



École
Victor-Brodeur
Final Report
2024-2025



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Proudly supported by:



Key Partners

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

Township of Esquimalt – 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 or undertake implementation and follow up 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 program.

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 program.

Victoria Saanich Police Department – Provide traffic-focused safety and enforcement support.

ICBC – Provide insight into school sites and bussing, evaluate and consider the implementation of proposed solutions on school property and support education and engagement activities during and after the program.

BC Transit – Jurisdictional operator of transit. Provide education about public transit and how-to ride the bus.

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Glossary and Acronyms

Active transportation: If you get to your destination using your own power or with the help of a legal device that gives you a boost, that's active transportation. It includes walking, cycling, using a wheelchair, skateboarding, scootering, rollerblading, running, mobility aids, electric bicycles* and electric kick scooters.**

**Per [Provincial e-bike requirements](#), you must be 14 years or older to ride a light e-bike (maximum motor-assisted speed 25 km/h) and 16 years or older to ride a standard e-bike (maximum motor-assisted speed 32 km/h). Parents or guardians of children below the minimum age must not knowingly let them ride an e-bike. A rider under 16 must not tow or carry any passengers on a light e-bike, even if it is designed to do so.*

***Per the [Provincial electric kick scooter pilot regulations](#): riders must be a minimum age of 16 years old; single rider with no passengers; helmet use is mandatory; the speed limit is 25 km/hr; single file, except to pass.*

All ages and abilities (AAA): Planning, design and programming that enables comfortable use by people of all ages and is inclusive of all 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 is 29% of trips taken by walking, cycling and transit (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. For example, walking, cycling, public transit, carpooling or using electric vehicles to reduce environmental impact, congestion and promote healthier and more efficient travel options.

Pedestrian: A person afoot, or person or child in a wheelchair/mobility aid 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.

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

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

Sustainable School Commute Planning

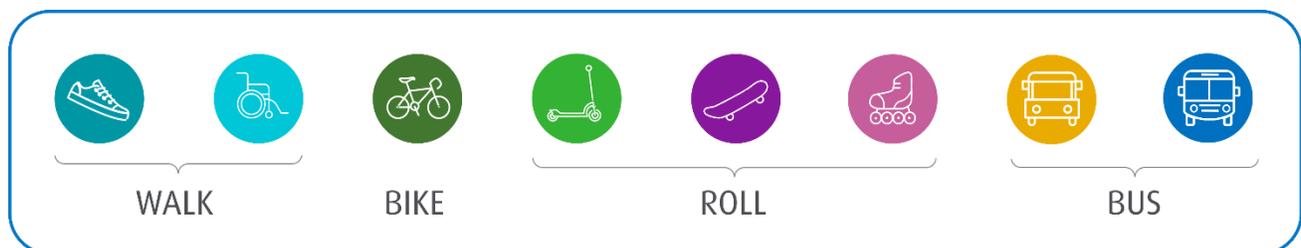


École Victor-Brodeur

The [Capital Regional District's](#) (CRD) [Board Priorities](#) and [Corporate Plan](#) identify transportation as a key regional priority and 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 program, known as Ready Step Roll (RSR). RSR aligns with our key transportation goals: ease congestion, support higher rates of walking, cycling and transit use and reduce greenhouse gas (GHG) emissions.

Sustainable School Commute Planning focuses on improving safety, accessibility, convenience and comfort so that more students, families and staff can choose to walk, roll, take the bus, or carpool as a desirable option to and from school more often. This is achieved through a school catchment and neighbourhood-based planning process. Similar programs 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.

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. It includes walking, using a wheelchair, riding bikes, scooters, skateboards, and rollerblades, and taking the school bus or public transit.



The Benefits of Active and Sustainable School Transportation

There are many benefits to using active and sustainable transportation to/from school more often. Students who walk, bike, or roll to/from their school or their bus stop arrive alert and ready to learn, reduce local and regional GHG emissions, improve local air quality and support safe and connected communities.

HEALTH & WELL-BEING

- Support physical and mental health
- Decrease stress, anxiety and depression
- Encourage social interaction and improve social skills
- Promote lifelong healthy commuting habits



PERSONAL & ROAD SAFETY

- Reduce traffic congestion
- Lower 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

- Lower environmental footprint
- Reduce vehicle greenhouse gas emissions
- Improve air quality by reducing air pollution
- Lower risk of lung and cardiovascular disease



ACADEMIC & LIFE-SKILLS

- Arrive energized and more able to concentrate
- Improve student learning and academic outcomes
- Cultivate decision-making and time and risk management skills
- Build confidence, capability, independence and autonomy



COMMUNITY & HOUSEHOLD

- Save time and money
- Better understand the local area
- Increase sense of belonging and community connection
- Relieve pressure and stress from household routine



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 journey 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.



CRD's Ready Step Roll Program

Overview



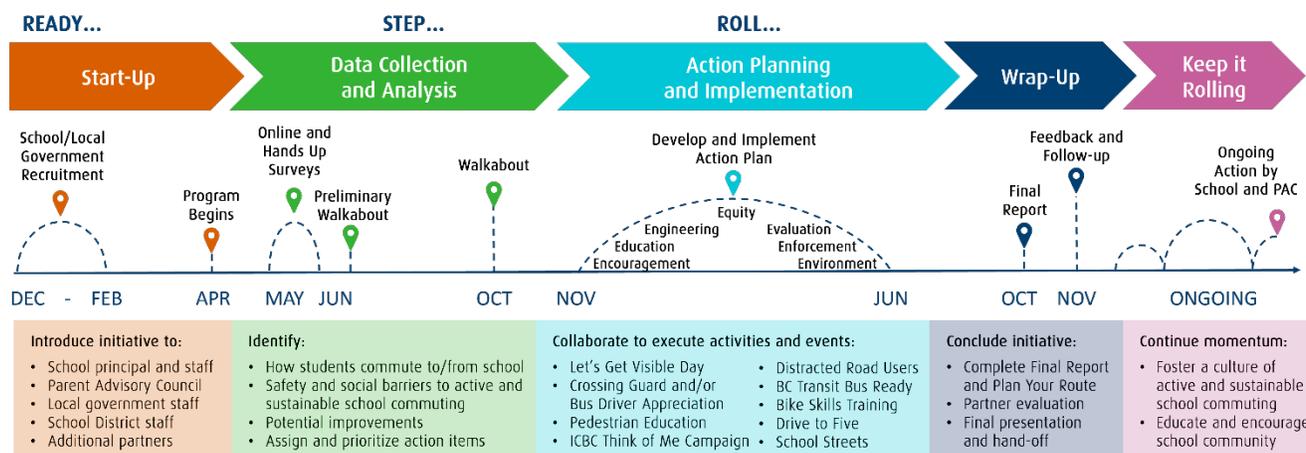
Ready Step Roll works annually with up to five school communities. The overall goal is to improve safety, accessibility, convenience and comfort so that more students, families and staff can choose to walk, roll, take the bus, or carpool as a desirable option to and from school more often.

Working collaboratively with partners, RSR identifies and addresses safety and social barriers to better support and enable active transportation and transit with confidence. The program's success relies on participatory partnerships with local and provincial governments, school districts and schools (administration, Parent Advisory Council, students), the Insurance Corporation of British Columbia (ICBC), police forces, BC Transit and non-profits. Together, partners focus on implementing solutions through our 7 E's approach (*see page 4*).

