

SCHOOL TRAVEL PLAN

Maria Montessori Academy



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 Maria Montessori Academy (hereinafter: MMA). 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 MMA 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 MMA, located in the District of Saanich (hereinafter: Saanich).

School Travel Planning

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

Key benefits of School Travel Planning are:

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

STP involves a network of representatives of key school-transportation stakeholder groups who make up a Stakeholder Committee and inform and support the STP process. Organizations and individuals that contributed to MMA’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.

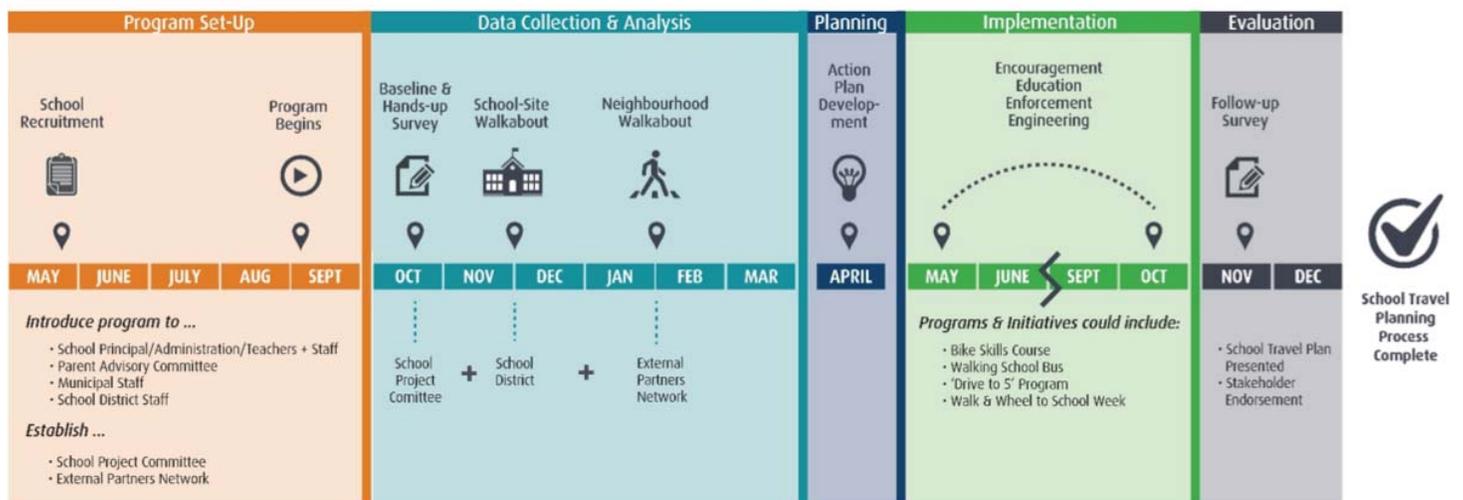
At individual schools, the STP process is led by an STP Facilitator, who convenes a School Committee, comprised of staff, parents, and administration, to outline specific active school travel barriers and solutions, developing the foundation and specifics for each school’s Travel Plan.

The School Travel Planning Process

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

Active & Safe Routes to School

SCHOOL TRAVEL PLANNING PROCESS



MMA is an independent school located at 1841 Fairburn Dr. in Saanich. The school has been enrolling a steadily increasing number of students from kindergarten through grade 12, with 263 students enrolled in the 2016/17 school year. The school was established in 1980 by Angela Martin, who discovered the educational methods and philosophy of Dr. Maria Montessori when studying in England. The school was first located on leased property, moving to its own location on Wilkinson Road in 1991, and later replacing Fairburn Elementary School at its current location in 2007. At first it only offered education from kindergarten to grade eight, but in 2015 it was the first Montessori school in Canada to produce six high school graduates with a secondary-school diploma.

MMA offers before- and after-school care for children ages 3-12 out of their multipurpose room, and the school facility is available for rent to members of the Greater Victoria community. It is also the site of all workshops put on by the Maria Montessori Academy Afterschool Enrichment Program, a parent-funded, volunteer-run program that offers afterschool workshops ranging from computer science to Lego robotics to fitness.

As befits a Montessori school, education at MMA is centered on the child being a self-directed learner. The classroom is a prepared environment that follows a freedom-within-limits approach, which includes independent problem solving, a constructivist or 'discovery' model of learning, and uninterrupted study blocks. Classrooms are of mixed ages, typically spanning three years, and students are allowed to learn at their own pace and through the learning styles that best suit them.

MMA offers programs for students from preschool through to grade twelve. It begins with a Preschool/Kindergarten program for children ages 3-5, followed by a Lower Elementary program for 6-to-8-year-olds, an Upper Elementary program for students ages 9-11, a Middle School program for early adolescent students, and a High School program for students ascending through to grade twelve. Beginning at the Kindergarten level, students participate in an outdoor education program that exposes them to a variety of outdoor experiences, and senior students participate in three week-long expeditions each year. The school also runs week-long camps during the month of July for students in grades 1-6.

Neighbourhood Overview

MMA is located in the Gordon Head area of Saanich in a residential neighbourhood on Fairburn Dr., a residential road with a sidewalk on its south side. The area received a Walk Score of 39/100 (making it a car-dependent neighbourhood) and a Transit Score of 54/100. Walk Score is a measure of neighbourhood walking and transit accessibility, and is often an indicator of community health and well-being (www.walkscore.com). The school is one block west of Gordon Head Rd. and two blocks south of Feltham Rd., both major truck and transit routes with sidewalks and on-road commuter bike lanes. It is also roughly three blocks north of McKenzie Ave., also a major truck and transit route with sidewalks and an on-road bike lane. The south side of the school property touches Laval Ave., a collector road with sidewalks.

Transportation Overview

The school is situated on Fairburn Park and is just north of Mount Douglas Secondary and the Ian Stewart Complex, a recreation centre. It is 1.3 km from Gordon Head Recreation Centre and Lambrick Park, and 2 km from a retail area at the intersection of Shelbourne St. and McKenzie Ave. It is also roughly 2 km from the University of Victoria campus to the south and the Vancouver Island coastline to the east. 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, family take-home surveys, a school site visit and walkabout, and meetings with the school community.

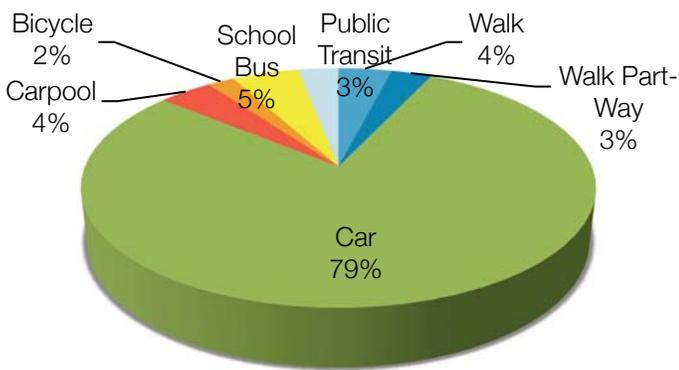
Baseline hands-up surveys and family take-home surveys were completed in October 2016.

The school site walkabout at MMA took place on December 7, 2016 and the neighbourhood walkabout took place on March 13, 2017. The walkabouts were attended by administrators, parents, and various other Stakeholder Committee members, who observed the school’s travel patterns and toured the area to investigate and examine concerns. The walkabouts informed the Travel Challenges section of this report, the Best Routes to School Map (Appendix B) and the School Travel Action Plan (Appendix A).

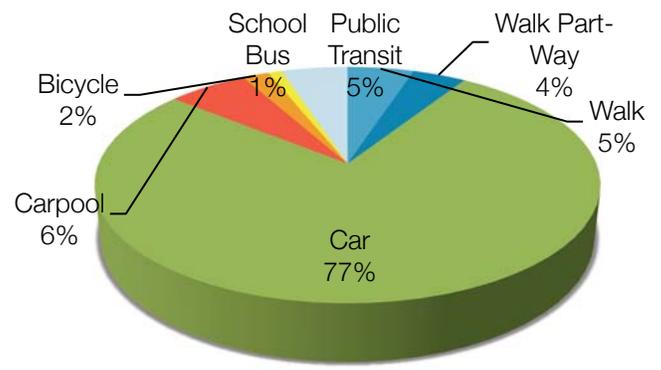
Hands-Up Baseline Data

Nine divisions of students from K-8 participated in hands-up surveys in October 2016. Teachers asked students to raise their hands when identifying their method of travel to and from school, and recorded responses daily over the course of one week. Results from this survey are presented below.

