

School Travel Plan for **Oakenwald School**

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.

Oakenwald School STP Committee

- Tanis Thiessen, *Principal*
- Donna Thomas, *Administration*
- Justin Frutos, *Parent Council Representative*

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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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 Oakenwald 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.



OAKENWALD SCHOOL PROFILE

Oakenwald School is in the East Fort Garry neighbourhood on the south side of Oakenwald Ave between Lyon St and Point Rd. The school is a public, elementary school in the Pembina Trails School Division. The school has 201 enrolled students (2017-2018 school year) and 26 staff.

Figure 1 illustrates the catchment area for the school, which extends to various neighbourhoods in East Fort Garry. 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.

Thirty two percent of the school population lives within half a kilometer of the school, 66 percent lives within 1.5 kilometers, and about 94 percent lives within three kilometers from the school. Approximately six percent lives over three kilometers away from the school.

QUICK FACTS

Grades: K - 6

No. of students: 201

No. of staff: 26

No. of school buses: 1

School class times: 08:50 – 15:40

Division: Pembina Trails

No. of parking spaces for staff/visitors: Approx. 32



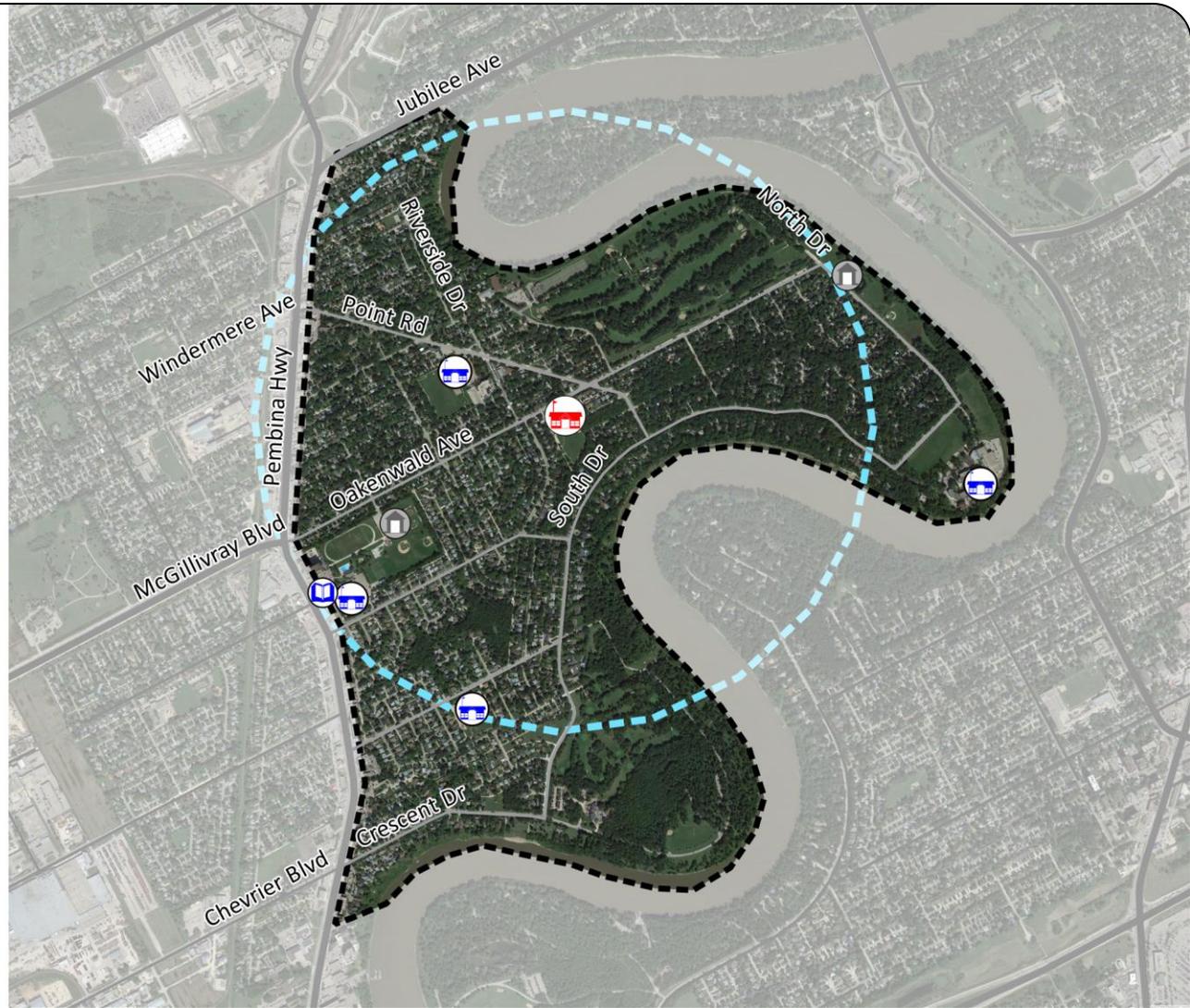
LEGEND

-  OAKENWALD SCHOOL
-  OTHER COMMUNITY SCHOOL
-  1 KM RADIUS
-  STUDENT CATCHMENT AREA
-  STREETS

0 250 500 750 1000 m



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School Travel Plan for Oakenwald School

Figure 1
STUDENT CATCHMENT AREA



LEGEND

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

0 200 400 600 800 m



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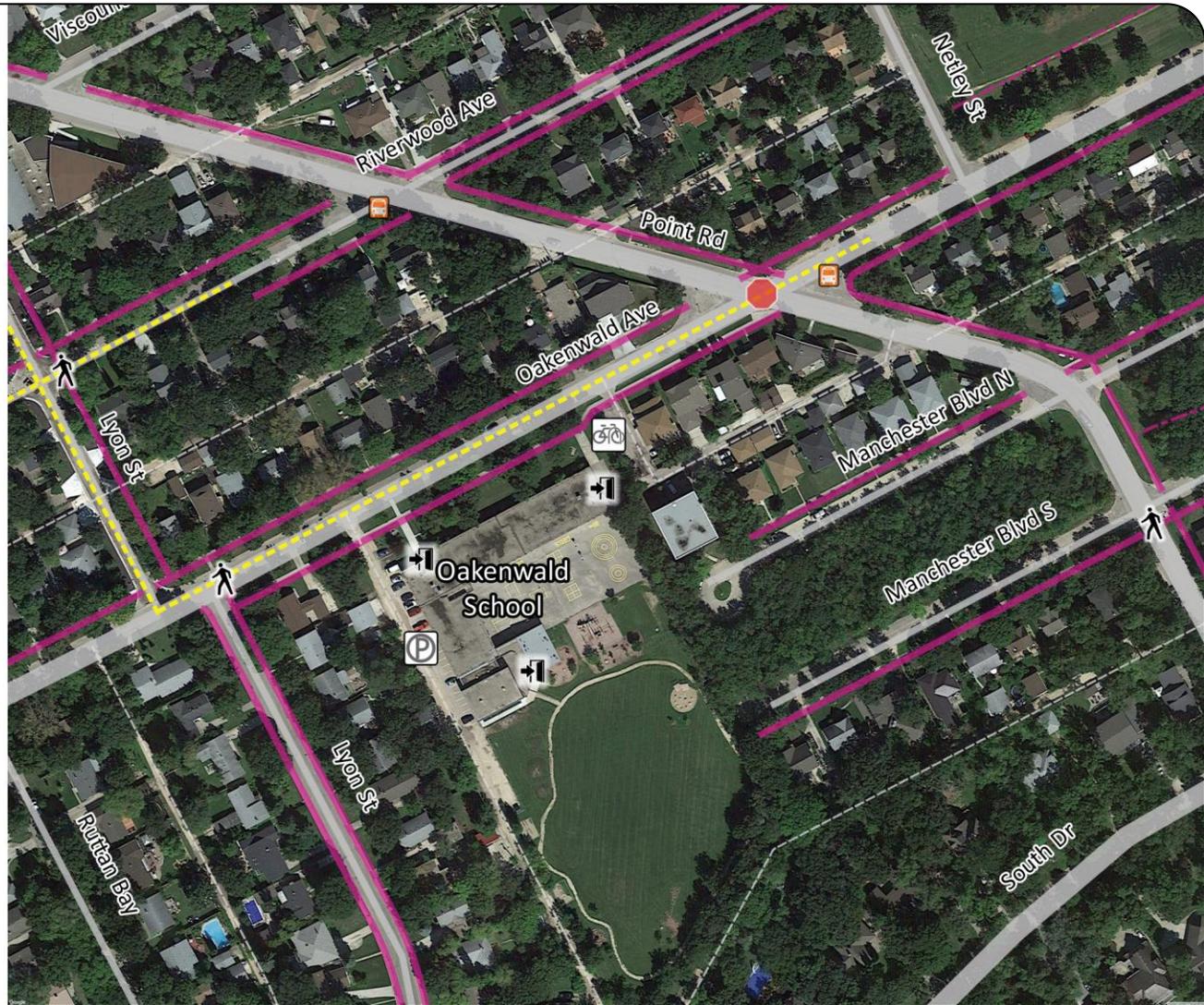
LEGEND

