

SCHOOL TRAVEL PLAN

Glanford Middle School



Transportation and
Development Division
9 January 2018



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National Active & Safe Routes to School

<http://www.saferoutestoschool.ca/>

HASTe BC

<http://www.hastebc.org/>

District of Saanich Active & Safe Routes to School

<http://www.saanich.ca/EN/main/community/getting-around/walking/safe-routes-to-school.html>

School Travel Planning

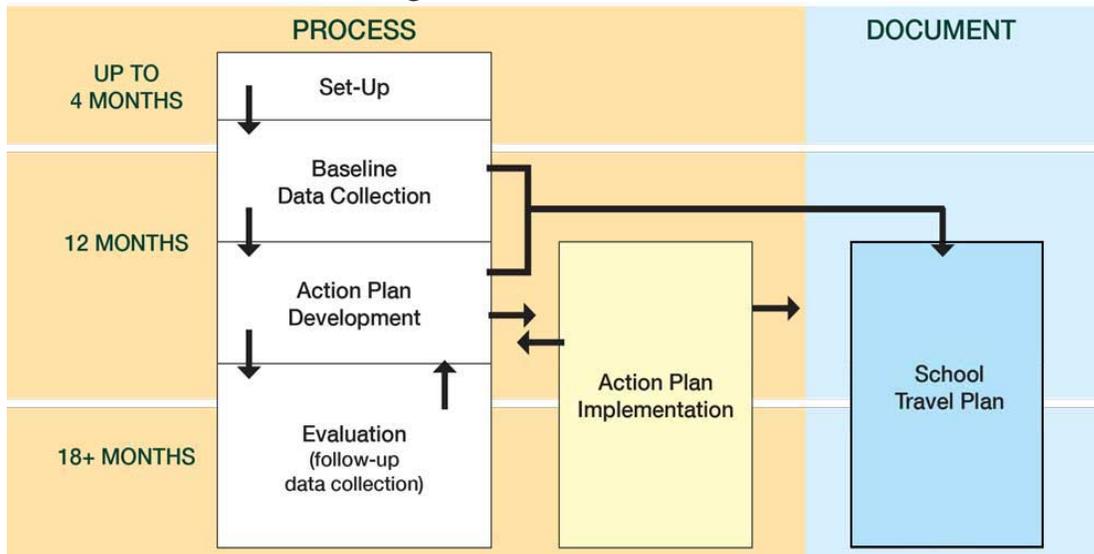
School Travel Planning is a community-based planning process that has been used with success to date in communities across Canada to increase the number of families choosing active transportation modes to get to and from school. School Travel Planning uses a collaborative approach, working to involve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

School Travel Planning is overseen and resourced in each community by a Stakeholder Committee comprised of representatives of key school-transportation stakeholder groups. At individual schools, the School Travel Planning process is led by an STP Facilitator, who convenes a School Committee comprised of staff, parents, administration, and other community stakeholders to outline specific active school travel barriers and solutions, developing the foundation and specifics for each school's School Active and Safe Travel Plan.

Key benefits of School Travel Planning are:

- Improved health and fitness of students
- Reduction in traffic congestion
- Improved traffic safety
- Reduction in pollution
- Improved air quality

▼ School Travel Planning Process



The District of Saanich's Active and Safe Routes to School Program

In 2015, the Hub for Active School Travel (HASTe) was contracted by the District of Saanich to implement the School Travel Planning process as part of the District's Active and Safe Routes to School Program (ASRTS). That school year, 2015-2016, was the introductory year of the multi-year program.

The District of Saanich selected five schools in total – three elementary schools and two middle schools – to receive invitations to participate in the first year of the ASRTS program. All five schools accepted the invitation.

The 2015-2016 schools are:

- McKenzie Elementary
- Northridge Elementary
- Tillicum Elementary
- Colquitz Middle
- Glanford Middle

This Document: The Glanford Middle School Travel Plan

This School Travel Plan is a living document belonging to the school. It should be revisited regularly in order to update the status of the Action Plan items and to incorporate future evaluation findings. This document consists of information compiled since the District of Saanich's Active and Safe Routes to School program began at Glanford Middle School in the Fall of 2015.

School Overview

Glanford Middle School (hereinafter: GMS) is part of the Greater Victoria School District, SD61. It is located at 4140 Glanford Avenue, at the intersection of Glanford Avenue and Judah Road, in the Carey area of the District of Saanich. Its catchment area spans the Carey and Tillicum areas of the District of Saanich.

Glanford Middle School had an enrollment of 400 students in 2015-2016, between grades 6 and 8, divided into 14 advisory classrooms.

Transportation

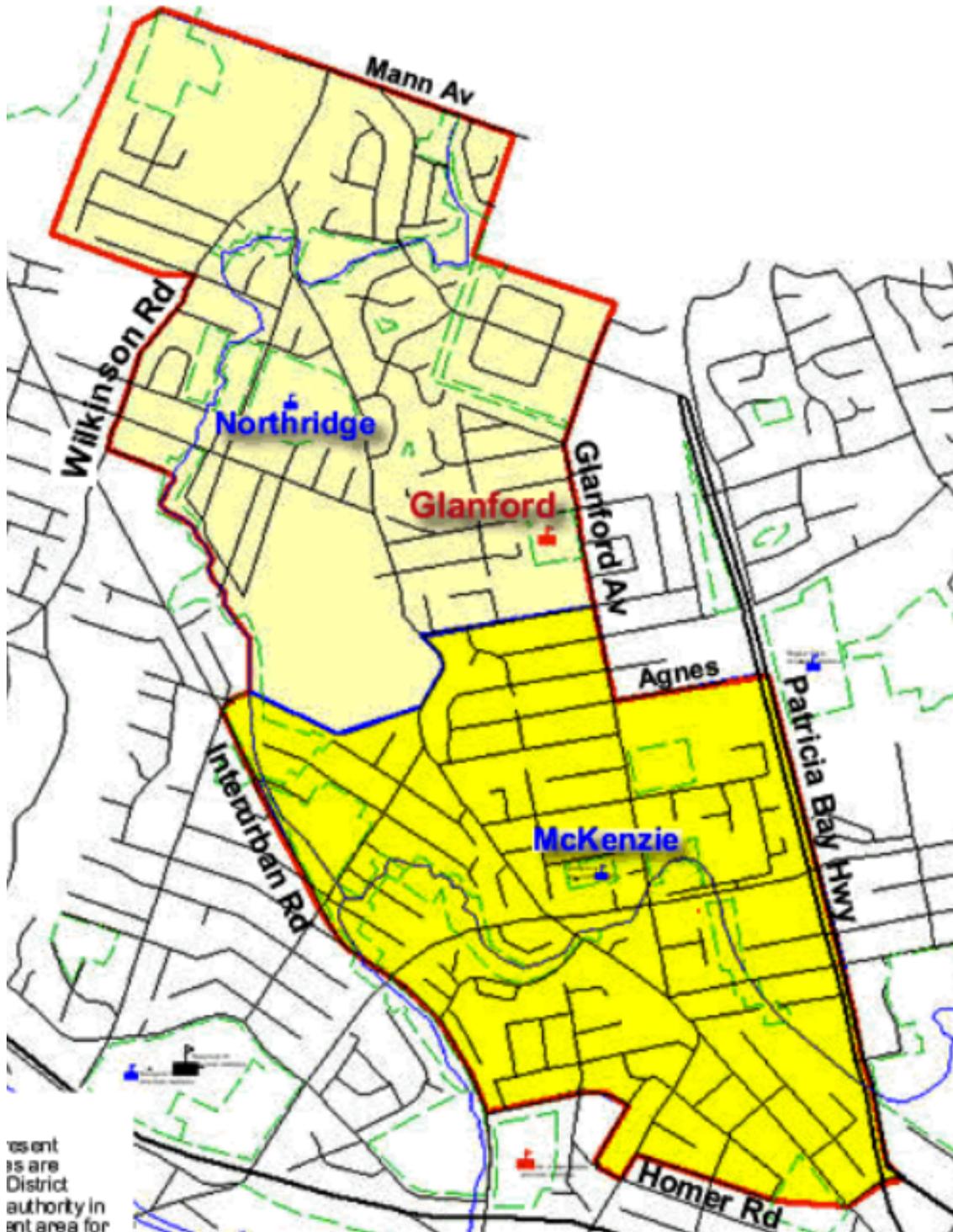
GMS is located on the southwest corner of an intersection between a major road, Glanford Avenue, and a collector road, Judah Street.

GMS has a motor vehicle drop-off loop on the east side of the school grounds, off Glanford Avenue. There is a parking lot on the south side of the school grounds, accessible from the drop-off loop, and another on the north side of the school, with a driveway off Judah Street.

The west side of the school yard borders a pedestrian pathway between Bremerton Street and Riel Place – part of the Raymond Street pedestrian and cycling corridor.

There are multiple entrances to the GMS school building. The school's main entrance is located on the east side of the building.

The main bicycle parking area at GMS is on the south side of the school building. There is additional bike parking on the east side of the school; however, those bike racks are of an older style (with wire loop and a concrete base), which only allows bicycles to be locked by their wheel and is less secure.



▲ Glanford Middle School catchment area (Source: SD61 website)

Neighbourhood Overview

GMS's catchment includes parts of the Carey and Tillicum areas of the District of Saanich.

Land Use

The catchment area is primarily residential in nature, with some rural elements. The area is largely suburban, comprised mostly of single-family dwellings. There is a small commercial/industrial area north of the school, at Glanford Avenue and Vanalman Avenue.

Transportation

GMS is located near multiple parks, including Panama Flats, Hyacinth Park, Copley Park, Layritz Park, and Swan Creek Park. The school is also located within ready access to the Swan Creek Trails and the Colquitz River trail network, including connections to Glendale Trail, Royal Oak Trail, and the Galloping Goose Regional Trail.

Major roads (featuring a high volume of fast-moving motor vehicle traffic) within the GMS catchment area include Glanford Avenue and Wilkinson Road. There are also a number of collector roads, including Carey Road, Interurban Road, Judah Street, and Roy Road.

The portion of McKenzie Road in Glanford's catchment area is classified as a highway under provincial jurisdiction. The catchment area is bordered to the east by Provincial Highway 17, the Patricia Bay Highway

The Glanford neighbourhood is considered to be "car-dependent" with a Walk Score of 45/100. Walk Score is an online walkability index that rates how easy it is to get around a given neighbourhood and access community amenities by walking (www.walkscore.com). The neighbourhood's low score may be a result of the shortage of commercial centres in the area, which requires many errands to be made by car; travel to and from GMS does not necessarily require a car.

