



Ride On!

**Report on the Bike to School Project,
April 2016–March 2019**

April 2019

Acknowledgments

The Bike to School Project is a collaborative initiative of CultureLink Settlement and Community Services (CultureLink), Cycle Toronto, and the Toronto Cycling Think and Do Tank. The project was funded from April 2016 to March 2019 by the Ontario Trillium Foundation. Additional funding for specific components was provided by the Toronto District School Board and Metrolinx.



CultureLink is a community-based organization serving newcomers and diverse residents of Toronto. CultureLink is the lead agency for the Bike to School Project.



Cycle Toronto is a member-supported organization that advocates for a healthy, safe, cycling-friendly city for all, founded in 2008.



The Toronto Cycling Think and Do Tank (TCT2) is a multidisciplinary, multi-sector research project based at the University of Toronto, focused on increasing cycling for transportation.

The members of the Steering Committee of the Bike to School Project are Ibrahim Abisye and Ajith Aluthwatta, CultureLink; Keagan Gartz and Jared Kolb, Cycle Toronto; and Beth Savan, Toronto Cycling Think and Do Tank.

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The views expressed in this report are those of the authors, and do not necessarily reflect those of the organizations collaborating in the Bike to School Project or of the steering committee.

Data referenced in this report include data collected by CultureLink, a program evaluation prepared by The Sutcliffe Group Incorporated (TSGi) and additional research by Emily Kuzan.

Front cover image credit: Yvonne Bambrick

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Executive Summary

From April 2016 to March 2019, CultureLink Settlement and Community Services (CultureLink) and our collaborators – Cycle Toronto and the Toronto Cycling Think and Do Tank – were funded by an Ontario Trillium Foundation grant to deliver the Bike to School Project, to provide 22,000 children and youth with training programs in road safety and cycling skills. These programs would be widely accessible, safe, and age appropriate and would encourage cycling for transportation as part of an active lifestyle. We aimed to inspire and build capacity among educators, while facilitating the engagement of students and teachers with their schools and other key stakeholders, in favour of cycling-friendly policies, programs and infrastructure investment.

The Bike to School Project, made possible through a formal partnership with the Toronto District School Board (TDSB), has had three pillars:

- Cycling Education Programs in 60–80 Toronto schools annually (elementary and secondary)
- A Comprehensive Cycling Program in at least 10 Toronto secondary schools
- The annual Bike to School Week campaign

CultureLink collected data for analysis, aided by a firm of professional consultants retained to evaluate the program and design research instruments, as well as a researcher who carried out a supplementary study. This report highlights some of the achievements and insights from this three-year project.

What we did

Here is a snapshot of what we did in each of the three pillars, to greatly raise the profile of cycling in schools during the term of the project.

Cycling Education Programs

- Reached approximately **38,800 students** with Cycling Education Programs, from April 2016 to December 2018
- Developed **a curriculum-linked learning unit** for grade 9 H&PE classes specifically
- Recruited **Cycling Educators** for gender parity and diversity, and from all districts of Toronto

Comprehensive Cycling Program (Secondary Schools)

- Supported **13 secondary schools** with a Comprehensive Cycling Program, providing each school with equipment (including bike club kits), special events, and support for bike clubs
- Purchased **100 bicycles** for use in group activities, housing them at four schools – one each in Etobicoke York, North York, Scarborough, and Toronto and East York
- Held **two day-long Leadership Camps** for teams of students and teachers
- Created a **newsletter** to share information among participating school staff and students
- Saw **bike clubs organized in six schools**, by teachers with a core group of students – in the 2017–2018 school year alone, **over 230 students** participated in these bike clubs, which **attracted many female students, and newcomer students in particular**
- Saw **190 bicycle parking spots** installed (with requests and plans for 80 more in process as of March 2019)

Bike to School Week

- Involved over **96,000 students**
- Coordinated development and distribution of **campaign tools**, including a web-based registration and reporting system, marketing materials and some centralized incentives
- Supported **a working committee** of staff from school boards, public health units, transportation departments of municipalities and regional municipalities, and non-governmental organizations to promote the campaign to schools in their respective areas
- Encouraged school staff, parents and students to organize **school activities** which promote and celebrate cycling

Program or campaign impacts

We found substantial evidence that students were biking more as a result of our intervention. Secondary school students reported riding more frequently, and more with friends – which is significant because people are more likely to retain a habit that they share with their peers. More bikes were parked outside of participating secondary schools over time – a 40% increase year over year. Teachers from both elementary and secondary schools also reported that more students biked to school during Bike to School Week. Significant voluntary engagement among educators, families and community partners appeared to drive the change that we observed.

38,000

Students in Toronto
receiving Cycling
Education Programs

Toronto Secondary Schools
receiving Comprehensive
Cycling Program

13

Bicycles purchased for
use in group activities

100

Day-long Leadership
Camps

2

Bike clubs organized by
teachers and students

6

Bicycle parking spots
installed, with requests/
plans for more in progress

190

96,000

Bike to School Week
student participants

Measurable impacts associated specifically with our three pillars are highlighted below. More detail can be found further in the report.

Cycling Education Programs

- ① Promoted active and healthy lifestyles
- ① Increased student knowledge of road safety
- ① Increased student knowledge of bike repair and maintenance
- ① Fostered growth of “bike culture” in school
- ① Increased student familiarity with the built environment and the community around the school

Comprehensive Cycling Program (Secondary Schools)

- ① More students biking
- ① Increased skills and knowledge among students
- ① Increased access to bicycles
- ① Increased capacity among teachers to lead cycling programs
- ① New infrastructure on school property
- ① New infrastructure on nearby streets
- ① Student civic engagement

Bike to School Week

- ① More students biking to school
- ① Increased awareness of cycling rules and safety
- ① In Toronto, more teachers biking to work

“One of the students who won the bike giveaway has a physical disability that limits his walking speed. He wrote a letter to explain how, if he had a bike, it would make it so much easier for him to get from place to place. He now rides his new bike to school daily.”

– Teacher from a Toronto School

Barriers and opportunities

Of course, the project was not without challenges and barriers – and the opportunity to learn from them.

Cycling Education Programs

The majority of students who participated in Cycling Education Programs received “off-bike” programs (e.g., Assemblies or Mechanics Workshops) rather than “on-bike” ones (e.g., Bike Rodeos or Riding Skills Workshops). Not surprisingly, teachers, school staff and administrators were more likely to view students as having developed riding skills in on-bike programs, compared to off-bike programs. School personnel also were more likely to agree that on-bike programs raised the profile of cycling in their school, compared to off-bike programs. And while all programs were appreciated, on-bike programs were more enthusiastically received and were more likely to be considered “engaging for students.” On the other hand, on-bike programs presented greater barriers in participation, such as the need for parent/guardian permission forms, and the lack of access to bikes and helmets. Another challenge, identified by CultureLink's Cycling Educators, was the difficulty of serving students with a wide range in skill level.

Comprehensive Cycling Program (Secondary Schools)

Students identified a range of barriers to cycling to school, including bad weather and the convenience of public transit as serious barriers. However, newcomer students (those who had lived in Canada for less than five years) were much less likely to rate the convenience of public transit as a serious barrier than students who had lived in Canada their whole life. Whether cycling is considered “cool” received divided opinions from students. Additional challenges were identified through student survey responses:

- Access to bicycles for students of lower incomes
- Students' lack of confidence riding in mixed traffic
- Differences among students related to their gender and how long they have lived in Canada
- Need for cycling infrastructure, decreased speed limits, and also other improvements to increase safety
- Students who do not cycle not seeing the value of cycling infrastructure improvements for others who do cycle or who want to cycle
- Students who don't see the possibility of change

Among teachers, we found a wide range in terms of interest, capacity and program design preferences. We saw more interest from teachers in certain disciplines, where

curricular expectations can be connected most directly to cycling. A number of secondary schools purchased the grade 9 H&PE program from us, on a fee-for-service basis, and access to a complete class-sized bike fleet and helmets was essential for this. An important limiting factor for extracurricular programs is that teachers must commit their time as volunteers. For bike rides off school property especially, teachers found the administration of permission forms to be draining. Nevertheless, teachers at six schools continued to offer an extracurricular bike club through fall 2018. Having at least some bikes at the school made this possible.

