

SCHOOL TRAVEL PLAN

Mount Douglas Secondary 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 Mount Douglas Secondary School (hereinafter: Mount Doug). 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 Mount Doug in the fall of 2016. Results of the School Travel Planning process indicate an increase in active school travel mode share, with recommendations that support facilitating active options for families to travel to and from school.

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 Mount Doug, 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 mental and physical 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 Mount Doug’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.

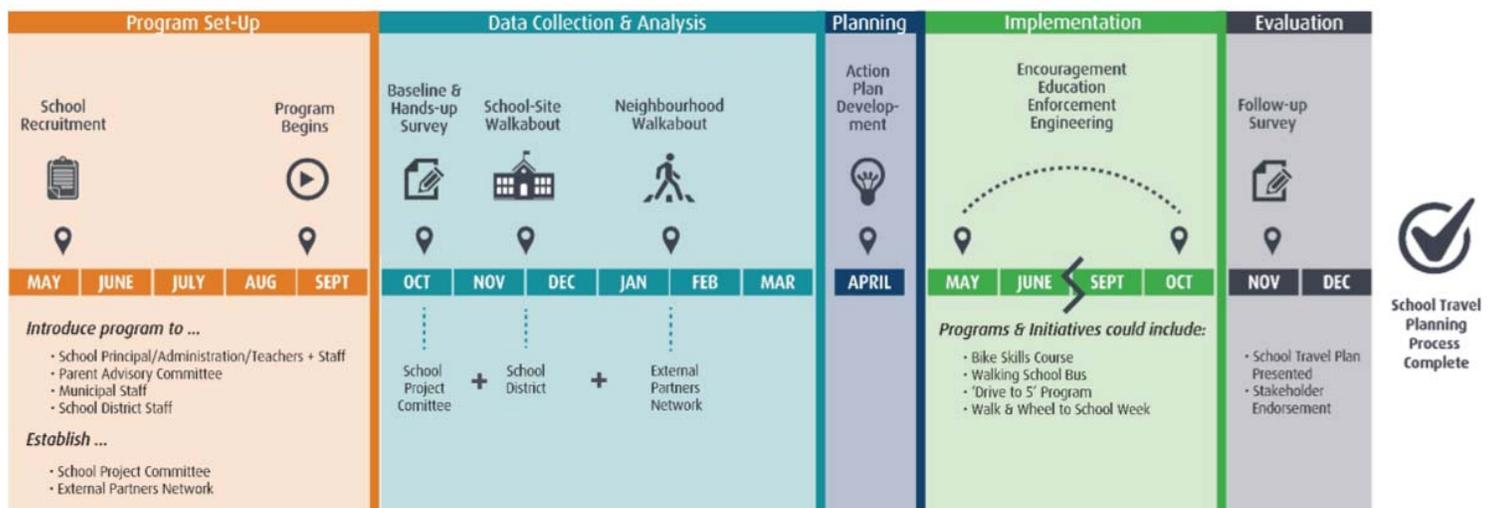
At individual schools, the STP process is led by an STP Facilitator, who convenes a School Committee, comprised of staff, parents, and administration, to outline specific active school travel barriers and solutions, developing the foundation and specifics for each school’s Travel Plan.

The School Travel Planning Process

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

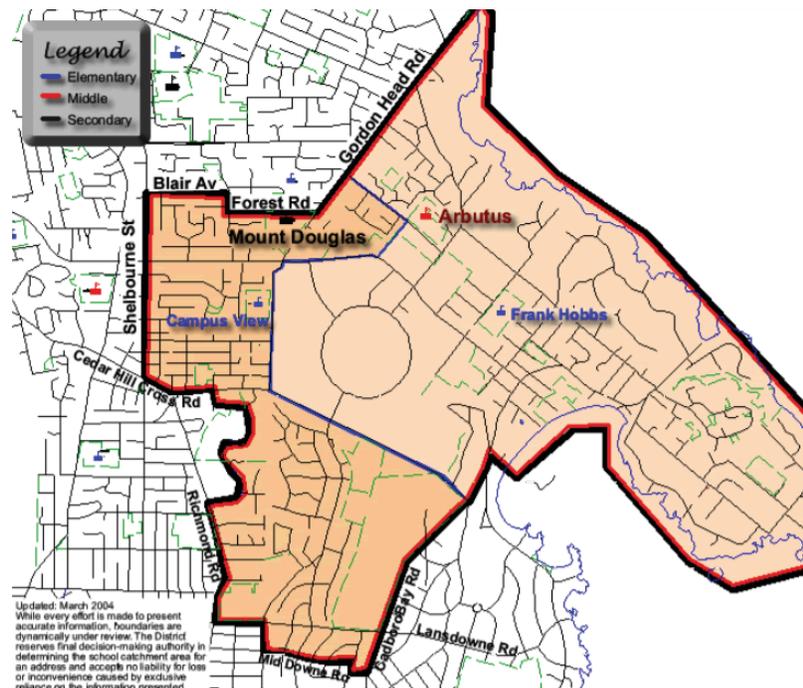
Active & Safe Routes to School

SCHOOL TRAVEL PLANNING PROCESS



Mount Doug is part of the Greater Victoria School District and is located at 3970 Gordon Head Rd. in the District of Saanich. The school has been enrolling a steady number of students over the past five years in grades 9 through 12, with 1125 students enrolled in the 2016/17 year. Mount Doug opened in 1931 on the current site of Cedar Hill Middle School on Cedar Hill Rd. It moved to its current location in 1970, taking over the 1960 building from Gordon Head Junior Secondary. The school building received over \$9.5 million in seismic upgrades in 2009.

Mount Doug is one of two schools in the school district that offers a Challenge Program for gifted, creative, and talented students that helps maximize their abilities through specialized educational cohorts with like-minded peers. The program was developed in 1979, and is also offered at Esquimalt High School. The school runs Honours programs for a variety of core courses along with the uStart Program, which allows high achieving students to enrol in selected courses at the University of Victoria for dual-credit during their grade 12 year.



▲ Mount Doug catchment map. Source: SD 61 Website

Mount Doug’s Inter-Scholastic Athletic Program offers students the opportunity to join numerous sports teams over the school

year, including a football program that won four of the last six AAA provincial championships. The school also offers an array of performing arts classes, including dance, choir, drama, concert and jazz band, and photography. Additionally, students can join extracurricular clubs ranging from Aboriginal Ancestry to the Gay-Straight Alliance to the ECO Club, which works to make Mount Doug a more sustainable school. The RAMPAC, the school's Parent Advisory Council (Mount Doug is the home of the "Rams"), works to provide financial support for the school.

Neighbourhood Overview

Mount Doug is located in the Gordon Head Local Area of Saanich, a largely residential area that received a Walk Score of 47/100 and a Transit Score of 58/100, making it a car dependent area with good transit accessibility. 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).

The school property is near University Centre, a major urban centre at the intersection of McKenzie Ave. and Shelbourne St.; adjacent to the Ian H Stewart Complex, a recreation centre that houses an indoor ice rink, volleyball courts, and tennis courts; and around the corner from the #3 Fire Department Hall and the edge of the University of Victoria campus. It is a 2 km walk from Mount Tolmie Park, which contains 1.5 km of walking and hiking trails. Mount Doug is roughly 1-2 blocks from both Maria Montessori Academy to the north and Campus View Elementary School to the south, and is roughly 2 km from Cedar Hill Middle School to the west.

Transportation Overview

Mount Doug is located on Gordon Head Rd. near its intersection with McKenzie Ave., both of which are major truck and transit routes with sidewalks and on-road commuter bikeways. The school property is bordered by Laval Ave. to the north, a collector road and major transit route with sidewalks. 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.

Methodology and Results

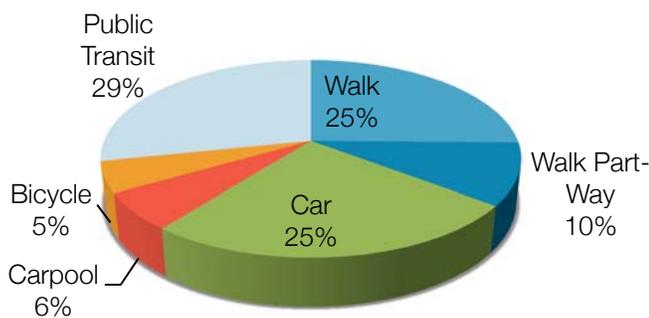
Baseline school travel data was collected through a variety of methods, including student hands-up surveys, student travel surveys, a school site visit and walkabout, and meetings with the school community.

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

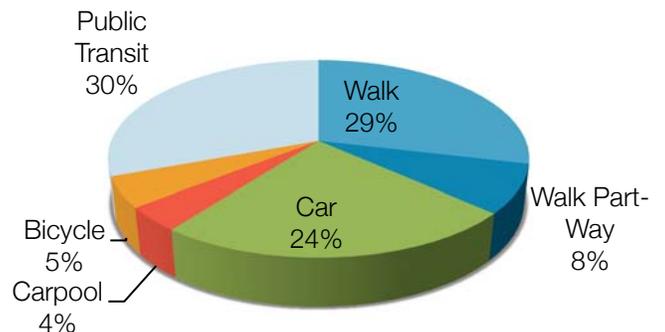
The school site walkabout at Mount Doug took place on November 15, 2016 and the neighbourhood walkabout took place on February 28, 2017. The walkabouts were attended by administrators, parents, students, and various other Stakeholder Committee members, who observed the school’s travel patterns and toured the area to investigate and examine concerns. The walkabouts informed the Travel Challenges section of this report, along with the Best Routes to School map (Appendix B) and the School Travel Action Plan (Appendix A).

