

**MAY 10, 2021**

**WATERLOO REGION DISTRICT SCHOOL BOARD**

**NOTICE AND AGENDA**

An **Education Development Charges Successor By-law Public Meeting** of the Waterloo Region District School Board will be held via video conference, on **Monday, May 10, 2021, at 7:30 p.m.**

**AGENDA**

**Call to Order**

**Approval of Agenda**

**Declarations of Pecuniary Interest**

**Declaration that Meeting Duly Constituted/Opening Remarks**

**Reports from Staff**

01 Education Development Charges - By-law Adoption

M. Gerard

**Delegations**

**Approval of Recommendations**

**Other Business**

21 School Travel Planning Annual Report

L. Maxwell

**Closing Remarks**

**Adjournment**

Questions relating to this agenda should be directed to  
Stephanie Reidel, Manager of Corporate Services  
519-570-0003, ext. 4336, or [Stephanie\\_Reidel@wrdsb.ca](mailto:Stephanie_Reidel@wrdsb.ca)



# Report to Committee of the Whole

May 10, 2021

## **Subject: 2021 Education Development Charges By-law Adoption**

### **Recommendation**

*That the Waterloo Region District School Board determined pursuant to Section 257.63 of the Education Act that no further public meeting concerning the proposed Education Development Charge By-law (2021) is necessary; and*

*That the Waterloo Region District School Board approve the implementation of an Education Development Charge incorporating both a residential and non-residential component with the percentage of growth-related net education land cost that is to be funded by residential development calculated at 73% and the non-residential component equal to 27% of the total charge; and*

*That the Waterloo Region District School Board make no changes to the existing Education Development Charges By-law policies as they relate to jurisdiction-wide versus area-specific charges, differentiated charges, additional residential or non-residential exemptions, demolition or conversion credits or term of the By-law (5 years); and*

*That the Waterloo Region District School Board direct staff to annually review land values and provide a report to the Board if land values support an amendment to the Education Development Charge By-law (2021) to increase residential and non-residential charges; and*

*That the Waterloo Region District School Board approves Education Development Charge By-law (2021) for a term of 5 years, with an effective date of June 1, 2021, in the form attached as Appendix A to this report.*

### **Status**

The Waterloo Region District School Board (WRDSB) and Waterloo Catholic District School Board (WCDSB) have jointly entered into a process for the review of their respective Education Development Charges (EDC) By-laws.

The current By-law will lapse on May 31, 2021. The new By-law must be approved by the Board of Trustees a minimum of five days prior to that date in order to provide notice of the change in the charges and to ensure that collection of charges is not disrupted.

There are no changes to current policies recommended. Furthermore, the Board of Trustees is advised to endorse:

- That EDCs continue to be applied on a jurisdiction-wide basis;

- That EDCs be applied at a uniform rate for all residential applications regardless of housing type;
- That the division between residential and non-residential collections remains at 73% and 27% of the total eligible charge in keeping with the 2016 By-law;
- That no additional non-statutory exemptions be applied as there is no source of funds available to offset the lost revenue;
- That no additional demolition or conversion credits be provided as there is no source of funds available to offset the lost revenue;
- That the proposed By-law has a term of 5 years; and
- That no further public consultation is required.

The 2021 EDC By-law recommended for passage was presented in draft form in the Background Study. The only change to the draft is the insertion of the Minister of Education approval date on page 1 (see Appendix A).

## Background

The WRDSB and the WCDSB (the Boards) retained Watson & Associates Economists Ltd., Keel Cottrelle LLP and Cushman & Wakefield to lead the process of renewing their EDC By-laws in the Region of Waterloo. The EDC Background Study was presented at a Public Meeting on April 19, 2021. The current 2016 EDC By-laws are set to expire on May 31, 2021.

EDCs are the WRDSB's primary source of funding for school site property acquisition needs given enrollment growth within the jurisdiction exceeds capacity available.

The *Education Act* requires that statutory public meetings be held prior to passing an Education Development Charge By-law. The meetings held by the WRDSB and WCDSB on April 19, 2021 and May 10, 2021 satisfy the statutory public meeting requirement.

On March 29, 2019, the Ministry of Education (Ministry) issued Ontario Regulation (O. Reg.) 55/19 which amended O. Reg. 20/98; the latter is the regulation that governs EDCs. Further amendments were made by O. Reg. 371/91 on November 8, 2019. These amendments to O. Reg 20/98 removed a freeze on EDC rates and imposed the following restricted rate increases:

- In year 1, the existing EDC rate can be increased by the greater of 5% or \$300.00 per residential dwelling unit;
- In year 1, the existing non-residential rate can be increased by the greater of 5% or \$0.10 per square foot of gross floor area (GFA);
- In year 2 of the By-law and in each subsequent year, the residential rate can be increased by a further \$300.00 or 5% of the previous year's EDC rate or \$0.10 per square foot of GFA, whichever is greater. The non-residential rate can be increased by 5% of the previous year's non-residential EDC rate.

The WRDSB has an existing EDC By-law that is jurisdiction-wide. This By-law was implemented on June 1, 2016 for a maximum term of 5 years. The EDC charge is imposed on both residential and non-residential development within the Region of

Waterloo. The current WRDSB rates apply to building permits within the Region of Waterloo:

- Residential rate of \$1,948.00 per unit
- Non-residential rate of \$1.41 per square foot or \$15.81 per square metre

The EDC Background Study projects the need to provide 11,701 net growth-related elementary pupil places and 3,510 net growth-related secondary pupil places over the 15-year projection period. Based on this analysis, WRDSB projects a requirement for 19 new elementary sites (5 in Cambridge, 7 in Kitchener, 4 in the Townships, and 3 in Waterloo) and 3 new secondary sites (Kitchener, Waterloo, and the Townships) in the 15-year EDC time frame.

School boards are required to submit a copy of the EDC Background Study and Ministry forms at least 90 days prior to the anticipated by-law passage date. The WRDSB and WCDSB EDC Background Study was submitted to the Ministry on February 8, 2021. The Minister of Education is required to sign-off on this submission document before an EDC By-law can be passed. The approval letter was received on May 6, 2021. A copy of the letter is attached as Appendix B.

The WRDSB may elect to amend the By-law once in each 12 month period after the By-law has been in effect, to the end of the 5 years, to increase the charge or remove or reduce the scope of an exemption. The By-law may be amended to take into consideration changes related to calculation of the rate (e.g., land values, site size, etc.). A By-law amendment does not require a new Background Study or Public Meeting.

In consultation with stakeholders, two local builder/developer representatives expressed concerns about land valuation assumptions (including comparable sales information). Staff and the consultants have met with the representatives to explain that the magnitude of the Year 1 charge will not change if land prices are increased, and that both Boards have consistently negotiated purchase prices based on fair market value, not EDC land values.

The Boards can annually review the calculation of the charges based on land values. A few school boards across the province have employed this practice for many years to ensure charges keep pace with significant escalation in land value. It is suggested that to respond to the concerns raised and ensure that the Boards are collecting up to their maximum eligible charge that both Boards undertake an annual review of land values and determine if charges should be increased.

## **Financial implications**

Site acquisition costs are based on appraisals completed by Cushman & Wakefield. The per acre acquisition values range from \$750,000 to \$1,484,500 for sites in Waterloo Region. The acquisition costs have been escalated for a period of five years at a rate of 5% for each consecutive year until the end of the By-law term.

The costs to prepare and develop the site for school construction are also EDC-eligible costs. The assumed site preparation costs are \$125,696 per acre. Site preparation costs are escalated to the time of site purchase at a rate of 3.1% per year.

The WRDSB's total net education land costs are estimated to be \$81,697,603, which includes a surplus balance of \$11,860,621 in the existing EDC reserve fund that was removed from the total EDC eligible costs.

The new proposed EDC rate for the WRDSB is \$2,748 per dwelling unit for the residential charge in the Regional Municipality of Waterloo and \$1.66 per square foot of non-residential gross floor area (GFA) based on the current 73% and 27% split of the total eligible charge (residential and non-residential respectively). Based on the \$300 residential and \$0.10 non-residential per year increase cap, the implementation of the charge would be phased in as:

- Year 1 - residential rate of \$2,248 per unit; non-residential rate of \$1.51 per square foot;
- Year 2- residential rate of \$2,548 per unit; non-residential rate of \$1.61 per square foot; and
- Year 3, 4 and 5 - residential rate of \$2,748 per unit; non-residential rate of \$1.66 per square foot.

## **Communications**

A stakeholder meeting was held on March 18, 2021. The meeting was attended by 21 individuals including representatives of local chambers of commerce, home builders' association, and municipalities.

The EDC Background Study and draft By-law have been posted on the Boards' respective websites. An advertisement of the Public Meetings and available information was published in The Record on Saturday, March 27, 2021, and stakeholders were advised of the availability of the EDC Background Study and draft By-law.

At the meeting on April 19, 2021, the Boards invited input from the public on the proposed By-law. No delegations spoke at the virtual Public Meeting. Two written submissions were received from local home builders/land developers indicating that the land valuations in the background study were low. These concerns have been addressed in the recommendations of this report.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board  
Lauren Agar, Manager of Planning  
in consultation with Coordinating Council

## WATERLOO REGION DISTRICT SCHOOL BOARD

### Education Development Charges By-Law, 2021

#### A By-law to Establish Education Development Charges for the Waterloo Region District School Board

**WHEREAS** the area of jurisdiction of the Waterloo Region District School Board (the “**Board**”) has and will continue to experience growth through the development of land which will increase education land costs;

**WHEREAS** section 257.54 of the *Education Act* (the “**Act**”) enables a district school board to pass by-laws for the imposition of education development charges against land undergoing residential development in the area of jurisdiction of the board where residential development in the area would increase education land costs;

**WHEREAS** the Board has referred to the Minister of Education the following estimates with respect to the Regional Municipality of Waterloo (the “**Region**”) for approval:

- (i) the total number of new school pupils and the number of existing school pupil places that could reasonably be used to accommodate those new school pupils, for each of the 15 years immediately following the day the Board intends to have this By-law come into force;
- (ii) the total number of new school pupils who were or who are, for each of the years referred to in paragraph (i), expected to be generated by new dwelling units that were since June 1, 2016 built in the area in which the charges are to be imposed under this By-law;
- (iii) the number of existing and planned school pupil places that could reasonably be used to accommodate the estimated total number of new school pupils referred to in paragraph (ii); and,
- (iv) the number of school sites used by the Board to determine the net education land cost to be recovered in the 15-year period immediately following the day the Board intends to have this By-law come into force;

which estimates the Minister of Education approved on May 6, 2021 in accordance with section 10 of Ontario Regulation 20/98, as amended;

**WHEREAS** the estimated average numbers of elementary and secondary school pupils of the Board over the five (5) years immediately following the day this By-law comes into force will exceed the total capacity of the Board to accommodate elementary and secondary school pupils throughout its jurisdiction on the day this By-law is passed;

**WHEREAS** at the time of expiry of the Waterloo Region District School Board Education Development Charges By-law, 2016, the balance in the education development charge account with respect to the said By-law will be less than the amount required to pay outstanding

commitments to meet growth-related net education land costs, as calculated for the purposes of determining the education development charges to be imposed under this By-law;

**WHEREAS** the Board has given a copy of the education development charge background study relating to this By-law to the Minister of Education and to each district school board having jurisdiction within the area to which this By-law applies;

**WHEREAS** the Board has provided any information related to the education development charge background study or the calculation of education development charges as set out therein requested by the Minister of Education;

**WHEREAS** the Board has given notice of and held a public meeting on April 19, 2021, in accordance with subsection 257.60(2) of the *Education Act*;

**WHEREAS** the Board has given notice of and held public meetings on April 19, 2021 and May 10, 2021, in accordance with subsection 257.63(1) of the *Education Act*;

**WHEREAS** the Board has heard all persons who applied to be heard no matter whether in objection to, or in support of, the proposed education development charges;

**WHEREAS** the Board has considered all submissions made by the public and the recommendations and proposals made by Board staff and the Board's consultant, and the aforesaid background study;

**WHEREAS** the Board has determined in accordance with subsection 257.63(3) of the Act that no additional public meeting is necessary in respect of this By-law;

**WHEREAS** the Board directed that education development charges be imposed on land undergoing residential or non-residential development or redevelopment within the geographical limits of the Region as hereinafter provided:

**NOW THEREFORE** the Board hereby enacts as follows:

## **PART I GENERAL**

### **Definitions**

1. Unless otherwise expressly provided in the By-law, terms defined in the Act, as amended from time to time, or in the Regulations under the Act, as amended from time to time, shall have the same meanings in this By-law.
2. In this By-law,
  - (a) "Act" means the *Education Act*, R.S.O. 1990, c.E.2, as amended, or a successor statute;
  - (b) "Board" means the Waterloo Region District School Board;

- (c) “development” means any activity or proposed activity in respect of land, buildings or structures that requires one or more of the actions referred to in subsection 257.54(2) of the Act and includes redevelopment, expansion, extension, enlargement or alteration of a use, building or structure;
- (d) “dwelling unit” means, a room or suite of rooms used, or designed or intended for use by a person or persons living together, in which culinary and sanitary facilities are provided for the exclusive use of such person or persons and which includes a separate, private entrance leading directly from outside the building or from a common hallway or stairway inside the building; and shall include, but is not limited to, a dwelling unit or units in an apartment, group home, mobile home, duplex, triplex, semi-detached dwelling, single detached dwelling, stacked row dwelling (townhouse) and row dwelling (townhouse). Notwithstanding the foregoing,
  - (i) a unit or room in a temporary accommodation to the travelling or vacationing public, and
  - (ii) living accommodations in a nursing home as defined in and governed by the provisions of the *Long-Term Care Homes Act*, 2007, S.O. 2007, c.8, shall not constitute dwelling units;
- (e) “education land costs” means costs incurred or proposed to be incurred by the Board,
  - (i) to acquire land or an interest in land, including a leasehold interest, to be used by the Board to provide pupil accommodation;
  - (ii) to provide services to the land or otherwise prepare the site so that a building or buildings may be built on the land to provide pupil accommodation;
  - (iii) to prepare and distribute education development charge background studies as required under the Act;
  - (iv) as interest on money borrowed to pay for costs described in paragraphs (i) and (ii); and
  - (v) to undertake studies in connection with an acquisition referred to in paragraph (i);
- (f) “education development charge” means a charge imposed pursuant to this By-law in accordance with the Act;
- (g) “existing industrial building” means a building used for or in connection with,
  - (i) manufacturing, producing, processing, storing or distributing something,



- (ii) research or development in connection with manufacturing, producing or processing something,
- (iii) retail sales by a manufacturer, producer or processor of something they manufactured, produced or processed, if the retail sales are at the site where the manufacturing, production or processing takes place,
- (iv) office or administrative purposes, if they are,
  - A. carried out with respect to manufacturing, producing, processing, storage or distributing of something, and
  - B. in or attached to the building or structure used for that manufacturing, producing, processing, storage or distribution;
- (h) “farm” means a parcel of land on which the predominant activity is farming. A farm shall not include a greenhouse. Farming shall mean the production of crops or the breeding, raising or maintaining of livestock or both, including fur farming, fruit and vegetable growing, the keeping of bees, fish farming, and sod farming and includes: such buildings and structures located on a farm designed and intended to be used solely for or in connection with such production of crops or livestock including barns, silos, structure used for farm equipment storage and repair, storing or processing materials used in the production or maintenance of crops or livestock or the products derived from the farm’s production of crops or livestock or both. Farm and farming shall not include a dwelling unit or a wind turbine located on a farm;
- (i) “gross floor area” means the total floor area of a building or structure, or part thereof, measured between the outside of exterior walls or between the outside of exterior walls and the centre line of party walls dividing the building from another building, of all floors above the average level of finished ground adjoining the building at its exterior walls, and, for the purpose of this definition, the non-residential portion of a mixed-use building is deemed to include one-half of any area common to the residential and non-residential portions of such mixed-use building or structure;
- (j) “local board” means a local board as defined in the *Municipal Affairs Act*, R.S.O. 1990, c. M.46, other than a board defined in subsection 257.53(1) of the Act;
- (k) “mixed-use” means land, buildings or structures used, or designed or intended for use, for a combination of residential and non-residential uses;
- (l) “non-residential development” means a development other than a residential development or development of a farm, and includes, but is not limited to, an office, retail, industrial or institutional development;
- (m) “non-residential use” means lands, buildings or structures or portions thereof used, or designed or intended for use for other than residential use or farming use, and includes, but is not limited to, an office, retail, industrial or institutional use;

- (n) “*Planning Act*” means the *Planning Act*, R.S.O. 1990, c. P.13, as amended;
  - (o) “Region” means the Regional Municipality of Waterloo;
  - (p) “Regulation” means Ontario Regulation 20/98, as amended, made under the Act;
  - (q) “residential development” means the use, development or redevelopment of lands, buildings or structures, in whole or in part for any residential use;
  - (r) “residential use” means the use, or designed or intended use, of land, buildings or structures as one or more dwelling units, including a farm dwelling and shall include residential use accessory to a non-residential use and the residential component of a mixed-use.
3. In this By-law where reference is made to a statute or a section of a statute such reference is deemed to be a reference to any successor statute or section.

### **Lands Affected**

- 4.
- (a) Subject to paragraph 4(b), this By-law applies to all lands in the area of jurisdiction of the Board, which is the Region.
  - (b) This By-law shall not apply to lands that are owned by and are used for the purposes of:
    - (i) a district school board;
    - (ii) the Region or a local board thereof;
    - (iii) an area municipality or a local board thereof;
    - (iv) the Crown in right of Ontario or the Crown in right of Canada;
    - (v) a public hospital receiving aid under the *Public Hospitals Act*, R.S.O. 1990, c.P.40; or
    - (vi) Metrolinx.
  - (c) Subject to paragraph 4(d), an owner shall be exempt from education development charges if a development on its lands would construct, erect, or place a building or structure, or make an addition or alteration to a building or structure for one of the following purposes:
    - (i) a private school;
    - (ii) a long-term care home, as defined in the *Long-Term Care Homes Act, 2007*, S.O. 2007, c. 8, as amended;

- (iii) a retirement home, as defined in the *Retirement Homes Act, 2010*, S.O. 2010, c. 11, as amended;
  - (iv) a hospice or other facility that provides palliative care services;
  - (v) a child care centre, as defined in the *Child Care and Early Years Act, 2014*, S.O. 2014, c. 11, Sched. 1, as amended; or
  - (vi) a memorial home, clubhouse or athletic grounds owned by the Royal Canadian Legion.
- (d) If only a portion of a building or structure, or an addition or alteration to a building or structure, referred to in paragraph 4(c) will be used for a purpose identified in that paragraph, only that portion of the building, structure, addition or alteration is exempt from an education development charge.
- (e) An owner shall be exempt from education development charges if the owner is,
- (i) a college of applied arts and technology established under the *Ontario Colleges of Applied Arts and Technology Act, 2002*, S.O. 2002, c. 8, Sched. F, as amended;
  - (ii) a university that receives regular and ongoing operating funds from the Government of Ontario for the purposes of post-secondary education; or,
  - (iii) an Indigenous Institute prescribed for the purposes of section 6 of the *Indigenous Institutes Act, 2017*, S.O. 2017, c. 34, Sched. 20, as amended.

