Appendix A: Checklists

Site Design Checklist for New Schools

Site Design Checklist for New Schools

2.0 SCHOOL SITE

2.1. LOCATION

	Y	N	N/A
Is the school located in an optimal site within the neighbourhood?			
Is the school located centrally near other community amenities?			
Is the school sites located away from major barriers (i.e. rivers, freeways, railways)?			

2.2. PEDESTRIAN ACCESS

	Y	N	N/A
Is there a concrete walkway from the street sidewalk to the main entrance?			
Are there walkways from the corners of the site to the play areas at the rear of elementary school buildings?			
Are there walkways from the corners of the site to secondary entrances of secondary school buildings?			
Are there walkways through legal pedestrian easements onto the site?			
Are there any fences surrounding the school site that can be removed? If not, are there pedestrian access points at the corners of the fencing Have paths leading to the school been designed to avoid conflict with vehicles or bicycles?			
Are the pedestrian facilities accessible to persons with disabilities as required by the Accessibility for Ontarians with Disabilities Act (AODA)?			

2.3. BICYCLE ACCESS

2.3.1. BICYCLE PARKING

	Y	N	N/A
What is the municipal bicycle parking requirement for schools? Are the requirements met?			
Is there sufficient bicycle parking for staff and students?			
Is the bicycle parking located in a highly visible location?			
Is the bicycle parking near streets or access points to the school?			
Is there room to expand bicycle parking infrastructure if necessary? Yes, No			
Is secure bicycle parking available? Yes, No			
Are the bicycle racks of varying shapes and sizes?			
Is the bicycle parking protected under a canopy?			
Does the bicycle parking layout meet the minimum clearances outlined in the guidelines?			

2.3.2. END-OF-TRIP

	Y	N	N/A
Are there change rooms, lockers and showers for secondary school students to use?			
Are there female and male shower and change rooms for employees that adhere to the suggested facility size in the guidelines?			

2.4.1. SCHOOL BUS

	Y	N	N/A
Is there an exclusive bus loop for school busses to access the site?			
Is there a layby for buses available in the event a bus loop is not feasible?			
Is the bus loop single-file, with the right wheel to the curb?			
Is the bus loop a one-way operation in a counter-clockwise direction?			

2.4.2. PARENT DROP-OFF AND PICK-UP

	Y	N	N/A
Is there a loop on site for parent drop-off and pick-up? Or, for more compact sites, is there a layby loop?			
Is the drop-off and pick-up restricted to the front of the school only to reduce the amount of parent drop-offs and pick-ups?			
As an alternative to on-site pick-up & drop off, is there opportunity to designate drop-off and pick-up sites within a short walking distance?			

2.4.3. ON-SITE PARKING

	Y	N	N/A
Is the parking area located along the side of the school that does not front on to the street?			
Is there a public facility adjacent to the school site? If yes, is it possible to share the adjacent parking facility to minimize total supply of surface parking at the school area?			
Does the amount of parking spaces match parking demand ratios? (0.7 – 1.3 spaces per staff & 1.6 – 1.9 spaces per staff at secondary schools)			
Is there any on street parking available that can be used in to accommodate parking off-site?			
Does the parking lot layout minimize the chance of students crossing vehicular paths?			
Has the location of access points to the site been considered to reduce the number of conflict points?			
Has the location of snow storage and removal been considered?			
Has the parking area been separated from the play area and walkways by fencing?			

2.4.4. DRIVEWAYS

	Y	N	N/A
Is the driveway located along the school frontage?			
Is the driveway located away from transit stops?			
Is the driveway located away from on-street parking?			
Is the driveway aligned with street intersections where possible?			
Are entrances and exits one-way to maximize pedestrian safety?			
Is the width and turn radii of the school driveway reduced to the smallest value permitted by municipal engineering standards?			
Does the sidewalk continue across the driveway at the same elevation?			
Is the portion of the sidewalk crossing the driveway made of the same material as the rest of the sidewalk?			

2.5 LAYOUT

	Y	N	N/A
Does the main building entrance face at least one public street or, preferably, at the corner of an intersection to provide two street frontages?			
Is the school oriented towards the most major street on which it is fronting?			
Are the play areas located furthest away from the major street and at the back of the school building?			
Does the school provide a pedestrian friendly urban form?			

