Clean Air & Safe Routes 4 Schools

A School Travel Plan

Webber Road Elementary School

Webber Road Elementary **Clean Air & Safe Routes 4 Schools – a School Travel Plan** is delivered with the City of West Kelowna, Regional District of Central Okanagan, School District 23, Interior Health, and the Royal Canadian Mounted Police (RCMP). The Regional Air Quality Coordinator compiled this School Travel Plan.

October 2024

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Project Overview

Clean Air and Safe Routes 4 Schools in the Central Okanagan

In 2024, the Regional District of Central Okanagan (RDCO), in coordination with the City of West Kelowna, started implementing the Clean Air and Safe Routes 4 Schools program at Webber Road 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 been 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 Regional Air Quality Coordinator facilitated the plan's development and coordinated the Municipal Steering Committee. This Committee was comprised of numerous stakeholders who assisted in the planning process, including other City of West Kelowna departments, Interior Health, and School District 23. A school committee was formed with school representatives and parents. By engaging various partners, the program created a greater sense of community and added broader implications for school neighbourhoods 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 counts 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 the assistance of the facilitators and all partners.

Background

The School Travel Plan

The School Travel Plan (STP) was developed by 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 across Canada over several years. A School Travel Plan is a living document belonging to the school. It should be revisited regularly to reflect the Action Plan items' status and incorporate future evaluation findings. It is part of a complete School Travel Planning process, as shown in Figure 1, successfully developed and implemented across Canada since 2007.

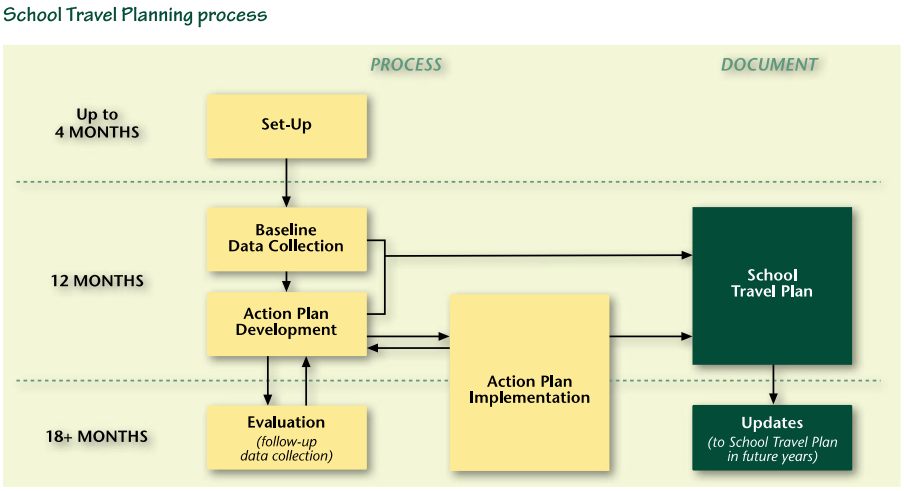


Figure 1. School Travel Planning Process

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 school travel modes for students, families, and staff. The project was designed to address barriers to active travel caused by attitudes and car-dominated design in school neighbourhoods to reduce the health risks 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 percent and some individual schools saw a change of over 20 percent.

Safe Routes to School programs are focused on making it safer for more children to walk and bike to school, which helps increase their physical activity levels. Children and youth aged 5 to 17 should get at least 60 minutes of moderate-to-vigorous physical activity daily. Currently, only 37.6% of this target group meets the recommendation. [1]

Recent research states there has been a dramatic increase in unhealthy weight in children over the past four decades. In 1978, 15% were at an unhealthy weight; in 2007, Statistics Canada found that 29% of adolescents had an unhealthy weight. [2]

[1] Children and physical activity - Canada.ca
[2] Healthy Families BC

- Most adolescents have trouble outgrowing this problem, and in fact, many continue to gain weight.
- Children and youth spend almost eight hours a day in front of screens, and 63% of their free time, after school and on weekends, is spent on sedentary activities.
- 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 reduce greenhouse gas emissions.
- Economics - 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 at school awake and alert.

Figure 2. Brain scans of students taking test

A recent study[3] analyzed the effects of physical activity on brain health**.** Figure 2 shows two brain images, taken from the top of the head, representing the average amount of students' neural activity during a test following sitting and walking for 20 minutes. Blue represents lower neural activity, while 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 likelier to read above their grade level.

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 resources with links to international and provincial/territorial organizations and their curriculum and 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 School Travel Planning Toolkit
- The London Sustainability Exchange (LSx) developed the Cleaner Air 4 Primary Schools Toolkit. This organization works to support London's transformation into a sustainable city. It provides businesses, governments, communities, and individuals with the motivation, knowledge, and connections they need to implement sustainability.
    - 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 Webber Road Elementary School in the City of West Kelowna.

[3] Active Living Research

Introduction

The Regional District of Central Okanagan (RDCO), in coordination with the City of West Kelowna, invited Webber Road Elementary School to participate in the Clean Air and Safe Routes 4 Schools program. The program aims to increase active transportation participation, reduce the number of motorized vehicles used for travel to and from school, and reduce emissions around and from school buildings.

The project coordinator and the West Kelowna staff delivered a presentation on April 16, 2024, to the Parent Advisory Committee (PAC) and administrative personnel to explain the scope of the project and their role in the process. An introductory document to parents and the school committee's Terms of Reference were also sent for their review. Webber Road Elementary School signed the School Agreement on **April 17, 2024**.

A City of West Kelowna municipal committee was integrated in the past, and its collaboration was reaffirmed to support this school. All members previously signed a statement of support, included in *Appendix 1* of this document.

The school and municipal committees were integrated, and a comprehensive project timeline was presented to both committees for consideration.

City staff prepared maps for the Walkabout route. City personnel also used traffic count data collected near Webber Road Elementary and analyzed the family and classroom baseline surveys. The municipal and school committee members actively participated in the process. They provided feedback on the draft maps and surveys, discussed the walkabout findings, and analyzed graphs and baseline data to develop and implement programs and activities to target specific behaviours and barriers included in the Action Plan.

The following sections include the school profile, baseline data, and the action plan for Webber Road Elementary.

School Profile

Webber Road's Principal provided the school profile on **April 26, 2024**, with general information on the school's primary concerns and issues.

Table 1. Webber Road's Profile

Profile	Description
School Name	Webber Road Elementary School
School Type, e.g., public, separate, private.	Public
Age of School / Year Opened	25+ Reopened in 2022
Name of School Board	Central Okanagan No.23
Number of Students	202
Number of Families	20-60
Grades, e.g. K-6, K-8	K-5
School Bell Times	8:30 am to 2:30 pm
Number of Parking Spaces, staff/visitor	30
Description of Location, e.g., District center/suburban/rural	West Kelowna/suburban
Is the school in Neighborhoods Watch? or Block Parent Community?	No
% Bussed Students	60
Socio-Economic Description of Families	Mostly low -Med
Any local programs, e.g., French immersion, fine arts, special needs, before and after-school daycare, etc.	Before and after school daycare
High-Level Description of Any Major School Travel Problems **e.g., catchment size, driver behaviour on local or connector roads, traffic speed, heavy truck and bussing wait times.**	No sidewalks Poor lighting Road shoulders are minimal;

Profile	Description
Existing Facilities at the 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 the school, transport arrangements, and after-school programs.	At this time, nothing.
Existing Safety Policy and education, e.g., school safety policy and rules, current safety education programs	Yes, daily reminders.
Programs at this school that have goals like STP, e.g., environmental, physical activity, mental health	Yes, BC redisignd currticulm
Types of school/parent committee communications used/available (i.e., newsletter, website, Facebook page)	Newsletter
Other Information	Webber Rd has recently reopened. Previously, it was used by the Okanagan Boys and Girls Club. Due to the recent move, safe routes for our families have been neglected or unnecessary. Now we need it.

Webber Road Elementary Catchment

In 2024, there are 202 students in grades K to 5. The catchment area is below.

Webber Road Elementary Catchment

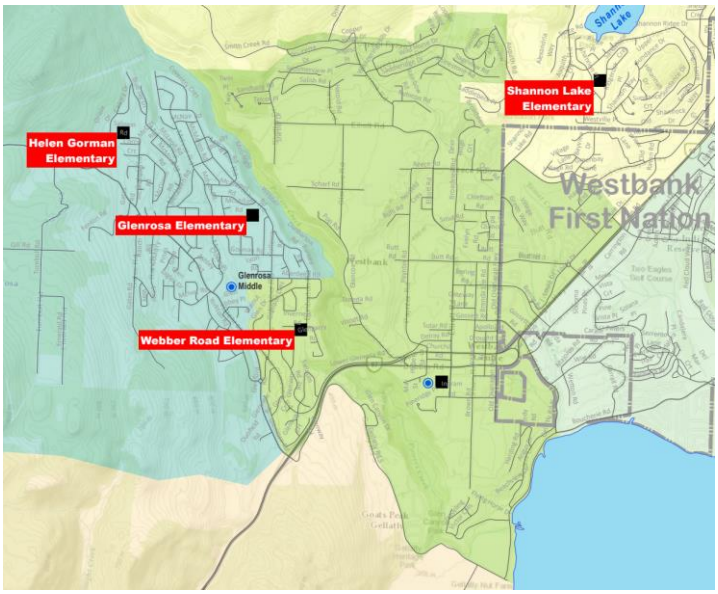


Figure 3.Webber Elementary Catchment Area

GIS Analysis - Distance to School

Via the postal codes from all students attending Webber Road Elementary School in 2023-2024, we obtained general information to support some strategies and actions within the school. Using ArcInfo, we calculated the distance from home to school for all students through a GIS analysis. The following are the results:

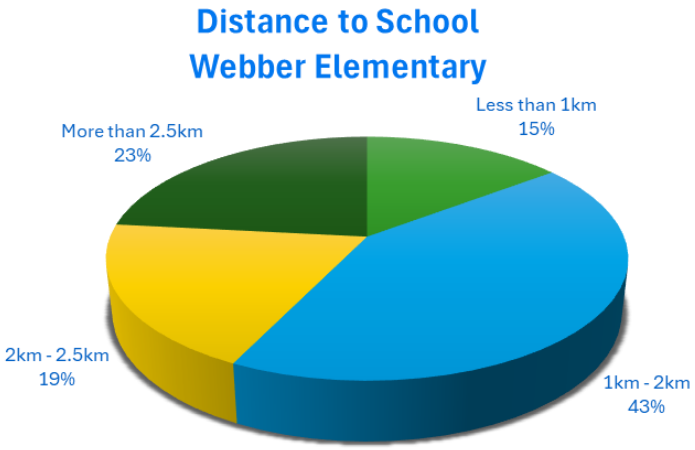


Figure 4. Distance to school

- 15% of current students live within 1.0 km of school.
- 43% of current students live within 2.0 km of school.
- 23% of students require a longer walk/bike ride to reach school as they live within or more than 2.5 km from school.

