

School Travel Plan Guidelines

A Reference for Communities



Safe Routes to School



Ohio Department of Transportation

www.dot.state.oh.us/saferoutes

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Writing Your School Travel Plan – A Reference and Guide for Communities

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Portions of this guide have been adapted from:

The National Center for Safe Routes to School

www.saferoutesinfo.org

Illinois SRTS School Travel Plan

www.dot.il.gov/saferoutes/SafeRoutesSchoolTravelPlanContent.aspx

For questions about this guide, contact your local SRTS coordinator. Find your coordinator by visiting the Ohio Department of Transportation’s Safe Routes to School web site: www.dot.state.oh.us/saferoutes (contacts)

INTRODUCTION

The purpose of this guide is to assist you in completing the Ohio School Travel Plan (STP), a required component of any Ohio Safe Routes to School (SRTS) application. The plan will be your guiding document as you put your SRTS program into action.

This guide describes each component of the Ohio STP, what to include, and how to go about finding the necessary information to develop the best plan possible.

Countermeasures and strategies identified in the STP will address the 5 E's of SRTS (Engineering, Education, Encouragement, Enforcement and Evaluation).

Once your plan is complete, submit it to the Ohio Department of Transportation for approval. Approval of your STP is required in order to apply for funding through Ohio's Safe Routes to School Program. All Ohio approved STP's are stored electronically on the Ohio SRTS website: www.dot.state.oh.us/saferoutes (STP Examples)

For questions, contact the appropriate ODOT District Coordinator: www.dot.state.oh.us/saferoutes (Contacts)

Communities can complete planning on their own or apply to ODOT for help funding the planning process.

WHAT IS A SCHOOL TRAVEL PLAN?

An STP is the written document that outlines a community's intentions for enabling students to engage in active transportation as they travel to and from school. Active transportation is traveling by means other than a motorized vehicle. This is accomplished by reducing individual car trips, increasing walking and bicycling and by making the walking and bicycling environment safer. It is the community developed guideline for a successful SRTS program.

The STP is created through a **team-based** approach that identifies the barriers to active transportation and formulates a set of solutions and countermeasures, which encompass all 5 E's, to address them.

Why is a School Travel Plan advantageous for your community?

By completing the school travel plan, your community will have a guiding document to incorporate SRTS into the community. The STP, a requirement for further funding requests, will be the foundation of the program. The STP can be updated and modified as needed to comply with community values and goals.

THE OHIO SAFE ROUTES TO SCHOOL PROGRAM

SRTS is funded by the Federal Highway Administration (FHWA) and administered by the Ohio Department of Transportation (ODOT). The Ohio SRTS Program supports projects and programs that enable and encourage active transportation like walking and bicycling to and from school.

Ohio requires each applicant to describe how they will address all aspects of STP.

The Ohio SRTS Program funds two types of countermeasures in five categories:

Infrastructure Projects

1. Engineering

Operational and physical improvements within 2 miles of schools that establish safer and fully accessible crossings, walkways, trails and bikeways as well as planning activities.

School Travel Plan Development

Plans developed in this category will be used as a guide to program implementation and as a guide when applying for funds from any category.

Non-Infrastructure Projects

2. Education

Education projects are those that primarily focus on personal safety as well as the mechanics of walking or bike riding to and from school

3. Encouragement

Encouragement projects will encourage and focus on the benefits of walking or bike riding to and from school

4. Enforcement

Enforcement of traffic laws and initiating community enforcement such as crossing guard training programs

5. Evaluation

Monitoring and documenting outcomes and trends through the collection of data, including the collection of data before and after the countermeasure. This information is critical to the longevity of the program, and **required** for every project.

A successful STP will address all 5 E's of SRTS (Engineering, Education, Encouragement, Enforcement and Evaluation).

Information included in the STP must be specific to the community for which the plan is being developed.

IMPORTANT NOTE: STP's can address the needs of either individual or multiple schools.

THE BENEFITS OF SCHOOL TRAVEL PLANS

While the STP is a required component for applying for SRTS funding through ODOT, the STP may also support already established goals in a community. Many communities are interested in and working towards complete streets concepts, by encouraging and enabling children to use active transportation on their journey to school these community goals can also be achieved.


The School Travel Plan process results in many benefits for schools, including:

- Greater community awareness and involvement around travel issues.
- A prioritized set of needs and targeted resources.
- A mechanism for securing funds for projects and programs.
- Continuity of action when leadership and participation levels change.
- Creation of new partnerships between the school, families, local officials, transportation professionals, police, health advocates and the community at large.

SCHOOL TRAVEL PLAN OVERVIEW:

Writing a School Travel Plan requires effort because the Plan must be detailed and well thought out. The following overview provides a framework for gathering the information and putting the School Travel Plan together:

1. **Target Schools and the Safe Routes to School Team:** Identify the schools you will be targeting for the initiative, and bring together the right people. Select team members from a variety of disciplines, Health, Engineering, Education, Encouragement, Enforcement and Evaluation who want to make walking and bicycling to school safe and appealing for children.
2. **Introduction:** Prepare an introduction that will set the tone for your plan and encompasses the general goals your community is working to accomplish. In this step you will create a vision and generate next steps for the group members.
3. **The Public Input Process:** In this step you will gather information and identify issues regarding the current travel situation as well as the barriers that exist for walking and bicycle travel.
4. **School Demographics:** In this step you will provide basic school demographics as a base line of information for your plan.
5. **Current School Travel Environment:** Describe how children are currently getting to and from school.
6. **Barriers to Active Transportation:** In this section you will identify the barriers specific to your community. Be sure to focus on barriers in all 5 categories (Engineering, Education, Encouragement, Enforcement and Evaluation).