A copy of the baseline hands-up survey is attached to this



▲ Travel Mode to School



▲ Travel Mode from School

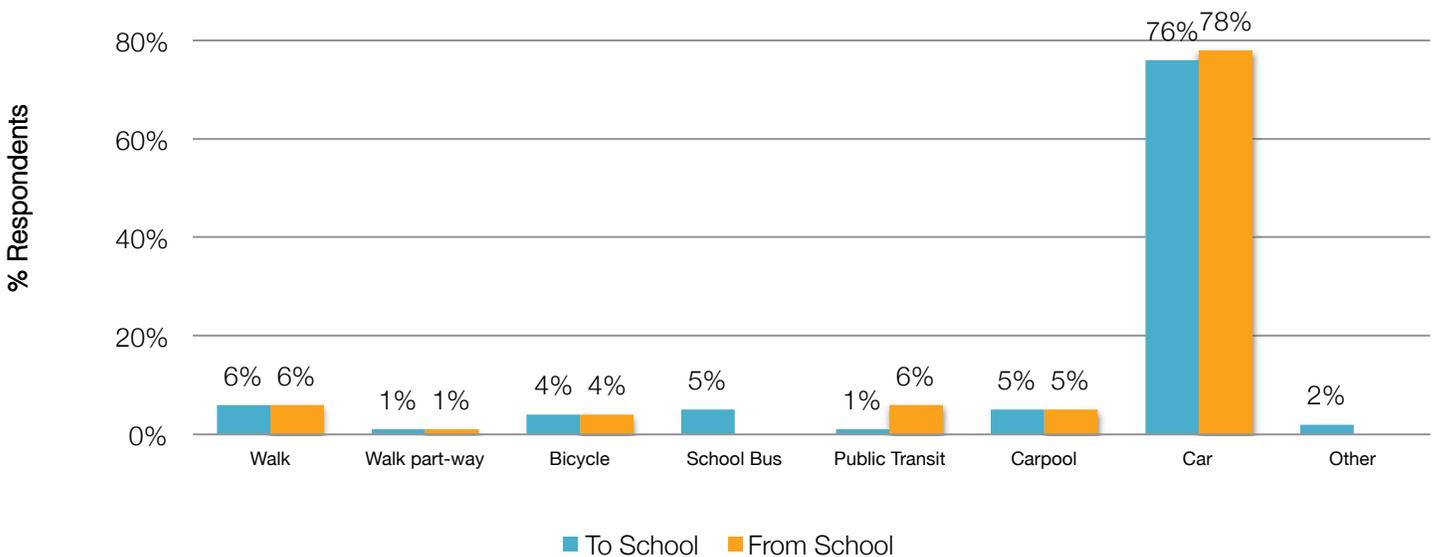
document as Appendix C.

Family Survey Baseline Data

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

The survey was completed by 86 families at MMA. The findings from this survey are presented below.

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

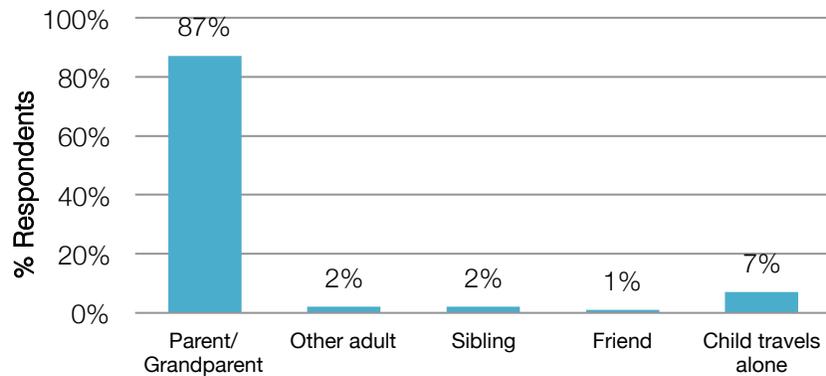


Parents and guardians reported very similar mode share percentages as in the hands-up survey. Driving largely predominates as the transportation mode both to and from school (76-78%), while all other modes make up only a small fraction of mode share usage.

“Although we currently drive to school in the fall and winter, we will drive part way to school in the spring and walk or cycle as a family as we live 9 km from the school.”

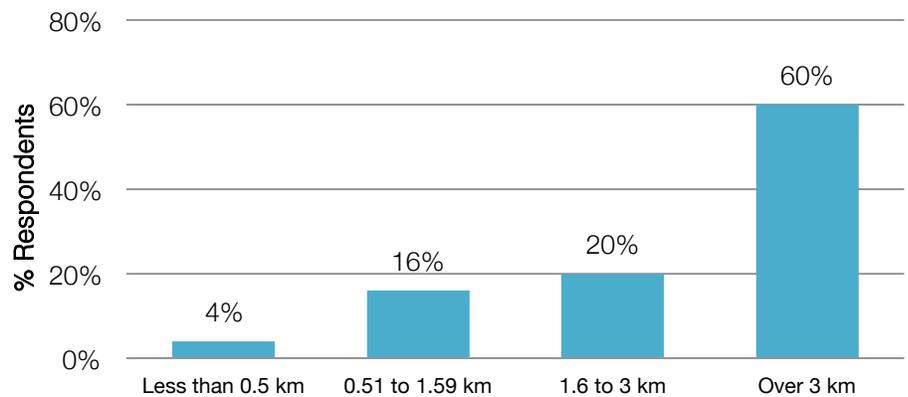
- MMA Parent

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



The majority (89%) of students travel to and/or from school with a parent, guardian or other adult, while only 10% travel alone or with a sibling or friend.

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

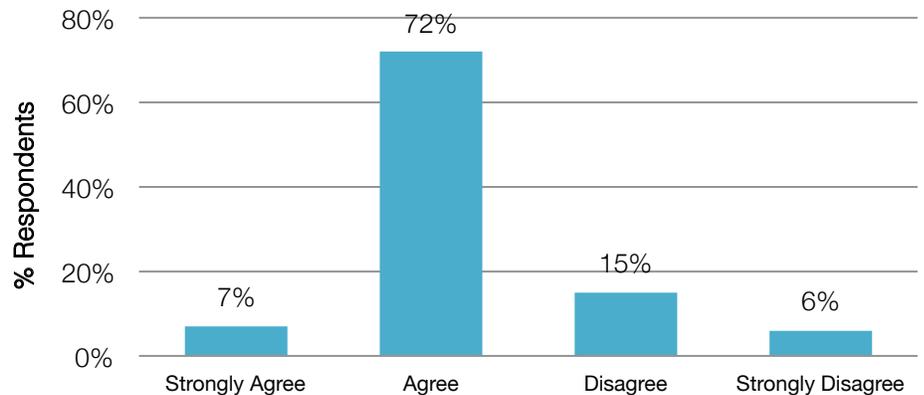


Of families surveyed, only 4% of families live within 0.5 km of the school, but 100% of these students walk. The majority (60%) live over 3 km away.

“We would love to bike to school but we live near UVic and 8 a.m. is very busy with cars, buses and students biking. Once the kids are older we would like to find a bike route away from traffic as much as possible, on quieter streets.”

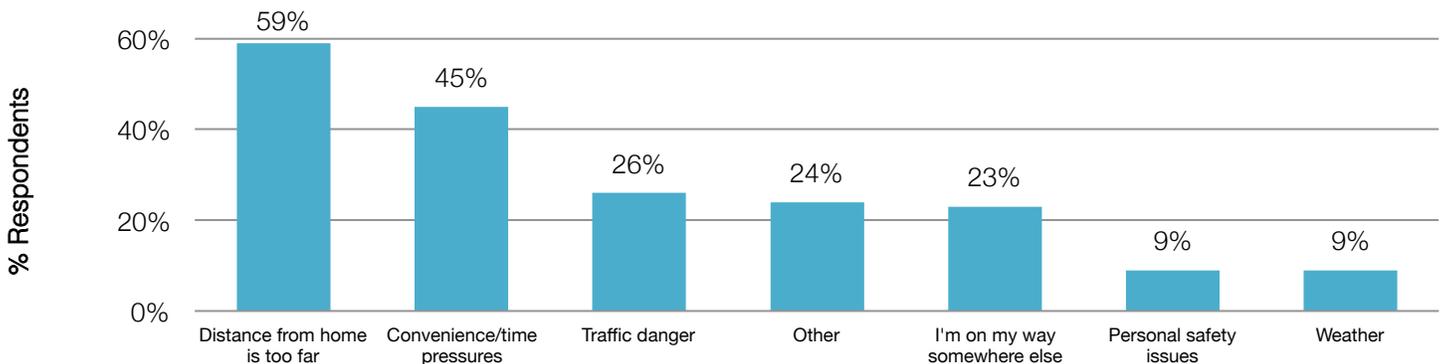
- MMA Parent

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



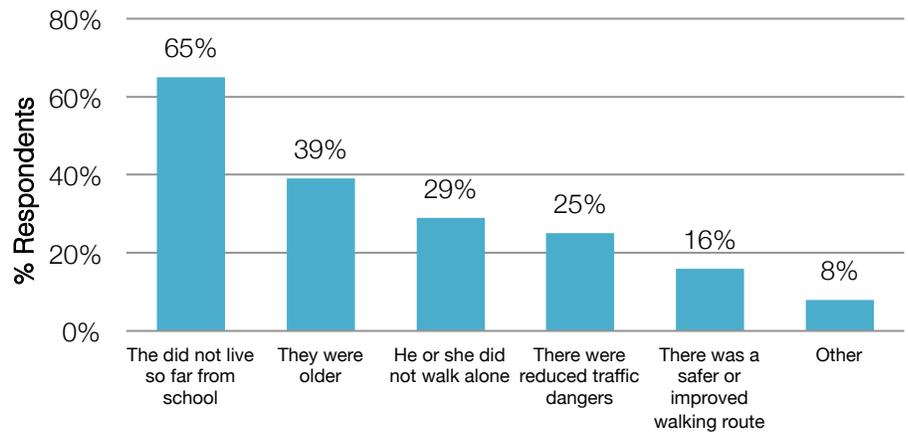
The majority (79%) of families believe that their neighbourhood is safe. Factors such as distance, convenience and the age of the child(ren) seem to be the largest influencers on active transportation choices, according to the survey data.

