



École Millstream Elementary School

Active School
Travel Report
2021/2022



READY STEP ROLL
ACTIVE SCHOOL TRAVEL PLANNING

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Thank you to the Millstream Parent Advisory Committee (PAC) for their support!

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Appendices

- Appendix A – Millstream Elementary - Plan Your Route Map to School and Activity
- Appendix B – Millstream Elementary - Action Plan
- Appendix C – Millstream Elementary Consultation Data Summary
- Appendix D – 7 E’s of Active School Travel - Online Resources for School Communities

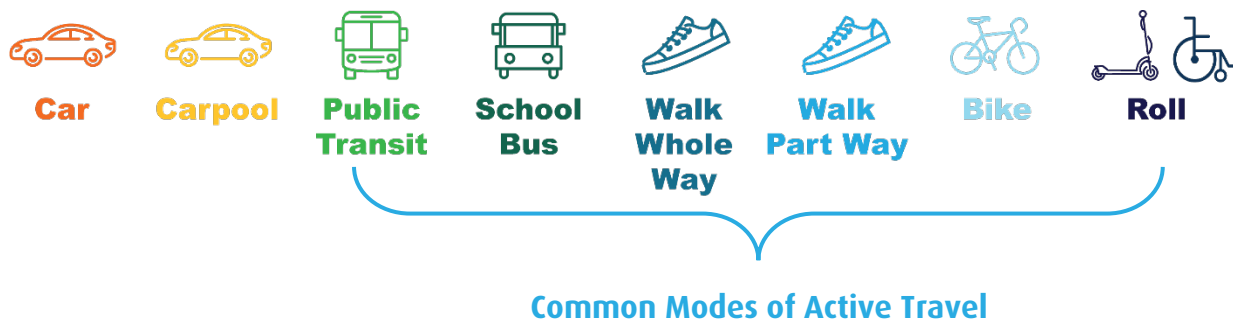
ACTIVE SCHOOL TRAVEL PLANNING



Active School Travel Planning aims to increase rates of students walking and wheeling to/from school, using a school catchment/neighbourhood-based planning process. Walking and wheeling encompasses bikes, scooters, rollerblades, skateboards, using a wheelchair or riding the bus fully or part-way to and from school. Active School Travel Planning initiatives 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) 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(s) at a foundational level, the CRD coordinates an active and safe routes to school planning initiative, known as the CRD’s **Ready Step Roll – Active School Travel Planning Initiative**.

Active travel means using any form of transportation that relies on human power to get to your destination - fully or part-way.



BENEFITS OF ACTIVE SCHOOL TRAVEL

Active travel means using any form of transportation that relies on human power to move, such as riding a bike, a skateboard, rollerblades, a scooter, walking/using a wheelchair, or taking the bus.

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



→ Build individual confidence & capability



→ Arrive alert & ready to learn after a short burst of activity



→ Become more self-reliant, supporting families & household schedules



→ Create safer streets by reducing congestion before & after school



→ Improve their physical & mental health



→ Help save time & money by avoiding waiting in school traffic



→ Support safety in numbers & create connected communities



→ Participate in climate action by lowering community
Greenhouse Gas emissions

CRD'S READY STEP ROLL INITIATIVE

What is the Ready Step Roll initiative?



The Ready Step Roll (RSR) Active School Travel Planning initiative works annually with five school communities and respective local government agencies to **encourage and enable more students to have the choice to use active travel to get to/from school**. Students who walk and wheel to/from their school or their bus stop arrive alert and ready to learn, while reducing regional greenhouse gas (GHG) emissions to support safe and connected communities. The RSR initiative is a comprehensive and sustainable approach to **making school neighbourhoods more comfortable to walk and wheel**.

Working with partners, **RSR identifies and addresses safety and social barriers** to better support and enable active travel with confidence. The initiative's success relies on **participatory partnerships** with provincial and local governments, school districts and schools (administration, PACs and students), the Insurance Corporation 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, Environment, Enforcement, Education and Encouragement**, known as our “7-E’s approach to active school travel planning”.

What is the active school travel planning process?

Over the 18-month RSR initiative (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**, create and implement a school-catchment **Active School Travel Report** to enable and inspire active transportation mode choice. During the initiative, local active travel safety concerns on common school routes are identified via school travel surveys, a School-Neighbourhood Walkabout, and various consultation activities.
3. **Build capacity** of the school for ongoing initiatives that focus on **Equity, Evaluation, Engineering, Environment, Enforcement, Education and Encouragement (the 7 E’s)**.

What is the goal of RSR?

Increase the rate of student and staff active travel trips to and from school by reducing barriers in active travel accessibility, safety, comfort and capacity.

Who are the key partners?

Capital Regional District (CRD) – Facilitator and Project Manager of the RSR initiative.

City of Langford – Jurisdictional owner of municipal roads, road right-of-way and municipal lands provides local knowledge on street level infrastructure, assists in the development of Action Plan, evaluates and considers proposed solutions, supports/undertakes implementation and follows up with the school regarding safety improvements post RSR initiative.








CRD Parks – Jurisdictional owner of Regional Multi-Use Trails (Galloping Goose, E&N, Lochside).

ICBC – Offers expertise, partners with local government for road safety improvements, and provides educational resources for school communities.


School Administration and School District – Provides insight into school sites and bussing, evaluates and considers the implementation of proposed solutions on school property, and supports education and engagement initiatives during and post RSR initiative.

School Community (Parents/Guardians, PACs, and Students) – Provides perspectives on the school neighbourhood, identifies opportunities for safer drop-off/pick-up, contributes to action planning, and supports education and encouragement initiatives during and post RSR initiative.

What is the initiative's timeline?

SET UP INITIATIVE		COLLECT DATA & ANALYZE					PLAN		IMPLEMENT*		EVALUATE		School Travel Planning Process Complete
School/ Municipality Recruitment	Program Begins	Baseline & Hands-up Survey	Analysis & pre-walkabout with staff	Neighbourhood Walkabout		Develop Action Plan		Encouragement Education Equity Enforcement Engineering Environment		Final Report Feedback & Follow-up			
													
DEC – JAN	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	DEC – MAY		JUNE	SEPT
Introduce program to: <ul style="list-style-type: none"> • School principal & administration • School teachers & staff • Parent Advisory Committee • Municipal staff • School District staff 		Identifies: <ul style="list-style-type: none"> • How students travel • Walking and cycling safety concerns • Potential improvements and actions • Favourite routes 					In collaboration with: <ul style="list-style-type: none"> • School • Municipality • School District • Other partners 		Coordination with partners could include: <ul style="list-style-type: none"> • Bike Skills course • Walking School Bus • Walk and Wheel for 5 • Plan Your Route Map 		School Travel Plan completed Stakeholder feedback Stakeholder support to ensure capacity building		

SCHOOL PROFILE & CATCHMENT TRAVEL CONTEXT

 <p>École Millstream</p>	<h3>Millstream Elementary School Profile</h3>
School District	School District 62
Local Government	City of Langford
Grades	K-5
2021 Enrollment	273
School-Based Active Travel Support	<ul style="list-style-type: none"> → Multiple bike racks → Active PAC and school parent community
New! Ready Step Roll Active Travel Initiatives (ongoing)	<ul style="list-style-type: none"> → Started two unsupervised “Walk & Wheel for 5” sites and routes → Crossing guard at Treanor crosswalk (AM & PM) → School Staff at drop-off/pick-up wear visi-vests → Protected walkways on Treanor & Hoylake → Installation of NEW bike racks & scooter rack → 7 E’s of Active Travel Companion Guide for Schools

7 E'S APPROACH TO ACTIVE SCHOOL TRAVEL PLANNING

A comprehensive and sustainable approach to making school-neighbourhoods more comfortable to walk and wheel, by identifying and addressing safety and social barriers to better support and enable active travel with confidence.



EQUITY

Intentionally consider the needs and impacts of all regional demographic groups with particular attention to ensuring safe, healthy, and fair outcomes for residents of diverse family, cultural, and socio-economic backgrounds, abilities and identities.



EVALUATION

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



ENVIRONMENT

Support actions that would enable a reduction in transportation related GHG emissions and vehicle pollution through the focus on increasing rates of active travel.



ENGINEERING

Make physical improvements to the streetscape, regional trails and built environment to improve the walk/wheel-ability and bike-ability within and between municipalities with region-wide connectivity.



ENFORCEMENT

Increase awareness and compliance with traffic laws, bylaws and guidelines to ensure a sense of personal safety and comfort for those using active travel.



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/wheel or cycle.



ENCOURAGEMENT

Support and expand the number of individuals to choose active modes of transportation to meet local travel needs with purpose and confidence.



EQUITY

Ensure that the initiative is benefiting all demographic groups across the region, 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 RSR initiative integrate 'Equity' at a local government level?

- ✓ Works to consult with all relevant school and community/government partners by offering multiple engagement opportunities on various platforms.
 - **In person:** Walkabout, PAC and principal meetings, mapping, engagement/celebration stations, Hands-Up surveying method.
 - **Virtual:** Baseline Online Travel Surveys, email/phone parent/guardian consultation, 24/7 access to resources via the website, material sharing with initiative partners.

How does the RSR initiative integrate 'Equity' at a school community level?

- ✓ Works with PACs to facilitate equity in all opportunities and ideas.
 - **Educational:** Works with PAC representatives 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 support all students (crossing guard appreciation).
- ✓ Works with School Administration to address before and after supervision gaps to support family and work schedules.
 - Proposes "Walk & Wheel for 5", Walking School Bus or Bike Train 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: Eliminating tripping hazards and improved wheelchair access at school access points, pedestrian visibility issues at school access points, considering safety and accessibility of active travel near school bus stops.



EVALUATION

Collect data and user insights to better understand the school-neighbourhood context, assess which approaches are appropriate, identify opportunities to improve the approach and monitor changes over time.

The initiative collects data through various means of formal and informal consultation 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 CRD evaluates and uses the data and insights of the school community to facilitate developing the Action Plan with the local government, school and other participating community members.

Hands-Up Survey

The hands-up survey is a daily survey taken in-class for one week in the beginning, middle and end of the initiative to understand how students typically travel to and from school. This survey may be used as a baseline throughout the initiative and in future years by the school to gauge change over time.

Baseline School Travel Survey

The baseline school travel survey is an 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

The school-neighbourhood walkabout builds on the school survey data to better understand families' challenges walking and wheeling to school. Participants work together to brainstorm engineering, education and encouragement solutions. This information is used to create the Action Plan to guide improvements.

Personal Communications

Personal communications, including meetings, email, and phone conversations throughout the initiative with the Principal, PAC and local government, confirm collected data and facilitate the development of the Action Plan.



ENVIRONMENT







Support actions that would enable a reduction in transportation related GHG emissions and vehicle pollution through the focus on increasing rates of active travel.

Increasing rates of Active Travel, fully or part-way to school is one positive step children may take towards taking climate action. As part of BC's 2030 commitment to reduce province wide GHG emissions by 40% from 2007 levels, the Province has set a 2030 target to reduce transportation GHG emissions by about a third. One means of achieving this target is increasing active travel rates to school. The Province has set out a goal for about 30% of trips to take place by walking, cycling or using public transit instead of personal vehicles. Stormwater pollution from roads and parking lots may also be reduced by increasing rates of active travel.

The RSR initiative is one example where the municipalities, the CRD and the Province work directly with school districts, schools and school families on various engineering, education and encouragement initiatives to help achieve transportation mode shifts to active travel on a school-neighbourhood scale.

Participating schools may have the opportunity to align the RSR initiative data, actions and outcomes to provide additional environmental and educational opportunities.

