

School Travel Plan for **École Crane**

June 2018



ACKNOWLEDGEMENTS

This School Travel Plan (STP) was developed in collaboration with a Stakeholder Committee of volunteer members. The participation of the STP committee members noted below was a critical component of the development of the plan.

École Crane School STP Committee

- Brenda Stewart, *Principal*
- Jérémie Labossière, *Teacher*
- Lorraine Crawford, *Parent Council Chair*

City of Winnipeg STP Committee

- Stephanie Whitehouse, *Active Transportation Coordinator, Public Works*
- David Patman, *Senior Transit Planner, Transit (now Manager of Transportation, Public Works)*
- Jean-Luc Lambert, *Support Services Engineer, Public Works*
- Kyle Lucyk, *Superintendent Parks Services, Public Works*
- Susanne Dewey Povoledo, *Planner, Property and Development*
- Dillon Harris, *Planner, Planning, Property and Development*
- Judy Redmond, *Universal Design Coordinator, Property and Development*
- Natalie Geddes, *Public Engagement Officer, Chief Administrative Office*
- Lisa Fraser, *Communications Officer, Chief Administrative Office*

City of Winnipeg Project Manager

- Chris Baker, *Pedestrian and Cycling Planner, Public Works*

Project Consultant Team

- Jeannette Montufar, *Ph.D., P.Eng., MORR Transportation Consulting Ltd.*
- Rob Poapst, *M.Sc., P.Eng., MORR Transportation Consulting Ltd.*
- Maureen Krauss, *B.A., B.F.A., HTFC Planning & Design*
- Danielle Loeb, *MALA, CSLA, HTFC Planning & Design*

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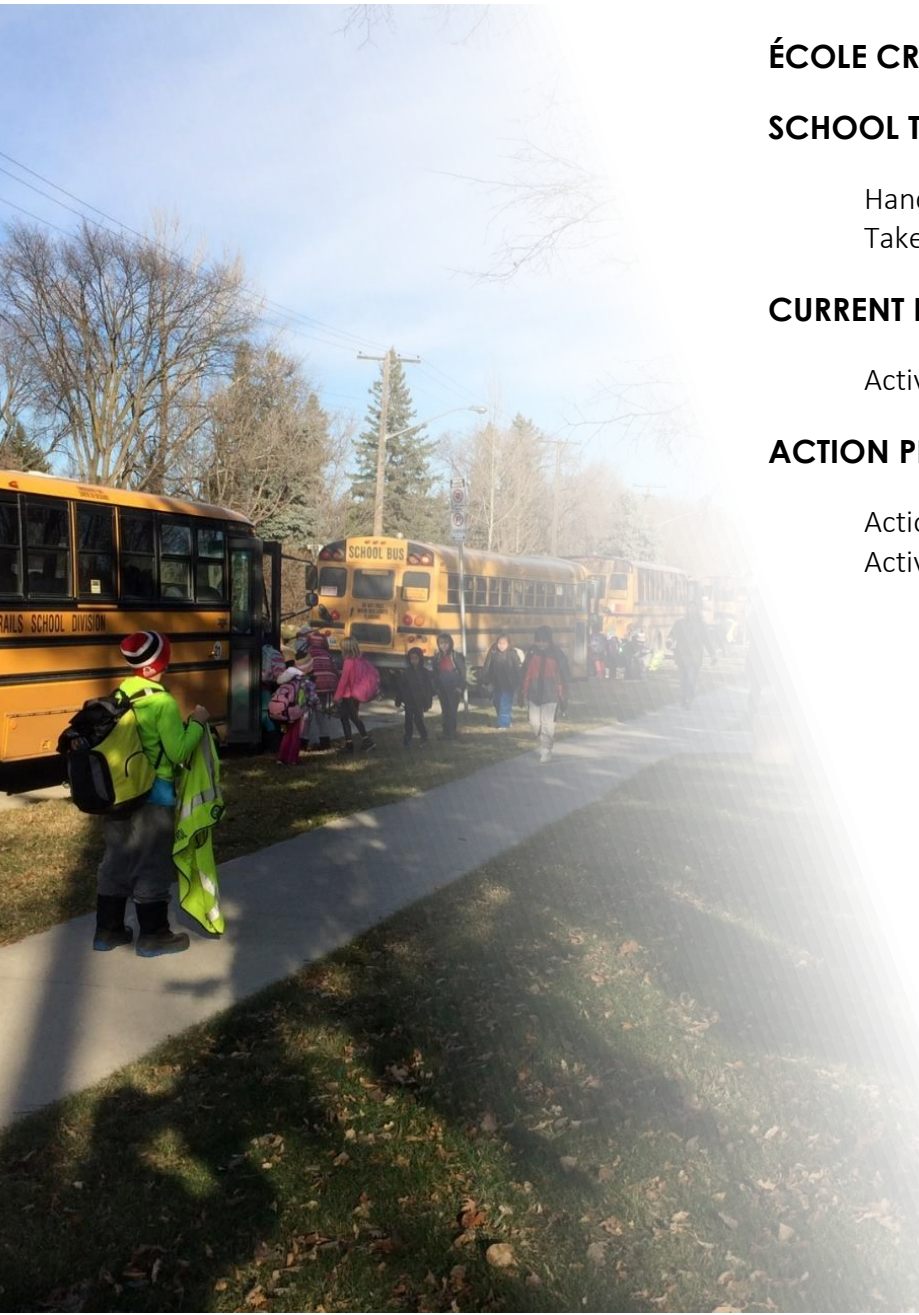


