# City of Richmond

# Report to Committee

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|---|---|---|---|
| **To:** | Public Works and Transportation Committee | **Date:** | January 20, 2006 |
| **From:** | Victor Wei, P. Eng.<br>Acting Director, Transportation | **File:** | 0100-20-TSAD1-01 |
| **Re:** | **SAFER TRAFFIC AROUND RICHMOND SCHOOLS (STARS) INITIATIVE** | | |

## Staff Recommendation

1. That the Traffic Safety Advisory Committee's proposed *Safer Traffic Around Richmond Schools* (STARS) initiative, as outlined in the attached report, be endorsed; and

2. That staff be directed to provide an update on the effectiveness of the STARS initiative after one year.

Victor Wei, P. Eng.
Acting Director, Transportation
(4131)

Att. 1

| FOR ORIGINATING DIVISION USE ONLY | | | | | |
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| **ROUTED TO:** | **CONCURRENCE** | | **CONCURRENCE OF GENERAL MANAGER** | | |
| Recreation & Cultural Services | Y ☑ N ☐ | | for Greg | | |
| **REVIEWED BY TAG** | YES ☑ DW | NO ☐ | **REVIEWED BY CAO** | YES ☑ GT | NO ☐ |

## Staff Report

### Origin

At the January 24, 2006 regular Council meeting, the following resolution was carried:

*That staff report further on the Safer Traffic Around Richmond Schools (STARS) project to be implemented as part of the Traffic Safety Advisory Committee's 2006 initiatives.*

Council endorsed the establishment of the Traffic Safety Advisory Committee (TSAC) in 1997 to create a co-operative partnership between staff, community groups and other agencies that seeks to enhance traffic and pedestrian safety in Richmond.[1] The Committee provides input and feedback on a wide range of traffic safety issues such as school zone concerns, neighbourhood traffic calming requests and education initiatives. This report seeks Council endorsement of the Committee's new *Safer Traffic Around Richmond Schools* (STARS) initiative.

### Analysis

#### 1. Safer Traffic Around Richmond Schools (STARS) Initiative

In 2004, a Sub-Committee of the City's Traffic Safety Advisory Committee was formed to pursue greater involvement with school Parent Advisory Committees (PACs) and school staff to prompt their active participation in solving traffic safety issues around schools (e.g., vehicle congestion/circulation on school property and potential pedestrian/vehicle conflicts around schools). A key strategy of the STARS initiative is to streamline and enhance the current process of analysing and resolving traffic safety concerns by actively involving community stakeholders (parents, teachers, students) in the identification, investigation and resolution of these issues.

The process was initiated in November 2004 with a traffic survey of all elementary school students to determine their home-school transportation habits and help identify key reasons why parents/caregivers choose to drive children to/from school. In 2005, the Sub-Committee began development of a simple step-by-step framework that guides community stakeholders in the use recognized methods and techniques to develop and implement *internal* (school- and/or community-based) solutions to traffic and pedestrian safety concerns around schools. Only if these internal strategies do not fully address the problem would stakeholders develop and implement *external* strategies that require the support of outside agencies such as the City of Richmond or Richmond RCMP.

This framework and its associated forms (see **Attachment 1**) would be posted on the City's web site within its "Traffic Safety Around Schools" section as a resource for stakeholders. The key steps are:

- *Activity 1 – Form an Action Group and Identify the Problem*: gather volunteers, informally document the problem and set up regular process meetings.
- *Activity 2 – Gather Data*: observe and document morning and afternoon traffic flows, conduct pedestrian surveys and traffic counts, and talk with parents, teachers, school administrators and PAC members.

[1] TSAC has representation from the following groups: Richmond District Parents Association (RDPA), ICBC, Richmond School District, Richmond RCMP, Richmond Fire-Rescue, and City Transportation and Community Bylaws Departments.

- *Activity 3 – Pursue Internal Strategies*: analyse the data, develop internal, school-based solutions that are tailored to the situation and formulate an implementation plan.

- *Activity 4 – Pursue External Strategies*: if the internal strategies were not fully successful, seek the assistance of external agencies by preparing a presentation to the City's Traffic Safety Advisory Committee, which will consider the issue and make recommendations.

- *Activity 5 – Evaluate the Results*: collect data similar to that gathered in Activity 2 to determine if the problem has been fully resolved, assess what worked and what did not work, and communicate the results.

