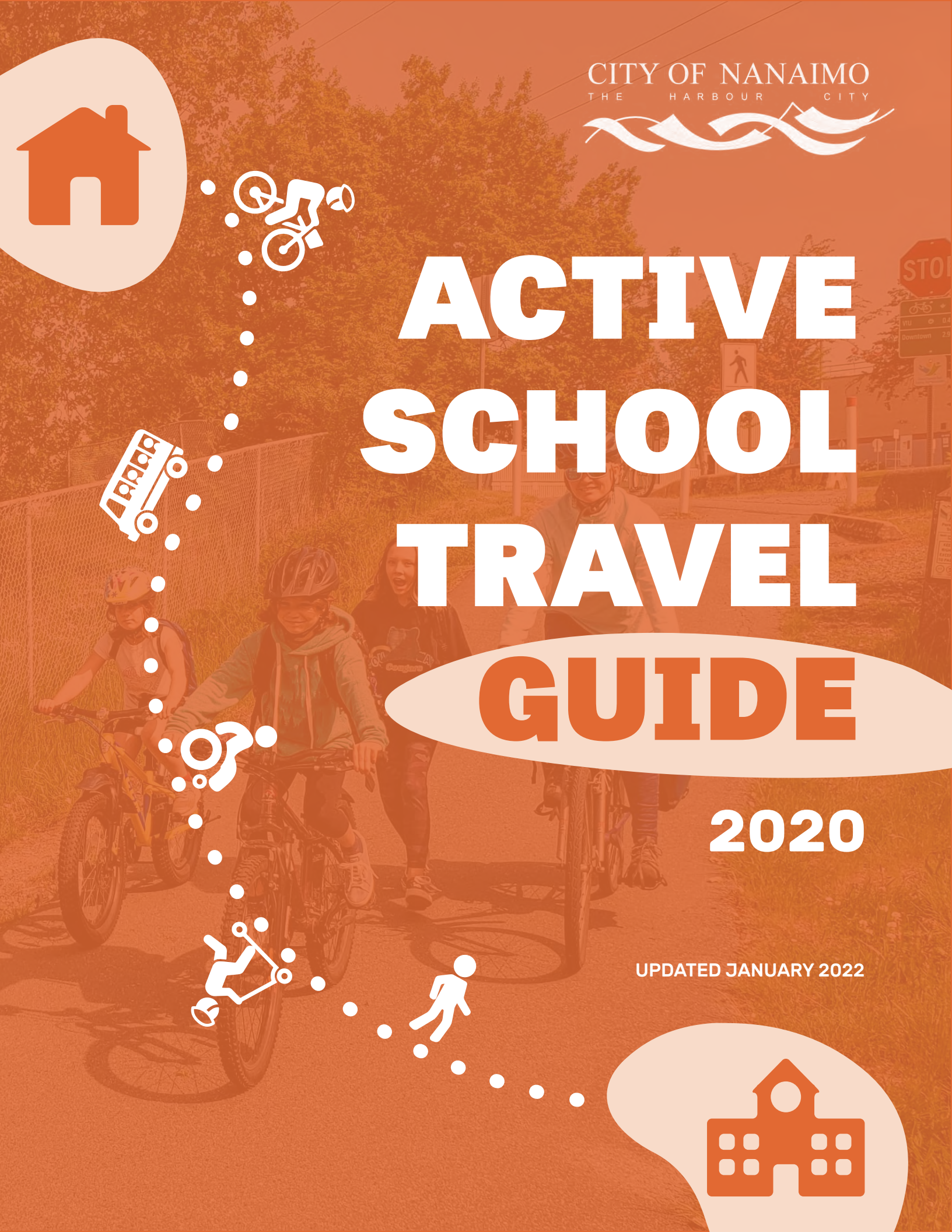CITY OF NANAIMO
THE HARBOUR CITY

ACTIVE SCHOOL TRAVEL GUIDE

2020

UPDATED JANUARY 2022

Acknowledgments

We gratefully acknowledge the efforts of the following organizations whose resources on Active School Travel have laid the groundwork for the Nanaimo Active School Travel Guide:

- Green Communities Canada Ontario Active School Travel ontarioactiveschooltravel.ca
- Green Action Centre. Active and Safe Routes to School in Manitoba greenaction-centre.ca/asrts
- Safe Routes to School National Partnership, saferoutespartnership.org
- HASTE Hub for Active School Travel

TABLE OF CONTENTS

PART 1: INTRODUCTION

How to use this guide

The Nanaimo Active School Travel Guide outlines a planning process to guide parents, schools, City staff, and other partners in increasing active travel to schools.

Who should use this guide and when?

Improving Active School Travel in Nanaimo is a team effort! This guide will empower individuals and groups to work with their school community and the City of Nanaimo to plan Active School Travel initiatives. If you are passionate about increasing active travel to your school or have specific safety concerns on your route to school, this guide walks you through the steps to plan and achieve improvements.

This guide is focused on Elementary School aged children (K-7), to establish life-long healthy habits at a young age.

What you'll find in each section.

Part 1 - Introduction:

> This section overviews the benefits of active school travel, the vision for active school travel in Nanaimo, and the roles involved in creating a School Travel Plan.

Part 2 - Planning Process:

> This section lays out a 6 phase process to create a robust and effective Active School Travel Plan, as well as a process for smaller safety improvements and active school travel initiatives.

Part 3 - Toolkit:

> This section lists and describes external resources that will assist individuals and groups in planning and implementing an Active School Travel Plan.
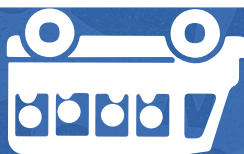
INTRODUCTION

WHY ACTIVE SCHOOL TRAVEL?

The City of Nanaimo's 2014 Transportation Master Plan highlights promoting and improving an Active School Travel (AST) program as part of a refreshed approach toward neighbourhood transportation. This means reducing negative impacts of vehicle traffic and encouraging active travel (walking, cycling, rolling). This approach will contribute to the broader aims of the City of Nanaimo to enhance the health, livability, and sustainability of our community.

Existing Challenges in Nanaimo

In previous generations, most people walked to school or took a school bus. Today, most caregivers choose to drive children to school for a variety of reasons: to save time, to avoid cold or rainy weather, or because they believe the route from their house to the school is unsafe for active travel. Traveling to school by car creates traffic congestion around schools and misses an opportunity for students to start and finish their school day with exercise.

The City of Nanaimo has worked with several schools to create School Travel Plans, but there are still many schools without plans. In some cases, parents and students are not aware of their school's travel plans.

VISION FOR NANAIMO

The goal of this Active School Travel Guide is to empower individuals and groups to work with their school community to plan initiatives that increase safety for students traveling to school, and to increase the number of students traveling to school in a physically active manner.
Specific goals are to:

- Promote public awareness of Active School Travel and its benefits.

- Improve the safety and convenience of Active School Travel.

- Increase student, parent, and school administration confidence in Active School Travel.

- Motivate students and parents to choose Active School Travel.

- Demonstrate the importance and benefits of alternatives to engineering including actions via education, encouragement, and enforcement.

HOLD ON A SECOND...WHAT IS ACTIVE SCHOOL TRAVEL?

Active School Travel means children going to school by walking, cycling, scootering, and other forms of travel that involve physical activity. Throughout this guide, the abbreviation AST will be used to represent Active School Travel.

ABBREVIATION ALERT!

AST means Active School Travel **AST**

BENEFITS OF AST

What advantages does AST have over traveling by vehicle to school?

Student Health

Daily exercise has many health benefits and establishing exercise habits at a young age increases the chance that children will maintain a healthy lifestyle for years to come. Exercising on the way to school can decrease the chance of cardiovascular disease and childhood obesity. Physical activity also decreases stress, depression, anxiety, and increases overall happiness. Students actively traveling to school develop independence, leading to stronger socio-emotional health.

Academic Performance

Physical activity before school increases alertness and attention for upcoming classes, and supports healthy brain development in children.

Neighbourhood & School Safety

Actively traveling to school helps children develop an awareness of dangers present near roads, and learn safety skills to manage these dangers.
Fewer car trips to schools lowers the traffic volume around schools at the beginning and end of the day and decreases the number of collisions.
Improving active routes to schools improves overall neighbourhood safety. More people walking and biking through a neighbourhood adds more "eyes on the street" and increases social interactions, which deters criminal activity. Many students actively travel to school out of necessity and will benefit from safer infrastructure.

Air Quality

Fewer car trips to schools reduces air pollution around our schools, and in our community overall.

Carbon Emissions & Climate Change

Reducing the number of car trips to school decreases greenhouse gas emissions. Reducing emissions is a step in the right direction for climate action in our community.
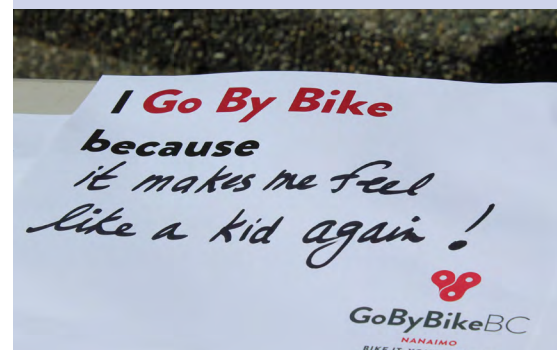
KEYS TO SUCCESSFUL AST INITIATIVES

AST improvements have been successfully implemented around the world, and many of the successful initiatives share the following characteristics.

Having a dedicated facilitator: The City AST Liaison

The AST Liaison is a resource to support schools through their active school travel planning process. While volunteers play central roles in advancing AST initiatives, these roles can encounter challenges with capacity, and continuity from year to year. The AST Liaison is a consistent coordinator and facilitator to support volunteer led initiatives.

A well-rounded approach

While it may be tempting to focus on one issue like getting a new crosswalk built, the most successful plans for increasing active travel to schools include actions in a variety of categories: education, encouragement, engineering, enforcement, and equity. These categories will be further discussed in Section 2.3.

Adapting the process to unique school needs

Schools have unique needs and barriers to AST. It is important to have a planning process that involves a well-rounded information gathering phase to establish school-specific information to inform the action plan.

Getting school community involved and empowering volunteer champions

Involving a diverse group of people in the planning process will bring together more skills and awareness of potential challenges and creative solutions. Finding volunteer champions in the school community is one of the most important parts of a successful initiative. Committed volunteers develop a school culture that is open, accepting, and enthusiastic about AST. Enthusiasm is contagious!

Student involvement provides unique perspectives on issues and helps identify obstacles and ideas for solutions.

Keeping things rolling in the long term

Ideally, AST will become rooted in a school's culture, so that as volunteers turnover year to year, there is a strong succession to keep initiatives going.

RESOURCE TIP!

For the link to a detailed guide on the building blocks of a successful AST program, see **Toolkit I.3.**

WHO IS INVOLVED IN NANAIMO AST INITIATIVES?

Planning our AST initiatives will require help, considerations, and approvals from many stakeholders. Grouping the key stakeholders into two committees, as shown in the diagram below, helps to streamline the lines of communication. The Active Transportation Project Specialist position at the City of Nanaimo will play the role of Liaison. The AST Liaison provides a common link for communication between the two committees.
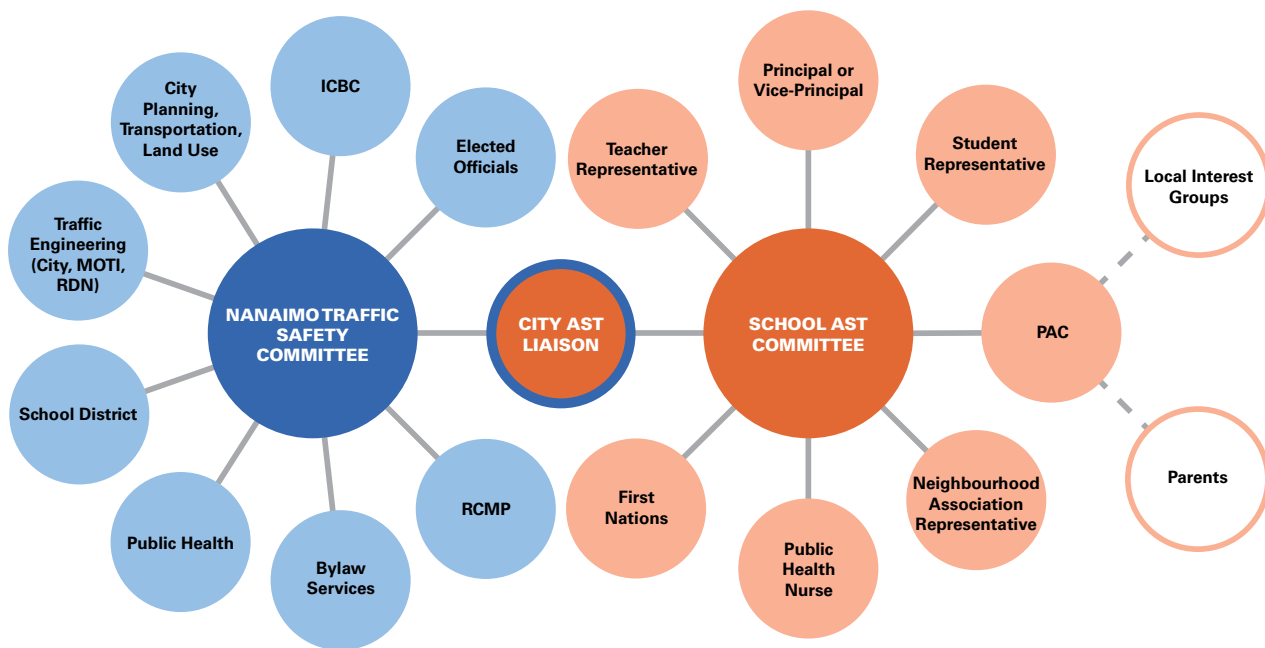
Nanaimo Traffic Safety Committee

This committee works to improve and address transportation safety issues in Nanaimo. This committee includes representatives from organizations who give permission for AST Initiatives, and may also allocate funding. They help build public and political support for AST and develop policies, procedures, and practices that are supportive.