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



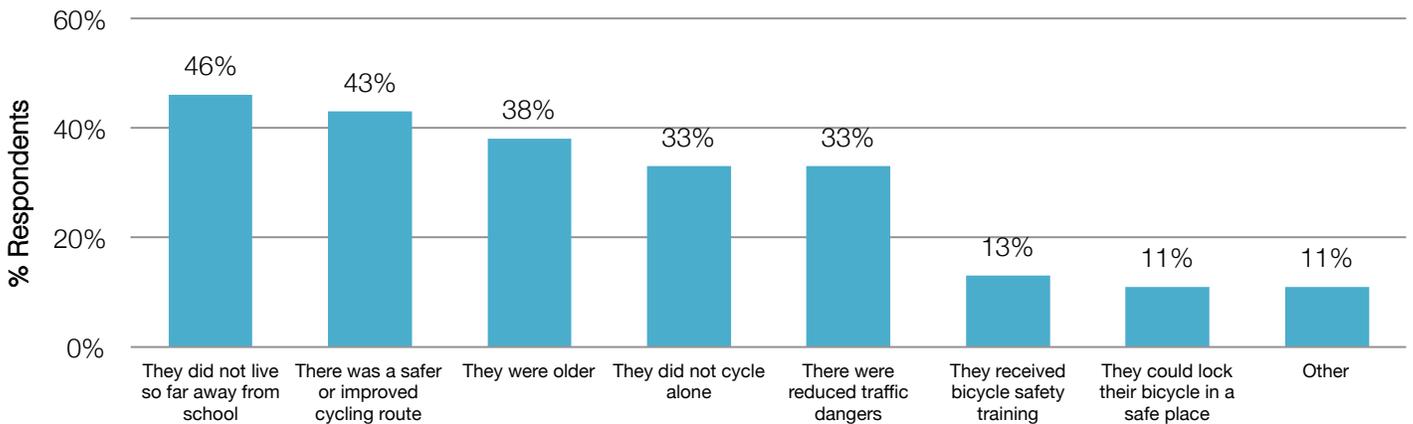
Parents cited distance (59%) and convenience (45%) as the most common reasons for driving their child(ren) to and/or from school. “Other” responses related to having too much to carry, the child(ren) being too young to walk or cycle, and parents working at the school and having to arrive early.

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



For the 80 families that reported driving their child(ren) to and/or from school, the most common conditions under which parents indicated they would allow them to walk to and/or from school were if they lived closer (65%), if they were older (39%), and to a lesser extent if they were not alone (29%) and there was reduced traffic (25%). Notable “Other” responses generally related to having enough time and whether the child(ren) wanted to walk.

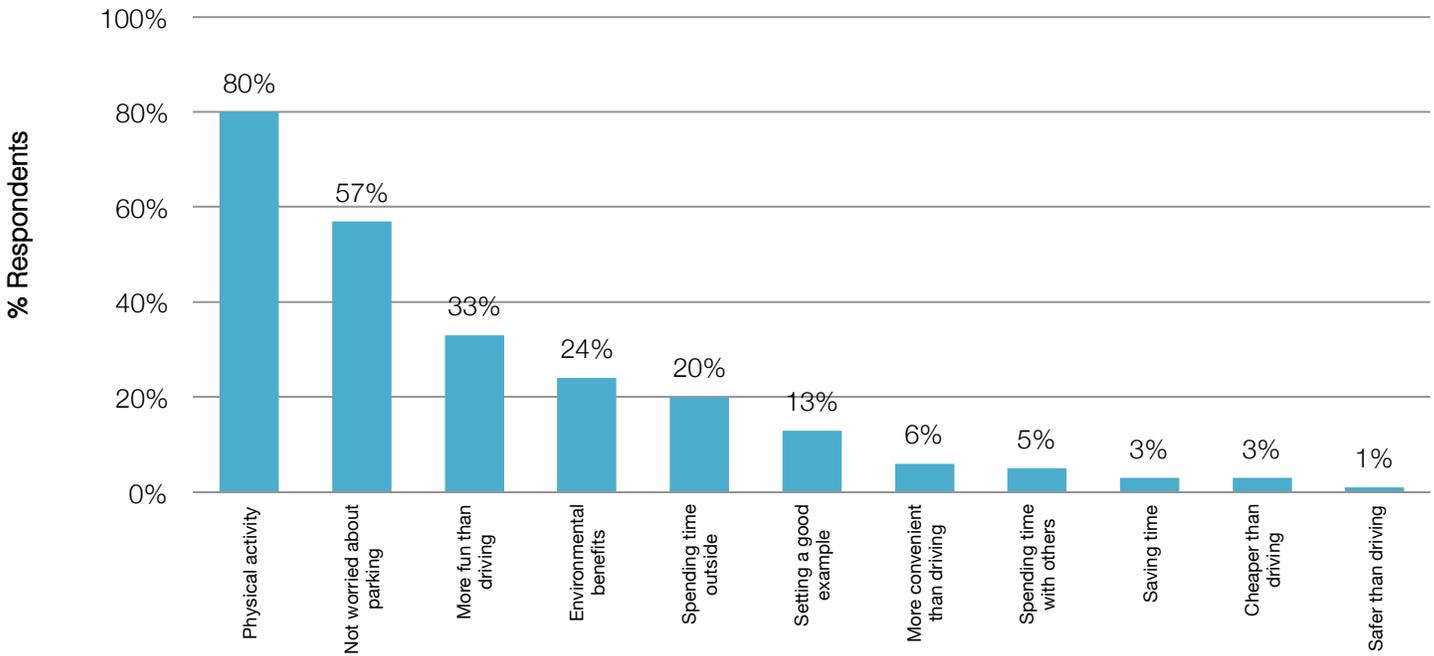
▼ **I would allow my child(ren) to cycle to school if...**



Similar to walking, parents indicated that they would allow their child(ren) to bike to and/or from school primarily if they lived closer (46%), if there were safe routes (43%), if the child(ren) were older (38%), if they were not alone (33%) and there was reduced traffic

(33%). “Other” responses included whether the child(ren) wanted to bike, if they were better cyclists, if the weather was appropriate, and if they had enough time.

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



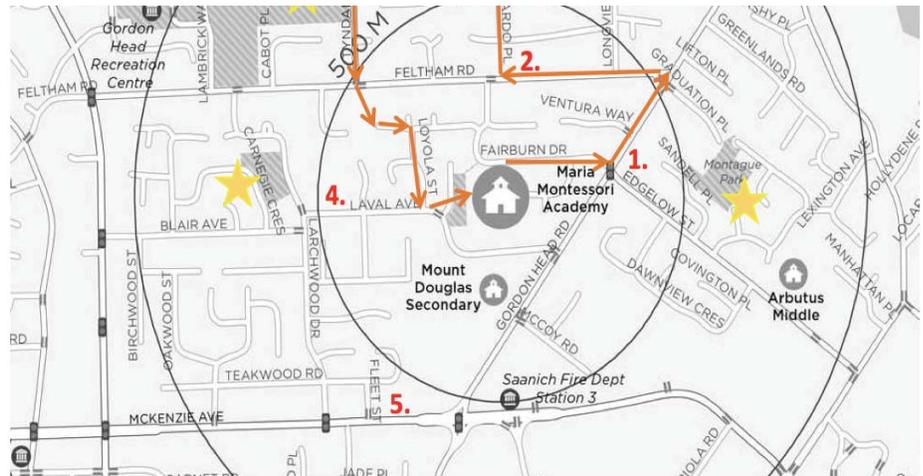
Among families who walk or cycle together, parents reported being primarily motivated by the benefits of physical activity (80%), not having to worry about parking (57%), and, to a lesser extent, the belief that it is more fun than driving (33%), the associated environmental benefits (24%) and being able to spend time outside (20%).

Transportation Walkabout

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

A school site walkabout, attended by members of the school community, was held on December 7, 2016 to explore issues pertaining to the school site and campus.

A community walkabout, attended by members of both the school community and the external partner network, was held on March 13, 2017 to explore traffic safety issues and potential walking and cycling routes around the school.



- | | |
|--|---|
| 1. Gordon Head Rd @ Fairburn Dr. High traffic volume, unfocused drivers/poor driving behaviours | 3. Tyndall - all along street @ feeders & leading to Feltham. Poor infrastructure supporting walking/biking |
| 2. Feltham Rd to Fairburn Rd & every feeder in between. Poor infrastructure, high traffic volume & speed | 4. Larchwood & Laval St: safety concerns due to high volume & lack of infrastructure |
| 5. MacKenzie – high traffic, high speeds make it an uncomfortable road for pedestrian use | |

▲ Cut-out from the walkabout observation sheet for MMA

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 MMA (Appendix A).

School travel challenges are the barriers to active travel faced by students, families and staff at MMA. 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 MMA'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 MMA.

1.

A culture of driving

According to the baseline hands-up survey, 79% of students at MMA are driven to school. MMA is an independent school of choice, and it draws students from a large geographic area. According to baseline family survey data, 80% of students at MMA live more than 1.6 km from the school, and distance is the reason for driving most commonly cited by MMA parents. During meetings at the school, administrators and parents cited busy schedules and extra-curricular activities as another reason many MMA families choose to drive to school.

Through the baseline family survey and during the walkabout, parents expressed concerns about the safety impacts of vehicle congestion in the school zone on MMA students. In initial STP meetings, parents and staff acknowledged that congestion in the school zone is a safety issue, but were unsure of how to address the school's car culture in a way that did not take away families' right to choose how they travel.

After the walkabout, the community acknowledged that the school's reliance on automobile travel is a leading contributor to parents' traffic safety concerns. A number of solutions aimed at addressing the car



- ▲ **MMA is located on Fairburn Dr., a quiet residential road. Most of the traffic safety issues in front of the school are created by school-related motor vehicle traffic.**

dependency and culture of the MMA community were developed collaboratively over the course of the STP process and are outlined in the School Travel Action Plan (Appendix A).



▲ **To get to the school's front entrance, students must walk through the pick-up/drop-off loop**

2.

Traffic safety in front of the school

During the school ground walkabout, participants reviewed and discussed the design and layout of the school's front entrance. Participants commented that the front entrance of the school seemed designed primarily to facilitate motor vehicle traffic, and identified a number of potential conflict areas between vehicles and children travelling actively and independently to school.

