



Winter 2019

*Safe and Active Routes to School Action Plan*

# St. Edmund's Elementary School



## Safe and Active Routes to School Action Plan

Winter 2019

Report prepared by Urban Systems on behalf of the City of North Vancouver

Project partners include:

- **City of North Vancouver**
- **St. Edmund's Elementary School**
- **Child and Youth Safe and Active Travel (CYSAT) Working Group**, including the City of North Vancouver, North Vancouver School District 44, TransLink, ICBC, RCMP, Vancouver Coastal Health, and North Vancouver Recreation and Culture Commission



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## Executive Summary

This **Safe and Active Routes to School Action Plan** is an output of the **Safe and Active School Travel Program (SASTP)**, a City of North Vancouver program that promotes safe, active, and sustainable school travel. Over the course of the 2018-2019 and 2019-2020 school years, the City of North Vancouver, with support from SASTP facilitation professionals, worked with St. Edmund’s Elementary to gather transportation data, identify challenges and opportunities for safe and active travel, and address barriers to walking and cycling, both in terms of infrastructure and behaviour. The SASTP process involved meeting with St. Edmund’s administration, staff, students, and parents, while also collaborating with school travel stakeholders such as the RCMP.

St. Edmund’s Elementary School is located at 535 Mahon Ave in the Lower Lonsdale neighborhood of North Vancouver, BC. It is among the oldest Catholic Schools in the Vancouver area, having opened in 1911 as is part of the Catholic Independent Schools Vancouver Archdiocese. Today the school teaches the same curriculum used across all Ministry accredited elementary schools but is operated as an independent school without a formal catchment area, creating unique transportation challenges. However, the school is well served by transit as well as active transportation facilities such as the Green Necklace pathway.

St. Edmund’s has approximately 200 students enrolled. Due to the school’s population being relatively spread out across the North Shore and beyond, many of the engineering-related action items focus on improving student safety in the immediate vicinity of the school. Drop off and pick up times can present safety issues, with considerable traffic and on-street drop off locations parallel to two sides of the school.

In addition to infrastructure upgrades, the Action Plan identifies a number of education, encouragement, enforcement,



and evaluation action items that are meant to further increase safe and active travel at St. Edmund's. Many of these items involve engaging the school community through school communications and events, including Winter Walk Day and Bike to School Week. Enforcement involves working closely with the RCMP to mitigate transportation issues, while evaluation involves monitoring progress and adapting to new situations. This **Safe and Active School Travel Plan** is intended to be a living document that should be updated frequently to ensure it remains relevant and useful for the St. Edmund's community.

The basis for all future transportation improvements at St. Edmund's Elementary is the school travel vision, which was formed as part of a visioning session with grade 7 students. Students worked with the SASTP facilitation team to create the following school travel vision for St. Edmund's:

**T-Birds arrive to school from far and wide through safe and active modes, looking out for each other to make their community strong!**

In order to achieve this vision and implement the Action Plan, all project partners must work together. This includes the City of North Vancouver, the St. Edmund's Elementary community, and the entire CYSAT Working Group, including the City of North Vancouver, North Vancouver School District 44, TransLink, ICBC, Vancouver Coastal Health, and North Vancouver Recreation and Culture Commission and RCMP. Each stakeholder has an important role to play in implementing the various action items.

A list of key contacts and resources is provided at the end of this document. These resources, along with the contents of this Action Plan, will help to enable positive change at St. Edmund's. It is important that leaders and champions are identified within each of the project partners in order to carry momentum forward year after year. By working together, it is possible to make safe, active, and sustainable transportation a part of daily life for everyone in the St. Edmund's Elementary community.

## Safe and Active School Travel Program

### Overview

The **Safe and Active School Travel Program (SASTP)** is a City of North Vancouver program that works with schools, the North Vancouver School District, and other stakeholders to promote active and sustainable school travel, improve road safety, and identify and address infrastructure and behavioural barriers to walking and cycling. Active transportation modes include walking, cycling, scooting, skateboarding, using a wheelchair, and any other type of human powered transportation. An important objective of the SASTP is to build long-term capacity within the school community so that active school travel continues to be prioritized even after the program’s completion.

This **Safe and Active Routes to School Action Plan** is the output of the SASTP process. The Plan provides an overview of SASTP initiatives undertaken with St. Edmund’s Elementary throughout the 2018-2019 and 2019-2020 school years. This includes student and family surveys, a community walkabout, a visioning session, and various engagement events. The Action Plan section then lists recommendations for improving school travel under four categories: engineering, enforcement, education and encouragement, and evaluation. The appendices contain the SASTP materials created for St. Edmund’s Elementary, including a Safe Routes to School brochure, copies of the survey questions, and detailed survey results.



## Benefits of Active Transportation

There are several reasons why promoting active transportation to and from school is important, including:

- **Health:** The Public Health Agency of Canada (PHAC) recommends children and youth aged 5-17 get at least one hour of physical activity a day. Walking, rolling, or cycling to school can help students become more active and create good habits for an active lifestyle.
- **Friends, Family, and Community:** Active travel promotes social connections with friends, family, and neighbours and creates safer communities.
- **Academic Performance:** Students that walk or roll to school arrive more alert and ready to learn, have better concentration in class, and are happier. Active transportation has also been shown to increase alertness and grades at school.
- **Environment:** Across Metro Vancouver, approximately 40% of greenhouse gas emissions come from on-road transportation. Every active trip reduces traffic, emissions, and pollution.
- **Reduced traffic impacts:** Getting more people out of their vehicles helps to reduce motor vehicle congestion, parking problems, and safety concerns, which are especially evident at pick-up and drop-off times around schools. Large numbers of motor vehicles entering and exiting school sites can create safety and congestion issues that affect not only the school community, but the neighbourhood at large.
- **Lifelong Skills:** Walking, rolling, and cycling is fun for students and helps promote positive perspectives towards physical activity and teaches the importance of individual health.
- **Independence:** Active travel builds confidence and promotes independence. Travelling actively allows students to reach destinations on their own, encourages students to navigate and explore the City, and helps foster independence.



## SASTP Process

St. Edmund’s Elementary was identified as a candidate for the SASTP by the City of North Vancouver in the summer of 2018 and the program was officially launched in October 2018. The City of North Vancouver oversaw the SASTP process at St. Edmund’s with support from SASTP facilitation consultants, whose team includes professional transportation planners and engineers. The SASTP facilitation team worked closely with school administration, staff, and leadership students to gather information and coordinate events.

The SASTP process at St. Edmund’s Elementary is summarized below, with a timeline provided in **Figure 1**.

- **Kick-Off Meeting (Oct 31, 2018):** The SASTP facilitation team met with St. Edmund’s administration to kick-off the SASTP process and identify initial transportation issues.
  - **Site Visit #1 (Oct 31, 2018):** SASTP facilitators examined the school site and surrounding catchment area to better understand transportation challenges and opportunities.
  - **Family Survey #1 – Baseline (Nov-Dec 2018):** An online family survey was circulated to the school community to better understand students and their family’s travel to school (mode share) on both sunny and rainy days, as well as travel behaviors and attitudes. The survey was completed in December 2018 and also asked questions regarding overall traffic safety concerns that affect parents’ decision to allow children to walk or bicycle to school. The survey results were analyzed and summarized, providing valuable insight into the travel patterns at St. Edmund’s and the issues and opportunities associated with active modes.
  - **Hands-Up Student Survey #1 – Baseline (Nov 26-30, 2018):** In addition to the family survey, students at St. Edmund’s participated in a classroom ‘hands-up’ survey where they were asked what mode of transportation they used to go to and from school that day.
  - **CYSAT Meeting #1 – ‘Rolling’ Community Walkabout (Dec 5, 2018):** The community walkabout was conducted as part of the Child and Youth Safe and Active Travel (CYSAT) Meeting. CYSAT is a working group that brings together the City of North Vancouver and associated stakeholders such as TransLink and the North Vancouver School District to discuss safe and active school travel. For this meeting, members were invited to join the SASTP facilitators and City staff on a ‘rolling’ CYSAT meeting which would visit the two North Vancouver schools participating in the SASTP program, including St. Edmund’s Elementary. The walkabout explored the immediate school neighborhood, looked at well-used routes, and brainstormed engagement opportunities to address travel issues. The St. Edmund’s school principal joined the group and provided an overview of transportation at St. Edmund’s.
  - **St. Edmund’s Steering Committee Meeting (Jan 25, 2019):** The SASTP facilitators met with the school principal, some interested parents and student leaders to discuss progress thus far and brainstorm ideas for future school travel engagement events.
  - **Site Visit #2 (Jan 25, 2019):** A second site visit was conducted to examine engineering issues that had been identified.
  - **CYSAT Meeting #2 (Jan 31, 2019):** The SASTP facilitation team met with the CYSAT working group to report on progress at St. Edmund’s, discuss upcoming initiatives, and hear feedback from CYSAT members.
  - **Student Visioning Session (Feb 8, 2019):** A critical component of the SASTP process is to identify a vision that describes what the school will look like after the SASTP process is complete. This vision
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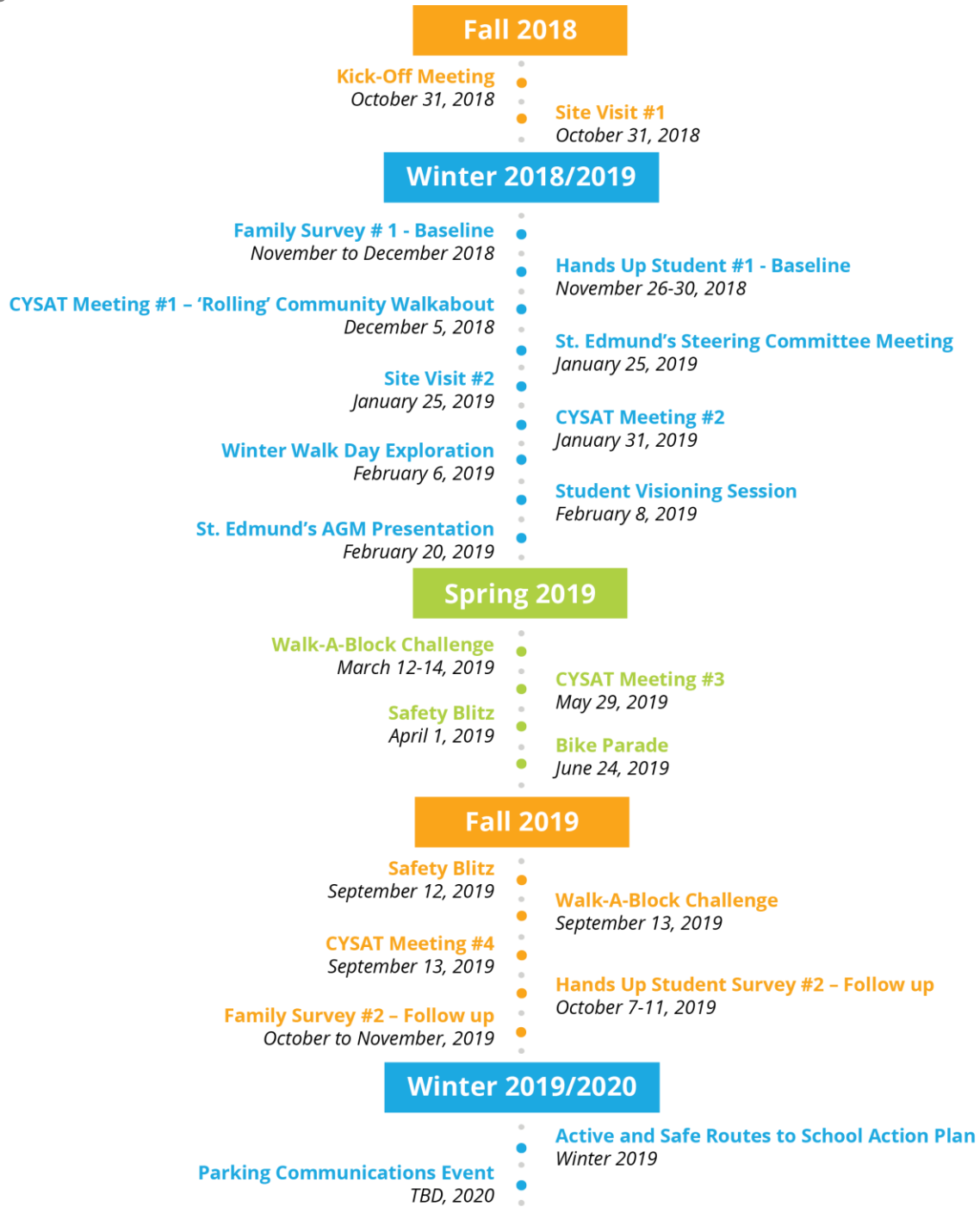
come from the students themselves and was developed as part of an interactive visioning workshop with St. Edmund's leadership students, school staff, and two interested parents.

- **St. Edmund's AGM Presentation (Feb 20, 2019):** School administration presented the results of the SASTP process thus far and introduced opportunities for families to volunteer at upcoming engagement events.
- **CYSAT Meeting #3 (May 29, 2019):** The SASTP facilitation team met with the CYSAT working group to report on progress at St. Edmund's, discuss upcoming initiatives, and hear feedback from CYSAT members.
- **Engagement and Celebration Events:** A number of engagement events took place throughout the 2018-2019 and 2019-2020 school years to celebrate school travel planning. These events are discussed in detail later in this document.
  - **Winter Walk Day Exploration:** Feb 6, 2019
  - **Walk-A-Block Challenge:** Mar 12-14, 2019
  - **Safety Blitz:** April 1, 2019
  - **Bike Parade:** June 24, 2019
  - **Safety Blitz:** September 12, 2019
  - **Walk-A-Block Challenge:** September 13, 2019
  - **Parking Communications event:** TBD, 2020

In addition to the engagement events facilitated as part of the SASTP, the City of North Vancouver supports bicycle training for all students throughout the City. Bicycle training is facilitated by HUB. This training occurred at St. Edmund's at the end of June 2019 for the school's grade 5 and 6 students. The school-wide bicycle celebration (bike parade) occurred on the last day of cycling training with the intention of getting all students involved and excited about cycling and active lifestyles.

- **CYSAT Meeting #4 (September 13, 2019):** The SASTP facilitation team met with the CYSAT working group to report the program's progress including the Visioning Session updates, the DRAFT Action Plans, Best Routes maps and brochures, and outlined the recent back-to-school engagement events at St. Edmund's. This CYSAT meeting also presented an opportunity to briefly discuss next steps for ensuring future success.
  - **Family Survey #2 – Follow up (Oct-Nov 2019):** To track the SASTP process, a second family survey was circulated in the Fall of the 2018/19 School Year. The results of the second family survey were then compared with the original survey to understand what has changed one year later, these results are presented in this document.
  - **Hands-Up Student Survey #2 – Follow up (Oct 7-11, 2019):** A second hands-up student survey was also completed in the Fall of 2019. The results of all surveys conducted have been included in this document.
  - **Safe and Active Routes to School Action Plan:** This Plan was developed and refined throughout the SASTP process. The final output included a Safe and Active Routes to School brochure. The completed plan will be used by the City of North Vancouver as well as school administration, students, and parents to ensure that safe and active school travel remains a priority in upcoming school years.
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Figure 1: SASTP Timeline



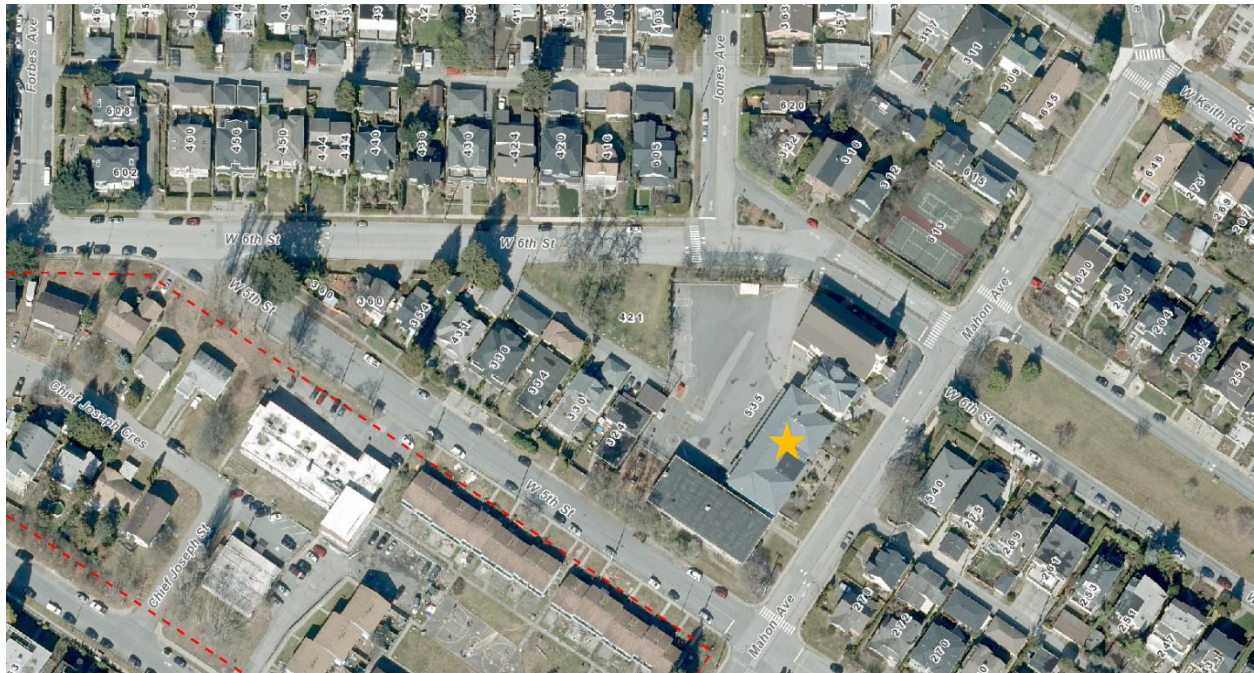
## St. Edmund's Elementary School Overview

St. Edmund's Elementary School is an independent Catholic school located at 535 Mahon Ave in the in the City of North Vancouver, BC. During the 2018-2019 school year, approximately 200 students were enrolled at St. Edmund's. The school is not a member of the North Vancouver School District and has no official catchment area, meaning that students come from all over the North Shore and beyond. As a result, a number of students live outside of walking distance and instead driven to school by motor vehicle. There are some students who walk to school, but very few who bike. Throughout the 2018/2019 school year the school did not have any bike racks on site. However, as of August 2019 the school had installed one bicycle rack for students and staff as a result of a successful grant application.

**Figure 2** is a context map that shows St. Edmund's (yellow star, parcel 535) and the surrounding area. St. Edmund's Elementary fronts Mahon Avenue, with the main entrance accessible via stairs. However, this entrance is typically only used by staff and visitors. Students arrive and depart via a private gated parking lot that fronts the south side of 6<sup>th</sup> Street W, between Jones Avenue and Mahon Avenue. During school days, the parking lot is closed and used as an open play space for St. Edmund's Elementary, which does not have access to a grass field. On weekends, the parking lot is opened up and used for church parking for St. Edmund's Roman Catholic Church, which is located adjacent to the school.