Process

The RSR process (*Figure 1*) has evolved through the years as learnings are captured. CRD staff recruit schools and local governments that are committed to working together. Participation kicks off with initial meetings and data collection to identify and address local transportation safety and accessibility concerns on school property, in the school zone and along common routes. This includes an initial survey, a school neighbourhood walkabout, and various engagement activities. The data is analyzed by CRD staff and used to inform and develop the action plan for each school. The program culminates with a final report and presentation to encourage and inspire participating schools to continue building momentum in years to come.

Figure 1: Ready Step Roll Process Timeline



Data Collection and Analysis

The RSR program begins by assessing existing conditions through consultation with the school community, jurisdictional land/road right-of-way owners, and subject matter experts. This consultation helps everyone involved to better understand how students commute to and from school, why families use various modes, accessibility, mobility, safety, and social barriers the school community has and what would encourage families to shift toward active and sustainable transportation.

Quantitative and qualitative data is collected using:

- **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.
- **Pre-Walkabout and School Neighbourhood Walkabout** – walking tour to observe school arrival or dismissal, experience conditions, share perspectives, identify barriers and brainstorm solutions.
- **Other Engagement** – activities, meetings, emails and phone conversations, for example.

School Profile

École Victor-Brodeur

- **Address** – 637 Head St, Victoria, BC
- **Start time** – 8:45 am
- **End time** – 2:45 pm
- **Grades** – Kindergarten to Grade 12
- **Student Population** – 510 (2024)
- **School District** – CSF (Conseil scolaire francophone de la Colombie-Britannique)
- **Local Government** – Township of Esquimalt



School Commute Survey Results

Baseline student transportation data was obtained from the results of the School Commute Survey and Hands-Up! Surveys, collected in June 2024. At École Victor-Brodeur (Victor-Brodeur), 210 School Commute Surveys were completed, representing 345/510 students and a response rate of 68%.

Mode Share

The most commonly reported mode for the commute to and from school at Victor-Brodeur is by school bus at 51% and 59%, respectively (Figure 2). Driving is the second most common, with 24% of respondents being driven to school and 16% driven home from school. About 18% of respondents use active transportation to school and 16% from school. Most of those are walking (11%), while 8%/5% of respondents bike to/from school. Another 5%/7% take transit for their commute to/from school and 2%/1% of respondents carpool.

Commute Preferences

There is quite a significant difference between how respondents typically commute to school and how they would prefer to (Figure 2 vs. Figure 3). Survey results show that only 11% of respondents would prefer to drive to school and 7% from school (↓ 13% / ↓ 9%, respectively). Results also show a desired shift away from taking the school bus to/from school (↓ 6% / ↓ 10%) as well as a minor desired shift away from taking transit from school (↓ 3%) and carpooling to school (↓ 2%). On the contrary, 25% of families would prefer to bike to/from school (↑ 17% / ↑ 20%). There's a slight increase in desire to walk (↑ 2%) and roll (↑ 1%) when comparing preferred to typical commute mode. This shows potential and opportunity for mode shift at Victor-Brodeur, with significant resported desire to bike and walk.

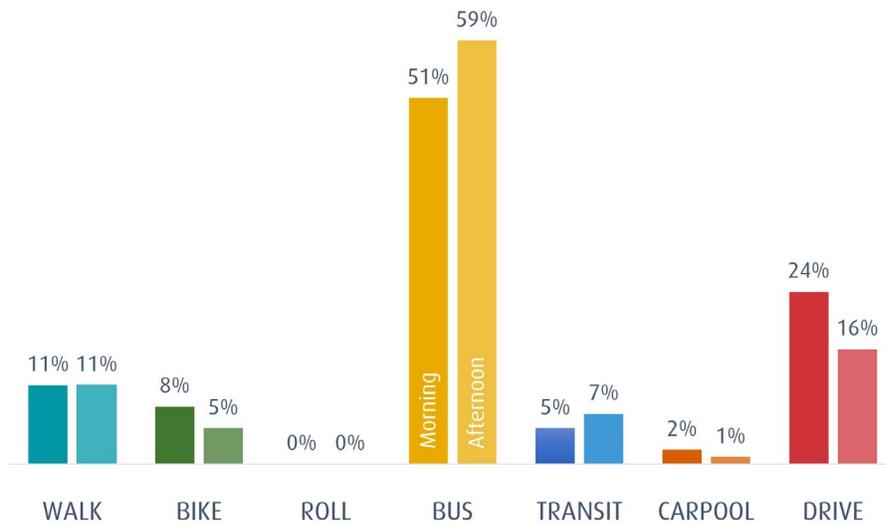
Barriers

There are several reasons why respondents use certain modes for their commute to and from school. When respondents drive to/from school, their top reasons for doing so are:

- | | | |
|----|--------------------------------------------------------------------|----------------------|
| 1. | Convenience/Schedule – out of school care, activities, work, etc. | 42% (96 respondents) |
| 2. | School bus timing is not convenient/suitable | 17% (40 respondents) |
| 3. | Distance – we live too far to use active transportation | 17% (38 respondents) |
| 4. | Weather/Season | 16% (36 respondents) |
| 5. | Age – student is too young to walk, bike, roll without supervision | 14% (23 respondents) |

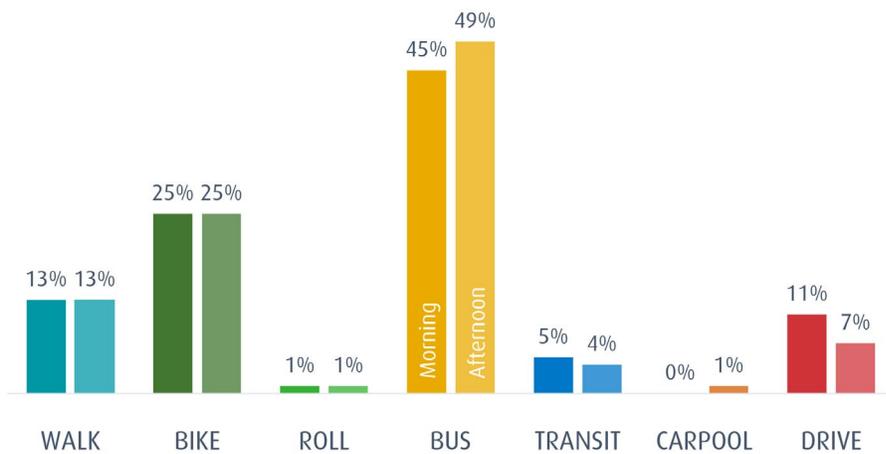
* Note: 10% or 22 respondents selected "School bus stop location is not convenient/suitable"