MMA's front entrance is accessible from its parking lots or via a drop-off loop in front of the school. There are no pedestrian paths or walkways accessing the front of the school that do not require crossing at a driveway or vehicle lane. A shared pedestrian/cyclist pathway, south of the entrance to the school's drop-off loop, leads from the sidewalk on Fairburn Dr. to the school's bike rack, but does not connect to the front entrance of the school. A paved pathway from the west side of the school site connects Providence Pl. to Fairburn Dr., but does not connect to the front entrance of the school.

At the outset of the STP process, the administration was placing orange safety cones in the school's parking lot to define a walking path from the school's front entrance to the sidewalk on Fairburn Dr., in order to allow students not being picked up or dropped off in the drop-off loop to access or exit the school safely.



▲ A share pedestrian/cyclist path access to the bike rack, but not the school

A number of solutions to address traffic safety at the school's front entrance were identified during the STP process. The school committed to purchasing and installing additional bike racks in a prominent location to accommodate and encourage cycling trips to school. Stakeholders discussed painting a permanent walking path through the parking lot, or using concrete bollards to provide a dedicated walking path to the front entrance of the school.

3.

Pedestrian safety on major roads around the school

Through the baseline family survey, parents at MMA expressed concerns about the safety impacts of motor vehicle traffic on roads around the school. Parents mentioned motor vehicle congestion and speed as causes for concern, along with a perceived lack of awareness and dangerous behaviour on the part of drivers.

The locations most commonly cited were Gordon Head Rd. and Feltham Rd., major roads to the north and east of the school, and Fairburn Rd., a two-lane residential road in front of the school. Parents pointed out that the presence of several nearby schools, including École Arbutus Global Middle School, Mount Douglas Secondary, and the University of Victoria, contributed to heavy motor vehicle congestion on major roads in the area around MMA during the periods before and after school. They conceded that the majority of motor vehicle traffic on Fairburn Rd. before and after school was a result of driving trips to and from MMA.

During the walkabout, parents suggested that reduced speed limits and increased enforcement would improve comfort and safety on heavily congested roads around the school. They expressed a desire to work with Saanich Police to place speed-readers on Gordon Head Rd. and Feltham Rd. They also pointed out that sidewalks on Gordon Head Rd. felt narrow and were often obstructed with poles, mailboxes, etc., which made them uncomfortable to walk on and raised concerns about the visibility of pedestrians.



▲ **The intersection of Gordon Head Rd. and Edgelow St.**



▲ Obstructions on the sidewalk on Gordon Head Rd.

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

Education and Engagement

Cycling Education Program

As part of the CRD's Active and Safe Routes to School program, instructors from the Greater Victoria Bike to Work Society delivered a bicycle skills and safety course for students in grades 3-5 at MMA. 12 students participated in a 1.5 hour-long afternoon session during the Fall of 2017. The course taught students the essential bike handling and safety skills necessary to develop safe cycling behaviour, knowledge, and attitudes.



▲ Cycling skills and safety training at MMA

ASRTS in School Newsletter

As part of MMA's December newsletter, which was sent home to parents on December 15, 2017, the principal included an article written by the STP Facilitator entitled "Is your commute Montessori?" The article encouraged parents to consider whether their child(ren)'s commute to school included elements of a Montessori supported activity.

Is your commute, Montessori?

Montessori activities are developed around a set of attributes proven to contribute to a child's growth by guiding them through self-motivated activities, to their highest level of autonomy and independence.

There are many ways parents are able to continue these learning practices as a family outside of the school. Maria Montessori placed a high value on encouraging children at young ages to learn to manage day to day responsibilities. Try starting there – the day to day stuff. Look at the morning routine; is it Montessori? How about the commute to school – one of the first things you and your child do on a daily basis - is it Montessori?

Elements of a Montessori supported activity:

- Are directed by the child – activities are self-motivated
- Have 'control of error' – include ways the learner can correct themselves
- Isolate difficulties or learning concepts – staged learning from easiest to most complex
- Involve a variety of the senses – activities will somehow stimulate or enliven one or more of the senses
- Are hands on – learning by doing, even the most abstract lessons are best introduced in a hands-on way
- Emphasize concentration – a founding principle of Montessori learning. Activities are often repeated without time constraint developing an ability to concentrate and pay keen attention to detail
- Aid in the child's independence – in Montessori learning the goal is to provide the environment which will continually bring the child to increased levels of independence and autonomy.

In what ways can you invite these elements into your daily commute to school?

Active mornings play a critical role in a child's ability to concentrate - the foundation of Montessori development. By allowing for a small energy release makes it easier for children to focus and learn. It also encourages an appetite for active lifestyle choices.

Have a conversation! Ask your child how they would like to get to school if they had a choice. As a family create a plan to achieve that desire. Use Google or CRD maps to choose a safe route. Find out how long it will take, maybe practice the route on the weekend so you know what it's like. Pick a day to begin – make it a special party, involve other families to join you. Be realistic with your abilities, if once per week is 'enough' – start there and celebrate that achievement.

▲ Text of the newsletter article

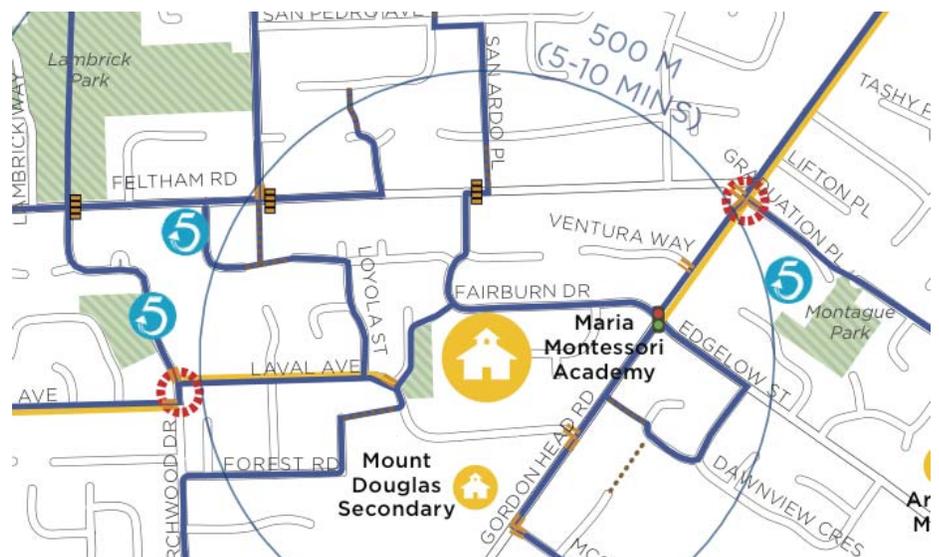
Active and Safe Routes to School Working Group

The MMA Parent Advisory Council established an Active and Safe Routes to School working group to focus on implementing the items identified for the school community within the Action Plan. The working group is comprised of two keen parent volunteers who are supported by the PAC, parent volunteers, and the school

administration as needed. The working group has helped raise the profile of the ASRTS program and goals in the MMA school community.

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. Routes are selected based on information provided by the take-home survey and during the neighbourhood walkabout, as well as from consultation with the PAC and a review of existing infrastructure. Where applicable, the routes selected feature pedestrian and cyclist infrastructure such as sidewalks, bike lanes, and marked crosswalks.



▲ Cut-out of MMA's Best Routes to School map (Appendix B)

The school received a poster-sized print out of its Best Routes map, which is now displayed prominently on the inspiration board at the school's main entrance for parents, staff, and students to review at their leisure.

Inspiration Board

The school administration created an inspiration board in the main entrance hallway, using a large bulletin board to highlight the ASRTS program. The board, visible as soon as one enters the school, displays the "People Power" pinney flag and the poster-

sized Best Routes map, along with inspirational quotes from students about why they love to be active or use active travel modes to get to school. There is an additional board by the front office serves to connect parents who are interested in active travel and are looking for support, such as carpooling partners or walking school bus groups.



▲ MMA's active travel inspiration board

Drive to Five at Blair Park

Once per month, as part of MMA's Drive to Five program, the school's principal leads a guided walk to school from the Blair Park Drive to Five location for students who are dropped off. The event is promoted through the school newsletter, website, and Facebook page. The goal of the program is to promote the use of nearby Blair Park as an alternate location at which driving families can park or drop off students within a five-minute walk of the school. The program aims to reduce congestion in the school zone and give students who must travel long distances to school an opportunity to incorporate physical activity into their daily commute.

School Bus Promotion Working Group

Recognizing that many students travel distances to get to MMA, the school purchased two full-sized school buses to facilitate student travel. The cost for students of using the school bus is the

same as for daily transit travel, but the service includes the added benefit of providing door-to-door service.

Bus Service



We are pleased to announce that we have a morning bus service to pick children up and bring them to school.

▲ MMA's bus service is featured on the school's website.

At the outset of the STP program in the fall of 2016, MMA's school buses were little used by its families: according to baseline hands-up survey data, only 5% of students arrived at school via the school bus, compared to 79% of students who were driven. The administration set a goal of increasing school bus ridership to reach the point where the cost of operating the school buses would be covered by user fees.

A working group of administration, staff, and parents worked together during the 2016/17 school year to routinely promote the school bus service to parents and families through the school's weekly newsletter, its website, and its Facebook page.

Engineering

Additional Bike Racks

Cycling is the only active-travel option available to many MMA students, 80% of whom live more than 1.6 km away from the school. During the school ground walkabout, participants noted that there was very little bike parking available at the school, and speculated that the lack of it made cycling an unattractive travel option for MMA students and families.



▲ **Full bike racks at MMA on September, 6th 2017.**
Photo: Cindy Marven

During the summer between the 2016/17 and 2017/18 school years, the PAC and administration of MMA purchased and installed two additional bike racks on campus. The racks were installed under dense evergreen branches to provide shelter from wet weather.

