On January 14th, 2011, Metrolinx hosted a full-day workshop entitled The Future of Sustainable School Transportation: Expanding School Travel Planning in the Greater Toronto and Hamilton Area (GTHA) at 20 Bay Street, Toronto. The workshop was part of the Stepping It Up pilot project, led by Metrolinx in partnership with Green Communities Canada, the Region of Peel, the City of Hamilton, and the University of Toronto. The project is funded in part by Transport Canada’s ecoMOBILITY program.

The purpose of the workshop was to bring together a variety of school travel stakeholders to learn about and identify opportunities for supporting and expanding active and sustainable school transportation initiatives in the GTHA. The 75 workshop participants (Appendix 1) represented over 50 organizations, including school boards and student transportation services, municipal, provincial and federal level governments, universities, associations and not-for-profit organizations.

The agenda (Appendix 2) began with an overview by Metrolinx of the background and context of why sustainable school transportation matters. Participants then shared stories of exciting past, current and upcoming initiatives in sustainable school transportation from their own and others’ communities.

Key messages “Why this Matters” (also see Appendix 3):

- The percentage of children (11-13 year olds) walking to school in the GTHA dropped from 53% in 1986 to 43% in 2006 – a 15% increase in children being driven occurred in the same period.
- A 2009 Metrolinx survey found that 60% of children being driven live within two kilometres of their school.
- In the GTHA, work on active school travel has been on-going for 15 years, first piloted at three schools in Toronto in 1996 by Green Communities Canada.
- The work on active school travel has since been championed by Green Communities Canada and provincial partners (e.g. health departments, provincial NGOs) to expand across Ontario and Canada.

The keynote speech was delivered by Dr. Rodney Tolley, Director of Walk21. Rodney presented the case for greater emphasis on walkable communities as a critical component of addressing impending global trends including declining population health, peak oil, aging populations and economic viability of communities (Appendix 4).
An expert panel followed, including: Jacky Kennedy of Green Communities Canada, a national not-for-profit and the leader on School Travel Planning in Canada; Jennifer Jenkins, RN and Project Manager of the Active and Safe Routes to School project at the Halton District School Board; and, Chris Smith, Manager of Planning at the Waterloo District School Board. The panel discussions touched upon successes which instil confidence in the capacity for sustainable school transportation initiatives to make a difference; how common objections to sustainable school transportation can and have been overcome; and, essential ingredients for a successful sustainable school transportation initiative.

The balance of the day consisted of interactive small group and plenary discussions which identified: 1) the major ‘itches’ related to sustainable school transportation; 2) important contextual considerations; and 3) key actors in championing, funding, or implementing a sustainable school transportation initiative for the GTHA.

*This report is a summary of the day’s interactive discussions.*

Examples of exciting sustainable school transportation initiatives shared by workshop participants:

- the Toronto Catholic District School Board is developing a transportation demand management plan for student and staff travel;
- to encourage walking instead of driving, the Waterloo Region District School Board no longer includes student drop off loops as part of school site design and minimizes on-site parking;
- Green Venture, a not-for-profit organization in Hamilton partners with Clean Air Hamilton to lead the *Totally Transit* program that teaches elementary school students how to use public transit, helping to prepare them for future commuting;
- in Halton Region, a committee made up of the Region, Municipalities, School Boards and lead architect, is developing guidelines to establish uniformity in all new designs, plans, operations and development reviews of school sites and surrounding neighbourhood (focus on 1.6km walking distance), with the goal of joint understanding and practice of application of the best walkable and bikeable scenarios for students and other neighbourhood residents.
# Key Itches and Ideas

The table below summarizes the key itches and ideas related to the current state of sustainable school transportation identified by workshop participants (full responses in Appendix 5a & c):

<table>
<thead>
<tr>
<th>Key Itches</th>
<th>Sample of Associated Ideas</th>
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<tbody>
<tr>
<td>Ownership of sustainable school transportation</td>
<td>▪ Start working across ‘silos’ (disciplines, organizations, geographic areas)</td>
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<td>Lack of: government champion; funding; clear stakeholder roles/ mandates</td>
<td>▪ Create stakeholder map provincially, include all who are/should be involved</td>
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<td>(coordination, collaboration, communication)</td>
<td>▪ Need cross-governmental action plan (e.g. health, transportation, education, infrastructure, municipal affairs, child and youth services, environment)</td>
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<td>Lack of supporting policy and guidelines for sustainable school transportation</td>
<td>▪ Need policy requiring school travel planning at each school</td>
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<td>Need for government policy to establish communication and coordination</td>
<td>▪ Shift focus from bus transportation-only to incorporate other travel modes</td>
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<tr>
<td>Need for government policy to establish communication and coordination</td>
<td>▪ Need new policy to allocate school transportation funding and align funding with active modes (e.g. higher level of walking = more funding)</td>
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<tr>
<td>Create (or incorporate into existing) school site and subdivision design</td>
<td>▪ Need for government policy to establish communication and coordination</td>
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<tr>
<td>guidelines which ensure that active transportation is supported as a</td>
<td>▪ Create (or incorporate into existing) school site and subdivision design guidelines which ensure that active transportation is supported as a priority travel mode to schools and within the community (e.g. incorporate or re-purpose existing guidelines like Child and Youth Friendly Transportation Planning Guidelines and/or Ontario Safety Guidelines for Physical Education into school and community planning), and ensure school planning links into municipal/regional planning</td>
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<td>priority travel mode to schools and within the community (e.g.</td>
<td>▪ Make active school transportation a standing school board agenda item</td>
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<tr>
<td>incorporate or re-purpose existing guidelines like Child and Youth</td>
<td>▪ Municipalities should adopt a complete streets and communities policy</td>
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<td>Friendly Transportation Planning Guidelines and/or Ontario Safety</td>
<td>▪ More enforcement of by-laws for traffic speeds/regulations, and review of by-laws which prevent or discourage the use of active travel modes</td>
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<td>Guidelines for Physical Education into school and community planning)</td>
<td>▪ Change catchment areas: stop closing smaller schools and opening big box schools; or open up any new schools as 100% walk-to schools</td>
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<td>and/or Ontario Safety Guidelines for Physical Education into school and</td>
<td>▪ Guidelines for school boards to minimize legal risk in supporting active transportation (e.g. prepared by OSBIE)</td>
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<td>community planning)</td>
<td>▪ Create a bike rack policy (school board + municipality) and a sidewalk/ school route snow clearing policy (municipality)</td>
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<td>Lack of infrastructure and amenities to support active school transportation</td>
<td>▪ Explore the link between built environment and perceptions of safety, especially in low-income areas</td>
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<td>Kiss ‘n Rides should not be required at schools as they promote driving to</td>
<td>▪ Address existing infrastructure issues (e.g. derelict buildings, poor street lighting, incomplete sidewalks)</td>
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<td>school</td>
<td>▪ Provide adequate bike racks/storage at and around schools, and reduce parking areas</td>
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<td>Start funding walking quality of streets (public realm) and connectivity</td>
<td>▪ Create support through demonstration projects by showing parents and students the type of infrastructure they could be benefiting from (e.g. create temporary bike lanes)</td>
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<tr>
<td>Key Itches</td>
<td>Sample of Associated Ideas</td>
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| Lack of data and measurable results | ▪ Measurable results are key to "selling" the program (gaining support and sustained funding) and keeping up program momentum  
▪ Compile and communicate existing data collected from active school travel pilot projects to decision-makers  
▪ Need for improved data collection going-forward (mandatory or voluntary?), identification and use of common indicators, and assigned responsibilities (who collects? who analyzes? who reports?)  
▪ Need to translate results into easily understandable concepts  
▪ Need more case studies of successful infrastructure projects and active school transportation projects  
▪ Conduct car-bike-ped. municipal traffic counts around schools |
| Fears, perceptions, attitudes around active school transportation | ▪ Need for broad social marketing campaign  
▪ Make walking more visible, promote community development – build cohesion, "know your neighbours"  
▪ Create supportive environments to alleviate fears: “walking school buses”, involving staff in walks, walking buddies, seniors, upgrades to infrastructure  
▪ Reduce speed limits and increase enforcement around school zones  
▪ Try focusing on children’s perceptions  
▪ Re-institute “block parents”  
▪ Communicate health risks of not walking/cycling; use data to dispel fears: ministries should raise awareness of obesity, emissions and how active transportation can help address these issues; school boards should talk about active school transportation and engage parents in a dialogue to “talk about true costs” |
| Lack of active transportation education, awareness, incentives among and for students, parents, teachers, school administration, politicians | ▪ Involve youth and parents in program design and delivery; include staff in activities (“walk the talk”)  
▪ Include active transportation education in school curriculum (e.g. how to walk/cycle safely)  
▪ Educate children and parents about how to identify active transportation barriers and what they should be requesting for their neighbourhoods  
▪ Emphasize the health benefits of walking and risks of not walking; leverage links to big issues like obesity  
▪ Create incentives at school (e.g. early dismissal for students who walk/bike; breakfast programs, grocery gift cards)  
▪ Use effective methods of communication: posters, Facebook, websites (social media campaigns), media relations  
▪ Incorporate into EcoSchools and/or Healthy Schools initiatives that are already happening at schools |
KEY CONTEXTUAL CONSIDERATIONS

Workshop participants identified several key contextual factors (full responses in Appendix 5b) to be taken into account when thinking about the future of sustainable school transportation, including political, planning, societal/attitudinal, educational, and environmental factors.

