

COLUMBIA
ELEMENTARY
SCHOOL

COLUMBIA ELEMENTARY SAFE ROUTES TO SCHOOL

FINAL REPORT
April 2025



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1 INTRODUCTION

In 2021, the City of Penticton adopted a Transportation Master Plan (TMP) that seeks to create and manage a safe transportation system that supports all ages, abilities and modes of transportation. A key goal identified in the TMP is to ensure residents and workers throughout Penticton have the opportunity to walk to parks, schools, shopping, jobs and other destinations in safety and comfort.

The City of Penticton has partnered with Columbia Elementary to help identify safe routes to school using active transportation. Informed through best practices and community engagement. This plan establishes a best routes map and action plan that supports safe and comfortable environments for students to walk, wheel and roll to school, wherever possible. The Safe Routes to School Plan is a joint effort to implement infrastructure, programs and educational materials. An action plan is included in this Safe Routes to School Plan that identifies responsibilities for improvements and actions by various stakeholders including the City of Penticton, School District 67 (SD67), school administration and the Parent Advisory Committee (PAC). The plan is intended to serve as a living document that should be reviewed annually by the City with input from the school and will be used to guide infrastructure upgrades identified through this process.

The purpose of the planning process has been to empower individuals and groups to work with their school community to plan initiatives that increase safety for students traveling to school, and to increase the number of students traveling to school in a physically active manner (walking, cycling, riding a scooter, etc.).



1.1 Benefits of Active Transportation

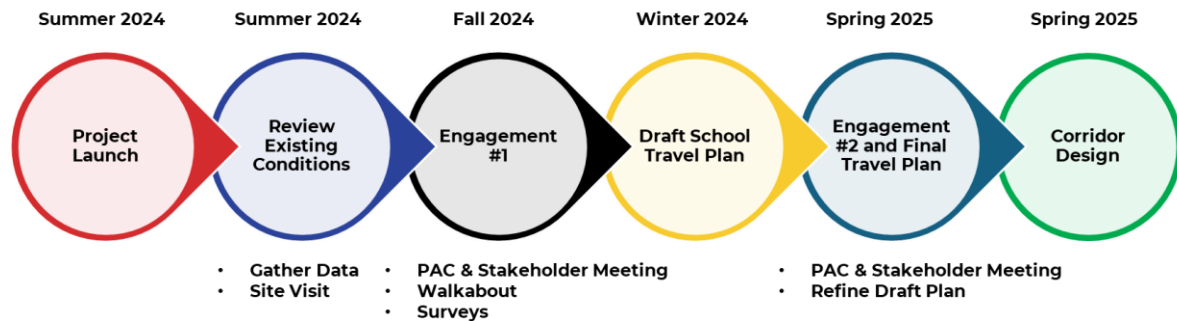
There are several reasons why promoting active transportation to and from school is important, including:

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



1.2 Process

Columbia Elementary was identified as the next school to receive a Safe Routes to School Plan by the City of Penticton and the process was officially launched in June 2024. The City of Penticton oversaw the process at Columbia Elementary with support from consultants, whose team included professional transportation planners and engineers. The project team worked closely with school administration, staff, PAC, and students to gather information and coordinate events. The project process that was conducted is summarized in the following graphic and described in further detail below:



- **Kick-off Meeting (June 6, 2024):** The project team met with Columbia Elementary administration to kick-off the project and identify initial transportation issues.
- **Site Visit (June 11, 2024):** The project team examined the school site during PUDO to better understand transportation challenges and opportunities. The surrounding catchment area was also examined for its current state of infrastructure.
- **PAC Meeting (October 3, 2024):** The project team met with the Columbia Elementary PAC to introduce the Safe Routes to School process and gather input regarding transportation issues and opportunities.
- **Community Survey (October 28, 2024 to November 15, 2024):** An online family survey was conducted on the City's *Shape Your City* platform and promoted to the school community to better understand students and their family's travel to school (mode share), as well as travel behaviours and attitudes and overall traffic safety concerns that affect parents' decision to allow children to walk or bicycle to school.
- **Student Survey (January 2025):** In addition to the community survey, students at Columbia Elementary participated in a classroom 'hands-up' survey where they were asked what mode of transportation they used to go to and from school that day.
- **Draft School Travel Plan (February 2025):** Based on the survey findings from the facilitated engagement activities, a draft School Travel Plan was developed by the project team.
- **PAC Meeting (April 2025):** The project team met with the Columbia Elementary PAC to share the draft School Travel Plan and collect feedback for refinement.
- **Final School Travel Plan and Corridor Designs (April 2025):** Final School Travel Plans were submitted with feedback from the PAC. This plan is meant to serve as a living document and may adapt to the future needs of Columbia Elementary.

2 COLUMBIA ELEMENTARY SCHOOL OVERVIEW

Columbia Elementary is located at 1437 Allison Street in the City of Penticton, BC. Columbia Elementary is a public school that is transitioning from teaching Kindergarten to Grade 5 to Kindergarten to Grade 7 over a three-year period, beginning in 2024/2025 under SD67's Long Range Facilities Plan. The introduction of Grades 6 and 7 is likely to increase the number of students walking, rolling, and cycling to school. The StrongStart program and Leapin Lizards Daycare are also hosted at Columbia Elementary School. The StrongStart program provides early education for parents with children between the ages of 0 – 5 years old and the Leapin Lizards Daycare offers 24 daycare spaces for children between the ages of 5 – 12 years old.

Students attending Columbia Elementary School primarily travel from the immediately surrounding neighbourhood in the east and west of the school. Columbia Elementary School is located southeast of the downtown area in a predominantly residential area. There is a small convenience store located on the northwest corner of the school property and industrial lands located south of Duncan Avenue. An overview of Columbia Elementary School and the surrounding transportation network is shown in **Map 1**.

Columbia Elementary School's front entrance is located on Allison Street. A raised crosswalk is provided directly in front of the school with a mixture of raised and ground-level crosswalks provided around the school property. The pedestrian crosswalks are connected to sidewalks that trace the perimeter of the school property. The school parking lot is accessible along Allison Street directly south of the front entrance and doubles as a bus drop-off loop. The school parking lot is restricted to school administration as indicated through signage. There is also an accessible drop-off loop located directly north of the school parking lot. During PUDO, Allison Street can become congested, and vehicles are observed parking in "No Stopping" locations in addition to bus bays, and on top of the sidewalks and pedestrian through zones.

Infrastructure to accommodate active transportation near Columbia Elementary School consists of sidewalks on some of the major roads, but there is room for improvement in the area. Currently, there are no bike facilities that connect to the school. Curb extensions, speed humps, and speed reader boards have been provided around the school in an effort to control vehicle speeds in the school zone.

