

SCHOOL TRAVEL PLAN

YEAR 1
2018-2019



Lester B. Pearson Public School

**School Travel Plan report for:
Lester B. Pearson, DDSB**

Green Communities Canada, September 2019
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Acknowledgements

Thank you to all of the project partners who have provided the input, ideas and inspiration that shaped this School Travel Plan:

- Staff, students and families of Lester B. Pearson
- Town of Ajax
- Durham District School Board
- Durham Region Public Health
- Durham Police Services
- Regional Municipality of Durham
- Durham Student Transportation Services

The School Travel Planning program is delivered by Green Communities Canada (GCC) on behalf of Town of Ajax. Both GCC and Town of Ajax gratefully acknowledge the additional financial support for the program received from Heart & Stroke and RioCan.

Edition Tracking

Edition #	Description	Date Finalized
1	First Edition of the School Travel Plan	Nov 26 th 2019

Team & Endorsement

Committee Members

School STP Committee

Principal: Patrick Li

Teachers: Patricia Runnalls, Matthew Garey

Durham Public Health Nurse: Sabrina Pirmohamed

Green Communities Canada STP Facilitator: Vivien Leong

Regional STP Committee

Regional Councillor: Marilyn Crawford (Ward 1)

Local Councillor: Rob Tyler Morin (Ward 1)

Town of Ajax, Transportation:

Armi de Francia – Active Transportation Coordinator

Sam Harker – Student Transportation Technologist

Durham Planning and Economic Development:

Victor Copetti – Planning Analyst

Erin Sparks – Planning Analyst

Endorsement

I endorse the contents of this School Travel Plan:

SCHOOL PRINCIPAL, ON BEHALF OF THE SCHOOL
STP COMMITTEE

Name: _____

Signature: _____

Signature: _____

Date: _____

Date: _____

LEAD REPRESENTATIVE OF THE REGIONAL STP
COMMITTEE

Name & Job Title: _____

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Introduction

Lester B Pearson PS is one of four schools participating in the Ajax School Travel Planning Program in the 2018-2019 school year. The program was implemented by Green Communities Canada, with financial support from the Heart & Stroke Foundation and RioCan.

Staff, parents and students at our school worked with stakeholders at the local and regional level to create this School Travel Plan document. We are working together to:

1. increase the number of children using active modes of transportation to and from school;
2. decrease traffic congestion at the school; and
3. increase the proportion of 'bus zone' students who regularly ride the school bus.

Achieving these goals is no simple matter. It requires a societal shift in our current travel behaviors and multiple community stakeholders working together.

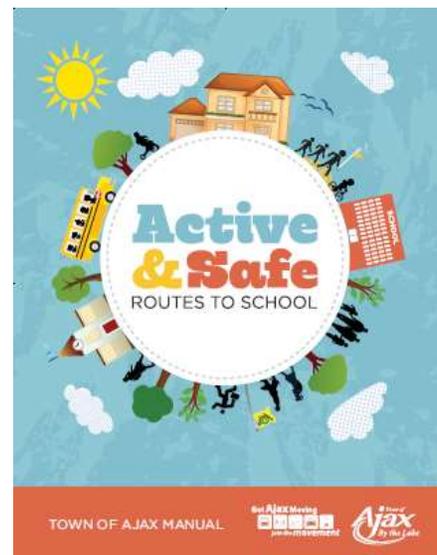
We will revisit and update this document on a regular basis, adapting the Action Plan as necessary and tracking implementation and data collection results.

Background

Travel Planning in Town of Ajax

School Travel Planning supports the goals of the Ajax Transportation Demand Management (TDM) Plan and the town's Integrated Transportation Master Plan, which intend to develop a multi-modal and sustainable transportation system by planning, designing and building a transportation network that's accessible to all modes of transportation.

School Travel Planning (STP) was first piloted by the Town of Ajax at the Brother Andre Catholic School in 2010. In 2012, the Town of Ajax worked with schools to implement 'Ajax Moves 3 Ways'—a public awareness campaign focused on improving school zone safety. This led to the development of the Town's Active and Safe Routes to School (ASRTS) Program in 2015. The ASRTS Program consists of annual walking and wheeling event campaigns that equip schools with prize packs for encouraging active school travel. The Town of Ajax continues to operate the ASRTS program in parallel with the School Travel Planning program.



School Travel Planning at Durham District School Board

To date, Town of Ajax has worked with Green Communities Canada to implement School Travel Planning at a total of three DDSB schools. School Travel Planning enhances transportation systems for schools and contributes to DDSB's broader goals of environmental sustainability, student physical and mental well-being and creating healthy and safe school environments.

STP Process

School Travel Planning (STP) is a community-based model for implementing active school travel.

To ensure a comprehensive, inclusive, and sustainable approach to getting students walking and cycling, active school travel programs succeed best when they address all of the 'Five E's':

- Education
- Encouragement
- Engineering
- Enforcement
- Evaluation

Through STP, school and community stakeholders collaborate to create and implement school-level action plans that use all of the Five E's to:

- Address ongoing transportation and traffic safety problems.
- Increase the number of students using active and sustainable modes for all or part of the journey to school.

Further details of the School Travel Planning process can be found in the Canadian STP Toolkit, maintained by Green Communities Canada at:

<https://ontarioactiveschooltravel.ca/school-travel-planning/school-travel-planning-toolkit/>



How do students at Lester B. Pearson PS get to/from school?

This page summarizes the results of the Student Travel Survey conducted in June 2018 to find out which travel modes students are using for their school journeys.

Travel Mode Share (Average % of students)

	Bike 	Walk 	Rolled 	Bus 	Car 
To school	5%	50%	1%	4%	40%
From school	5%	61%	1%	5%	28%

How does that compare to expectations?

	Actual ¹	Expected ²
Active modes (Bike, Walk, Rolled) 	62%	95% or more
Sustainable modes (School bus, Transit) 	4%	0%
Inactive modes (Car) 	34%	5% or less

Key findings based on the Student Travel Survey results:

- The most popular mode of transport at Lester B. Pearson is currently walking, at about 61% of students.
- About 65% of students who live in the walk zone are walking and biking to school.
- While none of the students live in the bus zone, approximately 4% of the students live in areas outside the catchment area (Whitby and Oshawa).

¹ Actual data is based on average results of travel from and to the schools from the Student Travel Survey conducted by the school in June 2018

² Expected figures are based on information provided by the school

Summary of Traffic Observations

This table summarizes the positive features and key locations of concern for traffic safety within the school community identified by the STP committee during the Walkabout (Appendix 3).

Positive features	Features that need improvement
<p>Short distance to get to school</p> <ul style="list-style-type: none"> ✓ Small catchment area ✓ Decently wide walkways that can be used as shortcuts ✓ Routes to school include walkways and streets with low vehicular traffic volumes <p>Visibility of bike routes</p> <ul style="list-style-type: none"> ✓ Residential streets with sharrows (pavement markings showing bikes) ✓ Bike route signage: signs showing arrows to bike routes, bikes illustrated on some of the signs with the street names <p>Other</p> <ul style="list-style-type: none"> ✓ Lots of trees: greenery and shade ✓ Neighbourhood watch community ✓ Large pedestrian signs 	<ul style="list-style-type: none"> ▪ Narrow sidewalks ▪ Streets with a sidewalk on only one side ▪ Parts of the neighbourhood with more space for parking than for walking ▪ Intersections with large curb radii ▪ Speeding ▪ Bike theft ▪ Continuity of walking paths: <ul style="list-style-type: none"> ○ Sidewalks do not always lead to pedestrian crossings ○ Connections between walkways need to be clear to drivers as well ▪ Path from the school connecting to Pearce Drive is slippery in the winter

Vision and Goals

Vision

“

All students receive the benefits of walking/wheeling to school on their overall health, learning, growth, and overall well-being.

”

High-Level School Travel Planning Goals

- Increase the number of families walking/wheeling to school
- Reduce traffic in half by June 2019

Objectives

1. Continue creating a culture of walking/wheeling to school.
2. Promote active school travel as a convenient transportation option.
3. Improve the safety of existing walking routes.
4. Increase families' confidence with about biking to school.
5. To monitor effectiveness of initiatives and revise School Travel Plan annually.



Taking Action

The Action Plan in the following pages was developed for Lester B. Pearson with inputs from the School STP Committee, the Regional STP Committee and the STP Facilitator.

The Action Plan addresses the travel-related issues that were identified by those groups, describing what will be done, by whom and when.

The Action Plan seeks to be comprehensive and include diverse actions from across the five Es:

Education:

Raising awareness about the benefits of AST

Encouragement:

Creating excitement and shifting norms incentives.

