VIRGINIA SAFE ROUTES to SCHOOL

Comprehensive School Travel Plan REFERENCE GUIDE

SAFE Routes to SCHOOL VIRGINIA

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VDOT Virginia Department of Transportation

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Portions of this Guide have been adapted from:

Ohio SRTS School Travel Plan
http://www.dot.state.oh.us

The National Center for Safe Routes to School
www.saferoutesinfo.org

For questions about this Guide or for any questions related to developing your STP, contact one of our Local Technical Assistance Coordinators (LTAC) at info@VirginiaSRTS.org, or call the hotline at 1-855-601-7787. You can find more information about the Virginia Safe Routes to School program by visiting the Virginia Department of Transportation's Safe Routes to School web site: www.virginiadot.org/saferoutes.

VIRGINIA'S SAFE ROUTES TO SCHOOL PROGRAM

INTRODUCTION

The Virginia Safe Routes to School (SRTS) program is funded by the Federal Highway Administration (FHWA) and administered by the Virginia Department of Transportation (VDOT). The program aims to create sustainable local SRTS programs, and supports projects and programs that enable and encourage walking and bicycling to and from school. A summary of program features is below; for additional information please visit the VDOT SRTS website at www.virginiadot.org/saferoutes.

The Virginia SRTS Program offers funding programs for three different project types:

1. **Quick Start Non-Infrastructure Activities**
   Have a small activity or program in mind? Look into our Quickstart grants for $1,000 to get it going.

2. **Non-Infrastructure Projects**
   Non-infrastructure projects include education, encouragement, and enforcement activities intended to affect student or driver behavior, and evaluation activities to monitor impacts of the SRTS program. A SRTS Activities and Programs Plan (APP) is required for non-infrastructure funding requests through the VDOT SRTS Program. Visit www.virginiadot.org/saferoutes for more information on SRTS APP.

3. **Infrastructure Projects**
   Infrastructure projects, or engineering projects, include operational and physical improvements that establish safer and fully accessible pedestrian and bicycle infrastructure, such as crossings, walkways, trails and bikeways. All infrastructure projects must improve conditions for students walking or bicycling within two miles of the target school. A Comprehensive School Travel Plan, which is the focus of this reference guide, is required for infrastructure funding requests through the VDOT SRTS Program.

Virginia's Comprehensive Safe Routes To School Travel Plans

A Comprehensive School Travel Plan (STP) is a written document that outlines a community's intentions for enabling students to engage in active transportation (i.e. walking or bicycling) as they travel to and from school. A Comprehensive STP is created through a **team-based** approach that involves key community stakeholders and members of the public in both identifying barriers to active transportation and, using the 5 E's (a set of recommendations) to address them.

By completing a Comprehensive STP, your community will have a guiding document to assist in improving walking and bicycling conditions for students, including strategies for promoting and encouraging active transportation to school. Serving as a foundation for your SRTS program, the STP can be updated and modified as needed to comply with community values and goals.

- A Comprehensive STP can address the needs of either individual or multiple schools. Typically, up to four schools are allowed per STP, but consideration may be given to include more than four schools. Contact your Local Technical Assistance Coordinator (LTAC) for further information. Contact information, including email addresses, is available on the VDOT SRTS website (www.virginiadot.org/saferoutes) under *Contact us.*

If you are interested in applying for VDOT SRTS funds, your completed comprehensive STP must be approved by the Virginia SRTS Coordinator. The LTAC working in your region is available for preliminary review and feedback prior to submitting your STP for VDOT approval. Please contact your LTAC directly, allowing about 2 weeks for this review and to respond to any feedback. Include your VDOT approved Comprehensive STP as PDF with your grant application.

How do local SRTS programs become sustainable?

Sustainable local SRTS programs develop over time as the school community adopts programs and activities to fully support and encourage walking and bicycling to school. As your program develops, key indicators of sustainability include:

- A SRTS Team consisting of a variety of community stakeholders
- Partnering organizations (i.e. school, municipality, non-profits, etc.)
- Gradual increase in activities supporting walking and bicycling to school
- Local funding or support (i.e. in-kind donations, volunteerism or monetary donations)
- Supportive school policies (i.e., support and encourage walking and biking to school as part of an overall health and wellness living policy)

How do I find my VDOT SRTS Local Technical Assistance Coordinator (LTAC)?

VDOT SRTS Local Technical Assistance Coordinators (LTAC) are available to answer any questions you may have about the Virginia SRTS program. Contact information is available on the VDOT SRTS website (www.virginiadot.org/saferoutes) under *Contact us.*

How To Use This Guide

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

This STP Guide is intended to be used in conjunction with the Virginia Comprehensive School Travel Plan Template (STP Template) to provide a step-by-step system for gathering and recording the information necessary for a STP. It lays out key steps in STP development and provides tools and resources to assist with those steps. The steps to develop a STP are laid out in a logical order, and each step in the Guide relates to a section in the STP Template. The STP Template can be found on the VDOT SRTS website under *School travel plans and grants.*

NOTE: The STP Template has been provided to assist communities who are creating a School Travel Plan. You may simply complete each section of the STP Template and submit it to VDOT as your STP, or if you prefer, you can use the template as a guide in order to create your own format, **but be sure to include all of the same sections.**

Some general tips for using the STP Template:

- Remember that this is **your plan**! This document and accompanying STP Template serve as a guide to let you know what types of information are important and, in some cases, necessary for VDOT SRTS grant funding, but you should present this and other information that best suits your community's needs.
- The STP Template was designed to accommodate a single school, but can be manipulated to include two or more. Instructions are provided throughout the Guide and Template on how to customize the sections for multiple schools.
- Be sure to consult the School Travel Plan Reference Guide when creating your STP to make sure you capture all of the important details and for helpful suggestions.

- If you choose to work directly from the STP Template, be sure to do the little things that will give your Plan a more polished look, such as removing the items that don't apply to your school (instead of leaving them blank), editing or deleting the header or side bar, and creating your own title page, etc.

NOTE: Please review the entire STP Template before starting Step 1 to familiarize yourself with the information required.

Key Steps in Developing a Comprehensive School Travel Plan

A Comprehensive School Travel Plan should be based on an understanding of the existing walking and bicycling environment at the school and within two miles of the school, including both barriers and supportive activities. It should be written with the input from a variety of key stakeholders who can provide knowledge to identify both issues and recommendations encompassing all five E's of safe routes to school (education, encouragement, enforcement, engineering and evaluation).

This Guide provides a detailed discussion of the key steps in developing a Comprehensive School Travel Plan. The seven steps summarized below are detailed in the remaining pages of this Guide, along with additional resources to help you successfully move from one step to the next. Take a moment to review the steps before starting your planning process:

Step 1: Identify the schools you will be targeting for the initiative, and bring together the right people. Select team members from a variety of disciplines (i.e. education, health, planning and engineering, law enforcement, etc.) who want to make walking and bicycling to school safe and appealing for children.

Step 2: Hold a kick off meeting and set a vision. The kick-off meeting has two main goals: to create a vision for SRTS at your school and to generate next steps. It's also a good time to get everyone on the same page in terms of understanding the 5 E's of SRTS, and to review the process to develop a school travel plan. The group can then discuss the appropriate next steps and best way to work toward their vision.

Step 3: Gather information on current student travel. In this step you will gather information regarding the current travel patterns and processes. This step will include conducting a travel tally to determine how many students walk or bicycle to school and a parent survey to understand parent concerns, as well as gathering relevant information such as history of pedestrian crashes near the school. Tips, templates and other guidance materials are provided in this Guide to help you.