3.0 SCHOOL NEIGHBOURHOOD

	Y	N	N/A
Is the street layout in a grid pattern with short walkable blocks?			
If not, are curvilinear streets in the neighbourhood linked to parallel streets by midblock paths to increase connectivity and permeability?			
Does the street layout provide an unobstructed, continuous and safe circulation system that serves the same destinations as the local road system?			
Does the street layout provide a pedestrian network that connects to other mobility networks such as cycling, natural heritage trails and transit?			

3.2.1. SIDEWALKS

	Y	N	N/A
Are there sidewalks on both sides of the street?			
Are there designated sidewalks for school routes surrounding the school site?			
Are the sidewalks sufficiently wide?			
Are pedestrians minimally exposed to nuisances generated by vehicular traffic by use of street furniture, planting, cycling facilities, and car parking?			
Do sidewalks provide a pleasant landscape			
Do sidewalks include street lighting?			

3.2.2. CYCLING FACILITIES

	Y	N	N/A
Is there an opportunity to implement cycling infrastructure surrounding the school site?			
Is there cycling infrastructure designated as a school route?			
Are there appropriate cycling facilities for elementary school students?			
Are there appropriate cycling facilities for secondary school students?			

3.2.3. TRAFFIC CALMING

	Y	N	N/A
Are there any speed limit signs in the school zone?			
Are there any radar speed signs in the school zone to let motorists know their actual speed?			
Is the school zone designated as a community safety zone resulting in higher fines for speeding?			
Are there traffic calming measures in place such as reduced lane width, increased lateral friction and reduced turn radii to reduce operating speed?			
Are there additional traffic calming measures such as vertical and horizontal deviations which should be provided?			

3.2.5. ON-STREET PARKING

	Y	N	N/A
Is there bay parking available to limit the width of the street, limiting vehicle speeds?			

3.3. PATHS

	Y	N	N/A
Are off-streets paths lit and paved?			
Are the multi-use paths at least 3 m?			
Is there any vegetation lining the paths?			

3.4. CROSSINGS

3.4.1. INTERSECTIONS

	Y	N	N/A
Are there curb extensions and/or a small turn radii to minimize length of crosswalks?			
Are there zebra (ladder) markings to maximize visibility of pedestrian crossing and increase motorist awareness?			
Are there any delays incurred by pedestrians and cyclists at the intersection? Can they be avoided?			
Are there raised crossings or a raised intersection?			
Are there any bicycle crossing treatments?			
Are there any multi-use path treatments?			
Is there any infrastructure to reduce the amount of delays at intersections?			
Do pedestrian signals have an appropriate duration for young children?			
Do the intersections have AODA compliant curb cuts and tactile detection strips, and accessible pedestrian signals?			

3.4.2. MIDBLOCK CROSSINGS

	Y	N	N/A
Are there midblock crossings on four-lane or wider roads at desire lines?			
Are there curb extensions at the midblock crossing?			
Are the midblock crossings raised?			
Are there refuge islands for the midblock crossings?			
Are there any midblock crossing treatments?			
Are there any midblock signs and signals?			

3.4.3. SUPERVISED CROSSINGS

	Y	N	N/A
Is there a crossing guard stationed at key intersections?			
Are there any intersections that can be designed better to eliminate the need for a crossing guard?			
Are the crossing guards scheduled for the appropriate times?			
Is there funding in place for crossing guards?			
Is there an established warrant for a crossing guard?			

3.5 PUBLIC TRANSIT

	Y	N	N/A
Is there a transit line in close proximity to the school?			
Are there concrete pads large enough to accommodate a shelter for secondary school students?			
Are public transit stops located away from school driveways and/or busy pedestrian crossings?			
Are there any floating bus stops where bicycle lanes or cycle tracks exist?			

3.6. DESIGNATED SCHOOL

	Y	N	N/A
Is there a School Travel Plan in place?			
Are there any identified safe routes to school?			
Are there any signs along the route identifying it as a safe route to school?			
Are there any infrastructure improvements that can be made to the designated safe routes to school?			

Site Design Checklist for Retrofit Schools

Site Design Checklist for Retrofit Schools

For any questions that you answer 'no' to, there may be opportunity to improve active transportation options to the school by exploring the implementation of these infrastructure improvements or programs.

2.0 SCHOOL SITE

2.2. PEDESTRIAN ACCESS

	Y	N	N/A
Is there a concrete walkway from the street sidewalk to the main entrance or can one be added?			
Are there walkways from the corners of the site to the play areas at the rear of elementary school buildings? If no, can they be added?			
Are there walkways from the corners of the site to secondary entrances of secondary school buildings? If no, can they be added?			
Are there any opportunities to improve the permeability of the site by providing walkways through legal pedestrian easements onto the site?			
Are there any fences surrounding the school site that can be removed? If not, are there pedestrian access points at the corners of the fencing?			
Have paths leading to the school been designed to avoid conflict with vehicles or bicycles? If no, can they be redesigned?			
Are the pedestrian facilities accessible to persons with disabilities as required by the Accessibility for Ontarians with Disabilities Act (AODA)?			

