

Clean Air & Safe Routes 4 Schools

Springvalley Elementary School



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City of Kelowna
City of West Kelowna
District of Lake Country
District of Peachland
Westbank First Nation
Regional District of Central Okanagan



Clean Air & Safe Routes 4 Schools

A School Travel Plan Springvalley Elementary School



Springvalley Elementary **Clean Air & Safe Routes 4 Schools – a School Travel Plan** is delivered in partnership with the City of Kelowna, Regional District of Central Okanagan, School District 23, Interior Health, and the Royal Canadian Mounted Police (RCMP).

This School Travel Plan was compiled by Nancy Mora Castro, Regional Air Quality Coordinator.
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Project Overview

Clean Air and Safe Routes 4 Schools in the Central Okanagan

In 2022, the Regional District of Central Okanagan (RDCO), in coordination with the City of Kelowna, started the implementation of the Clean Air and Safe Routes 4 Schools program at Springvalley Elementary School. The Clean Air and Safe Routes 4 Schools program uses the “School Travel Plan (STP)” toolkit created by Green Communities Canada in combination with the “Cleaner Air 4 Schools” toolkit developed by the City of London, England.

The development of the School Travel Plan combined with the implementation of school programming has shown to reduce vehicle traffic and increase the number of students using active transportation. School Travel Planning involves collaborative work with multiple stakeholders to produce a plan that addresses safety concerns and necessary infrastructure improvements specific to each school. The STP objectives were expanded to include tools to identify areas of poor air quality around the school, promote student understanding of the causes and impacts of air pollution, and provide ideas for engaging staff, students, and parents in improving air quality. The Regional Air Quality Coordinator facilitated the development of the plan and coordinated the Municipal Steering Committee. This Committee was made up of numerous stakeholders who assisted in the planning process, including other City of Kelowna departments, Interior Health, RCMP and School District 23. A school committee was also formed with school representatives and parents. By engaging various partners, the program created a greater sense of community, added broader implications for schools and neighborhoods in adopting active transportation habits and, improved air quality.

The School Travel Planning program involved baseline research through classroom and family surveys, observations and traffic count to establish the number of students currently using active transportation for school travel, and to identify the real and perceived barriers that prevent students and parents from using active transportation. The Committees were involved in a school walkabout that identified areas of concern. This information was used to develop education and community mobilization programs within the school described in the Action Plan of this document. The School Committee will deliver programming within the school, with assistance from the facilitator and all partners.

Background

The School Travel Plan

The School Travel Plan (STP) was developed with guidance from HASTE (Hub for Action on School Transportation Emissions) and the Provincial Coordinators for the School Travel Planning program. The Green Communities Canada toolkit has been developed and fine-tuned based on pilot programs run across Canada over several years. A School Travel Plan is a living document belonging to the school and should be revisited regularly to update the status of Action Plan items and to incorporate future evaluation findings. It is part of a complete School Travel Planning process, shown in Figure 1 that has been successfully developed and implemented across Canada since 2007.

School Travel Planning process

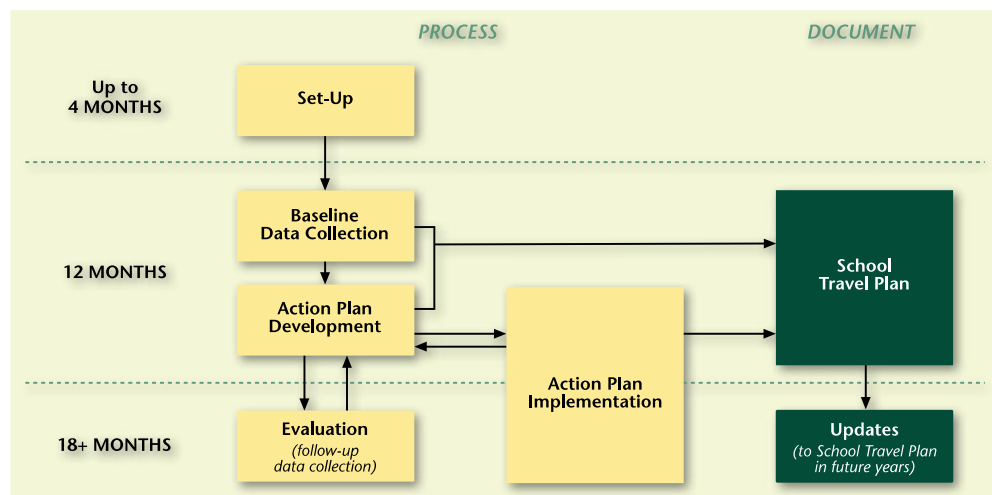


Figure 1. School Travel Planning Process

The national *Children's Health, Mobility and Happiness: A Canadian School Travel Planning Model* project completed in 2012 used Active and Safe Routes to School programming combined with Transportation Demand Management principles to encourage active and sustainable modes of school travel for students, families, and staff. The project was designed to address barriers to active travel caused by attitudes and car-dominated design in school neighborhoods to reduce the health risk to children. Even before many action plan items had been fully implemented, by March 2012 some provinces saw a shift towards active travel of up to 6 per cent and some individual schools saw a shift of over 20 per cent.

Safe Routes to School programs are focused on making it safer for more children to walk and bike to school which helps to increase their levels of physical activity. Youth and children who walk or bike to school are more likely to get the 60 minutes per/day of physical activity recommended by the Canadian Physical Activity Guidelines.

Recent research states there have been a dramatic increase in [unhealthy weights](#) in children over the past four decades.

- In 1978/79, 23% of children aged 2-17 were overweight or obese and in 2017 30% of children ages, 5-17 are overweight or obese.¹
- Most adolescents have trouble outgrowing this problem and in fact, many continue to gain weight.

¹ [Tackling obesity in Canada: Childhood obesity and excess weight rates in Canada](#)
www.smarttrips.ca

- Children and youth are spending almost eight hours a day in front of screens and 63% of free time, after school and on weekends, is spent being sedentary.
- If current trends continue, by 2040, up to 70% of adults aged 40 years will be either overweight or obese.

There are many benefits to walking or cycling to school:

- Health- Active transportation contributes to children's physical activity participation and improves overall health.
- Social- Time spent walking to school allows students to interact with their parents, siblings, or peers.
- Environment- Active trips are environmentally friendly and can contribute to reductions in greenhouse gas emissions.
- Economic - Walking or cycling to school saves money on gas.
- Education- Physical activity before the school day helps to prepare students for learning by increasing concentration and reducing stress. Students arrive to school awake and alert.



Figure 2. Brain scans of students taking test

In a recent Study², the effects of physical activity on brain health were analyzed. As can be seen in Figure 2, two brain images, taken from the top of the head, represent the average amount of students' neural activity during a test following sitting and walking for 20 minutes. Blue represents lower neural activity, while red denotes higher brain activity in a given region. After 20 minutes at a moderate walking pace, children responded to test questions (in the content areas of reading, spelling, and arithmetic) with greater accuracy. Also, following physical activity, children completed learning tasks faster and more accurately, and were more likely to read above their grade level.

Resources

- School Travel Planning (STP) is presented by a coalition of organizations across Canada working together to enable more children to walk and cycle to school. Green Communities' Canada Walks makes coordination of efforts and knowledge transfer between and among these organizations possible. This national website provides a wealth of resources with links to international and provincial/territorial organizations and their curriculum, as well as to campaigns that can benefit and complement a school's efforts for health promotion and environmental awareness.
- Toolkit resources and flexible templates are available to use in every phase of the STP process. Find the toolkit at: <https://ontarioactiveschooltravel.ca/school-travel-planning/school-travel-planning-toolkit/>
- Cleaner Air 4 Primary Schools Toolkit was developed by the London Sustainability Exchange (LSx). This organization works to support London to become a sustainable city. It provides businesses, government, communities and people with the motivation, knowledge, and connections they need to put sustainability into practice. The Toolkit can be found at: https://www.london.gov.uk/sites/default/files/ca4s_toolkit.pdf

The Central Okanagan used a combination of both toolkits to implement [The Clean Air & Safe Routes 4 Schools program](#) at Springvalley Elementary School in the City of Kelowna.

² [Active Living Research](#)

Introduction

The Regional District of Central Okanagan (RDCO) in coordination with the City of Kelowna, invited Springvalley Elementary School to participate in the Clean Air and Safe Routes 4 Schools program to increase participation in active transportation, reduce the number of motorized vehicles used for travel to and from school and reduce emissions around and from school buildings.

Springvalley Elementary School was invited to participate in the process and signed the School Agreement on **March 10, 2022**. A presentation was delivered by the project coordinator, the facilitator and city traffic technician to the Parent Advisory Committee (PAC) and administrative personnel to explain the scope of the project and their role in the process on **May 9, 2022**. As well, an introductory document to parents and Terms of Reference of the school committee were sent for their review.

A City of Kelowna municipal committee was integrated in the past and reaffirmed its collaboration to support this school. All members previously signed a statement of support; included in *Appendix 1* of this document. With the school and municipal committees integrated, a general project timeline was presented to both committees for their review.

City staff prepared maps for the Walkabout route. City personnel also used traffic counts data collected near Springvalley Elementary and analyzed the family and classroom baseline surveys. The municipal and school committee members actively participated in the process. They provided feedback on the draft maps, surveys, discussed the walkabout findings, analyzed graphs and baseline data to develop and implement programs and activities to target specific behaviors and barriers, all these are included in the Action Plan.

The following sections include, the school profile, the baseline data collected and the action plan for Springvalley Elementary.

School Profile

The school profile was provided by Springvalley's Vice Principal on **March 18, 2022**, and contains general information, main concerns and issues the school was facing.

Table 1. Springvalley's Profile

Profile	Description
School Name	Springvalley Elementary School
School Type, e.g., public, separate, private	Public School
Age of School / Year Opened	Approx. 1975
Name of School Board	Central Okanagan Public Schools
Number of Students	260
Number of Families	Approx. 200
Grades, e.g. K-6, K-8	K- 5
School Bell Times	8:25, 2:30, 2:43
Number of Parking Spaces, staff/visitor	36
Description of Location, e.g., District centre/suburban/rural	Urban, next to Middle School, multi age housing, Care house, industrial buildings nearby as well as parks and highways, and busy arterial roadways
Is the school in a Neighbourhood Watch? or Block Parent Community?	No
% Bussed Students	0
Socio-Economic Description of Families	According to EDI (Early Development Index), lowest SES score in this district, mid- low-income families.
Any local programs e.g., French immersion, fine arts, special needs, before and after-school day care etc.	After school daycare in this building.
High-Level Description of Any Major School Travel Problems e.g., catchment size, driver behavior, on local or connector road, traffic speed, heavy trucks, bussing wait times	Driver behaviors (speeding, ignoring stop signs), heavy trucks, we are a connector road between Hwy. 33 and Springfield Rd., sidewalk concerns, drivers are not observing the do not park/ do not stop signs in front of the school.