Hands-Up Baseline Data

505 out of 1125 students from grades 9-12 participated in hands-up surveys in October 2016. Leadership students went to each classroom during homeroom period to conduct the survey, 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

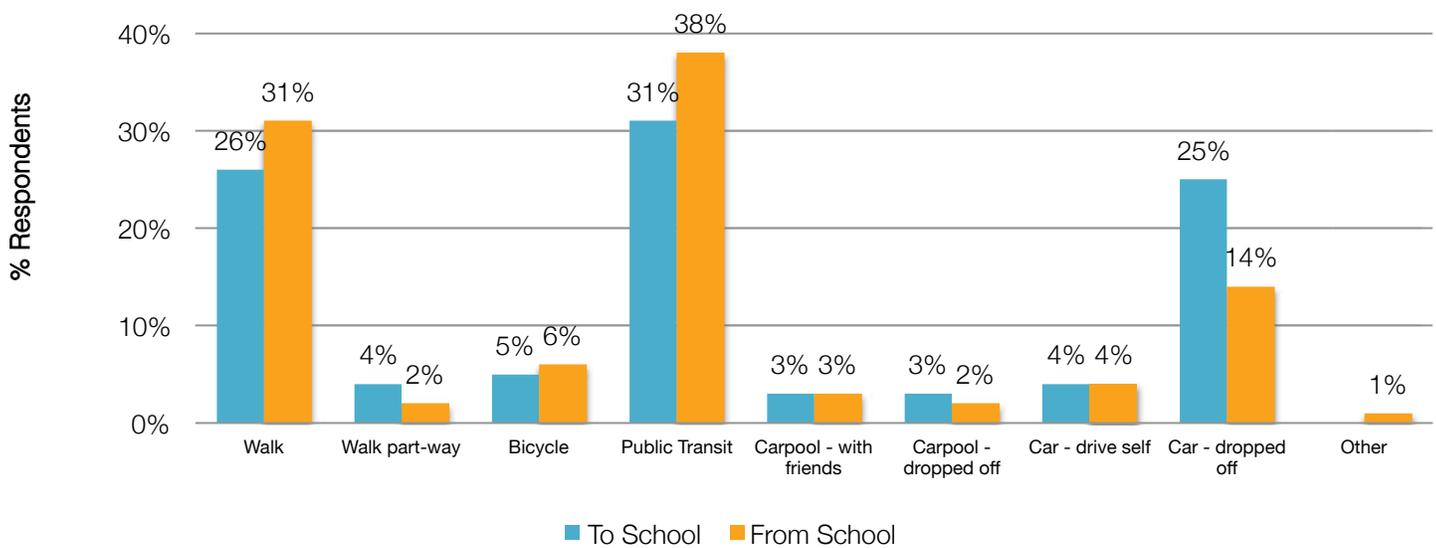
A copy of the baseline hands-up survey is attached to this document as Appendix C.

Student Travel Survey Baseline Data

Student travel surveys were conducted in October 2016 during homeroom period. Leadership students handed out surveys to each student, which were immediately filled out and returned. Students were asked about their travel choices to and from school, factors that influenced their transportation decisions, and local transportation concerns. A copy of the baseline student travel survey is attached to this document as Appendix D.

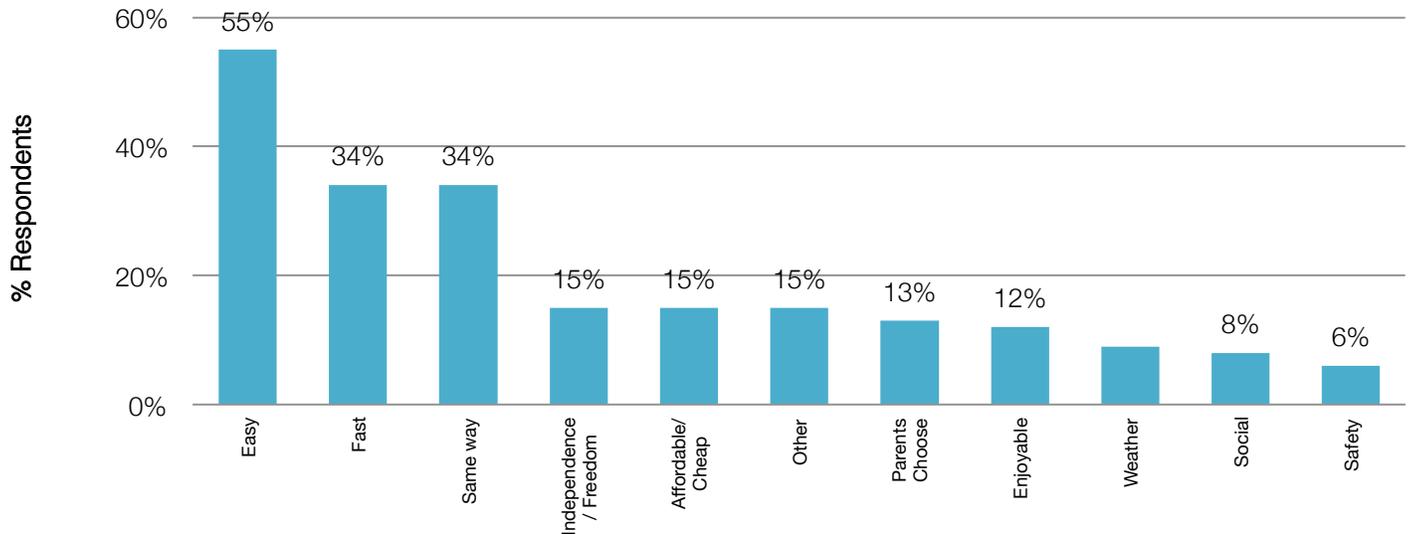
598 students completed the survey at Mount Doug. The findings from this survey are presented below.

▼ How do you usually get to and from school?



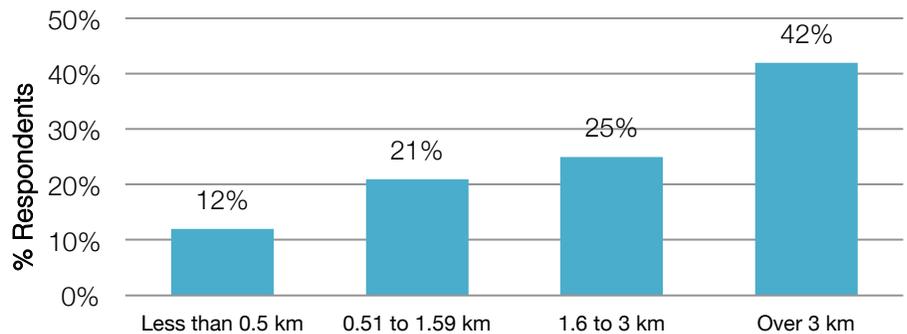
Students reported very similar mode share percentages in the take-home survey as in the hands-up survey, but with slightly lower rates of walking part-way and higher reports of using public transportation. These discrepancies do not appear to be significant.

▼ Why do you choose this mode of transportation?



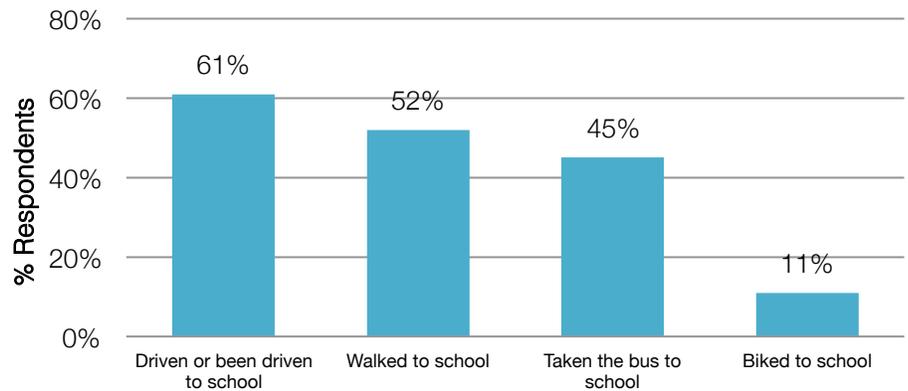
When asked about the factors that influence their transportation choices, ease was the largest contributing factor (55%), while being quick or traveling to school the same way every day were of secondary importance (34% each). Notable “Other” responses related to either living too far away to walk or bike or so close that walking or biking was the only reasonable option, having no other viable option, and having parents unable to provide a ride.

▼ How far away from school do you live?



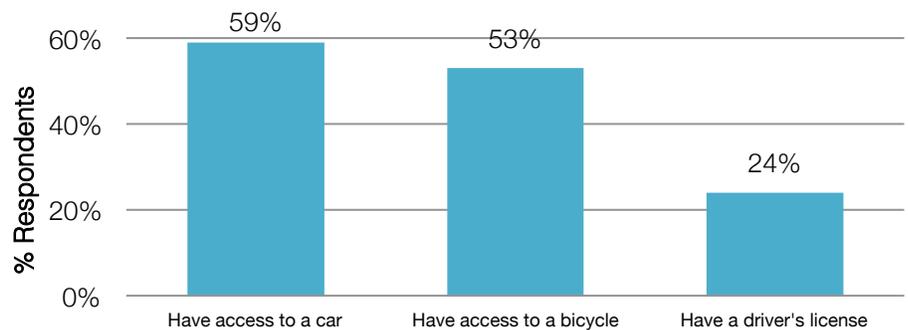
The majority of students (67%) live over 1.6 km away from the school, with the largest segment, 42%, living over 3 km away.