Figure 2: How students typically get to and from school



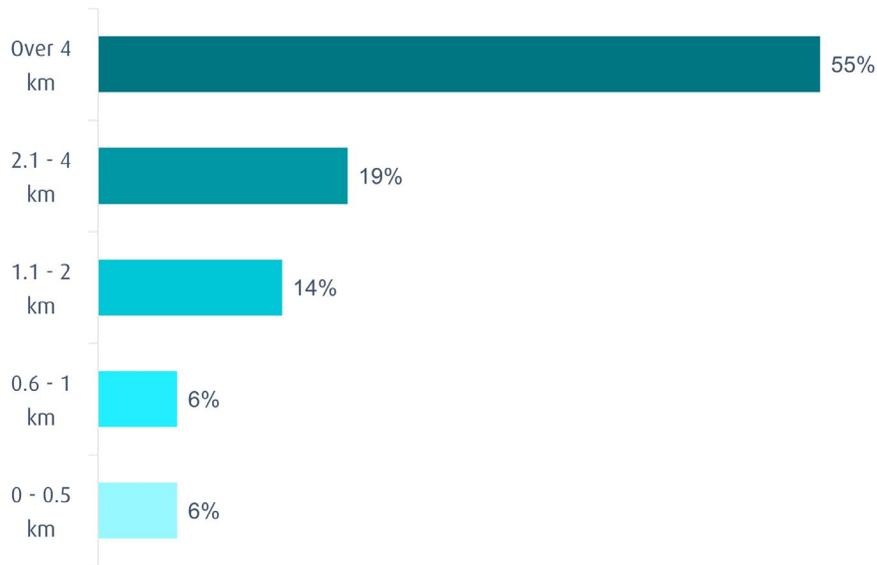
The majority of respondents typically take the school bus to/from school (51%/59%). Another 24%/16% reported that they drive to/from school. Some respondents typically walk (11%), bike (8%/5%) and take transit (5%/7%) to/from school, while few reported carpooling for their commute (2%/1%).

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



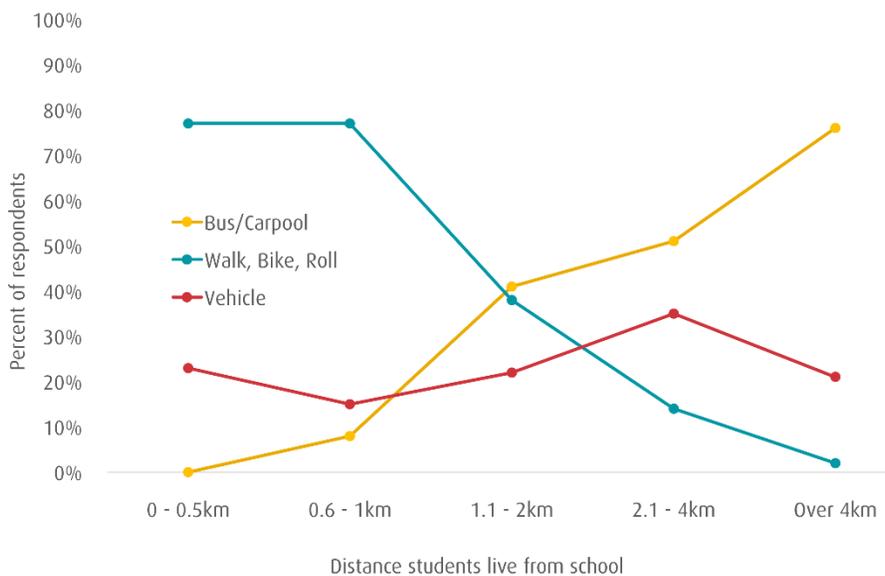
The majority of respondents would prefer to take the school bus to/from school at 45%/49%. There was also significant reported preference to bike (25%) and walk (13%) to/from school. 11%/7% of respondents reported a preference to drive to/from school, which is significantly less than typical.

Figure 4: Distance students live from school



More than half of respondents (55%) live over 4 km from Victor-Brodeur. Another 19% live between 2.1-4 km from school. 14% of respondents live between 1.1-2 km from school. The remaining 12% live 1 km or less from school, which is within a ten-minute walk or five-minute bike ride.

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



The proportion of those taking the school bus, transit, or carpooling increases with distance from school. 80% of respondents living 1 km or less from school walk or bike regularly. Vehicle use is relatively similar no matter the distance from school, with the highest proportion of those driven being 2.1-4 km from school.

Top Motivating Factors

Survey respondents shared that their top motivating factors for commuting to/from school using active and sustainable modes are:

- | | | |
|----|-------------------------------------------------------------------|-----------------------|
| 1. | Improving physical and mental health | 48% (109 respondents) |
| 2. | Avoiding stress from traffic congestion/parking | 42% (97 respondents) |
| 3. | Building student confidence, independence and capabilities | 41% (95 respondents) |
| 4. | Supporting climate action by reducing travel in personal vehicles | 38% (87 respondents) |
| 5. | Spending more time outside | 33% (76 respondents) |

Desired Non-infrastructure Supports

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

- | | | |
|----|------------------------------------------------------------------|----------------------|
| 1. | None of the above | 29% (66 respondents) |
| 2. | They were provided with pedestrian, cycling and/or bus education | 24% (56 respondents) |
| 3. | They had other students to commute with | 24% (55 respondents) |
| 4. | Improved and/or more inclusive and convenient school bus routing | 15% (34 respondents) |
| 5. | Crossing guards provided before and after school | 11% (26 respondents) |

Desired Pedestrian Improvements

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 | 28% (64 respondents) |
| 2. | None of the above | 28% (63 respondents) |
| 3. | Traffic calming to improve driver behaviour | 24% (54 respondents) |
| 4. | Sidewalks/trails – improved separation/buffer from vehicles | 23% (53 respondents) |
| 5. | Additional marked pedestrian crosswalks | 16% (36 respondents) |

Desired Cycling Improvements

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 lanes/trails – continuous routes | 41% (95 respondents) |
| 2. | Bike lanes/trails – improved separation/buffer from vehicles | 34% (79 respondents) |
| 3. | Bike parking – secure and/or covered location at the school | 27% (62 respondents) |
| 3. | None of the above | 27% (62 respondents) |
| 5. | Traffic calming to improve driver behaviour | 24% (46 respondents) |

Action Planning

Development

Data and insight captured through RSR consultation informs the development of an Action Plan (*Appendix C*). CRD staff share the input received with jurisdictional land/road right-of-way owners, the school administration, and other involved interest holders as needed. Partners then consider how to address the various 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.

The Action Plan is a working document throughout the RSR year and ultimately becomes a static point-in-time capture of the issues raised throughout the process, the proposed solutions and implementation progress. The partner responsible for implementing each action and the status of each is also noted: completed, in progress, forthcoming (short-, medium- or long-term) and ongoing.

The action plan is organized into five sections:

- 1.0 **School Property** – jurisdiction of school district, defined by property boundary.
- 2.0 **School Zones** – jurisdiction of road owner, area defined by signage.
- 3.0 **School Neighbourhood** – area within 1 km of the school and major school commute routes.
- 4.0 **General Issues** – issues identified that are not location-specific.
- 5.0 **Bussing Comments** – issues identified that are specific to the school bus.
- 6.0 **Events, Activities and Initiatives** – to address education, encouragement, and equity.

Implementation

RSR partners work collaboratively to implement action items. At Victor-Brodeur, partners included school staff, PAC, students, the CRD, the District of Saanich, Saanich Police Department's Traffic Division, ICBC, BC Transit and Capital Bike. Roles included facilitation, execution, sponsorship and support.