Profile	Description
Existing Facilities at School Site, e.g., bike rack/storage, kiss 'n ride, school bus drop-off zone, adult or student crossing guards, public transit bus stops serving school, transport arrangements to after school programs	Bike storage compound, student crossing guards, transport to after school programs, school bus drop off zone
Existing Safety Policy & Education, e.g., school safety policy and rules, current safety education programs	Not now, we hope this will come from our involvement in this program.
Programs at this school that have goals like STP, e.g., environmental, physical activity, mental health	SEL program to improve mental health of students (Rest and Return Room)
Types of school/parent committee communications used/available (i.e., newsletter, website, Facebook page)	Monthly newsletter, email, SMS text messages, school website
Other Information	

Springvalley Elementary Catchment

Currently, there are 260 students in grades K to 5. The catchment area is shown below

 Springvalley Elementary Catchment

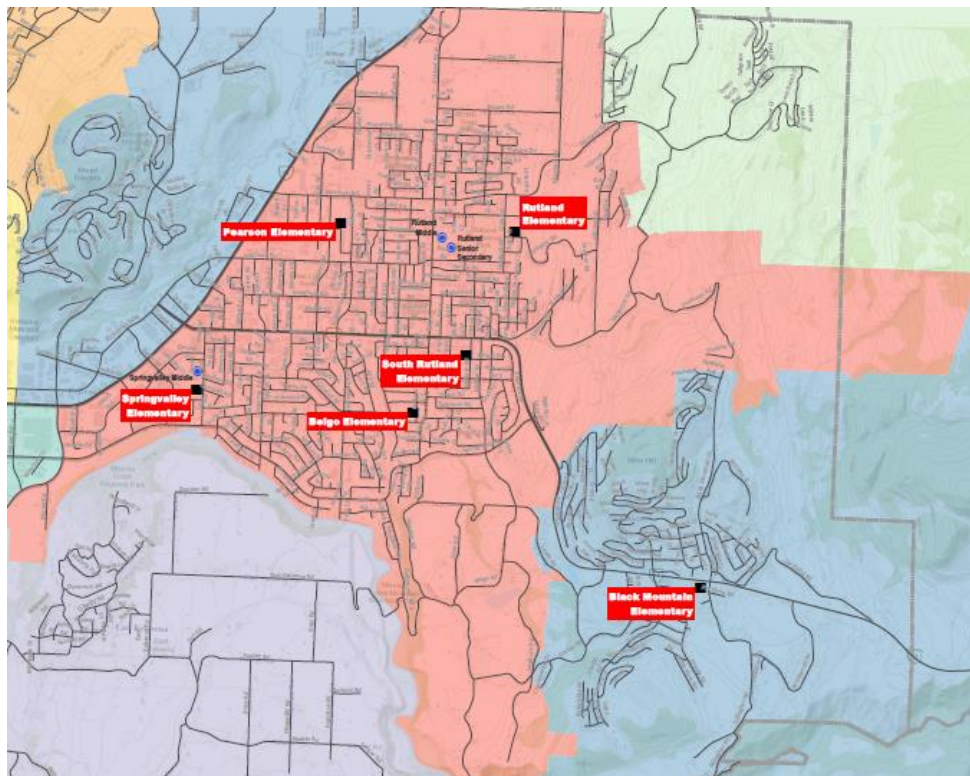


Figure 3. Springvalley Elementary Catchment Area

GIS Analysis - Distance to School

Via the postal codes from all students attending Springvalley Elementary School in 2021, general information was obtained to support some strategies and actions within the school. A GIS analysis was made using ArcInfo to calculate the distance home-to-school of all students. The following are the results:

Distance to School

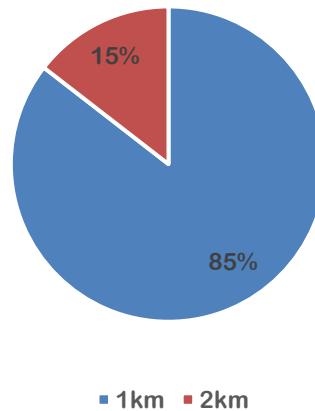


Figure 4.Distance to School

- 85% of current students live within 1.0 km from school
- 15% of students require a longer walk/bike ride to reach school as they live within 2.0 km

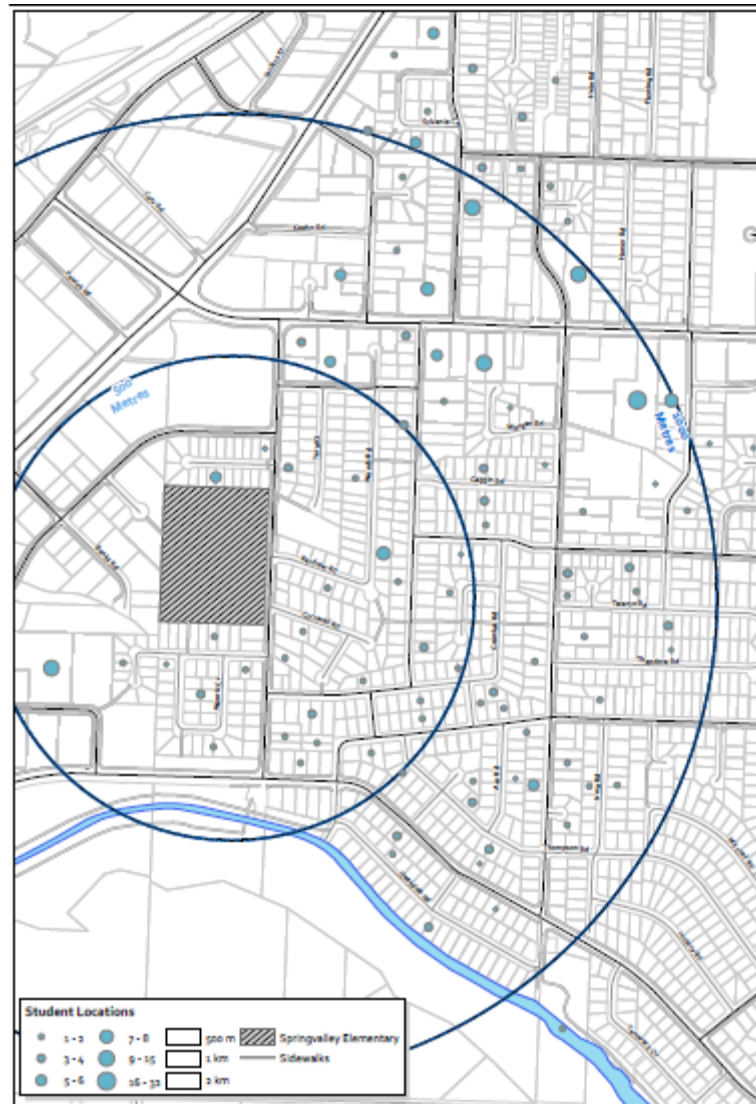


Figure 5. Students within catchment area by postal codes

- 85% of the students live within 1 km or

16 min walking

6 min cycling



CAUTION: ArcInfo was used to calculate the distance (in meters) from multiple points to one point; in this case to Springvalley school. Distances are calculated on straight line to the reference point. Use caution when relating to walk/bike distances, it does not account for walk/cycle paths that might connect roads.

Timeline of Main Tasks

Table 2. Timeline of Main Tasks

STP/Project Timeline	2022											2023										
	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Activity																						
Municipal Stakeholder Committee established																						
Coordinate & follow up activities of the 2 committees and facilitator																						
Schools chosen and invited																						
Send School agreement to be signed																						
School STP Committees established																						
Prepare and deliver introduction presentation/documents to PAC and formalized School committee																						
Prepare surveys for data collection to STP Committee																						
Deliver online link surveys for data collection to STP Committee																						
School Stakeholder Committee meetings																						
School Stakeholder Committee meetings/email communication																						
Municipal Steering Committee meetings																						
Project Preparation and Data Collection																						
Complete School Profile																						
Inform school and parents about project																						
Prepare and submit online surveys																						
Conduct Baseline Classroom Surveys over five consecutive days																						
Conduct Baseline Family Survey																						

Baseline Data Collection

Springvalley is integrated by approximately 200 families. An [online Family survey](#) was set up and was available for Springvalley parents from **April 22 until May 8, 2022**. Also, over the week **Monday May 2 to Friday May 6, 2022**, teachers helped with 12 classrooms “hands-up surveys” and reminded their students to complete and submit the Family surveys. The survey was advertised through the school website:

With the kind support of Braintrust Canada and to encourage students’ participation, the City of Kelowna provided:

- 1 Grand Prize, which included 1 bicycle, a helmet, a lock, a USB rechargeable led bicycle light set and a water bottle.

The winner of the bicycle was a grade 4 student, Markus Waygood.



Figure 6. Facilitator Dan Glasscock delivering the bicycle

Student Classroom Survey findings

With the teachers' support, 12 classroom surveys were received reflecting travel "to" School of seventy-seven percent of the students, as shown in Figure 7.

Table 3. Summary - TO School (Frequency)

	Walked	Walked part-way	Bicycle	School Bus	Public Transit	Carpool	Car	Other	Total
Monday	49	12	15	0	3	6	119	1	205
Tuesday	46	17	19	0	1	4	104	4	195
Wednesday	58	16	17	0	2	7	112	2	214
Thursday	49	12	20	0	3	6	111	3	204
Friday	45	12	18	0	3	9	98	2	187
Total	247	69	89	0	12	32	544	12	1005
Average	49.4	13.8	17.8	0	2.4	6.4	108.8	2.4	201.0

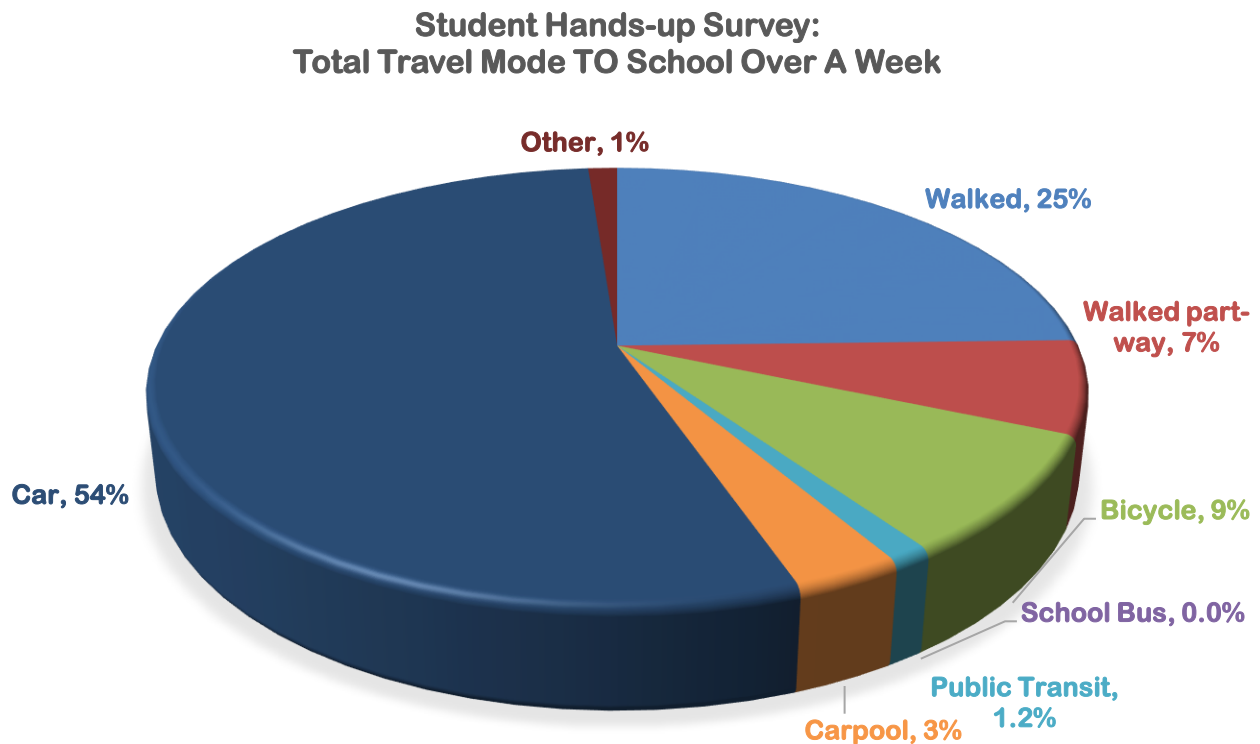


Figure 7. Total Travel Model to School over a full week

We received 12 complete classroom surveys outlining “from” school results. Sixty-seven percent of the 260 students attending Springvalley were tracked over one full week.