The current political context was identified in terms of the need for an accountable champion who can develop policies and institutionalize sustainable school travel. Participants noted that a strong business case and demonstrated cost-benefit ratios for sustainable school transportation projects would help create political support.

In terms of the current planning context, participants emphasized that any barriers created by the current built environment and existing practices must be addressed in order to support policy changes and facilitate desired behaviour. Specifically, parking standards and requirements were noted as tools which could be used to either encourage or discourage desired behaviour.

The role of parents in school travel was also highlighted as a critical factor. Participants noted that future initiatives must be informed by parental perceptions and attitudes, family dynamics (how many parents are working) and parental work schedules. Further, the existing basic awareness and education of parents, students and drivers (both parent and school bus drivers) on school transportation issues should be considered in future initiatives. Media relations and curriculum-based education were identified as opportunities to raise such awareness.

Finally, the relationship of environmental quality (e.g. air pollution), driving habits and traffic (e.g. idling and congestion), and fundamental environmental restrictions (e.g. climate change and peak oil) were all identified as opportunities to raise awareness of the case for supporting sustainable school transportation initiatives.

MOVING FORWARD: WHO SHOULD LEAD, FUND AND DELIVER

Participants identified a need for ‘top-down’ support (leadership and funding) and ‘bottom-up’ implementation of a sustainable school transportation initiative. Participants recommended that the leader should formally recognize active transportation modes as part of school transportation and that an active transportation charter could be created and adopted by school boards. A variety of leaders and champions were identified: provincial ministries, professional associations, non-government associations, school boards, school councils, parents. The Ministry of Education was the most commonly cited lead, followed by the Ministry of Health Promotion and the Ministry of Transportation. Co-leadership between these ministries was also mentioned by many participants, but that a provincial champion is needed to create a supportive environment for active travel at the school board and local school levels. Overall, there was consensus that clear identification of a leader is required for accountability, regardless of the organization.

Funding, according to the participants, should not come from a single source. The federal, provincial, and municipal level governments should fund school boards and schools in their efforts. Ideas included: cost-sharing between provincial governments and municipalities; a provincial grant program for schools; reallocation of existing funding and looking for further efficiencies in school transportation; capital funding from the provincial level for infrastructure; and a portion of the gas tax to go towards active transportation.
Participants emphasized that school boards and schools (e.g. administrators and teachers) should deliver the initiative in partnership with students, parents, and community stakeholders, and with guidance and support from municipalities and non-government organizations. Participants recommended that school boards develop a process framework and conduct active transportation audits of schools. Further, there is a role for an organization or committee to coordinate the initiative, receive and compile results, report, and disseminate best practices, guidelines, and tools GTHA-wide (see Appendix 5d for full details).

NEXT STEPS

Discussion at the workshop identified gap areas for sustainable school transportation along with the need to focus and move forward on:

- INTEGRATION of existing programs, alignment of mandates across departments, shared responsibility and recognition of broader societal implications of school transportation
- CHAMPIONS to lead, own and facilitate the work and provide accountability and coordination
- SUPPORT in terms of dedicated resources and staff, funding, education/training, and policies with regulation/enforceability.
- COOPERATION AND COLLABORATION on a multi-faceted approach in which various players come together
- ACTION ORIENTATION towards a common vision for sustainable school transportation and the implementation of concrete strategies and solutions in a timely manner
- ON-GOING DIALOGUE to continue to bring groups together to discuss roles, strategic actions, progress, and best practices in sustainable school transportation

Metrolinx has committed to creating a strategic plan for advancing school travel planning in the GTHA (see elements below). This is a deliverable for the funding received from Transport Canada’s ecoMOBILITY program, and will be completed by December 31, 2011. To complete this deliverable, Metrolinx anticipates further discussion with stakeholders in the next six months, including a potential follow-up workshop in early summer.

**Metrolinx, Green Communities Canada, and the Stepping it Up Steering Committee to continue to facilitate on-going dialogue among all stakeholders to explore and report back on the following next steps in 2011-12:**

- Development of the stakeholder map for sustainable school transportation in the GTHA and outreach to individual stakeholders to identify specific areas for collaboration (programs, plans, policies)
- Potential model for engaging provincial ministries on sustainable school transportation, outlining possible ministerial roles and opportunities for supporting networks for an initiative GTHA-wide
- Potential for municipalities and school boards to assume roles and responsibilities for initiating, planning, execution, monitoring, controlling and evaluating sustainable school transportation/ strategies/ programs at local school boards
- Potential for non-governmental organizations and industry associations to assume roles and responsibilities for advancing, promoting and educating stakeholders and the public about sustainable schools transportation
- Development of a strategic framework for continuation and expansion of a GTHA-wide sustainable school transportation initiative
LIST OF APPENDICES

Appendix 1. Workshop Participant List

Appendix 2. Workshop Agenda

Appendix 3. Metrolinx Presentation Slide “Why This Matters"

Appendix 4. Presentation from Keynote Speaker Rodney Tolley

Appendix 5a. List of Itches
   5b. Key Contextual Considerations
   5c. Addressing Challenges and Opportunities
   5d. Moving Forward on a Shared Vision

Appendix 6. Workshop Speaker Bios

Appendix 7. Pre-Workshop Background Reading
The Future of Sustainable School Transportation: Expanding School Travel Planning In the Greater Toronto & Hamilton Area

January 14th, 2011 ~ 8:30am to 3:30pm, 20 Bay Street, Toronto (12th Floor, Rainy Lake Room)

PARTICIPANT LIST

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<td>Cowie Bonne</td>
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<td>Richard</td>
<td>Donaldson</td>
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<tr>
<td>David</td>
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<td>Ministry of Education (Elementary/Secondary Business &amp; Finance Division)</td>
</tr>
<tr>
<td>Chris</td>
<td>Reid</td>
<td>Senior Policy Advisor</td>
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<tr>
<td>Domenico</td>
<td>Renzella</td>
<td>Manager of Planning</td>
<td>Halton District School Board (HDSB)</td>
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### The Future of Sustainable School Transportation: Expanding School Travel Planning In the Greater Toronto & Hamilton Area

**January 14th, 2011 ~ 8:30am to 3:30pm, 20 Bay Street, Toronto (12th Floor, Rainy Lake Room)**

#### PARTICIPANT LIST

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Position</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leslie</td>
<td>Rocha</td>
<td>Community Relations Specialist, South Central Ontario</td>
<td>Canadian Automobile Association</td>
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<tr>
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<td>York Region (Public Health)</td>
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<tr>
<td>Ron</td>
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<td>Supervisor of Crossing Guards</td>
<td>City of Kitchener (Transportation Planning)</td>
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<tr>
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<td>City of Hamilton (Public Health)</td>
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<tr>
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<td>Sigouin-Côté</td>
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<td>City of Ottawa (Public Health)</td>
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<tr>
<td>Chris</td>
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<tr>
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<td>Smith</td>
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<tr>
<td>Michelle</td>
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<td>Post Doctoral Fellow</td>
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<td>Jacqui</td>
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<td>Traffic Analyst</td>
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<td>Barbara</td>
<td>Taylor</td>
<td>Public Health Nurse, Healthy Living</td>
<td>City of Toronto (Public Health)</td>
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<tr>
<td>Rodney</td>
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<td>Peter</td>
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<tr>
<td>Joan</td>
<td>Webster</td>
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<td>Region of Peel (Public Health)</td>
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<tr>
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<tr>
<td>Mary Louise</td>
<td>Yarema</td>
<td>Physical Activity Promotion Consultant (Chair: Toronto ASRTS Steering Committee)</td>
<td>City of Toronto (Public Health)</td>
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January 14th, 2011 ~ 8:30am to 3:30pm
20 Bay Street, Toronto (12th Floor, Rainy Lake Room)

The Future of Sustainable School Transportation
Expanding School Travel Planning
In the Greater Toronto & Hamilton Area

Agenda

Workshop to be chaired by an independent facilitator. All timings are approximate.

8:30  Breakfast & Networking
9:00  Opening Remarks
9:15  Why this Matters
9:30  Sharing Ideas (Group Discussion)
9:50  The Big Picture - Trends, Successes & Potential/Possibility (Keynote Speaker)
10:30 Health Break
10:45 Sharing Experiences (Interactive Panel)
11:15 The Current Context (Group Discussion)
Noon  Lunch & Networking
12:45 Addressing Challenges & Opportunities (Group Discussion)
2:00  Health Break
2:15  Moving Forward on a Shared Vision (Group Discussion)
3:10  Open Forum & A Look Ahead
3:25  Closing Remarks & Adjournment
Why This Matters

- In 1986, 53% of 11-13 yr olds in the GTHA walked to school. By 2006, this dropped to 43% (TTS), while levels of children being driven rose from 15% to 30%.
- Metrolinx’s 2009 survey found 60% of children being driven live within 2 km of their school.
- Work on active school travel has been on-going in the GTHA for 15 years, first piloted in Toronto in 1996.
- The work, championed by Green Communities Canada and Public Health, expanded across Ontario and Canada in 2000s.
- Sustainability and further expansion of this work requires new partnerships and support.
The future of sustainable school transportation: expanding school travel planning in the Greater Toronto and Hamilton area

Rodney Tolley
Director, WALK21 and Honorary Research Fellow, Staffordshire University, UK

Presentation to Metrolinx Forum, January 2011
Presentation outline

- Walking benefits – and barriers
- The importance of Active Travel to children
- The obesity crisis
- Disconnects between knowledge and action
- The ASRTS movement
- Benefits versus risks; Benefits versus costs
- Future policy and action
- The international context for change
The Big Move

- **Goal C: Active and Healthy Lifestyles**
  - “Walking and cycling will be attractive and realistic choices for all, including children and seniors”

- **Strategy 2: Enhance and expand active transportation**
What does Walk21 do?