▼ **Since September, have you**



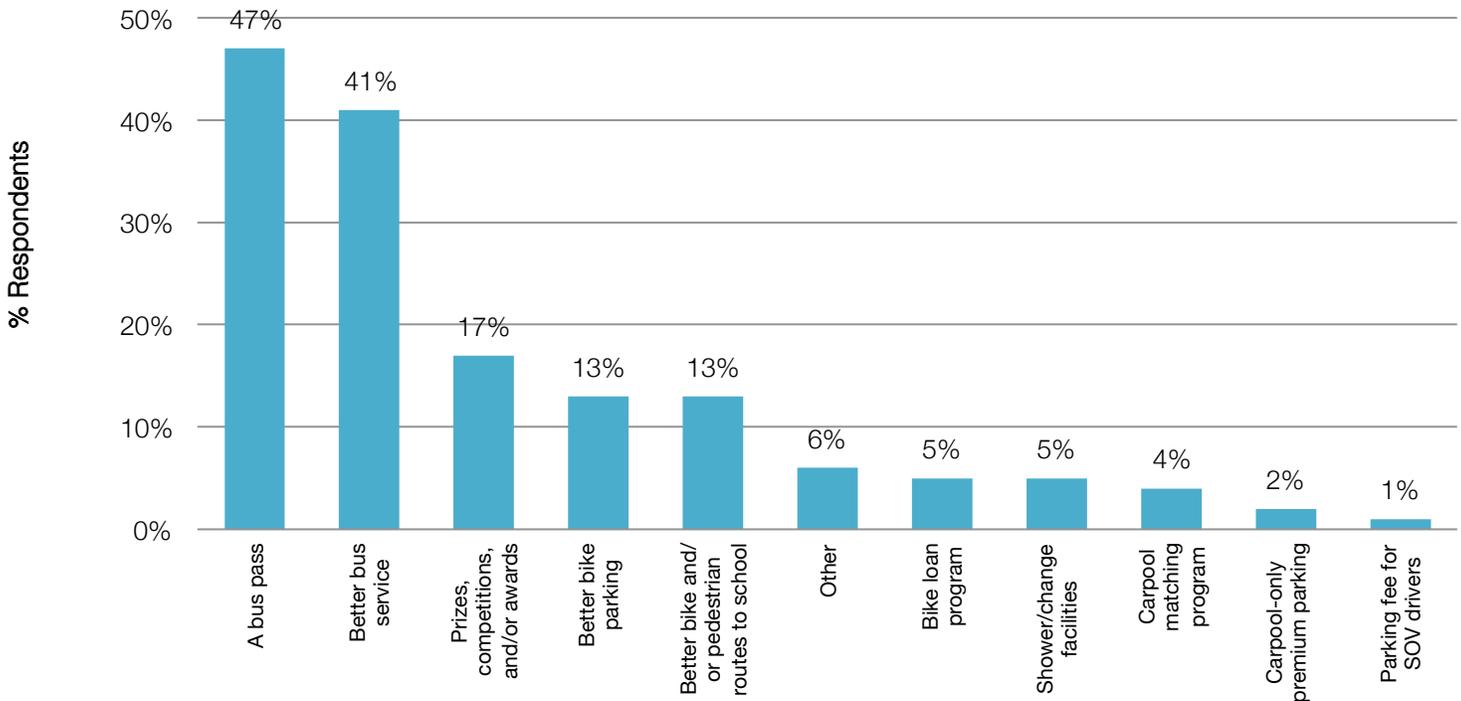
Since the beginning of the 2016-2017 school year, the majority of students (61%) have been driven to or from school at least once, while roughly half have walked (52%) or taken the bus (45%), and only 11% have ridden their bike.

▼ **“Which of the following applies to you?”**



While driving is a much more common method of transportation to school compared to biking at Mount Doug, students have roughly the same access to a car as they do to a bicycle (59% and 53%, respectively). About a quarter of students (24%) have their driver's license, but only 4% usually drive themselves to and from school.

▼ **What programs or incentives would encourage you to bike, walk, bus, or carpool more frequently?**



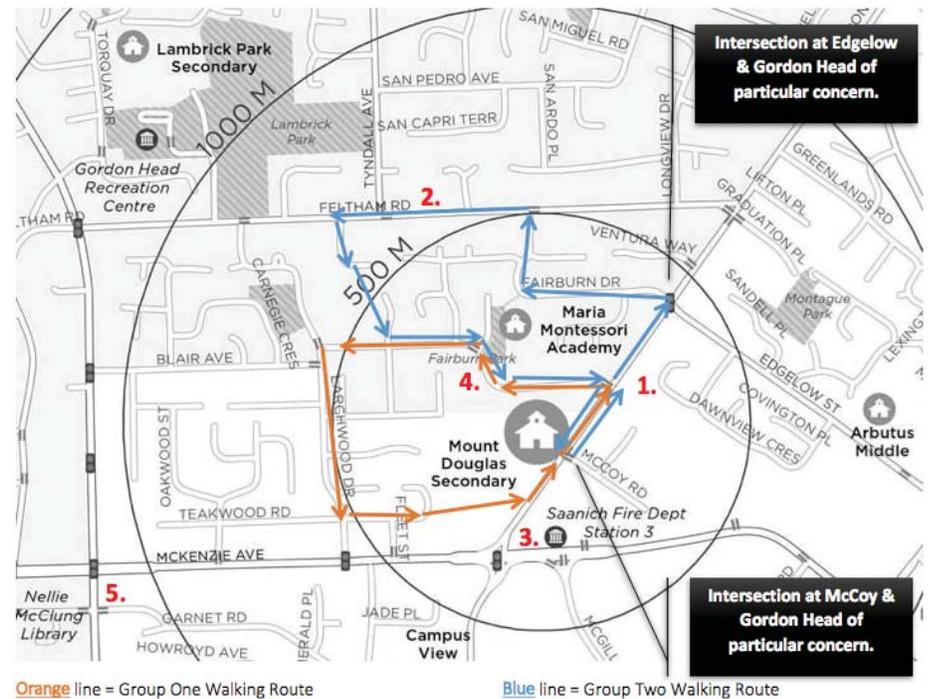
When asked what programs or incentives would encourage students to walk, bike, bus, or carpool more frequently, the most common responses related to bus service, including having access to a bus pass (47%) and better bus service (41%). The use of prizes, competitions or awards (17%), as well as better bike parking (13%) and better routes (13%) were the next most popular choices. “Other” responses largely related to having cheaper bus passes and better bus service, and addressed the barrier of living far away.

Transportation Walkabout

Two walkabouts were held at Mount Doug 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 on November 15, 2016 to explore issues pertaining to the school site and campus.

A community walkabout, attended by members of both the school community and the external partner network, was held on February 28, 2017 to explore traffic safety issues and potential walking and cycling routes around the school.



1. Gordon Head Rd, in particular intersections @ Edgelow and McCoy. Infrastructure feels insufficient. Wide roads & sloping edges encourages 'roll throughs'.	4. Laval St: Surrounding residential roads get quite full. Off angled road, parking on both sides – sightline challenges. MMA traffic adds to challenges.
2. Feltham Rd: Lack of pedestrian/cyclist supported infrastructure. Feels fast & unsafe to walk.	5. Shelbourne St & feeders: high traffic volume. Speeds feel unsafe.
3. MacKenzie Ave: Very high traffic volume. Speeds feel unsafe. In particular MacKenzie @ Gordon Head Rd (poor sightlines – feels unsafe). Transit challenges – buses often full, scheduling & price challenges.	

▲ Mount Doug walkabout observation sheet

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 Mount Doug, which is attached to this document as Appendix A.

School travel challenges are the barriers to active travel faced by students, families and staff at Mount Doug. 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 Mount Doug’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 Mount Doug.

1. Traffic Safety on Gordon Head Rd.

Through the baseline family survey, students and parents raised a number of traffic safety-related concerns about Gordon Head Rd.

Gordon Head Rd. is a major road that runs northeast-southwest through the Mount Doug catchment. The section of Gordon Head Rd. adjacent to the school has a single lane for motor vehicle traffic in each direction, sidewalks on both sides of the road, painted on-street bike lanes, and a two-way centre-left turning lane.

Parents raised concerns about traffic volumes and speeds on Gordon Head Rd., especially during the periods before and after school. Gordon Head Rd. connects with McKenzie Ave., Feltham Rd., and Sinclair Rd., all major roads, within a kilometre of the school, and with McGill Rd., one of the main motor vehicle entrances to the University of Victoria’s campus. During the walkabout, students mentioned that motor vehicle congestion on Gordon Head Rd. is often heavy in the mornings, and that motorists frequently resort to questionable manoeuvres – such as disobeying traffic signals, driving in the bike lanes, and leaving their car and triggering a pedestrian-activated signal to assist with left hand turns off



▲ **Bike lanes and on-street parking on Gordon Head Rd.**

Gordon Head Rd. – during these periods.



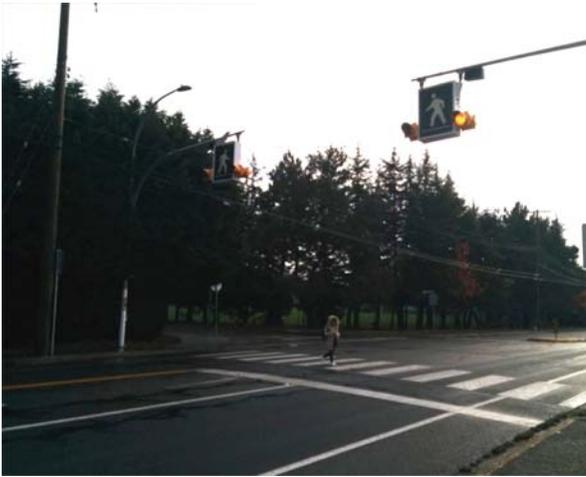
- ▲ **Students report that drivers leave their vehicles to activate pedestrian crossing signals on Gordon Head Rd.**

While students reported that the bike lanes make it feel safer to cycle on Gordon Head Rd., they requested that the lanes be upgraded to provide separation between bikes and motor vehicles in order to ensure student cyclists are protected on trips to and from school. They also asked that sidewalks along Gordon Head Rd. be widened or cleared of obstructions, to provide more comfortable walking conditions and better sightlines at intersections.



▲ Obstructions on the sidewalk on Gordon Head Rd.

Data collected through the baseline family survey suggests that Gordon Head Rd. is the most popular walking route for students approaching the school from the north and south. Providing wayfinding through maps and signage, as well as highlighting the many pedestrian paths in the area around Mount Doug, could enable more students to find quieter, more comfortable walking routes to school.



▲ **Enhanced crosswalk across Gordon Head Rd. at McCoy Rd. in front of the school**

2.

Pedestrian safety at intersections on Gordon Head Rd.