Engineering:

Improving infrastructure to support AST

Enforcement:

Monitoring traffic and enforcing traffic rules

Evaluation:

Assessing conditions and monitoring progress toward school travel goal

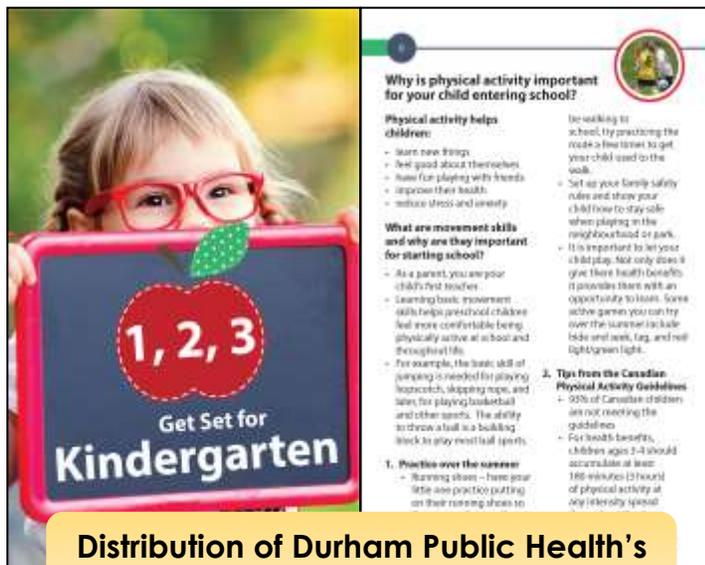
Action Plan Implementation Highlights

Below are details about some of the action plan items we've successfully implemented so far.

Completed Action Plan Items

- Student leaders trained on promoting the benefits of walking/rolling to school, and recognized for their leadership
- Presentation to parents of Kindergarten students on benefits of walking/wheeling to school
- Parents provided with relevant handouts/resources at various school events, including Winter Concert; Family Friday(s); Parent Reaching Out event, in spring 2019; Wellness Day, in May 2019; and Welcome to Kindergarten, in May 2019
- Staff encouraged to use/integration active and sustainable school travel in the curriculum
- Info booth at Fun Fair, in October 2018, including distribution of brochures on how to share the road and promotion of learn-to-ride classes
- Distribution of Durham Public Health's *1,2,3 Get Set for Kindergarten*
- School challenge on walking/rolling to school
- Sock drive, in November 2018
- Stair climb, on Wellness Day in 2019
- Helmet safety presentation
- Cycling safety presentation
- School signed up for iwalk-iwheel club
- Bike rodeo/Learn-to-ride, in June 2019





Distribution of Durham Public Health's 1.2.3 Get Set for Kinderaarten



School signed up for iwalk-iwheel club



Recognition of student leaders trained to promote the benefits of walking/rolling to school



Bike rodeo/learn-to-ride

Let's get more kids walking and wheeling to school at **Lester B Pearson PS**
 By Armi de Francia, School Travel Planning Facilitator & Sabrina Pirmohamed, Public Health Nurse
 October 5, 2018



Presentation to Kindergarten students' parents

Appendices

Appendix 1: School Profile

Date form completed: May 2018

School name	Lester B. Pearson Public School
School type	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Separate <input type="checkbox"/> Private <input type="checkbox"/> Other _____
Year opened	1988
Name of school board	Durham District School Board
Total number of students	350
<ul style="list-style-type: none"> Students who receive bus service (i.e., who live in the 'bus zone') 	<p>[# of students who live in the 'bus zone': <u>0 but approximately 8 students take a private bus. A few families live outside of the area. Some are coming from Whitby and Oshawa.</u>]</p>
<ul style="list-style-type: none"> Students who live in the 'walk zone' 	<p>[# of students who live in the 'walk zone': 342] divided by [total # of students: 350] = 100% of students who live in the 'walk zone'</p>
Grades	<input type="checkbox"/> Elementary (K-6) <input checked="" type="checkbox"/> Elementary (K-8) <input type="checkbox"/> Middle school (6-8 or 7-8) <input type="checkbox"/> Secondary (7-12 or 9-12) <input type="checkbox"/> All levels (K-12)
Bus policy	<p>'Bus zone' definition: minimum # km between school and home for which grades?</p> <p>1.6 km (for all grades)</p>

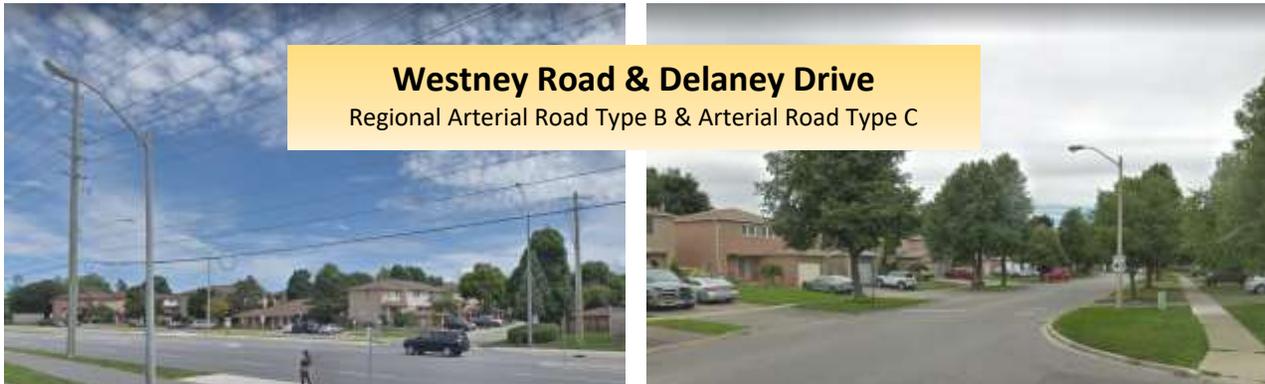
<p>School bell times</p>	<p>Morning: <u>8:45AM</u> Afternoon: <u>3:25PM</u></p>
<p>Description of location</p>	<p><input type="checkbox"/> Urban (e.g., city or town centre) <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural <input type="checkbox"/> Other: _____</p>
<p>Socio-economic description of families</p>	<p>% of students who live in lower-income households: <u>16%</u> % of students whose parents have some university education: <u>42.1%</u></p>
<p>Special programs at this school that may impact choice of travel mode</p>	<p><input type="checkbox"/> French immersion <input type="checkbox"/> Extended French <input type="checkbox"/> Fine arts <input type="checkbox"/> Special needs: _____ <input checked="" type="checkbox"/> Before and after school day care <input checked="" type="checkbox"/> Other: <u>Hubs/mini hubs</u></p>
<p>Existing transportation facilities at school site</p>	<p><input checked="" type="checkbox"/> Bike racks/storage (# bike spaces: <u>~43</u>) <input checked="" type="checkbox"/> Car parking lot (# car spaces: <u>40 + 2 accessibility spots</u>) <input checked="" type="checkbox"/> Kiss n ride <input checked="" type="checkbox"/> School bus drop-off zone <input type="checkbox"/> School crossing guards <input type="checkbox"/> Adult or student safety patrol <input type="checkbox"/> Public transit bus stops serving school <input type="checkbox"/> Transportation arrangements to after school programs <input checked="" type="checkbox"/> Crosswalks <input checked="" type="checkbox"/> Sidewalks <input checked="" type="checkbox"/> Other: <u>there are several walkways that create shortcuts</u></p>

<p>Existing safety education resources</p>	<p><input type="checkbox"/> Traffic safety education—if so, who provides it, to what grades and how often? _____</p> <p>_____</p> <p><input type="checkbox"/> Pedestrian safety education—if so, who provides it, to what grades and how often? _____</p> <p>_____</p> <p><input checked="" type="checkbox"/> Bike safety education—if so, who provides it, to what grades and how often? <u>Teachers implement bike rodeos and organize a group ride</u></p> <p><input type="checkbox"/> Police officer school liaison</p> <p><input type="checkbox"/> Anti-bullying education—if so, who provides it, to what grades and how often? _____</p> <p>_____</p> <p><input type="checkbox"/> Hydro safety education (power lines and hydro fields) —if so, who provides it, to what grades and how often? _____</p> <p>_____</p> <p><input type="checkbox"/> Other: _____</p> <p>_____</p>
<p>Programs at this school that have goals similar to STP</p>	<p><input type="checkbox"/> Ontario EcoSchools certification (level: _____)</p> <p><input type="checkbox"/> Environmental program (specify: _____)</p> <p><input checked="" type="checkbox"/> Physical activity program (specify: <u>Healthy Active School Committee</u>)</p> <p><input type="checkbox"/> Mental health program (specify: _____)</p> <p><input type="checkbox"/> Other: _____</p>

Types of school/parent committee communications used/available (e.g., newsletter, website, Facebook page)	<input type="checkbox"/> School newsletter (electronic or paper) <input type="checkbox"/> School Council newsletter (electronic or paper) <input type="checkbox"/> Automated mass voicemail <input type="checkbox"/> Website <input checked="" type="checkbox"/> Twitter <input type="checkbox"/> Facebook <input checked="" type="checkbox"/> Other: <u>Google Calendar</u>
Languages used in school communications	English
Languages that would aid communication with parents (if resources permit)	
Is the school in a Neighbourhood Watch or Block Parent community?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other information	

Appendix 2: Travel Challenges and Opportunities – Detailed Summary

Factors Affecting Traffic Volumes

**Westney Road & Delaney Drive**

Regional Arterial Road Type B & Arterial Road Type C

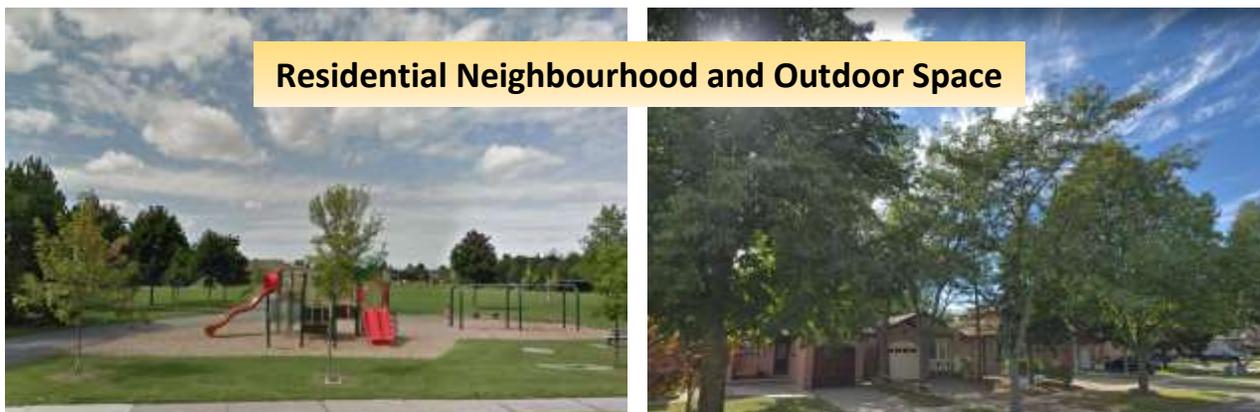
- Vehicles cutting through the neighbourhood from Westney Road and Delaney Drive increase traffic speeds and volumes, raising concerns of pedestrian safety.
- Congestion along these arterial roads at peak hours can spill over into the residential neighbourhood surrounding Lester B. Pearson.

