

ANNUAL REPORT

2019-2020

SCHOOL TRAVEL PLANNING IN WATERLOO REGION

Student Transportation Services of Waterloo Region

Prepared by Leslie Maxwell, STP Supervisor

Revised edition, January 8, 2021



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EXECUTIVE SUMMARY

The 2019-2020 school year undoubtedly tested the limits of Active School Travel (AST) efforts in Ontario, first hitting with job action from three (3) school-based unions that deflated school participation, and then stinging with Covid-19 closures that completely closed all schools without warning. Gratefully, with a rich network of municipal and school board partners to steer our work and an exceptional mix of specialized skills on staff, the School Travel Planning (STP) team in Waterloo region was able to adapt and respond to those disruptions and to provide wide support for active travel upon school reopening.

But that's what STP is all about.

STP works with school communities to identify barriers that prevent families from choosing active modes of travel for the school commute, and then works with those school communities, municipal staff, and school board staff, to address them. The STP Facilitator must motivate, inspire, energize, and facilitate actions that are often foreign to the citizens who help to enact them.

Through labour disputes and the pandemic, the STP team's creative thinking showed resilience; allowed us to deliver curbside training without leaving the school site for Sidewalk Smarts, to quickly and effectively provide pedestrian education resources and entertainment during a difficult time for young families, to deliver Guidelines for Traffic Returning to Schools, and to create Drive to 5 Parking Maps to encourage drivers to keep their distance from the school frontage upon reopening.

The STP team worked steadily through all the twists and turns of the year. And the results show.

We delivered STP services to 45 schools, made ten (10) programs available to every school in the two (2) boards we serve, reached over 20,000 children with Winter Walk Day, and taught pedestrian skills to 713 students through the Sidewalk Smarts and Trailblazer programs. Further, we motivated 262 parents to help make AST an easier choice for them and their peers.

We also nurtured a rich partner network external to our STP Steering Committee. We worked with a variety of staff from the school boards and municipalities that fund this work, but we also developed complex programs and solutions with local not-for-profits, public agencies, and advocacy groups. In fact, some of our partners have provided statements characterizing our work as seen in Appendix A.

Among AST colleagues in Ontario, we find ourselves extremely fortunate; we are supported by great partners, challenged by high standards, and empowered to produce leading work.

George Mamman, doctorate fellow from the University of Toronto, knows what makes an AST program successful after studying this work for many years. He concludes that "Influential program factors include[s] the school-specific and systematic STP model, multidisciplinary stakeholder collaboration, designated facilitator, range of AST strategies, and length of implementation time."¹

Here in Waterloo region, we have it all.

Leslie Maxwell, MAPW
STP Supervisor, Student Transportation Services of Waterloo Region

¹ Mammen, George. School Travel Planning in Canada: A Holistic Examination of Program Impact on Active School Travel. University of Toronto, Graduate Department of Exercise Sciences. 2016; pp. 219.

MISSION

The STP mission was devised in 2016 by four (4) partnering organizations that co-funded the initiation of a full-time STP Facilitator to focus on schools in the Waterloo region.

“To create a community where the preferred means of transportation to and from school is by active and sustainable modes.”

This mission converges with the mission of its supervising organization, Student Transportation Services of Waterloo Region (STSWR) in the goal of supporting children as they move between home and school:

“To positively influence children’s lives by coordinating their safe and efficient movement between home and school in support of their educational journey.”

STP supports the STSWR mission by extending the concept of school transportation to include active transportation. While STSWR busing operations directly support over 30,000 students who reside in the bus zone, STP addresses gaps faced by over 50,000 students in the walk zone and has residual impact on the additional 30,000 students as they navigate from home to bus stops.

FUNDING PARTNERS

2019-2020 funding partners include:

Municipalities

City of Cambridge
City of Kitchener
City of Waterloo

School Boards

Waterloo Catholic District School Board
Waterloo Region District School Board

MANDATE

School Travel Planning strives to reach its mission through two (2) mandates:

1. Encourage more families to use AST.
2. Decrease traffic near schools.

GOALS

These goals are applicable to all WRDSB and WCDSB schools as upheld by the STP Steering Committee:

1. Deliver hands-on STP services region-wide on a school-by-school basis.
2. Provide consultation to elementary schools regularly and secondary schools as necessary.
3. Work with school communities to address municipality concerns on streets near schools.
4. Identify gaps in policy, and inform change where policy can encourage AST.
5. Work with municipalities and school board planning staff to implement and maintain programs and infrastructure for active transportation.
6. Seek funding opportunities to support school-based interventions.
7. Represent STP partners on committees and work groups.

METHOD

Ontario Active School Travel (formerly Active & Safe Routes to School) is a program of Green Communities Canada that promotes STP as the most effective approach to creating a culture of AST. They provide a toolkit and procedure that STSWR uses to guide STP processes. According to their website:

"School Travel Planning is a community-based model for implementing active school travel that systematically addresses barriers to and incentives for walking to school. School Travel Planning strengthens local commitment to active school travel.

"School Travel Planning (STP) is a proven cost-effective way to get more kids walking and wheeling to school. When effectively coordinated and implemented, it results in positive travel behaviour changes with health, safety, environmental, and economic benefits.

"Through STP, school and community stakeholders collaborate to create and implement school-level action plans that use all of the 5 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.²"

The 5 E's include:

1. **Education** - teaching students and community members about active transportation options and ensuring they have the skills to be safe near traffic
2. **Encouragement** - using events, activities, support systems, and incentives to promote AST
3. **Engineering** – working with partners to make improvements to the built environment on and off school property to increase safety; "the majority of the studies finding null effects on AST only focused on noninfrastructure strategies through either educational (Ducheyne et al, 2014; McMinn et al., 2012) or encouragement tactics (Bungum et al., 2014; Sayers et al., 2012; Hunter et al., 2015) without addressing environmental barriers.³"
4. **Enforcement** – partnering with police and bylaw officers on traffic and crime concerns in the neighborhoods around schools and along school routes, encouraging administrators to supervise traffic on school property, and encouraging parents to abide by traffic laws
5. **Evaluation** – bringing attention to the mode split and assessing the effectiveness of the interventions

² <https://ontarioactiveschooltravel.ca/school-travel-planning/> extracted October 28, 2020.

³ Mammen, George. *School Travel Planning in Canada: A Holistic Examination of Program Impact on Active School Travel*. University of Toronto, Graduate Department of Exercise Sciences. 2016; pp. 31.

STRUCTURE

STEERING COMMITTEE

In 2019-2020, STP in Waterloo Region was guided by a steering committee comprised of representatives from five (5) funding agencies in addition to its supervising organization, STSWR. These (total) six (6) agencies met monthly in the spirit of building cooperative solutions towards greater safety and more uptake of AST.

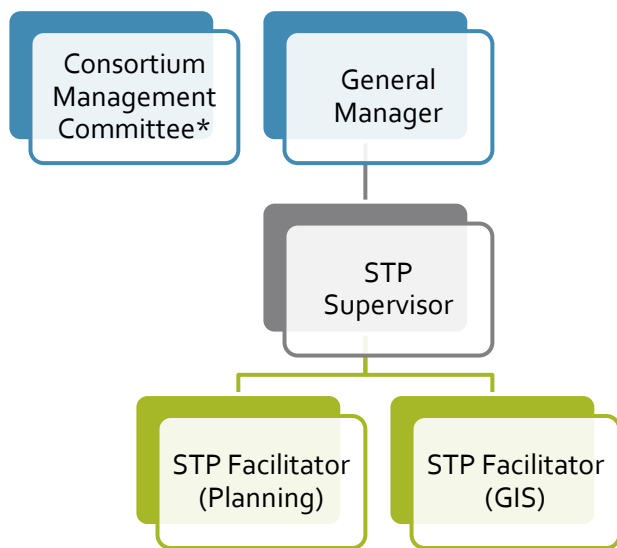


OPERATIONAL TEAM

STSWR provides a home for STP in Waterloo region, with oversight by the STSWR General Manager. The 2019-2020 team included one (1) fulltime STP Supervisor and two (2) fulltime STP Facilitators.

The STSWR home has many advantages:

- neutral station between and among funding partners
- ongoing communication with and accountability to the Consortium Management Team, which sets directives for STSWR
- opportunity to support busing decisions toward equitability of walk zones
- credibility with parents and school administrators
- access to walkshed data (i.e. where students are expected to walk)
- witness to depth of parent concerns raised to STSWR Busing Transportation Technicians with regards to transportation zones (i.e. bus and walk zones)
- awareness of busing changes and opportunities for supportive programming
- integration with school board information technology and financial systems
- eligibility for many grant programs due to not-for-profit status
- opportunity for integrated messaging to parents concerning transportation



**The Consortium Management Committee includes:*

General Manager, STSWR

Chief Financial Officer, WCDSB

Senior Manager, Financial Services, WCDSB

Coordinating Superintendent, Business Services and Treasurer of the Board, WRDSB

Controller, Financial Services, WRDSB

SCHOOL PRIORITIZATION

Understanding that delivering STP to every school would take more than ten years and that any given year may reflect an imbalance in delivery on a city level, a committee of representatives from each of the five (5) funding agencies was struck in 2016 to determine a prioritization scale that would determine which schools should be addressed first. The following priorities were set:

NEW SCHOOLS

It was determined that every newly built school would be offered STP prior to opening in order to establish walking culture as immediately as possible. Since 2016, three (3) new schools have been built and have benefitted from STP initiatives and support through their openings. All three continue to participate in active transportation celebration days, and two (2) continue to hold regular STP Committee meetings to support longer-term initiatives.

EXISTING SCHOOLS

Criteria was chosen and weighted in order to evaluate which existing schools should get attention first. With the school boards contributing 60% of the funding and having an interest in supporting all their schools, Township schools were determined eligible for service regardless of the lack of municipal matching funds for these areas. The criteria included:

community engagement

- to gauge likelihood of uptake by the school community, and indicating a readiness to execute action items

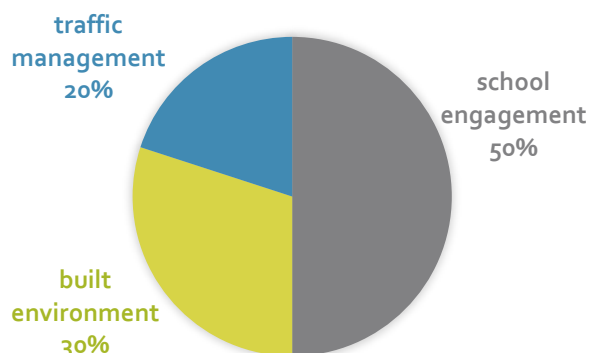
built environment

- indicating gaps in infrastructure showing opportunities for improvements toward supportive active travel environments

traffic management

- showing higher pedestrian/vehicle conflicts and an urgency for intervention

CRITERIA WEIGHTING PROJECT 2016



MEETING DEMAND SINCE 2018

In 2018, with support of the STP Steering Committee, STSWR was awarded three (3) grants from the Ontario Active School Travel Fund thanks to matching funds from the City of Cambridge, the City of Kitchener, and the City of Waterloo, and to in-kind matching services from Waterloo Region District School Board and Waterloo Catholic District School Board.

The funds were directed towards the hire of two (2) additional Facilitators with some funding for STP activities so that STP could be delivered to meet full demands for service coming from municipal transportation staff, councilors, superintendents, schools, and the Consortium Management Committee. STSWR was empowered to deploy a Facilitator to conduct an initial assessment, to gauge school readiness, and to offer customized school travel planning services to every identified school.

PROGRAMS AND SERVICES

In the Waterloo region, STSWR offers two (2) forms of STP support to schools;

1. programs - available to all schools, and
2. services - customized support for elementary schools to create unique action plans

Standard Operating Procedures (SOPs) have been developed for many major programs and services as an effort to give school administrators and school-based STP Committees a real understanding of the benefits, risks, and inputs required for particular interventions before they agree to participate. The SOPs may also give readers of this report a greater vision into the kinds of STP projects that are commonly undertaken by schools in the Waterloo Region. An example SOP is included in Appendix B (Initial Assessment), and others (highlighted in Table 1) are available at:

<https://www.stswr.ca/walkzone/school-travel-planning/solutions/>.

PROGRAMS

In an effort to provide active travel support to all students in walk zones throughout the region, STSWR offers some programs to all schools and supports participation in related external programs. In some cases, these programs support a shift in region-wide AST culture by providing necessary education and encouragement opportunities to schools whether or not they are prepared to take on customized STP.

While these program are primarily designed to empower students to become independent active travelers, they have additional benefits including providing an opportunity to build and nurture partnerships with community partners, and bringing greater media and/or school board attention that helps set an expectation of, and encourage a widespread cultural shift towards, AST.


In 2019-2020, STSWR continued to coordinate and offer Trailblazers, CAA Standing Foot Patrol, BikeWalkRoll surveys, and support for celebration events including iWALK Day and Winter Walk Day (A Walk in their Sneakers was canceled due to school closures). New offerings included distribution of milestone magnets and activity books to all Junior Kindergarten families, and promotion of Sidewalk Smarts training (in-class and curbside pedestrian skills training at the Grade 3-4 level). A region-wide engineering intervention was realized in 2019-2020 when WCDSB installed upgraded active travel storage facilities (new bicycle and scooter racks) at all their schools as a response to a past proposal from the STP team.