2.3. BICYCLE ACCESS

2.3.1. PARKING

	Y	N	N/A
Is there sufficient bicycle parking for staff and students?			
Is the bicycle parking located in a highly visible location or can it be moved to a visible location?			
Is the bicycle parking located near streets or access points to the school or can it be moved there?			
Is there room to expand bicycle parking infrastructure if necessary?			
Is secure bicycle parking available? Can it be provided?			
Are the bicycle racks of varying shapes and sizes or can new varieties be introduced?			
Is the bicycle parking protected under a canopy or can one be added?			
Does the bicycle parking layout meet the minimum clearances outlined in the guidelines or can it be reconfigured?			

3.0 SCHOOL NEIGHBOURHOOD

3.2. STREET DESIGN

3.2.1. SIDEWALKS

	Y	N	N/A
Are there sidewalks on both sides of the street?			
Are there designated sidewalks for school routes surrounding the school site?			
Are the sidewalks sufficiently wide?			
Are pedestrians minimally exposed to nuisances generated by vehicular traffic by use of street furniture, planting, cycling facilities, and car parking?			
Do sidewalks provide a pleasant landscape to walk through?			
Do sidewalks include street lighting?			

3.2.2. CYCLING FACILITIES

	Y	N	N/A
Is there an opportunity to implement cycling infrastructure surrounding the school site?			
Is there cycling infrastructure designated as a school route?			
Are there appropriate cycling facilities for elementary school students?			
Are there appropriate cycling facilities for secondary school students?			

3.2.3. TRAFFIC CALMING

	Y	N	N/A
Are there any speed limit signs in the school zone?			
Are there any radar speed signs in the school zone to let motorists know their actual speed?			
Is the school zone designated as a community safety zone resulting in higher fines for speeding?			
Are there traffic calming measures in place such as reduced lane width, increased lateral friction and reduced turn radii to reduce operating speed?			
Are there additional traffic calming measures such as vertical and horizontal deviations which should be provided?			

3.2.5. ON-STREET PARKING

	Y	N	N/A
Is there bay parking available to limit the width of the street, limiting vehicle speeds? Can it be provided?			

	Y	N	N/A
Are off-streets paths lit and paved or can they be?			

3.4.1. INTERSECTIONS

	Y	N	N/A
Are there curb extensions and/or small turn radii to minimize length of crosswalks?			
Are there zebra (ladder) markings to maximize visibility of pedestrian crossing and increase motorist awareness or can they be added?			
Is there any infrastructure needed to reduce the amount of delays at intersections?			
Do pedestrian signals have an appropriate duration for young children?			
Do the intersections have AODA compliant curb cuts and tactile detection strips, and accessible pedestrian signals?			

3.4.2. MIDBLOCK CROSSINGS

	Y	N	N/A
Are there midblock crossings on four-lane or wider roads at key desire lines?			
Are there curb extensions at the midblock crossing or can they be implemented?			

3.4.3. SUPERVISED CROSSINGS

	Y	N	N/A
Is there a crossing guard stationed at key intersections?			
Are there any intersections that can be designed better to eliminate the need for a crossing guard?			
Are the crossing guards scheduled for appropriate times?			
Is there funding in place for crossing guards?			

	Y	N	N/A
Is there a transit line in close proximity to the school or can one be added?			
Are there concrete pads large enough to accommodate a shelter for secondary school students?			
Are public transit stops located away from school driveways and/or busy pedestrian crossings or can they be moved?			
Are there any floating bus stops where bicycle lanes or cycle tracks exist or can they be implemented?			

	Y	N	N/A
Is there a School Travel Plan in place? If no refer to 4.2.1.			
Are there any identified safe routes to school? If no refer to 4.2.1.			
Do signs need to be added along the route identifying it as a safe route to school?			
Are there any infrastructure improvements that can be made to designated Active and Safe Routes to School?			

4.1.2. STAFF TRANSPORTATION

	Y	N	N/A
Is there any opportunity to implement an awareness program for staff or to offer a financial incentive to employees that walk or cycle to work?			
Can any underutilized parking be repurposed for another use?			