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

0 40 80 120 m



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School Travel Plan for Oakenwald School

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.

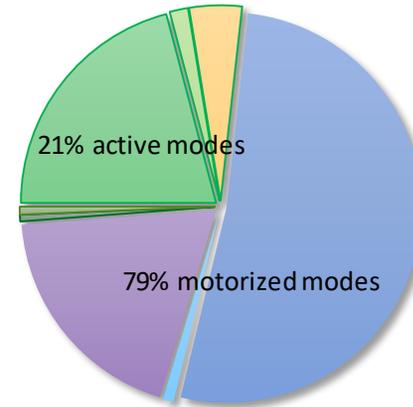
HANDS UP CLASSROOM SURVEY

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 4th, 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.

More than half of students are driven to school and another 20% take the school bus. Walking trips are more likely to occur in the afternoon (traveling from school) than in the morning (18% walk to school while 22% walk from school). Cycling trips account for 3% of all trips in the morning and afternoon, respectively.

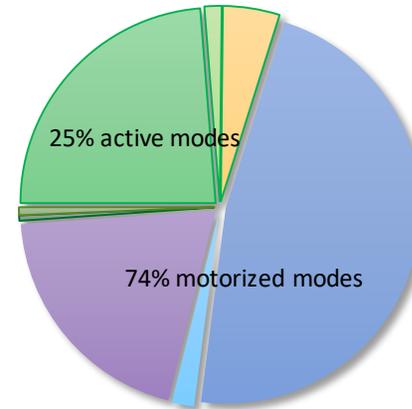
Travel TO School

Travel	Percent of Survey Responses			
	Fall	Winter	Spring	Average
Walked	21%	16%	13%	17%
Walked part way	2%	1%	1%	1%
Biked	4%	1%	3%	3%
Were Driven	52%	60%	62%	58%
Carpooled	1%	2%	1%	1%
Rode school bus	19%	21%	18%	20%
Rode public transit	1%	0%	1%	0%
Other	1%	0%	0%	0%



Travel FROM School

Travel	Percent of Survey Responses			
	Fall	Winter	Spring	Average
Walked	24%	20%	20%	21%
Walked part way	1%	1%	1%	1%
Biked	5%	1%	3%	3%
Were Driven	47%	54%	54%	52%
Carpooled	2%	2%	2%	2%
Rode school bus	20%	21%	18%	20%
Rode public transit	0%	0%	0%	0%
Other	1%	0%	0%	0%



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 50 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, except parents indicated their child had biked to or from school more often than their children did in the hands up-survey.

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

1. I'm on my way somewhere else (e.g. to work);
2. Convenience/time pressures; and
3. Personal safety issues (e.g. bullying, stranger danger, etc.).

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

- 59 They were older.
- 53 They did not walk alone.
- 35 There were reduced traffic dangers.
- 29 There was an improved walking route.