## PART II

### RESIDENTIAL EDUCATION DEVELOPMENT CHARGE

#### **Approvals for Development**

5. (a) In accordance with the Act and this By-law, and subject to paragraphs 9 and 10 of this By-law, the Board hereby imposes an education development charge against all lands, buildings or structures undergoing residential development in the area of jurisdiction of the Board, which is the Region, if the residential development requires any one of those actions set out in subsection 257.54(2) of the Act, namely;
- (i) the passing of a zoning by-law or of an amendment thereto under section 34 of the *Planning Act*;
  - (ii) the approval of a minor variance under section 45 of the *Planning Act*;
  - (iii) a conveyance of land to which a by-law passed under subsection 50(7) of the *Planning Act* applies;
  - (iv) the approval of a plan of subdivision under section 51 of the *Planning Act*;

- (v) a consent under section 53 of the *Planning Act*;
  - (vi) the approval of a description under section 9 of the *Condominium Act, 1998*, S.O. 1998, c. C.19, as amended; or
  - (vii) the issuing of a permit under the *Building Code Act, 1992*, S.O. 1992, C.23, as amended, in relation to a building or structure.
- (b) An education development charge will be collected once in respect of a particular non-residential development, but this does not prevent the application of this By-law to future development on the same property.
6. The Board has determined that the residential development of land to which this By-law applies increases education land costs.

#### **Categories of Development and Uses of Land Subject to Education Development Charges**

7. Subject to the provisions of this By-law, the Board hereby designates all categories of residential development, and all residential uses of land, buildings or structures as those upon which education development charges shall be imposed.
8. Subject to the provisions of this By-law, an education development charge per dwelling unit shall be imposed upon the designated categories of residential development and the designated residential uses of land, buildings or structures, including a dwelling unit accessory to a non-residential use, and, in the case of a mixed-use building or structure, upon the dwelling units in the mixed-use building or structure. The education development charge per dwelling unit shall be in the following amounts for the periods set out below:
- (a) June 1, 2021 to May 31, 2022 - \$2,248.00;
  - (b) June 1, 2022 to May 31, 2023 - \$2,548.00; and,
  - (c) June 1, 2023 to May 31, 2026 - \$2,708.00.
9. The education development charge to be imposed in respect of a mixed-use building or structure shall be the said amount applicable to the dwelling units in the mixed-use building or structure.

#### **Exemptions from a Residential Development Charge**

- 10.
- (a) As required by section 4 of the Regulation, but subject to paragraphs 10(b), (c) and (d), education development charges shall not be imposed with respect to the replacement, on the same site, of a dwelling unit that was destroyed by fire, demolition or otherwise, or that was so damaged by fire, demolition or otherwise, as to render it uninhabitable.

- (b) The exemption does not apply if the building permit for the replacement dwelling unit is issued more than two (2) years after,
    - (i) the date the former dwelling unit was destroyed or became uninhabitable; or,
    - (ii) if the former dwelling unit was demolished pursuant to a demolition permit issued before the former dwelling unit was destroyed or became uninhabitable, the date the demolition permit was issued.
  - (c) Notwithstanding paragraph 10(a), an education development charge shall be imposed in accordance with paragraph 8 of this By-law against any dwelling unit or units on the same site in excess of the dwelling unit or units being replaced.
  - (d) Subject to paragraph 17, an education development charge shall be imposed in accordance with paragraph 8 where a non-residential or otherwise exempt building or structure is replaced by or converted to, in whole or in part, a residential dwelling unit or units.
11. As required by subsection 257.54(3) of the Act, an education development charge shall not be imposed with respect to:
- (a) the enlargement of an existing dwelling unit that does not create an additional dwelling unit; or,
  - (b) the creation of one or two additional dwelling units as prescribed in section 3 of the Regulation that complies with the following provisions:

<b>Name of Class of Residential Building</b>	<b>Description of Class of Residential Building</b>	<b>Maximum Number of Additional Dwelling Units</b>	<b>Restrictions</b>
Single detached dwellings	Residential buildings, each of which contains a single dwelling unit, that are not attached to other buildings.	Two	The total gross floor area of the additional dwelling unit or units must be less than or equal to the gross floor area of the dwelling unit already in the building.
Semi-detached dwellings or row dwellings	Residential buildings, each of which contains a single dwelling unit, that have one or two vertical walls, but no other parts, attached to other buildings.	One	The gross floor area of the additional dwelling unit must be less than or equal to the gross floor area of the dwelling unit already in the building.

Other residential buildings	A residential building not in another class of residential building described in this table.	One	The gross floor area of the additional dwelling unit must be less than or equal to the gross floor area of the smallest dwelling unit already in the building.
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- (c) For the purposes of this paragraph 11, an “additional dwelling unit” is a dwelling unit for which the application for the building permit for such additional dwelling unit is submitted no sooner than twelve (12) months after the earliest of the dates on which any of the following events occurs:
- (i) the issuance of a certificate of occupancy for the dwelling unit already in the building;
  - (ii) if no certificate of occupancy is issued by the area municipality, the occupancy of the dwelling unit already in the building, as established by proper evidence of such occupancy; or,
  - (iii) the delivery of the certificate of completion, pursuant to subsection 13(3) of the *Ontario New Home Warranties Plan Act*, R.S.O. 1990, c. O.31, for the dwelling unit already in the building.

### **PART III**

### **NON-RESIDENTIAL EDUCATION DEVELOPMENT CHARGE**

#### **Approvals for Development**

12. (a) Subject to the provisions of this By-law, the Board hereby designates all categories of non-residential development, and all non-residential uses of land, buildings or structures as those upon which education development charges shall be imposed.
- (b) Education development charges shall be imposed against all lands, buildings or structures undergoing non-residential development which has the effect of creating gross floor area of non-residential development or of increasing existing gross floor area of non-residential development if the development requires one or more of the following:
- (i) the passing of a zoning by-law or of an amendment thereto under section 34 of the *Planning Act*;
  - (ii) the approval of a minor variance under section 45 of the *Planning Act*;
  - (iii) a conveyance of land to which a by-law passed under subsection 50(7) of the *Planning Act* applies;
  - (iv) the approval of a plan of subdivision under section 51 of the *Planning Act*;

- (v) a consent under section 53 of the *Planning Act*;
  - (vi) the approval of a description under section 9 of the *Condominium Act*, 1998, S.O. 1998, c. 19, as amended; or,
  - (vii) the issuing of a permit under the *Building Code Act*, 1992, S.O. 1992, c. 23, as amended, in relation to a building or structure.
- (c) An education development charge will be collected once in respect of a particular non-residential development, but this does not prevent the application of this By-law to future development on the same property.
13. Subject to the provisions of this by-law, an education development charge shall be imposed upon the designated categories of non-residential development and the designated non-residential uses of land, buildings or structures and, in the case of a mixed use building or structure, upon the non-residential uses in the mixed-use building or structure. The education development charge per square foot (square metre) of such non-residential development and uses of land, buildings or structures shall be in the following amounts for the periods set out below:
- (a) June 1, 2021 to May 31, 2022 - \$1.51 per square foot (\$16.25 per square metre);
  - (b) June 1, 2022 to May 31, 2023 - \$1.61 per square foot (\$17.33 per square metre);
- and
- (c) June 1, 2023 to May 31, 2026 - \$1.66 per square foot (\$17.87 per square metre).

#### **Exemptions from Non-Residential Education Development Charges**

14. As required by section 257.55 of the Act, if a development includes the enlargement of a gross floor area of an existing industrial building (which shall for clarity mean the enlargement of an existing structure, but not the construction of additional structures on the same site), the amount of the education development charge that is payable in respect of the enlargement is determined in accordance with the following rules:
- (a) if the gross floor area is enlarged by 50 per cent or less, the amount of the education development charge in respect of the enlargement is zero;
  - (b) if the gross floor area is enlarged by more than 50 per cent, the amount of the education development charge in respect of the enlargement is the amount of the education development charge that would otherwise be payable in a non-enlargement situation multiplied by the fraction determined as follows:
    - (i) determine the amount by which the enlargement exceeds 50 per cent of the gross floor area before the enlargement;

- (ii) divide the amount determined under paragraph 14(b)(i) by the amount of the enlargement.
  - (c) For the purposes of this section 14, the following provisions apply:
    - (i) the gross floor area of an existing industrial building shall be calculated as it existed prior to the first enlargement of such building for which an exemption under paragraph 14 of this By-law or a similar provision of any prior education development charge By-law of the Board was sought;
    - (ii) the enlargement of the gross floor area of the existing industrial building must be attached to such building; and,
    - (iii) the enlargement must not be attached to the existing industrial building by means only of a tunnel, bridge, passageway, shared below grade connection, foundation, footing or parking facility, but must share a common wall with such building.
- 15.
- (a) As required by section 5 of the Regulation, but subject to paragraphs 15(b), (c) and (d), an education development charge under paragraph 13 shall not be imposed with respect to the replacement, on the same site, of a non-residential building that was destroyed by fire, demolition or otherwise, or that was so damaged by fire, demolition or otherwise as to render it unusable.
  - (b) Notwithstanding paragraph 15(a), if the gross floor area of the non-residential part of the replacement building or structure exceeds the gross floor area of the non-residential part of the building or structure being replaced, the exemption applies with respect to the portion of the education development charge calculated in accordance with the following formula:

$$\text{Exempted Portion} = \left( \frac{\text{GFA (old)}}{\text{GFA (new)}} \right) \times \text{EDC}$$

where,

"Exempted portion" means the portion of the education development charge that the board is required to exempt;

"GFA (old)" means the gross floor area of the non-residential part of the building being replaced;

"GFA (new)" means the gross floor area of the non-residential part of the replacement building;

"EDC" means the education development charge that would be payable in the absence of the exemption.



The onus is on the applicant to produce evidence to the satisfaction of the Board, acting reasonably, to establish the gross floor area of the non-residential building or structure being replaced.

- (c) The exemption in paragraph 15(a) does not apply if the building permit for the replacement building is issued more than five (5) years after,
    - (i) the date the former building was destroyed or became unusable; or,
    - (ii) if the former building was demolished pursuant to a demolition permit issued before the former building was destroyed or became unusable, the date the demolition permit was issued.
  - (d) An education development charge shall be imposed in accordance with paragraph 13 where a residential, farm or other previously exempt building or structure is replaced by or converted to, in whole or in part, a non-residential building or structure.
16. The education development charge to be imposed in respect of mixed-use development shall be the aggregate of the amount applicable to the residential development component and the amount applicable to the non-residential development component.

### **Credits**

17. This paragraph applies where an education development charge has previously been paid in respect of development on land and the land is being redeveloped, except where paragraphs 10, 11, 14 or 15 apply:
- (a) The education development charge payable in respect of the redevelopment will be calculated under this By-law;
  - (b) The education development charge determined under paragraph 17(a) will be reduced by a credit equivalent to the education development charge previously paid in respect of the land, provided that the credit shall not exceed the education development charge determined under paragraph 17(a); and,
  - (c) Where the redevelopment applies to part of the land the amount of the credit shall be calculated on a proportionate basis having regard to the development permissions being replaced by the new development. For example, if 10 per cent of non-residential gross floor area of a non-residential building is being replaced by residential development through conversion, the residential education development charge on the applicable number of units will be calculated under paragraph 8 of this By-law, and the credit will be the education development charge originally paid on the gross floor area being converted subject to the limit in paragraph 17(b).

## **PART IV ADMINISTRATION**

### **Timing and Calculation of Payment**

18. The education development charge imposed under this By-law shall be calculated at the rate in effect at the time of issuance of the building permit and paid in full to the Treasurer of the area municipality in which the land is located, prior to the issuance of the building permit under the *Building Code Act* for any building or structure in connection with the development in respect of which the education development charge hereunder is payable. Notwithstanding this timing and calculation of payment, the amount of the future charge required to be paid may, in the discretion of the Board, be identified at the earliest of any of the triggering events set out in paragraphs 5 or 12 of this By-law.

### **Use of Education Development Charges**

19. The Treasurer of the Board shall ensure that an education development charge account (the “**EDC Account**”) is established and maintained in accordance with the Act, the Regulation, and this By-law.
20. Withdrawals from the EDC Account shall be made in accordance with the Act, the Regulation, and this By-law.

### **Payment by Services**

21. Subject to the requirements of the Act, the Board may, by agreement, permit an owner to provide land in lieu of the payment of all or any portion of an education development charge. In such event, the Treasurer of the Board shall advise the Treasurer of the municipality in which the land is situate of the amount of the credit to be applied to the education development charge.

### **Collection of Unpaid Education Development Charges**

22. Section 349 of the *Municipal Act, 2001*, S.O. 2001, c. 25, applies with necessary modifications with respect to an education development charge or any part of it that remains unpaid after it is payable.

### **Interpretation**

23. Nothing in this By-law shall be construed so as to commit or require the Board to authorize or proceed with any specific capital project at any specific time.

### **Date By-law in Force**

24. This By-law shall come into force on June 1, 2021, and shall expire five (5) years after it comes into force, unless it is sooner repealed.

**Severability**

25. Each of the provisions of this By-law are severable and if any provision hereof should for any reasons be declared invalid by a court or tribunal, the remaining provisions shall remain in full force and effect.

**Repeal**

26. The Waterloo Region District School Board Education Development Charges By-law, 2016, is hereby repealed effective at 11:59 p.m. on May 31, 2021.

**Short Title**

27. This By-law may be cited as the Waterloo Region District School Board Education Development Charges By-law, 2021.

ENACTED AND PASSED this 10<sup>th</sup> day of May, 2021.

X

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Joanne Weston  
Chairperson

X

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John Bryant  
Director of Education and Secretary

**Ministry of Education****Ministère de l'Éducation**

Capital and Business Support  
Division

Division du soutien aux  
immobilisations et aux affaires

315 Front St West  
15<sup>th</sup> Floor  
Toronto ON M7A 0B8

315, rue Front oust  
15<sup>e</sup> étage  
Toronto ON M7A 0B8

May 6, 2021

Mr. John Bryant  
Director of Education  
Waterloo Region District School Board  
51 Ardelt Avenue  
Kitchener ON N2C 2R5

Dear Mr. John Bryant,

For the purposes of the proposed by-laws, please consider this letter as an acknowledgment of receipt of Waterloo Region District School Board's 2021 Education Development Charges (EDC) Background Study and EDC forms for the Regional Municipality of Waterloo.

After careful review and analysis, the ministry is approving WRDSB's 15-year enrolment projections and identified site requirements to meet the projected pupil place needs from development growth under Ontario Regulation 20/98, s.10, paragraph 1. The board did not request Minister approval of any Alternative Projects or Localized Education Development Agreements; therefore, these were not included in the ministry's review or approval.

The ministry has concerns regarding the site requirements of the school board, namely the proposed site sizes and corresponding eligibility for EDC revenues. When the school board proposes school and site sizes that are larger than the need identified in the background study's enrolment projections, there is a corresponding increase to the EDC rates, placing undue burden on the rate payers. When site acquisition costs are not fully supported through EDC revenues, there may also be additional burden on the ministry's Land Priority program. The school board is reminded to be mindful of the financial impact of the EDC framework and its alignment with the ministry's capital funding programs, such as Land Priorities and Capital Priorities.

John Bryant

-2-

The board is reminded that, as per section 195 of the *Education Act*, it is required to notify the ministry of its intent to acquire (purchase, lease or expropriate) a site 60 days prior to making any financial commitment to the transaction. The ministry will conduct detailed review at that time. The approval of the site requirements in this background study is not to be considered as an approval to acquire the sites listed in this background study.

The by-law charges will be determined by your board. Note, however, that Ontario Regulation 20/98 has been amended to allow school boards to increase their EDC bylaw rates in a restricted manner. Residential rates will be able to annually increase by the greater of 5% or \$300 per unit. Non-residential rates will be able to annually increase by the greater of 5% or \$0.10 per square foot.

If you proceed with the passage of your board's by-laws, please provide the Ministry of Education's Capital Program Branch with a copy of the by-laws.

Sincerely,

*Original signed by:*

Didem Proulx  
Assistant Deputy Minister  
Capital and Business Support Division

c: Paul Bloye, Director, Capital Program Branch  
Matthew Gerard, Coordinating Superintendent, Business Services and Treasurer of the Board, Waterloo Region DSB



# Report to Committee of the Whole

May 10, 2021

## **Subject: School Travel Planning Annual Report**

### **Recommendation**

*This report is provided for information of the Board.*

### **Status**

The School Travel Planning delivered planning services to 45 schools, made ten (10) programs available to every school in the two (2) boards we serve, reached over 20,000 children with Winter Walk Day, and taught pedestrian skills to 713 students through the Sidewalk Smarts and Trailblazer programs. Further, we motivated 262 parents to help make AST an easier choice for them and their peers.

School Travel Planning is a proven process that engages school communities and positively impacts school travel behaviours, and the STP team at STSWR is eager to continue working with instrumental municipal and school board partners to meet the needs of school communities, to support great educational and encouragement programs, and to make active school travel an easier choice for families.

### **Background**

School Travel Planning provides support to increase active school transportation and to decrease traffic at schools and is currently collaboratively funded by the City of Kitchener, the City of Waterloo, the City of Cambridge, the Regional of Waterloo, WCDSB and WRDSB. This work started at Student Transportation Services of Waterloo Region in September of 2016 with one facilitator working with individual schools only. In 2018, grants from the Ontario Active School Travel fund allowed the team to expand from one to three facilitators to meet the demand from individual schools and to build systemic programs that could help all schools. New grants and continued partnership funding support the team of three going forward into 2021-2022.

### **Financial implications**

No financial implications.

**Communications**

The information will be posted on the STSWR website.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services &  
Treasurer of the Board  
in consultation with Coordinating Council

# ANNUAL REPORT

## 2019-2020

SCHOOL TRAVEL PLANNING IN WATERLOO REGION

*Student Transportation Services of Waterloo Region*

*Prepared by Leslie Maxwell, STP Supervisor*

*Revised edition, January 8, 2021*





*This work was made possible through financial support from Green Communities Canada and the Government of Ontario, the City of Cambridge, the City of Kitchener, the City of Waterloo, the Waterloo Catholic District School Board and the Waterloo Region District School Board; and through in-kind support from the Region of Waterloo, Cycling Into the Future, Canadian Cancer Society, Block Parent Waterloo Region, CycleWR, a variety of community partners and countless parent volunteers.*

## CONTENTS

Executive Summary .....	5
Mission .....	6
Funding Partners.....	6
Mandate.....	6
Goals.....	6
Method .....	7
Structure.....	8
Steering Committee.....	8
Operational Team .....	9
School Prioritization.....	10
New Schools.....	10
Existing Schools .....	10
Meeting Demand Since 2018.....	10
Programs and Services.....	11
Programs .....	11
New Offerings .....	13
Program Participation .....	14
Services.....	17
Schools Receiving Custom Services.....	19
School Rank and Status.....	21
Other Support Activities .....	22
Business Case.....	24
Financials .....	24
Revenue .....	24
Uses .....	25
Trajectory .....	26
Risk Factors.....	27
Creative Resilience .....	28
Results .....	31
Mode Split.....	31

Mode Shift .....	32
Driver Behaviour .....	33
Parent Involvement.....	35
Outstanding Accomplishments.....	36
Future Development .....	37
Current Year.....	37
Beyond 2021 .....	38
Maintained Course .....	38
Constrained Course .....	40
Conclusion .....	41
Appendix A: Statements of Support .....	42
Region of Waterloo Public Health and Environmental Services.....	42
CycleWR.....	43
Canadian Cancer Society.....	44
Cycling Into The Future .....	45
Appendix B: Example Standard Operating Procedure.....	46
Initial Assessment .....	46
Appendix C: Guidelines for Traffic Returning to School.....	49

## EXECUTIVE SUMMARY

The 2019-2020 school year undoubtedly tested the limits of Active School Travel (AST) efforts in Ontario, first hitting with job action from three (3) school-based unions that deflated school participation, and then stinging with Covid-19 closures that completely closed all schools without warning. Gratefully, with a rich network of municipal and school board partners to steer our work and an exceptional mix of specialized skills on staff, the School Travel Planning (STP) team in Waterloo region was able to adapt and respond to those disruptions and to provide wide support for active travel upon school reopening.