**Recreational and Commercial Amenities**

Shopping Centre and McLean Community Centre

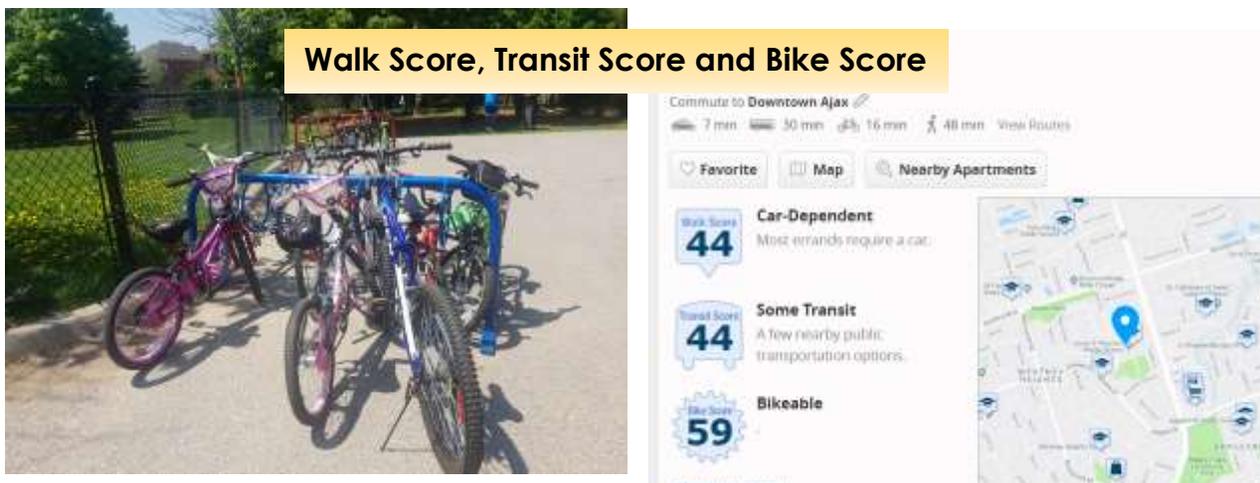
- High traffic volumes created by the shopping centre and McLean Community Centre pose safety concerns for children that are crossing Westney Road—particularly at lunch time.
- Drivers can become aggressive when stuck in traffic, meaning that they will be paying less attention to children that may be attempting to cross the street.

Land use and Walk Score



Residential Neighbourhood and Outdoor Space

- Some parents drive their children to school even though they live within the neighbourhood.
- There is still a perception among parents that driving is a safer, simpler alternative to walking or biking to school, even though the neighbourhood is almost entirely residential.

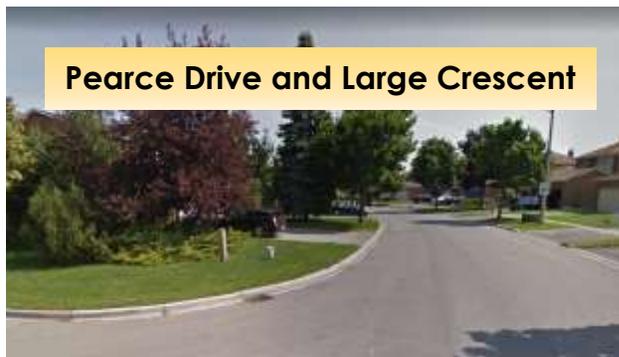


Walk Score, Transit Score and Bike Score

- The school’s walk score is very low, meaning that most amenities are not within walking distance and would need a car to be accessed.
- Much like the rest of Ajax, Lester B. Pearson’s transit score is very low, increasing the likelihood that parents choose to drive their kids.
- With many multi-use trails in the neighbourhood, biking is a convenient and safe option.

The proportion of students at Lester B. Pearson that walk to school is quite high compared to many other Ajax schools, which is aided by its location in a residential neighbourhood. However, considering the biking infrastructure that exists in the neighbourhood, the proportion of students that cycle is very low. There is an opportunity to promote biking as a quick and convenient way for kids to get to and from school.

Gaps in Walking Network/Conflict Areas



Pearce Drive and Large Crescent

- Sidewalk leads directly to street at an uncontrolled intersection.
- No sidewalk on the west side of Pearce.
- Creates an unsafe environment for kids.



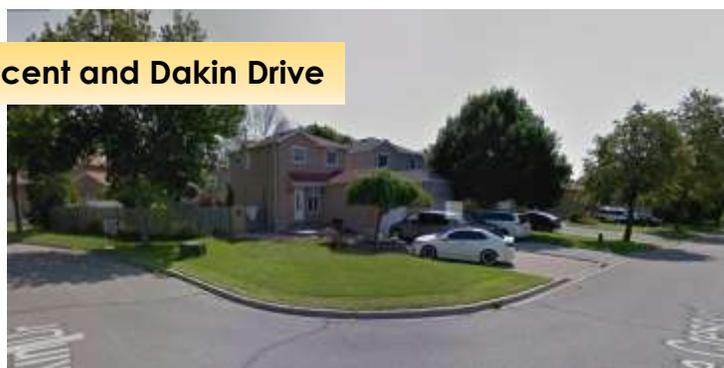
Path leading to Pearce Drive

Southwest side of Lester B Pearson Park

- Most of the path is unpaved and some parts are very narrow.
- Can be very slippery during the winter, posing safety concerns for children.



Large Crescent and Dakin Drive



- The sidewalk leads directly into the street at an intersection without stop signs or pavement markings.
- No sidewalk on the west side of Large Crescent, and curbs have large radii.

Personal Safety Concerns

Students often cross Westney Road to get Lunch at Little Caesars. Although there are two sets of lights at the Westney Road and Magill intersection, students often jaywalk rather than walking the extra block or two to get there. Traffic in the mornings can also be of concern, there have been verbal altercations near the school as well as one collision. Lastly, a major concern of parents in allowing their kids to walk to school is the lack of crossing guards on Coughlen Street; they may also be concerned about stranger danger along the walkways that cut between houses.

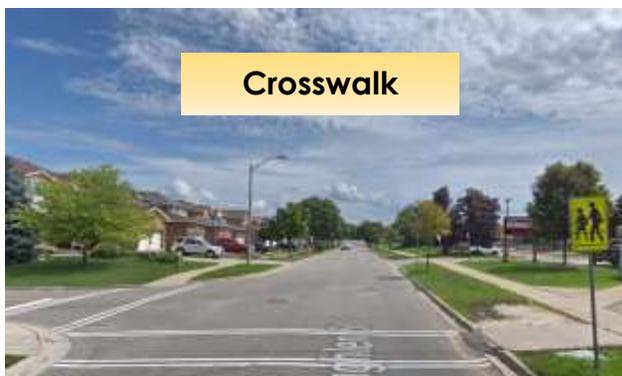
Other Concerns

Bike theft is prominent in Lester B Pearson's neighbourhood. This discourages students from biking to school, particularly because the bike racks are quite isolated. Furthermore, streets often have sidewalks on only one side; seeing as most children are not comfortable riding on the road, this poses significant concerns for cyclists as well as walkers. There are also a lack of distinct connections between walkways, posing safety concerns where they encounter intersections. Lastly, many of the paths around the school are very well used, but if they are not properly maintained during the winter they can become slippery.

Strengths and Opportunities

Infrastructure

School Site



Crosswalk

- A crosswalk in front of the school alerts cars to the fact that students are around and ensures that they can cross the road safely.



Green Space and Wide Sidewalks

- Wide sidewalks accommodate a wider variety of users and their convenience and safety.

Neighbourhood



Sharrows

- Pavement markings to remind drivers that roads are a shared facility create safer cycling environments.



40 km/h Speed Limit

- Reduced vehicle speeds make drivers more aware of their surroundings and reduce issues of safety in the community.

