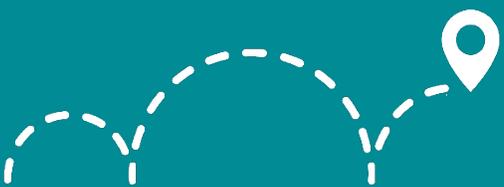


CRD



Mayne Island School

Final Report
2024-2025



READY STEP ROLL
SUSTAINABLE SCHOOL COMMUTE PLANNING

Facilitated by the Capital Regional District (CRD). Published Fall 2025.

Proudly supported by:



Key Partners

Capital Regional District (CRD), Regional Planning and Transportation Division – Facilitate and project manage the RSR program.

Ministry of Transportation and Transit – 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.

CRD, Electoral Area Services (Southern Gulf Islands) – Jurisdictional owner of trails. Provide direction and administrative support to GIPRC, 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.

Royal Canadian Mounted Police (RCMP) – 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.

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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, scooting, 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, scooting 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

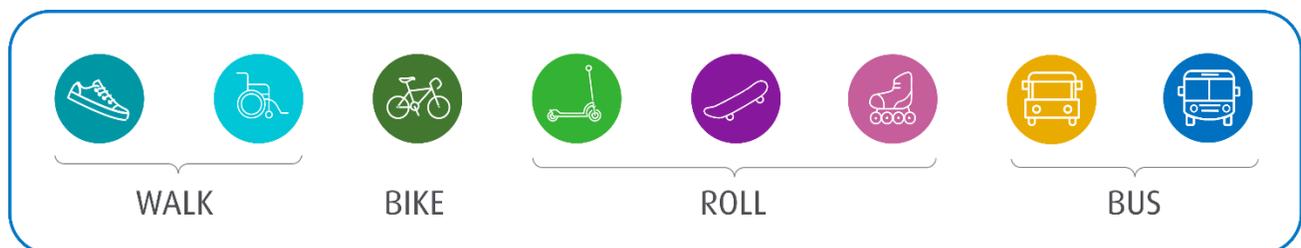


Mayne Island School

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



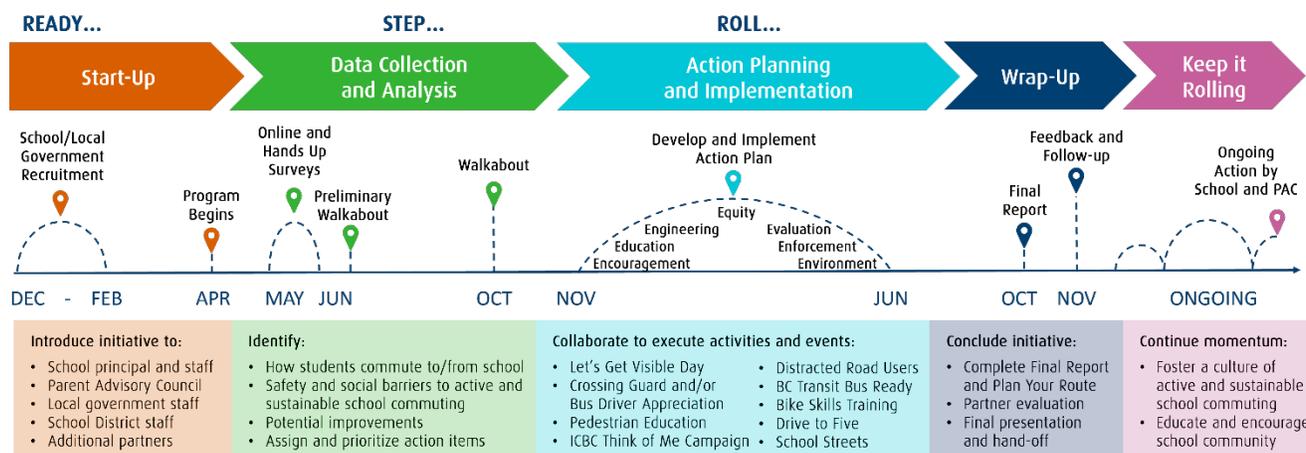
Ready Step Roll works annually with up to five school communities. The overall goal is to improve safety, accessibility, convenience and comfort so that more students, families and staff can choose to walk, roll, take the bus, or carpool as a desirable option to and from school more often.

