



# "How to..." Series



## How to organize **a Walking/Cycling School Bus (WSB/CSB)**

First Edition

## ACKNOWLEDGEMENTS

To develop the national Active and Safe Routes to School Program and to deliver it at the local level, Go for Green works in partnership with local/regional delivery partners. Two of these partners coordinate an Active and Safe Routes to School program in their respective region/province. They have provided invaluable input to this document and to the national program.

Jacky Kennedy, Coordinator of Greenest City's Active and Safe Routes to School program, wrote the initial draft of this document. Greenest City is a Toronto-based organisation that works with the city's diverse communities on action-oriented greening projects to ensure the liveability of the city and the health of its urban dwellers. Since 1996, Jacky has encouraged and supported many schools in the Greater Toronto Area as they set up their walking school buses.

Bernadette Kowey, Coordinator of British Columbia's WAY TO GO! School Program, also offered valuable input. The WAY TO GO! school program is a Road Sense project supported by British Columbia's Autoplan brokers and Insurance Corporation British Columbia (ICBC). The program fosters safer, healthier travel alternatives for children attending elementary schools.

Maude Downey, Coordinator for the national Active and Safe Routes to School program, edited and designed this document.

Thank you also to the many parents and caregivers, teachers and principals, public health nurses, police, city planners and engineers, and other concerned citizens who have shared their concerns and expertise. I hope they will continue to do so in order to help us develop resources that respond to their needs.

Chantal Laliberté, MCIP, RPP, OUQ  
Active Transportation Manager  
Go for Green

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**How to Organize a Walking/Cycling School Bus, First Edition**

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Tel.: 1-888-UB-ACTIV (822-2848) E-mail: [info@goforgreen.ca](mailto:info@goforgreen.ca)

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## What is a Walking/Cycling School Bus (WSB/CSB)?

A Walking/Cycling School Bus is an active transportation system that involves volunteer parents/caregivers taking turns walking/cycling with children to get them to and from school. The Walking/Cycling School Bus is a major component of the national Active and Safe Routes to School program offered by Go for Green.

## Why start a WSB/CSB? Issues common to all Canadians.

### **Air quality and climate change**

Travel directly related to the enrolled school population constitutes a major portion of all trip generation in Canada. Short trips are the most polluting because a car's engine has not had time to warm up enough to efficiently control emissions. We know that car emissions in general contribute to climate change.

Walking/Cycling School Buses contribute to a solution by reducing the number of cars on the road.

### **Health**

Two thirds of Canadian children and youth do not get enough physical activity to lay a solid foundation for future health and well-being—30-60 minutes of moderate to intense activity accumulated per day. (CFLRI, 1997 Physical Activity Benchmarks)

By incorporating walking, cycling or any other active mode of transportation to and from school into their daily routine, many children could meet the suggested guidelines. Physical activity also helps build self-esteem and a positive self-image; as well, it helps improve concentration and improves learning.

### **Safety**

In many Canadian urban areas, up to 50% of children are frequently driven to school. This results in a chaotic congestion around the school, which presents major risks for all children as they enter and leave the school.

A Walking/Cycling School Bus offers an excellent opportunity to sensitize children and adults to safety issues and to teach and reinforce safe habits for motorists, pedestrians and cyclists. (Having more 'eyes on the street' also increases other forms of safety in a neighbourhood.)

### **Community**

Our increasing over-dependence on the car means that many children have limited opportunities during their formative years to experience both the people and the physical environment of their community. The decreased person-to-person contact among all community members also reduces community awareness and involvement.

Children who participate in a WSB/CSB can feed their curiosity with a broader range of experience and thus develop a more diverse view of the environment and their community. As well, the establishment of a WSB/CSB often leads to changes in local physical infrastructure. These changes help create an environment that makes active transportation safer and more accessible to everyone in the community.

## Dear Reader

This booklet, *How to Organize a Walking/Cycling School Bus*, is a key component in the Resource Kit for the national Active and Safe Routes to School Program. It was primarily designed to help one or more volunteers organize Walking/Cycling School Buses at a school. However, it also includes tips on how to involve a larger school community.

This is a guide only and you should **feel free to adapt the items** according to your own needs and availability of human and financial resources. We suggest that you read through all the items and highlight the ones you need to follow. The key to a successful Walking/Cycling School Bus is flexibility, and regular and open communication between participants.