2019-2020 PROGRAMS AVAILABLE TO ALL ELEMENTARY SCHOOLS

Table 1: Programs		Intervention		Target		
"E"	Program	Students	Parents	School	Community	
Education	Sidewalk Smarts	✓				
	Trailblazers	✓			✓	
	Cycling Into The Future	✓				
Encouragement	Kindergarten Outreach	✓	✓			
	Walking School Bus	✓	✓			
	Active Transportation Celebration Events	✓		✓	✓	
Enforcement	CAA Standing Foot Patrol	✓		✓	✓	
Engineering	Storage racks (WCDSB)			✓		
Evaluation	BikeWalkRoll			✓		

For interventions in bold within this table, Standard Operating Procedures outlining details, risks, and expected outcomes are available at: <https://www.stswr.ca/walkzone/school-travel-planning/solutions/>

NEW OFFERINGS



Walking for Life

Help your children become safe, confident, and independent pedestrians through repeated instruction.

The walk to school is a perfect opportunity for daily practice and modeling.

Ages 4-6

Proficiency: *limited judgment, cannot gauge traffic speeds, may be impulsive, loses concentration easily*

Ask them to:	Model and explain to them:
<ul style="list-style-type: none"> Stop at the end of sidewalks and before driveways Wait for an adult to cross 	<ul style="list-style-type: none"> Stop, look and listen The meaning of traffic signs Find the safest crossing point

Teaching Tip

Use a strong stop cue with your child to ensure he or she will stop when you see dangers they don't. Have fun choosing it together and practice inside before you need it so your child doesn't consider the warning as a punishment. Use this same cue all throughout their pedestrian development.

Ages 7-10

Proficiency: *may identify safe crossing sites and speeds of traffic with help, may stay focused while crossing*

Ask them to:	Model and explain to them:
<ul style="list-style-type: none"> Identify safe crossing points before crossing together Stop and look to identify safe crossing times based on gaps in traffic Explain traffic signs to you 	<ul style="list-style-type: none"> More complex crossing points (e.g. pedestrian crossovers, multi-lane intersections) Impact of curves in the road, shrubbery and other obstacles

Ages 10+

Proficiency: *May consistently identify safe gaps and safe crossing points, may safely assess crossing points*

Ask them to:	Model and explain to them:
<ul style="list-style-type: none"> Assess more complex crossing points Model good skills for younger children 	<ul style="list-style-type: none"> Safe vs. unsafe mid-block crossing Avoid crossing between parked cars and on curves

**Adapted from the 2015 NCSRTS Safe Routes to School Guide.

Milestone refrigerator magnets and activity books were distributed to all JK students at both boards in an effort to help parents coach children and to set the expectation that at some point in a child's school career, they will walk to school or to the bus stop.

Learn more about these programs at:
stswr.ca/walkzone/school-travel-planning/solutions

BE A HERO. BE AN EXPERT. BE A TRAILBLAZER.

Tell your teacher you want to be on your school's Trailblazer team!

Walking can be complex.
Our Trailblazers know how to do it right!

They model excellent road safety skills for other students and travel routes that lots of other students are on so they can help when needed. Their bright vest make drivers more aware of all walkers.

They learn about:

- Road safety
- Anti-bullying procedures
- Preferred routes
- Walking hazards
- First aid

Be Rewarded!

Leadership opportunities!
Self confidence and responsibility!
Positive role model for young students!
Respect and admiration!




The Trailblazer program this year included upgraded recruitment materials and online mid-year refresh testing.

Sidewalk Smarts

Pedestrian Safety Program
for Grades 3 and 4

Instructor Guide



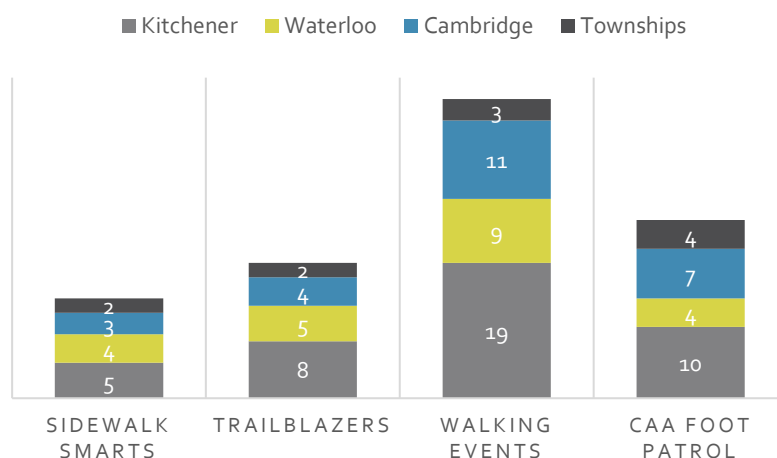
Sidewalk Smarts was available on a first-come first-served basis to 24 schools.

PROGRAM PARTICIPATION

Active school travel messaging to schools grew this year with the increased number of programs and greater number of schools involved in custom services. We know this through greater and greater consumption of materials like stickers, flyers, and magnets; but year-over-year comparison of student participation is difficult due to lack of feasible tracking mechanisms.

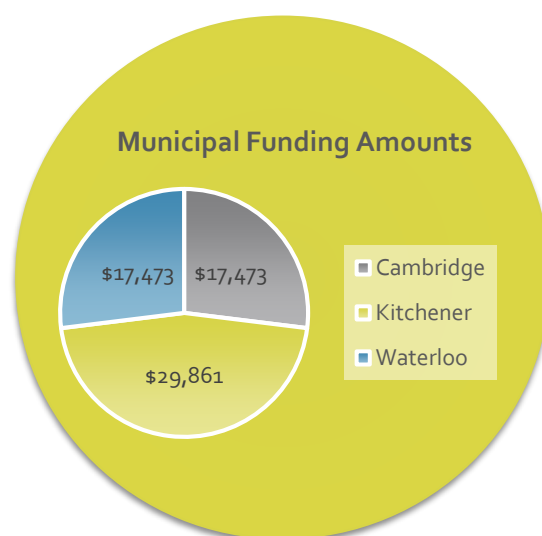
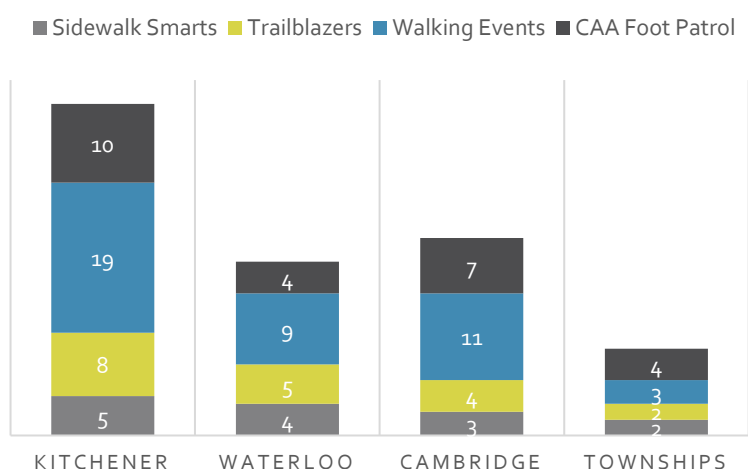
This snapshot of traceable programs demonstrates that these board-wide programs hold interest from stakeholders in multiple school contexts.

Number of Schools in Major Programs
2019-2020



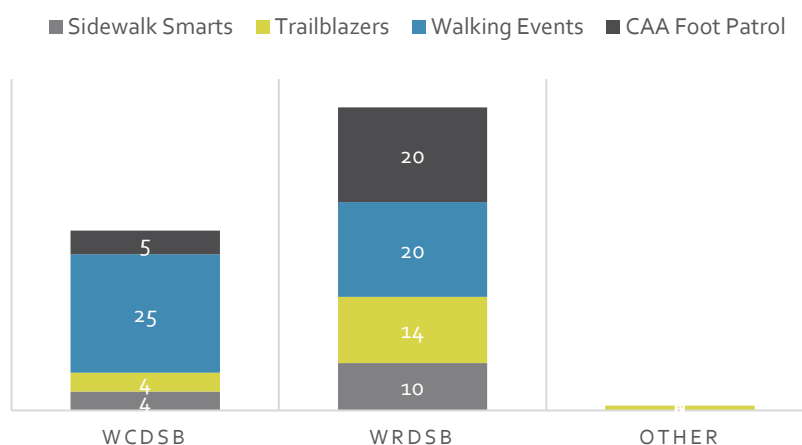
The dispersion of board-wide programs organically aligns in proportion to population dispersion across the region and in proportion to STP funding from each municipality, with the exception of participation by some township schools, which are covered by WCDSB and WRDSB, which contributed proportional rates totaling \$74,328.

Dispersion of Participating Schools by Municipality 2019-2020



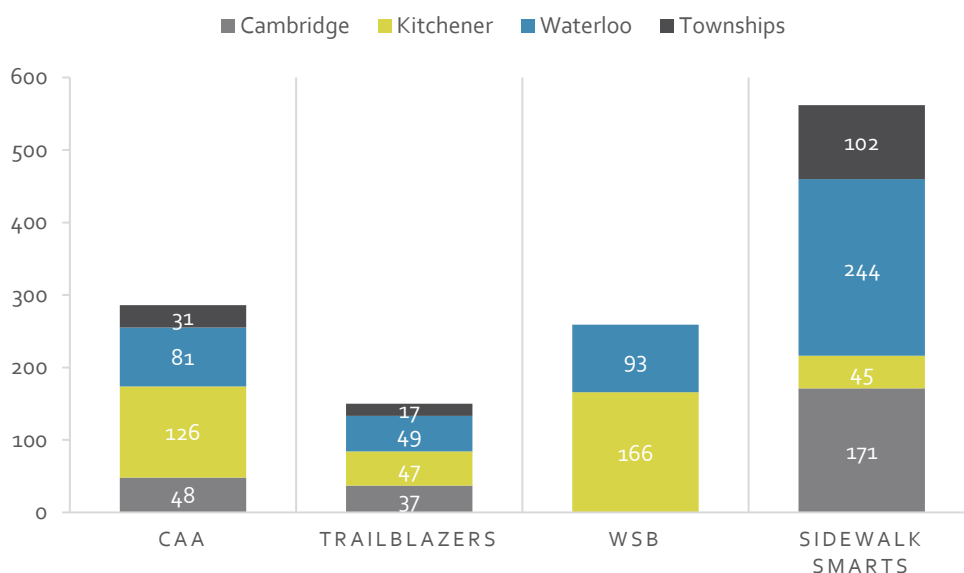
Dispersion between boards is not, however, aligned with enrollment dispersion; event participation was higher at WCDSB thanks to a great effort by the board to promote Winter Walk Day. All other programs were higher at WRDSB; this disproportion may be a product of a number of things including lack of In addition, a single Mon Avenir Conseil Scolaire Catholique school participated in Trailblazers as STSWR offers all municipally-sponsored Safety Patrol programs to French boards.

Dispersion of Participating Schools by
School Board 2019-2020



Student reach is difficult to measure for all programs, but those that could be measured show that messaging, education, and street-side supports are fairly well distributed across municipalities. These measurements also indicate that many students receive some benefit from STP regardless of whether their schools receive custom services.

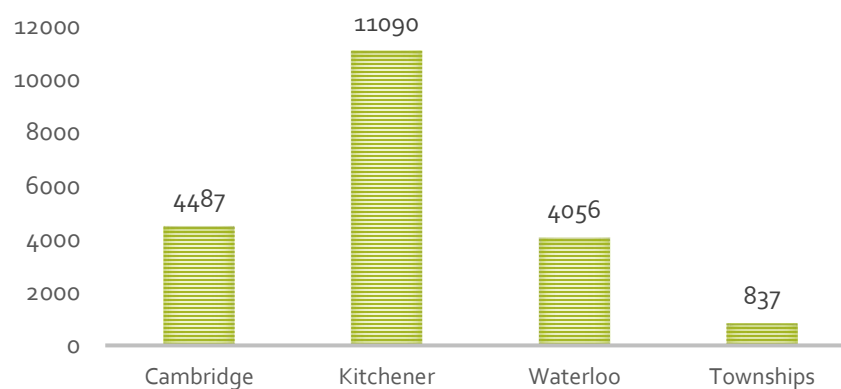
Number of Students in Programs
2019-2020



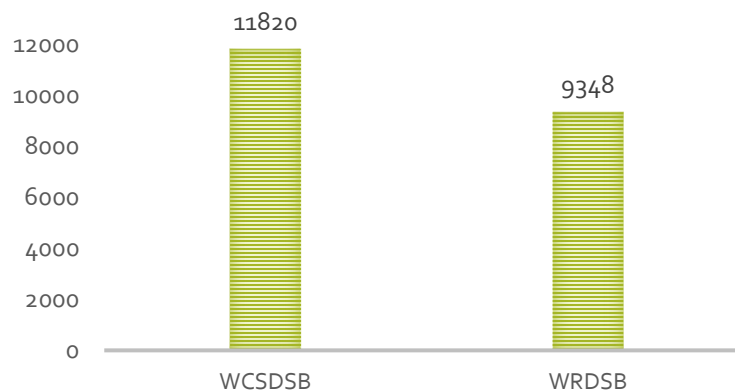
Winter Walk Day was promoted by both WCDSB and WRDSB boards, sponsored by Greenspoke Bike Parking Solutions and the Ontario Ministry of Transportation, and supported by municipal leaders and staff; resulting in participation of over 20,000 students. This enormous reach speaks to the impact of a multi-stakeholder approach.

A friendly challenge between the boards saw WCDSB with a greater percentage of participating schools, largely spurred by an STP address to Principals and encouraging messages from the Director of Education.

