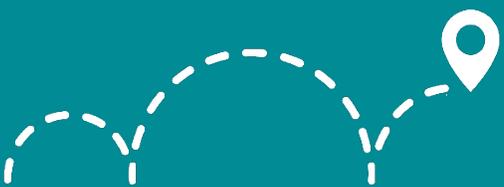


CRD



McKenzie Elementary School

Final Report
2024-2025



READY STEP ROLL
SUSTAINABLE SCHOOL COMMUTE PLANNING

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

Proudly supported by:



Key Partners

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

District of Saanich – Jurisdictional owner of municipal roads, road right-of-way and municipal lands. Provide local knowledge on street level infrastructure, assist in Action Plan development, evaluate and consider proposed solutions, support or undertake implementation and follow up regarding safety improvements.

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

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

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

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

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

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Glossary and Acronyms

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

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

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

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

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

Mode shift: The change from using one mode of transportation to another. Recognizing that transportation modes are not always a choice and that in our region the road network is largely built out, the desired shift is from single-occupancy vehicles to active and sustainable modes of transportation. For example, walking, cycling, public transit, carpooling or using electric vehicles to reduce environmental impact, congestion and promote healthier and more efficient travel options.

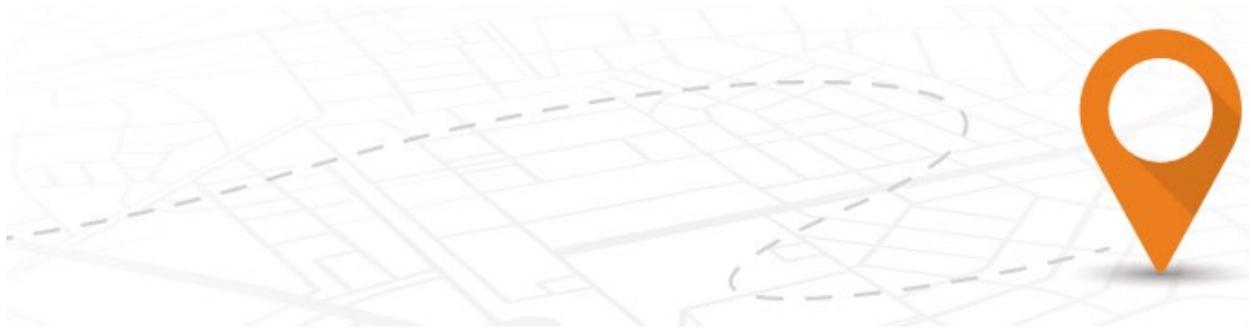
Pedestrian: A person afoot, or person or child in a wheelchair/mobility aid or carriage/stroller.

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

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

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

Sustainable School Commute Planning

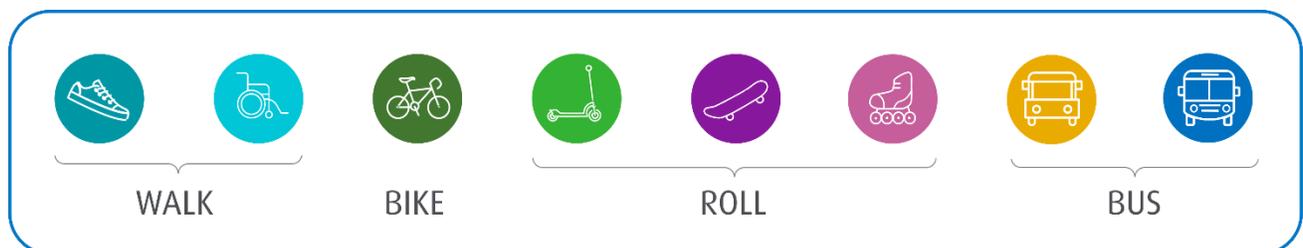


McKenzie Elementary School

The [Capital Regional District's](#) (CRD) [Board Priorities](#) and [Corporate Plan](#) identify transportation as a key regional priority and that residents have access to convenient, green and affordable multi-modal transportation systems that enhance livability. Helping to further this priority through behaviour change and infrastructure improvements at a foundational level, the CRD coordinates a Sustainable School Commute Planning program, known as Ready Step Roll (RSR). RSR aligns with our key transportation goals: ease congestion, support higher rates of walking, cycling and transit use and reduce greenhouse gas (GHG) emissions.

Sustainable School Commute Planning focuses on improving safety, accessibility, convenience and comfort so that more students, families and staff can choose to walk, roll, take the bus, or carpool as a desirable option to and from school more often. This is achieved through a school catchment and neighbourhood-based planning process. Similar programs have been successfully implemented in many communities across Canada and internationally. The report [International Best Practices in Regional Planning for School Travel](#) (*Toronto Metropolitan University, Toronto, April 2016*) looks at a number of case studies and key learnings from around the world.

Active and sustainable school transportation describes using any mode of transportation that relies on human power to get to and/or from school, all or part-way. It includes walking, using a wheelchair, riding bikes, scooters, skateboards, and rollerblades, and taking the school bus or public transit.



The Benefits of Active and Sustainable School Transportation

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

HEALTH & WELL-BEING

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



PERSONAL & ROAD SAFETY

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



CLIMATE ACTION & AIR QUALITY

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



ACADEMIC & LIFE-SKILLS

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



COMMUNITY & HOUSEHOLD

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



The 7 E's Approach to Sustainable School Commute Planning

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



EQUITY

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



ENVIRONMENT

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



EVALUATION

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



ENGINEERING

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



ENFORCEMENT

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



EDUCATION

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



ENCOURAGEMENT

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



CRD's Ready Step Roll Program

Overview



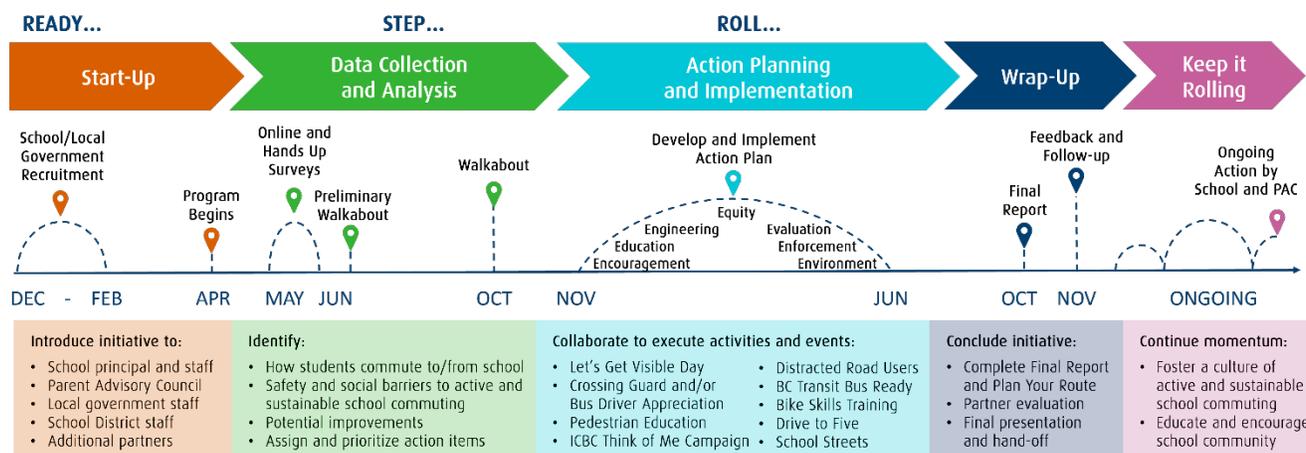
Ready Step Roll works annually with up to five school communities. The overall goal is to improve safety, accessibility, convenience and comfort so that more students, families and staff can choose to walk, roll, take the bus, or carpool as a desirable option to and from school more often.