But that's what STP is all about.

STP works with school communities to identify barriers that prevent families from choosing active modes of travel for the school commute, and then works with those school communities, municipal staff, and school board staff, to address them. The STP Facilitator must motivate, inspire, energize, and facilitate actions that are often foreign to the citizens who help to enact them.

Through labour disputes and the pandemic, the STP team's creative thinking showed resilience; allowed us to deliver curbside training without leaving the school site for Sidewalk Smarts, to quickly and effectively provide pedestrian education resources and entertainment during a difficult time for young families, to deliver Guidelines for Traffic Returning to Schools, and to create Drive to 5 Parking Maps to encourage drivers to keep their distance from the school frontage upon reopening.

The STP team worked steadily through all the twists and turns of the year. And the results show.

We delivered STP services to 45 schools, made ten (10) programs available to every school in the two (2) boards we serve, reached over 20,000 children with Winter Walk Day, and taught pedestrian skills to 713 students through the Sidewalk Smarts and Trailblazer programs. Further, we motivated 262 parents to help make AST an easier choice for them and their peers.

We also nurtured a rich partner network external to our STP Steering Committee. We worked with a variety of staff from the school boards and municipalities that fund this work, but we also developed complex programs and solutions with local not-for-profits, public agencies, and advocacy groups. In fact, some of our partners have provided statements characterizing our work as seen in Appendix A.

Among AST colleagues in Ontario, we find ourselves extremely fortunate; we are supported by great partners, challenged by high standards, and empowered to produce leading work.

George Mamman, doctorate fellow from the University of Toronto, knows what makes an AST program successful after studying this work for many years. He concludes that "Influential program factors include[s] the school-specific and systematic STP model, multidisciplinary stakeholder collaboration, designated facilitator, range of AST strategies, and length of implementation time."<sup>1</sup>

Here in Waterloo region, we have it all.

Leslie Maxwell, MAPW  
STP Supervisor, Student Transportation Services of Waterloo Region

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<sup>1</sup> Mammen, George. School Travel Planning in Canada: A Holistic Examination of Program Impact on Active School Travel. University of Toronto, Graduate Department of Exercise Sciences. 2016; pp. 219.

## MISSION

The STP mission was devised in 2016 by four (4) partnering organizations that co-funded the initiation of a full-time STP Facilitator to focus on schools in the Waterloo region.

**“To create a community where the preferred means of transportation to and from school is by active and sustainable modes.”**

This mission converges with the mission of its supervising organization, Student Transportation Services of Waterloo Region (STSWR) in the goal of supporting children as they move between home and school:

**“To positively influence children’s lives by coordinating their safe and efficient movement between home and school in support of their educational journey.”**

STP supports the STSWR mission by extending the concept of school transportation to include active transportation. While STSWR busing operations directly support over 30,000 students who reside in the bus zone, STP addresses gaps faced by over 50,000 students in the walk zone and has residual impact on the additional 30,000 students as they navigate from home to bus stops.

## FUNDING PARTNERS

2019-2020 funding partners include:

### Municipalities

City of Cambridge  
City of Kitchener  
City of Waterloo

### School Boards

Waterloo Catholic District School Board  
Waterloo Region District School Board

## MANDATE

School Travel Planning strives to reach its mission through two (2) mandates:

1. Encourage more families to use AST.
2. Decrease traffic near schools.

## GOALS

These goals are applicable to all WRDSB and WCDSB schools as upheld by the STP Steering Committee:

1. Deliver hands-on STP services region-wide on a school-by-school basis.
2. Provide consultation to elementary schools regularly and secondary schools as necessary.
3. Work with school communities to address municipality concerns on streets near schools.
4. Identify gaps in policy, and inform change where policy can encourage AST.
5. Work with municipalities and school board planning staff to implement and maintain programs and infrastructure for active transportation.
6. Seek funding opportunities to support school-based interventions.
7. Represent STP partners on committees and work groups.

## METHOD

Ontario Active School Travel (formerly Active & Safe Routes to School) is a program of Green Communities Canada that promotes STP as the most effective approach to creating a culture of AST. They provide a toolkit and procedure that STSWR uses to guide STP processes. According to their website:

“School Travel Planning is a community-based model for implementing active school travel that systematically addresses barriers to and incentives for walking to school. School Travel Planning strengthens local commitment to active school travel.

“School Travel Planning (STP) is a proven cost-effective way to get more kids walking and wheeling to school. When effectively coordinated and implemented, it results in positive travel behaviour changes with health, safety, environmental, and economic benefits.

“Through STP, school and community stakeholders collaborate to create and implement school-level action plans that use all of the 5 E’s to:

- address ongoing transportation and traffic safety problems
- increase the number of students using active and sustainable modes for all or part of the journey to school.<sup>2”</sup>

### The 5 E’s include:

1. **Education** - teaching students and community members about active transportation options and ensuring they have the skills to be safe near traffic
2. **Encouragement** - using events, activities, support systems, and incentives to promote AST
3. **Engineering** – working with partners to make improvements to the built environment on and off school property to increase safety; “the majority of the studies finding null effects on AST only focused on noninfrastructure strategies through either educational (Ducheyne et al, 2014; McMinn et al., 2012) or encouragement tactics (Bungum et al., 2014; Sayers et al., 2012; Hunter et al., 2015) without addressing environmental barriers.<sup>3”</sup>
4. **Enforcement** – partnering with police and bylaw officers on traffic and crime concerns in the neighborhoods around schools and along school routes, encouraging administrators to supervise traffic on school property, and encouraging parents to abide by traffic laws
5. **Evaluation** – bringing attention to the mode split and assessing the effectiveness of the interventions

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<sup>2</sup> <https://ontarioactiveschooltravel.ca/school-travel-planning/> extracted October 28, 2020.

<sup>3</sup> Mammen, George. *School Travel Planning in Canada: A Holistic Examination of Program Impact on Active School Travel*. University of Toronto, Graduate Department of Exercise Sciences. 2016; pp. 31.

## STRUCTURE

### STEERING COMMITTEE

In 2019-2020, STP in Waterloo Region was guided by a steering committee comprised of representatives from five (5) funding agencies in addition to its supervising organization, STSWR. These (total) six (6) agencies met monthly in the spirit of building cooperative solutions towards greater safety and more uptake of AST.

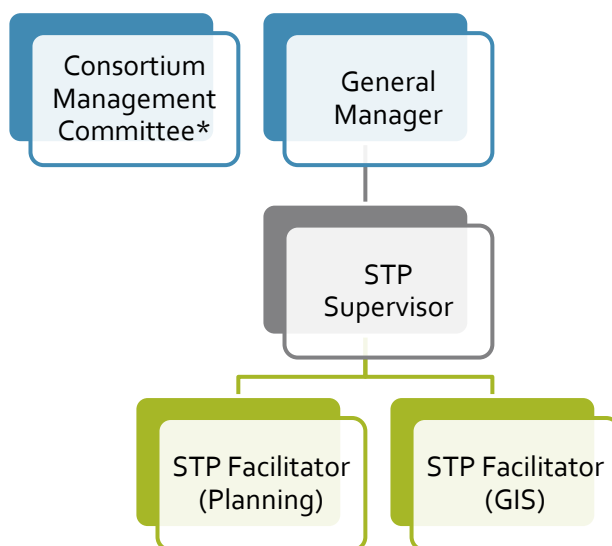


## OPERATIONAL TEAM

STSWR provides a home for STP in Waterloo region, with oversight by the STSWR General Manager. The 2019-2020 team included one (1) fulltime STP Supervisor and two (2) fulltime STP Facilitators.

The STSWR home has many advantages:

- neutral station between and among funding partners
- ongoing communication with and accountability to the Consortium Management Team, which sets directives for STSWR
- opportunity to support busing decisions toward equitability of walk zones
- credibility with parents and school administrators
- access to walkshed data (i.e. where students are expected to walk)
- witness to depth of parent concerns raised to STSWR Busing Transportation Technicians with regards to transportation zones (i.e. bus and walk zones)
- awareness of busing changes and opportunities for supportive programming
- integration with school board information technology and financial systems
- eligibility for many grant programs due to not-for-profit status
- opportunity for integrated messaging to parents concerning transportation



\*The Consortium Management Committee includes:

*General Manager, STSWR*

*Chief Financial Officer, WCDSB*

*Senior Manager, Financial Services, WCDSB*

*Coordinating Superintendent, Business Services and Treasurer of the Board, WRDSB*

*Controller, Financial Services, WRDSB*



## SCHOOL PRIORITIZATION

Understanding that delivering STP to every school would take more than ten years and that any given year may reflect an imbalance in delivery on a city level, a committee of representatives from each of the five (5) funding agencies was struck in 2016 to determine a prioritization scale that would determine which schools should be addressed first. The following priorities were set:

### NEW SCHOOLS

It was determined that every newly built school would be offered STP prior to opening in order to establish walking culture as immediately as possible. Since 2016, three (3) new schools have been built and have benefitted from STP initiatives and support through their openings. All three continue to participate in active transportation celebration days, and two (2) continue to hold regular STP Committee meetings to support longer-term initiatives.

### EXISTING SCHOOLS

Criteria was chosen and weighted in order to evaluate which existing schools should get attention first. With the school boards contributing 60% of the funding and having an interest in supporting all their schools, Township schools were determined eligible for service regardless of the lack of municipal matching funds for these areas. The criteria included:

#### community engagement

- to gauge likelihood of uptake by the school community, and indicating a readiness to execute action items

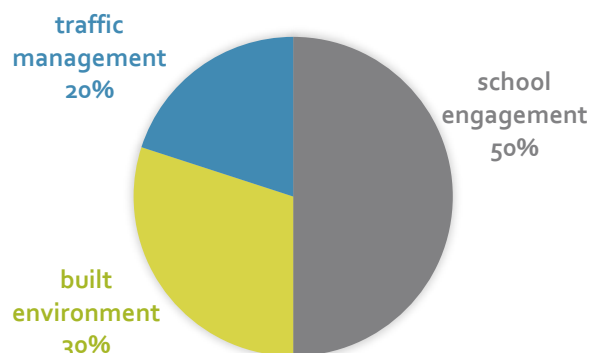
#### built environment

- indicating gaps in infrastructure showing opportunities for improvements toward supportive active travel environments

#### traffic management

- showing higher pedestrian/vehicle conflicts and an urgency for intervention

### CRITERIA WEIGHTING PROJECT 2016



## MEETING DEMAND SINCE 2018

In 2018, with support of the STP Steering Committee, STSWR was awarded three (3) grants from the Ontario Active School Travel Fund thanks to matching funds from the City of Cambridge, the City of Kitchener, and the City of Waterloo, and to in-kind matching services from Waterloo Region District School Board and Waterloo Catholic District School Board.

The funds were directed towards the hire of two (2) additional Facilitators with some funding for STP activities so that STP could be delivered to meet full demands for service coming from municipal transportation staff, councilors, superintendents, schools, and the Consortium Management Committee. STSWR was empowered to deploy a Facilitator to conduct an initial assessment, to gauge school readiness, and to offer customized school travel planning services to every identified school.

## PROGRAMS AND SERVICES

In the Waterloo region, STSWR offers two (2) forms of STP support to schools;

1. programs - available to all schools, and
2. services - customized support for elementary schools to create unique action plans

Standard Operating Procedures (SOPs) have been developed for many major programs and services as an effort to give school administrators and school-based STP Committees a real understanding of the benefits, risks, and inputs required for particular interventions before they agree to participate. The SOPs may also give readers of this report a greater vision into the kinds of STP projects that are commonly undertaken by schools in the Waterloo Region. An example SOP is included in Appendix B (Initial Assessment), and others (highlighted in Table 1) are available at:

<https://www.stswr.ca/walkzone/school-travel-planning/solutions/>.

## PROGRAMS

In an effort to provide active travel support to all students in walk zones throughout the region, STSWR offers some programs to all schools and supports participation in related external programs. In some cases, these programs support a shift in region-wide AST culture by providing necessary education and encouragement opportunities to schools whether or not they are prepared to take on customized STP.

While these program are primarily designed to empower students to become independent active travelers, they have additional benefits including providing an opportunity to build and nurture partnerships with community partners, and bringing greater media and/or school board attention that helps set an expectation of, and encourage a widespread cultural shift towards, AST.


In 2019-2020, STSWR continued to coordinate and offer Trailblazers, CAA Standing Foot Patrol, BikeWalkRoll surveys, and support for celebration events including iWALK Day and Winter Walk Day (A Walk in their Sneakers was canceled due to school closures). New offerings included distribution of milestone magnets and activity books to all Junior Kindergarten families, and promotion of Sidewalk Smarts training (in-class and curbside pedestrian skills training at the Grade 3-4 level). A region-wide engineering intervention was realized in 2019-2020 when WCDSB installed upgraded active travel storage facilities (new bicycle and scooter racks) at all their schools as a response to a past proposal from the STP team.

## 2019-2020 PROGRAMS AVAILABLE TO ALL ELEMENTARY SCHOOLS

Table 1: Programs		Intervention		Target		
"E"	Program	Students	Parents	School	Community	
Education	<b>Sidewalk Smarts</b>	✓				
	<b>Trailblazers</b>	✓			✓	
	<b>Cycling Into The Future</b>	✓				
Encouragement	Kindergarten Outreach	✓	✓			
	<b>Walking School Bus</b>	✓	✓			
	Active Transportation Celebration Events	✓		✓	✓	
Enforcement	<b>CAA Standing Foot Patrol</b>	✓		✓	✓	
Engineering	Storage racks (WCDSB)			✓		
Evaluation	<b>BikeWalkRoll</b>			✓		

For interventions in bold within this table, Standard Operating Procedures outlining details, risks, and expected outcomes are available at: <https://www.stswr.ca/walkzone/school-travel-planning/solutions/>

## NEW OFFERINGS



## Walking for Life

*Help your children become safe, confident, and independent pedestrians through repeated instruction.*

*The walk to school is a perfect opportunity for daily practice and modeling.*

### Ages 4-6

**Proficiency:** *limited judgment, cannot gauge traffic speeds, may be impulsive, loses concentration easily*

Ask them to:	Model and explain to them:
<ul style="list-style-type: none"> <li>Stop at the end of sidewalks and before driveways</li> <li>Wait for an adult to cross</li> </ul>	<ul style="list-style-type: none"> <li>Stop, look and listen</li> <li>The meaning of traffic signs</li> <li>Find the safest crossing point</li> </ul>

### Teaching Tip

Use a strong stop cue with your child to ensure he or she will stop when you see dangers they don't. Have fun choosing it together and practice inside before you need it so your child doesn't consider the warning as a punishment. Use this same cue all throughout their pedestrian development.

### Ages 7-10

**Proficiency:** *may identify safe crossing sites and speeds of traffic with help, may stay focused while crossing*

Ask them to:	Model and explain to them:
<ul style="list-style-type: none"> <li>Identify safe crossing points before crossing together</li> <li>Stop and look to identify safe crossing times based on gaps in traffic</li> <li>Explain traffic signs to you</li> </ul>	<ul style="list-style-type: none"> <li>More complex crossing points (e.g. pedestrian crossovers, multi-lane intersections)</li> <li>Impact of curves in the road, shrubbery and other obstacles</li> </ul>

### Ages 10+

**Proficiency:** *May consistently identify safe gaps and safe crossing points, may safely assess crossing points*

Ask them to:	Model and explain to them:
<ul style="list-style-type: none"> <li>Assess more complex crossing points</li> <li>Model good skills for younger children</li> </ul>	<ul style="list-style-type: none"> <li>Safe vs. unsafe mid-block crossing</li> <li>Avoid crossing between parked cars and on curves</li> </ul>

\*\*Adapted from the 2015 NCSRTS Safe Routes to School Guide.

*Milestone refrigerator magnets and activity books were distributed to all JK students at both boards in an effort to help parents coach children and to set the expectation that at some point in a child's school career, they will walk to school or to the bus stop.*

Learn more about these programs at:  
[stswr.ca/walkzone/school-travel-planning/solutions](http://stswr.ca/walkzone/school-travel-planning/solutions)



## BE A HERO. BE AN EXPERT. BE A TRAILBLAZER.

Tell your teacher you want to be on your school's Trailblazer team!

Walking can be complex.  
Our Trailblazers know how to do it right!

They model excellent road safety skills for other students and travel routes that lots of other students are on so they can help when needed. Their bright vest make drivers more aware of all walkers.

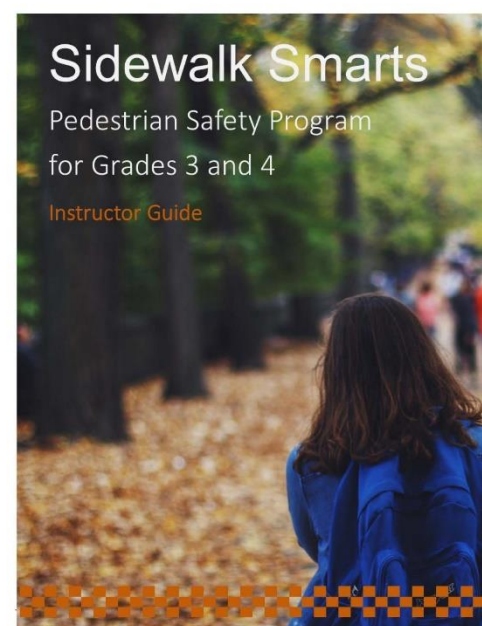
**They learn about:**

- Road safety
- Anti-bullying procedures
- Preferred routes
- Walking hazards
- First aid

**Be Rewarded!**

Leadership opportunities!  
Self confidence and responsibility!  
Positive role model for young students!  
Respect and admiration!