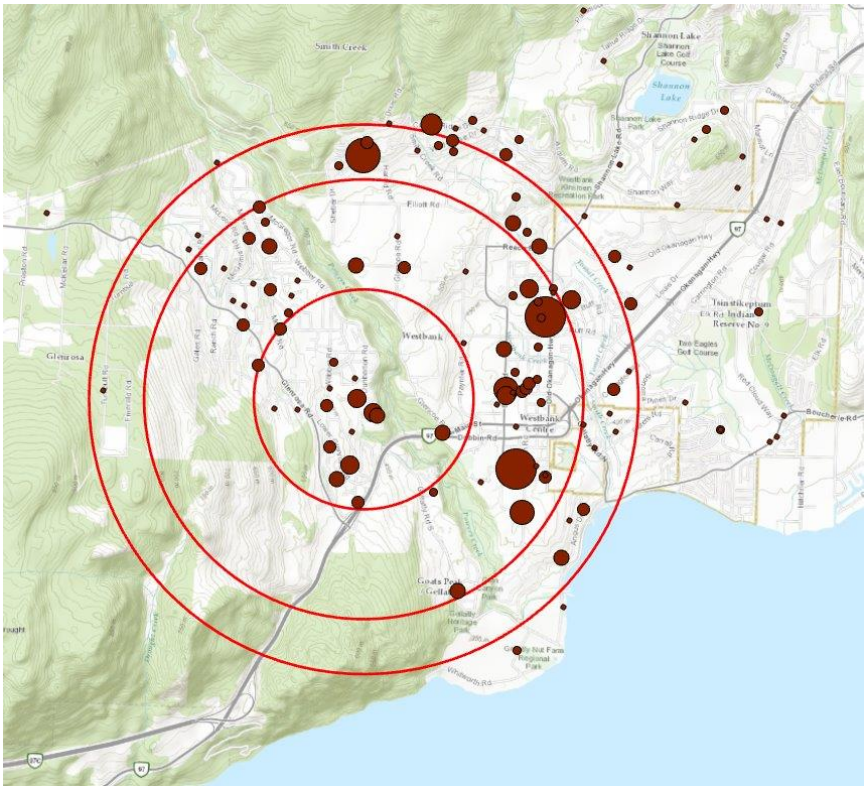


Figure 5. Students within the catchment area by postal code

- 15% of the students live within 1 km or

~16 min walking

~6 min cycling

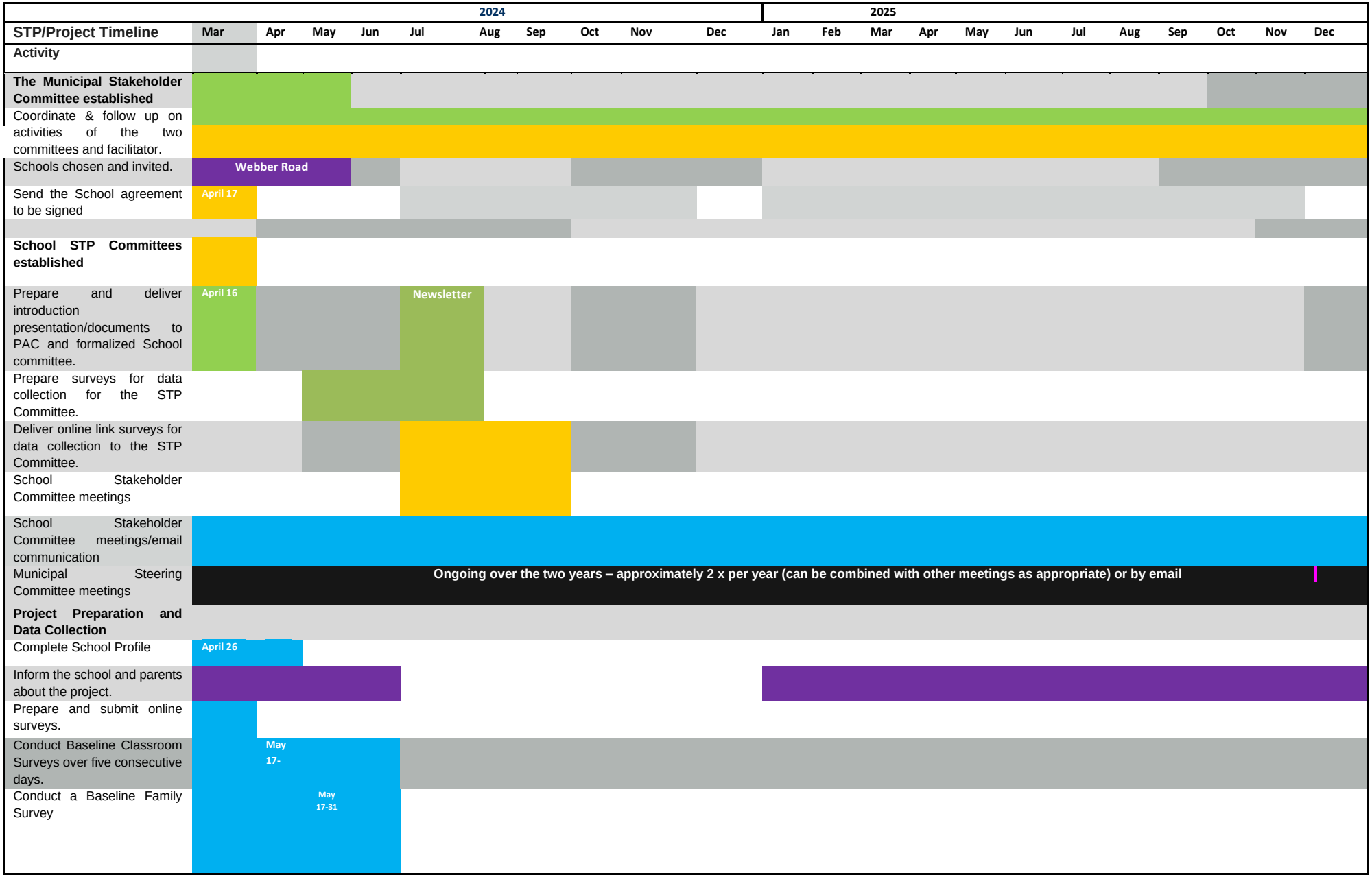
CAUTION: ArcInfo was used to calculate the distance (in meters) from multiple points to one point, in this case, to Webber Road School in a straight line to the reference point. Use caution with walking/bike distances. It does not account for walk/cycle paths that might connect roads.

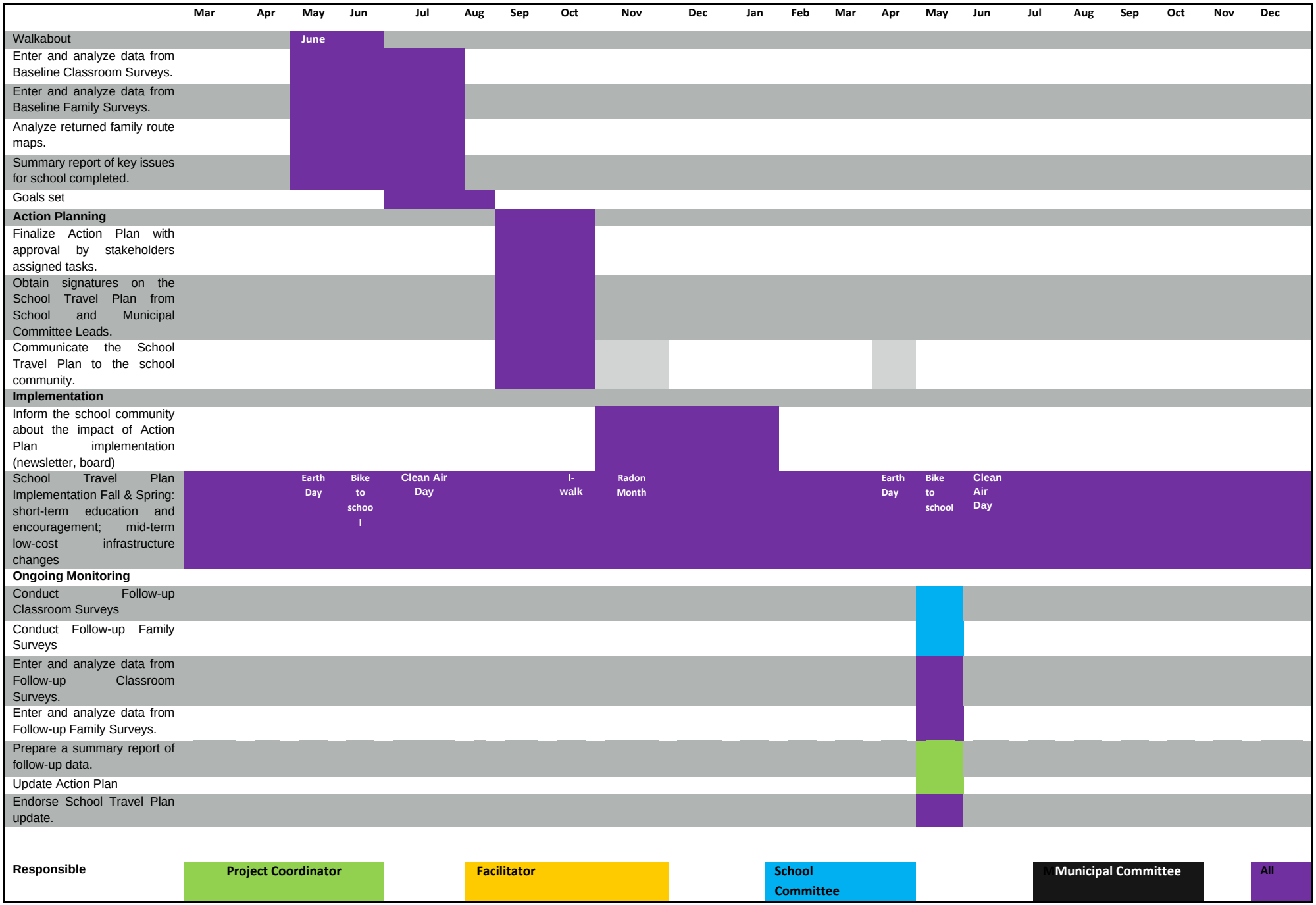
Timeline of Main Tasks

Table 2. Timeline of Main Tasks

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

smartTRIPS




Mar
Apr
May
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Feb
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May
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Oct
Nov
Dec
Walkabout
June
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 school completed.
Goals set
Action Planning
Finalize Action Plan with approval by stakeholders assigned tasks.
Obtain signatures on the School Travel Plan from School and Municipal Committee Leads.
Communicate the School Travel Plan to the school community.
Implementation
Inform the school community about the impact of Action Plan implementation (newsletter, board)
School Travel Plan Implementation Fall & Spring: short-term education and encouragement; mid-term low-cost infrastructure changes
Earth Day
Bike to school
Clean Air Day
I-walk
Radon Month
Earth Day
Bike to school
Clean Air Day
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 a 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

Approximately **60 families** integrate Webber Road. An online Family survey was set up and was available for Webber Road parents from May 17 to June 2**,** 2024. Also, over the week of **Monday, May 27 to Friday, May 31, 2024**, teachers surveyed **13 more** classrooms using the online ByWalkRoll poll and reminded their students to complete and submit the Family surveys. The school advertised it through the school website.

To encourage student participation, the Air Quality program provided:

- 1 Grand Prize included one bicycle, a helmet, a lock, a water bottle, a USB rechargeable LED bicycle light set and a bike bell.

The bicycle winners were the Swansk sisters Arabella (Kindergarten) and Avianna (grade 1).

Figure 6. Facilitator Dan Glasscock and the Principal Sylvain Guignard delivered the bicycle.

Student Classroom Survey Findings

With the teachers' support, **ten classrooms** reflected travel "TO" school, tracking **seventy-three percent** of the students, as shown in Figure 7. BikeWalkRoll School Report.