7. **Creating Solutions:** Describe solutions particular to your community. These solutions should encompass all 5 E's of SRTS. (Engineering, Education, Encouragement, Enforcement and Evaluation).
 8. **Improvements Mapping:** You will provide a community map to visually identify the locations targeted for improvement with your plan.
 9. **The Action Plan:** You will prioritize the strategies identified to create a viable SRTS plan for your community; the action plan will address all 5 E's of SRTS (Engineering, Education, Encouragement, Enforcement and Evaluation).
 10. **Plan Endorsements:** This is where those who had input have the opportunity to review the plan and provide endorsements or suggestions for plan changes.
 11. **Supporting Documents:** In this section you will provide any community or school documents that support the plan you have developed.
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SECTION 1:

Target Schools and the Safe Routes to School Team

Summary: Since the target schools represent the main travel designation, identify them with complete address information. The Safe Routes to School Team is the core group of people that commit to preparing, writing and following through with the School Travel Plan and its strategies. This team is often a smaller group than the stakeholders but comes from the same main group of people listed in section 2. The team members will be those completing the tasks in the SRTS plan. In this section you will identify each member of your Team.

This section will answer the questions: What specific schools are covered by this School Travel Plan? Who in our community has the tools and drive to make SRTS happen?

What to include: List the complete name and address of each school covered in the plan. List each member of your Safe Routes to School Team, their affiliation and to which of the 5 E's they will be responsible. You may have as many members as necessary for your community. Please include a least one representative for each of the 5 E's.

Required Stakeholder categories:

School – Community – Local Government – Health – Education – Public Safety

See the next page for an example of what this section will look like.

Include responsibilities for each of the 5 E's. See below for an example:

School Name: Street Address: Number of students in K-8			
School Name: Street Address: Number of students in K-8			
School Name: Street Address: Number of students in K-8			
School Name: Street Address: Number of students in K-8			
Primary Contact: Name: Mailing Address: Email Address: Telephone Number:			
Name	Affiliation	Program Area	Contact Information
Jane Doe	Sherriff's Office	Enforcement	Phone/Email
John Smith	County Engineer	Engineering	Phone/Email
Jane Smith	Safe Communities	Education/Health	Phone/Email
Robert Smith	West Elem., Phys. Ed.	Encouragement	Phone/Email
Robin Jones	East Elem., Parent	Evaluation	Phone/Email

Keep your Safe Routes to School Team to a manageable number of participants. You will have an opportunity to consult the larger community as you work to identify issues and countermeasures.

Tips on completing this section: The most successful School Travel Plans are created by a variety of stakeholders who are concerned with safe travel to and from school, and have the ability to facilitate change. Think carefully about the specific knowledge bases that each team member will bring. For example:

- Safe Communities Coalitions also work towards creating healthy and safe environments for children. Ohio Safe Communities coalitions: <http://www.dot.state.oh.us/Divisions/TransSysDev/ProgramMgt/Projects/SafeRoutes/Pages/SafeCommunities.aspx>
- School officials have an intimate knowledge of how students travel to and from school.
- Neighbors can testify to the impact that school-related traffic congestion has on the community.
- Students (and their parents) can express what is important to them with respect to their journey to and from school.
- Local traffic engineers can contribute expertise related to physical improvements along school routes. By including a diversity of perspectives during the School Travel Plan process, you will ensure a comprehensive plan that is tailored to meet your community's needs.
- Representatives from health organizations may already be invested in creating opportunities for active transportation and will add valuable insight to the plan as it is being developed.

SECTION 2:

Introduction

Summary: The introduction will explain your understanding of and motivation for completing a School Travel Plan. Your introduction will be brief and should encapsulate the essence of what your community hopes to accomplish through the plan.

This section will answer the question: Why has our community chosen to write a School Travel Plan?

What to include: Choose a name for your Plan, and the reasons that best suit your school or community situation. It will explain the main motivation for improving walking and bicycling to school.

Tips on completing this section: Engaging all appropriate stakeholders is the key to accurately representing your community's priorities for school travel. An organizational meeting of the committee is often helpful to set the vision for the plan. It is a good time to bring the team together and assure that everyone is working towards similar goals. A sample agenda for this meeting is included. **Attachment A**

Stakeholders

Each community will find organizations and individuals specific to their community ready to be involved. This list is intended to provide examples for the creation of a well-rounded group representing a wide range of interests and expertise related to SRTS.

School:

- Principal and other administrators
- Parents
- Students
- Teachers (physical education or health teachers are a good place to start)
- PTA/PTO representative
- School nurse
- School district transportation director
- School improvement team or site council member
- Adult school crossing guards

Community:

- Community members
- Neighborhood or community association members
- Local businesses
- Local pedestrian, bicycle and safety advocates

Local Government:

- Mayor's office or council member
- Transportation or traffic engineer
- Local planner
- Ohio Safe Communities coalitions:
<http://www.dot.state.oh.us/Divisions/TransSysDev/ProgramMgt/Projects/SafeRoutes/Pages/SafeCommunities.aspx>
- Public health professional
- Public works representative
- Law enforcement officer
- State or local pedestrian and bicycle coordinator

SECTION 3:**The Public Input Process**

Summary: In addition to building an effective Safe Routes to School Team, your efforts should include consultation with the larger school community and public. There are many ways to accomplish this efficiently while still gathering critical information. In this section you will report your public input processes.

