

TRAVEL PLAN

Prepared by Urban Systems on behalf of the City of Nanaimo, the Nanaimo-Ladysmith School District 68, and the Chase River Elementary School community.







TABLE OF CONTENTS

1.0	INTRODUCTION	1
	1.1 BACKGROUND	2
2.0	PROCESS	4
3.0	SCHOOL PROFILE	6
	3.1 CATCHMENT	6
	3.2 ACCESS AND MOVEMENT	8
4.0	SUMMARY OF DATA AND FINDINGS	13
	4.1 FALL 2024 - FAMILY SURVEY RESULTS	13
	4.2 SPRING 2025 – FOLLOW-UP FAMILY SURVEY RESULTS	19
	4.3 COMMUNITY WALKABOUTS	
	4.4 HAND-UP SURVEY	29
5.0	ACTION PLAN	32
	5.1 ENGINEERING ACTION ITEMS	33
	5.2 EDUCATION ACTION ITEMS	50
	5.3 ENCOURAGEMENT ACTION ITEMS	53
	5.4 ENFORCEMENT ACTION ITEMS	55
	5.5 EVALUATION ACTION ITEMS	58
6.0	KEEPING IT GOING!	57
7.0	CONCLUSION	58

1.0 INTRODUCTION

The City of Nanaimo's 2022 *Active School Travel Guide* helps support the City's goal to create a program for active and safe travel to school. The guide encourages working with outside groups to find the best ways for students to walk, bike, or use other human-powered ways to get to school. This plan aims to improve community health, safety, and sustainability.

The City of Nanaimo and School District 68 have worked together to develop a local plan for Active School Travel. Chase River Elementary School is one of the first schools to follow this new planning process.

This *Active School Travel Plan* explains the Active School Travel process and summarizes the activities done with the Chase River Elementary School community during the 2024/2025 school year. The goal was to understand how students travel to school, identify problems, and suggest improvements. Activities included surveys, walkabouts with students and parents, site visits during peak times, and talks with parents and community members.

The plan's recommendations are based on feedback from the school community and a review by the project team, which includes members from the City of Nanaimo and Urban Systems, a planning and engineering company. The project team thanks the school community for their important feedback.

We also thank the students at Chase River for sharing their experiences. Their valuable input helped us understand their needs and shape our recommendations.

We hope the action items contained within this report will make it easier and safer for students to actively and safely travel to and from Chase River Elementary School in the future.

1.1 BACKGROUND

In 2020, a new approach to Active School Travel launched through the City of Nanaimo's *Active School Travel Guide*.

The goals of the *Active School Travel Guide* are to empower individuals and groups to work with their school community to plan initiatives that increase safety for students traveling to and from school, as well as increase the number of students traveling to school in an active (human powered) manner – such as walking and biking. Specific goals of this program are to:

- Promote public awareness of Active School Travel and its benefits.
- Improve the safety and convenience of Active School Travel.
- Increase student, caregiver, and school administration confidence in Active School Travel.
- Motivate students and caregivers to choose Active School Travel.
- Demonstrate the importance and benefits of alternatives to engineering including actions via education, encouragement, and enforcement.

Active transportation is any type of human-powered transportation, including walking, cycling, scooting, skateboarding, or using a mobility device. There are many proven benefits to physical activity and several important reasons for promoting active transportation at Chase River Elementary.

The benefits of active school travel include, but are not limited to:



Student Health: Engaging in active school travel, such as walking or biking, helps children achieve the recommended 60 minutes of moderate to vigorous physical activity daily. This can lead to a lower body mass index, better cardiovascular health, and a reduced risk of obesity-related diseases. Studies have shown that active school travel significantly contributes to children's overall physical activity levels.

In addition, establishing regular exercise habits at a young age increases the chance that children will maintain a healthy lifestyle for years to come. Physical activity also decreases stress, depression, and anxiety, while increasing overall happiness. Students actively traveling to school develop independence, leading to stronger socio-emotional health.



Academic Performance: Physical activity supports healthy brain development, which can lead to improved learning, behavior, and academic outcomes. Children who engage in active school travel tend to have better concentration and cognitive function. Studies have demonstrated a positive correlation between physical activity and academic performance as physical activity before school increases alertness and attention for upcoming classes and supports healthy brain development in children.



Neighbourhood & School Safety: With fewer cars on the road during school hours, the risk of traffic accidents decreases, creating a safer environment for students. This also encourages more parents to allow their children to walk or bike to school. Research has shown that implementing active school travel programs can lead to safer school zones with fewer traffic-related incidents.

Actively traveling to school also helps children develop an awareness of dangers present near roads and learn safety skills to manage these dangers. Improving active routes to schools improves overall neighbourhood safety. More people walking and biking through a neighbourhood adds more "eyes on the street" and increases social interactions, which deters criminal activity. Many students already actively travel to school out of necessity and will most certainly benefit from safer infrastructure.



Air Quality: Active school travel decreases the number of vehicles on the road, which helps improve air quality and reduces the risks of lung and cardiovascular diseases. It also contributes to less traffic congestion around school zones. Studies have found that reducing car use for school travel can significantly lower local pollution levels. In addition, Traffic Related Air Pollution (TRAP) has significant health impacts that include respiratory issues, cardiovascular disease, cancer, neurological effects, and overall mortality. Fewer car trips to schools reduces air pollution around our schools, and in our community overall.



Carbon Emissions & Climate Change: Active school travel contributes to reducing greenhouse gas emissions by lowering vehicle use. This helps in achieving environmental sustainability goals and promotes a cleaner, healthier planet. Research indicates that active school travel can play a significant role in reducing the carbon footprint of school communities. Reducing emissions is a step in the right direction for climate action in our community

2.0 PROCESS

Through partnership and conversation between The City of Nanaimo and School District 68 Nanaimo-Ladysmith, it was identified that Chase River Elementary School was a priority candidate for an Active School Travel Plan over the course of the 2024/2025 school year.

Chase River Elementary initiated its active school travel planning process in April 2024, following the process timeline outlined in the City's AST guide (Figure 1).

AST PLANNING PROCESS



Figure 1 - City of Nanaimo AST Planning Process

The City of Nanaimo oversaw the AST process at Chase River Elementary, with support from Urban Systems Ltd., whose team includes professional transportation planners and engineers. The team worked closely with the School District and school administrators, as well as other key stakeholders.

The timeline of the AST process for Chase River Elementary School is summarized below:

Spring 2024

- A project kick-off meeting was coordinated with the consultant and city team.
- Initial site visits were conducted during the peak after-school hours to understand current conditions.
- Desk research and mapping was conducted to understand current networks and infrastructure.

Fall 2024

- A project webpage was developed on GetInvolvedNanaimo to provide information on the AST planning process at Chase River, as well as identify future engagement activities.
- A community survey was developed and published to the webpage.
- An initial PAC meeting and principal meeting that coincided with a walkabout of the school site was conducted to inform the draft plan.

Winter 2025

- Community walkabouts were conducted with school administration, parents and students to inform the actions in the AST Plan.
- The draft AST plan was developed.

Spring 2025

- A second follow-up family survey was published to help confirm and revise the action items in the draft plan.
- A hands up transportation mode survey was conducted the week of March 3-7,
 2025
- A PAC meeting with the project team was had to review the AST plan's proposed actions
- The Draft Plan was developed.

Summer 2025

• The AST plan was finalized and published.

3.0 SCHOOL PROFILE

3.1 CATCHMENT

Chase River Elementary School is located at 1503 Cranberry Avenue, at the south end of the City of Nanaimo. The school is located near two highways - south of Highway 19 and west of Highway 1. During the 2024-2025 school year, approximately 232 students were enrolled at Chase River Elementary School.

Figure 2 shows the catchment area for Chase River Elementary School, which consists of a large area including the Extension and Chase River communities. Students living in the Extension communities have school busing available to them due to their distance from school.

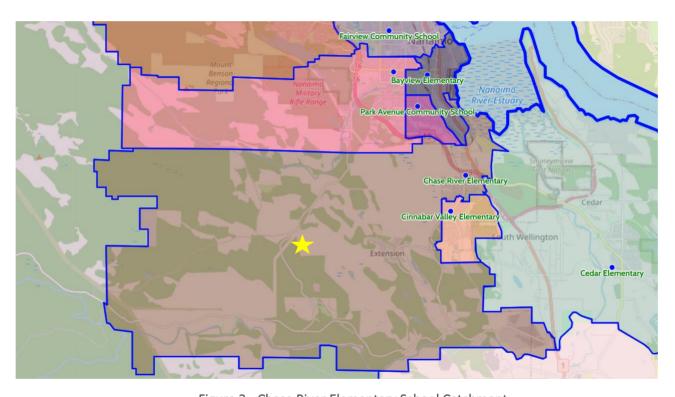


Figure 2 - Chase River Elementary School Catchment

Figure 3 is a heat map that outlines the general locations of where students live within the catchment area. It should be noted that students living outside of the 10-minute walking radius are not visible on the heat map due to a reduced likelihood of engaging in active school travel due to much longer travel distance, as well as the fact that these students live in an area outside of the City of Nanaimo which is serviced by school bus transportation.

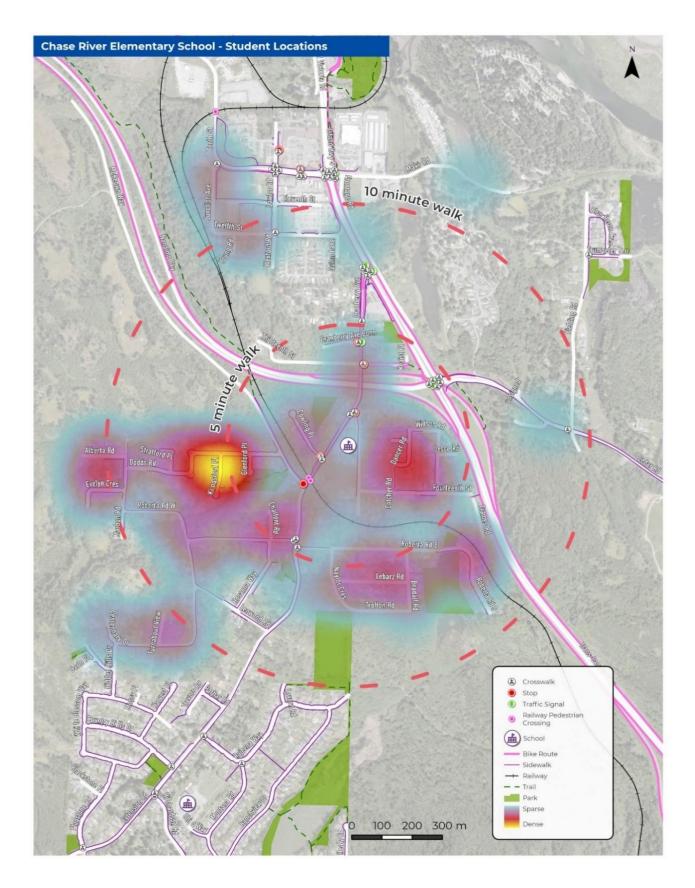


Figure 3 - Heat Map of Student Locations for Chase River Elementary As of the 2024/2025 School Year

3.2 ACCESS AND MOVEMENT

The school's main entrance faces Cranberry Avenue and backs onto Extension Road. Vehicles can access the school's drop off and pick up zone along Cranberry Avenue. Vehicles dropping off and picking up students tend to utilize the gravel shoulder area adjacent to the front of the school, as well as the small shoulder on the west side of Cranberry Avenue. There are no crosswalks in front of the school.



Figure 4 - Cranberry Avenue Along the East Side of School

Extension Road is the main vehicular access point to and from the school, which is a busy corridor serving the Cinnabar Valley and Extension communities, as well as Cinnabar Valley Elementary School.



Chase River Elementary School experiences daily congestion and vehicular traffic along Extension Road that can create safety and connectivity issues.

Figure 5 - Pedestrian Crossing on Extension Road to the South of the School

In 2024, the City of Nanaimo implemented traffic calming along Extension Road. The improvements associated with that project were numerous, and included crosswalk improvements, medians, pavement markings, speed tables, curb extensions, signage, bollards, and tactile warning strips along the length of Extension Road — as seen in the image from the project website below.

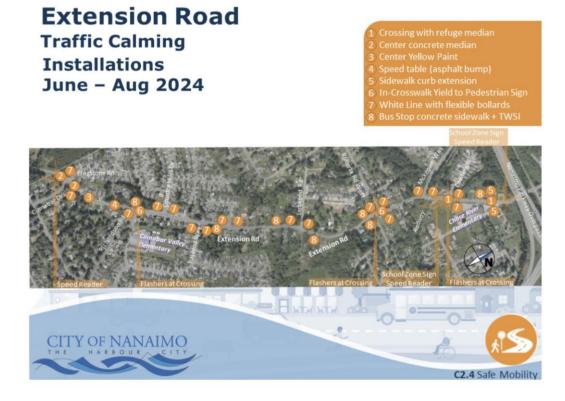


Figure 6 - Screenshot from City of Nanaimo Website - Extension Road Project Page

As seen in the image below, there is a parking lot area on the north side of the school with approximately eleven (11) parking stalls dedicated to staff and visitor parking.



Figure 7 - Staff Parking Lot Facing South

Frequent stopping, combined with the fact that Cranberry Avenue is a no-through road, contributes to significant congestion during morning drop-off and afternoon pick-up periods, as observed by the project team during site visits in December 2024 and March 2025



Figure 8 – Figure 8-Cranberry Avenue During School Dismissal



Figure 9 - Congestion on Cranberry Avenue Following School Dismissal

Pedestrians can access the school site via Cranberry Avenue or through the fence opening on Extension Road, where there is a crosswalk connecting Extension Road and Cowling Place with the school. Figure 3 highlights the entrances to Chase River Elementary School, in yellow.