The survey results below reflect the transportation mode share "To" and "From" school, the confidence level and margins of error below.

	Baseline 2024 To School
Population size (expected number of trips tracked TO school over 5 days)	202 X 5= 1,010
Number of respondents (actual trips TO school tracked over 5 days)	741
Confidence level	95%
Margin of error	1.86%

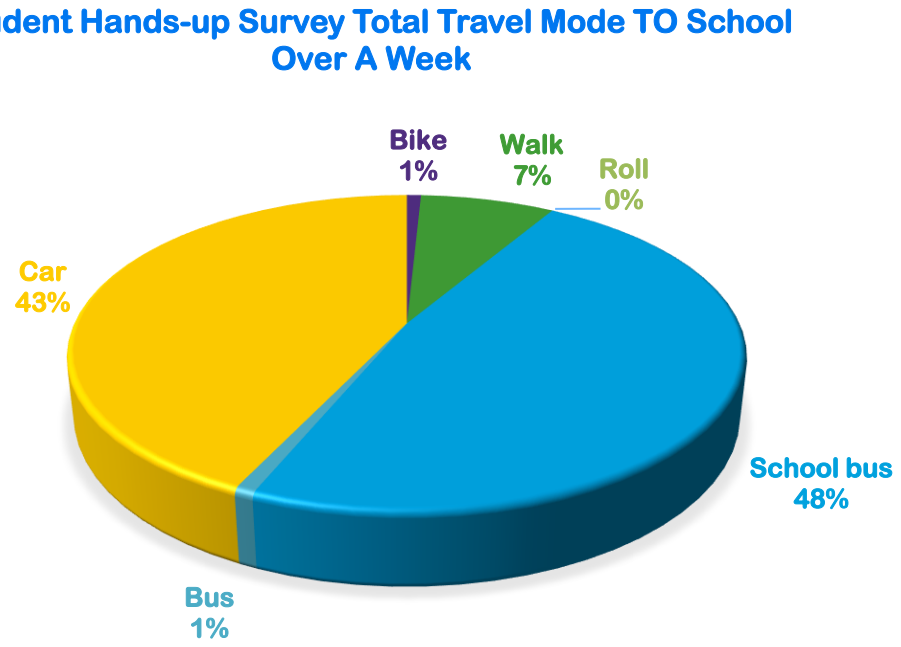

Figure 7. Total Travel Model to School over a week

Baseline data shows, with a margin of error of ±1.86% and 95 % confidence level, that 41.4 to 45.1% of the kids travel "To" school by car in 2024.

Seventy-three percent of Webber Road students were tracked "FROM" school over a week.

	Baseline 2024 From School
Population size (expected number of trips tracked TO school over 5 days)	202 x 5= 1,010
Number of respondents (actual trips TO school tracked over 5 days	737
Confidence level	95%
Margin of error	1.88%

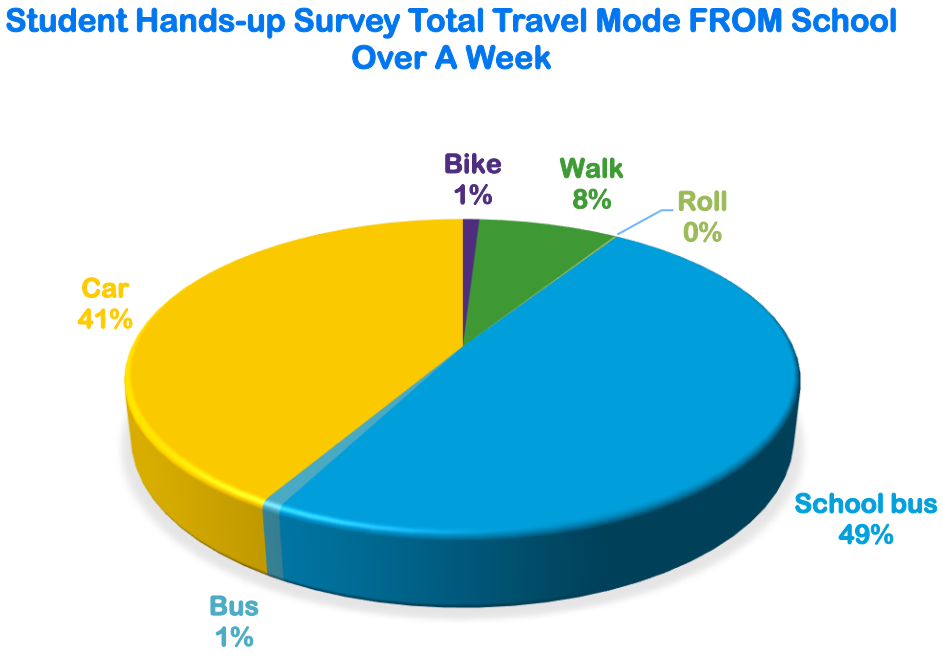

Figure 8. Total Travel Model from School over a week

Baseline data shows, with a margin of error of ±1.88% and 95 % confidence level, that 39.9% to 43.6% of the kids travel "From" school by car in 2024. Fewer kids are driven from school in the afternoon than the "to" school results; kids either walk or take the School bus from school.

Baseline Family Survey Findings

Fifteen family survey responses were received out of 60 families, meaning 25% of Webber Road School provided insightful family information to help us understand the issues and barriers preventing students from using active transportation. The following graphs show the main results of the Family survey.

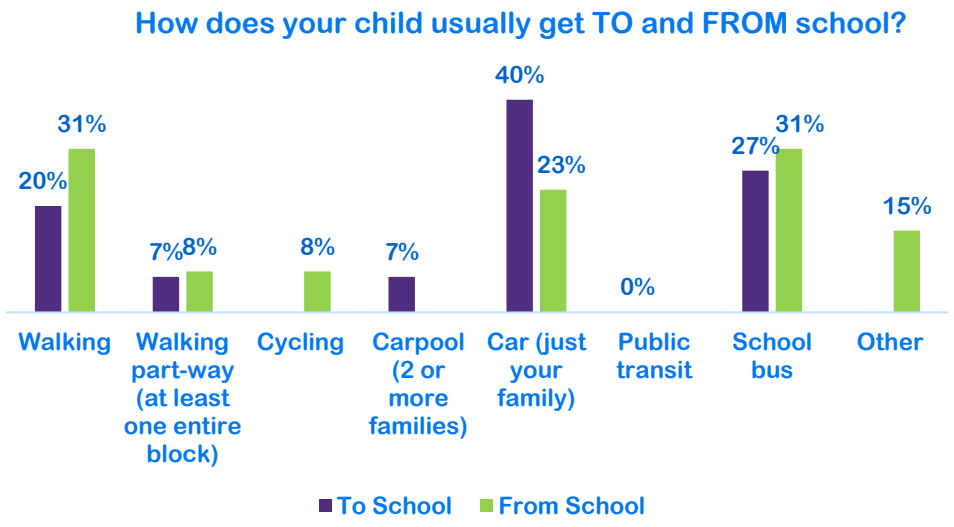

Figure 9. How does your child get to/from school?

Other: After-school care picks them up. Kees after-school program bus.

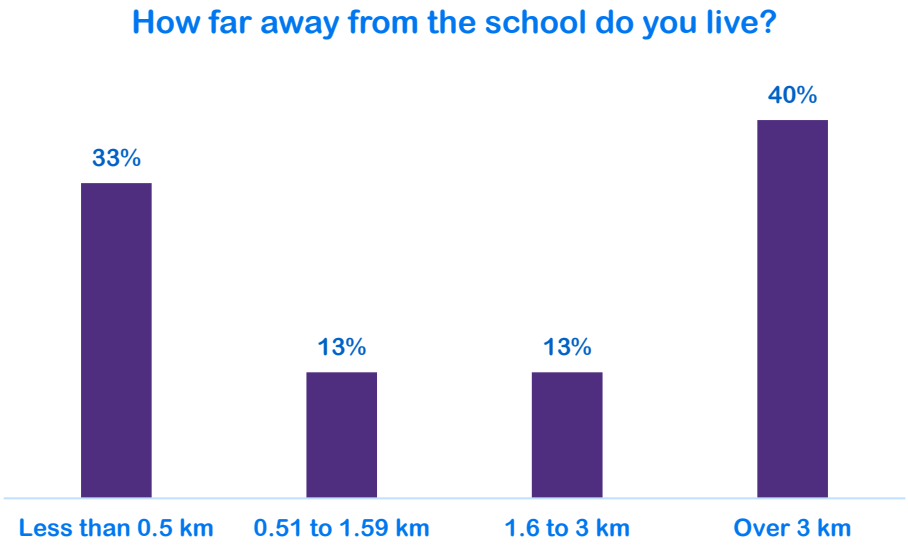

Figure 10. How far away from the school do you live?

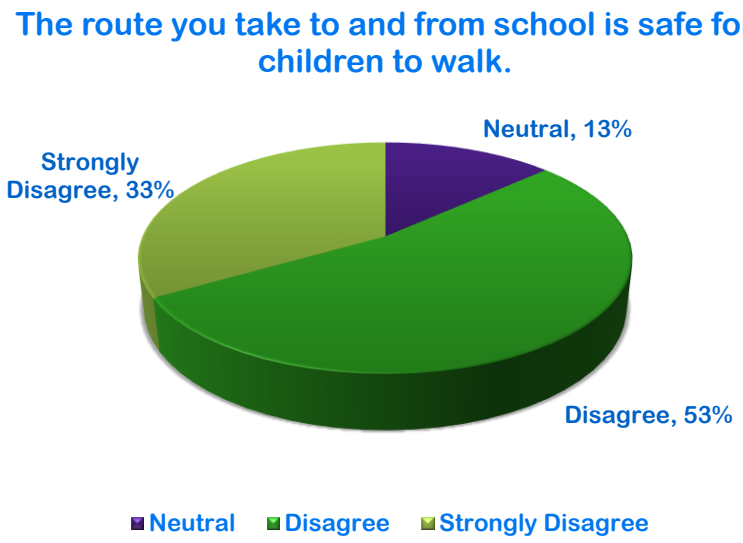

Figure 11. Our route to and from school is safe for children to walk.

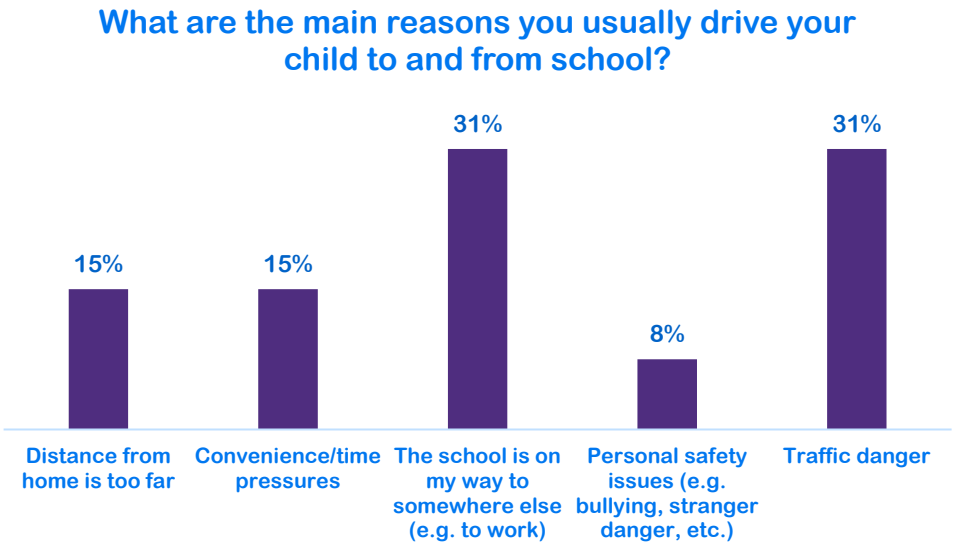

Figure 12. The main reasons given for driving kids to school.