The roles represented on this committee are illustrated in the diagram above. Descriptions of the roles and their responsibilities are in Section 2: Setup.

School AST Committee

Each school that wants to plan and implement AST Initiatives will need to form a school committee to carry out most of the groundwork. The committee will meet regularly throughout the school year to set goals, collect data, and plan action and implementation of initiatives.

The roles represented on this committee are illustrated in the diagram above. Information on the committee member roles and responsibilities and how to set up a school committee is in Section 2: Setup.

REQUEST PROCESS

You have an idea related to Active School Travel. Now what?

Depending on your goals and ambitions, and where your school is in the AST planning process, your pathway may be different. Talking to the City of Nanaimo AST Liaison is a good place to start to get on the right track.

I wish the City would do _____ to make my child's trip to school safer.

I want more kids at my school to get to school in a physically active way that is safe.

Talk to the City AST Liaison

Request is acknowledged. Liaison checks to see if there is an existing AST initiative at your school

There are people at your school working on that. You can help them!

Liaison connects you to the School AST Committee

No one at your school is working on this yet. Let's see if we can get it started.

School AST Committee integrates your request into their Action Plan

Liaison connects you to Parent Advisory Council (PAC) & Resources to Introduce PAC to the AST Guide & planning process

Hooray! There is interest and capacity to form a School AST Committee and initiate the planning process for your school

Shucks! There isn't sufficient interest/capacity to form a School AST Committee at this time

Liaison checks to see if your request fits within the mandate of a City department or other organization

Submit revised request

YES   NO

Request is directed to City initiative (e.g. Traffic Calming Request)

Request is directed to another organization (e.g., RCMP for traffic enforcement issue)

Liaison directs you to AST Guide, toolkit, and resources

AST PLANNING PROCESS

1	Setup

1-6 months

2	Assess Conditions

2-12 months

3	Develop Action Plan

~12-18 months

6-12 months

4	Implement Action Plan

Highly Variable (months-years)

5	Evaluate Progress

1-2 months

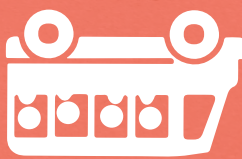| 6	Keep it Going

Ongoing

PART 2: PLANNING PROCESS

How to use this section

This section outlines a 6 phase process:

- Follow the phases from beginning to end with your School AST Committee; or
- If you are an individual or small group looking for quick wins, select the phases that will help you advance your AST goals.

AST PLANNING PROCESS

1	Setup

1-6 months

2	Assess Conditions

2-12 months

~12-18 months

3	Develop Action Plan

6-12 months

4	Implement Action Plan

Highly Variable (months-years)

5	Evaluate Progress

1-2 months

6	Keep it Going

Ongoing

OVERVIEW

Community-based Active School Travel initiatives are developed by the School AST Committee with support from the Nanaimo Traffic Safety Committee and City AST Liaison through a six phase planning process. This process involves creating, documenting, and tracking implementation progress of a holistic action plan in a School AST Plan document.

PHASE 1: SETUP

This phase involves recruiting volunteers in the school community who will lead and carry out the planning process. This can take 1 to 6 months depending on your school community and volunteer capacity.

PHASE 2: ASSESS CONDITIONS

This phase involves assessing where your school community is at right now with Active School Travel. You will discover and record existing safety conditions and student transportation habits at the school. This includes student and family attitudes towards AST, levels of knowledge (street smarts), student health and wellness, and academic performance. This phase can take 2 to 12 months.

PHASE 3: DEVELOP ACTION PLAN

This phase involves identifying tasks to achieve the vision and targets identified in Phase 2. These are the steps you need to take to achieve the vision and reach the targets set in the AST Plan. This phase can take 6 to 12 months.

PHASE 4: IMPLEMENT ACTION PLAN

This phase involves completing the tasks in the Action Plan, tracking progress, and celebrating successes. This phase can take 12 months to several years. As some actions like annual events can continue indefinitely, implementation is never truly over. An outcome of this phase is to cultivate an ongoing culture at the school that supports AST for the long-term.

PHASE 5: EVALUATE PROGRESS

This phase involves assessing which action items in the action plan were successful, and whether they are leading to equitable outcomes. Evaluation also identifies unintended consequences of action items and reveals opportunities to revise strategies to increase effectiveness.

PHASE 6: KEEP IT GOING

This phase involves building an AST culture at the school so that new students and parents also develop AST habits. This includes developing a succession plan to ensure the work carries on with volunteer, student and staff turnover.

ABBREVIATION ALERT!

AST means Active School Travel

ACTIVE SCHOOL TRAVEL PLAN DOCUMENT

The six phase planning process will involve creating an AST Plan document. This will be a living document, reviewed and updated annually, as various AST initiatives are completed and conditions at the school change. The recommended plan document sections are briefly described below.

- Cover Page

- Edition Tracking

    The plan will be updated over time, so this helps the reader know which version they are reading and what has changed since the last version.

- Team & Endorsement

    The Principal provides official sign-off on the plan, so ensure that the school is on board with the volunteer efforts.

- Table of Contents

- Introduction

    Provides a school specific summary to introduce readers to the document.

- School Profile

    Provides an easy to find source for school-specific information that impacts how students get to school. This includes details like school location, existing transportation facilities at the school, existing safety education resources at the school, etc.

- Timeline

    Lists the planned dates for the School AST Committee to start and finish each planning phase.

- Vision & Targets

    Describes what the School AST Committee aims to achieve with the AST plan.

- Data Collection Summary

    The baseline data on student and parent travel habits collected in Phase 2 of the planning process are recorded here, and updated as follow-up data is collected.

- Travel Challenges Summary

    Summarizes the school-specific challenges to AST discovered in the information gathering phase.

- Action Plan

    Outlines the steps to take to increase AST habits and improve travel safety.

- Implementation Highlights

    Records key milestones and successes as the Action plan is implemented.

- Appendices

    Includes the detailed info that is summarized in the sections above.

RESOURCE TIPS!
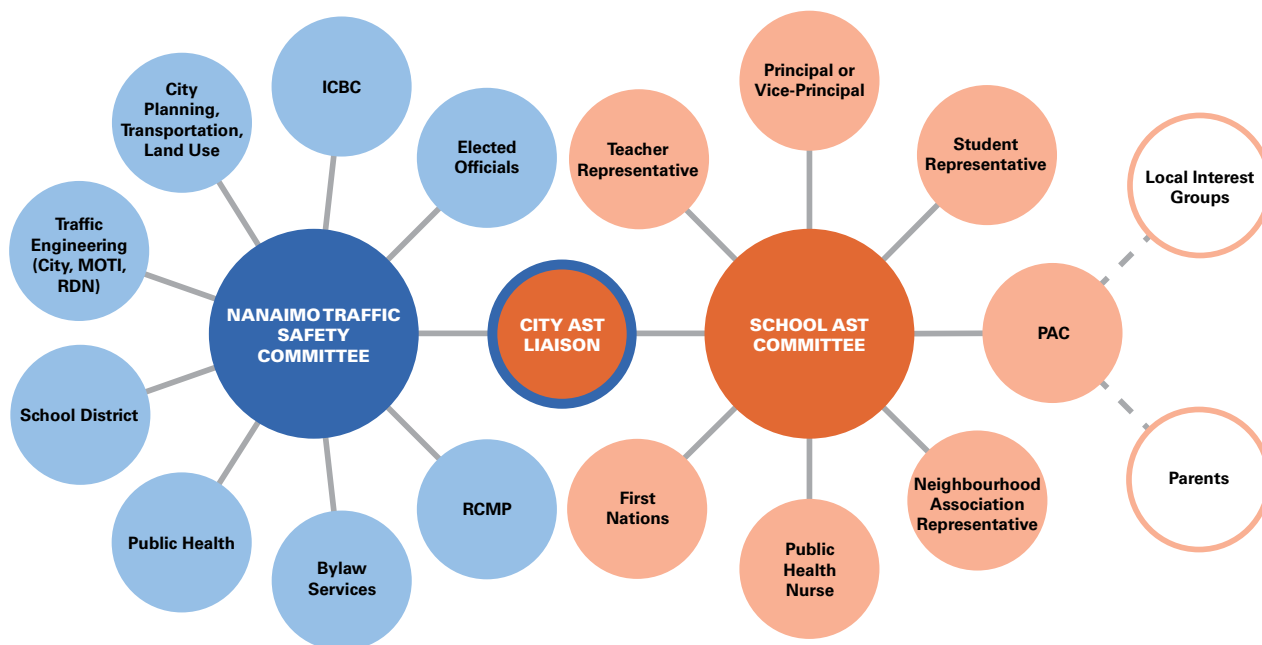
For a School Travel Plan template, see **Toolkit O1**.

For examples of School Travel Plans created at other schools in Nanaimo, see **Toolkit O2.**

ROLES

The planning process involves coordination and cooperation with many different people. The roles are divided into two committees with a common Liaison to advise the committees and facilitate communications.

City AST Liaison

The AST Liaison's main role is to make connections. They are the first point of contact for individuals (community members, parents, City staff, elected officials, etc.) wanting to begin an AST initiative. The liaison will facilitate communications between the parties involved in planning and approving initiatives.

The liaison has the following responsibilities:

- Liaise between Nanaimo Traffic Safety Committee and School AST committee.

- Promote the Nanaimo AST Guide (this document) to School PACs.

- Coordinate city-wide activities.

- Identify and prioritize AST needs through community outreach.

- Work with engineers and planners on infrastructure improvements where needed.

- Identify funding opportunities to expand School AST Committee programming initiatives.

- Help school volunteers implement actions of School AST Committee.

- Keep the Nanaimo AST Guide (this document) up-to-date.

RESOURCE TIP!

For a sample slideshow presentation to introduce schools to the AST process, see **Toolkit O3.**

Nanaimo Traffic Safety Committee

This is a high-level group of stakeholders that support to the AST planning process for schools in Nanaimo. The committee has the following responsibilities:

■ Review and develop policies, procedures, and practices that support implementation of AST plans

■ Provide information and options that contribute to the development of AST plans

■ Receive advocacy comments

Committee members and their responsibilities include representation from the following organizations:

SCHOOL DISTRICT 68 (SD68)

■ Integrate AST into SD68 wellness policies

■ Integrate AST into SD68 transportation policies

■ Establish SD68 support for AST initiatives

■ Approval of local School AST Plans

■ Provide catchment mapping for local School AST Plans

■ Approve data collection from students/parents

■ Identify potential barriers to PAC initiatives, recommend solutions

■ Advise on priority schools for AST planning

■ Advise on school site improvements

■ Advise on curriculum integration

■ Funding assistance for school AST initiatives (grant applications)

■ Encourage school/principal/teacher buy-in for school AST programs

TRANSPORTATION ENGINEERING (CITY, MOTI, RDN)

■ Determine if infrastructure changes can help achieve AST goals on a school-by-school basis.

■ Help assess traffic condition in school zone.

■ Advise on engineering improvements and oversee their implementation where applicable.

■ Allocate funding for infrastructure improvements

CITY PLANNING

■ Support policy development. Integrate improvements into other plans.

■ Support implementation of actions related to school site planning and transportation demand management.

RESOURCE TIP!

For a example plan that City Planners can use to support AST, see **Toolkit O4.**

ICBC

- Provide educational resources on road safety.
- Support AST action items related to traffic engineering.
- Contribute to funding for road safety improvements where applicable.

RCMP

- Provide data and guidance related to traffic safety.
- Support implementation of safety education actions.
- Identify areas of concern in school catchment area.

CITY BYLAW SERVICES

- Provide data and guidance related to traffic safety.
- Support implementation of safety education actions.

ELECTED OFFICIALS (CITY COUNCILOR, SD68 TRUSTEE, MLA)

- Advise on travel issues and solutions.
- Participate in newsworthy implementation actions and events.
- Direct City staff to implement supportive updates to planning documents.
- Propose and/or support resolutions.

ISLAND HEALTH

- Provide data, advice, and resources to support education and encouragement activities related to health promotion, physical activity, and injury prevention.

RESOURCE TIPS!

For a primer on how municipal transportation departments can assist with AST, see **Toolkit O5.**

For a primer on how local elected officials can assist with AST, see **Toolkit O6.**

For a sample resolution that City Council can adopt to support AST, see **Toolkit O7.**

This is a committee of key staff and volunteers at a school who will work through the AST Planning process together. The committee will collaborate internally and with the City AST Liaison to develop, implement, and evaluate an AST Plan. The committee will meet regularly throughout the school year to set goals, collect data, plan actions, and implement initiatives. The committee should incorporate representatives from the following groups:

PARENTS (PARENT ADVISORY COMMITTEE)

- Submit AST updates for the school newsletter and websites.

- Communicate updates to the broader parent community.

- Help with data collection.

- Champion the importance of AST and the Action Plan to other parents.

- Volunteer at school events related to AST.

TEACHERS

- Assist in data collection by Administering the Student Travel Survey during class time. See Phase 2: Assess Conditions.

- Help other teachers integrate the AST principles into the curriculum in a variety of subjects.

- Educate students and staff on the benefits of active transportation.

- Co-lead student club initiatives related to AST (Eco-club, bike club, etc.).

PRINCIPAL OR VICE PRINCIPAL

- Recruit teachers, staff, and students to join the School AST Committee

- Supply info to the AST committee for AST Plan school profile

- Help with data collection: distribute surveys, deadline reminders, submit finished surveys to School AST committee, communicate results to parents.

- Support AST committee in monitoring their plan.

- Nurture an ongoing AST culture at the school by championing the importance of AST and AST action plan initiatives to staff, students, and parents.

- Review the action plan, sign off on the AST Plan.

- Communicate plan updates through newsletters and school website.

- Oversee the volunteer leader of the School AST Committee.

- Provide resources to support teachers to integrate AST into their lesson plans.

