



ÉCOLE HOWDEN SCHOOL TRAVEL PLAN 2010

COMPILED BY: JACKIE AVENT
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The School Travel Planning Process

Over the 2009/2010 school year, École Howden participated in a process called School Travel Planning (STP). Below is a description of the process, and the steps and stakeholders involved in its completion.

STP is a community-based approach that aims to increase the number of children choosing active transportation modes to get to and from school. An increase in the number of students walking, cycling, taking transit and carpooling to school helps to address important issues of sustainability, safety and health associated with the school run.

The STP process involves key community stakeholders working together to identify, and solve school transportation problems. These stakeholders include school boards, municipalities, police, public health professionals, parents, educators and students.

School Travel Planning involves five steps:

1) **Program Set-up:**

- a) The STP Facilitator establishes a Municipal STP Steering Committee comprised of all relevant stakeholders (school board, parents, police, traffic engineers, public health department, etc.) to provide expertise and guidance to all schools engaged in the project in their municipality;
- b) The STP Facilitator selects schools to participate, ensuring they are committed; and
- c) Each participating school, with support from the STP Facilitator, establishes a School STP Committee comprised of teacher(s), parents/caregivers and other interested parties to manage the STP process at the school level beginning with determining goals.

2) **Data Collection & Problem Identification:** Survey parents/caregivers and students, map neighbourhoods where students live, identify best routes, conduct traffic counts.

3) **Action Planning:** STP Committee designs a plan of action for dealing with challenges identified and achieving stated goals. At this stage a written document is compiled that summarizes background information and outlines the detailed action plan that includes initiatives, timelines and assignment of responsibility for each task.

4) **Implementation:** Action items are carried out.

5) **Ongoing Monitoring:** Post-implementation data collection is done to evaluate progress toward goals. The plan is tweaked if necessary. A School Travel Plan is intended to be a living document that becomes part of school policy and is revisited and updated on a regular basis. A STP background information sheet explaining the STP process is attached in [appendix 1](#).

Manitoba School Travel Planning Pilot

The STP process is relatively new to Canada, but is well developed internationally. The STP process evolved in Canada from research of International Best Practices by Green Communities Canada. With the financial support of the Public Health Agency of Canada, Green Communities Canada spearheaded this project at three pilot schools (and two control schools) in each of four provinces: Nova Scotia, Ontario, Alberta and British Columbia between the years of 2007-2009. Manitoba, conducted its own pilot with three Winnipeg based schools over the years 2009-2010:

Manitoba Pilot Schools:

- *École Howden*
150 Howden Road, Winnipeg, Manitoba
Louis Riel School Division
- *Carpathia School*
300 Carpathia Road, Winnipeg, Manitoba
Winnipeg School Division
- *Brooklands School*
1950 Pacific Avenue, Winnipeg, Manitoba
St. James Assiniboia School Division

The schools were selected on a first come first serve application basis. The three Winnipeg pilot schools above approached Resource Conservation Manitoba (now Green Action Centre) excited to be a part of the pilot project.



The three pilot schools Howden, Carpathia, and Brooklands (left to right) had unique reasons to benefit from School Travel Planning.

School Overview

École Howden School is located in a middleclass, suburban neighbourhood in the south-east quadrant of the City of Winnipeg. It has a balance of lower and middle socio-economic families. A public school, it is within Louis Riel School Division and serves 239 students (185 families) from grades Kindergarten to 6 at the time of the surveys. It currently has 303 students (236 families). As it is a French Immersion school and a school of choice, approximately 1/4 of the students travel to and from school each day by school bus. The other students walk, cycle, or are driven. Public transportation is not readily used, though bus routes do travel along nearby Elizabeth and Speers Road. There are 28 staff and visitor parking spaces which are used during school hours, but not allowed for after-hours use even though the school does house some evening programs.

School begins for all students at 8:32 a.m. Recess is held at 10:15, and the lunch bell sounds at 11:30. Afternoon classes resume at 12:25. Dismissal for all students is at 3:15.

In 2001 the school did a traffic assessment due to excessive traffic on Howden Road in front of the school. At that time, they looked into having a sidewalk installed between Humber and Betournay along Howden Road. As local residents in the area were opposed to the sidewalk, it was not installed.

The 2001 assessment did result in some measures of improvement around the school. For example, an arrangement was made with the local CanadInns Hotel Windsor Park to use their parking lot (which is adjacent to the back of the school yard) as a drop-off zone for buses. It is occasionally used by parents.



Bus dropping off in CanadInns Parking Lot

École Howden School is a French Immersion school of choice in the Louis Riel School Division. While it is not formally a community school, the classrooms, gymnasium and library are used afterhours for evening programs.

In 2001 a traffic assessment led to some sustainable transportation solutions for École Howden. The partnership with the CanadInns hotel to permit school bus drop-off of students in their parking lot is an arrangement that has been important in the traffic management on Howden Road in front of the school.

The École Howden Family Centre provides opportunities for preschool children and their parents, guardians or caregivers to learn from hands-on participation and to share experiences with others. The program promotes and encourages:

- awareness of community resources
- nutrition and healthful food choices
- effective parenting skills
- the desire and ability to read

The school offers 28 parking spaces to staff only in a small lot north of the school. Access to the lot is closed off to traffic during pick-up and drop-off times and is enforced by school patrols. One comment received via e-mail during the public consultation phase of the STP development mentioned loud machines clearing snow out of the parking lot during the night throughout the winter months. The resident felt the amount of snow clearing was excessive.



A father and son walk together along Howden Road towards Betournay in winter

Howden Road is a very narrow residential street with no sidewalk between Betournay and Humber – one of the routes most travelled by students. There are connector sidewalks (cut-throughs) leading to Heather Road to the west, Carolyn Bay/Ormiston Road to the north and Speers Road along the east side of the school grounds. Morning and after-school traffic comes from both directions along Howden Road, often with parked cars on one side resulting in an extremely dangerous situation for students walking down the street.

