# Clean Air & Safe Routes 4 Schools

## Raymer Elementary School

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# Clean Air & Safe Routes 4 Schools

## A School Travel Plan

## Raymer Elementary School


Raymer 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 in October 2016.
Revised April 2019

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# Project Overview

## Clean Air and Safe Routes 4 Schools in the Central Okanagan

As part of the activities of the Central Okanagan Clean Air Strategy the Regional District of Central Okanagan (RDCO) and the Sustainable Transportation Partnership of the Central Okanagan (STPCO), in coordination with the City of Kelowna, started the implementation of the Clean Air and Safe Routes 4 Schools program in Raymer Elementary School in spring 2015. The Clean Air and Safe Routes 4 Schools program was implemented using the tool kit "School Travel Plan (STP)" created by Green Communities Canada in combination with the toolkit "Cleaner Air 4 Schools" 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. The STP objectives were expanded to include tools to identify areas of poor air quality around the school, promote students 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 Committee. This committee was made up of numerous stakeholders that 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 administration 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 has been delivering 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 follow-up survey results 2018, an overall increase **of 11% in the use of sustainable transportation** to and from school is observed. More kids walk, bicycle, take the school bus, carpool and use public transit to go to and from school. 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 it 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.

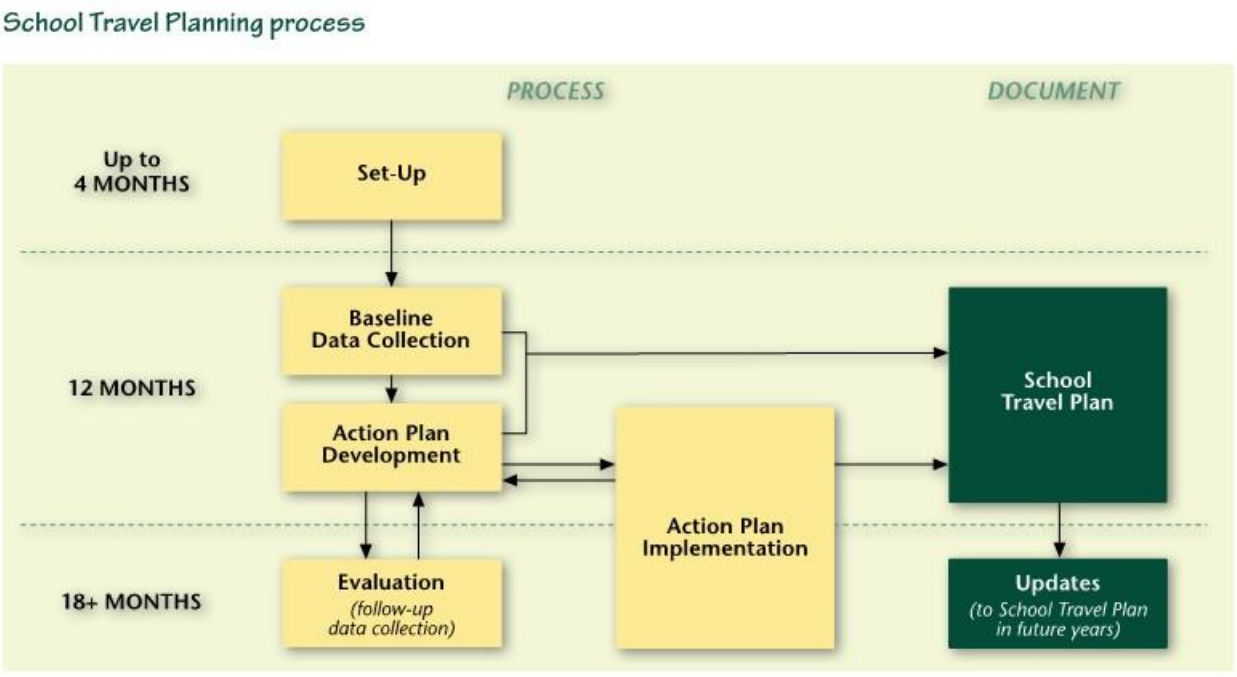



**Figure 1. School Travel Planning Process**

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 that 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 states[1] there has also 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.

[1] Healthy Families BC

- 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 Study[2], the effects of physical activity on brain health were analyzed**.** As can be seen in Figure 2. Brain scans of students taking test,[3] two brain images, 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.

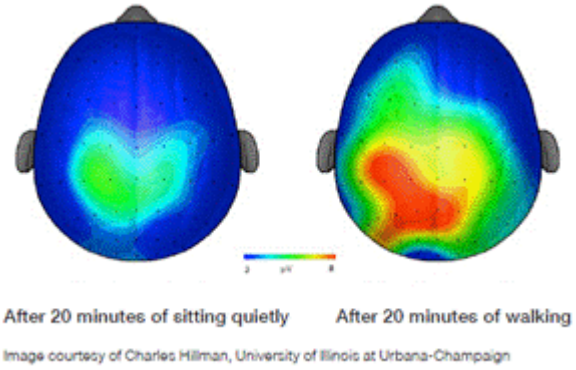



**Figure 2. Brain scans of students taking test**

[2] Healthy Families BC
[3] 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 in Raymer 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 Raymer 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 from school buildings. Raymer Elementary School was invited to participate in the process and signed the School Agreement on April 10, 2015. A presentation was delivered by the facilitator to the Parent Advisory Committee and administrative personnel to explain the scope of the project and their role in the process. As well, an introductory document to parents and the 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 and observations around Raymer 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 section include the results of all the baseline information gathered.

## School Profile

The school profile was provided by Raymer's Principal on April 10th, 2015, and contains general information, main concerns and issues the school was facing.

### Table 1. Raymer's Profile

| Profile | Description |
|---|---|
| **School Name** | Raymer Elementary |
| **School Type, e.g. public, separate, private** | Public |
| **Age of School / Year Opened** | Approximately 55 years old |
| **Name of School Board** | SD#23 Central Okanagan |
| **Number of Students** | 243 in 2015<br>250 in 2018 |
| **Number of Families** | Approximately 200 |
| **Grades, e.g. K-6, K-8** | K-6 |
| **School Bell Times** | 8:30-2:30 |
| **Number of Parking Spaces, staff/visitor** | No visitor |
| **Description of Location, e.g. city centre/suburban/rural** | City Center |
| **Is the school in a Neighbourhood Watch or Block Parent Community?** | UnsureZx |
| **% Bussed Students** | 2 |
| **Socio-Economic Description of Families** | Mixed |
| **Any local programs e.g. French immersion, fine arts, special needs, before and after-school day care etc.** | Clubhouse Childcare |
| **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** | Traffic volume, heavy trucks, driving behaviour: speeding and erratic |

| 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** | Bike racks<br>Bus zone |
| **Existing Safety Policy & Education, e.g. school safety policy and rules, current safety education programs** | Informal |
| **Programs at this school that have goals similar to STP, e.g. environmental, physical activity, mental health** | Strong Start Facility |
| **Types of school/parent committee communications used/available (i.e. newsletter, website, Facebook page)** | Newsletter and website |
| **Other Information** | None |

## Raymer Elementary Catchment

Currently, there are 250 students in grades from K to 6 and the catchment area is shown in Figure 3.

Raymer Elementary Catchment 2019

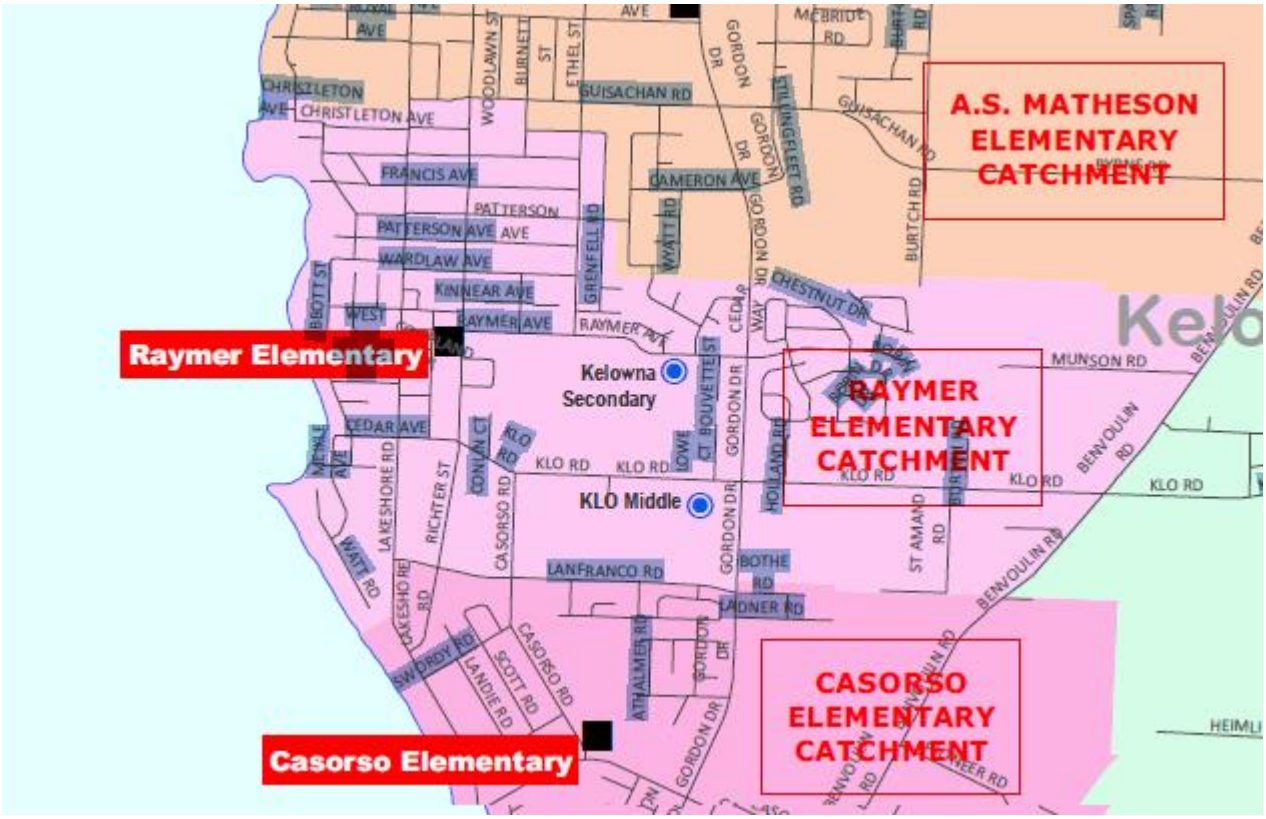



Figure 3. Raymer Elementary Catchment Area

## GIS Analysis - Distance to School

Via the postal codes from all students attending Raymer 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:

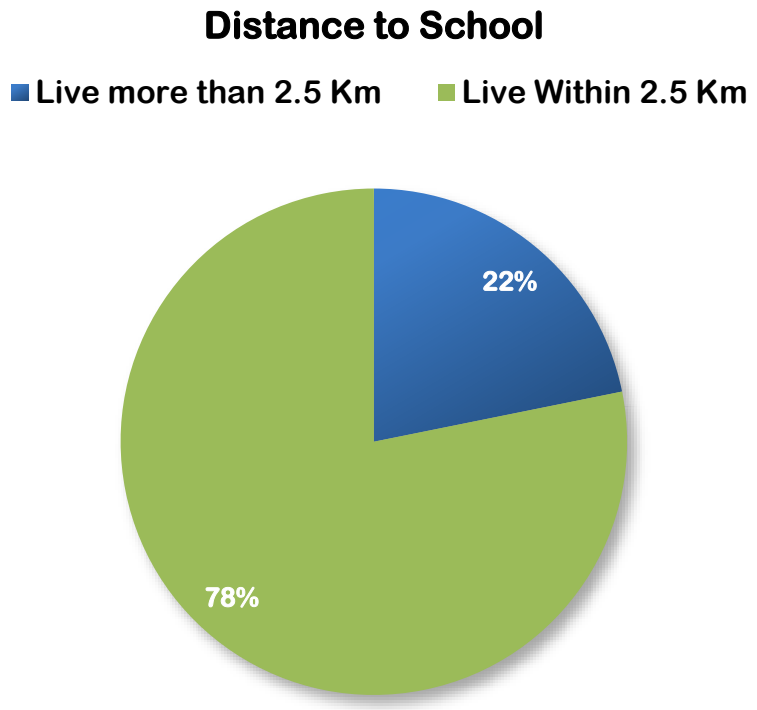



Figure 4. Distance to School

- 78 % of current students live within a 2.5 km from school;
- 22% of students require a longer walk/bike ride to reach school as they live more than 2.5 km away

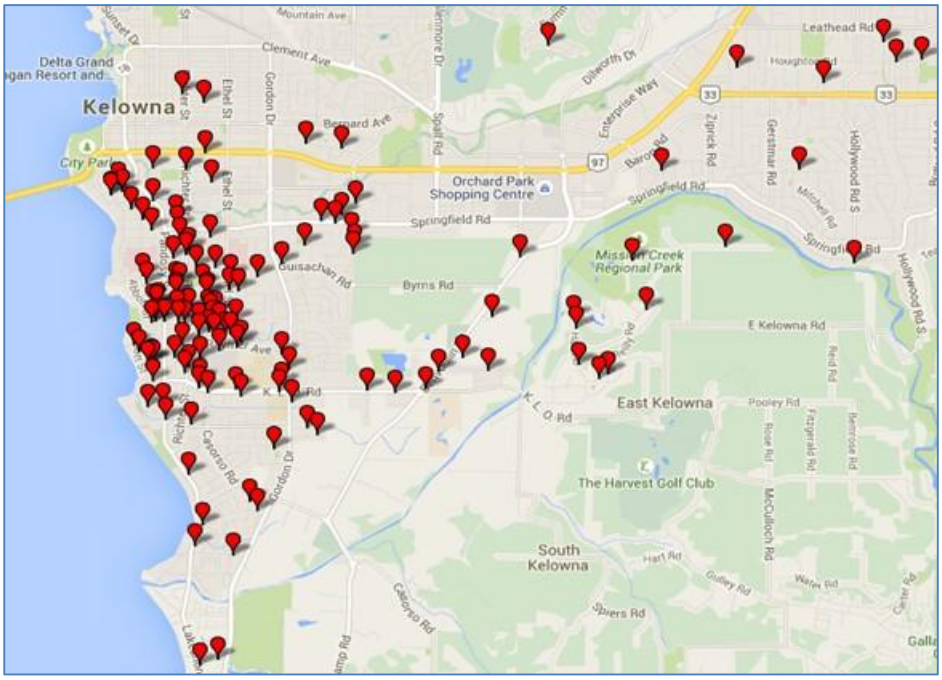



**Figure 5. Students within catchment area (postal codes)**

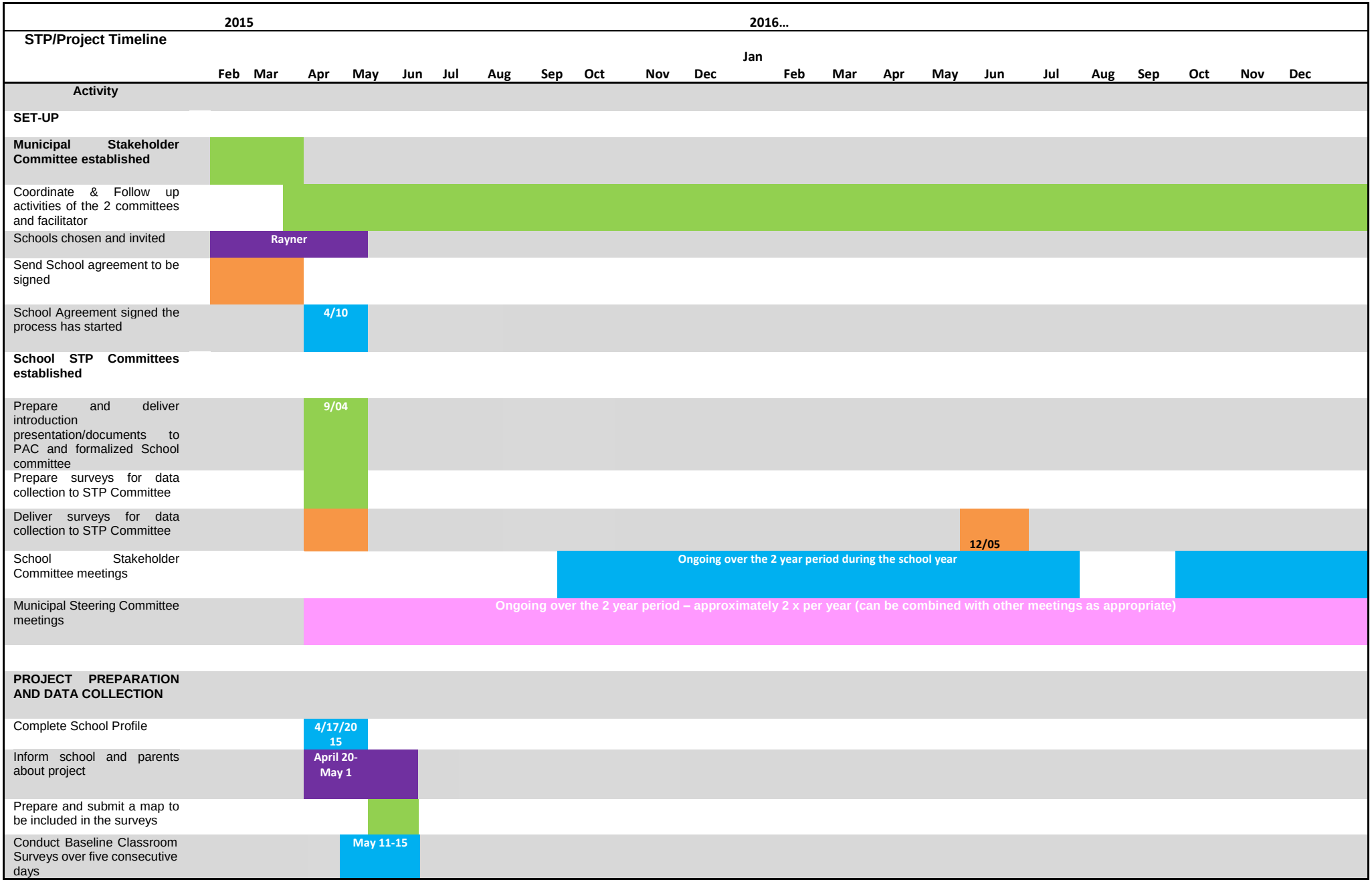
48% of the students live within 1 km or

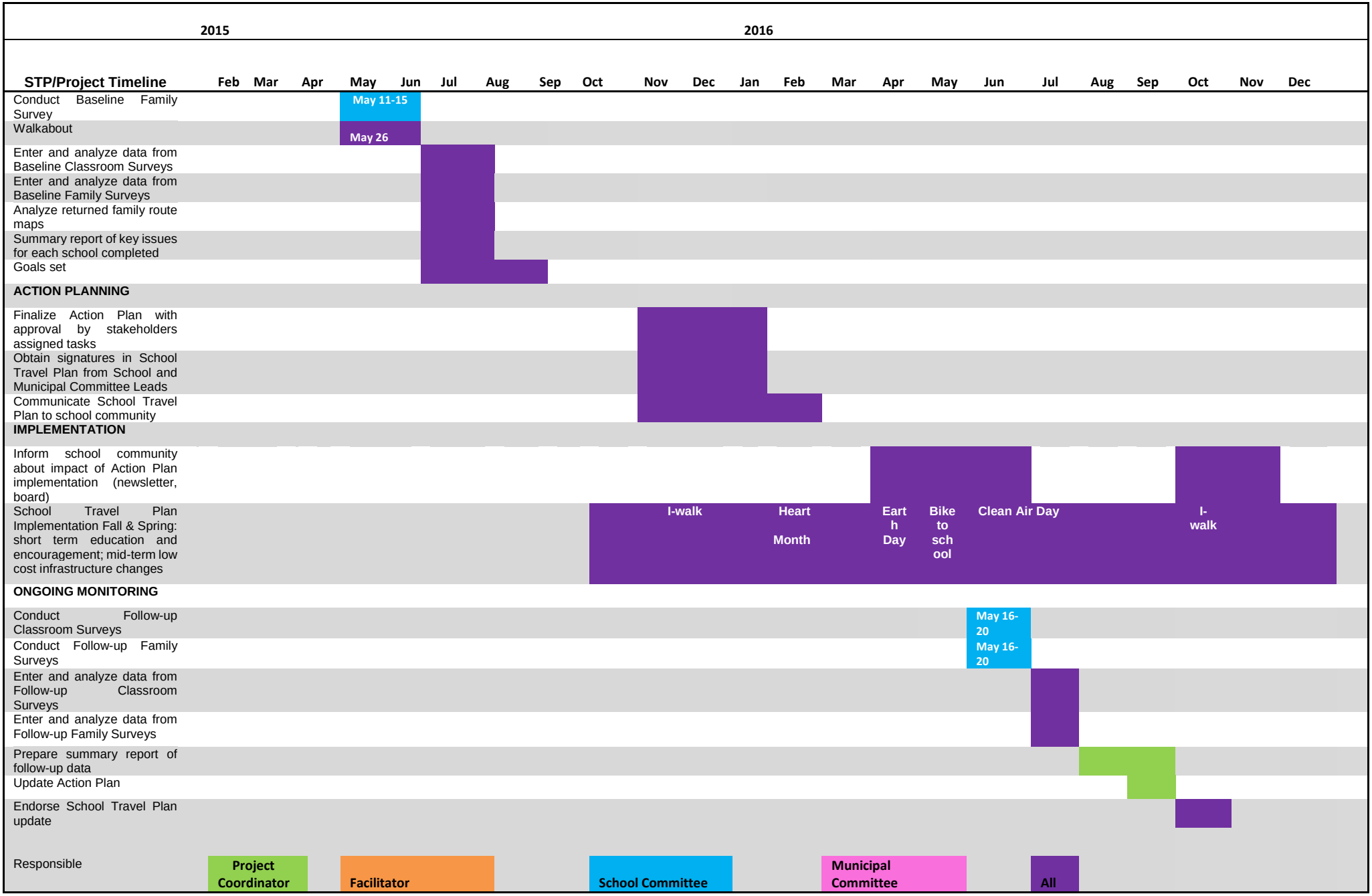
16 min walking

6 min cycling

**CAUTION:** Using ArcInfo we calculated the distance (in meters) from multiple points to one point; in this case to Raymer school. Distances are calculated on straight line to the reference point. Use caution when relating to walk/bike distances, it doesn't account for walk/cycle paths that might connect roads.

## Table 2. Timeline of Main Tasks




2015
2016
STP/Project Timeline
Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec
Conduct Baseline Family Survey
May 11-15
Walkabout
May 26
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
I-walk
Heart Month
Earth Day
Bike to school
Clean Air Day
I-walk
ONGOING MONITORING
Conduct Follow-up Classroom Surveys
May 16-20
Conduct Follow-up Family Surveys
May 16-20
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

Raymer is composed of approximately 210 families and equal amount of surveys were distributed on May 8th 2015. Over the week of May 11th to May 15th teachers helped with the 11 classroom hands-up surveys and daily 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.ray.sd23.bc.ca/Parents/MonthlyNewsletter/Documents/May%202015%20Newsletter.pdf

To encourage student's participation, the RDCO provided:

- 12 prizes-packages, one for each classroom. The contents of the prize bags are as follow; one black smart trips bag, one helmet, two bicycle spoke reflective stickers, one "one less car" decal, one smart trips stainless steel water bottle, 10 smart trips stickers, one bike bell, one cardboard BC transit bus model, one magnetic notepad, one smart trips reflective armband, one McDonalds ice cream coupon, one idle free key chain, one "bike lover sticker" a BCAA water bottle, one SD23 slim bag and one flashing reflector.

- 1 big Prize- includes- 1 bicycle + 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 Bryant Delaney from grade 6.


Figure 6. Facilitator Dave Gibson and school principal delivering the bicycle

The helmets were provided by Kelowna Sunrise Rotary Club and there was one winner for each of the 11 classrooms.

