Guide to Safer Streets Near Schools Worksheet: Writing a Vision, Defining the Problems, Considering Options

**Vision:** What does a ‘safe neighbourhood’ mean to you? What do the streets look like? Who is using them and when? Talk about your ideas as a group, and take notes on a scrap piece of paper. Which ideas do you all agree on? Put them together and write your vision below. For some vision ideas and language, check out [activeneighbourhoods.tcat.ca](http://activeneighbourhoods.tcat.ca/) or Chapter 1 of Toronto’s Official Plan <http://www1.toronto.ca/planning/chapters1-5.pdf#page=17>

**Problems and Options:** In your school neighbourhood, which streets, street segments, or intersections do not look or feel like the streets in your vision? List the ones you are most concerned about here, and what the main issues are on those streets. Find out what road class each street is (Local, Collector, Minor Arterial, Major Arterial), explained in Step 4 of the Guide. Compare the issues and road classes to the paths in Figure 1.0 and the measures in Chapter 2 to see your options moving forward. We also recommend taking pictures of the issues.

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| **Street** (Name, number range, intersection) | **Issues** (Be specific, list all) | **Road Class** (Local, Collector, etc.) | **Options\*** (Traffic calming, speed limit, crosswalk, bike lane, etc.) |
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\*We suggest keeping your options quite open at this stage by listing several potential measures (e.g. speed humps or chicanes) or a general path (e.g. traffic calming).

*Sample issues: vehicles travel too quickly (speeding, or posted speed limit too high); vehicles use street as a short cut; no place to cross the street; existing crossing does not feel safe; no sidewalks; no room for people on bikes; not enough light on the street or at the intersection; collisions/conflicts between vehicles and other road users (along street or at intersection); concerns about parking.*