

CINNABAR VALLEY ELEMENTARY ACTIVE SCHOOL TRAVEL PLAN

Prepared by Urban Systems on behalf of the City of Nanaimo, School District 68, and the Cinnabar Valley Elementary School community.







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1.0 INTRODUCTION

The City of Nanaimo's 2022 *Active School Travel Guide* supports efforts to create a safer and healthier way for students to travel to school. This plan is part of efforts to make our community safer and more sustainable. The City's new approach encourages working with other organizations to find the best routes for walking, rolling, and cycling.

While the City of Nanaimo and School District 68 have been working together for several years to create local *Active School Travel* (AST) plans, Cinnabar Valley Elementary School is one of the first schools to try out this new approach.

This AST Plan summarizes the activities at Cinnabar Valley Elementary during the 2024/25 school year. It looks at how students currently travel to school, the existing problems and opportunities in the community, and suggests future improvements. These activities included surveys, walkabouts with students and parents, site visits during peak times, and engaging with parents and community stakeholders.

The suggested actions in this plan reflect the feedback from the school community and technical reviews by project team members from the City of Nanaimo and Urban Systems, a planning and engineering consultancy. The project team is grateful for the important feedback from the school community, including administrators and families.

We also appreciate the enthusiasm and openness of the students at Cinnabar Valley Elementary. Their input allowed us to see their school journey through their eyes and shape our recommendations based on their needs.

Our hope is that the actions recommended in this plan will help make it easier and safer for students to travel to and from Cinnabar Valley Elementary 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 school, and to increase the number of students traveling to school in a physically active manner. Specific goals 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 Cinnabar Valley 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 actively travel to school out of necessity and will 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 Cinnabar Valley Elementary was a priority candidate for an Active School Travel Plan over the course of the 2024/2025 school year.

Cinnabar Valley Elementary initiated its active school travel planning process in April 2024, following the process 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 Cinnabar Valley 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 such as ICBC and the RCMP.

THE AST PROCESS FOR CINNABAR VALLEY ELEMENTARY IS SUMMARIZED BELOW:



- 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 planning process and future engagement activities (September)
- A community survey was developed and published to the webpage
- An initial PAC meeting and principal meeting, corresponding 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

Spring/Sumer 2025

The AST plan was finalized and published

3.0 SCHOOL PROFILE

3.1 CATCHMENT

Cinnabar Valley Elementary School is located at 100 Ohio Way, in the City of Nanaimo. The school abuts Extension Road, a main arterial road connecting the Extension community to the Trans-Canada Highway and Downtown Nanaimo. During the 2023-2024 school year, approximately 274 students were enrolled at Cinnabar Valley Elementary School.

Figure 2 shows the catchment area for Cinnabar Valley Elementary School and Figure 3 indicates where students live within catchment.

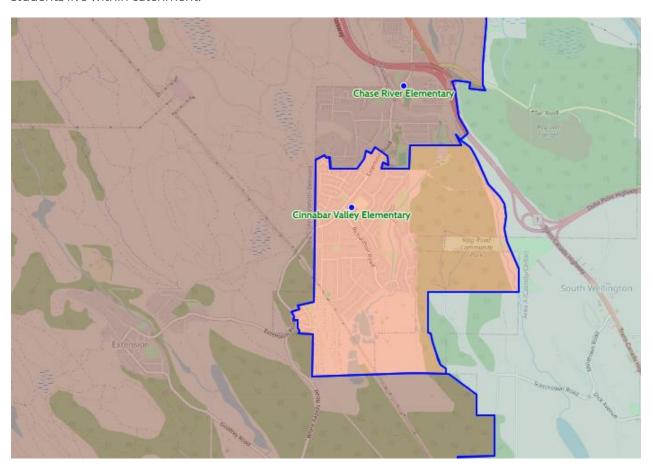


Figure 2 - Cinnabar Valley Elementary School Catchment

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.

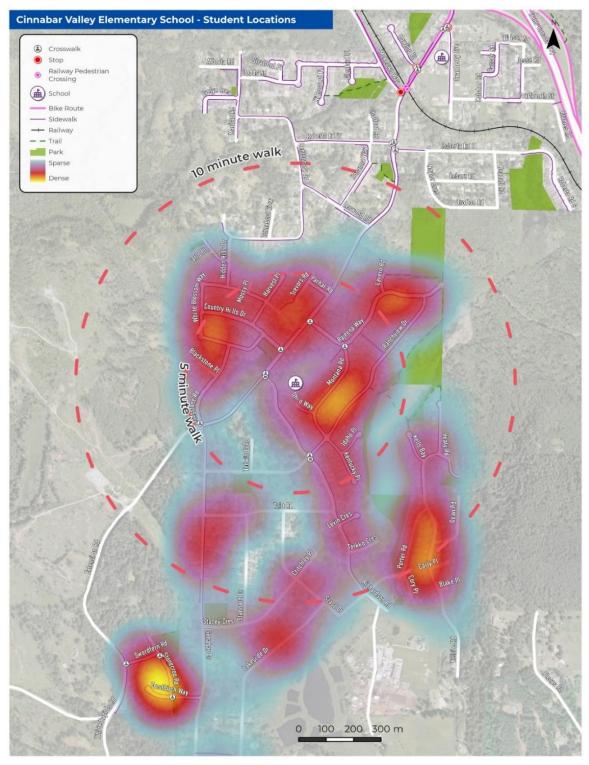


Figure 3- Heat Map of Student Locations for Cinnabar Valleys Elementary as of the 2024/2025 School Year

3.2 EXISTING CONDITIONS

The school's main entrance faces Montana Road to the east, and Extension Road to the west. Vehicles can access the school drop off and pick up area along Ohio Way, via a one-way drive aisle that permits short-term parking and loading for pick up and drop off. There is a parking lot area adjacent to the drive aisle that consists of approximately 20 parking stalls. These parking spaces are dedicated for staff and visitor parking. Typically, parents/guardians will drop off and pick up either in the school loop, or at the bottom of Ohio Way on Montana Road.

Pedestrians can access the school site via Richardson Road, the sidewalk alongside Ohio Way, and the pedestrian walkway that starts at the corner of Montana Road and Rajeana Way. Figure 4 indicates the pedestrian entrances to Cinnabar Valley Elementary, in yellow.



Figure 3 - Cinnabar Valley School Access Points

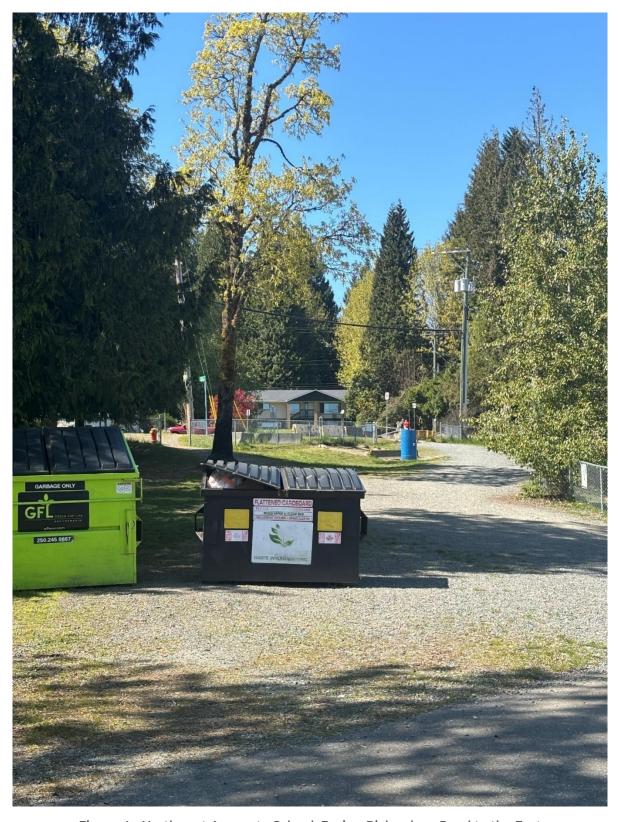


Figure 4 - Northwest Access to School, Facing Richardson Road to the East

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.

Traffic Calming
Installations
June – Aug 2024

1 Crossing with refuge median
2 Center concrete median
3 Center Yellow Paint
4 Speed table (asphalt bump)
5 Sidewalk curb extension
6 In-Crosswalk Yield to Pedestrian Sign
7 White Line with flexible bollards
8 Bus Stop concrete sidewalk + TWSI

School Zone Sign
Speed Reader

Flashers at Crossing

Figure 5 - Screenshot from the City of Nanaimo website - Extension Road project page



Figure 6 Students Crossing at the Crosswalk (With Crossing Guard) at the Intersection of Extension Road and Richardson Road



Figure 7 - Traffic Calming Infrastructure on Extension Road to the South of Cinnabar Drive, Including Signage, Speed Tables, Flexposts, Pavement Markings, and Rapid Flashing Beacons

4.0 **SUMMARY OF DATA FINDINGS**

To better understand transportation patterns, challenges and opportunities at Cinnabar Valley Elementary School, two surveys, as well as a walkabout with students, parents and the school principal were conducted.

A community survey was made available on the *GetInvolvedNanaimo* project webpage between November 15th and December 16th, 2024. It focused on gathering background data, identifying issues and opportunities for walking and cycling to school, understanding parent and caregiver priorities, and discovering opportunities for long-term behavioural change. A follow up community survey was made available from April 2nd to April 15th, 2025, to get feedback on draft priority locations and infrastructure recommendations.

A classroom survey was conducted in-person, during class time, throughout the week of March 3rd, 2025. The survey was hosted on "Bike, Walk, Roll," an online platform that allows results for each classroom and school to be recorded in a central database and to be compared across other Nanaimo schools and geographical regions.

