

SCHOOL TRAVEL PLAN

Cedar Hill Middle School



Transportation and
Development Division

Final Report - 2018



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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 District of Saanich, with a population of 114,000 people, is a sustainable community where providing opportunities for balanced, active and diverse healthy lifestyles is recognized as paramount for ensuring social well-being and economic vibrancy, for current and future generations.



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

District of Saanich
www.saanich.ca/EN/main/community/getting-around/walking/safe-routes-to-school.html

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 Intermediaire Cedar Hill Middle School (hereinafter: CHM). 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 at CHM 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 CHM, located in the District of Saanich (hereinafter: Saanich).

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 CHM’s STP process included administrators, teachers, staff, parents, and students from the school as well as staff from Saanich, the Greater Victoria School District, Saanich Police, Island Health, and other community partners.

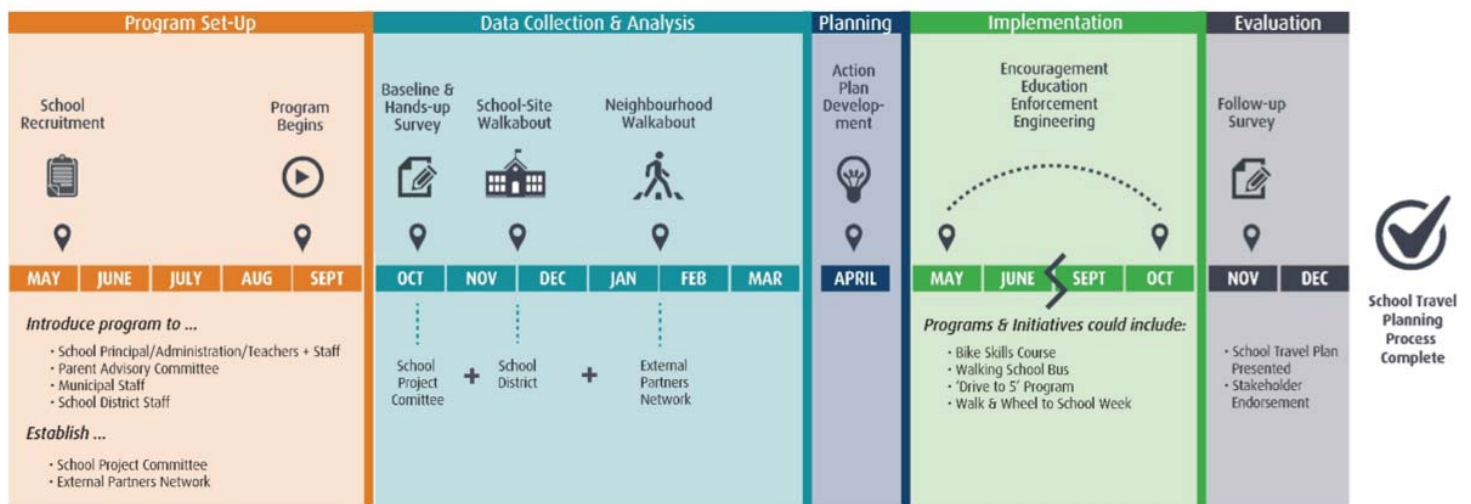
At individual schools, the STP process is led by an STP Facilitator, who convenes a School Committee, comprised of staff, parents, and administration, to outline specific active school travel barriers and solutions, developing the foundation and specifics for each school’s Travel Plan.

The School Travel Planning Process

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

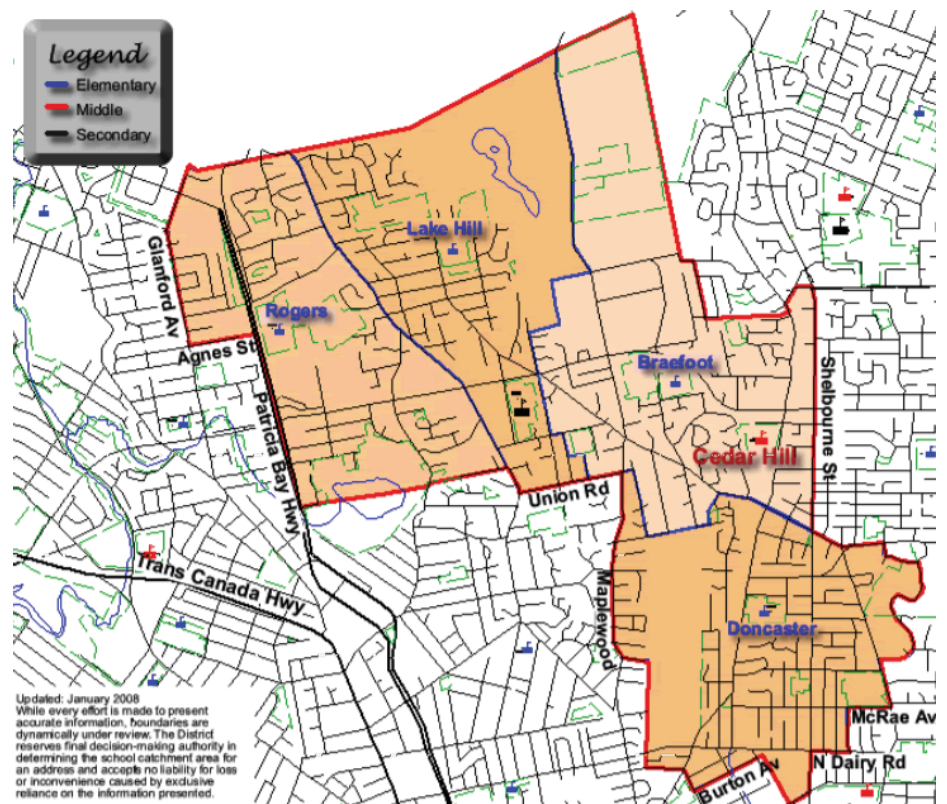
Active & Safe Routes to School

SCHOOL TRAVEL PLANNING PROCESS



CHM is part of the Greater Victoria School District and located at 3910 Cedar Hill Rd. in Saanich. The school enrolls a steadily increasing number of students in grades 6 to 8, with over 500 students enrolled in 2016-2017. As the original site of Douglas High School in 1931 before it became Cedar Hill Junior Secondary in 1970, it is one of the school district’s longest standing schools. The building is currently in the development stage of being seismically upgraded.

CHM offers both English and French Immersion programs and is part of the Reynolds Family of Schools feeding into Reynolds Secondary School. In the French Immersion program, students are taught in at least 70 percent French, while English language programs receive French as a Second Language instruction two to three times per week.



▲ CHM Catchment Map. Source: SD61 Website

All students at CHM are placed in Advisory groups that meet with their designated teacher for the first 30 minutes of every school day to work on developing emotional and social intelligence skills. The school also offers multiple Exploratory programs in art, music appreciation, technology education, and home economics that students rotate through. There are multiple athletics programs and music programs available, as well as extracurricular clubs such as the Student Leadership Club and the Aboriginal Leadership Club. CHM also has close ties to the surrounding community and often connects students with local seniors' centres.

Neighbourhood Overview

CHM is located in the Quadra local area of Saanich in a largely residential area near to mixed-commercial and residential areas. The school is in close vicinity to the Nellie McClung Branch of the Greater Victoria Public Library, the University of Victoria, and the Cedar Hill and Gordon Head Recreation Centres. It is 1.2 km and 1.4 km from Bow Park and Braefoot Park respectively, and roughly 2 km from 53.4-hectare Cedar Hill Park. The area received a Walk Score of 80/100 and a Transit Score of 51/100. Walk Score is a measure of neighbourhood walking and transit accessibility, and is often an indicator of community health and well-being (www.walkscore.com).

Transportation Overview

The school property is located on Cedar Hill Rd., a major transit route, and between McKenzie Ave. to the north and Cedar Hill Cross Rd. to the south, both major transit routes and designated truck routes. According to Statistics Canada's 2011 National Household Survey, 11% of employed Saanich residents over the age of 15 report using active transportation modes to get to work.

“Walking encourages physical activity and reduces the traffic on the road. It also prevents us from getting stuck in traffic jams for an 800-meter distance from home to school.”

- CHM Parent

Methodology and Results

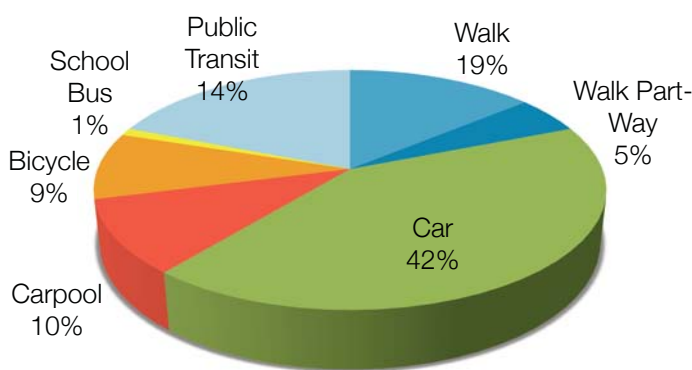
Baseline school travel data was collected through a variety of methods, including student hands-up surveys, family take-home surveys, a school site visit and walkabout, and meetings with the school community.

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

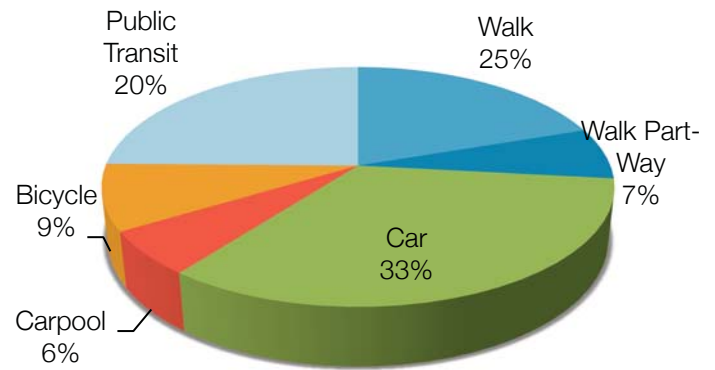
The school site walkabout at CHM took place on November 2, 2016, and the neighbourhood walkabout was conducted on February 28, 2017. The walkabouts were attended by administrators, parents, and various other Stakeholder Committee members, who observed the school’s travel patterns and toured the area to investigate and examine concerns. The walkabouts informed the Travel Challenges section of this report, the Best Routes to School Map (Appendix B), and the School Travel Action Plan (Appendix A).