RSR's integrated approach recognizes that sustainable school commute planning programs work best when their action plans comprehensively address all seven E's (*page 4*). Partners understand that engineering improvements as well as non-infrastructure initiatives such as education and encouragement activities are both needed. The variety of actions completed during Victor-Brodeur's participation in the RSR program address engineering, encouragement, education, enforcement and evaluation. An equity lens was applied to all actions and each aspire to support our environment.

Key Accomplishments

Summary of key actions completed:

- Added delineators and signage to prevent drivers from exiting driveway the wrong way.

- Purchased and installed a scooter rack installed at front of school near current bike racks.
- Trimmed large Garry Oak above sidewalk and for tree health.
- Improved safety of pedestrian active crosswalk with delineators in front of school (Head St.).
- Improved sidewalk accessibility next to pedestrian active crosswalk by removing section of the school's wooden fence and expanding the width of the city sidewalk.
- Signed all school zones to be 30km/hr at all times and all days (with exception to Lansdowne Campus School Zone 30km/hr 8am-5pm during school days, and 40km at all other times).
- Conducted traffic and speed counts in school zone.
- Upgraded to a 4 m wide sidewalk where students walk left side of Head St. between campuses.
- Major infrastructure upgrades completed, including traffic calming at intersections, improved sidewalks, protected bike lanes, advanced left turn, new pedestrian activated crosswalks along numerous main routes to school.
- New speed limit policy implemented: 40km/hr on major roads and 30 km/h on residential roads.
- School trained and equipped students to be crossing guards with support from BCAA.
- 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.
- Hosted a Crossing Guard and School Bus Driver Appreciation Day with coffee gift cards from the CRD and thank you postcards personalized by the students.
- Provided pedestrian safety education to K-3 classes in coordination with ICBC's Think of Me program.
- Provided distracted road users education to Grade 8 classes in coordination with ICBC.
- Provided in-school cycling skills training to Grade 4-5 students via Capital Bike.
- Provided in-school and on-the-road cycling skills training to Grade 6-7 classes via Capital Bike.
- Delivered in-class and on-bus *BusReady* education via BC Transit to all interested junior classes.
- Distributed our *School Commute Buddies* pamphlet as a resource to build the confidence and capacity of students to commute to school using active and sustainable modes.
- Provided *Plan Your Route* map brochure 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).

Summary of key actions currently in progress, forthcoming in the short-term or ongoing:

- Create new pedestrian and bike only access point at front of school with new zebra crosswalk across drop-loop driveway.
- Add stop signs and stop bars at main school and daycare driveway exits.
- Install enlarged *Think of Me* postcards on fences along school frontage to increase visibility of the school zone and remind drivers to look out for children and practice safe driving behaviours.
- ICBC and VicPD to hand out student artwork postcards at a school zone campaign and/or while enforcing traffic infractions in the area.

Keep it Rolling!

Next Steps

Victor-Brodeur's participation in the RSR program culminates when CRD staff present at a Fall 2025 PAC meeting. The report is provided to the school and local government and is available to the public online.

The Action Plan (*Appendix C*) is a comprehensive guide that describes the issues raised throughout the process by location as well as the implementation plan, status and key partners involved with each action identified. The school and local government are encouraged to continue implementing priority 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 takes a concerted effort to continue to inspire students and their families to walk, bike, roll or bus more often for their school commutes.

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 Victor-Brodeur 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, activities and initiatives that were popular during our RSR year – see **Appendix C, Action Plan, Section 5** for more information and ideas!

Feel free to reach out with any questions or ideas.

transportation@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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Crossing Basics

Choose a spot to cross with a long, clear view in both directions. When possible, choose to cross the road at marked crosswalks or traffic signals.

STOP One big step back from the curb or shoulder. Wait a safe distance from edge of the road.

LOOK Left and right a few times for approaching traffic (vehicles, bikes, etc.).

LISTEN Remove headphones and pause your phone or text conversation so you can hear traffic.

THINK About whether it is safe to cross - when the road is clear or all traffic has stopped. Make eye contact with drivers and cyclists.

CROSS When the roadway is clear, start crossing. Keep looking and listening for approaching traffic while you cross.

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



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.
- ✓ Avoid shortcuts through parking lots or around parked cars. Vehicles have front, back, and side blind spots. The larger the vehicle, the larger its blind spots.
- ✓ Be alert and visible. Wear bright and/or reflective gear when walking or cycling. Use lights on your body and bicycles.
- ✓ Share your experiences, check in regularly and make adjustments to optimize safety and comfort.
- ✓ 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 & Transportation
transportation@crd.bc.ca

www.crd.ca/ready

Plan Your Route École Victor-Brodeur



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 ÉCOLE VICTOR-BRODEUR

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.

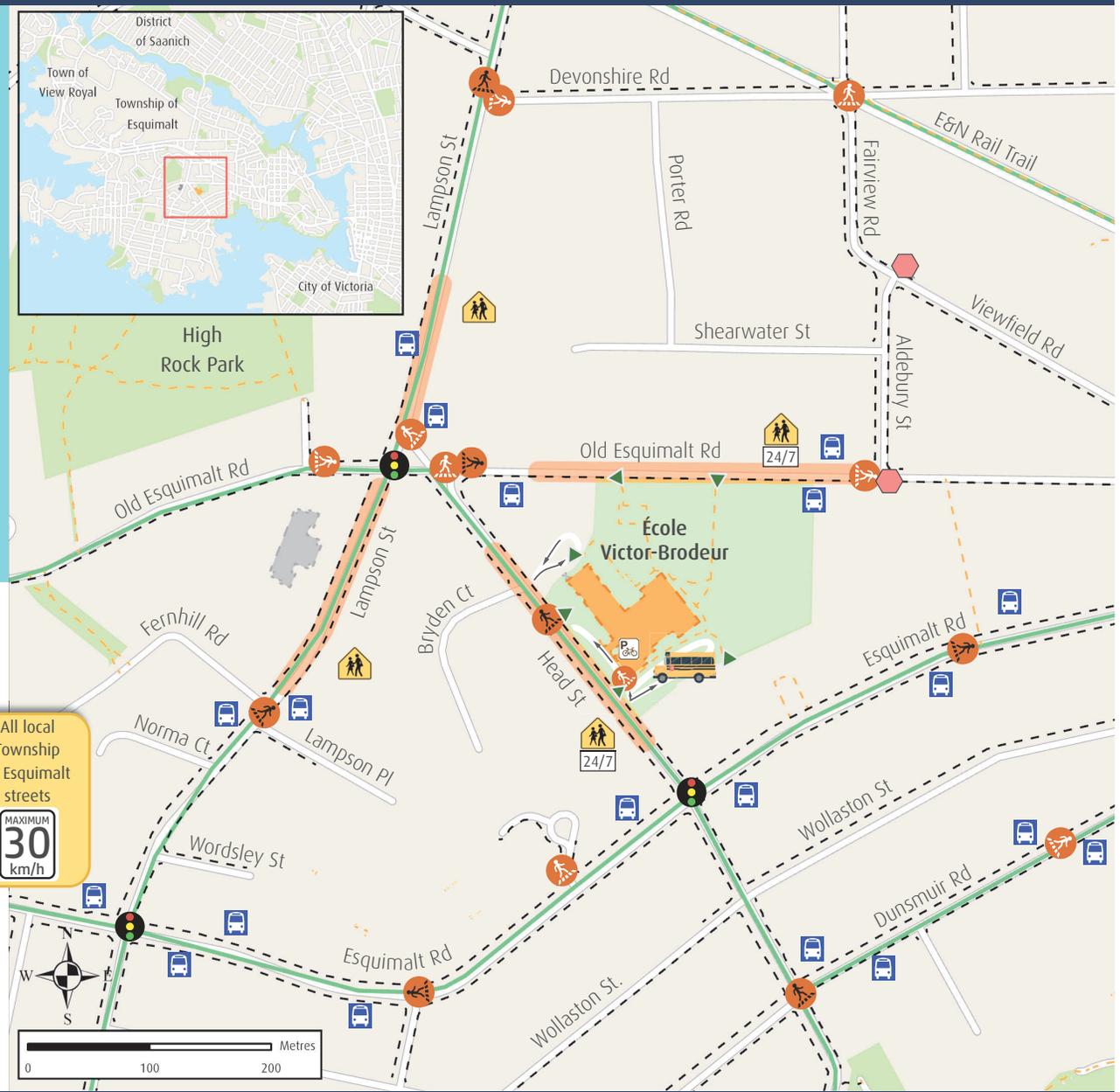
When walking, choose sidewalks or paths where possible, even if that means the trip will take a bit longer. If you're bussing, wait at designated bus stops a safe distance away from the road.