Hatfield Avenue Speed Reader Board



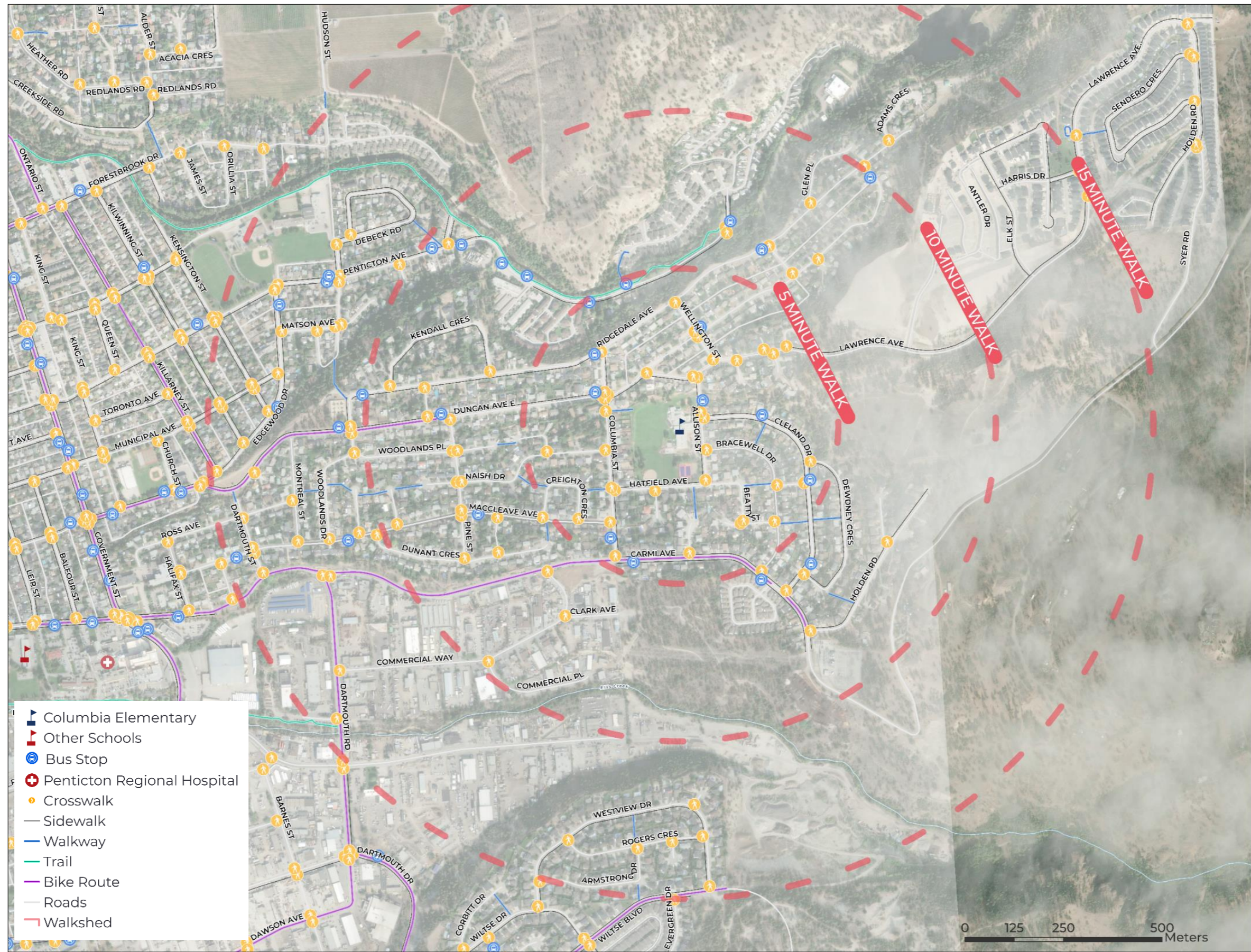
Columbia Street Access



Allison Street Raised Crosswalk



Map 1: Current Conditions Columbia Elementary School



For students in Kindergarten to Grade 3 who reside more than 4km away and students in Grade 4 to 12 who reside more than 4.8km away, SD67's transportation system provides school buses. Students must live within their catchment area to qualify for school bus services.

Duncan Avenue is a two-lane Urban Collector road with a 50km/h speed limit that is frequently used by people commuting to school. Concrete sidewalk is present on one side of the road and bicycles share the road with motor vehicles throughout the catchment area. Sections of Duncan Avenue can feel more rural in nature with sweeping curves that can encourage higher motor vehicle speeds. Duncan Avenue has sections with steep grades that can cause challenges for active modes of transportation without areas for rest and refuge.

The City of Penticton will continue to invest and prioritize in transportation infrastructure and programs that supports all ages, abilities and modes of transportation as guided through its *Transportation Master Plan* (WSP, 2021). Key priorities as part of its sidewalk and cycling network plans that will have an impact on the Columbia Elementary community include:

- Columbia Street, Hatfield Avenue, Allison Street (Carmi Avenue to Lawrence Avenue) – Bike Lane
- Lawrence Avenue (Railway Street – Allison Street) - Separated Bike Lane
- Several connections ranked from low to high priority in the catchment area – Sidewalk connections and upgrades

3 ENGAGEMENT SUMMARY & SURVEY ANALYSIS

To better understand transportation patterns, challenges, and opportunities at Columbia Elementary, two surveys were conducted. One directed at students (Hands Up Classroom Survey) and one directed at parents/caregivers (Community Survey). A copy of both survey forms is provided in **Appendix A**. The survey process and results are summarized in this section.

3.1 Process

Key findings from the engagement process are detailed below. Engagement activities included:

- **Community Survey:** The Community Survey was conducted on the City's *Shape Your City* engagement platform and promoted to the school community for completion. The Community Survey focused on gathering background data, measure attitudes about active transportation, identify the key issues and opportunities for walking and cycling to school, and discovering opportunities for long-term behaviour changes. The survey received **79 responses** from parents of children who attend Columbia Elementary.
- **PAC Presentation and Discussion:** The project team met with the Columbia Elementary School's PAC to introduce the Safe Routes to School process and gather input regarding transportation related issues and opportunities.
- **Student Survey:** School administration facilitated a workshop with students to gather information on what they liked about their route to school and if they have ideas to include in the plan. Findings from the workshop helped to inform the vision statement and action plan.

3.2 Key Themes

The following key themes emerged from the community engagement results.

TRAVEL BEHAVIOUR

- Driving is the primary mode of choice for families at Columbia Elementary followed by walking.
- The primary factors that contribute to mode choice include traffic safety concerns, the child's age, and lack of safe crossing locations. Steep grades were also noted as a barrier for some neighbourhoods within the catchment area.
- More families would consider travelling to school using active modes if there was traffic calming and improved active transportation facilities such as sidewalks, bike lanes, and safer crossings.

INFRASTRUCTURE

- The pedestrian crosswalk and sidewalk network in the area could be improved to serve more people and improve safety.
- There is a desire for more sidewalks along busy roads leading to the school.
- Many parents would like to see improved lighting in connecting alleyways and at crosswalks in the catchment area.
- Poor lighting was noted as a concern along pedestrian walkways and improved lighting would improve children's perception and level of comfort.

ROAD SAFETY

- Families would like to see school zones with 30km/h speed limits expanded to reach further in the catchment area.
- There is a perception that drivers are speeding excessively on Columbia Street and Lawrence Avenue.
- There is a desire for increased enforcement to control vehicle speeds and prevent people from parking in areas that they should not be.
- Families would like to see improved pedestrian visibility for crossings along Columbia Street, Allison Street, and Lawrence Avenue.

PICK UP / DROP-OFF BEHAVIOURS

- Caregivers are observed parking on the newly constructed curb extensions surrounding the school.
- Caregivers noted poor driver behaviour and excessive vehicle congestion during pick up and drop off times.
- Pedestrian crossings in the catchment area were noted as feeling unsafe and hard for drivers to identify. A desire for crossing guards in front of the school was expressed.
- Several comments noted a desire for larger and better monitored PUDO areas to reduce congestion.

ACTIVE TRANSPORTATION ACTIVITIES

- Increased bike parking on the school property is desired. It was noted that future bike racks should be sized appropriately to fit children’s bikes.
- There is a desire for a walking or rolling bus group for students and parents to travel to and from school.
- Some parents would like to see public transit services improved near the school to make this a more viable option for their children.

3.3 Survey Analysis

Findings from the engagement process are summarized below and will help to inform the recommendations for the Best Routes to School Map and Action Plan.

3.3.1 Classroom Survey Results

The Hands Up Classroom Survey collected mode share data by having teachers ask their students how they got to school that day and how they will get home for four days in a week. This information provides baseline mode share data and is an interactive way for students to be involved in the process.

The survey was collected between the January 20th and January 30th, 2025.