TABLE OF CONTENTS

INTRODUCTION	1
ÉCOLE CRANE SCHOOL PROFILE.....	2
SCHOOL TRAVEL PATTERNS	6
Hands Up Classroom Survey	6
Take-Home Family Survey	8
CURRENT ISSUES FOR WALKING AND CYCLING	10
Active Transportation Road Safety Review Findings	12
ACTION PLAN	16
Action Plan for École Crane.....	17
Active Safe Routes to School Strategies	18

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INTRODUCTION

The increase in active modes of transportation produces a wide array of benefits for communities. Improved levels of physical activity and health, reduced congestion and green house gas emissions, and infrastructure demands as well as independence from automobiles are all direct results of active transportation that promote more livable, sustainable, and vibrant neighborhoods. When these values are encouraged in our younger populations the benefits they produce are long lasting and potentially life changing. To help increase the number of people choosing to commute to and from school using active modes of transportation and to improve the community vibrancy in East Fort Garry, the City of Winnipeg commissioned MORR Transportation Consulting in 2017 to develop a School Travel Plan (STP) for École Crane School. School Travel Plans are an excellent tool to help deal with travel-related issues at schools and encourage safe, healthy, active travel to and from school. By engaging stakeholders (e.g., school boards, parents, students, and educators) and applying safety engineering expertise, STPs assess the barriers to active school travel and implement action plans to improve the safety of active travel for children and members of the school community.

Specific outcomes of STPs are to: (1) determine school travel patterns through three hands-up classroom surveys and a take-home family survey; (2) identify current walking and cycling issues through the take-home family survey, a walkabout of the school transportation network, an STP workshop for parents, and an engineering safety review; and (3) develop an action plan of initiatives that will increase the number of people choosing to commute to and from school using active modes of transportation. Results from the STP have also been leveraged to assist in the development of neighbourhood-level strategies as part of the East Fort Garry Walk Bike Project.

When effectively coordinated and implemented STPs can result in positive school travel behaviour change, and ultimately provide substantial benefits. This STP is a living document which should be revisited regularly to update the status of Action Plan items and to incorporate future findings resulting from evaluations.

ÉCOLE CRANE SCHOOL PROFILE

École Crane School is in the East Fort Garry neighbourhood on the south side of Crane Ave between Pheasant St and Oriole St. The school is a public French immersion, elementary school in the Pembina Trails School Division. The school opened in 1955 and has 229 enrolled students (2017-2018 school year) and 28 staff.

Figure 1 illustrates the catchment area for the school, which extends to various neighbourhoods in South Winnipeg as this is the only French immersion elementary school in the area. Figure 2 illustrates the study area used in this STP, which is defined by a 1 km radius around the school. Figure 3 illustrates the existing transportation network in the immediate vicinity of the school.

Only two percent of the school population lives within half a kilometer of the school. 21 percent lives within 1.5 kilometers, and 60 percent lives within three kilometers from the school. 40 percent lives over three kilometers away from the school.

