



Ketling Elementary
we welcome you

QUEEN'S PARK ELEMENTARY SAFE ROUTES TO SCHOOL

FINAL REPORT
MAY 2026



City of Penticton

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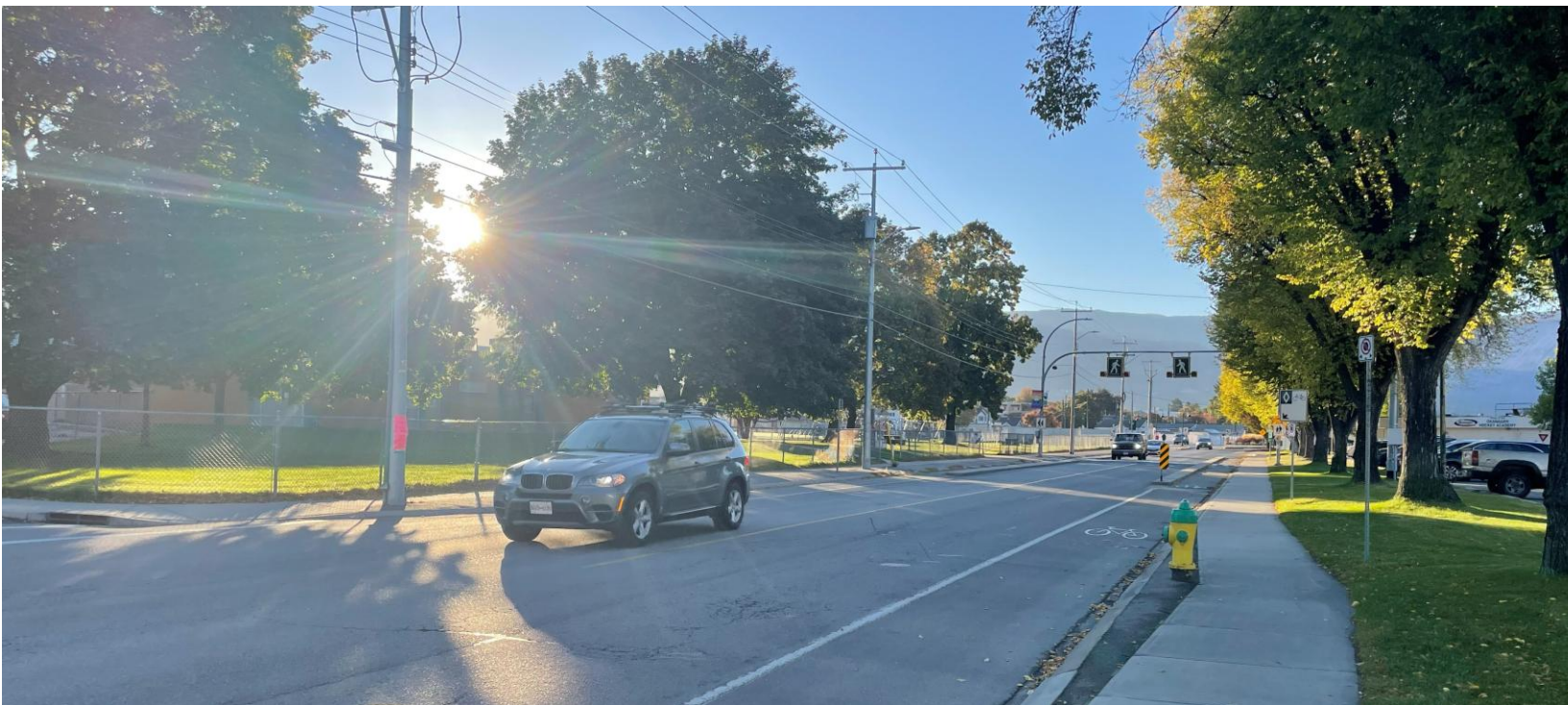
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1 INTRODUCTION

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 people working in Penticton have the opportunity to safely and comfortably walk and bike to parks, schools, shopping, jobs and other destinations.

The City of Penticton has partnered with Queen's Park Elementary School 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 engage and listen to the school community including the students, their caregivers (parents and guardians), school staff, and the PAC to plan for 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

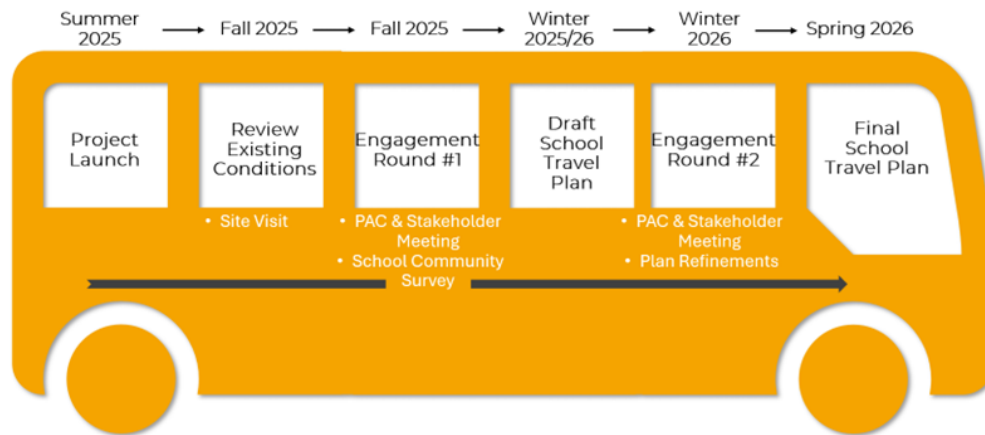
There are several reasons why promoting active transportation to and from school is important, including:

- **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

Queen’s Park 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 2025. The City of Penticton oversaw the process at Queen’s Park Elementary with support from a consultant, 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 27, 2025):** The project team met with Queen’s Park Elementary administration and the City of Penticton to kick-off the project and identify initial transportation issues.
- **Site Visit (October 3, 2025):** 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 (November 13, 2025):** The project team met with the Queen’s Park Elementary PAC to introduce the Safe Routes to School process and gather input regarding transportation issues and opportunities.
- **Community Survey (November 10, 2025 to December 15, 2025):** An online family survey was conducted using 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) and overall traffic safety concerns that affect caregivers’ decisions to allow children to walk or bicycle to school.
- **Student Survey (February 2026):** In addition to the community survey, students at Queen’s Park 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 (March 2026):** Based on the survey findings from the facilitated engagement activities, a draft School Travel Plan was developed by the project team.
- **PAC Meeting (March 10, 2026):** The project team met with the Queen’s Park Elementary PAC to share the draft School Travel Plan and collect feedback for refinement.
- **Final School Travel Plan (May 2026):** Final School Travel Plans were submitted with feedback from the PAC. This plan is meant to serve as a living document and may be updated to reflect future changing needs of Queen’s Park Elementary.

