## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>OHIO’S SAFE ROUTES TO SCHOOL PROGRAM</td>
<td>1</td>
</tr>
<tr>
<td>OHIO’S SAFE ROUTES TO SCHOOL TRAVEL PLANS</td>
<td>2</td>
</tr>
<tr>
<td>HOW TO USE THIS GUIDE</td>
<td>3</td>
</tr>
<tr>
<td>KEY STEPS IN DEVELOPING A SCHOOL TRAVEL PLAN FOR A COMMUNITY</td>
<td>3</td>
</tr>
<tr>
<td>STEP 1: REVIEW COMMUNITY INFORMATION AND SCHEDULE A KICK-OFF CONFERENCE CALL</td>
<td>5</td>
</tr>
<tr>
<td>STEP 2: HOLD A KICK-OFF CONFERENCE CALL</td>
<td>6</td>
</tr>
<tr>
<td>STEP 3: GATHER INFORMATION ON CURRENT STUDENT TRAVEL</td>
<td>10</td>
</tr>
<tr>
<td>STEP 4: IDENTIFY KEY ISSUES (MEETING 1)</td>
<td>14</td>
</tr>
<tr>
<td>STEP 5: DEVELOP COUNTERMEASURE RECOMMENDATIONS</td>
<td>16</td>
</tr>
<tr>
<td>STEP 6: GATHER PUBLIC INPUT</td>
<td>23</td>
</tr>
<tr>
<td>STEP 7: INCORPORATE PUBLIC INPUT AND SUBMIT FINAL DRAFT OF STP</td>
<td>25</td>
</tr>
</tbody>
</table>

### Attachments:

- Attachment A: Sample Itinerary and SRTS Team Meeting Agenda
- Attachment B: How to Conduct a Walk Audit and Observe School Arrival/Dismissal
- Attachment C: Sample Public Meeting Agenda and Sign-in Sheet

### Portions of this Guide have been adapted from resources developed by:

- The National Center for Safe Routes to School
  - [www.saferoutesinfo.org](http://www.saferoutesinfo.org)

For general questions about this Guide or developing a School Travel Plan, contact the Ohio Safe Routes to School (SRTS) Coordinator. For questions related to your assigned school, contact the appropriate District SRTS Coordinator for the region in which your assigned school is located. You can find the State and District Coordinator contact information on the Ohio Department of Transportation’s Safe Routes to School web site, [www.dot.state.oh.us/saferoutes](http://www.dot.state.oh.us/saferoutes), under SRTS Contacts.
The Ohio Safe Routes to School (SRTS) program is funded by the Federal Highway Administration and administered by the Ohio Department of Transportation (ODOT). The program 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 ODOT SRTS website at www.dot.state.oh.us/saferoutes.

The Ohio SRTS Program funds two types of projects:

1. **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.

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.

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**OHIO’S SAFE ROUTES TO SCHOOL PROGRAM**

The Five Es of Safe Routes to School

- **Engineering strategies** create safer environments for walking and bicycling to school through improvements to the infrastructure surrounding schools. These improvements focus on reducing motor vehicle speeds and conflicts with pedestrians and bicyclists, and establishing safer and fully accessible crossings, walkways, trails and bikeways.

- **Education programs** target children, parents, caregivers and neighbors, teaching how to walk and bicycle safely and informing drivers on how to drive more safely around pedestrians and bicyclists. Education programs can also incorporate personal security issues, as well as health and environment messages.

- **Enforcement strategies** increase the safety of children bicycling and walking to school by helping to change unsafe behaviors of drivers, as well as pedestrians and bicyclists. A community approach to enforcement involves students, parents or caregivers, school personnel, crossing guards and law enforcement officers.

- **Encouragement activities** promote walking and bicycling to school to children, parents and community members. Events such as Walk to School Day, contests such as a Frequent Walker/Bicyclist challenge, or on-going programs such as a Walking School Bus or Bicycle Train can promote and encourage walking and bicycling as a popular way to get to school.

- **Evaluation** is an important component of SRTS programs that can be incorporated into each of the other Es. Collecting information before and after program activities or projects are implemented allow communities to track progress and outcomes, and provide information to guide program development.
A 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 Es (a set of solutions) to address them.

