

Project Implementation Guide

School Wayfinding Signage

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1. Project Setup

Description

School wayfinding signs indicate directions, walking and cycling travel times from different points in the surrounding neighbourhood to the school. These signs are placed on selected routes that have high-volume foot and vehicle traffic for more exposure.

The travel times are based off the average walking speed of elementary school aged children of 1.22 meter per second and cycling speeds of 3.98 metres per secondⁱ

Blue was selected as the sign colour for two reasons - it is used nationally as the standard colour for wayfinding signage, and it is the colour voted most popular by students during the survey conducted with the London pilot school.

This project was adapted from Waterloo Region's School Signage Project. In 2017, ASRTS ELMO piloted the signage project in London based off the learnings and recommendations from Waterloo. Please see Best Practices and our resource index for more information.

Objective and Benefits

The overall objective is to increase the number of students using active travel to and from school.

Finding your way around the community is a valuable skill that builds independence and confidence in everyday life. Sometimes our surroundings make it hard for children and adults to participate in walking/cycling. Wayfinding signs make our routes easier to travel by:

- Building community awareness. The sign shows neighbours and alerts drivers that this is a school walking and cycling zone.
- Helping students plan their route to school. Time indicated on the signs inform students how long it should take to reach school.
- Making active travel seem easy. Shows the distance to the school and how long it would take to walk or cycle to school.
- Encouraging children and parents/guardians to be physically active. Participating in active travel improves physical and mental health, helps with student success in school and is good for the environment.

Best Practices

Waterloo Region Pilot

The Waterloo Region Active and Safe Routes to School (ASRTS) Committee planned and implemented what they called the School Signage pilot project in 2014. Eight schools participated in the pilot and received school signs and sidewalk markings.



Pre- and post-intervention classroom surveys showed a strong positive impact of the signage intervention with a 36% increase of students walking or cycling to and from school. Students were very aware of the project and enjoyed engaging with the program. A process evaluationⁱⁱ was led by two Public Health Planners with the Region of Waterloo yielding the following recommendations for a successful signage program:

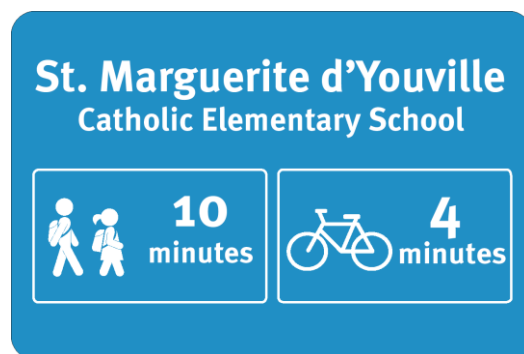
- ❖ Map school population to identify best routes
- ❖ Involve people familiar with neighbourhood in identifying best routes
- ❖ Set clear expectations for participating schools
- ❖ Have a clear promotion plan
- ❖ Develop promotional materials and programming to help schools promote it to students and parents
- ❖ Integrate school signage initiatives with other initiatives designed to encourage active transportation to school

City of London Pilot

After learning about Waterloo Region’s School Signage project in 2017, the Public Health Nurse at St. Marguerite d’Youville (SMD) Catholic Elementary School requested the support of the ELMO ASRTS committee to adapt and implement the project at their school.

Using the recommendations and framework of Waterloo Region’s School Signage project, representatives from the City of London ASRTS members worked with the STP committee at SMD to finalize the project.

A survey was created to engage students in the design process. The resultsⁱⁱⁱ were used to inform the design of London’s first school wayfinding sign.



After the signs were installed, feedback was received that the signs were too small and resembled LTC signs from far away. The signs were enlarged to make it easier for pedestrians and drivers alike to see the signs. An arrow and the words “school route” were added for directional support and to notify drivers that they are traveling in a school zone.



The methods of stakeholder engagement and route selection used during the SMD pilot has informed the development of this project implementation guide.