Figure 10 - Chase River Elementary School – Pedestrian Access Points

4.0 SUMMARY OF DATA AND FINDINGS

To better understand transportation patterns, challenges and opportunities at Chase River Elementary School, a community survey and student hands-up survey were conducted, as well as community walkabouts with students, parents and the school principal.

The community survey was made available on the *GetInvolvedNanaimo* project webpage between November 15th and December 16th of 2024. This survey focused on gathering background data, identifying existing issues and future opportunities to walk and cycle to school, understand parent and caregiver priorities, and discover opportunities for long-term behavioural change. A copy of the questions contained in this community survey can be found in **Appendix C**.

A follow up community survey was made available from April 2^{nd} to April 14^{th} , 2025, to get feedback on draft priority locations and infrastructure, education and enforcement recommendations. A copy of the questions contained in this community survey can be found in **Appendix D**.

The classroom hands-up mode share survey was conducted during each school day throughout the week of March 3rd, 2025. Data was collected and entered in the BikeWalkRoll.org web application that allows results for each classroom and school to be recorded and compared to hundreds of other schools across the world.

4.1 FALL 2024 - FAMILY SURVEY RESULTS

4.1.1 TRAVEL PATTERNS

Of parents/guardians who responded to the community survey, approximately 50% reported driving their children, another 30% reported their children walking or walking partway to and from school while 20% of student families reported taking the school bus as their primary mode of school travel. There were no students who reported cycling to school.

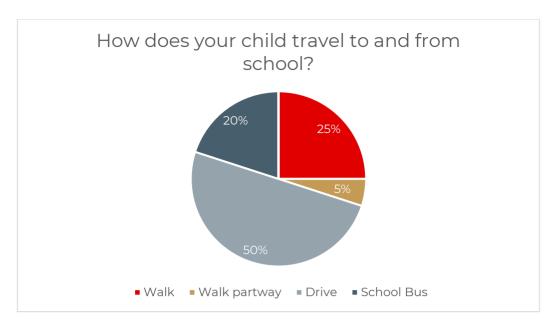


Figure 11 - Responses to the Question "How does your child travel to and from school?"

4.1.2 MODE CHOICE RATIONALE

The community survey asked families to share why identified mode share was typically chosen. **Distance** to school was identified as the primary motivator. Other key factors included developing the child's independence and convenience.

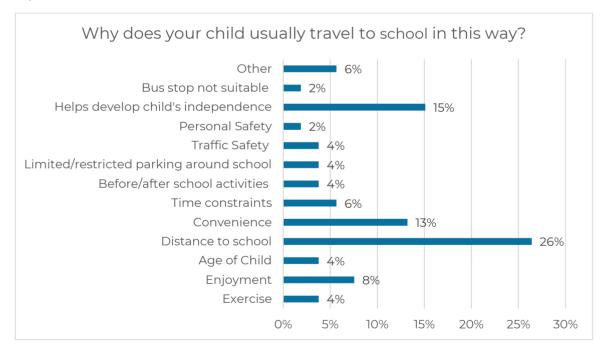


Figure 12 - Responses to the Question "Why does your child usually travel to school in this way?"

Using the survey responses provided, the project team was able to compare the mode choice rationale responses in section 4.1.2 above with the travel modes identified in section 4.1.1 above. The results of this cross comparison can be found in Table 1 below:

Respondent ID #	Mode Choice	Mode Rationale
1	Driving	No bus available, child too young to walk
3	Driving	Distance to school
4	Driving	Distance to school, traffic safety
7	Driving	Distance to school
8	Driving	Traffic safety
13	Driving	Distance to school, convenience, before/after school activities, personal safety
14	Driving	Helps develop child's independence, convenience
18	Driving	Distance to school, before/after school activities, traffic safety
19	Driving	Traffic safety (walking along road with no sidewalk)
10	School bus	Distance to school, convenience, helps develop child's independence
16	School bus	Distance to school
17	School bus	Distance to school, convenience, time constraints, helps develop child's independence
20	School bus	Enjoyment, convenience, helps develop child's independence
2	Walk	Exercise, enjoyment, age of child, distance to school, convenience, helps develop child's independence
5	Walk	Age of child, distance to school, time constraints
6	Walk	Distance to school
12	Walk	Exercise, distance to school, convenience, helps develop child's independence
15	Walk	Enjoyment, distance to school, convenience, limited/restricted parking around school, helps develop child's independence
11	Walk and drive	Enjoyment, time constraints, helps develop child's independence
9	Walk partway, driving	Distance to school, limited/restricted parking around school

Overall, those who drive to school note traffic safety and time constraints as rationale. Those who walk to school note distance to school, convenience and exercise/enjoyment as reasons for walking.

4.1.3 TRAVEL DISTANCE

Given that the distance to school is the predominant rationale for mode choice, it is critical to understand the distance students travel. Approximately **45% of respondents indicated they live more than 3km** away from Chase River Elementary. These results are indicative of the large geographic extent of the Chase River catchment area - which includes the Extension neighborhood located a distance of over 4 kms away when using roadways.

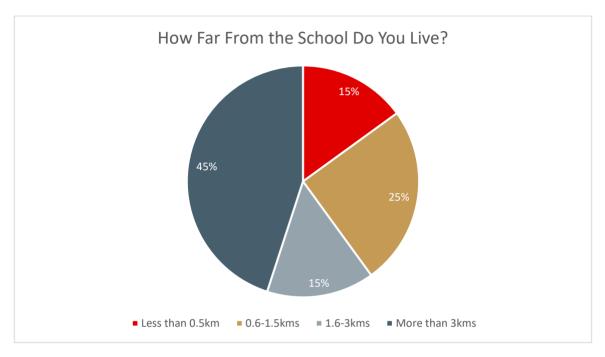


Figure 13 - Responses to the Question "How far from the school do you line?"

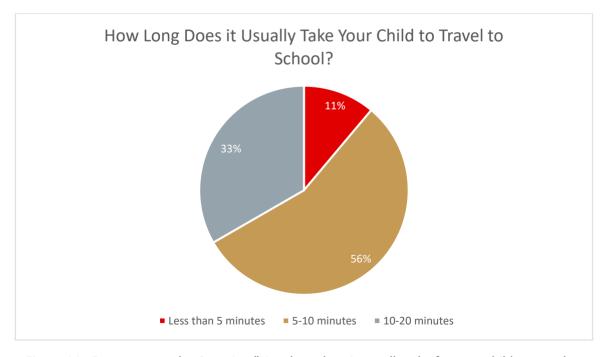


Figure 14 - Responses to the Question "How long does it usually take for your child to travel to school?"

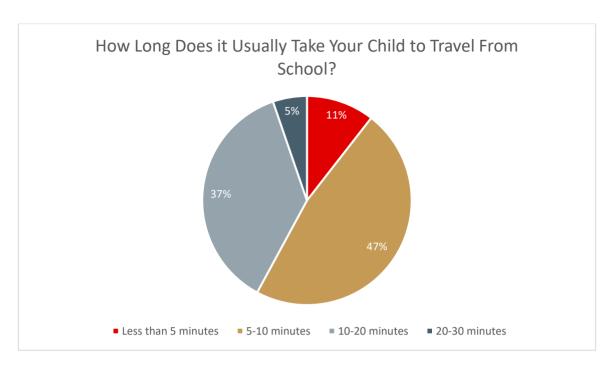


Figure 15 -Responses to the Question "How long does it usually take for your child to travel from school?"

Almost all students travel to school in under 20 minutes, with the majority (56%) of all students traveling to school in under 10 minutes.

From school, only 5% of students travel more than 20 minutes, likely indicating that they are walking or driving from school to a significant distance away.

It appears that some children who are driven to school in the morning tend to walk home from school, accounting for the larger proportion of those traveling between 5-20 minutes *from* school in the afternoon.

4.1.4 ACTIVE SCHOOL TRAVEL ENCOURAGEMENT INITIATIVES PRIORITIZATION

Parents were asked what features or programs would help to encourage them to allow their child to walk or bike to and from school. Respondents were able to select any of the options that applied.

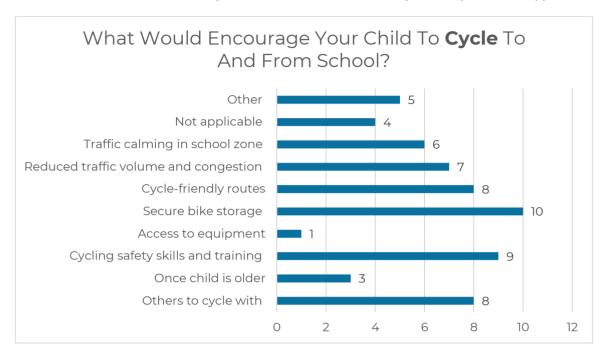


Figure 16 - Responses to the Question "What would encourage your child to cycle to and from school?"

As shown above, secure bicycle storage, followed by cycling safety and skills training were the key considerations that would encourage children to cycle to and from school more. Other important considerations for parents were cycle-friendly routes, others to cycle with and reduced traffic volume and congestion in the school zone. "Other" responses included highway infrastructure and perceived safety risks.

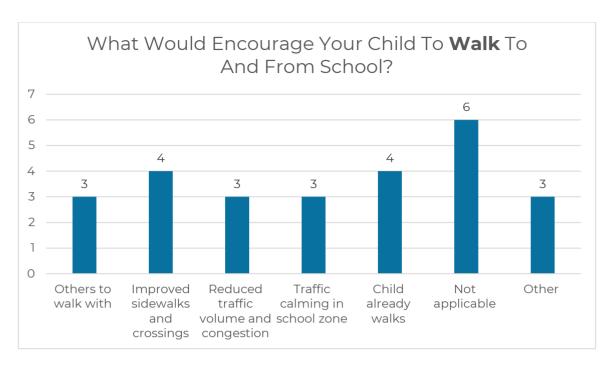


Figure 17 - Responses to the Question "What would encourage your child to walk to and from school?"

As shown in Figure 17, many respondents chose "not applicable" as a response to this question - likely as they live too far to cycle or walk. Improved sidewalks and crossings were the most important consideration for parents that would encourage children to walk to and from school more. Other important considerations were traffic calming in the school zone, as well as reduced traffic volume and congestion. "Other responses" included households being too far from school to walk, and safer pedestrian infrastructure along the highway.

4.2 SPRING 2025 – FOLLOW-UP FAMILY SURVEY RESULTS

Following the first phase of engagement, a second community survey was developed to gain feedback on proposed AST actions, including education and encouragement, engineering and enforcement. An online survey was made available on the *GetInvolvedNanaimo* website. The follow-up family survey focused on gathering feedback on these proposed actions and received 25 responses from members of the school community. These results are summarized below.

4.2.1 IMPORTANCE OF ACTIVE SCHOOL TRAVEL AND SAFETY

Of the parents/guardians who responded to the survey question "How important is active school travel and road safety as a priority for the Chase River Elementary community?", 88% indicated that active school travel and road safety were of "very high" or "high" importance to them. 12% responded that these issues were only of "moderate" importance to them and their family.

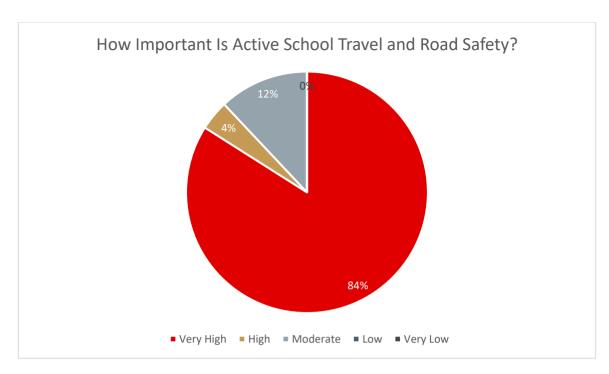


Figure 18 - Responses to the Question "How important is active school travel and road safety?"

4.2.2 EDUCATION AND ENCOURAGEMENT ACTIONS PRIORITIZATION

This question asked survey respondents "Of the following active school travel educational and encouragement initiatives, which is most important to you? (select four)". 25 survey responses of up to 4 initiatives each were received for this question, with cycling safety education and BC transit's "Ready to Roll" program being identified as the most popular educational and encouragement initiative, while programs to help support walking and cycling to school (such as walking school bus and bike bus programs) were a close second with 13 votes.

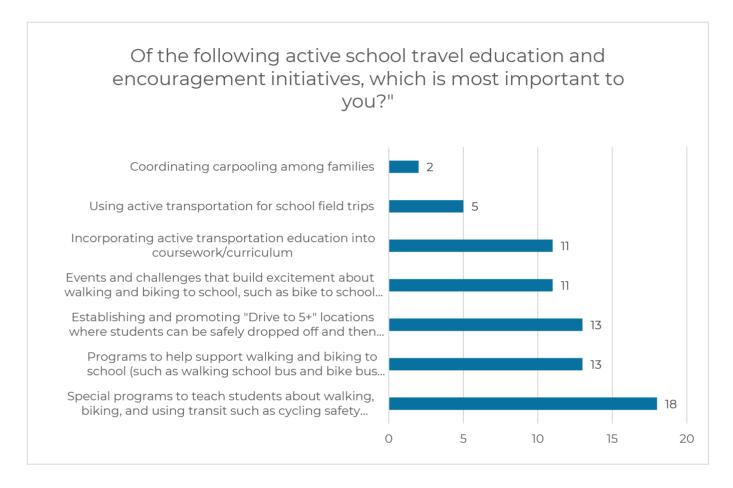


Figure 19 - Responses to the Question "Of the following active school travel education and encouragement initiatives, which is the most important to you?"