*The Trailblazer program this year included upgraded recruitment materials and online mid-year refresh testing.*



## Sidewalk Smarts

Pedestrian Safety Program  
for Grades 3 and 4

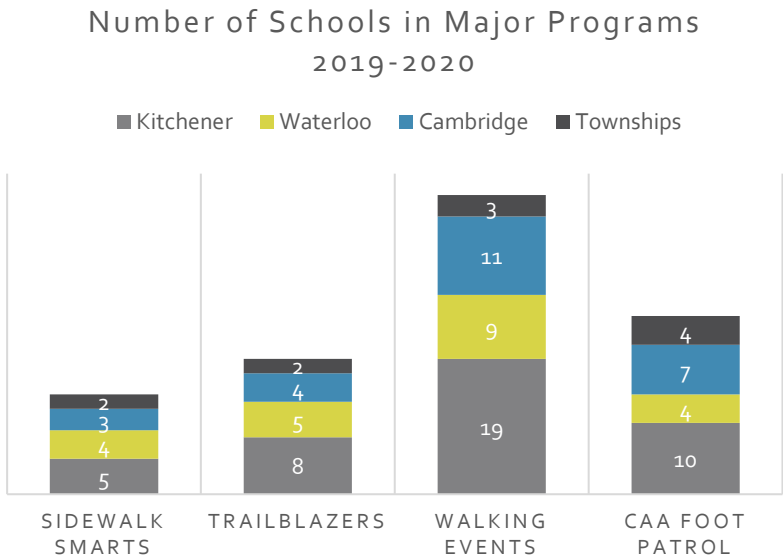
**Instructor Guide**

*Sidewalk Smarts was available on a first-come first-served basis to 24 schools.*

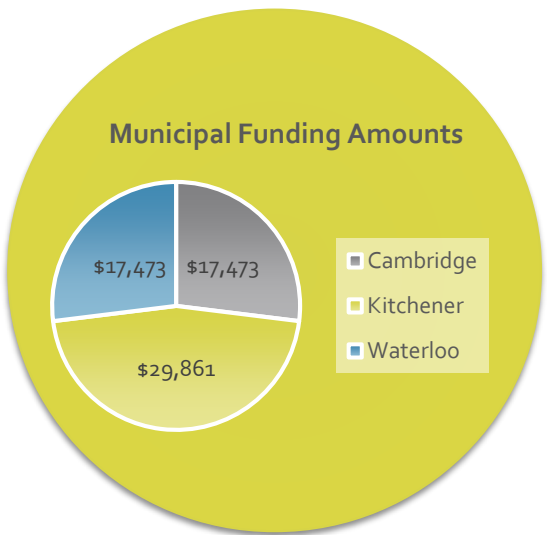
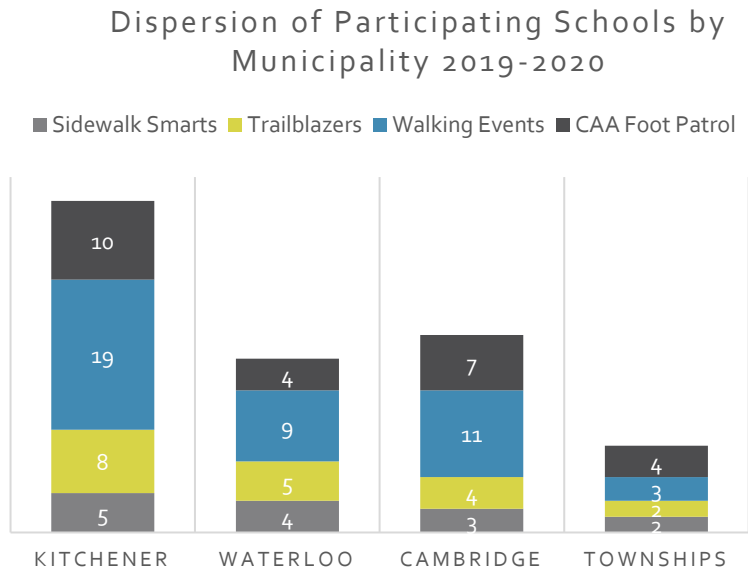
PROGRAM PARTICIPATION

Active school travel messaging to schools grew this year with the increased number of programs and greater number of schools involved in custom services. We know this through greater and greater consumption of materials like stickers, flyers, and magnets; but year-over-year comparison of student participation is difficult due to lack of feasible tracking mechanisms.

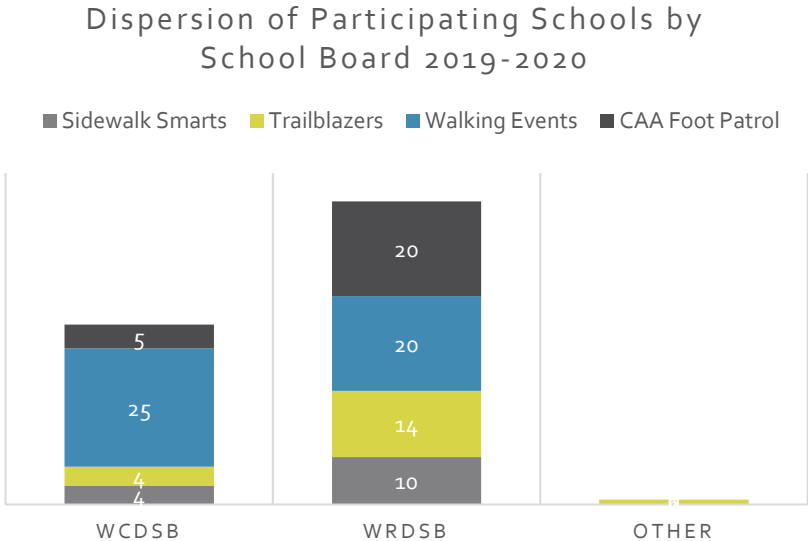
This snapshot of traceable programs demonstrates that these board-wide programs hold interest from stakeholders in multiple school contexts.



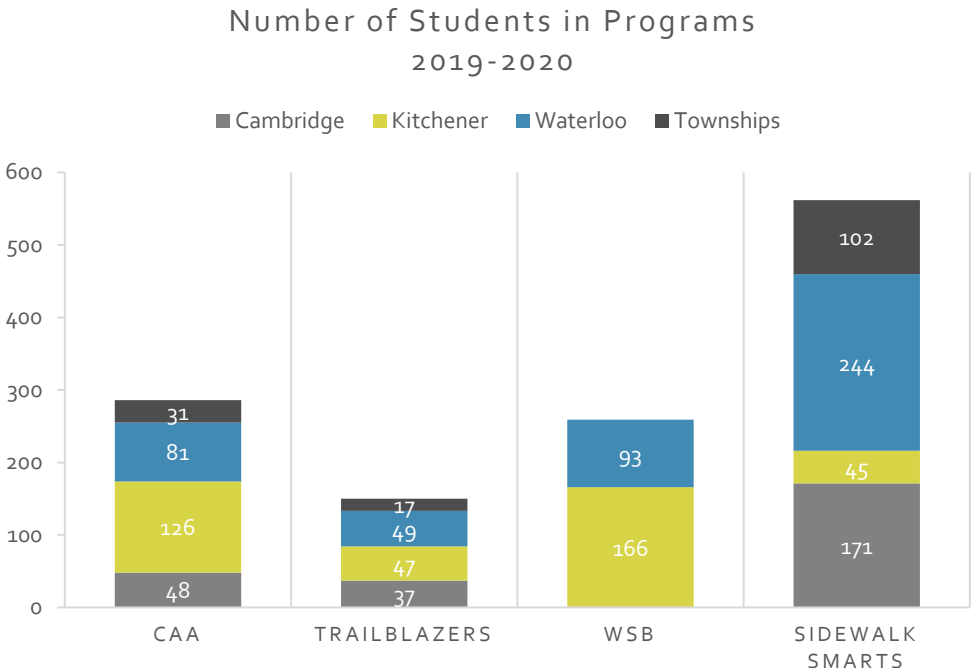
The dispersion of board-wide programs organically aligns in proportion to population dispersion across the region and in proportion to STP funding from each municipality, with the exception of participation by some township schools, which are covered by WCDSB and WRDSB, which contributed proportional rates totaling \$74,328.



Dispersion between boards is not, however, aligned with enrollment dispersion; event participation was higher at WCDSB thanks to a great effort by the board to promote Winter Walk Day. All other programs were higher at WRDSB; this disproportion may be a product of a number of things including lack of In addition, a single Mon Avenir Conseil Scolaire Catholique school participated in Trailblazers as STSWR offers all municipally-sponsored Safety Patrol programs to French boards.

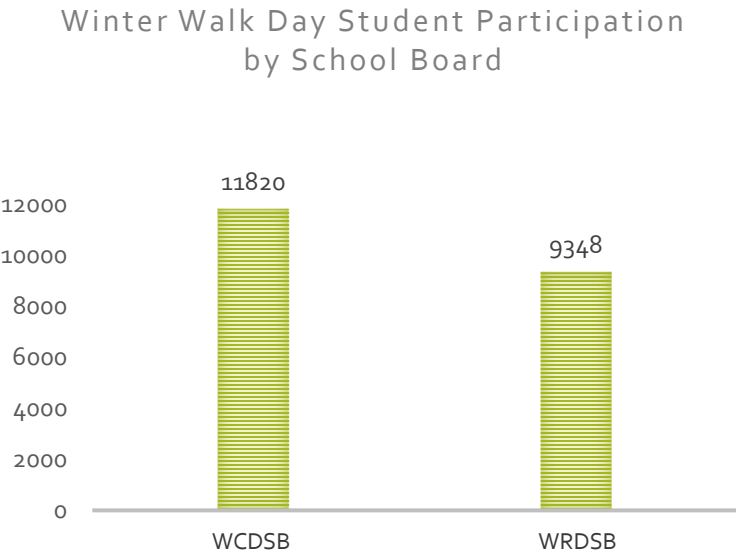
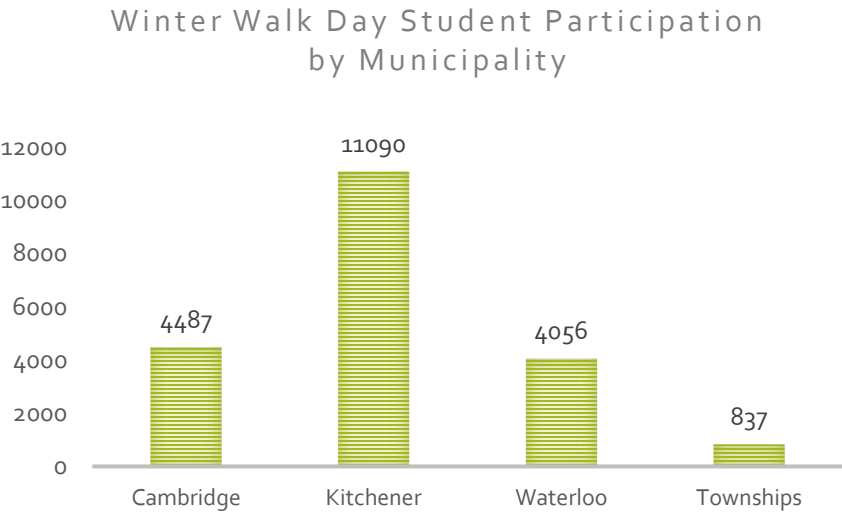


Student reach is difficult to measure for all programs, but those that could be measured show that messaging, education, and street-side supports are fairly well distributed across municipalities. These measurements also indicate that many students receive some benefit from STP regardless of whether their schools receive custom services.



Winter Walk Day was promoted by both WCDSB and WRDSB boards, sponsored by Greenspoke Bike Parking Solutions and the Ontario Ministry of Transportation, and supported by municipal leaders and staff; resulting in participation of over 20,000 students. This enormous reach speaks to the impact of a multi-stakeholder approach.

A friendly challenge between the boards saw WCDSB with a greater percentage of participating schools, largely spurred by an STP address to Principals and encouraging messages from the Director of Education.





## SERVICES

Customized STP services are delivered on a school-by-school basis with the support of a focused STP Facilitator. Facilitators work with a combination of parents, school staff, community agencies, community leaders, and students on school-level STP Committee. These members together determine a unique action plan to address travel and traffic goals at the school. Ontario Active School Travel asserts that through the community based focus, STP “strengthens local commitment to active school travel<sup>4</sup>” by lending power to communities to take action themselves.

To succeed, STP requires:

- implementation for at least two (2) years at each school
- a trained Facilitator who works directly with the school, liaises with community stakeholders, leads data collection and analysis, and guides action-planning and implementation

Committees are encouraged to be creative in their approach to action-planning, while the Facilitator distills those requests, supports quests for resources, and manages expectations or guides new solutions when some plans cannot be fulfilled.

Some interesting actions are considered, and the ones that have come to fruition at one school or more are outlined in Table 2 below. Standard Operating Procedure (SOP) documents are available at <https://www.stswr.ca/walkzone/school-travel-planning/solutions/> for actions in bold in the table. Actions without SOPs are more creative in nature or require further development before standard operating procedures can be written.



*School Travel Planning Committee members at Chicopee Hills Public School (2017 photo).*

<sup>4</sup> Definition from Ontario Active School Travel website at <https://ontarioactiveschooltravel.ca/school-travel-planning/>. Extracted October 14, 2020.



Table 2: Services		Intervention		Target Audience		
"E"	Sample Action Plan Items*	Students	Parents	School	Community	
Consultation	<b>Initial Assessment</b>			✓		
	<b>Parking Lot Assessment</b>			✓		
	<b>STP Committee Meetings</b>	✓	✓	✓	✓	
	<b>Walkabout</b>		✓	✓	✓	
Education	<b>Bike Rodeo</b>	✓				
	<b>Traffic Video</b>	✓	✓			
	<b>Traffic Flow Maps</b>		✓			
	Letters/ Council Delegation		✓		✓	
	School Presentation	✓	✓			
	<b>STP Booth</b>	✓	✓			
	Poster Challenge	✓				
	Student Inquiry Project	✓	✓			
	<b>Walking Clinic</b>	✓				
	<b>Road Safety Assembly</b>	✓				
Encouragement	<b>Drive to 5</b>		✓			
	Staff or student carpool		✓	✓		
	Greening Tree	✓				
	Kindergarten coaching	✓	✓			
	<b>Monthly Parent Communications</b>		✓			
	<b>Weekly Announcements</b>	✓				
	Letters to Parents		✓			
	<b>Sidewalk Paint/ Wayfinding</b>	✓	✓	✓	✓	
	Walking Buddy system	✓	✓			
	Walking Wednesdays	✓				
	<b>Winter Clearance Thank you</b>				✓	
Enforcement	Anti-idling campaign		✓			
	Driving tips pamphlet		✓			
	<b>Administrator Parking Lot Supervision</b>		✓			
	Parking Attendants		✓			
	<b>Parking Lot Blitz</b>		✓			
	Police or Bylaw Collaboration		✓			
Engineering	Add storage rack	✓		✓		
	Access point improvement			✓		
	Neighbourhood Matching Grant				✓	
	Request infrastructure improvement				✓	
	Parking signage		✓	✓	✓	
	Temporary tactical urbanism project		✓		✓	
Evaluation	<b>Family Survey</b>		✓			
	Traffic Observations		✓	✓		
	Speed Monitor / Traffic Counter		✓		✓	

SOPs are available for actions in bold <https://www.stswr.ca/walkzone/school-travel-planning/solutions/>

## SCHOOLS RECEIVING CUSTOM SERVICES

In all, 45 elementary schools received STP custom services during the 2019-2020 school year, implementing creative action plans and/or participating in programs that are available to all schools.

Eight (8) new schools received at least an initial assessment after showing interest in the work, and most have launched into action planning by the end of the school year, 21 schools were fully engaged in ongoing STP projects from the beginning of the year, and 12 schools paused work for the year largely due to the threat of labour disputes. (Facilitators were assigned to paused schools and responded to concerns as they arose).

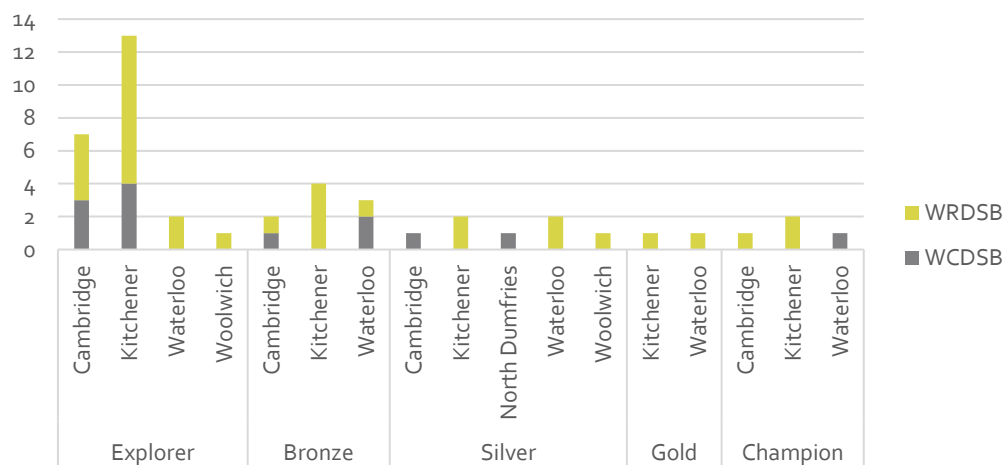
The 41 “new,” “in process,” and “paused” schools have been ranked according to a new **certification system** developed by the STSWR STP team with input from STP Steering Committee partners. The certification program ranks participating schools by level of involvement determined by the breadth and number of action plan items they execute. Each item is worth points assigned by the STP Facilitator team with consideration for the effort and impact of that item. Points lead schools to the various levels (**Explorer, Bronze, Silver, and Gold**) as they work through their action plans.

Schools remain in the Explorer range until they complete a breadth of actions from at least four (4) of the “5 E’s”. (Engineering actions are not a requirement since many school environments do not need them.) A breadth of action items is encouraged as it is well documented that a multi-pronged approach is significantly more likely to produce a sustained modal shift.

Once the action plan is achieved (typically after 2-3 years) a school may be considered a **Champion** school. Four (4) schools are counted as Champion schools in 2019-2020; these schools are expected to continue celebration events and communications, but no longer require heavy intervention. During annual check-ins, some Champion schools identify further needs and receive additional attention as needed.

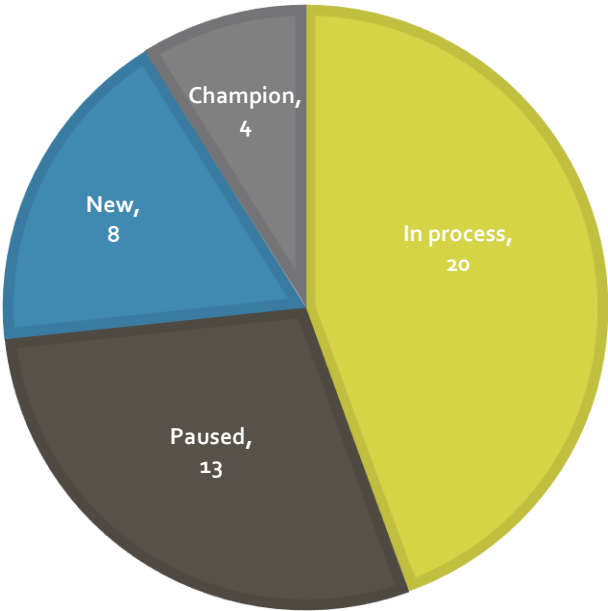
The Covid lockdown prevented rollout of this program to schools, so this is currently an internal ranking system that helps STP Steering Committee members quickly understand which of their schools are participating, and to what level.