By completing a STP, a 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 the school’s SRTS program, the STP can be updated and modified as needed to comply with community values and goals.

- STPs are a requirement for funding requests through the ODOT SRTS program, and must address all 5 Es.

- STPs 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 ODOT District SRTS Coordinator for further information.

- Communities can complete STPs on their own or apply to ODOT for assistance in developing the STP. More information is available on the ODOT SRTS website under Safe Routes to School Application.

- Once a community’s application for STP development assistance is approved and processed, that community/school will be assigned to a ODOT SRTS task order consultant.

All Ohio SRTS STPs must be reviewed and approved by your ODOT District SRTS Coordinator before a community is eligible to apply for funding through Ohio’s Safe Routes to School Program. Once a STP is complete, the consultant should provide the lead community contact an electronic Word file of the STP. It will be the responsibility of the lead community contact to finalize the STP by gathering pledges of support, and to submit the STP to ODOT for approval. For reference, all Ohio approved STPs are stored electronically on the Ohio SRTS website under ODOT Approved School Travel Plans.
The purpose of this Consultant Guide is to outline the process for STP development assistance and to support consultants in completing the Ohio School Travel Plan Template (STP Template) for an assigned school.

This STP Guide is intended to be used in conjunction with the STP Template; it provides a step-by-step system for working with a community to gather and record the information necessary for a STP. The steps to work with a community to develop a STP are presented in a logical order, and each step in the guide informs a section in the STP Template. The STP Template can be found on the ODOT SRTS website under School Travel Plan.

**NOTE:** Before starting to work with a community, it may be helpful to review all steps in this guide and all sections in the STP Template to become familiar with the process and the information required.

### KEY STEPS IN DEVELOPING A SCHOOL TRAVEL PLAN FOR A COMMUNITY

A school travel plan should be based on an understanding of the existing walking and bicycling environment at 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 solutions encompassing all five Es of safe routes to school (education, encouragement, enforcement, engineering and evaluation).

This guide provides an overview of the process for STP development assistance. The seven steps summarized below are discussed in the remaining pages of this guide, along with additional resources to support your work with the community. Take a moment to review the steps and the example timeline before starting the planning process:

- **Step 1: Review community information and schedule a kick-off conference call.** As part of the application for STP development assistance, communities are required to provide some initial information, such as lead contact, school name and district, etc. This information will be passed to the consultant when the task is assigned. Consultants should become familiar with the information provided, and schedule a call with the lead contact to kick off the project.

- **Step 2: Hold a kick-off conference call.** The kick-off conference call with the lead community contact has several goals, including reviewing the process for developing a STP, discussing the roles and responsibilities of the consultant versus the local SRTS team, and establishing a timeline for completion. This step will provide information to help populate Section 1 of the STP Template.
**Step 3: Gather information on current student travel.** In this step you will begin to gather information regarding current student travel and expected behaviors. This step will include reviewing the schools’ student travel tally and parent survey summary reports, as well as beginning to collect relevant information such as history of pedestrian crashes near the school. This step will help you begin to populate Section 3 of the STP Template.

**Step 4: Identify key issues (Meeting 1).** This step includes both working independently and with the local SRTS team to identify possible issues impacting student ability to walk or bicycle to school safely. Through the course of a one-day visit to the school(s), consultants can conduct fieldwork, observe student arrival and dismissal, and facilitate a meeting and walk audit with the SRTS team. It is also an opportunity to discuss the school’s vision for their SRTS program. This step will help you to finalize Sections 1 through 3 and draft Section 4 of the STP Template.

**Step 5: Develop countermeasure recommendations.** After discussing and identifying the top 5 SRTS issues in Step 4, the consultant should begin to identify specific non-infrastructure and infrastructure solutions. SRTS solutions, or countermeasures, in the STP must address all Five Es (engineering, education, encouragement, enforcement and evaluation). During this time, the consultant should also work with the lead community contact to schedule and coordinate a public input session. This step will help you populate Section 5 of the STP Template.

**Step 6: Gather public input (Meeting 2).** Once the SRTS team has conducted an initial review of the draft STP, the next step is to involve the greater community. Consultants should present the draft STP to the public to get feedback and input on priority strategies. This step of the Guide presents information on who to involve in the public review, how to present the draft STP, and how to gather input. This step will help you finalize Sections 4 and 5 of the STP Template.

