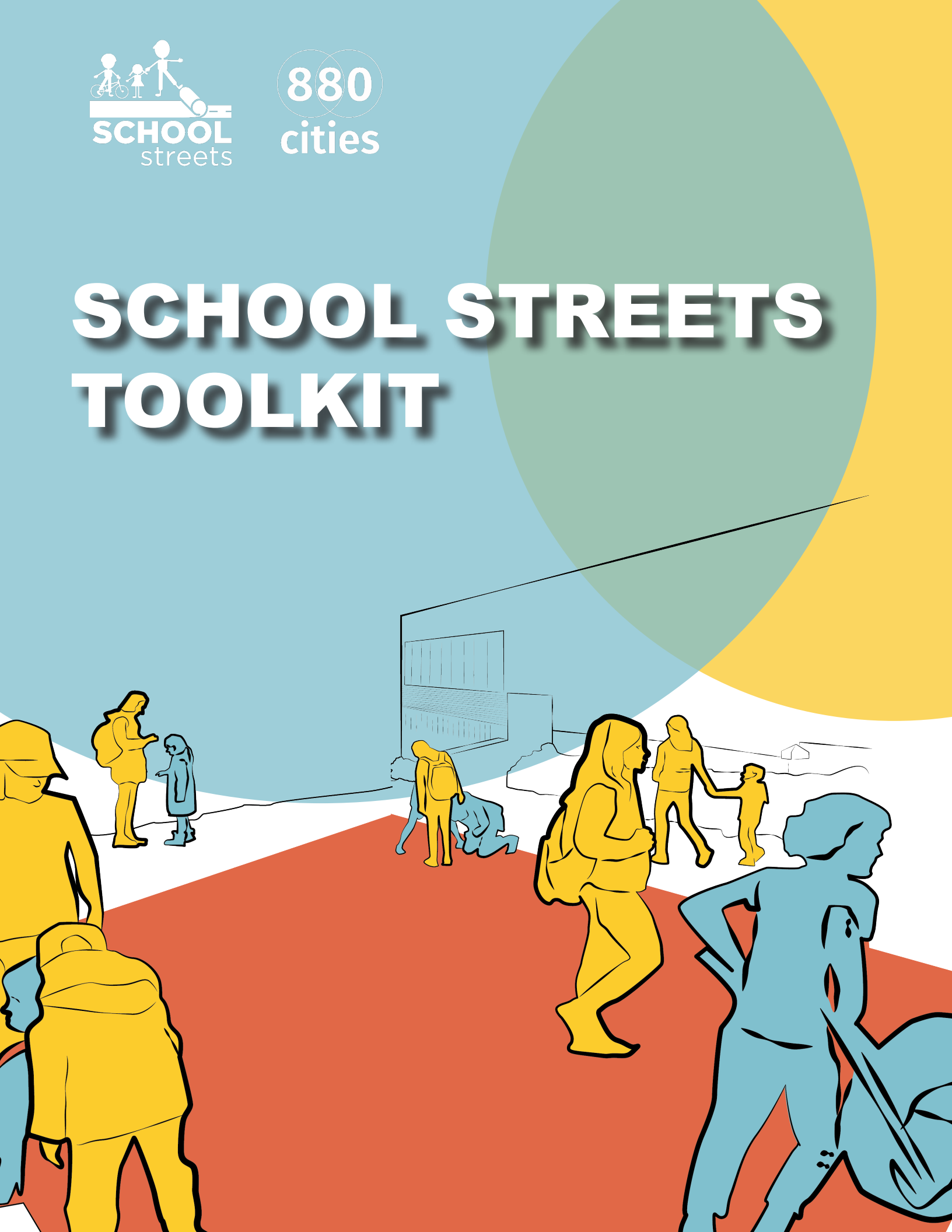




880
cities

SCHOOL STREETS TOOLKIT



Project Partners



880 Cities is a non-profit organization based in Toronto, ON. 880 Cities exists to create safe and happy cities that prioritize people's well-being. They work to improve the quality of life for people in cities by bringing citizens together to enhance mobility and public space so that together we can create more vibrant, healthy, and equitable communities.



This project is made possible through financial support from Green Communities Canada and the Government of Ontario. Green Communities Canada (GCC), based in Peterborough, ON has been leading a community-based climate action movement since 1995, working together with their members from across the country to advance transformative, equitable, and lasting change.

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INTRODUCTION

Purpose

This toolkit is intended to provide information and resources for those interested in implementing a School Street in their communities. Recommendations provided in this toolkit are based on literature review of School Streets and the lessons learned from School Street pilots across the Greater Toronto Area and the pilot in Kingston, ON. The results of those pilots are discussed in more detail in the [Ontario School Streets Pilot Summary Report](#).

What are School Streets?

School Streets are ‘a program that creates a car-free environment in front of schools at the start and end of the school day to prioritize safe walking conditions for children, their caregivers and teachers’. School Streets are a novel type of program that is a part of the many different programs aiming at increasing children’s active school travel (AST). School Streets originally began in Bolzano, Italy as a solution to the excessive traffic congestion seen around schools. School Streets began picking up steam across the United Kingdom with pilots launched across boroughs in London, England and in Edinburgh, Scotland. More recently, cities across Canada and the United States have begun piloting School Streets to create safer environments near schools that will in turn encourage greater levels of active school travel and independent mobility.

Benefits of School Streets

Data from previous School Street pilot programs, including recent pilots in Ontario, suggests that School Streets offer numerous benefits to communities, including;

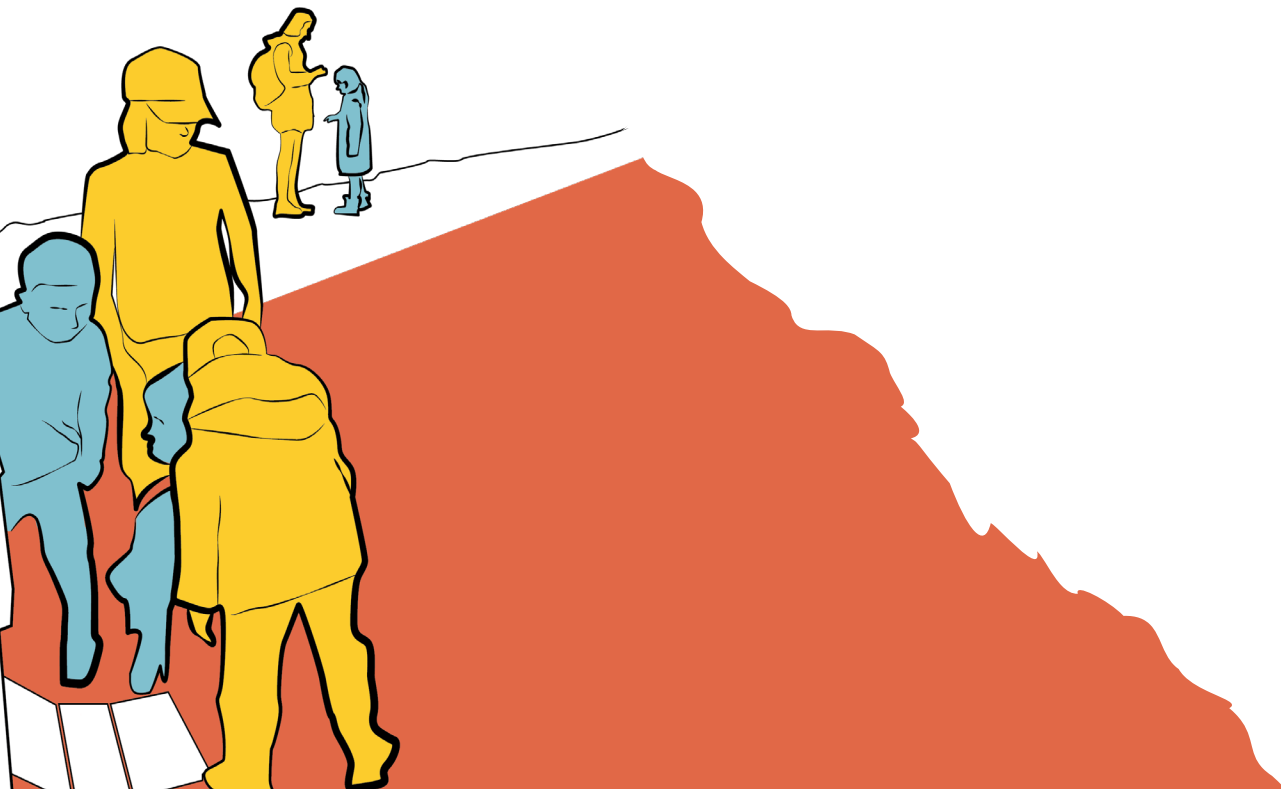
- Improves safety and accessibility in school neighbourhoods
- Improves air quality in school neighbourhoods
- Increases rates of active school travel and encourages a healthier lifestyle
- Encourages children’s independent mobility and creates opportunities for outdoor free play
- Foster community connection and sociability
- Reduces traffic congestion and dangerous driving behaviours around the school zone

SECTION 01: PLANNING A SCHOOL STREET

This section provides eleven tools to assist implementers in the planning and initiating of a School Street in their own communities. These are intended to guide teams through the necessary steps to consider when beginning the School Street planning process. Many of these tools were developed and used for the Ontario School Street Pilots (OSSP) or were adapted from tools used by our partners, and therefore, these tools have been tried and tested at other sites.