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

Galiano Community School

- **Address** – 535 Fernhill Rd, Mayne Island, BC
- **Start time** – 8:40 am (Monday - Thursday)
- **End time** – 3:30 pm (Monday - Thursday)
- **Grades** – Kindergarten to Grade 7
- **Student Population** – 42 (2024/25 School Year)
- **School District** – SD 64
- **Local Government** – CRD, Electoral Area Services (Southern Gulf Islands)



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 Mayne Island Community School, 25 School Commute Surveys were completed, representing all 35 students and a response rate of 100%. School-wide Hands-Up! Surveys collected again in the Fall of 2024 to capture the mode shift achieved after school bus service was initiated.

Mode Share

Before the school bus service started, 84% of students were driven to/from Mayne Island School (*see Figure 2A*). The remaining students walked (8%) or biked (8%). School bus service drastically changed how students get to/from Mayne Island School (*Figure 2B*). The majority of students now take the bus to school and are driven home at 51%/48% respectively. Initiating the bus service has resulted in a significant decrease in the percentage of students being driven to/from school (↓ 42% / ↓ 36%, respectively). Walking has remained quite steady, at 8% to school and 10% home from school. The students that were cycling to school in June 2024 graduated and were no longer attending Mayne Island School by September 2024.

Commute Preferences

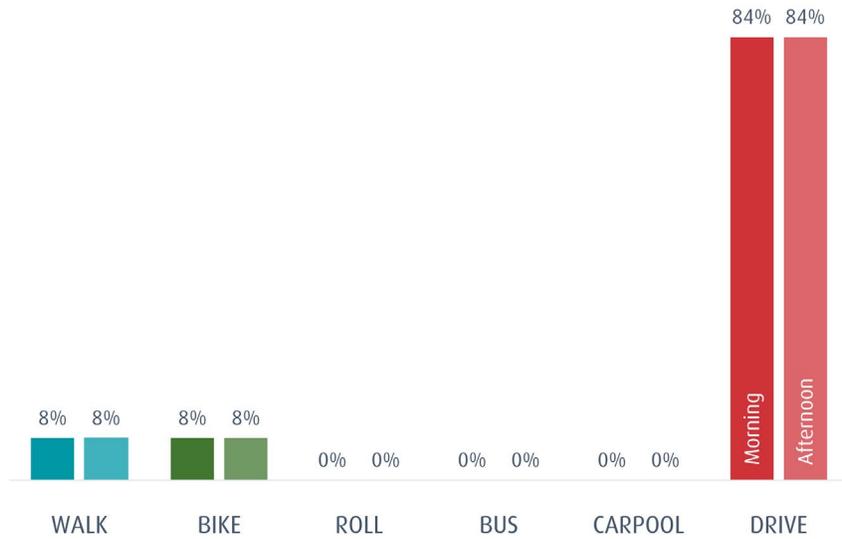
There is quite a significant difference between how Mayne Island School households typically commute to school and how they would prefer to (*Figure 2A vs. Figure 3*). This data was collected prior to the school bus service being established. Though 84% of students were typically driven to/from school, only 12% would prefer to drive. A significant majority of students would prefer to bike to/from school, at 56%/48% respectively. Twice the number of students that currently walk to/from school would prefer to. 4% of respondents indicated that they'd prefer to carpool. Results showed that 12% of students would prefer to bus to school and 20% would prefer to bus home (*Figure 3*). When bus service began, uptake was much higher than the survey results indicated, with 51% of students taking the bus to school and 42% home (*Figure 2B*).

Barriers

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

- | | | |
|----|--|----------------------|
| 1. | Road safety concerns – intersections, shoulder, traffic | 60% (15 respondents) |
| 2. | Age - student is too young to travel alone/no one to accompany | 52% (13 respondents) |
| 3. | Convenience/Schedule – such as out of school care, activities, work. | 48% (12 respondents) |
| 4. | Weather/Season | 44% (11 respondents) |
| 5. | Distance | 28% (7 respondents) |
| 5. | Lack of visibility - seasonally dark at arrival and dismissal | 28% (7 respondents) |

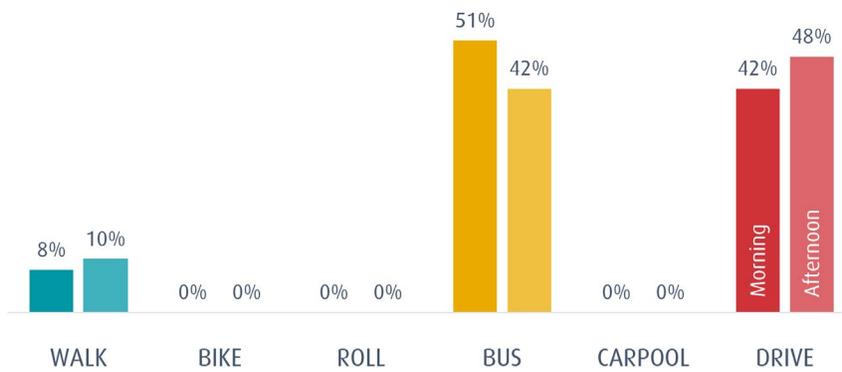
Figure 2A: How students typically get to and from school (June 2024)



Prior to school bus service being initiated at Mayne Island School, 84% of students were typically driven to/from school.

