REGIONAL MUNICIPALITY OF WATERLOO
COMMUNITY SERVICES COMMITTEE
MINUTES

Tuesday, August 13, 2013
9:02 a.m.
Regional Council Chamber
150 Frederick Street, Kitchener, Ontario

Present were: Vice-Chair J. Mitchell, L. Armstrong, J. Brewer*, D. Craig, R. Deutschmann*, T. Galloway, J. Haalboom, B. Halloran*, R. Kelterborn, G. Lorentz, C. Millar, K. Seiling, J. Wideman* and C. Zehr

Members absent: T. Cowan, S. Strickland

DECLARATIONS OF PECUNIARY INTEREST UNDER THE MUNICIPAL CONFLICT OF INTEREST ACT

None declared

DELEGATIONS

a) Linda Terry and Kristine Allison, Social Planning Council of Cambridge and North Dumfries, re: Community Social Profile of Waterloo Region

Linda Terry, Executive Director Social Planning Council of Cambridge and North Dumfries, introduced Kristine Allison, Social Planner. K. Allison provided a presentation that outlined the demographic profile of the Region. She explained that reviewing the Regional demographic trends allows for better planning related to public services. A copy of the presentation is appended to the original minutes.

*B. Halloran joined the meeting at 9:04 a.m.
*J. Brewer joined the meeting at 9:08 a.m.

The Committee asked about how the percentages of elderly and very young individuals compared to the national average. K. Allison explained that when the individual municipalities are examined there some notable differences but at the Regional level the demographics are similar to national averages.

*J. Wideman left the meeting at 9:15 a.m.

REQUEST TO REMOVE ITEMS FROM CONSENT AGENDA

J. Haalboom requested that item 4.f) PH-13-031, Income Gap Report be removed from the consent agenda.

MOTION TO APPROVE ITEMS OR RECEIVE FOR INFORMATION

MOVED by T. Galloway
SECONDED by G. Lorentz
THAT the following items be approved:

- THAT the Regional Municipality of Waterloo approve an agreement to permit Opportunities Waterloo Region to continue to co-locate with Employment and Income Support, Social Services at 235 King Street East, Kitchener with no licence fee for the period September 1, 2013 to March 31, 2014, such an agreement to be satisfactory to the Regional Solicitor as outlined in Report SS-13-025, dated August 13, 2013.

- THAT the Regional Municipality of Waterloo, as the Board of Health, send a copy of Report PH-13-032 to Dr. Arlene King, Chief Medical Officer of Health of Ontario, for her information.

AND THAT the following items be received for information:

- SS-13-024, Social Assistance Changes And Implications For Ontario Works
- CA-HR-13-006, Cardio-Pulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) Training
- PH-13-029, Health Hazard Prevention and Management Program Report
- PH-13-030, Quarterly Charged/Closed Food Premises Report
- Memo: Update on Statistics Canada’s National Household Survey
- Memo: Update: Replacement of Technology for Delivery of Social Assistance
- Memo: Jane’s Walk 2013

CARRIED

f) PH-13-031, Income Gap Report

*J. Wideman returned to the meeting at 9:22 a.m.

J. Haalboom asked staff to clarify the term “quintile” used in the report and to explain how many people are in the highest income group. Dr. Liana Nolan, Commissioner/Medical Officer of Health, explained that the term quintile means one-fifth and that as such the top quintile includes twenty percent of the population. She clarified that staff had chosen to divide the population into fifths but there was no breakdown beyond that.

The Committee noted that the income gap has been growing since 1995 and asked what could be done to reverse the trend. Dr. Nolan stated that it is important for staff to work with outside agencies and organization to address this on a larger scale.

Received for information.

**REGULAR AGENDA RESUMES**

**REPORTS – SOCIAL SERVICES**

a) SS-13-013, Sunnyside Home Provincial Funding Update

Douglas Bartholomew-Saunders, Commissioner Social Services, explained that the Region has received additional funding from the provincial government that exceeds budget estimates. He explained that staff are requesting a portion of the funds be allocated to hiring needed staff and improving staff safety. The Committee asked if this had been addressed in the previous budget process and how it would be addressed in the 2014 budget process. Gail Kaufman Carlin, Director of Seniors Services, explained that the previous budget estimates were conservative.
and that staff were not depending on this funding. She noted that this is annualized funding and will be incorporated into the 2014 budget process.

The Committee asked staff whether consideration was given to not spending the money until next year. D. Bartholomew-Saunders explained that there have been extensive discussions, but that this funding has been needed for two years. Mike Murray, Chief Administrative Officer, pointed out that staff are recommending only a portion of the funds be expended to address the critical needs and that the remaining money will be used to affect the bottom line this year.

MOVED by J. Wideman
SECONDED by T. Galloway

THAT the Regional Municipality of Waterloo approve an increase to the 2013 Operating Budget for the Seniors’ Services Division in the amount of $225,768 gross and $0 net;

AND THAT the 2013 Operating Budget for the Seniors’ Services Division be increased by $51,000 gross and $0 net on a one-time basis for the purchase of equipment and training costs;

AND FURTHER THAT an increase of 4.45 full-time equivalents (FTE) be approved for the Seniors’ Services Division as of September 1, 2013 to increase the hours of direct care services and behavioural support staffing for the residents of Sunnyside Home as outlined in report SS-13-013, dated August 13, 2013.

CARRIED

b) SS-13-022, Amendments To Purchase Of Service Agreements For Children’s Services

MOVED by G. Lorentz
SECONDED by L. Armstrong

THAT the Regional Municipality of Waterloo amend current service agreements with the Waterloo Region District School Board and the Waterloo Catholic District School Board to incorporate all school sites offering extended day programs, as outlined in report SS-13-022, effective September 1, 2013;

AND further that the Regional Municipality of Waterloo amend current service agreements with Conestoga College Institute of Technology and Advanced Learning, 299 Doon Valley Drive, Kitchener, ON N2G 4M4; Jacob Hespeler Child Care Services, 640 New Hampshire Street, Waterloo, ON N2K 0A5; Young Women’s Christian Association, Kitchener-Waterloo, 153 Frederick Street, Kitchener, ON N2H 2M2; and Kitchener Waterloo Young Men’s Christian Association, 161 Roger Street, Waterloo, ON N2J 1B1, for the purposes of offering youth development programs, as outlined in report SS-13-022, effective September 1, 2013.