Winter Walk Day Student Participation
by Municipality



Winter Walk Day Student Participation
by School Board



SERVICES

Customized STP services are delivered on a school-by-school basis with the support of a focused STP Facilitator. Facilitators work with a combination of parents, school staff, community agencies, community leaders, and students on school-level STP Committee. These members together determine a unique action plan to address travel and traffic goals at the school. Ontario Active School Travel asserts that through the community based focus, STP “strengthens local commitment to active school travel⁴” by lending power to communities to take action themselves.

To succeed, STP requires:

- implementation for at least two (2) years at each school
- a trained Facilitator who works directly with the school, liaises with community stakeholders, leads data collection and analysis, and guides action-planning and implementation

Committees are encouraged to be creative in their approach to action-planning, while the Facilitator distills those requests, supports quests for resources, and manages expectations or guides new solutions when some plans cannot be fulfilled.

Some interesting actions are considered, and the ones that have come to fruition at one school or more are outlined in Table 2 below. Standard Operating Procedure (SOP) documents are available at <https://www.stswr.ca/walkzone/school-travel-planning/solutions/> for actions in bold in the table. Actions without SOPs are more creative in nature or require further development before standard operating procedures can be written.



School Travel Planning Committee members at Chicopee Hills Public School (2017 photo).

⁴ Definition from Ontario Active School Travel website at <https://ontarioactiveschooltravel.ca/school-travel-planning/>. Extracted October 14, 2020.

Table 2: Services		Intervention		Target Audience		
"E"	Sample Action Plan Items*	Students	Parents	School	Community	
Consultation	Initial Assessment			✓		
	Parking Lot Assessment			✓		
	STP Committee Meetings	✓	✓	✓	✓	
	Walkabout		✓	✓	✓	
Education	Bike Rodeo	✓				
	Traffic Video	✓	✓			
	Traffic Flow Maps		✓			
	Letters/ Council Delegation		✓		✓	
	School Presentation	✓	✓			
	STP Booth	✓	✓			
	Poster Challenge	✓				
	Student Inquiry Project	✓	✓			
	Walking Clinic	✓				
	Road Safety Assembly	✓				
Encouragement	Drive to 5		✓			
	Staff or student carpool		✓	✓		
	Greening Tree	✓				
	Kindergarten coaching	✓	✓			
	Monthly Parent Communications		✓			
	Weekly Announcements	✓				
	Letters to Parents		✓			
	Sidewalk Paint/ Wayfinding	✓	✓	✓	✓	
	Walking Buddy system	✓	✓			
	Walking Wednesdays	✓				
Enforcement	Winter Clearance Thank you				✓	
	Anti-idling campaign		✓			
	Driving tips pamphlet		✓			
	Administrator Parking Lot Supervision		✓			
	Parking Attendants		✓			
	Parking Lot Blitz		✓			
Engineering	Police or Bylaw Collaboration		✓			
	Add storage rack	✓		✓		
	Access point improvement			✓		
	Neighbourhood Matching Grant				✓	
	Request infrastructure improvement				✓	
	Parking signage		✓	✓	✓	
Evaluation	Temporary tactical urbanism project		✓		✓	
	Family Survey		✓			
	Traffic Observations		✓	✓		
	Speed Monitor / Traffic Counter		✓		✓	

SOPs are available for actions in bold <https://www.stswr.ca/walkzone/school-travel-planning/solutions/>

SCHOOLS RECEIVING CUSTOM SERVICES

In all, 45 elementary schools received STP custom services during the 2019-2020 school year, implementing creative action plans and/or participating in programs that are available to all schools.

Eight (8) new schools received at least an initial assessment after showing interest in the work, and most have launched into action planning by the end of the school year, 21 schools were fully engaged in ongoing STP projects from the beginning of the year, and 12 schools paused work for the year largely due to the threat of labour disputes. (Facilitators were assigned to paused schools and responded to concerns as they arose).

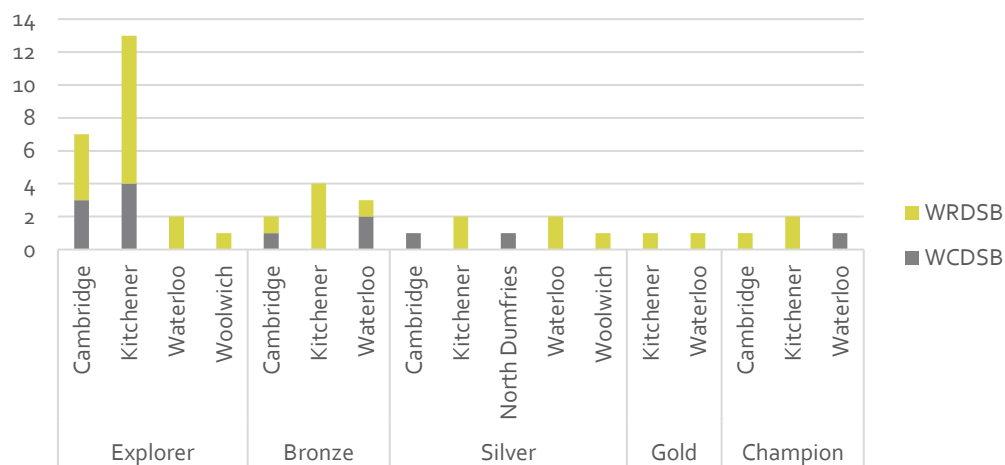
The 41 “new,” “in process,” and “paused” schools have been ranked according to a new **certification system** developed by the STSWR STP team with input from STP Steering Committee partners. The certification program ranks participating schools by level of involvement determined by the breadth and number of action plan items they execute. Each item is worth points assigned by the STP Facilitator team with consideration for the effort and impact of that item. Points lead schools to the various levels (**Explorer, Bronze, Silver, and Gold**) as they work through their action plans.

Schools remain in the Explorer range until they complete a breadth of actions from at least four (4) of the “5 E’s”. (Engineering actions are not a requirement since many school environments do not need them.) A breadth of action items is encouraged as it is well documented that a multi-pronged approach is significantly more likely to produce a sustained modal shift.

Once the action plan is achieved (typically after 2-3 years) a school may be considered a **Champion** school. Four (4) schools are counted as Champion schools in 2019-2020; these schools are expected to continue celebration events and communications, but no longer require heavy intervention. During annual check-ins, some Champion schools identify further needs and receive additional attention as needed.

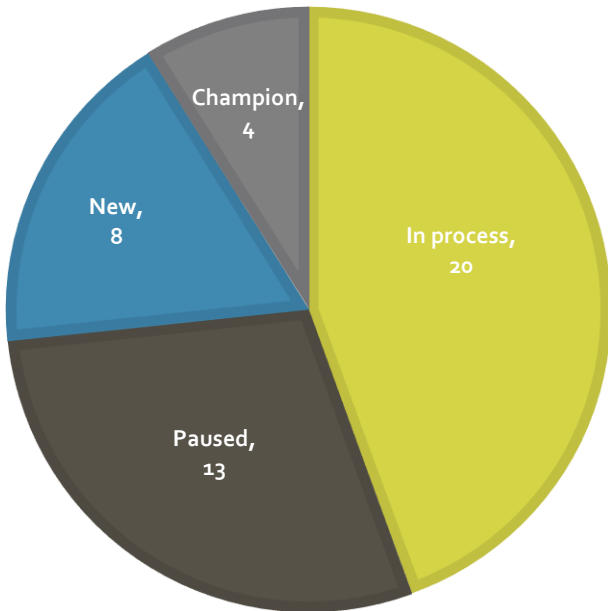
The Covid lockdown prevented rollout of this program to schools, so this is currently an internal ranking system that helps STP Steering Committee members quickly understand which of their schools are participating, and to what level.

Count of Schools by Rank

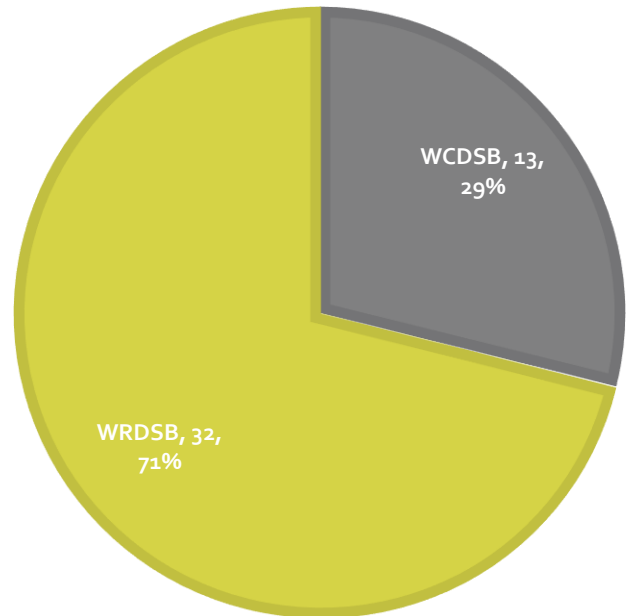


Number of Schools with Custom Services 2019-2020

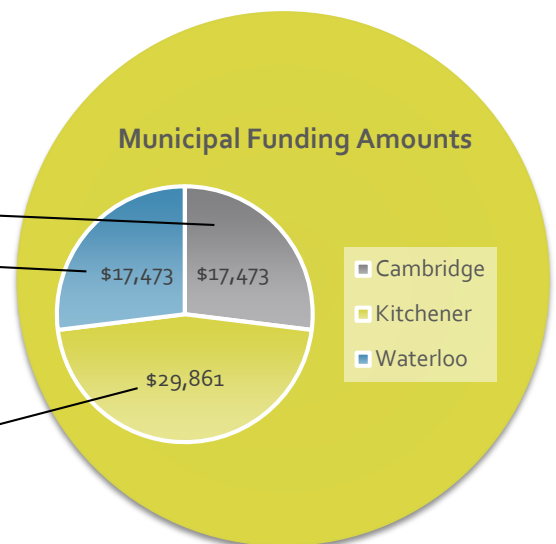
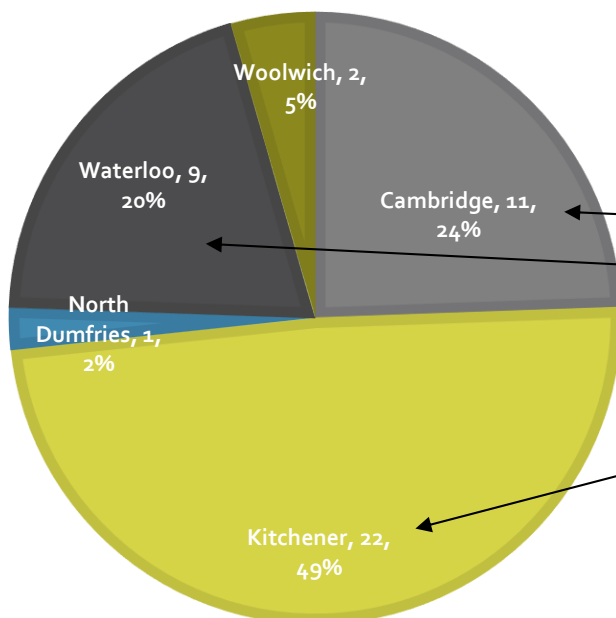
BY STATUS



BY BOARD



BY MUNICIPALITY



SCHOOL RANK AND STATUS

Table 3: School Rank and Status

Status	Rank	School	Municipality	Board
Champion	Champion	Saginaw	Cambridge	WRDSB
		Sandhills	Kitchener	WRDSB
		Wilson Avenue	Kitchener	WRDSB
		St. Matthew	Waterloo	WCDSB
New	Explorer	St. Margaret of Scotland	Cambridge	WCDSB
	Bronze	St. Peter	Cambridge	WCDSB
	Explorer	Bridgeport	Kitchener	WRDSB
	Bronze	Franklin	Kitchener	WRDSB
	Explorer	Suddaby	Kitchener	WRDSB
	Gold	Edna Staebler	Waterloo	WRDSB
	Explorer	MacGregor	Waterloo	WRDSB
	Explorer	Millen Woods	Waterloo	WRDSB
In Process	Silver	Holy Spirit	Cambridge	WCDSB
	Explorer	Avenue Road	Cambridge	WRDSB
	Explorer	Blessed Sacrament	Kitchener	WCDSB
	Explorer	St. Daniel	Kitchener	WCDSB
	Explorer	St. John	Kitchener	WCDSB
	Bronze	Brigadoon	Kitchener	WRDSB
	Gold	Chicopee Hills	Kitchener	WRDSB
	Explorer	Forest Hill	Kitchener	WRDSB
	Silver	Groh	Kitchener	WRDSB
	Silver	Howard Robertson	Kitchener	WRDSB
	Bronze	Janet Metcalfe	Kitchener	WRDSB
	Explorer	Lackner Woods	Kitchener	WRDSB
	Explorer	Pioneer Park	Kitchener	WRDSB
	Silver	St. Brigid	North Dumfries	WCDSB
	Bronze	Our Lady of Lourdes	Waterloo	WCDSB
	Bronze	St. Nicholas	Waterloo	WCDSB
	Bronze	Elizabeth Ziegler	Waterloo	WRDSB
	Silver	Laurelwood	Waterloo	WRDSB
	Silver	Mary Johnston	Waterloo	WRDSB
	Silver	Riverside	Woolwich	WRDSB
Paused	Explorer	Our Lady of Fatima	Cambridge	WCDSB
	Explorer	St. Vincent de Paul	Cambridge	WCDSB
	Explorer	Coronation	Cambridge	WRDSB
	Explorer	Hillcrest	Cambridge	WRDSB
	Explorer	Hespeler	Cambridge	WRDSB
	Explorer	St. John Paul II	Kitchener	WCDSB
	Explorer	AR Kaufman	Kitchener	WRDSB
	Explorer	Jean Steckle	Kitchener	WRDSB
	Bronze	King Edward	Kitchener	WRDSB
	Bronze	Moffat Creek	Cambridge	WRDSB
	Explorer	Shepphard	Kitchener	WRDSB
	Explorer	Southridge	Kitchener	WRDSB
	Explorer	John Mahood	Woolwich	WRDSB

