The Canadian STP Toolkit:

Guide for Regional Stakeholders

Spring 2018

Green Communities CANADA

School Travel Planning

for regional stakeholders to establish and implement an STP program

School Travel Planning

“The Canadian STP Toolkit: Guide for Regional Stakeholders”

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This is the first edition of this guide, although much of its contents were included in past editions of the Canadian STP Toolkit. Production of the original edition of the Canadian STP Toolkit was made possible through financial contributions from Health Canada (through the Canadian Partnership Against Cancer) and from the Public Health Agency of Canada. This guide was created thanks to funding from the Government of Ontario.

The views expressed herein represent the views of Green Communities Canada and do not necessarily represent the views of the project funders.

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Section 1:

Introduction

School Travel Planning

In this section:

- STP Process & Toolkit at-a-Glance
- How to Use This Guide
- School Travel Planning Goals
- Benefits of Active School Travel
- Keys to STP Success
- Stakeholder Involvement

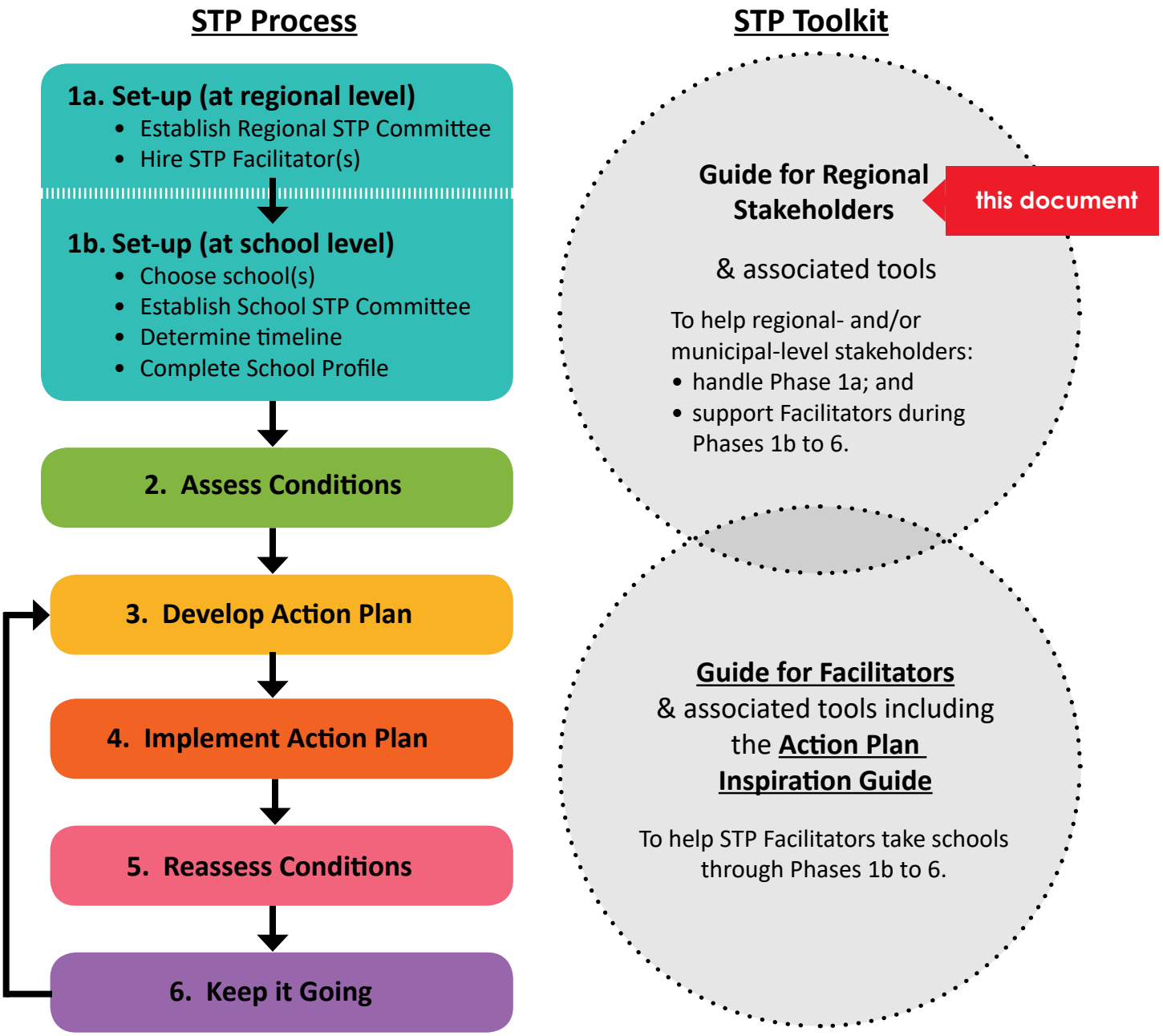
STP Process & Toolkit at-a-Glance

School Travel Planning (STP) is a community-based approach for increasing rates of active school travel. Through the STP process, stakeholders at the school and regional levels work together to create and implement action plans that use all five Es (education, encouragement, engineering, enforcement, and evaluation) to:

- address travel-related issues at schools; and
- encourage students in the 'walk zone' to walk or wheel for the school journey (and encourage students in the 'bus zone' to ride the school bus).

The recommended STP model and tools are the result of successes and lessons learned during STP projects in Canada since 2006. See Appendix 1 for a list of these past projects.

The STP model is comprehensive yet flexible enough to work well in a variety of community settings—inner city, inner and outer suburbs, and rural. It has been used with success at schools across Canada.



How to Use This Guide

Who should use this guide & when

The *Canadian STP Toolkit: Guide for Regional Stakeholders* has been prepared to help regional and/or municipal level stakeholders establish a School Travel Planning program in their region, and then provide support to STP Facilitators who work directly with schools in that region.

A separate guide and tools are available to provide step-by-step instructions for STP Facilitators as they take schools through the STP process. The *Guide for Facilitators* and associated tools can be accessed at www.ontarioactiveschooltravel.ca/school-travel-planning-toolkit.

What you'll find in each section

In this first section of the guide, you will learn about the goals of STP, the benefits of active school travel, the keys to a successful STP program and the importance of stakeholder involvement in the process.

Section 2 contains key information about the six phases of STP and the regional stakeholders' roles and responsibilities throughout the process. Each phase has been assigned a unique colour—as shown in the flowchart of the STP process on the previous page—to make it easy for you to recognize what phase you're reading about on a given page.

Two ways to access the tools

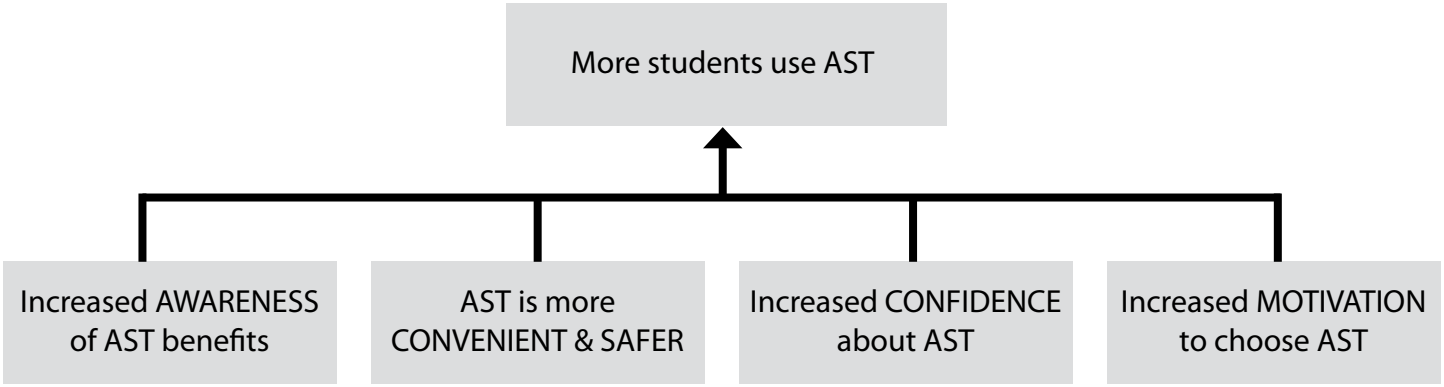
There are two ways to access the various tools that are part of the STP toolkit:

1. You can access the tools by clicking on a tool name any time it is mentioned throughout this guide—tool names will be in bold and underlined to help you spot them easily.
2. All tools are also available online at www.ontarioactiveschooltravel.ca/school-travel-planning-toolkit.

School Travel Planning Goals

Working on a program that aims to affect behaviour change, as is the case with School Travel Planning, requires long-term effort and a multi-pronged approach. It is important to keep the goals of STP in mind throughout the process, to ensure that all action taken will support reaching your goals as quickly and cost-effectively as possible. The diagram on this page shows the main goal of STP at the top: increasing the number of students using active modes of transportation for their school journey, referred to as active school travel (AST). It also shows the sub-goals that feed into that main goal.

The tasks included in an STP Action Plan should all help in achieving one or more of these sub-goals. The amount of emphasis on each sub-goal will vary depending on the school's unique travel challenges. It is important to note that an emphasis on making AST safer should happen before, or at the same time as, encouragement activities focused on increasing motivation.