Step 4: Conduct a walk audit and observe arrival and dismissal to identify key issues. After gathering information on school travel patterns and processes, you will conduct a walk audit and observe school arrival and dismissal. By exploring this information a bit further and actually observing them first hand, you will be able to identify possible issues impacting student ability to walk or bicycle to school safely.

Step 5: Hold a meeting to develop recommendations. After discussing and identifying your top five issues, your SRTS team should begin to identify specific non-infrastructure and infrastructure solutions. Solutions in your Comprehensive STP must address all 5 E's (Engineering, Education, Encouragement, Enforcement and Evaluation).

Step 6: Gather public input. Once the team has identified issues and recommendations, the next step is to involve the greater community. It will be helpful to present the draft STP to the public to get feedback and input on priority strategies. This step of the Guide provides information on who to involve in the public review, how to present the draft STP, and how to gather input.

Step 7: Finalize the plan and get pledges of support. This step of the Guide outlines how the team will incorporate public input and get pledges of support from key community stakeholders. After finalizing the plan and getting endorsements, you can submit your Plan to VDOT. Approval of your Comprehensive STP is required in order to apply for infrastructure funding through Virginia's Safe Routes to School Program.

STEP 1: IDENTIFY TARGET SCHOOLS AND A SAFE ROUTES TO SCHOOL TEAM

This step will provide information to complete Section 1 of the STP Template: Our School/s and SRTS team.

1A. Target Schools

Before developing a Comprehensive STP, target schools must be identified for inclusion in the plan. Typically, up to four schools may be included in one school travel plan. If you wish to include more than four schools as a part of your plan, contact the your LTAC for further information.

Candidates for SRTS programs include schools that currently have walkers and bicyclists traveling in unsafe conditions, as well as those that have the potential to encourage or increase walking or bicycling to school if conditions were improved.

When completing the Template, be prepared to provide descriptive information from your school's enrollment records, including:

- School name and address.
- School Division.
- Grades served (i.e. K-5).
- Title 1 status.

Why do we need to provide Title 1 status?

The Federal SRTS Program guidelines call on State Programs to take measures to ensure that SRTS funds are accessible to diverse participants, including those with limited resources. For this reason, the Virginia SRTS program requires that school information on Title 1 designation is provided for each school included in the plan.

OPTIONAL: You may also choose to include school demographic information (ethnicity) in your Comprehensive STP. This information is readily available on the Virginia Department of Education Website at http://bi.vita.virginia.gov/doe_bi/rdPage.aspx?rdReport=Main&subRptName=Fallmembership.

1B. Community Stakeholders and the Safe Routes to School Team

The most successful safe routes to school (SRTS) programs are led by a SRTS team and involve a variety of stakeholders who are committed to improving safe travel to and from school, and have the ability to facilitate change.

Each community will find organizations and individuals specific to their community ready to be involved in SRTS. Some of these stakeholders will be willing to serve as the key drivers of the program (your SRTS team), while others may be able to make key contributions in various areas as requested or needed. It should be noted that some of Virginia's most successful SRTS programs have teams that include schools and local government as equal partners.

What is a SRTS Team?

The SRTS team is the core group of people that commit to preparing, writing and following through with the School Travel Plan and its strategies. The team members will be those helping to implement the safe routes to school program.

The STP Template includes a blank "SRTS Team Members" table for you to customize.

IMPORTANT: Safe routes to school teams MUST include at least one representative for each of the five E's (education, encouragement, enforcement, engineering and evaluation), and MUST include a representative from each of the following categories:

Potential SRTS Stakeholders

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

This list provides examples of common SRTS stakeholders representing a wide range of interests and expertise related to SRTS.

School:

- Principal and other administrators
- Parents
- Students
- Teachers
- PTA/PTO representatives
- School nurse or guidance counselor
- School division 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
- Public health professional
- Public works representative
- Law enforcement officer
- State or local pedestrian and bicycle coordinator

Tips and Helpful Information:

- Keep your Safe Routes to School team to a manageable number of participants, up to 12 maximum. You will have an opportunity to consult the larger community as you work to identify issues and recommendations.
- Think carefully about the specific knowledge bases that each team member will bring.

1C. Lead Contact Person For Your SRTS Program and School Travel Plan

It is important that your SRTS team have a lead contact person to represent your SRTS program and your School Travel Plan. This person will likely be the one who organizes meetings, leads the development of the School Travel Plan and works directly with VDOT (primarily through your Local Technical Assistance Coordinator). In the STP Template, be prepared to include name, affiliation, phone number, email address and mailing address for this person.

STEP 2: HOLD A KICK OFF MEETING AND SET A VISION

This step will provide information to complete Section 2 of the STP Template: Our SRTS Vision.

Engaging all appropriate stakeholders is the key to accurately representing your community's priorities for student travel to school. The kick-off meeting has two main goals: to create a vision for the SRTS program (and ultimately the STP) and to generate a list of next steps. It's also a good time to get everyone on the same page in terms of understanding the 5 E's of SRTS, and review the process to develop a school travel plan. The group will then be prepared to discuss the appropriate next steps and the best way to work toward their vision.

A sample agenda for this meeting and links to online resources that may be helpful, such as handouts, flyers and Power Point presentations, have been provided in Attachment A. They are also available on our website at www.virginiadot.org/saferoutes.

The kick-off meeting can help build a strong foundation for the STP:

- **Reinforce key stakeholder interest in and commitment to SRTS.** Ask the team members why they agreed to come to the meeting and what they hope to contribute. For example, a law enforcement officer may be very interested in reducing speeds in school zones and therefore may be willing to assume responsibilities for the Enforcement component of the SRTS program.

- **Establish a vision for the SRTS program** (Template Section 2). Ask your team to imagine what they would like the school and surrounding community to be like in five years. What does the team want to see? Common goals for SRTS programs include:
  - Increasing the number of student walkers and bicyclists.
  - Making walking and bicycling routes safer for students who are already walking.
  - Improving students' physical activity and health.
  - Creating a more walkable and bikeable community in general.
  - Improving air quality and reducing traffic congestion around the school.

- **Generate next steps.** Once your team has identified a vision, you can inform them that the next step will be to gather information on the current conditions related to SRTS.

The STP Template includes a blank text box for you to write your team's SRTS Vision in 100 words or less.

STEP 3: GATHER INFORMATION ON CURRENT STUDENT TRAVEL

This step will provide information to complete Section 3 of the STP Template: Current Student Travel.

The critical first step for any SRTS program is to become familiar with the current walking and bicycling environment at the school. In Step 4 you will hold meetings to identify and discuss specific barriers and recommendations, but here in Step 3 you will paint a broader picture of the walk and bike environment:

- How many students live within walking and bicycling distance of the school?
- How many students are currently walking and bicycling to school?
- Does the school or division have any policies that affect walking and bicycling to school?
- What is your school's arrival and dismissal process?
- How do parents and caregivers feel about their children/students walking and bicycling to school?
- Have there been any specific safety incidents or concerns relative to students walking or bicycling to this school in recent history?
- Does the school currently conduct activities that support or encourage walking and bicycling to school?