**Urban versus Rural Focus**—Existing Walking/Cycling School Buses across Canada are primarily urban. However, we are receiving more and more interest from suburban and rural areas. Thus, as we continue to develop the national program, we will revise this document to reflect the needs of all Canadian schools.

**Walking versus Cycling**—This document also highlights walking and not cycling. While most of the information here is applicable to both, we will, nonetheless, be including more specific information on cycling in future revisions.

**The rewards of a WSB/CSB are many.** As individuals we positively influence issues of climate change and air quality. We give our children (and ourselves) a more solid foundation for health and well-being. At the same time, we create neighbourhoods that are safer and greener for the whole community.



**We welcome your input.** Do you have any questions? Comments? Suggestions? Please use the Feedback Form at the end of this document. Together, we will put our imagination and efforts into building on Canada's national Active and Safe Routes to School Program.

Maude Downey, Coordinator  
Active and Safe Routes to School  
(National Program)  
Go for Green

## Item 1: What's the first step?

- Congratulations! You've already done it! You've seen there is room for improvement in how the children at your school get to and from school.

Have you registered your school for the national Active and Safe Routes to School program? If so, you will also have the Resource Kit to help you make changes.



Photo 1: Walk a Child to School Day, Ottawa, Ontario

## Remember!

The checklist items are only offered as a guide. You may want to follow a different order and even leave out whole sections altogether. Read through the checklists and highlight what you feel is right for you.

Don't hesitate to contact Go for Green if you need any help.



Photo 2: Cycling School Bus, Montreal, Quebec

## Have fun!

## Item 2: Identify concerns and explore solutions

- **Assess the school neighbourhood before and after school.**
  - Gather a group together to walk around the school neighbourhood. Invite anyone who could support the WSB/CSB in any way. This could include the school administration, some parents/caregivers and children, the local councillor, community planner, traffic engineer, school trustee and police. (Invite these same people for the ‘Establish the Route’ meeting.)
  - Plan the walk for the morning and the afternoon, during the pick-up and drop-off times. (Note: congestion is generally worse after school.)
- **Traffic survey: Make a note of the number of cars around the school.**
  - Note the numbers of cars that are parked (or double-parked!), and also that are idling.
- **Create a list of problems and potential solutions.**
  - Ask for input from all participants, including the children.
  - Here are a few examples of problems and solutions.
    - Too much traffic? Perhaps some of it could be redirected.
    - Are children being hit because of not being seen, or because of chaotic traffic flow? Create a safe zone.
    - Is there too much pollution near the school yard? Ask the city or town to implement and/or enforce a no-idling policy.
    - Are children arriving on bicycles unable to park safely? Consider installing more bicycle racks, away from traffic.
- **Distribute the findings to all participants.**

## Item 3: Consult with the school community

“I think parents see their vehicles as safe. They can drive their kids to school and see them walk into the building. Our school is trying to communicate that there are other ways to be safe which are much healthier and are environmentally friendly at the same time.”

—Kathy Cowan, Principal  
Bowmore Public School, Toronto

### ❑ **Make a presentation to the Parent Council.**

- Discuss the findings of the walkabout and the possible solutions.

### ❑ **Make a similar presentation to the school staff.**

- Determine the support of the teachers and principal. Is there already a committee for safety, the environment, physical activity, or transportation?
- Point out how the WSB/CSB and the national A&SRTS program can support curriculum goals related to environmental studies, health and physical activity, traffic safety, geography, math, etc.
- (Go for Green has a mapping tool called ‘Blazing Trails through the Urban Jungle’. We are also gathering and developing additional resources. Please send us samples of anything you think might be useful.)



Photo 4: Mapping session, Toronto, Ontario

### ❑ **Send information to schools and offer to make presentations.**

- Using your school board’s communications network, send out information about the WSB/CSB to all schools (information package, brochure and posters). Invite interested schools to participate in the WSB/CSB. (Refer to the Case Studies on the Go for Green Web site.)
- Circulate information through the school newsletter.

## Item 4: Establish your committee

If you are starting more than one WSB/CSB route, consider having a coordinating A&SRTS committee, and then have each route set up its own sub-committee.

If you are doing one route only, you may not need a committee.

### □ **Identify members.**

- If applicable, invite members of the school's Safety or Environment Committee to either take responsibility for the WSB/CSB or to be part of a separate committee.
- Invite all interested people to join the committee. These include those who attended the presentations and those who participated in the walk around the school.