**Step 7: Incorporate public input and submit final draft of STP.** Consultants will be required to incorporate findings from the public input session and submit the final draft of the STP to the lead community contact and ODOT within 3 weeks of the public meeting date. The consultant should provide guidance to the school SRTS team, and technical assistance as needed, on how to obtain pledges of support and submit the final STP to ODOT.
As part of the application for STP development assistance, communities are required to provide some initial information to ODOT, including school name and district, a lead contact, and student address information for each school. When a contracted ODOT SRTS consultant is assigned a school, all of this information will be provided except for the student addresses (ODOT will use the addresses to create a school population map which will help to populate Section 3 of the STP Template. See Step 3 for more information.

When complete, this map will be provided to the consultant). It is recommended that this information be confirmed during a discussion with the lead community contact before beginning to populate Section 1 of the STP Template. However, consultants should become familiar with the information provided, making special note of what additional information needs to be collected in order to complete Section 1 of the STP Template.

Within one week of receiving the assignment and information on the school, the consultant should schedule a call with the lead contact to kick off the project.

**NOTE:** Some of the information required for Section 1 can be found online (for example, school address, grades served, and the demographic information from the school’s Local Report Card – all in Section 1A). It may be appropriate for the consultant to research this information prior to holding the kick-off conference call.
**STEP 2: HOLD A KICK-OFF CONFERENCE CALL**

_This step will provide information to help populate Section 1 of the STP Template._

The kick-off call with the lead community contact has several goals. Consultants should:

1. Review the process for STP development, discussing the roles and responsibilities of both the consultant and the SRTS team, and specifically the role of the lead contact (i.e. help coordinate team and public meetings, etc.)

2. Establish a timeline for completion of the STP:

   **NOTE:** _The first meeting of the SRTS Team (Step 4) should not be scheduled until the consultant has received the student travel tally and parent survey summary reports._ Therefore, the STP development timeline will hinge on the school’s completion of the student travel tallies and parent surveys; this should be clearly communicated to the lead community contact.

   - The SRTS Team meeting should be scheduled no later than one month from receipt of the summary reports.
   - An electronic draft STP should be submitted to the SRTS Team for review no later than one month following the first SRTS Team meeting.
   - The public input meeting should be held no later than 2 weeks following submittal of draft STP to SRTS Team (i.e. 6 weeks from first SRTS Team meeting).
   - The final STP draft should be submitted to the lead community contact no later than 3 weeks following the public input session.

3. Review and confirm information collected to date from both the STP assistance application and any online research. Discuss additional information needs required for the STP Template. It may be helpful to provide this information in the form of a written list:

   - For Section 1B of the STP, need to list SRTS Team members;
   - For Section 3 of the STP, need student travel tallies and parent surveys, primary school walking routes, school or district policies, school arrival and dismissal process, and gather information on anecdotal safety concerns and supportive school activities.

4. Provide guidance and assistance with submitting school travel tallies and parent surveys.

5. Provide guidance on assembling a SRTS Team (Section 1B). Some schools may have already identified potential SRTS Team members; others may not.

Below is additional information to support successful completion of Section 1 of the STP Template.

**1A. Target Schools**

Before developing a STP, target schools must be identified for inclusion in the plan. Typically, up to four schools may be included in one school travel plan.
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. Likewise, schools that already have walkers and safe conditions may be able to identify non-infrastructure strategies to increase the number of walkers and bicyclists.

When completing the template, provide descriptive information from the school’s Local Report Card, including:

- School name and address.
- School District.
- Grades served (i.e. K-5).
- Average daily student enrollment.
- School demographics (detailed in report card).

This information is readily available on the Ohio Department of Education Website at www.reportcard.ohio.gov. Here you may search for the school by name, district, or county. Once you find the school building report, you will be able to access a PDF of the Local Report Card, which contains the information needed for this plan in the form of a table entitled “Your School’s Students” (see example in Figure 1).

<table>
<thead>
<tr>
<th>Your School’s Students 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Student Enrollment</td>
</tr>
<tr>
<td>472</td>
</tr>
</tbody>
</table>

Figure 1: Example “Your School’s Students” graph found in Local Report Card.

