

Active and Safe Routes to School Pilot Project



Prepared by Green Communities Canada for:
City of Toronto, Transportation Services



ACKNOWLEDGEMENTS

Funding partners:

The Toronto Active and Safe Routes to School (ASRTS) Pilot Project is made possible through financial support from Green Communities Canada, the Government of Ontario, and Bloomberg Philanthropies through its Partnership for Healthy Cities initiative.

Delivery partners:

The delivery of the ASRTS pilot has been successful thanks to a fruitful partnership between the City of Toronto, Green Communities Canada (GCC), Toronto District School Board (TDSB), Toronto Catholic District School Board (TCDSB) and CultureLink Settlement and Community Services.

Community partners:

Special thanks to Councilors Brad Bradford and Shelley Carroll and their teams; TCDSB's Trustee Norm Di Pasquale; the staff and students of participating schools, especially Principals Elizabeth Mankiewicz, Sohail Shaikh, Jaime DiGirolamo and Judith Kramer. Without your support, this project could not have happened.

The views expressed in this report are the views of Green Communities Canada and do not necessarily reflect those of the project's funding partners: the Government of Ontario; and Bloomberg Philanthropies.

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EXECUTIVE SUMMARY

The City of Toronto's Active and Safe Routes to School (ASRTS) pilot project is one of many initiatives delivered under the City's [Vision Zero Road Safety Plan](#). In 2019-2021, the City of Toronto's Active and Safe Routes to School (ASRTS) pilot project expanded to four new schools at three locations. This pilot project aimed to encourage children to use active transportation such as walking, biking or scootering to and from school and also to increase safety along designated walking and biking routes to school by introducing new traffic signs, sidewalk stencils, and pavement markings. ASRTS street features aim to increase safety by drawing drivers' attention to signs and increasing the visibility and conspicuity of pedestrians crossing the street.

Between 2019 to 2021, the ASRTS pilot progressed through three main phases: Planning, Implementation and Evaluation, and all four participating schools received the ASRTS street features and education and engagement events and resources. Through a great partnership between Toronto District School Board (TDSB), Toronto Catholic District School Board (TCDSB), Green Communities Canada (GCC), CultureLink and the City of Toronto, all tasks planned for this pilot project were completed by March 2022.

Key Findings:

- 74% of parents interviewed or surveyed were aware of these ASRTS features and their intended impact. 'School communications' and 'Noticing the features while walking, biking and driving to school', were identified as the main sources through which parents were made aware of these.
- After the intervention, at Hillmount PS, there was an observed increase in Active School Travel by +16% and at George Webster ES, there was an observed decrease in Active School Travel (AST) by 5% therefore, there are no sufficient results on the effectiveness of the ASRTS street features on the choice of travel mode for school journeys.
- 79% of participants indicated that implementing more of the ASRTS installations throughout the city would encourage more children to use active transportation more often to travel to/from school, but as standalone items, they don't change their traffic safety perceptions.
- Participants felt that of the various new ASRTS features installed, the two that most improved their child's trip to school were 'Sidewalk Activity Stencils' (37%) and 'School Route Signs for Drivers' (23%).
- Interviewed principals believed replicating this pilot at other schools is worthwhile, as it promotes healthy active lifestyles, community awareness and connection, as well as encouraging environmentally friendly ways of moving around the city. The Principals felt that the 'Active School Travel Rodeo' event was effective in motivating students and encouraging conversations about road safety and the safety zone around the school.

INTRODUCTION

Background

The City of Toronto's Active and Safe Routes to School (ASRTS) pilot project is one of many initiatives delivered under the City's [Vision Zero Road Safety Plan](#) and has received additional financial support in the form of grants from [Bloomberg Philanthropies' Partnership for Healthy Cities initiative](#), a global network of 70 cities committed to saving lives by preventing non-communicable diseases and injuries; and the [Ontario Active School Travel Fund](#), an Ontario-wide program delivered by Green Communities Canada which is dedicated to children's mobility, health and happiness. The main objectives of the ASRTS pilot are to increase student participation in walking and cycling to school and help reduce vehicular speed and increase safety along designated routes to school.

According to the Canadian Physical Activity Guidelines, school-aged children and youth are recommended to have at least 60 minutes of moderate to vigorous physical activity and several hours of light physical activity every day. Only one-third of Canadian children and youth currently walk or cycle to school. Many parents choose to drive their children to school, which has been linked to more greenhouse gas emissions and an overall decrease in children's levels of physical activity.

In 2018, the Active and Safe Routes to School pilot project involved [five schools at three locations](#) and included the installation of new road markings, sidewalk activity, stencils and signage. In 2020, the program expanded to four other schools at three sites:

- Hillmount Public School
- George Webster Elementary School
- Jean Lumb Public School
- Bishop Macdonell Catholic Elementary School

The implementation of the ASRTS pilot at these four schools is the focus of this report.

Goals

What difference will the pilot project make to its intended targets of change or the community as a whole?

	INTENDED OUTCOME	KEY PERFORMANCE INDICATORS
BROADER PROGRAM GOAL	1) Build public or political support for active school travel	Not measured
Within Pilot Community: Changes in Attitudes and perceptions (compared to baseline)	2) Increase positive attitudes toward active school travel among students and parents/guardians at pilot schools. 3) Increase perceptions of safety along routes to school among students and parents/guardians at pilot schools.	<u>Qualitative data</u> . - Family Surveys - Participant Interviews
Within Pilot Community: Changes in Behavior (compared to baseline)	4) Increase rates of active school travel in pilot communities (i.e., primarily walking, but also cycling and other wheeling modes). 5) Increase safety in pilot communities (i.e., less dangerous driver and pedestrian behaviours) along school routes.	<u>Quantitative data</u> : -Student travel surveys (pre/post) -Counts performed by trained observers (pre/post) – Not measured ¹
		<u>Quantitative data</u> : -Traffic observations (pre/post) -Vehicle speeds (pre/post) - Not measured ²

¹ The City suspended traffic count activity during COVID. Also, since the pattern has changed after COVID any pre-existing pre-COVID counts (if they exist) would not be comparable to any new counts.

² Traffic speeds and volumes have changed due to COVID and any pre-existing pre-COVID data would not be comparable.

Target Population:

The ASRTS pilot was aimed at students and their parents/caregivers (and, to some degree, their teachers) to motivate and encourage them to walk and bike to school.

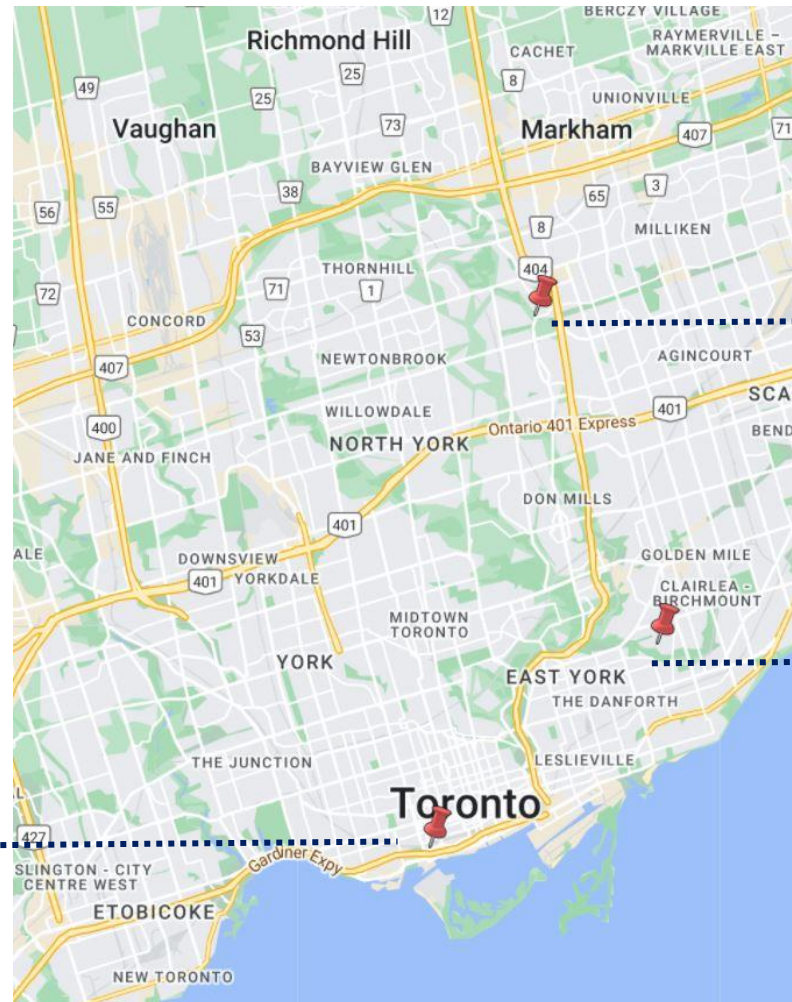
Sites:

