



# 2020-21 Annual Report

SCHOOL TRAVEL PLANNING IN WATERLOO REGION

**Prepared by the School Travel Planning Team at Student Transportation Services of Waterloo Region  
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November 5, 2021**



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# Executive Summary

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This School Travel Planning annual report reflects the achievements and activities completed by the team over the past year.

The 2020-21 school year started with goals set during the blurred circumstances of the pandemic with the understanding that the work would likely be impacted by school closures. We could not know how this disruption of in-class days or the serious health threat would impact the school commute over the course of the year, or how rapidly changing circumstances would affect when and how we could resume our interactions with schools.

In that context, we set the following goals to deliver our core work and to leverage the disruption to focus on special projects during the 2020-21 school year:

- Motivate more schools to complete more action plan items
- Give parents more online resources
- Leverage Covid-19 interest in active transportation
- Inspire schools through a certification system
- Optimize Walking School Bus pilot project learnings

STP success with these goals means that Waterloo region is making a difference in more and more children's lives. In the past year, STP delivered certificates of achievement to 49 participating schools, created online Trailblazer training, promoted the Discover Your Superpower campaign, created 30+ new Drive-to-5 maps, and completed many school-level action plan items.

In addition to completing work towards those goals, we were also able to adapt, enable, and fuel activities where our partners, volunteers, and communities have shared their passion and power to do so. We mobilized students and their parents for classroom data projects, we developed a Community Road Model Program, we worked with the City of Cambridge on an Enhanced School Zone project, and we planned, scripted, casted, and scouted locations for a special video project.

In addition, we sought and were awarded grant funding and sponsorships totaling \$106,500 for special projects intended to deepen and broaden active school travel work over the next two years.

Although the past year was difficult in many ways, we have met goals and advanced School Travel Planning in Waterloo region. In the end, the space and time provided by the pandemic gave us an opportunity to explore and advance this work in ways that will continue to serve our region long after the pandemic fades.

**With great hope,**

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



## Mission

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“School Travel Planning in Waterloo region strives to create a community where the preferred means of transportation to and from school is by active and sustainable modes.”

School Travel Planning (STP) works with its supervising organization, Student Transportation Services of Waterloo Region (STSWR), to support children as they move between home and school. STSWR’s mission is: “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.

Simply put, STP works to make active school transportation (AST) the easy choice for families.



Over 60,000  
students live in the  
walk zone.

*Photo from school walking event; streets were blocked by Firefighters for the event.*

## 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

These mandates are interrelated and complex and so STP depends on its many partners to help shift attitudes and to create safer and more welcoming travel environments.

## Funding Partners

2020-2021 funding partners and STP Steering Committee comprise:

### **Municipalities**

City of Cambridge  
City of Kitchener  
City of Waterloo  
Region of Waterloo

### **School Boards**

Waterloo Catholic District School Board  
Waterloo Region District School Board

To hear from some of our partners and other stakeholders, please see Appendix A: Stakeholder Remarks or watch our “Finding Common Ground” video at [www.youtube.com/watch?v=UTCyV\\_hhqmo](https://www.youtube.com/watch?v=UTCyV_hhqmo). Further information on the partnership structure is found in Appendix B: Structure.

## Objectives

These objectives 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.

To learn about the STP method employed at STSWR and the way schools are prioritized, see Appendix C: Method and School Prioritization.

# Programs and Services

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

- Programs – available to all schools
- Services – customized support for schools to create unique action plans

Standard Operating Procedures (SOPs) for many major programs and services give school administrators and school-based STP Committees an 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 D: Example Standard Operating Procedure, and others (highlighted in Table 1) are available at: <https://www.stswr.ca/walkzone/school-travel-planning/solutions/>.

## Programs

STSWR offers some programs to all schools, and guides schools to participate in related programs offered by community organizations. 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.

Programs are primarily designed to empower students to become independent active travelers and 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 2020-21, STSWR continued to coordinate and offer Trailblazers, CAA Standing Foot Patrol, Winter Walk Day, and milestone magnets to all Junior Kindergarten and Senior Kindergarten families. Sidewalk Smarts training (in-class and curbside pedestrian skills training at the Grade 3-4 level) was canceled due to school closures.

Having built 50+ Drive-to-5 maps to help manage a surplus of family vehicles at STP sites for school opening in spring of 2020, the team was surprised to receive a number of additional requests that required the development of 30+ Drive-to-5 maps throughout the year. By the end of the school year, there were 89 maps in the collection, and the team continues to receive requests for new ones every week or two.

In response to parent requests for a program targeting driver behaviours, the STP team developed the Community Road Model Program. The STP team consulted with a number of stakeholders including parents from the school, our funding partners, CAA, and the Ministry of Transportation to ensure that the program could be endorsed by all. That program was ready for a pilot test at four schools in the spring of 2021 but was postponed to the fall of 2021 due to school closures. The four schools include Chicopee Hills PS, Mary Johnston PS, Saginaw PS, and St. Teresa CES.

## Program Descriptions

The following programs work in various ways to address barriers to active travel:

**Active Transportation Celebration Events** – Celebrates students who use active travel and encourages their peers to find ways to experience the active commute, sometimes for the first time. Events occur throughout the year (October, February, April, and June) focusing on different aspects of the active school commute.

**BikeWalkRoll** – Allows schools to discover their modal split so they know how many children are walking, cycling, rolling (includes scootering and mobility devices), riding city transit, riding school buses, or being driven to school. This information is particularly useful in the action planning stage of school travel planning.

**CAA Standing Foot Patrol** – Trains student leaders to monitor school crossings by ensuring students cross roads near their school in a safe and responsible manner. Unlike Adult Crossing Guards, Patrollers do not stop or direct traffic. This program is provided by CAA through STSWR in partnership with Waterloo Region Police Services, and the cities of Cambridge, Kitchener and Waterloo.

**Community Road Model (Pilot stage)** - Asks all road users to pledge to obey traffic laws, use active transportation more often, and to be courteous road users. Students take the pledge in class and a take-home discussion primer helps students encourage their parents or guardians to take the pledge and place decals in vehicle windows.

**Cycling Into The Future** – Trains grade 5 and 6 students to be safe, confident cyclists. STSWR promotes this program with all schools and connects them with the organization as appropriate. Cycling Into The Future's trained instructors deliver the program over a number of sessions, both in the classroom and on the street.

**Drive-to-5** – Identifies safe and legal street parking a short distance away from the school to disperse congestion and leave school access points safer for children on foot. This program is a steppingstone towards active travel for hesitant parents.

**Kindergarten Outreach** – Introduces parents to the expectation that our smallest children can walk to the bus stop or to school, and helps parents teach their children about walking and road safety.

**Sidewalk Smarts** – Introduces grades 3 and 4 students to complex pedestrian skills. Students learn in-class and then practice skills curbside to get real life experience on familiar streets. Students take home a checklist that parents can use to gauge their child(ren)'s readiness to actively travel independently.

**Trailblazers** – Trains student walking experts who walk preferred routes to school wearing class II safety vests. This program provides greater visibility of active school commuters, provides a greater level of pedestrian skill knowledge on school routes, and helps to highlight preferred routes to other students.

**Walking School Bus** - An organized system of getting children to school on foot under the supervision of trained and screened adult volunteers.



## 2020-2021 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	Drive to 5 Map Distribution*		✓			
	Kindergarten Outreach	✓	✓			
	Walking School Bus	✓	✓			
	Active Transportation Celebration Events*	✓		✓	✓	
	Community Road Model Project†	✓	✓		✓	
Enforcement	CAA Standing Foot Patrol*	✓		✓	✓	
Engineering						
Evaluation	BikeWalkRoll*†	✓		✓		

\*Standard Operating Procedures (SOP's) outlining details, risks, and expected outcomes are available at:

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

† Paused due to Covid impacts.

Principal Jodie Schnarr joins a fleet of Trailblazers at St. Margaret of Scotland CES. Trailblazers wear reflective vests and walk preferred routes between home and school, increasing visibility for all.

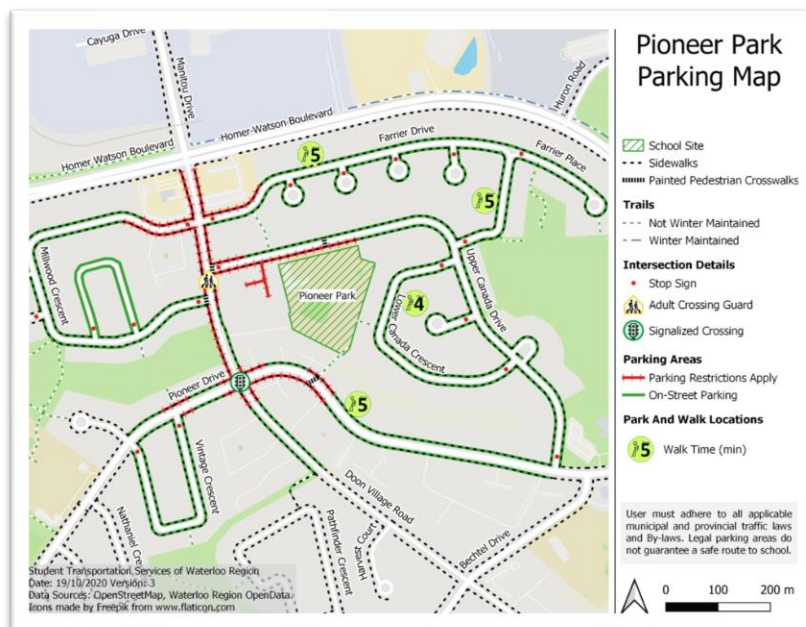


## New Developments



The Community Road Model pledge program asks all road users to:

1. Follow road rules
2. Use active transportation more
3. Be courteous to other road users



*Drive to 5 Maps encourage parents to plan alternate areas to pick up and drop off students, dispersing traffic to safer levels, increasing steps for children, and inspiring more to use active transportation for convenience.*