There are several transit routes in the Glanford neighbourhood. Route 31 travels along Glanford Avenue, and route 30 travels along Carey Road. Both routes runs between the Royal Oak Exchange and James Bay.

Methodology

School travel data was collected using a variety of methods including hands-up surveys in the classrooms, take-home family surveys, and school travel walkabouts.

Surveys

Baseline hands-up and take-home surveys were conducted in October and November 2015.

Take-Home Family Survey

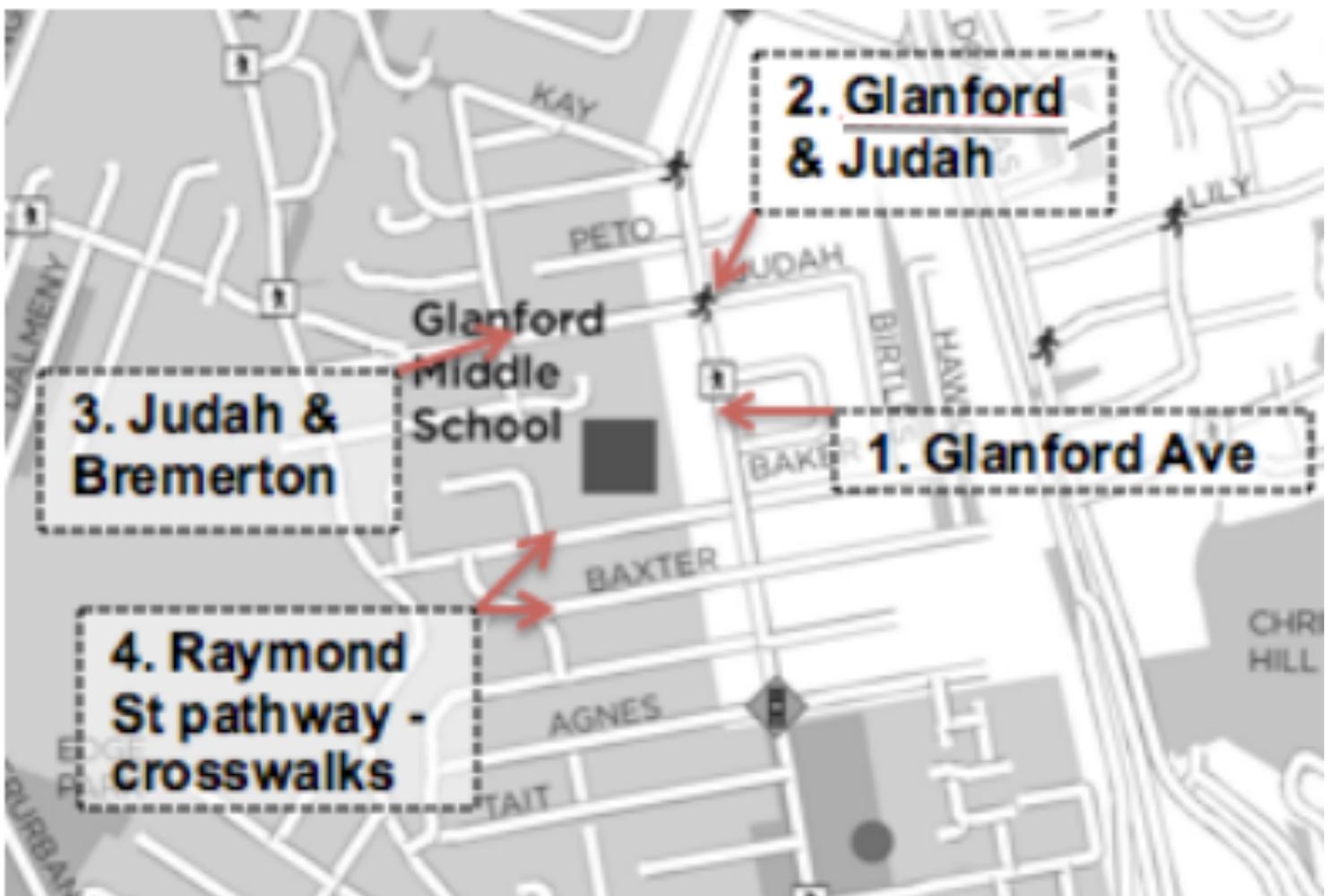
An online family survey, communicated through the GMS email newsletter, was attempted in October 2015, but the response rate was low. Paper surveys were sent home in November. Families were to complete and return the survey to the school. Between the online and paper format, 171 families completed the survey. For a copy of the baseline take-home family survey, please see Appendix 2.

Hands-Up Survey

All 14 advisory classrooms participated in the hands-up survey. Classroom teachers recorded daily mode share that students used to get to and from school over a one-week period, from October 9 to 16, 2015. For a copy of the baseline hands-up survey, please see Appendix 3.

GMS School Travel Walkabout

The GMS walkabout took place on February 17, 2016. It was an opportunity for municipal stakeholders to come together with the school community and walk around the neighbourhood in order to explore school travel challenges and brainstorm actions that might address those challenges. The walk itself focused on sites within the immediate vicinity of the school, but the discussion and brainstorming covered many of the aforementioned school travel challenges at GMS. The solutions that resulted from this walkabout can be found in the Action Plan, attached as Appendix 5.

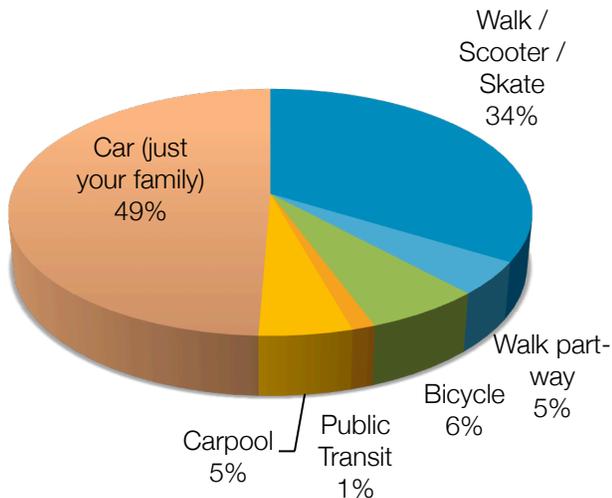


- ▲ A map of the GMS neighbourhood, indicating some of the locations visited during the school travel challenge walkabout.

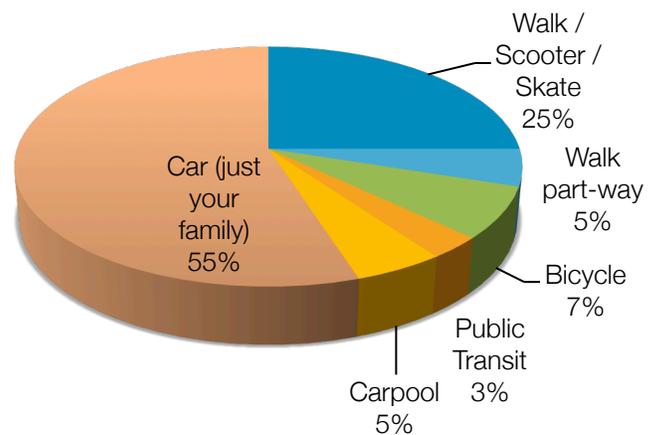
Survey Findings

Mode Share to School

▼ Take-Home Survey



▼ Hands-Up Survey

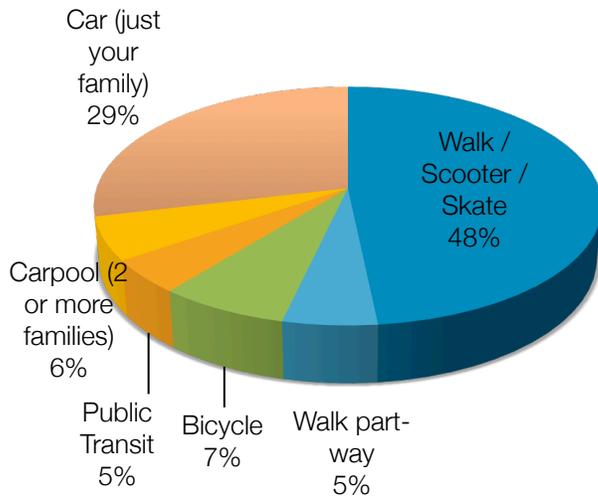


According to the take-home survey, most students arrive at GMS in the morning by motor vehicle. Nearly half (49%) of respondent families travel to GMS in single-family vehicles, and another 5% of families carpool to school. About a third (34%) of students walk, scooter, or skate to school in the morning, and another 5% walk part way. 6% of students usually travel to school by bicycle. Public transit is the least popular mode choice to school, at 1% of respondent families..

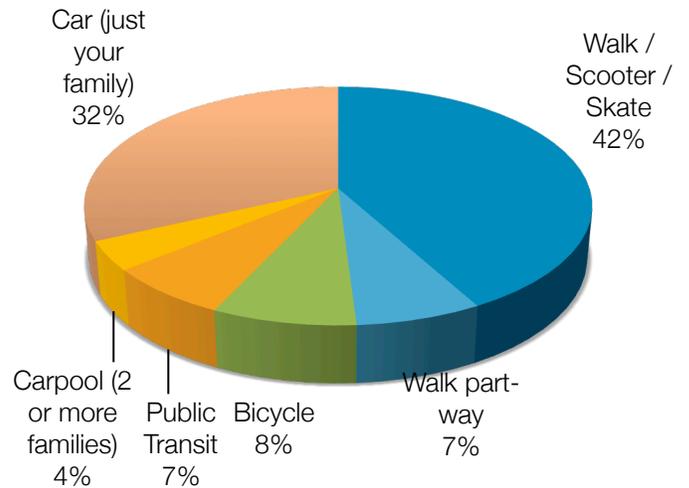
During the week of October 9 to 16, 2015, a large majority of families (60%) travelled to school by car, with 55% of students arriving by car with just their family, and another 5% carpooling with another family. A quarter (25%) of students walked, scootered, or skated to school, and an additional 5% walked part way. Bicycle travel represented 7% of all trips to school during that week. A small percentage of students (3%) arrived at school by public transit.