CARRIED

c) SS-13-023, Purchase Of Service Agreement YWCA – KW

MOVED by T. Galloway
SECONDED by B. Halloran

THAT the Regional Municipality of Waterloo amend the current Service Contract with the YWCA Kitchener-Waterloo Incorporated, 153 Frederick Street, Kitchener, Ontario, to include the new Jean Steckle Child Care Centre as outlined in report SS-13-023, dated August 13, 2013,
CARRIED

d) SS-13-026, Developmental Evaluation Project

*R. Deutschmann left the meeting at 9:42 a.m.

D. Bartholomew-Saunders introduced the report. He explained that the Region is receiving $20,000 from Innoweave to conduct developmental evaluations on the Region of Waterloo’s Comprehensive Approach to Poverty Reduction and the Children’s Planning Table. He clarified that developmental evaluations allow for the evaluation of programs in an ongoing manner that allows for greater flexibility and innovation.

MOVED by J. Wideman
SECONDED by C. Miller

THAT the Regional Municipality of Waterloo approve entering into an agreement with the J.W. McConnell Family Foundation and Social Innovation Generation dated August 2013, in a form satisfactory to the Commissioner of Social Services and the Regional Solicitor;

AND THAT the 2013 Operating Budget for Social Planning, Policy and Program Administration be increased by $20,000 and $0 net Regional Levy, as outlined in report SS-13-026, dated August 13, 2013.

CARRIED

REPORTS – PUBLIC HEALTH

e) PH-13-033, Sharing the Road

Dr. Nolan explained that the Ontario Public Health Association (OPHA) has prepared a report that recommends that the provincial government make sharing the road with cyclists a mandatory element of the beginner driver education curriculum. She provided a letter from the OPHA and the OPHA’s Report. The letter and report are appended to the original minutes.

MOVED by L. Armstrong
SECONDED by G. Lorentz

THAT the Regional Municipality of Waterloo, as the Board of Health, endorse the draft recommendations of the Ontario Public Health Association (OPHA) Health and the Built Environment working group report, “Beginner Driver Education (BDE) Curriculum Study”, as follows:

1. Advocate for mandatory cycling content in the Ministry of Transportation (MTO)’s Beginner Driver Education Curriculum Standards
2. Advocate for all MTO-approved Beginner Driver Education educators to receive regular consistent professional development training
3. Encourage MTO to identify accurate and consistent Share the Road with Cyclists resources for Beginner Driver Education educators to use as additional teaching tools.
And that a copy of Report PH-13-033 and the resolution be sent to the President of the Ontario Public Health Association and the Minister of Transportation.

CARRIED

OTHER BUSINESS

a) Council Enquiries and Requests for Information Tracking List was received for information.

NEXT MEETING – September 10, 2013

ADJOURN

MOVED by B. Halloran
SECONDED by C. Millar

THAT the meeting adjourn at 9:45 a.m.

CARRIED

COMMITTEE CHAIR, J. Mitchell

COMMITTEE CLERK, T. Brubacher
Community Social Profile of Waterloo Region

2006 to 2011 Census Data
Overview of Community Social Profile

- Demographic descriptions of Waterloo Region and a breakdown of the 3 cities and 4 townships
- Highlights the socio-demographic characteristics and changes between the 2006 and 2011 census years
- It provides a social context for the census numbers
- Identifies trends and implications for the communities
- Provides a foundation for organizational and program planning and development, policy analysis and community development
Provided an overview of the data, trends and implications as it related to their service area

Intended as a check-in for the data

Feedback from the agencies in the townships
  ◦ Very pleased to have this type of work done and excited they would have data to use for reports etc.
Census variables examined for all municipalities and townships:

- Population
  - Growth
  - Density
  - Age and Gender distribution
- Marital Status and Family Structure
  - Structure, composition, children under 24 and children living at home
- Dwelling Counts and Households
- Household Characteristics
- Language
Population Growth Rate in Waterloo Region

Population Growth Rate Waterloo Region 2006-2011

- Cambridge: 5.3%
- Kitchener: 7.1%
- Waterloo: 1.3%
- North Dumfries: 3.0%
- Wellesley: 9.4%
- Wilmot: 12.5%
- Woolwich: 17.8%

Waterloo Region 6.1%
Ontario 5.7%

Source: Statistics Canada, Census 2006 and 2011
Trends and Implementation

- Township are growing at a faster pace but only represent a small portion of the population.

- Growth areas will require new and or different types of services and programs. This could include new ways to deliver services to more rural communities.

- When looking at the expanding populations in the rural communities, service deliver numbers/targets should be pro-rated to reflect the size of the community.
### Age and Gender in Municipality

<table>
<thead>
<tr>
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<tr>
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<td>36.4</td>
<td>37.7</td>
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<td>38.7</td>
</tr>
</tbody>
</table>

Waterloo Region population is getting slightly older.
Population Pyramid 2011
Waterloo Region and Ontario

Source: Statistics Canada, Census 2006 and 2011
Children – birth to 14 years

- In 2011, the child population accounted for 18.3% (92,970) of the region’s population.
- Higher than Ontario’s child population 17%.
- Across Canada there is an increase in children birth to 4 years (11%) Waterloo Region birth to 4 population increased 5.4%.
- Highest percentage of growth was in Woolwich (30.4%), Wilmot (17.7%), the City of Kitchener (11.6%) followed by Wellesley (9.4%).
Children represent 18.3% of the Waterloo Region population, and the birth to age 4 population is growing

The highest percentage of growth of children under 4 was in Woolwich, Wilmot, Wellesley and the City of Kitchener

The growth in the child population has an impact on services; this includes access to childcare, early learning programs, school enrolment and services for parents of young children, child welfare

Delivery of services across a large geographic areas will require new and different types of services and programs to meet the needs of the communities.
In 2011, there were 350,540 people living in Waterloo Region representing 70.2% of the total population.