4.2.3 ENFORCEMENT ACTIONS PRIORITIZATION

This question asked respondents to identify which active school travel enforcement priorities were most important to them ("Of the following active school travel enforcement priorities, which is most important to you? (select one)", and the 5 different options below were available selections. Biannual safety reviews, participating in educational campaigns, and deterring unsafe behaviours near the school were the top 3 priorities for respondents.

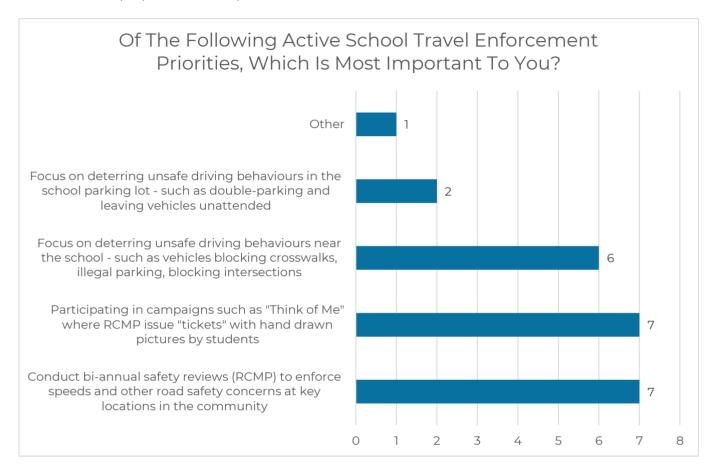


Figure 20 - Responses to the Question "Of the following active school travel enforcement priorities, which is most important to you?"

4.2.4 ENGINEERING ACTIONS PRIORITIZATION

Question 4 asked respondent to indicate "Which active school travel planning engineering initiatives are most important to you and your child (select two)". Six different responses were options to this question, with respondents selecting their top 2 priority initiatives. 29 initiatives were identified from the 6 selections available, with improving pedestrian infrastructure as the highest priority, followed closely by improved bicycle infrastructure.

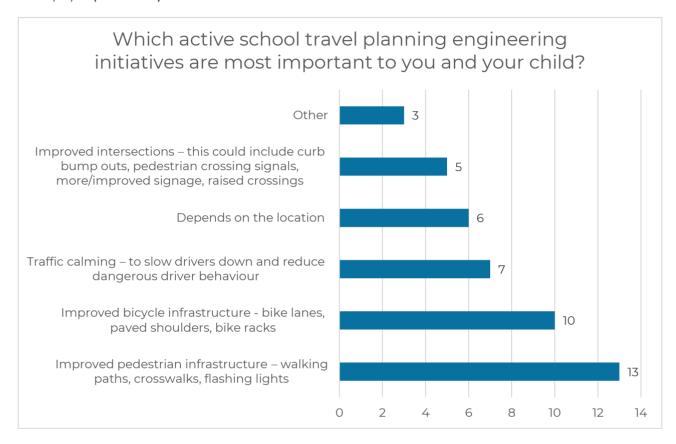


Figure 21 - Responses to the Question "Which active school travel planning engineering initiatives are most important to you and your child?"

4.2.5 PRIORITIZATION OF LOCATIONS FOR ACTIVE TRANSPORTATION IMPROVEMENTS

Question 5 shared some of the results of the intial family survey in the fall of 2024, identifying 6 specific locations that were identified in the school engagement process as needing improvement, and asking respondents to "Please indicate, in order of priority the following locations for active transportation improvements by dragging and dropping each option into their rank."

All respondents fully completed this question, and the weighted responses resulted in **Extension Road** at Cranberry Avenue being identified by respondents as most preferred area for improvements, followed by Cranberry Avenue in front of the school as second highest preference for improvements, and Extension Road at Trans-Canada Highway ranked as the 3rd preference for improvement. The full results of the weighted rankings for this question can be found below.

Each response was weighted according to the ranking it received by each respondent, with 6 points for a top preference, and 1 point for the lowest preference of the 6.

1	Extension Road at Cranberry Avenue	138
2	Cranberry Avenue (in front of the school)	123
3	Extension Road at Trans-Canada Highway	95
4	Chase River staff parking lot	81
5	Extension Road at White Rapid Road	79
6	Cranberry Avenue at Fourteenth Road	63

Table 1 – Survey Respondent Identified Priority Locations for Active Transportation Improvements

4.2.6 RESPONDENT IDENTIFIED LOCATIONS OF CONCERN

The final question asked respondents "Are there any other locations where you have transportation concerns?" and provided an interactive map for survey respondents to use to identify any other locations (outside of the 6 locations previously identified in survey question #5 above) that they felt needed improvement. 27 additional locations of concern were identified by survey respondents using the interactive map, and a map of these respondents identified locations can be found below:

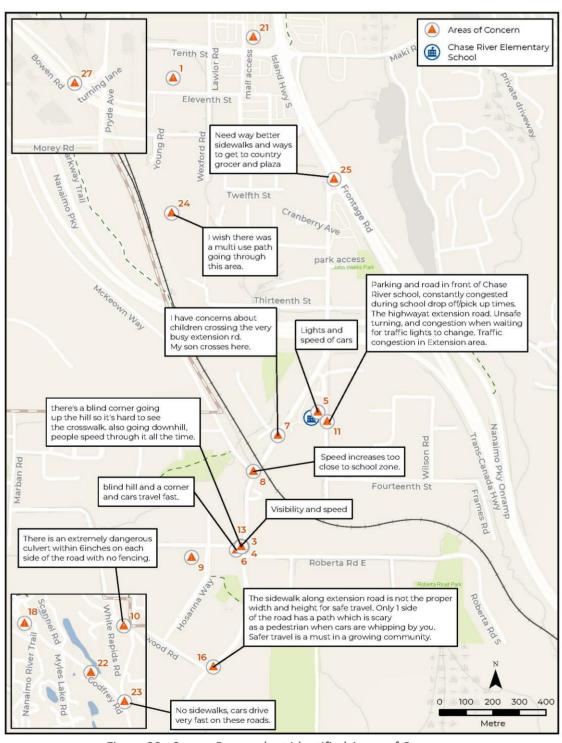


Figure 22 - Survey Respondent Identified Areas of Concern

4.2.7 SURVEY SUMMARY

- Almost all survey respondents (89%) indicated that active school travel and road safety were either of "Very high" or "High" importance.
- Cycling/walking/transit education programs and walking school bus/bike bus programs were widely identified by survey respondents being the most important educational and encouragement activities, with participating in encouragement events being frequently identified as well.
- Conducting bi-annual safety reviews and addressing driver behaviour around the school itself were seen by survey respondents as being top priorities for any enforcement initiatives that may occur in the future.
- Upgrading and expanding pedestrian and cycling infrastructure and improving intersections were identified by survey respondents as being top priorities for any engineering improvements, followed by a high level of support for traffic calming initiatives.
- The most identified locations for built environment improvements were the intersections of Extension Road at Cranberry Avenue, Cranberry Avenue (in front of school), followed closely by Extension Road and Trans-Canada Highway intersection as the third highest priority location for improvement based upon community feedback.
- Improvements to the school pick-up and drop-off area, crosswalk improvements at specific locations, sidewalk obstructions, vehicles speeds, the need for more sidewalks, and the sight lines of existing roads were also identified by survey respondents as priority improvements for the Chase River School Community.

4.3 COMMUNITY WAI KABOUTS

The project team met with school administration, students and interested family members to take part in community walkabouts around Chase River Elementary to better understand infrastructure concerns and to help inform priority locations and implementation recommendations. The walkabouts took place on both November 25th and 26th, 2024.

Key safety concerns bought forth by students and school administration that will be referenced throughout the following sections include:

- Students feel that a crossing guard might be useful at the corner of Extension Road and Cranberry Avenue
- Cranberry Avenue at Fourteenth Street is perceived as dangerous for children living in the eastern subdivision
- Students feel unsafe cycling and walking on Extension Road due to lack of sidewalks and speeding vehicles
- Students expressed lack of safety exiting the school property on Cranberry Avenue and crossing the street, due to parked and moving vehicles and a lack of crosswalk. Students also mentioned witness of a vehicle crash with a student on a scooter.
- A few students who live on the eastern side of the Trans Canada Highway expressed general unease and fear with walking to school, due to the unsafe conditions along the highway and social disorder
- Students expressed vehicle speeding on Extension Road
- The new crosswalks are well received, but they say that some people still don't stop for them
- Parking lot too small to accommodate staff parking needs
- Issues with school bus turning around at the intersection of Cranberry Avenue and Fourteenth.



Figure 23 - Student Led Walkabout



Figure 24 - Administration and Stakeholder Lead Walkabout

4.4 HAND-UP SURVEY

A transportation mode share survey was conducted via the BikeWalkRoll application during the week of March 3-7, 2025. Data for this survey was collected by asking students how they got to school each day that week, as well as how they planned to travel home. Transportation mode options included bike, walk, roll, school bus, bus, and car.

The teachers and students at Chase River Elementary fully participated in this initiative, and during "BikeWalkRoll" week, they recorded and entered 584 unique student responses to this question, resulting in some very statistically significant survey results being collected.

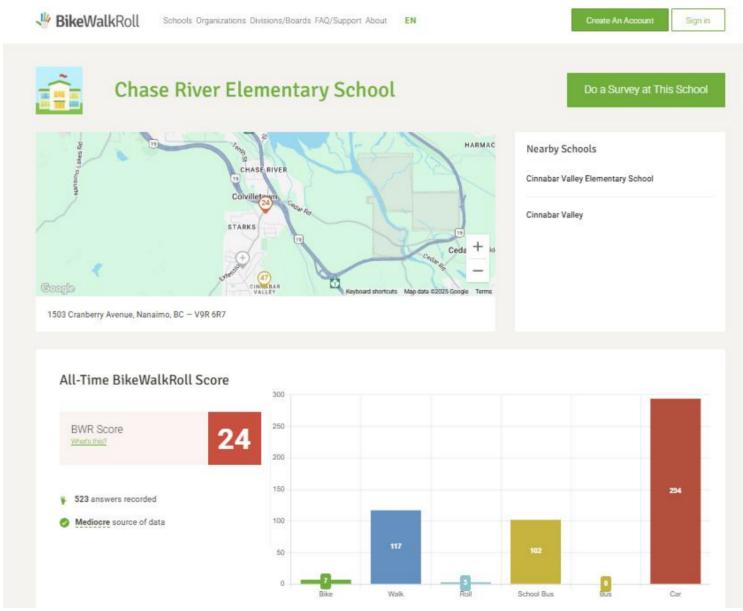


Figure 25 - BikeWalkRoll Website Map and BWR Score of Chase River

BikeWalkRoll Survey results at Chase River Elementary School found that:

- 56% of students reported being driven to school in a private vehicle as their primary mode of transportation that week
- 22% of students reported walking to school as their primary mode of transportation that week
- 20% of students reported taking the school bus as their primary mode of transportation that week
- 2% of students reported cycling or rolling as their primary mode of transportation that week

The full BikeWalkRoll "Report Card" for Chase River Elementary School (produced by the BikeWalkRoll web application) can be found on the next page:

BikeWalkRoll Report Card

Use BikeWalkRoll.org and measure how students get to school!

Chase River Elementary School

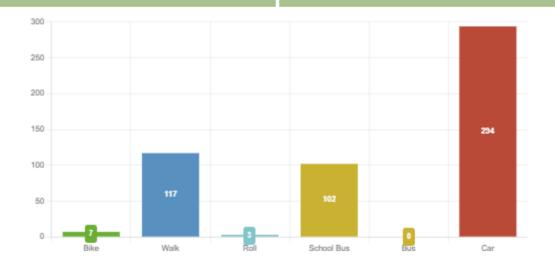
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Nanaimo, Canada

School BikeWalkRoll Score	24%
Student Answers Recorded	584
Teachers Participating	10

Top Ten Classes By number of surveys completed				
1	Mrs. Spillman Div 4	6		
2	Ducklow	5		
3	Mr. Hornby Div 5	5		
4	Ms. James	4		
5	Ms. Dockman's Class	3		
6	Ms. Johnson	3		
7	Phelan	3		
8	Mrs. James	2		
9	Mrs. Schlitz	2		
10	Mrs.Schlitz Class Gr.4/5	1		

By average BikeWalkRoll Score				
1	Mrs. James	58%		
2	Ms. Johnson	28%		
3	Ms. Dockman's Class	27%		
4	Ducklow	25%		
5	Mrs.Schlitz Class Gr.4/5	25%		
6	Mr. Hornby Div 5	21%		
7	Mrs. Spillman Div 4	18%		
8	Schlitz	16%		
9	Mrs. Schlitz	11%		
10	Phelan	7%		







5.0 ACTION PLAN

The purpose of the Action Plan is to identify potential actions to improve the safety of students and families on the journey to and from Chase River Elementary each day, as well as encourage active school travel to help reduce congestion, improve air quality, and increase community connections.

The identified actions in this section are intended to provide guidance for future efforts in the realm of active school travel, and will be implemented as available capital funding, staff capacity, and ongoing community support dictate. Engineering improvements in particular can be rather costly and are only likely to be implemented if and when financial resources (such as external grant funding) permit. However, it is important to recognize the significant effort undertaken by the school community to provide input on the creation of this AST Plan and use this document as a tool to help guide future conversations and efforts to improve the safety of those attending Chase River Elementary.

It should also be noted that the plan is a living document that should be reviewed and updated with project partners on a regular basis to ensure that identified actions stay relevant, and that actioned items are celebrated once accomplished.

. The Action Plan is broken into five sections based on themes:

- **Engineering** improve active mobility through infrastructure improvements.
- **Education** teach students, families, and community members about the importance of (and how to utilize) active school travel through a variety of education methods.
- **Encouragement** inspire students and caregivers to use active transportation by hosting special events, school contests, incentives or school projects.
- Enforcement enforce driver behaviours such as speeding and parking by working with local law enforcement to visit schools, attend events, monitor activity and build relationships with the community.
- **Evaluation** monitor the implementation of actions to evaluate what actions are having a positive impact, as well as those actions that are less effective.