2 QUEEN'S PARK ELEMENTARY SCHOOL OVERVIEW

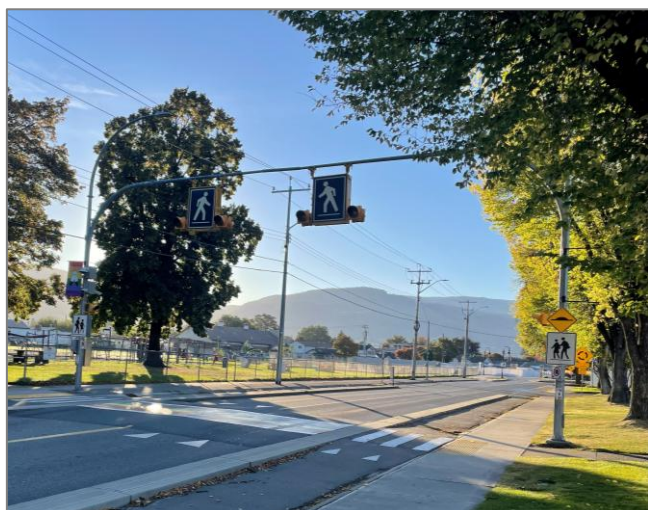
Queen's Park Elementary is located at 330 Power Street just east of the Northern Gateway area of Penticton, BC. Queen's Park Elementary is a public school with 269 students enrolled in Kindergarten to Grade 6. The school is introducing Grade 7 for the 2026/27 school season. The school's childcare centre (YMCA) located on the corner of Birch Avenue and Maple Street has 59 spaces. Additionally, there is a new YMCA childcare centre with approximately 81 spaces being opened in the Penticton Community Centre.

Students attending Queen's Park Elementary travel from all directions to commute to and from school. The school is adjacent to the South Okanagan Events Centre (SOEC), Penticton Trade and Convention Centre (PTCC), Community Centre, and commercial and residential land uses. An overview of Queen's Park Elementary and the surrounding transportation network is shown in **Map 1**, including approximate walksheds. Queen's Park Elementary's front entrance is located on Power Street, and the staff parking lot is accessible from Birch Avenue. The school can be accessed via Birch Avenue and Power Street by all modes and from Alberta Avenue via a gravel pathway along the east of the school's property by walking or biking. Bicycle parking is located near the main entrance and is well utilized.

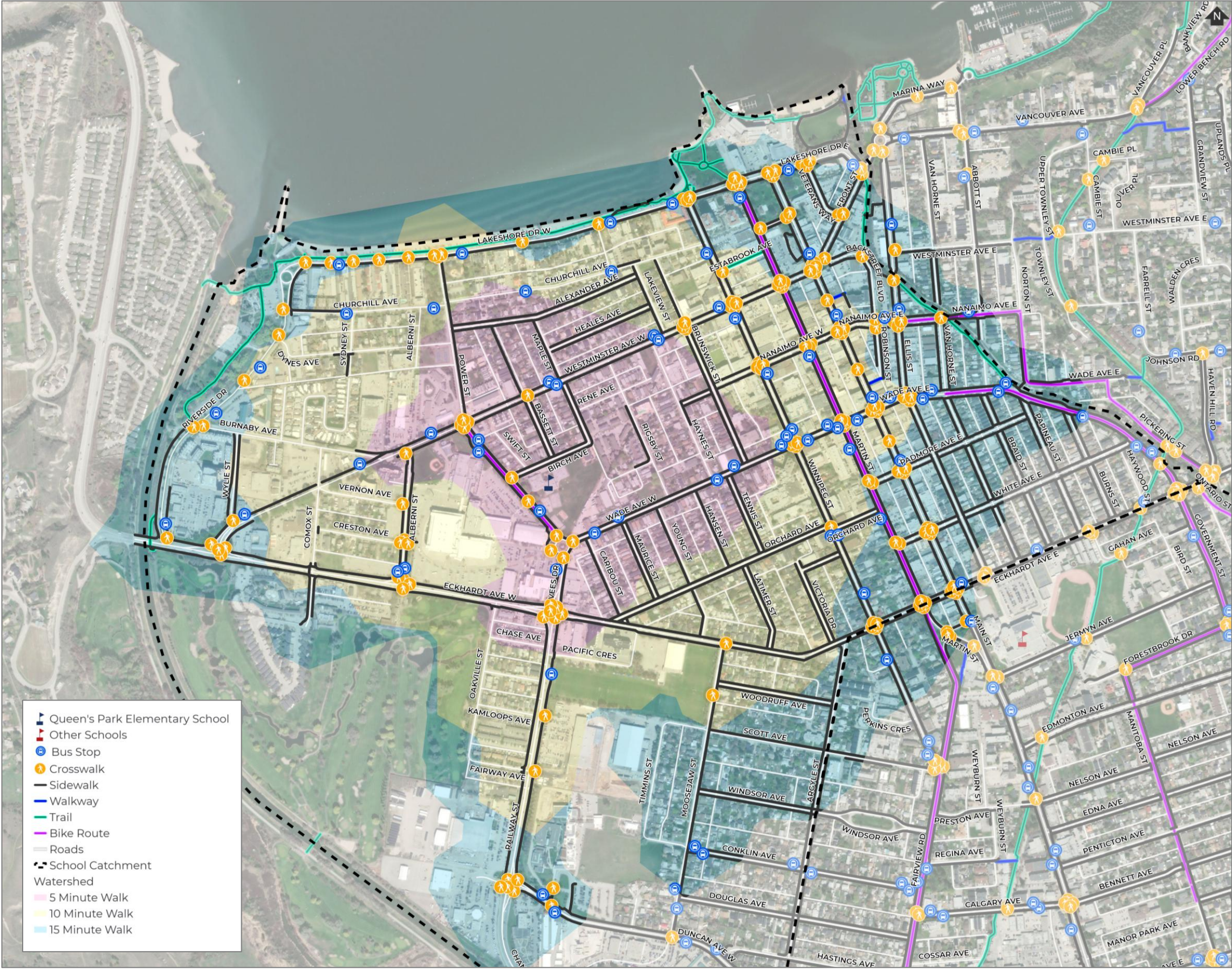
On Power Street, sidewalks and on-street bike lanes are provided on both sides of the road, and on-street parking is restricted. A pedestrian-activated raised crosswalk with overhead signage is located mid-block on Power Street, connecting the school entrance to the PTCC. Traffic calming along Power Street is supported by the raised crosswalk, a posted 30km/h speed limit, and dynamic speed reader board signs.

Birch Avenue provides sidewalks on both sides of the road and parking along the north side. The south curb along the school parking lot is signed as no parking (loading zone) and no stopping. East of the school frontage there is on-street parking, which is highly utilized by the YMCA childcare centre. The staff parking lot on Birch Avenue does not have enough capacity, and staff often uses on-street parking on roads adjacent to the school.

Power Street pedestrian crossing (left) and Birch Avenue along the school frontage (right)



Map 1: Current Conditions Queen’s Park Elementary School



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During PUDO, caregivers are encouraged to use the PTCC parking lot and mid-block crossing to ease congestion on Birch Avenue. Currently, Queen’s Park Elementary and the PTCC have a good relationship regarding use of the PTCC parking lot for PUDO, and there is typically enough capacity in the PTCC parking lot to accommodate PUDO. Alternatively, caregivers were observed to use Birch Avenue in front of the school parking lot and use of the staff parking lot for PUDOs.

For students in Kindergarten to Grade 7 who reside more than 2.5km away, SD67’s transportation system provides school buses. Students must live within their catchment area to qualify for school bus services. Walking in the area requires travelling on smaller local roads that connect to larger and more car centric collector roads including Power Street, Westminster Avenue, and Wade Street W.

