



Eagle View Elementary School

Final Report
2023-2024



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Proudly supported by:



Thank you to the Eagle View Elementary School Parent Advisory Council (PAC) for their support!

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Glossary and Acronyms

Active transportation: If you get to your destination using your own power, that's active transportation. It includes walking, cycling, the use of a wheelchair, skateboarding, scootering, rollerblading, running, horseback riding, kayaking and canoeing, as well as using devices that give you a boost, like mobility aids, electric bicycles and electric kick scooters.

All ages and abilities (AAA): Planning, design and programming that enables comfortable use by people of all ages and with a variety of abilities. AAA infrastructure contributes to equitable transportation goals.

Mode share: The percentage of trips taken using a particular type of transportation, such as walking, cycling, transit or personal vehicle. The mode share in our region of trips taken by walking, cycling and transit is 29% (*2022 Origin Destination Household Travel Survey*). CRD's regional objective is to achieve a mode share of 45% of trips taken by active transportation and transit.

Mode shift: The change from using one mode of transportation to another. Recognizing that transportation modes are not always a choice and that in our region the road network is largely built out, the desired shift is from single-occupancy vehicles to active and sustainable modes of transportation.

Pedestrian: A person afoot, or person or child in a wheelchair or carriage/stroller.

Roll: Includes human-powered mobility on wheels, such as skateboarding, scootering and rollerblading. Cycling is considered separately in the context of this work as it tends to use different infrastructure.

School commute: The trip to and from school.

Sustainable transportation: Modes of transportation that reduce or eliminate greenhouse gas emissions, including active transportation as well as transit, carpooling and electric vehicles.

Transportation Demand Management: A strategy aimed at reducing congestion by providing people with choice in how, when and whether they travel.

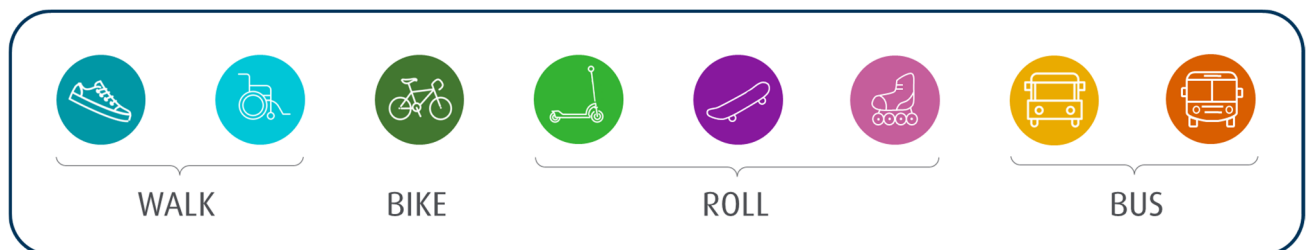
Sustainable School Commute Planning



Sustainable School Commute Planning aims to encourage and enable more students to use active and sustainable modes of transportation more often for their school commute, using a school catchment/neighbourhood-based planning process. Active and sustainable transportation includes riding bikes, scooters, rollerblades, skateboards, wheelchairs or the bus, all or part-way to and from school. Similar initiatives have been successfully implemented in many communities across Canada and internationally. The report [International Best Practices in Regional Planning for School Travel](#) (Toronto Metropolitan University, Toronto, April 2016) looks at a number of case studies and key learnings from around the world.

The [CRD's 2023-2026 Board Priorities](#) and [2023-2026 Corporate Plan](#) identify transportation as a key regional priority and envision that residents have access to convenient, green and affordable multi-modal transportation systems that enhance livability. Helping to further this priority through behaviour change and infrastructure improvements at a foundational level, the CRD coordinates a Sustainable School Commute Planning initiative, known as **Ready Step Roll (RSR)**.

Active and sustainable school transportation describes using any mode of transportation that relies on human power to get to and/or from school, all or part-way. Modes include:



The Benefits of Active and Sustainable School Transportation

Using active and sustainable modes of transportation more often is beneficial in many ways:

HEALTH & WELL-BEING

- Supports physical and mental health
- Decreases stress, anxiety and depression
- Encourages social interaction and improve social skills
- Promotes lifelong healthy commuting habits

PERSONAL & ROAD SAFETY

- Reduces traffic congestion
- Lowers risk of collision and injury
- Practice valuable pedestrian, cycling and transit skills
- More eyes on the street with safety in numbers

CLIMATE ACTION & AIR QUALITY

- Lowers environmental footprint
- Reduces vehicle greenhouse gas (GHG) emissions
- Improves air quality by reducing air pollution
- Lowers risk of lung and cardiovascular disease

ACADEMIC & LIFE-SKILLS

- Arrive energized and more able to concentrate
- Improves student learning and academic outcomes
- Cultivates decision-making and time and risk management skills
- Builds confidence, capability, independence and autonomy

COMMUNITY & HOUSEHOLD

- Saves time and money
- Get to know the local area
- Increases sense of belonging and community connection
- Relieves pressure and stress from household routine

CRD's Ready Step Roll Initiative

Overview



The RSR Sustainable School Commute Planning initiative works annually with up to five school communities, respective local government agencies and provincial partners to encourage and enable more students to use active and sustainable transportation to/from school more often. Students who walk and roll to/from their school or their bus stop arrive alert and ready to learn, while reducing local and regional GHG emissions, improving local air quality and supporting safe and connected communities. The RSR initiative is a comprehensive and sustainable approach to making active transportation more comfortable in school neighbourhoods.

The overall goal of RSR is to enable school communities to use active and sustainable transportation to/from school more often by reducing barriers in accessibility, safety, convenience and comfort. The initiative has a role to play in helping meet our transportation goals: ease congestion, support higher rates of walking, cycling and transit use and reduce GHG emissions. It aligns with the CRD Traffic Safety Commission's mission to prevent injuries, save lives and contribute positively to a safer traffic environment. In February 2019, the CRD Board joined many other local governments across the globe in declaring a climate emergency. RSR is part of our Regional Planning team's response to the climate emergency. The initiative applies an equity lens to ensure that improvements benefit the entire community.

Working with partners, RSR identifies and addresses safety and social barriers to better support and enable active transportation with confidence. The initiative's success relies on participatory partnerships with provincial and local governments, school districts and schools (administration, Parent Advisory Council, students), the Insurance Corporation of British Columbia (ICBC), Island Health, police forces, local businesses and non-profits. Together, partners focus on implementing solutions through our 7 E's approach (*see page 6*).

Planning Process

The CRD works collaboratively with partners to:

1. Identify schools and local governments that are committed to working together.
2. Facilitate creating and implementing a Sustainable School Commute Planning initiative that enables and inspires active and sustainable transportation to and from school. During the initiative, partners work together to identify and address local transportation safety concerns on common school routes via school commute surveys, a School Neighbourhood Walkabout and various consultation activities.
3. Build capacity of the school for ongoing initiatives that focus on Equity, Evaluation, Engineering, Environment, Enforcement, Education and Encouragement (the 7 E's).

Key Partners

Capital Regional District (CRD) – Facilitate and project manage the RSR initiative.

Town of View Royal – Jurisdictional owner of municipal roads, road right-of-way and municipal lands. Provide local knowledge on street-level infrastructure, assist in Action Plan development, evaluate and consider proposed solutions, support/undertake implementation and follow up with the school regarding safety improvements.

School Administration and School District (SD) – Provide insight into school sites and bussing, evaluate and consider the implementation of proposed solutions on school property and support education and engagement initiatives during and after the RSR initiative.

School Community (Parents/Caregivers, PACs, and Students) – Provide perspectives on the school neighbourhood, identify opportunities for improving safety during drop-off and pick-up times, contribute to action planning and support education and encouragement initiatives during and after the RSR initiative.

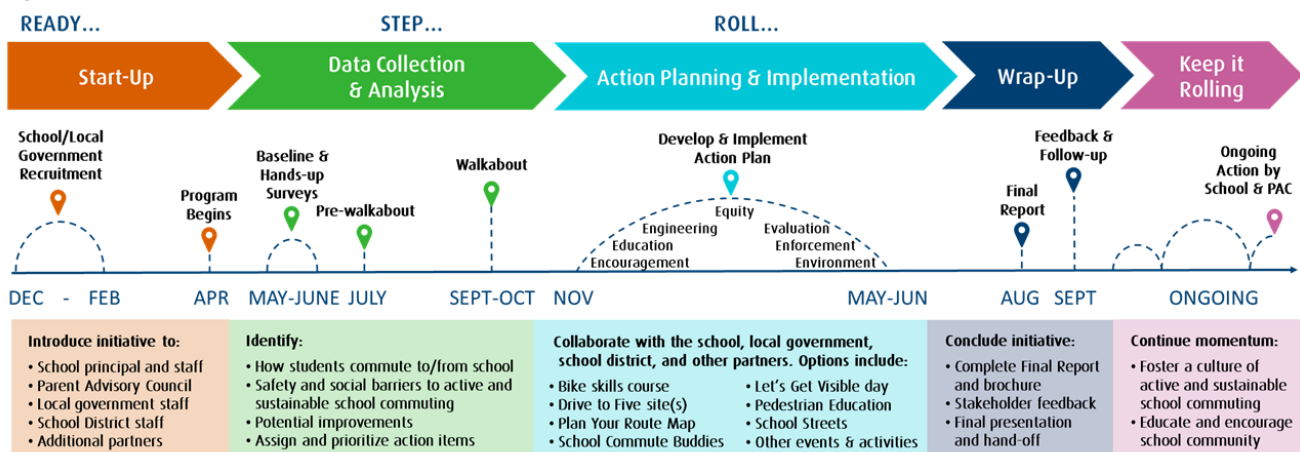
ICBC – Offers road safety expertise, provides educational resources for school communities and partners with local and provincial governments for road safety improvements.

Royal Canadian Mounted Police – Provide traffic-focused safety and enforcement support.

What is the initiative’s timeline?