Benefits of Active School Travel

There are so many benefits when more children use active modes of transportation for their school journey and more children who are in the 'bus zone' ride the bus. Some of these benefits result from increased physical activity by the students who walk and wheel, and some occur because of the decrease in traffic around schools. Below is a summary of the benefits.

For more detail and to see references for the facts cited here, see **Making the Case for Active School Travel: Fact Sheet and Reference List**. Whoever takes the initiative to start a new STP program will need to get other stakeholders on board. To do so, it will be important for that person to be well informed about these benefits.

Healthier Children

- Active school travel helps school-aged children meet the recommendation to accumulate at least 60 minutes per day of moderate to vigorous physical activity, which is linked with improved physical health.
- Active school travel is associated with mental health benefits including reduced stress, depression and anxiety; as well as increased happiness.

Less Traffic and Pollution

- Reducing the number of children being driven to school reduces greenhouse gas emissions and particulate air pollution around the school; this improves air quality and reduces associated risks of lung and cardiovascular diseases.

Safer School Zones, Healthier Communities

- Reducing traffic volumes creates safer school zones. Improving walking and cycling routes to school also enhances the safety, connectivity and quality of life for the community as a whole.

Better Academic Performance

- The increased physical activity specifically associated with the school journey has been found to increase alertness and attention during the school day.
- Physical activity supports healthy brain development, which can lead to improved learning and academic outcomes.

Cost-Effective Investment

- Implementing initiatives that increase rates of active school travel, such as School Travel Planning, have been shown to have a positive benefit to cost ratio (meaning the work provides strong value for the money invested).

Keys to STP Success

Having an STP Facilitator

Hiring someone to handle the facilitation role is critical to the success of the STP process. An STP Facilitator works directly with stakeholders in a school community, acting as the liaison between them and the Regional STP Committee. The Facilitator is exclusively focused on STP, whereas members of the school- and regional-level committees are not; it is a side project for many of the professional members, and parents, students and interested local organizations participate as volunteers. Facilitators help build enthusiasm for STP work and ensure that stakeholders prioritize active school travel so that progress can be made.

Using the "5 Es" Approach

The "5 Es" refers to five categories of action plan items: education, encouragement, engineering, enforcement and evaluation. Experience has shown that it is critical for School Travel Plans to include diverse actions from across the five categories to successfully influence how children travel to/from school.

Both non-infrastructure (i.e., education initiatives, encouragement events, enforcement of rules) and engineering measures (i.e., sidewalk or bike rack installation or repair) are needed to increase active school travel over the long-term. Evaluation is also important to identify where to focus your efforts and to measure success.

Tailoring STP to the needs of each school

Evidence suggests that interventions tailored to a school's specific travel barriers are more effective than generic strategies. This is one of the reasons data collection is so important; it provides school-specific information to inform the development of a custom Action Plan for each school.

Involving a diverse group of stakeholders at the regional and school level

Having a range of stakeholders involved improves results. Aim to have as many engaged and committed stakeholders as possible—see the next page for a diagram showing all potential stakeholders.

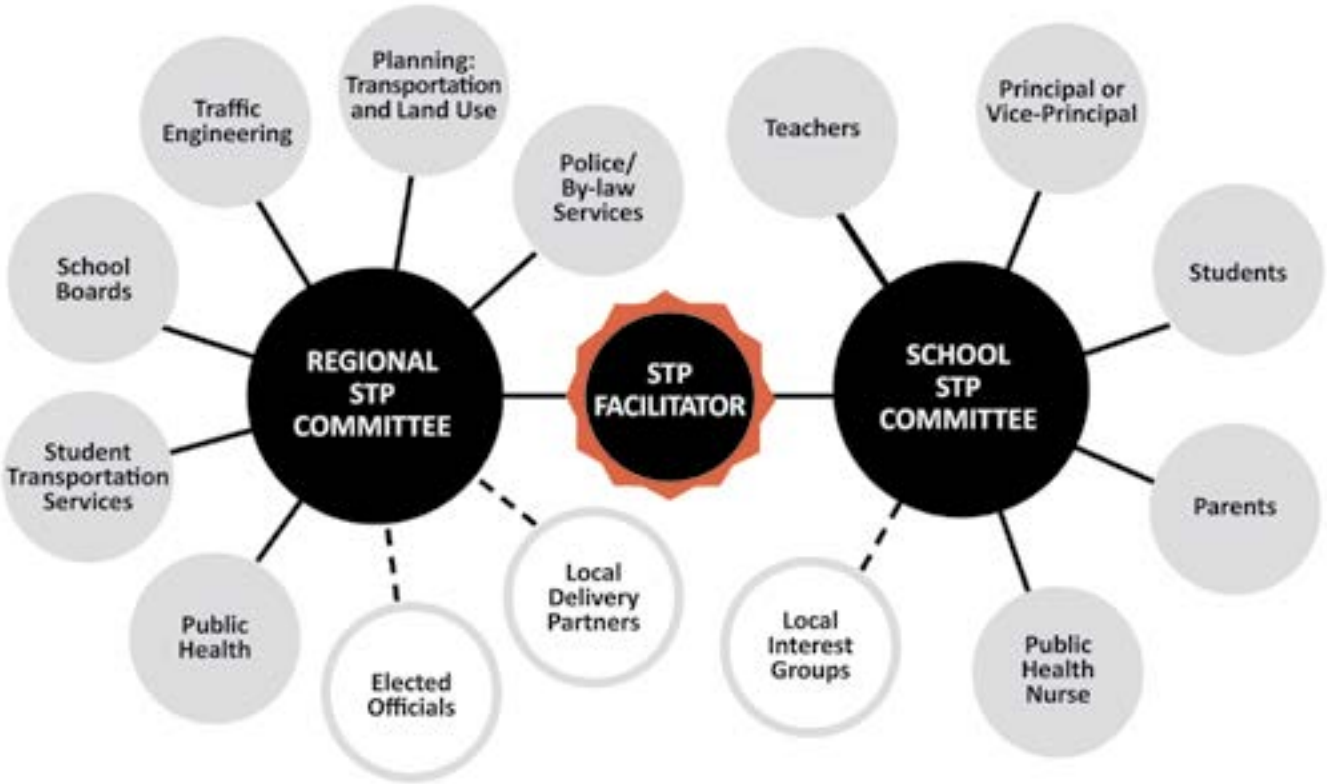
Keeping up efforts over the long-term

Behaviour change is a long-term process. Experience shows that to make the needed infrastructure changes and implement sufficient education and encouragement activities to really shift a school culture toward active travel takes at least 2-3 years. So, it is recommended that an STP Facilitator provide intensive support for that amount of time. After that, his/her involvement can be reduced to a 'light' support role, with a school champion taking the lead for the long-term.

Another key consideration is that many infrastructure changes (i.e., installation of sidewalks, implementing new policies) can take years and prolonged engagement of stakeholders to see through to completion. The STP Facilitator *and* regional stakeholders need to be engaged over the long-term.

Stakeholder Involvement

One of the keys to success in STP work is involving a diverse range of stakeholders. Two levels of stakeholders are typically involved, with the STP Facilitator serving as the cornerstone linking the two groups.



The diagram above shows the key stakeholders for each committee in solid grey circles. The stakeholders shown in white circles are helpful but not essential. The exact stakeholders that are essential will vary by community, i.e., not all schools have an assigned public health nurse.

