School Travel Planning in Transit Construction Zones Initiative:

The Eglinton Crosstown STP Project

August 2017

Supplementary Report: High Schools

Author: Laura Zeglen

A project of: Green Communities Canada | Active & Safe Routes to School

Funded by: METROLINX

Table of Contents

1. Introduction: The Crosstown STP Project

The Eglinton Crosstown is a 19-kilometre Light Rail Transit line that will run along Eglinton Avenue through the heart of Toronto, with an underground central section. The line, scheduled to begin service in 2021, will connect Mount Dennis in the west to Kennedy Road in the east, and the new service will be up to 60% faster than the bus service today. In the meantime, construction may create challenges for parents travelling with their children to school, and Metrolinx aims to provide support to families to ensure the school journey is as safe and convenient as possible. This is where the idea for the Eglinton Crosstown STP Project originated.

In early 2016, the Eglinton Crosstown STP Project was officially launched. This has been a pilot project with a focus on schools situated close to construction sites of the Eglinton Crosstown Light Rail Transit. Metrolinx provided funding for up to 8 schools to have a dedicated School Travel Planning (STP) Facilitator from Spring 2016 - June 2017. Green Communities Canada, a recognized leader in STP program design and delivery, was contracted by Metrolinx to lead implementation of the STP process.

Key term: STP (School Travel Planning)
A comprehensive, school-specific intervention designed to help students practice active and sustainable school travel regularly and safely in their communities. It invites community-wide involvement through the creation of a multidisciplinary committee of stakeholders, and includes action items related to education, encouragement, engineering, enforcement and evaluation.

2. School Travel Planning in High Schools

Key term: ASST (Active and Sustainable School Travel)
Refers to walking, cycling, other human-powered transportation, as well as public transit.

School Travel Planning (STP) is a comprehensive, school-specific intervention designed to help students practice active and sustainable school travel (ASST) regularly and safely in their communities. It invites community-wide involvement through the creation of a multidisciplinary committee of stakeholders, including school stakeholders (e.g. parents, students, teachers, school administrators) and broader community stakeholders (e.g. City of Toronto traffic services, City Councillor, public health nurse). In the Eglinton Crosstown STP project, Metrolinx Crosstown Community Office staff sat on each school committee to give regular construction updates and to discuss concerns and opportunities related to construction (e.g. opportunities to implement bike lanes once construction is complete).

The STP process includes creation of a School Travel Plan for each participating school, including a list of action items designed to improve ASST outcomes at that school. Action items fall across the "5 E's": education, encouragement, engineering, enforcement and evaluation. Collectively, the STP committees at each school brainstorm ideas for action items across the 5Es that they feel will be a good fit for promoting and supporting ASST at their school. The goal is for the program to become self-sustaining over time once the direct support of the STP Facilitator is removed.

The 5 E's	Examples
Education	• Cycling education workshops • Information campaigns at the school
Encouragement	• ASST-promotion events such as "Bike to School Week" • Contests such as "Step Count Challenge" between classes
Engineering	• Adding bike lanes and bike parking at the school and along routes to school • Introducing parking and stopping restrictions near the school
Enforcement	• Police presence to ticket dangerous driver behaviour in school zones • Police giving warnings to students seen cycling without a helmet
Evaluation	• Neighbourhood Walkabout • Student Travel Surveys

The **traditional STP process** is designed for elementary schools. The Eglinton Crosstown STP Project modified the STP intervention to so that two high schools could be included as participants. The modified design drew from existing resources[1] of ASST promotion work in high schools.

[1] **10 Step Handbook for High School Bike Projects** and **Project Overview: High School Pilot Project 2010-2012**.

The primary difference between the elementary and secondary programs in the Eglinton STP Project was the level of student involvement and input. Specifically, at high schools:

- **Student subcommittees were created at each school.** Students also sat on the school's multidisciplinary STP Committee, attending meetings and sharing their work and ideas there.
- **The student travel survey was modified** to include open-ended questions about why students make the travel choices they do, and the distance of their journey to school.
- **Students took on a leadership role in implementation** of the STP action items, including planning and implementation of events and engaging in advocacy around school travel issues.