Bike to School Week

Schools were asked to identify significant barriers that discouraged students from biking to school and were provided with a list of options to select from. Of the schools who reported on their Bike to School Week activities in 2018, the top three significant barriers identified were “heavy traffic on nearby streets,” “students don’t own bikes,” and “inadequate bike parking at school.” In view of the barriers to cycling, many schools celebrate Bike to School Week with events that promote all modes of active and sustainable travel in order to be as inclusive as possible. One interesting finding is that engaged parent volunteers, teachers and supportive school administration are keys to success: schools with more than 10 parent volunteers were much more likely to achieve a number of outcomes than schools with no parent volunteers.

Next steps

We have identified some next steps for each pillar of the Bike to School Project, based on what we’ve learned. They are noted here in brief and discussed more fully under each section of the report, as well as summarized at the end of the report.

Cycling Education Programs

- 🚲 Expand marketing and communications
- 🚲 Increase relevance and engagement in Assembly programs
- 🚲 Increase hands-on opportunities, equity and inclusion in the Bike Rodeo and Riding Skills Workshop programs by providing bicycles and more differentiated instruction for all programs

Comprehensive Cycling Program (Secondary Schools)

- 🚲 Enhance marketing and communications
- 🚲 Increase teacher capacity
- 🚲 Adapt programming for students



Image credit: Chantelle Campbell-Sholzberg

Bike to School Week

- 🚲 Expand marketing and communications
- 🚲 Increase parental/guardian involvement
- 🚲 Increase integration with community bicycle-related resources

Our goal with this report is to highlight the achievements and insights from this three-year project. We hope to support the ongoing development of cycling education programming in schools, and the promotion of active school travel overall in Toronto and in other jurisdictions. Our work has continued beyond the period funded by the Ontario Trillium Foundation, and we strive to incorporate lessons learned.

“Newcomer students explored exciting places in the city and realized that they were accessible by bike. For example, students rode to Ashbridges Bay on the Thursday before Victoria Day and learned that biking to fireworks would be a good option with the crowds. Also, a few girls who did ‘learn to ride’ sessions in the fall had gained enough confidence and skills to join our group rides.”

– Teacher from a Toronto School



Image credit: Yvonne Bambrick

Why Bike to School?

Fast and fun. Healthy and green. More affordable than driving a car. More convenient than public transit for many trips. These are some of the benefits of cycling for transportation, which CultureLink has promoted among newcomers to Canada since 2008, in collaboration with Cycle Toronto and other partners.

Beginning in 2012, we started to offer programs in schools, focusing first on newcomer students. We quickly saw the opportunity to contribute to solutions on an issue of growing concern: the lack of physical activity among children and youth. Only one in three Canadian children is getting enough exercise, defined as 60 minutes of moderate-to-vigorous physical activity per day.¹ A likely consequence is a higher rate of chronic disease in the future.² Fewer than 50% of Toronto students travel to school actively (e.g., by walking, biking, scootering, using a wheelchair), and this number has been falling since 1986.³ This is a lost opportunity for children and youth to develop

1. Statistics Canada, "Physical Activity of Canadian Children and Youth," Government of Canada, Statistics Canada, October 31, 2017, accessed April 2, 2019, <https://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2017034-eng.htm>.
2. Public Health Agency of Canada, "Children and Physical Activity," Canada.ca, January 22, 2016, accessed April 20, 2019, <https://www.canada.ca/en/public-health/services/being-active/children-physical-activity.html>.
3. Metrolinx, *School Travel in the GTHA: A Report on Trends*, ([Toronto]: Smart Commute, A Program of Metrolinx, July 2018), 5, available at http://smartcommute.ca/wp-content/uploads/2014/08/SchoolTravelReport_Toronto2016.pdf

lifelong active healthy habits. Trips to and from school by car are also associated with increased congestion and air pollution.

The data also highlight some positive changes in student travel behavior in Toronto: transit use is increasing, and a growing number of teens are biking to school. At the same time, transportation, public health and education professionals are engaging in coordinated efforts to foster active school travel. The GTHA Active and Sustainable School Transportation (ASST) Regional Hub, convened by Metrolinx, has brought together stakeholders from the transportation, public health, education and non-profit sectors to foster active school travel, and in 2018 the City of Toronto convened its own Hub.

CultureLink has contributed to these efforts. Building on our experience working in schools, CultureLink successfully advocated for the Toronto District School Board (TDSB) to adopt the Charter for Active, Safe and Sustainable Transportation in 2013.⁴ Working with the GTHA AST Regional Hub, in 2015 we introduced Bike to School Week, a new campaign associated with the annual Bike Month celebrations coordinated by Cycle Toronto. Through our day-to-day work and this larger campaign, we identified teacher champions and saw a potential for cycling to grow among young people.

Of course, there are barriers to cycling to school, among them the very limited access to cycling education. Cycling is mainly perceived as a private, recreational activity, and children typically learn to ride from parents/guardians, or sometimes at small-scale, privately-run camps and after-school programs. If individuals don't learn to cycle at a young age, they may never gain the skills and confidence to do so when older. Skills for riding in mixed traffic (i.e., with motor vehicles) are the focus of Canada's national cycling education and certification program, CAN-BIKE. However, CAN-BIKE courses are not designed with a school environment in mind.

In 2012 the *Cycling Death Review* by the Office of the Chief Coroner for Ontario recommended to the Ministry of Education: "Cycling and road safety education should be incorporated into the public school curriculum."⁵ This recommendation has not yet been implemented.⁶ To fill the gap, non-governmental organizations in several Ontario cities have developed their own cycling education programs for delivery in community and school settings.

From April 2016 to March 2019, CultureLink and our collaborators were funded by an Ontario Trillium Foundation Grow grant to deliver the Bike to School Project, to provide

4. Available at <https://www.tdsb.on.ca/About-Us/Innovation/Active-Transportation-Charter>.

5. Office of the Chief Coroner for Ontario, *Cycling Death Review: A review of all accidental cycling deaths in Ontario from January 1st, 2006 to December 31st, 2010* ([Toronto]: [Ministry of Community Safety and Correctional Services], 2012), 22. Available at <https://www.mcscs.jus.gov.on.ca/sites/default/files/content/mcscs/docs/ec159773.pdf>.

6. In 2017–2018, the Ministry of Tourism, Culture and Sport carried out a consultation intended to support the development and roll-out of a large-scale cycling education program in Ontario, but this initiative has not yet been taken forward.

22,000 children and youth with training programs in road safety and cycling skills. These programs would be widely accessible, safe, and age appropriate and would encourage cycling for transportation as part of an active lifestyle. We aimed to inspire and build capacity among educators, while facilitating the engagement of students and teachers with their schools and other key stakeholders, in favour of cycling-friendly policies, programs and infrastructure investment.

A formal partnership with the TDSB enabled us to deliver the Bike to School Project, which has had three pillars:

- Cycling Education Programs in 60–80 Toronto schools annually (elementary and secondary)
- A Comprehensive Cycling Program in at least 10 Toronto secondary schools
- The annual Bike to School Week campaign

We retained the Sutcliffe Group Incorporated (TSGi), a firm of professional consultants, to design research instruments and evaluate the program. CultureLink collected the following data from April 2016 through June 2018 and provided it to TSGi for analysis:

- Feedback survey of teachers, school staff and administrators who were involved in Cycling Education Programs at their schools (elementary and secondary)
- Pre- and post-program surveys of teachers, school staff and administrators in Comprehensive Cycling Program schools
- Counts of bicycles parked at Comprehensive Cycling Program schools, during eight specific week-long periods
- Pre- and post-program surveys of students in Comprehensive Cycling Program schools
- Bike to School Week registration and reporting survey data

Furthermore, TSGi carried out:

- Interviews with key informants, including secondary school teachers and other school representatives, project staff, provincial stakeholders, partner organizations and other potential partners
- Focus groups with students

This report draws from the evaluation report of TSGi, and additional findings of researcher Emily Kuzan, who carried out a supplementary study with elementary school teachers, supervised by Dr. Beth Savan, Professor Emeritus at the University of Toronto's School of the Environment. The report also incorporates the project steering committee's recommendations for "next steps" in developing our successful model.