- **Bishop Macdonell Catholic Elementary School**

Location: 20 Brunel Crt,
Toronto ON M5V 0R5
Population: 255 students

- **Jean Lumb Public School**

Location: 20 Brunel Crt,
Toronto ON M5V 0R5
Population: 550 students



- **Hillmount Public School**

Location: 245 Mcnicoll Ave,
North York Ontario M2H 2C6
Population: 231 students

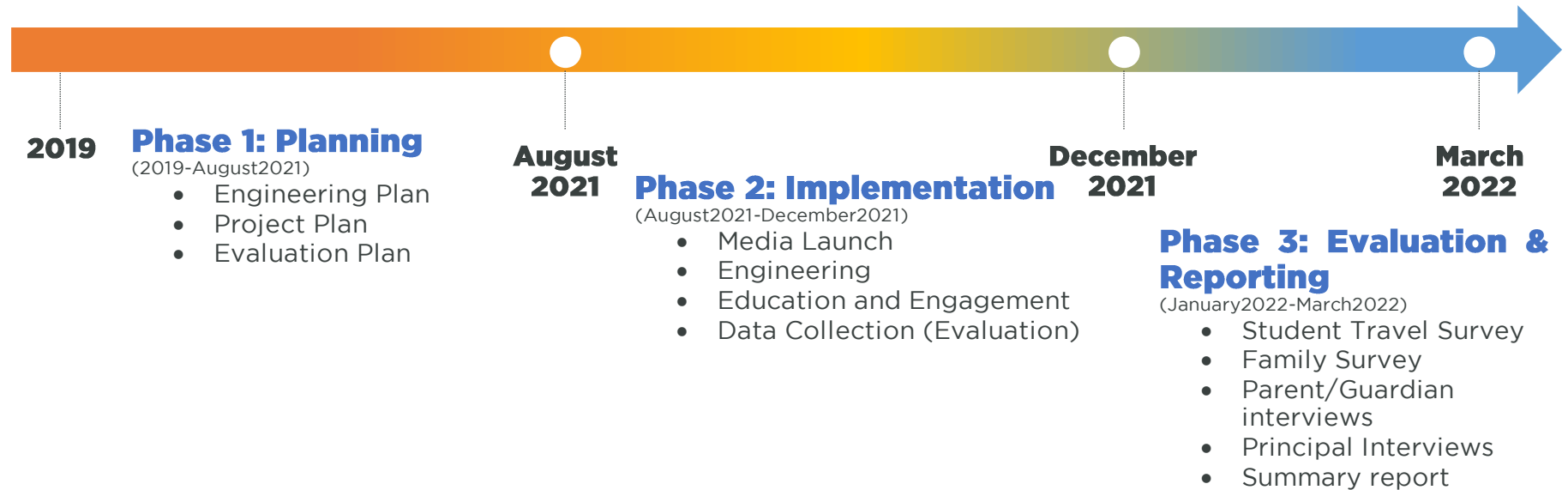
- **George Webster Elementary School**

Location: 50 Chapman Ave,
East York ON M4B1C5
Population: 685 students

PROJECT DESCRIPTION

Scope:

This Pilot project progressed through 3 main phases (Refer to Appendix A for the project plan and detailed timeline):



Phase 1: Planning (2019-Summer 2021)

This project phase started in 2019 and included planning for the engineering improvements, communication strategies, education and encouragement events, and evaluation. In March 2020, TPH staff were redeployed in response to COVID-19. Accordingly, the Active and Safe School Travel (ASST) Hub and many of the activities related to it were temporarily put on hold. In January 2021, to ensure the important work related to ASST in Toronto would continue, TPH agreed that GCC could take over the chairing of this Hub until such time that they are able to return to this work. GCC then stepped in to support the City of Toronto to move this pilot project forward. With all Toronto Public Health resources still redeployed to the City's pandemic response and vaccination efforts, Green Communities Canada (GCC) continued to chair the ASST Hub and assist in the overall coordination of this ASRTS pilot project.

During the summer of 2021, the feasibility of implementing the ASRTS pilot expansion was discussed amongst the partners at the ASST hub. Based on the vaccination rates and very low daily case counts, it was expected that schools would likely be open for in-person learning at the start of the 2021-2022 school year in September, therefore it was decided that Q3

would be the target for implementation. Discussions restarted within the ASST hub working group and Transportation Services for the implementation of the engineering improvements and education, engagement and communications initiatives (refer to Appendix B for the cost breakdown). Through planning discussions, project stakeholders reached a consensus on the implementation of the following items for this project:

Engineering Improvements

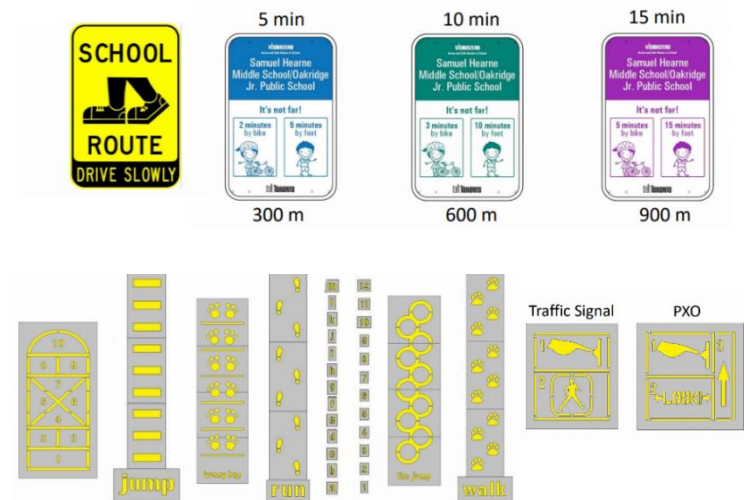
The ASRTS pilot project involved the installation of several street features at each participating school site. These features included road markings, sidewalk activity stencils, and wayfinding signage to encourage children to walk, cycle or wheel to school, and zebra crosswalks at all stop-controlled intersections. The ASRTS street features also included 'School Route' signs aimed at drivers to identify school routes and increase driver attention to the presence of children and encourage slower speeds and increase safety.

Education, Encouragement and Communications

- Household Mailer (then changed to handouts)
- Media Launch Event/Release
- Active School Travel Rodeos
- Community Walks
- Parent/Guardian Engagement

Evaluation

- Pre/Post Student Travel Survey
- Interviews with Parent/Guardians
- Family Survey
- Interviews with principals



picture 1: ASRTS Street Features

Phase 2: Implementation (August- December 2021)

Engineering Improvements

This phase started with the implementation of the Engineering Improvements. These traffic safety features were planned to be completed by the end of August and before the start of the 2021 school year, with the City responsible for installing all signage and contractors installing all the sidewalk stencils and zebra crosswalks. However, due to unexpected delays, the stencils and zebra crosswalks contract was not awarded until August 20th and painting work did not start until September 1st. Fortunately, City staff and the paint contractor were able to coordinate and complete the installation of all the engineering improvements at the first school, George Webster Public School, before the first day of school and the two remaining schools were completed by September 29th. The total number of ASRTS features installed is as follows:

Feature	Total
Sidewalk Activity Stencil	58
Safety Message Stencil	28
Zebra Crosswalk	33
Walk/Bike Encouragement Signs	62
School Route Signs	52

Below are photos of some of the completed ASRTS installations at George Webster Public School.



Picture 2 Engineering Improvements near George Webster Elementary School - Pictures captured by GCC

Media Event

The City of Toronto held a Back-To-School media event on the first day of school on September 9th, 2021. The event was held at one of the new ASRTS Pilot Project schools, George Webster Public School, and served as the official announcement of the launch of round 2 of the ASRTS Pilot Project. The event was also accompanied by a news release ([City of Toronto continuing to take action to reduce speeding and improve road safety as students return to school – City of Toronto](#)).

The event was coordinated with the Mayor's office, the Toronto District School Board and Toronto Police Service and focused on traffic safety around schools. It highlighted many of the City's school safety initiatives, including the School Safety Zones program, School Crossing Guards program, Automated Speed Enforcement program and the ASRTS Pilot Project. Speakers included Mayor John Tory, local Ward Councillors, the local School Board Trustee and Toronto Police Service Superintendent Baptist. Below are photos from the event.