71,800 were youth aged 15 -24 representing 20.5%

Proportionately, a significant amount of the growth is appeared in the townships of Woolwich (12.3%), Wilmot (10.3%) and Wellesley (8.5%) followed by the City of Kitchener at 9.1% of growth.

In North Dumfries this age group is 8% of the population – one of the most populous age groups
Trends and Implications

- Workforce is aging as people put off retirement, harder for people to enter the workforce

- Youth unemployment rate is very high in Canada

- Services such as Employment counselling, volunteer opportunities and school-to-work transition programs are needed to assist youth in developing necessary skills to successfully participate in the labour market
Seniors – people aged 65+

- This is a growing segment of the population and represent 12.5% of the population in Waterloo Region with 63,565 people.

- Within the townships, the senior population is growing at a relative rate of over 107%-154%.

- Seniors also represent a larger proportion of the population in the townships and Woolwich (15.1%) and Wilmot (15.8%) townships have a higher proportion of the population over 65 than Ontario and Canada (approximately 14%).
Trends and Implications

- The Waterloo Population is aging

- Since people are living longer and the population is aging, the 65+ age group will become more important

- Women are living longer than men, at age 85+, there are almost 3 females for every one male in the same age range

- Services for seniors will need to grow in pace with the fast growing senior population
We welcomed the opportunity to do this work for the Waterloo Region.

It enhances the demographic work we conduct for Cambridge and North Dumfries.

- Community Trends
- Community Social Profile
- Sign Posts
For More Information

www.spccnd.org

Social Planning Council of Cambridge and North Dumfries
55 Dickson Street Unit 14
Cambridge, ON N1R 7A5

Email: admin@spccnd.org
August 9th, 2013

Hon. Glen Murray
Minister of Infrastructure and Minister of Transportation
Ferguson Block
3rd Floor
77 Wellesley St W
Toronto ON M7A1Z8

Dear Minister Murray:

RE: Sharing the Road with Cyclists and Beginner Driver Education (BDE) Curriculum Study

The Ontario Public Health Association (OPHA) is a member-based not-for-profit association that has been advancing public health within the province since 1949. This is done through a number of means including knowledge exchange and transfer, advising and consulting key provincial decision-makers and research. OPHA’s work is driven by our expert and diverse membership, representing public and community health and other professionals from academia and NGOs, to name a few.

OPHA’s subject matter expert workgroup on the Built Environment has played a critical role in informing the province on healthy land-use policy in order to promote health and prevent injuries. A key focus is ensuring safer roads for cyclists and motorists in order to encourage greater active transportation in Ontario.

This workgroup conducted a study, in partnership with the Waterloo Public Health Unit on Beginner Driver Education (BDE). The Region of Waterloo Public Health (ROWPH) was the lead in the study development, implementation, and data analysis.

Findings revealed that there is a great need and interest for BDE curricula that includes material on sharing the road with cyclists, but that BDE instructors are not aware of any professional development resources to gain the necessary knowledge and expertise. We are taking this opportunity to provide you with a number of recommendations that would help to support enhanced active transportation, by making roads safer in the province, in order to further the proposed Ontario Cycling Strategy.

- **Recommendation 1:**
  - Cycling content must be made mandatory in the Ministry of Transportation’s Beginner Driver Education Curriculum Standards. These standards must include specific instructions on how to share the road with cyclists.

- **Recommendation 2:**
  - Past Curriculum must be updated. The process to update curriculum must include a meeting between key stakeholders and curriculum writers to ensure that information reflects how to share the road with cyclists.
• **Recommendation 3:**
  - All Ministry-approved Beginner Driver Educators must receive regular and consistent professional development training.
  - The Ministry must identify opportunities to regulate professional development training to ensure that instructors remain current.

• **Recommendation 4:**
  - The Ministry must identify accurate and consistent Share the Road with Cyclists resources for Beginner Driver Educators to use as additional teaching tools.
  - The Ministry needs to ensure that research is conducted on available resources to confirm their accuracy and publish the list of approved resources.

These recommendations were based on a number of important study findings (we have enclosed the report for your reference):

- 95% of Beginner Driver Education (BDE) schools surveyed agreed that all BDE curricula should include teaching how to share the road with cyclists.
- 65% of BDE schools did not know of any professional development opportunities for BDE instructors where education about sharing the road with cyclists could be offered.
- 97% of BDE respondents said their school would be willing to include additional cycling content into their curriculum.

These recommendations have the potential to increase awareness and understanding among new drivers about how to effectively share the road with cyclists, thereby creating an environment that is supportive of active transportation and that will improve health, and decrease risk of injury. These recommendations complement the anticipated Ontario Cycling Strategy.

OPHA would be happy to discuss the findings of the study, the recommendations and how our Association may support you in your provincial efforts and commitment. Please contact Siu Mee Cheng, Executive Director at scheng@opha.on.ca or 416-367-3313 x226.

Regards,
Sincerely,

Susan Makin
President
Board of Directors

c.c. J. Gervais, Member and co-chair, Driver Awareness and Knowledge of Safely Sharing the Road with Cyclist Task Group, Ontario Public Health Association.
L. Nolan, Medical Officer of Health, Region of Waterloo Public Health.
A. King, Chief Medical Officer of Health, Office of the Chief Medical Officer of Health, Government of Ontario.
D. Matthews, Minister of Health and Long-Term Care, Ministry of Health and Long-Term Care, Government of Ontario.
V. Goel, President & Chief Executive Officer, Public Health Agency of Ontario

Encl.
Beginner Driver Education (BDE) Curriculum Study

Region of Waterloo Public Health
(on behalf of the OPHA)
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Executive Summary

This study was conducted by the Ontario Public Health Association (OPHA) Health and the Built Environment Work Group through the Increasing Driver Awareness and Knowledge of Safely Sharing the Road with Cyclists Task Group. Staff from Region of Waterloo Public Health (ROWPH) took the lead role in study development, implementation, and data analysis.

