

ASRTS STP Strategic Planning

Tuesday, May 23rd, 2023 @ 1pm

Attendance: John Bos (City of London), Bijay Bharati (HEAL), Julia Pham (HEAL), Scott Askey (TVDSB), Tanya Charyk Stewart (Injury Epidemiology, Western), Sylvia Hazenberg (TVDSB), Sarah Petrie (Southwestern Public Health), Erica Arnett (Southwestern Public Health), Darrell Jutzi (MLHU), Sean Wright (MTO), Allison Miller (City of London), Rachel Eskin (MLHU), Monica Sarmiento (MLHU), Jacqueline Eckert (MLHU), Melissa Waters (STS), Adrienne Buttazoni (HEAL), Marianne Larsen (TVDSB Trustees), Andre Clark (Fanshawe College & Healthy Way Consulting), Kristy Kastelic (STS)

1. Welcome & Introductions

2. STP Presentation

Background:

- HEAL has adjusted their grant parameters and STP is not necessarily a part of it anymore
- TVDSB, ASRTS, HEAL, MLHU, & STS met to discuss how to present the STP program to schools as a smaller/more manageable project

Andrew provided a brief outline of the STP program and all 6 phases; Set-Up, Collect Data, Create Action Plan, Carry Out Action Plan, Recollect Data, Keep it Going!

3. Discussion

The following questions were discussed in a pair and share format. The points highlight the ideas and feedback voiced during the “share” portion of the session.

Question #1: What is the future of STP for ELMO ASRTS?

- Identify the role and responsibilities of all active and resource ELMO ASRTS Steering Committee members
- AST Charter is important
- Safety and wellbeing of each school community needs to be at the forefront of the program
- Flexible programs that are motivating despite school administrator limitations and capacity
- Identify who the key partners are
- Ability to network with key partners at all steps throughout the STP program
- Communicate with school communities the availability of the STP program and various resources and supports
- ELMO ASRTS is the place to go for all active travel related activities and resources
- Disconnect between ASRTS Steering Committee and community knowledge of existence

- Shift from STP as a project to STP as a plan – potentially mandating in all schools across the region
- ELMO ASRTS should be the expert in the active travel behavioural change
- STP Manual looks intimidating – need for flexibility and adaptability
- Establish baseline participation for all schools and then individually ramp up or down on depending on school capacity
- Establish a baseline of expectation for school zone traffic – i.e. kiss n ride, school bus loading zone, parking areas, etc.
- Start the conversation during registration at the school level
- STP Manual to be paired down and then implemented well
- Encourage students first, administrators will follow
- Look to existing programming to link to STP program and incorporate
- H3 Environmental Leaders program can be ambassadors to champion the program within schools
- Establish leadership role to champion within schools – necessary to have boots on the ground to drive the work
- Reminder to not focus on making it easier to drive – quick fixes are not sustainable
- Target families driving to and from school on a regular basis

Discussion Question #2: What role should ELMO ASRTS partners provide in the STP program?

- Promotion
- Adapting the program from a project to a plan
- Making the STP Manual and plan sustainable
 - How to train champions, transparent with messaging and how to make it efficient
- Utilize existing tools/mechanisms so STP is an add-on and better understand how to incorporate into the fabric of a school
- Partners – Steering Committee partners at Steering Committee table & Steering Committee partners working in schools
 - Who is missing around this table?
- Ensure ownership is with the school community but assist with
 - Access to resources
 - Advocacy and connecting with other partners
 - Identifying how a school can build capacity

Discussion Question #3: Who should be leading the development and implementation of the School Travel Plan at a system-level and at a school-level?

- System-Level:
 - Importance of school boards, all 4
 - Messaging to include walking to the school bus stop and riding the school bus
- School-Level:

- School administration and STP Committee (parents, community organizations, students)
- Address parent actions – cultural change
 - Focus on how to get families involved
- Parent Involvement Committee (PIC)
 - Reengage at this table
 - How does ELMO ASRTS engage at their table?
- Charter
 - Expectation from the top, from the start

Discussion Question #4: How can ELMO ASRTS create better supports for the implementation of the STP Action Plan within school communities? What are the supports that are needed?

- Support from the School Boards to bring awareness to programming and existence
- Create better network of partners to help schools navigate connecting with resources and support
- Implementation at every school will look different, cannot assume it will be the same for all
- Create smaller version of the STP Manual – toolkit/menu approach
- Use website as a venue to find applicable resources for specific problems quickly
- Create baseline plan that all schools can implement and menu to build in addition to
- Website available in French
- Where does STP fit into the ELMO ASRTS Steering Committee? Is it still the flagship program? Program versus Plan? Steering Committee focused at a higher level
- TVDSB goal is to make the plan equitable for all schools as opposed to mandatory for all schools
- Developing tools that will bring awareness to resources

4. Conclusion

Andrew to distribute Strategic Plan DRAFT from April discussions prior to the June meeting.
Andrew to send request for members to participate in a September 2024 Planning working group.

Kristy to share Ottawa Student Transportation Charter as example.

John Bos to distribute information on the City of London Neighbourhood Connectivity Project.

Adjournment 3.30pm.