- A non-profit organisation which champions the development of healthy, sustainable and efficient communities where people choose to walk
- Supports professionals
- Walking promotion in various towns and cities:
  - Benchmarking against key measures
  - Masterclasses for local professionals
  - Roadshows to provide vision and inspiration for practitioners and the political powerbase
- The International Walking Charter
- Walk21 international conferences
- Contact:
  - www.walk21.com
Why is it important to get children to use Active Travel?

- Children’s health
- Disconnects between what we know and what we do
- Value for money
- Update on action around the world
Overweight children

Figure 2.2: Increasing overweight in children around the world

Source: Racioppi, WHO, 2010
Obesity Trends* Among U.S. Adults

BRFSS, 1985

(*BMI ≥30, or ~ 30 lbs. overweight for 5’ 4” person)

Source: Behavioral Risk Factor Surveillance System, CDC.
Obesity Trends* Among U.S. Adults

BRFSS, 2009

(*BMI ≥30, or ~ 30 lbs. overweight for 5’ 4” person)
Obesity is dangerous

Arthritis
Breast Cancer
Heart Disease
Colorectal Cancer
Type 2 diabetes
Endometrial Cancer
End Stage Renal Disease
Gall bladder Disease
Hypertension (x5)
Liver Disease
Low Back Pain
Stroke
Urinary Incontinence
The disconnect: compare what we know.....

The benefits - Active School Travel

- Improved physical health
- Improved mental health
- Improved learning outcomes
- Improved independent mobility for children
- Reduced motor vehicle operating costs
- Time savings for parents
- Reduced traffic/parking congestion around schools
- Improved road safety outcomes
- Pollution and greenhouse/gas emissions
- Lower motor vehicle emissions
...with what we do:

Is there an international “No Child Shall Bike or Walk to School” Campaign?

- Mandatory minimum acreage for school sites?
- Locate schools far from the students they serve?
- Neglect or demolish existing neighborhood schools?
- Locate schools on unwalkable roads?
- Decrease directness of routes to school?
- Fail to provide crosswalks or sidewalks?
- Prohibit walking and bicycling to school?
- Make school planning and community planning separate universes?
- Open enrollment?

(After Lauren Marchetti)
SRTS (Safe Routes to School) goals

- Where it’s safe, get kids walking and biking
- Where it’s not safe, make it safe
Safe routes to school

USA
- First activity not until 1997
- $612m in 2005-2009

Elsewhere
- School Travel Planning, UK
  - 2001 1st School Travel Plans
  - 2006 10,000
  - 2010 Every school in Britain
- IWALK Walk to school Month:
  - 42 countries, 3 million children
School Travel Initiatives in Canada  
14 years of growth

By 2010:
- Nova Scotia
- Ontario
- Manitoba
- Saskatchewan
- Alberta
- Quebec
- British Columbia
- The Yukon

By 2012, growth to:
- Nfld & Labr.
- PEI
- New Brunswick
- Northwest Territories
- Nunavut

www.saferoutestoschool.ca/partnership/
What about the balance of benefits vs. Risks of Active Travel?

- 2010 study modelled impact of 0.5m people shifting from car to bike for short trips, daily, in Holland
  - increased inhaled air pollution doses: 0.8-40 days lost
  - traffic accidents: 5-9 days lost
  - increased physical activity: 3-14 months of life gained
  - societal benefits even larger

- Positive effects of Active Transport far outweigh the risks

Value for Money: An Economic Assessment of Investment in Walking and Cycling
Adrian Davis, 2010

- DfT’s economic appraisal method applied to three Links to Schools schemes in 2005
  - Bootle: improving an existing route close to a number of schools: BCR 29.3:1
  - Hartlepool: Toucan crossing and general infrastructure improvement: BCR 32.5:1
  - Newhaven: A new shared-use path linking two secondary schools: BCR 14.9:1

- “Investment in infrastructure and to facilitate increased activity levels amongst local communities through cycling and walking is likely to be a ‘best buy’ for our health, the NHS at large in terms of cost savings, as well as for the road transport sector”
Parental fears

- Living Streets (UK) survey
  - 60% highlighted either ‘road accident’ (30%) or ‘abducted or murdered’ (30%) as greatest fear

- Conflation in public mind of:
  - Consequences if something should happen (terrible)
  - Likelihood of it happening (virtually never)

- Only 5% of parents cited child’s poor health later on in life as a fear
Management of risk

- “If your kid uses Active Travel, there is a 1 in X risk that they will be hit by a car.
- “If your kid doesn’t use Active Travel, there is a 100% risk that they will have...
  - Poorer co-ordination
  - Poorer concentration
  - Less chance to be active as an adult (with all the health consequences)
  - Less self confidence and poorer self esteem”
- “Taken as a whole an inactive child is both physically and mentally less healthy” (Dr William Bird, 2010)
Helicopter parents

- Enormous social and cultural pressure placed on parents to constantly supervise their children.

- It is up to the whole community to encourage children’s active transport.

- Neighbourhoods should be designed for unaccompanied children (and for their parents to feel comfortable with this).
So what policy for AT to school?

- Support and advice to parents to equip their children with road safety skills;
- Make 30 kph the default speed limit;
- Invest in safe walking and cycling routes to school;
- Create parking and drop off exclusion zones around schools;
- Adequately invest in walk to school schemes;
- Stronger laws and enforcement against poor driver behaviour.

(After Living Streets, 2010)
And what Action?

- Review key issues
  - School setting;
  - School bus policy;
  - School bus idling;
  - Air-quality within buses and resulting from bus exhaust;
  - Parking for motorized vehicles;
  - Traffic speeds in the school vicinity;
  - Drop-off locations;
  - Timing of traffic lights;
  - Policies regarding skateboard use;
  - Availability of bicycle racks and storage;
  - Cycling paths nearby the school.
Child- and youth-friendly land use and transport planning guidelines for Ontario

Richard Gilbert and Catherine O’Brien, 2008

- Enrique Peñalosa, former mayor of Bogotá:
  - “If we can build a successful city for children we will have a successful city for all people.”

- Guideline 1:
  - In transport and land-use planning, the needs of children and youth should receive as much priority as the needs of people of other ages and the requirements of business.
In past decade...

- More holistic view – walking and health, air quality, urban regeneration
- Discourse has shifted from ‘walking as transport’ to ‘the public realm and liveable streets’
  - i.e. from routes and links to spaces and places
- Decline in walking has slowed or stopped in many places
- The International Charter for Walking has taken off
- At the local scale, countless interventions in facilities, opportunities, encouragement
- At the macro-scale, new policies, strategic partnerships, advocacy movements
An explosion of interest around the world in walking

The Walk21 Conference Series

  - Confirm importance of walking issues
  - Provide an international platform
  - Highlight best practice
  - Identify research, networking and funding opportunities

- Then Perth, San Sebastian, Portland, Copenhagen, Zurich, Melbourne, Toronto, Barcelona, New York City, The Hague
Walk 21 XII
The International Conference on Walking and Liveable Communities
Transforming the automobile city: walking steps up!
October 3-5 2011
Metro Vancouver, Canada

What's on offer?
Head: Making the value case for walking
Heart: Sharing the simple experiences of walking
Hands: Learning from projects to improve walking
Feet: Walkshops for 'feet on' discussion

Who is it for?
Engineers, Planners, Health Professionals, Politicians, Designers, Developers, Researchers, Community Groups, Advocates
Walk 21 XII
October 3-5 2011
Metro Vancouver, Canada

Call for proposals
Closes February 18th 2011

Details at www.walk21.com
Walking at the Millenium

- The forgotten mode
  - Invisible in governance
  - Lack of knowledge, data
- Walking seen as a transportation matter only
  - Infrequent partnerships with health, community etc
- Walking defined as a problem
  - Focus on safety issues, rather than strategic opportunities
Emergence of National Partnerships:

- Canada Walks
- Walk England
- Equal Footing, USA 2010
How do we plan for the future in the ‘new normal’

The world has changed: we are in a new environment:

- Climate change
- High fuel cost, price churn and reduced availability
- Obesity crises
- Ageing of the population (= disability)
- Economic instability
Key issues and conclusions

- Around the world, there is a stunning renaissance in interest in walking as transport and user of public space
  - Hardware: making places walkable, makes them liveable
  - Software: encourages people to use public space
- Walkability has a positive impact in a range of areas
  - One methodology, multiple outcomes
Thank you!