Image credits: Shadab Shahrokh Hai (top row); Yvonne Bambrick (bottom)

Cycling Education Programs

What we did

Our Cycling Education Programs were offered to Toronto schools by the EcoSchools program of the Sustainability Office of the Toronto District School Board (TDSB), which supports students and staff in learning about, caring for and protecting the environment. TDSB EcoSchools selected which schools would receive a program in each of the years 2016, 2017 and 2018, with program delivery by CultureLink between April and June. We also offered programs to secondary schools at other times during the school year. We offered these programs:

- **Assembly:** a presentation for elementary schools, covering cycling benefits, safety, rules of the road, equipment and infrastructure⁷
- **Bike Rodeo:** a hands-on program for elementary schools, where students prepare to ride and then practise their riding skills⁸
- **Mechanics Workshop:** a show-and-tell program for all levels, covering an introduction to bike maintenance, with some opportunity for students to try out tools⁹
- **Road Safety Workshop:** a presentation for secondary schools¹⁰ with similar content to the Assembly
- **Riding Skills Workshop:** a hands-on program for secondary schools, where students prepare to ride and then practise their riding skills and may also go on a neighbourhood ride

In secondary schools, programs were generally offered during Health and Physical Education (H&PE) classes or after school, and sometimes in other classes. For grade 9 H&PE classes specifically, we developed a curriculum-linked learning unit which includes five sessions in total, including one session drawing from our Road Safety Workshop and two sessions based on the Riding Skills Workshop.¹¹

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7. CultureLink worked with Green Communities Canada – a national association comprising community-based non-profit and charitable member organizations that deliver environmental programs and services – to develop the content for this program in 2015–2016.
8. The content is based in part on the Bike Rodeo Community Kit published by the Peel Safe and Active Routes to School Committee.
9. In spring 2019, at the request of the TDSB, we narrowed the focus of this workshop and renamed it the “ABC Bicycle Safety Check Workshop.”
10. We offered some Road Safety and Riding Skills Workshops to elementary schools in year 1 of the project but discontinued this in favour of offering the Bike Rodeo format only for this age group in years 2 and 3. This was in order to involve the greatest number of students possible.
11. The development of this curriculum was supported by Metrolinx, in 2016–2017; see <https://smartcommute.ca/getting-to-school/resources/for-the-school/>.

We recruited Cycling Educators for gender parity and diversity in terms of race/ ethnicity, culture, and neighbourhood knowledge and were pleased to include residents of Scarborough, East York, North York, Etobicoke York, and Toronto and East York in our team. All Cycling Educators were required to file a Vulnerable Sector Screening with the school board and were certified for CAN-BIKE Level 4 and Emergency First Aid and CPR. They each received at least 14 hours of training on delivery of our specific programs in a school context. Training also addressed equity, cultural sensitivity, and gender and cycling.

CultureLink encouraged Cycling Educators to travel to each program by bicycle or a combination of bike and transit wherever possible, to model using a bicycle for transportation. It was a physically demanding job, requiring strong skills in route planning, bike handling, and riding in mixed traffic. We worked closely with Cycle Toronto in recruitment, training and scheduling, so that most of our Cycling Educators also led programs and rides with Cycle Toronto throughout the summer. The increased volume of work gave them more opportunities to develop their skills.



Image credit: Yvonne Bambrick

Program impact

From April 2016 to December 2018, we reached approximately 37,951 students with Cycling Education Programs. We worked in all parts of Toronto: Etobicoke York, Toronto and East York, North York and Scarborough.

The number of students participating in Cycling Education Programs increased year over year, from 11,178 students in year 1, to 11,848 students in year 2, to students in year 3. About 29% participated in Bike Rodeos and Riding Skills Workshops ("on-bike"), while 71% participated in Assemblies or Mechanics Workshops ("off-bike").¹²

Students Receiving Cycling Education Programs, April 2016–December 2018

Program type	Year 1 April 2016– March 2017	Year 2 April 2017– March 2018	Year 3 April– December 2018	Totals
On-bike (includes Bike Rodeos and Riding Skills Workshops)	2,903	3,779	4,165	10,847
Off-bike (includes Assemblies and Mechanics Workshops)	8,275	8,069	10,760	27,104
Totals	11,178	11,848	14,925	37,951

Following each program, CultureLink invited teachers, school staff and administrators who were involved at the school to complete a feedback survey. They were asked to give answers on a five-point rating scale where 5 indicated "strongly agree," 4 indicated "somewhat agree," 3 indicated "neither agree nor disagree," 2 indicated "somewhat disagree" and 1 indicated "strongly disagree." Based on the responses we have a sense of the impact of the programs.

12. Program years ran from April to the following March; for year 3, however, program delivery statistics were collected through to December 2018 only, and other data, including survey responses, were collected up to June 2018 and provided to The Sutcliffe Group Incorporated (TSGi) for analysis. It should also be noted that the "Assembly" and "Bike Rodeo" program names were stable over the three years of the project, whereas the "Riding Skills Workshop" program name differed from year to year; this made program tracking more challenging, and therefore, some figures may not be exact. Also, one will notice that the Road Safety Workshop (for secondary schools) is not included in either the "on-bike" or "off-bike" description – because this program was a prerequisite for the Riding Skills Workshop, students usually completed both programs, and the aim was to not double-count them; regardless, their numbers were not large and if the participants were counted, they would likely have been categorized in "off-bike."

Promoted active and healthy lifestyles

Almost all teachers, school staff and administrators who responded to the survey in 2018 agreed¹³ that the program promoted active and healthy lifestyles in their school (91%).

Increased student knowledge of road safety

An even higher percentage of respondents agreed that students gained knowledge about road safety and rules from the program (93%).

Increased student knowledge of bike repair and maintenance

A strong majority also agreed that students gained bike repair and maintenance skills (86%).

Fostered growth of “bike culture” in school

Most respondents agreed that the program fostered growth of a “bike culture” in their school (82%).

Increased student familiarity with the built environment and community around the school

A majority (65%) agreed that students became more familiar with the built environment around the school as a result of the program, and 62% agreed that students became more familiar with the local community.

Almost all respondents also strongly agreed that the program was conducted in a manner that ensured the safety of the students. A large majority agreed that the program was age-appropriate and that the program was open to all students who wanted to participate.

Barriers and opportunities

The Sutcliffe Group Incorporated (TSGi), in analyzing results, divided programs into “on-bike” and “off-bike” programs, where “on-bike” programs included the Bike Rodeos and Riding Skills Workshops. Not surprisingly, respondents were more likely to strongly agree that students developed riding skills in on-bike programs – 69%, compared to 33% for off-bike programs. They were also more likely to agree that on-bike programs raised the profile of cycling in their school – 94%, compared to 76% for off-bike programs.

13. In this report, references to “agreed” indicate ratings of 4 and 5; references to “strongly agreed” indicate ratings of 5. The percentage figures cited are percentages based on the teachers, school staff and administrators who responded to the particular survey question.



Image credit: Shadab Shahrokh Hai

While all programs were appreciated by most teachers, school staff and administrators, on-bike programs were more enthusiastically received than Assemblies and Mechanics Workshops. From the 2018 feedback received, 75% of respondents strongly agreed that on-bike programs were “engaging for students,” compared to 55% who strongly agreed that Assemblies were engaging.

On the other hand, more respondents agreed that there were barriers to participation for on-bike programs than off-bike programs (49% compared to 27%). In response to an open-ended question about barriers to participation, some cited the need for parent/guardian permission forms and the lack of access to bikes and helmets.

During Bike Rodeo programs in elementary schools, up to 69 students participate in riding activities at the same time. CultureLink supplied bicycle pumps and 16 extra helmets, but no bicycles. In secondary schools, CultureLink was able to remove barriers in most cases, by providing 33 bicycles and helmets, enough for a full class.