A number of forms have been prepared for use by participants to collect the necessary data for assessing traffic conditions and developing feasible solutions. These forms include:

- *Contact List & Skill Sets*: list of volunteers and the skills they can offer;
- *Problem Identification*: brief description of the issue and any previous strategies employed;
- *Pedestrian Count Form*: to record the number of pedestrians approaching the school;
- *Vehicle Count Form*: to record the number of vehicles approaching the school;
- *School Site Walkabout Checklist*: to help document travel patterns around the school and identify existing/potential problem areas;
- *Solution Generation Form*: identify potential solutions to address the identified problem;
- *Implementation Form*: identify the tasks required, the individuals responsible, the resources needed, and the timeline;
- *Results of Internal Actions*: document the results of any internal strategies implemented;
- *Presentation Checklist*: to help participants prepare for the presentation of the issue at a Traffic Safety Advisory Committee meeting; and
- *Evaluation Form*: document the results of the actions implemented and provide recommendations for future/on-going actions.

The student/parent travel survey data has also been tabulated and a profile will be created for each school that summarizes student travel patterns and common traffic safety concerns for that site; this information will also be posted on the City's web site.

Given Council endorsement of the proposed process, TSAC members would hold an orientation session for stakeholders (i.e., traffic safety representatives of PACs) in early 2006 to introduce the process and familiarize stakeholders with the framework and expected activities. Members would also assist PACs as required during the initial implementation phase.

**2. Consultation with Stakeholders**

TSAC unanimously endorsed the STARS initiative at its January 11, 2006 meeting. TSAC members then presented the initiative at the January 17, 2006 meeting of the Council-School Board Liaison Committee, where it was well received and endorsed. The Committee and School District staff noted that a primary goal of the Richmond School District is to improve the social responsibility of students and suggested that the STARS initiative could be aligned with that goal. TSAC members agree that the two initiatives are complementary – the STARS initiative offers a framework for the analysis of, and generation of solutions to, traffic safety issues around schools; thus, it can be viewed as a tool for demonstrating social responsibility, which encompasses improving the environment around schools for all users (students, parents, teachers, administration staff, neighbours).

At the Council–School Board Liaison Committee Meeting, constructive suggestions were also offered to link the STARS initiative to existing complementary City-School District programs; specifically:

- *Getting Richmond Moving* – this Parks, Recreation & Culture initiative supports the City's commitment to increase the community's physical activity by 20% by 2010. The initiative creates a bridge with Richmond schools via the Action Schools! BC model in response to recent surveys that have shown declining activity levels and resulting negative health status in children and youth.

- *One-Tonne Challenge* – Richmond is one of 40 communities across Canada sponsored by Environment Canada to receive funding for this initiative, which is being co-ordinated by the Richmond School District, the City, the Vancouver International Airport Authority, the Vancouver Coastal Health Authority, and Passion for Action. As part of this program, 25 secondary school students from McNair, McRoberts, McMath, and Richmond Secondary have joined a student ambassador program to teach the community about climate change, what residents can do and encourage others to take the Challenge. City and School District staff are currently working with Passion for Action to develop an idle free campaign that the student ambassadors could implement at local schools.

While the proposed STARS initiative is a framework for analysis that does not specifically prescribe solutions (as they are to be developed by the stakeholders for their unique situation), all three programs could produce mutually beneficial outcomes and behaviour changes. For example, upon analysis of the travel pattern data for a school, stakeholders may decide to implement a walking school bus, which would support the objective of increasing the activity levels of students. TSAC members and City staff would work with School District staff to co-ordinate and capitalize upon existing and planned activities for all three initiatives to ensure that the activities are jointly reinforcing.

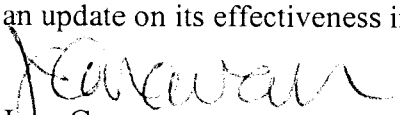
TSAC has also informed the Parent Advisory Committees and principals of each elementary and secondary school of the initiative as well as School District staff and School Board Trustees. All PACs have been strongly encouraged to send a traffic safety representative to the planned orientation session.

## Financial Impact

None to the City at this time. Resources required to implement the STARS initiative can be accommodated within existing departmental programs.