This section will answer the question: In what ways will the community support the initiative to encourage active transportation for our children? This information may be useful as reference in the event an infrastructure project is selected.

What to include:

- List of Education, Enforcement and Encouragement programs already in place (mandatory)
- Description of public meetings

- Stakeholder interview results
- Student opinions
- Public Comment Period
- Existing bike or pedestrian plan recommendations
- School wellness policy objectives.

The public input process is intended to assist with gathering information regarding barriers and obstacles to walking and bicycling to school. Be sure to include the public at major progress or decision points along the way. This section should include a number of suggestions garnered from the process. These suggestions will address all 5 E's (Engineering, Education, Encouragement, Enforcement and Evaluation) and will be used as reference for Section 10, The Action Plan.

Following is a summary of the types of public input that may be included, and ideas on how to carry them out:

- **Host public meetings** – This involves a town hall style gathering where general members of the public are invited to participate and offer their opinions. Set a date, publicize the meeting and use the time to discover the community's vision for walking and bicycling to school.
- **Interview key stakeholders** – Talking individually with those directly involved with student travel can provide valuable insight into the issues at hand. Principals, crossing guards, parents, local traffic engineers and law enforcement are good people to contact for interviews. Stakeholder interview sheet: **Attachment C**
- **Solicit student opinions** – Students often have a unique perspective on walking and bicycling to school. After all, they are the ones doing it! Find out what students think by including them as members of the Safe Routes to School Team and in other general public input activities. Or you can specifically ask students what they think through the student council, during an assembly or as part of an essay assignment.
- **Publicize a public comment period** – One simple way to gather public opinion is to announce a public comment period. Pose a single question to the public: How can we improve walking and bicycling to school in our community? Publicize the question through newsletters, web sites and email and provide a feedback mechanism.
- **Incorporate existing bike or pedestrian plan recommendations** – Some communities have approved bicycle or pedestrian plans in existence. These documents may already have accomplished some of the same work you are seeking to carry out through the School Travel Plan process. Consult your local jurisdiction to see if you have one of these plans, see where your goals overlap, and tailor your plan to include any strategies that serve both sets of needs.
- **Incorporate School Wellness Policy objectives** – All schools participating in the National School Meals Program are required to develop and adopt a local School Wellness Policy, including student nutrition and physical activity goals. Check your school's Wellness Policy to see if these goals correspond to any Safe Routes to School activities. If not, consider including Safe Routes to School goals in the next update of the School Wellness Policy.

Your Team may have other ideas for public input not identified above. Make certain you note all of the public input activities you utilize in your School Travel Plan.

SECTION 4:

School Demographics

Summary: Next, complete the demographic information for the categories provided. **This section will answer the question:** What is the demographic makeup of our target location?

What to include: List percentages of students in each category:

- Economically disadvantaged students
- Disabled students

Tips on completing this section: Most schools or school districts have the information readily available, check with your school officials, or visit www.greatschools.net to check for specific school statistics.

Following is an example of what this section might look like:

Fusion Elementary School demographics:

Student Subgroups	This School	State Average
Economically disadvantaged students	73%	35%
Disabled students	10%	14%

Source: <http://www.greatschools.net/cgi-bin/oh/other/562#students>

Fusion Middle School demographics:

Student Subgroups	This School	State Average
Economically disadvantaged students	73%	35%
Disabled students	10%	14%

Source: <http://www.greatschools.net/cgi-bin/oh/other/562#students>

SECTION 5:

Current School Travel Environment

Summary: Section Five describes how students and families currently make the trip to and from school. This includes important baseline data that will help your school determine the impact of your initiatives and also measure success.

This section will answer the question: How do our children currently travel back and forth to school, where do they live and what is our community already doing? Use the online tools to complete portions of this section: <http://www.saferoutesinfo.org/data/> The surveys are a required portion of the School Travel Plan.

What to include:

- **Summary** of in class and parent survey results
- Arrival and dismissal procedures
- School travel policies
- School safety or hazard bussing
- Location and times of crossing guards, adult or student
- Description of pedestrian and bicycle routes once on the school property
- GIS Data shapefiles including:
 - Parcels
 - R/W
 - Traffic Controls
 - Existing and proposed Bike/Ped facilities (this information may be available from the engineering department of the local jurisdiction)
- Map depicting:
 - School Boundaries
 - 2 mile radius
 - Student Population in relation to schools
 - Bike Parking
 - School Speed Limit flasher locations and when they are in operation
- Copy of community sidewalk maintenance policy, as well as other policies that might affect where improvements are suggested

Tips on completing this section: Parent surveys and student travel tallies will provide required information for this section. Use the online tools: <http://www.saferoutesinfo.org/data/> an example of these surveys is located in **Attachment B**

Note: Communities requesting funds for SRTS in Ohio are required to use the online tracking tools once a year.

