# FCM GMF Full Application Form Pilot Projects - NZT

**Before you begin**

This form has four sections:
- Project details
- Project approach
- Project benefits
- Declaration and signature

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Please follow this guidance carefully as you fill out the necessary information and attach the required supporting documentation.

Before submitting documents online, please make sure you are uploading supported files. Please refer to the attachment guideline where you can find which file formats are accepted, what limits on file size, and what to do if your files are too large.

**Submission process:** You'll be asked to review your responses before you submit your application form. Any incomplete questions will be highlighted on the **summary page**.

Consultants may assist lead applicants in preparing submissions but they cannot submit applications. Only the lead applicant with the "application contact" role can submit the application.

# Applicant information

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## Awareness

**How did you hear about municipal funding from FCM?**

Professional network or word of mouth

**FCM event or conference, or FCM-produced resource**

## Participating organizations

| Organization Name | Organization Role |
|---|---|
| | Application Creator |
| École Polytechnique de Montréal | Consultant |
| City of Westmount | Application Contact |

**IMPORTANT!** In the Project Team Members table below, please add the primary members working on your project. One member from the applicant organization must be assigned the role of Application Contact; this will be the only team member who is able to view the 'start submit process' button within their portal account. Please note if the applicant organization is **not** a municipality, you must also provide a municipal contact in the table; this contact should be aware of your planned project and application to the Green Municipal Fund. If any team members are not visible in the list, please connect with us ahead of submitting your application.

## Project Team Members

| Organization Name | Contact Name | Contact Role |
|---|---|---|
| | | Application Creator |
| École Polytechnique de Montréal | Abdollahi, Shabnam | Consultant |
| City of Westmount | Auger, Jonathan | Application Contact |

# Project information

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## Project Overview

| | |
|---|---|
| **Project Working Title** | Safer Active Routes to School for Five Schools Surrounding Westmount's City Hall Area |
| **Offer Type** | Net-zero transformation |
| **Project Type** | Pilot Project |

## Project Description

**Project description**

The City of Westmount, located on the southwestern slopes of Mount Royal within the Montréal agglomeration, is a compact, mixed-use community where schools, parks, and civic spaces are closely integrated with residential streets. Despite these walkable conditions, traffic safety—especially at intersections and on sloped corridors—remains the main barrier to children walking, cycling, or rolling to school. The Westmount School Safety Survey (2023) confirmed this concern: parents identified safety as the top deterrent to active school travel but expressed strong willingness to let their children walk or bike if safety improvements were made. This indicates that targeted action could unlock significant modal shift potential in the study area.

The project focuses on a compact 800-metre radius around five elementary schools—Akiva School, Selwyn House, École Internationale, Miss Edgar's & Miss Cramp's (ECS), and Saint-Léon-de-Westmount—alongside Westmount City Hall. Within this area, overlapping school zones coincide with civic and transit activity, emergency services, and places of worship, generating congestion, double-parking, and risky turning movements. To address these challenges, Westmount and Polytechnique Montréal developed the Traffic Hazard Tool, a proactive decision-support system using Multi-Criteria Decision-Aiding (MCDA). Instead of relying only on collisions, it estimates the potential for severe harm by integrating speed, volume, vehicle mix, slope, visibility, design, land use, and driver behavior. Each street segment and intersection is classified from "Safe" to "Very Hazardous" to guide proactive decisions.
Results show elevated hazard on Côte-Saint-Antoine, Cedar, Kensington, Clarke, and Sherbrooke, where slope and visibility issues combine with complex vehicle movements. Families confirmed that they would walk more if crossings were shorter and speeds were calmed. Based on these insights, the project follows four coordinated workstreams:
1. Hazard identification and prioritization using MCDA combined with exposure from student postal codes and observed routes.
2.Participatory co-design through workshops, walk audits, and charrettes with schools, parents, and city departments.

3.Quick-build implementation using tactical materials to test design solutions in real conditions before permanent construction.
4.Capacity building and scaling so that results can be extended to other schools city-wide.

Quick-build measures are central to the project. Examples include raised crosswalks, curb extensions, daylighting, refuge islands, and selective one-way street conversions. Converting certain streets to one-way operation provides a fast, low-cost solution to immediately reduce conflicts, narrow effective roadway width, and lower turning speeds. These interventions can be installed rapidly, tested in real conditions, and refined through community feedback before permanent installation. Fast implementation responds to the urgency expressed by parents, maximizes near-term safety benefits, and demonstrates visible results within one school year.
Key activities include hazard ranking, community engagement, temporary installations (paint, planters, bicycle racks, flexible posts and concrete traffic islands), and before-after evaluations (speed, yielding, illegal parking, and perceived safety).

Follow-up surveys and monitoring will guide refinements and build city staff capacity to replicate the process.
Expected outcomes include a ≥30% reduction in vehicle speeds, ≥15% increase in active trips, and a noticeable decline in near-misses. Replacing short car trips (<1 km) will reduce emissions and noise while improving air quality near schools. Accessibility upgrades will benefit children, seniors, and caregivers alike, while calmer streets strengthen neighborhood connection and independence.