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

-  Pedestrian Activated Crosswalk
-  Marked Crosswalk
-  Major Intersection with Signalized Crosswalk
-  All-way stop
-  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 and youth as well as 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

Choose a spot to cross with a long, clear view in both directions. When possible, choose to cross the road at marked crosswalks or traffic signals.

- STOP** One big step back from the curb or shoulder. Wait a safe distance from edge of the road.
- LOOK** Left and right a few times for approaching traffic (vehicles, bikes, etc.).
- LISTEN** Remove headphones and pause your phone or text conversation so you can hear traffic.
- THINK** About whether it is safe to cross - when the road is clear or all traffic has stopped. Make eye contact with drivers and cyclists.
- CROSS** When the roadway is clear, start crossing. Keep looking and listening for approaching traffic while you cross.

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



www.crd.ca/ready
transportation@crd.bc.ca

school commute buddies



Walking, biking or rolling to school is a great opportunity for children 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.

CRD

READY STEP ROLL
SUSTAINABLE SCHOOL COMMUTE PLANNING

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:

1. Prioritize your safety.

Choose sidewalks, paths or trails 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. Determine where you will cross streets.

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

3. Check in regularly.

Have conversations with your parents or caregivers about your experiences and make adjustments as needed to optimize your safety and comfort.



did you know?

Provincial law stipulates:

- Single rider only on e-kick scooters (rider must not carry any passengers).
- Parents/caregivers of youth below the minimum age must not knowingly let them ride an e-bike or e-kick scooter.



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 INFORMED

- Learn, understand and obey the rules of the road, trails, traffic signals and signs.
- Keep up to date with the latest safety regulations (e.g., helmets are required; you must be aged 16+ to ride an e-kick scooter or a *standard* e-bike; 14+ to ride a *light* e-bike).

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 light, bright and/or reflective materials. Add lights and reflectors to your gear.
- 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

- Cross at traffic lights, crosswalks or with crossing guards whenever possible.
- Communicate your intentions using your voice, hand signals, eye contact, lights and bells.

BE COURTEOUS

- Safely share roads, sidewalks and trails: 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.



Appendix C – Action Plan

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

Please note: the Ready Step Roll partnership with École Victor-Brodeur and the Township Esquimalt originally started during the 2023 but was put on hold until the 2024/25 school year. Some Township of Esquimalt actions/proposed solutions were started and completed in 2023.

Item	Location	Issue Description	Implementation	Lead	E's	Status
1.0	School Property (jurisdiction of school district, defined by property boundary)					
1.1	Front of School Head St. Driveway entrance	- Main access point for all school busses, vehicles, pedestrians, cyclists and cargo bikes which creates potential for conflict between road users and contributes to feelings of lack of safety for vulnerable road users.	1. Do not repaint white line that defines pedestrian pathway in main driveway entrance. Currently, almost not visible so no need to scrub off. NOTE: Create an alternative pedestrian, bike and cargo bike access point in wooden fence between driveway entrance and exit. (see details action items 1.3)	School/SD93	Engineering	N/A
1.2	Staff parking lot/school bus drop-off/pick-up waiting area	- Students walk from school to school buses through the vehicle drop-off loop and school bus waiting/staff parking area - Drivers block pathway with their vehicles and/or try to drive out the entrance - One aspect that works well is that school busses drop off/wait for pick up along the sidewalk adjacent to the school.	1. Installed white flexible delineators (adjacent to island) with placement advice from the Township of Esquimalt to prevent vehicles tuning to exit the wrong way.	School/SD93	Engineering	Completed Fall 2024
			2. Add a "No Left Turn" to existing "No Parking" sign as one exits staff parking lot	School/SD93	Engineering	2026
			3. When walking to/from school busses, encourage students to walk on school sidewalks around the perimeter of the staff parking lot	School/SD93	Encouragement Education	Ongoing
1.3	Head St - New pedestrian and bike access point	Current front driveway entrance also is for pedestrian and bikes that forces mixed modes (school	- Between the main driveway entrance and exit, create new pedestrian access point in wood fence (with hardscaped pathway)	School/SD93 Esquimalt -Township and school to coordinate as work is	Engineering	Date TBD, high priority item

Item	Location	Issue Description	Implementation	Lead	E's	Status
		busses, vehicles, pedestrians and cyclists) in driveway – safety concern. Other pedestrian and bike school access point by pedestrian activated crosswalk is busy and students coming from the south must cross the driveway exit.	directly in alignment with the southeast corner of the school building where there is an existing curb bulge out in drop-loop. -School to paint new zebra crosswalk from this new access point across the drop-off loop (keep curb red as currently painted) and add curb drops on each side of the zebra crosswalk for accessibility.	partly on Township property and partly on school property. Underground - SCHOOL: Working within the right of way will require a Road Construction Permit and a Road Occupancy Permit, BC One Call prior to construction but we can waive the Township's permit fees for this work but proof of insurance is required.		
1.4	Student drop-off/pick-up loop	- Existing zebra crosswalk in drop-off loop at the front of the school leads nowhere/fence blocks exit to city sidewalk. - Waiting school busses and personal vehicles block visibility of crosswalk when driving through, making it less safe for pedestrians crossing.	- Let existing zebra crosswalk in drop-off loop fade. - See Action 1.3 for new crosswalk in drop-off loop	School/SD93	Engineering	N/A
1.5	Main driveway exit (Head St) (south exit – at school front door)	- No stop sign. - Sightline issues with left turn due to on-street parking. - Gets backed up.	Add stop bar and full size stop sign (in French and/or English). Encourage cyclists and cargo bikes to walk bike across crosswalk if turning left.	School/SD93 School	Engineering Encouragement Education	2026 Ongoing