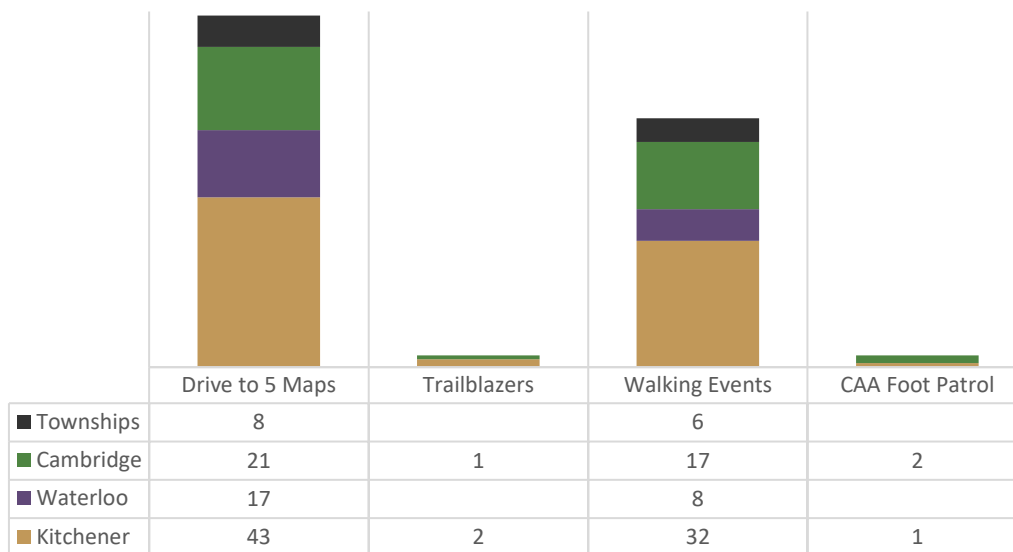
Learn more about all School Travel Planning programs at: [stswr.ca/walkzone/school-travel-planning/solutions](https://stswr.ca/walkzone/school-travel-planning/solutions)

## Program Participation

Despite school closures and fewer opportunities to run STP programs due to Covid-19 restrictions, 2020-21 saw solid participation from schools and students. School principals said they needed tools to help manage traffic (Drive to 5 maps), that they were glad to encourage active travel for the health of the students (Celebration Days), and they were pleased to offer some leadership opportunities to students (Trailblazers) in a year when there were few options to do so. The level of participation through the school year most impacted by Covid-19 closures is a testament to the permanent relevance of School Travel Planning's goals. The adaptability of STP programs and the relationships built with schools means we can shift quickly to serve the needs of our communities.

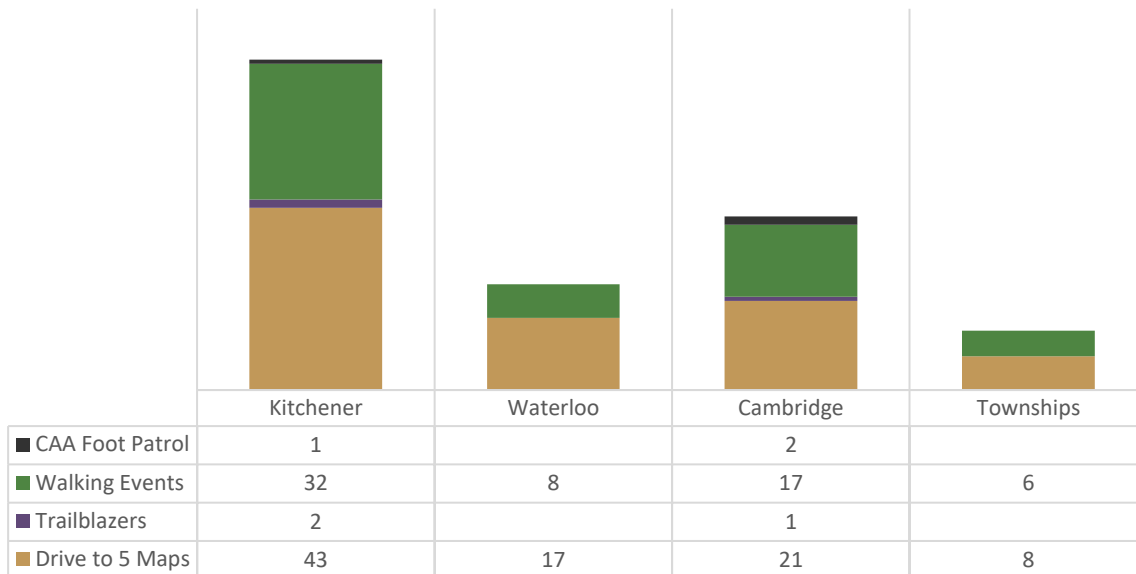
This snapshot of schools using programs in the 2020-21 school year reflects lower numbers in some programs due to Covid-19 constraints and school closures.

NUMBER OF SCHOOLS WITH SELECT PROGRAMS  
2020-2021

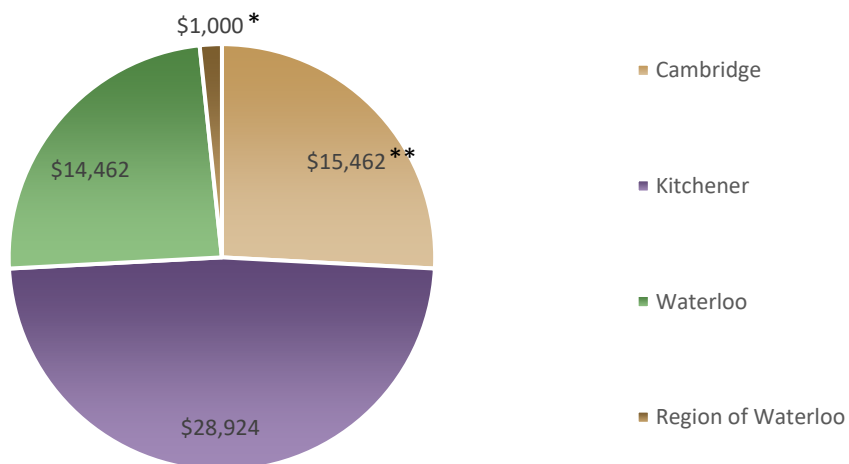


Data are collected by STP Facilitators working with schools, registration in various programs, and maps published at [www.stswr.ca/walkzone/maps](http://www.stswr.ca/walkzone/maps) at the end of the school year.

### DISPERSION OF PARTICIPATION BY MUNICIPALITY 2020-2021



### Municipal Funding Split

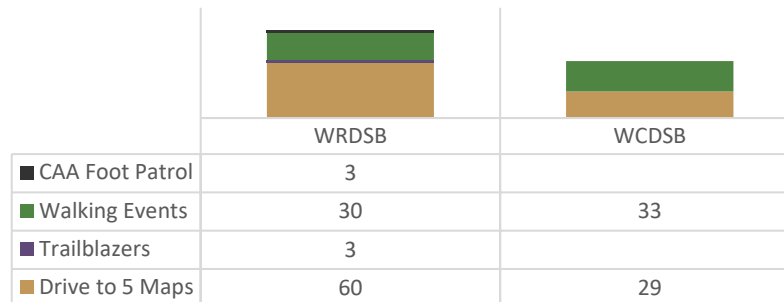


\* Region of Waterloo funding is a portion of their contribution to the OAST matching fund to support sustained School Travel Planning over two school years.

\*\*\$1000 of City of Cambridge funding is a portion of their contribution to the OAST matching fund for the Enhanced School Zones project taking place over two school years.

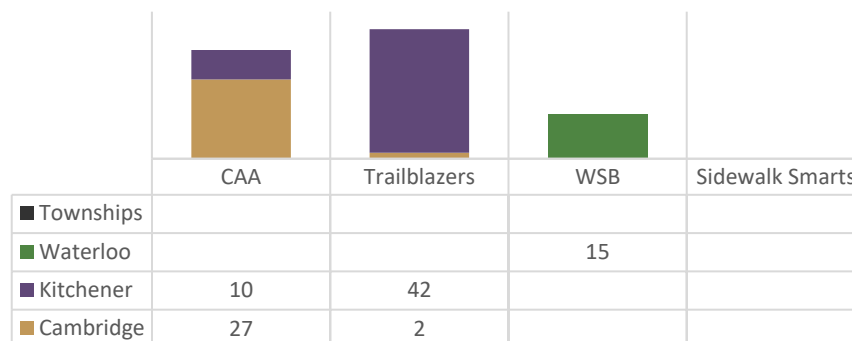
Dispersion between boards is not aligned with enrollment dispersion because event participation is markedly higher at WCDSB thanks to great efforts to promote Winter Walk Day. All other programs were higher at WRDSB; this disproportion will be explored when a survey can be distributed to schools, in the hopes that we can better meet WCDSB needs. Even without the survey, STP Facilitators are working to attract and retain more WCDSB schools.

DISPERSION OF PARTICIPATING SCHOOLS BY  
SCHOOL BOARD  
2020-2021



Student participation was down in all programs during the pandemic and Sidewalk Smarts was not offered at all due to restrictions on visitors to schools. Remarkably, some schools did implement Trailblazer programs and Walking School Buses at least for some portions of the school year.

NUMBER OF STUDENTS IN REGISTERED  
PROGRAMS  
2020-2021



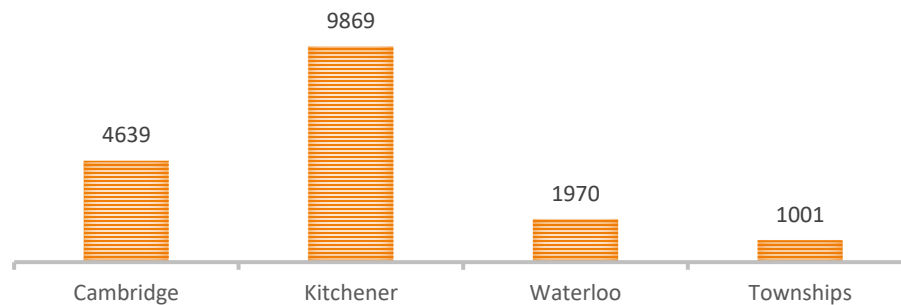
"Our Trailblazers started right up again every time we returned to school during the pandemic. They provided a constancy on the streets that lent families some sense of normalcy, and they were really leaders with the other students as they took up activities outside of the daily walk, too."