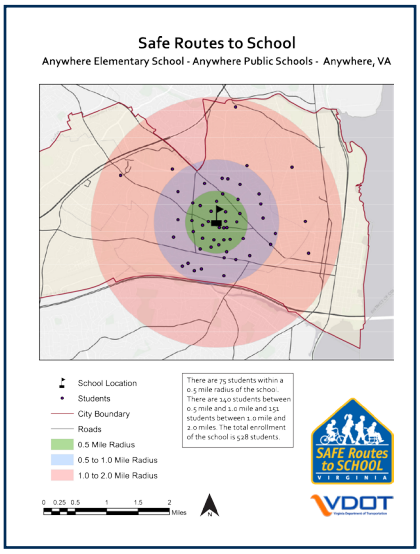
Responses to the above questions are required to be included in your Comprehensive School Travel Plan, and provide important baseline data that can help you evaluate the impact of your SRTS program later on. The STP Template provides blank tables to help document your findings. The sub-sections below walk through the specific questions asked in the STP Template and highlight resources and tips on how to easily and efficiently gather this information. For multiple schools, each question will have to be answered for each school in your STP.

Tips and Helpful Information:

Don't be afraid to delegate to members of your SRTS team! You may find that it is easier to collect the data with the help of others. Also, a meeting of your SRTS team may not be required if one person is assigned to organize the information gathered and insert it into your STP Template.

3A. How Many Students Live Within Walking and Bicycling Distance of the School?

If appropriate infrastructure exists, SRTS programs typically encourage students living within one mile of the school to walk to school and those living within two miles to bicycle to school. When developing your Comprehensive School Travel Plan, it will be important to know how many students live within walking and bicycling distance of the school and therefore have the potential to walk or bicycle to school. It will also be important to know where these students live in relation to the school as this information can help you prioritize improvements and recommendations identified along certain travel routes to school in Step 4.



Example Map

Tips and Helpful Information:

To make your application more competitive, it is strongly suggested that you include this information in the form of a map. The map should include:

- Dots indicating student addresses
- Lines showing the school attendance boundary
- Lines showing ½ mile, 1 mile and 2 mile radii

Contact your Local Technical Assistance Coordinator (LTAC) if you do not have the appropriate resources to map the requested information.

3B. How Many Students Are Currently Walking and Bicycling To School? What Are The Primary Walking Or Bicycling Routes?

Student surveys will enable you to determine how children get to school. A quick daily show of hands during homeroom is often enough to get a feel for student travel habits at your school. VDOT **requires** the use of standardized Student Travel Tally forms provided by the National Center for Safe Routes to School (National Center) at http://www.saferoutesinfo.org/data-central.

Tips and Helpful Information:

The National Center also provides an online student travel tally compilation system and support services for data processing. Using this system and the summary reports it provides, will be important in helping you to complete your Comprehensive School Travel Plan. It can take several weeks to receive your summary report so be sure to complete your tallies during Student Tally Week.

In addition to the surveys, talk with the school principal and/or crossing guard(s) to get a feel for primary walking or bicycling routes that are currently being used by students.

3C. Does The School or Division Have Any Policies That Affect Walking and Bicycling to School?

Individual school and division-wide policies can sometimes affect a student's mode of travel to school. This section of your Comprehensive STP should summarize any school or division policies that encourage, discourage, or otherwise impact school travel decisions. Be sure to consider the following:

- **School Division bus policies:** Divisions are not required to bus students who live within a certain distance from the school they attend. This distance -- typically between 1 to 2 miles– varies by school division so check with your school division office. However, in certain instances, schools provide busing for students who live within the established walking distance if the walking route has major barriers or hazards (e.g. busy roadway crossings). This is often called hazard busing. What is the bus policy and zone for your school? Is hazard busing provided?

- **School travel policies:** Does your school have policies that directly or indirectly encourage or discourage walking or bicycling to school? Cite any official or unofficial policies of the school relating to student travel, such as a ban on bicycling to school, early dismissal of walking/cycling students, age restrictions or special permissions related to walking/bicycling, etc. Your school handbook may include this information.

3D. What is Our School's Arrival and Dismissal Process?

Check the school handbook or talk with school administrators to learn about school arrival and dismissal processes. The STP Template includes a short series of questions to help you briefly provide information such as:

- Where are the parking lots, school bus and private vehicle drop-off zones and pick-up, bike parking areas, used for arrival and dismissal, etc.?
- What are the dismissal times and processes? Is there a staggered dismissal or are all travel modes released at the same time?
- How many school personnel (staff, teachers, volunteers) are involved? Which arrival and dismissal procedures involve these people?

NOTE: Look to the STP Template for a full list of school arrival and dismissal process questions.

3E. How Do Parents And Caregivers Feel About Their Children/ Students Walking and Bicycling To School?

Parent surveys can provide valuable information on parent attitudes toward and decisions regarding letting their child walk or bicycle to school. Similar to the Student Travel Tallies, VDOT **requires** using the National Center's standardized SRTS Parent Survey forms, available at http://www.saferoutesinfo.org/data-central.

Tips and Helpful Information:

In addition to the forms, the National Center provides a Parent Survey compilation system and support services for data processing. Using this system and the summary reports it provides, will be important in helping you to complete your Comprehensive School Travel Plan. It can take several weeks to receive your summary report so start the Parent Survey task early in the process.

The standardized Parent Surveys will provide a lot of information to help you make decisions about your safe routes to school program. For the purposes of this Comprehensive School Travel Plan, please only provide the summary of issues affecting the decision of parents who currently DO NOT allow their children to walk or ride their bike to school. The Parent Survey Summary report contains a bar graph of this information that can be used to create a simple list of issues.

For example, your answer to this question could look as follows:

> *A parent survey was conducted in the fall of 2012 and provides good information on parent attitudes and behaviors. For example, parents of students who do not currently allow their children to walk or ride their bike to school cited the following reasons for doing so (in order of most cited):*
>
> - *Weather or climate.*
> - *The speed of traffic is too high.*
> - *Sidewalks are not present along entire walking route.*
> - *Safety of intersections, e.g., lack of school crossing guards at key intersections along walking route.*
> - *Time and convenience, i.e. driving is more convenient.*
> - *Violence and crime in the area.*

3F. Have There Been Any Specific Safety Incidents or Concerns Relative To Students Walking or Bicycling To This School In Recent History?

The summary of safety incidents or concerns should include anecdotal information which can be gathered by talking with school staff, parents and the school crossing guard/s. This information should focus on pedestrian- and bicycle-related crashes occurring within two miles of each school in the Plan within the past three years.

NOTE: Multiple-school STP's will need to provide county-level traffic crash statistics. The STP Template provides instructions on how to retrieve this information from the Virginia Department of Motor Vehicles at http://www.dmv.state.va.us/webdoc/safety/crash_data/index.asp.

3G. Does The School Currently Conduct Activities That Support or Encourage Walking and Bicycling To School?

Does your school participate in Walk to School Day, Bike to School Day, or provide traffic safety education or a bicycle rodeo? Briefly describe any activities or events at the school that support or encourage walking and bicycling to school, or that demonstrate your commitment to SRTS.

STEP 4: CONDUCT A WALK AUDIT AND OBSERVE ARRIVAL/DISMISSAL

This step will provide information to complete Section 4 of the STP Template: Key Issues Impacting Safe Walking and Bicycling to School.

As was mentioned in Step 3, a critical first step for any SRTS program is to become familiar with the current walking and bicycling environment at the school. In Step 3, you gathered information that painted a picture of the current processes regarding student travel. Here in Step 4, you will explore these processes a bit further by actually observing them first hand, and discussing – both within your SRTS team and with other stakeholders – possible issues impacting student ability to walk or bicycle to school safely.