Hands-Up Baseline Data

Fifteen out of twenty-three divisions from grades 6-8 participated in hands-up surveys in October 2016. Teachers asked students to raise their hands when identifying their method of travel to and from 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

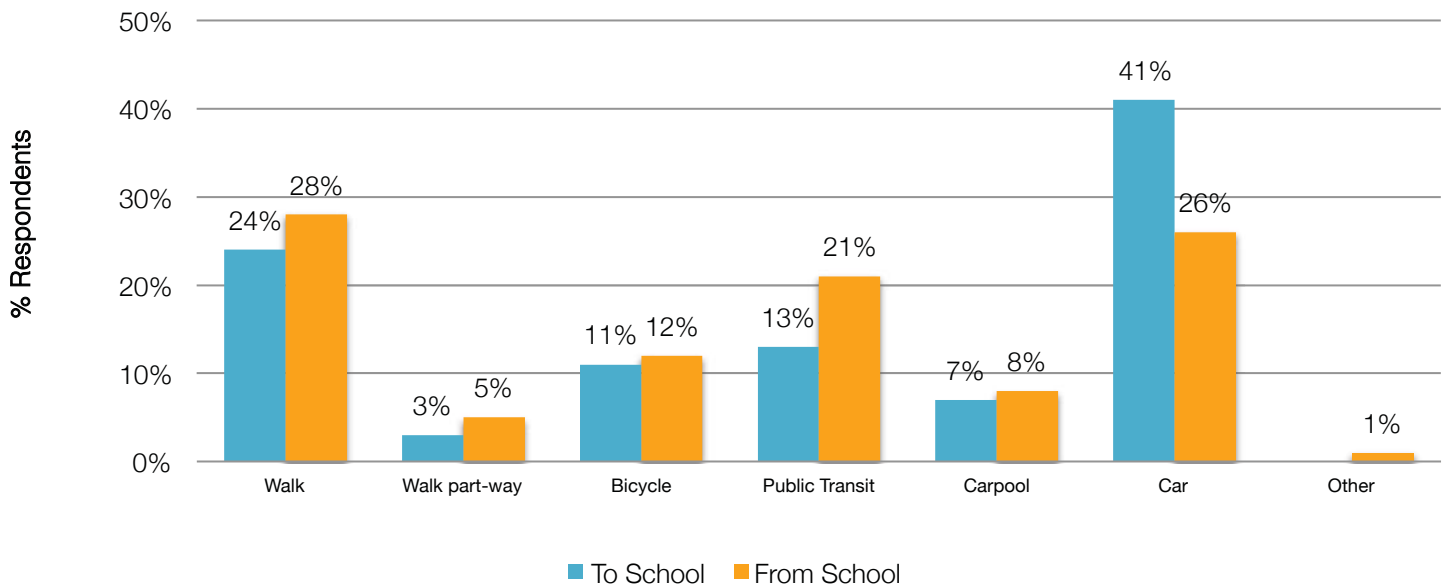
A copy of the baseline hands-up survey is attached to this document as Appendix C.

Family Survey Baseline Data

Family take-home surveys were sent home with each student in October 2016. Families were asked to complete the survey and return it 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.

198 families completed the survey at CHM. The findings from this survey are presented below.

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

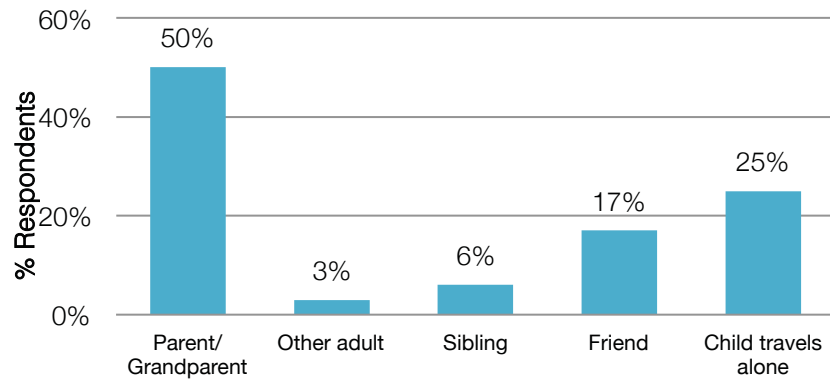


Parents and guardians reported similar mode share percentages as in the hands-up survey, but with slightly higher incidences of walking and cycling. The decline in driving rates in the afternoon is notable: 36% fewer students are driven home in the afternoon than arrive by car in the morning, suggesting that many of the morning car trips to school at CHM could be made by active means.

“My child has a fun time while walking. He walks with his elder brother who attends Mt. Douglas, so he walks with him and they talk and laugh together.”

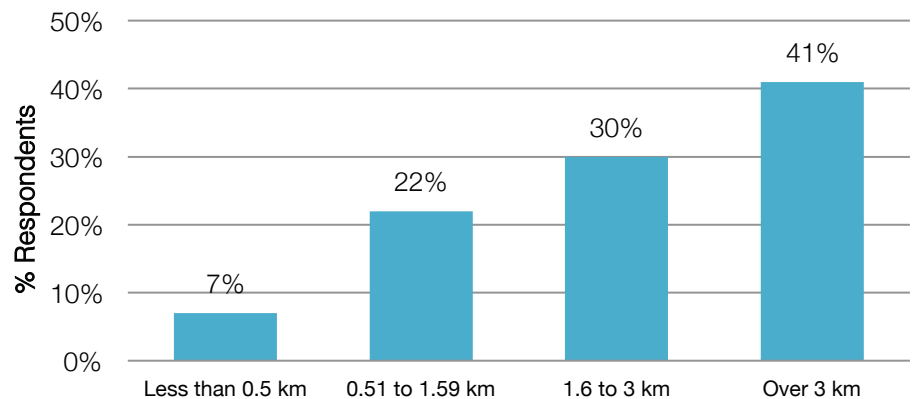
- CHM Parent

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



Roughly half (53%) of students travel to and/or from school with a parent, grandparent, or other adult, while few travel with a sibling (6%), slightly more travel with a friend (17%), and a quarter of the students (25%) travel alone.

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

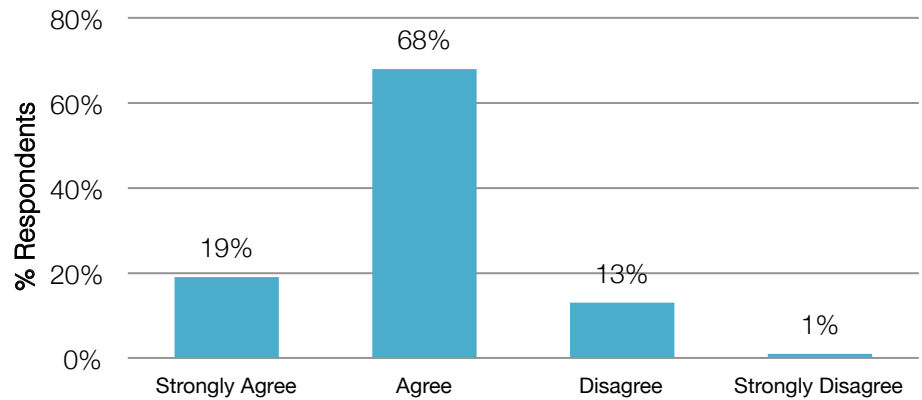


Over 40% of students must travel over 3 km to get to school. Distance therefore likely plays a key role for many parents and students when deciding how to commute to and from school. Only 7% live within .5 km of the school, and the majority (86%) of these students walk or skate. Comparatively, of those living over 3 km away, 54% are driven in a vehicle, 11% carpool with at least one other family, and 26% take public transit.

“We drive [our daughter] in the morning, in part for peace of mind. She has to cross Shelbourne and it is a long walk of 35 minutes. We let her walk home as we’re both working. It is good for her. She is very active in the evenings (with dance) so we’re okay with driving her one way to school.”

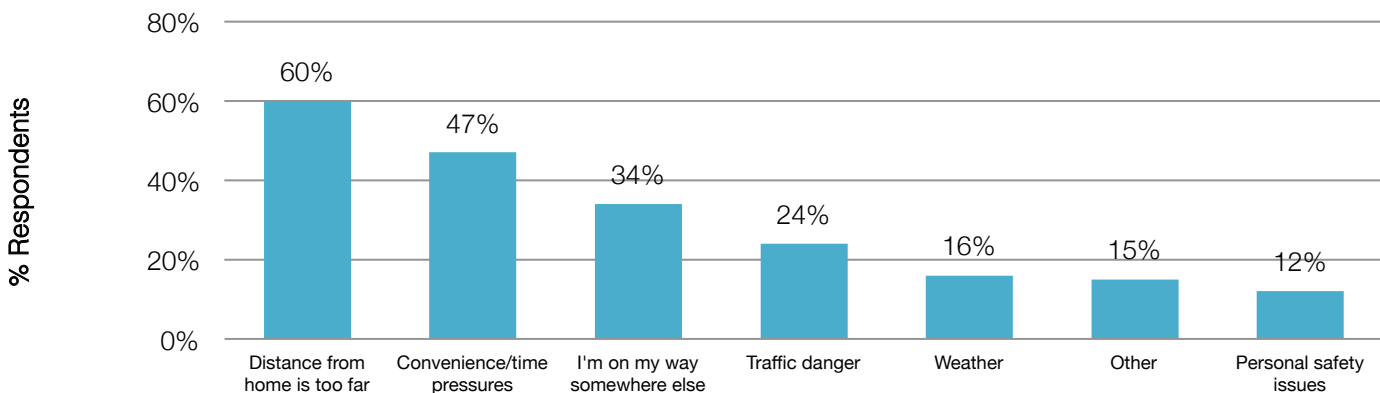
- CHM Parent

▼ **Our neighbourhood is safe for children to walk to school**



The majority (87%) of families believe their neighbourhood is safe. Factors such as distance, traffic, and having a companion to travel with seem to be the largest influencers on active transportation choices, according to the survey data.