**Figure 7. Helmets' winners**

## Baseline Classroom Survey findings

Raymer Elementary has 11 classrooms and with the teachers' support 11 completed classroom surveys were received reflecting travel "to" School. The travel mode "to" school over one week of ninety-two percent of the students was tracked as shown in Figure 8.

**Table 3. Summary - TO School (Frequency)**

| | Walked | Walked part-way | Bicycle | School Bus | Public Transit | Carpool | Car | Other | Total |
|---|---|---|---|---|---|---|---|---|---|
| **Monday** | 48 | 10 | 14 | 3 | 3 | 21 | 109 | 16 | **224** |
| **Tuesday** | 57 | 7 | 13 | 3 | 3 | 14 | 109 | 17 | **223** |
| **Wednesday** | 54 | 11 | 14 | 3 | 4 | 15 | 103 | 19 | **223** |
| **Thursday** | 56 | 11 | 20 | 4 | 5 | 20 | 101 | 13 | **230** |
| **Friday** | 57 | 7 | 18 | 2 | 4 | 15 | 97 | 16 | **216** |
| **Total** | **272** | **46** | **79** | **15** | **19** | **85** | **519** | **81** | **1116** |
| **Average** | **54.4** | **9.2** | **15.8** | **3** | **3.8** | **17** | **103.8** | **16.2** | **223.2** |

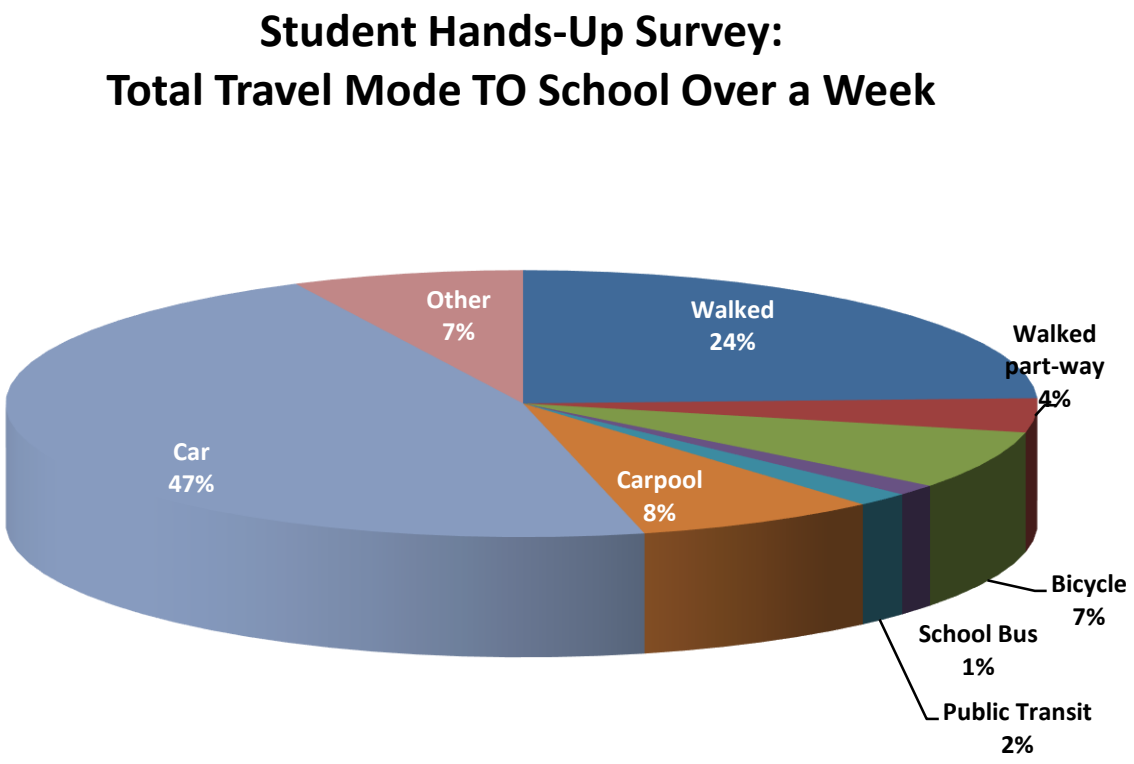



**Figure 8. Total Travel Model to School over a Week**

The classroom survey can be found in Appendix 3.

We received 11 complete classroom surveys outlining "from" school results. Ninety-one percent of the 243 students attending Raymer were tracked over one week. As can be seen in Figure 9, in the afternoon more kids walk to school and take the school bus 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** | 57 | 9 | 14 | 3 | 4 | 17 | 108 | 12 | **224** |
| **Tuesday** | 58 | 9 | 15 | 4 | 5 | 15 | 102 | 15 | **223** |
| **Wednesday** | 53 | 8 | 14 | 4 | 5 | 15 | 104 | 21 | **224** |
| **Thursday** | 61 | 12 | 20 | 4 | 5 | 19 | 87 | 14 | **222** |
| **Friday** | 59 | 9 | 20 | 3 | 7 | 13 | 91 | 15 | **217** |
| **Total** | **288** | **47** | **83** | **18** | **26** | **79** | **492** | **77** | **1110** |
| **Average** | **57.6** | **9.4** | **16.6** | **3.6** | **5.2** | **15.8** | **98.4** | **15.4** | **222.0** |

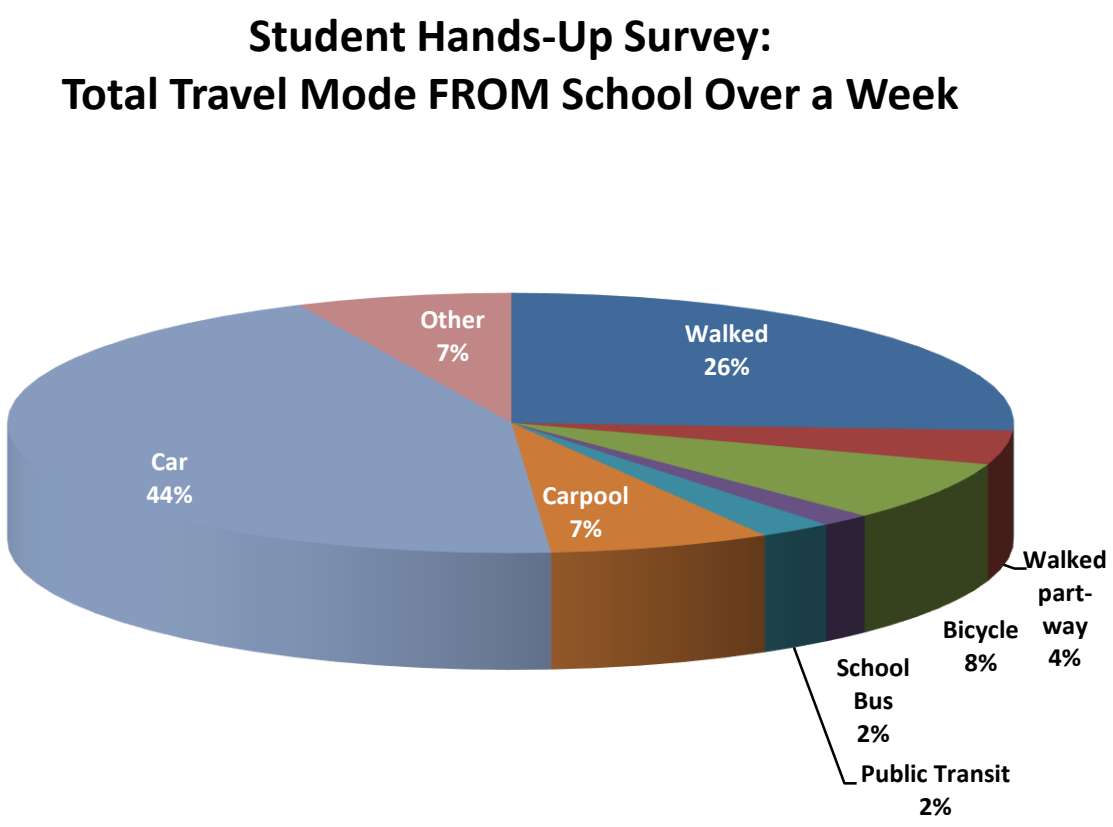



**Figure 9. Total Travel Model from School over a Week**

## Baseline Family Survey Findings

Sixty-eight family surveys were received out of 210 delivered. That means 32% of Raymer School families provided insightful information to understand the issues and barriers that prevent students from using active transportation. The following graphs show the main results of the Family survey. The family survey and additional comments from parents are included on Appendix 4:

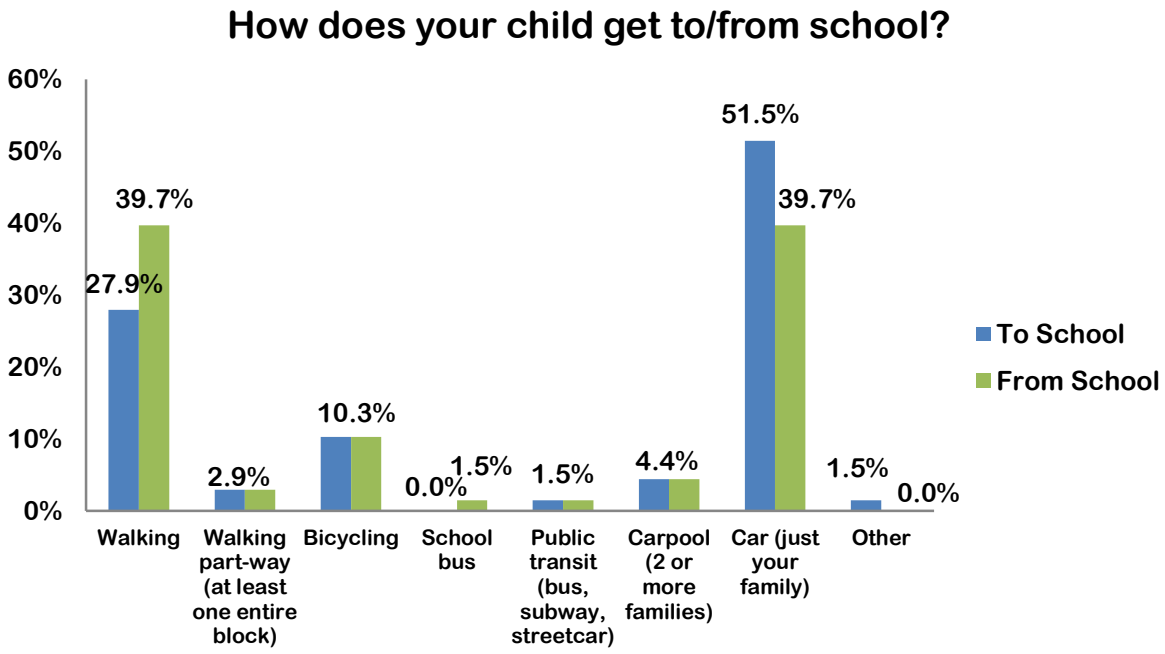



Figure 10. How does your child get to/from school?

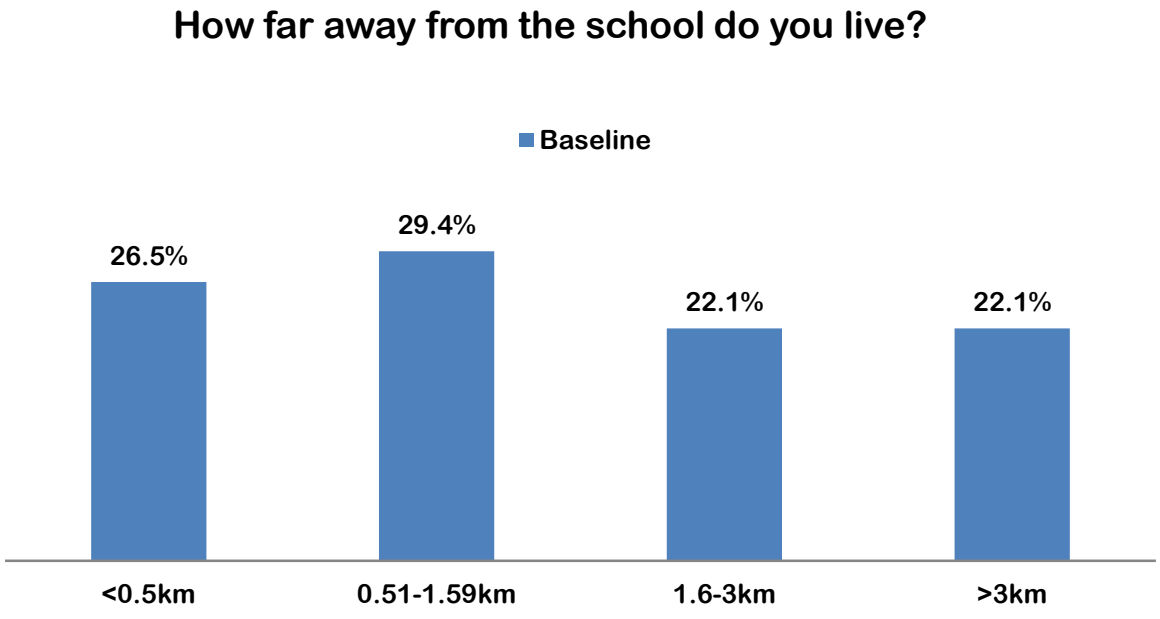



Figure 11. How far away from the school do you live?

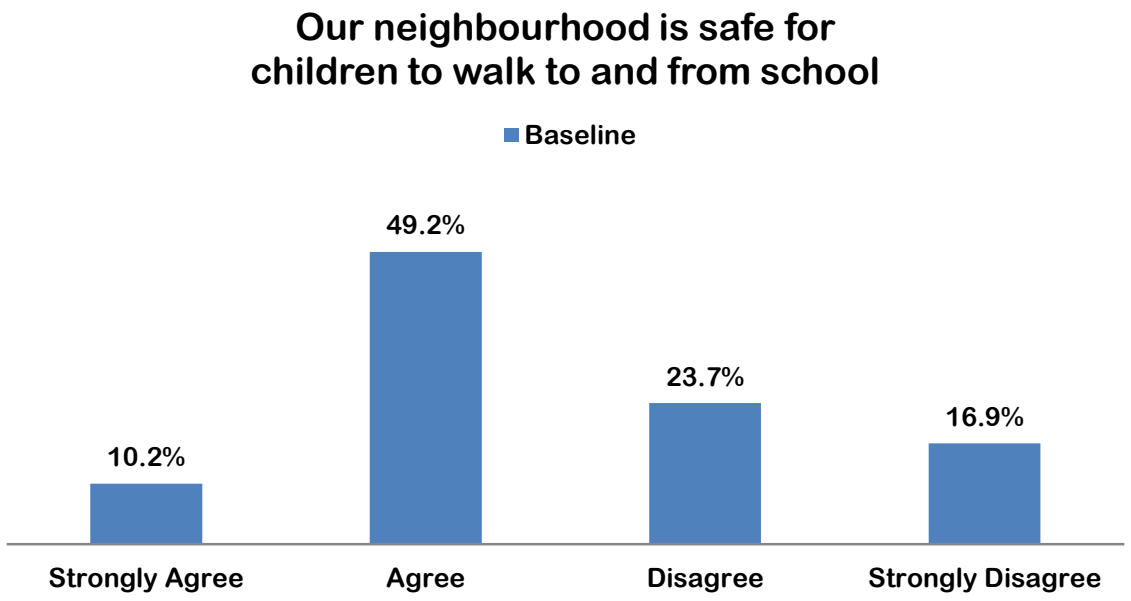



Figure 12. How safe is our neighborhood

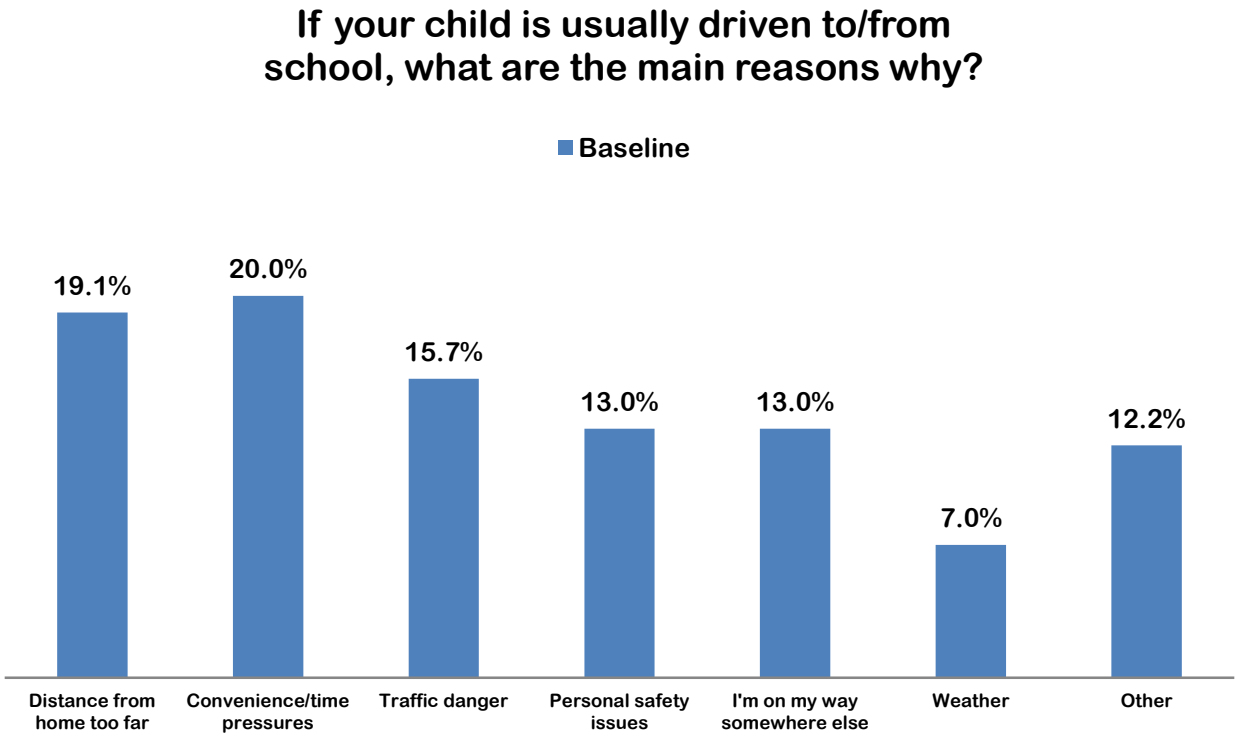



Figure 13. Main reasons given for driving kids to school

The reasons provided in "Other" include; No proper crosswalks, no sidewalks down Benvoulin to KLO and Ethel to Guisichan, age of kids, driving behavior on south Pandosy is erratic and dangerous, too many speeders especially along Tutt.

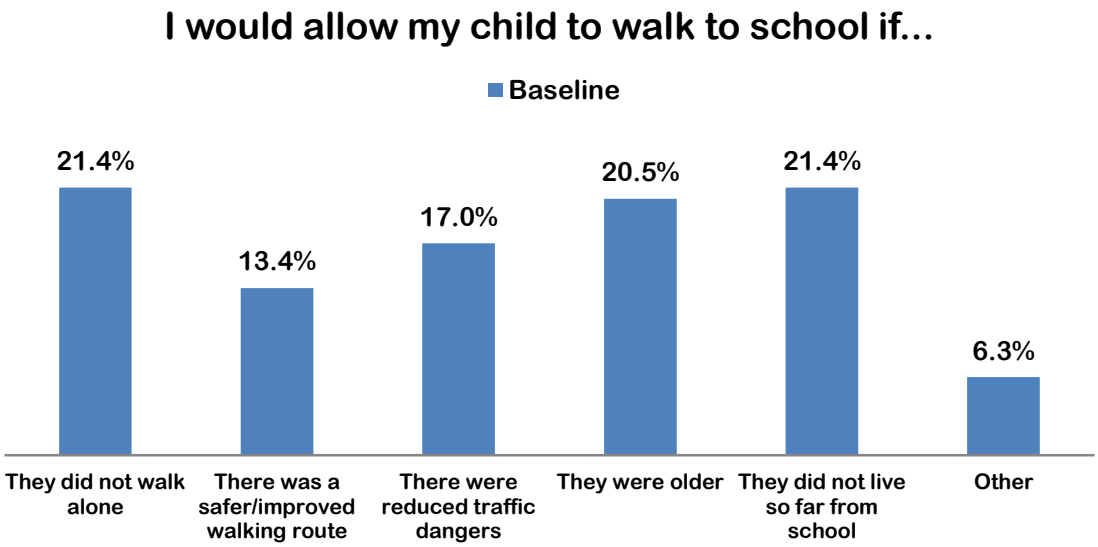



Figure 14. I would allow my child to walk to school if..

The reasons provided in "Other" for Figure 13, were; Sidewalks and crossings improved, not old enough needs adult supervision.

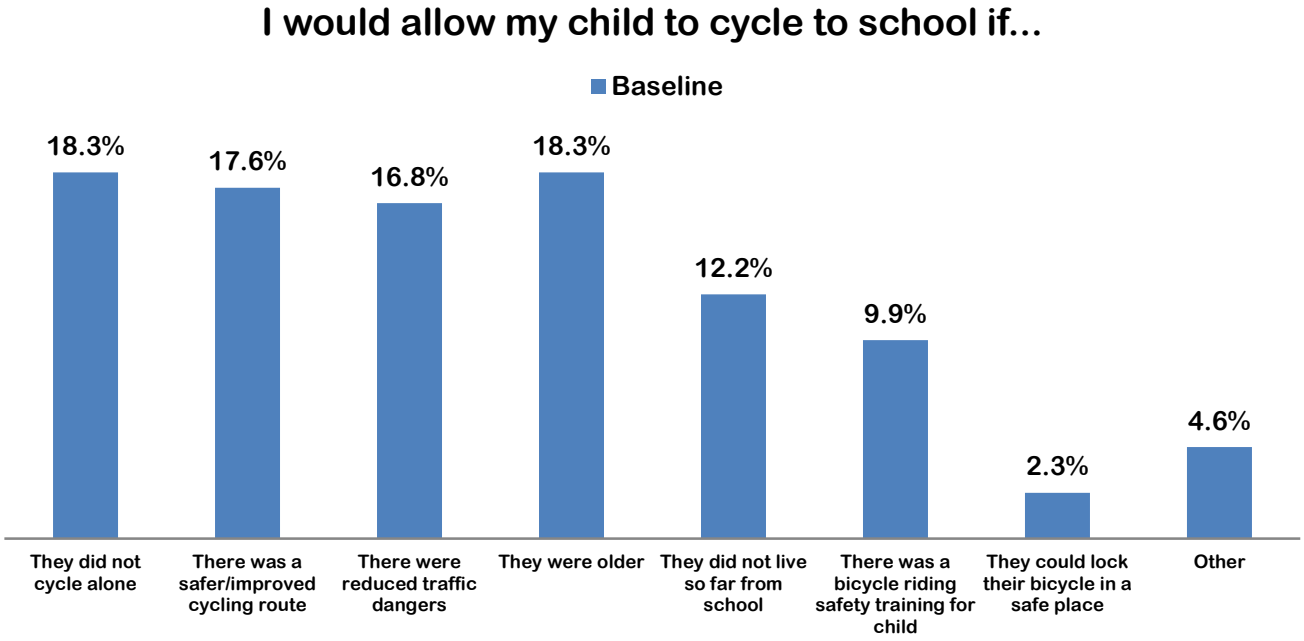



Figure 15. I would allow my child to cycle to school if..

"Other" included; more bike paths off Ethel.