QUICK FACTS

Grades: K - 4

No. of students: 229

No. of staff: 28

No. of school buses: 6






School class times: 08:40 – 15:15

Division: Pembina Trails

No. of parking spaces for staff/visitors: Approx. 27

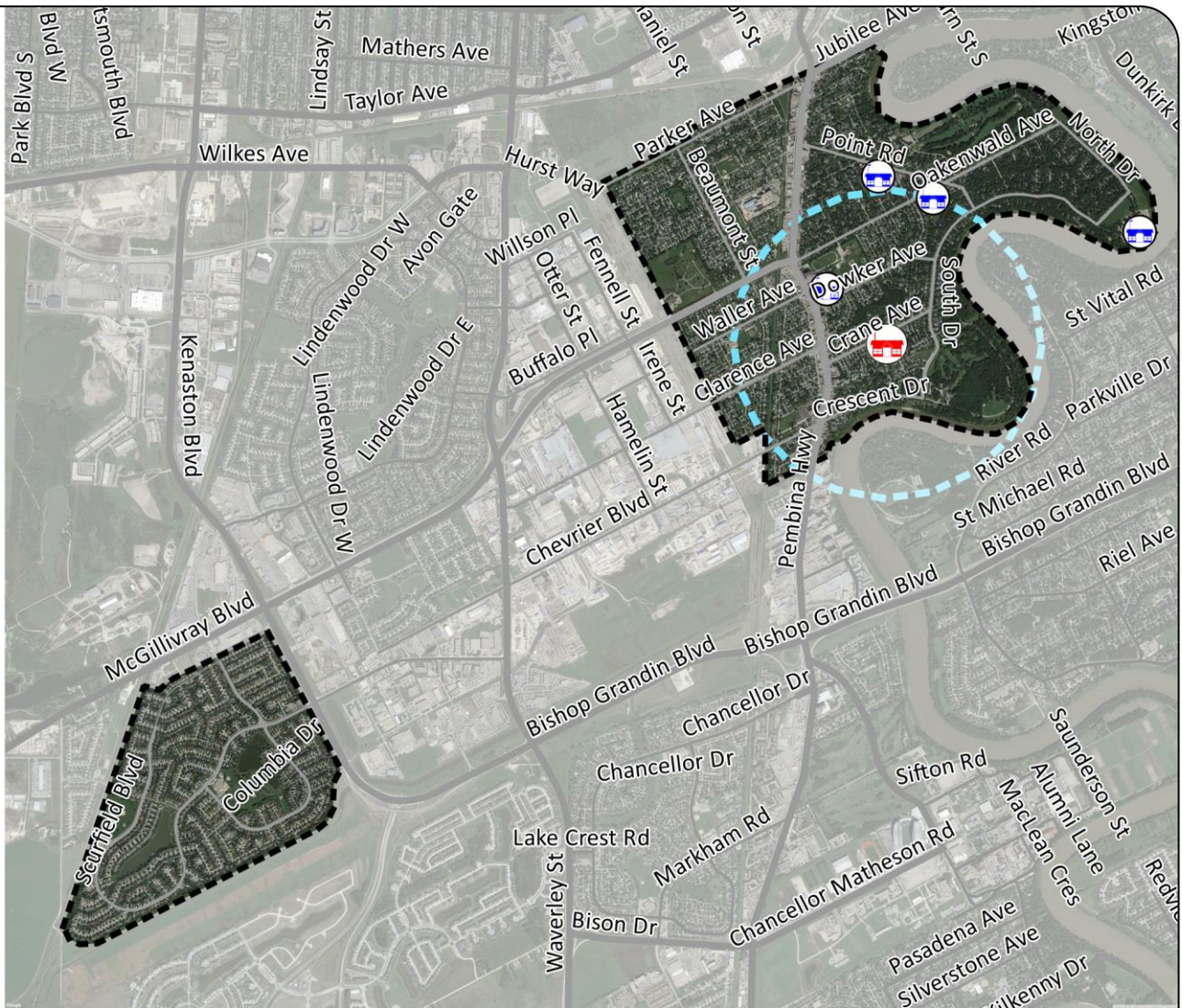


LEGEND

-  ÉCOLE CRANE
-  OTHER COMMUNITY SCHOOL
-  1 KM RADIUS
-  STUDENT CATCHMENT AREA
-  STREETS










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School Travel Plan for École Crane
Figure 1
STUDENT CATCHMENT AREA



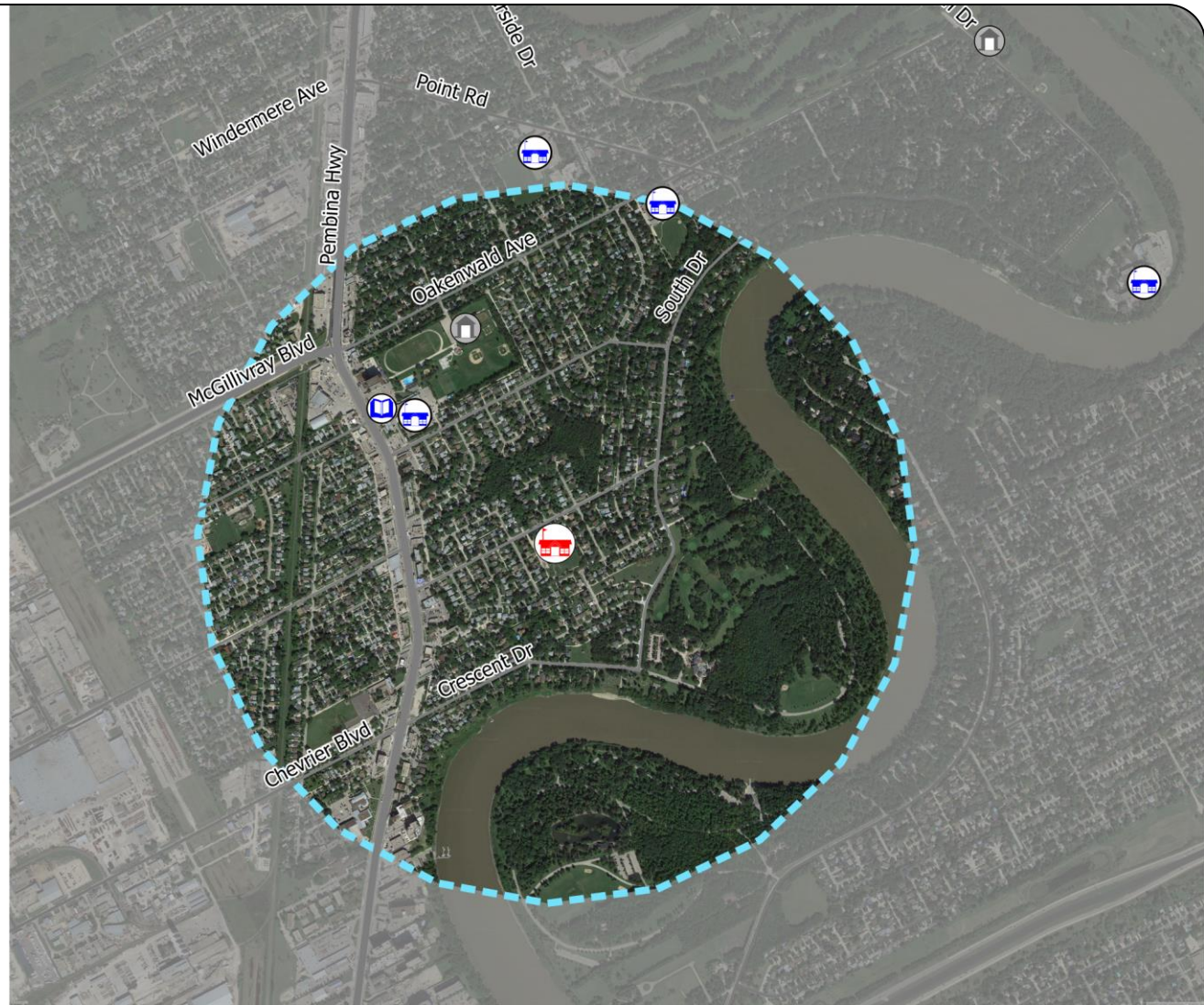
LEGEND

-  ÉCOLE CRANE
-  OTHER COMMUNITY SCHOOL
-  LIBRARY
-  COMMUNITY CENTRE
-  1 KM RADIUS
-  ARTERIAL STREETS
-  COLLECTOR STREETS