4.1 FALL 2024- FAMILY SURVEY RESULTS

4.1.1 TRAVEL PATTERNS

Of parents and guardians who responded to the survey, approximately 45% reported driving their children and another 40% reported their children walking to and from school. 5% of parents reported students cycling to school.

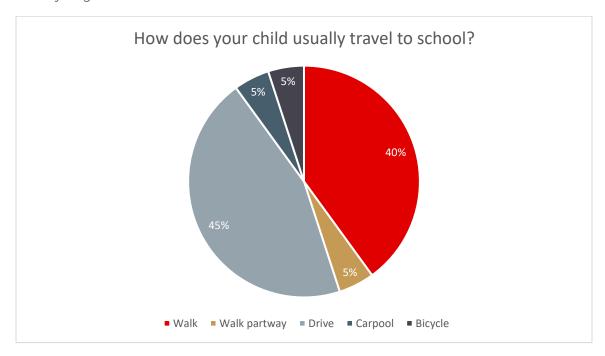


Figure 8 - Summary of Responses to the Question "How does your child usually travel to school?"

4.1.2 MODE CHOICE RATIONALE

As a rationale of choosing various travel choices identified, a majority of respondents indicated that distance to school and convenience are key motivators. Other key factors included exercise, age of the child and traffic safety.

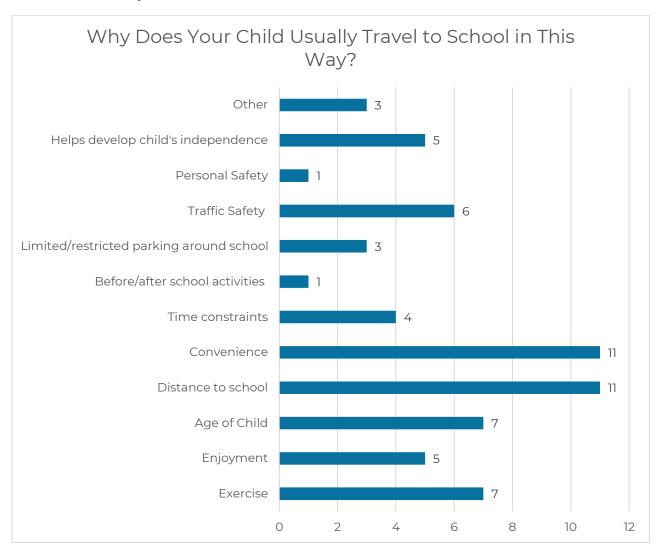


Figure 9 - Summary of Responses to the Question "Why does your child travel to school in this way?"

Using the survey responses provided, the project team was able to compare the mode choice rationale responses in section 4.2.1 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	
15	Carpool, walk partway	Traffic safety, dangerous crosswalk on Richardson/Ranchview	
2	Driving	Age of child, traffic safety	
7	Driving	Time constraints	
8	Driving	Traffic safety	
9	Driving	Age of child, distance to school, limited/restricted parking around school	
13	Driving	Age of child, time constraints, work schedule	
14	Driving	Distance to school, time constraints, traffic safety, personal safety	
20	Driving	Time constraints, convenience	
16	Driving	Traffic safety	
10	Driving, bicycle	Exercise, enjoyment, age of child, distance to schoo convenience, helps develop child's independence	
19	Driving, scooter	Convenience, exercise, enjoyment, distance to school	
1	Walk		
3	Walk	Exercise, enjoyment, age of child, distance to school, convenience, helps develop child's independence Exercise, enjoyment, distance to school, convenience, helps develop child's independence Exercise, enjoyment, age of child, distance to school, convenience, helps develop child's independence	
4	Walk		
5	Walk		
6	Walk	Distance to school, convenience	
12	Walk	Convenience	
17	Walk	Exercise, distance to school, convenience	
18	Exercise, age of child, distance to school, convenience, time constraints, helps develop child's independence		
11	Walk partway	Exercise, enjoyment, convenience, distance to school, before/after school activities, traffic safety, helps develop child's independence	

Overall, those who drive to school note traffic safety and time constraints as key rationales. 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 student's travel. All students travel to school in under 20 minutes, with the majority traveling to school in under 5 minutes. From school, one student travels more than 20 minutes, likely indicating walking. It appears that some children who are driven 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 afternoons.

Of respondents to the previous question, approximately **50% of respondents indicated they live within 1.5kms** of Cinnabar Valley Elementary.

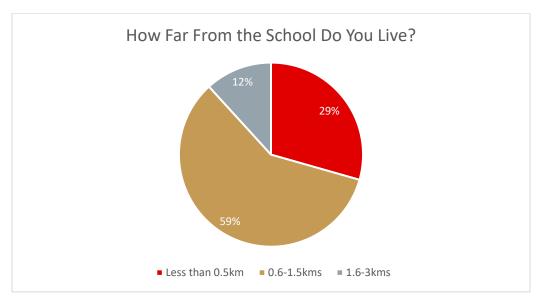


Figure 10 - Summary of Responses to the Question "How far from the school do you live?"

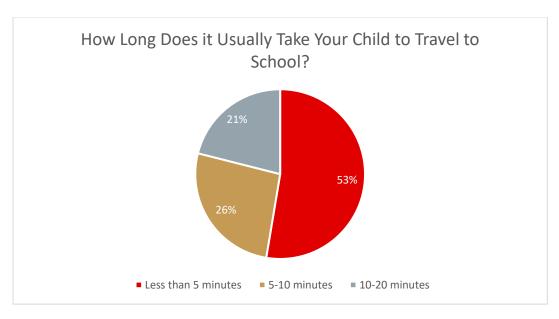


Figure 11 - Summary of Responses to the Question "How long does it usually take your child to travel to school?"

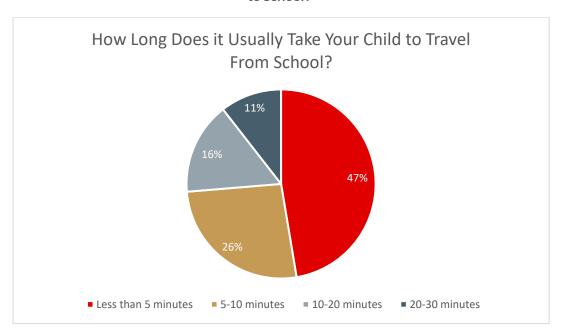


Figure 12 - Responses to the Question "How long does it usually take your child to travel from school?"

All students travel to school in under 20 minutes, with the majority traveling to school in under 10 minutes. From school, two students travel more than 20 minutes, likely indicating walking or taking the bus. It appears that some children who are driven 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 afternoons.

4.1.4 ACTIVE SCHOOL TRAVEL ENCOURAGEMENT INITIATIVES PRIORITIZATION

Parents were asked what features or programs would 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.

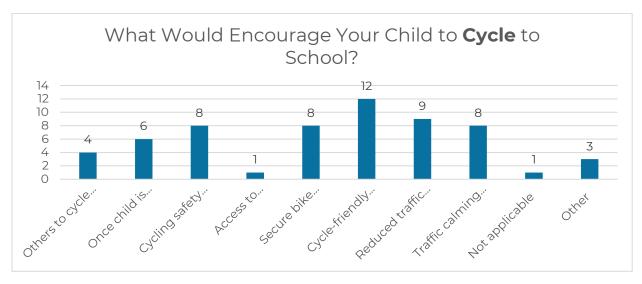


Figure 13 - Responses to the Question "What would encourage your child to cycle to school?"

Cycle friendly routes was the key consideration that would encourage children to cycle to and from school more. Other important considerations for parents were **reduced traffic volume and congestion** in the school zone, **traffic calming measures**, secure bicycle storage at the school, and cycling education. "Other" responses included the steep topography of the roads in the vicinity of the school.

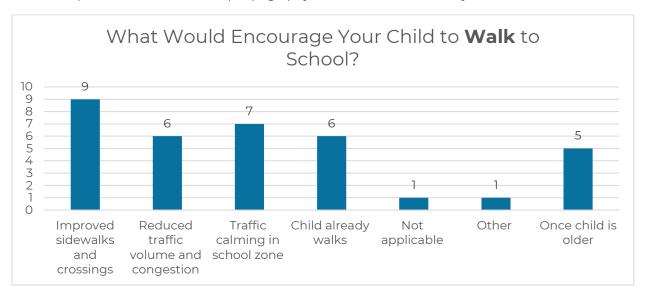


Figure 14- Summary of Responses to the Question "What would encourage your child to walk to school?"

Improved sidewalks and crossings was 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 and **reduced traffic volume and congestion.** "Other responses" included feeling unsafe along Extension Road.

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 a total of 29 responses from members of the school community. Survey 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 Cinnabar Valley Elementary community?", **94% indicated that active school travel and road safety were of "very high" or "high" importance to them.** 6% responded that these issues were only of "moderate" importance to them and their family, while no respondents indicated that these issues of "low" or "very low" importance to them.

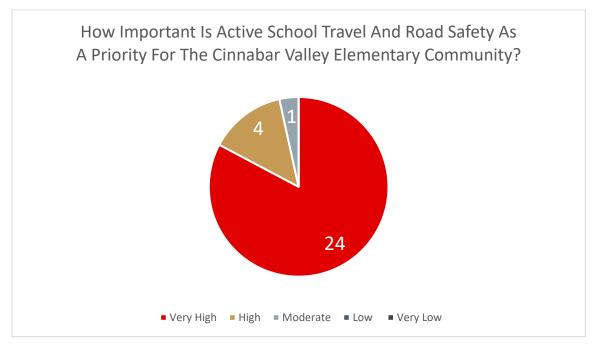


Figure 15 - Summary of Responses to the Question "How important is active school travel and road safety?"

