
SCHOOL TRAVEL PLAN

Ecole Poirier Elementary School



Final Report - 2018

Program Funders 4

Introduction 5

Summary5

Background.....5

School Travel Planning.....5

The School Travel Planning Process6

School Overview 7

Neighbourhood Overview.....7

Transportation Overview7

Baseline Data 8

Methodology and Results8

 Hands-Up Travel Surveys8

 Family Take-Home Surveys9

 Transportation Walkabout13

School Travel Challenges 15

 1. Traffic safety around the school15

 2. Traffic safety on Journey School Ln.17

 3. Pedestrian crossings at the intersection of Church Rd.
 and Throup Rd.18

 4. Wildlife on walking trails20

 5. Vehicle speeds on roads around the school.....21

 6. Lack of connection between Sunriver and the school ..22

 7. Lack of pedestrian infrastructure around the school.....22

 8. Pedestrian crossings on Otter Point Rd.25

Implementation 28

Infrastructure28

 DeMamiel Creek crossing.....28

 Bike rack29

Enforcement30

 Think of Me Campaign30

Education and Engagement.....32

Best Routes to School map.....	32
Wildlife awareness and appreciation program.....	32
Follow-up Data	34
Conclusion.....	36
Appendix List	37
Appendix A: School Travel Action Plan	
Appendix B: Best Routes to School Map	
Appendix C: Student Hands-up Survey	
Appendix D: Family Take-home Survey	
Appendix E: ASRTS Announcement	
Appendix F: School Travel Planning Membership	
Appendix G: Base Map	
Appendix H: Heat Map	
Appendix I: Sooke Transportation Master Plan Capital Plan Map	
Appendix J: Think of Me Campaign Media Coverage	

The 2016/2017 Active & Safe Routes to School Program is part of People Power, the Active Transportation and Healthy Communities Program, which aims to motivate, support and encourage residents to walk, roll and cycle more often. People Power has been made possible through the generosity of our funding partners.



The Capital Regional District (hereinafter: CRD) is the regional government for 13 municipalities and three electoral areas on southern Vancouver Island and the nearby Gulf Islands, serving more than 377,000 citizens.



The Real Estate Foundation is a philanthropic organization based in British Columbia. Its mission is to transform land use attitudes and practices through innovation, stewardship, and learning.



The Traffic Safety Commission's purpose is to review traffic safety problems in the capital region and make recommendations for reducing or eliminating them.



The Victoria Foundation is a community foundation that connects visionary donors with causes that truly matter. Its goal is to invest in people, projects, and non-profit organizations that make communities stronger – now and in the long-term.

Capital Regional District

www.crd.bc.ca/project/regional-transportation/active-safe-routes-to-school

HASTE BC

www.hastebc.org

National Active & Safe Routes to School

www.saferoutestoschool.ca/school-travel-planning

Summary

The purpose of this School Travel Plan is to provide a summary of the 18-month School Travel Planning process at Ecole Poirier Elementary School (hereinafter: Poirier). The School Travel Plan is a living document belonging to the school that should be revisited regularly in order to update the status of the School Travel Action Plan and to incorporate future evaluation findings. The School Travel Plan identifies and prioritizes engineering, encouragement, and enforcement actions aimed at creating a safer and more comfortable environment for students and their families to walk, bike, and roll to school.

This document consists of information compiled since the CRD's Active and Safe Routes to School (hereinafter: ASRTS) program began in the fall of 2016.

Background

In 2016, the CRD contracted the Hub for Active School Travel (hereinafter: HASTE) to implement the School Travel Planning process as part of the CRD's ASRTS program. School districts and municipalities were solicited to identify schools that would benefit from School Travel Planning. Through this process, a total of 20 schools across 10 municipalities and one electoral area were recruited to participate in the program. This report focuses on Poirier, located in the District of Sooke (hereinafter: Sooke).

School Travel Planning

School Travel Planning (hereinafter: STP) is a community-based planning process that has been used with success to date in communities across Canada to increase the number of families choosing active transportation modes to get to and from school. School Travel Planning uses a collaborative approach, working to involve all relevant stakeholders and enable communities to tackle the root causes of their schools' transportation challenges.

Key benefits of School Travel Planning are:

- Improved physical and mental health
- Improved traffic safety
- Reduction in pollution
- Improved air quality

STP involves a network of representatives of key school-transportation stakeholder groups who make up a Stakeholder Committee and inform and support the STP process. Organizations and individuals that contributed to the STP process included administrators, teachers, staff, parents, and students from the school as well as staff from Sooke, the Sooke School District (hereinafter: the School District), Sooke’s RCMP detachment, Island Health, and other community partners.

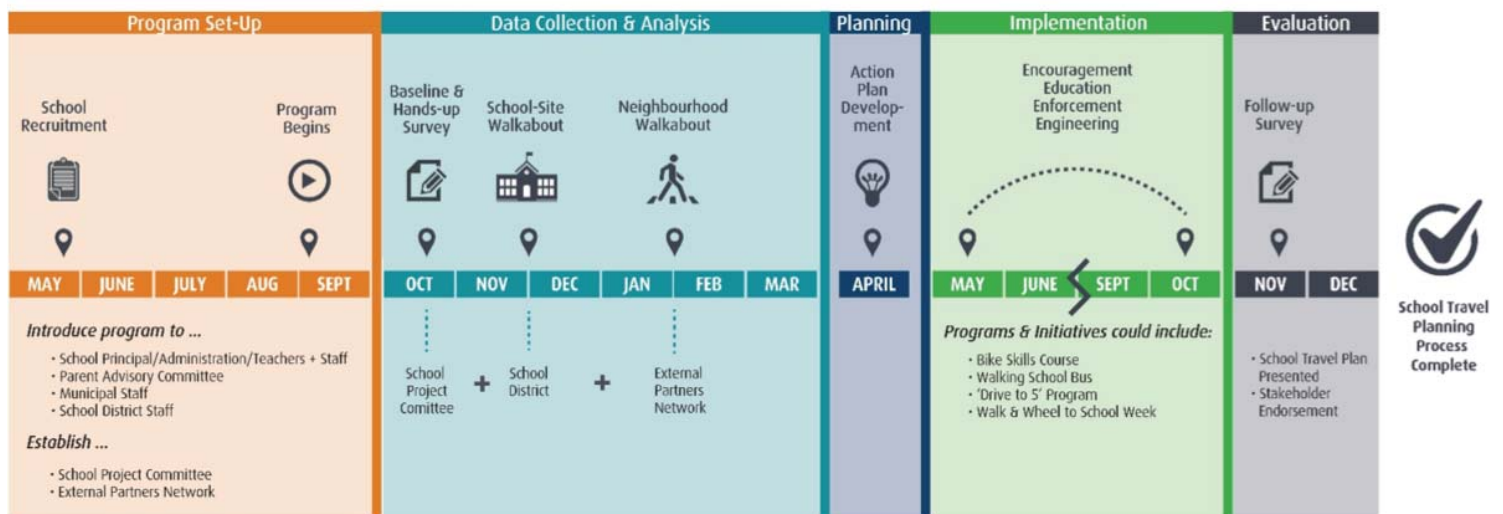
At individual schools, the STP process is led by an STP Facilitator, who convenes a School Committee, comprised of staff, parents, and administration, to outline specific active school travel barriers and solutions, developing the foundation and specifics for each school’s Travel Plan.

The School Travel Planning Process

There are five phases of the 18-month STP process.

Active & Safe Routes to School

SCHOOL TRAVEL PLANNING PROCESS



Poirier is a part of School District 62 and is located at 6526 Throup Rd. in Sooke, BC. During the 2016-2017 school year, Poirier enrolled 409 students in Kindergarten through grade 5. The number dropped to 375 in 2017-2018.

Poirier is a dual-track school, offering instruction for students in both English and French. The school runs a choir program; a Peer Helpers program, where students are trained to help resolve minor issues during recess; and multiple sports programs including cross country, basketball, floor hockey, gymnastics, and track and field. Poirier has an active Parent Advisory Council (hereinafter: PAC) that runs numerous fundraising events throughout the year.

Neighbourhood Overview

Poirier is located in a residential neighbourhood of detached, single-family homes. The area has a Walk Score of 26/100, marking it a largely car-dependent neighbourhood. Walk Score is a measure of neighbourhood walking accessibility, and is often an indicator of community health and well-being (www.walkscore.com).

Poirier is less than half a kilometre north of Journey Middle School; just over 1.5 km from the Sooke Fire Hall; and roughly 2 km from downtown Sooke, an urban centre with a grocery store, hardware store, and multiple food options. The school is just less than 2.5 km away from the SEAPARC Leisure Complex to the southeast and Ed Macgregor Park to the southwest. Poirier has a grass field behind its school building, and the north and east edges of the school property are bordered by forest.

Transportation Overview

Poirier is accessible by road via Journey School Ln. from the south, by a pedestrian pathway from Arranwood Dr. that accesses the west side of the school property, and by walking trails that connect with Journey School Ln. at Journey Middle School to the south.

According to Statistics Canada's 2011 National Household Survey, 5% of employed Sooke residents over the age of 15 report using active transportation modes to get to work.

Methodology and Results

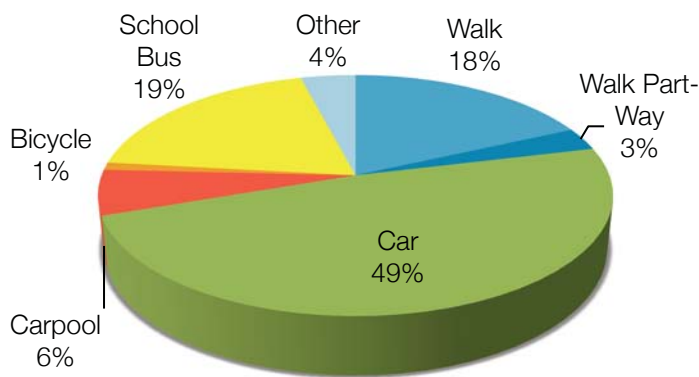
Baseline school travel data was collected through a variety of methods, including student hands-up surveys, family take-home surveys, a school site visit and walkabout, and meetings with the school community.

Baseline hands-up surveys and family take-home surveys were completed in October 2016.

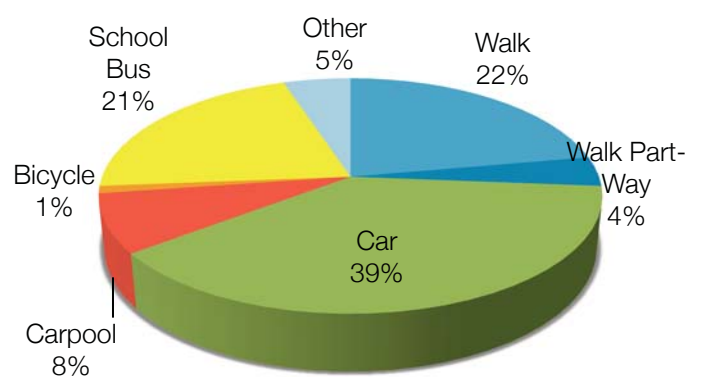
The school site walkabout at Poirier took place on December 5, 2016 and the neighbourhood walkabout occurred on March 16, 2017. The walkabouts were attended by parents, students, the principal and various other Stakeholder Committee members, who observed the school’s travel patterns and toured the area to investigate and examine concerns. The walkabout informed the Travel Challenges section of this report, as well as the Best Routes to School Map and the School Travel Action Plan, both of which are attached as appendices to this document.

Hands-Up Travel Surveys

14 out of 17 divisions of students participated in baseline hands-up surveys in October 2016. Teachers asked students to raise their hands when identifying their method of travel to school, and recorded responses daily over the course of one week. Results from this survey are presented below.



▲ Travel Mode to School



▲ Travel Mode from School

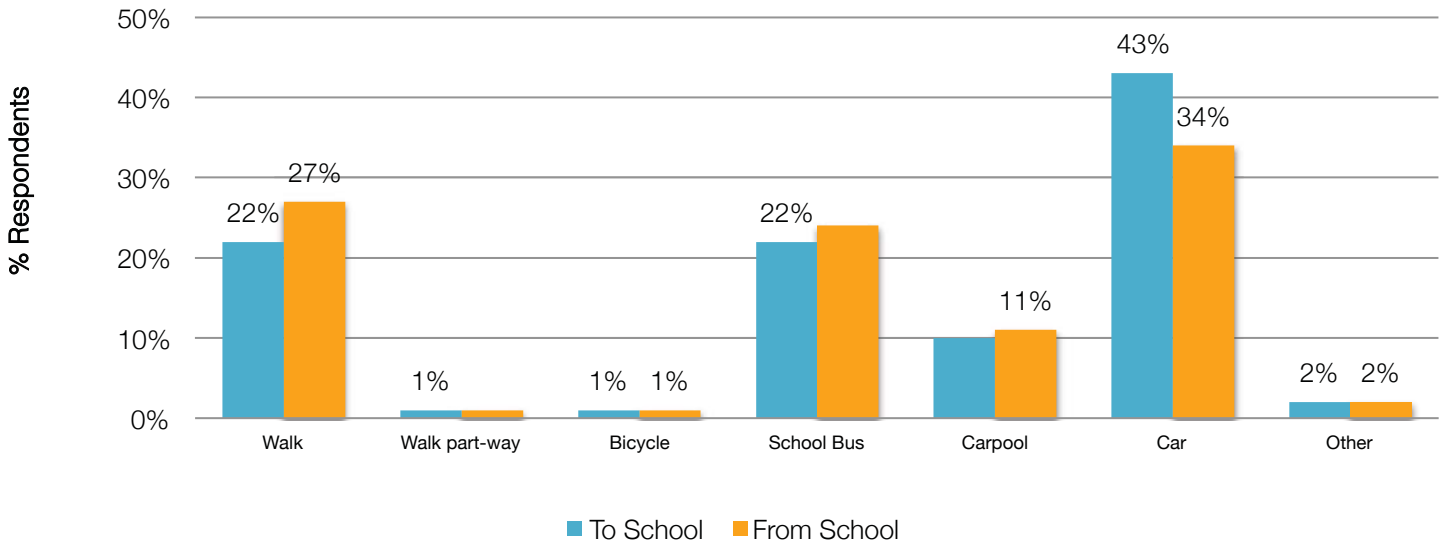
A copy of the baseline hands-up survey is attached to this document as Appendix C.