## Conclusion

The Traffic Safety Advisory Committee's *Safer Traffic Around Richmond Schools* (STARS) initiative is intended to enhance the process of addressing traffic safety concerns in school zones by actively involving community stakeholders in their resolution. Staff recommend that the STARS initiative be endorsed and that TSAC be directed to implement the process and provide an update on its effectiveness in one year.



John Caravan
Transportation Planner (4035)
(on behalf of the Traffic Safety Advisory Committee)

# Safer Traffic Around Richmond Schools



## Safer Traffic Around Richmond Schools: Introduction

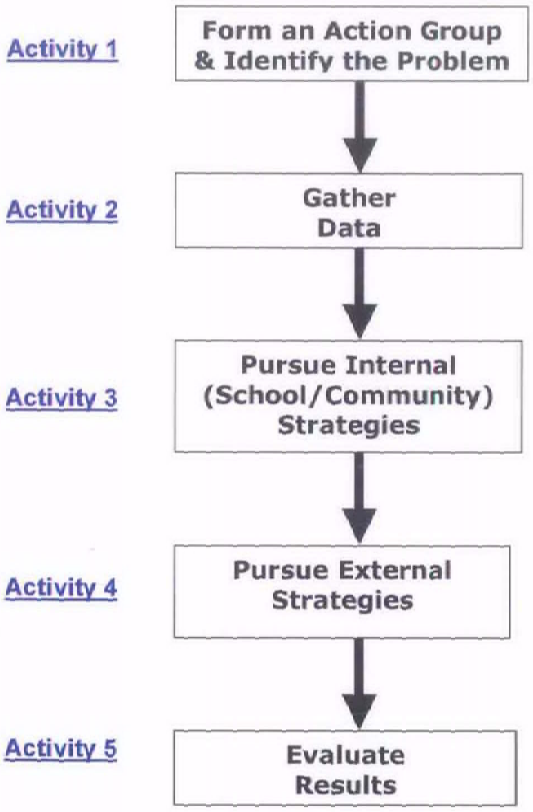
While the number of actual traffic incidents around schools is low, we need to be diligent to prevent potential events from occurring. The *Safer Traffic Around Richmond Schools* (STARS) initiative outlined in this section seeks to raise public/parent awareness of the issues and concerns surrounding traffic safety in school zones in Richmond and to effectively reduce the number of vehicles entering school zones during regular school hours, thereby reducing the risk of incidents involving schoolchildren.

Given competing priorities and limited resources, a key strategy of the project is to streamline and enhance the current process of analysing and resolving traffic safety concerns by actively involving local stakeholders (parents, teachers, students) in their identification, investigation and resolution.

A simple step-by-step framework guides community stakeholders to use recognized methods and techniques to develop and implement *internal* (school/community) solutions to traffic and pedestrian safety concerns. Only if these internal strategies do not fully address the problem should stakeholders develop and implement *external* strategies that require the support of outside agencies such as the City of Richmond or Richmond RCMP.

To get started, see Safer Traffic Around Richmond Schools: Framework.

## Safer Traffic Around Richmond Schools: Framework

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## Safer Traffic Around Richmond Schools: Activity 1

**Activity 1: Form an Action Group & Identify the Problem**

*Resolving traffic safety problems takes time and energy. Most of all, it takes commitment. Involvement of your school's PAC is essential to this process.*

- **Task 1: Gather volunteers interested in improving traffic safety around schools.**

  P Discuss the formation of an action group at your school's next PAC meeting.
  P Invite interested parents, students and/or student council, teachers, administration, and others to join.
  P Make sure parents are aware of the initiative so that they can volunteer.

- **Task 2: Record names and types of assistance the individual has offered.**

  P Keep a contact list including name, position, phone, e-mail, and notes about what these individuals can contribute to your initiative.
  P The RDPA Traffic Safety Representative is your primary liaison to external community contacts via the City of Richmond's Traffic Safety Advisory Committee.
  P Inform your school contacts (e.g., principal and vice-principal) of your action group and let them know that you may ask for their assistance.

Contact List & Skill Sets

- **Task 3: Informally document the problem.**

  P Spend a morning and afternoon observing the traffic situation around your school.
  P Briefly describe the problem and how it affects students.
  P Identify any actions that have been tried to date and their results.

Problem Identification Form

- **Task 4: Schedule regular progress meetings.**

  P Identify the topic of the next meeting.
  P Determine the tasks that need to be carried out before the next meeting and which members will be responsible for each task.