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

Process

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

Figure 1: Ready Step Roll Process Timeline



Data Collection and Analysis

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

Quantitative and qualitative data is collected using:

- **School Commute Survey** – online questionnaire to gather parent/caregiver perceptions and areas of concern related to the school commute.
- **Hands Up Surveys** – conducted in-class daily for one week to capture travel mode counts.
- **Pre-Walkabout and School Neighbourhood Walkabout** – walking tour to observe school arrival or dismissal, experience conditions, share perspectives, identify barriers and brainstorm solutions.
- **Other Engagement** – activities, meetings, emails and phone conversations, for example.

School Profile

McKenzie Elementary School

- **Address** – 4005 Raymond St. N, Victoria, BC
- **Start time** – 8:45 am
- **End time** – 2:37 pm
- **Grades** – Kindergarten to Grade 5
- **Student Population** – 260 (2024)
- **School District** – SD 61
- **Local Government** – District of Saanich



School Commute Survey Results

Baseline student transportation data was obtained from the results of the School Commute Survey and Hands-Up! Surveys, collected in June 2024. At McKenzie Elementary School (McKenzie), 169 School Commute Surveys were completed, representing 211/260 students and a response rate of 82%.

Mode Share

The most common mode for the commute to and from school at McKenzie is by driving at 50% and 46%, respectively (*Figure 2*). Walking is the second most common commute mode, with 36% of respondents walking to school and 41% walking home from school. Currently, 6% of respondents ride their bikes to/from school and 5% take transit for their school commute. Another 3% carpool to school, while 1% carpool home from school. The remaining 1% roll to/from school regularly. When we combine active transportation modes (walk, bike, roll), we see that 43% of respondents typically commute to school actively, while 48% commute home from school actively.

Commute Preferences

There is quite a significant difference between how McKenzie respondents typically commute to school and how they would prefer to (*Figure 2 vs. Figure 3*). Survey results show that 15% of respondents would prefer to drive to school and 14% from school (↓ 35% / ↓ 32%, respectively). Results also show a desired shift away from taking transit to/from school (↓ 4% / ↓ 5%) and carpooling to school (↓ 1%). On the contrary, 32% of respondents would prefer to bike to school (↑ 26%). Results also show a minor desired shift toward walking to school (↑ 4%), and rolling to/from school (↑ 1% / ↑ 3%). This shows great potential and opportunity for considerable mode shift at McKenzie. Though 8/9% of respondents indicated a preference to use a school bus to/from McKenzie, the school does not qualify for bus service per School District 61 policy.

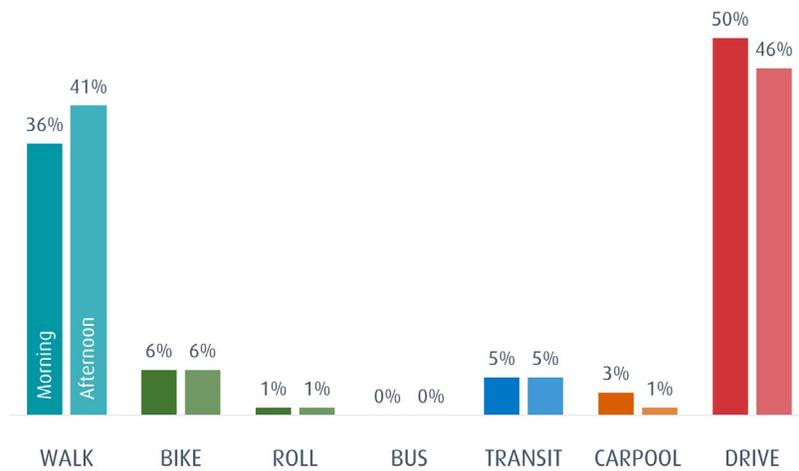
Barriers

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

- | | | |
|----|--|----------------------|
| 1. | Convenience/Schedule – out of school care, activities, work, etc. | 41% (69 respondents) |
| 2. | Age – student is too young to walk, bike, roll without supervision | 33% (56 respondents) |
| 3. | Weather/Season | 28% (47 respondents) |
| 4. | Road safety concerns – intersections, shoulder, traffic | 25% (43 respondents) |
| 5. | Distance – we live too far to use active transportation | 15% (25 respondents) |

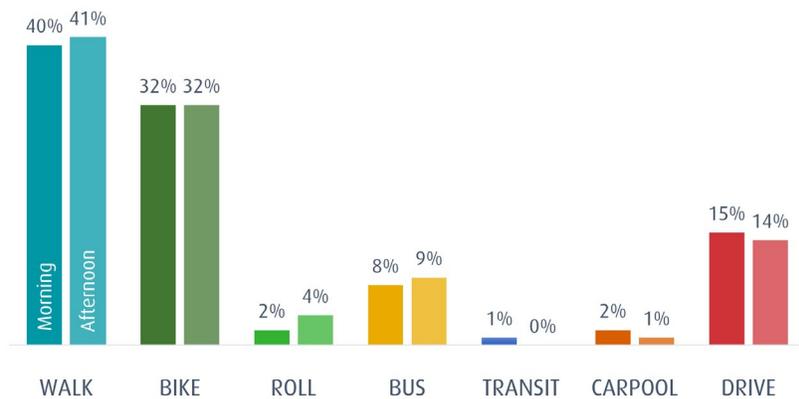
Note: 20% or 33 respondents selected N/A.

Figure 2: How students typically get to and from school



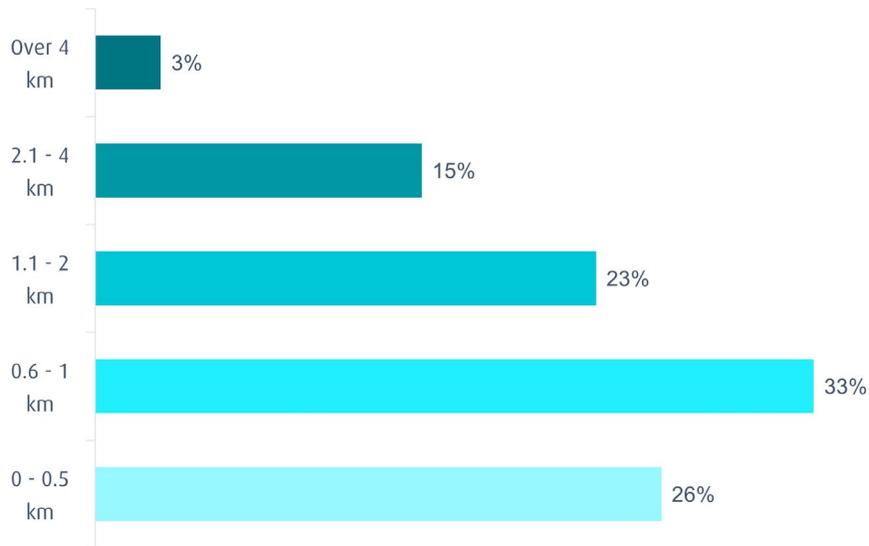
About half of McKenzie respondents are typically driven to/from school (50%/46%) and a significant proportion of respondents walk to/from school (36%/41%). Another 6% of respondents bike, while 5% take public transit and 1% roll to/from school. 3% of respondents typically carpool to school, while 1% carpool home from school.