Family Take-Home Surveys

Baseline family take-home surveys were sent home with each student in October 2016. Families were asked to complete the surveys and return them to the school within one week. Families were asked about their child(ren)'s travel choices to and from school, factors that influenced transportation decisions, and local transportation concerns. A copy of the baseline family take-home survey is attached to this document as Appendix D.

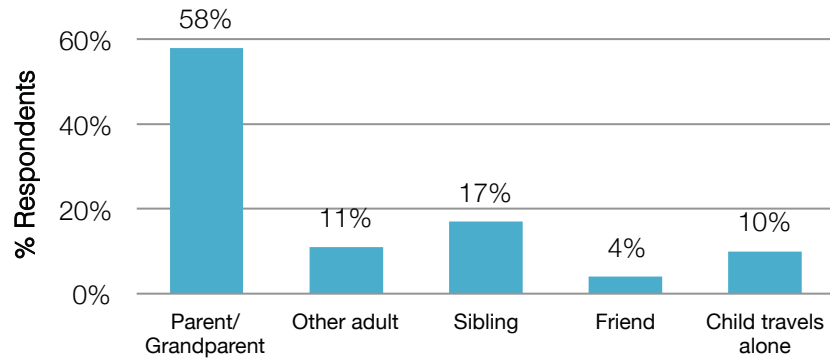
200 families representing 267 students at Poirier completed and returned the baseline family take-home survey, for a return rate of 65%. Findings from this survey are presented below.

▼ How does your child(ren) usually get to and from school?



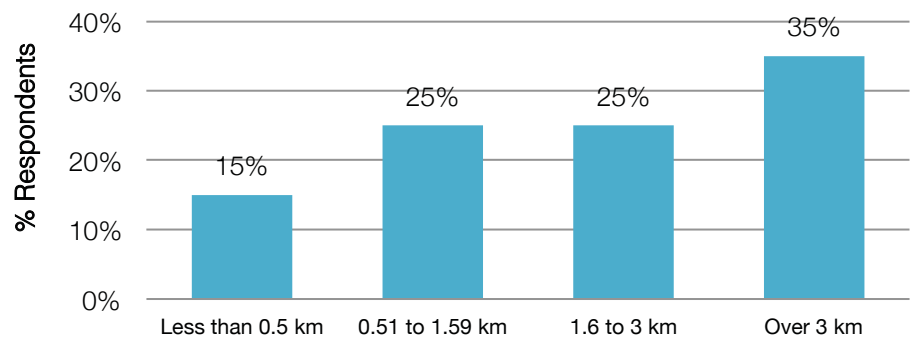
Parents and guardians reported very similar mode share compared to the student hands-up survey, but with slightly lower reports of driving and higher reports of carpooling and taking the school bus. "Other" responses included children being transported by Kids Quest, a local out-of-school day care provider.

▼ **Who usually accompanies your child on the way to school?**



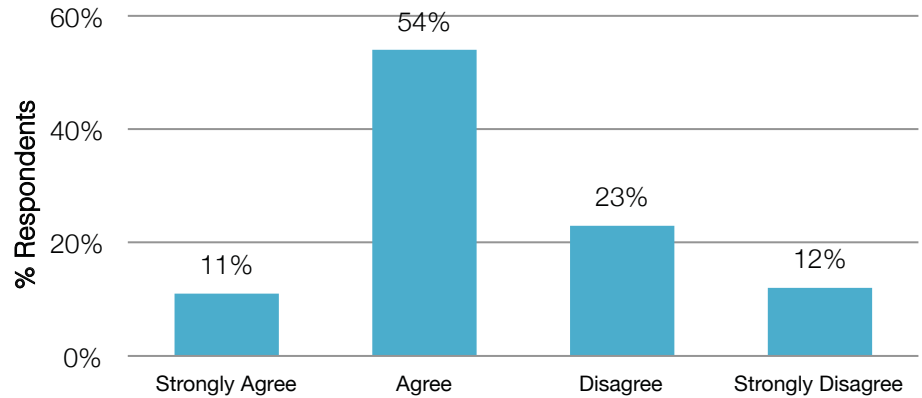
The majority (69%) of students travel to and/or from school with an adult, while 21% travel with a sibling or friend, and 10% travel alone.

▼ **How far away from school do you live?**



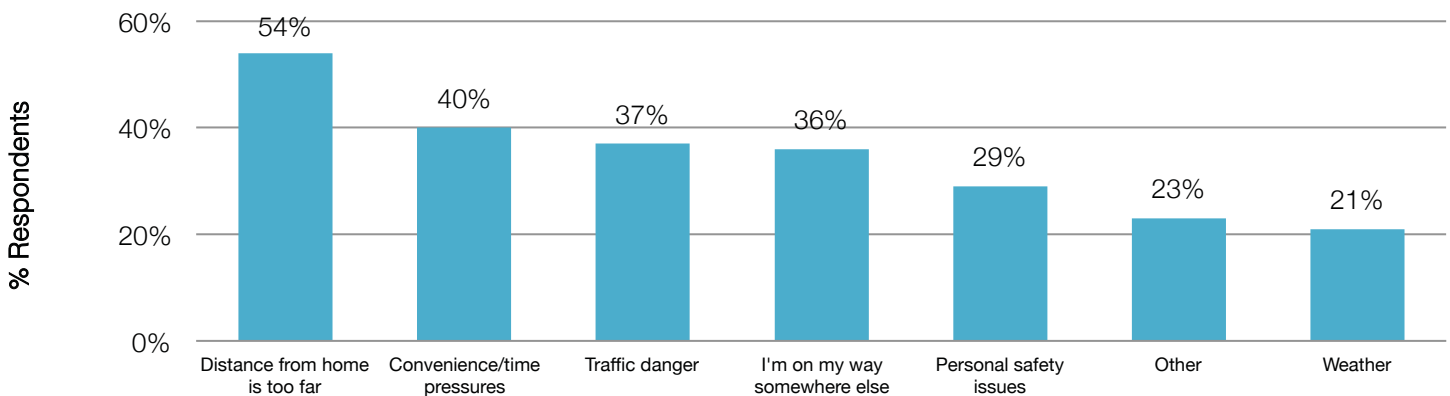
The largest proportion of families surveyed (35%) live over 3 km away from the school. Of the 28 students who live within 500m of the school, 75% walk all or part of the way to school, and 25% are driven. While driving is the most common means of transportation for families living more than 500m away from the school, use of the school bus increases with distance, reaching a high of 37% mode share for families living over 3 km away from the school.

▼ **Our neighbourhood is safe for children to walk to and from school.**



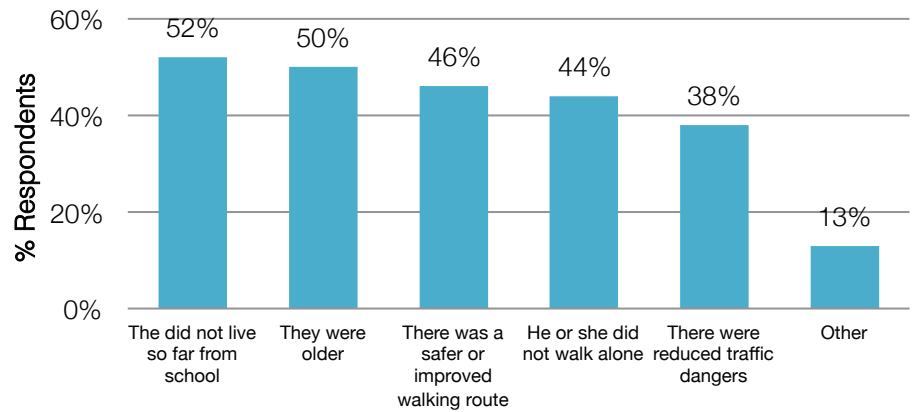
The majority (65%) of families agreed that their neighbourhood is safe for children to walk to and from school, while a third disagree (23%) or strongly disagree (12%).

▼ **What are the main reasons your child(ren) is/are usually driven to/from school?**



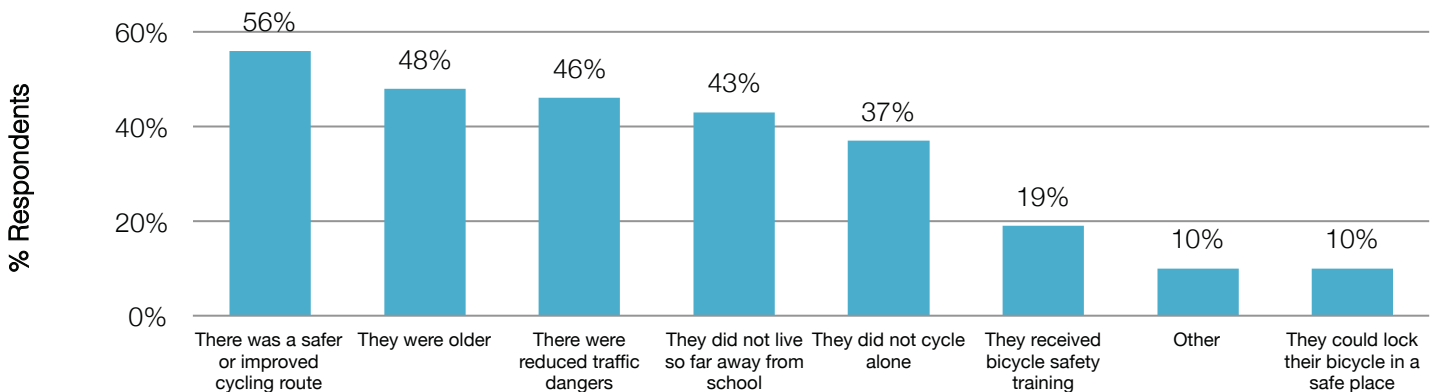
Parents cited distance (54%), and to a lesser extent convenience (40%), traffic dangers (37%), and being on the way to somewhere else (36%), as the most common reasons for driving their child(ren) to and/or from school. “Other” responses related to day care providers driving children to and from school along with all of the other children, concerns for the child’s safety, and the child being too young for any other transportation mode to be viable.

▼ I would allow my child(ren) to walk to school if...



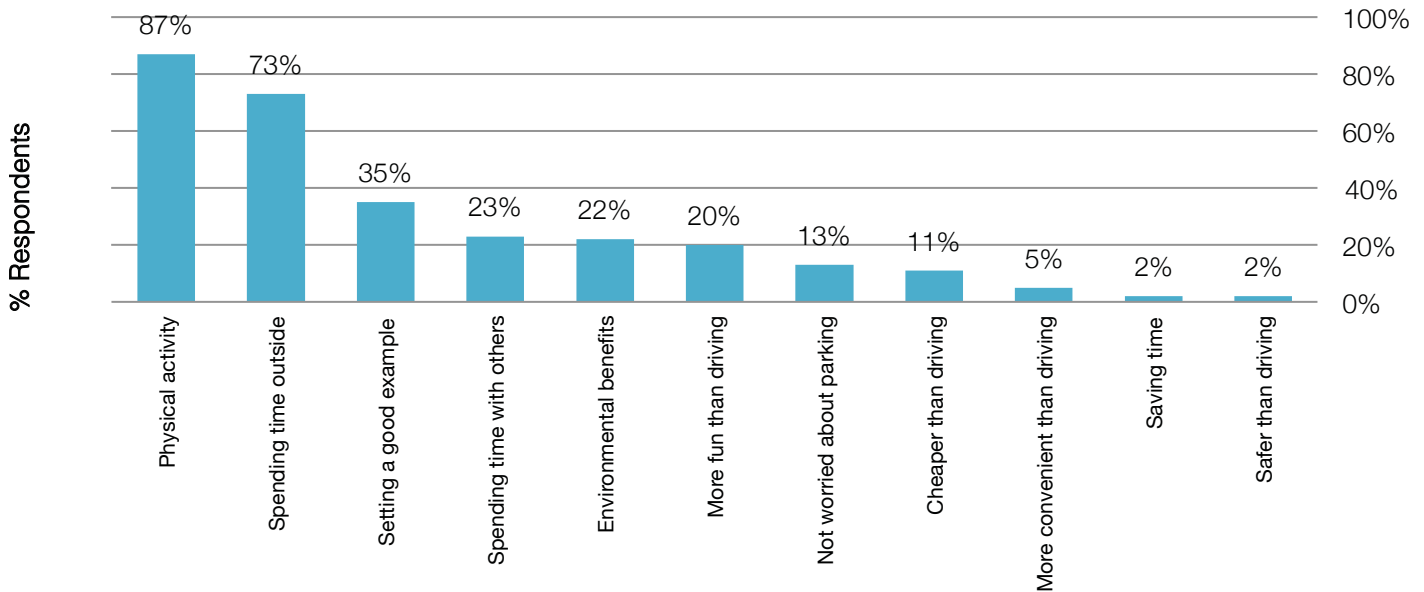
Of the 105 families that reported driving their child(ren) to and/or from school, the most common conditions under which parents indicated they would allow their child(ren) to walk to and/or from school were if they lived closer (52%), if they were older (50%), if there were safer routes (46%), and if their child(ren) were not alone (44%).

▼ I would allow my child(ren) to cycle to school if...