CONSULTATION

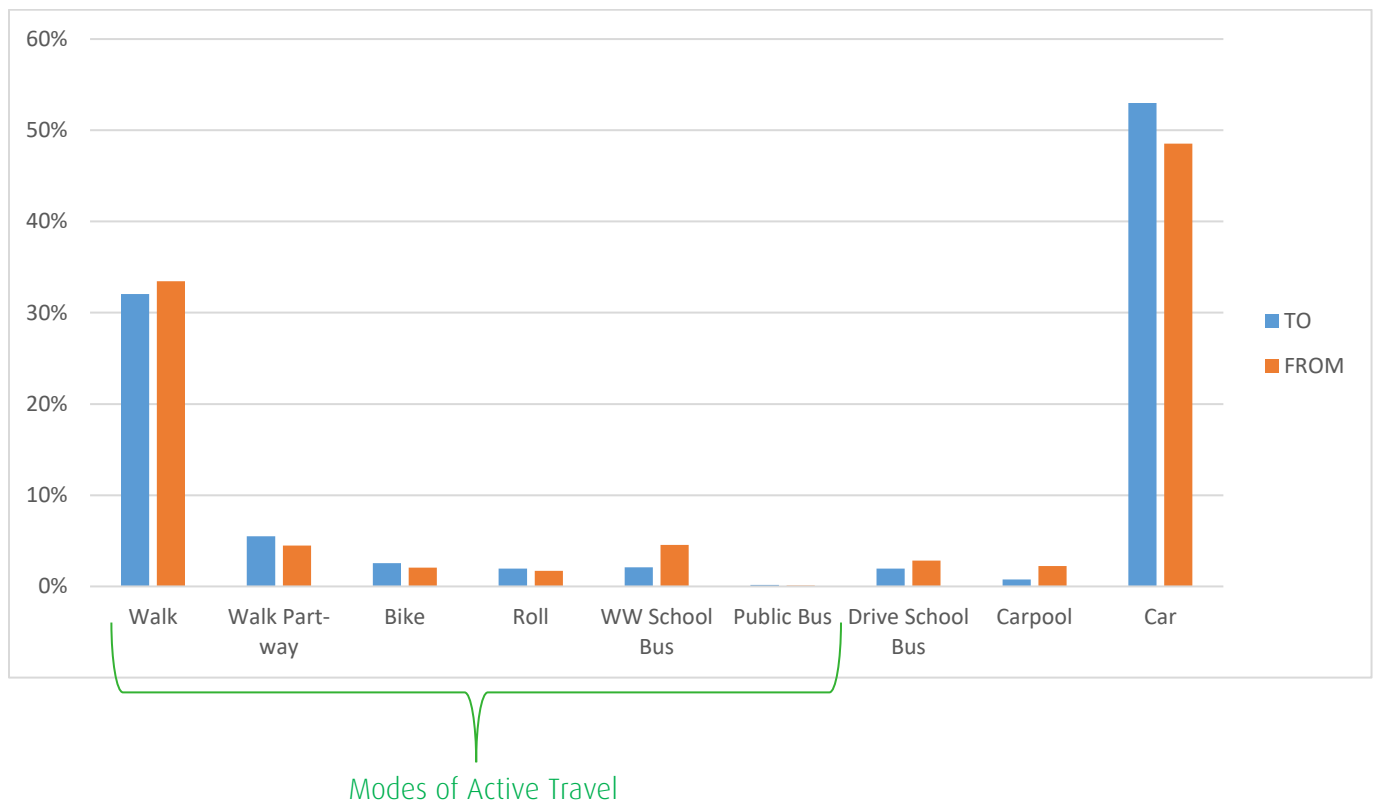
Millstream Elementary - School Consultation Summary	
	180 Baseline School Travel Surveys, representing 66% of students
	2343 Student trips recorded on Hands-Up Surveys
	<p>In-School Encouragement & Education Activities</p> <ul style="list-style-type: none"> → Grade 4/5 Bike Skills (Fall 2021 – Capital Bike) → BC Transit “Get on Board” Training (Fall 2021) → ICBC “Think of Me” - K-3 Road Safety (Spring 2022) → Crossing Guard & School Bus Appreciation Month (February 2022) → New “Walk and Wheel for 5” sites and signage (Spring 2022 – Ongoing)
	<p>Pre-Walkabout with staff (school, municipal, and CRD) Spring 2021</p> <p>School-Neighbourhood Walkabout (PAC, parents, school administration, municipal staff, SD62, ICBC and CRD staff, Royal Canadian Mounted Police (RCMP)) Fall 2021</p>
	Principal &/or PAC meetings (2021-2022)
	Local government meetings, with numerous phone & email communications, focused on drafting the Action Plan (2021-2022)

SCHOOL TRAVEL SNAPSHOT

Data were obtained from the 2021 Millstream Elementary Baseline School Travel Survey (online – parents and guardians) & *Hands-Up Survey (in-class – students).

How did you get to and from school this week*?

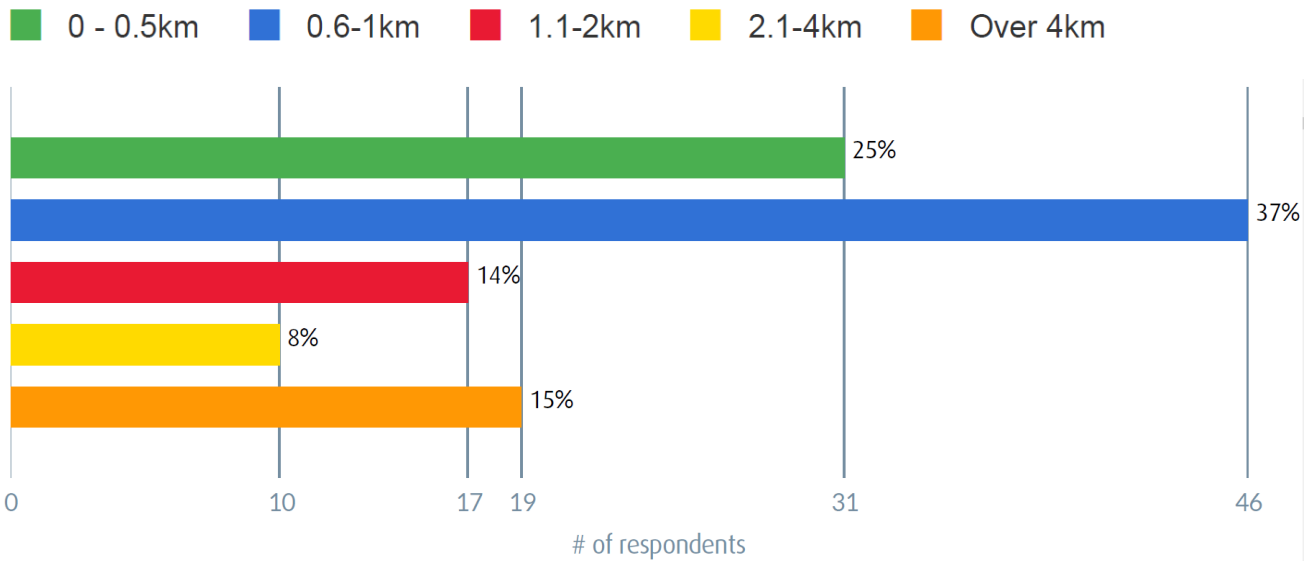
→ 45% of Millstream students are using active travel to get to/from school – that includes walking to/from the school bus.



Safety in numbers – actively commute together!

- 15% of Millstream Elementary students bike, walk, wheel (fully or part-way) to/from school, alone or with a friend or sibling (without an adult).
- If you drive, try dropping off your student a block away (Walk & Wheel for 5). Meet up with neighbours!

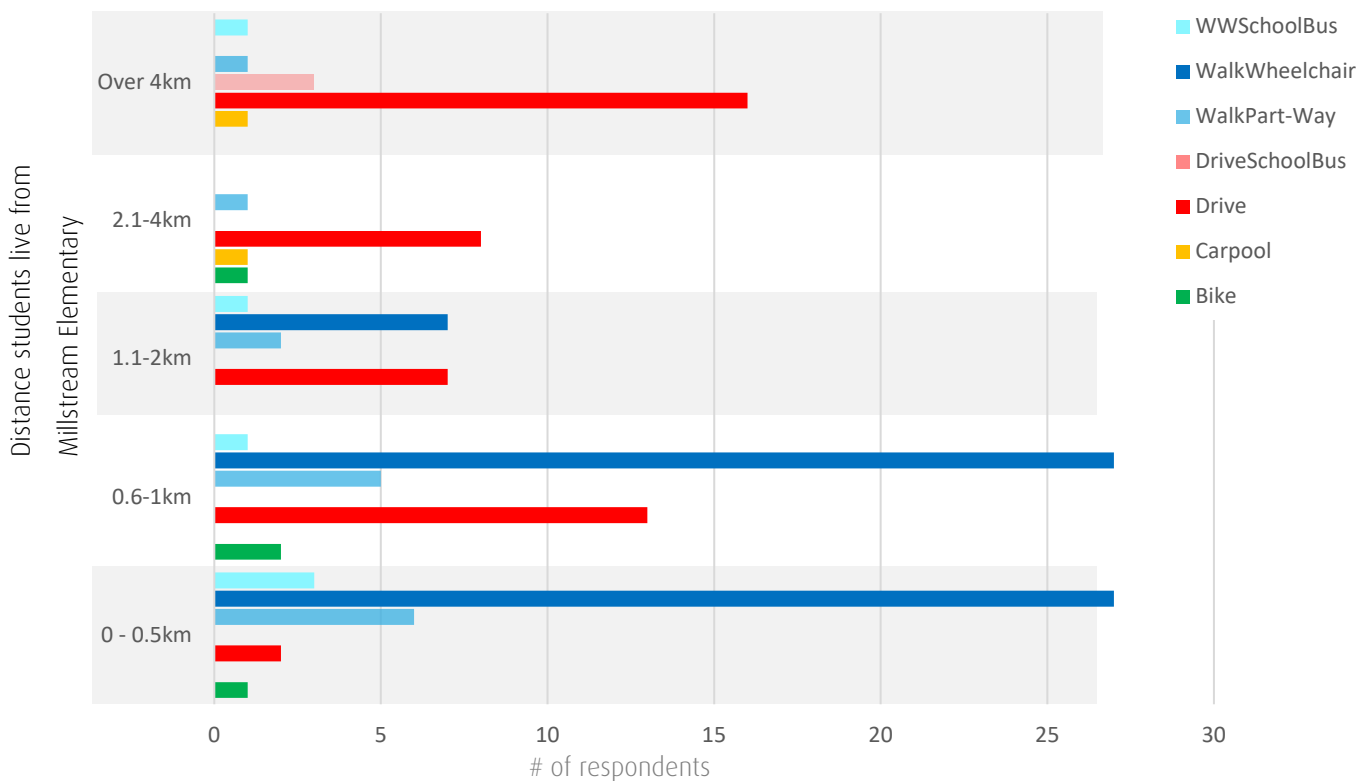
How far do students live from Millstream Elementary?



CURB OUT CONGESTION! 500 m = 5-minute walk & wheel 1 km = 5-minute bike ride

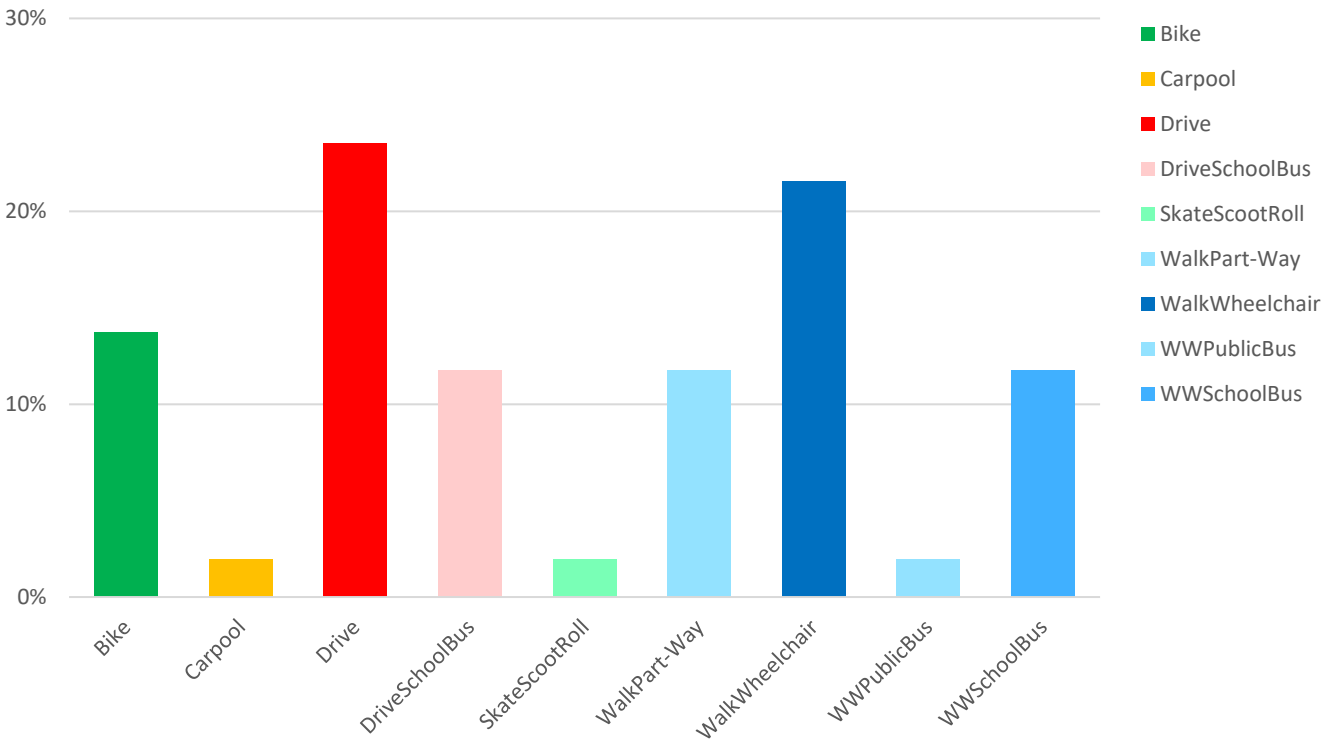
- 62% of Millstream Elementary students live within 1 km of the school
- 19% of those students that live within 1 km of Millstream Elementary are regularly driven to school – that is only a 10-minute walk or 5-minute bike ride!