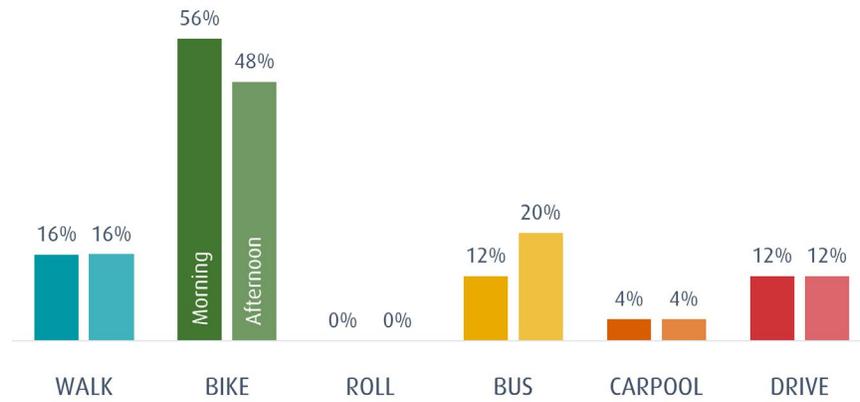
A much smaller percentage were regularly walking and biking to/from school, at 8% for each mode.

Figure 2B: How students typically get to and from school (September 2024)



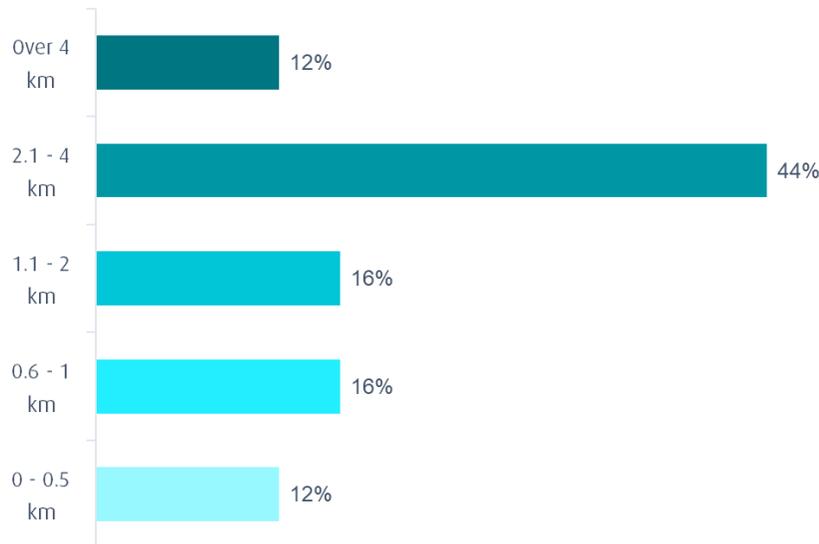
School bus service at Mayne Island School led to significant mode shift. With most students now being bussed to/from school (at 51% and 42%, respectively), the proportion of those being driven dropped down to 42% to school and 48% from school. Walking remained similar at 8%/10%. The students that were cycling to school in June 2024 graduated.

Figure 3: How households would prefer to get to/from school (June 2024)