The RSR timeline (*Figure 1*) has evolved through the years as learnings are captured. CRD staff recruit schools and local governments to participate starting in December and selections are typically made by March. Participation kicks off in the spring with initial meetings and data collection. The data is analysed by CRD staff in the summer and used to inform action planning and implementation throughout the school year. The initiative culminates with a final report and presentation at the start of the next school year, with the goal of inspiring and encouraging all participating schools to continue building momentum in years to come.

Figure 1: Ready Step Roll initiative timeline and key milestones



The 7 E's Approach to Sustainable School Commute Planning

A comprehensive approach that identifies and addresses safety and social barriers to better support and enable active and sustainable transportation for the trip to/from school.



EQUITY

Intentionally consider the needs of and impacts on all demographic groups with particular attention to ensuring safe, healthy and fair outcomes for all.



ENVIRONMENT

Support actions that reduce transportation related greenhouse gas emissions and vehicle pollution by increasing rates of active and sustainable transportation.



EVALUATION

Collect data from the school community to identify and assess opportunities that improve safety and address social barriers to active and sustainable transportation.



ENGINEERING

Enhance the built environment to improve the safety, comfort, accessibility and convenience of active and sustainable transportation.



ENFORCEMENT

Increase awareness of and compliance with traffic laws, bylaws and guidelines to improve the safety and comfort of those using active and sustainable transportation.



EDUCATION

Provide students and the school community with the knowledge, skills and awareness to use active and sustainable transportation safely and confidently.



ENCOURAGEMENT

Build capacity of the school community to use active and sustainable transportation for their commute to/from school more often.

Data Collection and Analysis

The RSR initiative begins by assessing existing conditions through consultation with the school community and relevant interest holders. This consultation helps everyone involved to better understand how students commute to and from school, why families use various modes of transportation, what barriers and safety concerns the school community has and what would encourage families to shift toward active and sustainable transportation.

Quantitative and qualitative data is collected using:

- **A School Commute Survey** – online questionnaire to gather parent/caregiver perceptions and areas of concern related to the school commute.
- **Hands Up Surveys** – conducted in-class daily for one week to capture travel mode counts.
- **A Pre-Walkabout and School Neighbourhood Walkabout** – walking tour of school grounds and surrounding areas with interest holders to experience walking along common routes to school.
- **Other Interest Holder Engagement** – meetings, emails and phone conversations, for example.

School Profile

School Name: Eagle View Elementary School

School District: SD No. 61

Local Government: Town of View Royal

Grades: K-5

Student Population: 265

Active transportation assets already available at the school, prior to participating in RSR:

- Before and after school outdoor supervision
- Multiple bike racks
- Crossing guards at key intersections
- School bus transportation service
- Active PAC and school parent community

Consultation Summary

- 123 School Travel Surveys responses received, representing a response rate of approximately 63%
- 2,376 student school commutes recorded via Hands Up Surveys
- Pre-Walkabout with staff (school, municipal and CRD)
- School-Neighbourhood Walkabout (PAC, parents, students, school administration, municipal staff, SD No. 61, ICBC, RCMP and CRD staff)
- Several Principal and/or PAC meetings
- Local government meetings, with numerous phone and email communications, focused on drafting the Action Plan

School Commute Survey Results

Student transportation data was obtained from the results of the School Commute Survey and Hands Up Survey, both of which were collected in June 2023.

Mode Share

The most common mode for the commute to and from school at Eagle View is by vehicle at 62% and 59%, respectively, while walking is the second most common at 17% (*Figure 2*). When we combine active transportation modes (walking, rolling or cycling), we see that 38% and 41% of students typically commute to/from school actively. Sustainable transportation is also quite common at Eagle View, with 7-10% of respondents using the bus and 5% carpooling for their school commute.

Commute Preferences

There is quite a significant difference between how Eagle View households typically commute to school and how they would prefer to (*Figure 2 vs. Figure 3*). Currently, 59-62% of respondents drive, but results show that only 14-18% prefer to drive. This means that 82-86% of respondents would prefer their students to commute using active and sustainable transportation (walk, roll, bike or bus). This shows great potential and opportunity for considerable mode shift away from driving towards walking, rolling and cycling.

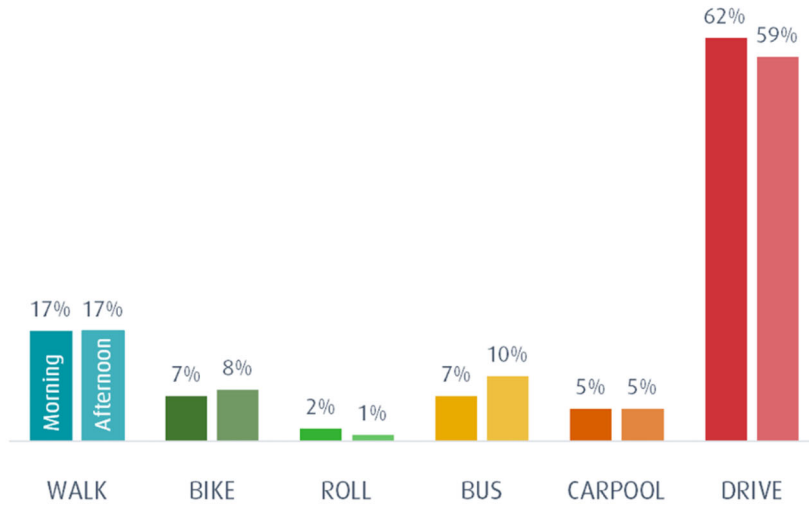
Barriers to Active and Sustainable Transportation

There are several reasons why households use certain modes for their commute to and from school. Since the RSR initiative is focused on enabling a mode shift toward active and sustainable transportation, we have narrowed in on households that usually drive to/from school at Eagle View. Their top reasons for driving are:

1. Convenience/schedule, such as out of school care activities, work and appointments (44% or 54 respondents)
2. Age – student is too young to travel alone/no one to accompany (37% or 45 respondents)
3. Distance – too far to walk, bike, or roll (21% or 26 respondents)
4. Road safety concerns – intersections, shoulder, or traffic (21% or 26 respondents)
5. Weather/season (20% or 25 respondents)
6. Personal safety concerns – bullying, stranger danger, etc. (12% or 15 respondents)

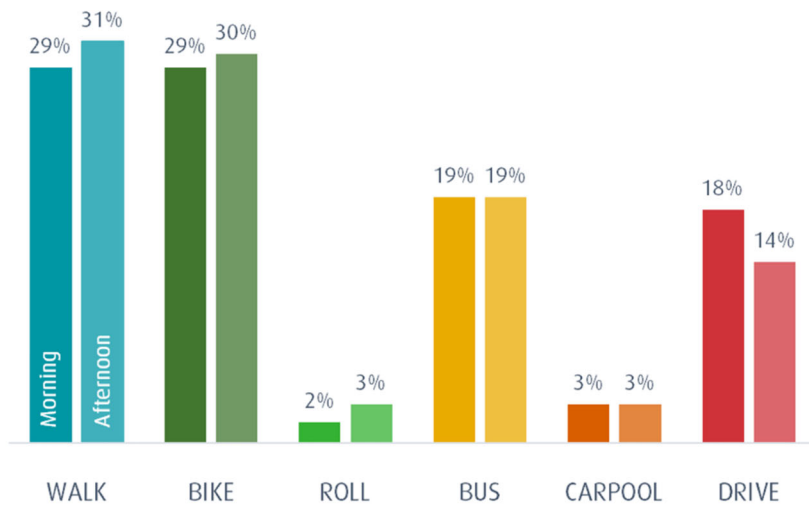
The distance between home and school for Eagle View households varies. About 27% of respondents live within 1 km of the school, 27% are between 1.1 and 2 km, 31% are between 2.1 km and 4 km and 14% live over 4 km from school. This means that 54% of respondents live within a 20-minute walk or 10-minute bike ride to school (*Figure 4*). As *Figure 5* depicts, the proportion of students using active and sustainable modes of transportation for their school commute is quite high for those that live within 1 km of the school. The ratio declines from there.

Figure 2: How students typically get to/from school



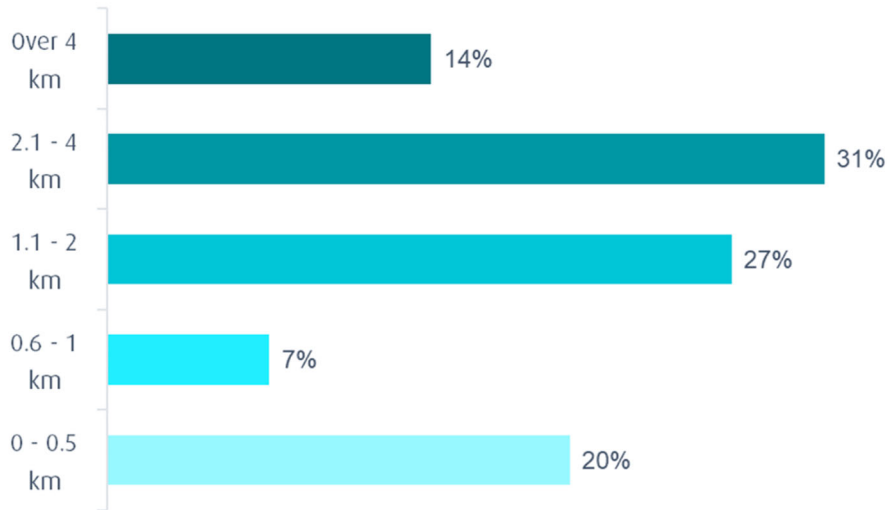
Most households attending Eagle View typically drive to/from school (62%/59%). A smaller proportion typically walk (17%/17%), bus (7%/10%), bike (7%/8%), carpool (5%/5%) and roll (2%/1%). The current rates of active and sustainable transportation are 38% to school and 41% from school. More students use active and sustainable transportation in the afternoon than in the morning.