Picture 3 Back to School Media Event at George Webster Elementary School

Education,
Communications Initiatives

Encouragement and

Handouts:

The information handout was a two-page document introducing the pilot project and informing families and guardians that the City of Toronto has installed these new features around the participating schools to enhance road safety and encourage children to use more forms of active transportation. On the second page of this handout, a map was included to show the locations of the ASRTS street features to help families identify them and plan their daily school routes or walking/biking routes accordingly.

The handouts were developed by the City of Toronto's Strategic Communications with input from project stakeholders and distributed by the schools and sent home with students in November 2021. In total for all four schools, over 1,700 students and their families were estimated to have received the handout.

Active and Safe Routes to School

This letter is to inform you that the City of Toronto has installed new zebra crosswalks, sidewalk activity stencils and signage near **George Webster Elementary School** to enhance road safety and encourage children to use more forms of active transportation.

These installations are part of the Active and Safe Routes to School pilot project, an initiative that aims to improve children's health and mobility by promoting safe, active and sustainable modes of transportation to school such as walking, wheeling, taking the school bus or using public transit.

The Active and Safe Routes to School pilot project began in 2018 through financial support from Green Communities Canada, the Government of Ontario, and Bloomberg Philanthropies through its Partnership for Healthy Cities. Please refer to the map on the back of this leaflet, which illustrates the locations of the improvements around George Webster Elementary School.

Education & engagement opportunities

Cycling educators from CultureLink will visit George Webster Elementary School to deliver Walk and Roll Rodeos. Six classes will rotate through six stations: Helmet fit; ABC Check; Signals and Signs; Intersections and Crossing the Street; Awareness and Sidewalk Etiquette; and Community Walk & Roll. Educators will also lead a 30-60-minute Community Walk and Q&A open to everyone in the school community, either on a Saturday during the day or a weekday afternoon/evening, to introduce new engineering features and describe their intended impact.

For questions about the Walk and Roll Rodeos and the Community Walk, please reach out to Sam Perry, CultureLink, at sperry@culturelink.ca.

General inquiries

Please call 311 or email 311@toronto.ca.

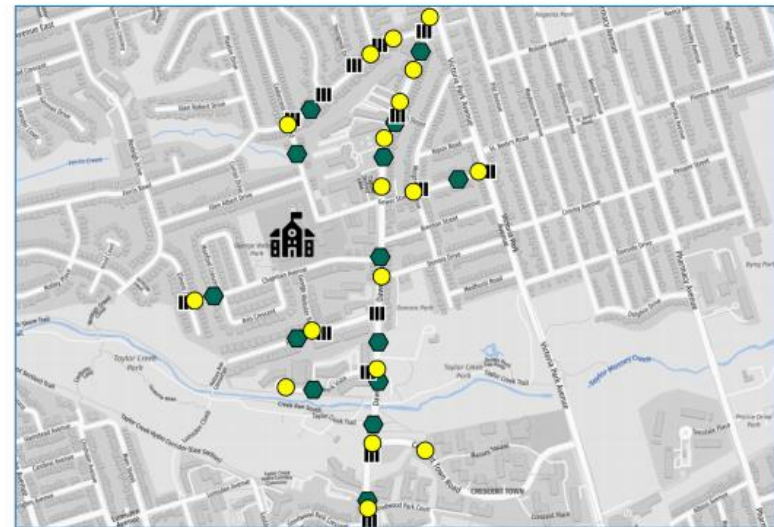
Project partners







Financial support



Active and Safe Routes to School Map George Webster Elementary School



-  George Webster Elementary School
-  Active transportation encouragement signs for pedestrians and school route signs for drivers
-  Sidewalk stencil
-  Zebra crosswalk

Picture 4 Active and Safe Routes to School Pilot Handout - George Webster Elementary School

Community Walk:

Educators from CultureLink visited all four schools on two weekends in November to deliver a 30-60 minute Community Walk and Q&A open to everyone in the school community, to introduce the new ASRTS features and describe their intended impact. For each school, an event page on the Eventbrite platform was created and a registration link was shared with the school community through school e-blasts and parent council meetings. Also, VIPs were invited to participate including local Ward Councillors and School Board Trustees.



Picture 5 Community Walks at all four participating schools held by CultureLink educators on November 6th and 13th - Pictures Captured by GCC

Active School Travel Rodeos:

CultureLink educators developed Active School Travel (AST) workshop materials to educate students on the benefits of active school travel and train students on safe cycling and walking practices. The target audience was grade 3-5 students. These rodeos were full-day outdoor AST workshops for students and included a group 'Walk and Roll' off school property (school health and safety guidelines permitting) to visit the new ASRTS street features in the neighbourhood around their school. At each of the four pilot schools, classes rotated through six stations: Helmet fit; ABC Check; Signals and Signs; Intersections and Crossing the Street; Awareness and Sidewalk Etiquette.



Picture 6 Active School Travel Rodeos by CultureLink - Pictures captured by CultureLink educators

Parent/Guardian Engagement Interviews:

CultureLink developed a questionnaire to learn about mode choice for travelling to school and parents'/guardians' perceptions about the engineering improvements and effectiveness of different communication channels during AM/PM school pick-up and drop-off times.

Overview of communication and engagement events:

The table below summarizes all communications issued for this project and the status of each school in regard to Education, Encouragement and Communications initiatives:

Communications Issued					
School	Parent council meetings	E-Blast (school newsletter and weekly emails)	Backpack handout	Community walk	Other
Hillmount PS	2	2	Y	Y (55)	Posted on the school's website
George Webster ES	1	2	Y	Y (16)	Teachers advertised on their class blogs
Jean Lumb PS	1	1	Y	Y (12)	Volunteer parents led the distribution of surveys through their channels, e.g, Facebook groups)
Bishop Macdonell Catholic ES	1	1	Y		

Phase 3: Evaluation (January - March 2022)

The ASRTS Committee (Toronto ASST Hub members) made a plan to evaluate the impact of the pilot project and also, report on the perceptions of parents/guardians and administrators at the four pilot schools after implementation and make recommendations for future organizations interested in implementing similar initiatives (refer to Appendix D for the evaluation plan).

Methodology:

Evaluation Tools	Administration Details
Student Travel Survey	<p>A hands-up survey of all students was conducted by classroom teachers every school day for one week. This survey collects data about school travel modes (to and from school). All participating schools have a history of participating in the School Travel Planning program, therefore the data from before implementation is available to be compared with the after-implementation data.</p> <p>Key Concepts Measured: travel mode (e.g., walk, walk partway, bicycle, wheel, etc.);</p>
Family Survey	<p>A take-home survey was completed by parents/guardians to collect data on parental perceptions related to the school journey and areas of concern on school routes. This survey was sent to schools post-implementation.</p> <p>Key Concepts Measured: grade, travel mode, reasons for travel mode choices, travel time, factors that would encourage walking for the school journey, factors that would encourage cycling for the school journey, locations of concern, awareness of Safe Routes to School pilot project.</p>
Parent/Guardian Engagement Interviews	<p>CultureLink educators attended school council meetings and surveyed parents/guardians about their knowledge and perceptions of the engineering intervention features installed in the neighbourhood by speaking with them briefly during morning drop-off and afternoon pick-up.</p> <p>Key Concepts Measured: travel mode, awareness of Active and Safe Routes to School pilot project, parents' perceptions about the engineering improvements and effectiveness of different communication channels.</p>
Principals' interviews	<p>A short questionnaire was designed and sent to principals, and they provided extensive feedback on the project.</p>

Before discussing the findings, it is worthwhile to provide an overview of engagement and participation in the evaluation amongst the four pilot schools. Some schools sent out more communications and showed more support than others and this is clearly noticeable when comparing awareness levels and the number of participants in events like the community walk, Active School Rodeos and responses to the surveys.

Evaluation Tools Completed				
School	Student Travel Survey	Family Survey	Parent/Guardian Interviews	Principals' interviews.
Hillmount PS	Y (95 students, 5 classrooms)	Y (23)	Y (38)	Y
George Webster ES	Y (350 students, 16 classrooms)	Y (6)	Y (35)	Y
Jean Lumb PS	N	Y (82)	Y (53) *	N
Bishop Macdonell Catholic ES	N	Y (16)		Y

* Jean Lumb PS and Bishop Macdonell CS share one site therefore the parent/guardian interview results are combined at this location

Limitations:

Impacts of COVID-19 pandemic

In the initial evaluation plan, Key Performance Indicators for assessing behaviour change (in drivers) within the pilot community were identified to be the quantitative data gathered through traffic observations and monitoring vehicle speeds pre/post-intervention. However, the Province of Ontario and City of Toronto's COVID-19 lockdown protocols since March 2019 impacted the project team's ability to continuously monitor traffic speeds and volumes, as they have changed due to the pandemic. Additionally, at the beginning of the pandemic, the City suspended traffic count activities. Therefore, there were no post-implementation traffic counts to compare.