4.2. ACTIVE TRANSPORTATION PROMOTION PROGRAMS

4.2.1.

	Y	N	N/A
Has the school travel planning process been initiated at this school? Additional information about initiating the school travel planning process in York Region can be found here: http://www.healthyork.ca/bhc-school-transportation			

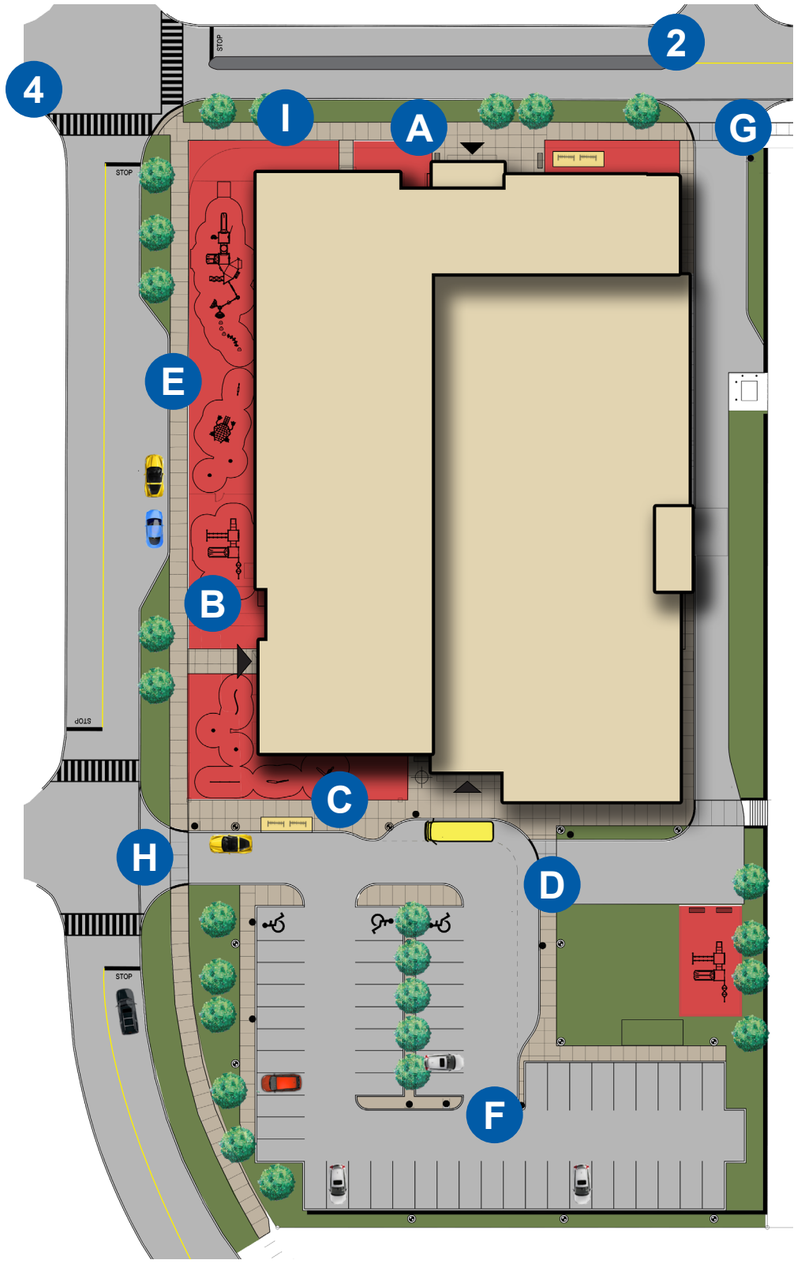
4.2.2.

	Y	N	N/A
Does the school draw on the resources available from York Region and area municipalities? Additional links are provided in the guidelines			

Appendix B: Demonstration Plans

NEW ELEMENTARY SCHOOL

SCHOOL SITE



		Reference
A	A wide walkway is provided from the street sidewalk to the main entrance	2.2
B	Walkways are provided from the corners of the site to play areas and secondary entrances	2.2
C	Bicycle parking is located in a highly visible location	2.3
D	Due to space constraints on the site, a bus lay-by (rather than a dedicated bus loop) is provided	2.4.1
E	Space for parent drop-off and pick-up is provided in an on-street lay-by.	2.4.2
F	A responsible amount of parking is provided	2.4.3.
G	Corner radii reflect minimum design values to encourage lower speeds as vehicles enter and exit the site	2.4.4
H	Sidewalks are carried across driveways	2.4.4
I	School is oriented towards the most major street it fronts onto	2.5