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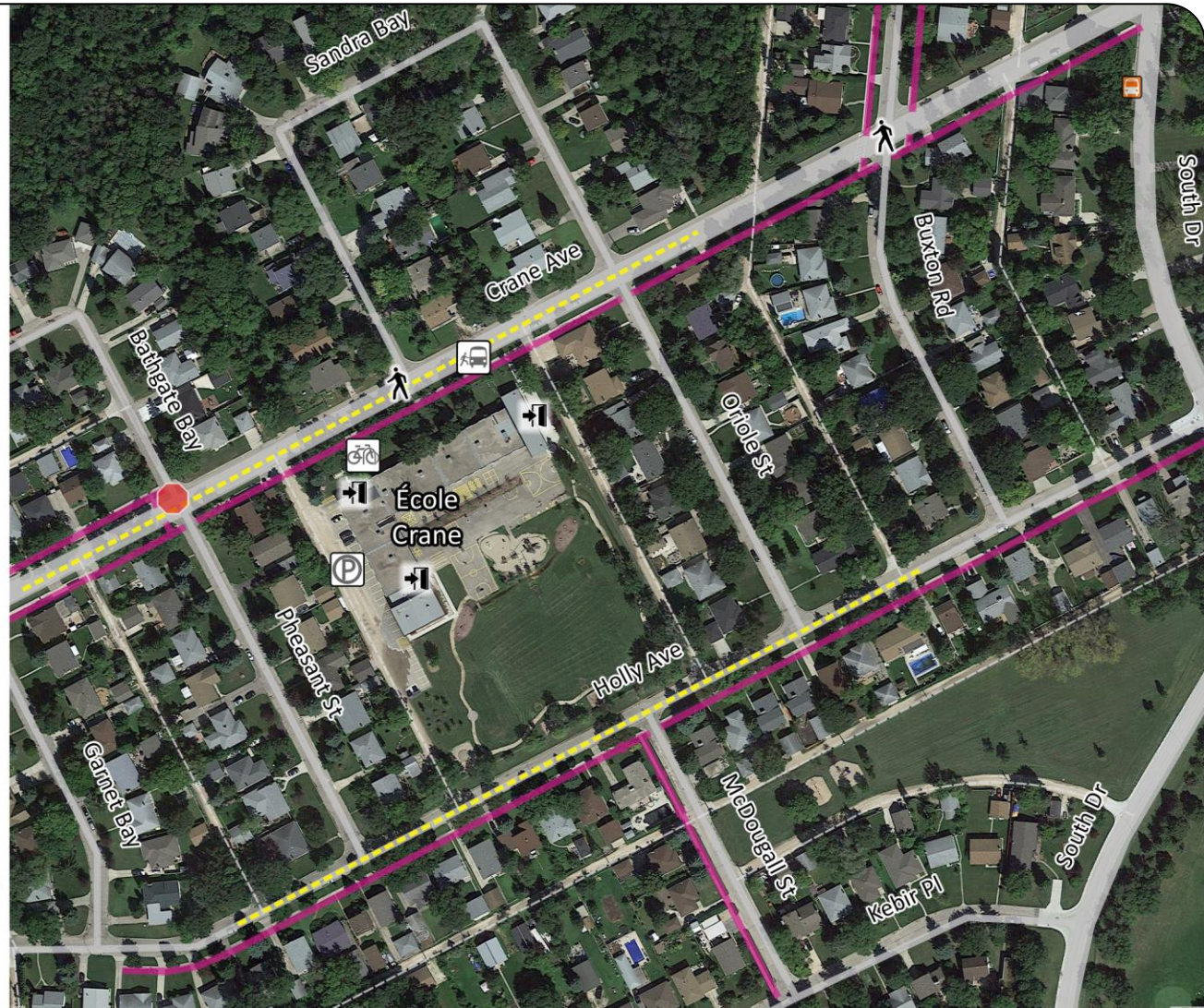
LEGEND

-  ALL WAY STOP
-  PEDESTRIAN CROSSWALK
-  SCHOOL ENTRANCE
-  BICYCLE STORAGE
-  VEHICLE PARKING
-  SCHOOL BUS LOADING ZONE
-  TRANSIT STOP
-  SIDEWALK
-  ALLEY
-  REDUCED SPEED SCHOOL ZONE

0 40 80 120 m



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School Travel Plan for École Crane

Figure 3
EXISTING TRANSPORT NETWORK AROUND THE SCHOOL



SCHOOL TRAVEL PATTERNS

Travel data was collected through classroom and take-home surveys. Findings regarding travel to and from school are summarized here.

HANDS UP CLASSROOM SURVEY

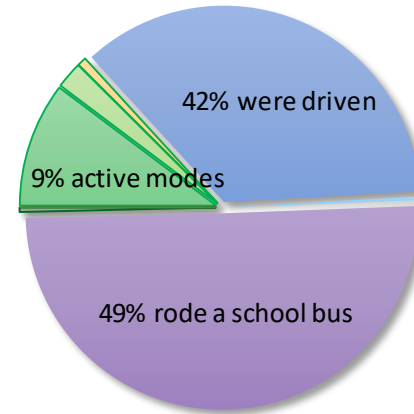
Student travel mode information was collected through a “hands-up” survey with the assistance of academic staff. The survey was administered for three, five-day periods starting September 25th, December 13th, and April 16th to represent the three school seasons Fall, Winter, and Spring respectively. Each day during the survey, the teacher would ask students how they travelled to and from school that day. School staff also participated in the survey. Over the three five-day periods of data collection approximately 2,800 responses were collected.

