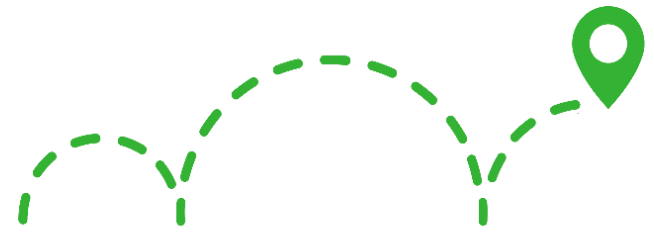




École

George Jay Elementary

Active School
Travel Report
2019/20



READY STEP ROLL
ACTIVE SCHOOL TRAVEL PLANNING

Facilitated by the CRD and published August 2020. Proudly supported by:



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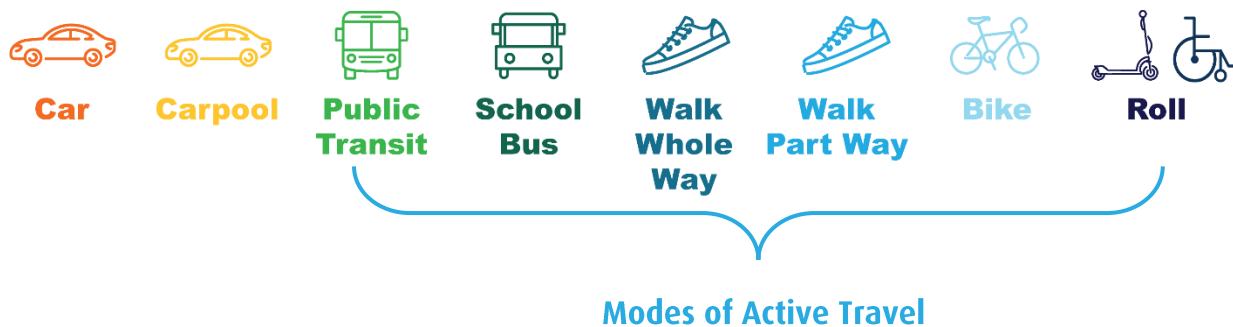
ACTIVE SCHOOL TRAVEL PLANNING



George Jay Elementary

Active School Travel Planning is a school catchment/neighbourhood-based planning process aimed at increasing rates of walking and wheeling (bike, scooter, rollerblades, skateboard, wheelchair) or bus -- modes of active travel -- part-way or fully to and from school. Active School Travel Planning programs have already been successfully implemented in many communities across Canada and internationally. The “International Best Practices in Regional Planning for School Travel” (Ryerson University, Toronto, April 2016) <https://ontarioactiveschooltravel.ca/wp-content/uploads/2017/08/Best-Practices-Report-Ryerson.pdf>, looks at a number of case studies and key learnings from around the world.

The [Capital Regional District \(CRD\) Board Priorities](#) and [Corporate Plan](#) identifies *transportation* as a key regional priority and *envisions that residents have access to convenient, green and affordable multi-modal transportation systems that enhance community well-being*. Helping to further this priority through behaviour change and infrastructure improvement at a foundational level, the CRD coordinates the active and safe routes to school planning initiative, known as the CRD’s Ready Step Roll – Active School Travel Planning program.



BENEFITS OF ACTIVE TRAVEL

Active travel describes using any form of transportation that relies on human-power to move. This includes **walking and wheeling** (bike, skateboard, rollerblades, scooter, wheelchair).

Students who **walk and wheel** to and from school (fully or part way!) can:



Improve physical and mental health



Arrive alert and ready to learn



Create positive community behavior change



Support and help parents, be more self-reliant, support household schedules/routines



Feel present and connected



Build confidence and capability



Reduce traffic congestion, cleaner air and reduced Green House Gas emissions



Save time and money

CRD'S READY STEP ROLL PROGRAM

What is the Ready Step Roll Program?



Facilitated by the Capital Regional District (CRD), the Ready Step Roll (RSR) - Active School Travel Planning program works annually with five school communities and respective local government agencies to encourage and enable more students to use active travel to get to/from school. Students who walk and wheel (bike, scooter, skateboard, wheelchair) to/from their school (or bus stop!) arrive alert and ready to learn, while helping to reduce regional GHG emissions and create safe, connected communities.

The Ready Step Roll program is a comprehensive and sustainable approach to making school-neighbourhoods more walk-able and wheel-able, by identifying and addressing safety and social barriers to better support and enable active travel with purpose and confidence. The success of the program relies on participatory partnerships with provincial and local governments, school districts and schools (administration, PACs and students), along with the Insurance Council of British Columbia (ICBC), Island Health Authority, police forces, local businesses, and non-profits. Working together, the partners focus on creating solutions through equity, evaluation, engineering, enforcement, education and encouragement, known as our “6-E’s approach to active school travel planning”.

What is the Active Travel Planning Process?

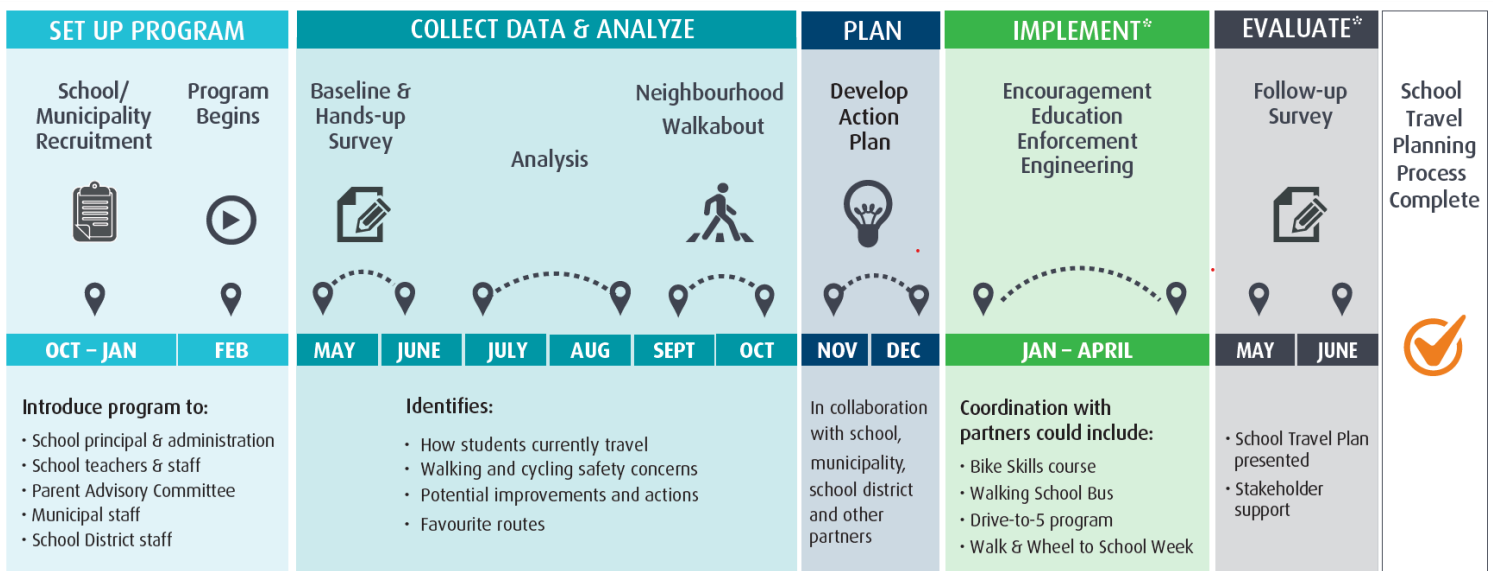
Over the 18-month RSR program (approximately January through to the following June), the CRD works collaboratively with partners to:

1. **Identify** schools and local governments that are committed to working together.
2. **Facilitate** the creation and implementation of school-catchment **Active School Travel Report** to further enable and inspire active transportation mode choice. During the program, local active travel safety concerns on common school routes are identified via school travel surveys, a School-Neighbourhood Walkabout, as well as a variety of consultation activities.
3. **Build capacity** of the school for ongoing initiatives that focus on **Equity, Evaluation, Engineering, Enforcement, Education and Encouragement (the 6 E’s)**.

Who are the Key Partners?

- **CRD** – Facilitator and Project Manager of the Ready Step Roll (RSR) program.
- **City of Victoria** - Provides local knowledge on street level infrastructure, assists in development of Action Plan, evaluates and considers proposed solutions, supports/undertakes implementation and follow-ups with school regarding safety improvements post RSR program.
- **School Administration and School District** – Provides insight into school sites and bussing, evaluates and considers implementation of proposed solutions on school property, and supports implementation of education and engagement initiatives during and post RSR program.
- **School Community (Parents/Guardians, PACs, and Students)** – Provides perspective on the walk-ability and wheel-ability of the school-neighborhood, identifies constraints and opportunities for improved drop-off/pick-up, contributes to action planning, and supports education and engagement initiatives during and post RSR program.

What is the Program’s Timeline?



*Implementation and evaluation changed due to impacts of Covid-19

SCHOOL PROFILE & CATCHMENT TRAVEL CONTEXT



École George Jay Elementary School Profile

School District	School District 61
Local Government	City of Victoria
Catchment	Hillside/Quadra, North Park, Harris Green, Oaklands, Downtown, Rock Bay,
Neighbourhoods	Fernwood
Grades	K-5
2019 Enrollment	490 students
School Programs	Dual Track English and French Immersion StrongStart Early Learning Program Out of School Care on site
School-Based Active Travel Support	→ One Crossing Guard at Cook St/Princess Ave → School ground supervision begins before school at 8:45am & after school ends at 3:15pm → Bike Racks, Annual Health and Wellness Fair, Active PAC
New! Ready Step Roll Active Travel Initiatives (ongoing)	<ul style="list-style-type: none"> ✓ Drive-to-5 locations at: <ul style="list-style-type: none"> → Fernwood Community Centre → Crystal Pool and Recreation Centre <ul style="list-style-type: none"> ○ School supervision begins at 8:45am to encourage parents to “Kiss & Go” or “Park and Stroll” ✓ New bike & scooter racks (added to existing fleet of bike racks) ✓ City of Victoria completed &/or working on many Action Plan items

École George Jay Elementary School is one of 27 elementary schools in School District 61, and one of eight elementary schools located in the core area of the City of Victoria. Although the school catchment area is geographically small, it is located in a densely populated urban area with almost 95% of students living within 3km of school. From our baseline surveys, George Jay families demonstrated an interest in achieving higher active travel participation but cited concerns related to traffic and personal safety as common barriers. Nonetheless, the school community at George Jay continues to encourage active travel for their students, independently hosting Health and Wellness School Events while participating in community wide active travel initiatives, such as the CRD Walk and Wheel to School Week.



George Jay Elementary Catchment

READY STEP ROLL
ACTIVE SCHOOL TRAVEL PLANNING

Legend

- School Catchment
- Major Road
- Minor Road
- Lane
- Park

Scale

0 100 200 300 Metres

Projection: UTM ZONE 10N NAD 83

CRD
Making a difference... together

Important: This map is for general information purposes only. The Capital Regional District (CRD) makes no representations or warranties regarding the accuracy or completeness of this map or the suitability of the map for any purpose. This map is not for navigation. The CRD will not be liable for any damage, loss or injury resulting from the use of this map or information on this map and this map may be changed by the CRD at any time.

6 E'S APPROACH TO ACTIVE SCHOOL TRAVEL PLANNING

The 6 E's approach to Active School Travel Planning aims to be a comprehensive, integrated and sustainable approach to making school-neighbourhoods more walk-able and wheel-able, by identifying and addressing safety and social barriers to better support and enable active travel with purpose and confidence.

	<p>Equity</p> <p>Ensures that the RSR program across the Capital Region is benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for all students of diverse family, cultural, socio-economic backgrounds, abilities and identities.</p>
	<p>Evaluation</p> <p>Collect data and user insights to understand school-neighborhood context, assess which approaches are appropriate, identify opportunities to improve the effectiveness of an approach for a given school community and monitor changes over time.</p>
	<p>Engineering</p> <p>Make physical improvements to the streetscape and built environment to improve the walk-ability and wheel-ability with a focus on the immediate school-neighbourhood, common/high-use routes, and on school property.</p>
	<p>Enforcement</p> <p>Increase awareness and compliance of traffic laws, parking regulations, drop-off/pick-up guidelines and personal safety with a focus on the immediate school-neighbourhood and on school property.</p>
	<p>Education</p> <p>Change perceptions of active travel and support programs to improve safety, reduce conflicts between transportation modes, and build the confidence and skills needed to safely and confidently walk or wheel to and from school.</p>
	<p>Encouragement</p> <p>Promote walking and wheeling as fun, easy, practical, exciting and inclusive ways to get to and from school.</p>



EQUITY

Ensures that the RSR program across the Capital Region is benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for all students of diverse family, cultural, socio-economic backgrounds, abilities and identities.

How does the Ready Step Roll program integrate 'Equity' at a local government level?