- Inform SD68 of AST progress and successes.

RESOURCE TIPS!

For a sample School AST Committee Terms of Reference, see **Toolkit O8**.

For a parent-oriented introductory handout to AST, see **Toolkit O9.**

For a guide on how to be a parent champion for AST, see **Toolkit O10.**

For a teacher-oriented introductory handout to AST, see **Toolkit O11.**

For a guide to incorporating AST into classroom activities, see **Toolkit O12.**

For a principal-oriented introductory handout to AST, see **Toolkit O13.**

For a guide to risk management in AST school initiatives, see **Toolkit O14.**

STUDENTS

- Assist in data collection. Assist teacher in administering the Student Travel Survey.

- Participate in class lessons where AST is integrated.

- Provide a student perspective on how to improve student participation in AST events. (They are the experts on what children are interested in and excited about!).

- Promote the benefits of active transportation to other students.

- Role model active transportation for peers and younger students.

RCMP SCHOOL LIAISON

- Provide data and guidance related to traffic safety.

- Support implementation of safety education actions.

- Identify areas of concern in school catchment area.

(OPTIONAL) NEIGHBOURHOOD ASSOCIATION OR OTHER LOCAL INTEREST GROUP

- Can offer time, expertise, donations of cash, event prizes, meeting space, and help promote the program to the general public.

- If not interested in joining the committee, can meet one-on-one with committee chair as needed.

- Examples: local non-governmental organizations, cycling, environmental groups, local faith communities, childcare centres, and community centres, neighbourhood association, disability advocacy groups, university researchers, local businesses.

(OPTIONAL) SNUNEYMUXW FIRST NATION

- The Snuneymuxw First Nation should be involved and meaningfully consulted where appropriate. For example, at schools with Snuneymuxw students.

(OPTIONAL) PUBLIC HEALTH NURSE

- Participate in educating parents and students about health and wellness benefits of AST.

- Participate in AST events and initiatives.

- May participate in data collection.

PHASE 1: SET-UP

This phase involves recruiting volunteers in the school community who will lead and carry out the planning process. This can take 1 to 6 months depending on your school community and volunteer capacity.

OVERVIEW OF STEPS

1. Project initiation

2. Form a School AST Committee

3. Sign the School Agreement

4. Hold the first School AST Committee meeting

5. Fill the committee gaps

6. Hold another School AST meeting to confirm roles, responsibilities, and timeline

7. Notify the school community

STEP 1: PROJECT INITIATION

The Active School Project can be initiated in two ways, an individual or group from the school community contacts the City AST Liaison to express interest in starting and AST initiative, or the City AST Liaison can approach schools that have been identified as being in high need of an AST plan. The Nanaimo Traffic Safety Committee can help identify schools of greatest need. Some possible criteria include:

- Demographic and safety data
- Known enthusiastic volunteer base at school
- High percentage of students currently commute from nearby (1.6km for elementary, 3.2k for secondary school)
- Some schools already have an AST Plan but as students and parents grow and move to other schools, the plan may become forgotten. The City AST Liaison can have an annual check-in with the Principals and PACs at schools with plans to see how they are doing, and rekindle the flames as needed.

REMINDER!

AST means Active School Travel **AST**

WHICH SCHOOLS ALREADY HAVE AST PLANS?

- Departure Bay Eco School
- Frank J Ney Elementary
- McGirr Elementary
- Randerson Ridge Elementary

EQUITY LENS

Schools with the greatest need for AST improvements may be least likely to reach out due to higher priority issues at the school. The Nanaimo Traffic Safety Committee can help identify schools of greatest need. Criteria for identifying schools that may be in high-need of AST improvements include:

- Demographic data on household incomes
- Known social or economic issues in the school catchment area

The City AST Liaison can approach high-need schools and offer more hands-on support if a strong volunteer-base is not present at the school.

STEP 2: FORM A SCHOOL AST COMMITTEE

To start, you must identify if there is interest at the school to form a School AST Committee and find people passionate about AST to join the committee. For a list of the roles on the School AST Committee, see Section 2: Planning Process Overview.

- The PAC is a good place to start, as it includes motivated parents who are aware of school issues, initiatives, and are passionate about the well-being of their children.
- The principal is typically on the PAC, and will be a key member of the committee to approve AST Initiatives.
- Principals can also help identify a teacher representative to join the committee.
- You and the City AST Liaison could also give a presentation at a school staff meeting to look for teacher volunteers.
- Check if there are any school clubs that relate to AST and look for parent, teacher, or student volunteers there. (E.g. environment club, bike club, health committee, etc.).
- Make a post in the school newsletter or social media that introduces the initiative and makes a call for volunteers.

STEP 3: SIGN THE SCHOOL AGREEMENT

This is a way to formalize the intent to begin the AST planning process, and to confirm that the school is on board with the volunteer efforts. This should happen very early in the process in case there are any factors at the school that will prevent AST initiatives from happening.

Key Tasks

- ❏ The school principal and the PAC chairperson need to sign the agreement.

STEP 4: HOLD THE FIRST SCHOOL AST COMMITTEE MEETING

Key Tasks

- ❏ Define roles for the people present at the meeting. Review the description of roles and their responsibilities in the Part 2: Planning Process Overview section. Discuss the responsibilities of each role on the committee and ensure each member is willing to commit to those responsibilities.
- ❏ Identify one person to chair the committee. This will likely be an enthusiastic parent, but could be a teacher or principal who is passionate about AST.

EQUITY LENS

Try to include people with different:
- Mobility needs like a wheelchair or visual impairment
- Genders
- Cultural backgrounds
- Transportation habits (car, walk, bus)

RESOURCE TIPS!

For an example slideshow presentation for PACs on AST, see **Toolkit A1.**

Need help convincing people to volunteer? For a guide on making the case for AST, see **Toolkit A2.**

For a sample School Agreement, see **Toolkit A3.**

Not sure of the best way to introduce your Principal to AST? See **Toolkit A4** for an intro handout for Principals.

Did your Principal express concerns about risk and liability with AST initiatives? See **Toolkit A5** for a guide to risk management.

For a sample Terms of Reference for a School AST Committee, see **Toolkit A6.**

- Identify gaps in the committee membership and discuss a strategy to fill those gaps.
- Review the six-phase planning process together so that all committee members are aware of the big picture of the planning process.
- Take a look at the AST Plan template in the Toolkit and start your own document. This document is where you will keep track of information and ideas throughout the planning process.
- Discuss and decide on start and end dates for each phase in the process. Record this in the AST Plan. You can change these later as new information arises, but it is important to think about these now to understand the big picture of your initiative. Some considerations for the timeline include:
  » Schedule data collection at comparable times. Initial and followup data should be recorded in months with similar weather so changes in student and parent habits will be more accurate and not as influenced by rain, snow, and cold temperatures.
  » Plan for flexibility. Unexpected delays beyond your control can affect your timeline.
  » Share your timeline with other stakeholders, especially the Nanaimo Traffic Safety Committee. They will be aware of how policies and other initiatives may impact your timeline. The City AST Liaison can help you connect with this committee.

STEP 5: FILL THE COMMITTEE GAPS

Key Tasks

- Recruit people for the committee roles that are missing. For a list of the roles on the School AST Committee, see Section 2: Planning Process Overview.

STEP 6: HOLD ANOTHER SCHOOL AST MEETING TO CONFIRM ROLES, RESPONSIBILITIES, AND TIMELINE

- Introduce newly recruited members to the School AST Committee.
- Discuss roles and responsibilities for new members and ensure all committee members are on the same page with what is expected of them. Record roles and responsibilities in the AST Plan document.
- Review and finalize the timeline with new insight from new committee members.
- You can also invite key representatives from the Nanaimo Traffic Safety Committee to this meeting if you have specific concerns about timelines that they may be able to advise you on.

TIMELINE CONSIDERATIONS

You will have to adapt your timeline to the specific conditions of your school and needs of your volunteers. Below are some suggestions.

- September: Try to avoid as students and parents are usually busy settling back into the school routine.
- October: An ideal time for initial data collection as you can then plan during the winter and begin implementation in the spring.
- November: Also works for data collection but the weather may be unfavourable for outdoor events.
- December - January: Good months for planning, but try to avoid for data collection or events due to weather.
- February: Also works for data collection and outdoor events but the weather may be unfavourable.
- March: A good month for outdoor events, follow-up data collection, or initial data collection if you want to begin Action Plan implementation next school year.
- April & May: Good months for outdoor events.
- June: Try to avoid this month as students and parents are usually busy wrapping up the school year.
- July & August: You can plan in these months but avoid any tasks involving student or staff participation.

STEP 7: NOTIFY THE SCHOOL COMMUNITY

Let the wider school community of staff, parents, and students know about AST, what you are doing, and how they can be involved.

Using multiple channels of communication will help you reach the most people. Some possibilities include:

- School newsletter article
- School website post
- Printed information handout for students to take home to parents
- Existing school events: have materials available to hand out and a volunteer who can talk to parents about AST. E.g. Parent-teacher night, school sports competitions, school open-house evening, etc.)
- Host an AST event with an information presentation. Make sure it is fun!
- Media coverage from local news outlets.
- Social media posts. School AST Committee members can make posts on their personal accounts with a common hashtag.

EQUITY LENS

Use a variety of methods to notify the community since people receive info in different ways:

- Online
- Print
- Languages: Use plain language in all written materials. If some parents do not read English, their children may be able to help translate the information materials.

RESOURCE TIPS!

For a sample newsletter article, see **Toolkit A7.**

The parent-oriented introduction to AST handout may be useful to send to parents, see **Toolkit A8.**

For tips on attracting media coverage, see **Toolkit A9.**

PHASE 2: GATHERING INFORMATION

This phase involves assessing where your school community is at right now with Active School Travel. You will discover and record existing safety conditions and student transportation habits at the school. This includes student and family attitudes towards AST, levels of knowledge (street smarts), student health and wellness, and academic performance. This phase can take 2 to 12 months.

Why Collect Data?

This data will identify problems that need to be addressed to improve AST, and set a baseline so you can see if your initiatives have been successful later on. Having data that proves your initiatives are successful will help you attract more volunteers to help out, and can help you apply for funding that may be required for some of your School AST Plan action items.

OVERVIEW OF STEPS

1. School Profile

2. School Travel Survey

3. Family Survey

4. Map of School Catchment Area

5. Traffic Observation

6. Walkabout Activity

7. Other Optional Data

8. Vision and Targets

9. Share progress with school community

STEP 1: SCHOOL PROFILE

The school profile section records details about your school that will inform how and when to collect data in the following steps. This information includes details like the number of students, the bell times, and the number of parking spaces at the school. The principal can help you obtain this information.

Data Collection Ethics

Talk to your principal about SD68 data collection policies and be sure to follow them.

REMINDER!

AST means Active School Travel   **AST**

RESOURCE TIP!

For a School Profile Template, see the School Travel Plan template in **Toolkit B1.**

RESOURCE TIP!

For an overview of data collection ethics, see **Toolkit B2.**

STEP 2: TRAFFIC DATA

Ask the Traffic Engineering representative on the Nanaimo Traffic Safety Committee if there is data on traffic volume and speed in your school zone. You can ask if they can collect that data now to establish a baseline, and again after you have implemented the AST plan to measure your level of success.

STEP 3: STUDENT TRAVEL SURVEY

Why is it important?

The student travel survey discovers how students currently get to school each day. This will set a baseline from which you can measure whether your initiatives are successful in changing travel habits.

What does involve?

This survey will happen in each classroom during class time, every day for one week. Students will raise their hands to respond to the questions.

Who conducts the survey?

- The principal instructs the teacher on how to conduct the survey.

- The teacher conducts the survey. Or, a student volunteer can conduct the survey with the teacher's supervision. At the end of the week the teacher submits the completed surveys to the principal, who will pass it on to the chairperson of the School AST Committee.

What happens to the data?

- A designated member of the School AST Committee collates the survey data into the data entry tool. The data entry tool is a digital spreadsheet that tallies the collected data and generates graphs to illustrate the data.

- Graphs created by the data entry tool can be put into the Data Collection Summary of Findings section of the AST Plan by designated member of the School AST Committee.

- The teacher can also integrate the data processing into the school math curriculum if appropriate. Students can calculate totals, averages, percentages, translate data into graphs, etc.

STEP 4: FAMILY SURVEY

Why is it important?

The family survey uncovers parental perceptions about traveling to school, and identifies key areas of concern along their routes to school. This information helps the School AST Committee discover gaps in knowledge on safe AST practices, and identifies safety issues that can be addressed in the Action Plan. This also sets a baseline of parental perceptions that can be collected several years later to see if the AST plan has been effective.

RESOURCE TIPS!

For a Student Travel Survey template, see **Toolkit B3.** This template will need to be customized for each school.

For a digital tool to help with data entry, see **Toolkit B4.** If the survey was customized, this tool will also need to be customized

For a Family Travel Survey template, see **Toolkit B5.** This template will need to be customized for each school.

What does this involve?

This survey will be sent to parents either digitally or on paper, and they will return them to the school by a set deadline.

Who conducts the survey?

■ The principal sends the survey out to parents. A hyperlink to an online survey can be emailed out to parents with a specified deadline (E.g. 1-2 weeks later). Alternatively, paper surveys can be sent home with students to give to their parents. Note that if paper surveys are used the data received will have to be entered by hand.

■ The principal or teachers can send email reminders to parents a few days before the survey deadline.

■ The principal can also consider incentives to respond to the survey. (E.g. If over 50% of families return the survey, the students get extra recess time).

■ The parents fill out and submit the survey.

What happens to the data?

■ A designated member of the School AST Committee collates the survey data into the data entry tool if hard copies were used.

■ A designated member of the School AST Committee adds summaries of the issues and concerns submitted into the Data Collection Summary of Findings section of the AST Plan. Auto-generated graphs are auto-generated by the data entry tool.

■ The teacher can also integrate the data processing into the school math curriculum if appropriate. Students can calculate totals, averages, percentages, translate data into graphs, etc.