Figure 1 - Travel to School (AM Drop-Off)

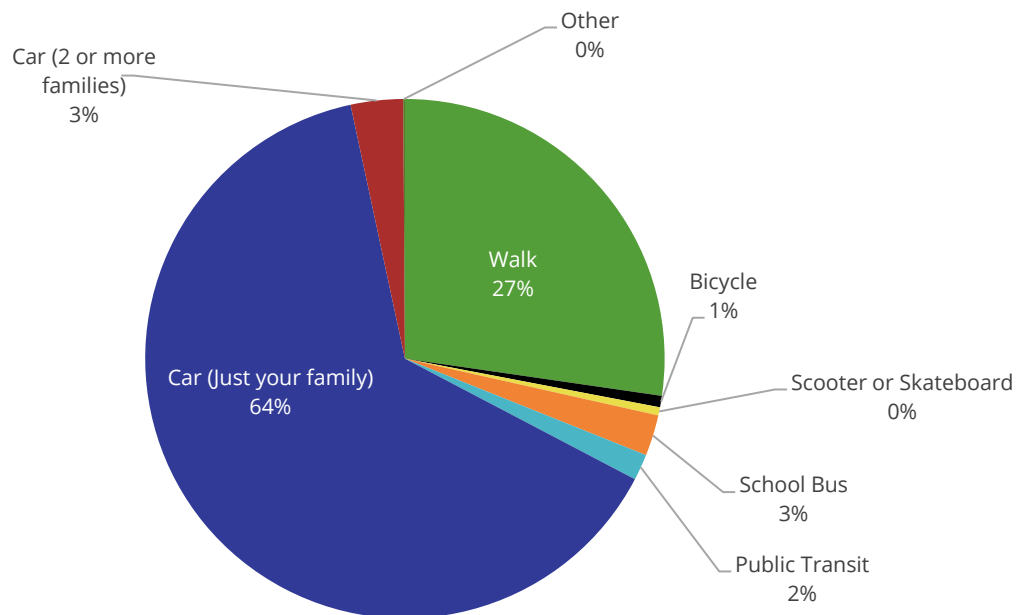
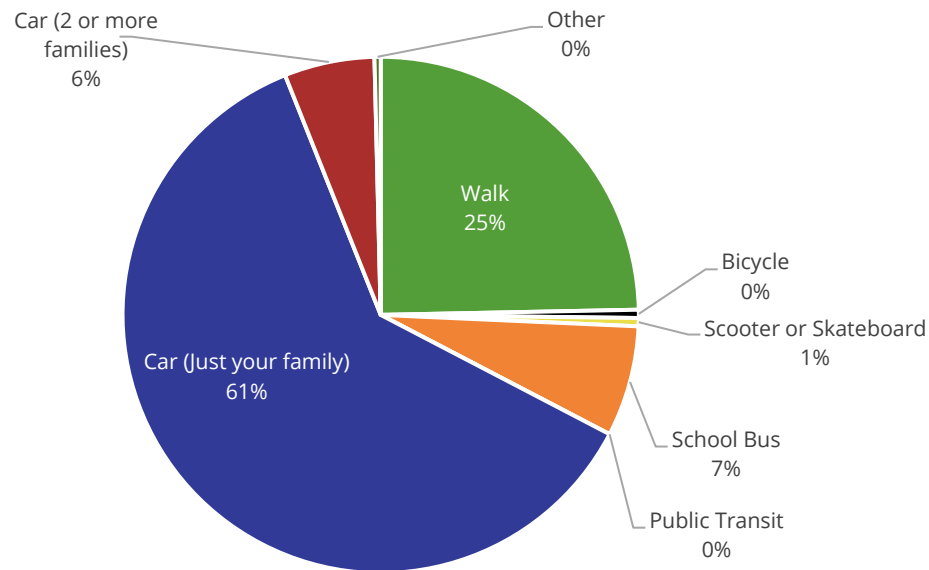


Figure 2 - Travel from School (PM Pick-Up)

The Classroom Survey results show that driving with just their family is the primary mode of choice for families, with 64% in the AM drop-off and 61% in the PM pick-up. A large portion of students walk to and from school with (25-27%). The Classroom Survey also shows that students are more flexible in their mode choice in the PM period after school with more children taking the school bus and carpooling with other families.

Fewer than five trips fell into the “other” category which consisted of parents dropping-off or picking-up their child partway along their journey to or from school and using active modes for the rest of the trip.

3.3.2 Community Survey Results

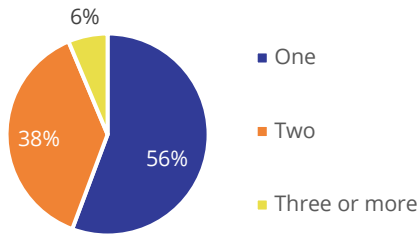
The Community Survey was conducted use the City's *Shape Your City* engagement platform and promoted to the school community via school administration and the PAC.

The Community Survey was intended to provide background information, measure attitudes and perceptions of active transportation, identify key issues and opportunities for walking and cycling to school, and discovering opportunities for long-term behaviour changes in students and parents. A total of **79 responses** were received. The survey responses are summarized below.

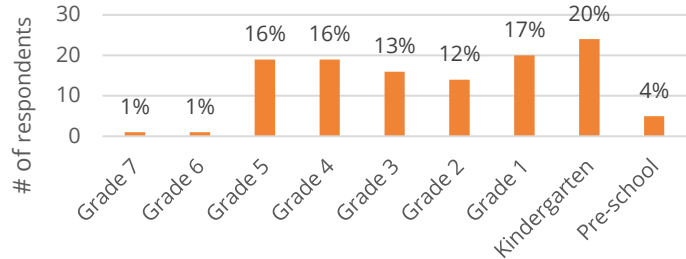
Who We Heard From

Roughly half of respondents (54%) have one child who attends Columbia Elementary, and 38% have two children. Only 6% have three or more. Of those children, the highest proportion are in kindergarten (20%), followed by grades one (17%), four (16%) and five (16%).

How many children in your family attend this school? (n=79)



What grade is your child in? If you have multiple children, select multiple grades. (n=79)

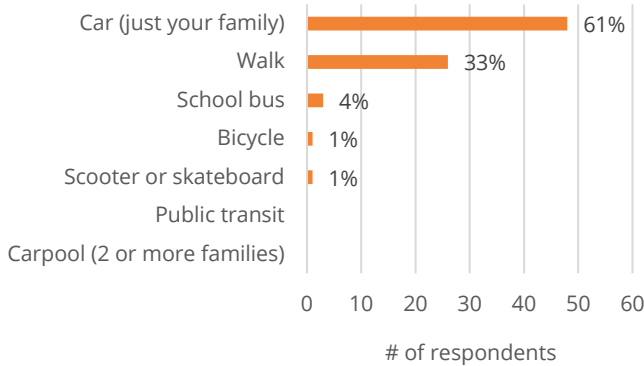


Travel to and From School

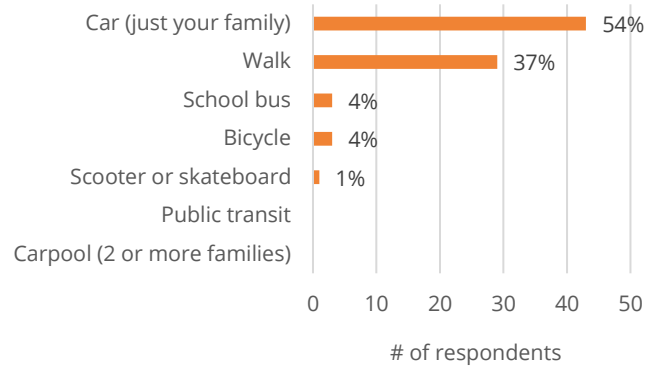
Travel Mode

Driving is the most common mode of travel to and from school, with over half of respondents using their personal car (just their family). More than one-third of families walk to and from school, making it the second most common travel mode.