Figure 3: How households would prefer to get to/from school



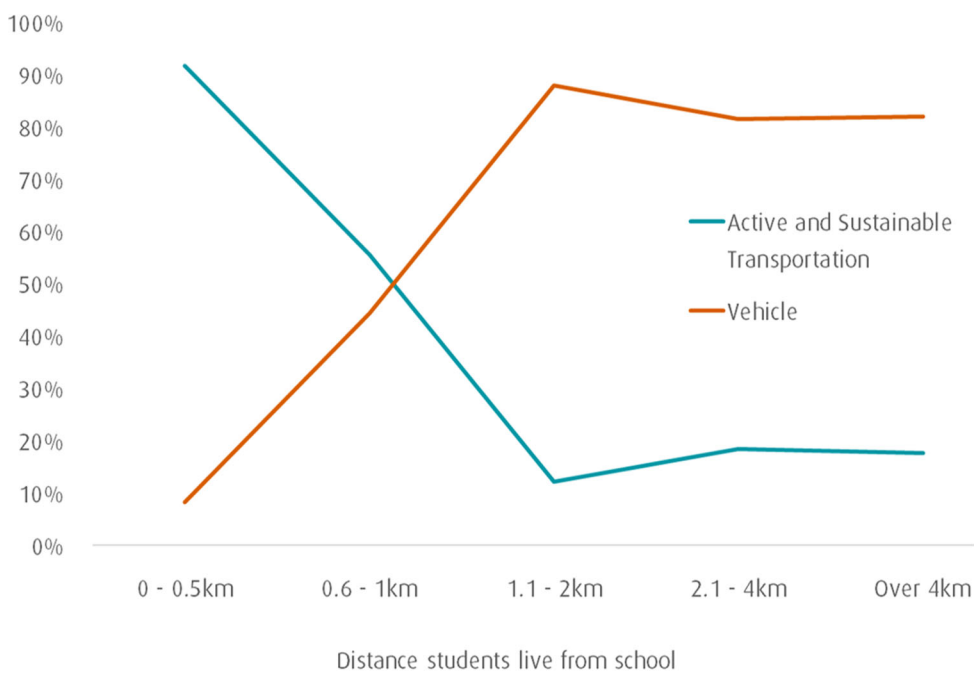
82% of households would prefer to use active and sustainable transportation to (86% from) Eagle View. This represents a significant shift (44-45%) away from driving toward cycling (+22%), walking (+12-14%), and bussing (+9-12%). A small percentage of students would prefer to roll and some of those that carpool would prefer not to.

Figure 4: Distance students live from school



27% of respondents live within 1 km of Eagle View, which is about a ten-minute walk or five-minute bike ride. Another 27% are between 1.1 – 2 km from school, which means that a total of 54% of students live a reasonable distance from school for the option to use active and sustainable modes of transportation, if distance were the only factor.

Figure 5: How transportation mode varies with commuting distance to school



The distance at which students become less likely to use active and sustainable transportation is 1 km. After 1 km, it becomes more common for households to drive to/from school. There is potential for mode shift with households that live 1.1 – 2 km from school.

Concerns Identified

The following concerns were identified through RSR consultation (School Commute Survey, Pre-Walkabout, School Neighbourhood Walkabout and other interest holder engagement).

Approximately 37% of survey respondents said that they had safety or accessibility concerns on their route to/from school. Of the 43 households that expressed concerns, 34 identified and elaborated on the locations of their concerns. For the routes to and from Eagle View Elementary, the following concerns were identified¹:

School Site

- Staff parking lot/drop-off loop – drivers parking along fence line obstructing sidewalk right-of-way that is used by pedestrians and cyclists; parking in areas not designated for parking, obstructing bus route and adding to lack of safety for children; unclear parking rules; driving wrong way; no safe drop-off point for vehicles; congested parking lot; students darting across parking lot; cyclists weaving through traffic; desire for a loop drop-off with a supervisor guiding students.
- Lack of scooter parking – desire for a scooter rack
- School fence next to Burnside Watkiss Park (southwest inner school fence) – Principal would like a new gate for access to path/park for field trips and school commute from Watkiss/Burnside intersection

Watkiss Way

- In front of school – traffic speed and volume a concern; parking spots added but being used by apartment building tenants; desire for a separated bike lane near school; sidewalks not raised from road on opposite side of road from school.
- From Burnside Rd. West to Talcott Rd. – speeding a concern, making crossing and cycling uncomfortable; Galloping Goose trail runs parallel but is very hilly and requires a steep climb up/down to the entrance of the school on Talcott Rd. (main deterrent to cycling to/from school).
- At Talcott Rd. – speeding a concern; drivers run red and yellow lights; disrespectful behaviour from drivers toward crossing guards; many near misses reported by crossing guard.
- At Burnside Rd. West – drivers going straight through intersection along Burnside Rd. from right-turn lane; turning right on red despite sign; ignoring crossing guards and unaware of pedestrians/cyclists when turning to/from Watkiss Way; previously was a hotspot for speeding, accidents and near misses (particularly involving cyclists), much safer now with improvements; added sidewalks have made the area safer for pedestrians; concern that new development will bring increased traffic.
- Francis View Dr. to Burnside Rd. West – no sidewalk forces pedestrians to walk along bike path.
- At Erskine Ln. – too many drivers speed around the corner as soon as school zone ends; difficult to cross.
- By Francis View Dr. and Creed Rd. – speeding is a concern.

¹ Note: sites outside of the RSR geographic scope are not included.

- Erskine Ln./Stoneridge Pl. to Helmcken Rd./Eagle Creek village – speeding a concern; lack of sidewalk or bike lane; no separation for the vehicle; pedestrians walking on gravel and sand which is bad during rainy season; fear of stranger danger (isolated area).
- At Helmcken Rd. – challenging intersection for all road users; cars run advanced left arrow when walk sign is on for pedestrians; near misses experienced weekly.

Burnside Rd. West

- Back entrance to Kami Ct. – speeding is a concern; parking along road and in no parking zone by back gate entrance; existing no parking signage ignored, vehicles pulling right up to gate and blocking access for bikes, strollers, pedestrians, scooters; drivers of larger vehicles unable to see young children in front of them; congested during drop-off and pick-up; more drop-off areas needed; unsafe driving behaviours (i.e. three-point turns, backing out onto road); unsafe pedestrian behaviours (jaywalking/students and parents not using designated crosswalk, students being let out of vehicle on drivers’ side).
- From back entrance to Watkiss Way – tree is blocking school zone sign on south-east side of road.
- Back entrance towards Prospect Lake Rd. – traffic coming over blind hill directly into school zone; speeding a concern; desire for speed reader; no buffer/shoulder/sidewalk/bike lane.

Talcott Rd.

- To Galloping Goose - uncomfortable for cyclists and pedestrians with lack of sidewalk and bike lane; only one crossing guard for crossing at Watkiss Way and at school entrance, does not cover crossing at Talcott Rd.

Highway 1

- Along extent – high traffic volume; not ideal for younger students to walk or cycle to school unsupervised.
- Exit to Burnside Rd. – back of wrong way sign obstructs view of stop sign so the stop sign is abrupt and easily missed.

Galloping Goose Trail

- Along extent - safety concerns about increased presence of people experiencing homelessness/unhoused; concern about excess speed of cyclists around school-aged pedestrians, a real danger at times.
- At Burnside Rd. West heading south near highway overpass – short segment of trail is directly adjacent to road; sense of safety is low, many young cyclists travel this route and don’t always bike in a straight line.

Stoneridge Dr.

- At stop sign near path entrance to Aldersmith Park – no stop bar on road.

Prospect Lake Rd.

- Along extent – blind corners so passing is very hazardous; no bike lane.
- Near Burnside Rd. West – speeding a concern; no buffer/sidewalk; narrow road.

Munn Rd.

- Along extent – bus stop here; not very safe to cross as it has no shoulder, limited visibility; no bike lane.

Six Mile Rd.

- At Island Highway – traffic speed and volume a concern for pedestrians crossing Island Highway.

Chilco Rd.

- To Six Mile Rd. – speeding a concern; desire for speed reader.

Sidewalks/Crosswalks

- General desire for more sidewalks and crosswalks.

School Bus Routes

- Desire for bus routing to consider additional factors beyond distance, such as the need to cross highways.

Motivating Factors for using Active and Sustainable Transportation

At Eagle View, the top motivating factors for commuting to school using active and sustainable modes are:

1. Improving physical and mental health (63% or 78 respondents)
2. Building student confidence, independence and capabilities (54% or 66 respondents)
3. Spending more time outside (49% or 60 respondents)
4. Avoiding stress from traffic congestion/parking (47% or 58 respondents)
5. Supporting climate action by reducing travel in our personal vehicle (38% or 47 respondents)

Survey respondents shared that the following supports would better encourage or enable their child to use active and sustainable transportation to/from school more often (ranked from greatest to lowest impact):

1. They had other students to commute with (33% or 41 respondents)
2. They were provided with pedestrian, cycling and/or bus education (22% or 27 respondents)
3. The school provided outdoor supervision before and after school (18% or 22 respondents)
4. Comfortable routes and alternative drop-off/pick-up locations suggested (15% or 18 respondents)
5. Improved and/or more inclusive school bus routing (11% or 14 respondents)

Survey respondents reported that the following pedestrian improvements would make their journey to school more comfortable for walking or rolling (ranked from greatest to lowest impact):

1. Sidewalks/trails – continuous routes (32% or 39 respondents)
2. Sidewalks/trails – improved separation/buffer from vehicles (28% or 35 respondents)
3. Traffic calming in school zone/nearby streets to improve driver behaviour (26% or 32 respondents)
4. Alternative drop-off/pick-up locations so students can walk or roll part way (24% or 30 respondents)
5. Crossing guards – different or additional locations (15% or 19 respondents)
6. Crosswalks – improved existing, e.g. raised, pedestrian-activated, leading pedestrian intervals (13% or 16 respondents)
7. Crosswalks – additional crosswalks (12% or 15 respondents)

Survey respondents reported that the following improvements would make their journey to school more comfortable for cycling (ranked from greatest to lowest impact):

1. Bike parking – secure and/or covered location at the school (28% or 34 respondents)
2. Bike lanes/trails – continuous routes (26% or 32 respondents)
3. Bike lanes/trails – improved separation/buffer from vehicles (24% or 30 respondents)
4. Traffic calming in school zone/nearby streets to improve driver behaviour (24% or 29 respondents)
5. School property access points – new and/or improved for cyclists (15% or 19 respondents)

Action Plan Development and Implementation

After the findings from the RSR consultation (School Commute Survey, Hands Up Survey, Pre-Walkabout and School Neighbourhood Walkabout) are analysed by CRD staff, the compiled data and insights are used to inform the development of an Action Plan for Eagle View (*Appendix C*). CRD staff share the results and findings with local government, the school and other relevant interest holders. Partners then consider potential resolutions to the issues raised, assess their capacity and available resources and prioritize the recommended actions accordingly. Suggested actions are subject to the respective jurisdictions' consideration, approval and required budgetary processes.

