

MINUTES

Active & Safe Routes to School Steering Committee

Date: Monday, November 22, 2021

1:00-3:00 pm

Zoom Meeting

FACILITATOR: Andrew Clark (HEAL)

RECORDER: Daniel Kang (HEAL)

ATTENDEES: Andrew Clark, Kristy Kastelic, Sean Wraight, Allison Miller, Kalyn Ante, Molly Miksa, Tanya Charyk-Stewart, Sylvia Hazenberg, Emma Fabri, Daniel Kang, Melissa Thomas, Diane Szoller, Nathaniel Frisbee

REGRETS:

| # | Notes | Action to be Taken |
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| 1 | Welcome & Introductions | |
| 2 | Review Agenda | |
| 3 | Review Minutes from Sept 2021 Meeting – Minor Changes ALLISION: Page 7 – e-scooters are illegal not e-bikes MOLLY: Cycling Into The Future Kitchener-Waterloo had given training, not funding | |
| 4 | Wayfinding Signs Application Approval (Kristy) Application Process: ALL: Uniformly agreed to remove “only need committee support” from question #8. KALYN: We know on our end that there is in-kind and volunteer contribution but will an applicant understand that wording and is it important for them to know? Concerns about applicants not understanding the concept of in-kind or volunteer contributions. KALYN: Ambiguity in the wording of question #8 - rephrased the question to “The installation costs for wayfinding signs is approximately \$2000 and limited funding is available. If your school is able to contribute to full or partial funding, the number of schools able to participate would increase. The ASRTS committee | Polish up edits and formatting errors to application questions (8 and 13-15). Receive approval of application form from committee members. Reach out to sign shops about their availability. |

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| <p>will support all schools chosen to receive wayfinding signs, regardless of the amount of funding. What percentage of installation costs can your school community contribute to the signs?”</p> <p>ALLISON: When applications are submitted, where will they go?</p> <p>ANDREW: After applications are collected, they will be stored and viewed in Microsoft Forms where we will look through and process them all to make an informed decision about which schools will be selected.</p> <p>KRISTY: Public schools should be familiar with using Microsoft Forms, so it should be an easy process (fingers crossed).</p> <p>Timeline:</p> <p>KRISTY: Finish the application process soon. Advertise sometime the beginning of January after the winter break, so that we can receive applications by end of January and get things rolling for spring time (April/May) in terms of installing the signs.</p> <p>Evaluation:</p> <p>KRISTY: Next steps - working teams will work on an evaluation process but in terms of what we have right now, the application form is ready and confirmed for approval at the committee level.</p> <p>School Selection Criteria:</p> <p>ANDREW: Since we have a finite amount of money, we are trying to take an equity-based approach to select schools. Our plan will be to evaluate schools based on socioeconomic status (SES) levels from provincial EQAO data.</p> <p>ANDREW: In terms of sign location, examine number of walkers at schools to ensure there is a sufficient amount of engagement to put up wayfinding signs in places where they should be as well as ensuring that the money we give is equitable. Again, schools with higher needs will get more funding. Suppose, if there's a school in the north that is well off and falls under a high SES level, we would talk to them and say we would love to give you</p> | |
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funding but we can only offer funding at 25% or 50%. Would you still like them? If they decline, we can rebalance money accordingly.

KRISTY: We will have a much better idea of where we stand once we receive applications in January, assuming we have high engagement from schools.

ANDREW: Consider reaching out to schools if there is a lack of participation. Allison had previously mentioned that there had been high demand in the past from White Oaks.

DIANE: Was there any school that wasn't able to participate in the pilot project?

ANDREW: There was no schools that never got them that asked for them except for the ones that weren't allowed to. For instance, St. Thomas worried about sign pollution and Elmer responded with a hard no even though schools wanted them. However, we will still keep this open to everyone within the tri-county and see where we get applications. Decide based on funding availability and who has indicated interest, then we will reach out to proper municipal partners to see if they are still reluctant or more willing than before especially with the evidence that shows it has a positive effect.