The purpose of this study was to better understand the needs and attitudes of Beginner Driver Education (BDE) school staff around including and/or enhancing sharing the road with cyclists (STRC) curriculum content by gathering information about the current curriculum used by their school. The information gathered in this survey will help guide OPHA’s strategy around STRC information in BDE schools throughout the province.

Four hundred and six BDE organizations from across Ontario were contacted of which 242 agreed to participate in a survey that identified what each school taught in regards to STRC. Participants were also encouraged to share their needs and attitudes regarding the cycling content in their current curriculum. A total of 75 respondents from the schools that agreed to participate completed the survey, representing a response rate of 31 per cent.

Survey findings indicated that the majority of BDE schools surveyed recognized a need for teaching STRC information to new drivers. Most (95%) respondents agreed that all BDE curricula should include a section on STRC and all of the responding schools reported that they cover the subject in their teachings to some degree.

While 85 per cent of survey respondents were at least somewhat satisfied with their current STRC curriculum content, the majority reported that they would be open to introducing new resources or changes to their curriculum to enhance teaching around STRC. For example, 97 per cent of respondents said their school would be willing to include additional cycling content in their teachings. In addition, while most respondents were generally satisfied with their curriculum, approximately half were either neutral or only somewhat satisfied with the STRC content currently provided.

Based on the attitudes and needs reported by survey participants, three recommendations were identified:

1. Advocate for mandatory cycling content in the Ministry of Transportation (MTO)’s Beginner Driver Education Curriculum Standards

2. Advocate for all MTO-approved BDE educators to receive regular consistent professional development training
3. Encourage MTO to identify accurate and consistent STRC resources for BDE educators to use as additional teaching tools

These recommended activities have the potential to increase awareness and understanding among new drivers about how to effectively share the road with cyclists, thereby creating an environment that is conducive to active transportation, improved health, and decreased risks of injury.
1.0 Introduction

This study was conducted by the Ontario Public Health Association (OPHA) Health and the Built Environment Work Group through the Increasing Driver Awareness and Knowledge of Safely Sharing the Road with Cyclists Task Group to gain a better understanding of what is currently being taught in beginner driver education (BDE) schools around sharing the road with cyclists (STRC). Currently, STRC is just one of a number of suggested examples for curriculum developers to use in order to meet the basic Share the Road curriculum requirements (other examples developers may choose include sharing the road with animals, public transit, or motorcyclists (CC Standard 6 [Ministry of Transportation. 2007]).

To help achieve this goal, the task group invited BDE schools from across Ontario to participate in a survey that identified what each school taught in regards to STRC and their needs and attitudes towards the cycling content in the curriculum they use. The findings from this study will guide OPHA in developing a strategy around STRC information in BDE. Staff from Region of Waterloo Public Health (ROWPH) took the lead role in study development, implementation, and data analysis.

By reaching out to this stakeholder group, OPHA has gained valuable information on the attitudes and needs of BDE schools around STRC. OPHA and the task group recognize that increasing beginner driver awareness and knowledge of how drivers can safely share the road with cyclists is one of several strategies that need to be explored. However, this study focuses solely on the education of new drivers.

2.0 Background

The physical environment is one of 12 key determinants of health that influence a person’s health status (Public Health Agency of Canada, 2013). The Ontario Public Health Standards (OPHS) state that addressing the determinants of health is “fundamental to the work of public health in Ontario,” and that “effective public health programs and services consider the impact of the determinants of health on the achievement of intended health outcomes” (Ministry of Health and Long-Term Care, 2008). The built environment is an important aspect of the physical environment and is comprised of urban space and building design, land use, the transportation system, and the infrastructure that supports it (Health Canada, 1997).

The Health and the Built Environment Work Group of OPHA works collaboratively to improve the health of the public by building upon initiatives, research and advocacy done in local public health units and/or by other organizations recognized for their expertise in the area of health and the built environment. The work group recognizes that BDE schools play a role in creating a healthy and safe environment for people to cycle in.
BDE schools across Ontario have been regulated by the Ontario Ministry of Transportation (MTO) since 2007. In 2008, the MTO introduced new BDE curriculum standards for curriculum developers and driving schools. However, currently STRC is just one of a number of suggested examples for curriculum developers to use in order to meet the MTO’s basic Share the Road requirements described in their Curriculum Standards (Ministry of Transportation, 2007). BDE schools are uniquely positioned to provide valuable insight as to whether information around cycling is effectively covered in the curriculum they use and new drivers understand how to properly share the road with cyclists.

3.0 Purpose

The purpose of this study was to better understand the needs and attitudes of BDE school staff around including and/or enhancing STRC curriculum content by gathering information about the current curriculum used by their school. This information will allow the OPHA to gain insight into the province-wide picture of BDE STRC teachings and to develop recommendations that can be used to create an STRC strategy and potential supports for BDE schools in Ontario.

The research questions addressed by this study were:

1. What curriculum is each BDE school using and what information do they teach regarding STRC?

2. What attitudes do BDE schools have around teaching STRC?

3. What curriculum needs do the schools have around teaching STRC that the OPHA can help advocate for?

4.0 Methodology

This study was supported by the OPHA Health and the Built Environment Work Group with financial support from Region of Waterloo Public Health, Oxford County Public Health and Emergency Services and Niagara Region Public Health. Staff from Region of Waterloo Public Health (ROWPH) took the lead role in developing and conducting the survey and analyzing survey data with support from members of the Increasing Driver Awareness of Safely Sharing the Road Task Group.

4.1 Target Population

MTO-approved schools that teach BDE were the target population of this study. The person most responsible for organizing the course at their BDE School was asked to complete the survey. In order to collect information about specific course content and potential gaps in
curricula, schools were encouraged to have the survey completed by an individual at the owner/managerial level with input from staff if necessary.

### 4.2 Sampling Strategy

The MTO-approved BDE courses as reported on the MTO website October 1, 2012 were used to generate the list of schools that could be included in the study (n=977). Contact information (address and phone number) for each school was included on the MTO site.

Schools were grouped into 4 categories: small (only 1 site), medium (2 - 9 sites), large (10 or more sites), and very large (franchise with a significant number of sites throughout the province). Table 1 outlines the sampling strategy used for this study. Due to time and resource limitations, small and medium-sized schools were randomly selected to be contacted.