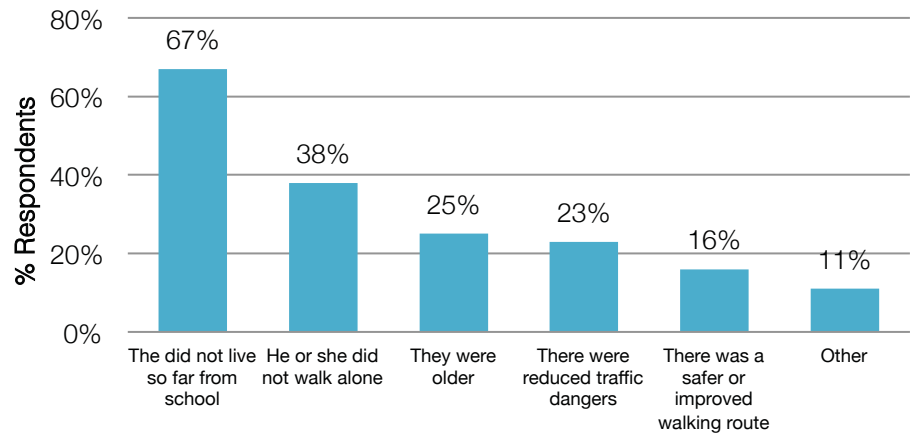
▼ **What are the main reasons your child(ren) is/are usually driven to/from school?**



Parents cited distance (60%), convenience (47%), and being on the way to somewhere else (34%) as the most common reasons for driving their child to and/or from school. The pre-eminence of distance is to be expected considering over a third of students live more than 3 km from the school. “Other” responses related to having before-school activities and carrying heavy band

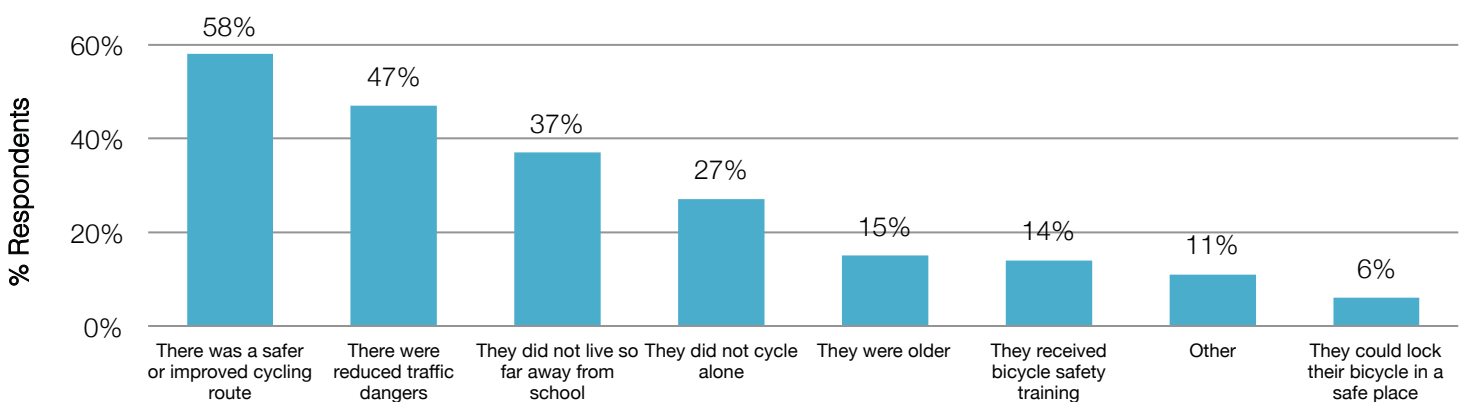
instruments, not wanting the child to walk in the dark, and not having enough time in the morning.

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



For the 104 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 to walk to and/or from school were if they lived closer (67%), if the child were not alone (38%), if they were older (25%), and if there was reduced traffic dangers (23%). Notable “Other” responses generally related to having to carry heavy instruments and it being dark during the student’s commute.

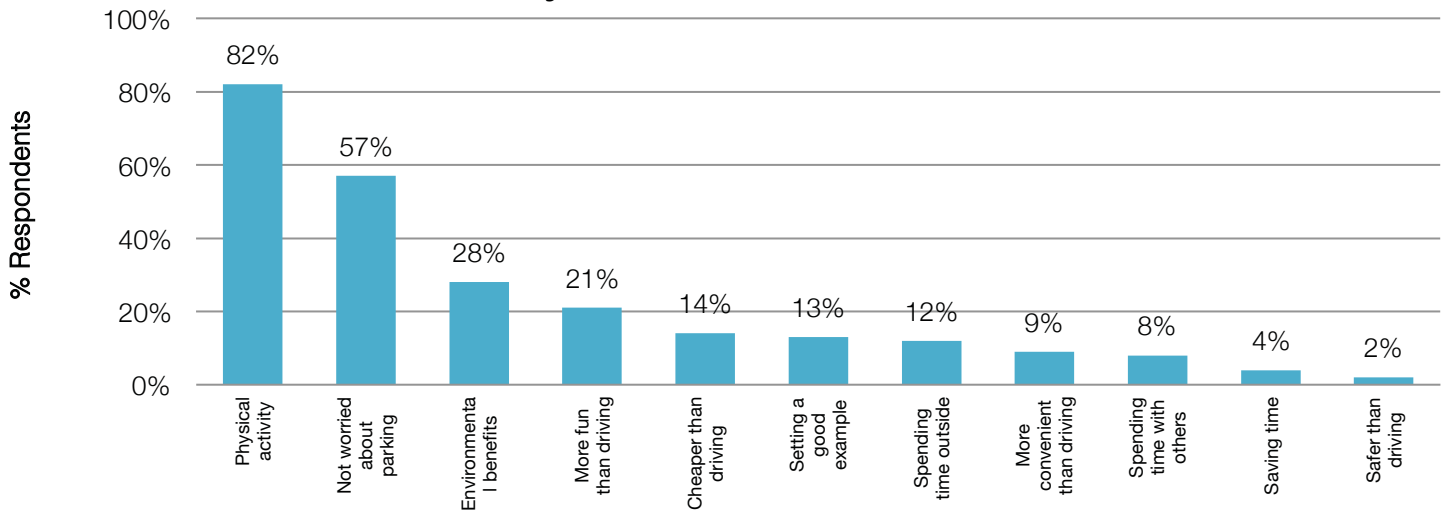
▼ **I would allow my child(ren) to cycle to school if...**



Parents indicated that they would allow their child to bike to and/or from school primarily if there were safer routes (58%), reduced traffic (47%) and if they lived closer (37%). Given the proximity of the McKenzie Ave. and Cedar Hill Rd. bike routes to CHM, the pre-

eminence of safer routes as a determining factor in allowing children to ride suggests that parents have a poor opinion or are not aware of these facilities. Similar to walking, notable “Other” responses related to carrying instruments, having appropriate weather, and the child being willing to bike.

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



Families that walk or cycle together reported being primarily motivated by the benefits of physical activity (82%), not having to worry about parking (57%), and to a lesser extent the environmental benefits (28%) and the level of fun (21%) associated with walking or cycling as a family.

Transportation Walkabout

Two walkabouts were held at CHM 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 November 2, 2016, to explore issues pertaining to the school site and campus.



Orange line = our walking route

1. Cedar Hill Rd: Lacking supportive infrastructure. Wide road (left turn ports). High traffic volume & speeds.	3. Right turn off MacKenzie to Cedar Hill: Pedestrians feels unsafe. Poor visibility, wide road/lots of lanes.
2. Cedar Hill & Cedar Hill X intersection: Poor sightlines, lacking supportive infrastructure	4. MacKenzie & feeders: High traffic volume & speeds feel unsafe. Infrastructure insufficient for traffic volume.
5. Cedar Hill X Rd: Lacking supportive infrastructure. Traffic volume & speeds feel unsafe. Poor sightlines along road.	

▲ Cut-out from the walkabout observation map for CHM

A community walkabout, attended by members of both the school community and the external partner network, was held on February 28, 2017 to explore and discuss barriers to active travel in the neighbourhood 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 CHM (Appendix A).

School travel challenges are the barriers to active travel faced by students, families and staff at CHM. These challenges were identified through the take-home surveys where students identified on a map the areas of their highest concern, through focus groups with student leaders; and through conversations with the school administrators and other members of the school community.

This section, along with CHM'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 CHM.

1. Poor active travel infrastructure on Cedar Hill Rd.

CHM is bordered on the east by Cedar Hill Rd., a two-lane collector road. Cedar Hill Rd. was the greatest source of concerns voiced by parents through the family baseline survey.

Painted bike lanes on both sides of Cedar Hill Rd. (north of McKenzie Ave. and south of Cedar Hill Cross Rd.) provide dedicated space for cyclists. Between Cedar Hill Cross Rd. and Gregory Pl., which borders CHM to the south, and between McKenzie Ave. and Garnet Rd., which borders CHM to the north, there are neither bike lanes nor shoulders; cyclists must share the lane with motor vehicles.

There are sidewalks on Cedar Hill Rd. on at least one side of the road, between McKenzie Ave. to the north and Cedar Hill Cross Rd. to the south. During the walkabout, parents mentioned that their children often report that the sidewalks on Cedar Hill Rd. are too narrow, especially as cyclists often ride on the sidewalk near the school as they do not feel comfortable riding with vehicle traffic.



