

Clean Air & Safe Routes 4 Schools

A School Travel Plan

Pearson Elementary School



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City of Kelowna
City of West Kelowna
District of Lake Country
District of Peachland
Westbank First Nation
Regional District of Central Okanagan



Clean Air & Safe Routes 4 Schools

A School Travel Plan

Pearson Elementary School



Pearson Elementary **Clean Air & Safe Routes 4 Schools – a School Travel Plan** is delivered in partnership with the City of Kelowna, Regional District of Central Okanagan, School District 23, Interior Health, Royal Canadian Mounted Police (RCMP) and the Sustainable Transportation Partnership of the Central Okanagan (STPCO).

This School Travel Plan was compiled by Nancy Mora Castro, Regional Air Quality Coordinator.

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Project Overview

Clean Air and Safe Routes 4 Schools in the Central Okanagan

In 2015, the Regional District of Central Okanagan (RDCO) and the Sustainable Transportation Partnership of the Central Okanagan (STPCO), in coordination with the City of Kelowna, implemented the Clean Air and Safe Routes 4 Schools program at Pearson Elementary School. The Clean Air and Safe Routes 4 Schools program uses the “School Travel Plan (STP)” toolkit created by Green Communities Canada in combination with the “Cleaner Air 4 Schools” toolkit developed by the City of London, England.

The development of the School Travel Plan combined with the implementation of school programming has shown to reduce vehicle traffic and increase the number of students using active transportation. School Travel Planning involves collaborative work with multiple stakeholders to produce a plan that addresses safety concerns and necessary infrastructure improvements specific to each school. The STP objectives were expanded to include tools to identify areas of poor air quality around the school, promote student understanding of the causes and impacts of air pollution, and provide ideas for engaging staff, students and parents in improving air quality. The STPCO facilitated the development of the plan and coordinated the Municipal Steering Committee. This Committee was made up of numerous stakeholders who assisted in the planning process, including other City of Kelowna departments, Interior Health, RCMP and School District 23. A school committee was also formed with school representatives and parents. By engaging various partners, the program created a greater sense of community, added broader implications for schools and neighborhoods in adopting active transportation habits and, improved air quality.

The School Travel Planning program involved baseline research through classroom and family surveys, observations and traffic count to establish the number of students currently using active transportation for school travel, and to identify the real and perceived barriers that prevent students and parents from using active transportation. The Committees were involved in a school walkabout that identified areas of concern. This information was used to develop education and community mobilization programs within the school described in the Action Plan of this document. The School Committee will deliver programming within the school, with assistance from the facilitator and all partners.

After three years of school activities and infrastructure improvements around the school and based on the limited data we received from the follow-up survey results 2016, we cannot state the actual change in modes of transportation that reflects the entire school population. The school is encouraged to continue its efforts implementing the action plan and recommended actions outlined in this document.

Background

The School Travel Plan

The School Travel Plan (STP) was developed with guidance from HASTE (Hub for Action on School Transportation Emissions) and the Provincial Coordinators for the School Travel Planning program. The Green Communities Canada toolkit has been developed and fine-tuned based on pilot programs run across Canada over several years. A School Travel Plan is a living document belonging to the school and should be revisited regularly in order to update the status of Action Plan items and to incorporate future evaluation findings. It is part of a complete School Travel Planning process, shown in Figure 1 that has been successfully developed and implemented across Canada since 2007.

School Travel Planning process

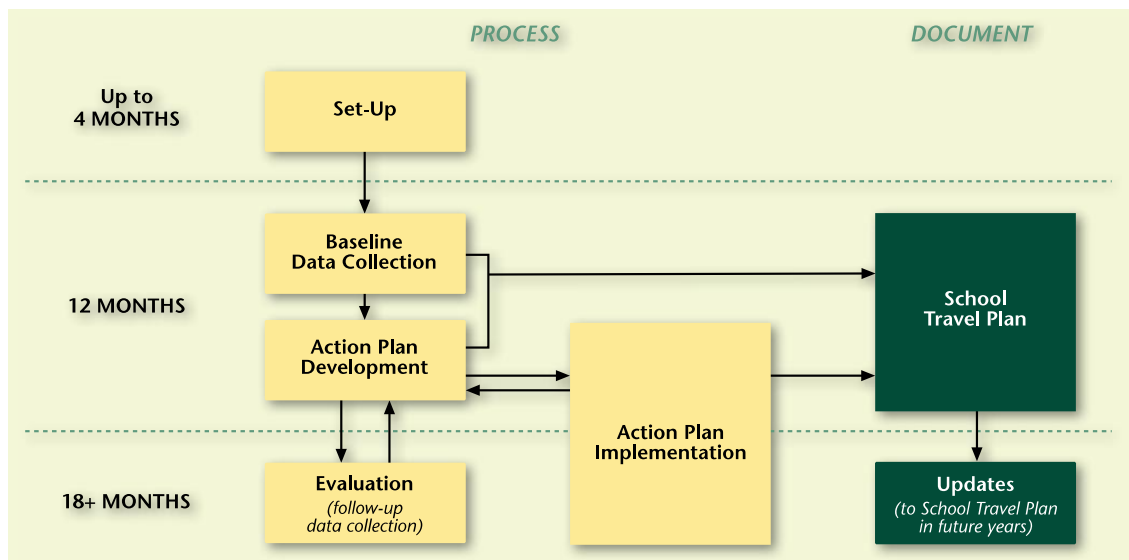


Figure 1. School Travel Planning Process

The national *Children's Health, Mobility and Happiness: A Canadian School Travel Planning Model* project completed in 2012 used Active and Safe Routes to School programming combined with Transportation Demand Management principles to encourage active and sustainable modes of school travel for students, families and staff. The project was designed to address barriers to active travel caused by attitudes and car-dominated design in school neighborhoods in an effort to reduce the health risk to children. Even before many Action Plan items had been fully implemented, by March 2012 some provinces saw a shift towards active travel of up to 6 per cent and some individual schools saw a shift of over 20 per cent.

Safe Routes to School programs are focused on making it safer for more children to walk and bike to school which helps to increase their levels of physical activity. Youth and children who walk or bike to school are more likely to get the 60 minutes per/day of physical activity recommended by the Canadian Physical Activity Guidelines.

Recent research states¹ there has been a dramatic increase in unhealthy weights in children over the past four decades. In 1978, 15% were at an unhealthy weight and in 2007 statistics Canada found that 29% of adolescents had an unhealthy weight.

- Most adolescents have trouble outgrowing this problem and in fact, many continue to gain weight.

- Children and youth are spending almost eight hours a day in front of screens and 63% of free time, after school and on weekends, is spent being sedentary.
- If current trends continue, by 2040, up to 70% of adults aged 40 years will be either overweight or obese.

There are many benefits to walking or cycling to school:

- Health -Active transportation contributes to children's physical activity participation and improves overall health.
- Social - Time spent walking to school allows students to interact with their parents, siblings or peers.
- Environment: Active trips are environmentally friendly and can contribute to reductions in greenhouse gas emissions.
- Economic - Walking or cycling to school saves money on gas.
- Education- Physical activity before the school day helps to prepare students for learning by increasing concentration and reducing stress. Students arrive to school awake and alert.

In a recent Study¹, the effects of physical activity on brain health were analyzed. As can be seen in Figure 2^{Error! Reference source not found.}, two brain images², taken from the top of the head, represent the average amount of students' neural activity during a test following sitting and walking for 20 minutes. The color blue represents lower neural activity, while the color red denotes higher brain activity in a given region. After 20 minutes at a moderate walking pace, children responded to test questions (in the content areas of reading, spelling, and arithmetic) with greater accuracy, also following physical activity, children completed learning tasks faster and more accurately, and were more likely to read above their grade level.

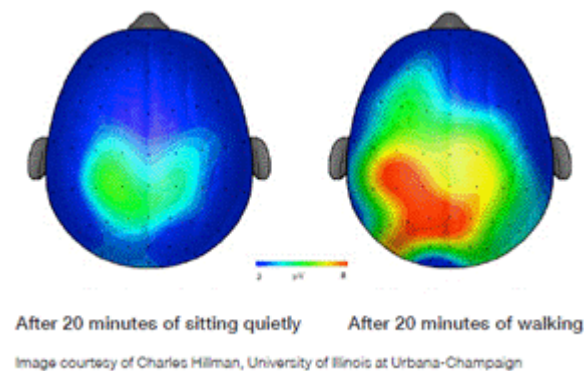


Figure 2. Brain scans of students taking test

¹ [Healthy Families BC](#)

² [Active Living research](#)

Resources

- School Travel Planning (STP) is presented by a coalition of organizations across Canada working together to enable more children to walk and cycle to school. Green Communities' Canada Walks makes coordination of efforts and knowledge transfer between and among these organizations possible. This national website provides a wealth of resources with links to international and provincial/territorial organizations and their curriculum, as well as to campaigns that can benefit and complement a school's efforts for health promotion and environmental awareness.
- Toolkit resources and flexible templates are available to use in every phase of the STP process. Find the toolkit at:

www.saferoutestoschool.ca/school-travel-planning

- Cleaner Air 4 Primary Schools Toolkit was developed by the London Sustainability Exchange (LSx). This organization works to support London to become a sustainable world city. It provides businesses, government, communities and people with the motivation, knowledge and connections they need to put sustainability into practice. The toolkit can be found at:

https://www.london.gov.uk/sites/default/files/ca4s_toolkit.pdf

The Central Okanagan used a combination of both toolkits to implement The Clean Air & Safe Routes 4 Schools program at Pearson Elementary School in the City of Kelowna.

Introduction

The Regional District of Central Okanagan (RDCO) and the Sustainable Transportation Partnership of the Central Okanagan (STPCO) in coordination with the City of Kelowna, invited Pearson Elementary School to participate in the Clean Air and Safe Routes 4 Schools program to increase participation in active transportation, reduce the number of motorized vehicles used for travel to and from school and reduce emissions around and from school buildings. Pearson Elementary School was invited to participate in the process and signed the School Agreement on May 19th, 2015. A presentation was delivered by the facilitator to the Parent Advisory Committee (PAC) and administrative personnel to explain the scope of the project and their role in the process on May 14th and on September 16th. As well, an introductory document to parents and Terms of Reference of the school committee were presented for their review.

Municipality representatives were invited to participate and a package with an introductory document of the School Travel Planning and the Terms of Reference for the Municipal Stakeholder Committee were sent for their review. All members signed a statement of support; included on *Appendix 1* of this document. The school and municipal committees were established and a general project timeline was presented to both committees for their approval.

The City of Kelowna, with the help of their GIS collaborator, prepared maps for the Baseline Family survey and the Walkabout route. City personnel, with the support of the school committee, also performed a traffic count, observations around Pearson and analyzed the family baseline surveys to create the *Best Walk and Bike Routes to School* map as part of the activities of the Action Plan. The municipal and school committee members actively participated in the process. They provided feedback on the draft maps, surveys, discussed the walkabout findings and analyzed the graphs and baseline data to develop and implement programs to target specific behaviors and barriers included in the Action Plan.

The following sections include the results of all the baseline information gathered.

School Profile

The school profile was provided by Pearson's Principal on September 18th, 2015, and contains general information, main concerns and issues the school was facing.


Table 1. Pearson's Profile

Profile	Description
School Name	Pearson Elementary School
School Type, e.g. public, separate, private	public
Age of School / Year Opened	70's
Name of School Board	School District No. 23
Number of Students	237
Number of Families	120
Grades, e.g. K-6, K-8	K-5
School Bell Times	8:30am-2:30pm (kids eat at school and we have no bused students)
Number of Parking Spaces, staff/visitor	50
Description of Location, e.g. city centre/suburban/rural	City Centre
Is the school in a Neighbourhood Watch or Block Parent Community?	Not sure
% Bussed Students	N/A
Socio-Economic Description of Families	Severe poverty- upper middle class
Any local programs e.g. French immersion, fine arts, special needs, before and after-school day care etc.	Afterschool program 2:30-6:00pm Breakfast Program (open for all students) 8:00-8:30
High-Level Description of Any Major School Travel Problems e.g. catchment size, driver behavior, on local or connector road, traffic speed, heavy trucks, bussing wait times	Location of school and drop off of students (bottle neck)

Profile	Description
Existing Facilities At School Site, e.g. bike rack/storage, kiss 'n ride, school bus drop-off zone, adult or student crossing guards, public transit bus stops serving school, transport arrangements to after school programs	Kiss & ride Bike racks City bus stop 100 yards from school
Existing Safety Policy & Education, e.g. school safety policy and rules, current safety education programs	Nothing other than School District policies
Programs at this school that have goals similar to STP, e.g. environmental, physical activity, mental health	None at this point
Types of school/parent committee communications used/available (i.e. newsletter, website, facebook page)	Newsletter, school radio station, website, Facebook
Other Information	

Pearson Elementary Catchment

Currently, there are 237 students in grades K to 6 and the catchment area is shown in Figure 3.

 Pearson Elementary Catchment

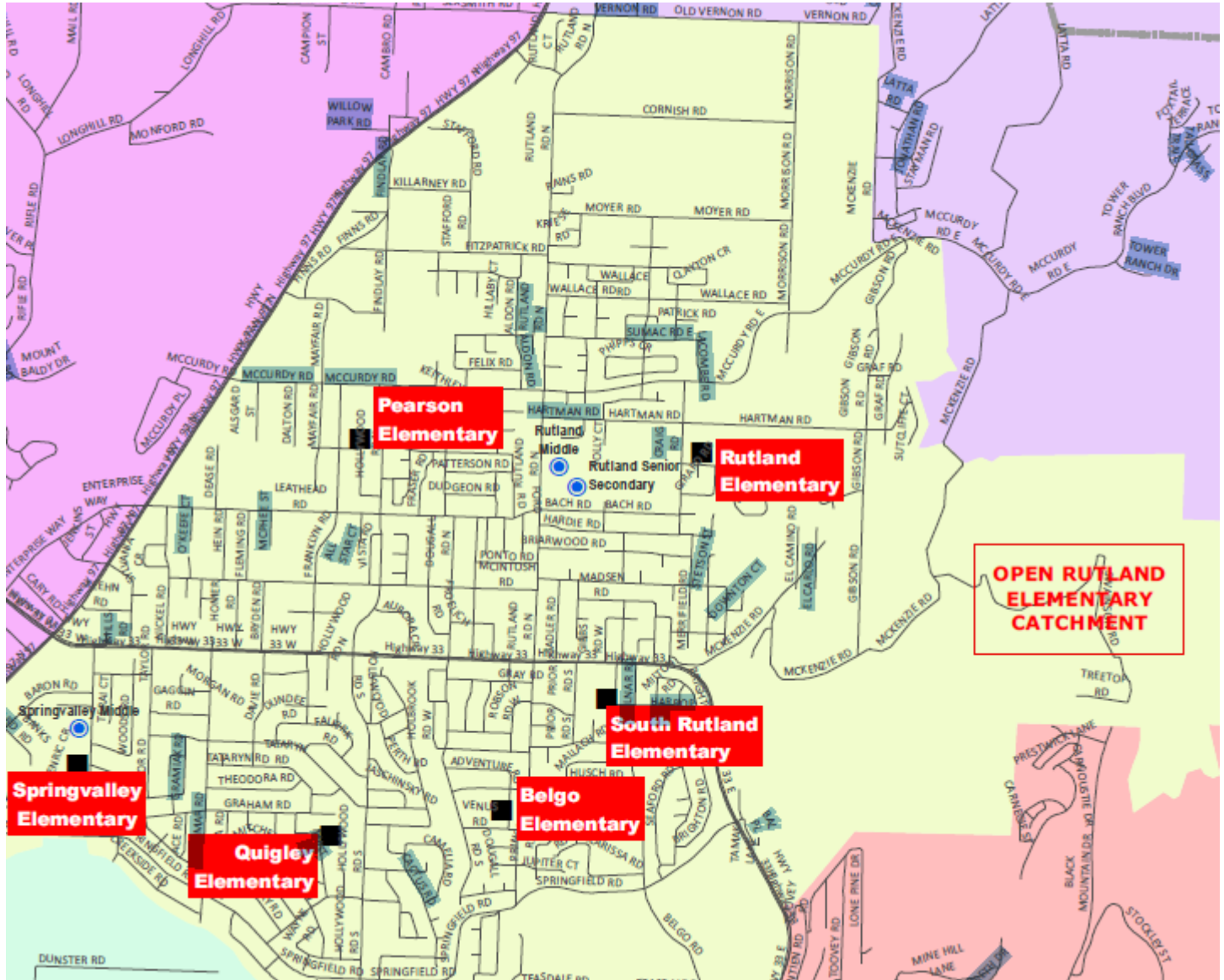


Figure 3. Pearson Elementary Catchment Area

GIS Analysis - Distance to School

Via the postal codes from all students attending Pearson Elementary School, general information was obtained to support some strategies and actions within the school. A GIS analysis was made using ArcInfo to calculate the distance home-to- school of all students. The following are the results:

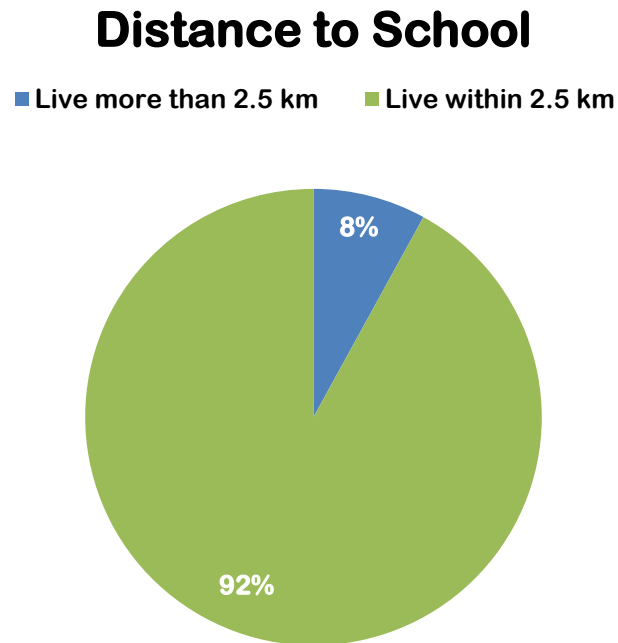


Figure 4. Distance to School

- 92 % of current students live within a 2.5 km from school
- 8% of students require a longer walk/bike ride to reach school as they live more than 2.5 km away

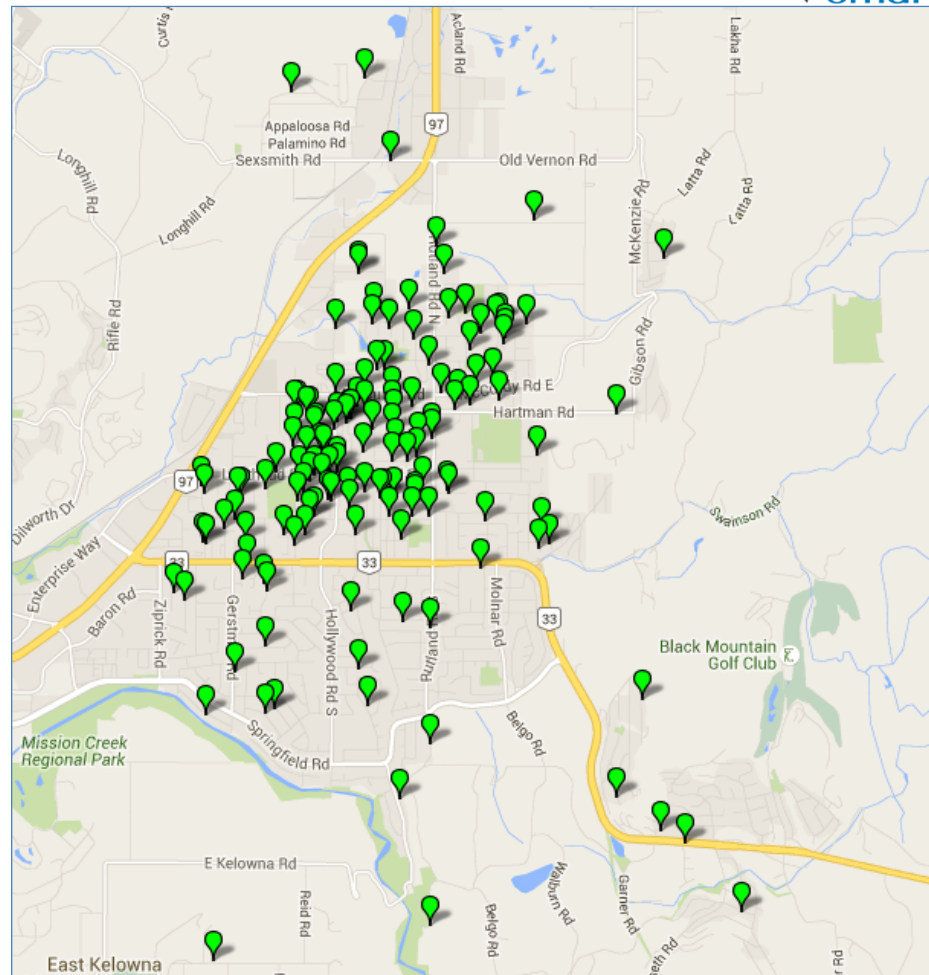
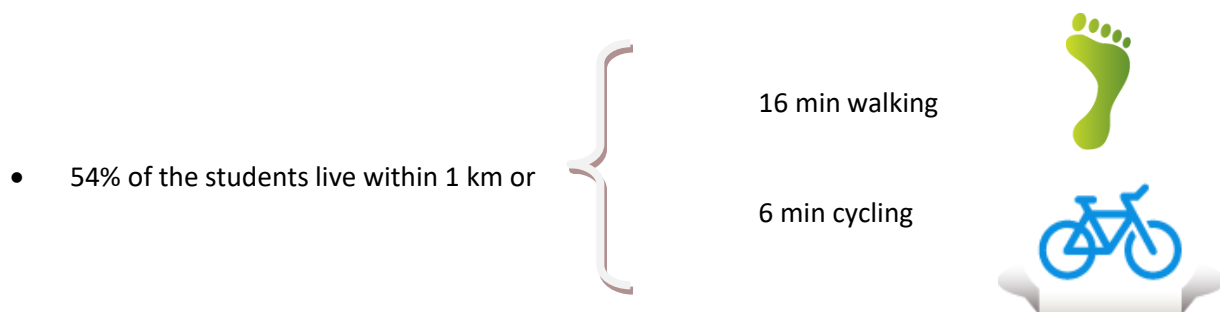


Figure 5. Students within catchment area (postal codes)



CAUTION: ArcInfo was used to calculate the distance (in meters) from multiple points to one point; in this case to Pearson school. Distances are calculated on a straight line to the reference point. Use caution when relating to walk/bike distances. It does not account for walk/cycle paths that might connect roads.