Key Accomplishments

RSR partners worked collaboratively with the school community to implement action items informed by the data and issues identified (*additional details available in Appendix C*). Roles vary depending on the action item, but include facilitation, execution, sponsorship and support.

RSR's integrated approach recognizes that actions addressing all E's are more successful at influencing school commute behaviours and that engineering measures as well as non-infrastructure initiatives are both needed. The variety of actions completed during Eagle View's participation in the RSR initiative address engineering, encouragement, education, enforcement and evaluation. An equity lens was applied to all actions and each aspire to support our environment.

Summary of key actions completed:

- New scooter rack purchased.
- Hosted a *Let's Get Visible Day* at the school with free reflective strips given to students to educate them about the importance of being bright and visible to other road users for pedestrian safety.
- Showed appreciation for crossing guards and bus drivers by providing them with coffee gift cards, travel mugs and personal thank you cards made by students.
- Delivered in-class and on-bus *BusReady* education.
- Delivered three days of in-class and on-bike cycling skills training to all Grade 4-5 students.
- Delivered pedestrian safety education to eight K-3 classes.
- Installed enlarged *Think of Me* postcards on fences at school to raise awareness and increase visibility of the school zone and safe driving behaviours.
- Established an *Active Transportation Sub-Committee* with PAC members and other interested parents, which is critical for building momentum and sustaining support for this work in years to come.
- Distributed *School Commute Buddies* pamphlet as a resource to build the confidence and capacity of students to commute to school using active and sustainable modes.

- Distributed *Plan Your Route* map pamphlet to educate school community about the infrastructure in place to support safe, active and sustainable school commutes and help households determine their best school commute route(s).
- Removed all school zone end signs, two on Burnside Rd. West, two on Watkiss Way.
- Trimmed tree that was blocking visibility of school zone sign on Burnside Rd. West.
- Repainting of right-turn lane on Burnside Rd. West at Watkiss Way intersection; modifying existing side-mounted signage at this intersection.
- Installed new scooter rack on school property.
- Added a zebra crosswalk at back entrance of school from path to sidewalk to create a protected pedestrian area and encourage parallel parking for drop-off/pick-up.
- Added a stop bar on Stoneridge Dr. at stop sign near path entrance to Aldersmith Park.

Summary of key actions currently in progress, forthcoming or ongoing:

- Celebration day to launch Drive to 5 site at Kami Ct. (Fall 2024).
- ICBC and RCMP to hand out student artwork postcards at a school zone speed campaign.
- Complete a safety review to determine whether parking will be allowed on southbound side of Burnside Rd. West across from back pedestrian entrance to school.
- Install a fully signalized intersection at Watkiss Way/Erskine Rd. as a condition of the 9 Erskine Rd. development. Improved sidewalks and bus stop access up to Saanich border.
- Collect speed data along Watkiss Way by Francis View Dr. and Creed Rd.
- Intersection improvements at Watkiss Way and Helmcken Rd.
- Consider making Watkiss Way at Talcott Rd. intersection a four-way traffic light with leading pedestrian intervals (which give pedestrians the opportunity to enter the crosswalk before vehicles are given a green light), rather than current two-way traffic light with two-way stop sign.
- Optimizing signals on Island Highway from Colwood Interchange to Wale Rd.
- Improvements to Intersection at Six Mile Rd. and Island Highway with BC Transit Priority Lane Project.
- Consider options to complement existing traffic calming on Chilco Rd. to Six Mile Rd.

Keep it Rolling!

Eagle View's participation in the RSR initiative concludes with CRD staff presenting this report at a Fall 2024 PAC meeting with the intention of ensuring a continued focus on active and sustainable transportation. Paper and [digital](#) copies of the report and additional resources are provided to the school and local government. Our [Ready Step Roll webpage](#) contains many ideas for inspiring, enabling and encouraging safe, active and sustainable school commutes.

Next Steps

The Action Plan (*Appendix C*) is a comprehensive guide that identifies the various issues by location with proposed solutions from key partners. We encourage the school and local government partners to continue implementing priority action items as capacity allows.

Each new school year, school administration and the PAC should evaluate what is working well and what needs improvement to ensure they are meeting the needs of the school community in our changing environmental and social context. It will take concerted effort to continue fostering a culture of safe, active and sustainable transportation and inspiring students and households to walk, bike, roll or bus more often for their commutes to and from school.

There is no one-size-fits-all approach or solution to this multi-faceted issue, and no one knows your community like you do, so have fun continuing to discover what resonates best with Eagle View's students and households and focus your efforts accordingly. Celebrate your achievements and keep recruiting interested parents/caregivers, students and community members to enable greater mode shift toward active and sustainable transportation.

PAC and school administrators
can team up to repeat the education and
encouragement events and activities that were popular
during our RSR year – see **Appendix C Section 6** for
more information and ideas!

Feel free to reach out with any questions.

regionalplanning@crd.bc.ca



Appendix A – Plan Your Route

The Plan Your Route pamphlet is designed to encourage safe, active and sustainable transportation to and from school to help students and households in your school community determine their best route(s) to and from school. It contains tips for success and a customized map that identifies the location(s) of relevant transportation infrastructure around the school, such as sidewalks, trails/paths, intersections, crosswalks, bus stops, bike routes, bike racks, school access points and crossing guards.

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Consider Drive to 5! unsupervised drop-off & pick-up sites that help make our school zone safer

Your commute matters!

When you decide not to drive door-to-door, you support traffic safety for all road users by easing traffic congestion and parking demand in the school zone during morning and afternoon peaks.

This unsupervised site is located within a five-minute walk from school. You can use it in a few ways:

1. As an alternative drop off and/or pick up spot
2. To park and walk with your student(s)
3. To have your student(s) meet up with a buddy or group and walk to school together

Invite others to join you!

There's safety (and sustainability) in numbers.

Improve your daily routine!

Drive to 5 helps parents and caregivers save time, avoid school traffic and enable students to get to and from school safely, independently and actively.

Tips for success

- ✓ Use crosswalks, sidewalks and crossing guards when possible. If there are no sidewalks, walk single file facing traffic so that you can see approaching vehicles and they can see you. Make eye contact.
- ✓ Practice your route together to build your confidence and independence. Identify any potential concerns and address them.
- ✓ Share your experiences, check in regularly and make adjustments to optimize safety and comfort.
- ✓ Encourage students to try different modes (walk, bike, scooter, skateboard, rollerblade, bus) to keep it fun!
- ✓ Remove your headphones or put your phone or text conversation on hold so that your focus is on the road and you can hear traffic.
- ✓ Invite neighbours and friends to join you along the way or establish meet up spots and go part-way to school together!



Questions?

Contact your PAC, Principal
or CRD Regional Planning
regionalplanning@crd.bc.ca

www.crd.bc.ca/ready

Plan Your Route Eagle View Elementary School



Join in and help support more students and their families confidently use active and sustainable transportation for the commute to and from school!

CRD

READY STEP ROLL

PLAN YOUR ROUTE TO EAGLE VIEW ELEMENTARY

Selecting your safest route can be simple or complex, depending on the location and distance between your home and school.

It is important to determine:













1. Where you will walk, bike, roll or bus.

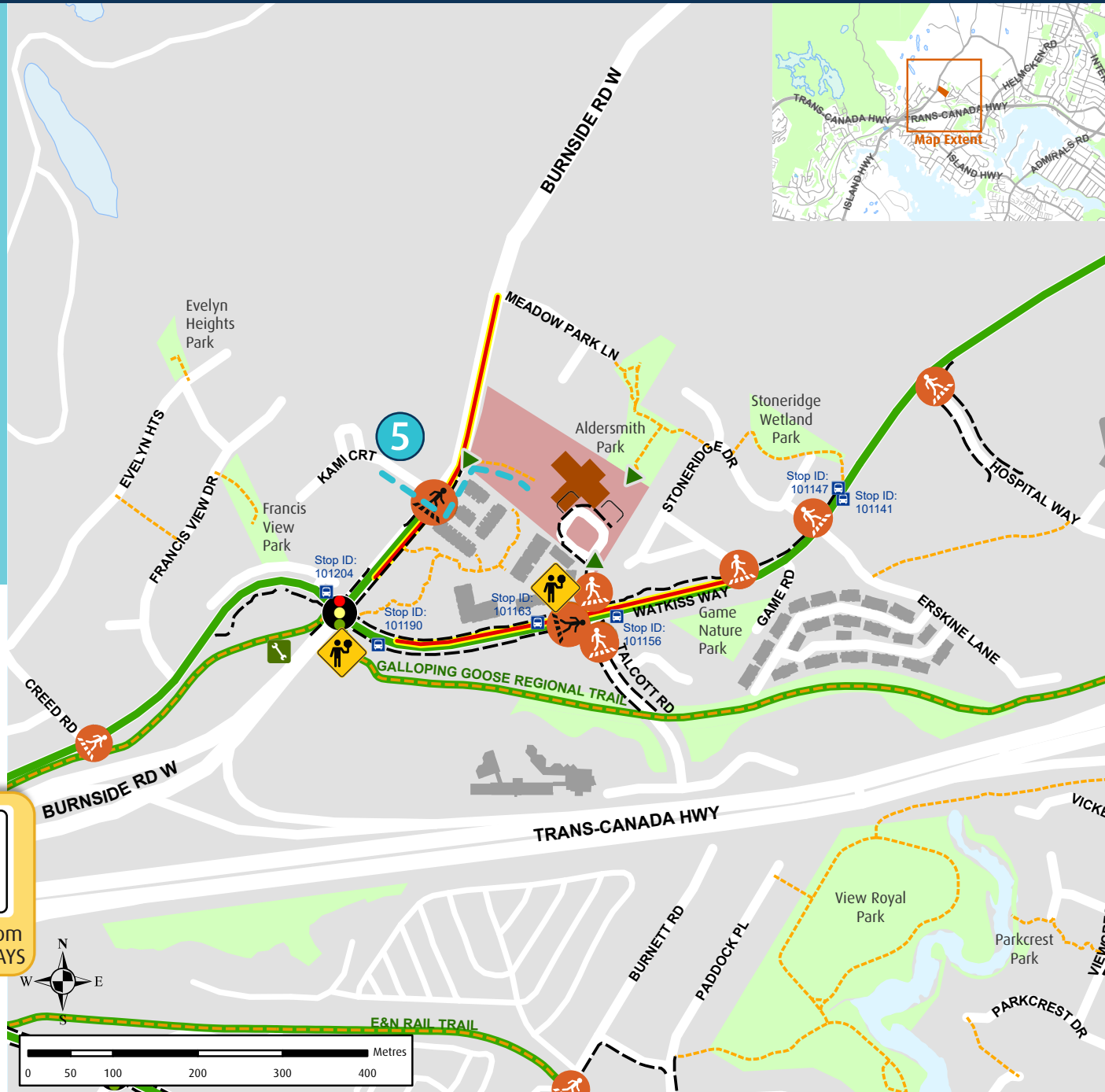
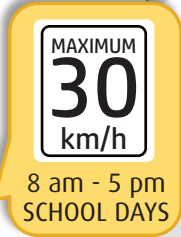
When walking, choose sidewalks or paths where possible, even if that means the trip will take a bit longer. If you're bussing, wait at designated bus stops a safe distance away from the road.

2. Where you will cross streets.

Choose routes with the fewest and safest streets to cross. For example, cross where there is a crossing guard, crosswalk or traffic light and avoid busy, high-speed or multi-lane roads where possible.

Legend

-  Drive to 5 site/route ---
-  Pedestrian Activated Crosswalk
-  Marked Crosswalk
-  Major Intersection with Signalized Crosswalk
-  Crossing Guard
-  Public Bus Stop
-  Bicycle and/or Scooter Rack
-  Pedestrian School Access Point
-  Sidewalk
-  Bike Route
-  Trail Connections
-  School Zone 30 km/hr



Did you know?
a child's walk pace is about
8 mins per 500 metres



Important: The Capital Regional District (CRD) does not warrant or represent that the information herein is free from errors or omissions, nor does it warrant the safety or suitability of any route, trail, road or pathway depicted or otherwise described herein. This information is provided for general information purposes on the condition that the (CRD) will not be liable for any loss, damage, costs, or expense whatsoever incurred by any person or entity using or otherwise relying upon it. The use of this document by any person or entity is entirely at their sole risk.

Appendix B – School Commute Buddies

The School Commute Buddies pamphlet encourages students and households to commute to school in pairs or groups when possible. Designed to build the capacity of children, parents and caregivers, it contains important information about how to be a responsible road, sidewalk and trail user. It also outlines crossing basics, route planning, tips for success, dangerous driving behaviours and commute options for those who live further from school.

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help make school zones safer

Your commute matters!

When you decide not to drive door-to-door, you support traffic safety for all road users by easing traffic congestion and parking demand in the school zone during morning and afternoon peaks.

When you need to drive, consider:

- Finding an alternative drop off/pick up site a block or two away where you can safely park and walk to school.
- Driving part-way and meeting up with your school commute buddies to walk, bike or roll the rest of the way together.
- Inviting others to join you. There's safety (and sustainability) in numbers!

crossing basics

STOP Approach the street carefully. Wait a step back from the curb until traffic has stopped or passed. When possible, use crosswalks or traffic signals.

LOOK Left, right, left and shoulder check.

LISTEN Remove your headphones and/or put your phone or text conversation on hold so that your focus is on the road and you can hear oncoming traffic.

LOOK AGAIN Make eye contact with drivers and cyclists and wait until they have stopped or passed before crossing.

WALK When the intersection is clear, start crossing and keep looking for approaching vehicles and bicycles.

additional information

What is the legal minimum age for children to walk, bike, roll or take public transit to/from school without adult accompaniment?

There is no legal minimum age for children to be left unsupervised in British Columbia. Canada Safety Council guidelines recommend that children under the age of 10 not be left alone.

Parents and caregivers should consider the capabilities of their child(ren) to determine when they are able to safely navigate roadways and intersections and access public transit.

Parents and caregivers are encouraged to build the capacity of their child(ren) and assess their readiness to use active and sustainable transportation without an adult.



did you know?

Among the top dangerous driving behaviours in B.C. school zones are:

- Speeding
- Distracted driving
- Illegal parking/stopping
- Double parking
- Ignoring or rolling through stop signs
- Stopping in no stopping/no parking zones
- Making U-turns and/or 3-point turns
- Failing to obey crossing guards
- Children exiting vehicles on the traffic side by themselves



www.crd.bc.ca/ready

school commute buddies



Walking, biking or rolling to school is a great opportunity for students to get fresh air, have fun, exercise and get to know their neighbourhood better.

There's safety in numbers!
Meet up with friends and neighbours to walk, bike, roll or bus together.



plan your route

Selecting your safest route can be simple or complex, depending on the location and distance between your home and school.

It is important to determine:

1. Where you will walk, bike, roll or bus.

When walking, choose sidewalks or paths where possible, even if that means the trip will take a bit longer. If you're bussing, wait at designated bus stops a safe distance away from the road.

2. Where you will cross streets.

Choose routes with the fewest and safest streets to cross. For example, cross where there is a crossing guard, crosswalk or traffic light and avoid busy, high-speed or multi-lane roads where possible.



did you know?

a child's walk pace is about 8 min/500m

tips for success

- Practice the route together to build your confidence and independence.
- Have conversations to address any potential concerns that you may have.
- Share your experiences, check in regularly and make adjustments to optimize safety and comfort.

how to be a school commute buddy

Drivers have a responsibility to obey the law and watch for pedestrians and cyclists, but you can't always count on them to keep you safe.

Here's how you can be a responsible road, sidewalk and trail user:

BE ALERT

- Be aware of your surroundings and always look out for vehicles and other road users.
- Be careful at intersections and make eye contact with fellow road, sidewalk and trail users.
- Listening to music or using your phone are dangerous distractions that make it hard to hear or notice approaching traffic when you are walking, cycling or rolling.

BE VISIBLE

- Wear bright or reflective materials.
- Use lights and reflectors on your body, backpacks and bikes.
- Where possible, stay on sidewalks and pathways. When there is no sidewalk, walk single file facing traffic so you can see approaching vehicles and they can see you.

BE PREDICTABLE

- Learn, understand and obey the rules of the road, traffic signals and signs.
- Cross at traffic lights, crosswalks or with crossing guards whenever possible.
- Communicate your intentions using your voice, hand signals, eye contact, lights or bells.

BE COURTEOUS

- Safely share the roads, sidewalks and trails by practicing good etiquette.
- Remember to keep to the right, yield to others, mind your speed, alert others before passing, keep dogs on leash and respect the environment.
- Show mutual respect to fellow road, sidewalk and trail users and be kind if they make mistakes.

Appendix C – Action Plan

The Action Plan is a comprehensive guide that identifies the various issues raised during the Ready Step Roll initiative, by location with proposed solutions from key partners. The school and local government are encouraged to continue implementing priority items as capacity allows.

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Item	Location	Issue Raised	Proposed Solutions	Lead	E's	Progress
1.0	School Property					
1.1	Staff Parking Lot/ Drop-off loop	<ul style="list-style-type: none"> - Large vehicles parking along fence line obstructing sidewalk right of way that is used by pedestrians and cyclists. - Parents parking in areas not designated for parking, obstructing bus route and adding to lack of safety for children. - Unclear rules about parking. - No safe drop-off point for vehicles. - Congested parking lot. - Driving wrong way. - Students darting across parking lot. - Cyclists weaving through traffic. - Desire for a loop drop-off location with a supervisor guiding students into the school. 	<p>- SD No. 61 to consider:</p> <ol style="list-style-type: none"> 1. Moving parking wheel stops forward a few inches so that vehicles do not hang over the sidewalk (dependent on fire route space allocation needed). 2. Adding red curb to inner southwest curb, along exit lane. 3. Adding red paint to curbs at all inner corners of circle. 4. Adding flexible delineators to deter vehicles from stopping/parking in front of marked crosswalk by front door. 5. Adding painted directional arrows around loop. <ul style="list-style-type: none"> - Consider outlining parking rules in school newsletter as reminders/ education for school community. - Consider designating a small number of parking spots along fence line signed for brief parking (2-minute maximum). - Pedestrian safety education for K-3. 	SD No. 61 School PAC CRD	Engineering Education Encouragement	TBD
1.2	Lack of scooter rack	- Desire for a scooter rack.	- With baseline survey response rate, CRD purchased a scooter rack to be installed at Eagle View Elementary.	CRD SD No. 61	Engineering	Installed Sept 2024
1.3	School Fence next to Burnside Watkiss Park Southwest inner school fence	- Principal would like to see a new gate access point for access to path/park for field trips and school commute from Watkiss Way/Burnside Rd. intersection.	- SD No. 61 to consider creating a new access point in gate connecting to path.	SD No. 61 View Royal	Engineering	View Royal Engineering will confirm with Parks and investigate background on this item.