4.2.2 EDUCATIONAL AND ENCOURAGEMENT ACTIONS PRIORITIZATION

Question 2 asked survey respondents "Of the following active school travel educational and encouragement initiatives, which is most important to you? (select four)". 16 survey responses of up to 4 initiatives each were received for this question, with **cycling safety education** 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 12 votes.

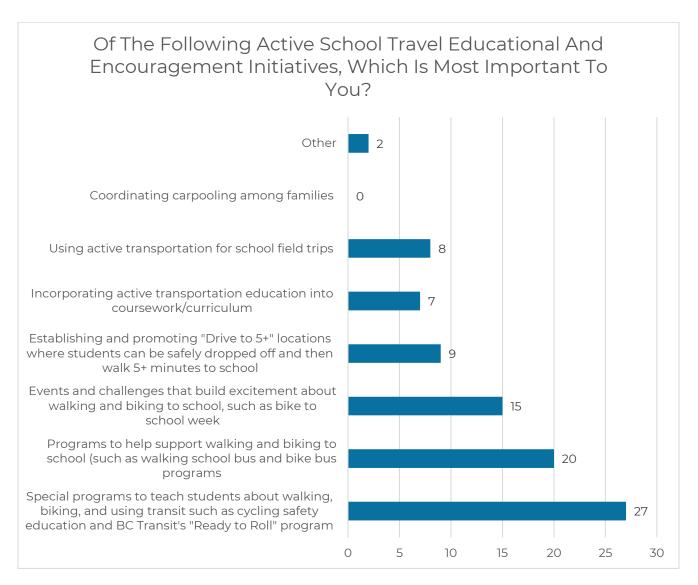


Figure 16 - Summary of Responses to the Question "Of the following active school travel educational and encouragement initiatives, which is most important to you?"

4.2.3 ENFORCEMENT ACTIONS PRIORITIZATION

Question 3 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.

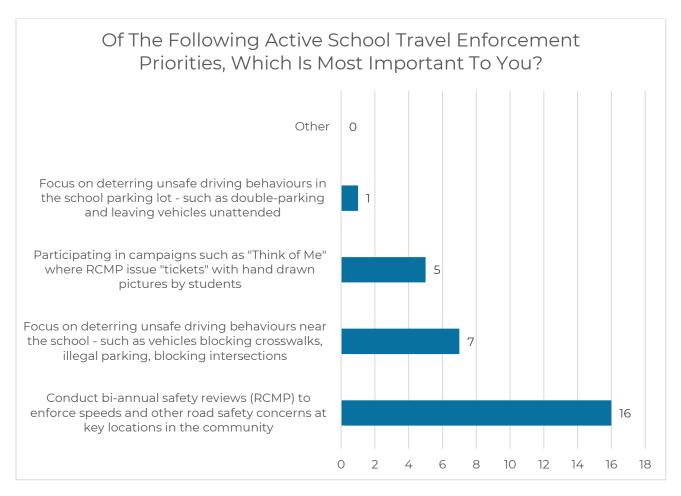


Figure 17 - Summary of Responses to the Question "Of the following active school travel enforcement priorities, which is most important to you?"

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 5 selections available, with improving pedestrian infrastructure as the highest priority, followed closely by improved intersections.

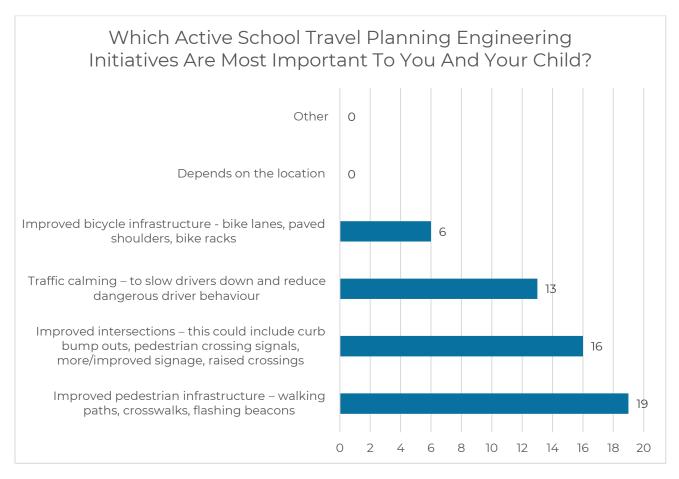


Figure 18 - Summary of Responses to the Question "Which active school travel planning engineering initiatives are most important to you and your child?"

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, highlighting 7 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 the intersection of **Extension Road at Flagstone Road** being identified as most the preferred area for improvements, followed very closely by **Richardson Road**, with the **intersection of Montana Avenue and Ohio Way** being ranked as the 3rd most preferred area for improvement.

Each response was weighted according to the ranking it received by each respondent, with 7 points for a top priority, and 1 point for the lowest priority of the 7. The full results of the rankings for this question can be found below.

1	Extension Road at Flagstone Road	133
2	Richardson Road	131
3	Montana Avenue at Ohio Way (school driveway)	130
4	Extension Road at Rajeena	129
5	Kentucky/Ranchview/Montana intersection	106
6	Cinnabar Drive and Ranchview Drive	86
7	Rajeena Way at Montana Road	92

Figure 19 - Survey Respondent Identified Priority Locations for Active Transportation Improvements

4.2.6 SURVEY RESPONDENT IDENTIFIED AREAS OF CONCERN

Question 6 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 7 locations previously identified in survey question #5 above) that they felt needed improvement. **32 additional locations were identified** using the interactive map, and a map of these locations (as well as comments for locations when provided) can be found below.

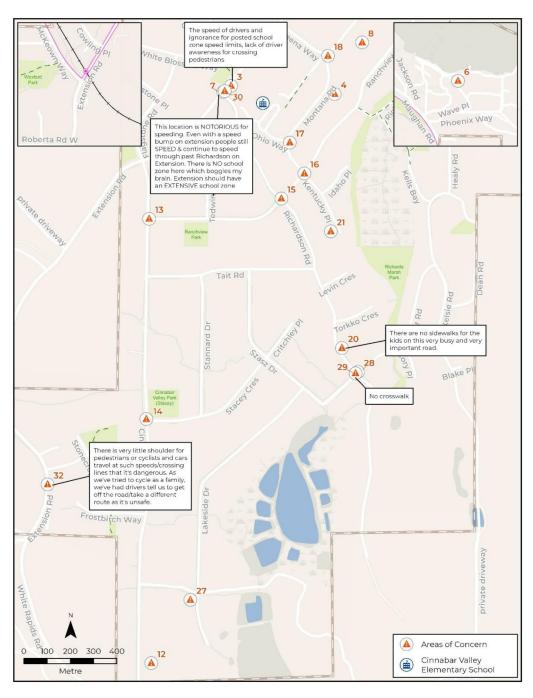


Figure 20 - Survey respondents identified areas of concern

4.2.7 SURVEY SUMMARY

- Due to the fact that almost all survey respondents (94%) indicated that active school travel and road safety were either of "Very high" or "High" importance, it is clear that **the school community** at Cinnabar Elementary School is very engaged, sees this issues as a priority for the community, and is eager to see improvements made on the roads, intersections, and sidewalks around the school to make it easier and safer to walk, bike, and roll to and from the school.
- Cycling/walking/transit education programs and walking school bus/bike bus programs were widely supported as being the most important educational and encouragement activities, with participating in encouragement events being highly supported as well.
- **Conducting bi-annual safety reviews** and **addressing driver behaviour** around the school itself were seen as top priorities for any enforcement initiatives that may occur in the future.
- **Upgrading and expanding pedestrian infrastructure** and **improving intersections** were viewed as top priorities for any engineering improvements, followed by support for traffic calming initiatives.
- The top-rated locations for built environment improvements were the intersections of **Extension Road at Flagstone Road, Richardson Road, followed closely by the intersection of Montana Avenue and Ohio Way** (the entry to the school) as the third highest priority location for improvement based upon community feedback. Extension Road at Rajeena Way was a very narrow 4th rank in terms of importance, with the top four locations all within a mere 4 points of each other in terms of overall scoring.
- Improvements to the school driveway, crosswalk improvements at specific locations, sidewalk obstructions, vehicles speeds, the need for more sidewalks, and the sight lines of existing roads were also identified as concerns for members of the school community.

4.3 COMMUNITY WALKABOUTS

The project team met with school administration, students and interested family members to take part in community walkabouts around Cinnabar Valley Elementary to better understand infrastructure concerns and to help inform areas of priority and implementation to be included in the plan. The school walkabouts took place on November 25th and 26th, 2024.