During the walkabout, students mentioned that motorists frequently fail to notice or yield to pedestrians in intersections on Gordon Head Rd. They initially attributed this behaviour to inattentiveness, distractedness, and a lack of courtesy on the part of drivers – but during the walkabout, participants highlighted problems with a number of intersections on Gordon Head Rd. near the school.

The pedestrian crossing across Gordon Head Rd. at its intersection with McCoy Rd. aligns with the front entrance of the school. The crosswalk at this T-intersection is enhanced with signs, on-street zebra markings, and pedestrian-activated overhead flashing beacons. During the walkabout, students mentioned that drivers turning off and onto Gordon Head Rd. frequently fail to yield to pedestrians who are in the crosswalk or waiting to cross. During the walkabout, Mount Doug's vice principal mentioned that, on average, one student a year is struck by a car at this intersection.



▲ **Left hand turn lane on Gordon Head Rd. at McCoy Rd.**

There is a left-turn lane for motor vehicles travelling southwest on Gordon Head Rd., facilitating turns onto McCoy Rd. Students mentioned that through-traffic travelling southwest on Gordon Head Rd. frequently fails to stop while pedestrians are crossing the intersection towards the school. Students suggested that vehicles waiting in the turning lane could obstruct the sightlines of drivers in the through-lane.



▲ **The east corner of the intersection of Gordon Head Rd. and McCoy Rd.**

Students mentioned that motor vehicles entering or exiting McCoy Rd. at this intersection frequently fail to yield to pedestrians crossing at the stop sign. The curb return radii on the west and south quadrants of the intersection are large, effectively increasing the distances pedestrians have to spend in the roadway while crossing, reducing pedestrian visibility, and increasing the speed at which turning vehicles can pass through the intersection. The sidewalk on the northeast side of McCoy Rd. near the intersection curves around a small copse of trees, which obstructs the sightlines of drivers approaching the intersection, and reduces the visibility of pedestrians waiting to cross.



▲ **The intersection of Laval Ave. and Gordon Head Rd.**

During the walkabout, students raised concerns about the safety of pedestrian crossings at the intersection of Gordon Head Rd. and Laval Ave., northeast of the school. Laval Ave. curves as it approaches this T-intersection, and the curb return radii on the northern and western quadrants of the intersection are large, effectively increasing the distances pedestrians have to spend in the roadway while crossing, reducing pedestrian visibility, and increasing the speed at which turning vehicles can pass through the intersection. The large curb return radius on the western quadrant of the intersection also requires the crosswalk across Gordon Head Rd. to be offset to the southwest of the intersection, which reduces the visibility of pedestrians in the intersection, or waiting to cross, to drivers turning off Laval Ave. onto Gordon Head Rd.

3.

Transit Service

Transit accounts for the largest single mode of trips taken by students to (28%) and from (31%) school at Mount Doug. The school is conveniently located near major roads, with a number of different transit routes in the area and a major transit destination, the University of Victoria, nearby.

During the walkabout, students mentioned that several issues make travelling by transit to and from school a challenge. The first issue is scheduling: students noted that popular routes don't line up with Mount Doug's bell schedule in the morning, forcing students to choose between arriving at school well before, or slightly after, the start of the school day.

The second issue mentioned by students was inclement weather. Students reported that, because of the popularity of the transit routes that service Mount Doug, it is not uncommon to be passed by several times in the mornings before catching a bus to school, which makes for an unpleasant wait on cold and wet days. Students also observed that while there are shelters at popular bus stops around the school, they are often of insufficient size to accommodate the large number of students who all leave at once at the end of the school day.

Finally, students 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.



▲ **Bus shelter on Laval Ave. north of Mount Doug**



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

A collaboration or consultation between BC Transit and Mount Doug Leadership students could produce opportunities to improve service to school and make transit a more attractive and convenient option for more students. BC Transit is developing a Local Area Transit Plan for the Jubilee area, which extends from Oak Bay to Cadboro Bay and is bordered by Shelbourne St. to the West; this could provide an opportunity for students at Mount Doug to inform the future of transit service to and from the school.



▲ **The visitor parking lot near the front entrance of Mount Doug**

4.

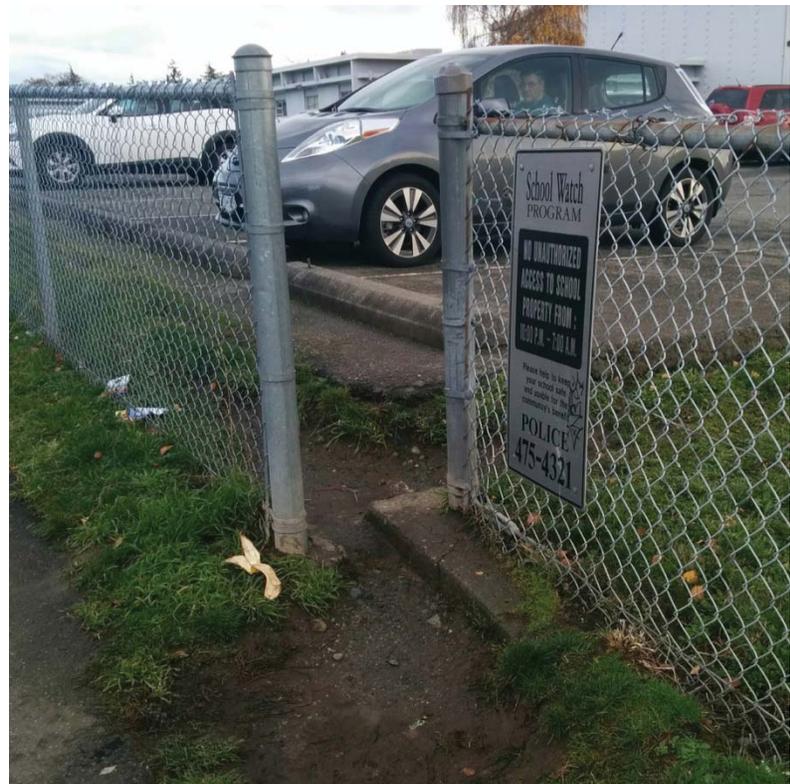
Pedestrian safety in school parking lots

During the walkabout, participants mentioned that students walking from the popular bus on McKenzie Ave. south of Mount Doug often cut through the visitor parking lot on their way to school. There are no walking paths from the entrance of the visitor parking lot that connect to the front entrance of the school, and students reported that most of them walk through the lot to access Mount Doug's front doors. There is a path connecting the sidewalk from Gordon Head Rd. to the side entrance of the school, but students prefer to enter through to main foyer. This route puts walking students into potential conflict with driving parents who, incorrectly, use the visitor parking lot as a drop-off location in the morning. Drop-off at this location is not permitted – there are signs posted at the entrance of the parking lot, and administrators have sent notes home to parents and posted instructions on the school's website – but according to walkabout participants, it is a frequent occurrence.

Mount Doug has an abundance of motor vehicle parking on site, with two lots accessible from Laval Ave. north of the school providing parking for students and staff. Decommissioning the small visitor parking lot in front of the school would eliminate the temptation to use it as a drop-off location. Building a dedicated pedestrian pathway that connects the sidewalk on Gordon Head Rd. south of the parking lot with the school's front entrance would eliminate conflicts between walking students and driving parents in the visitor parking lot.

During the walkabout, participants mentioned that conflicts between drivers and pedestrians are also common in the student parking lot on the north side of the school. A fence borders the school's playing field on the south side of Laval Ave. Though there are

openings in the fence, there are no dedicated pedestrian paths connecting Laval Ave. and the school: students approaching Mount Doug on Laval Ave. can choose to walk through one of the parking lots, on the paved service entrance, or through the playing field, which walkabout participants noted is often muddy during the fall, winter, and spring. Creating a convenient dedicated pedestrian pathway from Laval Ave. to Mount Doug, west of the student parking lot, would provide students with a safe and comfortable walking route through the school site.



- ▲ **Pedestrian entrance to the school from Laval Ave. leads to the student parking lot**

5.

Comfort and safety on Feltham Rd.

Feltham Rd. is a major road that runs east-west through the Mount Doug catchment area, north of the school. It has two lanes of vehicle traffic in each direction between Shelbourne Rd. to the west and Tyndall Ave. to the east, and one lane of vehicle traffic in each direction between Tyndall Ave. to the west and Gordon Head Rd. to the east. Active transportation infrastructure is mixed: on some blocks there are sidewalks on both the north and south side of Tyndall Ave., while on others only one side of the road has them. Some sections of Feltham St. have paved areas for on-street parking, while others are much narrower, with grassy verges bordering the roadway.



▲ **Varying active travel infrastructure on Feltham Rd.**

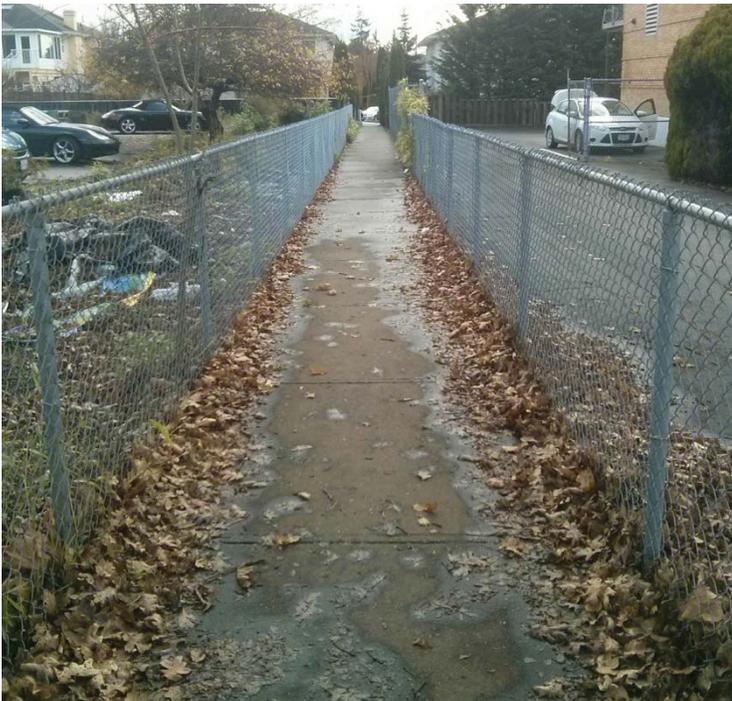


▲ **Varying active travel infrastructure on Feltham Rd.**

Because many of the north-south roads between Shelbourne Rd. and Gordon Head Rd. have T-intersections with Feltham Rd., many students travelling to and from Mount Doug from the north spend at least part of their journey on Feltham Rd. Through the baseline family survey, students who cycle to school mentioned that riding on Feltham Rd. can be difficult: they may end up riding on the shoulder, in the roadway, and on the sidewalk, all within a few blocks. Current cycling conditions raised concerns about sightlines and visibility at intersections, the potential of being doored by cars

parked on-street, hazards such as gravel and potholes on the shoulders, and confusion about right of way.