To identify these issues, it is recommended that you bring your SRTS team together during a typical school day to conduct a walk audit and to observe either school arrival or dismissal. The meeting will accomplish three tasks:

1. Review information gathered. It's a good idea to first review with the team the information gathered in Step 3 (contained in Section 3 of your STP Template) to make sure all team members have a good understanding of the current travel patterns and processes.

2. Conduct a walk audit. By walking the area surrounding the school, particularly along known school walking routes, the team can identify infrastructure issues that could impact safe walking or bicycling, such as lack of sidewalks, crosswalks, and bike lanes.

3. Observe school arrival/dismissal. After the walk audit, the team can split into small groups to observe school arrival or dismissal from different vantage points, with the goal of observing the behaviors of the various travel modes (school buses, private vehicles, walkers and bicyclists) and how they interact. In doing so, the team can identify issues that could be addressed using education, encouragement or enforcement strategies. It is recommended that both arrival and dismissal processes are observed by at least some of your SRTS team so that differences can be noted.

See Attachment B for tips on how to conduct a walk audit and observation of school arrival or dismissal, including prompt lists of things to look for during both activities. These materials are also available at www.virginiadot.org/saferoutes under *Starter Kit.*

Tips and Helpful Information:

Involvement of the local engineer or planner in the walk audit is recommended. In addition to providing a technical perspective during the walk audit, they will also be valuable resources when developing and implementing your infrastructure recommendations.

Identifying Key Issues

After conducting a walk audit and observing school arrival and dismissal, your team will have information to help you complete Section 4 of the STP Template: Key Issues Impacting Safe Walking and Bicycling to School. This section of the Comprehensive School Travel Plan should summarize the top five issues impacting a student's ability to safely walk or bicycle to your school. This section should include a mix of infrastructure and non-infrastructure issues. For example, a lack of sidewalks is an infrastructure issue, but motorists not complying with stop signs in the school zone may be a non-infrastructure issue.

The STP Template contains a blank Key Issues table you can customize. If your Plan includes more than one school, create a separate table for each school. Below are two examples of how to write your issue summaries:

ISSUE: Lack of safe crossing conditions at 3rd Street South and Henry Road.

- This intersection serves as a key crossing for many students living east of the school campus.
- This intersection currently lacks infrastructure to indicate pedestrian crossing, such as marked crosswalks and pedestrian signals.

ISSUE: Motorists on MLK Boulevard do not yield to pedestrians crossing from Juniper Street to the school entrance.

- The intersection of MLK Boulevard and Juniper Street does not have stop signs or traffic signals.
- A high-visibility crosswalk and crosswalk signs currently exists at this intersection.
- A crossing guard assists students crossing in both the morning and afternoon hours.
- Vehicles were observed rolling through or stopping in the crosswalk as students were crossing, even with the crossing guard present.

STEP 5: HOLD A MEETING TO DEVELOP SRTS RECOMMENDATIONS

This step will provide information to complete Section 5 of the STP Template: SRTS Recommendations.

After discussing and identifying your top five issues, your SRTS team should begin to identify specific non-infrastructure and infrastructure recommendations. Your Comprehensive School Travel Plan will ultimately have two separate sections for your recommendations:

- Your **Non-Infrastructure Recommendations** will address behavior-related school travel issues, and will include a detailed 12-month activity calendar to help your team plan and implement some of your education, encouragement, enforcement and evaluation strategies.
- Your **Infrastructure Recommendations** will identify short-, medium- and long-term engineering changes to make walking and bicycling to school safer for your students.

5A. Developing Your Non-Infrastructure Recommendations

Your non-infrastructure recommendations must address the four non-infrastructure areas of safe routes to school: Education, Encouragement, Enforcement, and Evaluation. The STP Template provides a framework for your SRTS team to summarize both short term and long term strategies, and includes a 12-month activity planning calendar to establish a time-frame for each activity and to identify a lead contact for the short term strategies. You should also identify people, organizations or agencies that will help you implement each strategy.

An overview of each E and an example of how to write your summary is provided below. For information on current programs and services offered by the Virginia SRTS program, visit the program website at www.virginiadot.org/saferoutes. For additional tips and ideas regarding education, encouragement, enforcement or evaluation strategies, visit the SRTS Guide, created and maintained by the National Center for Safe Routes to School, at http://guide.saferoutesinfo.org/.

EDUCATION

SRTS education strategies often target pedestrian, bicycle and traffic safety, as well as personal security, but they can also just be ways to create awareness about the benefits and goals of SRTS. Activities include safety assemblies, pedestrian and/or bike safety lessons, bicycle rodeos, and education for parents and students on personal security issues (bullying, personal violence, etc.).

In the STP Template, provide a summary of your primary strategies for SRTS education. Is your aim to provide students with pedestrian and bicycle safety education? Or maybe to make parents more aware of the benefits of active school travel? Be sure to consider what you've learned about the current school travel environment through gathering information and the observation of behaviors at arrival and dismissal.

ENCOURAGEMENT

Encouragement strategies are about having fun – they generate excitement and interest in walking and bicycling to school. Special events, mileage clubs, contests and on-going activities can provide ways for parents and children to discover (or rediscover) the benefits of walking and bicycling.

In the STP Template, provide a summary of key encouragement strategies that will help engage students and their parents in walking and bicycling to school. Consider hosting annual, monthly or weekly events such as Walk to School Day, Walking Wednesdays, or Bike to School Day. Or maybe your SRTS program could help to organize Walking School Buses – adult-supervised groups of students walking to school - to make parents feel more comfortable letting their children walk to school. Be sure to consider any issues parents identified in their Parent Surveys.

ENFORCEMENT

Enforcement strategies can involve many people, not just law enforcement, and are used to reinforce correct behavior of all modes of transportation (walkers, bicyclists and motor vehicles). This can include a range of behaviors from obeying traffic laws to following school dismissal procedures. Students may also be able to play a role in enforcement through student safety patrols.

In the STP Template, provide a summary of key enforcement strategies that could help improve safety or processes related to school travel. Don't limit your strategies to law enforcement activities only – remember that everyone can play a role in reinforcing proper safety behaviors. Be sure to consider what you've learned about the current school travel environment through gathering information and the observation of behaviors at arrival and dismissal.

EVALUATION

Evaluation will help you measure the impact of your efforts. Evaluation will also help you keep track of the progress you are making toward your goals, and may alert you to any changes or updates you may want to make to your STP. The two main indicators that your SRTS program is having an impact are increases in students walking and bicycling to school, and improved safety. VDOT requires that student travel tally and parent survey be conducted every year as a way to assess changes in travel mode and parent perception of safety. You may also assess any infrastructure improvements made over the year that improve the safety of the walk and bike environment.

The STP Template includes a place to provide a summary of key evaluation strategies that could help you monitor the impacts of your SRTS program. At a minimum, plan to conduct the required annual student travel tally and parent survey, but also consider monitoring the impact of various strategies you implement throughout the year.

5B. Your 12-Month SRTS Non-Infrastructure Activity Calendar

A 12-month activity calendar allows your team to identify non-infrastructure recommendations that are important and feasible within the short term (i.e. a 12-month timeframe). It also encourages your team to think beyond the "idea" and consider the details of who is going to be involved, and how and when these activities might occur.