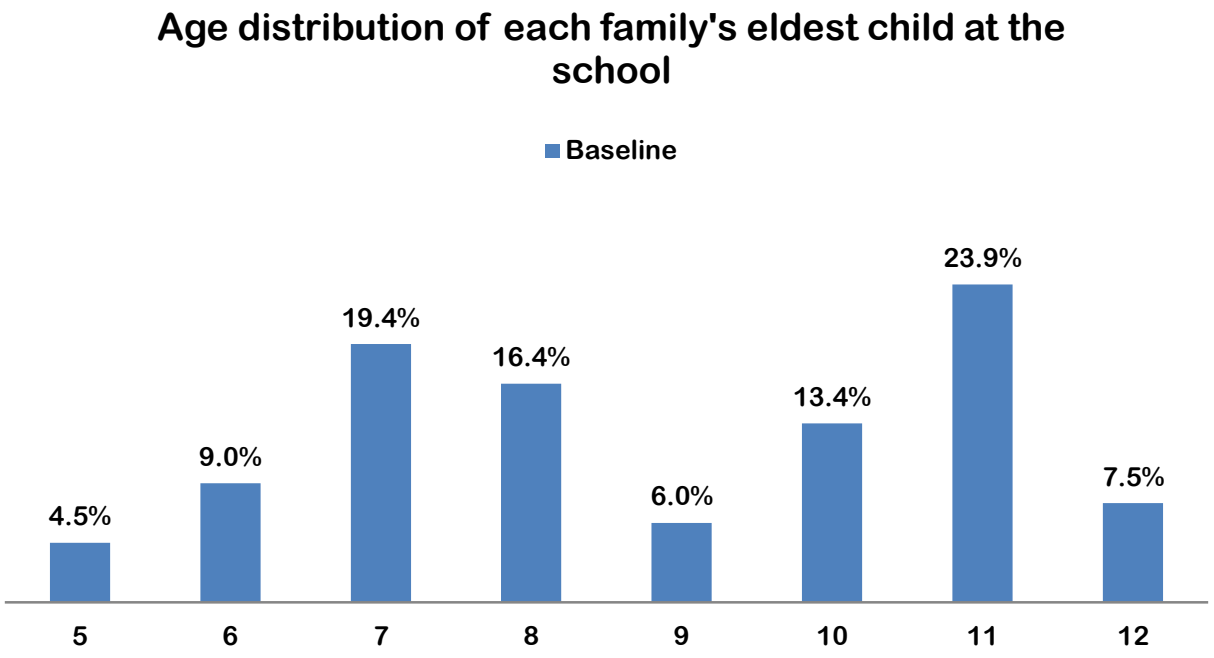



Figure 16. Age distribution of each family's eldest child at the school

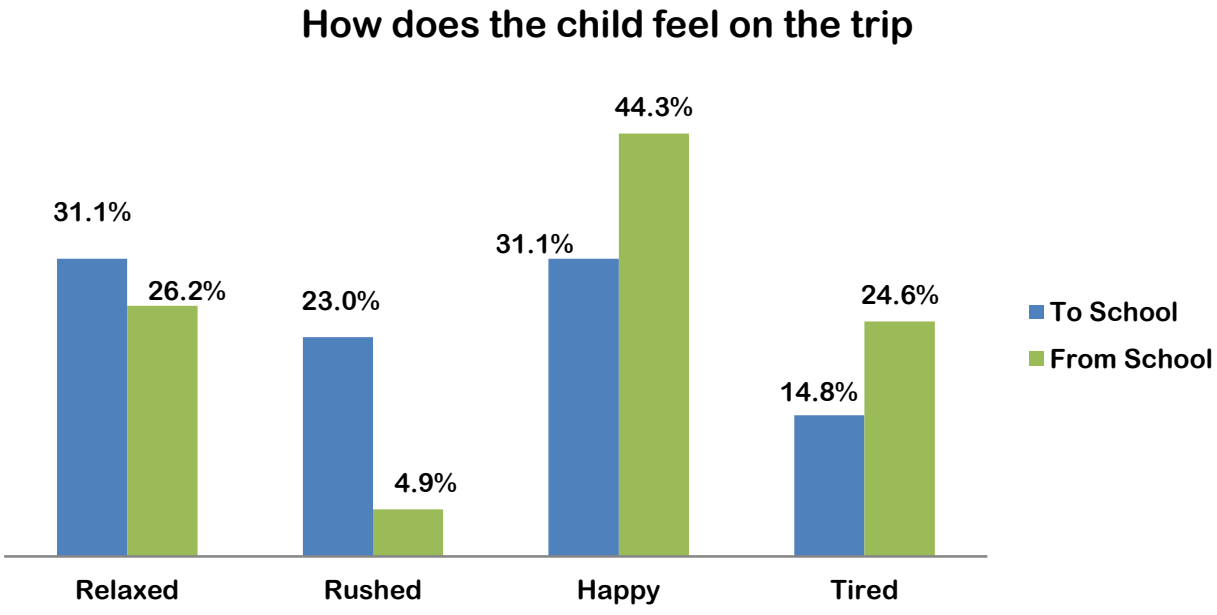



Figure 17. How does the child feel on the trip to and from school?

## Walkabout and Route Map

The Walkabout was performed on May 26th, 2015 from 8:00 to 10:30 am. Eight members from the Municipal Committee, seven members from the School Committee and two guests 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 the facilitator
8:15 Group 1 – to observe drop- off area on Raymer (# 12 on the Walkabout map)
Group 2 – to observe drop-off area on Richter (#1 on the Walkabout map)
8:40 Start Walkabout
9:40 Return to school staff room- refreshments
9:50 Discussion of findings -Next Steps
10:30 Wrap-up

**School Travel Planning - Raymer Elementary School**

**First STP Municipal and School committee meeting- Walkabout**

### Municipal Committee – Sign-in Sheet

Date: May 26, 2015
Time: 8:00 am – 10:30 am
Location: Raymer 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 | |
| Mahesh Tripathi | City of Kelowna | Engineering Traffic Technician(CPE-FT) | |
| Robyn Boffy | RCMP | Police officer | |
| David Widdis | School District 23 | Planning Manager | |
| Pam Moore | Interior Health | Healthy Community Environments | |
| Caroline Noga | The Clubhouse Child Centre-Non-profit organization | Executive Director | Stand in Andrie Kauwenhoven Andrie |
| Nancy Mora | Regional Services / RDCO | Regional Air Quality Coordinator/ STP Project Coordinator | |
| Janelle Kuzen | Interior Health | Healthy Community Environments | |
| Tomas Farmer | City of Kelowna | Co-op student (Regional services) | |

**School Travel Planning - Raymer Elementary School**

**First STP Municipal and School committee meeting- Walkabout**

### School Committee – Sign-in Sheet

Date: May 26, 2015
Time: 8:00 am – 10:30 am
Location: Raymer Elementary School- Staff room

| Name | Position | Signature |
|---|---|---|
| Susan Bergen | Principal | |
| Deannie da Costa Zahara | PAC Parent | |
| Nicola Estrada | PAC Treasurer | |
| Adam Clarke | PAC Vice-president | |
| Erin Cooper | PAC Parent | |
| Brandy Meyers | PAC Parent | |
| Robert Fershau<br>Cadre Simpson | PAC Parent | |

The Walkabout route was developed by The City of Kelowna staff considering the information provided by the school committee.

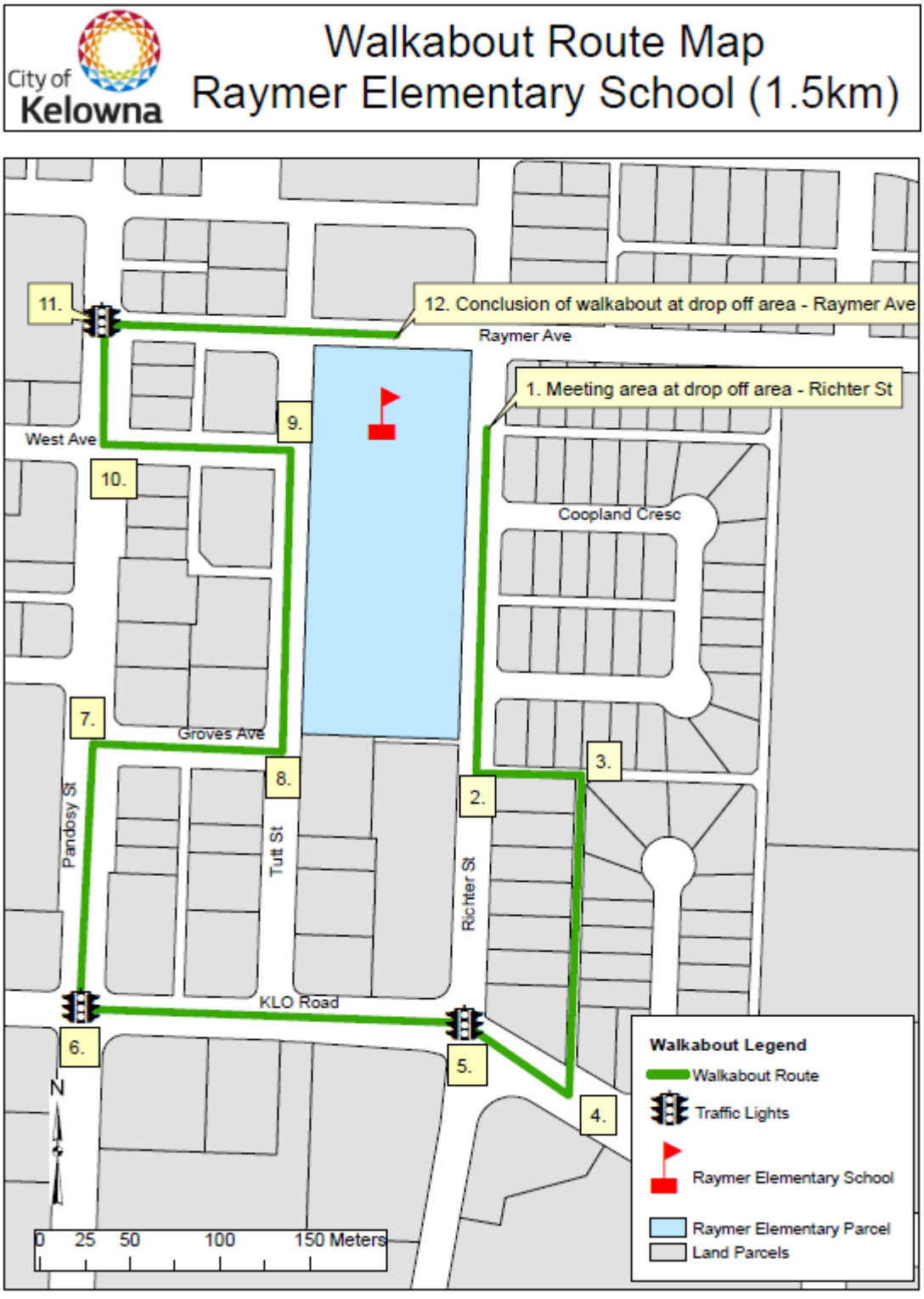



Figure 18. Raymer Walkabout Rout Map

## Walkabout Main Findings

After the walkabout, the Municipal and School Committee members discussed the main findings and issues Raymer 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. Raymer Walkabout Main Findings**

| The Walkability Checklist | General Findings |
|---|---|
| Parking lot, or on road parking at school | Kids crossing between parked cars. Kids jaywalking @ Tutt & Raymer. Speeding cars. Distracted drivers. Poor traffic flow. |
| Facilities for walkers on the street next to the school site | No safety patrollers. Corsswalk on Tutt is blocked by shrubs. Tutt/West no crosswalks or signs. Significant infrastructure around the school. Possible conflict point at corner Tutt/Raymer |
| Walking paths to the school | Potential conflict with vehicles, crossings at Tutt/West (sight line with bushes). |
| Bicycle facilities | Exist, not very secure and not sheltered. |
| School Bus/After School Care Loading Zone | Students wait on asphalt area that is gated in. There's one teacher monitor on Richter and one on Tutt street |
| Walking facilities and traffic observations | All around but traffic speed and volume would make it difficult for children to safety cross. Heavy trucks on KLO. Heavy trucks on Tutt St (delivery trucks, garbage & recycling, etc.), Raymer and KLO. Shrubs need to be trimmed around the school. |
| Alternative safe parking locations | Parking lots, on street parking. Original Joes parking lot (available in the morning). A flashing pedestrian light may help. School committees will identity possible spots. Park near Osprey. |
| Bicycle facilities | Bike path, single line biking not wide enough. Kids biking on sidewalks for safety. |
| General Comments | KLO right hand turn off lane only yield sign and lane worn markings. Traffic volume and speed are main concerns. |
| General Suggestions | Consider 4 way stop Tutt &Raymer. Recommend a left turn light signal from Raymer onto Pandosy. Recommend flashing pedestrian crossing at Raymer/Pandosy (by Original Joe). |

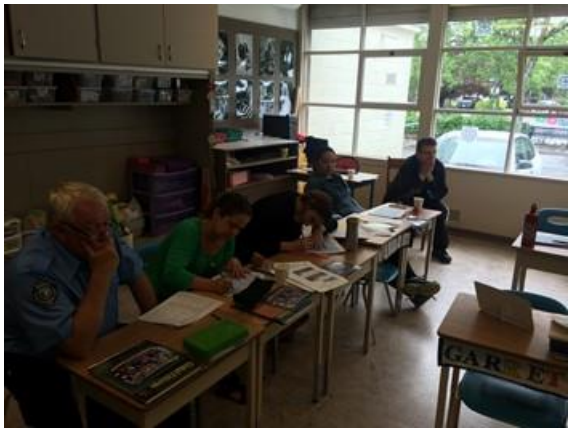


**Figure 19. Walkabout-Discussion of Findings**

Figure 20. Walkabout- No crosswalk @ Raymer/Tutt

Figure 21. Walkabout - Cars blocking the crosswalk view @ Tutt

Figure 22. Walkabout- Bushes obstructing Crosswalk

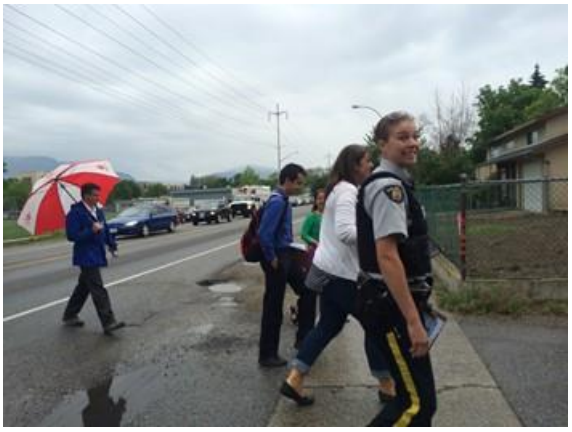


Figure 23. Walkabout- No mid cross on Richter St.

Figure 24. Walkabout-Crossing not marked @ KLO

Figure 25. Walkabout-Cars parked all day

## Traffic Count Findings

The school committee with support from City of Kelowna's staff performed a three-day traffic count on May 12, 13 and 14. The observations were made from 8:10 a.m. to 8:40 a.m. and from 2:10 p.m. -2:40 p.m. at three locations. Location #1 was on Tutt St, location #2 was on Raymer Ave and location #3 on Richter St. This information was also considered to include specific activities in the Acton Plan. The following are the average results from the three locations:

### Table 6. Raymer Drop-off Traffic Count and Observations

| | | | | | |
|---|---|---|---|---|---|
| **Date:** | **May 12th -14th 2015** | **Start Time:** | **8:10 AM** | **End Time:** | **8:40 AM** |
| **Location:** | #1 + #2 + #3 | | 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** | | 5.7 | 9.0 | 4.0 | 19 |
| **U and 3-point turns where not permitted or unsafe** | | 0.7 | 3.0 | 2.7 | 6 |
| **Rolling Stops at Intersections** | | 2.3 | 2.7 | 4.0 | 9 |
| **Drivers Failing to yield to walkers** | | 0.0 | 2.0 | 1.3 | 3 |
| **Jaywalking; walking in or crossing traffic lanes** | | 6.7 | 12.7 | 10.3 | 30 |
| **Cyclists riding on the sidewalk** | | 12.7 | 2.0 | 5.0 | 20 |
| **Real or potential conflicts between vehicles, bikes and/or walkers** | | 0.0 | 1.0 | 1.3 | 2 |
| **Visibility/sightline problems (e.g. parked cars, overgrown vegetation etc.)** | | 0.3 | 0.3 | 0.0 | 1 |
| **Presence and behaviour of delivery or maintenance vehicles** | | 0.0 | 0.0 | 0.0 | 0 |
| **Speeding (by appearance)** | | 19.7 | 21.7 | 44.0 | 85 |
| **Idling (more than 60s)** | | 2.3 | 0.7 | 1.0 | 4 |
| **Distracted drivers (using phone, eating etc.)** | | 2.7 | 3.7 | 4.7 | 11 |

## Table 7. Raymer Pick-up Traffic Count and Observations

| Date: | May 12th -14th 2015 | Start Time: | 2:10 PM | End Time: | 2:40 PM |
|---|---|---|---|---|---|
| **Location:** | #1 + #2 + #3 | | 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** | | 3.7 | 4.0 | 4.3 | 12 |
| **U and 3-point turns where not permitted or unsafe** | | 0.7 | 1.7 | 0.3 | 3 |
| **Rolling Stops at Intersections** | | 9.0 | 7.7 | 5.3 | 22 |
| **Drivers Failing to yield to walkers** | | 0.0 | 0.3 | 1.0 | 1 |
| **Jaywalking; walking in or crossing traffic lanes** | | 7.0 | 9.3 | 17.7 | 30 |
| **Cyclists riding on the sidewalk** | | 1.0 | 1.0 | 10.3 | 12 |
| **Real or potential conflicts between vehicles, bikes and/or walkers** | | 0.0 | 0.7 | 0.0 | 1 |
| **Visibility/sightline problems (e.g. parked cars, overgrown vegetation etc.)** | | 0.7 | 0.7 | 0.3 | 2 |
| **Presence and behaviour of delivery or maintenance vehicles** | | 0.0 | 0.0 | 0.0 | 0 |
| **Speeding (by appearance)** | | 38.0 | 51.0 | 41.3 | 130 |
| **Idling (more than 60s)** | | 1.7 | 1.0 | 0.7 | 3 |
| **Distracted drivers (using phone, eating etc.)** | | 6.7 | 6.7 | 8.3 | 22 |

**Notes:**

Point 1: West Ave and Tutt St
Vegetation causing people to have to stand further out to be seen along crosswalk
Near accident at 2 way stop between Tutt St and Raymer Ave
Lack of crosswalk signage and possibly mark school zones
Point 2: Raymer Ave drop off area
Kids from school riding bikes along sidewalk
Turning onto Raymer Ave from Richter St (no school zone signage)
Driver used school drop off spot as a passing lane
Corner of Raymer Ave and Tutt St, drivers don't see this area as a crosswalk
Point 3: Richter St and Raymer Ave drop off area
Kids jaywalking across at busy times of day
Mix of distracted drivers and speeding drivers concerning