Similarly to walking, parents indicated that they would allow their child(ren) to bike to and/or from school primarily if there were safer routes (56%), if they were older (48%), if there was reduced traffic (46%), and if they lived closer to school (43%).

▼ **When you walk or cycle as a family, what motivates you?**



When families who walk or cycle together were asked what motivated them to do so, the most common factors given were getting physical activity (87%) and spending time outdoors (73%).

Transportation Walkabout


Two walkabouts were held at Poirier to explore transportation challenges facing the school, and begin developing strategies to help the school community overcome them.

A school site walkabout, attended by members of the school community, was held on December 5, 2016 to explore issues pertaining to the school site and campus.


A community walkabout, attended by members of both the school community and the external partner network, was held on March 16, 2017 to explore traffic safety issues and potential walking and cycling routes around the school.

Both walkabouts were followed by meetings at which participants debriefed and discussed their experiences, and began brainstorming solutions to the challenges they had observed. The walkabouts and subsequent discussions informed the School

Travel Action Plan developed for Poirier, which is attached to this document as Appendix A.



Active & Safe
ROUTES TO SCHOOL



**ECOLE POIRIER
ELEMENTARY
WALKABOUT**

THURSDAY, MARCH 16
8:15 am to 9:45 am
Walk leaves front entrance promptly at 8:15

Please RSVP to
Ebony Logins, School Travel Planning Facilitator
(250) 507-0787 or ebony@hastebc.org



- ▲ Invitation to attend the community walkabout at Poirier sent to the school community and stakeholders.

School travel challenges are the barriers to active travel faced by students, families and staff at Poirier. These challenges were identified through the take-home, family surveys where families identified on a map the areas of their highest concern, through Parent Advisory Council (PAC) meetings; and through conversations with the school administrators and other members of the school community.

This section, along with Poirier’s School Travel Action Plan (Appendix A), identifies some of the challenges and presents recommended solutions, drawn from the school community and best practices in the field of ASRTS, to overcome the barriers to active travel at Poirier.

1.

Traffic safety around the school

Through the baseline family survey, several parents – drivers, walkers, and cyclists – identified traffic safety around the school as a source of stress and concern. Though a number of unique issues were identified, the main causes for concern cited by parents were the lack of appropriate infrastructure and poor driver behaviour.

Poirier’s front entrance faces south towards a motor vehicle pick-up/drop-off loop. Drivers have access to the loop from the south via d School Ln., and can exit via Journey School Ln. or via Arranwood Dr. to the west.

Through the survey, parents raised concerns about driver behaviour in the loop and the impact it has on student safety. Parents reported that drivers in the loop frequently park in no-parking zones around the school, drop students off on the roadway (rather than on the curb), and access the loop using the exit lane when the access lane becomes congested.

During the walkabout, parents pointed out that the sidewalk on the east side of the school was obstructed by two large garbage containers, which



▲ **Motor vehicles in Poirier’s pick-up/drop-off loop before school**

forced pedestrians, especially those pushing bicycles or strollers, off of the sidewalk and into the roadway, where they had to share space with motor vehicles and school buses. Walkabout participants requested that the dumpsters be relocated so that they do not obstruct the sidewalk.



▲ Motor vehicles in Poirier's pick-up/drop-off loop before school

According to route data gathered through the baseline family survey, cycling families and students travelling to Poirier approach the school from the west. Poirier's bike racks are located on the east side of the school building; walkabout participants pointed out that cyclists have to make their way to the east side of the school, either through the playground or across the bus and pick-up/drop-off loop, to access the bike racks. Cycling is forbidden on school grounds; cyclists coming from Arranwood Dr. are required to ride through the loop, or dismount and push their bikes, to get to the bike racks.

Walkabout participants suggested that, rather than requiring cyclists to use the pedestrian entrance to the school and walk their bikes across the school

playground, the School District could reconfigure the exit from the school’s pick-up/drop-off loop to safely accommodate two-way bicycle traffic.



▲ **Motor vehicle congestion on Journey School Ln. in the morning**

2.

Traffic safety on Journey School Ln.

Through the family baseline survey, parents expressed concerns about motor vehicle speeds on Journey School Ln., a two-lane road that provides access to both Poirier and Journey Middle School, is a designated school zone, and has a 30km/h speed limit.



▲ **A raised crosswalk provides the only traffic calming on Journey School Ln.**

Walkabout participants suggested installing additional speed limit and school zone signs between Journey and Poirier, reminding drivers to slow down. Installing speed humps or other forms of traffic calming on

Journey School Ln. would support the reduced speed limit in the school zone.

Use of Drive to 5 locations on Church Hill Dr. and at the community baseball fields (~10 min walk) on Throup Rd. would reduce the number of motor vehicles on Journey School Ln., as would school programs that encourage trips to school, the use of public transportation and carpooling.

3.

Pedestrian crossings at the intersection of Church Rd. and Throup Rd.

Throup Rd. meets Church Rd. in an irregular, Y-shaped intersection southwest of the school. There is a marked crosswalk signed with a stop sign across Throup Rd., and a zebra-stripe marked and signed crosswalk on the north side of the intersection across Church Rd. On the west side of the intersection, a paved multi-use path runs along Church Rd. to the south. Recently, Sooke's engineering department installed traffic delineators on the east side of Church Rd. north of the intersection to separate pedestrians from motor vehicles.

Through the family take-home surveys and during the neighbourhood walkabout, parents raised concerns about the safety of students walking or cycling across the irregular intersection of Throup Rd. and Church Rd. Sightlines at the intersection are poor for both pedestrians and drivers, and the wide curb return radius and lack of curbing on the southeast corner of the intersection increases the amount of time pedestrians have to spend in the roadway, and allows northbound vehicles to maintain speed while turning east on to Throup Rd.



▲ **Crosswalks at the intersection of Church Rd. and Throup Rd.**



▲ **A shared use path leads to the intersection of Church Rd. and Throup Rd.**

According to municipal staff, a traffic circle is in the long-term plans for this intersection as part of the development of the property southwest of the intersection. These plans depend on negotiations with the developer after the sale of the lot west of Throup Rd., which occurred in the fall of 2017. Suggestions by walkabout participants include installing a pedestrian-controlled flashing beacon to improve driver awareness of pedestrians in the crosswalk. Normalizing the intersection by squaring off one side would limit turning speed around its obtuse angle, shorten pedestrian crossings, and separate vehicle flows.



▲ **Wildlife seen at the intersection of Otter Point Rd. and Helgesen Rd.**

4.

Wildlife on walking trails

Poirier is located adjacent to a forested area that features a number of walking trails, which many families use to access the school. Through the baseline family survey and in meetings, parents raised concerns about the safety of these trails because of presence of wildlife, and expressed general unease with the idea of children walking on trails alone.

Wild animals such as bears and cougars have been spotted repeatedly in the area around the school, and their presence is a barrier to walking and cycling to school. The school administration provides information about wildlife sightings to families through the school's webpage and via email.



▲ **Poirier is surrounded by trails**

Walkabout participants suggested working with Wild Wise Sooke, a local not-for-profit organisation, to provide in-school wildlife conflict-reduction education. In the past, Wild Wise Sooke delivered an education program to students at Poirier in an effort to reduce human-wildlife conflict. Ongoing education on wildlife

in the area with a focus on the benefits of active travel and time spent outdoors could change the perceived risk using local trails.

During the community walkabout, participants suggested that the creation of a trail-focussed program similar to “Block watch”, through which local residents and volunteers commit to monitoring active transportation routes, could improve safety and comfort on local trails.

An increased number of students walking and biking the trails would have a positive impact on the perceived risk of trail use. Efforts by the school to foster a sense of familiarity, community and stewardship towards the trails would increase students’ familiarity and comfort with the trails, and increase usage.

Walkabout participants noted that the “no public access” sign on the relatively new trail, connecting the east end of Arranwood Dr. with the trail leading from Church Hill Dr. to Journey School Ln., east of the pond, was confusing. Municipal staff subsequently removed the sign, which had been erected in error, in the summer of 2017.

5.

Vehicle speeds on roads around the school

Through the take-home survey and in meetings, Poirier parents raised concerns about high vehicle speeds on a number of roads in the school’s catchment area that serve as walking routes to school, including Church Rd., Otter Point Rd., Throup Rd., and Journey School Ln. Walkabout participants highlighted the need to stop drivers from speeding through school zones.



- ▲ **School zone signed with reduced speed limit on Throup Rd.**



▲ **DeMamiel Creek lies between Sunriver and Poirier. Photo: The Land Conservancy**

6.

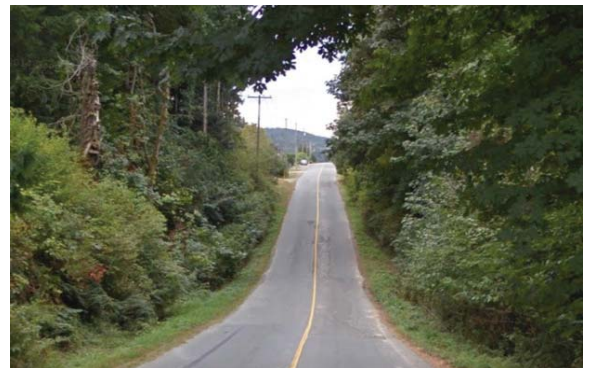
Lack of connection between Sunriver and the school

As Sooke's only French Immersion school, Poirier's catchment area includes the development at Sunriver Estate. Sunriver is less than 500 metres away from Journey, but is separated from the school property by a creek with steep embankments. Currently, the closest walking path from Sunriver to the school is via the trail connecting the Seaparc Leisure Complete to Throup Rd. Walkabout participants suggested that a more direct trail connection from the Sunriver development to the school site would provide students and families in Sunriver with a pleasant and convenient walking route to school.

7.

Lack of pedestrian infrastructure around the school

Through the take-home survey, many parents raised concerns about the lack of sidewalks on walking routes to Journey, most notably on Charters Rd., Rhodenite Dr., Helgesen Rd. and the north end of Church Rd. During the walkabouts, participants discussed priorities for filling gaps in the sidewalk network in the long term, as well as short-term solutions such as installing curbing, delineators or



▲ **Charters Rd., west of the school**

barriers to separate vehicular and pedestrian traffic.

As of the writing of this document, Sooke staff were looking at installing active transportation infrastructure on Charters Rd. Options being explored include widening and repaving the road, and creating a multi-use trail or shared-use path.



▲ Social trail on the south side of Rhodenite Dr.

Staff were exploring funding and design options, which would be presented to council. They were also exploring funding options to formalize the social trail on the south side of the east end of Rhodenite Dr.

Currently, pedestrians travelling between the school and Helgesen Rd. must walk on the unpaved shoulder of Church St. and navigate the T-intersection of Helgesen Rd. and Church St., both of which pose safety concerns for parents. A new development at the east end of Felderhof Rd. and Helgesen Rd. is meant to include a new trail system west of Poirier elementary school, which would provide pedestrians with access to Helgesen Rd.



- ▲ **Looking north on Church Rd. towards the intersection with Helgesen Rd.**

Long term, Sooke’s Transportation Master Plan calls for sidewalks to be installed along the entire length of Church Rd. and on the south side of Helgesen Rd. between Church Rd. and Otter Point Rd.



- ▲ **Cut-out of from the Transportation Master Plan. Full map attached as Appendix I. Source: District of Sooke**



▲ **The crosswalk at the intersection of Otter Point Rd. and Rhodonite Dr.**

8.

Pedestrian crossings on Otter Point Rd.

Otter Point Rd. is a busy two-lane collector road that runs north-south through the Journey catchment area. Through the take-home survey, parents commented that there are no safe pedestrian crossings on Otter Point Rd. for students travelling between the school and the Grant Rd. or Broom Hill Park areas.

There is a marked east-west crosswalk across Otter Point Rd. at its intersection with Rhodonite Dr. However, parents noted that the hill north of Rhodonite Dr. often results in vehicles travelling at high speeds towards the intersection, and curves in the road and wide curb return radii compromise the visibility of pedestrians and create poor sightlines all road users.



▲ **The crosswalk at the intersection of Otter Point Rd. and Rhodonite Dr.**

A pedestrian activated flashing beacon at the intersection of Otter Point Rd. and Rhodonite Dr. would improve driver awareness of pedestrians waiting to cross or in the roadway. Installing curbs on both sides of the crosswalk would reduce the exposure of pedestrians waiting to cross Otter Point Rd., and tightening curb return radii would increase pedestrian safety by shortening crossing distances, increasing pedestrian visibility, and decreasing vehicle

turning speed.



▲ Intersection of Wadams Way and Otter Point Rd.

South of Rhodonite Dr., a T-intersection with Wadams Way connects Otter Point Rd. with Church Rd. to the east. Built in 2014, Wadams Way features a multi-use path that separates pedestrians and cyclists from motor vehicle traffic. While there is a marked and signed crosswalk across Wadams Way at its intersection with Otter Point Rd., there are no provisions in place to facilitate safe pedestrian crossings across Otter Point Rd.



▲ Intersection of Grant Rd. and Otter Point Rd.

South of Wadams Way, Grant Rd. connects with Otter Point Rd. from the west in a T-intersection. The shoulder on the east side of Otter Point Rd. between Wadams Way and Grant Rd. is paved, but there are no sidewalks to physically separate pedestrians from motor vehicles, and there is no crosswalk at the intersection of Grant Rd. and Otter Point Rd. to facilitate safe east-west crossings.

Over the course of the STP process at Poirier, a number of interventions were undertaken to address barriers to active school travel and encourage walking and cycling trips to school. Education and Engagement interventions inform members of the school community about active transportation; Encouragement interventions encourage students and families to travel actively; Enforcement interventions compel awareness and compliance with traffic laws and bylaws; and Engineering interventions are physical changes that make walking and cycling safer, more comfortable and more convenient.