OTHER SUPPORT ACTIVITIES

In 2019-2020, the STP team provided the following support to funding partners and active school transportation interest groups:

Plan Reviews

- (WCDSB) Breslau New School
- (WRDSB) Glenview Park upgrade
- (City of Cambridge) Blair-Preston Pedestrian Bridge & Trail
- (City of Cambridge) Limerick Subdivision trail connection alignment/ changes
- (City of Kitchener) Peter Street Reconstruction
- (City of Kitchener, City of Waterloo) Bridge Street Reconstruction

In-person Consultations

- (WRDSB, WCDSB) Consortium Management Committee bus decision appeals
- (WRDSB, WCDSB) Scooter Rack Design
- (WRDSB) Tartan Avenue New School
- (WRDSB) Drop-off Improvement Projects (WCI, Forest Heights, Moffat Creek, Brigadoon, Sir Adam Beck, MacGregor)
- (City of Cambridge) Hespeler Corridor Secondary Plan
- (City of Kitchener) Complete Streets Plan
- (City of Kitchener) Cycling and Trails Master Plan
- (City of Waterloo) Municipal sidewalk infill input
- (City of Waterloo, City of Kitchener) Municipal Bike to School Week collaboration
- (Region of Waterloo) Weber Street Reconstruction

Ongoing Committees

- (All funding agencies) – STP Steering Committee
- (Ontario Active School Travel) – OAST Council - Acting Chair
- (Region of Waterloo, Children's Safety Village, Cycling Into The Future, Block Parent, Walking School Bus Waterloo Region) – Pedestrian Safety Group
- (All Municipalities) – Inter Municipal Partnership for Active Transportation (IMPACT)
 - Plus 2 additional working groups
- (City of Kitchener) Vision Zero Planning Committee
- (City of Waterloo) Transportation Master Plan Stakeholder Committee
- (Ontario Association of School Board Officials) Active Transportation Committee

Presentations

- (IMPACT) Waterloo Region Active Transportation Forum - Facilitator
- (Ontario Active School Travel) Pedestrian Safety Education Co-presented with Annette Collins
- (Ontario Active School Travel) Workshop presentation
- (ACT Canada Sustainable Mobility Network) Unified Mobility Summit session moderator
- (WCDSB) Annual update
- (WCDSB) Principal Meeting
- (Regional Stakeholders) Active School Transportation Waterloo Region
- (Ontario Association of School Board Officials) Annual General Meeting full session - cancelled
- (City of Kitchener) Crossing Guard Appreciation

Council Delegations

- (Region of Waterloo) Temporary Road Space Reallocation
- (City of Kitchener) Complete Streets Plan



BUSINESS CASE

Waterloo region is one of the only regions in the country where municipalities and school boards co-fund entrenched STP programming, and while this arrangement is more complex than single-source funding, it also makes the investments of each funding stakeholder more impactful.

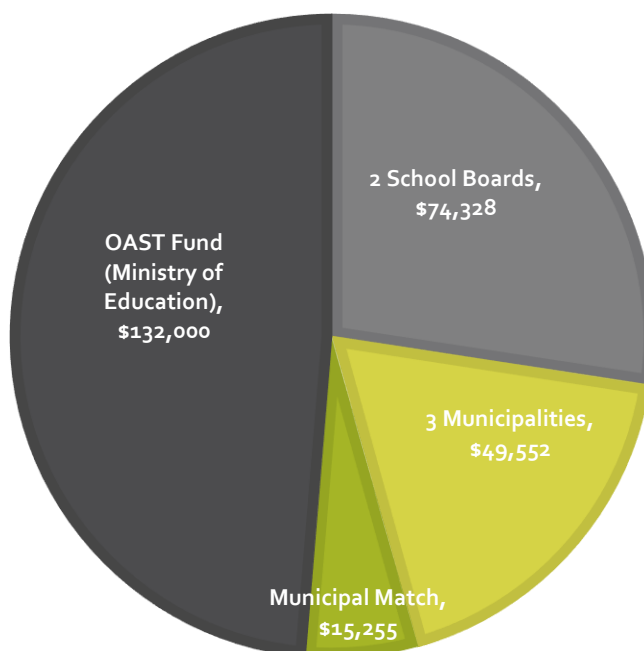
Typically, barriers to AST at any school are multifold and they intersect the jurisdictions of both municipal and school board sectors. In Waterloo region, jurisdiction is also sometimes split within sector, where schools from different boards sit in close proximity on a single street, or a school catchment area spans more than one municipality. The STP Steering Committee partnership allows for a collective and coordinated approach to AST barriers that spans sector and geographic jurisdiction for positive solutions that shift mindsets, change behaviours, and impact mode choices of whole schools, whole neighbourhoods, and whole school boards.

FINANCIALS

REVENUE

The funding split for the 2019-2020 school year shows how the funding partnership between school boards and municipalities is expanded by a temporary grant from Green Communities Canada's Ontario Active School Travel (OAST) Fund. The funding for this grant was supplied to OAST by the Ministry of Education and allowed STSWR to hire two (2) additional STP Facilitators to provide custom school services and to support program development and delivery. Total program budget was \$271,135.

STP REVENUE

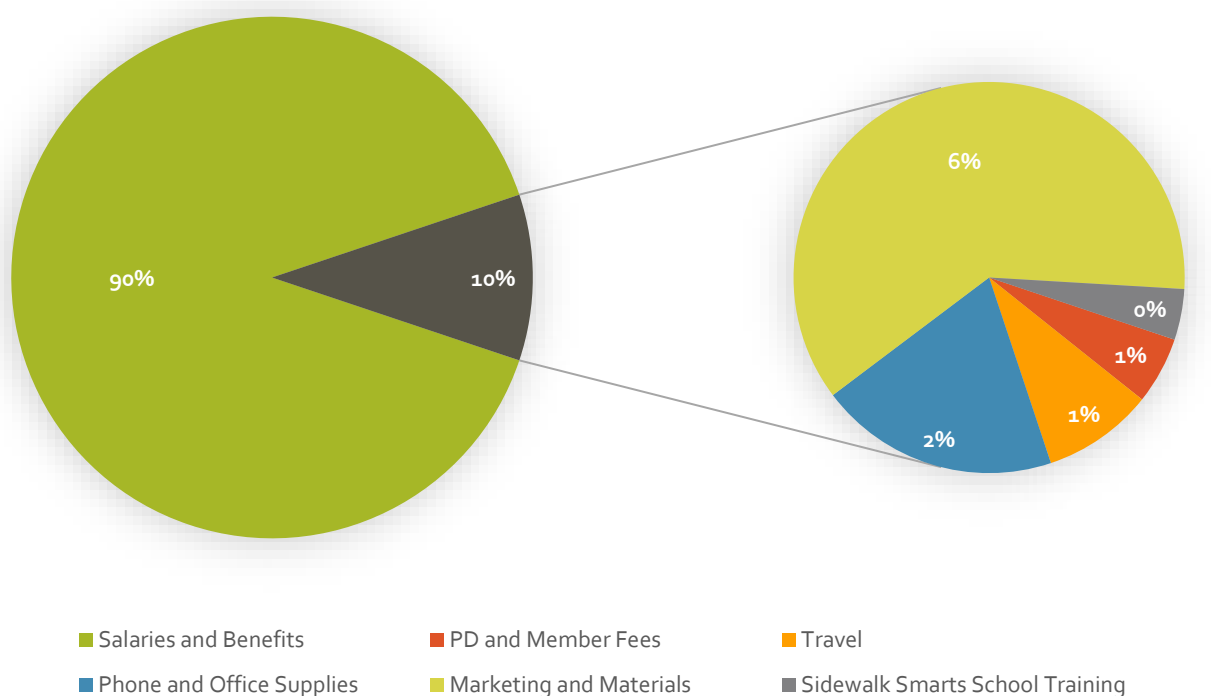


USES

Expenditures to support STP are focused on Facilitator personnel - with 90% dedicated to salaries and benefits - to provide the focused and passionate attention required to engage communities and motivate behavioural shifts, and to create and coordinate board-wide programs. The other 10% is used for marketing and hard materials required for various interventions, phone and office supplies including computers, and intra-regional travel to schools.

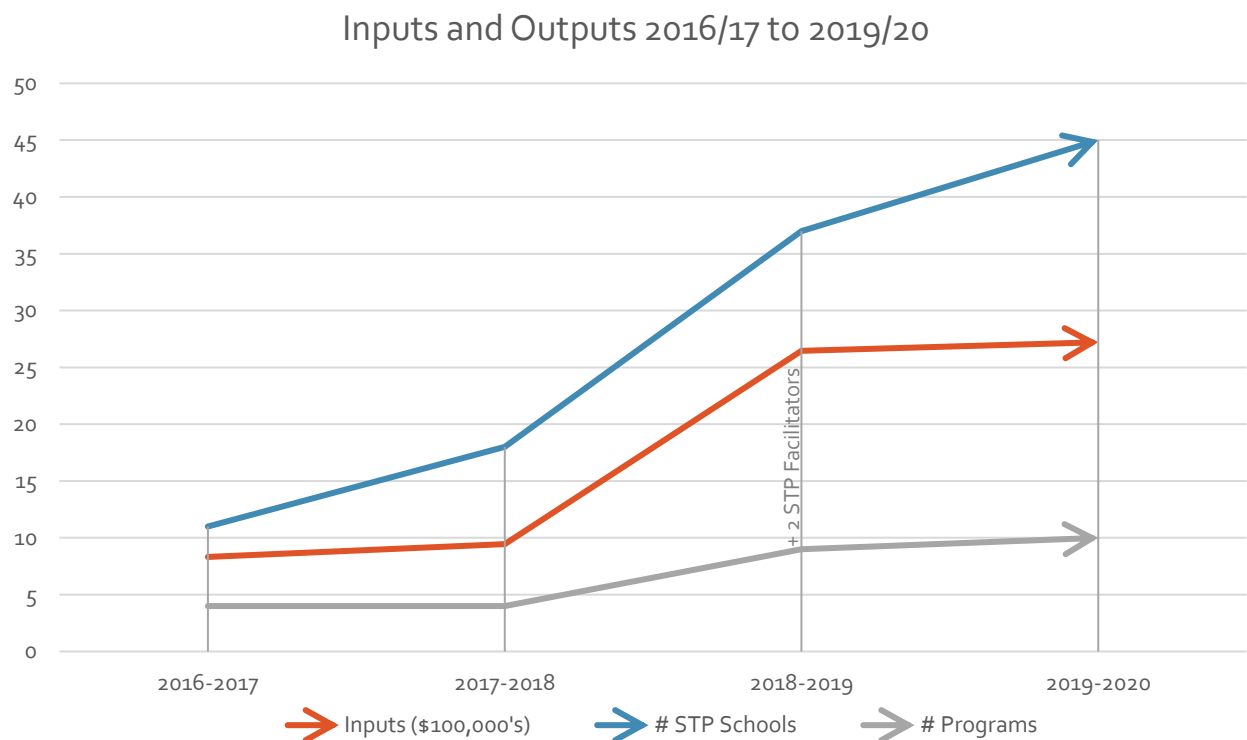
New in 2019-2020, some funding is directed towards development and training of trainers for the Sidewalk Smarts program. In its development, it was important to fully understand the program's operational requirements, so STSWR took on the main coordination role, and will continue to do so until the program is refined enough to pass this duty on as a fee for service. While the program was designed to be self-sufficient by asking that parents contribute to the program as they would a field trip, this was not viable at some schools that wanted the program. The STP team quickly sought individual program sponsorship for those schools (finding interest and support at Kindred Credit Union), and is exploring various sponsorship models to defend against inequity of distribution based on financial need.

Revenue Uses



TRAJECTORY

Since its inauguration in September 2016, School Travel Planning has aimed to meet the demand for STP services from board and municipal stakeholders including principals, crossing guard leads, technicians, councilors, and school superintendents; and to offer a robust list of programs to all schools. With the expansion of the STP team from one (1) to three (3) facilitators in 2018, outputs grew immensely to meet that demand and to include the initiation or enhancement of a number of programs including Sidewalk Smarts, Trailblazers, the Walking School Bus, Drive to 5, and Kindergarten Outreach.



RISK FACTORS

The following table outlines a number of risks that impacted STP work in Waterloo region in 2019-2020, ongoing controls for those risks, and actions STSWR took to respond to the actualization of those risks and/or to mitigate them in the future.

Creative responses to actualized risks demonstrates resilience in and relevance of the STP program.