Regional STP Committee

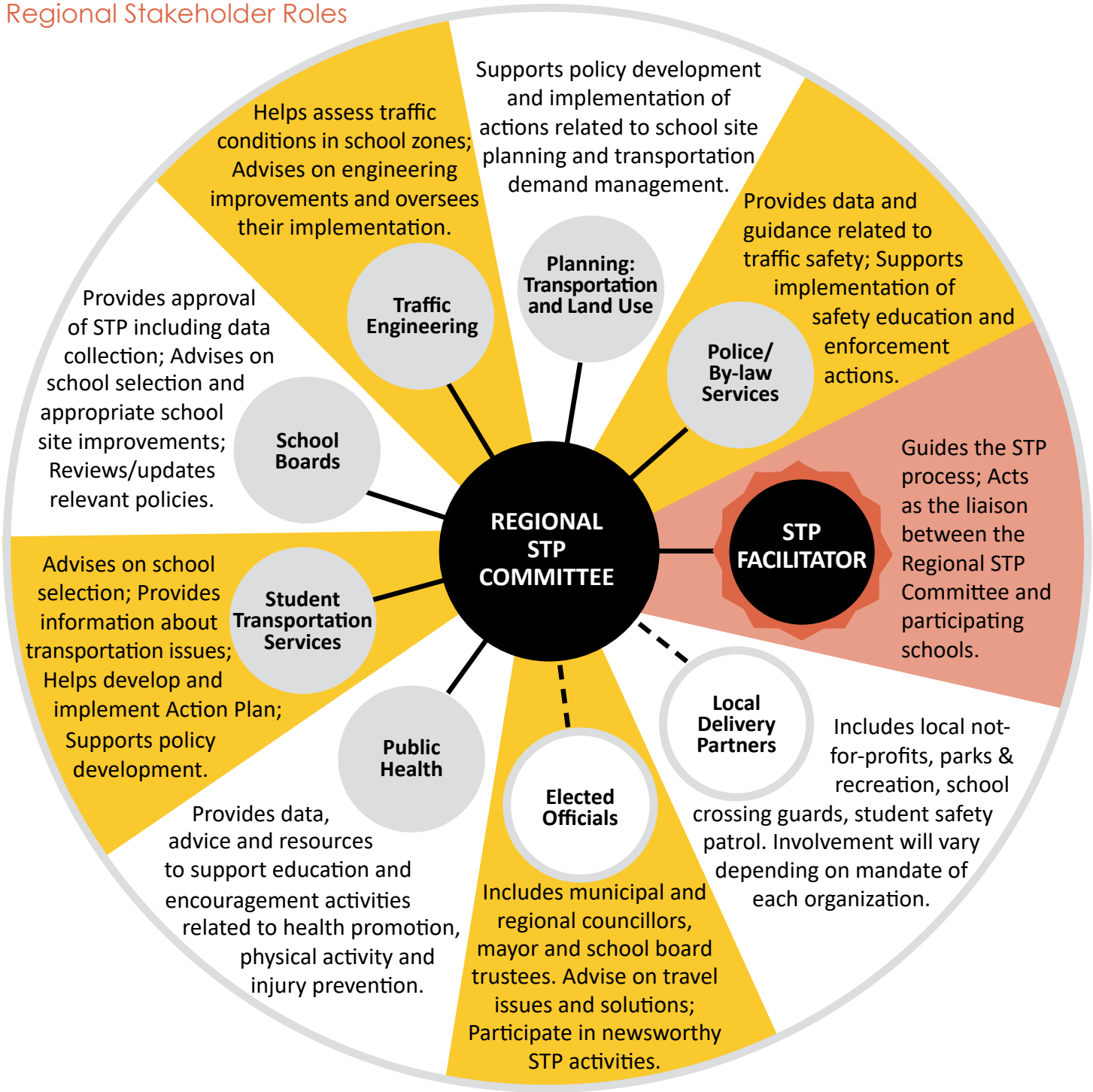
A steering committee is usually established at the regional or municipal level, depending on the make-up of local government and how the school boards are organized in the area. For simplicity in this document, we refer to this committee as the Regional STP Committee. In practice, this committee is often called by different names depending on what the community prefers, but its role and responsibilities remain the same. It is a high-level group of stakeholders that contribute to the STP process for multiple schools that fall within a geographic region. Sometimes, it may be set up as part of an existing committee responsible for active transportation.

Phase 1a in this guide explains how to establish a Regional STP Committee.

School STP Committee

One School STP Committee is established per school. This committee meets regularly throughout school year to help with goal setting, data collection, and action planning and implementation. Sometimes this committee is set up as part of an existing health or environmental committee within a school. A group of neighbouring schools can work together to coordinate strategies and save time. Information on establishing this committee can be found in Phase 1b in the **Guide for Facilitators**.

Regional Stakeholder Roles



Section 2:

The 6 Phases of the STP Process

School Travel Planning

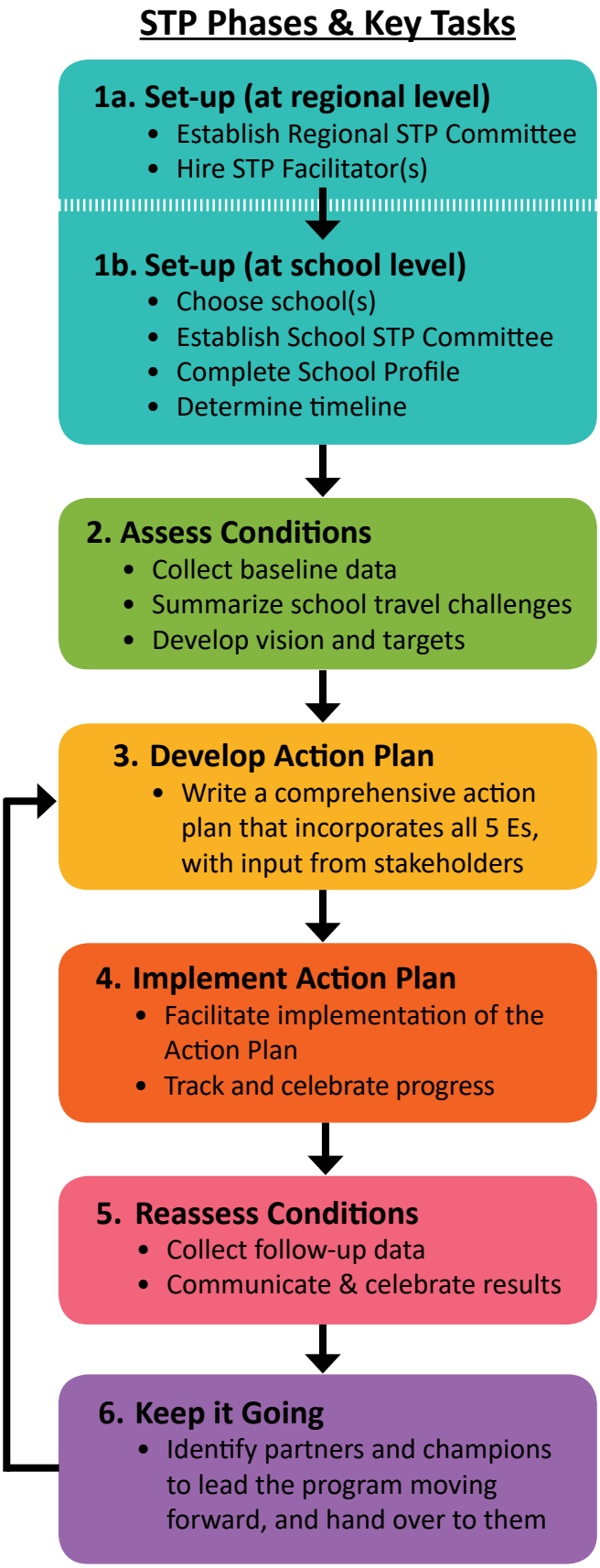
In this section:

- Overview of the 6 STP Phases
- Phases 1a & 1b: Set-up
- Phase 2: Assess Conditions
- Phase 3: Develop Action Plan
- Phase 4: Implement Action Plan
- Phase 5: Reassess Conditions
- Phase 6: Keep it Going

Overview of the 6 STP Phases

There are six phases to the STP process. Keep in mind that even though the diagram shows a linear flow of steps, in reality the phases often overlap. For example, some enthusiastic schools may jump ahead to implementing actions (Phase 4) right after they've collected data in Phase 2, before they have written their Action Plan (Phase 3). Another example: while "Keeping it Going" is officially described as Phase 6, the STP Facilitator should be preparing for this phase throughout the entire process.

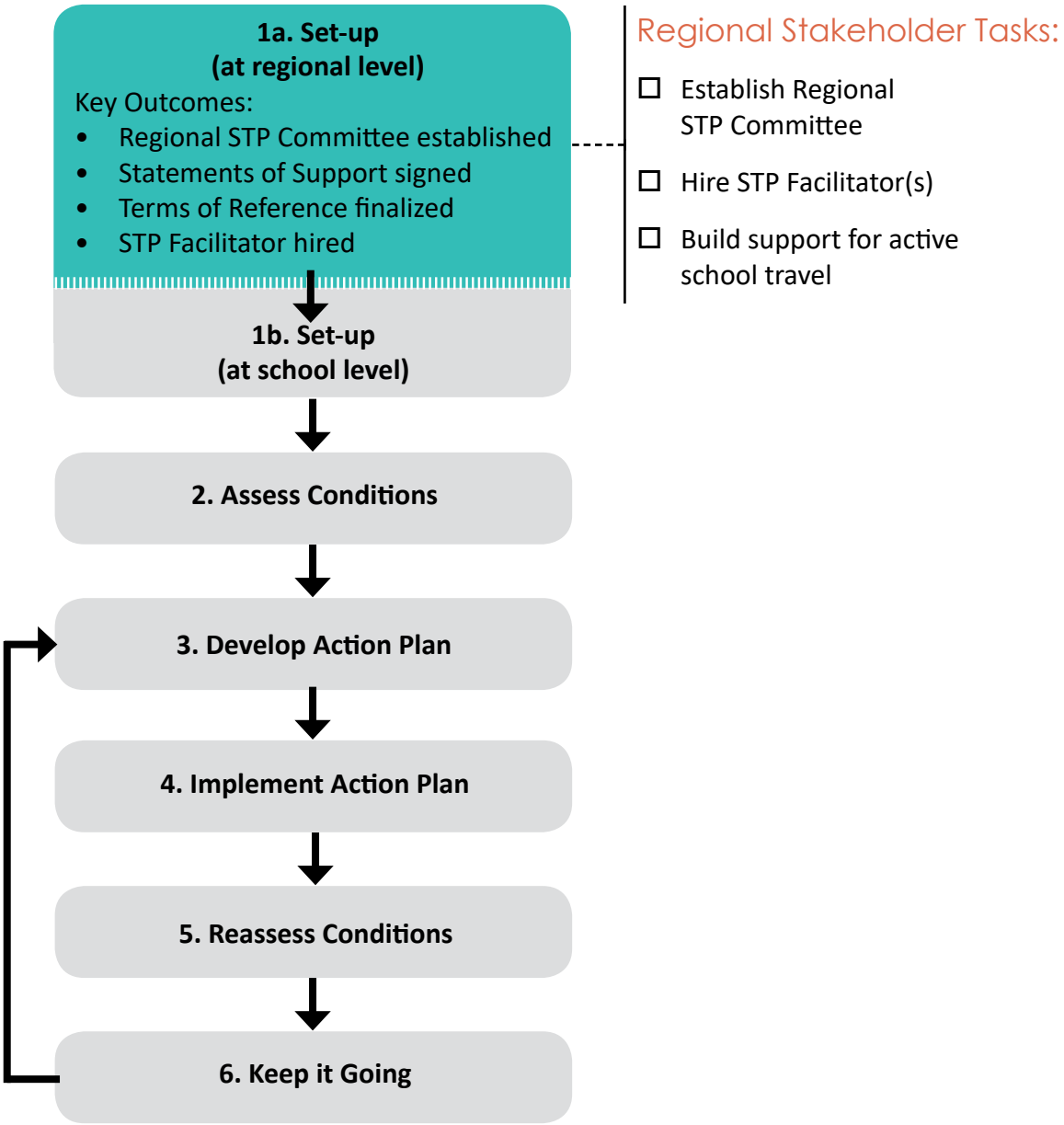
A School Travel Plan document is written for each school. The STP Facilitator compiles the School Travel Plan as s/he works through the various phases, using a template provided as part of the Facilitator toolkit. A School Travel Plan is a living document, used to record the Action Plan as well as to track progress. It is recommended that a School Travel Plan be updated at least annually.