Mode Share From School

▼ Take-Home Survey



▼ Hands-Up Survey

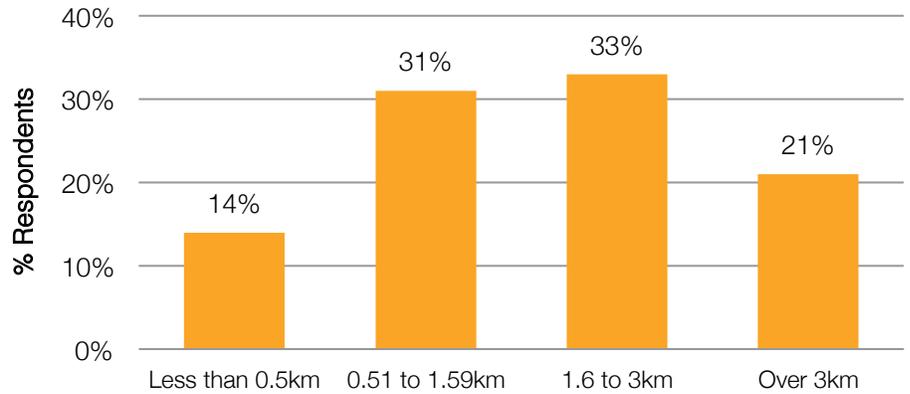


GMS’s afternoon mode share shifts significantly between morning and afternoon. Car travel decreases significantly, down from 49% to 29% for single-family vehicle trips, and up slightly from 5% to 6% for carpool. Walking, scootering, and skating trips from school increase to represent 48% of the afternoon mode share, and an additional 5% of students walk part way from school. Public transit from school increases to 5% of afternoon mode share (compared with 1% in the morning). Cycling remains steady between morning and afternoon, representing 7% of mode share from school.

During the week of October 9 to 16, 2015, the hands-up survey found a decrease in car travel and an increase in active travel for the trip from school similar to what was observed in the take-home survey results. During that week, 32% of students travelled from school in single-family vehicles, down from 55% in the morning, and an additional 4% carpooled. The majority of students (42%) walked, scootered, or skated from school in the afternoon, up from 25% in the morning, with an additional 7% walking part-way. Public transit use increased in the afternoon, up to 7% of trips (compared to 3% in the morning). Cycling remained fairly consistent, with 8% of students traveling from school by bike. Taken together, these numbers and shifts suggest that there is a high degree of elective driving at GMS, meaning that many students are being driven to school even though there are no significant external barriers (e.g. distance, safety, etc.) preventing them from making the trip by active and sustainable means.

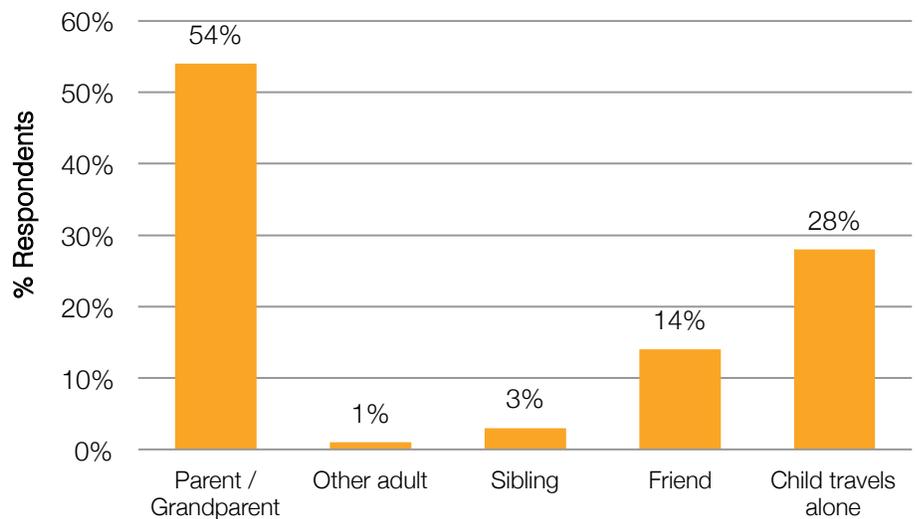
Other Notable Findings

▼ How far away do you live from school?



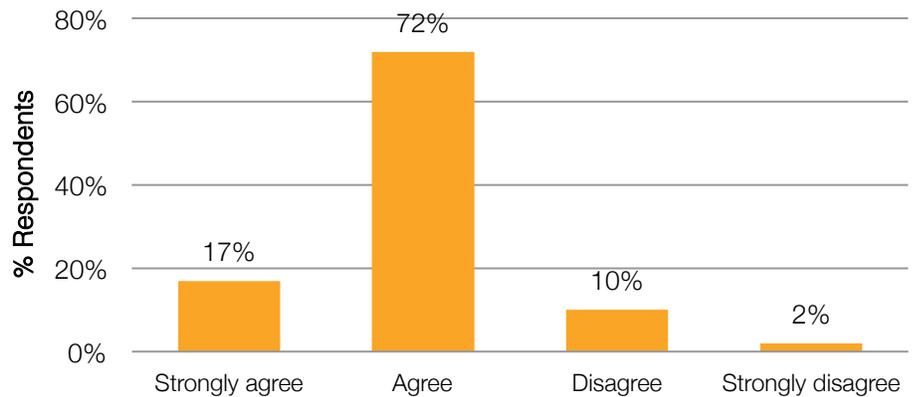
Nearly half (45%) of GMS respondent families live under 1.6 km from the school, which is equivalent to about a 20-minute walk at a brisk pace. A third (33%) live within 1.6 km and 3 km, and a fifth (21%) live over 3 km away from the school.

▼ Who do your children travel with to school?



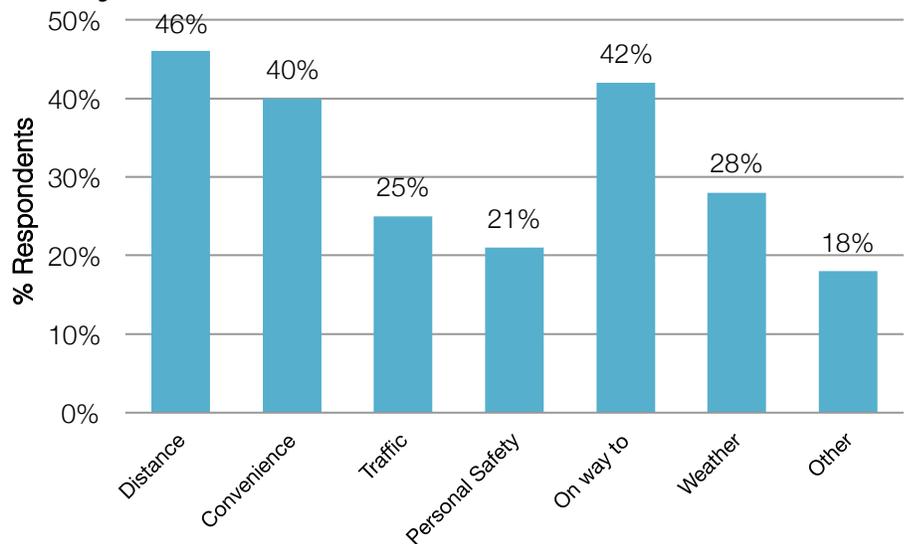
Nearly half (45%) of GMS students travel to school unaccompanied by an adult. A significant portion of students (28%) travel alone to school, 14% travel with a friend, and 3% with a sibling. The other portion of students travel to school accompanied by an adult, with 54% travelling with a grandparent or parent and 1% with another adult.

▼ **Our neighbourhood is safe for children**



Most GMS families (89%) agreed that their neighbourhood is safe for children to walk to school, with 72% agreeing and 17% strongly agreeing on the take-home survey. A small portion of families (12%) disagreed or strongly disagreed that the neighbourhood is safe.

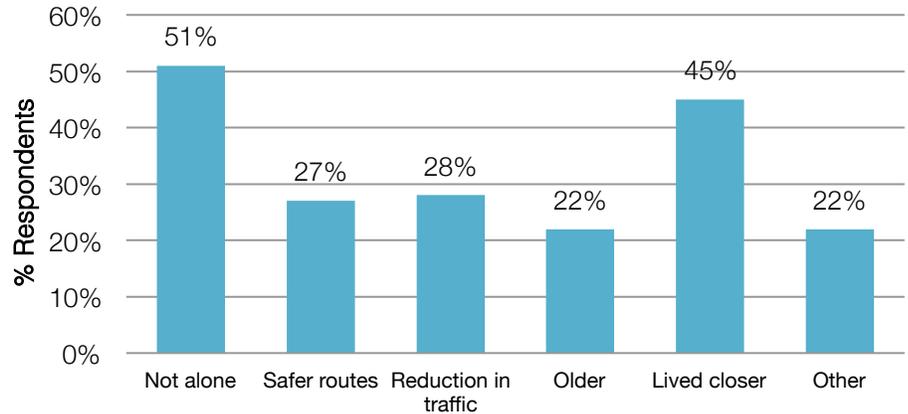
▼ **Why do families at GMS drive?**



When GMS families were asked on the take-home survey why they drive, distance was the most common reason given, by 46% of respondents. The next most common reasons were that they are on the way to somewhere else (42%) and that they choose to drive due to convenience (40%). Given that the distance travelled from home to school likely does not change between the morning and afternoon, yet many more students are driven to school in the

morning, it is likely that being on the way to somewhere else and convenience are key factors in inflating morning car travel.