Steps involved in the Crosstown STP Project

Step 1	Metrolinx identifies a list of priority schools. Local school boards (i.e. TDSB and TCDSB) reach out to schools to invite them to participate in the program. Once a school has agreed to participate, Metrolinx and the STP Facilitator have an introductory meeting with the school.
Step 2	STP Process begins. STP Facilitator convenes a multidisciplinary STP Committee at each participating school. School administration is responsible for recruiting teacher, student and parent members at their school.
	Modification for high schools: Student subcommittees created. These subcommittees are to meet more regularly (e.g. once weekly or biweekly) than the school's STP Committee.
Step 3	Baseline data collection is conducted. STP Committee meets and brainstorms action items.
	Modification for high schools: Traditional classroom travel survey is modified[2] to include open-ended questions about why students choose the travel modes they do, including considerations of distance from school to home. Students may also take charge of data collection and analysis.
Step 4	STP Facilitator writes the School Travel Plan and distributes to all Committee members. This plan includes the list of action items.
Step 5	Implementation of action items. This is ongoing through to the end of the program.
	Modification for high schools: Students take on a leadership role in implementation of action items, including event planning and implementation, and advocacy around school travel issues.
Step 6	The STP Committee reviews progress of action items, identifies new ideas and changes to existing action items, and updates priorities as needed.
Step 7	Follow-up data collection is conducted.
Step 8	Program Wrap Up, including preparation for continuing the program once the STP Facilitator moves on.

[2] The modified travel survey was adapted from the survey tool in **Project Overview: High School Pilot Project 2010-2012**.

3. Implementation: Two Unique Approaches

Description of Schools

Both high schools that participated in the Eglinton Crosstown STP Project were similar in terms of their demographics. While both schools reported some barriers to ASST related to construction, the Eglinton East School faced greater challenges overall with respect to the built environment around the school, as well as a greater number of students travelling long distances (i.e. greater than 2.5km each way) between home and school. The Eglinton East School also had an existing champion and was working towards improving their Ecoschools status at the start of this program, while the Eglinton West School did not have either of these.

	School 1: Eglinton West School	School 2: Eglinton East School
School Population	• ~950	• ~900
Description of Location	• Inner suburban/mixed use	• Inner suburban/mixed use
% of students travelling >2.5km to school (based on surveys)	• 52% (Baseline Travel Survey) • 45% (Follow-Up Travel Survey)	• 61% (Follow-Up Travel Survey; data not collected at Baseline)
Socio-Economic Description of Families	• 22% from lower-income families • 20% of parents have some university education[3]	• 17% from lower-income families • 21% of parents have some university education
High-Level Description of Any Major School Travel Problems	• No major "stand-out" school travel problems reported • Greatest construction-specific challenges: Changes to traffic flow during construction is contributing to overall vehicular traffic congestion and delays for public transit buses (TTC). This congestion also makes the area less conducive to walking/cycling.	• Infrastructure for cycling to school not consistent or adequate in many places; insufficient number of bike racks; bike parking not conveniently located/issues with parking lot design with respect to cyclist routes to bike parking • Challenges directly at the school site related to Metrolinx construction
TDSB Ecoschool?	• No (Previously Gold)	• Yes (Platinum)
Existing STP Champion at school	• No	• Yes

[3] From Ministry of Education site: **https://www.app.edu.gov.on.ca/eng/sift/indexSec.asp**

In addition to other differences between these schools, the two schools also varied in their approaches to student engagement in the STP program. Their approaches are outlined in the following case studies.

Case Study 1: Eglinton West School

Duration of STP Program:
April 2016 - June 2017

Direct Involvement of STP Facilitator:
Very high

Program Description:

Planning for Student Involvement
The model for this school's program was planned during an introductory meeting between the STP Facilitator and the school principal. At the time, there were no ongoing ASST promotion initiatives underway at the school. It was agreed that a group of students in grades 9-11 would be recruited to form a committee of student leaders doing STP work, beginning in April 2016 and continuing through the 2016/2017 school year. This committee would be led by the STP Facilitator.

Recruitment
The committee was advertised via a school e-newsletter sent out to parents, and directly to students over the announcements at school. A poster was created by the STP Facilitator to advertise the requirements and benefits of involvement, including resume-building and networking opportunities.