▲ **Narrow sidewalks on one side of Cedar Hill Rd.**



▲ **The bike lane on Cedar Hill Rd. ends at McKenzie Ave., a block north of the school**

The District of Saanich has a long-term plan to complete the bike lanes on Cedar Hill Rd., including on the stretch adjacent to the school. The cycling network project along Cedar Hill Rd. was put on hold while the District undertook the development of the “Moving Saanich Forward” plan. In the near-term, providing ongoing on-road cycling skills and safety training to students at CHM will support them in planning safe routes and cycling to school, and registering the school for the annual Bike to School Week event will encourage new students to join the 10% of their peers who already cycle to school regularly.



- ▲ **Dropped curbs and wide curb returns at the intersection of Cedar Hill Rd. and Cedar Hill Cross Rd.**

2.

Pedestrian safety at the intersection of Cedar Hill Rd. and Cedar Hill Cross Rd.

Through the baseline survey, parents expressed concerns about the safety of pedestrians crossing the intersection of Cedar Hill Rd. and Cedar Hill Cross Rd., an irregular X-shaped intersection south of the school.

The intersection features turning lanes in all directions and gives priority to turning motor vehicle traffic during peak travel times. These turning lanes, along with wide curb return radii, increase the distance and time pedestrians must spend in the roadway when crossing the intersection.



- ▲ **A power pole and traffic signal reduce visibility on the northeast corner of the intersection.**

Curb return radii on all four corners of the intersection are wide; however, parents singled out the northeast corner of the intersection as being of particular

concern. This corner is at road-grade and does not physically separate pedestrians waiting to cross from motor vehicles in the intersection. There is a power pole in the middle of the curb return, along with a traffic signal on the curb just east of the pedestrian letdown; both of these reduce the visibility of pedestrians waiting to cross.

3.

A school of choice

As a dual-track English/French school with a strong music and sports program, CHM attracts students from a large area. Based on data from the family baseline survey, 41% of students live over 3 km from the school while only 29% live within 1.6 km.

During the walkabout, participants mentioned that a number of CHM students have parents who work at the University of Victoria and drop off their children on the way to work. Raising awareness about the health and academic benefits of active travel, and promoting Drive to Five locations and Best Routes to School maps to parents, would encourage and enable them to identify opportunities for their children to be active on the way to school.



- ▲ **A drop-off loop was recently built on Garnet Rd. to keep kids safe**



- ▲ **The school has posted signs to keep parents from dropping their children off on the visitor parking lot**

4.

Transit service

CHM is located near two arterial roads and on a collector road, all of which are bus routes. While public transit accounts for a significant proportion of students' trips, parents identified a few “pain points” during the walkabout that are keeping more students from using transit to get to school.

BC Transit representatives mentioned that most routes and schedules in the area around CHM are designed with University of Victoria students in mind. Parents reported that this often results in CHM students having to choose whether to arrive at school very early or a little late.

Parents also mentioned that transit facilities near the school were in need of improvement. The southbound bus stop on Cedar Hill Rd. has a platform, on which cars are forbidden to park and where students can wait, but no shelter. This makes transit an undesirable option when it is raining. The westbound bus stops on McKenzie Ave. and Cedar Hill Cross Rd. likewise have no shelters, but also have no platforms or spaces to wait other than the sidewalk. This works poorly for large groups of students who leave school around the same time and must wait for the bus together.



▲ **The bus stop on Cedar Hill Rd. adjacent to the school**



▲ **The bus stop on Cedar Hill Cross Rd. leaves little space for groups of students**

Finally, parents mentioned that BC Transit’s decision to eliminate “youth fares” and transfers has created a cost barrier to students taking transit. Students who purchase monthly or year-long passes can still take advantage of reduced youth rates. Students who do not, and whose trips require more than one bus, often end up paying for a day pass even if they only take the bus one way to or from school.



▲ **The new BC Transit daypass. Photo: Phillip Jang / Times Colonist**

Over the course of the STP process at CHM, 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 of 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 CHM are detailed in the section below. Interventions identified that have yet to be undertaken can be found in CHM's School Travel Action Plan (Appendix A).

Education and Engagement

Inspiration Board

The administration created an inspiration board, which was placed outside the front office at the main entrance to the school; it is a large bulletin which highlights the ASRTS program. The board, which is visible as soon as one enters the school, displays the "People Power" pinney flag, the poster-sized Best Routes map, and graphs of the school's baseline survey results, as well as printouts highlighting fun information to inspire students.

PAC Presentation

The Cedar Middle PAC hosted an evening presentation by a UVic professor and staff from Island Health's Healthy School Initiative. The aim of the presentation was to provide parents with information about new research on the impacts of physical activity and nutrition on children's development, and steps that parents can take to ensure their children receive the benefits of both. The presentation included information about opportunities for parents to volunteer in executing parts of the school's STP action plan, organizing engagement campaigns, and creating communication pieces for the school newsletter.

Best Routes to School map

The Best Routes to School map features the best walking and cycling routes that connect all areas of the catchment to the

school. Routes are selected based on information provided by the take-home survey and during the neighbourhood walkabout, as well as from consultation with the PAC and a review of existing infrastructure. Where applicable, the routes selected feature pedestrian and cyclist infrastructure such as sidewalks, bike lanes, and marked crosswalks. The Best Routes to School map is attached to this document as Appendix B.



▲ Cut-out of the Best Routes to School map for CHM

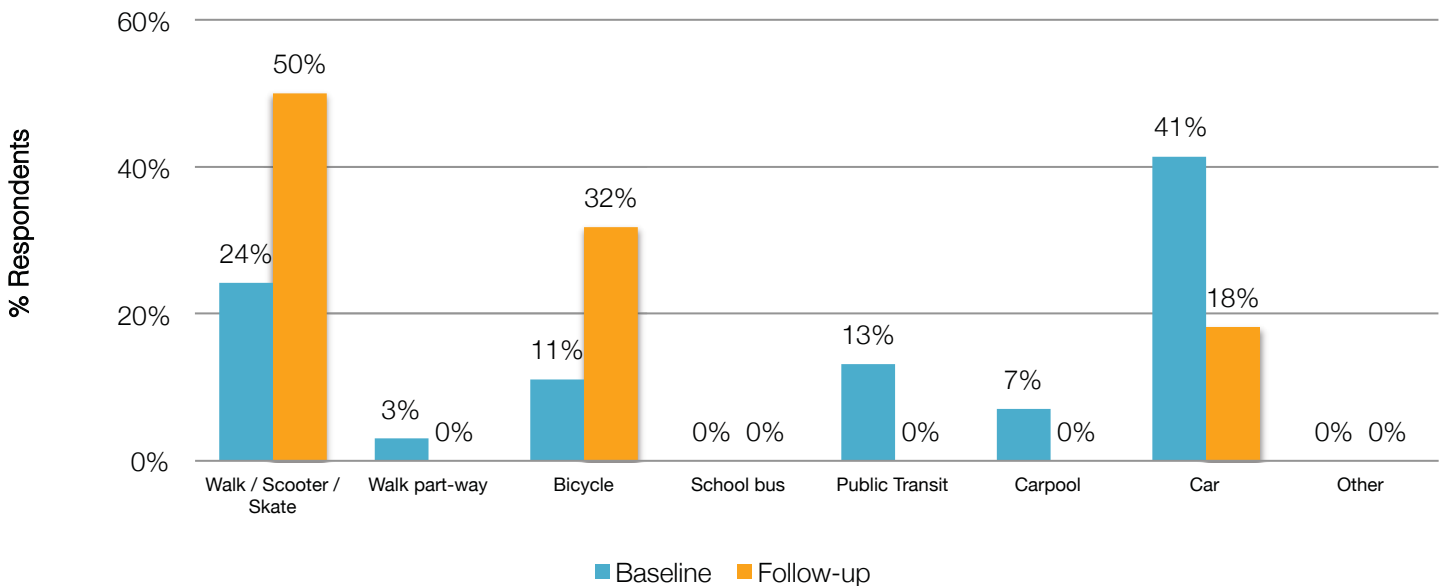
The school received a poster-sized printout of the Best Routes to School map, which is now displayed prominently in its main entrance.

Methodology and Results

Online surveys were completed during October and November 2017, a year after baseline data was collected. A total of 47 families completed the follow-up survey.

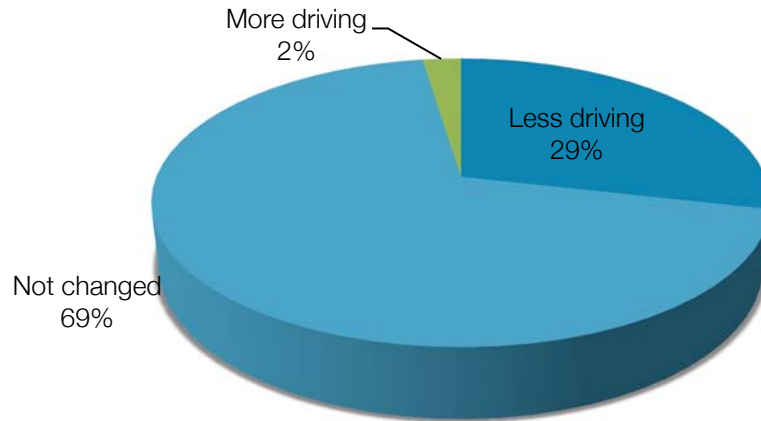
To confirm the data, generally speaking the travel mode trends were similar between the take home and hands up surveys across the participating schools. Still, it is important to note there are some limitations to the follow-up survey data. There was a lower response rate to the follow-up survey than 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?