Institutionally, the city will gain a transparent, data-driven framework for prioritizing safety investments and monitoring results over time.
The project directly supports Vision Zero, Westmount's School Safety Plan, Montréal's Climate Plan (2020–2030), and Canada's National Active Transportation Strategy. Its transparent, transferable methodology will be shared with other municipalities through bilingual guidance, hazard maps, and weighting templates. By linking research, community input, and fast tactical deployment, this initiative demonstrates how evidence-based, child-focused design can transform school routes into safe, active, and inclusive spaces for all.

Sources:
WESTMOUNT TRAFFIC AND ACTIVE TRANSPORTATION MASTER PLAN :
https://westmount.org/storage/app/media/travaux-et-urbanisme/routes-et-travaux/circulation-et-signalisation/111-17587-00-traffic-master-plan-v70-2013-10-03.pdf

## Objectives and Rationale

**Objectives and rationale**

Rationale

Within an 800-metre radius of the City Hall area, five schools—Akiva, Selwyn House, École Internationale, ECS, and Saint-Léon—serving approximately 2,800 students, yet only one in four currently walk or bike. This reflects a rise in motorization for school trips not only in Westmount but in North America, driven largely by parental safety concerns. Parents consistently cite unsafe crossings, high speeds, poor visibility, and vehicles encroaching onto sidewalks as the primary barriers to independent mobility. Field observations confirm these issues: many intersections show complex turning patterns, constrained geometry, curb-hopping, sidewalk encroachment, and through-traffic that increases friction around school entrances. Between 2012 and 2021, 46% of local collisions resulting in an injury involved pedestrians, and over 90% occurred at intersections, often where turning conflicts and limited sightlines overlap with intense school-hour activity.

These risks are magnified by the area's steep slopes, overlapping school catchments, and irregular street grid, making this sector Westmount's most urgent school-area safety challenge. Traditional municipal tools—focused on collisions and complaints—do not capture near-misses or anticipate where injuries may occur. The 2023 School Safety Survey confirmed that traffic danger is the main factor preventing active school travel, and families indicated they would walk or bike more often if routes felt safer.

This initiative addresses these issues at a time when the need for safe, low-carbon mobility is rising. School travel represents a major opportunity for emissions reduction and supports broader climate and public-health goals. Timely intervention ensures measures are data-driven, equitable, and capable of producing visible improvements within months.

A central component of the project is the Traffic Hazard Tool developed by Polytechnique Montréal, which uses multi-criteria decision analysis (MCDA), GIS-based modelling, and a collaborative participatory weighting process that incorporates the lived experiences of children, parents, school staff, and soon, disabled students. This approach bridges the gap between academic risk modelling and on-the-ground implementation.

Objectives

Traffic calming, directionality changes, and other quick-build measures aim to:

- Reduce crossing distances and improve sightlines for pedestrians and cyclists.
- Increase safety and comfort for active travelers to encourage modal shift.
- Reduce through-traffic in sensitive school-zone corridors.
- Eliminate unsafe turning movements, including U-turns and unnecessary left turns.
- Address sidewalk encroachment and curb-hopping, particularly on narrow streets or tight radii.
- Test directionality changes, including strategic one-way conversions, to simplify operations and improve safety.

- Operationalize proactive safety planning by validating hazard-model predictions with real-world quick-build installations.
- Test winter-lasting solutions, ensuring materials, signage, bollards, and curb extensions remain functional throughout the winter and snow operations.
- Develop a scalable, replicable methodology for expansion to other school zones and for use by other municipalities.

Opportunities

This initiative is strengthened by the alignment of analytical innovation, community readiness, and municipal planning cycles. The Traffic Hazard Tool enables Westmount to precisely identify high-risk intersections—those with constrained geometry, heavy exposure, and frequent turning conflicts—where one-way conversions, curb extensions, and simplified manoeuvres can significantly improve safety. Its participatory weighting process, enhanced by Polytechnique's involvement, ensures that the design incorporates the perspectives of local families and will seek include the voice of disabled students' accessibility needs.

Winter operations create a major learning opportunity. Quick-build measures will be maintained and monitored throughout the winter, with a structured feedback loop between operational and project teams. These lessons will guide permanent, winter-resilient designs.

The implementation period will also support several parallel sub-projects and programs, with a detailed list included in the workplan. These include: adjusting signage and lowering speed limits near schools; piloting school street initiatives; supporting walking school buses; potentially adding pedestrian crossing signals and accessible crossing features. The City intends to use this period not only to build infrastructure but to onboard schools into active mobility programming, reinforcing cultural change and supporting long-term modal shift.

Finally, the project is well-timed within municipal planning, with a Council resolution anticipated through the PTI 2026–2028 process, ensuring strong institutional support for advancing child-centred, data-driven safety improvements.