To school (n=79)



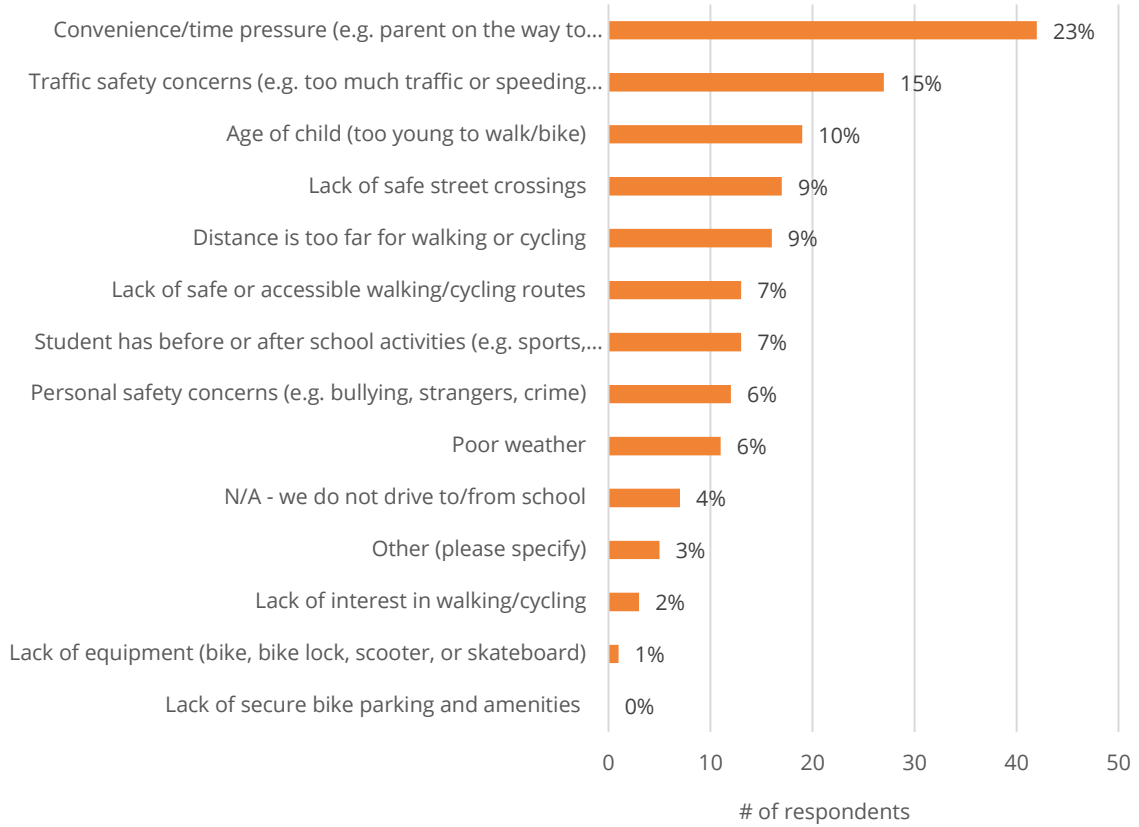
From school (n=79)



Reasons for Driving

The primary reason parents choose to drive is due to convenience and time constraints (23%), followed by traffic safety concerns (15%), and the age of the child (10%).

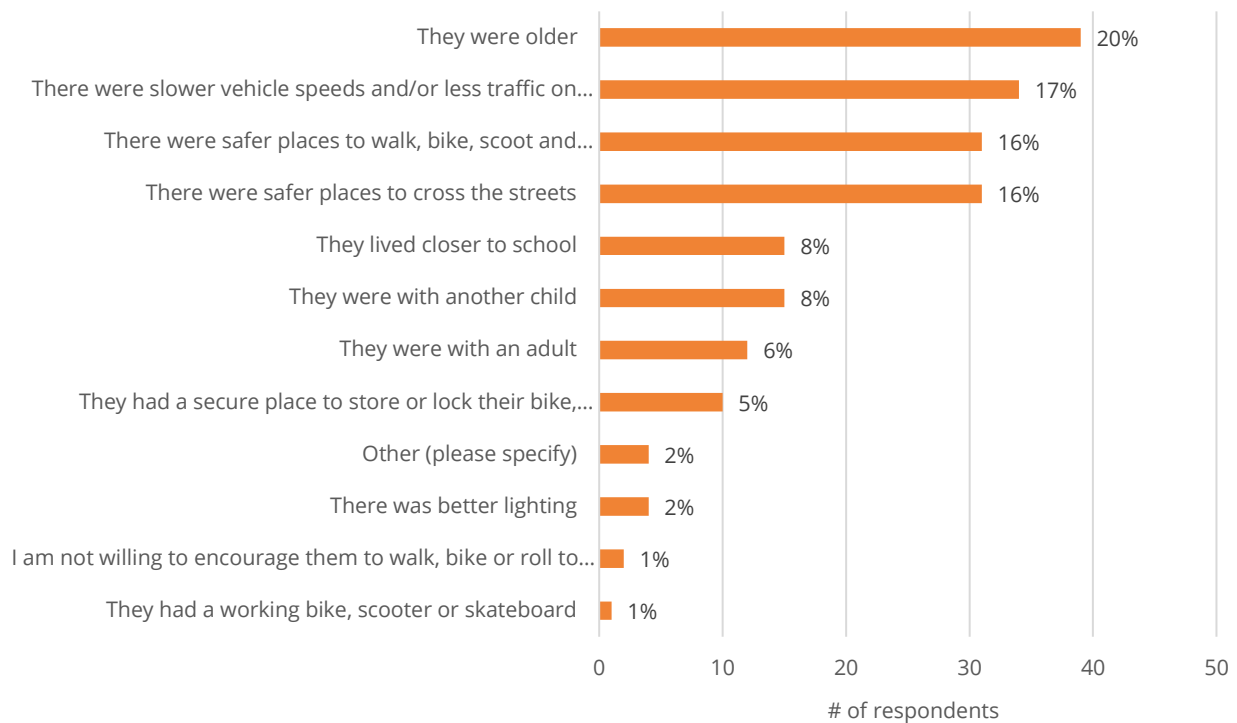
If/when you drive your child (or children) to/from school, what are your primary reasons? Please select up to 3 responses. (n=79)



Encouraging Active Transportation

Most parents identified their child's age (20%), vehicle speeds and traffic (17%), and safer places to walk, bike, roll, and cross the streets (16%) as key factors in encouraging their children to use active modes of travel to school.

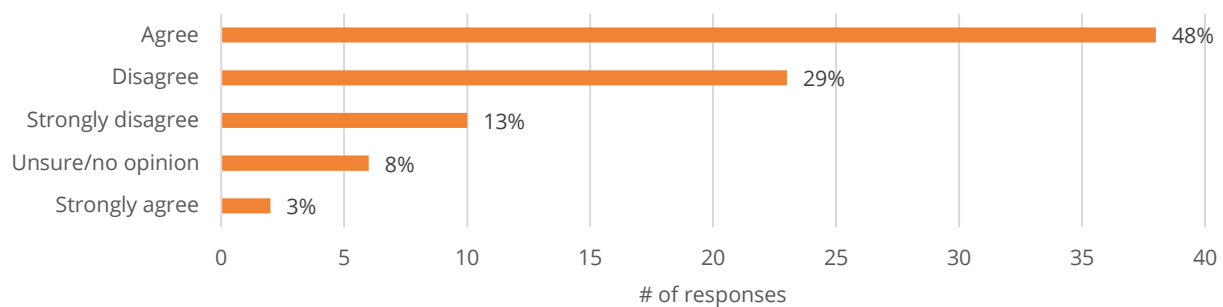
I would encourage my child (or children) to walk, bike or roll (using a scooter, skateboard, or wheelchair) to school if... Please select up to 3 responses. (n=76)



Safety and Concerns

Parents were surveyed about the safety of their neighbourhood for children walking, biking, or rolling to school. The responses showed mixed opinions, with approximately half (51%¹) of parents stating that they feel their neighbourhood is safe and 42%² expressing that they feel it is unsafe. Eight percent (8%) are unsure.