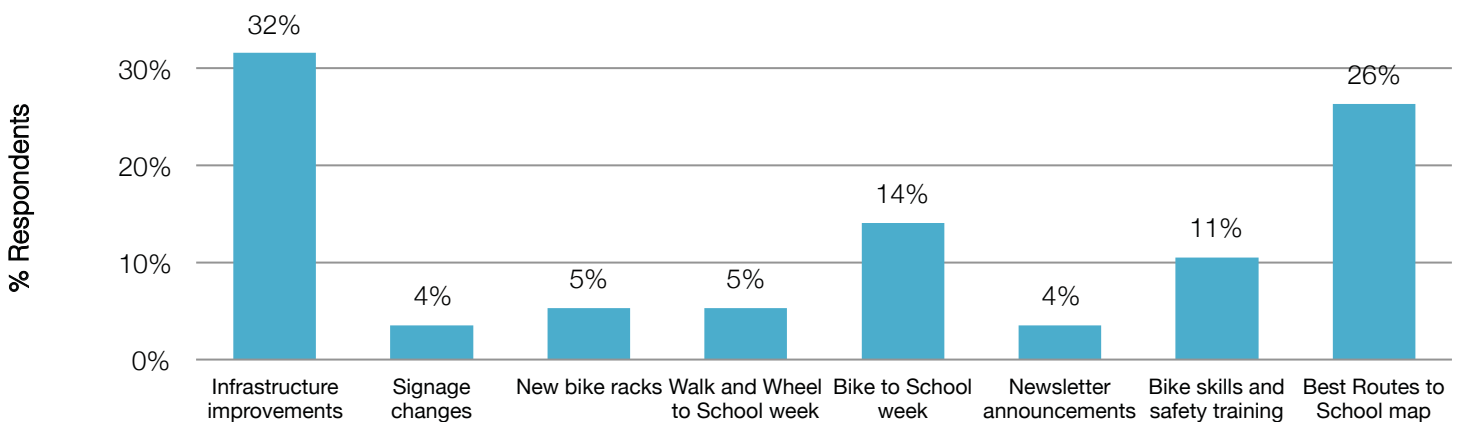
In the baseline survey conducted in the fall of 2016, 41% of families reported driving to school, 11% report cycling, 13% reported using public transit, and another 24% reported walking. In the follow-up survey, 18% of families reported driving to school, 32% report cycling and 50% reported walking. Overall, the rate of walking more than doubled, the rate of cycling almost tripled, the rate of transit decreased, and the rate of driving decreased by more than half.

▼ **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, 29% of families reported that they were driving less to school, 2% that they were driving more to school, and 69% 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, the Best Routes to School map and Bike to School Week were the most effective activities implemented during the STP process

Results of the follow-up surveys are encouraging with more students using active transportation for their trips to and from school. Still, the follow-up survey was administered after a limited implementation period. The 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



Active & Safe Routes to School



Appendix A: School Travel Action Plan

Cedar Hill Middle Action Plan

31/10/2017

Cedar Hill Middle School is part of School District 61 and is located at 3910 Cedar Hill Road in Victoria. Cedar Hill is a dual-track English/French Immersion school which enrolls roughly 475 students from grades 6-8 in both English and French Immersion programs, and are part of the Reynolds Family of Schools. The school employs a Middle School Advisory Team structure and focuses on providing students with a well-rounded exposure to different study areas and fields of interest, including academics, fine arts, athletics, physical fitness, and instruction in nutrition, healthy living, and social responsibility.

KEY ISSUES/AREAS OF CONCERN:

- High traffic volume and speed on surrounding streets, particularly Cedar Hill Rd, McKenzie Ave and its feeders
- Lack of supportive infrastructure for pedestrians on surrounding streets
- All walkways leading to school are cracked, too small, and uneven with poor to no lighting

BASELINE MODE SHARE:

	TO SCHOOL	FROM SCHOOL
Walk/Scooter/Skate	24%	28%
Walk part-way	3%	5%
Bicycle	11%	12%
Public Transit	13%	21%
Carpool	7%	8%
Car	41%	26%

TRAVEL DISTANCE TO SCHOOL:

< 0.5 km	7%
0.51 – 1.59 km	22%
1.6 – 2.99 km	30%
> 3 km	41%

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Active Travel Committee/Parent Advisory Committee								
Edu.	Organize Bike Skills Course	Work with GVBTS (if no STP) to organize bike skills course(s) developing traffic knowledge for students in Grades 6 - 8	High	In Progress	Jan - June 2017	Add Bike Skills Courses as PAC initiative Secure \$1500 annually for bike skills course (in case free options aren't available)		

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	Enc.	BikeOne!	Encourage use of BikeOne! Spots	High	Not started	April - June 2017	Launch Bike One! Spots during Bike to School Week Encourage use of BikeOne! Locations as part of Bike to School Week (multi-modal)	
	Enc.	Promote Drive to Five Zones	Identified Drive to Five zones 1. Synod Road behind school 2. St Luke's Church (on Cedar Hill X) 3. Save on Foods	High	Not started	May-17	Develop initiative to encourage the use of the Drive to Five Zones	
Gregory Place	Enc.	Gregory Place Block Party	Close Gregory Place to motor vehicles - host block party launching active travel initiatives and preventing 'at the door' drop offs	High	Not started	June - Oct 2017	Discuss idea with District of Saanich, STP and Administration Identify other school initiatives this could become part of (orientation/spring fling/Clan Week)	Would be a great closing event to Bike to School Week, Walk and Wheel Week or Clan Week activities
	Enc.	Walk and Wheel Week	Organize Walk and Wheel Week teams and events	Med.	Not started	Oct 2017	Determine activities for the week	Celebration Station features: food, beverage, prizes, bike repairs (bike shop), activities Other initiatives could be: 'Kidical Mass' bike ride, Bike Parade, Safety or Skills workshops for teens, Bike Rodeo Can use GVB TWS resources as well: Passport, Celebration Station tour, website

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	Enc.	Participate in Walk and Wheel Week	Develop full activities & events campaign for Walk and Wheel Week, combining Walk on Wednesday revitalization and Drive to Five Zone Launch	High	Not started	June - Oct 2017	Organize Walktober events (Drive to Five, Block party, Sidewalk of Fame, WalkOn Wednesday revitalization...) Facilitate defining 'teams' Provide resources to participating classrooms Identify volunteers for event activities Connect with External Partners (Police, WalkOn, Island Health, etc.) Source resources: prizes, encouragement items, food & beverage, implementations, tents	Contact Monk's office for art, craft or other supplies that might be necessary for the event Monk's Community Support: http://www2.monk.ca/donations/
	Enc.	Facilitate connections between active-travel curious parents	1. Orientation day (parents) 2. Clan Week (students) 3. Bi-monthly in newsletter 4. Parent info night	Med.	Not started	All year	Encourage Active Travel to all PAC events (e.g.: To get here...) Highlight Active Travel initiatives at identified events Create opportunities for parents to mix-n-mingle through guided conversations regarding active travel	Actively connect parents to each other and their chosen method of travel. Make introductions, show them the map and encourage active travel, carpooling with these families. Promote using active travel to all school events

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	Enc.	Transit Trippers	An encouragement initiative held during October encouraging/supporting youth taking transit	Low	Not started		Work with STP to promote campaign and encourage participation Source prizes (transit passes/books of tickets) Promote through parent communications pieces	
Front of school	Eng.	Improve bike parking facilities	Conduct fundraisers/apply for grants to purchase more bike racks - or pay for building covered shelters	High	Not started			
Garnet St	Eng.	Pathway improvements (Garnet St entrance)	Create 'fitness trail' from Garnet drop loop to school along pathway	Med.	Not started		Discuss timeline of pathway improvements with SD61 - incorporate 'fitness trail' designs into improvements Seek supportive funding Seek design assistance (local fitness guru?) Promote trail to Older Adult neighbours	BCAA Play Here grant (Due April 13th): https://www.bcaaplayhere.com/

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Administration								
Edu.	Support Bike Skills Course	Liaise with STP/PAC to organize bike skills courses for students in Grades 6 - 8	High	In Progress	Jan - June 2017	Work with PAC/GVBTWS to select dates/times Work with teachers/school to select students to participate Promote to students/parents Accept registrations (24)		
Enc.	Bike/Wheel to School Week	Support and assist with Bike to School Week execution	Med.	Not started	Feb - June 2017	Support campaign Encourage participation Make announcements regarding event		
Enc.	BikeOne!	Encourage use of BikeOne! Spots	High	Not started	April - June 2017	Promote BikeOne! Through parent newsletter and morning/afternoon announcements Make use of a BikeOne! Spot for one day of event Encourage staff to use BikeOne! Spot		
Enc.	Promote Drive to Five Zones	Identified Drive to Five zones 1. Synod Road behind school 2. St Luke's Church (on Cedar Hill X) 3. Save on Foods	High	Not started	May - June 2017	Promote the use of Drive to Five Zones in parent newsletter (attaching Best Routes map) Use School Marquee Announcement its use during morning/afternoon announcements		

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Gregory Place	Enc.	Gregory Place Block Party	Close Gregory Place to motor vehicles - host block party launching active travel initiatives and preventing 'at the door' drop offs	High	Not started	June - Oct 2017	Discuss idea with District of Saanich, STP and ATC/PAC Contact District of Saanich Email Engineering@Saanich.ca to obtain permit	Would be a great closing event to Bike to School Week, Walk and Wheel Week or Clan Week activities
	Enc.	Participate in Walk and Wheel Week	Encourage staff, students and families to participate in Walk and Wheel to School Week. Work with STP/PAC to create events recognizing participation	High	Not started	June - Oct 2017	Begin discussions about potential activities with STP & ATC/PAC in June	
	Enc.	Facilitate connections between active-travel curious parents	1. Orientation day (parents) 2. Clan Week (students) 3. Bi-monthly in newsletter 4. Parent info night	Med.	Not started	All year	Create Active Travel section of newsletter Highlight new area of map or mode of active transportation in parent newsletter Add 'active travel' promotion to AM/PM announcements	Perhaps the students could be pulled into the announcements 'winning' a chance to say what they love most about their active commute
Garnet St	Enc.	Pathway improvements (Garnet St entrance)	Create 'fitness trail' from Garnet drop loop to school along pathway	Med.	Not started		Liaise between ATC/PAC & SD regarding pathway improvements Support ATC/PAC initiatives	Promote trail once complete. Use trail for Gym activities Encourage families Use trail in events or competitions
	Enc.	Transit Trippers	An encouragement initiative held during October encouraging/supporting youth taking transit	Low	Not started		Support Transit Trippers initiative Provide assistance when needed	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
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BC Transit

Cedar Hill Middle School	Edu.	BC Transit presentation to PAC	Provide cost comparison information to schools & families. Bus is still more affordable than driving. Engage in discussion: community input/feedback into the impacts of changes to bus fares.	Med.	Not started		Lindsay available to present as a re-introduction in September. Connect mid-August to review.	Many students/families find the bus fares very expensive and prohibitive to the child getting to school.
Cedar Hill Rd in front of school	Eng.	Upgrade current Transit stop	Review this location for priority in receiving a bus shelter	Med.	Not started		Lindsay reviewed this stop with Saanich. Waiting to hear back whether it will receive shelter as part of this year's program. If not, will identify as part of next year's program.	Relatively new platform. Heavy use stop.
Cedar Hill X Road & Synod Rd	Eng.	Relocate current Transit stop	Transit stop near the intersection. Complaints re: the fact that buses block bike lane and sight lines to vehicles exiting Synod Rd. Review bus stop for relocation further west or create a bus bay. Stop no. 100874	Med.	Not started		Lindsay to review with BC Transit Bus Stop Committee at June meeting. Lindsay will then engage Saanich in discussion.	