Count of Schools by Rank

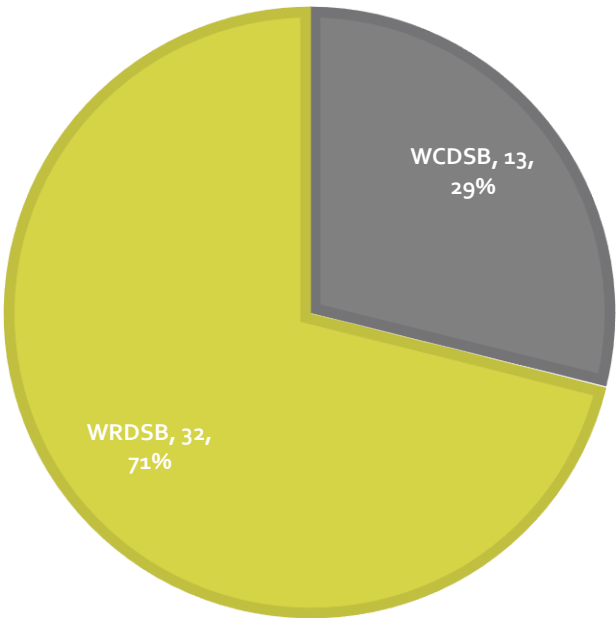


Number of Schools with Custom Services 2019-2020

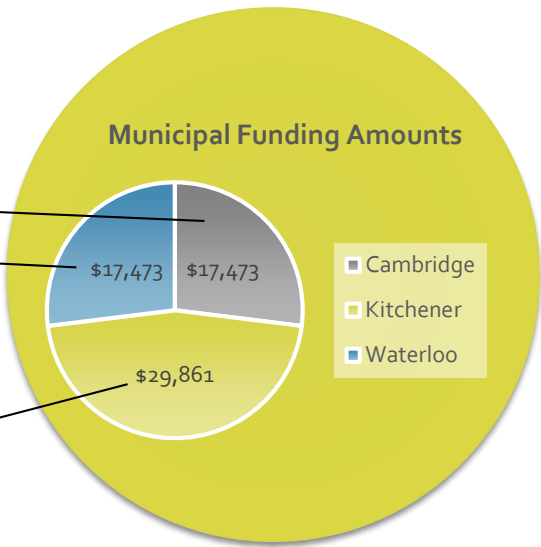
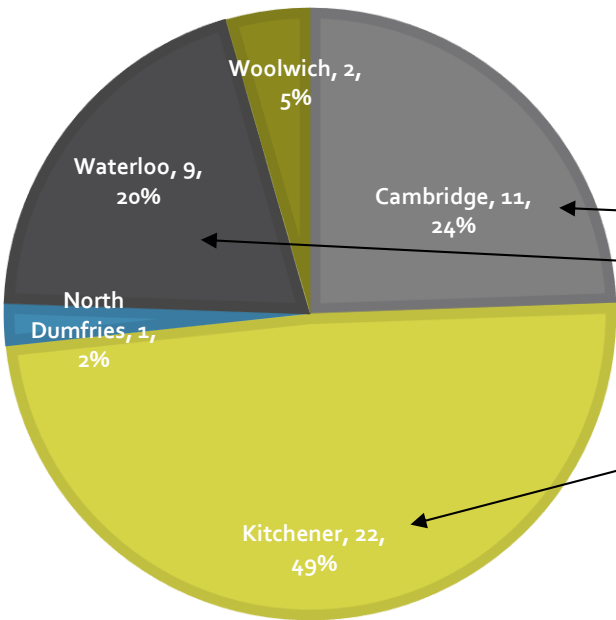
BY STATUS



BY BOARD



BY MUNICIPALITY



## SCHOOL RANK AND STATUS

Table 3: School Rank and Status

Status	Rank	School	Municipality	Board
Champion	Champion	Saginaw	Cambridge	WRDSB
		Sandhills	Kitchener	WRDSB
		Wilson Avenue	Kitchener	WRDSB
		St. Matthew	Waterloo	WCDSB
New	Explorer	St. Margaret of Scotland	Cambridge	WCDSB
	Bronze	St. Peter	Cambridge	WCDSB
	Explorer	Bridgeport	Kitchener	WRDSB
	Bronze	Franklin	Kitchener	WRDSB
	Explorer	Suddaby	Kitchener	WRDSB
	Gold	Edna Staebler	Waterloo	WRDSB
	Explorer	MacGregor	Waterloo	WRDSB
	Explorer	Millen Woods	Waterloo	WRDSB
In Process	Silver	Holy Spirit	Cambridge	WCDSB
	Explorer	Avenue Road	Cambridge	WRDSB
	Explorer	Blessed Sacrament	Kitchener	WCDSB
	Explorer	St. Daniel	Kitchener	WCDSB
	Explorer	St. John	Kitchener	WCDSB
	Bronze	Brigadoon	Kitchener	WRDSB
	Gold	Chicopee Hills	Kitchener	WRDSB
	Explorer	Forest Hill	Kitchener	WRDSB
	Silver	Groh	Kitchener	WRDSB
	Silver	Howard Robertson	Kitchener	WRDSB
	Bronze	Janet Metcalfe	Kitchener	WRDSB
	Explorer	Lackner Woods	Kitchener	WRDSB
	Explorer	Pioneer Park	Kitchener	WRDSB
	Silver	St. Brigid	North Dumfries	WCDSB
	Bronze	Our Lady of Lourdes	Waterloo	WCDSB
	Bronze	St. Nicholas	Waterloo	WCDSB
	Bronze	Elizabeth Ziegler	Waterloo	WRDSB
	Silver	Laurelwood	Waterloo	WRDSB
	Silver	Mary Johnston	Waterloo	WRDSB
	Silver	Riverside	Woolwich	WRDSB
Paused	Explorer	Our Lady of Fatima	Cambridge	WCDSB
	Explorer	St. Vincent de Paul	Cambridge	WCDSB
	Explorer	Coronation	Cambridge	WRDSB
	Explorer	Hillcrest	Cambridge	WRDSB
	Explorer	Hespeler	Cambridge	WRDSB
	Explorer	St. John Paul II	Kitchener	WCDSB
	Explorer	AR Kaufman	Kitchener	WRDSB
	Explorer	Jean Steckle	Kitchener	WRDSB
	Bronze	King Edward	Kitchener	WRDSB
	Bronze	Moffat Creek	Cambridge	WRDSB
	Explorer	Shepphard	Kitchener	WRDSB
	Explorer	Southridge	Kitchener	WRDSB
	Explorer	John Mahood	Woolwich	WRDSB

## OTHER SUPPORT ACTIVITIES

In 2019-2020, the STP team provided the following support to funding partners and active school transportation interest groups:

### *Plan Reviews*

- (WCDSB) Breslau New School
- (WRDSB) Glenview Park upgrade
- (City of Cambridge) Blair-Preston Pedestrian Bridge & Trail
- (City of Cambridge) Limerick Subdivision trail connection alignment/ changes
- (City of Kitchener) Peter Street Reconstruction
- (City of Kitchener, City of Waterloo) Bridge Street Reconstruction

### *In-person Consultations*

- (WRDSB, WCDSB) Consortium Management Committee bus decision appeals
- (WRDSB, WCDSB) Scooter Rack Design
- (WRDSB) Tartan Avenue New School
- (WRDSB) Drop-off Improvement Projects (WCI, Forest Heights, Moffat Creek, Brigadoon, Sir Adam Beck, MacGregor)
- (City of Cambridge) Hespeler Corridor Secondary Plan
- (City of Kitchener) Complete Streets Plan
- (City of Kitchener) Cycling and Trails Master Plan
- (City of Waterloo) Municipal sidewalk infill input
- (City of Waterloo, City of Kitchener) Municipal Bike to School Week collaboration
- (Region of Waterloo) Weber Street Reconstruction

### *Ongoing Committees*

- (All funding agencies) – STP Steering Committee
- (Ontario Active School Travel) – OAST Council - Acting Chair
- (Region of Waterloo, Children's Safety Village, Cycling Into The Future, Block Parent, Walking School Bus Waterloo Region) – Pedestrian Safety Group
- (All Municipalities) – Inter Municipal Partnership for Active Transportation (IMPACT)
  - Plus 2 additional working groups
- (City of Kitchener) Vision Zero Planning Committee
- (City of Waterloo) Transportation Master Plan Stakeholder Committee
- (Ontario Association of School Board Officials) Active Transportation Committee

### ***Presentations***

- (IMPACT) Waterloo Region Active Transportation Forum - Facilitator
- (Ontario Active School Travel) Pedestrian Safety Education Co-presented with Annette Collins
- (Ontario Active School Travel) Workshop presentation
- (ACT Canada Sustainable Mobility Network) Unified Mobility Summit session moderator
- (WCDSB) Annual update
- (WCDSB) Principal Meeting
- (Regional Stakeholders) Active School Transportation Waterloo Region
- (Ontario Association of School Board Officials) Annual General Meeting full session - cancelled
- (City of Kitchener) Crossing Guard Appreciation

### ***Council Delegations***

- (Region of Waterloo) Temporary Road Space Reallocation
- (City of Kitchener) Complete Streets Plan



## BUSINESS CASE

Waterloo region is one of the only regions in the country where municipalities and school boards co-fund entrenched STP programming, and while this arrangement is more complex than single-source funding, it also makes the investments of each funding stakeholder more impactful.

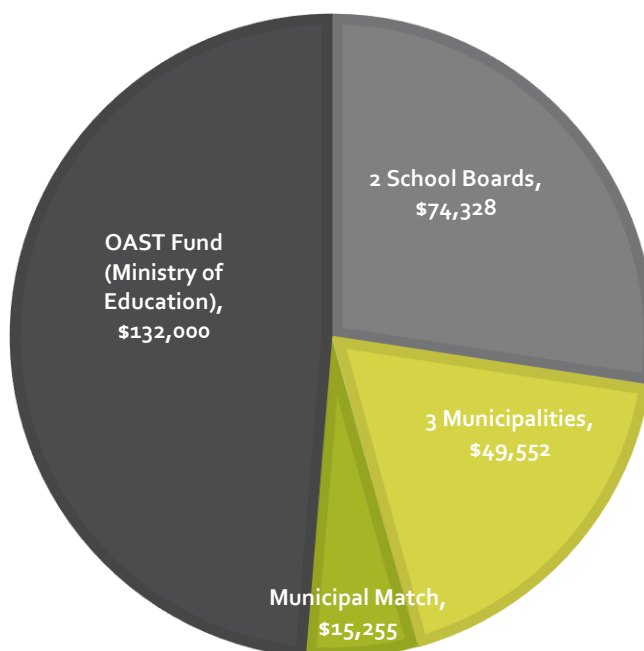
Typically, barriers to AST at any school are multifold and they intersect the jurisdictions of both municipal and school board sectors. In Waterloo region, jurisdiction is also sometimes split within sector, where schools from different boards sit in close proximity on a single street, or a school catchment area spans more than one municipality. The STP Steering Committee partnership allows for a collective and coordinated approach to AST barriers that spans sector and geographic jurisdiction for positive solutions that shift mindsets, change behaviours, and impact mode choices of whole schools, whole neighbourhoods, and whole school boards.

## FINANCIALS

### REVENUE

The funding split for the 2019-2020 school year shows how the funding partnership between school boards and municipalities is expanded by a temporary grant from Green Communities Canada's Ontario Active School Travel (OAST) Fund. The funding for this grant was supplied to OAST by the Ministry of Education and allowed STSWR to hire two (2) additional STP Facilitators to provide custom school services and to support program development and delivery. Total program budget was \$271,135.

### STP REVENUE

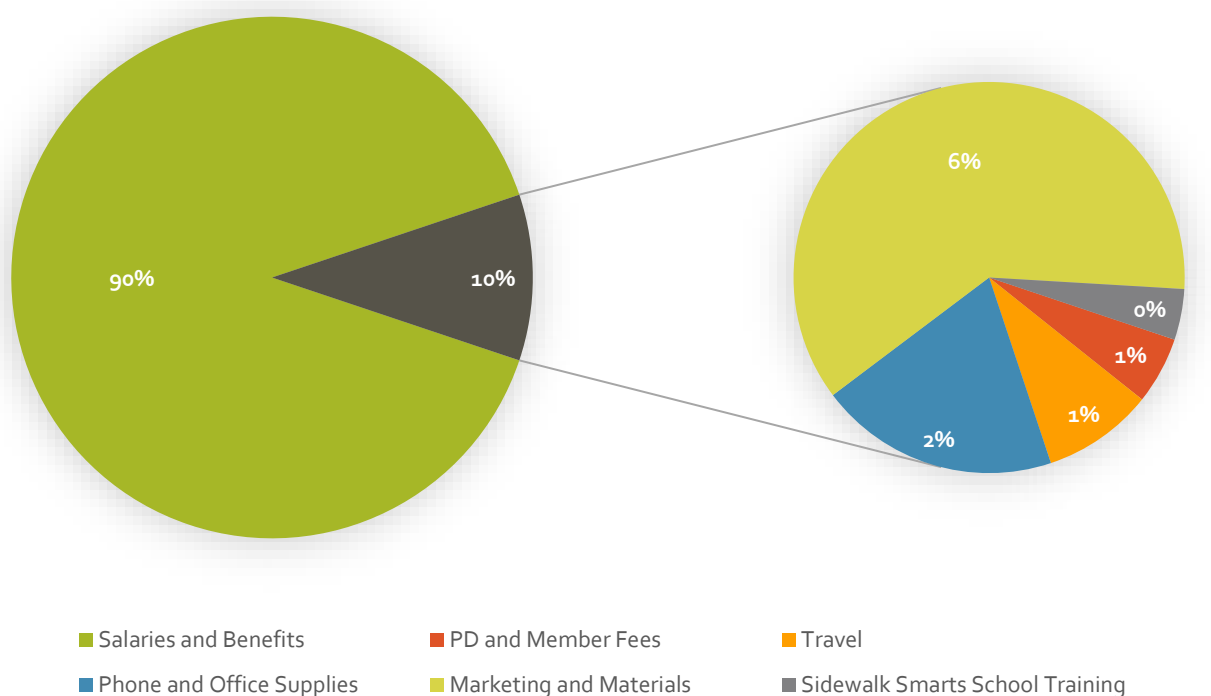


## USES

Expenditures to support STP are focused on Facilitator personnel - with 90% dedicated to salaries and benefits - to provide the focused and passionate attention required to engage communities and motivate behavioural shifts, and to create and coordinate board-wide programs. The other 10% is used for marketing and hard materials required for various interventions, phone and office supplies including computers, and intra-regional travel to schools.

New in 2019-2020, some funding is directed towards development and training of trainers for the Sidewalk Smarts program. In its development, it was important to fully understand the program's operational requirements, so STSWR took on the main coordination role, and will continue to do so until the program is refined enough to pass this duty on as a fee for service. While the program was designed to be self-sufficient by asking that parents contribute to the program as they would a field trip, this was not viable at some schools that wanted the program. The STP team quickly sought individual program sponsorship for those schools (finding interest and support at Kindred Credit Union), and is exploring various sponsorship models to defend against inequity of distribution based on financial need.

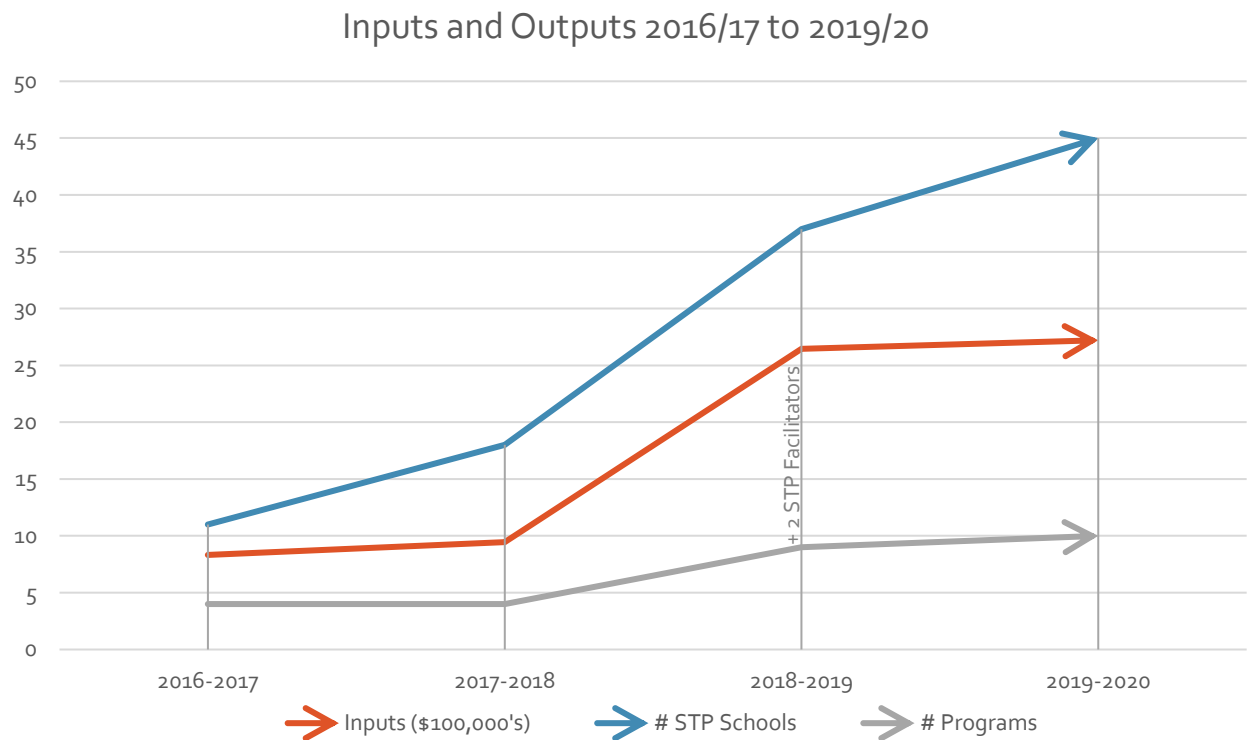
## Revenue Uses





## TRAJECTORY

Since its inauguration in September 2016, School Travel Planning has aimed to meet the demand for STP services from board and municipal stakeholders including principals, crossing guard leads, technicians, councilors, and school superintendents; and to offer a robust list of programs to all schools. With the expansion of the STP team from one (1) to three (3) facilitators in 2018, outputs grew immensely to meet that demand and to include the initiation or enhancement of a number of programs including Sidewalk Smarts, Trailblazers, the Walking School Bus, Drive to 5, and Kindergarten Outreach.



## RISK FACTORS

The following table outlines a number of risks that impacted STP work in Waterloo region in 2019-2020, ongoing controls for those risks, and actions STSWR took to respond to the actualization of those risks and/or to mitigate them in the future.

Creative responses to actualized risks demonstrates resilience in and relevance of the STP program.