Community and Social Assets

Lester B. Pearson has a very enthusiastic community and school staff are very supportive of the School Travel Planning program. The school also has a small catchment area, meaning that the majority of its student live within walking or rolling distance of school. The surrounding community has plenty of greenery and is aesthetically pleasing, encouraging the use of active transportation among students. Furthermore, community members have come together to form a neighbourhood watch group.

Other Strengths and Opportunities

The school has participated in 7 active school travel events since 2015, such as Walktober, Bike to School Week, and Winter Walk Day. This is a very good base to be building on, and the school is hoping to continue celebrating such events in the future. Signage for pedestrians and bikes is also very prominent in the community and promotes the use of the neighbourhood's active transportation facilities.

Appendix 3: Walkabout

Background

Date:

Monday, June 4, 2018, 2-3:30PM (PA Day)

Weather:

~19°C, mix of sun and cloud



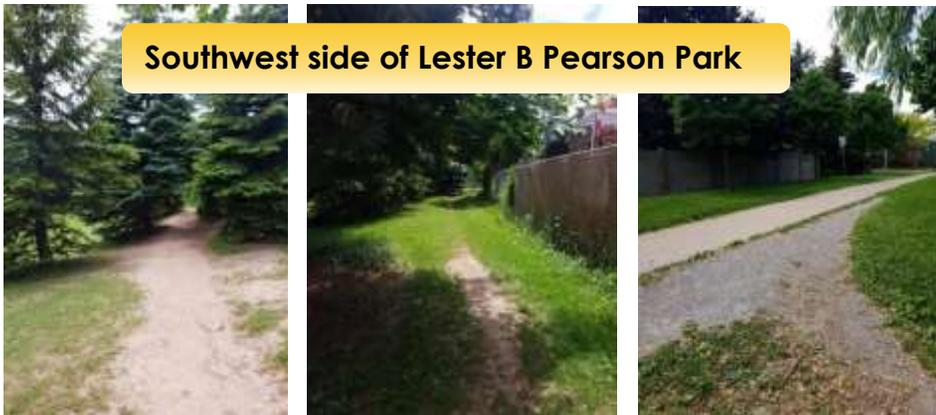
To start off the school travel planning process, stakeholders at Lester B Pearson PS did a walkabout to identify challenges and opportunities for active school travel. After the walk, participants discussed their observations, priorities in the school community, and existing programs, initiatives, and efforts that could help address these challenges. This walkabout will be used to guide the development of an action plan to promote active school travel at Lester B Pearson PS.

Overview of Observations

Positive features	Features that need improvement
<p>Short distance to get to school</p> <ul style="list-style-type: none"> ✓ Small catchment area ✓ Decently wide walkways that can be used as shortcuts ✓ Routes to school include walkways and streets with low vehicular traffic volumes <p>Visibility of bike routes</p> <ul style="list-style-type: none"> ✓ Residential streets with sharrows (pavement markings showing bikes) ✓ Bike route signage: signs showing arrows to bike routes, bikes illustrated on some of the signs with the street names <p>Other</p> <ul style="list-style-type: none"> ✓ Lots of trees: greenery and shade ✓ Neighbourhood watch community ✓ Large pedestrian signs 	<ul style="list-style-type: none"> ▪ Narrow sidewalks ▪ Streets with a sidewalk on only one side ▪ Parts of the neighbourhood with more space for parking than for walking ▪ Intersections with large curb radii ▪ Speeding ▪ Bike theft ▪ Continuity of walking paths: <ul style="list-style-type: none"> - Sidewalks do not always lead to pedestrian crossings - Connections between walkways need to be clear to drivers as well ▪ Path from the school connecting to Pearce Drive is slippery in the winter

Observations in Detail

1 Path leading to Pearce Drive



Southwest side of Lester B Pearson Park

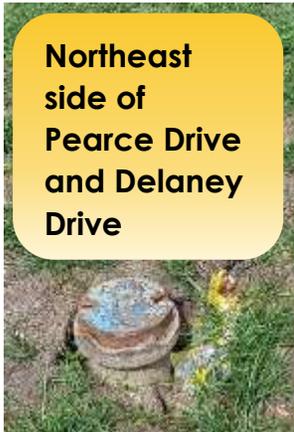
- Frequently used by students to get to school
- Most of the path is unpaved. Some parts are narrow.
- The paved area begins towards Pearce Drive
- Slippery during the winter
- Lots of shade

2 Delaney Drive



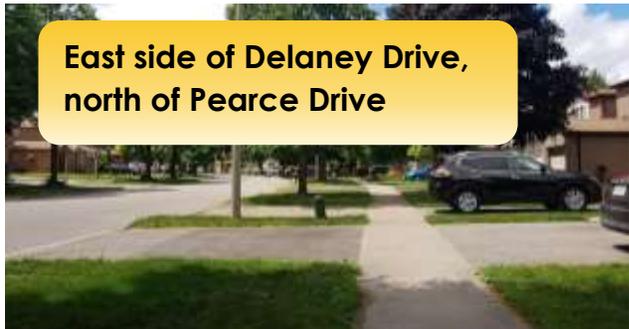
Facing northwest from Pearce Drive

- Pedestrian crossing
- Large pedestrian sign
- Large curb radii



Northeast side of Pearce Drive and Delaney Drive

- Tripping hazard



East side of Delaney Drive, north of Pearce Drive

- Shade from trees
- Narrow sidewalks on both sides of the street
- Lots of space for parking on private property
- Large boulevards

3 Walkway connecting Delaney Drive to Mullen Drive



Walkway leading to Mullen Drive



View of walkway leading to Daniels Crescent

- Walkway is wide enough for people to walk side by side and for people who roll
- The walkway narrows at the boulevard, then connects to the street.

4

Latimer Street

Facing east



Facing west



- Narrow sidewalk on only one side
- Neighbourhood Watch sign

5

Large Crescent

Facing west from Latimer Street



- No lines for crossing

Facing north



- Narrow sidewalks
- Shade from trees

Facing northwest, view of Mullen Park



- Walkway leading to Mullen Park

6

Walkway connecting Large Crescent to Dakin Drive

Facing southeast



- Not as wide as the other walkways
- Lots of greenery

7 Large Crescent and Dakin Drive



- Sidewalk leads directly to street at an uncontrolled intersection (no stop signs or pavement markings)
- No sidewalk on the west side of Large Crescent
- Curbs with large radii

8 Pearce Drive and Large Crescent



- Sidewalk leads directly to street at an uncontrolled intersection.
- No sidewalk on the west side of Pearce Drive
- Curbs with large radii
- Speeding concerns

9 Coughlen Street and Carrick Avenue



- Lots of congestion during peak traffic periods
- Lots of children walk here

The Discussion

Setting Goals and Priorities

Goals

- Increase the number of families walking/wheeling to school
- Reduce traffic in half

Other areas of concern

Lester B Pearson Park

- Half of the park is owned by the school. The other half is owned by the Town of Ajax.
- The path from the school to Pearce Drive and the path from the school to Brockman Crescent are well used. They get icy during the winter.
- Students use the path to Brockman Crescent in order to get to the Little Caesar's plaza.

Westney Road and Magill Drive

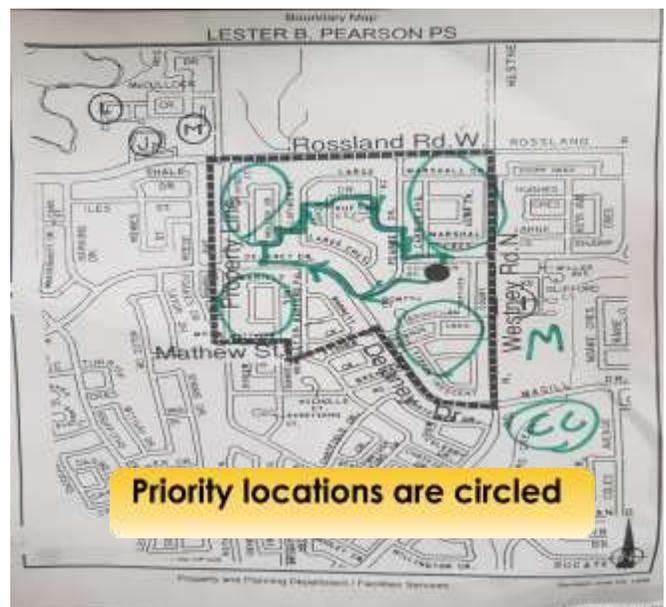
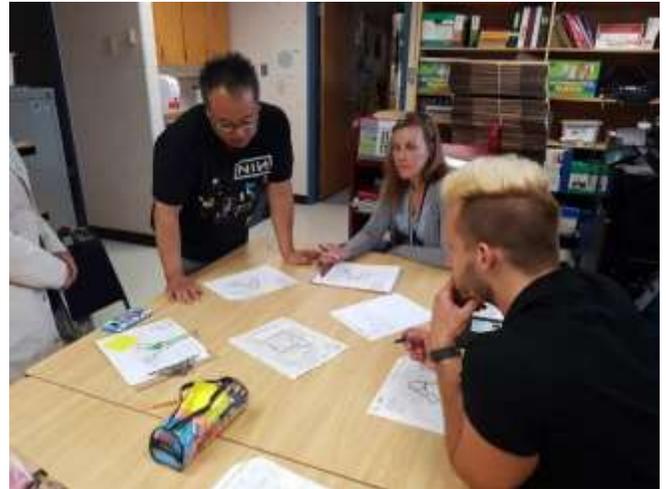
- Students use this intersection to get to the McLean Community Centre.
- There are two sets of lights.
- Students are less likely to cross this intersection to get to the Little Caesar's plaza and more likely to jaywalk.
- Westney Road is a Regional Road.