Timeline of Main Tasks

Table 2. Timeline of Main Tasks

	2015												2016											
STP/Project Timeline Activity	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
SET-UP																								
Municipal Stakeholder Committee established																								
Coordinate & Follow up activities of the 2 committees and facilitator																								
Schools chosen and invited																								
Send School agreement to be signed																								
School Agreement signed the process has started																								
School STP Committees established																								
Prepare and deliver introduction presentation to PAC and formalized School committee																								
Prepare presentation to explain data collection to STP Committee																								
Deliver presentation to explain data collection to STP Committee																								
School Stakeholder Committee meetings																								
Municipal Steering Committee meetings																								
PROJECT PREPARATION AND DATA COLLECTION																								
Complete School Profile																								
Inform school and parents about project																								
Prepare and submit a map to be included in the surveys																								
Conduct Baseline Classroom Surveys over five consecutive days																								
Conduct Baseline Family Survey																								
Walkabout																								

2015				2016			
Enter and analyze data from Baseline Classroom Surveys							
Enter and analyze data from Baseline Family Surveys							
Analyze returned family route maps							
Summary report of key issues for each school completed							
Goals set							
ACTION PLANNING							
Finalize Action Plan with approval by stakeholders assigned tasks							
Obtain signatures in School Travel Plan from School and Municipal Committee Leads							
Communicate School Travel Plan to school community							
IMPLEMENTATION							
Inform school community about impact of Action Plan implementation (newsletter, board)							
School Travel Plan implementation Fall & Spring: short term education and encouragement; mid-term low cost infrastructure changes							
ONGOING MONITORING							
Conduct Follow-up Classroom Surveys							
Conduct Follow-up Family Surveys							
Enter and analyze data from Follow-up Classroom Surveys							
Enter and analyze data from Follow-up Family Surveys							
Prepare summary report of follow-up data							
Update Action Plan							
Endorse School Travel Plan update							
Responsible	Project Coordinator	Facilitator	School Committee	Municipal Committee	All		

Baseline Data Collection

Pearson is composed of approximately 120 families and equal amount of surveys were distributed on October 2, 2015. Over the short week of October 5 to 8 teachers helped with 10 classrooms “hands-up surveys” and reminded their students to complete and submit the Family surveys. A reminder to fill out the survey was also sent through the school newsletter:

<http://www.pse.sd23.bc.ca/Publications/Newsletter%20Sept.%202015.pdf>

To encourage students’ participation, the RDCO provided:

- 11 prizes-packages, one for each classroom. The contents of the prize bags were: one black smartTRIPS bag, two bicycle spoke reflective stickers, one “one less car” decal, one smartTRIPS stainless steel water bottle, 10 smartTRIPS stickers, four bike bells, ten smartTRIPS reflective armbands, one “bike lover sticker”, one pair of smartTRIPS socks, two bike sense manuals, one bike maintenance book and two school safety cards.
- 1 Grand Prize, which included 1 bicycle, helmet and 1 package (above).

The distribution of these prizes was at the teachers’ discretion and there was a draw for the grand prize. The winner of the bicycle was Tyler Berazan from grade 3.



Figure 6. Facilitator Dave Gibson delivering the bicycle

Student Classroom Survey findings

Pearson Elementary has 11 classrooms and with the teachers' support 10 completed classroom surveys were received reflecting travel "to" School. The travel mode "to" school of eighty-three percent of the students was tracked as shown in Figure 7.

Table 3. Summary - TO School (Frequency)

	Walked	Walked part-way	Bicycle	School Bus	Public Transit	Carpool	Car	Other	Total
Monday	51	3	12	0	1	17	118	2	204
Tuesday	47	3	10	0	3	18	121	2	204
Wednesday	50	4	6	2	3	19	104	5	193
Thursday	47	7	8	2	3	20	96	4	187
Friday	0	0	0	0	0	0	0	0	0
Total	195	17	36	4	10	74	439	13	788
Average	48.75	4.25	9	1	2.5	18.5	109.75	3.25	197.0

Student Hands-Up Survey: Total Travel Mode TO School Over a short Week

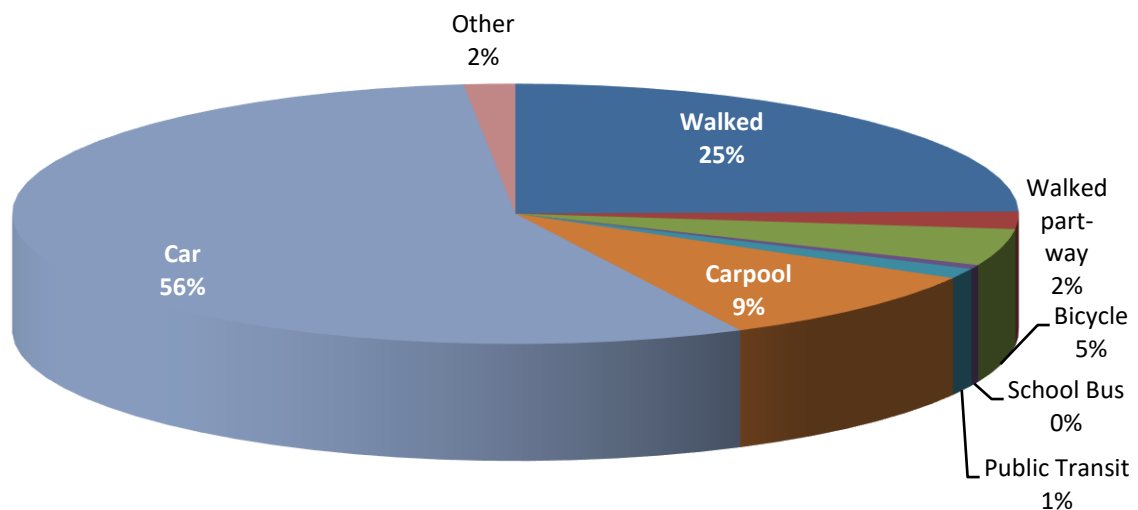


Figure 7. Total Travel Model to School over a short Week

We received 10 complete classroom surveys outlining “from” school results. Seventy-eight percent of the 237 students attending Pearson were tracked over one short week. As illustrated in Figure 8 , in the afternoon more kids walk from school in comparison to the “to” school results.

Table 4. Summary - FROM School (Frequency)

	Walked	Walked part-way	Bicycle	School Bus	Public Transit	Carpool	Car	Other	Total
Monday	55	3	12	0	1	7	111	2	191
Tuesday	49	2	10	0	1	13	115	3	193
Wednesday	55	2	6	0	2	10	103	5	183
Thursday	49	3	8	0	2	12	95	5	174
Friday	0	0	0	0	0	0	0	0	0
Total	208	10	36	0	6	42	424	15	741
Average	52	2.5	9	0	1.5	10.5	106	3.75	185.3

Student Hands-Up Survey: Total Travel Mode FROM School Over a short Week

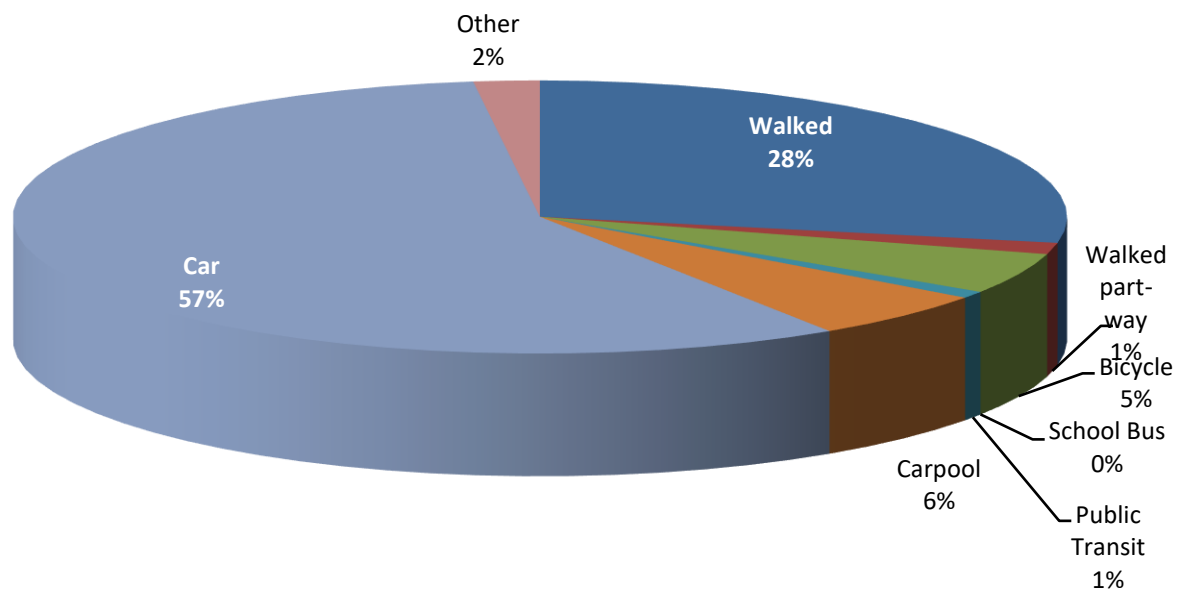


Figure 8. Total Travel Model from School over a short Week

Baseline Family Survey Findings

Forty-eight family surveys were received out of 120 delivered, which means 40% of Pearson School families provided insightful information to help us understand the issues and barriers that prevent students from using active transportation. The following graphs show the main results of the Family survey. Additional comments from parents are included on Appendix 2:

How does your child get to/from school?

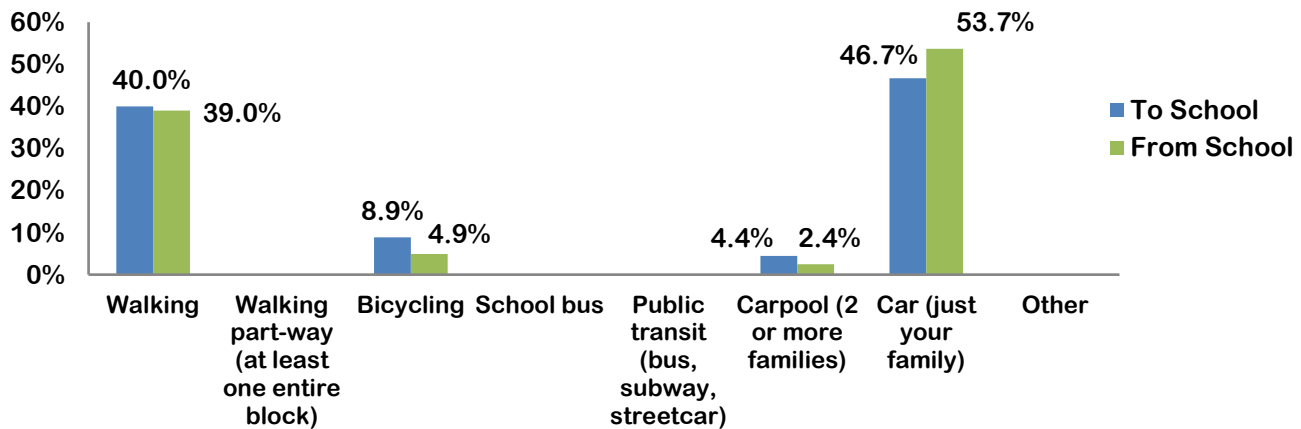


Figure 9. How does your child get to/from school?

How far away from the school do you live?

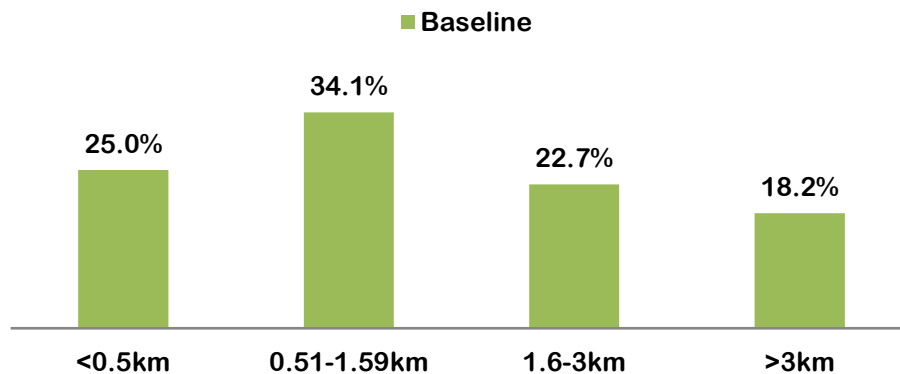


Figure 10. How far away from the school do you live?

Our neighbourhood is safe for children to walk to and from school

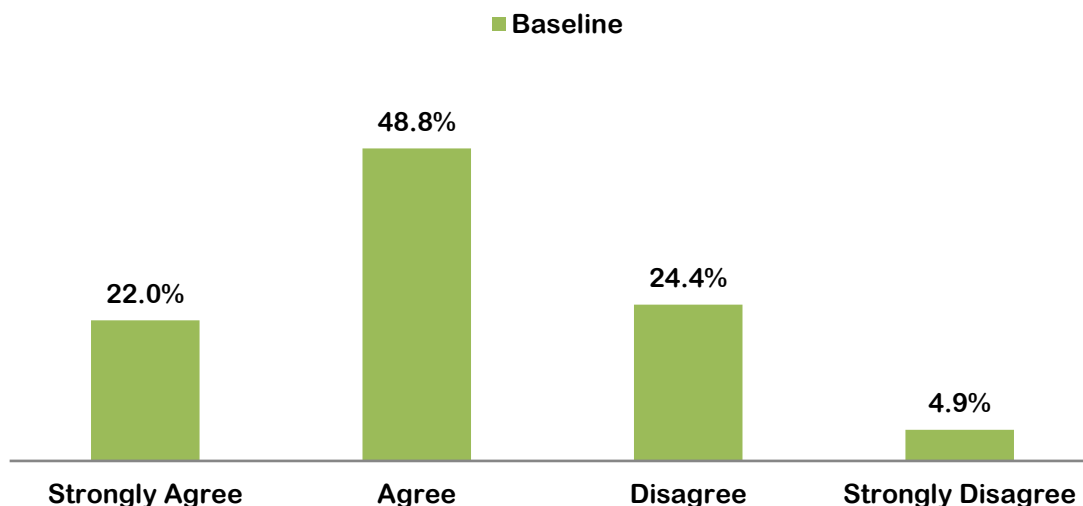


Figure 11. How safe is our neighborhood

If your child is usually driven to/from school, what are the main reasons why?

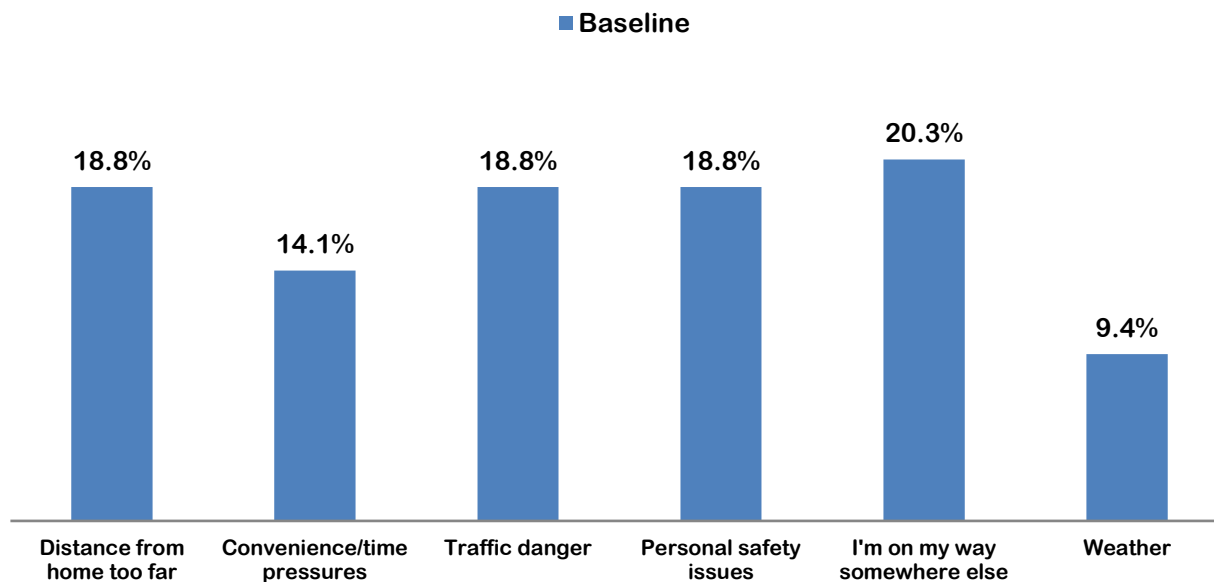


Figure 12. Main reasons given for driving kids to school

I would allow my child to walk to school if...

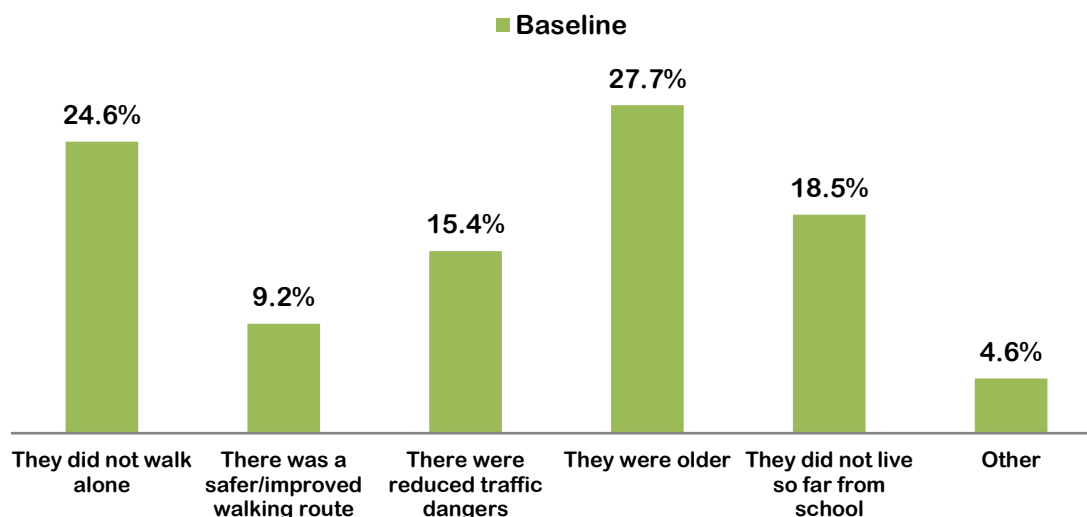


Figure 13. I would allow my child to walk to school if..

The reasons provided in “Other” for Figure 13, were: if there was a student crossing guard; if distance from home wasn’t too far; if she was safe.