Table 4. Summary - FROM School (Frequency)

	Walked	Walked part-way	Bicycle	School Bus	Public Transit	Carpool	Car	Other	Total
Monday	55	11	11	1	3	3	107	2	193
Tuesday	44	18	16	0	2	3	85	3	171
Wednesday	49	12	18	0	2	6	90	2	179
Thursday	41	8	17	0	3	6	90	2	167
Friday	43	11	16	0	3	8	77	2	160
Total	232	60	78	1	13	26	449	11	870
Average	46.4	12	15.6	0.2	2.6	5.2	89.8	2.2	174.0

**Student Hands-up Survey:
Total Travel Mode FROM School Over A Week**

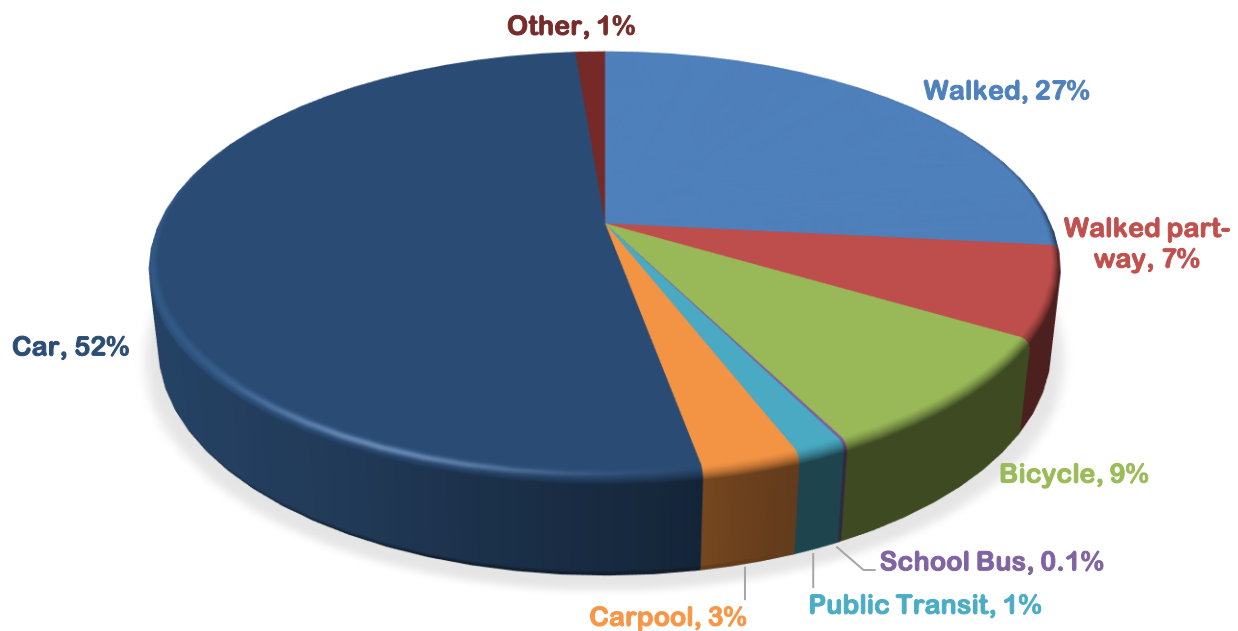


Figure 8. Total Travel Model from School over a week

As shown in Figure 8 in the afternoon less kids are driven from school in comparison to the “to” school results.

Baseline Family Survey Findings

Ninety-nine family surveys responses were received out of 200 families, which means 50% of Springvalley School families provided insightful information to help us understand the issues and barriers that prevent students from using active transportation. Through a collaboration with Springvalley Middle School, parents from both schools had the opportunity to provide their input. The following graphs show the main results of the Family survey.

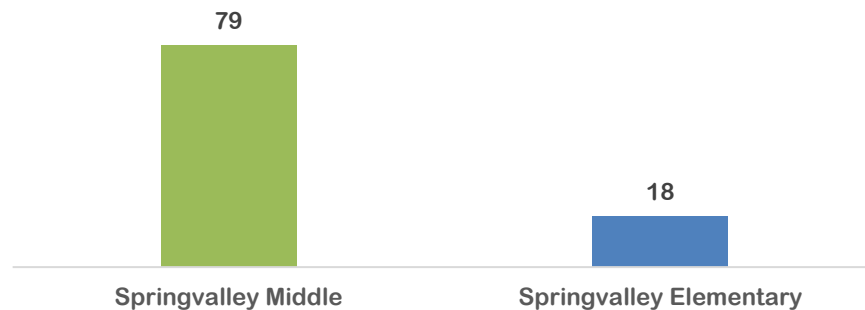


Figure 9. Which school your eldest child attends?

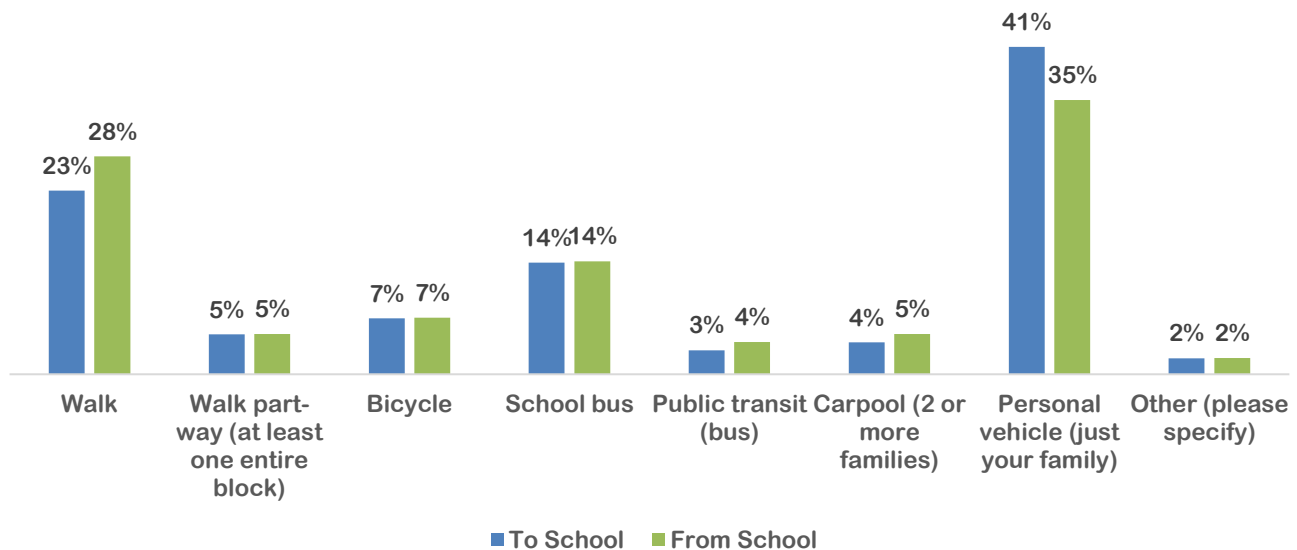


Figure 10. How does your child get to/from school?

Other: Walk part way and take transit bus then walk part way, skateboard.

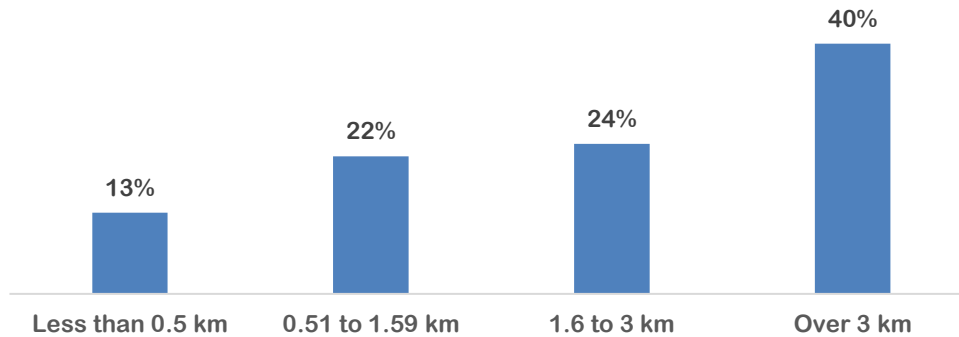


Figure 11. How far away from the school do you live?

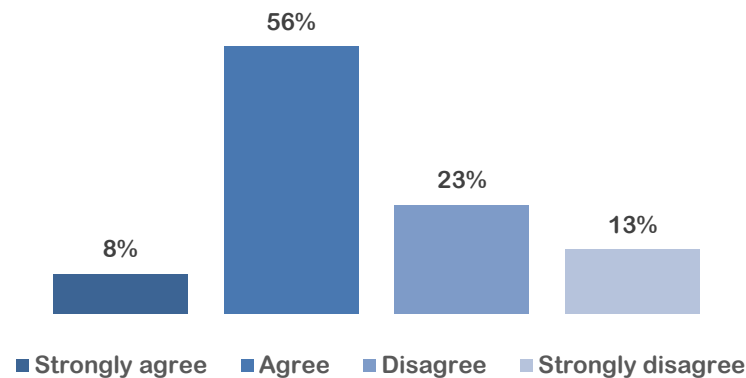


Figure 12. The route we take to and from school is safe for children to walk

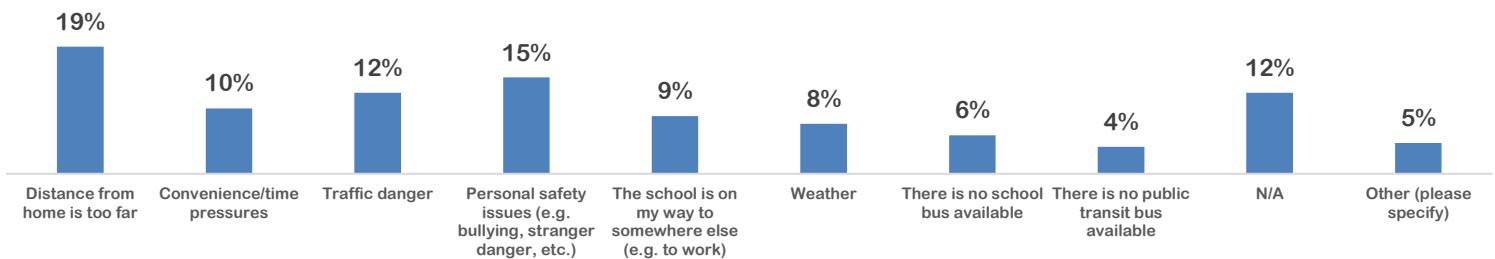


Figure 13. Main reasons given for driving kids to school

Reasons provided in “Other”: Special needs child cannot walk alone to school. Sometimes slow to get up and get going in the morning. Student is on an IEP so he doesn’t follow the regular schedule. Only when she has an injury, or we need go to somewhere downtown after school. If they miss the school bus, if they have sports or activities at the school after schools done. Someone else drops them off. There were reduced traffic dangers. They did not live so far from school. Autism needs special care. After school appointments.

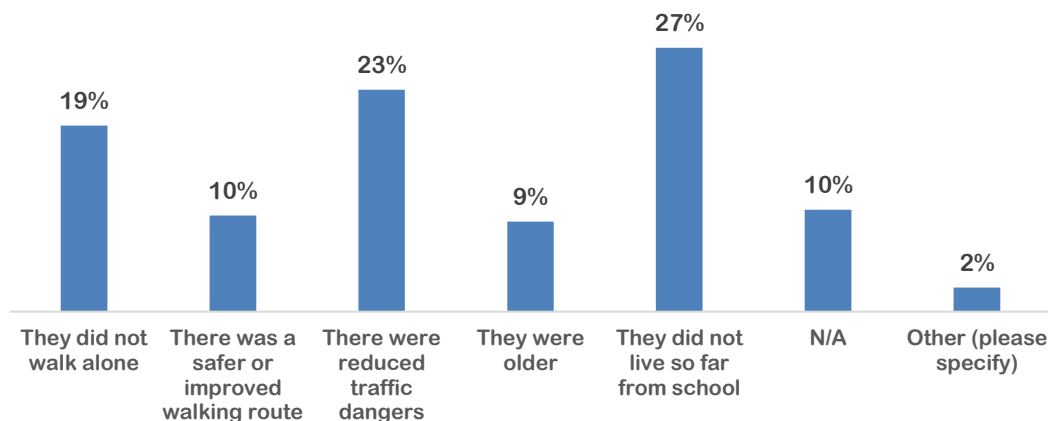


Figure 14. I would allow my child to walk to school if..

“Other” included: uses a wheelchair, too far. Daughter gets anxious about homeless population. There was a safer or improved bicycling route. There were reduced traffic dangers. They did not live so far from school.