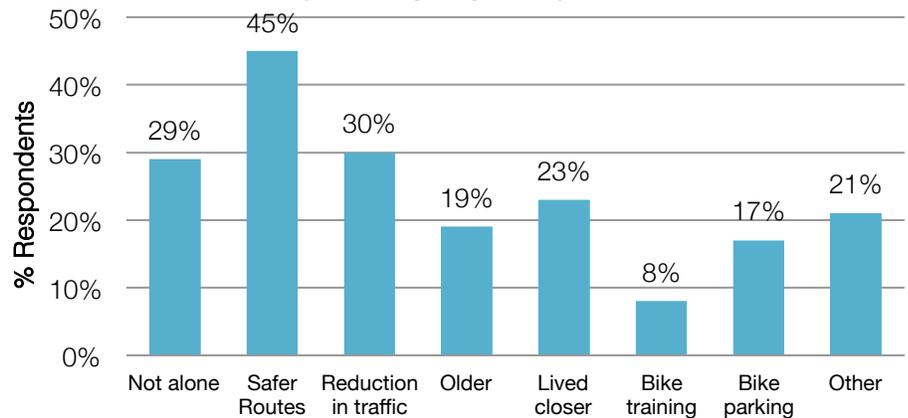
▼ **I would allow my child(ren) to walk to school if...**



Families at GMS indicated that they would allow their children to walk to school if they were not alone (51% of respondents) and lived closer to school (45%). It is worth noting that 55% of students are usually accompanied to school by an adult – around the same percentage who are usually driven to school – meaning that students who arrive to school by active and sustainable modes are likely doing so unaccompanied by an adult. Encouraging active travel at GMS could be promoted as supporting the values of independence and responsibility that the Principal has stated are important to the school community. A group walking program that connects students who live in close proximity to one other, so that they can walk to school together with other families, may be productive at GMS.

Over a quarter of respondent families felt that a reduction in traffic (28%) and safer routes (27%) would allow them to feel comfortable with their children walking to school. Again, a coordinated group walking strategy that encourages students to walk to school along Best Routes to School could help to overcome these barriers and reduce motor vehicle traffic and congestion in the school zone.

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



When it comes to cycling at GMS, safer routes was the number one factor (at 45%) that families suggested would encourage them to allow their child(ren) to cycle to school. Glanford Avenue, as it currently stands, is not generally considered to be a safe cycling route by GMS families, according to comments made in the take-home surveys and conversations. While many families use this route for car travel to school, Best Route to School maps and other promotion efforts can help raise awareness that there are other routes through the GMS catchment that are more appropriate for walking and cycling. The Raymond Street Corridor, a pedestrian and cycling corridor that runs just west of the school, was recently created, and is scheduled to undergo further improvements to pedestrian and cycling safety.

Other factors that families suggested would help them feel comfortable with their child(ren) cycling to school included if there was a reduction in traffic (30% of respondents), and if their child(ren) were not travelling alone (29%). An effective strategy to address these concerns could be to coordinate group rides along the Raymond Street Corridor to and from school, which could increase the perception of the safety of cycling routes to school, reduce motor vehicle traffic, and ensure that students would not have to travel alone.

School Travel Challenges Summary

School travel challenges are the barriers to active travel faced by families and students at GMS.

These challenges were identified in a variety of ways: through the take-home family surveys, where families were presented with a map to identify particular areas of concern in the neighbourhood; through Parent Advisory Committee (PAC) meetings; and through conversations with the Principal and other members of the school community.

Many of the travel challenges were explored in a School Travel Walkabout, where municipal stakeholders and the school community came together to explore areas of concern and to brainstorm potential solutions.

This section, along with the attached Action Plan, identifies some of the challenges and potential ways they can be addressed or overcome in order to encourage more active school travel at GMS.

1.

Elective driving in the morning

School travel data collected through hands-up and take-home surveys shows a significant shift in mode share between trips to and from school. According to the hands-up survey, driving rates drop 23% for the trip from school, while walking/scootering/skating rates increase 17% and transit rates increase 4%

The challenge for GMS is to encourage students (and the parents of students) who already walk, scoot, skate, or bus from school to choose the same mode in the morning when travelling to school. Education and awareness campaigns directed at parents around the benefits of active travel, and promotional efforts directed at students that address their motivations, should effectively target this section of the school population. Ways of gathering information



- ▲ **Motivating students and families to prioritize active trips to school is a particular challenge GMS**

about what motivates students, and efforts to engage them, especially coming from their peers, should be explored.



- ▲ **Pedestrian-activated traffic light crosswalk across Glanford Avenue at Polyanthus Crescent. Pedestrian crosswalk crosses both Glanford Avenue and the motor vehicle drop-off loop (left part of picture).**

2.

Front entrance of the school

All students arriving at the school enter the school ground through one of a few options available.

According to the take-home survey, pedestrians travelling to GMS via Glanford Avenue often enter the school grounds through a cut-out in the fence on the east side of the school. This route involves pedestrians passing through either a parking lot or the motor vehicle drop-off loop in front of the school.

There is a pedestrian-activated traffic light for crossing Glanford Avenue at Polyanthus Crescent. However, during the walkabout, participants expressed that students seemed to be waiting for considerable periods of time for this light to change.



- ▲ **Glanford Ave, looking south, facing the north-end entrance driveway of the motor vehicle drop-off loop. The driveway crosses the sidewalk, but there nothing to demarcate vehicle space from pedestrian space.**

3. Glanford Avenue

Glanford Avenue is classified as a major road in the District of Saanich, and presents pedestrian and cycling safety concerns for families at GMS.

Through the take-home survey and in conversations, GMS families indicated that the sidewalks on Glanford Avenue are inadequate or inconsistent, and often provide little separation from the roadway.

There are no bike lanes on Glanford Avenue north of McKenzie Avenue, and there is a high volume of motor vehicle traffic; according to the District of Saanich's Glanford Avenue Corridor Site Analysis Report, Glanford Avenue at Margaret Street – just



- ▲ **Glanford Avenue looking south. School zone signage is visible before GMS (which is down the hill) is visible.**

south of GMS – experiences 10,000 vehicles as its average weekday traffic.

According to the take-home survey, families at Glanford were particularly concerned about vehicles moving at a fast rate travelling southbound on Glanford Avenue, from the hill just north of the school grounds. While there is school zone signage at the top of that hill, based on GMS families' reports of witnessing speeding traffic in that area, compliance may be an issue.

Glanford Avenue is slated for a "Complete Streets" upgrade, in order to facilitate safe and smooth travel through the area by all road users, featuring the installation of bike lanes and sidewalk improvements.



▲ **Judah Street looking east towards Bremerton Street.**

4.

Pedestrian safety on Judah Street

Judah Street runs along the north edge of GMS's schoolyard, and is a popular active travel route to GMS, according to the take-home survey. There are sidewalks only on the south side of Judah Street, between Glanford Avenue and Carey Road, and families at GMS commented in the take-home surveys and in conversation that pedestrian safety along Judah Street was a concern. Between Carey Road and Bremerton Street, the sidewalk is an asphalt strip at grade with the roadway separated by a concrete curb, and many families commented that this is inadequate.

Many families at Glanford have concerns about the safety of students crossing Judah Street. There is currently no crosswalk across Judah Street between Carey Road and Glanford Avenue.

Crossing Judah Street at Glanford Avenue, where



▲ **Judah Street and Glanford Ave.**
This southwest corner lacks curb drops.

there is a stop sign for motor vehicle traffic, poses pedestrian safety concerns for families at GMS, according to the take-home survey and conversations. This intersection of Glanford Avenue and Judah Street experiences high collision rates, according to the District of Saanich’s Glanford Avenue Corridor Site Analysis Report.

According to the take-home survey, many families are currently choosing to cross at Bremerton Street, despite the absence of intersection control for motor vehicle traffic along Judah Street or a crosswalk across the street.

5. Raymond Street Corridor crossings

Raymond Street North has recently undergone phase one of a series of scheduled improvements aimed at creating a high-quality pedestrian and cycling corridor. Phase one has included the installation of pathways to adjoin portions of roadway in the GMS neighbourhood, including Raymond Street North, Riel Place, and Bremerton Place. Additional actions to improve the pedestrian and cycling safety of the Raymond Street Corridor are scheduled to be undertaken by the District of Saanich.

In the take-home survey and through conversations at PAC meetings, families at GMS expressed pedestrian and cycling safety concerns about the places where the Raymond Street Corridor meets intersecting streets, including Tait Street, Agnes Street, Broadway Street, Baxter Avenue, and Baker Street.



▲ **Baker Street, looking east towards the Raymond Street Corridor crossing.**

Motor vehicle traffic at these intersecting streets is notified of a crossing with signage, yet it is not traditional crosswalk signage and there is no painted crosswalk. There are no traffic calming mechanisms used, nor are there intersection controls, for traffic along these intersecting streets when they meet the Raymond Street Corridor.

When the Raymond Street Corridor meets these intersecting streets, it is traffic (pedestrian, cyclist, and motor vehicle) along the Raymond Street Corridor that faces intersection controls in the form of stop signs. According to families at GMS, this gives the impression that pedestrians and cyclists are solely responsible for their safety in crossing intersections, and fails to provide the right-of-way or traffic calming required to facilitate pedestrian crossings and make the Raymond Street Corridor an attractive route for pedestrians and cyclists.



▲ **Travelling north along the Raymond Street Corridor, approaching Baker Street.**



▲ **Travelling north on Glanford Avenue approaching Baker Street, which lacks sidewalks or curb drops at this intersection.**

6.

Gaps in the pedestrian network

Many of the streets surrounding GMS are residential streets without sidewalks, and those sidewalks that do exist are seen by families at GMS to be insufficient to support pedestrian connectivity and safety. Families at GMS brought this up as a pedestrian safety concern for travel to and from school through the take-home survey, at PAC meetings, and during the walkabout.

Sidewalks are absent on most streets west of Glanford Avenue. Baker Street, Agnes Street, and Kenneth Street all feature sidewalks on their segments immediately east of Glanford Avenue, but not on the west side. There are no sidewalks at all on Broadway Street and Tait Street. In this area, only

Baxter Avenue features continuous sidewalks both east and west of Glanford Avenue.

Judah Street, a collector road that borders GMS to the north, has sidewalk on its south side directly outside of the school. East of Bremerton Street the sidewalk becomes an asphalt pathway separated from the roadway by a concrete curb, and was rated “poor quality” in the District of Saanich’s 2012 Pedestrian Priorities Implementation Plan.

7. Tait Street and Carey Road

Through the take-home survey, several GMS families expressed pedestrian safety concerns about the Tait Street and Carey Road area relating to the volume of motor vehicle traffic, visibility, and gaps in the pedestrian infrastructure. These issues were of particular concern for families travelling from the Marigold Road area, who have to cross Carey Road on their way to and from school.

In late 2015 and early 2016, following the data collection in the take-home survey, several active travel road improvements were made in this area, including sidewalk improvements along Marigold Road, the installation of bike lanes on Carey Road, and the installation of a crosswalk across Carey Road at Tait Street. These improvements may have alleviated some of the concerns expressed by GMS families.