I would allow my child to cycle to school if...

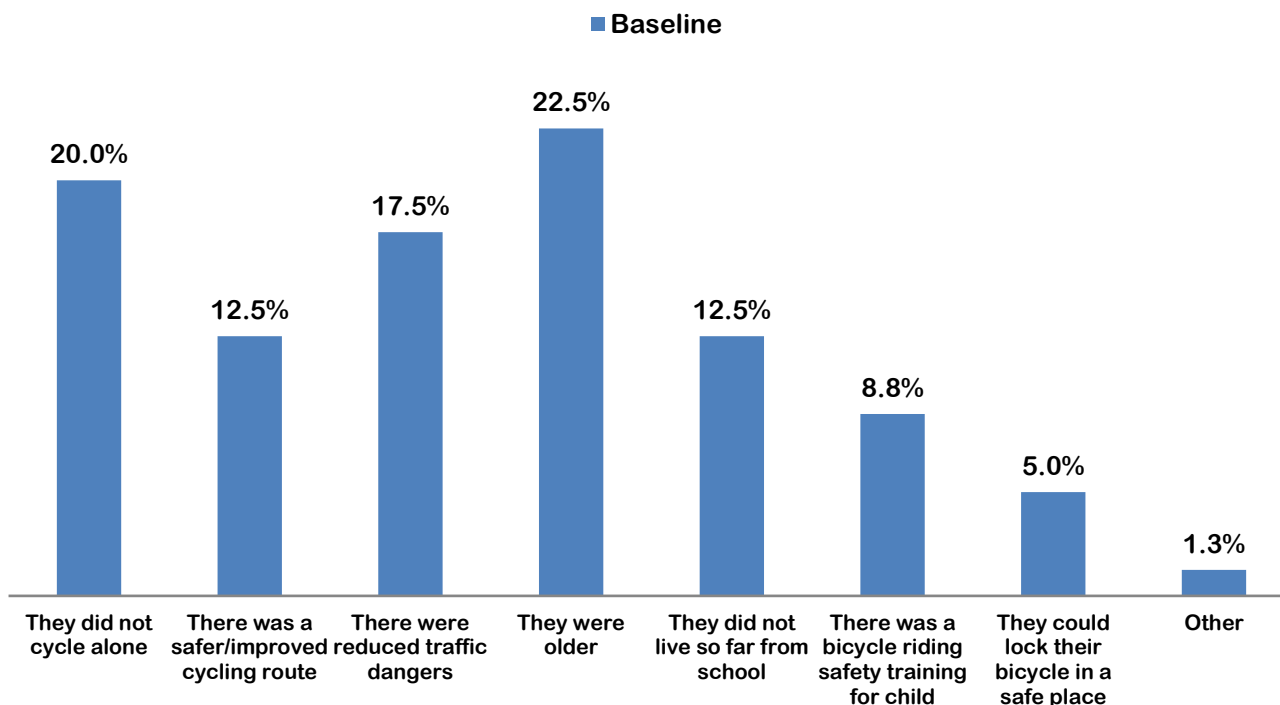


Figure 14. I would allow my child to cycle to school if..

“Other” included: they are not trained enough for far distance.

Age distribution of each family's eldest child at the school

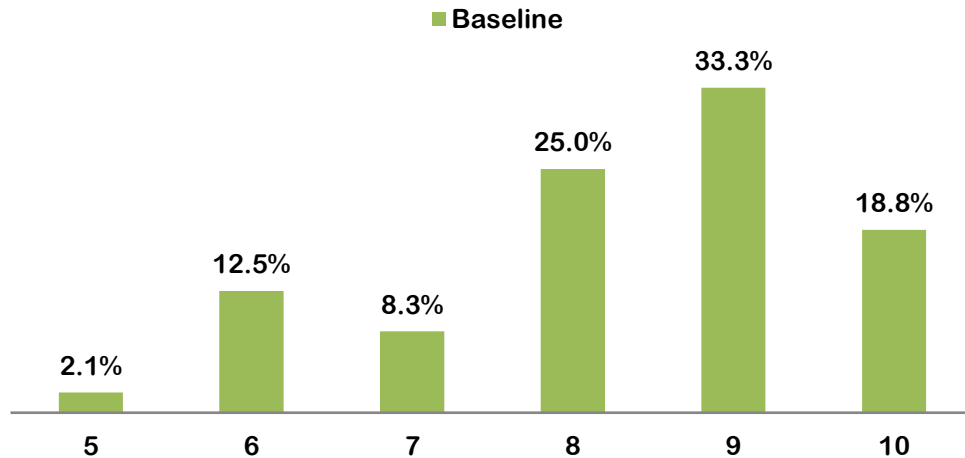


Figure 15. Age distribution of each family's eldest child at the school

How does the child feel on the trip

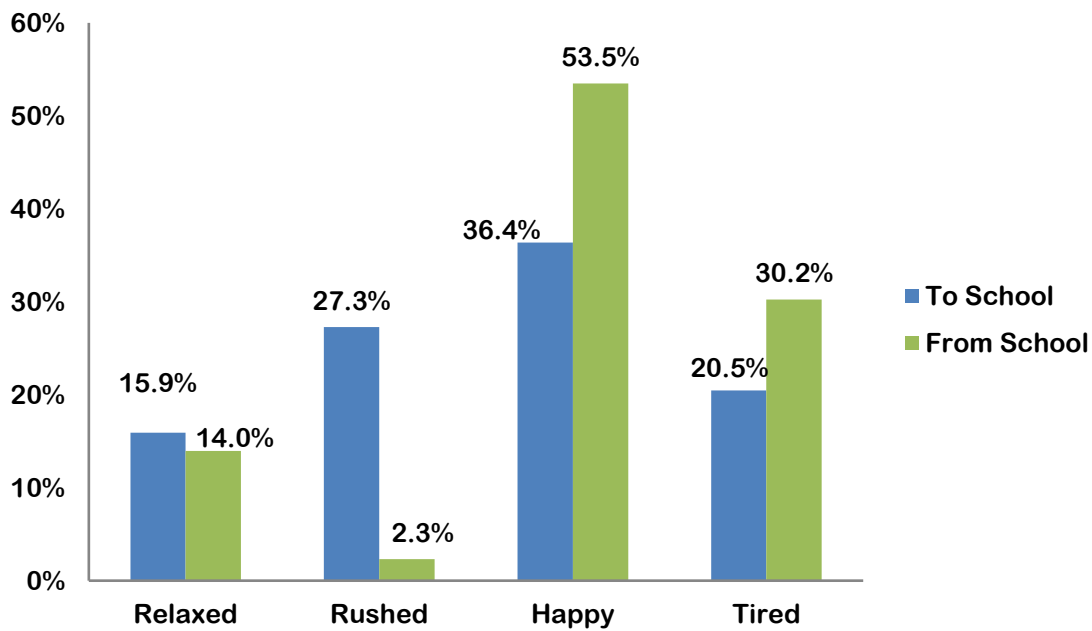


Figure 16. How does the child feel on the trip to and from school?

Walkabout and Route Map

The Walkabout was performed on October 20, 2015 from 8:00 to 10:30 am. Six members from the Municipal Committee and five members from the School Committee attended. The following pages show a detailed overview of the walking route and key findings. The Agenda, walkabout route map, and a walkability checklist with important points of observation to consider during the route were provided to every participant prior to the meeting.

The agenda was as follows:

- 8:00 Arrival
- 8:05 Introductions
- 8:10 Brief summary of issues by PAC president
- 8:15 Group 1 - Observe drop-off area Pearson (point 1 on the map, Fig 17)
- Group 2- Observe drop-off area Pearson (point 2 on the map, Fig, 17)
- 8:40 Start walkabout
- 9:40 Return to the school staff room – refreshments- coffee & cookies
- 9:50 Discussion of findings & next steps
- 10:30 Wrap-up

School Travel Planning - Pearson Elementary School



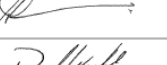



First STP Municipal and School committee meeting- Walkabout

Municipal Committee – Sign-in Sheet

Date: October 20th, 2015

Time: 8:00 am – 10:30 am

Location: Pearson Elementary School- Staff room

Name	Institution/ Government	Position	Signature
Jerry Dombowsky	Regional Services (STPCO)	Regional Programs Manager	
Dave Gibson	Regional Services (STPCO)	Regional Traffic Safety Officer STP Facilitator	
Melissa Stickland	City of Kelowna	Engineering Traffic Technician	
Georgina Josefsson	RCMP	Police officer	
David Widdis	School District 23	Planning Manager	
Pam Moore	Interior Health	Healthy Community Environments	
Nancy Mora	Regional Services / RDCO	Regional Air Quality Coordinator/ STP Project Coordinator	

Monica Robert-Shaver

Marina Hailey PAC

Jennifer + Simon Dickie PAC



Walkabout Route

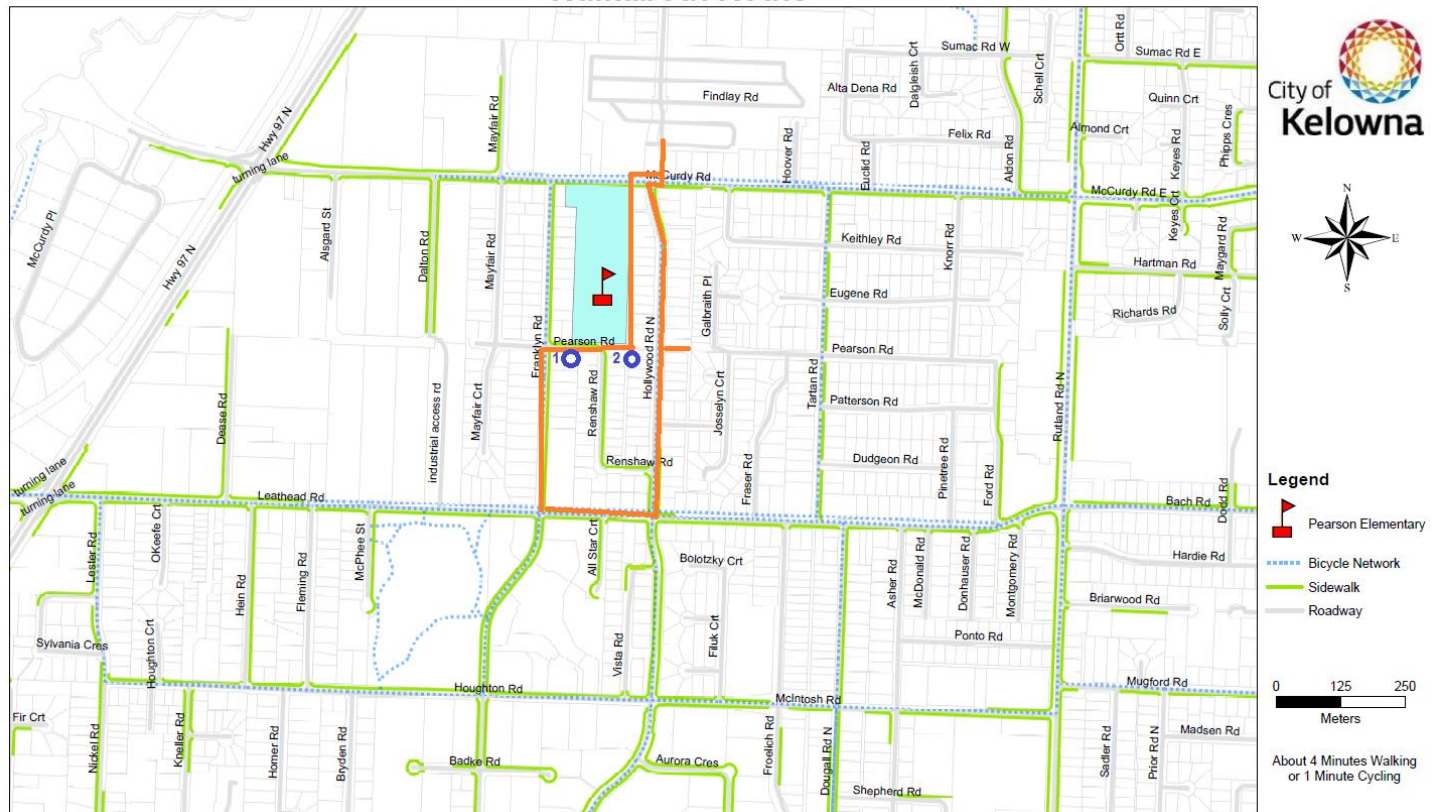


Figure 17. Pearson Walkabout Rout Map

Walkabout Main Findings

After the Walkabout, the Municipal and School Committee members discussed the main findings and issues Pearson was facing. Attendees provided insightful information to consider in the development of the Action Plan. The following is a summary of the Walkabout findings. The complete list is on *Appendix 2*.

Table 5. Pearson Walkabout Main Findings

The Walkability Checklist	General Findings
Parking lot, or on road parking at school	Cars angle-parked on Pearson have to back out onto traffic. In Parking Lot: Need the Arrow on Kiss & Drop sign changed. Galbraith/Pearson Rd Children unseen, can't see walkway.
Facilities for walkers on the street next to the school site	Need education. Poor snow clearing is a huge problem in winter. Crosswalk across Leathead should be placed on east side of intersection.
Walking paths to the school	Access points - Galbriath/Pearson Rd - walkway is hidden and path is overgrown with shrubs, no x-walk.
Bicycle facilities	No shelter, poor maintenance
School Bus/After School Care Loading Zone	Boys & Girls & Green Gables.
Walking facilities and traffic observations	Speeding on McCurdy, Leathead & Hollywood. Busy area. Some need tree clearing to see signs. Flashing light Franklyn & Leathead - has a delay which children need to be educated to be aware of
Alternative safe parking locations	No
Bicycle facilities	Poor connection to school, especially in front of school; some people don't yield to kids turning. Poor maintenance of pathways on Leathead & McCurdy
General Comments	
General Suggestions	



Figure 18. Walkabout-Discussion of Findings



Figure 19. Restricted sightline and foliage backlines & pathway



Figure 20. No crosswalk @ Pearson / Josselyn Ct



Figure 21. Sightline problem at walkway exit



Figure 22. Relocate flashers to the east side @ Leathead / Frankly



Figure 23. Improve visibility by pruning trees @ Leathead



Figure 24. Foliage encroaching in lane @ Hollywood

Traffic Count Findings

The school committee with support from City of Kelowna's staff performed a three-day traffic count on October 5, 6 and 7, 2015. The observations were made from 8:10 a.m. to 8:40 a.m., and from 2:10 p.m. to 2:40 p.m. at five locations. Location #1 was on Leathead & Franklyn, location #2 was on the Crosswalk @Hollywood, location # 3 was on Pearson Rd., location # 4 on McCurdy & Hollywood Rd and location #5 was on Franklyn & Pearson, as shown in the map below.

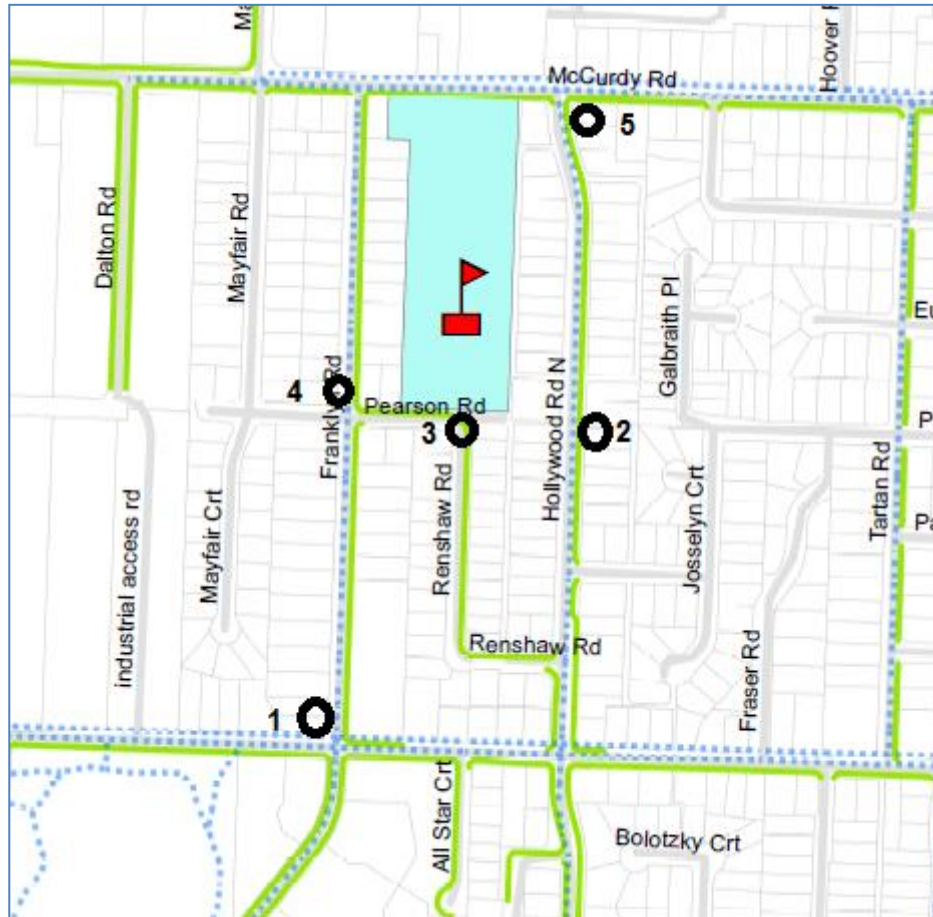


Figure 25. Traffic Count Locations

There was an early dismissal on Wednesday and the traffic count for that day was made from 10:40 to 11:10 am. This information was also considered to include specific activities in the Acton Plan. The following are the average results from the five locations:

Table 6. Pearson Drop-off Traffic Count and Observations

Date: October 5 -7 2015		Start Time: 8:10 AM		End Time: 8:40 AM	
Location:	#1 + #2 + #3 + #4+ #5	Observer: School Committee-City staff			
Start counting in blocks of 10 min:	8:10 - 8:20 am	8:20 - 8:30 am	8:30 - 8:40 am	Totals	
Vehicles stopping in marked no-stopping or no-parking zones	1	1	0	2	
U and 3-point turns where not permitted or unsafe	2	1	0	3	
Rolling Stops at Intersections	23	40	28	92	
Drivers Failing to yield to walkers	5	3	2	10	
Jaywalking; walking in or crossing traffic lanes	5	13	4	22	
Cyclists riding on the sidewalk	3	2	3	8	
Real or potential conflicts between vehicles, bikes and/or walkers	0	0	0	0	
Visibility/sightline problems (e.g. parked cars, overgrown vegetation etc.)	1	0	0	1	
Presence and behaviour of delivery or maintenance vehicles	0	0	0	0	
Speeding (by appearance)	80	125	127	332	
Idling (more than 60s)	3	1	0	4	
Distracted drivers (using phone, eating etc.)	1	0	3	4	

Table 7. Pearson Pick-up Traffic Count and Observations

October 5 -7 2015		Start Time:	2:10 PM	End Time:	2:40 PM
Date:					
Location:	#1 + #2 + #3 + #4+ #5	Observer:		School Committee-City staff	
Start counting in blocks of 10 min:	2:10 - 2:20 pm	2:20 - 2:30 pm	2:30 - 2:40 pm	Totals	
Vehicles stopping in marked no-stopping or no-parking zones	0	2	0	2	
U and 3-point turns where not permitted or unsafe	7	6	10	23	
Rolling Stops at Intersections	14	21	21	55	
Drivers Failing to yield to walkers	1	3	4	8	
Jaywalking; walking in or crossing traffic lanes	2	6	16	19	
Cyclists riding on the sidewalk	0	0	1	1	
Real or potential conflicts between vehicles, bikes and/or walkers	2	0	1	3	
Visibility/sightline problems (e.g. parked cars, overgrown vegetation etc.)	0	0	0	0	
Presence and behaviour of delivery or maintenance vehicles	1	0	1	2	
Speeding (by appearance)	30	41	61	133	
Idling (more than 60s)	0	1	1	2	
Distracted drivers (using phone, eating etc.)	1	3	2	6	

Notes:

Point 1: Leathead &Franklyn
Drivers don't wait until people cross;
Retaining wall-poor visibility; -Parked cars;
Drivers use the bike lanes while turning right.

Point 2: Crosswalk @Hollywood
Kids from school riding bikes along sidewalk;
Cars entering despite "no entry" sign.

Point 3: Pearson Rd
Kids and parents jaywalking across at busy times of day;
U Turns in front of the school while kids crossing;
Parents parked on "no parking" zones.