PHASE 1a

Phase 1a:
Set-up at Regional Level

Phase 1a is a very important phase as it establishes the foundation for STP work, prior to appointing a dedicated STP Facilitator. That means, someone at the regional or municipal level must become a champion for this work and advocate to other stakeholders in different organizations/departments to join in. Sometimes the champion is someone from the school level (i.e., a parent, teacher or Principal) who wants to see change in their own school community; the work they do to generate interest at the regional level then benefits their own school as well as others.



☐ Establish Regional STP Committee

Recruit committee members

Develop a detailed list of relevant stakeholders to approach, including name, position title and contact information. Research each of their mandates and priorities as well as their recommended STP responsibilities (see Appendix 2). You will use this information to customize your message for each stakeholder group in a compelling way.

Next, approach each stakeholder prospect to gauge the level of interest, commitment and resources available for the project. The **Overview of School Travel Planning** is a tool to introduce various stakeholder groups to the STP process and educate them about what their particular role would be. When you connect with each stakeholder, make it clear that you are seeking their support and, in particular, requesting participation in the Regional STP Committee.

Getting stakeholders onboard is a process that requires enthusiasm, clear communication and persistence. You may end up using a variety of methods to pitch STP to regional stakeholders, i.e., email, phone calls, face-to-face meetings, webinars, presentations as a guest at existing meetings. Follow up as needed, and be available to answer questions.

Get Statements of Support signed

As you convince each stakeholder to become a member of the Regional STP Committee, secure that support in writing by asking them to each sign a copy of the **Regional STP Committee Member Statement of Support**.

Finalize Terms of Reference

The final step in establishing a Regional STP Committee is to capture the group's collective commitment in a **Regional STP Committee Terms of Reference**. This will outline responsibilities and frequency of meetings. Once this document is signed, be sure each committee member receives a copy.

☐ Hire STP Facilitator(s)

Allocate funding

A critical early task for the Regional STP Committee is securing the funds needed to hire one or more STP Facilitators. Keep in mind that a single Facilitator can typically handle working with 4-8 new schools per year, and s/he should work intensively with each school for 2-3 years and then provide 'light' support. The number of Facilitators you hire will depend on the number of schools in your region, how many of them are in urgent need of STP, how quickly you want to be able to help each of the schools and your budget.

Some examples of funding approaches used in Ontario communities to date:

- A student transportation consortium contracts a local not-for-profit environmental organization to provide STP to an agreed number of schools per year, with the funding coming from both school boards, through the consortium.

- The funding for one full-time Facilitator comes from two school boards and three lower-tier municipalities, with the position being housed in the student transportation consortium.
- A school board provides a financial contribution to Green Communities Canada to provide STP to an agreed number of schools, with additional top-up funding from other sources such as grant programs where available.
- The Public Health Unit funds STP, with Public Health Nurses acting as Facilitators.

Hire STP Facilitator(s)

Once you've secured funding, you're ready to hire your first Facilitator. The **STP Facilitator Job Description** is a template that can help you with recruitment.

Train STP Facilitator(s)

Direct newly-hired Facilitators to Green Communities Canada's online School Travel Planning toolkit (http://ontarioactiveschooltravel.ca/school-travel-planning/school-travel-planning-toolkit/) and in particular to the Guide for Facilitators and associated tools. These provide step-by-step instructions to help Facilitators take schools through the STP process.

Green Communities Canada also offers knowledge-sharing opportunities related to active school travel, i.e., newsletters, webinars and occasional face-to-face meetings.

☐ Build support for active school travel

The Regional STP Committee has an important role to play in building public and political support for active school travel and developing policy, procedures and practices that are supportive. The committee members should identify ways that they can help to build support, both individually and collectively. These could include:

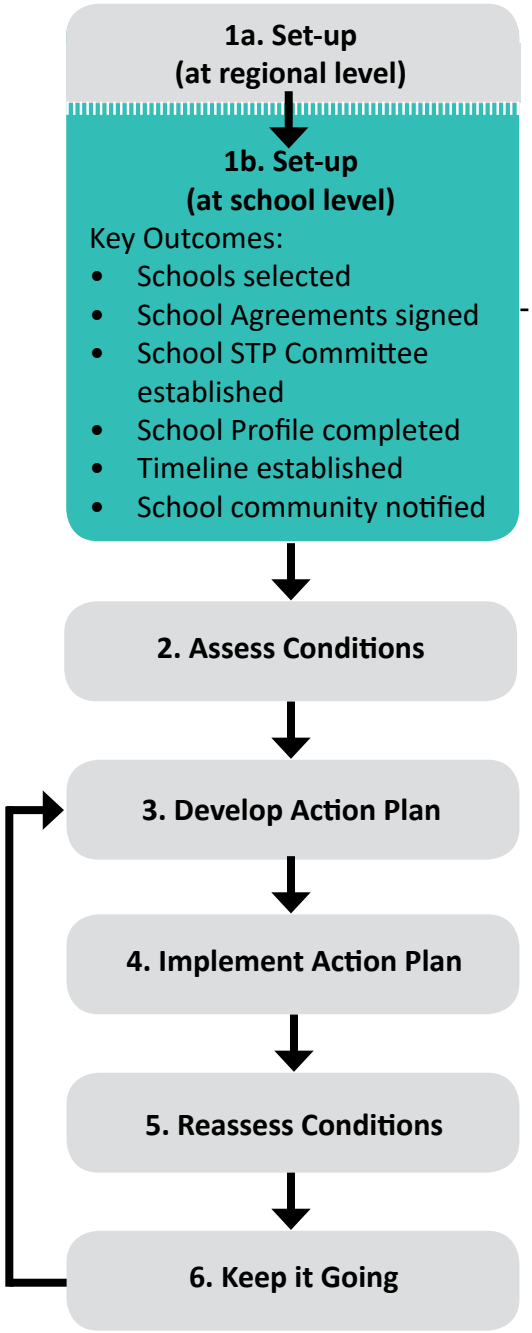
- **Document work to date and track ongoing activities and successes**: Collecting and documenting information about the active school travel work that has already been done and that is ongoing in the region is very helpful in order to inform future initiatives, track progress and celebrate successes. A register of 'Work to Date' should be a living document that is periodically reviewed and updated by the Regional STP Committee.
- **Review and develop policy, procedures and practices**: Regional stakeholders should consider undertaking a review of existing policy and identify gaps and opportunities for changes that could be made within each of their respective organizations to support active school travel. A review should ideally include not just policy, but also design standards, practices and procedures that have an influence on how students travel to and from school.
- **Create and sign an Active School Travel Charter**: Some regions further emphasize their commitment by creating an Active School Travel (AST) Charter and having political representatives and the school boards sign it. Sample AST Charters are available at http://ontarioactiveschooltravel.ca/school-travel-planning/school-travel-planning-toolkit/ under Phase 1.

PHASE 1b

Phase 1b:
Set-up at School Level

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

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



Regional Stakeholder Tasks:

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

1-3 months

Provide recommendations for potential schools

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

- School is enthusiastic about participating and may already be active in environmental or health related initiatives such as EcoSchools.
- School is prepared to contribute in-kind staff and parent time.
- School site is connected by routes to school that are relatively safe or have the potential to be made safer for active travel.
- A significant proportion of the school population lives within reasonable walking distance of the school.

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

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

A Note About Ethics Approval for Data Collection

According to the Tri-Council Policy that informs human research across Canada, the type of data we collect for STP and the ways we use that data are considered program evaluation and should not require ethics approval. However, individual school boards each set their own policies for data collection in schools, so the Facilitator needs to obtain permission from the school board and/or Principal prior to starting data collection.