Families at GMS also expressed active travel safety concerns relating to the volume of motor vehicle traffic travelling to Pacific Christian School in the morning, which they feel makes the Tait Street and



▲ Carey Road looking east at Tait Street.

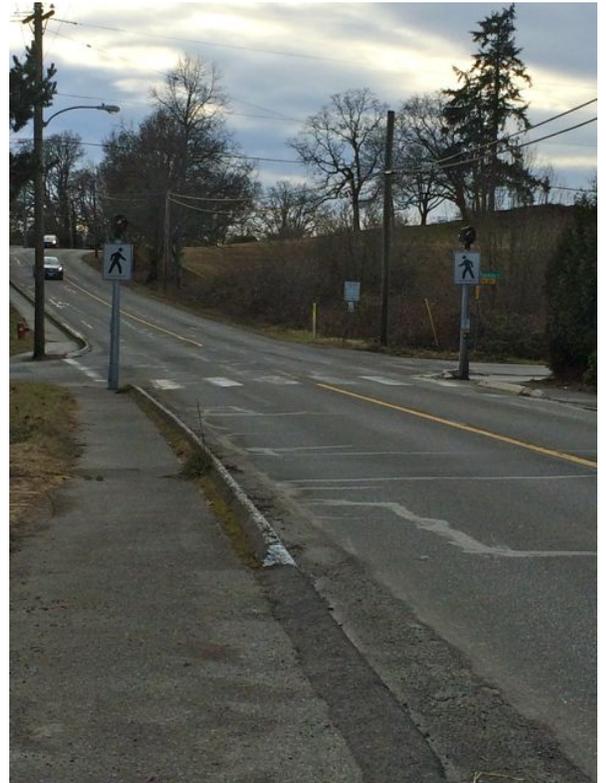
Carey Road area very congested and therefore unsafe for active travel.

8. Wilkinson Road

Wilkinson Road is classified a Major Road in the District of Saanich's Official Community Plan and has been identified as a strategic corridor by the Capital Regional District. According to the District of Saanich, Wilkinson Road accommodates approximately 15,000 vehicles per day and is a high-use transit route.

According to families at GMS, there are significant pedestrian and cycling safety concerns along Wilkinson Road. The street features inconsistent sidewalks, sometimes only on one side of the road, with few designated crossing facilities. GMS families noted that there is sometimes inadequate demarcation between pedestrian and motor vehicle space, which presents a pedestrian safety concern due to the high volume of what they felt to be fast-moving motor vehicle traffic.

Cycling safety concerns were expressed by some respondents in the take-home survey. There are bike lanes on a portion of Wilkinson Road, between Mann Avenue and Carey Road, but there are currently no bike lanes between Carey Road and Interurban Road.



▲ **Wilkinson Road, looking south towards the Loenhalm Road crosswalk.**

School Travel Planning Implementation

Best Routes to School Map

Best Routes to School Maps feature the best walking and cycling routes that connect various areas of the catchment to the school. Routes were selected based on information from baseline family take-home surveys, walkabout information, and PAC consultation. The routes selected feature sidewalks, cycling lanes when applicable, and highlight supported crossings (crosswalks and intersections).

Action Plan

An Action Plan was developed to document the itemized recommendations and actions that have resulted from the School Travel Planning process. It features actions for which various stakeholders are responsible, including infrastructure recommendations that the District of Saanich staff will investigate, as well as engagement and education that the school community will explore. In the holistic process of school travel planning, a variety of actions can be taken to support more active travel to and from school.

Each action can be identified to support one or more of the following goals:

- 1) Improve walking routes to school
- 2) Improve cycling routes to school
- 3) Improve traffic safety in the school zone
- 4) Encourage uptake of active travel to and from school
- 5) Promote alternative student drop-off locations
- 6) Monitor effectiveness of school travel planning efforts

School efforts

Bike to School Week

From May 30 to June 3 2016, GMS participated in Bike to School Week.

The school's Leadership students planned and promoted the event at the school. They created posters, put together a bulletin board display within the school, sought prizes and incentives for

the week, and made announcements about Bike to School Week on GMS's Studio 85, the school's morning video announcements.

Student Engagement on Active Travel

In spring 2016, the ASRTS Facilitator worked with the leadership group at GMS for several sessions, exploring active travel issues at the school. This group planned and promoted Bike to School Week at GMS.



▲ **A full bike rack at GMS during Bike to School Week 2016.**

Glanford Adventurers Club

GMS offers an Exploratory program designed to develop and expand on every student's personal interests and skills. In the spring of 2017, the STP facilitator offered GMS students a Mini-exploratory called the Glanford Adventurers Club.

Using the Best Routes to School map, the Club explored nearby regional and municipal parks. Each week's exploration involved a learning theme, and assignments centered on that theme.

During the first week, students explored elements of the Panama Flats Park that could be impacted by a lack of clean air through mixed media, installation or visual art.

During the second week, students explored another nearby park. Working in groups of five, they created five-move, five-minute-long workout routines that made use of available playground equipment. Before heading back to the school, students presented their workout routines to the group and tried out each other's routines.

During the third week, the group combined elements of their previous two trips, visiting both parks, running through the workout routines they had created, and exploring new areas of the Panama Flats Park. After each session, the students were asked to summarize their learnings from the experience.



▲ **GMS students head out to explore the catchment area on a Best Route to School**

Engineering

Sidewalks on Judah Street

As of the writing of this plan, the District of Saanich is upgrading pedestrian infrastructure on Judah Street near the school. The

upgrades include installation of a concrete sidewalk adjacent to the westbound lane, pathway upgrade from Roy Road to Carey Road, curb return upgrades and a new signed and marked crosswalk at the intersection of Judah Street and Bremerton Street.



- ▲ Preliminary display drawing of the project to upgrade pedestrian infrastructure on Judah Street near the school. Source: the District of Saanich's website

Methodology

Follow-up school travel data at GMS was collected through hands-up surveys in the classrooms and take-home family surveys.

Surveys

Follow-up hands-up and take-home surveys were conducted in November 2017, 2 years after baseline data was collected.

Take-Home Family Survey

In November 2017, students were sent home with a take-home family survey, which families were asked to complete and return to the school. A total of 61 families completed the follow-up survey representing 69 children, for a return rate of 19%. For a copy of the follow-up take-home family survey, please see Appendix 7.

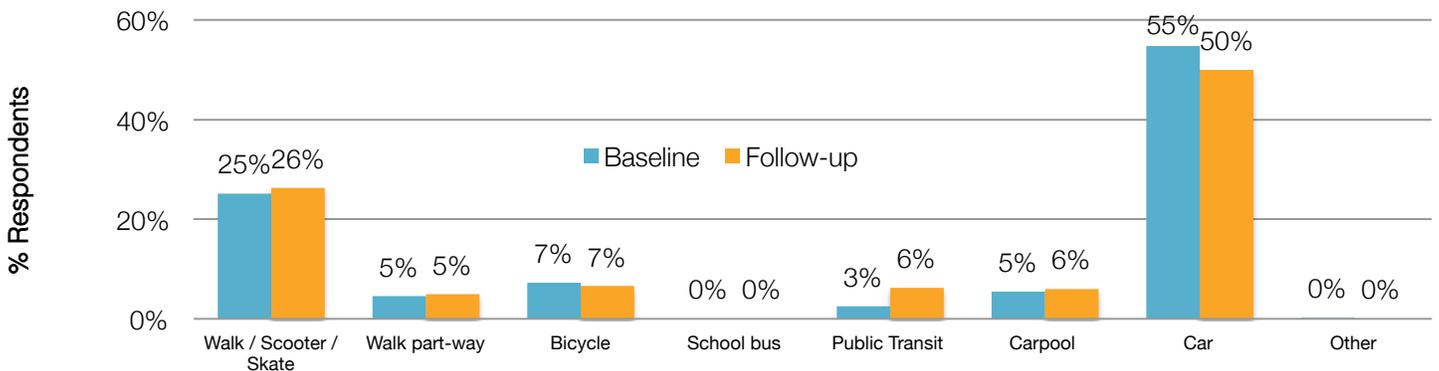
Hands-Up Survey

12 classrooms participated in the hands-up survey. Classroom teachers recorded how students travelled to and from school every weekday over a one-week period. The format of the follow-up hands-up survey was identical to the baseline survey (Appendix 3) conducted in 2015.

Survey Findings

Mode Share to School

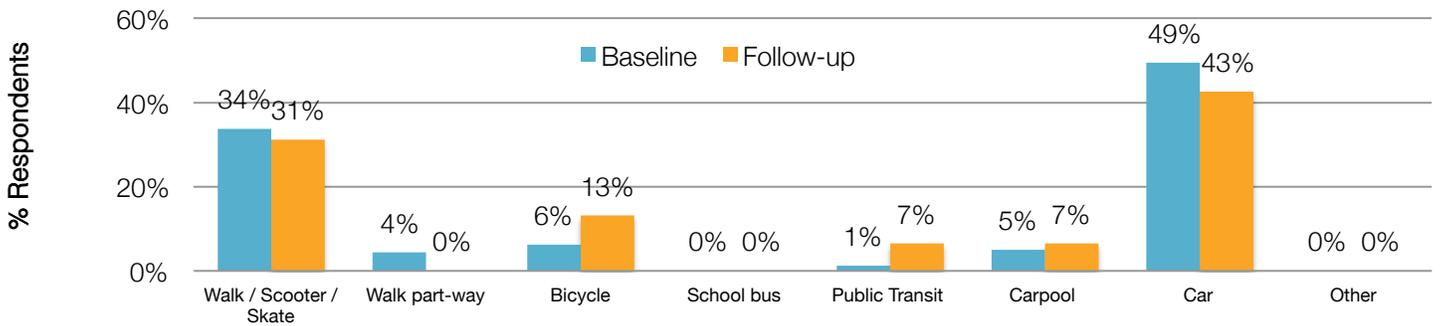
▼ Hands-Up Survey



Data from the follow-up hands-up survey found that the rate of walking to school at GMS remained essentially unchanged; the

rate of transit use had increased, though it remains low at 6%; and the rate of driving declined by 9%.