Table 4: Risks

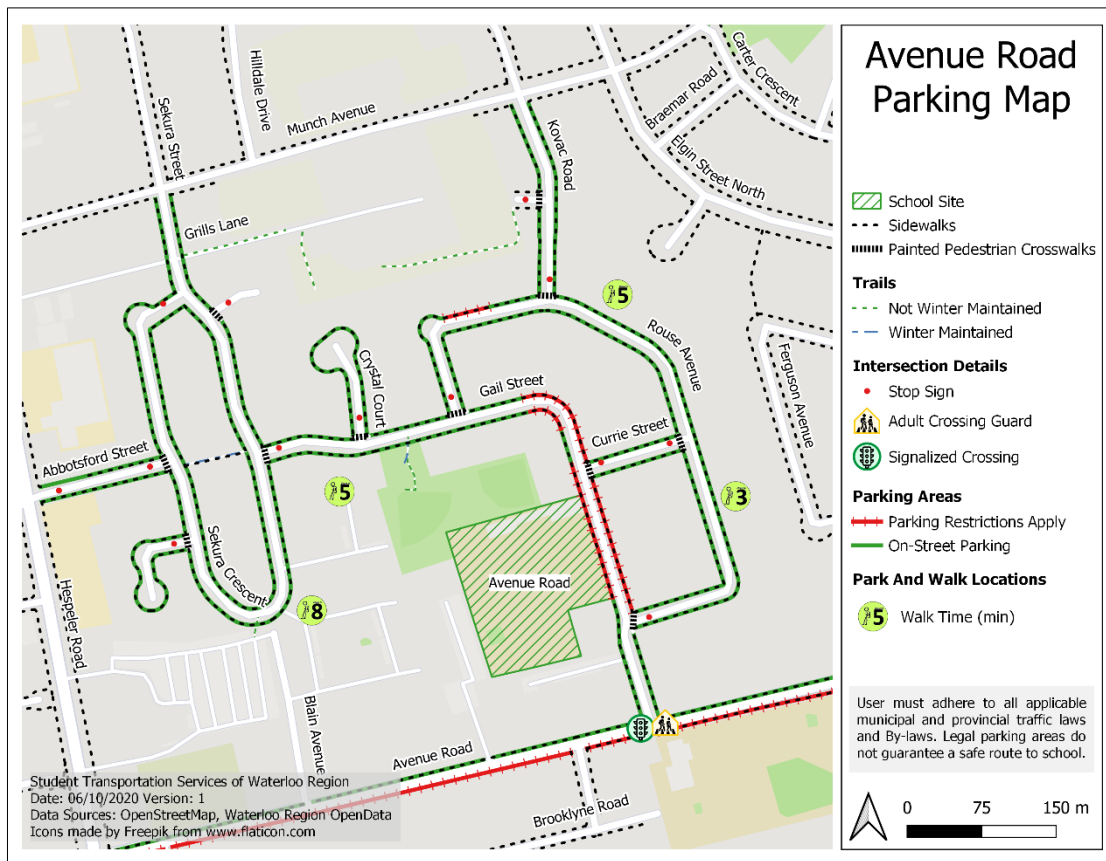
Risk	Controls	2019-2020 actions
External program partner can't meet STSWR demand	<ul style="list-style-type: none"> • Strong partnership relations • Variety of programming for key barriers • Develop creative alternatives 	<ul style="list-style-type: none"> • Work with Canadian Cancer Society and Block Parent to transition Walking School Bus towards community-based model • provide Cycling Into The Future additional fee-for-service revenue with Sidewalk Smarts
In-school capacity weakens	<ul style="list-style-type: none"> • Gain school council buy-in for depth of support • Build program delivery models that include alternatives • Endorse or build in-school programs that support teachers' core work • Engage teachers who are passionate about active travel 	<ul style="list-style-type: none"> • Design online alternatives for Trailblazers • Promote Sidewalk Smarts' curriculum connections • Cease in-class hands' up surveys due to moratorium on in-school research; expand other options
Funding Partner capacity compromised	<ul style="list-style-type: none"> • Robust reports to make case • Maximize grant and sponsorship options • Diverse funding 	<ul style="list-style-type: none"> • Submit summary report in March, plan Annual Report • Develop reporting tools • Earn Road Safety Grant and gain Greenspoke sponsorship for regional Winter Walk Day • Gain partial sponsorship for Sidewalk Smarts from Kindred Credit Union • Engage Region of Waterloo in STP funding discussion
Natural catastrophe closes schools, changes traffic patterns	<ul style="list-style-type: none"> • Sustained funding • Municipal and school board collaboration • Administrator relationships • Local partnerships 	<ul style="list-style-type: none"> • Develop Active Transportation Bingo Contest encouraging families to coach pedestrian skills from home • Facilitate development of Guidelines for Transportation Returning to School (Appendix C) to share with schools and community • Facilitate development of Drive to 5 Parking Map template to encourage dispersed and orderly traffic • Join forces with local groups to offer Discover Your Superpower campaign to encourage AST upon school reopening

CREATIVE RESILIENCE

STP RESPONSES TO ACTUALIZED RISK



Thanks to overwhelming support from both WRDSB and WCDSB, and with grateful acknowledgement of a Road Safety Grant from the Ministry of Transportation, sponsorship from Greenspoke Bike Parking Solutions, and giveaways by Region of Waterloo Transportation; STSWR led a region-wide Winter Walk Day that saw more schools than ever celebrate walking in our coldest month, despite limitations on school staff endorsement and effort.



STP Steering Committee partners worked closely together to develop a map template that would encourage families who drive to park a short distance away from schools, in order to disperse and reduce an expected influx of family vehicular traffic at schools after Covid-19. The maps show supportive infrastructure, parking regulations on streets near schools, and walk times from 5-10 minutes away. Facilitators were able to create 54 maps before their term was up in June, 2020.

Sidewalk Smarts: Pedestrian Safety Program for Grades 3 and 4		
Summary of Connections of Pedestrian Safety to Subject Areas		
Subject	Relevant Grade 3 Curriculum Expectations	Relevant Grade 4 Curriculum Expectations
Health and Physical Education Science and Technology	Healthy Living: Making Healthy Choices <ul style="list-style-type: none"> Develop safety guidelines for a variety of places and situations outside the classroom 	Healthy Living: Making Healthy Choices <ul style="list-style-type: none"> Apply a decision-making process to assess risks and make safe decisions in a variety of situations
	Understanding Matter and Energy: Forces that Move <ul style="list-style-type: none"> Assess the impact of safety devices that minimize the effects of forces in various human activities Investigate forces that cause an object to start moving, stop moving, or change direction Identify ways in which forces are used in their daily lives 	Understanding Matter and Energy: Light and Sound <ul style="list-style-type: none"> Assess the impacts on personal safety of devices that apply the properties of light and/or sound, and propose ways of using those devices to make our daily activities safer Assess the impacts on society and the environment of light and/or sound energy produced by different technologies from different perspectives Investigate the basic properties of light Describe how different objects and materials interact with light and sound energy
Language	Writing <ul style="list-style-type: none"> Generate, gather, and organize ideas and information to write for an intended purpose and audience Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience 	Writing <ul style="list-style-type: none"> Generate, gather, and organize ideas and information to write for an intended purpose and audience Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
	Media Literacy <ul style="list-style-type: none"> Create a variety of media texts for different purposes and audiences 	Media Literacy <ul style="list-style-type: none"> Create a variety of media texts for different purposes and audiences
Mathematics	Measurement <ul style="list-style-type: none"> Estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using standard units 	Measurement <ul style="list-style-type: none"> Estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies

The Sidewalk Smarts program includes curriculum connections and follow-on projects that tie the program goals to Ministry of Education requirements and give teachers expanded options.

STSWR Facilitators quickly pivoted to respond to families suddenly faced with school closures and Covid-19 physical distancing restrictions. The Active Transportation Bingo Contest gave parents a fun tool to use during daily family walks that reinforced active transportation skills.



STSWR worked with CycleWR, Cycling Into The Future, and Sustainable Waterloo Region on the "Discover Your Superpower" campaign to encourage families to use active school transportation when schools reopened after Covid-19. This included a panel discussion for parents, route planning assistance, access to STSWR Active Transportation Bingo Cards, and parking lot bike training sessions.

STP Certification - Point Breakdown

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
					Type		Consultation	Consultation	Consultation	Consultation	Education	Education	Education	Education	Education	Education	Education	Education	Education	Education	Education
					Activity		Initial Assessment	Parking Lot Upgrade Assessment	Regular Committee Meetings	Walkabout	Bike Rodeo	Create Traffic Video	Cycling Into The Future	Distribute Traffic Flow Map To Community	Letters To Council Or City Staff	Parent Delegate At City Council	School Council STP Presentation	Share Traffic Video	Sidewalk Smarts	Sidewalk Smarts Follow On Projects	STP Committee Booth At School Event
	School	Introductory Year	Legacy?	City	Board	Points	5	1	4	4	2	1	4	4	4	4	5	5	4	4	2
1	A.R Kaufman	2018-2019		Kitchener	WRDSB																
2	Avenue Road	2018-2019		Cambridge	WRDSB																
3	Bridgeport	2019-2020		Kitchener	WRDSB																
4	Brigadoon	2018-2019		Kitchener	WRDSB																
5	Chicopee Hills	2016-2017		Kitchener	WRDSB																
6	Coronation	2018-2019		Cambridge	WRDSB																
7	Edna Staebler	2019-2020		Waterloo	WRDSB																
8	Elizabeth Ziegler	2017-2018		Waterloo	WRDSB																
9	Forest Hill	2018-2019		Kitchener	WRDSB																
10	Franklin	2019-2020		Kitchener	WRDSB																
11	Groh	2016-2017		Kitchener	WRDSB																
12	Hesseler	2018-2019		Cambridge	WRDSB																
13	Hirocasi	2018-2019		Cambridge	WRDSB																
14	Harry Spitt	2018-2019		Cambridge	WRDSB																
15	Howard Robertson	2017-2018		Kitchener	WRDSB																
16	Janet Metcalfe	2018-2019		Kitchener	WRDSB																
17	John Mahood	2018-2019		Woodwich	WRDSB																
18	King Edward	2017-2018		Kitchener	WRDSB																
19	Lackner Woods	2017-2018		Kitchener	WRDSB																
20	Laurelwood	2018-2019		Waterloo	WRDSB																
21	MacGregor	2019-2020		Waterloo	WRDSB																
22	Mary Johnston	2016-2017		Waterloo	WRDSB																
23	Moffat Creek	2018-2019		Cambridge	WRDSB																
24	Our Lady of Fatima	2018-2019		Cambridge	WRDSB																
25	Our Lady of Lourdes	2017-2018		Waterloo	WRDSB																
26	Pioneer Park	2018-2019		Kitchener	WRDSB																
27	Riverside	2016-2017		Woodwich	WRDSB																
28	Sagshaw	2016-2017		Cambridge	WRDSB																
29	Sandhills	2016-2017		Kitchener	WRDSB																
30	Sheppard	2016-2017		Kitchener	WRDSB																
31	Southridge	2018-2019		Kitchener	WRDSB																
32	St. Brigit	2018-2019		North Dumfri	WRDSB																
33	St. Daniel	2018-2019		Kitchener	WRDSB																
34	St. John	2016-2017		Kitchener	WRDSB																
35	St. John Paul II	2016-2017		Kitchener	WRDSB																
36	St. Margaret of Scotland	2019-2020		Cambridge	WRDSB																
37	St. Matthew	2018-2017		Waterloo	WRDSB																
38	St. Nicholas	2018-2019		Waterloo	WRDSB																
39	St. Peter	2019-2020		Cambridge	WRDSB																
40	St. Vincent de Paul	2017-2018		Cambridge	WRDSB																
41	Suddaby	2019-2020		Kitchener	WRDSB																
42	Wilson Avenue	2016-2017		Kitchener	WRDSB																
43	Jean Stackle	2017-2018		Kitchener	WRDSB																
44	Blessed Sacrament	2018-2019		Kitchener	WRDSB																
45	Milen Woods	2019-2020		Waterloo	WRDSB																

A robust certification system tracks actions taken by schools and ranks schools into categories from Explorer to Champion, simultaneously lending more detailed reporting capability. More details on page 18.

RESULTS

MODE SPLIT

Using a free software application called [BikeWalkRoll](#), we ask schools to collect data early in the STP process to provide a snapshot of the modal split. This exercise can be a wakeup call to school communities as parents are often surprised to find out just how many students are driven to school.

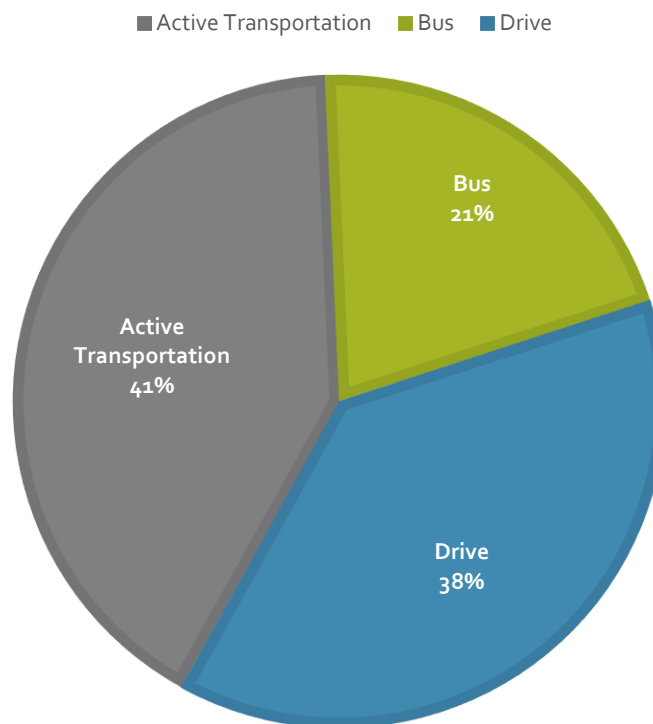
To execute the survey, school staff asks students in class how they got to school and how they will get home; and the app records the numbers as class aggregates. Schools and parents can see the survey data in real time, and can use the data to inform action plan choices.

Unfortunately, this data cannot be used to compare year-over-year modal shifts on a widespread basis because it is collected with various efficacy at each school, and at different times throughout the school year.