rodney.tolley@walk21.com
## APPENDIX 5a: List of Itches

Provided by workshop participant groups in response to the question:
"In thinking about the current state of sustainable school transportation - what's working less than optimally, what do you wish were different, what's out of balance, what are the key barriers and challenges, what bugs you? List these as ITCHES”

| Lack of Ownership/ Leadership | - want highest level of this possible  
| - want someone to take ownership  
| - Principals not mandated to foster AT  
| - School Board: recognizing full impact of decision they make (e.g. locating regional programs; parking requirements)  
| - No champion at the provincial level; too much political control/influence |
| The school run | - stagger start and end times and prioritize walking and bussing  
| - coordination between school times between adjacent schools |
| Inadequate Education and Enforcement | - Safety for parents; training;  
| - There is a deterioration in driver etiquette - lack of enforcement (demerit point system) - stricter driving laws (remove red light right turns)  
| - Bicycle safety should be taught as part of childhood education  
| - Parents: behaviour patterns  
| - Communication to parents of options, outcomes to get buy-in  
| - Language is not user-friendly (social marketing campaign)  
| - Lack of active transportation education in schools (i.e. how to be a pedestrian, cycle training, etc.)  
| - Need more parental education - need to focus on changing their perceptions |
| Lack of data | - To support change and innovation (ped. counts; e.g. identifying the change/potential)  
| - Measurements and stats need to be clear and available, comprehensive cost benefit analysis. Results to help sustain involvement and funding |
| Policies/practices/guidelines not child oriented/age friendly | - No AT Policy  
| - Lack of legislation and policy -- or it's not panning out -- should be reviewed  
| - Lack of supporting policy  
| - Children not involved or engaged in a meaningful way  
| - School design often promotes pick-up/drop-off |
| Partnerships (feelings of operating in isolation) | - Needs to be a more seamless integration of all the partners  
| - Administrators: 5-10 year contracts at schools; establish relationship  
| - Need labour incentives  
| - Perceived or real workload issues (stakeholders)  
| - Commitment: resources, partnership, prioritizations  
| - New initiatives - challenging to find time  
| - Ministries are not working well together - lack of communication, collaboration - need higher strategic plan outlined for all Ministries (Education, Health, etc.)  
| - Need stakeholder coordination  
| - Coordination of all stakeholder for effectiveness, accountability |
| Funding Gaps/Inequities | - $800M for busses, none for AT  
| - Who is involved, how can funding be secured |
| Poverty | - Issues of food, clothing, transient nature of some families |
| Parental Perceptions/Fears | - Imminent obesity seen as down the road  
| - Funding based on what's needed now  
| - Independent mobility  
| - Attitudes (e.g. notions of convenience-it's more convenient to take them to school by car; esp for large families) |
| Big Box Schools | - Losing community small schools and more centralized locations --> not attachable  
| - Shift towards larger/fewer schools (societal issues)  
| - Need to decrease average walking cycl. distances  
| - Inner neighbourhood schools closing, lack of funding |
| Gaps in built environment | - Currently supports driving; urban areas, crossing busy streets; school site plans  
| - Lack of adequate pedestrian infrastructure that would encourage active transportation  
| - Lack of infrastructure around schools  
| - Lack of clarification of where services are, cooperation between services -- police, city, school board |
APPENDIX 5b: Key Contextual Considerations

Provided by workshop participant groups in response to the question:
"What are the key contextual considerations that need to inform future school travel initiatives (environmental, economic, political, etc) - essential factors that must be taken into account?"

### Ownership
- who takes responsibility for infrastructure?
- who leads policy and at what level
- accountability for policies

### Education/Enforcement
- Parents, students, drivers (parents/bus)
- Start w/ education + awareness campaigns

### Constrained economic environment, Full trip cost

### Political
- Will manufactured through evidence related to cost benefit of small projects

### Planning barriers
- Paid parking?
- Required parking standards

### Area demographics
- Aging populations
- Family dynamics (2 working parents)

### Existing perceptions
- Media relations to garner support for policy changes/behaviour change

### Key stakeholders
- Parents need to be one of them - barriers may start from the home
- We need to work co-dependently + realize the solution
- Consortiums need to have active travel responsibility - Talked about hiring a walking school bus driver -> dropping kids off at walk limit from school
- School Board databases have details about pedestrian routing options that google maps don't, but they're not available to kids

### Environmental
- Air pollution concerns with idling and congestion
- Environmental aspects not as strong or a major indicator for behavioural change, need to tie in more?
- Focus on environmental and transportation in school education
- Peak Oil

### Policy development
- Need for champion on policy piece
- Policies to institutionalize school travel plans
## APPENDIX 5c Addressing Challenges and Opportunities

**Provided by groups in response to the question:**

*In relation to the ITCHES identified, what do we need to START DOING that we currently are not, what do we need to STOP DOING, what do we need to CHANGE, and what can any of the following stakeholders do to help (e.g. Metrolinx, School Boards/Student Transportation Services, Provincial Ministries, Regions/Municipalities, Non-Governmental Organizations; Other?)*

<table>
<thead>
<tr>
<th>Strategic Itch</th>
<th>Start Doing</th>
<th>Stop Doing</th>
<th>Change</th>
<th>Who and what can they do</th>
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<tbody>
<tr>
<td><strong>Ownership/Leadership</strong></td>
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<td>Start thinking about student transp. as more than bussing and driving</td>
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<td>Taking responsibility: e.g. work with municipality to ensure infrastructure is in in the beginning - site selection and planning</td>
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<tr>
<td>Ownership of the process: ensuring that walking is supported from the start</td>
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<td>Thinking Long term - Like AODA for example</td>
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<tr>
<td>Take ownership - Everyone needs to take responsibility, but, we need a &quot;champion&quot; organization</td>
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<td>Use &quot;role modelling&quot; - Parents; &quot;model&quot; healthy behaviour</td>
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<td>Work place policies that address school transport issues - &quot;flexibility&quot;</td>
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<td>Be more vocal: Write to ministers, make them pay attention. Convince them to step up, take ownership, back some of our initiatives with policy</td>
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<td>Have a success + share ... to build support</td>
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<td>More direction on the mandates of stakeholder groups - who should own this and how</td>
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<td>Educating school boards on how this fits with their mandate (benefits, business case)</td>
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<td>Manufacture &quot;political will&quot;: Strategic alliances and know what you want and ask for it; Strategic alliances: HeartStroke; schools/student; Ontario association; school board officials; taking small projects + underpin them in policy (all schools have a STP)</td>
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<td>Providing expertise to stakeholders on policy development</td>
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<td>We need to collaborate to move things forward</td>
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<td>Mandate (policy, plan, etc.) staff responsibility - Champion</td>
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<td>Cross Gov't Action Plan</td>
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<td>Stop thinking in silos - connect school planning and community planning</td>
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<td>Making it SO easy for parents to drive</td>
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<td>Stop thinking &quot;bussing vs. walking vs. driving&quot; - think &quot;student transportation&quot;</td>
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<tr>
<td>Stop working in isolation</td>
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<tr>
<td>Working in silos (both with partners + within own organizations)</td>
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<td>Asking people to do this off the side of their desks</td>
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<td>STP becomes &quot;how we do it&quot; not an add on...</td>
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<td>Make the program part of policy</td>
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<td>Establish a &quot;top-down, bottom-up approach&quot; that brings key organizations together</td>
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<td>Provinces to provide policy</td>
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<td>Role of the employer, e.g. flexible work hours (to help parents support active school travel)</td>
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<tr>
<td>Commit to supporting our work. Sign on!</td>
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<tr>
<td>Province - policy on reorg STP for each school</td>
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<td>School Boards - have a large role in leadership - they need to buy in</td>
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<td>Multibectorial approach</td>
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<td>Interministerial meetings/Interboard/Intermunicipal</td>
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<td>Teachers, etc. to lead by example</td>
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<td><strong>Measurements/Statistical Characteristics</strong></td>
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<td>Comprehensive Cost Benefit &amp; Results to Sustain Funding</td>
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<tr>
<td>Identify data sources</td>
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<td>Identify possible benefits</td>
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<td>Develop improved methodologies for data and gaps: Identify data/elements; Who is responsible; How to collect; Track data; Report; Mandatory; Measureable</td>
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<tr>
<td>Define measurement instrument</td>
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<td>Using results to &quot;sell&quot; concept</td>
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<td>Translate results to be easily understandable: index, &quot;step light&quot;</td>
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<tr>
<td>Pool resources = data + studies</td>
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<td>Set milestones</td>
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<td>Specific Cost/Benefit analysis of prioritizing active school travel</td>
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<td>Research: Make the base case</td>
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<tr>
<td>Define numbers and be on the same page - cost benefit ratios (ensure its are properly explained)</td>
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<td>Build timeline to integrate collection and measuring, and reflect that in budget</td>
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<td>Add this issue to existing reporting methods</td>
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<td>Get data to support potential for change: Review of current methods, identify data, Develop collect protocols, Methodstechnology, Track data, Report</td>
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<td>Ministries can identify indicators</td>
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<td>All can market this information</td>
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<td>NGO to translate results to understandable form</td>
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<td>ITE/MTO: sponsored project to improve ped/cycle use data collection</td>
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<td>There is already a lot of information: Government, private sectors may want to invest with a coordinated communication thereof</td>
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<td><strong>Poverty (issues:</strong> clothing, food, features of built environment (road, walkways, crime)</td>
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<tr>
<td>Address infrastructure in communities: Derelict buildings; &quot;Shady&quot; areas - fear of walking. Repairs to walkways; enhance &quot;attractiveness&quot; of walkways</td>
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<td>Work with City Planning to address transportation routes &amp; partners, crossing guard provision</td>
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<td>Engage STP champions using incentives that address poverty issues (i.e., gift cards for food stores for volunteer time)</td>
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<td>If already not in place, set up breakfast programs</td>
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<td>Parental education; Social assistance programs</td>
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<tr>
<td>Stop ignoring the problem of poverty</td>
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<tr>
<td>More effective outreach by existing institutions to families in greatest need</td>
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<td>i.e. neighbourhood associations, rec programs, &quot;Best Start&quot;</td>
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<tr>
<td>Help communities identify &quot;champions&quot; or effective messengers to drive change</td>
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<tr>
<td>Ministry of Community &amp; Social Services raise financial support for needy families</td>
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<td>Identify &quot;Key Priority Neighbourhoods&quot; and lead infrastructure improvements, e.g. like Toronto - City of Toronto Community Gardens model</td>
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</table>
## Strategicitch
- **Bring Ministry of Infrastructure and Municipal Affairs and Housing to the table in some capacity with an appropriate accountability structure (who chairs, who is the leader?)**
- **Ministry of Education**
- **Link active transportation to agencies’ funding**
- **Expand the scope of focus from just school to the community at large (more inclusive of seniors/housing population)**
- **Interministerial meetings: Clarify overlap/cooperation**
- **Develop and nurture strategic alliances**
- **Move/evolve collaborative relationships towards partnerships**
- **Understand and clarify mandates**
- **Report back publicly on impacts of decisions: Accountability leads to implementation**
- **Dialogue at a local level with decision-makers to develop plans**
- **Someone has to take leadership role; lead by example: a pedestrian charter or other policy for example; someone needs to coordinate services Idenfity partners/communication between services**
- **Talking/discussions to align goals/strategies: decision makers need to be talking/collaborating**
- **Need a more active group representing walking/safe routes to school**
- **Top-level policy approach: Start coordinated effort towards umbrella organization (coordinate interest groups). Divides responsibilities among ministries**
- **Create a coalition for Active School Travel to develop a coherent message about needs**
- **Create stakeholder map to identify who does what - coordination**