Item	Location	Issue Description	Implementation	Lead	E's	Status
1.6	Bike/scooter parking and parent/cargo bike waiting area	<ul style="list-style-type: none"> - Lack of scooter racks, difficult to manage storage of scooters when students bring them into the school/classroom. - Many families and students cycle and/or scooter. Covered bike racks by front door well used. Other bike racks are also well used. - Many cargo bikes at all entrances during drop off/pick up – no place to park them. 	<p>CRD purchased scooter rack as school's choice, school installed by front door.</p> <p>Consider adding parent and cargo bike waiting area at front entrance. Suggested location in front of flag poles.</p> <p>Adjust orientation of front door bike racks to higher use as needed.</p>	<p>CRD School/SD93 PAC</p> <p>School/SD93</p> <p>School/SD93</p>	<p>Engineering Encouragement</p>	<p>Completed Spring 2025</p> <p>TBD, as funding permits</p> <p>As needed</p>
1.7	Large Garry Oak at front of school near crosswalk on Head St.	<ul style="list-style-type: none"> - Branches overhanging Head St. sidewalk are too low and impeding walking 	<ul style="list-style-type: none"> - Branches that low over sidewalks have been trimmed. - This is a protected tree on school property, school is working with an arborist to properly trim to maintain tree health. 	School	Engineering	Completed and ongoing
1.8	Daycare driveway entrance/exit parking (Head St.)	<ul style="list-style-type: none"> - No stop sign at driveway exit. 	<ul style="list-style-type: none"> - Add stop bar and stop sign (in French or English) at exit. 	School	Engineering	2026
1.9	Daycare drop off loop	<ul style="list-style-type: none"> - Number of parents parking to pick up and drop off at this site. 	<ul style="list-style-type: none"> - Add yellow paint to existing curb let down adjacent next to existing accessible parking spot in drop-off loop to keep clear for accessibility use and bike/cargo bike use. 	School	Engineering	2026

Item	Location	Issue Description	Implementation	Lead	E's	Status
1.10	Pedestrian/cyclist access point at back of school on Old Esquimalt Rd. x 2 middle and north end of school property	- Excellent pedestrian and bike access with paths to school.	- Promote as pedestrian/bike entrance/exit. - CRD to note on Plan Your Route map. NOTE: also see action 2.5	School	Education Encouragement	Fall 2025 Ongoing
2.0	School Zones (area surrounding school as defined by municipal signage, adjacent and nearby streets and paths)					
Main School - front (Head St. School Zone)						
2.1	Crossing Guards	- Desire for crossing guards at key crossings.	- School Administration led initiative to have student crossing guards. Currently only at arrival time, interest to also have at dismissal time. School determined location of student crossing guards. School administration reached out to BCAA School Safety Patrol Program to acquire training packages and equipment.	School Administration	Education Encouragement	Student Crossing Guards started Winter 24/25 Location: Pedestrian activated crosswalk in front of school. Ongoing
2.2a	Head St. at mid-block pedestrian activated crosswalk and area	- Current school-built fence and Township infrastructure poles create a pinch point in sidewalk and blocks desire line entrance to school, impeding accessibly on between cross walk and school sidewalk entrance.	- Removed a portion of wooden fence and created extended sidewalk to increase accessibility	Township of Esquimalt (Esquimalt)	Engineering	Completed summer 2025

Item	Location	Issue Description	Implementation	Lead	E's	Status
2.2b		<ul style="list-style-type: none"> - Poles in sidewalk can impede driver's view of pedestrians waiting to cross the street. - Highly used crosswalk by Victor Brodeur students. 	<ul style="list-style-type: none"> - Added flexible delineators to existing Rectangular Rapid Flashing Beacon (RRFB) zebra crosswalk 	Esquimalt	Engineering	Completed fall 2024
2.3	Head St. yellow curb immediately south of the main driveway exit	Parked vehicles block the visibility of vehicles turning south on to Head St from the main driveway exit.	<ul style="list-style-type: none"> - Existing yellow curb has been extended and currently exceeds standards. - Drivers should determine if is clear in both directions, before proceeding. - Vehicles on the roadway also have a duty to consider other drivers and not drive indiscriminately. 	Esquimalt School	Engineering Education Encouragement	NA Ongoing
2.4	Head St.	<ul style="list-style-type: none"> - Many drivers speeding and high traffic volume 	<ul style="list-style-type: none"> - Conduct traffic and speed counts. - Install new school zone signage 30 km/hr at all times (24/7). 	Esquimalt	Engineering	Completed Fall 2024
Main School – back frontage (Old Esquimalt Rd School Zone)						
2.5	Old Esquimalt Rd. boulevard adjacent to Pedestrian/cyclist back access X 2 north end and middle of school property	Yellow painted curb is shallow and drivers tend to drive up and over curb and sidewalk to park/stop in boulevard to drop-off/pick-up students, evident by dirt areas where grass can't grow.	<ul style="list-style-type: none"> Consider placing boulders in boulevard adjacent to sidewalk to prevent drivers from driving over sidewalk, near school gate entrance points. NOTE: School desires and supports. Keep roadway curb let downs at end of path allows cyclists to enter school path 	Esquimalt	Engineering	TBD
2.6	Old Esquimalt Rd. School Zone (back of main school site)	<ul style="list-style-type: none"> - Speeding and high traffic volumes. 	<ul style="list-style-type: none"> - Installed new School Zone signage that has speed posted as 30 km/hr at all times. - Installed speed reader boards in each direction. 	Esquimalt	Engineering	Completed Fall 2024 Q2/Q3 2025

Item	Location	Issue Description	Implementation	Lead	E's	Status
Lampson School Site – frontages						
2.7	Lampson St. School Zone	- Speeding and high traffic volumes.	- Installed new School Zone signage posted at 40 km/hr outside of school zone 8am-5pm school days - long signed school zone	Esquimalt	Engineering	Completed Fall 2024
2.8	Old Esquimalt Rd. Playground Zone (adjacent to Lampson school site)	- Speeding and high traffic volumes.	- Playground Zone. New signage that has speed posted as 30 km/hr at all times.	Esquimalt	Engineering	Completed Fall 2024
3.0	School Neighbourhood (area within 1 km of the school and major commute routes)					
3.1	Head St., Lampson St. and Old Esquimalt Rd. Intersection	- Pedestrian and cycling safety concerns at intersection noted in 2023 survey.	- Major infrastructure upgrades including protected bike lanes, advanced left turn, removal of traffic. - These improvements have resulted in drivers having to go slower and traffic won't be held up at the various traffic signals that existed in the previous configuration of this intersection.	Esquimalt	Engineering	Completed 2023
3.2	Head St from school to Old Esquimalt Rd.	- Sidewalk concerns.	- Upgraded to a 4 m wide sidewalk where students are currently walking on left side of Head St.	Esquimalt	Engineering	Completed 2023
3.3	School Pathway leading to strip mall parking lot	- Well used cut through. - No curb let down (on commercial property).	- Considered asking commercial property owner to add curb let down but did not pursue because of safety concerns with student cyclists/skateboarders entering into commercial parking lot and truck loading/unloading area.	N/A	N/A	N/A