In 2019-2020, all school-based data collection was halted by moratoriums on research at both WRDSB and WCDSB due to labour disputes, and then by school closures due to Covid-19.

Nonetheless, in 2019-2020 BikeWalkRoll shows that at active STP schools where data was collected, an average of 38% of students are driven to school while 41% of students use active transportation.

2019 MODE SPLIT, WATERLOO REGION SCHOOLS

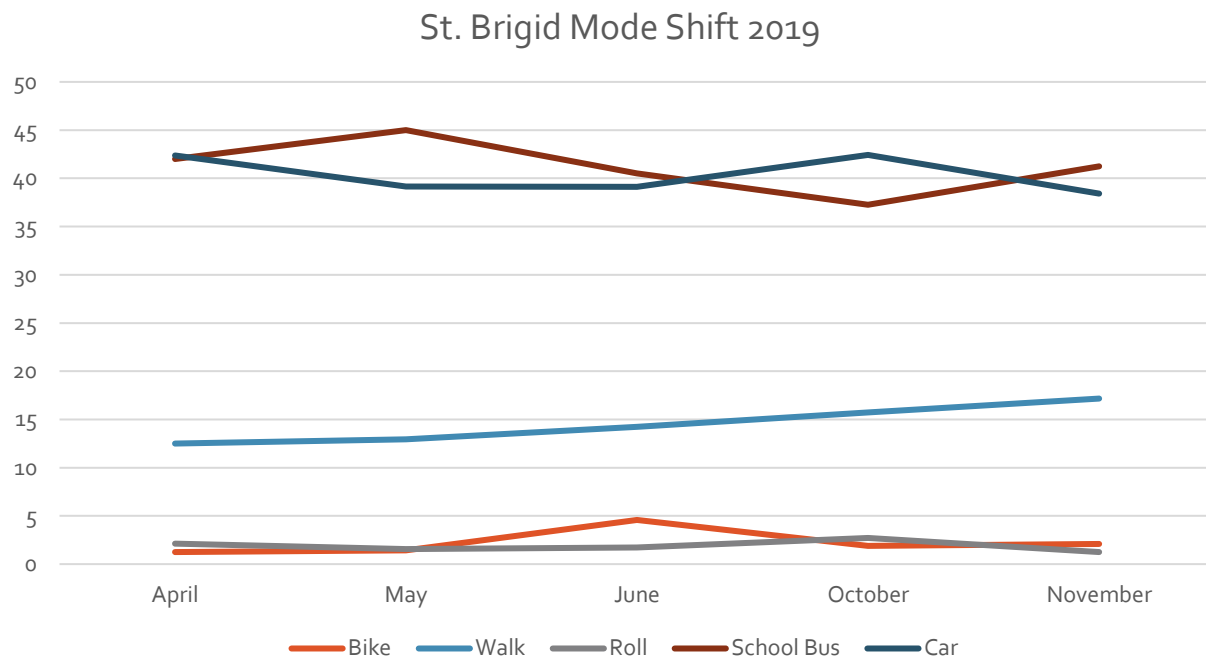


MODE SHIFT

Few schools have managed to collect data regularly enough to track travel mode changes. One school that did manage to collect data as interventions began and again six (6) months later for April 2019 to November 2019 comparisons, was St. Brigid in North Dumfries.

In April, just around 13% of students were walking at St. Brigid. This is an atypically low number, but because St. Brigid is a rural school and has a higher number of bused students at 56%, only 29.6% actually live in the walk zone; so 13% is roughly half the students who live in the walk zone; a percentage similar to many schools.

By November of the same year, more than 17% of students were walking. Their school action plan addressed many of the 5 E's to nurture a culture that encourages independent mobility, personal health and wellbeing, and environmental sustainability.

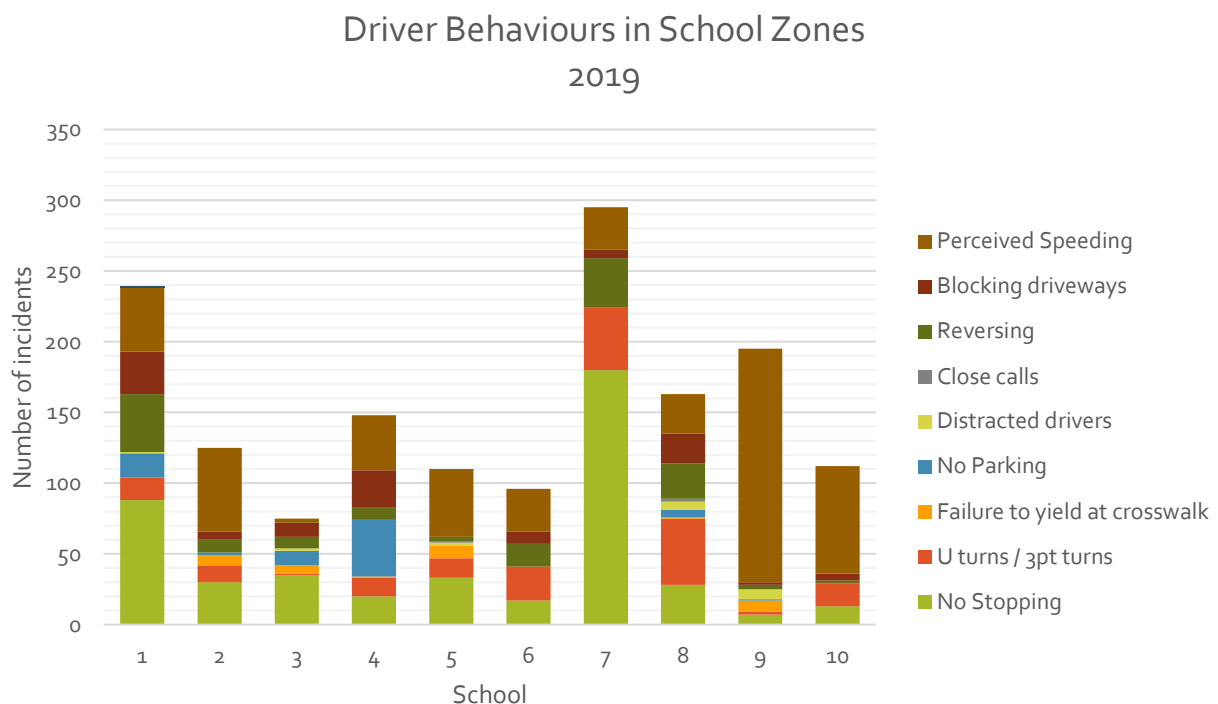


At St. Brigid CES in North Dumfries, data shows about a 4% increase in walking between April 2019 and November 2019. Interventions implemented by this school community include: Education – Sidewalk Smarts; Encouragement – celebration days, traffic and Drive to 5 Parking Maps, regular communication to parents; Engineering – none; Enforcement – CAA Standing Foot Patrol, parking lot supervision; Evaluation – BikeWalkRoll.

DRIVER BEHAVIOUR

Parents and administrators at Waterloo region schools routinely identify the school zone as a dangerous area for children on the way to school. That assertion and a 2016 report showing dangerous behaviors at 88% of schools in Toronto⁵ led STSWR to want to observe driving behaviours in local school zones. In 2018, the hiring of 2 additional Facilitators meant that it could be done.

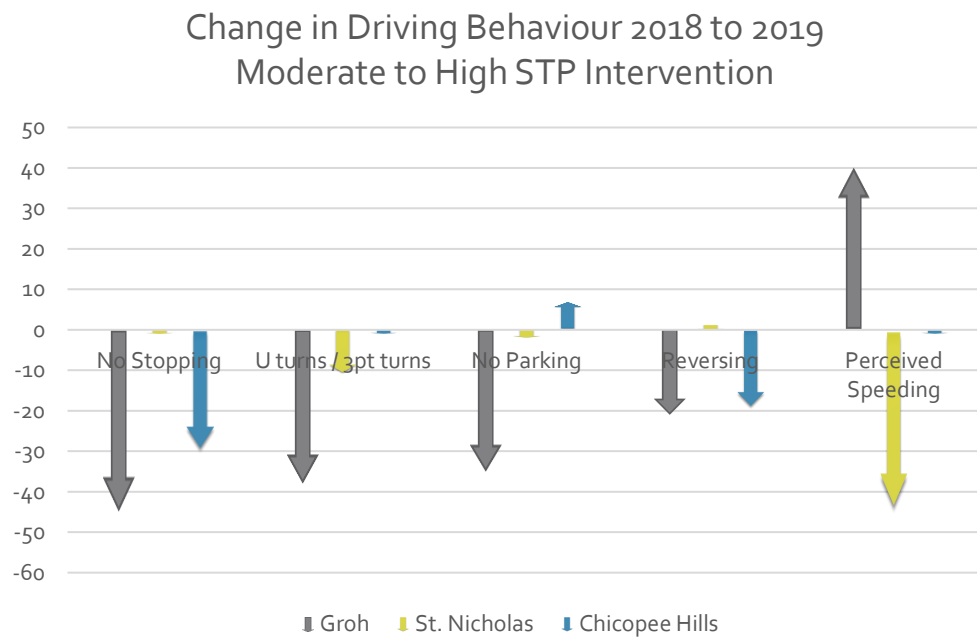
Traffic behaviours were recorded in ten school zones in 2018 and again in ten school zones in 2019, with three STP Facilitators recording behaviours that parents previously identified as threatening in one third of the school zone each. The data indicated that these behaviours happened at high rates in a variety of school contexts that included different road design characteristics, varying sizes of enrolments, and bell times both before and after typical work hours.



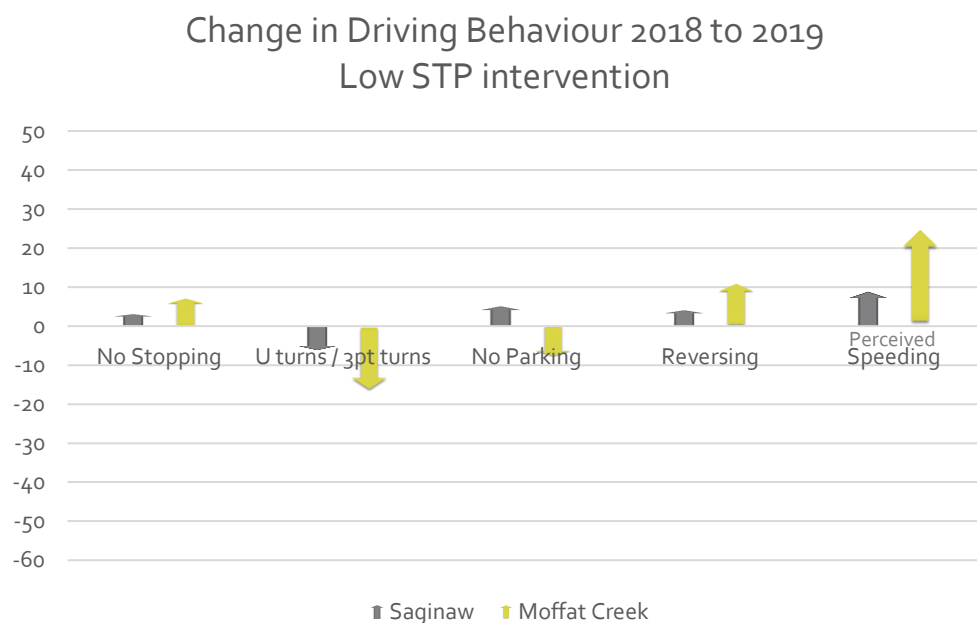
In 2019, five (5) of the schools observed were repeats from 2018. Three (3) of those repeat schools were actively engaged in STP interventions during the 2019-2020 school year, and two (2) were paused. Though this sample is not large enough to draw full conclusions, there is a noticeable distinction between the groups.

⁵ Rothman L, Howard A, Buliung R, Macarthur C, Macpherson A. Dangerous student car drop-off behaviors and child pedestrian-motor vehicle collisions: An observational study. *Traffic Inj Prev*. 2016 Jul 3;17(5):454-9. doi: 10.1080/15389588.2015.1116041. Epub 2016 Jan 13.

The engaged schools saw decreased incidents of a number of driving behaviours. Notably, one large increase occurred at Groh Public School, where the significant clearing of congestive behaviors seems to have paved the way for cars to move more quickly.



At schools where relatively few interventions occurred, driving behaviours showed less significant change; and however slight, more of those changes were increases.



PARENT INVOLVEMENT

STP aims to engage parents because they are uniquely positioned to understand the way people move in their community, and they know the culture at their school and what may motivate other parents to shift their behaviours. The following data show some of the breadth of this impact across the region.

- **42** parents engaged in regular meetings on School Travel Planning Committees
 - **126** additional parents volunteered in various school projects
- **104** Walking School Bus leaders
- **2,327** users accessing Walk Zone webpage
- **414** users accessing Bingo contest page with 12 families submitting entries
- **700** views and 51 comments on Discover your Superpower panel discussion

"[My daughter] had a lot of fun completing this card! Thanks for organizing!"