### □ **Discuss tasks.**

- Use this list to help focus your recruitment of committee members or to enlist community support.
  - Photocopy and distribute materials
  - Identify and involve community partners (see next Item)
  - Make presentations

### □ **Determine lines of communications.**

- Define what would be the most feasible means of communication for everyone: phone, fax, or e-mail.
- Decide on location, timing and frequency of meetings.

## Item 5: Involve community partners

### 'It takes an entire community to raise a child.'

#### ★ **Local Residents**

These may be represented through a residents or ratepayers group. Often they are the ones most affected by the traffic congestion at drop-off and pick-up times. They need to be involved if the municipality is suggesting additional parking restrictions or any physical infrastructure changes (e.g., traffic calming techniques).

#### ★ **Municipalities**

Involve the traffic engineers and/or planners and your local councillor in working on the solutions identified in the initial walkabout.

#### ★ **Community Police OR School Liaison Police Officers**

Invite the community police to take an active role in the project. For example, they can enforce traffic safety around the school, make presentations to students at school assemblies regarding safety issues such as traffic safety, bullying, harassment, etc., and in some cases offer training programs for students.

“The Walking/Cycling School Bus helps to create awareness around traffic safety. It can reduce traffic congestion around schools and it promotes a real sense of community.”

—Police Constable Arthur Frances  
Traffic Services, Toronto

#### ★ **School Trustees**

School trustees can be good allies as they present the school's concerns to the board.

#### ★ **School Board**

Once you have established a few WSB/CSB's, request funding to help expand the initiative, using the initial ones as a model.

#### ★ **Health Departments**

They can offer tremendous assistance in the WSB/CSB. Many health departments are mandated to work on issues relating to heart health, increased physical activity levels and air quality. Public Health Nurses may make presentations and even run an A&SRTS program. Also, they can bring additional resources and expertise to the project.

#### ★ **Local Shops and Service Organisations**

They can provide services or goods, either free or at a discount. Some examples are photocopying, printing, advertising, and safety equipment. Some service organisations may also be willing to provide some financial support for the project by becoming a sponsor.

## Item 6: Conduct baseline surveys

Baseline surveys are useful when later evaluating the effectiveness of the school and community WSB/CSB initiatives. They are also a way of making everyone aware of the issues. Do them at the beginning to have a good basis for comparison later.

For more information on surveys, contact Go for Green.

Here are a few ideas:

- **Student survey: Ask the students how they get to school.**
  - In the classroom, simply ask for a show of hands in response to a few questions.
  - Students could even assist in putting the results on a simple chart. Indicate the age group and the weather as well.
  
- **Parents/caregivers survey: Ask the parents/caregivers about their choices in getting the children to school.**
  - Attach *Why start a WSB/CSB? Issues common to all Canadians* from the beginning of this document.
  - Ask if there are any families already walking alone or in small groups.
  - Ask if the weather or the temperature affects their choice to walk or cycle. If so, how?
  - Be sure to ask parents/caregivers if they would be interested in being a ‘bus driver’.
  - Find out what some of their reasons are for not walking or cycling their children to school.
  
- **Compile the results of the surveys and save for evaluation.**
  - Keep these results to compare with surveys done at the end of the year, to help evaluate your WSB/CSB.
  - Send the results to Go for Green. These results will help in the ongoing evaluation of the program.
  
- **Prepare a summary of the survey results and communicate them to the parents/caregivers, school staff and children.**
  - The school newsletter is a good vehicle for this sharing.

## Item 7: Promote the WSB/CSB idea

- ❑ **Send a letter home from the Principal.**
  - In the letter, introduce the national A&SRTS program, as well as the regional or provincial program (if such a program exists<sup>1</sup>). Explain the school's rationale for implementing a WSB/CSB. Refer to the results of your school's walkabout and the surveys.
- ❑ **Include WSB/CSB information in the school newsletter.**
  - Perhaps send a separate brochure home. The school can create its own materials, using the copies of the A&SRTS logo provided in the Resource Kit. Some sample posters, brochures and flyers are also available from Go for Green's Web site.
  - Invite interested families to attend a WSB/CSB introductory meeting. The surveys may have identified some of these families but this promotion blitz can identify others.
  - Mention that many children with disabilities can also be easily included in a WSB/CSB.
- ❑ **Translate some of the material into other languages spoken at the school so the entire school community is included.**
  - A parent/caregiver or member of the community may volunteer to do this.
- ❑ **Place posters about the WSB/CSB in the school and in the community.**
  - Place them on the bulletin board and around the school. In the community post them in local apartment buildings, libraries and community centres, churches and grocery stores, and any other areas where parents/caregivers might gather.
  - Also post other articles or information about the environment, climate change, health and physical activity, and traffic safety as they relate to the WSB/CSB.
  - Recruit older adults to help with the WSB/CSB. These can be reached through walking groups, churches, and centres, residences or co-op housing for older adults.
- ❑ **Have both principal and students make public announcements in school.**
- ❑ **Prepare a final list of interested families and volunteers.**
  - Include names given in the survey. Assign parents/caregivers to contact them for the introductory meeting.