Set-up of Student Committee
The student committee met once weekly over the lunch hour, and was led by the STP Facilitator and supervised by a lead teacher. The lead teacher had no previous specific interest in ASST but was open to learning. Students earned Community Service hours for their involvement in this committee. This was not a closed group, and new students were actively encouraged to join. Over the course of the program, there was a maximum of 15 student volunteers on this committee at one time; but the average number of students consistently participating from week to week was between 4 and 6.

Student Committee Activities
The weekly activities of the student committee included a mix of experiences. These included:

- Lessons and discussions with students about elements of STP, led by the STP Facilitator (e.g. learning about health, environmental and money-saving benefits of ASST; learning about street designs that support ASST, including complete streets)
- Opportunities for students to reflect on their own travel choices (e.g. through a photo-voice project documenting their journey to school; through open group discussions)
- Planning and implementation of action items (e.g. researching and creating materials for an information campaign promoting ASST; coordinating ASST encouragement events; conducting evaluation activities, including the student travel survey).
- In addition to the activities during weekly meetings, students were also provided with opportunities to attend other events related to the STP program outside of the school, including cycling advocacy and urban design workshops.

Highlights of Student Involvement in the STP Program:

Activity	Description

#WalkBikeTTC Campaign	• Students designed posters, delivered weekly announcements, ran a booth in the school foyer one day at lunchtime, presented at school assemblies, wrote articles for their school's online student newspaper, and set up a display case in a school hallway with ASST promotional materials
	• Central campaign messages:
	  ○ Be good to yourself. Walk it, bike it, take the TTC.
	  ○ Be good to the environment. Walk it, bike it, take the TTC.
	  ○ Be good to your bank account. Walk it, bike it, take the TTC.

Winter Walking Contest	• Students planned for, promoted and led school-wide contest, including tallying up class totals at the end of the contest week • Students delivered daily announcements leading up to/during contest, including tips about walking to school • Pizza lunch awarded to class with the most cumulative steps recording over a one-week period
Bike Blender demonstration	• During the school's "Spirit Week", students helped run a demonstration of a stationary bike with a blender attached to make healthy smoothies (the Food Share Bike Blender) in the foyer at lunchtime • Students used prepared talking points to talk to their peers about the energy efficiency of cycling compared to other travel modes
Bike to School Week	• Students delivered daily announcements leading up to/during bike to school week, including tips about cycling to school • Students helped hand out iced coffee (donated by a local café) and raffle tickets for bike-related prizes (donated by a local bike shop) as part of Bike to School Week event
Engaging with parents	• Students presented on multiple occasions to Parent Council to share updates on their STP work
Updates to local bus schedule	• One student with a keen interest in transit issues met with the Chair of Toronto transit agency (TTC) to discuss issues with one of the bus routes serving the school; as a result of this discussion, a new route schedule was approved to better align with school dismissal time

Skill development and learning opportunities for students
In addition to the school-wide impacts of these action items, student committee members developed new skills and had numerous learning opportunities as a result of their involvement in this program.

These included:

- Learning how to do computer-based information searches, including how to recognize credible sources (e.g. around benefits of ASST)
- Learning how to conduct research, including writing surveys, data collection and sharing results
    - Two students volunteered to conduct the data analysis for the student travel surveys, which included data entry and creation of graphs using Excel, and also qualitative data analysis using a mixed-methods data analysis software called Dedoose
- Learning to use graphic design software to create eye-catching communications materials
- Practice with different forms of communication
    - Written: through creation of posters, announcements, and newsletter articles
    - Oral: through presentations at school assemblies, Parent Council meetings, and at meetings with other stakeholders

Leadership opportunities for students

Students were also provided with additional opportunities to develop leadership skills beyond the weekly committee meetings. These included:

- One student attended a Cycle Toronto Advocacy Workshop
- Four students attended an Urban Land Institute Urban Planning Workshop
- One student met with Chair of Toronto transit agency (TTC) to share their idea around a modified bus route to better accommodate the schedule of the school; this led to this student securing a school co-op placement with the TTC the following year.