The tools are:

1. Creating a Vision for your School Street
2. Creating Objectives for your School Street
3. Assembling a Team
4. Creating a Project Timeline
5. Site Selection
6. Communications
7. Letter to School
8. Community Engagement
9. FAQ and Explainer
10. Letter to Residents
11. Media Release



WORKSHEET

1. CREATING A VISION FOR YOUR SCHOOL STREET

Use this sheet to formulate a vision for your School Street.

INSTRUCTIONS

- 1 Sit down with your team and complete the sentence "A successful School Streets Pilot program is.....". Write as many answers as comes to your mind.
- 2 Vote for your team's favourite ideas by circling or marking up the answers.
- 3 Formulate a vision with ideas noted.

COMPLETE THE SENTENCE

"A successful School Streets Pilot program is _____"

Example: A community event

VISION

Example: A successful School Streets Pilot program will be embraced and celebrated by the community, change the way students travel to school and lead to more School Streets in the community.

WORKSHEET

2. CREATING OBJECTIVES FOR YOUR SCHOOL STREET

Use this sheet to create objectives for your School Street. These objectives should build off the vision you created previously.

INSTRUCTIONS

- 1 Discuss with your team what you want to achieve with your School Street. Write as many answers as possible. Make sure what you write down aligns with the vision.
- 2 Vote for your team's favourite ideas by circling or marking up the answers.
- 3 Based on the ideas, come up with three objectives for your School Streets.

What do you want to achieve with your School Streets?

Example: More kids walking and biking to school

OBJECTIVES

Example: Increase active school travel during the pilot

- 1
- 2
- 3

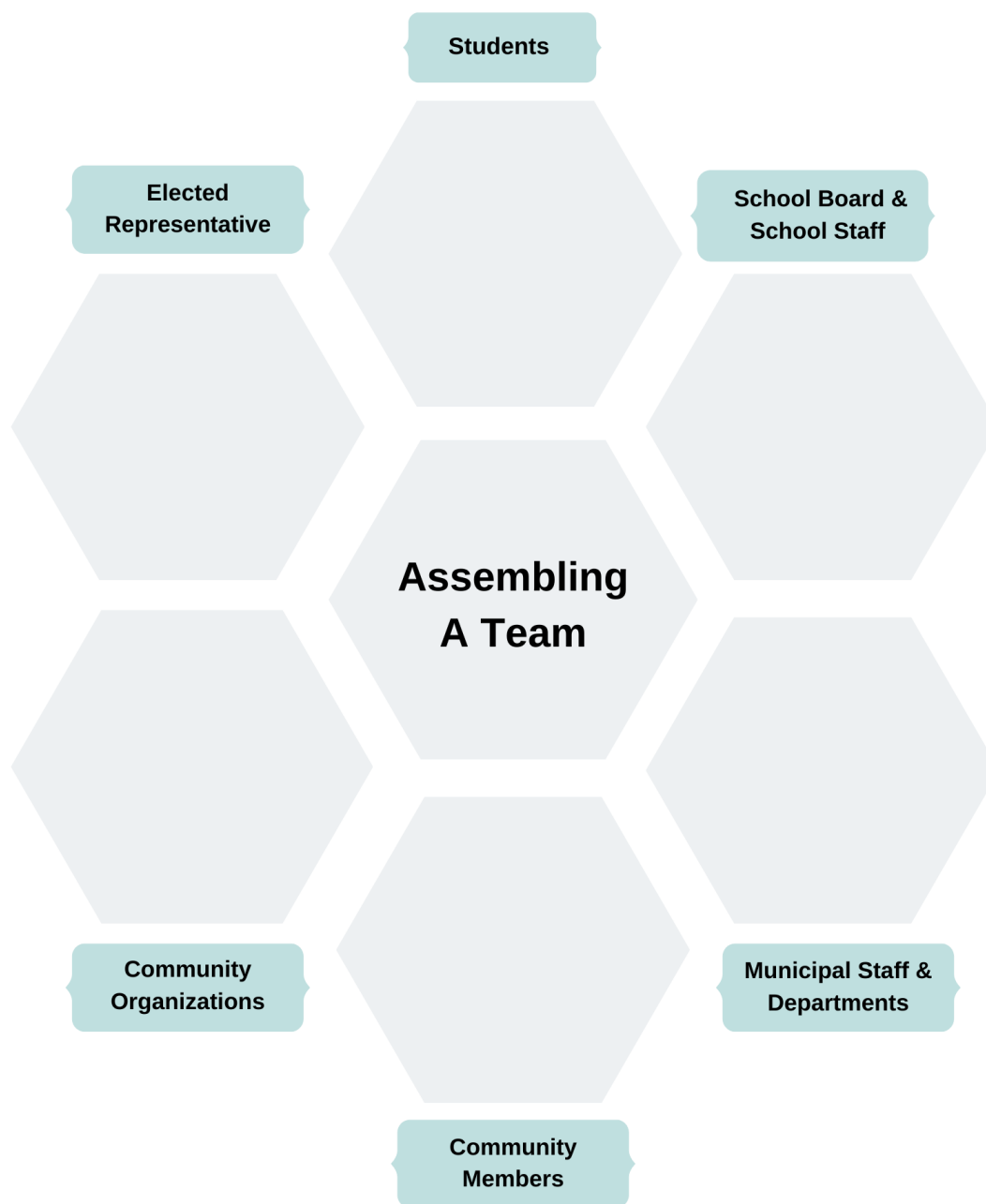
WORKSHEET

3. ASSEMBLING A TEAM

Use this sheet to figure out who should be part of your School Streets team.

INSTRUCTIONS

- 1 Think of your community and write down who should be part of your School Streets team from each of these stakeholder groups.



WORKSHEET

4. CREATING A PROJECT TIMELINE (1/2)

Use this sheet to plan out your School Streets timeline. This sheet consists of almost all the different tasks you will need to complete to plan and implement a School Street.

INSTRUCTIONS

- 1 First fill in the months of when your project planning and implementation will occur.
- 2 Next, use a highlighter or pen to shade in the months(s) when each task will be executed and completed.

| | Month 1: _____ | Month 2: _____ | Month 3: _____ | Month 4: _____ | Month 5: _____ | Month 6: _____ | Month 7: _____ | Month 8: _____ |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Phase 1: Planning | | | | | | | | |
| Scoping Meeting: Define vision and objectives | | | | | | | | |
| Establish a partnership with a school | | | | | | | | |
| Assemble School Street working group | | | | | | | | |
| Engage school community (parents, residents, children) | | | | | | | | |
| Collect baseline data | | | | | | | | |
| Determine the design and scope of the School Street | | | | | | | | |
| Prepare and submit permit application | | | | | | | | |
| Develop operations plan (traffic management, volunteers, storage etc.) | | | | | | | | |
| Design and acquire materials (signs, barricades) | | | | | | | | |
| Recruit and train volunteers | | | | | | | | |
| Create and distribute volunteer schedule | | | | | | | | |

WORKSHEET

4. CREATING A PROJECT TIMELINE (2/2)

Use this sheet to plan out your School Streets timeline. This sheet consists of almost all the different tasks you will need to complete to plan and implement a School Street.