Beyond Power Street and Birch Avenue, infrastructure to accommodate active transportation users near Queen’s Park Elementary includes various pedestrian crosswalks and sidewalks, which are present on most of the surrounding roads, but a few roads in the area (specifically the North Gateway) lack sidewalks completely. Aside from the mid-block crossing on Power Street and Basset Street, there are limited crosswalks connecting the school to several local residential streets beyond.

The width of the concrete sidewalk on Power Street is narrower than current-day design guidance; however, an asphalt furnishing zone provides extra travel space when utility poles are not present. The interface between the concrete and asphalt surface has deteriorated which could be a tripping hazard for children walking and rolling on hard wheels (e.g. scooters, roller skates).

Gravel pathway east of the school property



Traffic calming and bike lanes on Power Street



Based on the current *Transportation Master Plan* (WSP, 2021), there were a few relevant priorities identified related to sidewalk and cycling network plans in the Queen’s Park Elementary community including:

- Westminster Avenue W (Burnaby Avenue – Power Street) – Separated Bike Lanes
- Power Street (Westminster Avenue W – Lakeshore Drive) – Standard Bike Lanes
- Eckhardt Avenue W (Vees Drive – Pickering Street) – Separated Bike Lanes
- Wade Avenue W (Power Street – Van Horne Street) – Separated Bike Lanes
- Vees Drive (Eckhardt Avenue W – Wade Avenue W) - Separated Bike Lane

These priorities will continue to be incorporated into the Action Plan laid out in Section 6 of this report.

3 ENGAGEMENT SUMMARY & SURVEY ANALYSIS

To better understand transportation patterns, challenges, and opportunities at Queen’s Park 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 using the City’s *Shape Your City* engagement platform and promoted to the school community. The Community Survey focused on gathering background data, measuring attitudes about active transportation, identifying the key issues and opportunities for walking and cycling to school, and discovering opportunities for long-term behaviour changes. The survey received **35 responses** from caregivers of children who attend Queen’s Park Elementary.
- **PAC Presentation and Discussion:** The project team met with Queen’s Park 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 hands-up survey with students to gather information on how they travelled to and from school that week. Findings from the in-class activity 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

- Walking is the primary transportation mode of choice for students and families who participated in the community survey, followed closely by driving. The classroom survey shows a mode preference for driving, followed by walking.

- The primary factors for travel mode choice include convenience and time pressures, poor weather, and traffic safety concerns.
- More families would consider travelling to school using active modes if there were safer street crossings, more traffic calming measures, and if their children were older.

INFRASTRUCTURE

- Caregivers are concerned about the lack of a cohesive sidewalk network in the neighbourhood, such as along Basset Street and Westminster Avenue.
- There is a lack of crosswalks along many streets (e.g. the only opportunity to cross Wade Avenue is at the Veas Drive roundabout).
- Many of the existing crossings feel unsafe and stressful to cross with children.
- Caregivers would like to see another bike rack at the school, as the existing one is well utilised and often full.

ROAD SAFETY

- Speeding concerns and unsafe driving behaviours on school-adjacent streets were the top issues that caregivers reported.
- There is a strong desire for traffic calming measures around the school.
- Cars parking near to the corner of Birch Avenue and Maple Street create sightline issues and therefore hazardous conditions for children and other motorists.

PICK-UP / DROP-OFF BEHAVIOURS

- Birch Avenue experiences congestion and high on-street parking demand during PUDO periods; caregivers frequently drop off children in the middle of the road rather than at the curb near the childcare centre.

ACTIVE TRANSPORTATION OPPORTUNITIES

- Caregivers note the cycling network is incomplete and confusing.

SOCIAL CHALLENGES

- Caregivers sometimes feel uncomfortable allowing children to use the pathway east of the school property due to unhoused individuals sometimes residing along pathway.

3.3 Survey Analysis

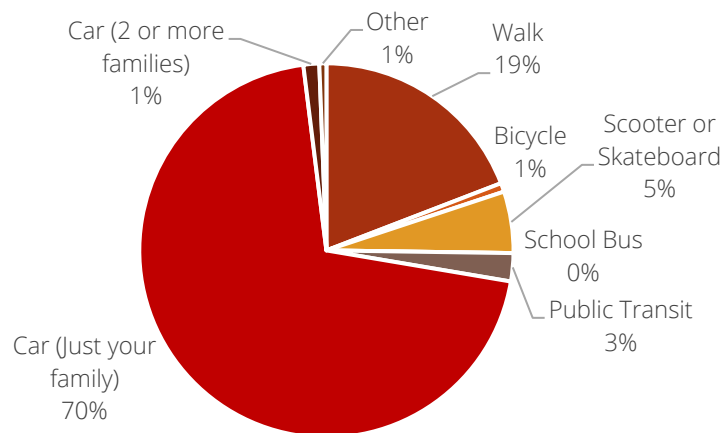
Findings from the engagement process are summarized below and will help to inform the recommendations for the Best Routes to School Map and Action Plan.

3.3.1 Classroom Survey Results

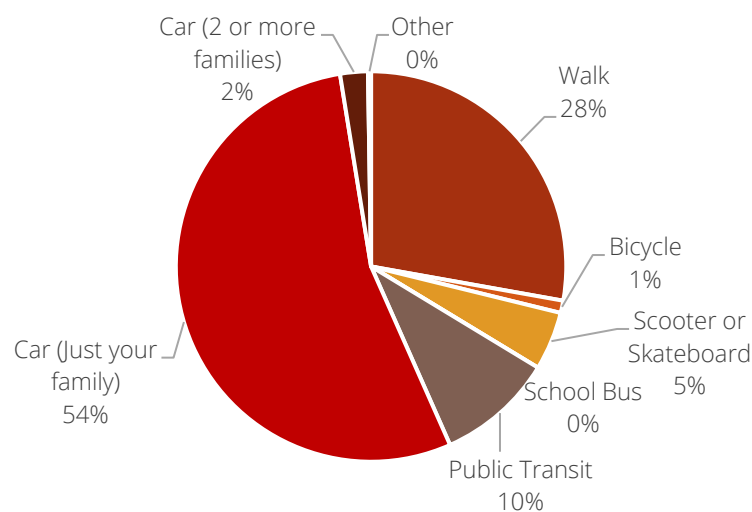
The Hands Up Classroom Survey collected mode share data by having teachers ask their students how they got to school that day and how they will get home over four consecutive days. This information provides baseline mode share data and is an interactive way for students to be involved in the process.

The survey was collected over four consecutive days between the February 17th and February 20th, 2026, and includes an average of 165 and 98 student responses per day on travel to and from school, respectively.

Travel to School (AM Drop-Off)



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 70% in the AM drop-off and 54% in the PM pick-up. A large portion of students walk to and from school with (19-28%). Rolling to school (skateboarding, scootering, etc.) accounted for 5% of travel to and from school, and public transit had 3-10%.