- ✓ Works to consult with all relevant school and community/government partners by offering multiple engagement opportunities on a variety of platforms.
 - **In person:** Walkabout, PAC and Principal Meetings, Mapping, Engagement/Celebration stations, Hands Up Surveying method.
 - **Virtual:** Baseline School Travel Survey, email/phone consultation, access to website resources, material sharing with program partners.

How does the Ready Step Roll program integrate 'Equity' at a school community level?

- ✓ Works with PACs to facilitate equity into all opportunities and ideas
 - **Educational:** Works with PAC representative to facilitate PAC volunteer coordination for active travel events (bike skills etc.).
 - **Financial:** Hosts Equipment Exchange Station (bikes, helmets, rain gear) at PAC and after school events, shares available bursary and grant opportunities, and highlights continuing safety efforts that work to support all students (crossing guard appreciation).
- ✓ Works with School Administration to address gaps in before and after supervision to support family and work schedules.
 - Walking School Bus and Drive to 5 initiatives.
 - Realignment of school ground supervision as needed.
- ✓ Works with School District Facilities and Transportation to address accessibility issues when travelling to/from school.
 - Safe and accessible school sites: Elimination of tripping hazards at school access points, pedestrian visibility issues at school access points, considers safety and accessibility of active travel near school bus stops.

EVALUATION



Collects data and user insights to understand school-neighbourhood context, assess which approaches are appropriate, identify opportunities to improve the effectiveness of an approach for a given school community and monitor changes over time.

To help better understand how students travel to and from school, why families make their travel choices, and what would encourage families to shift towards active travel modes, the program collects data through various means of formal and informal consultation. The CRD evaluates and uses the data and insights of the school community to facilitate development of the Action Plan with the local government, school and other participating community members.

Hands-Up Survey

→ Week-long daily survey taken in-class held at the beginning, middle and end of the program, to understand how students typically travel to and from school. This survey may be used as a school baseline throughout the program and in future years to gauge change over time.

Baseline School Travel Survey

→ Online questionnaire answered by parents and guardians is a deeper dive into identifying current and preferred travel modes, specific barriers, safety concerns and suggestions to encourage families to shift towards using more active travel.

School-Neighbourhood Walkabout

→ Build on the school survey data to get a better understanding of the challenges families have walking and wheeling to school. In the second hour, participants work together to brainstorm engineering, education and encouragement solutions. This information is used to create the Action Plan to guide improvements.

Personal Communications

→ Meetings, email, phone conversations throughout the program with Principal, Parent Advisory Committee (PAC) and local government confirm collected data and facilitate the development of the Action Plan.

CONSULTATION

École George Jay Elementary - School Consultation Summary



186 Online School Travel Surveys, representing 38% of students (May 2019)



3100 Student Trips Recorded on Hands Up Surveys (May 2019)*



1 In School Encouragement & Engagement Activity

→ Walk and Wheel Celebration Station (October 2019)

→ Health and Wellness Fair**

→ Bike Skills**

→ Road Safety**



1 School Neighbourhood Walkabout (October 2019)



6 Principal &/or PAC meetings (2019-20)



2 Local Government Meetings, with numerous phone & email commutations focused on drafting the Action Plan (2019-20)

* Recorded over 4 days due to Pro-D day.

** Due to the school COVID-19 impacts, a number of encouragement and engagement activities were cancelled or postponed. The follow-up survey component was also cancelled. Program evaluation with school and local government occurred after the program ended and is not reported in this document.

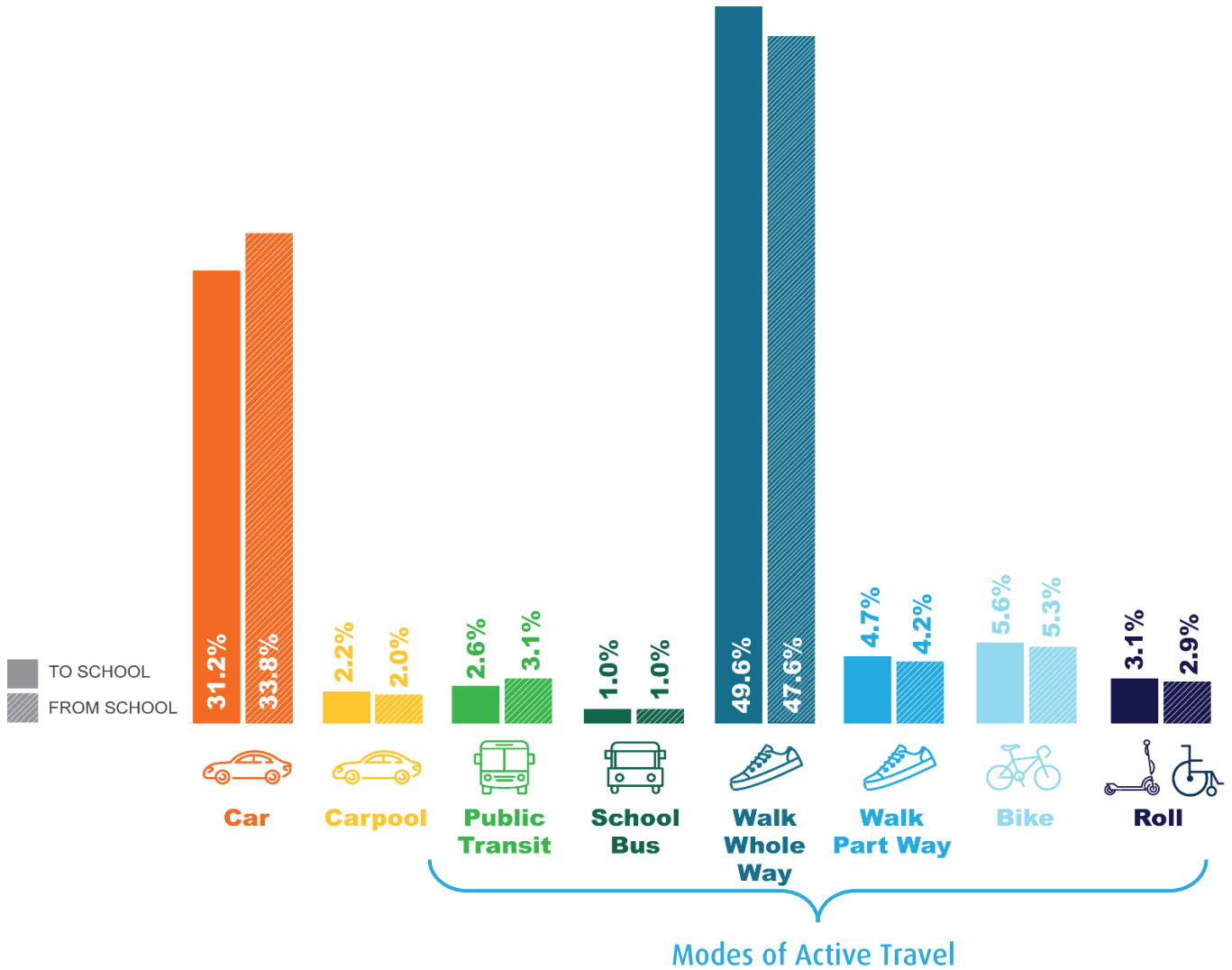
SCHOOL TRAVEL *SNAPSHOT*

Data obtained from the 2019 Online School Travel Survey & In Class Hands-Up Survey

How do students typically get to & from George Jay Elementary?

→ Typically, about **70%** of students use some form of **active travel** to and from George Jay.

Driving (alone or carpool) accounts for about **30%** of the travel to and from school.

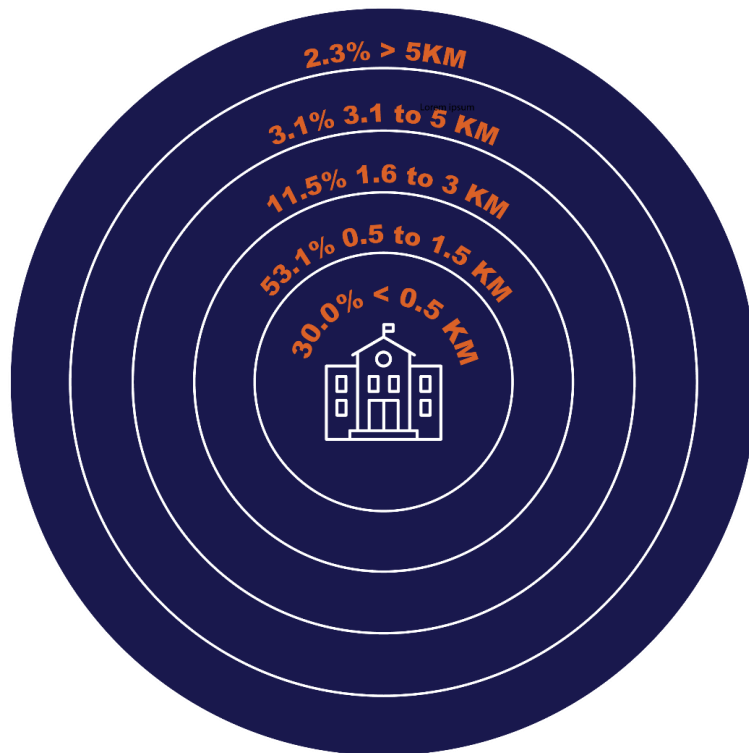


TAG ALONG!

Over **88%** of students using active travel to and from George Jay Elementary are accompanied by an adult. Talk to other families and see if your street can start a Walking School Bus!

How far do students live from the school?

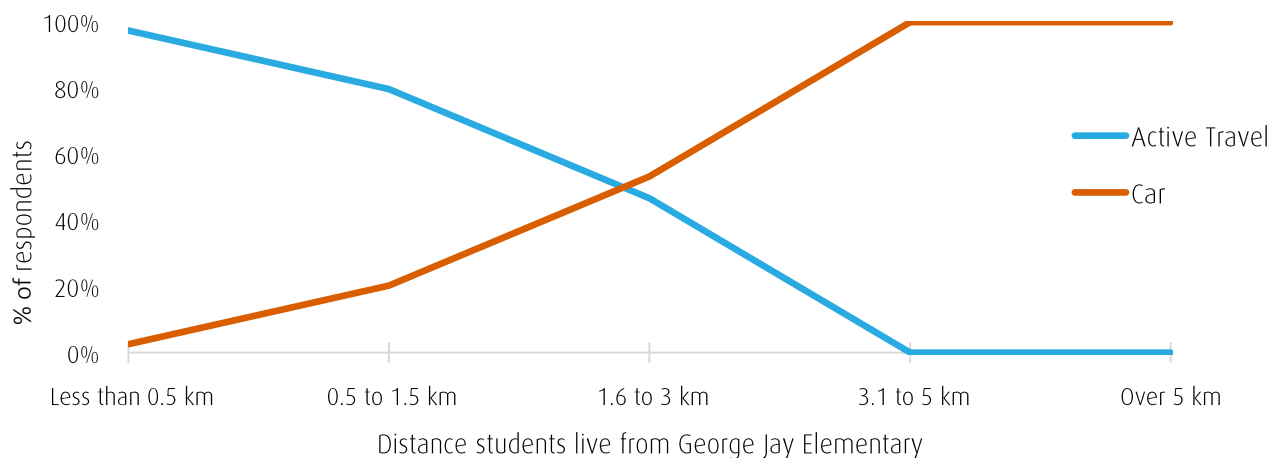
→ Over **80%** of all families attending George Jay live within 1.6 km of the school. Due to a small, urban catchment, almost **100%** of students live within 3 km of the school.