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<sup>1</sup> ● In the Greater Toronto area: Greenest City ● In British Columbia: WAY TO GO!

## Item 8: Meet with interested families

Hold an introductory meeting with interested families. Decide if day or evening is best. You may have to hold more than one meeting to reach all interested families.

### Bring to Meeting!

- A&SRTS video (and TV, VCR)
  - Large map of the school zone
  - Pen/markers to mark where families live
  - Information to give away on safety, physical activity and the environment
- 


- ❑ **Make a short presentation on the WSB/CSB.**
  - Show the A&SRTS video at this meeting. Discuss the results of the initial walkabout and surveys. Answer any questions from the audience.
  - Invite a community police officer to address specific safety concerns that may be raised. Review the concerns noted during the neighbourhood walkabout.
- ❑ **Discuss existing informal WSB/CSB's.**
  - Ask families who already participate in an informal WSB/CSB to speak at the meeting about why it works for them.
- ❑ **Ask why the other parents are interested in the WSB/CSB.**
  - Some parents/caregivers may see the WSB/CSB as a babysitting service. Be sure to clarify that this is not the case.
- ❑ **Identify potential WSB/CSB routes for this group.**
  - Using a map of the school zone, have parents mark where they live. Identify where the clusters of families live who could start a WSB/CSB. (Following the meeting, make enough copies of this map to have one for each route at the “Establish the Route” meeting. )
- ❑ **Discuss driver awareness**
  - Remind driving parents/caregivers of their responsibilities when driving cars near the school. Discuss existing regulations and safe practices.
- ❑ **Plan a follow-up “Establish the Route” meeting.**
  - Ask parents and caregivers to take safety-related materials available and review them with their children before the next meeting. See Go for Green for suggestions.

## Item 9: Create the WSB/CSB(s)

The following parts **A)**, **B)** and **C)** offer an outline of the main issues to discuss and plan for. Some groups may prefer to combine this meeting with *Item 10: Do a test-walk*.

This can be a very informal meeting. You may want to conduct this as a large meeting, with each 'route' working as a unit. Or you may prefer to have each 'route' meet individually.

### Bring to Meeting!

- For each 'bus' group, a copy of the map with homes of participants identified.
  - Markers to trace out the route(s).
  - A copy of the rules for discussion purposes
- 

### A) Establish the route(s)

- **Highlight the route(s) on a map and give each 'bus driver' a copy.**
  - If there is more than one WSB/CSB route, break into route groups.
  - Choose the best route, one that offers maximum security for pedestrians. Good routes have sidewalks, pedestrian crossings, are well lit (a concern in winter and in the north), etc.
  - Identify issues you will need to discuss with your local council. Be sure that the snow will be removed **before** the 'bus' leaves in the morning and afternoon, and that existing regulations are enforced, such as traffic calming measures, and no-idling and no-stopping by-laws.
- **Give all 'bus drivers' a complete contact list.**
  - Include home and work phone numbers.
  - Ask everyone to notify the committee of any errors. Give a revised list as necessary.
- **Set the starting date for the WSB/CSB. (Ask for police presence on the streets during the first few days.)**
  - All participants—parents/caregivers and students—should plan to walk their route soon after the start of the WSB/CSB, even if they are not going to be a 'bus driver'. This allows parents/caregivers to review and reinforce the concept and rules with their own children. It also provides an opportunity for everyone to get to know each other.