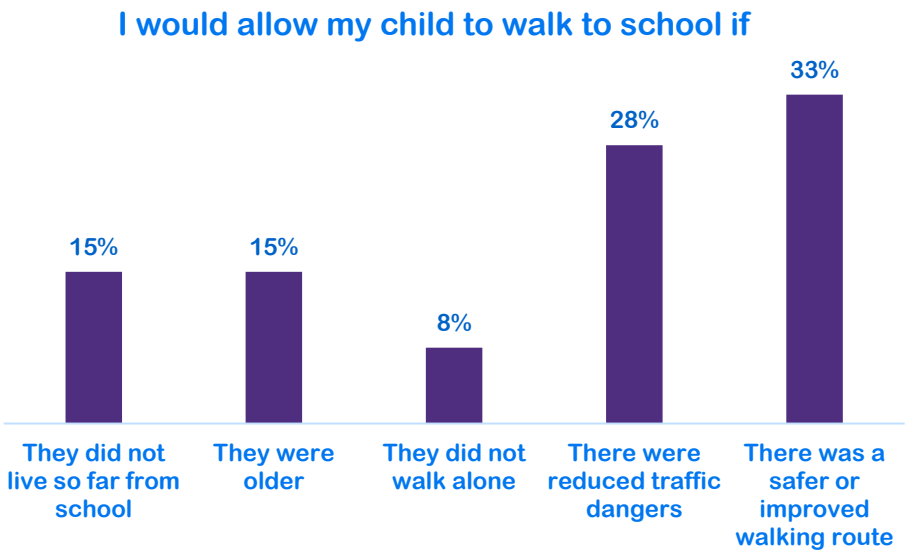

Figure 13. I would allow my child to walk to school if.

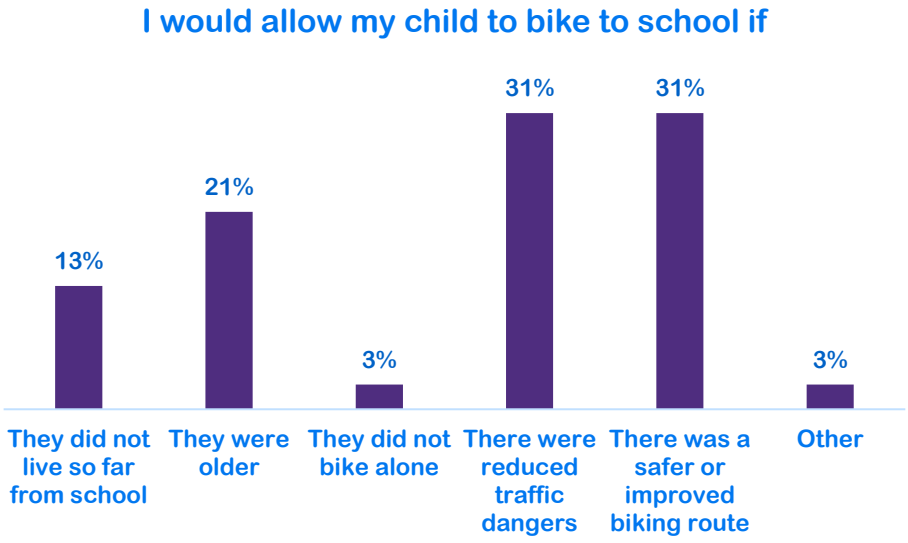

Figure 14. I would allow my child to cycle to school if.

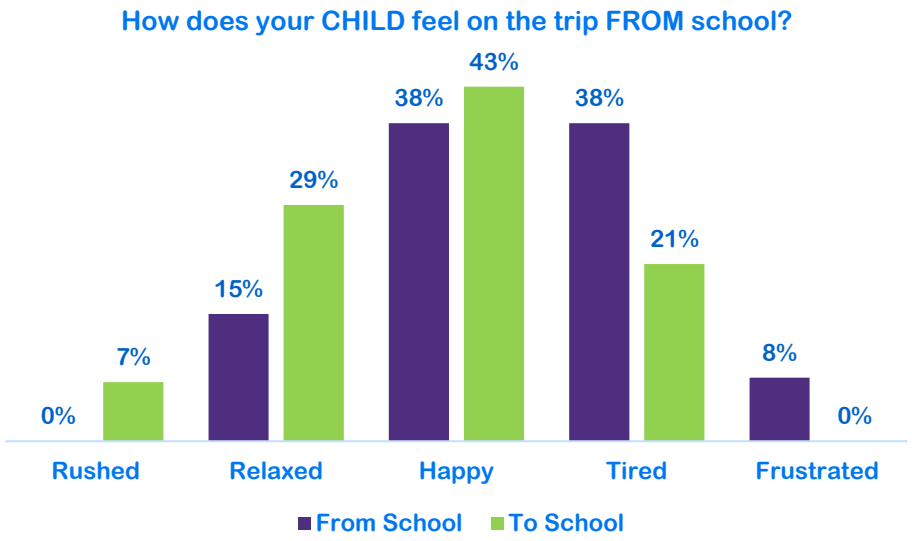

Figure 15. What feelings do you have when you are travelling to and from school?

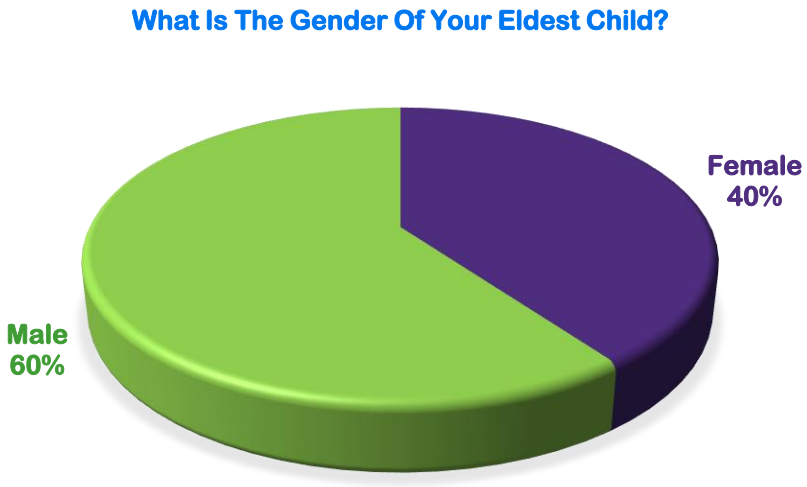

Figure 16. What is the gender of your eldest child? n=28

100% of the parents who answered the survey support the 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.

Table 3. Further comments about your child's journey to and from school

Aditional details about the journey to and from school, concerns or ideas on encouraging students to walk or bike to school.
There are many cars driving to and from the school in the AM and afterschool. Many are rushing and driving too fast. I used to walk, but injured myself tripping on a large rock on the side of the road. Also in the winter there is no room to walk on the side of the road. Sidewalks would make the route much safer. This may not apply to the hours students are walking to and from school, but in the winter when daylight hours are much shorter there is not enough streetlights. A pedestrian was fatally struck by a car on Scotstown Road in Nov 2022 around 5:30 pm (around 600 m from the school).
We drive our kids to school the majority of the time, minus mornings when I have an early meeting at which point they walk to school. They walk home almost everyday. My concern is with the lack of sidewalks, crosswalk lights/crossing guards, and speed limit. I would love the limit to be reduced to 30 as well as the implementation of a walking school bus which is what we had in our previous district. This would employ an adult (possibly a school supervisor) who would walk the neighborhood and pick up/drop kids as a group. This has been a huge help in my previous school district and provides a safe route to and from school even without a speed limit reduction. I would be completely at ease with my kids getting to and from school with a walking school bus program. I would even pay for it! This would encourage many kids in my neighborhood to walk/bike to and from school.
there needs to be a reduced speed limit on Webber road from the traffic circle till scotstown rd at least 30km/h. There also need to be side walks on Webber right after the traffic circle. My kids are always walking in gravel or pushed up snow so they have to walk on the edge of the road.
I dislike the lack of parking at the school there's next to no where to park and it's always very hard to see the kids / hiden dangers in that parking lot ! They are adding more portables meaning more kids and less parking to accommodate more people which is unsafe as well as lack of lighting in the winter along walking trails no side walks anywhere it's not safe there's no light up Pedro's walks near main crossings.
There are also no bike racks at Webber Elementary to safely store bikes.
Would be great if the area had sidewalks and/or bike lanes. At minimum increased cross walks in the surrounding neighbourhoods.
There is no school close enough for our son to ride or walk to school. We live in Smith Creek.
A side walk would be great and speed bumps to slow traffic down.
We live by the lake and the school is in Glenrosa on the other side of the highway. It is not safe to let them travel that far to school. I would not send them across that highway by themselves.

At least four parents are willing to help with school travel planning efforts, such as serving on the school travel planning committee or implementing ideas based on this baseline survey.

Obstacle Map

Through the online family survey map, parents identified obstacles they encounter To or From school.

Figure 17. Sidewalks missing around the school

- Sidewalks are missing or require maintenance along Inverness Rd.
- No bike lanes, no parking symbols. It is not a safe route to walk/bike around parked cars. Bike Racks are needed.

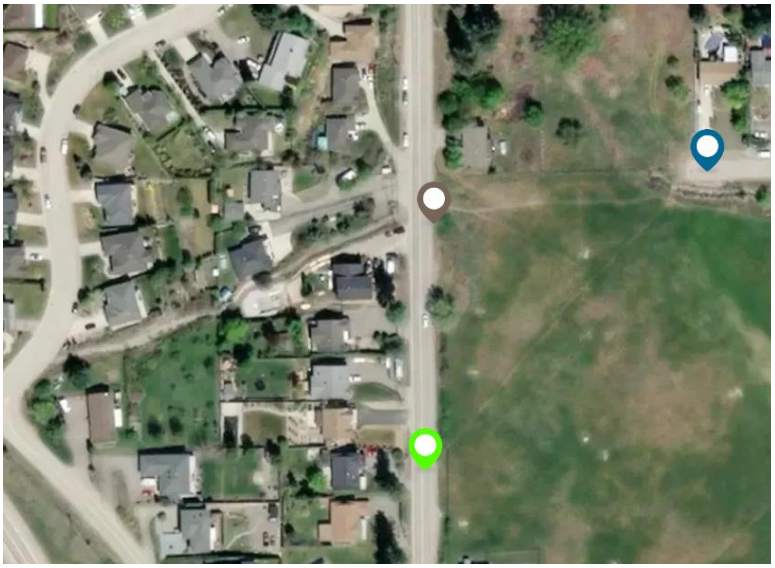

Figure 18. Webber Rd.