Another challenge, identified by CultureLink’s Cycling Educators, was the difficulty of serving students with a wide range in skill level. Students who were more confident

riders were sometimes disengaged during programs. Meanwhile, other students did not know how to ride a bicycle at all. In the final year of this project, we developed a Learn-to-Ride module that could be delivered alongside other Cycling Education Programs, or on its own as an extracurricular activity. After one hour-long session, many students were riding while even those who could not yet balance on two wheels told us that they were no longer scared to try. Of the students who took advantage of the Learn-to-Ride sessions, close to 90% were female.

We also had the opportunity to work with students with physical, cognitive and learning disabilities. For many of these students, the impact of the programs was significant as they had never before had the opportunity to develop cycling-related skills.

Next steps

In response to the valuable feedback received from teachers, school staff and administrators, priorities for future development of our Cycling Education Programs are three-fold:

Expand marketing and communications

- Enhance signage, including banners for outside the school during Bike Rodeo and Riding Skills Workshop programs
- Create communication tools for families to extend the impact of the program

Increase relevance and engagement in Assembly programs

- Customize presentation for individual schools with images of local destinations
- Prioritize games and incorporate student volunteers during Assemblies

Increase hands-on learning opportunities, equity and inclusion in Bike Rodeo and Riding Skills Workshop programs

- Provide bicycles for Bike Rodeo programs at the elementary level to enable all students to fully participate (as we already do in the Riding Skills Workshop at the secondary level)
- Provide more differentiated instruction (e.g., Learn-to-Ride for new riders, and more challenging programs for confident riders, specific programming for students with physical and/or cognitive disabilities)



Image credits: Yvonne Bambrick

“Our Rodeo was so much fun, and the students involved were told that they must have a helmet to participate. This ensured that students were aware of the helmet safety rules and students shared this information with parents. Many families bought helmets for the first time so that the students could participate. Hopefully emphasis on helmet safety will encourage all students to wear helmets and educate their families about the rules of the road in their enthusiasm for bike riding. Our rodeo brought attention, awareness and lots of fun.”

– *Teacher from a Toronto school*

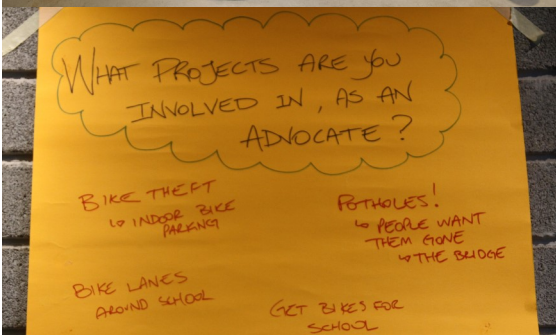


Image credits (clockwise from top left): Shadab Shahrokh Hai; Danielle Griscti; Chantelle Campbell-Sholzberg; Danielle Griscti; Chantelle Campbell-Sholzberg; Danielle Griscti

Comprehensive Cycling Program (Secondary Schools)

What we did

The Bike to School Project supported 13 secondary schools in total with Comprehensive Cycling Programs. Almost 6,000 students participated in activities organized at secondary schools over the course of the project. The majority of these students were participants in Cycling Education Programs (described earlier in this report), but our Comprehensive Cycling Program went beyond this to provide equipment, special events, and support for bike clubs.

Equipment: We provided bike club kits to each of the 13 participating schools. Each bike club kit included a bicycle pump, safety vest, whistle, first aid kit, basic bike repair kit, bike repair stand and walkie-talkies. We also purchased 100 bicycles for use in group activities. These bicycles were housed at four schools – one each in Etobicoke York, North York, Scarborough, and Toronto and East York – and we were able to move the bicycles to facilitate programs at other schools as well.¹⁴

Special events: Teams of students and teachers were invited to two day-long Leadership Camps, one held in spring 2017 and the other in spring 2018. The camps featured workshops on specific cycling-related themes and a session where teams planned school events. Teachers were given tools that they could use throughout the school year and encouraged to enlist support from colleagues. A newsletter was created to share information among participating school staff and students.

Bike clubs: In six schools, teachers organized an extracurricular bike club with a core group of students. With some support from CultureLink staff, but largely independently, these clubs organized group rides, Learn-to-Ride workshops, repair clinics, social events, and promotional and advocacy activities. In the 2017–2018 school year alone, over 230 students participated in these bike clubs, which attracted many female students, and newcomer students in particular. Many bike club participants did not own a bicycle, suggesting that the club was an opportunity to do something they would have limited access to otherwise.

14. We already owned a fleet of 35 bicycles, so each of the four schools had enough bicycles for a full grade 9 Health and Physical Education (H&PE) class, which typically does not exceed 33 students.



Fleets were housed at four schools which agreed to provide secure, dedicated space for 33 or more bicycles and helmets, plus tools and other accessories. One school secured additional funding to install a modified shipping container which houses the bicycles year-round.

Image credits: Chantelle Campbell-Sholzberg

Program impact

The impact of the Comprehensive Cycling Program in secondary schools was assessed in several ways including bike counts,¹⁵ student pre- and post-program surveys,¹⁶ student focus groups, staff pre- and post-program surveys,¹⁷ and key informant interviews.

More students biking

The number of bikes parked at Comprehensive Cycling Program schools increased between spring 2017 and spring 2018 by 40% percent. The highest figure was from fall 2017, suggesting that more students and school staff bike to school in fall than in spring.

Of student survey respondents, 50% said that they biked more outside of school because of the program. The proportion of students who said they “sometimes” or “often” cycled to school with friends increased from 39% to 49%, from start of program compared to end of program. This is significant because people are more likely to adopt and retain a new behaviour with friends than on their own.

Increased skills and knowledge among students

Of the student survey respondents, 75% said that their knowledge of safe cycling was improved by participating in the program, 42% to a great extent. In addition, 61% said that the program increased their confidence that they can cycle to school safely, 59% said that it improved their knowledge of city neighbourhoods, and 56% said that it improved their cycling skills.

Increased access to bicycles

Approximately 47 secondary school students received a refurbished bicycle through the Bike to School Project. We also referred students to the Scarborough Cycles Bike Hub and Charlie's Freewheels. These sites offered low-cost or free access to bicycles, tools, and training in bike repair.

When asked, “Do you, or does someone in your family, own a bicycle that you can use when you want to?,” 69% of students answered yes at the start of program, compared with 78% at end of program.

15. Participating schools were asked to count the number of bikes parked at their schools during eight specific weeks in spring 2017 (April, May, June), fall 2017 (September, October) and spring 2018 (April, May, June).

16. Pre- and post-program surveys were administered to students in the 2017–2018 school year at Comprehensive Cycling Program schools. Many respondents participated in an H&PE cycling education program only, others in an extracurricular bike club only, and some in both. The Sutcliffe Group Incorporated (TSGi) compared results for different subsets of data and found little variation among student groups. Except where noted, analysis is of all student survey data.

17. Pre- and post-program surveys were administered to teachers, school staff and administrators from April 2017 to June 2018.



In fall 2017, Fix Coffee + Bikes offered to refurbish a number of abandoned bicycles to give away to CultureLink program participants. We asked students at one partner school to submit a short essay explaining what having a bicycle would mean to them. These were two responses we received:



"I am a grade 11 student. I lived in Turkey and moved to Canada... I was very happy to join the bike club because it taught me a lot of things about safety and how to ride a bike properly. It also is a great way to show students how to get to school without having to take the bus or drive a car... Having a bike would be a great thing for me because it can allow me to get more exercise and be healthy... It can also give me more independence and freedom to go outside and other places. I also want to be able to go back and forth to school with my bike. I plan on getting a job so having a bike can also help me get to work."



“Having a bike in my life will help me to arrive to school on time. I will be able to do chores for my family and help out as much as possible. I will get to enjoy the time I spend alone on my bike as meditation and relaxation. This bike would be great for me to own because it will never be abandoned, I have sibling who will be able to use this bike well after I outgrow it.”