-T. Scott, Vice Principal, Chicopee Hills

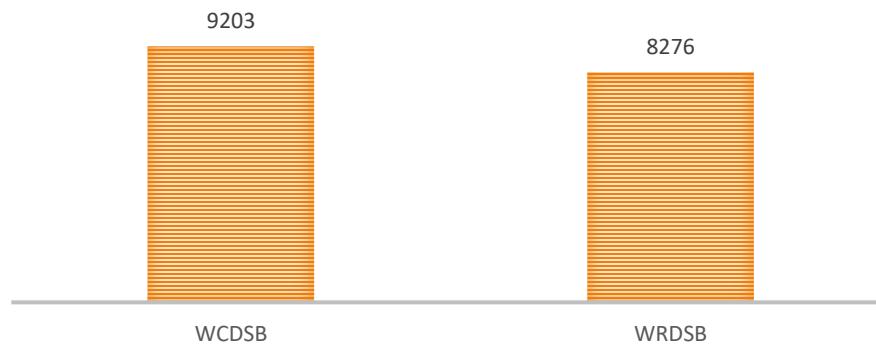


For a second year, Winter Walk Day was promoted by both WCDSB and WRDSB boards and supported by municipal leaders and staff. This resulted in messages reaching nearly 17,500 students who had just returned to class the week before the event. This stunning result is a clear indication that an enthusiastic, multi-stakeholder approach has tremendous impact on school communities.

WINTER WALK DAY STUDENT PARTICIPATION  
BY MUNICIPALITY  
2021



WINTER WALK DAY STUDENT PARTICIPATION  
BY SCHOOL BOARD  
2021



## 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 groups, community leaders, and students on school-level STP Committee. Together, these dedicated people 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 travel<sup>1</sup>” by lending power to communities to take action for themselves.

To succeed, STP requires:

- active support 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 requests for resources, and manages expectations or guides new solutions when some plans cannot be fulfilled.

A number of creative actions are suggested by committees across the region, and while we can’t capture them all here, the ones that have found solid success 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 some actions in the table. Actions without SOPs are more creative in nature or require further development before standard operating procedures can be written.

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 or Design Project	✓	✓			
	Radar Gun Project	✓	✓	✓		
	Walking Clinic*	✓				
	Road Safety Assembly*	✓				
Encouragement	Drive to 5*		✓			
	Staff or Student Carpool		✓	✓		
	Greening Tree	✓				

<sup>1</sup> Definition from Ontario Active School Travel website at <https://ontarioactiveschooltravel.ca/school-travel-planning/>. Extracted October 14, 2020.

Table 2: Services	Intervention	Target Audience			
	Kindergarten Coaching	✓	✓		
	Monthly Parent Communications*		✓		
	Weekly Announcements*	✓			
	Letters to Parents		✓		
	Community Road Model Program	✓	✓	✓	✓
	Sidewalk Paint/ Wayfinding*	✓	✓	✓	✓
	Walking Buddy system	✓	✓		
	Walking Wednesdays	✓			
	Winter Clearance Thank You*				✓
Enforcement	Anti-idling Campaign		✓		
	Administrator Parking Lot Supervision*		✓		
	Parking Attendants		✓		
	Parking Lot Blitz*		✓		
	Police or Bylaw Collaboration		✓		
Engineering	Add Storage Rack	✓		✓	
	Access Point Improvement (on school site)			✓	
	Neighbourhood Matching Grant				✓
	Request Infrastructure Review				✓
	Parking Signage		✓	✓	✓
	Temporary Tactical Urbanism Project		✓		✓
Evaluation	Family Survey*		✓		
	Traffic Observations	✓	✓		
	Request for Speed Monitor / Traffic Counter	✓			✓

For actions marked with “\*” within this table, SOP’s are available here:

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

At Janet Metcalfe PS, students worked with their own parents in accordance with pandemic requirements to conduct a speed study, recording speeds caught on sports-style radar guns. Parents collated data to be analyzed by students in the classroom.

This kind of project can help students recognize the need to exercise caution on and near the streets, and parents to see how the perception of speed is much different experienced curbside from what they experience behind the wheel.



## Schools Receiving Custom Services

During the 2020-21 school year, 49 elementary schools implemented action plan items from their school travel plans.

Four (4) new schools received at least an initial assessment and most of those started at least one action plan item by the end of the school year. Nineteen (19) schools were fully engaged in STP committee work, while many others completed a single action item such as participation in celebration events or sending active transportation messages to parents regularly.

All 49 schools received a certificate of participation in June 2021.

*Certificates were issued to schools to celebrate their accomplishments with School Travel Planning. Schools were scored based on their activities and designated as either Explorer, Bronze, Silver, Gold, or Champion to incentivize progress and showcase their ranking.*

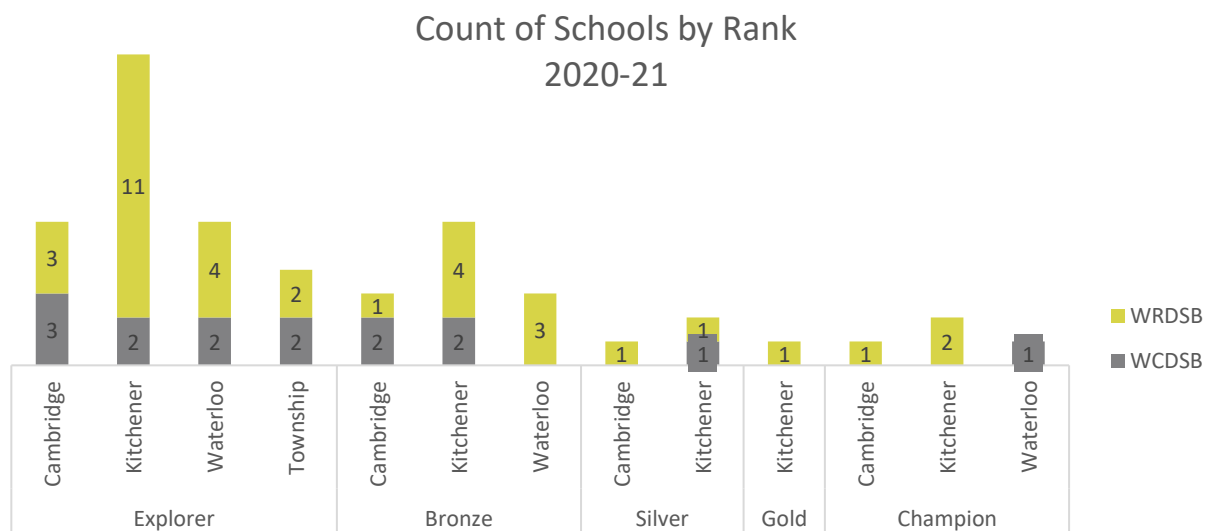


The certification program ranks participating schools by level of involvement determined by the breadth and number of action plan items they execute. Each item is worth points with consideration for the effort and impact of that item. Points lead schools to the various levels (**Explorer, Bronze, Silver, and Gold**) as they work through their action plans. Point data are collected by Facilitators working with each school.

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.

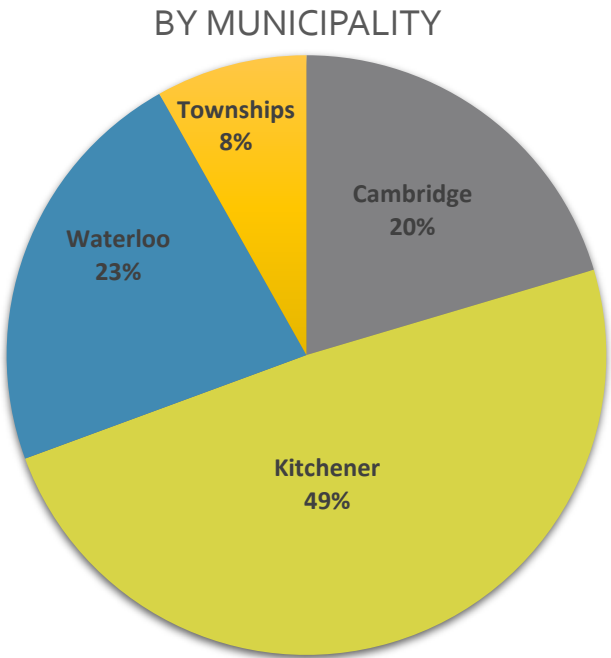
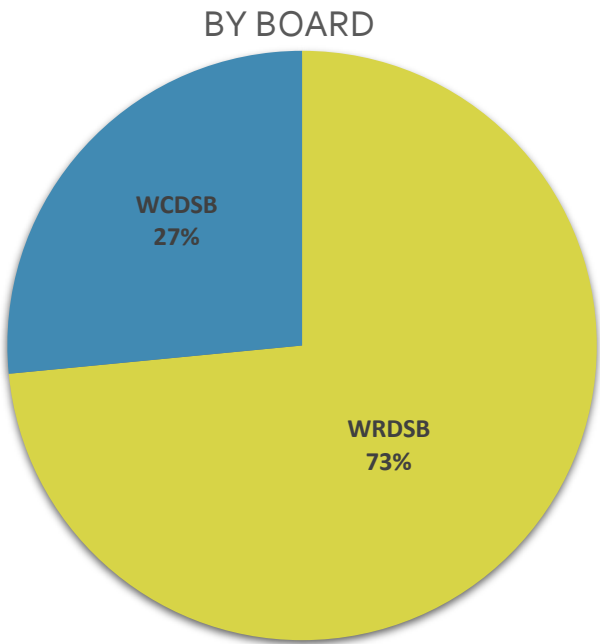
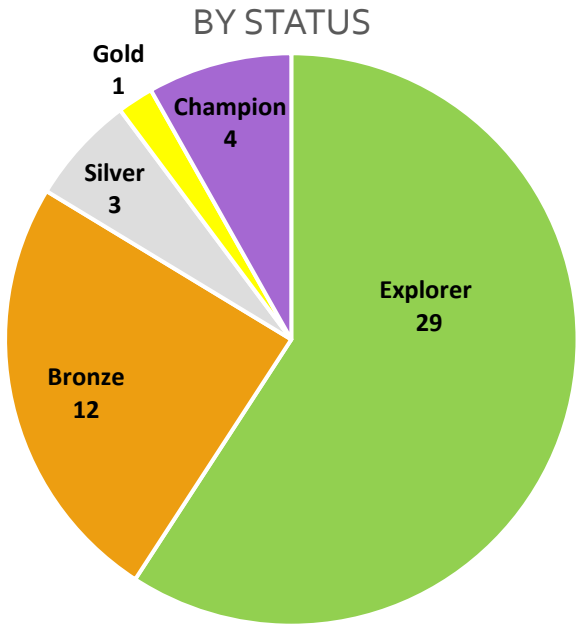
Once the action plan is achieved (typically after 2-3 years) a school may be considered a **Champion** school if they continue to participate in celebration, encouragement, and evaluation activities. No additional schools advanced to the Champion level during the 2020-21 school year, due to the many closures and the odd traffic patterns experienced by schools. The four Champion schools from 2019-2020 retain their Champion status and will be contacted this school year to identify whether further needs have emerged. Table 3 shows how all participating schools ranked at the end of the 2020-21 school year.