CURB OUT CONGESTION!
A **0.5KM** walk only takes **5 minutes!**

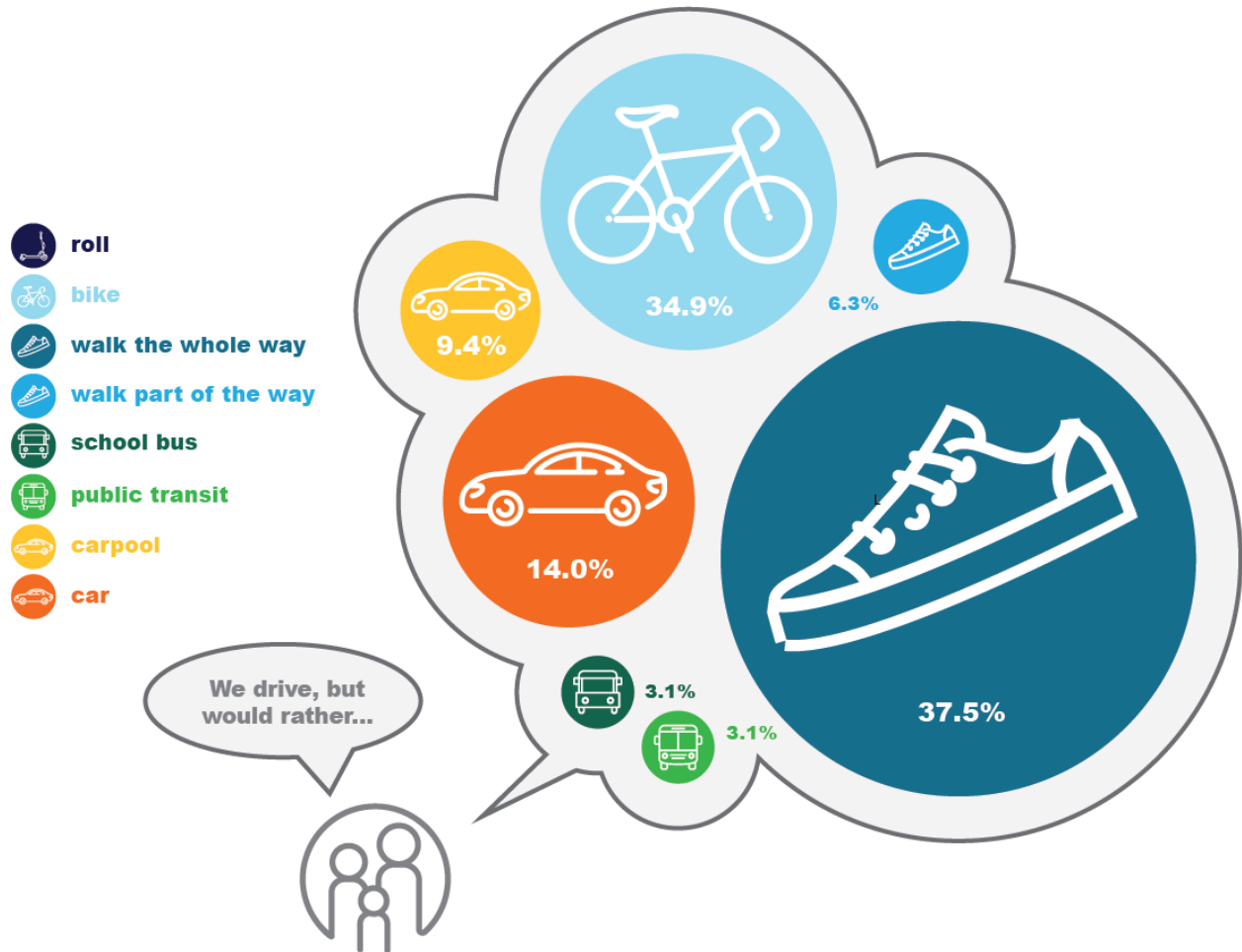
How does distance impact travel choices at George Jay?

→ Typically, **50%** of students **driven** to/from school live less than 1.6 km from school.



How would you prefer your student get to George Jay?

→ Of all families, **88%** of parents would prefer their child uses active transportation to travel to and from school.



LET'S GET MOVING!

Out of all George Jay Elementary families who usually drive, **88%** of families would prefer their child use active travel to get to and from school.

SCHOOL TRAVEL CHALLENGES

**Challenges identified through formal and informal consultation - listed in order of priority.*

Cook Street

- Vehicle volumes & speeds
- Limited amount of pedestrian activated crosswalks
- Poor stopping compliance by vehicles at crosswalks
- Limited pedestrian & cyclist visibility

Cook St and Princess

- Vehicle speed
- Poor stopping compliance by vehicles at crosswalks
- Lack of pedestrian activated crosswalk

Chambers Street

- Vehicle volumes & speeds
- Poor stopping compliance by vehicles at crosswalks
- Lack of cross walk at key school crossing
- Limited pedestrian & cyclist visibility

Chambers and Princess

- Lack of marked pedestrian crosswalk

Bay Street

- High vehicle speeds & volumes
- Poor stopping compliance by vehicles at crosswalks
- Limited crosswalks
- Narrow/disconnected sidewalks
- Disconnected cycling network infrastructure

Bay and Chambers

- Poor stopping compliance by vehicles at crosswalks
- Lack of pedestrian activated crosswalk

Other streets with concerns include:

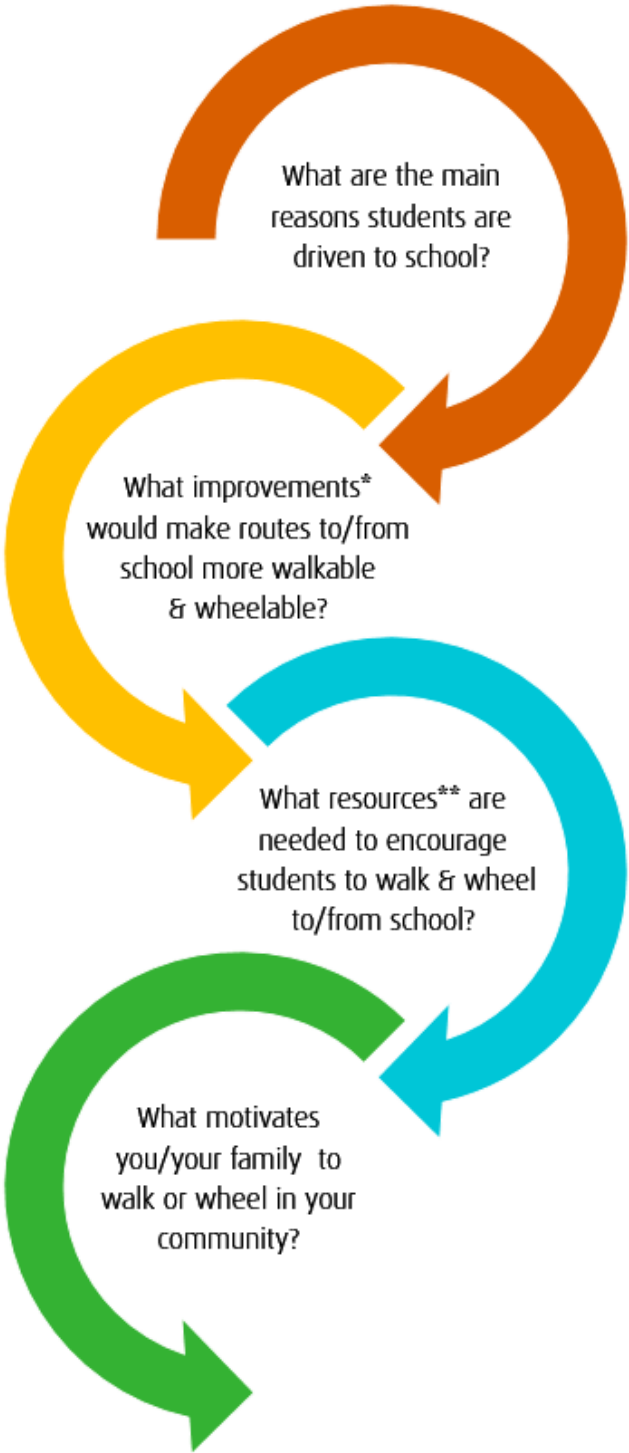
- Fernwood, Princess, Queens, Walnut, Vancouver, Pembroke, Caledonia, Denman & North Park
- Personal Safety along Johnson & Pandora

School Grounds & Entrances

- Parked vehicles blocking cyclist access
- Cyclists traveling too fast though school grounds on the Queens cut-through

SCHOOL TRAVEL OPPORTUNITIES

Opportunities identified through formal and informal consultation.



- Convenience/time pressures
- Too far to walk/bike/wheel
- Student too young to walk/bike/wheel

- Efforts made to lower vehicle speeds & volumes
- Increased visibility & safety at crossings
- Additional street crossings
- Continuous sidewalks/trails

- Identifying appropriate routes to school
- Practicing walking/wheeling as a family on weekends
- Making sure my child has clothing to walk or ride in the rain
- Ensuring my child's equipment is in good working order

- Getting physical activity/exercise
- Environmental benefits
- Setting a good example
- More fun than driving
- Not having to worry about parking

*For more details, see Action Plan (Appendix B)

**For more resources, see Plan Your Route Map & Student Activity (Appendix A), Action Plan (Appendix B), 6 E's of Active School Travel - Online Resources for School Communities (Appendix D)

ACTION PLAN HIGHLIGHTS

One of the main deliverables of the Ready Step Roll Program is the **Action Plan** (see Appendix B) which outlines possible solutions to higher priority active travel challenges and opportunities commonly raised during the consultation process. The suggested actions are subject to the respected jurisdictions for consideration, approval and required budgetary process.

The following sections key highlight active travel challenges raised and possible solutions presented in the Action Plan through the lens of the 6 E's principles.

In the following 'Action Plan –Highlights', actions marked with:

- Completed at the time of this final report.
- May not have been committed OR are not yet completed
- Committed ongoing actions

ENGINEERING



Engineering infrastructural improvements help improve the walk-ability and wheel-ability of streetscapes and built environments within immediate school-neighbourhoods, common/high-use routes, and on school property.

Active Travel Challenges Raised

Crosswalks

“This is a marked crosswalk, but cars routinely ignore pedestrians waiting at this crosswalk. My child would love to walk to school on his own, but I can't let him cross here by himself due to the number of close calls I see”

“A lot of kids cross the streets at the corner of Chambers and Princess, but there is no designated crosswalk there.”

“Very busy at Cook [at Princess] crossing ... I don't worry about the traffic during the peak hours as Dennis [crossing guard] is excellent and a real asset for our kids”

Accessibility of School Entrances

During the George Jay Walkabout, SD61 Facilities noted various changes that could be made to improve the accessibility of school entrances for students of all capabilities.

Action Plan Key Messages and Solutions

City of Victoria

- Upgrade to pedestrian-activated rapid flashing beacon at Chambers St/Bay St to improve pedestrian safety when using crosswalk
- Upgrade to pedestrian-activated half signal at Cook St/Princess Ave to improve pedestrian safety when using crosswalk
- Create marked crosswalk at Chambers St/Princess Ave to improve motorist awareness and pedestrian visibility at crossing
- Continue to support financial resources to have Crossing Guard at Cook St/Princess Ave crosswalk
- Install flexible bollards on Princess Ave, Queens Ave, and Chambers St to prevent vehicles from blocking crosswalk and pedestrian visibility

City of Victoria

- Install flexible bollards on Princess Ave to prevent vehicles from blocking school access for pedestrians & cyclists

SD61/School Administration

- Address a tripping hazard at the Princess Ave/Chambers St school ground entrance
- Address bollard holder at Princess Ave school entrance (reinsert bollard or remove from pavement)

ENFORCEMENT



Enforcement increases awareness and compliance of parking regulations, traffic laws, drop-off/pick-up guidelines and personal safety with a focus on the immediate school-neighbourhood and on school property.

Active Travel Challenges Raised

Action Plan Key Messages and Solutions

<p>Vehicles Speeding in School Zone</p> <p><i>“Drivers don’t obey the school zone speed limit. Drivers going south on Cook race off the light to be first in the merge then whizz by the school”</i></p>	<p>City of Victoria</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Create a 40km/hr speed buffer leading up to the 30km/hr School Zone <input checked="" type="checkbox"/> Shorten merge lane on Cook St to reduce vehicle merging speeds <input checked="" type="checkbox"/> Install “school zone” signage on all school zone frontages <input checked="" type="checkbox"/> Enhance signage for School Zone by adding reflective strips to existing posts
<p>Speeds on the Queens Ave cut-through</p> <p><i>“Cyclists riding through the schoolyard during school hours to/from bike connection.”</i></p>	<p>City of Victoria</p> <ul style="list-style-type: none"> <input type="checkbox"/> Install signage at both entrances of the Queens Ave Cut-through to encourage cyclists to slow down and be mindful of students <input checked="" type="checkbox"/> Paint roundabout button onto Queens cul-de-sac to improve traffic flow before and after school
<p>Stopping & Double Parking in School Zone</p> <p><i>“Constant double parking and turning around in apartment [and household] driveways with people crossing everywhere in between”</i></p>	<p>City of Victoria</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Update parking restrictions to establish limited-time parking and school loading zones. <input checked="" type="checkbox"/> Install new parking signage on Queens Ave: School Loading Zone (5 minutes max) School Days: 8 – 9:30 am; 2-3:30pm * 3-hour time limited zone, Mon-Fri 9:30-2pm); Parking Ambassadors if required <p>School Administration</p> <ul style="list-style-type: none"> ➤ Ongoing reminders to parents about the Queens Ave Parking Regulations and suggest parking at Drive to 5 locations

EDUCATION



Change perceptions of active travel and support programs to improve safety, reduce conflicts between transportation modes, and build the confidence and skills needed to safely and confidently walk or wheel to and from school.