Image credits: Chantelle Campbell-Sholzberg



Image credit: Chantelle Campbell-Sholzberg

Increased capacity among teachers to lead cycling programs

The program involved 90 teachers as bike club leaders and cycling education program leaders, and enabled six teachers to be certified at CAN-BIKE Level 4. (CAN-BIKE is Canada's national cycling education and certification program.) A majority of key informants reported that the project had a positive impact on teacher capacity to lead cycling programs. In interviews, teachers commented that their awareness and capacity had "definitely built up." "More teachers are involved and they have learned a lot." Quite a few teachers referred to the Ophea Safety Guidelines¹⁸ about safe bike rides and observed that all teachers should follow those guidelines when leading rides.

New infrastructure on school property

Among participating schools, 190 bicycle parking spots were installed, with requests and plans for 80 more in process as of March 2019. Two schools installed bicycle repair stands on their grounds, with a third request awaiting administration approval.

18. Ophea, Ontario Physical Education Safety Guidelines, <https://safety.ophea.net/>.

One school initiated a complete overhaul of its parking lot and entrance to the school to accommodate cycling. A raised, painted bike lane was installed that bypasses the top of the parking lot so students no longer have to ride through the lot. The path leads directly to the bike racks, which were also moved to optimize their use.

One school repurposed two parking spots to house a shipping container to secure their bike fleet, tools and accessories. The school enlisted students to promote green transportation via artwork and signs, thus broadcasting to the community.

Another school is in the process of re-landscaping, with master plans written up to include safe pedestrian and cyclist access to the front of the school as well as highly visible bike parking.

New infrastructure on nearby streets

Students, families and educators contributed to the successful campaign for Bike Lanes on Bloor Street. They hosted two press conferences, involving nine schools and two school board trustees, and made deputations to Toronto city councillors.



Out of the spotlight, but effective all the same, advocacy for a bike lane by students in a suburban school resulted in “road diet” on an arterial road, improving access to a popular cycling route through a park.

Student civic engagement

Beyond the campaigns for specific infrastructure improvements, the Bike to School Project brought the voices of young people to larger discussions about the future of cycling. We coached students to emcee the 2017 Ontario Bike Summit in front of 200 professional delegates including provincial and municipal leaders. Another student who attended the Advocacy Workshop run by Cycle Toronto during our 2018 Bike to School Leadership Camp brought drive and capacity back to his school, and later inspiration to the 2018 Scarborough Cycling Summit¹⁹ where he testified about the benefits of their bike program and the impact it has on their peers and student community.



19. <https://www.tcat.ca/scarborough-cycling-summit/>.

Moreover, the work in secondary schools was the focus of the Bike to School Project social media strategy, and generated a large number of positive stories and images about cycling. Between April 2016 and December 2018, 257 tweets from the @biketoschoolTO account earned 470,000+ impressions, 15,750+ profile visits, 862 mentions and 354 new followers. The audience included teachers, parents, administration and partners. In early 2017, we launched an Instagram account to better engage students, to promote school activities and to position cycling as an attractive activity across peers. From March 2017 to December 2018, our 131 Instagram posts earned 2,350+ likes, 32 comments, 530 video views, 247 new followers and 26 mentions.

Barriers and opportunities

Students were asked to what extent various factors discouraged people from biking to their school; below we highlight those which were identified as serious, that is, limiting their cycling to school “to a great extent.” In all cases, females were more likely to identify these as serious barriers than were males. There was also variation in answers by length of time lived in Canada.

“Bad weather” and “public transit is easier and/or faster” were each identified as serious barriers by close to half of the students who responded. Students who had lived in Canada their whole life were much more likely than newcomer students (those who had lived in Canada for less than five years) to rate “public transit is easier and/or faster” as a serious barrier.

“I don’t have a bike or my bike needs repair,” “I have a drive (from parents/guardians, friends, or on a school bus)” and “there is too much vehicle traffic on the roads” were reported as serious barriers by about one-third of students. Students who had lived in Canada for more than five years, but not their whole life, were most likely to report “I don’t have a bike or my bike needs repair” as a serious barrier.

Students were divided in their opinions about whether cycling is “cool.” Just over one-third agreed that “most students at our school think cycling is a cool way to get around.” Close to one-third disagreed.

When asked the open-ended question “Are there other changes or improvements that you would like to see that would make it easier to cycle to your school?,” almost one-third of students who responded called for more bike lanes, paths, or routes that would make them feel safer (e.g., “bike lanes to feel more safe”) and more visible to drivers (e.g., “I don’t trust the drivers because it’s hard to see the bike lanes”). Another one-third sought no more changes or improvements, however, commenting negatively that they didn’t bike and thus did not care about cycling infrastructure, or that they lived too far away to cycle, or that they saw traffic as inevitable and could not see the

possibility for change. Smaller proportions sought more bike racks in secure locations (about one-seventh) or better safety around cars, roads, traffic, construction and the need for crossing guards (about one-eighth).

From these survey responses, we have identified these challenges for future programming:

- Access to bicycles for students of lower incomes
- Students' lack of confidence riding in mixed traffic
- Differences among students related to their gender and how long they have lived in Canada
- Need for cycling infrastructure, decreased speed limits, and also other improvements to increase safety
- Students who do not cycle not seeing the value of cycling infrastructure improvements for others who do cycle or who want to cycle
- Students who don't see the possibility of change

Among teachers, we saw interest particularly among teachers in the disciplines of Health and Physical Education, Geography, Social Sciences, English as a Second Language and Technological Education. In these disciplines, curricular expectations can be connected most directly to cycling. A number of secondary schools purchased the grade 9 H&PE program from us, on a fee-for-service basis. Access to a complete class-sized bike fleet and helmets is essential for this. Beyond this, in one school we assisted a teacher in the Technological Education department to deliver a unit on bicycling. In another school we adapted our cycling education programs for students with intellectual and learning disabilities.

We found a wide range in terms of interest, capacity and program design preferences. Time pressures, however, are universal among teachers. Almost all of the time that teachers spent with the Bike to School Project was on a volunteer basis, which is an important limiting factor for offering such programs. For bike rides off school property, teachers found the administration of permission forms to be draining. Nevertheless, teachers at six schools continued to offer a bike club through fall 2018. Having at least some bikes at the school made this possible, though most schools do not require a whole class-sized set for their bike club alone.



Image credits (left to right): Danielle Griscti; Shadab Shahrokh Hai; Danielle Griscti



Image credits: Kristin Schwartz

The Chair of the Public Works and Infrastructure Committee, Councillor Jaye Robinson, credited student deputants for her vote in favour of making the Bloor Street Bike Lane Pilot Project permanent, on October 2017. She said, "I want to do a quick shout-out to our student speakers today. They inspired me, they blew me away with their enthusiasm, it was infectious, and they were very brave to come here to this big committee room, a very intimidating setting. To hear them speak was very uplifting and inspiring."* Councillor Robinson had previously voted against the Bloor Street bike lane pilot and her change in heart was a significant development.

* <http://app.toronto.ca/tmmis/video.do?id=11899>.

Next steps

Based on our learnings from the Comprehensive Cycling Program, future work with secondary schools will include the following:

Enhance marketing and communications

- Enhance signage/banners for outside the school
- Create communication tools which schools can distribute to parents/guardians
- Engage respected role models to promote cycling among this age group
- Focus social media campaigns on platforms used by students
- Encourage students to try out cycling to school, so that they can discover whether it is more comfortable and convenient than they expected

Increase teacher capacity

- Incorporate teacher training into the workday whenever possible (e.g., on professional development days – this requires permission from the school principal)
- Encourage schools to identify at least two lead teachers, rather than one working on their own
- Provide funding for Emergency First Aid and CPR certification of teachers

Adapt programming for students

- Prioritize increasing access to bicycles for low-income students
- Offer Learn-to-Ride activities in the fall season, to help bike clubs be more inclusive and build membership for spring activities
- Design civic engagement activities in support of cycling infrastructure and “complete streets,” such that the activities can be incorporated into other programs (e.g., letter-writing to decision-makers)
- Following the model of the learning unit for grade 9 H&PE, develop and market cycling education programs relating to Technological Education, Geography and English as a Second Language, with links to curricular expectations and time commitments for teachers and students clearly laid out

BIKE TO SCHOOL WEEK 2018



Cycling – it's healthy, green, fast and fun. At our school, we're joining students and teachers across Ontario to celebrate Bike to School Week 2018.