STEP 5: MAP OF SCHOOL CATCHMENT AREA

Why is it important?

The catchment map shows where students will be traveling to school from. You can use this map to plan a Walkabout activity (later in this section), and can use it to mark up areas of interest identified in the family survey. This map can also be used to plan safe routes to school. Ask if you can get a map that also shows dots of where registered students live, as this will give a sense of how many students are withing walking range, biking range, bus range, etc.

Who provides the map?

■ The Principal, or SD68 representative on the Nanaimo Traffic Safety Committee should be able to provide a map.

■ The parents fill out and submit the survey.

Where do you put the map?

■ The map can be added to your AST Plan at the end of the School Profile section.

EQUITY LENS

If some parents are known to be without internet or do not use written English communication, make other arrangements for them if possible.

■ Print surveys
■ Designated times at the school computer lab where parents can fill out the survey.
■ If some parents do not read English, their children may be able to help translate the survey questions and responses.

STEP 6: TRAFFIC OBSERVATION

Why is it important?

The traffic observation activity documents travel behaviours at the school, which can inform the changes that need to happen to make AST safer and more common.

What does this involve?

Volunteers stand at the school drop-off areas for 30 minutes during the morning drop-off time and afternoon pickup times and write down unsafe actions that they witness.

- Arrive 20 minutes before the school bell time to begin observing and continue until 10 minutes after the bell.

- Watch vehicles, bicycles, and pedestrians and record unsafe behaviours (E.g. U-turns, illegal parking, or illegal road crossings, etc.).

- Volunteers should where hi-visibility vests or other safety equipment to improve safety during the activity.

Who conducts the activity?

- A designated volunteer from the School AST Committee will conduct the traffic observation. Multiple volunteers can help if a larger area needs to be observed.

- Other volunteers can include parents or university students studying in a field related to transportation or planning.

What happens to the data?

- A designated member of the School AST Committee reviews the data and records key patterns in the Travel Challenges Summary section of the AST report.

STEP 7: WALKABOUT ACTIVITY

Why is it important?

The walkabout activity brings several stakeholders together to share safety concerns and gain a common understanding of the challenges students face on their way to school. This informs the changes that need to happen to make AST safer and more comfortable.

What does this involve?

Many stakeholders participate in an in-person walking tour of the school grounds and surrounding streets to observe common routes students take to school. Participants can also brainstorm ideas for solutions. The walkabout will take about 2.5 hours.

RESOURCE TIPS!

For Traffic Observation instructions and an observation form template, see **Toolkit B6.**

For Walkabout instructions and an observation checklist, see **Toolkit B7.**

For example Walkabout reports, see **Toolkit B8.**

Who participates?

- A designated volunteer from the School AST Committee or the City AST Liaison will plan a walkabout route ahead of time and lead the walk.

- Other volunteers can include parents or university students studying in a field related to transportation or planning.

- Students can participate with their parents as they will have unique perspectives where, when, and why they feel unsafe.

- Elected officials can also be invited to participate as it is a good opportunity for them to see issues that their constituents deal with on a daily basis.

- The Walkabout planning can be integrated into the Geography curriculum by having students draw maps of their route to school, and identify their favourite and least favourite parts.

What happens to the data?

- A designated member of the School AST Committee reviews the observation checklists and summarizes the ideas in the Travel Challenges & Opportunities Summary section of the AST plan.

STEP 8: COLLECT OPTIONAL ADDITIONAL DATA

The following activities can also help uncover useful insights on existing barriers to AST and inspire solutions. Record additional findings in the Data Collection Summary of Findings and Travel Challenges sections of the AST report.

Bikeabout

This is similar to the Walkabout but participants ride bikes. This will help reveal obstacles to cycling to school. This activity is particularly useful if many students live too far away to walk to school.

Visual Counts

This activity can record additional useful data about existing school travel habits. Visual counts can record information like the number of cars entering the school drop-off loop or parking lot, or the number of bicycles in the bike racks.

Enforcement Data

The RCMP and City Bylaw department may have useful data that can help identify existing problems. Possible data includes the number of collisions in the school zone, the number of speeding and parking tickets issued in the school zone. While reaching out these sources, you can also ask about existing education campaigns in your area, and add this information to the School Profile of the AST Plan.

EQUITY LENS

Invite people with disabilities and their caregivers or parents on the walk. They will have a unique perspective and will identify problems that others may miss.

RESOURCE TIPS!

For example lesson plans to inspire curriculum integration, see **Toolkit B9.**

For Bikeabout instructions and an observation checklist, see **Toolkit B10.**

An app called Counterpoint can help with recording visual counts, see **www.counterpointapp.org.**

STEP 9: VISION & TARGETS

The School AST Committee members have likely discussed their visions for the AST initiative in setup phase of the planning process—now is the time to finalize that vision and set specific targets to strive for. The vision and targets will help you determine what actions and initiatives need to take place in the next phase of the process—the Action Plan.

Vision

The School AST Committee should meet to discuss the following questions. As a committee discuss your answers and agree on a consensus vision statement to record in the Vision & Targets section of the AST Plan.

■ What does an AST friendly school and neighbourhood mean to you?

　» What do the streets look like?

　» Who is traveling on the streets?

　» When are people traveling on the streets?

■ What does a school culture supportive of AST look like?

■ How can we empower our children to be independent and street smart active transportation users for life?

Targets

The School AST Committee should meet to discuss the baseline data collected in the previous steps of this planning phase. As a committee, set some high level goals. For example:

■ Reduce traffic congestion and improve safety in the school zone.

■ Increase the percentage of students using active transportation on their trip to school.

■ Improved student health and wellbeing.

■ Increase in students' ability to safely and independently navigate to school.

■ Percentage of students that understand the rules of the road and how to travel safely as an active transportation user.

■ Improved family perceptions of AT as a mode of school travel.

■ Next, set specific targets for each of the following criteria. Set targets for one year from now and in the long term.

■ Percentage of students within walking distance of the school who walk to school

■ Percentage of students who ride a bicycle to school.

■ Percentage of students in the bus zone who ride a bus to school rather than been driven by their parents.

■ Depending on your school's unique catchment area, you can also set targets for public transit use and carpooling.

If you were able to find data on the following criteria, also set targets for them:

■ Reduction in the number of cars using the drop-off zone.

■ Reduction in traffic collisions and speeding tickets in the school zone.

■ Reduction in traffic volumes and speeds.

■ Record the School AST Committee's goals and targets in the Vision & Targets section of the AST Plan.

STEP 10: SHARE PROGRESS WITH SCHOOL COMMUNITY

Let the wider school community of staff, parents, and students know what problems you discovered in your data collection, and your vision, goals and targets. This can inspire more parents and teachers to volunteer and help out.

Using multiple channels of communication will help you reach the most people. Some possibilities include:

■ School newsletter article

■ School website post

■ Printed information handout for students to take home to parents

■ Existing school events: have materials available to hand out and a volunteer who can talk to parents about AST. E.g., Parent-teacher night, school sports competitions, school open-house evening, etc.)

■ Host an AST event with an information presentation.

■ Media coverage from local news outlets.

■ Social media posts. School AST Committee members can make posts on their personal accounts with a common hashtag.

EQUITY LENS

Use a variety of methods to notify the community since people receive info in different ways:

■ Online
■ Print
■ Languages: If some parents do not read English, their children may be able to help translate the information materials.

RESOURCE TIPS!

For a sample newsletter article, see **Toolkit B12.**

The parent-oriented introduction to AST handout may be useful to send to parents, see **Toolkit B13.**

For tips on attracting media coverage, see **Toolkit B14.**

PHASE 3:
DEVELOP ACTION PLAN

This phase involves identifying tasks to achieve the vision and targets identified in Phase 2. These are the steps you need to take to achieve the vision and reach the targets set in the AST Plan. This phase can take 6 to 12 months. Your process will depend on the availability of the School AST committee, and which stakeholders on the Nanaimo Traffic Safety Committee are interested in contributing time and effort. This steps below are a suggestion.

OVERVIEW OF STEPS

1. Research possible actions

2. Think of solutions

3. Draft Action Plan

4. Nanaimo Traffic Safety Committee review of Draft Action Plan

5. Finalize 1st edition of Action Plan

6. Share progress with school community

STEP 1: RESEARCH POSSIBLE ACTIONS

The most successful action plans are holistic, including actions in a few core areas—the E's which are outlined in the following pages for actions to consider:

» **EDUCATION:** Teach students and community members about safe biking through the in-school curriculum, school assemblies, school newsletters, brochures, and send-home handouts.

» **ENCOURAGEMENT:** Inspire students and parents to use active transportation by hosting special events, school contests (individual and class), incentives, or art or media projects.

» **ENFORCEMENT:** Enforce positive behaviors such as appropriate speeds and obeying traffic signals by working with local law enforcement to visit schools, attend events, monitor activity, or build relationships in the community .

» **ENGINEERING:** Improve the environment for active transportation by working with local government to determine if infrastructure improvements are needed to enhance student safety.

» **EQUITY**: Address barriers to active transportation by understanding diverse needs, creating opportunities to participate in the planning process, and ensuring equitable outcomes.

REMINDER!

AST means Active School Travel **AST**

RESOURCE TIP!

For an Action Plan Inspiration Guide, see **Toolkit C1.**

Education Actions

Education is a good first step as it can happen immediately, can be done for low cost, and can yield fast results. It also builds positive momentum, awareness, and buy in for AST

Education can tackle two goals:

- Increase awareness of the benefits of AST so students, parents, and school administration are more supportive of traveling to school in a physically active manner.

- Increase confidence in AST by providing parents, staff and students with the skills to walk, bike, and roll to school safely.

IN-CLASS EDUCATION POSSIBILITIES

The possibility of integrating the following ideas into class time will depend on the support of SD68, the principal, and teachers.

Physical Education Opportunities

AST increases daily physical activity, develops healthy lifestyle habits, reduces the risk of obesity and chronic disease, which are also goals of the Physical Education Curriculum. The following ideas could be integrated into a physical education curriculum:

- Cycling safety and skills: handling skills (balance, control), bicycle safety (perception and awareness), security skills (locking best practices), traffic laws (how to ride on road with cars), basic bike maintenance: maintain tire pressure, patch flat tube, chain maintenance, brake pad monitoring

- Pedestrian safety and skills: perception and awareness: how to walk on roads without sidewalks, how to cross streets, how to look for hazards

- Public transit safety and skills: Using public transit is often intimidating for new passengers. BC Transit has done educational campaigns in Nanaimo in the past and may be able to organize a program appropriate for students.

- Student health data collection: various health metrics could be recorded and used as a baseline and compared to after AST plan is implemented.

Resources required for the above programs could include:

- Approximately 1 week of physical education classes

- Curriculum materials to guide Physical Education teachers, or funding to bring in outside educator.

- Bicycles & helmets for students: Students bring their own and share with those without, partner with community organization to rent class set of bikes, grant funding to purchase school bike fleet or seek bike company sponsor to partner with.

RESOURCE TIPS!

For a guide on how to incorporate bicycle education into a Phys. Ed. Curriculum, see **Toolkit C2.**

For example AST lesson plans for teachers, see **Toolkit C3.**

For a guide on how to plan a bike skills clinic (Bike Rodeo), see **Toolkit C4.**

For a guide on how to fund, organize, and maintain a school bike fleet, see **Toolkit C5.**

For a guides on how to integrate AST into a variety of school subjects, see **Toolkit C6.**

Curriculum integration in other courses:

■ The toolkit has many resources for integrating AST into other subject areas like geography, math, science, art, and language arts.

■ ICBC has road safety curriculum materials available online.

EXTRA-CURRICULAR EDUCATION POSSIBILITIES

■ City of Nanaimo Recreation & Parks Activity Guide includes a skill-building course: Street-Smarts- Commuter Cycling Skills (Youth aged 6-13)

■ HUB Cycling Learn 2 Ride Online Course (Youth aged 9-12)

■ You may be able to partner with community organizations to create skill-building opportunities.

　» Greater Nanaimo Cycling Coalition: In the past they offered courses on commuter cycling skills.

　» Hub-city Cycles: This cooperative organization has a mission of teaching people to build and maintain bicycles. Active School Travel committees could partner to apply for grant funding to set up a skill-building program for youth. E.g. Canadian Mental Health Association has a program in the Cowichan Valley called U-Fix it Bikeworks & Artworks that engages with youth by promoting cycling, fitness and environmental awareness.

EDUCATION FOR PARENTS AND OTHER ADULTS

■ Community education and awareness campaign: school newsletter, local media campaign, parent introductory letter, school website and social media

■ Provide education handouts to give parents info on bicycle and pedestrian safety and how to teach their children.

RESOURCE TIPS!

