

SCHOOL TRAVEL PLAN

Cloverdale Traditional School



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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 Cloverdale Traditional School (hereinafter: Cloverdale). 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 Cloverdale in the fall of 2016.

Background

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

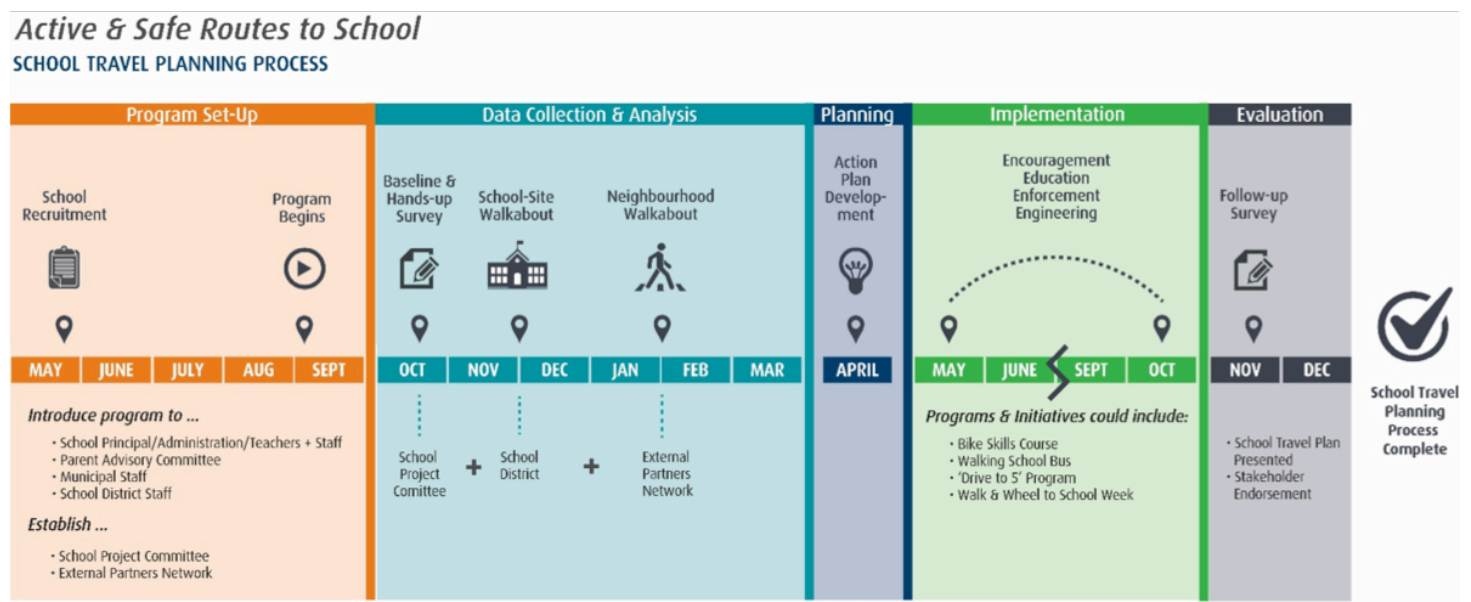
- Improved physical and mental health
- Improved traffic safety
- Reduction in pollution
- Improved air quality

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 Cloverdale'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.



Cloverdale Traditional Elementary is part of the Greater Victoria School District No. 61 and is located at 3427 Quadra St. in Saanich. The school enrolls a steadily increasing number of students from Kindergarten to grade 5, with over 300 students enrolled in 2016/2017. The school building received seismic upgrading in 2016.

Cloverdale is a school of choice with no designated catchment area; according to its website, it accepts students from anywhere in south Vancouver Island. As a traditional school, Cloverdale is defined by an emphasis on the traditional values of citizenship, responsibility and respect, student uniforms, active parent involvement, and educational structure. The school offers a variety of programs and clubs including a Student Leadership Team, a Green Team, reading club, and multiple sports teams. The school is also the location of the Cloverdale Traditional School Child Care Centre, a non-profit society that offers preschool classes for 3- and 4-year-olds as well as before- and after-school care for students attending Cloverdale.

Neighbourhood Overview

Cloverdale is located in the Quadra area of Saanich in a mixed residential-commercial area. The Quadra area has a Walk Score of 70/100; Walk Score is a measure of neighbourhood walking accessibility, and is often an indicator of community health and well-being (www.walkscore.com). The school is just south of a commercial intersection that includes gas stations, a grocery store, and a medical clinic. The school is 600 meters from Rutledge Park to the west, 850 meters from Camrose Park to the east, 1.2 km from Peacock Hill Park to the south, and 3.1 km from 53.4-hectare Cedar Hill Park. Cloverdale is also approximately 2 km from the Cedar Hill Recreation Centre and 1.5 km from Mayfair Shopping Centre, a large mall in a commercial area containing many other retail stores.

Transportation Overview

Cloverdale is just south of the intersection of Quadra St., Cook St., and Cloverdale Avenue, all of which are major roads and truck routes with sidewalks and dedicated cycling facilities. Quadra St. is also a major transit route. Highway 17 and the Trans Canada Highway are both within 2 kilometres of the school. According to

Statistics Canada's 2011 National Household Survey, 11% of employed Saanich residents over the age of 15 report using active transportation modes to get to work.

“[Walking is a] great way to get fresh air and wake up in the morning. It’s fun to experience the environment and burn off some energy before sitting all day.”