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 **METROLINX**


bike to school

Ontario Active
School Travel 

Bike to School Week

What the campaign did

Bike to School Week is an annual campaign in late May/early June to encourage students to bike to school. It grew out of the annual Bike Month celebration co-ordinated by Cycle Toronto in the Greater Toronto and Hamilton Area (GTHA), funded by municipalities and Smart Commute, a program of Metrolinx. Sponsorship by the Ontario Active School Travel program enabled expansion of Bike to School Week across Ontario in 2018. MEC and the National Cycling Institute Milton sponsored prizes in 2018.

Campaign tools included a web-based registration and reporting system, marketing materials and some centralized incentives. CultureLink coordinated the development and distribution of these campaign tools. A working committee of staff from school boards, public health units, transportation departments of municipalities and regional municipalities, and non-governmental organizations promoted the campaign to schools in their respective areas.

The campaign has encouraged school staff, parents and students to organize school activities which promote and celebrate cycling. In 2018, the most frequently held events by reporting schools were announcements (80%). This was followed by raffle or contest (43%), snack or incentive for students to ride to school (39%) and cycling safety activities in the classroom (31%). There has been an increase over time in the proportion of schools organizing activities that are higher-intensity, and arguably, more impactful. Group rides and bicycle tune-up clinics, for example, were held by a greater proportion of reporting schools in 2018 than in 2017 (17% for each of these activities in 2018, compared to 13% in 2017).²⁰

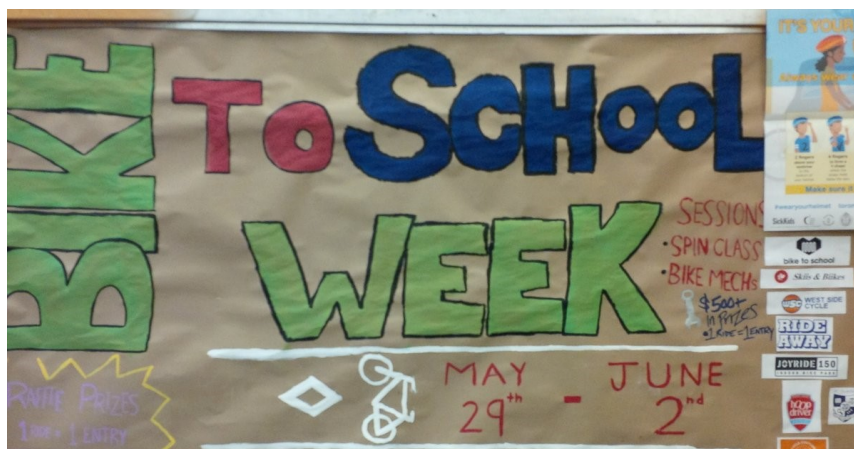


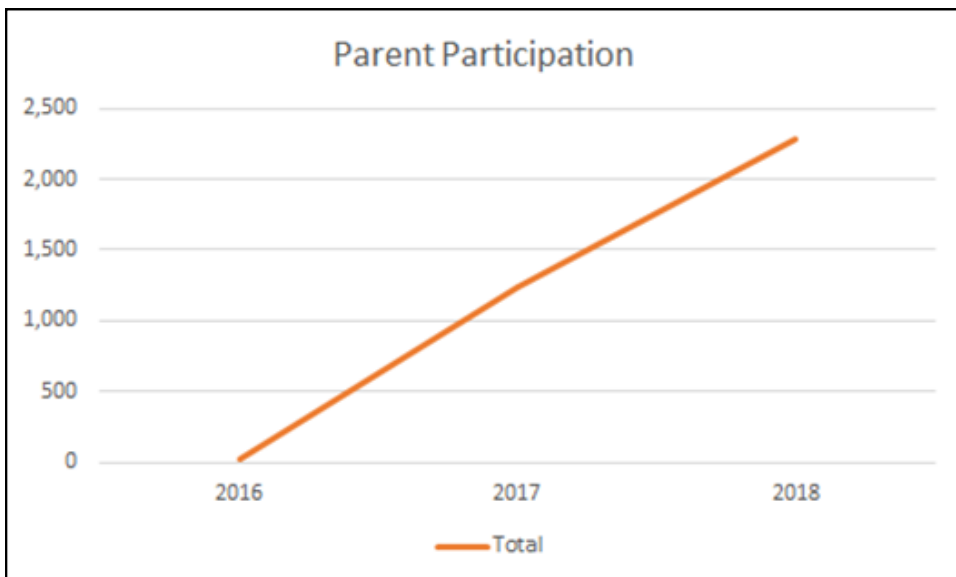
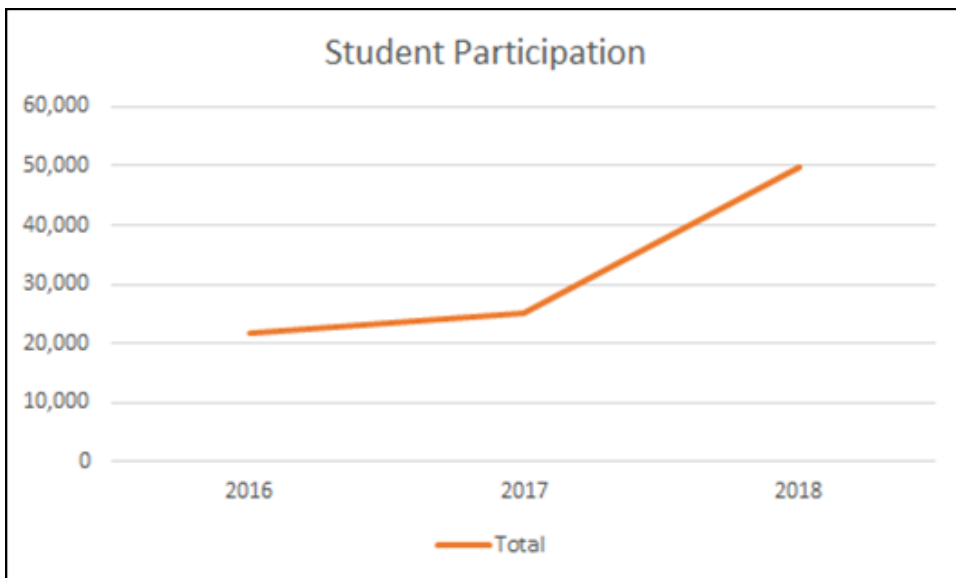
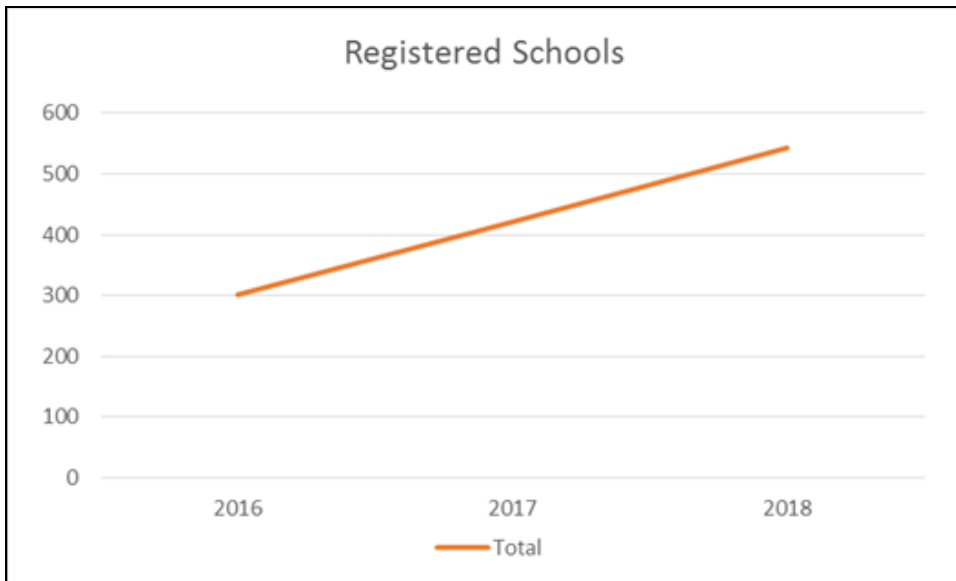
Image credit: Chantelle Campbell-Sholzberg