Active Travel Challenges Raised	Action Plan Key Messages and Solutions
<p>Lack of Road Safety & Bike Skills Classes</p> <p><i>"I'd like to get my 5 and 8 year olds into a bike safety course so they can ride on the road rather than the sidewalk"</i></p>	<p>School Administration/RSR program (CRD)</p> <ul style="list-style-type: none"> ☑ *Partner with Greater Victoria Bike Society to deliver bike skills to Grade 4 and 5 students ☑ *Partner with ICBC & Police to deliver "Think of Me" Road Safety education campaign for students K-3 <p><small>* Rescheduled to fall'20 due to impact of Covid19</small></p>
<p>Identifying Safer Routes to School & Promoting Alternative Parking Areas</p> <p><i>"I would be encouraged to have my kids use active transportation if there was a way to identify the more appropriate way to school."</i></p> <p><i>"I like the current location of Crystal Pool [Drive to 5 Site] because it allows my child to walk past a facility and park that promotes active and healthy living on their way to and from school"</i></p>	<p>RSR program (CRD)</p> <ul style="list-style-type: none"> ☑ Develop: <ul style="list-style-type: none"> → Drive-to-5 sites at: Crystal Pool & Recreation Centre and Fernwood Community Centre → "Plan Your Route Map & Activity" (identifies active travel infrastructure along school routes) → Educational resources to support student physical literacy <p>School Administration & PAC</p> <ul style="list-style-type: none"> ➤ Promote new "Plan Your Route Map & Activity" (identifies active travel infrastructure along school routes) to teachers and parents ➤ Promote Drive-to-5 sites: Crystal Pool & Fernwood Community Centre
<p>Need for Educational Resources for School Communities Post-Program</p> <p>Previous RSR schools have indicated their need for resources after the conclusion of the RSR program in order to build their capacity</p>	<p>RSR Program (CRD)</p> <ul style="list-style-type: none"> ☑ Create the Ready Step Roll "6 E's Active School Travel Online Resources for School Communities" - includes the Drive to 5 Guide, Walking School Bus Guide, School Streets Guide, and Road Safety Tips for Principal Newsletters, etc.

ENCOURAGEMENT



Promote walking and wheeling to kids as easy, exciting, practical, fun and inclusive ways to travel to and from school alone or with friends.

Active Travel Challenges Raised

Action Plan Key Messages and Solutions

“Risk of bike theft as high theft neighborhood; there is no scooter storage except in classroom”

CRD

- ☑ Purchase a new bicycle rack to be installed at George Jay in 2020
- ☑ Purchase a new scooter rack to be installed at George Jay in 2020

SD61/School Admin/PAC

- ☑ Take part in community celebrations and campaigns that promote active transportation
- Continue to host school events that encourage healthy and active lifestyles
- Promote new Ready Step Roll resources:
 - Drive-to-5 Sites (Fernwood Community Centre & Crystal Pool & Recreation Centre)
 - Plan Your Route Map & Activity
 - 6 E’s Active School Travel Online Resources for School Communities.

“George Jay is in DIRE need of covered bike racks. There are far too few and they are totally exposed to the elements and to theft. I wouldn’t let my children leave their bikes there all day, and they wouldn’t ride them after being left out in the rain all day anyways.”

SD61/School Admin/PAC

- SD61 is reviewing blueprints to have SD61 High School Trades Classes construct covered bike rack structures. SD61 facilities will work with George Jay Administration/PAC to determine next steps for construction and installation.

PLAN YOUR ROUTE TO ÉCOLE GEORGE JAY ELEMENTARY

Plan Your Route to George Jay Elementary: This map was created to show the pedestrian and cyclist infrastructure in the École George Jay Elementary School neighbourhood. This map also shows the George Jay Elementary Drive-to-5 site at Fernwood Community Centre and the Crystal Pool and Fitness centre - where families are encouraged to 'Kiss and Go' or 'Park and Stroll' approximately 5 minutes to school.

TRY PLANNING YOUR FAMILY'S ROUTE TO SCHOOL!

Find the map and activity in Appendix A.

Families who **plan**, **prepare**, and **practice** walking and wheeling to school help support children of all ages and abilities to learn safe and smart street-skills while gaining confidence, independence, and daily physical activity. Children will discover how easy, fun and sustainable any trip can be when you plan, prepare and practice using active travel.

Plan

- ✓ Plan the route to school with your child
- ✓ Identify landmarks, road names, and potential hazards
- ✓ Help your child dress for the weather
- ✓ Ensure all equipment is safe and suitable for your child

Prepare

- ✓ Set a good example when walking and wheeling
- ✓ Practice walking and wheeling with your child on weekends
- ✓ Teach road rules using the "CRD Handbook for Cyclists"
- ✓ Encourage independence – allow your child to help make decisions along the way

Practice

- ✓ Quiz your child on road rules and street signs
- ✓ Keep things fun with games like "Red light, Green light" and "I Spy"
- ✓ Invite friends to join you in walking and wheeling
- ✓ Explore new trails, parks, and activities that encourage active travel

KEEP ROLLING WITH NEXT STEPS

By design, the RSR program's focus on the 6 E approach aims to build capacity within partners to fulfill the action plan items and further enable and inspire active travel mode choice. Recognizing that many of the school partners (administration, teachers, PAC, parents and students) move on to new schools, the below 'Next Steps' aim to facilitate the hand off to the new school community over time, so they can continue to foster George Jay's active travel culture.

Keep Rolling with Next Steps:

Shifting Gears...

Disseminate paper and [digital](#) copies of all resources to the school and local government. CRD to deliver paper copies of Active School Travel Report, Ready Step Roll: 6 E's of Active School Travel - Online Resources for School Communities, and a copy of a large printed "Plan your Route to George Jay" map to be placed in the school for future use.

Keeping in Step...

Continue implementation of Action Plan (Appendix B) – suggested actions to be completed or considered by the various partners identified.

Gaining Momentum...

How to keep the momentum going – Learn about the [6 E's of Active School Travel - Online Resources for School Communities](#) – lists ideas, resources and key messages to foster an active travel culture that will continue after the program concludes. Every fall and spring promote the **Plan Your Route Map & Activity** (identifies active travel infrastructure along school routes) to teachers and parents.

PARTNER CONTACTS & LINKS TO RESOURCES

- City of Victoria Engineering eng@victoria.ca 250.361.0300
- CRD Ready Step Roll regionalplanning@crd.bc.ca 250.360.3195
- [City of Victoria Transportation](#)
- [CRD Pedestrian and Cyclist Master Plan](#)
- [CRD Bike Map](#)

APPENDICES

Appendix A – Plan Your Route Map & Student Activity

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READY STEP ROLL

ACTIVE SCHOOL TRAVEL PLANNING

PLAN YOUR ROUTE TO SCHOOL

Appendix A: Map & Activity - George Jay Elementary



APPENDIX A – PLAN YOUR ROUTE TO SCHOOL

Families who **plan**, **prepare**, and **practice** walking and wheeling to school help support children of all ages and abilities to learn safe and smart street-skills while gaining confidence, independence, and daily physical activity. Children will discover how easy, fun and sustainable any trip can be when you plan, prepare and practice using active travel.

Plan

- ✓ Plan the route to school with your child
- ✓ Identify landmarks, road names, and potential hazards
- ✓ Help your child dress for the weather
- ✓ Ensure all equipment is safe and suitable for your child

Prepare

- ✓ Set a good example when walking and wheeling
- ✓ Practice walking and wheeling with your child on weekends
- ✓ Teach road rules using the “CRD Handbook for Cyclists”
- ✓ Encourage independence – allow your child to help make decisions along the way

Practice

- ✓ Quiz your child on road rules and street signs
- ✓ Keep things fun with games like “Red light, Green light” and “I Spy”
- ✓ Invite friends to join you in walking and wheeling
- ✓ Explore new trails, parks, and activities that encourage active travel

This appendix includes:

1. A map (last page) of the pedestrian and cyclist infrastructure in the École George Jay Elementary School neighbourhood
2. Ideas and tips to help your family plan, prepare, and practice safe active travel
3. A guided activity template to help your family plan your child’s safest active travel route to school
4. A blank activity template for your family to complete.

PLAN YOUR ROUTE TO SCHOOL – ACTIVITY TEMPLATE

To get the most out of active travel it is important to plan your route, prepare yourself, and practice good etiquette on the streets and trails.

Learn how to plan the safest route to school for your family with this sample activity, which includes a blank activity along with a completed sample for your reference.

1. Write down each family member’s morning & afternoon commute. Be sure to consider any additional stops along the way to their final destination.

Most mornings, Mom travels alone to work by bike
(family member name) (alone/with others to destination) (mode of transportation)

Most afternoons, Mom travels alone from work by bike

Most days, Mom would prefer to travel with Sam to school and work by bike

2. Set family goals! Be sure to consider the age, ability, and independence of each child.

1. "Our child will be dropped off 5 minutes away from school so they can walk part way"
2. "We will practice biking as a family to school on weekends, so our child can bike alone"
3. "I will start a walking school bus so other kids don't have to walk alone"

I would like to accomplish:

_____ by _____
(write your personal goal here) (date)

TRAVEL TIP: SKIP THE LINE!

'Kiss and Go' or 'Park and Stroll' at any of the Drive to 5 locations available at your school to avoid long lines and idling in the drop off loop line up.

3. Consider and make note of potential barriers in each family member's goal.

Examples: balancing other family member's schedules, childcare/supervision, traffic, distance

Barriers	Strategies for success
<p>Timing – we can't bike to school together in the morning, because I will arrive late.</p> <p>Weather – dark outside during the morning</p>	<ol style="list-style-type: none"> 1. Use school's early supervision to allow our family to drop Sam off early, and then bike to work. 2. Purchase bike lights, reflective accessories and clothing 3. Adjust my route to include lighted streets as needed.

4. Use Google Maps to determine the most direct route to school for your family. Explore different routes and travel time estimates for your preferred travel mode.

Route option 1: Use regional trail network. My trip will be 8km and take approximately 30 minutes by bike (including drop off time)

Route option 2: Use neighbourhood cut-through and travel on road bike lanes. My trip will be 10km and take approximately 40 minute by bike (including drop off time)

5. Plan your family's route! Use the attached map to compare suggested Google routes to your school's local infrastructure. With your child, identify safe crossings, caution points, and landmarks to help prepare them to walk and wheel to school.

What walk and wheel infrastructure can you use on the way? (check all that apply)

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Sidewalk | <input type="checkbox"/> Pedestrian Overpass | <input type="checkbox"/> Walking School Bus |
| <input checked="" type="checkbox"/> Marked Crosswalk | <input checked="" type="checkbox"/> Crossing Guard | <input checked="" type="checkbox"/> Drive to 5 Parking Area |
| <input type="checkbox"/> Signalized Crosswalk | <input type="checkbox"/> Bike Lane | <input type="checkbox"/> Pedestrian/Cyclist Trail |

To travel my route, I will use:



It will take about _____ minutes to travel _____.

(time in minutes) (distance; m or km)

PLAN YOUR ROUTE TO SCHOOL - ACTIVITY

1. On a separate sheet of paper, write down each family member's morning & afternoon commute using the same format as below.

Be sure to consider any additional stops along the way to their final destination.

Most mornings, _____ travels _____ by _____
(family member name) (alone/with others to destination) (mode of transportation)

Most afternoons, _____ travels _____ by _____
(family member name) (alone/with others to destination) (mode of transportation)

Most days, _____ would prefer to travel _____ by _____
(family member name) (alone/with others to destination) (mode of transportation)

2. Set family goals! Be sure to consider the age, ability, and independence of each child. If you're stuck on ideas, see the attached example.

I would like to accomplish:

_____ by _____
(write your personal goal here) (date)

3. Consider and make note of potential barriers in each family member's goal.

Examples: balancing other family member's schedules, childcare/supervision, traffic, distance

Barriers	Strategies for success

4. Use Google Maps to determine the most direct route to school for your family. Explore different routes and travel time estimates for your preferred travel mode.

Route option 1:

Route option 2:

TRAVEL TIP: SKIP THE LINE UP!

'Kiss and Go' or 'Park and Stroll' at any of the Drive to 5 locations available at your school to avoid long lines and idling in the drop off loop line up.

5. Plan your family's route! Use the attached map to compare suggested Google routes to your school's local infrastructure. With your child, identify safe crossings, caution points, and landmarks to help prepare them to walk and wheel to school.

What walk and wheel infrastructure can you use on the way? (check all that apply)

- | | | |
|---|--|---|
| <input type="checkbox"/> Sidewalk | <input type="checkbox"/> Pedestrian Overpass | <input type="checkbox"/> Walking School Bus |
| <input type="checkbox"/> Marked Crosswalk | <input type="checkbox"/> Crossing Guard | <input type="checkbox"/> Drive to 5 Parking Area |
| <input type="checkbox"/> Signalized Crosswalk | <input type="checkbox"/> Bike Lane | <input type="checkbox"/> Pedestrian/Cyclist Trail |

To travel my route, I will use:



It will take about _____ minutes to travel _____.
(time in minutes) (distance; m or km)

Plan, Prepare, Practice!