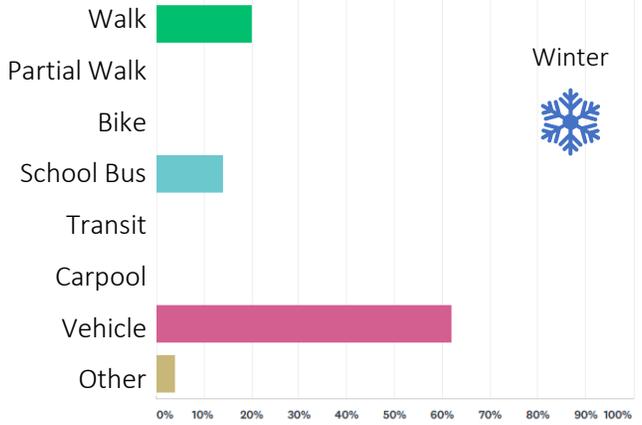
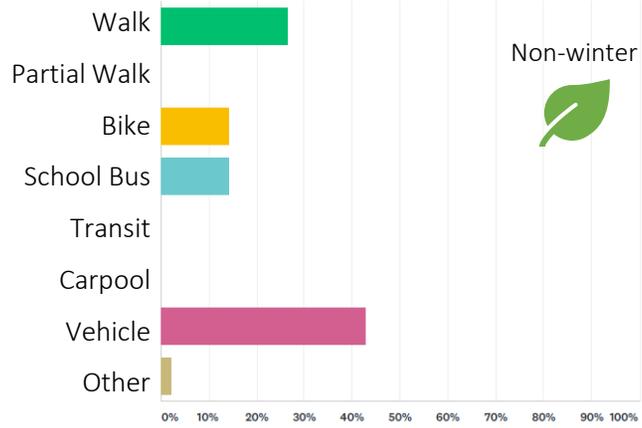


% I would allow my child to walk to school if

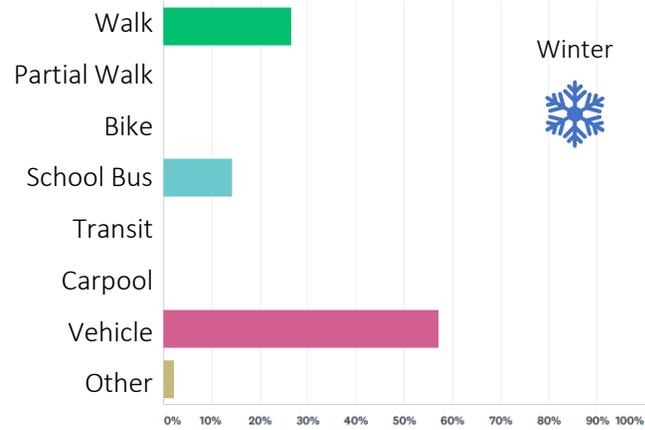
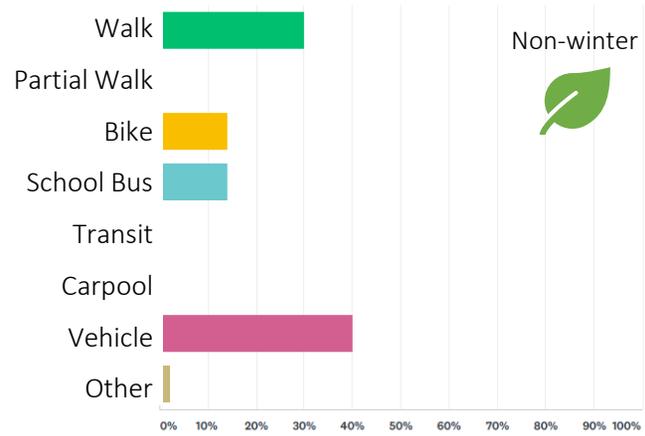
- 60 They were older.
- 40 There were reduced traffic dangers.
- 31 They did not cycle alone.
- 29 There was an improved cycling route.

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:

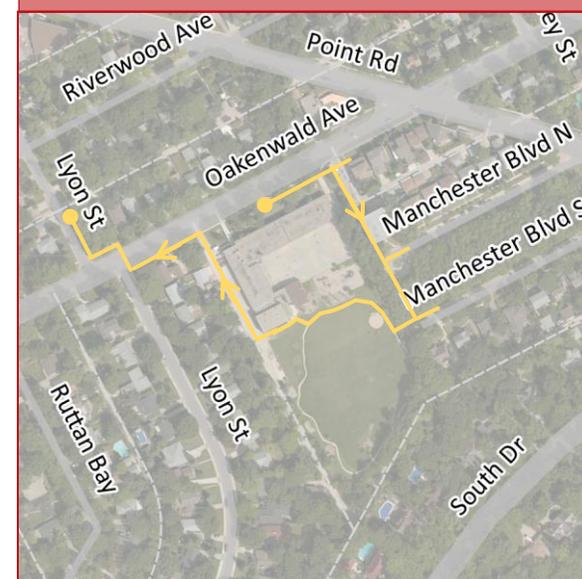
1. A walkabout (detailed in the side-bar) was conducted with members of the STP committee on October 27th, 2017.
2. An STP Workshop was held on November 14th, 2017.
3. A take-home survey was sent with students for parents to provide input.
4. An active transportation road safety review was completed 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** – Lack of a physical student loading zone raises safety and operational concerns for students being dropped off and picked up from school. Students transported by vehicles are typically dropped off and picked up at three locations; (1) on Oakenwald Ave right in-front of the school in the no parking zone; (2) in the staff parking lot located to the west; (3) or the condo parking lot located to the immediate east of the school. Frequent stopping and starting along a roadway and pulling in and out of parking lots may present operational and safety issues. In addition, the condo residents have expressed frustration of the drop-off/pick-up congestion in their parking lot and back-lane.
- **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