The traffic immediately in front of the school is also a concern. Vehicles double park, and stop in the crosswalk and the no-stopping zones that have been delineated by pylons and signage by the school. These are often disrespected by drivers who push their way into the blocked off area (occasionally knocking over pylons!). As a result, these vehicles obstruct the sightlines of school patrols and students crossing at the crosswalk from the cut-through to Heather Road.

Parents occasionally use the maintenance lane and

school parking lot entrance to turn around and back into the roadway where other students are getting out of vehicles or walking to school. This behaviour is discouraged, but parents do it anyway and it is difficult to enforce. Vehicles also use local driveways, resulting in complaints from neighbourhood residents. One homeowner across from the school said that her child had been struck several years ago by a vehicle using her driveway to turn around.



Traffic in front of École Howden on Howden Road

The school does not discourage cycling, and there are old-style “wheel-breaker” bike racks for approximately 30 bikes. These are located at the front of the school beside the parking lot. The racks are visible from classrooms along the north-west side of the school.

Current school and traffic safety programs include regular curriculum integrated instruction on pedestrian and cycling safety, and a bus drop-off zone at the local CanadInns Hotel. There is signage outside of the school highlighting parking restrictions between the hours of 8:00 am - 9:00 am and 3:00 pm – 4:00 pm. The school also places pylons out around the crosswalk; however, these are not always heeded by the parents and occasionally get knocked over by parents backing their cars up. Short blurbs on road safety and parent reminders are often included in the school newsletter.

The school sites the major concern at the school as the safety of the students and the many complaints from neighbours around the school who have difficulty accessing their driveways and exiting the street during the busy before and after school times.

Members of School STP Committee

Jackie Avent, STP Facilitator: Resource Conservation Manitoba
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Lyette Carrière, Principal, École Howden
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Therese Houston, Parent at the school and Block Parent Representative
Member of PACERS (Parent Advisory Council Examining Road Safety)
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Wendy Bowen, Parent at the school
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Darryl Nanka, President, Parent Advisory Committee
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Charlene Koniak, Community Resource Coordinator, City of Winnipeg
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Dan Vandal, City Councillor, St. Boniface, City of Winnipeg
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Christian Michalik, Assistant Superintendent, Louis Riel School Division
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Members of Municipal STP Committee

Donna Beaton, Park Strategic Planner: City of Winnipeg
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Glen Doney, Area Planner – Brooklands: City of Winnipeg
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Drew Gunson, Traffic Inspector: City of Winnipeg
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Kristine Hayward, Winnipeg *in Motion*: Winnipeg Regional Health Authority
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Kevin Martel, Patrol Sergeant: City of Winnipeg
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Kevin Nixon, Active Transportation Coordinator: City of Winnipeg
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Judy Redmond, Universal Access Coordinator: City of Winnipeg
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Michael Robinson, Area Planner – Carpathia: City of Winnipeg
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John Wintrup, Area Planner – Howden: City of Winnipeg
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Current School Travel Patterns: Baseline Data

Baseline travel data was collected through a variety of strategies, including: site visits, a community walkabout, classroom student surveys, and take home surveys for families to complete.

“Hands Up” Classroom Survey:

Throughout the week of October 26-30 2009, École Howden did a hands-up survey of student transportation habits to and from school. Each morning, classroom teachers asked students how they travelled to school and each afternoon they asked how the students were planning on travelling home from school. Over the week, 228 students walked, 27 rode bicycles, and 178 students travelled by school bus. 340 students travelled by family vehicle, while 52 students carpooled with 2 or more families sharing the vehicle. 70 students chose “other”, but it is not clear what mode of transport they used, though it’s likely they used another wheeled mode such as scooter, skateboarding or inline skates. From the data we can ascertain that the 38% of students indicate that they are traveling by automobile, with the second largest proportion (25%) walking at least part way to school. Approximately 20% of students travel by school bus, though 50% live outside of 1.6 km (the distance beyond which students are usually bussed).

The results of this survey are shown in Figures 1 and 2, below. A copy of the survey is attached in [appendix 3](#).

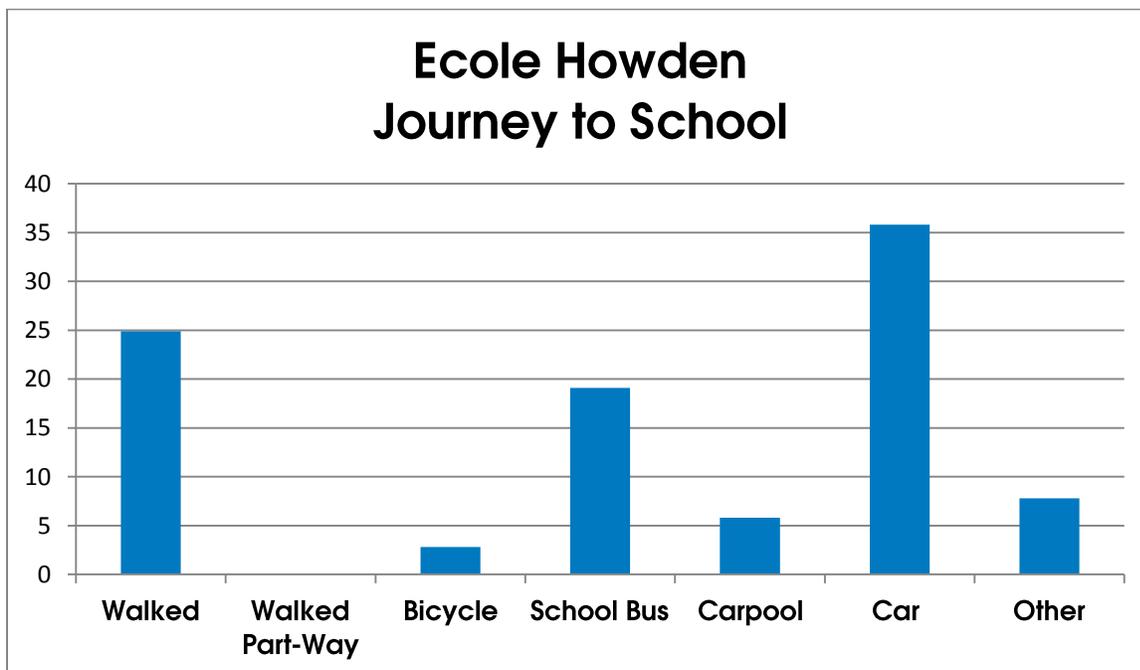


Figure 1 - Modes of travel on the trip to school (results of classroom survey).