To document behaviour change Within Pilot Community as a result of the ASRT features, the initial plan was to compare post-intervention data gathered through Student Travel Survey to the baseline data (pre-intervention). Each school was asked to conduct "hands-up" surveys of students in as many classrooms as possible and share family surveys with school families. However, due to delays in the implementation of the project most post-intervention surveys couldn't happen in the same school year. This delay led to the follow-up surveys being conducted in a different environment (pre/post covid) as travel behaviours are significantly influenced and changed by COVID-19 measures. Therefore the pre-existing pre-COVID data would not be comparable to the results from the follow-up surveys. Also, it should be considered that the sample size of three school areas and four schools is too small to allow any concrete conclusions to be drawn.

Not having in-person access to schools and relying on principals for communications and data collection (surveys) was the biggest challenge in this pilot project. Due to all Toronto Public Health resources remaining fully re-deployed to the City's COVID-19 response and being unable to assist Green Communities Canada with the data collection of this pilot project, planning and conducting the surveys at schools became challenging as the existing COVID-19 protocols at schools impacted the principal's abilities and availabilities to continue to carry-out this year's follow-up surveys and support the project team.

Labour action at TCDSB

The lack of agreement between Toronto Elementary Catholic Teachers (TECT) and Toronto Catholic District School Board (TCDSB) led the union to its work-to-rule stance, meaning after October 29, 2021, its teacher members were only performing the minimum duties required by their contracts, which does not include voluntary activities such as Student Travel Surveys. As a result, this survey was not conducted at Bishop Macdonell CS.

RESULTS AND RECOMMENDATIONS

Key Findings

Awareness

- 74% of parents interviewed or surveyed were aware of these ASRTS features and their intended impact. 'School communications' and 'Noticing the features while walking, biking and driving to school', were identified as the main sources through which parents were made aware of these. Only 6% mentioned receiving the handouts sent home through students.
- Parents at George Webster ES were the only school community that mentioned the Back-to-School media event as a source of information about this pilot. This school was the location of the in-person media event.

Mode Share

- After the intervention, at Hillmount PS, there was an observed increase in Active School Travel by +16%³ and at George Webster ES, there was an observed decrease in Active School Travel (AST) by 5%⁴ therefore, there are no sufficient results on the effectiveness of the ASRTS street features on the choice of travel mode for school journeys. Also, it was not possible to assess the impact of the project on travel mode share due to limited data collection and the impacts of COVID on travel behaviour in general.⁵

Impact on child's trip to school

- 79% of participants indicated that implementing more of the ASRTS installations throughout the city would encourage more children to use active transportation more often to travel to/from school, but as standalone items, they don't change their traffic safety perceptions. Parents strongly believed that these features make the journey fun and enjoyable for kids but don't adequately address drivers' behaviour. Existing traffic safety concerns are caused by driving behaviours and unsafe intersections and the project features don't impact those. Therefore, no significant changes to the perception of safety along routes to school and in front of schools were reported by parents and principals.
- Amongst the ASRTS features installed in neighbourhoods, around 40% believed that Sidewalk Activity Stencils, e.g., hopscotch improved their child's trip to school followed by "School Route" signs for drivers.

³ At Hillmount PS, data from October 2019 as baseline data was compared to the results of the follow-up survey conducted in February 2022.

⁴ At George Webster, data from November 2018 were compared to data gathered through the follow-up survey conducted in February 2022.

⁵ At Jean Lumb and Bishop Macdonell, due to limited capacity of schools staff, follow-up surveys were not conducted therefore there is no post-data available to be compared with the baseline.

- Through the family survey, families were able to communicate that they believe walking/biking infrastructure on their route to school is inadequate and unsafe for children, so infrastructure improvement (more protected bike lanes or better crossing experience at intersections) is needed to be combined with these encouragement initiatives.
- Principals at George Webster ES and Hillmount PS believed replicating this pilot at other schools is worthwhile, as it promotes healthy active lifestyles, community awareness and connection, as well as encouraging environmentally friendly ways of moving around the city. Active School Travel rodeos made students motivated and encouraged conversations about road safety and the safety zone around the school.

Lessons Learned

- School communication channels (newsletters, announcements, assemblies and emails) were the most effective way of providing information to school communities. Printed handouts that were distributed to families did not achieve a high level of engagement and were mainly ignored or not noticed by parents.
- The repeated delays in the coordination and implementation of this pilot project (until 2021) resulted in the connection being lost with schools for a year. This led to short notice communications with school communities and low response rates on surveys.
- After conducting the parent/guardian engagement interviews during the drop-off and pick-up periods at the schools' entrances, the team realized that participants are mostly walking/biking to school and these events are missing the driving parents' participation. Therefore, the interview questions were added to the family surveys and sent to all families at participating schools.
- Whilst schools were given the option to receive a translated version of the surveys, all schools opted for only online, English survey formats. The low response rates to the surveys indicate that many parents/guardians may have not been able to fully benefit from the materials shared with them due to language barriers. Therefore, gathering feedback through surveys and interviews in English and online may have led to an under-representation of families from minority or immigrant communities.
- Because of the delays in implementation and disruptions in communication with schools due to COVID, all resources were sent to schools shortly before education and engagement events and left schools with little time for communicating with families. To help schools with communications, GCC and CultureLink staff attended parent council meetings to inform the community about the pilot project.
- Due to delays in the project implementation phase, the AST Rodeos took place in November, which was not an ideal time of year as it meant students were not able to follow up with outdoor practices during the winter months. Many parents suggested conducting bike and walk safety sessions in September and repeating them in the spring to give students and families enough time to practice.

Recommendations

Based on the input received from principals, parents and guardians at the pilot schools, and members of the ASRTS Committee (partners at the ASST Hub), this report recommends the following:

- Replicating this pilot at other schools is worthwhile, as it promotes healthy active lifestyles, community awareness and connection, as well as encouraging environmentally friendly ways of moving around the city.
- Active School Travel rodeos made students motivated and encouraged conversations about road safety and the safety zone around the school. These bike and walk safety sessions could be more beneficial if repeated. Ideally to happen in September and repeated in the spring to give students and families enough time to practice.
- Reduce dependency on the Principal for school communications by diversifying the communication channels e.g., making use of PHNs and/or getting more involvement from teachers.
- Use a participant survey for future rodeos and walkabouts to measure students' perspectives of the impacts of these events. (Refer to Appendix E. Hillmount PS proactively used a feedback sheet to record students' perspectives of the Active School Travel rodeo).
- Start the communication process earlier for adaption of surveys to the needs of local populations e.g., language options, survey formats.
- Involve students more pro-actively. They could be involved in the data collection process, helping educators with planning Active School Travel rodeos or feedback sheets after each event.
- Assess durability and performance of the street infrastructure and materials (paint markings, signage)

APPENDIX

A) Project plan and timeline

An overview of the project tasks and the timeline that each responsible partner need to complete the assigned task			
TASKS	ROLES/RESPONSIBILITIES	START DATE	END DATE
PROJECT MANAGEMENT			
Update Project Plan and develop Evaluation Plan	Green Communities Canada	Dec-20	Jun-21
Scheduling and chairing coordination meetings	Green Communities Canada	May-21	Jul-21
Monitoring the progress of project partners as they complete their assigned activities and deliverables	Green Communities Canada	Jun-21	Mar-22
Analyze evaluation data and produce Summary Report	Green Communities Canada	Feb-22	Mar-22
COMMUNICATIONS			
Media launch event agenda, drafting social media messages, identifying media platforms and scheduling of media calendar	City of Toronto, Strategic Communications	Before Sep-21	
Media Launch event/release	City of Toronto, Strategic Communications	Aug-21	Sep-21
Handouts	Design and printing with City of Toronto, Strategic Communications, distribution with TDSB and TCDSB	Aug-21	Sep-21
ENGINEERING			
Implementation of the ASRTS signs	City of Toronto, Transportation Services	Jun-21	Aug-21
Implementation of the sidewalk stencils and zebra crosswalks	City of Toronto, Transportation Services	Jun-21	Aug-21
EDUCATION AND ENGAGEMENT			
Active Transportation Rodeos	CultureLink	Oct-21	Nov-21
Community walks	CultureLink	Oct-21	Nov-21
Parent / Guardian Engagement	CultureLink	Oct-21	Nov-21
DATA COLLECTION			
Traffic observations (pre/post)	City of Toronto, Transportation Services	Not Happened due to COVID	
Vehicle speeds (pre/post)	City of Toronto, Transportation Services	Not Happened due to COVID	
Parent / Guardian Engagement	CultureLink	Oct-21	Nov-21
Family survey	Green Communities Canada	Dec-21	Feb-22
Pre-post student travel survey	Green Communities Canada	Dec-21	Feb-22