STP Committee Walkabout

On October 27th, 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.



students walking or cycling as they put themselves at increased risk when sharing the roadway with vehicular traffic. Critical missing sidewalk connections were identified as:

- South side of Oakenwald Ave between Wicklow St and Lyon St.
 - West/south side of Point Rd between Pembina Hwy and South Dr.
 - Lack of sidewalk along South Dr.
 - East side of Wicklow St between Somerset Ave and Riverwood Ave.
 - Sidewalks on Manchester Blvd north and south stop short of school property entrances.
 - West and East side of Lyon St front-of-curb sidewalk was identified to seem unsafe during winter due to snow accumulation and lack of boulevard to buffer students from the roadway.
- **Traffic safety issues** – The most commonly identified issues regarding safety were the following:
 - Skewed intersections on Point Rd, specifically at Oakenwald Ave.
 - High speeds and poor driver sightlines perceived at pedestrian crossing on Point Rd and Manchester Blvd S.
 - Poor intersection configuration at Oakenwald Ave and Wicklow St. Specifically, the stop sign for vehicles travelling west on Oakenwald Ave is located after the pedestrian crossing.
 - Lack of pedestrian crossing opportunities (e.g., Oakenwald Ave and Ruttan Bay, Riverwood St and Wicklow St).
 - Safety issues perceived at Dowker Ave and Lyon St due to poor geometry and vehicle stopping violations.

- High vehicle speeds perceived on Point Rd, Oakenwald Ave, and Riverside Dr.
- Poor traffic operations perceived at the intersection of Pembina Hwy and Point Rd cause safety issues for vulnerable road users.
- Lack of bicycle facilities on Point Road.
- Lack of safe routes for children to walk or cycle.
- High traffic volumes perceived around the school.

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.