Interventions undertaken during the STP process at Poirier are detailed in the section below. Interventions identified that have yet to be undertaken can be found in Poirier's School Travel Action Plan, attached to this document as Appendix A.

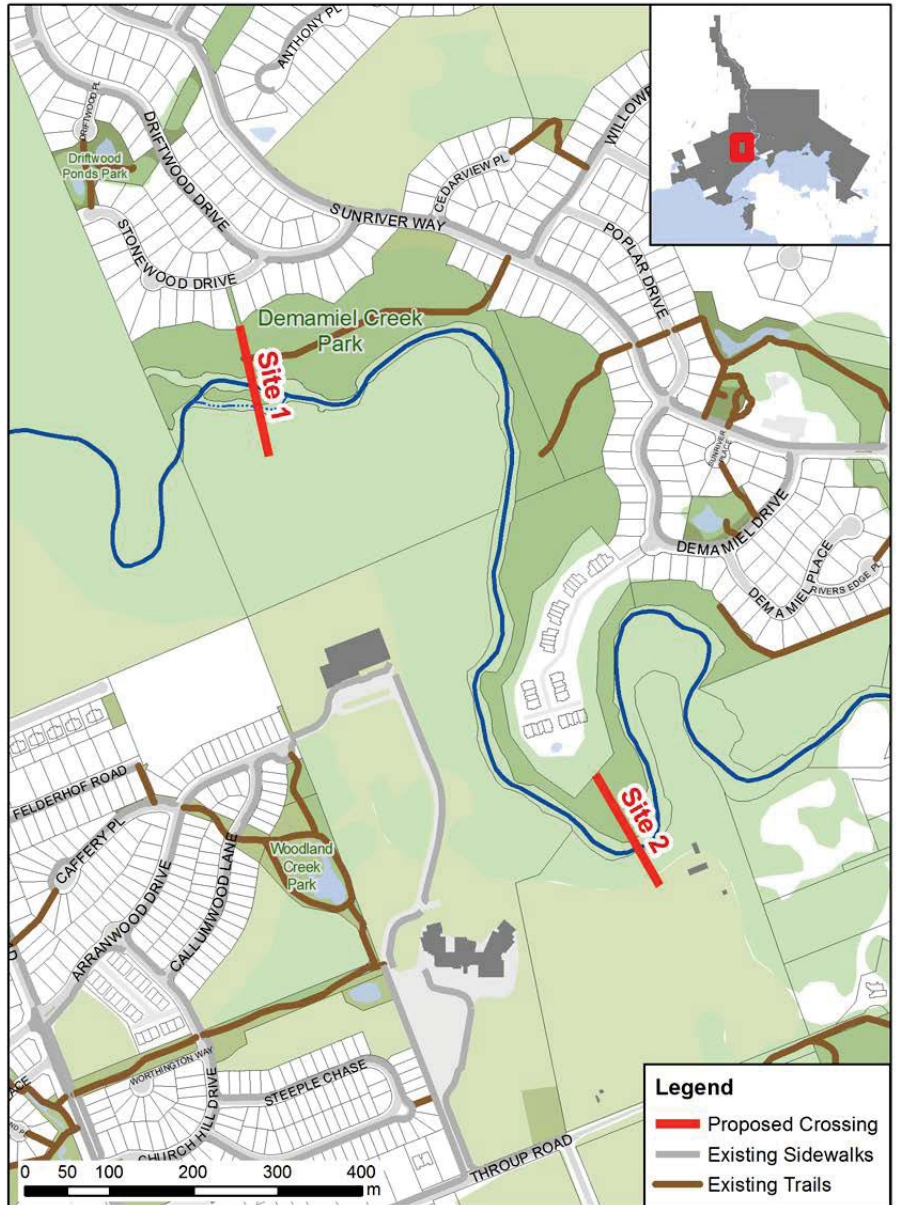
Infrastructure

DeMamiel Creek crossing

A trail across DeMamiel Creek between the nearby Sunriver Estates development and school property would provide students and families living in Sunriver with a pleasant and convenient walking route to school.

During the School Travel Planning process, Sooke's Parks and Engineering Departments were conducting a DeMamiel Creek Crossing Feasibility Study. Municipal staff were working with SEAPARC and Juan de Fuca (JDF) Trails Society to investigate potential crossing opportunities from Sunriver Estates to the School District-owned land surrounding Journey Middle School and Poirier. The connection was reviewed by Sooke's Parks and Trails Advisory Committee, which pointed out that Sooke could be eligible for federal grants to build the pedestrian bridge.

In September 2017, Sooke posted a request for proposals for a consultant to review two locations that are under consideration as crossing points for a trail across Demamiel Creek.



▲ **Proposed crossing locations from Sooke’s Request for Proposal: DeMamiel Creek Pedestrian Crossing. Source: the District of Sooke**

Bike rack

As part of its ASRTS program, the CRD sponsored a bike rack for Poirier, which the School District installed on the west side of the

school's front entrance. This new rack provides a more accessible option to cyclists approaching the school from the west, and was in frequent use throughout the fall of 2017.



▲ The new bike rack on west side of school

Enforcement

Think of Me Campaign

Facilitated through the CRD's ASRTS program, the Royal Canadian Mounted Police (RCMP) worked with the Insurance Corporation of British Columbia (ICBC) and local students on a "Think Of Me" campaign, through which RCMP officers handed out traffic related drawings and messages from students at Poirier and Journey Middle School to drivers caught speeding in the school zone. The "Think of Me" campaign is designed to raise awareness and an appreciation of the human consequences of irresponsible driving in school zones.

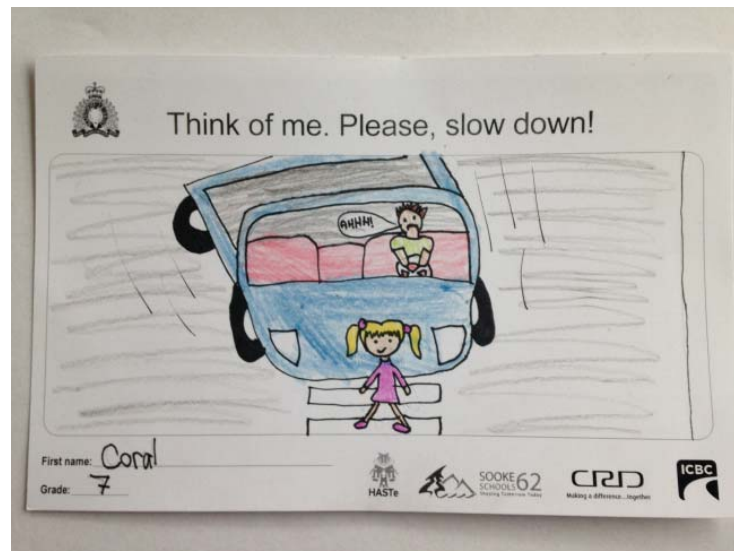


▲ RCMP officers on Throup Rd. during the Think of Me campaign

In September 2017, speed watch, a volunteer program organized by the RCMP and ICBC was deployed on Throup Rd. and registered many cars travelling above the posted speed limit of 30 km/h.



▲ A Poirier student's message to drivers



▲ A Poirier student's message to drivers

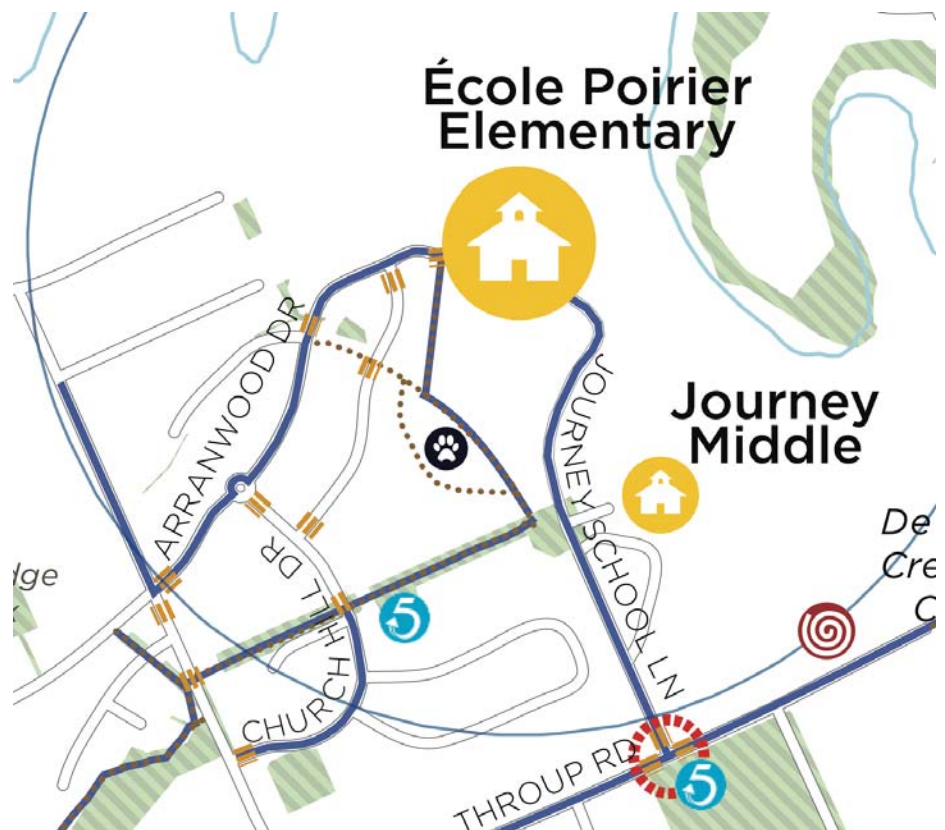
The schools received positive feedback about the traffic enforcement campaign. As part of the staggered enforcement approach, RCMP officers wrote tickets to drivers caught driving

over 50 km/h on two occasions in the school zone in November and December 2017. The campaign received positive coverage by local media (Appendix J).

Education and Engagement

Best Routes to School map

A Best Routes to School map was created based on the information gathered through the School Travel Planning process, and input and recommendations from school stakeholders. An electronic version was sent to the parents/guardians to inform families about the most comfortable walking and cycling routes to school.



▲ Cut-out from Poirier's Best Routes to School map

Wildlife awareness and appreciation program

In November 2017, CRD Parks Environmental Interpretation staff offered a customized "Cougar" program to Poirier students at the

Sooke Potholes, a nearby Regional Park. 100 students participated in the educational and informative 1.5 hour-long program, in which four naturalists led groups of 8 to 12 students through several stations.



▲ Poirier students learn about wildlife



▲ Poirier students learn about wildlife

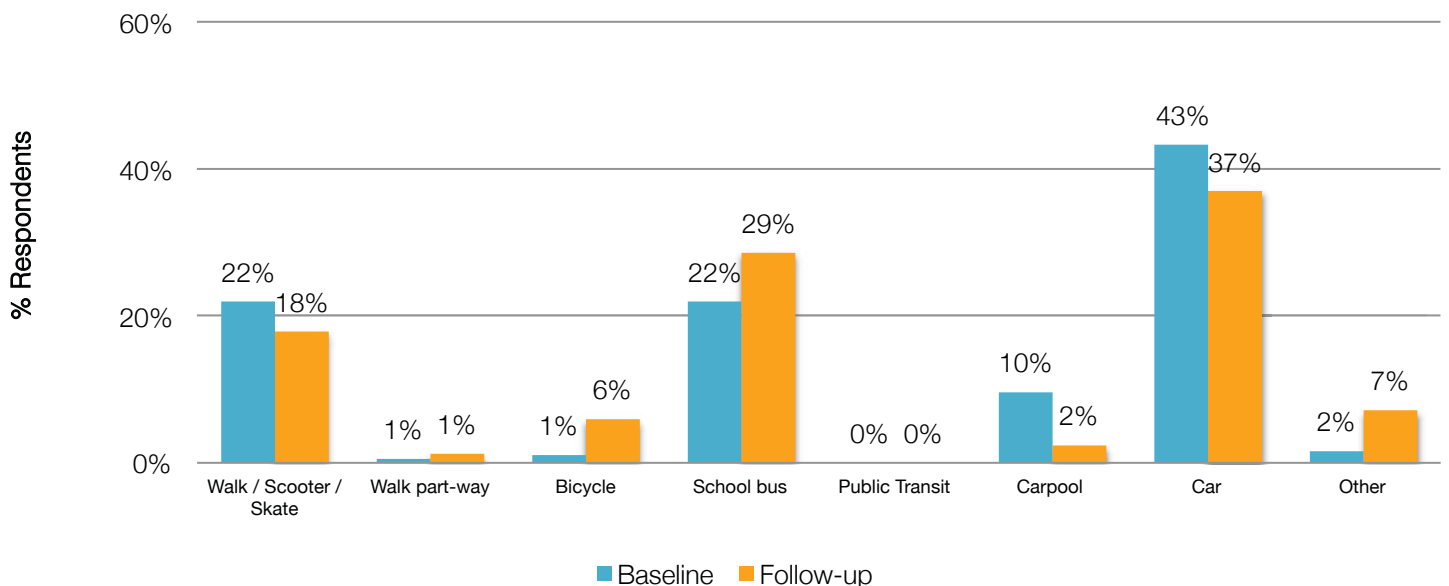
Students explored predator-prey relationships through a game, compared their jumping and hunting skills with those of a cougar, examined fur and skulls, and identified cougar signs and tracks. They also learned about how crucial cougars are for a balanced ecosystem, and practiced what to do should they ever encounter one. Finally, students received reflective bracelets to improve their visibility while walking or cycling on trails, and information about how to be aware of and react to wildlife while walking and cycling to school. In spite of rainfall and cold temperatures, students were enthusiastic and engaged throughout the program. One teacher commented that she has never seen her students so excited before. After the program, the naturalists observed that this was the first time they had engaged with children who had actually encountered cougars before, which suggests that Sooke has a higher cougar population than other areas of the CRD.