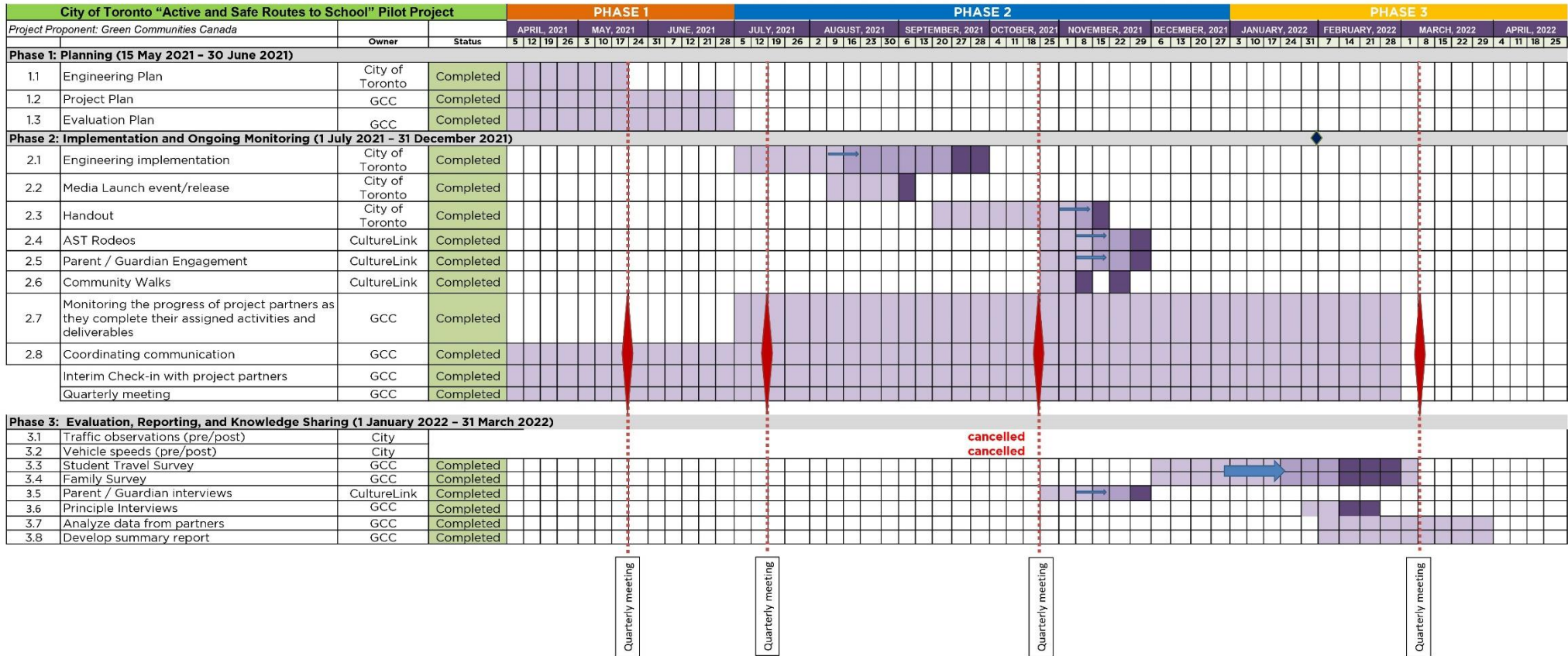
B) Pilot Cost Description of Active Safe Routes to School Interventions:

This round of the Active and Safe Routes to School Pilot Project is funded in part by Bloomberg Philanthropies' Partnership for Healthy Cities, a global network of 70 cities committed to saving lives by preventing non-communicable diseases and injuries; and Ontario Active School Travel, an Ontario-wide program delivered by Green Communities Canada which is dedicated to children's mobility, health and happiness. Bloomberg Philanthropies' Partnership for Healthy Cities provided USD 50,000 and Ontario Active School Travel granted CAD 60,000 to help deliver this initiative. Costs associated with the Active Safe Routes to School interventions were classified into 5 main categories.

TASK	ASSIGNED TO	BUDGET
Project Management		\$ 17,650.00
Update Project Plan and develop Evaluation Plan	GCC	
Scheduling and chairing coordination meetings	GCC	
Monitoring the progress of project partners as they complete their assigned activities and deliverables	GCC	
Collect, analyze evaluation data and produce a Summary Report	GCC	
Communications		
Media Launch event/release	City of Toronto	
Handouts	City of Toronto	
Engineering		\$ 93,450.00
Planning	City of Toronto	
Implementation	City of Toronto	\$ 85,000.00
Education and Engagement		\$ 10,890.00
AST Rodeos	CultureLink	\$ 8,650.00
Community Walks	CultureLink	\$ 2,240.00
Data collection		\$ 3,000.00
Family Survey/Hands up Survey	GCC	
Parent / Guardian Engagement Interviews	CultureLink	\$ 3,000.00
Total		\$ 116,550.00

C) Project status

All four participating schools in round two of the Active and Safe Routes to School pilot project have received the engineering features and education and engagement events and resources. All tasks planned for this pilot project were completed by March 2022.



D) Evaluation Plan

An overview of tasks that need to be completed to obtain the information needed for the project evaluation			
TASKS	PERFORMANCE MEASURES (METRICS)	ACTUAL PERFORMANCE	NOTE
PROJECT MANAGEMENT			
Create project plan	Document completion and updates	Document completed and updated	An Initial project plan was prepared by the City of Toronto Public Health. In 2021, in phase 1 of the pilot, GCC updated this document.
Create evaluation plan	Document completion and updates	Document completed and updated	
Monitoring the progress of project partners as they complete their assigned activities and deliverables	Deadlines are met	All tasks completed	In December 2021 due to the rising Covid-19 cases across the province of Ontario, all schools moved to online learning until Jan5th. This closure impacted the delivery of some data collection and education activities.
Scheduling and chairing coordination meetings	#Meetings, minutes, and communication emails;	Six ASST hub meetings, plus 14 interim planning meetings	ASST hub meeting dates: <ul style="list-style-type: none"> • February 10, 2021 • April 14, 2021 • May 18, 2021 • July 13, 2021 • October 19, 2021 • March 2, 2022 GCC, Transportation services and CultureLink as delivery partners had regular check-in meetings and phone calls.
Analyze evaluation data and produce a Summary Report	Successful completion of the work plan and the final report.	Report completed	

COMMUNICATIONS			
Media launch event agenda, drafting social media messages, identifying media platforms and scheduling of media calendar	Drafting completion	Completed by Public Health and Strategic Communications.	
Media Launch event/release	Completion, # of hits/visits; # of rotations	Completed	The back-To-School media event happened on the first day of school on September 9th, 2021. social media was mainly driven by the Councillors who joined the physical activities and not through the City's corporate channels so it was not quantified
Handouts	#Handouts sent to houses, % of families interacted with the handout	1700 handouts were designed and distributed to families at all four schools. 6% of families reported interacting with the printed handout.	Because of the delays in implementation and disruptions in communication with schools due to COVID, all resources were sent to schools shortly before education and engagement events and left schools with little time for communicating with families. To help schools with communications, GCC and CultureLink staff attended parent council meetings to inform the community about the pilot project.
ENGINEERING			
Implementation of the ASRTS signs	To put up the ASRTS Signs	All ASRTS signs are installed	Number of installed signs <ul style="list-style-type: none"> • Walk/Bike Encouragement Signs 62 • School Route Signs 52
Implementation of the sidewalk stencils and zebra crosswalks	To complete the painting	all painting tasks are completed	The number of sidewalk and pavement markings: <ul style="list-style-type: none"> • Sidewalk Activity Stencil 58 • Safety message Stencil 28 • Zebra Crosswalk 33
EDUCATION AND ENGAGEMENT			
Active School Travel Rodeos	#Events; #participants	Active School Travel rodeos were conducted in 4 days at all 4 schools by CultureLink educators. In total, ?? students participated in these events.	Active School Travel rodeo dates: <ul style="list-style-type: none"> • Nov 9 - George Webster (Rain Date Wed Nov 10) • Nov 15 - Hillmount (Rain Date Tues Nov 16) • Nov 17 - Jean Lumb (Rain Date Mon Nov 22) • Nov 18 - Bishop MacDonell (Rain Date Tues Nov 23)