A sixth "E" that should be considered in the development and implementation of all actions is "Equity". It is crucial that the planning, design, and implementation of all action items listed in this plan are implemented with an intersectional set of lenses that focus on equity, accessibility, health, and sustainability. This will help to ensure that marginalized students (and by extension neighbours) are supported, and that school travel is safe, healthy, and convenient for all people, regardless of age, ability, gender, race, income, or any other identity factor.

Understanding equity in a school and community can begin with an *Equity Assessment* which entails assessing current policies and programs through an equity lens. Equity assessments aim to identify and address inequalities and disparities. They involve evaluating the fairness and impartiality of processes and

outcomes such as active school travel initiatives and consider the unique needs and circumstances of different groups. This approach acknowledges that not everyone has the same starting point or access to resources and seeks to level the playing field. Collecting data such as income level, collision data, and health disparities can help with establishing prioritization criteria for the Action Plan, which in turn can be helpful to make objective based decisions that focus on data. This information can help decision makers and programmers gain a better understanding of equity practices in the school and community by gathering data to see which groups of students are in greatest need of active school travel supports.

5.1 ENGINEERING ACTION ITEMS

The City of Nanaimo is primarily responsible for implementing the following recommended engineering actions as they mostly fall within road rights of way. Those actions on the Chase River school grounds are to be championed by the School District. Further, more detailed studies to explore the feasibility or warrant processes for each of the actions below may be required. Proposed changes should come with understanding of traffic impacts.

The actions below should be considered as part of larger City-wide project prioritization processes, which includes action items identified in AST plans for other schools. Certain action items may also require coordination with various internal departments, as well as external stakeholders such as the RCMP. The Chase River community can help support these actions by actively participating in engagement events and asking political representatives at all levels of government to support safe and active school travel. As noted above, all recommendations in this AST plan are dependent on available resources and further engineering analysis.

Actions identified in each page below propose solutions for long-term improvements that may require capital planning and funding allocation based on the City of Nanaimo's budget and the financial resources available. The City may consider interim rapid implementation solutions to mitigate some existing challenges and provide immediate safety improvements at a lower cost. Treatments could include pavement marking delineation, physical separation with parking curbs or bollards to provide space for people walking/cycling or placing planters or other objects on local streets for a traffic calming effect.

Each infrastructure recommendation is assigned in order of priority, with recommendation #1 being the most important location of concern as aggregated from community surveys, walkabouts, and mapping exercises.

ENGINEERING ACTION ITEM 1

Location: School Frontage on Cranberry Avenue

Reference:



Figure 26 - Location of Engineering Action Item 1a

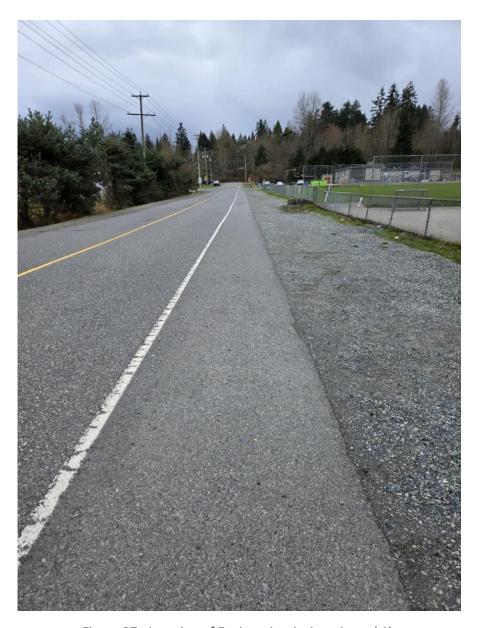


Figure 27 - Location of Engineering Actions 1a and 1b

Recommendation 1A: Consider installing a raised crosswalk linking the east side of Cranberry Avenue with the school property.

Recommendation 1B: Consider enhancing the front entrance of the school by creating a pedestrian-friendly zone with a no parking area near the school entrance.

Lead: City of Nanaimo, SD68

ENGINEERING ACTION ITEM 2

Location: Cranberry Avenue at Extension Road

Reference:



Figure 28 - Location of Engineering Action Item 2



Figure 29 - Location of Engineering Action Item 2a and 2b

Recommendation 2A: Explore the possibility of reducing the lane width of the northern lane of Cranberry Avenue at Extension Road to prevent side by side queueing, likely through the installation of a curb bump out.

Lead: City of Nanaimo

ENGINEERING ACTION ITEM 3

Location: Extension Road at Trans-Canada Highway

Reference:

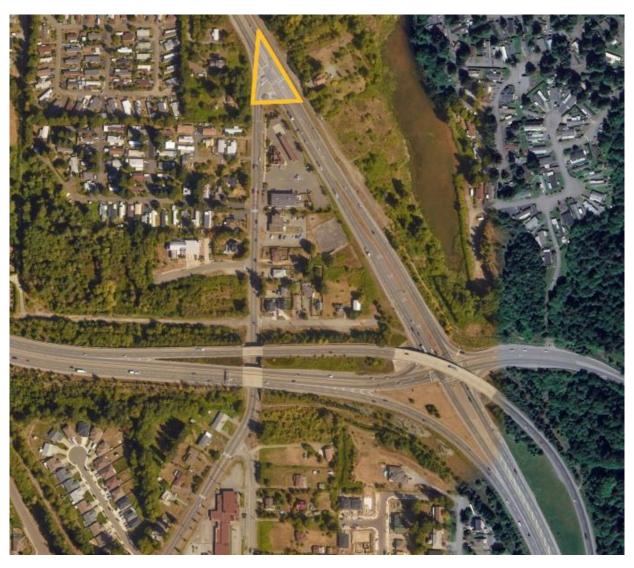


Figure 30 - Location of Engineering Action Item 3



Figure 31 - Location of Engineering Action Item 4

Recommendation 3: Given that several Chase River students cross this intersection several times a day to attend the school, the School District, City of Nanaimo, and Ministry of Transportation and Transit staff should collectively examine this intersection to determine if pedestrian safety improvements can be made at this location. This review could include an examination of crossing distance, timing provided by the crossing signals for smaller children to cross this intersection, vehicle speeds in this intersection, height of pedestrian signal buttons, potential sightline improvements at the slip lane from extension onto the Island Highway, and other countermeasures that could improve the safety of students navigating this intersection on a daily basis.

Lead: City of Nanaimo, SD68, Ministry of Transportation and Transit

ENGINEERING ACTION ITEM 4

Location: Chase River Staff Parking Lot

Reference:



Figure 32 - Location of Engineering Action Item 4



Figure 33 - Location of Engineering Action Item 4

Recommendation 4A: Consider installing an improved pedestrian facility along the west side of Cranberry Avenue to provide a direct, separated pathway for students and families walking to the school from north of the school or utilizing the crosswalk across Extension Road at this location. Location shown below:



Figure 34 - Location of Engineering Action Item 4b

Lead: City of Nanaimo and SD68

ENGINEERING ACTION ITEM 5

Location: Cranberry Avenue at Fourteenth Street

Reference:



Figure 35 - Location of Engineering Action Item 5



 $\mbox{Figure 36--Existing conditions--Chase River Students Walking Home Along Fourteenth St. } \\$

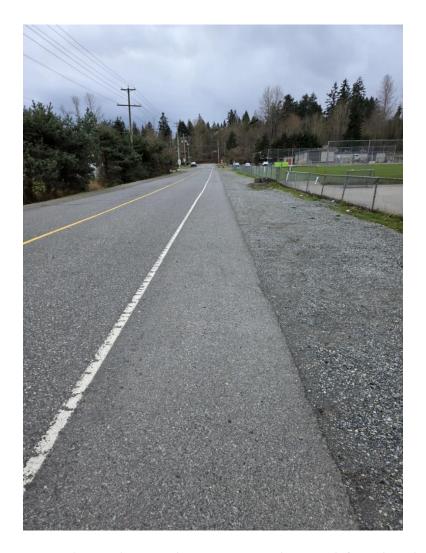


Figure 37 - Existing Conditions Along Cranberry Avenue Looking South from the School Entrance

Recommendation 5a: Examine the feasibility of installing a separated pedestrian facility along the East side of Cranberry Avenue and the North side of Fourteenth Street. This will help provide a suitable setback for students and families walking to and from school in this development and should be considered if/when any future development applications in this area are submitted.

Recommendation 5b: If and when a sidewalk is installed on the east side of Cranberry Ave, this should be accompanied by a raised crosswalk.

Recommendation 5c: Explore opportunities to provide more pedestrian access to the school grounds along Cranberry Ave. Access is limited at present due to the presence of a chain link fence with few gates, particularly at the south end of the school grounds. These improvements could be made in alignment with the planned installation of a new parking lot at the south end of the school grounds.

Recommendation 5d: Consider design elements for the new parking lot at the south end of the school grounds which facilitate safe north-south pedestrian and cyclist travel across the drive aisle. Consider treatments such as a raised crossing/ continuous sidewalk, signage, pavement markings, and reduced crossing distances.

Lead: City of Nanaimo, SD68

ENGINEERING ACTION ITEM 6

Location: Chase River Elementary School grounds

Reference:



Figure 3 - Location of Engineering Action Item 6

Recommendation 6a: Add more bike racks to the school grounds to provide more secure bike parking, as well as encourage more cycling to school.

Lead: SD68

ENGINEERING ACTION ITEM 7 – POTENTIAL ROUTES FOR FUTURE IMPROVEMENT

The following recommendations are intended for future implementation as resources and opportunities allow. These proposals aim to address key gaps in the pedestrian network, and explore the potential for a park-like trail along the E&N rail corridor to improve connectivity to the school.

Locations:

- 7a. E&N rail line South of Fourteenth Street and north of Roberta Road E
- 7b. Roberta Road E (from 150 metres east of Beadall Road to Extension Road)
- 7c. Fourteenth Street from Catcher Rd to Cranberry Avenue

Reference:



Figure 39 - Recommendation 7a - E&N Rail Line

Recommendation 7a: If and when opportunities arise, explore the feasibility of establishing a multi-use pathway along the E&N railway corridor at this location. This pathway would provide a direct and safe connection to the school for students residing in the Roberta Road East development, addressing gaps in the existing sidewalk network and supporting active transportation.



Figure 40- Recommendation 7b – Roberta Road Sidewalk Upgrades/New Sidewalk

Recommendation 7b: As funding and opportunity permits, explore opportunities to install a separated (either vertically or horizontally) pedestrian facility to connect the existing sidewalk in the new development at the far end of Roberta Road E to the existing sidewalk on the east side of Extension Road that connects to the school. As of summer 2025, there are no pedestrian facilities from 150 metres east of Beadall Road to the intersection of Naylor Crescent. As shown in figure 45 below, there is a 1-metre-wide paved shoulder facility along Roberta Road E from Naylor Crescent to Extension Road.



Figure 41 – Existing Pedestrian Facility (Right Side of Image) On the Western End of Roberta Road E Facing Extension Road



Figure 42 – Recommendation 7c – Fourteenth St Sidewalk

Recommendation 7c: : As opportunities permit, install a sidewalk on the north side of Fourteenth Street between Catcher Road and Cranberry Avenue. Installing this facility would provide a separated facility for students walking to school from the Wilson/Dancer Road subdivision, with a high likelihood of usage by students given the short distance to the school.

Recommendation 7d: As opportunities permit, consider creating an east- west mid-block connection from Catcher/ Dancer Road to Cranberry Avenue.

5.2 FDUCATION ACTION ITEMS

The following education action items should be primarily implemented by the Chase River administration in collaboration with external partners such as the City, School District and ICBC. Additionally, the Parent Advisory Council (PAC) should be involved to ensure the school community is engaged. The actions may be adapted to the schools' needs as a culture of active transportation emerges. The following are meant to create awareness and understanding of the benefits of active transportation and how students and households can incorporate it into their everyday lives.

- 1. Collaborate with ICBC to incorporate educational materials and programs related to active transportation into coursework and school events. This may include language with education on how to walk on rural roads in the safest way possible (i.e. facing traffic, wearing high vis, walking as close to road edge as possible)
 - Lead: Chase River administration, ICBC and SD68
 - Reference: ICBC Road Safety for Educators, section 5.2.1 below
- 2. Work with teachers to add active transportation related content into regular coursework and lectures and utilize active travel whenever possible when traveling for school field trips.
 - Lead: Chase River administration, SD68
 - Reference: Ever Active Schools Active School Travel Circular Connections (*Appendix E below*)
- 3. Add a "getting to school" page on the school website featuring information for using active transportation modes as well as supporting information on walking/cycling to school safely, including a digital version of the Best Routes to School Map.
 - Lead: Chase River administration, SD68
- 4. Incorporate active travel messaging and encouragement into promotion for school-based events that encourage walking, cycling and transit use. This may apply to on and off school events
 - Lead: Chase River administration, PAC
- 5. Incorporate BC Transit's *Ready to Roll* transit education program into lessons and special events.
 - Lead: Chase River administration
- 6. Create an information handout to the school community on how they can support AST by following regulations and reporting contraventions.
 - Lead: City of Nanaimo, SD68
- 7. Work with a third-party provider that specializes in skills training for youth to provide instruction for use and benefits of various active modes and road safety lessons.
 - Lead: City of Nanaimo, Chase River administration, SD68

- 8. Using the Educational resources below (section 5.2.1), create a user-friendly designed for children, that outlines how to safely walk on roadways without sidewalks. Provide this resource in conjunction with the Recommended Routes to School map (Appendix B).
 - Lead: SD68, City of Nanaimo

5.2.1 PEDESTRIAN SAFETY – WALKING ON ROADS WITHOUT SIDEWALKS



Figure 43 - Existing Roadways Near Chase River School Without Sidewalks

Given the existing built environment around Chase River Elementary School, there will be occasions where students and families will be required to walk on roadways that do not have existing pedestrian infrastructure such as sidewalks or pathways. In these situations, it is important to follow existing guidance and laws in the Province of British Columbia to help make the journey along these routes as safe as possible.