During the first week of the 2017/18 school year, administrators reported that the school's bike racks were overflowing. One parent commented this was the first time they had ever seen the bike racks so full at MMA, and credited the Active and Safe Routes to School Working Group with raising attention to the benefits of cycling and encouraging students to explore it as a transportation option.

An additional rack, provided by the CRD's ASRTS program, will be installed at MMA during the 2017/18 school year.

Enforcement

ICBC 'Think of Me Campaign'

140 "Think of Me" postcards were distributed to MMA students in the fall of 2017. Each student drew a picture depicting a different message for drivers to keep in mind when driving in the school zone, such as paying attention while driving or obeying posted speed limits.

Copies of these cards were provided to Saanich Police to distribute to motorists during an enforcement campaign held in the area around the school. The campaign aimed to convey the real costs of violating traffic laws to drivers and draw positive attention to the need for caution in school zones.

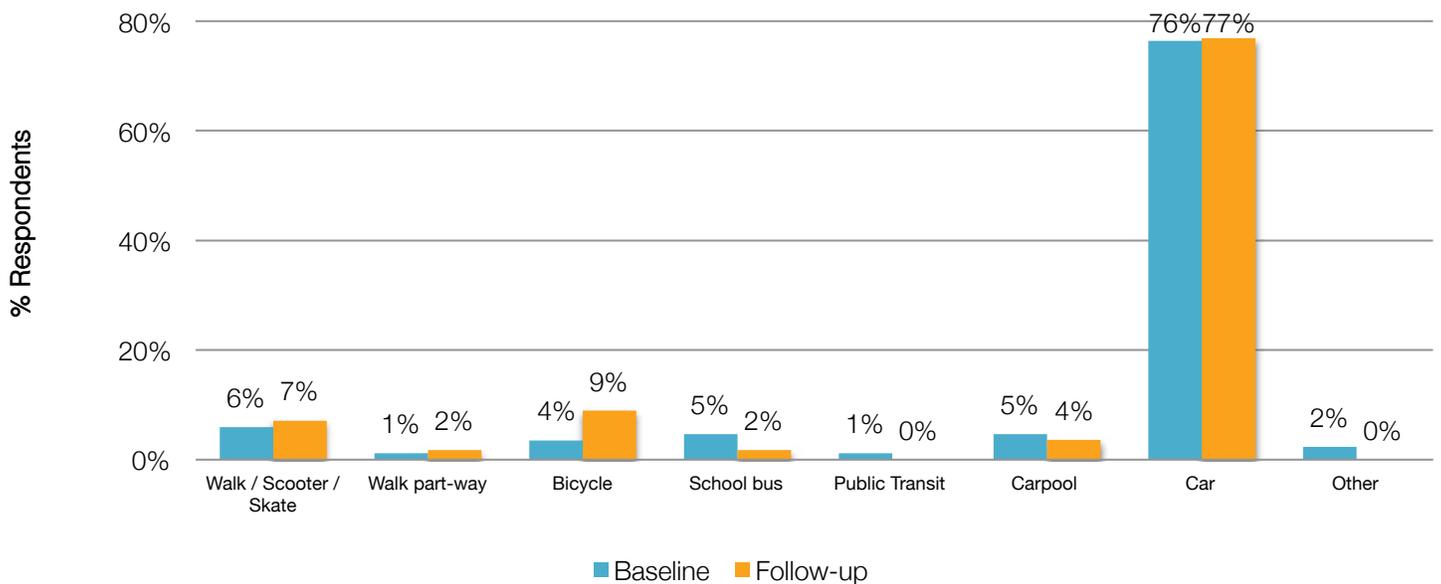
The images were also used as part of an internal awareness campaign at MMA. The original copies of student artwork were turned into a collage near the Inspiration Board in the school's front entrance, along with a message to parents and staff about the importance of driving safely.

Methodology and Results

Online surveys were completed during October and November 2017, a year after baseline data was collected. A total of 59 families completed the follow-up survey.

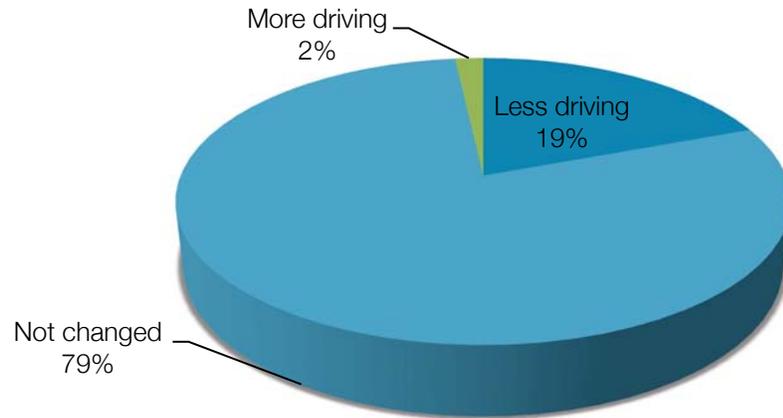
To confirm the data, generally speaking the travel mode trends were similar between the take home and hands up surveys across the participating schools. Still, it is important to note there are some limitations to the follow-up survey data. There was a lower response rate to the follow-up survey than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

▼ How does your child usually get to school?



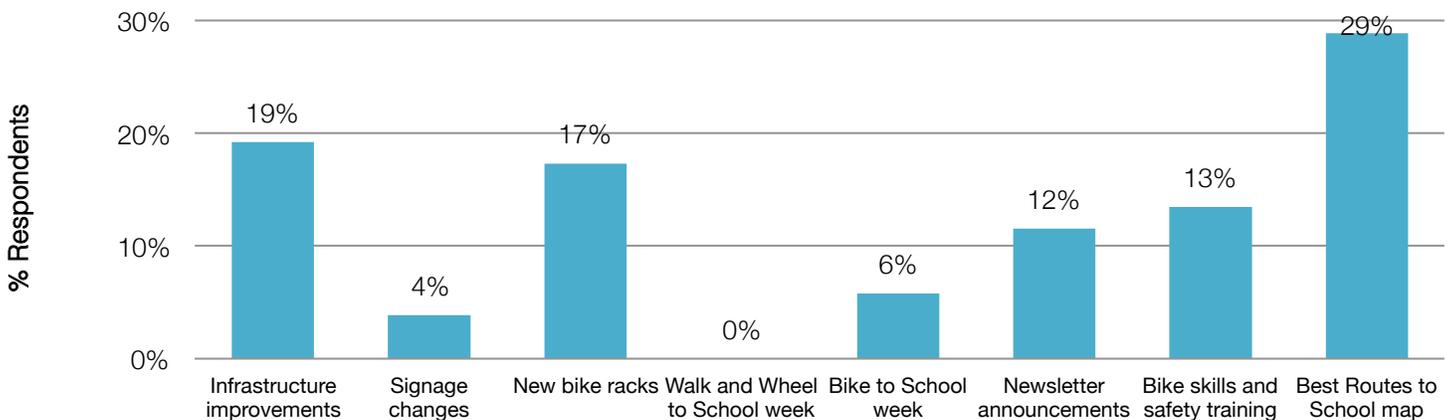
In the baseline survey conducted in the fall of 2016, 76% of families reported driving to school, 4% reported cycling, and another 6% reported walking. In the follow-up survey, 77% of families reported driving to school, 9% reported cycling and 7% reported walking. Overall, the rate of walking and driving remained unchanged, while cycling trips more than doubled, and trips taken by school bus decreased.

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



In the follow-up survey, 19% of families reported that they were driving less to school, 2% that they were driving more to school, and 79% that their travel habits were unchanged.

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



Parents who completed the survey felt that the Best Routes to School map, infrastructure improvements and the new bike rack were the most effective activities implemented during the STP process.

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

Conclusion

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

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

Appendix A: School Travel Action Plan

Appendix B: Best Routes to School Map

Appendix C: Student Hands-up Survey

Appendix D: Family Take-home Survey

Appendix E: ASRTS Announcement

Appendix F: School Travel Planning Membership

Appendix G: Base Map

Appendix H: Heat Map



Active & Safe Routes to School



Appendix A: School Travel Action Plan

Maria Montessori Elementary Action Plan

31/10/2017

Maria Montessori Academy is an independent school located at 1841 Fairburn Drive in Victoria. Maria Montessori enrolls roughly 230 students in kindergarten through grade 12 using the Montessori education model. The Montessori methodology focuses on the child as a self-directed learner using a constructivist or 'discovery' model, and emphasizes process over product and independent problem solving. The school provides many outdoor education opportunities, dynamic summer camps, and boasts a variety of student-led clubs.