Plan your Route to George Jay Elementary

Speed Limit (no number = 50 km/h)

Bus Stop

Bicycle Repair Station

Drive To 5 Parking Location

All Way Stop

Traffic Signal

Crosswalk

Pedestrian Signalized Crosswalk

Crossing Guard

School Zone (30 km/h; 8AM-5PM School Days)

Playground Zone (30 km/h; Dusk to Dawn)

Trail

Bike Route/Lane

Truck Route (busy)

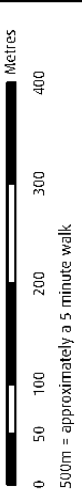
Major Road (busy)

Minor Road (less busy)

Lane (less busy)

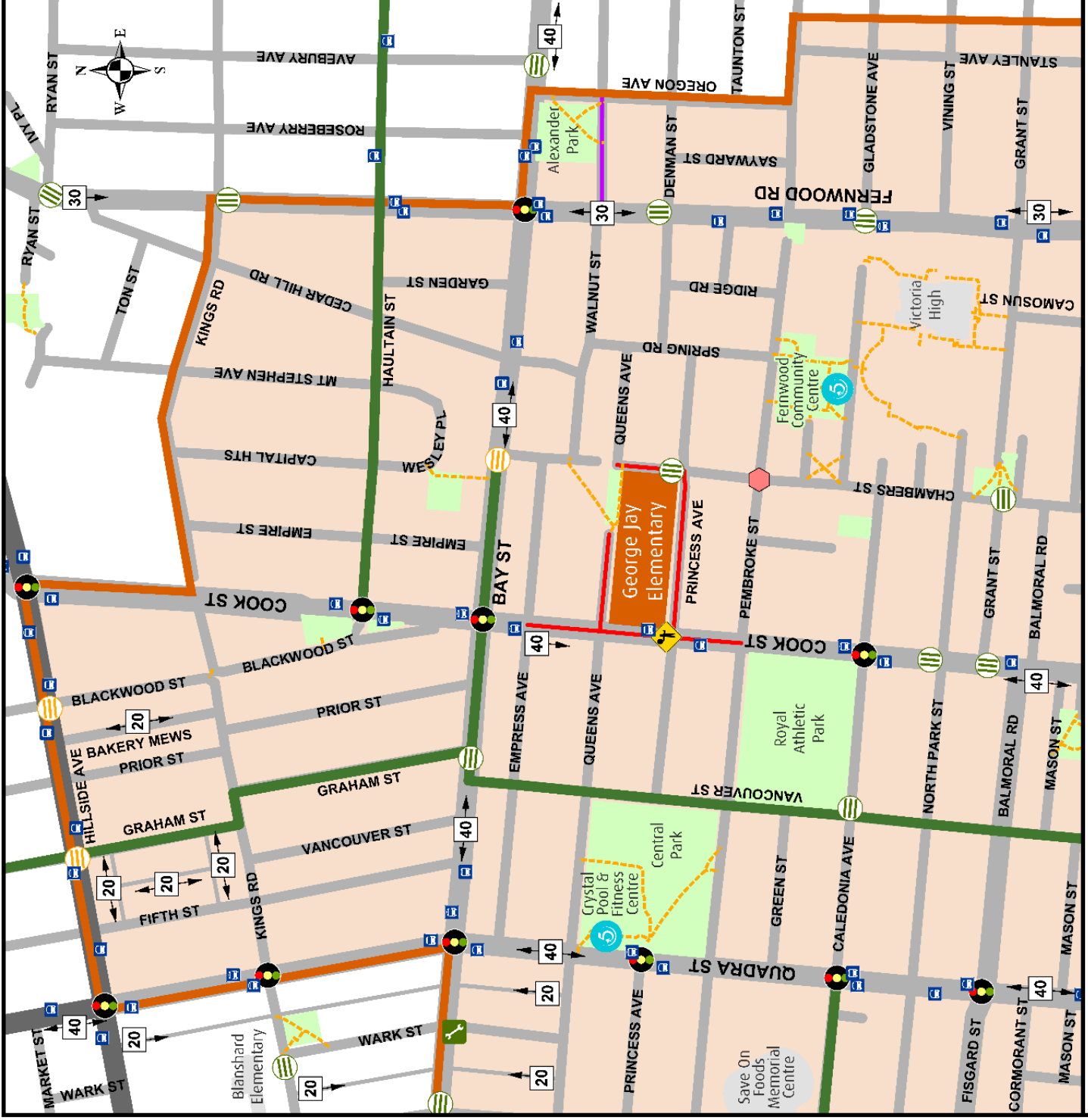
School Catchment

Park



READY STEP ROLL
FOR SCHOOLS INVOLVING PLANNING

Important: The Capital Regional District (CRD) does not warrant or represent that the information herein is free from errors or omissions, nor does it warrant the safety or suitability of any route, trail, road, or pathway depicted or otherwise described herein. This information is provided for general information purposes on the condition that the CRD will not be liable for any loss, damage, cost, or expense, whatsoever incurred by any person or entity using or otherwise relying upon it. The use of this document by any person or entity is entirely at their sole risk.



Plan Your Route: This map was created to show the pedestrian and cyclist infrastructure in the George Jay Elementary school neighbourhood. Use this map to help identify the safest route for your child by selecting routes that use less busy roads and allow for safe street crossings. This map also shows Drive to 5 locations where parents are encouraged to park and walk approximately 5 minutes to school with their child.

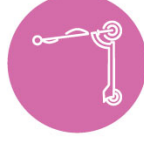
PLAN YOUR ROUTE TO GEORGE JAY



In the 2019-20 school year, George Jay Elementary completed the CRD's Ready Step Roll - Active School Travel Planning program to encourage and support more families to walk and wheel to school more often.

HOW DO I USE THIS MAP?

1. Using Google Maps, find the shortest route to walk or bike to school. Explore suggestions for multiple possible routes!
2. Compare the routes suggested by Google Maps to the infrastructure (i.e. crosswalks) shown on this map.
3. With your child(ren), identify and talk about:
 - o Safe crossing locations and behaviours
 - o Landmarks to help with wayfinding
 - o Caution points along the route
 - o Safe behaviours and habits
4. **Plan, Prepare and Practice with your child** to build their confidence and ability to walk and wheel to and from school with friends or independently!



WHAT IF WE NEED TO DRIVE?

Walk and wheel part way to school to skip the drop off loop line up!

1. **Use Drive to Five parking** available at Crystal Pool and the Fernwood Community Centre (see map).
 - a. Park and Stroll - park and accompany your child on their walk to school
 - b. Kiss and Go - allow your child to walk independently to school
2. **Talk to classmates/neighbours** to see if you can arrange or join a group to drive, ride or walk with!
3. **Try walking and wheeling on a weekend...** it might be more doable than you think!



Action Plan – George Jay Elementary

The Action Plan has been grouped for consideration under three tables:

Table A: Ready Step Roll Action Plans - Suggested Priority Actions

Table B: School Property – Suggested Priory Actions

Table C: Ready Step Roll – Education and Encouragement Activities

***Suggested Actions** subject to respected jurisdiction consideration, approval and budgetary processes

Priority: Short Term (1-2 years) Medium Term (3-4 years) Long Term (5 year +)

Table A: Ready Step Roll Action Travel Plan – George Jay Elementary

Engineering – Responsibility of City of Victoria unless noted otherwise.			
Location	Consultation Feedback	*Suggested Action	Timeline
School Zones (Several locations)	Around the school, school zones need higher sign visibility	School zone signage added to Chambers, Cook, Princess, and Queens Street; including fluorescent school zone panels on Cook Street medians	Completed 2019
Crosswalk Improvements (Several locations)	Chambers & Princess: Highly used crossing by students - needs upgrades for safety	Upgrade to marked crosswalk	Complete 2019
	Chambers & Bay: Poor yielding compliance from motorists, as do not always stop for pedestrians waiting to cross	Upgrade to pedestrian-activated rapid flashing beacon	2020
	Cook & Princess: Traffic volumes and speeds on Cook make it difficult to cross safely at crosswalk when crossing guard is not present (drop-off/pick up times only)	Upgrade to pedestrian-activated half-signal	2020-2021
	Cook & Bay: Painted crosswalk wearing off at signalized crossing	Investigate possibility of repainting lines at Bay and Cook through City's asset management program	Ongoing
Cook St. @ Princess	Parked cars along Cook St limit visibility of pedestrians waiting to cross at crosswalk	Explore limited parking times signage along Cook St between Princess/Queens to prevent all-day parking/encourage more turnover	High
	Garbage can located at the Cook/Princess bus stop is obstructing sidewalk	Relocate garbage can to a wider portion of the sidewalk (at the bulb-out)	High
Cook St. @ Empress to Queens	Vegetation blocking sightlines and encroaching onto sidewalk, management needed for improved visibility	Request vegetation maintenance along Cook/Queens sidewalk	High, As needed
Cook heading southbound (between Bay & Empress)	Merge lane on Cook at Empress causes vehicles to speed up while approaching school zone	1. Shorten merge lane 2. Monitor & evaluate 3. Determine if Cook Street southbound merge can be shifted north of Bay St	1. Completed 2019 2. In progress 3. As needed

*Suggested Actions subject to respected jurisdiction consideration, approval and budgetary processes
 Priority: Short Term (1-2 years) Medium Term (3-4 years) Long Term (5 year +)

Appendix B: Action Plan – George Jay Elementary, Ready Set Roll (RSR) 2019-20

Engineering – Responsibility of City of Victoria unless noted otherwise.			
Location	Consultation Feedback	*Suggested Action	Timeline
(Continued) Cook St. (between Caledonia Ave & Bay St.)	Traffic management needed to slow traffic	40 km/hr zone extended	Completed 2019
Bay St @ Empire St	South sidewalk obstructing sightlines and pedestrian movements, vegetation maintenance required	Send letter to property owner to address need for vegetation maintenance	High
Bay St. (east & west of Empire St)	Bay St. south side sidewalk is semi- obstructed/narrow and uneven surface. Fire hydrant and telephone poles obstruct sidewalk.	CRD to produce Active Transportation Infrastructure/Plan Your Routes Map to identify alternative accessible routes	2020
		Consider realigning sidewalk around infrastructure once property is redeveloped	Long-term or as opportunity arises
Wesley Park cut-through trail	Lack of wayfinding signage for Wesley Park cut-through, many residents unaware of path	CRD to produce Active Transportation Infrastructure/Plan Your Routes Map to identify alternative accessible routes	2020
		Add wayfinding signs to Wesley Park cut-through	2020
Chambers St (Bay to Princess)	30 km/hr school zone not always recognized by vehicles, additional school zone signs may create better awareness	Add “school zone” signage along Chambers	complete 2019
Chambers @ Queens	Fragmented sidewalk at Chambers and Queens, current pathway is not paved	Fill sidewalk gap	Long term (5 = years)
	Poor sight lines at intersection, need to improve motorist awareness of pedestrian /cyclists at intersection	1.Continue to monitor 2.Add school zone/shared pathway signage to Queens St, if needed	Medium Term (3-4 years)
	Large unused space could be better optimized	Re-think use of space & pedestrian/cyclist permeability	
Princess Ave. (adjacent to school)	Establish parking restricting to deter long-term parking & parking in school loading zones	Updated parking restrictions to establishing limited-time parking and school loading zones - School Loading Zone (5 minutes max) School Days: 8am – 9:30 am; 2pm-3:30pm - 3 hour time limited zone, M-Fri 9:30-2pm	Completed 2019

*Suggested Actions subject to respected jurisdiction consideration, approval and budgetary processes
Priority: Short Term (1-2 years) Medium Term (3-4 years) Long Term (5 year +)

Engineering – Responsibility of City of Victoria unless noted otherwise.			
Location	Consultation Feedback	*Suggested Action	Timeline
(Continued) Princess to Queen’s Cul de Sac (school blacktop)	School Property - Cyclists entering just behind school riding on blacktop cutting through blacktop causing safety concern when students are present	School to monitor and report to City. If warranted, investigate if City or SD61 should add “cyclists please dismount” signs at these school property entrances.	TBD
Queen’s Pathway, (Chambers to Queens)	<ul style="list-style-type: none"> Narrow, shared pathway intersecting the school - some cyclists travel at higher speeds when students are present, creating safety concerns for students. City encourages cyclists to use the Queen to Queen shared pathway. Infrastructure upgrades on this property is the responsibility of the SD61 as it is under lease from the City. 	Install curb extensions (flexible bollards) on Queens Ave, Princess Ave, and Chambers to enhance safety for students, pedestrians & cyclists	Completed 2019
		<ol style="list-style-type: none"> City to install Shared Path/Trail signs with wording such as “Cyclists, please slow down” as city infrastructure at pathway entrances at both Chambers and Queens If further action is needed to encourage cyclist to slow & share the path, school/SD61 to consider installation of a low fence between the shared path and play structure. (Pavement art considered, but determined ineffective.) 	Spring 2020 TBD
Queens Cul de Sac	Drivers disobeying posted parking regulations, causing conflict with residents and safety concerns for pedestrians during pick-up and drop-off times	Updated parking restrictions to establishing limited-time parking and school loading zones <ul style="list-style-type: none"> School Loading Zone (5 minutes max) School Days: 8am – 9:30 am; 2pm-3:30pm 3 hour time limited zone, M-Fri 9:30-2pm 	Completed 2019
		If additional enforcement needed – 3 steps plan: <ol style="list-style-type: none"> CRD –RSR with school consider Drive-to-5 sites; School Admin: annually educational notice to parents & Drive to 5 sites CoV: Parking Ambassadors warnings CoV: add road markings to encourage proper use of turnaround 	<ol style="list-style-type: none"> Short term Medium Term (3-4 yrs) Long-term
Fernwood Ave.	Drivers not always yielding to pedestrians at crosswalk at Denman, Gladstone	Monitor, if needed investigate tools to improve drivers compliance	As needed
	Lack of crosswalks at Pembroke and Walnut	<ol style="list-style-type: none"> Add locations into City’s crosswalk registry CRD and school to encourage use of one cross walk with Active Transportation Infrastructure/Plan Your Routes Map 	<ol style="list-style-type: none"> Completed 2020 2020