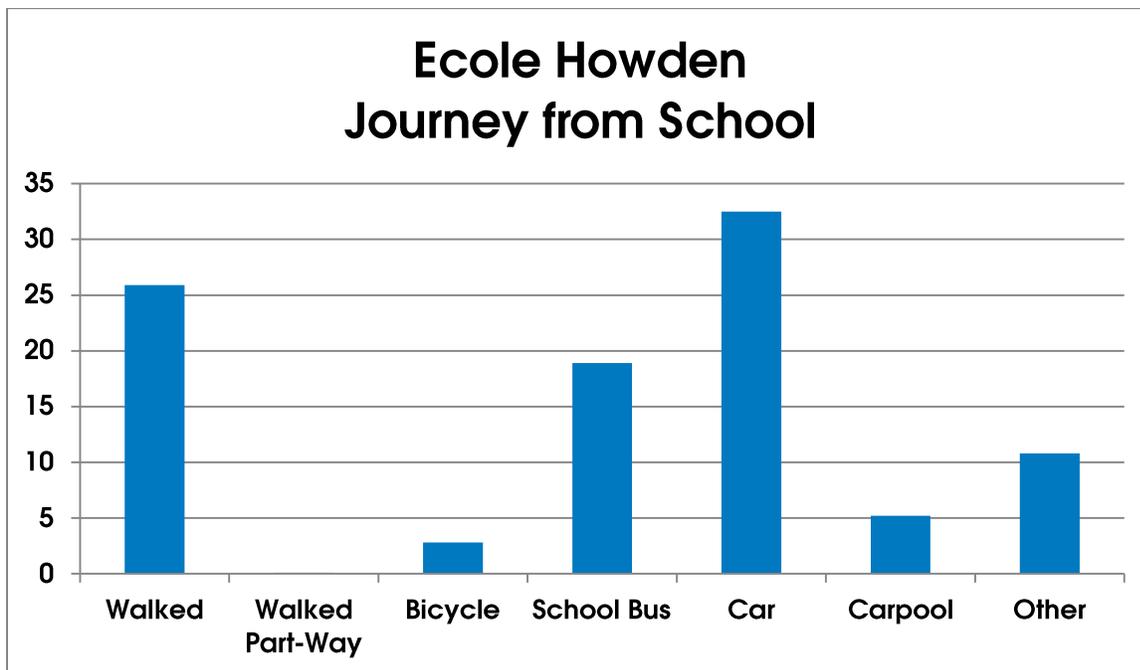


Figure 2 - Modes of travel on the trip from school (results of classroom survey).

Family Take Home Survey:

More detailed information on the travel habits to and from school of families at École Howden was gathered via a family “take home” survey. This survey was administered after the classroom surveys had been conducted the week of October 26-30th. Families were given one week to complete them and return them to the school. An incentive was offered to encourage survey response. Each student that returned the take-home survey was entered to win a bicycle, helmet and lock. École Howden houses 185 families and the school received 95 surveys back making the response rate 51%.

Some notable findings of the family survey include:

- Distribution of students is 50% within 1.6 km and 50% outside of 1.6 km from school (students living outside of 1.6 km qualify for school bus service).
- 89% of parents said would be supportive of further efforts to improve the pedestrian and cycling safety around École Howden
- Almost half of respondents (42%) would allow their children to walk to school if they didn’t do so alone and 29% said they would allow their children to bike to school if they did not do so alone.
- Roughly 2/3 of all respondents (64%) believe the neighbourhood does not have major barriers to walking

- Approximately half of respondents indicated that they would allow their children to bike to school if there were a safer or improved cycling route through the neighbourhood; while approximately one quarter (23%) would like a safer or improved walking route.

Respondents were asked to mark their areas of concern in their neighbourhood on their children’s walk to school using the mapping tool in the survey.

The major issue around École Howden cited concerns crosswalks – with 44% of respondents indicating they have concerns about cars blocking or not stopping at crosswalks, or lack of crosswalks. Another 12% cite no patrols present at crosswalks as an issue, while approximately a quarter (24%) cited speed on the roadway, or too much traffic as a concern on walking routes around École Howden. The distribution of responses is shown in Figure 3 below.