Challenges of this School's STP Program:

Staff and Student engagement

Student commitment to the STP program was moderate at best, and inconsistency in the number of students participating from week to week presented challenges for planning. It was also difficult to elicit broader participation in ASST encouragement events, and to engage staff in helping to organize/implement (e.g. low turnout at Bike to School Week events; no teacher volunteers to supervise free cycling education workshops offered by the school board).

Parent engagement

There was some resistance/lack of interest from School Council and parents in general in supporting STP action items (e.g. low enrollment at proposed information night event; opposing application for school crossing guards).

The Future of STP at this School

This school opted to continue with the STP program the year after the STP Facilitator support is gone. The lead teacher agreed to chair the school's Multidisciplinary STP Committee, and also to lead the student committee. Two students from this committee who were in grade 11 at the time the funded program ended volunteered to take over as the leaders of the committee the following year. Additionally, the lead teacher expressed interest in starting up an Ecoteam the following year, with STP as an important component of the Ecoteam's activities.

Case Study 2: Eglinton East School

Duration of STP Program:
September 2016 - June 2017

Direct Involvement of STP Facilitator:
Moderate to low

Program Description:

Planning for Student Involvement

The model for this school's program was planned during an introductory meeting between the STP Facilitator, the lead teacher, and the school's public health nurse. The lead teacher had previously been a champion for cycling promotion at the school, and saw the STP program as an opportunity to further those efforts. It was agreed that students in grades 9-12 would be engaged in STP work beginning in September 2016 and continuing through the 2016/2017 school year. Given the existing enthusiasm and experience of the lead teacher for promoting ASST, much greater control for leading the student engagement piece was given to the lead teacher compared to at the Eglinton West school.

Recruitment

Recruitment was done by the lead teacher, through announcements at school and also by talking directly with students recognized as having leadership potential.

Set-up of Student Committee

It was agreed that students would be engaged in STP work through lunchtime meetings (roughly biweekly), via two streams:

- The School's Ecoteam, led by the lead teacher, as part of the necessary work for the school to achieve Platinum Ecoschools status
- A certificate program of Toronto Public Health called "Youth Engaged in Leadership Learning" (YELL) with a focus on research, communication and advocacy around an ASST topic of the students' choosing

Over the course of the STP program at this school, there was a maximum of 20 student volunteers between these two streams at one time, with some students participating in both streams; but the average number of students consistently participating from week to week was between 5 and 10.

Student Committee Activities

The activities of the student committees included a mix of experiences. These included:

- Lessons and discussions with students about elements of STP, led by the lead teacher, public health nurse and STP Facilitator (e.g. learning about health and environmental benefits of ASST; learning about built environment barriers to cycling, including lack of safe networks of bike lanes and insufficient bike parking)
- Volunteering for cycling promotion events at the school
- Advocacy for an improved school driveway and parking lot design to better accommodate students and staff who bike to school
- Opportunities to attend other events related to the STP program, including a day-long "Bike to School" leadership camp and also a cycling skills workshop (delivered as part of grade 9 physical education classes, but all committee members were invited to take part regardless of grade)

Highlights of Student Involvement in the STP Program:

Activity	Description

Planning for Improved Cycling Infrastructure at the School	• Through YELL program, students chose parking lot/driveway improvement project as their area of focus for advocacy
	  ○ Students deputed to school board facilities staff around why this project should be prioritized for funding
	  ○ Viability Review for this project is currently underway by the school board

Cycling Education	• Students attended day-long "Bike to School" leadership camp • Cycling education programs were delivered to Grade 9 students through TDSB Ecoschools program; student committee members were also invited to participate
Bike Blender demonstration	• As part of the lead-up to Bike to School week, students helped run a demonstration of a stationary bike with a blender attached to make healthy smoothies (the Food Share Bike Blender) in the foyer at lunchtime • Students used prepared talking points to talk to their peers about the energy efficiency of cycling compared to other travel modes
Bike to School Week	• Students sought out donations of refreshments from local businesses for Bike to School Week event, and helped hand out raffle tickets for bike-related prizes (donated by a local bike shop) • Students were invited to participate in organized group rides to school, with teachers and other volunteers meeting at check points along various routes to school
Engaging with parents	• Students presented to School Council on one occasion to share updates on their STP work