As a result of the school entrance location, 6<sup>th</sup> Street W is quite busy during pick-up and drop-off periods. There are 'no stopping' signs along the south side of 6<sup>th</sup> Street W, adjacent to the school entrance. However, these signs are frequently ignored by parents and guardians during pick-up and drop-off periods, adding to motor vehicle congestion in the area. There are marked crosswalks along 6<sup>th</sup> Street W at Mahon Avenue and Jones Avenue, but many families and students are observed crossing mid-block right outside the school gate during pick-up and drop-off periods. Photos of the school site are shown on the following pages.

Figure 2: Context Map of St. Edmund’s Elementary School (CNV CityMap 2019)





The area surrounding the school site has good access to pedestrian and cycling facilities. St. Edmund’s is located adjacent to the Green Necklace, an urban greenway with off-street, all ages and abilities walking and cycling facilities. The Green Necklace runs along W Keith Road and then turns north on Jones Avenue. Additionally, there are a number of marked crosswalks in the area. The sidewalk network is discontinuous in places, such as along McEvoy Park on 6<sup>th</sup> Street W.



## Survey Analysis (Baseline)

To better understand transportation patterns, challenges, and opportunities at St. Edmund’s Elementary, two surveys – a classroom survey for students and a family survey directed at parents/caregivers – were conducted in Winter 2018. The classroom ‘hands up’ survey simply asked students what mode of transportation they used to go to and from school over a five-day period (see question template in Appendix E). The family survey focused on gathering background data, measuring attitudes about active transportation, identifying the key issues and opportunities for walking and cycling to school, and discovering opportunities for long-term behavior changes (see Appendix D for survey questions).

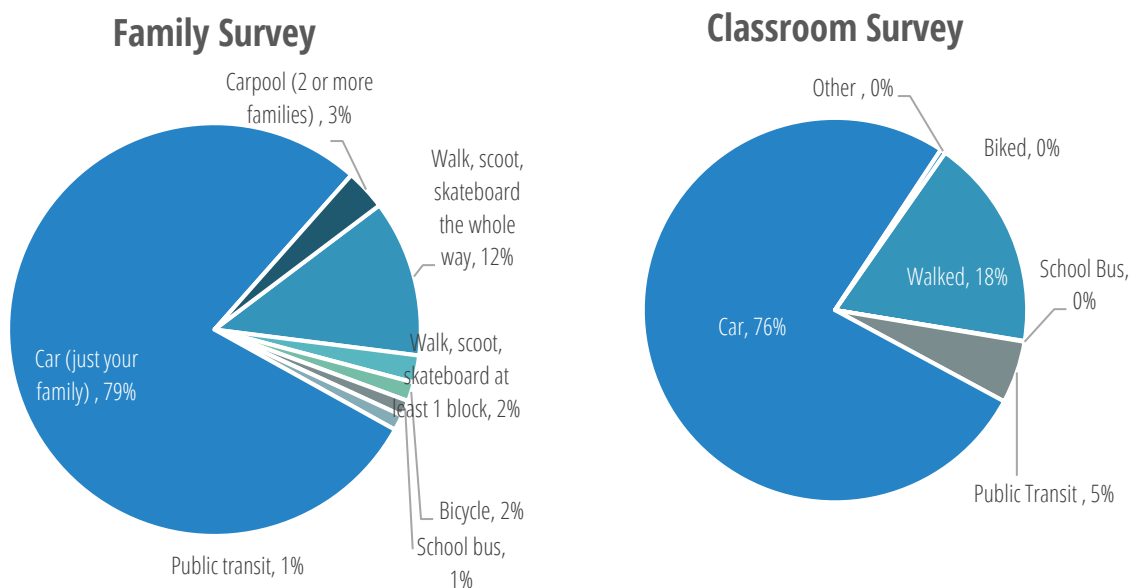
The baseline family survey was open from November to December 2018 and received **74 responses**, which represents approximately 96 students (households with more than one student were asked to answer only one survey). This represents just under half of all students at St. Edmund’s. The classroom survey occurred from November 26 to 30, 2018, and captured all students present during those days. The survey responses are summarized below. Additional survey analysis is provided in Appendix F.

### Travel Patterns (Baseline)

#### Mode Share

The family and hands up surveys show relatively similar results in terms of transportation mode share (**Figure 1**). Approximately 76-81% of students arrive at school by car, mostly with a family member. About 3% of families report that they carpool with students from 2 or more families. Another 2-5% of students arrive by bus. Finally, 12-18% arrive by walking, with the majority of this group walking, scootering, or skateboarding the whole way to school. Through SASTP initiatives, the goal is to reduce the congestion caused by students arriving by car and to help increase physical activity.

**Figure 1: Transportation Mode Share**



### Weather Impacts (Baseline)

Respondents were asked whether weather conditions impact their mode of transportation. As shown in Figure 2, less than half of respondents indicated that weather plays a factor. Figures 3 and 4 show the differences in typical mode share to and from school on a warm, sunny day compared to a cool, rainy day for families that selected YES to weather impacting travel modes. As expected, car mode share goes up significantly on cool, rainy days, while active transportation mode share decreases. It may be possible to encourage increased active transportation on rainy and cold days by providing educational tips on the best way to dress for the weather.

Figure 2: Does Weather Impact Transportation Mode Choice?

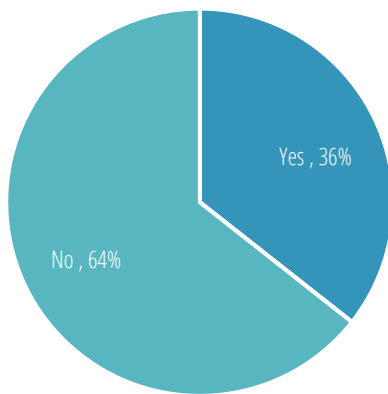


Figure 3: Typical Mode Share on Sunny Day (families that selected 'yes')

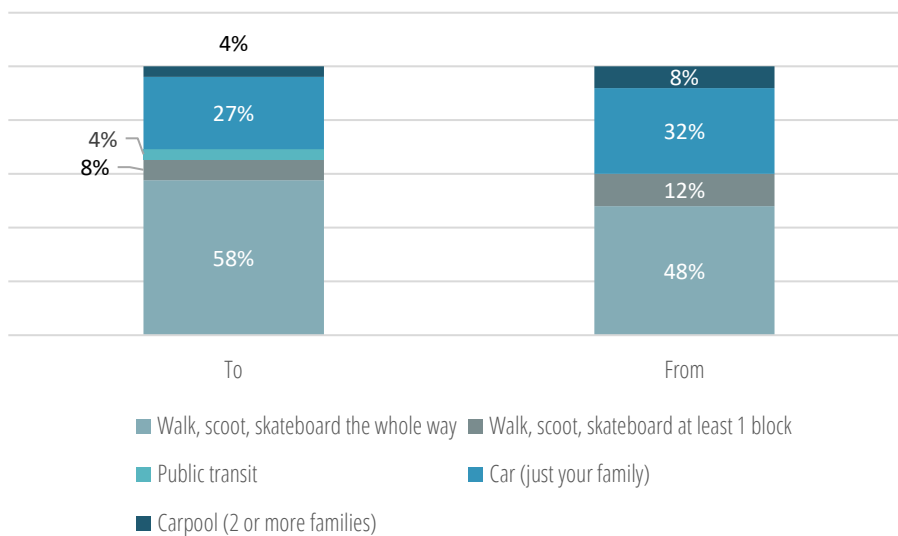
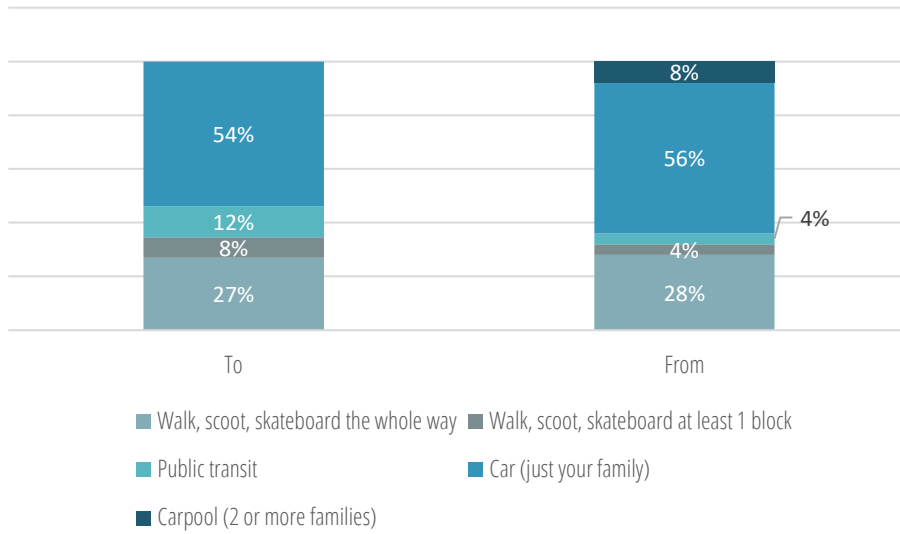




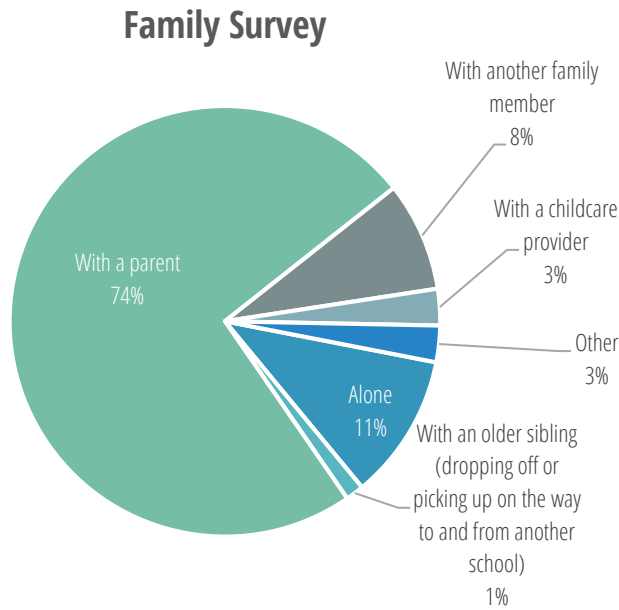
Figure 4: Typical Mode Share on Rainy Day (families that selected ‘yes’)



**Travel Patterns (Baseline)**

Respondents were asked whether they travel alone, with family, or with friends. As shown in Figure 5, 74% of respondents indicated that they travel with a parent, 11% travel alone, 1% with a sibling, 9% with another family member, and 3% with a childcare provider.

Figure 5: Who do you Travel With?

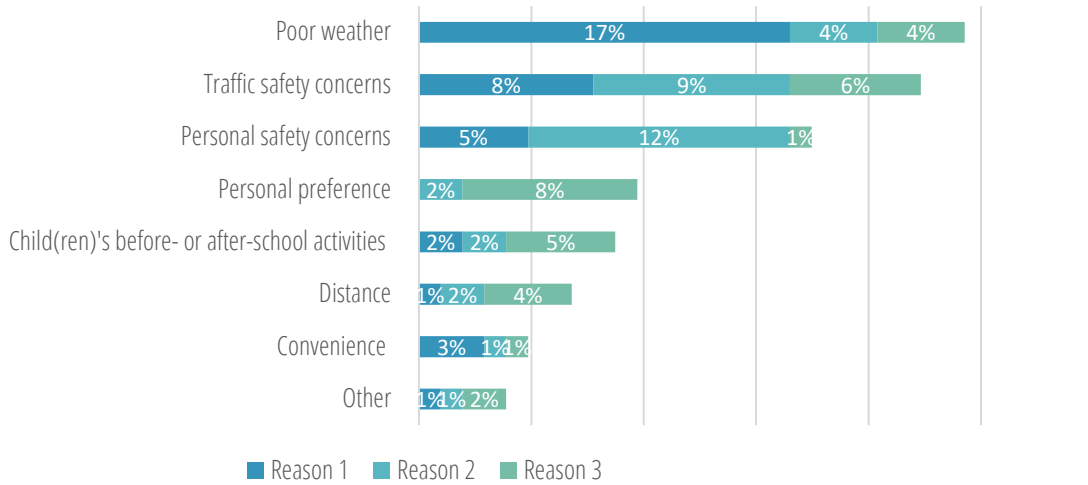


## Mode Choice Rationale (Baseline)

### Reason for Driving (Baseline)

St. Edmund’s families were asked to rank the top three reasons that students are likely to travel to school by car. **Figure 6** ranks all answers in descending order for the family survey. For St. Edmund’s families, the top reasons for driving to school were **weather**, **traffic safety**, and **personal safety**.

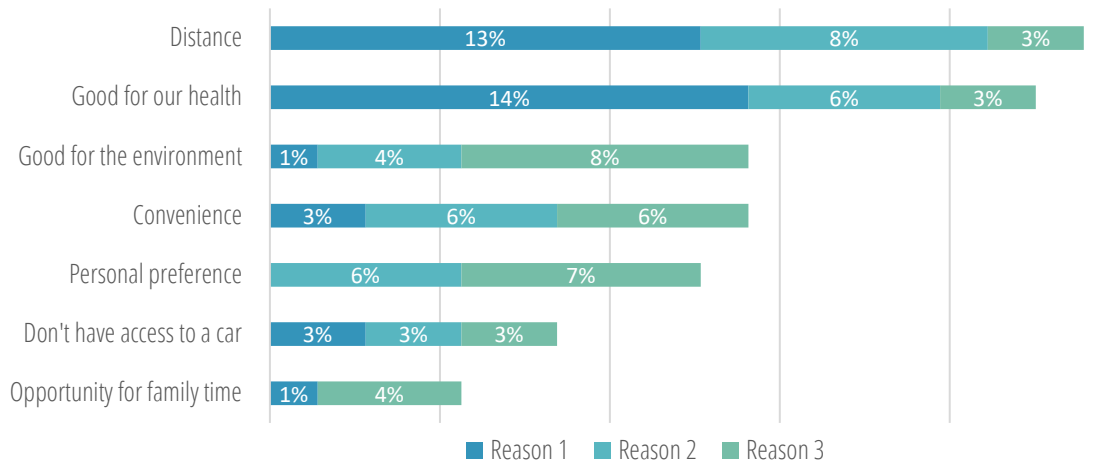
**Figure 6: Top Reasons that Students Travel to/from St. Edmund’s by Car**



### Reason for Using Active Transportation (Baseline)

St. Edmund’s families were asked to rank the top three reasons that students are likely to travel to school by walking or rolling. **Figure 7** ranks all answers in descending order from the family survey. For St. Edmund’s families, the top reasons for driving to school were **distance**, **good for their health**, and **good for the environment**.

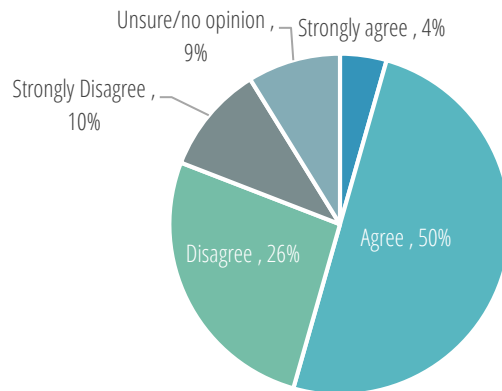
**Figure 7: Top Reasons that Students Travel to/from St. Edmund’s by Active Transportation**



## Perceived Safety (Baseline)

St. Edmund's families were asked whether or not they felt that the school neighbourhood is safe for walking and biking. **Figure 8** shows the responses for the family survey. Half of respondents agree, plus another 4% who strongly agree. However, there is evident room for improvement, as 36% either disagree or strongly disagree.

**Figure 8: My Neighbourhood Is Safe for Active Transportation**



Respondents were also asked to identify specific locations where they feel unsafe or where they have noticed traffic concerns. A full summary of responses is provided in Appendix E. In particular, Mahon Avenue stood out as an area of concern, both along the corridor and at intersections. The intersections nearest to St. Edmund's – Mahon Avenue between 3<sup>rd</sup> and 6<sup>th</sup> Street West – were mentioned 14 times alone by survey respondents. This is unsurprising as there is a lot of activity at these intersection during pick up and drop off times, including large groups of pedestrians and vehicles stopping in front of the school.

Additional intersections of note include Chesterfield Avenue and 5<sup>rd</sup> Street West, Jones Avenue and West Keith Road, Lonsdale Avenue and 4<sup>th</sup> Street West. Notable streets include Keith Road West, Mahon Avenue, and Lonsdale Road.

## Opportunities for Active Transportation

St. Edmund's families were asked whether or not they would allow their children to walk and/or wheel to school. As **Figure 9** indicates, only 36% said yes, with another 19% saying they had not even thought about it. There remains a challenge in convincing and encouraging some families to give active transportation a try. The survey then asked what it would take to get students that are not already walking or biking to use active transportation. **Figure 10** ranks all answers in descending order for the family survey. For St. Edmund's families, the top reasons they would allow their child(ren) to use active transportation were: **if they lived closer to school, if they were older, and if there was less traffic.**

Figure 9: Would You Allow Your Child to Walk and/or Wheel to School?

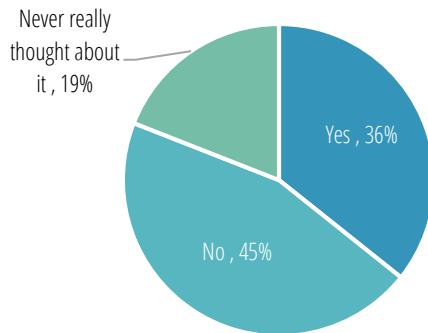
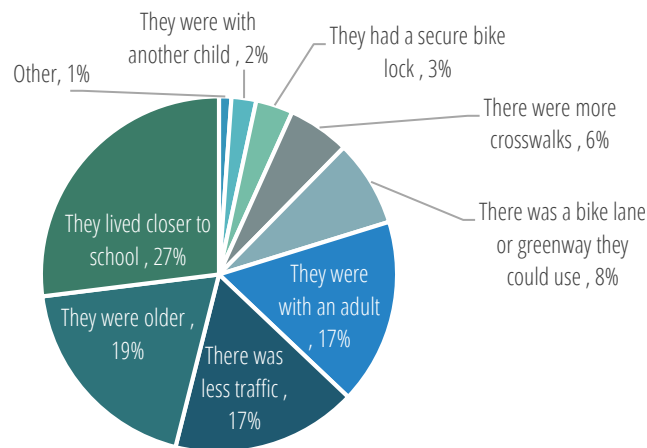


Figure 10: I Would Allow My Child to Use Active Transportation If...



Parents were also asked if they had any other suggestions for encouraging walking and cycling to school. Some of the top suggestions were:

- Bicycle facilities
- Covered area for bicycle storage
- Better pedestrian access, including connections to crosswalks and paths
- Road safety improvements
- Speed enforcement
- Personal safety improvements

It is clear from the survey responses that making improvements to traffic safety, especially with traffic calming within the St. Edmund’s area, and creating more active transportation infrastructure would help increase the likelihood that more students would travel by active means. It should be mentioned that each of these actions will require resources from different partners such as the school itself, the City, RCMP, and the school community (volunteers). Ensuring these resources are available will be critical to implementing the Safe and Active Routes to School Action Plan.