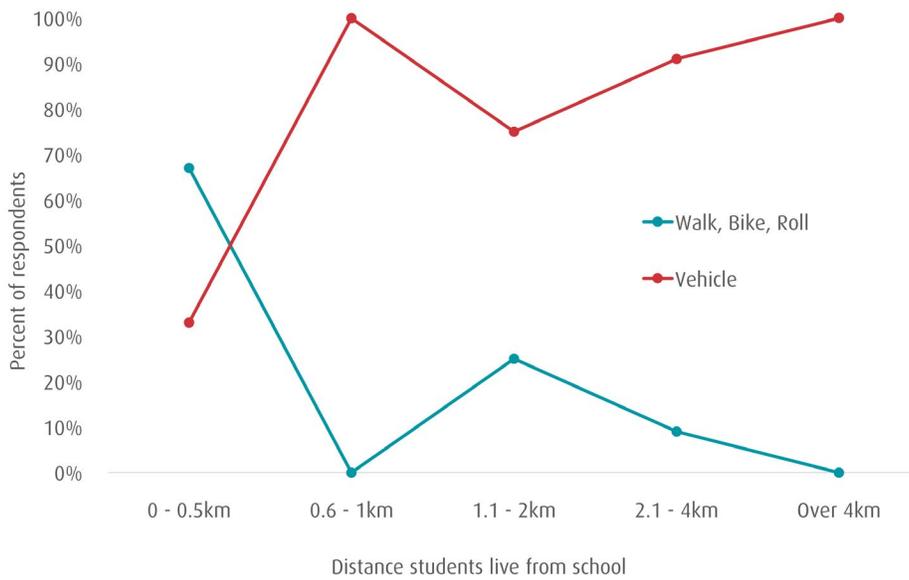
A majority of households would prefer to use active transportation to/from school at 72%/64%, respectively. Another 16%/24% would prefer to use sustainable modes to/from school. Notably, a significant proportion would prefer to bike to/from school (56%/48%, respectively). Overall, these responses represent a significant desired shift away from driving to/from school towards a mix of active and sustainable modes of transportation.

Figure 4: Distance students live from school (June 2024)



The majority (44%) of students live 2.1-4 km from school. 28% live less than 1 km from school, which is within a ten-minute walk or five-minute bike ride. Another 16% are between 1.1-2 km from school, and the remaining 12% live over 4 km from school. Distance is not the only factor in determining which mode of transportation to take to/from school, but it is an important one.

Figure 5: How transportation mode varies with commuting distance to school (June 2024)



Responses indicate that students living less than 0.5 km from school are more likely to use active transportation, but those that live 0.6-1km from school are all driven to/from. A small proportion living 1.1-2km from school and 2.1-4km from school use active transportation. This data was collected before the school bus began service.

Top Motivating Factors

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

- | | | |
|----|--|----------------------|
| 1. | Building student confidence, independence and capabilities | 76% (19 respondents) |
| 2. | Improving physical and mental health | 72% (18 respondents) |
| 3. | Supporting climate action by reducing travel in our personal vehicle | 60% (15 respondents) |
| 3. | Spending more time outside | 60% (15 respondents) |
| 5. | Saving money | 28% (7 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. | They had other students to commute with | 28% (7 respondents) |
| 1. | None of the above | 28% (7 respondents) |
| 3. | They were provided with pedestrian, cycling and bus education | 16% (4 respondents) |
| 4. | Improved and/or more inclusive school bus routing | 12% (3 respondents) |
| 5. | Crossing guards provided before and after school | 8% (2 respondents) |
| 5. | Comfortable route suggestions and alternative drop off/pick up locations | 8% (2 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. | Walking trails/shoulders – continuous routes | 80% (20 respondents) |
| 2. | Walking trails/shoulders – improved separation/buffer | 64% (16 respondents) |
| 3. | Traffic calming to improve driver behaviour | 44% (11 respondents) |
| 4. | Marked pedestrian crosswalks | 40% (10 respondents) |
| 5. | Alternative drop off/pick up locations so students can walk/roll part-way | 12% (3 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 | 76% (19 respondents) |
| 2. | Bike lanes/trails – improved separation/buffer from vehicles | 68% (17 respondents) |
| 3. | Traffic calming to improve driver behaviour | 36% (9 respondents) |
| 4. | Crosswalks – marked crossings for cyclists | 32% (8 respondents) |
| 5. | Bike parking – secure and/or covered location at school | 24% (6 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 Zone** – jurisdiction of road owner, area defined by signage.
- 3.0 **School Catchment** – area defined by school district catchment boundaries.
- 4.0 **General Issues** – issues identified that are not location-specific.
- 5.0 **Events, Activities and Initiatives** – to address education, encouragement, and equity.

Implementation

RSR partners work collaboratively to implement action items. At Mayne Island School, partners included school staff, PAC, students, the CRD, the Ministry of Transportation and Transit, RCMP – Outer Gulf Islands, ICBC, and Capital Bike. Roles included facilitation, evaluation, 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 Mayne'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:

- CRD purchased a bike Fixit Station which was installed in the covered area beside the bike rack.
- MoTT removed the words “School Zone” which were painted on Fernhill Rd by the community. Although well-intentioned, it created confusion and inability for RCMP to enforce from dusk to dawn. It is now clearer that this area is defined as a Playground Zone, not a School Zone. This will reduce confusion amongst drivers and aid the RCMP with speed enforcement from dawn to dusk year-round.
- MoTT conducted traffic data collection, including speed and vehicle size.
- CRD-RSR staff reported correct speed limits to Google Maps for all main roads.
- School built a new fence along Fernhill Rd frontage and trimmed vegetation to improve visibility.
- MoTT also trimmed vegetation along the Fernhill Rd frontage fence line. This will require ongoing brushing and mowing as needed.
- Hosted a Let’s Get Visible Day at the school. CRD gave free high-quality reflective strips to students and staff to put on their gear and apparel for pedestrian/cyclist safety. Key messages were reiterated to educate students and families about the importance of being bright and visible to other road users, especially in the darker months of the year.
- Hosted a School Bus Driver Appreciation Day in February with coffee gift cards from the CRD and thank you postcards personalized by the students.
- CRD-RSR and ICBC staff provided pedestrian safety education to all classes in coordination with ICBC’s Think of Me Program in April 2025.
- Selected the top 5 *Think of Me* postcards and enlarged them on corrugated plastic to be displayed in the school zone as a reminder to drivers to watch for children and practice safe driving behaviours.
- Capital Bike provided in-school cycling skills training to all classes students in June 2025.
- 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 the 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 forthcoming in the short-term:

- RCMP to hand out student artwork postcards/tickets at a playground zone speed/safety campaign or while enforcing traffic violations on the island.
- Install five enlarged *Think of Me* postcards (courtesy of ICBC) along school frontage to increase visibility of the school zone and remind drivers to look out for children and practice safe driving behaviours.

Keep it Rolling!

Next Steps

Mayne Island School'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 Mayne Island School 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.

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

- ✓ When walking along the shoulder of roadways, walk single file facing traffic so that you can see approaching vehicles and they can see you. Make eye contact.
- ✓ Be alert and visible. Wear bright and/or reflective gear when walking or cycling. Use lights on your body and bicycles.
- ✓ 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.
- ✓ Invite neighbours and friends to join you along the way or establish meet up spots and go part-way to school!
- ✓ 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.



Questions?

Contact your PAC, Principal or
CRD Regional Planning & Transportation
transportation@crd.bc.ca

www.crd.ca/ready

Plan Your Route Mayne Island 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 MAYNE ISLAND SCHOOL

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 pedestrian 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 stop sign, an intersection or where there are clear sightlines. Always choose the shortest distance to get to the other side of the roadway.

Legend

-  One-directional stop sign
-  Watch for pedestrians on shoulder
-  Bicycle Racks and Fix-it Station (undercover area)
-  Pedestrian School Access Point
-  Pedestrian Trail
-  Playground Zone 30 km/hr
-  Drop-off zone; stopping permitted
-  Bus loading zone



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.

Mayne Island School - Action Plan

Item	Location	Issue Raised	Implementation	Lead	E's	Status
1.0	School Property					
1.1	Staff Parking Lot/ Drop-off loop	<ul style="list-style-type: none"> - Generally people are cautious and courteous. - Sometimes drivers back out of parking spots at pick-up time. 	<ul style="list-style-type: none"> - School communications to parents regarding dangerous driving behaviours. - Pedestrian education (where drivers can see you, blind spots etc.). Also School Commute Buddies pamphlet and Let's Get Visible bookmark messaging. 	School CRD-RSR and ICBC	Education Encouragement	Ongoing Completed Jan 2025 and April 2025
1.2	School Frontage/Fence Line (Fernhill Rd.)	<ul style="list-style-type: none"> - Blackberry bushes overgrown obscuring access points and sightlines of pedestrians. - Now used for school bus pick up and drop off. - Well used drop-off and pick up site with vehicles. 	<ul style="list-style-type: none"> - Pruned blackberry bushes/trees/vegetation along road for greater visibility of students entering/exiting gates – ongoing as regular maintenance for brushing/mowing. - Replaced fence in summer 2025 along with vegetation maintenance - Consider making access points more visible with a marker/flag so that drivers can be made aware of where students are exiting on to shoulder. 	MoTT School/SD64 School/SD64 School/SD64	Engineering Engineering Education Encouragement	Completed Ongoing Completed summer 2025 TBD
1.3	Cycling – end of trip facilities	<ul style="list-style-type: none"> - Desire for infrastructure to support cycling and maintenance. 	<ul style="list-style-type: none"> - Purchase and install bike fix-it station at the school's outdoor covered area. - School to promote fix-it station as a new community resource. 	CRD-RSR school	Engineering Encouragement	Installed January 2025 Ongoing promotion
2.0	Playground Zone (school's roadway frontage as defined by signage)					
2.1	Playground Zone vs. School Zone	<ul style="list-style-type: none"> - Many drivers do not realize that it is a playground zone with 30 km/hr speed limits from dawn to dusk and year-round. - Conflicting signage: signed as a playground zone but has the words "school zone" painted on the road. 	<ul style="list-style-type: none"> - Community prefers Playground Zone. It is used as a community recreation field outside of school hours/school year. - Remove 'school zone' paint on road to eliminate confusion over whether it is a school zone or playground zone. - RCMP supports this action as it will help with their ability to enforce. 	MoTT	Engineering	"School" paint on road removed – Spring 2025