Areas of Concern

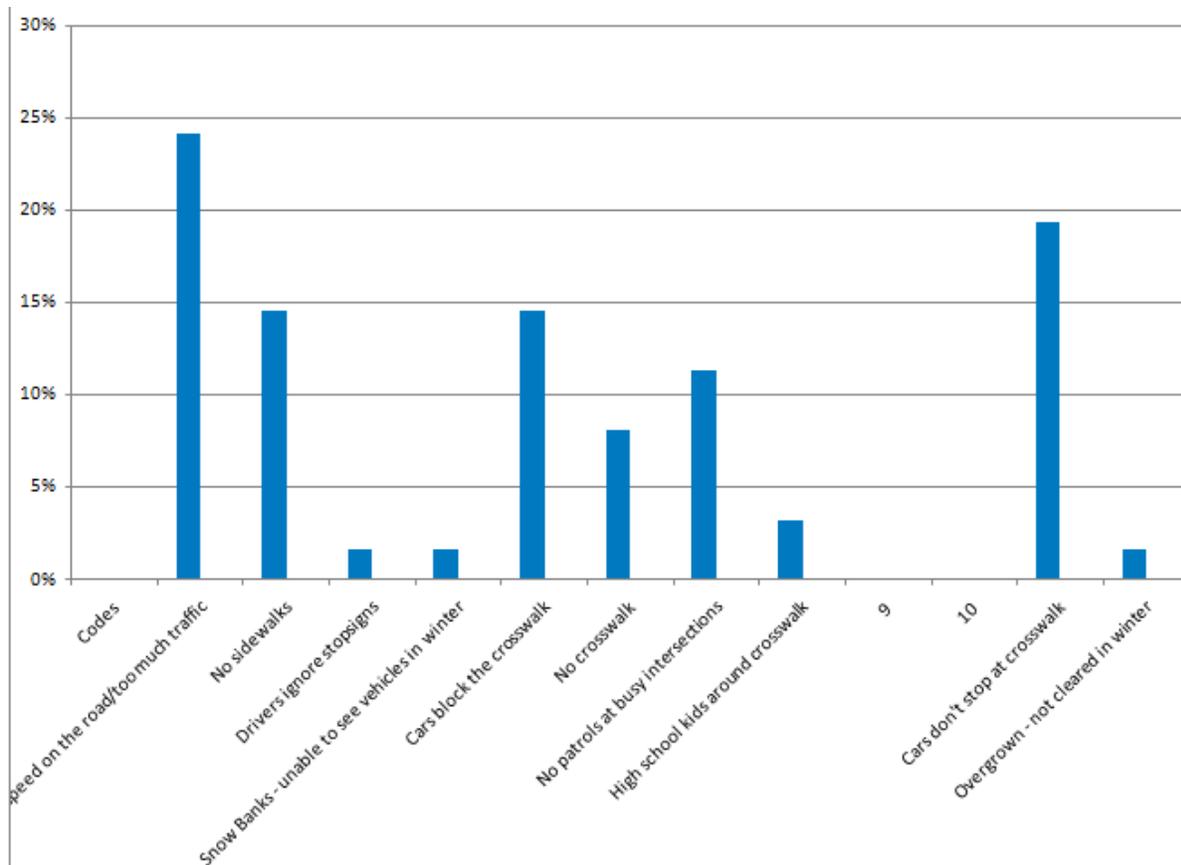


Figure 1 – Areas of concern on routes to school

For the children who are driven to and from school (50%), parents were asked to list the main reasons (multiple selections were allowed) why. While convenience/time pressures (22%) and distance (20%) stand out as the most selected, 16% of parents on their way somewhere else can also be linked to convenience (raising convenience to 38% of respondents). Figure 4 below shows the parents' reasons for driving.

Main Reasons for Driving Children to/from School

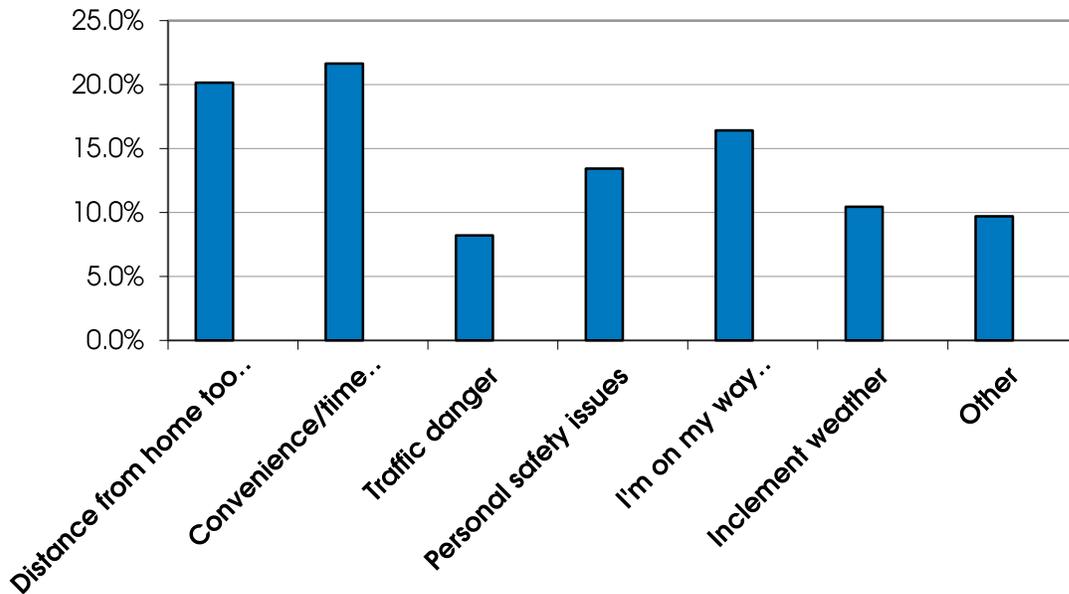


Figure 4 – Parent’s reasons for driving children to school

Identified School Travel Issues, traffic count results and Action Plan

School Site Visit and Walkabout

On March 25, 2010, the École Howden School Committee and the Municipal Steering Committee met at 3:00 pm to do a community walkabout and witness the school travel challenges first hand. The group traveled a pre-determined route that encompasses the main routes most children use to walk home from school, as well as covering the intersections and areas had been previously flagged as having issues.



École Howden walkabout group examine issues along Howden Road.

The walkabout identified and clarified several infrastructure and traffic related challenges. One of the main concerns and issues for both parents and students has to do with unsafe and reckless drivers in the neighbourhood. Many drivers are not stopping at crosswalks and there was noted to be too much traffic and vehicle speed in the school zone.

There was a lot of discussion around adequate sidewalk quality and accessibility in areas, such as the lack of sidewalk along Howden Road. In several locations, it was observed that the sidewalks are very uneven and sidewalks and paths are not adequately maintained. At the corner of Elizabeth and de Bouremont Road, the sidewalk was observed to be not built to code - if you walked out the opening in the curb, you would end up in the middle of the road. This becomes a larger concern in the winter months, with snow clearing (or lack-there-of) and large piles of snow at intersections obstructing visibility at intersections. These concerns were also shared by parents with strollers and elderly community members.