3.3.2 Community Survey Results

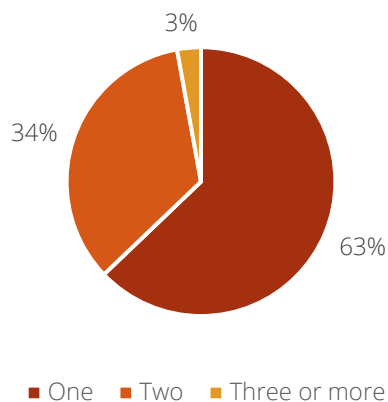
The Community Survey was conducted using the City’s *Shape Your City* engagement platform and promoted to the school community via school administration and the PAC.

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 caregivers. A total of **35 responses** were received from caregivers of children who attend Queen’s Park Elementary School. The survey responses are summarized below.

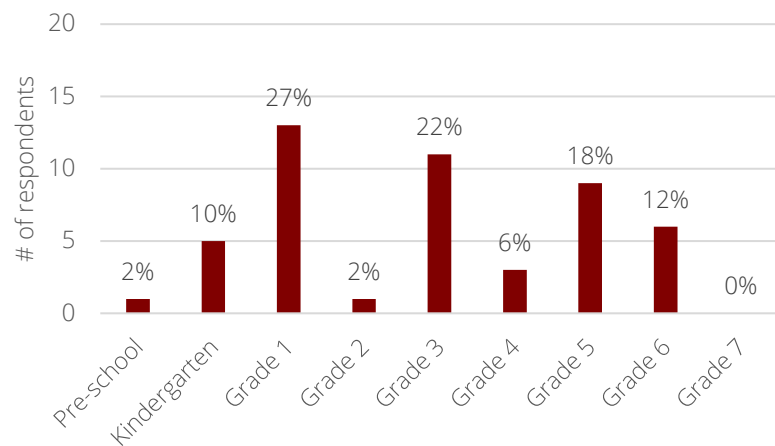
Who We Heard From

The majority of have one child who attends Queen’s Park. Roughly one-third have two children, and fewer families have three or more children. Of those children, the highest proportion are in grade one and grade three, followed by grades five and six.

How many children in your family attend this school? (n=35)



What grade is your child in? If you have multiple children, select multiple grades. (n=49)

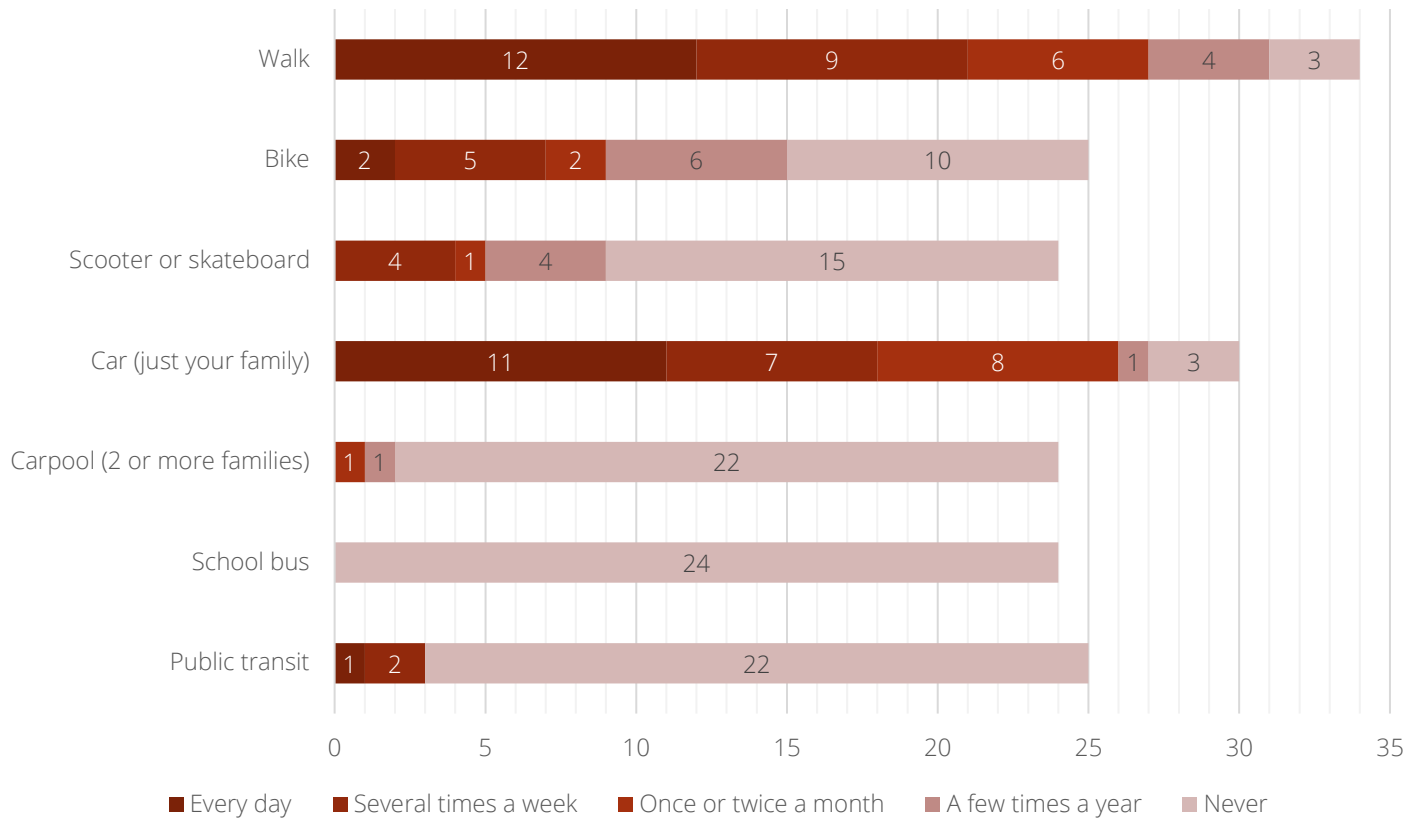


Travel to and from School

Travel Mode

Walking is the most common travel mode to and from school, followed by driving (just their family). Few families take public transit or carpool, and no children take the school bus.

How does your child (or children) typically get to and from school? (n=35)