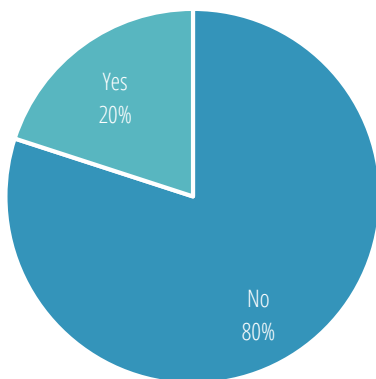
## Survey Analysis (Follow-Up)

The following section presents the results of the follow up family survey conducted in October and November of 2019. Some highlights and comparisons to the baseline surveys are provided below. The follow up family survey received **15 responses** (compared to 74 responses on the baseline survey), which represents approximately 20 students (households with more than one student were asked to answer only one survey). The lower response rate makes it more difficult to draw conclusions from this survey. Nonetheless, the results show some of the impacts of the program and offer insight for how to improve safe and active school travel in the future. The survey responses are summarized below.

### Mode Changes

In the follow up surveys, respondents were asked if their children’s travel habits to and from school has changed as a result of St. Edmund Elementary’s participation in Safe and Active School Travel Program. The findings are shown in **Figure 11** below. Although only 20% of respondents said yes, it should be kept in mind that this follow up survey was conducted only one year after the initial baseline survey, and there is much room for future improvement in the plan.

**Figure 11: Has your child(ren) changed their travel habits as a result of this program?**



### Travel Patterns (Follow-Up)

#### Mode Share (Follow-Up)

**Figures 12a** and **12b** below compare the transportation mode share in the student and family baseline and follow up surveys. From the follow up family survey results, single family car usage has gone down, but overall car usage has still gone up compared to the previous year. The classroom survey, which is more representative given a much larger sample size, suggests that students are walking more, and car

usage has decreased from 76% from last year to 70%. The family surveys had fewer responses, while the student survey responses were approximately the same due to regular student attendance.

Figure 12a: Transportation Mode Share Comparison (Family Survey)

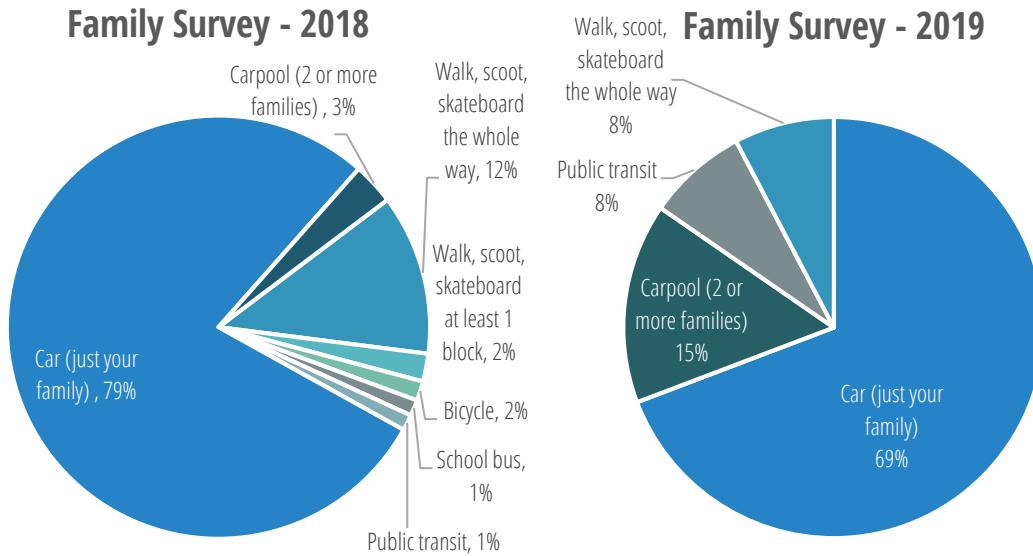
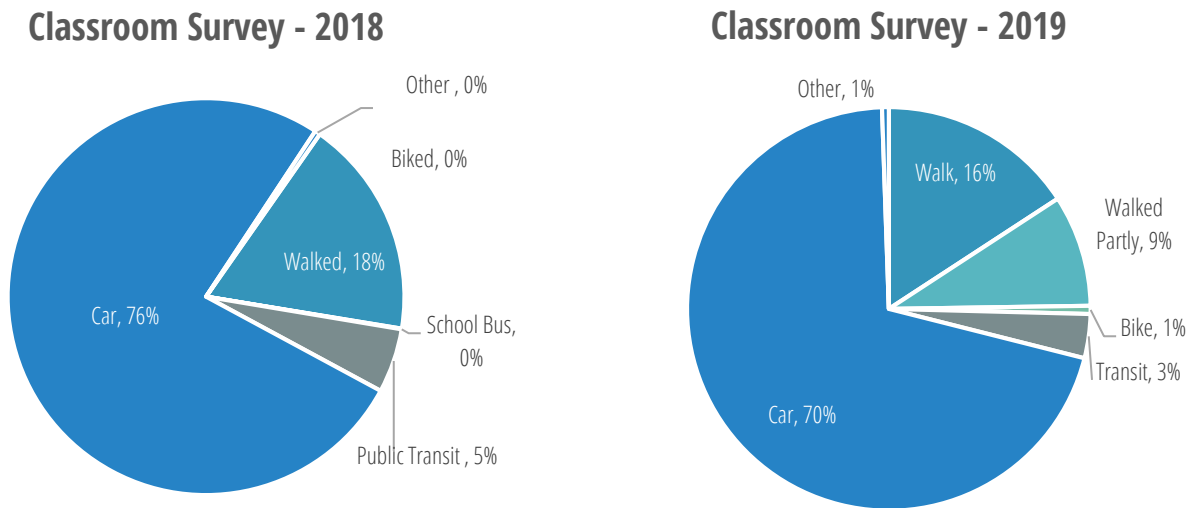


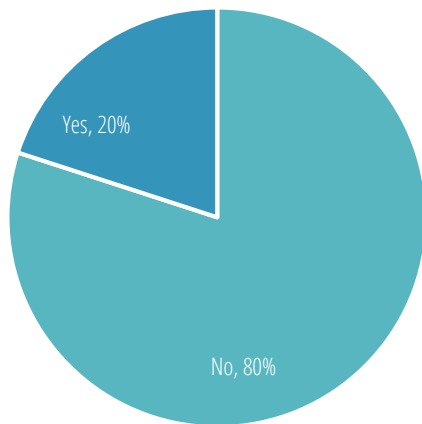
Figure 12b: Transportation Mode Share Comparison (Classroom Survey)



### Weather Impacts (Follow-Up)

Respondents were once again asked whether weather conditions impact their mode of transportation. As shown in **Figure 13**, less than a quarter of respondents indicated that weather plays a factor. The respondents were also asked what modes of transport were used for sunny and rainy days; however, the data was insufficient to generate any meaningful analysis compared to the baseline.

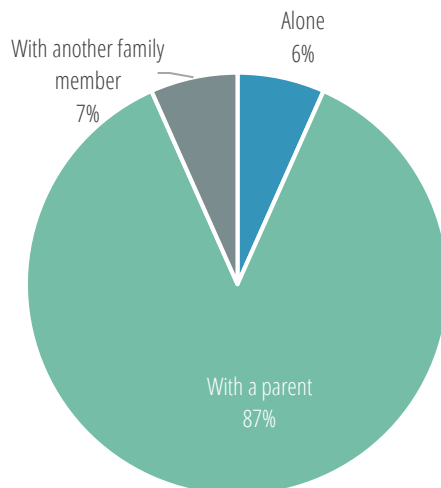
**Figure 13: Does Weather Impact Transportation Mode Choice?**



### Travel Partners (Follow-Up)

When asked who students travel with, 87% of respondents indicated that they travel with a parent, 6% travel alone, and 7% with another family member. The results are shown in **Figure 14** below.

**Figure 14: Transportation Mode Share Comparison**

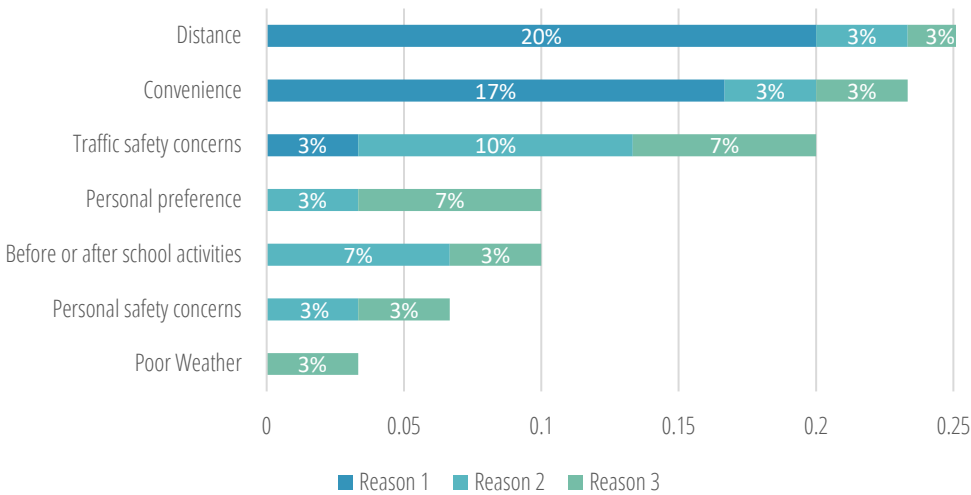


## Mode Choice Rationale (Follow Up)

### Reason for Driving (Follow-Up)

Respondents were asked again to rank the top 3 reasons why students would travel to school by car. Figure 15 below shows the reasons for driving given by respondents in the follow up family survey. The top reasons identified by the family survey were **distance**, **convenience**, and **traffic safety**.

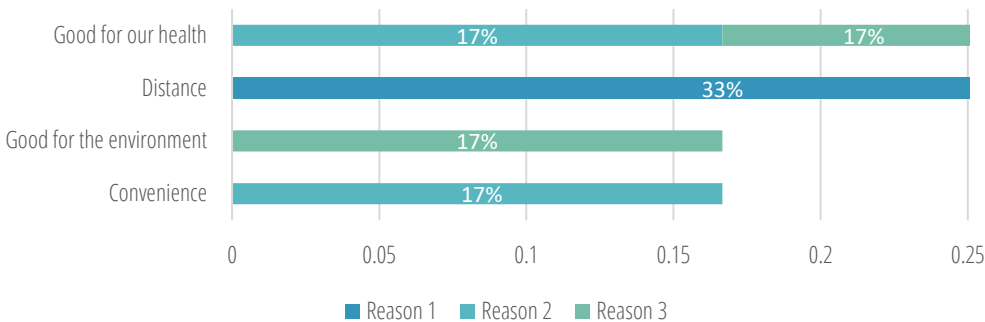
Figure 15: Top Reasons that Students Travel to/from St. Edmund’s by Car



### Reason for Using Active Transportation (Follow-Up)

Figure 16 below show the reasons for using active transportation given by respondents in the follow up family survey. The top reasons for using active transportation methods were **good for their health**, **distance**, and **good for the environment**. These were the same reasons shown from the baseline survey results.

Figure 16: Top Reasons that Students Travel to/from St. Edmund’s by Active Transportation

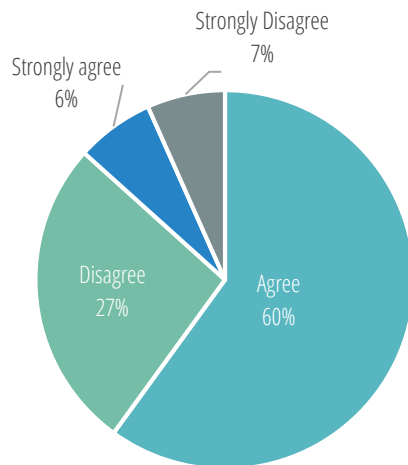




## Perceived Safety (Follow-Up)

In the follow up surveys, St. Edmund's families were again asked whether or not they felt that their neighbourhood is safe for walking and biking. As shown in **Figure 17** below, 66% of the respondents agreed and strongly agreed, compared to the 54% from the year before. However, 33% of respondents still disagree or strongly disagree compared to the 36% from the baseline results, still leaving room for improvement.

**Figure 17: My Neighbourhood Is Safe for Active Transportation**



## Opportunities for Active Transportation (Follow-Up)

St. Edmund's families were asked again whether or not they would allow their children to walk and/or wheel to school. As **Figure 18** indicates, 61% said yes, while 31% said no and another 9% said they had not thought about it. This is a large positive change compared to the baseline results, which only 36% of respondents said they would allow their children to walk to school.

The survey then asked what it would take to get students that are not already walking or biking to use active transportation. **Figure 19** ranks all answers for the family survey. For St. Edmund's families, the top reasons they would allow their child(ren) to use active transportation were: **if they were with an adult (42%), they were older (34%), and if they lived closer to school (8%).**

Figure 18: Would You Allow Your Child to Walk and/or Wheel to School?

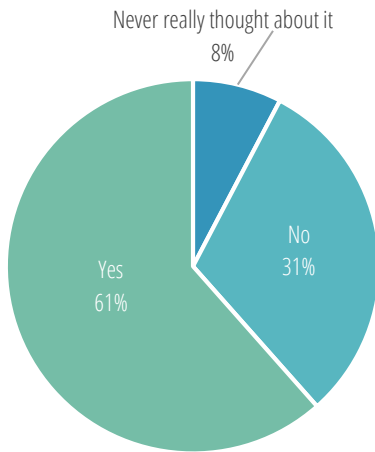
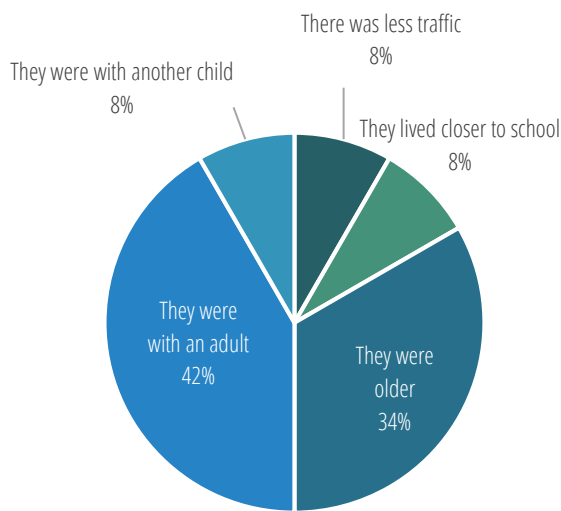


Figure 19: I Would Allow My Child to Use Active Transportation If...

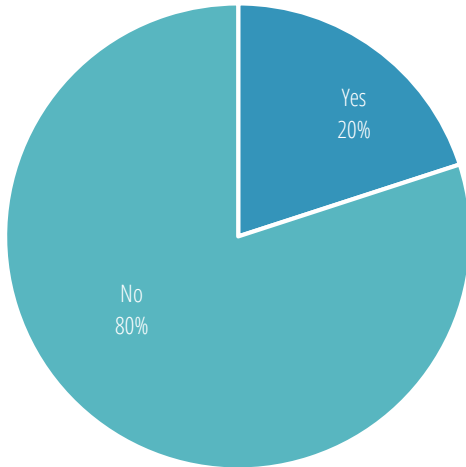


### Program Effectiveness and Final Comments

Some of the additional comments from the survey covered specific areas of concern and overall program effectiveness. Some of the parents felt unsafe letting their child walk to school due to the lack of signalled pedestrian crossings along Lonsdale Avenue. Respondents were also asked if their children’s travel habits had changed as a result of the school’s participation in the SASTP. **Figure 20** shows that 20% said yes and 80% said no. Those who said yes cited increased walking, cycling, and scooting. One respondent who said

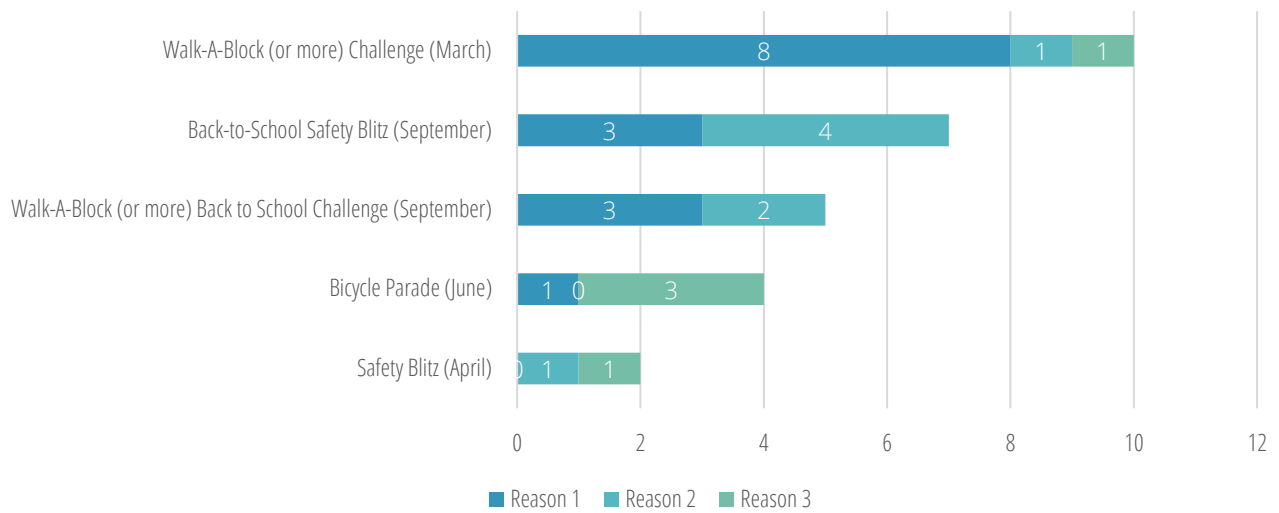
no indicated that personal convenience and schedules still make a larger difference to their own mode share than any of the programming – to get to school on time, they need to drive.

**Figure 20: Changes in Travel Habits**



Respondents were also asked which SASTP programs influenced their travel behaviour. The results are shown in Figure 21. The top three programs listed were the Walk-A-Block (or more) Challenge (March and September) and the Back-to-School Safety Blitz (September).

**Figure 22: Top SASTP Programs**



## Visioning Workshop

The objective of the Visioning Workshop is to identify a vision for the future of transportation for the school. The vision is meant to come from the students themselves and should highlight the school's unique priorities, with a focus on making transportation more active and sustainable in the future. SASTP facilitators work with students to craft this vision, which also includes discussing goals, opportunities, and challenges related to school transportation.

At St. Edmund's Elementary, a Visioning Workshop took place on February 8, 2019 in a grade 7 classroom. There were 12 students present, along with teachers, parents, the principal, and City of North Vancouver staff. The session was facilitated by two SASTP facilitators, including a graphic facilitator who recorded the discussion by sketching out ideas.

The visioning workshop was set up as a group discussion and sketching session, as students were provided with blank paper, markers, and custom posters featuring the school's Thunderbird mascot. Students were prompted to sketch out their ideas during the discussion as a way of capturing their thoughts visually.