# Innovation

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## Innovation

**Please describe the innovative aspects of your initiative**

In terms of academic/research based opportunities, the project introduces a new, data-driven and participatory approach to school-zone safety that bridges a key gap between scientific hazard analysis and on-the-ground implementation. Traditionally, municipal safety planning in Canada relies heavily on historical collision data and reactive complaints. This reactive model fails to capture “near-miss” conditions or to anticipate where future injuries might occur. The Traffic Hazard Tool, developed by Polytechnique Montréal and applied here for the first time in Westmount, represents a major innovation by quantifying traffic hazard potential using multi-criteria decision analysis (MCDA), GIS-based spatial modeling, and community-derived weighting. It allows the City to proactively identify high-risk intersections and corridors before collisions occur—something that conventional methods cannot achieve.

What makes this approach especially innovative is the integration of scientific modeling, co-design with children and parents, and rapid, testable interventions through a quick-build methodology. By coupling advanced analytics with participatory workshops and tactical urbanism, the project combines precision with inclusivity—turning technical results into community-informed action within months rather than years. This is the first application in Québec where MCDA hazard mapping is directly linked to a quick-build safety implementation plan around multiple schools, creating a replicable model for other municipalities.

The project also pioneers a second decision-support tool that evaluates the best intervention scenario for each high-risk location based on eight evaluation criteria: safety, accessibility, emergency access, environmental impact, snow-clearance efficiency, public and driver acceptance, aesthetics, and vehicle throughput. This structured, transparent, and participatory evaluation framework ensures that solutions are not only technically effective but also context-sensitive and widely supported—addressing one of the biggest barriers to implementation in municipal practice.

Innovation also lies in the cross-sectoral partnerships and capacity-building model. Rather than relying solely on consultants, Westmount staff will be trained to operate the MCDA tool, analyze hazard maps, and deploy quick-build pilots, ensuring that the knowledge and capability remain within the municipality. The process transforms complex research into practical decision-making tools that can be adapted by small or medium-sized cities with limited resources.

This initiative thus delivers innovation on multiple fronts:
- Methodological innovation – by applying MCDA and exposure-based modeling to traffic hazard prediction at

the street-segment level.
- Process innovation – by integrating children's perspectives directly into weighting and design through focus groups and participatory painting activities.
- Implementation innovation – by using quick-build materials (planters, bollards, modular curbs) to deliver, test, and refine solutions rapidly before committing to permanent infrastructure.
- Institutional innovation – by building municipal capacity and producing an open, bilingual toolkit ("Prioritizing Safe School Routes: Lessons from Westmount") for replication elsewhere.

By combining scientific rigor, community engagement, and agile implementation, this project offers a replicable blueprint for child-friendly, low-carbon urban mobility. It demonstrates that municipalities can achieve measurable safety, health, and climate benefits by adopting proactive, evidence-based, and participatory design methods—representing a substantive improvement over current Canadian best practices in school-zone planning and Vision Zero implementation.

In terms of technical and operational municipal learning and opportunities the City of Westmount's Safe Routes to School pilot also explores some operation and research questions, such as the hazard of informal "yield streets," where undefined, overly narrow lanes create unpredictable conflicts for children walking and rolling to school. The project tests whether targeted one-way conversions can reduce dangerous maneuvers, calm traffic, and create more predictable crossings. in the context of one-way road conversions, key innovations include "driver-expectancy" countermeasures, as well as winter-compatible tactical measures that seek to maintain planters and bollards year-round to deter sidewalk encroachment. The pilot also features custom traffic-calming islands adapted from the city of Calgary for narrow streets and metal sleeves enabling planters to structurally host signage. These interventions offer scalable lessons for safer, context-sensitive, and winter-resilient school-area mobility. See attached supporting document.

# Project management and delivery

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## Project Team

*****Please describe in the table below the roles and responsibilities of your project team.

| Name | Title | Organization | Scope of Responsibilities |
|---|---|---|---|
| Jonathan Auger | Mobility & traffic advisor | City of Westmount | Project steward, coordination, liaison, facilitator, bring stakeholders together, present, partnership building. |
| Shabnam Abdollahi | Postdoctoral researcher | Polytechnique Montréal, SafeMobility | Primary external consultant |
| Owen Waygood | Full professor | Polytechnique Montréal, SafeMobility | Senior consultant |
| Julien Vong | Co-Founder & CEO | SafeMobility | Consultant and technical support |
| Mark Wilkins | External consultant | Mark Wilkins consulting | External consultant |
| Nora Topalian | Project manager – Urban Design | City of Westmount | Consulting for design and project management assistance ; Involvement in the participative decorative line painting with partner schools ; design guidance and workshops |
| Yacine Dehri | Traffic & mobility technical officer | City of Westmount | Drafting concept design, preparing documentation, preparing tender documents. |
| Suzana Rajic | Assistant head of school - Operations | Akiva school | Partner with the city, hold the venue for the focus groups, distribute parent communications and travel behavior surveys, key player in partnering with other schools in the area to play an important role in public acceptability. |