Skill development and learning opportunities for students
In addition to the school-wide impacts of these action items, student committee members developed new skills and had numerous learning opportunities as a result of their involvement in this program. These included:

- Learning how to do computer-based information searches, including how to recognize credible sources (e.g. around benefits of ASST)
- Learning to use graphic design software to create eye-catching communications materials
- Practice with creating a compelling argument and presenting ideas to decision-makers
- Practice with oral communication, through presentations at Parent Council meetings, and at meetings with other stakeholders

Leadership opportunities for students
Students were also provided with additional opportunities to develop leadership skills beyond the weekly committee meetings. These included:

- Ten students attended a day-long "Bike to School" leadership camp
- One student created an Infographic poster of the results of the student travel survey and other data collection conducted as part of the STP process
- Five students deputed to school board Facilities staff around why their driveway and parking lot project should be prioritized for funding

Challenges of this School's STP Program:
Student engagement
As with the Eglinton West school, student commitment to the STP program was moderate at best, and inconsistency in the number of students participating from week to week presented challenges for planning. Participation in cycling promotion events for students beyond the committees was also low. It is unclear whether this was a matter of insufficient advertising, or lack of interest from students to participate.

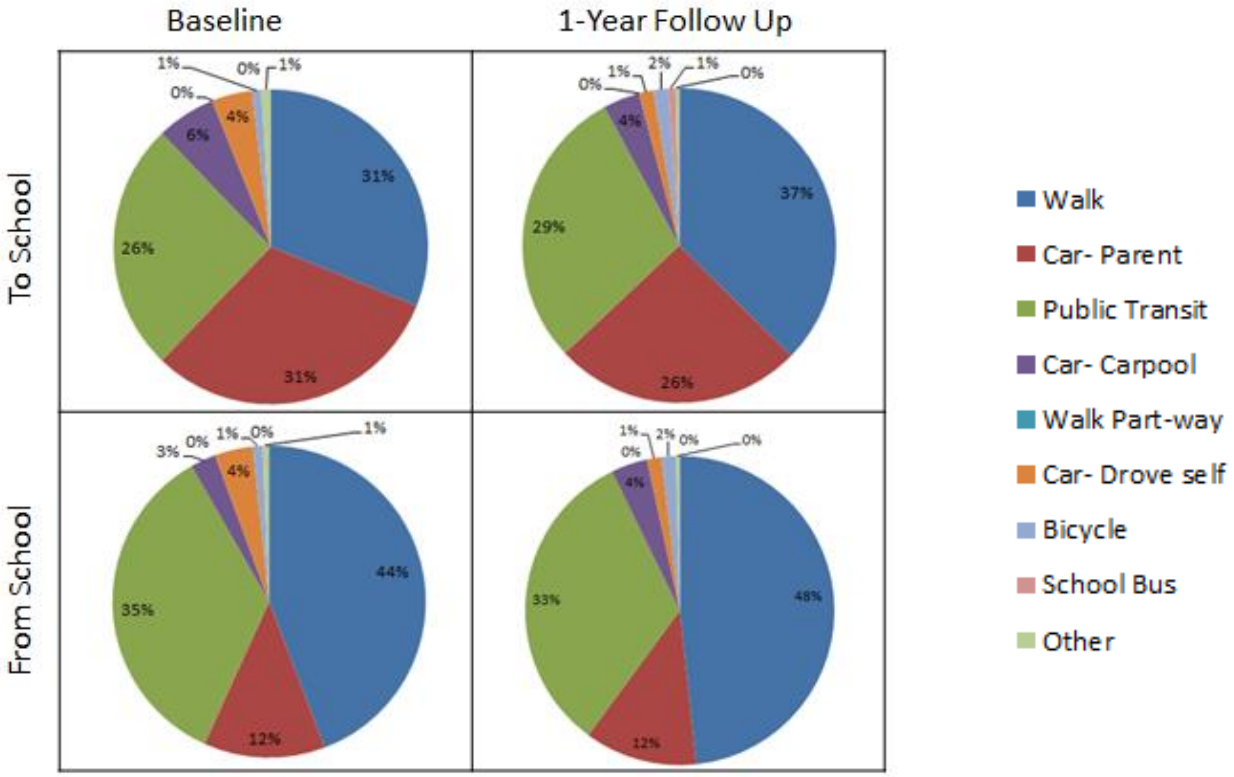
Logistical issues
Some of the proposed activities about which the Multidisciplinary STP Committee and student committee members were enthusiastic, including a group ride to City Hall for the kick off to Bike to School week, presented logistical issues such as safety concerns for students and teacher release time needed for supervision of the group ride. Other agreed-upon activities, while they did not pose specific logistical issues, simply would have been too much to implement given other time commitments of the various stakeholders involved.