In your opinion, is your neighbourhood safe for children to walk, bike, or roll (using a scooter, skateboard, or wheelchair) to school? (n=79)



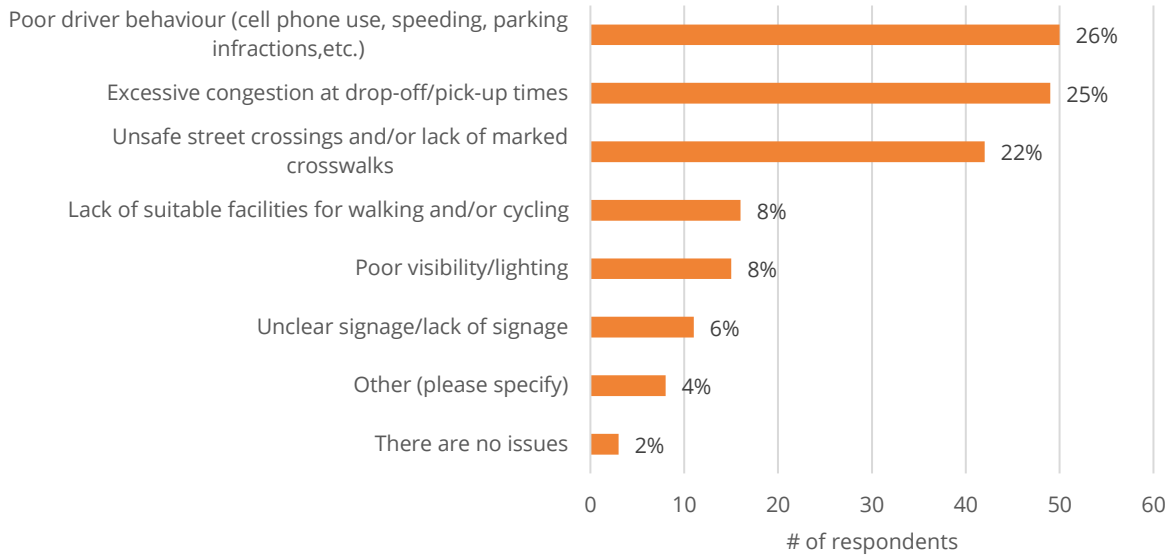
¹ Combination of "Strongly agree" and "Agree"

² Combination of "Strongly disagree" and "Disagree"

Issues

Around their child’s school, poor driver behaviour (26%) and excessive congestion at PUDO times (25%) are key concerns for parents. Additionally, unsafe street crossings and/or lack of marked crosswalks are a common issue (22%), followed by lack of suitable facilities for walking and/or cycling (8%) and poor visibility/lighting (8%). Only 2% of parents believe there are no issues.

*Do any of the following issues occur in the area around your child’s school? Select all that apply.
(n=73)*



Additionally, respondents were asked to describe any specific locations along the journey to school where safety is a concern. The following key themes emerged:

Crosswalk and intersection safety

There are numerous concerns about the safety of crosswalks and intersections. Specific locations mentioned include Columbia Street (specifically the Columbia / Hatfield intersection), Creighton Crescent, Lawrence Avenue, Carmi Road, Allison Street, and Bracewell Drive.

Lack of sidewalks

Several comments highlighted the absence of sidewalks on streets such as MacCleave Avenue, Duncan Avenue, Ridgedale Avenue, Naish Drive, and Betty Street.

Speeding and traffic concerns

Speeding is a significant concern, especially on Columbia Street, Lawrence Avenue, Carmi Avenue, and Bracewell Drive. There are requests for traffic calming measures such as speed bumps, flashing lights, and three-way stops to ensure pedestrian safety.

Visibility and lighting

Poor visibility due to parked cars, blind corners, and inadequate lighting is a common issue. Areas such as Columbia Street near Hatfield, Lawrence Avenue, and Sendero Canyon are mentioned as needing better lighting and visibility improvements.

Parking and drop-off zones

Issues with the pick-up and drop-off zones were frequently mentioned. Parents parking in these zones for extended periods, blocking sidewalks and creating congestion are common problems.

Environmental

Some noted environmental concerns such as the presence of wildlife (i.e. deer) between Lawrence Avenue and Sendero Canyon and steep grades, which become hazardous in wet or winter weather.

Opportunities

Parents were asked to describe improvements they would like to see to increase safety and comfort on their child’s journey to school. The following key themes emerged:

Crosswalk improvements

Many emphasized the need for upgrades to increase crosswalk safety, including higher visibility crosswalks, pedestrian-activated lights, and additional crosswalks at key intersections. Specific areas mentioned include Columbia Street, Cleland Drive, and Lawrence Avenue.

Traffic calming measures

There is a strong call for measures to slow down vehicle traffic, such as speed bumps, reduced speed limits, and better enforcement of speed limits, especially in school zones and residential areas. Areas highlighted include Columbia Street, Cleland Drive, Carmi Avenue, and Ridgedale Avenue.

Congestion and parking

Several comments highlight the need for better-monitored and larger drop-off and pick-up areas to reduce congestion. Some would also like to see improved parking availability near schools.

Sidewalks and pathways

The addition of sidewalks on both sides of streets, continuous sidewalks, and improved walking paths are frequently mentioned to ensure safe walking routes for children.

Lighting and visibility

Improved lighting at crosswalks and along pathways is a recurring theme. Specific areas needing better lighting include Columbia Street, Lawrence Avenue, and the paths between streets.

4 VISION AND GOALS

Informed by the school community, Columbia Elementary School has established a vision statement to create a unique vision statement for the school community's priorities, with a focus on making active transportation safer and more welcoming for children.

At Columbia Elementary School, students and caregivers feel safe on their journey to school. The surrounding transportation network supports slow vehicle speeds and encourages students to travel to school by active modes.

The vision statement is complemented by three goals that support the overall vision of the Safe Routes to School Plan:

Goal 1: Improve safety along routes to school by slowing vehicle traffic and providing separate spaces for active transportation users.

This goal considers safety for all modes of transportation (walking, cycling, rolling, driving, and transit). Safety improvements at Columbia Elementary School are outlined in the action plan and include traffic calming measures for vehicles and separate facilities for active modes.

Goal 2: Encourage safe parent driving behaviour with adequate surrounding facilities, signage, and educational material.

This goal aims to correct the driver behaviours observed during PUDO times. A combination of engineering interventions, policy, and educational material for both parents and students will support this goal.