Item	Location	Issue Description	Implementation	Lead	E's	Status
3.4	Neighbourhoods within 1 km of school or on main school commute routes	- Lack of connected sidewalks	New or improved sidewalks: <ul style="list-style-type: none"> - West side of Head between Wollaston and Dunsmuir - Bullen Field between Lyall and Country Grocer - East side of Dunsmuir between Esquimalt and Sea Terrace 	Esquimalt	Engineering	Completed in 2023-2024
3.5	Neighbourhoods within 1 km of school or on main school commute routes	- Pedestrian crossing safety concerns at key intersections	New RRFB Crosswalks installed: <ul style="list-style-type: none"> - Lyall and Paradise - Paradise and Head - Dunsmuir and Head - Lyall Mid-Block at Macaulay School - Lampson and Wychbury - Lampson and Fernhill - Old Esquimalt and Head - Lampson and Devonshire - Lampson and Colville - Lampson and Craigflower - Tillicum and Selkirk - Tillicum near Gorge Point Park - Esquimalt Road (Macaulay, Dunsmuir/Dominion, 848 Esquimalt) 	Esquimalt	Engineering	Completed in 2023-2025
3.6	Neighbourhoods within 1 km of school or on main school commute routes	- Traffic and crossing safety concerns.	Traffic calming and intersection safety upgrades completed at: <ul style="list-style-type: none"> - Lyall and Macaulay - Lampson Speed Display Boards - Lyall and Lampson - Lyall and Paradise - Lyall and Gore - Lyall and Peters - Bullen Entrance off Lyall St - Lampson and Fernhill - Lampson and Old Esquimalt 	Esquimalt	Engineering	Completed in 2023-2025

Item	Location	Issue Description	Implementation	Lead	E's	Status
			<ul style="list-style-type: none"> - Old Esquimalt and Head - Lampson and Devonshire - Lampson and Colville - Esquimalt Road (Lampson, Macaulay, Dunsmuir/Dominion) 			
3.7	Neighbourhoods within 1 km of school or on main school commute routes	- Desire for improved cycling routes and infrastructure.	<p>Several cycling infrastructure upgrades completed:</p> <ul style="list-style-type: none"> - Protected Bike Lanes on Lampson between Esquimalt and Transfer - Neighbourhood Bikeways on Lampson between Transfer and Craigflower - Protected Bike Lanes (southbound only) between Craigflower and Colville - Neighbourhood Bikeways on Colville between Tillicum and Lampson - Protected Bike Lanes on Esquimalt Road between Canteen and Dominion - Protected Bike Lanes on Esquimalt Road between Lampson and Canteen (TBD) 	Esquimalt	Engineering	Completed in 2023-2025
4.0	General Comments (not location-specific)					
4.1	Speeding on main and residential roads	- Concerns with speeding on various streets	<ul style="list-style-type: none"> - Speed limit signs changing to reflect recent speed limit reduction policy - 40km/hr on major roads and 30 km/h on residential roads with few exceptions. - spot enforcement 	Esquimalt VicPD	Engineering Enforcement	2023 See policy: Speed Limit Reduction (2022/2023) Ongoing

Item	Location	Issue Description	Implementation	Lead	E's	Status
4.2	Esquimalt cycling infrastructure and routes	Keen interest in Esquimalt's active transportation planning	<p>Active Transportation Network Plan (2022)</p> <p>Esquimalt staff continue to consult with community and business to identify protected bike lane routes and implement projects identified in the plan in a phased approach.</p> <p>- Esquimalt has a bike lane street sweeper in use for both sweeping and snow clearing</p>	Esquimalt	Engineering	Ongoing
4.3	Connectivity between E&N and Galloping Goose Trails with municipal cycling network	Desire for improved access and connectivity across municipalities	<p>- CRD and municipalities work together to improve active transportation connectivity and the user experience.</p> <p>CRD's Regional Trestle Renewal, Trail Widening and Lighting Project</p>	<p>CRD Local Governments MOTT</p> <p>CRD</p>	Engineering	<p>Ongoing</p> <p>Current CRD project</p>
4.4	Exiting vehicles	- Noticed children exiting vehicles on the road side instead of the curb side, which is less safe.	<p>- Added this item to School Commute Buddies pamphlet (item 6.3)</p> <p>- Discussed vehicle blind spots, getting to a safe spot, not going behind cars during Pedestrian Education</p>	CRD ICBC	Education Encouragement	Completed
4.5	E-scooters	<p>- Rising population of e-scooters being used by youth under 16.</p> <p>- Adults riding e-scooters tandem with young children.</p>	<p>- School to communicate key regulations of the Electric Kick Scooter Pilot Project:</p> <ul style="list-style-type: none"> - minimum age of 16 years old - mandatory helmet use 	School Province of B.C. VictoriaPD	Education Enforcement	<p>Ongoing</p> <p>- More information can be found at: gov.bc.ca/gov/content/transportation/driving-and-</p>

Item	Location	Issue Description	Implementation	Lead	E's	Status
			<ul style="list-style-type: none"> - 25 km/hr speed limit - single user; no passengers 			cycling/cycling/electric-kick-scooter-rules
5.0	Bussing Comments (issues identified that are specific to the school bus)					
5.1	School Bus student behaviour	- Poor student behaviour on school bus.	Caregivers and school to outline clear behaviour expectations to students.	Caregivers School	Education Encouragement	Ongoing
5.2	Stop sign and light policy	Questioning when school bus stop sign and lights ought to be used for students getting on and off the school bus	<p>- School/SD93 to consider asking school bus company to consider implementing similar policy as SD23: <i>"The use of RED ALTERNATING LIGHTS when loading or unloading students from the school bus is "best practice" and will be applied to bus stops located within Central Okanagan School District, whenever possible."</i></p> <p>Note, this goes above and beyond the existing Motor Vehicle Act</p>	School/SD93 PAC School Bus company	Evaluation Education Encouragement	TBD
5.3	Bus Policy and Routing	<ul style="list-style-type: none"> - Several comments regarding school bus routing/timing, location of school bus stops. - PAC would like to see a better bussing system so students are not on the bus to/from for so long and would like to see if a central pick-up/drop-off location can be established - School typically has 13 busses - Current school walkshed: 1 km in SD93, meaning 	<ul style="list-style-type: none"> - Consider hosting a special PAC meeting to discuss what strategies have been tried in other districts or what has been pitched/discussed with school bus company and then prioritize options. - A couple ideas to consider: <ol style="list-style-type: none"> 1. Have a larger walkshed where students living within this radius from school would not quality to take the school bus. <i>Note-up to 4 km radius walkshed is in line with other local districts.</i> 2. Have centralized pick-up/drop-off locations rather than individual driveways. 	School/SD93 PAC	Evaluation Education Encouragement	TBD