KEY ISSUES/AREAS OF CONCERN:

- High traffic volume and poor driver behaviour on streets surrounding school
- Lack of pedestrian infrastructure on surrounding streets
- No defined walking or cycling paths at front of school
- Heavy bottle neck of cars during drop-off

BASELINE MODE SHARE:

	TO SCHOOL	FROM SCHOOL
Walk/Scooter/Skate	6%	6%
Walk part-way	1%	1%
Bicycle	4%	4%
School Bus	5%	0%
Public Transit	1%	6%
Carpool	5%	5%
Car	76%	78%

TRAVEL DISTANCE TO SCHOOL:

< 0.5 km	4%
0.51 – 1.59 km	16%
1.6 – 2.99 km	20%
> 3 km	60%

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Active Travel Committee/Parent Advisory Committee								
Edu.	Organize Bike Skills Course	Work with GVB TWS (if no STP) to organize bike skills course(s) developing traffic knowledge for students (available for Grades 3 - 5, 6 -8 or 9+)	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.	Promote Drive to Five Zones	Identified Drive to Five Zones 1. Lambrick Park Recreation Centre 2. Providence St turn-about behind school 3. Anywhere along Laval Ave 4. Montague Park 5. Blair Park 6. Sierra Park	High	Not started	May-17	Develop initiative to encourage the use of the Drive to Five Zones Combine initiative with others to increase impact Promote the use of carpooling to support drive to five use	Include messaging about Drive to Five zones as much as possible in as many parent information sources as possible. BC RideShare: http://bcrideshare.com/ BC Carpool World: https://www.carpoolworld.com/ca/pool_British_Columbia_CAN.html	

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

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	Enc.	Increase school bus use	Promote availability and use of the school owned buses. Bring into financial viability within one year	High	Not started		Coordinate with MMA School Bus working group Send communications which highlight Montessori benefits of busing Assist Working Group as needed	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Administration								
Fairburn Road between school and Gordon Head Rd	Edu.	Active transportation information campaign/Think of Me	Conduct a campaign aimed at informing parents about the health and safety benefits of active travel. Connect with School Liaison Officer and Saanich Police	High	Not started	Sep-17	Assist with organizing 'think of me' campaign picture drawing Liaise with STP to coordinate campaign event	
	Edu.	Support Bike Skills Course	Liaise with STP/PAC to organize bike skills courses for students (available for Grades 3 - 5, 6 - 8 or 9+)	High	In Progress	Jan - June 2017	Work with PAC/GVBTWS to select dates/times Work with teachers/school to select students to participate Promote to students/parents Accept registrations (24)	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	Enc.	Promote Drive to Five Zones	Identified Drive to Five zones 1. Lambrick Park Recreation Centre 2. Providence St turn-about behind school 3. Anywhere along Laval Ave 4. Montague Park 5. Blair Park 6. Sierra Park	High	Not started	May - June 2017	Promote the use of Drive to Five Zones in parent newsletter (attaching Best Routes map) Use School Marquee Announcement its use during morning/afternoon announcements	(Administrator) Mr. Patrick noted that all parks identified are known by the students. The school walks/takes trips to each of these parks.
	Enc.	Participate in Walk and Wheel Week	Encourage staff, students and families to participate in Walk and Wheel to School Week. Work with STP/PAC to create events recognizing participation	Med.	Not started	June - Oct 2017	Begin discussions about potential activities with STP & ATC/PAC in June	
	Enc.	Create a culture of Active Travel	Discuss active travel initiatives with experienced Administrators to gain better understanding of school's involvement	High	In progress		Follow up with contact(s) provided. Request facilitated discussion if needed	
	Enc.	Create a culture of Active Travel	Facilitate group discussions with higher grade students regarding in school campaigns	High	Not started		Assist with organizing and allowing for focus groups with Leadership students Join into focus group activities and discussions Encourage & allow leadership students to take on action initiatives	
	Enc.	Increase school bus use	Increase use of the school owned buses. Bring into financial viability within one year	High	Not started		Support working group as needed Promote bus program to parents	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	Enc.	Facilitate connections between active-travel curious parents	Connect parents living near each other with information on drop zones + carpooling 1. Orientation day (parents) 2. Newsletter 3. Spring filing event 4. Parent info night	Med.	Not started	All year	Create Active Travel section of newsletter Add map to newsletter highlighting alternate drop zones. Highlight new area of map or mode of active transportation in parent newsletter Review creating live google map of best routes onto school website	Couple with Walk and Wheel Week or 'Transit Trippers' initiatives
Front entrance of the school on Fairburn Dr.	Eng.	Improve access for pedestrians and cyclists approaching school on Fairburn Dr. from the east	Raise pedestrian path through the parking lot/drop off loop. Install lighting on pedestrian pathway next to visitor parking lot. Resurface pedestrian pathway next to visitor parking lot (woodchips, etc.)	High	Not started		Source quote for work + design Conduct fundraising as necessary Complete project	Back pathway from Providence Terrace is excellent but puts users out directly into exiting traffic
Front entrance of the school on Fairburn Dr.	Eng.	Improve access for pedestrians and cyclists approaching school on Fairburn Dr. from the north or from Providence Pl.	Create pedestrian pathway from the north side of the exit driveway of the drop off loop to the school's front door: defined path running alongside driveway, raised and painted path through the parking lot.	High	Not started		Source quote for work + design Conduct fundraising as necessary Complete project	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
Front entrance - Fairburn Rd	Eng.	Improve bike parking facilities	Move bike racks to improve visibility and access. Increase number of racks available Places discussed: 1. Directly behind 'Staff Parking' blockade 2. Under the 'Maria Montessori Academy' sign	High	Not started		Review locations - pick new location Facilitate completing the work Highlight bike parking as part of school culture Discuss opportunity to increase bike parking with ATC/PAC	Currently only space for six bikes to park. Racks installed in well covered spot - but are not visible (blocked by parked cars). Racks are located in a place which encourages potential conflicts between cyclists and motorists (as cyclist must use motorist entry)
Front entrance of the school on Fairburn Dr.	Eng.	Trim hedge next to drop off loop exit driveway to improve sightlines	School to ask its neighbour to the north to reduce the height of or back the hedge bordering school property to improve sightlines and visibility at the exit driveway of the drop off loop	Low			Discuss removing vegetation with neighbour at 1835 Fairburn Rd	

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	High	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/
Front entrance of school on Fairburn Rd	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
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District of Saanich

Fairburn Dr. north of the school	Eng.	Review school zone signage locations	Determine whether school zone sign should be relocated further north from the school to create a larger reduced-speed zone.		Not started		Review vehicle speeds on Fairburn Dr. and Fairhurst Ave. to determine whether school zone needs to be expanded	*This item has been added to Engineering's calls for service at engineering@saanich.ca for review
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Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
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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 (available for Grades 3 - 5, 6 - 8 or 9+)	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/
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Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
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Island Health

Edu.	Participate in Walk and Wheel Week	Provide information and resources helpful for a successful and safe Walk and Wheel Week event	Med.	Not started	June - Oct 2017	Provide necessary information Volunteer if available	2017 contact: Alicia Green, alicia.green@viha.ca
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Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
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Saanich Police

Edu.	Active	transportation information campaign	Conduct a campaign aimed at informing parents about the health and safety benefits of active travel	High	Not started	Sep-17	Indicate availability and attend campaign events Hand out 'think of me' tickets and information to parents and motorists	
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Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
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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	School Site Walkabout		Walkabout of the school site to observe barriers to active travel	High	Complete	Oct - Nov 2016	Facilitate School site walkabout. Write concise walkabout report including recommended solutions	
STP	Neighbourhood Walkabout		Walkabout of the area around the school to observe barriers to active travel	High	Complete	Jan - Mar 2017	Facilitate discussion with school administration, parents and External Project Partners Network. Create neighbourhood walkabout map to aid with discussion. Created invitation poster and promoted event opportunity to all mentioned External Project Partners.	

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	STP	Present Survey & Walkabout Summary	Present survey and walkabout summary to PAC and School Administration	High	Complete	Dec - Jan 2017		
	Edu.	Organize Bike Skills Course	Liaise between GVB TWS and Admin to organize bike skills course(s) developing traffic knowledge for students (available for Grades 3 - 5, 6 -8 or 9+)	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)	
	Edu.	Promote Drive to Five Zones	Identified Drive to Five zones 1. Lambrick Park Recreation Centre 2. Providence St turn-about behind school 3. Anywhere along Laval Ave 4. Montague Park 5. Blair Park 6. Sierra Park	High	Not started	May-17	Work with school on messaging to parents Add Drive to Five Zones to Best Routes Map Follow-up with CRD on signage/Discuss signage with School District Promote Drive to Five with parents. Launch drive to five zones with fun events	
	Edu.	Active transportation information campaign	Conduct a campaign aimed at informing parents about the health and safety benefits of active travel	High	Not started	Sep-17	Connect with School Liaison Officer and Saanich Police Liaise with School to create 'think of me' images from lower grades	Observed parking on both sides of the road in front of the school during pick up time. (there is a sidewalk on Edgelow adjacent to the westbound lane, when you cross Gordon Head the sidewalk on Fairburn is adjacent to the east bound lane.)

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	Enc.	Build a culture of Active Travel	Connect Administration with Administrators at schools experienced in Active Travel initiatives for learning opportunity	High	Complete	Mar-17	Reach out to other STPs through HASTe for recommended connection	Discuss with Carol Sartor (North Vancouver) for recommendation of school to connect with
	Enc.	Improve school bus use	Increase use of the school owned buses. Bring into financial viability within one year	High	Not started		<ul style="list-style-type: none"> Join MIMA School Bus working group Use BC Transit cost comparison messaging Create communications which highlight Montessori-related benefits of busing Learn about other independent bus system operations Create bus pick up locations 	There are currently four school owned buses which are under utilized/not used by the school community.