Mayne Island School - Action Plan

Item	Location	Issue Raised	Implementation	Lead	E's	Status
2.2	Fernhill Rd. School Frontage <i>Playground Zone: 30km/hr dawn to dusk year round.</i>	<ul style="list-style-type: none"> - Drivers speeding is a concern. - No shoulder on road or proper walking trail for pedestrians/cyclists. 	<ul style="list-style-type: none"> - Gather traffic count and speed data with Black Cat Box. Share with partners. - consider speed reader board and volunteer speed watch. MoTT is working to pilot a mobile speed reader on a rotating basis throughout the islands. This is subject to budget approval. - Increased RCMP speed checks. - Consider communications campaign via Mayneliner and PAC about rules for stopping for school bus when lights are on and stop sign is out. 	<p>MoTT</p> <p>MoTT ICBC</p> <p>RCMP SD 64 CRD SGI EA-Mayne</p>	<p>Engineering</p> <p>Education</p> <p>Enforcement Education</p>	<p>Completed in June 2024 and repeated in Spring 2025.</p> <p>2025/26</p> <p>Ongoing Fall 2025</p>
2.3	Fernhill Rd. School Frontage – infrastructure	<ul style="list-style-type: none"> - Many potential conflicts with surprisingly heavy traffic in the morning as it's the primary route between the two biggest residential areas and most island businesses / the school. - No street lighting and poor visibility creates unsafe road environment - There is no crosswalk in front of the school to access Felix Jack Rd., where many student cross the street to daycare/afterschool care. - No shoulder on road or proper walking trail for pedestrians/cyclists 	<ul style="list-style-type: none"> - Assessed for possible traffic calming measures, however many (such as speed bumps) are not appropriate for this location as it is a main though road. - Consider adding lighting by tapping into hydro/running underground from school to pole lights or solar, to brighten up the school frontage during winter short days. - Considered adding a crosswalk. However, while on site, MoTT, RCMP, and others assessed where a crosswalk might be possible, but could not identify a clear location that had suitable sight lines for approaching vehicles. A crosswalk must connect to a path and/or pad installed on both the school side and opposite side of the road. - Consider creating a trail or wider shoulder on opposite side of the road from the school OR consider wider shoulder or formal trail on school side. 	<p>MoTT</p> <p>CRD SGI EA-Mayne School</p> <p>MoTT CRD-Parks CRD SGI EA-Mayne</p> <p>CRD SGI EA-Mayne CRD Parks MoTT</p>	<p>Engineering</p> <p>Engineering</p> <p>Engineering</p> <p>Engineering</p>	<p>N/A</p> <p>TBD</p> <p>Assessed Fall 2024. Future consideration to support active transportation.</p> <p>Future consideration to support active transportation</p>

Mayne Island School - Action Plan

Item	Location	Issue Raised	Implementation	Lead	E's	Status
			There is a large ditch that runs much of the length of the school zone and if it was culverted/covered to create a trail. This might allow for a crosswalk to be installed in appropriate place.			
3.0	School Catchment					
3.1	Fernhill Rd. Between Home Hardware and Horton Bay Rd.	- Blind corners and no consistent shoulder for cycling/walking make it dangerous when cars are speeding.	- Desire for a separated multi-use path.		Engineering	Future consideration to support active transportation
3.2	Fernhill Rd. at Horton Bay Rd. Intersection	- Drivers speeding downhill. - Poor visibility with curve in road. - Lack of safe crossing. - Desire for a three-way stop or traffic calming measures.	- MoTT to consider sightline improvements such as vegetation maintenance (brushing and mowing)	MoTT	Engineering	Completed and scheduled for regular ongoing brushing
3.3	Fernhill Rd. by Fernhill Centre	- Blind spots leaving the parking lot where pedestrians and kids walk.	- MoTT will review the access sightlines and contact landowner if further action is required.	MoTT	Engineering	MOTT to investigate
3.4	Felix Jack Rd.	- Desire for a safe pathway for kids going to Mt. Parke, community center and daycare.	- School bus to transfer students safely - Consider gravel path connecting existing brewery path to school path	School/SD CRD SGI EA-Mayne	Encouragement Engineering	Started Fall 2024 Future consideration to support active transportation
3.5	All roads on Mayne	- Google Maps does not have the proper speed limit here. - Drivers speeding is concerning. <i>- Note: Speed limit is 50kmh on all roads unless otherwise posted. Exceptions are 40kmh in the village and 30kmh in playground zones.</i>	- CRD-RSR staff reported incorrect speed limits to Google Maps. - Investigate other navigational systems to ensure correct speed limits appear. -RCMP to continue to conduct spot speed enforcement.	CRD-RSR RCMP	Engineering Enforcement	Completed Ongoing
3.6	Felix Jack Rd. At Village Bay Rd.	- Blind corner on a hill impacts visibility, no shoulder. - no safe place to cross from new CRD trail to get onto Felix Jack Rd.	- Consider an active transportation path along Felix Jack Rd.	CRD SGI EA-Mayne CRD-RSR	Engineering Education	Future consideration to support active transportation Completed April 2025