Implementation Team

Project Coordinators: Tara MacDaniel (tara.macdaniel@mlhu.on.ca)

Danielle Tobin-Evans (dtobin@london.ca)

Project Facilitators: STP facilitators/Public Health Nurse/School Champions

Delivery Agents: City of London Sign Shop, Respective Municipalities

Potential stakeholders to include: Ward Councillor, students, community members, parents, school administration

Project Process & Example Timeline

Step 1	Schedule and prepare for meeting 1	Early January
Step 2	Meeting 1 with STP committee or sub group to choose preliminary sign locations	By end of January
Step 3	School Facilitator and Project Coordinator summarize information and calculate travel times	By end of February
Step 4	Meeting 2 with group to review and confirm final locations	By mid-March
Step 6	Facilitator and Coordinator final review	By end of March
Step 7	Signs installed	April – May
Step 8	Develop promotion and education plan	Ongoing

2. Actions for Implementation

Meeting 1

Purpose/outcomes:

- Introduce wayfinding program
- Identify 3-5 high traffic walking routes and map preliminary sign locations along chosen routes
- Discuss next steps

Approximate length: 1.5 hours

Who should attend? School STP committee or subgroup, potential stakeholders, identified facilitators, Public Health Nurse

Preparation Checklist:

- Retrieve large map and mapping tools (clear tabs, pens, markers) from Tara or Danielle
- Example of wayfinding sign
- Power Point presentation for program introduction (optional)
- Computer with internet to reference Google Maps (optional)

During meeting:

- Introduce program (power point presentation available^{iv})
 - Purpose of program
 - History and research behind the program (Waterloo and London Pilot)
 - Process for implementation, timelines etc.
 - Marketing and promotions:
 - Explain the importance
 - Have committee think about how this program can tie into the sustainability of the STP project
- Mapping Activity: Determine walking routes and sign locations
 - Review key considerations with committee

Key considerations for selection of sign locations

- ❖ It is important to have 3 - 5 main routes coming from different orientations to the school, with at least 2 signs along each route and 1 sign at the school
- ❖ When choosing routes, consider high-traffic secondary collector roads, traffic count results, most walked routes, and busing boundaries
- ❖ Consider crossing areas, accessible routes to individuals who may have mobility issues, sight lines around hills and bends, traffic patterns etc.
- ❖ Signs should be oriented towards the school and, depending on the route, should be placed on the right side of the road so drivers can see them clearly
- ❖ Signs cannot be installed on LTC posts, stops signs, or hydro poles

- Use the large map provided by Coordinators to discuss and identify routes
- Mark tentative sign locations along routes

To maximize costs, signs are installed on street lights when possible. If no street lights are available in the area selected, a sign post will be installed. All street lights locations are marked on the provided map for this exercise.

- To mark a selected sign location, draw a small circle on a clear tab and place over the desired street light. *If there is no street light in the desired location, draw an 'X' on the clear tab and place over selected location on the map.*
 - Using a pencil or pen, draw the route to school from each sign location on the map
 - Continue exercise until you have reached all desired locations
 - If needed, you can refer to google maps when discussing possible sign locations (Google street view can be very helpful but may not always reflect recent changes to the built environment)
 - Review sign locations and reach consensus
- Determine next steps, including date and time for meeting 2

Post-meeting:

The following process is for London schools only. We will work with county facilitators individually through a separate process.

- Email a photo of the large map or deliver it by hand to Danielle Tobin-Evans
 - o Danielle will measure distances from each sign location to the school and calculate travel times
 - o Information will be summarized and shared with PHN in the form of a Summary Chart and corresponding map with numbered locations
 - o Locations will be vetted by transportation experts
- Google Maps street view screen shots
 - * *The purpose of these screen shots is to quickly review locations with the group during meeting 2 without having to visit each location by foot, which could take hours**
 - o Task for PHN or Committee Member
 - o Using Google Map street view function, take screen shots of each location. Label and number each screen shot according to the Summary Chart.
 - o Save in power point or print off a few copies for next meeting
- Review routes and flag any considerations or points of discussions for next meeting

Meeting 2

Purpose/outcomes:

- Review sign locations selected during meeting 1 (visit locations by foot if needed)
- Make any necessary revisions to sign locations
- Reach consensus for final sign locations
- Discuss next steps (future meetings to develop action items around marketing and promotions)