Methodology and Results

Online surveys were completed during October and November 2017, a year after baseline data was collected. A total of 85 families completed the follow-up survey.

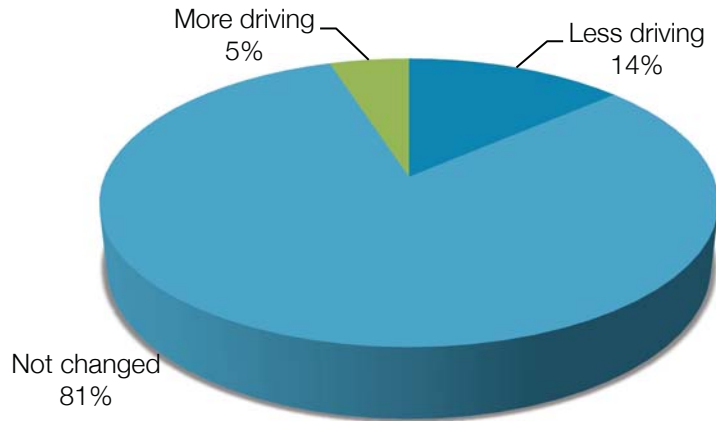
To confirm the data, generally speaking the travel mode trends were similar between the take home and hands up surveys across the participating schools. Still, it is important to note there are some limitations to the follow-up survey data. There was a lower response rate to the follow-up survey than the baseline survey. With this, there is a potential for response bias from active transportation interested parents. As well, within schools there is a student turnover of 16-33% between the baseline and follow-up survey.

▼ How does your child usually get to school?



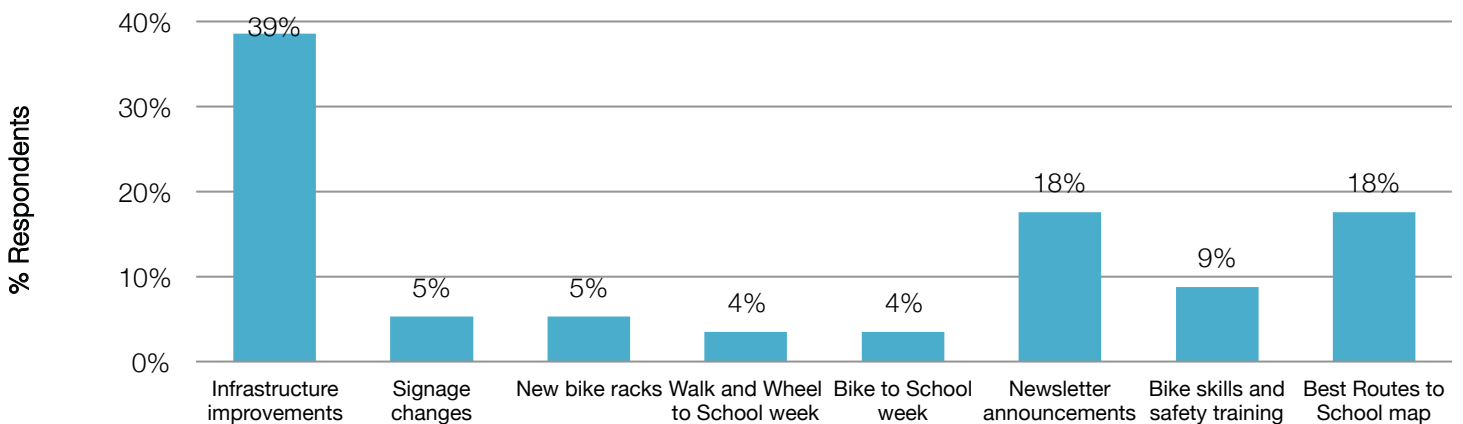
In the baseline survey conducted in the fall of 2016, 43% of families reported driving to school, 22% that their children took the school bus, and another 22% reported walking. In the follow-up survey, 37% of families reported driving to school, 29% that their children took the school bus, 6% reported biking, and 18% reported walking. Overall, the rate of walking and driving decreased, while trips by bicycle, on the school bus, and by “other” means increased.

▼ **In what ways have your family's school travel habits changed, since the School Travel Planning process began in 2016?**



In the follow-up survey, 14% of families reported that they were driving less to school, 5% that they were driving more to school, and 81% that their travel habits were unchanged.

▼ **Which School Travel Planning activities do you feel have been most effective for your family?**



Parents who completed the survey felt that infrastructure improvements, newsletter announcements and the Best Routes to School maps were the most effective activities implemented during the STP process.

The results of the follow-up surveys are encouraging with more student cycling and fewer students being driven for their trips to and from school. Still, the follow-up survey was administered after a limited implementation period. Education and engagement programs continue at participating schools, while infrastructure improvements can take considerable time to implement with budget process and council approvals. If schools are re-assessed in 3-5 years, a stronger reflection of travel behaviour change is expected.

Conclusion

School travel planning is a process by which a school undergoes an assessment to review what education, engagement, enforcement and engineering initiatives could be undertaken to encourage and motivate students to use active transportation. The process aims to bring together a number of different stakeholders that all play a role in providing a safer and more comfortable environment for students and families to choose active travel for the journey to and from school.

The School Travel Plan and accompanying Action Plan should be revisited annually to review what actions still need to be taken and what programs could be enhanced to continue to encourage students and families to use active travel. In addition, as new students and families start at the school, they should be made aware of the school travel plan, the best routes map and program options available to them.

Appendix A: School Travel Action Plan

Appendix B: Best Routes to School Map

Appendix C: Student Hands-up Survey

Appendix D: Family Take-home Survey

Appendix E: ASRTS Announcement

Appendix F: School Travel Planning Membership

Appendix G: Base Map

Appendix H: Heat Map

Appendix I: Sooke Transportation Master Plan Capital Plan Map

Appendix J: Think of Me Campaign Media Coverage



Appendix A: School Travel Action Plan

School Travel Action Plan: Poirier Elementary

30/11/2017

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
School Travel Planning Facilitator								
N/A	STP	Baseline Survey	Distribute, collect and analyze surveys. Create and deliver summary presentation to administrators.	High	Complete	Oct-16/Nov-16		
N/A	STP	Best Route to School Map	Provide map of best routes to school for display and distribution	High	Complete	September 2017		
Poirier Elementary	Edu	Bike Skills Course	Connect Patrick Nolan with school administration.	High	Complete	Fall 2017		
N/A	STP	Follow-up Survey Data & Summary	Distribute, collect and analyze surveys. Create and deliver summary presentation to administrators.	High	Complete	November 2017		
Poirier Elementary through Arranwood Trail to Church Rd at Rhodomite Dr. North on Church Rd and East on Federhof Rd, South on pathway back to Arranwood Dr.	STP	Neighbourhood Walkabout	Facilitate discussion with school administration, SD62, municipal staff, RCMP, Island Health and parents.	High	Complete	Mar-17		
N/A	STP	School Site Walkabout	Facilitate school site walkabout. Create and distribute walkabout summary to administrators and staff.	High	Complete	Mar-17		

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
N/A	STP	School Travel Action Plan	Report on actions for the STP, SD62 & school administration, and municipality	High	Complete	Apr-17 to Nov 2017		
N/A	STP	Survey & Walkabout Summary	Present survey and walkabout summary to External Partner Network, including administrators, SD62, municipal staff, school board trustees, and RCMP Liaisons.	High	Complete	Feb-17		
N/A	Edu	Think of me campaign	Kids drawing traffic related pictures for RCMP officers to distribute	High	Complete	Fall 2017		
Sooke Potholes	Edu	Wildlife appreciation program	Organize wildlife appreciation cougar program delivery by CRD Parks to reduce fear of carnivores	Medium	Complete	November 2017		

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Education and Encouragement Coordinator								
Poirier, Journey, Public Health Unit	Enc	Facilitate Drive to 5/Buddy Walk/Walking School Bus	Work with parents, PAC, and administration to determine a Drive to 5 location where students can buddy walk with Poirier Elementary students	High	Not started		EEC to inquire with Poirier PAC President Michelle if parents interested	Connect Journey, Poirier and Health Unit for future initiative.

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
District of Sooke								
Development, west of school site, between Arranwood Dr and Helgesen Rd	Eng	Active Transportation connection in new development	Ask developer to incorporate access to the school from the development. Consider additional connection through to Arranwood Trail	Medium	In progress		Trails connecting Helgesen Rd dead-end and Felderhof Rd cul-de-sac with Arranwood Rd are already in development plans.	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Demamiel Creek	Eng	Demamiel Creek Crossing Feasibility Study	Investigate potential of crossing from Sunriver Estates to SD62 land surrounding Journey & Poirier. Cost difference between cable car and suspension bridge.	Medium	In progress			Request for proposals closed September 2017 Likely 6-8 months process
Arranwood Trail crossing Journey School Lane at East end of school.	Eng	Improve visibility and safety of Arranwood Trail Crossing	Remove and/or trim trees to provide visibility of pedestrians exiting the trail towards the school. Consider addition of poles or bollards to slow pedestrian traffic entering the crossing	High	Not started		Work with School District to determine active transportation friendly solution to traffic safety.	Depending on budget deliberations
Arranwood Cul-de-Sac at East end of Arranwood by Poirier Elementary	Eng	Install "No Stopping" Signage	Install signage or other means to prohibit parking in the cul-de-sac at the end of Arranwood/Exit of Poirier.	High	Not started			Depending on budget deliberations and enforcement capacity
Arranwood Trail between Poirier Elementary and Journey Middle	Eng	Remove "Not for Public Access" sign	Small portion of trail between Poirier and Journey has "Not for Public Access" sign. Remove to avoid confusion of trail users.	Low	Complete			
Intersection of Church Rd, Rhodonite Dr, and Arranwood Dr	Eng	Increase pedestrian safety in conflict zone	Tighten curb radii at all corners of intersection and/or install curb bulges to all four quadrants of intersection	High	Not started		Determine which infrastructure improvements will improve pedestrian safety and assist with speed reduction	Depending on budget deliberations
South side of Rhodonite Rd from 6671 Rhodonite to corner of Rhodonite at Church Rd	Eng	Install trail along social trail	Define social trail along Rhodonite Dr and provide connectivity between the northbound trail from Acreman Place to Rhodonite.	Low	Not started			District to secure funding

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Sooke School District								
Development, west of school site, between Arranwood Dr and Helgesen Rd	Eng	Active	Create new pedestrian access to new development	Medium	Not started			SD supports the proposed pathway created by the developer of the subdivision.
School Exit (West) at Arranwood Dr	Eng	Install additional bike racks or move current bike racks	New bike rack installed at new portable at west side of school	High	Complete			
Poirier Elementary indoor entrance	Eng	Install Scooter & Skateboard Rack	Place rack within front entrance of school	Medium	In Progress		Receive racks and rack specs from CRD	SD will install rack prior to June 30/18.
Journey School Lane from Throup Rd to Poirier Elementary School	Eng	Install signage along Journey School Lane	Place speed limit and school zone signs between Journey and Poirier reminding drivers to slow down	High	Not started		Determine placement and cost of signage/installation	SD supports this recommendation and will work with the District of Sooke regarding the acquisition of the signs.
Journey School Lane from Throup Rd to Poirier Elementary School	Eng	Install speed humps	Install speed humps on Journey School Lane to reduce driving speeds in the school zone	High	Not started		Reduce vehicle speeds on Journey School Lane. Connect with Sooke Fire Department regarding type and number of speed humps.	The SD will look at options to reduce the speed along this road, as noted above.
N/A	STP	Survey & Walkabout Summary Presentation	Review presentation and provide suggestions on which areas of concern school district can address	High	Complete			
Throup Rd at South end of Journey School Lane	Enc	Create drop off and pick up zone at community ball fields.	Work with Journey Middle School and Sooke Community Association to create an official drop-off/pick-up zone at entrance to JMS Rd on Throup Rd. This creates a Drive to 5 and Buddy Walk location for Poirier students.	Low	Not started		Determine whether there are insurance issues related to student drop-off/pick-up. Contact BCSP.	SD supports the option of having a drop-off/pick-up spot off of the school grounds and will follow up with BCSP to determine if there are any associated insurance issues.

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
East side of school, by bike racks and across from bus entrance	Eng	Move Dumpsters	Dumpsters block pedestrians from using the crosswalk and force them into oncoming traffic. Moving some of the bike racks to the West side of school will allow space for the dumpsters to be set back from the sidewalk	Medium	Not started		Move 1-2 bike racks.	SD will move racks prior to June 30/18.

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
School Administration								
N/A	Enc	Best Route to School Map	Display and distribute Best Route to School Map	Low	Not started		Determine location for display	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Parent Advisory Council								
Poirier Elementary, Journey Middle School, Public Health Unit	Enc	Facilitate Drive to 5/Buddy Walk/ Walking School Bus	Work with parents, PAC, and administration to determine location where students can buddy walk with Journey Middle School students	High	Not started			Connect Journey, Poirier and Health Unit for future initiative.

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Nolan Riding								
Poirier Elementary School	Edu	Bike Skills Course	Coordinate delivery of bike skills course for up to 24 students.	High	Not started	Fall 2017		Did not establish contact

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
CRD								
Poirier Elementary School	Edu	Bike Skills Course	Coordinate delivery of bike skills course for up to 24 students.	Medium	In progress	Fall 2017		
Poirier Elementary School	Enc	Provide bike rack	Order racks for schools upon request from school	Medium	Complete	October 2017		
Sooke Potheoles	Edu	CRD Parks Environmental Interpretation to deliver Wildlife appreciation cougar Program to four grade 4/5 classes		Medium	Complete	November 2017		

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
RCMP								
Thrup Rd school zone	Enf	Traffic enforcement to reduce vehicle speeds	Staggered enforcement incl. Speed Watch, Think of me campaign (officers handing out traffic related drawings by students) and then ticketing	Medium	Complete	September to November 2017		

Appendix B: Best Routes to School Map

Use Your Street SMARTS

Sidewalks: Walk on the sidewalks, if possible. Stay on the inside edge, and stand back from the curb when waiting to cross the street. No sidewalk? Walk facing traffic so you can see approaching vehicles.