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



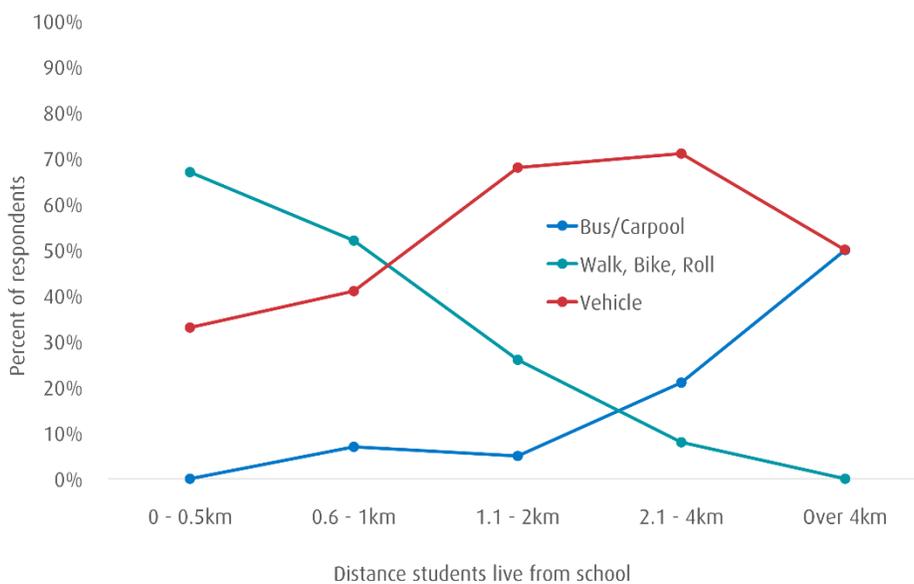
The majority of respondents would prefer to walk or bike to/from school. This represents a significant desired shift away from driving. There is also a desired shift away from taking transit. It's important to note that although results show a preference to commute via school bus, there are no school buses at McKenzie per School District 61 policy.

Figure 4: Distance students live from school



More than half of respondents (59%) live within 1 km of McKenzie, which is within a ten-minute walk or five-minute bike ride. Another 23% live between 1.1-2 km from school and 15% are 2.1-4 km from school. The remaining 3% live over 4 km from school.

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



At 1.1 km and further, it becomes more common for McKenzie students to be driven than to walk, bike, or roll to/from school. Results show that 33% of those living less than 0.5 km and 41% of those living 0.6-1 km from school are currently driving regularly for their commute. Transit and carpooling are common at over 4 km from school.

Top Motivating Factors

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

- | | |
|---|-----------------------|
| 1. Improving physical and mental health | 66% (112 respondents) |
| 2. Building student confidence, independence and capabilities | 58% (98 respondents) |
| 3. Spending more time outside | 51% (86 respondents) |
| 4. Avoiding stress from traffic congestion/parking | 45% (76 respondents) |
| 5. Supporting climate action by reducing travel in our personal vehicle | 38% (64 respondents) |

Desired Non-infrastructure Supports

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

- | | |
|---|----------------------|
| 1. They were provided with pedestrian, cycling and/or bus education | 40% (67 respondents) |
| 2. They had other students to commute with | 37% (62 respondents) |
| 3. Outdoor supervision provided before and after school | 14% (24 respondents) |
| 4. None of the above | 14% (23 respondents) |
| 5. Crossing guards provided before and after school | 9% (15 respondents) |

Desired Pedestrian Improvements

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

- | | |
|--|----------------------|
| 1. Sidewalks/trails – continuous routes | 40% (68 respondents) |
| 2. Sidewalks/trails – improved separation/buffer | 34% (57 respondents) |
| 3. Additional marked pedestrian crosswalks | 28% (48 respondents) |
| 4. Traffic calming to improve driver behaviour | 27% (46 respondents) |
| 5. Improved existing crosswalks – e.g., raised, pedestrian activated, etc. | 24% (41 respondents) |

Desired Cycling Improvements

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

- | | |
|---|----------------------|
| 1. Bike lanes/trails – continuous routes | 35% (59 respondents) |
| 2. Bike lanes/trails – improved separation/buffer from vehicles | 33% (56 respondents) |
| 3. Bike parking – secure and/or covered location at the school | 27% (45 respondents) |
| 4. Traffic calming to improve driver behaviour | 24% (40 respondents) |
| 5. Crosswalks – additional marked crossings for cyclists | 22% (38 respondents) |

Action Planning

Development

Data and insight captured through RSR consultation informs the development of an Action Plan (*Appendix C*). CRD staff share the input received with jurisdictional land/road right-of-way owners, the school administration, and other involved interest holders as needed. Partners then consider how to address the various issues raised, assess their capacity and available resources and prioritize the recommended actions accordingly. Suggested actions are subject to the respective jurisdictions' consideration, approval and required budgetary processes.

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

The action plan is organized into five sections:

- 1.0 **School Property** – jurisdiction of school district, defined by property boundary.
- 2.0 **School Zone** – jurisdiction of road owner, area defined by signage.
- 3.0 **School Catchment** – area defined by school district catchment boundaries.
- 4.0 **General Issues** – issues identified that are not location-specific.
- 5.0 **Events, Activities and Initiatives** – to address education, encouragement, and equity.

Implementation

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

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

Key Accomplishments

Summary of key actions completed:

- Scooter rack purchased by CRD and installed by School District 61.
- Drop-off loop directional arrows repainted and vegetation trimmed.

- Installed stop sign at exit and added bollard to curb in the back parking lot to increase visibility.
- Trimmed vegetation that was encroaching into roadway along Raymond St. N.
- Installed no stopping signs at eye level along Raymond Street.
- Extended no stopping zone along Margaret St and Raymond St. intersection.
- Relocated time limited parking sign to no stopping sign on Margaret Street for clarity.
- Installed new stop signs (2-way stop) at Raymond St. N, Malibu Pl. and McKenzie Ave intersection.
- Trimmed and removed hedges on pathway connection from Raymond St. N. to Carey Rd.
- Installed temporary speed display device on Raymond St. N.
- Carey Rd. speed limit reduced to 40 km/h.
- Neighbourhood streets speed limits were reduced to 30 km/h. This includes Kenneth St., Tait St., Agnes St., Broadway St., Baxter Ave., and Baker St.
- Audible pedestrian signals added to all crosswalks on McKenzie Ave.
- Hosted a Let's Get Visible Day at the school with free reflective strips given to students to educate them about the importance of being bright and visible to other road users for pedestrian safety.
- Hosted a Crossing Guard Appreciation Day with coffee gift cards from the CRD and thank you postcards personalized by the students.
- Provided pedestrian safety education to K-3 classes in coordination with ICBC's *Think of Me* program.
- Provided in-school cycling skills training to Grade 4-5 students via Capital Bike.
- Delivered in-class and on-bus *BusReady* education via BC Transit.
- Distributed CRD's *School Commute Buddies* pamphlet as a resource to build the confidence and capacity of students to commute to school using active and sustainable modes.
- Provided *Plan Your Route* map brochure to educate school community about the infrastructure in place to support safe, active and sustainable school commutes and help households determine their best school commute route(s).

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

- ICBC and SaanichPD to hand out student artwork postcards at a school zone campaign.
- Install enlarged *Think of Me* postcards on fences along school frontage to increase visibility of the school zone and remind drivers to look out for children and practice safe driving behaviours.
- Consider traffic calming along school frontage to manage vehicle speeds.
- Review sidewalk width and consider closure of staircase connecting pathway to Carey Rd.
- Review parking restrictions on Snelling St. and consider limiting parking to one side of the street. Consider additional street name sign that is visible from both directions.
- Review and consider stop sign control changes and crosswalk for pedestrian and cyclist traffic at Kenneth St and Raymond St. N.
- Pedestrian and cyclist upgrades on Glanford Ave from McKenzie to Judah.

Keep it Rolling!

Next Steps

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

The Action Plan (*Appendix C*) is a comprehensive guide that describes the issues raised throughout the process by location as well as the implementation plan, status and key partners involved with each action identified. The school and local government are encouraged to continue implementing priority items as capacity allows.