## Safer Traffic Around Richmond Schools: Activity 2

**Activity 2: Gather Data**

*Get to know your school and your community. It can take the efforts of a whole community to be successful in making traffic on our streets safer.*

- **Task 1: Gather data.**
  - P Conduct pedestrian surveys and traffic counts (e.g., how many parents in cars stop at the school each day to drop off children?).
  - P Walk around the problem area and observe it at different times of the day. Morning and afternoon traffic flows can be very different.
  - P Prepare maps of traffic and pedestrian/cyclist flows that identify where conflicts occur at the problem area.
  - P Talk with parents, PAC members, school administrators, and teachers and document their observations and comments.
  - P Potential existing data sources include:
    (1) results from a Speed Watch event; and
    (2) previously conducted pedestrian and vehicle surveys.

Mapping Strategies

Pedestrian Count Form

Vehicular Count Form

Walkabout Checklist

## Safer Traffic Around Richmond Schools: Activity 3

**Activity 3: Pursue Internal Strategies**

*identify and implement internal, school-based solutions first. These strategies can be easier and less expensive to implement than external solutions that require outside intervention. More importantly, external agencies will require that you try to resolve the problem within your community first.*

- **Task 1: Analyse the data to identify the real problem.**
  - P What does the data say about traffic conditions around your school?
  - P What are the observed traffic and pedestrian flows?
  - P Where are conflicts occurring between pedestrians (particularly walking children) and vehicles?

Solution Generation Form

- **Task 2: Develop strategies that will work for your situation.**
  - P Your PAC and school contacts may identify potential approaches.
  - P Internet resources that may help:
    (1) Way to Go! Program: www.waytogo.icbc.bc.ca.
    (2) Autoplan Broker Road Safety Program: www.roadsafety.ca.
    (3) ICBC Safety City Program: www.safercity.ca.
    (4) Go for Green Active Transportation: www.goforgreen.ca.
  - P Identify if the solution is *internal* (school-based) or *external* (requires intervention of outside agencies, such as the City of Richmond or Richmond RCMP).
  - P Analyze each idea thoroughly to ensure an effective choice.

Sample Solutions

- **Task 3: Develop an implementation plan.**
  - P Document the specific steps required for implementation.
  - P Identify if external approval or agreement is required from outside agencies.
  - P *Implement internal strategies first before considering external strategies.*
  - P Determine how you will communicate your proposed actions and to whom. Is translation needed?
  - P Direct your information in a format that is specific to your audience (e.g., newsletters for parents, fact sheets for teachers, information flyers for neighbours).
  - P Assign specific tasks to individuals. Are more volunteers needed? What are the time commitments?
  - P Determine when you will implement your solution.
  - P Identify how and when you will evaluate the results.

Implementation Plan

Internal Action Results

## Safer Traffic Around Richmond Schools: Activity 4

**Activity 4: Pursue External Strategies**

*If your internal strategies did not fully resolve the problem, you may need to enlist the support of external agencies and develop a combination of internal and external strategies.*

- **Task 1: Prepare your presentation before your first meeting.**
  - P Ensure you can concisely describe the issue as well as your internal strategies implemented and their results to date.
  - P Have you filled in all the forms?
  - P Data, maps, survey results, and factual descriptions provide a more compelling presentation than random subjective observations.
- **Task 2: Arrange to make presentation to a meeting of the City of Richmond's Traffic Safety Advisory Committee (TSAC).**
  - P Contact the RDPA Traffic Safety Representative (who is a member of TSAC) to be put on the agenda of an upcoming meeting.
  - P Following discussion of the issue, TSAC will advise you of the next actions or if further information is needed before a decision can be made.

Presentation Checklist

- **Task 3: Get support for your cause.**
  - P Inform your school contacts of the approved strategy and enlist the support of school neighbours and the community.
  - P Submit a story to the local newspaper about what you are doing.

## Safer Traffic Around Richmond Schools: Activity 5

**Activity 5: Evaluate the Results**

*It is important to evaluate how well your strategies have improved traffic safety around your school as this will help you determine their effectiveness and identify what improvements could implemented.*

- **Task 1: Collect data.**
  - P Gather data similar to that collected in Activity 2.
  - P Has the number of parents dropping off and picking up students decreased?
  - P Is there better driver compliance with school zone traffic regulations?
  - P Hold a Speed Watch event to determine if there has been a change in the number of cars speeding through the school zone.
  - P Have conflicts between pedestrians and vehicles been reduced?
- **Task 2: Analyse the information.**
  - P Compare this data to the data you previously collected prior to the implementation of your strategy.
  - P Has the problem been fully resolved?
  - P Assess which strategies did or did not work and why?
  - P Consider what you have learned and how you may need to revise some aspects of your strategies. Your strategies should be flexible enough to accommodate changing circumstances.