INSTRUCTIONS

- 1 First fill in the months of when your project planning and implementation will occur.
- 2 Next, use a highlighter or pen to shade in the months(s) when each task will be executed and completed.

| | Month 1: _____ | Month 2: _____ | Month 3: _____ | Month 4: _____ | Month 5: _____ | Month 6: _____ | Month 7: _____ | Month 8: _____ |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Phase 2: Implementation and Ongoing Monitoring | | | | | | | | |
| Develop and distribute media release | | | | | | | | |
| Set up School Street materials onsite | | | | | | | | |
| School Street launch | | | | | | | | |
| Coordinate and run programming | | | | | | | | |
| Collect data during the pilot | | | | | | | | |
| Collect feedback from stakeholders and modify operations based on feedback | | | | | | | | |
| Phase 3: Evaluation and Reporting | | | | | | | | |
| Collect post-pilot data | | | | | | | | |
| Analyze data from School Streets | | | | | | | | |
| Develop report | | | | | | | | |

WORKSHEET

5. SITE SELECTION (1/4)

We recommend using these four criteria while selecting a school for your School Street - Readiness, Leadership & Capacity, Equity, Modeshare, and School and Neighbourhood Characteristics. Within these criteria, discuss as a team what categories are important for your School Street and what scoring system makes the most sense for your community. Once you have scored the schools on all four criteria, add all the scores to get your final score.

CRITERIA #1: READINESS, LEADERSHIP & CAPACITY

SCORING GUIDE

Sample: Score schools from 1 - 3 (where 3 is the most positive and 1 is the most negative)

1

2

| | Name of school: _____ | Name of school: _____ | Name of school: _____ | Name of school: _____ |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Sample: Parent Council Support | | | | |
| Sample: Involvement in AST programs | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| TOTAL SCORE FOR CRITERIA #1 | | | | |

WORKSHEET

5. SITE SELECTION (2/4)

We recommend using these four criteria while selecting a school for your School Street - Readiness, Leadership & Capacity, Equity, Modeshare, and School and Neighbourhood Characteristics. Within these criteria, discuss as a team what categories are important for your School Street and what scoring system makes the most sense for your community. Once you have scored the schools on all four criteria, add all the scores to get your final score.

CRITERIA #2: EQUITY

SCORING GUIDE

Sample: Check your municipality's website to find data to answer the following questions. If your response is 'Yes', give a score of 3 points. If your response is 'No', give it a score of 1 point.

1

2

| | Name of school: _____ | Name of school: _____ | Name of school: _____ | Name of school: _____ |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Sample: Is the school in a lower-income neighbourhood? | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| TOTAL SCORE FOR CRITERIA #2 | | | | |

WORKSHEET

5. SITE SELECTION (3/4)

We recommend using these four criteria while selecting a school for your School Street - Readiness, Leadership & Capacity, Equity, Modeshare, and School and Neighbourhood Characteristics. Within these criteria, discuss as a team what categories are important for your School Street and what scoring system makes the most sense for your community. Once you have scored the schools on all four criteria, add all the scores to get your final score.

CRITERIA #3: MODESHARE

SCORING GUIDE

Sample: Percentage of students who walk to school: Score schools from 1 to 3 (where 3 means a high percentage of students walk to school, and 1 means a low percentage of students walk to school)

1

2

| | Name of school: _____ | Name of school: _____ | Name of school: _____ | Name of school: _____ |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Sample: Percentage of students who walk to school | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| TOTAL SCORE FOR CRITERIA #3 | | | | |

WORKSHEET

5. SITE SELECTION (4/4)

We recommend using these four criteria while selecting a school for your School Street - Readiness, Leadership & Capacity, Equity, Modeshare, and School and Neighbourhood Characteristics. Within these criteria, discuss as a team what categories are important for your School Street and what scoring system makes the most sense for your community. Once you have scored the schools on all four criteria, add all the scores to get your final score.

CRITERIA #4: SCHOOL AND NEIGHBOURHOOD CHARACTERISTICS

INSTRUCTIONS

Sample: Score schools from 1 - 3 (where 3 is the most positive and 1 is the most negative)

1

2

| | Name of school: _____ | Name of school: _____ | Name of school: _____ | Name of school: _____ |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Sample: Walkability of the neighbourhood | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| TOTAL SCORE FOR CRITERIA #4 | | | | |
| FINAL SCORE (SUM OF SCORES CRITERIA #1 - #4) | | | | |

WORKSHEET

6. COMMUNICATIONS (1/2)

Use this sheet to define your audience and key messages to communicate about your School Street.

Step 1:

List 3 types of audiences you will need to get your message out to.

| LIST 3 TYPES OF AUDIENCES | |
|---------------------------|--|
| Audience #1 | |
| Audience #2 | |
| Audience #3 | |

Step 2:

Then note when you should contact them and what your communications goals are for each audience.

| AUDIENCE | WHEN SHOULD YOU CONTACT THEM? | WHAT IS YOUR GOAL? WHAT DO YOU WANT THEM TO DO AT THE END OF YOUR MESSAGE/CONVERSATION? |
|----------|-------------------------------|---|
| | | |
| | | |
| | | |

WORKSHEET

6. COMMUNICATIONS (2/2)

Use this sheet to define your audience and key messages to communicate about your School Street.

Step 3 :

Based on the goals above, what is a one-sentence description of your project for each audience type? What other key messages should you mention when you talk to them? Are there certain words or specific references that you should use or avoid with different audiences?

Key Questions: What would make this audience trust you and want to work with you?

| AUDIENCE | ONE-SENTENCE PROJECT DESCRIPTION | WHAT OTHER KEY MESSAGES WOULD CONVINCE THEM? WHAT WORDS OR REFERENCES WILL HELP THEM TRUST YOU? |
|----------|----------------------------------|---|
| | | |
| | | |
| | | |

SAMPLE

7. LETTER TO SCHOOL



Dear {principal name},

I hope you are doing well. We are writing to you as we are a part of a team looking to implement a School Street in {city name} this upcoming school year. We are currently looking for a school site to implement this exciting initiative and based on our criteria believe your school would be a great site.

School Streets involve the temporary closure of the street adjacent to a school at pickup and drop-off times to allow students and caregivers to safely travel to and from school. By closing the street, School Street initiatives provide opportunities for children to engage in independent and active school travel. As you may know, active school travel has been declining over the past few decades and is associated with a number of benefits including increased children's levels of physical activity and their readiness to learn. By reducing and displacing car traffic, School Streets also reduce air pollution around schools and thus improve air quality in the school yard.

There have been a number of successful School Street pilots across Canada in the past few years including initiatives in Hamilton, ON, Markham, ON, Mississauga, ON, Kingston, ON, Toronto, ON, Montreal, QC, Winnipeg, MB, Victoria, BC and Vancouver, BC. These initiatives have ranged in their duration, with some initiatives lasting a few days and other spanning the entire school year. School Street closures may last 20-30 minutes or over an hour to allow for activities and programming. The closure times and duration will be determined based on your school's needs and schedule if you choose to move forward.

We would like to schedule a meeting for us to discuss this opportunity more thoroughly and answer any questions you may have. If you're interested, please let us know some upcoming dates and times you are available for a meeting.

Thank you in advance for your time.

Sincerely,

School Street Team
{Insert Team member names and roles}

WORKSHEET

8. COMMUNITY ENGAGEMENT (1/2)

Use this sheet to plan the community engagement for your School Street.

Step 1:

Thinking of your objective and the community impact you want to have, list 3 underrepresented priority groups you need to hear from early, before implementing your project (e.g., youth, recent immigrants, radicalized communities low income folks, people with disabilities, etc.). If your project targets a specific community, think of groups within that community.

Key Questions: Who is your target group, i.e. who would benefit from projects like yours? Who COULD benefit but is missing from your city's/your organization's / your decision-making process?

| LIST PRIORITY GROUPS | |
|----------------------|--|
| Priority Group #1 | |
| Priority Group #2 | |
| Priority Group #3 | |

Step 2:

For each priority group you listed, what are existing events meetings, locations (including online spaces like Facebook groups), organizations or trusted community members/leaders in your city that can help you reach them?