# Budget and workplan

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## Budget

| | |
|---|---|
| **Project Start Date** | 2/16/2026 |
| **Project End Date** | 1/31/2028 |
| **Funding Request ($)** | $125,000.00 |
| **Anticipated Total Project Cost ($)** | $292,213.00 |

# Measurement and Monitoring

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## Measurement and Monitoring

**Please describe your plan(s) to measure and monitor the impact and benefits arising from this initiative.**

Our measurement and monitoring plan combines safety analysis, behavioural observation, and VKT-based GHG assessment. The final methodology will be confirmed through the GMF peer-learning program.
1. Baseline measurements
Before implementation, we will document operating speeds, conflicts, illegal parking, turning movements, and visibility concerns at the target sites. All street segments and intersections will receive a baseline hazard score using the Traffic Hazard Tool (MCDA). Baseline travel behaviour and VKT estimates will be derived from the City of Westmount's 2023 School Safety Survey, which provides modal split and trip characteristics for over 550 families.
2. Continuous speed monitoring
The City already has radar-speed devices installed near several schools and will expand this network. These devices supply continuous, high-resolution speed data that establish a robust picture of speeding patterns around school zones. Radar data will complement targeted before–after measurements and allow long-term monitoring of speed

trends.
3. After-implementation evaluation
Following the installation of quick-build measures, we will repeat speed studies, conflict counts, compliance observations, and hazard scoring. Short parent and student surveys will capture perceived safety, comfort, and willingness to walk or roll. Observed mobility behaviour will be compared to the baseline to identify changes in active travel.
4. GHG emission reduction estimation
VKT reduction will be the primary indicator for estimating GHG reductions. We will compare the number of short school trips shifted from car to walking/rolling before and after implementation. Reduced VKT will be multiplied by standard emission factors. Any refinements to this method will be undertaken through the peer-learning process.
5. Data management and reproducibility
All inputs (GIS layers, radar data, observation sheets, hazard criteria, survey tools) will be catalogued. The goal is to ensure transparency and allow the City and GMF reviewers to replicate calculations. Monitoring outputs will be shared through bilingual summaries and data visualizations.
This combined approach will allow us to measure safety benefits, user behaviour, and environmental outcomes in a consistent and replicable way.

## Full-scale implementation

**Please describe the decision-making process you will use to determine whether to move forward with full-scale implementation**.

The decision to move toward full-scale implementation will rely on measurable safety improvements, community acceptance, environmental benefits, and operational feasibility.
1. Safety performance
We will evaluate reductions in operating speeds (via radar data and targeted studies), decreases in conflicts and illegal parking, and improvements in hazard scores. Positive results that show safer crossings, calmer traffic, and improved visibility will favour expansion.
2. Active mobility and GHG reduction potential
Increases in walking, cycling, and rolling will be assessed through follow-up surveys and observational counts. Reduced VKT for school travel will indicate potential GHG reductions. Environmental impact estimates will be refined with guidance from the GMF peer-learning program.
3. Operational feasibility and winter performance
Public Works and Urban Planning will assess how interventions affect snow removal, emergency access, and general traffic operations. Only measures that perform reliably year-round will be recommended for permanent adoption.
4. Community and stakeholder support
Decisions will incorporate feedback from schools, parent committees, accessibility groups, adjacent residents, and businesses. Acceptance and perceived improvements in safety are essential indicators of long-term success.
5. Scalability and resource considerations
We will identify design elements that demonstrate consistent before–after benefits and that can be replicated efficiently at other schools (e.g., Roslyn, Westmount Park). Cost, staff capacity, feasibility, and alignment with Westmount's Mobility and Safety Action Plan will guide prioritization.

6. Decision framework and knowledge sharing

A structured evaluation matrix will be prepared summarizing performance across safety, operations, equity, cost, and environmental impact. The City will produce a decision memo recommending whether to:

- scale up the interventions,
- convert selected quick-build pilots into permanent installations, and
- expand the methodology across the municipality.

Results and lessons learned will be shared internally and through GMF's peer-learning program to support broader adoption.

# Engagement Strategy

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## Engagement strategy

*****Please describe in the table below the engagement plan for your project.

| Stakeholder or Rights Holder | Level of Engagement | Description |
|---|---|---|
| Groupe A - Schools, parents & students | Collaborate | We will collaborate with school communities through workshops, walk audits, focus groups, and co-design sessions. Children and parents will help identify safety concerns, validate priority areas, and provide input on preferred quick-build interventions. In addition, the engagement process will invite participants especially students to contribute ideas for implementation elements such as street painting, colours, artistic features, and playful markings. These creative contributions will help reinforce visibility, increase driver awareness, and also foster a stronger sense of belonging and place attachment. Their feedback will shape design |

| | | |
|---|---|---|
| | | alternatives and the implementation approach, ensuring that the project reflects lived experience, integrates artistic identity specific to each school, and responds to the needs of vulnerable users such as young children. |
| Group B — City of Westmount staff (Engineering, Urban Planning, Public Works, Public Safety)( involv | Involve | Group B — City of Westmount staff (Engineering, Urban Planning, Public Works, Public Safety)( involve)<br>City departments will work directly with the project team throughout the process. Staff will assist with data collection (e.g., radar and operational information), evaluate feasibility, participate in intervention selection, and provide operational insight (winter maintenance, emergency access). Their ongoing involvement ensures that project outcomes integrate with long-term municipal planning and operational constraints. |
| Group C — Centre écologie urbaine de Montréal, Polytechnique Montréal, and SafeMobility (technical + | Collaborate | These partners will collaborate in analysis, hazard mapping, prioritization, tool development, and evaluation. Polytechnique Montréal and SafeMobility will provide technical modeling and methodological support. |