Item	Location	Issue Description	Implementation	Lead	E's	Status
		<p>anyone over 1km is eligible to ride.</p> <ul style="list-style-type: none"> - Ready Step Roll survey data: <ul style="list-style-type: none"> - 607 students total, of which 480 bus to/from school - Commute length: <ul style="list-style-type: none"> 17%: 50 minutes or more 26%: 30-39 minutes 14%: 20-29 minutes 29%: 10-19 minutes 14%: less than 10 minutes - Commute distance: <ul style="list-style-type: none"> 55%: over 4 kms 19%: 2.1-4 kms 14%: 1.1-2 kms 6%: 0.6-1 km 6% live 0-0.5 km - 50 high school students (that responded to the survey) are eligible for bus passes as City of Victoria residents, but also qualify for school bus. 	<p><i>Note- that school/bus company may need a use agreement with each site landowner (public or private) which may be difficult for landowners due to the need for a rider on insurance policies for this proposed alternative use or could be dangerous if many vehicles are stopping on shoulder of roads/highways.</i></p>			
6.0	Events, Activities and Initiatives (to address education, encouragement, and equity)					
6.1	PAC Active Transportation / Sustainable Commute Subcommittee	<p>PAC support is needed to support the Educational and Encouragement initiatives. Build capacity within the PAC to carry on activities post-RSR. This helps to continue building a culture of active</p>	<ul style="list-style-type: none"> - Establish subcommittee as part of the PAC via RSR. - CRD to work alongside sub-committee to implement encouragement and education activities for the duration of RSR. 	School PAC CRD	Education Encouragement Equity	Established 2024 Ongoing

Item	Location	Issue Description	Implementation	Lead	E's	Status
		and sustainable transportation within the school community.	- Sub-committee to continue beyond completion of RSR program.			
6.2	Plan Your Route Map	- Lack of awareness of best routes and infrastructure in place to support safe, active and sustainable school commutes.	- Whether driving, walking, cycling or bussing to/from school, this school specific pamphlet can be promoted and distributed annually to help families plan their commute to school. - It contains tips for success and a customized map that identifies the location of relevant transportation infrastructure around the school.	CRD School PAC	Education Encouragement Equity	Completed; School to distribute, post on website and e-mail URL to families.
6.3	School Commute Buddies Pamphlet	- 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. - There's safety in numbers.	- 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 PAC	Education Encouragement	Distributed paper copies September 2024 School can choose to post link on school website (Ongoing) and/or email out to community as well.
6.4	Let's Get Visible Day	- Visibility of studies and families walking or cycling is limited, particularly in dark winter months.	- Pilot a Let's Get Visible day and replicate annually during dark months of the year. Students and staff are encouraged to dress up in light/bright/reflective clothing for the day and are reminded of the importance of being visible as pedestrians/cyclists.	CRD School PAC	Encouragement Education	Completed January 2025 School to repeat annually

Item	Location	Issue Description	Implementation	Lead	E's	Status
			<ul style="list-style-type: none"> - CRD provides reflective stickers and bookmarks with key RSR messages. - Messaging is repeated in pedestrian education and other CRD pamphlets. 			
6.5	Crossing Guard and Bus Driver Appreciation	- This campaign aims to raise awareness of and show appreciation for the support provided by crossing guards and school bus drivers that enables students to walk, bike and roll safely to/from school	- Interested classes were invited to participate by making thank you cards that were presented to the crossing guards and bus drivers with coffee gift certificates.	CRD School	Education Encouragement Equity	Completed February 2025 School to repeat modified version annually
6.6	Pedestrian Education (K-3) and ICBC's 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.	<p>Taught the Think of Me Community - 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.</p> <p>ICBC sponsors student artwork being made into banners for display along fence at the start of next school year to increase driver awareness.</p>	CRD School ICBC VicPD	Education Encouragement Equity	<p>Completed January 2025 – in-class education and activity</p> <p>Fall 2025 – school zone promotion event with ICBC, VicPD and CRD</p>
6.7	Pedestrian Education (gr. 8) and ICBC's Distracted Road Users Obstacle Course	Parents and caregivers reported that their student would be enabled/encouraged to walk if they were provided with pedestrian, cycling, and/or bus education.	The CRD and partnered to teach youth about the importance of paying attention while walking, cycling, or driving. Distractions can affect even simple tasks like walking. Reaction time is significantly reduced when we're distracted. Roadways and trails are complex dynamic environments. Students learned about situational	CRD ICBC School	Education	Completed June 2025

Item	Location	Issue Description	Implementation	Lead	E's	Status
			awareness while navigating the interactive roadway, which included a school zone, crosswalk with elephants feet, playground zone, bus stop and stop signs.			
6.8	Grade 4-5 Bike Skills Development	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 Capital to deliver cycling skills training. 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 Capital Bike School MOTT	Equity Encouragement Education	Completed April 2025 <i>Note: Free in-school bike skills training is available every other year via provincially funded Everyone Rides Grade 4-5 program, which is delivered locally by Capital Bike.</i>
6.9	Ride the Road, Grade 6-7 Bike Skills Training with Capital Bike	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.	The CRD sponsored Capital Bike to provide the Ride the Road program to 10 classes over 5 days. Ride the Road is an in-class, on-blacktop and on-road bike skills training program for Grade 6 and 7 students.	Capital Bike CRD School	Equity Encouragement Education	Completed May 2025
6.10	BusReady! BC Transit education <i>Note: Free in-school BC Transit skills training is available approx. every other</i>	Parents and caregivers reported that their student would be enabled/encouraged to walk if they were provided with pedestrian, cycling, and/or bus education.	Junior school in-class education delivered by BC Transit to encourage students taking bus. Scheduled for all interested classes at no cost. <i>Note: BC Transit provides free bus passes for youth 12 and under. Students (age 13-18) that are</i>	CRD BC Transit School	Education Encouragement Equity	February 2025 School Admin to coordinate with BC Transit BusReady! to repeat bi-annually

Item	Location	Issue Description	Implementation	Lead	E's	Status
	<i>school year via BC Transit "BusReady"</i>		<i>residents of Victoria may register to get a free bus pass each year.</i>			
6.10	School Street Pilot	Congestion at front of school during peak times hindering student safety; Speeding and dangerous driving behaviours pervasive in school zone.	This initiative closes off a street to vehicle traffic during drop off and pick up times to allow for safe use by pedestrians and cyclists.	CRD School PAC	Engineering Encouragement Equity Education	Not possible here due to significant traffic on through street.
6.11	Walking School Bus	<ul style="list-style-type: none"> - Perception of safety is poor due to traffic volume, speed and driver behaviours. - Respondents would prefer active and sustainable school commutes. - Many parents/caregivers reported that their student would be enabled to walk more often if they had other students to commute with/adult supervision. 	- A walking school bus is a group of students walking to/from school together accompanied by one or more adult leaders along a designated route with pick up/drop off stops along the way. Can be done with one adult leader, or with a supervisor at the front and back of the group to provide an extra element of safety.	PAC School	Encouragement Equity	<p>Future consideration as desired.</p> <p>See CRD's School Commute Buddies pamphlet to get started without relying on volunteerism.</p>
6.12	Bike Train	<ul style="list-style-type: none"> - Parent/caregiver perception of safety is poor due to traffic volume, speed, and cycling capabilities. - Respondents would prefer to take active and sustainable transportation to and from school - Many parents/caregivers reported that their student would be enabled to cycle more often if they had other students to commute with/adult supervision. 	- A bike train/bike bus is a group of students walking to/from 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.	PAC School VicPD (optional partner)	Encouragement Equity	<p>Future consideration as desired</p> <p>See CRD's School Commute Buddies pamphlet to get started without relying on volunteerism.</p>

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