Biking barriers/concerns

- Access to helmets and locks are a concern.
- Bike bells were very popular.
- Not all families are able to teach their children how to ride a bike. Some students are not comfortable with riding a bike.
- There were 3 bikes stolen in the past by residents
- Cycling colouring books are less desired.

Driver behaviour and vehicular traffic

- There are ~40-50 vehicles at the school per day. Usually, the same families drive to school.
- The morning traffic is worse. Parents usually make arrangements for pick up.
- A few students live in Whitby and Oshawa.
- Parents park at the front of the school and on the road.
- There is signage showing that stopping on Coughlen Street is prohibited between 8AM-4PM. Parents still park on Coughlen Street and have their children walk over the boulevard and into the parking lot.
- There were verbal fights because of the traffic.
- Traffic at the school increases on rainy days and wet weather.



Key Destinations

- Little Caesar's plaza
- McLean Community Centre

Traffic incidences

- Two drivers collided on the school site in the past.
- A driver hit a student two years ago during a holiday.

Other concerns

- No crossing guards on Coughlen Street
- Parents might not be aware of the walkways. They might even be concerned about teenagers loitering in the walkways in addition to stranger danger.
- Some students are driven to school because they feel lazy. Parents tend to dote on their children.
- Students need permission to leave the school property during lunch. Many students eat lunch at Little Caesar's and walk there from the back of the school.
- Kindergarten students must be picked up at their pen.
- Skateboarding is popular. The school needs a place to store skateboards and scooters and prevent theft.

Past/Existing Efforts

- Participation in Walktober, Winter Walk Day, and Bike to School Week (overwhelming response)
- Durham Public Health delivers helmet safety presentations
- Community bike rides led by staff
- Kids Safety Village used to offer bike riding lessons for Grade 1 students
- Staff walk with Grade 3 students to the McLean Community Centre (~15-20 minute walk away).
- The Town of Ajax gave handouts on the benefits of walking/rolling to school.
- The Town of Ajax had a poster contest offering a bike as a prize.

Potential Solutions

Stakeholder	Type of Support	Options available
Lester B Pearson	Education Encouragement	<ul style="list-style-type: none"> • Involve staff in a walking challenge against students?
Town of Ajax	Encouragement Education Engineering Evaluation	<ul style="list-style-type: none"> • Improve wayfinding: look into putting markings on the sidewalk showing distances to the school • Routes to school maps • Provide bike racks and other incentives. (In the past they provided bike bells and helmets) • Look into the addressing the icy paths leading to Brockman Crescent and Pearce Drive • Review measures for improving the intersection at Westney Road and Magill Drive?
Durham District School Board	Engineering	<ul style="list-style-type: none"> • School site improvements • Bike rack installation
Durham Public Health	Education Encouragement Evaluation	<ul style="list-style-type: none"> • Work with student council • Helmet safety kit/presentations • Promote physical activity in schools • Connect with other community partners • Grade 5 action pass • Assist with bike rodeo • Assist with plans and assessments and overall plan development
Durham Planning & Economic Development	Engineering Encouragement Evaluation	<ul style="list-style-type: none"> • High level coordination of walking/wheeling events • Provide prizes/incentives for active school travel events • Coordinate family surveys and other data collection/analysis processes • Review measures for improving the intersection at Westney Road and Magill Drive?
Green Communities Canada	Encouragement Education Evaluation	<ul style="list-style-type: none"> • Presentation to parents (Best to do this on Meet the Teacher night) • Train/facilitate Walking School Bus leaders • Work with student leaders • Cycling safety presentation • Assist with bike rodeo • Assist with creating promotional/communications materials • iwalk-iwheel club • Activity ideas sheets • I-spy card • Newsletter items/announcements • Student walkabout • Student presentation • Analyze and illustrate data on how students get to/from school

Thank you to our participants!



Principal: Patrick Li

Grade 5 Teacher: Patricia Runnalls

Durham Public Health Nurse: Sabrina Pirmohamed

Durham Planning and Economic Development:

Derek Gwynne-Davis

Victor Copetti

Green Communities Canada STP Facilitator:

Armi de Francia

Appendix 4: Student Travel Survey Results

STP Planning involves data collection to assess and monitor travel conditions. This appendix provides a summary of the data collected for 2018-2019 school year for Lester B. Pearson. Data was collected with two survey tools: student travel and family survey. Family surveys were sent home to be completed by parents to understand parental perceptions related to school travel.

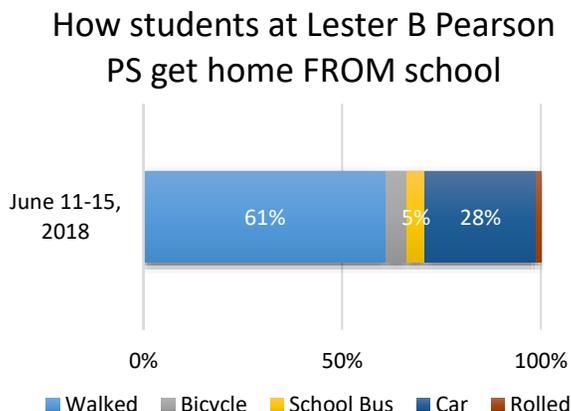
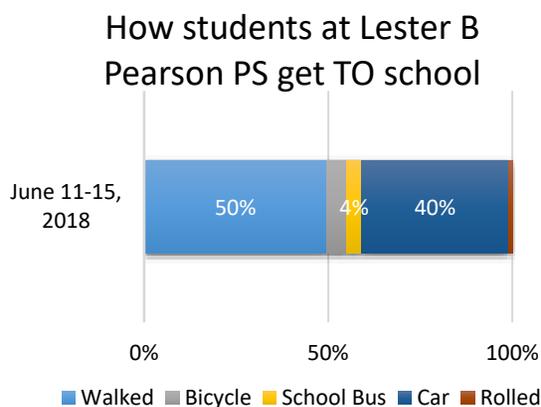
Student Travel Survey Results

Hands-up surveys were conducted in the classroom every day for one week (11-15th June 2018) to collect data on how the students travelled to and from school. The weather during the survey week was consistently sunny and dry, with temperatures of around 24°C.

Weather Descriptive

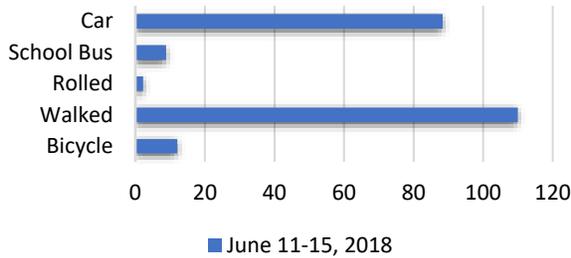
Time Period	Baseline
Date	June 11-15, 2018
Responses (Daily average)	221.4
Monday	23°C, Sunny
Tuesday	25°C, Sunny
Wednesday	25°C, Cloudy
Thursday	24°C, Sunny
Friday	25°C, Sunny

How do students at Lester B. Pearson PS get to/from school?

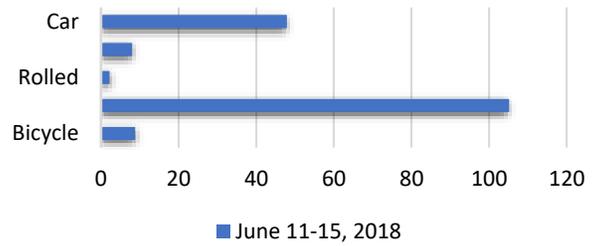


How many students is that?