Key Questions: *When and where do these groups already meet or spend time? If you aren't sure, who can you ask?*

| NAME OF PRIORITY GROUP | EVENTS/MEETINGS | LOCATIONS |
|------------------------|-----------------|-----------|
| | | |
| | | |
| | | |

WORKSHEET

8. COMMUNITY ENGAGEMENT (2/2)

Use this sheet to plan the community engagement for your School Street.

Step 3:

Identify how you might be able to engage this group, especially through the community assets from Step 2. Examples might include creative outreach methods, joining in on existing events or meetings, holding new events in popular locations, etc

Key Questions: *Are these methods still applicable during the pandemic? How can you adopt in-person ideas to accomodate physical distancing?*

| NAME OF PRIORITY GROUP | HOW YOU MIGHT ENGAGE THIS GROUP |
|------------------------|---------------------------------|
| | |
| | |
| | |

Additional Thoughts

What will help ensure that your efforts are accessible and welcoming? How will you thank or show appreciation to participants for their time and input? If you aren't sure what might be needed or appreciated by your participants, who can you ask for suggestions?

How will you ensure accessibility and inclusion?

Example: For an audience with a language barrier, could you hire someone to provide written translations and oral translations?

How will you thank or show appreciation to participants for their time and input?

Example: Individually wrapped snacks? Sweet tea? Compensation for longer amounts of time?

9. FAQ & EXPLAINER

Frequently Asked Questions about the School Street Pilot Initiative

Why School Streets?

School Streets have gained recent popularity in Canada based on the declining rates of children's active travel to school and unsafe conditions surrounding schools. Currently, only 20% of Canadian students use active school travel to and from school. Active school travel (AST) is an important source of physical activity for children and research has found that insufficient physical activity is linked to chronic diseases such as obesity, cancer, diabetes, stroke as well as poor mental health. In conjunction with the decline in active travel, school zones are becoming increasingly more car-dominated and thus less safe for child pedestrians and cyclists. A recent study on dangerous student car drop-off behaviours and child pedestrian-motor vehicle collisions observed dangerous driver behaviour at 88% of the participating schools. In addition to this, when families use their private vehicles for school drop-off, it increases air pollution around the school. School Streets address all of these problems by limiting the traffic on the street in front of schools and prioritizing that space for people walking, cycling and rolling to school.

Where else are these initiatives being done in Canada?

School Street initiatives were briefly tested in Victoria, BC (for one day), Toronto, ON (for four days), Hamilton, ON (four three days) Mississauga, ON (3 weeks) and Markham, ON (4 days). Full year School Streets have run at Isaac Brock Public School in Winnipeg, MB and Winston Churchill PS in Kingston, ON.

Is this initiative just punishing parents who drive their children to school?

This initiative is not intended to be punitive; the goal is to create safer conditions for all Students when they arrive and leave the school property every day, by not allowing through-traffic along MacDonnell Street. Vehicle congestion, blind spots, excessive speed, unsafe turns, and failure to yield all pose serious risks to the hundreds of children and adults who come and go from the school every day. We estimate that this initiative may add 2-5 minutes to the morning routine for families who typically drive and drop their child off immediately adjacent to the school's entrance.

Does this not simply push congestion onto other streets?

Yes and no. The implementation team will urge drivers to park on neighbouring streets. However, the redirected traffic will be much more dispersed compared to how it currently clusters around the school. Of course, the goal over time is for students to shift to an active

mode of travel to and from school for their entire journey, so the hope is that the overall number of vehicles making the journey to school will decrease over the course of the intervention period. Additionally, School Streets in other contexts have displayed that traffic congestion will likely not be a major concern, as they have found that traffic on surrounding streets to the School Street did not see a significant increase in traffic volumes.

How will this initiative impact children's understanding of road safety?

We feel that there is enough evidence from previous pilots that demonstrates that the initiative will not have a negative impact on children's understanding of road safety but we can understand why parents may be concerned that this will be confusing for children. A study from the University of Bristol, indicates that children as young as 6 are able to recognize the difference between when a street is closed to traffic and when there is normal vehicular traffic. They found that children can clearly describe the visual and auditory cues that signal the road is open to cars and not safe for play or walking in the street. They also found that these types of initiatives do not impair children's knowledge of road safety and parents were still teaching their children about road safety. Other pilots in Canada, did not report any issues with children's understanding of safety and actually found that the School Street provided an opportunity to highlight road safety.

Where and when will the street be closed to cars?

King Street will be closed from the northern intersection at Queen Street to the southern intersection of John Street. The street will be closed for 1 hour in the morning from 8:00 - 9:00AM and 1 hour in the afternoon from 3:00 - 4:00PM.

Will residents still be able to access their home during School Street hours?

When the School Street is in operation, local residents living directly on the School Street will still be able to come and go from their homes as they please. Volunteers at the barriers by the entrance will allow vehicles to enter but we ask that all vehicles drive at a walking pace once they have entered the School Street.

Will deliveries still be able to access the homes on the School Street?

Deliveries and visitors will be permitted to enter the street during School Street hours. To attempt to limit traffic during School Street times, we will be informing local delivery companies of the hours of operation in hopes that they can schedule deliveries to avoid entering the zone.

Will parents still be able to drive their children to school if needed?

Any children or parents who have an accessibility issue that may impair their ability to use active transportation to access the school, will be accommodated within the exemption plan. Other parents who may still feel the need to drive are able to do so and are encouraged to park a few blocks away from the school and let their child walk the remaining distance. The implementation team can highlight some potential places to park nearby if needed.

EXPLAINER: Why School Streets?



Improve Safety

Children are more vulnerable to injury and fatality if they are involved in a collision. By restricting traffic on the street adjacent to schools, streets are safer for all users. Previous School Street pilots have also found that School Streets reduce traffic on surrounding streets and dangerous driving behaviours.



Improve Air Quality

The congestion of cars outside of schools increases children's exposure to air pollutants. School Streets improve air quality around schools by reducing traffic and idling vehicles. A study in London found that Nitric Oxide levels were reduced by 34% at schools with School Streets compared to schools without.



Increase Active Travel

Canadian studies have shown that 91% of children and youth are not getting the recommended levels of daily physical activity. Walking or biking to and from school can provide over 30 minutes of physical activity each day.



Encourage Independent Mobility

The range in which children are permitted to travel independently (i.e. without supervision) has been shrinking over the past few decades. By creating safer areas around school, School Streets provide opportunities for children to practice independent mobility.



Foster Community Connection and Sociability

School Streets bring community members together and provide more space for community members to gather and socialize. School Street pilots allow neighbours and parents to connect and work together collaboratively towards a common goal.



Reduced Congestion and Increase Road Safety Awareness

School Streets alleviate congestion in front of schools and encourage active modes of transportation. In addition to this, School Streets are a great way to educate motorists around dangerous driving behaviours and the vulnerability of pedestrians and cyclists.

10. LETTER TO RESIDENTS



{Date}

Dear Resident,

We are writing this letter to make you aware of an upcoming School Street initiative at King St Public School. This letter provides important details on how this initiative will operate.

Who are we?

Our team is led by a local non-profit 8 80 Cities and composed of students, parents and local community members. 8 80 Cities' mission is to ignite action and challenge the status quo to create healthier, more equitable, and sustainable cities for all people.

What are School Streets?

School Streets are programs that create a car-free environment in front of schools at the start and end of the school day to prioritize safe walking conditions for children, their caregivers and teachers. School Streets originated in Bolzano, Italy in the early 1990s when school communities struggled to manage traffic during peak pick-up and drop-off hours, and they called for a solution. In response, they launched several School Streets, transforming streets into temporary car-free zones and eliminating congestion in front of schools.

By eliminating traffic congestion around schools, School Streets improve students' safety, increase their engagement in active transportation and improve surrounding air quality. School Streets have also shown to benefit local residents by reducing traffic congestion, noise pollution and enhancing the sense of community between neighbours.

Where is the School Street zone located and when will it operate?

The boundaries for the School Street will be the intersections of King St and Queen St to the north and King St and John St to the south. The School Street will take place every school day for one hour in the morning (8:00 - 9:00AM) and one hour in the afternoon (3:00 - 4:00PM).