Each new school year, school administration and the PAC should evaluate what is working well and what needs improvement to ensure they are meeting the needs of the school community in our changing environmental and social context. It takes a concerted effort to continue to inspire students and their families to walk, bike, roll or bus more often for their school commutes.

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



PAC and school administrators can team up to repeat the education and encouragement events, activities and initiatives that were popular during our RSR year – see **Appendix C, Action Plan, Section 5** for more information and ideas!

Feel free to reach out with any questions or ideas.

transportation@crd.bc.ca

Appendix A – Plan Your Route

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

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Crossing Basics

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

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

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

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

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

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

did you know?

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

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



Tips for Success

- ✓ Use crosswalks, sidewalks and crossing guards when possible. If there are no sidewalks, walk single file facing traffic so that you can see approaching vehicles and they can see you. Make eye contact.
- ✓ Practice your route together to build your confidence and independence. Identify any potential concerns and address them.
- ✓ Avoid shortcuts through parking lots or around parked cars. Vehicles have front, back, and side blind spots. The larger the vehicle, the larger its blind spots.
- ✓ Be alert and visible. Wear bright and/or reflective gear when walking or cycling. Use lights on your body and bicycles.
- ✓ Share your experiences, check in regularly and make adjustments to optimize safety and comfort.
- ✓ Invite neighbours and friends to join you along the way or establish meet up spots and go part-way to school together!



Questions?

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

www.crd.ca/ready

Plan Your Route McKenzie Elementary School



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

CRD

READY STEP ROLL

PLAN YOUR ROUTE TO MCKENZIE ELEMENTARY SCHOOL

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

It is important to determine:

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

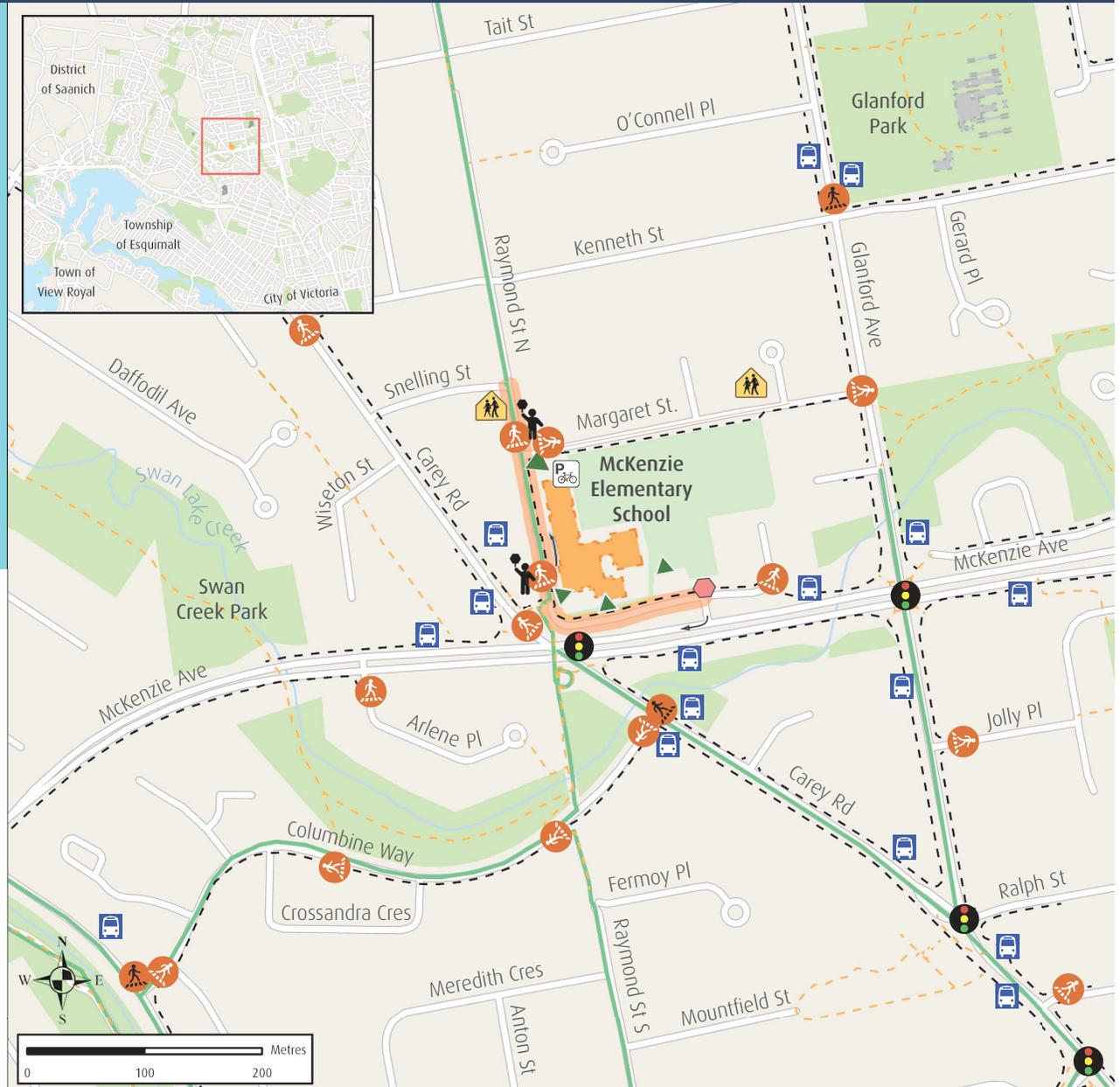
When walking, choose sidewalks or paths where possible, even if that means the trip will take a bit longer. If you're bussing, wait at designated bus stops a safe distance away from the road.

2. Where you will cross streets.

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

Legend

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



Did you know?

a child's walk pace is about
8 mins per 500 metres

READY STEP ROLL

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

Appendix B – School Commute Buddies

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

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help make school zones safer

Your commute matters!

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

When you need to drive, consider:

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

crossing basics

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

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

additional information

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

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

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

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



did you know?

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

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



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

school commute buddies



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

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

CRD


READY STEP ROLL
SUSTAINABLE SCHOOL COMMUTE PLANNING

plan your route

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

It is important to:

1. Prioritize your safety.

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

2. Determine where you will cross streets.

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

3. Check in regularly.

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



did you know?

Provincial law stipulates:

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

how to be a school commute buddy

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

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

BE INFORMED

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

BE ALERT

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

BE VISIBLE

- Wear light, bright and/or reflective materials. Add lights and reflectors to your gear.
- Where possible, stay on sidewalks and pathways. When there is no sidewalk, walk single file facing traffic so you can see approaching vehicles and they can see you.

BE PREDICTABLE

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

BE COURTEOUS

- Safely share roads, sidewalks and trails: keep to the right, yield to others, mind your speed, alert others before passing, keep dogs on leash and respect the environment.
- Show mutual respect to fellow road, sidewalk and trail users and be kind.