Approximate length: 1 - 2 hours

Who should attend? School STP committee or subgroup, stakeholders, identified facilitators, Public Health Nurse

Preparation Checklist:

- ❑ Original large map used during location exercise in meeting 1 (to capture location changes if needed)
- ❑ Copies of the electronic maps with numbered locations
- ❑ Summary Chart with location details and distances
- ❑ Google Map street view screen shots of each location
- ❑ If possible, email documents ahead of meeting so that participants can be prepared with comments (they can visit areas of concern before the meeting)

During meeting:

- Distribute copies of map and summary chart to each participant
- Review and discuss each location, corresponding times and any noted considerations. Present Google Map street view screen shots when discussing locations to get a visual of the area.
- If needed, visit each location by foot
- Reach consensus on all sign locations or choose alternative location
- Discuss next steps:
 - Explain that this information will be shared with the municipality to produce and install signage in selected areas. Installation timeframes will vary. Expected turnaround times will be provided after you have submitted finalized information to Danielle Tobin. A Project Coordinator will notify you when the signs have been installed.
 - Book meeting 3 to create action plan with roles and responsibilities around marketing, promotions, etc.

Post-meeting:

- Make any revisions needed to chart and map and send to Danielle Tobin-Evans
- Danielle will send final map, summary chart and sign art work to PHN for final review
- Once information is confirmed, Danielle will submit information to municipalities for production and installation and will notify you once signs have been installed
- Email Committee or group:
 - Notify members when signs have been installed and request committee members to review installed signage to ensure that everything is correct (include Map and Summary Chart for reference)
 - Reminder of next meeting, or if you haven't already booked your next meeting, do so at this time.

3. Education and Promotion

The ASRTS committee has developed a general information sheet^v, an information sheet for parents^{vi}, as well as sample announcement^{vii} and tweets^{viii} to promote the program. These can be adapted to meet the needs of your school.

These resources act as starting points for the education and promotion efforts at your school. We encourage you to work with your school committees to think of creative ways to promote the program.

Consider:

- Engaging community partners in the school neighbourhood (Family Centres, Neighbourhood Resource Centres etc.)
- Align with other initiatives such as Walking Wednesdays. Ask school staff or influential figures like local sport players or mascots to stand at sign locations and encourage students as they walk to school.
- Align wayfinding program to school curriculum

Document any educational or promotional activities that you do at your schools so that they can be shared with others and replicated!

4. Evaluation and Sustainability

To support sustainability efforts, include the promotion of the wayfinding sign program in your annual school plans. Consider awareness and education of the program at the beginning of every school year to remind and encourage students and their families to choose active travel.

If signs are damaged, please contact Danielle Tobin-Evans.

An evaluation plan will be developed by the ASRTS Steering Committee in early 2019.

5. Project Resource Index

i Walking Speeds:

- Walking speed of 1.22 m/second is being used on wayfinding signs based on Waterloo's Pilot project and findings from: [David KS¹](#), [Sullivan M.](#) Expectations for walking speeds: standards for students in elementary schools. [Pediatr Phys Ther.](#) 2005 Summer;17(2):120-7.

Cycling Speeds:

- Bike speed measurements in a recreational population: validity of self-reported speed. [D. C. Thompson, V. Rebolledo, R. S. Thompson, A. Kaufman, and F. P. Rivara](#) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1067763/>

ii Waterloo Region ASRTS School Signage Pilot Project Process Evaluation



2015ASRTS_SchoolS
ignagePilotProcess_

iii City of London Student Survey Results (St. Marguerite d'Youville Pilot)



StudentFeedback.p
df

iv Program Introduction Power Point Presentation for Meeting 1



Wayfinding
Presentation for STP C

v General Information Sheet



Wayfinding-signs-W
hat-are-they-updated.

vi Information for Parents



Wayfinding-signs-Pa
rent-Infomation.pdf

vii Sample School Announcements for Wayfinding Sign Promotions



Wayfinding-Signs-An
nouncements.pdf

viii Sample Tweets for Wayfinding Sign Promotion



Wayfinding-Signs-Tw
eets.pdf