## Inclusive engagement practices

**Please describe inclusive engagement practices that were or will be implemented for your project.**

Group A — Schools, parents, and students (collaborate)
We will collaborate with school communities through workshops, walk audits, focus groups, and co-design sessions. Children and parents will help identify safety concerns, validate priority areas, and provide input on preferred quick-build interventions. In addition, the engagement process will invite participants especially students to contribute ideas for implementation elements such as street painting, colours, artistic features, and playful markings. These creative contributions will help reinforce visibility, increase driver awareness, and also foster a stronger sense of belonging and place attachment. Their feedback will shape design alternatives and the implementation approach, ensuring that the project reflects lived experience, integrates artistic identity specific to each school, and responds to the needs of vulnerable users such as young children.

Group B — City of Westmount staff (Engineering, Urban Planning, Environment, Parks and Green spaces, Public Works, Public Safety)( involve)
City departments will work directly with the project team throughout the process. Staff will assist with data collection (e.g., radar and operational information), evaluate feasibility, participate in intervention selection, and provide operational insight (winter maintenance, emergency access). Their ongoing involvement ensures that project outcomes integrate with long-term municipal planning and operational constraints. In addition, the project team will identify several subprojects and let the wider team suggest complimentary initiatives (see detailed work plan), such as a "Walking school bus" program, or support for focus groups, allowing the collaborators to feel empowered by the project.

Group C — Centre écologie urbaine de Montréal, Polytechnique Montréal, and SafeMobility (technical + NGO partners) ( collaborate)
hese partners will collaborate in analysis, hazard mapping, prioritization, tool development, and evaluation. Polytechnique Montréal and SafeMobility will provide technical modeling and methodological support.

Inclusive engagement is central to this project because children, families, and vulnerable road users are disproportionately affected by unsafe school routes. The engagement approach is designed to reduce barriers to participation, integrate diverse perspectives, and ensure that traditionally underrepresented groups shape decisions.

We will use a range of practices to reach diverse groups:

1. Reducing participation barriers:

Engagement activities will be offered at different times (after-school, weekends), with childcare provided when possible. Meetings will be held at accessible school and community locations. Materials will be offered in French and English, with simplified wording and visuals appropriate for families and children.

2. Direct engagement with equity-deserving users:

The project works directly with children—the primary vulnerable group—through walk audits, creative design sessions, and age-appropriate participatory tools. Feedback from students, and families ( in some cases families with limited transportation options), will inform the design and prioritization of interventions.

3. Multiple communication channels:

Information will be shared through school newsletters, municipal platforms, social media, on-site posters near schools, and in-person events to ensure broad participation.

4. Iterative feedback loops:

Input gathered in workshops, surveys, and walk audits will directly influence the identification of priority locations and intervention types. Changes made based on participant feedback will be communicated back to the community.

5. Empowerment through involvement:

Children and parents will help validate hazard locations and select preferred quick-build scenarios. This participatory process empowers families and increases acceptance and long-term use of the redesigned school routes.

6. Integration of equity in decision-making:

Engagement findings will be incorporated into the MCDA prioritization process to ensure that interventions reflect safety needs, accessibility challenges, and equity considerations across school communities.

This inclusive approach ensures that the project not only improves safety but also strengthens community trust, supports equitable mobility, and reflects the lived experience of those who rely most on safe active school routes.

# Climate resilience

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**According to the most recent floodplain map available, is your project site outside the current 100-year floodplain?**

Not Applicable

**Does your project involve infrastructure assets valued at more than $2 million?**

No

# Environmental benefits

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## Greenhouse gas reduction benefits

*****Please complete the table below to confirm whether you have the appropriate documentation and information required to assess environmental eligibility.
If you have received guidance from GMF staff on answering this question, please follow the instructions you have been provided. If not, please describe how your project will lead to GHG emissions reductions through one or more of the following measures:
o Changes in energy or fuel consumption
o Changes in energy sources
o Changes in renewable energy production

o Changes in resource consumption
o Changes in waste generated
o Carbon storage or sequestration
o Methane capture
o Changes in other sources of GHG emissions

| Project Data on GHG Emissions | Information available? | Name of supporting document(s) | Comments and reference pages |
|---|---|---|---|
| Baseline GHG emissions prior to project implementation | No | City of Westmount school safety survey | Page12-15 ( result of the survey in traffic mode by parent in the school area) |
| Anticipated GHG emissions after project completion | No | Description of how the project will lead to reductions | These results are based on data collected through the City of Westmount's School Safety Survey (2023), which gathered responses from 550 parents and guardians of children attending local schools. The survey provided detailed information on students' and parents' travel modes, frequencies, and trip purposes. |