Community mentality around driving
There was resistance from some parents and other members of the local community to the idea of taking away parking spots in the school parking lot or to promoting ASST over driving.

The Future of STP at this School
The lead teacher enthusiastically agreed to chair the school's Multidisciplinary STP Committee the year after the STP Facilitator support is gone. The lead teacher was also planning to continue to lead the Ecoteam, with STP as an important component of the Ecoteam's activities.

4. Student Travel Modes: Before and After

Eglinton West School



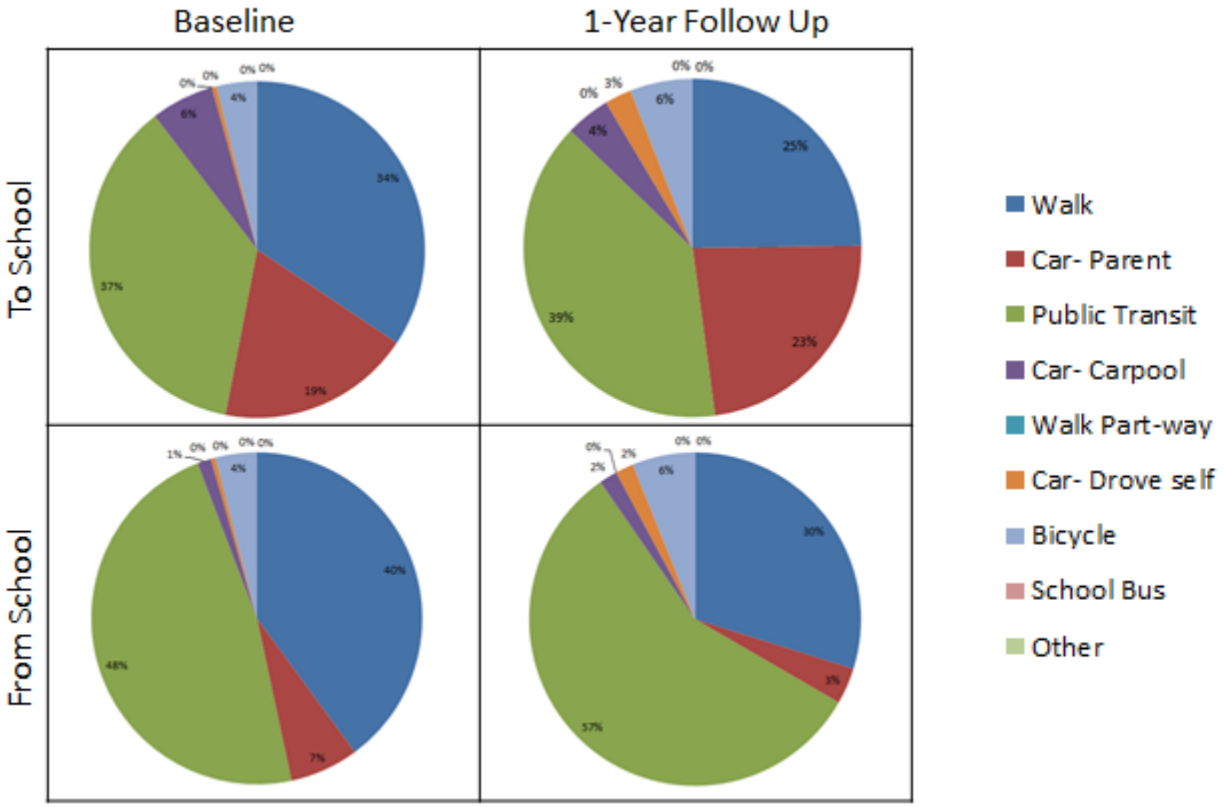
This survey included Grade 9- 12 students whose teachers agreed they could be surveyed during home room period. There were 312 responses in the baseline survey, and 265 responses in the follow-up.