The STP Template contains a blank activity calendar for you to customize. For multiple school STP's, a separate activity calendar should be created for each school in the STP. Below is an example 12-month activity calendar (showing only a few strategies):

Example Recommendation		June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Participate in International Walk to School Day	Plan												
Lead: Natalie Downs, P.E. Teacher	Implement												
Possible Funding Sources	Identify												
Conduct student travel tallies and parent surveys	Plan												
Lead: Charlie Smith, Parent	Implement												
Possible Funding Sources	Identify												

Each Recommendation has 3 rows:

ROW 1: Briefly describe your recommendation, and shade in the cells that correspond to the months in which you intend to plan this recommendation.
For example: For an event occurring in October that takes two months of planning time, shade the cells on this row for August and September.

ROW 2: Identify who will take the lead on planning and implementing this recommendation, and shade in the cells that correspond to the months in which you intend to implement this recommendation.

- The lead person will not necessarily implement the activity alone, but will be responsible for initiating planning and recruiting others to help. Provide this person's name and title as appropriate.
- If your recommendation is an on-going activity, shade the cells for all of the months in which that activity will take place.

For example, if your team is implementing an on-going safety education campaign that is to begin in September, shade in cells from September to the end of the school year.

ROW 3: Identify possible funding sources which can help cover the costs of implementation for this recommendation.

- Possible sources of funding include in-kind donations of materials or volunteer time, monetary donations from the community or local businesses, or grant support.

For example: Fruits, coffee and refreshments to be served in public meetings to be donated by the local supermarket.

Tips For Developing Your 12-Month Activity Calendar

1. Start your 12-month calendar on any month that works for you. It often makes sense to make the calendar start on the month after the Plan is finalized.
2. Be conservative in estimating planning time. Especially the first time around, you'll want more time to plan than less.
3. Be conservative in the number of activites you undertake the first year. This way, you can be sure to accomplish each activity, feel a sense of success, and plan for a bit more each subsequent year.
4. Identify additional stakeholders who may be able to help implement your plan. Outside of your SRTS team, your community might contain a larger group of stakeholders who would be interested, willing and able to support the school's SRTS efforts. These other stakeholders may not be able to commit to serving on the SRTS team, but would be willing to provide resources or services upon request. Re-visit the potential stakeholder list presented in Step 1 and identify people and organizations that may be good matches with some of your specific recommendations. Also, check with your SRTS team to see if any team members have connections to these stakeholders.
5. In considering possible funding sources, be sure to include sources other than the VDOT SRTS program, such as in-kind donations, volunteer time, or support from local businesses, hospitals and non-profit organizations. In addition, many private foundations provide funding to support active and healthy living programs. **NOTE:** Not all recommendations may be eligible for VDOT SRTS funds. For more information, contact your SRTS Local Technical Assistance Coordinator.
6. In choosing implementation months, be aware of the school calendar and other events or activities that may conflict.
7. Once you have filled out the calendar, check to see if your plans are feasible.
    - Do you have too many activities planned for the beginning of the school year?
    - Is one person responsible for too many recommendations?
    - Are some recommendations more appropriate in a specific season but others can start at anytime?
8. Update your 12-month activity calendar each year and apply any knowledge you gained about specific planning and implementation strategies.

5C. Preparing Your Infrastructure Recommendations Table and Map

Your Infrastructure Recommendations will identify and address specific infrastructure (i.e. engineering) issues that the team identified during the walk audit in Step 4. For tips and ideas regarding engineering recommendations, visit the SRTS Guide, created and maintained by the National Center for Safe Routes to School, at http://guide.saferoutesinfo.org/.

NOTE: Involvement of the local engineer or planner in developing the infrastructure recommendations table is suggested.

Your STP should include two pieces of information related to infrastructure recommendations:

1. **A table summarizing the infrastructure recommendations.** The STP Template contains a blank infrastructure recommendations table for you to customize. For multiple schools, you may want to make separate tables for each school in your STP. Below is a sampleinfrastructure recommendations table (showing only a few solutions).
2. **A map depicting the locations of all infrastructure recommendations.** This map should be included as a separate page or in the Appendix of your STP. A sample recommendations map, and additional information and tips on developing one, are included below.
3. **Photos of locations listed in the infrastructure recommendations table.** As appropriate, include photos depicting current infrastructure needs at locations identified in your infrastructure recommendations table. Photos should be labeled according to their Map ID (see table below for of how to list Map ID) and included on separate pages in the Appendix of your STP.

Sample Infrastructure Recommendations Table

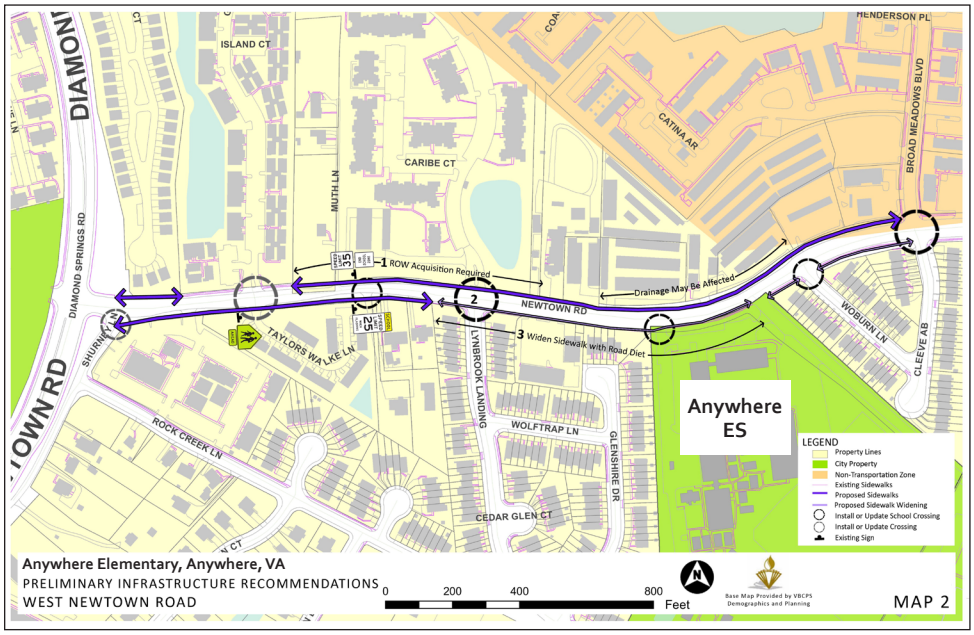
MAP ID	LOCATION	ISSUE	RECOMMENDATION	TIME-FRAME	PRIORITY	JURISDICTION RESPONSIBLE	ESTIMATED COST	POSSIBLE FUNDING SOURCE	STATUS
A	Intersection of Robey Road and Ethelwood Terrace	High traffic volumes make it difficult for students to cross safely.	Install a Rapidly Flashing Beacon across Robey Road to help motorists see pedestrians attempting to cross the street	Medium Term	High	City of Olney	Low	Olney CIP VDOT SRTS Funds	
B	Robey Road between Ethelwood Terrace and Clark Street	There are no sidewalks along the south side of the road where the school is located	Construct a side-walk on the south side of the road to provide a dedi-cated pedestrian path for students.	Long Term	High	City of Olney	Medium	Trans-portaion Enhance-ment VDOT SRTS Funds	

Tips For Developing Your Infrastructure Recommendation Table

1. When describing the issue, be sure to include the impact on students walking or bicycling to school. If possible, include an estimate of students impacted. Consider future walkers and bicyclists, as well as current ones (i.e. reference your map of student addresses).
2. When describing each recommendation, explain how it addresses the Issue.
3. Be sure to include an engineer or planner in estimating how long it might take to implement the countermeasure assuming design is approved. (Short term: 0-3 years, Medium term: 4-7 years, Long term: 8+ years).
4. Be sure to incorporate input from your public input sessions (Step 6) when determining the priority level of each recommendation; in fact, you may want this column to be one of the last you complete. Typically, high priority recommendations are those that impact immediate safety concerns.
5. Estimated costs can help a community determine priorities and inform potential funding pursuits. Work with an engineer and use the following guidelines to estimate the costs of each recommendation, including design fees:
    - High cost: $150,000 or above
    - Medium cost: $20,000 to $150,000
    - Low Cost: $20,000 or below
6. In considering Possible Funding Sources, be sure to consider and include sources other than the VDOT SRTS program, such as Capital Improvement and Transportation Enhancement funds. Be creative in identifying other non-government funding sources as well. Many private foundations provide funding to support active and healthy living programs. Or consider approaching local businesses, hospitals and non-profit organizations as potential sources of support.
   NOTE: Not all recommendations may be eligible for VDOT SRTS funds. For more information, contact the VA SRTS Coordinator.
7. In order to keep track of program impacts and progress, use the "Status" column of the table to indicate the status of the recommendation. Is it being planned? Has it been implemented? Include the date of the update (e.g. Planned, fall 2012).