Table 4: Risks

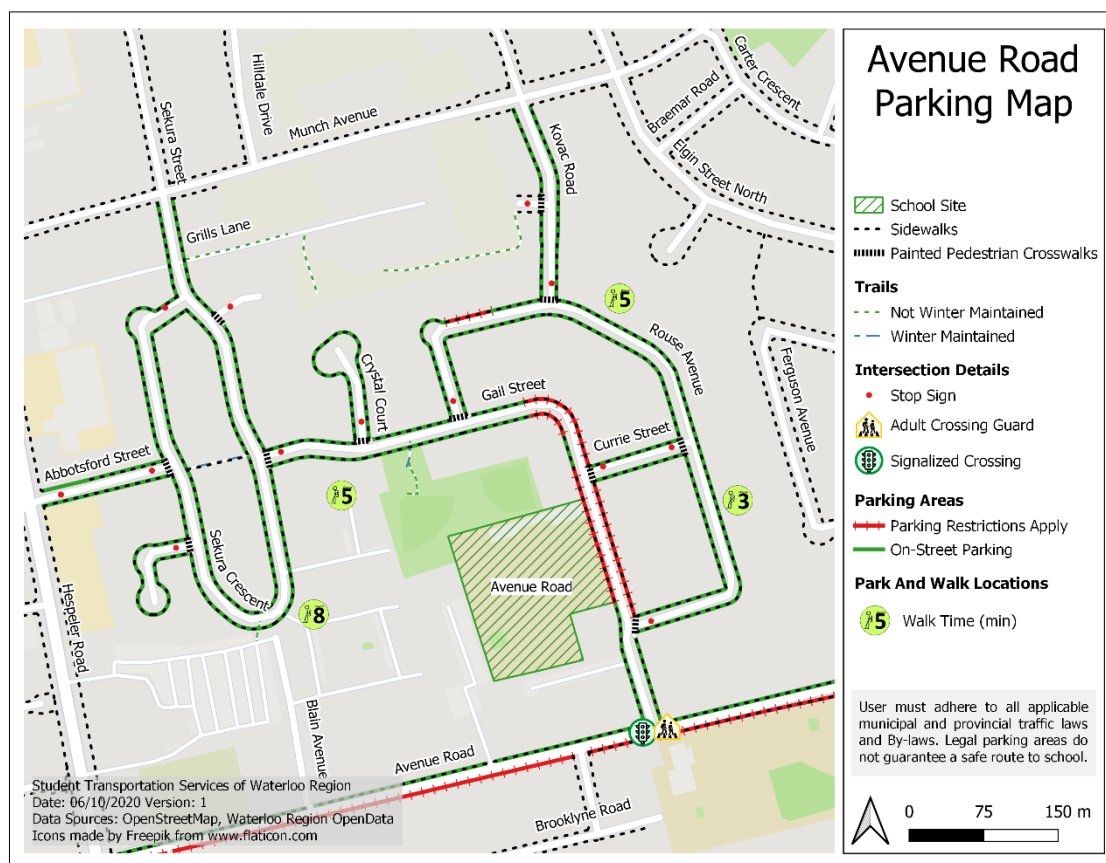
Risk	Controls	2019-2020 actions
<b>External program partner can't meet STSWR demand</b>	<ul style="list-style-type: none"> <li>• Strong partnership relations</li> <li>• Variety of programming for key barriers</li> <li>• Develop creative alternatives</li> </ul>	<ul style="list-style-type: none"> <li>• Work with Canadian Cancer Society and Block Parent to transition Walking School Bus towards community-based model</li> <li>• provide Cycling Into The Future additional fee-for-service revenue with Sidewalk Smarts</li> </ul>
<b>In-school capacity weakens</b>	<ul style="list-style-type: none"> <li>• Gain school council buy-in for depth of support</li> <li>• Build program delivery models that include alternatives</li> <li>• Endorse or build in-school programs that support teachers' core work</li> <li>• Engage teachers who are passionate about active travel</li> </ul>	<ul style="list-style-type: none"> <li>• Design online alternatives for Trailblazers</li> <li>• Promote Sidewalk Smarts' curriculum connections</li> <li>• Cease in-class hands' up surveys due to moratorium on in-school research; expand other options</li> </ul>
<b>Funding Partner capacity compromised</b>	<ul style="list-style-type: none"> <li>• Robust reports to make case</li> <li>• Maximize grant and sponsorship options</li> <li>• Diverse funding</li> </ul>	<ul style="list-style-type: none"> <li>• Submit summary report in March, plan Annual Report</li> <li>• Develop reporting tools</li> <li>• Earn Road Safety Grant and gain Greenspoke sponsorship for regional Winter Walk Day</li> <li>• Gain partial sponsorship for Sidewalk Smarts from Kindred Credit Union</li> <li>• Engage Region of Waterloo in STP funding discussion</li> </ul>
<b>Natural catastrophe closes schools, changes traffic patterns</b>	<ul style="list-style-type: none"> <li>• Sustained funding</li> <li>• Municipal and school board collaboration</li> <li>• Administrator relationships</li> <li>• Local partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Active Transportation Bingo Contest encouraging families to coach pedestrian skills from home</li> <li>• Facilitate development of Guidelines for Transportation Returning to School (Appendix C) to share with schools and community</li> <li>• Facilitate development of Drive to 5 Parking Map template to encourage dispersed and orderly traffic</li> <li>• Join forces with local groups to offer Discover Your Superpower campaign to encourage AST upon school reopening</li> </ul>

## CREATIVE RESILIENCE

### STP RESPONSES TO ACTUALIZED RISK



Thanks to overwhelming support from both WRDSB and WCDSB, and with grateful acknowledgement of a Road Safety Grant from the Ministry of Transportation, sponsorship from Greenspoke Bike Parking Solutions, and giveaways by Region of Waterloo Transportation; STSWR led a region-wide Winter Walk Day that saw more schools than ever celebrate walking in our coldest month, despite limitations on school staff endorsement and effort.



STP Steering Committee partners worked closely together to develop a map template that would encourage families who drive to park a short distance away from schools, in order to disperse and reduce an expected influx of family vehicular traffic at schools after Covid-19. The maps show supportive infrastructure, parking regulations on streets near schools, and walk times from 5-10 minutes away. Facilitators were able to create 54 maps before their term was up in June, 2020.

Sidewalk Smarts: Pedestrian Safety Program for Grades 3 and 4		
Summary of Connections of Pedestrian Safety to Subject Areas		
Subject	Relevant Grade 3 Curriculum Expectations	Relevant Grade 4 Curriculum Expectations
Health and Physical Education Science and Technology	<b>Healthy Living: Making Healthy Choices</b> <ul style="list-style-type: none"> <li>Develop safety guidelines for a variety of places and situations outside the classroom</li> </ul>	<b>Healthy Living: Making Healthy Choices</b> <ul style="list-style-type: none"> <li>Apply a decision-making process to assess risks and make safe decisions in a variety of situations</li> </ul>
	<b>Understanding Matter and Energy: Forces that Move</b> <ul style="list-style-type: none"> <li>Assess the impact of safety devices that minimize the effects of forces in various human activities</li> <li>Investigate forces that cause an object to start moving, stop moving, or change direction</li> <li>Identify ways in which forces are used in their daily lives</li> </ul>	<b>Understanding Matter and Energy: Light and Sound</b> <ul style="list-style-type: none"> <li>Assess the impacts on personal safety of devices that apply the properties of light and/or sound, and propose ways of using those devices to make our daily activities safer</li> <li>Assess the impacts on society and the environment of light and/or sound energy produced by different technologies from different perspectives</li> <li>Investigate the basic properties of light</li> <li>Describe how different objects and materials interact with light and sound energy</li> </ul>
Language	<b>Writing</b> <ul style="list-style-type: none"> <li>Generate, gather, and organize ideas and information to write for an intended purpose and audience</li> <li>Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</li> </ul> <b>Media Literacy</b> <ul style="list-style-type: none"> <li>Create a variety of media texts for different purposes and audiences</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Generate, gather, and organize ideas and information to write for an intended purpose and audience</li> <li>Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</li> </ul> <b>Media Literacy</b> <ul style="list-style-type: none"> <li>Create a variety of media texts for different purposes and audiences</li> </ul>
Mathematics	<b>Measurement</b> <ul style="list-style-type: none"> <li>Estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using standard units</li> </ul>	<b>Measurement</b> <ul style="list-style-type: none"> <li>Estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies</li> </ul>

Sidewalk Smarts Pedestrian Safety Program for Grades 3 and 4 – Curriculum Connections

Page | 9

*The Sidewalk Smarts program includes curriculum connections and follow-on projects that tie the program goals to Ministry of Education requirements and give teachers expanded options.*

*STSWR Facilitators quickly pivoted to respond to families suddenly faced with school closures and Covid-19 physical distancing restrictions. The Active Transportation Bingo Contest gave parents a fun tool to use during daily family walks that reinforced active transportation skills.*



*STSWR worked with CycleWR, Cycling Into The Future, and Sustainable Waterloo Region on the "Discover Your Superpower" campaign to encourage families to use active school transportation when schools reopened after Covid-19. This included a panel discussion for parents, route planning assistance, access to STSWR Active Transportation Bingo Cards, and parking lot bike training sessions.*

STP Certification - Point Breakdown

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
					Type		Consultation	Consultation	Consultation	Consultation	Education	Education	Education	Education	Education	Education	Education	Education	Education	Education	Education
					Activity		Initial Assessment	Parking Lot Upgrade Assessment	Regular Committee Meetings	Walkabout	Bike Rodeo	Create Traffic Video	Cycling Into The Future	Distribute Traffic Flow Map To Community	Letters To Council Or City Staff	Parent Delegate At City Council	School Council STP Presentation	Share Traffic Video	Sidewalk Smarts	Sidewalk Smarts Follow On Projects	STP Committee Booth At School Event
	School	Introductory Year	Legacy?	City	Board	Points	5	1	4	4	2	1	4	4	4	4	5	5	4	4	2
1	A.R Kaufman	2018-2019	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Avenue Road	2018-2019	<input type="checkbox"/>	Cambridge	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Bridgeport	2019-2020	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Brigadoon	2018-2019	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Chicopee Hills	2016-2017	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	Coronation	2018-2019	<input type="checkbox"/>	Cambridge	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Edna Staebler	2019-2020	<input type="checkbox"/>	Waterloo	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Elizabeth Ziegler	2017-2018	<input type="checkbox"/>	Waterloo	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Forest Hill	2018-2019	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Franklin	2019-2020	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Groh	2016-2017	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Hesseler	2018-2019	<input type="checkbox"/>	Cambridge	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Hirocast	2018-2019	<input type="checkbox"/>	Cambridge	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Harry Spitt	2018-2019	<input type="checkbox"/>	Cambridge	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Howard Robertson	2017-2018	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Janet Metcalfe	2018-2019	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	John Mahood	2018-2019	<input type="checkbox"/>	Woodwich	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	King Edward	2017-2018	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Lackner Woods	2017-2018	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Laurelwood	2018-2019	<input type="checkbox"/>	Waterloo	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	MacGregor	2019-2020	<input type="checkbox"/>	Waterloo	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Mary Johnston	2016-2017	<input type="checkbox"/>	Waterloo	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Moffat Creek	2018-2019	<input type="checkbox"/>	Cambridge	WRDSB		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Our Lady of Fatima	2018-2019	<input type="checkbox"/>	Cambridge	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Our Lady of Lourdes	2017-2018	<input type="checkbox"/>	Waterloo	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Pioneer Park	2018-2019	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Riverside	2016-2017	<input type="checkbox"/>	Woodwich	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Sagshaw	2016-2017	<input checked="" type="checkbox"/>	Cambridge	WRDSB		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Sandhills	2016-2017	<input checked="" type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Sheppard	2016-2017	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Southridge	2018-2019	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	St. Brigit	2018-2019	<input type="checkbox"/>	North Dumfri	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	St. Daniel	2018-2019	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	St. John	2016-2017	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	St. John Paul II	2016-2017	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	St. Margaret of Scotland	2019-2020	<input type="checkbox"/>	Cambridge	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	St. Matthew	2016-2017	<input checked="" type="checkbox"/>	Waterloo	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	St. Nicholas	2018-2019	<input type="checkbox"/>	Waterloo	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	St. Peter	2019-2020	<input type="checkbox"/>	Cambridge	WRDSB		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	St. Vincent de Paul	2017-2018	<input type="checkbox"/>	Cambridge	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	Suddaby	2019-2020	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	Wilson Avenue	2016-2017	<input checked="" type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	Jean Stackle	2017-2018	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	Blessed Sacrament	2018-2019	<input type="checkbox"/>	Kitchener	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	Milen Woods	2019-2020	<input type="checkbox"/>	Waterloo	WRDSB		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A robust certification system tracks actions taken by schools and ranks schools into categories from Explorer to Champion, simultaneously lending more detailed reporting capability. More details on page 18.

## RESULTS

### MODE SPLIT

Using a free software application called [BikeWalkRoll](#), we ask schools to collect data early in the STP process to provide a snapshot of the modal split. This exercise can be a wakeup call to school communities as parents are often surprised to find out just how many students are driven to school.

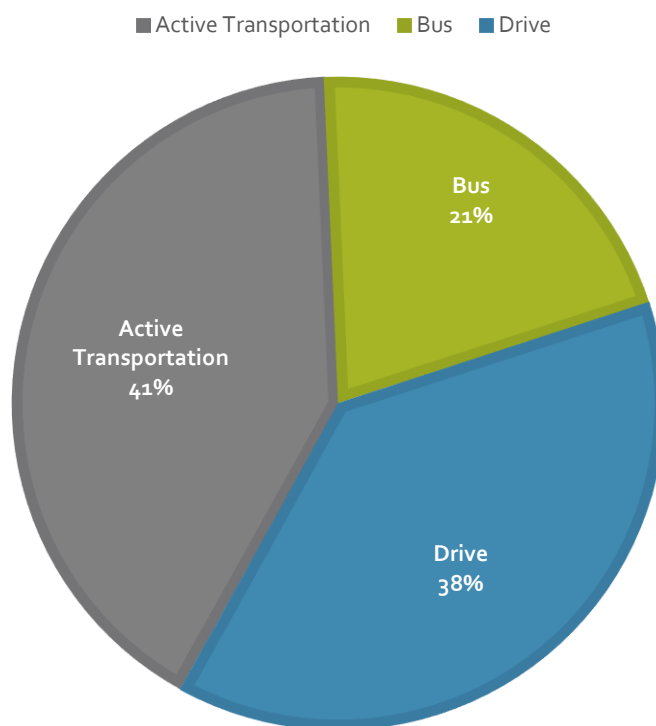
To execute the survey, school staff asks students in class how they got to school and how they will get home; and the app records the numbers as class aggregates. Schools and parents can see the survey data in real time, and can use the data to inform action plan choices.

Unfortunately, this data cannot be used to compare year-over-year modal shifts on a widespread basis because it is collected with various efficacy at each school, and at different times throughout the school year.

In 2019-2020, all school-based data collection was halted by moratoriums on research at both WRDSB and WCDSB due to labour disputes, and then by school closures due to Covid-19.

Nonetheless, in 2019-2020 BikeWalkRoll shows that at active STP schools where data was collected, an average of 38% of students are driven to school while 41% of students use active transportation.

### 2019 MODE SPLIT, WATERLOO REGION SCHOOLS

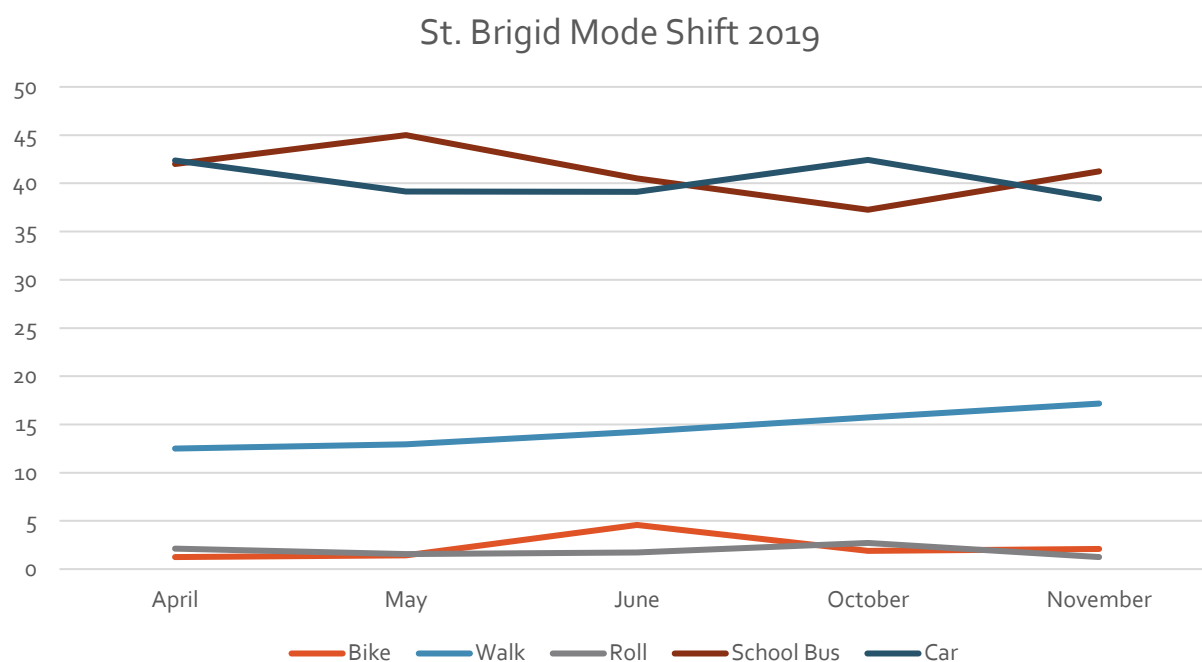


## MODE SHIFT

Few schools have managed to collect data regularly enough to track travel mode changes. One school that did manage to collect data as interventions began and again six (6) months later for April 2019 to November 2019 comparisons, was St. Brigid in North Dumfries.

In April, just around 13% of students were walking at St. Brigid. This is an atypically low number, but because St. Brigid is a rural school and has a higher number of bused students at 56%, only 29.6% actually live in the walk zone; so 13% is roughly half the students who live in the walk zone; a percentage similar to many schools.

By November of the same year, more than 17% of students were walking. Their school action plan addressed many of the 5 E's to nurture a culture that encourages independent mobility, personal health and wellbeing, and environmental sustainability.