This ranking system also helps STP stakeholders quickly identify which schools within their jurisdiction are participating, and to what level. Schools continually improve their ranking throughout the year and final June rankings are awarded with certificates.





NUMBER OF SCHOOLS WITH CUSTOM SERVICES 2020-21



## School Rank and Status 2020-21

Table 3: Status	School	Municipality	Board
<b>Champion</b>	Saginaw	Cambridge	WRDSB
	Sandhills	Kitchener	WRDSB
	St. Matthew	Waterloo	WCDSB
	Wilson Avenue	Kitchener	WRDSB
<b>Gold</b>	Chicopee Hills	Kitchener	WRDSB
<b>Silver</b>	Avenue Road	Cambridge	WRDSB
	Janet Metcalfe	Kitchener	WRDSB
	St. Anne (K)	Kitchener	WCDSB
<b>Bronze</b>	Brigadoon	Kitchener	WRDSB
	Edna Staebler	Waterloo	WRDSB
	Elizabeth Ziegler	Waterloo	WRDSB
	Groh	Kitchener	WRDSB
	Holy Spirit	Cambridge	WCDSB
	Howard Robertson	Kitchener	WRDSB
	Mary Johnston	Waterloo	WRDSB
	Moffat Creek	Cambridge	WRDSB
	St. John	Kitchener	WCDSB
	St. John Paul II	Kitchener	WCDSB
	St. Peter	Cambridge	WCDSB
	Suddaby	Kitchener	WRDSB
<b>Explorer</b>	A.R Kaufman	Kitchener	WRDSB
	Blessed Sacrament	Kitchener	WCDSB
	Bridgeport	Kitchener	WRDSB
	Coronation	Cambridge	WRDSB
	Forest Hill	Kitchener	WRDSB
	Franklin	Kitchener	WRDSB
	Hespeler	Cambridge	WRDSB
	Hillcrest	Cambridge	WRDSB
	J.W. Gerth	Kitchener	WRDSB
	Jean Steckle	Kitchener	WRDSB
	John Mahood	Woolwich	WRDSB
	King Edward	Kitchener	WRDSB
	Lackner Woods	Kitchener	WRDSB
	Laurelwood	Waterloo	WRDSB
	MacGregor	Waterloo	WRDSB
	Millen Woods	Waterloo	WRDSB
	Our Lady of Fatima	Cambridge	WCDSB
	Our Lady of Lourdes	Waterloo	WCDSB
	Pioneer Park	Kitchener	WRDSB
	Riverside	Woolwich	WRDSB
	Shepphard	Kitchener	WRDSB
	Southridge	Kitchener	WRDSB
	St. Boniface	Woolwich	WCDSB
	St. Brigid	North Dumfries	WCDSB
	St. Daniel	Kitchener	WCDSB
	St. Margaret of Scotland	Cambridge	WCDSB
	St. Nicholas	Waterloo	WCDSB
	St. Vincent de Paul	Cambridge	WCDSB
	Vista Hills	Waterloo	WRDSB

## Accomplishments

2020-21 brought some tough challenges to STP, including working remotely, limited access to schools, a moratorium on data collection, and the departure of an STP Facilitator in February. Through it all, the team was able to continue to connect school communities with resources, support creative ideas from the school committees (like student speed studies) and to complete many of the goals set in the 2019-20 annual report.

The team secured \$106,500 worth of temporary funding for special projects through grants from Ontario Active School Travel and the Ministry of Transportation and a sponsorship from Miller Waste. These funds inspired and allowed the team to create the Community Road Model Program, produce a “Monday Morning Traffic” video, and to plan and implement the Enhanced School Zones pilot project with the City of Cambridge.

Thanks to our WRDSB partners, STP was also able to benefit from student internships to explore the idea of an equity map that would layer active transportation infrastructure over layers indicating tree inventory, library, parks and greenspace, average household income, rivers, vehicle and pedestrian crashes, immigrant population, Indigenous-identity population, community centres, crossing guard locations and anything else that might indicate equity-deserving communities. While this project remains in its infancy, the STP team is hopeful that one day, such a map can inform STP work so that equity-deserving communities receive support as appropriate.



*STSWR worked with CycleWR, Cycling Into The Future, and the Bike Mayor of Waterloo to promote the “Discover Your Superpower” campaign encouraging families to use active school transportation upon school opening in 2020 and again in the spring of 2021.*

*In Cambridge, four (4) school zones were enhanced with various treatments to increase visibility and awareness. The STP team applied for grant funding to cover infrastructure costs, developed the project with municipal staff, and planned a coterminous launch event with schools that they named “Looking Out for Each Other.”*



## 2019-20 Goals and Achievements

Table 4 below shows the outcome of goals outlined in the 2019-20 annual report plus some unexpected additional projects.

<b>Table 4: Goals and Achievements</b>	<b>Outcome</b>	<b>Notes</b>
<b>Graduate more schools to next level of certification.</b>	Schools did not advance as hoped. Four new schools initiated STP.	School closures and Covid limits meant fewer action plan items could be implemented.
<b>Give parents resources to coach their children.</b>	Trailblazer training online Parent resource toolbox online	School closures lent some time to focus on building tools. Resources did not allow for development of online games or apps.
<b>Leverage Covid-19 interest in active transportation.</b>	Discover your Superpower campaign and cycling workshop. Relaunch of route-finding project in spring.	Workshop was small (due to Covid requirements) but successful. Minimal uptake on route-finding.
<b>Roll out a large-scale Drive-to-5 program.</b>	89 Drive to 5 maps created overall.	Strong demand for these maps. Schools are finding new ways to promote them.
<b>Share certification program to inspire and guide schools to implement action plans. Build online interface.</b>	Certificates delivered to all schools. No online interface yet.	Schools are using status to motivate school council to support STP.
<b>Evaluate Walking School Bus program and potentially transition Canadian Cancer Society tools into STSWR stewardship.</b>	Tools will remain on CCS website. STSWR will support training, conduct university student recruitment, and issue traffic vests for any interested parent groups.	WSBs require heavy support from volunteers. Recruitment is biggest hurdle. They may be better used as temporary instructional tools.
<b>+ Conduct speed radar studies with students</b>	Two schools ran speed studies using family teams to collect data.	Parent idea. The resulting data sets were analyzed by students who used the data to make requests to municipalities for further studies and improvements.
<b>+ Enhanced School Zones pilot in Cambridge</b>	Improved visibility of 4 school zones in Cambridge. Co-terminus schools planned “Looking Out for Each Other” events together.	Ontario Active School Travel Grant.
<b>+ Plan and produce drone video project</b>	“Monday Morning Traffic” video to be released in fall, 2021.	Parent idea. Ministry of Transportation Road Safety Challenge Grant.
<b>+ Develop Community Road Model program</b>	Pilot in four schools – delayed until fall, 2021.	Soft launch. Data collection will inform expansion.
<b>+ Prompt equity map project</b>	Student project.	Incomplete; but learnings indicated a path forward by working with partnering organizations.

## Other Support Activities

In 2020-21, the STP team provided the following support to funding partners and active school transportation interest groups.