ANDREW: More formal evaluation this time around to evaluate this properly via intercept survey, door to door canvassing (get an idea of what the public thinks about the signs and how they affect traffic congestion and perceptions of safety and walking to and from school), and traffic counts (before and after installation to see if there is a measurable change in behavior).

SEAN: Was there any consideration done on incentivization for actually using them and using that towards the evaluation piece?

ANDREW: Issues with incentivization/evaluation element – unfortunately, we can't work with some schools and won't get ethics approval from the public board; catholic schools are more flexible; not sure what that looks like right now. In terms of incentivizing, maybe doing activities with schools that are part of our wayfinding signs project – probably (a discussion for our

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| | <p>March) get those details more in March Meeting. In terms of timeline, plan is to work backwards. Hoping to get the installations done in April, getting location of signs by the end of February/early March, so we'll have to make the decision of the schools in early February.</p> <p>DIANE: Mentions photo contests of submissions of kids and families taking photos with wayfinding signs.</p> <p>ANDREW: Great idea to engage people and show us how they're getting to school. Had communication issues with schools in the past – less engagement from the community – all about figuring out that aspect. Maybe having schools that participate in signs should be required to participate in a recruitment thing after installation.</p> | |
| <p>5</p> | <p>STP Survey Evaluation Working Group (Andrew)</p> <p>What is the purpose of the group?</p> <p>ANDREW: To determine which elements of the survey with respect to the STP evaluation do we want part of the core questions asked of every other school. Thus, which of the questions are necessary (1) to inform the program (2) provide evidence to the schools what has/hasn't worked within their school community.</p> <p>KRISTY: Just to clarify, this is separate from what the HEAL lab is doing?</p> <p>ANDREW: Yes and no, we have our survey that we are validating right now - Too long for the average parent to fill out part of the intervention, so which questions from the survey do we want to use for our school travel planning evaluation network in terms of informing the intervention itself to determine what changes need to be made as well as evaluating whether we are successful moving forward.</p> <p>ALLISON: Does Green Communities Canada have such an evaluation?</p> <p>ANDREW: Yes, looking at ours as best practice.</p> | <p>Breakout into a smaller subcommittee to discuss changes that need to be made for STP Evaluation.</p> |

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| | <p>ANDREW: GCC Canada’s main concern is also on intervention – they are also doing intervention related to it as well. In my mind, we can strip out pure evaluation elements from this to get what we actually need for the program because of our larger project we are working on.</p> <p>What is our timeline to meet / accomplish goals?</p> <p>ALLISON: Now would be a good time to get things in place.</p> <p>KRISTY: Once we then have a smaller group, then we can really get to bottom of what we are after, and then bring it back to the steering committee and say we had an in-depth discussion, this is where we stand and this will be our focus moving forward.</p> <p>Who wants to be part of it?</p> <p>Kristy, Allison, Kalyn, Tanya, and Sean have offered to volunteer.</p> <p>ANDREW: We’ll leave it there - we can nail it down to short list of questions that will be useful for the committee moving forward, especially relooking into traffic counts and hands up surveys (part of manual). Those have yet to be reviewed in terms of the purpose and what we are trying to accomplish with those things.</p> | |
| <p>6</p> | <p>CAA Safety Patrol Program (Andrew)</p> <p>ANDREW: CAA’s Safety Patrol Program provides bus and walking patrollers around the school neighborhood. Traditionally, it had been supported by the police. CAA has only received OBSIE approval for insurance purposes because police are the ones providing the training. Interesting situation because police officers are no longer allowed in schools – being revisited but unsure when they’ll be back.</p> <p>ANDREW: Had a meeting earlier today with a school (Arthur Currie) who has been leading safety patrol program to talk about the program and where things are at – they say they had no idea. Because of OSBIE insurance issues, they are basically stuck not understanding it with gaps and disconnect between parties.</p> | |