- Crosswalk needed.
- Needs to be 30km/h school zone

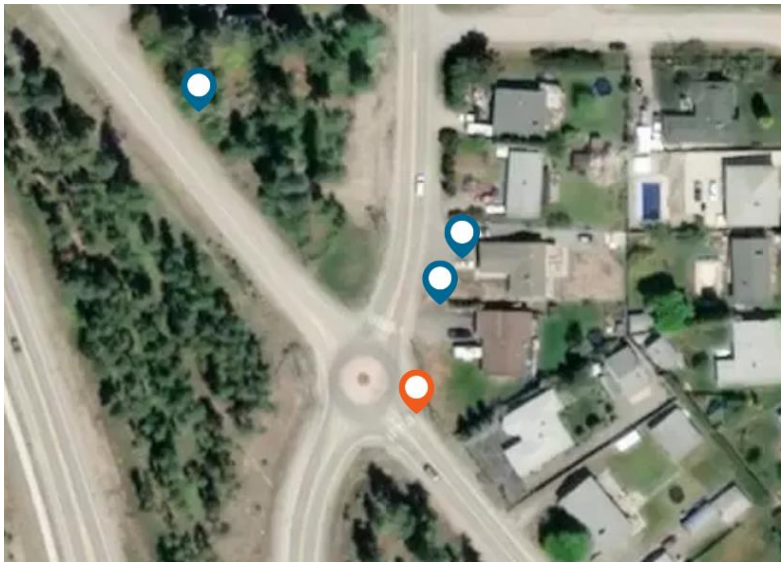

Figure 19. Webber Rd. @ lower Glenrosa Rd roundabout.

- Missing sidewalks. A lot of kids walk Lower Glensosa and Webber
- Lights at crosswalk

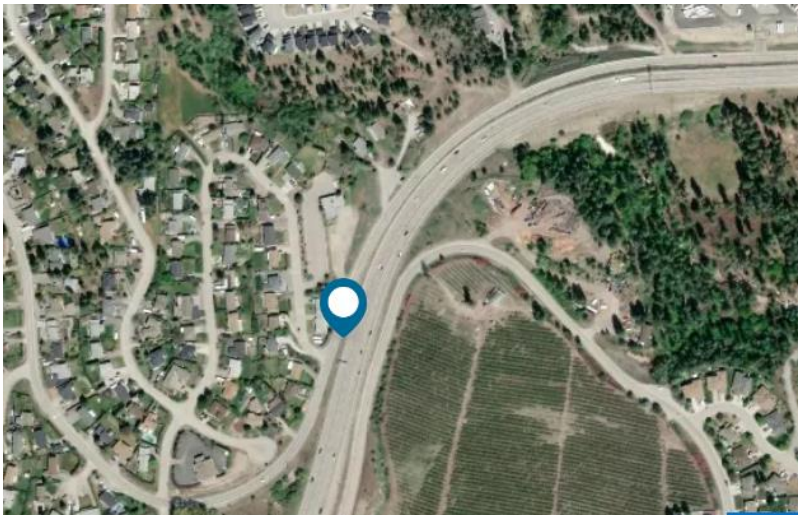

Figure 20. Lower Glenorsa @ Glenway Rd.

- No sidewalk/shoulder on this narrow Rd.

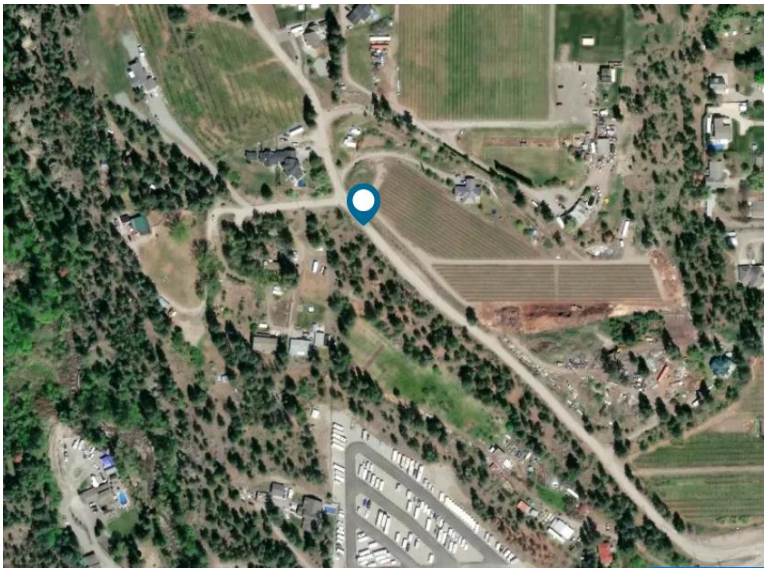

Figure 21. Glencooe Rd. @ Windt Rd

- Narrow Windt Rd with no shoulder/sidewalk.

Walkabout and Route Map

Six members from the Municipal Committee and three from the School Committee attended and completed the Walkabout on **June 10, 2024**, from 8:00–10:30 am. The following pages show a detailed overview of the walking route and critical findings. We provided every participant with the meeting agenda, the walkabout route map and a walkability checklist with essential observation points to consider during the route.

The agenda was as follows:

8:00 Arrival- Meet at the green area beside the main school entrance
8:01 Introductions.
8:05 Summary of issues by a school representative
8:10 Group 1 - Observe the drop-off area (in front of the main door).
Group 2- Observe the area of possible conflict/traffic congestion at the school exit @ Inverness Rd.
8:45 Group 1 meets Group 2 at Inverness Rd.
8:50 Both groups start Walkabout - to check potential traffic conflicts at Dunbarton Rd@Aberdeen Rd , then down to Scotsdown to Webber Road
9:40 Return to the school's library/classroom– refreshments- coffee and cookies (courtesy of the Air Quality program).
9:45 Presentation of Family and Hands survey findings, next steps, discussion, and complete Online Walkabout Checklist.
10:30 Wrap-up

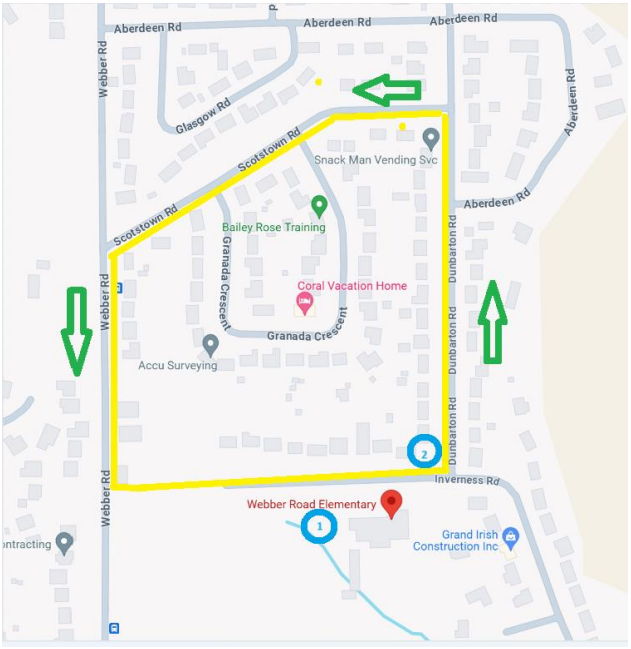

Figure 22. Webber Elementary Walkabout Route Map

The walkabout route was developed by city staff based on the information provided by the school committee.

Walkabout Main Findings

After the Walkabout, the Municipal and School Committee members discussed the main findings and issues Webber Road faced. Attendees provided insightful information to consider in the development of the Action Plan. They filled out an online walkabout checklist, and the following is a summary of the findings.

Table 4. Webber Road Walkabout Main Findings

The Walkability Checklist	General Findings
Is there potential for vehicle and pedestrian conflict? If yes, where	Yes. outside on the street.
	Yes. Parking lot, kiss and drop area, directly along front of school, along all access roads to school, crossing parking lot to new portable coming, at corner of Scotstown Road and Dunbarton where middle schoolers wait for bus, on Webber Road where crosswalk and BC transit bus are as they are not close together, in winter everyone has to walk on Scotstown Road as there is no shoulder because of the snow piled up - a resident died last year because of this,
	Parking lot, road drop off, entrances and exits
	Yes, immediately adjacent to the intersection at Dunbarton/Inverness. Parents drop off on the north side of the roadway, and kids cross at a non delineated part of the roadway.
	* Parking Lot * Entrance and Exiting the school.
	Yes, Dumbarton and Inverness intersection. The school's exit could use a dedicated path.
	On Inverness Road, going into and out of the school property; along the space between the entrance and exit (cars backing up into children trying to walk); crosswalk on the wrong side of Dunbarton/Inverness intersection; unmarked driveway on Inverness; minimal space to walk on Scotstown Road; cars travelling too fast and no safe space to walk on Webber Road.
	Need to update pavement line painting to delineate pedestrian walkway from street to school.
	Yes, at the entry and exit areas
How do children access the school from parked vehicle? (do they use a crosswalk, is one available?)	They cross an unmarked intersection on Inverness and walk down the steep road with the cars to the school. The road is also unmarked, with no distinction between pedestrians and cars.
	No crosswalks on road being used, parking lot and walking child to class, kiss and drop, bus
	From the roadway, it varies. Some use crosswalk, others take the shortest route, even using areas that aren't delineated.
	*A majority of them are exiting from the parking lot. *60 percent of students are bused; some are exiting from the front of the school.
	Most are dropped off in the "kiss n ride" where a staff member will guide them in. Others have the parents park in the parking lot. Some parked adjacent to the road, and the children crossed the "kiss n ride" part of the driveway
	j-walk across Inverness Road. Crosswalk not used - too far away. Also have to jwalk across the school driveway, as there is no designated pedestrian/cyclist space to access the school safely.
	on school property - through parking lot or through the kiss-and-drop in front of school on the street - through the driveway entrance and exit. need to repaint walking areas on school property
	Kids were observed jaywalking across the entry parking lot area. There is no separation for pedestrians entering the school.
Is there parking lot supervision?	Yes, we have (1) adult supervising our 'informal' Kiss and Drop area. (front of school)
What are the sight distances from school crossing to road curves, blind corners, or school and transit bus zones?	vehicle travel
	Blind corners, rolling stops at the stop sign
	Sight lines require improvements at entrance and exit to the school. Additional paint and delineators would improve the existing conditions.
	We have a few, but nothing as major as Webber Road and Scotstown. (dangerous)
	Sight distances are fine, scottstown which is a few streets away has multiple visibilty concerns
	There is no school crossing. No space for pedestrians or cyclists, minimal safe crossing options. Very vehicle centered design.
	challenge to see vehicles and pedestrians as vehicle exits school site
	Good, buses can get in and out, but there's no clear separation for pedestrians.
How is the school crossing located in relation to driveways and bus loading zones?	from driveways
	No driveways but you can only get to the school if you are on one side of the road. You can't get to other side.
	Across the street to driveways, bus loading on school property

	Crosswalk at Dunbarton/Inverness requires further assessment following preliminary design of future sidewalk along Dunbarton.
	It's on the wrong side of the Exit; nobody uses it...
	Once sidewalk is installed along the frontage and dunbarten, crossing will make alot more sense.
	There is no school crossing. Buses use the same space as kiss and drop. Hidden driveway next to school on the NorthEast side of the property.
	cross walk on the other side of dunbarton road. it was stated that nobody is cross at the cross walk and they cross on the west side of dunbarton rd.
	Can be improved
Where are the access points for students?	driveways
	There are five points where kids can access the school but most are dropped on the road, in the parking lot, or at the front of the school
	Across the street
	Multiple from all directions however notification provided that the majority of students travel by bus and car
	* We don't have walking paths to school. Typically, anybody walking to school would be walking on the shoulder of the road.
	Multiple access points from Inverness and throughout the field
	The access points all involve crossing the driveway. The only crosswalk on the school property is at the entrance to the parking lot. There is no walking path between Inverness and Granada Crest, which directs all pedestrian/cycle traffic from the north to Dunbarton Road or Webber Road.
	walking path from Webber Road. this is the only walking path that is dedicated. All other accesses are off-road.
	There's one Walkway. Street across the school.
Is there potential conflict with vehicles? If Yes, where- X street @ X street	* Dunbarton and Inverness. * Webber Road and Scotstown.
	All intersections could use improvement.
	Webber Road in general; Intersection of Dunbarton Road and Scotstown Road (no crosswalk); on Inverness Road in front of the school, especially at School Exit and with parking up top and below.
	* Dunbarton and Inverness. * Webber Road and Scotstown.
Is the lighting adequate along walkways?- If not, where is inadequate.	no. up by Webber crosswalk
	Scotstown is very dark
	No, all walkways on dunbarton and Inverness need more.
	Further assessment required but there may be opportunities for Davit lights on existing poles.
	* No lighting - Just school lights....
	Needs improvement
	No lighting noticed in front of school (along Inverness Road) or on walkway between Webber Road and Inverness Road.
Bike racks: do they exist? Are they secure, sheltered?	No bike racks available
Where do students wait for busses, and for how long? What type of supervision is employed?	Education assistant and principal out front of school
	Within the parking lot. Unsure of supervision.
	* Front of school (no wait) * Adult supervision is provided.
How many busses, vans and special needs transportation vans/busses access the school?	3 plus activity busses after school. Taekwondo and daycare
"No-idling" signage are installed around the school?	No
Shelter from inclement weather/shade	No

Check here the Online Walkabout Checklist Results.