Results of the student travel surveys, conducted with a sample of classes across all grades at this school, showed that walking rates have increased since starting the STP program, and rates of being driven to school have decreased. There have been incremental increases in public transit rates on the journey to school, as well. The follow-up survey took place before our focused cycling promotion efforts began in Spring 2017.

Overall, there was a noticeable mode shift between the AM and PM travel periods in terms of being driven (which decreases in the afternoon) and in walking and taking public transit (both of which increase in the afternoon). This highlights the potential for more students to travel by walking or by public transit in the morning, as well.

When students were asked about their travel mode choices, the top reasons given were related to distance, time and convenience (ie. when given the option, students generally choose whatever takes the least time and is most convenient, based on their travel distance). Surprisingly, construction and was not mentioned as a factor that influenced their travel mode decision.

Eglinton East School



The baseline survey included a convenience sample of Grade 9- 12 students: 223 student responses, 66% in Grade 9/10=66% and 33% in Grade 11/12. The follow-up survey included a sample of Grade 9-12 classes whose teachers agreed they could be surveyed during home room period: 118 student responses, 43% in Grade 9/10=43% and 57% in Grade 11/12. Results of the student travel surveys show that travel modes have fluctuated somewhat since the beginning of the STP program. Factors, including sample size and age of students completing the survey could be impacting these results.

There was a notable shift between the morning and afternoon travel periods: rates of being driven by a parent decreased significantly in the afternoon, while rates of walking and taking public transit increased in the afternoon.

When students were asked about their travel mode choices, the top reasons by far were related to minimizing distance/travel time, and also access to a vehicle (i.e. when a car is available, that is often their first choice). These results seem to point toward a mindset that for distances deemed too far to walk, driving is the default option, and public transit mainly comes as an alternative when a ride by car is not available. Cycling does not frequently enter the conversation as a serious alternative to driving or taking public transit and often seems to be considered similar to walking (i.e. it is not appropriate for long distances, it is time-consuming).

5. Conclusions and Recommendations

The modified design of the traditional STP process, involving students as leaders of implementation of action items, appears to be a good fit for high schools participating in an STP program. Support from lead teachers at both case study schools was high, and both lead teachers expressed intent to continue with the program once direct support from a STP Facilitator was removed.

The program at the Eglinton West school achieved a greater number of completed action items, and students had a wider range of skill development and leadership experiences. However, the trade-off was that it required significantly higher involvement of the STP Facilitator, which is less sustainable over the long term once the STP Facilitator support is removed.

The observed travel mode shifts toward ASST were greater at the Eglinton West school compared to the Eglinton East school. While this may be attributed in part to potential variances in the samples between baseline and follow-up surveys at the Eglinton East school, it may also be a factor of outreach efforts around education and encouragement of ASST having been more sustained over the length of the program at the Eglinton West school. Furthermore, the fact that the Eglinton West school had not previously been involved in any ASST-promotion work could account for the greater shift in ASST from beginning to end. Meanwhile, at the Eglinton East school where ASST-promotion activities had already been underway for some time, the initial shift toward ASST may have happened before involvement in the Eglinton Crosstown STP Project commenced, and further shifts will not be observed until long-term infrastructure improvements are complete (e.g. better cycling infrastructure at and around the school).

With these two case study schools, the success of the design was due in large part to the buy-in from the lead teachers, who kept the program going in either a supporting or leading role. At both schools, student commitment to the STP program was moderate at best, and inconsistency in the number of students participating from week to week presented challenges to planning (e.g. not knowing how many students would be available to assist with an event; uncertainty with how much time would need to be spent explaining material covered previously in the case of new students showing up). However, at both schools, a small core of committed students provided a consistent base with which to move ahead.