## Stop Doing
- **Limit control/power of local politicians**
- **Stop saying I can’t and waiting… need to take initiative**
- **Competing for limited resources**
- **Don’t formulate a policy without the means to implement it. It’s empty. Ensure there is support**
- **Defering issue**
- **Stop working in silos; working together is working smarter. Every individual has individual skills or resources to contribute**
- **Pointing fingers**
- **Stop the strong silos between ministries: Break down walls, encourage more discussion/collaboration**

## Change
- **Adopt a broader approach population-based to be inclusive of parents, grandparents (seniors).**
- **Utilize: Places of worship, Community centres, Seniors’ centres, Family resource centres, Shared space in schools**
- **Identify leader/spokesperson for coalition, rather than groups working separately. Use stake holder map to start**
- **Go local**
- **Provincial stakeholder mapping**
- **Mainstream this stuff so that the budget is automatic every year**
- **Vision or direction when planning, encompassing all departments/problems**
- **Mentors**
- **Start taking ownership over active transportation initiatives**

## Need Supporting Policy
- **Make active transportation a standing School Board agenda item**
- **Each school creates + maintains an STP (Ministry of Education)**
- **Establish policy that encourages collaboration and communication**
- **Tap into social media/marketing → make things more transparent**
- **Bike rack policy - Municipality + School Board**
- **Sidewalk + school route snow clearing policy – Municipality**
- **Establish Public Health Check list at site plan review**
- **Look at bus schedules re: efficiency**
- **Develop a policy framework that puts AT first**
- **Ensure policy directions flow to school boards & schools**

## Rebuilding
- **Treat walking as a stand alone issue**
- **Stop looking at only "bus transported students"**
- **Treating walking as a stand alone issue**
- **Stop saying I can’t and waiting… need to take initiative**
- **Competing for limited resources**
- **Don’t formulate a policy without the means to implement it. It’s empty. Ensure there is support**
- **Defering issue**
- **Stop working in silos; working together is working smarter. Every individual has individual skills or resources to contribute**
- **Pointing fingers**
- **Stop the strong silos between ministries: Break down walls, encourage more discussion/collaboration**

## Ministry of Health - mandate active transportation in schools
- **Scorecard/checklist and a rating on schools like in UK or Green School idea**
- **Need facilitator**
- **School Board could ask for parent input on budget. Maybe parents don't want bussing**
- **Metrolinx - create umbrella mandate for active transportation**

## Ministry of Education
- **Make active transportation a policy + co relationship with health**
- **NGOs - collaborate, work together, increase strength of the voice of active transportation**
- **Min. of Ed to set policies, and funding levels**
- **All bodies need to agree on focus**
- **NGOs, municipalities, school boards, need to clarify "ask"**
- **NGOs/Municipality advocacy**
- **Transit service coordination**
- **Full road pricing - congestion based tolls**
- **OSBIE could prepare guidelines on managing legal risk for school boards around promoting AT**
APPENDIX 5c Addressing Challenges and Opportunities (continued)

Education/Enforcement/Encouragement

- Targeted enforcement around schools (photo radar)
- Curriculum change (walk/bike): Safety audits, mapping of routes
- Make course available for grades 4 or 5 to educate about cycling
- Increase police presence
- Media campaigns: social marketing
- Ensure no stopping bylaws maintained and enforced
- Educate parents
- Sell the concept and create incentives (e.g., 10 min early dismissal)
- Make active transportation a social marketing campaign
- Get the concept into eco-schools
- Offer incentives to students for walking to school
- Building on best practice evidence
- Campaigns
- Government support for PSA's
- Make the message scary (?)
- Guidelines for school boards to minimize legal risk in supporting AT (OSBI should prepare)
- Get CAN-BIKE courses into schools
- Incentives: e.g., Airmiles, TTC Monthly Pass, intelligent health swipe pass
- Curriculum - cross-disciplinary connections
- Funding allocated based on completion of TDM plan
- Ministry incentives: you improve the ifs of students walking - we give you "x"
- Understand who is the target audience
- Youth engagement
- Cross-generational engagement

- Always blaming individual parents
- Criticizing parents doesn’t work. Maybe it does. Maybe we don’t criticize enough. Or, maybe we should challenge them with facts, challenge them to be accountable.
- Union-Teacher issues
- Accommodating parents’ vehicles
- Walking school bus - Associate with school (Always liability issues)
- Stop putting cars first (they make sure there is parking but no guarantee for bike parking): start designing schools for kids - not cars, start charging teachers for schools
- Change max distance for bus
- There are 72 school board directors. Give them bonuses if they improve the AT mode share
- Allow boards to reallocate money if more kids walk/bike
- Social/behavioural change
- Include staff in activities “Walk the talk”
- Change students attitudes towards driving/walking/cycling
- Change teacher/parent attitudes towards walking/cycling - ensure they are being educated as well
- Educate the parents on what they should be demanding in their neighbourhoods
- Ministry level: PSA’s and effort to promote safer walking/cycling through HTA, Driver’s Handbook + Examination
- 7 year curriculum review - mandate, policies, etc. - active transportation gets included in this review (opportunity for community/ special interest groups to get involved there is a public consultation period)
- MTO -> more teeth in school zone speed and enforcement
- School Boards to reward parents/families who walk with their kids
- Ministries/ School Board put this into curriculum
- Private sector incentivize walking through prizes, e.g., Nike providing schools
- Ministry of the Environment (walking is healthy for the environment)
- Different applications: Posters, Websites, Facebook, Media
- Municipal departments could include into newsletters
- Seniors are an untapped resource. They could walk kids to school. They’re available.

Parental Attitudes/Fears

- Start with small steps (e.g., park a little further away and walk in), engage parents locally
- Make walking visible, promote community development - build cohesion, “know your neighbours”
- Better education campaigns and supportive environments to alleviate fears, Disseminating facts re: realities of school safety, Gospel myths and draw benefits of Active School Travel

- Stop reinforcing/enabling parental fears
- Sustain momentum of ASRTS programs
- Try focusing on children’s perceptions
- Make it fun and inclusive and visible, celebrate successes
- Re-institute “no parking”
- Identify barriers and teach children how to deal with them
- Find and focus on early adopters, target kids as audiences
- Focus on kids and their health
- Walking buddies, walking school buses
- Change the message - “your child is entitled to walk”
- Address “high-level fears”

- Community association, Municipalities: Provide education, facilities; Prioritize school trips
- Local health authorities (public health unit)
- Create a common message that is endorsed
- Provincial Ministries: Health Promotion should support implementation, Disseminate info on case studies & what’s worked
- School Boards/STS: Talk about active school travel; Engage parents in a dialogue; Talk about true costs
- Ministries should raise awareness of obesity, emissions, and how they can be solved with AST - Parental fears are “trumped” by these issues
Lack of infrastructure for active transportation around schools (sidewalks, traffic calming, crosswalks, etc.), School Site Design/ Siting, Student Transportation Planning

Overlaying ROP, PCMP, etc. with development
Require one side of street to have a sidewalk. Look at bike parking facilities (lockers, showers, secure parking). This means it is secure and used.
Looking at best practices re: facilities, look for more/new ideas re: traffic calming
Start funding walking quality of streets (public realm) + connectivity
Have walking/cycling infrastructure in place first in new communities