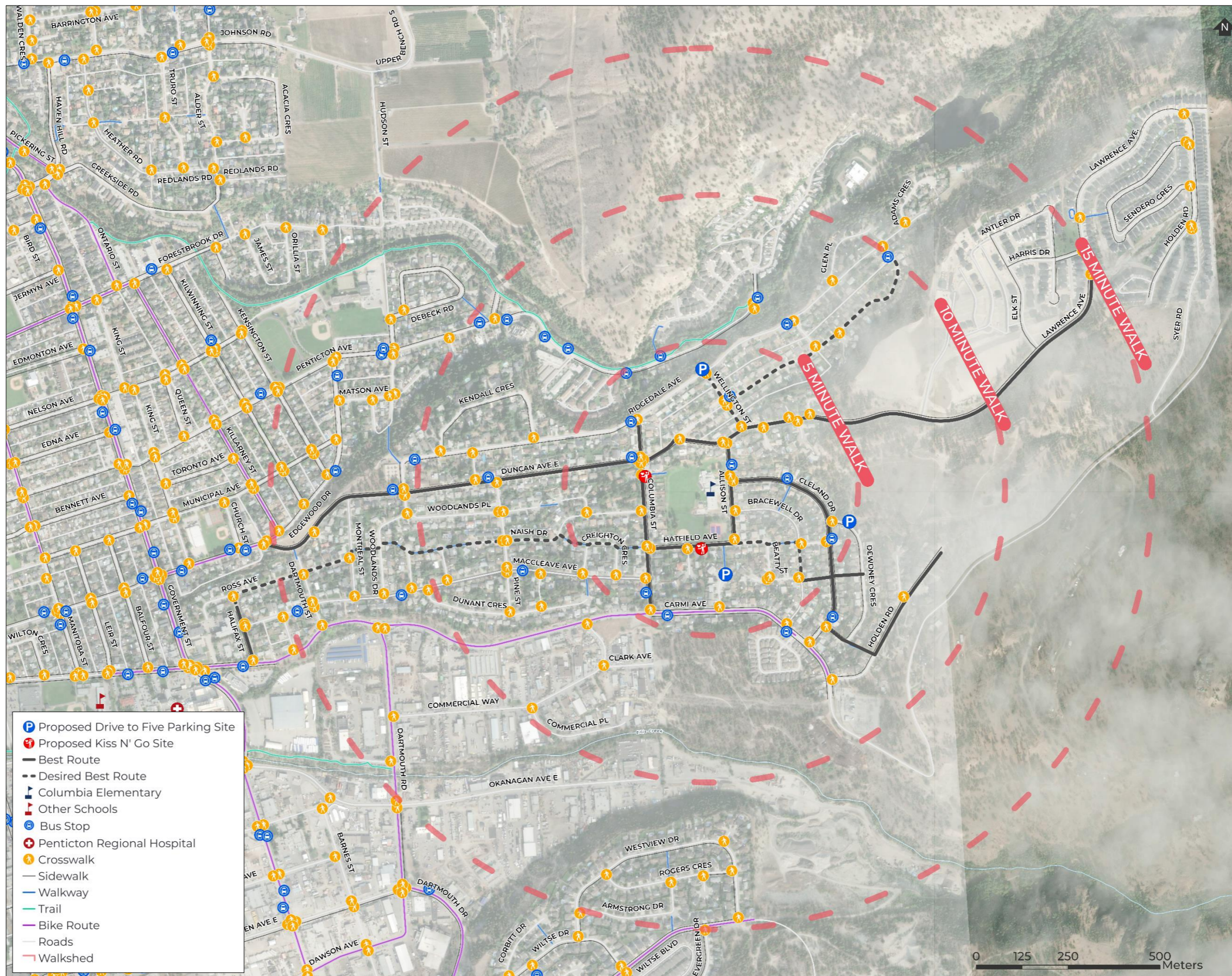
Goal 3: Increase the number of students travelling to school by active modes.

This goal is focused on increasing the number of students who commute to school by active modes. Support for this goal would include connecting gaps in the best routes to school network, organizing Drive to Five+ locations, increasing visibility, etc. This goal can be monitored through annual student and community surveys.

5 BEST ROUTES TO SCHOOL MAP

The Best Routes to School Map shows the transportation network within the school walkshed, and highlights routes that students can safely walk and cycle to school on. The map also highlights approximate walking times, the location of pedestrian crossings, sidewalks, bike lanes, neighbourhood walkway connections, trails, transit stops, and Drive to Five+ locations. The emerging best routes to school map illustrates the proposed routes that have been informed through technical review, survey results, and PAC meetings.

Map 2: Columbia Elementary School Transportation Overview



6 ACTION PLAN

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

- Engineering
- Education and Encouragement
- Enforcement
- Evaluation

6.1 Engineering Action Items

The City of Penticton's Transportation Master Plan seeks to create and manage a safe transportation system that supports all ages, abilities and modes of transportation. A key goal identified in the TMP is to ensure residents and workers throughout Penticton have the opportunity to walk to parks, schools, shopping, jobs and other destinations in safety and comfort. This means reducing negative impacts of vehicle traffic and encouraging active travel (walking, cycling, rolling). It should be noted that this approach will contribute to the broader aims of the City of Penticton to enhance the health, livability, and sustainability of our community and therefore aims to reduce congestion and improve safety for those travelling by active means. The following actions are focused on infrastructure for students and caregivers travelling to and from school by walking, rolling, or cycling.

The City of Penticton is primarily responsible for implementing the following recommended engineering actions as they mostly fall within road rights of way. Those actions on the school grounds are to be championed by the School District.

Changes should come with understanding of traffic impacts to support safe and sustainable transportation options for students and caregivers. A preliminary action prioritization is provided in the table below. Engineering actions were prioritized as high, medium, and low; however, priorities should be considered through a City-wide prioritization process and align with priorities identified in the City's Transportation Master Plan. Project IDs do not indicate an order of preference. Actions identified below suggest solutions for long-term improvements that may require capital planning based on the City's budget and resources available. Costs were ranked at a high-level on a scale from \$-\$\$\$.

The City may consider interim rapid implementation solutions to mitigate some existing challenges that provide safety improvements. Treatments could include pavement marking delineation, physical separation with parking curbs or bollards to provide space for people walking, or placing planters or other objects on local streets for a traffic calming effect. This approach also allows the community to get involved through public art programs that beautify the temporary infrastructure.

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Project ID	Location	Issue	Recommendation	Priority	Responsibility	Cost
1	Drive to Five+ location <ul style="list-style-type: none"> • Highland Place • Ridgedale Avenue / Wellington Street • Cleland Drive / Dewdney Crescent Kiss N' Go Location <ul style="list-style-type: none"> • Columbia Street • Hatfield Avenue 	PUDO near school frontage is congested and causes road safety concerns.	Formalize Drive to Five+ Location to encourage PUDO away from school frontage that is supported by a Walking School Bus program. Promote Kiss N' Go locations to parents via the PAC and school administration.	High	City of Penticton and PAC	\$\$
2	Allison Street	Pedestrian safety.	Explore the feasibility to construct a separated sidewalk on both sides of Allison Street.	High	City of Penticton	\$\$-\$\$\$
3	Columbia Street	Pedestrian safety.	Explore the feasibility to construct a separated sidewalk on both sides of Columbia Street.	High	City of Penticton	\$\$-\$\$\$
4	Halifax Street to Columbia Street	Lack of sidewalk.	Explore the feasibility to construct a separated sidewalk on the desired best route. Pedestrian crossings connecting the neighbourhood walkways should support this desired best route.	High	City of Penticton	\$\$\$
5	Columbia Street Crosswalks	Pedestrian visibility and lighting concerns.	Explore opportunities to increase visibility and awareness of pedestrian crosswalks. Options could include installation of overhead lighting, increased signage, or curb extensions.	High	City of Penticton	\$\$-\$\$
6	School Perimeter	Speeding and safety concerns.	Consider extending the 30km/h speed zone to include all roads around the school area (Columbia Street, Lawrence Avenue, and Duncan Avenue) with appropriate enforcement and traffic calming measures to support lower	High	City of Penticton	\$\$-\$\$