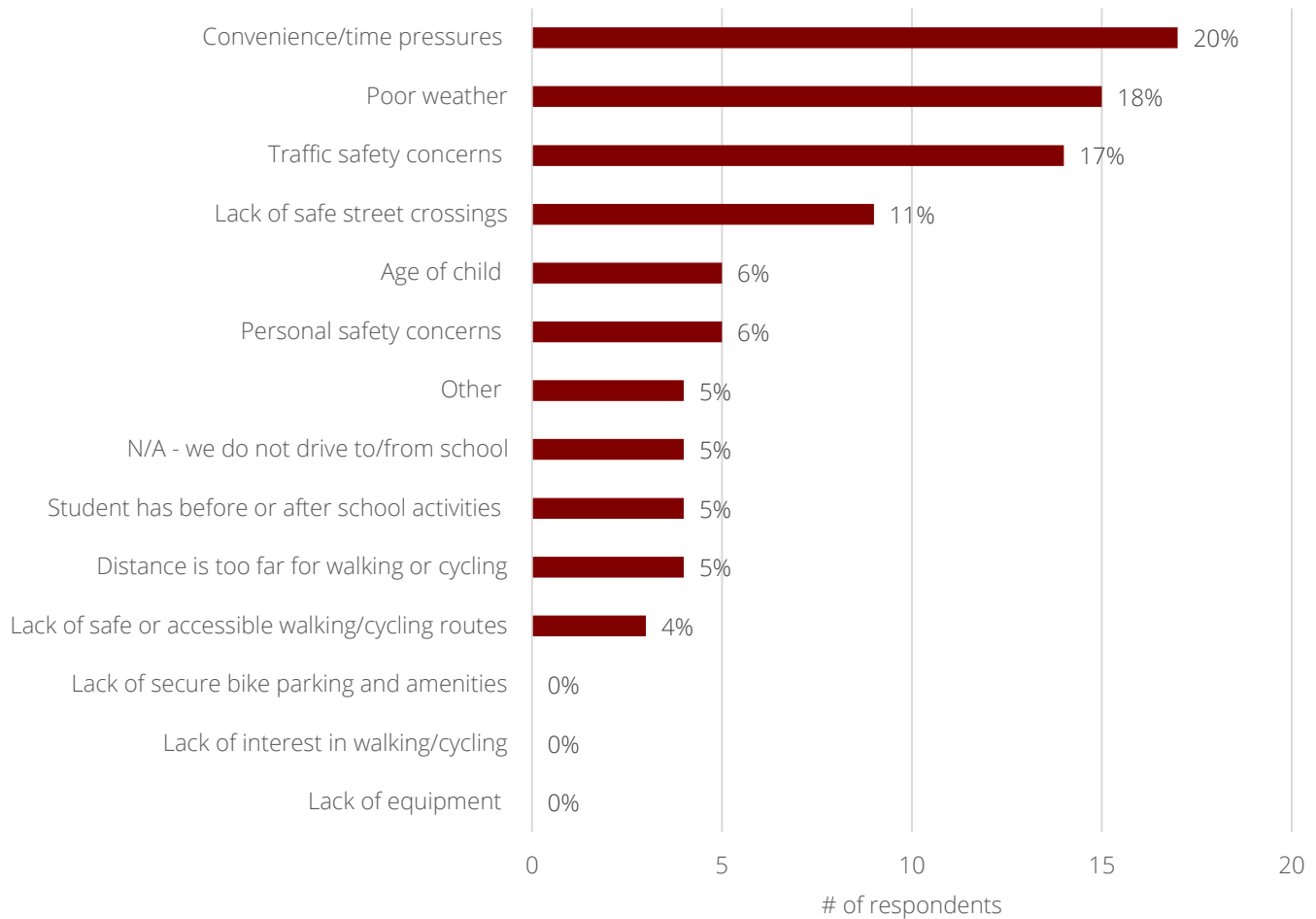


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Reasons for Driving

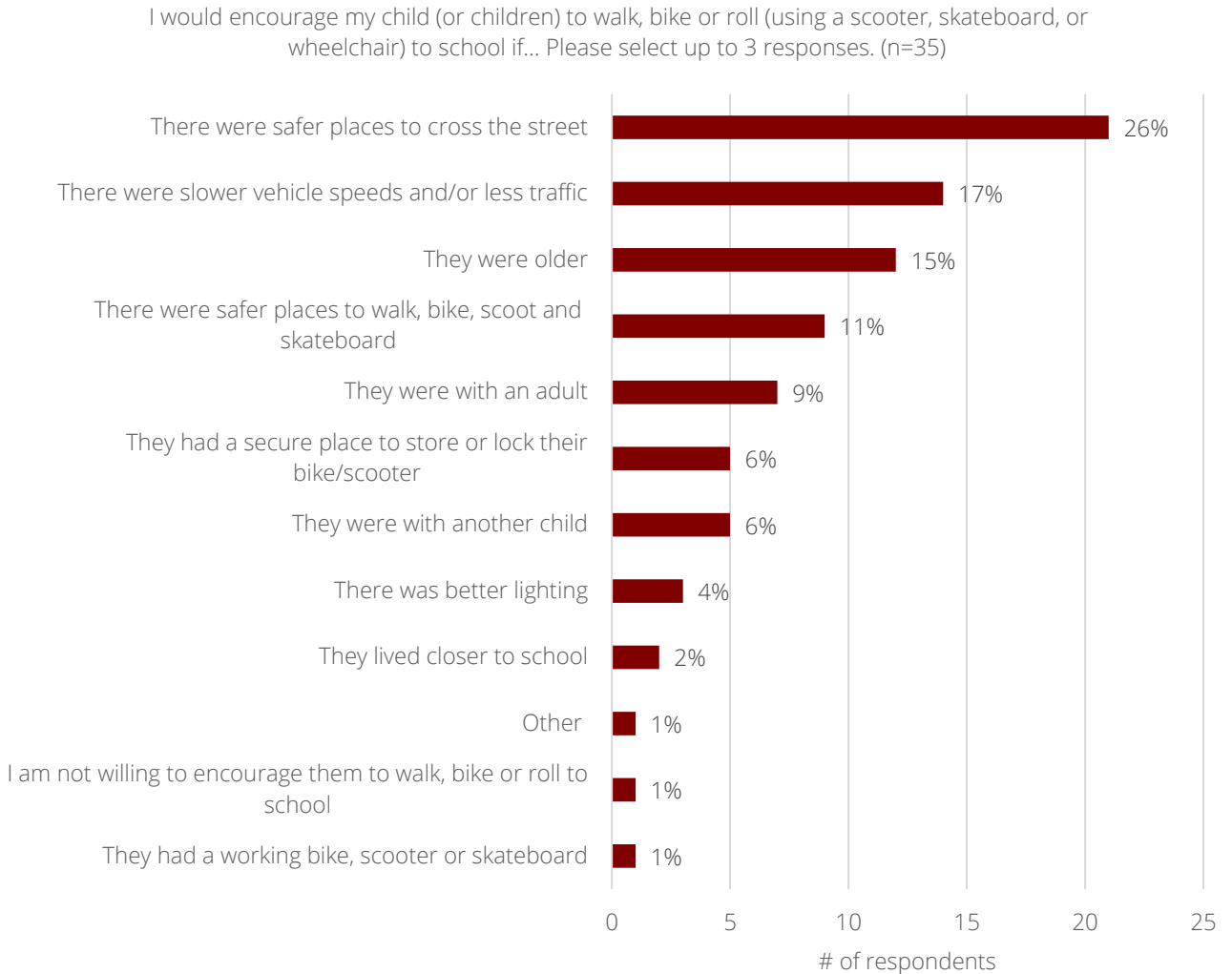
The primary reason caregivers choose to drive is due to convenience and time constraints, followed by poor weather and traffic safety concerns.