Mayne Island School - Action Plan

Item	Location	Issue Raised	Implementation	Lead	E's	Status
		- Desire to have a path along Felix Jack Rd.	- Pedestrian Education to educate students about safe walking and crossing streets, blind spots, etc.			
3.7	CRD Trail Mayne Island Proposed Regional Trail	- Community feeling that the trail built on the wrong side of the road and that the trail serves tourist traffic to Miners Bay, but not the local community. - "If it had been built on the other side of the road, it could connect to the local activity centers and supported a hub and spoke model." - Feeling that Village Bay commute remains unsafe for children.	- Consider further community consultation before completing the proposed future trail route. Perhaps it could continue down Felix Jack Road across Fernhill Rd. to the school, or be re-routed along Fernhill Rd.	CRD SGI EA-Mayne and CRD Parks	Encouragement Engineering	Future consideration to support safer active transportation
3.8	Campbell Bay Rd.	- No existing shoulder for cyclists or pedestrians and no signs acknowledging 'share the road'.	- MoTT assessed, however meets signage standards, so not a condition where MoTT would post a "share the road" sign	MOTT	Engineering	N/A
4.0	General Comments (not location-specific)					
4.1	School Bus	- District has been promising a bus for many years but has yet to provide one.	- School bus began running in September 2024 with a loop-route along main roads.	SD64 school	Encouragement	Completed September 2024; Ongoing
		- Reminding drivers of no passing rules for the new school bus. - School bus has cameras. Drivers push button to record the time of incident and then RCMP can enforce.	- Advertisement in Mayneliner, on Facebook and in school newsletters - School bus driver reported that drivers are respecting the school bus stop sign and lights when activated. Although school bus driver noted/observed drivers speeding/tailing the school bus, speeding in Playground Zone and not	CRD SGI EA-Mayne School School Bus Driver RCMP	Education Enforcement	Completed Fall 2024 Ongoing

Mayne Island School - Action Plan

Item	Location	Issue Raised	Implementation	Lead	E's	Status
			<p>stopping at stop signs throughout community.</p> <ul style="list-style-type: none"> - Installing "Don't pass School Bus when lights are flashing" signs on main roads and gateways roads where ferry traffic enters the island. 	MoTT	Engineering	Approved and to be install next opportunity crew go to Mayne.
4.2	Multi-Use Paths	<ul style="list-style-type: none"> - Feeling that it is unsafe to cycle or walk on the island, particularly for children - Strong desire for community to walk and cycle to local destinations but road safety is the barrier. 	<ul style="list-style-type: none"> - Desire for a bike trail on the south side of Felix Jack Road to the community center, school, daycare, starting before the hill on Village Bay, with a protected crossing from the existing trail before Felix Jack Park, or to relocate the new trail to the South side of Village Bay Rd. 	CRD SGI EA-Mayne	Engineering	Future consideration to support active transportation
4.3	Lack of shoulders for walking/biking, lighting	<ul style="list-style-type: none"> - Roads have minimal shoulders often adjacent to deep wide ditches leaving pedestrians and cyclists feeling unsafe especially for people travelling with children. - No lighting on roads, even at commercial or community hubs. 	<ul style="list-style-type: none"> - Wider community to discuss and bring forward as island-wide issue. - Consider lighting near community hubs. 	<p>CRD SGI EA-Mayne</p> <p>CRD SGI EA-Mayne</p>	Engineering	<p>Future consideration to support active transportation.</p> <p>TBD</p>
4.4	Blind corners and hilly terrain	<ul style="list-style-type: none"> - There are several blind corners and steep hills. 	<ul style="list-style-type: none"> - Sight line distances are determined as per a 50km/h design speed. MoTT will look at deeper brushing specific corners. - MOTT is reviewing the rock on the corner east of school. Asked M/C for quote. Longer-term potential and would be subject to budget approvals. 	MoTT	Engineering	Future consideration to support active transportation
4.5	Road signage for road safety	<p>All roads on Island</p> <ul style="list-style-type: none"> -School bus driver noted that vehicles exiting the ferry terminal tend not to look left (and sightlines in that direction are obstructed). 	<p>MOTT is working with a Traffic Engineer for general warning signs at the gateways to the islands</p>	<p>MoTT</p> <p>CRD-EAS</p>	<p>Engineering</p> <p>Encouragement</p>	<p>Ongoing</p> <p>Consider communications via BC Ferries</p>