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

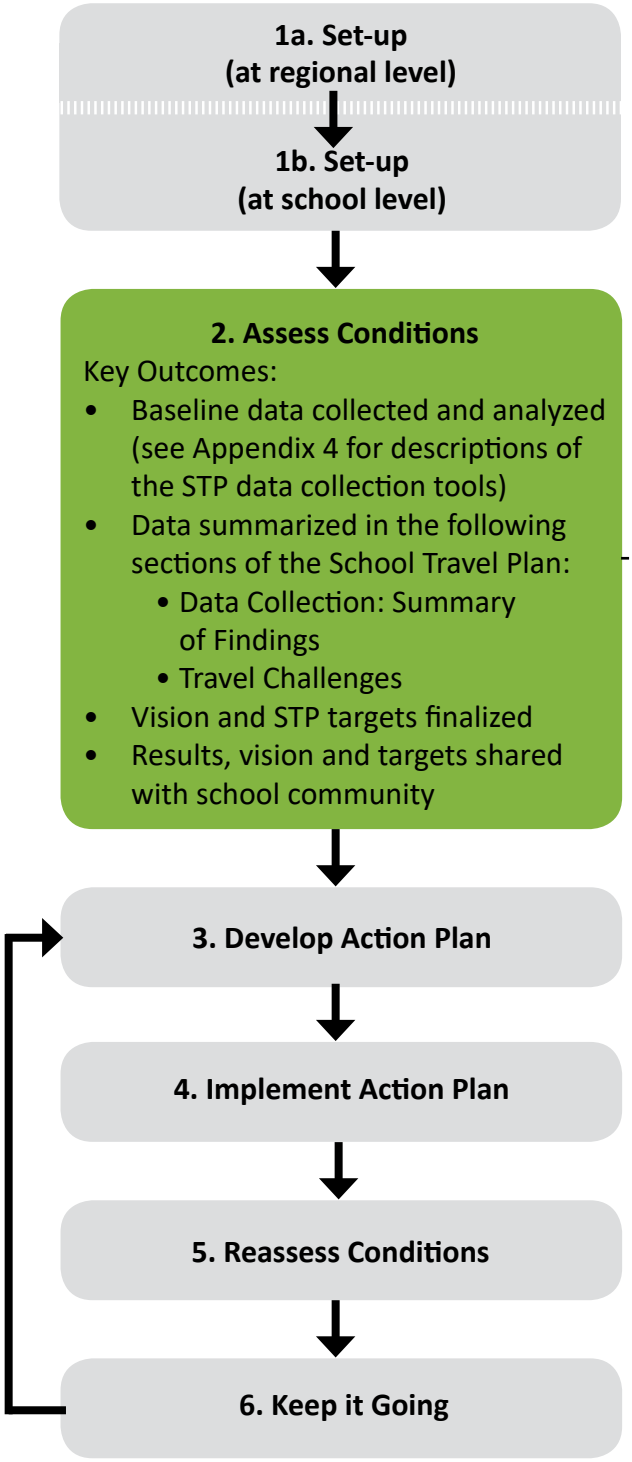
See Appendix 3 for further details about ethics policy and process.

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

PHASE 2

Phase 2: Assess Conditions

In Phase 2, data is collected to uncover specifics about the school travel issues at each school. Data is also collected about current usage of each transportation mode, which establish a baseline for comparing with data collected later to measure progress.



Regional Stakeholder Tasks:

- ☐ Provide map of school area
- ☐ Participate in Walkabout
- ☐ Provide data about safety in school zone
- ☐ Provide data about traffic volumes and speed
- ☐ Participate in Bikeabout (optional)

2-4 months

☐ Provide map of school area (School transportation services or the school board)

School transportation services and/or the school boards will be asked to provide a map showing all students' home addresses (as dots), the school location and catchment area.

☐ Participate in Walkabout (All STP stakeholders)

The Walkabout is one of the most important parts of the entire STP process. Stakeholders from both the School STP Committee and the Regional STP Committee will participate, and students may be invited as well. The Walkabout is critical because it gets stakeholders to take the time to walk through the school neighbourhood and experience the issues first-hand. The process takes about 2.5 hours and includes a group walk highlighting areas of concern on common school routes, followed by a debriefing session to discuss what was seen and brainstorm solutions. Watch for an invitation to the Walkabout from the Facilitator and RSVP 'yes' or send a replacement if you're unable to attend.

☐ Provide data about safety in school zone (Police and/or by-law officers)

Police and by-law stakeholder(s) should give any relevant data they have about safety in the school zone to the Facilitator. They may be able to provide data such as:

- # of collisions at/near school; and
- # of speeding or parking tickets (or warnings) handed out in school zone.

☐ Provide data about traffic volumes and speed in school zone (Traffic or transportation stakeholders)

The traffic and transportation representatives on the Regional STP Committee should share any existing data about traffic volumes and speed in front of/near the school with the Facilitator. If no such data has been collected to date, discuss with the Facilitator if it is possible for that type of information to be collected and, if so, when and how frequently?

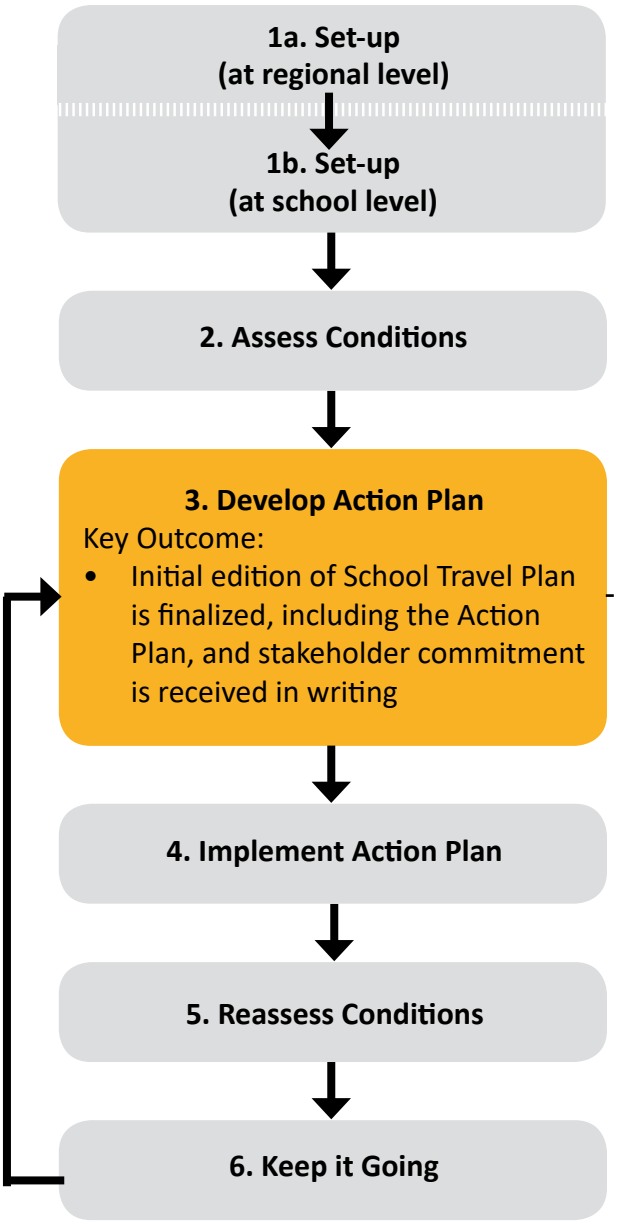
☐ Participate in Bikeabout (optional) (All STP stakeholders)

A Bikeabout is similar to a Walkabout but conducted on bikes, with a specific focus on cycling infrastructure. If a Bikeabout is conducted, all Regional STP Committee members are strongly encouraged to participate.

PHASE 3

Phase 3:
Develop Action Plan

In Phase 3, the Action Plan is developed with input from the School STP Committee, the Regional STP Committee and the STP Facilitator. The Action Plan will address the travel-related issues that were identified in Phase 2, describing what will be done, by whom and when.



Regional Stakeholder Tasks:

- ☐ Provide feedback on draft Action Plan
- ☐ Sign the "Endorsement" section of the School Travel Plan
- ☐ Sign-off on your section of the Action Plan

1-2 months

Provide feedback on draft Action Plan (All regional stakeholders)

Regional STP Committee members will be asked to review the draft Action Plan from the School STP Committee, either during a meeting or via email. You will be asked to share any insights about the feasibility and timing of proposed action items, and make suggestions for alternate or additional solutions.

The Action Plan should be comprehensive and include diverse actions from across the five Es.

The 5 Es

- **Education:** Raising awareness about the benefits of active and sustainable school travel, and teaching students the skills they need to walk/wheel or ride the school bus safely.
- **Encouragement:** Creating excitement and shifting norms through events, activities, prizes and incentives.
- **Engineering:** Improving existing and/or installing new infrastructure to support active school travel.
- **Enforcement:** Monitoring traffic and enforcing traffic rules.
- **Evaluation:** Assessing conditions and monitoring progress toward school travel goals.

See "Appendix 5: The 5 Es in Action" for examples of action plan interventions that fit under each of the Es.

Sign the "Endorsement" section of the School Travel Plan (Designated lead regional stakeholder)

Once the Facilitator has finalized all content of the School Travel Plan, including the Action Plan, s/he will ask a designated lead regional stakeholder to sign the "Endorsement" section of the School Travel Plan, to indicate support on behalf of the Regional STP Committee.