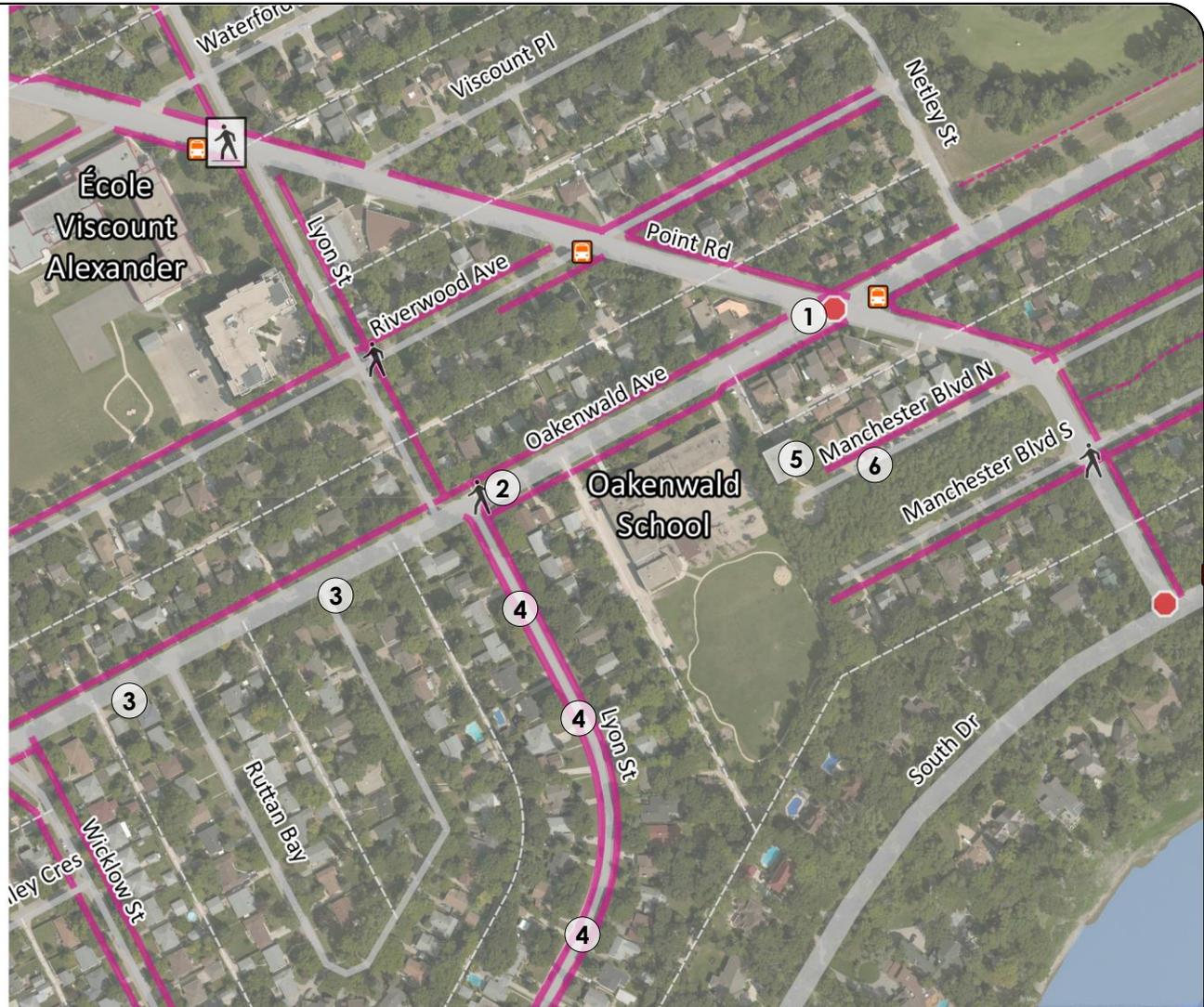
LEGEND

-  SAFETY ISSUES
-  ALL WAY STOP
-  PEDESTRIAN CORRIDOR
-  PEDESTRIAN CROSSWALK
-  TRANSIT STOPS
-  ROADWAYS
-  ALLEYS
-  SIDEWALKS

0 50 100 150 m



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School Travel Plan for Oakenwald School

Figure 6

ISSUES FROM ACTIVE TRANSPORTATION SAFETY REVIEW

SUMMARY OF FINDINGS FROM THE ACTIVE TRANSPORTATION ROAD SAFETY

	ID	Safety Issue	Photo	Potential Countermeasure
OAKENWALD AVE	1	<p>The 4-way stop intersection of Oakenwald Ave and Point Rdis at a 30-degree angle. It is a busy corridor for students before and after school.</p> <p>Patrols with adult supervision are present at critical crossing times but it is still undesirable from a safety perspective mainly due to vehicles not coming to a complete stop at the intersection.</p>		<p>Conduct a detailed road safety assessment at this location to ensure the safety of all users is improved.</p>
	2	<p>Vehicles often do not yield to crossing students at the crosswalk located at Oakenwald Ave and Lyon Street. This poses a safety problem for children who use this facility, particularly during morning and afternoon peak periods. In addition, the alignment of sidewalk ramps at this intersection can pose a challenge for visually-impaired pedestrians.</p>		<p>Installation of a raised crosswalk can assist with traffic calming. Further, a properly paved facility is needed where the foot path is currently present. Also, a curb ramp is required at the end of the sidewalk.</p>
	3	<p>There is no sidewalk on the south side of Oakenwald Ave (school side) between Lyon St and Wicklow Street. This lack of continuity forces pedestrians to cross the road multiple times needlessly.</p>		<p>Install sidewalk to improve pedestrian network connectivity.</p>