SECTION 6:

Barriers to Active Transportation

Summary: Section Six identifies the obstacles that hinder students' ability to walk or bicycle to school. Obstacles can come in many forms and may include physical barriers (missing or poor walkways and bikeways, distance, lack of access or street lighting, difficult crossings), traffic problems (driver recklessness, vehicle volumes and speeds), public safety issues and attitudes toward walking and bicycling. Knowing which problems to address first will help you make progress toward true change.

This section will answer the question: What problems prevent children from using active transportation to get back and forth to school?

What to include: In this step the STP authors will be working on two parts of the plan simultaneously, the engineering study will be completed and community members will work to develop the non infrastructure countermeasures that best address the specific community issues.

Following is a summary of the types of barriers that may be present in the community.

- **Traffic Crashes** – Summarize any available data regarding the number of traffic crashes within two miles of the school, especially those involving children in grades K-8. Describe the locations and conditions under which crashes occur, as well as the applicable years (e.g. crashes between 2007 and 2009, etc.) Your local police or public health department may be able to help with these statistics. ODOT is looking for a three-year history. This information is available on the ODOT Web site: www.dot.state.oh.us/saferoutes (School Crash Statistics)
- **Missing or insufficient walkways** – Sidewalks and side paths are the primary pedestrian facilities that permit children access to school by foot. Some communities are missing this critical accommodation. Some others have start and stop sidewalk networks with gaps along the way. This might be a good opportunity to survey the sidewalk system and request repairs from those responsible for sidewalk repair in your community.
- **No safe places to ride a bike** – People tend to bicycle more when they have a safe, comfortable space in which to ride. But crowded streets, high traffic speeds, poor connectivity and broken or rough pavement can prevent people from choosing to ride a bike in their community.
- **Crossing streets and intersections may be difficult or dangerous** – Another common obstacle to walking and bicycling is the inability to cross streets due to a lack of safe crossing points. Streets may be extremely wide, creating an unreasonable crossing distance for children. Others may have no traffic controls, preventing safe navigation. Yet other crosswalks may be poorly marked or not visible to motorists.
- **Major arterials and expressways act as dividers** – Roads may be congested, dangerous or wide, they effectively dissect parts of a community. Multi-lane roads with high speeds can separate residential areas from schools. When major highways or expressways pass near a school, it may create difficult and dangerous situations such as exit and entrance ramps, overpasses and interchanges that are not easily navigable by foot or bike.
- **Walkways may not be accessible to students with disabilities** – Students who utilize alternative mobility supports, such as wheelchairs, require curb ramps with a particular slope in order to navigate walkways safely. Additionally, visually disabled students require special accommodations and warning features, to alert them of hazards along walkways.
- **Distance to school may be too far** – More and more, schools are being built outside of residential areas on fringe property, several miles away from students' homes. This effectively prevents many students from walking or bicycling to school.
- **Bike parking at school may be missing, insufficient or non-secure** – Students might choose to bicycle to school if bicycle racks or other parking facilities existed. Existing bicycle racks at schools may be in disrepair. And bike racks may not be situated in secure locations, leaving student bicycles vulnerable to vandalism or theft.
- **Dangerous driving and speeding on streets** – Reckless driving greatly impacts the safety of walking and bicycling students. Many communities grapple with the difficult task of calming traffic and increasing adherence to traffic laws. High posted speed limits and poor street design may contribute to extremely unsafe driver behavior. This is a problem that may benefit from an educational program.
- **Drop-off and pick-up process** may create congestion and unsafe behaviors – The amount of traffic on Ohio streets is increasing every year, and a major source is attributed to vehicle trips to and from school. Student arrival and dismissal times are often characterized by long lines of vehicle

traffic, clogged streets and parking lots, and illegal parking. This may cause an unsafe situation for children attempting to use active transportation. Some schools complain about impolite or even aggressive behavior by drivers – including parents.

- **Public safety concerns** – Anxiety surrounding public safety and security can also impact student walking and bicycling. Fears of crime and violence can range from gang activity to stranger abduction to stray dog attacks. Whether real or perceived, peoples’ level of confidence in the safety of their community can act as a powerful barrier to walking and bicycling among students.
- **School policies** – Occasionally schools will enact a policy that dissuades or outright prohibits active student transportation practices. Bicycle bans can be found at some schools. Sometimes these policies have existed for years, with no one remembering why or when they were enacted.
- **Local ordinances** negatively impact pedestrians and bicyclists – Some communities prohibit the construction of pedestrian or bicycle infrastructure along certain types of roads. Planning commissions, zoning departments and other agencies can often create environments that favor motorized vehicles over pedestrians and cyclists. Check and see if any of these conditions exist in your area.

Tips on completing this section:

Assign a small group to observe student drop-off and pick-up times. It can be an eye-opening experience for those who are not familiar with the procedures. Videotaping these scenarios to be shown later at public sessions or Safe Routes to School Team meetings can provide a meaningful context to your School Travel Plan process.

Assign another group to determine the most effective non infrastructure countermeasures to address issues identified with the parent surveys.

Check with your local Metropolitan Planning organization, police department or ODOT district office to see if they have information on crime hot spots and crash locations or recommendations for areas to pay particular attention.

Engage a professional to assist with conducting walkability and rideability studies:

<http://www.saferoutesinfo.org/resources/index.cfm>

The results of this study will be used to develop section 10.