Figure 21 - Participants in Student Lead Community Walkabout

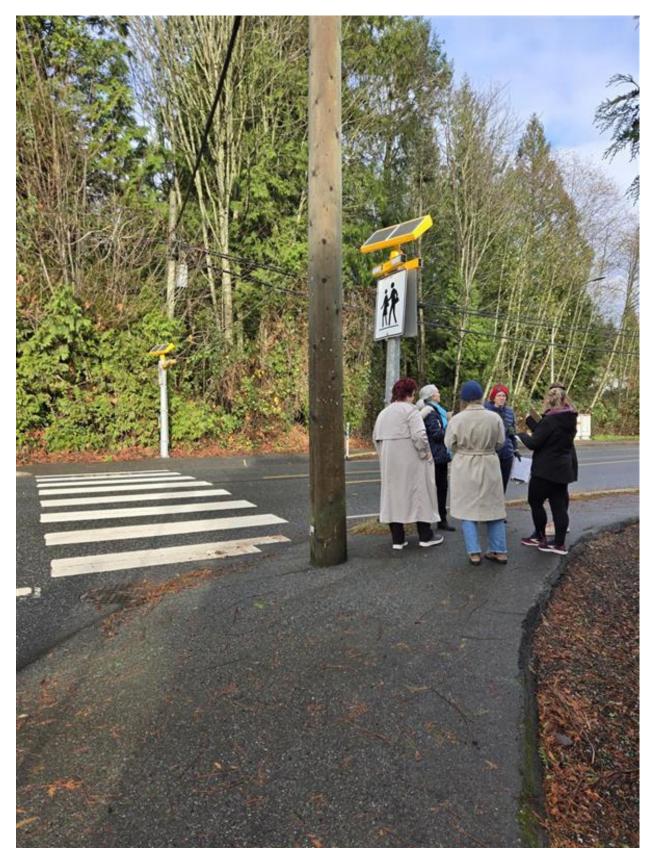


Figure 22 - PAC, Parent, Administration, and Stakeholder Walkabout

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

- Students expressed difficulty crossing the parking lot when congested
- Students indicated the need for additional crossing measures at Ohio Way and Montana Avenue, near the entrance to the school
- Students feel unsafe cycling and walking on certain sections of Extension Road
- Students expressed vehicles failing to slow down at the controlled crosswalks in the vicinity of the school. There have been reports of speeding and near collision misses.
- Students expressed that the intersection at Ranchview/Montana/Kentucky is unsafe to cross, due to the large space, slippery hill and concrete barrier on a private property that blocks views
- The Rajeena Way and Montana Road intersection is dangerous for students who exit the school pathway
- Buses are often unable to make the turn from Extension Road onto Rajeena Way due to the flexposts
- Students expressed concern with the Rajeena/Ranchview stairway and the boardwalk across the marsh, as it is slippery most of the time, especially when wet or snowy
- Need for temporary stoppage areas along Extension Road for parents to use to drop off children safely
- Topography and weather is a key factor that prevents biking and safety
- In the summer, bike racks in front of the school are full

4.4 HAND-UP SURVEY

A transportation mode share survey was conducted the week of March 3-7, 2025 using the BikeWalkRoll web application (www.bikewalkroll.org). 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 Cinnabar Valley Elementary school fully participated in this initiative, and during "BikeWalkRoll" week, they recorded and entered an impressive 2202 unique student responses to this question, resulting in some very statistically significant survey results being collected.

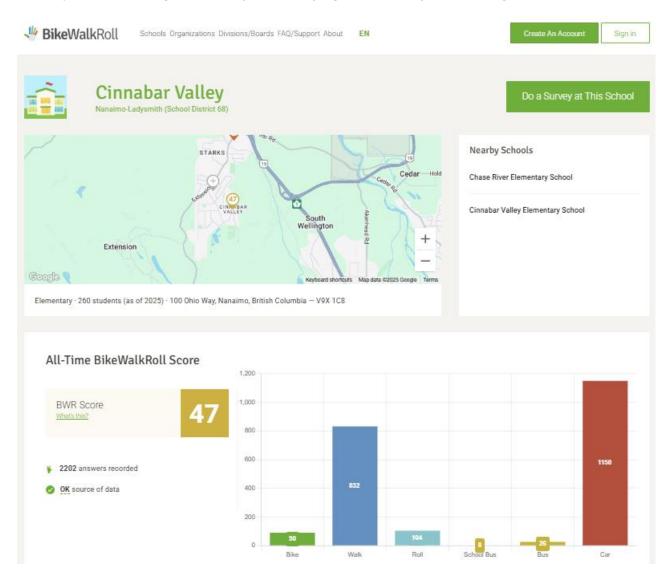


Figure 23 - BikeWalkRoll Website Map and BWR Score of Cinnabar Valley

BikeWalkRoll Survey results at Cinnabar Valley Elementary School found that:

- **52% of students reported being driven** to school in a private vehicle as their primary mode of transportation that week
- 37% of students reported walking to school as their primary mode of transportation that week

- 5% of students reported rolling to school (using a scooter, skateboard, wheelchair, or rollerblades) as their primary mode of transportation that week
- 2% of students reported cycling to school as their primary mode of transportation that week
- 1% of students reported taking public transit to school as their primary mode of transportation that week

The full BikeWalkRoll "Report Card" for Cinnabar Valley 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!

Cinnabar Valley

47

Nanaimo, Canada Elementary

Number of students: 260

School BikeWalkRoll Score	47%
Student Answers Recorded	2602
Teachers Participating	6

Top Ten Classes

By number of surveys completed

	_	
1.	Borman/Hawkins	10
2	Collins/Smith	10
3	McNeil/Edwards	10
4	Oakley/Klan	10
5	Skarbo/Currie	10
6	Stannard/OHara	10

Top Ten Classes

By average BikeWalkRoll Score

	•	
1.	Oakley/Klan	56%
2.	Borman/Hawkins	51%
3.	Skarbo/Currie	46%
4.	Collins/Smith	45%
5.	McNeil/Edwards	44%
6.	Stannard/OHara	37%

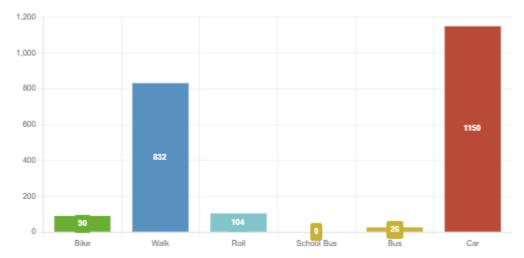








Figure 24 – Cinnabar Students Walking Home Along Richardson Road Following School Dismissal

5.0 ACTION PLAN



Figure 25 - Cinnabar School as Viewed from Entrance to Parking Lot

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 Cinnabar Valley Elementary each day, as well as increase and encourage active school travel.

The actions identified here aim to improve active school travel for Cinnabar Valley Elementary. Implementation will depend on available funding, staff capacity, and community support. Engineering projects are costly and may require external grants to implement.

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 students and families attending Cinnabar Valley 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 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 FNGINFFRING 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 Cinnabar Valley school grounds are to be championed by the School District. Studies to explore the feasibility or warrant processes for each of the actions below are required. In many cases further study and data collection may be required. Changes should come with understanding of traffic impacts.

The actions below should be considered through a City-wide prioritization process, which includes commitments made to other schools involved in the City-wide Active School Travel Program, critical infrastructure repairs, and other previously identified capital projects.

Certain action items may also require coordination with various internal departments, and external stakeholders such as the RCMP. The Cinnabar Valley community can help support these actions by actively participating in engagement events on these projects and asking political representatives at all levels of government to support safe and active transportation. These recommendations are dependent on available resources and further engineering analysis.

Actions identified below suggest solutions for long-term improvements that may require capital planning based on the City of Nanaimo's budget and resources available. The City may consider interim rapid implementation solutions to mitigate some existing challenges that still provide safety improvements. Treatments could include pavement marking delineation, physical separation with parking curbs or bollards to provide space for people walking or placing planters or other objects on local streets for a traffic calming effect. This approach can also allow the community to get involved through public art programs that beautify the temporary infrastructure.

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: Ohio Way and Cinnabar Elementary grounds

Reference:



Figure 27 - Location of Engineering Action Item 1

Recommendation 1a: Add more bike racks to the school grounds to provide more secure bike parking, as well as encourage more cycling to school.

Lead: SD68



Figure 28 - Potential Crosswalk Location at Intersection of Extension Road and Flagstone Road

Recommendation 1b: While a crosswalk at this location was identified as a top priority from family survey respondents, it is recommended that the City of Nanaimo make efforts to further manage vehicle speeds at this location before considering any other improvements such as a crosswalk. A review of average vehicle speeds, volumes, and sightlines (particularly for northbound vehicles on Extension) is required to determine the suitable facility type and any supportive countermeasures at this location. **Lead:** City of Nanaimo

Location: Montana Ave at Ohio Way

Reference:



Figure 29 - Location of Engineering Action Item 2



Figure 30 - Potential Crosswalk Location at Entrance to School Via Ohio Way

Recommendation 2a: Examine the feasibility of installing a new north/south crosswalk across Ohio Way at the intersection with Ranchview Drive. This would provide a designated crossing for students travelling along Montana Road, as well as allow students to cross to the south side of Ohio Way and access the continuous sidewalk on that side of the street as the sidewalk on the north side of Ohio Way ends 20 metres west of the intersection. Identifying a community and safety need for this improvement would help provide impetus for implementation.

Recommendation 2b: Review the sightlines and curbside management in the area around this intersection to ensure adequate visibility and safe turning movements.

Recommendation 2c: Examine the possibility of adding curb extensions at this location to reduce the crossing distance for pedestrians, narrow the vehicle travel lanes, and reduce vehicle speeds at this intersection.

Lead: City of Nanaimo, ICBC

Location: Montana Road/Ranchview Drive/Kentucky Place

Reference:



Figure 31 - Location of Engineering Action Item 3



Figure 32 - Existing Width of Intersection at Montana Road/Ranchview Drive/Kentucky Place (Approximately 17 m)

Recommendation 3: Consider traffic calming countermeasures at this intersection to reduce crossing distance, provide an opportunity for students and families to cross the street with vehicles stopped. This could include installing stop signs along Ranchview Drive, installing curb extensions/bump outs, crosswalk markings and signage, or a traffic circle to reduce vehicle speeds and ensure predictable turning movements.