#### Table 1. Sampling Strategy

<table>
<thead>
<tr>
<th>Size</th>
<th>Number of BDE Schools in Province</th>
<th>Number of Operating Sites Represented</th>
<th>Per cent of Schools to be Sampled</th>
<th>Number of Schools Called to Participate</th>
<th>Survey Used</th>
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<tr>
<td>Small (1 Site)</td>
<td>334</td>
<td>334</td>
<td>85%</td>
<td>284</td>
<td>“Small School” Survey</td>
</tr>
<tr>
<td>Medium (2-9 Sites)</td>
<td>104</td>
<td>362</td>
<td>85%</td>
<td>89</td>
<td>“Small School” Survey</td>
</tr>
<tr>
<td>Large and Very Large (10+ Sites)</td>
<td>11</td>
<td>281</td>
<td>Attempted to call all ten headquarters of large schools and complete survey over the phone.</td>
<td>406</td>
<td>“Large School” Survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Attempted to call the corporate headquarters of the very large school and 22 individual franchise sites.</td>
<td></td>
<td>Corporate HQ: “Large School Survey”, Franchise Sites: “Small School” Survey</td>
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<tr>
<td>Total</td>
<td>449</td>
<td>977</td>
<td></td>
<td>406</td>
<td></td>
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</table>

For this study, schools associated with the “very large” franchise were intended to be treated as independent locations because this organization represents such a large proportion of BDE schools in Ontario. Therefore, a smaller portion of these franchised schools were randomly sampled and invited to participate in the study.

Ideally, all BDE schools in Ontario would have been invited to participate in this study. However, budget and time constraints limited the number of schools to a maximum of 406. It was
determined that 85 per cent of small- and medium-sized schools, and all of the large schools could be contacted to participate in the study based on these constraints. Twenty per cent of the “very large” franchise schools were contacted to ensure that their perspectives were captured without oversampling them.

The selected small and medium schools were contacted by a consulting firm by telephone and invited to participate in the survey. The firm attempted to contact each school a total of three times. If schools agreed to participate and provided an email address, they received the online survey link and three subsequent reminder emails sent approximately one week apart if the survey was not completed. All large schools were contacted by phone and asked to carry out the survey over the phone or at a later date via phone or email. ROWPH emailed the survey to these participants on behalf of the OPHA task group.

### 4.3 Surveys

The survey was developed primarily by ROWPH with input from task group members. The survey was pilot tested by Public Health staff and a BDE school who did not participate in the formal survey.

All data were collected and organized through the i:Survey system. The survey (Appendix A) was emailed to each school contact who was identified as being interested in participating. A separate survey was created for “large schools” (10+ schools) that was to be carried out via telephone with the person most in charge of the school’s BDE curricula (Appendix B). The questions asked were nearly identical except that the large schools’ survey framed the questions from a corporate perspective (e.g., replaced the word “school” with “organization” in questions). Answers to the questions were recorded by the interviewer in the separate “large school” i:Survey database.

The survey was launched in mid-January and initially scheduled to be open for six weeks, but to encourage a greater response rate, the task group decided to allow the survey to remain open for approximately two months. Both surveys (“small/medium” school, and “large” school) took approximately ten minutes to complete and responses from both surveys were analyzed together.

Survey data were included in the analysis if a respondent completed at least 50 per cent of the survey. Data were analyzed using Microsoft Excel and opinion/open-ended questions were qualitatively grouped into themes.
5.0 Results

Of the 395 small and mid-sized schools invited to participate by the consulting firm, 231 provided a valid email address and received the link to the online survey.

It was decided that an additional 11 large and very large schools’ headquarters would be contacted by phone to complete the survey in order to generate a high completion rate. A higher completion rate from this group would help ensure the data gathered from the survey represents the attitudes and needs of the majority of BDE schools in Ontario. However, when contact was made with the large schools it was found that approximately 50 per cent of them were actually educational institutions (e.g., adult learning centres) that outsourced to smaller BDE schools in the area. In the instances where these institutions did not have any input over the curriculum used by its BDE schools, the interviewer provided a link to the small school survey for them to forward to the appropriate contact at each school they work with. Only two of the remaining large schools completed the survey.

For this study, schools associated with the “very large” franchise were initially intended to be treated as independent locations because it was anticipated that each location’s manager or instructor would identify different needs than their head office, which received the “large school” survey. However, on at least one occasion, a site-level BDE staff member forwarded the “small school” survey to their head office. After following up with their head office and reviewing the response data, it appears that the franchise’s head office did not complete either survey.

Of the 231 small and mid-sized schools and the 11 large schools that agreed to participate, a total of 75 respondents completed over 50 per cent of the BDE survey, representing a response rate of 31 per cent.

Table 2. Schools Contacted by Ontario Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of Schools</th>
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</thead>
<tbody>
<tr>
<td>West (Windsor-Owen Sound-Niagara)</td>
<td>14</td>
</tr>
<tr>
<td>Central (Toronto-Barrie)</td>
<td>35</td>
</tr>
<tr>
<td>East (Peterborough-Ottawa)</td>
<td>7</td>
</tr>
<tr>
<td>North</td>
<td>3</td>
</tr>
<tr>
<td>Not Reported</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
</tr>
</tbody>
</table>
Participating schools were from across Ontario (Table 2), with the majority of schools reporting from Central Ontario, followed by the Western, and Eastern regions.

The majority of respondents identified themselves as owners or managers (Figure 1). This group was the intended audience because it was assumed that they had the main role in approving the curriculum used and would be better positioned to provide any feedback from instructors. Instructors represented most of the remaining respondents. As “front line” BDE providers, instructors offer valuable insight as to potential gaps and strengths in the curriculum from their experiences in the classroom or on the road.
The majority of schools purchased their BDE curriculum from an MTO-approved developer (Figure 2). For many schools, purchasing a curriculum is an easier option than developing their own because the MTO must ensure the curriculum meets provincial standards (Ministry of Transportation, 2010).

As shown in Figure 3, there are a number of curricula currently available that meet the MTO’s standards and content requirements. Among respondents, CPD-Jetala Limited was the most popular developer, followed by C.A.R.S. and AAutotech.