Figure 4 shows the average travel mode of the school population across all periods and the results by travel mode for each season.

Approximately 40% of students are driven to school and approximately 50% rode the school bus. Walking trips account for 10% of all trips in the fall and drop to 5% in the winter. At its greatest, cycling trips account for 1%.

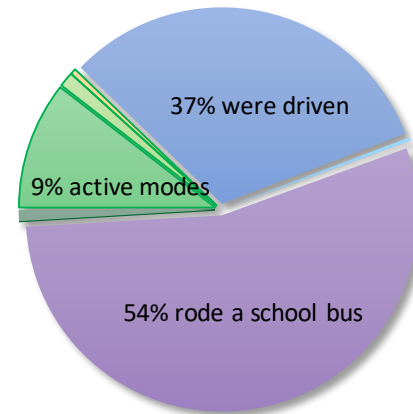
Travel TO School

Travel	Percent of Survey Responses			
	Fall	Winter	Spring	Average
Walked	10%	4%	6%	7%
Walked part way	2%	1%	2%	2%
Biked	1%	0%	0%	0%
Were Driven	36%	45%	43%	41%
Carpooled	0%	1%	1%	1%
Rode school bus	50%	47%	48%	49%
Rode public transit	0%	1%	0%	0%
Other	0%	0%	0%	0%



Travel FROM School

Travel	Percent of Survey Responses			
	Fall	Winter	Spring	Average
Walked	11%	5%	6%	8%
Walked part way	1%	1%	1%	1%
Biked	0%	0%	0%	0%
Were Driven	32%	41%	38%	37%
Carpooled	0%	0%	1%	1%
Rode school bus	55%	52%	53%	53%
Rode public transit	0%	0%	0%	0%
Other	1%	1%	1%	1%



TAKE-HOME FAMILY SURVEY

A take-home survey notice was delivered to families on October 5th and made available on-line from October 5th to October 9th. A total of 52 parents answered travel-related and safety-related questions about their oldest child attending the school so as not to double count. Figure 5 shows the travel mode for winter and non-winter months, of children attending the school. The results are similar to those from the hands-up survey, with no real change in mode of travel between winter and non-winter months.

The most common reasons parents drive their children to and/or from school are:

- 60% Distance from home too far;
- 57% I'm on my way somewhere else (e.g. to work)
- 43% Convenience/time pressures; and
- 20% Traffic danger.

Subsequently, the most common reasons parents would allow their children to walk and bike to school are:



I would allow my child to walk to school if

- 68% - They did not live so far from school.
- 48% - They did not walk alone.
- 48% - They were older.
- 23% - There was an improved walking route.

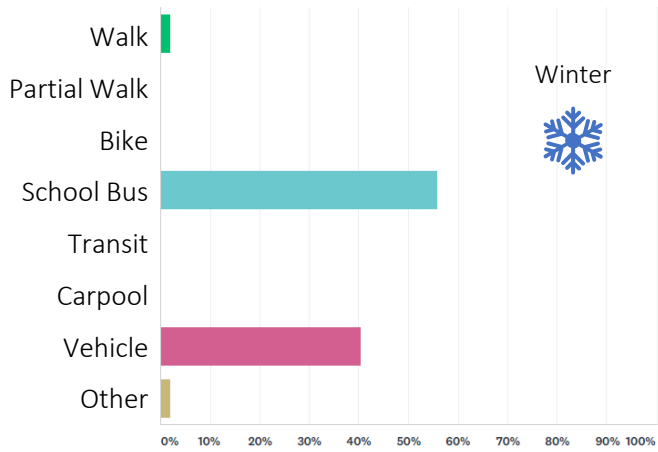
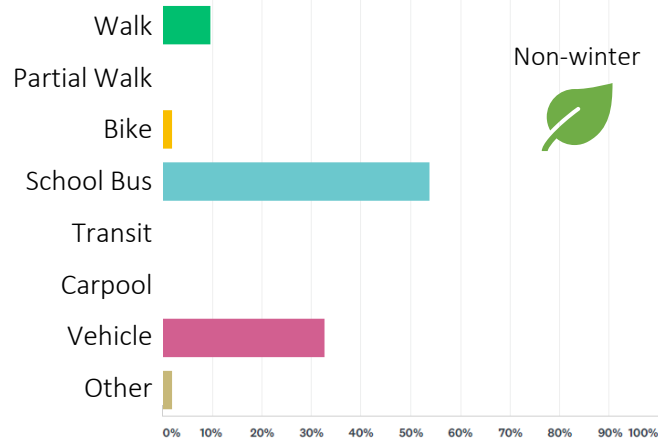