Evaluation Form

- **Task 3: Communicate the results.**
  - P Inform your school and community of what you've achieved by including results and information in your school newsletter.
  - P Recognition of any improvements should be documented so that new families, administration, staff and others unfamiliar with the previous traffic situation may appreciate the difference the strategies have made to the school community and neighbourhood.
  - P Inform TSAC of your results and successes.
- **Task 4: Celebrate!**
  - P Recognize the efforts of your volunteers and let them know how much you appreciate their time and energy.
  - P Identify volunteers at school events and in newsletters to show your appreciation for the work they are doing for the whole community.

## Safer Traffic Around Richmond Schools
### Do's & Don'ts

**DO:**

- Inform parents of the school policy regarding student pick up and drop off, especially with respect to safety.
- Inform parents of the posted traffic regulations adjacent to the school property.
- Inform parents of the City of Richmond's strict enforcement of the posted traffic regulations.
- Gather data related to parking activity and/or offences (i.e., volume of traffic, number of offenders, hours of the day, days of week, etc).
- Gather vehicle data related to frequent offenders (i.e., license plate).
- Report conditions related to City property such as signs, barriers, etc.

**DON'T:**

- Engage in any enforcement activity.
- Explain or interpret City of Richmond bylaws.
- Handle disputes related to bylaw infractions.

## Safer Traffic Around Richmond Schools
### Contact List & Skill Sets

**School:** _____

**Project:** _____

**Who Can Help:**

| | Name | Contact | Skills (e.g., write article for newsletter, make phone calls during the day) |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
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| 11. | | | |
| 12. | | | |

## Safer Traffic Around Richmond Schools
### Problem Identification

**School:** _____

**Problem:** _____

_____

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_____

Illustration of Problem

**Any Previous Strategies/Actions Tried:**

_____

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_____

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## Safer Traffic Around Richmond Schools
### Mapping Strategies

**Mapping of your school catchment area provides valuable information. You can:**

- determine where students live;
- divide the catchment area into manageable neighbourhoods; and
- determine the best routes for pedestrians and cyclists to take to school based on existing facilities.

**The reasons for mapping are:**

- to help determine your school's most appropriate walking and biking strategies; and
- to establish a network of best routes to school.

Strategies are provided for the following maps:

- School and Area Map
- Neighbourhood Boundary Map
- Volunteer Location Map
- Mapping for Best Routes to School

Source: *Way to Go!* School Program Manual.

## Safer Traffic Around Richmond Schools
### Mapping Strategies: School & Area Map

**School and Area Map**

Acquaint yourself with the physical and geographic layout of your school's neighbourhood. If you usually drive your child to school, try walking or bicycling to see what students encounter when they walk or bike.

You can request a school catchment area map from the City's Traffic Operations Department. You will need a poster size map of the school catchment area, ideally with lots and street addresses marked on it. You may need two or three of these large maps for your general mapping.

On one map, use the results of the parent survey and your observations to mark the following information:

- ❑ where most children live;
- ❑ direction(s) from which most children arrive, and mode of transportation;
- ❑ direction most parents travel after dropping off their children;
- ❑ direction, drop off and pick up location for school buses arriving and leaving;
- ❑ currently favoured drop off points;
- ❑ location of actual and perceived dangerous areas near the school (e.g., wooded areas, congested traffic areas);
- ❑ controlled or safe street crossing areas near the school;
- ❑ areas which currently present the largest traffic problem during pick up and drop off periods. This is the area where there are too many vehicles or where the conflict between cars and child pedestrians or cyclists are most apparent;
- ❑ current parking for teachers and administrators;
- ❑ nearby secondary schools, community centres, businesses or commercial areas that may contribute to the school's traffic concerns;
- ❑ areas such as church parking lots that might possibly be accessed in order to reduce your school site traffic congestion;
- ❑ the location of local bus stops;
- ❑ any bike paths or multi-use trails;
- ❑ the location of bike racks; and
- ❑ impassable or difficult terrain such as steep hills, forest, fences or private property.