Sign-off on your section of the Action Plan (All regional stakeholders)

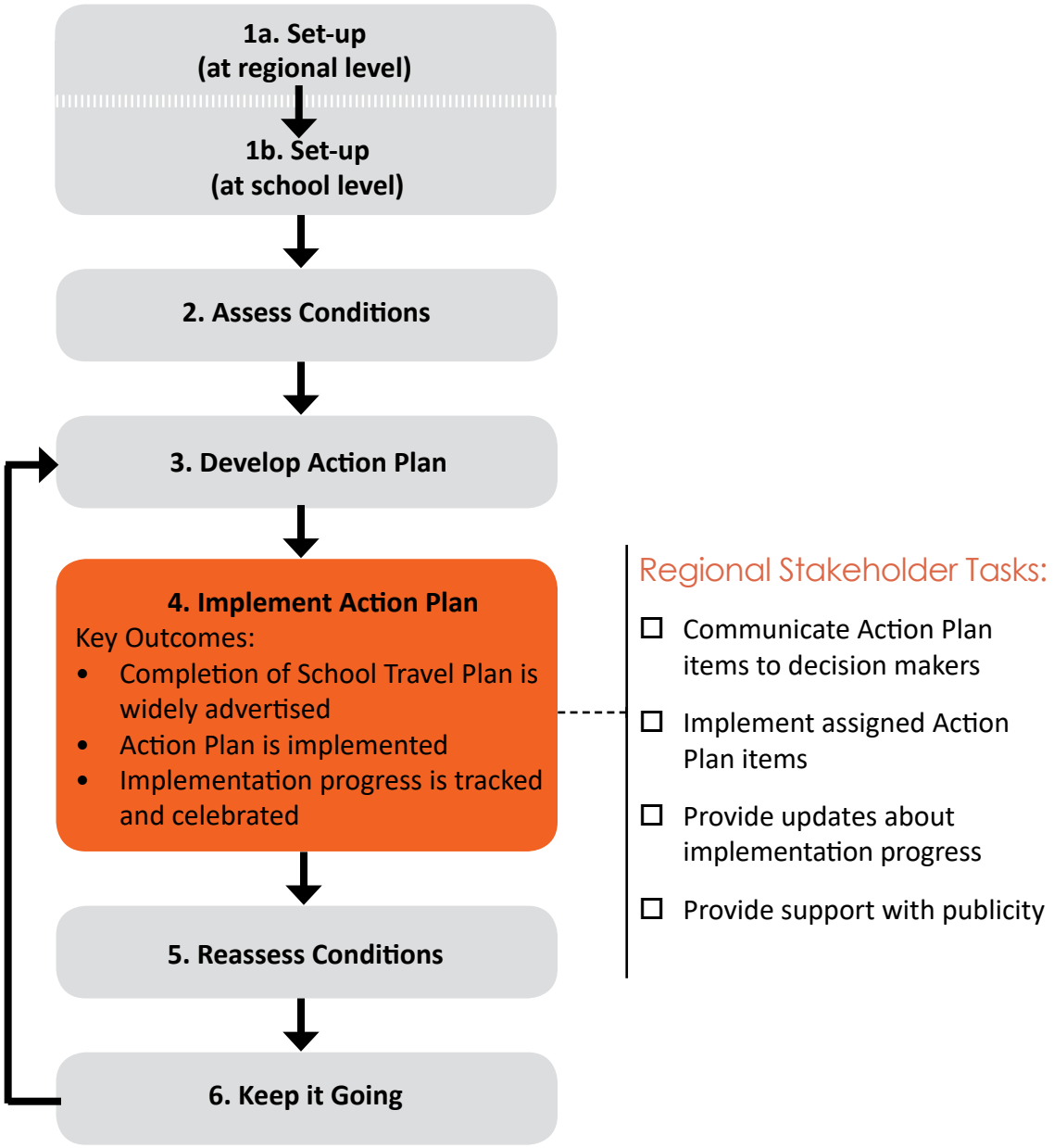
The Facilitator may also print subsections of the Action Plan for individual stakeholders (showing their specific, agreed-upon action lists) and ask them to sign-off on their section.

PHASE 4

Phase 4:
Implement Action Plan

Phase 4 is where the ideas in the Action Plan are put into action! The STP Facilitator will oversee this process, following up as necessary with persons responsible for each task, at the school and regional levels.

Action Plans may need modification along the way, including adding new items as new information becomes available, and adapting, reassigning or postponing items that prove too challenging to implement by their original deadline.



12-24+ months

Communicate Action Plan items to decision makers

Regional STP Committee members should make relevant decision makers in their organization aware of the items that they have been assigned in the Action Plan(s). In particular, they should be working to ensure the items are included in organizational plans and budgets. For example, the Action Plan may include improvements to school site facilities that the school board will need to incorporate into their annual facilities maintenance and renewal program and budget.

Implement assigned Action Plan items

Each regional stakeholder will implement assigned action items. Inevitably, unforeseen barriers will arise during implementation so be prepared to work with the Facilitator to troubleshoot challenges. In some cases, obstacles may prove too great and parts of the Action Plan will have to be modified to reflect the reality of the situation.

Provide updates about implementation progress

The STP Facilitator will follow up with you on an individual basis or during meetings to find out about progress on implementing your assigned action items. Be sure to take photos of implemented actions (before and after, if applicable); these come in handy for School Travel Plan updates, newsletters and media coverage.

Provide support with publicity

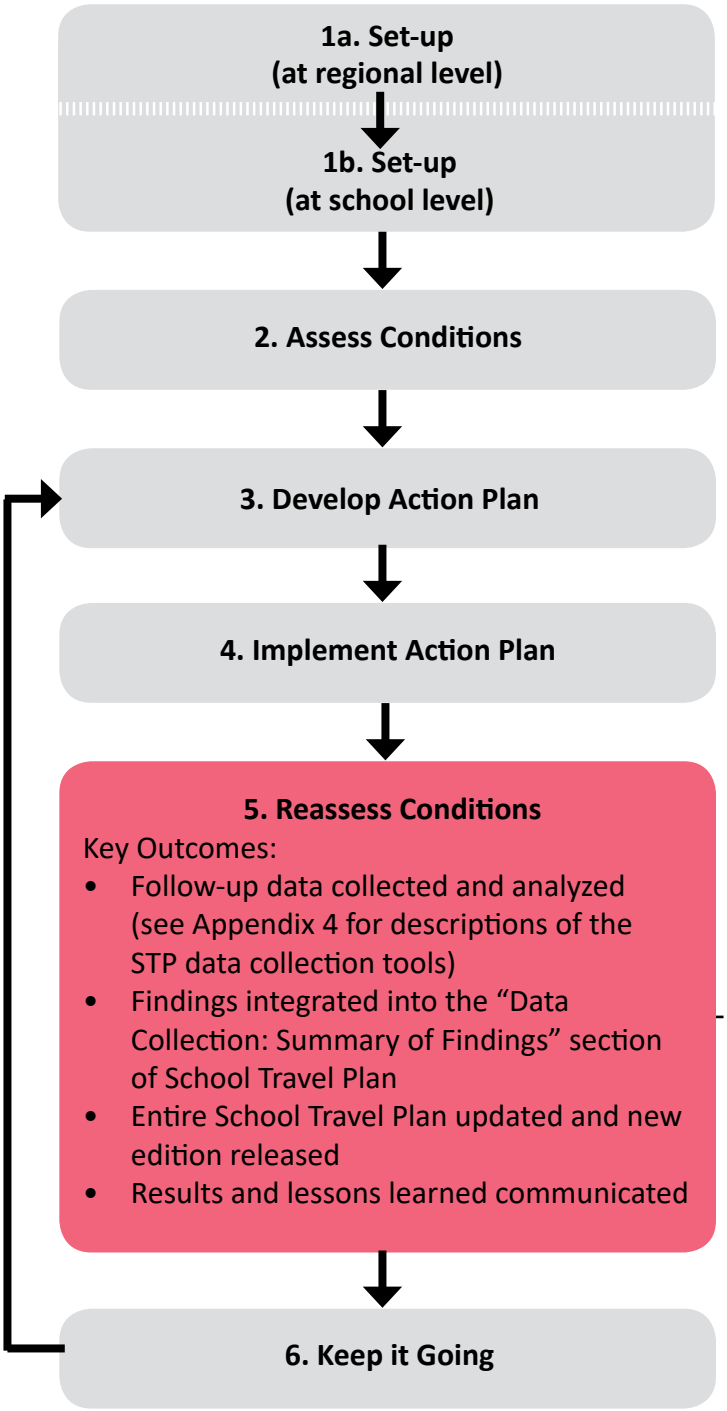
It is good practice to regularly publicize STP activities and progress. Regional stakeholders can support the Facilitator in this task by:

- publishing information about the STP program on their organization's website, social media and other communication channels;
- identifying opportunities for media coverage and providing content for media releases, such as quotations or statistics;
- attending public events to promote STP and participating in media interviews; and
- arranging for media representatives, decision makers, leaders and politicians to attend events.

PHASE 5

Phase 5: Reassess Conditions

During Phase 5, progress is evaluated. This includes collecting follow-up travel data to compare to the baseline data collected in Phase 2, and adding those results to the School Travel Plan. It also involves sharing results and progress to maintain enthusiasm in the STP process moving forward.



Regional Stakeholder Tasks:

- ☐ Participate in follow-up data collection and analysis
- ☐ Keep decision makers informed of progress
- ☐ Provide support with celebrating success

1-2 months

Participate in follow-up data collection and analysis

The Facilitator will coordinate a second round of data collection in order to re-assess conditions, measure progress and evaluate performance of the STP program. Regional stakeholders can help to identify which types of follow-up data are important to collect and how the results should be analyzed and interpreted. Regional stakeholders who provided baseline data in Phase 2 may be asked to provide new data sets and analysis, such as traffic safety statistics and traffic volumes/speeds.