### Consultations

Organization	Topic
<b>WRDSB, WCDSB</b>	CMC Bus Decision Appeals
<b>WCDSB</b>	St. Boniface Relocation to Breslau
<b>WRDSB and WCDSB</b>	Drop-off Improvement Projects
<b>City of Mississauga</b>	STP Recruitment
<b>MPP Stephen Blais (Orléans, ON)</b>	Parent Perspective on Road Safety
<b>Wilfrid Laurier University</b>	Air Quality Near Schools Research
<b>Climate Action Waterloo Region</b>	Active Transportation
<b>Children's Safety Village</b>	Children's Road Safety Programs
<b>City of Kitchener</b>	40 km/h Speed Limit Review
<b>STP Toronto, Winnipeg</b>	STP Action Item Prioritization
<b>Canadian Cancer Society</b>	Walking School Bus Transition
<b>Simcoe Muskoka Catholic District School Board</b>	School Site Best Practices

### Plan Examination (a sample)

Partner Organization	Project
<b>City of Cambridge, WRDSB, WCDSB</b>	Cambridge Joint Use Campus
<b>City of Cambridge</b>	Myers Road Reconstruction
<b>City of Cambridge</b>	Dunbar Road Multi-Use Trail Project
<b>City of Kitchener, Region of Waterloo</b>	Lancaster Subdivision
<b>City of Kitchener</b>	Huron Road Apartment
<b>WRDSB</b>	WCI Bus Loop Construction
<b>Region of Waterloo, City of Cambridge, WCDSB</b>	Avenue Road Reconstruction

### Committees


Organizations Represented	Committee Title
<b>All funding agencies</b>	STP Steering Committee
<b>Ontario Active School Travel</b>	OAST Council - Chair
<b>Region of Waterloo, Cycling Into The Future, Block Parent, Walking School Bus Waterloo Region</b>	Road Safety Group
<b>Area Municipalities, Universities, and Road Safety Authorities</b>	Inter Municipal Partnership for Active Transportation (IMPACT)
<b>City of Kitchener</b>	Vision Zero Planning Committee
<b>Ontario Association of School Board Officials</b>	Active Transportation Leading Practices
<b>Active School Travel Canada</b>	Stakeholder Committee
<b>Western University, OAST</b>	Supportive Policy for Active School Travel Working Group




## Presentations

Organizing Agency	Topic
<b>Ontario Traffic Council School Zone Symposium</b>	Drive to 5
<b>Ontario Association of School Board Officials</b>	Tactical Urbanism in School Parking Lots
<b>Ontario Association of School Board Officials Planning Committee</b>	Expert Panel Session on School Zone Design
<b>Waterloo Advisory Committee on Active Transportation</b>	School Travel Planning
<b>WRDSB, WCDSB Education Development Charge Meeting</b>	Annual Report
<b>Ontario Traffic Council Parking Symposium</b>	Drive to 5


## Expert Panelist Introductions




**Isooda Niroomand**  
School Travel Planner  
Green Communities Canada




**Maureen O'Shaughnessy**  
Managing Partner  
CS&P Architects



**Leslie Maxwell**  
School Travel Planning Supervisor  
Student Transportation Services  
Waterloo Region



**Roger Browne**  
Director of Traffic Management  
City of Toronto



**OASBO**  
Ontario Association of  
School Board Officials

# Financials

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Waterloo region is a leader in active school travel because municipalities and school boards fund and support STP programming. Working together amplifies the contributions of each individual organization, making it possible to offer a wide array of tools and resources to address school traffic and inspire more active transportation by young community members.

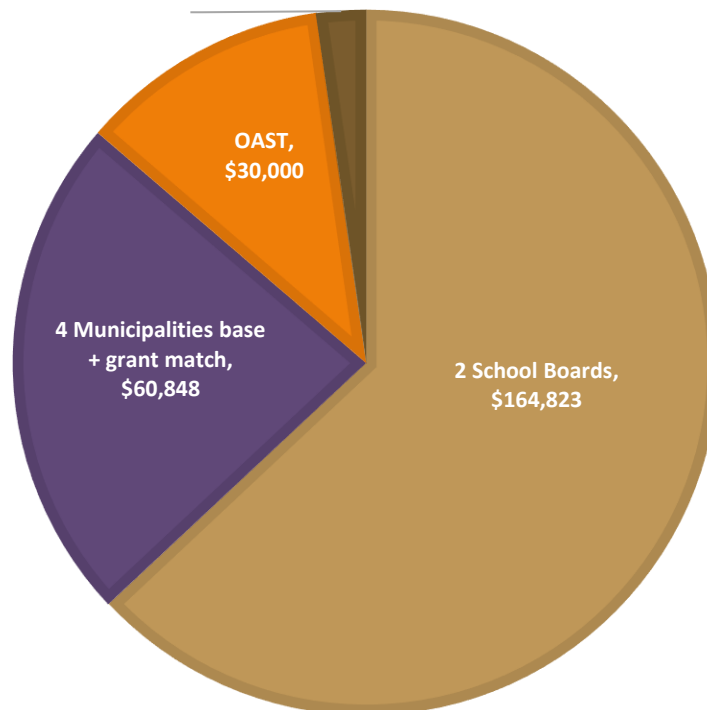
Our model allows for a collective and coordinated approach to AST barriers that focuses on solution building to shift mode choices for healthier, safer, and more active communities.

## Funding

Funding for the 2020-21 school year includes 63% from school boards, 23% from 4 municipalities, 12% from Green Communities Canada's Ontario Active School Travel (OAST) Fund and .02% from local grants and sponsorships. The funding continues to support the employment of two (2) STP Facilitators in 10-month positions and one (1) STP Supervisor in a 12-month position to provide custom school services and to support program development and delivery. Total program budget was \$261,540.

### STP FUNDING 2020-21

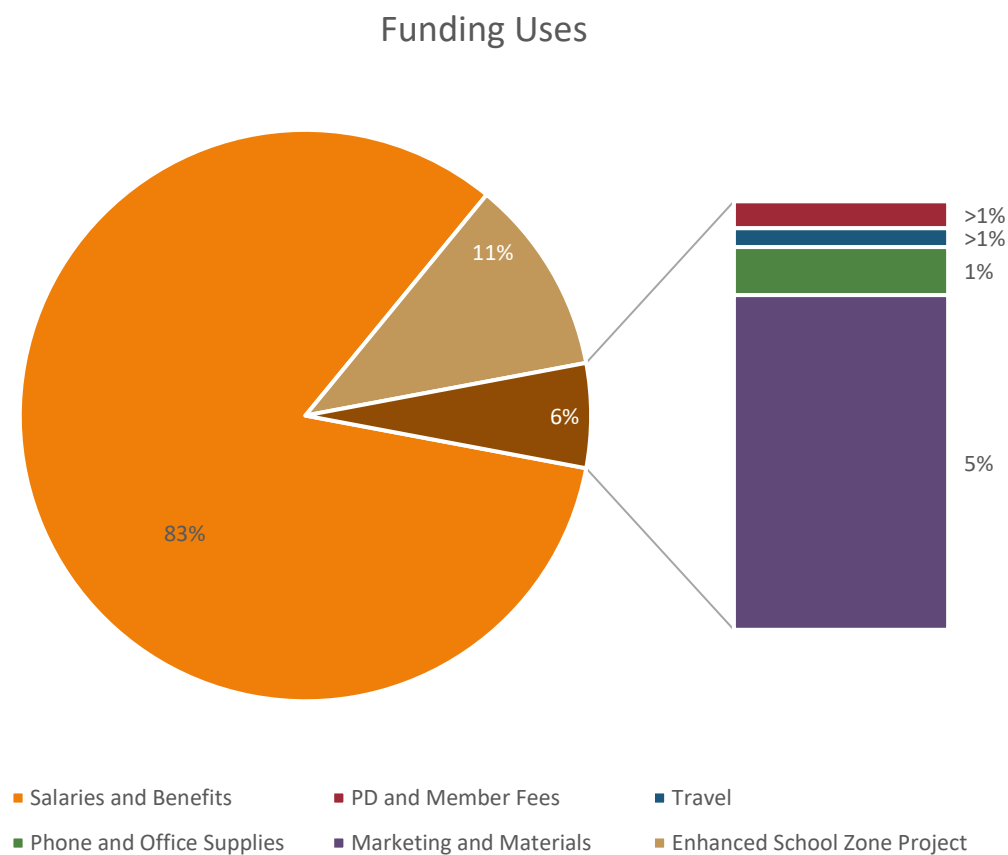
Local Grants, \$5,869



## Uses

The bulk of funding is used on personnel to provide the custom school service required to engage communities and motivate behavioural shifts, and to create and implement data studies, educational programs, and encouraging board-wide events. This year, 11% of the budget (OAST funding) was directed to the Enhanced School Zone project prepared and installed in advance of school opening.

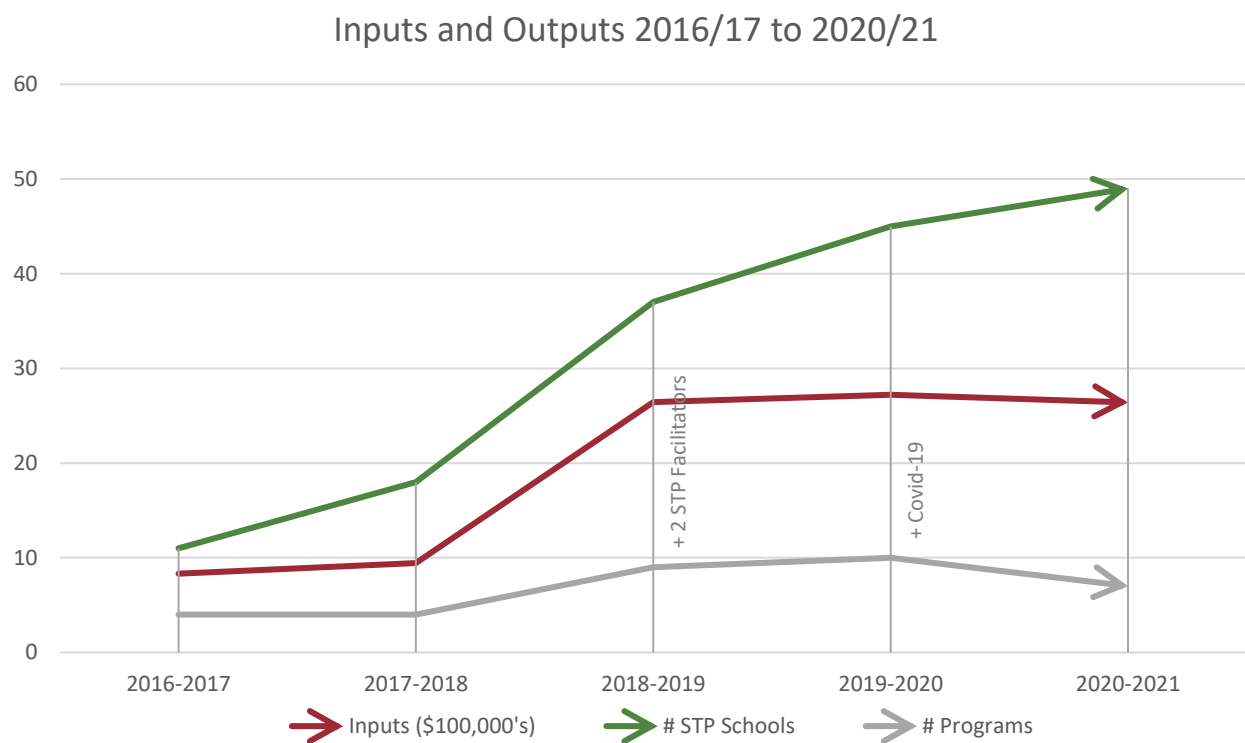
Much of the remaining budget was used for marketing school walking events and creating materials for the Community Road Model Program.