Lead: City of Nanaimo

Location: School parking lot

Reference:



Figure 33 - Location of Engineering Action Item 4



Figure 34 - Existing Parking Lot Signage in School Drop Off Zone

Recommendation 4a: Retire the non-standard (and dark) crossing guard sign (shown above) in favor of a sign that is clearer and more meaningful, such as the reflective "In-Street School Crosswalk" sign. An example image of this signage can be found below:



Figure 35 – RA-8 In Street School Crosswalk Sign (Image Courtesy of the British Columbia Active Transportation Design Guide/Urban Systems)



Figure 36 - Location of Existing Designated Accessible Parking Spots

Recommendation 4b: Consider moving the accessible spaces closer to the school entrance and/or the existing crosswalk location or introduce a newly relocated crosswalk for these students. Walkabout participants indicated difficulty in safely moving students with mobility needs to and from vehicles parked in the accessible parking spots due to the lack of a crosswalk near the accessible parking spots, as well as the distance of the accessible parking spots from the existing curb cuts and breaks in the fence in front of the school.

Recommendation 4c: Explore options to improve sight lines through a redesign of the parking area to ensure a safe crossing for students disembarking in this area. Support these efforts with targeted enforcement of parking rules.



Figure 37 - Congestion on Ohio Way Near School Parking Lot at Student Dismissal

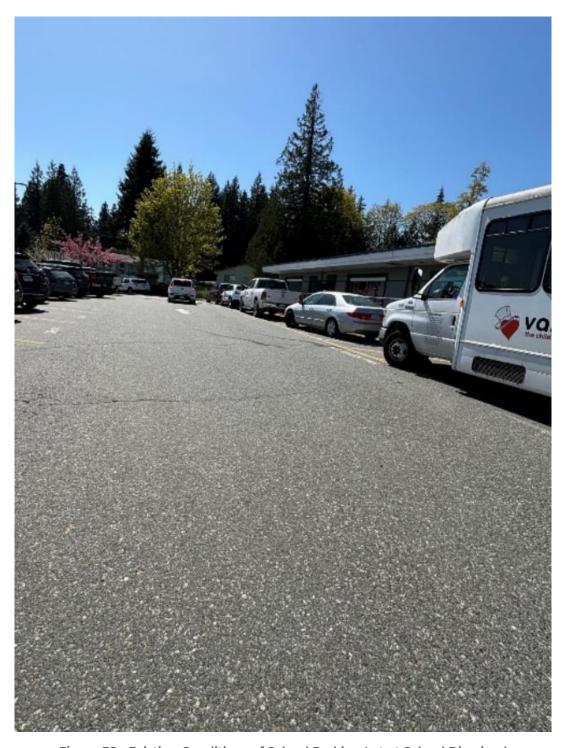


Figure 38 - Existing Conditions of School Parking Lot at School Dismissal

Recommendation 4d: Consider installing a pedestrian through zone that runs parallel with the fence located on the north side of the parking lot alongside the school building. This new pedestrian zone could be separated from the adjacent Pickup/Drop off lane by a vertical element - such as a pinned curb with flexible delineator posts.

The Pickup/Dropoff lane would also need to be wide enough to accommodate opening a car door without striking existing vertical elements such as the chain link fence located in front of the school.

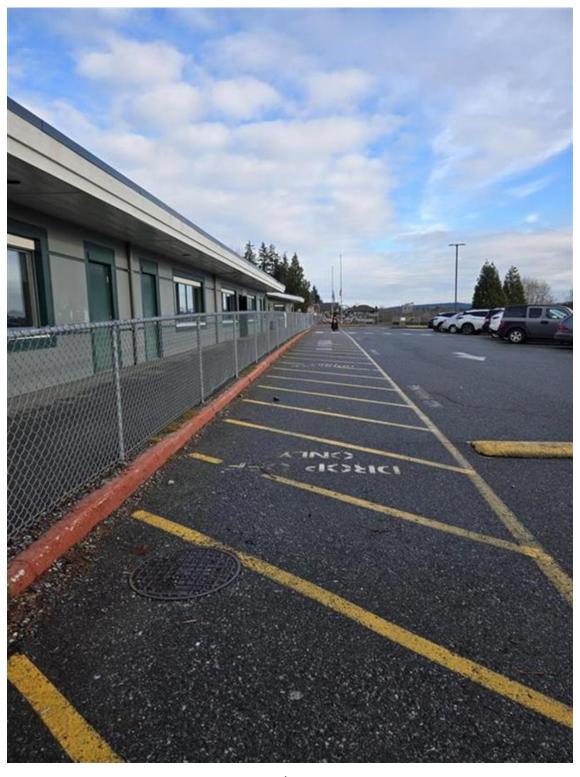


Figure 39 - Existing Drop-Off/Pickup Lane in Front of School

Lead: SD68, Cinnabar Elementary School administration

Location: Cinnabar Drive at Ranchview Drive

Reference:



Figure 40 - Location of Engineering Action Item 5



Figure 41 - Location of Potential North-South Crosswalk Across Ranchview Drive Along East Side of Cinnabar Drive

Recommendation 5: Consider low-cost, interim options for improving pedestrian safety in this area, through methods such as traffic calming, adding designated active transportation space, and evaluating the need for crossing improvements.

Lead: City of Nanaimo, ICBC

Location: Rajeena Way at Montana Ave

Reference:



Figure 42 - Location of Engineering Action Item 6

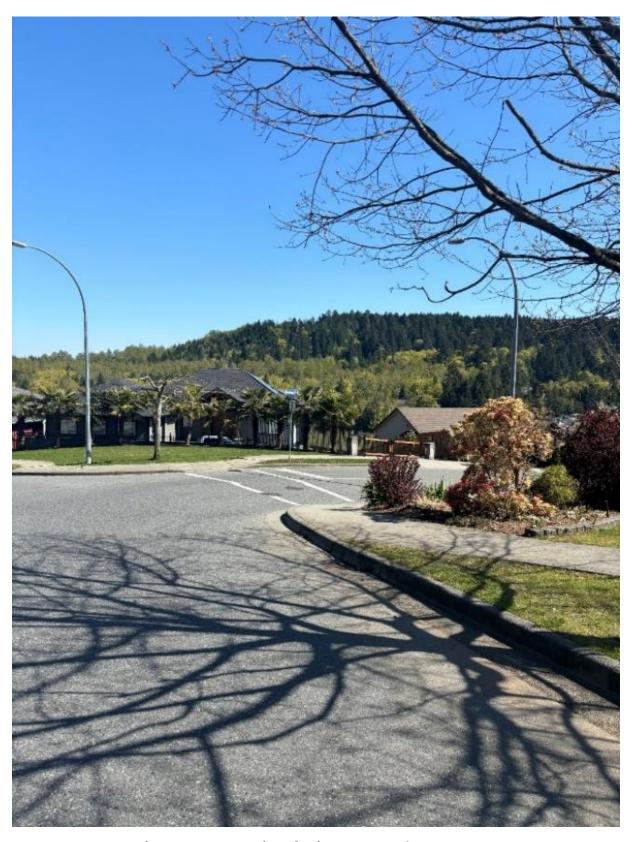


Figure 43 - Intersection of Rajeena Way and Montana Ave

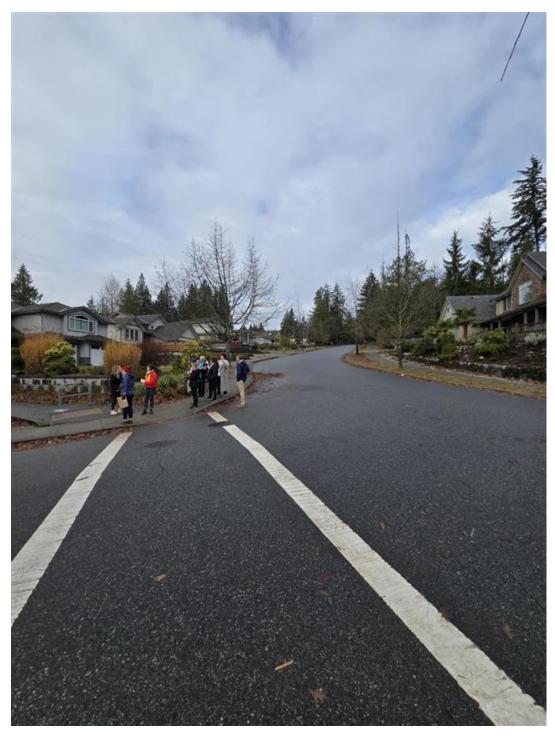


Figure 44 - Existing Crosswalk at Intersection of Rajeena Way and Montana Road

Recommendation 6: Consider options for slowing drivers down, improving visibility, and creating additional active transportation space at this location.

Lead: City of Nanaimo

Location: Marsh Boardwalk and crossing at Ranchview Drive

Reference:



Figure 45 - Location of Engineering Action Item 7



Figure 46 - Marsh Boardwalk During Student Lead Walkabout

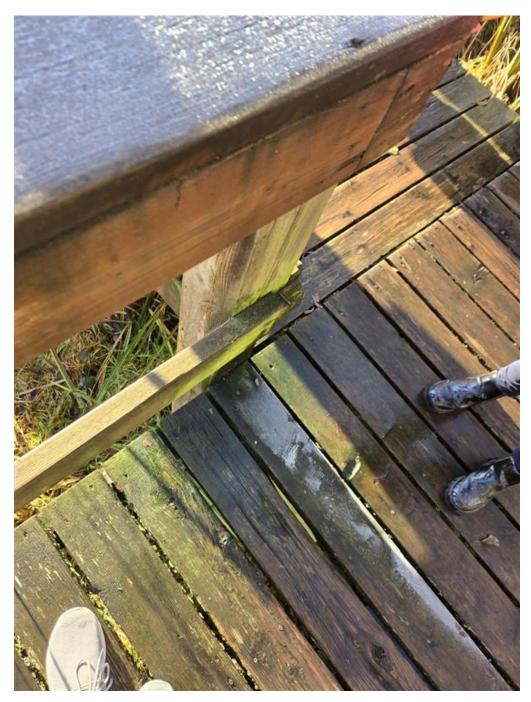


Figure 47- Existing Surface Conditions on Marsh Boardwalk

Recommendation 7a: Concerns on the boardwalk include slippery surfaces, steep grade, and rotting planks. City of Nanaimo's Parks department should consider roughening of surface or adding grip strips to increase traction on the marsh boardwalk, as well as on the stairway between Rajeena and Ranchview Drive.