Community walks	#Events; #participants	3 community walks were conducted by CultureLink educators. The number of participants at each event was as follows: George Webster ES: 16 Hillmount PS: ~55 Bishop Macdonell CS and Jean Lumb PS:12	Jean Lumb PS and Bishop Macdonell PS were considered as one site and one joint community walk was planned for them.
Parent / Guardian Engagement	#Events, # people interviewed during Pick-up and Drop-off	During 3 days, CultureLink educators interviewed parents/guardians at all 4 schools. In total, 125 people were interviewed.	
DATA COLLECTION			
Traffic observations (pre/post)	Cancelled due to COVID		
Vehicle speeds (pre/post)	Cancelled due to COVID		
Family survey	# Responses on the family survey	127 responses were recorded on Family Survey links.	All schools reported that the ongoing COVID situation and related concerns have impacted families' availabilities for extra/voluntary tasks like these surveys.
Pre-post Student Travel Survey	% Students use active modes of transportation;	445 students were surveyed in 21 classrooms at two schools. In one location, % of active school travel was increased by 16% and in another location decreased by 5%.	Student Travel Survey was sent to all 4 schools but Jean Lumb and Bishop Macdonell were not able to survey due to limited capacity as the result of the ongoing COVID-19 situation and work-to-rule strikes happening at the Catholic Board. Hillsmount PS and George Webster ES conducted the surveys in Feb.2022.

E) Data collection results

- Student Travel Modes:

The baseline student travel survey at Hillmount PS, Jean Lumb PS and Bishop Macdonell CS were conducted in 2020 (Pre-data) and in 2019 at George Webster ES and the follow-up (post-implementation) surveys were sent to schools in Jan/Feb 2022. Of the four schools that received Active Safe Routes to School features only two (George Webster ES and Hillmount PS) were able to conduct the follow-up Student Travel Survey. Bishop Macdonell CS and Jean Lumb reported limited staff capacity and support as the reason. It's worthy to mention that follow-up surveys were conducted during the fourth wave of COVID in January/February 2022 and the percentage of absent students was very high compared to the base data. During the week of the survey, at Hillmount 11% and at George Webster ES 15% of students were absent.

At Hillmount PS:

- school had an increase in AST following the intervention (+16%), see Figure 1.

At George Webster ES:

- schools had a decrease in AST following the intervention (-5%)

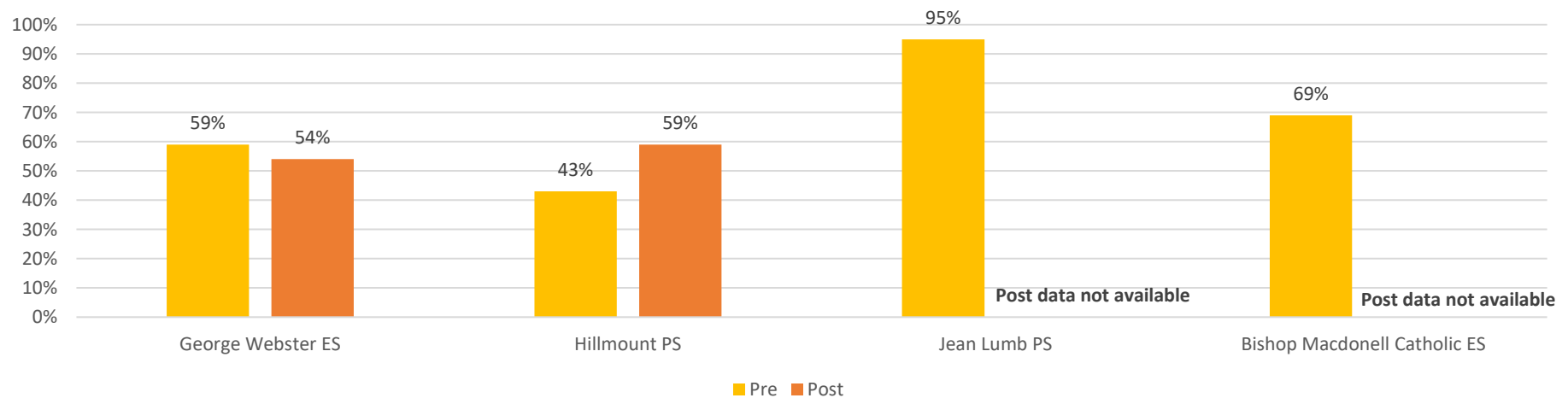


Figure 1: Percentage of students that used active transportation for their school journey (i.e. walked, scootered or cycled) based on Student Travel Survey data collected.

- Parent/guardian interviews:

Culturlink educators conducted 4 rounds of interviews during the drop-off and pick-up period and successfully interviewed 125 parents/guardians. The results are as follows:

1. Mode Share:

Parents were asked about their child's daily travel to school. As shown below, most of the interviewees are already walking/biking to school therefore the results from this data collection tool are mainly reflecting the views of those and not drivers.

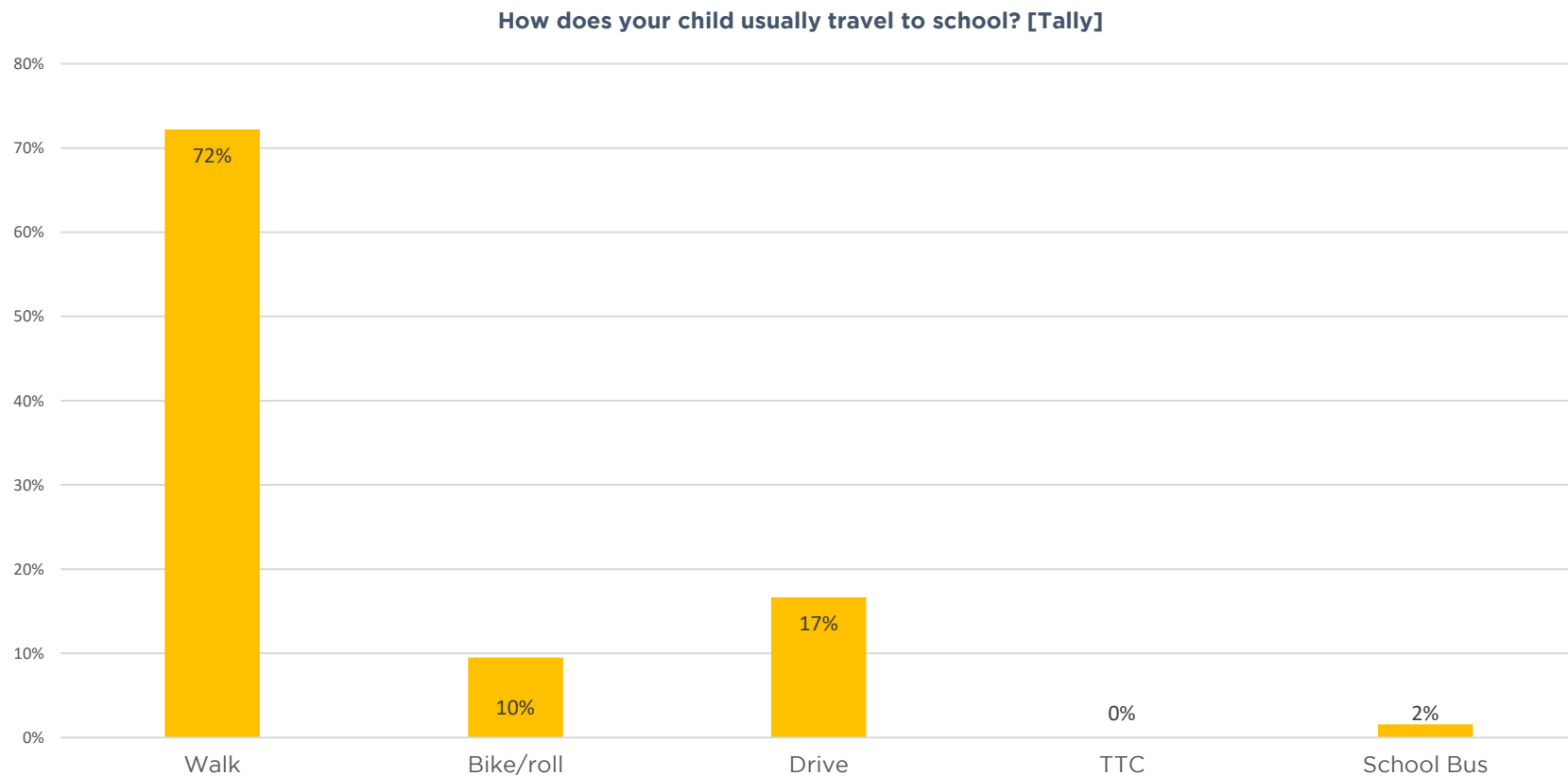


Figure 2 Average percentage of Mode Share amongst participants

2. Awareness of Intervention and its effect on Child's trip to school:

Parents were asked if they are aware that the City of Toronto has recently installed new ASRTS features in the school neighbourhood.