Pearson Elementary School Traffic Count (Combined averages of 5 locations)

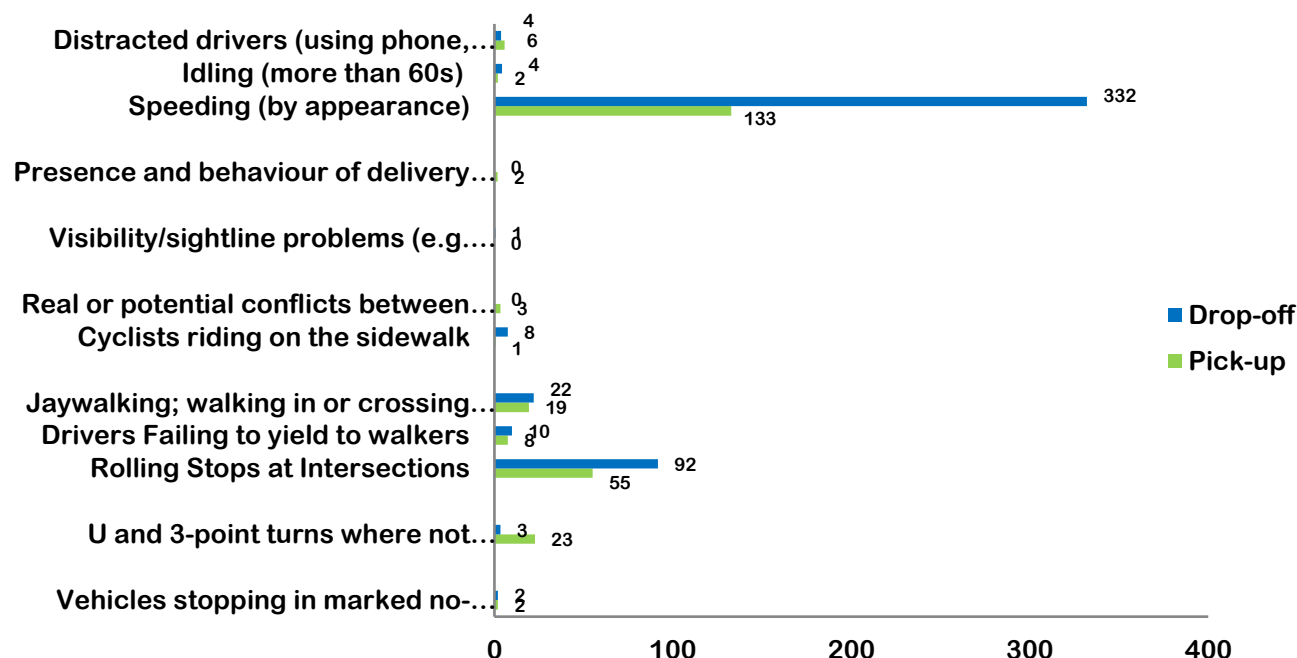


Figure 26. Average Drop-off and Pick-up Traffic Observations

Pearson Elementary School Traffic Count (Combined averages of 5 locations)

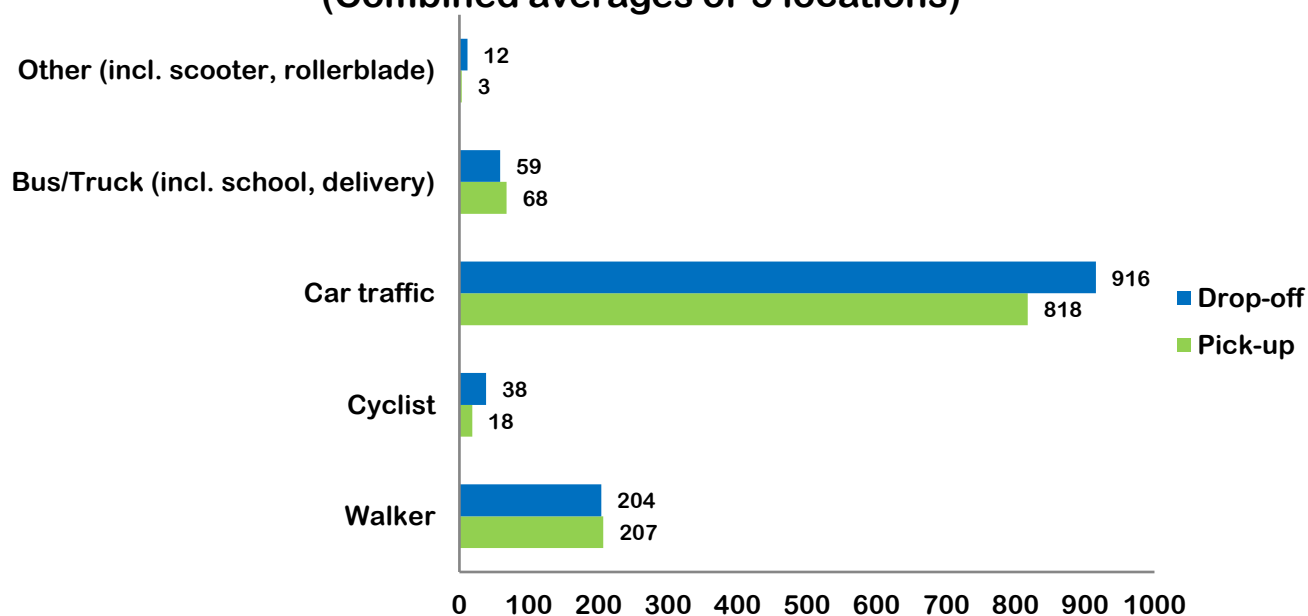


Figure 27. Average Drop-off and Pick-up Traffic Count

**Speeding (by appearance)
(School area wide)
Dropoff**

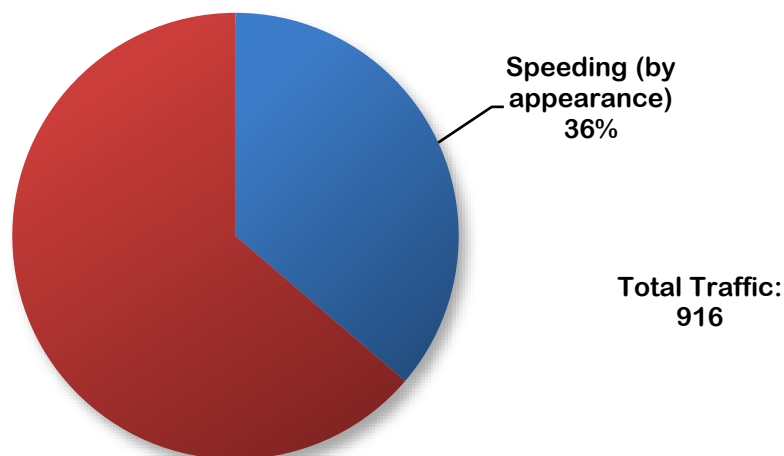


Figure 28. Speeding by appearance-Drop-off

**Speeding (by appearance)
(School area wide)
Pickup**

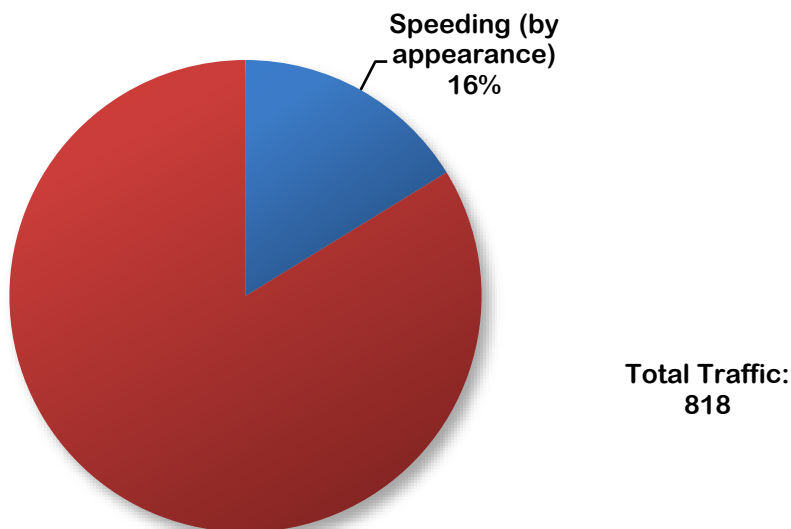
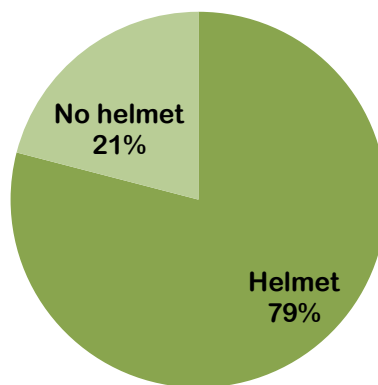


Figure 29. . Speeding by appearance-Pick- up

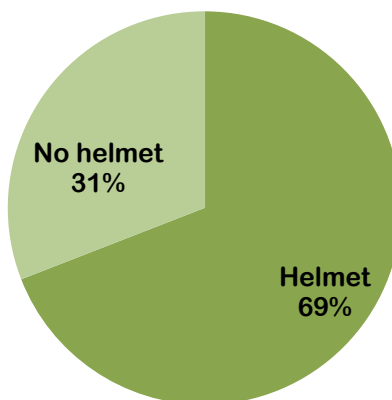
Cyclist (School area wide) Drop off



Total average
Cyclists: 38

Figure 30. Cyclist Drop- off

Cyclist (School area wide) Pick up



Total average
Cyclists: 18

Figure 31. Cyclist Pick-up

Approximately 17% of those cyclists were students from Pearson; a lack of helmets while using scooters was noted.

Reducing Emissions from School Buildings

All but the most efficient buildings release emissions of gaseous pollutants, including nitrogen dioxide, particulate matter and carbon dioxide. These pollutants not only contribute to poor outdoor air quality and climate change; they also give rise to poor indoor air quality. Poor ventilation can lead to concentrations of air pollutants in buildings, which at high levels can cause a risk to health.

This section aims to identify some of the key sources of building-related emissions. By implementing the recommendations set out in the action plan, the school will not only reduce the emissions of pollution from the building but may be able to reduce energy costs as well. Projects to reduce school buildings emissions also provide an opportunity to influence and educate the school community on the issues of air quality and energy consumption.

Where do emissions come from?

It is estimated that the energy consumption from school buildings will account for roughly 37% of the school's overall greenhouse gas footprint. The contribution of school buildings to local air pollution is harder to establish, however we know that equipment such as boilers make a significant contribution.

Typical sources of pollution from school buildings include:

- Boilers (combustion of gas releasing nitrogen dioxide)
- Back-up generators (combustion of gas)
- Air conditioning systems
- Kitchens and canteens
- Vehicle: school transport, supplies and deliveries, cars idling
- Garden equipment (lawnmowers, leaf blowers etc. running off gas)
- Other equipment, such as gas-fired water heaters

Opportunities for Emission Reduction

In most cases understanding and managing the school energy consumption will also enable you to reduce the levels of pollutant emissions. Several actions that Pearson can undertake to reduce energy consumption and emissions of pollution have been identified. Those actions are described in the Action Plan.

School GHG Emissions by Transportation

Using the baseline classroom and family surveys data and some average statistics, the Greenhouse gases (GHG) were estimated for Pearson School, considering:

- The postal codes of all the students attending Pearson; those postal codes were transformed to Geocodes using: <http://www.gpsvisualizer.com/geocoder/>
- Based on the classroom survey an average of 65% of the kids are driven to and from school (driven + carpool + bus) and 35 % walk and/or bike.
- The emission factor of 0.2296 KgCO₂/km – “Average Annual Emissions and Fuel Consumption for Gasoline-Fueled Passenger Cars and Light Trucks Emission Facts” <https://www.epa.gov/nscep>

Description	GHG(Tonnes/year)
Baseline: Pearson School GHG emissions due to kids being driven to and from school. Average 65% (driven + carpool)	40
GHG that could be saved if reaching the rest of students who live in longer walking / short bike distance (less than 2.5 km, or 3 min drive time).	25.45
GHG already being saved; Baseline: 43.5% of the students walk and bike to and from school.	13.71
GHG reduction with the Idling reduction pledge-8% parents who idle.	1.1
GHG already being saved; 92% of parents don't idle.	13.6

In addition to the GHG emission reduction from those who can bike or walk to school because they live nearby (less than 2.5 km), the Cleaner Air 4 Schools Program includes an idling campaign which involves the school teachers and parent's collaboration. The traffic count showed that at least 8% of the parents idle around the school. If that program is implemented and assuming:

- The 120 families attending Pearson sign the idling reductions pledge
- one car per family – only one parent signs the idling reduction pledge
- Parents drive a light –duty vehicle
- National surveys show Canadians idle between 6 to 8 minutes per day

Estimation results: If 120 driver(s) of light-duty vehicles avoided idling for 6 minute(s) a day, this would*:

- Reduce the use of **6,098** litres of fuel per year
- Save **\$4,966.99** annually
- Reduce **14,819** kilograms of GHG emissions per year
- Equal to taking **11** vehicle(s) off the road
- Mean each driver would save **50.81** litres of fuel, **\$41.39** in fuel costs, and contribute to reduction of **123** kilograms of GHG emissions, annually
- Equal to having **89** tree(s) planted to absorb GHG emissions

Increasing active school travel by 10% and reducing idling to zero will represent an estimated of 18 tonnes/year in annual GHG not emitted to the atmosphere; this could be set as an initial goal for the school. Teachers can use the [iSchool calculator](#) from HASTE to accurately measure classroom impacts arising from transportation choices to and from school.

*Source: <http://oee.nrcan.gc.ca/transportation/tools/calculators/Idling/idlingimpact-individual.cfm>

School Travel Planning and Clean Air Goals

Considering all data from the Family Surveys, traffic count observation, classroom surveys and the GIS analysis, the Municipal and School Committees defined the Goals and Strategies to implement the Clean Air and Safe Routes 4 Pearson. The three main goals were:

- Reduce congestion and increase safety at the school site;
- Increase active school travel on the school journey; and
- Reduce overall school emissions

Key Goals for Pearson School

Based on the Baseline Classroom and Family Survey findings, key goals in order to assist the health and well-being of our students and families are:

1. Educate parents and children about safety, active transportation and air quality with the help of all organizations and institutions involved
2. Hold Walk to School Days and other programs
3. Set up walking groups on defined best routes to school

Action Plan

This Action Plan includes short, medium and long-term measures. All measures were identified, as well as who will be responsible for the tasks and target completion dates. When possible, the cost estimates were collected.

Table 8. Pearson Action Plan

Action/Initiative	Tasks	Responsibility	Start Date	Completion date	Estimated Cost and Source of Funds, or No Cost
Objective 1: Improve the safety of children on the active school journey					
Pedestrian and bike safety presentations	Seek road safety curriculum resources for classroom teaching. ICBC road safety teaching resources: http://www.icbc.com/road-safety/teaching/Pages/For-educators.aspx	Dave Gibson	Feb 2016	Feb 2016	none
Parent role modeling messaging	Provide messages for use in school and parent communications http://www.healthyplace.com/parenting/parenting-skills/a-parent-s-job-as-a-role-model/	School Committee	Start Jan 2016	Ongoing	
Road safety/personal safety presentation	Contact community police to present to an assembly	RCMP	Feb 2016	Feb 2016	
Improve vehicle and walker/cyclist separation at and on school site	A site study by school district staff/municipal advisors	Dave Gibson SD23	TDB	TDB	\$
Improve visibility of crosswalk / walkway at Pearson / Galbraith	Order hedge trimming Add Crosswalk – install white markings and signage. Tree trimming, clear sidewalks, etc., should be sent through the <u>City's service request</u> , as required	City of Kelowna	2015 2016	Completed	\$
School Zone Signage enhancement	Replace faded School Zone signs around school	City of Kelowna	2015	Completed	\$
Pedestrian Flashing Crosswalk-midblock on Hollywood Rd	<ul style="list-style-type: none"> Data collection and warrant analysis 	City of Kelowna	2016	Fall 2016	\$
Findlay Rd – Walkway connection	<ul style="list-style-type: none"> Walkway / Road Improvements Tree pruning / improve visibility 	City of Kelowna	+2017 2015	2017+ Completed	
McCurdy / Hollywood Pedestrian Flashing Crosswalk	Installation	City of Kelowna	2015	Completed	
Bike Rodeo	Youth learn basic rules of the road, hand signals, obstacle avoidance and scanning techniques	Dave Gibson	2016	2016	
Best Walking Routes Map brochure	Create map showing best routes and distribute to families along	STPCO/ City of	Nov 2015	March 2016	

Action/Initiative	Tasks	Responsibility	Start Date	Completion date	Estimated Cost and Source of Funds, or No Cost
	with walking safety information	Kelowna			
Objective 2: Raise the awareness of the environmental and health benefits of active travel					
Implement a Cleaner Air 4 school Program	The program was designed by RDCO and will be delivered to grades 3-6 by teachers with school committee support.	Air Quality-School committee	April 2016	June 2016 Every year to 3 rd grades after	\$
Have students create artwork for temporary outdoor signage	Identify a class that can make this an art project or run a contest	School Committee SD23 City of Kelowna	Jan or Feb 2016	Jan or Feb 2016	\$
Have physical activity benefits messaging in newsletters/Health presentations.	Review information on Public Health Agency of Canada website http://www.interiorhealth.ca/YourHealth/SchoolHealth/HealthPromotion/Pages/default.aspx http://www.interiorhealth.ca/sites/Partners/SchoolDistricts/Pages/HealthPromotionResources.aspx http://www.interiorhealth.ca/sites/Partners/SchoolDistricts/Pages/HealthPromotingSchools.aspx http://www.actionschoolsbc.ca/node/3901 http://www.healthyeatingpei.ca/	School Committee Interior Health	Jan 2016	Ongoing	
Sustainable Happiness lesson plans	Distribute teacher resources found at http://sustainablehappiness.ca/teachers/ http://www.cleanairchampions.ca/programs.php	School Committee SD23	TBD	TBD	\$
Objective 3: Encourage more students to walk to school					
Drop & Go / Walk a Block or Two	Identify suitable locations for students to be dropped off outside the school zone	School Committee/ Dave Gibson	PAC Meet Feb 18 2016	March 2016	\$
Buddy Scheme	Set up scheme to encourage students to walk and cycle with others	School Committee Dave Gibson	After bike rodeo in May 2016	End of June 2016	\$
Neighbourhood Walking School Bus	Identify a route from a suitable neighbourhood to school Organize WSB	School Committee Dave Gibson	Dec 2015	Ongoing	

Action/Initiative	Tasks	Responsibility	Start Date	Completion date	Estimated Cost and Source of Funds, or No Cost
IWALK (International Walk to School Month – October)	Organize a Walk to School Week	School Committee	October 2016	Every year	\$
Walk to School Days	Detail a challenge and advertise Walking Wednesdays	School Committee	October 2016	Every Year	\$
Appropriate dress	Organize a fashion show for Be Seen, Be Warm ...	School Committee	March 2016	May 2016	\$
Celebration	Organize a community walk to school with local dignitaries on Earth Day	School Committee SD23	April 22/ 2016	Every year	
Bike and Walk to School Week	Encourage students and their families to walk, scooter, skateboard or ride their bikes to and from school	School Committee	May 2016	Every year	\$
Commuter challenge	Promotes friendly competition to see who can get the highest percentage of employees out of single occupancy vehicles http://commuterchallenge.ca	School Committee	June 6-12 2016	Every year	\$
Clean Air Day	Participate in activities that contribute to cleaner air, healthier communities and a better quality of life for all	School Committee/ Air Quality	June 2016	Every year	
Objective 4: Facilitate safe bicycling to and from school					
Cycle Storage	Provide adequate bike racks in secure location on school site	SD23			\$
Objective 5: Reduce emissions from school buildings					
Understanding Energy Use, and Improving Monitoring and Measurement	Monitor usage over a period of time, e.g. a week, a month; When and how often is the emissions source used? Report on areas of waste, across all spectrums of school (each year groups, staff department etc.) • Where possible, establish permanent mechanisms to monitor energy or equipment use (e.g. meter readings, use of smart meters)	SD23	Done		\$
Reduce Energy Demand & Improve Building Efficiency	•Reduce energy waste (switching off appliances when not in use, installing occupancy sensors for lights, installing Thermostatic Radiator Valves to control temperature etc.)	SD23	Done		\$

Action/Initiative	Tasks	Responsibility	Start Date	Completion date	Estimated Cost and Source of Funds, or No Cost
	<ul style="list-style-type: none"> Investigate energy efficiency of key building systems (i.e. most efficient boiler in place, investigating more suitable solutions such as Combined Heat and Power CHP) 				
Investigate Opportunities for Renewable Energy Provision	<ul style="list-style-type: none"> Investigate potential for on-site renewable energy generation, e.g. Photo Voltaic solar panels, wind turbines, ground source heat pumps etc. If renewable energy options are not possible, ensure energy supplies are from a green provider 	SD23	Ongoing	TDB	
Reducing Emissions from Procurement	<ul style="list-style-type: none"> Source supplies locally where possible - reducing emissions from transport and delivery (e.g. food/stationery supplies) Use sustainable products (i.e. recycled paper and stationery, cleaning products with low environmental impacts, energy efficient kitchen/office equipment – Energy Star Label) 	SD23	Ongoing	TBD	\$
Objective 6: Monitor effectiveness of initiatives and revise School Travel Plan annually					
Monitor transportation mode	Conduct Follow-up Classroom Survey	STPCO/ School Committee	October 2016	October 2016	
Monitor behaviour changes	Conduct Follow-up Family Survey	STPCO/ School Committee	October 2016	October 2016	\$
Report on implementation of STP and initiatives	Follow-up of first year actions; Revise the plan and compile a final report with recommendations	STPCO	October 2016	December 2016	\$
Oversee the implementation of Action Plan items and track changes over time	The follow-up hands-up classroom survey should be performed at the end of every school year; If possible a family survey should be performed every second year	School Committee	January 2016	May 2019	\$

Committee members

Regional Services, in coordination with the City of Kelowna, sent an invitation to all the institutions described below to participate in the Municipal and School Stakeholder Committee. An introductory document of the School Travel Planning and the Terms of Reference of the Municipal and School Stakeholder Committee were sent for their review.