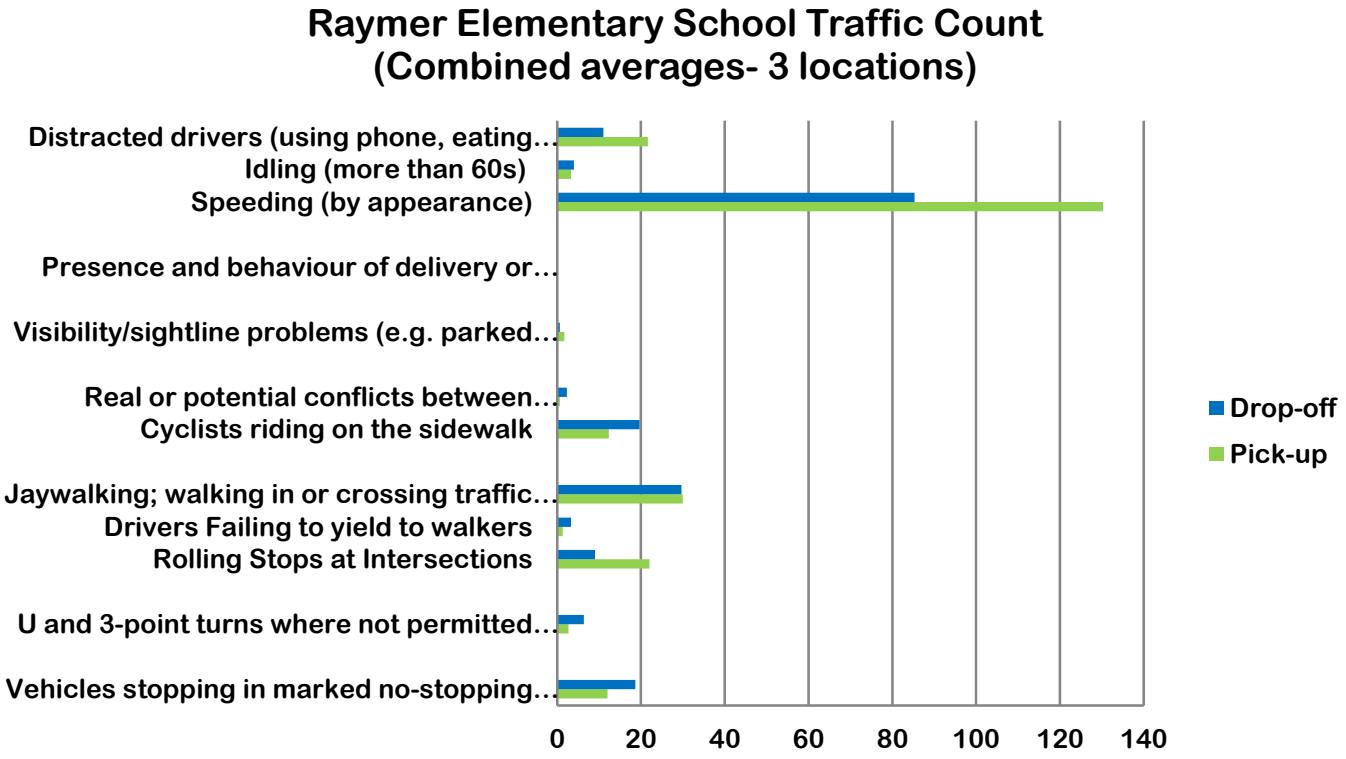



Figure 26. Average Drop-off and Pick-up Traffic Observations

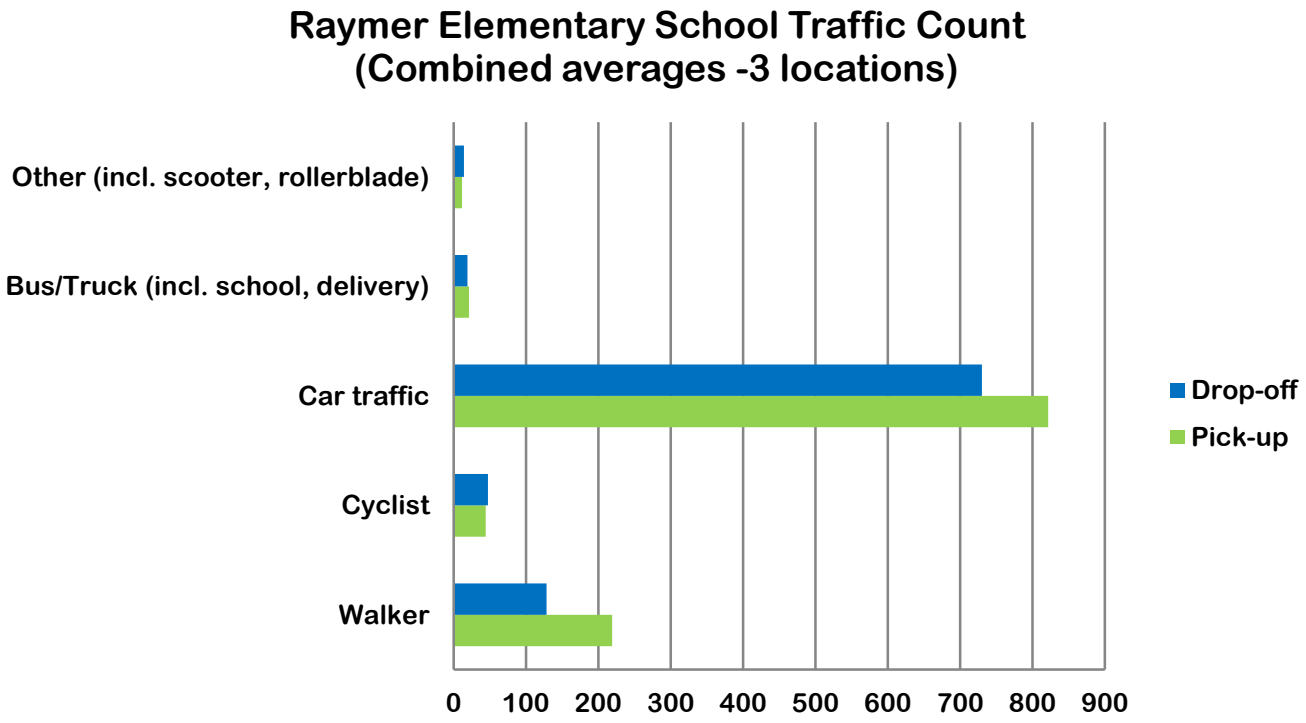



Figure 27. Average Drop-off and Pick-up Traffic Count

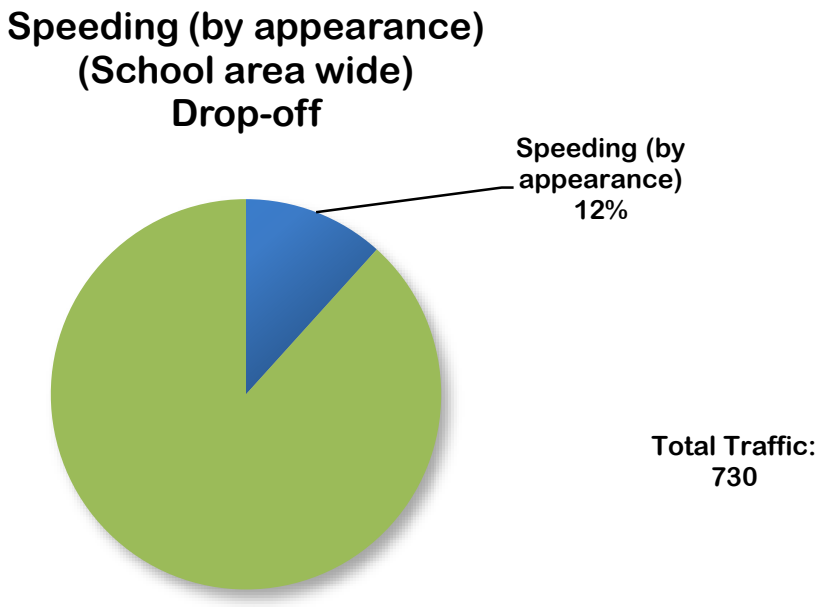



Figure 28. Speeding by appearance-Drop-off

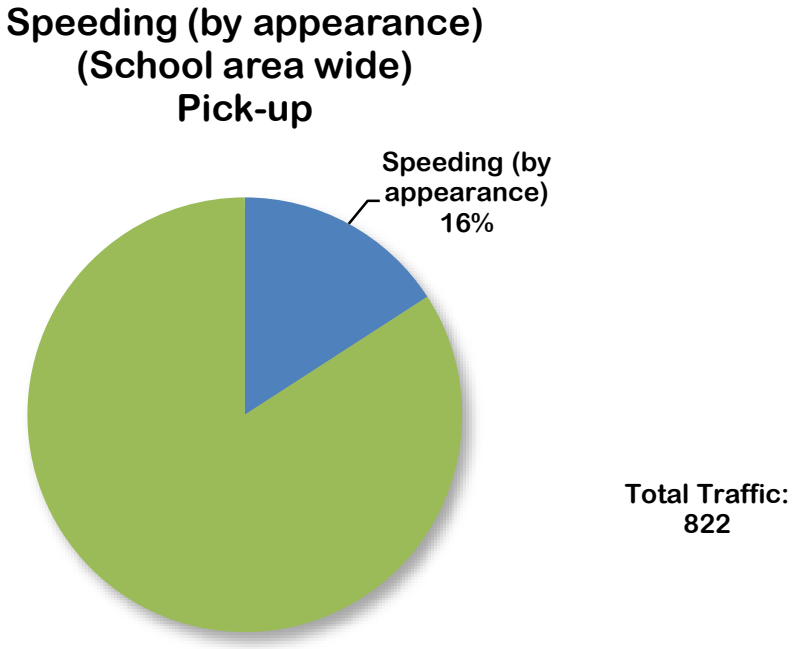



Figure 29. Speeding by appearance-Pick- up

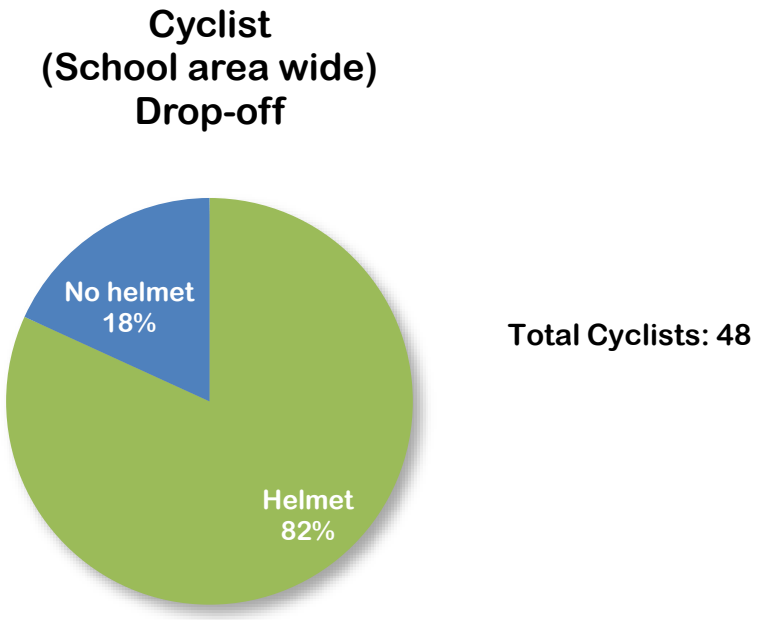



Figure 30. Cyclist Drop- off

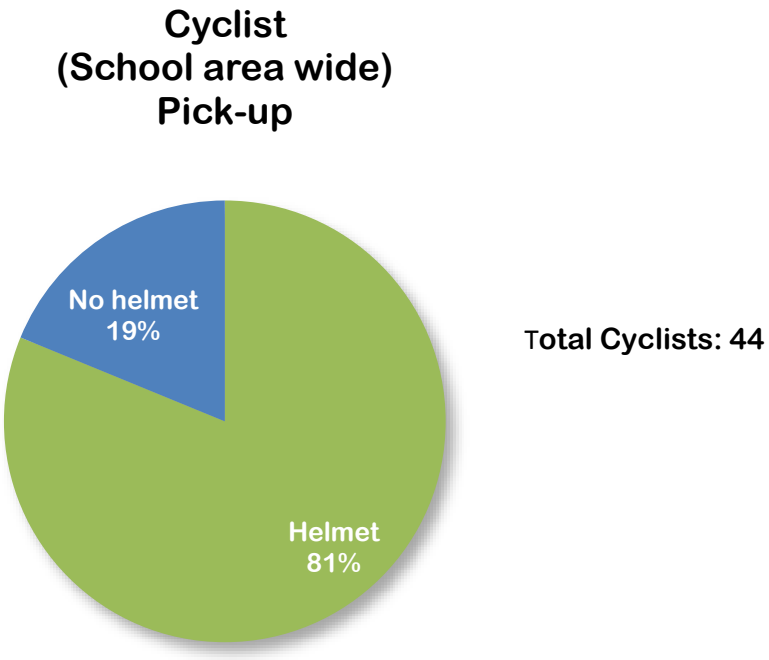



Figure 31. Cyclist Pick-up

Approximately 16% of those cyclists were students from Raymer; it was noted the lack of helmets while using scooters and skateboards.

# 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 building 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, but 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: 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. A number of actions that Raymer 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 Raymer School, considering:

- The postal codes of all the students attending Raymer; those postal codes were transformed to Geocodes using: http://www.gpsvisualizer.com/geocoder/
- Based on the classroom survey an average of 56% of the kids are driven to and from school (driven + carpool+ bus) and 44 % walk and/or bike.
- The emission factor of 0.2296 $KgCO_2$/km –"Average Emissions and Fuel Consumption for Passenger Cars" http://www.epa.gov/otaq/consumer/420f08024.pdf

| Description | GHG(Tonnes/year) |
|---|---|
| Baseline- Raymer School GHG emissions due to kids being driven to and from school. Average 56% (driven + carpool+ bus) | **44** |
| GHG that could be saved- if reached the rest of students that live in longer walking / short bike distance (less than 2.5 km, or 3 min drive time). | **14.5** |
| GHG already being saved. Baseline- 43.5% of the students walk and bike to and from school. | **11.4** |
| GHG reduction with the Idling reduction pledge-6% parents that idle. | **1.1** |
| GHG already being saved. 96% of parents don't idle. | **24.8** |

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 the School Program includes and idling campaign that involves the school teachers and parent's collaboration. The traffic count showed that at least 6% of the parents idle around the school. If that program is implemented and assuming:

- The 210 families attending Raymer 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 **210** driver(s) of light-duty vehicles avoided idling for **6** minute(s) a day, this would*:

- Reduce the use of **10,671** litres of fuel per year
- Save **$8,692.23** annually
- Reduce **25,934** kilograms of GHG emissions per year
- Equal to taking **19** 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 **156** tree(s) planted to absorb GHG emissions

Increasing active school travel by 10% and reducing idling to zero will represent an estimated of 15 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 Raymer. The three main goals were:

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

## The Key goals for Raymer 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.

### Table 8. Raymer Action Plan

| Action/Initiative | Tasks | Responsibility | Start Date | Completion date | Estimated Cost and Source of Funds, or No Cost |
|---|---|---|---|---|---|
| **Objective 1: To 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 | Sep/2015 | Sep/2015 | No cost |
| Parent role modeling messaging | Provide messages for use in school and parent communications https://www.healthyplace.com/parenting/parenting-skills/parents-job-as-a-role-model https://www.huffpost.com/entry/want-to-raise-awesome-kids-10-ways-to-become-a_n_5734918 | School Committee | Oct 2015 | Every year | |
| Road safety/personal safety presentation | School wide assembly combined presentations from Dave Gibson & RCMP- Resources available at:Kid Smartz | RCMP & Dave Gibson | October 2015 | October 2015 March 2019 | |
| Improve visibility of crosswalk | • Raymer / Tutt intersection crosswalk review / count / A four-way stop was installed at Raymer and Tutt (completed Oct 2018)<br>• Tree / Shrub trimming at Tutt and West -completed<br>• Private Trees overhanging sidewalks (property owners)-completed<br>• Crossing not marked @ KLO-completed | City of Kelowna<br><br>Tree trimming clear sidewalks, etc.-as required through City's service request | 2015 | October 2018 | $$$$ |
| School Zone Signage enhancement | • Richter St – Temporary Driver Feedback sign (1month)<br>• Loading zone signs on Richter and Raymer – this will remain with the time limits 8-9, 2-3, Bylaw will enforce this area.<br>• School Zone Signage – all signs are installed, if faded, can be replaced<br>• School Frontage has sidewalk – Raymer Ave installed last year. | City of Kelowna | September 2015 | September 2015<br><br>As required | $$$ |

| Action/Initiative | Tasks | Responsibility | Start Date | Completion date | Estimated Cost and Source of Funds, or No Cost |
|---|---|---|---|---|---|
| Best Walking Routes Map brochure | Create map showing best routes and distribute to families along with walking safety information | STPCO/ City of Kelowna | June 2015 | October 2015 | No cost |
| Bike Rodeo | Youth learn basic rules of the road, hand signals, obstacle avoidance and scanning techniques | Dave Gibson/ School Committee | 2016 | -2016<br>-SC could request another in 2020 | No cost |
| **Objective 2: To 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 the school committee support. | Air Quality-School committee | Oct 2015 | June 2016<br>Every year to 3rd grades after | No cost |
| Have students create artwork for temporary outdoor signage | Identify class that can make this an art project or run a contest:<br>• *Art Banner on Richter/Raymer fence*<br>• *Art Mural on exterior wall above bike racks on Tutt St.* | School Committee<br>SD23<br>City of Kelowna | Oct 2015 | TBD | $ |
| Have physical activity benefits messaging in newsletters/Health presentations. | Review information on Public Health Agency of Canada website.<br>http://www.interiorhealth.ca/YourHealth/SchoolHealth/HealthPromotion/Pages/default.aspx<br>http://www.interiorhealth.ca/sites/Partners/SchoolDistricts/Pages/HealthPromotionResources.aspx<br>http://www.interiorhealth.ca/sites/Partners/SchoolDistricts/Pages/HealthPromotingSchools.aspx<br>http://www.actionschoolsbc.ca/node/3901 | School Committee<br>Interior Health | September 2015 | Ongoing | No cost |
| Sustainable Happiness lesson plans | Distribute teacher resources found at<br>http://sustainablehappiness.ca/teachers/<br>http://www.cleanairchampions.ca/programs.php | School Committee<br>SD23 | September | 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 | School Committee/ Dave Gibson | September 2015 | September 2015 | $ |
| Buddy Scheme | Set up scheme to encourage students to walk and cycle with others | School Committee | TBD | TBD | $ |

| Action/Initiative | Tasks | Responsibility | Start Date | Completion date | Estimated Cost and Source of Funds, or No Cost |
|---|---|---|---|---|---|
| | | Dave Gibson | | | |
| Neighbourhood Walking School Bus | Identify a route from a suitable neighbourhood to school. Organize WSB. | School Committee Dave Gibson | TBD | TBD | |
| IWALK (International Walk to School Month – October) | Organize a Walk to School Week | STPCO-School Committee | 2015- October 7th 2016 - October 5th, 2017 - October 4th | To the end of the month | $ |
| Walk to School Days | Detail a challenge and advertise Walking Wednesdays: Run it for 8 weeks May and June | School Committee | May 2016 to June | Every year | $ |
| Celebration | Organize a community walk to school with local dignitaries on Earth Day | School Committee SD23 | April 22/ 2015 | 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: Register with Smart Trips for BWSW (under 400 student's category) | School Committee/TDM | May 2015 | Every year | $ |
| Commuter challenge | Promotes friendly competition to see who can get the highest percentage of employees out of single occupancy vehicles https://commuterchallengebc.ca/ | School Committee | 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: To facilitate safe bicycling to and from school** | | | | | |
| Bike safety training | On-bike training for students | Dave Gibson | October 2015 | TBD | No cost |
| Cycle Storage | Provide adequate bike racks in secure location on school site | SD23 | October 2015 | TDB | $ |
| **Objective 5:** Reducing Emissions from School Buildings | | | | | |

| Action/Initiative | Tasks | Responsibility | Start Date | Completion date | Estimated Cost and Source of Funds, or No Cost |
|---|---|---|---|---|---|
| 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 | | 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)<br>• 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) | 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)<br>• 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 | $ |
| **Objective 6: To monitor effectiveness of initiatives and revise School Travel Plan annually** | | | | | |
| Monitor transportation mode | Conduct Follow-up Classroom Survey | STPCO/ School Committee | May 2016 | May 2016<br>October 2018 | $ |
| Monitor behaviour changes | Conduct Follow-up Family Survey | STPCO/ School Committee | May 2016 | May 2016<br>October 2018 | $ |
| Report on implementation of STP and initiatives | Follow-up of first year actions. Revise the plan and compile a final report with recommendations. | STPCO | May 2016 | September 2016<br>April 2019 | $ |
| 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 | May 2017 | May 2020 | $ |

## 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 educating parents and students about health, wellness, air quality and safety benefits
- Agreed with improvements recommended in the Action Plan

**Table 9. Members of the School STP Committee**

| **Raymer Elementary School** | | | **657 Raymer Ave, Kelowna, BC V1Y 4Z6 Phone:(250) 870-5125** |
|---|---|---|---|
| School Administration | Terrilynn Nunes | Principal | Terrilynn.nunes@sd23.bc.ca |
| | Susan Bergen | Former Principal | Susan.Bergen@sd23.bc.ca |
| Parents | | | |
| 2015- | Deannie Zahara | PAC President | raymerpac@gmail.com |
| | Nicola Estrada | PAC Treasurer | raymerpac@shaw.ca |
| | Adam Clarke | PAC Vice-President | raymerparent@gmail.com |
| | Erin Cooper | PAC Parent | beauty4ashes@live.ca |
| | Brandy Meyers | PAC Parent | brandy-1977@hotmail.com |
| | Robert Fershau | PAC Parent | fershau@gmail.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 | Caanderson@kelowna.ca |
| | Alix Matthews-Mahe | Communications advisor | AMatthews-Mahe@kelowna.ca |
| **RCMP** | Robyn Boffy | Law Enforcement | robyn.boffy@rcmp-grc.gc.ca |
| **School District/Board** | David Widdis | Planning Manager | david.widdis@sd23.bc.ca |
| **Public Health** | Pam Moore | Former-Healthy Community Environments | pam.moore@interiorhealth.ca |
| | Anita Ely | Healthy Community Environments | Anita.Ely@interiorhealth.ca |
| **The Clubhouse Child Centre- Non-profit organization** | Caroline Noga | Executive Director | theclubhouse@shawcable.com |

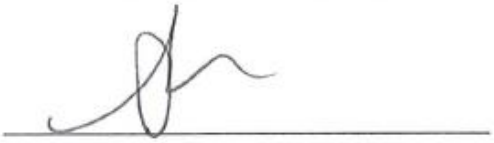
## Acknowledgements:

Thanks to the following organizations for their valuable Information:

# Endorsement

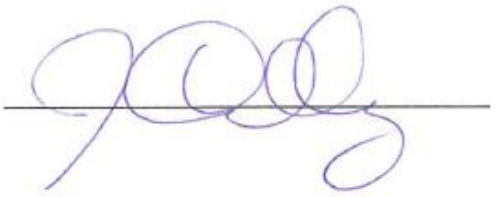
The School Travel Plan for Raymer has been endorsed by Principal Susan Bergen on behalf of the school, and by one representative of the Municipal Stakeholder Committee.

School Principal: Susan Bergen

Signature: 

Date: September 22nd, 2015

Lead representative of the Municipal Committee: Jerry Dombowsky

Signature: 

Date: September 22nd, 2015

## Updates

The School Travel Plan was revisited and updated in 2016 and 2018. Follow up data collection for the STP occurred in May 2016 and in November 2018. The results were compared to the baseline data gathered in May 2015.

Once new data has been collected and analyzed, 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 |
|---|---|---|
| March, 28 2019 | | |
| | Terrilynn Nunes | Nancy Mora |

# Follow-up Activities: 2015-2019

**School Committee**

**Newsletter - September 2015**

A news release about the Action Plan and the STP Introduction to parents was posted on the school website and on Raymer's PAC website.

http://raymerpac.weebly.com/stp-committee.html

http://www.ray.sd23.bc.ca/Publications/STP-Introduction%20for%20Parents.pdf

**Safety and Pedestrian Presentation - October 2015**

On October 16, 2015, Regional Traffic Officer Dave Gibson and RCMP Constable Robyn Boffy were invited to the school assembly to deliver a Presentation on Pedestrian and personal safety; they played a DVD called "Walk safe, Walk smart "and held a Q&A period during the video. They taught children how to recognize and handle potentially dangerous situations; "Stranger danger". The students loved the Q&A session and they turned it into a challenging game, Officers against children; the children won.

**Crossing Guards 2015 - November 2015**

On November 4th, Regional Traffic Officer Dave Gibson trained six parents as Crossing Guards; this dedicated group worked hard to ensure children travel back and forth to school safely and raise awareness, especially to the people who access businesses around the school to reduce their speeding and pay attention.

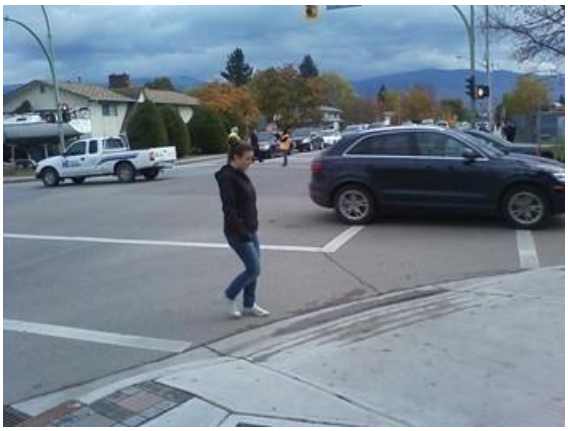


Figure 33. Traffic officer training session

Figure 32. Crossing guards in action

The Crossing Guards also observed and documented the behaviour of motorists and how they responded to Crossing Guards. A few incidents were reported; when motorists disregarded the Crossing Guard volunteers while they had the stop paddle up. the Crossing Guards completed an incident report, including the license plate and those were submitted to the traffic office Dave Gibson and then redirect the information to the RCMP.

In early 2016, the Crossing Guard program was in serious danger of being cancelled due to lack of volunteers, but the committee sent out another request in January 2016 and a few more parents signed to continue with the program. The Regional Traffic Officer conducted three more training workshops for the new volunteers.

With the support of one volunteer, an intersection pylon map was created. This map helps Crossing Guards get a great visual reminder of the unique areas they need to pay extra attention to. Copies of this map (Figure 34) are available in the supply room so volunteers can take one out to help them set up.

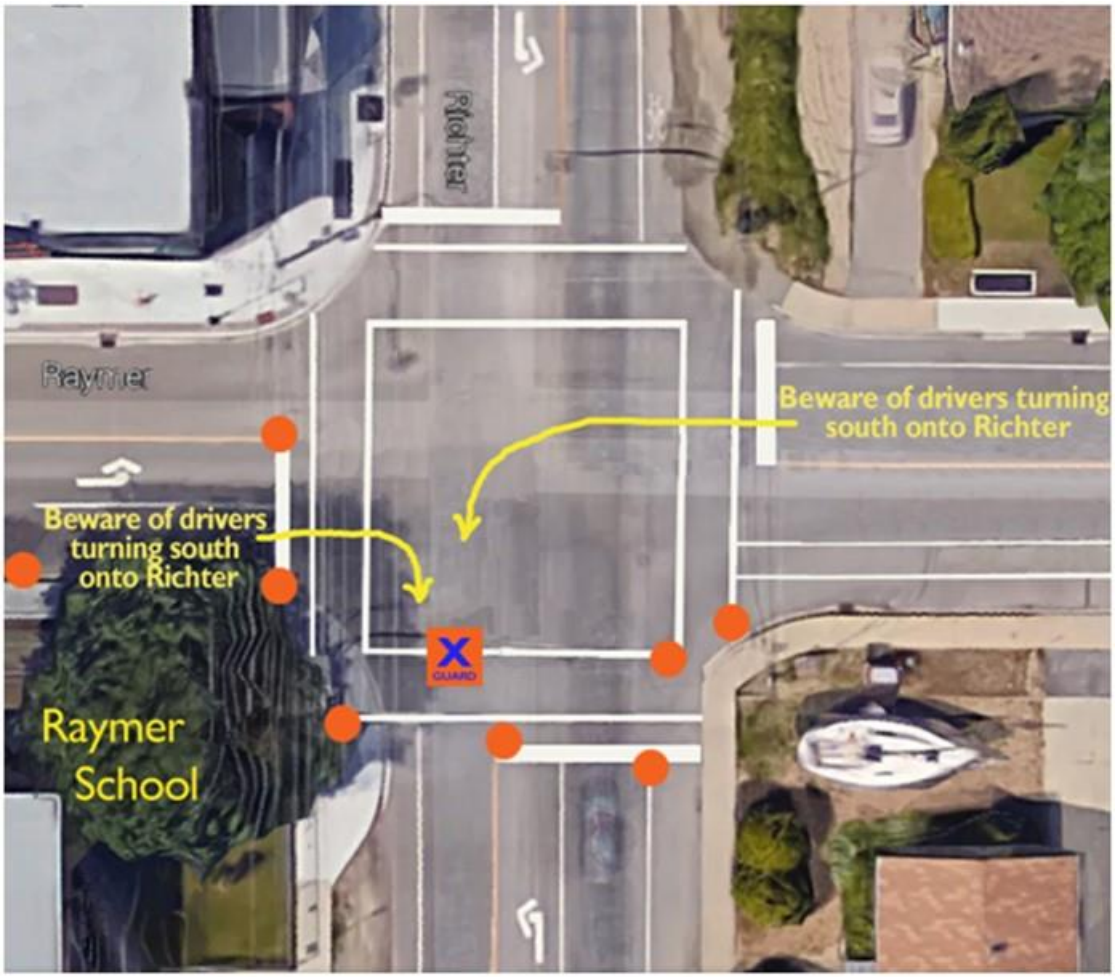



**Figure 34. Intersection pylon map**

**December 2015**

The school committee president was interviewed by a local newspaper as a result of a letter to the editor she sent to raise her safety concerns around school zones.

http://www.kelownacapnews.com/news/361471841.html

**February 2016**

The school committee sent a report about the Crossing Guard Program identifying some issues and possible solutions:

**Raymer Elementary Crossing Guard Report February 11, 2016**

Raymer Elementary has unique safety concerns because is surrounded by three streets and a rapidly expanding business district. Our primary safety concern is the intersection at Richter and Raymer Streets, which sees heavy commuter traffic pass through it during peak school times (as determined in our traffic study last fall). In November 2015, the School Travel Planning Committee implemented an Adult Crossing Guard program. We received a lot of positive feedback from the school community, as well as the South Pandosy community at large. There is an overall appreciation that the Crossing Guards are helping to create awareness of the school zone and improve pedestrian safety. But there are still safety concerns, as identified below.