Appendix C – Action Plan

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

Item	Location	Issues Raised	Implementation	Lead	E's	Status
1.0	School Property					
1.1	Drop-off loop Raymond St. N.	- Tight turn to enter.	- Trim vegetation from entrance. - Repainted directional arrows.	SD61	Engineering	Completed 2025 Ongoing maintenance
1.2	Bike/scooter racks	- Two bike racks on property. - Desire for a scooter rack.	- Scooter rack purchased via RSR funding. - Scooter rack to be installed.	CRD SD 61	Engineering	SD 61 to install
1.3	Back Parking lot Raymond St. N. and Malibu Pl.	- Directional issues with one-way entrance and exit to parking lot. - Drivers continually hitting the small curb within the parking lot.	- Consider adding painted arrow out and line to delineate traffic in vs. traffic out. - Install stop sign at exit. - Add bollard to curb to increase visibility.	SD61	Engineering	TBD Completed 2025 Completed 2025
2.0	School Zone (area surrounding school as defined by local government signage)					
2.1a	Raymond St. N facing McKenzie Ave	- Cars parked on both sides of the street limits traffic to a single lane and causes traffic congestion. - Drivers speeding in both directions. - Children darting across street to get to the path before school.	- Consider traffic calming along school frontage to manage vehicle speeds. - Consider School Street Pilot (see 5.10). - Traffic enforcement. - Pedestrian education.	Saanich Saanich PD CRD/ICBC	Engineering Enforcement Education	Short-term Ongoing Completed April 2025
2.1b		- Boulevard on Southeast corner very narrow and close to drop off.	- Install no stopping signs for a section of the boulevard on the South side.	Saanich	Engineering	Completed August 2025
2.1c		- No stopping signs on hydro poles are not at eye level, one very faded.	- Remove signs from hydro poles. Install on new sign poles (three signs) at eye level.	Saanich	Engineering Enforcement	Completed August 2025
2.1d		- Hydro poles installed in sidewalk, decreasing sidewalk space and limiting accessibility.	- Add additional concrete sidewalk around hydro pole area to widen sidewalk and ensure adequate space.	Saanich	Engineering Equity	Long-term
2.2	Raymond St. N. Near back parking lot	- Parents parking in front of and/or near fire hydrant. - No yellow paint. - Risk in emergency situations.	- Added no stopping sign near fire hydrant. - Bylaw to enforce. - School newsletter reminders. - Note: with environmental regulations, there is no paint that lasts a year and therefore are now relying on signage.	Saanich Saanich PD School	Engineering Enforcement Encouragement Education	In progress
2.3	Raymond St. N 4000 block	- Vegetation encroaching into roadway.	- Trim vegetation to clear roadway.	Saanich	Engineering	Completed October 2024 Ongoing maintenance

McKenzie Elementary – Action Plan

Item	Location	Issues Raised	Implementation	Lead	E's	Status
2.4	Raymond St. N near Margaret Intersection	- Cars parking too close to the intersection between Snelling St. and Margaret St.	- Install additional no stopping sign. - Consider adding bollards/curbs to prevent vehicles from stopping in this area.	Saanich	Engineering Enforcement Encouragement	Completed March 2025
2.5	Margaret St. and Raymond St. N Intersection	- Parking is causing congestion during drop-off/pick-up which backs up and blocks crosswalk. - Drivers rolling stops at crosswalk. - Elephants feet but crossing guard tells students to walk their bikes.	- Extend no stopping zone. - Spot enforcement as resources permit. - Think of me pedestrian education addresses elephants feet.	Saanich SaanichPD CRD ICBC	Engineering Enforcement Education Encouragement	Completed March 2025 As resources permit Completed April 2025
2.6	Margaret St.	- Drivers speeding is a concern. - Desire for more visible school zone signs or a digital speed reader (like by Northridge school).	- There is a new sidewalk and three speed humps in the school zone. Note: on street decals are not being installed on residential streets.	Saanich SaanichPD	Encouragement Enforcement	N/A
2.7	Margaret St.	- No stopping and time limited parking signs on two different poles	- Relocate time limited sign to no stopping sign pole for clarity.	Saanich	Engineering	Completed March 2025
3.0	School Catchment (catchment area boundaries defined by school district)					
3.1a	Raymond St N, Malibu Pl. and McKenzie Ave. intersection	- Conflict area with multiple movements.	- Install new stop signs, 2-way stop.	Saanich	Engineering	Completed Summer 2025
3.2	McKenzie Ave. at Malibu Pl.	- Difficult to see the ALL TRAFFIC turn right sign with overgrown hedges.	- Trim vegetation so that the ALL TRAFFIC turn right sign is more visible.	MOTT	Engineering	Ongoing as needed.
3.3a	Pathway connection from Raymond St to Carey Rd Bus Stops	- Hedge overgrowing into sidewalks. - Overgrown grass increases fire concerns.	- Trim and remove hedges / vegetation.	Saanich	Engineering	Completed Fall 2024 Ongoing maintenance of grass
3.3b		- Steep staircase down to Carey Rd. results in the sidewalk being narrowed and kids in the roadway.	- Review sidewalk width. - Consider closure of staircase.	Saanich	Evaluation Engineering	Short-term Short-term
3.4a	Raymond St. N <i>Note: this is a common through street for cyclists and main walking path through</i>	- Drivers often speeding. - Sidewalks end at Kenneth St.; no sidewalks along most of the street.	- Install temporary speed display device. - Install traffic calming to manage speeds on side streets.	SaanichPD Saanich	Encouragement Engineering	Completed in February 2025 Short-term
3.4b		- Path at the end of Raymond St. N crosses many streets without crosswalks and can be challenging for	- Low traffic volumes on cross streets do not meet the warrants for the installation of crosswalks. The Raymond St. Corridor is	Saanich	Engineering	Medium-term

McKenzie Elementary – Action Plan

Item	Location	Issues Raised	Implementation	Lead	E's	Status
	<i>neighbourhood to McKenzie and Glanford Middle.</i>	children to navigate (e.g. Baxter, Broadway, Agnes, Tait, Baker). - Request for crosswalks at all streets along this route.	identified for improvements which will include reviewing right-of-way, traffic calming, etc. where necessary. - Pedestrian education, crossing safely.	CRD / ICBC	Education	Completed April 2025
3.5	Neighbourhood Streets - Kenneth St - Tait St - Agnes St - Broadway St - Baxter Ave - Baker St	- Drivers speeding and using these streets as cut-throughs between Carey and Glanford. - Requests for speed limit reductions. - Requests for traffic calming. - Request for crosswalks. - Requests for sidewalks to connect from Carey/Glanford to the school so children do not have to walk on Glanford or Carey for extended periods of time.	- All of these streets will have their speed limit reduced to 30 km/h within the year. - Saanich is currently developing a traffic calming policy. Roads will be prioritized once the policy is approved by Council. - Low volumes on cross streets do not meet the warrants for the installation of crosswalks. - Sidewalks are prioritized in the Saanich Active Transportation Plan (ATP). - Install concrete curbs to create protected walkway within roadway. Prioritize Kenneth St. (Carey to Glanford) and Agnes St (Raymond to Glanford).	Saanich	Engineering	Completed November 2025 Per Traffic Calming Policy N/A Per ATP. Long-term
3.6	Snelling St.	- On-street parking and no sidewalks, often illegally parked vehicles blocking sightlines. - Desire for this to be in school zone. - Hard to see Snelling St from Carey Rd as it looks like a driveway.	- Narrow roadway with limited options. - Review parking restrictions and consider limiting parking to one side of the street. - MVA school zone criteria not met. - Consider adding an additional street name sign visible from both directions.	Saanich	Engineering	Medium-term Short-term N/A Short-term
3.7	Carey Rd.	- Drivers speeding. - Speed limit is too high. - No bike lanes. - Desire for connected sidewalks on both sides of the road.	- Speed limit is now posted as 40 km/h. - Long-term changes for sidewalks and cycling will be considered as prioritized in the Saanich ATP.	Saanich	Engineering	December 2024 Per ATP
3.8	Carey Rd. Crossings - at Wiseton St. - at Tait St. - at Marigold Rd.	- Lack of crosswalks on Carey to connect neighbourhood on west side of Carey Rd. to the school.	Wiseton St. – Crosswalk has been added to the crosswalk priority list. Tait St. – A crosswalk is not recommended here due to the limited sightlines heading north on Carey Rd.	Saanich	Engineering	Long-term N/A