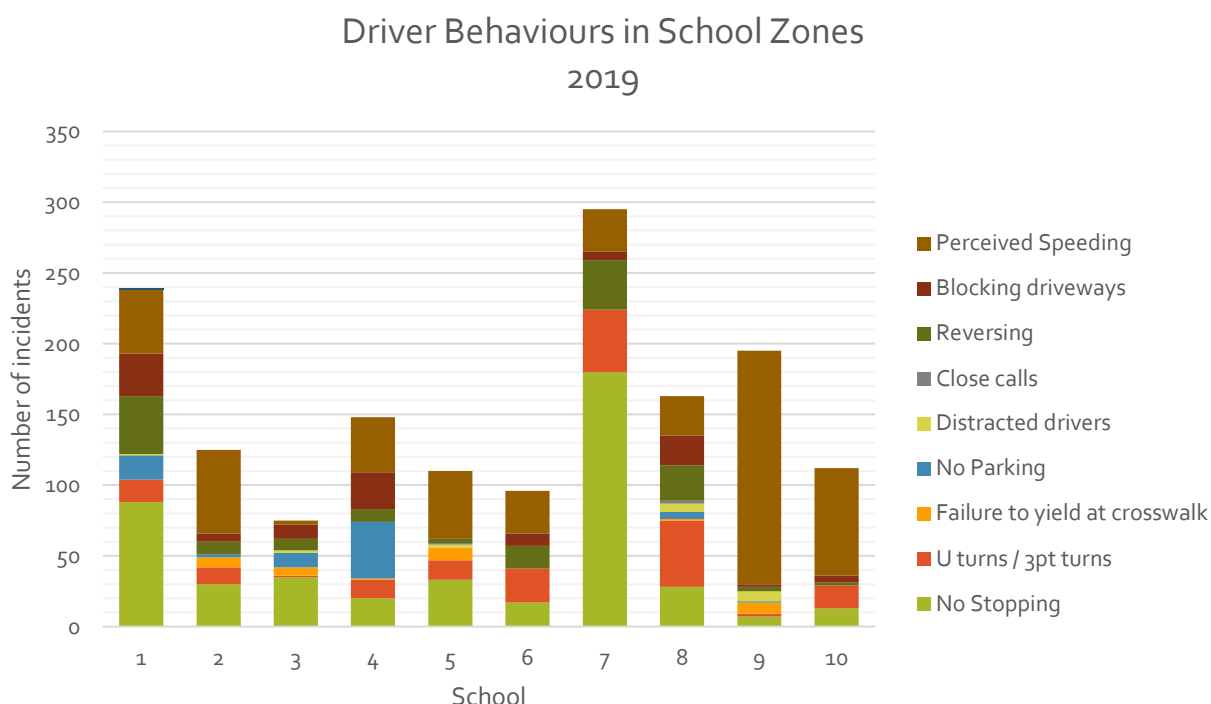
*At St. Brigid CES in North Dumfries, data shows about a 4% increase in walking between April 2019 and November 2019. Interventions implemented by this school community include: Education – Sidewalk Smarts; Encouragement – celebration days, traffic and Drive to 5 Parking Maps, regular communication to parents; Engineering – none; Enforcement – CAA Standing Foot Patrol, parking lot supervision; Evaluation – BikeWalkRoll.*



## DRIVER BEHAVIOUR

Parents and administrators at Waterloo region schools routinely identify the school zone as a dangerous area for children on the way to school. That assertion and a 2016 report showing dangerous behaviors at 88% of schools in Toronto<sup>5</sup> led STSWR to want to observe driving behaviours in local school zones. In 2018, the hiring of 2 additional Facilitators meant that it could be done.

Traffic behaviours were recorded in ten school zones in 2018 and again in ten school zones in 2019, with three STP Facilitators recording behaviours that parents previously identified as threatening in one third of the school zone each. The data indicated that these behaviours happened at high rates in a variety of school contexts that included different road design characteristics, varying sizes of enrolments, and bell times both before and after typical work hours.

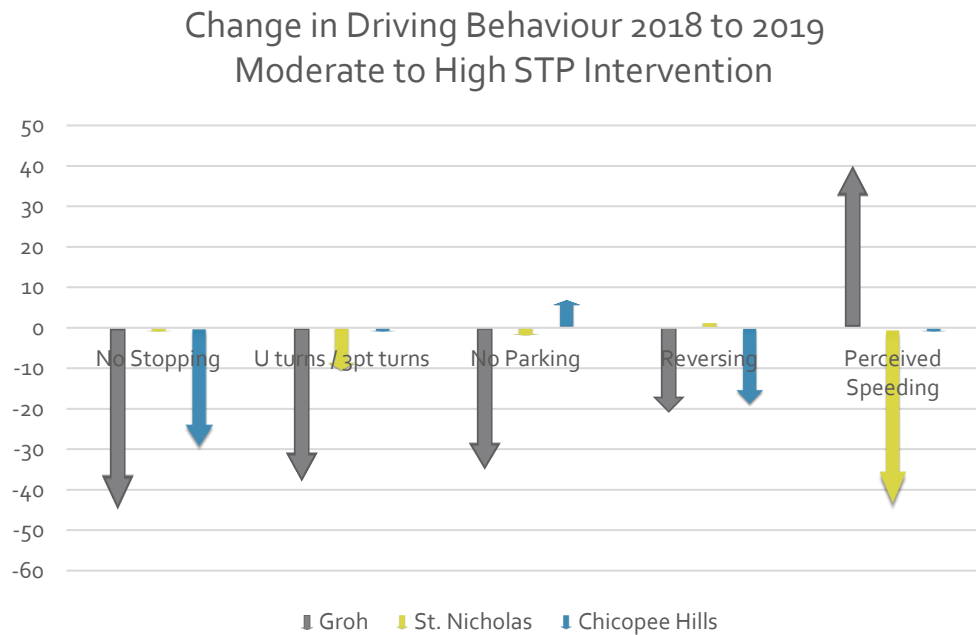


In 2019, five (5) of the schools observed were repeats from 2018. Three (3) of those repeat schools were actively engaged in STP interventions during the 2019-2020 school year, and two (2) were paused. Though this sample is not large enough to draw full conclusions, there is a noticeable distinction between the groups.

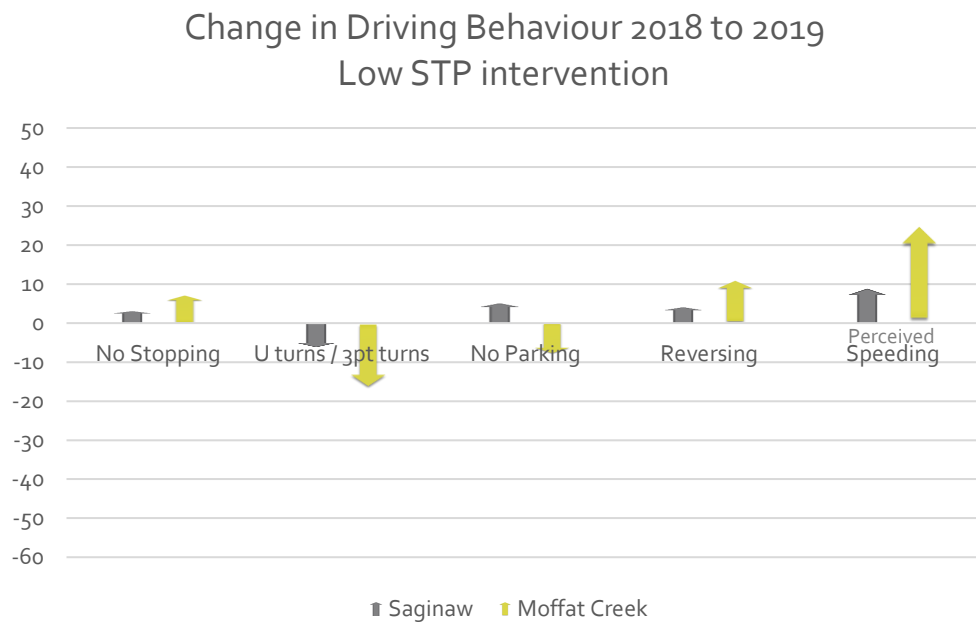
<sup>5</sup> Rothman L, Howard A, Buliung R, Macarthur C, Macpherson A. Dangerous student car drop-off behaviors and child pedestrian-motor vehicle collisions: An observational study. *Traffic Inj Prev*. 2016 Jul 3;17(5):454-9. doi: 10.1080/15389588.2015.1116041. Epub 2016 Jan 13.



The engaged schools saw decreased incidents of a number of driving behaviours. Notably, one large increase occurred at Groh Public School, where the significant clearing of congestive behaviors seems to have paved the way for cars to move more quickly.



At schools where relatively few interventions occurred, driving behaviours showed less significant change; and however slight, more of those changes were increases.



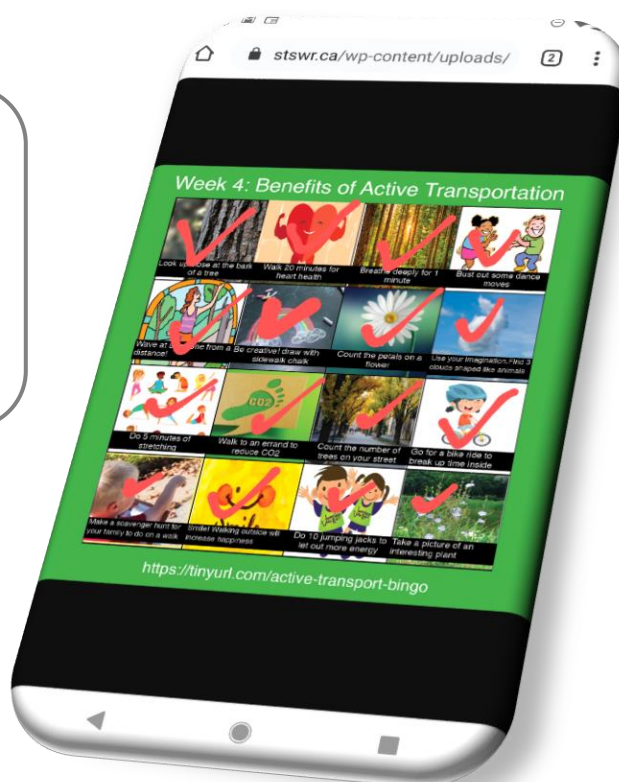
## PARENT INVOLVEMENT

STP aims to engage parents because they are uniquely positioned to understand the way people move in their community, and they know the culture at their school and what may motivate other parents to shift their behaviours. The following data show some of the breadth of this impact across the region.

- **42** parents engaged in regular meetings on School Travel Planning Committees
  - **126** additional parents volunteered in various school projects
- **104** Walking School Bus leaders
- **2,327** users accessing Walk Zone webpage
- **414** users accessing Bingo contest page with 12 families submitting entries
- **700** views and 51 comments on Discover your Superpower panel discussion

"[My daughter] had a lot of fun completing this card! Thanks for organizing!"

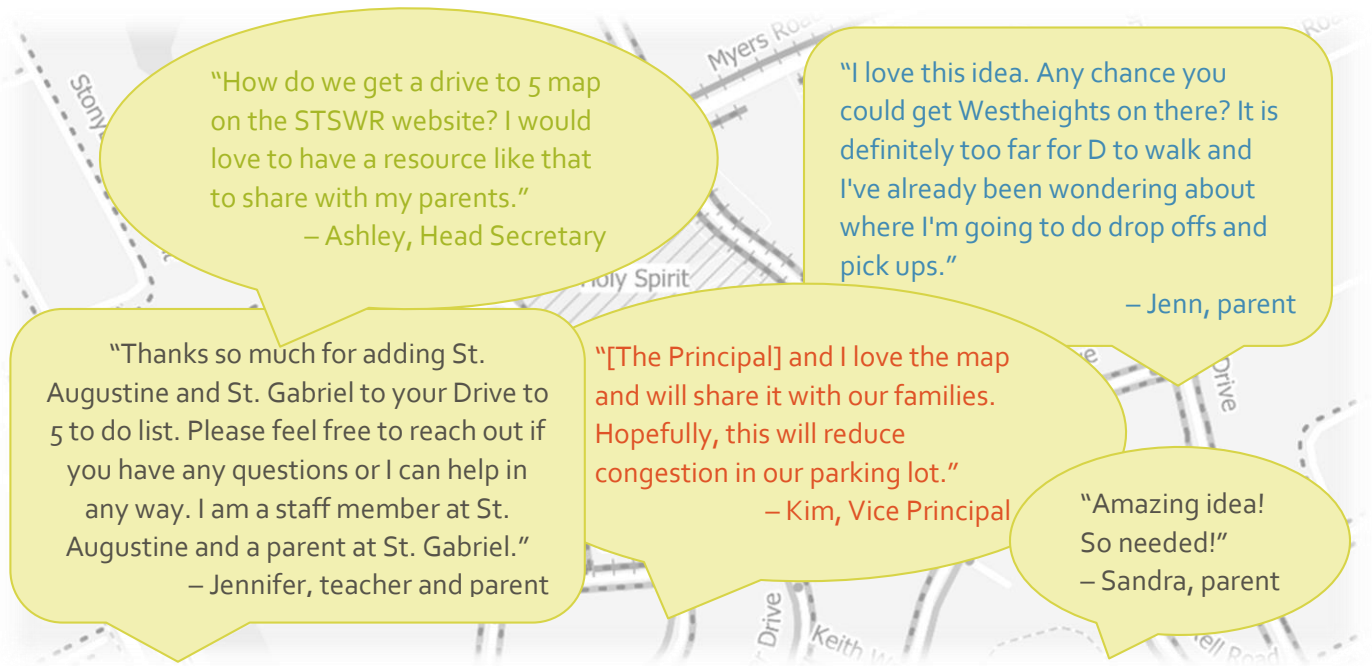
-Prueter PS parent



## OUTSTANDING ACCOMPLISHMENTS

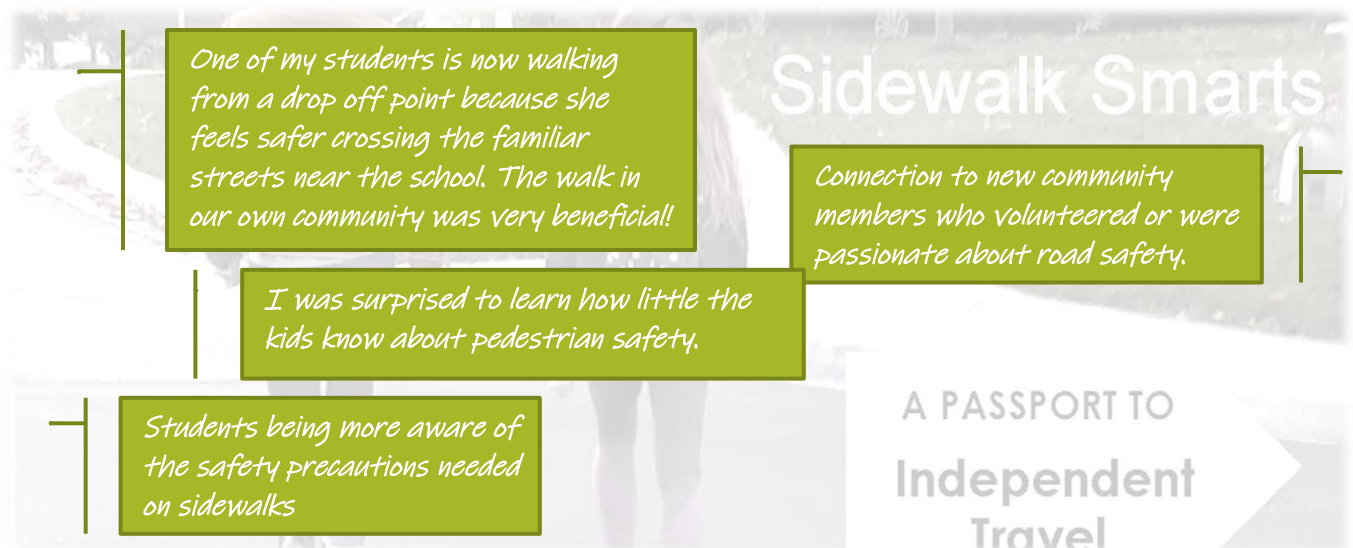
Outstanding accomplishments this year include the rollout of Sidewalk Smarts and the introduction of Drive to 5 Parking Maps outside of STP schools. Comments from parents and school staff members regarding both programs indicate the significance of these programs to some school stakeholders, even during labour disputes and Covid-19.

### Drive to 5 Parking Maps



### Sidewalk Smarts

When asked in a survey if there were unexpected benefits that teachers and administrators have experienced from students participating in the program, some answered:

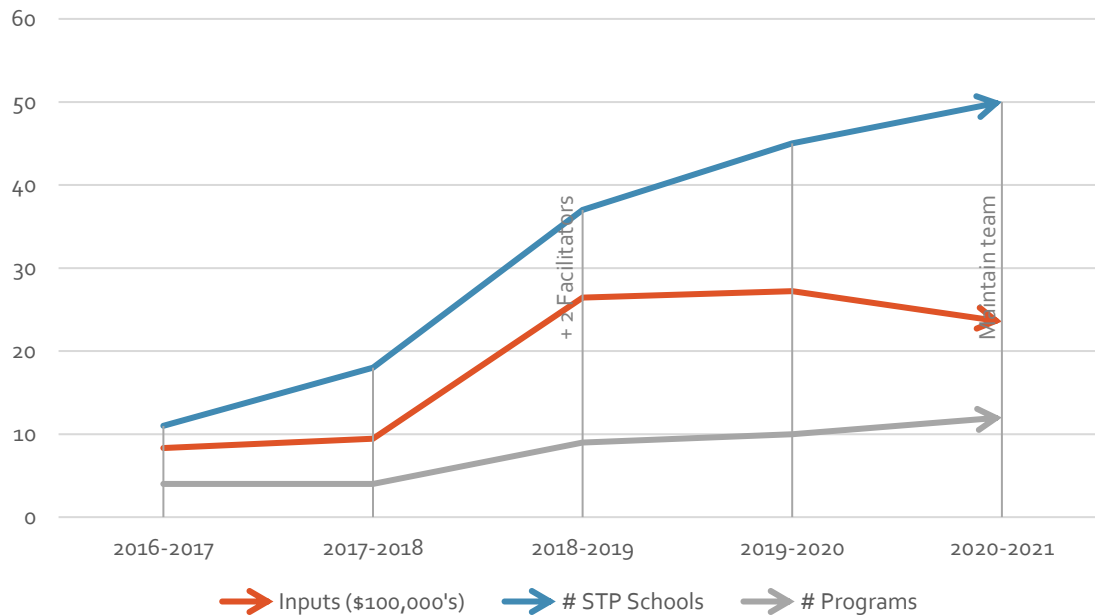


## FUTURE DEVELOPMENT

### CURRENT YEAR

1. Meet demand for new school engagement, motivate schools out of the “Explorer” stage, and graduate more schools to Champion level.
2. Create online resources to respond to current physical distancing limitations and to build sustainability into ongoing programs; and to give parents the resources they need to better coach their children.
3. Leverage Covid-19 interest in active transportation; roll out a large-scale Drive-to-5 program to address current widespread concerns of increased driving and to build culture and tolerance for leaving a little more space and time for the school commute.
4. Develop a public interface for the new certification program to inspire and guide schools and school champions to become involved; and to implement actions that address their unique mix of AST barriers for a greater outcome.
5. Evaluate and potentially transition the Canadian Cancer Society / Block Parent Walking School Bus program tools into STSWR stewardship as its funding comes to a close. This would allow continuity for schools currently participating in the program, and create the possibility for future schools or neighbourhoods initiate the program with proven tools in the future.