These sections of road without dedicated walking or cycling facilities are identified as "Route Connectors" on the Best Routes Map (Appendix B). In the interim of future improvements to these sections, it is recommended students abide by the following recommendations and safety tips when walking.

When sidewalks are unavailable, these key safety tips can help:

1. Walk Facing Traffic

 According to ICBC: "If there is no sidewalk walk facing oncoming traffic, so you can see approaching vehicles." This gives you a better view of approaching traffic and allows you to react quickly if needed.



Figure 44 - Students Walking to School Along Roadway Without Sidewalks (Source: Edmonds news)

2. Stay as Far Left as Possible

• Walk **on the shoulder or edge** of the road, as far from traffic as you can. Avoid walking on the road itself unless absolutely necessary.

3. Be Visible

- Wear **bright or reflective clothing**, especially in low light or poor weather.
- Carry a flashlight or wear reflective gear during early mornings or evenings.

4. Stay Alert

• Avoid distractions like phones or headphones. Stay aware of your surroundings and listen for approaching vehicles.

5. Cross Safely

- Cross at marked crosswalks or intersections whenever possible.
- Make eye contact with drivers before crossing and wait until all vehicles have stopped.

6. Walk in Groups

• If possible, walk with a friend or in a group. There's safety in numbers, and groups are more visible to drivers.

Know Your Rights as a Pedestrian

Under B.C.'s Vulnerable Road User Law (effective June 3, 2024):

- Drivers must give **at least 1 metre** of space when passing pedestrians on roads with speed limits of 50 km/h or less, and **1.5 metres** on faster roads.
- If it's not safe to pass, drivers must **slow down and wait** until they can do so safely.

• Drivers may **cross a yellow line** to give you space, if safe to do so.

Violations can result in fines and penalty points for drivers, helping to ensure the safety of all road users.

5.3 ENCOURAGEMENT ACTION ITEMS

The encouragement action items below are primarily meant to be implemented by Chase River administration and the Parent Advisory Council (PAC) in collaboration with key external partners such as the City of Nanaimo, SD68, and ICBC. The action items below may change and should be adapted to best align with the school's interests and participation. The action items are meant to inspire students and caregivers to use active transportation by hosting special events, school contests, incentives, or school projects.

- 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, as well as highlight its benefits
- Lead: Chase River administration
- Example Active School Travel poster (courtesy of BC Healthy Communities):



- 2. Encourage the use of Drive to 5+ locations identified on the Recommended Routes to School Map. Install signage to indicate Drive to 5+ locations for student drop-off at the following locations:
 - a. At the eastern end of Thirteenth Street near the community mailboxes
 - b. At the intersection of Roberta Road E and Naylor Crescent
- Lead: Chase River administration, PAC, City of Nanaimo

- 3. Explore interest in an informal "walking school bus" initiative to encourage groups of students gathering along their route to school. Encourage students to walk with family or friends to build confidence and independence.
- Lead: Chase River administration, PAC
- 4. Participate in GoByBike Week, and other external promotional events.
- Lead: Chase River administration, PAC
- 5. Post messages on school websites, newsletter, and social media pages to encourage active and sustainable transportation.
 - a. Lead: Chase River Administration
- 6. Collaborate with the City to create a sign to display at the school property to notify the community that Chase River participates and supports Active School Travel.
 - a. Chase River administration, SD68, PAC, City of Nanaimo

More resources on encouraging active and safe school travel can be found at the following sites:

- City of Nanaimo **Active School Travel Webpage**: https://www.nanaimo.ca/transportation-mobility/active-school-travel-program
- Green Action Centre Active and Safe Routes to School Handbook and Resource Guide: https://greenactioncentre.ca/resource/asrts-handbook-and-resource-guide/
- Active Transportation Alliance Safe Routes to School Toolkit (Pages 18-22): https://atpolicy.org/wp-content/uploads/2016/05/Safe-Routes-to-School-Toolkit.pdf
- Ontario Active School Travel Steps to Success (Encouragement tab):
 https://ontarioactiveschooltravel.ca/steps-to-success-the-5-es/?et_fb=1#fivees | 1
- City of Calgary Active and Safe Routes to School Program: https://www.calgary.ca/roads/safety/active-school-routes.html

5.4 ENFORCEMENT ACTION ITEMS

The enforcement action items below should primarily be implemented by the RCMP and the City's Community Safety Officers. Chase Eiver Elementary administration should coordinate with the RCMP or the school's dedicated liaison officer to plan visits and indicate problem locations that should be monitored in relation to road safety concerns. For bylaw related concerns, it is recommended that the City of Nanaimo and Chase River Elementary work together to create a plan for appropriate levels of enforcement. It is also important that Chase River Elementary emphasize the education component of enforcement by communication with students and caregivers about enforcement issues. Enforcement actions are included with the intention of reinforcing positive behaviours such as appropriate speeds and parking.

1. Identify locations with poor compliance and/or road safety challenges and identify measures to optimize available enforcement.

• Lead: RCMP

2. Conduct bi-annual safety reviews to enforce speeds and other road safety concerns at key locations.

• Lead: RCMP, ICBC

3. Focus on enforcing vehicles blocking crosswalks, parking in proximity to hydrants, and narrowing emergency routes and other compliance issues within school zone.

Lead: City of Nanaimo, RCMP

4. Monitor speeds and collect data related to motor vehicle volumes

• Lead: City of Nanaimo, RCMP

5.5 EVALUATION ACTION ITEMS

The evaluation action items below are primarily intended to track both travel mode share of students, but also the successes and application of this Active School Travel Plan following the completion of this process. Program facilitators have coordinated this process to date; however, future implementation will depend on the school community, stakeholders, and the City of Nanaimo working together to realize these actions.

- 1. Complete an Equity Assessment annually by collection data such as income level, and health disparities, which can help with establishing prioritization of criteria when making decisions about implementing action plan items. Conducting an annual Equity Assessment is essential for identifying and addressing disparities in active school travel. This involves systematically collecting and analyzing data such as household income levels, health outcomes, access to transportation options, and demographic characteristics of the student population. These indicators uncover patterns of inequity—such as which neighbourhoods face greater barriers to safe and active travel—and use this evidence to prioritize actions in the implementation plan. This ensures that resources are allocated where they are most needed and that proposed interventions are designed to support those who have been historically underserved.
- Lead: Chase River administration
- 2. Conduct annual Hands Up Surveys through Bike Walk Roll (www.bikewalkroll.org) to evaluate the change in travel behaviours and patterns through the AST implementation.
- Lead: Chase River administration
- 3. Establish regular communication check-ins between the school and City staff to discuss implementation efforts and opportunities.
- Lead: Chase River administration, City of Nanaimo

6.0 KEEPING IT GOING!

While we take time to appreciate the collective effort to create this document, it is equally important to recognize that a similar collective effort will be required to successfully implement the AST Plan in the coming months and years. Continuing collaboration between the Chase River Elementary School administration, the Chase River PAC, the City of Nanaimo, and the broader school community is essential in creating a safer, more equitable travel environment for our students.

Moving forward, an annual Equity Assessment can serve as a critical tool in understanding the socio-economic and health disparities that influence travel behaviors. By prioritizing criteria based on this data, we can ensure that future decisions address the needs of the most vulnerable populations first.

Consistent, ongoing use of Hands Up Surveys through the BikeWalkRoll web application will provide valuable insights into the effectiveness of the initiatives in this Plan and allow us to make data-driven adjustments that focus on those initiatives that have been shown to be most effective. Many schools across the country that have conducted similar AST Plans have made the decision to continue conducting biannual hands up travel data surveys using BikeWalkRoll every fall and spring to draw attention to the importance of active and safe school travel and utilize this data to adjust and refine AST initiatives such as priority locations for infrastructure and safety improvements.

Data insights can help inform plan implementation in several important ways:

- Evaluating Program Effectiveness By comparing baseline and follow-up survey results, the school, school district, and the city can assess whether specific interventions—like walking school buses or cycling safety workshops—are increasing active travel rates. This allows for evidence-based refinement of programs and more refined and targeted resource allocation.
- Supporting Policy and Funding Decisions Aggregated data from multiple schools can be used to advocate for broader policy changes or funding. For instance, the 2023 province-wide *Bike Walk Roll Week* in British Columbia collected travel mode share data to inform provincial programs and infrastructure investments.
- **Highlighting Equity Gaps** When combined with demographic or geographic data, survey results can reveal disparities in access to safe, active school travel options. These insights support equity-focused planning by directing attention and resources to underserved communities.
- Engaging Stakeholders and Building Momentum Real-time, visualized results from BikeWalkRoll make it easier to communicate progress and rally support among school staff, parents, and local governments. Schools can use their BikeWalkRoll "score" to celebrate success and encourage continued participation.

As part of the implementation of this plan, regular communication check-ins between school administration, PAC, and City staff will foster a collaborative atmosphere to discuss progress on the action items in this report, share challenges, and identify new opportunities for improvement.

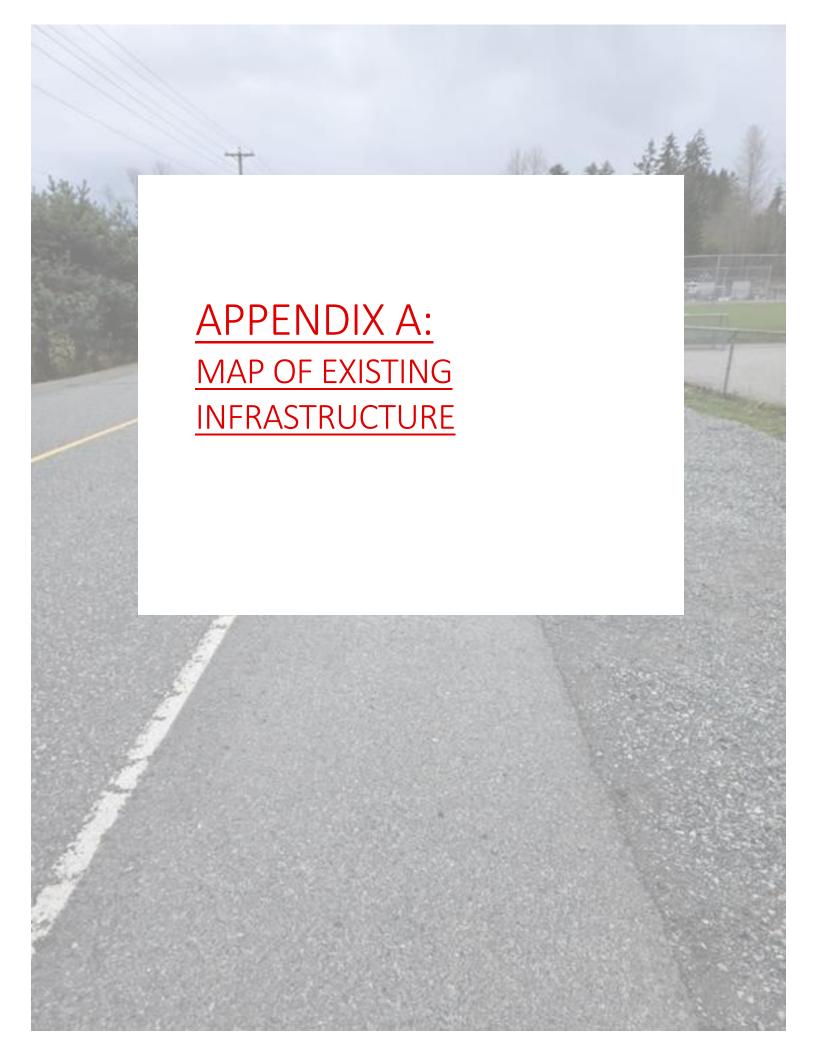
Given the existing built environment around Chase River Elementary School, efforts must also focus on improving safety measures for students and families navigating areas without pedestrian infrastructure. Adhering to safety guidelines such as walking facing traffic, staying as far left as possible, being visible, and staying alert can significantly reduce risks.

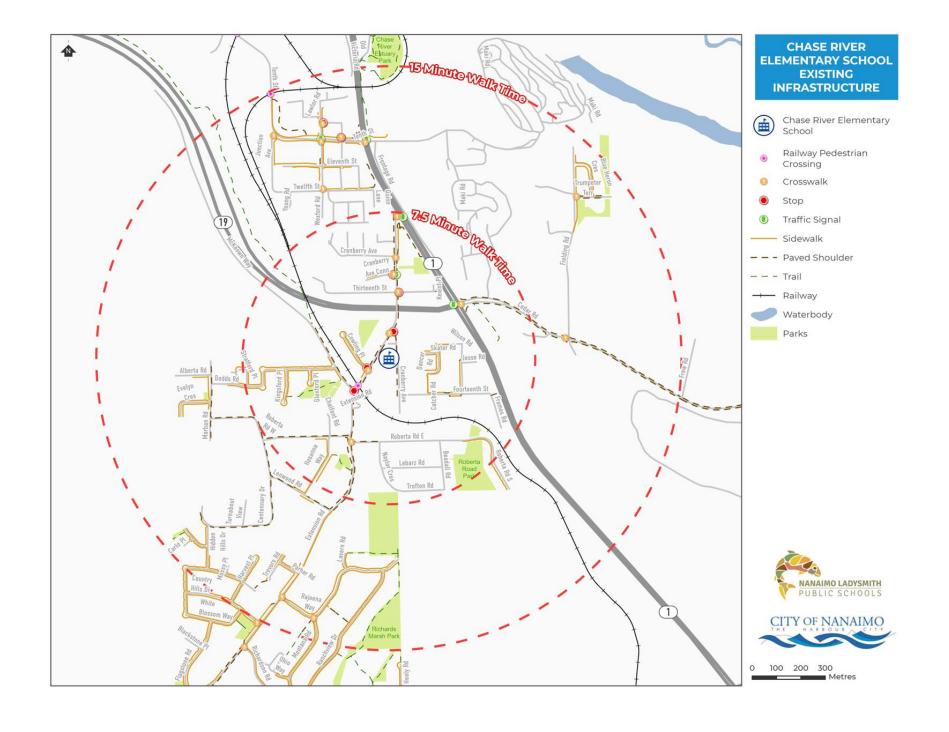
It is also important to capitalize on the momentum, excitement, and interest generated in the school community by participating in the development of this AST Plan. Hosting events such as sidewalk and street painting, walk to school celebrations, bike bus weeks, temporary school streets, active school travel education days, and other initiatives this fall will help to continue the conversation and encourage further action and improvement in the coming years.