- Cloverdale Parent

Methodology and Results

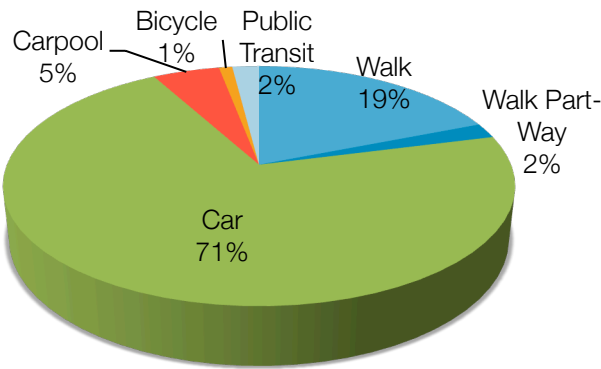
Baseline school travel data was collected through a variety of methods, including student hands-up surveys, family take-home surveys, a school site visit and walkabout, and meetings with the school community.

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

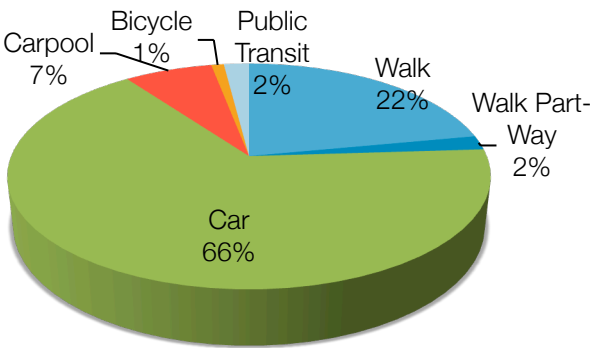
The school site walkabout at Cloverdale took place on December 6, 2016, and the neighbourhood walkabout was conducted on February 20, 2017. The walkabouts were attended by administrators, parents, and various other Stakeholder Committee members. The participants observed the school’s travel patterns 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

13 divisions from grades K-5 participated in hands-up surveys in October 2016. Teachers asked students to raise their hands when identifying their method of travel to and from school, and recorded responses daily over the course of one week. Results from this survey are presented below.



▲ Travel Mode to School



▲ Travel Mode from School

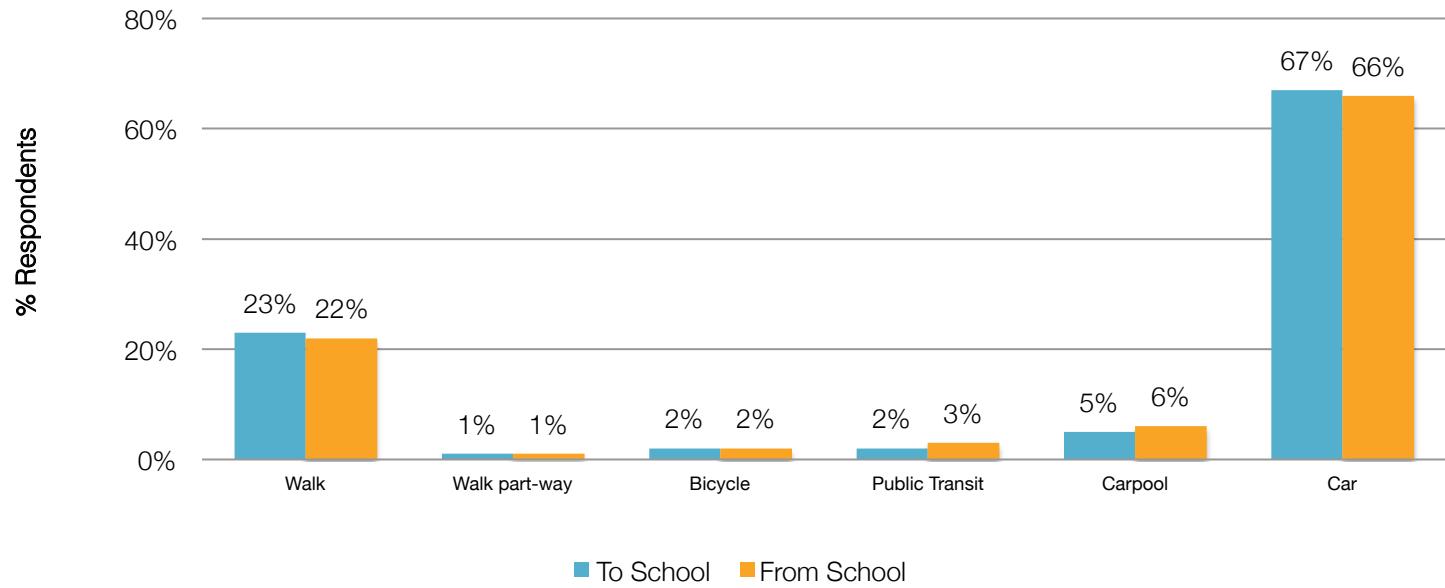
A copy of the baseline hands-up survey is attached to this document as Appendix C.