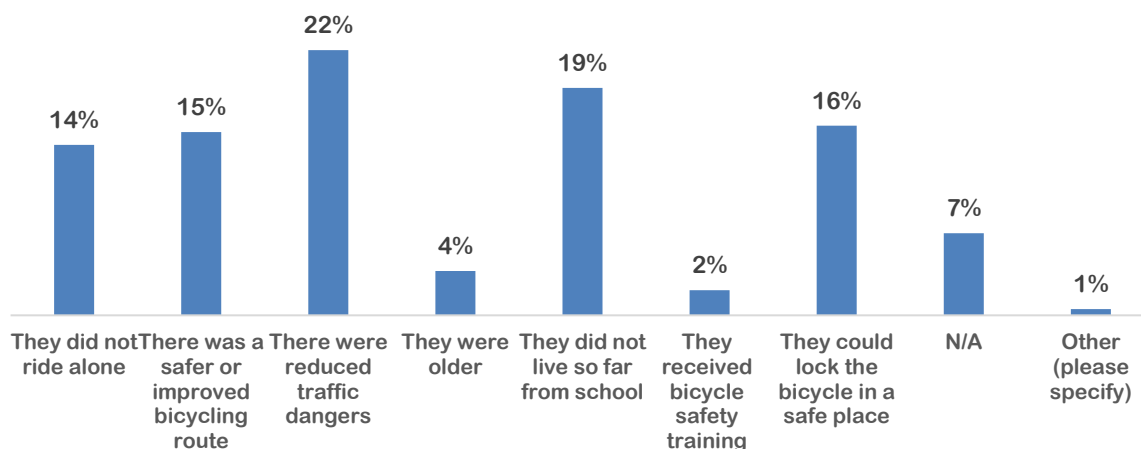


Figure 15. I would allow my child to cycle to school if..

“Other” included: There was a safer or improved bicycling route. There were reduced traffic dangers. They did not live so far from school. They did not ride alone. They could lock the bicycle in a safe place. My child walks or bikes weather permitting. I drive occasionally mostly in winter as its 12 blocks.

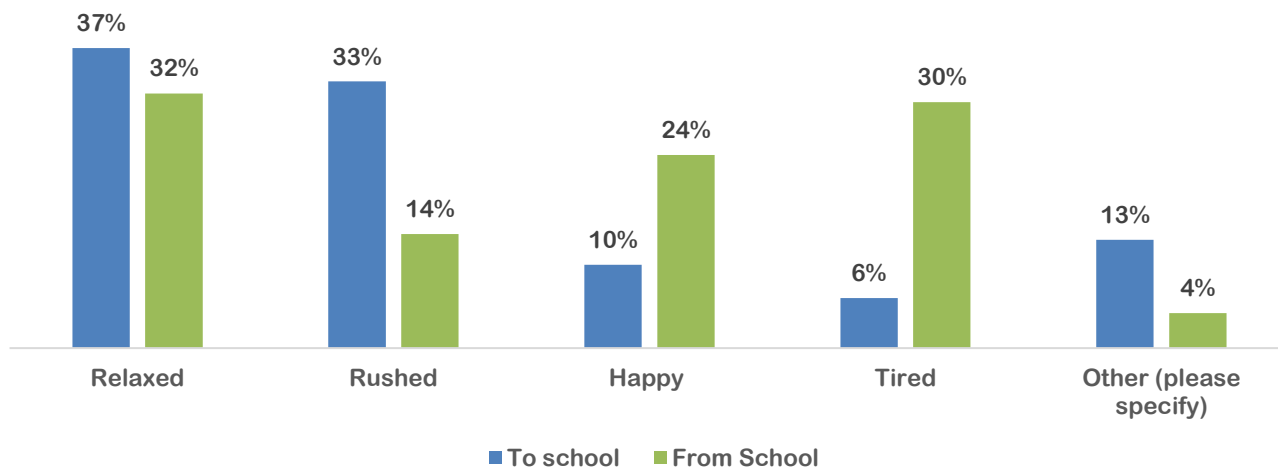


Figure 16. What feelings do you have when you are travelling to and from school?

“Other” included: Anxiety. Anxious, too much traffic, backed up, nowhere to park, takes too long. Stressed. Indifferent. Worried about bullies and strangers.

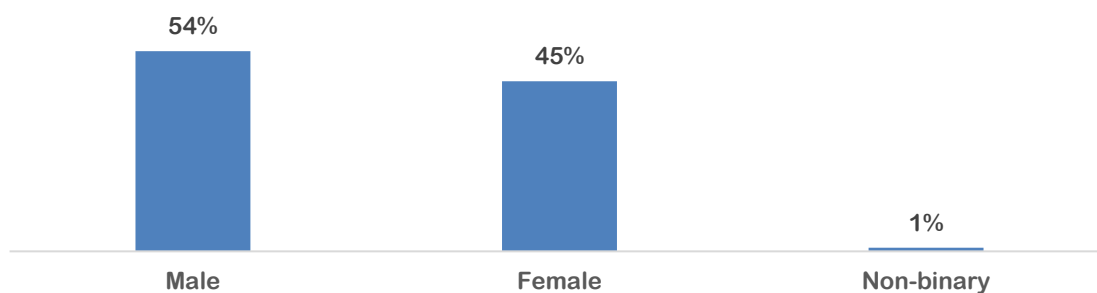


Figure 17. What is the gender of your eldest child?

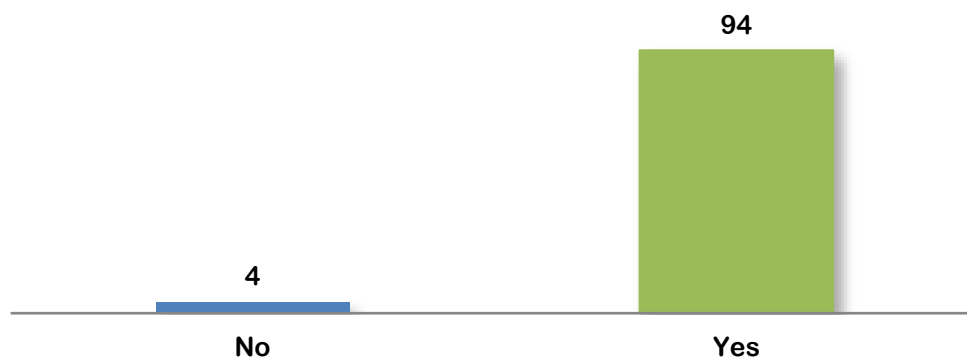


Figure 18. Do you support ongoing School Travel Planning efforts?

Table 5. Further comments about your child's journey to and from school

I wish there were sidewalks to separate him from car traffic
The bus routes need to be better. The bus drives by our house yet she has to get off up at black mountain; one km away. Last year she was able to get off 4 blocks away from our house.
we have about 5 kms to travel and a large part of it is on Springfield Road. It's a VERY busy street and I feel too busy for a 10-year-old to be navigating...especially the way people drive here
As of now, I still drop off and pick up my son to/from school, but he wants to go by himself using his bicycle, but I still not allowed him because I'm worried for his safety!
Her mother goes to gather with kids that's better to reduce accident
Where spring valley elementary is located is very dangerous. So much traffic and often people speed right through the school zones. Too much traffic congestion. There needs to be more parking for parents. A full-time crossing guard and/or a blinking light speed traps should be in place, flashing cross walks, anything and everything to protect these kids. not enough is done and it ridiculous. Time spending the funds on your kid's safety. People are reckless and someone will be hurt if nothing improves.
The route is safe & live very close to school. Concern with parking around the school areas. No sidewalks on side streets. Ziprick is a main route, during & after school hrs. many speeders. More & + transients in area also drug paraphernalia
Eldest generally walks and youngest who goes to SVE rides a bike
The kids cannot lock their bikes up at the school. Homeless steal the bikes.
Many drug addicts and vagrants rooming the streets. No sidewalks or bike paths either.
I fear for my child travelling alone because of the way she is treated by other kids in school and the lies being said about her. I worry one of the bullies will retaliate when no one is watching.
People illegally parking find frustrating and hazard to get around
I not normally drive her but our bus picks her up and drops her off at the school late, and she has to wait after school for 45-50 minutes for her bus to come pick her and take her home. I do not feel this is acceptable at all.
It's fine. They walk to school.
My daughter is being bullied on the bus; therefore, I drive her every morning. She is afraid of repercussions if I bring it to someone's attention. She is also being bullied by the same girl at school. It makes for a very anxious girl attending school.
Ziprick road is BUSY
I walked this route with my child for 4 years before he could do it alone. He knows road safety and most of the people that live on that route know us and would intervene if they saw suspicious persons.
PT she rides the bus to/from my house and is sometimes picked up, PT is dropped off and picked up at school when she's at dad's
Going to school feels safe as we drop our daughter off right in the parking lot. Coming home from school is a bit more nerve wracking as she walks down to Simpson Ave. We chose to use this as our meet up spot as Ziprick is so busy at this time.
I find it safe for him because he is using the walkway and other students is with him also.
I like spending time with my child to and from school so it's no big deal to drive. But I know not all families have that luxury. So I just want it to be safe for all families.
It is very difficult families with working parents. We live 3 km away and is too far and too dangerous for them to walk or bike but there is no school bus route for them to take
She walks to and from school with friends
Noticed to many children from elementary are walking alone without parents
She feels mostly safe, however there have been instances of people approaching her. They appear transient. The bus can be late or not show up at all which can be very stressful for her.
Mother-son time
Wish there was cameras and seatbelts on the bus
My kids prefer to bike to school, but my son's bike was stolen from the school. We have learned that this happens a lot. Why aren't the locks in a safer location? Under lock and key? We all want them to ride, invest in protection. Bikes are expensive
The marked cross walks in front of the middle schools are often ignored by drivers. Often while my daughter is waiting to cross, cars will go through the cross walk completely oblivious of their surroundings and fail to stop for kids
He travels on residential streets then crosses Ziprick Rd which is busy at the crosswalk

Through the online family survey, parents identified obstacles they encounter on their way to or from school on a map.

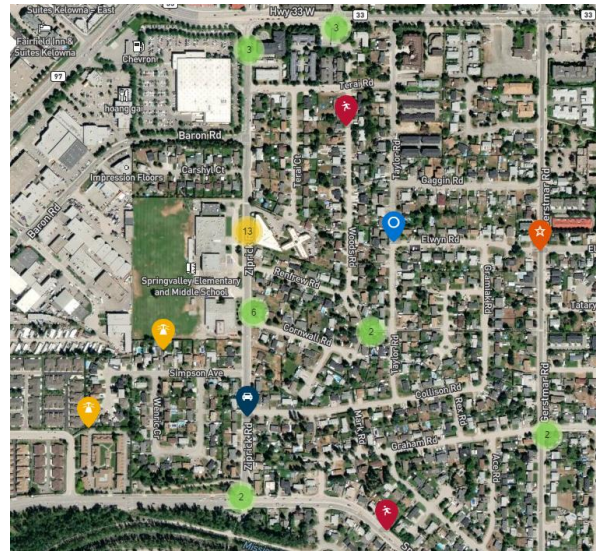


Figure 19. Traffic issues around the school

- Traffic issues (congestion, speeding, etc.)
- Sidewalk missing or requires maintenance
- Traffic sign needed

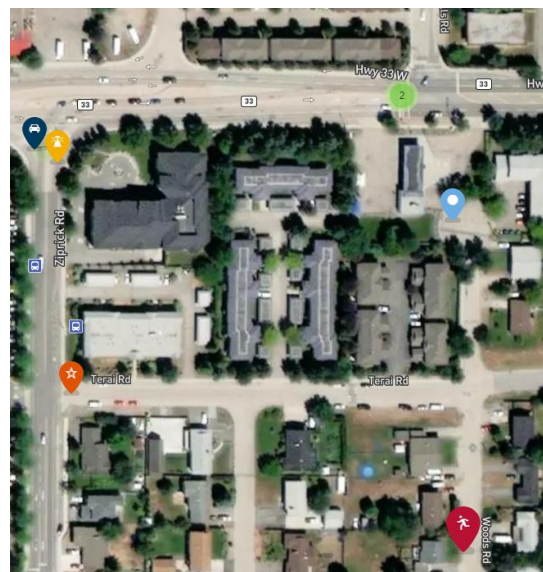


Figure 20. Ziprick Rd @ Hwy 33

- Better marked crosswalk area
- Red light is run. Timing for light change is long
- Traffic lights needed possibly for drop off & pick up times to help traffic flow onto 33 from Springfield