### Current Year Expectation



## BEYOND 2021

Municipal transportation staff and school board planners began working together in 2002 under the label of Active and Safe Routes to School (ASRTS) to address traffic near schools and to encourage active school transportation. They knew that the simple walk to school can generate greater social connection, greater physical and mental health, greater environmental health, greater resilience in children, and appropriate graduated independence as our children develop. And they knew that no single one of their agencies could do the work alone.

In the first 14 years, the ASRTS group worked through Public Health and off the side of their desks and managed to complete 19 individual projects in a handful of schools that had minimal impact without sustained attention. Then, in 2016, the work changed with financial and goodwill support from city councils and school boards; Active and Safe Routes to School evolved into a more comprehensive approach called School Travel Planning; and a dedicated School Travel Planner was hired collaboratively by these agencies to focus full time on these pursuits. Then, in 2018, the facilitation team was expanded to three (3) with the help of Ontario Active School Travel funding, to test the size of team that might be required to keep up with demand.

Three Facilitators proved to be an effective number to work through the STP process with schools on demand and to create and support complex programs and strategies. Now, dozens of schools complete multiple projects each year, school communities and their neighbours get solutions when they need them, complex multi-school projects can be confidently executed, and the Waterloo region is considered a model of how multiple agencies can come together to effect lasting change.

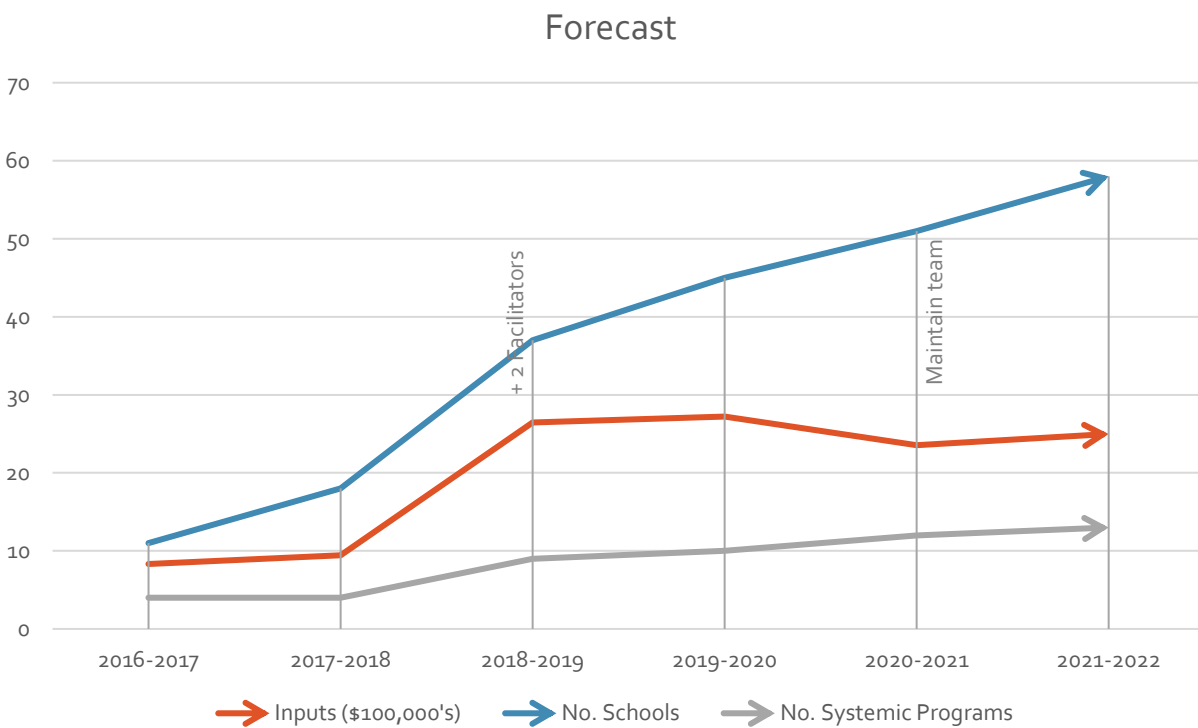
Grant funding is now waning and the work has matured, and so it is time to decide if STP partner municipalities and school boards have the will to financially support an appropriately sized team for the region on an ongoing basis. Sustained funding can help municipalities deal with constituent complaints and help school boards change parent travel behaviours through a process that actively engages citizens and parents. The number of partners in the region makes this lighter work for each individual agency while also bringing results that are greater than the sum of the parts. Two (2) courses are outlined below.

## MAINTAINED COURSE

To continue to respond to urgent school needs without delay, and to eventually expand support to all schools within ten years, it is advised that we maintain course with three STP staff members. The following measures should be pursued in order to reinforce, protect, and expand the gains we have made towards children's independent mobility:

1. Support the movement of participating schools from Explorer towards Champion status.
2. Grow capacity to support additional schools with enhanced Facilitator knowledge, experience, and relationships.
3. Evaluate all schools based on need and readiness.
4. Enhance current programs to keep them relevant and accessible:
  - E.g. develop better tools for Trailblazer school coordinators.
  - E.g. create effective tools for teachers or parents to deliver in-class portions of Sidewalk Smarts.
5. Pursue funding for scalable delivery of region-wide programs (e.g. Sidewalk Smarts) to ensure equitable access and to give all students a chance to learn and participate.

6. Develop and celebrate AST champions in every school.
7. Develop more parent resources.
  - E.g. active travel preferred routes maps showing pedestrian/cycling facilities and identifying top routes
  - E.g. digital Sidewalk Smarts home course
  - E.g. online route planning tools
8. Track progress with better data collection practices and tools.
9. Continue support activities like plan reviews, consultations, presentations, delegations and committee membership.



## CONSTRAINED COURSE

A modified option with less funding would require review of services and programs by the STP Steering Committee to evaluate where cuts can occur.

## SERVICES

It is suggested that STP action planning and implementation at schools remain the core focus of Facilitator attention. The current list of schools would need to be reduced from 30+ down to between 8-18 schools, depending on how many Facilitators are retained and how much support the selected schools require. The reduction could involve a focus to fast-track some schools to Champion status and to delay work with others. School regrouping will require some transition time and so it is unlikely that there will be capacity to re-engage with delayed schools or take on any new schools for at least one full school year.

This would leave many schools without support mid-process, ending a rich public engagement activity and impacting the momentum that has been built at these schools towards a mode shift. Those schools could take one of the following actions:

- a. (Most likely) they will abort most action items without the sustained support of a Facilitator
- b. (Less likely) they will take up some actions on their own or with board and municipal partners not involving the Facilitator

In both scenarios, school champions who have been energized and excited about the work taking place could feel dismissed and become disheartened. George Mammen's literature review<sup>6</sup> shows that consistent Facilitator support is key to successful implementation of active school travel programs and sustained modal shifts. The potential mid-process schools currently see for a new walking culture will certainly be more difficult for them to fulfill on their own than with the support of an STP Facilitator.

Further, there is little evidence that shows that schools retain their readiness over time if it is not addressed soon after expressing interest. In STSWR's experience, school community attention shifts with the school calendar, principal shifts, and parent advocate "transplant" (i.e. when children move to the next school level, their parents move with them and the issues that motivate them to act are not the same at the new school). STP works best by "striking when the iron is hot."

## PROGRAMS

Funding reductions would also cause a shift in program support, requiring STSWR to stop or scale back delivery of systemic programs including Trailblazers, board-wide celebration events, Sidewalk Smarts, Walking School Bus support, Kindergarten outreach, certification program development, and any new mapping projects. The programs that require the most support from our additional Facilitators include Sidewalk Smarts, Walking School Bus supports, the certification program, and mapping projects. New program development would instantly be terminated, unfortunately, as efforts are currently focused on shifting parent mindsets and are collaborative in nature within a partnership that includes Region of Waterloo (Public Health and Environmental Services as well as Transportation Communications), Children's Safety Village, Block Parent Waterloo Region, Cycling Into The Future, and the Canadian

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<sup>6</sup> Mammen, George. Pp. 88

Cancer Society. Reductions in program delivery and development would also be made in coordination with the STP Steering Committee.

#### DATA COLLECTION

Finally, data collection would be amended according to capacity and with greater reliance on schools to collect their own data. In the past, school coordinated hands' up collection has led to greater inconsistency and incomparability between schools, but it was the most efficient way to collect the modal shift data. Collection of traffic behavior data has traditionally relied on three Facilitators to cover the span of the school zone. This will no longer be possible.

## CONCLUSION

In conclusion, School Travel Planning is a proven process that engages school communities and positively impacts school travel behaviours, and the STP team at STSWR is eager to continue working with instrumental municipal and school board partners to meet the needs of school communities, to support great educational and encouragement programs, and to make active school travel an easier choice for families.



## APPENDIX A: STATEMENTS OF SUPPORT

### REGION OF WATERLOO PUBLIC HEALTH AND ENVIRONMENTAL SERVICES

The collaboration between Student Transportation Services of Waterloo Region, Region of Waterloo Public Health and several other community partners resulted in the development and implementation of Sidewalk Smarts; an experiential learning program designed to increase pedestrian safety knowledge and skills of students in grades 3 and 4.

Through this collaboration Public Health was able to impact the health of school children related to physical activity and road safety and provide support for active modes of travel. The commitment of the community partners lead to a comprehensive engaging program that will have a lasting impact on child health in the region.

Adele Parkinson  
Manager,  
Region of Waterloo Public Health and Environmental Services

## CYCLEWR

CycleWR is a volunteer-run, community-based organization that advocates for cycling in Waterloo Region to be a safe, respected, convenient mode of transportation for all ages and abilities. We work with governmental and community groups to achieve this goal.

It has been our pleasure this year to work closely with Leslie Maxwell of STSWR on a campaign entitled Discover Your Superpower -- walking and wheeling to school. We recognize that kids are our future and often the best way to achieve a cultural shift is through them. So, it has been a perfect match-up with STSWR.



We worked closely together through the summer and fall on three (3) projects within this campaign:

**Virtual Panel on Walking Wheeling to School:** seven (7) panellists discussed the benefits and challenges of active transportation to school and addressed questions from the audience. This panel was broadcast live on Facebook; that and the recorded video have been viewed 700 times.

**Route Finding Service:** we set up an online form where parents could request help with finding a safe, age-appropriate route from their neighbourhood to their school. A volunteer would then map out a potential route and then ride it with recorded video, modifying the route as needed. This service was very well received by the parents and applauded on social media.

**Parking Lot Cycling Instruction:** in conjunction with Cycling Into The Future, we ran a 3-hour parking lot workshop for parents and their kids, covering on-bike skills, simple maintenance, safety, etc. This was held Sunday, October 18 at the Chandler Mowat Community Centre. The workshop was very well received by participants with lots of suggestions to run it again, including for adults only.

Student Transportation Services of Waterloo Region has been an energetic and active driver in the ideation, planning and delivery of these programs. It has truly been a pleasure to support each other's organizations for mutual benefit in fulfilling our missions.

We look forward to ongoing and future collaborations.

Sincerely,  
David Trueman  
Interim Chair, CycleWR

## CANADIAN CANCER SOCIETY

STSWR works with schools to develop School Travel Plans. During this process, many schools identify a Walking School Bus as a project they would like to implement at their school. Canadian Cancer Society provides training, tools, and support to schools to implement a WSB and builds on the work of STSWR.

This partnership is highly valued by Canadian Cancer Society. As STSWR is connected with two school boards and three municipalities, there is great opportunity for collaboration and a coordinated approach to AST in the region.

Nancy Wirtz  
Senior Specialist, Cancer Prevention  
Canadian Cancer Society

## CYCLING INTO THE FUTURE

We, at Cycling Into The Future (CITF), are thankful to work with the great folks at Student Transportation Services of Waterloo Region (STSWR). We wouldn't be where we are today without them. STSWR has been a true supporter of us and our work. They're always advocating for our comprehensive cycling skills program to schools and within their networks.

Our goals and visions of the future align well, though, we each fulfill a different function.

We worked closely with STSWR, along with many other community stakeholders, to develop a pedestrian skills program for Grades 3 and 4: Sidewalk Smarts. For its implementation, STSWR provided tools, resources, connections, and coordination; and we provided staff and instructors. Together, we piloted the Sidewalk Smarts program in 10 schools across the Region in 2019-2020.

This partnership has allowed STSWR to get into schools with hands-on, active transportation programming and given us the opportunity to provide our instructors with more year-round work.

While there may be a lot of obstacles we simply can't get around right now, I encourage you to keep your eyes and ears open for what's next from STSWR and CITF. Good things are coming!

Ashley Cullen

**Program Director**, Cycling Into The Future

**Lead Instructor**, Sidewalk Smarts

## APPENDIX B: EXAMPLE STANDARD OPERATING PROCEDURE



### INITIAL ASSESSMENT Standard Operating Procedure

Student Transportation Services of Waterloo Region  
School Travel Planning  
[www.stswr.ca/walkzone](http://www.stswr.ca/walkzone)

VERSION: 0.0.1

DATE: March 30, 2020

PARTY RESPONSIBLE: School Administrator

DOCUMENT INFORMATION			
VERSION NO	0.0.1	CURRENT VERSION DATE	March 30, 2020
EFFECTIVE DATE	March 30, 2020	EXPIRATION DATE	No expiry
PREPARED BY	Alex Ricci		
RESPONSIBLE PERSON	School Administrator	SIGNATURE	
SUBJECT MATTER EXPERT(S)	Leslie Maxwell, Alex Ricci, Dawn Cordeiro	SIGNATURE	
APPROVAL		PHONE NO	519-744-7575 x224

#### PROGRAM DESCRIPTION:

The initial assessment gathers information about the school including background, school and community engagement, built environment, and traffic management. The information collected serves as baseline data for the School Travel Plan as well as information to help identify next steps to increase active transportation for the school journey and to manage traffic in the school zone.

## PURPOSE:

*This SOP will describe the process the School Administrator would follow to procure an initial assessment, and describe the tools and resources available to activate the School Travel Planning process at an individual school.*

## DEFINITIONS:

**Initial assessment meeting:** *A first meeting between the School Travel Planning Facilitator and the School Administrator to discuss the state of traffic and active travel, and to discuss the potential for initiating a School Travel Plan.*

**Initial assessment document:** *A document that captures a snapshot of the school situation including; school and community engagement, built environment, and traffic management operations.*

**School Travel Planning interventions:** *Programs, strategies, tools or resources that can be used by schools to increase active transportation on the school journey and / or to manage traffic at the school site.*

**Desire lines:** *Erosion of natural areas that show the most easily navigated route from one point to another, representing an often-used but not official pathway.*

**Traffic management practices:** *Supervision, signage, and blockades used to direct traffic or to ensure the safety of students near the school.*

## PROCESS:

*In order to take part, a school administrator must:*

1. Contact STSWR and ask for a School Travel Planning Facilitator.
2. Participate in the school site assessment and be prepared to discuss:
  - a. School zone crossing points
  - b. Rear entrances to school grounds
  - c. Desire lines
  - d. Bike / scooter racks
  - e. Traffic management practices
  - f. School and community engagement
3. Discuss next steps for School Travel Planning at the school.

## RESOURCES:

- Ontario Active School Travel
  - School Travel Planning Introduction for Parents
  - School Travel Planning Introduction for Teachers
  - School Agreement
- Student Transportation Services of Waterloo Region
  - Sample school travel plan at [stswr.ca/walkzone/schooltravelplanning/schools](http://stswr.ca/walkzone/schooltravelplanning/schools)

Communications required

- none

Associated SOPs

- Parking Lot Assessment
- BikeWalkRoll Survey
- Family Survey

Equipment/tools available from STSWR

- School Travel Planner
- Initial assessment document preparation
- Class 2 safety vest for physical site assessment

Links

- STSWR School Travel Planning: <https://www.stswr.ca/walkzone/school-travel-planning/>
- Ontario Active School Travel Overview: <https://ontarioactiveschooltravel.ca/wp-content/uploads/2018/05/Overview-of-School-Travel-Planning-2018-En..pdf>
- Ontario Active School Travel introduction for principals: <https://ontarioactiveschooltravel.ca/wp-content/uploads/2018/05/STP-Introduction-for-Principals-2018-En..pdf>

## SAFETY AND SUCCESS PROVISIONS

1. Wear a class 2 safety vest while conducting site assessment.

## EMERGENCY PROCEDURES

- School Injury procedure for any injury

## EXPECTED RESULTS

- Initiate connection between school and STSWR's School Travel Planning department.
- Gather background information on known issues the school is facing regarding active transportation or traffic management.
- Discuss next steps for School Travel Planning initiatives at the school.
- Promote further engagement in School Travel Planning at the school

## APPENDIX C: GUIDELINES FOR TRAFFIC RETURNING TO SCHOOL

### General principles:

- Stay at least 2 meters (or 6 feet) away from other people whenever possible.
- If physical distancing measures are difficult to maintain, consider wearing a cloth mask.
- Travel on foot or by bike rather than by car if you are not on the bus.
- Time outdoors is recommended as part of a recovery strategy.

### Adults:

- Stay at least 2 meters away from other families, school staff, Crossing Guards and foot patrollers.
- Parents stay away from the school as much as possible, especially if your child can travel to school independently.
- For children who must be supervised, pool resources and have one parent from the neighborhood lead a group of children single file to and from school. Consider the [Walking School Bus](#) and Walking Buddy models.
- As you return back home, leave space where passages are narrow to maintain physical distance and give children still arriving priority on the sidewalk.

### All:

- Greet neighbours and friends with a smile, wave, bow or nod.
- Walk, cycle, or scooter because it takes up less space on the sidewalks and roads, allows for physical distancing, and offers safety from vehicle congestion for children on foot.
- Keep in mind that bike racks and scooter racks at schools are tightly spaced and could easily tempt children to be closer than 2 meters away from each other. Have your child wait their turn to store their bike or scooter. Walking is preferred.
- Remember to maintain physical distance when waiting to cross the road.
- Cycling on shared routes like multi use trails and sidewalks can be risky for pedestrians. If you cycle, dismount and walk near schools and in other areas where more pedestrians are present.
- Walk or cycle in single file, keeping 2 meters apart; step to the side to allow physical distance when passing someone going in the opposite direction, and near Crossing Guards or foot patrollers.
- If possible avoid busy routes so you can maintain 2 meters distance from other people or leave home earlier to avoid congestion on your routes
- If you choose to drive your child to school, park your car a few blocks away and walk the rest of the way to school to allow safe physical distancing for all and to reduce congestion.
- Let children who are capable, walk or ride the last block or two alone. This way, as few adults as possible enter the high-density school zone.



- Help children cross busy streets safely and let them walk or cycle from there. This is a good way to gradually practice pedestrian skills and grow the distance your child can travel independently.

**People who live and / or work near a school:**

- Try to stay indoors around school commute times so that traffic doesn't get even busier in the area.

**Schools:**

Each school is encouraged to make its own plan to ensure that the children are brought and picked up according to these guidelines, and to set rules specific to their school situation including usage of bike/scooter racks, Kindergarten hand-off procedures, staggered entrance and dismissals, and bus waiting areas. Schools must inform parents about their individual plan and may ask STSWR for supporting materials.