NEIGHBOURHOOD

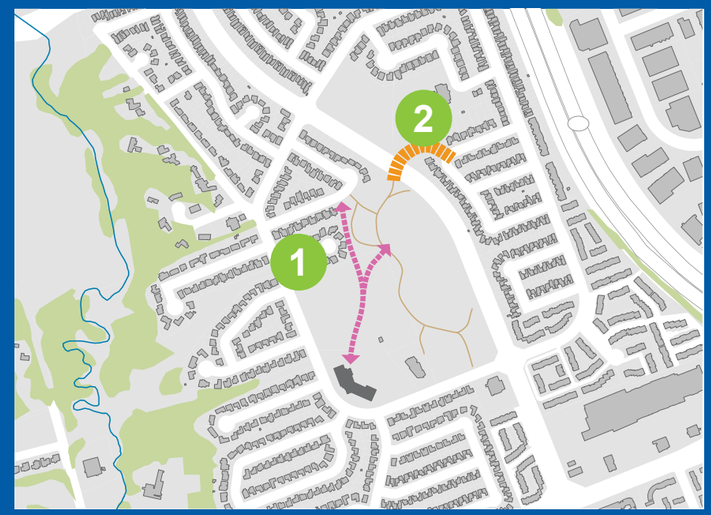
		Reference
1	Street layout surrounding the school is made up of a dense grid of short blocks	3.1
2	Streets have been designed for low speeds with the use of narrow lane widths & the addition of a few traffic calming features such as traffic islands	3.2.3
3	Paths have been used to improve site permeability as the site fronts onto a streets on only two sides	3.3
4	Crossings use high visibility pavement markings	3.4.1.

RETROFIT ELEMENTARY SCHOOL

SCHOOL SITE

		Reference
A	Building fronts onto major street	2.1 2.2
B	Sidewalks have been carried across driveways	2.2
C	Bus loop narrowed to a single lane through the use of painted lines and flexiposts	2.4.2
D	Formalized bike lanes through the application of pavement markings as a traffic calming feature	3.2.2
E	Bicycle parking located in a highly visibile location	2.3
F	Bus loop is separated from pick-up / drop-off	2.4.1
G	Enhanced crossing provided through application of ladder crosswalk marking	3.4.1
H	Provided additional high visibility bicycle parking to reduce the distance cyclists must travel to access the site from each direction	2.3