The School Travel Planning Committee believes that our focus should be on improving healthy, active & safe transportation, and that the installation of advance left turn lights or turning lanes will NOT address or solve these problems.

**Raymer Elementary Crossing Guard Project Facts –by School Committee**

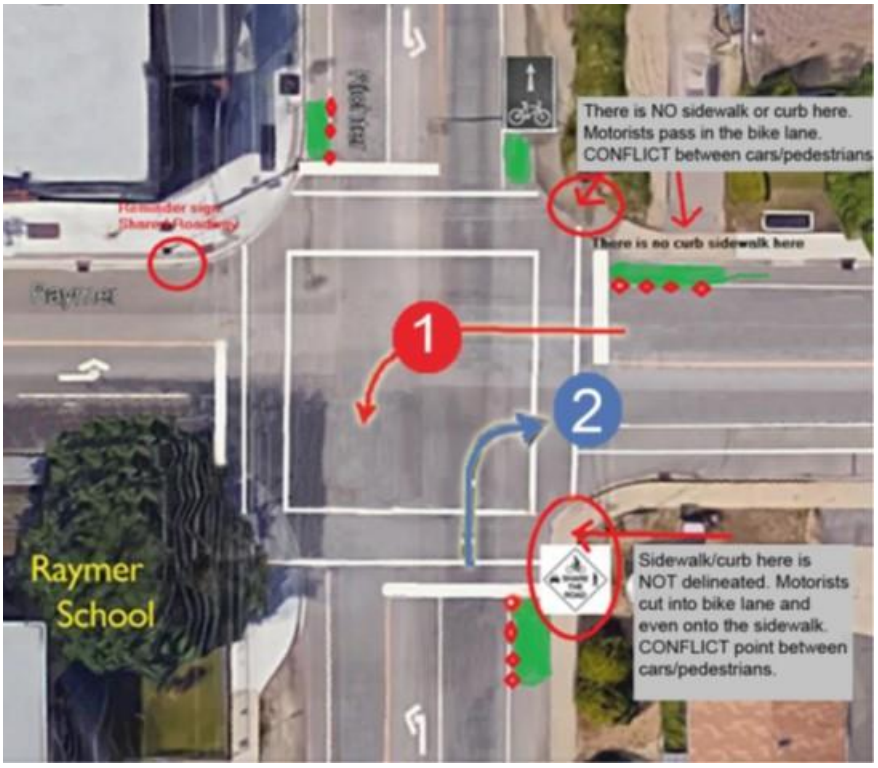
Start Date: Nov 4, 2015
Hours: Mon-Fri, 8:10-8:35am and 2:20-2:40pm (peak student drop off and pick up times)
Personnel: Parent Volunteers: *currently 9 parents covering shifts approx. once/ week.* Training: Volunteers have been trained by Regional Traffic Safety Officer Dave Gibson.

**Analysis of Richter / Raymer Intersection**

- General lack of awareness about school zone or just blatant disregard because motorists are impatient and/or in a rush to get to final destination.
- School zone signs are easily missed if traveling behind a larger vehicle or if a large vehicle is parked near a sign. Once one motorist speeds it sets a chain reaction of speeding.
- The amount of motorists going over 30km is excessive *(too many for Crossing Guards to document).*
- While the majority of motorists have abided Crossing Guard's instructions, there have been quite a few instances of motorists disobeying crossing guards and/or running yellow and red lights.
- Raymer Parents do not seem to be the problem. Motorists using this intersection are connecting to Tutt, Pandosy or KLO Roads, and have been identified as: *seniors, Interior Health staff, New drivers and/or KSS parking pass holders, OK College parking pass holders, out of province license plates, delivery vehicles, semis, and tour buses*

The following problems have been identified and require further intervention:

1. Left turn onto Richter when traveling westbound on Raymer
2. Right turn onto Raymer when traveling northbound on Richter
3. Student pedestrian behaviour




Concern 1: Left turn onto Richter when traveling westbound on Raymer

- While motorists are waiting to turn left onto Richter, motorists heading west on Raymer use the bike lane to pass through the intersection
- Motorists turning left inch forward while pedestrians are still crossing until they are adjacent to the crosswalk (in the oncoming lane), then complete the turn on a red light. At times 3 vehicles will go through on a red light. This is a high conflict point for motorists.
- There have been quite a few instances of complete disregard for Crossing Guards and vehicles passing around them while they are still on the crosswalk
- There is no curb or sidewalk on the NE corner of the intersection *(see picture on right)*

Proposed Solution:

- Add curb and/or sidewalk to the NE corner of the intersection to raise profile of the intersection
- Improve visibility of active transportation pathways- retrofit cycle track configurations, painted green bicycle lane, yield to pedestrian and bicycle signage

Concern 2: Right turn onto Raymer when traveling northbound on Richter

- There is no specified right turn lane; motorists use the bike lane to turn right on Raymer eastbound (see pic below)
- Motorists often do not stop at the stop line before the crosswalk; they proceed into the crosswalk and/or turn right without stopping.
- Motorists fail to yield to pedestrians in crosswalk

*Proposed Solution:*

- Improve visibility of active transportation pathways- *retrofit cycle track configurations, painted green bicycle lane, yield to bicycle signage*

Concern 3: Student Pedestrian behaviour

- Some students see the Pedestrian walk signal and run across blindly with their heads down
- Some students will start to run when motorists turning advance turn during Crosswalk signal
- Do not use “Stop, Look, Listen” Safe Pedestrian crossing Hand signals

*Proposed Solution:*

- Annual Pedestrian and Bicycle Safety assembly, and bicycle rodeo
- Implement Walking School Bus program if sufficient availability of parent volunteers


**March 2016**

The school committee requested school crossing guard's assistance spring break/Easter. Dave Gibson, handed out a few coupons to students for positive reinforcement of correct pedestrian and bicycle behavior and 150 School Zone Safety Cards were also delivered around the school by school volunteers.

http://apps.kelowna.ca/CityPage/Docs/PDFs/iGo/smartTRIPS/2013R-smartTRIPS-RC-SchoolZone_web.pdf

**May 2016 - Walking activities**

The school started a walking competition from April 22nd to June 5th. They set an individual goal of 10,000 steps a day. Each class calculated the total number of steps taken. The class with the highest number of total steps won a swimming field trip to the H2O Adventure+ Fitness Centre in June 22nd and some popsicles, courtesy of the STPCO. The winner class was so proud of their achievement and enjoyed their time at the swimming pool.

The school did a great effort in this walking challenge with a total of 7 classrooms participating. The combined total steps from 168 participating students were 12,440,004 which are equivalent to 9.4790 km; that distance is comparable to walking 12 round trips from Kelowna to Vancouver!

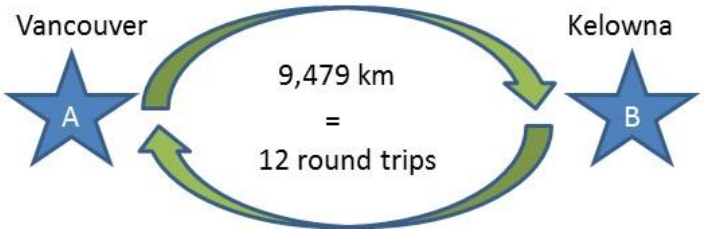




**Figure 35. Winner class Raymer Elementary**

Teachers reported that students were all very excited at first, but then excitement and participation dwindled and fell solely on a few students. Two out of seven classes did not return the tracking sheets. The prize seemed to motivate students. It was also reported a few students being very destructive with the pedometers. Out of 150 pedometers only about 40 were returned.

A possible solution for this behaviour is to get the students to work in teams. For the next walking competition, one pedometer could be provided per team (3 or 4 students) and they would share it through the duration of the week, one turn for each student per day. By sharing the responsibility with the peer/friend would make them more accountable and not lose the pedometer assigned to the team. Also they have to be reminded the pedometers are school property and they should take care and return them in proper conditions.

**Figure 36. Winner class with Traffic Safety Officer**

Figure 38. On their way to school from H2O

Figure 37. Raymer students having fun at $H_2O$

**September 2016**

The crossing guard program stopped in September 2016 due to lack of adult volunteers to keep the program going. The school put out many requests asking for volunteers, through school newsletter on the PAC Facebook, and by word of mouth but to no avail.

**October 2018**

A follow-up online Family survey and classroom "hands-up" surveys were designed and sent out on October 26 to November 4, 2018. The results are described in the follow-up survey section.

**April 2019**

The principal has asked the PAC to look into reviving the crossing guard program. Volunteers and a collaboration with traffic safety officer will be arranged to train any new volunteers.

**City staff**

**September 2015**

- Driver Feedback Sign placed on Richter Street for approximately 1 month

**January 2016**

- Raymer School requested Richter Street or Raymer Avenue for potential Kiss and Drop location
- City of Kelowna does not permit Kiss and Drop locations on city roadways.

**February 2016**

- Issue with motorists choosing to disregard school area speed zone and crossing guards:
  o Dave Gibson talked with RCMP speed watch & Traffic Sgt. Patty Cook about enforcement times around both school peak times.

**April 2016**

- Driver Feedback Sign placed on Richter Street for approximately 1 month

**May 2016**

- Crosswalk review completed at Richter Street & Coopland Crescent. Crosswalk not warranted at this time.

**August 2016**

- Green bike markings and white bollards added to the northbound and southbound bike lanes on Richter Street at Raymer Avenue.
- Green bike markings added to the westbound bike lane on Raymer Avenue.

Figure 39. Infrastructure improvements

**September 2016**

School Safety Day. As of September 2016, the school speed zone in the City of Kelowna will start at 7:30 (rather than the previous 8:00) and Raymer was chosen to bring awareness of those changes. Traffic Safety officer and RCMP worked together and gave incentives to bikers with helmets and warned drivers on the speed zone changes.


Figure 40.School Speed Zone Awareness

**RCMP February 2016**

RCMP followed up and responded to several school committee calls to the Traffic division to report speeding in the school area. Constable was out on January 19th and on February 10th and reported the speeding in this area indeed is quite an issue and managed to pull over and issued approximately 7 tickets. The school committee will work through the following years in order to have an area designated as a "hotspot". They will track and report the conditions and criteria that needs to be met:

- The frequency of reports
- The variety of reports (i.e. not just one person calling in to report issues)
- The severity of reports

Instructions to report traffic safety concerns around Raymer Elementary were included in Raymer's PAC website: **http://raymerpac.weebly.com/traffic-report.html**

**October 2018**

As part of the action plan, a four- way stop was installed at Raymer and Tutt.

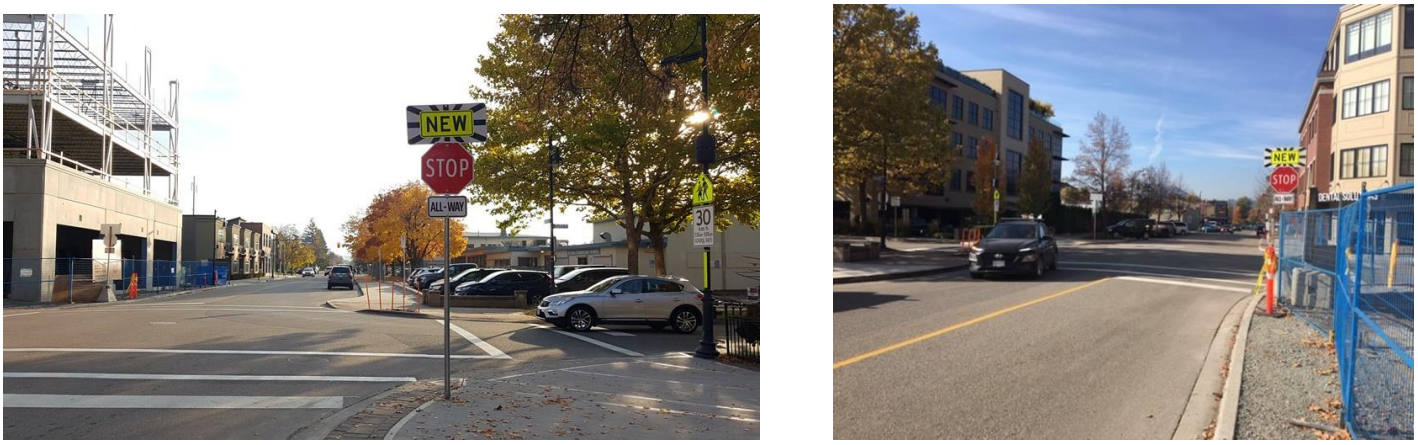



**Figure 41. New four-way stop signs**

**January 2019**

City staff reviewed parents' concerns from the follow-up survey. Most of parents concerns can be followed up and solved through the City's service request system. To send a service request (SR), go to www.kelowna.ca (bookmark that page directly) in your computer or mobile phone and click "Find a service". You can add photos and the problem locations in no time.

1. Snow removal items should be called in to bylaw as parents notice them. Use direct links to the City's service request forms:
   - Report snow/ice on a road
     Report a City road that requires plowing or sanding.
   - Report snow/ice on a sidewalk
     Report a sidewalk that has not been cleared of snow and ice within 24 hours of accumulation.
   - Report snow/ice on a pathway
     Report a city pathway or walkway that requires plowing or sanding.
2. Bike cone on Raymer Ave west side – there is no bike lane here so we would not add any posts. On the east side there is a driveway so we are not adding posts.
3. Graffiti – parents can submit a SR when they come across it:
   - Report graffiti
     Report graffiti vandalism on a private or public property.
4. Bushes mentioned at Raymer Ave and Pandosy- not see any concerns for sightlines. This is also a half signal so the kids should be waiting to cross when it is red.
5. Bush /Hedge – as a location was not supplied, the nearby location was on Pandosy at Groves, when reviewed in January it had been trimmed:
   - Report a boulevard that requires maintenance
     Report a boulevard that is not being adequately maintained including weeds, litter and irrigation.
6. Speeding along Tutt – parents can call community police for speed watch.

**February-March 2019**

The school arranged the setup of a cardboard police decoy at Richter in an effort to reduce traffic speed.

Street Crime Unit - School Resource Officer, Constable Fred Arnold and STP facilitator, Dave Gibson, delivered a pedestrian safety presentation at the school assembly on March 5, 2019. The discussion topics are described below. The school committee can use these tips in the next few school newsletters to reinforce the safety message.

Figure 42.Cardboard Police decoy at Richter

Figure 43. Safety Presentation during school Assembly-March 5, 2019

**1. Ensure that you always think, look and listen**

- Plan your route so that you cross all major roads at a crosswalk or a traffic light.
- Walk on the inside of the sidewalk well away from the curb.
- On rural roads without sidewalks, walk single file on the left side of the road facing traffic.
- Choose bright and reflective clothing. They are more visible to drivers, especially if the weather is dark and cloudy.
- When walking with friends, don't push and shove, fan out so that you can all walk safely.
- Remove headphones when you approach an intersection so you can hear traffic; railway crossings, driveways etc.
- Never cross when you can see a train and do not play on railway tracks.

**2. Crossing the street.**

- The safest location to cross a road is where there is a traffic light or a crosswalk.
- Even with the light, think carefully and check left, right and left again before crossing.
  When at a corner with a traffic light, take a giant step back from the curb and wait for the light.
- Before crossing look left, right, and over your shoulder to check traffic beside and behind you.
- Make eye contact with drivers, ensure that they see you and wait for a car to stop before crossing.
- Check that drivers in every lane see you and make certain vehicles have stopped before you walk.

**3. Traffic circles.**

- When crossing at a traffic circle you need to cross the road straight across from corner to corner and do not walk through the traffic circle.

**4. Rural pedestrian safety.**

- Where there are no sidewalks, walk on the left side of the road facing traffic. Walking single file well away from the road. Stay well away from trucks and stand back from a corner or intersection when they turn.
- Never cross a railway track if you can see the train. Do not play on the tracks.

**5. School bus safety.**

- If you travel to school on the school bus, arrive at your bus stop early.
- Stand two giant steps away from the road while you wait.
- Step another step back when the school bus approaches.
- Walk 10 steps ahead of the School bus before you try to cross the road.
- Check for traffic in both directions before crossing and watch the school bus driver for signals to safely cross.

- Wear highly visible and bright clothing, add reflective tape to your backpack or jacket for dark days.
- Always be prepared to help children younger than you if it looks like they are uncertain of how to cross the road safely.

**6. Stranger danger**

When you talk to children about abduction prevention, it is better not to on warning them about certain types of people. Instead, teach them to identify and respond to threatening situations. Kid Smartz has great resources for teachers to reinforce the safety messages. Check the power point presentations and great video resources the school could use to engage students: https://www.kidsmartz.org/videos/safetydance_subtitled.

**Figure 44. Traffic Danger Presentation- March 5, 2019**

**Air Quality**

**October 2015**

Prepared newsletter to let the school community about the STP Action Plan was approved and signed on September 22nd, 2015 and highlighted some of the activities:

- Best Walking Routes Map Pamphlet
- Neighborhood Walking School Bus / Walk to School Days
- Implement a Cleaner Air 4 School Program
- Adult crossing guards

**November 2015**

The Cleaner Air Program for Raymer was developed and delivered to the school committee; including the following documents:

1. The Cleaner Air Program for Raymer - Document with instructions, timelines, templates and classroom activities (ready to be printed).
2. The Air Pollution Lesson - Power point presentation to easily deliver the lesson, includes comments to be considered by the teacher while presenting.
3. Air Pollution Facts. Facts to be read in class and to be sent through the newsletter or school website every week (there are 34)
4. Let's Talk Air Pollution - Fact sheet to be distributed in class and through the newsletter or school website.
5. Things you can do - Fact sheet to be distributed in class and through the newsletter or school website.

**March 2016**

Air Quality received and redirected the report from a Raymer parent in regards to a car accident right across the school and the large amount of cars speeding around the school area. RCMP stated an unmarked police car was sitting with a Laser gun, the previous week. Constable Roby Boffy suggested to contact Crime Prevention. The community Policing Coordinator, explained the volunteering program and suggested to add the Speed Watch service request to the agenda of the next City Transportation Safety Committee meeting. A request was sent through the Traffic Operations Supervisor.

Best Route to School map was completed and sent for comments to both committees.

**April 2015**

Regional Services provided flashing safety pedometers to 220 students to encourage a healthy lifestyle. 240 pedometers were delivered to the school to be used as a tool to start a walking competition from April 22, Earth Day until June 5rd. Students and school staff were part of this effort. Pedometer logs and instructions were also provided to each student and an excel file to each of the 7 teachers to keep track of their class progress.

The Best Route to Raymer brochure was finished and uploaded to the city website and every family in Raymer received a colour printed copy. The Best Routes is also included on Appendix 5.

**May 2016**

Regional Services prepared and provided 190 follow up Family Surveys and 10 classroom surveys to the school to be completed by every family and every class respectively, over the week of Tuesday May 19th to Monday May 25th, 2016. Also, to encourage student's participation, Regional Services provided:

- 10 prizes/packages, one for each classroom. The contents of the prize bags are as follow; one black smart trips bag, six bicycle spoke reflective stickers, one smart trips stainless steel water bottle, 10 smart trips stickers, two bike bells, five pant straps.

The results of the Follow up Family and Classroom surveys are described in the following section.

**June-August 2016**

Compiled and compared baseline and follow up information and prepared final document.

**September-June 2017**

Followed up school activities and offered assistance.

**October 2018**

In collaboration with city staff, a Family online survey and a classroom surveys were prepared and sent out. An online survey, getinvolved.kelowna.ca/raymerschooltravel, was available for Raymer families during the month of November; 20 responses were received. Data from the classroom surveys were collected from October 29 to Friday November 2, 2018.

**January-April 2019**

Air Quality analyzed and compared the follow- up 2018 survey, prepared a newsletter article and updated the STP document.

## Follow-up Classroom Survey results:2016-2018

Raymer Elementary has 10 classrooms and during the week of May 16 to May 20th, 2016 teachers performed the hands up classroom survey. There was a significant decrease in data collected, considering we tracked 92% of the students on the first survey in 2015; only 3 complete classroom surveys were received. During the week of October 29 to Friday November 2, 2018, another follow-up classroom survey was sent out. Seven classrooms out of ten completed it. The travel mode "to" school over one full week comparing the Baseline 2015, Follow-up 2016 and 2018 is shown in Figure 45.