Adequate signage and visibility of signage in the neighbourhood was readily discussed. There was a lot of discussion around crosswalks being visible and the possibilities of installing a lighted crossing for this purpose. The installation of stop signs as well as proper "School Zone" crossing area signs at key locations was also discussed. Also to improve street crossings around the school, several new areas were suggested for increased patrol assistance.

School Traffic Counts

Traffic counts were done at three locations throughout the week of February 5 – 11th, 2010.

Pedestrians						
	Front of School AM	Front of School PM	Howden at Betournay AM	Howden at Betournay PM	Ormiston/Carolyn AM	Ormiston/Carolyn PM
Feb. 5, 2010	39	18	2		2	2
Feb. 8, 2010	47	33	10	20		
Feb. 9, 2010	39	15	12	13		
Feb. 10, 2010	40	33	11	9		
Feb. 11, 2010	39	8	12	8		

Vehicles						
	Front of School AM	Front of School PM	Howden at Betournay AM	Howden at Betournay PM	Ormiston/Carolyn AM	Ormiston/Carolyn PM
Feb. 5, 2010	100	53	130		0	3
Feb. 8, 2010	80	35	166	97		
Feb. 9, 2010	100	52	169	92		
Feb. 10, 2010	96	55	131	83		
Feb. 11, 2010	109	55	144	88		

From the traffic count data, we can see that there are a significant number of vehicles at Betournay and Howden Road, especially in the morning hours (the highest traffic volume day was Wednesday the 9th with 169 vehicles counted). The volume of traffic directly in front of the school is significant – with 109 vehicles counted on Friday, February 11th, and an average over the 5 days of 97 vehicles every morning. There is approximately half that number picking up students at the end of the school day, indicating that more students are walking home than to school. This indicates that some of the morning-related travel is due to convenience and time pressures than safety concerns.

The STP Planning committee from École Howden took these main concerns and worked them into an Action Plan to address identified issues. The resulting Action Plan is below.

Summary of Goals

The discussions from the walkabout and school site visit were synthesized into three concrete goals. These goals were then broken down into an action plan (next section) of specific tasks, assigned to specific individuals, and given an estimated timeframe and cost for completion.

These goals are the key deliverables of the School Travel Plan, and steps towards getting the children of École Howden School traveling more actively and along safer routes to and from schools in their neighbourhood. The key goals included:

- 1. Improve traffic signage, crosswalks and access throughout the school zone**
- 2. Encourage more students to walk or cycle to school.**
- 3. To monitor effectiveness and review the School Travel Plan annually.**

Action Plan – École Howden

Action/Initiative	Tasks	Responsibility	Timeframe	Estimated Cost & Source of Funds
Objective 1: Improving Traffic Safety Around School				
Promote and try for a <i>One-Week School Challenge: No Cars at School</i>	<ul style="list-style-type: none"> • Advertise to Parents and Children • Try to Get a Speaker to Come Motivate Children • Get Punch Cards and Stamps • Find Prizes 	Lyette Carrière Physical Education Teacher	Before End of June for Clean Air Day	
Drop Off Zones Along Pathways	<ul style="list-style-type: none"> • Establish pathway walking routes • Give parents the choice of which route to assign their child to along a pathway • Promote and educate parents and children about the routes • Create punch cards for children (<i>bus kids to also get stamps for walking from Canad-Inns</i>) • Hold draw for prizes 	Therese Houston Lyette Carrière	Pilot in June Full program to be implemented in September	

Have Patrols and/or Paid Staff at Each Entrance to School	<ul style="list-style-type: none"> • Consideration for between Howden and Betourney 	Lyette Carrière	September	\$3000
Add Cones to Street in Front of School	<ul style="list-style-type: none"> • Reconsider Placement or Extension of 	Darryl Lyette Carrière Custodian	Current and September	No Cost
Action/Initiative	Tasks	Responsibility	Timeframe	Estimated Cost & Source of Funds
Objective 2: Improve Crosswalk on Spears Road				
Move crosswalk so the kids aren't standing in back lane waiting to cross Spears Road	Contact the City of Winnipeg Active Transportation Coordinator (Kevin Nixon) to request movement of crosswalk to beside the back lane		September	
Objective 3: Placement of Sidewalk on Howden Rd Between School and Betourney St				
Liaise with the City of Winnipeg to Investigate Next Steps	Contact Kevin Nixon, Active Transportation Coordinator – City of Winnipeg Meeting with Residents on the Street Contact Dan Vandal, City Council	Lyette Carrière Darryl Nanka Green Action Centre Staff	ASAP	

Action/Initiative	Tasks	Responsibility	Timeframe	Estimated Cost & Source of Funds
Objective 4: Crosswalk Improvements Between Howden and Betournay St.				
Review what can be done to make the crosswalk in front of the school more efficient	Request crosswalk assessment Investigate getting adult in that space	Lurette Carrière	September	
Objective 5: Improve Visibility of Crosswalks and Stop Signs				
Howden and Betournay has branches covering crosswalk sign	Phone/e-mail 311 to request tree trimming		ASAP	
Autumnwood and Betournay – branches covering stop sign	Phone/e-mail 311 to request tree trimming		ASAP	
922 Elizabeth – Branches from inside fence are poking out onto sidewalk at leg level	Phone/e-mail 311 to request tree trimming		ASAP	...
Along pathway between Spears and Schoolyard – Branches poking through fence	Phone/e-mail 311 to request tree trimming		ASAP	