Family Survey Baseline Data

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

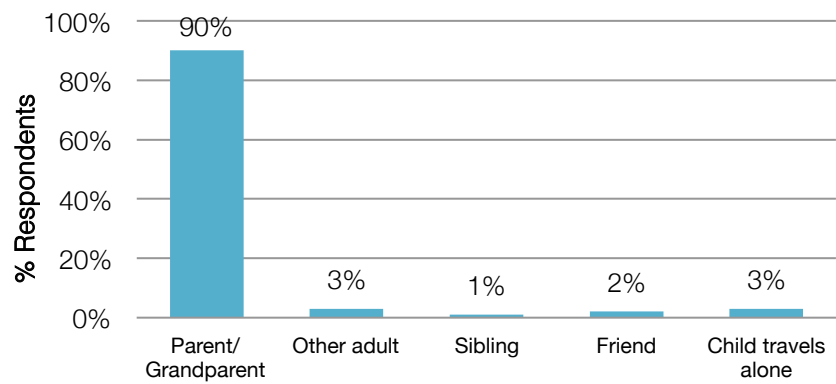
147 families completed the survey at Cloverdale, a return rate of 49%. The findings from this survey are presented below.

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



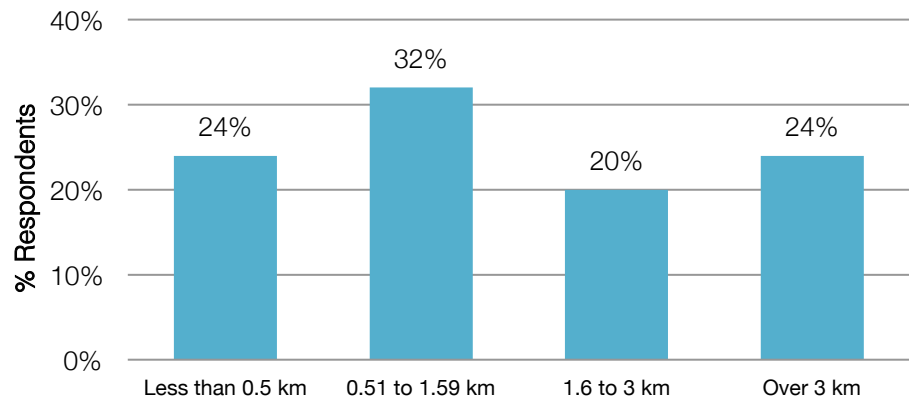
Parents and guardians reported very similar mode share percentages as in the hands-up survey, but with slightly lower rates of driving and higher rates of walking.

Who usually accompanies your child on the way to school?



Nearly all (93%) students travel to and/or from school with a parent, grandparent, or other adult. Only 6% travel alone, or with a friend or sibling companion.

How far away from school do you live?

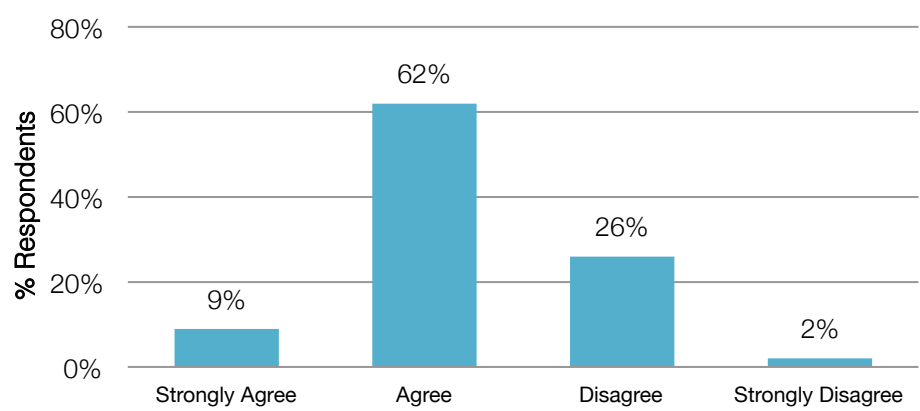


Over half of Cloverdale students (56%) live within 1.6km of the school. Of the 34 families (24%) that live within 0.5 kilometres of the school, 44% – almost half – are regularly driven to and from school.

“Time is a huge factor in the mornings and afternoons...If we had the luxury of time (i.e., didn’t work) then we would probably choose to cycle using a less direct but less busy route to school.”