**Table 11. Summary - TO School (Frequency) –Follow-up 2016**

| | Walked | Walked part-way | Bicycle | School Bus | Public Transit | Carpool | Car | Other | Total |
|---|---|---|---|---|---|---|---|---|---|
| Monday | 20 | 2 | 8 | 0 | 0 | 2 | 29 | 4 | 65 |
| Tuesday | 16 | 5 | 10 | 0 | 0 | 1 | 24 | 2 | 58 |
| Wednesday | 21 | 2 | 10 | 0 | 1 | 2 | 25 | 2 | 63 |
| Thursday | 15 | 2 | 9 | 0 | 1 | 2 | 30 | 5 | 64 |
| Friday | 15 | 0 | 8 | 0 | 2 | 3 | 31 | 4 | 63 |
| Total | 87 | 11 | 45 | 0 | 4 | 10 | 139 | 17 | 313 |
| Average | 17.4 | 2.2 | 9 | 0 | 0.8 | 2 | 27.8 | 3.4 | 62.6 |

**Table 12. Summary - TO School (Frequency) –Follow-up 2018**

| | Walked | Walked part-way | Bicycle | School Bus | Public Transit | Carpool | Car | Other | Total |
|---|---|---|---|---|---|---|---|---|---|
| Monday | 62 | 1 | 8 | 4 | 6 | 5 | 63 | 1 | 150 |
| Tuesday | 60 | 1 | 11 | 4 | 7 | 4 | 63 | 1 | 151 |
| Wednesday | 60 | 2 | 13 | 4 | 7 | 4 | 60 | 0 | 150 |
| Thursday | 52 | 1 | 2 | 10 | 5 | 4 | 62 | 1 | 137 |
| Friday | 54 | 1 | 9 | 2 | 7 | 4 | 66 | 0 | 143 |
| Total | 288 | 6 | 43 | 24 | 32 | 21 | 314 | 3 | 731 |
| Average | 57.6 | 1.2 | 8.6 | 4.8 | 6.4 | 4.2 | 62.8 | 0.6 | 146.2 |

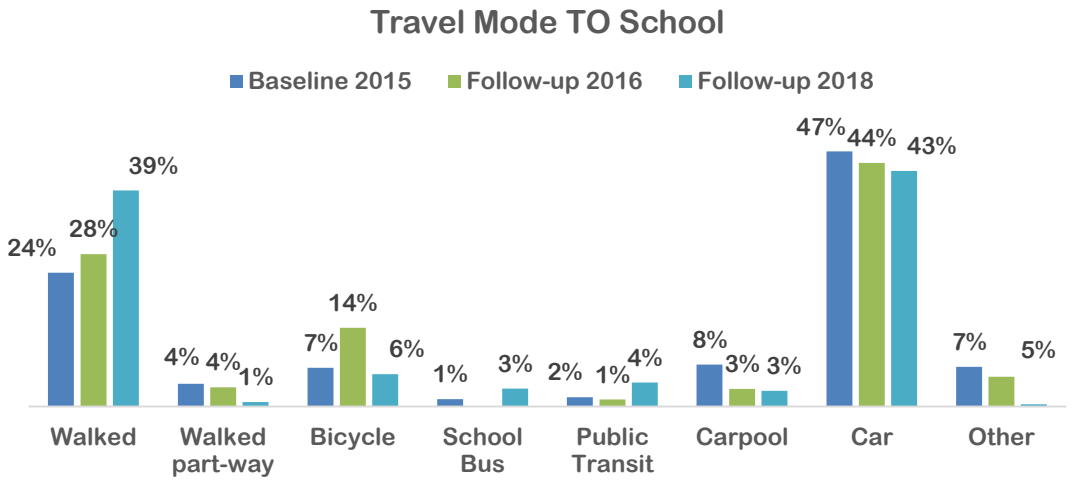



**Figure 45. Total Travel Model to School -Follow-up**

An **overall 10% increase in the use other sustainable modes** (Walk, bicycle, school bus, carpool and public transit) **TO school** is observed.

For the baseline survey in 2015, 91% of the total student population was tracked. Follow-up 2016 surveys tracked the mode of transportation from school of 26% of the students attending Raymer and in 2018 we tracked 58%. The travel mode "from" school over one full week is shown in Figure 46.

**Table 13. Summary - FROM School (Frequency)- Follow-up 2016**

| | Walked | Walked part-way | Bicycle | School Bus | Public Transit | Carpool | Car | Other | Total |
|---|---|---|---|---|---|---|---|---|---|
| Monday | 22 | 3 | 9 | 0 | 1 | 1 | 28 | 1 | 65 |
| Tuesday | 16 | 2 | 9 | 0 | 1 | 3 | 26 | 1 | 58 |
| Wednesday | 19 | 2 | 9 | 0 | 1 | 1 | 29 | 2 | 63 |
| Thursday | 14 | 1 | 10 | 0 | 2 | 2 | 35 | 2 | 66 |
| Friday | 15 | 0 | 9 | 0 | 1 | 3 | 35 | 1 | 64 |
| Total | 86 | 8 | 46 | 0 | 6 | 10 | 153 | 7 | 316 |
| Average | 17.2 | 1.6 | 9.2 | 0 | 1.2 | 2 | 30.6 | 1.4 | 63.2 |

**Table 14. Summary - FROM School (Frequency)- Follow-up 2018**

| | Walked | Walked part-way | Bicycle | School Bus | Public Transit | Carpool | Car | Other | Total |
|---|---|---|---|---|---|---|---|---|---|
| Monday | 59 | 8 | 9 | 5 | 6 | 5 | 51 | 7 | 150 |
| Tuesday | 63 | 8 | 10 | 6 | 7 | 5 | 47 | 6 | 152 |
| Wednesday | 59 | 8 | 11 | 5 | 7 | 3 | 48 | 7 | 148 |
| Thursday | 50 | 8 | 7 | 3 | 7 | 3 | 49 | 7 | 134 |
| Friday | 47 | 8 | 8 | 3 | 7 | 4 | 60 | 7 | 144 |
| Total | 278 | 40 | 45 | 22 | 34 | 20 | 255 | 34 | 728 |
| Average | 55.6 | 8 | 9 | 4.4 | 6.8 | 4 | 51 | 6.8 | 145.6 |

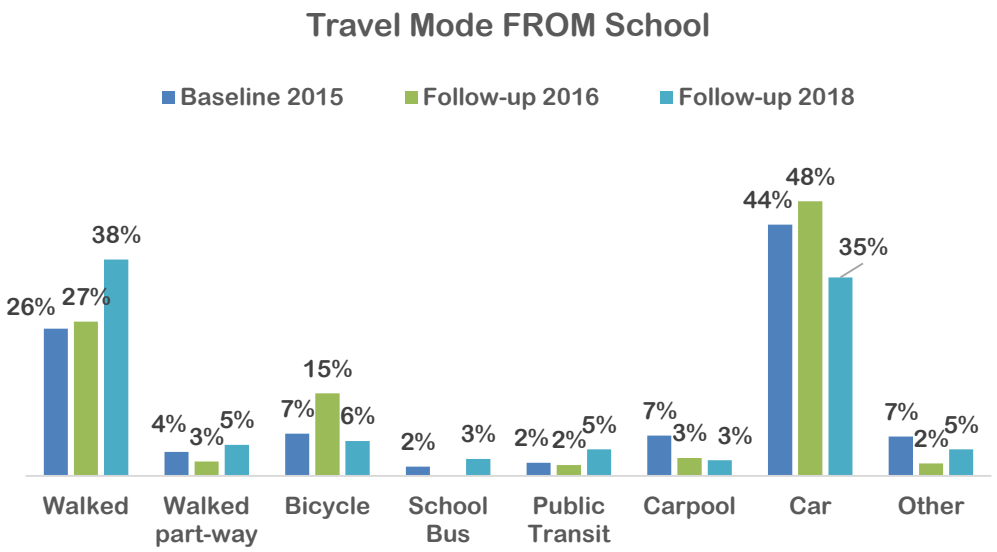



**Figure 46. Total Travel Model from School-Follow-up**

An **overall 12% increase in the use other sustainable modes** (Walk, bicycle, school bus, carpool and public transit) **FROM school** is observed.

## Follow- up Family Survey Results: 2016-2018

Twenty-four family surveys were received out of 190 delivered in 2016. That means only 13% of Raymer Elementary families provided information. In 2018, we received 20 responses. Due the minimal amount of surveys received, the baseline and follow up data samples are not large enough to reflect the school population. Nevertheless, a comparison between the baseline and follow up data is still presented:

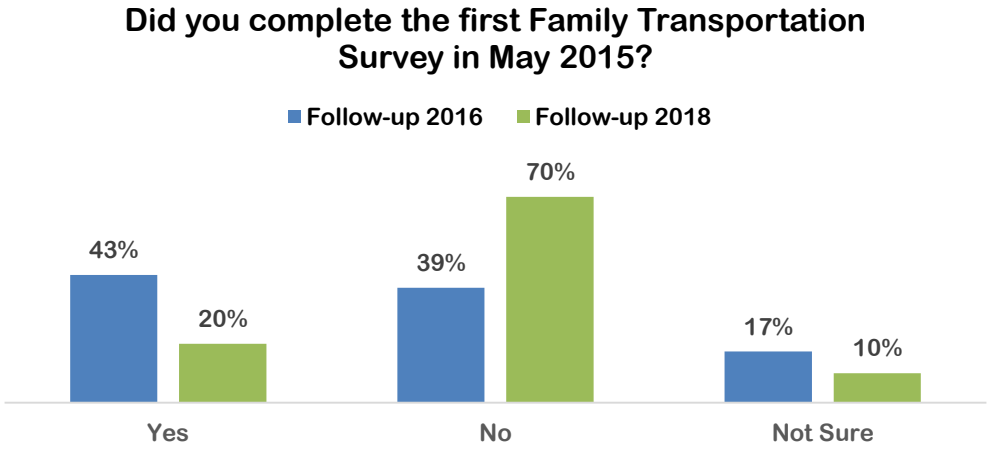



Figure 47. Did you complete the First Family Survey?

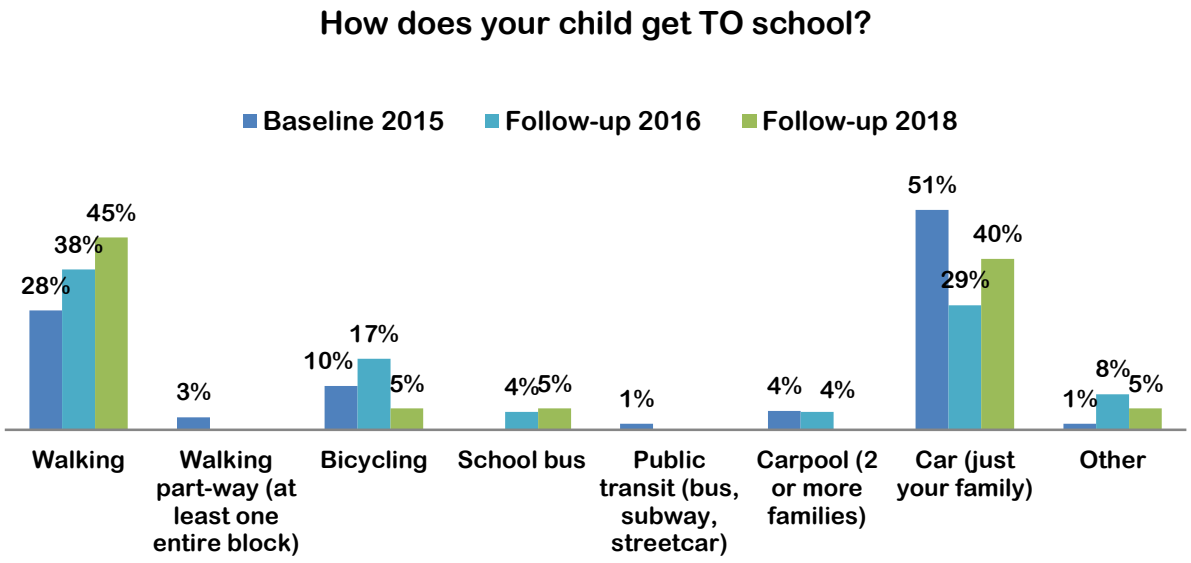



Figure 48. How does your child get to school? -Follow-up

The follow-up Family survey and additional comments from parents are included in Appendix 4. With the limited information available an increase in walking and biking on the way to school can be observed. “Other” means scooters and daycare van.

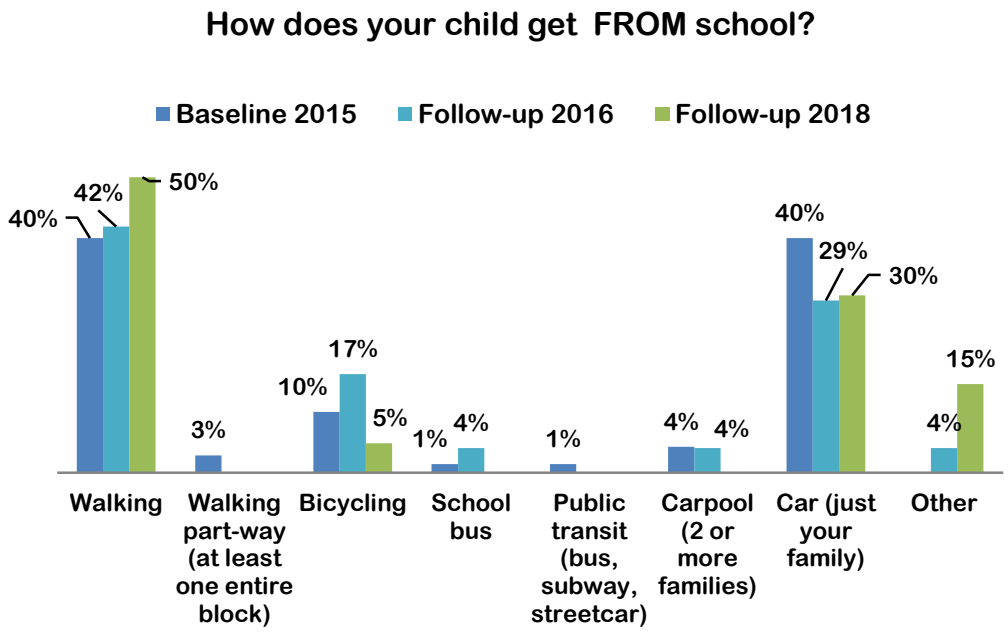



Figure 49. How does your child get from school? -Follow-up

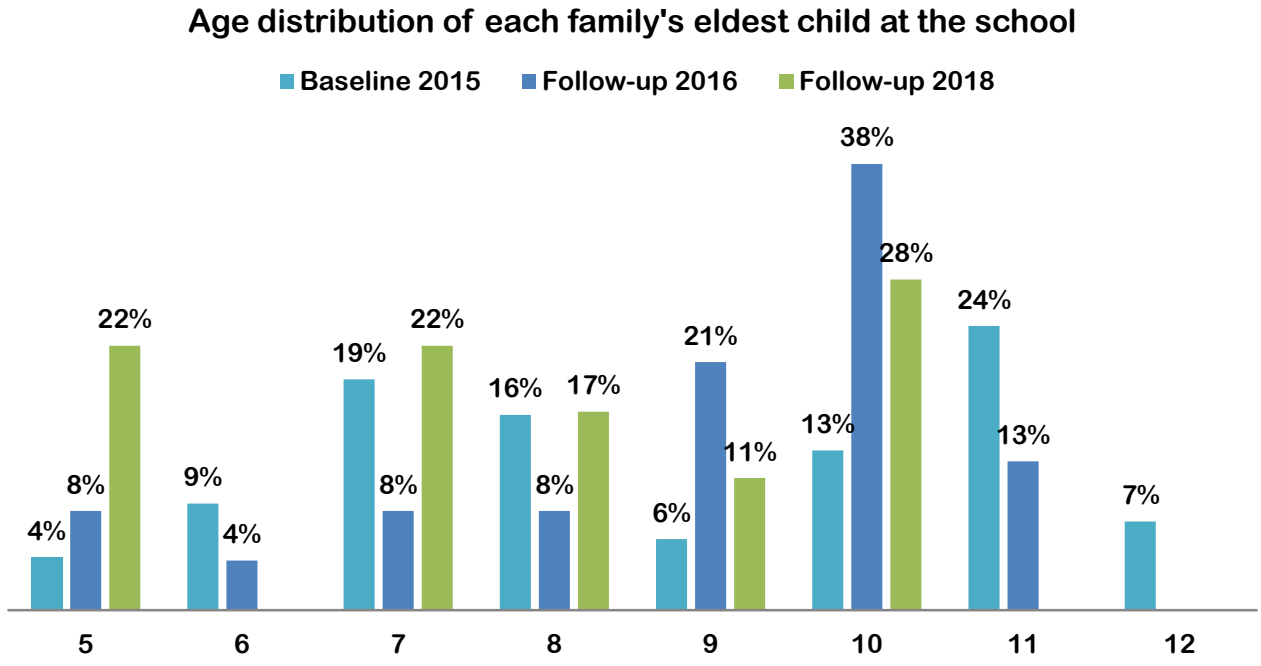



Figure 50. Age distribution of each family's eldest child at the school

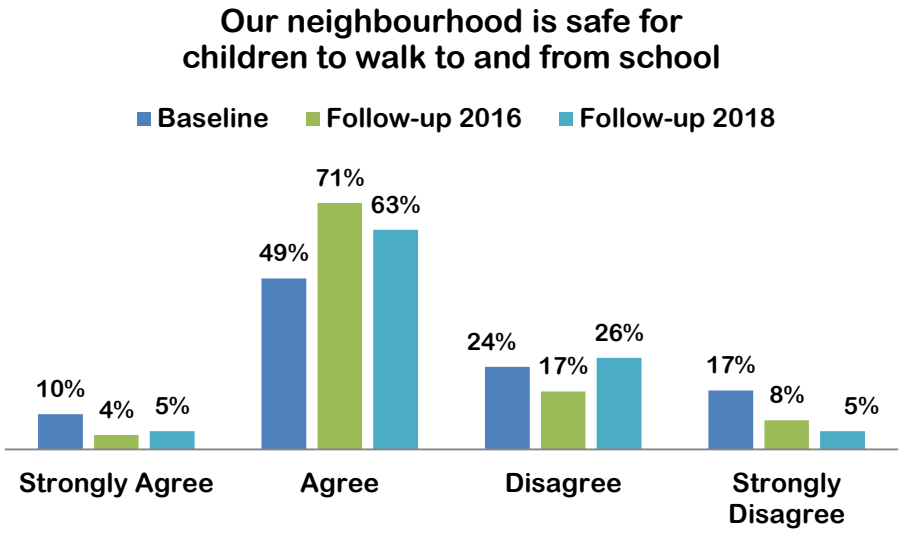



Figure 51. How safe is our neighborhood- Follow-up

There was a change in the neighborhood safety perception. In 2015, 59% of parents answering the survey agreed that is safe for children to walk to school and **in 2018, 68% agreed** with the statement.

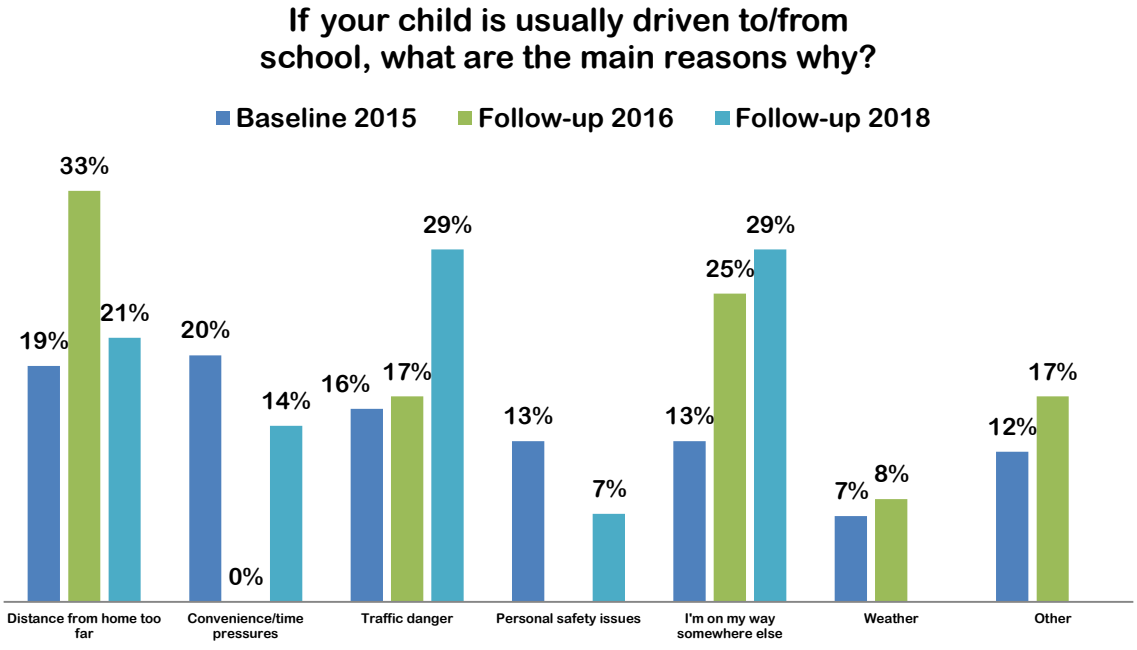



Figure 52. Main reasons given for driving kids to school- Follow-up

Some reasons in "Other" were: No sidewalks; No proper crosswalks; Young and traffic concern; Work too early so daughter is dropped at daycare; Schedule work around daughter and school.

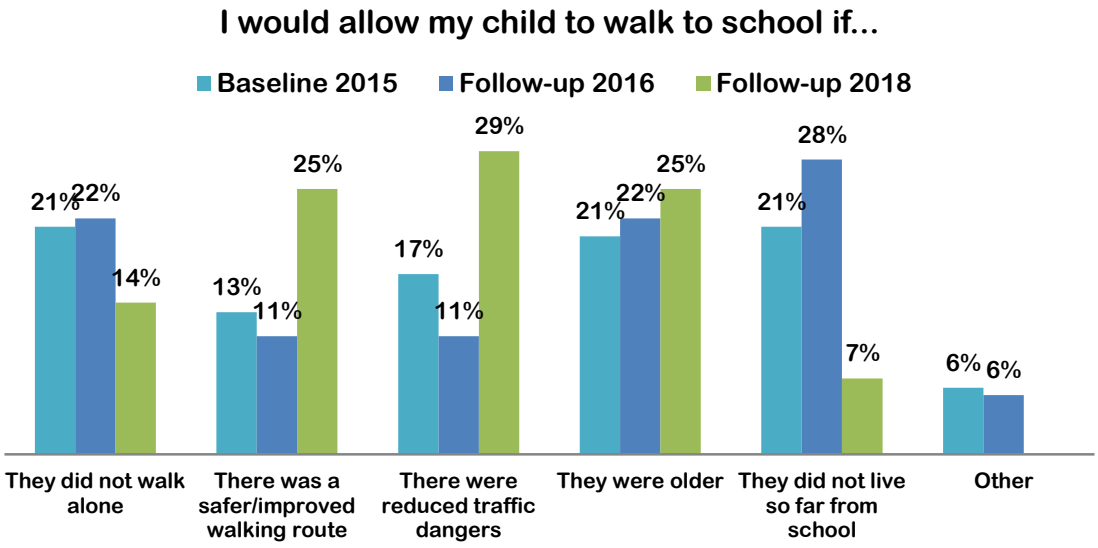



Figure 53. I would allow my child to walk to school if-Follow-up

The main issues that prevents parents to allow their kids to walk to and from Raymer Elementary in 2018, is if there were reduced traffic dangers and if there was a safer route, with 29% and 25% respectively.

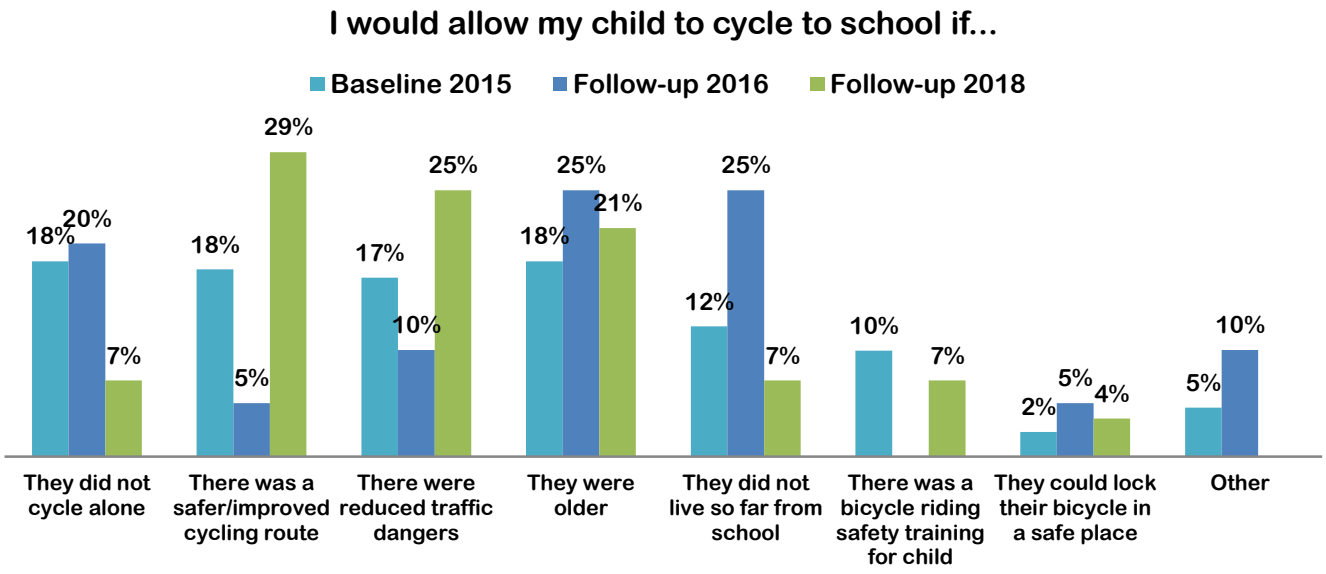



Figure 54. I would allow my child to cycle to school if - Follow-up

The main issues that prevents parents to allow their kids to bike to and from Raymer Elementary in 2018, is if there was a safer route and there were reduced traffic dangers, with 29% and 25% respectively.