Engineering Template: **Attachment D**

SECTION 7:

Creating Solutions

Summary: You will have developed a range of barriers to walking and bicycling. Similarly, your countermeasures will be multi-faceted, addressing barriers on a variety of levels. You will also require the participation of experts and stakeholders from a variety of groups with different perspectives to make your plan as effective as possible. The engineering goals will be identified with the help of a professional engineer; non engineering goals will be developed by the team.

This section will answer the question: What countermeasures will solve the identified problems within the scope of the 5 E's?

Safe Routes to School programs utilize the five E's in seeking to improve the school walking and bicycling environment: Engineering, Education, Enforcement, Encouragement and Evaluation. The five E's are strategies that describe specific activities:

Engineering: A broad term that describes physical changes to the walking and bicycling infrastructure. Engineering solutions include the planning, design, implementation, operation and maintenance of traffic control devices or physical measures, including primarily low-cost measures.

Education: Education activities include teaching pedestrian, bicyclist and traffic safety and creating awareness of the benefits and goals of SRTS.

Enforcement: Enforcement strategies act to deter unsafe behaviors of drivers, pedestrians and bicyclists, and to encourage all road users to obey traffic laws and share the road safely.

Encouragement: Encouragement strategies are about having fun — they generate excitement and interest in walking and bicycling. Special events, mileage clubs, contests and ongoing activities all provide ways for parents and children to discover, or rediscover, that walking and bicycling are do-able and a lot of fun.

Evaluation: Evaluation will help you measure the impact of your efforts. The two main categories for measurement are changes in travel mode (increases in walking/bicycling) and safety (decreased crashes, improved safety behaviors and knowledge). Evaluation will also help you keep track of the progress you are making toward your goals, and will inform any changes or updates to the Plan.

What to include:

- **Goals** – The goals of your plan are general, broad statements that express the overall focus of your School Travel Plan. Goal statements answer the question, “What do I want to achieve?” Some schools may desire higher levels of walking and bicycling among students. Other schools already experience high levels of walking among students, and are primarily concerned with improving safety.
- **Strategies** – Strategies are specific, measurable activities that answer the question, “How will I meet my goal?” Your strategies should directly address the barriers identified in the previous section. They will be framed using the 5 E's approach, with evaluation being expressed as a measurable target and timeframe for implementation. Identify as many strategies as you need to help you achieve your goal(s).

Your plan must describe how you will incorporate strategies in each of the 5 E's to be considered for Ohio SRTS funding: Engineering, Education, Encouragement, Enforcement and Evaluation. You do not have to seek funding from ODOT for each of the strategies. In fact, the community may already be addressing these strategies in which case you need to describe how each strategy is being addressed.

Tips on completing this section: Your team members may have varying levels of expertise in each of the 5 E's. This is another reason why it is important to include team members with various backgrounds. All of these backgrounds will need to be utilized to brainstorm creative ideas and solutions to address the needs of your community.

Make sure the solutions you describe are reasonable and achievable. Take into account the amount of energy, time and resources that will be required of school staff, volunteers and others. Identify activities that correspond with other community efforts and programs, such as existing police enforcement projects and planned infrastructure improvements. With regard to engineering improvements, consider low-cost projects wherever possible. Many of the most effective improvements are the least expensive to implement, such as improved crosswalks and traffic calming measures.

The National Center for Safe Routes to School's online guide (www.saferoutesinfo.org) goes into detail about each of the 5 E's including specific activities. It is highly recommended that you utilize this as your first line of information.

SECTION 8:

Mapping

Summary: It is important to be able to visually represent both the safe school travel routes you identify, as well as the kinds of infrastructure changes you would like to implement. You should obtain a map or an aerial photograph of the area.

This section will answer the question: Where specifically will we propose engineering improvements in our community? And what route will children use to walk or ride their bikes to school.

What to include: Locate the area where changes are suggested on the map. Denote the location and describe specific strategies.

Include a separate map for each location, denoting the route students will take as they walk or ride their bicycles to school.

Tips on completing this section: You may need the assistance of a professional traffic engineer or planner to help you. Be sure to contact your local jurisdictional transportation office (municipal, county, regional) and seek their involvement and approval of your improvements map.

SECTION 9:

The Action Plan

Summary: This is the section where you put everything together into a single chart that details a schedule for each plan objective, as well as which team member is responsible, when the objective will be completed and how the activity will be funded.

This section will answer the question: What priorities will give our Safe Routes to School program momentum?

What to include: The first three columns of the Action Plan will consist of each strategy, along with the type of strategy and any detail you included. You must then complete the following columns for each

strategy, including the amount of time for implementation, the person or persons responsible for that strategy, the status of the strategy and any potential funding sources. An example is depicted:

Strategy Type (which of the 5 E's)	Strategy Detail	Time Frame	Responsible Party	Status	Estimated Cost	Possible Funding Source	Percent of Students Affected *

* Students with direct walking or bike riding route using the specific countermeasure.

Tips on completing this section: By now, you will have most of the information you need to complete the Action Plan. It is very important for the Safe Routes to School Team to consult with each partner responsible for implementing the various strategies before setting timeline targets.

Your Action Plan should also remain simple, reasonable and achievable. Include only as much strategy detail as you require.

Be creative with your funding sources. Many private foundations provide funding to schools to support active and healthy living programs. Your activities may make you eligible for other federal education and transportation funding programs. Consider approaching local businesses, hospitals and non-profit organizations as potential sources of support.