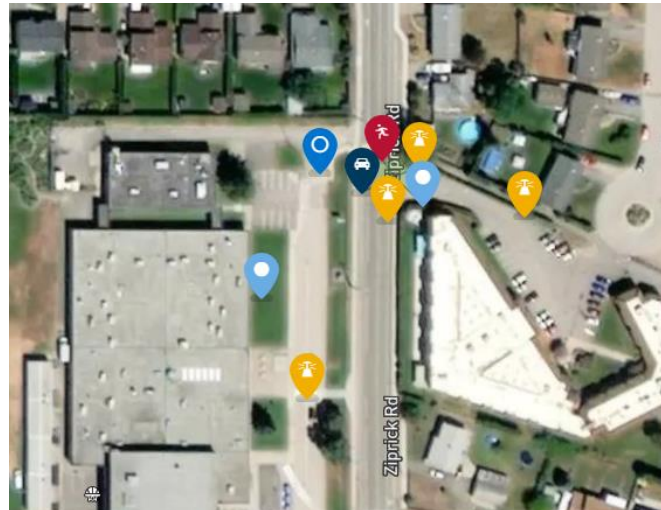


Figure 21. Ziprick RD @ School

- Kids run across walk here and at both ends without looking, very dangerous.
- There is no secure place for bikes to be stored at the middle school and bike theft is prominent. Do not allow my child to bike to school for this reason.
- This crossing might have to be removed. Children quite often will just walk out without looking.
- There is a walkway that ends right at the crosswalk. It is hard to see kids coming out from the walkway until they are basically in the crosswalk.
- Light on path and end of this path on Ziprick when it rains there is a large puddle and winter freezes
- two flashing crosswalks would be great. One at the end of a walkway where children come out of in front of the middle school and one directly in front of the elementary school
- Traffic always backed up, hard to turn left into school lot/pick up drop off zone. Kids often run out without looking

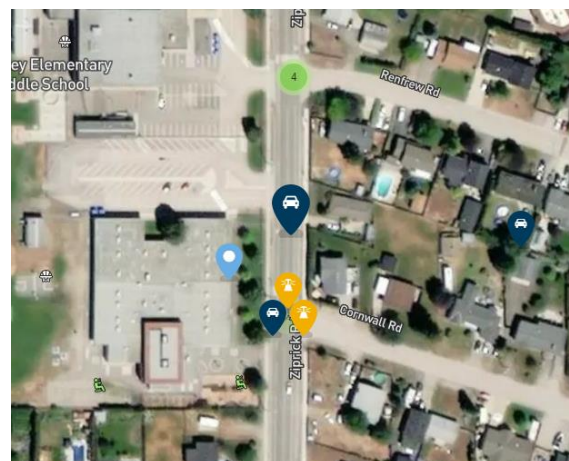


Figure 22. Ziprick Rd @ Cornwall and Renfrew Rd

- Traffic gets very backed up. Traffic congestion. Add another crosswalk toward Springfield
- Vehicles often disregard the school zone speed limit and/or do not yield for pedestrians trying to cross the crosswalk. Ziprick is a straight-through and lots of speeder before and after school hrs
- After school is congested and the busses take this route from the school. There is so much to watch at this exit that it makes it difficult to get out into traffic. A controlled traffic crosswalk light would be fantastic here.

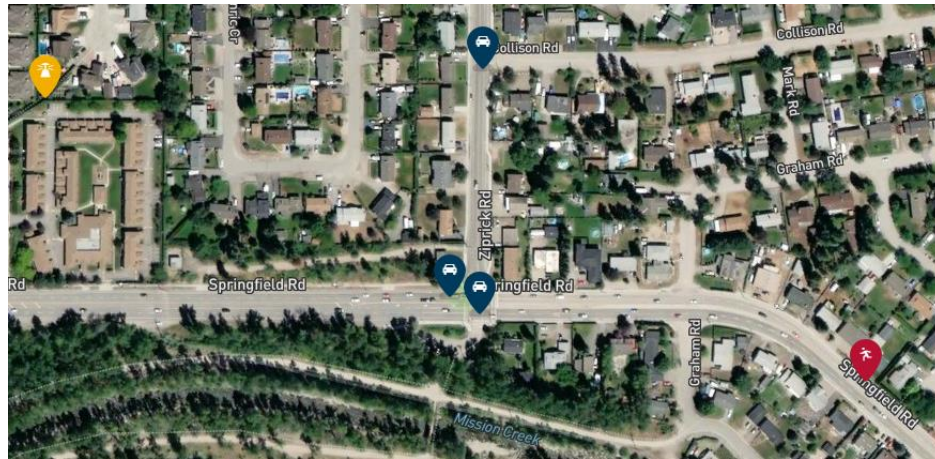


Figure 23. Ziprick Rd @ Springfield Rd

- From Hollywood to Ziprick -since there is no school bus route & kids are expected to walk 4 KM a safe sidewalk or alternate route should be installed. Or even better establish a school bus route
- Sighting for traffic coming down Springfield is impeded by a large power pole; it's location also makes for people standing closer to the edge. Which is more dangerous for them as well as for drivers turning right onto Springfield
- Gets backed up. Lights should change quicker to green and last longer to turn left off Ziprick onto Springfield around school start and end times to help move traffic in and out of school areas

Walkabout and Route Map

The Walkabout was performed on **May 24, 2022, from 8:00-10:30am**. Five members from the Municipal Committee and three members from the School Committee attended. The following pages show a detailed overview of the walking route and key findings. The agenda, walkabout route map, and a walkability checklist with important points of observation to consider during the route were provided to every participant prior to the meeting.

The agenda was as follows:

- 8:00 Arrival- Green area near the Parking lot (Ziprick Rd @ Cornwall)
- 8:01 Introductions
- 8:05 Brief summary of issues by school representative
- 8:10 Group 1 - Observe drop- off area Ziprick @ Cornwall (Group 1).
Group 2- Observe area of possible conflict/traffic congestion at Ziprick @ Springvalley Care Center (Group 2)
- 8:45 Group 1 meets Group 2 at the Springvalley care center
- 8:50 Both groups start walkabout - possible drop off/traffic conflicts- From Care Center up to Baron Rd- down to Renfrew-Cornwall- Simpson Ave.
- 9:20 Return to the school's library/classroom– refreshments- coffee & cookies (courtesy of the Air Quality program).
- 9:30 Presentation of Family and Hands up survey findings, next steps, discussion, and complete Online Walkabout Checklist
- 10:30 Wrap-up

The Walkabout route was developed by City staff considering the information provided by the school committee.



Figure 24. Springvalley Walkabout Route Map

Walkabout Main Findings

After the Walkabout, the Municipal and School Committee members discussed the main findings and issues Springvalley was facing. Attendees provided insightful information to consider in the development of the Action Plan. The following is a summary of the Walkabout findings.

Table 6. Springvalley Walkabout Main Findings

The Walkability Checklist	General Findings
Parking lot, or on road parking at school	Is there potential for vehicle and pedestrian conflict? If yes, where? The crosswalk in front of the school. Even though there is normally a teacher crossing guard, cars often still speed through and sometimes may brake at the last minute. A flashing light would be great here. signage hard to see. due to tree growth. Entrance/exit to school parking lot. Many cars not coming to complete stop when leaving. Also neglecting to check for pedestrians on sidewalk or crosswalk prior to exit. How do children access the school from parked vehicle? (Do they use a crosswalk, is one available?) There is one available, but it is not noticeable. Kids get dropped off on the street and in front of the school doors. The crosswalk is heavily utilized. Along Ziprick and in middle school drop off. Crosswalks or sidewalk next to makeshift parking area on Ziprick. Parents Park on bike lanes Number and position of safety patrollers, adult and/or student, if any. If they are not currently organized, are they needed? 1-3 Safety patrollers at crosswalk and 1 adult. No supervision for walkers on the street next to the school site. One adult and two student crossing guards at the crosswalk. One adult on parking lot duty overseeing traffic.
Facilities for walkers on the street next to the school site	What are the sight distances from school crossing to road curves, blind corners, or school and transit bus zones? The walkway is slightly blind when exiting. Tight turn into school for busses. Too close for walkway between Terai Ct and Ziprick. Lots of sight line issues when cars park on ziprick for drop off. Where are the access points for students? On Ziprick and at the back bushes (there is an opening and a sidewalk). At walkway area and Renfrew. The area is walkable for students, improvement of visibility and trimming of hedges would help improve the walkability. Walkways all around but need regular clean up and better lighting.
Walking paths to the school	Is there potential conflict with vehicles? If Yes, where- X street @ X street Parking lot. Entrance to parking lot. Ziprick Road. Turning left into school drive way. Ziprick and north walkway. There is no sidewalk along Cornwall Rd which has a walkway at the end for students to access the neighbourhood. Ziprick/Cornwall, Ziprick/Renfrew. Terai Ct walkway is dark. There is no lighting along pathways. Good sidewalks. Walkway exit needs improvement. Bushes need to be trimmed.
Bicycle facilities	Needs improvement
School Bus/After School Care Loading Zone	We do not have buses at SVE. Inside school grounds away from the street. no buses at elementary and middle school are on school property with supervision. 4-5 buses middle school
Walking facilities and traffic observations	Are there ramps, any special entrances, or accommodations for students with diverse abilities? Yes What is the noise and pollution of traffic on surrounding streets—perceived and real (the municipality has vehicle volume? We have ambulances using Ziprick often. During the day, we often have speeders going through the school zone. Constant flow of traffic at all times of the day. Yes, it is noisy. Not many heavy trucks seem to use this road. No problem areas where it might turn from what I observe daily. No just trailers attached to cars. Are there on-street signs that indicate to drivers they are approaching a school zone? Are they visible? Yes but mostly ignored! Having the fake wood police officer with the radar gun guy out really helps. People think he is real and will slow down. I think this should be permanent. I observe people speeding past the school morning and afternoon constantly. Yes. It's a long length of school founded. One could be added in the middle.
Alternative safe parking locations	Yes, usually on Ziprick. We do not allow parents to pick up their kids in front of the school at the end of the day. The parking lot is closed off with orange safety cones and a sign. The old Costco parking lot perhaps? Or Mission Creek Park? Yes. Terai Ct. Cornwall. all the side street close to school. appears to be good park and walk availability. Mission Creek Park Springvalley Middle School right next door. Senior home across the street
General Comments	Springvalley Elementary is on a very busy street. Lots of kids are dropped off either in the front of the school or on the road. Parents sometimes walk their kids to the school site. Kids come to school on bikes, skateboards, scooters and rollerblades. I would love to see the city install flashing lights at the crosswalks. Also, daily use of the "fake police officer/radar" sign in the school zone should be used to slow down traffic. Perhaps speed/school zone signs should be replaced with something more visible? if visibility and speed reducing projects happen safety will be much better

[Check here the Online Walkabout Summary](#)



Figure 25. Crosswalks are blocked



Figure 26. Cars stop too close to crosswalk



Figure 27. Garbage along walkways



Figure 28. Cars parking on bike lane



Figure 29. Bicycle storage location could be improved



Figure 30. Overgrown bushes on Walkway



Figure 31. Baseline data presentation



Figure 32. School and Municipal Committee



Figure 33. Collect new data- MioVision camera



Figure 34. Cars parking on "No parking" Zones



Figure 35. Vehicle parked too close to hydrant and stop sign



Figure 36. Faded markings within school site and driveway



Figure 37. Current Kiss and Drop area



Figure 38. Hedges protruding into sidewalk space

Traffic Count

Traffic count data is available at numerous locations within the vicinity of Springvalley Elementary. It consists of peak hour turning movement counts (TMC) at intersections, weeklong traffic counts, and speed data. Pedestrian volume is also included in the TMCs at intersections. Primarily, the following locations with existing data will be used for Springvalley analysis:

- Renfrew Rd & Ziprick Rd
- Cornwall Rd & Ziprick Rd
- Baron Rd & Ziprick Rd
- Renfrew Rd, Woods Rd, Terai Rd
- Collision Rd
- Additional locations to be determined as part of the walkabout and Obstacle Identification Map

Traffic count data is used for engineering analysis according to the methodologies and standards given by the Transportation Association of Canada and other Transportation industry agencies. Basic information about some of the streets surrounding basic Springvalley is shown below:

- Pneumatic road tubes recorded the speed and volume of vehicles on Ziprick Rd in the week of May 31, 2022– June 6, 2022. The data below lists the average volume and speed recorded in that week. The data indicated an average weekday traffic volume of 4,155 vehicles, which aligns with typical volumes observed for collector classification roads. It should be noted that the data represents the average of 24-hour counts during the week. Figure 38 represents the weekday speed averages during the school-zone period.
- The travel patterns on Ziprick show an increase in activity during the morning peak hour, a levelling off during the midday period, and the heaviest traffic volume during the afternoon peak hour. This is typical of commuter traffic patterns and areas near schools due to drop-off and pick-up behaviour.
- Both Renfrew Rd & Ziprick Rd and Cornwall Rd & Ziprick Rd TMCs revealed heavy use of the crosswalks during School pick up and drop off periods, with minimal activity outside of these times. The crossing guard observed during the count date was effective at managing traffic and helping students access the school safely.
- Speed and weeklong traffic count data was previously collected on some of the surrounding roads. Relevant locations are listed below:
 - Ziprick Rd- Weekday data
 - Average speed = 47 kph
 - 85% of drivers travel at 63 kph or less
 - Weekday average daily traffic volume = 4155 veh
 - Renfrew Rd – Weekday data
 - Average speed = 34 kph
 - 85% of drivers travel at 43 kph or less
 - Weekday average daily traffic volume = 352 veh
 - Terai Rd – Weekday data
 - Average speed = 41 kph
 - 85% of drivers travel at 52 kph or less
 - Weekday average daily traffic volume = 1232 veh
 - Collision Rd – Weekday data
 - Average speed = 38 kph
 - 85% of drivers travel at 47 kph or less
 - Weekday average daily traffic volume = 573 veh

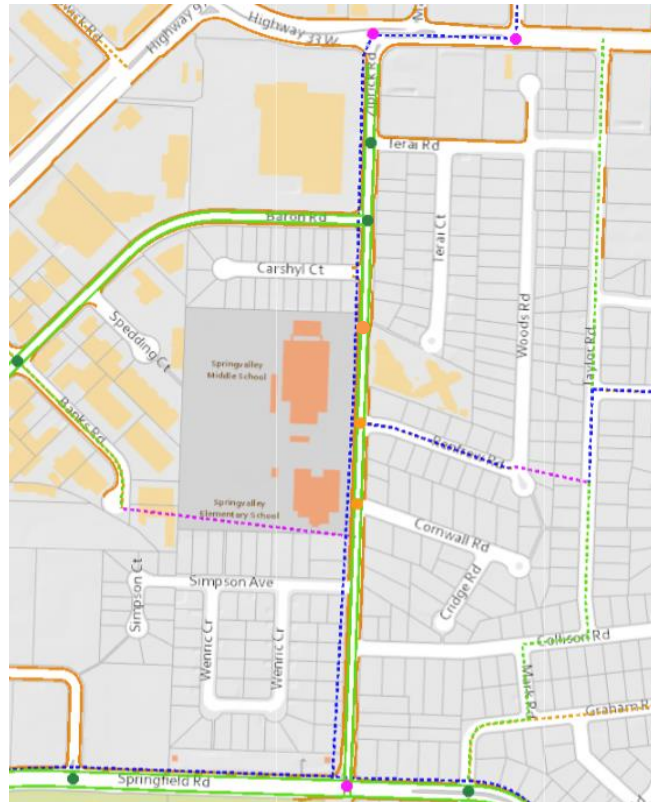


Figure 39. Coloured dots indicate vehicle and pedestrian intersection counts

Active transportation infrastructure shown as follows: orange line (sidewalk), Green line (bike lane), Purple line (multi-use path), Blue line (cycle track), Dotted lines (future planned).

Pedestrian Crossing Volume at Cornwall Rd & Ziprick Rd From Sept 2021 TMC

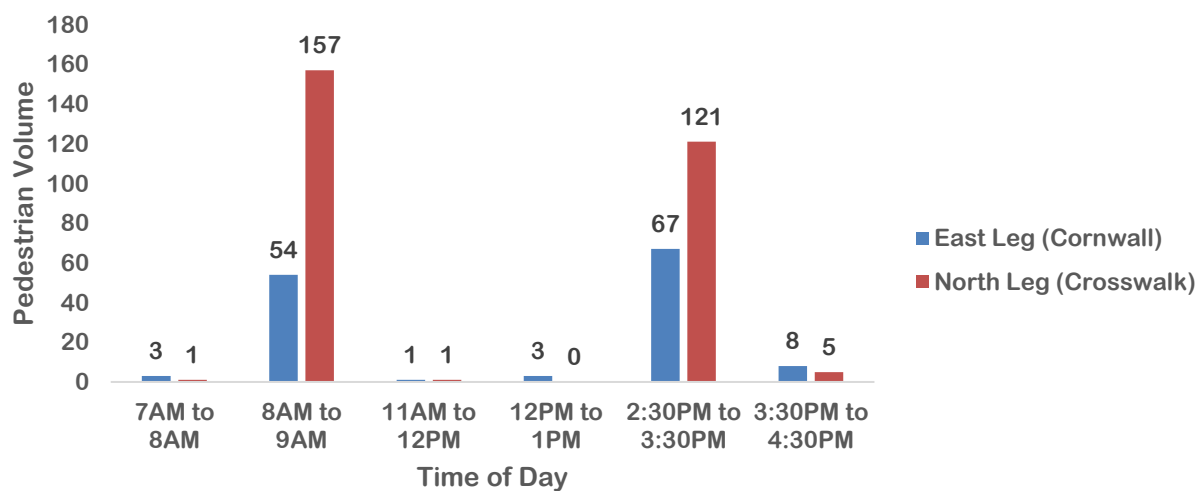


Figure 40. Pedestrian volume at Cornwall Rd & Ziprick Rd

Peak Hour Traffic Volume at Cornwall Rd & Ziprick Rd From Sept 2021 TMC

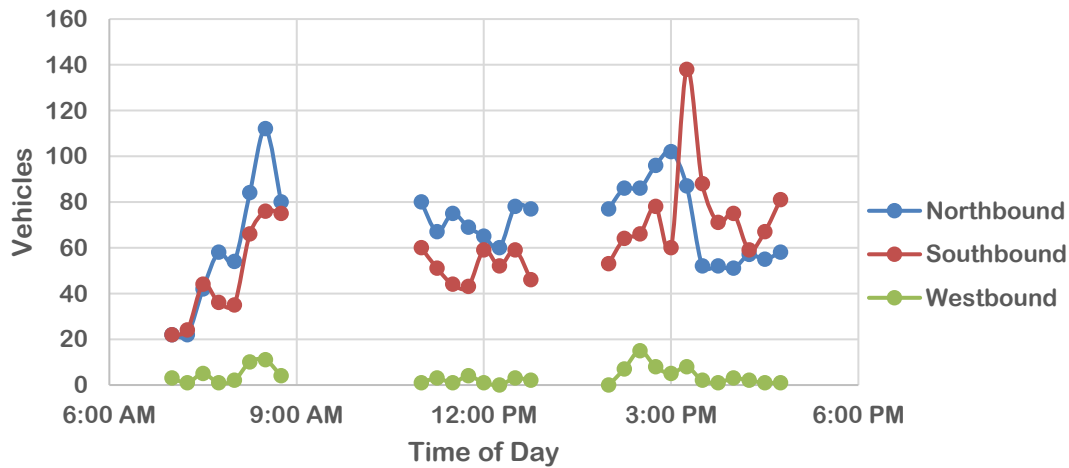


Figure 41. Traffic volume at Cornwall Rd & Ziprick Rd.

Average Speeds During School Hours On Ziprick Rd (Between Carshyl Ct & Renfrew Rd) (Week of May 31-June 7 2022)

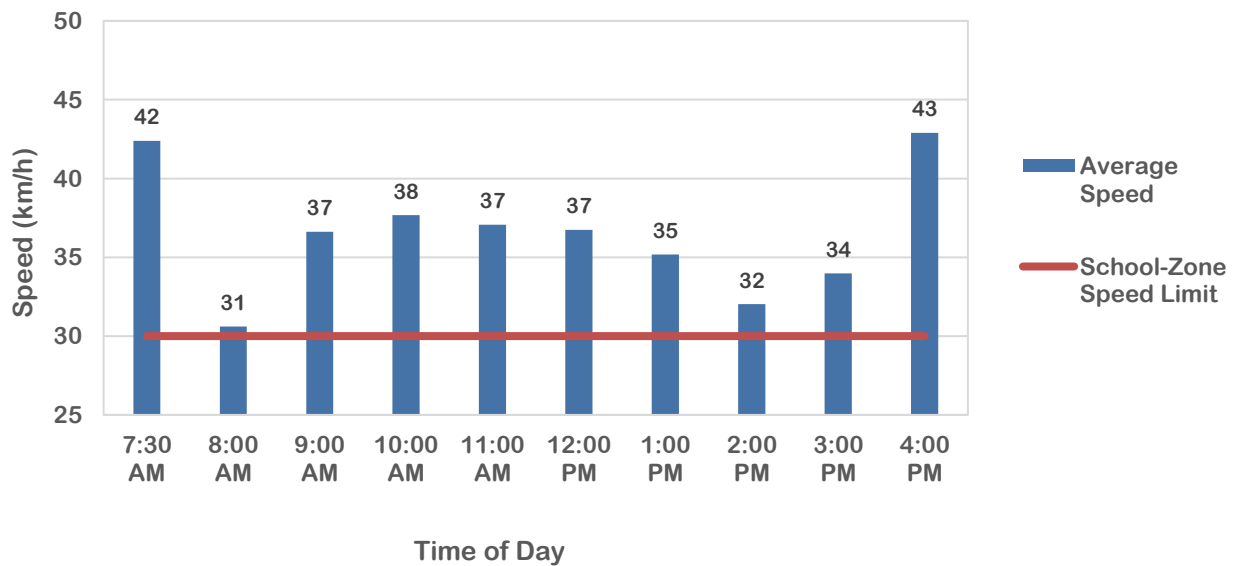


Figure 42. Average speeds on Ziprick Rd

Reducing Emissions from School Buildings

All but the most efficient buildings release emissions of gaseous pollutants, including nitrogen dioxide, particulate matter, and carbon dioxide. These pollutants not only contribute to poor outdoor air quality and climate change; they also give rise to poor indoor air quality. Poor ventilation can lead to concentrations of air pollutants in buildings, which at high levels can cause a risk to health.

This section aims to identify some of the key sources of building-related emissions. By implementing the recommendations set out in the action plan, the school will not only reduce the emissions of pollution from the building but may be able to reduce energy costs as well. Projects to reduce school buildings emissions also provide an opportunity to influence and educate the school community on the issues of air quality and energy consumption.

Where do emissions come from?

It is estimated that the energy consumption from school buildings will account for roughly 37% of the school's overall greenhouse gas footprint. The contribution of school buildings to local air pollution is harder to establish, however we know that equipment such as boilers make a significant contribution.

Typical sources of pollution from school buildings include:

- Boilers (combustion of gas releasing nitrogen dioxide)
- Back-up generators (combustion of gas)
- Air conditioning systems
- Kitchens and canteens
- Vehicle: school transport, supplies and deliveries, cars idling
- Garden equipment (lawnmowers, leaf blowers, etc. running off gas)
- Other equipment, such as gas-fired water heaters

Opportunities for Emission Reduction

In most cases understanding and managing the school energy consumption will also enable you to reduce the levels of pollutant emissions. Several actions that Springvalley can undertake to reduce energy consumption and emissions of pollution have been identified. Those actions are described in the Action Plan.