- 79% of interviewed parents were aware of this pilot project and from those 53% reported receiving school communications as the main source of information followed by noticing the features while walking/driving around the neighbourhood as the second main source.

When asked about the effect of each of these installations on their child's travel to school, the top 3 reported features were Sidewalk Activity Stencils, "School route" signs for drivers and ASRTS Encouragement signs for walkers and rollers.

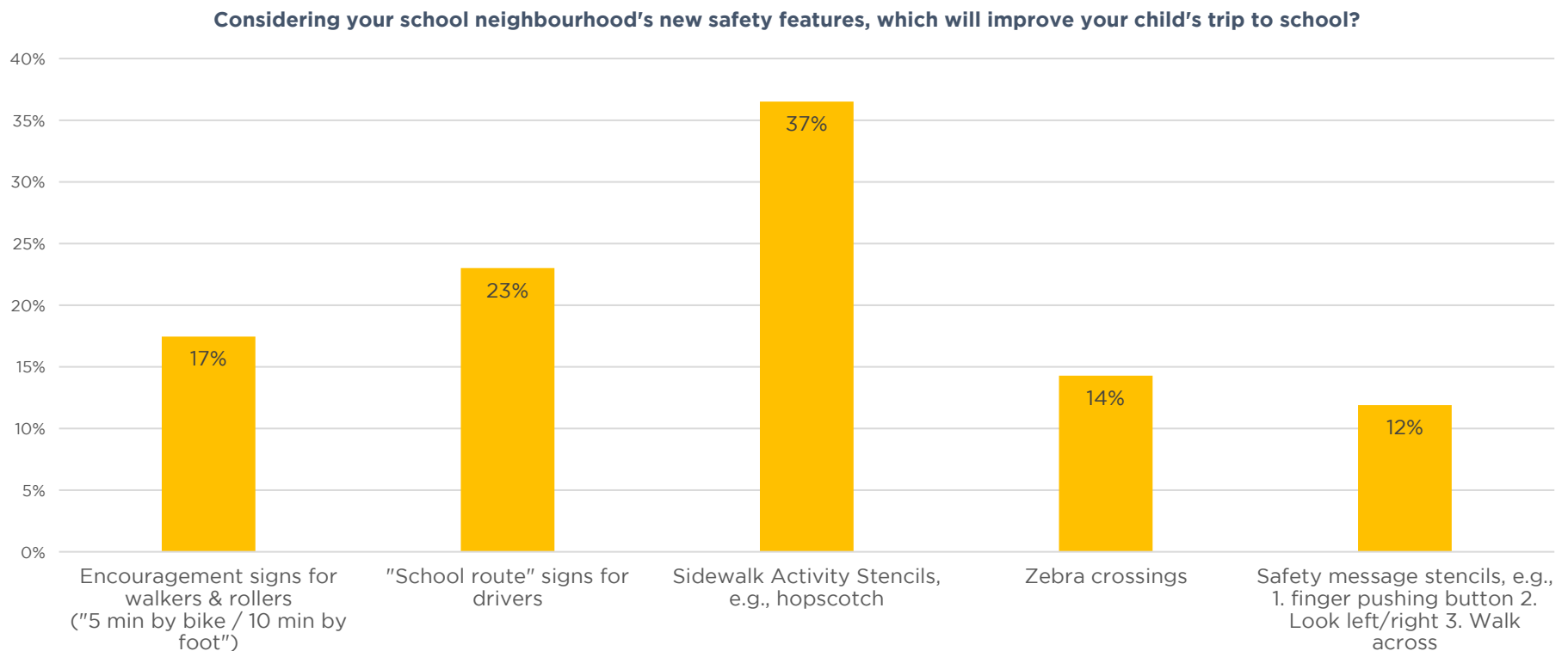
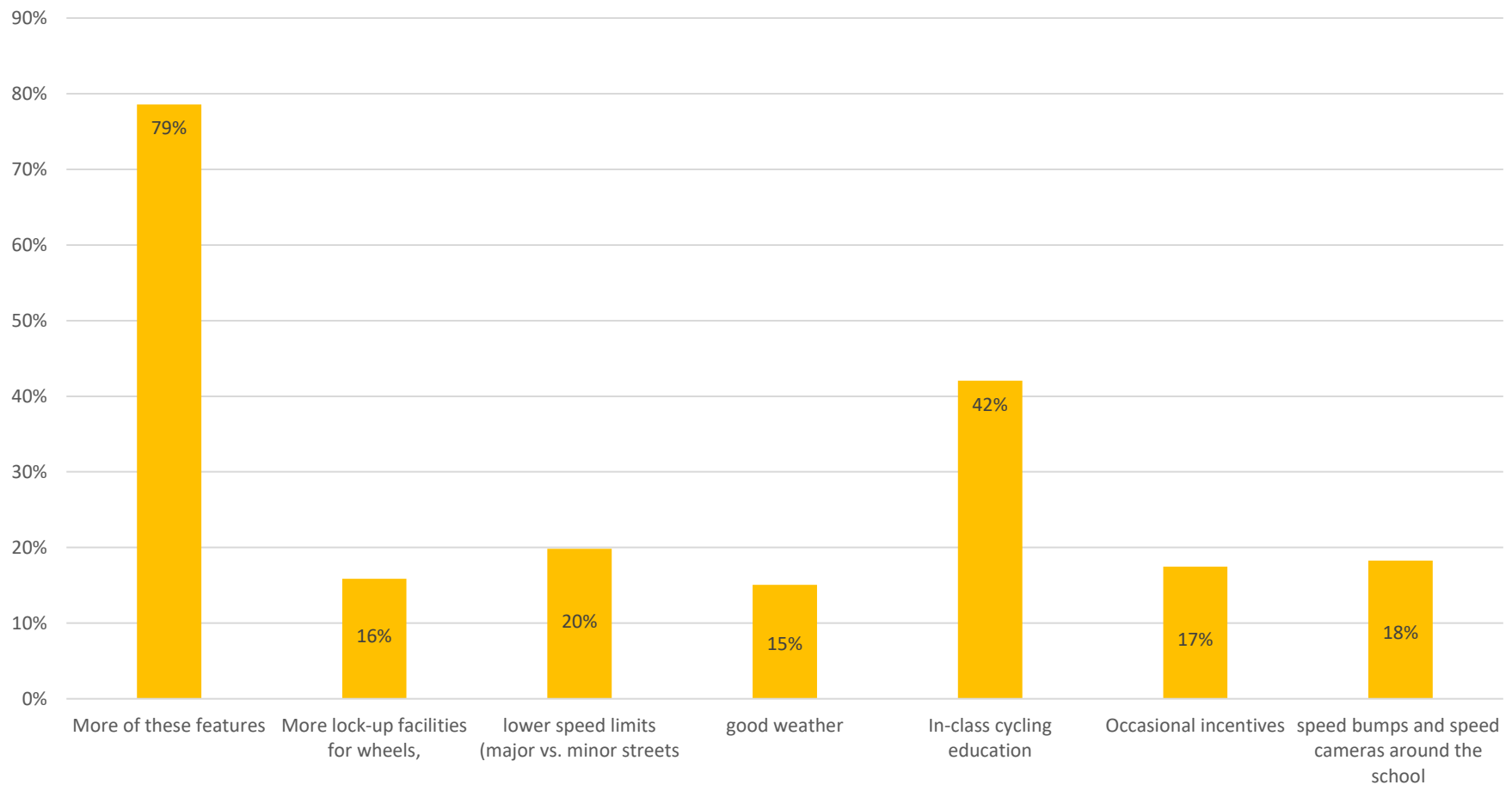


Figure 3 participants' awareness of the ASRTS features

Parents were also asked about ways that their children could be encouraged and motivated to use active transportation more often to school. 79% of participants indicated that repeating initiatives and projects like this pilot project could encourage their child to choose active school travel and be more active. Also, in-class cycling education was the second most impactful event amongst parents.

What would encourage your child to use active transportation more often to travel to school?