The workshop began with a discussion of existing transportation conditions, with students asked to draw what they see, hear, and experience on their journey to school. This led to a discussion of transportation observations, opportunities, and challenges at the school, including:

- Students are coming to school from locations very far away and that can make walking or biking the whole way very challenging.
- There are not many locations that are good for dropping off students. A pull-out was mentioned as being desirable.
- There are no bike racks at the school, so biking is not possible.
- The large boulevard to the east of the school is a popular place for dog walkers.
- Speed of traffic at 4<sup>th</sup> Street W and Mahon Avenue and the traffic circle make crossing dangerous for pedestrians.
- A few parents noted personal safety concerns around the school.

- A student that walked noted that she sees the same people every day. Even though she does not know them, seeing familiar faces makes her feel safe.

After discussing existing conditions, students were asked to focus on their desires for the future of transportation at St. Edmund's. They were also asked to think about ways to make it safer and easier to get to school, with an emphasis on active and sustainable transportation. The students sketched out their thoughts and discussed a variety of ideas. A few of these ideas included:

- Use red paint on the street to designate the school zone in front of the school, helping to raise awareness and slow down vehicles. This is important as St. Edmund's does not have a conventional school site or building, so school zone compliance might be lower.
- Produce maps showing different types of routes to school (fast, scenic, off-street routes)
- Create a game that encourages students to explore new routes and areas (e.g. geocaching)
- Implement Wheelie Wednesday to encourage students and staff to walk and roll to school.
- Set up designated drop off times and locations so families and friends can meet up and walk together (e.g. "Social Stroll" days). Mahon Park could serve as good candidate location.

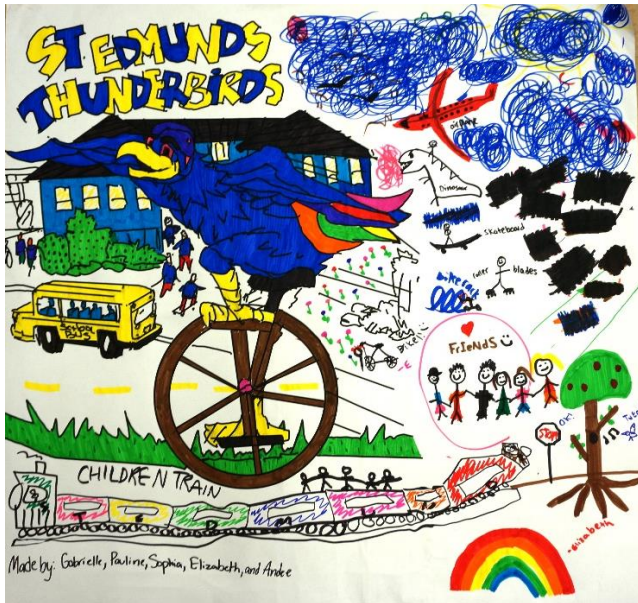
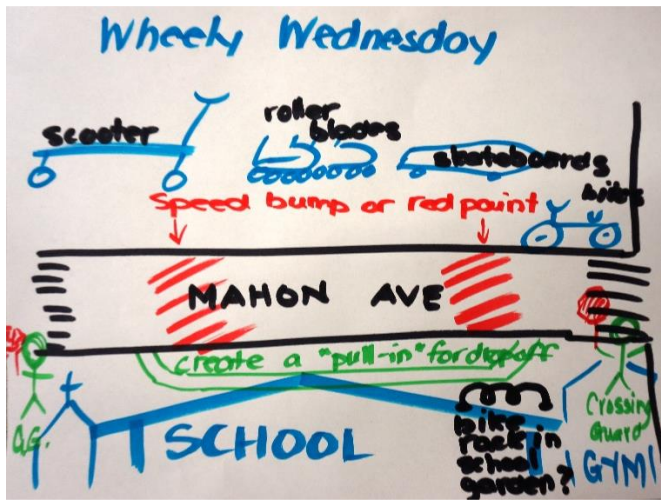
This discussion led to the formation of the school travel vision for St. Edmund's Elementary:

**T-Birds arrive to school from far and wide through safe and active modes, looking out for each other to make their community strong!**

Photos, graphic facilitation, and student sketches from the visioning workshop are shown on the following pages. The school travel vision will help guide the implementation of this Safe and Active Routes to School Action Plan, as well as other future transportation decisions at St. Edmund's Elementary.







## Engagement Events

### Winter Walk Day Exploration

Winter Walk Day is an annual nation-wide event, with the 2019 edition on February 6. To celebrate the event, the STP facilitation team created and provided St. Edmund’s with winter walking activity sheets to encourage students to explore the school neighborhood by foot and learn how to properly dress for winter conditions. The materials were provided to the school and left for St. Edmund’s staff to implement. In 2019, there was low participation in the activity. However, the concept is one that can easily be applied in future years and in various seasons. The activity sheets can be found in Appendix B.

The Winter Walk Day exploration activity was titled “All the Wonders of Winter Walking”. The first activity utilized the ‘Paper dolls’ worksheet to teach students about proper layering for winter conditions (see Appendix B). Students would be taught about different clothing types and how to stay warm and dry. The clothing on the activity sheet can be cut out and applied to the paper student using the folding tabs.

The second activity was a winter walking ‘BINGO’ scavenger hunt. Students would make a list of things they might see when walking outdoors in the winter, then go outside as a class and find as many of the winter items as possible. The BINGO style activity sheet in Appendix B could be used to make a game out of the exploration. Students may want to collect leaves or other interesting natural items they found along their walk, but teachers should ensure that students are respecting the environment and not removing anything from private property.



**S A I N T**

 PLAYGROUND	 FENCE	 DOG/PUPPY	 PINE CONE	 BENCH
 DRAIN/COVER	 STROLLER	 ANIMAL TRACKS	 THE NUMBER "7"	 FIRE HYDRANT
 FEATHER	 ACORN/NUT	 PEDUCE	 LEAF	 STOP SIGN
 TREE WITH NO LEAVES	 BUS	 SAFETY PYLON	 BUG/INSECT	 TRAFFIC LIGHT
 CLOUD	 BIRD'S NEST	 DINOSAUR	 BRANCH/TWIG	 MUSHROOM



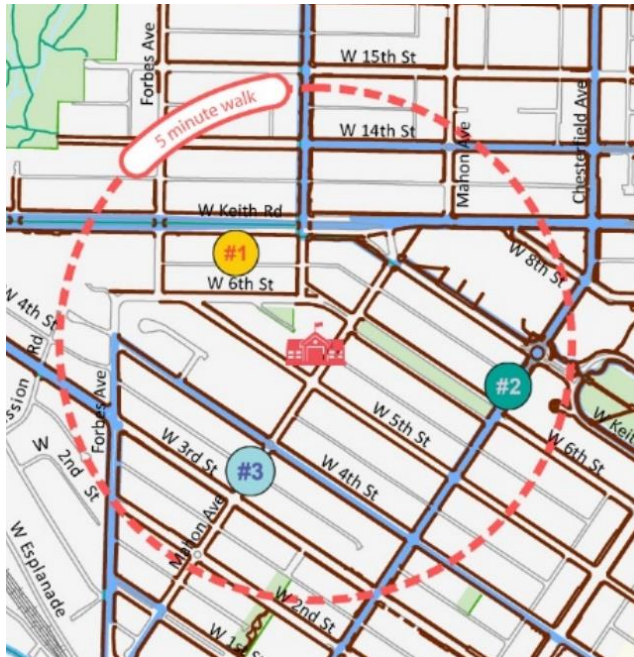
## Walk-A-Block (or More) Challenge

The Walk-A-Block (or More) Challenge took place from March 12-14, 2019 and challenged St. Edmund’s students and families to walk a block (or more) on their trip to school. The school also hosted a morning Walk-A-Block celebration during the first week back to school. The intention the walk Walk-A-Block celebration in September was to encourage families to use the identified alternate drop off locations to support behavior change during this transitional back-to-school month.

Many students live outside of walking distance to St. Edmund’s, so the intent was to set up drop-off locations near the school that allow active transportation for a portion of their trip. Students were encouraged to ride their bikes, walk the entire way, or be dropped off at one of the designated locations. The purpose of this challenge was to have fun, help alleviate congestion in front of the school, incorporate physical activity into students’ daily routines, have fun, and help build independence.

On March 12, 2019, City of North Vancouver staff and SASTP facilitators were on hand to greet students at each of the three recommended walk-a-block locations: (1) Green Necklace at Keith Road Jones Avenue, (2) Chesterfield Avenue and 6<sup>th</sup> Street W, and (3) Mahon Avenue between 3<sup>rd</sup> Street W and 4<sup>th</sup> Street W. The facilitators were present to encourage students and guide them at crossings. Families were also invited to drop off students at any locations a block or more from the school are convenient.

Throughout the week, students who walked received stickers as a reward. They also earned points towards a school-wide prize: if enough students participated, the entire school would earn an extra outdoor recess. Thanks to high participation, the students were thrilled to be awarded the prize on Friday, March 15. The Walk-A-Block Challenge promo materials that were created for the event can be found in Appendix C.





## Safety Blitz

On April 1, 2019, the RCMP came to St. Edmund’s elementary to put on a Safety Blitz in collaboration with the North Vancouver Speed Watch program, which is a partnership with police, volunteers, and ICBC. Speed Watch is a high-profile volunteer program designed to raise awareness among motorists of their speeds on major roads and in residential areas. For the Safety Blitz event, RCMP worked with St. Edmund’s staff and students to promote safe and active travel, with signage, radar, and safety handouts for pedestrians and motorists. Students were able to meet officers and participate in the event, reminding the school community and neighbourhood of the importance of safe travel, especially in school zones.



## Bike Parade

On June 24, 2019, SASTP facilitators helped to host a Bike Parade at St. Edmund’s Elementary. Students were encouraged to bring their bikes and scooters and be ready to decorate them with materials supplied by the SASTP facilitation team, including balloons and streamers. After decorating, the students used the school’s paved play area to parade around on wheels, showing off their newly decorated rides. The students who participated had a great time riding with their classmates.

This event required some logistical support to take place. Since many students live far from the school, some parents drove to school with their children’s bikes. Additionally, the lack of secure bike parking at St. Edmund’s presented a challenge. Students were allowed to leave bikes against the fence inside the locked school grounds for the day.



## Safety Blitz

On the morning of September 12, 2019, St. Edmund's hosted its second Safety Blitz in collaboration with ICBC, North Vancouver Speed Watch program, RCMP and the City of North Vancouver. Parent volunteers helped escort students through crosswalks and greeted them upon arrival at the school. Student volunteers help RCMP hand out "Think of Me" cards the students had prepared in the Spring to motorists in the immediate vicinity of the school. Having the students create this messaging provided another opportunity for them to think about road safety and their trips to school regardless of the mode they use most commonly.

## Walk-A-Block Celebration (Back to School)

On the morning of September 13, 2019, parent volunteers and school staff fulfilled roles to support and encourage students on their way to school. The event was intended to remind parents of the identified alternate drop off locations (Drive to 5) and further promote the school's newly adopted Best Routes Maps and Brochures. Parents volunteered to act as crossing guards at the three crosswalks in closest proximity to the school, and to greet students enthusiastically upon their arrival to school. Signs were also placed at the alternate drop off locations to ensure parents were aware of these recommended areas.

## Parking Communications Event

St. Edmund's has experienced some parking challenges related to pick-up and drop-off periods. To help alleviate these issues, St. Edmund's, along with the CNV and the SASTP Facilitation team, will be hosting a parking communications event in spring 2020 to educate families on safe parking practices in the vicinity of the school. Fun, plastic "Drop Me Off Here" signs shaped as St. Edmund's students were created to help guide families to the correct areas for pick-up and drop-off, helping to steer vehicles away from areas with parking restrictions.



## Action Plan

The purpose of the Action Plan is to identify steps for addressing identified transportation issues and achieving the school travel vision for St. Edmund's Elementary. It outlines a list of tasks and activities as well as timelines and who is responsible for implementing the actions. The Action Plan is a living document that should be reviewed and updated by project partners on a regular basis to ensure it stays current and relevant.

To ensure the program for St. Edmund's will maintain its momentum and continue its implementation over the medium to long term it is recommended that the City continue to highlight the schools needs and celebrate its successes. This can be done through numerous channels that require various levels of resources such as staff and stakeholder time. However, including updates regularly for projects that relate to all schools within the City to the CYSAT group would be encouraged. In addition, any time an active transportation improvement is implemented within a school's catchment area it is recommended that the City connect with school administrators and encourage a small celebration or education focused event. As an example, a pedestrian activated crosswalk being installed within the catchment could be a source of celebration and an opportunity to ensure students are aware of how to use it. If the City were to celebrate successes raise awareness of infrastructure-based improvements, specifically with PAC's and school administrators they would set an example that all student focused initiatives warrant recognition and celebration.

It is recommended that the City identify various tools to reach the school audiences on a regular basis and maintain the CYSAT working group. A regular agenda item to check in on progress of all schools' Action Plans could act as a regular reminder to schools that the City is interested in sharing their success stories (assuming correspondence would go out to school administrators and potentially PAC representatives two weeks before each CYSAT meeting) and therefor regularly encourage advancement of the schools' Action Plans respectively.

The Action Plan has been broken down into four sections:


- Engineering
- Education and Encouragement
- Enforcement
- Evaluation



## Engineering Action Items

The City of North Vancouver is primarily responsible for implementing the following recommended engineering actions. These recommendations will be considered through a City-wide prioritization process, which includes commitments made to other schools involved in the Safe and Active School Travel Program. Certain action items may also require coordination with various internal departments (e.g. Parks and Recreation) and external stakeholders, such as the Squamish Nation, the North Vancouver School District, or private landowners. The St. Edmund’s community can help support these actions by providing their feedback to municipal staff, actively participating in open houses and engagement events, and asking their political representatives at all levels of government to support safe and active transportation.


These recommendations are dependent on available resources and further engineering analysis, and have not yet been confirmed. As part of the ongoing maintenance of this action plan, the City will develop a work plan to share with St. Edmund’s Elementary.



**\*Note:** For the Priority column, the following definitions apply: High (within 2 years), Medium (2-5 years), Low (with future development), Ongoing (maintain initiative)

Location	Issue	Recommendation	Priority*	Responsibility	Visual Reference
School	Lack of bicycle parking facilities on school grounds.	Add secure bike racks in a covered location if possible.	High (Note: this task was complete as of August 2019)	School District	


Location	Issue	Recommendation	Priority*	Responsibility	Visual Reference
Chesterfield Avenue and 5 <sup>th</sup> Street West	Potential for traffic calming and parking enforcement.	<ul style="list-style-type: none"> <li>Consider adding curb extensions to the south east and west corners.</li> <li>Ensure enforcement of 6m setback of parking from the stop signs, and parking set back for fire hydrant (5m)</li> </ul>	Low  High	CNV	
Mahon Avenue and 5 <sup>th</sup> Street West	Crossing distance is wide and does not discourage high vehicle travel speeds. Parked cars at pick-up and drop-off periods limit pedestrian visibility.	<ul style="list-style-type: none"> <li>Consider addition of curb extensions on all intersection corners.</li> <li>Review parking set-backs at crosswalks and install signs as required</li> </ul>	Low  High	CNV	





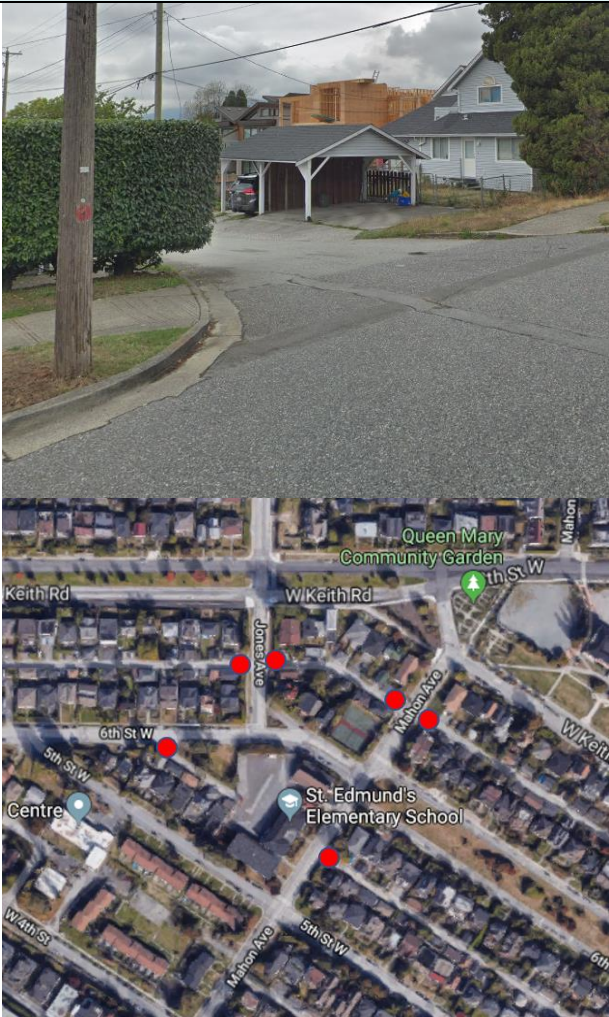
Location	Issue	Recommendation	Priority*	Responsibility	Visual Reference
Jones Avenue and West Keith Road	High motor vehicle speeds and concerns related to vehicle stopping distances at pedestrian activated crosswalk.	<ul style="list-style-type: none"> <li>Explore the feasibility or practicality of extending existing 30km zone to connect St Thomas Aquinas Regional School to Queen Mary Elementary School thereby limiting speeds at the Jones Avenue and West Keith Road intersection and pedestrian crossing.</li> </ul>	High	CNV	

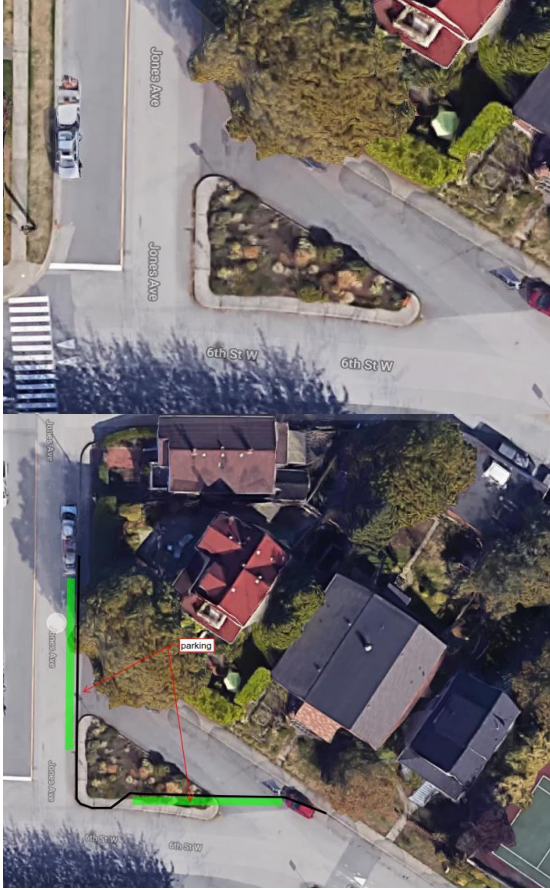
Location	Issue	Recommendation	Priority*	Responsibility	Visual Reference
Jones Avenue and West 6 <sup>th</sup> Street	At drop off and pick up periods, vehicles were observed stopping along West 6 <sup>th</sup> Street causing congestion and limiting visibility. Many students and community members cross at this location (not at the intended crosswalk).	<ul style="list-style-type: none"> <li>Consider regular enforcement at this location to increase compliance of no stopping signs</li> <li>Expand sidewalk west along 6<sup>th</sup> Street West from Jones to 5<sup>th</sup> Street West (south side, priority to be from Jones Avenue to east side of McEvoy Park) to provide additional drop-off and pick-up areas that safely connect to pedestrian infrastructure and do not require street crossings</li> </ul>	High  Medium	CNV (Bylaw)	 <p><i>Note: Sidewalk expansion recommendation also listed below.</i></p>
3 <sup>rd</sup> Street West and Mahon Avenue	Speed of traffic at 3 <sup>rd</sup> Street West and Mahon Avenue is seen as a safety concern due to motor vehicle traffic disobeying traffic signals (running through signalized intersection) or failing to slow to safe speeds when navigating turns onto Mahon Avenue.	<ul style="list-style-type: none"> <li>Explore feasibility of additional curb extension on the south west and north east corners of 3<sup>rd</sup> Street West to narrow pedestrian crossings and increase visibility of pedestrians.</li> <li>Enforce posted speeds and compliance of traffic signals (RCMP)</li> </ul>	Low  High	CNV  RCMP	