I would allow my child to cycle to school if

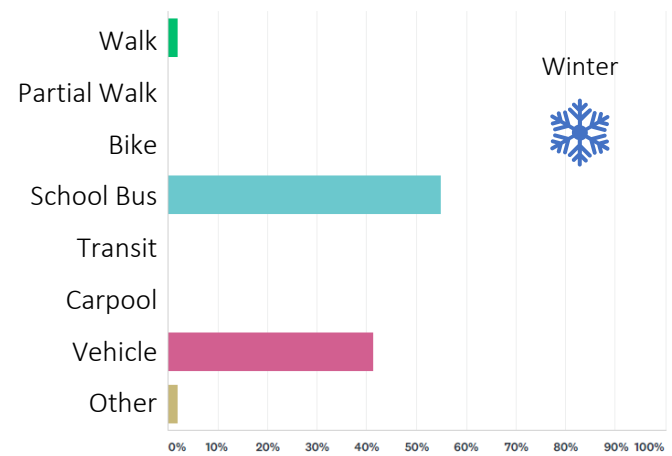
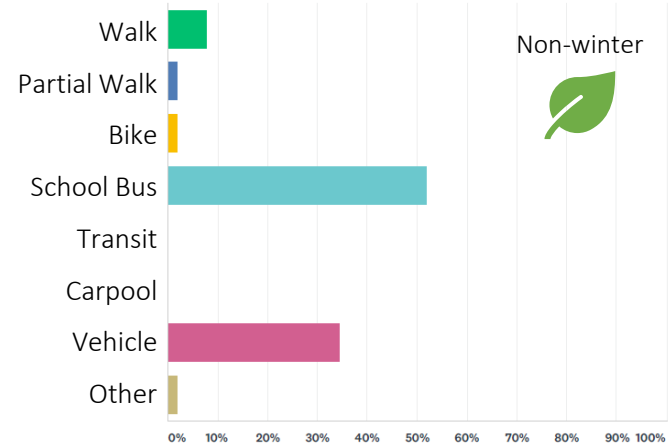
- 67% - They were older.
- 52% - They did not cycle alone.
- 39% - There were reduced traffic dangers.
- 36% - They did not live so far from school.
- 30% - There was an improved cycling route.

Walking and cycling safety training can play a major role in reducing barriers such as the perception of traffic danger and the perception that a child is too young to understand how to safely navigate the route to school as a pedestrian or cyclist.

Travel TO School



Travel FROM School



CURRENT ISSUES FOR WALKING AND CYCLING

An essential aspect of school travel planning is to identify issues that could be: (1) negatively impacting the ability of students and staff to walk or bike to school; or (2) negatively affecting safety. These issues may be related to access, congestion, car parking, cycle storage, and traffic operations, infrastructure maintenance, and others. For this STP, four approaches were taken to collect this information:

1. A walkabout (detailed to the left) was conducted with members of the STP committee on November 3rd, 2017.
2. An STP Workshop was held on November 14th, 2017.
3. A take-home survey was sent with students on October 5th, 2017 for parents to provide input.
4. An active transportation road safety review was completed by the engineering team developing this STP.

The following key concerns were identified from the first three data collection approaches.

- **Drop-off and pick-up of students** – over 50 percent of students take the school bus and the school has an effective and efficient school bus loading operation. However, 40 percent of students are driven and the alleyways on either side of the school can become congested during drop-off and pick-up times which is an access issue for residents. In terms of student safety, the school requires parents to leave their vehicle to pick up their child which helps to ensure their safe returning to the vehicle. A majority of these vehicles park on Oriole St.
- **Missing links in the sidewalk network** – Many parts of sidewalk network that students may use to access the school are missing. This is a safety issue for students walking or cycling as they put themselves at increased risk when sharing

STP Committee Walkabout

On November 3rd, 2017, a school walkabout was conducted with members of the STP Committee to identify potential barriers to safety and mobility as well as opportunities for enhanced walking and cycling. Photo documentation and record of the physical environment was collected along the walking route shown below.



the roadway with vehicular traffic. The following missing sidewalk connections were identified:

- South Dr between North Dr and Crane Ave.
 - Kebir Pl between Crescent Dr and South Dr.
 - West side of Garnet Bay from Holly Ave to Crane Ave.
 - South side of Point Rd between Pembina Hwy and South Dr.
- **Traffic safety issues** – The most commonly identified issues regarding safety were the following:
 - Lack of walking and cycling facilities along South Dr. Considered unsafe due to presence of SJR school buses and perceived high vehicle speeds.
 - Pembina Hwy is perceived as too busy and wide for young children to cross alone.
 - Poor site lines and stopping violations perceived at Dowker Ave, Lyon St, and Buxton Rd intersection.
 - Lack of pedestrian crossing opportunity across Holly Ave.
 - High traffic volumes and speeds perceived on Kebir Pl due to vehicles using the roadway as a cut through to avoid the intersection of Crescent Dr and South Dr.
 - Speeding and stopping violations perceived at pedestrian crosswalk at Dowker Ave and Crowson Bay.
 - Skewed intersections on Point Rd (e.g., at Waterford Ave).
 - High vehicle volumes perceived on Point Rd and Oakenwald.

- **Snow accumulation in winter months** – Snow accumulation in the school bus loading zone was identified as a safety hazard for students as it increases the likelihood of students slipping and sliding onto the roadway.

ACTIVE TRANSPORTATION ROAD SAFETY REVIEW FINDINGS

The active transportation road safety review found the issues shown in Figure 6 and illustrated in the pages that follow the figure. The safety review was conducted along various corridors connecting to the school and guided by walking and cycling issues identified as part of the STP walkabout, STP workshop, and the take-home family survey. These reviews are intended to evaluate the safety performance of a facility from the road design, traffic operations, and road maintenance perspectives. The goal of an active transportation road safety review is to identify issues that may need to be addressed to improve the accommodation of all road users with an emphasis on pedestrians and cyclists.