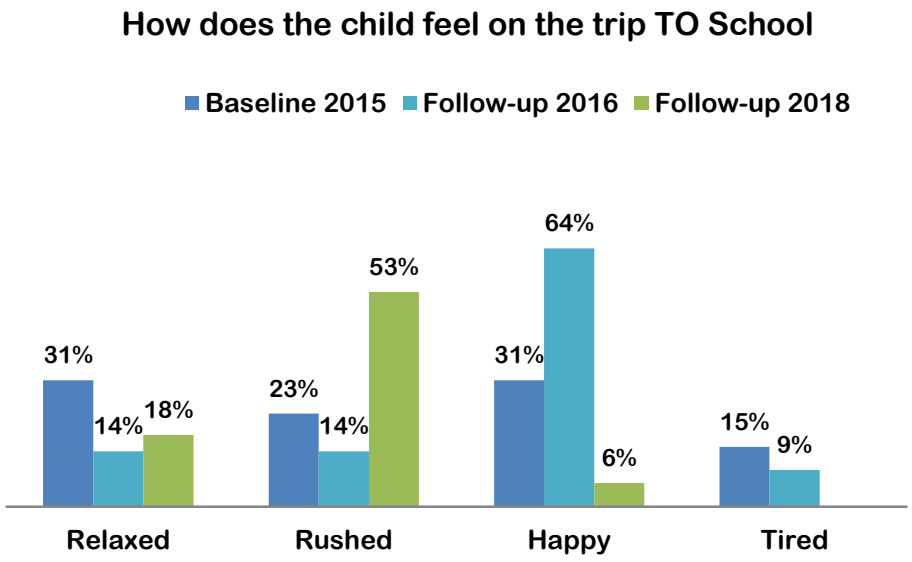



Figure 55. How does the child feel on the trip to school? –Follow-up

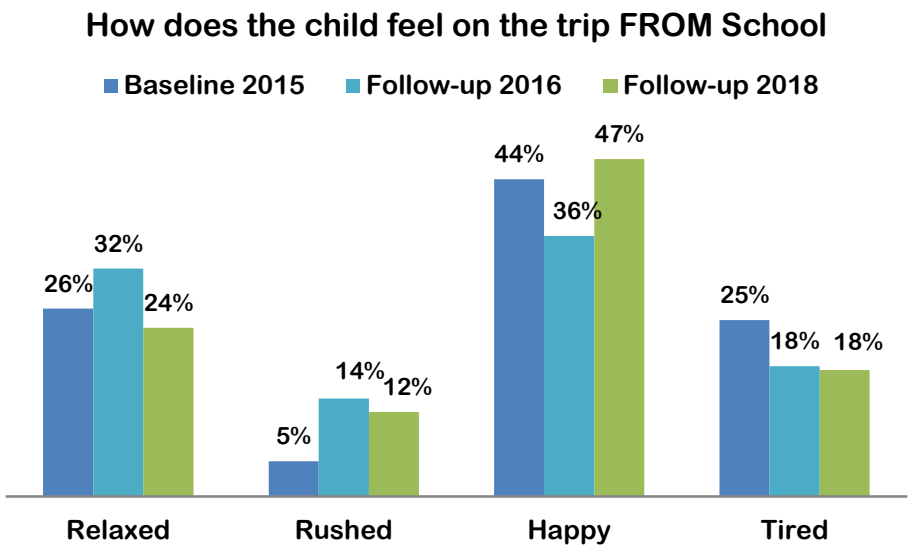



Figure 56. How does the child feel on the trip from school? Follow-up

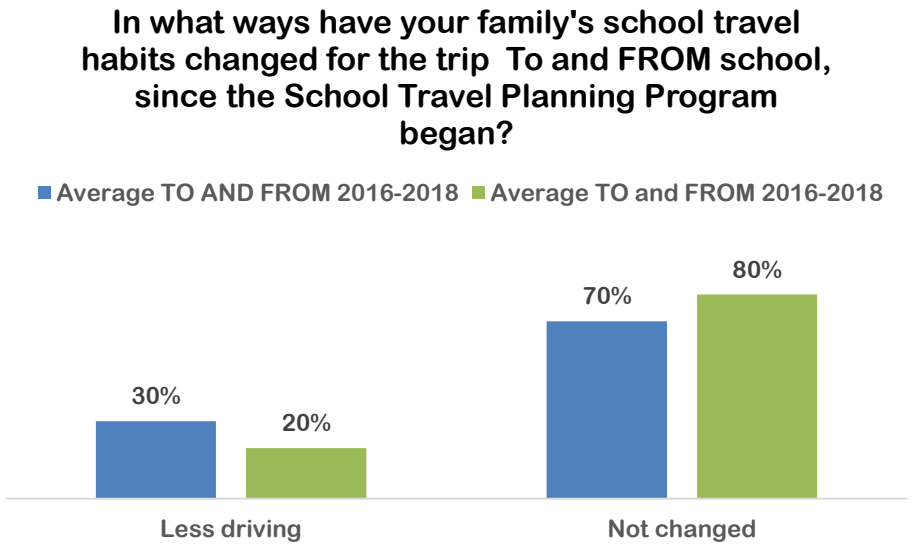



**Figure 57. School travel habits changed TO and FROM school, since the STP project began?**

Out of the respondents in 2018, 20% stated they are driving less to and from school, but 80% think they didn't change their travel habits.

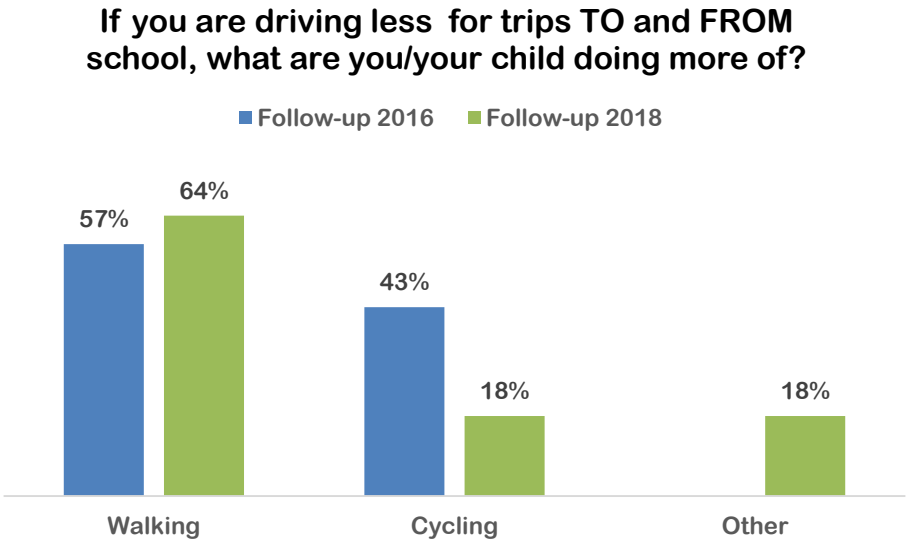



**Figure 58. If you are driving less for trips TO and FROM school, what are your child doing more of?**

**From the parents that said they are driving less**, 64% stated their kids are walking and 18% are cycling more to and from school.

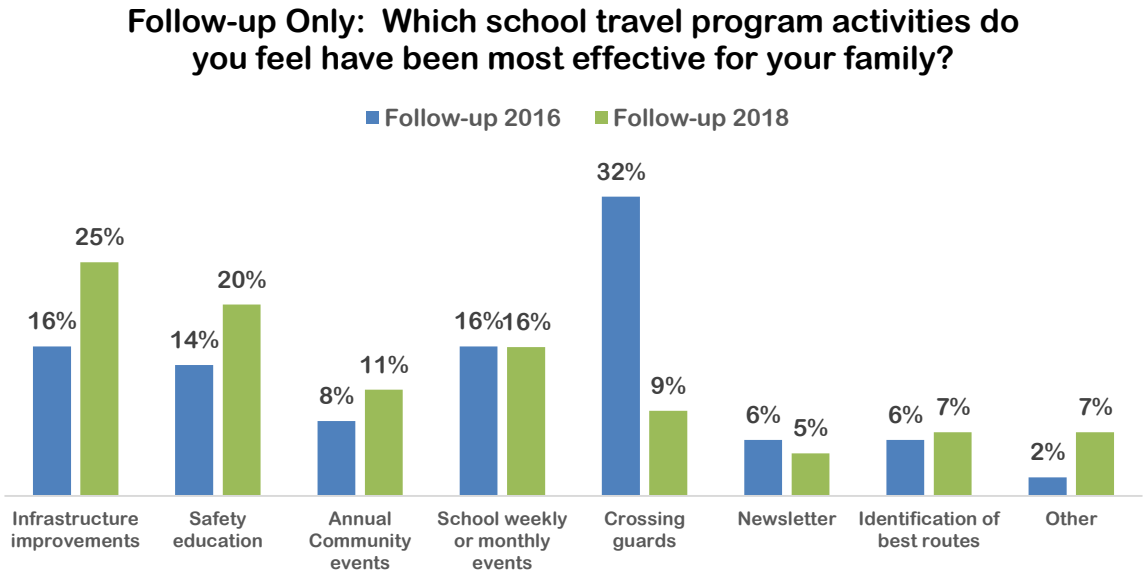



Figure 59. Most Effective School Travel Plan Activities

The most effective School Travel Activity in 2018 was the infrastructure improvements and safety education with 25% and 20% respectively. The third most effective activities were the school events; Walking/biking school week, walking competition (pedometers) with 16%.

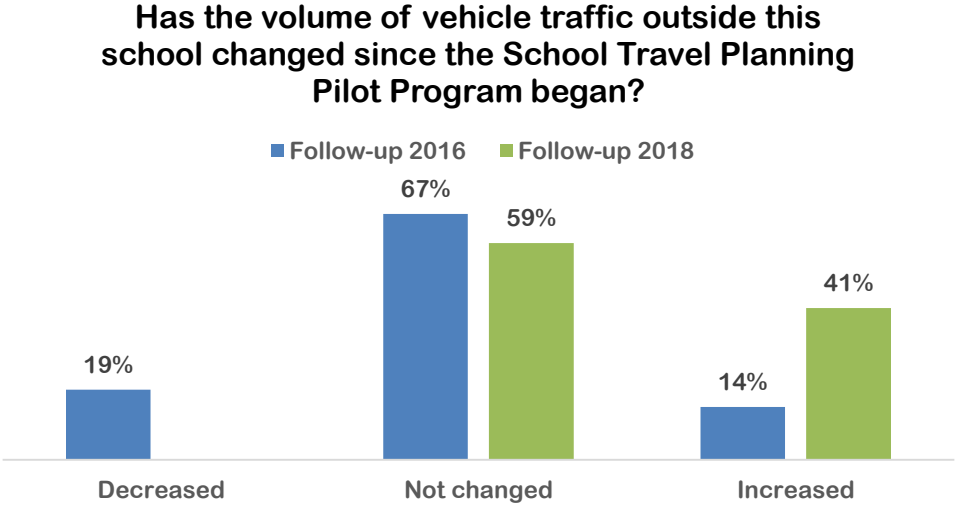



Figure 60. Has the volume of vehicle traffic outside this school changed?

Some comments related to traffic **2016**: Due to road repairs/construction/more businesses moving to area. Road repair on Pandosy re-routing traffic onto Richter; The roads seem increasingly busy, noisy and crazy; The traffic flow in front of school has changed; Richter should have sidewalks on both sides; I sit outside the school every day before and after school and I personally haven't seen much differences; Still not much parking except pay. Side parking (Tutt Street) could be turned into student drop off /pick up; Traffic on Tutt Street does not slow down to school zone speed. **In 2018**: We're motivated to walk and bike more now that there are better safety measures in place; moved schools, unaware the program.

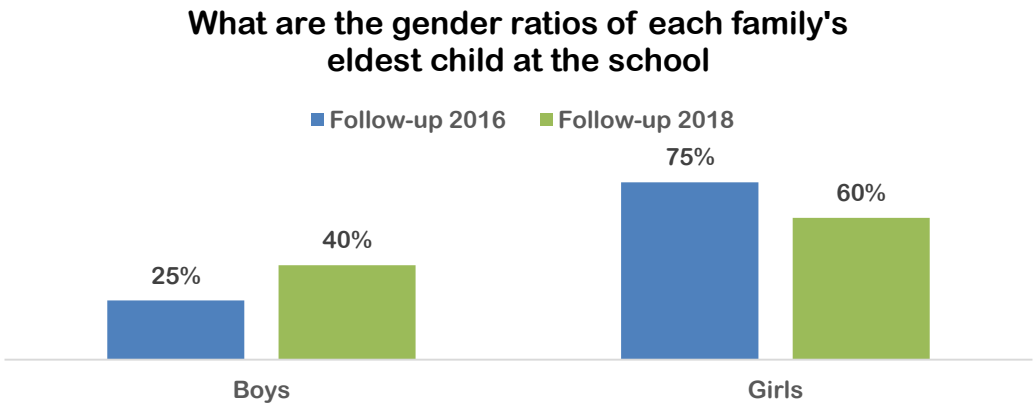



Figure 61.. Gender ratios of each family's eldest child at the school

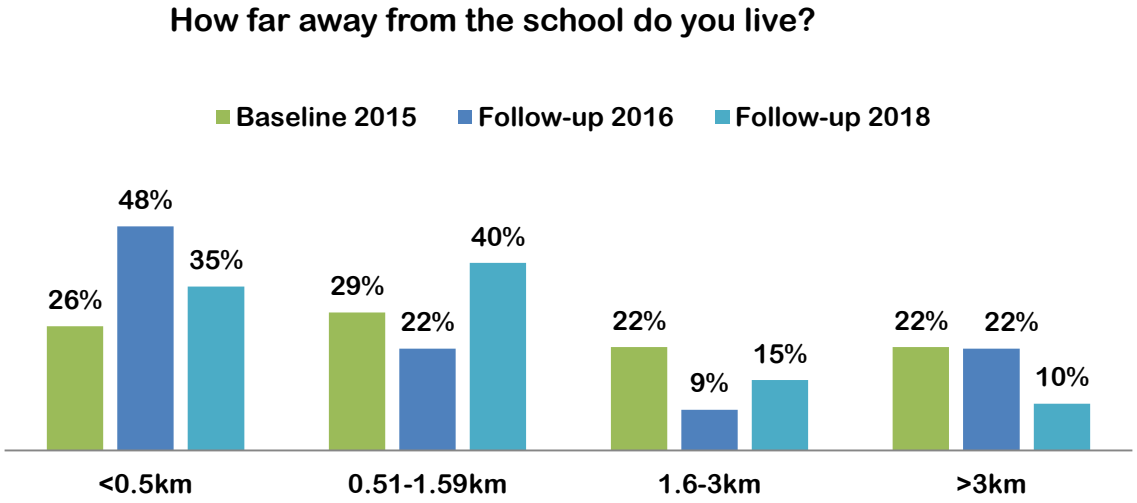



Figure 62. How far away from the school do you live?- Follow-up

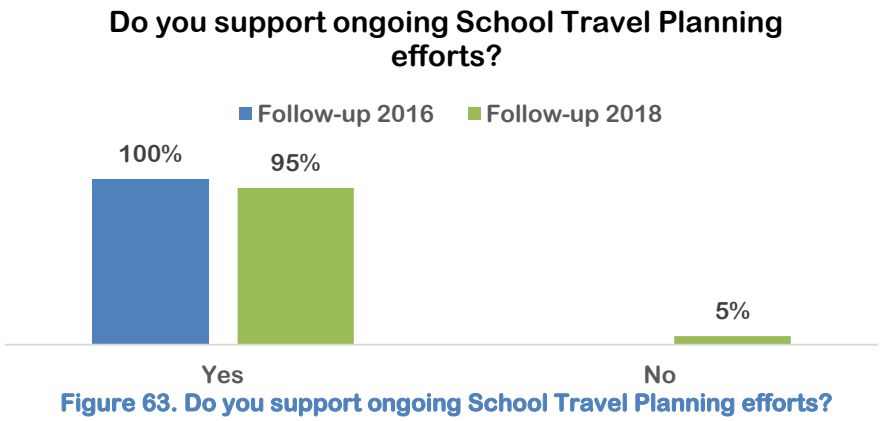



Figure 63. Do you support ongoing School Travel Planning efforts?

In 2018, out of the 20 parents that responded the survey, only one doesn't support the program.

## Recommendations

- Raymer Elementary has worked hard to increase the number of kids that walk to and from school. According to a GIS analysis of the student's postal codes, 48% lived within 1 Km in 2015. After three years of activities, an overall increase **of 11% in the use of sustainable transportation** to and from school is observed. More kids walk, bicycle, take the school bus, carpool and use public transit. The main issue that prevents parents to allow their kids to walk or bike to and from school is traffic dangers and safer routes. More emphasis on carpooling and park-and-walk activities should be considered in the following years.

- Delivering the Cleaner Air Program each year to students in grades 3 or 4 will 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.

- Several comments about traffic issues and speeding in the school zone were registered in 2015. The school committee is encouraged to keep on working through the following years to have the problem locations (Richter/School and along Tutt St.) designated as a "hotspot". They will track and report the conditions and criteria that need to be met: the frequency of reports, variety of reports (i.e. not just one person calling in to report issues) and the severity of reports.

- In the follow up survey 2018, most of the parents' concerns can be easily resolved with the support of the school community through the Service Request System at www.kelowna.ca; snow removal on a road, sidewalk or pathway, graffiti, tree/ bush trimming, etc. We encourage the school community to report any issues, as soon as they identify them, to keep the routes to school safe and clear of any obstacles.

- 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.

- Most traffic issues and air pollution around the school are created by parents and customers visiting nearby business. Requesting a one-day traffic awareness event regularly during the school year could help bring awareness to non-regular passers.

- The pedometers and Safe Route to School map were a useful tool to encourage students and staff to walk more and develop a healthier life style. We received a positive response from the school committee and it was recommended to continue this program and/or a similar walking competition twice a year. It is recommended a shorter walking competition, only two weeks, and a team approach to sharing the pedometers. A great kick start during the fall could be on the International Walk to School Day (October) until the end of the month. During spring time, the start day could be set every year on April 22nd "Earth Day" or plan to conclude activities the first week of June when Environment Week takes place to coincide with World Environment Day (June 5th) or Clean Air Day.

- The school committee should perform the classroom surveys (Appendix 3) at the end of every school year to keep track on the progress made over time and if necessary the plan should be updated. The results should be shared with the STP municipal and school Committees by a meeting and/or email. Results should also be shared with parents/caregivers through the school newsletter and/or at school events.

- The continuation of the School Travel Planning has the support from 100% and 95% of the parents who answered the surveys in 2016 and 2018, respectively. As this is a 5-year plan (2015-2020), the school committee is encouraged to 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

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

### *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

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

# 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:**

R. Edwards, CST
Name

Royal Canadian Mounted Police
Organization Name

Signature

April 10, 2015
Date

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

# 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

Interior Health Authority
Organization Name

Signature

April 10, 2015
Date

**Witness:**

Mike Adams
Name

Interior Health Authority
Organization Name

Signature

April 14, 2015
Date

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

# *School Travel Planning*
## *Municipal Stakeholder Committee*
## *Statement of Support*

I, Caroline Noga, representing The Clubhouse Childcare Centre, 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, and other organizations might carry out actions of the action plan regarding children's health and well-being, physical activity or safety.

Caroline Noga
Name

Signature

The Clubhouse Childcare Centre
Organization Name

April 27, 2015
Date

**Witness:**

RANDI PETERS
Name

Signature

The Clubhouse Childcare Centre
Organization Name

April 27, 2015
Date

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

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

I, Susan Bergen, Principal, agree on Raymer 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:***

Susan Bergen
Name

Raymer Elementary School
School Name

Signature

April 10, 2015
Date

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

# 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

| The Walkability Checklist | Findings by School and Municipal Committees |
|---|---|
| | |
| At the School Site | |
| | |
| Parking lot, or on road parking at school | |
| Is there potential for vehicle and pedestrian conflict? | Yes, children crossing Raymer in front of school from Osprey side, where there is no stop sign or crosswalk. Kids crossing between parked cars. Kids jaywalking @ Tutt& Raymer. Speeding cars. Distracted drivers. Poor traffic flow. |
| Is traffic flow clearly signed? (on ground and on signs) | No- limited school zone signs on Richter- No sign for drivers turning left onto Raymer from Richter. Paint signs on ground if possible. Raymer-highly congested-especially at 4 corners of Tutt and Raymer. |
| What is the parking and driving behaviour of driving parents and staff? | Speeding. Parents often careless, encourage kids to run across road. |
| How do children access the school from parked vehicle? (do they use a crosswalk, is one available?) | Need crosswalk markings on Raymer and Tutt. Most use crosswalk, others run across as their parents watch. |
| Is there parking lot supervision? | No-Crossing guards would be beneficial |
| | |
| 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? | No safety patrollers- consider crossing guards at Tutt paid by PAC or volunteers |
| What are the sight distances from school crossing to road curves, blind corners, or school and transit bus zones? | Crosswalk on Tutt is blocked by shrubs. Tutt/West has cross walk, but no signs |
| How is the placement of the school crossing in relation to driveways and bus loading zones? | Good, but kids need "street smart" skills |
| Are there sidewalks? | Yes, significant infrastructure around the school. Possible conflict point at corner Tutt/Raymer |
| Walking paths to the school | |
| Where are the access points for students? | Raymer is the main office entrance. Tutt street and Richter |
| Is there potential conflict with vehicles? | Yes, at road crossings especially Tutt/West (sight line with bushes). Tutt/Raymer 4 corners is a major conflict point due to no crosswalks-highly congested, Crossing Coopland Cres/ Richter and no marked bicycle pathway on Raymer or Tutt |
| Is the lighting adequate along walkways? | Yes, street lighting available. Some laneways don't have lighting |

| | |
|---|---|
| What is the maintenance of walkways, i.e. snow and ice removal; mud, puddles; holes needing filling? | Good shape, but poor along gravel shoulders. Snow and ice removal could improve on Osprey St, very problematic with small kids. Backlane beside Coopland. |
| Can routes from backfields, adjacent parks, be used year-round? | No, School closed fence on school park |
| | |
| Bicycle facilities | |
| Bike racks: do they exist? Are they secure, sheltered? | Yes, exist, not very secure and not sheltered. |
| Is there potential for conflict with vehicles to access the bike storage area? | New fence installed- conflict resolved |
| | |
| School Bus/After School Care Loading Zone | |
| Where do students wait for busses, and for how long? What type of supervision is employed? | Students wait on asphalt area that is gated in. There's one teacher monitor on Richter and one on Tutt street |
| How many busses, vans and special needs transportation vans/busses access the school? | One SD23 school bus, and afterschool care van |
| Are there ramps, any special entrances or accommodations for differently-abled students? | Yes, Raymer front entrance and one at back of the gym. |
| | |
| Further items to look for | |
| Emergency vehicle access | No, only on Richter with emergency gate |
| Location of garbage dumpsters and other school maintenance equipment | Richter St. Parents dropping kids around the dumpsters. |
| No-idling signage | Yes, on fence Raymer and another on Richter, but besides garbage bins-difficult to see. |
| For waiting students and families: | |
| Shelter from inclement weather/shade | No |
| Play area | Yes, back of school |
| Natural landscape | Yes |
| | |
| In Areas Surrounding School Site | |
| | |
| Walking facilities and traffic observations | |
| How far do sidewalks extend around the school and into the surrounding community? | All around but traffic speed and volume would make it difficult for children to safely safety cross. |
| 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). | Richter has the heaviest volume of traffic and speeding is problematic especially between 3 and 5pm this speeding also occurs on Tutt and Raymer.<br>Raymer/Tutt corner gets highly congested and confusing and dangerous for drivers and pedestrians. It would benefit greatly from 4 way stop. Eg in April those 4 corners were tracked and between 8:40 and 9:10 over 250 vehicles used those corners |

| | |
|---|---|
| Are there heavy trucks? Are there problem areas where a heavy truck might mount the sidewalk to turn at an intersection? | Yes, heavy trucks on Tutt St & Raymer (garbage and recycling trucks, delivery trucks, food delivery semis) and KLO. |
| Are there on-street signs that indicate to drivers they are approaching a school zone? Are they visible? | Yes, but tree and shrubs trimming are needed around the school |
| Timing of traffic lights? Do they allow enough time for small children to cross safely? | Yes, they allow enough time |
| | |
| 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? | Yes, parking lots, on street parking. Original Joes parking lot (available in the morning). A flashing pedestrian light may help. School committee will identity possible spots. Park near Osprey. |
| | |
| Bicycle facilities | |
| Are bike paths or lanes suitable for families? | Bike path, single lane biking not wide enough. Kids biking on sidewalks for safety. Not well marked after Richter/Raymer. There is no marked bike path on Raymer or Tutt. |
| Are best cycle routes identified? | No |
| | |
| Non-traffic related items to consider | |
| Types of buildings surrounding school: residential, recreational, commercial, industrial | Commercial, residential. With SOPA square finishing will become more congested |
| Location of other public spaces near school: parks, community centres, libraries, churches | Many parks close by. |
| Number of shade trees on streets | Too may. |
| Green space vs. concrete space | Lots of green space |
| Graffiti on buildings | No |
| Physical state of the sidewalks | Good |
| Size of the sidewalks | Good. 1.8m on Richter |
| Garbage along the routes to school | No, fairly clean |
| Obstructions on the sidewalks | Sightline issues at almost all crossing points around the school. Electrical on Lakeshore by Lakeview market. |
| Block Parent or Neighbourhood Watch community—if so, where are Block Parents located? | No, but down Abbot/Lake area there is. |
| Potential or known areas where crime, bullying, loitering or intimidation is possible | Maybe Osprey Park |
| General Comments | |
| | I have been almost hit 3 times by people running red light |
| | Richter /KLO right hand turn off lane only yield sign and lane worn markings |
| | |
| Suggestions | |
| | Consider flashing pedestrian crossing at Raymer/Pandosy (by Original Joe) or moving the pedestrian crossing to the right side |
| | Consider a left turn light signal from Raymer onto Pandosy |
| | Consider 4 way stop Tutt &Raymer |

## Appendix 3. Classroom Survey

# *Clean Air and Safe Routes 4 Schools*
## *School Travel Planning*

### *Follow-up Classroom Survey*
### *Raymer Elementary School*

Please complete this survey using **hands-up**.
Grade: _____ Room/Class #: _____ # Students:_____
Teacher: _____ Dates: _____

***Ask students: "How did you travel <u>to</u> 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) |
|---|---|---|---|---|---|---|---|---|---|---|
| **Tues** | | | | | | | | | | |
| **Wed** | | | | | | | | | | |
| **Thurs** | | | | | | | | | | |
| **Fri** | | | | | | | | | | |
| **Mon** | | | | | | | | | | |
| **Sub Total** | | | | | | | | | | |
| **Daily Average= Sub Total/5** | | | | | | | | | | |

*Walked at least one entire block.