Item	Location	Issue Raised	Proposed Solutions	Lead	E's	Progress
2.0	School Zone (area surrounding school as defined by municipal signage, adjacent and nearby streets and paths, Drive to 5 sites)					
2.1	School Zone Front and Back	<ul style="list-style-type: none"> - Speeding is a concern. - Uncertainty around interpretation of school zone for enforcement (because of lack of school frontage on Watkiss Way). 	<ol style="list-style-type: none"> 1. Per ICBC, this area can be a properly designated school zone with 30km/hr and enforced accordingly. 2. Remove all four school zone end signs as they encourage vehicles to speed up (two on Burnside Rd., two on Watkiss Way). 	View Royal CRD ICBC RCMP	Engineering Enforcement Education	<ol style="list-style-type: none"> 1. CRD shared ICBC findings with RCMP 2. Completed Summer 2024.
2.2	Watkiss Way In front of school	<ul style="list-style-type: none"> - Traffic speed and volume are concerning. - Parking spots added but are being used by apartment building tenants. - Desire for a separated bike lane along Watkiss Way near the school. - Sidewalks are not raised from road level on the opposite side of the road from the school. 	<ol style="list-style-type: none"> 1. Consider spot enforcement. 2. Consider designating some parking spots as short-term (10-30 min max). 3. Consider quick build active transportation infrastructure and pedestrian facility upgrades per Active Transportation Network Plan (ATNP). 4. There are speed readers in both directions along Watkiss Way between the school zone 30 km/hr signs. 5. School to further encourage driver compliance with speed limits. 	RCMP View Royal School	Enforcement Engineering Encouragement	<ol style="list-style-type: none"> 1. Ongoing 2. 3. Future capital project, not in 5-yr plan; mid/long-term; staff review priorities with Council YOY 4. Speed readers installed Nov 2014 5. Annual basis
2.3	Watkiss Way Burnside Rd. to Talcott Rd.	<ul style="list-style-type: none"> - Speeding a concern, making crossing and cycling uncomfortable. - Galloping Goose trail runs parallel but is very hilly and requires a steep climb up/down to the entrance of the school on Talcott Rd. (main deterrent to cycling to/from school). 	<ol style="list-style-type: none"> 1. Consider spot enforcement. 2. Per suggestion in item 2.1, remove school zone end signs. 3. Consider quick build active transportation infrastructure and pedestrian facility upgrades per ATNP. 4. Cycling skills training for Grade 4/5 with HopOn (paid for by CRD). 	RCMP View Royal HopOn CRD	Enforcement Engineering Encouragement	<ol style="list-style-type: none"> 1. Ongoing 2. Completed Summer 2024 3. Mid/long-term; not within five-year plan; staff review priorities with Council annually 4. Completed June 2024; repeat biannually
2.4	Watkiss Way At Talcott Rd intersection	<ul style="list-style-type: none"> - Speeding is a concern. - Drivers run red (and yellow) lights. - Disrespectful behaviour from drivers toward crossing guards. 	<ol style="list-style-type: none"> 1. Maintenance of on-road school zone markings to ensure visibility. 2. Pedestrian education for K-3. 	View Royal CRD School	Engineering Enforcement Education Encouragement	<ol style="list-style-type: none"> 1. Ongoing 2. Completed June 2024

Item	Location	Issue Raised	Proposed Solutions	Lead	E's	Progress
2.4	Watkiss Way At Talcott Rd intersection	<ul style="list-style-type: none"> - Many near misses reported by crossing guard. - Drivers exiting school driveway and drivers exiting Talcott have difficulty knowing how and when to proceed at this intersection. 	<ol style="list-style-type: none"> 3. Newsletter reminders about obeying and respecting crossing guards. 4. Continue municipal funding of crossing guards. 5. Crossing guard appreciation activity. 6. With increase of local development, consider making it a four-way traffic light with a leading pedestrian interval (LPI), where pedestrians get to begin walking before vehicles get a green light, rather than current two-way traffic light with two-way stop sign. 7. School or SD No. 61 could write a letter of support for a four-way traffic light at this intersection. 	View Royal CRD School	Engineering Enforcement Education Encouragement	<ol style="list-style-type: none"> 3. Ongoing 4. View Royal engaged SD No. 61 about potential cost sharing for funding of crossing guards 5. Completed Feb 2024 6. Capital project that requires council approval and an engineering warrant process. CRD connected with ICBC for potential funding. 7. CRD suggested to school that school/SD No. 61 could write a letter of support
2.5	Watkiss Way At Burnside Rd. West	<ul style="list-style-type: none"> - Drivers going straight through intersection along Burnside from right turn lane. - Drivers turning right on red despite sign. - Drivers ignoring crossing guards. - Drivers unaware of pedestrians/cyclists when turning to/from Watkiss Way. - Previously was a hotspot for speeding, accidents and near misses (particularly involving cyclists). It is much safer now with recent infrastructure improvements. - Added sidewalks have made the area safer for pedestrians. - Concern that new development will bring increased traffic. 	<ol style="list-style-type: none"> 1. Repaint right-turn lanes on road to increase visibility and ensure smoother flow of traffic. Modify existing side-mounted signage at this intersection, including signage for no right on red. 2. RCMP to consider spot enforcement. 3. Pedestrian education for K-3. 4. Continue municipal funding of crossing guards. 5. Crossing guard appreciation activity. 	MoTI RCMP CRD School ICBC	Engineering Encouragement	<ol style="list-style-type: none"> 1. Completed 2024 2. Ongoing 3. Completed June 2024 4. View Royal engaged SD No. 61 about potential cost sharing for funding of crossing guards 5. Completed Feb 2024
2.6	Burnside Rd. W Back entrance to Kami Ct.	<ul style="list-style-type: none"> - Speeding is a concern. - Parkings along road and in no parking zone by back gate entrance. 	<ol style="list-style-type: none"> 1. View Royal exploring options for enhanced school zone awareness/signage <i>Note: no power line there</i> 	View Royal CRD School	Engineering	<ol style="list-style-type: none"> 1. Feasibility review required given lack of hydro servicing

Item	Location	Issue Raised	Proposed Solutions	Lead	E's	Progress
2.6	Burnside Rd. W Back entrance to Kami Ct.	<ul style="list-style-type: none"> - Existing no parking signage ignored, vehicles pulling right up to gate and blocking access for bikes, strollers, pedestrians, scooters. - Drivers of larger vehicles unable to see young children in front of them. - Congested during drop-off and pick-up; more drop-off areas needed. - Unsafe driving behaviours (i.e. three-point turns, backing out onto road). - Unsafe pedestrian behaviours (i.e. jaywalking/students and parents not using designated crosswalk, students being let out of vehicle on drivers' side). 	<ol style="list-style-type: none"> 2. View Royal to add zebra crosswalk at back entrance from path to sidewalk to create a protected pedestrian area and encourage parallel parking for drop-off/pick-up. 3. Positive messaging to encourage safe driving behaviours (e.g., school newsletters, school commute buddies). 4. Pedestrian safety education for K-3. 5. Consider whether to allow or not allow stopping/parking on southbound side across from pedestrian entrance. 	View Royal CRD School	Engineering Education Encouragement	<ol style="list-style-type: none"> 2. Completed Sept 2024 3. See Section 6.0. 4. Completed June 2024 5. View Royal to complete safety review to determine whether parking will be allowed on southbound side
2.7	Burnside Rd. West Back entrance to Watkiss Way	<ul style="list-style-type: none"> - Tree is blocking school zone sign on south-east side of road. 	<ul style="list-style-type: none"> - Trim bottom two branches of tree on street side to increase visibility of school zone sign for drivers. 	View Royal	Engineering	<ul style="list-style-type: none"> - Completed Summer 2024
3.0	School Neighbourhood (area surrounding school zone)					
3.1	Watkiss Way Francis View Dr. to Burnside Rd. West	<ul style="list-style-type: none"> - No sidewalk, forcing pedestrians to walk along the bike path. 	<ul style="list-style-type: none"> - Consider adding sidewalks as a future capital project to this section to connect to existing commercial sidewalk. 	View Royal	Engineering	<ul style="list-style-type: none"> - Mid/long-term; future capital project (currently not within five-year plan); staff review priorities with council annually. - Identification in RSR action plan could increase priority.
3.2	Watkiss Way At Erskine Ln.	<ul style="list-style-type: none"> - Too many drivers speed around the corner as soon as school zone ends. - Very difficult to cross the street. 	<ol style="list-style-type: none"> 1. Remove school zone ends sign as it can encourage drivers to accelerate. 2. A fully signalized intersection will be installed at this intersection as a condition of the 9 Erskine Ln. Development. 3. Pedestrian safety education for K-3. 	View Royal CRD	Engineering Education	<ol style="list-style-type: none"> 1. Completed Summer 2024 2. Short-term, 1-2 years 3. Completed June 2024