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| <p>ANDREW: Sylvia and Graham contact given to the school as being ASRTS reps for the school board – they’re hoping to set up a meeting with school boards. They want to reach out to someone they could talk to from a leadership standpoint at the board about this issue.</p> <p>ANDREW: Reaching out to Kirsty about potentially STS taking some leadership in terms of filling in gaps of police absence. Bottom line: not anything out there right now for a solution – probably won’t be fixed this year.</p> <p>ANDREW: Sylvia, have you heard anything internally about safety patrol and where that program sits?</p> <p>SYLVIA: Haven’t heard anything – now that community officers aren’t in the school, there hasn’t been any communication about it.</p> <p>ANDREW: Not sure where we sit or should sit?</p> <p>KALYN: Asks for a quick highlight of roles.</p> <p>ANDREW: CAA owns the program and brand – essentially train the trainer – they train the community police officers to do two things from training: (1) community audit to identify locations where it would be safe for children to actually be the safety patrols – avoid certain intersections that aren’t safe and make sure the students are within sight of the school (2) train the kids to help them to recognize the safe gaps in traffic, understand when it’s alright when it’s okay for kids to cross.</p> <p>ANDREW: Emphasize that they are foot patrols not crossing guards – they are there to help kids safely cross the street, not to control traffic, which is an important element. OSBIE (Ontario School Boards’ Insurance Exchange) provide insurance to all the school boards in the province so what they say is regarding liability insurance. If they don’t approve it, schools don’t receive liability insurance, but there are ways around it. For instance, Canadian Cancer Society has their own Walking Bus Program, and they work with OBSIE to develop safety plans and do risk assessments of where the risks consist before a walking school bus starts. Once this is approved, then the walking school bus</p> | |
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| | <p>can be run, and liability is covered by OSBIE. The issue with CAA is they have an agreement with OSBIE for their program based on the ability of police officers to do the training. This is a provincial issue for CAA, but there could be places we could advocate locally to push things forward in terms of a faster timelines.</p> <p>KALYN: What we need is a new partner for the role that LPS was playing with CAA that OSBIE is comfortable with?</p> <p>ANDREW: Exactly.</p> <p>ANDREW: Sean, have you heard anything about this throughout your road safety stuff through other communities?</p> <p>SEAN: No, not yet, vast road safety committees are looking at reformation, so things are drastic behind– we are miles ahead.</p> <p>ANDREW: In the meantime, we will wait to see what CAA comes back to us with and Kristy, Sylvia, and Graham will be contacted by them shortly.</p> | |
| <p>7</p> | <p>Discussion: Road Closure Planning with City of London & School formerly known as Ryerson PS (Andrew)</p> <p>ANDREW: Received message from Dan Hall, a new colleague of Allison at the City of London, who works as the Active Transportation Program Manager. Focuses on infrastructure and the programmatic side of things. He was approached by Ryerson Public School and a group of parents from the school about closing the streets around the school before and after school hours @ the corner of Victoria and Waterloo. Nice thing about Old North is that closing streets would have minimal disruption on the flow of traffic because there are multiple ways to go around the school – idea that Dan presented is to pilot some of issues of AST. Some schools have already piloted this initiative in the GTA are, partnering with a nonprofit – 880 Cities. Closing school down with barriers at 8:30 until 9:00 and again after 3:00~3:15 to 3:30~3:45 (30 min intervals) to avoid the cars coming in and out around the sweet time of pickup and peak commute times. To date, there’s been a mixed amount of</p> | <p>Address the challenges with respect to who will put out road closures. Is it in our best interest as a committee to support a pilot and eventually a full program (if we ever get to that point) with a high-income school – should we place our support elsewhere?</p> |