For the estimated cost section, use the following guidelines:

- Hi Cost: \$150,000 or above (example: small pedestrian bridge)
- Medium Cost: \$20,000 to \$150,000 (example: new or upgraded signal, enforcement initiative)
- Low Cost: \$20,000 or below (example: striping, signs, improved curb ramps, education project, encouragement program)

You will be required to include a detailed cost estimate at the time you apply for funding for a specific project.

The School Travel Plan should be revised routinely to reflect the current implementation status of each strategy. The School Travel Team should arrange regular meetings to amend update and discuss the progress of the Plan.

SECTION 10:

Plan Endorsements

Summary: Once your plan is completed, make sure you have approval of the STP. The people signing the Endorsement Section should be in a decision-making role and have the authority to speak for either the school or jurisdiction. Please have entities representing the 5 E's sign off on the finished plan.

This section will answer the question: Who in our community supports the SRTS initiative?

ATTACHMENT A

Sample Agenda

Safe Routes to Schools (SRTS) Workshop Agenda

Welcome and Introductions

- Use this opportunity to reinforce the community's commitment to SRTS.
- During introductions ask participants to share what they might like the outcome of the SRTS program to be.
- Describe Workshop Objectives
- Create a vision and generate next steps for the group members.
- Gather information and identify issues.
- Identify solutions for the issues.

Viewpoints

- Prior to meeting, solicit a 2-3 community members to speak briefly about the importance of SRTS to the specific community with examples.
- Share how other communities are getting SRTS programs started.

Breakout Groups

- Break into smaller groups to discuss how to make it happen in your community. Discuss issues, concerns, and elements needed to successfully implement the SRTS program. Assign each group the same set of questions to discuss. For example:
- Should the group plan for SRTS in a single school, district-wide or at another level?
- How can the group encourage children in their community to walk or bike to school? How can we encourage parent involvement?
- What challenges do you think the children will face in your area in biking and walking to school?

Reporting Out

Have each individual team assign one person to report the results to the larger group.

Consensus Building

Large group facilitation will provide a framework to discuss possible solutions to the assigned questions. Develop goals and next steps for the SRTS program. Develop a timeline and assign tasks that need to be completed for the next meeting.

Conclusion

Use this opportunity to thank the attendees and announce next steps for SRTS.

SURVEY ABOUT WALKING AND BIKING TO SCHOOL - FOR PARENTS -

Dear Parent or Caregiver,

Your child’s school wants to learn your thoughts about children walking and biking to school. This survey will take about 10 - 15 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today’s date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child’s name will be associated with any results. **Thank you for participating in this survey!**

These first few questions gather some general and background information.
Remember, all information will be confidential, and no identifying information will be released.

1. **What is the grade of the child who brought home this survey? (K – 8)** _____ grade
2. **Is the child who brought home this survey male or female?** MALE FEMALE
3. **How many children do you have in Kindergarten through 8th grade?** _____ children
4. **What is your ZIP Code?** *(please provide ZIP +4 if known)* _____ ZIP code
(note: many utility bills will show your ZIP +4)
5. **How far does your child live from school?** *(choose one)*
 - a. less than 1/4 mile
 - b. 1/4 mile up to 1/2 mile
 - c. 1/2 mile up to 1 mile
 - d. 1 mile up to 2 miles
 - e. More than 2 miles
 - f. Don't know

6. **On most days, how does your child arrive at school and leave for home after school?** *(circle one choice per column)*

Arrive at school	Leave for home
a. Walk	a. Walk
b. Bike	b. Bike
c. School Bus	c. School Bus
d. Family vehicle (only with children from your family)	d. Family vehicle (only with children from your family)
e. Carpool (riding with children from other families)	e. Carpool (riding with children from other families)
f. Transit (city bus, subway, etc.)	f. Transit (city bus, subway, etc.)
g. Other (skateboard, scooter, inline skates, etc.)	g. Other (skateboard, scooter, inline skates, etc.)

7. How long does it normally take your child to get to/from school? (check one choice per column)

Travel time to school	Travel time from school
<input type="checkbox"/> a. Less than 5 minutes	<input type="checkbox"/> a. Less than 5 minutes
<input type="checkbox"/> b. 5 - 10 minutes	<input type="checkbox"/> b. 5 - 10 minutes
<input type="checkbox"/> c. 11 - 20 minutes	<input type="checkbox"/> c. 11 - 20 minutes
<input type="checkbox"/> d. More than 20 minutes	<input type="checkbox"/> d. More than 20 minutes
<input type="checkbox"/> e. Don't know / Not sure	<input type="checkbox"/> e. Don't know / Not sure

8. Has your child asked you for permission to walk or bike to/from school in the last year? (check one box) YES NO

9. At what grade would you allow your child to walk or bike without an adult to/from school? (select a grade between K-8) Grade (K-8) _____ (or I would not feel comfortable at any grade)

10. Which of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (check all that apply)

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (circle one per line)

My child already walks or bikes to/from school)