Daily Average over a Week
TO School

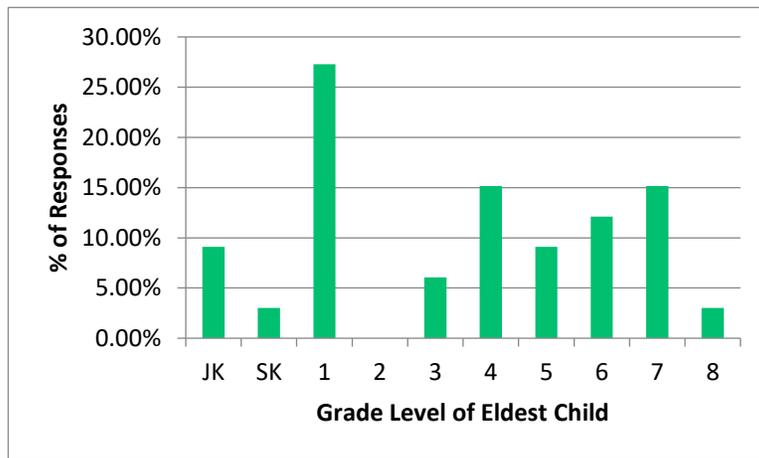


Daily Average over a Week
FROM School

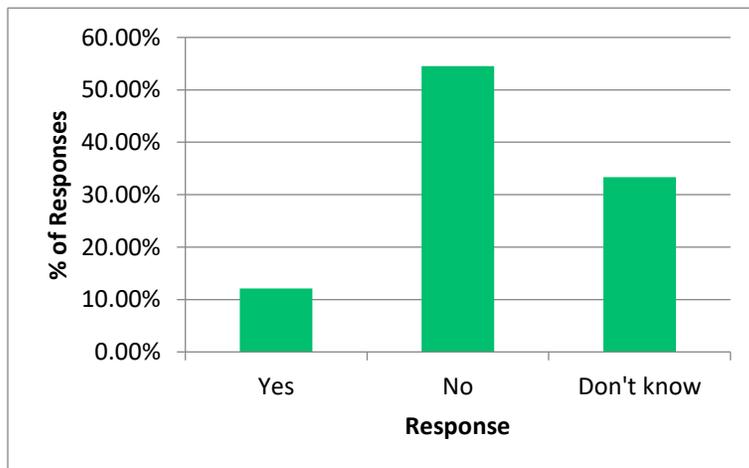


Family Survey Results

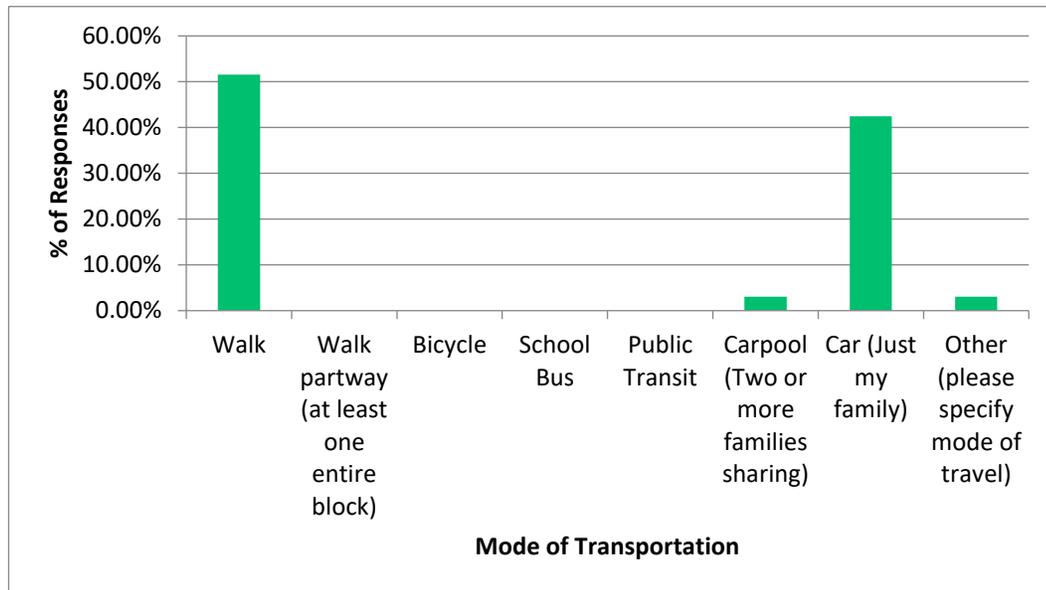
Q1) Select the grade level of your eldest child that attends this school:



Q2) Is your child eligible to ride the school bus?

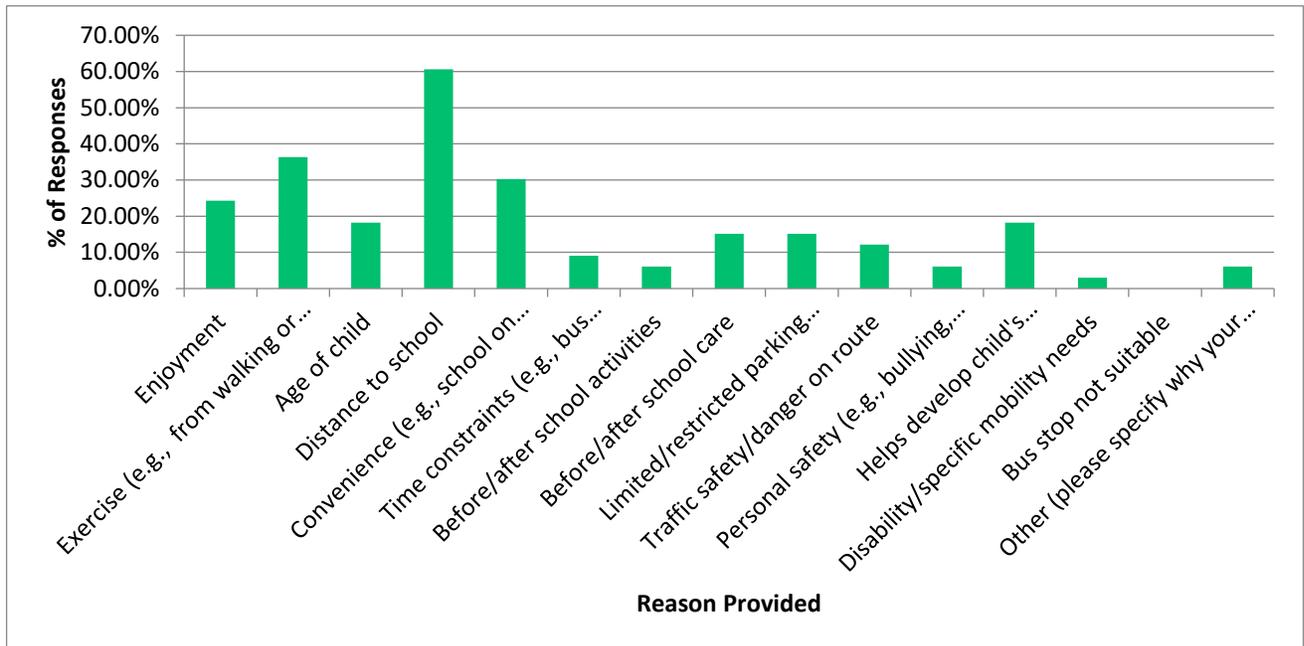


Q3) How does your child usually travel to school? (check one)

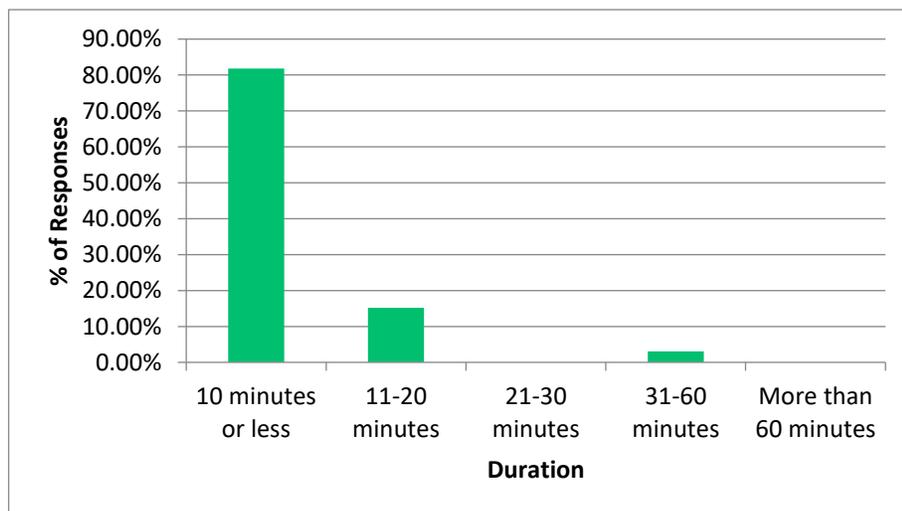


Q4) Why does your child usually travel to school in this way? (check all that apply)

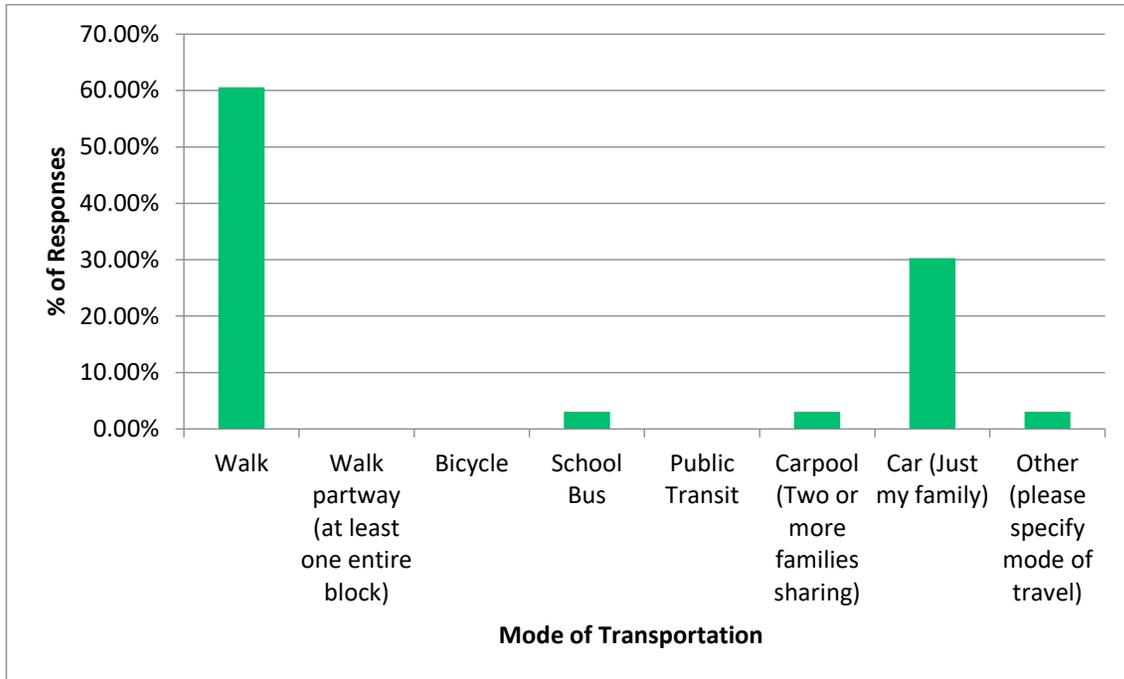
Answer Choices	Responses	Count
Enjoyment	24.24%	8
Exercise (e.g., from walking or cycling)	36.36%	12
Age of child	18.18%	6
Distance to school	60.61%	20
Convenience (e.g., school on route to work, bussing available)	30.30%	10
Time constraints (e.g., bus pick-up time does not fit family schedule, do not have time to walk or cycle)	9.09%	3
Before/after school activities	6.06%	2
Before/after school care	15.15%	5
Limited/restricted parking around school	15.15%	5
Traffic safety/danger on route	12.12%	4
Personal safety (e.g., bullying, crime)	6.06%	2
Helps develop child's independence	18.18%	6
Disability/specific mobility needs	3.03%	1
Bus stop not suitable	0.00%	0
Other (please specify why your child travels to school in this way)	6.06%	2
Answered		33
Skipped		0