Municipalities prioritize their transportation types
Gathering evidence about adequate infrastructure, consider surrounding land uses
Educating students about what good infrastructure is -> demonstration projects (temporary pylon/cycling lane)
Get proof from people showing support for infrastructure decision (involving residents/communities in decision-making).
Get more case studies on successful infrastructure projects. Dedicate funds towards active transportation infrastructure
Make argument of accessibility - people should have access to proper infrastructure that encourages walking, cycling, etc.
Address logistical/geographical issues re: Community schools
Site design that puts walking and active transportation first
Provide bike parking in sufficient quantity. Provide adequate green space
Employers offering more flexibility
Provide community hubs funding so parents can walk their kids to school at the time they need and have them supervised or have programs
Allowing access to school property outside of school hours - school should be public spaces like community centres, also look at additional uses for schools (i.e. daycares, senior citizens, smaller students)
Reduce walking/cycling distances for schools

Stop developing sprawled neighbourhoods/ controls sprawl
Stop working at cross-purposes - colliding on our priorities
Being out of synch (i.e. transit/walking distances for school, ROP etc.)
Working on small projects first (Bigger Picture Policy)
Stop providing convenient onsite parking
Influence politicians views on infrastructure so that they become more educated, aware of benefits and show more support
Better data collection will help make the case for infrastructure/active transportation, etc. Tap into new technologies to make data collection more effective
Planning only for able bodied adults and auto
Kiss n' Rides
Locating schools along major arterials
Closing small neighbourhood schools
Stop telling people that schools are private property
Stop the move to big box schools - problem = shift from small community schools without thinking about transportation implications

APPENDIX 5c Addressing Challenges and Opportunities (continued)

Stop developing sprawled neighbourhoods/controls sprawl
The way "we" design schools: Who does it. What restrictions, Is there a guide -> larger schools = larger catchment areas = more transportation
More key stakeholders at SPICC
Ensure complete built environment
Site is developed with STP in place
Ministry/Municipalities - cost accounting cost/benefit analysis
Municipalities should partner with upper levels of government + NGO's to implement demonstration projects (e.g. temporary bike lanes)
Circulate best practises. Ensure storage for skateboards, etc.
Stagger times so highschool students can partner with younger children - get service hours, etc.
Look at community migration patterns/ways to keep student enrolments more stable - (infill/redevelopment)
Look at the way school boards receive funding re: schools

Transit Oriented Guidelines being revised by MTO
The way "we" design schools: Who does it. What restrictions, Is there a guide -> larger schools = larger catchment areas = more transportation
More key stakeholders at SPICC
Ensure complete built environment
Site is developed with STP in place
Ministry/Municipalities - cost accounting cost/benefit analysis
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Circulate best practises. Ensure storage for skateboards, etc.
Stagger times so highschool students can partner with younger children - get service hours, etc.
Look at community migration patterns/ways to keep student enrolments more stable - (infill/redevelopment)
Look at the way school boards receive funding re: schools

GOO's + school boards need to be in synch
Collaborate on higher level policy - Provincial
Have Metrolinx or GCC develop a school travel planning/active transportation Module for ecoschools program
Address infrastructure issues that are barriers and end up enhancing parental fears (Ministry of Transportation, city planning)
Municipalities: Insist on school locations and site design that puts AT first
School Boards: Acknowledge impacts of site design on walking/driving splits
Provincial: Provide incentives, "Educate early or fix it later", Fund pilot programs
Municipal staff could influence plans of subdivision, etc.
School boards: stagger bell times, there are benefits to take into account; school planning - prioritize walking in design
Help facilitate linking up neighbours for walking/cycling

THE FUTURE OF SUSTAINABLE SCHOOL TRANSPORTATION - WORKSHOP SUMMARY REPORT 2011
APPENDIX 5d: Moving Forward on a Shared Vision

Provided by workshop participant groups in response to the question:

“What is your group’s best advice for advancing the school travel planning initiative in the Greater Toronto and Hamilton Area, in terms of: who can and should LEAD/CHAMPION the initiative, who can and should FUND the initiative, and who can and should DELIVER the initiative?”

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<tr>
<th>Lead/ Champion</th>
<th>Fund</th>
<th>Deliver</th>
<th>Additional comments</th>
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<tbody>
<tr>
<td>-Government: Provincial -&gt; Municipal</td>
<td>All levels of government: Transportation depts. linked to TDM</td>
<td>Schools and Boards -Schools with full, ongoing support of school board, transp. authority, municipality</td>
<td>Can we find a champion for transportation here - a celebrity champion?</td>
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<tr>
<td>-Province to mandate policy</td>
<td>Province (Education, Transportation, Health)</td>
<td>-Public Health + Education</td>
<td>-Something to incorporate this into that recognizes this as part of something larger than EcoSchools - like “School Health Check” (Healthy Schools, like school food and beverage policy)</td>
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<td>-Co-Leads: 1. Ministry of Education and/or Transportation and/or Health (province), 1A. School boards (to ensure any provincial mandate is pursued enthusiastically)</td>
<td>Public Health + Education</td>
<td>Municipalities: ultimately gain from reduced congestion, economic boon of better streets</td>
<td>-Partner with highschools and older and do Big Brother/Big Sister program (mediation)</td>
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<tr>
<td>-Joint ministry strategy that outlines role of each ministry (Ministry of Education + Ministry of Health Promotion)</td>
<td>Municipalities: ultimately gain from reduced congestion, economic boon of better streets</td>
<td>* Leader does not = sole funder. Look for efficiencies</td>
<td>-Collective next steps? Childhood obesity and leveraging this, Provincial election?</td>
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<td>-New Role: Jointly funded by school public health, To bring stakeholders together, in Directors Office at school bd (authority)</td>
<td>Environmental or Health Commissioner/Auditor: to bring ministries together and enforce, non-partisan</td>
<td>Green Communities Canada-&gt; champion --&gt; community resources</td>
<td>Checklist for planning of schools - e.g. Halton</td>
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<td>-Environmental or Health Commissioner/Auditor: to bring ministries together and enforce, non-partisan - to evaluate how different ministries are doing on portfolio</td>
<td>Ministry of Education and Ministry of Health Promotion: invest the savings to society realized in health care</td>
<td>Ministry of Education and Ministry of Health Promotion: invest the savings to society realized in health care</td>
<td>Lessons from UK - efficiencies on how $$ spent on student transportation - getting kids to/from bus stop; include all children in transportation decisions</td>
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<td>-Although we all have a role: LEAD = school boards with support; Municipality -&gt; determine needs re: infrastructure (thoughts co-lead), issues: multiple municipalities for one school board</td>
<td>Ministry of Education - supported by Ministry of Transportation OR Municipal Affairs &amp; Housing - needs to be known into a mandate that is enforced + monitored + funded provincially</td>
<td>Ministry of Education - supported by Ministry of Transportation OR Municipal Affairs &amp; Housing - needs to be known into a mandate that is enforced + monitored + funded provincially</td>
<td>Need Safe, attractive, monitoring</td>
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<tr>
<td>-Ministry of Ed. (or multi-ministries) -&gt; by mandating this, they can create a supportive env. across the province</td>
<td>Ministry of Education: to recognize formally that walking is part of school travel</td>
<td>Ministry of Education: to recognize formally that walking is part of school travel</td>
<td>Suggest policy requiring all schools to have STP by 2015</td>
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<td>-Ministry of Education - supported by Ministry of Transportation OR Municipal Affairs &amp; Housing - needs to be known into a mandate that is enforced + monitored + funded provincially</td>
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<td>Ministry of Education - supported by Ministry of Transportation OR Municipal Affairs &amp; Housing - needs to be known into a mandate that is enforced + monitored + funded provincially</td>
<td>Institute a School Travel Plan Framework: Plot, Test, Evaluate</td>
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<tr>
<td>-Ministry of Education: to recognize formally that walking is part of school travel</td>
<td>Ministry of Transportation --&gt; e.g. offering grant that schools apply to, will benefit from less road maintenance</td>
<td>Ministry of Transportation --&gt; e.g. offering grant that schools apply to, will benefit from less road maintenance</td>
<td>Training/education/guidelines/tools: How to prepare STP, Data collection protocols</td>
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<td>-Ministry of Education</td>
<td>Ministry of Transportation --&gt; e.g. offering grant that schools apply to, will benefit from less road maintenance</td>
<td>Ministry of Transportation --&gt; e.g. offering grant that schools apply to, will benefit from less road maintenance</td>
<td>Joint strategy will focus the message of health</td>
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<td>-Ministry of Education (Policy)</td>
<td>Ministry supplies resources/campaigns/P.R.</td>
<td>NGOs: can guide and rely on expertise</td>
<td>ARC - Accommodation Review Crite: Opportunity to require retrofits or new policies/complete transportation plans, Implementation of new school sites, Huge impact</td>
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<td>-Ministry of Education - School Boards--&gt; Schools (school travel planning)</td>
<td>Ministry of Transportation</td>
<td>Ministry of Transportation</td>
<td>Are we poised to require STPs in Ontario and fund training and education on how to prepare them?</td>
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THE FUTURE OF SUSTAINABLE SCHOOL TRANSPORTATION - WORKSHOP SUMMARY REPORT 2011
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<th>Lead Champion</th>
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<tr>
<td>Ministry of Health: to champion obesity, money saved, messaging</td>
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<td>-Ministry of Health</td>
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<td>-PP Ministry of Health LTC, Ministry of HP, S, Cabinet</td>
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<td>-Public Health - its already part of their mandate</td>
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<td>-Active transportation: Ministry of Health</td>
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<td>-Province: lead = Ministry of Transportation</td>
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<tr>
<td>MTO - leadership for active transportation</td>
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<td>Inter-Minister team [Education --&gt; priority, Municipal Affairs and Housing--&gt; land use planning /Official Plans]</td>
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<td>-L1 Sr. Local Gov't - because the Health Unit is aligned and has authority in planning, transportation</td>
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<td>-Professional associations: Engineers, Planners, Architects, Municipal law, Health</td>
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<td>-NGOs: Walking, community associations, Association of Municipalities of Ontario, Green Communities Canada</td>
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<td>-Parents: Identify and nurture, Champions/ Ontario Parent Council</td>
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<td>-Children</td>
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<td>-Depends on level</td>
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<td>-Metrobux - champion</td>
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<td>-Lead champion will look different everywhere</td>
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<td>-School councils - required at every school, but resources, authority lacking; School Boards - Director</td>
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<td>Prov Lead - MTO - IMCAT (STP)</td>
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<td>-MMAH - land use planning --&gt; require AT plan include;</td>
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<td>MNPS - promote program + Pub Health + Pan Am Games; MOE - Eco Schools</td>
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<td>-Foundations: Raintree</td>
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<td>-Metrolinx - champion - Greater Toronto and Hamilton Area facilitator</td>
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<td>-At minimum the province but potential for cost sharing with school boards, municipalities, etc</td>
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<td>-School Board</td>
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<td>-Funding: Federal, Provincial, Municipal</td>
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<td>-Capital Funding: Federal, Ministry of Infrastructure, Ministry of Transportation</td>
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<td>-Portions of health budget (great Return on Investment)</td>
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<td>-Jointly funded to get overall buy in (boards, PH, municipalities, etc.)</td>
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<td>-Pot of $ for project then another pot of $ for best examples: Look at STP's when repaving, widening etc. local roads</td>
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<tr>
<td>-leadership/policy or funding maps schools</td>
</tr>
<tr>
<td>-NGOs</td>
</tr>
<tr>
<td>-Parents</td>
</tr>
<tr>
<td>-Municipalities</td>
</tr>
<tr>
<td>-Community Stakeholders (NGOs, schools and boards, parents, municipalities)</td>
</tr>
<tr>
<td>-Staff (principal)</td>
</tr>
<tr>
<td>-Collaborative: Mun + School Board - ASRTS</td>
</tr>
<tr>
<td>-Teachers</td>
</tr>
<tr>
<td>-Community stakeholders - varies depending on local context --&gt; school board; region/municipality</td>
</tr>
<tr>
<td>Note: need top down support + bottom up implementation (each school has different issues)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPHEA currently manages Ontario's Safety Guidelines for Physical Education which are endorsed by OSBIE (Ont. School Board Insurance Exchange). It includes some guidelines related to “walking trips” which could be repurposed/expanded to support Risk Management in School Travel Planning as the Safety Guidelines are also used/implemented in all Ontario School Boards. This could be an easy and impactful step (Contact Jennifer Cowie Bonne)</td>
</tr>
<tr>
<td>Develop partnership with NGOs (e.g. Green Communities) --&gt; fund NGO to take over</td>
</tr>
<tr>
<td>Open up new schools as 100% walk to schools</td>
</tr>
<tr>
<td>Eco Schools - beef up Transp. component to get more points (incentivized) -- want to hear more about Halton's walk only</td>
</tr>
<tr>
<td>Need to design communities that are “walkable” - If walking is the most convenient form of transportation it will become the preferred method</td>
</tr>
<tr>
<td>Research Ontario Agency for Health Protection and Promotion</td>
</tr>
</tbody>
</table>
The Future of Sustainable School Transportation  