Sample Infrastructure Recommendations Map

Note: As with the Infrastructure Recommendations Table, the involvement of your local engineer or planner in developing the infrastructure recommendations map is highly suggested.



STEP 6: GATHER PUBLIC INPUT

This step will provide information to complete Section 6 of the STP Template: Public Input.

Once your SRTS team has identified and documented key issues and recommendations, the next step is to involve the larger school and community. By presenting your draft plan and recommendations to the public, you have the opportunity to generate broad support for your SRTS program while gaining additional perspectives on issues and priorities.

Public input can be gathered a variety of ways and can include a variety of information. A presentation to the PTA could confirm that issues along key walking routes identified in your plan are indeed a concern to parents. A meeting with a local bicycle advocacy organization could result in addition of an education or encouragement recommendation that they could support. Or discussion with student walkers could identify additional concerns or recommendations of interest to them.

The STP Template contains a blank Public Input table for you to customize. Briefly describe the process used to solicit public input and a bulleted summary of key input provided. Below is a list of various public input processes and tips on how to manage them:

- **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 get the community's input on the draft STP. Every public meeting should be followed by a public comment period of at least two weeks or as required by your local government. For an example public meeting agenda and sign in sheet, see Attachment C.

  NOTE: All schools receiving state funding for SRTS implementation are required to host a public meeting to present the proposed infrastructure recommendations to the general public. A public meeting held prior to submitting an application for infrastructure funds fulfills the initial federal "public participation" requirement for SRTS projects. However, we strongly encourage that the Sponsor include public participation throughout the project development process, especially if significant plan revisions or changes in scope have occurred since the initial hearing. For more information, please review the VDOT Infrastructure Procedure manual, which guides local sponsors through the project development process. This manual is available at www.virginiadot.org/saferoutes under *School Travel Plans and Grants.*

- **Interview key stakeholders:** Circle back to key stakeholders you may have gathered information from in Step 3. Principals, crossing guards, parents, local traffic engineers and law enforcement are good people to review your draft STP.
- **Solicit student opinions:** Students often have a unique perspective on walking and bicycling to school. Find out what students think about your findings; suggested avenues for student input include the student council, during an assembly or as part of an essay assignment.

STEP 7: FINALIZE THE PLAN AND GET PLEDGES OF SUPPORT

This step will provide information to complete Section 7 of the STP Template: Final Plan – Pledge of Support.

Using information received during your public input sessions in Step 6, make updates to your Issues and Recommendations sections and tables, as appropriate. This is also a good time to revisit the Priority column of your Infrastructure Recommendations table. **NOTE:** The STP Template will not prompt you to make updates to your STP based on public input – incorporating public input simply consist of making edits to your STP as needed.

Once public input has been incorporated and your STP is complete, make sure it is endorsed by officials responsible for implementing the plan. By receiving endorsements and pledges of support from key organizations, your STP and SRTS program has a strong chance of success.

Endorsement documents can be as simple or as complex as you choose, but a one-page pledge of support is recommended. The STP Template includes an example pledge of support that you can customize to your school/s. Be sure to re-visit the vision and goals your SRTS team discussed in Step 2 and include them in the pledge.

People pledging support for your SRTS program should be in a decision-making role and have the authority to speak for the agency or organization they represent. Your SRTS team Members, especially those representing the 5 E's, should be included in the pledge. People, agencies and organizations that could pledge support include:

- School Principal
- City Mayor
- County Executive
- City/County Council Members
- PTA/PTO President
- School Division Superintendent

Updating your STP

The School Travel Plan – specifically the 12-month non-infrastructure activity calendar and the infrastructure recommendation table – should be reviewed at least annually to update the status of each recommendation and to add new ones as needs arise. The SRTS team should arrange regular meetings to discuss the progress of the STP (include these meetings in your 12-month activity calendar). Updates are required if applying for VDOT SRTS funding.

Congratulations!

You have completed the seven key steps in developing your Comprehensive School Travel Plan and taken a big step toward a sustainable SRTS program.

If you are interested in applying for VDOT SRTS funds, your completed comprehensive STP must be approved by the Virginia SRTS Coordinator. The LTAC working in your region is available for preliminary review and feedback prior to submitting your STP for VDOT approval.

Please contact your LTAC directly, allowing about 2 weeks for this review and to respond to any feedback. Send your completed draft Comprehensive STP to the Virginia SRTS Coordinator, Rob Williams (robertj.williams@vdot.virginia.gov). Be sure to send the plan as a PDF.

Once VDOT has approved your Comprehensive STP, include it as a PDF with your grant application. For details on how to contact your LTAC or how to submit your final STP and grant application for VDOT SRTS funding, please go to www.virginiadot.org/saferoutes.

In order to keep momentum, your local SRTS team should arrange regular meetings to discuss the progress of the School Travel Plan, and to routinely update (at least annually) your Comprehensive School Travel Plan – specifically the 12-month non-infrastructure activity calendar and the infrastructure recommendations table. Please note that an updated STP is required if applying for VDOT SRTS funding.

ATTACHMENT A: SAMPLE 1-HOUR KICK-OFF MEETING AGENDA

This resource includes a sample agenda, along with suggested timeframes, to help plan and facilitate a kick-off meeting for your SRTS team. The agenda is flexible, and what is shown is just one way to organize your meeting. You can change the order and add other topics to cover. You should also customize the look of your agenda using school logos and graphics.