Mayne Island School - Action Plan

Item	Location	Issue Raised	Implementation	Lead	E's	Status
4.6	Distracted and/or Impaired Driving	- Noted that there is a problem with distracted and/or impaired driving on the island.	- RCMP will continue enforcement. - ICBC awareness campaigns, including Think of Me signage. - Consider news article about Think of Me in Mayneliner.	RCMP ICBC CRD-RSR	Enforcement Education	Ongoing
5.0 Education, Encouragement and Equity Events, Activities and Initiatives, etc.						
5.1	PAC Active Transportation / Sustainable Commute Check-Ins	PAC support is needed to support initiatives. Build capacity within the PAC to carry on activities post-RSR to continue to foster a culture of active and sustainable transportation within the school community.	- Consider having active transportation/sustainable commuting (which includes school bus) as a regular PAC agenda item to continue implementing encouragement and education activities. Appoint a champion for active and sustainable commute activities/issues.	PAC	Education Encouragement Equity	Ongoing topic of interest with PAC regular meetings
5.2	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-RSR School PAC	Education Encouragement Equity	Completed; School to distribute Fall 2025, post on website and e-mail URL to families.
5.3	School Commute Buddies Pamphlet	Many 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 (28% of survey respondents; top response option of desired interventions, tied with improved	- 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	CRD-RSR School	School Commute Buddies Pamphlet	Distributed paper copies Fall 2024 Post link on school website (Ongoing)

Mayne Island School - Action Plan

Item	Location	Issue Raised	Implementation	Lead	E's	Status
		and/or more inclusive and convenient school bus routing).	driving behaviours and commute options for those who live further from school.			
5.4	Let's Get Visible Day	- Visibility of studies and families walking or cycling is limited, particularly in dark winter months and with lack of streetlights.	- 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 provides reflective stickers and bookmarks with key RSR messaging. - Messaging is repeated in pedestrian education and other CRD pamphlets.	CRD school	Education Encouragement	January 2025 School to repeat modified annually
5.5	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	- All students were invited to participate by making thank you cards that were presented to the bus driver with coffee gift certificates.	CRD School	Education Encouragement Equity	February 2025 School to repeat modified version annually
5.6	Pedestrian Education (K-7) 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 made into banners for display along fence at the start of next school year to increase driver awareness.	CRD-RSR School ICBC	Education Encouragement Equity	April 2025
5.7	Bike Skills <i>Note: Free in-school bike skills training is</i>	Greater bike skills development needed for students.	- CRD coordinated with school and Capital Bike to deliver in-school cycling skills training. Typically, this is via the	CRD-RSR Capital Bike School	Equity Encouragement	June 2025

Mayne Island School - Action Plan

Item	Location	Issue Raised	Implementation	Lead	E's	Status
	<i>available approx. every other school year via the provincially funded Everyone Rides Grade 4-5 program and delivered locally by Capital Bike.</i>	This supports survey respondents' desire for cycling education to be provided as well as their desire to increase student confidence, independence and capabilities.	provincially funded "Everybody Rides Grade 4-5"; due to small school population, Capital Bike made the program inclusive of all Mayne students. - Consider annual RCMP Bike Rodeo – School ask RCMP - Universal cycling education for youth is known to improve health and wellbeing, promote active transportation, and reduce carbon emissions.	School RCMP	Education	Future consideration
5.8	BusReady! BC Transit education	Parents and caregivers reported a desire to build the students' confidence when taking BC Transit when visiting Greater Victoria.	- Although the BC Transit's in-class education BusReady program does not extend to Mayne Island, the school is encouraged to deliver the on-line educational materials. Source: https://busready.bctransit.com/	School	Encouragement Education Equity	Ongoing, as desired
5.9	Walking School Bus / Bike Train	Parent/Caregiver perception of safety is poor due to traffic volume and speed.	- Future consideration as interest grows. - See CRD's School Commute Buddies pamphlet to get started without relying on volunteerism.	PAC	Encouragement Equity	For future consideration