Action/Initiative	Tasks	Responsibility	Timeframe	Estimated Cost & Source of Funds
Objective 6: Create Best Routes Map for École Howden School				
Provide each family with a best routes to school map showing pathways	<ul style="list-style-type: none"> Contact Kevin Nixon to request Neighbourhood Map with pathways shown 	Lyette Carrière	To be given out in September	
Objective 7: Increase Pedestrian and Cycling Safety for Children				
Request MPI to come provide students with pedestrian and cyclist safety training	<p>Contact MPI</p> <p>Schedule safety training</p> <p>Request the proper training for locking up bicycle at school (proper lock etc)</p>	Lyette Carrière	Sometime in June	No cost
Improve bike racks around schoolyard	<p>Consider moving bike racked beside principal office or front door of school</p> <p>Build platform with rocks around base of rack</p>	Lyette Carrière	June	Covered by School Division
Promote new bike racks on school announcements	Mention on morning announcements about movement of bike racks and improved safety	Lyette Carrière	As soon as they have been moved	No cost

Action/Initiative	Tasks	Responsibility	Timeframe	Estimated Cost & Source of Funds
Objective 8: Increase Enthusiasm Around Active and Physical Activity in School				
Contact Christian Michalik for funding to create some incentive programs	<p>Pedometers for all students to measure how far they have traveled (walk across Canada)</p> <p>Tuques or bike helmets for students that have completed their punch card</p>	Lyette Carrière	September	
Make special emphasis on promoting physical activity in the school	Continue to support programs and initiatives that increase activity	<p>Lyette Carrière</p> <p>Physical Education Teacher</p>	Ongoing	

Plans for evaluation, monitoring and review

École Howden School will monitor and review their School Travel Plan annually in collaboration with representatives from the School STP Committee, or the STP review may be integrated into the School's Parent Advisory Committee if so desired.

The School STP Committee will:

- Hold a meeting at the beginning of each school year to review and update the action plan. Regular meetings of the Committee will continue as needed throughout the year.
- Provide regular updates on safe and active school travel throughout the school year through take-home School Newsletters, and on their school's website
- At the end of the year, review the plan to update achievements and objectives and set targets for the next 12 months.

Annual review dates:

March 31st 2011

March 31st 2012

Full review date:

March 31st 2013

Consensus

This School Travel Plan has been reviewed and approved by:

School Representative:

Principal, École Howden

Date Signed

STP Facilitator:

Jackie Avent

Name (Print)

Date Signed

Signature

Plans for evaluation, monitoring and review

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The School STP Committee will:

- Hold a meeting at the beginning of each school year to review and update the action plan. Regular meetings of the Committee will continue as needed throughout the year.
- Provide regular updates on safe and active school travel throughout the school year through take-home School Newsletters, and on their school's website
- At the end of the year, review the plan to update achievements and objectives and set targets for the next 12 months.

Annual review dates:

March 31st 2011

March 31st 2012

Full review date:

March 31st 2013

Consensus

This School Travel Plan has been reviewed and approved by:

School Representative:

Lynette Carriviere
Principal, École Howden

November 28, 2011
Date Signed

STP Facilitator:

Jackie Avent
Name (Print)

Date Signed

Signature

1: STP Background Information Sheet

School Travel Planning Information Sheet



What is School Travel Planning?

School Travel Planning is a community-based approach that aims to increase the number of children choosing active transportation modes to get to and from school, thereby addressing the issues of sustainability, safety and health associated with 'the school run.' Key community stakeholders (school boards, municipalities, police, public health professionals, parents, educators and children) work together to identify and solve their school transportation problems.

Through a five-step process, each school writes a School Travel Plan, with assistance from the community stakeholders, that includes an action plan describing steps they plan to implement such as:

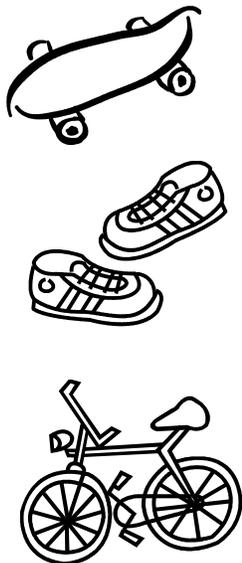
- engineering improvements at or near school sites—e.g. pedestrian crossings, repairs/upgrades to sidewalks, signage;
- introduction of school infrastructure—e.g. bike shelters, bike racks, lockers;
- education—e.g. traffic safety education for pedestrians and cyclists, education about personal security;
- community mobilization—e.g. walking school buses, walking buddies, ride sharing;
- encouragement—e.g. celebrations of physical activity and environment, event days, recognition and rewards for walking/biking.

The School Travel Planning approach has had great success in other countries—increasing the number of children walking and biking to school; reducing traffic congestion at schools; making routes to school safer; and improving air quality.

How does the School Travel Planning process work?

School Travel Planning involves five steps:

1. *Program Set-up*
 - a) STP Facilitator establishes Municipal STP Steering Committee comprised of all relevant stakeholders (school board, parents, police, traffic engineers, public health department...) to provide expertise and guidance to all schools engaged in the project in their municipality;
 - b) STP Facilitator selects schools to participate, ensuring they are committed; and
 - c) Each participating school, with support from the STP Facilitator, establishes a School STP Committee comprised of teacher(s), parents and other interested parties to manage the STP process at the school level beginning with determining goals.
2. *Data Collection & Problem Identification* - survey parents and students, map neighbourhoods where students live, identify best routes, traffic counts.



3. *Action Planning* - STP Committee designs a plan of action for dealing with challenges identified and achieving stated goals. At this stage a written document is compiled that summarizes background information and outlines the detailed action plan that includes initiatives, timelines and assignment of responsibility for each task.
4. *Implementation* - Action items are carried out.
5. *Ongoing Monitoring* - Post-implementation data collection is done to evaluate progress toward goals. The plan is tweaked if necessary. A School Travel Plan is intended to be a living document that becomes part of school policy and is revisited and updated on a regular basis.