## Water conservation

**Please tell us about the measures that will be studied or implemented as part of this project that will help to reduce potable water consumption. If possible, provide the forecasted water conservation benefits that would result directly from your project, should it be successful.**

## Sustainable Materials Management

**Please tell us about the measures that will be studied or implemented as part of this project that will improve circularity of materials and reduce embodied carbon**.

This project integrates sustainable materials management by prioritizing low-carbon, circular, and resource-efficient design choices for school-zone safety interventions. The approach aligns with best practices used in quick-build

mobility projects across Canada and reflects the types of materials illustrated in the supporting documents, including paint-based curb extensions, delineators, modular elements, and planters.

A central component of the project is the use of light, modular, and reversible materials that require significantly less embodied carbon than traditional concrete reconstruction. Quick-build treatments such as flexible delineators, recycled-rubber modular curb extensions, composite planters, and pre-fabricated speed-management units provide long service life, minimal installation emissions, and low waste generation. These materials also support circularity because they can be relocated or redeployed in future school-zone interventions, reducing the need for new manufacturing.

The project also prioritizes environmentally responsible surface-treatment materials. For visibility enhancement, curb-edge definition, and child-friendly art-based markings, the design team will use low-VOC, low-reflectivity (ex.: SRI 29+), and high-albedo traffic paints. These coatings reduce environmental impact by minimizing hazardous volatile emissions, lowering glare for drivers and pedestrians, and contributing to urban heat-island mitigation. High-albedo paints, which may incorporate titanium-dioxide pigments, ceramic microspheres, or other reflective additives, keep pavement temperatures lower than conventional dark markings while maintaining affordability and durability. Because they require no heavy construction equipment and use much smaller quantities of material than physical infrastructure, these paints offer a cost-effective and low-carbon alternative for improving safety around schools.

When selecting among different intervention options, the project team will evaluate each material's life-cycle performance, including:

- embodied carbon from manufacturing and transport,
- recycled content and recyclability,
- durability and maintenance frequency,
- potential for redeployment or modular reconfiguration,
- and total material volume required for installation.

This assessment will be integrated into the intervention-selection framework and co-design process, helping ensure that low-impact materials are prioritized wherever feasible. Examples commonly used in school-zone safety projects—such as recycled-plastic planters, rubber curb units, flexible posts, and durable surface coatings—provide substantial reductions in embodied emissions while remaining economically viable for municipal quick-build programs.

Throughout implementation, Westmount will document the quantity and type of materials used, treatment longevity, and installation requirements. This information will contribute to a baseline of circular-material performance for future planning and will support comparisons among alternative low-carbon treatment options. Findings will be shared through the GMF peer-learning program and integrated into the City's broader strategy for sustainable mobility and safer school environments.

By grounding the project's material choices in recognized standards—specifically NACTO's Urban Street Design Guide and Streets for Kids framework—and applying best practices in modularity, low embodied carbon, circular material

flows, and heat-island reduction, the initiative contributes to safer, more sustainable, and more walkable school environments.

## Biodiversity and ecological functions

**Please tell us about the measures that will be studied or implemented as part of this project that will maintain or enhance site biodiversity and ecological functions**.

## Other Environmental Benefits

**Please tell us about other environmental benefits that would result directly from your project, should it be successful.**

In addition to reducing transportation-related emissions and prioritizing low-carbon, circular materials, the project will generate several complementary environmental benefits that support healthier school environments and improved ecological performance in surrounding neighbourhoods.

First, by encouraging a shift from vehicle trips to walking and cycling, the project will help reduce localized air pollutants such as $NO_2$ and particulate matter around school entrances, where idling, congestion, and short-distance circulation often concentrate emissions. This is particularly important for children, who are more vulnerable to air-quality impacts.
To further maximize air-quality improvements and reduce GHG emissions, the project may include a complementary communication initiative in collaboration with the City's communications department and participating schools. This would involve child-led signage campaigns reminding parents not to idle during drop-off and pick-up. Evidence shows that child-facing messaging is especially effective at changing driver behaviour. In parallel, the project could introduce "park-and-stride" zones one block away from schools and limit "kiss-and-fly" activity to designated areas, thereby reducing engine idling, circulation, and noise directly in front of school entrances.

Second, by improving traffic flow, lowering speeds, and reducing unnecessary vehicle movements near schools, the project will help decrease roadway noise and create calmer soundscapes for students and residents.

Third, the project incorporates high-visibility school-zone markings and lighting strategies designed to minimize additional artificial light, in line with best practices for reducing light pollution. Improved pavement visibility can reduce reliance on overhead lighting at crossings.