Music: If you are listening to music, remove an ear piece before crossing the street or walking in less populated areas.

Attention: Look out for moving vehicles at driveways, back lanes, and in parking lots.

Road Crossing: Always cross at an intersection or crosswalk if available. Make eye contact with the drivers to make sure you are seen. Be bold; extend your arm to indicate you want to cross!

Team-Up: It is safer and fun to walk to school with family or friends.

Stranger-aware: Do not go with a stranger. Practice and remember a special family password that only a trusted adult knows. With your family, identify safe places to go for help.

SUPER Road Cycle Safety

Signs: Use your hand signals when turning, slowing down or stopping. Follow all posted signs and obey the traffic laws.

Urban Awareness: See and be seen! Be aware of your surroundings. Wear light or bright coloured clothing, and use your lights and reflectors in low-light and at night.

Protection: It's the law to wear your helmet when riding — plus it protects your brain!

Eye contact: Communication is key! Make eye contact with other road users such as drivers and cyclists, especially when crossing intersections.

Right hand side: Ride single file and on the right-hand side of the road. Always leave one door length of space when riding next to parked cars.



École Poirier Elementary

September 2017

Best Routes To School Map

Best Routes to School are developed based on information we've received from parents; your school community and the municipality's transportation department. They are chosen to use the safest crossing points and to enable more people walk and cycle together.

The Best Route To School map is a product of the Capital Regional District's 2016-17 Active and Safe Routes to School program, to encourage and enable students and families to walk, bike and roll to and from school. The program is funded by the Capital Regional District, the Real Estate Foundation of BC and the CRD Traffic Safety Commission, and delivered by HASTe, the Hub for Active School Travel. Visit crd.bc.ca for more information.



5 Look for this location on your Best Routes to School Map.

Too far to walk or cycle? Stretch your legs and help relieve traffic congestion around your school by parking or dropping off at least five minutes away from school.



École Poirier Elementary: Best Route to School Map

September 2017

- Best Route
- School
- Caution Crossing
- Traffic Signal
- Drive to 5 Zone
- Crosswalk
- Watch for Wildlife
- Trail
- Park
- Municipal
- Recreational/Cultural

The Capital Regional District (CRD) does not warrant or guarantee the safety or suitability of any route depicted. This information is provided for general information purposes only and the use of this document by any person or entity will be entirely at their own risk.



Appendix C: Student Hands-up Survey



BOLDLY GO
LEAVE YOUR AUTO



HASTE
HUB for ACTIVE SCHOOL TRAVEL

HANDS-UP SURVEYS

Please complete this survey, using stand-up or hands-up methods: ask students to raise their hand's or divide in separate corners of the classroom.

School: _____

Teacher: _____ Grade: _____ Division #: _____ # Students: _____

Ask students: "How did you travel to school this morning?"

Day	Weather	Walked /scooter /skate	Walked part-way*	Bicycle	School Bus	Public Transit	Carpool (2 or more families)	Car (Just my family)	Other	Total
E.g. Mon	E.g. Rainy	E.g. 10	E.g. 1	E.g. 1	E.g. 1	E.g. 1	E.g. 1	E.g. 10	E.g. 1	E.g. 26
Total										
Avg=Total/5 not for teachers										

Ask students: "How will you travel from school today?"

Day	Weather	Walked /scooter /skate	Walked part-way*	Bicycle	School Bus	Public Transit	Carpool (2 or more families)	Car (Just my family)	Other?	Total
Total										
Avg=Total/5 not for teachers										

Walked part-way = *Walked at least one entire block. (e.g. Park & Walk)

Appendix D: Family Take-home Survey



Ecole Poirier Elementary School

School Travel Planning

Wednesday, October 12th 2016

Dear Parent (Guardian):

Ecole Poirier Elementary School is taking part in Capital Regional District's People Power program and the School Travel Planning process this school year, to enable more students and families to walk, scooter or cycle on their journey to and from school.

The benefits of active school travel include:

- Increased safety
- Improved health
- Arriving alert and ready to learn
- Less stress, greater happiness
- Reduced traffic congestion near the school
- Less pollution

Please take 8 to 10 minutes with your child(ren) who attend this school to complete this survey. Your answers will help us better understand the travel choices made by families at Cedar Hill middle school, with the purpose of improving the safety and health of the school community. **You only need to submit one survey per family, and return it by Tuesday, October 18th, 2016. There will be a prize for the first classroom that collects all of their surveys.**

If you have any questions about the survey or the School Travel Planning project, please contact: Ebony Logins at ebony@hastebc.org

Thank you,

Kendra Laidlaw
Vice-Principal



To protect your privacy this survey does not require you to provide your name.
All information will be kept strictly confidential.

A. Family Transportation Survey

Please include the date (month/day/year) that you filled this survey out:

(e.g. October / 7 / 2016): _____ / _____ / _____

Please complete ONE survey per family.

1. How does your child(ren) **usually** get to and from school?
(If two modes are common, e.g. *walking* and *driving*, choose the one they do **most often**.)

CHOOSE ONLY ONE BOX FROM EACH COLUMN

	TO school	FROM school
Walk / Scooter / Skate	<input type="checkbox"/>	<input type="checkbox"/>
Walk part-way (at least one entire block)	<input type="checkbox"/>	<input type="checkbox"/>
Bicycle	<input type="checkbox"/>	<input type="checkbox"/>
School bus	<input type="checkbox"/>	<input type="checkbox"/>
Public transit (BC Transit)	<input type="checkbox"/>	<input type="checkbox"/>
Carpool (2 or more families)	<input type="checkbox"/>	<input type="checkbox"/>
Car (just your family)	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

If Other (explain) _____

2. Who usually accompanies your child on the way to school?
 Parent /Grandparent Other Adult Sibling Friend Child travels alone
3. How far away from school do you live? If you are not sure, check Google Maps.
 Less than 0.5 km 0.51 to 1.59 km 1.6 to 3 km Over 3 km
4. What language does your family speak at home?
 English Spanish German Punjabi/Hindi Taglalag (Philipino)
 Korean Mandarin/Cantonese/Chinese French Russian Vietnamese
 Other please specify: _____

5. Please fill in the age and gender of your child(ren) attending this school.

Child	Age	Gender		
		Boy	Girl	Another Gender Identity
1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Our neighbourhood is safe for children to walk to and from school. (Please circle one answer).

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

ONLY ANSWER Questions 7-9 if your child/ children are usually driven to or from school. If not, please skip to question 10

7. What are the main reasons your child(ren) is/are **usually** driven to/from school?
(Choose up to three)

- Distance from home too far
- Convenience/time pressures
- Traffic danger
- Personal safety issues (e.g. bullying, stranger danger, etc.)
- I'm on my way somewhere else (e.g. to work)
- Weather
- Other (explain)_____

8. I would allow my child(ren) to **walk** to school if... (choose up to three)

- He or she did not walk alone
- There was a safer or improved walking route
- There were reduced traffic dangers
- He or she were older
- He or she did not live so far from school
- Other (explain)_____

9. I would allow my child(ren) to **cycle** to school if... (choose up to three)

- They did not cycle alone
- There was a safer or improved cycling route
- There were reduced traffic dangers
- They were older
- They did not live so far from school
- They received bicycle safety training
- They could lock their bicycle in a safe place
- Other (explain)_____

Everyone continue at question 10 below

10. When you walk or cycle as a family, what motivates you? (choose up to three)

- Getting physical activity/exercise
- Environmental benefits
- Saving time
- Safer than driving
- More convenient than driving
- More fun than driving
- Cheaper than driving
- Setting a good example
- Not having to worry about parking
- Spending time outside
- Spending time with other people
- Other (explain) _____

11. Please share any further comments about your child's journey to and from school.

12. Do you support ongoing School Travel Planning efforts to make the school area safer, healthier and better connected to the community, reducing the number of children travelling to and from school by car?

YES

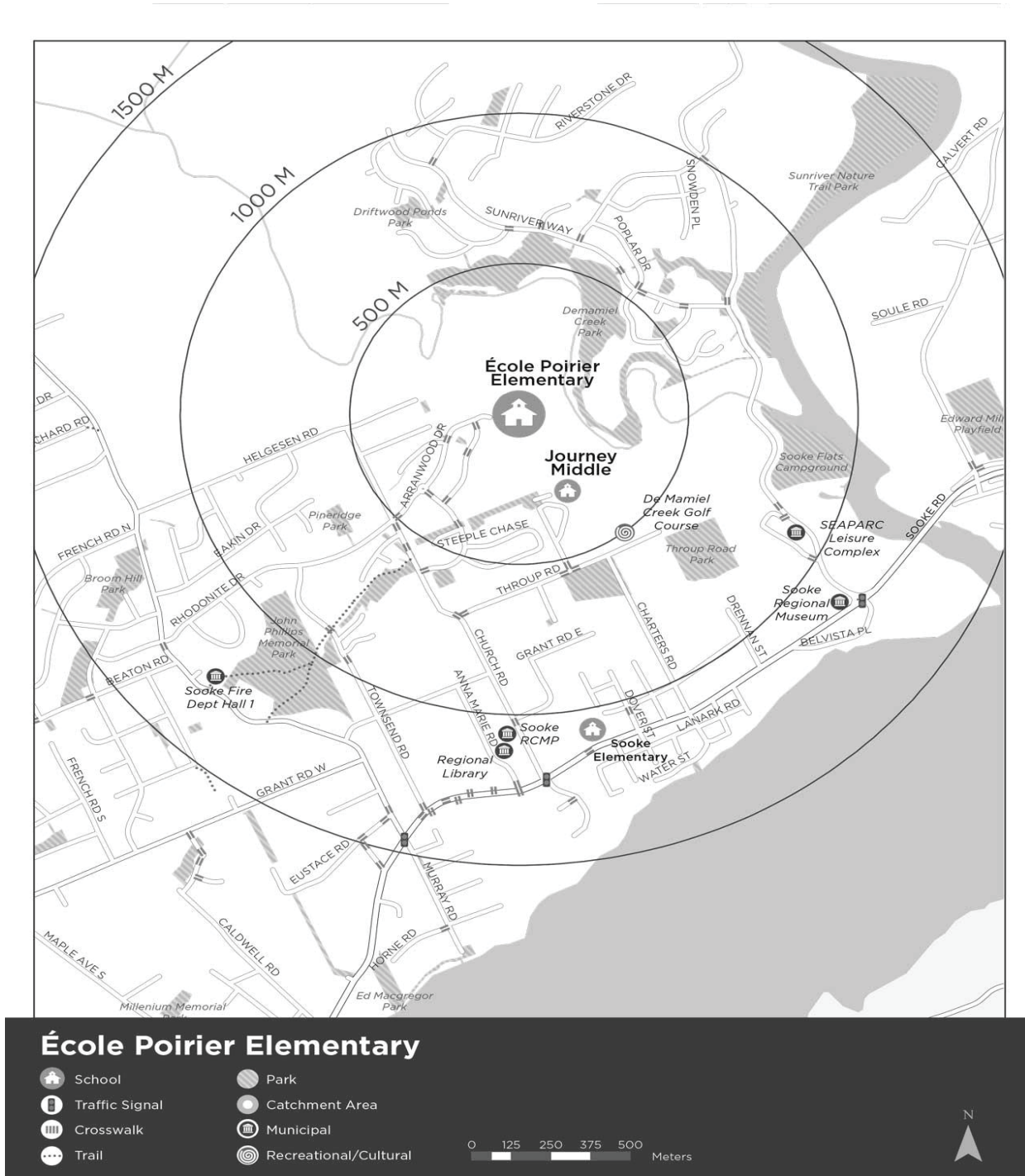
NO

13. If you would like to help with School Travel Planning efforts at your school (for example attend Parent Advisory Council (PAC) Meetings or the school Walkabout), please provide your name, email and telephone (Optional: if you prefer to be called) below:

B. Walking / Cycling Routes to School

MAPPING EXERCISE: FOR PARENTS & STUDENTS TO ANSWER AS A FAMILY

Please complete the following map with the **WALKING** or **CYCLING** route your child/children take to get to and from School. If you usually drive please indicate the route **you would** walk or cycle. Identify any locations that are of concern to you with a number (e.g. 1, 2, 3) and describe these in the table below.



Describe any areas of concern in this table.

Location (e.g. nearest intersection)	What do you think is unsafe in this area?
E.g. on ___Rd near ___St	E.g. Cars turn right without looking for pedestrians.
1.	
2.	
3.	

THANK YOU FOR YOUR TIME. PLEASE HAVE THIS SURVEY COMPLETED ON THIS SHEET AND RETURNED TO SCHOOL BEFORE

TUESDAY, OCTOBER 18TH 2016

HASTe BC (The Hub for Active School Travel) is the provincial lead for School Travel Planning in British Columbia: (www.hastebc.org)

School Travel Planning in the District of Sooke is part of the Capital Regional District's People Power program.



BOLDLY GO
LEAVE YOUR AUTO



HASTe
HUB for ACTIVE SCHOOL TRAVEL



Appendix E: ASRTS Announcement

Headlines Donate Letters Weather ▼ Dining Jobs Traffic ▼ Calendar
 Books Polls Horoscope Advertise ▼ About ▼ Submit an Article

Promoting Active School Travel Across the Capital Region

📅 September 22, 2016



Poirier Elementary and Journey Middle School from Sooke are participating in this program. At the end of this article, there's a copy of a SPN FB Visitor post about child safety concerns at the corner of Throup and Church.