McKenzie Elementary – Action Plan

Item	Location	Issues Raised	Implementation	Lead	E's	Status
			Marigold Rd. – Changes to this intersection are being considered.			Long-term
3.9	Carey Rd. at Kenneth St. Crosswalk	<ul style="list-style-type: none"> - Concerns with using crosswalk due to drivers speeding and failing to stop. - Overgrown vegetation and visibility concerns. - Requests for reduced speed limits and flashing beacons for crosswalks. 	<ul style="list-style-type: none"> - Spot enforcement. - Pedestrian education includes safe crossing tips. - Vegetation maintenance to improve sightlines and safety. - Carey Rd. speed limit reduced to 40km/h. - Kenneth St. to be reduced to 30 km/h. - Crosswalk does not meet the warrants for installation of flashing beacons. 	SaanichPD CRD ICBC Saanich	<ul style="list-style-type: none"> Enforcement Education Encouragement Engineering Evaluation 	<ul style="list-style-type: none"> Ongoing Completed April 2025 Ongoing as needed. Completed December 2024 To be completed 2025/26 N/A
3.10	Tait St. at Broadway St. Intersection	<ul style="list-style-type: none"> - Drivers use Tait St. as a cut through from Carey to Glanford/PCS schools. - Dangerous to walk along shoulder of Broadway St. and Tait St. - Vehicles often parked along the side of the road; visibility difficult. - Significant pedestrian traffic including dog walkers and children commuting. - Many near misses witnessed. - Drivers speeding. - Drivers failing to obey Tait stop sign. 	<ul style="list-style-type: none"> - Consider sidewalks and/or other traffic calming measures. - Long-term changes for sidewalks will be considered as prioritized in the ATP. - Saanich is currently developing a traffic calming policy. Roads will be prioritized once the policy is approved by Council. - Spot enforcement as resources permit. 	Saanich SaanichPD	<ul style="list-style-type: none"> Engineering Evaluation Enforcement 	<ul style="list-style-type: none"> Long-term Ongoing
3.11	Kenneth St. at Raymond St. N	<ul style="list-style-type: none"> - Drivers speeding often without regard for pedestrians or cyclists. - Desire for a stop sign for East/West traffic on Kenneth, making this a four-way stop. - Several respondents noted a strong desire for a pedestrian activated crosswalk at this intersection. - The stop sign is opposite direction of most kids commute route. 	<ul style="list-style-type: none"> - Consider stop sign control changes and crosswalk for pedestrian traffic along Kenneth St. - Consider switching stop sign directions, giving Raymond St. N. cyclists the right of way. 	Saanich	<ul style="list-style-type: none"> Evaluation Engineering 	Under review

McKenzie Elementary – Action Plan

Item	Location	Issues Raised	Implementation	Lead	E's	Status
3.12	Kenneth St. at Gerard Pl.	<ul style="list-style-type: none"> - Speeding drivers and low visibility - dangerous crossing to sidewalk on opposite side of the road. - Desire for pedestrian activated crosswalk and 40 km/h speed limit. 	<ul style="list-style-type: none"> - Volumes on this section of Kenneth St are too low to warrant the installation of a crosswalk. - Kenneth St. will be reduced to a 30 km/h speed limit. 	Saanich	<ul style="list-style-type: none"> Evaluation Engineering 	<ul style="list-style-type: none"> N/A To be completed 2025/26
3.13	McKenzie Ave. at Carey Rd. Intersection	<ul style="list-style-type: none"> - Blind spot for vehicles turning right onto north side of Carey Rd. from Westbound McKenzie Ave is dangerous for students crossing. 	<ul style="list-style-type: none"> - Consider moving the crosswalk further north on Carey Rd. - Consider installing crosswalk ahead signage on curve. - Consider protected pedestrian phase. - Note: As of January 2025, all crosswalks on McKenzie Ave. now have audible pedestrian signals. 	MOTT	Engineering	<ul style="list-style-type: none"> TBD. Intersection is being reviewed by traffic engineering and traffic counts are being collected to assess whether signalization is significant.
3.14a	Pedestrian Overpass at McKenzie Ave. and Carey Rd.	<ul style="list-style-type: none"> - Additional trimming could help drivers see pedestrians coming down stairs to crosswalk - Tripping hazards/cracks at access points to bridge 	<ul style="list-style-type: none"> - trim to remove majority of vegetation - determine if location is now on trimming schedule to be done regularly - tripping hazards/cracks fixed 	<ul style="list-style-type: none"> Saanich MOTT 	<ul style="list-style-type: none"> Enforcement Engineering 	<ul style="list-style-type: none"> Completed Maintenance Ongoing Completed
3.14b	Pedestrian Overpass at McKenzie Ave. and Carey Rd.	<ul style="list-style-type: none"> - No safe bike crossing here for cyclists; sign directs cyclists to dismount, but the intersection on road is not safe and overpass is too steep and has too low of a railing. - Particularly as family cycling becomes more common, there's no safe place to cross. 	<ul style="list-style-type: none"> - Considered increasing the height of the railing on the overpass to allow for cyclists. However, a full assessment of the bridge would require widening of the bridge surface to allow two cyclists to pass. Existing bridge is designed to standard for pedestrian crossings. - Cyclists must continue to dismount as directed by signage. 	MOTT	Engineering	N/A
3.14c		<ul style="list-style-type: none"> - "Cyclists stop and dismount" sign has vandalism on it 	<ul style="list-style-type: none"> - Report and vandalism and maintenance deficiencies directly to Emcon Services: 24/7 Road reporting line 1-866-353-3136 	MOTT	Engineering	Completed
3.15	McKenzie Ave	<ul style="list-style-type: none"> - 60 km/h zone right beside school and drivers are often going faster. 	<ul style="list-style-type: none"> - Not a school frontage so can't be considered a school zone like Raymond St. N and Margaret Ave, per MVA. 	MOTT	Engineering	N/A

McKenzie Elementary – Action Plan

Item	Location	Issues Raised	Implementation	Lead	E's	Status
		<ul style="list-style-type: none"> - High traffic volume rushing to get to/from work during peak hours - Additional trimming could help drivers see pedestrians coming down stairs to crosswalk. 	<ul style="list-style-type: none"> - Trim to remove majority of vegetation - Note: Location is now on trimming schedule to be done regularly. 			<ul style="list-style-type: none"> Completed Ongoing
3.16	Carey Rd. south of McKenzie Ave.	<ul style="list-style-type: none"> - Hydro poles installed in sidewalk south of McKenzie Ave. decreasing sidewalk space and limiting accessibility. 	<ul style="list-style-type: none"> - Add additional concrete sidewalk around hydro pole area to widen sidewalk and ensure adequate space. 	Saanich	Engineering Equity	Long-term
3.17	Glanford Ave at McKenzie Ave Intersection	<ul style="list-style-type: none"> - Busy intersection. - Witnessed several accidents. - Desire for advanced left turn from Glanford onto McKenzie and advanced pedestrian crossing. 	<ul style="list-style-type: none"> - All crosswalks on McKenzie now have audible pedestrian signals. - Pedestrian education. 	MOTT CRD ICBC	Engineering Education	<ul style="list-style-type: none"> Completed January 2025 Completed April 2025
3.18	Glanford Ave.	<ul style="list-style-type: none"> - Too much vehicle traffic for young children to travel safely. 	<ul style="list-style-type: none"> - Pedestrian and cyclist upgrades from McKenzie to Judah are identified as short-term priorities in the ATP. 	Saanich	Engineering	Short-term
3.19	Glanford Ave. at Margaret St.	<ul style="list-style-type: none"> - Students and parents are seen crossing Glanford at Margaret from the bus stop to get to the school. - Narrow approach to stop sign at bottom of hill on Margaret St. conflicts with parked cars. 	<ul style="list-style-type: none"> - Consider a crosswalk on Glanford Ave. 	Saanich	Evaluation	Long-term
3.20	Glanford Ave. and Kenneth St. Intersection	<ul style="list-style-type: none"> - Drivers not stopping at crosswalk with flashing yellow lights. 	<ul style="list-style-type: none"> - Traffic enforcement as resources permit. 	Saanich PD	Enforcement	Ongoing as resources permit.
3.21	Carey Rd. and Columbine Way Intersection	<ul style="list-style-type: none"> - Drivers speeding. - Concern for children's safety while crossing. 	<ul style="list-style-type: none"> - Traffic enforcement as resources permit. - Crosswalk was already upgraded. - Pedestrian safety education. 	Saanich PD Saanich CRD/ICBC	Enforcement Engineering Education	<ul style="list-style-type: none"> Ongoing as resources permit. Completed 2023 Completed April 2025.
3.22	Colquitz River Bridge near Columbine Way	<ul style="list-style-type: none"> - Bridge is not safe. - Bridge needs more boards so children do not fall through as they bike across. 	<ul style="list-style-type: none"> - No upgrades to the bridge are planned at this time. 	Saanich	Engineering	N/A