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| <p>success across the region - the idea is to pilot it somehow here in London.</p> <p>Issues:</p> <p>ANDREW: Policy gap: No way to close down streets without one of two things: (1) special event via permission from the city or (2) police close it down. City engineers can close down a street for a good reason. The idea is that city engineers would declare that we are going to close down the street one week to pilot test it during those key times and use any evidence we gather from street closures to show it works in order to develop a new policy for the City of London – goal is to allow this to be a tool that schools can be used in the future.</p> <p>ANDREW: Would love to hear committee thoughts and how we can get involved – evaluation potential remote via intercept surveys, surveying neighboring door to door, air quality bouldering before, during, and after changes, and traffic counts. Possibly targeting a spring launch of this program,</p> <p>KALYN: Who is responsible for putting out closures?</p> <p>ANDREW: Not entirely sure who’s responsible but believe school staff will put the barriers up that is assuming barriers are provided by the city.</p> <p>KALYN: Do we have support of school administration to have teachers do that?</p> <p>ANDREW: Again, not sure how that would work?</p> <p>SYLVIA: Would be a challenge as school staff are still in class and prepping, so it wouldn’t be feasible</p> <p>ALLISION: If it’s a school closure on a street, it wouldn’t be school staff putting out barriers, it would be city staff.</p> <p>ANDREW: For the pilot, we might have school staff running these barriers, but on the occasion that this becomes a project or full program, then we would have to figure out those kinds of details out.</p> <p>KRISTY: Assuming that it’s not approved for a full program, we have to do a pilot to get some data to back it up and make a case for it. Wonder if the focus should be getting the pieces in place</p> | |
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to run a pilot, then as a committee evaluate it together, go over the data to determine if there's a case for it, and if we would support it moving forward. As much as we want it, we are probably not going to support something that isn't worth pursuing.

ALLISION: Understands the traffic concerns at pick up and drop off locations around the school (Ryerson), but if we are focusing on schools that have more equity concerns, we have to be careful of what support we can provide because we are already stretched, and our focus is meant to be elsewhere. Ryerson is in a grid pattern where it has sidewalks, crossing guards, school buses and cars park in a different location.

KALYN: Schools like Eagles Heights on Oxford and Princess Public are crazy busy – something we might just want to consider. Support pilots, but as we think about our case of support, we might want to think things about that.

ANDREW: Not feasible to close Eagle and Princess – maybe one day.

KRISTY: Location would be a consideration, stats from a pilot, elements that account for SES and geography factors – does that narrow us down to two applicable schools that that this could work for? Do we want to put in our energy for only two schools that meet the potential criteria?

ALLISION: Ryerson needs to approach the city because the city needs to be involved in any street closure but what we can do if needed is we could provide a letter of support about supporting the pilot – here are the reasons, get involved in the learnings, and sees if it applies elsewhere.

ANDREW & KRISTY: Absolutely – we need more information before we jump full head into this.

KRISTY: To Allison's point on capacity – because we are stretched so thin, what projects are we going to support going forward is a key consideration because we can't support every single item as much as we want to.

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| | <p>ANDREW: It's a matter of trying to find evidence on this issue and looking across 888 schools to garnish support – haven't seen any evaluations to see if it works or changes behavior. Not enough evidence but from a HEAL lab perspective, we are going to evaluate. From a committee standpoint, maybe it's best to just wait and see where that evaluation goes and if we want to add it to our toolbelt or not. Sees merit from not supporting from a committee standpoint until we have evidence for the fact that the equity is a concern and whether it's smart for us to put our stamp behind something that is giving something to a high-income before a low-income school - might cause issues or be perceived incorrectly.</p> <p>DIANE: How many buses are running at Ryerson?</p> <p>KRISTY: 4 buses at Ryerson.</p> | |
| <p>8</p> | <p>Roundtable Updates</p> <p>Ride to Thrive Bike Training (CycleLink)</p> <p>MOLLY: Not a super busy for ride to thrive – cycling season is low and it's cold out. Submitted feasibility report to Sylvia. Held meetings about the how tos that transition our camp program into a classroom program.</p> <p>MOLLY: Looking of getting second set of trainers up and running – on the lookout for trainers now especially while its winter time, looking to get some training done.</p> <p>NATE: Couple other programs in the school district have reached out for a one-off collaboration in terms of running something similar to what Ride to Thrive would be sometime in April/May.</p> <p>NATE: Again, building instructor capacity now that we are in the winter time.</p> <p>ANDREW: Have you targeted schools for the spring for piloting?</p> <p>NATE: Old South community organization has given us \$500 in funding to specifically run a program at Victoria PS.</p> | <p>Finding ways for Ride to Thrive to build instructor capacity for the winter season.</p> <p>Hope to get funding to provide bike helmets to school aged children.</p> <p>Aim to evaluate youth and parent survey with parents and children following ethics approval.</p> |