How does distance impact travel choices at Millstream Elementary?



How would you prefer your student to get to Millstream Elementary?

- **86%** of all Millstream Elementary families surveyed *prefer* their students to commute to school using active travel, but currently, **38%** of families regularly drive (fully or part-way).
- Only **24%** of the families that regularly drive would prefer to drive.
- These driving families said they would *prefer* to commute to school by:

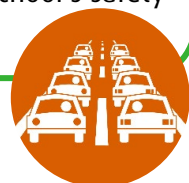


Regularly driving families school commute preference



HOW YOU CHOOSE TO MOVE MATTERS!

Every car off the road means more space for students to walk & wheel to school. If you cannot choose active travel all the way, Walk & Wheel for 5 to support your school's safety and to give your student the benefits of active travel!



ACTIVE SCHOOL TRAVEL INFRASTRUCTURE CHALLENGES

The following infrastructure challenges were identified through formal and informal consultation and are listed in order of commonly raised concerns, priority, and proximity to the school.

Safety concerns cited regarding the route to and from Millstream Elementary at the top three locations:

Hoylake Avenue

- Traffic volumes at pick-up/drop-off backs up traffic onto Treanor Ave.
- Parent/guardian behaviour at pick-up/drop-off (in loop & shoulder parking).
- Lack of safe walking space.
- Jaywalking & double parking.
- The school bus waiting area/loading area is unsafe.

Bellamy Road

- Extent - speed & stopping compliance.
- Gourman Place to Treanor Avenue - high vehicle volumes, vehicle speed, lack of dedicated space for active travel.
- At Goldie Avenue – lack of dedicated space for active travel/no crosswalks.
- At Gourman Place – request a 4-way stop & traffic calming.
- At Hansen Avenue – stopping compliance & excessive speeds.
- At Tattersall Drive – the crossing guard wanted an intersection .

Treanor Avenue

- Traffic speed & volumes.
- At Phelps Avenue – speeding cars.
- Lack of sidewalks along school frontage.
- At Selwyn Road – Request for traffic calming, lack of dedicated space for active travel & crossing guard.

Millstream Road

- Along extent – speed & volume.
- At Treanor Avenue– traffic volume.
- Unsafe to walk or cycle - at overpass intersections, at Bear Mountain Parkway, at Hoylake & McCallum Road.

General Comments: Lack of sidewalk connectivity, especially AAA cycling facilities; **School Site:** No bike or scooter racks, drop-off/pick-up loop volumes, unsafe school bus waiting area, need crossing guard across Treanor Avenue, at Selwyn Road.

ACTIVE SCHOOL TRAVEL OPPORTUNITIES

Opportunities are identified through formal and informal consultation.

When you walk or wheel as a family, what motivates you?

Motivation to Take Active Transportation	Percent
Desire to feel physical and mental health benefits	22%
Desire to support climate action by reducing travel in our personal vehicle	12%
Desire to avoid stress from traffic congestion/parking	13%
Desire to build our child's confidence, independence and capabilities	18%
Desire to save money	4%
Desire to play/spend time outside	19%
Desire to feel present and connected with my community/peers	11%
We don't currently walk or wheel together as a family	2%

What capacity building would encourage you to take active transportation?

Desired Capacity Building	Total score	Overall Rank
Information on parks/trails to explore on evenings/weekends	102	1
Bike skill sessions for parents to learn how to ride with young children	98	2
Workshops for simple bicycle repair and maintenance	86	3
Education on route planning in our region	80	4
Support accessing equipment (safety gear, lights, locks)	69	5
Access to free webinars offering tips and advice for cycling	44	6
Support accessing weather appropriate clothing for our family	11	7

What would make your route to school more comfortable to walk/wheel or bike?

Desired Pedestrian Improvements	Total score	Overall Rank
Improved pedestrian separation/buffer from motorists	232	1
Improved connectivity (sidewalks/trails)	231	2
Traffic calming measures in school zone/nearby streets to improve driver behaviour	175	3
Additional marked pedestrian crosswalks	96	4
Improved existing crosswalks (raised, pedestrian activated etc.)	82	5
Additional Crossing Guard	65	6
Alternative drop off/pick up locations where students can walk/wheel part-way	42	7
Improved awareness/compliance from motorists at school bus stops	34	8
New and/or improved school property access points	30	9
Ability to bring and store scooter/skateboard on school bus	20	10

Desired Cycling Improvements	Total score	Overall Rank
Traffic calming measures in school zone/nearby streets to improve driver behaviour	251	1
Improved cyclist separation/buffer from motorists	216	2
Improved connectivity (bike lanes/trails)	204	3
Alternative drop off/pick up locations where students can bike part-way	72	4
Additional Crossing Guards	61	5
Improved existing crosswalks (cyclist priority infrastructure at crossings)	49	6
Additional marked crosswalks	47	7
New and/or improved school property access points for cyclists	47	8

ACTION PLAN HIGHLIGHTS

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

The following sections highlight key active travel challenges raised and possible solutions presented in the Action Plan through the lens of the 7 E principles.

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

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

ENGINEERING



Infrastructure upgrades to improve the comfort of walking and wheeling on streetscapes and built environments located within immediate school-neighbourhoods, on common/high-use routes, and on school property.

Active Travel Challenges Raised

Traffic, speed, volume and improved pedestrian safety in School Zone and surrounding neighbourhood

“High volumes of vehicles at arrival and dismal times lead to traffic backing up on Hoylake Avenue all the way to Treanor Avenue – causing even more traffic congestion.”

“Lack of sidewalks and vehicles parking on shoulders force pedestrians to walk on the road. This is a concern especially adjacent to the school where there are many families walking.”

Improve bus stop and waiting area safety

Action Plan Key Messages and Solutions

City of Langford

- Using delineators, created a protected pedestrian zone on the Treanor Avenue full length of school frontage and linked to the Treanor Avenue crosswalk.
- ☑ Consider future budget for sidewalk in-fill to this Treanor Avenue school frontage.
- Using delineators, created a protected pedestrian zone from Millstream Creek Trail Hoylake Avenue entrance/exit along to school access point.
- Using delineators created a barrier in the middle of Hoylake Avenue to force drivers to exit right.
- Repaired curbing Hoylake Avenue school frontage.
- Built a protected pedestrian area on Hoylake Avenue (from Treanor Avenue to the first pedestrian entrance) between fence and perpendicular parked vehicles).
- Improved alignment of concrete barriers with delineators for the flow of cycle traffic by the bridge on Treanor Avenue.

SD62/School

- ☑ Relocated school bus stop area to the road in front of the gym, with students waiting behind fence/under shelter and defined walking path through the parking area.



ENFORCEMENT

Crossing Guards, school supervision and police working together to improve awareness and compliance of parking regulations, traffic laws, 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><i>Speed in School Zone and school neighbourhood</i></p> <p><i>“Vehicles don’t often yield to pedestrians at crosswalks – a crossing guard would provide that extra enforcement.”</i></p>	<p>City of Langford</p> <ul style="list-style-type: none"> ☑ Established new funding contributions to hire a crossing guard across Treanor Avenue at Selwyn Road. ☑ Work with ICBC and RCMP to have speed enforcement blitz in School Zone as part of “Think of Me” programming follow-up. <p>CRD, ICBC & School Administration</p> <ul style="list-style-type: none"> ☑ ICBC’s “Think of Me” Enforcement with RCMP (September 2022).
<p><i>Parent/Guardian behaviour at arrival and dismissal times</i></p> <p><i>“Parent parking behaviour is very poor at arrival and dismissal times – this puts kids safety at risk.”</i></p> <p><i>“I realize the drop-off loop can be busy, but that is no reason to mistreat school staff that are manning the drop-off.”</i></p>	<p>CRD & School/SD62</p> <ul style="list-style-type: none"> ☑ Principal email messages: Keep drop-off/pick-up loop traffic flowing for only getting out and in vehicles – no waiting, be mindful of pedestrians and be respectful of staff assisting traffic flow. ☑ School purchased visi-vests for staff on traffic control – must wear. <p>Encourage us of “Walk & Wheel for 5” at Goldie Park and Phelps Road to use forest cut-through to reduce traffic on Hoylake Avenue.</p> <p>Identify “Kiss & Go” sites along Hoylake school fence – sited near the gym (limited to 2-minute parking maximum).</p>

EDUCATION



Change perceptions of active travel and support initiatives 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><i>Traffic Safety Skills Needed</i></p> <p><i>“More parents might encourage kids to ride and walk independently or with friends if there was education that builds the kid’s skills and the parent’s confidence.”</i></p>	<p>CRD & School Administration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Host grade 4/5 bike skills (Fall 2021) → School/PAC to consider annually hosting bike skills with GoByBike or iRide. <input type="checkbox"/> Partner with ICBC & Police to deliver the “Think of Me” Road Safety education campaign for students K-3 (Spring 2022). <input type="checkbox"/> Partnered with BC Transit – classes participated in “Get On Board” – in-class public transit education & rode on a BC Transit bus (Fall 2021).
<p><i>Identifying Safer Routes to School and Promoting Alternative Drop-off/Pick-up Areas</i></p> <p><i>“My child really likes walking through the woods from Goldie Park – I hope more families will see the benefit.”</i></p>	<p>CRD, Langford & PAC</p> <p>Develop:</p> <ul style="list-style-type: none"> → “Walk & Wheel for 5” at Goldie Park & Phelps Avenue sites. → See “Plan Your Route Map/Brochure” (identifies Walk & Wheel for 5 sites/routes & active travel infrastructure). → Educational resources to support student physical literacy (see Appendix D). <p>School & PAC</p> <ul style="list-style-type: none"> → Promote “Walk & Wheel for 5” site and “Plan Your Route to School Map/Brochure” to families.
<p><i>Need for Educational Resources for School Communities Post-Initiative</i></p> <p><i>Online RSR resources for school and PAC to continue active travel initiatives.</i></p>	<p>CRD</p> <ul style="list-style-type: none"> → Created <i>Ready Step Roll “7 E’s of Active School Travel - Online Resources for School Communities”</i>.

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

Encourage active travel by providing supports and building confidence

"We desperately need bike and scooter racks – we currently don't have any!"

"The new Crossing Guard has really improved the safety of crossing Treanor Ave."

Action Plan Key Messages and Solutions

CRD and School

- ☑ Purchase & install a new scooter rack (2022).
- ☑ Enable more students to ride confidently by providing Grade 4/5 Bike Skills.
- ☑ Enable more students to walk confidently by hosting K-3 ICBC's "Think of Me" pedestrian education.
- ☑ Classes participated in RSR's Crossing Guard Appreciation Campaign.
- ☑ Partnered with BC Transit – classes participated in "Get On Board" – in-class public transit education & rode on a BC Transit bus.