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	Enc.	Participate in Walk and Wheel Week	Work with PAC/Admin to create school based activities encouraging/participating in Walk and Wheel to School Week	Med.	Not started	June - Oct 2016	<p>Register for Walk and Wheel to School Week</p> <p>Facilitate school defining 'teams'</p> <p>Liaise between School & CRD for resources, materials</p> <p>Facilitate with PAC/School walking event</p> <p>Encourage use of Drive to Five Zones alongside Walk and Wheel to School Week</p> <p>Connect with ICBC regarding safe crossing education (recourses, communications, workshops)</p>	2017 Contact: Colleen

Location	Action Type	Action	Description	Priority	Status	Start Date / End Date	Next Steps	Notes
	Enc.	Facilitate connections between active-travel curious parents	<p>Connect parents living near each other with information on drop zones + carpooling</p> <ol style="list-style-type: none"> 1. Orientation day (parents) 2. Newsletter 3. Spring filing event 4. Parent info night 	Med.	Not started	All year	<p>Provide Best Routes map to use for communications</p> <p>Work with Administration and ATC/PAC on promotion and messaging</p> <p>Provide inspiration for use of google map</p> <p>Highlight carpool websites available</p> <p>Reconnect with eager Father from Neighbourhood walkabout</p>	<p>BC RideShare: http://bcrideshare.com/</p> <p>BC Carpool World: https://www.carpoolworld.com/ca/pool_British_Columbia_CAN.html</p>
	Enc.	Bike Train + Bike Rodeo	An annual bike train is organized with Saanich Police from UVIC to MMA.	Low	Not started		<p>Connect with Administration regarding previous organizers/years of Bike Train</p> <p>Connect with organizer, document event</p>	<p>A Bike Train was organized with the Saanich Police from UVIC to the school on Bike Rodeo day. About 25 children from the elementary level participated in the Bike Train on June 2, 2015 as an annual event.</p>
School drop off loop		Conduct drop off loop closure pilot	Close the drop off loop to demonstrate/determine the impact it would have on traffic safety and public space in the school zone.	Med.			Discuss pilot and logistics with principal and ATC	

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



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

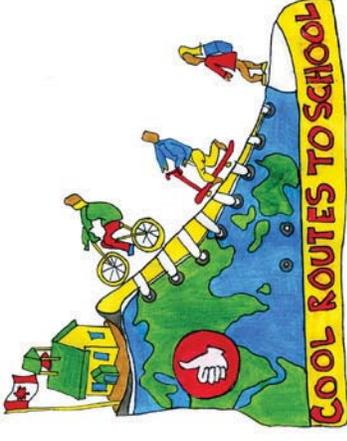
Too far to walk or cycle? Stretch your legs and help relieve traffic congestion around your school by parking or dropping off at least five minutes away from school.



Bus Service

Did you know that Maria Montessori operates a morning bus service to pick children up and bring them to school?

For more information or to register your child, contact the school at office@mariamontessoriacademy.net.



Maria Montessori Academy

September 2017

Best Routes To School Map

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

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

Why Walk or Bike to School?

BENEFITS FOR STUDENTS

Being active builds healthy bones and minds. Walking or biking to school is not only a great way to be healthy and keep moving but has also shown to increase alertness and grades at school.



FAMILY AND FRIEND TIME

Time spent walking together allows families and friends to connect without stressful distractions. It is a time to unwind, play or share stories about each other's day.

COMMUNITY LIVABILITY

Know your community. Walking and cycling is a great way to meet your neighbours. People feel safer when they know other people in their community.

CARE FOR OUR EARTH

Vehicle emissions are the largest cause of poor air quality in BC and are individual Canadians' greatest source of greenhouse gas emissions. Every vehicle trip replaced by walking reduces our contribution to climate change.

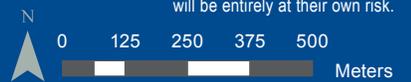




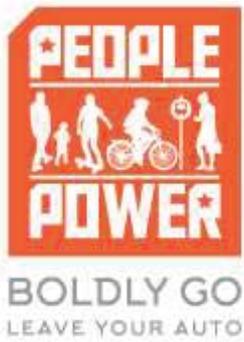
Maria Montessori Academy: Best Route to School Map September 2017

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

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



Appendix C: Student Hands-up Survey



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 24TH – FRIDAY OCTOBER 28TH 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)

Appendix D: Family Take-home Survey



Maria Montessori Academy

School Travel Planning

Monday October 24th, 2016

Dear Parent (Guardian):

Maria Montessori Academy is taking part in the CRD's People Power, School Travel Planning process this school year to enable more students and families to walk, scooter or cycle on their journey to and from school.

The benefits of active school travel include:

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

Please take 8 to 10 minutes with your child(ren) who attend this school to complete this survey. Your answers will help us better understand the travel choices made by families at Maria Montessori Academy, 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 October 28th, 2016**

If you have any questions about the survey or the School Travel Planning project, please contact: Lise Richard at lise@hastebc.org

Thank you,

Patrick Vincentine & Christine Munro
Principal & Vice Principal



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

A. Family Transportation Survey

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

(e.g. October / 25 / 2016): _____/_____/_____

Please complete ONE survey per family.

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

CHOOSE ONLY ONE BOX FROM EACH COLUMN

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

If Other (explain)_____

2. Who usually accompanies your child on the way to school?
 Parent /Grandparent Other Adult Sibling Friend Child travels alone
3. How far away from school do you live? If you are not sure, check Google Maps.
 Less than 0.5 km 0.51 to 1.59 km 1.6 to 3 km Over 3 km

4. What language does your family speak at home?
 English Mandarin/Cantonese/Chinese Punjabi/Hindi Spanish
 Other please specify: _____

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

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

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

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

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

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

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

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

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

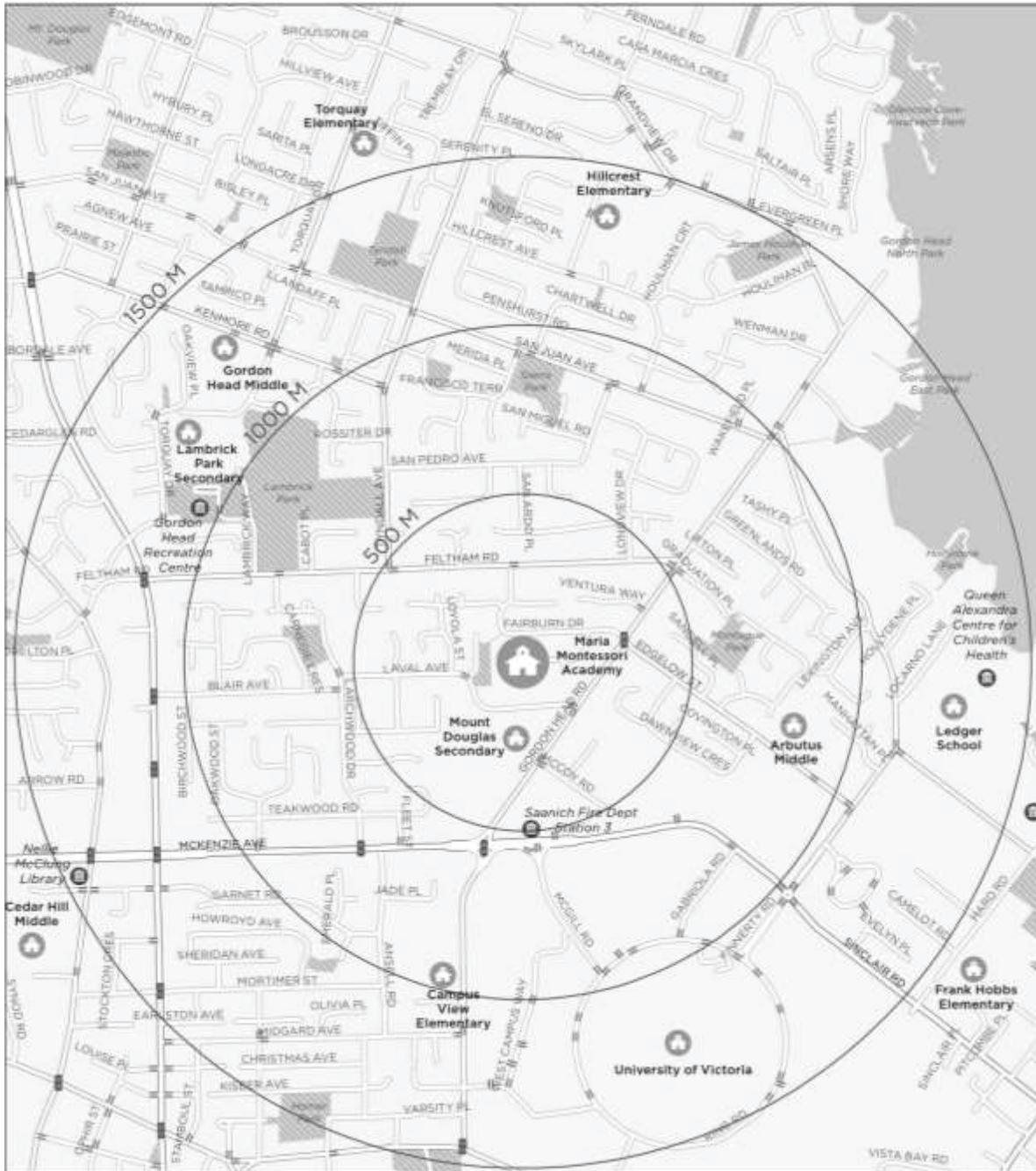
9. I would allow my child(ren) to **cycle** to school if... (choose up to three)

- They did not cycle alone
- There was a safer or improved cycling route

B. Walking / Cycling Routes to School

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

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



Describe any areas of concern in this table.

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

THANK YOU FOR YOUR TIME. PLEASE HAVE THIS SURVEY COMPLETED ON THIS SHEET AND RETURNED TO SCHOOL BY OCTOBER 28th, 2016

HASTe BC (The Hub for Active School Travel) is the provincial lead for School Travel Planning in British Columbia: (www.hastebc.org)
 School Travel Planning in Saanich is sponsored by The Capital Region District's People Power Project (<http://www.crd.bc.ca/project/regional-transportation/people-power>)
 For more information, please visit both of our websites or join us on Facebook or Twitter.



Fwd: Email sent out Wednesday September 28

2 messages

Dear MMA community,

We are fortunate this year to participate in a program being offered through the CRD assisting schools to find healthier and more efficient ways to get to school.

The initiative is called "Safe and Active Routes To School or SAARTS and our representative is Lise Richard from HASTE bc.