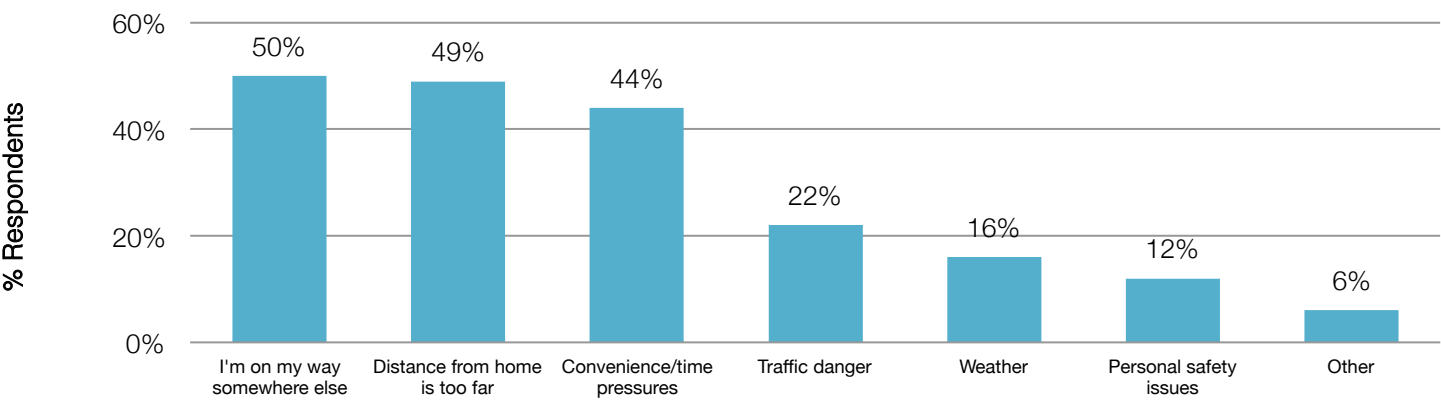
- Cloverdale Parent

Our neighbourhood is safe for children to walk to school



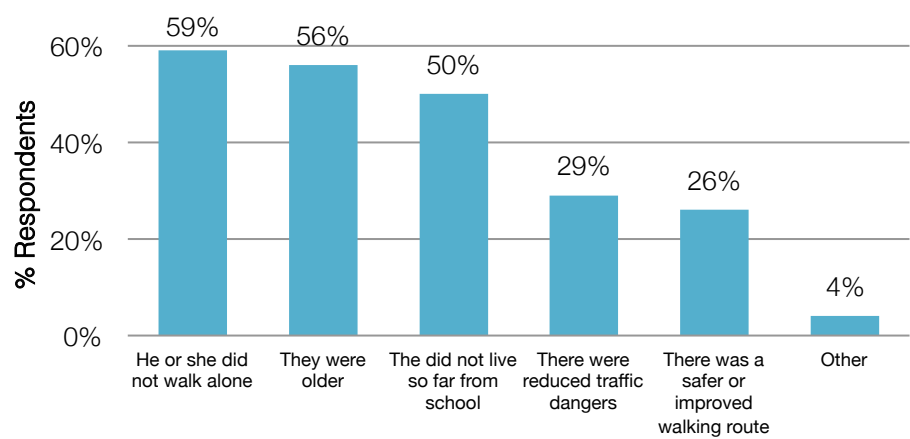
The majority (71%) of families believe their neighbourhood is safe for children to walk to school, while just over a quarter (28%) do not agree with this statement,

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



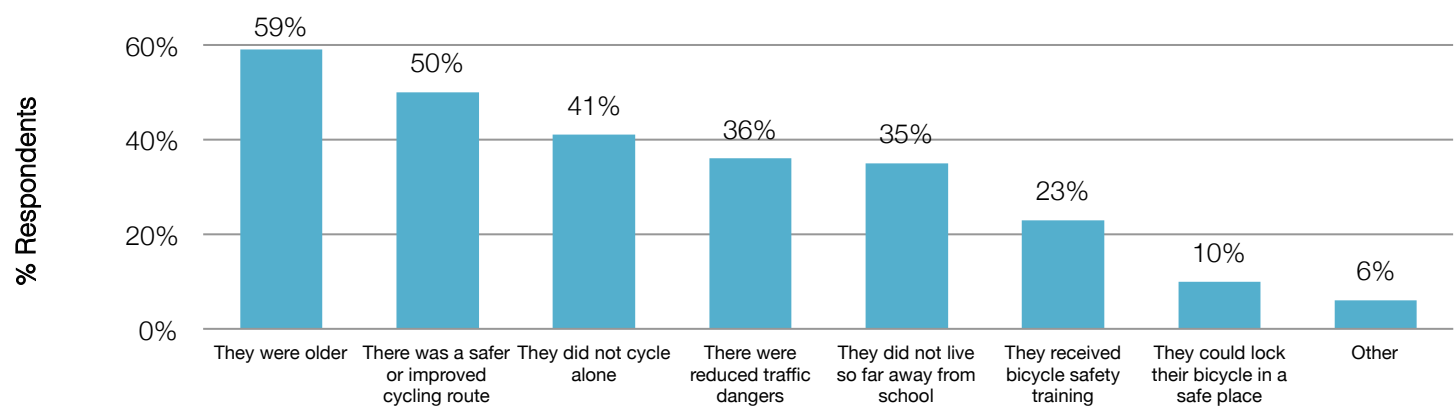
Parents cited being on the way to somewhere else (50%), distance (49%), and convenience (44%) as the most common reasons for driving their child to and/or from school. Notable “Other” responses related to the age of the child and having various afterschool activities.