The Municipal and School committee members were aware of their activities in advance and provided their input in the following manner:

- Participated in the Walkabout
- Contributed ideas for the Action Plan
- Participated in education of parents and students regarding health, wellness, air quality and safety benefits
- Agreed with improvements recommended in the Action Plan

Table 9. Members of the School STP Committee

Pearson Elementary School		700 Pearson Road, Kelowna, BC, V1X 5H8 (250) 765-8855	
School Administration			
	Robert Zoppi	Principal	Robert.Zoppi@sd23.bc.ca
Parents			
	Monica Robert-Shaver	Former PAC President	Monica.Robert-Shaver@sd23.bc.ca
	Marina Hailey	Former PAC parent	cliffmarina@uniserve.com
	Michelle Strothers	Former PAC parent	michelle.strothers@gmail.com
	Luciana Gradinaru	Former PAC parent	Luciana_any@yahoo.com
	Jen Dickie	PAC parent	_bluedaiseys@hotmail.com

Table 10. Members of the Municipal Stakeholder Committee

		Description	Contact information
Regional Services (STPCO)	Jerry Dombowsky	Regional Programs Manager	jdombowsky@kelowna.ca
	Dave Gibson	STP Facilitator	Dave.Gibson@sd23.bc.ca
	Nancy Mora	Project Coordinator	nmoracastro@kelowna.ca
City of Kelowna Municipal Staff			
	Wilfred Wollin	Traffic Operations Supervisor	WWollin@kelowna.ca
	Melissa Stickland	Engineering Traffic Technician	MStickland@kelowna.ca
	Cindy Anderson	Former Communications Advisor	As needed basis Caanderson@kelowna.ca
RCMP	Georgina Josefsson	Law Enforcement	georgina.josefsson@rcmp-grc.gc.ca
School District	David Widdis	Planning Manager	david.widdis@sd23.bc.ca
Interior Health	Pam Moore	Former Health Officer	pam.moore@interiorhealth.ca

Acknowledgements

Thanks to the following organizations for their valuable Information:



Endorsement

The School Travel Plan for Pearson has been endorsed by Principal Robert Zoppi on behalf of the school, and by one representative of the Municipal Stakeholder Committee.

School Principal:

Robert Zoppi

Signature:



Date:

January 21st, 2016

Lead representative of the

Jerry Dombowsky

Municipal Committee:

Signature:



Date:

January 21st, 2016

Update

The School Travel Plan will be revisited by the end of 2016 and revised as necessary. Final data collection for the STP will occur in October-November 2016, with the follow-up family and classroom survey. The results will be compared to the baseline data gathered in October 2015.

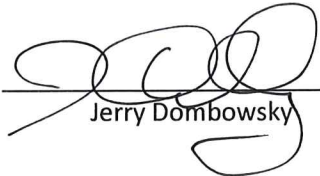
After the new data has been analyzed and compared to the baseline information, results will be shared with the STP municipal and school Committees by a meeting and/or email. Results will also be shared with parents/caregivers through the school newsletter and/or at school events.

Principal

Municipal Lead

Revised October 2019



Robert Zoppi

Jerry Dombowsky

Follow-up Activities-2015-2019

December 2015

- The school started a Walking School Bus the 1st week in December. With 18 kids and one leader (Jordan) they walk along Pearson Road to Pearson Road Elementary. It has 3 stops: s at the corner of Knorr/Pearson, and the second stop is at Tartan/Pearson, and the third stop is at the corner of Galbraith/Pearson/Jocelyn (by the pathway). The walking school continued in September 2016 with the new school year.
- The Air Quality Coordinator prepared and provided the school committee a parallel notification to be left in all houses along the Walking School Bus Route to notify residents about the program.

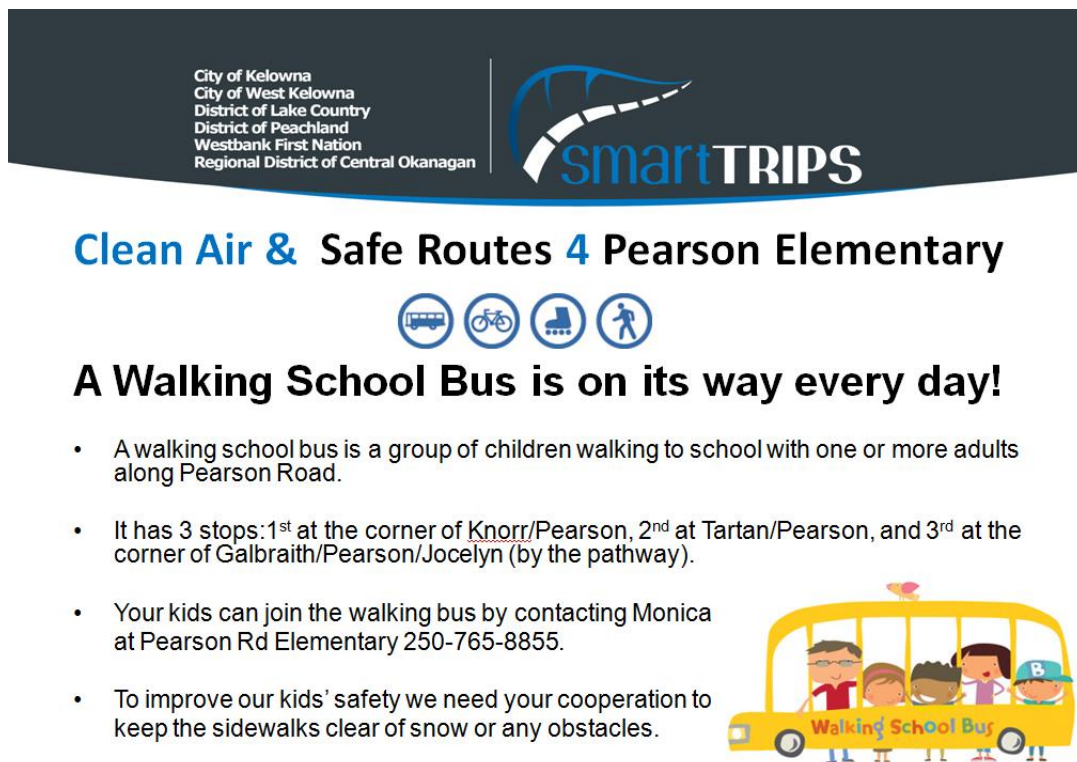


Figure 32. Walking School Bus notification

January 2016

- Pearson was as one of the schools selected for the annual School Bus Safety Campaign, an event aimed at reminding drivers, students and bus drivers of the importance of safety with school buses.
1. <http://www.kelownacapnews.com/news/367260161.html>
 2. <http://globalnews.ca/news/2490239/stop-for-school-bus-or-you-could-be-ticketed-school-district-kicks-off-safety-week/>

- A service request to the City was sent early January to report four neighbors that did not shovel their sidewalk. Darryl Astofooroff, Public Works Manager responded with the following actions:
 - ✓ Arrange for a visit from Bylaw on January 8th to residents who are not clearing their sidewalks – informing them of the issue and advise of the fine for repeat offenses.
 - ✓ Directly promote the City's Snow Buster campaign in the area to encourage neighbours to clear sidewalks/pathways/entrances.
 - ✓ A member of the Strong Neighbourhood team will contact the Rutland Neighbourhood Association to see if someone would like to volunteer to clear the problem areas.



Figure 33. Snow Buster Campaign around Pearson

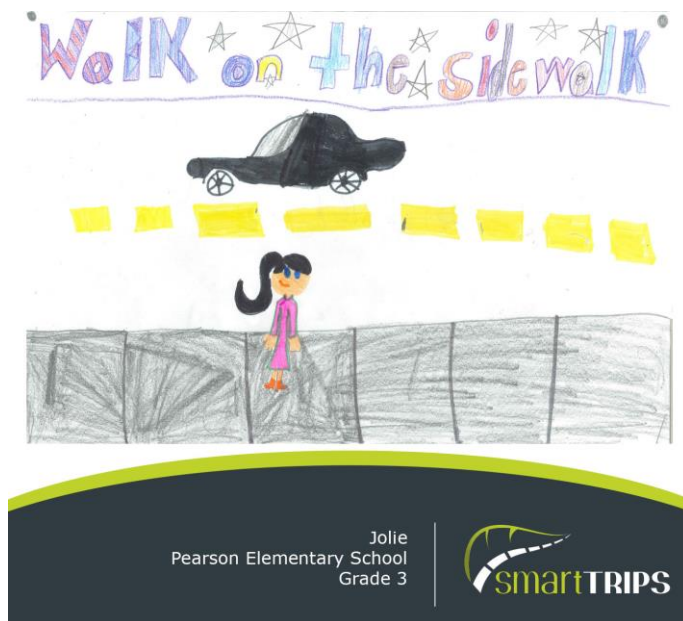
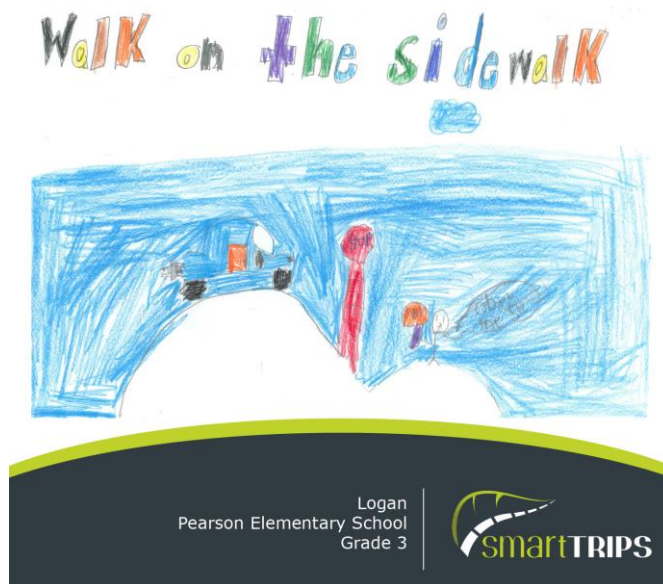
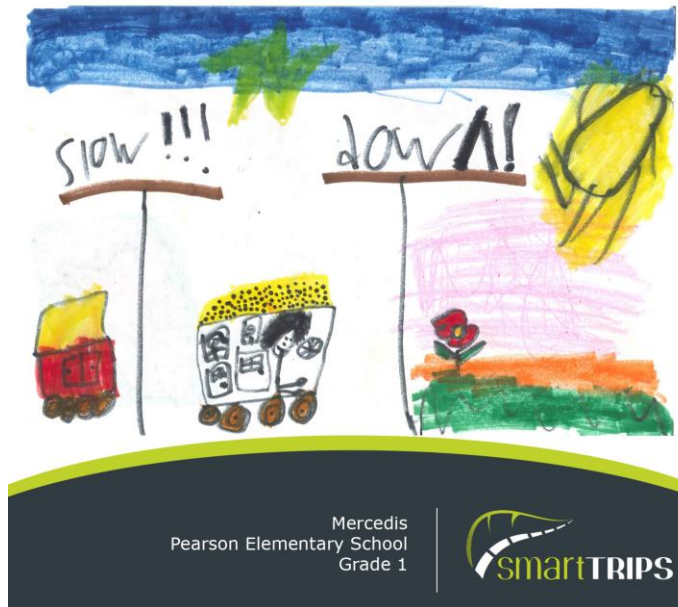
- Air Quality compiled all information and prepared the School Travel Plan document for Pearson that includes an Action Plan for the next five years. It was signed by the principal on January 21, 2016.

February 2016

- Traffic Safety Officer, Dave Gibson trained a group of 7 students for the kiss and drop valet.
- Air Quality worked in conjunction with the school committee to create the Best Route to School map. The routes were traced based on the available infrastructure and the feedback received through the mapping exercise from the Family surveys. The school committee helped to localize possible "Park and Walk stations" and provided comments and suggestions to make the map clear to the school community. The Best Route to school map was created by City staff and is included in Appendix 5.

May 2016

- Traffic Safety Officer, Dave Gibson delivered a Bike Rodeo to 167 students on May 6, 2016. Bike rodeos are fun events for students designed to teach young bicyclists the rudimentary skills they need in order to be better and safer cyclists. By learning bike handling and traffic skills, kids can enjoy bicycling more and reduce the chance of injury
- As part of ongoing efforts to improve and address the unique traffic safety challenges around the school, an Art Contest was run with the support of City staff and the school. 45 drawings were received and a city body voted on the top six drawings. Then the six digital images were printed in full colour on vinyl and mounted (signs size 20 inx18 in). SD23 installed the signs around the school.



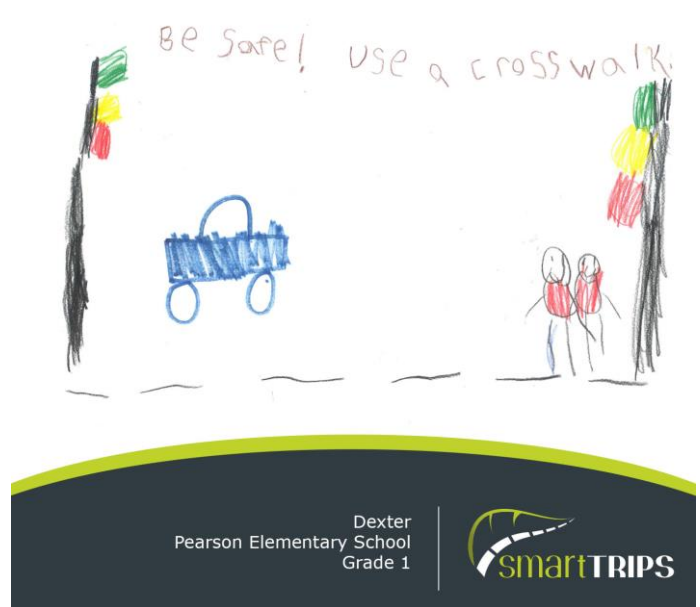
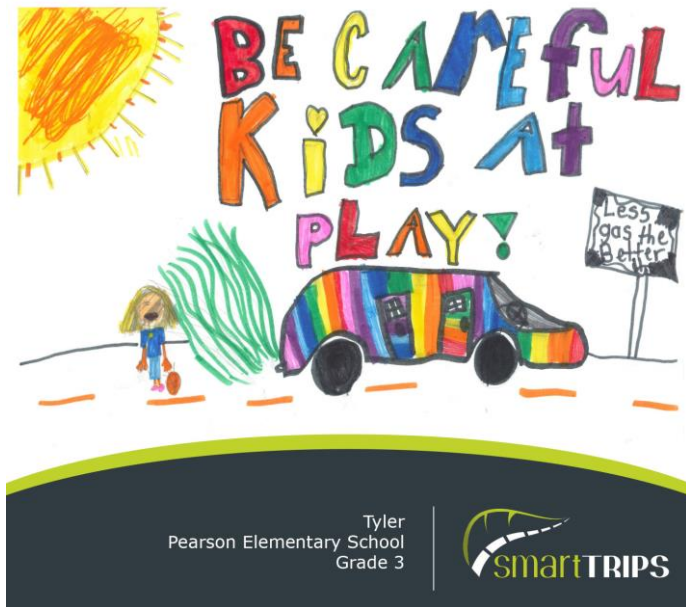


Figure 34. Art Contest Winners

The City of Kelowna order hedge trimming, replace faded School Zone signs around school and added a crosswalk and signage to improve visibility in the walkway at Pearson as planned.

October 2016

The City of Kelowna completed an analysis for the pedestrian flashing crosswalk midblock on Hollywood Road; Pedestrian flashers are not warranted so will not be installed.

The possible improvements at Finland Road will be analyzed until Hollywood Road connects north of McCurdy – currently planned for 2020.



Figure 35. New crosswalk and signage at Pearson @ Galbraith

April 2019

Shining example of our awesome community partnering with Braintrust Canada, twelve students were helmet recipients at Pearson Road elementary.



Figure 36. Helmet recipients thorough Braintrust

May-June 2019

Leathead & Franklyn

- Installation of Pedestrian Activated Flasher extension arm on south side
- Purpose:
 - Increase visibility of flasher for EB traffic, as it was previously partially obstructed by a power pole and vegetation.



Figure 37. Pedestrian Activated Flasher extension arm

Hollywood Rd at Pearson Elementary walkway crosswalk

- Installation of in-street school crosswalk sign
- Purpose:
 - Increase motorist awareness of crosswalk near school
 - Reduce speeds by placing an object in the roadway and physically narrowing travel lane



Figure 38. Installation of in-street school crosswalk sign

September-June 2017-2018-2019

Followed up school activities and offered assistance and support to implement the activities outlined in the Action Plan.

Regular maintenance like tree trimming, clear sidewalks, etc., should be sent through the City's service request, as required.

Follow-up Classroom Survey results

During the week of October 24 to October 28th, 2016 teachers performed a hands-up classroom survey. Only 4 classrooms survey out of 11 were received, reflecting travel “to” School from only 32% of the students attending Pearson. This was a significant decrease in data collected, considering we tracked 83% of the students through the Baseline surveys. Due the limited data, conclusive results after the program implementation, cannot be reached. Thus, the following results **are not representative of the school population**.

The travel mode “to” school over one full week is shown in Figure 39.

Table 11. Summary - TO School (Frequency) –Follow-up

	Walked	Walked part-way	Bicycle	School Bus	Public Transit	Carpool	Car	Other	Total
Monday	21	0	3	0	0	5	49	0	78
Tuesday	19	0	3	0	0	5	49	0	76
Wednesday	19	0	1	0	0	7	44	0	71
Thursday	25	0	1	0	0	8	46	0	80
Friday	23	0	2	0	0	5	43	0	73
Total	107	0	10	0	0	30	231	0	378
Average	21	0	2	0	0	6.25	47	0	76.3

Total Travel Mode TO School

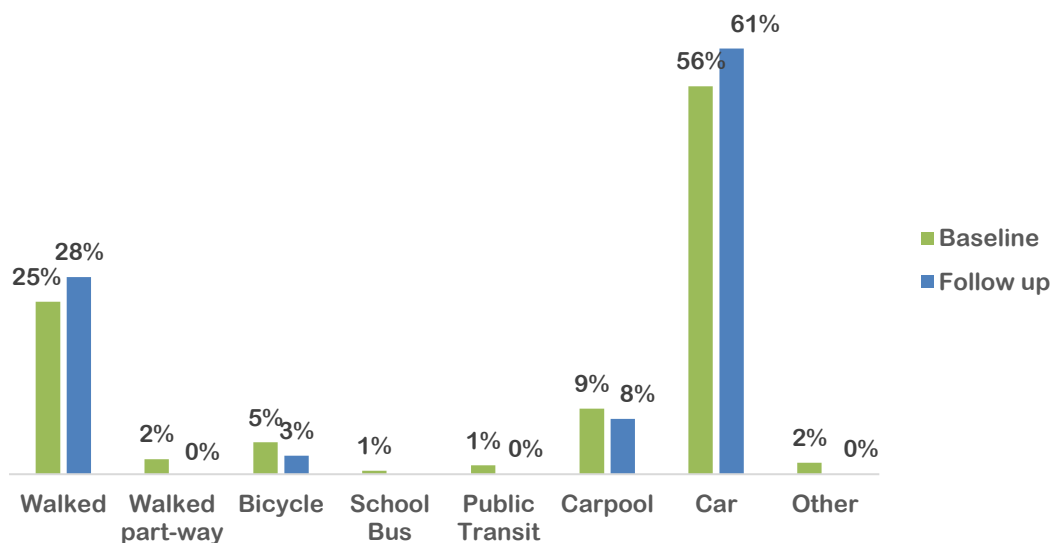


Figure 39. Total Travel Model to School -Follow-up

Follow-up surveys tracked the mode of transportation “from” school of 27% of the students attending Pearson. The travel mode “from” school over one full week is shown in Figure 40.