The STP Template contains a table that allows you to easily enter information from the schools’ report card PDF into the STP Template. You can either type in the percentages, or simply cut and paste the entire table from the Local Report Card over the table provided. Information will need to be provided for each school included in the plan.

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

The most successful safe routes to school programs are led by a SRTS team and involve a variety of stakeholders who are concerned with safe travel to and from school, and have the ability to facilitate change. You may use the information below to assist your lead community contact in identifying potential SRTS Team members. The STP Template includes a blank SRTS team members table for you to customize to your assigned school; you may not be able to fully address this table until closer to or just following the first meeting of the SRTS team (Step 4).

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.
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 Ohio’s most successful SRTS programs have teams that include schools and local government as equal partners.

**IMPORTANT:** Safe Routes to School teams MUST include at least one representative for each of the five Es, and MUST include a representative from each of the following categories:

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

**Potential SRTS Stakeholders**

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 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
- Public health professional
- Public works representative
- Law enforcement officer
- State or local pedestrian and bicycle coordinator

**What are Safe Communities Coalitions?**

Safe Communities Coalitions work towards creating healthy and safe environments for children and can be good partners for SRTS programs. To find a Safe Communities Coalition program in your area, visit [www.ohiohighwaysafetyoffice.ohio.gov](http://www.ohiohighwaysafetyoffice.ohio.gov) On the right hand side of the page under “How Do I…”, click on “Participate in Safe Communities?” to receive a listing of programs by county, including program contact information.
Tips and Helpful Information to Share with the Lead Community Contact:

- 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 countermeasures.
- Think carefully about the specific knowledge base that each team member will bring.

1C. Lead contact person for the SRTS program and School Travel Plan
It is important that the SRTS team have a lead contact person to represent the SRTS program and the school travel plan. This person should be identified on the STP assistance application, but it will be important to confirm this during the kick-off conference call. Inform the lead community contact that in addition to responsibilities related to developing this STP, the lead contact will also be the one to work directly with ODOT to get the STP approved. You will need the name, affiliation, phone number, email address and mailing address for this person.
**STEP 3: GATHER INFORMATION ON CURRENT STUDENT TRAVEL**

*This step will provide information to draft Section 3 of the STP Template.*

In this step you will begin to gather and organize information regarding current school travel behaviors.

**NOTE:** In Step 4 you will visit the school site to conduct fieldwork and observe school arrival and dismissal, but here in Step 3 you will simply gather information from existing sources. The STP Template requires you to answer several questions about the current school travel environment at your assigned school/s. The table below summarizes those questions and indicates potential sources of information to answer them. Following the table is a detailed explanation of each question that may be helpful in providing a comprehensive and succinct response.

<table>
<thead>
<tr>
<th>Question</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many students live within walking and bicycling distance of the school?</td>
<td>ODOT - as part of the STP assistance application, the school must submit to ODOT student addresses for each school to be included in the STP. ODOT will use the addresses to create a school population map, which will be accessible at <a href="http://www.dot.state.oh.us/saferoutes">www.dot.state.oh.us/saferoutes</a>, under SRTS Radius Maps. The map will include information on the total number of students, and number of students living within ½ mile, 1 mile and 2 miles of the school. You will need to calculate the percentages for the STP Template.</td>
</tr>
<tr>
<td>How many students are currently walking and bicycling to school?</td>
<td>Student travel tally summary report.</td>
</tr>
<tr>
<td>What are the primary walking or bicycling routes?</td>
<td>Lead community contact, school Principal, or possibly the school crossing guard.</td>
</tr>
<tr>
<td>Does the school or district have any policies that affect walking and bicycling to school?</td>
<td>School Principal, school or district student handbook.</td>
</tr>
<tr>
<td>What is your school’s arrival and dismissal process? <strong>(NOTE:</strong> Section 3D of the STP Template contains a series of sub-questions to help describe the arrival and dismissal processes. Please review that section and be sure to answer all questions.)</td>
<td>Lead community contact, school administrators, school handbook.</td>
</tr>
<tr>
<td>How do parents and caregivers feel about their children/students walking and bicycling to school?</td>
<td>Parent survey summary report.</td>
</tr>
</tbody>
</table>
### Question | Source
---|---
Have there been any specific safety incidents or concerns relative to students walking or bicycling to this school in recent history? | Crash statistics: [www.dot.state.oh.us/saferoutes](http://www.dot.state.oh.us/saferoutes) under School Crash Statistics
Anecdotal information: lead community contact, school Principal/staff, parents, school crossing guard

Does the school currently conduct activities that support or encourage walking and bicycling to school? How is the commitment to SRTS demonstrated? | Lead community contact, school Principal.