Figure 23. Kids are dropped off at the top area and then walked across the driveway exit.

Figure 24. Minimal space for pedestrians

Figure 25. Pedestrian/car conflict at the entrance loop

Figure 26. No sidewalk to connect to

Figure 27. No sidewalk or proper pedestrian/cycle entrance/Faded paint lines

Figure 28. Faded paint markings on the driveway. No no-idling signs. No bicycle racks.

Figure 29. Odd placement of parking spaces.

Figure 30. Minimal separation between parking lot and field.

Figure 31. Minimal separation between the parking lot and school play area.

Figure 32. Buses Idling for prolonged periods during drop-off

Figure 33. Stairway to no-where (driveway only)

Figure 34. Municipal and School committee discussing actions

Figure 35. School and Municipal committees during Walkabout

Traffic Count Data

Webber Road Elementary

Traffic speed data was recorded near Webber Road Elementary. A portable speed-reading device was deployed along Dunbarton Road, heading towards the school (Figure 36). The device was set with a speed limit of 30 km/h and would flash red when this limit was exceeded. The following data was captured during its deployment from August 28th to September 10th, along with a graph (Figure 37) highlighting the average daily traffic count and another graph (Figure 38) showcasing the average daily speeds.

Dunbarton Road:

- Measurement period: 08/28/24 12:00 AM to 09/10/24 11:45 PM
- Total number of vehicles: 26561
- Posted speed limit: 30km/h
- Average speed: 40km/h
- 25th percentile speed: 33km/h
- 50th percentile speed: 39km/h
- 85th percentile speed: 55km/h

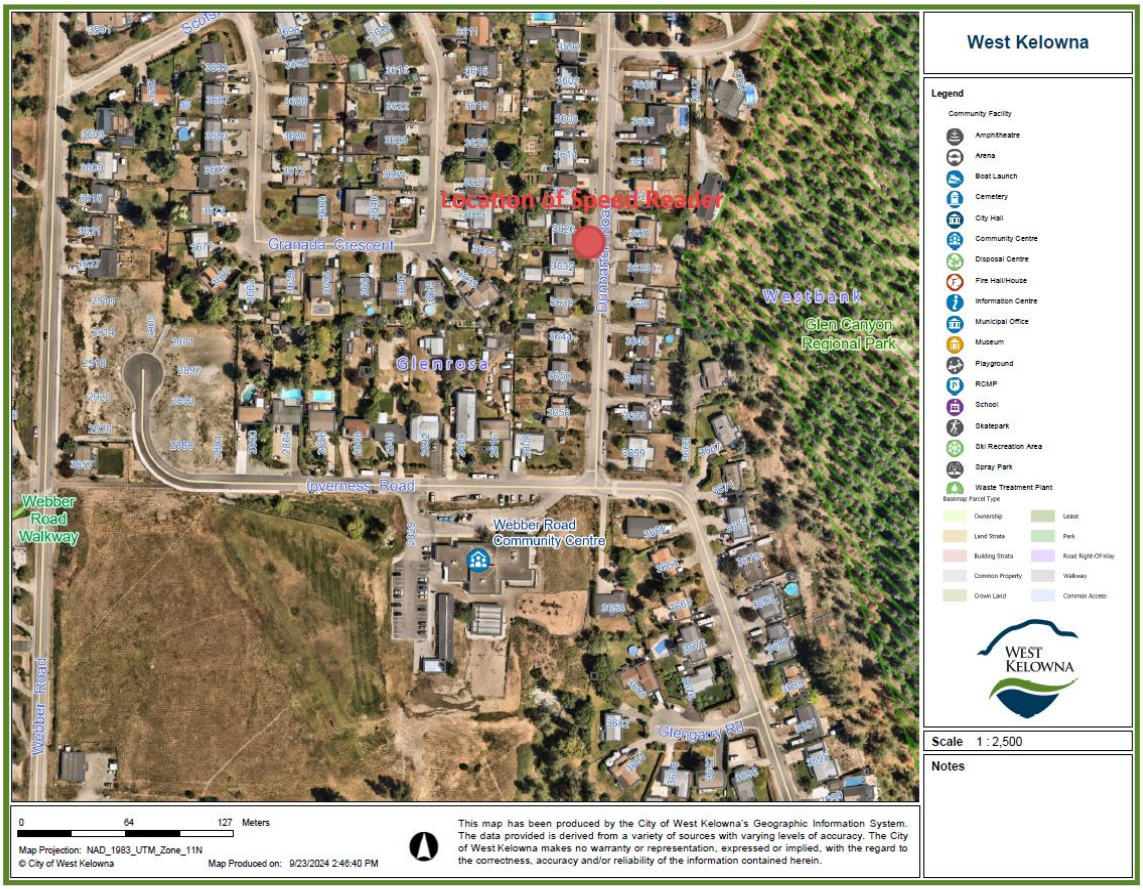

Figure 36. Deployment Location

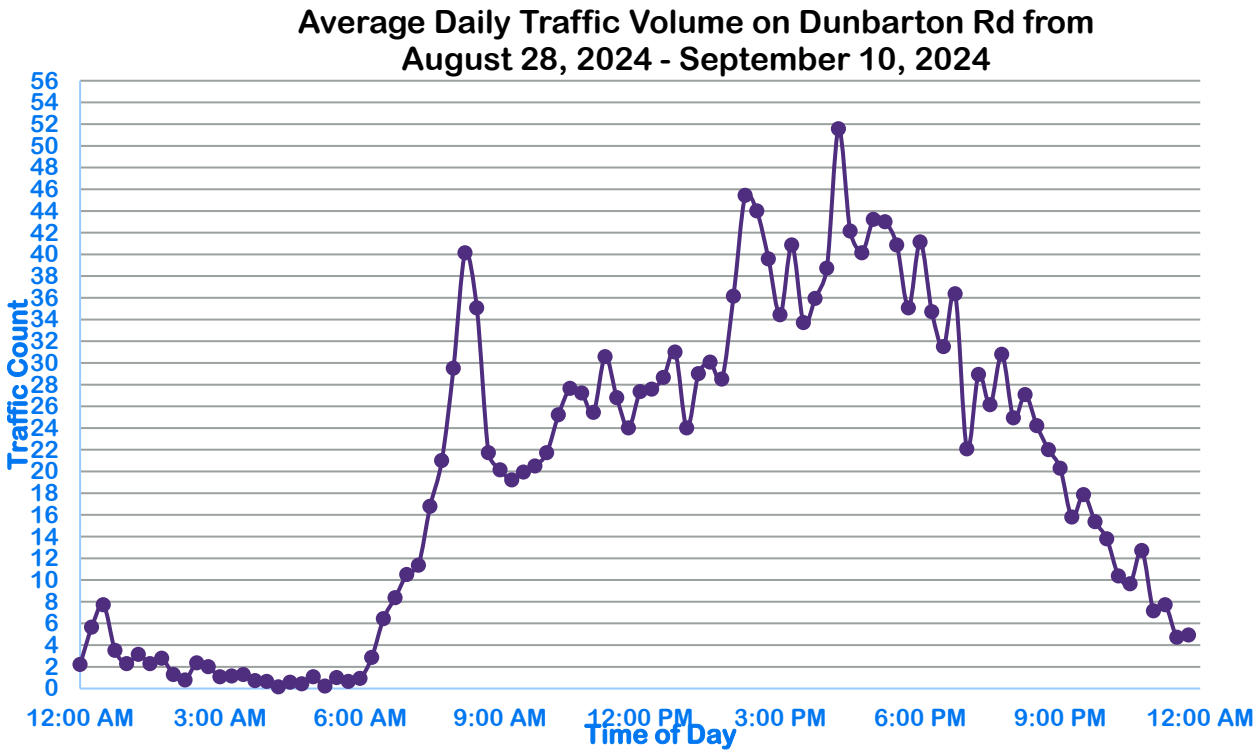

Figure 37. Average Daily Traffic Volume

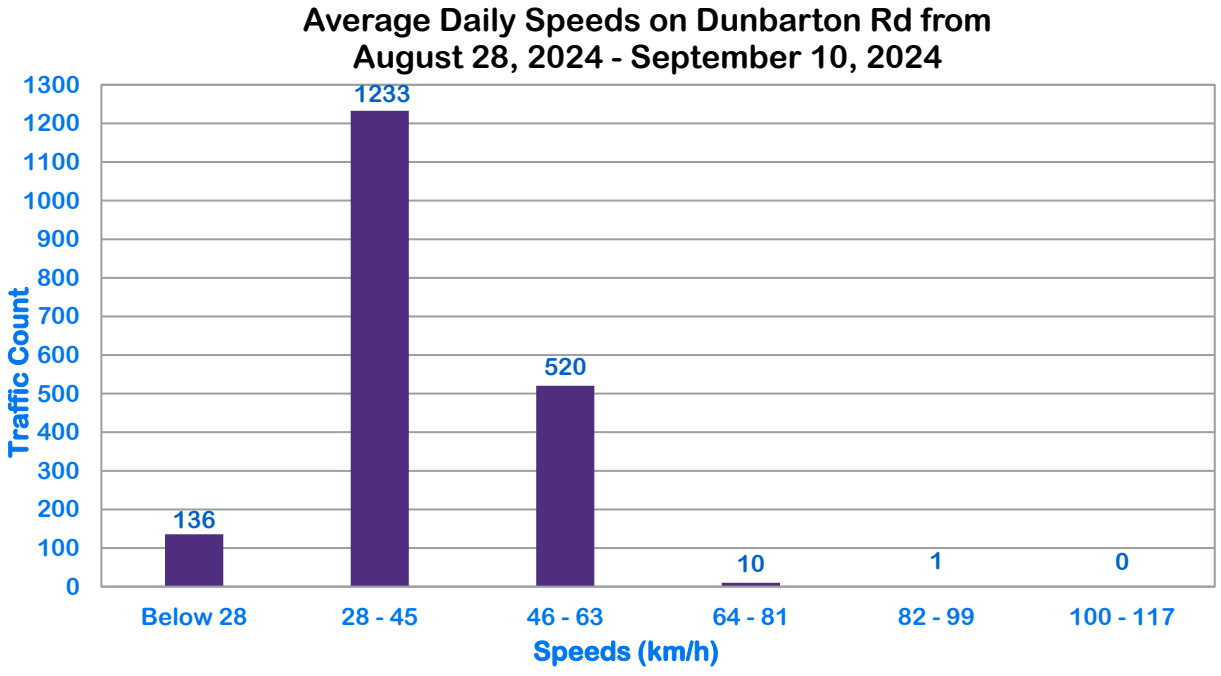

Figure 38. Average Daily Traffic Speeds

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 contribute to poor indoor air quality. Inadequate ventilation can lead to concentrations of air pollutants in buildings, which at high levels can cause a health risk.