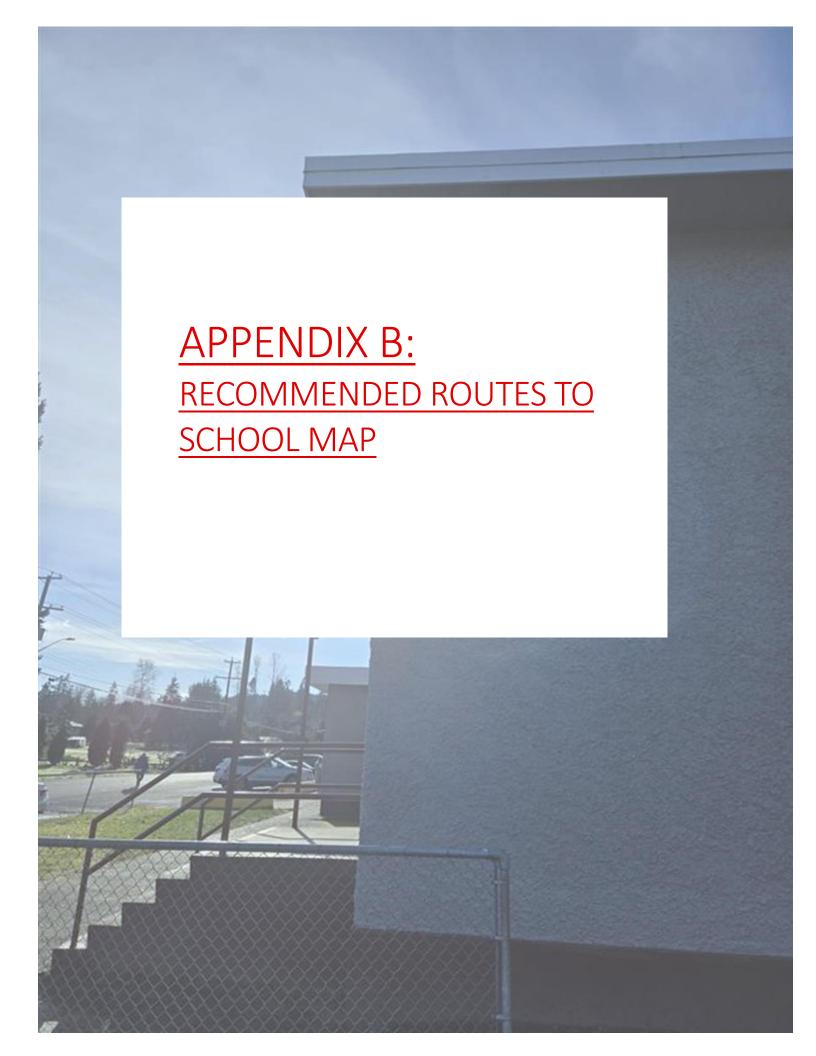
7.0 CONCLUSION

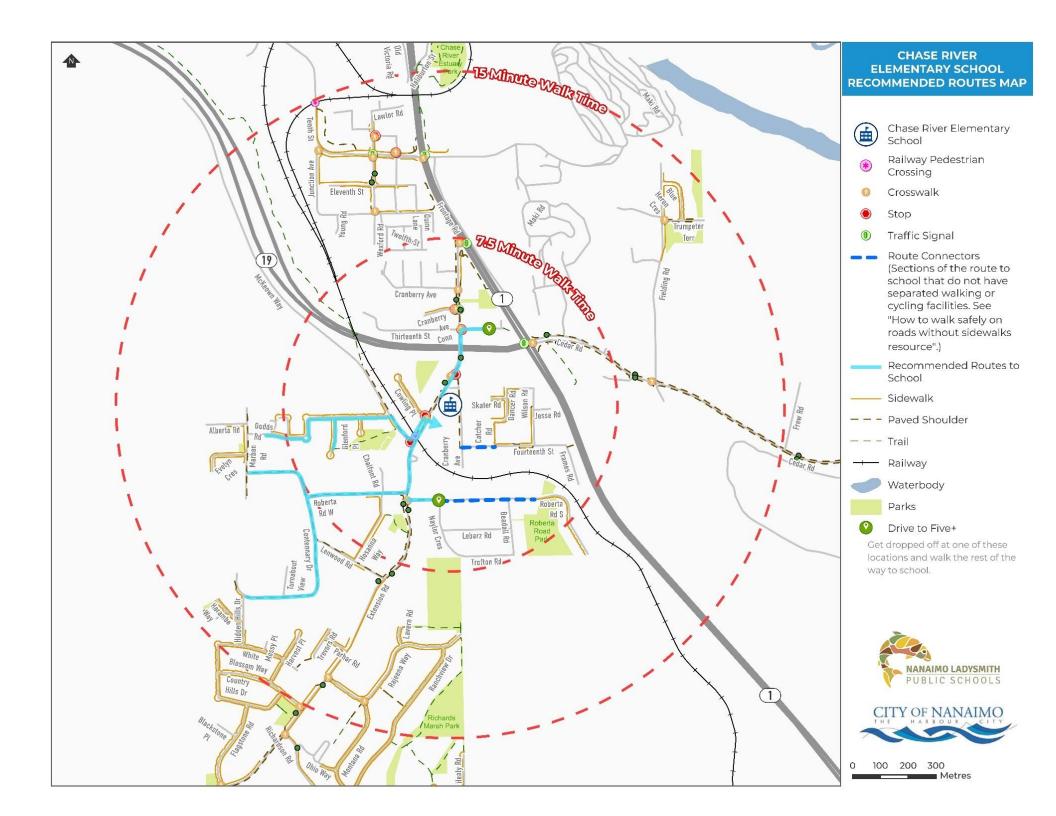
It is important to recognize and appreciate the collective hard work of the students, staff, and families at the school who helped shape this document through their input. Community partners such as ICBC and the RCMP also played an important role in providing critical input, and the City of Nanaimo should be recognized for investing time and staff resources in supporting these important projects.

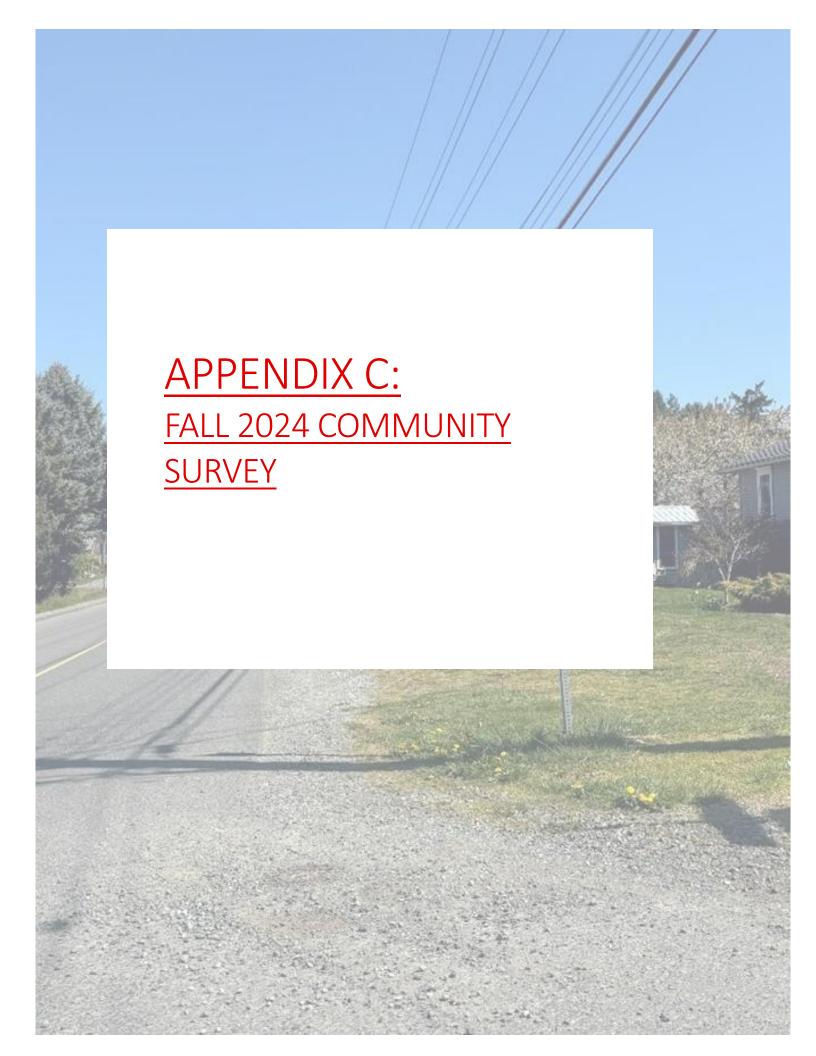
The success of Chase River's Active School Travel Plan hinges on sustained collaboration, ongoing evaluation, and continued action. By committing to these principles, we can create a school travel environment that not only enhances safety but also promotes the well-being of Chase River's school community for years to come.











Fall 2024 Family Survey – Chase River Elementary School

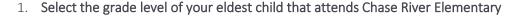
Chase River Elementary School has been selected by the City of Nanaimo to participate in an *Active School Travel Planning* process. The goal of *Active School Travel Planning* is to empower students, families, school administration, and the local community to identify, plan, and implement initiatives that both increases the safety of students and families traveling to and from school each day as well as to increase the number of students and families making this journey in a healthier, sustainable, and more physically active manner.

Active transportation consists of any type of *human-powered* transportation, including walking, cycling, rolling, or using a mobility device. There are numerous proven benefits to incorporating physical activity and movement into daily routines through active school travel, especially for students in their earlier years as they establish travel routines in their community.

As part of the initial planning phase for this project, the City and School District are seeking community input in an effort to better understand existing transportation patterns as well as existing challenges and opportunities for improving active travel and road safety for that students, families, and staff at Chase River Elementary. Input from this survey will help inform the development of the draft *Active School Travel Plan* over the coming months.

This survey contains 17 questions and should take no more than 5-10 minutes to fully complete.

We appreciate you taking the time to share your thoughts and look forward to sharing what we've heard as well as how this input will be used to inform the development of the active school travel plan for Chase River Elementary with the community in the coming months.



- o Kindergarten
- o Grade 1
- o Grade 2
- o Grade 3
- o Grade 4
- o Grade 5
- o Grade 6
- o Grade 7

3.. How far away from the school do you live? Google maps can tell you an approximate distance if you are not sure.

0	0.6 to 1.5 kms	
0	1.6 to 3 kms	
0	Over 3 kms	
4. How does your child usually travel to/from school? (check one in each column)		
To school		
0	Walk	
0	Walk partway (at least 50% of the total journey)	
0	Driving (just my family)	
0	Carpool (two or more families sharing)	
0	Bicycle (including e-bikes)	
0	Public Transit	
0	School Bus	
0	Other – please describe below	
From school		
0	Walking	
0	Walk partway (at least 50% of total journey)	
0	Driving (just my family)	
0	Carpool (two or more families sharing)	
0	Bicycle (including e-bikes)	
0	Public Transit	
0	School Bus	
0	Other – please describe below	
5 Why	does your child usually travel to/from school in this way? (Check all that apply)	

o Less than 0.5 kms

To school

- o Exercise
- o Enjoyment
- o Age of child
- o Distance to school
- o Convenience (e.g., school on route to work, busing available)
- o Time constraints
- Before/after school activities
- o Before/after school care
- Limited/restricted parking around school
- o Traffic safety danger of route
- o Personal safety (e.g., crime, bullying etc)
- o Helps develop child's independence
- o Disability specific/mobility needs
- o Bus stop not suitable

From school

- o Exercise
- o Enjoyment
- o Age of child
- o Distance to school
- o Convenience (e.g., school on route to work, busing available)
- Time constraints
- o Before/after school activities
- o Before/after school care
- o Limited/restricted parking around school
- o Traffic safety danger of route
- o Personal safety (e.g., crime, bullying etc.)

o Other: Please specify 6. How long does it usually take you/your child = to travel to/from school? To school 5 minutes or less 5-10 minutes 10-20 minutes 20-30 minutes More than 30 minutes From school 5 minutes or less 5-10 minutes 10-20 minutes