## Trajectory

School Travel Planning strives to assess and implement action plans with all 150 Waterloo region elementary schools by 2027. By August 2021, STP assessments and some level of action planning had been started at 49 schools. STP continues to support all 49 STP schools after their early STP work is complete, offering consultations, programs, and special attention as needed.

Thanks to additional funding from the school boards, two Facilitators originally hired with grant money were retained through the pandemic, which has allowed consistent support to schools despite the enormous strains on their resources. This year, the STP team provided services for all schools requesting them and were able to focus on longer-term action plan items from previous years.



*This graph illustrates how funding compares to the number of schools and programs supported, and how those outputs have grown over time.*

## Risk Factors

Table 5 outlines a number of risks that impacted STP work in Waterloo Region in 2020-21, 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.

Table 5: Risks	Controls	2020-21 actions
<b>In-school capacity weakens</b>	<ul style="list-style-type: none"> <li>• Gain school council buy-in for depth of support</li> <li>• Build program delivery models that include alternatives</li> <li>• Endorse or build in-school programs that support teachers' core work</li> <li>• Engage teachers who are passionate about active travel</li> </ul>	<ul style="list-style-type: none"> <li>• Train Trailblazers online</li> <li>• Promote Sidewalk Smarts' passport tool instead of full program</li> <li>• Cease in-class hands' up surveys due to moratorium on in-school research</li> <li>• Expand traffic behaviour data collection</li> <li>• Introduce speed study data projects</li> </ul>
<b>Partner funding capacity compromised</b>	<ul style="list-style-type: none"> <li>• Robust reports to build case for support</li> <li>• Maximize grant and sponsorship options</li> <li>• Expand funding partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Publish first annual report</li> <li>• Use reporting tools</li> <li>• Road Safety Grant awards \$6500 for video project (split between 2 years)</li> <li>• OAST awards \$90,000 for STP and Enhanced School Zone project (split between 2 years)</li> <li>• Miller Waste sponsors Community Road Model Program for \$10,000</li> <li>• Region of Waterloo matches portion of OAST grant \$3000</li> <li>• Boards of Education expand contributions</li> </ul>
<b>School closures</b>	<ul style="list-style-type: none"> <li>• Flexible programming and services</li> <li>• Committee relationships to sustain work through lockdown</li> <li>• Local partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and execute WWD through strong school connections, shift timing, use foam hands for distanced "high fives"</li> <li>• Re launch Discover Your Superpower campaign in spring to help families practice find AST routes while home</li> </ul>
<b>Changes to traffic patterns</b>	<ul style="list-style-type: none"> <li>• Assessment process</li> <li>• Work with school board Planning departments to prepare for accommodation and school program changes</li> <li>• Create Drive to 5 Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Created 30+ Drive-to-5 maps</li> <li>• Parking assessments/walkabouts at schools</li> <li>• Community Road Model Program pilot</li> </ul>
<b>Facilitator turnover</b>	<ul style="list-style-type: none"> <li>• Transparency with Facilitators in quest for permanent funding</li> <li>• 44-week job structure</li> <li>• New contract in place as early as possible</li> </ul>	<ul style="list-style-type: none"> <li>• New hire May 2021 with minimal disruption</li> <li>• Second posting September 2021</li> <li>• Conduct exit interviews to identify reason for departure and controls for future</li> </ul>

# Results

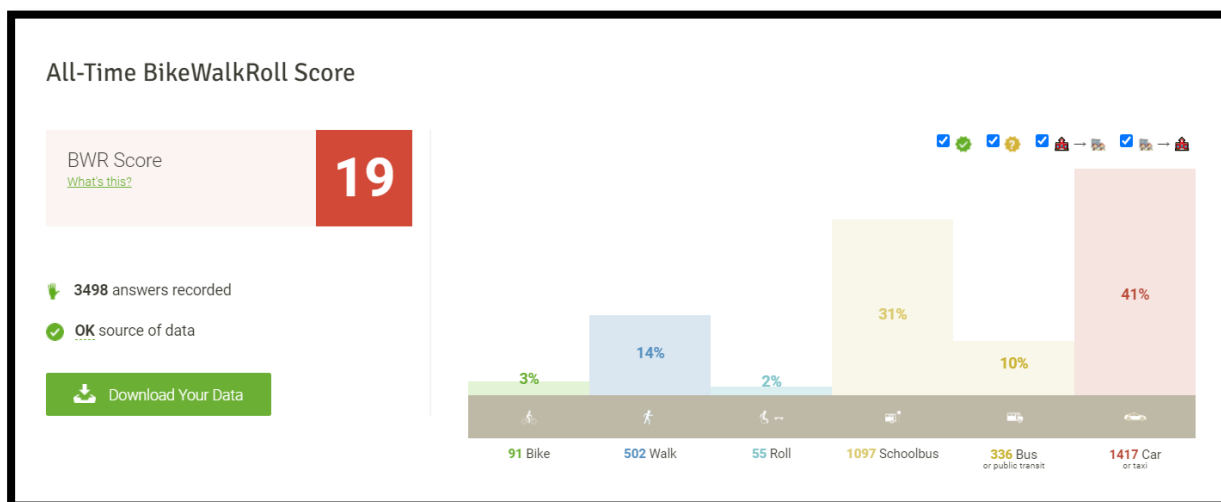
## Mode Split

The STP team strives to collect data early in the STP process using a free software application called [BikeWalkRoll](#) to provide a snapshot of the modal split. In addition to providing information for action plan items, 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, students are asked in class how they got to school and how they will get home; and the data collector records aggregate numbers in the application. Schools and parents can see the survey data in real time on the app; and the School Travel Planning committee can use the data to inform action plan choices. This data is especially useful when planning traffic calming measures near schools.

This data could not be collected at all during the 2020-21 school year due to a moratorium on research in schools, so there is no current data to share.

It must also be noted that when data collection is possible, it is best used at individual school levels only and not as full school board measure because it is collected at different times of year and with different levels of participation at each school.



*The BikeWalkRoll app displays instant feedback illustrating the modal split of participating classrooms.*



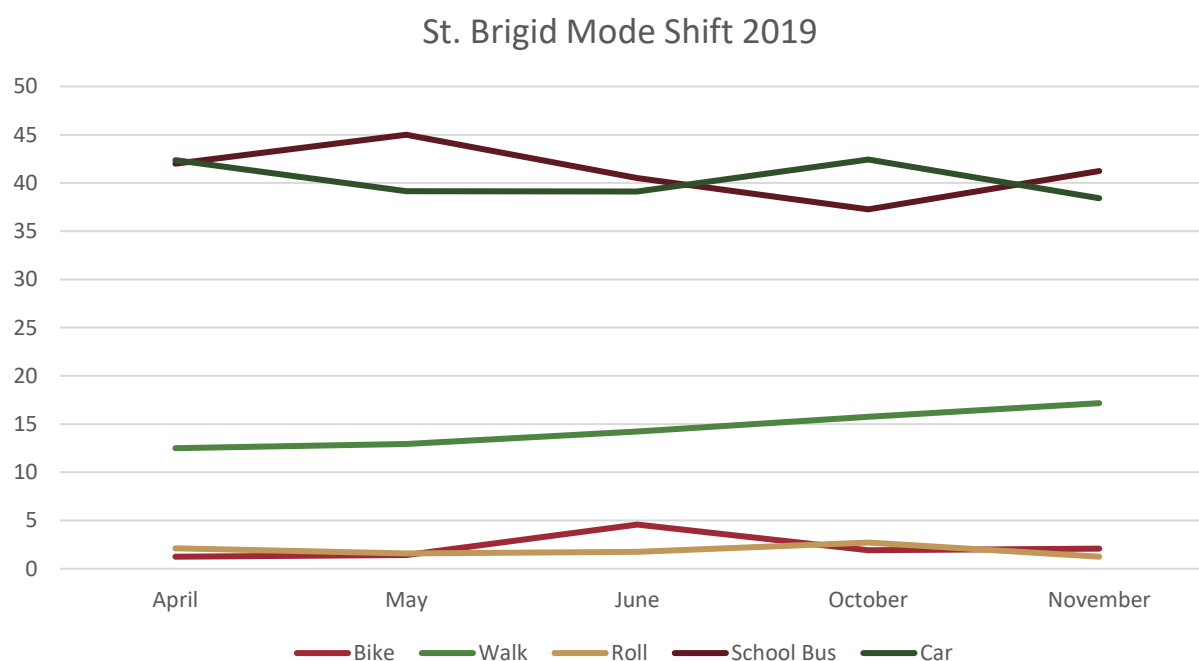
## Mode Shift

Though schools have not been able to collect data over the past year and a half, it is important to understand what kind of impact STP interventions can have on a school-by-school level to the expanded audience reading this report. Therefore, the St. Brigid CES case study is being included for the second year in a row.

St. Brigid collected data in April 2019 as they started interventions and again six (6) months later in November 2019.