During the walkabout, students suggested that improved infrastructure for pedestrians and cyclists would make walking and cycling on Feltham Rd. feel safer and more comfortable. They also suggested that wayfinding signs highlighting the many pedestrian paths which connect with Feltham Rd. would enable more students to find quiet and comfortable walking routes to and from school and avoid using busier and more congested streets.



- ▲ **There are a number of pedestrian paths in the neighbourhood around Mount Doug**

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

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

Education and Engagement

Cycling Education Program: Grade 9 - 10

As part of the CRD's ASRTS program, Mount Doug received a bicycle skills course for students aged 10-15. Students from the school's Girls Junior PE class participated in the course. Rental bicycles and helmets were provided to those students who didn't have the equipment necessary to participate.

The course was conducted over two days in May 2017, with the first day focusing on theory and the second on practical skills. Students learned traffic rules; cyclists' rights and responsibilities; road positioning; route planning; bike fitness; and on-bike handling skills such as emergency stopping, signalling, and shoulder checking. The course concluded with a guided road-ride, during which students had the opportunity to practice their new knowledge and skills.

Student Leadership Focus Group

Mount Doug has a very large (120 students) Leadership program tasked with organizing many of the schools' student engagement activities throughout the year. After the baseline student survey, a focus group was conducted with the school's Leadership class to identify and develop active travel education and engagement ideas.

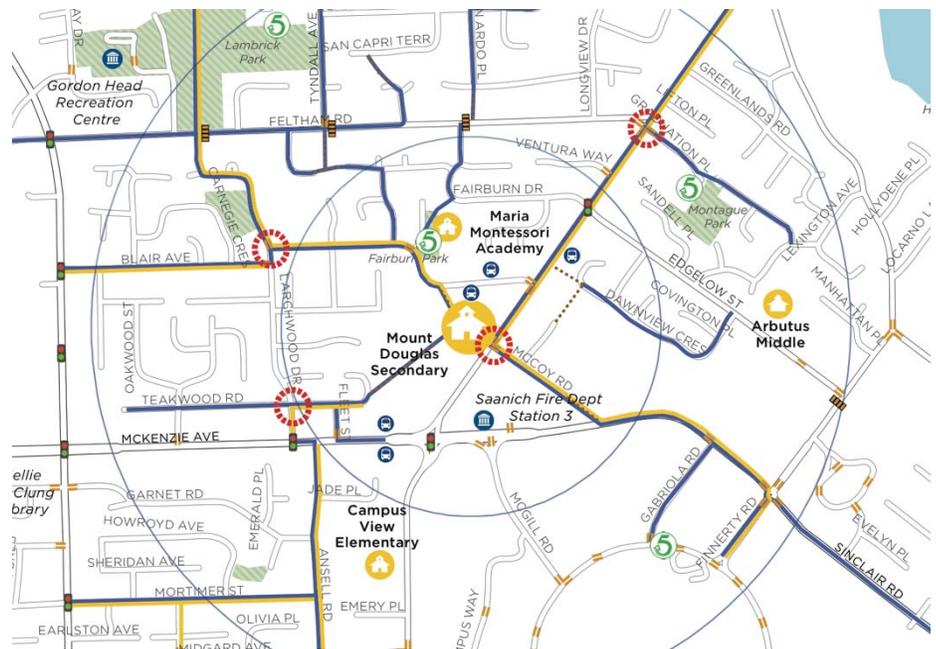
Students attended an early morning session in which the school's STP Facilitator hosted focus group activities to learn more about what types of activities and messaging would resonate with the Mount Doug school community.

The ideas generated by the focus group are captured in the School Travel Action Plan, attached as Appendix A.

Best Routes Map

The Best Routes to School Map features the best walking and cycling routes that connect all areas of the catchment to the school. The information for these routes was gathered from the take-home survey and during the neighbourhood walkabout, as well as from consultation with the PAC and comparison with current District of Saanich recommended routes. The routes selected feature pedestrian and cyclist supports such as sidewalks, bike lanes where applicable, and supported crossings.

A copy of Mount Doug's Best Routes to School map is attached to this document as Appendix B.



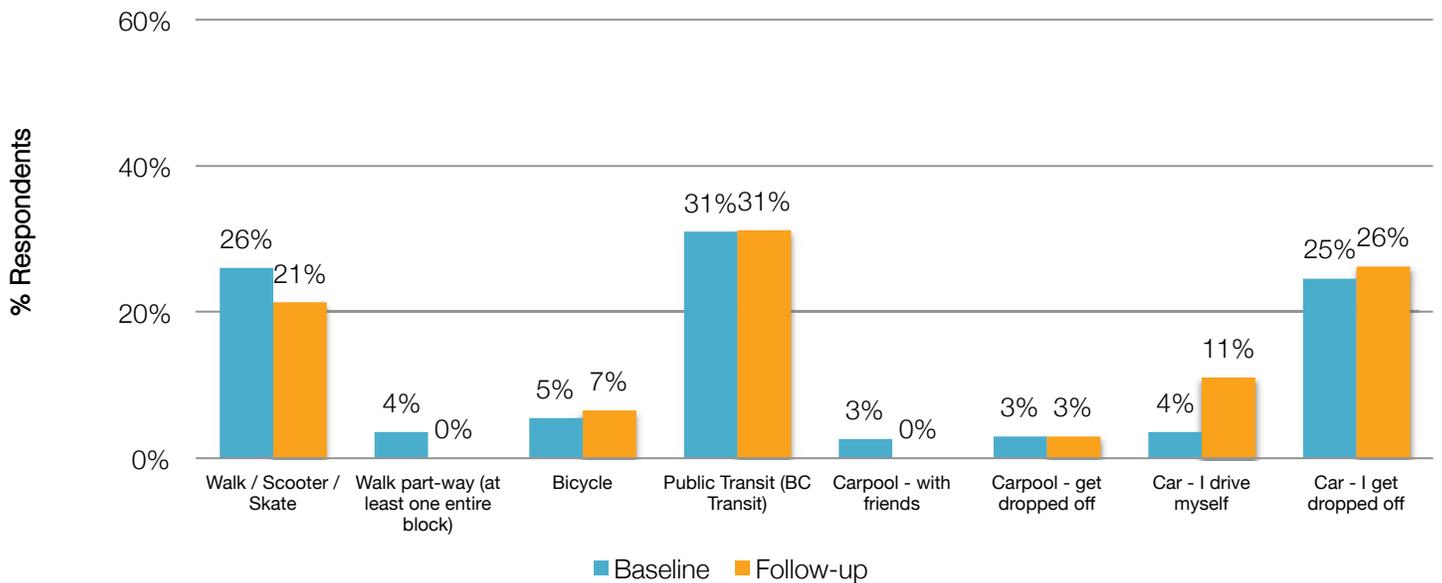
▲ Cut-out of Mount Doug's Best Route to School map

Methodology and Results

Online surveys were completed during October and November 2017, a year after baseline data was collected. A total of 63 students completed the follow-up survey.

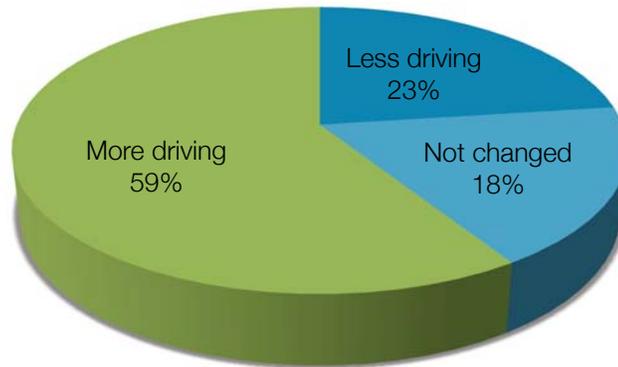
To confirm the data, generally speaking the travel mode trends were similar between the take home and hands up surveys across the participating schools. Still, it is important to note there are some limitations to the follow-up survey data. There was a lower response rate to the follow-up survey than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



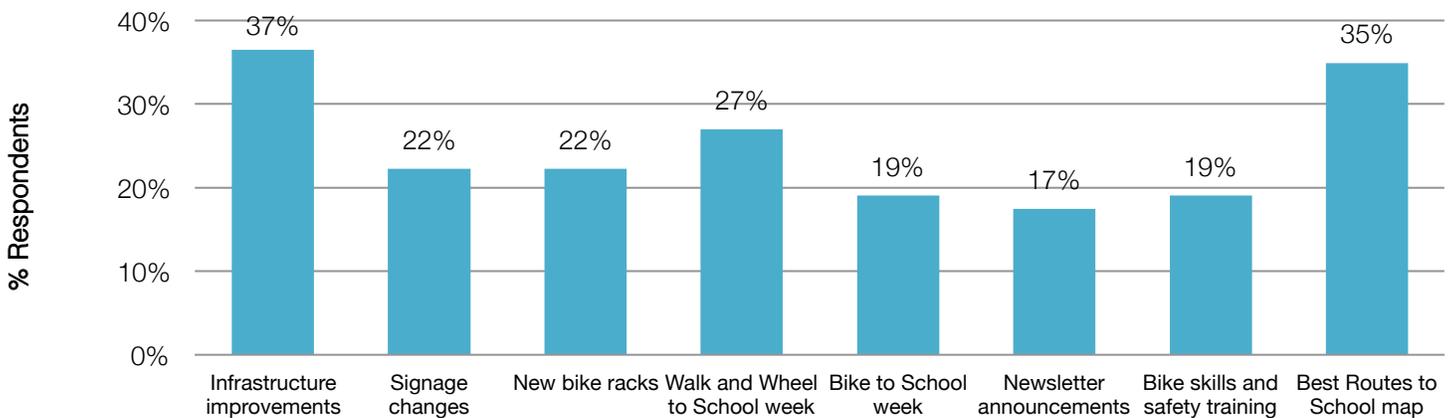
In the baseline survey conducted in the fall of 2016, 25% of student reported being driven to school by their parents, 31% reported taking public transit; and another 26% reported walking. In the follow-up survey, 26% of student reported being driven to school by their parents, 31% reported taking public transit; 11% reported driving themselves to school, and another 21% reported walking. Overall, the rate of driving increased slightly, while the rate of walking decreased slightly.