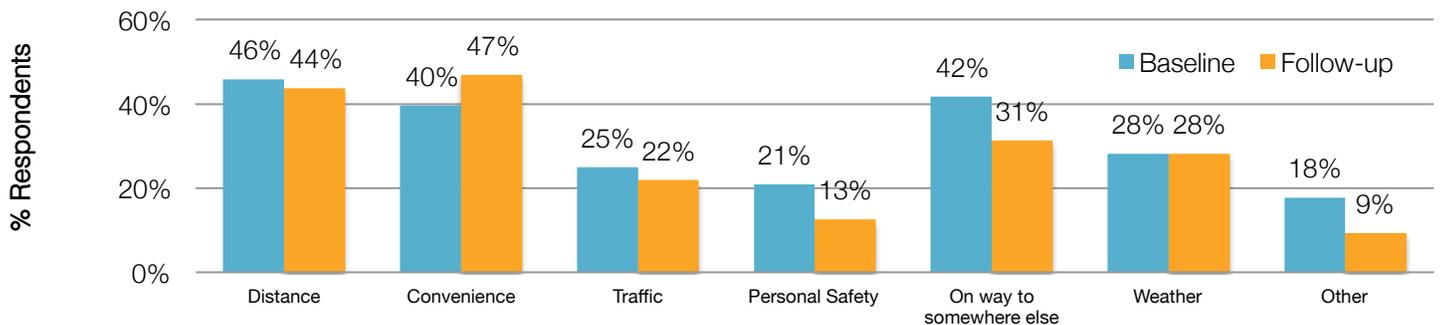
▼ **Take-Home Survey**



Data from the follow-up take-home survey found that the rate of walking and driving to school had both declined: walking by 9% and driving by 12%. The rate of cycling had more than doubled, from 6% to 13%, transit ridership had increased substantially, from 1% to 7%, and carpooling had increased slightly, from 5% to 7%.

Other Notable Findings

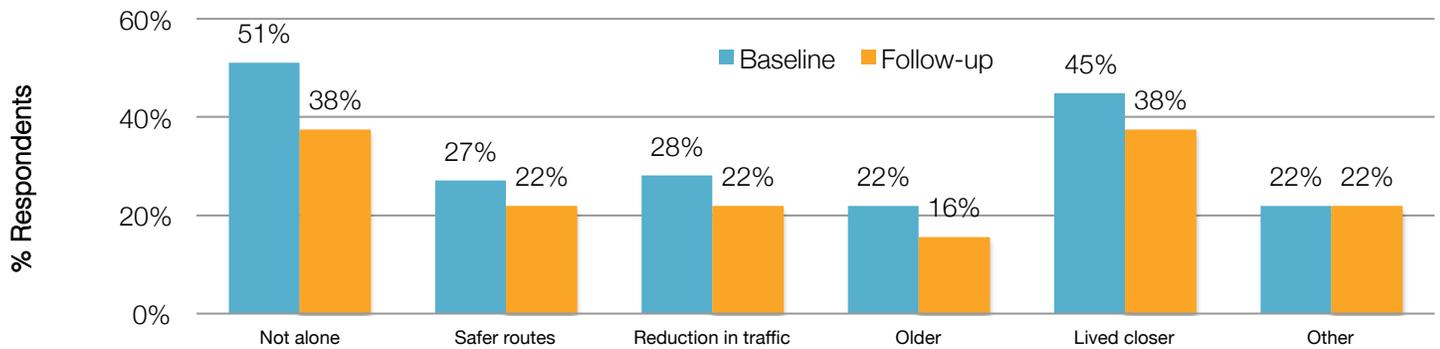
▼ **I drive my child to school because...**



Between the baseline and follow-up surveys, distance and convenience remained among the reasons most commonly cited by parents for why they drive their child(ren) to school. Concerns

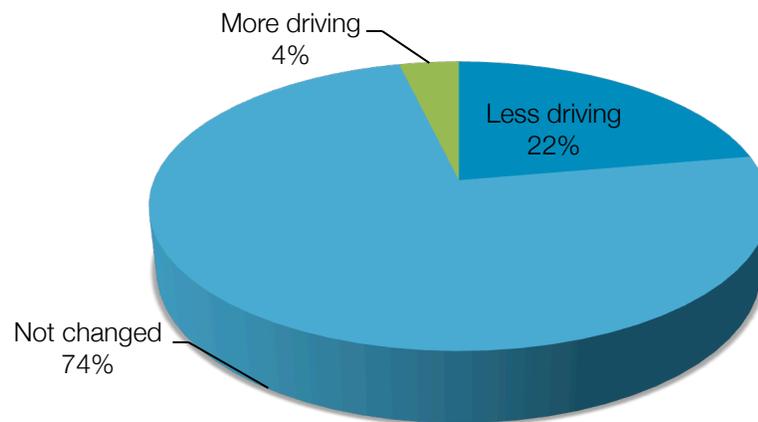
about personal and traffic safety remain low, which correlates with follow-up take-home survey data showing that 90% of parents consider the neighbourhood around the school safe for their children to walk to school.

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



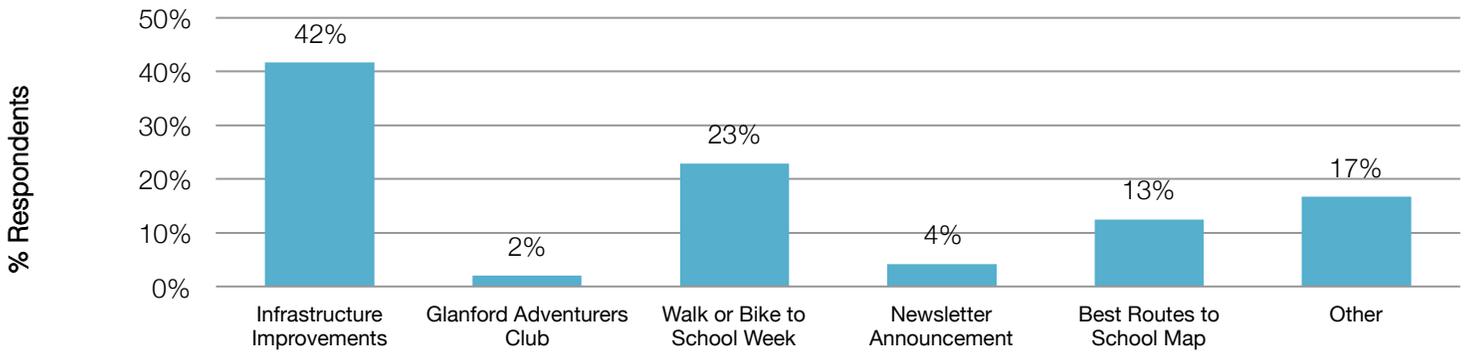
Between the baseline and follow-up surveys, not being alone and living closer remained the most common conditions under which parents who usually drove their children to school would consider allowing them to walk.

▼ **In what ways have your family's school travel habits changed?**



In the follow-up survey, 22% of families reported that they were driving less to school, 4% that they were driving more to school, and 74% that their travel habits were unchanged. Of those who reported they were driving less, 23% said they were cycling more, which correlates with the increased rate of cycling seen in the follow-up take-home survey mode share data.

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



Parents who completed the follow-up survey felt that infrastructure improvements and Walk or Bike to School Week events were the most effective activities implemented during the STP process.

STP Municipal Stakeholder Committee

A Municipal Stakeholder Committee was formed, with representatives from various organizations, agencies, and departments that have an interest in addressing the barriers to safe active travel to and from school.

The STP Stakeholder Committee for 2015-2016 involved:

District of Saanich representatives:

- Troy McKay, Senior Transportation Technologist
- Sandra Liddell, Engineering Technologist IV
- Mike Goldsworthy, Park Planner Designer
- Doug Roberts, Senior Bylaw Enforcement
- Shari Holmes-Saltzman, Planner

Greater Victoria School District

- David Loveridge, Director of Facilities
- Marnice Jones, Coordinator of Healthy, Safe and Caring Schools
- Harold Caldwell, District Principal

Capital Regional District

- Sarah Webb, Active Transportation Program Manager

Saanich Police

- Constable Dani Frohloff, School Liaison Officer

BC Transit

- Adriana McMullen, Transportation Planner
- Nicole Simpson, Bus Stop Coordinator

Other agencies

- ICBC - Colleen Woodger, Road Safety Coordinator
- Island Health - Shannon Marshall, Director Community Relations
- Ministry of Transportation and Infrastructure - Shawn Haley, Area Manager, Roads

Cycling and Walking Advocates

- Greater Victoria Cycling Coalition - Ray Straatsma
- Greater Victoria Bike to Work Society - Lise Richard, Event and Bike Skills Coordinator
- WeBike/CanBike - Cindy Marven

GMS School STP Steering Committee

- Principal Louie Scigliano
- Vice Principal: Jeff Duyndam
- PAC Chair: Allison Carretero
- PAC Members and parents

Appendix 1: Invitation to Principal

Appendix 2: Baseline Take-Home Survey

Appendix 3: Hands Up Survey

Appendix 4: Walkabout Info Sheet

Appendix 5: School Travel Action Plan

Appendix 6: Best Route to School Map

Appendix 7: Follow-Up Take-Home Survey

File: Active and Safe Routes to School Program

September 2, 2015

Louie Scigliano, Principal
Glanford Middle School
4140 Glanford Avenue
Victoria, BC V9Z 4A8

Dear Mr. Scigliano:

Re: Active and Safe Routes to School Program and Participation

Glanford Middle School has been selected as one of five schools invited to participate in the District of Saanich's 2015-2016 Active and Safe Routes to School program, including the School Travel Planning process.

School Travel Planning is a successful national process that creates informed stakeholders and partnerships to help tackle the challenges schools currently face in promoting safer walking and cycling trips to school and addressing traffic safety in the school zone (www.saferoutestoschool.ca). The District of Saanich will be partnering with HASTe BC, the Hub for Active School Travel in British Columbia (www.hastebc.org), to facilitate the School Travel Planning process. The School Travel Planning process will bring together members of the school community -- parents, teachers, staff, students, etc. -- along with external stakeholders to identify barriers to active travel while working together to implement solutions. Participating in this facilitated, collaborative process will help your school identify opportunities to encourage and support active trips to school, and solutions to traffic safety concerns. This process will include the production of a Best Routes to School Map, guiding safe active routes to school, as well as a useful Action Plan documenting the program development.

Attached is an example of a school travel plan recently completed by HASTe in partnership with W.E. Kinvig Elementary and the City of Surrey.

Over the next few weeks HASTe's Active and Safe Routes to School Facilitator, Stefanie Hardman, will be contacting you directly to arrange for a meeting to provide a more detailed overview of the program, process and confirm your school's interest in participating.