Expanding School Travel Planning In the Greater Toronto & Hamilton Area

Speaker Bios

Keynote Speaker (9:50am)

Rodney Tolley, Conference Director, Walk21, is an experienced consultant in the field of active, sustainable transport. In 2009 he was nominated in the top 50 of the World’s sustainable transport ‘heroes’, “the extraordinary creative people who over the last decades have led the way in the uphill fight to sustainable transportation, sustainable cities and sustainable lives.” He taught for over 30 years at Staffordshire University in the UK, and has edited three editions of "The Greening of Urban Transport: Planning for Walking and Cycling in Western Cities", which has been described as the ‘bible’ of green mode planning. Mr. Tolley is the Conference Director of Walk21, a not-for profit which raises international awareness of walking issues and supports professionals in the delivery of best practice. His focus is primarily on walkability, accessibility, wayfinding, and pedestrian amenity in public spaces, streets and arterial roads. Through these activities he has a unique oversight of developing practice in walking in the UK, Australasia, North America, and Europe.

Panellists (10:45am)

Jacky Kennedy, Director, Canada Walks, Green Communities Canada (www.canadawalks.ca), has worked in the non-profit sector since 1993 to promote and encourage people to walk and she has worked extensively with municipalities to encourage them to create great walking environments. She developed and implemented Ontario’s Active & Safe Routes to School program (in its 14th year) and is the lead on the national dissemination of School Travel Planning. Jacky has been involved in many successful sustainable community projects: co-hosting Walk21 Toronto 2007 with the City of Toronto, the Canadian Walkability Roadshow, the Walk21 YWALK Global Youth Forum, the 2007 World Record Walk and the 2009 Walking Master Class. Jacky's background is in project management but her children motivated her to join the environmental movement.

Jennifer Jenkins, RN BSc.N. PM, has been a public health professional for 22 years working in a variety of program areas. For the last three years she has been a Project Manager focussing on the ASRTS program in Halton Region. In 2008, she managed a successful joint project between Halton Region Health Department and Halton District School Board (HDSB). This resulted in Jennifer secondment by the HDSB to expand the ASRTS program to 20 schools. This progressive move by a school board saw Jennifer’s position the first of its kind in Canada. In January 2010, the HCDSB joined the project allowing Jennifer to jointly manage ASRTS between two school boards.

Chris Smith, Manager of Planning, Waterloo Region District School Board, has been with the Waterloo Region District School Board for 23 years, currently responsible for the Board’s Planning Department. Prior to the establishment of Student Transportation Services of Waterloo Region in 2008, Chris also managed student transportation and was instrumental in establishing a Joint Transportation Department with the Waterloo Catholic District School Board. In addition to planning responsibilities including commenting on subdivisions and school sites, Chris is actively involved in regional school travel programs, including Active and Safe Routes to School and School Safety Patrol. Chris’ team is currently working on an Active Transportation Charter along the lines of the successful Regional Pedestrian Charter. Husband, dad, motorcyclist and sailor, also has his school bus drivers licence.
Pre-Workshop Background Reading

for

The Future of Sustainable School Transportation

Expanding School Travel Planning In the Greater Toronto & Hamilton Area

January 14, 2011 ~ 8:30am to 3:30pm, 20 Bay Street, Toronto (12th Floor, Rainy Lake Room)

This pre-workshop package contains excerpts from a variety of sources that, together, provide a high-level overview of the scope of past and current sustainable school transportation work internationally, nationally in Canada, provincially in Ontario, and regionally in the Greater Toronto and Hamilton Area.

Provided in this package are the following:

**International Overview:**
- p. 1 Executive Summary from the Green Communities Canada’s "Review of International School Travel Planning Best Practices, Updated March 2010"

**National Overview:**
- p. 2 & 3 Green Communities Canada 2-pager on the Canadian school travel planning model
- p. 4 Map and notes on Canadian school travel initiatives in Canada

**Provincial Overview:**
- p. 5 Map of Ontario communities participating Active and Safe Routes to School initiatives led by Green Communities Canada

**Greater Toronto and Hamilton Area Overview:**
- p. 6 Timeline of school travel initiatives in the Greater Toronto and Hamilton Area
- p. 7 & 8 Overview Stepping it Up Pilot Project led by Metrolinx
As the number of children being driven to and from school skyrockets, schools are facing congestion and traffic safety issues, the air is being filled with more pollutants, and many students are being denied the opportunity for exercise, fresh air and independence. This is a common problem in countries around the world.

Some countries began to tackle school travel problems decades ago and have made tremendous progress. The programs created go by various names but they all work toward similar goals, namely to:

- help to make it safe for children to walk/bike/rollerblade/skateboard to and from school; and
- encourage them to do so.

Enlightened governments across the globe have recognized the importance and potential of early school travel work and decided to take their programs to the next level by supporting School Travel Planning programs. School Travel Planning is a process that brings together all key community stakeholders to work together to identify barriers to active transportation around schools and develop a written plan of action for dealing with those challenges. The process takes into consideration the barriers to active transportation, and uses a collaborative community-based approach to deal with infrastructure challenges and apply proven social marketing techniques to encourage positive behavior change. The end result is fewer cars around schools, cleaner air, safer streets, and more alert and healthy students. The framework used is flexible, allowing individual communities to customize their approach.

School Travel Planning is an important initiative in many countries—with recognition in policy and long-term funding support. Green Communities Canada has undertaken a comprehensive review of international School Travel Planning activities and the results of that research are documented in this report. The countries examined are: the United Kingdom, New Zealand, Australia and the United States.

A 2010 update to this document provides new information on developments in these four countries in the last three years. It also includes a note on the development of a School Travel Planning framework in Canada that was based on the original International Best Practices document published in 2007. That framework, including recommendations for a Canadian STP pilot project, is outlined in a separate document, School Travel Planning Review and Recommendations.

NOTE: Currency conversions in this document were calculated between December 2006 and March 2007, so they may vary slightly from current exchange rates. Exchange rates were not calculated for US dollar amounts since the approximate value of the US vs Canadian dollar is widely known in Canada.