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



In the follow-up survey, 28% of families reported that they were driving less to school, 6% that they were driving more to school, and 66% that their travel habits were unchanged.

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



Parents who completed the survey felt that the Best Routes to School map, bike skills and safety training, Bike to School Week and infrastructure improvements were the most effective activities implemented during the school travel planning processes.

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

Conclusion

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

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

Appendix A: School Travel Action Plan

Appendix B: Best Routes to School Map

Appendix C: Student Hands-up Survey

Appendix D: Student Travel 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

Mount Douglas Secondary Action Plan

31/10/2017

Mount Douglas Secondary School is part of School District 61 and is located at 3970 Gordon Head Road in Victoria. Mount Doug enrolls over 1000 students from grades 9-12 and offers a broad spectrum of course options and advanced classes. The school hosts one of two of the District's Challenge programs for their most gifted, creative and talented students, and encourages participation in a wide variety of extra-curricular activities. Mount Doug proclaims to be committed to providing opportunities to engage students in a safe, caring, and encouraging environment where they can develop their passions and become good citizens.

KEY ISSUES/AREAS OF CONCERN:

- High traffic volume, particularly on McKenzie Avenue and Shelbourne Street and its feeders
- Lack of pedestrian and cyclist infrastructure, particularly on Feltham Road
- Pedestrian comfort and safety at the intersection of Gordon Head Road at McCoy Road

BASELINE MODE SHARE:

	TO SCHOOL	FROM SCHOOL
Walk/Scooter/Skate	26%	31%
Walk part-way	4%	2%
Bicycle	5%	6%
Public Transit	31%	38%
Carpool – with friends or drop off	6%	5%
Car – self or drop off	29%	18%

TRAVEL DISTANCE FROM SCHOOL:

< 0.5 km	12%
0.51 – 1.59 km	21%
1.6 – 2.99 km	25%
> 3 km	42%

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
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Active Travel Committee/Parent Advisory Committee

Edu.	Organize Bike Skills Course	Work alongside PAC/STP to organize bike skills course(s) developing traffic knowledge for students in Grades 9 - 12	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)		
Enc.	Bike/Wheel to School Week	Organize Bike to School Week teams and events	High	Not started	Feb - June 2017	Register for and promote Event Assist with registration of teams Organize Celebration Station & activities Host Bike Skills course Provide materials and resources (posters, tracking sheets and webpage)	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	
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		

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
On school site	Eng.	Improve bike parking facilities	Conduct fundraisers to support improving bicycle parking (increased bike racks and covered shelter)	High	Not started		Organize fundraiser Conduct fundraiser Source grants Purchase additional bike racks Build covering for bike racks Place in highly visible/easily accessed area.	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Administration								
Parking lots off Laval St. on the north side of the school	Edu.	Designate carpool priority parking spaces	Designate carpool only parking spaces in the staff and student parking lots and introduce signage	High	Not started		Discuss creation of HOV parking spaces Install signs	
	Enc.	Bike/Wheel to School Week	Support and assist with Bike to School Week execution	Med.	Not started	Feb - June 2017	Assist ATC/Staff organizing Celebration Station Assist in creating school 'teams' Support campaign Encourage participation Make announcements regarding program	

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	Med.	Not started		Support Transit Trippers initiative Provide assistance when needed	
On school site	Eng.	Improve bike parking facilities	Request additional bike racks and determine appropriate sites Assist with bike parking improvements or encouraging use of current facilities Highlight bike parking as part of school culture	High	Not started	May - Dec 2017	Promote new bike racks Discuss bike parking policies at School level Assist ATC/PAC in securing more bike racks as needed	
East side of the school on Gordon Head Rd.	Eng.	Improve pedestrian access	Install a direct pedestrian pathway from the driveway entrance of the visitor parking lot on Gordon Head Rd. to the front door of the school.	High	Not started		Liaise with SD Facilitate SD reviewing, observing pedestrian flow Assist with data collection and proposals	
Staff & Visitor Parking lot of Gordon Head Rd. on the east side of the school	Enf.	Prevent drop off in the parking lot	Install clear and highly visible signage and add stencil decals to road surface informing parents that drop off in the parking lot is not allowed. Communicate no drop-off parking policy to parents through available communication channels.	High	Not started		Work with School Travel Planner on ideas for prevention efforts Work with School Liaison Officer for enforcement ideas	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
BC Transit								
South side of Laval on the north side of the school.	Eng.	Move bus shelter away from roadway	Move bus shelter away from the road as far as possible. Keep this area in mind for a bus-bay in the future. Stop No. 101110	High	Not started		Lindsay will engage with Saanich and BC Transit Bus Stop Committee to discuss. This location has been looked at before but will re-visit in discussion.	Heavily used bus stop shoved in between two parking lot entrances. High conflict area with bus blocking sightlines. Addition of swarms of people further increase visual obstruction (crowds also block sidewalk from pedestrian use)
South side of Laval Ave. east of Larchwood Dr.	Eng.	Move bus stop	Relocate bus stop to east side of Larchwood Dr. south of the intersection to facilitate north-south pedestrian crossings at Laval Ave. and Larchwood Dr. Stop No. 101078	High	Not started		BC Transit reviewed and suggested location is too tight for buses to turn from Blair Ave onto Larchwood and stop before the intersection.	
Intersection of Loyola St. and Laval Ave.	Eng.	Move bus stop	Relocate bus stop to a point further west on Laval Ave. Stop No. 101099	Med	Not started		Lindsay will review this location with BC Transit bus stop committee. Lindsay will then engage Saanich in discussion.	There are no formalized pedestrian facilities to the bus stop. Observed students not using the mid block crossing but walking to Laval and crossing at the intersection.
	Eng.	Review bus schedule	Students expressed unhappiness with the transfers between the 27 & 28. Review bus times for Route 27 & 28	Med.	Not started		Lindsay will forward concerns to scheduling for them to keep in mind while they are making adjustments to these routes.	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Capital Region District								
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		Not started	Aug - Oct 2017	Create 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/
On school site	Eng.	Improve bike parking facilities	Provide one bike or scooter rack to school as part of comprehensive Active and Safe Routes to school	High	In Progress	Jun-17	Provide one bike or scooter rack	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
District of Saanich								
Laval Ave between Gordon Head Rd. and Larchwood Dr.	Enc.	Traffic calming	Install traffic calming measures along Laval Ave.	Med.	Not started	As priorities and budget permits	Review location for implementation of traffic calming along Laval	*This item has been added to the Districts sidewalk priority list.
Intersection of Laval Ave. and Larchwood Dr.	Eng.	Improve pedestrian & cyclist crossings	Students are using median as pedestrian island for safer crossings. Cyclists are having difficulty turning left off Larchwood onto Laval.	High	Not started	As priorities and budget permits	Review curb let down Review intersection for crossing upgrades/use issues; Review location to see if warrants pedestrian activated beacons.	Recommend: Upgrade existing curb drops at intersection. Add letdowns on the northeast and southeast corners of the intersection to facilitate pedestrian crossings *This item has been added to the Districts crosswalk priority list

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Intersection of Providence Pl. and Laval Ave.	Eng.	Improve pedestrian crossing facilities	There are no formalized pedestrian facilities to the bus stop. Observed students not using the crossing but walking to Laval and crossing at the intersection.	Med	Not started	As priorities and budget permits	Review existing crosswalk location	Recommend: Close sidewalk gap between crosswalk and bus stop on Laval Ave. *This item has been added to the Districts crosswalk priority list
Laval Ave. between Providence Pl and Loyola St.	Eng.	School Zone signage	There is no school zone signage with two schools nearby (Maria Montessori and Mount Doug)	Med.	Not started	As priorities and budget permits	Review area for appropriate school zone signage	Recommend: Add School Zone signage to Laval street after Larchwood again near Loyola *This item has been added to Engineering's calls for service at engineering@saanich.ca for review.
Intersection of Gordon Head Rd. and Laval Ave	Eng.	Improve pedestrian crossing facilities		Med	Not started	As priorities and budget permits	Review intersection for infrastructure upgrades to improve visibility, and reduce crossing distance.	Recommended: Review possibility of curb bulge on southwest corner of the intersection into Laval Ave *This item has been added to the Districts crosswalk priority list.
East side of Gordon Head Rd. between Laval Ave. and Edgelow St.	Eng.	Improve pedestrian infrastructure	This part of the sidewalk was very narrow with lots of obstructions. It would be challenging with a stroller and dangerous in a wheelchair.	High	Not started	As priorities and budget permits	Review location to receive possible infrastructure upgrades.	Address obstructions on the sidewalk (Mail box, utility poles etc). Recommend relocating obstructions or widening sidewalk in those areas. *This item has been added to the Districts sidewalk priority list.
Intersection of Gordon Head Rd. And Fairburn Dr.	Eng.	Improve pedestrian crossing facilities	Currently there are concerns with the slight lines to pedestrians at this intersection, some vegetation from adjacent property is overgrown decreasing sidewalk width.	High	Not started	As priorities and budget permits	Review intersection for infrastructure upgrades	Recommend: Decrease curb radius and move/remove obstacles on the sidewalk. Ask property owners on the west side of the intersection to trim vegetation to improve visibility and sightlines *This item has been added to the Districts crosswalk priority list