Recommendation 7b: Examine pedestrian connectivity where the boardwalk trail connects to Ranchview Drive.

Lead: City of Nanaimo

5.2 FDUCATION ACTION ITEMS

The following education action items should be primarily implemented by the Cinnabar Valley 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
 - Lead: Cinnabar administration, ICBC and SD68
- 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.
 ***It should be noted (and commended) that several teachers at Cinnabar Elementary take students on daily, in-class walks in the community as a way to get students outside, moving, and active. This routine has been shown to help students learn more effectively as well as better regulate their emotions.
 - Lead: Cinnabar administration, SD68
- Add a "getting to school" page on the school website featuring information for using active transportation modes, including a digital version of the Recommended Routes to School Map
 - Lead: Cinnabar administration, SD68
- 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: Cinnabar administration, PAC
- 5. Incorporate BC Transit's *Ready to Roll* transit education program into lessons and special events
 - Lead: City of Nanaimo, SD68
- 6. Create an information handout to the school community on how they can support AST by following regulations and reporting contraventions
 - Lead: SD68, City of Nanaimo
- 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, Cinnabar administration, SD68
- 8. Using the Educational resources below (section 5.2.1), create a user-friendly handout, 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 returning students alike.
 - Lead: SD68, City of Nanaimo

5.2.1 PEDESTRIAN SAFETY – WALKING ON ROADS WITHOUT SIDEWALKS





Figure 48 - Existing Roadways Near Cinnabar Valley School Without Sidewalks

Given the existing built environment around Cinnabar Valley 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. 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 49 - 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.

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 FNCOURAGEMENT ACTION ITEMS

The encouragement action items below are primarily meant to be implemented by Cinnabar Valley 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: Cinnabar administration
 - Sample 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 northern end of Kells Bay, at the entrance to Richard's Marsh Park
 - b. At the intersection of Rajeena Way and Montana Road
 - Lead: Cinnabar administration, PAC, City of Nanaimo
- 3. Encourage students to walk to school with family or friends to build confidence and independence.
 - Lead: Cinnabar administration, PAC
- 4. Participate in GoByBike Week, Commuter Challenge, and other external promotional events.

- Lead: Cinnabar administration, PAC
- 5. Post messages on school websites, newsletter, and social media pages to encourage active and sustainable transportation.
 - a. Lead: Cinnabar Valley Administration
- 6. Collaborate with the City to create a sign to display at the school property to notify the community that Cinnabar Valley participates and supports Active School Travel.
 - a. Cinnabar Valley 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. Cinnabar Valley 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 and Cinnabar Valley Elementary work together to create a plan for appropriate levels of enforcement. It is also important that Cinnabar Valley 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, parking inappropriately, and narrowing emergency routes and other compliance issues within the vicinity of the school.
 - Lead: City of Nanaimo, RCMP
- 4. Monitor speeds and collect data related to motor vehicle volumes
 - Lead: City of Nanaimo, RCMP
- 5. To address the inability to apply a school zone near Cinnabar Elementary, explore traffic calming or speed management opportunities within a reasonable radius from the school. Lead: City of Nanaimo
 - Lead: City of Nanaimo

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, health disparities, etc 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: Cinnabar administration
- 2. Conduct annual Hands Up Surveys through Bike Walk Roll to evaluate the change in travel behaviours and patterns through the AST implementation
 - Lead: Cinnabar administration
- 3. Establish regular communication check-ins between the school and City staff to discuss implementation efforts and opportunities
 - Lead: Cinnabar 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 Cinnabar Valley Elementary School administration, the Cinnabar Valley 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, actioning 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 bi-annual 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 Cinnabar Valley 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.

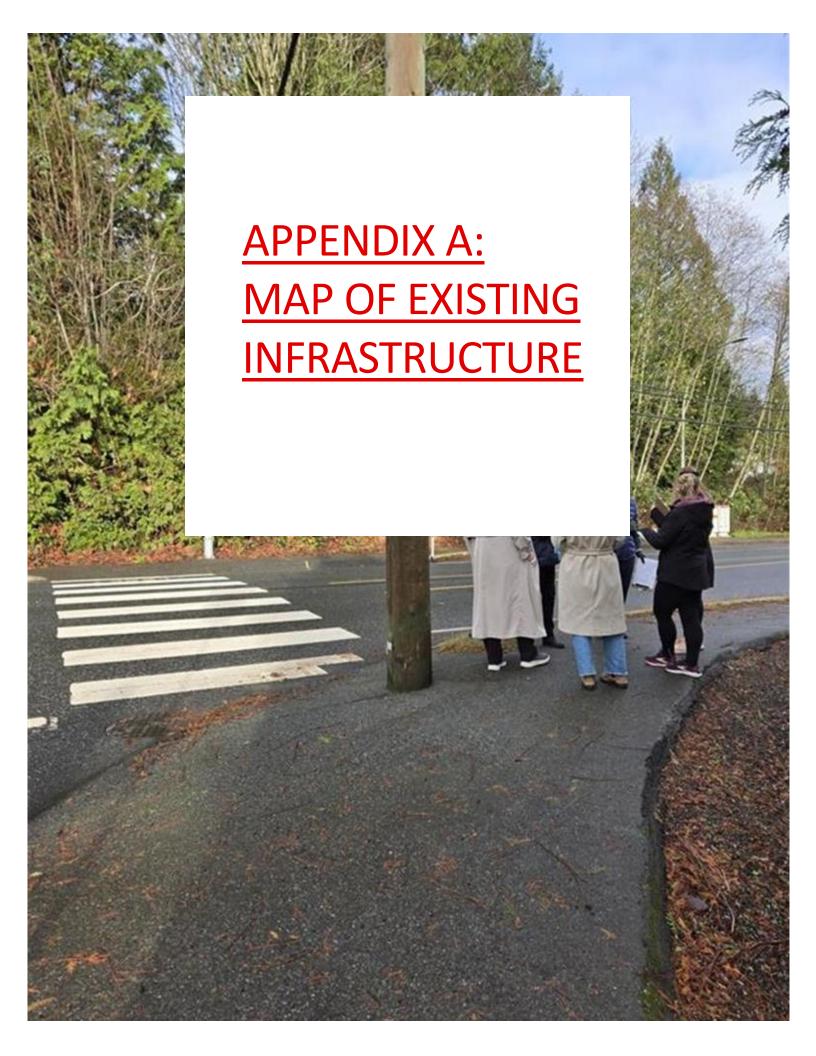
It is also important to capitalize on the momentum, excitement, and interest generated in the school community by participating in the development of this AST Plan. Hosting events such as sidewalk and street painting, walk to school celebrations, bike bus weeks, temporary school streets, active school travel

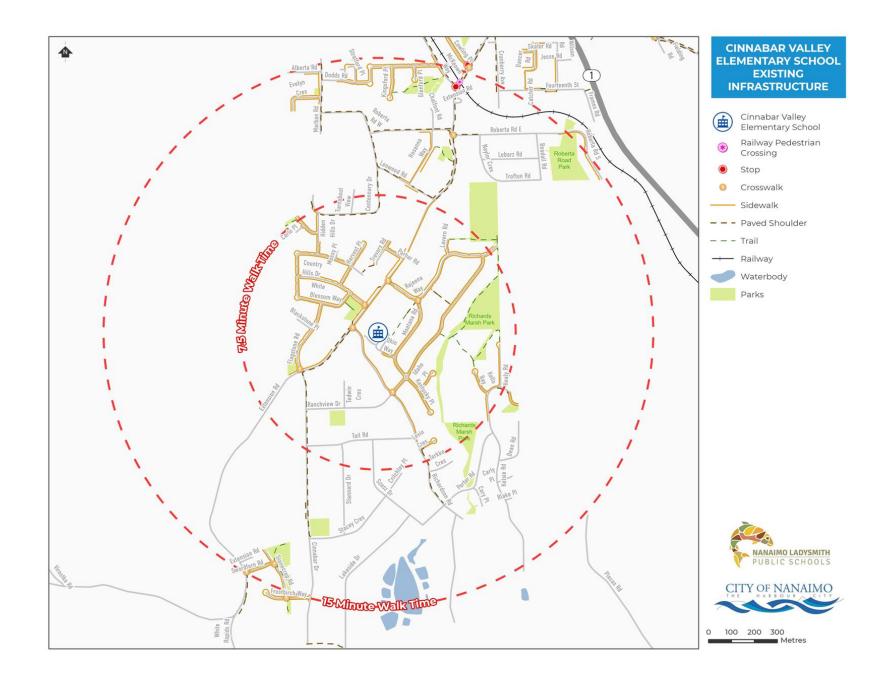
education days, and other initiatives this fall will help to continue the conversation and encourage further action and improvement in the coming years.