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



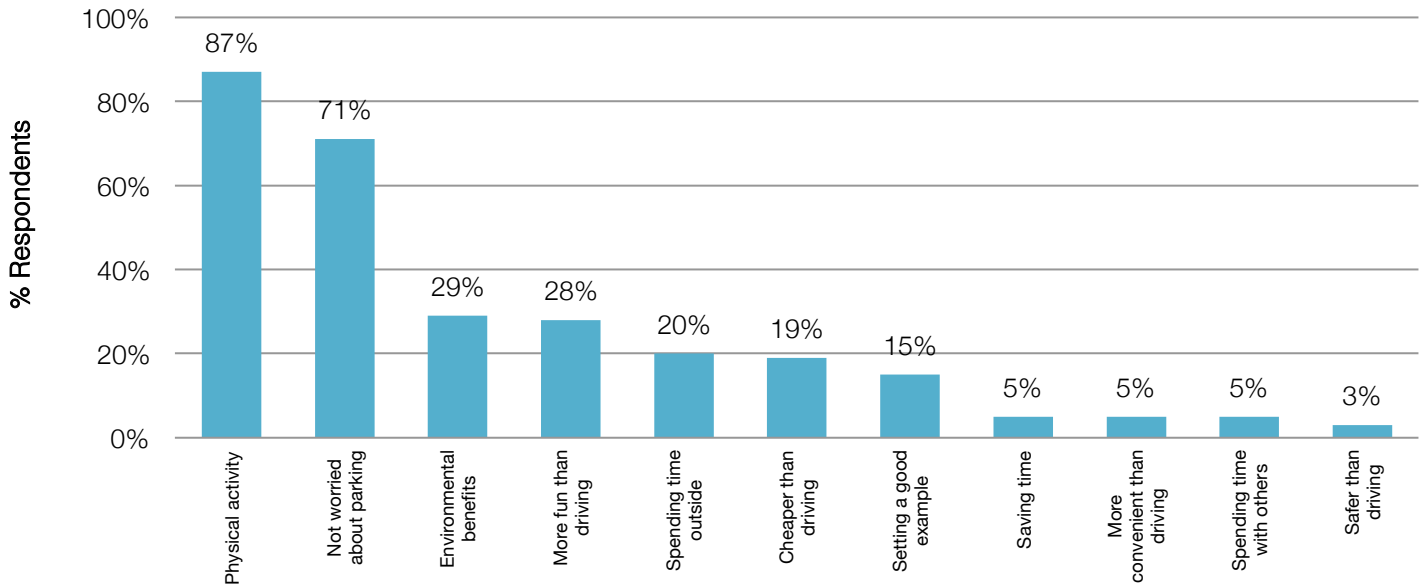
Among the 117 families who reported driving their child(ren) to and/or from school, the most common conditions under which parents indicated they would allow their child to walk to and/or from school were if the child were not alone (59%), if they were older (56%), and if they lived closer (50%).

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



Parents indicated that they would allow their child(ren) to bike to and/or from school primarily if they were older (59%), if there were safer routes (50%), and if they were not alone (35%). “Other” responses related to the difficulty and steepness of terrain on the route to and from school.

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



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

Transportation Walkabout

Two walkabouts were held at Cloverdale 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 6, 2016 to explore issues pertaining to the school site and campus.



▲ **Parents, staff and stakeholders on the community walkabout**

A community walkabout, attended by members of both the school community and the external partner network, was held on February 20, 2017 to explore traffic safety issues and potential walking and cycling routes around the school.

Both walkabouts were followed by meetings at which participants debriefed and discussed their experiences, and began brainstorming solutions to the challenges they had observed. The walkabouts and subsequent discussions informed the School Travel Action Plan developed for Cloverdale (Appendix A).

School travel challenges are the barriers to active travel faced by students, families and staff at Cloverdale. 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 Cloverdale's School Travel Action Plan (Appendix A), identifies some of the challenges and presents solutions, drawn from the school community and best practices in the field of ASRTS, to overcome the barriers to active travel at Cloverdale.

1.

A culture of driving

According to baseline survey results, 67% of students at Cloverdale are driven to and from school – among the highest rates of driving of all Saanich schools that have completed school travel planning. Even among Cloverdale students who live within 1.6 km of the school (generally considered a walkable distance for primary- and intermediate-aged children), driving is the most common form of transportation to school.

When asked why they drive their children to school, Cloverdale parents chose “convenience” (44%), “distance” (49%), and the fact that they were “on their way somewhere else” (50%) over factors such as traffic and concern for personal safety. The school's designation and broad geographical reach, along with its families' reliance on motor vehicles for trips to and from school, have combined to foster a culture of driving that has put access by motor vehicle ahead of other competing considerations in recent key decisions.

In 2015, when given an opportunity to provide input into the plans for Cloverdale's seismic upgrade, parents advocated for the school's pick-up/drop-off loop to be enlarged. This change was incorporated into the design, annexing what had previously been



▲ **In 2015 Cloverdale parents asked for, and received, more space for car parking and circulation at the school**

play space to provide more room for motor vehicles.



▲ **Parents and staff on the school site walkabout**

2.

Pedestrian access from Quadra St.

Cloverdale's front entrance faces west towards Quadra St., a four-lane major road. Quadra St. has sidewalks both north and south of the school, but pedestrian access to the school itself is limited.



▲ **Walkabout participants review the alignment of the sidewalk on Quadra St. and the pedestrian pathway to the school on the south side of the pick-up/drop-off loop**

A combined pick-up/drop-off loop and parking lot provides access to the school's front entrance. At the southern driveway (entrance), there is a gap between the sidewalk on Quadra St. and the pedestrian pathway on school grounds. At the northern driveway (exit) there is no dedicated pedestrian path: walking students and families must navigate moving and parked cars in order to access the school.



▲ **On the north of the pick-up/drop-off loop, pedestrians must walk through the driveway to get to the school**

Through the take-home survey and at the school walkabout, parents and administrators expressed concerns about the safety and visibility of walking and cycling students, as well as students accessing the transit bus stop situated between the two driveways, sharing space with motor vehicles. During the walkabout, parents mentioned that they often observe drivers leaving the school “looking for cars rather than pedestrians” as they exit the pick-up/drop-off loop driveway onto Quadra St.