This map helps to identify potential best routes to school.

Source: *Way to Go!* School Program Manual.

## Safer Traffic Around Richmond Schools
### Mapping Strategies: Neighbourhood & Volunteer Maps

**Neighbourhood Boundary Map**

On another map, you might choose to create a planning map that indicates neighbourhood boundaries. You will need a poster size map as well as coloured markers.

Locate the main travel routes to your school. Establish the general neighbourhood boundaries based on these travel routes. Sometimes these neighbourhoods will be clearly evident; in other circumstances it is useful to work with people who live in these areas to determine what they believe to be their neighbourhood boundaries.

Name or number these neighbourhoods, and identify potential volunteers within each area, either from your knowledge of the parents, or determined from your Contact List.

This map helps to organize walking or biking strategies and event days (e.g., I-Walk) by dividing the school catchment area into manageable neighbourhoods with volunteers identified in each of those neighbourhoods.

**Volunteer Location Map**

Map the locations of homes of parents who have volunteered. You can then match volunteers to students living in that neighbourhood to organize walking or biking or carpool groups. Designate neighbourhoods where volunteers can choose the best routes to school and decide what alternative transportation strategies are most suitable for the parent volunteers and students involved.

Source: *Way to Go!* School Program Manual.

## Safer Traffic Around Richmond Schools
### Mapping Strategies: Best Routes

**Mapping for Best Routes**

*This process is based on the instructions for determining Safe Routes to School as outlined in the ICBC publication "Safe Crossings: Guidelines for School Crossings Programs."*

Prepare a map identifying the areas listed below and highlight potential problems or concerns, which may have been noted during the school site walkabout

Although the best routes area usually designated in terms of traffic safety issues, personal safety and security issues are also a consideration. When there are many students and parents walking or biking on a route, students travelling alone are apt to be safer because there are more people travelling this route, by bike or on foot, to the school. When choosing the best routes, ensure that you take into account personal safety and security issues as well as traffic concerns.

A map of the school area and suggested best routes is a useful educational tool for parents and students. Parents who drive children to school may not know how to choose the best route for walking or biking to school. Their regular school route may not be as safe or as short a distance as one available to pedestrians or cyclists. For example, drivers may not be aware of a walkway at the end of a cul-de-sac. Potential pedestrian or cyclist hazards, such as driveways crossing sidewalks, parked cars, congested crosswalks or streets without sidewalks or walkways may escape detection by a driver. Mapping and creating best route maps for students and their families may give parents the confidence to encourage their children to walk or bicycle to school. It will also help those students who are already walking and cycling to choose their best route, as they may not be crossing at the safest place or choosing the best cycling route.

**Using colour markers identify the following potential resources for your routes:**

- ☑ Block Parent homes (BP)
- ☑ crosswalks – patrolled (PC), pedestrian signal (PS), marked (MC)
- ☑ stop signs (S)
- ☑ continuous sidewalk (red line)
- ☑ wide shoulder (grass/gravel/asphalt) where there is a safe margin of refuge from moving traffic (orange line)
- ☑ no sidewalks but streets with few vehicles and good visibility (yellow line)
- ☑ connecting walkways and trails (dashed red line)

Source: *Way to Go!* School Program Manual.

## Safer Traffic Around Richmond Schools
### Mapping Strategies: Best Routes

**Then, using colour markers, identify the following hazards or concerns:**

- ☑ ditch by road edge – no refuge for pedestrians or cyclists (blue line)
- ☑ high volume / high speed traffic on road – no refuge (purple line)
- ☑ blind corners – due to hedge, fence, sign (BL)
- ☑ high volume / high speed traffic at intersection with no signal or crosswalk (X)
- ☑ parked cars or trucks impeding vision (V)
- ☑ unexpected traffic movements such as many cars parking and backing up, cars making u-turns in street or in driveways (U)
- ☑ muddy trails (brown line)

If you need to add more detail, or specific descriptions, place numbers beside key map features and compile an accompanying annotated list with an explanation. This information will be useful when you are identifying areas requiring attention and describing issues to City staff during discussions.