<input type="checkbox"/> Distance	YES	NO	Not Sure
<input type="checkbox"/> Convenience of driving	YES	NO	Not Sure
<input type="checkbox"/> Time	YES	NO	Not Sure
<input type="checkbox"/> Child's participation in before/after-school activities	YES	NO	Not Sure
<input type="checkbox"/> Speed of traffic along route	YES	NO	Not Sure
<input type="checkbox"/> Amount of traffic along route	YES	NO	Not Sure
<input type="checkbox"/> Adults to walk or bike with	YES	NO	Not Sure
<input type="checkbox"/> Sidewalks or pathways	YES	NO	Not Sure
<input type="checkbox"/> Safety of intersections and crossings	YES	NO	Not Sure
<input type="checkbox"/> Crossing guards	YES	NO	Not Sure
<input type="checkbox"/> Violence or crime	YES	NO	Not Sure
<input type="checkbox"/> Weather or climate	YES	NO	Not Sure
<input type="checkbox"/> Other _____	YES	NO	Not Sure
<input type="checkbox"/> Other _____	YES	NO	Not Sure

12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school? (check one box)

Strongly Encourage Encourage Neither Discourage Strongly Discourage

(Questions 13 and 14) Please answer these two questions based on your feelings (or what your child has told you) about your child walking or biking to/from school *whether or not your child actually walks or bikes to/from school*.

13. How much FUN is walking or biking to/from school for your child? (check one box)

- Very Fun
- Fun
- Neutral
- Boring
- Very Boring

14. How HEALTHY is walking or biking to/from school for your child? (check one box)

- Very Healthy
- Healthy
- Neutral
- Unhealthy
- Very Unhealthy

15. (a) How many full years of regular school have you completed? _____ years
(grade school through graduate school)

(b) Your spouse/partner's education? (if applicable) _____ years

16. Please provide any additional comments below (use the back of this page, if needed):

Thank you for participating in this survey!

Interested in Learning More?

If you are interested in discussing the conditions related to walking or biking to your child's school, please provide your contact information below (Your name will not be associated with the results of this survey!):

Name: _____

Email: _____

Address: _____

Phone: _____

SAFE ROUTES TO SCHOOL

STUDENT ARRIVAL AND DEPARTURE TALLY SHEET

School Name: _____ Grade: _____ # of students enrolled in class _____

Teacher: _____ Monday's Date: _____

School's Zip Code _____ (used to identify weather conditions)

Teachers, here are simple instructions for using this form:

- Please conduct these counts **each of the five days of the assigned week.**
- Before asking your students to raise their hands to indicate the *one answer* that is correct for them, read through all potential answers so they will know what the choices are.
- Ask your students as a group the question "**How did you arrive at school today?**"
- Read each answer and record the number of students that raised their hands for each.
- Follow the same procedure for the question "**How do you plan to leave for home after school?**"
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in class each day			Step 2. Ask students "How did you arrive at school today?" and "How do you plan to leave for home after school?" (record number of hands for each answer)							
	Weather S= sunny R= rainy C= cloudy Sn= snow	Number of Students (in class when count made)	Walk	Bike	School Bus	Family Vehicle (only with children from your family)	Carpool (riding with children from other families)	Transit (city bus, subway, etc.)	Other (skateboard, scooter, inline skates, etc.)	
Mon AM										
Mon PM										
Tues AM										
Tues PM										
Wed AM										
Wed PM										
Thur AM										
Thur PM										
Fri AM										
Fri PM										

Comments (Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally):

Thank you for helping gather this information!



SRTS Stakeholder Interview Sheet

These interview questions are designed for a variety of stakeholders and groups involved with safe school transportation. Examples include school districts, school administration, teachers, health professionals, parents and parent organizations, police, transportation planners and engineers, public works departments, neighbors, crossing guards, etc. All questions will not be applicable to all stakeholders.

Name of School: _____

Address: _____

Interviewer: _____

Date: _____

Name of Stakeholder Interviewed: _____

Position: _____

Contact info (phone number, email): _____

INTERVIEW QUESTIONS:

1. How do students travel for the trip to school (indicate the number of students for each mode)

- walk to school
- ride their bike to school
- ride a school bus
- are driven to school by an adult
- use public transportation to get to school
- carpool with other families
- other _____

2. Does your school have any school transportation policies, including drop-off and pick-up procedures?

- no
- yes – If yes, please explain

3. Are students permitted to ride their bikes to school?

- yes
- no – If not, please explain

4. Does your school use

- crossing guards,
- police,
- student patrols or
- parent patrols to manage school traffic? If so, at what locations?
- are any school personnel directly involved in managing student arrival and dismissal?
- yes – If so, please explain
- no

5. What education, encouragement, evaluation, or enforcement techniques are already in place?

6. What problems have you encountered during student arrival and dismissal related to school transportation?

7. Have you experienced complaints from parents, caregivers or community members regarding student drop-off and pick-up? Please explain.

- yes
- no

8. Are you aware of any problem locations in the school vicinity that serve as barriers to walking or bicycling?

- yes – Please explain:
- no



ATTACHMENT D

STP Engineering Template
Last update: 9/14/2010

The purpose of this document is to give direction for completing the engineering portion of the School Travel Plan (STP) for communities wishing to develop a Safe Routes to School program. The STP has 10 sections and this document is developed to provide additional assistance in completing the engineering portion (part of step 6, 7 and 8) of the STP.

The entire STP guidelines are located at: www.dot.state.oh.us/saferoutes (School Travel Plan)

This document is divided into two sections:

Section 1	Information Requirement
Section 2	Study Template

Engineering is used to determine the design, implementation, operation, and maintenance of traffic control devices and physical features for a safe route to school. As you prepare the engineering portion of the STP, use common engineering judgment to suggest fiscally responsible engineering changes that will have the greatest impact on safety when walking or biking to school.