In the spring of 2017, Saanich restricted parking in front of the school along Quadra St. to improve sightlines for drivers exiting the school’s driveway, but concerns about the safety of students persist. Providing a dedicated pedestrian pathway on the north end of the pick-up/drop-off loop, either by installing a raised curb or using bumper curbs, would separate walking students and families from motor vehicles and improve comfort and safety in front of the school. In the near term, paint could be used to

delineate pedestrian and motor vehicle space in the pick-up/drop-off loop.

3.

Pedestrian safety on Quadra St.

Over a quarter of the written comments provided by Cloverdale parents through the baseline take-home survey related to traffic and pedestrian safety concerns on Quadra St., which borders the school to the west.

Through the take-home survey, parents commented that drivers frequently disregard traffic signals, fail to look for or give right of way to pedestrians at intersections and driveways, and often exceed the speed limit. Of Quadra St. itself, parents remarked on its narrow sidewalks that feel too close to vehicle lanes, long crossing distances at intersections, and lack of bike lanes.

The two four-way intersections on Quadra St. closest to the school have full traffic signals, and the stretch of Quadra St. around the school is a school area, marked by warning signs to identify to drivers that they are in the presence of a school and the possibility of children entering the roadway.

The Best Routes to School map developed for Cloverdale highlights quieter and lower traffic alternatives to Quadra St. as preferred pedestrian routes to and from Cloverdale. Linwood Ave. in particular, which lies to the east of the school and recently received upgrades to its pedestrian infrastructure, was highlighted as a best walking route to school.



▲ **Quadra St. looking north towards the school**



▲ **The intersection of Quadra St., Cook St. and Cloverdale Ave.**

4.

Pedestrian safety at the intersection of Quadra St., Cook St. and Cloverdale Ave.

Many of the safety concerns raised by parents about Quadra St. related specifically to the irregular intersection of Quadra St., Cook St., and Cloverdale Ave. situated just north of the school.

Parents expressed concern that the intersection's irregular orientation reduced visibility and impeded sightlines for pedestrians and drivers alike, and noted that the intersection experiences heavy vehicle traffic, especially during the periods before and after school.

During the school travel planning process, a crossing guard patrolled this intersection, facilitating pedestrian crossings. However, during the debrief meeting that preceded the school walkabout, parents mentioned that the crossing guard position is not always staffed.

5.

Pedestrian safety on Linwood Ave.

At the outset of the school travel planning process, parents expressed concerns about pedestrian safety and the lack of pedestrian infrastructure on Linwood Ave., a residential road that borders the school to the east.

Linwood Ave. had a sidewalk on its west side between Cook St. and the school – but the sidewalk did not continue south of the school. In that direction, parents expressed concerns that the street was too narrow to be safely shared by pedestrians and motor vehicles, and that motor vehicles often exceeded the 30 km/h school-zone speed limit.

At the outset of the STP process at Cloverdale, the District of Saanich had a plan to upgrade active travel infrastructure on Linwood Ave. already in place. Details are included in the Implementation section of this document.



▲ Linwood Ave. south of the school

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

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

Engineering

New sidewalk on Linwood Ave.

In the spring of 2017, Saanich installed 420 meters of sidewalk on the west side of Linwood Ave., extending the sidewalk south of the school to Tolmie Ave. and providing a high-quality route to walking families approaching the school from the south.



▲ New sidewalk on Linwood Ave. south of the school

Education and Engagement

Bike skills course

One division at Cloverdale participated in the kids' bike skills course, which featured three hours of on-bike practical training, teaching them bike handling skills through fun games and interactive activities. The course is a fundamental tool in helping students safely use their bikes to commute to school. The bike skills course was held at Cloverdale in May 2017.

Cloverdale will be hosting a bike skills course each year to continue developing the school's cycling culture.



▲ Cycling education at Cloverdale

Best Routes Map

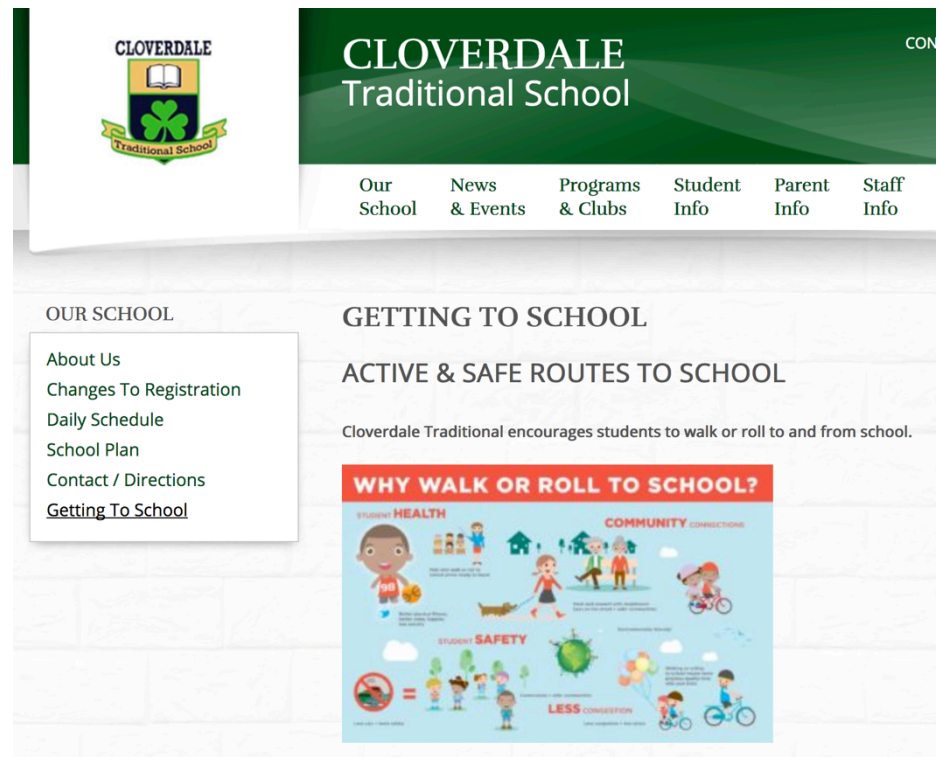
A Best Routes Map was created for each of the schools that participated in the Active and Safe Routes to School initiative. The routes on the map were selected based on the information gathered through the School Travel Planning process, and input and recommendations from school stakeholders. In addition to an electronic version, the map was printed as a large-scale poster. The map is laminated and displayed in the main foyer entrance of the school to let students know about the most comfortable routes to travel actively to school.