McKenzie Elementary – Action Plan

Item	Location	Issues Raised	Implementation	Lead	E's	Status
3.23	Columbine Way	<ul style="list-style-type: none"> - Safety concern with driver behaviour, particularly speeding and routinely not stopping at crosswalks. - Many near misses observed. - On-road parking. - Requests for crosswalk upgrades to flashing beacons 	<ul style="list-style-type: none"> - Traffic enforcement as resources permit. - Speed limit was reduced to 40 km/h. - Parking is already restricted near the crosswalks. - Rapid flashing beacons are not warranted. 	Saanich PD Saanich	Enforcement Engineering	Ongoing as resources permit. Completed March 2024.
3.24	Swan Creek Trail	<ul style="list-style-type: none"> - People experiencing homelessness are sheltering in place here. 	<ul style="list-style-type: none"> - To report circumstances outside of the conditions outlined in Saanich Parks' bylaw re: Temporary Overnight Sheltering, contact Saanich Police non-emergency line. 	SaanichPD	Enforcement	Ongoing as needed.
3.25	Carey Rd. and Tillicum Rd. Intersection	<ul style="list-style-type: none"> - Drivers speeding. - Drivers not obeying no right on red. - Safety concerns while crossing 	<ul style="list-style-type: none"> - Traffic enforcement ongoing. - Improvements to signal timing. - Pedestrian safety education. 	SaanichPD Saanich CRD/ICBC	Enforcement Education	Ongoing Completed early 2024 Completed April 2025
3.26	Tillicum Rd. and Cadillac Ave Intersection	<ul style="list-style-type: none"> - Busy intersection. - Blind hill going toward Hwy 1 - Drivers often don't stop for pedestrians at this crossing. - Crosswalk does not have bike crossing; would be beneficial as it connects to Raymond St bikeway. 	<ul style="list-style-type: none"> - Traffic enforcement ongoing - Speed limit has been reduced to 40km/h - Cadillac Ave is not on the District's cycling network, cyclists are encouraged to cross as pedestrians, or to use Carey Rd. or the Galloping Goose to cross Tillicum Rd. 	SaanichPD Saanich	Enforcement Engineering Evaluation	Ongoing as resources permit. Completed 2023 N/A
3.27	Cadillac Ave at Raymond St. South	<ul style="list-style-type: none"> - drivers seem to be confused about stop sign at the crossroads of Raymond St. South 	<ul style="list-style-type: none"> - Ongoing enforcement requested. - Raymond St is the right-of-way roadway. Cadillac is a connector. 	SaanichPD	Enforcement	Ongoing as resources permit.
3.27	Neighbourhood Streets South of McKenzie - Whiteside St. - Homer Rd. - Kamloops Ave - Cadillac Ave - Raymond St.	<ul style="list-style-type: none"> - Drivers speeding and using roads as cut throughs. - Lack of sidewalks, slow speed signs, speed humps. - Many children walking and cycling to school along these streets. - Drivers not stopping at stop signs. 	<ul style="list-style-type: none"> - Long-term changes for sidewalks will be considered as prioritized in the ATP. - Saanich is currently developing a traffic calming policy. Roads will be prioritized once the policy is approved by Council. 	Saanich	Evaluation Engineering	Per ATP Per Traffic Calming Policy

Item	Location	Issues Raised	Implementation	Lead	E's	Status
3.28	Interurban Rd.	- Separated bike lanes would be a big improvement for school commute safety.	- Identified as a long-term priority in ATP.			Long-term
4.0	General Issues (not location-specific)					
4.1	Driver Behaviour - Speeding - Distracted Driving - Rolling stops	- Numerous responses concerned with driver behaviour: speeding, rolling stops, failing to stop for/yield to pedestrians in crosswalks and at intersections, etc. - Leads to pedestrians and cyclists feeling unsafe and a perpetual cycle of being driven instead. - "get people to stop speeding on residential side streets" - "peoples driving behaviour on small narrow roads is my biggest concern"	- Enforcement in school zones. - Speed watch campaigns. - Communications via school newsletters, social media posts, etc. - Increased awareness that we each have a part to play in making the school zone safer. If you are driving children to school, obey the law and avoid dangerous driving behaviours to ensure the safety of all students in the school zone. - See 5.3 School Commute Buddies pamphlet for more info.	Saanich PD ICBC School PAC CRD	Enforcement Education Encouragement	Ongoing Note: School Commute Buddies pamphlet (see 5.3) and Let's Get Visible bookmarks (see 5.4) highlight the most common dangerous driving behaviours in B.C. School Zones.
4.2	Speed Limits	- Desire for reduced speed limits in residential neighbourhoods.	- The Saanich Speed Limit Establishment Policy aims to set appropriate speed limits on all streets in Saanich over the next ten years with highest priority locations first.	Saanich Saanich PD	Evaluation Engineering Enforcement	As per ATP.
4.3	Lack of sidewalks on several residential streets	- Concerns for children's safety navigating many residential streets without sidewalks. - Desire for investment in sidewalks.	- Sidewalks and crosswalks improvements are prioritized as identified in the Saanich Active Transportation Plan. - Pedestrian education includes teaching kids where to walk in the absence of sidewalks (opposite side of the road, close to the edge so that they can see traffic coming toward them).	Saanich CRD ICBC	Evaluation Engineering Education Encouragement	As per ATP Completed April 2025
4.4	Lack of bike lanes	- Concerns for children's safety navigating roadways on their bikes, especially with parked cars.	- The cycling network is prioritized as identified in the Saanich ATP. - Cycling skills training for grades 4-5 delivered by Capital Bike.	Saanich CRD	Evaluation Engineering Education Encouragement	As per ATP Completed November 2024