If/when you drive your child (or children) to/from school, what are your primary reasons? Please select up to 3 responses (n=35)



Encouraging Active Transportation

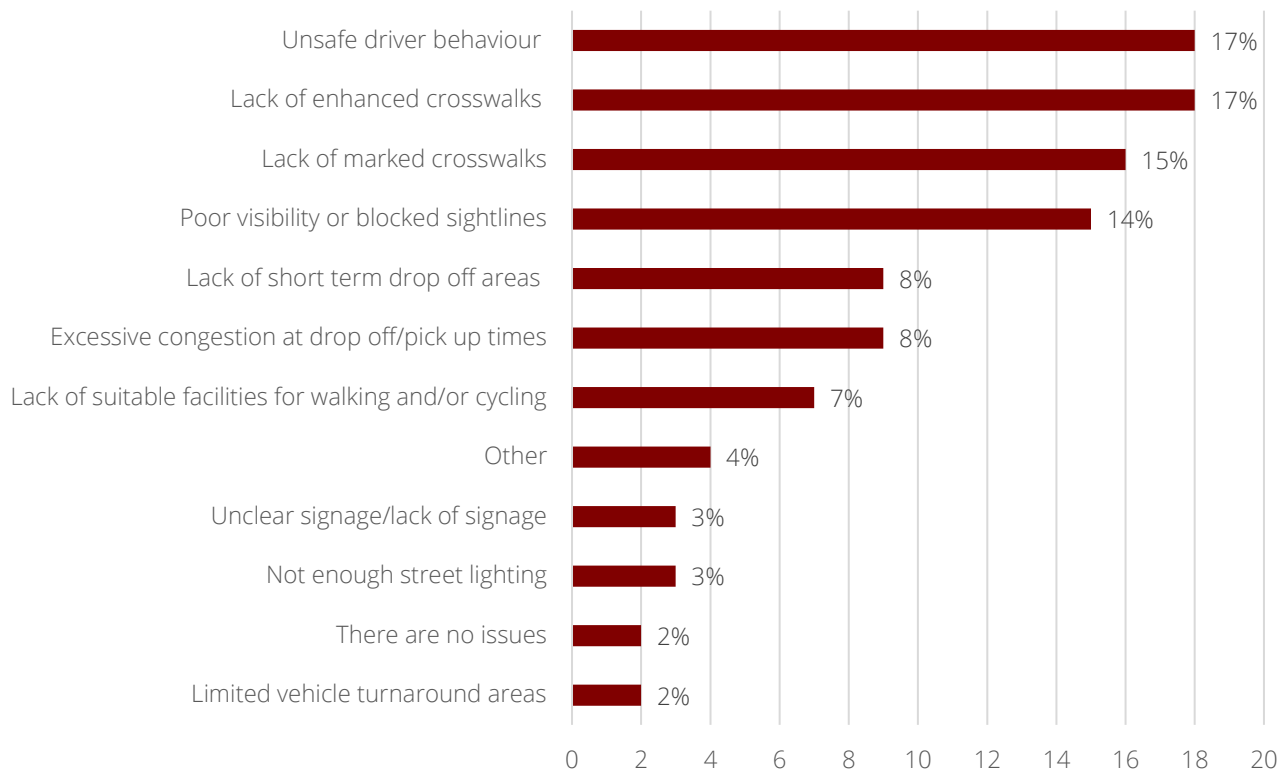
Most caregivers identified the need for safer places to cross the street as the primary factor in encouraging their children to use active modes of travel to school. Additionally, caregivers would be more encouraging of active modes if vehicle speeds were reduced and/or less traffic.



Issues

Around their child’s school, caregivers are most concerned about unsafe driver behaviour and lack of enhanced crosswalks. This is followed by a lack of marked crosswalks and poor visibility and blocked sightlines. Only 2% of caregivers 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=35)



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

Unsafe crossings

Many respondents described concerns regarding crossings due to speeding, high traffic volumes and poor visibility. Intersections along Eckhardt Avenue and Wade were particularly noted as stressful and unpredictable. Several of these locations lack pedestrian-controlled signals or crosswalks, forcing long waits for gaps in traffic and creating a cause for concern of safety when navigating high-speed corridors.

Speeding traffic

Caregivers consistently expressed that vehicles travel far above posted speed limits, even in school-adjacent streets. Residential roads like Orchard Avenue, Birch Avenue, and Bassett Street are used as short-cuts (anecdotally at high speeds), putting children at risk and making drivers less attentive to pedestrians.

Missing or inadequate crosswalks

There is a need for more and better-placed crosswalks. Parents noted that some crossings are faded, poorly placed or simply non-existent, forcing children to detour or cross informally at unsafe points. Several respondents recommended adding pedestrian-controlled beacons or signals.

Safety

Several caregivers expressed anxiety about children walking near areas with transient activity. These concerns were concentrated around back alleys and pathways that many students use including the trail east of the school, and roads such as Orchard Avenue and Alberta Avenue.

Lack of active transportation connections

Caregivers described cycling in the neighbourhood as challenging due to narrow streets, lack of bike lanes and uncertainty about whether children should ride on the road or sidewalk. They also expressed some frustration with incomplete or confusing bike lanes, specifically with the Power Street bike lane ending abruptly and the lack of safe connections to Wade Avenue.

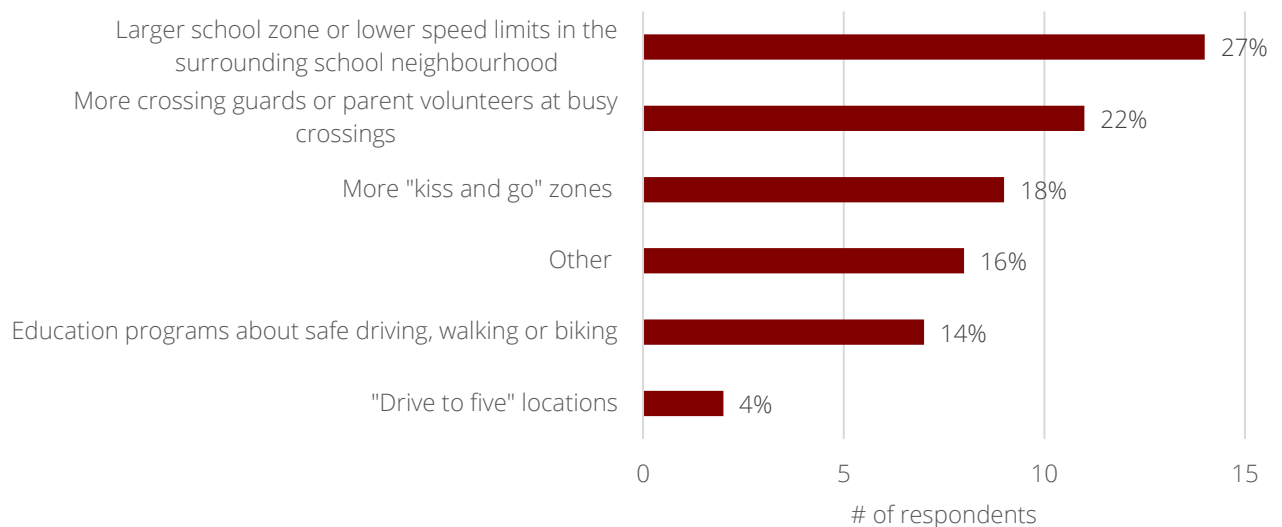
Parking-related hazards

Some noted that heavy on-street parking is an issue in certain areas, as it reduces visibility and creates unpredictable situations where children may emerge suddenly between vehicles to cross the street. Some of these areas include Wade Avenue, Moosejaw Street and Eckhardt Avenue, and Birch Avenue.

Opportunities

Survey respondents were asked what programs they believe would make travelling to school more safe for their children. Nearly one third of caregivers believe that a larger school zone or lower speed limits surrounding the school would increase safety. Additionally, a significant proportion of caregivers would like to see more crossing guards or parent volunteers and would like more “kiss and go” zones.