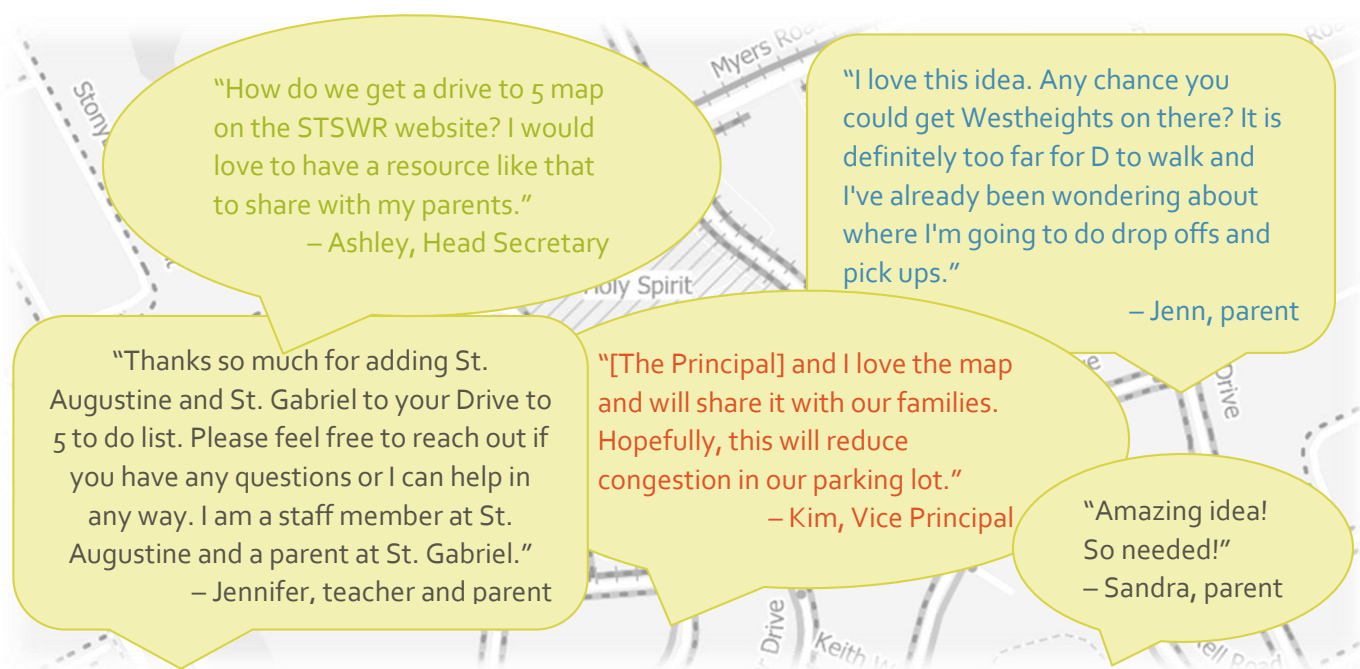
-Prueter PS parent



OUTSTANDING ACCOMPLISHMENTS

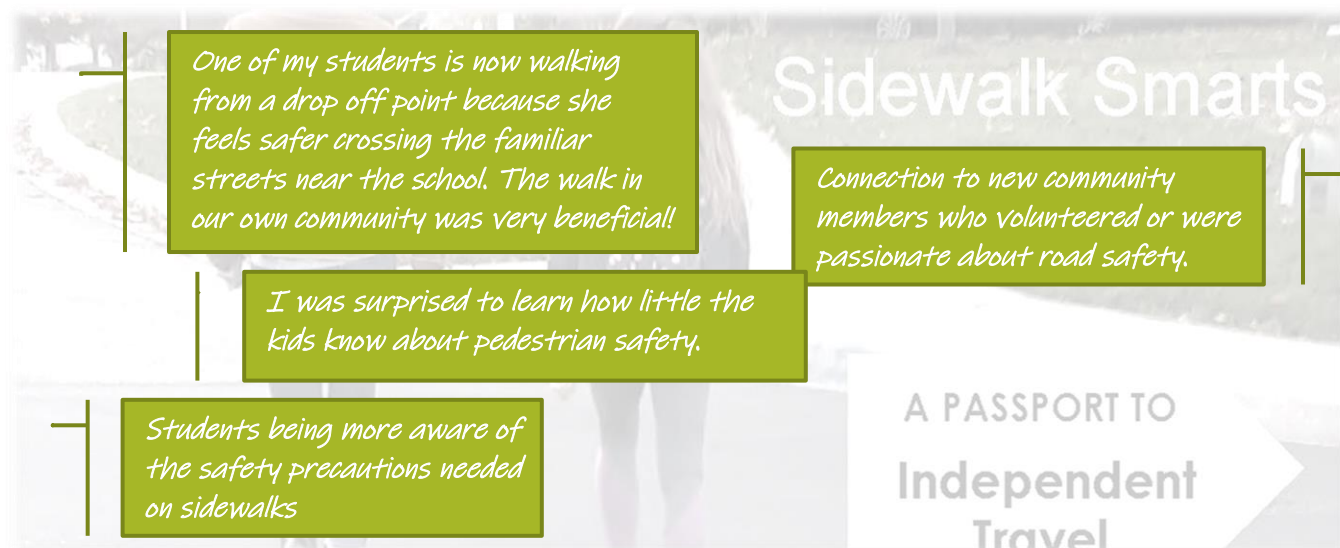
Outstanding accomplishments this year include the rollout of Sidewalk Smarts and the introduction of Drive to 5 Parking Maps outside of STP schools. Comments from parents and school staff members regarding both programs indicate the significance of these programs to some school stakeholders, even during labour disputes and Covid-19.

Drive to 5 Parking Maps



Sidewalk Smarts

When asked in a survey if there were unexpected benefits that teachers and administrators have experienced from students participating in the program, some answered:

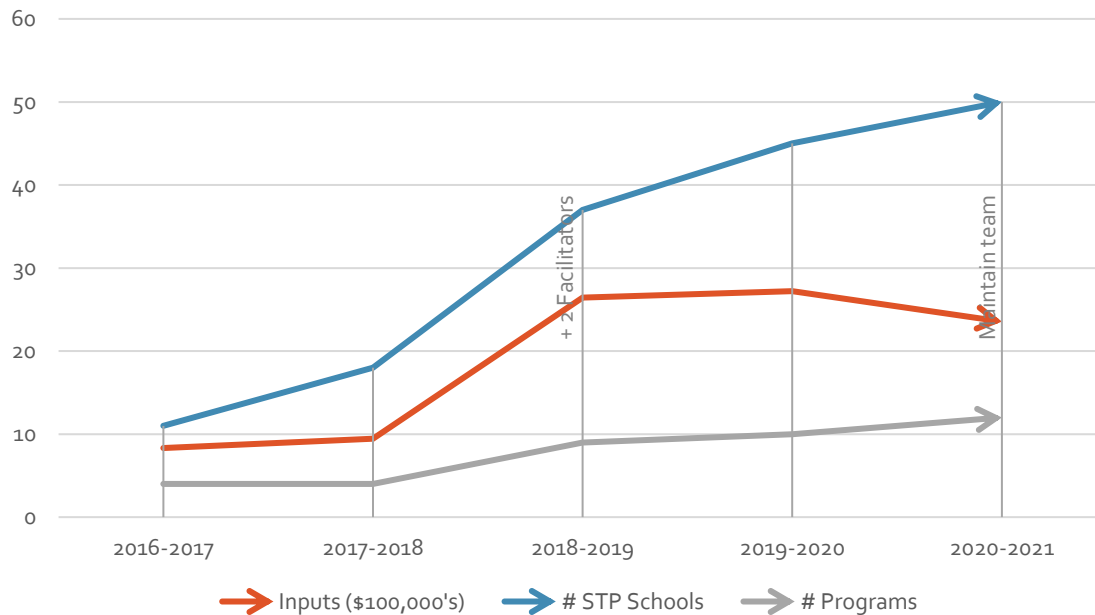


FUTURE DEVELOPMENT

CURRENT YEAR

1. Meet demand for new school engagement, motivate schools out of the “Explorer” stage, and graduate more schools to Champion level.
2. Create online resources to respond to current physical distancing limitations and to build sustainability into ongoing programs; and to give parents the resources they need to better coach their children.
3. Leverage Covid-19 interest in active transportation; roll out a large-scale Drive-to-5 program to address current widespread concerns of increased driving and to build culture and tolerance for leaving a little more space and time for the school commute.
4. Develop a public interface for the new certification program to inspire and guide schools and school champions to become involved; and to implement actions that address their unique mix of AST barriers for a greater outcome.
5. Evaluate and potentially transition the Canadian Cancer Society / Block Parent Walking School Bus program tools into STSWR stewardship as its funding comes to a close. This would allow continuity for schools currently participating in the program, and create the possibility for future schools or neighbourhoods initiate the program with proven tools in the future.

Current Year Expectation



BEYOND 2021

Municipal transportation staff and school board planners began working together in 2002 under the label of Active and Safe Routes to School (ASRTS) to address traffic near schools and to encourage active school transportation. They knew that the simple walk to school can generate greater social connection, greater physical and mental health, greater environmental health, greater resilience in children, and appropriate graduated independence as our children develop. And they knew that no single one of their agencies could do the work alone.

In the first 14 years, the ASRTS group worked through Public Health and off the side of their desks and managed to complete 19 individual projects in a handful of schools that had minimal impact without sustained attention. Then, in 2016, the work changed with financial and goodwill support from city councils and school boards; Active and Safe Routes to School evolved into a more comprehensive approach called School Travel Planning; and a dedicated School Travel Planner was hired collaboratively by these agencies to focus full time on these pursuits. Then, in 2018, the facilitation team was expanded to three (3) with the help of Ontario Active School Travel funding, to test the size of team that might be required to keep up with demand.

Three Facilitators proved to be an effective number to work through the STP process with schools on demand and to create and support complex programs and strategies. Now, dozens of schools complete multiple projects each year, school communities and their neighbours get solutions when they need them, complex multi-school projects can be confidently executed, and the Waterloo region is considered a model of how multiple agencies can come together to effect lasting change.

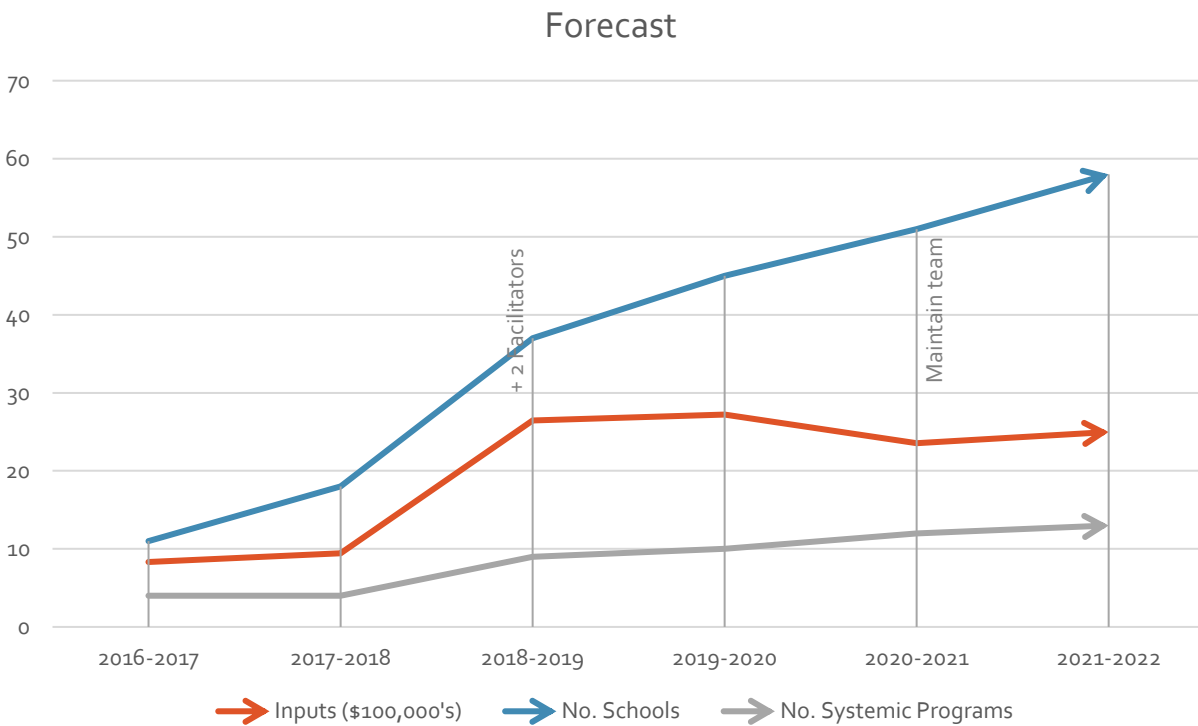
Grant funding is now waning and the work has matured, and so it is time to decide if STP partner municipalities and school boards have the will to financially support an appropriately sized team for the region on an ongoing basis. Sustained funding can help municipalities deal with constituent complaints and help school boards change parent travel behaviours through a process that actively engages citizens and parents. The number of partners in the region makes this lighter work for each individual agency while also bringing results that are greater than the sum of the parts. Two (2) courses are outlined below.

MAINTAINED COURSE

To continue to respond to urgent school needs without delay, and to eventually expand support to all schools within ten years, it is advised that we maintain course with three STP staff members. The following measures should be pursued in order to reinforce, protect, and expand the gains we have made towards children's independent mobility:

1. Support the movement of participating schools from Explorer towards Champion status.
2. Grow capacity to support additional schools with enhanced Facilitator knowledge, experience, and relationships.
3. Evaluate all schools based on need and readiness.
4. Enhance current programs to keep them relevant and accessible:
 - E.g. develop better tools for Trailblazer school coordinators.
 - E.g. create effective tools for teachers or parents to deliver in-class portions of Sidewalk Smarts.
5. Pursue funding for scalable delivery of region-wide programs (e.g. Sidewalk Smarts) to ensure equitable access and to give all students a chance to learn and participate.