As you know, getting to and from school during the week can be time consuming, hectic and frustrating which is not an ideal way to start or end the school day!

Our goal is that by gathering data, analyzing, planning, problem solving and initiating, we can come up with workable, fun solutions to make getting to and from school as fun as school itself!

Step one will be gathering information. In the upcoming weeks you will receive a take home package surveying your methods of transportations and willingness to try something new. From the data collected we will form a team to problem solve positive solutions.

If you have any questions I encourage you to look at the following website and look for updates in the upcoming newsletters.

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



**Programs | Active & Safe Routes
to School**

www.saferoutestoschool.ca

Active & Safe Routes to School is a national movement dedicated to children's mobility, health, and happiness.

Thank you!
Mr. Patrick

Appendix F: School Travel Planning Membership

School Travel Planning Members

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

Stakeholder Committee

HASTe BC

STP Facilitator: Lise Richard

District of Saanich

Engineering: Troy McKay and Sandra Liddell

Capital Regional District

Regional and Strategic Planning: Kate Berniaz

Great Victoria School District #61

Facilities: David Loveridge and Marni Vistisen-Harwood

BC Transit

Transportation Planning: Adriana McMullen and Lindsay Taylor

Marketing: Anita Wasuita

Community Organizations

Greater Victoria Placemaking Network: Ray Straatsma

Walk On Victoria: Sally Reid

WeBike: Cindy Marven

Greater Victoria Cycling Coalition: Edward Pullman

Greater Victoria Bike to Work Society: Amelia Potvin

School Project Committee

Principal

Mr. Patrick

Staff

Mr. Andy

Ms. Dominique

Ms. Renee

Parent Advisory Council

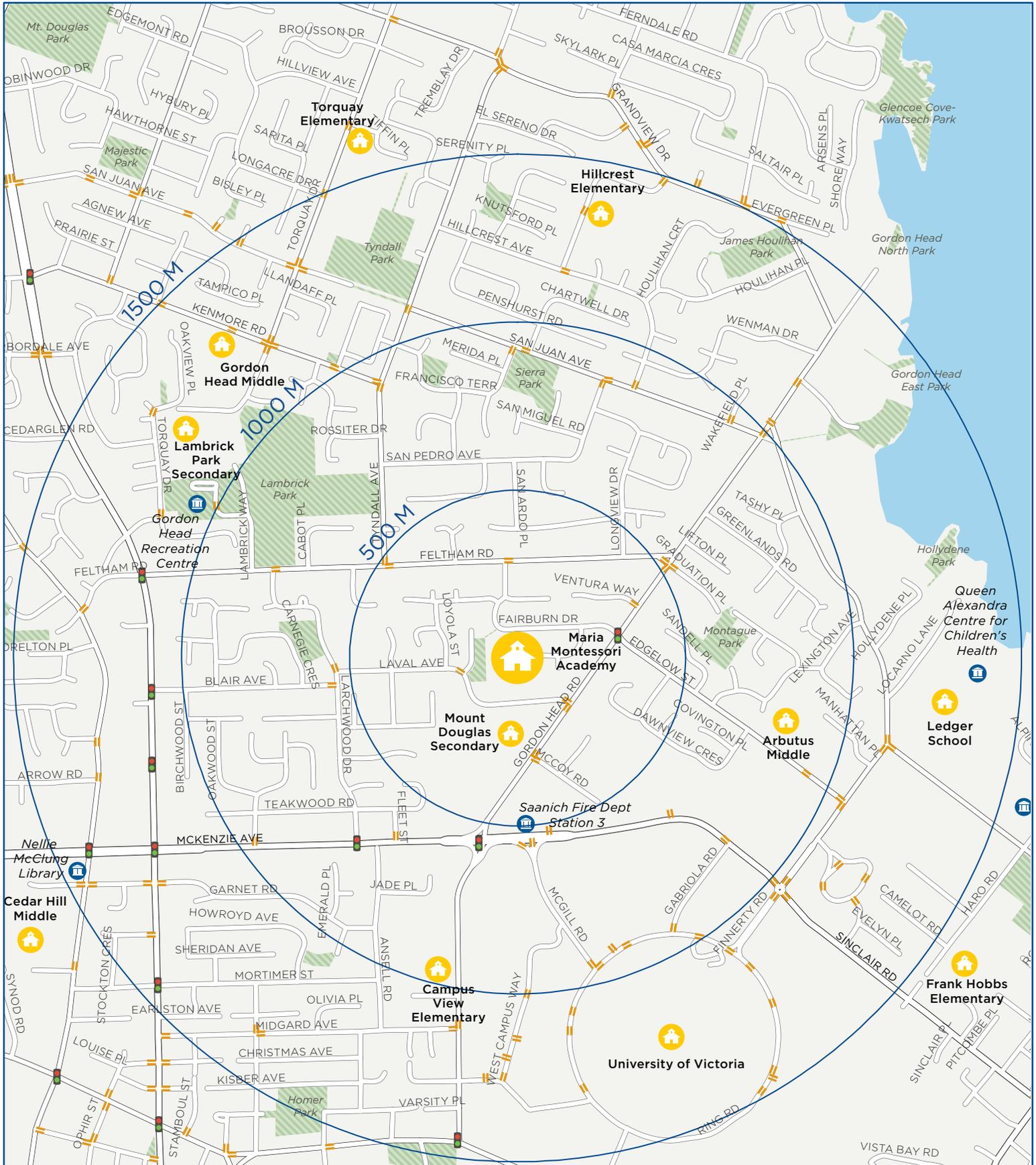
Dennis C.

Grace

Other parents

Cindy M.

Appendix G: Base Map



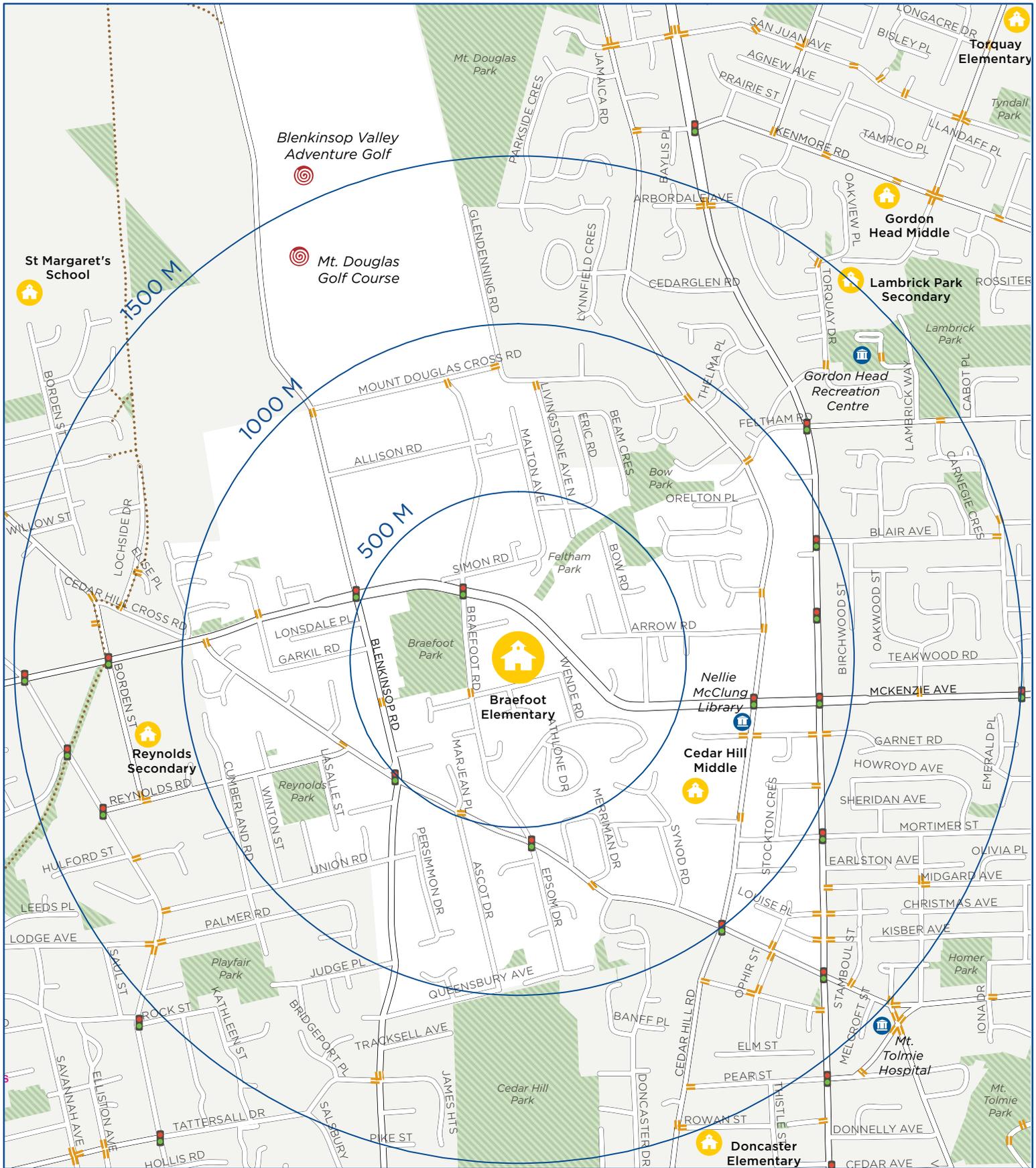
Maria Montessori Academy

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

0 125 250 375 500 Meters



Appendix H: Heat Map



Braefoot Elementary (n = 37)

- 15-25 routes
- 7-14 routes
- 2-6 routes
- 1 route
- School
- Traffic Signal
- Crosswalk
- Trail
- Park
- Catchment Area
- Municipal
- Recreational/Cultural