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, and thanks to interventions that addressed many of the 5 E's, more than 17% of students were walking. Through STP, they nurtured a new 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 of total population 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.*

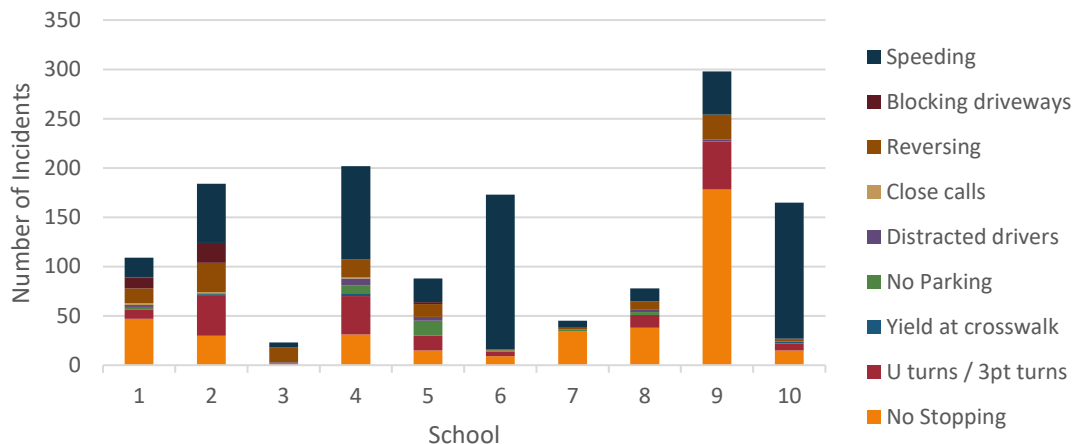
## Driver Behaviour

Since 2018, the STP team has collected data on driving behaviours in select school zones. Each year, ten (10) schools are observed to count specific behaviours that, while not always illegal, have been consistently identified by stakeholders as dangerous near large groups of children. These behaviours create an unwelcoming and sometimes unsafe space for child pedestrians.

Three STP Facilitators record the behaviours that occur in one third of the school zone each. In 2020, the nature of traffic in school zones was heavily impacted by online learning that resulted in far fewer parent vehicles dropping off and picking up children. In addition, 2020 marked the first time that Facilitators used speed guns to substantiate suspected speeding, resulting in more recordable speeding incidents (observers were instructed to record all incidents of +5kph over the speed limit).

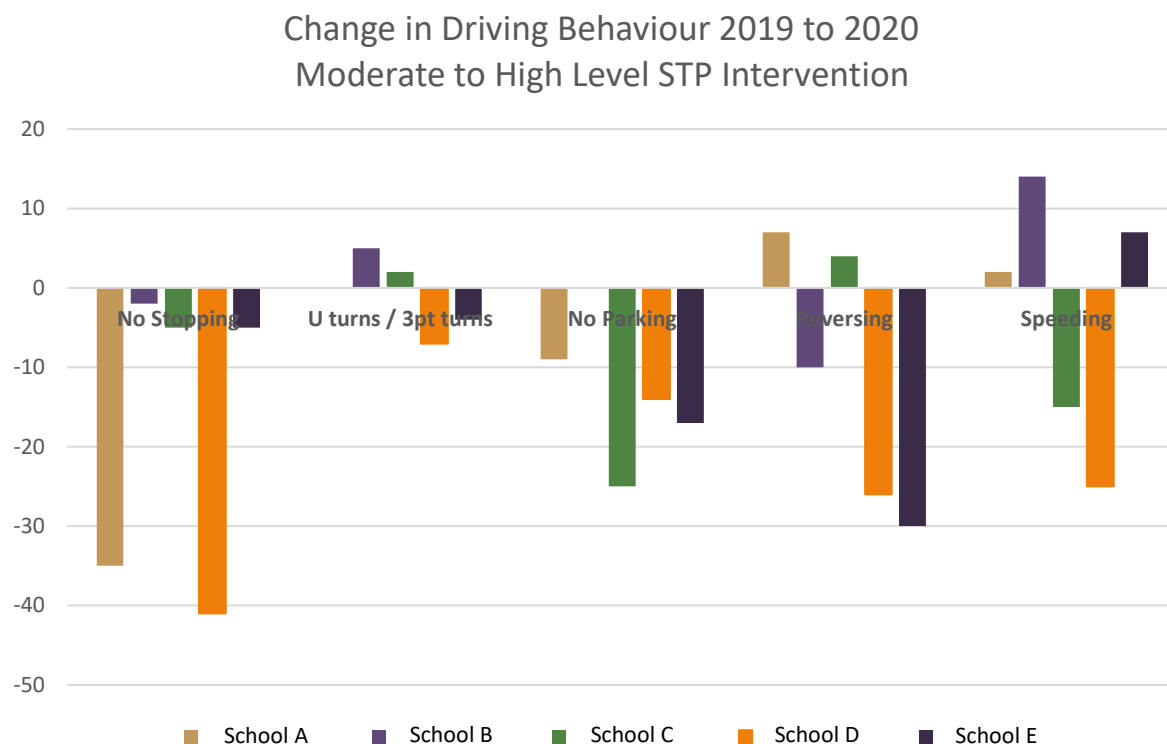
The data confirms that a significant number of these behaviours occur in almost every school, covering a variety of school contexts that include different road design characteristics, varying sizes of enrolments, and morning bell times both before and after typical work hours commence.

Driving Behaviours in School Zones  
2020



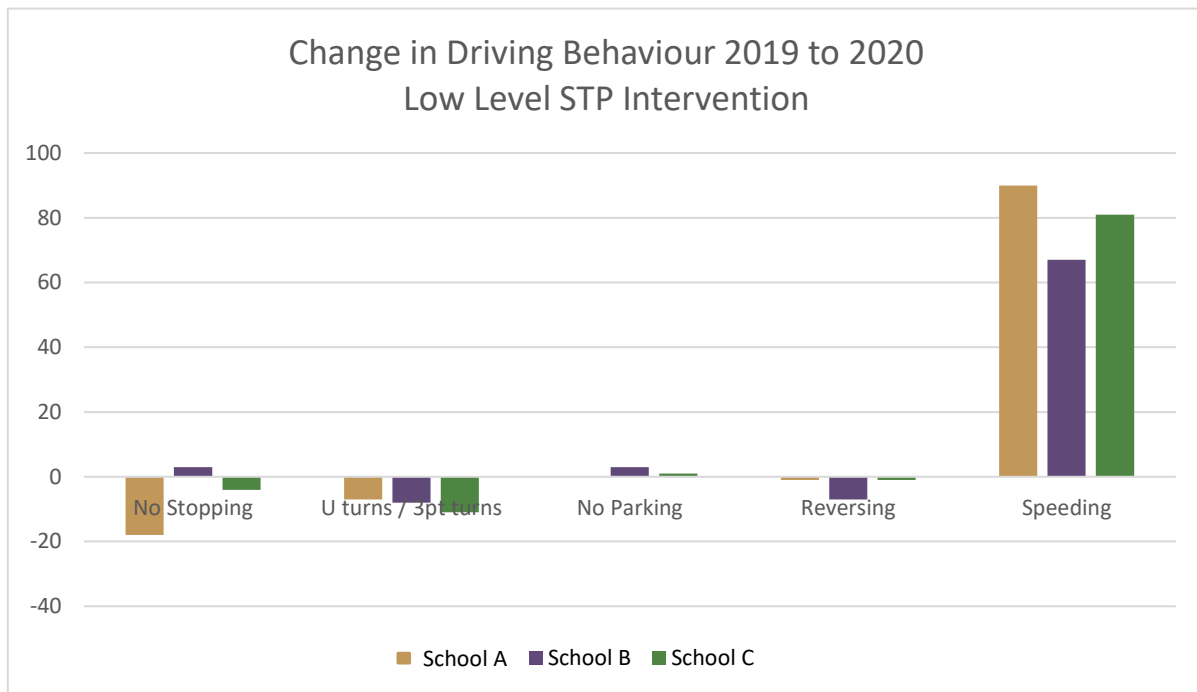
In 2020, seven (7) of the schools observed were repeated from 2019. Five (5) of those repeat schools were engaged in moderate to heavy STP interventions during the 2020-21 school year (from multiple “E’s”, and two (2) had only light engagement (e.g. joined Winter Walk Day). Though this sample is not large enough to draw full conclusions, for the second year in a row, the results were noticeably different between the two groups.

The engaged schools saw a marked decrease in many of the behaviours. These numbers could be influenced by factors other than STP but those same factors would have impacted all our schools so we would expect to see similar outcomes at schools that engaged in few STP interventions.



Surprising, though, was the fact that the schools less engaged with STP did not see the same results. These schools showed far less significant change in most areas, and a marked increase in speeding counts.





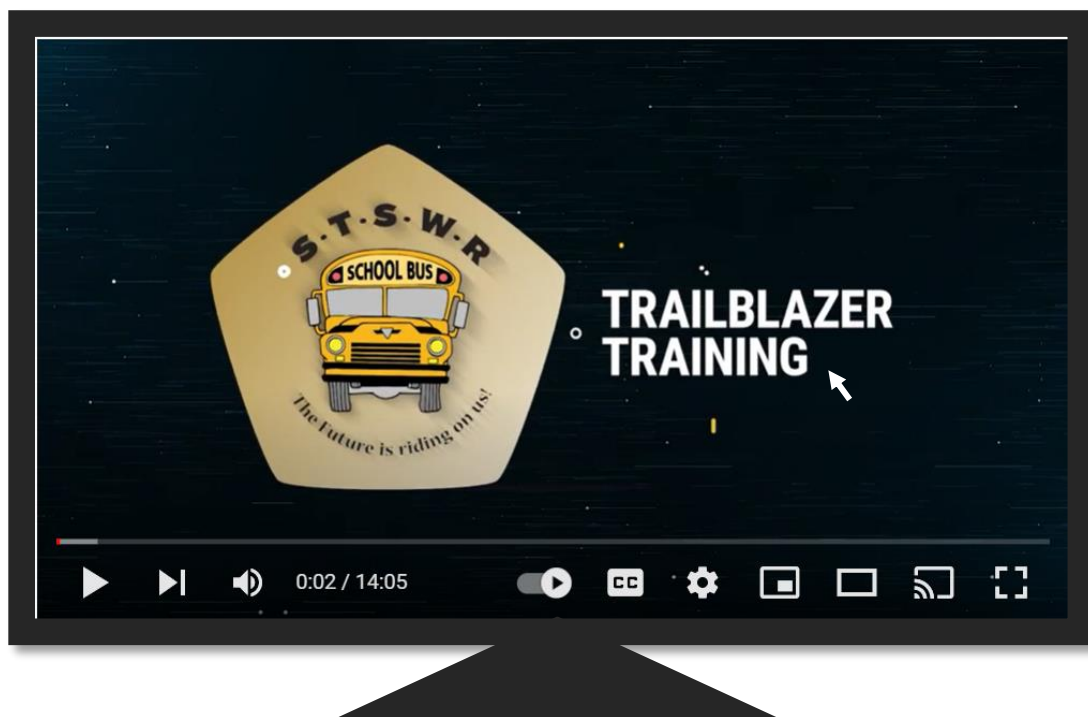
## Parent Involvement

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.