Project ID	Location	Issue	Recommendation	Priority	Responsibility	Cost
			vehicle speeds. Consideration for the broader neighbourhood should also be considered.			
7	Hatfield Avenue	Speeding and safety concerns.	Consider relocating the existing speed reader board further east to increase visibility and capture more vehicles as they come up to speed after the intersection.	High	City of Penticton	\$
8	School Perimeter Curb Extensions	Parents parking on the sidewalks and curb extensions.	Consider landscaping the asphalt areas in the curb extensions to discourage parents from using them as parking spaces and provide shade for pedestrians. Rapid solutions could include additional warning signage, physical barriers, and consistent use of barrier style curbs as opposed to the rollover style that exists at some locations.	High	City of Penticton	\$\$-\$
9	Columbia Street	Speeding and safety concerns.	Explore feasibility to reduce vehicle speeds along the corridor and improve the pedestrian crossing experience. Potential solutions could include raised crosswalks and/or curb extensions at desired crossing points. School Administration could consider working with the City of Penticton to implement temporary tactical urbanism solutions in the interim.	High	City of Penticton and School Administration	\$\$
10	Columbia Elementary	Challenges with existing bicycle parking.	Install new bike and/or scooter racks in high visibility locations that are properly sized for a child's bike (City of Penticton currently is offering inverted-U bike racks with application). CRD Bicycle and Scooter Rack Design Considerations for Schools	High	School Administration and City of Penticton	\$
11	Duncan Avenue & Wellington Street	Lack of sidewalk.	Explore the feasibility to construct a separated sidewalk on the desired best route.	Medium	City of Penticton	\$\$-\$\$\$
12	Beatty Street & Hatfield Avenue	Lack of sidewalk.	Explore the feasibility to construct a separated sidewalk on the desired best route.	Medium	City of Penticton	\$\$-\$\$\$

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Project ID	Location	Issue	Recommendation	Priority	Responsibility	Cost
13	Bracewell Drive & McLean Avenue	Speeding and safety concerns.	Explore the opportunity to provide a crosswalk at the intersection of Bracewell Drive at McLean Avenue connecting the pedestrian walkways to improve pedestrian safety and provide a traffic calming effect.	Medium	City of Penticton	\$
14	Allison Street at Bracewell Drive	Vehicle speeds and pedestrian safety.	Explore the opportunity to provide a crosswalk at the intersection of Allison Street and Bracewell Drive.	Medium	City of Penticton	\$\$
15	Pedestrian Walkways	Safety concerns on the pedestrian walkways.	Explore opportunities to improve lighting conditions along pedestrian walkways within the 15-minute walkshed.	Medium	City of Penticton	\$\$-\$\$\$
16	Lawrence Avenue	Speeding and safety concerns.	Explore opportunities to install traffic calming signage such as median speed limit signage and/or a speed reader board on Lawrence Avenue to remind drivers of the speed limit.	Medium	City of Penticton	\$\$-\$
17	Allison Street Bus Stop	PUDO parking behaviour.	Consider painting the curb red in front of the BC Transit bus stop on Allison Street to increase awareness of the bus stop and encourage good parking behaviour.	Low	City of Penticton	\$
18	Holden Road at Williamson Place	Pedestrian safety and visibility.	Explore opportunities to improve pedestrian visibility and reduce crossing distance at this intersection.	Low	City of Penticton	\$\$-\$
19	Cleland Drive	Pedestrian safety.	Explore opportunities improve pedestrian safety at intersecting roads. Curb extensions and/or crosswalks could be considered.	Low	City of Penticton	\$\$-\$
20	Duncan Avenue at Edgewood Drive	Pedestrian safety.	Explore opportunities improve pedestrian safety at the intersecting roads.	Low	City of Penticton	\$\$\$

6.2 Education & Encouragement Action Items

The education and encouragement action items provided below are primarily intended to be put into practice by school administration, working in cooperation with essential external collaborators such as the City of Penticton, SD67, and ICBC. Moreover, the Parent Advisory Council (PAC) should play a key role in ensuring that the school community remains engaged and involved.

These action points can be customized to suit the evolving requirements of the school as a culture of active transportation takes root. The subsequent actions are designed to foster awareness, excitement and comprehension of the advantages associated with active transportation, as well as how students and households at Columbia Elementary can seamlessly integrate it into their daily routines.

Project ID	Action	Resources	Priority	Responsibility
1	Organize Walking School Bus groups to facilitate group travel from Drive to Five+ Locations to Columbia Elementary.	City of Vancouver Walking School Bus Safe Routes to School National Partnership: How to Start a Walking School Bus at Your School	High	PAC and School Administration
2	Incorporate BC Transit's Ready to Roll transit education program into lessons and special events (such as Earth Day or other environmental events)	BC Transit – Bus Ready	High	School Administration
3	Make regular announcements and mount posters at school encouraging students to walk, bike, and take transit to school and related events to keep active and sustainable transportation top of mind and highlight its benefits.	Green Communities Canada School Safety Zone Spy Card School Travel Planning: Sample School Newsletter	High	School Administration and PAC
4	Participate in active travel events and programs such as Go By Bike Week.	GoByBike Penticton	High	City of Penticton, School Administration, and PAC

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5	Work with teachers and/or third-party providers to incorporate active transportation safety material into coursework. This could include lessons on crossing an intersection safely, rules of the road, where to travel for each mode of choice, etc.	Safe Routes to School National Partnership: Roll Bicycle Education your Physical Education Program Safe Routes to School National Partnership: Bike Rodeos HUB Cycling: Everyone Rides	Medium	School District and School Administration
6	Collaborate with ICBC to incorporate educational materials and programs related to active transportation into coursework and school events.	ICBC Road Safety for Educators	Medium	PAC and School Administration
7	Encourage teachers to include active and sustainable transportation-related material into regular coursework and utilize active and sustainable transportation whenever possible when travelling for school field trips.	City of Toronto – Active and Safe Routes to School: Teachers Kit Metrolinx – Active and Sustainable School Transportation - Lesson Plans for Ontario Curriculum	Medium	School District and School Administration
8	Prepare and distribute parent messaging newsletters each month with a strategy/theme and resources for parents. Themes could include active travel in winter, reminders to parents to slow down and park in appropriate locations, etc.	CRD: Active School Travel Encouragement Ideas & Parent Newsletter Supporting Messaging	Medium	School Administration and PAC
9	Encourage schools within SD67 to collaborate on Safe Routes to School Planning by sharing travel survey data and developing consistent road safety lesson plans	N/A	Medium	School District and Administration
10	Host celebration stations semi-regularly for active and sustainable school commuters with prizes such as stickers and snacks.	N/A	Low	School Administration

6.3 Enforcement Action Items

The enforcement action items below are primarily meant to be implemented by the RCMP and ICBC. Columbia Elementary administration should coordinate with the RCMP to plan visits and indicate problem locations that should be investigated. It is also important that Columbia Elementary emphasize the education component of enforcement by communication with students and parents about enforcement issues. Enforcement solutions should be used sparingly and supplement the other action items as they are often only temporary solutions.

Project ID	Action	Priority	Responsibility
1	Work with RCMP to conduct safety blitz to enforce speeds and other road safety concerns in the school area. A safety blitz should be programmed at least twice a year, including at the start of the school year	High	City of Penticton, School Administration, and RCMP
2	Work with Bylaw Enforcement to periodically increase presence during PUDO to encourage and enforce proper parking behaviours.	High	City of Penticton, School Administration, and Bylaw
3	Conduct regular (quarterly or bi-annually) community safety audits along Best Routes.	High	RCMP and Bylaw
4	Monitor and collect speed data, motor vehicle volumes, and safety compliance to evaluate engineering improvements annually.	High	City of Penticton and RCMP

6.4 Evaluation Action Items

The evaluation action items below are primarily intended to be implemented by Columbia Elementary in collaboration with the City of Penticton. It is now up to Columbia Elementary and the City to champion this process, evaluate progress, and update the Action Plan accordingly.