This section aims to identify some of the critical sources of building-related emissions. By implementing the recommendations in the action plan, the school will reduce pollution emissions from the building and may be able to reduce energy costs. Projects to reduce school building 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?

School buildings' energy consumption is estimated to account for 37% of the school's overall greenhouse gas footprint. The contribution of school buildings to local air pollution is more challenging to establish. However, we know that equipment such as boilers makes 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 the gas)
- Other equipment, such as gas-fired water heaters

Opportunities for Emission Reduction

In most cases, understanding and managing the school's energy consumption will also enable you to reduce pollutant emissions. The Action Plan includes several actions that Webber Road can implement to reduce energy consumption and pollution emissions.

School GHG Emissions by Transportation

The Greenhouse gas emissions (GHG) were estimated for Webber Road School, considering:

- The postal codes of students attending Webber Road
- Based on the classroom survey, an average of 91.2.1% of the kids are driven to and from school (driven + school bus) and 8.8 % walk/bike/roll.
- The emission factor of 0.2296 KgCO_2/km –"Average Emissions and Fuel Consumption for Passenger Cars."

Description	GHG (Tonnes/year)
Baseline: Webber Road School GHG emissions due to kids being driven to and from school. Average 91.2% (driven + bus+ school bus)	130
GHG could be saved if reaching the rest of the students who live within walking/ short bike distance (1.0km or less).	6.8
GHG already being saved; Baseline: 20.9% of the students walk, bike, or roll to and from school.	0.6
GHG could be saved if 100% of parents do not idle (considering 60 families).	9

Increasing active school travel by 20% will represent an estimated 2 tonnes/year in annual GHG not emitted to the atmosphere. Also, possible GHG idling reductions are significant, which could be set as one initial goal for the school.

In addition to the GHG emission reduction from those who can bike or walk to school because they live nearby (within 1.0 km), the Cleaner Air 4 Schools Program includes an idling campaign that involves teachers' and parents' collaboration. If that program is implemented and assumes:

- At least 60 families are attending Webber Road. Considering 53% of students are driven to and from school (car +carpool). On average, 32 drivers are picking up/dropping off kids around the school. One car per family – light–duty vehicle
- National surveys show Canadians idle between 6 to 8 minutes per day.
- The emission factor is 2.3 kg CO_2/litre, and the fuel cost is 1.68 $/litre.
- If each driver of light-duty vehicles (engine size 3 l) avoided idling for 6 minutes a day, each driver could save 66 litres of fuel, $111 in fuel costs, and contribute to the reduction of 151 kg of GHG emissions annually.
- As a school community, the CO_2 and fuel reductions could be:

	If 60 families do not idle (6 min/day)	If 32 families that usually drop off the kids do not idle (6 min/day)
Fuel savings L/year	3,942	2,089
Cost savings ($/year)	$ 6,637	$ 3,517
CO2 savings (Kg/year)	9,067	4,805

Every tonne of CO_2 reduced counts!

Parents and staff can check out this interactive story map to learn more about idling and use the Idling Fuel and Money Estimator to learn how much fuel and money can be saved. For more information, please visit www.rdco.com/airquality.

*Source: Idling Wastes Fuel and Money (nrcan.gc.ca)

Indoor Air Quality

Why is indoor air quality important?

The British Columbia Lung Foundation states that Canadians spend 90% of their day indoors, with about 70% at home and 20% at work or school. Poor indoor air quality may cause headaches, tiredness, coughing, sneezing, sinus congestion, shortness of breath, dizziness, and nausea. It can irritate the skin, eyes, nose, or throat. Allergy or asthma symptoms could get worse. Poor indoor air quality is caused by indoor air pollution. Knowing potential causes will help you improve the air quality you breathe indoors.[4] Three basic ways to improve indoor air quality are to **control the source, improve ventilation, and clean the air.**

SD23 and school administration should work together to ensure the best indoor air quality in school buildings. Here are some valuable resources for creating Healthy Indoor Air Quality (IAQ) in Schools:

- Framework for Effective School IAQ Management
- IAQ Tools for Schools Action Kit
- IAQ Tools for Schools Preventive Maintenance Guidance Documents
- IAQ Tools for Schools Video Resources
- In BC, there are Safety measures in place to protect students and staffto reduce the spread of communicable diseases.
- The IAQ Fact Sheet Series is designed to help people without a technical background understand details about indoor air quality (IAQ) so that they can make critical decisions for their schools' ventilation, HVAC filtration, in-room air cleaners, germicidal, electronic air cleaners, and disinfectants.
- Radon testing, mitigation and awareness.
- Implement a sustainable procurement policy.This helps make measurable progress towards sustainability goals, greenhouse gas emissions, zero waste goals, social, diversity, economic and local responsibility.

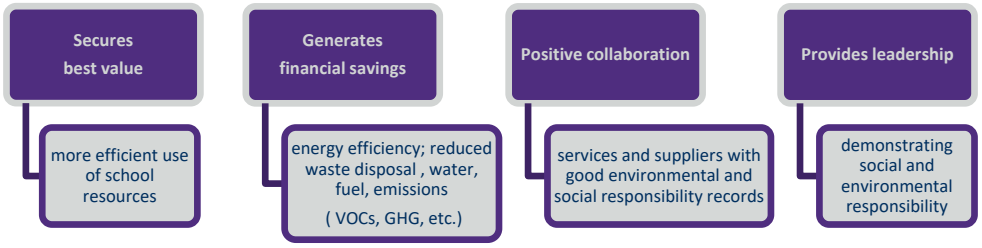

Figure 39. Benefits of Sustainable Procurement

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 Webber Road. The three main goals were:

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

[4] Indoor Air Quality | HealthLink BC

Action Plan

This Action Plan includes short, medium, and long-term measures. All measures, including task responsibility and target completion dates, were identified.

Table 5. Webber Road Action Plan

Action/Initiative	Tasks	Responsibility	Start Date	Completion date	Estimated 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: Road safety (icbc.com) RDCO Air Quality Safe Walk to School	STP facilitator-delivers presentation School Committee- help set up a date for a presentation during a school assembly.	Fall 2024	Spring/Fall Every two years or when requested	No cost
Parent role-modelling messaging	Provide messages for use in school and parent communications Parents as Role Models - SCAN of Northern Virginia (scanva.org)	School Committee-share information through a newsletter	Fall 2024	Year-round	No cost
Road safety/personal safety presentation	Contact community police to present at an assembly • Road safety for your kids (icbc.com) • Contact B.C. RCMP - Speed Watch (rcmp-grc.gc.ca) • Resources available for teachers and parents at KidSmartz (missingkids.org)	STP facilitator and RCMP- will deliver the presentation (in person-virtual) School committee- help set up a date for presentation during a school assembly- usually during pedestrian bike presentations.	Fall 2024	Spring/Fall Every two years or when requested	$
School speed zone awareness	Seek road safety curriculum resources for classroom teaching. ICBC road safety teaching resources: • Pace Car Community Guide (parachute.ca) • Teach road safety (icbc.com) • Pace Car Community Guide (parachute.ca)	School Committee- share information through teachers and newsletter	Spring 2024	April 2024- every year	$
Improve vehicle and walker/cyclist separation at and on school site	A site study by school district staff/municipal advisors. The principal sends a request to the Director of Operations to add work to the Annual Facilities Grant and/or Capital Plan).	Facilitator SD23 School Committee	Depending on priorities	TBD	
Improve access points for students.	Parents or school administration should send a City of West Kelowna service request to deal with Walkway maintenance, overgrown bushes from private property blocking sidewalks/walkways, snow/ice on roads/sidewalks/pathways, path holes, graffiti, etc. You will need: 1. Address (or pin on the map) the problem location 2. Take a photo (optional)-maximum five photos 10.0 MB each and attach it to the service request. To pick up drug paraphernalia (needles) found outdoors adjacent to private or on public property contact the non-emergency fire department number, **(778) 797-3200**– select option 1	School Committee	As needed	Year-round	$

Action/Initiative	Tasks	Responsibility	Start Date	Completion date	Estimated Cost
School Site Improvements	Consider site improvements - Kiss& Drop signage/markings, parking lot reconfiguration, additional barriers between playground and parking, additional/improved gateways and access points, wider sidewalk to the front entrance, changing traffic flow to one-way, relocate garbage bins, new bike parking compound, others TBD	School Administration/SD23/City of West Kelowna	2025	2025	$ Medium
Crosswalks and Pedestrian Improvements	Review key locations for improved crosswalks, curb extensions, twin parallel bar markings, stop bars, and accessible push buttons. Consider additional sidewalks to complete network gaps and traffic calming strategies, as warranted.	City of West Kelowna	2025	2025	$ Medium-high
Cycling improvements	Review areas for bike lane candidacy, protected bike lanes, and other signs and markings such as sharrows. Review routes in the area for neighborhood bikeway program.	City of West Kelowna/SD23	2025	2025	$ Medium
Road marking and signage improvements	Evaluate key locations that may benefit from additional or repainted lane and road markings. Review signage in the area and replace damaged or missing signs. Install additional signage where required.	City of West Kelowna	2025	2025	$ Medium
Traffic Calming	Review potential traffic calming strategies such as traffic calming curbs, delineator posts, speed humps, etc.	City of West Kelowna	2025	2025	$ Medium-high
Parking and driving behaviour	Review roadway design, on-street parking configuration, and signage. Consider physical protection at key locations such as crosswalks. Evaluate signage and marking strategies to maintain clear bike lanes	City of West Kelowna	2025	2025	$ Low - Medium
Best Walking Routes Map brochure	Create a map showing the best routes and distribute it to families along with walking safety information	City of West Kelowna	2025	2025	$ Medium-high
Bike Rodeo	Youth learn basic road rules, hand signals, obstacle avoidance and scanning techniques/Cycle Education Program "Learn2Ride" for Gr. 3-6 students.	STP facilitator/School Administration	May 2025	Every two years	
Objective 2: Raise awareness of active travel's environmental and health benefits.					
Provide a Cleaner Air 4 School Program	The program is designed and will be provided by the Air Quality Program and the lesson will be delivered to grades 3-6 by the school teachers. • Air Quality/ provides ready-to-use materials • Parents Council shares info through newsletter • School Administration supports delivering at least one lesson (around 30 min) a year through teachers grades 3-4 Check the Resources section at kelowna.com/airquality .	Air Quality/School Committee	March of every year (Earth Day) Fall/Spring	June of every year to 3rd grade. Fall/Spring	No cost
Have students create artwork for temporary/permanent outdoor signage	Identify classes that can make an art project or run an Art contest. The theme of the art contest should be clean air, safety, and active transportation. The STP Program will pay to produce six signs (20 in height x 18 in width). The school committee will pay to make any extra signs.	Air Quality/School Committee	Spring 2025	Spring 2025	$
Have physical activity benefits messages in newsletters/health presentations.	Review information on the 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 • Online Action School (actionschoolsbc.ca)	School Committee- share information through newsletters	Monthly	Ongoing	No Cost