Figure 3. BDE Curriculum Developers, 2013.
The majority of BDE respondents felt satisfied with the general content of their curriculum (Figure 4).

### Figure 4. General Satisfaction with BDE Curriculum, 2013.

The majority of BDE respondents felt satisfied with the general content of their curriculum (Figure 4).

### Figure 5. Opinions on STRC, 2013.

The majority of BDE respondents felt satisfied with the general content of their curriculum (Figure 4).
BDE personnel are uniquely positioned to enhance knowledge among new drivers around STRC. However, for this to be effective, BDE educators must support recognize a need for STRC. As shown in Figure 5, the majority of respondents feel their school thinks it is important that students learn about STRC.

![Figure 6. Opinions on STRC Content Integration into all BDE Curricula, 2013.](image)

Similar to Figure 5, Figure 6 demonstrates that the majority of respondents believe that all MTO-approved curricula should require a section around STRC.

![Figure 7. STRC Content in BDE Curriculum Used, 2013.](image)
All of the responding schools reported that they cover STRC in their teachings to some degree (Figure 7).

![How Satisfied or Dissatisfied are You with the Information your Curriculum Includes about Sharing the Road with Cyclists? (n=67)](chart)

Just over half of respondents were entirely satisfied with the STRC content currently incorporated into their BDE curriculum (Figure 8). Levels of satisfaction are similar to those reported for general curriculum content (Figure 4).
Survey participants were asked whether they currently addressed the topics listed in Figure 9 in their teachings. Of those who responded to the above questions, 17 per cent reported they do not address the implications of blocking a bicycle lane. The other least addressed topics included teaching about adequate spacing at railway crossings (14%), and when a bicycle is entitled to the entire lane of the road (11%).
Respondents were asked to comment on any other topics around safe driving and cyclists that they taught (Figure 10). Of those who responded, the majority mentioned general safety considerations like being extra careful and anticipating their actions. Other items mentioned included teaching students how to drive cooperatively and courteously near cyclists, as well as considerations when approaching cyclists at intersections or when passing. Several participants referenced more than one additional item taught.
Participants were asked to comment on whether they were aware of any professional development opportunities that could enhance their understanding of STRC (Figure 11). The majority (65%) of respondents did not know of any available opportunities.
Of those with knowledge of professional development programs that addressed STRC, the most reported source of training was the curriculum provider themselves, followed by in-house education and professional driver training associations (Figure 12). The total exceeds the number of respondents because some respondents reported more than one professional development source.

### Figure 13. Other Resources Used, 2013

Figure 13 shows the various resources BDE staff use beyond their curriculum to inform students around STRC. Ministry of Transportation resources like the *Official MTO Driver’s Handbook* (Ministry of Transportation, 2012) were the most used additional resource among responding participants, followed by educational videos, and experiential discussion sessions.
The majority of respondents felt that their school would be willing to use additional information around STRC in their teachings (Figure 14). Some of the types of resources they prefer were identified in the question below (up-to-date educational videos, pamphlets, etc.).
Figure 15 shows what would support schools in enhancing the STRC content taught to new drivers. Thirty respondents commented on the need for teaching materials with specific information on STRC. Respondents also commented on the need for the topic to be better addressed in the *Official MTO Driver’s Handbook*, and for greater MTO support around the topic in general. Similarly, 15 respondents felt that the curriculum they purchased needed to have more information on STRC.

Survey participants were asked to share any additional comments that they had around STRC (Figure 16). Comments varied, but respondents mentioned the need for more curriculum materials on the topic, the importance of the topic, and the need for corresponding education for cyclists as well.
6.0 Discussion and Recommendations

This study found that the majority of BDE schools surveyed recognized a need for teaching STRC information to their new drivers. Most (96%) reported that their curriculum addressed STRC and the majority (95%) of respondents agreed that all BDE curricula should include a section on the topic (Figures 7 and 6, respectively).

While most respondents were generally satisfied with their curriculum, approximately half were either neutral or only somewhat satisfied with the STRC content currently provided (Figure 8), and 15 respondents felt that the curriculum they purchased needed to have more information on the topic (Figure 15). Further, 97 per cent of BDE schools are open to introducing enhanced teaching around sharing the road with cyclists (Figure 14). Based on the attitudes and needs reported by survey participants, three recommendations were identified and are outlined below.

**Recommendation 1: Advocate for Mandatory Cycling Content in the MTO’s Beginner Driver Education Curriculum Standards**

Since 95 per cent of BDE schools surveyed believe that all MTO-approved curricula should include a section on sharing the road with cyclists (Figure 6), it is recommended that the OPHA working group and/or other interested parties advocate for changes to the MTO’s Beginner Driver Education Curriculum Standards (Ministry of Transportation, 2007).

Currently, STRC is just one of a number of suggested examples for curriculum developers to use in order to meet the basic Share the Road curriculum requirements (CC Standard 6 [Ministry of Transportation. 2007]). By clearly identifying cyclists in the Sharing the Road section of the standards and making it mandatory to address the principles of cooperative driving with cyclists, curriculum developers would be required to provide adequate information on the topic.

Mandating the inclusion of consistent accurate cycling content within the BDE Curriculum Standards would help ensure that all BDE schools using an MTO-approved curriculum were effectively teaching new drivers about STRC whether they purchased their curriculum or developed the curriculum in house. The standardization of BDE school requirements regarding STRC may help reduce issues which respondents noted as being most overlooked in BDE, such as the consequences of blocking a cycling lane, spacing at railways, and when a cyclist is entitled to the entire lane (Figure 9).

However, for this to be effective, BDE educators must support sharing the road concepts. As shown in Figures 5 and 6 respectively, all of the respondents think it is at least somewhat
important for schools to address STRC and 95 per cent believe that this topic needs to be integrated into all BDE curricula.

**Recommendation 2: Advocate for All MTO-Approved BDE Educators to Receive Regular Consistent Professional Development Training**

The majority (65%) of respondents were not aware of any professional development opportunities where STRC could be offered (Figure 11). Most (97%) were willing to integrate more STRC content into their teachings (Figure 14). OPHA recommends that as part of the approval requirements, BDE organizations must offer regular (e.g., yearly), professional development training which includes STRC to staff.