Members of the Regional STP Committee can add great value to Phase 5 by lending their expertise to a review of the results to help identify new action items, priorities for future work, lessons learned and issues or challenges that they could help the Facilitator to overcome going forward.

Keep decision makers informed of progress

Regional STP Committee members should keep decision makers within their organization (i.e., senior managers, board members) informed about implementation progress and STP successes. They can help the Facilitator identify opportunities to present the results, progress and lessons learned to decision-making committees, particularly at the school board and municipal levels.

Provide support with celebrating success

It is important to celebrate progress and STP successes. Regional stakeholders can support the Facilitator in this task by:

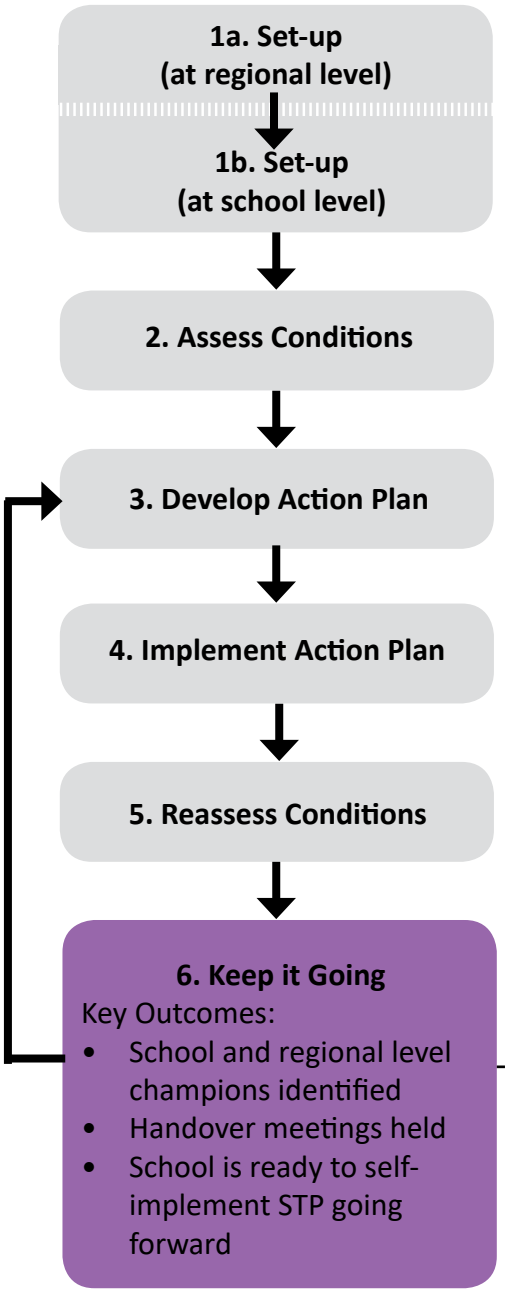
- identifying opportunities for media coverage and providing content for media releases, such as quotations or statistics;
- attending public events to celebrate STP and participating in media interviews; and
- arranging for media representatives, decision makers, leaders and politicians to attend celebration events.

PHASE 6

Phase 6:
Keep it Going

Phase 6 involves transitioning School STP Committees to continue working on STP once the Facilitator reduces his/her involvement or is no longer available at all to support them through the process.

Although Phase 6 appears at the bottom of the STP process flowchart, you'll notice that there is an arrow linking it to Phase 3, indicating that the STP process is ongoing. And, it's important to note that preparation for this "Keep it Going" phase should be underway from the beginning.



Regional Stakeholder Tasks:

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

ongoing

Build community capacity

A key component of an STP program from the start should be a focus on building capacity within a school community and among regional stakeholders.

Behaviour change is a long-term process. Experience shows that to make the needed infrastructure changes and implement sufficient education and encouragement activities to really shift a school culture towards active school travel takes at least 2-3 years. So, it is recommended that an STP Facilitator provide intensive support to a school for that amount of time. After that, Facilitator support can be reduced, with a school champion taking the lead for the long-term. Meanwhile, the Facilitator can move on to work with new schools.

Another key consideration is that some Action Plan items (i.e., sidewalk improvements, policy changes) can take years and prolonged engagement of regional stakeholders to see through to completion, hence it is important that the Regional STP Committee is engaged and operational over the long-term to help drive progress at each STP school and preserve continuity of the overall STP program in the region.

Identify regional level champions

Throughout the process, an STP Facilitator will be working to identify and encourage champions that can actively promote STP work at the regional level. Which of the Regional STP Committee members are particularly passionate about active school travel work and has the support of their organization to really embed STP into work-as-usual? These regional champions will help to ensure STP continues at individual schools once the Facilitator moves on to support new schools in the region.

Develop the Regional STP Committee

Regional stakeholders and their roles, responsibilities and priorities can change over time—it is therefore important to regularly review membership of the Regional STP Committee and decide whether any new or additional members would be beneficial in order to build capacity, ensure good representation across stakeholder groups and maintain strong support and funding for on-going STP work.

Support Facilitator handover

If Facilitator support is ending at an individual school, the Facilitator will organize a handover meeting with the School STP Committee during which they will plan how STP work will continue at the school. Regional stakeholders can support the handover process by helping to develop a resource pack for schools to reference as they continue to self-implement their Action Plan and update their School Travel Plan. The resource pack should include key contact information for regional-level champions, who ideally will also attend the handover meeting.

Build support for active school travel

The Regional STP Committee has an important ongoing role to play in building public and political support for active school travel, and developing policy, procedures and practices that are supportive. The committee members should continue to identify new ways that they can help to build support, both individually and collectively. These could include:

- **Tracking ongoing activities, progress and successes**: Collecting and documenting information about the active school travel work that has been done and that is ongoing in the region is very helpful in order to inform future initiatives, track progress and celebrate successes. A register of 'Work to Date' should be a living document that is periodically reviewed and updated by the Regional STP Committee.
- **Reviewing and developing policy, procedures and practices**: Regional stakeholders should periodically review existing policy and identify gaps and opportunities for changes that could be made within each of their respective organizations to support active school travel. A review should ideally include not just policy, but also design standards, practices and procedures that have an influence on how students travel to and from school.
- **Creating and signing an Active School Travel Charter**: Some regions further emphasize their commitment by creating an Active School Travel (AST) Charter and having political representatives and the school boards sign it. Sample AST Charters are available at http://ontarioactiveschooltravel.ca/school-travel-planning/school-travel-planning-toolkit/ under Phase 1.

Section 3:

Appendices

School Travel Planning

In this section:

- Appendix 1: Influences on STP Toolkit Contents
- Appendix 2: Regional STP Committee Members' Responsibilities
- Appendix 3: Ethics Review Information
- Appendix 4: STP Data Collection at-a-Glance
- Appendix 5: The 5 Es in Action

Appendix 1: Influences on STP Toolkit Content

The content of The Canadian STP Toolkit is based on feedback from experienced STP practitioners as well as lessons learned during these past STP projects:

- 2006—Green Communities Canada conducted research into International Best Practices for STP
- 2007-2009—Green Communities Canada led a pilot project to test STP (funded by the Public Health Agency of Canada) with provincial partners in BC, AB and NS. Green Communities Canada handled the pilot work in ON.
- 2009-2011—Metrolinx led the Stepping It Up pilot project in the Greater Toronto and Hamilton Area (Ontario).
- 2009-2012—Green Communities Canada led a project to disseminate STP to every province and territory (funded by the Canadian Partnership Against Cancer), "Children's Health, Mobility and Happiness: A Canadian School Travel Planning Model."
- 2014-2015—The Ministry of Education funded a feasibility study of STP in the City of Toronto and Wellington-Dufferin Guelph.
- 2016—Ryerson University researched and wrote "International Best Practices in Regional Planning for School Travel" as part of a Metrolinx project focused on regional STP in the GTHA.

Appendix 2:
Regional STP Committee Members' Responsibilities

Stakeholder	Responsibilities
All committee members	• Participate in all Regional STP Committee meetings as well as select School STP Committee meetings. • Recommend schools to participate in the STP program. • Participate in relevant aspects of data collection. In particular, all members should attend the Walkabout (or send a delegate). • Help develop Action Plans by providing relevant expertise. • Help implement Action Plans by contributing to items that fall within their role. • Participate in monitoring and reviewing the School Travel Plan.
Municipal/regional personnel: municipal councillors, transportation engineers, land use planners, parks and recreation staff	• Provide any relevant historical data, ie., traffic volume and speed in the school zone, crash and injury statistics, major arterial road statistics, past/current efforts at road safety improvements, and/or collect new data. • Provide relevant municipal/regional and provincial/territorial policy information for consideration in school Action Plans. • Report and make recommendations to Council as needed about STP requirements and policy changes that could become part of the official neighbourhood and community plans. • Ensure engineering improvements recommended in the School Travel Plan document are included in master municipal plans and budgets (i.e., signage and road crossing upgrades; walking, biking and traffic-calming built infrastructure). • Allocate funding for identified active transportation infrastructure, including trails and bike lanes.
Public health program leads	• Plan for active school travel support to schools across the region. • In regions with school site nurses, support nurses to implement education and encouragement action items.
Police/by-law officers	• Provide crime and/or traffic statistics, reports of suspicious strangers in neighbourhood, and highlight areas of concern in the neighbourhood. • Provide traffic safety education and/or personal safety education as outlined in Action Plans. • Train and monitor school traffic safety teams, i.e., school crossing patrollers/guards.
School board or school district staff	• Approve school participation in the program including permission for data collection. • Provide information about current school travel-related policies (i.e., busing plans, parking and bike rack requirements for existing and new school sites). • Provide school site plans and dot maps of where students live. • Attend meetings regarding issues at the school site (i.e., parking lot design issues).