Anywhere Elemenatry
Safe Routes to School
Comprehensive School Travel Plan
Team Kick-Off Meeting

DATE
TIME

1. Introductions: 5 minutes
2. Why SRTS Matters: 20-25 Minutes
3. Virginia's SRTS program and Comprehensive School Travel Plans: 5 - 10 minutes
4. Vision for SRTS at Our School: 5-10 minutes
5. Next Steps/Adjourn the Meeting: 5 minutes

AGENDA ITEM	NOTES
Introductions: 5 minutes	Provide a brief overview of why the meeting was called (i.e. interest in improving the safety of our student walkers and bicyclists, have opportunity to develop STP and apply for funding) Facilitate participant introductions. Encourage attendees to give their name, their affiliation (school, organization, parent, etc.) and say a little about why they are interested in SRTS.
Why SRTS Matters: 20-25 minutes	Because you'll have a mix of SRTS stakeholders who likely have different perspectives on SRTS, it is good to start off with an overview of why SRTS is important so that you can get the team on the same page in understanding the comprehensive nature of SRTS. Look to resource list below for ready-made presentations, videos and handouts to assist in providing this overview.
Virginia's SRTS program and Comprehensive School Travel Plans: 5-10 minutes	Be sure to inform the team of the support and resources available through the VDOT SRTS program. This is also a good time to present the STP process and get their commitment to help in developing the STP.
Vision for SRTS at Our School: 5-10 minutes	Inform the team that it will be helpful to establish a vision or goals for the SRTS program at the school. Ask your team to imagine what they would like the school and surrounding community to be like in five years. What does the team want to see? Common goals for SRTS programs include: • Increasing the number of student walkers and bicyclists. • Making walking and bicycling routes safer for students who are already walking. • Improving students' physical activity and health. • Creating a more walkable and bikeable community in general. • Improving air quality and reducing traffic congestion around the school.
Next steps: 5-10 minutes	Once your team has identified a vision, you can inform them that the next step will be to gather information on the current conditions related to SRTS. Take a few minutes to outline for them the types of information that you'll need to collect and assess who may be willing to assist.

Resources For Your Kick-Off Meeting

In addition to an agenda, there are other materials that can help you plan and implement your SRTS team kick-off meeting. The table below contains several resources developed by the National Center for Safe Routes to School that can help to make your kick-off meeting a success. The resources are organized by three areas: those that may help you PREPARE for your meeting, those that may help you PROMOTE your meeting, and those that may help you FACILITATE your meeting. In some instances, the same resource may be referenced in two places.

RESOURCE	WEB ADDRESS
Prepare for Your Meeting	
Promoting and Selling SRTS: National Resources to Give You a Head Start (Webinar video)	http://saferoutesinfo.org/events-and-training/srts-webinars/promoting-and-selling-srts-national-resources-give-you-head-start
Why Safe Routes Matters Video	http://saferoutesinfo.org/program-tools/marketing-and-promotions-why-safe-routes-matter-video
Safe Routes to School Talking Points	http://saferoutesinfo.org/program-tools/srts-talking-points
8 Tips for Promoting your SRTS Program	http://saferoutesinfo.org/program-tools/marketing-and-promotions-tip-sheets
Promote Your Meeting	
Post Cards and Flyers templates	http://saferoutesinfo.org/program-tools/marketing-and-promotions-flyers-and-postcards
Every Step Counts Marketing Materials *(Every Step Counts is the theme of a new series of free, downloadable SRTS marketing materials focused on the benefits of walking and bicycling to school and what motivates parents to consider making that choice.)*	http://saferoutesinfo.org/program-tools/every-step-counts-marketing-materials
Template News Releases	http://saferoutesinfo.org/program-tools/marketing-and-promotions-news-releases
Facilitate Your Meeting	
Overview of the Virginia SRTS Program	www.virginiadot.org/saferoutes/starterkit
Overview of the Safe Routes to School Program *(Both Spanish and English translations)*	http://saferoutesinfo.org/program-tools/marketing-and-promotions-flyers-and-postcards
Presentation: SRTS: Improving Health, Safety and Transportation (PowerPoint file)	http://saferoutesinfo.org/program-tools/presentation-srts-improving-health-safety-and-transportation
Why Safe Routes Matters Video	http://saferoutesinfo.org/program-tools/marketing-and-promotions-why-safe-routes-matter-video

ATTACHMENT B: HOW TO CONDUCT A WALK AUDIT AND OBSERVE SCHOOL ARRIVAL/DISMISSAL

The best way to understand walking and bicycling safety issues at a particular school is to get a first-hand experience by walking the common routes around the school and by observing students arriving or departing during a normal school day.

By walking the area surrounding the school, the team can identify infrastructure issues that could impact safe walking or bicycling. By observing school arrival/dismissal, the team can examine behaviors of the various travel modes (school buses, private vehicles, walkers/bicyclists) and how they interact. In doing so, the team can identify issues that could be addressed using education, encouragement or enforcement strategies.

For basic information about walk and bike audits, download the Virginia SRTS program **Learn it. Do it. Live it.** tip sheet on walking and biking audits at: http://www.virginiadot.org/saferoutes/VDOT_LDL_Student_Travel_Tally_2_120821.pdf .The walk and bike audit 'prompt list' is included in this Guide.

The next few pages include a short list of behaviors to observe during school arrival or dismissal, and a prompt list of questions and things to look for during a walk audit. The questions are based on portions of the Federal Highway Administration's Pedestrian Road Safety Audit that have been modified for safe routes to school programs by the National Center for Safe Routes to School, and further modified by VDOT to address bicycle infrastructure.

Observing school arrival/dismissal

When observing school arrival or dismissal, be sure to first get permission to do so and check in at the school office to get a visitor badge. Establish a viewing post at key areas around the main entrance to the school fifteen minutes prior to school starting or dismissing. It is helpful to have multiple people observing so that you have a chance to observe all locations and forms of behavior. Be prepared to jot down things you want to address.

Observe motorist behavior:	Observe pedestrian behavior:
• Do they yield to pedestrians? • Are they obeying speed limits? • Do they follow pick up & drop off procedures? • Are they parked legally?	• Are they crossing at marked crosswalks? • Are they obeying crossing gaurds? • Are they crossing streets safely? • Are they facing traffic when walking along a road? • Are they able to walk on a sidewalk?
Observe crossing guard behavior:	**Observe bicyclist behavior:**
• Do they have safety equipment? • Are they in the needed locations? • Are they helping students cross safely?	• Are they following the rules of the road? • Are they wearing helmets?

Conducting a Walk Audit

This prompt list is adapted from the FHWA Pedestrian Road Safety Audits prompt list. Questions in blue font are SRTS-specific.

Walk Audit Prompt List - STREETS	
Presence, Design, and Placement	Are sidewalks provided along the street?
	If no sidewalk is present, is there a walkable shoulder (e.g. wide enough to accommodate cyclists/ pedestrians) on the road or other pathway/trail nearby?
	Are shoulders/sidewalks provided on both sides of bridges?
	Are pedestrian facilities adequate in the area surrounding the school (e.g., do sidewalk widths accommodate peak periods of pedestrian traffic)?
	Is there adequate separation distance between vehicular traffic and pedestrians?
	Are sidewalk/street boundaries discernible to people with visual impairments?
	Are ramps provided as an alternative to stairs?
	Is there adequate pavement width for bicyclists to safely travel along a roadway?
	Is there adequate separation distance between vehicular traffic and pedestrians and bicyclists?
	Is bicycle parking provided at the school?
Quality, Conditions, and Obstructions	Will snow storage disrupt pedestrian access or visibility?
	Is the path clear from both temporary and permanent obstructions?
	Is the walking surface too steep?
	Is the walking surface adequate and well-maintained?
	Are there obstructions such as fences, parked vehicles, or vegetation that would prevent a driver from seeing a child at an approaching intersections or driveways?
	Are drop-off/pickup lanes separated from bus lanes to minimize confusion and conflicts?
	Are school gates appropriately located to provide convenient and direct access for pedestrians?
	Are all drainage grates bicycle safe?
Continuity, and Connectivity	Are sidewalks/walkable shoulders continuous and on both sides of the street?
	Are measures needed to direct pedestrians to safe crossing points and pedestrian access ways?
	Do pedestrian facilities provide connectivity to residential areas or transit facilities?
	For children that take the bus, do sidewalks provide direct access from the bus loading area for the school, without crossing parking lots or traffic lanes?
	Is the bicycle route continuous?
Lighting	Is the sidewalk adequately lit?
	Does street lighting improve pedestrian visibility at night?
Visibility	Is the visibility of pedestrians walking along the sidewalk/shoulder adequate?
Access Management	Are the conditions at driveways intersecting sidewalks endangering pedestrians?
	Does the number of driveways make the route undesirable for pedestrian travel?
Traffic Characteristics	Are there any conflicts between bicycles and pedestrians on sidewalks?
Signs and Pavement Markings	Are pedestrian travel zones clearly delineated from other modes of traffic through the use of striping, colored and/or textured pavement, signing, and other methods?
	Is the visibility of signs and pavement markings adequate during the day and night?
	Is there a school speed limit zone that is adequately posted?
	Is the school zone marked properly?
	Is pedestrian signing near schools adequate and effective?
	Are pavement markings and signs provided for bicyclists?