Location	Issue	Recommendation	Priority*	Responsibility	Visual Reference
Mahon Avenue at St. Edmund’s Elementary (front of school)	Mahon Avenue seems to experience higher than posted motor vehicle speeds.	<ul style="list-style-type: none"> <li>Consider speed reduction measures such as surface paint to designate the school zone in front of the school (final photo), or consider special crosswalk paint treatment for crosswalks leading to school.</li> </ul>	High	CNV	
	Currently there is 'no parking' signage in front of the school, the area has potential to be pick-up and drop-off only parking.	<ul style="list-style-type: none"> <li>Consider extending Ottawa Gardens west towards the school to narrow the road width and help minimize u-turns at this location.</li> </ul> <p><u>OR</u></p>	Medium		
	Confusion around use of school frontage space on Mahon Avenue for pick-up and drop-off location.	<ul style="list-style-type: none"> <li>Add a boulevard or median treatment along Mahon Avenue along school frontage to 6<sup>th</sup> Street West. Turning movements may be a challenge with existing configuration.</li> </ul>	Medium		
	<i>In Winter 2020 CNV updated signage along this segment of Mahon Avenue to clarify its use. This area is now clearly marked as a pick-up and drop-off zone. 'No Parking' signage is standard as it allows for this use.</i>	<ul style="list-style-type: none"> <li>Explore opportunities to allow for the school frontage along Mahon Avenue to be used for drop-off and pick-up periods.</li> </ul>	Complete		

<p>Mahon Avenue &amp; 6<sup>th</sup> Street West</p>	<p>Poor visibility for students crossing Mahon Avenue and 6<sup>th</sup> Street W especially at peak drop-off and pick-up periods with irregular vehicle movements.</p>	<ul style="list-style-type: none"> <li>Consider curb extensions on Mahon Avenue at 6<sup>th</sup> Street West. This should be considered in relation to additional traffic calming measures identified above.</li> <li>Consider extending Ottawa Gardens west towards the school to narrow the road width (included above) thereby encouraging lower motor vehicle speeds</li> <li>Prior to implementing hard infrastructure- based changes, consider piloting either treatment through student led artwork or tactical urbanism treatment (example photo provided)</li> <li>Review overall opportunities to narrow Mahon Avenue at this location to help control speeds</li> </ul>	<p>High</p> <p>High</p> <p>High</p> <p>High</p>	<p>CNV</p>	 <p><i>This image is provided for clarification purposes ONLY.</i></p>
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Location	Issue	Recommendation	Priority*	Responsibility	Visual Reference
					
6 <sup>th</sup> Street West	<p>Missing sidewalk connection on south side of 6<sup>th</sup> Street West</p> <p>Limited same side, on-street, drop-off and pick-up areas.</p>	<ul style="list-style-type: none"><li>• Prioritize the addition of a sidewalk from Jones Avenue to 5<sup>th</sup> Street West, prioritizing Jones Avenue to the west side of McEvoy Park.</li></ul>	Medium	CNV	

Location	Issue	Recommendation	Priority*	Responsibility	Visual Reference
Laneways	Poor sightlines at laneway crossings	<ul style="list-style-type: none"> <li>Ensure vegetation bordering laneway entrances is well maintained and within property lines</li> <li>Where laneway crossings exist, especially those within 200m of the school, consider design to mitigate potential conflicts with pedestrians</li> <li>Provide curb cuts at laneway crossings to improve accessibility (Jones Avenue between West Keith and 6<sup>th</sup> Street West on east side)</li> </ul>	<p>High</p> <p>High</p> <p>Medium</p>	CNV	 <p>The visual reference consists of two parts. The top part is a photograph showing a residential laneway entrance on the right side of a paved road, leading to a house with a white porch. The bottom part is an aerial map of the school area, showing St. Edmund's Elementary School at the center. Several red dots are placed on the map to indicate specific laneway crossings, primarily along Jones Avenue and between West Keith and 6th Street West.</p>

Location	Issue	Recommendation	Priority*	Responsibility	Visual Reference
<p>Jones Avenue and 6<sup>th</sup> Street West Slip Lane</p>	<p>Current configuration creates irregular traffic movements and additional pedestrian crossing locations in the immediate vicinity of the school.</p>	<ul style="list-style-type: none"> <li>Consider closing the slip lane on the north east corner of 6<sup>th</sup> Street West. Explore opportunities to maintain residential parking and expand sidewalks to better connect to St. Edmund’s.</li> <li>If above recommendation is not feasible, explore opportunities to modify existing design to improve pedestrian visibility and overall connectivity to St. Edmund’s</li> </ul>	<p>Medium</p>	<p>CNV</p>	 <p><i>Above sketch provided for clarification purposes ONLY</i></p>

Location	Issue	Recommendation	Priority*	Responsibility	Visual Reference
Lonsdale Avenue at 5th Street West	Pedestrian crossing distance is wide and on a higher volume route	<ul style="list-style-type: none"> <li>Consider the addition of curb extensions on all corners at this intersection.</li> <li>Prioritize two corners</li> </ul>	Low	CNV	 <p data-bbox="1360 1089 1885 1118"><i>Above sketch for clarification purposes ONLY.</i></p>



Location	Issue	Recommendation	Priority*	Responsibility	Visual Reference
Chesterfield Avenue and 6th Street West	No pedestrian crossing to connect existing pedestrian facilities along 6 <sup>th</sup> Street West	<ul style="list-style-type: none"> <li>Consider additional crossing of Chesterfield Avenue along north side of 6<sup>th</sup> Street West</li> </ul>	High	CNV	
4 <sup>th</sup> Street West & Chesterfield Avenue	No marked crossing on 4 <sup>th</sup> Street West across Chesterfield Avenue	<ul style="list-style-type: none"> <li>Consider adding crossing facility for both pedestrians and cyclists across Chesterfield Avenue along West 4<sup>th</sup> Street including curb extensions on the east sides of Chesterfield Avenue where they are less likely to impact bicycle facilities.</li> </ul>	Medium	CNV	

## Education & Encouragement Action Items

The education and encouragement action items below are primarily meant to be implemented by St. Edmund’s Elementary in collaboration with key external partners such as the City of North Vancouver, TransLink, and ICBC. Where ‘St. Edmund’s’ is indicated below, it refers primarily to the administration team and staff members. Additionally, the Parent Advisory Committee (PAC) is specifically mentioned for some items, as they represent key connections to the parent community. In order to make the SASTP successful, the entire school community must collaborate and coordinate their efforts.

The themes and actions below may change and should be adapted to the schools needs. These education and encouragement action items are meant to inspire change. Building upon them or recreating them is encouraged if it is believed the newly identified action may reach a larger audience or be more positively impactful. Overall, partnerships are strongly encouraged to build a sense of responsibility and address shared interests and mandates whenever possible.

Theme	Action	Status	Responsibility
Education – School Community	<ul style="list-style-type: none"> <li>Work with teachers to add active and sustainable transportation-related content into regular coursework and lectures. Make safe and active travel a part of everyday discussions.</li> <li>Consider providing instruction for various active modes in physical education classes, including cycling, skateboarding, longboarding, rollerblading, and scootering.</li> <li>Utilize active and sustainable transportation whenever possible when travelling for school field trips.</li> <li>Ensure students are educated about safe travel behavior and overall road safety.</li> </ul>	Ongoing	St. Edmund’s
Education – External Organizations	<ul style="list-style-type: none"> <li>TransLink Transit 101 Workshop: TransLink staff teach student how to navigate the region’s transit system. (Contact: info@travelsmart.bc, 778-375-7790)</li> <li>ICBC “Think of Me” campaign: students develop postcards that are then distributed among drivers. This will help to remind drivers that the area hosts many students are walking and biking to school and to be mindful. (Contact: harvey.kooner@icbc.com, 604-983-7176)</li> <li>Provide bike education and bike tune up events (HUB Contact: schools@bikehub.ca)</li> <li>Promote connections to health benefits of active transportation by establishing partnerships with health agencies and associated programs.</li> <li>Enroll St. Edmund’s in the BCAA School Safety Patrol program, which provides all the necessary safety patrol equipment, student resources, and training materials for running a school safety program. <a href="https://www.bcaa.com/community/school-zone-safety">https://www.bcaa.com/community/school-zone-safety</a></li> <li>Continue to work with the City of North Vancouver as they fund School Cycling Education on a bi-annual basis (delivered by HUB).</li> </ul>	Ongoing	St. Edmund’s / TransLink  St. Edmund’s / ICBC  St. Edmund’s / HUB/ CNV  St. Edmund’s / Vancouver Coastal Health / PAC

Theme	Action	Status	Responsibility
			St. Edmund’s / BCAA/HUB
Education – School Community	<ul style="list-style-type: none"> <li>Site specific: Adults accompanying St. Edmund’s students to activities at Mahon Park for school-related activities should ensure students understand the functions of this intersection each time they use it. Every outing should be an opportunity for education and road safety awareness.</li> </ul>	Ongoing	St. Edmund’s (staff and parents)  CNV
Education – School Community	<ul style="list-style-type: none"> <li>Promote the use of the pick-up and drop-off area along Mahon Avenue in front of the school.</li> <li>Provide visual communications tools to the school to include in the student handbook that identify recommended pick-up and drop-off locations and explain signage and associated restrictions.</li> <li>Encourage use of alternate pick-up and drop-off locations (Drive to 5 locations) through school communications tools and ongoing encouragement events.</li> <li>With all messaging related to parking, ensure active transportation messaging accompanies all communications related to parking recommendations and pick-up and drop-off procedures.</li> </ul>	High	St. Edmund’s / CNV
Encouragement – Communications	<ul style="list-style-type: none"> <li>Communication to families and students at start of year highlighting the benefits of active school travel, transit routes, stopping and parking restrictions, and other transportation news. Send out the Safe and Active Routes to School Brochure that was developed as part of the SASTP process and accompanying parking guidelines.</li> <li>Make regular announcements at school reminding students to walk, bike, and take transit to school and related events in order to keep active and sustainable transportation top of mind.</li> <li>Put up posters in the school to encourage active and sustainable transportation.</li> <li>Add a ‘getting to school’ page on school website featuring information and encouragement for using active transportation modes, including a digital version of the Safe and Active Routes to School Brochure.</li> <li>Encourage use of additional pick-up/drop-off locations identified on the Safe and Active Routes to School Brochure</li> </ul>	Ongoing	St. Edmund’s / PAC
Encouragement & Education - Events	<ul style="list-style-type: none"> <li>Host a fall kick-off event to build momentum for the school year.</li> <li>Participate in Winter Walk Day and utilize activity sheets (see Appendix B)</li> <li>Participate in Bike to School Week.</li> <li>Host a Walk/Bike to School Challenge that provides competition between students and encourages active transportation. Competition could be weekly (Walking</li> </ul>	Ongoing	St. Edmund’s / PAC

Theme	Action	Status	Responsibility
	<p>Wednesday/Fitness Friday), monthly, annual, or a one-off event. Longer events help to promote the development of healthy habits.</p> <ul style="list-style-type: none"> <li>• Incorporate active and sustainable travel into all school events, offering information regarding bike parking, transit connections, and transportation routes when promoting events both on and off school property</li> <li>• Explore opportunity to use Bike Walk Roll (<a href="http://bikewalkroll.org">bikewalkroll.org</a>) to track student’s trips to school to further facilitate encouragement events or special school theme days that may relate to physical activity (Terry Fox Run, Bike to School Week, International Walk to School Day, etc.)</li> </ul>		
Encouragement – Cycling	<ul style="list-style-type: none"> <li>• Explore opportunities for providing bicycle parking facilities on the school site</li> </ul>	Ongoing	St. Edmund’s
Encouragement – Programs	<ul style="list-style-type: none"> <li>• Support car-pooling by setting up a message board or webpage on the school website where parents can discuss car-pooling</li> </ul>	Ongoing	St. Edmund’s / PAC

## Enforcement Action Items

The enforcement action items below are primarily meant to be implemented by the RCMP and ICBC. St. Edmund's administration should coordinate with the RCMP to plan visits and indicate problem locations that should be investigated. It is also important that St. Edmund's emphasize the education component of enforcement by communication with students and parents about enforcement issues.

Theme	Action	Status	Responsibility
Bylaw	<ul style="list-style-type: none"><li>Conduct RCMP and ICBC Safety Blitz each year.</li></ul>	Ongoing	RCMP / ICBC
Speed Reduction	<ul style="list-style-type: none"><li>Request RCMP or community policing presence for a speed blitz along routes to schools.</li></ul>	Ongoing	RCMP
Parking	<ul style="list-style-type: none"><li>Request RCMP or community policing presence for parking enforcement in front of school during pick-up/drop-off times.</li></ul>	Ongoing	RCMP

## Evaluation Action Items

The evaluation action items below are primarily intended to be implemented by St. Edmund’s in collaboration with the City of North Vancouver. The SASTP Facilitation Team helped to coordinate the process to date, but it is now up to St. Edmund’s and the City to champion this process, evaluate progress, and update the Action Plan accordingly.

Theme	Action	Status	Responsibility
SASTP Kickoff Meeting	<ul style="list-style-type: none"> <li>Introductory School Travel Planning meeting to kick off the SASTP program.</li> </ul>	Complete	St. Edmund’s / SASTP Facilitator
PAC Meeting	<ul style="list-style-type: none"> <li>Meet with the Parent Advisory Committee to inform and update them on the progress of the SASTP program so they are up to date on how the Action Plan is being implemented.</li> </ul>	Complete	St. Edmund’s / PAC / SASTP Facilitator
Community Walkabout	<ul style="list-style-type: none"> <li>Hold a community walkabout with St. Edmund’s administration and the SASTP facilitation team.</li> </ul>	Complete	St. Edmund’s / SASTP Facilitator
Baseline Survey	<ul style="list-style-type: none"> <li>Baseline data collection through the distribution and analysis of the family and student surveys.</li> </ul>	Complete	SASTP Facilitator
Follow Up Survey	<ul style="list-style-type: none"> <li>Follow up data collection through the distribution and analysis of the family and student surveys.</li> </ul>	Ongoing	SASTP Facilitator
Action Plan	<ul style="list-style-type: none"> <li>Develop the Draft SASTP Action Plan with feedback and guidance from school staff and administration, the City of North Vancouver, the PAC, and other stakeholders</li> </ul>	Ongoing	SASTP Facilitator
Implementation	<ul style="list-style-type: none"> <li>Implement the Action Plan items by organizing and tracking the completion of tasks and events, in addition to providing guidance and resources where available.</li> <li>Update the Action Plan as items are completed, edited, or added to the list.</li> <li>Establish regular communications approach between school and City staff to discuss implementation efforts and opportunities.</li> </ul>	Ongoing	St. Edmund’s / PAC / City of North Vancouver / District of North Vancouver
Reporting	<ul style="list-style-type: none"> <li>Report back to parents and students to highlight new infrastructure improvements and provide updates on past and upcoming events.</li> </ul>	Ongoing	St. Edmund’s / PAC
Monitoring	<ul style="list-style-type: none"> <li>Work with the City of North Vancouver to develop a monitoring program that captures changes in school travel behaviour at St. Edmund’s.</li> </ul>	Ongoing	St. Edmund’s / City of North Vancouver

## Next Steps

This **Safe and Active Routes to School Action Plan** is only the beginning of the SASTP process at St. Edmund's Elementary. This document summarizes the SASTP process to date and provides direction for how to implement the action items it contains. Proper implementation is key in order to see on-the-ground results. The Action Plan itself is a living document that should be reviewed and updated regularly as the plan is implemented and/or new action items are identified.

In order to implement the Action Plan and encourage more active and sustainable school transportation, all project partners must work together. This includes the City of North Vancouver, the St. Edmund's community, and the entire CYSAT Working Group. As described in the Action Plan section of this document, each stakeholder has an important role to play in the various action item categories, including engineering, encouragement and education, enforcement, and evaluation.

The City of North Vancouver will lead the implementation of the engineering actions. They will also coordinate with other stakeholders such as ICBC, RCMP, and TransLink to provide enforcement, education, and evaluation and monitoring. Ensuring that the program's progress is tracked is crucial, as this will allow the SASTP program to adapt depending on what components have the greatest positive effects.

The St. Edmund's Elementary community, meanwhile, will play a key role in education and encouragement. Safe and active school travel must be promoted across all platforms in order to get the message across. It should be incorporated into communications, school events, field trips, and daily classes. This will require teamwork from St. Edmund's students, administration, parents, and PAC. It will also require coordination with other partners such as TransLink, Vancouver Coastal Health, and North Vancouver Recreation to work safe and active travel into the curriculum as well as into students' daily lives. Additionally, the St. Edmund's community can help support the SASTP by providing their feedback to municipal staff, actively participating in open houses and engagement events, and asking their political representatives at all levels of government to support safe and active transportation.

A list of key contacts and resources is provided on the following page. These resources, along with the contents of this Action Plan, will help to enable positive change at St. Edmund's. It is important that leaders and champions are identified within each of the project partners in order to carry momentum forward year after year. By working together, it is possible to make safe, active, and sustainable transportation a part of daily life for everyone in the St. Edmund's Elementary community.