Q5) How long does it usually take your child to travel from school? (check one)

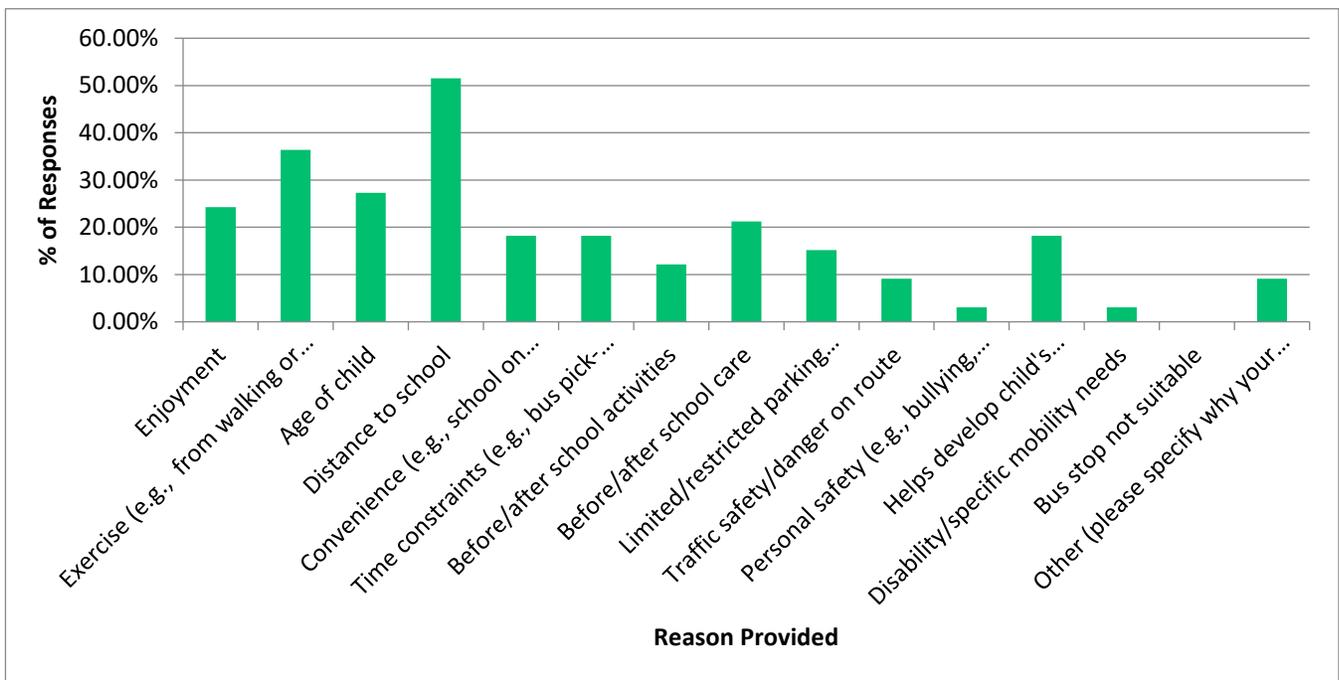


Q6) How does your child usually travel from school? (check one)

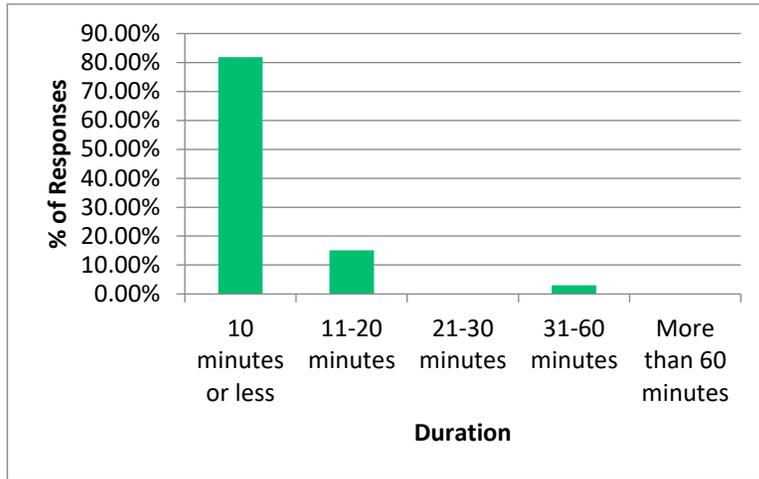


Q7) Why does your child usually travel from school in this way? (check all that apply)

Answer Choices	Responses	
Enjoyment	24.24%	8
Exercise (e.g. from walking or cycling)	36.36%	12
Age of child	27.27%	9
Distance to school	51.52%	17
Convenience (e.g., school on route to work, bussing available)	18.18%	6
Time constraints (e.g., bus pick-up time does not fit family schedule, do not have time to walk or cycle)	18.18%	6
Before/after school activities	12.12%	4
Before/after school care	21.21%	7
Limited/restricted parking around school	15.15%	5
Traffic safety/danger on route	9.09%	3
Personal safety (e.g., bullying, crime)	3.03%	1
Helps develop child's independence	18.18%	6
Disability/specific mobility needs	3.03%	1
Bus stop not suitable	0.00%	0
Other (please specify why your child travels from school in this way)	9.09%	3
	Answered	33
	Skipped	0

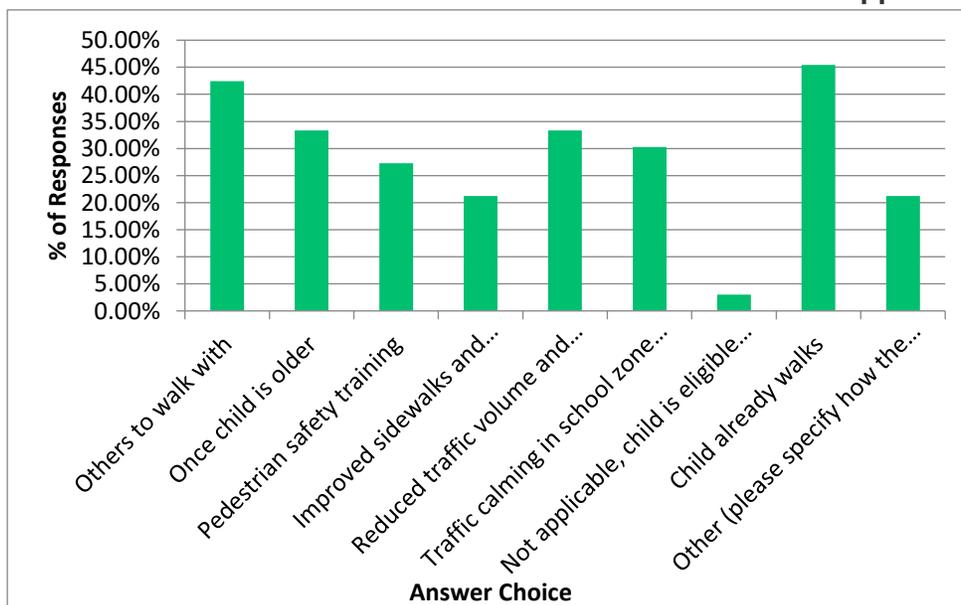


Q8) How long does it usually take your child to travel from school? (check one)