Table 12. Summary - FROM School (Frequency)- Follow-up

	Walked	Walked part-way	Bicycle	School Bus	Public Transit	Carpool	Car	Other	Total
Monday	20	0	3	0	0	4	51	0	78
Tuesday	19	0	3	0	0	2	53	0	77
Wednesday	22	0	1	0	0	5	43	0	71
Thursday	26	0	1	0	0	6	44	0	77
Friday	22	0	2	0	0	5	45	0	74
Total	87	0	10	0	0	22	236	0	377
Average	21.75	0	2	0	0	4.25	47.75	0	75.8

Total Travel Mode FROM School

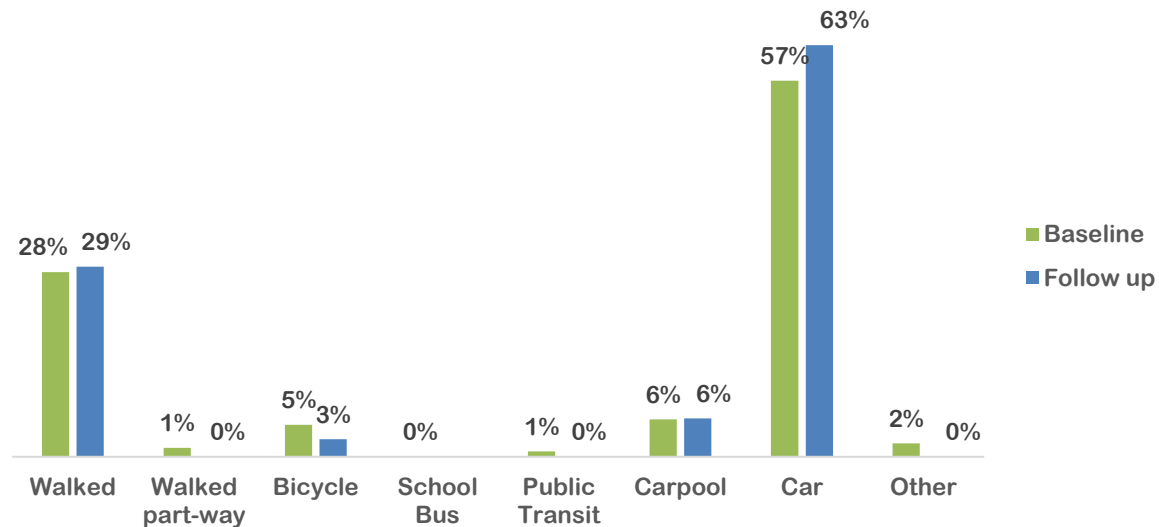


Figure 40. Total Travel Model from School-Follow-up

Follow-up Family Survey Results

Twelve family surveys were received out of 120 delivered. That means **only 10%** of Pearson Elementary families provided information. Due the minimal amount of surveys received, the follow-up data **does not reflect the school population**, but only the perceptions of 10% of the school families. Nevertheless, the follow-up data is still presented:

Did you complete the first Family Transportation Survey?

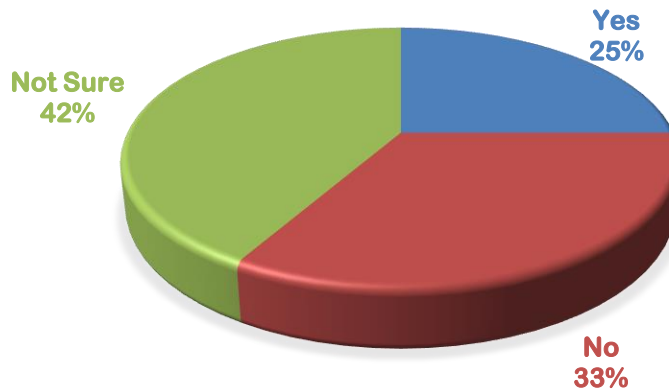


Figure 41. Did you complete the First Family Survey?

How does your child get TO school?

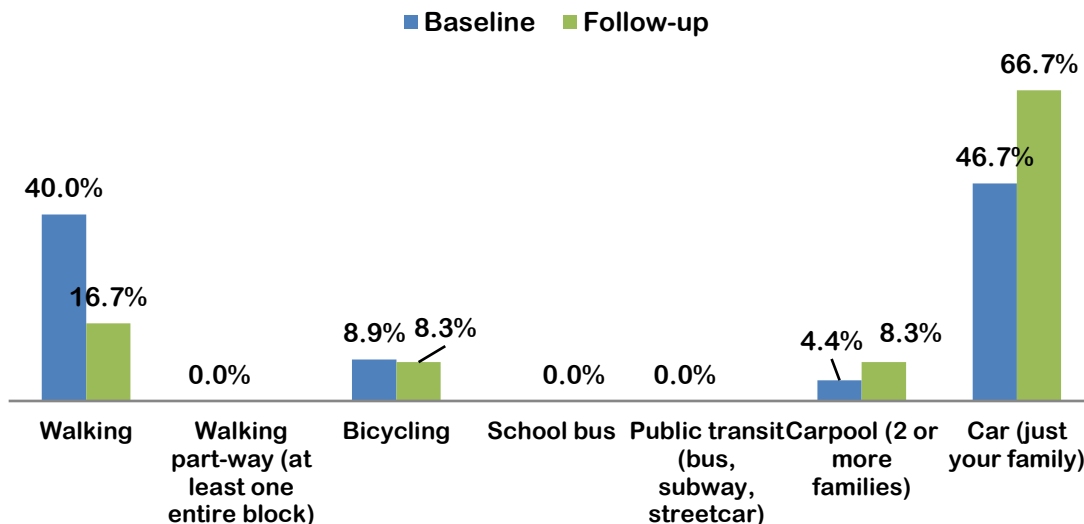


Figure 42. How does your child get to school? -Follow-up

How does your child get FROM school?

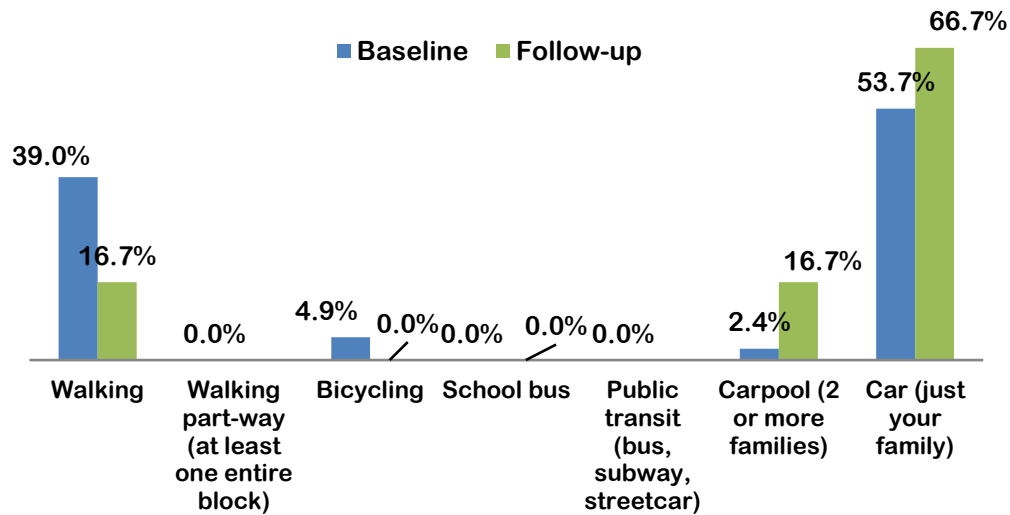


Figure 43. How does your child get from school? -Follow-up

Age distribution of each family's eldest child at the school

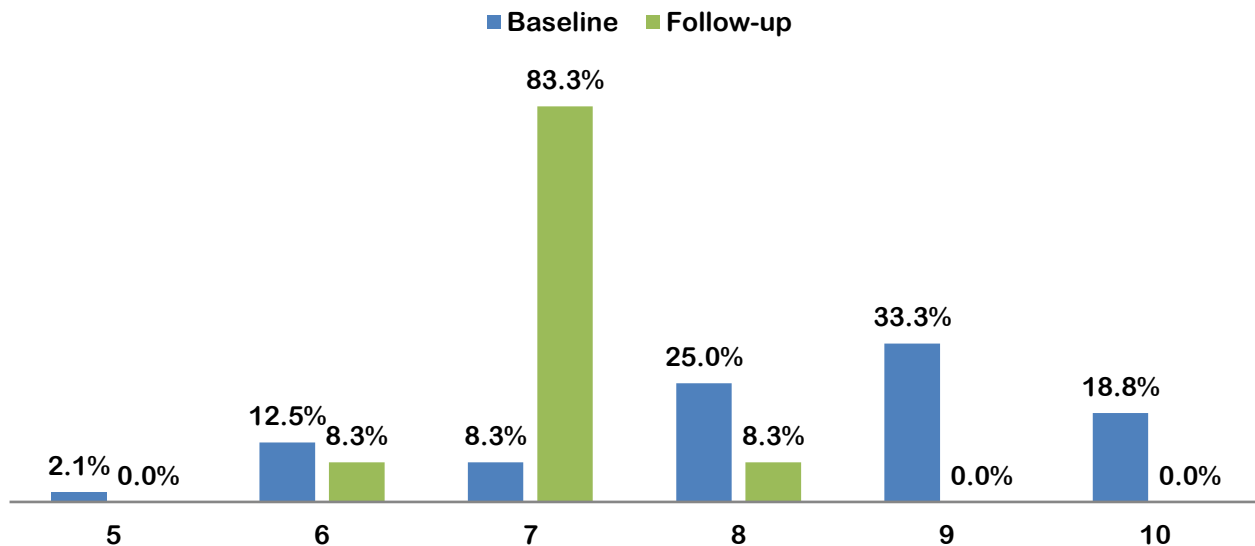


Figure 44. Age distribution of each family's eldest child at the school

Our neighbourhood is safe for children to walk to and from school

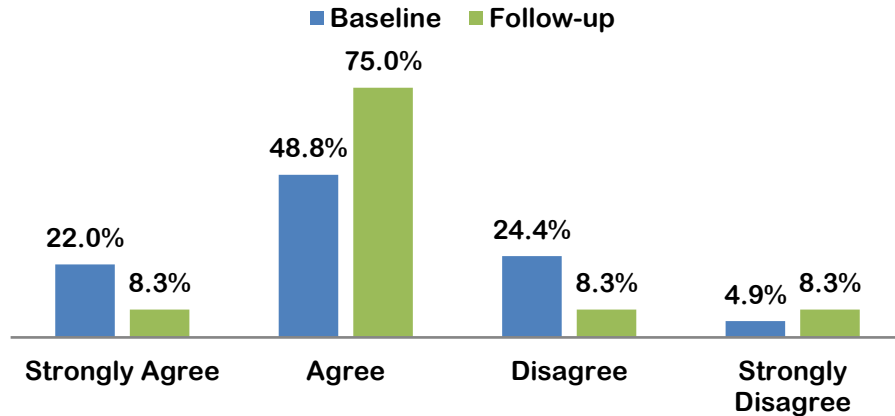


Figure 45. How safe is our neighborhood- Follow-up

If your child is usually driven to/from school, what are the main reasons why?

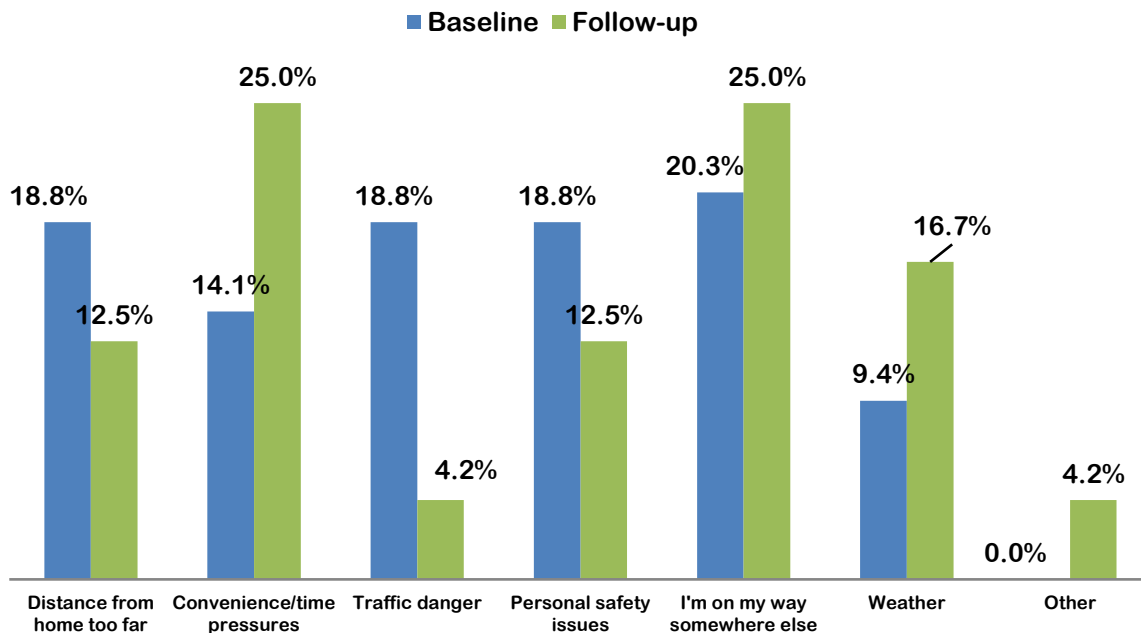


Figure 46. Main reasons given for driving kids to school- Follow-up

Reason in "Other": Go to sitter.

I would allow my child to walk to school if...

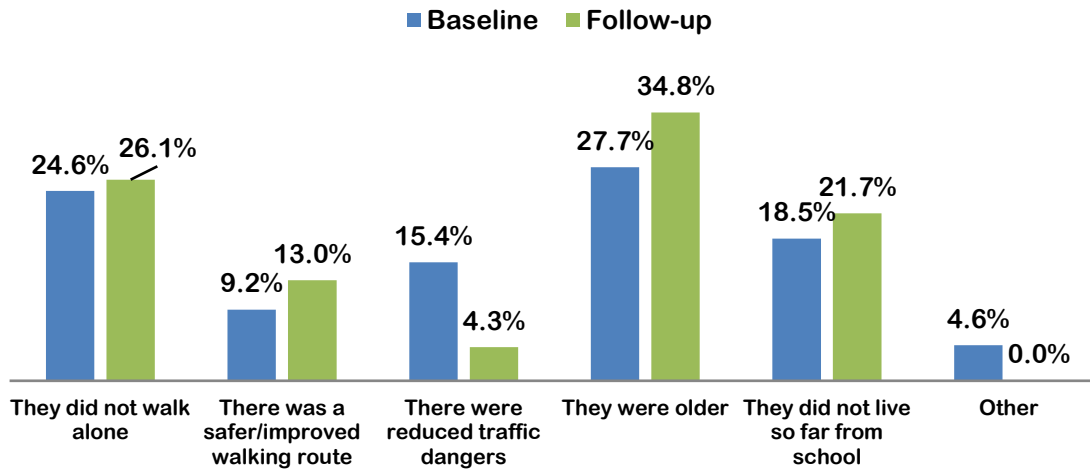


Figure 47. I would allow my child to walk to school if-Follow-up

The main issue that prevents some parents to allow their kids to walk or bike to and from Pearson Elementary is age and that they did not walk alone.

I would allow my child to cycle to school if...

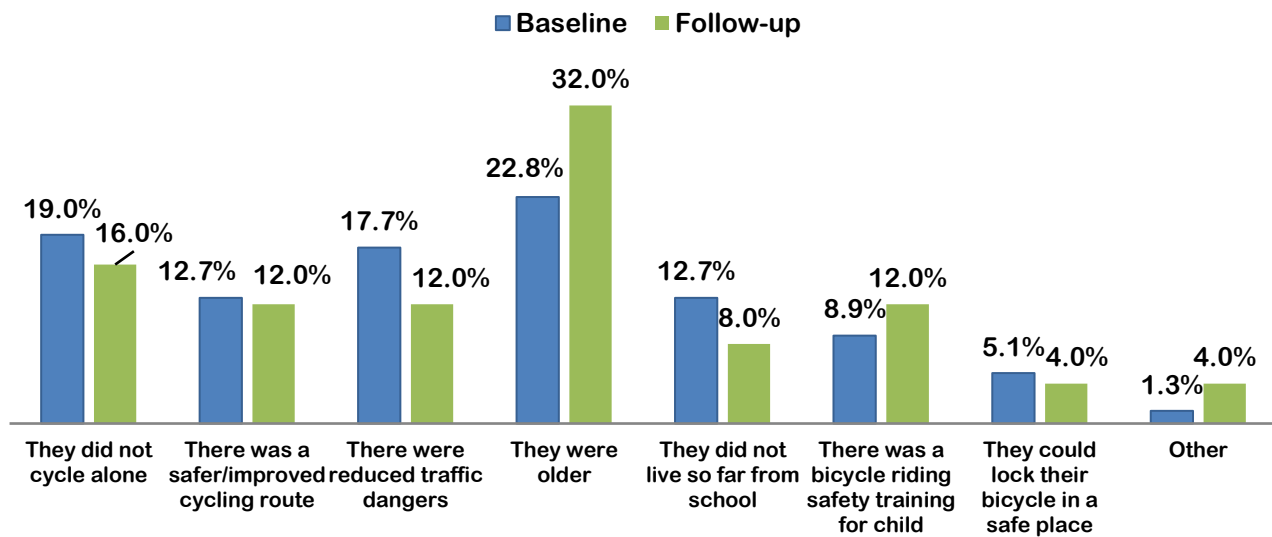


Figure 48. I would allow my child to cycle to school if - Follow-up

How does the child feel on the trip TO School

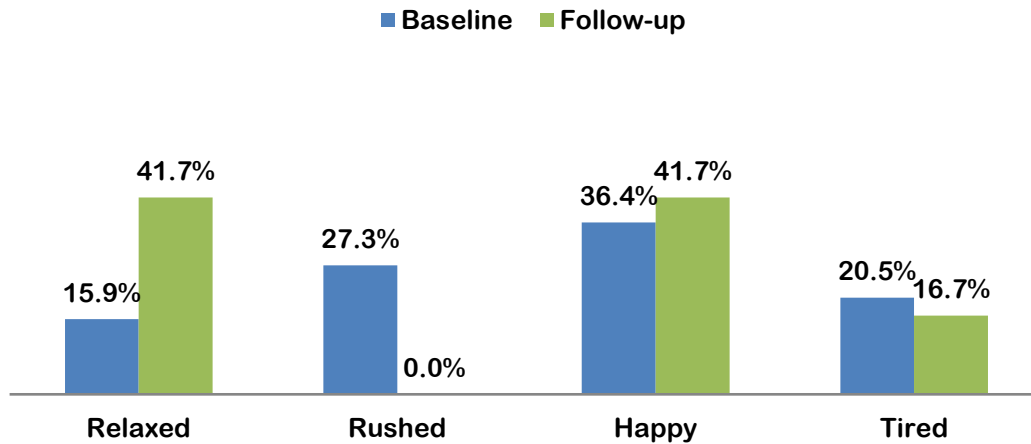


Figure 49. How does the child feel on the trip to school? –Follow-up

How does the child feel on the trip FROM School

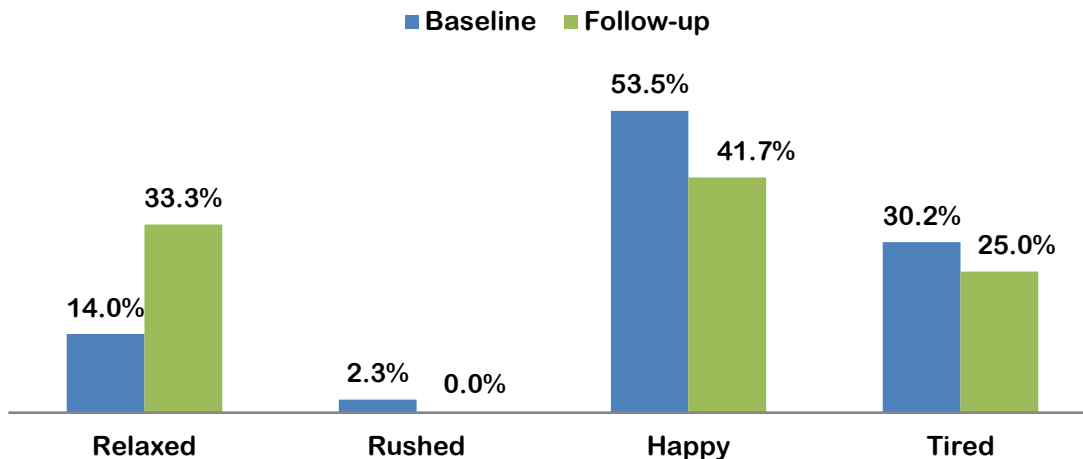


Figure 50. How does the child feel on the trip from school? Follow-up

Follow-up Only: In what ways have your family's school travel habits changed for the TRIP TO and FROM SCHOOL, since the School Travel Planning project began?