School Responsibilities

- *Staff Time*: The principal and/or at least one teacher will participate in all School STP Committee meetings and may be asked to attend meetings of the Municipal STP Steering Committee (to discuss higher level municipal concerns related to their school). Additional staff time will be needed during data collection and implementation of action items.
- *Parent Time*: Parents play a key role in School Travel Planning, e.g. as part of the School STP Committee, as decision makers about travel choices.
- *Meeting Space*: Use of a room to hold School STP Committee meetings.
- *Enthusiasm and Commitment*: The success of School Travel Planning relies on school champions that lead the school's effort, setting a positive tone about the project for the rest of the school.
- *Student Time (optional)*: Some schools may wish to use School Travel Planning as a learning opportunity, linking aspects of the process to the curriculum, e.g. having students administer and tabulate surveys as a math exercise or map out their community and routes as a geography exercise. NOTE: Schools will be responsible for data entry and tabulation of surveys so if students are not engaged for this task, parent volunteers or staff will be responsible.

Support

Participating schools will enjoy the support of a dedicated School Travel Plan Facilitator who will guide the process—providing expertise, coordinating project activities, answering questions, liaising with community stakeholders, etc.

The STP Facilitator will organize the assembly of a Municipal STP Steering Committee made up of representatives from all key community stakeholder groups such as district school board, police, public health and transportation engineering. This Steering Committee will provide valuable expertise and resources to schools during all phases of the School Travel Planning process.

Schools will also have access to comprehensive resource materials including an STP Model Framework, sample school travel plan(s), curriculum-linked resources and traffic safety tools.

For More Information

For more information, please contact: Shoni Litinsky at 204-925-3773 or stp@greenactioncentre.ca.

2. Letter Home to Parents

Dear Parent/Guardian:

School Travel Planning - Family Survey

École Howden School is taking part in a School Travel Planning project that will address concerns about our students' journeys to and from school. The ultimate goal of a School Travel Plan is to create an environment that makes it safer for more people to walk, cycle or use active transportation to and from school, and to improve the journey for those who use cars or take school busses.

The benefits of creating and implementing a School Travel Plan include:

- Reduced traffic congestion at and around the school;
- Improved children's safety;
- Improved children's health; and
- Reduced pollution in our environment.

To figure out how to make improvements, we must first assess the current situation. Parent input is an important part of this process and so we are asking you to please take **10 to 15 minutes** to complete the attached survey with your child—the School Travel Planning Family Survey. Your family's input is critical to the success of this project at our school.

Completed surveys should be returned to the school with the child who brought it home.

If you have any questions about the survey or the School Travel Planning project, please contact the school.

Thank you for taking the time to complete this survey.

Lurette Carrière
Principal; École Howden School

A note about privacy: To protect your privacy, this survey does not ask you to provide your name. The mapping information will be used to establish which routes are the most common and where the key obstacles/barriers are along those routes. All information collected will be kept strictly confidential.

3: Hands up survey



School Travel Planning: CLASSROOM HANDS-UP STUDENT SURVEY



School Name: _____

Grade: _____ Room/Class #: _____ # Students: _____

Teacher: _____ Dates: Mon _____ to Fri _____

Ask students: “How did you travel to school this morning?”

	Weather	Walked	Walked part-way*	Bicycle	School Bus	Public Transit	Carpool (2 or more families)	Car (Just my family)	Other ?	Total
Mon										
Tues										
Wed										
Thurs										
Fri										
Total										
Daily Avg=Total/5										

*Walked at least one entire block.

Ask students: “How did you travel from school today?”

	Weather	Walked	Walked part-way*	Bicycle	School Bus	Public Transit	Carpool (2 or more families)	Car (Just my family)	Other ?	Total
Mon										
Tues										
Wed										
Thurs										
Fri										
Total										
Daily Avg=Total/5										

*Walked at least one entire block.

4. Family Take Home Survey



School Travel Planning Project: FAMILY SURVEY - Baseline



Please answer the questions thinking about your eldest child, who brought this survey home.
If more than one child brings a survey home, please fill out and send back only one.

1. How does your child usually get to and from school? (Choose one in each column. If they use two, e.g. *walking* and *school bus*, choose the one they spend the most time doing.)

	To school from home	To home from school
By car (just your family)	<input type="checkbox"/>	<input type="checkbox"/>
By car (2 or more families)	<input type="checkbox"/>	<input type="checkbox"/>
By school bus	<input type="checkbox"/>	<input type="checkbox"/>
By public bus	<input type="checkbox"/>	<input type="checkbox"/>
By walking	<input type="checkbox"/>	<input type="checkbox"/>
By bicycling	<input type="checkbox"/>	<input type="checkbox"/>
By subway or streetcar	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>
If Other (explain) _____		

2. The next question is for you OR the ADULT who usually travels with your child on the trip to school:
How do you usually feel on the trip to school? (Please circle one word).

- | | |
|-------------|---------------------------|
| • Relaxed | • Tired |
| • Rushed | • Frustrated |
| • Happy | • Calm |
| • Bored | • Distracted |
| • Energized | • Curious |
| • Anxious | • Other (please describe) |
| • Content | _____ |

Not applicable, my child usually travels to school without an adult.