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## Contacts

### St. Edmund’s Elementary

535 Mahon Avenue  
North Vancouver, BC V7M 2R7  
Telephone: 604-988-7364  
Email: [office@stedmunds.ca](mailto:office@stedmunds.ca)  
Website: <http://stedmunds.ca/>

### City of North Vancouver

Natalie Corbo, Sustainable Transportation Coordinator  
Telephone: 604-982-3971  
Email: [ncorbo@cnv.org](mailto:ncorbo@cnv.org)  
[transportation@cnv.org](mailto:transportation@cnv.org)  
SASTP website: [www.cnv.org/SASTP](http://www.cnv.org/SASTP)  
Look Think Go website: [www.cnv.org/LookThinkGo](http://www.cnv.org/LookThinkGo)  
Mayor and Council Contact Information: <https://www.cnv.org/your-government/mayor-and-council>

### City of North Vancouver - Bylaw Enforcement

<https://www.cnv.org/city-services/bylaw-services>

Telephone number based on concern:

- Animal Enforcement: 604-982-8302 (8:30am to 5:00pm, Monday to Friday); 604-607-1651 (all other times)
- Bylaw Enforcement: 604-982-8302, [bylaw@cnv.org](mailto:bylaw@cnv.org)
- North Vancouver City Hall Reception: 604-985-7761
- After Hours – Engineering Emergency Services:  
604-988-2212 (after 4:30pm, Weekends & Holidays)

### RCMP

#### North Vancouver Youth Intervention Unit

Cpl. North Vancouver Youth  
Telephone: 604-969-7560  
Email: [dave.potts@rcmp-grc.gc.ca](mailto:dave.potts@rcmp-grc.gc.ca)  
Website: <https://nsyouth.ca/services/rcmp-youth-intervention-unit/>  
<http://nvan.rcmp-grc.gc.ca/>

#### Community Speed Watch Team:

To request the Speed Watch Team or get involved, contact the City of North Vancouver Lower Lonsdale Community Policing Centre (604-969-7465) or the District of North Vancouver Crime Prevention Centre (604-990-2342).

<http://bc.rcmp-grc.gc.ca/ViewPage.action?siteNodeId=429&languageId=1&contentId=24949>

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**ICBC**

Harvey Kooner, Road Safety and Community Coordinator

Email: [Harvey.Kooner@icbc.com](mailto:Harvey.Kooner@icbc.com)

Telephone: 604-983-7176

**TransLink****Compass Cards**

Compass cards can be purchased at [compasscard.ca](http://compasscard.ca), by phone, and at retail locations. Visit [translink.ca](http://translink.ca) or call 604-953-3333 to learn more.

**Bulk-Orders for Educators/Field Trips**

Email: [bulkorders@translink.ca](mailto:bulkorders@translink.ca) (ten days notice required) or call 604-453-4490.

**Service Requests and Feedback**

If you have ideas to improve service, please share them at <https://feedback.translink.ca>

**Travel Smart Program**

Email: [travelsmart@translink.ca](mailto:travelsmart@translink.ca)

<https://www.translink.ca/Rider-Guide/TravelSmart.aspx#programs-schools>

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## Appendix A: Safe and Active Routes to School Brochure



# Why Walk or Bike to School?

## Health

The Public Health Agency of Canada recommends children and youth aged 5-17 get at least one hour of physical activity a day. Walking, rolling, or cycling to school can help students become more active and create good habits for an active lifestyle.

## Friends, Family and Community

Active travel promotes social connections with friends, family, and neighbours and creates safer communities.

## Academic Performance

Students that walk or roll to school arrive more alert, have better concentration in class, and are happier. Active transportation has also been shown to increase grades at school.

## Environment

Across Metro Vancouver, approximately 40% of emissions come from on-road transportation. Every active trip reduces traffic, emissions, and pollution.

## Lifelong Skills

Walking, rolling, and cycling is fun for students, helps promote positive perspectives towards physical activity, and teaches the importance of individual health.

## Independence

Active travel builds confidence and promotes independence. Travelling actively helps foster independence and encourages students to explore the City.

## Worried about getting wet in the rain?



Wearing boots, rain jackets, and layers, and taking an umbrella along for the trip, will keep students warm on their way to school. Store an extra pair of shoes at the school and the students will have warm, dry feet all day long!

## Safe School Travel Tips

- Always cross at a marked crosswalk. If a marked crosswalk is not available, cross the street at an intersection.
- Look both ways and make eye contact with drivers. Make sure all vehicles have stopped before crossing the street.



## Driving Tips for Parents

- When driving to school, stay safe and focused! Avoid distractions and don't use hand-held electronic devices.
- Drive cautiously and be respectful of others. Check for and yield to people walking and cycling at crosswalks, traffic circles, driveways, and lanes. Maintain a safe distance when passing (minimum 1 meter) or driving behind a person cycling.
- Obey the speed limit and the law, as well as all markings and signage. Always shoulder check and signal before turning, changing lanes, or parking.
- Be aware of parking and stopping restrictions. These restrictions are in place for everyone's safety. After parking look for cyclists before opening your car door.
- Consider using the "Drive-to-5" alternate pick up/drop off locations shown on the reverse side of this brochure!

To find out more about safe, active trips to school, visit:

City of North Vancouver: [www.cnv.org/SASTP](http://www.cnv.org/SASTP)

Look Think Go: [www.cnv.org/LookThinkGo](http://www.cnv.org/LookThinkGo)

North Shore Bike Map: [www.cnv.org/cycling](http://www.cnv.org/cycling)

TravelSmart: [TravelSmart.ca](http://TravelSmart.ca)

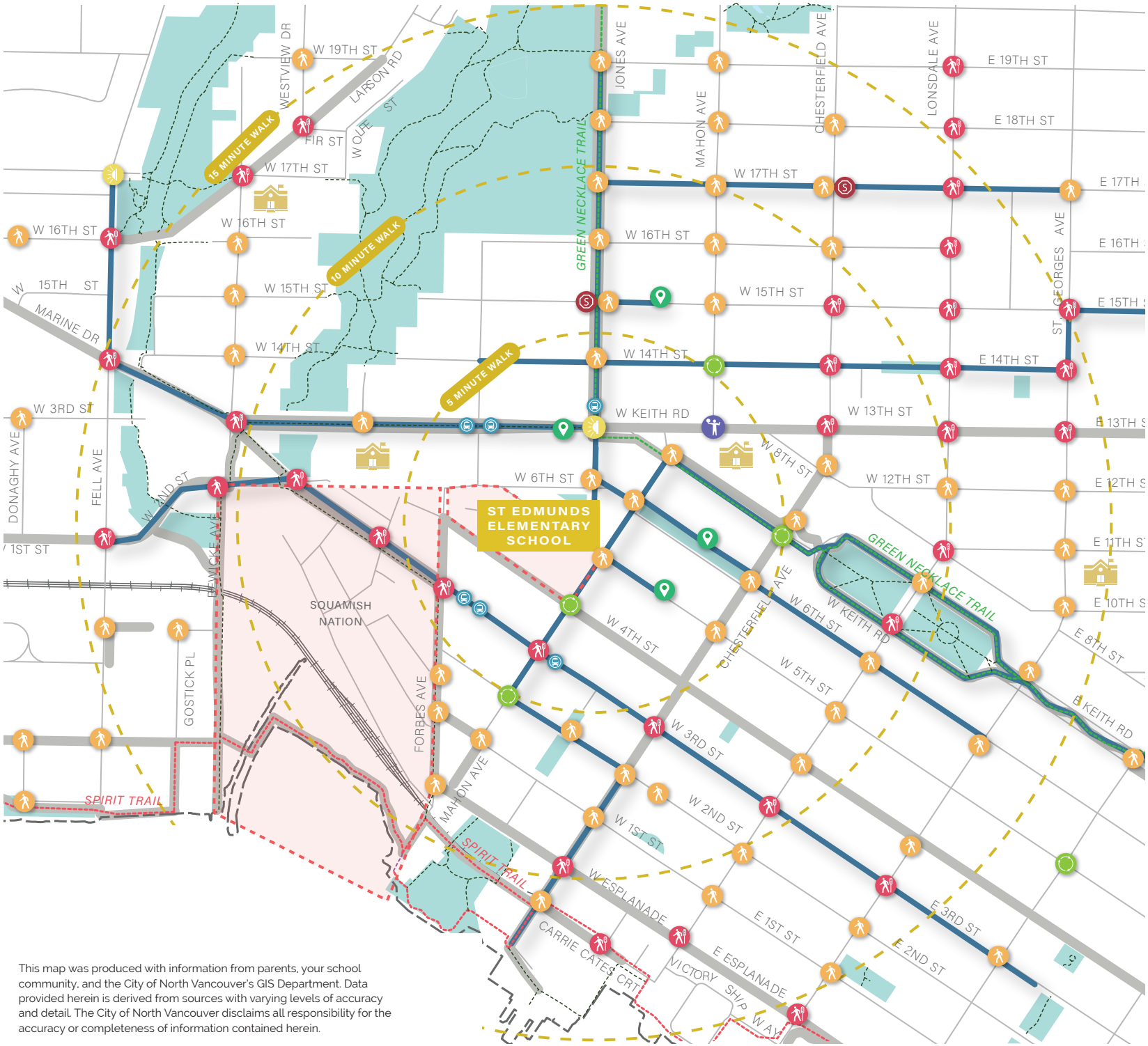


# Safe and Active Routes to School

## St Edmund's Elementary School

**School Travel Vision Statement:** T-Birds arrive to school from far and wide through safe and active modes, looking out for each other to make their community strong!





### Best Routes Map

- Best Walking Route
- Bike Route
- Green Necklace (Off-Street Pathway)
- Spirit Trail (Off-Street Pathway)
- Other Trails and Pathways
- Drive-To-5 Location
- Signalized Intersection
- Beacon
- Crosswalk
- 4-Way Stop
- Traffic Circle
- Transit Stop
- School
- Parks

### Drive-to-5

Look for this icon on the map. While walking, rolling, and riding is preferred, sometimes a ride from a family member or friend is necessary. To help relieve traffic congestion around your school ask to be dropped off at these alternate locations and walk the rest of the way.

### Traffic Circles

Car or bikes should yield to the right and stop for people walking.

This map was produced with information from parents, your school community, and the City of North Vancouver's GIS Department. Data provided herein is derived from sources with varying levels of accuracy and detail. The City of North Vancouver disclaims all responsibility for the accuracy or completeness of information contained herein.

## Appendix B: Winter Walk Day Activity Sheets



# S A I N T



BUG/INSECT



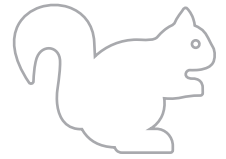
PINE CONE



FEATHER



UMBRELLA



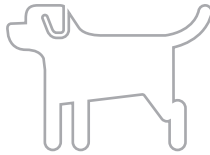
SQUIRREL



PLAYGROUND



CAR/VAN



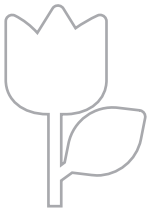
DOG/PUPPY



FLAGPOLE



TREE/BUSH



FLOWER



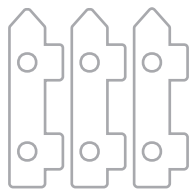
CONSTRUCTION SITE



TREE WITH NO LEAVES



BIRD



FENCE



LEAF



ANIMAL TRACKS



TRAFFIC LIGHT



DRAIN/COVER



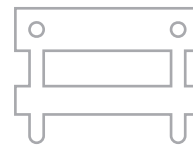
BRANCH/TWIG



STROLLER



ACORN/NUT



BENCH



THE WORD "QUEEN"

# S A I N T

 <p>STOP SIGN</p>	 <p>BIRD</p>	 <p>BRANCH/TWIG</p>	 <p>FEATHER</p>	 <p>FLAGPOLE</p>
 <p>FIRE HYDRANT</p>	 <p>FLOWER</p>	 <p>CLOUD</p>	 <p>DINOSAUR</p>	 <p>BIRD'S NEST</p>
 <p>SQUIRREL</p>	 <p>BUS</p>	 <p>FREE</p>	 <p>LEAF</p>	 <p>PLAYGROUND</p>
 <p>MUSHROOM</p>	 <p>ANIMAL TRACKS</p>	 <p>SAFETY PYLON</p>	 <p>CAR/VAN</p>	 <p>UMBRELLA</p>
 <p>TREE WITH NO LEAVES</p>	 <p>FENCE</p>	 <p>THE NUMBER '7'</p>	 <p>MAILBOX</p>	 <p>TREE/BUSH</p>



# S A I N T



DOG/PUPPY



TREE/BUSH



CAR/VAN



THE WORD "QUEEN"



ACORN/NUT



BIRD'S NEST



FLAGPOLE



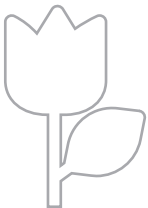
BRANCH/TWIG



MAILBOX



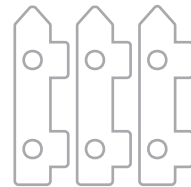
SAFETY PYLON



FLOWER



BUG/INSECT



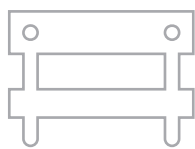
FENCE



CLOUD



PINE CONE



BENCH



SQUIRREL



TREE WITH NO LEAVES



FIRE HYDRANT



CONSTRUCTION SITE



UMBRELLA



TRAFFIC LIGHT



BUS



BIRD

# S A I N T

				
PLAYGROUND	FENCE	DOG/PUPPY	PINE CONE	BENCH
				
DRAIN/COVER	STROLLER	ANIMAL TRACKS	THE NUMBER "7"	FIRE HYDRANT
				
FEATHER	ACORN/NUT	FREE	LEAF	STOP SIGN
				
TREE WITH NO LEAVES	BUS	SAFETY PYLON	BUG/INSECT	TRAFFIC LIGHT
				
CLOUD	BIRD'S NEST	DINOSAUR	BRANCH/TWIG	MUSHROOM

# The most interesting thing I saw on my winter walk was:

A large, empty rectangular box with a thin black border, intended for writing a response to the prompt above.




New BINGO sheets could be created using some of the ideas below:

- A wild animal (e.g. squirrel, songbird)
  - Someone walking a dog
  - A birds' nest
  - A feather
  - A flower
  - A maple leaf (each student collects one)
  - Red berries
  - A pinecone
  - A worm
  - A spider web
  - A tree with no leaves
  - A dinosaur (on Green Necklace in front of Queen Mary Elementary School)
  - Somewhere foods grow (e.g. Queen Mary Community Garden)
  - The word 'necklace' (e.g. Green Necklace)
  - The word 'Victoria' (Victoria Park)
  - The word 'Queen'
  - The word 'caution'
  - A space meant only for bikes (a bike rack or bike lane)
  - Someone riding a bike
  - A school bus
  - Four benches (1) (2) (3) (4)
  - Six crosswalks (1) (2) (3) (4) (5) (6)
  - A fire hydrant
  - A wooden fence
  - A garbage can
  - A slide
  - An umbrella
  - A street sign
  - A person delivering mail
  - A student from another school (say hi!)
  - Someone working in a high visibility vest
  - A non-BC license plate
-


## Appendix C: Walk-A-Block Challenge Materials

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**Active  
and Safe**  
St Edmunds






# **Walk-A-Block [or more!] Challenge**



This event will challenge students to be **active on their way to school**. They can **ride** their bikes, **walk** the entire way, or be **dropped off at pre-determined locations** to WALK-A-BLOCK [or more!].

Collectively, the students will **earn points** with a **special prize** for the entire school if they reach their target!

Stay tuned for the  
Walk-A-Block  
locations.



**March 12-14**

**Active  
and safe**  
**St Edmunds**

# Walk-A-Block [or more!] Challenge



**DAY 1**

**PLACE  
STICKER  
HERE**

**DAY 2**

**PLACE  
STICKER  
HERE**

**DAY 3**

**PLACE  
STICKER  
HERE**



## Appendix D: Family Survey Questions

### 2018/2019 SCHOOL TRAVEL SURVEY

\*please complete one survey per family

St. Edmund's Elementary School

How many children attend this school in your family?

- One
- Two
- Three or more

Do your children attending this school typically travel to school the same way?

- Yes
- No

Does your child(ren)'s commute to school vary depending on the weather?  
(e.g. Do you walk when it's raining?)

- Yes
- No

Who typically accompanies your child(ren) to school?

- Alone
- With an older sibling (dropping off or picking up on the way to and from another school)
- With a parent
- With another family member
- With a childcare provider
- Other: \_\_\_\_\_

On a typical dry or sunny day, how does your child(ren) get to and from school?

#### To School

- Walk, scoot, skateboard the whole way
- Walk, scoot, skateboard at least 1 block
- Bicycle

#### From School

- Walk, scoot, skateboard the whole way
  - Walk, scoot, skateboard at least 1 block
  - Bicycle
-



- |   |   |
|---|---|
| <input type="checkbox"/> School bus                   | <input type="checkbox"/> School bus                   |
| <input type="checkbox"/> Public transit               | <input type="checkbox"/> Public transit               |
| <input type="checkbox"/> Car (just your family)       | <input type="checkbox"/> Car (just your family)       |
| <input type="checkbox"/> Carpool (2 or more families) | <input type="checkbox"/> Carpool (2 or more families) |

On a typical rainy or wet day, how does your child(ren) get to and from school?

#### To School

- Walk, scoot, skateboard the whole way
- Walk, scoot, skateboard at least 1 block
- Bicycle
- School bus
- Public transit
- Car (just your family)
- Carpool (2 or more families)

#### From School

- Walk, scoot, skateboard the whole way
- Walk, scoot, skateboard at least 1 block
- Bicycle
- School bus
- Public transit
- Car (just your family)
- Carpool (2 or more families)

What is the intersection closest to your home?

Please provide the names of the two intersecting streets. **NOTE:** This information is used to create recommended routes to school based on where families live. Please provide the name of the community as well (example. City of North Vancouver, District of North Vancouver, City of Burnaby, etc.)

---

In your opinion, is the neighborhood safe for children to walk or bicycle to school?

- Strongly agree
  - Agree
  - Disagree
  - Strongly Disagree
  - Unsure/no opinion
-

### QUESTIONS FOR FAMILIES THAT USUALLY DRIVE TO SCHOOL

Please rank the top three reasons why your child(ren) are driven to school.

- 
- Distance
- Convenience (e.g. on the way to work or other activities)
- Child(ren)'s before- or after-school activities (e.g. daycare, classes)
- Poor weather
- Personal preference
- Personal safety concerns (e.g. bullies, strangers, crime)
- Lack of bicycle routes
- Lack of sidewalks
- Other, please specify: \_\_\_\_\_
- I don't see the point of walking or bicycling to school

Would you allow your child(ren) to walk, wheel or bicycle to school?

- Yes
- No
- Never really thought about it

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

- They had a bike
  - They had a secure bike lock
  - They were with another child
  - They were with an adult
  - They were older
  - They lived closer to school
  - There was less traffic
  - There was a bike lane or greenway they could use
  - There were more crosswalks
  - Other (please specify): \_\_\_\_\_
-

If your child(ren) has before or after school activities, would you consider walking or cycling to those?

- Yes
- No
- Not applicable (no before or after school activities)

Please specify why you answered NO above.

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### QUESTIONS FOR FAMILIES THAT USUALLY WALK OR BICYCLE TO SCHOOL

Please rank the top three reasons why your child(ren) walk or bicycle to school.

- 
- Distance
- Good for the environment
- Personal preference
- Convenience (e.g. easier than finding parking)
- Opportunity for family time
- Opportunity to see friends
- Other, please specify: \_\_\_\_\_
- Don't have access to a car (e.g. no car or car used by other family member)

Do you have any suggestions for encouraging walking and cycling at your school?

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### ADDITIONAL QUESTIONS FOR ALL FAMILIES



Thinking of your journey to school, please describe any specific locations where traffic safety is a concern.

Please be as specific as possible (e.g. time of day and intersection).

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Do you have any other comments about your child(ren)'s journey to and from school?

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Thank you for your time and input!