Item	Location	Issue Raised	Proposed Solutions	Lead	E's	Progress
3.3	Talcott Rd. To Galloping Goose trail	- Uncomfortable for cyclists and pedestrians with lack of sidewalk and bike lane. - Only one crossing guard for crossing Watkiss way and school entrance, but does not cover crossing Talcott Rd.	1. ATNP designates Talcott Rd. as connector to Galloping Goose trail; may put in an All Ages and Abilities (AAA) trail connecting to the trail. 2. ATNP identifies Talcott Rd./Burnett Rd./Highway 1 as one of three locations for future "pedestrian and cyclist overpasses" over Highway 1. 3. Considered, but not warranted as the traffic volume from Talcott Rd. south of Watkiss Way does not warrant crossing guard across Talcott Rd. 4. Pedestrian safety education for K-3. 5. Plan Your Route Map Pamphlet.	View Royal CRD	Engineering Education Encouragement	1. Would be a future capital project. At this time such a project is not within the five-year plan so it will likely be a mid to longer term endeavor. Staff will review priorities with Council annually and identification of this in RSR action plan could improve priorities 2. Longer-term consideration; overpass is not currently in planning hierarchy/not a priority at this time 3. N/A 4. Completed June 2024 5. Completed Sept 2024
3.4	Highway 1 Exit to Burnside Rd.	- Back of wrong way sign obstructs view of stop sign so the stop sign is abrupt and easily missed.	- Consider moving placement of "wrong way" sign so that there is a clear sightline of upcoming stop sign.	MoTI	Engineering	- View Royal staff relayed this to MoTI for consideration - MOTI timeline TBD
3.5	Watkiss Way by Francis View Dr. and Creed Rd.	- Speeding a concern.	- Consider spot enforcement - Collect speed data	RCMP View Royal	Enforcement	View Royal to collect speed data in 2025
3.6	Galloping Goose Trail	- Safety concerns about increased presence of people experiencing homelessness. - Concern about excess speed of cyclists around school aged pedestrian; a real danger at times.	1. Pedestrian safety education for K-3 2. Cruise with courtesy campaign 3. CRD Parks bylaw presence 4. CRD Parks animal awareness education	CRD	Education Encouragement Enforcement	1. Completed June 2024 2. Ongoing 3. Ongoing 4. TBD
3.7	Prospect Lake Rd. By Burnside Rd. West	- No buffer; no sidewalk; narrow road. - Drivers speeding.	- Meets rural road standards - No additional plans at this time.	Saanich	Engineering	N/A

Item	Location	Issue Raised	Proposed Solutions	Lead	E's	Progress
3.8	Highway 1	- High traffic volume; not ideal for younger students to walk or cycle to school unsupervised.	1. Upcoming Six Mile Mobility Hub will be impacting the current location of the Galloping Goose near overpass. 2. In the long-term, the ATNP identifies three locations for future "pedestrian and cyclist overpasses" over Highway 1 (Chancellor Ave., Talcott Rd./Burnett Rd. and Lund Rd./West Park Ln.).	MoTI View Royal BC Transit	Engineering	1. In Design 2. Overpass is not in the planning hierarchy; not a priority at this time. Note: All overpass projects would have a high capital cost and will need to be carefully studied and revisited to ensure they are deemed high priority.
3.9	Stoneridge Dr.	- No stop bar on road at stop sign near path entrance to Aldersmith Park.	- Consider adding stop bar on road.	View Royal	Engineering	Completed Sept 2024
3.10	Watkiss Way Erskine Ln./ Stoneridge Dr. to Helmcken Rd./ Eagle Creek Village	- Speeding is a concern. - Lack of sidewalk or bike lane. "There is no sidewalk or separation from the vehicle. We walk on gravel and sand, during the rainy season is very bad." - Fear of stranger danger (isolated area).	1. Watkiss Way/Erskine Ln. intersection improvements will provide improved sidewalks and bus stop access up to the Saanich Border on Watkiss Way. 2. Consider pedestrian improvements along section between roundabout near hospital, around curve to Stoneridge Dr. for connectivity and consistency in active transportation experience. <i>Note: transitional jurisdiction.</i> 3. Pedestrian safety education for K-3.	View Royal Saanich CRD	Engineering Education	1. Development-driven; estimated 2024-25 2. No current plans for Watkiss Way. It is not identified in Saanich's Active Transportation Plan for improvements as it has bike lanes and shoulders for pedestrians with parking restrictions. 3. Completed June 2024
3.11	Watkiss Way At Helmcken Rd.	- Challenging intersection for all road users. - Drivers run advanced left arrow when walk sign is on for pedestrians. - Near misses experienced weekly. <i>Note: there is a well used desire path from crosswalk to hospital staff parking lot.</i>	1. Currently in concept design phase for intersection improvements that will see improvements for active travellers, including LPIs. 2. Pedestrian safety education for K-3.	View Royal CRD	Engineering Education	1. Design in 2024 with construction (budget and grant funding permitting) in 2025 2. Completed June 2024

Item	Location	Issue Raised	Proposed Solutions	Lead	E's	Progress
4.0	School Catchment					
4.1	Burnside Rd. West Pedestrian entrance at back of school towards Prospect Lake Rd.	<ul style="list-style-type: none"> - Traffic coming over blind hill directly into school zone. - Speeding is a concern. - Desire for a speed reader. - No buffer, shoulder, sidewalk, or bike lane. 	<ul style="list-style-type: none"> - Consider a speed reader board - Consider improved cycling and walking facilities on the rural portion of Burnside Rd. West - Road classification for Saanich's portion of Burnside Rd. West is "rural," current design meets design standards. <p><i>Note: Existing school zone sign situated near 1965 Burnside Rd. West in View Royal meets current guidelines.</i></p>	View Royal Saanich	Engineering	TBD
4.2	Burnside Rd. West At Galloping Goose Trail and Highway 1 overpass heading South	- Short segment of Galloping Goose Trail is directly adjacent to Burnside Rd. West. The sense of safety here is low as many young children travel this route and don't always bike in a straight line.	- Consider extending concrete barrier on Burnside Rd. West to overpass for pedestrian/cyclist safety.	MoTI CRD	Engineering	TBD - Upcoming Six Mile. Mobility Hub will be impacting the current location of the Galloping Goose Trail near overpass.
4.3	Prospect Lake Rd.	<ul style="list-style-type: none"> - Blind corners so passing is hazardous. - No bike lane. 	<ul style="list-style-type: none"> - Meets rural road standards. - Review school bus stop locations for potential safety improvements. 	SD No. 61 School	Engineering	TBD
4.4	Munn Rd.	<ul style="list-style-type: none"> - Bus stop. - Not very safe to cross as it has no shoulder, limited visibility. - No bike lane. 	<ol style="list-style-type: none"> 1. Meets rural road standards. 2. Review school bus stop locations for potential safety improvements. 	SD No. 61 School	Engineering	1. N/A 2. TBD
4.5	Six Mile Rd and Highway 1	- Traffic speed and volume a concern for pedestrians crossing Highway 1.	<ul style="list-style-type: none"> - Pedestrian and cyclist safety improvements at this intersection with BC Transit Priority Lane project. - All signals are currently being optimized on Island Highway from the Colwood Interchange to Wale Rd. View Royal partnered with Colwood in this 	View Royal Colwood BC Transit	Engineering	2024

Item	Location	Issue Raised	Proposed Solutions	Lead	E's	Progress
			endeavor and can provide an update on its completion once finished.			
4.6	Chilco Rd. Down to Six Mile Rd.	- Speeding is a concern - Desire for a speed reader	- Consider options to compliment existing traffic calming.	View Royal	Engineering	- View Royal to review as part of its traffic calming policy, will notify CRD of results once conducted.
5.0 General Comments						
5.1	View Royal/Saanich neighbourhood streets	- Lack of sidewalks.	1. Upon completion of Erskine Ln. developments, it will have sidewalks on both sides of the street, a buffered bike lane on the uphill lane, and connectivity to the Galloping Goose trail. 2. Meets rural road standards. 3. Consider sidewalks in new communities and through redevelopment upgrades. 4. Pedestrian safety education for K-3.	View Royal Saanich CRD	Engineering Education Encouragement	1. Short-term, 1-2 years 2. N/A 3. Ongoing 4. Completed June 2024
5.2	Pedestrian amenities	- Desire for more sidewalks and crosswalks.	- The Town underwent extensive public engagement during its Active Transportation Network Plan project (2023) to understand the community's needs and desires for improved active transportation networks the includes pedestrian amenities and infrastructure. - As a result of the engagement, the Town was able to prioritize pedestrian network connectivity projects for the short, mid and long term. Please refer to the Town's Active Transportation Network Plan's Section 6.2: Action Plan, for a breakdown of the Town's network improvement priorities.	View Royal	Engineering	- Long-term; currently not in the five-year plan -Staff review priorities with Council annually and identification of this in RSR could improve prioritization

Item	Location	Issue Raised	Proposed Solutions	Lead	E's	Progress
			<ul style="list-style-type: none"> - It can be noted that there are some priorities within the vicinity of Eagle View Elementary relating to pedestrian accessibility and the Town will look to incorporate these priorities into future capital programming as a result. - However, it should be noted that there are other higher priorities within the Town that may take precedence. - Pedestrian upgrades along Watkiss Way from Highland Rd. to Helmcken Rd. would be a future capital project. 			
5.3	School Bus Routes	"I wish they would look at routes and not just distance for the school bus. For example, my 7-year-old daughter would have to cross the highway at multiple points to get to school."	<ol style="list-style-type: none"> 1. Consider adding more than distance into factors that determine eligibility for school bus. 2. Overpass is not in the planning hierarchy and not a priority at this time. 	SD No. 61 View Royal	Engineering Equity	<ol style="list-style-type: none"> 1. TBD 2. same as above 5.2
6.0	Education, Encouragement and Equity Events and Activities, etc.					
6.1	PAC Active Transportation Subcommittee	- PAC support is needed to support and/or lead many the education and Encouragement initiatives. There is a need to build capacity within the PAC to carry on these activities post-RSR so that the momentum generated carries forward and does not rely solely on one champion volunteer.	<ul style="list-style-type: none"> - Establish an Active Transportation/ Sustainable Commute Sub-Committee as part of the PAC via RSR. - CRD to work alongside sub-committee to implement encouragement and education activities for duration of RSR. - It is a great way to ensure continuity in building a culture of active and sustainable transportation within the school community. 	PAC CRD	Education Encouragement Equity	Started in 2024 & ongoing
6.2	Plan Your Route to School Pamphlet	- Lack of awareness of best routes and infrastructure in place to support safe, active and sustainable school commutes.	- Whether driving, walking, cycling, rolling, or bussing to/from school, this school-specific pamphlet can be	CRD School	Encouragement Equity Education	Completed; School to distribute Fall 2024