For high schools looking to implement an STP program in the future, it is recommended that flexibility is allowed in the approach of how to involve students, based on the strengths and interests of the students involved and also those of the staff volunteers, and also the context of the school itself. Two examples of approaches were given here: one, a new club dedicated to STP, led by an STP Facilitator, and the other a combination of an existing club and a certificate program with the flexibility to focus on an ASST-related initiative, led by a teacher volunteer and a public health nurse. Other options and combinations of options also exist, each with their unique strengths and shortcomings (e.g. see 10 Step Handbook for High School Bike Projects and Project Overview: High School Pilot Project 2010-2012). Whatever the approach, the goal is for the program to become self-sustaining over time once the direct support of the STP Facilitator is removed.

6. Appendices

Modified Student Travel Survey

This survey is part of a project called School Travel Planning that several schools in Toronto will be taking part in. Metrolinx- who are building the Eglinton Crosstown- are funding this project. A dedicated team of students here at your school are helping run the project here.

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

1. How do you usually travel to/from school? (Select ONE option only for each)

TO school		FROM school	
❑	Car – driven by a parent/adult	❑	Car – driven by a parent/adult
❑	Car – carpool with others	❑	Car – carpool with others
❑	Car – I drive by myself	❑	Car – I drive by myself
❑	School Bus	❑	School Bus
❑	TTC (subway or bus)	❑	TTC (subway or bus)
❑	Walk	❑	Walk
❑	Bicycle	❑	Bicycle
❑	Other (list):	❑	Other (list):

2. If you walk or cycle to school, why? If you don't walk or cycle to school, why not?

Reason 1:

Reason 2:

Reason 3:

3. If you take the TTC to school, why? If you don't take the TTC to school, why not?

Reason 1:

Reason 2:

Reason 3:

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. We would like to know how far you travel to school. Please use the map below to indicate which area you live in. Each area is indicated by a circle.

❑Area 1 ❑Area 2 ❑Area 3 ❑Area 4 ❑Area 5 ❑Beyond the circles

<Map of School provided, with concentric circles radiating outwards from school at the centre. Each circle denoted an "Area" an additional 0.5km distance from the school.>

Key STP Resources for Toronto High Schools

Related to Education and Encouragement:
Apply for cycling education programming through TDSB EcoSchools (Note: Available to TDSB Schools only): http://www.tdsb.on.ca/ecoschools/Home/EnrichyourProgram/CyclingSupports.aspx

Connect with and encourage students to volunteer and/or do co-op placements with organizations that promote ASST:

- Cycle TO: https://www.cycleto.ca/volunteer
- Bike Pirates: http://bikepirates.com/volunteer/
- Culturelink: http://www.culturelink.ca/get-involved/volunteers/

Participate in ASST encouragement events:

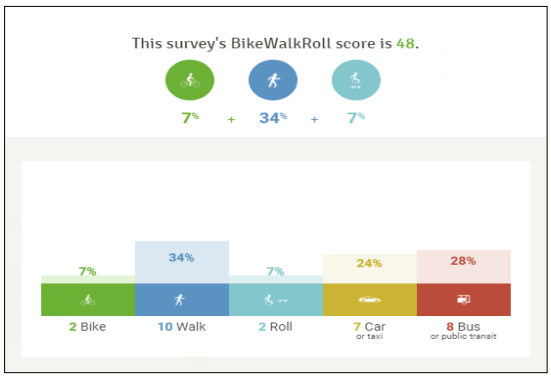
- Rent the FoodShare Bike Blender to promote cycling and healthy active living: http://foodshare.net/program/blender/
- Bike to School Week (May/June): http://www.bikemonth.ca/biketoschool
- Start a Bike Club at School: http://walkandrollpeel.ca/projects/pdf/10-step-handbook-high-school-bike-proj.pdf

Related to Engineering (aka the "built environment"):

← Explore options to calm traffic on neighbourhood streets, lowering traffic speeds and increasing safety: http://saferstreetsnearschools.ca

Share links to City of Toronto Cycling maps with all staff and students to help the safest route to school: https://goo.gl/Vb2M1Ahttps://goo.gl/Vb2M1A

Related to Evaluation:
Count traffic around the school site, including pedestrian versus vehicle traffic, using the CounterPoint app: http://counterpointapp.org/



← Use the BikeWalkRoll app to track and instantly graph how students travel to school: https://bikewalkroll.org/