## B) Make the WSB/CSB visible

### □ **Decide if WSB/CSB participants will wear identifiers on the street.**



Photo 5: Caps and a Song for A&SRTS, Ottawa, Ontario

- It is helpful if participants—‘bus drivers’ and students—wear identifiers. Both know for sure who is on the bus.
  - Some examples of identifiers are neck warmers, hats, reflective vests, knapsacks, and reflective armbands.
  - These are also good street safety ideas too, especially reflective materials or bright colours, as they provide extra visibility for traffic.
  - Is there a budget for these items? Can a local merchant provide a donation or does fundraising need to occur?
- ### □ **Have children select names and/or colours for their 'bus'.**
- This acts as another identifier for participants and adds some fun to the process.
- ### □ **For each route, designate a permanent meeting place.**
- Preferably, the meeting place will be inside the school in winter.
  - For example: The WAY TO GO! School Program in Vancouver has 'walking group depots' at some of their participating schools. These are located just outside the school in a covered area and have the names of the various WSB/CSB groups displayed on the walls.
- ### □ **Discuss how to clearly mark the 'safe routes' to school. Some suggestions are:**
- Paint permanent feet on the sidewalk along the walking route.
  - Post signs along the route. Real estate signboards can be used as a temporary measure; however, someone has to remember to put them up and take them down. Also make sure they don't obstruct the view of a car driver at an intersection or coming out of a driveway.

**Note! Remember to get authorization from your municipality for all changes in signage around the school. Approach your councillor and have them walk the route with you. Then request permanent signage indicating that this is an Active and Safe Route to Schools route.**

## C) Set the rules

When creating and reinforcing the rules, remember that some children may have some difficulty to adjust to a new system. Keep in mind that the WSB/CSB is a wonderful opportunity to teach new values and habits to our children. With a little communication and collaboration—and patience—the group may succeed in convincing the ‘problem child’ into co-operating. Group pressure may succeed where parental/caregiver pressure does not.

As well, it is advisable for each WSB/CSB group to discuss issues of liability together and write up something that everyone can agree to. Set the ratio of parents/caregivers to children according to local standards.

### **ADAPT THE FOLLOWING SUGGESTED RULES TO YOUR OWN WSB/CSB.**

- Rule 1. *Always follow the same route.*
- Rule 2. *The 'bus' may wait a few minutes for latecomers before proceeding.*  
**Morning:** Non-‘bus-driver’ parents/caregivers could choose to catch up to the group with their children.  
**Afternoon:** If a student misses the bus, they go to the school office and ask to have their parent/caregiver contacted. They then wait in the office (or other supervised location) until the parent/caregiver arrives.
- Rule 3. *Children do not go into other people's houses. They wait either on the street outside their own house, in the designated area for apartments, or at the designated pick-up point.*  
**For Apartment Buildings:** Decide where to collect the children in apartment buildings (e.g., at the apartment door, at the elevator on each floor, or in the lobby). If it is in the lobby, set a permanent meeting time, allowing a few minutes grace for slow elevators. (A trial period of one or two weeks can help to determine the best meeting time.)
- Rule 4. *Bus drivers escort the children right into the schoolyard.*  
If there is an alternate drop-off point for kindergarten children, escort them to their entrance. Do not leave any children unattended on the school property.
- Rule 5. *Parents/caregivers must be home when their children arrive on the 'bus'.*  
A back-up plan must be put in place for emergencies, and all participants (children and adults) must have this in writing.  
**For Apartment Buildings:** The group must decide if the children are dropped off in the building lobby or at their individual apartments. The parent/caregiver must be at the designated place.
- Rule 6. *Parents/caregivers must notify the ‘bus driver’ if a child expected on the bus will not be there (i.e. due to illness or regular or unscheduled appointments).*
- Rule 7. *The ‘bus’ stops on the sidewalk before crossing the street.*
- Rule 8. *Participants do not run on ahead or lag too far behind.*
- Rule 9. *Children must obey all 'bus drivers'.*
- Rule 10. *Participants do not take shortcuts that could be hazardous, like crossing a street diagonally or crossing mid-block, rather than walking to the pedestrian crossing.*

## Item 10: Do a test walk

You may want to do this with *Item 9.A): Establish the Route* OR as a separate activity OR on the first day of the WSB/CSB.

For a good sample checklist to use, see the Web site <http://www.nsc.org/walk/wkcheck.htm> of Partnership for a Walkable America.