Mayor (as member of the committee or an occasional guest)	• Provide support to recommendations from the Regional STP Committee and make them part of master municipal plans and budgets. • Participate in the Walkabout and STP events at schools.
Local not-for-profit organizations with similar mandates to STP—for example: • Local NGOs (i.e., cycling or active transportation advocacy groups; environmental or health advocacy organizations) • Local faith communities (i.e., mosques, synagogues, churches, etc.) • Child care centres, community centres, Boys & Girls clubs • Local residents' associations (i.e., Block Parents, seniors residences) • First Nations, Inuit and Métis services organizations • School board advisory committees • Disability advocacy groups • Local university researchers • Local businesses (i.e., bike shops, restaurants) • Provincial public road safety insurance organizations • Community policing volunteers	• May be willing to offer time; expertise; donations of cash, prizes, meeting space; help with promotion. • In some instances, these organizations may want to be involved in the STP process but not as part of the committee. In these cases, the Facilitator may meet with them one-on-one to "pick their brains," while also routinely sending them email information updates and including them on any relevant e-newsletter list.

Appendix 3: Ethics Review Information

In Canada, the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, Second edition (TCPS2)* is a joint policy adopted by all three federal research agencies, and followed by institutional research ethics boards (i.e., universities, hospitals, school boards). www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter2-chapitre2/#ch2_en_a2.5

TCPS2 explicitly states that program evaluation activities collected for internal or external reports do not constitute research, and do not fall within the scope of Research Ethics Board review (Article 2.5). Since the type of data collected during the STP process can be classified as program evaluation activities collected for internal or external reports, no research ethics review should be required.

However, individual school boards each have their own policies regarding evaluation activities that the Facilitator will have to adhere to. Note that school boards in Canada often have a research and evaluation committee that oversees data collection conducted at schools. Although the Facilitator will be conducting a program evaluation for the School Travel Planning project and not a research project, it is likely that s/he will use the same application form and apply to the same committee as is required for research projects. It is important to consult the local school board policy, documentation and timelines when completing an application. If it is not possible to confirm whether board approval is required, and an application deadline is approaching, we suggest that the Facilitator proactively submits an ethics application.

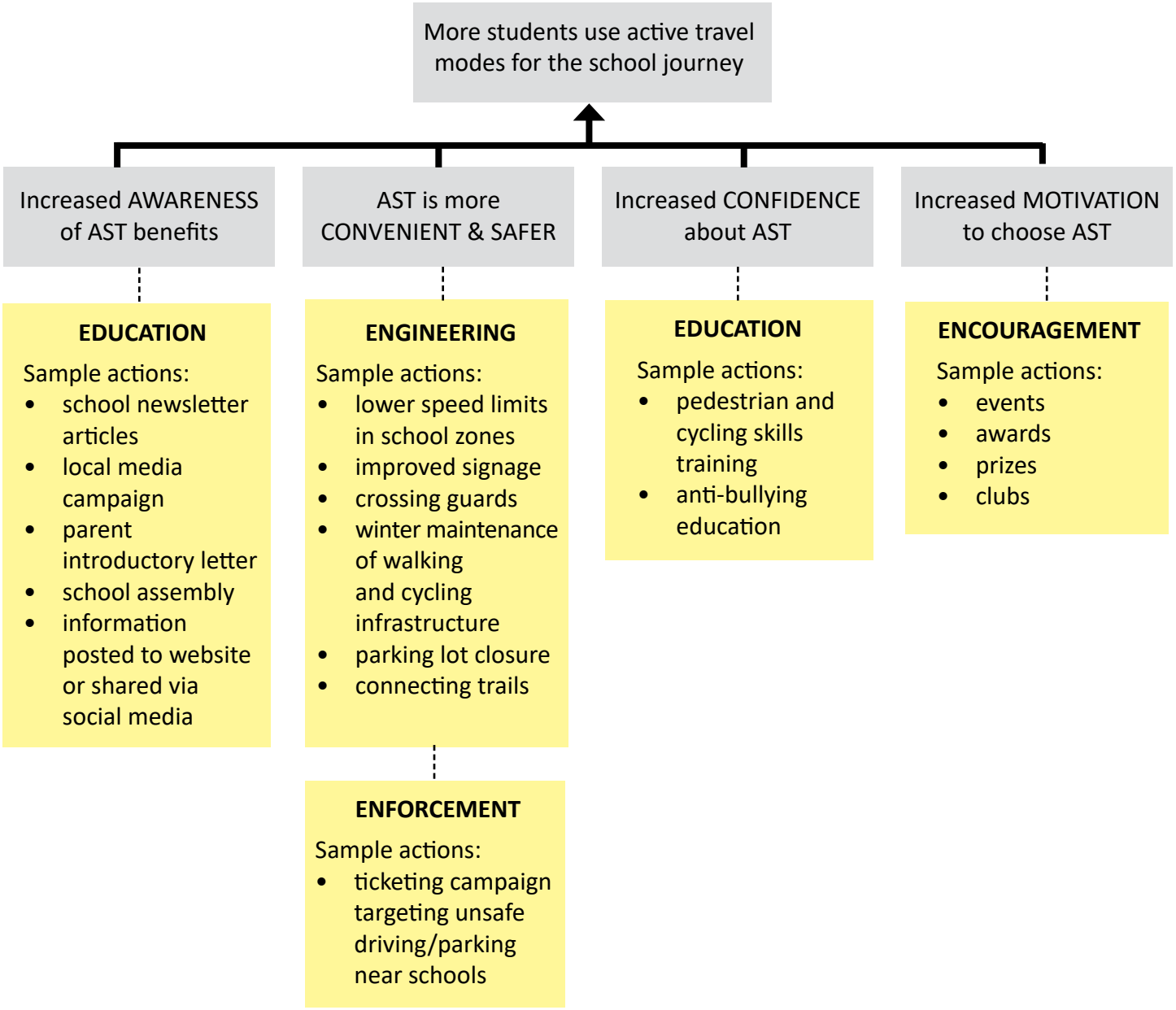
The **Sample Ethics Application** tool provides text that may be used in an ethics application for School Travel Planning. The sample was based on a template application commissioned by the Ontario Education Research Panel (OERP), whose members come from various education communities, including university faculty, school board researchers, and researchers from other education organizations. The Association of Educational Researchers of Ontario (AERO), an organization that supports researchers and research activity in school boards, developed the template application on behalf of the OERP.

Appendix 4:
STP Data Collection at-a-Glance

Data Collection Tool	Description
Recommended Data Collection (at baseline and follow-up):	
Student Travel Survey	A hands-up survey of all students conducted every school day for one week, to collect data about school travel mode (to and from school). Ideally, it will be done twice each school year (fall and spring), but at a minimum once each year (at the same time).
Data from student transportation services (STS) and/or school board	School transportation services or the school board will be asked to provide a map showing students' homes (as dots), the school location and catchment area; or at least a map of the catchment area. They will also be asked to provide any useful information that builds a picture of the transport activity at a school such as: the number of school buses that serve the school; whether the school is an interchange for school buses, i.e., students from other schools change buses at that school; the average home-school distance; and walking hazards identified by STS.
Recommended Data Collection (at baseline) and Optional (at follow-up):	
Family Survey	A survey to collect data on parental perceptions related to the school journey and key areas of concern on school routes. This survey may be repeated several years after baseline when a school feels that it may generate new findings (approx. every 3-5 years).
Traffic Observation	An in-person observation of the traffic at or near the school, conducted by the Facilitator and/or volunteers to document problem travel-related behaviours. Traffic Observations are repeated periodically, after a sufficient amount of implementation has been done and it's reasonable to expect STP efforts may be having an impact on travel behaviour.
Walkabout	An in-person walking tour of the school grounds and surrounding areas to view first-hand what the current routes to school are like. This is led by the Facilitator and attended by as many stakeholders as possible from both STP committees. Walkabouts may be repeated from time to time, to re-assess the conditions on the routes to school.
Optional Additional Data Collection (at baseline and follow-up):	
Bikeabout	Similar to a Walkabout but focused on cycling. Bikeabouts would only be repeated occasionally, when enough time has passed that there would be sufficient changes to the routes or to explore different routes.
Visual counts	Data on additional metrics may be collected, i.e., the number of cars entering the school parking lot or using a designated drop-off zone (i.e., kiss 'n' ride), or the number of bikes in the bike racks. Recounts may be done once each year or during/immediately after implementing a relevant action item.
Data from police and/ or by-law officers	Police and/or by-law stakeholder(s) will be asked to provide data related to safety and enforcement.

Appendix 5: The 5 Es in Action

Below is a diagram showing how the 5 Es support STP goals. This helps illustrate why it is so important that a School Travel Plan address all 5 Es in order to successfully influence school travel choices. Note that this is a generalization of these connections; there may be other relationships not depicted. Some activities affect more than one E and thus can affect multiple goals. Also, there are many more examples of activities that could fall under each E.



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