*Suggested Actions subject to respected jurisdiction consideration, approval and budgetary processes
 Priority: Short Term (1-2 years) Medium Term (3-4 years) Long Term (5 year +)

Table B: School Property – Suggested Priority Actions

School Property - Responsibility of School and School District			
Location	Consultation Feedback	Suggested Action	Timeline
Princess to Queen's Cul de Sac (school blacktop)	Cyclists entering just behind school riding on blacktop cutting through blacktop causing safety concern when students are present	School to monitor and report to City. If warranted, investigate if City or SD61 should add "cyclists please dismount" signs at these school property entrances.	TBD
Queen's Pathway, (Chambers to Queens)	Narrow, shared pathway intersecting the school - some cyclists travel at higher speeds when students are present, creating safety concerns for students.	At property line City to install curb extensions (flexible bollards) on Queens Ave, Princess Ave, and Chambers to enhance safety for students, pedestrians & cyclists	Completed 2019
	City encourages cyclists to use the Queen to Queen shared pathway. Infrastructure upgrades on this property is the responsibility of the SD61 as it is under lease from the City.	At property line City to install "Shared Path/Trail" signs with wording such as "Cyclists, please slow down" as city infrastructure at pathway entrances at both Chambers and Queens If further action is needed to encourage cyclist to slow & share the path, school/SD61 to consider installation of a low fence between the shared path and play structure. (Pavement art considered, but determined ineffective.)	Spring 2020 TBD
School Entrance @ corner of Chambers & Princess	Differences in ground height and sidewalk	SD61 to work with School Admin to address school ingress/egress tripping hazard	TBD
Bicycle Access Entrance & Parking	Tripping hazard from bollard holder at Bike Access Entrance (removed post was never replaced)	SD61 to address tripping hazard by reinstalling bollard post or removing bollard holder	TBD
	Need for additional bike & scooter parking	CRD - purchase school new bike & scooter rack & will cover the cost of installation via SD	CRD purchased, SD will install in summer
	Interest in caged & covered bike parking (potential to work with high schools to build structure) Interest in lock lending program if caged bike structure cannot happen	SD to investigate design guidelines for covered bike rack If needed, SD to work with school to consider relocating existing rack location to accommodate shelter structure	TBD

*Suggested Actions subject to respected jurisdiction consideration, approval and budgetary processes
 Priority: Short Term (1-2 years) Medium Term (3-4 years) Long Term (5 year +)

Table C: Ready Step Roll – Education and Encouragement Activities

CRD's Ready Step Roll program - Education and Encouragement activities		
Activity/Timeline	Details	Involvement
<p>Walk and Wheel to School Week <i>Annually - 2nd week of October</i></p>	<p>CRD campaign - a fun and free weeklong campaign that celebrates and encourages students and their families to choose active travel for all or part of their usual commute to school. Campaign includes events, travel tracking, resources and support for schools and parents, including information on the benefits of active travel and prizes for participation.</p>	<p>October 2019 – CRD hosted this event at current RSR schools</p> <p>Optional Ongoing → schools may register annually at: www.crdwalkwheel.ca</p>
<p>Drive to 5 <i>Ongoing – Parking available at Crystal Pool or Save on Foods Memorial Centre</i></p>	<p>CRD initiative – Schools can identify nearby parking locations that are about a five-minute walk from the school. Families that must drive are encouraged to try the Drive to 5 sites to help alleviate traffic in the drop off loop while getting the health benefits of a short walk.</p>	<p>2019-20 – CRD with school and PAC to support and promote</p> <p>Optional Ongoing → School and PAC</p>
<p>Walking School Bus <i>Optional initiative</i></p>	<p>CRD initiative – Walking School Buses can be held formally by the school/PAC or informally amongst neighbours. Formal Walking School Buses can find a designated location where parents can drop their kids off in a “Kiss and Go” setting, before walking to the school together. Where resources are limited, families can try to coordinate walking with their neighbours where possible to provide safety in numbers.</p>	<p>Optional Ongoing → School and PAC</p>
<p>Bike Skills Courses and Bike Rodeos</p>	<p>CRD – coordination of Bike Skills Course in 2020</p> <ul style="list-style-type: none"> - 2020 opportunity to pair with provincially funded pilot program for grades 4 & 5 to improve student’s cycling capabilities (in-class skills and parking lot blacktop ride) - Greater Victoria Bike to Work Society will organize and deliver courses at schools 	<p>Spring 2020 – CRD coordinated bike skills for George Jay</p> <p>Optional Ongoing → PAC to sponsor similar Bike Skills Course/Bike Rodeo</p>

*Suggested Actions subject to respected jurisdiction consideration, approval and budgetary processes

Priority: Short Term (1-2 years) Medium Term (3-4 years) Long Term (5 year +)

Appendix B: Action Plan – George Jay Elementary, Ready Set Roll (RSR) 2019-20

Activity/Timeline	Details	Involvement
<p>(Continued) Bike to School Week <i>Annually – last week of May</i></p>	<p>Greater Victoria Bike to Work Society program held in May that encourages everyone to commute to and from school/work by bike. Multiple celebration stations are typically set up across the region during this week.</p> <p>CRD will host a Hands Up Survey during this week and will track and report cycling trips the Bike to Work Society on George Jay’s behalf.</p>	<p>Spring 2020 – CRD automatically registered George Jay</p> <p>Optional Ongoing → school may register annually at: https://www.biketowork.ca/victoria</p>
<p>Think of Me Campaign <i>Held as part of Ready Step Roll Program</i></p>	<p>An initiative in partnership with ICBC Traffic Safety and school police liaisons. This program teaches students K-3 safety tips to consider when walking to and from school. Students are asked to create “tickets” with a safety message that are handed out by police as part of an educational campaign.</p>	<p>2020 – CRD held Think of Me at George Jay</p> <p>ICBC curriculum: https://www.icbc.com/road-safety/teaching/Pages/For-educators.aspx</p>
<p>Action Plan Status Update <i>Annually -- September</i></p>	<p>Annual update and check in on infrastructure improvements identified in the action plan that will be completed by the City of Victoria municipality or School District 61 depending on budget availability and priority.</p>	<p>Annually in September – Municipality and SD61</p>
<p>School Streets <i>Optional initiative</i></p>	<p>Encourage trial of concept -- Potential School Streets could include Chambers St, Princess Ave, or Queens Ave</p> <p>School Streets Guidebook: https://www.crd.bc.ca/docs/default-source/regional-planning-pdf/transportation/active-transportation/school-streets-guidebook_pages.pdf</p>	<p>Optional to try → Could be piloted by School & PAC volunteers in tandem with other PAC/School events</p>
<p>PAC - Active Transportation Committee <i>Optional Initiative</i></p>	<p>Encourage PAC to identify Active Transportation Lead/Committee to support George Jay Active Transportation initiatives in future years.</p>	<p>Available on the Ready Step Roll webpage</p> <p>Optional Ongoing → PAC</p>

***Suggested Actions** subject to respected jurisdiction consideration, approval and budgetary processes

Priority: Short Term (1-2 years) Medium Term (3-4 years) Long Term (5 year +)

Consultation Data

Active School Travel Report

École George Jay Elementary 2019/20

Key consultation findings are presented in the *Active School Travel Report – École George Jay Elementary 2019/20*.

This appendix contains the data collected from the main sources of consultation as describe below. Please note that additional verification consultation was conducted as outlined in the main section of the report; this **qualitative data is not presented here**.

A. Hands Up Survey – Results

Collects in-class quantitative data from students by asking how students travelled to school and how they will be travelling home after school. Collected Monday May 13 – Thursday May 17 2019. The anticipated Spring “Hands Up Survey” was cancelled das schools were not in session due to Covid-19.

B. Online Baseline Parent Travel Survey – Data

Collects qualitative and quantitative data from parents to gain a deeper understanding of how students are travelling, as well as why they choose or may opt to change their travel mode. Conducted at the beginning of the program as baseline data May 13 – June 16, 2019.

C. Walkabout – Data

Collects qualitative data from public and professional stakeholders to determine infrastructure improvements. The route followed on the Walkabout is developed through the analysis of the Online Parent Travel Survey comments and results. The George Jay Walkabout took place on October 23, 2019, from 7:45am – 9:45am

A. Student Hands Up Survey

Dates conducted: Monday May 13 – Thursday May 17, 2019 (only 4 days due to PD day)

Total students trips counted: 3100

“How did you travel to and from school today?”

Mode To/From	TO	FROM	Total
Bike	5.6%	5.3%	5.5%
Car	31.2%	33.8%	32.5%
Carpool	2.2%	2.0%	2.1%
Public Transit	2.6%	3.1%	2.9%
Roll	3.1%	2.9%	3.0%
School Bus	1.0%	1.0%	1.0%
Walk	49.6%	47.6%	48.6%
Walk part-way	4.7%	4.2%	4.4%
Total	100.0%	100.0%	100.0%

By Grade

Mode By Grade	K	K/1	1/2	2/3	3/4	4/5	5	Total
Bike	5.8%	2.2%	1.1%	4.3%	3.7%	7.6%	17.1%	5.5%
Car	33.3%	47.8%	38.4%	28.3%	31.2%	22.8%	23.8%	32.5%
Carpool	2.7%	0.0%	1.4%	0.4%	2.8%	1.4%	3.2%	2.1%
Public Transit	2.9%	11.8%	1.9%	0.4%	4.2%	2.8%	0.8%	2.9%
Roll	3.4%	0.0%	2.0%	0.0%	4.0%	6.9%	4.0%	3.0%
School Bus	1.5%	5.9%	0.0%	0.0%	0.1%	2.1%	2.1%	1.0%
Walk	44.4%	32.4%	54.6%	54.7%	48.6%	53.1%	46.0%	48.6%
Walk part-way	5.9%	0.0%	0.6%	12.0%	5.4%	3.4%	2.9%	4.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

By Day

Mode By Day	Mon	Tues	Wed	Thurs	Fri	Total
Bike	6.3%	4.3%	5.8%	5.4%	0.0%	5.45%
Car	29.8%	31.4%	34.7%	34.0%	0.0%	32.52%
Carpool	2.5%	2.7%	1.7%	1.5%	0.0%	2.10%
Public Transit	2.7%	2.9%	3.6%	2.3%	0.0%	2.87%
Roll	3.6%	1.8%	2.9%	3.6%	0.0%	3.00%
School Bus	1.1%	0.8%	0.9%	1.4%	0.0%	1.03%
Walk	48.8%	51.0%	47.2%	47.6%	0.0%	48.61%
Walk part-way	5.2%	5.1%	3.2%	4.2%	0.0%	4.42%
Total	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%

B. Online Parent Survey

Date conducted: Monday, May 13 – Sunday, June 16, 2020

Total number of surveys received: 186

“How far away does the student live from school?”

Distance	Percent of Students
Less than 0.5 km	30.0%
0.5 to 1.5 km	53.1%
1.6 to 3 km	11.5%
3.1 to 5 km	3.1%
Over 5 km	2.3%
Grand Total	100.0%

“How far away does the student live from school” (Sorted by travel mode)

	Less than 0.5 km	0.5 to 1.5 km	1.6 to 3 km	3.1 to 5 km	Over 5 km	Grand Total
Active Travel						
Bicycle	10.3%	13.0%	0.0%	0.0%	0.0%	10.0%
Public transit	0.0%	0.0%	13.3%	0.0%	0.0%	1.5%
Scooter/skate	5.1%	0.0%	0.0%	0.0%	0.0%	1.5%
Walk part of the way (at least one entire block)	7.7%	4.3%	6.7%	0.0%	0.0%	5.4%
Walk the whole way	74.4%	62.3%	26.7%	0.0%	0.0%	58.5%
Car						
Car (just your family)	2.6%	17.4%	46.7%	100.0%	100.0%	20.8%
Carpool (two or more families sharing)	0.0%	2.9%	6.7%	0.0%	0.0%	2.3%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

“How does your child(ren) usually travel TO school?”

	Count of Mode To School
Active Travel	
Bicycle	10.0%
Public transit	1.5%
Scooter/skate	1.5%
Walk part of the way (at least one entire block)	5.4%
Walk the whole way	58.5%
Car	
Car (just your family)	20.8%
Carpool (two or more families sharing)	2.3%
Grand Total	100.0%

“How does your child(ren) usually travel FROM school?”

Travel Mode	Count of Mode From School
Bicycle	10.0%
Car (just your family)	20.8%
Carpool (two or more families sharing)	3.1%
Public transit	3.1%
School bus	0.8%
Scooter/skate	0.8%
Walk part of the way (at least one entire block)	4.6%
Walk the whole way	56.9%
Grand Total	100.0%

“How would you prefer to travel to school?”