Capital Region District

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Front of school	Eng.	Improve bike parking facilities	Provide bike racks to school as part of comprehensive Active and Safe Routes to school	High	In Progress		Purchase up to two bike racks for Braefoot	Provided information for CORA racks plus discount provided from personal relationship with Ron Swamy

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Greater Victoria	Edu.	Host Walk and Wheel to School Week	Host Regional Walk and Wheel to School Week (October) for schools to participate and engage with	High	Not started	Aug - Oct 2017	Have website, resources, materials and regional presence for Walk and Wheel Week event	Walk On, Victoria is Greater Victoria's pedestrian advocacy group. http://www.walkonvictoria.org/

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
District of Saanich								

Gregory Place	Enc.	Coordinate Gregory Place Block Party to promote	Host block party launching active travel initiatives and preventing 'at the door' drop offs.	Med	Not started	June - Oct 2017	Participate in discussion about event Provide information about rules to block parties	Contact the District of Saanich email engineering@saanich.ca to obtain permit
Pathway connecting Shorncliffe Rd to Gregory Pl southwest of school	Eng.	Improve pedestrian pathways	Improve accessibility and visibility of pathway.	Med.	Not started	As priorities and budget permits	Review location for potential infrastructure upgrades	Recommend: Possible infrastructure upgrade: create plaza area on Shorncliffe Road, or install way finding to make the path more visible from the road, improve pathway grade. *This item has been added to the sidewalk priority list
Cedar Hill Road	Eng.	Fill cycling infrastructure gaps on Cedar Hill Road	There are no bike lanes on Cedar Hill between Cedar Hill Cross and McKenzie Ave	Med.	Not started	As priorities and budget permits	Consider constructing cycling infrastructure upgrades	*Cycling infrastructure projects will be prioritized upon completion of the Active Transportation Plan

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Cedar Hill X Road & Cedar Hill Road	Eng.	Improve pedestrian crossing facilities	There is currently no formalized curb return on the NE quadrant of the intersection and concerns with the pedestrian phase not being long enough. The existing curb returns are long, promoting quicker speeds through the corner.	High	Not started	As priorities and budget permits	Consider improving pedestrian facilities as priorities and budget permits. Review signal phasing for pedestrian crossing times.	Recommend: Tighten curb return radii, improving sightlines by relocating utility poles. Adjust signal phasing for pedestrian crossing times. *This item has been added to the crosswalk priority list
Cedar Hill Road between Cedar Hill X Road and Earliston Rd.	Eng.	Improve pedestrian infrastructure	Currently no pedestrian facilities on the east side of the road from Cedar Hill X road to Earliston.	Low	Not started	As priorities and budget permits	Consider installing new pedestrian and cycling facilities as priorities and budget permits. This work coincides with the development 3801 Cedar Hill.	Recommend: Connect sidewalk gaps. Install sidewalk on the east side of the road *This item had been added to the sidewalk priority list
Cedar Hill X Road between Shelbourne Rd and Blenkinsop Rd.	Eng.	Improve pedestrian and cyclist infrastructure	Improve sidewalks and bike lanes along this section of Cedar Hill X Road	High.	Not started	As priorities and budget permits	Consider constructing cycling infrastructure upgrades as priorities and budget permits.	Bike Lane ends at Synod. Road narrows from Synod to Jennifer place through the curve. Sidewalks substandard West of Synod. *Cycling infrastructure projects will be prioritized upon completion of the Districts Active Transportation Plan. *This item has been added to the crosswalk priority list
McKenzie Ave between Cedar Hill Rd & Shelbourne St	Eng.	Complete the bike lane infrastructure for this one block	Connect bike lane on McKenzie Ave (currently no bike lane for one block between Cedar Hill Rd and Shelbourne St)	Low	Complete			

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	Eval.	Review 'Safer School Travel Plan' (2006)	CHMS was part of the 2006 Safer City program. The report from this program can provide support for areas remaining a concern in the area for the past decade.	Med.	Not started	17-Apr	Provide updates to areas of concern where applicable. Make note of continued areas of concern (not addressed since 2006)	Utilize this report to leverage those areas.
	Eval.	Review data and walkabout results. Provide edits to Action Plan	Review presentation and provide suggestions on which areas of concern municipality can address (short, medium & long term)	High	In Progress	17-Apr	Edit action plan after CRD Assist with edits for other departments	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Greater Victoria Bike to Work Society (GVBWTS)								
	Edu.	Organize Bike Skills Course	Work alongside PAC/STP to organize bike skills course(s) developing traffic knowledge for students in Grades 6 - 8	High	In Progress	Jan - June 2017	Confirm dates/times Provide: waiver form, photo release form and promotional information Confirm instructors Arrange rental bikes (*availability dependent on sponsorship) Seek annual funding for bike skills courses in schools	Greater Victoria Bike to Work Society (GVBWTS) is the region's foremost bike skills provider http://biketoworkvictoria.com/

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
ICBC								
	Edu.	Participate in Walk and Wheel Week	Provide information and resources helpful for a successful and safe Walk and Wheel Week event	High	Not started	June - Oct 2017	Connect with ICBC regarding safe crossing education (recourses, communications, workshops)	2017 Contact: Colleen

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Saanich Police								
Gregory Place	Enf.	Gregory Place Block Party	Close Gregory Place to motor vehicles - host block party launching active travel initiatives and preventing 'at the door' drop offs	High	Not started	June - Oct 2017	Bring information or tent display (Saanich Police volunteers) providing safe streets information School Liaison Officer to attend event	2017 Contact: Ryley Swanson, rswanson@saanichpolice.ca

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
School District								
Pathway connecting Shorncliffe Rd to Gregory Pl south-west of school	Eng.	Improve Pedestrian pathway	Improve accessibility by decreasing angle of switchback path.	High	Not started		Define project scope for pathway improvements Work with schools to submit "school funded requests"	This is a nature path! Play this up. Path leads onto Gregory Place which could be designated the 'active travel' entrance to reduce potential conflict.

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Garnet St	Eng.	Pathway improvements (Garnet St entrance)	Widen gate entry. Update signage to school (remove graffiti) repave/update path. Widen path to accommodate walkers & rollers at the same time.	High	Not started		Review site and assess project area Develop work plan and budget Provide timeline Add into priority schedule for work	
Pedestrian pathway from Garnet St to the east side of the school	Enc.	Pathway improvements (Garnet St entrance)	Create 'fitness trail' from Garnet drop loop to school along pathway	Med.	Not started		Support school's initiative to add fitness trail Provide information on regulations Liaise with Administration as needed	
Pedestrian pathways on east side of the school	Eng.	Trim vegetation	Trim back the big Cedar tree along path to increase sightlines and improve flow	Low	Not started		Create work order for vegetation trimming	Trim back a few branches of a big Cedar along front path to increase sightlines and make space for better flow.
East side of school	Eng.	Increase bike parking capacity	Source and install additional bike racks.	Med.	In Progress			
East side of school	Eng.	Improve visibility of garbage can	Paint yellow caution line around garbage at front entrance to school.	Low	Not started	Jun-17	SD to connect with Admin regarding work order for this improvement	Tripping hazard. Foundation to garbage can has shifted & lifted. Paint yellow to highlight caution. Can be fixed via a work order that the school puts in.
North and east side of school	Eng.	Increase lighting on school grounds	Increase visibility by adding pot lights to the north & east side of school awning	Low	Not started		Work with schools to submit "school funded requests"	Currently the lights left on in classrooms and streetlights are the only lights for schoolyard.