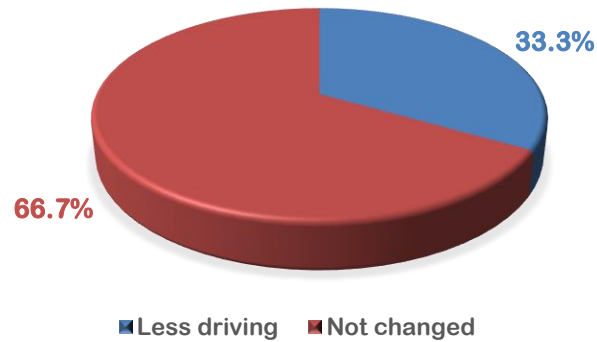


Figure 51. School travel habits changed TO and FROM school, since the STP project began?

From the families that answered the survey, thirty-three percent stated they are driving less to and from school, and 66% think they didn't change their travel habits.

Follow-up Only: If you are driving less for TRIPS TO SCHOOL, what are you/your child doing more of?

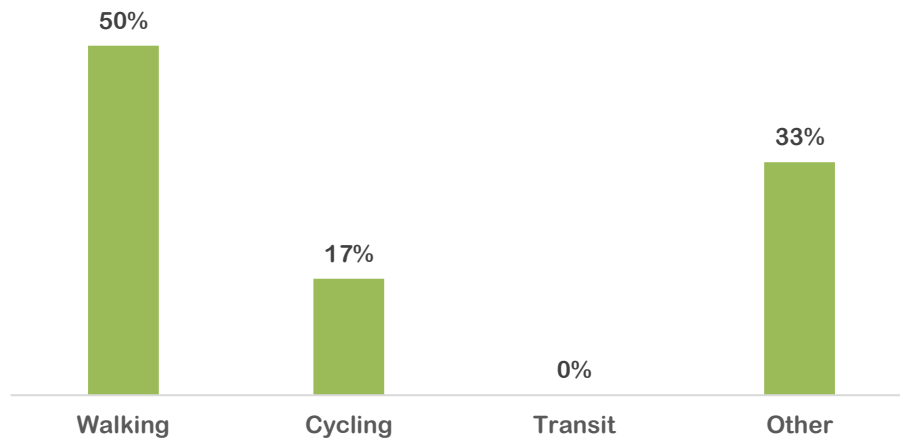


Figure 52. If you are driving less for trips TO and FROM school, what are your child doing more of?

"Other" is carpooling.

Follow-up Only: Which school travel program activities do you feel have been most effective for your family?

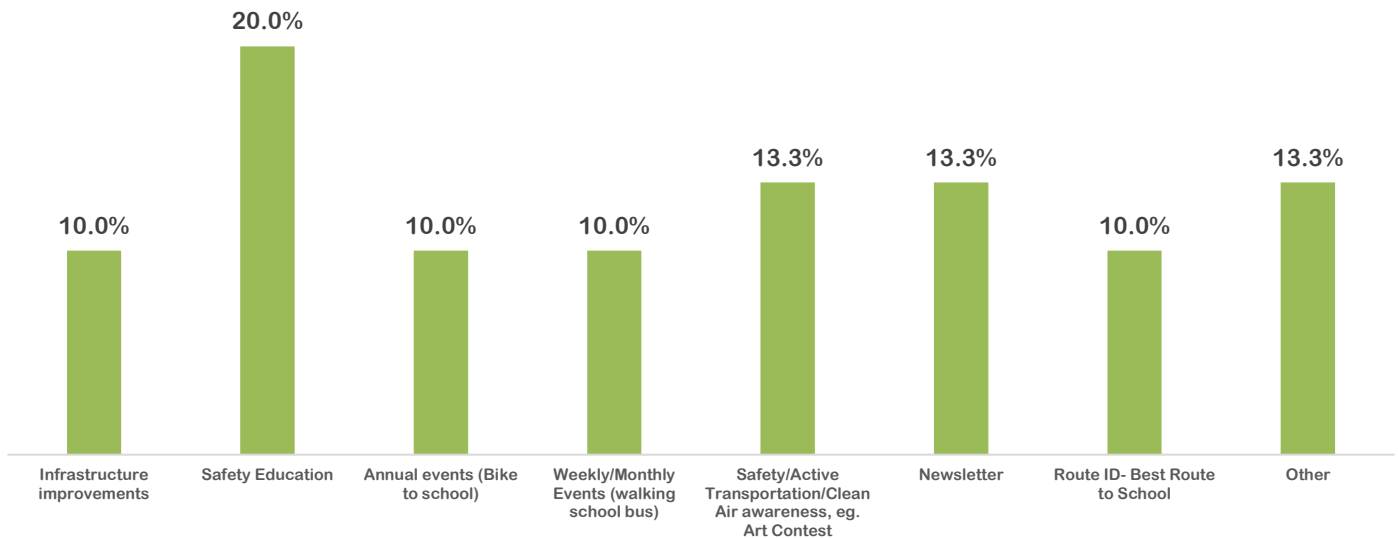


Figure 53. Most Effective School Travel Plan Activities

The most effective School Travel Activity was the Safety education provided.

Has the volume of vehicle traffic outside this school changed?

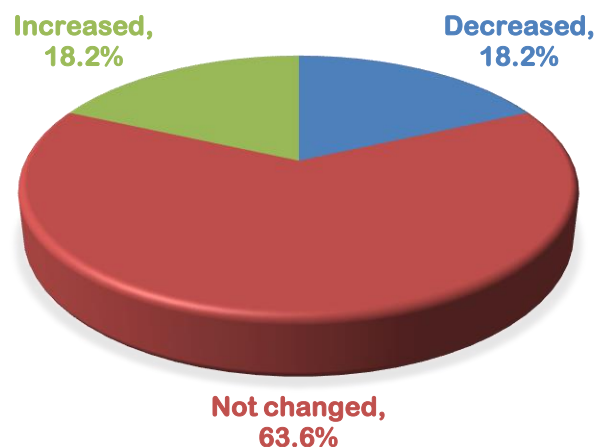


Figure 54. Has the volume of vehicle traffic outside this school changed?

What are the gender ratios of each family's eldest child at the school?

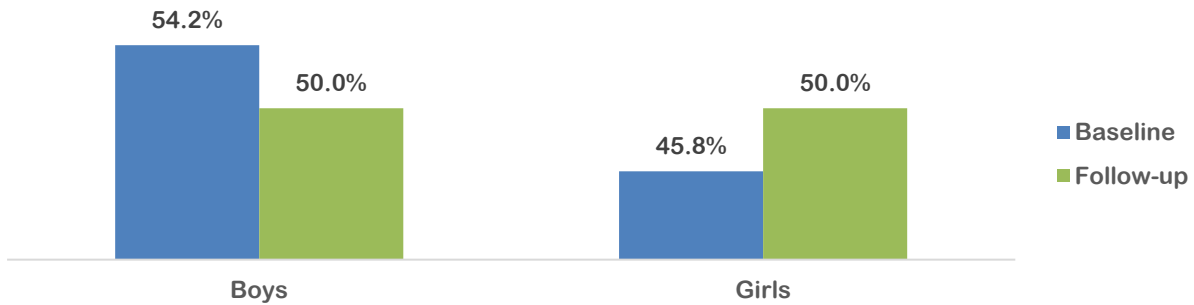


Figure 55. Gender ratios of each family's eldest child at the school

How far away from the school do you live?

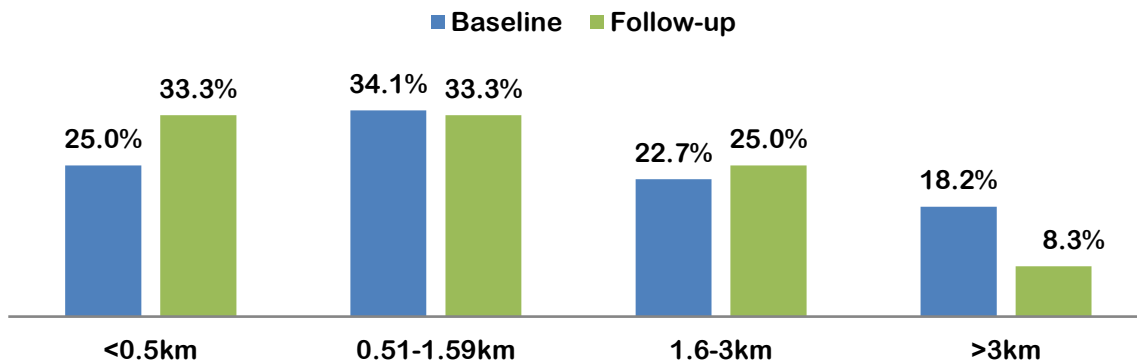


Figure 56. How far away from the school do you live?- Follow-up

Do you support ongoing School Travel Planning efforts?

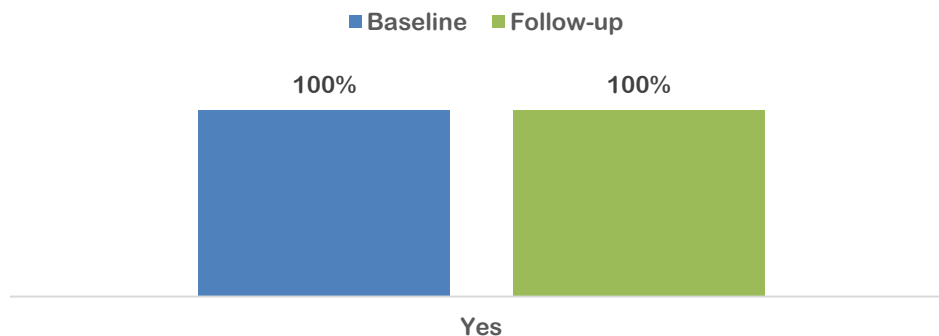


Figure 57. Do you support ongoing School Travel Planning efforts?

Conclusions and Recommendations

- Pearson Elementary has a great potential to increase the number of kids that walk to and from school. According to a GIS analysis of the student's postal codes, 54% live within 1 Km. After one year of activities, we received limited data from the classroom and family surveys and we cannot state the actual change in modes of transportation that reflects the entire school population.
- As 90% of the school committee members moved to another school within a year of the implementation, most of the school activities are pending or have been delayed. Collaboration with the school has been pursued with the new PAC over the years. The lack of volunteers is one of the main issues to implement the action plan. Nevertheless, the walking school bus was still running as of September 2018.
- Delivering The Cleaner Air Program each year to students in grades 3 or 4 would support the efforts to encourage sustainable transportation options over time. This program contains information on idling, air pollution and health facts that should be shared periodically with the school community through the school newsletter.
- Parent role model messaging should be regularly provided and reinforced through newsletters to encourage behavior change. The school committee could provide incentives to responsible parents who follow traffic rules (e.g., VIP parking for a month, gifts certificates, etc.). Knowing traffic laws and rules helps to keep the road safe for drivers and pedestrians.
- The continuation of the School Travel Planning has the support from 100% of the parents who answered the surveys in 2016. As this is a 5-year plan, a new school committee is encouraged to be integrated and renew its commitment at the beginning of every school year with the new Parent Advisory Committee (PAC) to continue the implementation of the outlined Action Plan.

Appendix 1. Statement of support

School Travel Planning Municipal Stakeholder Committee Statement of Support

I, David Widdis, representing the Central Okanagan School District No. 23, agree to participate as a member of the Municipal Stakeholder Committee for the City of Kelowna. This commitment will begin immediately and continue on an ongoing basis.

I understand that as a member of the Municipal Stakeholder Committee, my role in this project may include the following responsibilities:

- Consider the *Child and Youth Friendly Land Use and Transport Planning Guidelines* found at www.kidsonthemove.ca/documents.htm when making decisions about Action Plan items.
- Contribute in-kind staff time for meetings, data collection and implementation tasks that are relevant to my organization's existing responsibilities in the community, e.g. transportation engineering and planning departments will oversee infrastructure, police and/or bylaw officers will oversee safety and traffic enforcement, public health and school districts will guide education opportunities, etc.

David Widdis
Name



Signature

Central Okanagan School District No. 23
Organization Name

April 10, 2015
Date

Witness:

Jennifer Pearson
Name



Signature

Central Okanagan School District No. 23
Organization Name

April 10, 2015
Date

School Travel Planning Municipal Stakeholder Committee Statement of Support

I, Robyn Boffy, representing the Royal Canadian Mounted Police, agree to participate as a member of the Municipal Stakeholder Committee for the City of Kelowna. This commitment will begin immediately and continue on an ongoing basis.

I understand that as a member of the Municipal Stakeholder Committee, my role in this project may include the following responsibilities:

- Consider the *Child and Youth Friendly Land Use and Transport Planning Guidelines* found at www.kidsonthemove.ca/documents.htm when making decisions about Action Plan items.
- Contribute in-kind staff time for meetings, data collection and implementation tasks that are relevant to my organization's existing responsibilities in the community, e.g. transportation engineering and planning departments will oversee infrastructure, police and/or bylaw officers will oversee safety and traffic enforcement, public health and school districts will guide education opportunities, etc.

Robyn Boffy
Name

Royal Canadian Mounted Police
Organization Name


Signature

April 10, 2015
Date

Witness:

B. Edwards, 157
Name

Royal Canadian Mounted Police
Organization Name


Signature

April 10, 2015
Date


School Travel Planning Municipal Stakeholder Committee Statement of Support

I, Pam Moore, representing the Interior Health Authority, agree to participate as a member of the Municipal Stakeholder Committee for the City of Kelowna. This commitment will begin immediately and continue on an ongoing basis.

I understand that as a member of the Municipal Stakeholder Committee, my role in this project may include the following responsibilities:

- Consider the *Child and Youth Friendly Land Use and Transport Planning Guidelines* found at www.kidsonthemove.ca/documents.htm when making decisions about Action Plan items.
- Contribute in-kind staff time for meetings, data collection and implementation tasks that are relevant to my organization's existing responsibilities in the community, e.g. transportation engineering and planning departments will oversee infrastructure, police and/or bylaw officers will oversee safety and traffic enforcement, public health and school districts will guide education opportunities, etc.

Pam Moore
Name


Signature

Interior Health Authority
Organization Name

April 10, 2015
Date

Witness:

Mike Adams
Name


Signature

Interior Health Authority
Organization Name

April 14, 2015
Date

Clean Air and Safe Routes 4 Schools
School Travel Planning
School Agreement

I, Robert Zoppi, Principal, agree on Pearson Road Elementary School's behalf, that we will participate in the School Travel Planning. I understand that the School Travel Planning process will begin immediately and continue on an ongoing basis—the first year being the most intensive with implementation continuing in year two and beyond. We have secured the support of the Parent Advisory Council to participate in this project.

I understand that our school will have the following responsibilities:

- Participate fully in the five-step School Travel Planning process.
- Contribute in-kind staff time for data collection, meetings and implementation tasks.
- Allow select students to participate in meetings and assist with implementation.
- Provide meeting space as needed.

School Principal:

Robert Zoppi
Name

Pearson Road Elementary School
School Name


Signature

May 19, 2015
Date

School Travel Planning Municipal Stakeholder Committee Statement of Support

I, Jerry Dombowsky, representing the Sustainable Transportation Partnership of the Central Okanagan, agree to participate as a member of the Municipal Stakeholder Committee for the City of Kelowna. This commitment will begin immediately and continue on an ongoing basis.

I understand that as a member of the Municipal Stakeholder Committee, my role in this project may include the following responsibilities:

- Consider the *Child and Youth Friendly Land Use and Transport Planning Guidelines* found at www.kidsonthemove.ca/documents.htm when making decisions about Action Plan items.
- Contribute in-kind staff time for meetings, data collection and implementation tasks that are relevant to my organization's existing responsibilities in the community, e.g. transportation engineering and planning departments will oversee infrastructure, police and/or bylaw officers will oversee safety and traffic enforcement, public health and school districts will guide education opportunities, etc.

Jerry Dombowsky
Name

Sustainable Transportation Partnership of the Central Okanagan
Organization Name


Signature

April 10, 2015
Date

Witness:

Ron Westlake
Name

Sustainable Transportation Partnership of the Central Okanagan
Organization Name


Signature

April 10, 2015
Date

Appendix 2. Walkabout Findings and Family Survey comments

The Walkability Checklist	Findings by School and Municipal Committees
School Site	Speeding seems to be a problem on Leathead and McCurdy (need speed watch); Angle parking on Pearson; Cars backing into traffic.
Parking lot, or on road parking at school	
Is there potential for vehicle and pedestrian conflict?	In Parking Lot: Need the Arrow on Kiss & Drop sign changed; Upper Pearson (east) Galbraith & Jocelynn; Vehicles roll onto sidewalk over rolled curbs; Cars angle parking on Pearson have to back out onto traffic; Crosswalk Franklyn & Leathead moved.
Is traffic flow clearly signed? (on ground and on signs)	Yes; No ground signs= need arrows on ground; Yes valet parking, Kiss n Drop works well; Alley Kiss n sign needs to be changed; Not in all directions; Galbraith/Pearson Rd children unseen, can't see walkway.
What is the parking and driving behaviour of driving parents and staff?	Parents parking in front of driveways waiting for pickup; Use kiss n drop to educate parents; Back out onto road from entrance; Many rolling stops at the 4 way stop; Need crosswalk & signage, sidewalk doesn't align (shrubs-chopped).
How do children access the school from parked vehicle? (do they use a crosswalk, is one available?)	Kiss n Drop; Not always; Valet Parking; There should be an adult out at the valet stations with two students.
Is there parking lot supervision?	No; Should have one, none observed; No supervision! The adult (referenced above) could keep an eye on the parking lot also.
Facilities for walkers on the street next to the school site	
Number and position of safety patrollers, adult and/or student, if any. If they are not currently organized, are they needed?	Did not notice any for walkers; need education; Child valet service; None observed; 2 Students; Galbraith, Jocelyn Crt, Pearson Rd (E); Traffic safety officer Dave Gibson could come to the school and teach pedestrian safety.
What are the sight distances from school crossing to road curves, blind corners, or school and transit bus zones?	Pearson Walkway – Crosswalk; Walking out to Galbriath & Josselyn Ct. Sitelines, high hedges, crosswalks road; Blind corner at walkway.
How is the placement of the school crossing in relation to driveways and bus loading zones?	Recommendations: Identify a safe walking/cycling route to create volunteer walk/cycle school bus. Use of educational resources on individual carbon footprinting.
Are there sidewalks?	Yes; Yes, poor snow clearing is a huge problem in winter; Leathead & Franklyn crosswalk on both sides? Wrong side for school & city bus stop (crosswalk across Leathead should be placed on east side of intersection); Yes, conflict at Franklyn & Leathead with x-walk; Parent education on health benefits to increasing physical activity for children.