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Intersection of Gordon Head Rd. and McCoy Rd.	Eng.	Improve visibility and pedestrian infrastructure	Currently there are concerns with the existing pedestrian facilities at this intersection. (ie. Visibility to drivers, overgrown vegetation, long crossing distance, driver awareness)	High	Not started	As priorities and budget permits	Conduct assessment of intersection for applicable upgrades to improve sightlines and supporting infrastructure	Recommend: Tighten curb returns on the east side of the intersection. Clear vegetation on the northeast corner to improve pedestrian visibility and sightlines. Consider adding a curb bulge on the north-east corner instead to further improve visibility and act as a pedestrian staging area. Considering installing pedestrian island on the north side with a low curb to allow emergency vehicles travelling south on Gordon Head Rd. to turn left on to McCoy Rd. *This item has been added to the Districts crosswalk priority list
Gordon Head Rd. between McKenzie Ave. and Edgelow St.	Eng.	Improve cyclist infrastructure	Consider options to increase safety of bike lane along Gordon Head Rd and further separate motor vehicles and cyclists	High	Not started	As priorities and budget permits	Review location to receive upgraded cycling infrastructure	Students feel safer in the bike lane but note the parked cars and complexity and motorists often use the bike lane to pass on the right which causes fear. Recommend: Install collapsible delineators between bike lanes and roadway along Gordon Head Rd. east of the school *Cycling infrastructure projects will be prioritized upon completion of the Districts Active Transportation Plan

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Feltham Rd. between Tyndall Ave. and Gordon Head Rd.	Eng.		Review use of Feltham Road during peak and off-peak hours. Consider Feltham for 'complete street' upgrade	High	Not started	As priorities and budget permits	Review Feltham Rd for 'complete street' upgrades	*This item has been added to the Districts sidewalk priority list Cycling infrastructure projects will be prioritized upon completion of the Districts Active Transportation Plan.
East end of Teakwood Pl.; Feltham Rd./San Lorenzo Ave.; East of the intersection of Tyndall Ave. and Feltham Rd.; San Capri Tr./Cortez Pl.	Eng.	Create wayfinding signage	Create way finding signs to highlight presence of pedestrian pathway	Low	Not Stated	As priorities and budget permits		*This item has been added to the Districts wayfinding priority list.
	Eval.	Review Survey & Walkabout Summary Presentation	Review presentation and provide suggestions on which areas of concern municipality can address (short, medium & long term)	High	Not started	17-Apr	Review action plan Provide edits and feedback Approve when comfortable	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Saanich Police								
Gordon Head Rd. between McKenzie Ave. and Edgelow St.	Enf.	Speed checks in school zone	Conduct speed checks to determine location for further action	High	Not started		Place digital speed reader in school zone Conduct speed checks	The crosswalk is mid block and bisects a curve. There is a bus stop that is close to the curve.

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 9 - 12	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
School District								
Parking lots off Laval St. on the north side of the school	Edu.	Designate carpool priority parking spaces	Designate carpool only parking spaces in the staff and student parking lots and introduce signage	Med.	Not started		Discuss creation of HOV parking spaces Install signs	Idea: in student parking lot to delineate prime parking spaces as HOV for carpooling.

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Staff & Visitor Parking lot of Gordon Head Rd. on the east side of the school	Enf.	Prevent drop off in the parking lot	Install clear and highly visible signage and add stencil decals to road surface informing parents that drop off in the parking lot is not allowed. Communicate no drop-off parking policy to parents through available communication channels.	High	Not started			Signage already present in three areas and information goes home - but parents still drop off here. This parking lot is not set up for drop off and potential conflicts arise when 'bus dump' students are walking through parking lot
East side of the school on Gordon Head Rd.	Eng.	Improve pedestrian access	Install a direct pedestrian pathway from the driveway entrance of the visitor parking lot on Gordon Head Rd. to the front door of the school.	High	Not started		Liaise with Administration Design facility and develop budget Execute on work quoted Work with schools to submit "school funded requests"	Long curb radii, pole blocking sight lines to pedestrian crossing, utility pole and signal pole and cabinet potentially blocking sight lines to drivers wanting to turn left. Drop off traffic in the staff/visitor parking lot is causing conflicts between pedestrians and vehicles.
East side of school	Eng.	Improve bike parking facilities	Source and install additional racks Increased number of covered racks	High	Not started		Review locations - pick new location Provide and install racks Discuss opportunity to increase bike parking with ATC/PAC	Further installation of bike racks needs to occur via a school funded request. Principals need to submit this request
North side of the school	Eng.	Add bike parking	Source and install additional racks, with weather protection where possible	Med.	Not started		Provide and install racks Liaise with Administration and STP	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
School grounds on the west side of the school	Eng.	Create pedestrian pathway	Install pedestrian pathway on the south side of the southernmost field on the west side of the school connecting the school to the pedestrian pathway between the field and Teakwood Pl.	Med.	Not started		Work with schools to submit "school funded requests"	Teakwood provides a good opportunity to funnel students away from the front of the school - however path is muddy and not used in wet seasons. Students use this path in the summertime. City portion of the path is unlit and hidden.
	Eval.	Review Survey & Walkabout Summary	Review suggestions on which areas of concern school district can address (immediately, mid-term & long-term)	High	Not started	Apr-17	Review action plan Provide edits and feedback Approve when comfortable	

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		Complete	Sept - Oct 2016	Identify two committed teachers Identify one more parent	Not getting stuck on having the numbers of people if they aren't committed or it's not what works for the school.

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	STP	School Site Walkabout	Walkabout of the school site to observe barriers to active travel		Complete	Oct - Nov 2016	Facilitate School site walkabout. Write concise walkabout report including recommended solutions	
	STP	Present Survey & Walkabout Summary	Present survey and walkabout summary to PAC and School Administration		Complete	Nov - Dec 2016		
	STP	Neighbourhood Walkabout	Walkabout of the area around the school to observe barriers to active travel		Complete	Jan - March 2017	Facilitate discussion with school administration, parents and External Project Partners Network.	Create neighbourhood walkabout map to aid with discussion. Created invitation poster and promoted event opportunity to all mentioned External Project Partners.
	STP	Focus Group	Focus group with leadership class to determine initiatives that will 'work' for the Mount Doug Community	High	In Progress	April - June 2017	Date to present: April 24th Develop agenda + activities Get any necessary supplies Host focus group	It was discussed at the Neighbourhood walkabout that any programs solely designed by the External Organizations wouldn't have great uptake and they would need to come from the student body.
	Edu.	Organize Bike Skills Course	Liaise between GVB TWS and Admin to organize bike skills course(s) developing traffic knowledge for students in Grades 9 - 12	High	In Progress	Jan - June 2017	Liaise with Administrator to schedule course Facilitate conversation between GVB TWS and Admin Liaise with GVB TWS as needed Arrange bike shop to look over other bikes (1wk before course)	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	Enc.	Bike/Wheel to School Week	An encouragement initiative held the last week of May as part of Bike to Work/School Week	High	Not started	Feb - June 2017	Provide information to ATSC re. Bike to School Week event	
	Enc.	Transit Trippers	An encouragement initiative held during October encouraging/supporting youth taking transit		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.
Gordon Head Rd. between McKenzie Ave. and Edgelow St.	Enf.	Speed checks in school zone	Conduct speed checks to determine location for further action		Not started		Liaise with Saanich Police to conduct speed checks or place digital speed recorder	

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.

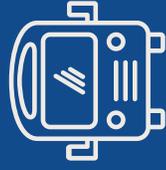
Right hand side: Ride single file and on the right-hand side of the road. Always leave one door length of space when riding next to parked cars.



Ride Transit

Transit is a great way to get to and from school - and anywhere else you want to go!

Look for bus stop close to school on your Best Routes to School Map, and plan your trip by visiting bctransit.com/victoria.



Mount Douglas Secondary

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.



Mount Douglas Secondary: Best Route to School Map September 2017



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.

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



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)

Mount Douglas Secondary

A. High School Transportation Survey

Grade	Age	Gender		
		Male	Female	Another Gender Identity
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. How do you **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"/>
Public transit (BC Transit)	<input type="checkbox"/>	<input type="checkbox"/>
Carpool – with friends	<input type="checkbox"/>	<input type="checkbox"/>
Carpool – get dropped off/picked up	<input type="checkbox"/>	<input type="checkbox"/>
Car – I drive myself	<input type="checkbox"/>	<input type="checkbox"/>
Car – I get dropped off/picked up	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

If Other (explain) _____

2. Why do you choose this mode of transportation?

- | | |
|---|---|
| <input type="checkbox"/> Easy | <input type="checkbox"/> Because of the weather |
| <input type="checkbox"/> Social | <input type="checkbox"/> Safety |
| <input type="checkbox"/> Independence/Freedom | <input type="checkbox"/> My parents choose how I get to school |
| <input type="checkbox"/> Affordable/Cheap | <input type="checkbox"/> I get to school the same way every day |
| <input type="checkbox"/> Fast | <input type="checkbox"/> Other (explain) |
| <input type="checkbox"/> Enjoyable | _____ |

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. Since September have you...