***Ask students: "How will you travel <u>from</u> 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) |
|---|---|---|---|---|---|---|---|---|---|---|
| **Tues** | | | | | | | | | | |
| **Wed** | | | | | | | | | | |
| **Thurs** | | | | | | | | | | |
| **Fri** | | | | | | | | | | |
| **Mon** | | | | | | | | | | |
| **Sub Total** | | | | | | | | | | |
| **Daily Average= Sub Total/5** | | | | | | | | | | |

*Walked at least one entire block.

## Appendix 4. Baseline and Follow-up Family Survey 2016

Please include the date (month/day/year) that you filled this survey out (e.g. May/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 | ☐ | ☐ |
| Walk part-way (at least one entire block) | ☐ | ☐ |
| Bicycle | ☐ | ☐ |
| School bus | ☐ | ☐ |
| Public transit (bus) | ☐ | ☐ |
| Carpool (2 or more families) | ☐ | ☐ |
| Car (just your family) | ☐ | ☐ |
| Other | ☐ | ☐ |

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
- Rushed
- Happy
- Frustrated
- Other (please describe) _____

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/gmaps_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

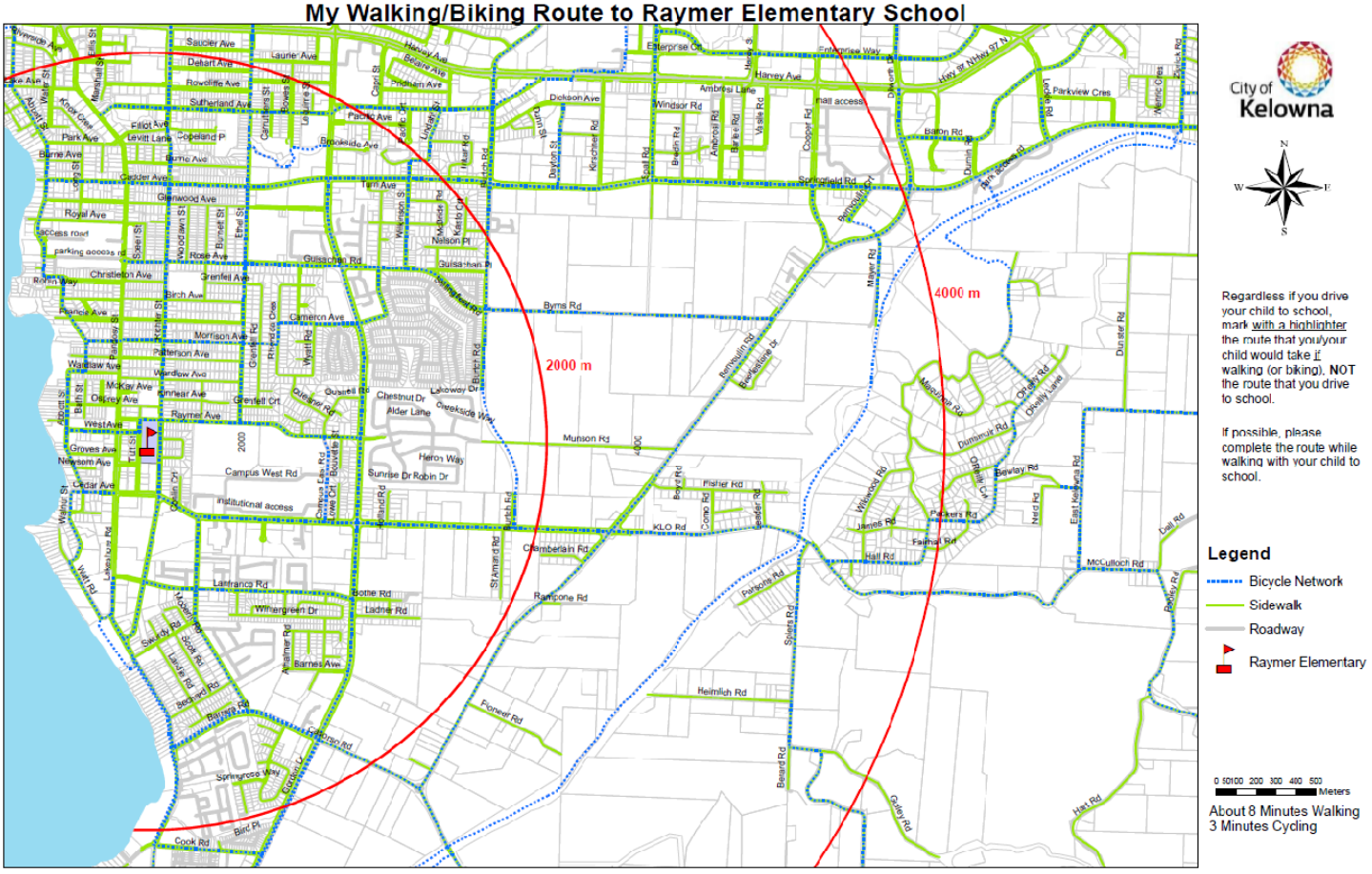
13. If you would like to help with School Travel Planning efforts at your school (for example, serve on the School Travel Planning Committee or help put STP plan ideas into action), please contact _____ at _____@_____ or provide your name, telephone number and email below:

_____

_____

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

## My Walking/Biking Route to Raymer Elementary School




This map was printed on paper size 11x17”

| Additional Comments from Baseline Family Surveys |
|---|
| As only child, impossible to walk to and from school alone. It's too dangerous for him so I drive him to school and he takes the school bus home. It's convenient and safe |
| Live right next to school |
| He will ride scooter at times and is accompanied by friend. He enjoys it |
| Quick, helpful to have neighborhood kids ride/walk together as group, older children have cell phones |
| Feel safer to pick up and drop kids with car, as sometimes its chaotic and sometimes it isn't |
| My daughter bikes or walks to school and although she is tired after school, she loves the fresh air and independence |
| Richter St is a sketchy area with known drug houses on my child route to school so I just don't feel comfortable letting him go without an adult. More bike paths off Ethel |
| I would like my child to walk/ride bike to school but safety at intersections are my concern. Crosswalks aren't visible and nowadays too many distracted drivers |
| KLO is very busy in the morning and around the campus |
| We live across street from school but I rarely let my oldest walk to school as driving behavior on south Pandosy is erratic and dangerous. |
| She likes to walk to school |
| It'll be awhile before I let my child walk/bike to school as I find it too busy around the school. Too many speeders especially along Tutt, lack of parking for parents |
| Bicycle safety orientation for kids at least twice a year for road safety |
| Daughter loves school :) |
| A lot of nature along walk |
| We live too far from school and too many kids to make walking or biking a feasible option. My largest problem is having to pay for parking to pick my kids up from school, I don't believe there any many schools around that this is the case. Hope to see some kind of exemption between 2.20 to 2.45pm. |
| We drive bikes with a tandem attachment to stay close and safe. Ethel is most safe and not as busy as Richter. We ride twice weekly and take public transit for the remainder. Cycling is faster by 50% |
| Stressful - traffic congestion, no parking - would like to see the parking meters gone |
| She hurries (bike/walk) to school but sometimes it is very stressful for her as I am always waiting for a text to say that she has arrived. I am upset about the amount of younger children that are walking by themselves |
| We love riding bikes when weather permits but traffic in and out of hospital, Save On, Mission Plaza are incredibly dangerous. We have almost been hit many times biking and even walking |
| When I was a child, I walked to and from school every day, so did all my friends. While our city congratulates themselves on our progress, the truth is most parents now find it too dangerous to let their children follow in their footsteps. Nothing is more important than the safety of our children. |
| Happy to talk about school |
| Until I feel my child is safe, I will continue to drive them to school |
| She wishes we lived closer to school at times, as she wants to ride her bike. |
| We really want Richter to be paved properly with sidewalks so kids can get to crosswalk safely. |
| We are bike commuters and there are several points along our route where bike lanes are incomplete and we often encounter parked cars in the lanes, drivers who ignore us, walkers in bike lanes and we often have to go onto the road to avoid these obstacles |
| Journey to and from could be much better but KLO/Richter intersection is too dangerous for kids. Controlled crosswalk away from intersection would be better. School zone is also poorly marked and cars drive by very fast and is unsafe for kids. |

# Clean Air and Safe Routes 4 Schools
## *School Travel Planning*
## *Follow-up Family Survey*
## *Raymer Elementary*

Please include the day (month/day/year) that you filled this survey out (e.g. May/16/2016): May /_____/_____
**Please answer the questions thinking about your <u>eldest</u> child attending this school. If more than one child brings a survey home, please <u>complete one only.</u>**

1. Did you complete the first Family Transportation Survey in May 2015? (Circle one)
YES NO NOT SURE

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

| | **TO school from home** | **FROM school to home or after-school program** |
|---|---|---|
| Walk | ☐ | ☐ |
| Walk part-way (at least one entire block) | ☐ | ☐ |
| Bicycle | ☐ | ☐ |
| School bus | ☐ | ☐ |
| Public transit (bus, subway, streetcar) | ☐ | ☐ |
| Carpool (2 or more families) | ☐ | ☐ |
| Car (just your family) | ☐ | ☐ |
| Other | ☐ | ☐ |

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 <u>yes</u>, how do you usually feel on the trip to school? (Please circle **ONE** word).

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

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/gmaps_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: | b) FROM school: |
|---|---|
| Relaxed | Relaxed |
| Rushed | Rushed |
| Happy | Happy |
| Tired | 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 **o**n 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 _____**

**An online follow-up survey was designed for Raymer in November 2018.**
getinvolved.kelowna.ca/raymerschooltravel

| Additional Comments from Follow-up Family Surveys 2016 |
|---|
| No infrastructure improvements made. Tutt St speeding is beyond excessive. My children use new crosswalk on Tutt/West Ave. No sign marking crosswalk and there's a bush that is a sightline issue in Spring-I would like to see it removed. No crosswalk @Raymer/Tutt and it gets backed up with drivers not allowing pedestrians to cross this unmarked intersection. |
| There needs to be better parking for drop off and pick up. Maybe having people to keep the flow of traffic moving. |
| |
| School bus too early for elementary students. At least 30 min at Raymer with few students around at that time and require to stay outside in all seasons. |
| |
| Paving sidewalks beside Raymer, crosswalk at Wardlaw. It is ridiculous the main street doesn't have sidewalks on both sides. It's dangerous for kids and they have to take the alleys anywhere east of Richter to get to a crosswalk. Please also put 1 h parking around osprey Park so parents can park and enjoy the park too. People park there all day long and no one can use the park. |
| |
| We have a couple of halfway houses and homeless (some drug users) all within 1 block of our home. Until the homeless are cleaned up in Osprey Park I will always be accompanying my children on the walk to school. |
| |
| She is beginning to ride a lot more; I just worry about the cars with so many people texting. The kids need to realize they need to make sure drivers are paying attention (eye contact). |
| |
| Find a way to reduce traffic. I am a crossing guard and have almost been run over. |
| No infrastructure improvements made. Tutt St speeding is beyond excessive. My children use new crosswalk on Tutt/West Ave. No sign marking crosswalk and there's a bush that is a sightline issue in Spring-I would like to see it removed. No crosswalk @Raymer/Tutt and it gets backed up with drivers not allowing pedestrians to cross this unmarked intersection. |
| There needs to be better parking for drop off and pick up. Maybe having people to keep the flow of traffic moving. |

| Additional Comments from Follow-up Family Surveys 2018 |
|---|
| We're motivated to walk and bike more now that there are better safety measures in place. |
| I don't have a car. |
| moved schools - before was driving every day through rush hour to and from school across city and was stressful and tiring for kids |
| Unaware of the program. |
| There is NO change in the volume of vehicle traffic surrounding our school as it is a busy business and residential neighbourhood. I do notice a lot more Raymer families walking to and from school now |
| Traffic on Richter St is very heavy during drop off and pick up times, would love to have a crossing guard!!! |
| It is very busy with cars and people parking in and around Tutt Street. |
| More staff, they don't have enough help for teacher's. |
| The issues are primarily structural, so most of these initiatives will not work. There need to be stop lines and cross-walks at all intersections, for instance along Richter from Sutherland to Raymer. By laws regarding snow removal must be enforced |
| The bicycle routes are much better now that bike lanes/ markers at intersections have increased awareness so motorists don't cut corners. Still need a bike cone to mark east bound on Raymer going southbound onto Richter. There still way too many motorists that drive in the bike lane to turn right onto Richter street. I have seen way too many close calls between pedestrians, bicyclists and motorists. |
| I think that a kid should walk to school only if the distance is short ~ 500 m at maximum. Walking or cycling longer distances may be a risk in terms of weather when the snow comes. |
| There's some graffiti on some residential fences along the way on Richter |
| I really want to see a crossing guard on the corner of Richter and Raymer. Such heavy traffic, makes me very nervous for the kids to walk on their own. |
| School zone speed limits should be strictly enforced. More bike lane barriers need to be installed so cars do not drive in the bike lane, especially to make turns. There have been numerous times my children and I have almost been run over in the crosswalk at Raymer and Richter, by drivers running red lights, turning without waiting for us to finish crossing etc. There should be radar and strictly enforced traffic laws at this intersection, as well as Raymer and Richter. Everyone speeds on both of these roads, also school buses. Very unsafe and I will not let my young children walk by themselves. |
| The crosswalk (lights) at Pandosy and Raymer Ave. have a bush that blocks children from being seen by drivers at the corner. Until this bush is removed, my kids are not walking or riding their bikes alone to school. It's a safety hazard and needs to be removed! |
| We need cross guards daily to monitor speeding. Or a pedometer to show speed clearly. |
| my child crosses pandosy street at cross walk with flashing lights just down from the KLO/Pandosy/Lakeshore intersection. The flashing light crosswalk is preferable as its in best cross to get to school most efficiently and we don't have to worry about cars turning left against the walking sign or the walking sign ending before he crosses the intersection. Every day before and after he crosses instead at this cross walk with push button flashing lights. I have concerns though as cars drives through this cross walk sometimes, and also during winter slippery roads, I worry that a car will slide into the cross walk while my child is crossing. Also, there is a bush/hedge on one side of the crosswalk that is overgrown and cars may not necessarily see a child waiting to cross - even if light is pushed - I find if they do not see a person, they will drive through crosswalk - so children are more visible with the bush/hedge trimmed and safer. Alternatively, my child could walk further along pandosy at crossing at raymer street traffic light with cross walk and then back track so my child to Raymer. However, that requires him to leave earlier and as mentioned back track to school. Given that the flashing lights cross walk is there - it should be safe to use but I have some concerns as above. |
| Bike path up and down the Chute lake hill. This is not a safe bike route even for adults. |

| |
|---|
| not having a safe biking route (seperated bike lane) down Richter is still a danger, forcing us to ride on the sidewalks. And since there is only 1 sidewalk, we ride on it both ways disrupting pedestrian traffic. Richter is too fast paced to have a shared lane with kids on bikes. |
| It's interesting how you construct possible other impediments to avoid discussing structural issues that the city, police, and by-law enforcement could remedy.<br>Residents of Richter do not shovel the snow from their sidewalks, making walking slow, difficult, and dangerous. By-laws must be enforced. Even the school often doesn't shovel the sidewalk well.<br>Many residents on Richter have shrubbery/trees that blocks part of the sidewalk.<br>Richter is a MAJOR street in the area but only has a sidewalk on one side of the street between Sutherland and Raymer.<br>Drivers do not stop before the sidewalk on side streets on Richter, making walking and biking unsafe. The feeling that I feel walking and biking my child to school is anxious (not listed as an option) because drivers don't look before making turns or when they come to the end of side-streets or laneways to Richter.<br>The bike lane on richter often has cars parked in ways that limit the size of the lane.<br>Drivers on Richter and Rose often exceed the speed limit, making cycling, especially for children, dangerous. Rose is particularly bad, due to the new curved configuration and drivers doing 60+km/hr.<br>Cross walks on Richter are not well marked and drivers often do not them, yield to pedestrians.<br><br>The stop light at Richter/Rose is a great improvement, as is the sidewalk on the east side of Pandosy. |
| Numerous improvements have been made to make Richter Safer to travel for people walking, but now drivers have taken to speeding along Tutt St. were there is no effort in place to assure that drivers are driving the speed limit for a school zone regardless of the signs along Tutt St. My son and I have had numerous close calls from drivers speeding are just not paying attention to the crosswalks, I have never seen the police monitor or check for speeders along Tutt St at all. |

## Appendix 5. Best Route to Raymer

# 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

smartTRIPS RAYMER

*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.

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

## 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.

## 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.

Raymer Elementary has three Park and Walk Stations at Tutt St., Richter St. and East off Raymer Ave.

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

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

**S**igns: Use your hand signals when riding your bike and obey traffic signs.

**U**se 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.

**P**rotection: Wear your helmet when riding your bike - it's the law.

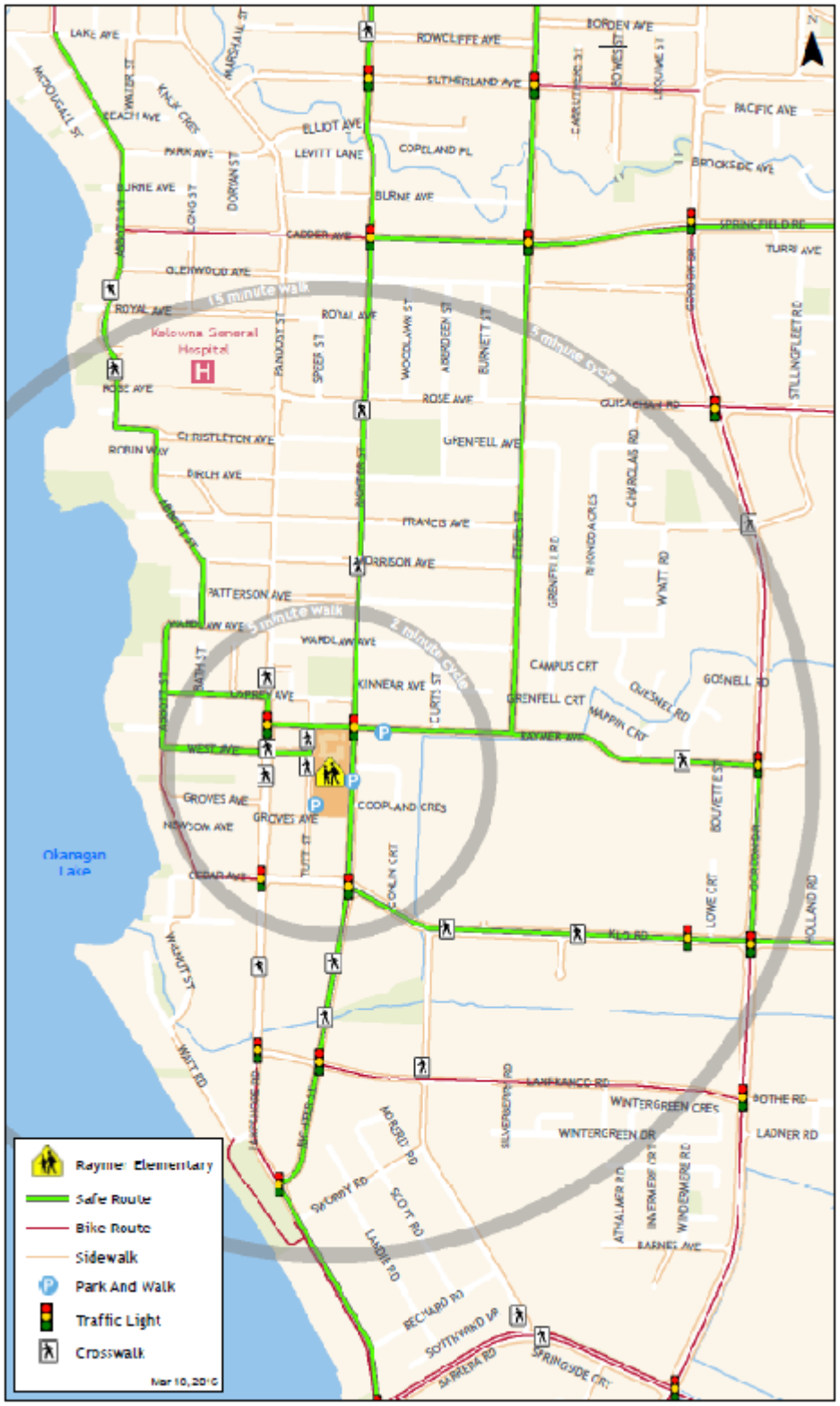
**E**ye contact: Make eye contact with other road users (drivers and pedestrians) to improve safety for everyone.

**R**ight 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.

## 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!




* Best Route to Raymer