Action/Initiative	Tasks	Responsibility	Start Date	Completion date	Estimated Cost
Sustainable Happiness lesson plans	Distribute teacher resources found at • SH Teacher's Guide NSNov19 (resources4rethinking.ca) • Sustainable Happiness and Health Education Teacher's Guide-Elementary | Sustainability Classroom Resources at Resources for Rethinking (resources4rethinking.ca) • http://www.cleanairchampions.ca/programs.php	School Committee SD23	Monthly	Ongoing	No Cost
Objective 3: To 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. This will be communicated to our families before school starts	School Committee STP facilitator	Spring 2025	Every Spring and Fall	$ No Cost
Buddy Scheme	Set up a scheme to encourage students to walk and cycle with others. Students are very young and need volunteer parents to accompany them.	School Committee STP facilitator	TBD	TBD	
Neighborhood Walking School Bus	Identify a route from a suitable neighbourhood to school. Organize Walking School Bus. Communicate the possibility of this and possible meeting points.	School Committee STP facilitator	TBD	TBD	
Walking Competition	Set up a walking competition for 1-2 weeks (March-June). How_to_set_a_walking_competition.pdf (kelowna.ca). Air Quality could provide a limited number of pedometers for one or two participant classrooms (per school) and the pool entry fee to the Johnson Bentley Aquatic Centre for one winning class. • The school committee pays for class transportation to the Johnson Bentley pool.	Parents Council with support of STP facilitator- School Committee	Spring 2025	Every Spring and Fall	Cost per pedometer $6-7 Online pedometers recommended.
IWALK (International Walk to School Month – October)	Organize a Walk to School Week-How_to_set_a_walking_competition.pdf (kelowna.ca)	School Committee	Fall 2024	Every year	$ minimal (for prizes-pedometer)
Bike and Walk to School Days	Encourage students and their families to walk, scooter, skateboard, or ride their bikes to and from school. Detail a challenge and advertise Walking/Biking on Wednesdays or other specific days (September- October or March-June). The school will create a yearly schedule with the team and share it with families. -How_to_set_a_walking_competition.pdf (kelowna.ca)	School Administration	Fall 2024	Every Spring and Fall	$
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 2024	Every year	
Celebration	Organize a community walk to school on Earth Day	School Committee	April 22, 2024	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	1st week June 2024		
Carpool month	Promote Carpooling as a simple way for individuals to participate in the climate change challenge while saving money, reducing congestion, and conserving energy. Communicate in the monthly newsletter for families and staff) Resources: • Free Carpool and Rideshare Listings (carpoolworld.com)	School Committee	October 2024	Every year	

Action/Initiative	Tasks	Responsibility	Start Date	Completion date	Estimated Cost
	• Carpooling Software for Schools (carpoolworld.com) • Carpooling and Car Sharing - Province of British Columbia (gov.bc.ca) • Rideshare in Kelowna (shareyourride.net)				
Clean Air Day	Participate in activities that contribute to cleaner air, healthier communities and a better quality of life for all. Promote things you can do to help improve local air quality. Tie to Art Contest Okanagan Regional Library Introduces Air Quality Monitor Kit to Help Patrons Breathe Easy (orl.bc.ca)	School Committee- Share information through newsletters.	1st week June 2024	Every year	
Objective 4: To facilitate safe bicycling to and from school					
Cycle Storage	Provide adequate bike racks in secure locations on the school site. Need to request through the Principal to Director of Operations. Add work to Annual Facilities Grant and/or Capital Plan) Bike registration to reduce theft and help recovery | 529 Garage (project529.com)	SD23/ School Committee	Depending on priority with other projects	TBD	$ review
Objective 5: Reducing Emissions from School Buildings					
Understanding Energy Use and Improving Monitoring and Measurement	Monitor usage over a period, e.g., a week or a month. When and how often is the emissions source used? Report on areas of waste across all spectrums of the 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	Ongoing		$
Reducing Energy Demand & Improving 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.) • 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) School IAQ Fact Sheet: Overview | U.S. Green Building Council (usgbc.org)	SD23	Ongoing		$
Investigate Opportunities for Renewable Energy Provision	• 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		
Reducing Emissions from Procurement	• 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		$

Action/Initiative	Tasks	Responsibility	Start Date	Completion date	Estimated Cost
Test for radon gas and ensure the lowest levels are reasonably achievable, with all space below the Canadian Guideline of 200 Bq/m³	Screen each building by deploying detectors during the cold months of the year for a minimum of 91 days in the lowest level of the building receiving occupancy >4 hours/day • Implement interim and permanent radon reduction measures in obvious areas of concern, and especially in areas testing high. • Test buildings per the Health Canada Guide for Radon Measurements in Public Buildings, Workplaces, Schools, Day Cares, Hospitals, Care Facilities, Correctional Centres https://www.canada.ca/en/health-canada/services/environmental-workplace-health/reports-publications/radiation/guide-radon-measurements-public-buildings-schools-hospitals-care-facilities-detention-centres.html • Make radon inclusive of general building oversight, maintenance and data collection; obtain a portable radon monitor and routinely check buildings under different seasons, HVAC and energy efficiency adjustments, and after significant indoor renovation or equipment alterations • Be transparent with radon test results to staff and parents along with promotional material encouraging staff and parents to test their indoor environments. Resources available: o Greg Baytalan, Specialist Environmental Health Officer, Interior Health (250) 469-7070 ext. 12273 greg.baytalan@interiorhealth.ca o Information and links on the Interior Health Radon Page https://www.interiorhealth.ca/YourEnvironment/RadonGas/Pages/default.aspx • A Step-By-Step Manual for Radon Reduction, by Douglas L. Kladder, Protecting Your Home From Radon in Canada : a Step-by-step Manual for Radon Reduction | Okanagan Regional Library | BiblioCommons • School Resources - Take Action on Radon • Radon and Energy Efficiency | BC Lung Foundation	SD23	TBD		
Objective 6: To monitor the effectiveness of initiatives and revise the School Travel Plan annually					
Monitor transportation mode	Conduct Follow-up Classroom Survey. Webber Road Elementary- STP - BikeWalkRoll | How Did You Get to School Today?	Air Quality/ School Committee	Spring 2024	Spring 2027	
Monitor behaviour changes	Conduct Follow-up Family Survey	Air Quality/ School Committee	Spring 2024	Spring 2027	$
Report on the implementation of STP and initiatives	Follow-up of first-year actions or when substantial work has been completed. Revise the plan and compile a final report with recommendations.	Air Quality/ School Committee	Spring 2025-	Spring 2027	$
Oversee the implementation of Action Plan items and track changes over time.	The follow-up hands-up classroom survey could be performed at the end of every school year. If possible, a family survey should be conducted every second year.	School Committee	Spring 2024	Spring 2027 onward	$

Committee members

In coordination with the City of West Kelowna, Air Quality invited the institutions described below to participate in the Municipal and School Stakeholder Committee. A brief document on the school travel planning and the terms of reference of the municipal and school stakeholder committee was 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
- Provided information to educate parents and students regarding health, wellness, air quality and safety.
- Agreed with improvements recommended in the Action Plan

Table 6. Members of the School STP Committee

Webber Road			**2829 Inverness Rd, West Kelowna, BC, V4T 1J5**
Name	**Description**		**Contact information**
School Administration			
	Sylvain Guignard	Principal	sylvain.guignard@sd23.bc.ca
	Deb Dehoog	Former Teacher	debbie.dehoog@sd23.bc.ca
Parents			
	Amanda Mackenizie	Parent	amanda.mackenzie@hotmail.com

Table 7. Members of the Municipal Stakeholder Committee

	Name	**Description**	**Contact information**
City of West Kelowna	Brent Morrison Cory Steeves	Civil Technologist II	brent.morrison@westkelownacity.ca *cory.steeves@westkelownacity.ca*
	Nilton Praticante	Engineering Manager	nilton.praticante@westkelownacity.ca
SD23	Dan Glasscock	STP Facilitator/Traffic Safety officer	Dan.Glasscock@sd23.bc.ca
City of Kelowna/RDCO	Nancy Mora	Project Coordinator	nmoracastro@kelowna.ca
City of Kelowna	Jayde Hiemstra	Communications Coordinator	As needed jhiemstra@kelowna.ca
RCMP	Federico Angulo	Law Enforcement	Federico.ANGULO@rcmp-grc.gc.ca
School District	David Widdis	Planning Manager	david.widdis@sd23.bc.ca
Interior Health	Tanya Osborne	Community Health Facilitator	tanya.osborne@interiorhealth.ca

Acknowledgements

Thanks to the following organizations for their valuable information:

Green Communities CANADA

HASTe HUB for ACTIVE SCHOOL TRAVEL

LSx London Sustainability Exchange

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

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Active & Safe ROUTES TO SCHOOL

Endorsement

The School Travel Plan for Webber Road Elementary has been endorsed by Principal Sylvain Guignard on behalf of the school and by one representative of the Municipal Stakeholder Committee.

School Principal Sylvain Guignard

Signature 

Date October 11, 2024

Lead representative of
Municipal Stakeholder Committee Nancy Mora

Signature 

Date October 11, 2023

Future Evaluation

The follow-up surveys are planned for May 2025 or when significant progress has been completed.

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Update

School travel planning follow-up data collection will occur in May 2025, or when substantial work has been completed, through the follow-up family and classroom surveys. The results will be comparable to the baseline data collected in May 2024. The School Travel Plan will be revisited as necessary.

After the new data has been analyzed and compared to the baseline data, 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 via the school newsletter and/or at school events.

	Principal	Municipal Lead
End of First Year < May 2025 >	_____	_____

Appendix 1. Statement of Support

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

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

I, Sylvain Guignard, Principal, agree on Webber 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 years 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 Action Plan implementation tasks.
- Provide meeting space as needed.

School Principal:

Sylvain Guignard
Name

Webber Road Elementary School
School Name

Signature

April 17, 2024
Date

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

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School Travel Planning

Municipal Stakeholder Committee

Statement of Support

I, Brent Morrison, representing the Engineering Department, agree to participate as a member of the Municipal Stakeholder Committee for the City of West 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* 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, complete GIS maps, provide traffic count data, perform pertinent analysis, and provide input to the Action Plan, including budgeting for minor or major infrastructure actions around the chosen schools.
    - Police and/or bylaw officers will oversee safety and traffic enforcement, public health and school districts will guide education opportunities, etc.

Brent Morrison
Name

Signature

City of West Kelowna
Organization Name

May 28. 2024
Date

Witness:

Nilton Practicante
Name

Signature

City of West Kelowna
Organization Name

May 28. 2024
Date

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

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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, Anita Ely, 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.

Anita Ely
Name

A. Ely
Signature

Interior health Authority
Organization Name

September 26, 2017
Date

Witness:

J. Ivor Norlin
Name

Signature

Interior health Authority
Organization Name

September 26, 2017
Date

Clean Air & Safe Routes 4 Schools
A School Travel Plan
Webber Road Elementary School

October 2024

Questions or concerns should be directed to:
Regional Air Quality Program
www.rdco.com/airquality
airquality@kelowna.ca
ph. 250-469-8408