For educational handouts for parents and children in the neighbourhood, see **Toolkit C7.**

For ICBC's road safety school curriculum materials, see **Toolkit C8.**
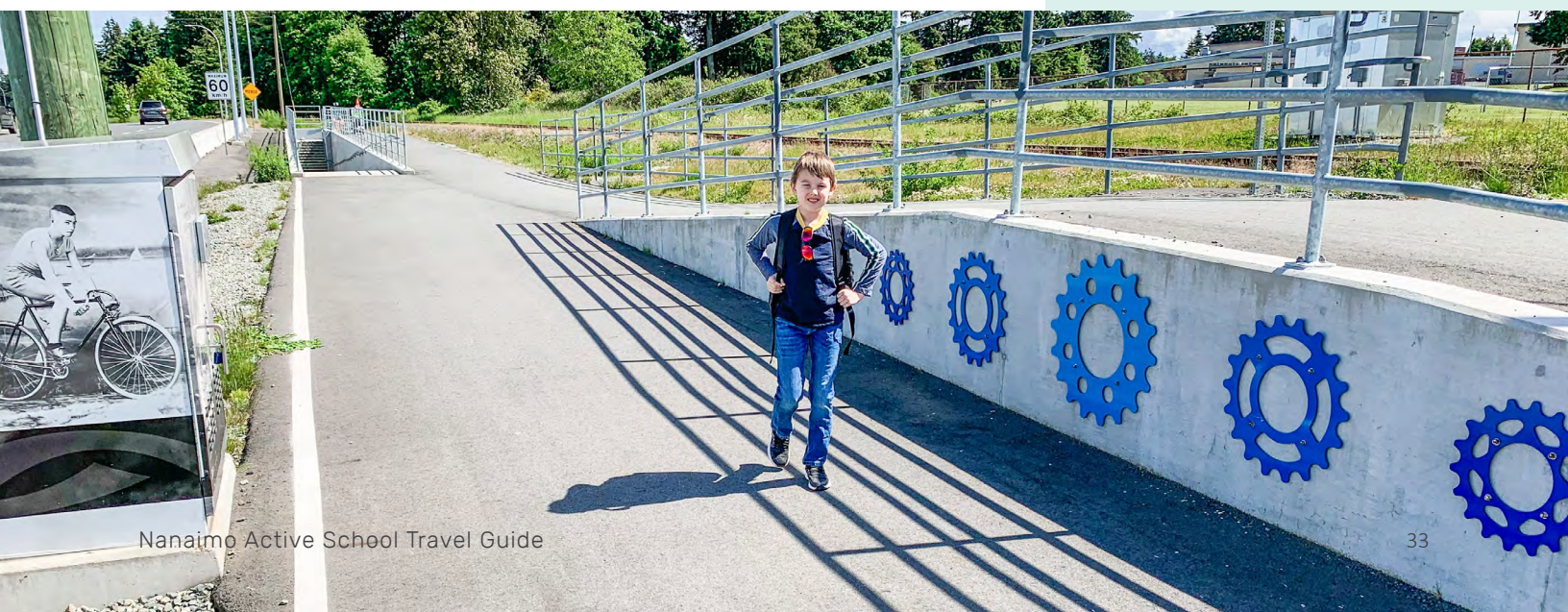
Encouragement Actions

Encouragement actions motivate students to choose physically active transportation options by generating enthusiasm through events, activities, and incentives.

Encouragement Actions can be modeled after Community-based Social Marketing principles:

- **Commitment:** Have students commit to an initial small request. E.g. Parent/student pledge to walk to school for one month.

- **Prompts:** Gentle reminders of the commitment. E.g. Newsletter article, social media post, etc.

- **Norms:** Setting an example of the desired behaviour. E.g. Participate in an event with other students, promote high quality bike racks at front of school, etc. Special events can align with seasonal events celebrated around Canada
  - » Fall: Fall Go by bike week (September), Walktober (October), International Walk to School Month (October).
  - » Winter: Jack Frost Challenge, Winter Walk Day
  - » Spring: Earth Day (April), Go By Bike Week (May), Clean Air Day (June)
  - » Year-round programs:
    - Walking School buses or Bike trains
    - Remote drop-off program like Drive to 5+
    - Walking buddy systems

- **Communication:** AST communication materials should be captivating, credible, well-framed, and easy to remember.

- **Incentives:** to adopt the desired behaviour
  - » Competitions and contests. E.g. Golden shoe award: students track days walking to school, at end of year winner gets prize

- **Removing External Barriers:** that impede the desired behaviour
  - » Student Clubs: Can help designate specific times for students to practice AST skills and develop good habits.
  - » Make AST Fun for students who are not interested. E.g. Walking I-spy cards to make walking fun for younger students.

RESOURCE TIPS!

For a guide on how to plan a school-wide walk/bike to school week, see **Toolkit C9.**

For a guide on how to plan and implement a walking school bus, see an example on the website **www.saferoutespartnership.org**

For information on Nanaimo's Drive to 5+ initiative, see **Toolkit C11.**

For materials to make AST fun for young children, see **Toolkit C12.**

EQUITY LENS

Think about ways to include students who may not be able or feel comfortable participating:

- Students with disabilities
- Recent immigrants

RESOURCE TIPS!

For a guides on how to engage students with disabilities, see **Toolkit C13.**

For information on the BCAA School Safety Patrol Program, see manual on the BCAA website **(Toolkit C14).**

For a guide to creating walking route maps for AST, see **Toolkit C15.**

For maps for Best Routes to Schools for some Nanaimo schools, see **Toolkit C16**.

For a guide to school site design for AST, see **Toolkit C17.**

For a guide to implementing temporary bike lanes, see **Toolkit C18.**

For a guide on how to create pop-up projects, see **Toolkit C19.**

DRIVE-TO-FIVE PARKING ZONE

It's a 5 minute walk to school

Enforcement Actions

Enforcement actions deter negative behaviours in the community that make AST less safe for students. Contact the RCMP and City Bylaw representatives on the Nanaimo Traffic Safety Committee to discuss their involvement in enforcement programs.

- RCMP & ICBC Think of Me Campaign: students draw educational postcards that are handed out to drivers caught speeding in school zones.
- BCAA School Safety Patrol Program: School crossing guards at key road intersections and crosswalks
- Volunteer crossing guards: community members volunteering to serve as crossing guards at key road intersections and crosswalks
- Ticketing campaigns for unsafe driving and parking in school zones
- PAC members can give safety reminders and handout safety information flyers to parents at school drop-off zones.

Engineering Actions

In some cases, engineering actions make AST more convenient and safer (e.g. making physical changes to streets, pathways, and school arrival zones). However, permanent infrastructure improvements can be expensive and rely on City or SD68 budgets, so may take a long time to implement. In the meantime, it is important to implement actions in the other categories.

ROUTE PLANNING IMPROVEMENTS

- Walking and cycling route maps assess existing street conditions, sidewalks, crosswalks, and trails, cycling infrastructure, and recommend the safest routes to a school.

INFRASTRUCTURE IMPROVEMENTS

- School infrastructure
  » End of trip facilities: bike shelter, bike racks, bike lockers, storage for micromobility (scooters, skateboards, etc.)
  » School siting and site design.
- Pop-up Roadway Infrastructure: Temporary, low-cost solutions that involve the community in their design and implementation. Permanent infrastructure can take a long time to fund and build, so pop-up infrastructure is a way to see progress and test new ideas in the short term.
  » Examples include: Using pylons or planters to create a temporary bike lane, using hay bales, painted tires and pylons to create a curb extension, temporary cross-walk using paint and tape

RESOURCE TIPS!

For information on Traffic Calming in Nanaimo, see the City's webpage on traffic calming **(Toolkit C20).**

Think of me. Please, slow down!

For information on why equitable transportation matters, see **Toolkit C21.**

For information on AST initiatives in indigenous communities, see **Toolkit C22.**

For information on Equity Initiatives, see **Toolkit C23.**
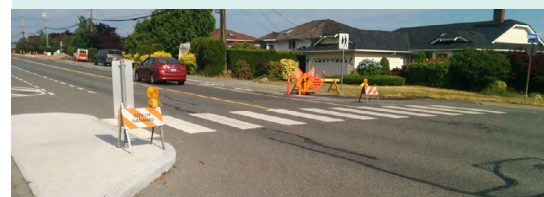
Permanent Roadway Infrastructure

■ Improved signage: E.g. Add new signs where needed, make existing signs more visible, etc.

■ New trail connections: creating more direct routes of schools using pathways through parks, right-of-ways, etc.

■ Traffic calming: Road infrastructure changes that result in lower vehicle-speeds, lower traffic volumes, or less short-cutting.

■ Improved Intersections and major crossings

Regulatory improvements

■ Lower speed limits in school zones

■ Parking lot closure to parents

Operational improvements

■ Winter maintenance of walking and cycling infrastructure

Equity Actions

Equity actions ensure that AST initiatives benefit all demographic groups. Safe, healthy, and fair outcomes should be shared with low-income students, students of visible minority groups, students of all genders, students with disabilities, and other minority groups. Equity actions should be considered in all of the above action categories. Opportunities for equity considerations have been highlighted by the Equity Lens sidebar notes.

- **Equity assessments:** Gain a better understanding of equity practices in the school and community by gathering data to see which groups of students are in greatest needs of AST supports.

- **Program and project prioritization:** AST supports are often provided to the most vocal parents and students rather than those with the greatest need. Looking at household income data, poverty rates, and health disparities can help uncover groups who are often forgotten.

- **Tailoring activities and programs:** Make an extra effort to reach out to groups that may miss conventional communication channels or are unlikely to get involved on their own. E.g. In some communities girls are less likely to walk or bike to school than boys so planning AST actions that appeal to girls should be considered.

EQUITY LENS

When prioritizing problems and actions, think about ways to include students who may have greater barriers to AST:

- Students with disabilities
- Recent immigrants
- Low-income students
- Female students
- Cultural minorities

For an example of AST equity strategies, see **Toolkit C24.**

STEP 2: THINK OF SOLUTIONS

Now that you have been exposed to a diverse array of actions, the School AST Committee should meet to discuss actions that will help achieve the goals and targets identified in Phase 2. Consider ideas that have already come up during past activities like the Walkabout.

Keys to determining the best actions

■ Trust the advice of expert stakeholders on the Nanaimo Traffic Safety Committee. They are more familiar with the technical aspects and policy frameworks that govern which actions are possible. Some actions may be non-starters, it may be better to focus your energy on other actions.

■ Think of ways to link actions to the school curriculum.

■ Look for existing clubs at the school that are well-suited to help plan or implement particular actions.

STEP 3: DRAFT ACTION PLAN

The School AST Committee should meet to prioritize the opportunities to address and the actions to pursue.

The AST Plan template has a table that will help ensure that your action items are clear, realistic, measurable, and consider timing. The table columns include:

■ Action: A brief but clear description of the action

■ Tasks: A list of detailed steps that need to be completed to implement the action

■ Person responsible: The person or people who will complete each task. This will often be a School AST Committee member but may also be a Nanaimo Traffic Safety Committee member with a particular expertise, or a school volunteer with a particular passion.

■ Resources required: Materials or funding required to complete each task.

■ Implementation status: A way to track tasks as they area completed.

STEP 4: NANAIMO TRAFFIC SAFETY COMMITTEE REVIEW OF DRAFT ACTION PLAN

The draft Action Plan should be shared with the Nanaimo Traffic Safety Committee for their review, either at a special meeting or by email. These groups can help identify opportunities to advance AST goals as a part of existing initiatives.

■ SD68 Representative: Can identify action items, and tasks that may not be feasible or allowed to take place at the school. They can also recommend revisions to make actions or tasks achievable or more efficient. They may be able to provide information on funding sources for action items that involve school infrastructure or use of class-time. They can commit to help with actions related to education and encouragement.

■ City Planning and Transportation Representatives: Can identify action items, and tasks that my not be feasible or allowed to take place in the public road right-of-way. They can also recommend revisions to make actions or tasks achievable or more efficient. They may be able to provide information on funding sources for action items that involve roadway infrastructure. They can commit to help with actions related to engineering.

■ ICBC Representatives: Can provide advise and resources on safety education, and sources of funding to implement AST initiatives.

■ RCMP and City Bylaw Representatives: Can identify whether action items and tasks related to enforcement are feasible. They can commit to help with actions related to enforcement.

STEP 5: FINALIZE 1ST EDITION OF ACTION PLAN

■ Integrate feedback received from the Nanaimo Traffic Safety Committee into the Action Plan.

■ Complete outstanding sections of the Action Plan like the cover, edition tracking, and table of contents.

■ Have all individuals who have been assigned to a task or action item sign off on their responsibilities. To make it easier for stakeholders outside of the School AST Committee, you may want to copy and paste their action item and tasks into a separate document rather than the entire plan.

■ Have the principal sign off on the Team & Endorsement section of the AST plan to get official approval to proceed with the plan.

■ Send final copies of this edition of the plan to each member of the Nanaimo Traffic Safety Committee and the School AST Committee, as well as the City AST Liaison.

EQUITY LENS

Use a variety of methods to notify the community since people receive info in different ways:

■ Online
■ Print
■ Languages: If some parents do not read English, their children may be able to help translate the information materials.

RESOURCE TIPS!

For a sample newsletter article, see **Toolkit C25.**

For tips on attracting media coverage, see **Toolkit C26.**

STEP 6: SHARE PROGRESS WITH SCHOOL COMMUNITY

- Let the wider school community of staff, parents, and students know about the AST Plan and the specific actions and timeline you are planning. This can inspire more parents and teachers to volunteer and help out.

- Using multiple channels of communication will help you reach the most people. Some possibilities include:

- School newsletter article

- School website post

- Printed information handout for students to take home to parents

- Existing school events: have materials available to hand out and a volunteer who can talk to parents about AST. E.g. Parent-teacher night, school sports competitions, school open-house evening, etc.)

- Host an AST event with an information presentation.

- Media coverage from local news outlets.

- Social media posts. School AST Committee members can make posts on their personal accounts with a common hashtag.

PHASE 4:
IMPLEMENT ACTION PLAN

This phase involves completing the tasks in the Action Plan, tracking progress, and celebrating successes. This phase can take 12 months to several years. As some actions like annual events can continue indefinitely, implementation is never truly over. A key outcome of this phase is to cultivate an ongoing culture at the school that supports AST for the long-term.

The next Phase (Phase 5: Evaluation) will begin while this phase is still in progress. Look at Phase 5 to see how follow-up data should be collected after Action items are completed.

OVERVIEW OF STEPS

The steps in this phase are on-going and will occur for each initiative within the action plan.

1. Promote the AST Plan

2. Implement action items

3. Track progress

4. Celebrate and share successes

STEP 1: PROMOTE THE AST PLAN

Promoting the plan to the school community of parents, caregivers, staff, and teachers is an important way to attract volunteers to help with the action item tasks, as well as to increase participation in initiatives.

Consider promoting the plan and events at other events happening in your area. E.g. Farmers market, festivals, Active Life Expo, Healthamongus, etc.

- School newsletter article

- School website post

- Printed information handout for students to take home to parents

- Existing school events: have materials available to hand out and a volunteer who can talk to parents about AST. E.g. Parent-teacher night, school sports competitions, school open-house evening, etc.)

- Host an AST event with an information presentation.