The Capital Regional District (CRD) Active and Safe Routes to School (ASRTS) project will encourage students and families across the region to use more active transportation for their commutes to school. Beginning in September 2016, the program will assist with school travel planning and collaborate on solutions to improve student health and address road safety and traffic congestion in school neighbourhoods.

The ASRTS project is a community-based initiative working collaboratively to address infrastructure, behaviour, enforcement and education needs on school grounds and in surrounding neighbourhoods. ASRTS is one of more than a dozen initiatives under the CRD's People Power Program designed to increase the use of active transportation in the region.

Twenty schools are participating in a comprehensive school travel planning process encouraging students and families to walk, bike, bus or roll to school more often. Eight additional schools are in an introductory program focused on active transportation special events and data collection. All four school districts in the region are represented in the program.

"We are pleased to see the demand for school travel planning among elementary, middle and high schools across the region," says CRD Board Chair, Barbara Desjardins. "The Regional Transportation Plan identified school-based programs as a priority action that would help shift travel choices towards more active transportation. The

Call to Sooke Region Artists

ART2ART

A Celebration of Art & Creative Process

Call is open until Jan 20/18
 Submit at: sfas.artistquarter.com

program is a proven way to increase traffic safety and efficiency and improve the health of students and the surrounding school communities.”

Each school is supported by a travel planning facilitator throughout the 15-month school travel planning process which engages students, teachers, parents, school boards, municipal transportation planners and engineers, public health and local law enforcement agencies to address traffic and transportation challenges. Outcomes include mapping the best routes, identifying issues, and developing action plans and school-based encouragement activities such as park & walk stations, bike skills courses, skateboard repair workshops and walk-to-school days. The goal is to raise awareness of the issues and establish practical solutions to make travel in and around schools more efficient, safe and welcoming for all modes of travel.

“Encouraging children and youth to use active transportation helps to create long-term healthy habits,” says Sandra Richardson, CEO of the Victoria Foundation. “The 2015 Vital Signs report indicated there is a need for more affordable and accessible opportunities for recreation, particularly for children and youth. Active transportation provides an opportunity for students to integrate physical fitness into everyday life and helps to foster a culture of sustainability within the school community.”

The Real Estate Foundation of BC has also recognized that improving policies and enhancing the built environment supports active modes of travel. “Schools serve as important hubs in every community across British Columbia. We are pleased to see partners in the capital region collaborating on tangible ways to increase the use of cycling, walking and public transit,” says Jack Wong, CEO, REFBC. “The Active and Safe Routes to School Project presents an opportunity for many local governments in the capital region to assess the infrastructure gap around schools as well as provide research and information to assist decision makers in supporting more sustainable built environments.”

The CRD is grateful to the Victoria Foundation, the Real Estate Foundation BC and the CRD Traffic Safety Commission for funding support.

Resources

- [Program details](#)
- [Information about the ASRTS program and participating schools](#)
- [Original release](#)

Visitor post on SPN’s Facebook page, addressing safety issues at the corner of Church and Throup



A new CRD program is encouraging children to walk

Sooke students urged to use 'active' transportation to get to school

A new CRD program is encouraging children to walk, ride or roll to school, as well as using existing transit and school buses.

OCTAVIAN LACATUSU / Oct. 2, 2016 1:00 p.m. / NEWS

Two Sooke schools are taking a new approach to how

students travel back and forth from school thanks to a

Capital Regional District program.

Called the Active and Safe Routes to School program, L'ecole Poirier and Journey Middle School youth are now encouraged to use "active" transportation such as walking, biking and rolling for their journey to and from school, as well as using existing transit and school buses.

The idea of alternative ways of student transportation in the Sooke region was floated by Sooke Coun. Rick Kasper, hoping it will close in the gaps for students and their respective schools.

"I hope [the program] will provide the opportunity for establishing safer routes for young people to go from a residential part of the community to where the schools are," Kasper said.

A total of 20 schools in the CRD region will be engaged with the program until December 2017.

Each school, including Poirier and Journey, also have a travel planning facilitator who works with parents, school staff, Transportation Ministry, B.C. Transit, Island Health, ICBC as well as several others to find safe and viable routes for students to travel.

Cost of the two-year program is expected to be approximately \$125,000 per year, noted Signe Bagh, senior manager regional planning for CRD.

Bagh pointed out that in the instance where students live too far away from their schools, they can still take part in the program by participating in things such as bike skills training

courses, as well as Drive-to-Five, where parents park their cars a few blocks away from the school and allow their child to walk five minutes to school.

The school's travel planning facilitator will help parents identify key drop off spots.

All in all though, the idea is to raise physical activity and sense of community for students, with the end goal of creating student wellbeing and academic performance, Bagh added.

Still, in many cases in Sooke, access is everything when it comes to alternate routes, Kasper pointed out, adding that residential areas such as Sunriver are still too isolated for kids to be walking to school safely.

“There are some trails in subdivisions to connect them for easier travel to schools, but we gotta figure out a way to make it better,” he said.

Appendix F: School Travel Planning Membership

School Travel Planning Members

The School Travel Planning process for Poirier (2016-) involved a School Travel Planning School Committee and a School Travel Planning Stakeholder Committee. Key members of each are listed below.

Stakeholder Committee

HASTe BC

STP Facilitator: Anke Krey

District of Sooke

Engineering: Rob Howat

Parks: Laura Hooper

Capital Regional District

Regional and Strategic Planning: Kate Berniaz

Sooke School District #62

Finance: Harold Cull

Facilities: Trent Prior

Transportation: Brian Gordon

Community Organizations

Vancouver Island Health Authority: Christine Havers

RCMP Sooke: Sgt. Jeffrey McArthur and Cst. Jason From

Insurance Corporation of British Columbia: Colleen Woodger

CRD Parks Interpretive School Programs: Tracey Moss

Wild Wise Sook: Debbie Read

School Committee

Principal

Cathy Hussey

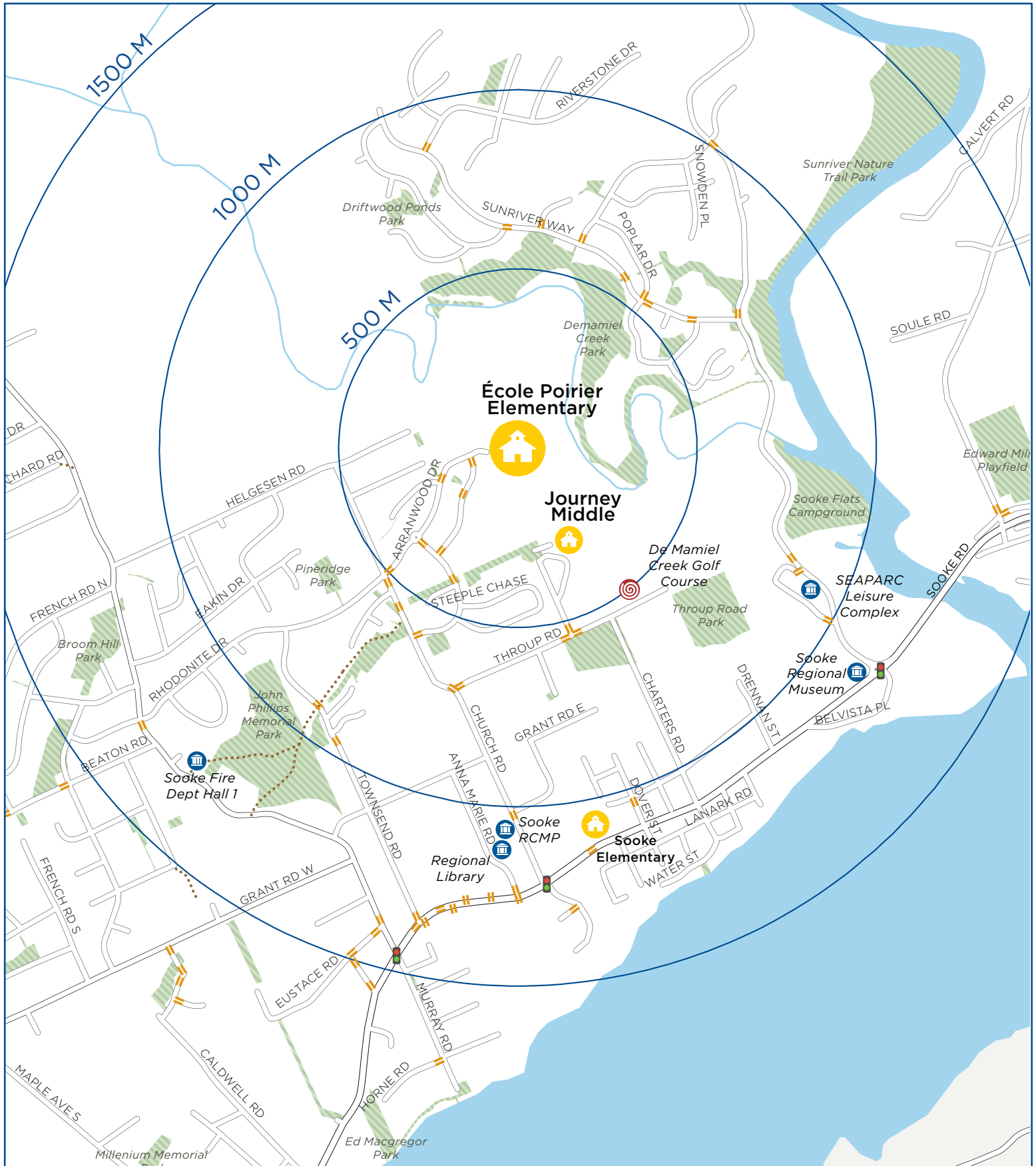
Vice Principal

Kendra Laidlaw

Parent Advisory Council

Michelle Carpenter

Appendix G: Base Map

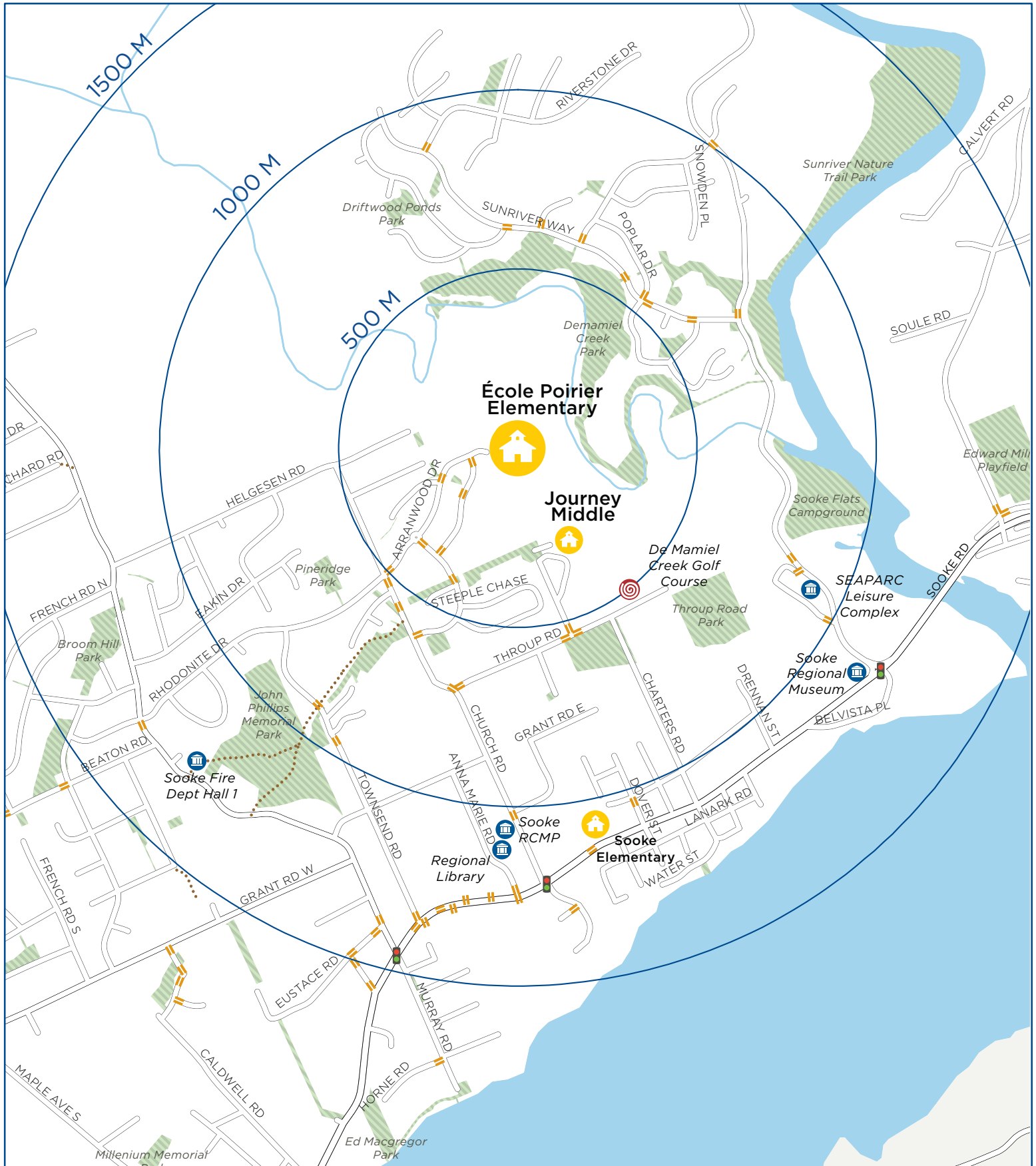


École Poirier Elementary

-  School
-  Park
-  Traffic Signal
-  Catchment Area
-  Crosswalk
-  Municipal
-  Trail
-  Recreational/Cultural