Item	Location	Issue Raised	Proposed Solutions	Lead	E's	Progress
			<p>promoted and distributed annually to help households plan their commute.</p> <ul style="list-style-type: none"> - It contains tips for success and a customized map that identifies the location of relevant transportation infrastructure around the school. 			
6.3	School Commute Buddies Pamphlet	<ul style="list-style-type: none"> - Parents/caregivers reported that their student would be enabled/ encouraged to walk, bike, roll, or bus more often if they had other students to commute with. 	<ul style="list-style-type: none"> - This pamphlet encourages students and households to commute to school in pairs or groups when possible. Designed to build the capacity of children, parents and caregivers, it contains important information about how to be a responsible road, sidewalk and trail user. - It also outlines crossing basics, route planning, tips for success, dangerous driving behaviours and commute options for those who live further from school. 	CRD School	Education Encouragement	Pamphlets distributed in September 2023 + ongoing/annually by school (website)
6.4	Let's Get Visible Day	<ul style="list-style-type: none"> - Visibility of students and families walking or cycling is limited, particularly in dark winter months. - Lack of adult supervision available. - Many students/families wear dark colours and do not use bike lights. 	<ul style="list-style-type: none"> - Pilot a Let's Get Visible Day and replicate annually. Students and staff are encouraged to dress up in bright/reflective clothing for the day and are reminded of the importance of being visible during darker months. - CRD provides reflective stickers and a bookmark with key messages. This does not need to be included in subsequent years. - Messaging is repeated in pedestrian education and other CRD pamphlets. 	CRD School	Encouragement Education	Completed January 2024 School to repeat annually
6.5	Crossing Guard and Bus Driver Appreciation	<ul style="list-style-type: none"> - This campaign aims to raise awareness of and show appreciation for the support provided by crossing guards and school bus 	<ul style="list-style-type: none"> - Interested classes were invited to participate by making thank you cards that were presented to the crossing 	School ICBC CRD	Education Encouragement Equity	February 2024 Repeat annually/ bi-annually

Item	Location	Issue Raised	Proposed Solutions	Lead	E's	Progress
		drivers that enables students to walk, bike and roll safely to/from school.	guards and bus drivers with travel mugs and coffee gift certificates donated by ICBC.			
6.6	Pedestrian Education (K-3) and Think of Me Campaign	- Parents and caregivers reported that their student would be enabled/ encouraged to walk if they were provided with pedestrian, cycling, and/or bus education.	- Think of Me Community Campaign - in class pedestrian education delivered by CRD staff (supported by ICBC materials and messaging) to educate students on dangerous driving behaviours within school zones and best safety practices for young road users. - ICBC sponsors student artwork being enlarged and printed for display along fence to increase driver awareness.	CRD ICBC School	Education Encouragement Equity	Completed June 2024
6.7	Grade 4-5 Bike Skills Training <i>Note: Free in-school bike skills are available every other year via Provincial funding for Everyone Rides Grades 4-5 (ERG 4-5) program that is delivered locally by Capital Bike.</i>	- Greater bike skills development needed for students. - This supports survey respondents' desire for cycling education to be provided as well as their desire to increase student confidence, independence and capabilities.	- CRD coordinated for HopOn (CyclingBC) to deliver cycling skills training with their three-day in-school program for Grades 4-5. - At Eagle View, around 75 students in three classes participated. Each class receives three 45-60 minute training sessions over three days to work their way through the fun and exciting challenges building basic cycling skills and confidence as well as understanding key cycling concepts and safety awareness. - Universal cycling education for youth is known to improve health and wellbeing, promote active transportation, and reduce carbon emissions while striving to create a culture of cycling at each school.	CRD HopOn Cycling School	Equity Encouragement Education	Completed Spring 2024 School to repeat bi-annually with Cycling BC or Capital Bike

Item	Location	Issue Raised	Proposed Solutions	Lead	E's	Progress
6.8	BusReady! BC Transit	- Parents and caregivers reported that their student would be enabled /encouraged to walk if they were provided with bus education.	- In-class and on-bus education delivered by BC Transit to encourage students to take the bus by teaching them how. -This can be scheduled for all interested classes at no cost. <i>Note: BC Transit also provides free bus passes for youths aged 12 and under.</i>	BC Transit CRD School	Education Encouragement Equity	Completed Spring 2024 School Admin to coordinate with BC Transit BusReady! Staff to repeat bi-annually
6.9	Drive to 5 site(s)	- Congestion and unsafe driving behaviours at the school during drop-off and pick-up times. - 27% of survey respondents live within 1 km of school and another 27% live between 1.1-2 km from school, while 31% live 2.1-4km from school and the remaining 14% are more than 4km from school. - On average, about 84% of students that live more than 1.1 km from school are driven. These students especially could benefit from the use of a WW5 site to encourage their use active and sustainable transportation part-way with a short burst of energy before they enter the classroom. - Survey respondents shared that they would be more enabled to use active and sustainable transportation more often if comfortable routes and alternative drop-off/pick-up locations were suggested.	- Drive to 5 sites enable driving families to participate in active and sustainable transportation and reduce traffic congestion (thus increasing safety) around the school at peak times. - Sites are identified and signed, promoting alternative, unsupervised drop-off/pick-up locations five minutes walking distance from the school. - Pilot site selected at Kami Ct., where students can cross at existing crosswalk and walk along sidewalk to newly improved back entrance of school. - Discussed other potential sites: 1. Meadow Park Ln. (parking spots could be signed short-term to discourage overnight use) along path through Aldersmith Park. <i>Not selected per concern without proper lighting.</i> 2. Stoneridge Close or Stoneridge Dr. at path to park. <i>Not selected per concern without proper lighting.</i> 3. Burnside Rd. going South near Kami Ct. in driveway loop. <i>Not selected because of parking issue.</i>	View Royal CRD School PAC	Engineering Equity Encouragement Education	- Launch Pilot Drive to 5 site at Kami Ct. (unsigned) in Fall 2024 with celebration day and encourage use - Add to Plan Your Route Map for awareness in school community - School to promote annually

Item	Location	Issue Raised	Proposed Solutions	Lead	E's	Progress
6.10	Walking School Bus	<ul style="list-style-type: none"> - Parent/caregiver perception of safety is poor due to traffic volume and speed. - Respondents would prefer to take active and sustainable transportation to/from school. - Many parents/caregivers reported that their student would be enabled to walk more often if they had other students to commute with. 	<ul style="list-style-type: none"> - A walking school bus is a group of students walking to school together accompanied by one or more adult leaders along a designated route with pick-up/drop-off stops. - Future consideration for PAC as interest grows and capacity increases - See CRD's School Commute Buddies pamphlet to get started without need to rely on volunteerism. 	PAC School CRD	Encouragement Equity	Future consideration
6.11	Bike Train/Bike Bus	<ul style="list-style-type: none"> - Parent/caregiver perception of safety is poor due to traffic volume and speed. - Respondents would prefer to take active and sustainable transportation to/from school. - Many parents/caregivers reported that their student would be enabled to bike more often if they had other students to commute with. 	<ul style="list-style-type: none"> - A bike train or bike bus is a group of students cycling to school together accompanied by two or more adult leaders along a designated route with pick-up/ drop-off stops along the way. Typically, there is an adult 'engine' at the front and 'caboose' at the back to provide an extra element of safety. - Future consideration for PAC as interest grows and capacity increases - See CRD's School Commute Buddies pamphlet to get started without need to rely on volunteerism. 	PAC School CRD RCMP (if desired)	Encouragement Equity	Future consideration

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Appendix D –

RSR Resources for School Communities

A [curated collection](#) of resources, information and ideas for teachers, school administrators, parent advisory councils, students and households interested in encouraging and enabling active and sustainable transportation among their school community and/or learning more about Ready Step Roll's multi-faceted approach to building capacity at the school level.

Visit the [Resources for School Communities page](#) to engage with a variety of resources, information, and ideas organized in the 7 E's approach (Education, Equity, Evaluation, Engineering, Enforcement, Encouragement, Environment).

The screenshot shows the website for the Capital Regional District (CRD). At the top, there is a navigation bar with links for Agendas & Minutes, Electoral Areas, Maps, Careers, Media Room, Community Events, Data, and Contact Us. A search bar is located on the right. The CRD logo is on the left, and the text 'Capital Regional District' is on the right. Below this is a teal navigation bar with links for ABOUT THE CRD, SERVICES, PARKS, RECREATION & CULTURE, PROJECTS & INITIATIVES, EDUCATION & ENVIRONMENT, and I WANT TO. The main content area features a large image of five children on bicycles. Below the image is the title 'Resources for School Communities' and a breadcrumb trail: CRD Home > Projects & Initiatives > Regional Transportation > Active School Travel Planning > Resources for School Communities. On the left side, there is a sidebar menu with links for Regional Transportation, Origin Destination Household Travel Survey, Regional Transportation Plan, Active School Travel Planning, Active School Travel Reports, and Resources for School Communities. The main content area has the heading '7 Es of Active Travel' and a paragraph explaining the multi-faceted approach used by Ready Step Roll. Below this is a table with seven columns representing the 7 E's: Education, Equity, Evaluation, Engineering, Enforcement, Encouragement, and Environment.

Agendas & Minutes | Electoral Areas | Maps | Careers | Media Room | Community Events | Data | Contact Us

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Resources for School Communities

CRD Home > Projects & Initiatives > Regional Transportation > Active School Travel Planning > Resources for School Communities

Regional Transportation

Origin Destination Household Travel Survey

Regional Transportation Plan

Active School Travel Planning

Active School Travel Reports

Resources for School Communities

7 Es of Active Travel

The 7 Es of Active Travel Planning describe the multi-faceted approach used by Ready Step Roll to build capacity within school communities both during and after they have completed Action Planning.

Many of the resources below have been developed for participation during the Ready Step Roll Initiative, but all resources have been made available for public use in all regional school communities. Contact us if you would like more information on obtaining additional resources to enable active school travel at your school.

Education	Equity	Evaluation	Engineering	Enforcement	Encouragement	Environment
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