School GHG Emissions by Transportation

Using the baseline classroom and family surveys data and some average statistics, the Greenhouse gases (GHG) were estimated for Springvalley School, considering:

- The postal codes of 317 students attending Springvalley
- Based on the classroom survey an average of 57.4% of the kids are driven to and from school (driven + carpool + bus) and 42.6 % walk and/or bike/other.
- The emission factor of 0.2296 KgCO₂/km – “[Average Emissions](#) and Fuel Consumption for Passenger Cars”

Description	GHG (Tonnes/year)
Baseline: Springvalley School GHG emissions due to kids being driven to and from school. Average 57.4% (driven + carpool+ bus)	34
GHG that could be saved if reaching the rest of students who live at walking/ short bike distance (1.0km or less).	44
GHG already being saved; Baseline: 42.6% of the students walk and bike to and from school.	18
GHG that could be saved: if 100% of drivers of parents don't idle (considering 200 families).	30

In addition to the GHG emission reduction from those who can bike or walk to school because they live nearby (less than 1.0 km), the Cleaner Air 4 Schools Program includes an idling campaign which involves teachers and parent's collaboration. If that program is implemented and assuming:

- There are at least 200 families attending Springvalley. Considering 50% students are driven to and from school (car +carpool), it is estimated that on average 112 drivers are picking up/dropping off kids around the school. One car per family - light –duty vehicle
- National surveys show Canadians idle between 6 to 8 minutes per day
- Emission factor-2.3 Kg CO₂/litre and cost of fuel 1.889 \$/litre
- If each driver of light-duty vehicles avoided idling for 6 minute(s) a day³: each driver could save **66** litres of fuel, **\$124** in fuel costs, and contribute to reduction of **151 kg** of GHG emissions annually.
- As school community the CO₂ and fuel reductions could be:

	If 200 families don't idle (6 min/day)	If 112 families that usually drop-off the kids don't idle (6 min/day)
Fuel savings L/year	\$ 13,140	\$ 7,358
CO ₂ savings (Kg/year)	30,222	16,924
Cost savings (\$/year)	\$ 24,821	\$ 13,900

Increasing active school travel by 10% will represent an estimated of **22.6 tonnes/year** in annual GHG not emitted to the atmosphere. Idling reductions are significant and this could be set as one initial goal for the school.

Every tonne of CO₂ reduced counts!

Use and advertise through your school newsletter, this [Idling Fuel and Money Estimator](#). As of Monday, July 25th, 2022, residents and visitors are no longer permitted to idle for more than [one-minute](#) while within [City of Kelowna](#) boundaries. For more information, please visit www.rdco.com/airquality.

³ [NRCAN](#)
www.smarttrips.ca

Indoor Air Quality

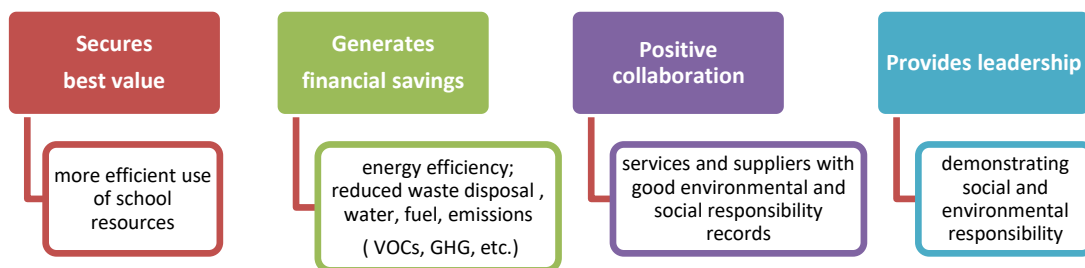
Why is indoor air quality important?

The [British Columbia Lung Foundation](#) states that Canadians spend 90% of their day indoors, with about 70% at home and 20% at work or school. Poor indoor air quality may cause headaches, tiredness, coughing, sneezing, sinus congestion, shortness of breath, dizziness, and nausea. It can irritate the skin, eyes, nose, or throat. Allergy or asthma symptoms could get worse. Poor indoor air quality is caused by indoor air pollution. Knowing possible causes will help you improve the quality of the air you breathe indoors.⁴ There are three basic ways to improve indoor air quality: control the source, improve ventilation, and clean the air.

SD23 and school administration should work together to ensure the best indoor air quality in school buildings. Here some useful resources to creating Healthy Indoor Air Quality (IAQ) in Schools:

- [Framework for Effective School IAQ Management](#)
- [IAQ Tools for Schools Action Kit](#)
- [IAQ Tools for Schools Preventive Maintenance Guidance Documents](#)
- [IAQ Tools for Schools Video Resources](#)
- In BC, there are [Safety measures](#) in place to protect students and staff and reduce the spread of COVID-19.
- [The IAQ Fact Sheet Series](#) is designed to help people without a technical background understand details about indoor air quality (IAQ) so that they can make important decisions for their schools' ventilation, HVAC filtration, in-room air cleaners, germicidal, electronic air cleaners and disinfectants.
- [Radon testing](#), mitigation and awareness.
- Implement a sustainable procurement policy. This helps to make measurable progress towards sustainability goals; greenhouse gas emissions, zero waste goals, social, diversity, economic and local responsibility.

Figure 43. Benefits of Sustainable Procurement



School Travel Planning and Clean Air Goals

Considering all data from the Family Surveys, traffic count observation, classroom surveys and the GIS analysis, the Municipal and School Committees defined the Goals and Strategies to implement the Clean Air and Safe Routes 4 Springvalley. The three main goals were:

- Reduce congestion within school premises and increase safety at the school site.
- Increase active school travel on the school journey; and
- Reduce overall school emissions

⁴ [Indoor Air Quality | HealthLink BC](#)
www.smarttrips.ca

Action Plan

This Action Plan includes short, medium, and long-term measures. All measures were identified, as well as who will be responsible for the tasks and target completion dates. When possible, the cost estimates were collected.

Table 7. Springvalley Action Plan

Action/Initiative	Tasks	Responsibility	Start Date	Completion date	Estimated Cost, Source of Funds, or No Cost
Objective 1: Improve the safety of children on the active school journey					
Pedestrian and bike safety presentations	Seek road safety curriculum resources for classroom teaching. ICBC road safety teaching resources: http://www.icbc.com/road-safety/teaching/Pages/For-educators.aspx	STP facilitator-delivers presentation School Committee- help set up date for presentation during school assembly	Fall 2022	Spring/Fall 2022-2023	No cost
Parent role modeling messaging	Provide messages for use in school and parent communications https://www.scanva.org/support-for-parents/parent-resource-center-2/parents-as-role-models/ Parent and student education	School Committee-share information through newsletter	TBD	Year round	No cost
Road safety/personal safety presentation	School wide assembly combined presentations from STP facilitator & Street Crime Unit - School Resource Officer, RCMP Resources available for teachers and parents at: Kid Smartz KidSmartz Safety Dance Contest - YouTube	STP facilitator and RCMP- will deliver the presentation (in person-virtual) School committee- help set up date for presentation during school assembly- usually while pedestrian bike presentations	Fall 2022	TBD	\$
School speed zone awareness	Seek road safety curriculum resources for classroom teaching. ICBC road safety teaching resources: http://www.icbc.com/road-safety/teaching/Pages/For-educators.aspx Contact community police for speed watch . Pace Car Community Guide (parachute.ca)	School Committee- share information through teachers and newsletter	Spring 2023	April 2023- every year	\$
Implement a Student Valet Service	The Student Valet Program operates each morning in the student drop-off loop supervised by staff members. The student valets are in 5 th -6 th grade. They dress in high visibility vests and welcome arriving students with a friendly smile. The goal of this program is to promote safety, reduce traffic congestion and demonstrate good manners.	STP facilitator School Committee	September 2022	Year round	
Improve access points for students	Parents or school administration should send a City of Kelowna service request to deal with: Walkway maintenance, overgrown bushes from private property blocking sidewalks/walkways, snow/ice on roads/sidewalks/pathways, path holes, graffiti, etc. You will need: 1. Address (or pin on map) the problem location 2. Take a photo (optional)-maximum 5 photos 10.0 MB each and attach it to the service request. To pick up drug paraphernalia (needles) found outdoors adjacent to private or on public property contact the non-emergency fire department number, 250-469-8801 – select option 1	School Committee	Depending on priority with other projects	Year-round	\$

Action/Initiative	Tasks	Responsibility	Start Date	Completion date	Estimated Cost, Source of Funds, or No Cost
Improve access points for students	Investigate concerns about drainage, lighting, tripping hazard in walkways. Determine if driveways can be optimized to increase pedestrian comfort. Consider requesting vegetation trimming adjacent to sidewalks.	City of Kelowna	2023	2023	\$ Medium
Review and adjust traffic signal	Review nearby traffic signal timings. Contact MOTI if required	City of Kelowna	2023	2023	\$ Low - medium
School Site Improvements	Consider site improvements including bike compound, Kiss& Drop signage/markings, speed bumps, median area within parking lot, repaint road markings, stop bars at exits	School Administration/SD23/City of Kelowna	2023	2023	\$ Low - high
Crosswalks and Pedestrian Improvements	Review candidacy for pedestrian activated flashers, twin parallel bar crosswalks, curb extensions, in-street crosswalk signs, etc.	City of Kelowna	2023	2023	\$ Medium - high
Road marking improvements	Review site access needs and roadway operations	City of Kelowna/SD23	2023	2023	\$ Medium - high
Traffic Calming	Review potential traffic calming strategies such as traffic calming curbs, delineator posts,	City of Kelowna	2023	2023	\$ Medium - high
Parking Behavior Improvement	Review roadway design, parking configuration, and signage (including No Parking and No Stopping). Consider physical barriers at key locations such as crosswalks	City of Kelowna	2023	2023	\$ Low - high
Best Walking Routes Map brochure	Create map showing best routes and distribute to families along with walking safety information	City of Kelowna	2023	2023	No cost
Bike Rodeo	Youth learn basic rules of the road, hand signals, obstacle avoidance and scanning techniques/Cycle Education Program "Learn2Ride" for Gr. 3-6 students.	STP facilitator/School Administration	May 2023	Every two years	
Objective 2: Raise the awareness of the environmental and health benefits of active travel					
Provide a Cleaner Air 4 school Program	The program is designed and will be provided by the Air Quality Program and the lesson will be delivered to grades 3-6 by the teachers - Air Quality/ provides ready to use materials - Parents Council shares info through newsletter - School Administration supports delivering at least one lesson (around 30 min) a year through teachers grades 3-4	Air Quality/School Committee	March of every year (Earth Day Assembly)	June of every year to 3 rd grades.	No cost
Have students create artwork for temporary/permanent outdoor signage	Identify classes that can make an art project or run an Art contest. Art Contest Theme should be: Clean Air/Safety/Active transportation. The STP Program will pay to produce 6 signs (20 in height x 18 in width). The school committee will pay to produce any extra signs.	School Committee - PAC to create a video for new kiss and drop this fall	Spring 2023	Spring 2023	\$
Have physical activity benefits messaging in newsletters/Health presentations.	Review information on Public Health Agency of Canada website. http://www.interiorhealth.ca/YourHealth/SchoolHealth/HealthPromotion/Pages/default.aspx ; http://www.interiorhealth.ca/sites/Partners/SchoolDistricts/Pages/HealthPromotionResources.aspx ; https://healthyschoolsbc.ca/	School Committee- share information through newsletters	Monthly	ongoing	No Cost
Objective 3: To encourage more students to walk to school					
Drop & Go / Walk a Block or Two	Identify suitable locations for students to be dropped off outside the school zone (Options Mission Creek Park or Kelowna Crossing Plaza Parking Lot)	School Committee with support of STP facilitator	TBD	TBD	\$ No Cost
Buddy Scheme	Set up scheme to encourage students to walk and cycle with others	School Committee STP facilitator	TBD	TBD	
Neighborhood Walking School Bus	Identify a route from a suitable neighborhood to school. Organize Walking School Bus. Communicate the possibility for this and possible meeting points.	School Committee STP facilitator	TBD	TBD	