Finally, the project supports wider public-health and environmental resilience goals. By reducing collision risks,

improving walkability, and lowering exposure to noise and emissions, the initiative contributes to safer, healthier, and more climate-adapted neighbourhoods.

# Socio-Economic Benefits

**IMPORTANT: NET-ZERO TRANSFORMATION APPLICATION GUIDE**

**Before proceeding**, please make sure that you're following the instructions in the Net-zero transformation application guide to fill out this form.

Please follow this guidance carefully as you fill out the necessary information and attach the required supporting documentation.

## Social procurement

**Does your organization have a social procurement policy?**

Yes

**Please describe how your project will include social value and/or sustainability considerations in its procurement practices (e.g., specific criteria in competitive procurement bids, reporting on social or sustainable value outcomes).**

Social procurement: If permitted by our procurement department, the project team will attempt a first round of call for bids by requiring that bidders have a social procurement policy.

Sustainability: Where possible and budget permitting, the project team will specify that bidders that use recycled materials for planters, bollards and temporary sidewalk borders will take precedence over other bidders. Where possible, and budget permitting, the project team will also specify low reflectivity paint to reduce heat island effects. The project team will also work in partnership with the parks and green spaces department to maximize plantations appeal and species within and surrounding the tactical measures.

## Socio-economic benefits

*****Please select and describe in the table below other socio-economic benefits your project will generate. Only select outcomes that you will implement or measure.

| Suggested Socio-economic benefits | Description |
|---|---|
| Accessibility (physical elements or accessibility measures) | Proposed measures improve accessibility for all road users, including for those needing particular accessibility. In the focus groups, we cast a wide web inviting participant students, potentially staff |

| | |
|---|---|
| | and parents, including users that may suffer from reduced mobility. |
| Improved outdoor spaces | The project nature serves to improve the outdoor appeal: Decorative paint, planters with plantations, calmer traffic. |

## Anti-racism, equity, inclusion and reconciliation

**Please describe how this project integrates principles of anti-racism, equity, inclusion and/or reconciliation.**

This project integrates principles of equity and inclusion by applying an equity lens throughout its planning, analysis, and design processes. The Safe and Active School Routes initiative recognizes that traffic danger, environmental exposure, and access to safe mobility options are not experienced equally by all groups, and that children and families often bear a disproportionate burden of unsafe street conditions.

Children are a primary equity-deserving group addressed by this project. Children have limited ability to independently manage traffic risk and are more vulnerable to road danger and environmental stressors such as noise and air pollution. By prioritizing interventions at intersections identified as hazardous or very hazardous through the Traffic Hazard Tool, the project focuses resources on locations where safety burdens are highest. The accompanying accessibility analysis further demonstrates how safety improvements increase access to essential destinations—such as schools, parks, libraries, and community centres—across dissemination areas, helping to reduce spatial inequities in access to municipal services.

The project also acknowledges that families do not have equal access to mobility options. Households that rely on walking due to economic constraints, lack of vehicle access, age, or physical limitations are often more exposed to unsafe walking environments. Improving pedestrian crossings, reducing vehicle speeds, and enhancing visibility directly benefits these groups by creating safer and more inclusive conditions for daily travel. Complementary measures such as park-and-stride zones and anti-idling initiatives also reduce localized air pollution near schools, benefiting children and caregivers who spend extended time in these environments.

Gender equity is also considered in the project design. One of the schools within the study area is a girls-only school. Research and practice indicate that girls may experience street environments differently, particularly in relation to perceived safety, comfort, and visibility. By improving intersection design, reducing vehicle dominance, and enhancing pedestrian comfort around school entrances, the project supports safer and more inclusive mobility conditions for girls, helping reduce gender-based barriers to independent and active travel.

Inclusive engagement is embedded throughout the project. Collaboration with school communities through walk audits, focus groups, and child-centred activities ensures that lived experiences inform decision-making. Child-led initiatives, such as safety messaging and anti-idling signage, empower students and families to participate actively in shaping their environment. This participatory approach helps identify and mitigate potential negative impacts early and ensures that interventions reflect community needs.

An equity lens is also applied to the analytical framework itself. The Traffic Hazard Tool and accessibility analysis are designed to be transparent, consistent, and reproducible, reducing the risk of bias in prioritization decisions. By relying on objective measures of safety and accessibility rather than complaint-driven or ad hoc approaches, the project supports fair and equitable allocation of resources across neighbourhoods.

Overall, the project advances equity and inclusion by reducing safety risks, improving access to key destinations, lowering exposure to environmental nuisances, and ensuring that the voices of children and families—including those from equity-deserving groups—are reflected throughout the project lifecycle. These principles guide both the design of interventions and the evaluation of their impacts, contributing to safer, more inclusive school environments for present and future generations.