- Media coverage from local news outlets.

- Social media posts. School AST Committee members can make posts on their personal accounts with a common hashtag.

REMINDER!

AST means Active School Travel   AST

EQUITY LENS

Use a variety of methods to notify the community since people receive info in different ways:

- Online
- Print
- Languages: If some parents do not read English, their children may be able to help translate the information materials.

RESOURCE TIPS!

For a sample newsletter article, see **Toolkit D1.**

For tips on attracting media coverage, see **Toolkit D2.**

STEP 2: IMPLEMENT ACTION ITEMS

This is where the real work begins! This step will be the longest step requiring the most effort. But don't be intimidated—here are some tips for success.

Stick to the plan but adjust it as needed

Follow the timelines and tasks set out in the Action Plan, and check in with people assigned to specific tasks to ensure they are on track.

Start with easier action items first

Easier short-term action items should be completed first to build momentum. Early successes can inspire more volunteers to help out with later action items. Many actions within the education and encouragement action categories are short-term and require the least resources to implement.

Recruit parents and community members

People outside of the School AST Committee may be interested in helping out with specific tasks that fit their skills and interests.

Hold regular meetings

Regular meetings are important to monitor progress, discuss problems that come up, and collaborate to find solutions.

Persevere through unexpected obstacles

If necessary, modify the action plan and timeline to account for obstacles that delay or stop certain action items.

Remember the Nanaimo Traffic Safety Committee

They may be able to advise you on ways to overcome unexpected obstacles. Also, check in with them to monitor their progress on action items assigned to them.

Finding funding for AST initiatives

There are many potential sources for funding:

- City of Nanaimo may be able to fund infrastructure improvements. They may also have grants for encouragement events.

- The provincial Ministry of Transportation and Infrastructure has an Active Transportation Infrastructure Grants Fund. Applications are typically due early in the year. The Regional District or may have funding for transportation safety initiatives.

- ICBC has a Road Improvement Program.

- The Vancouver Island Health Authority has a Community Wellness Grants Program.

- Community foundations may also have funding available for particular initiatives. e.g., Nanaimo Foundation, Rotary Clubs, etc.

- Local businesses may be willing to sponsor events.

EQUITY LENS

Schedule meeting times and locations that work for as many people as possible. Consider:

- Childcare options during meetings
- Cultural or religious holidays that may overlap with meeting dates
- Accessible meeting spaces (E.g. Wheelchair access).

STEP 3: TRACK PROGRESS

Tracking progress is important for keeping the implementation phase on track. As action items are completed, some of the Phase 4 Evaluation steps can begin.

- The School AST Committee Chair should keep in touch with all individuals leading action items.

- Keep track of progress in the AST report:
  » Action Plan implementation column: Record start and completion dates of actions and tasks.
  » Implementation Highlights section: Record key information and photos.
- At meetings, keep all committee members up to date on progress.

- Evaluate progress towards targets using ongoing data collection.

STEP 4: CELEBRATE SUCCESSES

Celebrating as key tasks and action items are completed helps raise awareness in the broader school community for AST initiatives, and helps increase moral within the School AST Committee.

Celebration actions can range from small to large depending on the time and resources available.

- Multi-school event

- School-wide event

- Short presentation at school assembly

- News article or social media post

Tips for Celebrating Success

- Piggybacking on other existing events will help reduce organization time and will attract a broader audience.

- If you've collected follow-up data showing that your completed actions have resulted in positive change, share the stats!

- If you've kept track of participation/attendance at AST events and activities, share the numbers of how many people you've reached.

PHASE 5:
EVALUATE PROGRESS

This phase involves assessing which action items in the action plan were successful, and whether they are leading to equitable outcomes. Evaluation also identifies unintended consequences of action items and reveals opportunities to revise strategies to increase effectiveness.

This phase can take 1 to 2 months for each round. This phase can begin as soon as action items in Phase 4 are completed, and can continue annually until all action items are completed.

OVERVIEW OF STEPS

1. Follow-up Student Travel Survey

2. Other follow-up data collection as needed

3. Summarize findings in AST Plan

4. Celebrate results and lessons learned

STEP 1: FOLLOW-UP STUDENT TRAVEL SURVEY

The Student Travel Survey was conducted in Phase 2 to discover how students get to school. This set a baseline from which you can now measure whether your initiatives are successful in changing travel habits, increasing knowledge, changing attitudes, and improving health.

You will follow the same process as the Student Travel Survey in Phase 2. It is important to collect the follow-up data during a similar time of year as the Phase 2 data so that the results are less skewed by climate and weather conditions that affect parent and student travel choices. If you have the time and resources, conduct Student Travel Surveys twice each year (fall and spring). Refer to that section for information and resources on how to conduct the survey.

REMINDER!

AST means Active School Travel   **AST**

STEP 2: FOLLOW-UP DATA COLLECTION AS NEEDED

The following data may need to be collected depending on the nature of the action items you have completed. The data collection processes will be the same as in Phase 2. The descriptions below advises you on how to know when to collect each type of follow-up data.

Traffic Observation

After you have completed action items that may have significantly influenced parent and student travel behaviour, it may be useful to conduct another Traffic Observation.

Visual Counts

If you collected this data in Phase 2 and have completed action items that may have significantly influenced the results, then consider collecting the same follow-up data again.

Enforcement Data

If you were able to get this data from the RCMP and City Bylaw Enforcement in Phase 2, and have completed action items that may have reduced unsafe behaviour, contact the RCMP and City Bylaw representatives on the Nanaimo Traffic Safety Committee to obtain the latest data for your study area.

Traffic Data

If you were able to get this data from The City Traffic Engineering Department in Phase 2 and have completed action items that may have significantly influenced traffic patterns, then contact the City Traffic Engineering representative on the Nanaimo Traffic Safety Committee to see if they have collected any new data recently. If they haven't you can ask if they can collect updated data.

Family Survey

It is a good idea to repeat this survey every 3-5 years as new parents and students with unique travel habits move through the school system. You may want to collect this sooner than 3-5 years if there have been significant road infrastructure changes around your school or if there have been any significant demographic shifts in your school community.

Walkabout

Follow-up Walkabouts can be repeated every few years but are not critical. Many of the problems identified in the Phase 2 Walkabout will be solved by longer term infrastructure upgrades, so repeat Walkabouts may just yield the same results. If a significant new route to school has been build or removed since the Phase 2 Walkabout, it may be time to organize another.

Bikeabout

Follow-up Bikeabouts can be repeated every few years but are not critical. Many of the problems identified in the Phase 2 Bikeabout will be solved by longer term infrastructure upgrades, so repeat Bikeabouts may just yield the same results. If a significant new route to school has been built or removed since the Phase 2 Bikeabout, it may be time to organize another.

STEP 3: SUMMARIZE FINDINGS IN AST PLAN

The data collected in Steps 1 and 2 can now be added to the AST Plan, and you can see if AST habits have improved at your school.

Key AST Plan Sections to Update

■ Data Collection Summary of Findings: Add your updated data here and see if there have been significant changes from the data collected in Phase 2.

■ Detailed Timeline Appendix: Update the start and completion dates of tasks to match what actually took place.

■ Implementation Status column in Action Plan table: Update the status on the Action items. Note what has been completed, what is still in progress, and what as been delayed.

■ Implementation Highlights: Record key successes and photos.

■ Action Plan: If any action items have been delayed or are facing significant barriers, revise the action plan as needed. Make sure all of the people who have been assigned to specific tasks are involved in the discussion of changes.

■ Edition Tracking: Since you have edited the AST Plan, update the edition tracking details.

STEP 4: CELEBRATE RESULTS AND LESSONS LEARNED

Celebrating successes that are backed up by data helps raise awareness in the broader school community for AST initiatives, and helps increase moral within the School AST Committee.

Let the wider school community of staff, parents, and students know about AST, what you are doing, and how they can be involved.

Using multiple channels of communication will help you reach the most people. Some possibilities include:

- School newsletter article

- School website post

- Printed information handout for students to take home to parents

- Existing school events: have materials available to hand out and a volunteer who can talk to parents about AST. E.g. Parent-teacher night, school sports competitions, school open-house evening, etc.)

- Host an AST event with an information presentation.

- Media coverage from local news outlets.

- Social media posts. School AST Committee members can make posts on their personal accounts with a common hashtag.

PHASE 6:
KEEP IT GOING

This phase has three main goals:

■ Find and train new volunteers to lead the AST Plan implementation as current volunteers move on to new schools or other interests.

■ Keep the AST Plan up to date as action items are completed.

■ Cultivate and nurture an on-going culture of AST at your school.

Parent volunteers move to new schools as their children grow, teacher volunteers move to new schools as career opportunities arise, so the School AST Committee will be in a state of change from year to year. The City AST Liaison may be able to help School AST Committees plan for turnover and train new volunteers.

OVERVIEW OF STEPS

1. Build volunteer capacity

2. School AST Committee handover meeting

3. Funding ongoing action items

STEP 1: BUILD VOLUNTEER CAPACITY

Parent and school staff volunteers change from year to year so attracting and training new volunteers is an important objective right from the start of Phase 1 of the AST Planning Process.

The School AST Committee will have to become more self-sufficient over time. The City AST Liaison is a great resource to help set up a School AST Committee and get the planning process started, but they will eventually need to become less involved—there are many other schools they need to help too!

The following pages describe strategies to build volunteer capacity.

REMINDER!

AST means Active School Travel   AST

Identify and celebrate key volunteers

Some volunteers are particularly passionate and dedicated and will likely emerge as leaders on the School AST Committee. It is important to recognize their contributions. This can motivate them to continue their involvement, and inspire new volunteers to take on more responsibilities. A certificate of recognition can be a simple and inexpensive way to acknowledge a key volunteer for their efforts. The School AST Committee, SD68, principals, and City staff can be involved in recognizing key volunteers.

Make the AST volunteer work rewarding and fun

- Volunteers can get burnt out from balancing their AST efforts with other life commitments, so anything you can do to make AST more fun can encourage continued involvement and inspire new people to get involved. Below are strategies to make volunteer work more rewarding.

- Match volunteers with tasks that align with their interests and talents.

- Help volunteers feel that their unique abilities are playing an important role in the process.

- Foster social connections. The implementation process can be slow, so it is important for volunteers to enjoy the time they spend together.
  - » Meetings should be inclusive, participative, and upbeat. Establish a common understanding that it is okay to disagree with each other in a respectful manner. (E.g. nonviolent communication principles). If some volunteers are generally quiet, intentionally ask for their opinions.
  - » Use time before and after the meeting to get to know other participants with small talk.
- Celebrate achievements.

RESOURCE TIP!

For a Certificate of Recognition template, see **Toolkit F1.**

STEP 2: SCHOOL AST COMMITTEE HANDOVER MEETING

Discuss plans for how work will continue with reduced City AST Liaison support, or without key volunteers who are leaving (parents whose children are graduating to another school, teachers or principal who are transferring, etc.).

Topics to Discuss

■ Meetings:
  » How often to continue to meet?
  » Designate a chairperson.
  » Set up a calendar of meeting dates for the following year.

■ Communication:
  » Determine how committee members will stay in touch in between meetings. Set up an email distribution list or circulate a list of contact info of all members to the committee members.

■ Follow-up Data collection:
  » Review the follow-up data collection requirements in the AST plan and set preliminary dates for when the next collection will happen, which tools will be used, who will enter data, and who will analyze results.

■ Action Plan Status:
  » What is the status of remaining action items?
  » Is there a need to revise the action plan?
  » Have volunteers decide whether they will continue to be involved in their current roles in the following year.

■ School Travel Plan:
  » Who will update the plan on a regular basis?

■ Contingency Plan:
  » Are there any upcoming changes that may impact the AST program. (E.g. new principal coming in next year, changes at City transportation engineering department, key volunteers leaving, etc.)
  » How will you address these changes so the AST program can continue?
  » Once most of the action plan items are completed, the PAC may be able to take over the annual review of the Active School Travel Plan, and the School AST Committee could dissolve.

STEP 3: FINDING FUNDING FOR ONGOING ACTION ITEMS

If the incomplete Action Items in your AST Plan require specific resources or funding, think of ways to continue to find the required funding. Some recurring action items like annual encouragement events will require new funding each year.

- To increase the chance of a past funding source providing funding again in the future, thank existing funders for their contributions and maintain a good relationship with them. Thank them both personally by contacting them directly and publicly through social media or other news media.

- Keep track of successes and promote them to the public to show that the funding was well-spent, and as justification that future funding will have a positive impact.

RESOURCE TIP!

For a sample infographic that celebrates AST Plan implementation successes, see **Toolkit F2.**

PART 3: TOOLKIT

How to use this section

This section provides a list of the resources referenced throughout Sections 1 & 2 of the Nanaimo AST Guide. The resources are sorted by the category where they appear in the guide.

The resources are sorted in a table that provides a hyperlink to where the resource can be found online.
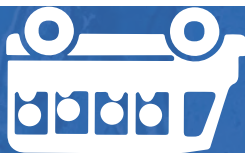
INTRODUCTION

Note: Due to the constantly evolving nature of online resources, some of the web links below will become out of date over time. If you encounter a broken link, please try copying and pasting the document title into a search engine to find the resource.