How will I come and go from my home when the School Street is in session?

If you live on the School Street you will still be able to come and go from your home during the School Street hours, however, we kindly ask that if you are able to avoid driving during these times you do so. If you need to come and go by car during the closure periods, you will need to notify volunteers and drive at a walking pace while navigating through the School Street.

Will cars be able to park on the street?

Any cars that have city street parking permits that allow them to park on the School Street, will be permitted to park on the School Street during road closure periods. The volunteers will not be allowing vehicles who do not live on the street to enter during the closure time to park.

How can I get involved?

If you are interested in volunteering with this initiative in the upcoming School year please email us at schoolstreet@880cities.org. As well, if you have any comments, questions or concerns please reach out to us by e-mail.

Sincerely,

School Street Team

11. MEDIA RELEASE

FOR IMMEDIATE RELEASE: School Safety Focus

The Ontario School Streets Pilot (OSSP) project is implementing ‘School Streets’ in Markham, Mississauga, and Hamilton to create temporary car-free zones at drop-off and pick-up times. The OSSP project is led by Green Communities Canada (GCC) and 8 80 Cities, with each local pilot being implemented by the municipality and their community partners. The project will help develop recommendations for the planning, permitting, and implementation of School Streets programs within municipal settings across Ontario

School Streets Background

School Streets are an innovative solution to school zone chaos that can also help to support and encourage active school travel. The car-free environment created in front of schools improves road safety by prioritizing walking and cycling for children, their caregivers, and teachers. School Streets also help to reduce traffic congestion, improve air quality, and offer much-needed space to play and physically distance.

- **Road safety:** Children are more vulnerable to road danger, especially with the bigger vehicles that are found on our roads these days.
- **Air quality:** Having vehicles around schools compromises the air quality around schools leaving children and their developing lungs vulnerable.
- **Physical activity:** Only a third of Canadian children are achieving the recommended amount of activity for their age group.
- **Traffic congestion:** On average, 25% of road congestion during morning rush hour is related to school drop-off.

Quotes

“By temporarily creating car-free zones outside schools, School Streets not only make it possible for students and caregivers to walk, bike or roll to schools safely, it is also an important visual reminder that streets are a public space, a space that belongs to everyone, and a space that can be used to support health, equity, and sustainability. We are so happy that we were able to support the City of Hamilton, York Region District School Board and the City of Mississauga pilot School Streets in their communities this school year. It took months of planning and engaging with the community and we have been delighted with the overall positive response thus far. We hope this will inspire others in Ontario and Canada who are planning their own School Streets programs.”

- Amanda O'Rourke, Executive Director, 8 80 Cities

“In recent decades we have seen a significant decline in rates of walking to school and a marked increase in traffic volumes in school zones, with many schools under siege to vehicles daily. School Streets are an important opportunity to reverse these trends by reducing traffic congestion and air pollution around our schools, creating a healthier, cleaner and safer space for kids and families. We look forward to continuing to collaborate with and support our local partners to implement this exciting initiative, and we are keen to see School Streets appearing in more Canadian communities.”

– Kate Berry, Program Director, Green Communities Canada

The Ontario School Streets Pilot project is funded through the Ontario Active School Travel Fund, which is made possible through financial support from the Government of Ontario.

For more information contact:

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Project Manager, 8 80 Cities
jbenni@880cities.org

Additional Reference Links:

School Streets - 8 80 Cities

<https://www.880cities.org/what-are-school-streets/>

<https://www.880cities.org/new-project-to-pilot-school-streets-in-three-ontario-communities/>

<https://greencommunitiescanada.org/creating-car-free-school-streets-around-ontario-schools/>

<https://greencommunitiescanada.org/car-free-school-streets-coming-soon/>

<https://www.childhealthinitiative.org/blog/2022/april/first-global-overview-of-school-streets-schemes-making-school-journeys-safer-and-cleaner>

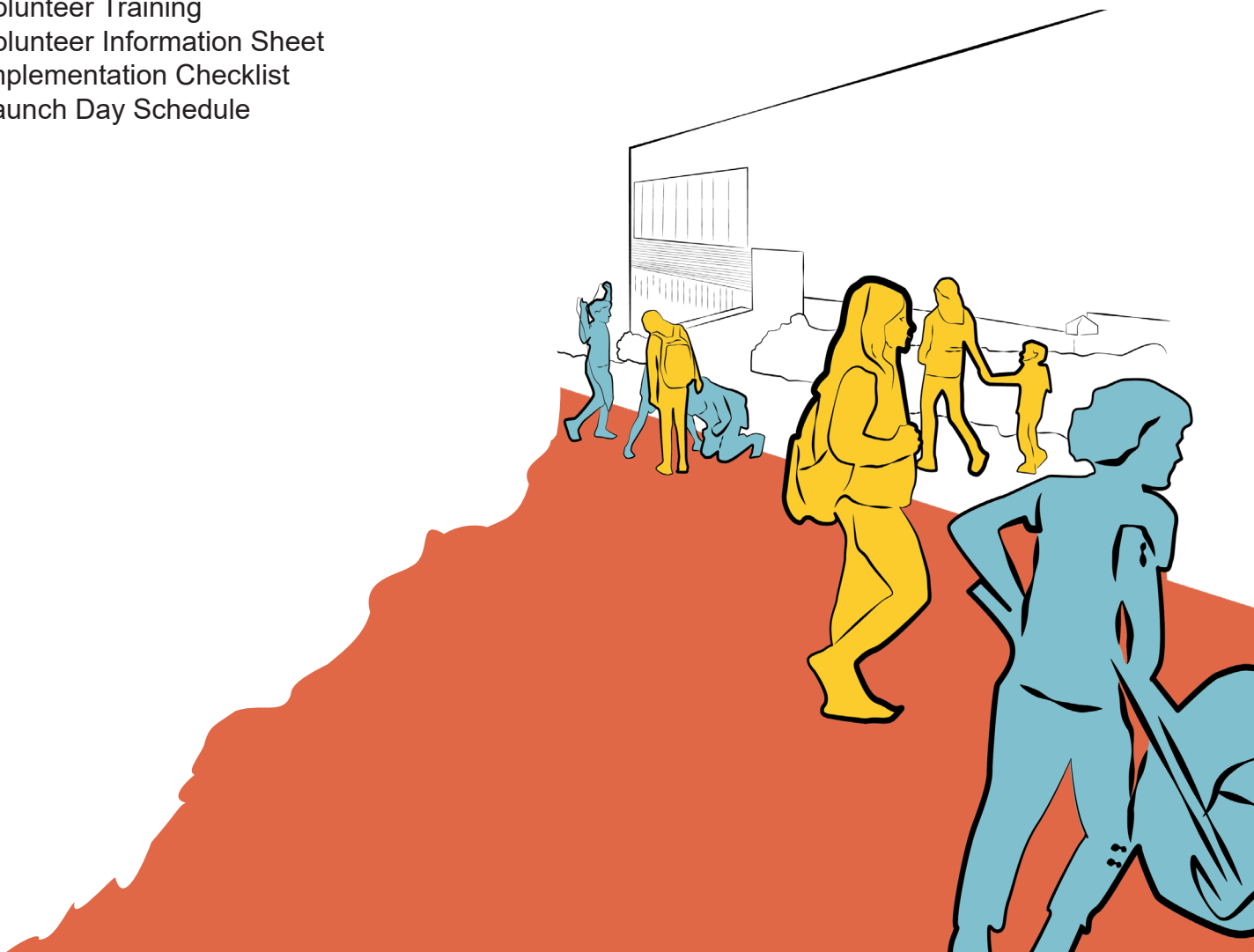
<https://www.880cities.org/school-streets-taking-off-across-the-gtha/>

SECTION 02: IMPLEMENTING A SCHOOL STREET

This section provides nine tools to assist implementers move from the planning phase to implementing their School Street initiative. These tools are intended to walk implementers through the many logistical details of launching a School Street and uses practices from other School Streets to help inspire creative decision-making that meets the needs of your team's specific School Street.