# Required Documents

Please provide supporting documentation as specified in the relevant guide.

| Document Name | Section Name | Description |
|---|---|---|
| application-supporting document-intervention-Project Information_Renseignements sur le projet-202510171830.pdf | Project Information_Renseignements sur le projet | Example of proposed intervention |
| Description ofhow the project will lead to reducstions-Project Eligibility_Admissibilité du projet-20251017195.pdf | Project Eligibility_Admissibilité du projet | |
| City of Wesmount ltr-Project Information_Renseignements sur le projet-202510171821.pdf | Project Information_Renseignements sur le projet | Supporting document from school |
| Innovative approach- selwyn house-Project Eligibility_Admissibilité du projet-202510171912.pdf | Project Eligibility_Admissibilité du projet | Innovative aspects |
| Westmount school safety survey-Project Eligibility_Admissibilité du projet-20251017195.pdf | Project Eligibility_Admissibilité du projet | |
| project team members' resumés-Project Management and Delivery_Gestion et réalisation du projet-202512121912.pdf | Project Management and Delivery_Gestion et réalisation du projet | project team members' resumés |
| Budget & workplan_READY-Budget and Workplan_Budget et plan de travail-20251213052.xlsm | Budget and Workplan_Budget et plan de travail | Budget & workplan |
| Additional_requirements_MOU_Suzana_Rajic_Akiva-Required Documents_Documents justificatifs-20251213117.pdf | Required Documents_Documents justificatifs | Memorandum of understanding - Main partner school |
| Additional_requirements_evidence of council support-Required Documents_Documents justificatifs-20251213123.pdf | Required Documents_Documents justificatifs | Additional requirements - Evidence of council |

| | | |
|---|---|---|
| | | support 8 pre-established link with a safety plan |
| Social procurement policy_merged-Economic and Social Benefits_Avantages socioéconomiques-20251213146.pdf | Economic and Social Benefits_Avantages socioéconomiques | Social procurement policy |
| SRI_29+_paint-Environmental Benefits_Avantages environnementaux-20251214246.pdf | Environmental Benefits_Avantages environnementaux | Example of technical specifications sheet for paint with low urban heat island SRI 29+ |
| supporting document-MEASUREMENT AND MONITORING PLAN-Measuring and Monitoring_Mesure et suivi-20251214248.pdf | Measuring and Monitoring_Mesure et suivi | Westmount measurement & monitoring plan |
| supporting document-accessibility-Economic and Social Benefits_Avantages socioéconomiques-20251214257.pdf | Economic and Social Benefits_Avantages socioéconomiques | Accessibility analysis |
| Lettre d'intention – Projet de Trajets scolaires actifs et sécuritaires_Westmount_SIGNÉ_DG -Required Documents_Documents justificatifs-202512171257.pdf | Required Documents_Documents justificatifs | Letter of intent_Director_general_signed |
| Municipal_technical_innovations_learnings_hypotheses_MERGED4-Innovation-202512171937.pdf | Innovation | Municipal technical innovations and learnings |
| Project_team_organizational_chart_4-Project Management and Delivery_Gestion et réalisation du projet-202512171947.pdf | Project Management and Delivery_Gestion et réalisation du projet | Project Management and Delivery_Gestion et réalisation du projet |
| FMV_809_Lettre-avis favorable-Required Documents_Documents justificatifs-202512171951.pdf | Required Documents_Documents justificatifs | Favorable decision_FMV_MAMH |
| Inventaire GES_Westmount_v.finale-Environmental Benefits_Avantages environnementaux-202512181118.xlsx | Environmental Benefits_Avantages environnementaux | Baseline carbon emissions report (Environment external mandate) |

# Declaration and Signature

Information provided in applications to FCM's Green Municipal Fund, including all attachments, will be kept confidential. Access to this information will be limited to FCM employees and professional representatives who are involved with your initiative, persons to whom the applicant has granted access, and persons authorized by law. The information provided in applications, including attachments, is subject to FCM's Privacy Policy.

**I do hereby declare that:**

The information contained in this application and in the accompanying documents is true, accurate and complete as of the date of submission. The organization for which I am submitting this application is not one of the following entities excluded from receiving GMF funding:

- Provincial or territorial governments
- Corporations owned or controlled by a province or territory
- Federal departments (as listed in Schedule 1 of the Financial Administration Act)

• Departmental corporations (as defined in Section 2 of the Financial Administration Act)
• Parent Crown Corporations or wholly owned subsidiaries of parent Crown Corporations (as defined in Subsection 83(1) of the Financial Administration Act)
• Not-for-profit corporations or trusts established by a federal department, departmental corporation, parent Crown Corporation or wholly owned subsidiary of a parent Crown Corporation

The organization for which I am submitting this application has authorized me to do so. **By typing my name and submitting this application, I am providing my signature for the declaration above.**

Consultants are NOT authorized to sign this declaration and submit this application. Only a lead applicant with the "application contact" role can submit the application.

| | |
|---|---|
| **Name** | Jonathan Auger |
| **Date** | 12/12/2025 9:43 PM |
| **Dated at: City** | Montréal-Ouest |
| **Dated at: Province or Territory** | Québec |