School & PAC

- Take part in community celebrations and campaigns that promote active transportation/continue to host school events that encourage healthy and active lifestyles.
- Try a "Walk-A-Thon" as a fundraiser. Contact Macaulay Elementary (Esquimalt) for a successful template.



EQUITY

Ensure that the initiative is benefiting all demographic groups, with attention to ensuring safe, healthy, and fair outcomes for all students of diverse family, cultural, socio-economic backgrounds, abilities and identities.

Active Travel Challenges Raised	Action Plan Key Messages and Solutions
<p><i>Desire for improved accessibility to the school site.</i></p>	<p>CRD & School</p> <ul style="list-style-type: none"> → Promote RSR “Plan Your Route” map and RSR resources to encourage more families to choose active travel with confidence. ☑ Hosted Bike Skills (GoByBike) for grade 4/5, ensured that assisted bikes were provided and that students at all bike skill levels were included. ☑ Worked with ICBC to host ICBC’s “Think of Me” program (Spring & September 2022).
<p><i>“My child has special needs, so I need to walk him/her into the school - often, I can’t find a parking spot.”</i></p>	<p>CRD</p> <ul style="list-style-type: none"> ☑ Developed resources specific to Millstream <ul style="list-style-type: none"> → “Walk & Wheel for 5” at various sites. → “Plan Your Route Map” (identifies active travel infrastructure along school routes). → Educational resources to support student physical literacy. <p>School & PAC</p> <ul style="list-style-type: none"> → Promote new resources to families to help them identify safe active travel infrastructure along school routes.
<p><i>Identifying and promoting safer routes to school and alternatives to drop-off/pick up at the school.</i></p>	<p>PAC & School</p> <ul style="list-style-type: none"> → PAC to consider starting a “Walking School Bus” and/or “Bike Train”(see RSR Resources).
<p><i>“Rather than sitting in the long traffic line up, it is actually faster when I park 5 minutes away and walk the rest of the way – my kids like it better too.”</i></p>	<p>School & PAC</p> <ul style="list-style-type: none"> → Promote new resources to families to help them identify safe active travel infrastructure along school routes.

NEW ACTIVE TRAVEL INITIATIVES AT MILLSTREAM ELEMENTARY

To continue to support active travel to and from school, parents/guardians and school administration need to support each other, work together, and practice!

Plan Your Route to Millstream Elementary

As identified on the “Plan Your Route to School” map, Millstream Elementary has adopted the following ongoing encouragement initiatives to support active travel. These school-specific resources are bundled in Appendix A. See the [7 E's of Active Travel – Online Resources for School Communities](#) for more ideas.

Walk & Wheel for 5



These unsupervised sites and routes are about a five minute (500 metres) walk from the school and may be used as alternative meeting sites for families that drive, walk, wheel, bike or take public transit. The goals of “Walk & Wheel for 5” include easing vehicle congestion at the school, saving time and building student confidence, all while enabling more families to benefit from using active travel to get to/from school. These sites have been selected as they are on common routes

that encourage the use of pedestrian and cycling infrastructure (sidewalks, quiet streets, pedestrian activated crosswalks, multi-use trails, etc.).

How to use these sites

Your school’s “Plan Your Route to School” map and brochure identify the site and routes. Whether you drive, walk or wheel, use these sites to “Meet-Up & Go,” “Park & Stroll,” or simply “Kiss & Go” on your way to school, work or back home. Arranging to meet with a friend – or just knowing that others will be walking and wheeling along this route – increases everyone’s comfort and enables more families to choose to use active travel fully or part-way to/from school.





These sites are located in the school drop-off loop, parking lot and along nearby streets where parking is limited or not permitted. The intent of Kiss & Go is to reduce congestion. This creates safer spaces for those students taking active travel, ensuring those families with mobility or student needs have access to drop-off/pick-up parking, as well as reducing congestion for everyone!

Crossing Guard/School Bus Appreciation

A Crossing Guard/School Bus Driver Appreciation event hosted by the CRD, ICBC and the school. Every day, no matter the weather, dedicated crossing guards and school bus drivers help students and their families safely get to and from school. Crossing guards and bus drivers were gifted an ICBC travel mug, and classes created hand-made thank you cards to express gratitude.

Grade 4/5 Bike Skills

Cycling education for students helps raise a generation of sustainable transportation and safe road users. To encourage and enable more students to be able to bike to school, Ready Step Roll secured bike skills for all the participating grade 4 and 5 classes through Capital Bike (<https://capitalbike.ca/>). For future years, options for in-school bike skill classes may also include HopOn (<https://hoponcanada.ca/>) (formally IRide).

ICBC – Think of Me & Online Resources for Educators



The “Think of Me” program is in partnership with ICBC and RCMP. This program aims to have the police enforce traffic issues near the school using messages drawn on “warning tickets” created by students to raise awareness around road safety. The program is focused on students in grades K-3. Classes will also be encouraged to go outside around the school neighbourhood to identify infrastructure, street signs, alternative routes and hazards. Free learning resources developed to teach B.C. students road safety skills and awareness: (<https://www.icbc.com/road-safety/teaching/Pages/For-educators.aspx>).

Capital Bike – GoByBike

Capital Bike (<https://capitalbike.ca/>) programming such as ‘All Aboard Family Cycling Program’ and ‘Bike to Work & School Week’ includes online family cycling resources focusing on three topics: Cycling While Pregnant, Cycling With Kids (On Your Bike) and Cycling With Kids (On Their Bikes). They also offer in school skills workshops and family rides where instructors teach best practices, bike maneuvering skills and tips, ending with a fun all ages and abilities group ride to a fun destination.

Get on board – BC Transit

Children (aged 12 & under) across British Columbia (BC) can ride transit for free. BC Transit offers a “Get On Board” educational presentation to all elementary and middle schools preparing children to take the bus. A BC Transit Youth Outreach Coordinator leads in-class educational children oriented presentations. BusReady website (<https://busready.bctransit.com/>) provides educational materials for parents and guardians and fun and engaging content for children to support them on their transit journey.



PLAN YOUR ROUTE TO MILLSTREAM ELEMENTARY

The “Plan Your Route to Millstream Elementary” map was created to show the pedestrian and cyclist infrastructure that provides for safer active travel in the Millstream Elementary school neighbourhood, as well as the “Walk & Wheel for 5” sites and routes and “Kiss & Go” sites.

Try planning & practicing your family’s active route to school! See Appendix A: Plan Your Route to School Resources:

- ✓ Brochure with map – Millstream Elementary
- ✓ Route Planning Activity for Families

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 (see “Plan Your Route” map/brochure)
- ✓ Identify landmarks, road names, crosswalks to use, as well as potential hazards
- ✓ Help your child dress for the weather and visibility in the dark
- ✓ Ensure all equipment is safe and suitable for your child
- ✓ Try a “Walk and Wheel for 5” site and route (see “Plan Your Route” map/brochure)

Prepare

- ✓ Set a good example when walking/wheeling and driving
- ✓ Practice walking/wheeling with your child on weekends - [CRD Bike Map](#)
- ✓ Teach Pedestrian Skills and rules of the road using [ICBC educational materials](#)
- ✓ Teach Bike Skills and road rules using the [“Bike Sense – Edition 7”](#) & www.capitalbike.ca
- ✓ 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 [CRD’s Active Travel Resources for School Communities](#)
- ✓ Practice your route, invite friends to join you in walking/wheeling
- ✓ Explore new trails, parks, and activities that encourage active travel

TIPS FOR FAMILIES

- ✓ Teach children to use crosswalks, sidewalks & crossing guards when possible. If there are no sidewalks, walk on the opposite side of the street to watch for oncoming traffic.
- ✓ Build up confidence by practicing your skills together as a family on the weekend.
- ✓ Encourage kids to try new ways to travel (walk, bike, scooter etc.) to keep things fun!
- ✓ Invite neighbours & friends to join you along the way or meet up & go together part-way!
- ✓ Usually drive door-to-door? Try a 'Walk & Wheel' for 5' site to reduce school traffic congestion & other benefits of active travel.

Walk & Wheel for 5 sites/routes - NO parking

Walk, Bike, Bus or Roll to Admirals Rd Cul-de-Sac, Wilkinson/Burnside Rd W & Esson/Portage Rd

Kiss & Go Maximum 2 minute stop at arrival/dismissal

Wilkinson/Burnside Rd W & Esson/Portage Rd

Pedestrian Activated Crosswalk

Marked Crosswalk

Crossing Guard - 15 mins before & after school

Major Intersection with Signalized Crosswalk

Public Bus Stop closest to Marigold Elementary

Bicycle Rack

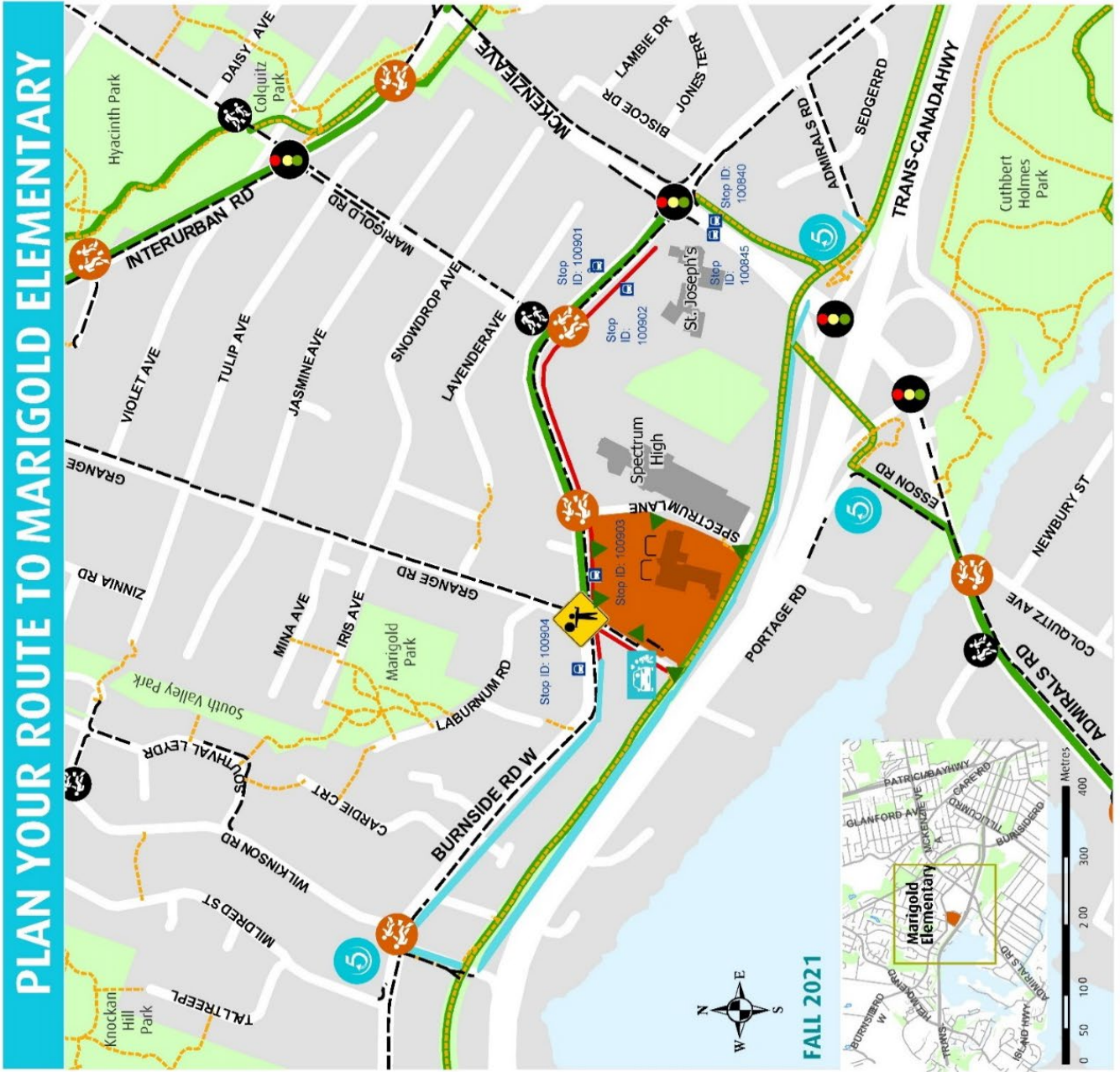
School Access Point

Sidewalk

Bike Route

Multi Use Trail Connections

School Zone - 30km/h 8am - 5pm



500 metres is about a 5 minute walk

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, costs, 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.