Determine best routes from neighbourhoods to the school based on the data you have mapped. Walk the routes to see how they work, and revise your decisions according to how well the planned routes work on your walk. Make these routes known to families at the school by distributing maps, or through newsletter articles. Test them out for a few months and ask for feedback from the school community. Alter the routes according to what you learn, and redraw the maps to include any changes, seasonal alterations or suggested alternatives.

It is useful to compile the following information if you anticipate making a request to the City to implement physical pedestrian and/or cycling facility improvements:

- ☑ list the reasons why a crosswalk, signage, or sidewalk are being requested;
- ☑ provide the potential number of students who could be crossing at a specific location, using the School and Area Map that identifies where students live and the Pedestrian Count Form;
- ☑ consider other potential users for this location. These may include seniors in your community, recreational users, transit users, etc; and
- ☑ remember to bring your maps and completed forms.

If you determine that you would like to consider implementing a patrol at a crosswalk, contact your school liaison police officer or the RDPA Traffic Safety Representative.

Source: *Way to Go!* School Program Manual.

## Safer Traffic Around Richmond Schools
### Pedestrian Count Form

**School:** _____

**Date:** _____ **Location:** _____

**Duration:** _____ **Observer:** _____

| Time in 10 minute periods | Approaching from east | | Approaching from west | | Approaching from north | | Approaching from south | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | |
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Source: *Way to Go!* School Program Manual.

## Safer Traffic Around Richmond Schools
### Vehicle Count Form

*Use one form per defined traffic activity. For example:*
- *number of vehicles approaching from west in curb lane; OR*
- *number of vehicles approaching from north and making left turn at intersection to go east.*

**School:** _____

**Date:** _____ **Location:** _____

**Lane:** _____ (e.g., centre lane) **Direction:** _____ (e.g., approaching from east)

**Other:** _____ (e.g., making a right turn at the intersection)

**Duration:** _____ **Observer:** _____

| Time | Car | Truck | Bus | Taxi | Motor-cycle | Bike | Total |
|---|---|---|---|---|---|---|---|
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Source: *Way to Go!* School Program Manual.

## Safer Traffic Around Richmond Schools
### School Site Walkabout Checklist

**School Site:**

- ❑ note the arrival and dismissal times at the school
- ❑ school entrances for kindergarten or primary students
- ❑ teacher parking area & available visitor parking area:
  - potential for vehicle and pedestrian conflict
  - size and design of parking lot – is traffic flow clearly defined?
  - pavement markings on the parking lot
  - parking and driving behaviour of driving parents
- ❑ walking paths to the school:
  - where are the access points for students?
  - potential for conflict with vehicles
  - lighting along walkways?
  - maintenance of walkways (e.g., snow and ice removed; mud, puddles needing filling?)
  - alternate school grounds access routes (i.e., from back fields, from adjacent park)
- ❑ bicycle facilities:
  - bike racks – are they secure? sheltered?
  - provision of bike lanes or multi-use paths
  - best cycle routes identified?
  - potential for conflict with vehicles
- ❑ location of school bus loading zone, if applicable:
  - where do students wait for the buses?
  - what type of supervision is employed?
- ❑ number of buses, vans and special needs transportation vans/buses accessing the school:
  - are there ramps or any special entrances or accommodations for differently-abled students?
- ❑ location of garbage dumpsters and other school maintenance equipment
- ❑ emergency vehicle access

Source: *Way to Go!* School Program Manual.

## Safer Traffic Around Richmond Schools
### School Site Walkabout Checklist

**Areas Surrounding School Site:**

- ❑ volume and speed of traffic on surrounding streets – perceived and real. If possible, obtain latest 24 hour counts.
- ❑ are there sidewalks? How far do they extend around the school and into the surrounding community?
- ❑ pedestrian crossing devices present and utilized
- ❑ number and position of bus/student safety patrollers, if any. If they are not currently organized, are they needed?
- ❑ number and position of adult crossing guards, if any. If they are not currently organized, are they needed?
- ❑ sight distances from school crossings to road curves, blind corners or school and transit bus zones
- ❑ placement of school crossings in relation to driveways and bus loading zones
- ❑ timing of traffic lights
- ❑ on-street signs (e.g., school zone, no stopping, etc)
- ❑ provision of a "hand to hand" area where parents of kindergarten students can easily accompany their young children into the school

**Non-Traffic Related Items to Consider:**

- ❑ types of buildings surrounding school: residential, commercial, industrial
- ❑ location of other public spaces near school: parks, community centres, libraries, churches
- ❑ number of shade trees on streets
- ❑ green space versus concrete space
- ❑ graffiti on buildings
- ❑ physical state of buildings
- ❑ size/width of the sidewalks
- ❑ garbage along the routes to school
- ❑ obstructions on the sidewalks
- ❑ Block Parent or Neighbourhood Watch community – if so, where are Block Parents located?
- ❑ potential or known areas where bullying, loitering or intimidation is possible

Source: *Way to Go!* School Program Manual.

