



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

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