3. What are the ages and gender of all your children that attend this school (e.g. 11 years, boy)

a. _____ b. _____ c. _____ d. _____

4. How far away from the school do you live?

Less than 500 metres 0.5 to 1.5km 1.5 to 3km Over 3km

5. How long does it take your child to travel to this school from home?

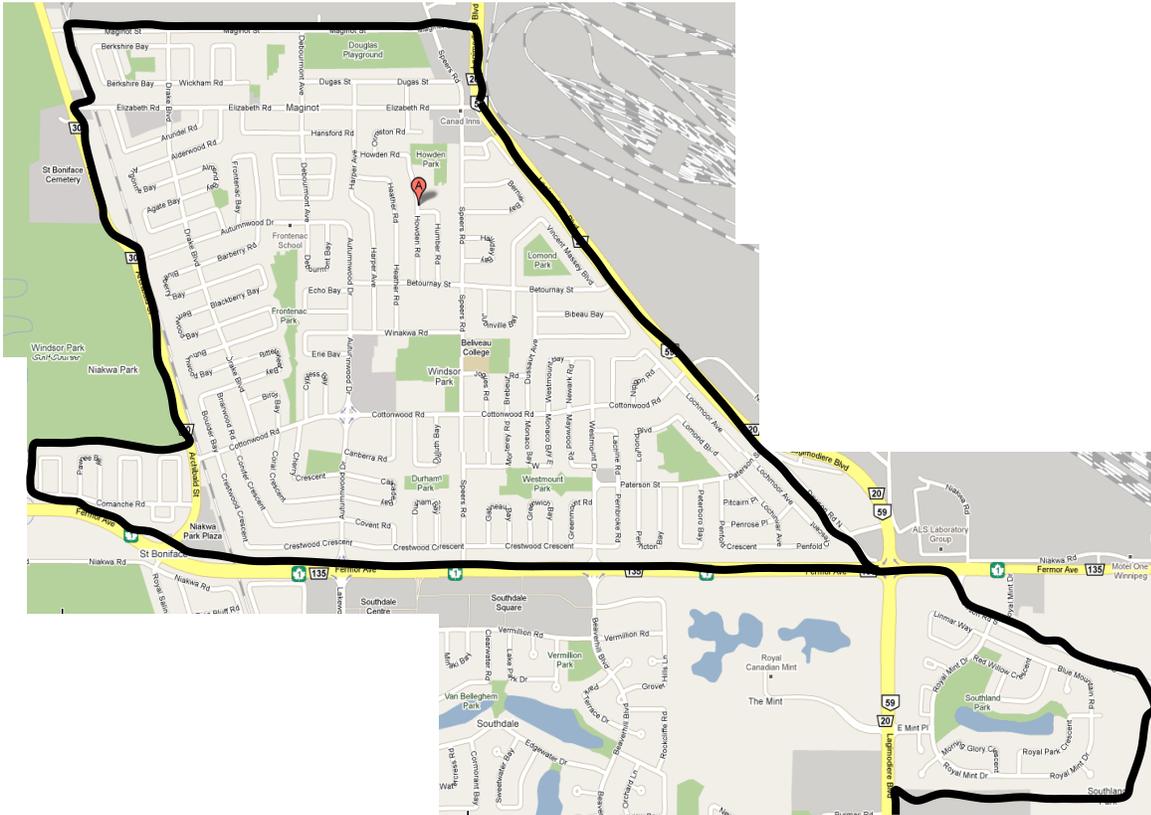
0-15 minutes 15-30 minutes 30-45 minutes 45-60 minutes >60 minutes

6. How long does it take your child to travel to home from this school?

- 0-15 minutes 15-30 minutes 30-45 minutes 45-60 minutes >60 minutes

MAPPING EXERCISE: FOR PARENTS & STUDENTS TO ANSWER AS A FAMILY

7. a) Please complete the following map. Place an X where you live and mark the route(s) *your child at this school usually* takes to and from school. If possible, please complete it while walking with your child to school even if you usually drive. Identify any locations that are of concern to you with a number (e.g. 1, 2, 3) and describe these in the table below.



École Howden School Catchment Area

b) Describe any areas of concern in this table.

Location (e.g. nearest intersection)	What do you think is unsafe in this area?
E.g. on ___Rd near ___St	Cars turn Right without looking for pedestrians.
1.	
2.	
3.	

8. There are NO major barriers to walking in my local neighbourhood that make it hard to get from place to place e.g. freeways, heavy traffic, railway lines, rivers. (Please circle one answer.)

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

9. Our neighbourhood is safe for children to walk to and from school. (Please circle one answer).

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

10. How many drivable motor vehicles (cars, trucks, motorcycles) are there at your household?

11. How did you travel to elementary school?

walk bike car school bus other _____

12. The way my child **usually** travels to school contributes to his/her:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
a) physical well-being, e.g. healthy heart, bones and muscles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) emotions and overall well-being, e.g. happiness, relationship with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) well-being of our community, e.g. students get to know neighbourhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) environmental well-being, e.g. less pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you never/rarely drive your child to or from school, please skip to question 16.

13. If your child is **usually** driven to/from school, what are the main reasons why?

(Check all that apply).

- Distance from home too far
- Convenience/time pressures
- Traffic danger
- Personal safety issues
- I'm on my way somewhere else
- Weather
- Other (explain)_____

14. I would allow my child to **walk** to school if... (check all that apply)

- they did not walk alone
- there was a safer or improved walking route
- there were reduced traffic dangers
- they were older
- they did not live so far from school
- Other (explain)_____

15. I would allow my child to **cycle** to school if... (check all that apply)

- they did not cycle alone
- there was a safer or improved cycling route
- there were reduced traffic dangers
- they were older
- they did not live so far from school
- there was bicycle riding safety training for my child
- they could lock their bicycle in a safe place
- Other (explain)_____

16. The next question is for the **CHILD** who brought this survey home. Please ask your child the following question: What feeling do you have most of the time when you are travelling to school and from school? Please only circle **one** word in each column.

Trip to school:

- Excited
- Tired
- Curious
- Bored
- Relaxed
- Worried
- Happy
- Rushed

Trip home from school:

- Excited
- Tired
- Curious
- Bored
- Relaxed
- Worried
- Happy
- Rushed

17. Any further comments from you about your child's journey to and from school?

18. Do you support ongoing School Travel Planning efforts to make the school area safer, healthier and better connected to community, by focusing on ways to reduce the number of children arriving at school by car?

YES NO

19. If you'd like to help, for example on the School Travel Planning Committee or helping put STP plan ideas into action, please contact Graham Bruce or provide your name, telephone number and email below:

THANK YOU FOR YOUR TIME. PLEASE HAVE YOUR ELDEST CHILD RETURN THIS COMPLETED SURVEY TO HIS/HER TEACHER BY **<insert deadline>.**

REMINDER!

Fill out the detachable form on the front of this survey for your child to be entered to win a bike, helmet and lock. If you require additional entry forms, cut off the one below, or request another one from the school office.



Bike may not be exactly as illustrated.

Take Home Travel Survey Ballot

Student's Name:



Bike may not be exactly as illustrated.