## Safer Traffic Around Richmond Schools
### Solution Generation Form

**School:** _____

**Problem:** _____

_____

_____

**What Does the Data Say about the Problem?**

_____

_____

_____

_____

| Proposed Solutions: | Internal or External? |
|---|---|
| 1. | ☐ Internal<br>☐ External |
| 2. | ☐ Internal<br>☐ External |
| 3. | ☐ Internal<br>☐ External |
| 4. | ☐ Internal<br>☐ External |

## Safer Traffic Around Richmond Schools
### Sample Solutions

**Sample Solutions**

*These solutions have worked for other schools. They may or may not be effective for your situation but they may stimulate discussion, thought and ideas.*

- **Issue: Too much traffic congestion with student pick-ups / drop-offs?**
  - P A trip reduction program like Way to Go! can encourage non-car travel to and from school.
  - P Organize a traffic safety event to communicate with parents.
- **Issue: Parents stopping or parking where they shouldn't?**
  - P A periodic reminder newsletter to parents could help.
  - P Use the problem as a critical thinking exercise. Have students observe and count the number of driver infractions then develop an awareness campaign.
  - P Have older students working in teams and overseen by a teacher place orange traffic cones in no-stopping zones every morning and afternoon.
- **Issue: Traffic speeding through school zones?**
  - P A Speed Watch event can raise driver awareness.

## Safer Traffic Around Richmond Schools
### Implementation Form

| Task | Date | Who | Resources | Internal or External |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |

## Safer Traffic Around Richmond Schools
### Results of Internal Actions

**School:** _____

**Problem:** _____

_____

_____

**Actions Taken:** _____

_____

_____

_____

_____

_____

**Results:** _____

_____

_____

_____

_____

_____

## Safer Traffic Around Richmond Schools
### Presentation Checklist

**School:** _____

**Problem:** _____

_____

_____

**Proposed External Solution:** _____

_____

_____

**Pre-Presentation Checklist**

- ☐ Completed Problem Identification Form
- ☐ Completed Pedestrian Count Form
- ☐ Completed Vehicle Count Form
- ☐ Results of School Site Walkabout Checklist
- ☐ Completed Maps
- ☐ Completed Solution Generation Form
- ☐ Completed Implementation Plan (Internal Solutions)
- ☐ Description of actions (internal solutions) taken to date and results
- ☐ Description of proposed actions (external solutions)

**TSAC Recommendation**

**Date:** _____

**Next Actions:** _____

_____

_____

## Safer Traffic Around Richmond Schools
### Evaluation Form

**School:** _____

**Problem:** _____

_____

_____

**Solution:** _____

_____

_____

**Results:** _____

_____

_____

**What worked best?** _____

_____

_____

**What did not work?** _____

_____

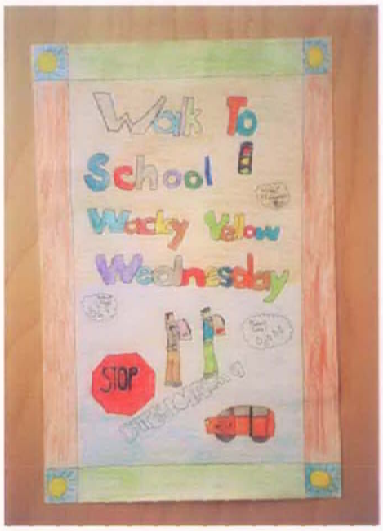
_____

**Recommendations:** _____

_____

_____

# *Safer Traffic Around Richmond Schools*




The *Safer Traffic Around Richmond Schools* (STARS) initiative is a collaboration of the City of Richmond's Traffic Safety Advisory Committee, which has membership from the following agencies:

- City of Richmond
- Insurance Corporation of BC
- Richmond District Parents Association
- Richmond School District No. 38
- Richmond RCMP
- Richmond Fire-Rescue