There are several resources available beyond the information provided here that may assist in completing this portion of the study. Many of these resources are available at: www.dot.state.oh.us/saferoutes (Support Links)

Section 1 – Information Requirements

The following information will be provided by the applicant:

- STP Steps 1-6 Complete and reviewed by ODOT

The following information will be provided to the applicant after the field review (walkability/bikability study) for incorporation into the STP:

Assessment of Crash Data – This information can be obtained at: www.dot.state.oh.us/saferoutes (School Crash Statistics)

Results of Walkability/Bikeability Study – This portion will be completed with the SRTS Team the applicant has previously identified. During the study, the engineer should confirm information provided by the applicant. Ex. Assure that signals at the location provided by the applicant.

Walkability Checklist:

http://www.saferoutesinfo.org/resources/education_walkability-checklist.cfm

Bikeability Checklist:

http://www.saferoutesinfo.org/resources/education_bikeability-checklist.cfm

Improvement suggestions – By using all of the information previously mentioned, use engineering judgment to provide suggestions to the applicant. These suggestions should be basic and divided into three categories:

- Hi Cost: \$150,000 or above (example: small pedestrian bridge)
- Medium Cost: \$20,000 to \$150,000 (example: new or upgraded signal)
- Low Cost: \$20,000 or below (example: striping, signs, improved curb ramps)

Improvement Mapping – A map of the suggested improvement locations will be provided for use in the STP Section 8.

Route Mapping – By using the information provided by the applicant, results of the Walkability/Bikeability Study and common engineering judgment provide a map showing the best and most direct route for children to walk or ride their bikes to school.

Map Creation Information:

<http://www.saferoutesinfo.org/resources/collateral/walkbikeroutetipsheet.pdf>

Items to consider when making improvement suggestions:

- Onsite traffic circulation
- Traffic calming, visibility improvements or intersection improvements, multipurpose trails, bike paths or sidewalks
- Crosswalk locations
- Traffic control or lighting - signal pedestrian indicators, etc.
- School crossing signs, striping, crossing guards
- Current and future planned projects by local or state agencies that may be able to incorporate aspects of the plan, if known

Section 2 – Study Template

The following information should be included in the report to ODOT and the applicant:

Title Page:

Safe Routes to School Study
School District
School Name
Ohio Department of Transportation
District (insert District here)
Applicant
Prepared By:
Date:

Table of Contents

Executive Summary – The Executive Summary is a brief statement of the information contained in the body of the report. It should not repeat the information in the body of the report, but, should be of sufficient detail to give the reader an understanding of the full report. Tables, figures, graphs and photographs will not be repeated in the Executive Summary. The following subsections outline the information that should be included in this Summary.

Purpose and Need – This part of the Executive Summary is used to identify the location being studied and give the reasons for conducting the safety study.

Background – This section of the Executive Summary is used to identify the location being studied, describe the existing Safe Routes to School or lack thereof, summarize the history of problems or pedestrian injuries and give the reason for the study.

Brief Overview of Existing Conditions – This section of the Executive Summary is used to briefly describe the existing conditions in the school area. Details are included in the body of the study report.

Deficiencies, Countermeasures, & Costs – This section of the Executive Summary is used to summarize the deficiencies of the system, such as lack of sidewalks, signage, pedestrian signals, and give countermeasures and costs for each countermeasure. Details are included in the body of the study report.

Existing Conditions

Assessment of accident data

Improvement Suggestions

Other Issues – Use this section to discuss issues that may be relevant to safe walking or biking to school.

Cost Estimates

Appendix

Proposed Safe Routes to School Map

Photos

Walkability/Bikeability Checklist

For information or clarification on the document contact:

Julie Walcoff – Safe Routes to School Program Manager

Ohio Department of Transportation

julie.walcoff@dot.state.oh.us

614-466-3049

Submitting your School Travel Plan

Please submit all School Travel plans in an electronic, not scanned version. Following are instructions on how to do so:

1. Save all files used to create plans, these files will be in several formats and may include a few scanned items such as maps. File types may be, but are not limited to:
 - DOC
 - DOCX
 - GIF
 - JPG
 - PDF
 - XLS
 - TIF
2. Please do not scan word documents for your final plan submittal. The resulting files will be overly large and images unclear, as you know we publish each approved School Travel Plan.
3. If you are able, convert each file type to an electronic PDF and create one integrated file.
4. If this is not possible for your community, save each separate file type and we will combine for you.
5. If you would like us to combine for you, please be careful about the names of the files. Use a system of numbers. For example if your files are currently labeled:
Attachment1maps .JPG
Attachment2maps. GIF
Letters.TIF
Section 6 images. PDF
Section 10.XLS
STP Text.DOC
6. Please rename in the order you would like to see them in the final, for example:
06 Attachment1maps .JPG
07 Attachment2maps. GIF
08 Letters.TIF
02 Section 6 images. PDF
04 Section 10.XLS
01 STP 1-6 Text.DOC
03 STP 7-9 Text.DOC
05 STP 11-12 Text.DOC
7. In this case you may have to break up the main document into several parts so we can insert the images where they are needed.

If you have questions or need more clarification, please contact your district SRTS coordinator or Julie Walcoff 614-466-3049