## Appendix E: Classroom Hands-Up Survey and Announcements

### Classroom Hands-Up Student Survey

St. Edmund’s Elementary School

Grade: \_\_\_\_\_ # of Students: \_\_\_\_\_ Teacher: \_\_\_\_\_

Dates: Monday, November 26 – Friday, November 30, 2018

Ask Students: “How did you travel **to** School this morning?”

Ask them to raise their hand if they:

Day	Weather What is the weather like today?	Mode of Transportation						Total
		Walked	Biked	School Bus	Public Transit	Car	Other?*	
Mon								
Tues								
Wed								
Thurs								
Fri								
Total								

Ask Students: “How are you travelling **from** school today?”

Ask them to raise their hand if they:

Day	Weather What is the weather like today?	Mode of Transportation						Total
		Walked	Biked	School Bus	Public Transit	Car	Other?*	
Mon								
Tues								
Wed								
Thurs								
Fri								
Total								

\*Other can include more than one mode (i.e. drove and then walked at least one block), Scooter, Skateboard etc.

## Classroom Hands-Up Student Survey

St. Edmund's Elementary School  
Optional Announcements to Encourage Hands Up Survey Participation

It can also be helpful to have an announcement reminding teachers to complete the surveys each morning.

The following are some messages that can be used prior to the reminder. These announcements share positive messages about travelling by active modes and help raise awareness for students. Messages can be edited to better suite your schools needs but some examples are provided below.

**Monday:** By using our bodies to travel from home to school and back again we manage to sneak in extra exercise to build stronger bodies and brains.

**Tuesday:** Walking and rolling to school helps to make the area around our school safer for everyone including our neighbors because more people powered travel means less motor-powered vehicles like cars travelling on the streets around our school.

**Wednesday:** Being active before and after school allows us to visit with our friends and explore our environment.

**Thursday:** Being active before school can help you concentrate and improve your focus for the important school day ahead.

**Friday:** Don't forget, you can walk with friends and family on weekends too! Bundle up and see what kinds of beautiful things you can find on a winter walk this weekend. Enjoy!

Once surveys are complete please gather them and scan them to myself, [ehurford@urbansystems.ca](mailto:ehurford@urbansystems.ca), so we can input the results.

**Thank you!**

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## Appendix F: Detailed Survey Response Summary

### Survey Summary Memo – May 2019

The City of North Vancouver’s School Travel Planning Initiative is a component of the Safe & Active Schools Program. This year, as part of the program, the City is working with two schools to promote walking and cycling, overcome barriers to active travel, and improve road safety near schools. As part of this process and to help understand existing behaviour and attitudes at St Edmund’s, data was collected through a Family Survey and Classroom Survey.

The purpose of this memo is to outline some of the key findings from the Family Survey. It also outlines some of the general findings from the Classroom Survey. The purpose of the Family Survey is to hear from parents of students attending each of the two schools, to measure attitudes about walking, and to identify the key issues and opportunities for walking and cycling to school. The survey also helps to identify important routes to school and locations that may act as barriers. It is also a great tool to understand how many students are currently walking and cycling to school. The survey was available for families to respond online for several weeks from mid- November 2018 (<https://na1se.voxco.com/SE/111/stedmunds>)

### Family Survey Response Summary

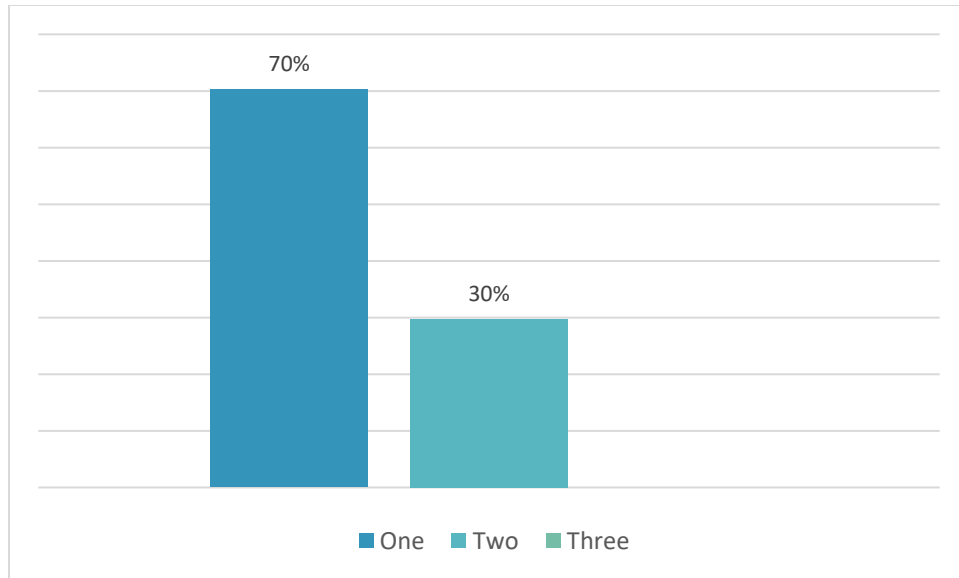
#### Response Rate

As shown in **Table 1**, 74 family survey responses were received. Households with more than one child attending the same school were also considered. As a result, the 74 survey responses represented nearly 96 students from the St Edmund’s, approximately 48% of the total student enrollment.

**Table 1: Survey Response Rate by School and Percentage of Representation**

School	Number of Completed Family Surveys	Approximate Number of Students Represented	Total School Population
St Edmund’s	74	96	200

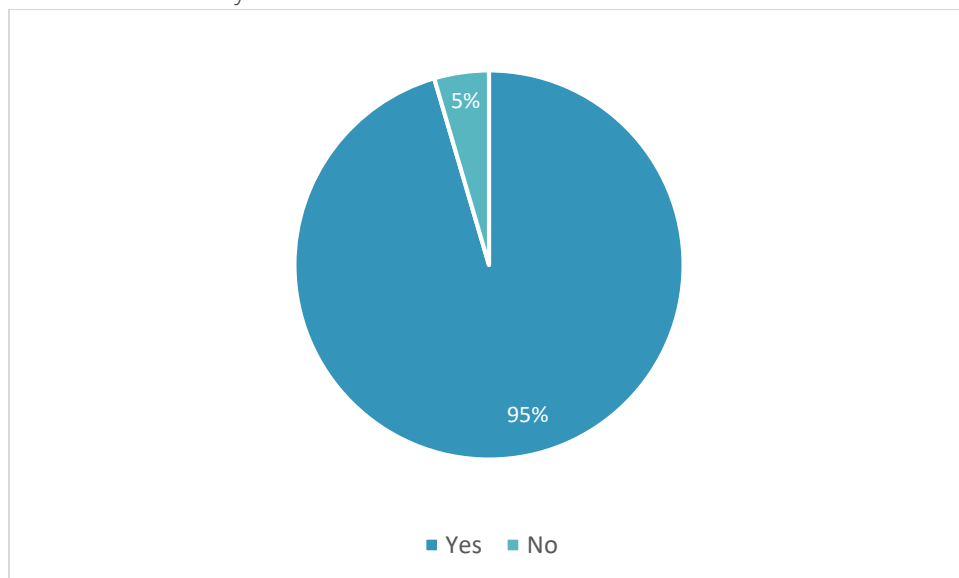
As shown in **Figure 1**, 70% of families who responded had only one child attending the school. For those families with two children attending the school, there was 30% at St Edmund’s. As for families with three or more children attending the same school, St Edmund’s had none.



**Figure 1: How many children attend St Edmund's in your family?**

### Travel Patterns

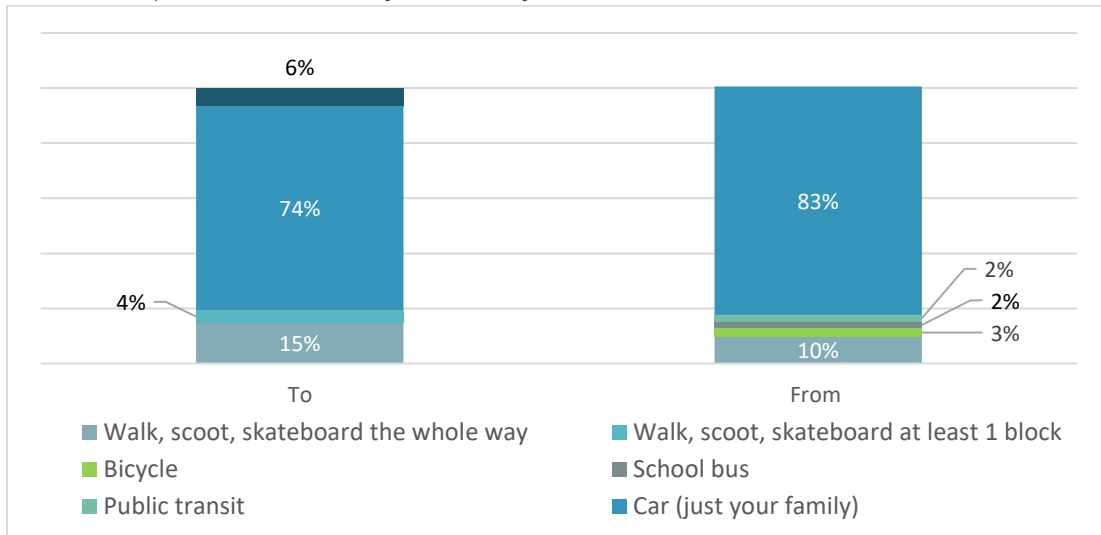
Respondents were asked several questions pertaining to students' travel patterns and modes used to travel to/from school. More specifically, a follow up question regarding the number of children attending the same school was asked to better understand how different children in the same household travel to school. If the respondents had more than one child attending the same school, they were asked if their children travel to school the same way. **Figure 2** shows that 95% of children in the same household do travel to school in the same way.



**Figure 2: Do your children attending St Edmund's typically travel to school the same way?**

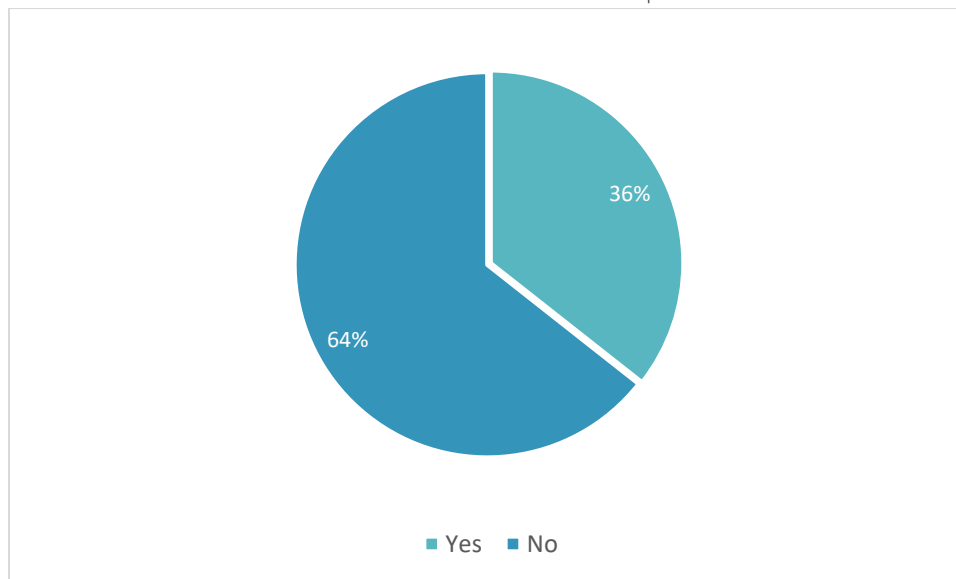


To get a sense of the travel patterns of St Edmund’s, respondents were asked to identify how their children typically travel to and from school. **Figure 3** shows to school 80% and from school 87% of the St Edmund’s respondents typically travel by car, whether in the family car or by carpooling. Meanwhile, 19% of respondents walk part or all of the way on the way to school and from school 13%.



**Figure 3: On a typical day, how does your child(ren)’s get to and from school?**

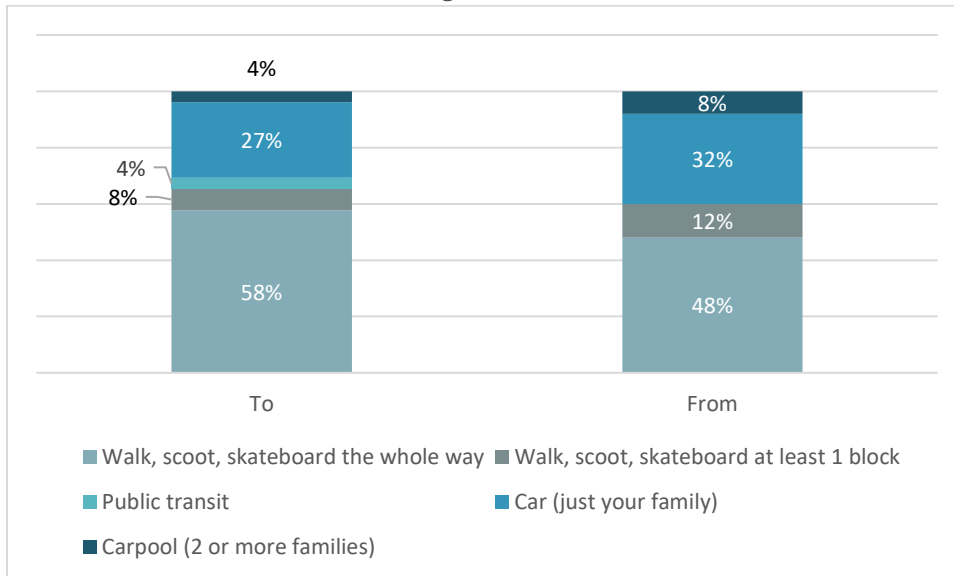
Recognizing the impact of different conditions on individual travel patterns to school, respondents were specifically asked about the impact of weather on their travel patterns. **Figure 4** shows that 64% of the St Edmund’s families noted that weather does not affect their travel patterns



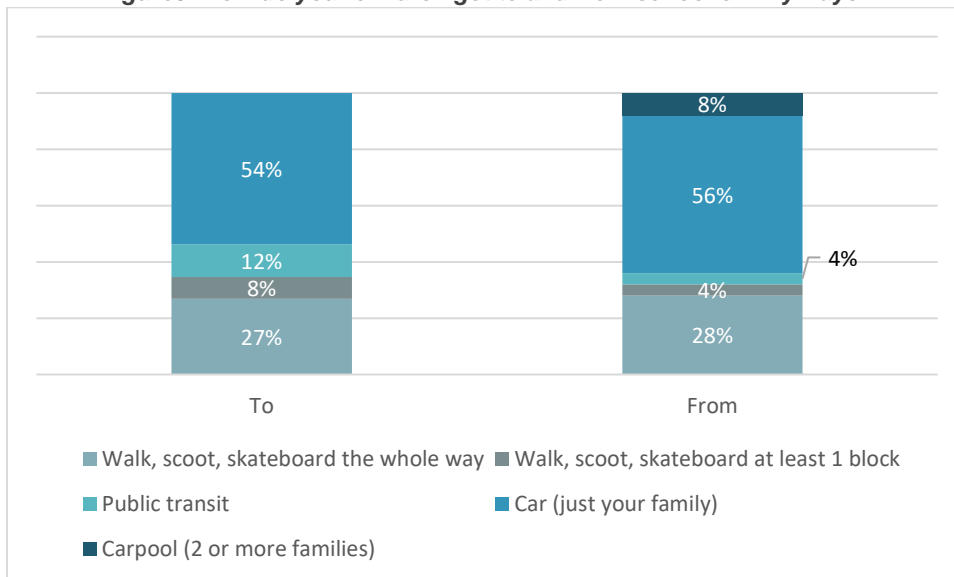
**Figure 4: Does your child(ren)’s commute to school vary depending on the weather? (e.g. Do you walk when it’s raining?)**

### Mode Share in Varying Weather Conditions

Respondents were asked to identify the specific modes their individual children used to travel to and from school on sunny (dry) days compared to rainy (wet) days. The following figures demonstrate how weather influences travel behaviours of students travelling to and from school.



**Figure 5: How do your children get to and from school on Dry Days?**

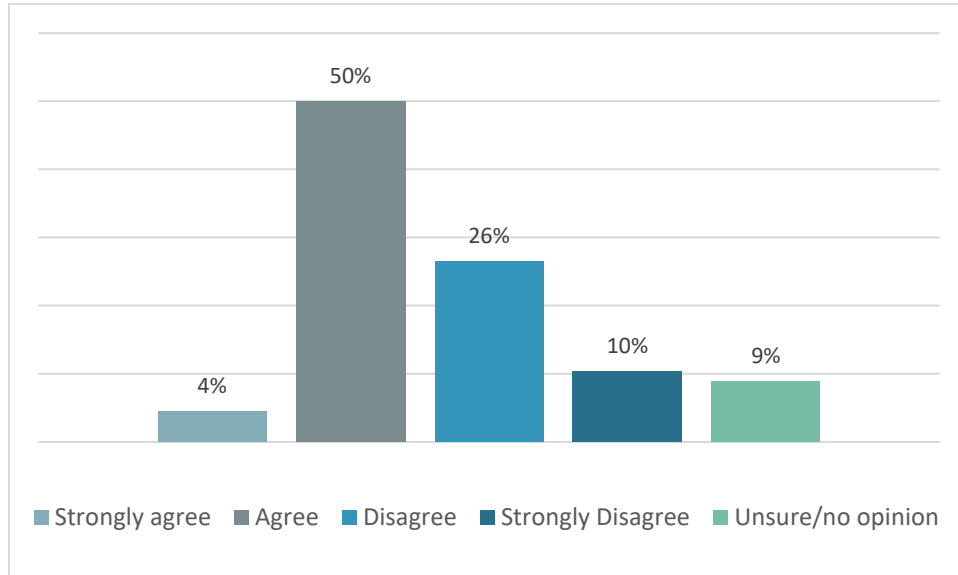


**Figure 6: How do your children get to and from school on Wet Days?**

The survey responses from Figure 5 and Figure 6 suggest that St Edmund’s students generally leave school the way they went to school on rainy days and choose more active modes both to and from school on sunny days. However, on sunny days students appear to be about 25% more likely to walk.