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| <p>MOLLY: A Grade 5-6 school teacher at Victoria has reached out to run a workshop in her classroom, which is exactly what we're looking for.</p> <p>MOLLY: Received additional funding from the London community foundation from the Hooper family fund (\$2000).</p> <p>ANDREW: Have you been working about getting bikes?</p> <p>NATE: Had a meeting with a possible collaboration with Big Bike Giveaway small nonprofit and they're totally on board with us – there's open line of communication when we go into schools, we hope to acquire a general number of bicycles needed for students in that classroom and then we would work with Big Bike Giveaway to transport bikes for the students specifically. In the case that a student doesn't want to ride a bike, he/she would be able to provide loan for the duration of the camp and then take the bike at the end of workshop. We will be acquiring bicycle helmets for the student participating in the workshops, and they will keep those permanently. At the moment, we are still working on findings ways on getting those covered from donations around the city.</p> <p>KALYN: What would the cost be on the helmets to run that?</p> <p>NATE: Did not cost specifically out the helmets, but the average child bike helmet goes roughly \$20-30. Interesting developments - Victoria School has roughly 200 helmets in one of the closets confirmed by the teacher who reached out. Figuring out how they acquired them and the safest and most inexpensive option to get helmets for the students.</p> <p>KALYN: Convos on year end budget spending and would love creative ideas if there's any capacity although we cannot fund for the full year.</p> <p>MOLLY: Continued to meet with potential partners on that – just to add Big Bike Giveaway is excited in part to have another avenue. Normally, they have their one big event in the year, but they don't want to make bad blood with bike shops by having continuing giveaways of bikes, so partnering with ride the thrive</p> | |
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is good for them because it allows them to be giving the kids bikes but not in a way that takes away bikes being sold in shops. DIANE: Can Bike update – man in Waterloo runs a training program indicated that since Can Bike doesn't charge a fee for children to participate that maybe it could be focusing on grades 7-8.

DIANE: Upcoming goals: Can Bike training in the summer and late spring – actually, spreading our training at different times and now we are working on social media campaigns for the spring and summer and fall focusing on learn to ride. Since we had limited numbers last year, we are using social media to engage more people in the new year.

DIANE: Working on a pilot that's evolving to become provincial – focuses on working with older adults challenged to ride bikes with issues of balance and safety. Connected with a medical professional in Toronto – she has a series of steps, so we think we will be developing a pilot in the three cities for that. Hopefully, chat with Molly to determine our relationship with Can Bike.

Evaluation Pilot Study (HEAL)

ANDREW: Working on evaluating our survey – spearheaded by undergraduate student Erica, Melissa, and myself. Youth and parent survey validation -> We have a knowledge survey about how we are actually teaching kids about road safety rules from the standpoint of a pedestrian as well as cycling and interacting with the road. We are going to bring experts across the province to help us validate that to ensure we are hitting all the elements of road safety that kids in grades 4-8 should know – waiting for ethics approval but hoping to organizing that with the different groups. Sean is helping us before Christmas with the hope that after Christmas, we can run focus groups with some road safety committees and experts across the province.

Excited and a great opportunity to perfect what we've done with that as well as feed it back to education work that we've developed.