Students were introduced to the Linwood corridor upgrades, once they were complete in the spring of 2017, by using the Best

Routes to School map and touring the sidewalk with their teachers.

ASRTS on the school website

The administration at Cloverdale worked with the school's STP facilitator to incorporate information and messaging about active travel on to the school's website.



- ▲ On its “getting to school”, Cloverdale tells families how and why to do so actively

Active Travel Committee – Parent Advisory Council

The Parent Advisory Council at Cloverdale established an Active Travel Committee to coordinate the school's ASRTS efforts. The committee was coordinated by a parent volunteer, who focused on implementing the School Travel Action Plan and provided updates back to the PAC as needed throughout the project; this volunteer was supported by the PAC overall, as well as by other parent volunteers as needed.

The work of the PAC's Active Travel Committee helped ingrain the ASRTS program within the fabric and culture of the Cloverdale school community, and raised the profile and priority of the program.

Encouragement

Bike to School Week

A week after hosting the bike skills course, Cloverdale participated in the Greater Victoria Bike to School week. From May 29-June 2, 2017, students and teachers tracked the number of students riding their bicycles for the purposes of school travel (traveling by bike one way or part-way counted as participation) on a large bulletin board in the main hallway of the school. This public display of participation was intended to encourage and inspire others to also participate.

Walk and Wheel to School Week

Walk and Wheel to School Week is a program designed to celebrate active travel, and is an opportunity for schools to encourage students and families who currently drive to school to explore active travel options.

The campaign was held from October 2-6, 2017. Schools that registered for the program received help from CRD staff with events and resources such as travel tracking sheets, giveaways and prizes, and information on the benefits of active travel.

Cloverdale Traditional School participated in Walk and Wheel to School Week by tracking student participation. Students were given a wheel or a shoe sticker each day that they walked or wheeled to school. The stickers were put onto a tracking poster that is now located at the front foyer of the school.

The CRD's Active and Safe Routes to School Education and Engagement Coordinator attended a school assembly during Walk and Wheel to School Week to promote the program and the use of active transportation for the journey to and from school.

Walking School Bus

A walking school bus involves a group of students, chaperoned by an adult, walking to school along a set route and picking up

students along the way, similar to how a school bus would drive them to school. Drive to Five is a program that encourages parents to drop their children off at designated locations that are within a 5-minute safe and comfortable walk to school.



▲ **A Drive to Five sign marks the meeting spot for the Rutledge Park Walking School Bus**

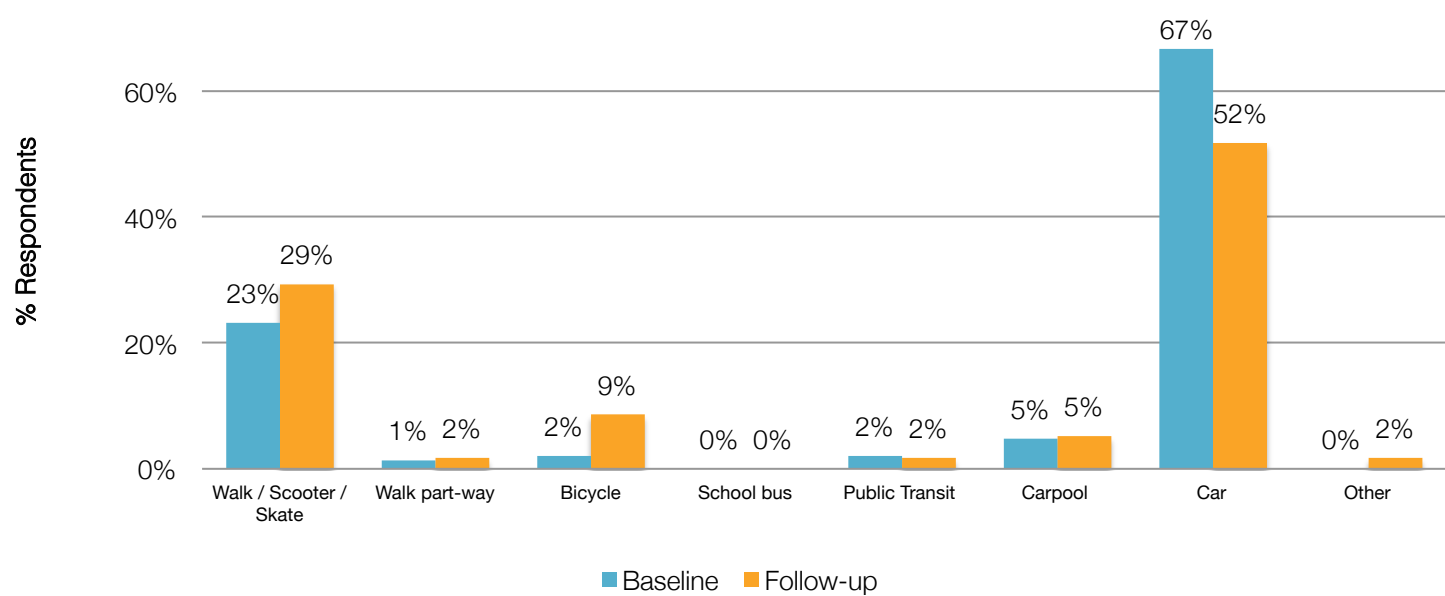
A parent volunteer at Cloverdale is organizing a monthly walking school bus that would leave from the school's Drive to Five location in Rutledge Park, which takes advantage of the newly completed sidewalk on Linwood Ave. November was the first month for the walking school bus. The parent volunteer will be hosting it again in December. The CRD's ASRTS program provided newsletter content and a walking school bus sign for the group leader to carry on the walk to school.