Walking paths to the school	
Where are the access points for students?	Access points: Galbriath/Pearson Rd - walkway is hidden path is overgrown with shrubs, no x-walk; North end alley entrance 2 entrances at student drop off.
Is there potential conflict with vehicles?	Walkway comes out onto streets or in alleys & not well marked; East end of parking lot where alley meets with walkway.
Is the lighting adequate along walkways?	No lighting in walkways (mobile home park across at McCurdy) Galbriath/Pearson walkway.
What is the maintenance of walkways, i.e. snow and ice removal; mud, puddles; holes needing filling?	
Can routes from backfields, adjacent parks, be used year-round?	Not in winter, spring or fall.
Bicycle facilities	
Bike racks: do they exist? Are they secure, sheltered?	Yes, clean up weeds in area; Top cover to protect bikes from heat; No shelter, poor maintenance; need maintenance, cover for shade.
Is there potential for conflict with vehicles to access the bike storage area?	People stopping/packing in, no stopping in front of entrance; Yes, coming out of bike area.
School Bus/After School Care Loading Zone	
Where do students wait for busses, and for how long?	Not observed; No buses; No busing.
What type of supervision is employed?	
How many busses, vans and special needs transportation vans/busses access the school?	Boys & Girls, and Green Gables
Are there ramps, any special entrances or accommodations for differently-abled students?	None
Further items to look for	
Emergency vehicle access	No
Location of garbage dumpsters and other school maintenance equipment	Good
No-idling signage	Present, but not followed; Along laneway; Yes.
For waiting students and families:	
Shelter from inclement weather/shade	Need shade on west side of school; No shade; Roof overhang along school wall; No shelter.
Play area	Raking of wood chips under swings, looking for hidden items; Safety; No shelter.
Natural landscape	No landscaping on grounds; No
In Areas Surrounding School Site	
Walking facilities and traffic observations	

How far do sidewalks extend around the school and into the surrounding community?	Sidewalk alignments need to be better without criss-crossing; Sidewalk in parking lot narrow, with cars parking , narrows the sidewalk even more, forces children to walk in the parking lot; Sidewalk access good.
What is the type, volume, speed, noise and pollution of traffic on surrounding streets—perceived and real (the municipality might have volume and speed counts).	Speeding on McCurdy, Leathead & Hollywood; Observed several speeding vehicles; Busy area, perceived speeding, Leathead & McCurdy.
Are there heavy trucks? Are there problem areas where a heavy truck might mount the sidewalk to turn at an intersection?	None observed; On McCurdy; McCurdy & Leathead.
Are there on-street signs that indicate to drivers they are approaching a school zone? Are they visible?	Visibility of school zone sign of McCurdy; Some need tree clearing to see signs; Some signs are blocked by tree branches; Yes.
Timing of traffic lights? Do they allow enough time for small children to cross safely?	Flashing light Franklyn & Leathead has a delay which children need to be educated to be aware of; Not an issue.
Alternative safe parking locations	
Is there an area away from the school to suggest for distant driving families to safely park to take part in a walk-a-block-or-two scheme?	No
Bicycle facilities	
Are bike paths or lanes suitable for families?	Poor connection of paths to the school; Poor connection to school especially in front of school some people don't yield to kids tun; Poor maintenance of pathways on Leathead & McCurdy; Ok; Not directly into school bike lane.
Are best cycle routes identified?	Need better marking for multi-use paths; None observed; No signage observed; Not yet?
Non-traffic related items to consider	
Types of buildings surrounding school: residential, recreational, commercial, industrial	Residential; All; Residential, commercial, industrial.
Location of other public spaces near school: parks, community centres, libraries, churches	JW Hall gated parking lot
Number of shade trees on streets	Not enough; Ben Lee Park; Not great, no shade.
Green space vs. concrete space	School needs trees for shade; Need more green on the school grounds; Lack of green space.
Graffiti on buildings	No graffiti
Physical state of the sidewalks	Need widening & cement stops; Too narrow; Good.
Size of the sidewalks	Wider; Some too narrow; 1.5m basic width; Narrow for stroller.
Garbage along the routes to school	Not a problem
Obstructions on the sidewalks	Lots of overgrown shrubs
Block Parent or Neighbourhood Watch community—if so, where are Block Parents located?	
Potential or known areas where crime, bullying, loitering or intimidation is possible	Walkways
General Comments	

Additional Comments from Family Surveys

Location 1	Description	Location 2	Description
Laneway onto Renshaw	Missing stop line and stop sign. Drivers don't stop before sidewalk.	Speeders around Renshaw corner	Cars come around the corner and accelerate around the corner. It would be nice to see speed enforcement or some sort of signage or lines on the road to remind drivers that it's a 30 km/hour zone
On Hollywood Rd the crosswalk to path leading to school	Very often cars don't stop at all or even slow down.	On Hollywood Rd the crosswalk to path leading to school	Just passed the crosswalk an alley access lane on the right - traffic comes out of there and the driver does not even see you! Sunlight issue? There should be flashing crosswalk lights there.
Crosswalk Sumac Rd	People not stopping for people at crosswalk. But they just put up a crosswalk light but not working yet.		
Leathead Rd	Need better crossing signs. 4 way road is unsafe for children.	Franklyn	Speed is high, posted speed 30, people are easily 60-70km. Need sidewalk, and there is only one way sidewalk to school.
Franklyn Rd near Leathead Rd	Traffic, speed. Traffic, speed, no lights at crosswalk. Fast traffic needs flashing light for kids to be crossing. Busy street no lights to cross unless you go to Hollywood Rd.	Leathead & Hollywood Rd	Cars speed off after the light on Hollywood Rd
Benlee Park	Sometimes dangerous activity in the Park.	Crosswalk at Leathead & Franklyn	Cars sometimes don't stop. No sidewalk on the left side of the road and it is hard to get to the side with the crosswalk because the intersection is so busy.
Hollywood & McCurdy	Crosswalks unsafe cars do not pay attention; City is putting in new crosswalk lights. Often vehicles are speeding	Hollywood & Pearson	Would be nice to have crosswalk guard to ensure kids make it across safely.
Tartan & Pearson	No crosswalk across Tartan. Lots of students walk this way to school.		Crosswalk needs improvement, cars do not stop.
Turn left on Pearson Rd	Walk through walkway	Two way stop at Pearson Rd	Crossing to turn into the School.
Exit from school parking lot	Cars don't let walking kids cross first.	Hollywood Crosswalk	Cars not stopping, speed. Lack of unsupervised pedestrian crossings.
Rutland Road	Lack of driver attention-in a hurry-not noticing, going too fast not stopping for pedestrians.	McCurdy	Long straight road - drivers move down it and hurry onto it from side roads.
Highway 22	Too Busy!	Rutland Rd	Too Busy!
We live in West Kelowna; we will never walk to school.		Car 5 min Walk 29 min Bicycle 9 mins Transit 20 mins	Too far, not safe, too many turns. Traffic speed unsafe. Too long to wait for transit.

Appendix 3. Classroom Survey

Clean Air and Safe Routes 4 Schools

School Travel Planning

City of Kelowna
City of West Kelowna
District of Lake Country
District of Peachland
Westbank First Nation
Regional District of Central Okanagan



Classroom Survey

Pearson Elementary School

Please complete this survey using **hands-up**.

Grade: _____ Room/Class #: _____ # Students: _____

Teacher: _____ Dates: _____

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

	Weather Example: Rainy/6C	Walked	Walked part-way*	Bicycle	School Bus	Public Transit	Carpool (2 or more families)	Car (Just my family)	Other?	Total (students per day)
Mon										
Tues										
Wed										
Thurs										
Fri										
Sub Total										
Daily Avg= Sub Total/5										

*Walked at least one entire block.

Ask students: “How will you travel from school today?”

	Weather Example: Sunny/25C	Walked	Walked part-way*	Bicycle	School Bus	Public Transit	Carpool (2 or more families)	Car (Just my family)	Other?	Total (students per day)
Mon										
Tues										
Wed										
Thurs										
Fri										
Sub Total										
Daily Avg= Sub Total/5										

*Walked at least one entire block.

Appendix 4. Baseline and Follow-up Family Survey

Please include the date (month/day/year) that you filled this survey out (e.g. Oct/11/2015): _____/_____/_____

Please answer the questions thinking about your **eldest** child attending this school. If more than one child brings a survey home, please **complete one only**.

1a. How does your child usually get to and from school? (Choose **one** in each column. If he/she uses two, e.g. *walking* and *bus*, choose the one he/she spends the most **time** doing.)

	TO school from home	FROM school to home or after-school program
Walk	<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 (bus)	<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) _____

1b. If your child takes the school bus or public transit, how many minutes does he/she walk each day (i.e. to get to and from the stop)?

Number of minutes: _____

1c. Was the travel FROM school to an after-school program?

☐ Yes ☐ No

2a. Do you usually accompany your child to school?

☐ Yes ☐ No

2b. If yes, how do you usually feel on the trip to school? (Please circle **one** word).

- | | |
|-----------|---------------------------|
| • Relaxed | • Frustrated |
| • Rushed | • Other (please describe) |
| • Happy | _____ |

3a. What is the age and sex of the child you are answering this survey for?

Age: _____ sex: ☐ Boy ☐ Girl

3b. How many of your children go to this school? _____

4. How far away from the school do you live? If you are not sure, check Google Maps (<https://maps.google.ca/>)

If you are unfamiliar with Google Maps, instructions can be found at: http://bit.ly/qmaps_instructions.

☐ Less than 0.5 km ☐ 0.51 to 1.59 km ☐ 1.6 to 3 km ☐ Over 3 km

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

5a) According to where you live, please trace on the attached map your walking/biking route to school.

Regardless if you drive your child to school, in the attached map, mark with a highlighter the route that you/your child would take if walking (or biking), **NOT** the route that you drive to school. **If possible, please complete the map while walking with your child to school.** Identify any locations that are of concern to you from a walker perspective with a number (e.g. 1, 2, 3) and describe these in the table below.

5b) 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, lack of sidewalks, unsafe street, traffic speed, etc.
1.	
2.	
3.	

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

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

If your child is usually driven to or from school, please complete questions 7-9. If not, please skip to question 10.

7. What are the main reasons your child is **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 (no sidewalks, crosswalks-explain) _____

8. I would allow my child 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 to **cycle** to school if... (Choose up to three)

- ☐ He or she did not cycle alone

- ☐ There was a safer or improved cycling route
- ☐ There were reduced traffic dangers
- ☐ He or she were older
- ☐ He or she did not live so far from school
- ☐ He or she received bicycle safety training
- ☐ He or she could lock the bicycle in a safe place
- ☐ Other (explain) _____

Everyone continue at question 10 below.

10. The next question is for the **ELDEST child** at this school and for comparison purposes; before and after any plans or STP program implementation. Please ask your child the following question: What feelings do you have most of the time when you are travelling to school and from school? Please only circle **one** word in each column.

a) Trip TO school:

- Relaxed
- Rushed
- Happy
- Tired

b) Trip FROM school:

- Relaxed
- Rushed
- Happy
- Tired

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

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

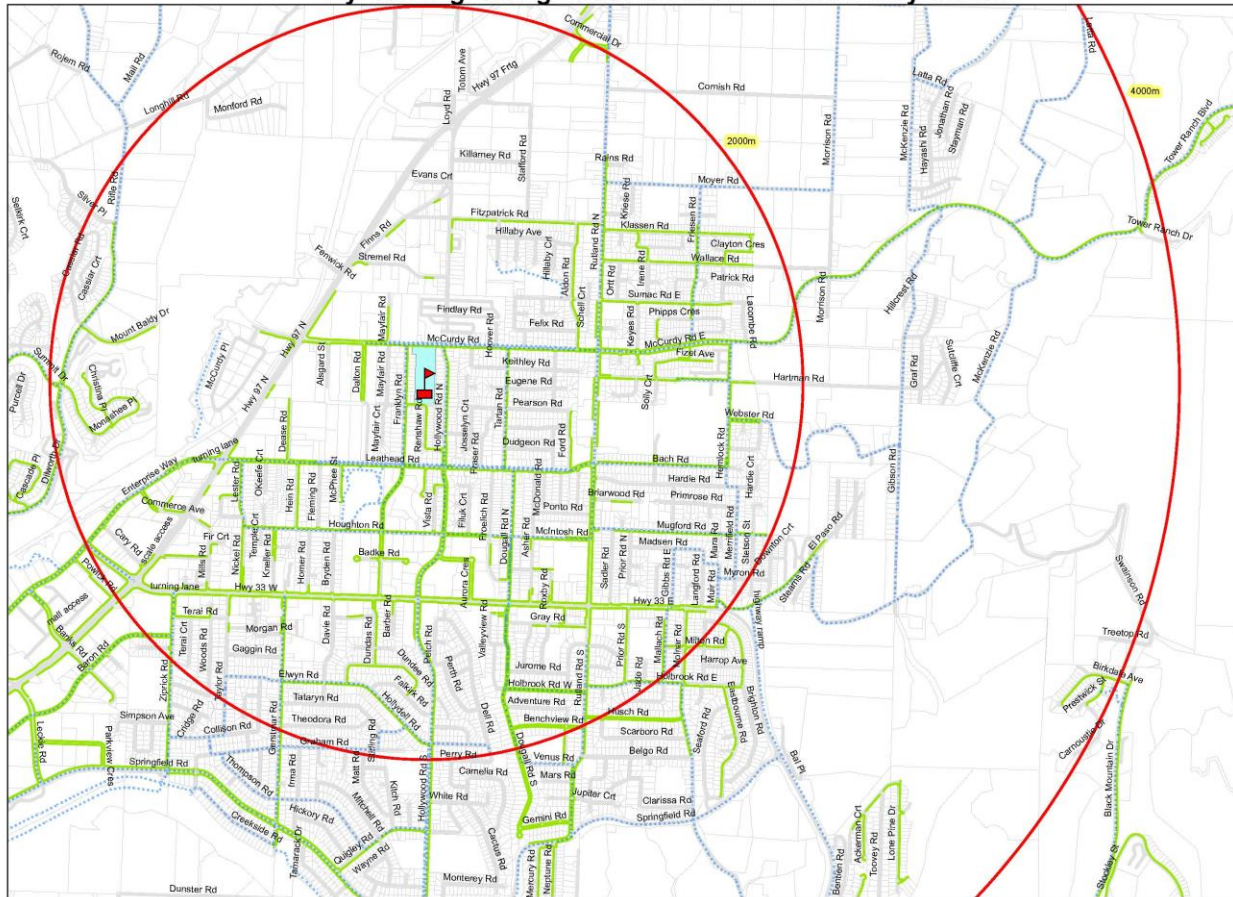
☐ YES

☐ NO

13. If you would like to help with School Travel Planning efforts at your school (for example, serve on the School Travel Planning Committee or help put STP plan ideas into action), please contact _____ at _____@_____ or provide your name, telephone number and email below:

**THANK YOU FOR YOUR TIME. PLEASE HAVE THIS SURVEY COMPLETED AND
RETURNED TO SCHOOL BY _____**

My Walking/Biking Route to Pearson Elementary School



Regardless if you drive your child to school, mark with a highlighter the route that you/your child would take if walking or biking. **NOT** the route you drive to school.

If possible, please complete the route while walking with your child to school.

This map was printed on paper size 11x17"

Clean Air and Safe Routes 4 Schools

School Travel Planning

Follow-up Family Survey

Pearson Elementary

Please include the day (month/day/year) that you filled this survey out (e.g. Oct/16/2016): ____/____/____

Please answer the questions thinking about your eldest child attending this school. If more than one child brings a survey home, please complete one only.

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

YES NO NOT SURE

2a. How does your child usually get to and from school? (Choose **ONE** in each column. If he/she uses two, e.g. *walking* and *bus*, choose the one he/she spends the most time doing.)

	TO school from home	FROM school to home or after-school program
Walk	<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 (bus, subway, streetcar)	<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) _____

2b. **If your child takes the school bus or public transit**, how many minutes does he/she walk each day (i.e., to get to and from the stop)?

Number of minutes: _____

2c. Was the travel FROM school to an after-school program?

☐ Yes ☐ No

3a. Do you usually accompany your child to school?

☐ Yes ☐ No

3b. If yes, how do you usually feel on the trip to school? (Please circle **ONE** word).

• Relaxed

• Frustrated

• Rushed

• Other (please describe)

• Happy

4a. What is the age and sex of the child you are answering this survey for?

Age: _____ sex: ☐ Boy ☐ Girl

4b. How many of your children go to this school? _____

5. How far away from the school do you live? If you are not sure, check Google Maps <https://maps.google.ca/>
If you are unfamiliar with Google Maps instructions can be found at: http://bit.ly/qmaps_instructions.

☐ Less than 0.5 km ☐ 0.51 to 1.59 km ☐ 1.6 to 3 km ☐ Over 3 km

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

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

If your child is usually driven to or from school, please complete questions 7-9. If not, please skip to question 10.

7. What are the main reasons your child is **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 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 to **cycle** to school if... (choose up to three)

- ☐ He or she did not cycle alone
☐ There was a safer or improved cycling route
☐ There were reduced traffic dangers
☐ He or she were older
☐ He or she did not live so far from school
☐ He or she received bicycle safety training
☐ He or she could lock the bicycle in a safe place
☐ Other (explain) _____

Everyone continue at question 10 below.

10. The next question is for the ELDEST child who brought this survey home. Please ask your child the following question: What feeling do you have most of the time when you are travelling to school and from school? Please only circle **ONE** word in each column.

a) TO school:

Relaxed

Rushed

Happy

Tired

b) FROM school:

Relaxed

Rushed

Happy

Tired

11a. In what ways have your family's school travel habits changed for the TRIP **TO** SCHOOL, since the School Travel Planning program began?

☐ less driving (e.g. more carpooling, walking, cycling, taking public transit, etc.)

☐ not changed

☐ more driving

Comments: _____

11b. If you are driving less for TRIPS **TO** SCHOOL, what are you/your child doing more of?

☐ Walking

☐ Cycling

☐ Transit

☐ Other: (explain): _____

12a. In what ways have your family's school travel habits changed for the TRIP **FROM** SCHOOL, since the School Travel Planning Program began?

☐ less driving (e.g. more carpooling, walking, cycling, taking public transit, etc.)

☐ not changed

☐ more driving

Comments: _____

12b. If you are driving less for TRIPS **FROM** SCHOOL, what are you/your child doing more of?

☐ Walking

☐ Cycling

☐ Transit

☐ Other: (explain): _____

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

☐ decreased

☐ not changed

☐ increased

Comments: _____

14. Which school travel program activities do you feel have been most effective for your family?

(Check all that apply.)

- ☐ Safety education, e.g. Safety Presentation on Pedestrian and personal safety during school assembly
- ☐ Annual community events, e.g. IWALK,, Bike to School Week, Bike Rodeo
- ☐ School weekly or monthly events, e.g. activities using the Safety Flashing pedometers
- ☐ Newsletter
- ☐ Identification of best routes to school
- ☐ Infrastructure improvements, e.g. signage
- ☐ Crossing Guards
- ☐ Other _____

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

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

☐ YES

☐ NO

17.If you would like to help with School Travel Planning efforts at your school (for example, serve on the School Travel Planning Committee or help put STP plan ideas into action), please contact _____ at _____@_____ or provide your name, telephone number and email below:

**THANK YOU FOR YOUR TIME. PLEASE HAVE THIS SURVEY COMPLETED
RETURNED TO THE SCHOOL BY _____**

Appendix 5. Best Route to Pearson

Best Routes to School

City of Kelowna
City of West Kelowna
District of Lake Country
District of Peachland
Westbank First Nation
Regional District of Central Okanagan



Pearson

smartTRIPS

Parents are encouraged to read this to their kids to teach them about getting to school safely!

KIDS, BE STREET S.M.A.R.T.!

SIDEWALKS:

Use sidewalks! Stay on the inside edge, and stand away from the edge when you want to cross the street. If there is no sidewalk, walk facing traffic so that you can see oncoming vehicles.

MUSIC:

If you are listening to music, remove one earpiece before crossing the street or walking in an unfamiliar neighbourhood.

ATTENTION:

Watch out for moving vehicles backing out of driveways, back alleys, and in parking lots.

ROAD CROSSING:

Always cross at an intersection or crosswalk. To cross safely, make eye contact with the drivers in all lanes to make sure they are stopped.

TEAM UP:

It's safer and more fun to walk to school with family or friends and good exercise too.

Neighbourhood Safety Tips

TRANSIT

Parents and children can take a bus route route together a few times before the kids go solo. Ask the bus driver if you have questions.

SAFETY IN NUMBERS

Team up with another parent or neighbour to share the responsibilities of walking to and from school. If students are older, encourage them to walk with friends or older siblings.

AWARENESS AND INDEPENDENCE

Teach your children how to stay safe by identifying friendly neighbours or safe public places. Warn them about high traffic areas or corners that might hide hazards. Exploring and teaching kids about your community and city at a young age are lessons that will help them travel safer.



S.U.P.E.R. Bike Safety

Practice these bike safety tips at all times when riding your bike!

Signs: Use your hand signals when riding your bike and obey traffic signs.

Use caution: Leave space when riding next to parked cars and watch out for doors swining open. Wear light or bright coloured clothing, bike lights and reflectors, so you can be easily seen.

Protection: Wear your helmet when riding your bike - it's the law.

Eye contact: Make eye contact with other road users (drivers and pedestrians) to improve safety for everyone.

Right hand side: Ride your bike single file and as far to the right hand side of the road as possible. Use bike lanes if they are available.



Beware of strangers!

- When you are out with your family, identify safe places where you can ask for help if needed. It might be a neighbour or a friend's house or maybe a safe place you can go.
- If your family uses a safety password, practice and remember that special word.
- Don't ever go anywhere with a stranger!



Park & Walk

Families who are unable to walk all the way to school can still contribute to improved traffic safety and healthy schools. Park at your school's designated area or, park legally on a street away from the school. Walk the last few blocks with your children, allowing them to enjoy a little extra active time outdoors.

Pearson has one park and walk station north of Franklin Road.

Safe Route

Use the proposed Safe Route map on the next page and get to school safely by walking cycling, in-line skating, riding a skateboard or a scooter.

Remember to always cross at a road intersection and make eye contact with drivers!

smartTRIPS
1435 Water Street
Kelowna, BC V1Y 1J4
info@smartTRIPS.ca