KEEP ROLLING WITH 'NEXT STEPS'

By design, the RSR initiative's focus on the 7 E's 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. 'Next Steps' aim to facilitate the hand-off to the new school community over time, so they can continue to foster Millstream Elementary's active travel culture using the 7 E's.

Keep Rolling with Next Steps:

Shifting Gears...

As the RSR initiative with your school concluded in Summer 2022. Paper and [digital](#) copies of the final report and resources will be provided to the school and local government, including a large poster size map for the school to display. CRD staff are available to present the final report to the new PAC in Fall 2022.

Taking the Next Steps...

The school and the local government should continue implementing the **Action Plan** (Appendix B). Suggested actions to be completed or considered by the various partners identified. Each new school year, the School Administration and PAC should review the "Kiss & Go" sites and "Walk and Wheel for 5" sites and routes to ensure they are meeting the needs of the school families in a changing urban environment. **Promote the "Plan Your Route to Millstream Elementary" brochure and activity - update as needed.**

Gaining Momentum...

We are always updating the [7 E's of Active School Travel - Online Resources for School Communities](#) activities, resources and key messages to continue fostering an active travel culture. Try a "Walk and Wheel for 5" site and route. Identify members of the PAC that can lead active travel initiatives!

PARTNER KEY CONTACTS & LINKS TO RESOURCES

- City of Langford, Engineering Department engineering@langford.ca
- CRD Regional and Strategic Planning (RSP) regionalplanning@crd.bc.ca - 250.360.3195
- [CRD Bike Map](#)
- [GoByBike-Greater Victoria](#) (GoByBike, bike skills) and [HopOn](#) (formally IRide) (bike skills)

APPENDICES

Appendix A – Millstream Elementary - Plan Your Route Map to School and Activity

Appendix B – Millstream Elementary - Action Plan

Appendix C – Millstream Elementary Consultation Data

Appendix D – 7 E's of Active School Travel - Online Resources for School Communities

Appendix A: Plan Your Route to Millstream Elementary Map & Activity



August 2022

PLAN YOUR ROUTE TO SCHOOL ACTIVITY

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

This activity aims to help families plan their route to their school by mapping out pedestrian and cyclist infrastructure, to show safe routes for walking and wheeling.

1. On a sheet of paper, record each family member’s morning & afternoon commute. 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.

(Ideas: “Our child will be dropped off 5-minutes away from school so they can walk part-way”, “We will practice biking as a family to school on weekends, so our child can bike alone”, “I will start a walking school bus so other kids don’t have to walk alone”)

1. _____

2. _____

3. _____

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 “Walk & Wheel for 5” sites 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.

i.e. Barrier “Timing – we can’t bike to school together in the morning, because I will arrive late.

Strategy Use school’s early supervision to allow our family to drop Sam off early and then bike to work.

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: _____

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)

- Sidewalk
- Marked Crosswalk
- Signalized Crosswalk

- Pedestrian Overpass
- Crossing Guard
- Bike Lane

- Walking School Bus
- Drive to 5 Parking Area
- Pedestrian/Cyclist Trail

To travel my route, I will use:

(circle the modes you will use)



It will take about _____ minutes to travel _____.

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

Plan, Prepare, Practice!

Appendix B:

Action Plan – Millstream Elementary



August 2022

Millstream Elementary Location	Comments Raised	Proposed Solutions	Key Players	E's	Progress/Notes
Millstream School Site Access					
School Bus Stop & Waiting Area Hoylake Avenue	School bus stop & waiting area is currently in an unsafe location (blocking visibility of the crosswalk, students wait for bus on narrow median between two lanes of traffic). Vehicles in both directions going around school bus. School bus current policy does not require school bus to use lights and stop sign at this location - if this was implemented it would provide good traffic calming.	1. School and School District (SD) to assess and determine new location for bus to stop and for students to wait (shelter preferred) with delineated path to bus. <i>(Fall 2021 SD took immediate action and relocated School Bus Stop to location further up Hoylake Road (still adjacent to school for ease of supervision) to create safe loading zone for students and to better accommodate parent driver congestion).</i>	SD62 & school	Engineering Equity Education Encouragement	School Bus Stop relocated October 2021
School Drop Off Loop	Safety concerns for students and staff. Small handful of parents can be verbally abusive to staff when supervising the drop off loop. High volumes, limited parking (lack of formal parking) - Due to high volume of vehicles dropping-off/picking-up students traffic backs up on Hoylake to Treanor Road - at peak times spills on to Treanor further blocking traffic.	1. Relocation of school bus stop may improved traffic flow and will remove students waiting for school bus <i>(completed fall 2021).</i> 2. Consider required all staff assisting with drop-off/pick-up loop where high vis vests <i>(completed fall 2021).</i> 3. Encourage parents to use "Walk and Wheel for 5" sites (once established) or park and walk from other nearby locations. <i>(Goldie Park and Phelps Avenue Walk & Wheel site established in Spring 2022). CRD showcase sites and concept in "plan your route to school map/brochure".</i>	1. SD62/School 2. School 3. PAC, Langford & CRD	Engineering Equity Education Encouragement	1. School Bus Stop relocated October 2021 2. School purchased high vis vest for staff (October 2021) 3. Langford installed signs spring 2022 & PAC hosted celebration
Active Travel Parking at the School	No bike racks - students currently lock up on chain fence.	Two Bike Racks to be installed by SD62 fall 2021. One Scooter rack to be purchased by CRD and installed by SD62 fall 2021. CRD's Best Practices for site installation recommends racks to visible and easily accessible.	SD62/School/CRD	Engineering Encouragement Equity	Installed fall 2021
School Site Access Points (school property)	Challenging access for users with mobility limitations due to outdated and aging infrastructure at Millstream School. Parked cars and high volumes of traffic during arrival times causes high stress environment, cars sometimes block pathway along Hoylake Avenue to Treanor Avenue. Lack of parking for school maintenance vehicles Poor access points onto school property. Single wheel chair accessible parking spot often blocked by drop-off loop traffic. Limited access points for those with mobility issues.	Work to improve grading and width of entrances to school site. 1. Main entrance of school - Consider removing fire lane gate and replacing with removable bollards (keep no parking signage). OR Consider adding gate access to direct pedestrian traffic away from vehicles and onto the school site. 2. Promote lower vehicle volumes on Hoylake Ave by promoting Walk & Wheel for 5 locations.	SD62/PAC/School/CRD	Engineering Encouragement Equity	1. SD 62 - TBD 2.Spring 2022 onward
School Access Points (municipal property)	1. Curbing in rough shape, tripping hazard.	1. Concrete work to fix curbing, painting for visibly <i>(completed Summer 2021).</i> 2. Need to address drainage issues for walking and prevent flooding <i>(completed winter 2021/2022).</i>	Langford	Engineering	1. Langford completed summer 2021 2. Langford completed October 2021
Millstream School Perimeter Streets					
Hoylake Avenue	High vehicle volumes, limited parking and lack of formal parking Majority of conflict is caused by parents driving and parking in front of school on Hoylake or using the drop-off loop in AM and PM. Lack of school staff parking on school property - teachers that drive usually park in municipal spots adjacent to the school (or on shoulder of roads near school). Bus stop is currently in an illegal location, blocking visibility of the crosswalk. Students wait for the bus on a raised median, between two lanes of vehicle traffic. Seven buses - five school bus, two daycare. Lack of formal connected sidewalks, pedestrian pathways (adjacent to school's chain-link fence) are often blocked by parked vehicles nosing in too far. Families dropping students off on west side of Hoylake don't always use crosswalk in front of school, but cross at random. School Zone (SZ) is signed with both SZ and PG signs - can't be both and can't be PG because there is no municipal park. SZ signs are old and not all have 30 km sign as well. SZ signs need to be located on the approach to the SZ (with suffice time to slow down to 30 km/hr) and must be placed in the SZ after every street that a vehicle could turn into the SZ. Vehicle speed (approaching from Millstream Road). Stormwater drainage issues (and corner of Hoylake/Treanor). Lack of dedicated space for Active Travel (AT). - High vehicle volumes during arrival/dismissal. - Lack of separation between road users when travelling on Hoylake Avenue. - Poor access to Forest Trail (often blocked). - Dual signage in place (playground and school zone).	1.a. Create safer walking space between the forest path entrance and school property. This requires redistributing this space FROM parking/drop-off TO walking space by installing delineators adjacent to road. <i>August 2021 completed by Langford</i> 1.b. Evaluate new delineators in late Fall. <i>Many complaints by local residents and school community when first installed over the summer - once goals were communicated criticism diminished. By October PAC attendees only had positive comments and saw that more families were walking.</i> 2. Consider installation of improved curbs to prevent vehicles from parking and blocking the width of the pathway adjacent to chain link fence 3. Install Kiss & Go signage on chain-link fence to remind parents to not park longer than 2 minutes 4. Consider installation of signage to designate reserved, priority parking for families with mobility limitations 5. Remove Playground signs & install updated School zone signs at all required locations and consider adding vertical high visibility strips to improve compliance 6. At exit of drop-off loop, consider installation of centre line strategic bollards to reduce vehicle speeds and to deter passing in oncoming lane and/or U-turns. 7. Hoylake added as part of City of Langford 5 year sidewalk infill plan - <i>for Council consideration</i>	Langford	Engineering Encouragement Education Equity Enforcement	1.a. Complete August 2021 1.b. Complete late fall 2021 & spring 2022 check-in 2. Complete 3. Complete 4. Completed 5. Completed NOTE: Hoylake School Zone signs are lacking 30 km sign below 6. Completed 7. Langford -TBD