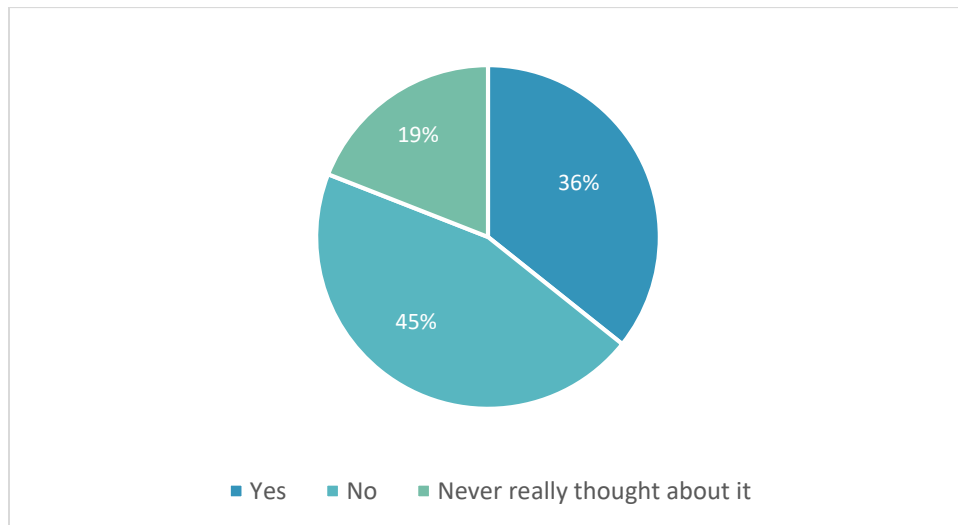
## Transportation Issues

Transporting children to and from school can be complicated by any number of issues. If parents perceive their neighbourhood to be dangerous, it might affect their decision to let their children travel by active modes to and from school. When asked if St Edmund’s families thought their neighbourhood was safe to walk or bike, most agreed with 54% answering that they agreed/strongly agreed, as shown in **Figure 7**.



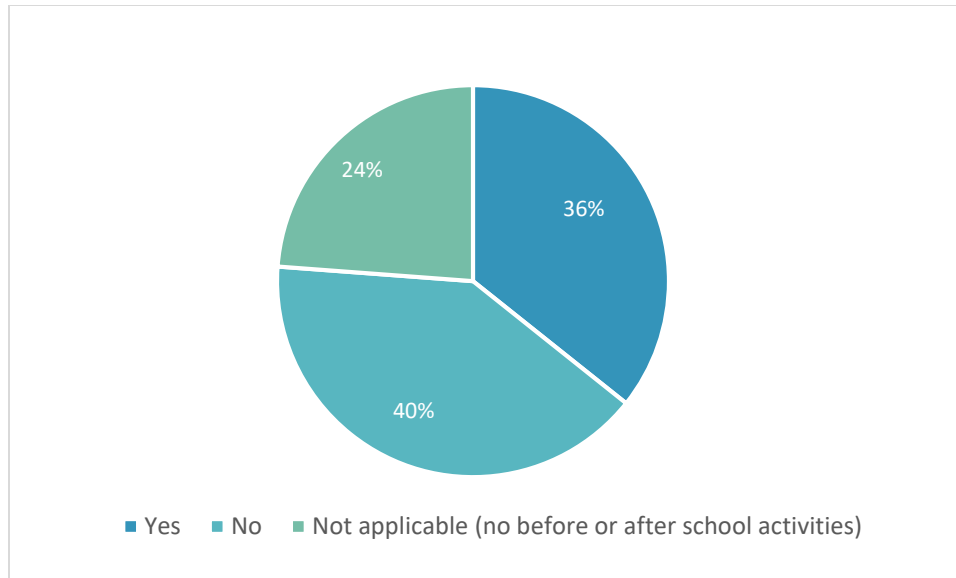
**Figure 7: Is your neighbourhood safe for children to walk or bike to school?**

**Figure 8** shows the breakdown of responses when asked if respondents would allow their children to walk or bike to school. For St Edmund’s caregivers 45% say they would not be willing to let their child(ren) walk or bike to school.



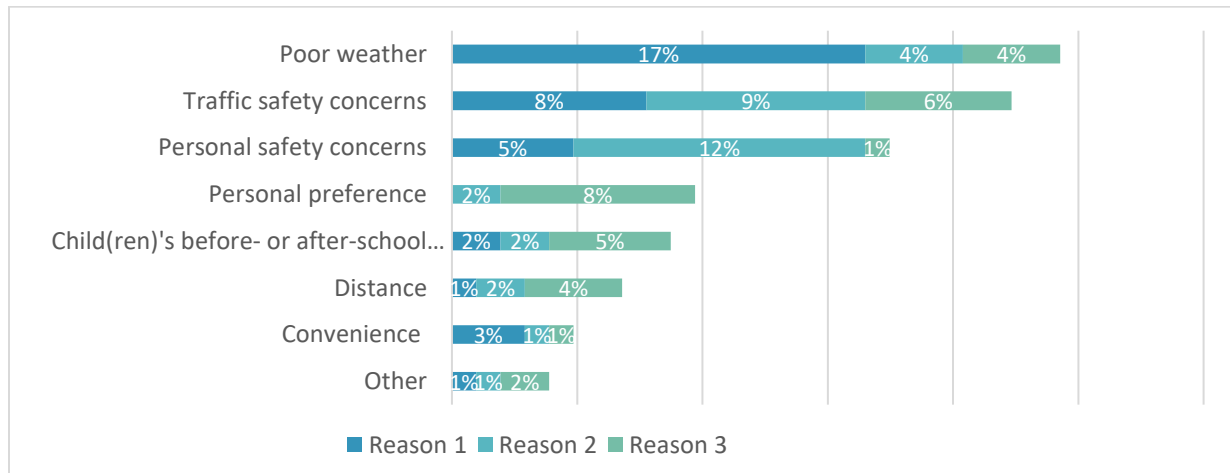
**Figure 8: Would you allow your child(ren) to walk or bike to school?**

When St Edmund’s respondents were asked if they would allow their children to walk or cycle to before or after school activities, the responses were mostly the same as when asked if they would allow their child(ren) to walk or bike to school in general, as shown in **Figure 9**.



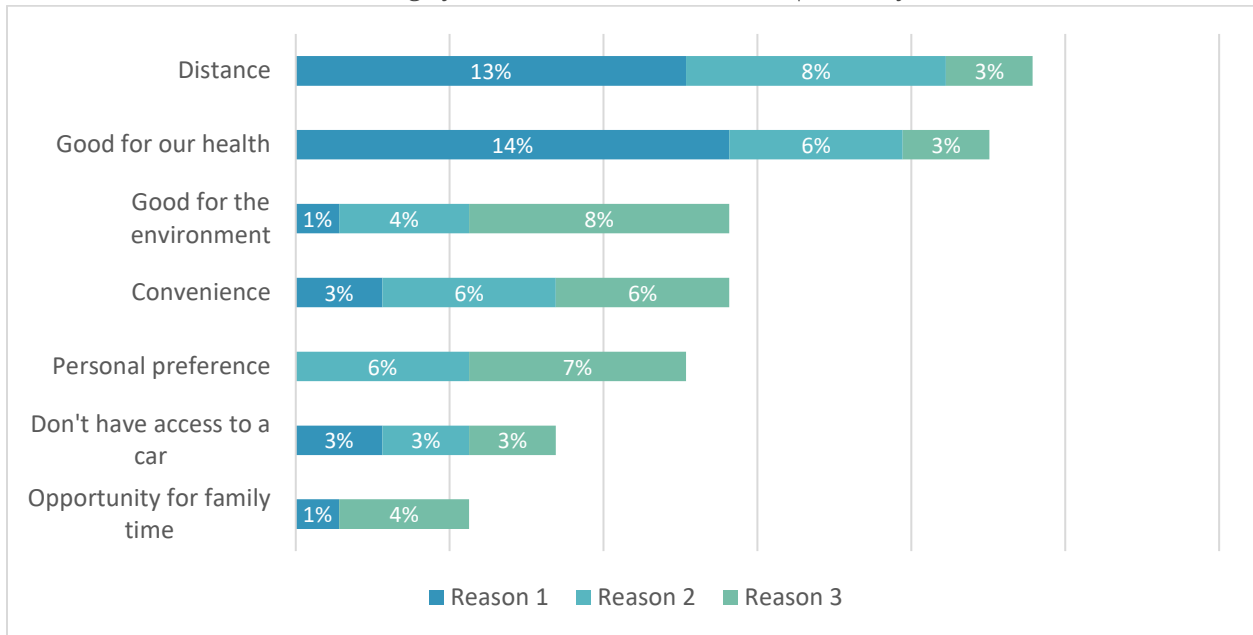
**Figure 9: If your child has before or after school activities, would you consider walking or cycling to those?**

St Edmund’s caregivers were asked to rank the top three reasons that their children are likely to be driven to school (Figure 10). The table below ranks all answers in descending order for each school. For St Edmund’s, the top reasons for driving children to school were weather, traffic safety and personal safety. Suggesting there are significant safety concerns for caregivers.



**Figure 10: Please rank the top three reasons why your child(ren) are driven to school.**

Respondents were then asked to indicate which issues affect their decision to allow their children to walk or bike to school and to check all issues that applied (Figure 11). The top three answers for St Edmund’s were distance, good for their health and good for the environment, suggesting that children walk or ride their bikes to school can do so largely because of health and their proximity to the school.



**Figure 11: Please rank the top three reasons why your child(ren) walk or bike to school.**

### Additional Comments Regarding Travelling To and From School

Respondents were asked to provide any additional comments about their child(ren)’s journey to and from school. This question allowed respondents to provide open ended answers. The answers typically revolved around various safety concerns. We categorized these responses to pull out information about locations that people felt were unsafe near their schools as well as reasons why they felt that those locations were unsafe.

### Detailed Safety Issues

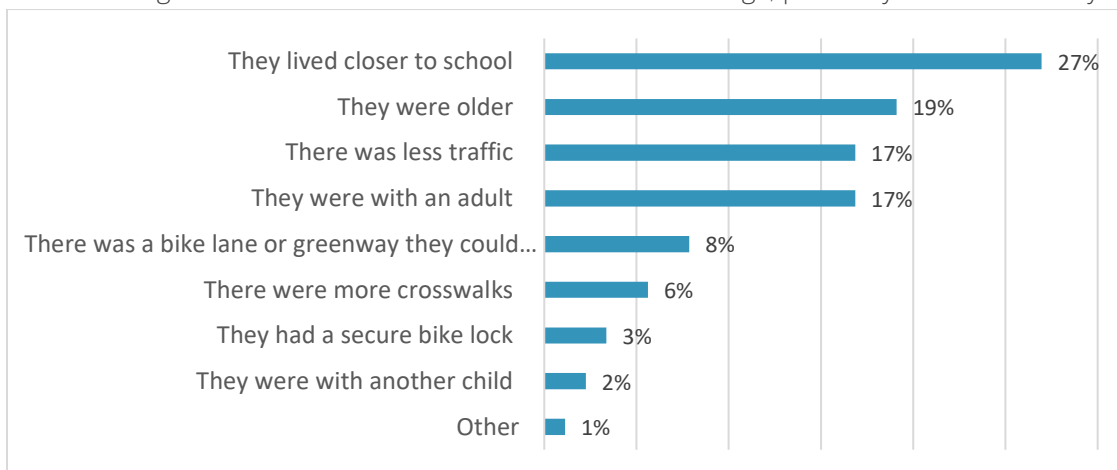
Respondents were asked to identify the top concerns related to traffic safety. The following section outlines these results.

Table 2 shows a list of concerns that people had with traffic around St Edmund’s. Concerns were largely surrounding the following problematic intersections.

**Table 2: Traffic Concerns**

Concerns	# of Mentions
Mahon Avenue at W Keith Road and between 3 <sup>rd</sup> and 15 <sup>th</sup> Street W	19
Jones Avenue and W Keith Road	15
Chesterfield Avenue at 3 <sup>rd</sup> , 5 <sup>th</sup> and 13 <sup>th</sup> Street W	9

Respondents were asked about what circumstances they would allow for their children to walk or bike to school (Figure 12). The top reason was “if they lived closer” followed by “if they were older” and “if there was less traffic”. 14% of St Edmund’s respondents noted that they would consider allowing their children walk or bike to school if there were bike lanes and greenways, suggesting that infrastructure plays a lower role in determining whether to let their children walk or bike than age, proximity and traffic safety.



**Figure 12: Under which circumstances would parents allow their children to walk or bike to school**

### Ways to Encourage Walking and Cycling to School

A question on the survey asked respondents if they had any suggestions for encouraging walking and cycling to school. This question allowed respondents to provide open ended answers. The answers

typically revolved around traffic calming, improving sidewalks and incentive/education programs around walking/cycling.

**Table 6** below lists the responses for suggestions to encouraging their children to walk or bike to school. Lack of existing traffic calming measures were identified as one of the biggest barriers to active travel, suggesting there are significant safety concerns that need to be addressed. That being said, infrastructure also plays a roll in St Edmund’s transportation choice and how safe families feel taking active transport.

**Table 3: Comments for encouraging children to walk or cycle to school**

Suggestions for Encouraging Walking or Cycling to school	Suggestion or Barrier
Bicycle facilities – Covered area for bicycle storage	Suggestion
Traffic control improvements (E.g. Speed enforcement, crossing guards)	Suggestion
Infrastructure improvements- better path and crosswalk connection	Suggestion

### Classroom Survey Summary

The purpose of the Classroom Survey is to record what travel mode students use to get to and from school each day of the survey. The survey was conducted by teachers each day during the week of November 26 to November 30.

Figure 13 shows the average trips made to and from St Edmund's separated by mode and Figure 14 separates the results one step further by grade. The results are quite similar from the results from the Family Survey. The classroom survey suggests less than one fourths of the students take another mode besides a car. It is worth noting that the participation rate of the family survey is 37%, whereas the Classroom Survey represents about 91% of the total enrollment.

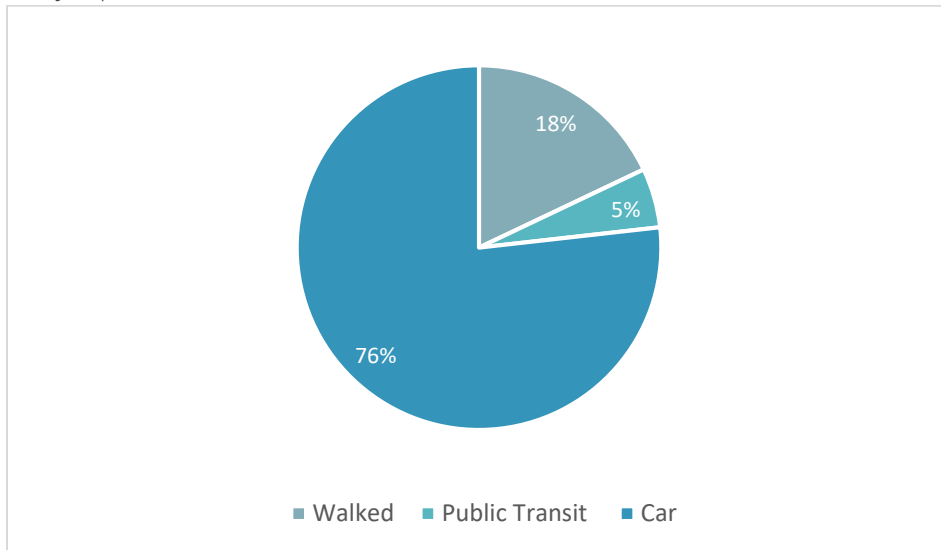


Figure 13: Average To and From Trips to St Edmund's by Mode

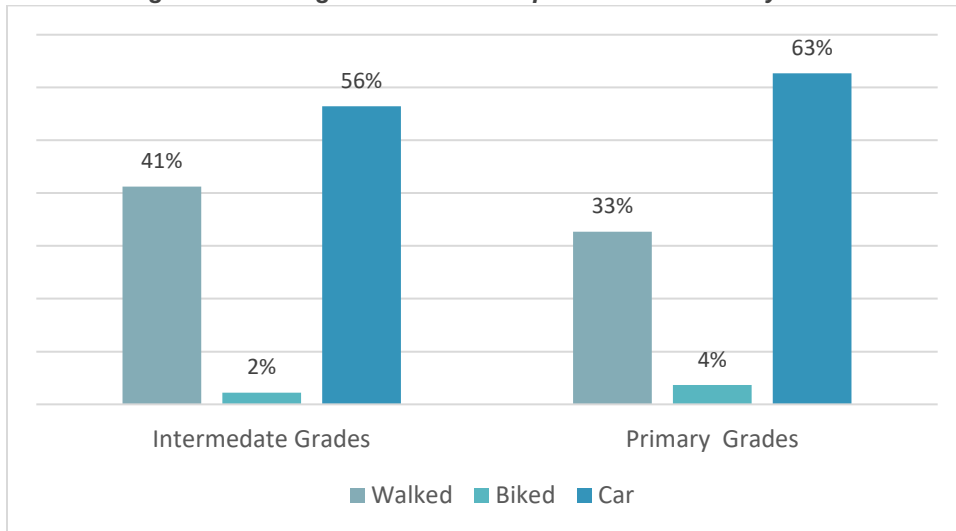


Figure 14: Average To and From Trips to St Edmund's by Mode and Grade



**Long Answer Summary Memo – May 2019**

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

- *It was not so steep.*

If your child(ren) has before or after school activities, would you consider walking or cycling to those?

Please specify why you answered NO above.

- *Time constraints.*
- *Distance constraints. Activities are not located nearby.*
- *The road is not safe.*
- *It’s not convenient.*
- *Activities are not in walking distance.*

Do you have any suggestions for encouraging walking and cycling at your school?

- *Bicycle facilities*
  - *Covered area for bicycle storage*
- *Road safety improvements*
  - *Speed enforcement*
- *Safety*
  - *Safety protection of the public.*
- *Transportation improvements.*
  - *Better access and connectedness to crosswalks and paths.*

**Problem Intersections**

<i>Chesterfield Ave and 3<sup>rd</sup> St W</i>	
<i>Chesterfield Ave and 5<sup>th</sup> St W</i>	
<i>Chesterfield Ave and 13<sup>th</sup> St W</i>	
<i>Chesterfield Ave and 17<sup>th</sup> St W</i>	
<i>Forbes Ave and W Keith Rd</i>	
<i>Larson Crescent and 23<sup>rd</sup> St W</i>	
<i>Larson Rd and Larson Crescent</i>	
<i>Lonsdale Ave and 4<sup>th</sup> St W</i>	
<i>Mahon Ave and 3<sup>rd</sup> St W</i>	
<i>Mahon Ave and 4<sup>th</sup> St W</i>	
<i>Mahon Ave and 5<sup>th</sup> St W</i>	
<i>Mahon Ave and 6<sup>th</sup> St W</i>	
<i>Mahon Ave and 7<sup>th</sup> St W</i>	
<i>Mahon Ave and 8<sup>th</sup> St W</i>	

<i>Mahon Ave and 13<sup>th</sup> St W</i>	
<i>Mahon Ave and 15<sup>th</sup> St W</i>	
<i>Mahon Ave and W Keith Rd</i>	
<i>Marine Dr and W Keith Rd</i>	
<i>Mountain Hwy and W Keith Rd</i>	
<i>Jones Ave and 6<sup>th</sup> St W</i>	
<i>Jones Ave and W Keith Rd</i>	
<i>Lillooet Rd and Mt. Seymour Parkway</i>	
<i>St. Georges Ave and Keith Rd E</i>	
<i>Westview Dr and 23<sup>rd</sup> St W</i>	
<i>Westview Dr and Hwy 1 EB</i>	

**Problem Streets**

<i>13<sup>th</sup> St W</i>	
<i>16<sup>th</sup> St W</i>	
<i>Chesterfield Ave</i>	
<i>Fell Ave</i>	
<i>Lonsdale Ave</i>	
<i>Lynn Valley Rd</i>	
<i>Marine Dr</i>	
<i>St. Georges Ave</i>	
<i>W Keith Rd</i>	

## Appendix G: St. Edmund’s Parking Guidelines

(To be finalized)