The tools are:

1. Permits & Closure Applications
2. Signage
3. Closure Equipment
4. Volunteer Recruitment & Management
5. Volunteer Recruitment Flyer
6. Volunteer Training
7. Volunteer Information Sheet
8. Implementation Checklist
9. Launch Day Schedule



RESOURCE

1. PERMIT & CLOSURE APPLICATIONS

This is intended to help guide School Street implementers through the road closure permit process, by outlining the necessary steps and presenting the processes followed by School Streets in different Canadian municipalities.

STEP 1: Have a clear understanding of how long you would like to do your pilot and the School Street times.

STEP 2: Once you know the location and duration, work with the concerned municipal department to determine what permit is needed.

STEP 3: Colour outside the lines! If a School Street doesn't fit any of the existing permits, then work with municipal staff to draft a new permit or by-law.

Approaches from other School Streets

Mountview, Toronto



880 Cities acquired a four day event permit from the City of Toronto for the Mountview School Street.

Winston Churchill, Kingston



Kingston Coalition for Active Transportation presented the School Street to City Council to acquire an ongoing street closure permit.

Sainte-Bernadette-Soubirous, Montreal



The Montreal Urban Ecology Centre (MUEC) consulted the local borough and initiated a by-law amendment to allow for School Streets.

John McCrae, Markham



Markham worked closely with the Municipality and municipal staff presented the School Streets project to City Council for approval.

RESOURCE

2. SIGNAGE

This provides precedence of signage used at different School Streets across Canada to help future implementers design appropriate signage.

Kingston



Send Feedback to
Schoolstreetygk@gmail.com
www.LTPFKingston.com



Vancouver



Mississauga



Winnipeg



Hamilton



 Hamilton

Victoria



Montreal



Markham



RESOURCE

3. CLOSURE EQUIPMENT

School Street pilots across Canada use a variety of different equipment to close the street to cars. Previous School Streets have used a combination of the following;

Pylons



Road Closed Signs

Road Closed Signs are reinforced differently at different sites. In Kingston, portable metal stands were used, and in Markham wooden stands with sandbags were used. At other sites, road closed signs are adhered to the closure barriers.



Lightweight A-frame Barriers



Wooden Barriers



RESOURCE

4. VOLUNTEER RECRUITMENT & MANAGEMENT

On this page, there are eight different approaches for advertising the volunteer opportunity in order to mobilize a large and diverse group of volunteers to support the School Street.



Once you recruit volunteers, it is important to also have a system to manage them. We have a few tips for that:



**Have a sign-up sheet
that everyone
can access***



**Designate
a volunteer
coordinator**



**Have a training/
shadowing
session**



**Establish simple
communication
channels**

*Examples of digital sign-up sheets - [Volunteer Sign-up](#), [SignUp](#)

And here are some tips to sustain your volunteers:

- have a diverse pool of volunteers
- be flexible with the schedule
- give something back to them like an honorarium or a recommendation letter, if they are a student
- and lastly, build a community with them so that they feel more motivated to continue volunteering.

SAMPLE

5. VOLUNTEER RECRUITMENT FLYER



VOLUNTEERS NEEDED

**Weekdays in May
Shifts: 8-9AM and 3-4PM**

- Be a part of a new pilot project in Toronto, ON
- High school students: Earn community service hours toward your high school graduation
- Flexible shifts before and after the school day
- Low commitment and short shift times
- Get a recommendation letter

For more information, visit the project website at:
www.TorontoSchoolStreets.ca
or email: SchoolStreets@880cities.org

[Insert website QR
code]

[Insert Logos]

RESOURCE

6. VOLUNTEER TRAINING

Implementers of School Streets highlighted the importance of minimizing the work and commitment for School Street volunteers, yet it is crucial that volunteers receive training before they start. Therefore, it is recommended that a short training session be required for volunteers and that multiple sessions are held to respect different availabilities of volunteers. This tool provides a checklist of topics that have been included in previous School Street volunteer training sessions, and a link to powerpoint slides that can be used in training sessions.

Powerpoint slides can be downloaded [here](#).

Volunteer Training Session should cover:

- What are School Streets?
- Benefits of School Streets
- School Location
- School Street Rules and Operations
- Closure times
- Closure locations
- How to set up and take down equipment
- Who is permitted to enter the School Street
- Key Contact Person for Volunteers
- Role of the Volunteer
- Volunteer Materials (to be provided)
- Volunteer Scheduling
- Provide website and contact information for community members with questions or feedback
- Review any paperwork needed from volunteers
 - Volunteer Information Sheet
 - Photo Release
 - Police Check

SAMPLE

7. VOLUNTEER INFORMATION SHEET

School Street Volunteer Information Sheet

Thank you for supporting the School Street initiative! The following pages outline what you need to know for your volunteer shifts, as well as the operational procedures for the initiative.

What to Bring for Your Shift

As a volunteer, you will be provided with brand new whistle, which you (or your intersection partner) will use to notify pedestrians that a vehicle is entering the School Street zone. You are responsible for bringing your whistle with you to all shifts. Be sure to dress appropriately for the weather, wear comfortable shoes, and consider bringing water on warm days. All volunteers must wear high-visibility vests during their shifts, which will be stored on site.

Preparing for Your Shift

Volunteers for morning shifts must arrive no later than 7:50 AM and for afternoon shifts no later than 2:50 PM. Barrier set up and take down will each take approximately 5-10 minutes. It will be you and your intersection partner's responsibility to set up the closure barricades. The location where barricades and signs will be stored and placed for the closure are noted in the map below.

Duties During Your Shift

Each barricaded intersection will be supported by two volunteers. All volunteers will be responsible for answering questions from parents and residents, and redirecting motorists from the School Street zone. There are several locations that parents have been advised to park to drop off and pick up their children, and these locations can be emphasized in your conversations. If there are any questions that you feel unable to answer, please politely redirect the person to our website or to our e-mail address.

After Your Shift

Once your shift has ended, we ask that volunteers secure materials in the same storage location where they were retrieved. If you are unsure how to store closure materials, please ask another volunteer to assist you.

Re-Scheduling Shifts

If you cannot make one of your scheduled shifts, please e-mail us as early as possible so that an alternate can be found. At least 48-hours' notice is appreciated, although we are understanding that this is not always possible. No-shows who do not reach out will be removed from the volunteer roster.

WORKSHEET

8. IMPLEMENTATION CHECKLIST

Leading up to School Street Launch

- ☐ Acquire appropriate permits from municipality
- ☐ Procure all closure materials including barriers, signs, and volunteer equipment (shirts/vests, whistles, etc.)
- ☐ Assemble and test closure materials
- ☐ Remind residents living directly on the street two weeks prior to launch day
- ☐ Train all volunteers with necessary traffic management strategies and ensure they all understand their roles
- ☐ Provide volunteers with necessary equipment prior to their first day
- ☐ Collect all necessary paperwork from volunteers
- ☐ Send out volunteer schedule
- ☐ Create a storage plan for closure materials (purchase locks if needed)
- ☐ Create and communicate plan for inclement weather
- ☐ Send a reminder to school parents one to two weeks prior to the launch
- ☐ Hold a School Street run through for the team and volunteers

Launch Day

- ☐ Bring all equipment to the site
- ☐ Send out reminders to volunteers scheduled
- ☐ Remind all volunteers and guests to dress according to the weather
- ☐ Arrive early and meet with volunteers
- ☐ Bring extra volunteer equipment in case any volunteers forgot their materials
- ☐ Bring a speaker to play music for the School Street session

TEMPLATE

9. LAUNCH DAY SCHEDULE (1/2)

DAY
DATE / /

| Drop Off (Morning) | | | | | |
|--------------------|----------------|-----------------|---------------------|-------|-------|
| Time | Logistics Task | Engagement Task | Communications Task | Staff | Notes |
| | | | | | |
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TEMPLATE