In the meanwhile, please do not hesitate to contact me should you have any questions or require additional information. I can be reached at 250-475-5575 or by email at sandra.liddell@saanich.ca .

Sincerely,

Sandra Liddell
Engineering Technologist IV

SL/cn

Enclosure

**Glanford Middle School – Traffic Safety Walkabout
Wednesday, February 17 – 8:00-10:00am**

★ **Meeting point:** School entrance on Glanford at 8am

Mode share (October 2015)	TO school	FROM school
Walk / Scooter / Skate	25%	42%
Walk part-way (at least one entire block)	5%	7%
Bicycle	7%	8%
School bus	0%	0%
Public Transit (BC Transit)	3%	7%
Carpool (2 or more families)	5%	4%
Car (just your family)	55%	32%

School Profile
Principal: Mr Louie Scigliano
Grades 6, 7, 8
Enrolment ~ 415

Traffic safety challenges:

1. Glanford, near the School

- Cycling safety concerns - no bike lane
- Fast moving / speeding traffic
- Drop off zone: cars sometimes enter without watching for kids crossing on sidewalk
- *Glanford Ave will be undergoing “Complete Streets” work – to facilitate safe & smooth travel by all modes*

2. Glanford & Judah

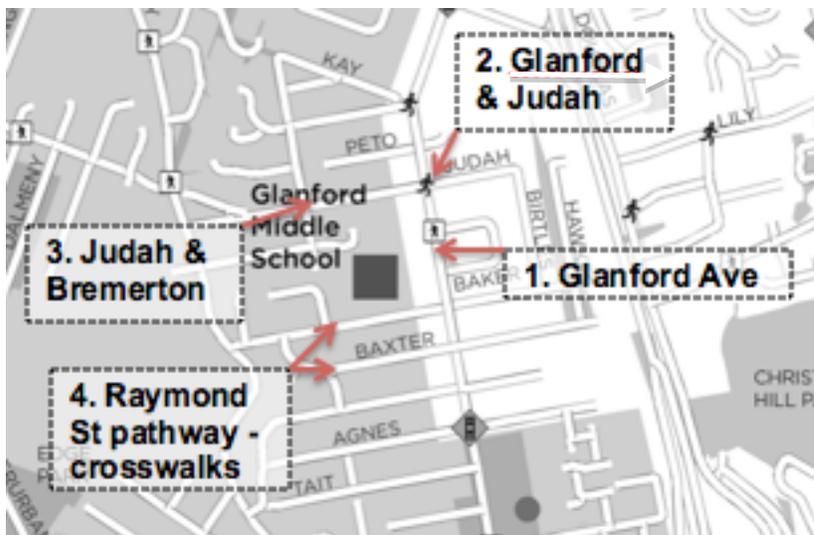
- This is the only crosswalk to cross Judah
- Cars speed down the hill when driving south towards the school
- *Signage / Speeding in the School Zone:* Feeling that signage about school zone & speed restrictions is not effective

3. Judah / Judah & Bremerton

- Limited & inadequate sidewalks on Judah (only on south side of street near school)
- No crosswalk at Judah & Bremerton

4. Raymond pedestrian path

- Lack of crosswalks at cross streets (eg. Baker, Baxter, etc)



Stef Hardman
416-520-8141
stef@hastebc.org

For any questions, contact Stefanie Hardman: stef@hastebc.org



Glanford Middle School
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:

Friday, October 9th – Friday, October 16th, 2015

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

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

	<i>Weather</i> Example: Rainy/6C	Walked /scooter	Walked part-way*	Bicycle	School Bus	Public Transit	Carpool (2 or more families)	Car (Just my family)	Other?	Total
Fri										
Tues										
Wed										
Thur										
Fri										
(HASTe will fill out) Total										
Avg= Total/5 (HASTe will fill out)										

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

	<i>Weather</i> Example: Rainy/6C	Walked /scooter	Walked part-way*	Bicycle	School Bus	Public Transit	Carpool (2 or more families)	Car (Just my family)	Other?	Total
Fri										
Tues										
Wed										
Thur										
Fri										
(HASTe will fill out) Total										
Avg= Total/5 (HASTe will fill out)										

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

Glanford Middle

School Travel Planning



November 16, 2015

Dear Parent (Guardian):

Glanford Middle School is taking part in the District of Saanich's School Travel Planning process this school year to help reduce school traffic congestion and encourage more students 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. This survey will help to better understand the travel choices made by families at Glanford 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 with your youngest child by November 20, 2015.** 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: Stefanie Hardman at stef@hastebc.org.

Thank you,

Louie Scigliano
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. November / 16 / 2015): _____ / ____ / _____

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 Korean
 Other please specify: _____

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

Child	Age	Sex	
		Boy	Girl
1		<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>
4		<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. Please share any further comments about your child’s journey to and from school.

11. 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?

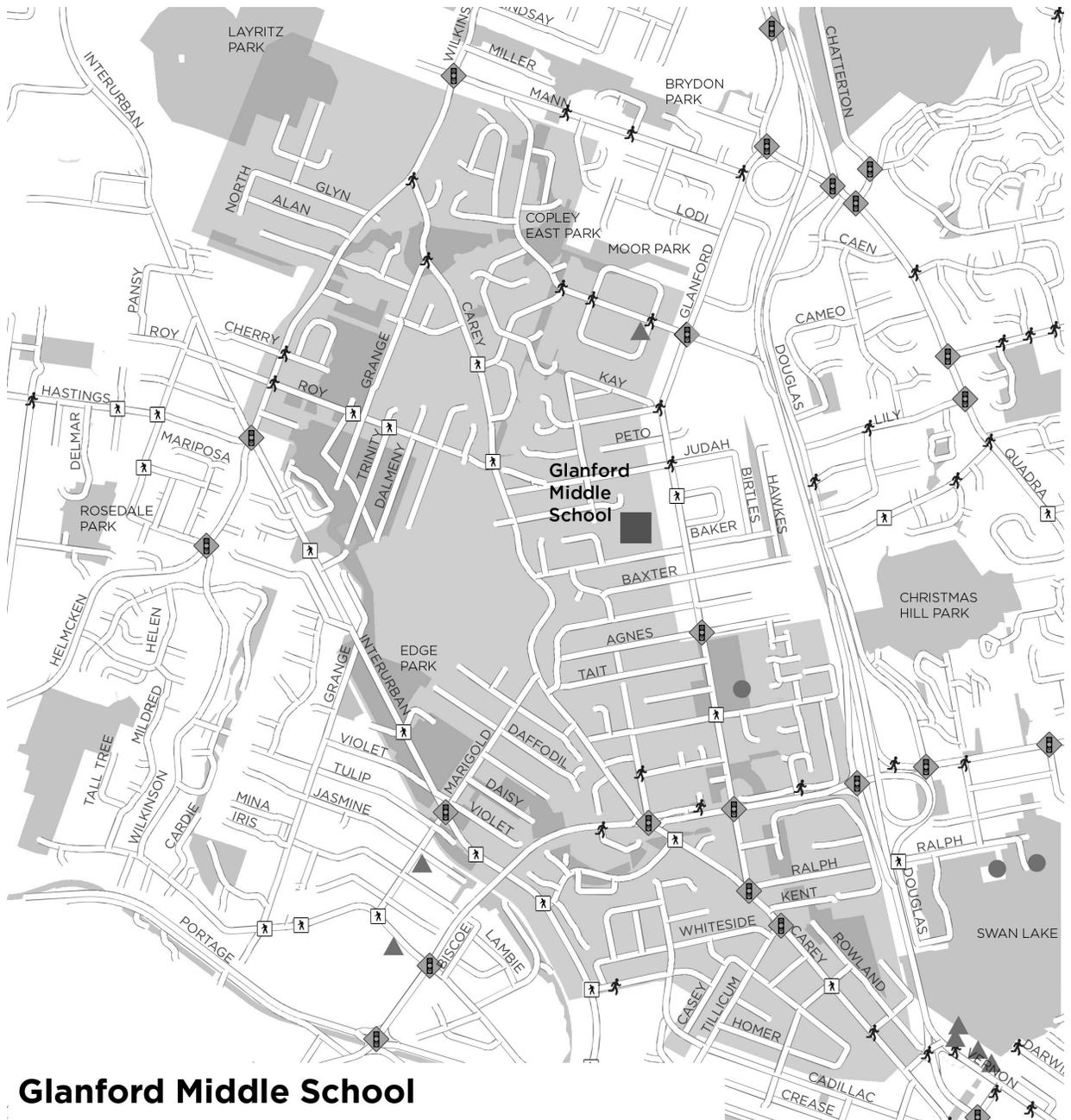
- YES NO

12. 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 on the following page.



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
NOVEMBER 20, 2015**

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 Saanich is sponsored by the District of Saanich (www.saanich.ca)

For more information please visit both of our websites or join us on Facebook or Twitter.





Glanford Middle

School Travel Planning

Monday November 20th 2017

Dear Parent (Guardian):

Glanford Middle is working together with the District of Saanich's School Travel Planning program to support and encourage more students to walk, scooter, skate or cycle on their journey to and from school.

Glanford Middle took part in this program to:

- Improve safety in our community.
- Improve health and well-being of our students.
- Increase the number of students arriving alert and ready to learn.
- Reduce pollution where our students play.
- Reduce traffic congestion at and around the school.

Some highlights from the project include; PAC participation in the creation of our Action Plan and activities. The development of our Best Routes Map – which was both printed poster-sized and posted in the school as well used during our highly successful Glanford Adventurer's Club mini-exploratory program.

Please take 5 minutes to complete this survey. This survey is to help us understand the impact School Travel Planning has had on travel behavior to and from Glanford Middle. **You only need to submit one survey per family by Friday November 24th 2017.** 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 process, please contact: Lise Richard, lise@hastebc.org

Thank you,

L. Scigliano & J. Duyndam
Principal & Vice Principal



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

Family Transportation Survey

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

(e.g. November / 22 / 2017): _____/_____/_____

Please complete ONE survey per family.