KEY	TITLE	DESCRIPTION	TARGET USERS	LINK
I.1	**Infographic on the Benefits of Active School Travel**	• **Purpose:** Infographic explaining the benefits of safe routes to schools to educate and provide background information in support of an Active School Travel program • **Method:** Distribute information to interested organizers, parents, students, and supporters as educational material about AST	• City AST Liaison • School Principal and Staff • School PAC • School AST Committee Chair and members • Parents • Students	Web link
I.2	**Research on Active School Travel and Childhood Obesity**	• **Purpose:** A review of research on the link between safe routes to school and childhood obesity that provides a health basis for implementing an Active School Travel program • **Method:** Distribute information to interested organizers, parents, students, and supporters as educational material about AST	• City AST Liaison • School Principal and Staff • School PAC • School AST Committee Chair and members • Parents • Students	Web link
I.3	**Building Blocks of a Successful Active School Travel Program**	• **Purpose:** A guide for starting and growing a strong safe routes to school program including information about what safe routes means, key activities, stages for creating a strong structure for the program, and essential components for a program • **Method:** AST organizers can use this document as a guide for planning, coordinating, and implementing an AST program in their school	• City AST Liaison • School Principal and Staff • School PAC • School AST Committee Chair and members	Web link

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OVERVIEW

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KEY	TITLE	DESCRIPTION	TARGET USERS	LINK
0.1	**School Travel Plan Template**	• **Purpose:** Template to help facilitators and schools compile information to create an AST plan for their school • **Method:** Template that outlines components for the plan including team, school profile, vision and targets, data collection, travel challenges summary, and implementation highlights	• School Principal • School AST Committee Chair and members	[Web link](#)
0.2	**Examples of School Travel Plans**	• **Purpose:** Examples of school travel plans created for other schools in Nanaimo including Departure Bay, McGirr Elementary, and Randerson Ridge • **Method:** Use the example plans as a template to set up an AST for a school following the outline provided	• School Principal • School AST Committee Chair and members	[Web link](#)
0.3	**Sample Slideshow Presentation About the Active School Travel Process**	• **Purpose:** An example of a PowerPoint presentation used to support a workshop about safe routes to school • **Method:** Use the presentation as an outline for coordinating a workshop about AST in a school and include topics such as Welcome, Overview, FAQs, Purpose, Roles, Success Stories, and more	• City staff • City AST Liaison • School AST Committee Chair	[Web link](#)
0.4	**Example Plan that City Planners Use to Support AST**	• **Purpose:** Example of a plan that city planners might use to support safe routes to school • **Method:** Use the plan as a reference guide to understand how AST supports city policies and planning processes to enhance active transportation in communities	• City AST Liaison • School PAC • School AST Committee Chair and members	[Web link](#)
0.5	**How Municipal Transportation Departments can support AST**	• **Purpose:** A primer targeted to municipal transportation departments to inform them about the AST movement and how they can advance the initiatives in their work • **Method:** Distribute to city municipal transportation and planning departments as background information about AST	• City transportation and planning departments • City staff • City AST Liaison	[Web link](#)
0.6	**How Local Elected Officials Can Support AST**	• **Purpose:** A primer targeted to local elected officials to inform them about the benefits of AST and work towards supporting in their communities • **Method:** Distribute to local elected officials in municipal government offices for background information about benefits and actions	• Local government elected officials • City administration • City planning staff	[Web link](#)

KEY	TITLE	DESCRIPTION	TARGET USERS	LINK
0.7	**Sample Resolution City Council Can Adopt to Support AST**	• **Purpose:** A sample city resolution to support safe routes to school • **Method:** Use the resolution as a template to develop content for city council briefings and presentations to support AST	• City Council • City administration • City planning staff • City AST Liaison	Web link
0.8	**Sample School AST Committee Terms of Reference**	• **Purpose:** Sample Terms of Reference that are used to outline the scope and structure of an AST in a school • **Method:** Use the sample terms as an outline to develop Terms for a specific school including potential structure, duties of the committee, main tasks, roles, and schedule	• City AST Liaison • School Principal and Staff • School AST Committee Chair • School AST members	Web link
0.9	**Parent-Oriented Introductory Handout to AST**	• **Purpose:** An introductory handout for parents to inform them about AST including issues, solutions, and benefits • **Method:** Distribute to school parents to generate support within the school community about AST, encourage them to participate, and spread the information within their networks	• City AST Liaison • School Staff • School AST Committee Chair and members • School PAC • Parents	Web link
0.10	**Parent Champion Guide for AST for Involvement in AST Committee**	• **Purpose:** An example of a Committee Member Statement of Support for potential AST Committee member involvement • **Method:** Distribute to parents and other community members to encourage involvement in the AST Committee and commitment to project roles and responsibilities	• City AST Liaison • School Staff • School PAC • School AST Committee Chair • Parents • Community members	Web link
0.11	**Introductory Handout for Teachers about AST**	• **Purpose:** An introductory handout for teachers to inform them about AST including issues, solutions, and benefits and how they might support the implementation of an AST program • **Method:** Distribute to school staff to provide background information about AST and their potential roles and responsibilities	• City AST Liaison • School Principal • School teachers and other staff • School AST Committee Chair	Web link
0.12	**Guide for Incorporating AST into Classroom Activities**	• **Purpose:** A teacher's kit that outlines ways to incorporate AST in their classroom activities • **Method:** Distribute to teachers to use the kit to learn more about AST, resources for the classroom and extracurricular programs, and samples for inspiration	• City AST Liaison • School Principal • School teachers and other staff • School AST Committee Chair and members	Web link

KEY	TITLE	DESCRIPTION	TARGET USERS	LINK
0.13	**Principal-Oriented Guide to AST**	• **Purpose:** An introductory handout for principals to inform them about AST including issues, solutions, and benefits and how they might support the implementation of an AST program • **Method:** Distribute to school principals to provide background information about AST and their potential roles and responsibilities	• City AST Liaison • School Principal • School AST Committee Chair	[Web link](#)
0.14	**Guide to Risk Management in AST School Initiatives**	• **Purpose:** A handout providing information about frequently asked questions about risk management and liability in AST for planning purposes • **Method:** Provide to school staff and administration as well as AST Committees to provide background information about AST and its risks and liabilities in implementing a program. The information may also be useful to municipal planning and administrative staff.	• City planning and administration • City AST Liaison • School Principal • School Staff • School AST Committee Chair and members	[Web link](#)
0.15	**Student Transportation Group-Oriented Guide to AST**	• **Purpose:** An primer for student transportation groups, including busing and car pool groups, to inform them about AST including issues, solutions, and benefits and how they might support an AST program • **Method:** Distribute the guide to student transportation groups such as busing and car pool groups to provide information about AST and ways to support the initiative within their organizations	• City AST Liaison • School Principal and Staff • School PAC • School AST Committee Chair and members	[Web link](#)

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A | SET-UP

⚠️ Note: Due to the constantly evolving nature of online resources, some of the web links below will become out of date over time. If you encounter a broken link, please try copying and pasting the document title into a search engine to find the resource.

KEY	TITLE	DESCRIPTION	TARGET USERS	LINK
A1	Example Presentation for Parent Advisory Committees (PACs) on Active School Travel	• **Purpose:** Overview presentation to PAC members to outline benefits and barriers to AST • **Method:** Introductory presentation to PAC members to encourage involvement in AST	• City AST Liaison • School PAC • School AST Committee members	Web link
A2	Guide for 'Making the Case' for Active School Travel	• **Purpose:** Reference for AST facilitators to provide evidence-based information to support AST initiatives • **Method:** Extract information as needed for communication purposes	• City AST Liaison • School Principal • School PAC • School AST Committee members	Web link
A3	Sample School Agreement	• **Purpose:** School agreement to participate in School Travel Planning by following responsibilities for the process • **Method:** Agreement signed by School Principal and School Council Chair	• Nanaimo School Principal • School PAC Chair and Committee	Web link
A4	Introductory Handout for School Principals	• **Purpose:** Information to engage school principals about AST and provide overview information about the process • **Method:** Distribute to principal by AST facilitator	• City AST Liaison • School Principal • School PAC Chair and Committee	Web link
A5	Sample Terms of Reference for School AST Committees	• **Purpose:** Terms to participate in the development and implementation of and AST Program • **Method:** Information outlining purpose, structure, and duties for distribution to committee and school staff	• City AST Liaison • School Principal • School AST Chair and Committee members • School staff	Web link
A6	Sample Newspaper Articles	• **Purpose:** Examples that can be used in school newsletters to keep school communities informed about AST • **Method:** Content to be used as is or adapted in school newsletters	• School AST Committee members • School staff • Students	Web link
A7	Parent-Oriented Introduction to AST	• **Purpose:** Introduction to AST for parents that outlines benefits, process, and how to be involved • **Method:** Content to be used as is or adapted in school newsletters	• School AST Committee • Teachers • Parents	Web link
A8	Media Tips for Attracting Media Attention	• **Purpose:** Media tips to attract media attention and encourage AST initiatives for schools • **Method:** Tools for engaging with media for media releases including structure of release	• School AST Committee • Local Media	Web link

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B | GATHERING INFORMATION

⚠ Note: Due to the constantly evolving nature of online resources, some of the web links below will become out of date over time. If you encounter a broken link, please try copying and pasting the document title into a search engine to find the resource.

KEY	TITLE	DESCRIPTION	TARGET USERS	LINK
B1	**School Travel Plan Template**	• **Purpose:** Template to help facilitators and schools compile information to create an AST plan for their school • **Method:** Template that outlines components for the plan including team, school profile, vision and targets, data collection, travel challenges summary, and implementation highlights	• School Principal • School AST Chair and Committee members	[Web link](#)
B2	**Overview of Data Collection Ethics**	• **Purpose:** Sample text that may be used in local school board ethics application forms • **Method:** Include text for research application to conduct school travel planning	• AST Committee chairperson	[Web link](#)
B3	**Student Travel Survey Template**	• **Purpose:** Spreadsheet to collect student travel survey data • **Method:** Enter data into each worksheet (one worksheet per school) to record data about types of travel to and from school and frequency during the week	• School AST Committee members • Teachers	[Web link](#)
B4	**Data Digital Entry Tool**	• **Purpose:** Online survey to help understand how students travel to school • **Method:** Participants can find registered school in the database and do a 30-second survey to see their BikeWalkRoll score	• School AST Committee members • Teachers	[Web link](#)
B5	**Family Travel Survey Template**	• **Purpose:** Template to conduct a 5-minute family survey as part of a school travel planning project • **Method:** Schools can distribute to parents to survey families about how their children travel to and from school	• School Principal • School AST Chair and Committee members • Teachers • Parents	[Web link](#)
B6	**Traffic Observations Template**	• **Purpose:** Instructions and a template to record traffic observations for active school travel planning • **Method:** Observe driver/cyclist/walker behaviour and record examples that are illegal, unsafe, or represent a barrier for AST	• School AST Committee members • Teachers	[Web link](#)

KEY	TITLE	DESCRIPTION	TARGET USERS	LINK
B7	**Walkabout Instructions and Checklist**	• **Purpose:** Instructions and checklist to experience first-hand what some of the routes to school are like from a pedestrian perspective • **Method:** The AST Facilitator can organize the walkabout based on instructions for planning, leading the walkabout, debriefing, and recording insights based on a checklist of questions	• School AST Committee Facilitators	[Web link](#)
B8	**Example of Walkabout Reports**	• **Purpose:** Example to show what a summary of observations report looks like on a walkabout • **Method:** Document report components including route, participants, issues and opportunities, and potential action items	• Liaison • School AST Committee Facilitators	[Web link](#)
B9	**Example of Lesson Plans for AST**	• **Purpose:** Examples of lesson plans (various grades: 1, 5, and 9) to inspire curriculum for AST integration • **Method:** Various lessons including overview, expectations, materials, instructions and questions to integrate AST into the existing curriculum for students	• Liaison • School AST Committee members • Teachers • Students	[Web link](#)
B10	**Bikeabout Instructions and Checklist**	• **Purpose:** Provides instructions and a checklist for a bikeabout process to allow bikers to experience what it is like to cycle on routes to school • **Method:** Instructions including purpose, timing, detailed process, communication tools and a checklist to note experiences	• Liaison • School AST Committee members • Teacher Volunteers	[Web link](#)
B11	**Counterpoint App for Recording Visual Counts**	• **Purpose:** Free open data and crowd-sourced app that makes it easy to count all forms of traffic • **Method:** Download free app and join a counterpoint on a map or make a new one in a specific area, then submit a count for data	• School AST Committee members • Teachers • Parents • Students	[Web link](#)
B12	**Sample Newsletter Article**	• **Purpose:** Sample article for school newsletters to keep communities informed about School Travel Planning progress • **Method:** Article can be used as is or with some adaptation to share news about current progress	• Liaison • School AST Committee members • Parents • Students	[Web link](#)

KEY	TITLE	DESCRIPTION	TARGET USERS	LINK
B13	**Parent-Oriented Introduction to AST**	• **Purpose:** Introduction for parents to explain AST barriers, potential solutions, and process • **Method:** Information to provide to parents to encourage learning about AST and how to get involved	• Liaison • Committee Chairperson • School AST Committee members • Parents	[Web link](#)
B14	**Media Tips for Attracting Media Attention**	• **Purpose:** Media tips that explain what a media release is and its structure • **Method:** Instructions to provide to AST teams to write media releases to encourage media attention for AST initiatives	• Liaison • Committee Chairperson • School AST Committee members • Volunteers • Students • Media	[Web link](#)

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C | DEVELOP ACTION PLAN

⚠️ Note: Due to the constantly evolving nature of online resources, some of the web links below will become out of date over time. If you encounter a broken link, please try copying and pasting the document title into a search engine to find the resource.

