STP. In those instances, the Facilitator will share the [Risk Management and Active School Travel](#) information sheet, which provides a professional examination of liability issues. It is recommended that the school board(s) also review this document and provide reassurance to their Principals that there is no increase in liability from participating in STP.

## 6. Keep it Going



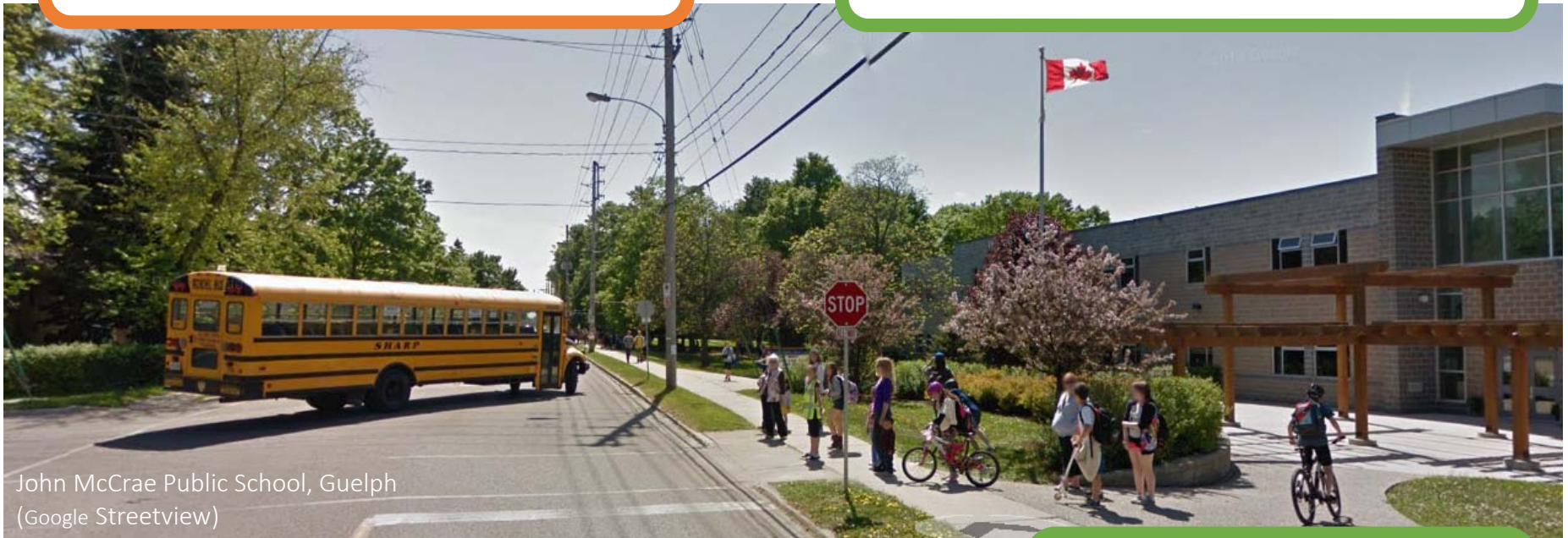
### Regional Stakeholder Tasks:

- ☐ Build community capacity
- ☐ Support Facilitator handover
- ☐ Build support for active school travel



Kids in the bus zone  
use the bus

Kids in the walk zone  
walk to school



John McCrae Public School, Guelph  
(Google Streetview)

.....or cycle, or  
scoot!





## Quick poll: Who is here today?

Municipality

School Board

Non-profit corporation

Public Health

Student Transportation  
Consortium

Other



**Thank you!**

**Questions, comments and feedback:**  
**[stp@greencommunitiescanada.org](mailto:stp@greencommunitiescanada.org)**



**Kate Berry**

Senior Program Manager

[kberry@greencommunitiescanada.org](mailto:kberry@greencommunitiescanada.org)



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School Travel**



# Next webinar:

Making school zones safer:

Partnership-based school traffic management

Thursday 21<sup>st</sup> June 2018, 1-2pm

Toronto District School Board has partnered with GCC to deliver the **School Traffic Management Program**, which is aligned with the City of Toronto's Vision Zero Road Safety Strategy. Stakeholders from both programs have been working closely with one another making gains toward school zone safety and active school travel unlike any the City has seen in recent history.

<http://ontarioactiveschooltravel.ca/news/>

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