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| | <p>ANDREW: Planning to do a test re-test – surveying people once and then a second time within 4 to 5 days to see if they answered the questions the same – important part of the evaluation to ensure that our tool is repeatable and people are not interpreting the questions differently the different times they fill it out. Hope to get approval this week and then reach out to 100 parents 100 kids over the next 3 weeks – trying to get that done before Christmas.</p> <p>ANDREW: Hoping to do evaluation of Trip Diary and track kids with GPS – hoping to take snapshots of 50 kids that we will track with GPS and help fill out the diary. Then validate if the dairy and GPS are the same – still waiting for schools to reopen; looks to be a light of the end of the tunnel; last week TVDSB has announced they will be reintroducing fully vaccinated parents as volunteers. Possible to do a pilot study in a school or control school before the end of the school year (fingers crossed) with kids being vaccinated.</p> | |
| <p>8</p> | <p>Closing Remarks</p> <p>SEAN: E-tool kits available for circulation. Purpose is to provide impetus for people, such as our ASRTS committee, who are looking for social media content, quick and easy information backed with statistics for both drivers and pedestrians at this time of year (as winter is slowly approaching). The toolkit provides links to videos for safe winter driving and pedestrian safety in the winter time. Good opportunity to use this tool for creating our initiatives and social media posts surrounding safe winter driving. Really hoping to look towards our partners in developing and using some of this content in some of the messaging that they are developing for this time of year.</p> <p>SEAN: Advertising within the public outreach and education office – launching a series of virtual presentations around road safety priority items. Open to all Ontario residents. Conducting in a pilot atmosphere to see if these are going to work – usually present this information face to face with students, drivers, regular citizens on relevant topics such as safe winter driving,</p> | <p>Use e-toolkits provided by Sean to craft simple and fun messages surrounding safe winter driving within our social media channels. Connect with our community organizations to get a hold of road safety resources in different languages for immigrant families to be able to use them.</p> |

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| <p>child restraints, the rules around those when it comes to components of the law, and safe installation. These will be shared via newsletter or throughout social media channels - ideal for students and parents. Trying to drill the pedestrian element to keep them safe on the roads.</p> <p>SEAN: Have been given approval to create a micromobility video to better explain these topics to the citizens of Ontario and facilitate their understanding on what that particular topic is all about. This type of video will be similar to what I shared earlier with respect to child safety seats and restrains. These are short two-minute videos rich in content. Again, perfect for social media use with the intention of focusing on micromobility. Looking at a spring release – hired a contractor to assist us in production. In relation to safe winter driving, we also have a safe snowmobile e-kit—more relevant to rural partners but may spark interest from other groups as well.</p> <p>ANDREW: One issue in school communities pertains to safety seats and seat belts and rules for new immigrants where English isn't their first language. Do you have any resources in Arabic and other languages?</p> <p>SEAN: Yes, we have it the form of e-booklets. In the past, we used to print them, but now have gone fully digital – have a child safety seat booklet available in seven languages. Will make a note to share those with group.</p> <p>ANDREW: Great, will definitely share those with our school communities.</p> <p>SYLVIA: Child Safety Middlesex London should have those resources available in numerous languages - can connect you with the person who chairs Child Safety to get a hold of those resources.</p> <p>SEAN: There's a good representative at London Health Sciences Center (LHSC) that's extremely active in the Child Restraint Program, and they're looking to reinstitute inspection clinics for the public and community – have installations approved from a certified technician.</p> | <p>Submit final policy scan by the end of the year.</p> |
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| <p>ANDREW: Sylvian, does that group work with the London Middlesex Immigration Partnership or any of those groups?</p> <p>SYLVIA: Yes, provided information in the past but we haven't met since COVID.</p> <p>ANDREW: When conducting traffic counts, number of kids that never had seat belts on or weren't sitting on car seats or boosters revealed shocking things - again goes back to not understanding the culture, the rules and law on the road for new immigrant families.</p> <p>SYLVIA: Currently in a holding pattern because visitors are not yet allowed back in schools which impacts our Swim to Survive Program - we still don't know yet whether or not it is feasible to run it even if vaccinations occur – that will be based on health regulations for pools and whether or not they'll reintroduce visitors in the future.</p> <p>EMMA: Rough draft of the policy scan has been completed last week – if it hasn't already, it should be on its way to the Ontario Active School Travel Council for review for them to put in their last-minute suggestions – hope to get it revised soon and have it sent it by the end of this year.</p> <p>ANDREW: Quick overview – we were contracted by OAST to do a policy scan with all the material collected by all grant recipients from the previous 2 grants. Really excited about the recommendations moving forward. Will present the results as part of the meeting in the future. Might be pieces on that which could bring about new ideas for us to push forward as a committee because they would benefit all of us if they get implemented. Should be available for public consumption in the new year.</p> | |
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Meeting Schedule:

- January 24: 1 – 4
- March 28: 1 – 4
- May 23: 1 – 4

- June 20: 1 – 4

CONFIRMED: _____ CHAIR