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	Eval.	Review Survey & Walkabout Summary	Review suggestions on which areas of concern school district can address (immediately, mid-term & long-term)	High	In progress	Apr-17	Provide Action plans after CRD & District review	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
School Travel Planning Facilitator								

STP	Baseline Survey		Administer baseline family and in-class surveys	High	Complete	Sept - Oct 2016	Distribute, collect and analyze surveys. Create summary presentation created and present to PAC.	
							Present summary to key External Project Partners	

STP	Create School Active Travel Committee (ATC)		Identify: 1. 1* Administrator 2. 2* Teachers/Staff 3. 2* Parents 4. 2* Students (if possible) to create School Active Travel Committee who are 'go to' people for the project	High	Complete	Sept - Oct 2016		
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STP	School Site Walkabout		Walkabout of the school site to observe barriers to active travel	High	Complete	Oct - Nov 2016	Facilitate School site walkabout. Write concise walkabout report including recommended solutions	
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Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	STP	Present Survey & Walkabout Summary	Present survey and walkabout summary to PAC and School Administration	High	Complete	Nov - Dec 2016		
	STP	Neighbourhood Walkabout	Walkabout of the area around the school to observe barriers to active travel	High	Complete	Jan - Mar 2017	Facilitate discussion with school administration, parents and External Project Partners Network.	Create neighbourhood walkabout map to aid with discussion. Create invitation poster and promote event opportunity to External Project Partners.
	Edu.	Organize Bike Skills Course	Liaise between GVBTS and Admin to organize bike skills course(s) developing traffic knowledge for students in Grades 6 - 8	High	In Progress	Jan - June 2017	Liaise with Administrator to schedule course Facilitate conversation between GVBTS and Admin Liaise with GVBTS as needed Arrange bike shop to look over other bikes (1wk before course)	
	Edu.	BikeOne! Spots	(Identify & promote) 1km riding routes from the school where students can be dropped off and let to cycle the rest of the way	High	Not started	April - June 2017	Identify locations on 'easy to moderate' bike routes (using CRD Bike Map) Assist with making BikeOne! Spot signage Add into Best Routes map Assist with promoting BikeOne! spots Launch Bike One! Spots during Bike to School Week	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	Edu.	Promote Drive to Five Zones	Identified Drive to Five zones 1. Synod Road behind school 2. St Luke's Church (on Cedar Hill X) 3. Save on Foods	High	Not started	May-17	Work with school on messaging to parents Add Drive to Five Zones to Best Routes Map Follow-up with CRD on signage/Discuss signage with School District Promote Drive to Five with parents. Launch drive to five zones with fun events	
	Enc.	Bike/Wheel to School Week	An encouragement initiative held the last week of May as part of Bike to Work/School Week	Med.	Not started	Feb - June 2017	Provide information to ATSC re. Bike to School Week event	
Gregory Place	Enc.	Gregory Place Block Party	Close Gregory Place to motor vehicles - host block party launching active travel initiatives and preventing 'at the door' drop offs	High	Not started	June - Oct 2017	Facilitate discussion with Administration, District of Saanich & ATC/PAC Connect with Senior complex for volunteers/involvement Connect with St Luke's for volunteers/involvement/promotion	A full morning party to launch and celebrate active travel. Have maps ready to hand out to all families. Host party one week after school begins (or first day?)

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	Enc.	Initiate Transit Trippers program	An encouragement initiative held during October encouraging/supporting youth taking transit	High	In Progress		Lise to create transit trip program outline for Omar's review Omar find out more about program ran in Vancouver from TransLink Lise to connect with Anita W (BC Transit to discuss)	Youth-led teams work together to accumulate most 'new riders' – people who haven't ridden the bus for school before – in a week.
	Enc.	Participate in Walk and Wheel Week	Work with PAC/Admin to create school based activities encouraging/participating in Walk and Wheel to School Week	High	Not started	June - Oct 2016	Facilitate school defining 'teams' Liaise between School & CRD for resources, materials Facilitate with PAC/School walking event Encourage use of Drive to Five Zones alongside Walk and Wheel to School Week	
	Enc.	Facilitate connections between active-travel curious parents	<ol style="list-style-type: none"> 1. Orientation day (parents) 2. Clan Week (students) 3. Bi-monthly in newsletter 4. Parent info night 	Med	Not started	All year	Provide Best Routes map to use for communications Work with Administration and ATC/PAC on promotion and messaging	Facilitate connections between active-travel curious parents

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Gregory Place at Cedar Hill Rd	Enf.	Vinyl Banner	Hang a large vinyl banner across Gregory Place informing parents not to drive into Gregory for drop-off. Vinyl banner directing cars to the drop-off location on Garnet St.	High	Not started		Get quote for sign from School District Host design competition with the students Source funding for cost Launch during block party	This banner would keep parents from pulling into Gregory Place for drop off, funneling car traffic to Garnet drop loop and retaining Gregory PI for 'active travel' entrance.
	Eval.	Review 'Safer School Travel Plan' (2006)	Provide updates to areas of concern where applicable. Make note of continued areas of concern (not addressed since 2006)	High	Complete	Apr-17	Review research again - discuss with Troy - provide communications piece of updates and accomplishments since 2006	CHMS was part of the 2006 Safer City program. The report from this program can provide support for areas remaining a concern in the area for the past decade. Utilize this report to leverage those areas.

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.



Drive to Five – It's a 5-Minute Walk to School



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.



Cedar Hill Middle

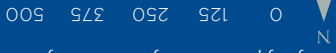
September 2017

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.



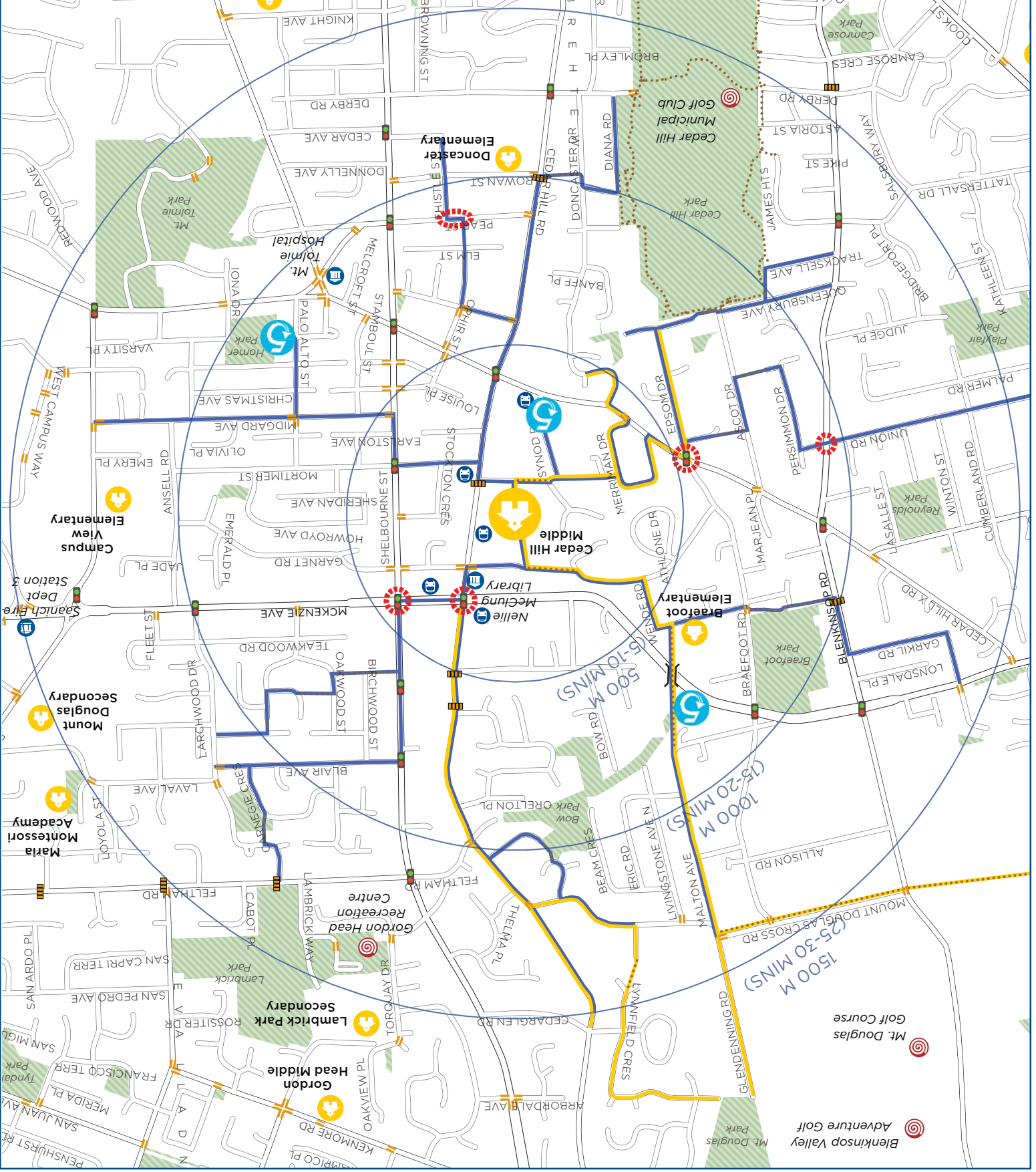


The Capital Regional District (CRD) does not warrant or guarantee the safety or suitability of any route depicted. This information is provided for general information purposes only and the use of this document by any person or entity will be entirely at their own risk.

September 2017

Cedar Hill Middle School: Best Route to School Map

- Best Route
- School
- Overpass
- Municipal
- Recreational/Cultural
- Park
- Bike Route
- Traffic Signal
- Bus Stop
- Trail
- Caution Crossing
- Drive to 5 Zone
- Enhanced Crosswalk





BOLDLY GO
LEAVE YOUR AUTO

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) for the week of:

MONDAY OCTOBER 3RD – FRIDAY OCTOBER 7TH 2016

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

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

	<i>Weath er</i>	Walked /scooter	Walked part-way*	Bicycle	School Bus	Public Transit	Carpool (2 or more families)	Car (Just my family)	Other?	Total
Mon	Example: Rainy/6C									
Tues										
Wed										
Thurs										
Fri										
Total										
Avg=Total/5 not for teachers										

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

	<i>Weath er</i>	Walked /scooter	Walked part-way*	Bicycle	School Bus	Public Transit	Carpool (2 or more families)	Car (Just my family)	Other?	Total
Mon	Example: Rainy/6C									
Tues										
Wed										
Thurs										
Fri										
Total										
Avg=Total/5 not for teachers										

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



**Cedar Hill
Middle School**
School Travel
Planning

Monday, October 3rd, 2016

Dear Parent (Guardian):

Cedar Hill middle 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 Friday, October 7th, 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: Lise Richard at lise@hastebc.org

Thank you,

Carter Giesbrecht
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 Mandarin/Cantonese/Chinese Punjabi/Hindi Spanish
 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 BY
FRIDAY OCTOBER 7th, 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 the District of Saanich is part of the Capital Regional District's People Power program



Appendix E: ASRTS Announcement

Good morning everyone,

We are excited to announce that Cedar Hill Middle School is participating in the Capital Regional District's **Active and Safe Routes to School** project.