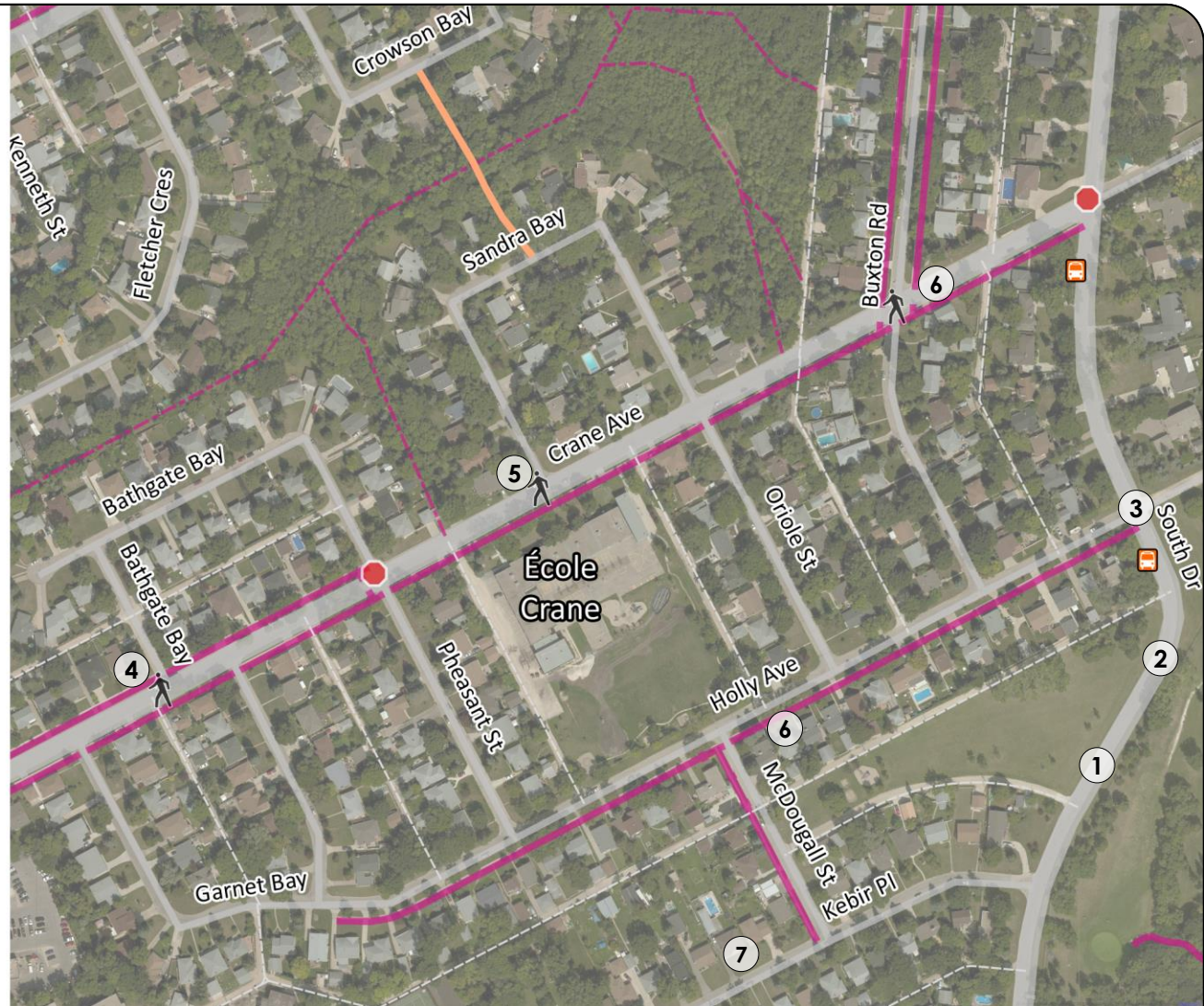
LEGEND

- # SAFETY ISSUES
- ALL WAY STOP
- 🚶 PEDESTRIAN CROSSWALK
- 🚌 TRANSIT STOPS
- ROADWAYS
- - - ALLEYWAYS
- SIDEWALKS
- OFF-STREET PATHWAY

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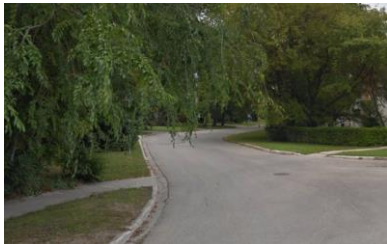


School Travel Plan for École Crane

Figure 6
ISSUES FROM ACTIVE TRANSPORTATION SAFETY REVIEW

SUMMARY OF FINDINGS FROM THE ACTIVE TRANSPORTATION ROAD SAFETY

	ID	Safety Issue	Photo	Potential Countermeasure
SOUTH DRIVE	1	There is currently no sidewalk provided along South Drive (shown in photo north of Crane Ave). South Dr is currently largely dominated by vehicles and does not provide a welcoming environment for vulnerable road users.		Installing a sidewalk along South Dr would provide a safe path for pedestrians to commute along this segment of roadway. The presence of worn out paths through grass along the roadway indicates that pedestrians are already using the facility.
	2	There is currently no warning of the curve on South Dr between Holly Ave and Kebir Pl to alert drivers of the changing road conditions. There is also an obstruction of drivers' sightlines when approaching the curve caused by the Kebir Pl Playground. This segment of roadway may cause driver discomfort or perceived lack of control if driving at the current speed limit of 50 km/h.		Install an advisory reduced speed limit sign along South Dr at the horizontal curve between Crane Ave and Kebir Place.
	3	No pedestrian accommodation at crosswalk at South Dr and Holly Ave to provide access to Crescent Drive Park.		Add pedestrian crossing control as per Pedestrian Crossing Control Guide.