	ID	Safety Issue	Photo	Potential Countermeasure
LYON ST	4	The sidewalk on Lyon St (shown in photo north of Dowker Ave) appear to be less than 1.5 metres wide. This width decreases during winter months due to snow accumulation.		Increase sidewalk width to ensure pedestrians are properly accommodated along this street throughout the year.
MANCHESTER BLVD N	5	There are two entrances to the school grounds on the east side of the property where Manchester Blvd north and south end. The sidewalk along both roadways terminates before the entrance gates which causes accessibility issues and safety issues when children are forced onto the roadway.		The north sidewalk on Manchester Blvd N and the south sidewalk on Manchester Blvd S should be completed to the school east entrance gates and connect the field pathway.
	6	Parents currently use the condo to the east of the school and the alleyways that surround the school to drop-off or pick-up children. Safety is a concern for students crossing the alleyways and condo residents become agitated if their spot is occupied.		Promote use of the cul-de-sac at Manchester Blvd N to the east of the school (shown in photo) to parents for drop-off or pick-up.

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.



ACTION PLAN FOR OAKENWALD SCHOOL

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 walking school bus*	Weekly/Daily	✓		✓	✓			
Implement walking buddies*	Weekly/Daily	✓			✓			
Implement walking/wheeling Wednesdays*	Weekly	✓			✓			
Leverage National Days*	As possible	✓			✓			
Snow removal around school, particularly at the bus loading area	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.

Walking School Bus

The walking school bus is 2 or more families travelling to school together and socializing. Volunteer parents living on the same block or the same apartment can start out walking together, and then once trust is built, parents share responsibilities. Implementation includes:

- Garnering interest
- Mapping out candidate routes
- Arrange “meet and greet”
- Distribute toolkit



Resources & Tools

<http://www.saferoutestoschool.ca/>

Walking Buddies

The walking buddies strategy involves two or more students making arrangements to walk to school together. This strategy allows students to walk with the safety of friends, and helps them to gain mutual support and enjoy responsibility. The two types of strategies are: (1) big buddies, where older students (Grade 5 or older) are responsible for younger students, and (2) walking buddies, where similar-aged students walk each other to school.

When using this strategy, routes and meeting places should be designated. In addition, provisions should always be made in case the older student is unavailable for a day. For example, the younger student may be accommodated to school by a parent or a substitute buddy. If desired, students can sign a pledge to get engaged in this strategy and be rewarded for participating at a year-end celebration.



Resources & Tools

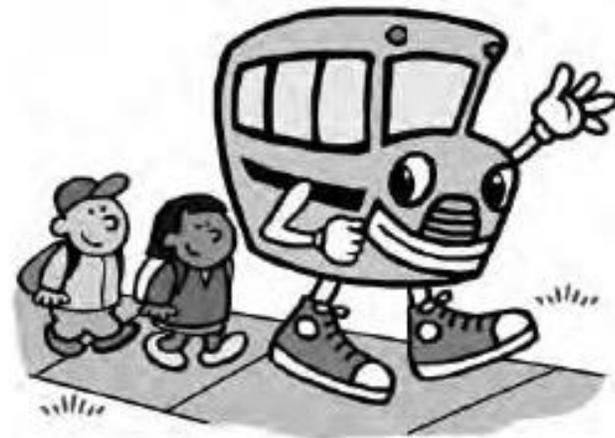
[Green Communities Canada – Active and Safe Routes to School Program](#)

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

Walking Wheeling Wednesdays

Walking and wheeling Wednesdays is an initiative where on Wednesday of each week or one Wednesday of the month all students are encouraged to walk or bike the full way, or even part way to school. The regular occurrence helps students to keep momentum going and help form positive habits for a lifetime. When organizing the event, it is important to inform everybody, including parents, teachers, and students, while emphasizing the health and environmental benefits.

WALKING WEDNESDAYS CLUB!



Resources & Tools

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

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

Leverage National Days

There are many National calendar days that can be leveraged to encourage children to walk or bike to school. This can range from a simple announcement in the morning to a more structured event like the Terry Fox Run or the Commuter Challenge.

Terry Fox Day	September 16, 2018
International Car Free Day	September 22, 2018
National Tree Day	September 26, 2018
International Walk to School Month	October
National Walk to School Day	October 10, 2018
World Health Day	April 7, 2018
Earth Day	April 22, 2018
Outdoor Classroom Day	May 17, 2018
National Health and Fitness Day	June 2, 2018
Commuter Challenge	June 3-9, 2018
Clean Air Day	June 21, 2018