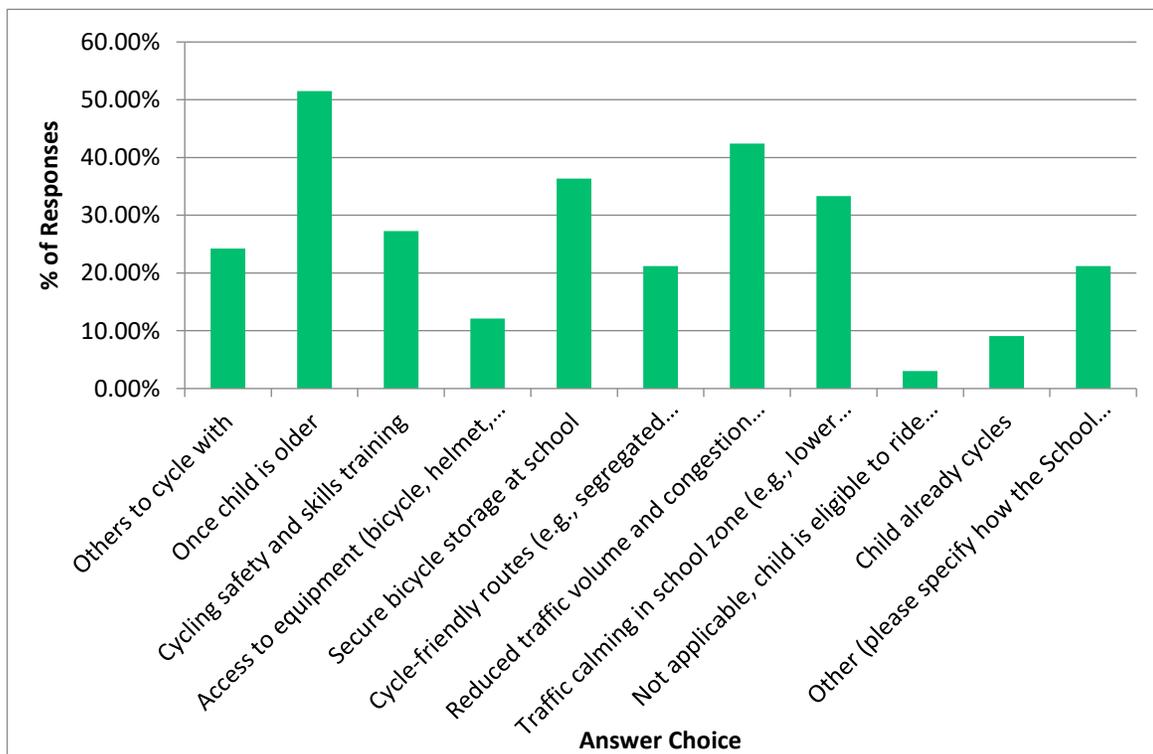
Q9) Which of the following would encourage your child to walk to/from school? (check all that apply)

Answer Choices	Responses	Count
Others to walk with	42.42%	14
Once child is older	33.33%	11
Pedestrian safety training	27.27%	9
Improved sidewalks and crossings	21.21%	7
Reduced traffic volume and congestion in school zone	33.33%	11
Traffic calming in school zone (e.g., lower vehicle speeds, more careful drivers)	30.30%	10
Not applicable, child is eligible to ride the school bus	3.03%	1
Child already walks	45.45%	15
Other (please specify how the School Travel Planning Program could encourage your child to walk to/from school)	21.21%	7
Answered		33
Skipped		0

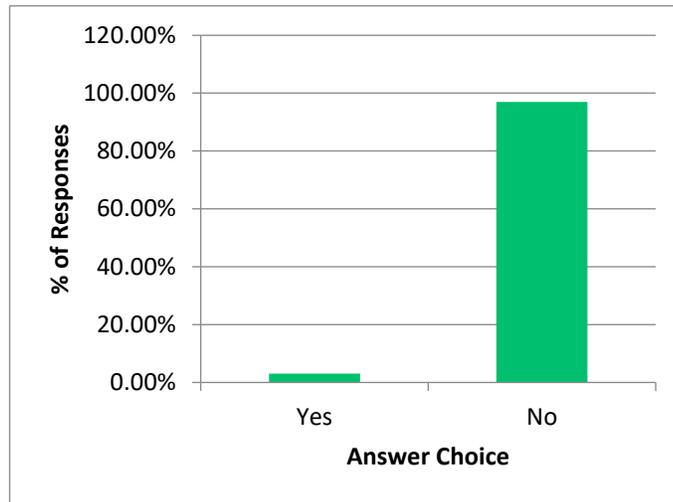


Q10) Which of the following would encourage your child to cycle to/from school? (check all that apply)

Answer Choices	Responses	
Others to cycle with	24.24%	8
Once child is older	51.52%	17
Cycling safety and skills training	27.27%	9
Access to equipment (bicycle, helmet, lock)	12.12%	4
Secure bicycle storage at school	36.36%	12
Cycle-friendly routes (e.g., segregated cycle lanes)	21.21%	7
Reduced traffic volume and congestion in school zone	42.42%	14
Traffic calming in school zone (e.g., lower vehicle speeds, more careful drivers)	33.33%	11
Not applicable, child is eligible to ride the school bus	3.03%	1
Child already cycles	9.09%	3
Other (please specify how the School Travel Planning Program could encourage your child to cycle to/from school)	21.21%	7
	Answered	33
	Skipped	0



Q11) Before completing this survey, did you know that the School Travel Planning Program was being offered at your child's school?



Appendix 5: Resources

For help with Evaluation:

Having data will help you make the case for what changes need to be made at your school/in your neighbourhood. The results from the Student Travel Surveys and Walkabout are included in this document.

For additional data collected as part of this project, contact the STP facilitator STPAjax@greencommunitiescanada.org or call 289-980-3074

To collect more data, data collection tools are available on the Ontario Active School Travel website at: <http://ontarioactiveschooltravel.ca/school-travel-planning/school-travel-planning-toolkit/>

For help with Education and Encouragement:

To promote active school travel:

Reference the Vision Zero Active and Safe Routes to School **Teacher's Kit** for resources and lesson plans: <https://ontarioactiveschooltravel.ca/wp-content/uploads/2018/07/Teachers-Kit.pdf>

Contact your school's **Public Health Nurse** for access to resources and initiatives that you can undertake in your school community to promote walking and cycling to school.

You can find ideas on the Ontario Active School Travel website at:

<https://ontarioactiveschooltravel.ca/steps-to-success-the-5-es/> and seasonal events at <https://ontarioactiveschooltravel.ca/journey-outside-in-2019-2020-plan-your-walk-wheel-celebrations/>

Get your issue in the media: For public education efforts with a big impact, try to get your message out in the media. Reach out to transportation reporters, or those you have seen reporting on Vision Zero. You will be most likely to be successful if you can come to them with statistics and/or can demonstrate there is widespread community engagement around the issue you want them to report on.

Durham Public Health Curriculum Resources <https://www.durham.ca/en/health-and-wellness/educators.aspx>

Helmet safety kit for classroom (available through your Public Health Nurse)

Grade 1: <http://ontarioactiveschooltravel.ca/wp-content/uploads/2018/02/1.-ASST-Lesson-Plans-Grade-1-En.pdf>

Grade 5: <http://ontarioactiveschooltravel.ca/wp-content/uploads/2018/02/2.-ASST-Lesson-Plans-Grade-5-En.pdf>

CAA Road Safety teaching materials (Grades 3-8) <http://ontarioroadsafety.ca/en/>

Social Studies: Students making maps of trails located near where they live

Math/physics: Students track their steps or calculate the distance they walk to school

Walking/Wheeling Events: Classroom activity ideas

- International Walk to School Month
<http://ontarioactiveschooltravel.ca/wp-content/uploads/2018/04/IWALK-International-Walk-to-School-Month-Activity-Ideas-Sheet-OAST-March-28.pdf>
- Winter Walk Day
<http://ontarioactiveschooltravel.ca/wp-content/uploads/2018/04/WWD-Activity-Ideas-OAST.pdf>
- Spring into Spring
<http://ontarioactiveschooltravel.ca/wp-content/uploads/2018/04/Spring-into-Spring-Activity-Ideas-March-28-OAST.pdf>
- Bike to School Week
<http://ontarioactiveschooltravel.ca/wp-content/uploads/2018/04/OAST-BiketoSchoolWeek-ActivityIdeas.pdf>

For help with engineering initiatives (e.g. speed limit changes, traffic calming, adding / improving intersections):

Refer to the **Guide to Safer Streets Near Schools** for information on possible interventions and the process for each: <https://www.tcat.ca/wp-content/uploads/2016/09/GuideToSaferStreetsNearSchools2016MedResFinal.pdf>

Contact your local **City Councillor and School Board Trustee** for any concerns you have related to school zone safety/safety on the journey to/from school. They can help you come up with solutions, connect with the right staff at the City level, and champion your neighbourhood's issues to the City. **You can also follow up with the school's contact from Toronto Transportation Services.**

Local groups may also have collected data already and/or begun advocacy around traffic issues in your neighbourhood. For example:

- Local Ratepayers group/Business Improvement Areas
- Community Associations
- Condo Boards

For help with enforcement:

Crossing Guards:

The Town of Ajax employs Crossing Guards to ensure the safe crossing of students travelling to and from school. Crossing guards are responsible for crossing elementary school aged children for both the Durham District School Board and the Durham Catholic District School Board.

To request a crossing guard:

Schools/residents can send a request for a crossing guard to traffic@ajax.ca or call 905-619-2529.

Report dangerous driver behaviour and/or request enforcement

- Complete online form on Road Watch or fill out a printable version available at Ajax Main Town Office.

Call 905-619-2529 ext. 3370 for non-emergency City Services (or online at this [link](#)), including:

Road conditions, including potholes and snow removal issues

Sidewalk conditions, including broken or slippery sidewalks, broken streetlights

Graffiti, litter, tree pruning

Parking enforcement

Call 911 ONLY for Emergency Services e.g. Fire, medical emergencies, or a crime being actively committed