- **60** parents engaged in regular School Travel Planning Committee meetings or projects
- **8** Walking School Bus leaders
- **11,259** milestone magnets sent to parents of JK and SK students

Online engagement grew during the 2020-21 school year as we offered more online tools to accommodate Covid-19 restrictions.

- **3,166** users accessing Walk Zone webpage (increase of 839 over previous year)
- **898** users accessing Drive to 5 Maps
- **785** users accessing Trailblazer page



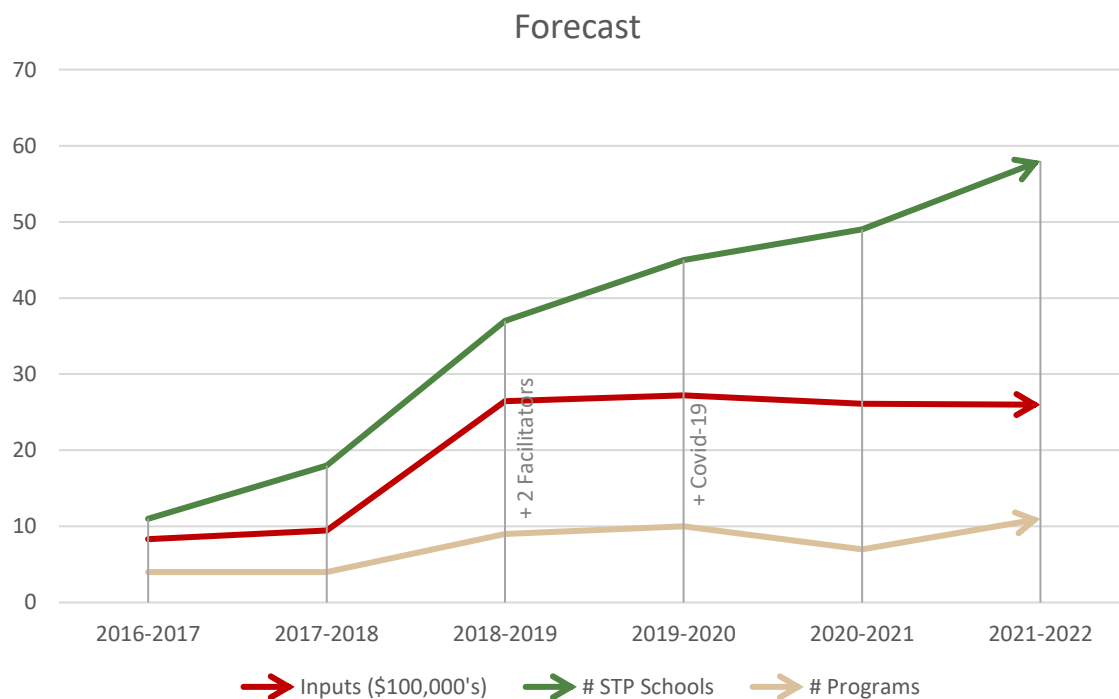
See our Trailblazer training package at [www.stswr.ca/walkzone/programs/trailblazers](http://www.stswr.ca/walkzone/programs/trailblazers).



# Future Development

## 2021-22 Goals

1. Respond to demand for engagement with schools when it is requested.
2. Motivate STP schools beyond the Explorer level and graduate more schools to the Champion level.
3. Organize and promote online resources to parents.
4. Provide additional schools with Drive-to-5 maps, including high schools.
5. Involve students in more projects.
6. Advance Equity Map development.
7. Develop a public interface for the certification program.
8. Inspire and guide schools to implement a balanced mix of action plan items comprising the 5 E's to address their unique mix of AST barriers for a greater outcome.
9. Secure additional partner funding to ensure program sustainability and to reduce dependency on grant funding.



## Beyond 2022

Long-term delivery of effective School Travel Planning is dependent on:

1. A permanent STP team.
2. Moving participating schools from Explorer towards Champion status.
3. Supporting schools that are highest in need of safety interventions.
4. Enhancing 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. Scaling 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. Developing and celebrating AST champions in every school.
7. Developing 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. Tracking progress with better data collection practices and tools.
9. Expanding support activities like plan reviews, consultations, presentations, delegations, and committee membership.





A young girl with a joyful expression is the central focus, wearing a vibrant blue and purple patterned winter jacket and a pink and white helmet. She is holding the handlebars of a pink bicycle, which features a pink and white checkered basket. In the background, another child in a dark patterned jacket and pink helmet is visible, along with a blurred street scene and a car.

## Conclusion

Waterloo region STP achieved results that made a real difference in children's lives during the 2020-21 school year.

The team supported new schools, engaged parents, advanced action plans, created new tools, and planned special projects. They also earned grants and sponsorships that will allow them to execute project plans in the upcoming year.

Taking into consideration the uncertainty of Covid-19 circumstances, the STP team was able to achieve ambitious goals and is poised to do even more in the next school year.

## Appendix A: Stakeholder Remarks

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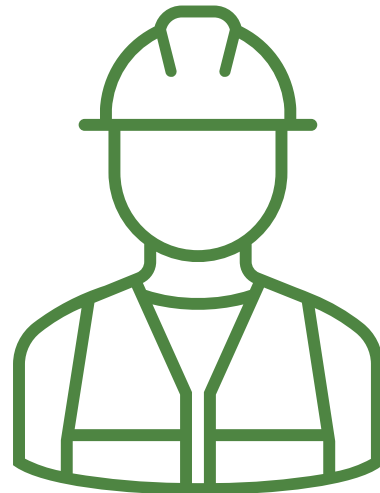


"Kids gain so much independence if they feel safe going through a city. It's not just about getting them safely to school with a crossing guard, it's about making the infrastructure safe for them to actually use the city."

- Katharina Broschek, Parent

"I am an engineer, and my colleagues are engineers or planners; so we know how to do many things, like how to build streets. But we may not necessarily understand what the needs of the children and the school boards are. And that's where STP comes in, because they better understand those needs and they can communicate with us and we can work together to understand how the Region can modify their programs."

- Kornel Mucsi, Manager, Transportation Planning, Region of Waterloo



"STP has really helped us work in more schools. They've been an advocate for us, and they've...really said that this is an excellent program as cycling education is important for kids, especially in the age where they may be starting to cycle to school on their own or with their friends. So it's really vital to their success when navigating their neighbourhoods and their way to school independently."

- Ashley Cullen, Program Director, Cycling Into The Future

## Appendix B: Structure

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### *Steering Committee*

In 2020-21, STP in Waterloo Region was guided by a steering committee comprised of representatives from six (6) funding agencies in addition to its supervising organization, STSWR. These (total) seven (7) agencies met monthly in the spirit of building cooperative solutions towards greater safety and more uptake of AST.



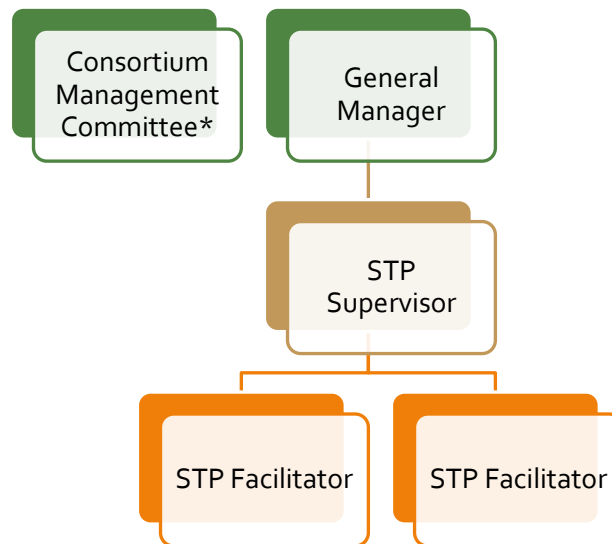


## Operational Team

STSWR provides a home for STP in Waterloo region, with oversight by the STSWR General Manager. The 2021-21 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*

## Appendix C: Method and School Prioritization

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### *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.<sup>2</sup>”

#### **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 non-infrastructure 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.<sup>3</sup>”
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

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

<sup>3</sup> 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.

## *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*

Every newly built school would be offered STP prior to opening in order to establish walking culture as immediately as possible. Since 2016, four (4) new schools have been built and have benefitted from STP initiatives and support through their openings. All four continue to participate in active transportation celebration days, and three (3) 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

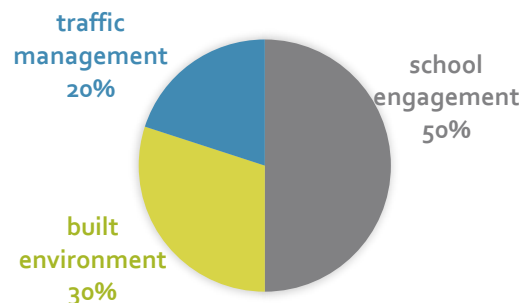
#### **built environment**

- 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**



### *Expanded Capacity 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, eliminating the need for prioritization. No school has been turned away since September 2018.

## Appendix D: Example Standard Operating Procedure

### *Initial Assessment*

### Standard Operating Procedure



Student Transportation Services of Waterloo Region  
School Travel Planning  
[www.stswr.ca/walkzone](http://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](https://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