Preferred Mode	Count of Refereed Mode
Bicycle	22.3%
Car (just your family)	6.2%
Carpool (two or more families)	2.3%
Public transit	1.5%
School bus	1.5%
Scooter/skate	0.8%
Walk part of the way (at least one entire block)	2.3%
Walk the whole way	63.1%
Grand Total	100.0%

“Why do you currently drive to/from school?”

Reasons Driven To School	Count
Sum of Reason Driven Distance from home is too far	10
Sum of Reason Driven_Convenience/time pressures	15
Sum of Reason Driven_Traffic danger/concerns	7
Sum of Reason Driven_Weather	5
Sum of Reason Driven_Lack of equipment (e.g. bicycle)	0
Sum of Reason Driven_Personal safety concerns	3
Sum of Reason Driven_Lack of interest in walking/wheeling	0
Sum of Reason Driven_Age of student	10
Sum of Reason Driven_Physical disability or health limitations (self or child)	7

“What would encourage you to let your child(ren) walk to/from school?”

Would encourage walking if...	Count
Sum of Encourage Walk_Continuous sidewalks/trails	41
Sum of Encourage Walk_Lower vehicle speeds	42
Sum of Encourage Walk_Lower vehicle traffic volumes	39
Sum of Encourage Walk_Additional marked crossings	55
Sum of Encourage Walk_Increased lighting	9

“What would encourage you to let your child(ren) bike to/from school?”

Would encourage biking if...	Count
Sum of Encourage Bike_Connected bicycle infrastructure	40
Sum of Encourage Bike_Lower vehicle speeds	38
Sum of Encourage Bike_Less vehicle traffic	38
Sum of Encourage Bike_More street crossing for bikes	43
Sum of Encourage Bike_More lighting	3
Sum of Encourage Bike_Secure/covered bike parking at the school	26
Sum of Encourage Bike_Better cycling skill/capability of my child	33

“What would encourage you to let your child(ren) walk & wheel to/from school?”

I will encourage walk and wheel by	Count
Sum of Will Encourage_Identifying the most appropriate routes	96
Sum of Will Encourage_Ensuring my child's bike is in good working condition	69
Sum of Will Encourage_Making sure my child has clothing to walk or ride in the rain	69
Sum of Will Encourage_Practicing walking or biking with my child to school on a weekend	74
Sum of Will Encourage_Parking five minutes away from school and walking the rest of the way	22
Sum of Will Encourage_Volunteering to organize events such as a Walk to School celebration	15
Sum of Will Encourage_Registering for a bike skills course	47

“What motivates you to use active travel?”

What Motivates me to AT	Count
Sum of Motivates_Getting physical activity/exercise	110
Sum of Motivates_Environmental benefits	86
Sum of Motivates_Saving time	34
Sum of Motivates_Safer than driving	10
Sum of Motivates_More convenient than driving	39
Sum of Motivates_More fun than driving	74
Sum of Motivates_Cheaper than driving	63
Sum of Motivates_Setting a good example	86
Sum of Motivates_Not having to worry about parking	72
Sum of Motivates_Spending time outside	93
Sum of Motivates_Spending time with other people	47

Does your child own a suitable bike?

	Count of Suitable Bike Child
No	17.05%
Yes	82.95%
Grand Total	100.00%

Do you (the parent) own a suitable bike?

	Count of Suitable Bike Child
No	17.05%
Yes	82.95%
Grand Total	100.00%

“Would you allow your child to walk or bike to/from school?”

Row Labels	Count of Allow Walk/Bike
Haven't considered it	2.31%
No	11.54%
Yes	86.15%
Grand Total	100.00%

Distribution of travel modes in students in grades K-5

Grade by Mode	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Active Travel							
Bicycle	12.00%	10.71%	18.75%	10.34%	0.00%	0.00%	9.38%
Public transit	0.00%	0.00%	0.00%	3.45%	5.26%	0.00%	1.56%
Scooter/skate	4.00%	0.00%	0.00%	0.00%	5.26%	0.00%	1.56%
Walk part of the way (minimum 1 block)	4.00%	3.57%	0.00%	10.34%	10.53%	0.00%	5.47%
Walk the whole way	60.00%	53.57%	62.50%	55.17%	52.63%	81.82%	58.59%
Car							
Car (just your family)	20.00%	28.57%	12.50%	17.24%	26.32%	18.18%	21.09%
Carpool (two or more families sharing)	0.00%	3.57%	6.25%	3.45%	0.00%	0.00%	2.34%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Distribution of travel modes across genders

Mode by Gender	Female	Male	Grand Total
Active Travel			
Bicycle	9.52%	9.38%	9.45%
Public transit	1.59%	1.56%	1.57%
Scooter/skate	1.59%	1.56%	1.57%
Walk part of the way (at least one entire block)	4.76%	6.25%	5.51%
Walk the whole way	57.14%	60.94%	59.06%
Car			
Car (just your family)	22.22%	18.75%	20.47%
Carpool (two or more families sharing)	3.17%	1.56%	2.36%
Grand Total	100.00%	100.00%	100.00%

Distribution of travel modes used by students compared to distance travelled to/from school

Mode to School	Bicycle	Public transit	Scooter/skate	Walk part of the way	Walk the whole way	Car	Carpool	Grand Total
Less than 0.5 km	10.26%	0.00%	5.13%	7.69%	74.36%	2.56%	0.00%	100.00%
0.5 to 1.5 km	13.04%	0.00%	0.00%	4.35%	62.32%	17.39%	2.90%	100.00%
1.6 to 3 km	0.00%	13.33%	0.00%	6.67%	26.67%	46.67%	6.67%	100.00%
3.1 to 5 km	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%
Over 5 km	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%
Grand Total	10.00%	1.54%	1.54%	5.38%	58.46%	20.77%	2.31%	100.00%

**Safety concerns sited regarding route to/from school at top three locations
(Edited for privacy)**

George Jay Elementary

Locations:

- **Cook (41)**
 - Along extent – Vehicle volume (2), vehicle speed (3), inattentive drivers, request for additional crosswalk
 - At Princess – Vehicle speed (6), appreciation for crossing guard (6), drivers don't stop at crosswalk (5), request for flashing lights at crosswalk (6), vehicle volume (3), inattentive drivers (2), lack of lighting, short period with crossing guard, request for traffic calming and police presence
 - At Bay – Vehicle volume (3), narrow sidewalk, cars have driven over sidewalk (skid marks)
 - At Queens – No crosswalk (4), vehicle volume
 - At Pandora – Vehicle volume (2), vehicle speed (2)
 - At Caledonia – Turning vehicles that aren't watching for pedestrians, drug use
 - At Johnson – Vehicle volume, vehicle speed, drivers don't stop at crosswalk
 - At Empress – no crosswalk
 - At View – Vehicle volume, turning vehicles
 - North Park village – Centre concrete islands result in insufficient space to cycle/have vehicles pass; frustrated drivers
- **Chambers (32)**
 - Along extent – Vehicle speed (6), vehicle volume (avoiding Cook St) (5), poor visibility (3), narrow (2), dangerous to bike (bump outs don't leave road space for kids on bikes) (2), no crosswalks (2), cyclist speeds, request for speed humps/traffic calming (2)
 - At Princess – No crosswalk (9), no stop sign (2), vehicle volume, insufficient school signage, request for speed humps and large road paintings
 - At Caledonia – Poor visibility (fence and hedge on northwest corner)
 - At Gladstone – Narrow (2), vehicle volume, poor visibility (parking spot on south side of Gladstone create a choke point)
 - At Walnut – Vehicle speed, poor visibility
 - At Balmoral – Vehicle speed, vehicle volume
- **Bay (27)**
 - Along extent - Vehicle speed (2), limited crosswalks (2), vehicle volume, narrow sidewalks, no continuous sidewalk (Blanshard to Quadra), no continuous bike lane
 - At Chambers – Request for flashing lights (8), drivers not stopping at crosswalk (4), Lack of visibility (fence, telephone poles, traffic congestion) (3), vehicle speed (3), vehicle volume, no crossing guard
 - At Cook – Turning vehicles (3), vehicle volume, vehicle speed, drivers running red lights, no crossing guard, narrow sidewalk
 - At Graham – Vehicle volume, vehicle speed, drivers don't stop at crosswalk
 - At Vancouver – Drivers don't stop at crosswalk, narrow sidewalk, multiple lanes of traffic, crosswalk is difficult for people with mobility devices, strollers and children on bikes

- **Fernwood (14)**
 - Along extent – Vehicle speed, no bike lane, lots of cars parking, more crosswalks
 - At Denman – Vehicle volume, vehicle speed (3), blind corner (southwest), request for traffic light or flashing lights (2), drivers don't stop at crosswalk, request for traffic calming
 - At Gladstone/Fernwood Square – Vehicle speed (2), drivers don't stop at crosswalk (2)
 - At Pembroke – No marked crosswalk to access trail/bus stop (3), east-west connection
 - At Walnut – Vehicle speeds (3), no crosswalk (2), poor visibility (cars parked)
- **Walnut (5)**
 - At Cedar Hill – No stop sign
 - 1200 block – used as a cut through, request for traffic calming
 - At Chambers – Cyclist speed, poor visibility (parked cars)
 - Between Spring and Fernwood (2) – traffic cut through, vehicle speed, not stopping for stop signs
- **Vancouver (4)**
 - At Caledonia (2) – Driver's don't stop for crosswalk, cars turning from Vancouver onto Caledonia pull out so far it is unsafe for children, request for traffic light or 4-way stop
 - At Princess (2) – Vehicle speed (2), cyclist speed, poor visibility (parked cars), no crosswalk
- **Caledonia (3)** – traffic volumes (2)
 - At Chambers - request for additional stop signs and crosswalks
 - At Vancouver – Vehicle speeds, drivers not stopping at crosswalk
- **Pembroke (3)**
 - Vehicle volume, vehicle speed (2), request for speed bumps and marked crosswalks (2), within 1km of the school should be parked pedestrian/bike priority routes
 - Behind Fernwood Community Center – intersection misalign from path and curb cuts, vehicle volume
- **Cedar Hill (2)** – No bike lane, no crosswalk at Haultain
- **Denman (2)**
 - At Spring – poor visibility (parked cars), dangerous for kids to cross
 - At Fernwood – Drivers don't stop for pedestrians, near misses with turning vehicles
- **Grant (2)** – Concern about proposed development and increased car volume, concern that opening up road at the end will end green route used by kids
- **Johnson (2)**
 - At Quadra – traffic volume, drug use
 - At Chambers – No safe crossing
- **North Park (2)** – at Vancouver, needs traffic light or 4 way stop, blind spot for cars
- **Princess (2)** – Vehicle volumes, vehicle speed, cut through traffic not stopping at stop signs
- **Quadra (2)** – Vehicle volumes at Hillside
- **Queens (2)** – vehicle volumes, lack of parking, vehicles double parking and turning in driveways, pedestrians crossing everywhere, parking in no parking zones
- School property (2) – Cyclists riding through the school yard during school hours, vehicles blocking bike entrance (poor visibility)
- **Spring (2)** – Cut through traffic, vehicle speed (2)
- **Begbie** – Request for flashing lights at crosswalk at Belmont, vehicle speeds
- **Camosun** – near Pandora, blind corners, vehicle speeds, request for crosswalk at Johnson, unsafe passing of cyclists
- **Graham** – at Kings, traffic volume
- **Haultain** – at Cedar Hill, no marked crosswalk

- **Kincaid** – No sidewalk, vehicle speed, narrow blind corner at the hill
- **Pandora** – drug use, traffic
- **Shelbourne** – No bike lane

General comments regarding challenges and opportunities for active transportation at Rogers:
(Edited for privacy)

- Request for more bike racks (4)- covered bike rack (exposed to elements and theft)
- Safety concern around homeless and drug use close to the school (3)
- Concern that kid's bike will be stolen (2)
- No scooter storage except in classroom (2)
- School surrounded by two busy streets with high vehicle speeds (2)
- Vehicle speed in school zone (2)
- Front of the school is too congested – nowhere to drop off kids (2)
- Vehicle speeds (2)
- Drivers not looking for pedestrians crossing (2)
- Would be easier if kids could bring their bikes to after-school care (2)
- No bike lanes
- Support for current location of Crystal Pool – ability for kids to walk to pool and park and promotes active living
- Concern about new proposed development on Grant and Gladstone- new road accesses, increase vehicle traffic
- Walk from Vic High- lots of kids walking and slow cars
- Child has physical disability and cannot walk the whole way, sometimes walks part-way
- Request for bike skills so my kids can ride on the road (not sidewalk)
- Request for volunteer parent-led walking group in morning
- Child is too young
- Driving is convenient (rushing to school and work)
- Wish people would drive less
- Need for police presence in school zone
- Teach parents to have kids exit on the sidewalk side of the car, not road side
- Support for protected bike lanes to create a connected network but concerned about my child cycling with vehicles to ride to Central Middle
- Request for more crosswalks around the school
- Slower vehicle speeds
- Drivers not stopping at crosswalks
- Request for flashing lights at crosswalks
- Have designated meet-up spots for children to meet and walk together
- Challenge of child with disability and using a bike to transport wheelchair is not possible
- Support for bike lanes on major roads – safest and best way to encourage more people to bike, provide significant benefits for pedestrians
- Challenge of disability which makes driving and walking difficult
- Prefer to walk on residential streets to main roads
- Request for safe bike lane/wider sidewalk for scootering
- Out of school care requires parents to sign children in/out (licensing requirement?)