What initiatives or programs do you think would help make travel to school safer and more comfortable? Select all that apply. (n=35)



Caregivers 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 to address sidewalk gaps and add more marked crosswalks in the area. Bassett Street is one area where there is a sidewalk gap north of the intersection at Westminster Avenue W. Marked crosswalks are particularly desired along Wade Avenue W and Maple Street. Some would also like to see crossing guards at high traffic crossings to help young children cross safely.

Sidewalks

There were suggestions to improve pedestrian crossings, including implementing proper crossings on Wade Street, a supervised / enhanced crossing at the Eckhardt Avenue and Moosejaw Street intersection, safer crossings on Vees Drive and Bassett Street, and more pedestrian-activated crossing lights.

Cycling facility improvements

There is a desire to improve cycling facilities to support children riding to school. Several suggested creating a consistent, safe corridor linking neighbourhoods to the school.

Traffic calming measures

Caregivers called for speed bumps on Birch Avenue, better signage in the area, lower speed limits, and stronger enforcement to reduce vehicle speeds and enhance pedestrian safety around Queen’s Park.

4 VISION AND GOALS

Informed by the school community, Queen’s Park 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 comfortable in the future.

At Queen’s Park Elementary School, students, caregivers, and staff are provided with safe and welcoming transportation options. There are many routes to school in the surrounding transportation network and enhanced road crossings where children are separated from and seen by vehicle traffic.

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

Goal 1: Provide safe and accessible routes to school

This goal focuses on safety for active transportation modes and providing efficient and safe connection along routes to school where students and caregivers feel confident. Infrastructure on routes to school should encourage slower vehicle speeds, make active users more visible, and separate modes where appropriate. Further detail is provided in the action plan.

Goal 2: Encourage safe driver behaviour

This goal focuses on driver behaviour during PUDO times, encouraging caregivers to use the correct behaviours and providing guidance on efficient PUDO locations. A combination of engineering interventions, policy, and educational material will support this goal.

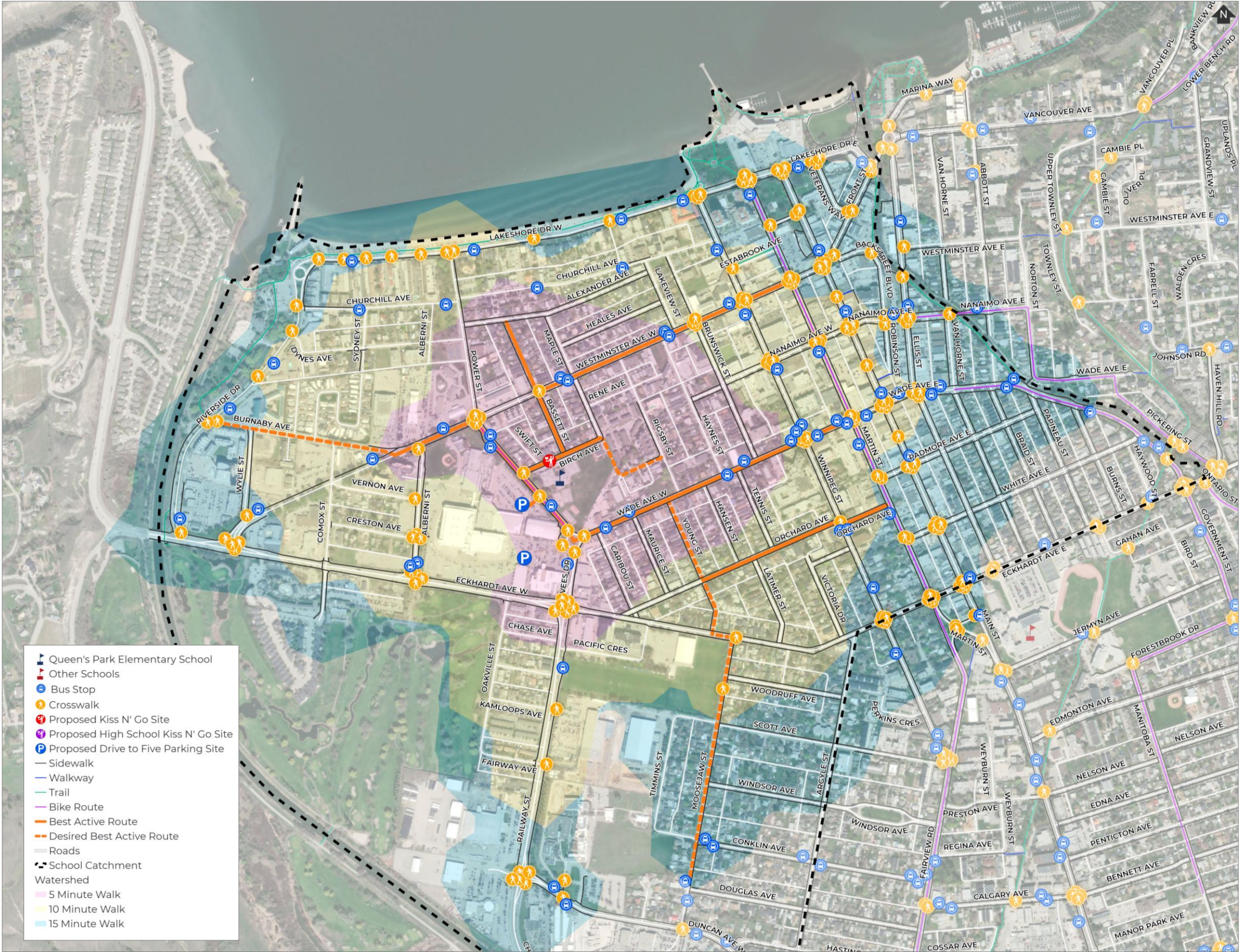
Goal 3: Promote frequent use of active transportation modes

This goal focuses on proper education and promotion of the use of active transportation modes to caregivers and children. Providing safe and connected facilities for walking, cycling and rolling will encourage more families to choose active modes. 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 the PAC meeting.

Map 2: Queen’s Park 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 Queen’s Park Elementary. It outlines a list of tasks and activities as well as priorities 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 people who work in Penticton have opportunities 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 goals 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 modes. 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 public rights of way. Those actions on the school grounds are to be championed by the School District.