- 20-30 minutes
- More than 30 minutes

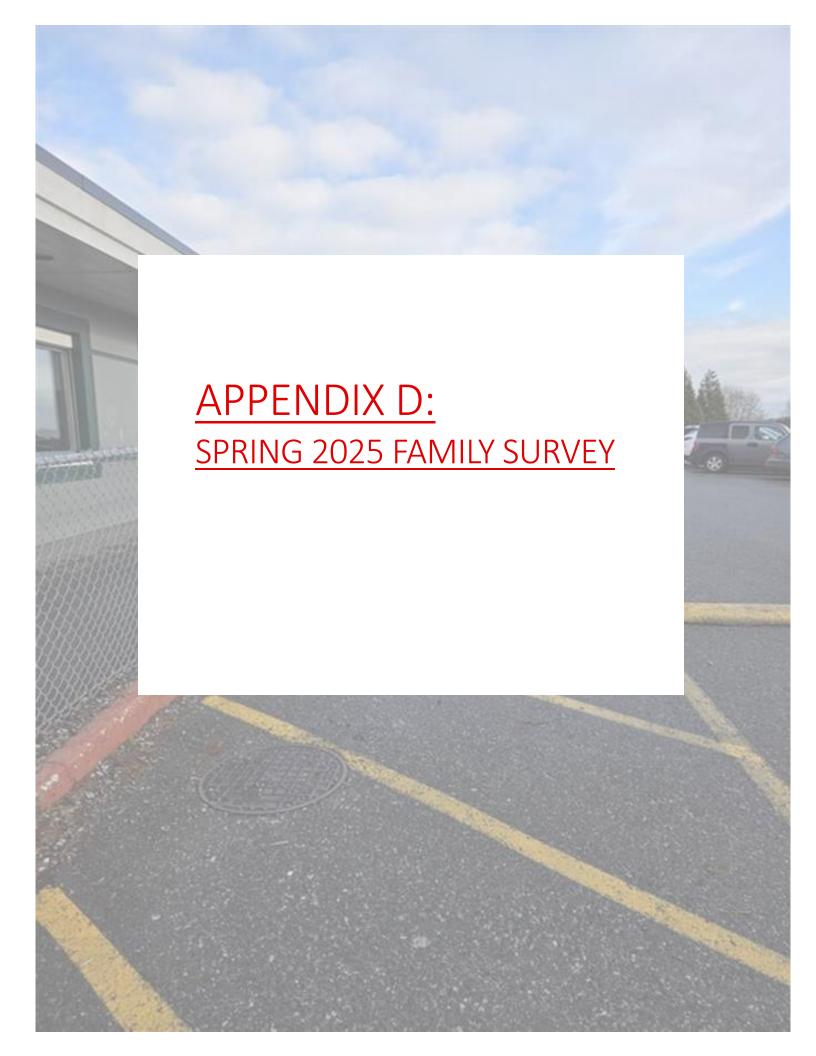
7. Which of the following would encourage your child to cycle to/from school (check all that apply)

- Others to cycle with
- Once child is older
- Cycling safety and skills training
- Access to equipment (bicycle, helmet, lock)
- Secure bicycle storage at school
- Cycle-friendly routes (e.g., segregated cycle lanes)
- Reduced traffic volume and congestion in school zone
- Traffic calming in school zone (lower speeds, careful drivers)
- Not applicable, child is eligible to ride the school bus
- Child already cycles
- Other (please specify)

8. Which of the following would encourage your child to walk to/from school (check all that apply)		
0	Others to walk with	
0	Once child is older	
0	Pedestrian safety training	
0	Improved sidewalks and crossings	
0	Reduced traffic volume and congestion in school zone	
0	Traffic calming in school zone (lower speeds, careful drivers)	
0	Not applicable, child is eligible to ride the school bus	
0	Child already walks	
0	Other (please specify)	
9. What is your level of agreement with the following statement: "My neighbourhood is safe for children to walk, bike, or roll to school? "		
0	Strongly agree	
0	Agree	
0	Disagree	
0	Strongly disagree	
10. Are there any locations of concern along your child's trip to/from school?		
•	Yes	
•	No	
11. If you answered "yes" to the previous question, please describe the location(s) and reason for your concern.		
(e.g., onRoad, nearStreet; cars turn right without looking for pedestrians)		
•	OPEN RESPONSE	
12. Before completing this survey, did you know that the Active School Travel program was happening at your child's school?		
0	Yes	
0	No	

- 13. Is there anything else you would like to share about your child's school journey?
 - OPEN RESPONSE
- 14. Please identify any other concerns with existing conditions or identify additional opportunities you feel may help improve safety and increase active school travel at Chase River Elementary School.

OPEN RESPONSE



Spring 2025 Family Survey – Chase River Elementary School

Chase River Elementary School has been selected to participate in the City of Nanaimo's *Active School Travel* program, which aims to get more students and families walking, biking, and rolling to school — as well as make it safer for them to do so. To learn more about the Chase River Elementary Active School Travel Program, check out the GetInvolvedNanaimo webpage at https://www.getinvolvednanaimo.ca/ast-chase-river

In the fall of 2024, a Family Survey was sent to the families of all students at Chase River Elementary School asking for input on existing transportation patterns, challenges and opportunities at Chase River Elementary. A walkabout activity with school administrators, students, and community stakeholders has also taken place since the fall Family Survey.

Based on the input we have heard to date, the City is drafting a list of "Actions" for Chase River Elementary's Active School Travel Plan. These Actions fall into the following categories: Education & Encouragement, Engineering, and Enforcement.

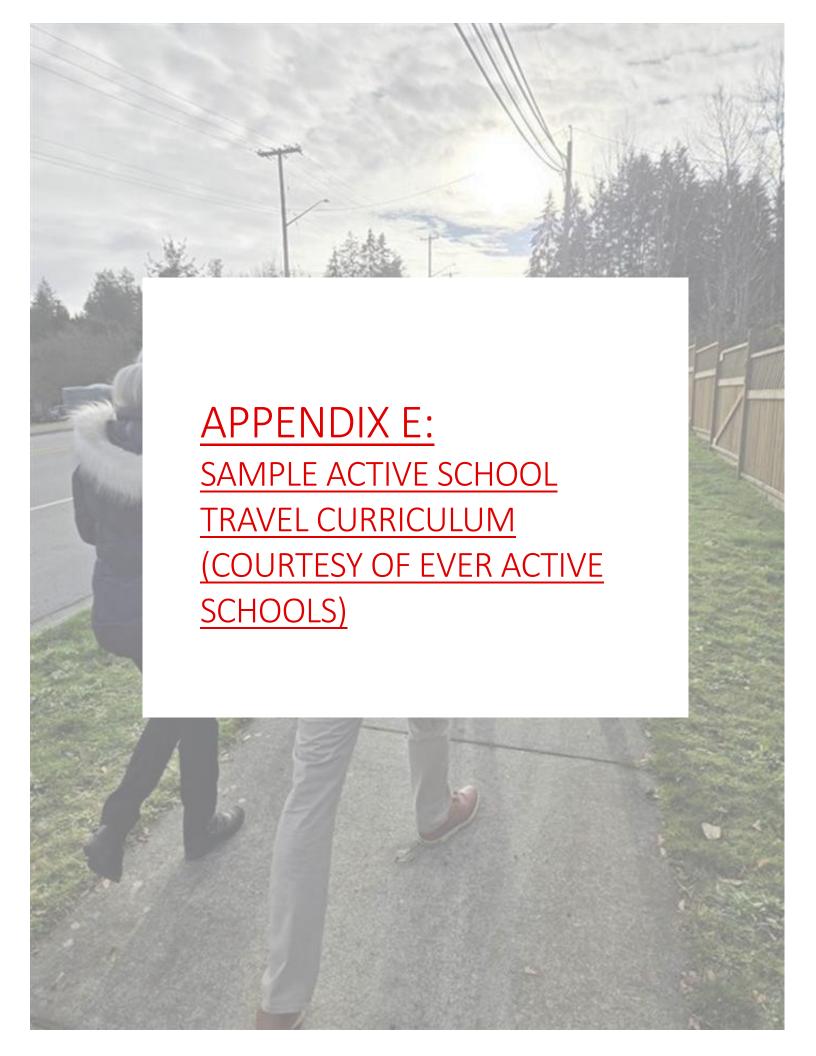
We are now asking for your feedback on these draft actions. Your feedback will help us create a "Best Routes to School" map and will confirm your priorities for supporting Active School Travel at Chase River Elementary. This survey contains 5 questions and should take no more than 5-10 minutes to complete.

We appreciate you taking the time to share your thoughts and look forward to sharing what we've heard from the school community this spring.

- 1. On a scale of 1-5, how important is active school travel and road safety to you as a priority for the Chase River Elementary School community? (select one)
 - 5 Very high
 - 4 High
 - 3 Moderate
 - 2 Low
 - 1 Very Low
 - Don't know/prefer not to answer
- 2. Of the following active school travel **educational** and **encouragement** initiatives, which is most important to you? (select four)
- Special programs to teach students about walking, biking, and using transit such as cycling safety education and BC Transit's "Ready to Roll" program
- Establishing and promoting "Drive to 5+" locations where students can be safely dropped off and then walk 5+ minutes to school
- Events and challenges that build excitement about walking and biking to school, such as bike to school week
- Programs to help support walking and biking to school (such as walking school bus and bike bus programs)
- Incorporating active transportation education into coursework/curriculum
- Incorporating active transportation messaging and encouragement into promotion for on and off-school student and parent events
- Using active transportation for school field trips
- Creating an informational handout to the school community on how to support AST by following regulations and reporting road safety issues and challenges
- Coordinating carpooling among families

Other			

- 3. Which active school travel planning **engineering** initiatives are **most** important to you and your child (**select two**):
 - Improved bicycle infrastructure bike lanes, paved shoulders, bike racks
 - Improved pedestrian infrastructure walking paths, crosswalks, flashing beacons
 - Traffic calming to slow drivers down and reduce dangerous driver behaviour
 - Improved intersections this could include curb bump outs, pedestrian crossing signals, more/improved signage, raised crossings
 - Depends on the location
 - Other
- 4. Of the following active school travel **enforcement** priorities, which is most important to you? (select one)
- Conduct bi-annual safety reviews (RCMP) to enforce speeds and other road safety concerns at key locations in the community.
- Continue to enforce speeds within the school area
- Focus on enforcing unsafe driving behaviours near the school such as vehicles blocking crosswalks, illegal parking, blocking intersections
- Focus on enforcing safe driving behaviours in the school parking lot such as double-parking and leaving vehicles unattended.
- Participating in campaigns such as "Think of Me" where RCMP issue "tickets" with hand drawn pictures by students.
- Other
- 5. Based upon the results of the initial Family survey, student walkabout feedback, and parent and administration walkabout discussions, the **following locations** were identified as most critical for active school travel improvements around Chase River Valley Elementary School. Please view the embedded map to comment on the locations that are top priorities for you and your child, and feel free to add additional points.
 - Extension Road at Cranberry Road
 - Extension Road at White Rapid Road
 - Extension Road at Trans-Canada Highway
 - Cranberry Road (in front of school)
 - Cranberry Road at Fourteenth Road
 - Chase River staff parking lot
 - Other (please list below)
 - 6. Is there anything you else that would like to add?





ACTIVE SCHOOL TRAVEL

CURRICULAR CONNECTIONS

Active School Travel is a province-wide initiative that promotes the use of human-powered, non-motorized transportation modes for trips to, during and from school, including walking, cycling, scootering, skateboarding and using a wheelchair.

School Travel Planning is an evidence-based approach that supports schools in encouraging active travel and contributes to healthy, active living. Comprehensive School Health - an internationally recognized and effective approach for building healthy school communities to improve health, education, and social outcomes for children and youth - is embedded in the School Travel Planning process.

Kindergarten

Physical education and wellness (2022 Curriculum)

Active Living

Children explore physical activity in a variety of contexts

Movement & Skill Development

- Children explore physical activity in a variety of contexts
- Children investigate movement of the body
- Children explore fair play in a variety of ways

Character Development

• Children describe personal characteristics and explore feelings & emotions

Safety

Children recognize boundaries in a variety of situations.

Healthy Relationships

• Children examine healthy relationships in learning and playing environments

Growth & Development

• Children identify physical growth

Mathematics (2022 Curriculum)

Numbers

• Children interpret compositions of quantities within 10

Geometry

Children investigate shape

Measurement

Children explore size through direct comparison

Patterns

Children identify and create repeating patterns

Time

• Children interpret time as a sequence of events

Social studies

- K.2.3: appreciate how their participation in their communities affects their sense of belonging
- K.2.4: examine the characteristics and interests that bring people together in groups
- K.2.5: examine ways in which people create a climate of cooperation
- K.S.1 develop skills of critical thinking and creative thinking

- K.S.3: develop skills of geographic thinking
- K.S.4: demonstrate the skills of decision making and problem solving
- K.S.5: demonstrate the skills of cooperation, conflict resolution and consensus building K.S.6: develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community K.S.7: apply the research process

English language arts (2022 curriculum)

Oral Language

• Children explore listening and speaking skills through a variety of literacy experiences

Physical education and wellness (2022 curriculum)

Active Living

• Students investigate the benefits of physical activity

Movement & Skill Development

- Students exhibit spatial awareness during a variety of physical activities
- Students demonstrate how movement can support different types of physical activity Students
- demonstrate fair play and support engagement in a variety of physical activities

Character Development

 Students examine personal characteristics, feelings and emotions and explore understanding of one's self

Safety

• Students explain how boundaries contribute to safety

Healthy Relationships

• Students investigate how healthy relationships in learning and playing environments are built through connection

Growth & Development

• Students investigate growth and its connection to healthy practices

Mathematics (2022 Curriculum)

Numbers

- Students interpret and explain quantity to 100
- Students examine addition and subtraction within 20

Geometry

• Students interpret shape in two and three dimensions

Measurement

• Students relate length to the understanding of size

Patterns

• Students examine patterns in cycles

Time

Students explain time in relation to cycles

Statistics

• Students investigate and represent data

Science

- 1-1: Bring focus to investigative activities, based on their own questions and those of others
- 1-6: Describe seasonal changes, and interpret the effects of seasonal changes on living things
- 1-10: Describe the role of the human senses and the senses of other living things, in enabling perception and action