- ❑ **Do a trial run (before and after school) of the suggested route(s).**
  - Include as many participants as possible in this trial run.
- ❑ **Set the pick-up and drop-off times for each family.**
  - **Morning:** Establish the time that the 'bus' leaves the first house and work out when successive participants will be picked up. Allow a few extra minutes for latecomers.
  - **Afternoon:** Decide on the pick-up time and place. Ensure that all students (even the dawdlers) will have time to finish copying homework assignments, pack up, go to the bathroom, say goodbye to friends, and dress for the weather as necessary.
  - Discuss the following later with the teachers and principal. Arrange for teachers of WSB/CSB children to be informed that these students have to leave on time. If a WSB/CSB student has a detention or needs extra class time, it should be slotted into the lunch break or a recess break.
- ❑ **Check for potential dangers along the route.**



Photo 6: Walking School Bus, Yellowknife, N.W. T.

- If a given route seems to be the best route, be sure to highlight the potential dangers to the children. If there is another route, try it and compare the safety issues.
  - If there are no sidewalks, walk facing traffic.
  - Watch out for driveways that cross the sidewalk.
  - Discuss issues for strollers and wheelchairs as necessary.
- ❑ **Test the crosswalks.**
    - Are they very visible to the participants and drivers? If there is a light, is there enough time for young children in a group to cross? Discuss improvements with your local planners and traffic engineers if necessary.

## Item 11: Celebrate!

### ❑ **Make the 'bus' fun.**

- Hold theme days such as colour days (everyone wears red one day, blue the next, etc.), or wear your clothes backwards day. Make up songs you can sing along the way.

### ❑ **Build in other celebrations throughout the year.**

- Enlist assistance from the local health department.
- Participate in national events related to walking to school. Get a free copy of *National Events List* from Reference Canada at 1-800-667-3355
  - e.g. Walk a Child to School Day (North-America wide)
  - Environment Week
  - Clean Air Day
- Create your own local or regional events to celebrate! Examples are a no-idling campaign or a fitness challenge.

### ❑ **Hold a media event for the WSB/CSB.**

- Invite local press to attend. Go for Green offers sample press releases and articles that you can customise.
- Invite partners (police, municipal leaders, school trustees and other officials, etc.) to walk with the WSB/CSB for the event. This is a great photo opportunity for politicians!
- Learn the policy of your school regarding media. Remember to get written permission as necessary.



Photo 7: Celebration!, Ottawa, Ontario

### ❑ **Recognize volunteer efforts—regularly!**

### ❑ **Develop awards and post them in the school.**

### ❑ **Involve the children.**

- Encourage children to draw or write about what they notice on the WSB/CSB (as opposed to being driven).
- Conduct walking classrooms to learn about the neighbourhood. Relate the findings to curriculum.

## Item 12: Ensure ongoing support

- **Talk to the children about why they're participating in a WSB/CSB.**
  - Help them understand the issues related to the environment, health, physical activity, safety, etc.
  
- **Promote the WSB/CSB on a regular basis**
  - Publish regular newsletter updates.
  - Have a WSB/CSB corner in the school newsletter and have students write about their experiences, and their feelings about participating in the WSB/CSB.
  - Print information on other related issues such as air quality, climate change, physical activity, street safety, etc.
  - (See the Go for Green Web site for relevant fact sheets.)

## Item 13: Evaluate the WSB/CSB

- ❑ **At the end of the first year of the WSB/CSB, survey students and parents/caregivers again. Compare the results with the baseline surveys taken at the start of the project.**
- ❑ **Interview WSB/CSB participants and gather anecdotal information.**
- ❑ **Report results to the school community and project partners.**
- ❑ **Analyze the results and plan a strategy for the following year.**
- ❑ **Plan for the WSB/CSB to become part of school policy, i.e., included in kindergarten registration, school manual, etc.**



Help Go for Green evaluate the impact of the WSB/CSB on climate change, and on children's health and safety. Send your results and your report to Go for Green so we can add them to our own program evaluation data. Send a Case Study to share lessons learned. (See Case Study Format on Go for green's Web site or in A&SRTS Resource Kit).