	Yes	No
Biked to school?	<input type="checkbox"/>	<input type="checkbox"/>
Walked to school?	<input type="checkbox"/>	<input type="checkbox"/>
Driven/been driven to school?	<input type="checkbox"/>	<input type="checkbox"/>
Taken the bus to school?	<input type="checkbox"/>	<input type="checkbox"/>

5. What programs or incentives would encourage you to bike, walk, bus or carpool more frequently? (select all that apply)

- Bike loan program
- Better bike parking (more space, more secure)
- Shower/Change facilities
- Better bike and/or pedestrian routes to school
- A bus pass
- Better bus service (more frequent, closer stops to home and school, etc)
- Carpool matching program
- Carpool only premium parking
- Prizes, competitions, and/or awards
- A parking fee for single occupant vehicle drivers
- Other (explain) _____

6. Do you have a driver's license?

- Yes No

7. Do you have access to a bicycle for the trip to/from school?

- Yes No

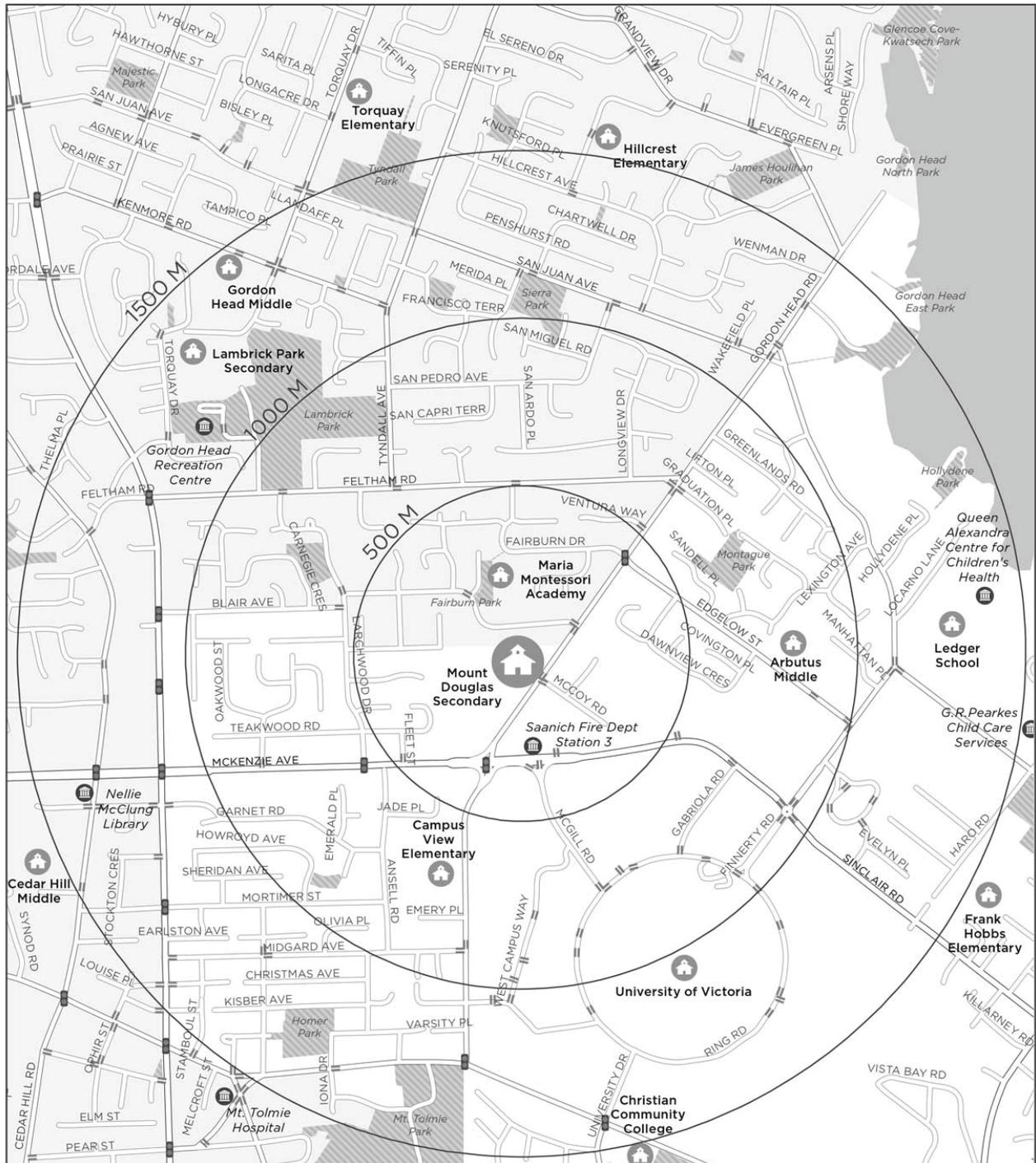
8. Do you have access to a car for the trip to/from school?

- Yes No

Mount Douglas Secondary

B. ROUTE MAPPING EXERCISE

Please complete the following map with the **WALKING** or **CYCLING** route you take to get to and from School. If you usually take transit or 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 next 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.

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



Fwd: Active Routes to School Initiative and Survey in Block 2 classes next week

1 message

Thu, Nov 3, 2016 at 2:55 AM

From Mount Doug Secondary - School Project Announcement

----- Forwarded message -----

From: **Norris, Aaron**

Date: Thu, Sep 29, 2016 at 2:32 PM

Subject: Active Routes to School Initiative and Survey in Block 2 classes next week

To: Mount Douglas Staff

Hi all,

Mt Doug 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.

To help support the initiative, the CRD has asked our help in conducting surveys in your block 2 classes next week (Oct. 3rd - 7th).

- **Hands Up Survey** - Each day between October 3rd – 7th students will be asked how they arrived to school and how they plan to get home. Record the responses on the provided sheet and hand into the office on October 7th. A sample of hands up survey is attached and copies will be in your box at the office. This should only take 2 mins or less each day.
- **Map Survey** - Please hand out survey maps on October 3rd for students to complete. Ask them to be returned by October 7th. A sample is attached. Copies will be in your box in the office.

Leadership is also actively involved and promoting the project. The project will also provide us with data (Phil and the Stats class are looking forward to this) and heat maps of how students are travelling to school. If you would like more information please see the attached STP Teacher Introduction document. Or if you have any questions or concerns, feel free to come and speak with me.

Thanks

Aaron

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Aaron Norris

Appendix F: School Travel Planning Membership

School Travel Planning Members

The School Travel Planning process for Mount Doug (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

Vice-Principal

Aaron Norris

Staff

Derek H. and Carrie-Ann T.

Parents

Felisa S. and Theresa M.S.

Students

Justin L.

Appendix G: Base Map

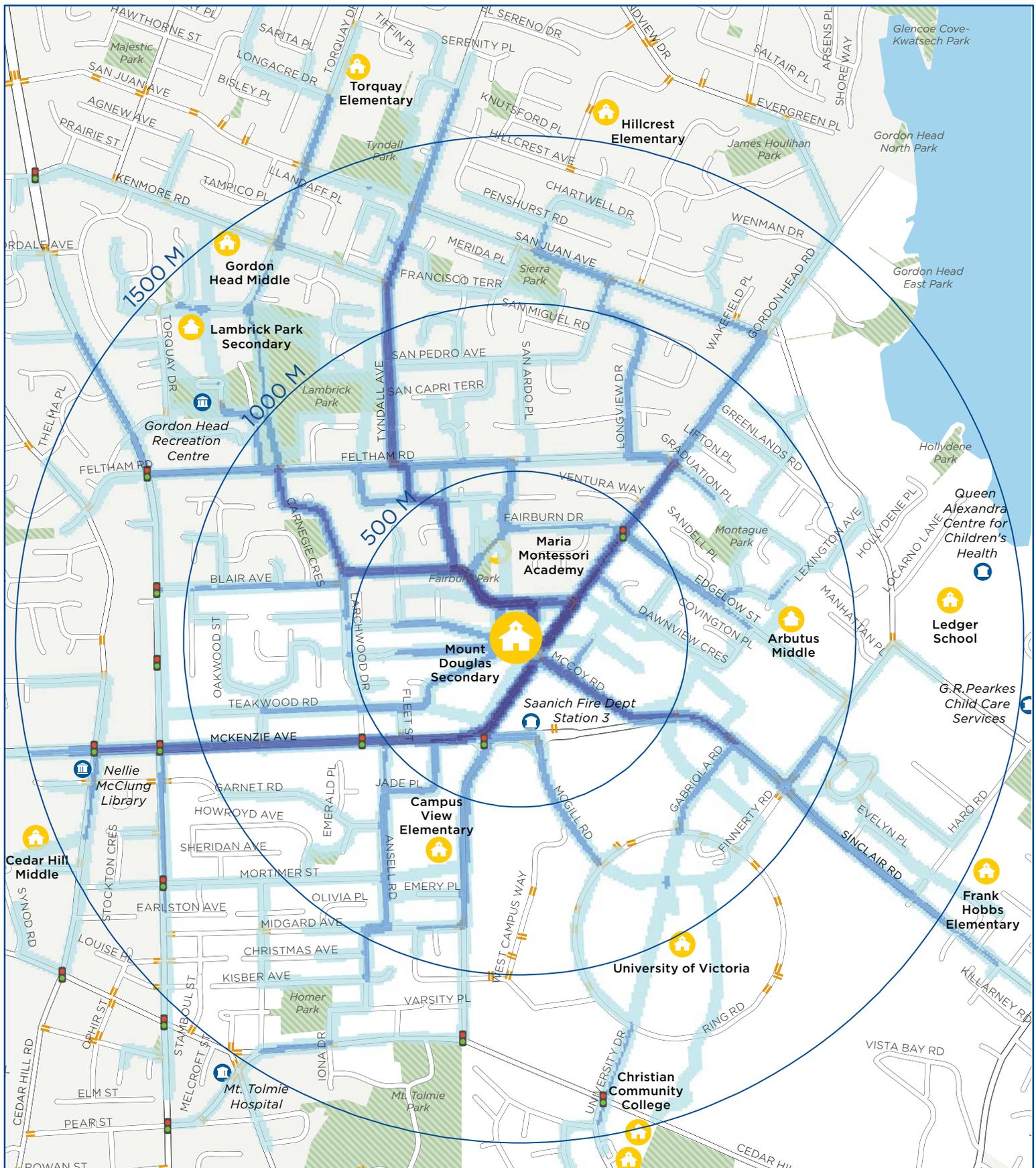


Mount Douglas Secondary

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



Appendix H: Heat Map



Mount Douglas Secondary (n = 239)

- 41-80 routes
- 21-40 routes
- 6-20 routes
- 1-5 routes
- School
- Traffic Signal
- Crosswalk
- Trail
- Park
- Catchment Area
- Municipal
- Recreational/Cultural