Campaign impact

The campaign grew consistently from 2016²¹ to 2018. Each year, more schools registered, more students participated and more parents volunteered. The number of registered schools increased from 301 in 2016, to 421 in 2017, to 543 in 2018. Over the three years, approximately 96,635 students were involved with Bike to School Week: 21,742 in 2016; rising to 25,007 in 2017; and rising again to 49,886 in 2018. Parent participation also saw dramatic increases: from 21 in 2016, to 1,237 in 2017, to 2,279 in 2018. Of the schools participating in the 2018 campaign, 72% were committed to carrying out Bike to School Week events in the future; the percentage was higher in Toronto, at 81%.

20. The percentages added together exceed 100% because schools often held more than one type of event or activity; Metrolinx, *Bike to School Week Report 2018*. ([Toronto]: Smart Commute, A Program of Metrolinx, 2018), available at <http://smartcommute.ca/wp-content/uploads/2018/12/BTSW-Report-2018-EN-AODA.pdf>; Metrolinx, *Bike to School Week Report 2017*. ([Toronto]: Smart Commute, A Program of Metrolinx, 2017), available at <https://smartcommute.ca/wp-content/uploads/2014/08/BTSW-2017-Final-Report.pdf>.

21. Metrolinx, *Bike to School Week Summary Report 2016*. ([Toronto]: Smart Commute, A Program of Metrolinx, 2016), available at https://smartcommute.ca/wp-content/uploads/2016/03/BTSW16-Report_Final.pdf.



More students biking to school

From 2016 through 2018, almost all schools reported that the campaign resulted in more students biking to school. Other available data support this. We asked schools to count the number of trips to school by bicycle during Bike to School Week, and based on this we calculated an average cycling mode share for students from all reporting schools of 6.9% in 2016, 5.2% in 2017 and 7.3% in 2018. This is significantly higher than the cycling mode share of 2.1% in the GTHA, reported in the 2016 Transportation Tomorrow Survey for students aged 11-17.²²

Increased awareness of cycling rules and safety

An increase in awareness of cycling rules and safety among was reported by 71% of reporting schools in 2016, 69% in 2017 and 68% in 2018.

In Toronto, more teachers biking to work

In 2018, Toronto's Smart Commute program circulated pledge cards and posters to staff in the Toronto District School Board. This intervention appears to have had an impact. The average number of Toronto teachers biking to work per school at least once during Bike to School Week increased from 3.2 in 2017 to 9.2 in 2018. (In other regions, the average number declined in the same period.)

Barriers and opportunities

Schools were asked to identify significant barriers that discouraged students from biking to school and were provided with a list of options to select from. Of the schools who reported on their Bike to School Week activities in 2018, "heavy traffic on nearby streets" was the most significant barrier identified (41%), followed by "students don't own bikes" (28%) and "inadequate bike parking at school" (25%). The reporting of these barriers had dropped in 2018 compared to 2017. Very similar proportions reported "no significant barriers (of any type)" (17%), "lack of cycling education" (16%) and "parents discourage cycling" (15%) in 2018; again, the reporting for both "lack of cycling education" and "parents discourage cycling" had dropped in 2018 compared to 2017, while "no significant barriers (of any type)" increased very slightly in 2018 compared to 2017.

In view of the barriers to cycling, many schools celebrate Bike to School Week with events that promote all modes of active and sustainable travel in order to be as inclusive as possible.

22. Metrolinx, *School Travel in the GTHA: A Report on Trends*, ([Toronto]: Smart Commute, A Program of Metrolinx, July 2018), 5, available at http://smartcommute.ca/wp-content/uploads/2014/08/SchoolTravelReport_GTHA2016-2.pdf.



Image credits: Kristin Schwartz

Some students are trying out the Mattamy National Cycling Centre (Milton Velodrome), which is a combination of a high-performance indoor track cycling facility and a community recreation facility – the only velodrome of its kind in Canada. These students' school won a free trip to the velodrome, as a Bike to School Week prize provided by the National Cycling Institute Milton. All schools in the Halton, Hamilton and Peel Regions that registered and reported on Bike to School Week 2018 were entered in a number of random draws for the unique experience.

One interesting finding is that engaged parent volunteers, teachers and supportive school administration are keys to success. Schools with more than 10 parent volunteers were much more likely to achieve these outcomes than schools with no parent volunteers:

- Increased awareness of cycling rules and safety – 93% for schools with more than 10 parent volunteers compared to 56% for schools with no parent volunteers
- Improved cycling skills among students – 57% compared to 19%
- Cyclist parents and/or staff connected with each other – 57% compared to 11%
- New or strengthened partnership(s) with community organization(s) – 29% compared to 6%
- Progress towards installation of bike racks or other cycling infrastructure – 43% compared to 19%

Bike to School Week is affiliated with Bike Month, which is declared in June in the province of Ontario and which has formally launched in Toronto on the last Monday of May for 30 years. EQAO (Education Quality and Accountability Office) standardized tests for Ontario students in grades 3 and 6 take place during the same week and an adjacent week. Consequently, some school staff have suggested that Bike to School Week be scheduled earlier or later. However, an earlier campaign would put the campaign outside of Bike Month; meanwhile, after the last week of May, secondary school classroom schedules are irregular. For these reasons, there has been no change in the dates of Bike to School Week since 2015.

“Considering that this was the first time for such an event in our small school, the Bike to School Week campaign was a tremendous success and we are very pleased with the results. The socio-economic situation of our community makes it more difficult for more students to have bikes and helmets, but we did the best we could by encouraging walking, rolling and skipping to school during the week to raise awareness of healthier ways of getting to school, surveys).”

– Teacher from a Toronto School

Next steps

The enhancements we foresee for this program build on existing strengths and include the following:

Expand marketing and communications

- Source prizes and incentives to encourage schools to register and report on their activities
- Highlight resources available at the “Getting Started” page of the Bike to School Week website

Increase parental/guardian involvement

- Further develop the existing Guide for Schools, to prioritize opportunities for involvement of parents/guardians
- Focus on identification of bike-walk routes to schools

Increase integration with community bicycle-related resources

- Enhance the “Getting Started” page of the Bike to School Week website with information about community bike hubs, Earn-a-Bike programs, do-it-yourself (DIY) repair programs where available