The Action Plan is provided in the table below. Engineering actions were prioritized as high, medium, and low; however, priorities will need to be considered in conjunction with other City-wide projects. Project IDs do not indicate an order of preference. Actions identified below also included suggested solutions for long-term improvements that may require larger capital planning consideration. Costs were ranked at a planning-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, speed humps, 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 • SOEC Kiss N’ Go Location • Birch Avenue	PUDO near school frontage is congested and causes road safety concerns.	Formalize Drive to Five+ Location to encourage PUDO away from school frontage. The Drive to Five+ location should be approved by property owners. Tactical urbanism could be used to support this such as smiley faces painted on best routes sidewalks. Promote Kiss N’ Go location to caregivers via the PAC and school administration.	High	City of Penticton and PAC	\$
2	Birch Avenue	Crosswalk opportunity	Add a raised crosswalk on the east leg of the Birch Avenue and Bassett Street intersection to connect Birch Avenue and the school. This recommendation also works to reduce traffic speeds.	High	City of Penticton	\$\$
3	Birch Avenue and Maple Street	Sightline concerns and speeding around corner	Consider installing curb extensions or bollards to prevent parking at/near the road curve (corner).	High	City of Penticton	\$\$
4	Wade Avenue	Crosswalk opportunity	Consider adding crosswalks on Wade Avenue: • At Rigsby Street or Young Street • At Haynes Street or Tennis Street Depending on traffic volumes, pedestrian-activated crosswalks with rectangular rapid flashing beacons (RRFBs) may be warranted and can enhance crossing visibility and safety. Curb extensions to reduce the crossing distance may also be considered.	High	City of Penticton	\$\$
5	Wade Avenue	Speeding concerns	Expand the 30 km/hr speed limit to include Wade Avenue between Maurice Street and Winnipeg Street. Speed reductions can be completed in conjunction with Project ID 4.	High	City of Penticton	\$
6	Orchard Avenue and Young Street	Crosswalk opportunity	Add crosswalk at Young Street and Orchard Avenue intersection. Consider aligning the crosswalk with Project ID 4 to create a continuous AT route along Young Street.	High	City of Penticton	\$\$

The Westminster Ave. W and Bassett St. intersection is planned for upgrades in 2026.

Project ID	Location	Issue	Recommendation	Priority	Responsibility	Cost
7	Westminster Avenue W and Bassett Street	Crosswalk upgrade	Upgrade the existing crosswalks on the east and north legs of the Westminster Avenue W and Bassett Street intersection to improve pedestrian visibility and safety.	High	City of Penticton	\$\$
8	Birch Avenue	Speeding concerns	Install traffic calming devices along Birch Avenue (e.g. speed humps, curb extensions, raised crosswalks) in conjunction with Project ID 2.	High	City of Penticton	\$\$
9	Queen's Park Elementary	Existing bicycle parking is well-utilized and can be near capacity in warmer months.	Install new bike and/or scooter racks in high visibility locations that are properly sized for children's bikes (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	\$
10	Maple Street and Rene Avenue	Pedestrian safety	Explore opportunity to improve safety for pedestrians on the east leg of the Maple Street and Rene Avenue intersection (e.g. improve sightlines, make crosswalk more visible, fill sidewalk gap).	Medium	City of Penticton	\$\$-\$
11	Orchard Avenue	Crosswalk opportunity	Install a crosswalk on Orchard Avenue between Laitmer Street and Tennis Street.	Medium	City of Penticton	\$\$-\$
12	Birch Avenue	Staff parking lot can fill quickly and require staff to park on Birch Avenue	Evaluate potential to move the accessible parking stall west towards the let-down and adding additional accessible parking stalls.	Medium	School District and School Administration	\$
13	Walkway behind school from Birch Avenue to Alberta Avenue	Safety concerns	Create an active school corridor environment (e.g. add motion or time-based lighting, school signage, increase visibility of pathway).	Medium	School Administration and City of Penticton	\$\$-\$
14	Maple Street	Crosswalk opportunity	Explore the opportunity to install a crosswalk on the west leg of the Westminster Avenue and Maple Street intersection.	Medium	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 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 Queen’s Park Elementary can seamlessly integrate it into their daily routines.

Project ID	Action	Resources	Priority	Responsibility
1	Promote, implement and build upon current Penticton Safe Routes to School Plans that have been shaped with school communities across the City.	Penticton Safe Routes to School Program	High	City of Penticton, PAC & 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	Organize Walking School Bus groups to facilitate group travel from popular residential areas to Queen's Park Elementary. This action may be especially beneficial for families residing south of Highway 97/Eckhardt Avenue.	City of Vancouver Walking School Bus Safe Routes to School National Partnership: How to Start a Walking School Bus at Your School	High	PAC & School Administration
4	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
5	Participate in active travel events and programs such as Go By Bike Week or International Walk to School Week.	GoByBike Penticton	High	City of Penticton, School Administration, and PAC

Project ID	Action	Resources	Priority	Responsibility
6	Continue to notify caregivers about events in PTCC parking lot(s) to ensure congestion on Birch Avenue is limited during PUDO	N/A	High	School Administration
7	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 & School Administration
8	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 & School Administration
9	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 & School Administration
10	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
11	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, Bylaw Enforcement, and ICBC. Queen’s Park administration should coordinate with the RCMP to plan visits and indicate problem locations that should be investigated. It is also important that Queen’s Park emphasize the education component of enforcement by communication with students and caregivers about enforcement issues.

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	Work with RCMP and Bylaw Enforcement to increase patrol presence during PUDO hours near areas with social challenges to inspire confidence in families.	High	City of Penticton, RCMP, and Bylaw
4	Conduct regular (quarterly or bi-annually) community safety audits along Best Routes.	High	RCMP and Bylaw
5	Monitor and collect speed data, motor vehicle volumes, and safety compliance to evaluate engineering improvements annually.	High	City of Penticton

6.4 Evaluation Action Items

The evaluation action items below are primarily intended to be implemented by Queen’s Park Elementary in collaboration with the City of Penticton. It is now up to Queen’s Park 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



Classroom Hands-Up Student Survey

Purpose: The City of Penticton is developing a School Travel Plan for Queen's Park 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	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 (e.g. rainy)									
2										
3										
4										
Total										



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

Day	Weather	Mode of Transportation								
	Today's weather	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)	Total
1										
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 December 15, 2025.

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)?

- ☐ Queen's Park Elementary
- ☐ Wiltse 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
- ☐ Grade 6
- ☐ Grade 7

TRAVEL CHOICES

4. How does your child (or children) typically get to and from school? For each mode of transportation below, please select how often your child uses it.

Mode of transportation	Every day	Several times a week	Once or twice a month	A few times a year	Never
Walk					
Bike					
Scooter or skateboard					
Car (just your family)					
Carpool (2 or more families)					
School bus					
Public transit					

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 another 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
- ☐ The route had fewer hills/less elevation
- ☐ 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
- ☐ Finding my child a buddy or responsible adult to walk, bike, or roll with
- ☐ 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. 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
- ☐ Lack of marked crosswalks
- ☐ Lack of enhanced crosswalks (ex. crossings with flashing lights)
- ☐ Lack of short term drop off areas (ex. "kiss and go" zones)
- ☐ Unsafe driver behaviour (cell phone use, speeding, parking infractions, etc.)
- ☐ Poor visibility or blocked sightlines
- ☐ Not enough street lighting
- ☐ Unclear signage/lack of signage
- ☐ Lack of suitable facilities for walking and/or cycling (ex. sidewalks, bike lanes)
- ☐ Limited vehicle turnaround areas
- ☐ There are no issues
- ☐ Other, please specify: _____

13. 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:

14. What initiatives or programs do you think would help make travel to school safer and more comfortable? Select all that apply.

- ☐ More “kiss and go” zones (short-term drop off areas)
- ☐ “Drive to five” locations (designated drop off spots about a 5-minute walk to school)
- ☐ Larger school zone or lower speed limits in the surrounding school neighbourhood
- ☐ Education programs about safe driving, walking, or biking
- ☐ More crossing guards or parent volunteers at busy crossings
- ☐ Other, please specify: _____

GENERAL

15. Do you have any additional comments that you would like to share with the project team?

Thank you!

Your time and input are greatly appreciated.