Walk Audit Prompt List - STREET CROSSINGS	
Presence, Design, and Placement	Do wide curb radii lengthen pedestrian crossing distances and encourage high-speed right turns?
	Do channelized right turn lanes minimize conflicts with pedestrians?
	Does a skewed intersection direct drivers' focus away from crossing pedestrians?
	Are pedestrian crossings located in areas where sight distance may be a problem such as obstructions from fences, parked vehicles, or vegetation?
	Do raised medians provide a safe waiting area (refuge) for pedestrians and bicyclists?
	Are supervised crossings adequately staffed by qualified crossing guards?
	Are marked crosswalks wide enough and visible for drivers?
	Do at-grade railroad crossings accommodate pedestrians safely?
	Are crosswalks sited along pedestrian desire lines?
	Are corners and curb ramps appropriately planned and designed at each approach to the crossing?
Quality, Conditions, and Obstructions	Is the crossing pavement adequate and well maintained?
	Is the crossing pavement flush with the roadway surface?
Continuity, and Connectivity	Does pedestrian network connectivity continue through crossings by means of adequate, waiting areas at corners, curb ramps and marked crosswalks?
	Are pedestrians clearly directed to crossing points and pedestrian access ways?
Lighting	Is the pedestrian crossing adequately lit?
Visibility	Can pedestrians see approaching vehicles at all legs of the intersection/crossing and vice versa?
	Is the distance from the stop (or yield) line to a crosswalk sufficient for drivers to see pedestrians?
	Do other conditions exist where stopped vehicles may obstruct visibility of pedestrians?
	Are all intersection traffic control devices (stop signs or signals) visible to approaching motorists to adequately react?
Access Management	Are driveways placed close to crossings?
Traffic Characteristics	Do turning vehicles pose a hazard to pedestrians?
	Are there sufficient gaps in the traffic to allow pedestrians to cross the road?
	Do traffic operations (especially during peak periods) create a safety concern for pedestrians?
Signs and Pavement Markings	Is paint on stop bars and crosswalks worn, or are signs worn, missing, or damaged?
	Are crossing points for pedestrians and bicyclists properly signed and/or marked?
	Are crossings in school zones marked as school crossings?
Signals	Are pedestrian signal heads provided and adequate?
	Are traffic and pedestrian signals timed so that wait times and crossing times are reasonable?
	Is there a problem because of an inconsistency in pedestrian actuation (or detection) types?
	Are all pedestrian signals and push buttons functioning correctly and safely?
	Are ADA accessible push buttons provided and properly located?

ATTACHMENT C: SAMPLE 1-HOUR PUBLIC MEETING AGENDA AND SIGN-IN SHEET

This resource includes a sample agenda, along with suggested timeframes, to help plan and facilitate a public meeting. The agenda is flexible, and what is shown is just one way to organize your meeting. You can change the order and add other topics to cover. You should also customize the look of your agenda using school logos and graphics.

Anywhere Elemenatry
Safe Routes to School
Comprehensive School Travel Plan
Public Meeting Agenda

LOCATION
DATE
TIME

1. Introductions: 5 minutes
2. Why SRTS Matters: 25 Minutes
3. Developing the Comprehensive School Travel Plan: 5 minutes
4. Overview of the Comprehensive School Travel Plan: 20 minutes
5. Collect Comments from Meeting Participants: 15 minutes
6. Next Steps/Adjourn the Meeting: 5 minutes

AGENDA ITEM	NOTES
Introductions: 5 minutes	• Introduce the purpose of the meeting, which is to present the STP and collect feedback from the public. • Provide a brief overview of who is on the SRTS team and why it was formed. • Facilitate participant introductions, asking for name and affiliation (i.e. parent, school staff, organization, etc.)

Why SRTS Matters: 20-25 minutes	• Because you'll have a mix of SRTS stakeholders who likely have different perspectives on SRTS, it is good to start off with an overview of why SRTS is important so that the audience has a better understanding of why the STP is a helpful tool. This can be a summarized version of what was included at the SRTS team kick-off meeting.
	  • Review the goals of SRTS (encourage more students to walk and bike, and make walking and biking routes to school safer for all users), and the purpose of a travel plan (to identify strategies to move toward the SRTS goals).
	  • Be sure to explain the 5 E's of SRTS (education, encouragement, enforcement, engineering and evaluation). This will be helpful when reviewing the recommendations included in the STP.

Developing the Comprehensive School Travel Plan: 5 minutes	• Explain that STP's are the result of hard work by a SRTS team. Give a brief overview of how the team created the STP. Talk about how many meetings the team held, and where and how data was collected (discussions with school administrators, Parent Surveys, Student Travel Tallies, school population mapping, walk audits and arrival/dismissal observations).
Overview of the Comprehensive School Travel Plan: 20 minutes	• Summarize the key components of the STP: Review the team's vision, current school travel information, issues that the team identified as barriers to walking to school, and the infrastructure and non-infrastructure recommendations.

AGENDA ITEM	NOTES

Collect Comments from Meeting Participants: 15 minutes	• The purpose of the meeting is to introduce the plan to the public and to collect feedback. There are many ways to effectively collect comments from the public. Below is one recommended approach:
	  • Non-infrastructure Recommendations. Post a board or flip chart of each of the non-infrastructure recommendations by type of E(i.e. Education, Encouragement, etc.) and one for the 12-month activity calendar. Distribute colored dots or markers and allow participants to "dot vote" for recommendations to which they would give priority. Also encourage participants to write their name beside recommendations for which they would be willing to volunteer. Beside each board provide a blank flip chart sheet for general comments.
	  • Infrastructure Recommendations:Post several boards or large prints of the infrastructure recommendations map. Also provide copies of the infrastructure recommendations table (one per participant). Depending on the number of items, you may choose to distribute a limited number of colored dots and ask participants to "dot vote" for recommendationsto which they would give priority, or they may record their preferences on their copy of the infrastructure recommendationstable and turn it in. Beside each board/map printout, provide a blank flip chart sheet for general comments.

Next Steps/Adjourn the Meeting: 5 minutes	• Summarize the next steps for the SRTS travel plan which include the following
	  • incorporate the public comment;
	  • garner pledges of support from decision-makers; and
	  • submit the plan to VDOT for approval.

PUBLIC INPUT MEETING PARTICIPANT SIGN-IN SHEET

[School Name]'s Safe Routes to School Comprehensive Travel Plan
Public Meeting
[Location]
[Date] [Time]

	Name	Affiliation	Mailing Address	Phone Number	Email
1					
2					
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4					
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Virginia Safe Routes to School Program
Virginia Department of Transportation
1401 E. Broad St.
Richmond, VA 23219
www.virginiadot.org/saferoutes