School Travel Planning is a process that involves students, parents and community partners to find new ways to encourage, motivate and support more children and their families to safely walk, bike or roll to and from school.

Active transportation is a great way to support increased physical activity and contributes to our region's environmental, economic and social priorities.

We are currently looking for interested parents and students to work with decision makers, law enforcement agencies and community partners to explore barriers and generate solutions that can make it easier for families to choose active modes more often.

For more information or to sign up to help, please contact Carter Giesbrecht

Carter Giesbrecht

Principal, Ecole Intermediaire/ Cedar Hill Middle School

3910 Cedar Hill Road, Victoria, BC, V8P 3Z9

T: [250 477-6945](tel:2504776945)

F: [250 721-1960](tel:2507211960)

Appendix F: School Travel Planning Membership

School Travel Planning Members

The School Travel Planning process for CHM (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: Lise Richard

District of Saanich

Engineering: Troy McKay and Sandra Liddell

Capital Regional District

Regional and Strategic Planning: Kate Berniaz

Great Victoria School District #61

Facilities: David Loveridge and Marni Vistisen-Harwood

BC Transit

Transportation Planning: Adriana McMullen and Lindsay Taylor

Marketing: Anita Wasuita

Community Organizations

Greater Victoria Placemaking Network: Ray Straatsma

Walk On Victoria: Sally Reid

WeBike: Cindy Marven

Greater Victoria Cycling Coalition: Edward Pullman

Greater Victoria Bike to Work Society: Amelia Potvin

School Project Committee

Principal

Carter Giesbrecht

Staff

Paul H.

Reyna P.

Parent Advisory Council

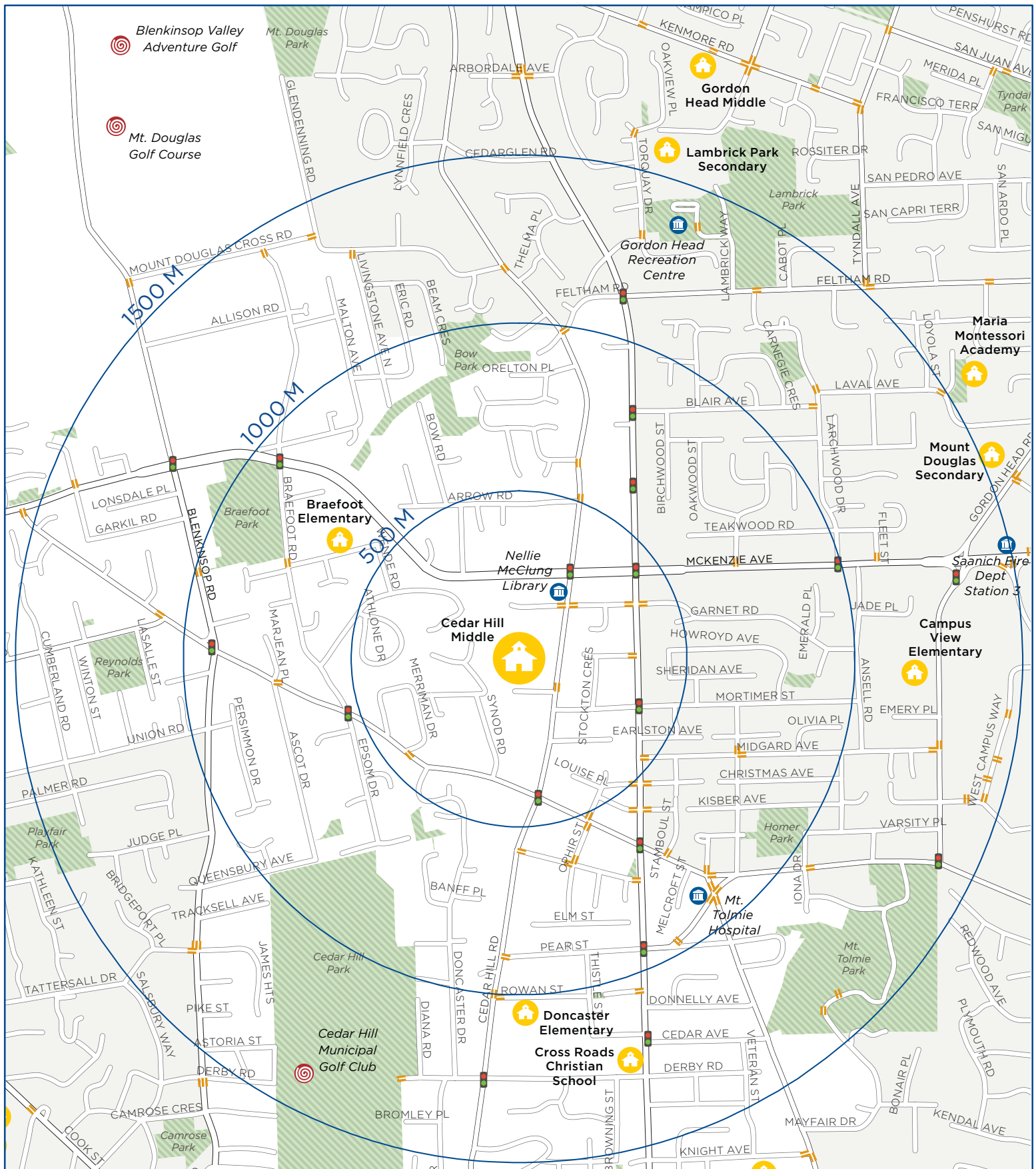
Catherine

Erica E.

Other parents

Lana

Appendix G: Base Map

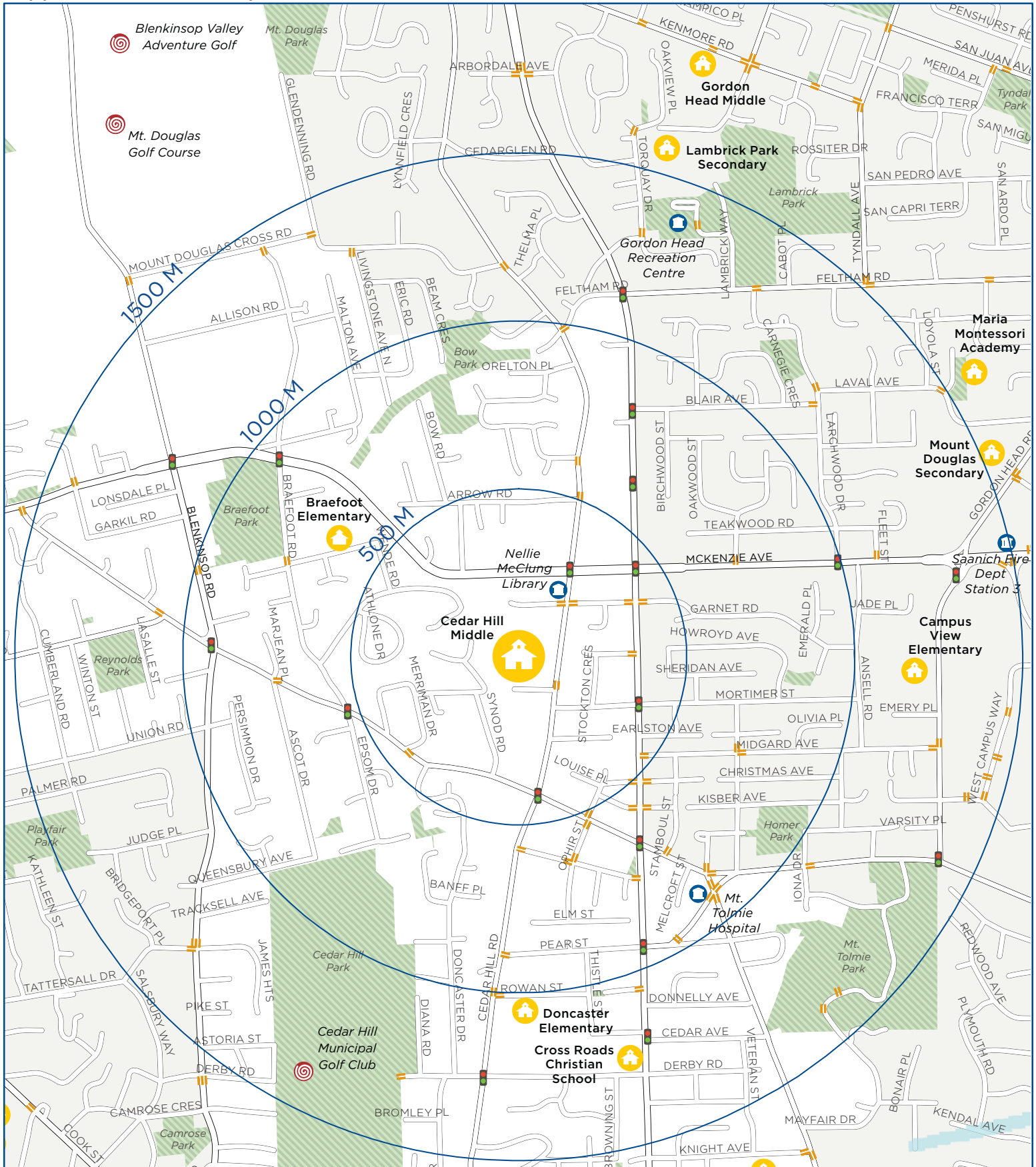


Cedar Hill Middle

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



Appendix H: Heat Map



Cedar Hill Middle (n = 71)

- 21-40 routes
- 10-20 routes
- 2-9 routes
- 1 route
- School
- Traffic Signal
- Crosswalk
- Trail
- Park
- Catchment Area
- Municipal
- Recreational/Cultural

0 125 250 375 500

Meters