	ID	Safety Issue	Photo	Potential Countermeasure
CRANE AVENUE	4	Undesirable pedestrian landing area at intersection of Crane Ave and Bathgate Bay. This would pose problems for people on wheel chairs.		Improve landing area at intersection.
	5	There is currently no landing area on the north limit of the crosswalk crossing Crane Ave directly in front of the school.		Provide a paved landing area at the end of the crosswalk. This would increase pedestrian visibility and ensure that pedestrians complete the crossing in a safe zone. Providing an appropriate crosswalk in this location would increase the safety of the facilities directly surrounding the school and could increase pedestrian presence in the area.
HOLLY AVE	6	There is no crossing opportunity along Holly Ave to provide students access from the south sidewalk to school ground entrances.		Install a crosswalk aligned at the southeast corner of the schoolyard. This would allow students commuting from the south side of Holly Ave to cross the roadway safely and enter the schoolyard by the access fence located at the southeast corner.
KEBIR PL	7	There is no sidewalk provided along Kebir Pl (shown in photo north of Crescent Dr).		Provide sidewalk along Kebir Pl.


ACTION PLAN

The main goal of this STP is to increase the number of people choosing to commute to and from school using active modes of transportation. This action plan combines input received from stakeholders (i.e., STP committee and family survey respondents) as well as expert knowledge regarding road safety. The plan incorporates initiatives under the 5Es: education, encouragement, enforcement, engineering, and evaluation. Each is described below followed by the Action Plan.

•Actions primarily aimed at helping children build their pedestrian, bicycling, traffic, and social skills, but also include actions that educate parents and other motorists.

Education 


•Actions that provide incentives for students to walk and ride to school, as well as actions that encourage communities to maintain safe routes for students

Encouragement 


•Initiatives that increase awareness and reduce the frequency of crime and traffic safety problems

Enforcement 

•Actions that improve the safety of pedestrians and cyclists within the built environment

Engineering 

•Refers primarily to data collection from students and parents to assess their behavior, beliefs, and attitudes towards non-motorized travel, and to track the impact of various initiatives

Evaluation 

ACTION PLAN FOR ÉCOLE CRANE

ACTION ITEM	FREQUENCY	OWNERSHIP		ACTION TYPE				
		School Community	City	Education	Encouragement	Enforcement	Engineering	Evaluation
Update School Travel Plan	Annual	✓						✓
Conduct hands-up survey	Seasonal	✓						✓
Conduct parent survey	Annual	✓						✓
Walking/cycling safety training	Annual	✓		✓				
Implement walk-a-block*	Weekly/Daily	✓		✓	✓			
Implement outdoor classrooms*	Seasonal	✓		✓	✓			
Snow removal around school	As needed	✓	✓				✓	
Implement recommendations from AT road safety review	As possible		✓				✓	
Enforcement in school zones (speed, stop sign violations, etc)	Quarterly					✓		

* Active Safe Routes to School strategies are described in the next section.

ACTIVE SAFE ROUTES TO SCHOOL STRATEGIES

The Active and Safe Routes to School (ASRTS, www.ontarioactiveschooltravel.ca) program has existed in Canada since 1996 and is in-place to promote the use of active transportation (AT) modes for children commuting to/from school and to educate students about the benefits of AT through special events and activities. Children are significantly less active than they used to be, and this trend aligns with a bias of school commuting patterns involving non-active modes. This leads to serious concerns for youth and communities in general, including:

- Reduced safety in surrounding areas during drop-off and pickup times due to the increased number of vehicles making irregular movements.
- Air pollution which erodes health and poses environmental risk.
- Development of a sense of auto-dependency among children.

With encouragement and education from the ASRTS program, the goal is to increase the number of children choosing AT modes to commute to/from school. An increase in the number of children walking and cycling improves their cognitive/physical development, concentration, and motor skills. It also reduces future health care costs and provides a sense of community and neighborhood awareness.

In addition, the ASRTS program yields significant educational benefits to the children involved. Children do not have the same instincts as adults when assessing dangers such as moving vehicles. Proper education can significantly improve a child's ability to comprehend the safety of a traffic situation. The physical act of walking children to school and negotiating streets also helps children to develop proper traffic safety awareness. The proper implementation of the ASRTS program can help children to realize the many benefits of a healthy commute.

Walk-a-Block

Walk-a-block arrangements work well for families that live too far from schools for children to walk all the way, or for working parents who drop their kids off on the way to work. Safe and legal parking spaces are identified one or two blocks (or further) away from the school. From these spots, parents can walk their kids the rest of the way, or children can join other students walking to school.

This arrangement provides an enjoyable walk, and reduces traffic congestion around schools, allowing for better safety, and better access for school buses and students walking or biking. After school, students can walk to the assigned spot to meet with the driver. When designating parking spots, be sure to consult with neighbors, and consider existing facilities such as Churches or Community Centres willing to participate



Resources & Tools

[Green Communities Canada – Active and Safe Routes to School Program](#)

[Alberta's Active and Safe Routes to School Resource Manual](#)

Outdoor Classroom

Outdoor Classrooms or Outdoor Classroom Day involves taking the class outside to learn. Classrooms from around the world participate in Outdoor Classroom Day by taking lessons outside and prioritizing playtime. Being outside can help students focus, increase creativity and imagination and have more fun. Benefits can include improved social skills, problem solving skills, and team work skills.

OUTDOOR
CLASSROOM
DAY



Resources & Tools

[Outdoor Classroom Day Website](#)