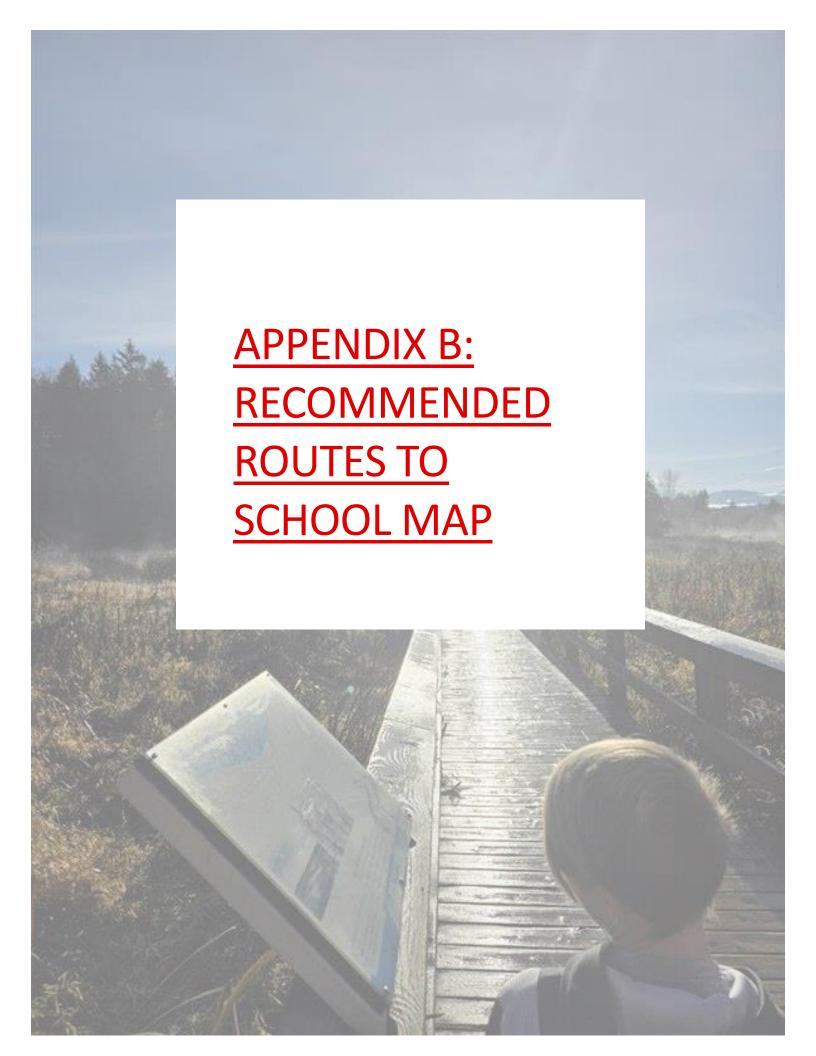
7.0 CONCLUSION

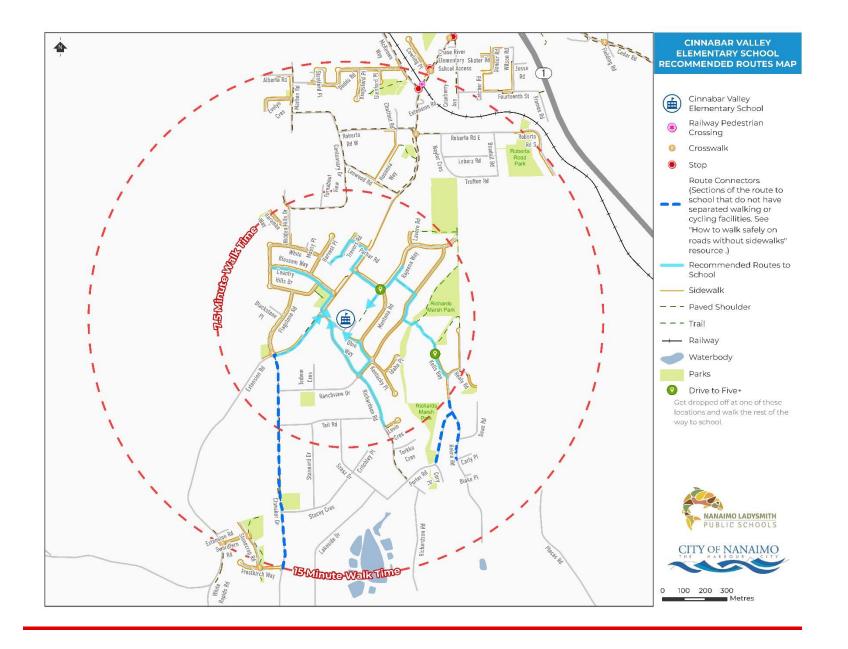
It is important to recognize and appreciate the collective hard work of the students, staff, and families at the school who helped shape this document through their input. Community partners such as ICBC and the RCMP also played an important role in providing critical input, and the City of Nanaimo should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

The success of Cinnabar Valley'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 Cinnabar Valley's school community for years to come.

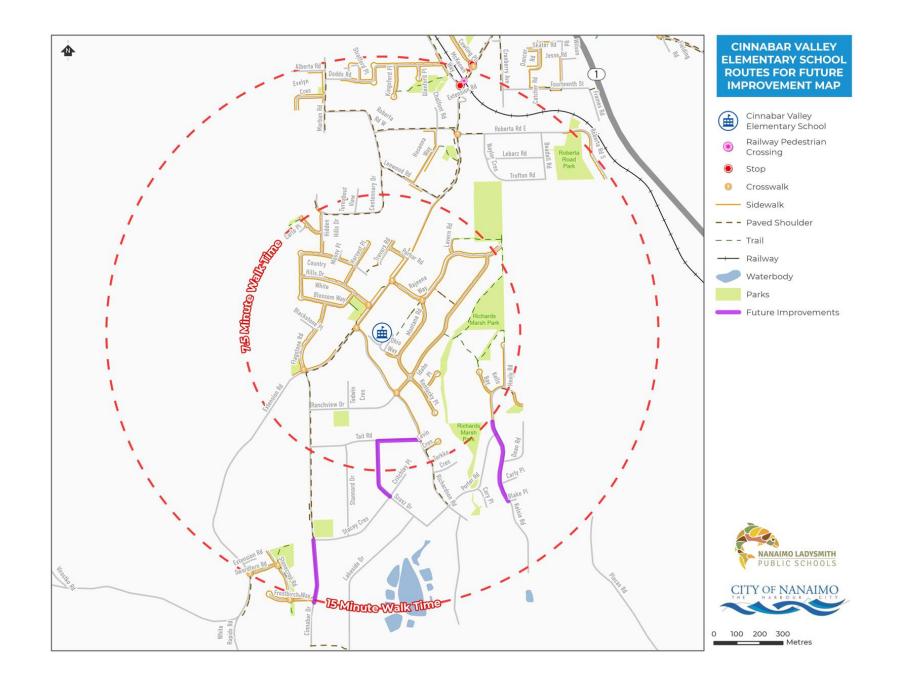


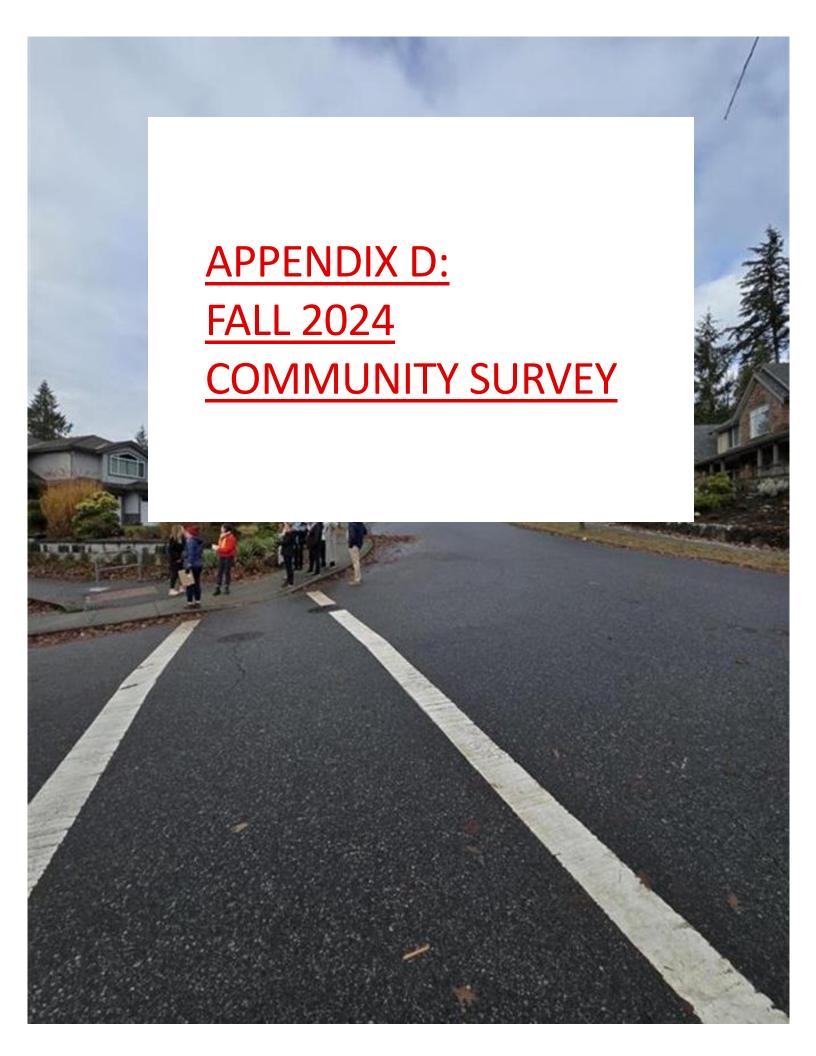












Fall 2024 Family Survey - Cinnabar Valley Elementary School

Cinnabar Valley 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 Cinnabar Valley 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 Cinnabar Valley Elementary with the community in the coming months.

1.	Select the grade level of	vour eldest d	child that attends	Cinnabar Valley	/ Elementary
	beleet tile glade level of	your clacse	Jillia cilac accellas	ellillabal vallej	-icilicilical

o Kind	ergarten
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- 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.