**Recommendation 3: Encourage MTO to Identify Accurate and Consistent STRC Resources for BDE Educators to Use as Additional Teaching Tools**

Most (97%) BDE schools were willing to integrate more STRC content into their teachings (Figure 14). While respondents identified numerous resources that they use to enhance STRC content in their curriculum, there are no MTO guidelines or recommended sources from which BDE educators can choose from.

To ensure that consistent accurate information is being taught to new drivers about STRC, it is recommended that MTO generate a list of resources that BDE educators can choose from. Ten respondents commented that they use *The Official MTO Driver's Handbook* as a resource for teaching about STRC (Figure 13), and 27 respondents felt greater detail in the handbook would enhance their teachings (Figure 15). In July 2013 the MTO released its updated version of the handbook with increased content on STRC practices (available at [http://www.mto.gov.on.ca](http://www.mto.gov.on.ca)). Continuous updating of this resource along with other resources in various formats (e.g., videos) would ensure that all BDE schools are providing the most up-to-date and accurate information.

**7.0 Conclusions**

This study demonstrated that BDE schools across Ontario recognize a need for STRC content to be included in all MTO-approved BDE curricula. An essential next step is to advocate for cycling-specific share the road content to be a mandatory teaching component of the MTO’s Beginner Driver Education Curriculum Standards. This is supported by the survey results that indicated the majority of BDE schools believe it is important that students learn to share the road with cyclists and would be willing to utilize additional resources to enhance their teachings on the topic. Other strategies to explore include regular consistent professional development opportunities for all MTO-approved BDE instructors around STRC and advocating to MTO to provide additional STRC teaching resources for BDE educators. These activities have the
potential to increase awareness and understanding among new drivers about how to effectively share the road with cyclists, thereby creating an environment that is conducive to active transportation, improved health, and decreased risks of injury.
References


Appendix A. Small and Mid-Sized BDE School Survey

OPHA Beginner Driver Education Survey

You are invited to participate in a research project carried out by the Ontario Public Health Association. Consent I understand this survey is voluntary. I am taking part because I want to. I know that I can stop at any time, and if I do not like a question, I do not have to answer it. I understand that anything I say or write will be kept confidential and that my name will not be associated with my answers in any verbal or written report on the study. If I choose not to take part it will not affect my relationship with the Ontario Public Health Association. By starting this survey you are agreeing with the statements listed above.

1. We ask that this survey is filled out by the person most in charge of the Beginner Driver Education (BDE) program. Which of the following best describes your role?
   - BDE Instructor
   - BDE Coordinator
   - School Owner or Manager
   - Other, please specify

2. We want to ensure that we have representation from BDE schools across the province. What are the first 3 digits of the postal code of your school? If you operate at more than one location, just provide one postal code for a central location

3. Did you purchase the Beginner Drivers Education curriculum you currently use or did your school/organization develop the curriculum?
   - Our school purchased a curriculum
   - Our school developed our own curriculum

4. What is the name of the BDE curriculum you are currently using? If you currently use more than one curriculum, please select all curricula you use.
5. How satisfied or dissatisfied are you with the general content of the current curriculum you use?

☐ Satisfied
6. How important does your school think it is for students to learn about sharing the road with cyclists?
   - Important
   - Somewhat important
   - Somewhat not important
   - Not important

7. Does the curriculum you use teach about sharing the road with cyclists?
   - Yes
   - No
   - No, it is not included in the curriculum, but our BDE course still covers this topic

8. How satisfied or dissatisfied are you with the information your curriculum includes about sharing the road with cyclists?
   - Satisfied
   - Somewhat satisfied
   - Neither satisfied nor dissatisfied
   - Somewhat dissatisfied
   - Dissatisfied

9. Do you teach students:
   - A bicycle is a vehicle (under the Ontario Highway Traffic Act) and it belongs on the road?
   - When a bicycle is entitled to take an entire lane of the road?
A bicycle requires sufficient space (about 1 metre) when being passed?  
When parked on the side of the street, to look behind them and use their mirror before opening their door?  
The hand signals cyclists use to indicate a stop or turn?  
To check for cyclists prior to a right or left turn?  
To yield to cyclists when they have the right of way?  
To wait until conditions are clear and safe enough to comfortably pass a cyclist?  
To be aware of weather conditions and how they can affect cyclists (e.g., wind blasts) and how to adjust accordingly?  
Blocking the bicycle lane with your car endangers cyclists by forcing them to suddenly merge with motorized traffic?  
To stay back from cyclists at railway crossings to allow space for the cyclist to cross safely?

10. Is there anything else related to safe driving around cyclists on the road that you teach?

11. Besides your beginner driver education curriculum, what other resources do you use regarding safe driving and sharing the road with cyclists? Please be as specific as possible including the names of web resources you use.

12. Which of the following would support your school to enhance what you teach about sharing the road with cyclists? Please select all that apply.

- Greater support from MTO
### Page 6

13. You have indicated that you do not teach students about sharing the road with cyclists. What reasons do you have for not teaching this? *Please select all that apply.*

- [ ] The information isn't in the curriculum you use
- [ ] Not aware that this information is valuable to teach
- [ ] Don't think it is important to include this information in BDE courses
- [ ] Don't think it is the role of BDE courses to teach this information
- [ ] Other, please specify

14. In order to include sharing the road with cyclists in your BDE course, what does your school need? *Please select all that apply.*

- [ ] Greater support from MTO
- [ ] Information about the topic to be included in the curriculum you purchase
- [ ] More detail in the Official MTO Driver's Handbook
- [ ] Teaching materials with specific information on sharing the road
- [ ] Education for your school on the issues around sharing the road
- [ ] Other, please specify

### Page 7

15. Are there professional development opportunities for BDE instructors where education about sharing the road with cyclists could be offered?

- [ ] Yes
- [ ] No
16. Who offers professional development opportunities where information about sharing the road with cyclists could be offered? Please select all that apply.