# FEEDBACK FORM: Side 1

## How to Organize a Walking/Cycling School Bus

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Prov./Terr. \_\_\_\_\_ Postal code: \_\_\_\_\_

Phone: (\_\_\_\_\_) \_\_\_\_\_ e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School Phone # (\_\_\_\_\_) \_\_\_\_\_ School Fax # \_\_\_\_\_



### 1) Briefly describe your role in the WSB/CSB:

\_\_\_\_\_  
\_\_\_\_\_

### 2) How useful was this document to you?

		Used	Very	not at all			
		Used	5	4	3	2	1
The booklet in general.....	Yes/no.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Why start a WSB/CSB?</i> .....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Item 1. What's the first step?.....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Item 2. Identify concerns and explore solutions.....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Item 3. Consult with the school community .....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Item 4. Establish your committee .....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Item 5. Involve community partners .....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Item 6. Conduct baseline surveys.....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Item 7. Promote the WSB/CSB idea .....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Item 8. Meet with interested families.....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Item 9. Create the WSB/CSB.....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A) Establish the route.....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B) Make the WSB/CSB visible .....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C) Set the rules.....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Item 10. Do a test walk .....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Item 11. Celebrate!.....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Item 12. Ensure ongoing support .....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Item 13. Evaluate the WSB/CSB .....	Yes/no .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## FEEDBACK FORM: Side 2

### *How to Organize a Walking/Cycling School Bus*

- 3) **FORMAT:** Were the checklists helpful? Other comments?

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- 4) **CONTENT/FOCUS:** Were there issues in your geographical area that were not addressed in this document? Did you find solutions?

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- 5) **OTHER:** Please write any questions, comments or suggestions you may have regarding this document or the WSB/CSB. (Attach separate sheet(s) of paper if necessary.)

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*Please complete both sides  
and return to :*

A&SRTS, National Program  
Go for Green  
30 Stewart Street  
P.O. Box 450, Station A  
Ottawa, ON K1N 6N5

*Tel.:* (613) 562-5340

*Fax:* (613) 562-5314

1-888 UB-ACTIV (822-2848)

*E-mail:* [asrts@goforgreen.ca](mailto:asrts@goforgreen.ca)

## Need more information or resources?

### Do you want...?

...background information on Go for Green, or the Active and Safe routes to School movement?

...guidance on how to access community support?

...resources/tools related to A&SRTS for use directly with children?

...resources/tools related to A&SRTS for use directly by parents/caregivers and teachers?

...tools to use and forms to fill in and send back to Go for Green, to help build the A&SRTS program?

### Look for these in the A&SRTS Resource Kit (from Go for Green).

- Go for Green brochure
- Active and Safe Routes to School brochure
- History of the A&SRTS concept (including WSB/CSB and WCSD) in the world and Canada

- Contact Go for Green

- List of Web sites
- List of other resources available
- Mapping tools—Blazing Trails

- A&SRTS Video
- A&SRTS Resource list (see especially *Making the Case* and *Active / Safe Routes to School*)
- Go for Green general Resource List
- Sample Case Studies
- List of Web sites
- List of other programs/organizations (e.g., Block Parents, Heart Smarts)
- A&SRTS logos

#### *SHARE THE EXPERIENCE!* folder:

- Application for Funds (limited funds available for eligible applicants)
- A&SRTS surveys (see Web sites or contact Go for Green)
- Case Study Format
- Comments/Suggestions Feedback Form
- Quote/Photo sheet with permission
- Request for Teacher's resources developed or used at your school related to A&SRTS

We wish you success in establishing your Walking/Cycling School Bus.  
Please contact us if you need any further assistance.  
(See back cover for contact information.)



Go for Green is The Active Living and Environment Program whose mission is to encourage outdoor physical activity that protects, enhances or restores the natural environment. Go for Green has community-driven solutions that make a positive contribution to Canadian society.



Active and Safe Routes to School is a national program offered by Go for Green. The Walking/Cycling School Bus is a major component this program.

**For more information:**

Active & Safe Routes to School  
(National Program)  
Go for Green  
30 Stewart Street  
P. O. Box 450, Station A  
Ottawa, ON K1N 6N5

*Tel:* (613) 562-5336  
*Fax:* (613) 562-5314  
*toll free:* 1-888-UB-ACTIV (822-2848)  
*e-mail:* [asrts@goforgreen.ca](mailto:asrts@goforgreen.ca)  
[www.goforgreen.ca](http://www.goforgreen.ca)

We would like to express our gratitude to our partners for their support of the program.



Climate Change Action Fund  
Fonds d'action pour  
le changement climatique



Health Canada Santé  
Canada Canada



Greenest City

CAHPERD ACSEPLD  
THE CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE  
L'ASSOCIATION CANADIENNE POUR LA SANTÉ, L'ÉDUCATION PHYSIQUE, LE LOISIR ET LA DANSE

WAY TO GO!  
School Program  
"small steps towards a big difference"