- o Less than 0.5 kms
- o 0.6 to 1.5 kms
- o 1.6 to 3 kms
- o Over 3 kms

4. How does your child usually travel to/from school? (check one in each column)

To school

- o Walk
- Walk partway (at least 50% of the total journey)
- o Driving (just my family)
- o Carpool (two or more families sharing)
- o Bicycle (including e-bikes)
- Public Transit
- School Bus
- o Other please describe below

From school

- o Walking
- Walk partway (at least 50% of total journey)
- Driving (just my family)
- o Carpool (two or more families sharing)
- Bicycle (including e-bikes)
- Public Transit
- o School Bus
- o Other please describe below

5. Why does your child usually travel to/from school in this way? (Check all that apply)

To school

- o Exercise
- 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 Helps develop child's independence
- Disability specific/mobility needs
- Bus stop not suitable

From school

- o Exercise
- Enjoyment
- o Age of child
- Distance to school
- o Convenience (e.g., school on route to work, busing available)
- Time constraints
- Before/after school activities
- Before/after school care
- 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

- o 5 minutes or less
- o 5-10 minutes
- o 10-20 minutes
- o 20-30 minutes
- o More than 30 minutes

From school

- o 5 minutes or less
- o 5-10 minutes

- o 10-20 minutes
- o 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)

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

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

- Others to walk with
- Once child is older
- Pedestrian safety training
- o Improved sidewalks and crossings
- o Reduced traffic volume and congestion in school zone
- o Traffic calming in school zone (lower speeds, careful drivers)
- o Not applicable, child is eligible to ride the school bus
- Child already walks
- 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? "

- Strongly agree
- o Agree
- o Disagree

Strongly disagree

10. Are there any	locations of	concern	along your	child's tri	p to/from school?

- Yes
- No

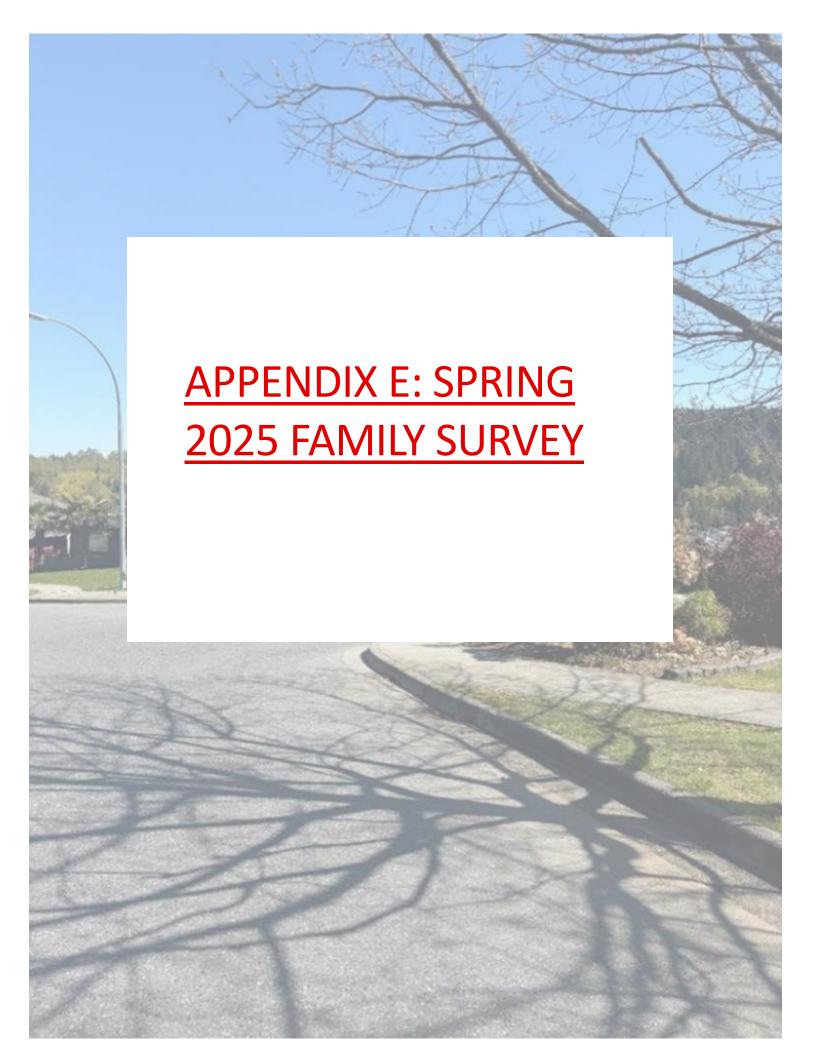
11. If you answered "yes" to the previous question, please describe the location(s) and reason for your concern. (e.g., on _____Road, near_____Street; cars turn right without looking for pedestrians)

- OPEN RESPONSE
- 12. Before completing this survey, did you know that the Active School Travel program was happening at your child's school?
 - o Yes
 - o 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 Cinnabar Valley Elementary School.

OPEN RESPONSE



Spring 2025 Family Survey – Cinnabar Valley Elementary School

Cinnabar Valley 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 Cinnabar Valley Elementary Active School Travel Program, check out the GetInvolvedNanaimo webpage at https://www.getinvolvednanaimo.ca/ast-cinnabar

In the fall of 2024, a Family Survey was sent to the families of all students at Cinnabar Valley Elementary School asking for input on existing transportation patterns, challenges and opportunities at Cinnabar 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 Cinnabar Elementary's Active School Travel Plan. These Actions fall into the following categories: Education & Encouragement, Engineering, and Enforcement.

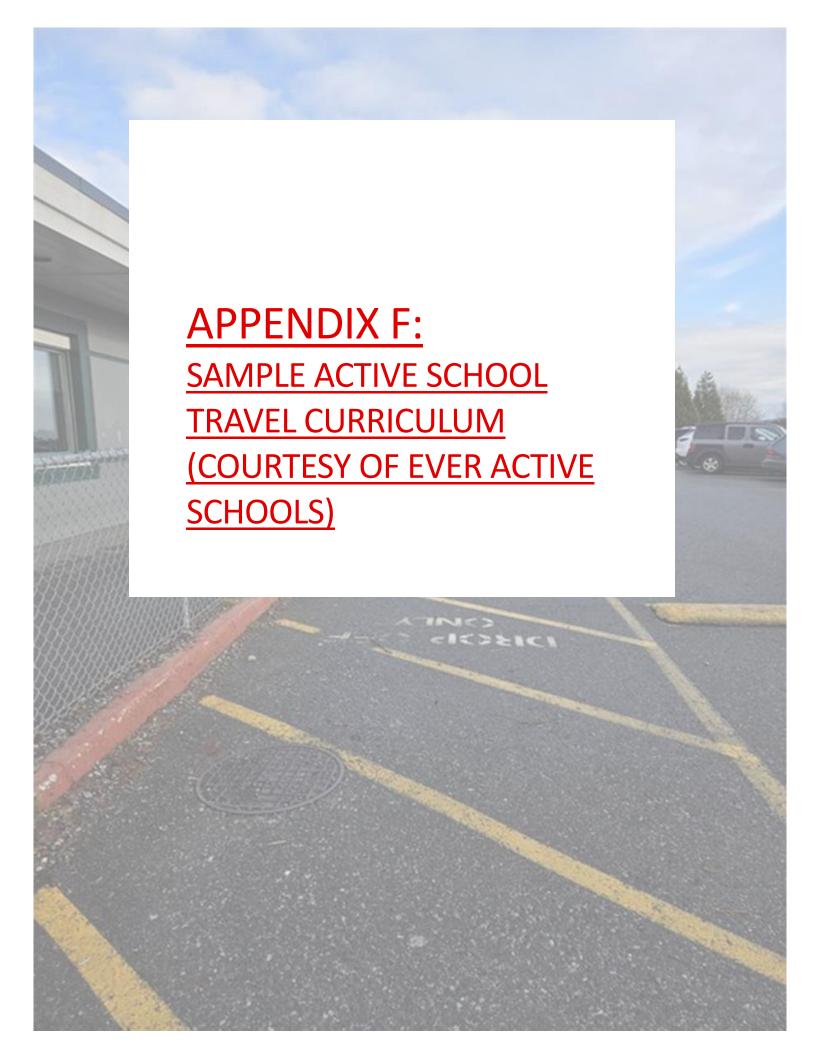
We are now asking for your feedback on these draft actions. Your feedback will help us create a "Best Routes to School" map and will confirm your priorities for supporting Active School Travel at Cinnabar Elementary.

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 Cinnabar Valley 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
- Using active transportation for school field trips
- Other_____
- 3. Of the following active school travel **enforcement** priorities, which is most important to you? (select one)
- Work with local police services to conduct bi-annual safety blitzes to enforce speeds and other road safety concerns at key locations in the community.
- Continue to enforce speeds within the vicinity of the school
- Focus on enforcing unsafe driving behaviours near the vicinity of 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______
- 4. Based upon the results of the initial Family survey, student walkabout feedback, and parent and administration walkabout discussions, the **following locations** in question 6 below were identified as most critical for active school travel improvements around Cinnabar Valley Elementary School. Please view the map below this question to comment on the locations that are top priorities for you and your child(ren), and feel free to add additional points.
- 5. 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
 - Other (please describe in the box below)
- 6. Please rank these previously identified locations in order of priority for potential improvement for you and your child(ren):
 - Extension Road and Rajeena
 - Extension Road and Flagstone
 - Rajeena Way and Montana Road
 - Montana Ave and Ohio Way (school driveway)
 - Kentucky/Ranchview/Montana intersection
 - Cinnabar Drive and Ranchview Drive
 - Richardson Road
 - Other (please list below)
- 7. 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.

Actuve 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
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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
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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:
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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

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English language arts

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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

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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