KEY	TITLE	DESCRIPTION	TARGET USERS	LINK
C1	Action Plan Inspiration Guide	• **Purpose:** Comprehensive guide to help AST facilitators, committees, schools, staff, and volunteers formulate an action plan • **Method:** Use the guide to develop key programs, recommended tools, and initiatives to form an action plan starting with identifying issues and potential opportunities	• Liaison • Committee Chairperson • School AST Committee • Principal • School Staff • Volunteers	Web link
C2	Guide on How to Incorporate Bike Education into Phys. Ed. Curriculum	• **Purpose:** Document providing information about purpose and importance of integrating AST into physical education programs • **Method:** Distribute information to school boards and teachers to inform them of benefits and process of integrating AST into programs	• Committee chairperson • School Board • Principal • Teachers	Web link
C3	Example AST Lesson Plans for Teachers	• **Purpose:** Example lesson plan compilation (Grades 1, 5, and 9) to provide information • **Method:** Distribute to schools as materials to follow in developing lesson plans to encourage AST in the school curriculum	• Committee chairperson • School Board • Principal • Teachers	Web link
C4	Bike Skills Clinic Guide	• **Purpose:** Example guide for organizing a bike rodeo including materials and stations • **Method:** Distribute to AST volunteers to provide information on organizing a school event to learn, practice, and demonstrate bike handling skills in a fun and safe environment	• Committee chairperson • AST Committee • Principal • Teachers • Volunteers • Students	Web link
C5	Guide on How to Fund, Organize, and Maintain a School Bike Fleet	• **Purpose:** Information in presentation format tat provides information on funding, organizing, and maintaining bike fleets in organizations • **Method:** Use the information in the template to understand equipment needed, staffing, storage, logistics, and funding methods	• Liaison • School AST Committee Chairperson • Principal • Organization representatives	Web link
C6	Guide on How to Integrate AST into a Variety of School Subjects	• **Purpose:** Tips for engaging middle school students in safe routes to school programs • **Method:** Distribute to schools as a guide for teachers to learn about AST and what considerations might be applied to middle school students as an age group in learning objectives	• School AST Committee Chairperson • AST Committee • Principal • Teachers	Web link

KEY	TITLE	DESCRIPTION	TARGET USERS	LINK
C7	Educational Handouts for Parents and Children in the Neighbourhood	• **Purpose:** Safety guide for school children and parents related to getting to and from school • **Method:** Distribute to parents to provide information about AST and its benefits, safety considerations, and ways to encourage AST	• School AST Committee • Parents • Volunteers • Teachers	Web link
C8	ICBC's Road Safety School Curriculum Materials	• **Purpose:** Graphic handout for parents and kids that promotes how to be a safe pedestrian • **Method:** Distribute handout to AST committees, parents, and kids to educate them about safe school travel including tips	• School AST Committee • Parents • Volunteers • Teachers	Web link
C9	Guide on How to Plan a School-Wide Walk/Bike Week	• **Purpose:** Guide to encourage physical fitness and safe school travel in school communities • **Method:** Use the guide to promote school-wide walk/bike events using example processes, communications materials, and precedents	• Principal • Committee Chairperson • School AST Committee • Parents • Volunteers • Teachers	Web link
C10	Guide on How to Plan and Implement a Walking School Bus	• **Purpose:** Step-by-step guide to initiate a walking school bus program at local schools • **Method:** Distribute to school committees (PAC) as information to understand planning, recruiting, facilitating, and evaluating a walking school bus program for schools	• Principal • Committee Chairperson • School AST Committee • Parents • Volunteers	Web link
C11	Information on Nanaimo's Drive to 5+ Initiative	• **Purpose:** Information about the program which provides strategies for parents to drop-off and pick-up children at locations that are a 5-15 min. walk to/from the school for more activity • **Method:** Use the guide to understand steps, materials needed, community members needed, and potential locations	• Principal • Committee Chairperson • School AST Committee • Parents • Volunteers	Web link
C12	Fun AST Materials for Kids	• **Purpose:** Graphic handout featuring game ideas (I-Spy, Bingo) for kids to inspire interest in AST and learning about safety • **Method:** Distribute to parents, PAC members, teachers, or other kids' organization leaders to use in learning activities to promote learning about AST and safety	• School AST Committee • Parents • Volunteers (PAC) • Teachers • Organization representatives	Web link
C13	Guide on How to Engage Students with Disabilities	• **Purpose:** Information about how to engage students with disabilities in safe routes to school • **Method:** Distribute to interested school communities, kids' or community organizations, or parents to provide information about AST benefits, considerations, and resources	• School AST Committee • Parents • Volunteers (PAC) • Teachers • Organization representatives	Web link

KEY	TITLE	DESCRIPTION	TARGET USERS	LINK
C14	Information on BCAA School Safety Patrol Program	• **Purpose:** Program manual developed by BCAA that summarizes policies, recommendations, roles and responsibilities, and implementation of a school safety patrol program • **Method:** Distribute to interested schools, committees, and PACs as a guide to initiative a school patrol program	• Principal • Committee Chairperson • School AST Committee • PACs • Teachers • Students	Web link
C15	Guide to Creative Walking Route Maps	• **Purpose:** Briefing sheet that outlines an introduction and background information about safe school route maps • **Method:** Use the information to develop effective maps that inform parents and students of traffic conditions and bike/pedestrian infrastructure around the schools	• Committee Chairperson • School AST • Committee • Volunteers (PACs) • Parents • Students	Web link
C16	Example of Best Route to School Maps for Some Nanaimo Schools	• **Purpose:** Example of a safe routes to school map that highlights best routes, safety issues, and Drive to 5+ locations • **Method:** Use the map as an example to develop a custom map for a school community to inform parent and students about the best routes for AST to encourage healthy, sustainable travel	• Committee Chairperson • School AST • Committee • Volunteers (PACs) • Parents • Students	Web link
C17	Guide to School Site Design	• **Purpose:** Briefing sheet that provides information about school on-site design for the safe arrival and departure of pedestrians and cyclists • **Method:** Use information as a guide to understand benefits, access, storage, entrances, and design and operation including parking, traffic control, and supplemental devices	• School Board • Principal • Committee Chairperson • School AST • Committee • Volunteers (PACs) • Parents	Web link
C18	Guide to Implementing Temporary Bike Lanes	• **Purpose:** Detailed guide about implementing temporary bike lanes based on a German precedent to support local municipalities applying in communities • **Method:** Use the guide to understand challenges, potential solutions, planning, implementing, and examples	• Nanaimo Traffic Safety Committee • School Board	Web link
C19	Guide on How to Create Pop-up Projects	• **Purpose:** Fact sheet about creating pop-up AST projects in communities • **Method:** Instructions on how to identify partners, present concepts, select locations, implement approaches, and evaluate processes for safe routes to school as well as advocating for permanent change	• Principal • Committee Chairperson • School AST • Committee • Volunteers (PACs)	Web link

KEY	TITLE	DESCRIPTION	TARGET USERS	LINK
C20	**City of Nanaimo Traffic Calming Information**	• **Purpose:** Online link on the City website that provides information on traffic calming in Nanaimo • **Method:** Share the link to educate interested organizations and community members about traffic calming methods in Nanaimo	• Nanaimo Traffic Safety Committee • Liaison • School AST Committee • Interested public	[Web link](#)
C21	**Guide: Why Equitable Transportation Matters**	• **Purpose:** Article about equitable transportation and why it matters for communities • **Method:** Share article to educate communities about active transportation for diverse communities including issues, barriers, and potential solutions for long-term improvement	• Nanaimo Traffic Safety Committee • Liaison • School AST Committee • Interested public	[Web link](#)
C22	**AST Initiatives in Indigenous Communities Guide**	• **Purpose:** Recommendations for safe routes to school programming that considers Indigenous communities • **Method:** Use website to search resources for engaging Indigenous communities in AST initiatives and encouraging safe routes to school	• Nanaimo Traffic Safety Committee • Liaison • School AST Committee • Indigenous community leaders	[Web link](#)
C23	**Information on Equity Initiatives**	• **Purpose:** Strategies for ensuring that safe routes to school initiatives can benefit all demographic groups through equity measures • **Method:** Distribute to communities and organizations to educate the on what equity is and how to plan for equity in various AST activities and training programs	• Nanaimo Traffic Safety Committee • Liaison • School AST Committee • Schools • Organizations	[Web link](#)
C24	**Sample AST Equity Strategies**	• **Purpose:** Strategies for schools to educate on the topic of equity and develop an action plan • **Method:** Use the tools outlined to educate, evaluate, encourage, engineer, and engage schools and the student body on AST	• Nanaimo Traffic Safety Committee • Liaison • School AST Committee	[Web link](#)
C25	**Sample Newsletter Article**	• **Purpose:** Sample article for school newsletters to keep communities informed about School Travel Planning progress • **Method:** Article can be used as is or with some adaptation to share news about progress	• Liaison • School AST Committee members • Parents • Students	[Web link](#)
C26	**Media Tips for Attracting Media Attention**	• **Purpose:** Media tips that explain what a media release is and its structure • **Method:** Instructions to provide to AST teams to write media releases to encourage media attention for AST initiatives	• Liaison • Committee Chairperson • School AST Committee • Volunteers • Students • Media	[Web link](#)

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D | IMPLEMENT ACTION PLAN

⚠️ Note: Due to the constantly evolving nature of online resources, some of the web links below will become out of date over time. If you encounter a broken link, please try copying and pasting the document title into a search engine to find the resource.

KEY	TITLE	DESCRIPTION	TARGET USERS	LINK
D1	**Sample News Letter**	• **Purpose:** Sample article for school newsletters to keep communities informed about School Travel Planning progress • **Method:** Article can be used as is or with some adaptation to share news about current progress	• Liaison • Committee Chairperson • School AST Committee members • Parents • Students	Web link
D2	**Media Tips for Attracting Media Attention**	• **Purpose:** Media tips that explain what a media release is and its structure • **Method:** Instructions to provide to AST teams to write media releases to encourage media attention for AST initiatives	• Liaison • Committee Chairperson • School AST Committee members • Parents • Students • Media	Web link

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E | EVALUATE PROGRESS

⚠️ Note: Due to the constantly evolving nature of online resources, some of the web links below will become out of date over time. If you encounter a broken link, please try copying and pasting the document title into a search engine to find the resource.

KEY	TITLE	DESCRIPTION	TARGET USERS	LINK

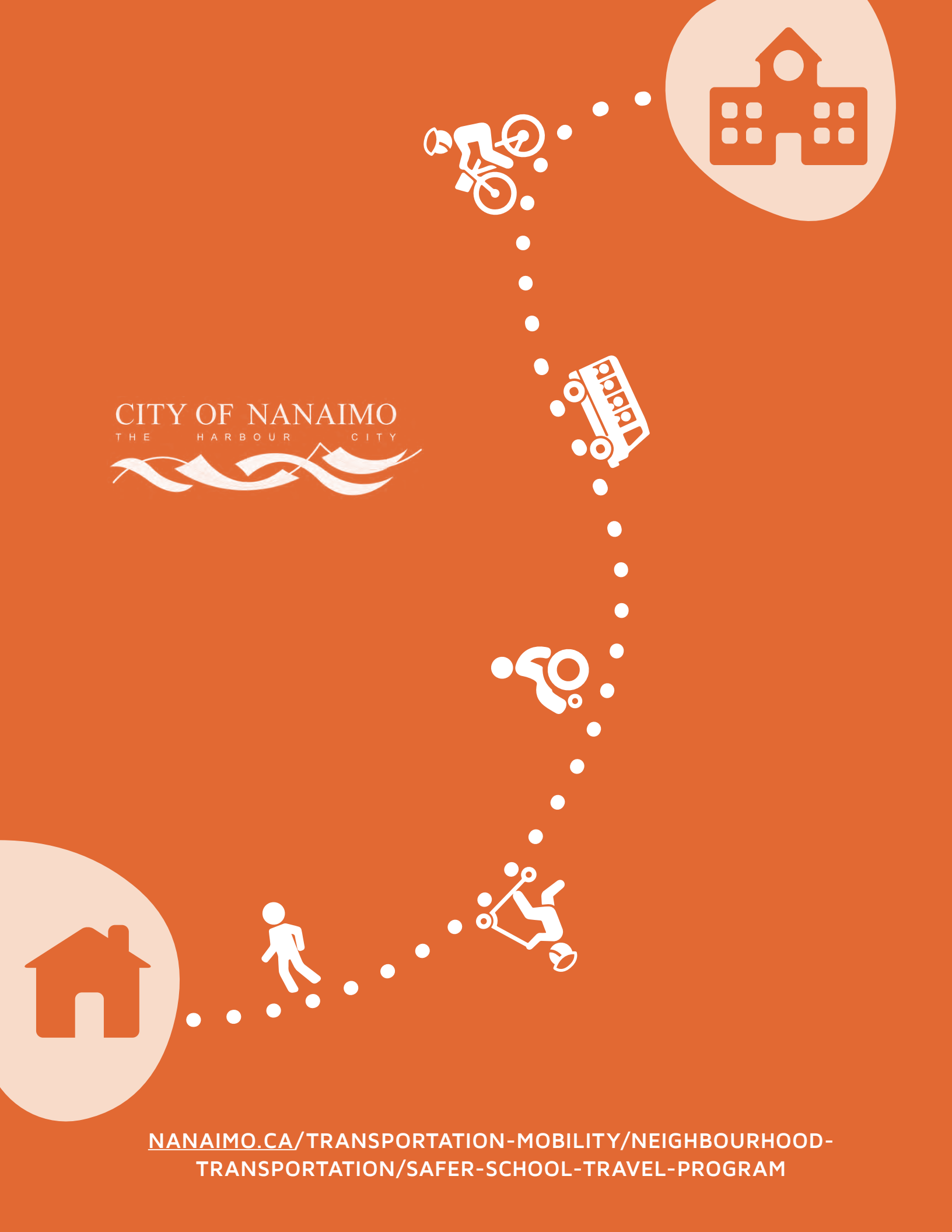This page is intentionally blank for printing purposes.

F | KEEP IT GOING

⚠️ Note: Due to the constantly evolving nature of online resources, some of the web links below will become out of date over time. If you encounter a broken link, please try copying and pasting the document title into a search engine to find the resource.

KEY	TITLE	DESCRIPTION	TARGET USERS	LINK
F1	**Certificate of Recognition Template**	• **Purpose:** Template that can be used to award individuals for their contributions for promoting AST initiatives in their community • **Method:** Copy the template text and tailor to local organization and distribute to outstanding individuals following AST campaigns	• School AST Chairperson • School AST Committee members	Web link
F2	**Sample Infographic Celebrating AST Plan Implementation Success**	• **Purpose:** Example of graphic handout that might be used to promote AST initiatives following successful implementation • **Method:** Use graphics and statistics as a precedent for communicating successes for a school following AST implementation either online, a newsletter, by email, or poster etc.	• Committee chairperson • School AST Committee members • School Principal • Teachers	Web link