Family Survey:

To reach all families impacted by this pilot project, links to the family surveys were communicated to them through school principals. In total, 127 responses were received on the links. The results are as follows:

1. Mode Share:

Parents were asked about their child's daily travel to school.

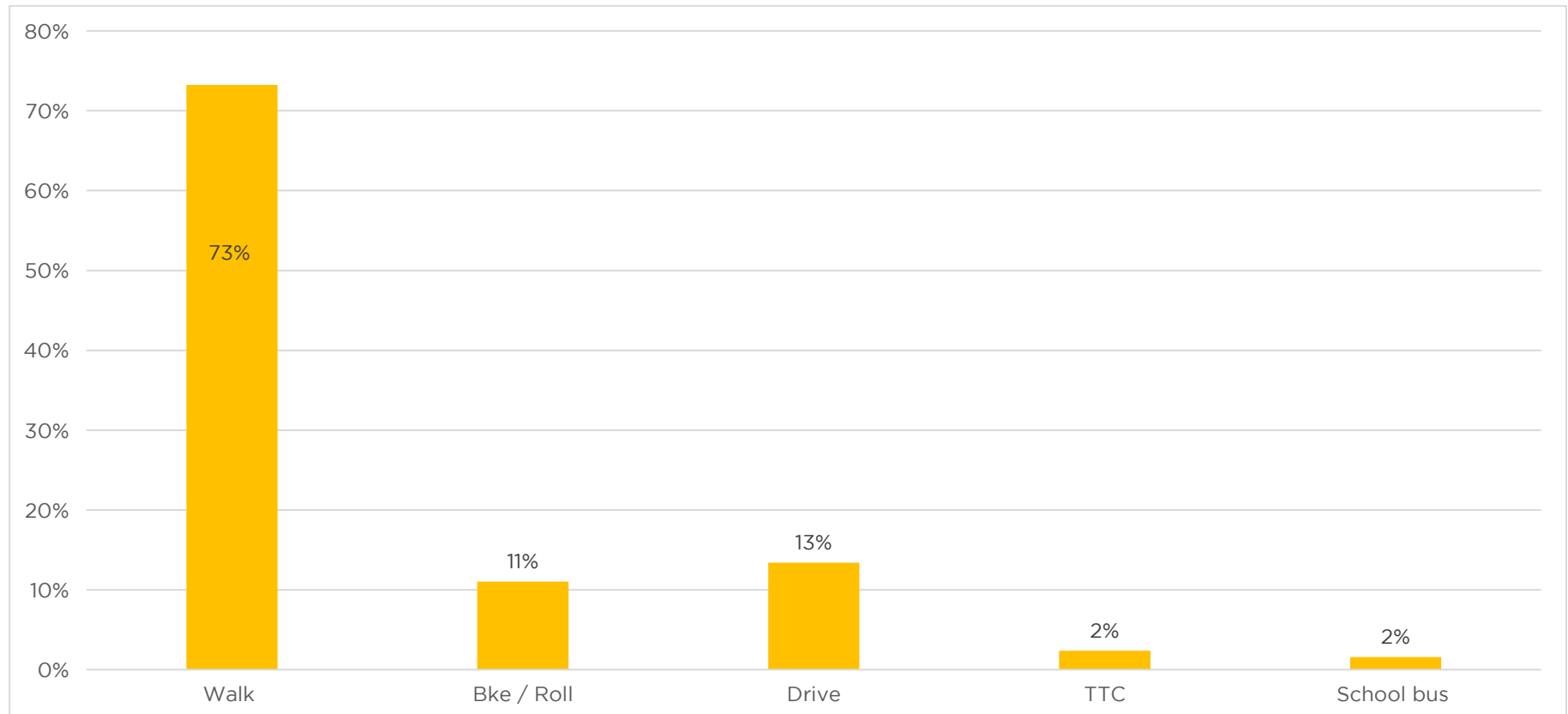


Figure 4 Average percentage of Mode Share for Family Survey participants

2. Awareness of Intervention and its effect on Child's trip to school:

Parents were asked if they were aware of the City of Toronto's installed new ASRTS features in the school neighbourhood and 66% answered yes. School communications and noticing the features while walking, biking and driving to school were identified as the main sources through which they were made aware of these features.

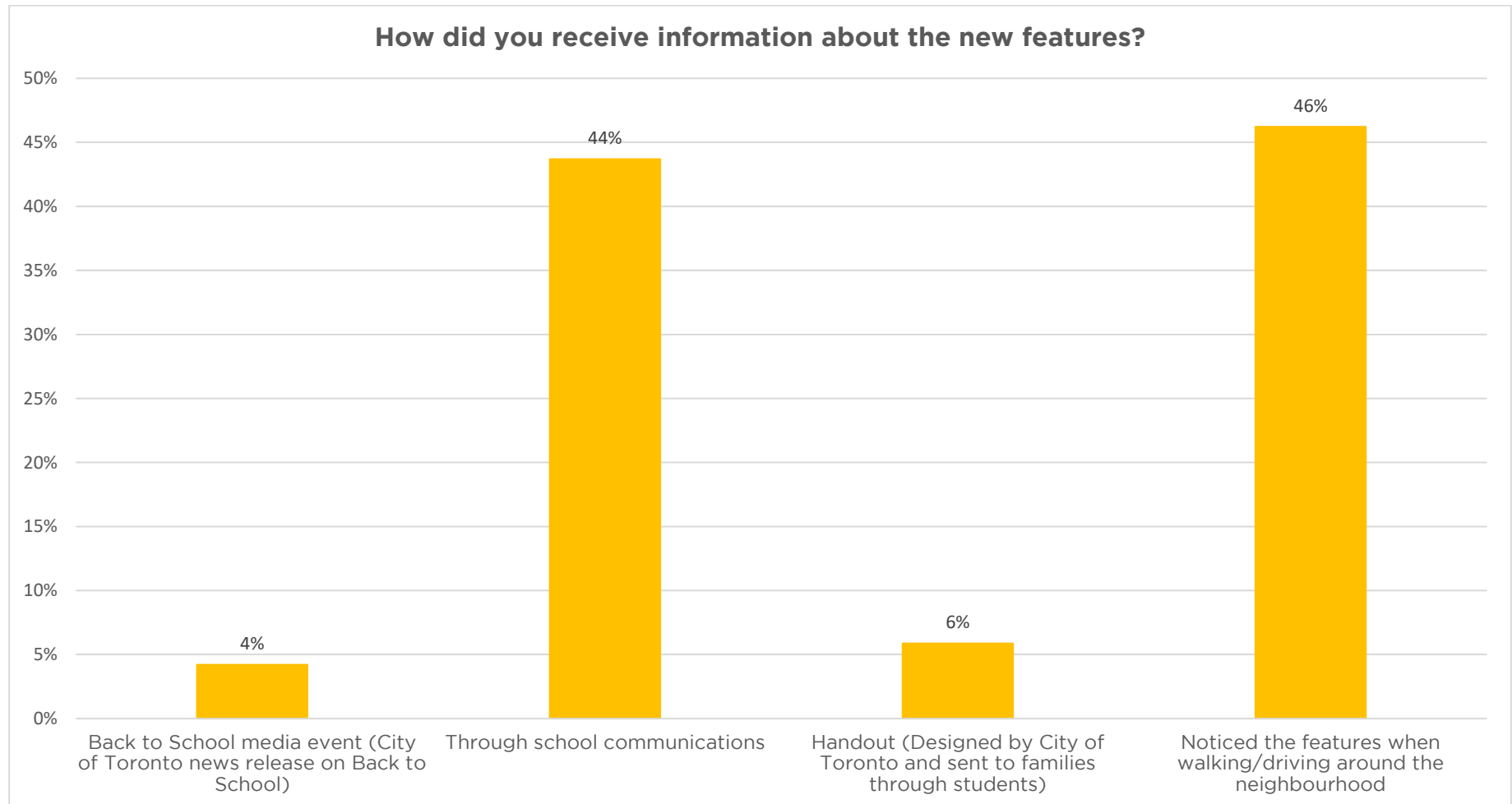


Figure 5 – Awareness of intervention amongst family survey participants

Feedback Sheet designed by Hillmount PS to collect students' perspectives of the Active School Travel rodeos.

Name: _____

Walk and Roll Rodeo

What did you enjoy about the Rodeo? What did you learn? How will you use this learning?

	Station 1 Helmet Fit	Station 2 ABC Safety Check	Station 3 Signs and Signals
What I Enjoyed			
What I Learned			
How I Will Use It			
	Station 4 Starting and Braking	Station 5 Shoulder Checks	Station 6 Group Ride
What I Enjoyed			
What I Learned			
How I Will Use It			

Overall Rating:



because