<p>Treanor Avenue</p>	<p>No available walking space adjacent to school - parked/stopped cars block pedestrian pathway adjacent to school yard chain-link fence, block visibility at crosswalk queueing area as well as blocking access to the fire hydrant. This parked/stopped vehicles also adds to traffic crossing bike lane, and creates dooring hazard for cyclists in the bike lane. Addition of crossing guard on Treanor at Selwyn Road would be of great value to increase walking and/or parents dropping students off on Selwyn and walking to school yard. SZ is signed with both SZ and PG signs - can't be both and can't be PG because there is no municipal park. SZ signs are old and not all have 30 km sign as well. SZ signs need to be located on the approach to the SZ (with sufficient time to slow down to 30 km/hr) and must be placed in the SZ after every street that a vehicle could turn into the SZ. Lack of crossing guard on Treanor at Selwyn Road. - Lack of dedicated, connected spaces for AT. - Concerns of stopping compliance/risk of user conflict AT intersections. - High vehicle speeds and volumes. - Poor accessibility for users with mobility limitations trying to access school.</p>	<p>1.a. Look for funds to establish a AM & PM crossing guard A. Short-term: SD62 internal funding. SD62 & Langford joint funding with new budget cycle (September 2021 - SD62 has staffed a crossing guard position. EA's accepted the position and started Sept 20th. CG will be at Treanor for 45 minutes before the bell and 45 minutes after the bell). 1.b. SD62 & Langford are reviewing Langford's funding contribution SD-wide. 2.a. Create safer walking space adjacent to school. This requires redistributing this space FROM parking/drop-off TO walking space by installing delineators adjacent to road. August 2021 completed by Langford. 2.b. Evaluate in late fall. Many complaints by local residents and school community when first installed - once goals were communicated criticism diminished. At the Walkabout RCMP reported a noted significant decrease in speeding. By October PAC attendees only had positive comments and saw that more families were walking and felt safer. 2.c. As funding permits, install formal sidewalk with street parking pull out. 3. Continue regular enforcement on Treanor Avenue (requests for enforcement further towards neighbourhood on Treanor, after the bridge). (RCMP noted that after the installation of delineators on Treanor less vehicles were speeding.) 3.a. Host "Think of Me" (ICBC delivered in-school education) and Enforcement (by RCMP scheduled fall 2022) 4. Review existing signage (playground, school zone, no parking) update and remove signage as needed. 5. Educate families with Plan Your Route Map to encourage use of "Walk & Wheel for 5" sites 6. Request for additional speed reader on Treanor (Cannot be considered at this time due to budget constraints and equity across the municipality).</p>	<p>1. City of Langford/SD62/School 2. City of Langford/CRD/School 3. City of Langford 4. ICBC/RCMP/PAC/School/CRD 5. City of Langford 6. PAC/School/CRD 7. City of Langford</p>	<p>Engineering Encouragement Education Equity Enforcement</p>	<p>1.a. Complete Sept'21 1.b. Langford -TBA 2.a. Complete Aug'21 2.b. Complete 2.c. Langford -TBD 3. Completed + Fall'22 4. Completed 5. Fall'22 + Ongoing 6. Complete</p>
<p>Treanor Avenue Bridge (bike lane/walkway)</p>	<p>Highly used by pedestrians and cyclists. Bridge: Discussions about westbound bikes staying in protected walkway or to be on road with a "Share the road" signage. Westbound pedestrian walkway over bridge is narrow created with concrete barriers for separation from the road. Yellow concrete divides (on school side of bridge at end of school yard path) is located awkwardly making it difficult for bikes to transition into bike lane. West bound bikes not sure if they should "Take the road" or stay in protected pedestrian way (too narrow for more than one user at one time). East bound bikes must take the road (is currently signed for that) as there is no sidewalk on this side.</p>	<p>1. Consider replacing yellow concrete barriers with delineators. 2. Consider adding "Share the Road" Signage (Road signage and/or Painted Sharrows) at the Treanor Bridge to notify drivers of shared road space with cyclists. (Plus, when bridge is replaced, engineering standards will be upgraded).</p>	<p>Langford</p>	<p>Engineering</p>	<p>1. Complete 2. Complete</p>
<p>Millstream Creek Forest Trail</p>	<p>Langford installed new fencing in 2021 - much safer. Bridge is slippery during wet weather. Lack of wayfinding. Quicker route than walking on road network.</p>	<p>1.a. Create safer walking space between the forest path entrance and school property. This requires redistributing this space FROM parking/drop-off TO walking space by installing delineators adjacent to road. August 2021 completed by Langford. 1.b. Evaluate new delineators in late fall. (Many complaints by local residents and school community when first installed over the summer - once goals were communicated criticism diminished. By October PAC attendees only had positive comments and saw that more families were walking.) 2. Safety of forest trail exit/entrance on south side of Treanor Avenue (across from the school/other side of Treanor) could be improved with the addition of an accessible barrier to prevent users from going directly on to Treanor. 3. Sign and promote Goldie Park and Phelps Access points as Walk & Wheel for 5 sites. 4. Consider installation of wayfinding signage with distance to Millstream destination. 5. Consider installation of non-slip flooring on wooden bridge to prevent risk of slipping.</p>	<p>1. Langford 2. Langford 3. CRD, Langford & PAC/School 4. PAC/School/CRD 5. Langford 6. Langford</p>	<p>Engineering Education Encouragement Equity</p>	<p>1. Completed 2. To be considered 3. Completed 4. Ongoing 5. Ongoing</p>
<p>Millstream School Catchment Area (listed alphabetically)</p>					
<p>Bellamy Road</p>	<p>Several improvements have been completed recently, including partial pathway/sidewalk infill. Parents would like to see 3 or 4-way stops at all busier intersections focusing on streets with higher walking/wheeling use or potential use. Parents would like to see crosswalks at inter-sections - discussion on walkabout (and followed up by ICBC email). Lack of sidewalks. Vehicle speed up and down full length of road - desire for speed bumps. Poor stopping compliance at all intersections. Drivers not yielding to pedestrians so it is difficult for students to predict driver behaviour. 4 way intersection needed at Bellamy Road/Gourman Place would help slow traffic and provide safer crossing area. Crossing Hansen at Bellamy - difficult intersection for pedestrians with strollers crossing from white curb side as one can't see up Hansen until already well into road. Inconsistent sidewalks and bike lanes narrow shoulders where no sidewalks. Visibility is limited. New asphalt curb on west side of Bellamy between Phelps and Treanor not adequate to protect children. Sections without protection have narrow shoulder and cars parked on shoulder forcing pedestrians on to road. Bike lane on east side of road often has cars parked in it.</p>	<p>1. Bellamy Road (Treanor to Bellamy Link is included in the 5 year sidewalk infill plan). 2. Consider making Bellamy/Gourman a 4 way stop and narrow street crossings. 3. Traffic speed and stopping compliance enforcement. 4. Pedestrian Education (students and parents) - ICBC in-class program.</p>	<p>Langford RCMP ICBC & CRD</p>	<p>Engineering Education & Encouragement Enforcement</p>	<p>1. Langford -TBD 2. Langford - TBD 3. RCMP ongoing 4. Completed</p>
<p>At Goldie</p>	<p>Supportive of formalizing a "Walk and Wheel for 5" site at Goldie Park - some parents already do this. Discussions around the desire for a sidewalk/protected walkway on the parks side of the road from Bellamy Rd to Goldie Park Sight line concerns Lack of dedicated space for AT</p>	<p>1. Install sign to formalize "walk and wheel for 5" site at Goldie Park. 2. Consider further supporting this Walk & Wheel for 5 site by making the section of Goldie Avenue from Bellamy Road to Goldie Park a no parking zone with signage (on park side of street). 3. Pedestrian and cycling education via CRD</p>	<p>Langford CRD/RSR</p>	<p>Engineering Education & Encouragement</p>	<p>1. Complete 2. Langford - TBD 3. Completed</p>
<p>At Gourman</p>	<p>Popular walking and wheeling route however parent's perception is that poor driver behaviour (rolling stops and speed) Stopping Compliance Traffic Calming Lack of dedicated space for AT</p>	<p>1. RCMP enforcement. 2. Pedestrian and cycling education via CRD.</p>	<p>RCMP CRD & ICBC</p>	<p>Enforcement Education</p>	<p>1. Ongoing 2. Completed</p>

At Hansen	Sight line concerns. AT connectivity. Lack of dedicated space for AT. Lack of separation between road users.	Pedestrian and cycling education via CRD.	CRD & ICBC	Education	Completed
At Phelps	Supportive of formalizing a "Walk and Wheel for 5" site at end of Phelps with signage Stopping compliance at 4 way intersection. Lack of marked crosswalks at intersection site lines.	Install sign to formalize "walk and wheel for 5" site and further support this site.	Langford	Engineering	Completed
At Treanor	This intersection has had many prior active travel upgrades completed by Langford. Poor stopping compliance and challenges with intersection sightlines Limited accessibility for users with mobility challenges.	1. RCMP to conduct enforcement at Phelps/Bellamy. 2. Pedestrian and cycling education via CRD.	RCMP CRD & ICBC	Enforcement Education	1. Ongoing 2. Completed
Millstream Road	Difficulty navigating intersection as a new cyclist. Stopping compliance. Directional wayfinding for pedestrians and cyclists. Vehicle volumes and speeds.	Millstream improvements 2021 - includes sidewalks and bike lanes from Bear Mtn Pwky to Goldie Avenue. https://www.langford.ca/wp-content/uploads/2021/05/20210615-Millstream-Road-Improvement-Project-Drawing.pdf	Langford	Engineering	Completed
Encouragement and Education Activities					
ICBC - Think of Me Campaign	Parents would like to see pedestrian education and improved driver behaviour in school zone. This K-3 in-class program and driver's awareness campaign aims to educate students and drivers on risky driver behaviours and pedestrian skills, specifically within school zones and best safety practices for young road users. Delivered in-class by CRD & ICBC, RCMP and ICBC to follow up with enforcement and student art work on postcards for police to handout for driver violations near the school and posters on fence.		CRD ICBC School	Education Encouragement Equity	Completed with follow up in fall'22 by RCMP
Crossing Guard and School Bus Driver Appreciation Month	This campaign aims to raise awareness on Active Travel Hero's who enable students to walk/wheel and bus safely to school. Interested classes participated during February 2022, by making Thank You Cards to give to Crossing Guards and School Bus Drivers. PAC supported with delivery/presentation to drivers & crossing guards.		CRD ICBC School/PAC		Completed Feb 2022
Bike Skills for Grade 4 & 5	This activity aims to build bike skills, knowledge of the rule of the road and confidence to bike to/from school. Scheduled for Grade 4-5 students, paid through RSR.		CRD School/PAC		completed October 2021
BC Transit "Get on Board" program	Starting September 2021 all children 12 and under may ride on BC Transit for free. BC Transit is a new partner in the Ready Step Roll initiative and is offering RSR schools in-class lessons and on-bus experience - delivered by BC Transit staff. New fall 2022: BusReady website (https://busready.bctransit.com/) provides educational materials for parents and guardians and fun and engaging content for children to support them on their transit journey.		BC Transit CRD School		completed October 2021
Walking School Bus & Bike Train	Parents would feel more confident if students traveled together. Future consideration of PAC as interest grows to consider Walking School Bus or Bike Train. See CRD resource: https://www.crd.bc.ca/project/regional-transportation/active-school-travel-planning/resources-for-school-communities		SD62 CRD School/PAC		Updated version under development by CRD For consideration by PAC
Walk & Wheel for 5' sites Goldie Park Phelps Ave./Bellamy Rd.	Congestion near school during arrival and dismissal hours, causes student safety issues. Goldie Park and Phelps Ave/Bellamy Rd. (other with forest path access to school) identified and signed as "Walk and Wheel for 5" sites. See Final Report and Plan Your Route Map/Brochure for additional details on distances, routes and site information. PAC supported and will continue to promote.		CRD School/PAC City of Langford		Ongoing

Appendix C: Consultation Data Summary Millstream Elementary



August 2022

Consultation Data
Active School Travel Report
Millstream Elementary School 2021/22

Key consultation findings are presented in the *Active School Travel Report – Millstream Elementary School 2021/22*

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 Date – May 17-21, 2021.

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-June 2021.

C. Walkabout – Data Summary

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 initial Millstream Walkabout with the City of Langford took place July 7, 2021. A second walkabout took place September 22, 2021. Attendees included the school and school district administration, Parent Advisory Council (PAC) representatives, municipal staff, Insurance Corporation of British Columbia (ICBC) and Capital Regional District (CRD) staff.

A. Student Hands Up Survey: May 17-21, 2021.
Total students trips counted: 1260

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

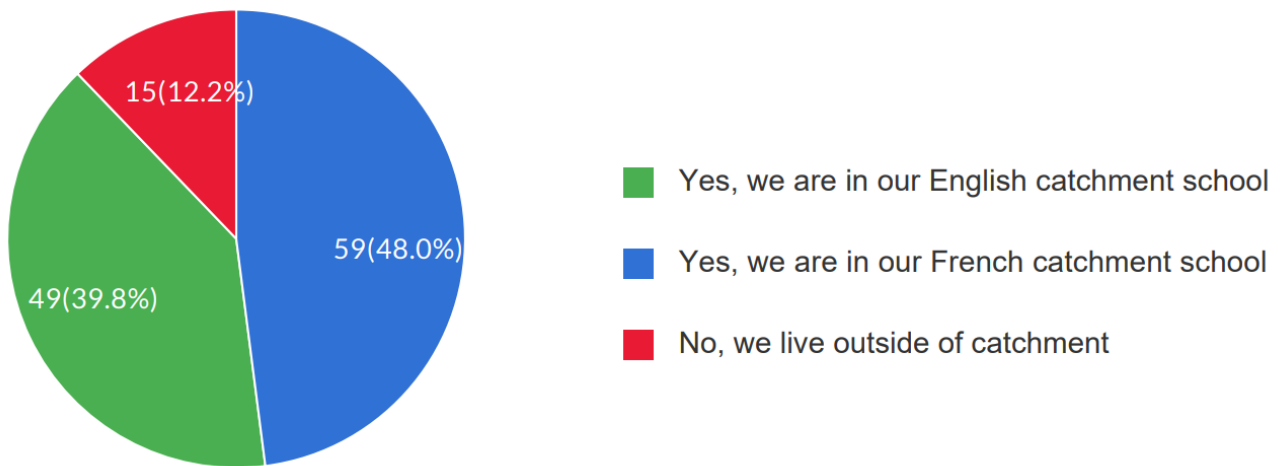
Travel Mode	TO	FROM	Total
Walk	32.0%	33.4%	32.7%
Walk Part-way	5.5%	4.5%	5.0%
Bike	2.5%	2.1%	2.3%
Roll	1.9%	1.7%	1.8%
WW School Bus	2.1%	4.6%	3.3%
Drive School Bus	1.9%	2.8%	2.4%
Public Bus	0.2%	0.1%	0.1%
Carpool	0.8%	2.2%	1.5%
Car	53.0%	48.5%	50.8%