- Busy drop off/pick up area
- Vehicle speeds
- Drivers not coming to full stop at stop signs
- Need dedicated bike lanes surrounding the school
- Request for more marked crosswalks
- Appreciate crossing guard and increased police presence
- Request for more emphasis on the importance of physical activity and support for aspiring athletes
- Vehicle volumes
- Drivers using side streets as a detour
- Kids ability

C. Walkabout

Date conducted: October 23, 2019 (7:45-9:45 am)

Total number of participants: 10

Attendees: Melanie Postle (School Admin), Ross Kenny (City of Victoria), Richard Adam (City of Victoria), Fred Billingham (City of Victoria), Aaron Foster (SD61), Angela Carmichael (PAC President), Parent Representation, Jay Douillard (CRD), and Colby Heddon (CRD)

Walkabout Discussion Point 1: Cook St, Pembroke to Bay

Existing Infrastructure:

- 40km/h speed limit along Cook (Empress to Caledonia)
- 30km/h school zone speed limit along Cook (Pembroke to Empress)

Location 1: Cook at Princess

Existing Infrastructure:

- Marked pedestrian crosswalk
- Crossing guard during drop off/pick up times
- Additional school speed zone signage located on pedestrian island
- Northbound bus stop

Issues identified:

- Parked cars along Cook St limit pedestrian visibility
- Garbage can located at the Cook/Princess bus stop narrows space available for pedestrian

Potential mitigation strategies:

- City of Victoria to add parking time restrictions on east side of Cook St between Princess/Queens
- City of Victoria to relocate garbage can to a wider portion of the sidewalk (at the bulb-out)
- City of Victoria to upgrade Cook and Princess crosswalk

Location 2: Cook St, Empress to Queens

Issues identified:

- Vegetation maintenance along east side of Cook St required at Cook/Queens property

Potential mitigation strategy:

- City of Victoria to send letter to property owner to request vegetation maintenance along east side of Cook/Queens sidewalk.

Location 3: Bay and Cook Intersection

Existing infrastructure/mitigation efforts:

- Signalized crossing at Bay and Cook

Issues Identified:

- High vehicle volumes and speeds at Bay and Cook intersection
- Paint is fading from crosswalks at Bay and Cook intersection
- Southbound merge lane at Cook and Empress causes vehicles to speed up while approaching school zone

Potential mitigation strategies:

- City of Victoria to determine if Cook Street southbound merge can be shifted north of Bay St
- City of Victoria to investigate possibility of repainting lines at Bay and Cook

Walkabout Discussion Point 2: Bay St, Cook to Chambers

Existing infrastructure:

- Sidewalks along Bay and Chambers
- Wesley Park pathway from Bay St to Wesley Pl/Haultain St

Location 1: Bay St sidewalk across from Empire St

Issues identified:

- Vegetation maintenance required at Bay/Empire property
- Limited accessibility on south side sidewalk due to fire hydrant and telephone poles

Potential mitigation strategy:

- City of Victoria to send letter to property owner to request vegetation maintenance along south side of Bay/Empire sidewalk
- Favourite Routes Map to identify alternative accessible routes

Location 2: Pedestrian Crossing, Bay at Chambers

Existing Infrastructure:

- Marked crosswalk with overhead signage and downlighting.
 - Sidewalk bulge on north side to reduce pedestrian crossing distance and improve sight lines for pedestrians and motorists

Issues identified:

- Poor yielding compliance from motorists
- High vehicle volumes, speeds, and congestion during peak hours
- Limited crossing education for new Canadian students at George Jay

Potential mitigation strategy:

- City of Victoria to add pedestrian activated lights to Chambers and Bay (identified in 2020 budget)
- Ready Step Roll Program to work with ICBC to identify potential for pedestrian safety education

Location 3: Wesley Park cut-through trail

Issues identified:

- Lack of wayfinding signage for Wesley Park cut-through

Potential mitigation strategy:

- City of Victoria to add wayfinding signs to Wesley Park cut-through

Walkabout Discussion Point 3: Chambers St, Bay to Princess

Existing infrastructure:

- Sidewalks along Chambers
- 30km/h school zone speed limit along Chambers (Queens to Princess)
 - Additional signage added along Chambers

Location 1: Chambers at Queens

Issues Identified:

- Disconnected sidewalk at Chambers and Queens (gravel path)
- Blind corner at Chambers and Queens
- Bollards on Chambers (Between Walnut and Queens) are too tightly spaced for cyclists

Potential mitigation strategies:

- City of Victoria to replace gravel path with sidewalk connection
- City of Victoria to adjust bollard width

Location 2: Pedestrian Pathway, Chambers to Queens

Issues Identified:

- Narrow, shared pathway
- Cyclists not dismounting
- New Canadian students are not used to interactions with dogs

Potential mitigation strategies:

- City of Victoria to add please dismount signs for cyclists
- CRD to partner with George Jay School to develop “Think of Me” signage made by students along chain-link fence to remind users of school yard
- School admin to discuss the potential installation of fencing to better manage movements between the playground

Location 3: Chambers at Princess Intersection

Existing Infrastructure:

- Intersection recently narrowed at strategic locations with flexible bollards to improve sight lines at intersection
- Recent addition of marked crosswalk for pedestrians

Issues identified:

- Differences in ground height at access point to school property

Potential mitigation strategies:

- Addition of these improvements has resolved priority issues
- SD61 to work with School Administration to address school entrance tripping hazards

Walkabout Discussion Point 4: Queens Cul de Sac

Existing Infrastructure:

- Parking restrictions recently updated along school frontage to manage parking demand during drop-off and pick-up times
 - School Loading Zone (5 Minute Max): school days 8-9:30am & 2-3:30pm
 - 3 hour time limited zone: Monday-Friday 9:30am-2pm
- Flexible bollards placed near intersection at Cook
- Reduced school speed zone (30km/h)

Issues Identified:

- Parents disobeying posted parking regulations in School Loading Zone during drop off and pick up
- Parents parking in cul de sac turnabout causing unsafe turning maneuvers on Queens
- Occurrence of double parking on Queens and parking in residential spots

Potential mitigation strategies:

- Additional enforcement needed – 3 step enforcement plan
 - School Administration to send out educational notice to parents (with special attention to parents at Kindergarten level and at Kindergarten orientation)
 - Include parking alternatives on notice
 - Notify parents that parking ambassadors will be patrolling
 - City of Victoria Parking Ambassadors to hand out warnings on windshields for first few weeks
 - City of Victoria Parking Ambassadors to issue tickets after grace period ends
- Addition of roundabout street button and street paint/bollards to encourage proper use of turnaround and parking regulations on Queens

Walkabout Discussion Point 5: Bicycle access and parking

Existing Infrastructure:

- Bike parking on school property
- Several bike lanes located within George Jay catchment area
- Addition of flexible bollards at bike entrance has been successful

Issues Identified:

- Tripping hazard from bollard holder at Bike Access Entrance (removed post was never replaced)
- Need for additional bike parking
- Request for secure and covered bicycle and scooter parking

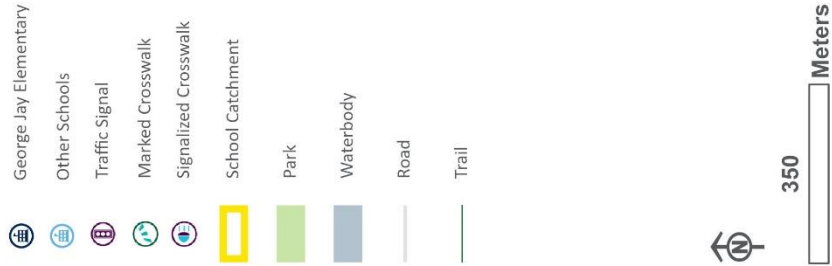
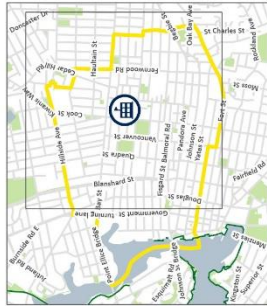
Potential mitigation strategies:

- George Jay to receive 1000 dollars for new bike racks from the CRD
 - Add to existing bike rack location
 - Interest in caged/covered bike parking (potential to work with high schools for structure)
 - Interest in lock lending program if caged bike structure cannot happen
 - Interest in scooter racks

Additional Discussion Points:

- Future addition of two new buildings to Queens Park field gives opportunity to reconfigure cyclist access/use of existing angled footpath across field. This may reduce cyclist/pedestrian interactions.
- Request for improvements to crossing at Fernwood/Pembroke

George Jay Walkabout Route Map



Route Order:

Meet at Front Doors

- 1 – Cook and Princess
- 2 – Chambers and Princess
- 3 – Congestion at Queens

Locations of concern identified in the on-line survey:

- Cook St – vehicle volumes and speeds, at Princess, vehicles not stopping for crosswalk
- Chambers St – vehicle volumes and speeds, poor visibility, at princess lack of crosswalk
- Bay St – vehicle speeds, limited crosswalks and sidewalk connectivity

The 6 E's of Active School Travel

Appendix D: Online Resources for School Communities



WHAT ARE THE 6 E'S OF ACTIVE SCHOOL TRAVEL PLANNING?



EQUITY

Ensures that the RSR program is benefiting all regional demographics groups, with particular attention to ensuring safe, healthy, and fair outcomes for all students of diverse family, cultural, socio-economic backgrounds, abilities and identities.



EVALUATION

Collect data and user insights to understand school-neighborhood travel context, to identify appropriate approaches, opportunities to improve the effectiveness of an approach for respective school communities while monitoring changes over time.



ENGINEERING

Make physical improvements to the streetscape and built environment to improve the walk-ability and wheel-ability of a given area, with a focus on the immediate school-neighbourhood, common/high-use routes, and on school property.



ENFORCEMENT

Increase awareness and compliance of traffic laws, parking regulations, drop-off/pick-up guidelines and personal safety with a focus on the immediate school-neighbourhood and on school property.



EDUCATION

Change perceptions of active travel and support programs to improve safety, reduce conflicts between transportation modes, and build the confidence and skills needed to safely and confidently walk or wheel to and from school.



ENCOURAGEMENT

Support continued participation by promoting walking and wheeling to students and families as a fun, easy, practical, and inclusive way to get to and from school.

THE 6 E'S APPROACH TO ACTIVE SCHOOL TRAVEL PLANNING



The 6 E's of Active School Travel Planning – Resources for School Communities is an [online resource](#) which provides schools with the ideas, tools and activities needed to build and support the ongoing internal capacity needed to continue a school-wide active travel culture.

The 6 E's Approach to Active Travel aims to be a comprehensive, integrated and sustainable strategy to build school-neighbourhoods that are walkable and wheelable for all ages and abilities, by mitigating and addressing barriers preventing accessible active travel.

Students, families, educators, and Active Travel School Leaders are encouraged to [access the resources online](#) through the [Ready Step Roll webpage](#) to support school community equity, education, and encouragement active travel initiatives, while complimenting evaluation, engineering, and enforcement actions facilitated by local government engineers, the CRD and community partners.

Visit our webpage to learn more about the [6 E's approach to active travel](#) with tips, tools and ideas to support active travel at your school!

6 E's of Active Travel

The 6 E's of active travel describes the multi-faceted approach used by Ready Step Roll to build capacity within school communities after they have completed the program. The resources below have been developed as part of the Ready Step Roll program, but all resources have been made available for public use in all regional school communities.

Education	Equity	Evaluation	Engineering	Enforcement	Encouragement
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With the right training, students can walk and wheel to school more often while enjoying increased physical skill sets and self-confidence. School communities learn about active travel benefits and caution points through road and traffic safety education and bike skills courses, developed in partnership with police, ICBC, and local non-profit organizations.

- 1. Road Safety Scavenger Hunt**- Keep your eyes peeled! This resource challenges families to find different infrastructure, traffic signs, special vehicles, and neighbours while you walk through your community. Use it to teach your child about traffic safety or to change up your daily walks.
- 2. Move your Feet on the Street Challenge** - How many ways can you move on your street? We're challenging kids to travel their "home stretch" using as many different forms of active transportation as possible. Includes a warm up brainstorming activity, followed by hands-on learning and finally, thematic-podcasts to help kids wind down after moving.
- 3. Ready Step Roll Bingo** - On your marks, get set, BINGO! Challenge family members to be the first player to complete a line on their bingo card while performing different strength building movements, exercises, and stretches to help stay active at home.
- 4. Backyard Adventure Course** - Get creative and see how you can move through your homemade obstacle course! This resource includes ideas on how to transform common household objects and toys into different obstacles for kids to maneuver through in the driveway, backyard, or even the living room!
- 5. Physical Literacy Resource List**- a growing master list containing links to websites with ideas and activities to help keep kids active while they develop personal physical literacy. This list will continue to be updated.
- 6. ICBC Road Safety Resources for Teachers**

[Equity »](#)