Project ID	Action	Priority	Responsibility
1	Establish regular communication check-ins between the school and City staff to discuss implementation efforts and opportunities.	High	City of Penticton, School District, and School Administration
2	Conduct an annual school travel survey to evaluate the effectiveness of improvements and gain insights as to what may be explored in the future.	High	School District, School Administration, and City of Penticton

APPENDIX A:

Classroom and Community Survey Forms



Columbia Elementary



Classroom Hands-Up Student Survey

Purpose: The City of Penticton is conducting a School Travel Plan for Columbia Elementary. The purpose of a School Travel Planning process is to empower individuals and groups to work with their school community to plan initiatives that increase safety for students traveling to school, and to increase the number of students traveling to school in a physically active manner (e.g. walking, cycling, riding a scooter, etc.). This survey will help gather baseline data to determine how students are currently travelling to school.

School Name: _____

Grade: _____ **Room/Class #:** _____ **# of Students:** _____

Teacher: _____ **Dates:** Day 1 _____ to Day 4 _____

Ask Students: “How did you travel to school this morning?” Ask them to raise their hand if they:

Day	Weather Today's weather (e.g. rainy)	Mode of Transportation								Total
		Walked	Biked	Rolled (Skateboard, scooter, wheelchair, etc.)	School Bus	Public Transit	Car with just my family	Car with my friends	Other? (can include more than one mode)	
1										
2										
3										
4										
Total										



Columbia Elementary



Ask Students: “How will you travel from school today?” Ask them to raise their hand if they:

Day	Weather	Mode of Transportation								Total
		Walked	Biked	Rolled (Skateboard, scooter, wheelchair, etc.)	School Bus	Public Transit	Car with just my family	Car with my friends	Other? (can include more than one mode)	
1	Today's weather									
2										
3										
4										
Total										

SCHOOL TRAVEL PLAN SURVEY

INTRODUCTION

Your child's (or children's) school is participating in the City of Penticton's School Travel Planning process. This program works with the City, School District 67, school administration, caregivers and students to create a safe and comfortable environment for students to walk, roll and cycle to school.

The purpose of this survey is to better understand your family's school travel choices and identify any existing transportation challenges and opportunities for improvement. The survey results will be used to inform the development of a School Travel Plan for your child's (or children's) school. Your input is important in helping to ensure that the Plan considers the needs of all members of the school community.

The survey will take approximately 10 minutes to complete. Please complete only one survey per family. The deadline to complete this survey is October 31, 2024.

Thank you for your participation!

Personal Information Notice

To protect your privacy, all information collected in this survey will remain strictly confidential. You are not required to provide your name or contact information.

ABOUT YOU AND YOUR FAMILY

1. Which school does your child (or children attend)?

- Parkway Elementary
- Columbia Elementary

2. How many children in your family attend this school?

- One
- Two
- Three or more

3. What grade is your child in? If you have multiple children, you may select multiple grades.

- Pre-school
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5

TRAVEL CHOICES

4. How does your child (or children) typically get to and from school?

If the trip involves more than one mode (e.g. drive part way and walk part way), choose the mode that is used for the majority of the trip. Choose one from each column.

To School

- Walk
- Bicycle
- Scooter or skateboard
- School bus
- Public transit
- Car (just your family)
- Carpool (2 or more families)

From School

- Walk
- Bicycle
- Scooter or skateboard
- School bus
- Public transit
- Car (just your family)
- Carpool (2 or more families)

5. Approximately how far do you live from the school? If you are not sure, check [Google Maps](#).

- Less than 200 metres
- 200 to 500 metres
- 500 m to 1 km
- 1 to 2 km
- 2 to 5 km
- Over 5 km

6. Who is usually involved in your child(s) journey to school (i.e., deciding on mode, accompanying them on the journey, coordinating their journey, etc.)? Please select all that apply.

- Child decides for themselves
- Sibling(s)
- Parents or caregivers
- Before and/or after school care
- Extended family
- Friends
- Community volunteers
- Other

DRIVING

7. If/when you drive your child (or children) to/from school, what are your primary reasons? Please select up to three (3) responses.

- Distance is too far for walking or cycling
- Personal safety concerns (e.g. bullying, strangers, crime)
- Traffic safety concerns (e.g. too much traffic or speeding vehicles)
- Lack of safe or accessible walking/cycling routes
- Lack of safe street crossings
- Lack of equipment (bike, bike lock, scooter, or skateboard)
- Lack of interest in walking/cycling
- Lack of secure bike parking and amenities
- Poor weather
- Convenience/time pressures (e.g. parent on the way to work or other activities)
- Student has before or after school activities (e.g. sports, daycare, band)
- Age of child (too young to walk/bike)

N/A - we do not drive to/from school

Other (please specify): _____

8. If/when you drive your child (or children) to/from school, where do you typically drop them off and pick them up?

In a pick-up/drop-off area outside the school

Within one block of the school

One or more blocks away from the school

WALKING, BIKING AND ROLLING TO SCHOOL

9. If/when your child (or children) walk, bike, or roll to school, what motivates them? Please select up to three (3) responses.

Getting physical activity and exercise

Opportunity to spend time outside

Opportunity to spend time with others (family and/or friends)

Good for the environment

More fun than driving or taking transit

More convenient than getting a ride or taking transit

N/A - we do not walk/bike/roll to/from school

Other (please specify): _____

10. I would encourage my child (or children) to walk, bike or roll (using a scooter, skateboard, or wheelchair) to school if... Please select up to three (3) responses.

- They lived closer to school
- They were older
- They were with another child
- They were with an adult
- They had a working bike, scooter or skateboard
- They had a secure place to store or lock their bike, scooter or skateboard
- There were slower vehicle speeds and/or less traffic on the route to school
- There were safer places to walk, bike, scoot, and skateboard (more sidewalks or paths)
- There were safer places to cross the street
- There was better street lighting
- I am not willing to encourage them to walk, bike or roll to school
- Other (please specify): _____

11. I am willing to help support my child (or children) to walk, bike, or roll to/from school by... Please select all that apply.

- Identifying the most appropriate route to school
- Practicing walking or biking with my child to school on a weekend
- Ensuring my child's bike, scooter, or skateboard is in good working condition
- Making sure my child has proper clothing to walk or ride in the rain or cold
- Parking at least five minutes away from school and walking the rest of the way
- Volunteering to organize events such as Walking Wednesdays
- Registering for a bike skills course
- I do not have capacity or am unable to support development and implementation of the School Travel Plan
- Other (please specify): _____

SAFETY CONCERNS AND OPPORTUNITIES FOR IMPROVEMENT

12. In your opinion, is your neighbourhood safe for children to walk, bike, or roll (using a scooter, skateboard, or wheelchair) to school?

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

- Unsure/no opinion

13. Do any of the following issues occur in the area around your child's school? Select all that apply.

- Excessive congestion at drop off/pick up times
- Unsafe street crossings and/or lack of marked crosswalks
- Poor driver behaviour (cell phone use, speeding, parking infractions, etc.)
- Poor visibility/lighting
- Unclear signage/lack of signage
- Lack of suitable facilities for walking and/or cycling
- There are no issues
- Other, please specify: _____

14. Please describe any specific locations along the journey to school where safety is a concern. Please provide the location (street and closest intersection) and a specific concern(s).

LOCATION:	CONCERN:

15. What improvements would you like to see to increase safety and comfort on your child's journey to/from school?

IN 2025, PARKWAY ELEMENTARY WILL BE TRANSITIONING INTO SKAHA LAKE ELEMENTARY. [Skip logic - only show if responded "Parkway Elementary" in Q1]

16. How do you think this will impact how you travel to school?

	More Frequently	Less Frequently	No Change / Unsure
Walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bicycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scooter or skateboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public transit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Car (just your family)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carpool (2 or more families)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Do you have any concerns about how this change will affect your travel patterns?

Thank you!

Your time and input are greatly appreciated.