NOTE 2010: Currency conversions have changed sporadically and radically since the first publication of this document. For this version, all newly added currencies are listed at the corresponding country’s current rate.
Bringing communities together

School Travel Planning (STP) brings community stakeholders together to devise detailed plans for making active travel a safe and realistic choice for children at individual schools. School Travel Plans are based on transportation demand management (TDM) principles and they benefit the schools they are designed for as well as the communities that surround them.

Overcoming active travel barriers with a comprehensive, flexible process

School Travel Planning gets the whole community working together to remove physical and attitudinal barriers to active school travel and establishes strategies that encourage the use of active transportation. With STP, active school travel becomes a realistic choice for a greater number of families, while educating citizens and pooling community resources efficiently. Under the guidance of an STP Facilitator, the STP process flows through five phases:

Year 1
- SET-UP
  - DATA COLLECTION
    - Baseline & Follow Up
- ACTION PLANNING
- IMPLEMENTATION
- THE STP DOCUMENT

Year 2

Stakeholders cooperate to take action

Community stakeholders come together to work on School Travel Planning:

It is recommended that schools adopting STP have the support of a Municipal STP Steering Committee that includes representation by Transportation Engineering, City Planning, Police and Bylaw Services, School Districts and Public Health, as well as the STP Facilitator. Representation by Municipal Councillors, Mayors or local non-profit organizations is welcome, but is not necessary.

The Municipal STP Steering Committee meets to view and discuss barriers to active travel indicated by the School STP Committee. Working together to create an Action Plan ensures that each group recognizes the role it plays in the successful implementation of the plan, and that all members deal with any limitations together.
School Travel Planning in Canada

Spearheaded by Green Communities Canada, STP was pilot tested in Nova Scotia, Ontario, Alberta and British Columbia. The pilot test resulted in the creation of a model framework and a comprehensive STP toolkit that is available for public use. All STP resources are available in English and French, including program materials and the official web site.

In 2010, Green Communities Canada received funding through the Canadian Partnership Against Cancer’s CLASP (Coalitions Linking Action and Science for Prevention) initiative to expand School Travel Planning to all provinces and territories across Canada. To learn more about the Canadian STP project, visit www.saferoutestoschool.ca/schooltravel.asp.

Finding Solutions to Active Travel Barriers

Municipal School Travel Planning Committees use the Child and Youth Friendly Land Use and Transport Planning Guidelines (the Guidelines) to inform the process of finding solutions to active travel barriers in an effort to create child-friendly urban spaces. If our communities are easily navigable by children, they will be easily navigable by all people.

The document includes 19 guidelines created with two main goals:

- reducing the amount of automobile travel by children and youth
- reducing the amounts of all road traffic near children and youth

These goals align with School Travel Planning goals. Additionally, each of the guidelines is designed to move transport and land use towards sustainability, which corresponds with the environmental values that STP was founded upon.

The full Guidelines document is available at www.kidsonthemove.ca.

Happiness, Health and School Travel Planning

Happiness studies show that the feeling of happiness corresponds with many positive health outcomes.

Further studies show that youth who are physically active rate their quality of life higher than those who are not physically active. The physical activity associated with the active school commute can have a positive effect on children’s well-being.

School Travel Planning works towards reducing the incidence of chronic disease by fostering emotional and physical well-being.

School Travel Planning adheres to the principle of Sustainable Happiness: happiness that contributes to individual, community and/or global well-being and does not exploit other people, the environment or future generations. For more on Sustainable Happiness, see www.sustainablehappiness.ca.

Planning reliable solutions to active travel barriers is easier with the Guidelines.

Planning reliable solutions to active travel barriers is easier with the Guidelines.

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School Travel Planning in Canada

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School Travel Initiatives in Canada  

15 years of growth

Provincial & Territorial Partners:

- Newfound/Labrador: City of St. John’s
- Prince Edward Island: Recreation PEI
- Nova Scotia: Ecology Action
- New Brunswick: NB Lung Association
- Quebec: Vélo Québec
- Ontario: Green Communities Canada
- Manitoba: Green Action Centre
- Saskatchewan: Saskatchewan in motion
- Alberta: SHAPE Alberta
- British Columbia: HASTE BC
- Yukon Territory: Recreation and Parks of the Yukon
- Northwest Territories: Yellowknife Education District 1
- Nunavut: TBD
Ontario Communities Participating In Active and Safe Routes to School:

- Algoma
- Brantford
- Chatham-Kent
- Durham Region
- Eastern Ontario
- Elgin-St. Thomas
- Fort Francis
- Guelph
- Grey Bruce
- Haliburton, Kawartha, Pine Ridge
- Halton Region
- Hamilton
- Hastings/Prince Edward County
- Huron County
- Kingston
- Leeds
- London
- Niagara Region
- Ottawa
- Oxford County
- Parry Sound
- Peel Region
- Peterborough
- Porcupine
- Renfrew County
- Sarnia/Lambton County
- Simcoe
- Stratford/Perth
- Sudbury
- Toronto
- Thunder Bay
- Timiskaming
- Timmins
- Windsor
- Region of Waterloo
- York Region

www.saferoutestoschool.ca/whosdoingitontario.asp
# Timeline of School Travel Initiatives in the Greater Toronto and Hamilton Area

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Travel Workshop</td>
<td>Winter 2011</td>
</tr>
<tr>
<td>York Region STP Pilot</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Toronto STP Pilot (New partner: Office of Public Realm)</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Ajax STP Ctte and Pilot</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>HCDSB ASRTS Pilot (5 schools)</td>
<td>Jan 2010</td>
</tr>
<tr>
<td>HDSB ASRTS Pilot (Expand to 20 schools)</td>
<td>June 2009</td>
</tr>
<tr>
<td>Stepping it Up STP Pilot (Peel, Hamilton)</td>
<td>Apr 2009</td>
</tr>
<tr>
<td>Halton Region ASRTS Pilot (8 schools) &amp; Halton ASRTS Ctte</td>
<td>Jan 2008</td>
</tr>
<tr>
<td>Hamilton ASRTS Ctte</td>
<td>2005</td>
</tr>
<tr>
<td>Full Peel Safe and Active Routes to School (PSARTS) Ctte</td>
<td>2002</td>
</tr>
<tr>
<td>ASRTS Introduced in Halton through Halton AQI</td>
<td>2001</td>
</tr>
<tr>
<td>ASRTS Introduced in Hamilton</td>
<td>2000</td>
</tr>
<tr>
<td>York Region ASRTS Ctte</td>
<td>1999</td>
</tr>
<tr>
<td>Peel ASRTS Committee (Headed by Mississauga TSC)</td>
<td>1999</td>
</tr>
<tr>
<td>Toronto ASRTS Ctte (Expansion due to amalgamation)</td>
<td>1998-99</td>
</tr>
<tr>
<td>Durham Region ASRTS Pilot (Newcastle P.S. - rural)</td>
<td>1997</td>
</tr>
<tr>
<td>Scarborough Pilot (6 schools) &amp; Scarborough ASRTS Ctte</td>
<td>1997</td>
</tr>
<tr>
<td>Toronto ASRTS Pilot (3 schools)</td>
<td>1996</td>
</tr>
</tbody>
</table>

Prepared by Metrolinx in collaboration with Green Communities Canada
The Stepping it Up Pilot Project

• **Project Goals & Targets:**
  - Undertake School Travel Planning with 30 elementary schools in the Region of Peel and the City of Hamilton by December 2011
  - **Test, evaluate and refine tools** from the School Travel Planning process (developed by Green Communities Canada) and Smart Commute (program of Metrolinx) for elementary schools, including for students and staff
  - Lay ground-work for a regional school travel planning network and program

• **Project Partners/ Roles:**
  - Metrolinx (coordinate, support)
  - Region of Peel (deliver to schools)
  - City of Hamilton (deliver to schools)
  - Green Communities Canada (expertise, support)
  - University of Toronto (analysis)

• Funded by Transport Canada’s ecoMOBILITY Program
**The Stepping it Up pilot project** kicked-off in fall 2009, and is making significant strides towards improving school travel conditions at public and catholic elementary schools in Peel Region and Hamilton.

The project is currently underway at 17 schools, encouraging students, parents and teachers to get excited about walking, cycling, carpooling and busing to school. “We are just getting started and it has improved the students’ awareness and their efforts to walk to school”, said one school administrator involved.

Here's how the project works: baseline surveys, traffic counts and walkabout assessments are completed at each school at the beginning of the school year. Then, changes to support active and sustainable school travel are introduced based on the specific needs identified. Follow-up measurements are taken at the end of the school year, and implementation of supportive measures continues in the new school year.

While school travel improvements are tailored to each school's needs, project partners have found that schools commonly need similar supports to improve school travel safety and security. For example, two schools worked with their municipality to put in a cross walk and bring in crossing guards at busy intersections, and a number of schools have installed bike racks, or moved existing bike racks to more visible and accessible locations.

A parent provided the following thoughts at the follow-up period in June 2010: “the implementation of the crossing guards is great and effective. Although we still drive to school, we park further from the congested area and walk the remaining distance.” Another parent summed up the value of the project’s efforts and the culture it is fostering: “I personally find it very satisfying to walk my child to school. It gives me the chance to chat and it's a wonderful start to her day. The exercise is beneficial as well. I feel safe accompanying my child to school.”

**Learn more about the project by visiting:**
www.metrolinx.com/mx/schooltravel