6. Develop and celebrate AST champions in every school.
7. Develop more parent resources.
 - E.g. active travel preferred routes maps showing pedestrian/cycling facilities and identifying top routes
 - E.g. digital Sidewalk Smarts home course
 - E.g. online route planning tools
8. Track progress with better data collection practices and tools.
9. Continue support activities like plan reviews, consultations, presentations, delegations and committee membership.



CONSTRAINED COURSE

A modified option with less funding would require review of services and programs by the STP Steering Committee to evaluate where cuts can occur.

SERVICES

It is suggested that STP action planning and implementation at schools remain the core focus of Facilitator attention. The current list of schools would need to be reduced from 30+ down to between 8-18 schools, depending on how many Facilitators are retained and how much support the selected schools require. The reduction could involve a focus to fast-track some schools to Champion status and to delay work with others. School regrouping will require some transition time and so it is unlikely that there will be capacity to re-engage with delayed schools or take on any new schools for at least one full school year.

This would leave many schools without support mid-process, ending a rich public engagement activity and impacting the momentum that has been built at these schools towards a mode shift. Those schools could take one of the following actions:

- a. (Most likely) they will abort most action items without the sustained support of a Facilitator
- b. (Less likely) they will take up some actions on their own or with board and municipal partners not involving the Facilitator

In both scenarios, school champions who have been energized and excited about the work taking place could feel dismissed and become disheartened. George Mammen's literature review⁶ shows that consistent Facilitator support is key to successful implementation of active school travel programs and sustained modal shifts. The potential mid-process schools currently see for a new walking culture will certainly be more difficult for them to fulfill on their own than with the support of an STP Facilitator.

Further, there is little evidence that shows that schools retain their readiness over time if it is not addressed soon after expressing interest. In STSWR's experience, school community attention shifts with the school calendar, principal shifts, and parent advocate "transplant" (i.e. when children move to the next school level, their parents move with them and the issues that motivate them to act are not the same at the new school). STP works best by "striking when the iron is hot."

PROGRAMS

Funding reductions would also cause a shift in program support, requiring STSWR to stop or scale back delivery of systemic programs including Trailblazers, board-wide celebration events, Sidewalk Smarts, Walking School Bus support, Kindergarten outreach, certification program development, and any new mapping projects. The programs that require the most support from our additional Facilitators include Sidewalk Smarts, Walking School Bus supports, the certification program, and mapping projects. New program development would instantly be terminated, unfortunately, as efforts are currently focused on shifting parent mindsets and are collaborative in nature within a partnership that includes Region of Waterloo (Public Health and Environmental Services as well as Transportation Communications), Children's Safety Village, Block Parent Waterloo Region, Cycling Into The Future, and the Canadian

⁶ Mammen, George. Pp. 88

Cancer Society. Reductions in program delivery and development would also be made in coordination with the STP Steering Committee.

DATA COLLECTION

Finally, data collection would be amended according to capacity and with greater reliance on schools to collect their own data. In the past, school coordinated hands' up collection has led to greater inconsistency and incomparability between schools, but it was the most efficient way to collect the modal shift data. Collection of traffic behavior data has traditionally relied on three Facilitators to cover the span of the school zone. This will no longer be possible.

CONCLUSION

In conclusion, School Travel Planning is a proven process that engages school communities and positively impacts school travel behaviours, and the STP team at STSWR is eager to continue working with instrumental municipal and school board partners to meet the needs of school communities, to support great educational and encouragement programs, and to make active school travel an easier choice for families.

APPENDIX A: STATEMENTS OF SUPPORT

REGION OF WATERLOO PUBLIC HEALTH AND ENVIRONMENTAL SERVICES

The collaboration between Student Transportation Services of Waterloo Region, Region of Waterloo Public Health and several other community partners resulted in the development and implementation of Sidewalk Smarts; an experiential learning program designed to increase pedestrian safety knowledge and skills of students in grades 3 and 4.

Through this collaboration Public Health was able to impact the health of school children related to physical activity and road safety and provide support for active modes of travel. The commitment of the community partners lead to a comprehensive engaging program that will have a lasting impact on child health in the region.

Adele Parkinson
Manager,
Region of Waterloo Public Health and Environmental Services

CYCLEWR

CycleWR is a volunteer-run, community-based organization that advocates for cycling in Waterloo Region to be a safe, respected, convenient mode of transportation for all ages and abilities. We work with governmental and community groups to achieve this goal.

It has been our pleasure this year to work closely with Leslie Maxwell of STSWR on a campaign entitled Discover Your Superpower -- walking and wheeling to school. We recognize that kids are our future and often the best way to achieve a cultural shift is through them. So, it has been a perfect match-up with STSWR.



We worked closely together through the summer and fall on three (3) projects within this campaign:

Virtual Panel on Walking Wheeling to School: seven (7) panellists discussed the benefits and challenges of active transportation to school and addressed questions from the audience. This panel was broadcast live on Facebook; that and the recorded video have been viewed 700 times.

Route Finding Service: we set up an online form where parents could request help with finding a safe, age-appropriate route from their neighbourhood to their school. A volunteer would then map out a potential route and then ride it with recorded video, modifying the route as needed. This service was very well received by the parents and applauded on social media.

Parking Lot Cycling Instruction: in conjunction with Cycling Into The Future, we ran a 3-hour parking lot workshop for parents and their kids, covering on-bike skills, simple maintenance, safety, etc. This was held Sunday, October 18 at the Chandler Mowat Community Centre. The workshop was very well received by participants with lots of suggestions to run it again, including for adults only.

Student Transportation Services of Waterloo Region has been an energetic and active driver in the ideation, planning and delivery of these programs. It has truly been a pleasure to support each other's organizations for mutual benefit in fulfilling our missions.

We look forward to ongoing and future collaborations.

Sincerely,
David Trueman
Interim Chair, CycleWR

CANADIAN CANCER SOCIETY

STSWR works with schools to develop School Travel Plans. During this process, many schools identify a Walking School Bus as a project they would like to implement at their school. Canadian Cancer Society provides training, tools, and support to schools to implement a WSB and builds on the work of STSWR.

This partnership is highly valued by Canadian Cancer Society. As STSWR is connected with two school boards and three municipalities, there is great opportunity for collaboration and a coordinated approach to AST in the region.

Nancy Wirtz
Senior Specialist, Cancer Prevention
Canadian Cancer Society

CYCLING INTO THE FUTURE

We, at Cycling Into The Future (CITF), are thankful to work with the great folks at Student Transportation Services of Waterloo Region (STSWR). We wouldn't be where we are today without them. STSWR has been a true supporter of us and our work. They're always advocating for our comprehensive cycling skills program to schools and within their networks.

Our goals and visions of the future align well, though, we each fulfill a different function.

We worked closely with STSWR, along with many other community stakeholders, to develop a pedestrian skills program for Grades 3 and 4: Sidewalk Smarts. For its implementation, STSWR provided tools, resources, connections, and coordination; and we provided staff and instructors. Together, we piloted the Sidewalk Smarts program in 10 schools across the Region in 2019-2020.

This partnership has allowed STSWR to get into schools with hands-on, active transportation programming and given us the opportunity to provide our instructors with more year-round work.

While there may be a lot of obstacles we simply can't get around right now, I encourage you to keep your eyes and ears open for what's next from STSWR and CITF. Good things are coming!

Ashley Cullen

Program Director, Cycling Into The Future

Lead Instructor, Sidewalk Smarts

APPENDIX B: EXAMPLE STANDARD OPERATING PROCEDURE



INITIAL ASSESSMENT Standard Operating Procedure

Student Transportation Services of Waterloo Region
School Travel Planning
www.stswr.ca/walkzone

VERSION: 0.0.1

DATE: March 30, 2020

PARTY RESPONSIBLE: School Administrator

DOCUMENT INFORMATION			
VERSION NO	0.0.1	CURRENT VERSION DATE	March 30, 2020
EFFECTIVE DATE	March 30, 2020	EXPIRATION DATE	No expiry
PREPARED BY	Alex Ricci		
RESPONSIBLE PERSON	School Administrator	SIGNATURE	
SUBJECT MATTER EXPERT(S)	Leslie Maxwell, Alex Ricci, Dawn Cordeiro	SIGNATURE	
APPROVAL		PHONE NO	519-744-7575 x224

PROGRAM DESCRIPTION:

The initial assessment gathers information about the school including background, school and community engagement, built environment, and traffic management. The information collected serves as baseline data for the School Travel Plan as well as information to help identify next steps to increase active transportation for the school journey and to manage traffic in the school zone.

PURPOSE:

This SOP will describe the process the School Administrator would follow to procure an initial assessment, and describe the tools and resources available to activate the School Travel Planning process at an individual school.

DEFINITIONS:

Initial assessment meeting: *A first meeting between the School Travel Planning Facilitator and the School Administrator to discuss the state of traffic and active travel, and to discuss the potential for initiating a School Travel Plan.*

Initial assessment document: *A document that captures a snapshot of the school situation including; school and community engagement, built environment, and traffic management operations.*

School Travel Planning interventions: *Programs, strategies, tools or resources that can be used by schools to increase active transportation on the school journey and / or to manage traffic at the school site.*

Desire lines: *Erosion of natural areas that show the most easily navigated route from one point to another, representing an often-used but not official pathway.*

Traffic management practices: *Supervision, signage, and blockades used to direct traffic or to ensure the safety of students near the school.*

PROCESS:

In order to take part, a school administrator must:

1. Contact STSWR and ask for a School Travel Planning Facilitator.
2. Participate in the school site assessment and be prepared to discuss:
 - a. School zone crossing points
 - b. Rear entrances to school grounds
 - c. Desire lines
 - d. Bike / scooter racks
 - e. Traffic management practices
 - f. School and community engagement
3. Discuss next steps for School Travel Planning at the school.

RESOURCES:

- Ontario Active School Travel
 - School Travel Planning Introduction for Parents
 - School Travel Planning Introduction for Teachers
 - School Agreement
- Student Transportation Services of Waterloo Region
 - Sample school travel plan at stswr.ca/walkzone/schooltravelplanning/schools

Communications required

- none

Associated SOPs

- Parking Lot Assessment
- BikeWalkRoll Survey
- Family Survey

Equipment/tools available from STSWR

- School Travel Planner
- Initial assessment document preparation
- Class 2 safety vest for physical site assessment

Links

- STSWR School Travel Planning: <https://www.stswr.ca/walkzone/school-travel-planning/>
- Ontario Active School Travel Overview: <https://ontarioactiveschooltravel.ca/wp-content/uploads/2018/05/Overview-of-School-Travel-Planning-2018-En..pdf>
- Ontario Active School Travel introduction for principals: <https://ontarioactiveschooltravel.ca/wp-content/uploads/2018/05/STP-Introduction-for-Principals-2018-En..pdf>

SAFETY AND SUCCESS PROVISIONS

1. Wear a class 2 safety vest while conducting site assessment.

EMERGENCY PROCEDURES

- School Injury procedure for any injury

EXPECTED RESULTS

- Initiate connection between school and STSWR's School Travel Planning department.
- Gather background information on known issues the school is facing regarding active transportation or traffic management.
- Discuss next steps for School Travel Planning initiatives at the school.
- Promote further engagement in School Travel Planning at the school

APPENDIX C: GUIDELINES FOR TRAFFIC RETURNING TO SCHOOL

General principles:

- Stay at least 2 meters (or 6 feet) away from other people whenever possible.
- If physical distancing measures are difficult to maintain, consider wearing a cloth mask.
- Travel on foot or by bike rather than by car if you are not on the bus.
- Time outdoors is recommended as part of a recovery strategy.

Adults:

- Stay at least 2 meters away from other families, school staff, Crossing Guards and foot patrollers.
- Parents stay away from the school as much as possible, especially if your child can travel to school independently.
- For children who must be supervised, pool resources and have one parent from the neighborhood lead a group of children single file to and from school. Consider the [Walking School Bus](#) and Walking Buddy models.
- As you return back home, leave space where passages are narrow to maintain physical distance and give children still arriving priority on the sidewalk.

All:

- Greet neighbours and friends with a smile, wave, bow or nod.
- Walk, cycle, or scooter because it takes up less space on the sidewalks and roads, allows for physical distancing, and offers safety from vehicle congestion for children on foot.
- Keep in mind that bike racks and scooter racks at schools are tightly spaced and could easily tempt children to be closer than 2 meters away from each other. Have your child wait their turn to store their bike or scooter. Walking is preferred.
- Remember to maintain physical distance when waiting to cross the road.
- Cycling on shared routes like multi use trails and sidewalks can be risky for pedestrians. If you cycle, dismount and walk near schools and in other areas where more pedestrians are present.
- Walk or cycle in single file, keeping 2 meters apart; step to the side to allow physical distance when passing someone going in the opposite direction, and near Crossing Guards or foot patrollers.
- If possible avoid busy routes so you can maintain 2 meters distance from other people or leave home earlier to avoid congestion on your routes
- If you choose to drive your child to school, park your car a few blocks away and walk the rest of the way to school to allow safe physical distancing for all and to reduce congestion.
- Let children who are capable, walk or ride the last block or two alone. This way, as few adults as possible enter the high-density school zone.

- Help children cross busy streets safely and let them walk or cycle from there. This is a good way to gradually practice pedestrian skills and grow the distance your child can travel independently.

People who live and / or work near a school:

- Try to stay indoors around school commute times so that traffic doesn't get even busier in the area.

Schools:

Each school is encouraged to make its own plan to ensure that the children are brought and picked up according to these guidelines, and to set rules specific to their school situation including usage of bike/scooter racks, Kindergarten hand-off procedures, staggered entrance and dismissals, and bus waiting areas. Schools must inform parents about their individual plan and may ask STSWR for supporting materials.