Methodology and Results

Online surveys were completed during October and November 2017, a year after baseline data was collected. A total of 58 families completed the follow-up surveys.

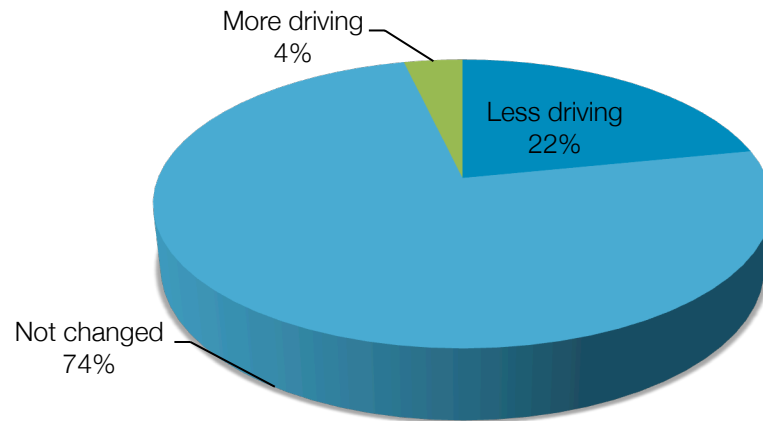
To confirm the data, generally speaking the travel mode trends were similar between the take home and hands up surveys across the participating schools. Still, it is important to note there are some limitations to the follow-up survey data. There was a lower response rate to the follow-up survey than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



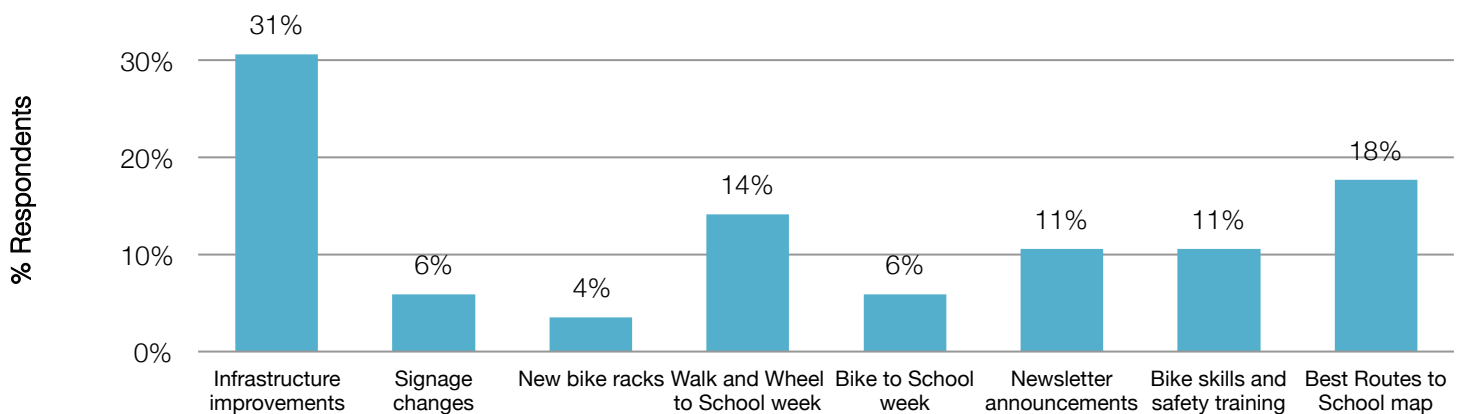
In the baseline survey conducted in the fall of 2016, 67% of families reported driving to school and another 23% reported walking. In the follow-up survey, 52% of families reported driving to school, 29% reported walking, and 9% reported cycling. Overall, the rate of walking increased slightly, the rate of cycling increased dramatically, and the rate of driving decreased by almost a quarter.

▼ **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, 22% of families reported that they were driving less to school, 4% that they were driving more to school, and 74% that their travel habits were unchanged.

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



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

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

Conclusion

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

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

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