Action/Initiative	Tasks	Responsibility	Start Date	Completion date	Estimated Cost, Source of Funds, or No Cost
Walking Competition	Detail a challenge and advertise Walking Wednesdays (other days). Walking Competition. Set up a walking competition for 3-4 weeks (March-June). STPCO could provide pedometers for each participant class and the pool entry fee to the H ₂ O Aquatic Centre for one winner class. School committee pays for class transportation to H ₂ O ParticipACTION - Home ParticipACTION (challenges and prizes)	Parents Council with support of STP facilitator- School Committee	Reminder at the PAC meeting Feb 15	Spring 2022	Cost per pedometer \$6-7
IWALK (International Walk to School Month – October)	Organize a Walk to School Week	School Committee	2022 - October	Every year	\$ minimal (for prizes-pedometer)
Bike and Walk to School Days	Encourage students and their families to walk, scooter, skateboard or ride their bikes to and from school. Detail a challenge and advertise Walking/Biking Wednesdays or other specific days (March-June)	School Administration	May 2023	Every year	\$
Bike and Walk to School Week	Encourage students and their families to walk, scooter, skateboard or ride their bikes to and from school	School Committee	May 2023	Every year	
Celebration	Organize a community walk to school on Earth Day	School Committee	April 22, 2023	Every year	
Commuter challenge	Promotes friendly competition to see who can get the highest percentage of employees out of single occupancy vehicles http://commuterchallenge.ca	School Committee	1 st week June, 2023		
Carpool month	Promote Carpooling as a simple way for individuals to take part in the climate change challenge while saving money, reducing congestion and conserving energy along the way. Communicate in monthly newsletter for families and staff) Resources: • Free Carpool and Rideshare Listings (carpoolworld.com) • Carpooling Software for Schools (carpoolworld.com) • Rideshare in Kelowna (shareyourride.net)	School Committee	October 2022	Every year	
Clean Air Day	Participate in activities that contribute to cleaner air, healthier communities and a better quality of life for all. Promote things you can do to help improve local air quality . Tie into Art Contest	School Committee- share information through newsletters	1 st week June 2023	Every year	
Objective 4: To facilitate safe bicycling to and from school					
Cycle Storage	If additional bike racks are needed/secure location on school site. The principal should request it to Director of Operations. Add work to Annual Facilities Grant and/or Capital Plan). Secure scooter and skateboard storage needed. Move Bike Compound to front of school (possibly where portable currently is and will be removed)	SD23/ School Committee	Depending on priority with other projects	TBD	\$ need to review with school to determine how many and costs
Objective 5: Reducing Emissions from School Buildings					
Understanding Energy Use, and Improving Monitoring and Measurement	Monitor usage over a period of time, e.g. a week, a month. When and how often is the emissions source used? Report on areas of waste, across all spectrums of school (each year groups, staff department etc.) • Where possible, establish permanent mechanisms to monitor energy or equipment use (e.g. meter readings, use of smart meters)	SD23	Ongoing		\$
Reducing Energy Demand & Improving Building Efficiency	•Reduce energy waste (switching off appliances when not in use, installing occupancy sensors for lights, installing Thermostatic Radiator Valves to control temperature etc.) • Investigate energy efficiency of key building systems (i.e. most efficient boiler in place, investigating more suitable solutions such as Combined Heat and Power CHP) School IAQ Fact Sheet: Overview U.S. Green Building Council (usgbc.org)	SD23	Ongoing		\$

Action/Initiative	Tasks	Responsibility	Start Date	Completion date	Estimated Cost, Source of Funds, or No Cost
Investigate Opportunities for Renewable Energy Provision	- Investigate potential for on-site renewable energy generation, e.g. Photo Voltaic solar panels, wind turbines, ground source heat pumps etc. - If renewable energy options are not possible, ensure energy supplies are from a green provider	SD23	Ongoing		
Reducing Emissions from Procurement	- Source supplies locally where possible - reducing emissions from transport and delivery (e.g., food/stationery supplies) - Use sustainable products (i.e., recycled paper and stationery, cleaning products with low environmental impacts, energy efficient kitchen/office equipment – Energy Star Label)	SD23	Ongoing		\$
Test for radon gas and ensure lowest levels reasonably achievable, with all space below the Canadian Guideline of 200 Bq/m ³	Screen each building by deploying detectors during the cold months of the year for a minimum of 91 days in the lowest level of the building receiving occupancy >4 hours/day - Implement interim and permanent radon reduction measures in obvious areas of concern, and especially in areas testing high. - Test buildings per the Health Canada Guide for Radon Measurements in Public Buildings, Workplaces, Schools, Day Cares, Hospitals, Care Facilities, Correctional Centres - Make radon inclusive of general building oversight, maintenance and data collection; obtain a portable radon monitor and routinely check buildings under different seasons, HVAC and energy efficiency adjustments, and after significant indoor renovation or equipment alterations - Be transparent with radon test results to staff and parents along with promotional material encouraging staff and parents to test their indoor environments - Educate students about radon, health effects and testing - Resources available: - IH Healthy Community Development team at HBE@interiorhealth.ca Information and links on the Interior Health Radon Page School Resources - Take Action on Radon Resources for Homeowners - Take Action on Radon	SD23/School Committee Air quality As part of the RDCO school radon screening.	2020-2022	2020-2022	
Objective 6: To monitor effectiveness of initiatives and revise School Travel Plan annually					
Monitor transportation mode	Conduct Follow-up Classroom Survey	Air Quality/ School Committee	Spring 2023	Spring 2023	
Monitor behaviour changes	Conduct Follow-up Family Survey	Air Quality/ School Committee	Spring 2023	Spring 2023	\$
Report on implementation of STP and initiatives	Follow-up of first year actions or when substantial work has been completed. Revise the plan and compile a final report with recommendations.	Air Quality/ School Committee	Spring 2023-2024	Spring 2023-2024	\$
Oversee the implementation of Action Plan items and track changes over time	The follow-up hands-up classroom survey could be performed at the end of every school year. If possible, a family survey should be performed every second year.	School Committee	Spring 2023	Spring 2027	\$

Committee members

Regional Services, in coordination with the City of Kelowna, sent an invitation to the institutions described below to participate in the Municipal and School Stakeholder Committee. An introductory document of the School Travel Planning and the Terms of Reference of the Municipal and School Stakeholder Committee were sent for their review.

The Municipal and School committee members were aware of their activities in advance and provided their input in the following manner:

- Participated in the Walkabout
- Contributed ideas for the Action Plan
- Participated in education of parents and students regarding health, wellness, air quality and safety benefits
- Agreed with improvements recommended in the Action Plan

Table 8. Members of the School STP Committee

Springvalley		470 Ziprick Rd, Kelowna, BC V1X 4H4	
	Name	Description	Contact information
School Administration			
	Maria Cicchelli	Vice Principal Elementary	Maria.Cicchelli@sd23.bc.ca
	Thomas Gruenwald	Principal Middle	thomas.gruenenwald@sd23.bc.ca
	Darlene Vereb	Teacher	Darlene.Vereb@sd23.bc.ca
	Melaney Stutters	Teacher	Melaney.Stutters@sd23.bc.ca
Parents			
	Breanna Kelly	Main Contact	bbandkyler@gmail.com
	Erin Menzies	Parent	erinandryder@hotmail.com
	Jammie Paterson	Parent	jam-me@shaw.ca

Table 9. Members of the Municipal Stakeholder Committee

	Name	Description	Contact information
City of Kelowna	Jerry Dombowsky	Transit and Programs Manager	jdombowsky@kelowna.ca
	Dan Glasscock	STP Facilitator/Traffic Safety officer	Dan.Glasscock@sd23.bc.ca
	Nancy Mora	Project Coordinator	nmoracastro@kelowna.ca
	Samantha Parrett	Communications Advisor	As needed basis sparrett@kelowna.ca
	Jasen Sackmann	Traffic Technician	JSackmann@kelowna.ca
*RCMP	Federico Angulo	Law Enforcement	Federico.ANGULO@rcmp-grc.gc.ca
School District	David Widdis	Planning Manager	david.widdis@sd23.bc.ca

* RCMP staff involvement is minimal at schools due staff has been re-assigned to General Duty for the rest of school year.

Acknowledgements

Thanks to the following organizations for their valuable Information:



Endorsement

The School Travel Plan for Springvalley Elementary has been endorsed by Vice Principal Maria Cicchelli on behalf of the school, and by one representative of the Municipal Stakeholder Committee.

School Principal

Maria Cicchelli

Signature



Date

September 16, 2022

Lead representative of
Municipal Stakeholder Committee

Jerry Dombowsky

Signature



Date

September 16, 2022

Future Evaluation

Follow up results May 2023 or when substantial work has been completed.

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Update

School Travel planning follow-up data collection will occur in May 2023 or when substantial work has been completed, through the follow-up family and classroom surveys. The results will be compared to the baseline data gathered in May 2022. The School Travel Plan will be revisited as necessary.

After the new data has been analyzed and compared to the baseline information, results will be shared with the STP municipal and school Committees by a meeting and/or email. Results will also be shared with parents/caregivers through the school newsletter and/or at school events.

Principal

Municipal Lead

End of **First** Year < May 2023 >

Appendix 1. Statement of support

Clean Air and Safe Routes 4 Schools School Travel Planning School Agreement

I, Maria Cicchelli, Vice Principal, agree on Springvalley Elementary School's behalf, that we will participate in the School Travel Planning. I understand that the School Travel Planning process will begin immediately and continue on an ongoing basis—the first year being the most intensive with implementation continuing in year two and beyond. We have secured the support of the Parent Advisory Council to participate in this project.

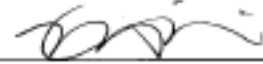
I understand that our school will have the following responsibilities:

- Participate fully in the five-step School Travel Planning process.
- Contribute in-kind staff time for data collection, meetings and implementation tasks.
- Allow select students to participate in meetings and assist with implementation.
- Provide meeting space as needed.

School Vice Principal:

Maria Cicchelli
Name

Springvalley Elementary School
School Name


Signature

March 10, 2022
Date

School Travel Planning Municipal Stakeholder Committee Statement of Support

I, David Widdis, representing the Central Okanagan School District No. 23, agree to participate as a member of the Municipal Stakeholder Committee for the City of Kelowna. This commitment will begin immediately and continue on an ongoing basis.

I understand that as a member of the Municipal Stakeholder Committee, my role in this project may include the following responsibilities:

- Consider the *Child and Youth Friendly Land Use and Transport Planning Guidelines* found at www.kidsonthemove.ca/documents.htm when making decisions about Action Plan items.
- Contribute in-kind staff time for meetings, data collection and implementation tasks that are relevant to my organization's existing responsibilities in the community, e.g. transportation engineering and planning departments will oversee infrastructure, police and/or bylaw officers will oversee safety and traffic enforcement, public health and school districts will guide education opportunities, etc.

David Widdis
Name



Signature

Central Okanagan School District No. 23
Organization Name

April 10, 2015
Date

Witness:

Jennifer Pearson
Name



Signature

Central Okanagan School District No. 23
Organization Name

April 10, 2015
Date

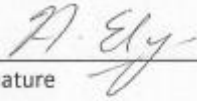
School Travel Planning Municipal Stakeholder Committee Statement of Support

I, Anita Ely, representing the Interior Health Authority, agree to participate as a member of the Municipal Stakeholder Committee for the City of Kelowna. This commitment will begin immediately and continue on an ongoing basis.

I understand that as a member of the Municipal Stakeholder Committee, my role in this project may include the following responsibilities:

- Consider the *Child and Youth Friendly Land Use and Transport Planning Guidelines* found at www.kidsonthemove.ca/documents.htm when making decisions about Action Plan items.
- Contribute in-kind staff time for meetings, data collection and implementation tasks that are relevant to my organization's existing responsibilities in the community, e.g. transportation engineering and planning departments will oversee infrastructure, police and/or bylaw officers will oversee safety and traffic enforcement, public health and school districts will guide education opportunities, etc.

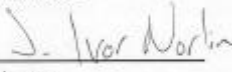
Anita Ely
Name


Signature

Interior health Authority
Organization Name

September 26, 2017
Date

Witness:


Name


Signature

Interior health Authority
Organization Name

September 26, 2017
Date

School Travel Planning Municipal Stakeholder Committee Statement of Support

I, Jerry Dombowsky, representing the Sustainable Transportation Partnership of the Central Okanagan, agree to participate as a member of the Municipal Stakeholder Committee for the City of Kelowna. This commitment will begin immediately and continue on an ongoing basis.

I understand that as a member of the Municipal Stakeholder Committee, my role in this project may include the following responsibilities:

- Consider the *Child and Youth Friendly Land Use and Transport Planning Guidelines* found at www.kidsonthemove.ca/documents.htm when making decisions about Action Plan items.
- Contribute in-kind staff time for meetings, data collection and implementation tasks that are relevant to my organization's existing responsibilities in the community, e.g. transportation engineering and planning departments will oversee infrastructure, police and/or bylaw officers will oversee safety and traffic enforcement, public health and school districts will guide education opportunities, etc.

Jerry Dombowsky
Name

Sustainable Transportation Partnership of the Central Okanagan
Organization Name


Signature

April 10, 2015
Date

Witness:

Ron Westlake
Name

Sustainable Transportation Partnership of the Central Okanagan
Organization Name


Signature

April 10, 2015
Date