Mode by Grade	K	K/1	1/2	2	2/3	3	3/4	4/5	5	Total
Walk	35.7%	33.3%	33.6%	17.9%	13.6%	26.8%	25.3%	43.4%	36.9%	32.7%
Walk Part-way	5.8%	3.5%	2.0%	7.7%	9.3%	3.0%	20.5%	2.0%	1.7%	5.0%
Bike	2.9%	5.7%	1.7%	0.0%	0.6%	1.8%	3.0%	2.2%	0.0%	2.3%
Roll	0.0%	0.9%	3.2%	0.0%	0.0%	0.0%	10.8%	1.4%	2.3%	1.8%
WW School Bus	1.2%	0.6%	3.4%	0.0%	8.0%	0.0%	1.2%	4.6%	12.5%	3.3%
Drive School Bus	7.8%	0.3%	2.0%	0.0%	2.5%	0.0%	4.8%	1.2%	1.7%	2.4%
Public Bus	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
Carpool	0.0%	0.0%	1.1%	0.0%	0.6%	1.2%	1.8%	5.0%	0.0%	1.5%
Car	45.8%	55.7%	52.9%	74.4%	65.4%	67.3%	32.5%	40.2%	44.9%	50.8%

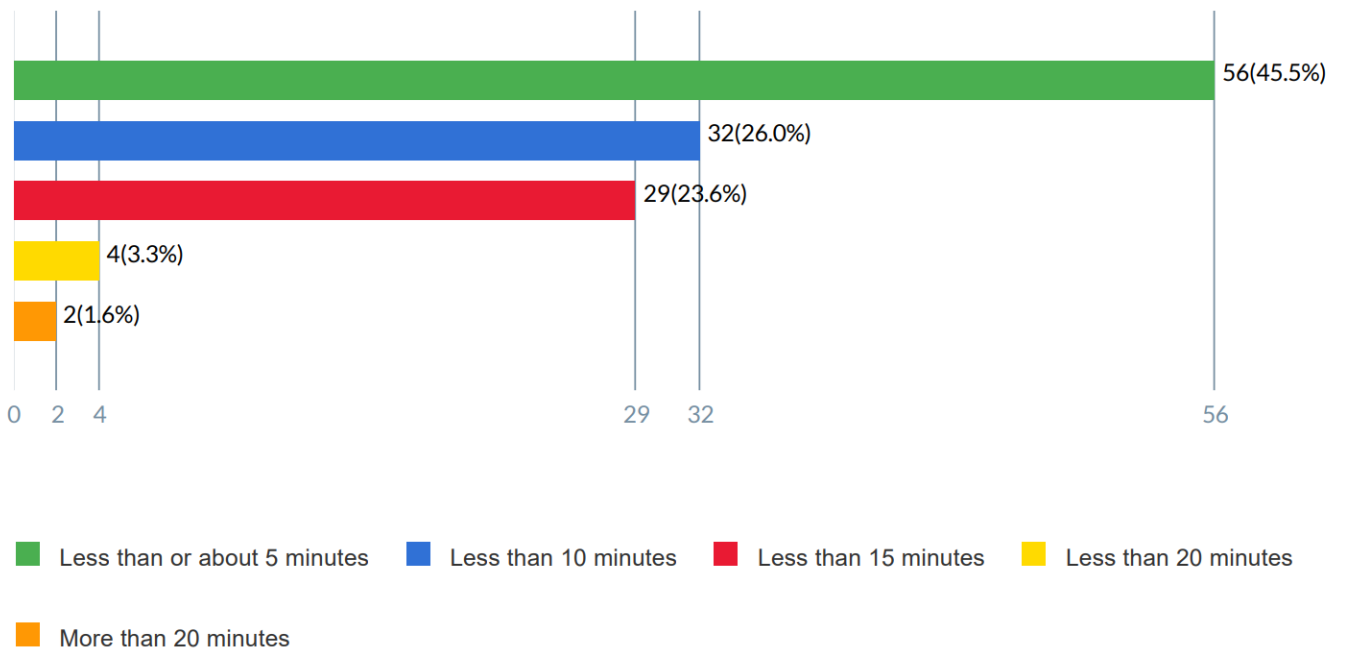
Mode by Weekday	MON	TUES	WED	THURS	FRI	Total
Walk	34.5%	32.2%	32.0%	32.5%	32.3%	32.7%
Walk Part-way	5.2%	5.1%	6.4%	3.4%	4.8%	5.0%
Bike	1.2%	1.3%	2.7%	4.3%	2.1%	2.3%
Roll	1.2%	1.5%	1.9%	2.2%	2.5%	1.8%
WW School Bus	3.7%	3.4%	4.1%	3.2%	2.1%	3.3%
Drive School Bus	2.5%	3.2%	2.3%	2.4%	1.6%	2.4%
Public Bus	0.4%	0.0%	0.0%	0.0%	0.2%	0.1%
Carpool	1.7%	2.1%	0.8%	2.8%	0.0%	1.5%
Car	49.5%	51.4%	49.8%	49.1%	54.4%	50.8%

B. Parent Baseline School Travel Survey: June 2021
Total number of surveys received: 123

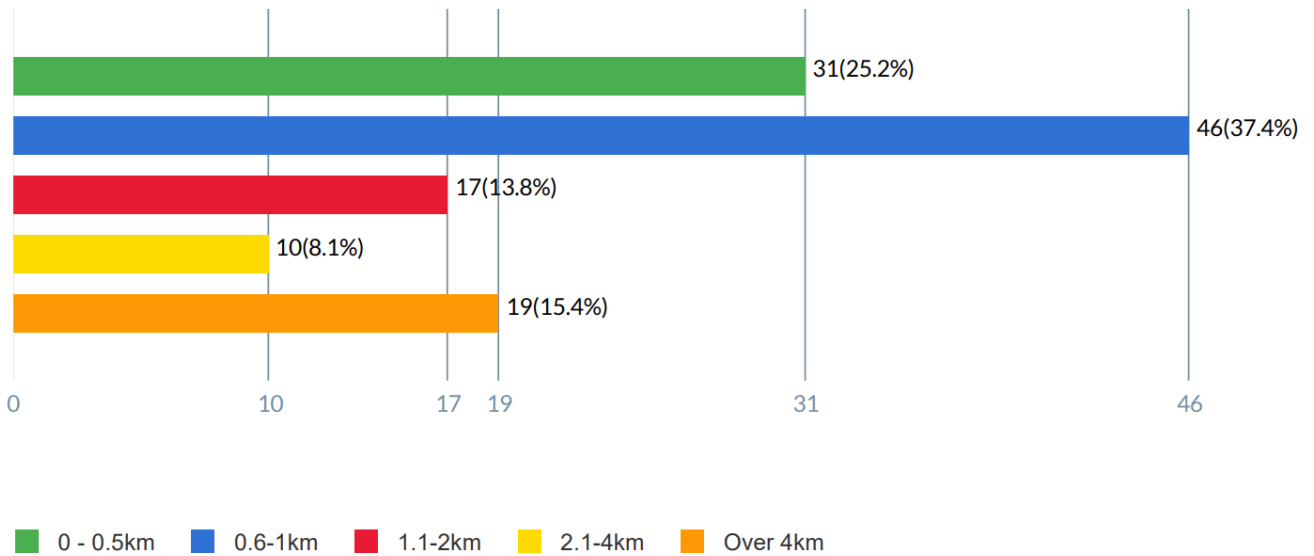
Q1. Is your residence located within the school catchment area?



Q2. How many minutes does it usually take to travel between your residence and the school?



Q3. How far away is your residence from the school?



Q4. Who usually travels with your child between your residence and the school?
(123 Responses)

Who Travels with Child	To	From
Alone	7.3%	7.55%
Grandparent	3.7%	9.5%
Neighbour-With Adult	5.1%	7.3%
Neighbour-Without Adult	0.0%	2.2%
Parent/Guardian	78.8%	70.1%
Sibling/Different	2.2%	0.7%
Sibling/Same	2.9%	3.6%
Grand Total	100.0%	100.0%

Q5. How does your child usually travel between your residence and the school?

(123 Responses)

Usual Travel Mode	To School	From School
Walk/Wheelchair	44.5%	46.0%
Bike	2.9%	2.2%
Skateboard/Scooter/Rollerblade	0.0%	0.0%
Walk/Wheel Part-Way	10.9%	8.8%
Walk/Wheel to/from School Bus Stop	4.4%	5.1%
Walk/Wheel to/from Public Bus Stop	0.0%	0.0%
Drive	33.6%	35.0%
Carpool	1.5%	1.5%
Drive to/from School Bus Stop	2.2%	1.5%
Drive to/from Public Bus Stop	0.0%	0.0%
Grand Total	100.0%	100.0%

Q6. How would you prefer your child travel between your residence and the school?

(123 Responses)

Preferred Travel Mode	To School	From School
Walk/Wheelchair	51.8%	53.3%
Bike	13.4%	13.14%
Skateboard/Scooter/Rollerblade	0.7%	0.7%
Walk/Wheel Part-Way	10.2%	8.8%
Walk/Wheel to/from School Bus Stop	9.5%	11.7%
Walk/Wheel to/from Public Bus Stop	0.7%	0.0%
Drive	8.8%	6.6%
Carpool	0.7%	0.7%
Drive to/from School Bus Stop	4.4%	5.1%
Drive to/from Public Bus Stop	0%	0%
Grand Total	100.0%	100.0%

Q7. What are the top reasons your child is usually driven between your residence and the school?
(56 Responses)

Answer	Total score	Overall Rank
Traffic safety concerns	81	1
Personal scheduling constraints (out of school care/activities, work etc.)	80	2
Child is too young to travel alone/no one to accompany	74	3
Distance from home is too far	62	4
Personal safety concerns	49	5
We qualify for school bus but driving is more convenient	16	6
Driving is more convenient than public bus routes/schedules	12	7
Route between residence and school is too dark	8	8
Physical/health limitations (self or child)	2	9

Q8. Which improvements do you feel would best support making the route between your residence and the school more comfortable to bike?
(123 Responses)

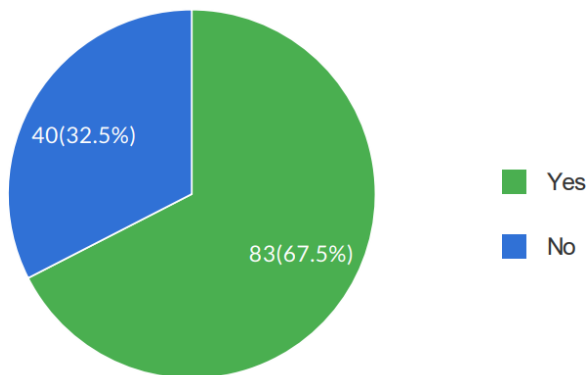
Answer	Total score	Overall Rank
Traffic calming measures in school zone/nearby streets to improve driver behaviour	251	1
Improved cyclist separation/buffer from motorists	216	2
Improved connectivity (bike lanes/trails)	204	3
Alternative drop off/pick up locations where students can bike part-way	72	4
Additional Crossing Guards	61	5
Improved existing crosswalks (cyclist priority infrastructure at crossings)	49	6
Additional marked crosswalks	47	7
New and/or improved school property access points for cyclists	47	8

Q9. Which improvements do you feel would best support making the route between your residence and the school more comfortable to walk/wheel?

(123 Responses)

Answer	Total score	Overall Rank
Improved pedestrian separation/buffer from motorists	232	1
Improved connectivity (sidewalks/trails)	231	2
Traffic calming measures in school zone/nearby streets to improve driver behaviour	175	3
Additional marked pedestrian crosswalks	96	4
Improved existing crosswalks (raised, pedestrian activated etc.)	82	5
Additional Crossing Guard	65	6
Alternative drop off/pick up locations where students can walk/wheel part-way	42	7
Improved awareness/compliance from motorists at school bus stops	34	8
New and/or improved school property access points	30	9
Ability to bring and store scooter/skateboard on school bus	20	10

Q10. Do you have any traffic safety or accessibility concerns located on the route between your residence and the school?