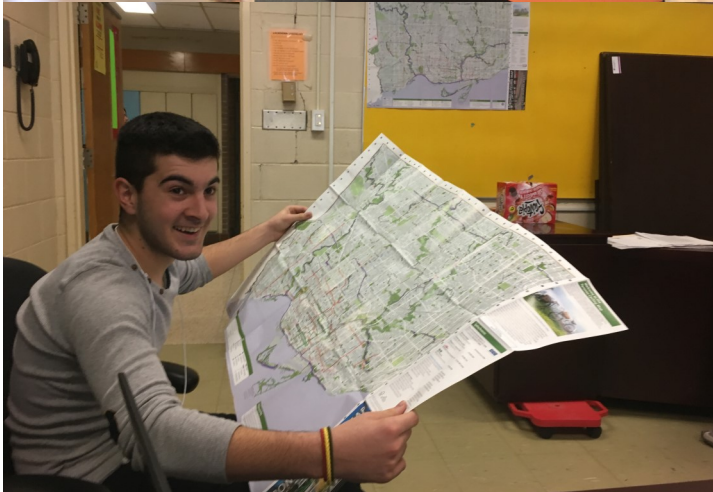
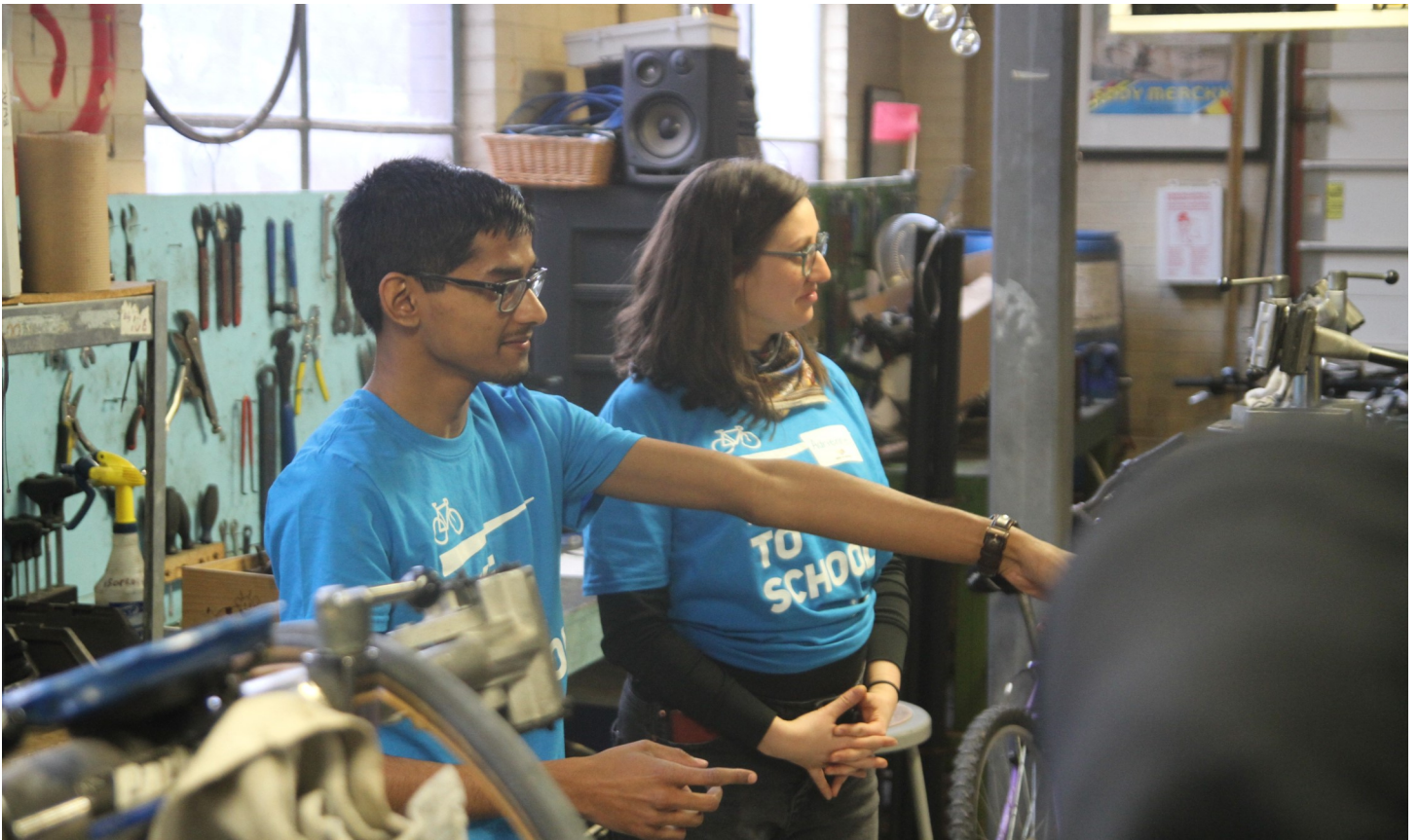


Image credits (clockwise from top): Danielle Friscti; Shadab Shahrokh Hai; Chantelle Campbell-Sholzberg; Chantelle Campbell-Sholzberg; Danielle Friscti

Summary: Next Steps

Based on what we achieved and learned through this project, we have identified next steps as we continue to promote active school travel and develop cycling education in schools. The impact of every program can be enhanced through strategic communications and marketing. One key audience is the parents and guardians who make decisions about how their children travel to school. Another is the young people themselves. Ongoing program development will prioritize new techniques for engaging students, customize programs for specific neighbourhoods, and enhance equity and inclusion by providing more equipment and more differentiated instruction for students of varying skills and abilities. Providing practical support for Cycling Educators and school staff and teachers who lead these activities will expand capacity overall and pave the way for a more systemic delivery of cycling education in the future. This can include certification for Emergency First Aid and CAN-BIKE. Connecting programs in schools with cycling resources in the community – including retailers, do-it-yourself (DIY) repair facilities, riding clubs, summer camps and more – will foster longer-term sustainability.

Next steps: Cycling Education Programs

Expand marketing and communications

- Enhance signage, including banners for outside the school during Bike Rodeo and Riding Skills Workshop programs ("on-bike" programs)
- Create communication tools for families to extend the impact of the program

Increase relevance and engagement in Assembly programs

- Customize presentation for individual schools with images of local destinations
- Prioritize games and incorporate student volunteers during Assemblies

Increase equity and inclusion in Bike Rodeo and Riding Skills

Workshop programs

- Provide bicycles for Bike Rodeo programs at the elementary level to enable all students to fully participate
- Provide more differentiated instruction (e.g., Learn-to-Ride for new riders, and more challenging programs for confident riders, specific programming for students with physical and/or cognitive disabilities)

Next steps: Comprehensive Cycling Program (Secondary Schools)

Enhance marketing and communications

- Enhance signage/banners for outside the school
- Create communication tools which schools can distribute to parents/guardians
- Engage respected role models to promote cycling among this age group
- Focus social media campaigns on platforms used by students
- Encourage students to try out cycling to school, so that they can discover whether it is more comfortable and convenient than they expected

Increase teacher capacity

- Incorporate teacher training into the workday whenever possible (e.g., on professional development days – this requires permission from the school principal)
- Encourage schools to identify at least two lead teachers, rather than one working on their own
- Provide funding for Emergency First Aid and CPR certification of teachers

Adapt programming for students

- Prioritize increasing access to bicycles for low-income students
- Offer Learn-to-Ride activities in the fall season, to help bike clubs be more inclusive and build membership for spring activities
- Design civic engagement activities in support of cycling infrastructure and “complete streets,” such that the activities can be incorporated into other programs (e.g. letter-writing to decision-makers)
- Following the model of the learning unit for grade 9 H&PE, develop and market cycling education programs relating to Technological Education, Geography and English as a Second Language, with links to curricular expectations and time commitments for teachers and students clearly laid out

Next steps: Bike to School Week

Expand marketing and communications

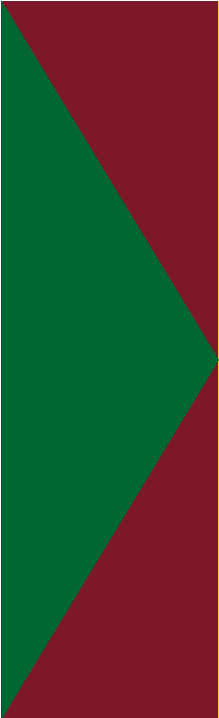
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Increase parental/guardian involvement

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- Focus on identification of bike-walk routes to schools

Increase integration with community bicycle-related resources

- Enhance the “Getting Started” page of the Bike to School Week website with information about community bike hubs, Earn-a-Bike programs, DIY repair programs where available



“The Walk and Roll event is always a hit at our school. We hope to grow the event in the future offering other incentives like breakfast in the park to get people out. We had some first time cyclists attend and many parents stopped the volunteers to express how much they like it. Parents also expressed that more could be done to make the streets leading to the school safer with more signage, bike lanes etc.”

– Teacher from a Toronto School



Ride On! Report on the Bike to School Project, April 2016–March 2019, April 2019
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