Social studies

- 1.1.2: value the groups and communities to which they belong
- 1.1.3: examine how they belong and are connected to their world
- 1.1.4: determine what makes their communities thrive
- 1.1.5: distinguish geographic features in their own community from other communities
- 1.S.1: develop skills of critical thinking and creative thinking
- 1.S.3: develop skills of geographic thinking: use a map to locate areas within school and community, ask geographic questions such as asking for directions
- 1.S.4: demonstrate skills of decision making and problem solving
- 1.S.5: demonstrate skills of cooperation, conflict resolution and consensus building 1.S.6: develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community 1.S.7: apply the research process
- 1.S.8: develop skills of oral, written, and visual literacy 1.S.9: develop skills of media literacy

English language arts (2022 curriculum)

Oral Language

• Students develop listening and speaking skills through sharing stories and information



Physical education and wellness (2022 curriculum)

Active Living

• Students investigate physical activity and relate it to personal experience

Movement & Skill Development

- Students refine and apply spatial awareness across a variety of physical activity contexts
- Students modify movement to improve control and efficiency
- Students demonstrate teamwork and support participation in a variety of physical activities

Character Development

• Students examine roles, responsibilities, and self-regulation and their connections to self-understanding

Safety

• Students examine and apply personal safety in a variety of situations

Healthy Relationships

• Students connect healthy relationships to a variety of learning and playing contexts

Growth & Development

• Students examine how growth is affected by variables

Mathematics (2022 Curriculum)

Numbers

- Students analyze quantity to 1000
- Students investigate addition and subtraction within 100

Measurement

• Students communicate length using units

Time

• Students relate duration to time

Statistics

• Students relate data to a variety of representations

Social studies



- 2.2.3: appreciate the importance of collaboration and living in harmony
- 2.2.4: appreciate how connections to a community contribute to one's identity
- 2.S.1: develop skills of critical thinking and creative thinking
- 2.S.3: develop skills of geographic thinking
- 2.S.4: demonstrate skills of decision making and problem solving
- 2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building 2.S.6: develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community 2.S.7: apply the research process
- 2.S.8: demonstrate skills of oral, written and visual literacy 2.S.9: develop skills of media literacy

English language arts (2022 curriculum)

Oral Language

• Students examine and adjust listening and speaking to communicate effectively



Physical education and wellness (2022 curriculum)

Active Living

• Students examine how participation in a variety of challenging physical activities fosters well-being

Movement & Skill Development

- Students examine and integrate tactics in a variety of physical activity contexts Students investigate
- and demonstrate how elements of movement support physical activity
- Students identify and demonstrate how teamwork supports positive interactions during physical activity

Character Development

• Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience

Safety

• Students investigate and explain safety and its correlation to health

Healthy Relationships

• Students investigate and describe how problem solving can affect healthy relationships

Growth & Development

Students examine and describe development related to personal growth

Mathematics (2022 curriculum)

Numbers • Students analyze and apply strategies for multiplication and division within 100

Measurement

- Students determine length using standard units Students
- interpret angles

Time

Students tell time using clocks

Statistics

• Students interpret and explain representations of data



Social studies

- 3.2.1: appreciate elements of global citizenship
- 3.2.2: explore the concept of global citizenship
- 3.S.1: develop skills of critical thinking and creative thinking
- 3.S.3: develop skills of geographic thinking
- 3.S.4: demonstrate skills of decision making and problem solving
- 3.S.5: demonstrate skills of cooperation, conflict resolution and consensus building:
- 3.S.6: develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community 3.S.7: apply the research process
- 3.S.8: demonstrate skills of oral, written and visual literacy 3.S.9: develop skills of media literacy

English language arts (2022 curriculum)

Oral Language

• Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions



Physical education and wellness (2022 curriculum)

Active Living

• Students examine how choices in physical activities affects active living

Movement & Skill Development

- Students select and implement strategies and tactics in a variety of physical activities Students
- integrate and experiment with elements of movement to support physical activity
- Students connect and demonstrate how teamwork enhances participation in physical activity

Character Development

• Students interpret how resilience and perseverance can be influenced by a variety of life experiences

Safety

• Students analyze and explain responsibility and how it can impact personal and group safety

Healthy Relationships

• Students reflect on resolution and explain connections to healthy relationships

Growth & Development

• Students explore various areas of development

Mathematics

4-P.1: Identify and describe patterns found in tables and charts

Science

- 4-1: Investigate the nature of things, demonstrating purposeful action that leads to inferences supported by observations
- 4-3: Investigate a practical problem, and develop a possible solution
- 4-4: Demonstrate positive attitudes for the study of science and for the application of science in responsible ways
- 4-5: Recognize that human activity can lead to the production of wastes, and identify alternatives for the responsible use and disposal of materials



4-6: Demonstrate a practical understanding of wheels, gears and levers by constructing devices in which energy is transferred to produce motion

Social studies

- 4.1.1: value Alberta's physical geography and natural environment
- 4.3.1: appreciate the factors contributing to quality of life in Alberta
- 4.S.1: develop skills of critical thinking and creative thinking
- 4.S.3: develop skills of geographic thinking
- 4.S.4: demonstrate skills of decision making and problem solving
- 4.S.5: demonstrate skills of cooperation, conflict resolution and consensus building 4.S.6: develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community 4.S.7: apply the research process
- 4.S.8: demonstrate skills of oral, written and visual literacy 4.S.9: develop skills of media literacy

English language arts

General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences

- 1.1: Discover and Explore: express ideas and develop understanding, experiment with language and form, set goals
- 1.2: Clarify and Extend: extend understanding, combine ideas, consider the ideas of others General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.
- 2.4: Create Original Text: structure texts, generate ideas, elaborate on the expression of ideas General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.
- 3.1: Plan and Focus: focus attention, determine information needs, plan and gather information
- 3.2: Select and Process: use a variety of sources, access information
- 3.3: Organize, Record and Evaluate: organize information, record information, evaluate information



Physical education and wellness (2022 curriculum)

Active Living

• Students examine the effect of motivation on physical activity

Movement & Skill Development

- Students analyze and apply strategies and tactics that support improved decision making in physical activities
- Students demonstrate and adapt various movement patterns to enhance skill development
- Students demonstrate how collaboration influences physical activity

Character Development

• Students reflect and relate life experiences to perseverance and well-being

Safety

• Students analyze responsibility and consider the impact on well-being

Healthy Relationships

• Students acknowledge and connect perspectives of self and others through communication and listening skills

Growth & Development

• Students investigate maturation and identify changes during adolescence

Mathematics

- 5-SP.1: Differentiate between first-hand and second-hand data
- 5-SP.2: Construct and interpret double bar graphs to draw conclusions
- 5-SP.3: Describe the likelihood of a single outcome occurring, using words such as: impossible, possible, certain

Science

- 5-1: Design and carry out an investigation, using procedures that provide a fair test of the question being investigated
- 5-2: Recognize the importance of accuracy in observation and measurement; and, with guidance, apply suitable methods to record, compile, interpret and evaluate observations and measurements



- 5-4: Demonstrate positive attitudes for the study of science and for the application of science in responsible ways
- 5-9: Investigate relationships between weather phenomena and human activity

Social studies

- 5.1.1: value Canada's physical geography and natural environment
- 5.S.1 develop skills of critical thinking and creative thinking
- 5.S.3 develop skills of geographic thinking
- 5.S.4 demonstrate skills of decision making and problem solving
- 5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building 5.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community 5.S.7 apply the research process
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Physical education and wellness (2022 curriculum)

Active Living

• Students analyze motivation and its relationship to personal development and active living

Movement & Skill Development

- Students examine and demonstrate an understanding of structure in physical activity Students
- adapt and apply movement patterns in controlled and dynamic physical activities
- Students analyze and apply conflict resolution in physical activity

Character Development

• Students connect strategies for well-being to life opportunities and lifelong learning

Safety

• Students examine risk and identify the factors that influence action

Healthy Relationships

• Students consider and describe a variety of perspectives that support the development of healthy relationships

Growth & Development

• Students examine physical, social, personal, and environmental factors connected to maturation during adolescence

Mathematics

6-N.5: Demonstrate an understanding of ratio, concretely, pictorially and symbolically 6-N.6: Demonstrate an understanding of percent (limited to whole numbers), concretely, pictorially and symbolically

6-P.1: Represent and describe patterns and relationships, using graphs and tables 6-P.2: Demonstrate an understanding of the relationships within tables of values to solve problems

6-SP.1: Create, label and interpret line graphs to draw conclusions

6-SP.2: Select, justify and use appropriate methods of collecting data, including: questionnaires, electronic media

6-SP.3: Graph collected data, and analyze the graph to solve problems

6-SP.4: Demonstrate an understanding of probability



Science

- 6-2: Recognize the importance of accuracy in observation and measurement; and apply suitable methods to record, compile, interpret and evaluate observations and measurements.
- 6-4: Demonstrate positive attitudes for the study of science and for the application of science in responsible ways

Social studies

- 6.1.1: recognize how individuals and governments interact and bring about change within their local and national communities
- 6.1.4: analyze the structure and functions of local governments in Alberta
- 6.1.6: analyze how individuals, groups and associations within a community impact decision making of local and provincial governments
- 6.S.1: develop skills of critical thinking and creative thinking
- 6.S.3: develop skills of geographic thinking
- 6.S.4: demonstrate skills of decision making and problem solving
- 6.S.5: demonstrate skills of cooperation, conflict resolution and consensus building 6.S.6: develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community 6.S.7: apply the research process
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ideas and information.

- 3.1: Plan and Focus: focus attention, determine information needs, plan and gather information
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- 3.3: Organize, Record and Evaluate: organize, record, and evaluate information



Health & Life Skills

Wellness Choices

W-7.1: compare personal health choices to standards for health; e.g., physical activity Relationship Choices

R-7.9: develop group goal-setting skills

Life Learning Choices

L-7.7: determine and use knowledge and skills of the class to promote school and community health

L-7.8: apply effective group skills to design and implement a school–community health enhancement plan; e.g., building a school travel plan

Mathematics

7-S.1: Demonstrate an understanding of circles by: describe radius, diameter, circumference

7-SP.1: Demonstrate an understanding of central tendency and range by: determining central tendency (mean, median, mode)

7-SP.3: Construct, label and interpret circle graphs to solve problems SCIENCE

7-1: Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions

7-3: Monitor a local environment, and assess the impacts of environmental factors on the growth, health and reproduction of organisms in that environment

7-4: Describe the relationships among knowledge, decisions and actions in maintaining life supporting environments

Social studies

- 7.2.2: recognize the positive and negative consequences of political decisions
- 7.2.3: appreciate the challenges that individuals and communities face when confronted with rapid change
- 7.S.1: develop skills of critical thinking and creative thinking
- 7.S.3: develop skills of geographic thinking
- 7.S.4: demonstrate skills of decision making and problem solving
- 7.S.5: demonstrate skills of cooperation, conflict resolution and consensus building:
- 7.S.6: develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community 7.S.7: apply the research process



7.S.8: demonstrate skills of oral, written and visual literacy 7.S.9: develop skills of media literacy

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Physical education

General Outcome A: Students will acquire skills through a variety of developmentally appropriate movement activities: Basic Skills: Locomotor, Basic Skills in an Alternative

Environment

General Outcome B: Students will understand, experience and appreciate the health benefits that result from physical activity: Functional Fitness, Well-being General Outcome C: Students will interact positively with others: Communication, Leadership

General Outcome D: Students will assume responsibility to lead an active way of life: Effort, Safety, Goal Setting/Personal Challenge, Active Living in the Community



Health & Life Skills

Wellness Choices

W-8.8: identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk; e.g., dark parking lots, lack of railway crossing lights

Relationship Choices

R-8.9: describe the characteristics of, and demonstrate skills of, an effective leader and group member

Life Learning Choices

L-8.7: relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community

Mathematics

8-N.4: Demonstrate an understanding of ratio and rate

8-SP.1: Critique ways in which data is presented in circle graphs, line graphs, bar graphs and pictographs

Science

- 8-1: Illustrate the development of science and technology by describing, comparing and interpreting mechanical devices that have been improved over time
- 8-2: Analyze machines by describing the structures and functions of the overall system, the subsystems and the component parts

English language arts

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Health & Life Skills

Wellness Choices

W-9.1: use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement W-9.9: analyze and evaluate laws and policies that promote personal, community and workplace safety; e.g., driving **Relationship Choices**

R-9.9: evaluate group effectiveness, and generate strategies to improve group effectiveness **Life Learning Choices**

L-9.8: investigate personal safety procedures for working as a volunteer; e.g., work in pairs

Mathematics

9-SP.2: Select and defend the choice of using either a population or a sample of a population to answer a question 9-SP.3: Develop and implement a project plan for the collection, display and analysis of data by: formulating a question for investigation, choosing a data collection method that includes social considerations, selecting a population or a sample, collecting the data, displaying the collected data in an appropriate manner, drawing conclusions to answer the question

Social studies

9.1.3: appreciate how emerging issues impact quality of life, citizenship and identity in Canada

9.S.1: develop skills of critical thinking and creative thinking

9.S.3: develop skills of geographic thinking

9.S.4: demonstrate skills of decision making and problem solving

9.S.5: demonstrate skills of cooperation, conflict resolution and consensus building 9.S.6: develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community 9.S.7: apply the research process

9.S.8: demonstrate skills of oral, written and visual literacy 9.S.9: develop skills of media literacy

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Physical education

General Outcome A: Students will acquire skills through a variety of developmentally appropriate movement activities: Basic Skills: Locomotor, Basic Skills in an Alternative Environment

General Outcome B: Students will understand, experience and appreciate the health benefits that result from physical activity: Functional Fitness, Well-being General Outcome C: Students will interact positively with others: Communication, Leadership

General Outcome D: Students will assume responsibility to lead an active way of life: Effort,

Safety, Goal Setting/Personal Challenge, Active Living in the Community