Q11. Summary of safety concerns sited regarding route to/from Millstream Elementary at top three locations (Edited for privacy)

Bellamy Road (49)

- Along Extent (18) – vehicle volumes & speed, request for traffic calming, lack of dedicated space for AT, sight line improvements and seasonal lighting issues (dark in am/pm in winter months)
- Gourman Place to Treanor Avenue (1), vehicle volumes & speed, lack of dedicated space for AT, lack of separation between road users

- Phelps Avenue to Treanor Avenue (1) – vehicle volumes & speed, lack of dedicated space for AT, lack of separation between road users
- At Goldie Avenue (2) – vehicle volumes & speed, lack of dedicated space for AT, lack of AT connectivity, lack of separation between road users, sight line concerns
- At Gourman Place (3) – stopping compliance, request for traffic calming, lack of dedicated space for AT
- At Hansen Ave (5) – stopping compliance, request for traffic calming, lack of dedicated space for AT , sight line concerns, vehicle speeds, accessibility concerns
- At Phelps Ave (5) – , lack of dedicated space for AT, lack of AT connectivity, lack of separation between road users, request for traffic calming, stopping compliance
- At Treanor (13) – driver behavior, vehicle volumes & speed, lack of dedicated space for AT, lack of AT connectivity, lack of separation between road users, sight line concerns, request for traffic calming

Treanor Avenue (37)

- Along Extent (29) - driver behavior, vehicle volumes & speed, lack of dedicated space for AT, lack of AT connectivity, lack of separation between road users, sight line concerns, request for traffic calming
- At Selywyn Road (7) – Request for traffic calming and crossing guard, lack of dedicated space for active travel close calls (accidents), stopping compliance, vehicle speed
- At Phelps (1) – vehicle speeds, traffic calming

Millstream Road (29)

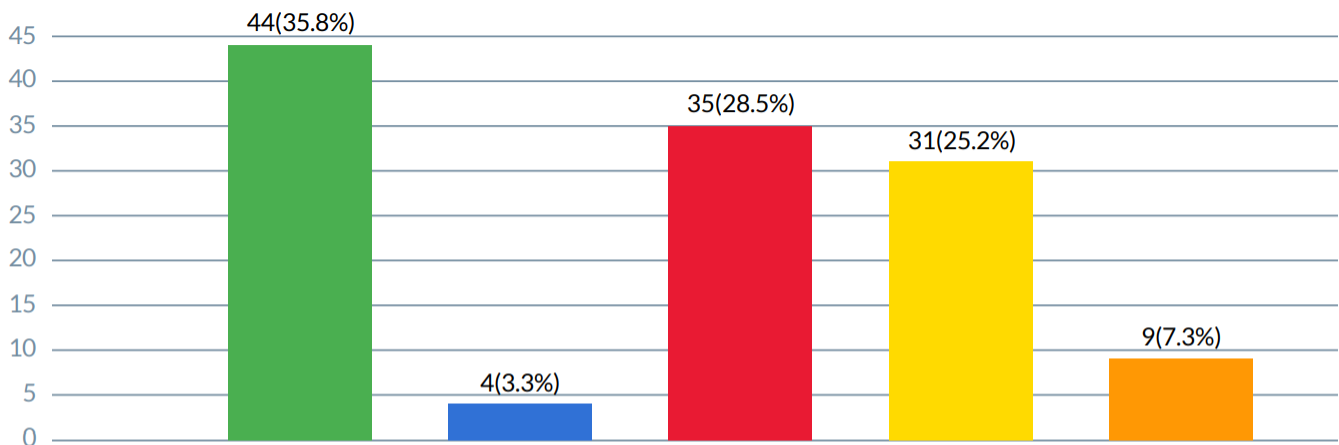
- Along extent (17) – lack of wayfinding, lack of AT connectivity
- At Treanor (3) – road user conflicts at intersection, traffic volumes & speed
- At Overpass Intersections (3) – vehicle volumes & speed
- At Bear Mountain Parkway (2) – vehicle volumes & speed
- At Hoylake and McCallum Road (3) - lack of AT connectivity, vehicle speed, stopping compliance

Q12. General comments regarding challenges and opportunities for active travel at Millstream Elementary (Edited for privacy)

- Designated Space for Active Travel and Active Travel Connectivity (26): Request for crossing guard, request for sidewalks and increased sidewalk connectivity, better bike access and connectivity, driver/pedestrian conflicts
- Vehicle Speed & Volumes (6): parking congestion at pick up and drop off, new developments increasing local vehicle traffic, request for speeding enforcement
- Traffic calming (5): request for additional solar speedometer sign by school, request for speed bumps and 30m/hr speed limit, request for speeding enforcement
- Walking School Bus and Bike Train (3): Request for walking school bus and bike train

- Accessibility (1): vehicles parked/blocking disabled parking spaces, limited designated disability parking on school site
- School bus access (3): pick up in rural areas is too early, Covid-19 concerns – safety on bus, bus not accessible from Bear Mountain
- Personal schedule conflicts (1)

Q13. Would you allow / encourage your oldest child to walk & wheel to / from school?



- Yes, I already allow our child to walk/wheel
- Yes, I will start allowing/encouraging our child to walk/wheel
- Yes, if there was additional support or safety improvements on our route
- No, but I intend to allow/encourage our child to walk/wheel when they are older
- No, I am not interested

Q14. Which of the following would best enable your oldest child to walk or wheel (fully or part way) between your residence and the school?

(35 Responses)

Answer	Total score	Overall Rank
Major traffic safety improvements were made (new sidewalks, bike lanes, intersection upgrades etc.)	53	1
Minor traffic safety improvements were made (signage, sightlines, traffic calming etc.)	32	2
If my child was more capable (better road safety awareness/practicing together on weekends)	26	3
If my child could walk/wheel with other students (WITH adult)	19	4
If my child could walk/wheel with other students (NO adult)	14	5
If more comfortable routes and nearby drop/pick up locations were identified for our household	12	6

Q15. When you walk or wheel as a family, what motivates you?
(123 Responses)

Answer	Count	Percent
Desire to feel physical and mental health benefits	99	21.76%
Desire to support climate action by reducing travel in our personal vehicle	56	12.31%
Desire to avoid stress from traffic congestion/parking	61	13.41%
Desire to build our child's confidence, independence and capabilities	83	18.24%
Desire to save money	16	3.52%
Desire to play/spend time outside	84	18.46%
Desire to feel present and connected with my community/peers	48	10.55%
We don't currently walk or wheel together as a family	8	1.76%

Q16. Which capacity building opportunities do you feel would most enable/encourage your household to walk and wheel together more often?
(123 Responses)

Answer	Total score	Overall Rank
Information on parks/trails to explore on evenings/weekends	102	1
Bike skill sessions for parents to learn how to ride with young children	98	2
Workshops for simple bicycle repair and maintenance	86	3
Education on route planning in our region	80	4
Support accessing equipment (safety gear, lights, locks)	69	5
Access to free webinars offering tips and advice for cycling	44	6
Support accessing weather appropriate clothing for our family	11	7

C. School Neighbourhood Walkabouts Summary

Walkabout 1 (Before school start up)

Date conducted: July 7, 2021

Walkabout 2 (After school start up)

Date conducted: September 22, 2021 (7:45-9:30)

Attendees: City staff, School and SD Administration, RCMP, ICBC staff, Parents, CRD staff

Location	Issues Raised	Potential Solutions Brainstormed	Key Player(s)
School Access Points (School Parking Lot/Drop Off Loop/Hoylake Avenue)	<ul style="list-style-type: none"> - School bus stop and waiting area in unsafe location - Vehicles go around school bus in both directions - Lack of policy, re: school bus must use stop lights - Lack of secure bike parking - Lack of scooter rack - High vehicle volumes and limited formal parking - Accessibility issues - Curbing in rough shape 	<ul style="list-style-type: none"> - Purchase and installation of bike rack - Explore school bus light/signage policy - Assess new location for bus stop and waiting area - Encourage use of “Walk & Wheel for 5” sites - Installation of scooter and bike racks - Consider work to fix curbing and grading - Enforcement and education of parking in disabled parking spots 	SD62, School, City of Langford, CRD
Treanor Avenue (Bridge/Bike Lane/Walkway)	<ul style="list-style-type: none"> - No available walking space adjacent to school - parked/stopped cars block pedestrian pathway and bike lane - Poor crosswalk visibility - Request for addition of Crossing Guard on Treanor at Selwyn Rd - Confusing and conflicting school zone and speed zone signage 	<ul style="list-style-type: none"> - Explore ways to create safer walking space adjacent to school - Enforcement of speeding zones - Review existing signage - Explore funding options for additional crossing guards - Educate families with Plan Your Route map and encourage use of “Walk & Wheel for 5” sites 	City of Langford, School, SD62, PAC, CRD
Millstream Creek Forest Trail	<ul style="list-style-type: none"> - New fencing is safer - Bridge is slippery in wet weather 	<ul style="list-style-type: none"> - Consider installation of non-slip flooring on wooden bridge 	City of Langford,

Location	Issues Raised	Potential Solutions Brainstormed	Key Player(s)
	<ul style="list-style-type: none"> - Lack of wayfinding signage - Quicker route than walking on road network 	<ul style="list-style-type: none"> - Consider installation of wayfinding signage - Sign and promote as “Walk & Wheel for 5” sites 	<p>School, PAC, SD62, CRD</p>
<p>Bellamy Road</p>	<ul style="list-style-type: none"> - Request for 3 or 4-way stops at all busier intersections - Parents would like to see crosswalks at inter-sections - Formalize “Walk & Wheel for 5” site at Goldie and Phelps - At Millstream Road – difficult to navigate intersection as a new cyclist 	<ul style="list-style-type: none"> - Stopping enforcement - Install signs to formalize “Walk & Wheel for 5” sites - Pedestrian and cycling education - Millstream road improvements – include sidewalks and bike lanes from Bear Mountain Parkway to Goldie Avenue 	<p>City of Langford, RCMP, ICBC, CRD</p>

Appendix D:

7 E's of Active School Travel Planning

Online Resources for School Communities



August 2022

THE 7 E'S APPROACH TO ACTIVE SCHOOL TRAVEL PLANNING



The 7 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 7 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, encouragement and environmental 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 [7 E's approach to active travel](#) with tips, tools and ideas to support active travel at your school!

7 Es of Active Travel

The 7 Es of Active Travel Planning describe the multi-faceted approach used by Ready Step Roll to build capacity within school communities both during and after they have completed Action Planning.

Many of the resources below have been developed for participation during the Ready Step Roll Initiative, but all resources have been made available for public use in all regional school communities. Contact us if you would like more information on obtaining additional resources to enable active school travel at your school.

Education	Equity	Evaluation	Engineering	Enforcement	Encouragement	Environment
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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.

- 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.
- 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.
- 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.
- 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!
- 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.
- ICBC Road Safety Resources for Teachers** - Free learning resources developed to teach B.C. students road safety skills and awareness. These grade specific resources were developed to meet the Ministry of Education's curriculum guidelines and incorporate First Peoples' Principles of Learning.

[Equity »](#)

7 E'S Approach to Active School Travel Planning

A comprehensive and sustainable approach to making school-neighbourhoods more comfortable to walk and wheel, by identifying and addressing safety and social barriers to better support and enable active travel with confidence.



EQUITY

Intentionally consider needs and impacts of all regional demographics groups with particular attention to ensuring safe, healthy, and fair outcomes for residents of diverse family, cultural, socio-economic backgrounds, abilities and identities.



ENVIRONMENT

Support actions that would enable a reduction in transportation related greenhouse gas (GHG) emissions and vehicle pollution through the focus on increasing rates of active travel.



EVALUATION

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



ENGINEERING

Make physical improvements to the streetscape, regional trails and built environment to improve the walk/wheel-ability and bike-ability within and between municipalities with region-wide connectivity.



ENFORCEMENT

Increase awareness and compliance of traffic laws, bylaws and guidelines to ensure a sense of personal safety and comfort for those taking active travel.



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/wheel or cycle.



ENCOURAGEMENT

Support and expand the number of individuals to choose active modes of transportation to meet local travel needs with purpose and confidence.