- Curriculum provider
- In-house professional development by your organization
- Professional driver training associations
- Other, please specify

Please provide the name(s) of the association(s)

17. If resources about sharing the road with cyclists were provided to your school, would your school be willing to include this information in the curriculum and teachings?

- Yes
- No

18. Do you think there is a need for all BDE curricula in Ontario to include a section about sharing the road with cyclists?

- Yes
- No

Why not?

19. Is there anything else you would like to share with us about the topic of safe driving and sharing the road with cyclists related to the work you do?

20. This survey has been conducted by a working group of the Ontario Public Health Association (OPHA). We are working to find the gaps in education around safe driving practices when a cyclist is encountered on the road and to advocate filling the gaps in education. As the OPHA continues to work on this topic, there may be a need to contact BDE schools in the future. Do we have your permission to contact you to:
<table>
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<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Gather more information</td>
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<tr>
<td>Provide you with more</td>
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<tr>
<td>information/resources</td>
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<td>including a summary of the</td>
<td></td>
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<tr>
<td>results of this survey</td>
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</table>

Please provide an email address where we can contact you: [ ]
Appendix B. Large BDE School Survey

OPHA Beginner Driver Education Survey (Large Organizations)

You are invited to participate in a research project carried out by the Ontario Public Health Association. Consent I understand this survey is voluntary. I am taking part because I want to. I know that I can stop at any time, and if I do not like a question, I do not have to answer it. I understand that anything I say or write will be kept confidential and that my name will not be associated with my answers in any verbal or written report on the study. If I choose not to take part it will not affect my relationship with the Ontario Public Health Association. By starting this survey you are agreeing with the statements listed above.

Page 2

1. We ask that this survey is filled out by the person most in charge of the Beginner Driver Education (BDE) program. Which of the following best describes your role?
   - BDE Instructor
   - BDE Coordinator
   - School Owner or Manager
   - Other, please specify

2. Did you purchase the Beginner Drivers Education curriculum you currently use or did your organization develop the curriculum?
   - Our school purchased a curriculum
   - Our school developed our own curriculum

Page 3

3. What is the name of the BDE curriculum you are currently using? If you currently use more than one curriculum, please select all curricula you use.
   - A Autotech Driving School
   - Ace Driving School
   - All Pass Driving School
   - AplusB Software Corporation
4. **How satisfied or dissatisfied are you with the general content of the current curriculum you use?**

- Satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied (neutral)
- Somewhat dissatisfied
- Dissatisfied
5. How important does your organization think it is for students to learn about sharing the road with cyclists?

- Important
- Somewhat important
- Somewhat not important
- Not important

6. Does the curriculum you use teach about sharing the road with cyclists?

- Yes
- No
- No, it is not included in the curriculum, but our BDE course still covers this topic

7. How satisfied or dissatisfied are you with the information your curriculum includes about sharing the road with cyclists?

- Satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Dissatisfied

8. Do you teach students:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>A bicycle is a vehicle (under the Ontario Highway Traffic Act) and it belongs on the road?</td>
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<td>A bicycle requires sufficient space (about 1 metre) when being passed?</td>
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<td>When parked on the side of the street, to look behind them and use their mirror before opening their door?</td>
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The hand signals cyclists use to indicate a stop or turn?
To check for cyclists prior to a right or left turn?
To yield to cyclists when they have the right of way?
To wait until conditions are clear and safe enough to comfortably pass a cyclist?
To be aware of weather conditions and how they can affect cyclists (e.g., wind blasts) and how to adjust accordingly?
Blocking the bicycle lane with your car endangers cyclists by forcing them to suddenly merge with motorized traffic?
To stay back from cyclists at railway crossings to allow space for the cyclist to cross safely?

9. Is there anything else related to safe driving around cyclists on the road that you teach?

10. Besides your beginner driver education curriculum, what other resources do you use regarding safe driving and sharing the road with cyclists? Please be as specific as possible including the names of web resources you use.

11. Which of the following would support your organization to enhance what you teach about sharing the road with cyclists? Please select all that apply.

- [ ] Greater support from MTO
- [ ] More information about the topic in the curriculum you purchase
- [ ] More detail in the Official MTO Driver’s Handbook
- [ ] Teaching materials with specific information on sharing the road
- [ ] Education for your school on the issues around sharing the road
12. You have indicated that you do not teach students about sharing the road with cyclists. What reasons do you have for not teaching this? Please select all that apply.

- The information isn't in the curriculum you use
- Not aware that this information is valuable to teach
- Don't think it is important to include this information in BDE courses
- Don't think it is the role of BDE courses to teach this information
- Other, please specify

13. In order to include sharing the road with cyclists in your BDE course, what does your organization need? Please select all that apply.

- Greater support from MTO
- Information about the topic to be included in the curriculum you purchase
- More detail in the Official MTO Driver's Handbook
- Teaching materials with specific information on sharing the road
- Education for your school on the issues around sharing the road
- Other, please specify

14. Are there professional development opportunities for BDE instructors where education about sharing the road with cyclists could be offered?

- Yes
- No

16. Who offers professional development opportunities where information about sharing the road with cyclists could be offered? Please select all that apply.

- Curriculum provider
- In-house professional development by your organization
- Professional driver training associations
17. If resources about sharing the road with cyclists were provided to your organization, would your school be willing to include this information in the curriculum and teachings?
   - Yes
   - No

18. Do you think there is a need for all BDE curricula in Ontario to include a section about sharing the road with cyclists?
   - Yes
   - No
   Why not?

19. Is there anything else you would like to share with us about the topic of safe driving and sharing the road with cyclists related to the work you do?

20. This survey has been conducted by a working group of the Ontario Public Health Association (OPHA). We are working to find the gaps in education around safe driving practices when a cyclist is encountered on the road and to advocate filling the gaps in education. As the OPHA continues to work on this topic, there may be a need to contact BDE schools in the future. Do we have your permission to contact you to:

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<tr>
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<td>Gather more information</td>
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<td>information/resources</td>
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</tr>
</tbody>
</table>
including a summary of the results of this survey

Please provide an email address where we can contact you.