9. LAUNCH DAY SCHEDULE (2/2)

DAY
DATE / /

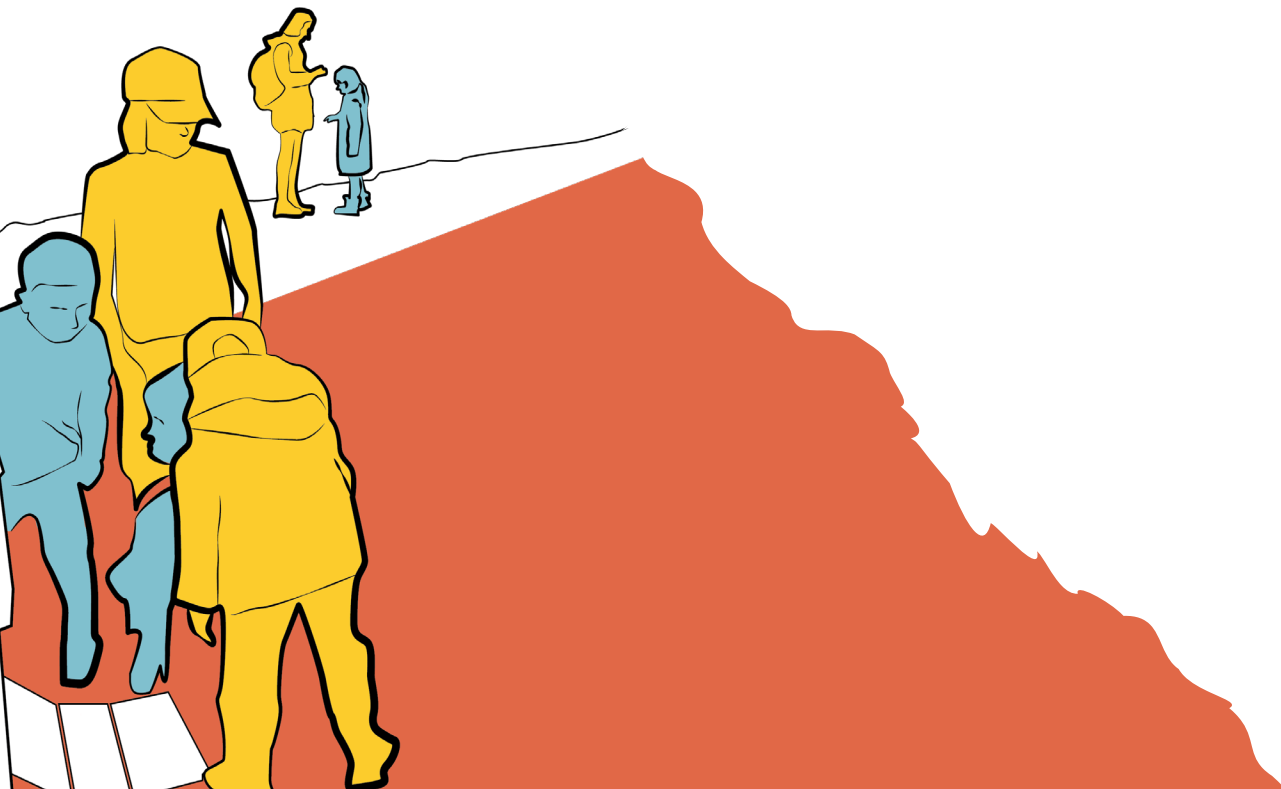
| Pick up (Afternoon) | | | | | |
|---------------------|----------------|-----------------|---------------------|-------|-------|
| Time | Logistics Task | Engagement Task | Communications Task | Staff | Notes |
| | | | | | |
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SECTION 03: EVALUATING A SCHOOL STREET

This section contains six tools to help implementers evaluate the success of their School Street project. Five of the tools are data collection instruments that have been used for previous School Street pilots or similar street rebalancing projects. These evaluation tools are not an exhaustive list of tools, and we encourage your team to supplement these tools with other types of data including interviews, air quality data, traffic counts, focus groups, social media analysis, etc., to best measure the success of your unique project's goals.

The tools are:

1. Defining Measures of Success
2. Active Travel Count
3. Hands-Up Survey
4. Driver Behaviour Observation Tool
5. School Street Community Survey
6. Domocracy Engagement Boards



WORKSHEET

1. DEFINING MEASURES OF SUCCESS

Use this sheet to determine your project's measures of success and corresponding evaluation scheme.

INSTRUCTIONS

- 1 Copy your project's objectives onto the first row.
- 2 In the second row, identify how you will know if each objective is successful. Assign values or outcomes that indicate you have achieved the objective.
- 3 In the third row, identify how you will measure the success of each objective. I.e. What tools will you use?

OBJECTIVES

Example: Increase active school travel during the pilot

1

2

3

How will you know if you are successful?

Example: Mode share increase of atleast 10%

How will you measure it?

Example: Hands up survey, Bike/pedestrian count

SAMPLE

2. ACTIVE TRAVEL COUNTS

INSTRUCTIONS

- 1 Mark every pedestrian, cyclist, and mobility device user that passes through the School Street with a tick on the chart below based on their age.

Name:

Location:

Date:

Time:

Weather:

| AGE | Pedestrians A person walking. | Cyclists A person riding a bicycle. | Mobility Device Users A person who is using a device (wheelchair, stroller, etc.) to support their commute. |
|-------|---|---|---|
| 0-4 | | | |
| 5-14 | | | |
| 15-24 | | | |
| 25-44 | | | |
| 45-64 | | | |
| 65+ | | | |

SAMPLE

3. HANDS-UP SURVEY SHEET

Use this tool to count the number of students who walked, biked, rolled, bussed, were driven or took public transit to and from school by polling them through classroom visits.

Name of School: _____ Grade: _____ # of Students in the Class: _____

Week of: _____

How did you get to school this morning?

| | Walk | Bike | Roll | School Bus | Public Transit | Car | Total |
|-----------|------|------|------|------------|----------------|-----|-------|
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |

How do you plan to get home from school this afternoon?

| | Walk | Bike | Roll | School Bus | Public Transit | Car | Total |
|-----------|------|------|------|------------|----------------|-----|-------|
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |

SAMPLE

4. DRIVER BEHAVIOUR OBSERVATION TOOL

Use this checklist to observe the presence or absence of certain behaviours. This tool was adapted from an [observation tool developed by Linda Rothman](#).

Observer:

Date:

Location:

Time:

Weather:

| Dangerous Driving Behaviour | Yes | No |
|--|-----|----|
| 1. Drivers double parking when dropping off or picking up children? | | |
| 2. Drivers stop on the opposite side of the road from the school and children then cross midblock with no crossing controls? | | |
| 3. Do drivers wait blocking the vision of other motorists and pedestrians? | | |
| 4. Drivers park blocking crossing controls (i.e. stop or yield signs) | | |
| 5. Drivers not adequately following traffic controls (e.g. not stopping at stop signs) | | |
| 6. Drivers backing up dangerously? | | |
| 7. Drivers observed to be texting while driving | | |
| 8. Drivers observed to be talking on the phone while driving | | |
| 9. Driver U-turning or three point turning after dropping off or picking up their children | | |
| 10. Landscape/delivery/garbage trucks or city buses seen driving through drop off/pick up area | | |
| 11. Other dangerous driving behaviours observed? Please specify: | | |

SAMPLE

5. SCHOOL STREETS COMMUNITY SURVEY

1. This survey was completed:

- ☐ Before the School Street program
☐ During the School Street program
☐ After the School Street program

2. How do you identify as a member of the community (select all that apply):

- ☐ School Parent
☐ Local Resident
☐ School Staff
☐ School Street Volunteer
☐ Student
☐ Other, please specify: _____

3. What brings you to the School Street?

- ☐ Going to school/leaving school
☐ Dropping off/Picking up student
☐ Passing through
☐ Other, please specify: _____

4. How did you get to the school? (Select the option travelled for the longest distance).

- ☐ Walk
☐ Bike
☐ Roll
☐ Public Transit
☐ School Bus
☐ Private Car
☐ Other, please specify: _____

5. How would you describe your commute to the school?

- ☐ Very Good
☐ Good
☐ Neutral
☐ Bad
☐ Very Bad

6. How would you describe the level of traffic congestion on your commute?

- ☐ Very Low
☐ Low
☐ Moderate
☐ High
☐ Very High

7. How would you describe the air quality in front of the school?

- ☐ Very Clean
☐ Clean
☐ Neutral
☐ Polluted
☐ Very Polluted

8. How would you rate your feeling of safety in front of the school?

- ☐ Very Safe
☐ Safe
☐ Neutral
☐ Unsafe
☐ Very Unsafe

9. How do you feel about the School Street coming to your community?

- ☐ Very Supportive
☐ Supportive
☐ Neutral
☐ Unsupportive
☐ Very Unsupportive

SAMPLE

6. DOTMOCRACY ENGAGEMENT BOARDS (1/2)





During the School Street pilot, a great way to collect feedback is through engagement boards where community members can provide feedback using stickers and post-it notes. We've [linked a School Streets engagement board](#) that can be downloaded, printed out and used at your pilot! We recommend printing on coroplast sheets or thick poster board and mounting it on an A-frame or an easel. Below are the boards used at the Mountview School Street in Toronto.