Item	Location	Issues Raised	Implementation	Lead	E's	Status
4.5	Outdoor Supervision	- Desire for supervised care before the morning bell to ease morning trip-chaining.	- Supervision is provided before school from 8:20 am in the gym and 8:30 am outside, as well as after school until 3 pm. - School to include this messaging out to parents to raise awareness.	School	Encouragement Equity	Ongoing
4.6	School Bus Service	- "Schools should provide school bus pick up/ drop off for any and all students who need it not just those who are 4 plus kms away."	- School bus transportation is provided for students who are beyond reasonable walking distance as defined by Departmental regulations.	SD 61	Equity	N/A
4.7	Seatbelts	- Noticed families not wearing seatbelts at School Neighbourhood Walkabout in October 2024	- School to remind community via newsletters that it is the law to wear seatbelts and one of the best ways to prevent injury/death in a crash. - Safety information and seatbelt fact sheet available online via ICBC	School SaanichPD ICBC	Education Encouragement Enforcement	Ongoing
4.8	Exiting vehicles	- Noticed many children exiting vehicles on the road side instead of the curb side, which is less safe.	- Added this item to School Commute Buddies pamphlet (item 5.3) - Discussed vehicle blind spots, getting to a safe spot, not going behind cars during Pedestrian Education	CRD ICBC	Education Encouragement	Completed April 2025. School to continue messaging as needed.
4.9	E-scooters	- Rising population of e-scooters being used by youth under 16. - Adults riding e-scooters tandem with young children.	- School to communicate to parents/guardians the key regulations of the Electric Kick Scooter Pilot Project: - minimum age of 16 years old - mandatory helmet use - 25 km/hr speed limit - single user; no passengers	School Province of B.C. SaanichPD	Education Enforcement	Ongoing - More information can be found at: gov.bc.ca/gov/content/transportation/driving-and-cycling/cycling/electric-kick-scooter-rules
5.0	Education, Encouragement and Equity Events, Activities, and Initiatives, etc.					
5.1	PAC Active Transportation / Sustainable Commute Subcommittee	- PAC support is needed to support and/or lead educational and encouragement initiatives. There is a need to build capacity within the PAC to carry on activities post-RSR so that	- Establish subcommittee as part of the PAC via RSR. - CRD to work alongside sub-committee to implement encouragement and education activities for the duration of RSR.	PAC CRD	Education Encouragement Equity	CRD worked directly with one member of the PAC Future consideration to establish a subcommittee

Item	Location	Issues Raised	Implementation	Lead	E's	Status
		the momentum generated carries forward and does not rely solely on one champion/volunteer.	- Sub-committee to continue beyond completion of RSR program.			Ongoing
5.2	Plan Your Route Map	- Lack of awareness of best routes and infrastructure in place to support safe, active and sustainable school commutes.	Whether driving, walking, cycling or bussing to/from school, this school specific pamphlet can be promoted and distributed annually to help families plan their commute to school. - It contains tips for success and a customized map that identifies the location of relevant transportation infrastructure around the school.	CRD School	Education Encouragement Equity	Completed; School to distribute Fall 2025, post on website and e-mail URL to families.
5.3	School Commute Buddies Pamphlet	- Parents/caregivers reported that their student would be enabled/encouraged to walk, bike, roll, or bus more often if they had other students to commute with (34% of survey respondents; top response option of all desired interventions). - There's safety in numbers.	- This pamphlet encourages students and households to commute to school in pairs or groups when possible. Designed to build the capacity of children, parents and caregivers, it contains important information about how to be a responsible road, sidewalk and trail user. It also outlines crossing basics, route planning, tips for success, dangerous driving behaviours and commute options for those who live further from school.	CRD	Education Encouragement	Distributed April 2025 School can choose to post link on school website (Ongoing) and/or email out to community as well.
5.4	Let's Get Visible Day	- Visibility of studies and families walking or cycling is limited, particularly in dark winter months.	- Pilot a Let's Get Visible day and replicate annually during dark months of the year. Students and staff are encouraged to dress up in light/ bright/reflective clothing for the day and are reminded of the importance of being visible as pedestrians/cyclists. - CRD provides reflective stickers and bookmarks with key messages for RSR. - Messaging is repeated in pedestrian education and other CRD pamphlets.	CRD School PAC	Encouragement Education	Completed February 2025 School to repeat annually

Item	Location	Issues Raised	Implementation	Lead	E's	Status
5.5	Crossing Guard Appreciation	- This campaign aims to raise awareness of and show appreciation for the support provided by crossing guards that enables students to walk, bike and roll safely to/from school	- Interested classes were invited to participate by making thank you cards that were presented to the crossing guards with coffee gift certificates.	CRD School	Education Encouragement Equity	February 2025 School to repeat modified version annually
5.6	Pedestrian Education (K-3) and Think of Me Campaign	Parents and caregivers reported that their student would be enabled/encouraged to walk if they were provided with pedestrian, cycling, and/or bus education. E.g. "I would like to see education on walking safety rules"	Think of Me Community Campaign – in class pedestrian education delivered by CRD and ICBC staff to educate students about dangerous driving behaviours within school zones and best safety practices for young road users. ICBC sponsors student artwork being made into banners for display along fence at the start of next school year to increase driver awareness.	CRD School ICBC	Education Encouragement Equity	Completed April 2025
5.7	Grade 4-5 Bike Skills	Greater bike skills development needed for students. This supports survey respondents' desire for cycling education to be provided as well as their desire to increase student confidence, independence and capabilities. "I would like to see education on bike riding."	CRD coordinated for Capital to deliver cycling skills training. Universal cycling education for youth is known to improve health and wellbeing, promote active transportation, and reduce carbon emissions while striving to create a culture of cycling at each school.	CRD Capital Bike School MOTT	Education Encouragement	Completed November 2024 Note: Free in-school bike skills training is available every other year via provincially funded Everyone Rides Grade 4-5 program, which is delivered locally by Capital Bike.
5.8	BusReady! BC Transit education	Parents and caregivers reported that their student would be enabled/encouraged to walk if they were provided with pedestrian, cycling, and/or bus education.	In-class education delivered by BC Transit to encourage students taking bus. Scheduled for all interested classes at no cost.	CRD BC Transit School	Encouragement Education Equity	Completed October 2024 Note: BC Transit provides free bus passes for youth 12 and under.
5.9	Drive to 5 sites	Congestion and unsafe driving behaviours at the school during drop off and pick up times. Students could benefit from the use of a Drive to 5 site to encourage active and sustainable transportation part-	Drive to 5 sites enable driving families to participate in active and sustainable transportation and reduce traffic congestion around the school at peak times. Sites must have parking, connected sidewalk infrastructure, crossing guards at major intersections, and pedestrian activated	Saanich CRD School PAC	Encouragement Equity Engineering	N/A

McKenzie Elementary – Action Plan

Item	Location	Issues Raised	Implementation	Lead	E's	Status
		way with a short burst of energy before they enter the classroom. - "After hearing you speak regarding, perhaps parking a few blocks away from the school and walking over the bridge to get to school, we already started implementing that a few times a week. Would be very grateful for the guidance given by your program."	traffic signals. They are typically signed to promote alternative unsupervised drop off/pick up spots approximately a five-minute walk from school. No suitable location determined within a 5 minute walk. No parks or parking lots nearby and several side streets do not have sidewalks.			
5.10	School Street Pilot	Congestion at front of school during peak times hindering student safety; Speeding and dangerous driving behaviours pervasive in school zone.	This initiative closes off a street to vehicle traffic during drop off and pick up times to allow for safe use by pedestrians and cyclists. Consider School Street pilot, closing Raymont St. N at Margaret and extending south around the bend to just before the back parking lot entrance.	Saanich CRD School PAC	Encouragement Engineering Equity	Future consideration as desired.
5.11	Walking School Bus / Bike Train	Parent/Caregiver perception of safety is poor due to traffic volume and speed. Adult supervision would make many respondents feel comfortable letting their children walk/bike. "Bike bus where kids roll together with a designated adult. Pick ups and drops off at locations closer to home."	- Future consideration for PAC as interest grows. - See CRD's School Commute Buddies pamphlet to get started without relying on volunteerism. - Consider applying for upcoming Bike Bus Program through Province and the Society for Children and Youth of BC.	PAC CRD Saanich PD (for Bike Train only)	Encouragement Equity	N/A

Note:

Short-term Typically means within 5 years

Medium-term Typically means between 5 and 15 years

Long-term Typically means more than 15 years