1. Did you complete the first Family Transportation Survey in October 2015? (Circle one)

YES NO NOT SURE

2. How does your child(ren) **usually** get to and from school?

CHOOSE ONLY ONE BOX FROM EACH COLUMN

(If two modes are common, e.g. *walking* and *driving*, choose the one they do **most often.**)

	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"/>
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): _____

3. Who usually accompanies your child on the way to school?

Parent/Grandparent Other Adult Sibling Friend Child travels alone

4. 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

5. What language does your family speak at home?

- English Mandarin/Cantonese/Chinese Punjabi/Hindi
 Other please specify: _____

6. Please fill in the age and sex 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"/>

7. 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 8-10 if your child/ children are usually driven to or from school. If not, please skip to question 11

8. 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)_____

9. 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)_____

10. 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 11 below

11. In what ways have your family's school travel habits changed, since the School Travel Planning process began?

- less driving (e.g. more carpooling, walking, cycling, taking public transit, etc.)
- not changed
- more driving

Comments: _____

12. If you are driving less for trips to or from school, what are you or your child(ren) doing more of?

- Walking
- Cycling
- Transit
- Other: (explain): _____

13. Has the volume of vehicle traffic outside this school changed since the School Travel Planning process began?

- decreased not changed increased

Comments: _____

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

15. Which school travel planning activities do you feel have been most effective for your family? (check all that apply.)

- Infrastructure improvements, e.g. signage, crosswalk upgrades, speed bumps
- Glanford Adventurers Club
- Walk or Bike to School Week events and prizes
- Newsletter Announcements
- Best Routes to School Map
- Other

16. Do you support ongoing School Travel Planning efforts to make the school area safer, healthier and better connected to the community, by focusing on ways to reduce the number of children traveling to and from school by car?

YES

NO

17. If you would like to continue to help with School Travel Planning efforts (e.g: attend Parent Advisory Council (PAC) Meetings or encourage Walking Wednesday promotion) please provide your name, email and telephone (Optional: if you prefer to be called) below:

THANK YOU FOR YOUR TIME. PLEASE HAVE THIS SURVEY COMPLETED AND RETURNED TO THE SCHOOL BY FRIDAY NOVEMBER 24TH 2017

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 Saanich is sponsored by the District of Saanich (www.saanich.ca)



Glanford Middle School – STP Action Plan

Action Priority Legend:

Complete	High	Medium	Low
----------	------	--------	-----

Goals:

- 1) Improve walking routes to school.
- 2) Improve cycling routes to school.
- 3) Improve traffic safety in the school zone.
- 4) Encourage uptake of active travel to and from school.
- 5) Promote alternative student drop-off location.
- 6) Monitor effectiveness of school travel planning efforts.

School Travel Plan						
Location	Type of Action	Responsible Party	Description	Related Goals	Time Frame	Funding and Partners
	Baseline Data Collection	HASTe Facilitator	Collect data re: school travel mode share and attitudes through Hands-Up and Take-Home surveys.	6	Complete	District of Saanich
	Complete “Best Route to School” maps	HASTe Facilitator; Stakeholder Committee; PAC	Develop Best Walking and Cycling Route to School using community input and feedback and codify them in a map of the catchment, to be distributed to McKenzie Elementary School families.	4,5	Complete	District of Saanich
	Engagement & Programming	HASTe Facilitator; Glanford administration; PAC	Engage with school community, including students, to support the development of events and programming to encourage active travel	4	Complete	District of Saanich
	Complete School Travel Plan	HASTe Facilitator; Stakeholder Committee;	Facilitator to complete draft plan, solicit feedback from school planning committee and steering committee.	1,2,3, 4,5,6	Complete	District of Saanich

	PAC				
Reporting	HASTe Facilitator	Oversee the implementation of Action Plan items and track the actual timing and cost of initiatives versus planned.	6	Ongoing	District of Saanich
Follow Up Data Collection	HASTe Facilitator	Collect follow up data re: school travel mode share and attitudes through Hands-Up and Take-Home surveys.	6	Complete	District of Saanich

Engagement & Programming

Student Engagement Activities						
Location	Type of Action	Responsible Party	Description	Related Goals	Time Frame	Funding and Partners
Leadership group at Glanford	Engagement	HASTe facilitator & Glanford students	Workshop sessions exploring active travel.	4	Complete	
Bike to School Week at Glanford Middle School	Engagement & Event Planning	Glanford leadership students	Support the development & execution of Bike to School Week at Glanford Middle School (May 30-June 3, 2016).	4	Complete	HASTe Facilitator, Glanford PAC, staff & administration
Studio 85 (morning announcements) at Glanford	Communications	Glanford students	Communicate to students the benefits of active travel, information about safe walking and cycling, and inform of upcoming events and issues.	4	Ongoing	
Raymond St Corridor	Engagement	District of Saanich & Glanford students	Engage students in wayfinding and placemaking throughout Raymond St Corridor.	1,2,3,4	As priorities and budget permit	
West entrance of school grounds	Engagement	Glanford students, staff, & administration	Decorate west entrance of school grounds, off Riel place, to make more attractive and welcoming.	1,2	As priorities and	

					budget permit	
--	--	--	--	--	---------------	--

Bike to School Week (May 30-June 3, 2016)						
Location	Type of Action	Responsible Party	Description	Related Goals	Time Frame	Funding and Partners
Glanford Middle School	Event planning & promotion	Glanford administration & staff	Participate in annual Bike to School Week event. Register in BSW, publicize throughout school community, put up BSW poster in school foyer, and track active travel trips daily throughout the week.	4	Complete	
	Event planning & promotion	Glanford PAC	Support event with volunteers. Promote through PAC communicate channels.	4	As priorities and budget permit	

Alternative Drop Off Areas						
Location	Type of Action	Responsible Party	Description	Related Goals	Time Frame	Funding and Partners
Within 5 minute walk to school	Programming & Infrastructure	Glanford administration & PAC; HASTe Facilitator	Locate and promote alternative drop off locations within a 5 minute walk to school, starting on a weekly basis ("Freedom Friday").	5	As priorities and budget permit	
Drop off #1: Warren Pl & Bremerton (west side of school)	Infrastructure	SD61	Consider laying gravel pathway at rear entrance of school (off Riel Pl) around field to facilitate entry to school grounds from west side, which connects to Raymond St cycling & pedestrian corridor. Currently students must walk through muddy field to	1,2,5	As priorities and budget permit	

			access school.			
--	--	--	----------------	--	--	--

Traffic Safety

Raymond St Corridor						
Location	Type of Action	Responsible Party	Description	Related Goals	Time Frame	Funding and Partners
Riel Pl & Baker St	Infrastructure & Signage	District of Saanich	Explore intersection treatment options to facilitate safe crossing by all road users, with attention to pedestrian & cycling safety concerns when crossing Baker St while travelling along Raymond St pedestrian & cycling corridor.	1,2,3	As priorities and budget permit	TBD
Raymond St & Agnes St	Infrastructure & Signage	District of Saanich	Explore intersection treatment options to facilitate safe crossing by all road users, with attention to pedestrian & cycling safety concerns when crossing Agnes St while travelling along Raymond St pedestrian & cycling corridor.	1,2,3	As priorities and budget permit	TBD
Raymond St & Broadway St	Infrastructure & Signage	District of Saanich	Explore intersection treatment options to facilitate safe crossing by all road users, with attention to pedestrian & cycling safety concerns when crossing Broadway St while travelling along Raymond St pedestrian & cycling corridor.	1,2,3	As priorities and budget permit	TBD
Raymond St & Tait St	Infrastructure & Signage	District of Saanich	Explore intersection treatment options to facilitate safe crossing by all road users, with attention to pedestrian & cycling safety concerns when crossing Tait St while travelling along Raymond St pedestrian & cycling corridor.	1,2,3	As priorities and budget permit	TBD
Judah St & Bremerton St	Infrastructure & Signage	District of Saanich	Review warrant for crosswalk across Judah St at Bremerton St. Currently, pedestrian	1,2,3	2017	TBD

			and cycling safety concerns crossing Judah St, on this popular walking and cycling route. No crosswalks on Judah between Carey Rd and Glanford Ave. Sidewalk only on south side of Judah St.			
Judah St & Bremerton St	Signage	District of Saanich	Consider moving school zone sign at SE corner of Judah & Bremerton to SW corner so eastbound vehicle traffic on Judah St has advanced noticed of school zone before encountering crosswalk.	1,2,3	As priorities and budget permit	TBD

Glanford Ave						
Location	Type of Action	Responsible Party	Description	Related Goals	Time Frame	Funding and Partners
Glanford Ave Complete Streets	Infrastructure	District of Saanich	Major "Complete Streets" roadwork planned to facilitate safe and smooth travel by all modes of transportation. This will help address current pedestrian and cycling safety concerns along Glanford Ave, especially in school area, due to inadequate sidewalks, lack of bikelanes, and fast moving traffic.	1,2,3	2021 - As priorities and budget permit	
Glanford Ave Complete Streets	Infrastructure & Engagement	District of Saanich & Glanford School	Consider holding Community Consultation and Info Session at Glanford Middle School to provide information about objectives, concept drawings, and timelines of Glanford Complete Streets Project.	1,2,3	2020 - As priorities and budget permit	
Glanford Ave – School Zone	Signage	District of Saanich	Review options to increase effectiveness of speed limit and school zone signage of Glanford Ave.	3	As priorities and budget permit	TBD
Glanford Ave – School Zone	Enforcement	Saanich Police	Monitor and enforce traffic speeds on Glanford Ave near school.	3	Ongoing	

Glanford Ave & Polyanthus Cres	Infrastructure	District of Saanich	Investigate light phasing possibilities to facilitate faster & smoother pedestrian flow during school arrival & end times.	1	As priorities and budget permit	TBD
Glanford Ave & Baker St	Infrastructure	District of Saanich	Investigate installing sidewalk extensions at NW and SW corners of Glanford Ave, extending along Baker St.	1	As priorities and budget permit	TBD

School Drop Off Area						
Location	Type of Action	Responsible Party	Description	Related Goals	Time Frame	Funding and Partners
Entrance to drop off area	Infrastructure	District of Saanich / SD61	Investigate options to demarcate pedestrian and vehicle traffic areas at the school drop off area off Glanford Ave.	1,2,3	As priorities and budget permit	TBD
Drop off area	Infrastructure	SD61	Consider install speed bumps inside of the drop off loop to reduce speeds of traffic moving through to improve safety for pedestrians passing through and for those exiting/entering vehicles.	1,3	As priorities and budget permit	TBD
Drop off area	Infrastructure	SD61	Consider painting lanes for vehicle traffic so some can pull over while others pass through to improve clarity of traffic movement through area.	3	As priorities and budget permit	TBD