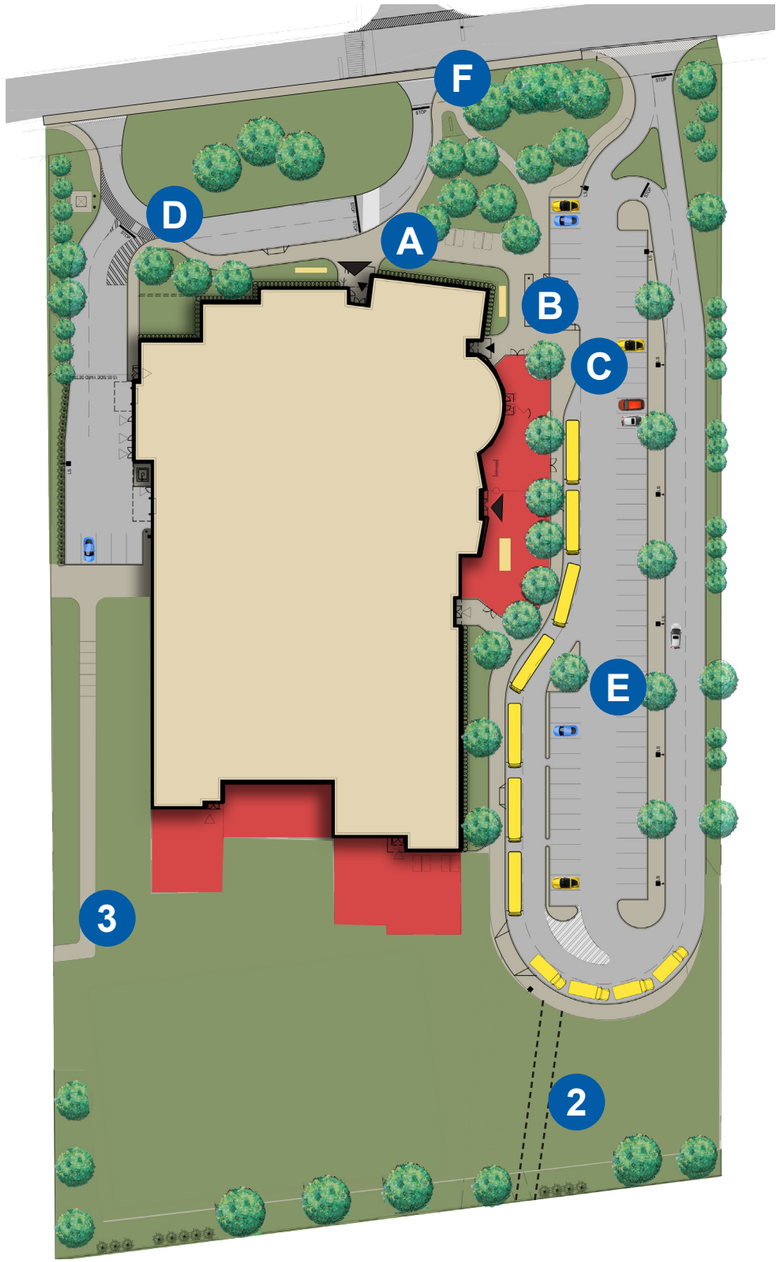
NEIGHBOURHOOD



		Reference
1	Add new connections through park to provide access from all sides to nearby residential uses	2.2 3.3
2	Consider a midblock pedestrian crossing to reduce walking distances for children from neighbourhoods east of the Regional Road	3.4.2

NEW SECONDARY SCHOOL

SCHOOL SITE



		Reference
A	A wide walkway is provided from the street sidewalk to the main entrance	2.2
B	Bicycle parking is located in a highly visible location	2.3
C	A dedicated school bus loop is provided	2.4.1
D	Space for drop-off and pick-up is provided in a dedicated loop	2.4.2
E	A responsible amount of parking is provided, and it located away from the street frontage	2.4.3.
F	Sidewalks are carried across driveways	2.4.4

NEIGHBOURHOOD

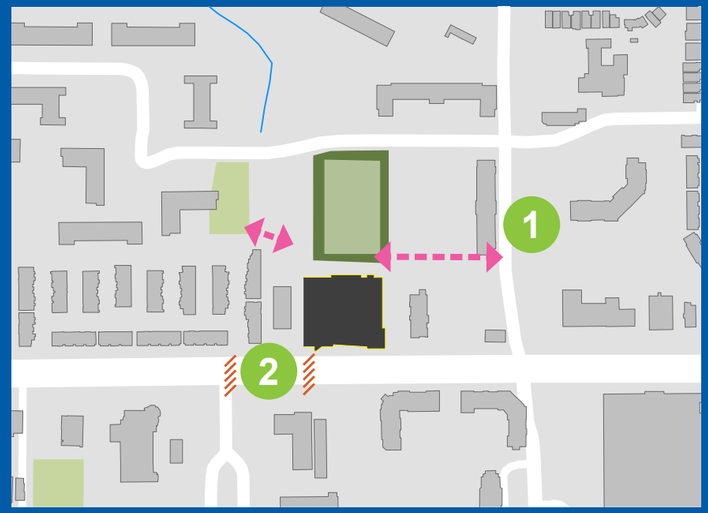
		Reference
1	School site is located centrally within the neighbourhood	3.1
2	As the area surrounding the school site is built out, connections to the school sites are made from all corners of the site	3.2.3
3	Paths have been used to improve site permeability from suburban cul-de-sacs	3.3

RETROFIT SECONDARY SCHOOL

SCHOOL SITE

		Reference
A	Sidewalks have been carried across driveways	2.2, 3.2.1
B	Since the school only fronts onto a public roadway on two sides, path connections through adjacent developments have been added	2.2
C	Bicycle parking located in a highly visibile location	2.3
D	Driveway narrowed through the use of painted lines and flexiposts	2.4.2
E	Cycle tracks added to the adjacent major arterials through a road reconfiguration to provide access to the school via separated cycling facilities	3.2.2
F	A midblock pedestrian signal has been added to help students crossing the major street access the school from neighbourhoods on the other side of the arterial.	3.4.1

NEIGHBOURHOOD



		Reference
1	Add new connections through adjacent properties to improve site permeability	2.2 3.3
2	Consider a midblock pedestrian crossing to reduce walking distances from neighbourhoods south of major arterial. This signal could be midblock or at the nearest cross-street depending on municipal stadndards	3.4.2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