Appendix H: Heat Map



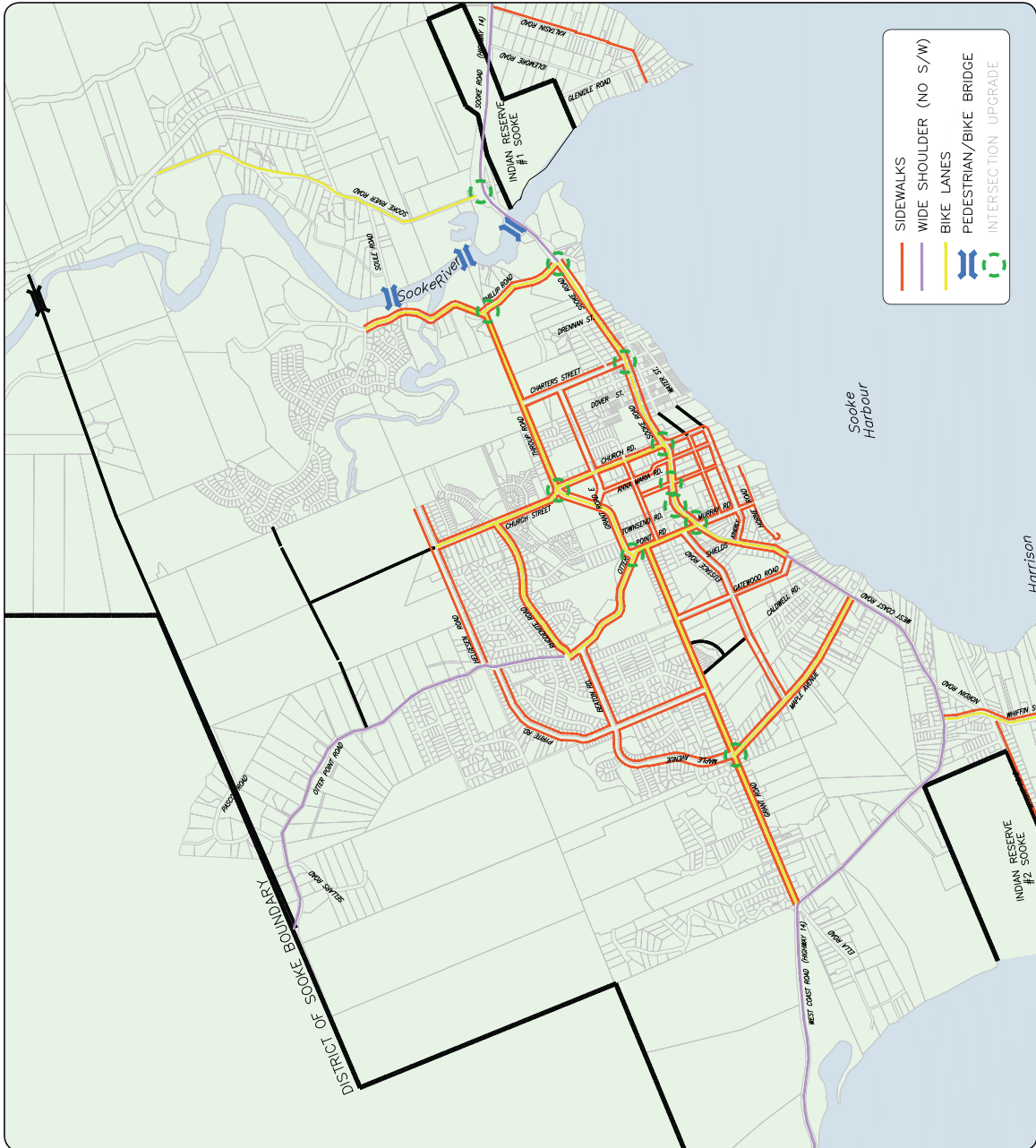
École Poirier Elementary (n = 23)

- 18-21 routes
- 11-17 routes
- 3-10 routes
- 1-2 routes
- School
- Traffic Signal
- Crosswalk
- Trail
- Park
- Catchment Area
- Municipal
- Recreational/Cultural



Appendix I: District of Sooke Transportation Plan Capital Plan Map

- 5 Year Plan (2008 to 2013)**
 - Sooke Road/Gillespie signalization and geometric improvements
 - Sooke Road/Sooke River Road upgrade
 - Grant Road/Thrup Road Collector Road
 - Church Road/Thrup Road roundabout
 - Phillips Road/Thrup Road roundabout
 - Revised laning at Phillips Road/Sooke Road
 - Install bike lanes and sidewalks on Phillips Road to Thrup Road
 - Update signal timing plans along Sooke Road corridor
 - Sooke Road Upgrades - Atherly Close to Charters Road
 - Sooke Road/Charters Road upgrade
 - Townsend Road/Sooke Road right in/right out
 - Sooke Road/Otter Point Road improve pedestrian accessibility
 - Install new Town Centre "Waterview" Road
 - "Waterview"/Sooke Road roundabout
 - Install new Lincroft and Goodmere Downtown Roads
 - Extend Church Road south of Sooke Road
 - Install sidewalks on Murray Road
 - Extend Gatewood Road - Grant Road to Westcoast Road
- 10 Year Plan (2013 to 2018)**
 - Grant Road West improvements (sidewalk, bike lanes, drainage)
 - Install new local road connecting Maple Road North and Maple Road South
 - Install a roundabout at Maple Road/Grant Road
 - Install bike lanes and sidewalks on Church Road between Sooke Road and new collector road
 - Install bike lanes and sidewalks on Otter Point Road to Grant Road
 - Implement bicycle lanes and sidewalks on Rhodonte Road
- 15 Year Plan (2018 to 2023)**
 - Install bicycle lanes and a sidewalk on one side of Whiffen Spit Road
 - Extend Eustace Road to Maple Road and sidewalks on the existing portion of Eustace
 - Extend Caldwell Road to Grant Road
 - Install sidewalks and bicycle lanes on Maple Road
 - Install new Downtown Road between Otter Point & Church
- 20 Year Plan (2023 to 2028)**
 - Install bike lanes and sidewalks on Sooke Road - Atherly Ct. to Gatewood and Charters to Phillips Road
 - Install sidewalks on Charters Street
 - Install bike lanes and sidewalks on Otter Point Road Grant to Rhodonte
 - Install bike lanes and sidewalks on Church Road Thrup to Helgesen
 - Install a sidewalks on Helgesen Road
 - Construct Pascoe Road Truck Route and Bridge
- 25+ Year Plan (2028 Onwards)**
 - Extend Lalonde Road to Sun River Estates
 - Install new collector connecting Lalonde Road to Church Road
 - Install wide shoulders on Otter Point Road - Rhodonte to Boundary
 - Extend Grant Road East from Church Road to Phillips Road
 - Install bike lanes and sidewalks on Phillips Road - Thrup to Sun River
 - Install bike lanes on Sooke River Road to Galloping Goose Crossing
 - Sidewalks on Wright, Francis, Maple North, Beatoni, Pyntel/French, Kaitasin & Anna Marie
 - Install westbound right turn lane at Sooke Road/Otter Point Road
 - Install westbound right turn lane at Sooke Road/Church Road
 - Widen shoulder on Westcoast Road
 - Widen shoulder on Sooke Road



Appendix J: Think of Me Campaign Media Coverage

'Think of me' puts human face to speeding

Children's illustrations deliver a plea to speeding drivers

<http://www.sookenewsmirror.com/> Oct. 20, 2017 3:30 p.m.



Sooke RCMP Const. Jason Frum stood at the side of the road across from Journey Middle School and shook his head at the sheer number of drivers he was pulling over for exceeding the 30 km/h speed limit in the school zone.

"We've pulled over more than 25 drivers over the course of a little more than 30 minutes," Frum said.

"I guess that many drivers have lots of things on their minds and not paying as much attention to their driving as we'd like. [It's] behaviour we're looking to change."

But the drivers pulled over on this particular morning were fortunate not to be facing the usual fines of between \$196 and \$368 and the three points on their licenses that their speeding violations would ordinarily have earned them.

Instead, as part of a program called Active and Safe Routes to School, the RCMP were handing out 5×8-inch cards which children had drawn illustrations urging drivers to slow down under the heading "Think of Me. Please slow down!"

The Think of Me approach is designed to raise awareness and inject a human consequence to reckless speeding in school zones.

For example, one card shows a car bearing down on a little girl in a crosswalk with the driver screaming as he realizes the disaster about to happen. On another card an injured child lies on the roadway after being struck by a car and a message has been scrawled above the illustration saying, "Please don't squoosh me!"

"We're hoping that this will have a lasting affect on the drivers. We're hoping the personal messages from children get the point across and put a human face to the possible results of their behaviour," said Frum.

Most of the steady stream of speeding drivers stopped by the RCMP (after being clocked by a speed-gun as they approached the checkpoint) were apologetic to the officers, admitting to being distracted or unaware of the speed zone.

One driver, who requested anonymity, first maintained that the signage was to blame, claiming that she had driven the same route for 11 years and was certain that there was no 30 km/h speed limit sign on the road she had just traveled. To her credit, she doubled back and saw that the sign was exactly where it should be and returned to apologize to the officers.

"I don't know how I never noticed that sign before," she said. "I guess there's a lesson here that we have to pay more attention."

A few drivers, said Frum, seemed perturbed at having been stopped.

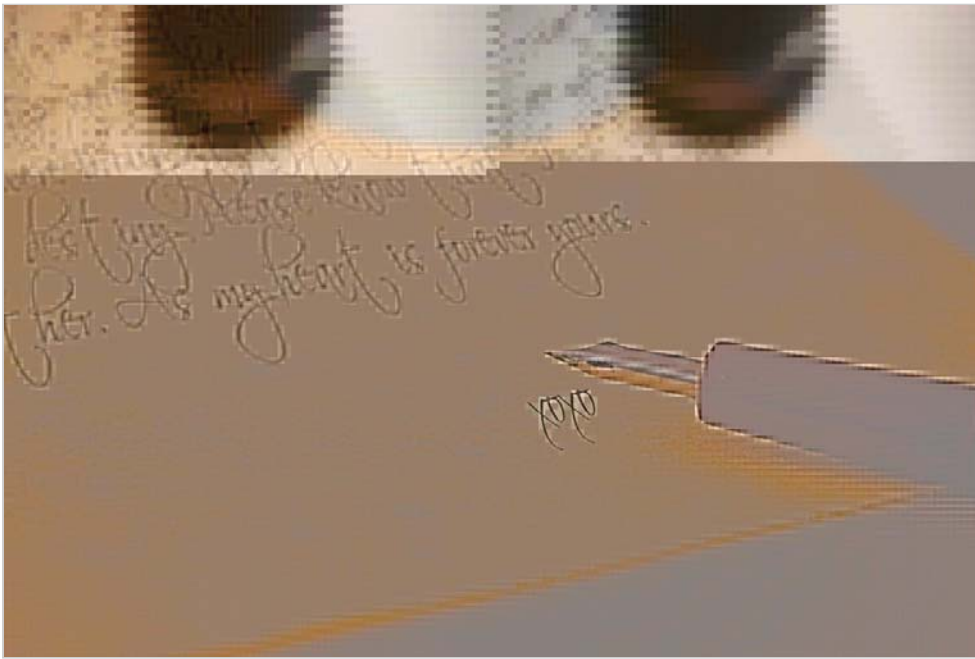
"They're in a hurry, but the amazing thing to me is that a lot of them are in a hurry to drop off their kids at the school. They are the ones who should be concerned with traffic safety in the area," he said, adding that the Think of Me approach is really a matter of education and awareness and for most people that's going to work.

"For those who don't get the message, the next step is enforcement and at that point we'll be handing tickets to people who still haven't changed their behaviour," said Frum.

editor@sookenewsmirror.com

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EDITORIAL: School speed zones exist for a reason

Oct. 24, 2017 12:35 p.m. / [EDITORIALS](#) / [OPINION](#)

When the Sooke RCMP set up their speed enforcement officers outside Journey Middle School last week, it didn't come as a surprise to officers that they didn't have to wait long before they began pulling over speeders.

Despite the clearly marked 30 km/h speed zone, police stopped more than 80 drivers within the span of 90 minutes and, in an ironic twist, many of those drivers had children seated in the back of the car and identified themselves as parents rushing to get their own child to school.

Some of those drivers told police they had been running late and had ignored the speed zone, but still felt they were still driving safely. A dangerous and shameless bit of rationalization that the officers hear too often.

Some, it seemed, seemed genuinely surprised that they were in a school zone. They claimed not to have seen the sign, perhaps, as some claimed, it was because they were in a hurry or distracted. Some, perhaps, were simply oblivious to the world around them.

A dangerous state of mind when in control of two tons of rolling steel.

All the drivers were relieved to find that this traffic stop was different. The RCMP weren't issuing tickets on this rainy morning. Instead the speeders were handed a personal message from a child, imploring them to slow down in school zones and reminding them that there could be deadly consequences to speeding through the area. The simple message was "Think of me".

It was an attempt to appeal to the humanity of drivers and remind them that the speed zones exist for a reason.

But it was one final set of drivers to whom that message should have been most relevant, but to whom it may have been lost.

It was the drivers who offered no defence of their failure to follow the law and sat, sullen and defiant, showing no remorse but, rather, an inexplicable sense of grievance at the imposition on their schedule.

These are the drivers who most need to read the cards they were handed that morning.

They need to consider that every year, dozens of children are killed and injured by drivers in B.C.; tragic events that forever shatter the lives of everyone involved.

And no sense of entitlement by defiant drivers, or vacuous rationalizations of people on a schedule are enough to justify the behaviours that result in these tragedies.

There is no excuse for putting children's safety at risk. Think of them the next time you drive through a school zone.