Tell us what you think.





(Place a sticker in one of the boxes)

How safe is this street to cross/travel on for people of ALL AGES AND ABILITIES?

BEFORE the School Streets pilot

| | | | |
|---|---|---|---|
|  |  |  |  |
|---|---|---|---|

DURING the School Streets pilot

| | | | |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

Do you feel like the School Street makes the street safer during dropoff and pickup?

| | |
|------------|-----------|
| Yes | No |
| | |

Do you have any comments about road safety at the school?

(Write your comment on a sticky note and post below)

SAMPLE

6. DOTMOCRACY ENGAGEMENT BOARDS (2/2)

Which one do you prefer?

(Place a sticker in one of the boxes)

KIDS
ONLY



Before



After

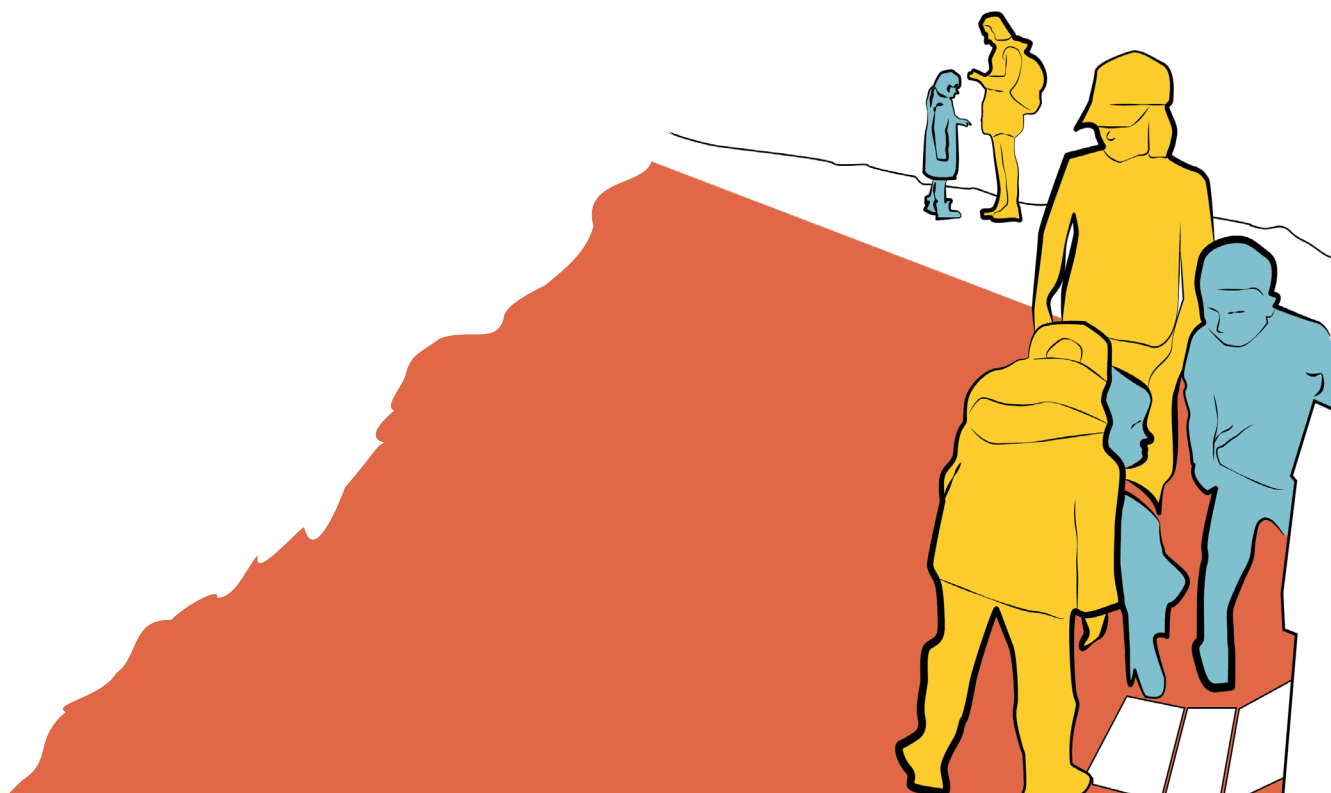


CONCLUSION

This toolkit includes worksheets and templates to assist teams with the planning, implementation and evaluation of a School Street. This toolkit was informed by 8 80 Cities' experience implementing and supporting School Streets in Ontario communities and many of the tools have been adapted from tools used by School Street implementers.

School Streets are a powerful intervention that alter the way we use and see streets by prioritizing pedestrian and cyclist safety. As School Streets continue to be implemented across North America, they can bring more attention to the importance of creating safe and child-friendly school zones.

Through this toolkit, we've provided a number of resources that can help you kick-start the School Street movement in your community!



FURTHER READING ON SCHOOL STREETS

International School Streets:

- 1. School Streets: Putting children and the planet first, a political economy analysis of the rise of School Streets in Europe and around the world.** Written by Richard Clarke. Published April 2022. Access at: <https://www.childhealthinitiative.org/media/792262/school-streets-globally.pdf>
- 2. Best practices for school street schemes, practitioners' guide.** Sustrans. Published July 2022. Access at: <https://www.sustrans.org.uk/our-blog/research/all-themes/all/monitoring-the-impact-of-school-streets-safety-and-traffic-displacement/>
- 3. Hackney School Streets Toolkit for professionals.** Published 2021. Access at: <https://drive.google.com/file/d/1UVVmMxxgFBIKSgE-h9sZn3s4sP7wKWmC/view>
- 4. School Streets Reducing children's exposure to toxic air pollution and road danger.** We are Possible. Published January 2021. Access at: <https://www.wearepossible.org/latest-news/school-streets-reducing-childrens-exposure-to-toxic-air-and-road-danger>
- 5. School Street closures and traffic displacement project – A literature review.** Written by Dr Adrian Davis. Published August 2020. Access at: <https://www.napier.ac.uk/about-us/news/school-street-closures>
- 6. School Streets; Intervention sites vs. control sites full report.** Transport for London. Published January 2021. Access at: <https://content.tfl.gov.uk/school-streets-evaluation-report-website.pdf>

Canadian School Streets:

- 1. 8 80 Streets; Mountview Summary Report.** 8 80 Cities. Published June 2020. Access at: <https://880cities.org/wp-content/uploads/2020/06/8-80-Streets-Mountview-Summary-Report.pdf>
- 2. School Streets Guidebook.** 8 80 Cities. Published 2019. Access at: <https://880cities.org/wp-content/uploads/2019/11/school-streetsguidebook-2019.pdf>
- 3. Review of inspiring case studies; Play Streets and School Streets.** Levelling the Playing Fields. Published 2020. Access at: https://www.outdoorplaycanada.ca/wp-content/uploads/2020/12/LTPF-_-Fostering-free-play-to-improve-the-well-being-of-children-and-restore-their-right-to-the-city.pdf

4. Streets made safer with School Streets. Green Action Centre. Published January 2021. Access at: <https://greenactioncentre.ca/healthy-travel/school-streets-update/>

5. Exploring the planning and implementation of a School Street Initiative in Canada: A pilot study in Kingston, ON. Written by Laura Smith. Published June 2022. Access at: <https://qspace.library.queensu.ca/handle/1974/30190>.

6. School Streets program report. City of Vancouver. Published: August 2022. Access at: <https://vancouver.ca/files/cov/school-streets-program-report-2021-22.pdf>.

7. A Tale of Two Cities: Unpacking the Success and Failure of School Street Interventions in Two Canadian Cities. International Journal of Environmental Research and Public Health. Published September 2022. Access at: <https://www.mdpi.com/1660-4601/19/18/11555/html>



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cities