Responses to the above questions are required to be included in the school travel plan, and provide important baseline data that can help to evaluate the impact of the SRTS program later on. The STP Template provides blank tables and text boxes 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 the STP.

**How many students live within walking and bicycling distance of the school?**
If appropriate infrastructure exists, SRTS programs typically encourage students living within 1 mile of the school to walk to school and those living within 2 miles to bicycle to school. When developing the 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 in prioritizing travel routes to school for the fieldwork and walk audit in Step 4.

ODOT will use student addresses to create a school population map for each assigned school (see example in Figure 2. The map will be accessible at [www.dot.state.oh.us/saferoutes](http://www.dot.state.oh.us/saferoutes), under SRTS Radius Maps and will include information on the total number of students and the number of students living within 0.5 mile, 1 mile and 2 miles of the school. You will need to calculate the percentages for the STP Template. Questions should be directed to SRTS.data@dot.stat.oh.us.

**How many students are currently walking and bicycling to school? What are the primary walking or bicycling routes?**
ODOT requires the use of standardized Student Travel Tally forms provided by the National Center for Safe Routes to School (National Center) at [www.saferoutesinfo.org/data-central](http://www.saferoutesinfo.org/data-central).

**NOTE:** In addition to the forms, the National Center provides an online student travel tally compilation system and support services for data processing. Using this system and the summary report it provides will be important in helping to complete the school travel plan. It can take several weeks to receive the summary report so it is important for the lead community contact to start the Student Travel Tally task early in the process.
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.

**Does the school or district have any policies that affect walking and bicycling to school?**

Individual school and district-wide policies can sometimes affect a student’s ability or decision to walk to school. This section should summarize any school or district policies that encourage, discourage, or otherwise impact school travel decisions. Be sure to consider the following:

- **District bus policies:** Districts are not required to bus students who live closer than 2 miles to the school they attend. However, in certain instances, schools provide busing for kids who live within 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 assigned school? Is hazard busing provided?

- **School travel policies:** Does the 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.

**What is the school’s arrival and dismissal process?**

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

- The location of parking lots, school bus and private vehicle pick-up and drop-off zones, bike parking areas, etc.
- Dismissal times and process. Is there a staggered dismissal or are all travel modes released at the same time?
- The number of school personnel involved and any special procedures involving teachers or staff.

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

**How do parents and caregivers feel about their children 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, ODOT requires the use of the National Center’s standardized SRTS Parent Survey forms, available at [www.saferoutesinfo.org/data-central](http://www.saferoutesinfo.org/data-central).

**NOTE:** 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 report it provides will be important in helping to complete the school travel plan. It can take several weeks to receive the summary report so it is important for the lead community contact to start the Parent Survey task early in the process.

The standardized Parent Surveys will provide a lot of information to help you and the SRTS Team make decisions about the safe routes to school program. For the purposes of this 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, the answer to this question could look as follows:

A parent survey was conducted in the fall of 2011 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/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.

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 both anecdotal information and actual crash statistics. Anecdotal information can be gathered by talking with school staff, parents and the school crossing guard/s. Information on traffic crashes should focus on pedestrian and bicycle related crashes occurring within two miles of the school within the past three years that information is available. Traffic crash information is available on the ODOT SRTS website at www.dot.state.oh.us/saferoutes under School Crash Statistics. The STP Template provides a short list of questions to help you provide this information.

Does the school currently conduct activities that support or encourage walking and bicycling to school? How is the school's commitment to SRTS demonstrated?
Does the school participate in Walk 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 commitment to SRTS.
This step will provide information to complete Sections 1-3 of the STP Template and help to draft Section 4.

A critical step in developing a STP 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 with the SRTS Team possible issues impacting student ability to walk or bicycle to school safely.

Engaging all appropriate stakeholders is the key to accurately representing the community’s priorities for student travel to school. Through the course of a one-day visit to the school, consultants can conduct fieldwork, observe student arrival and dismissal, and facilitate a meeting and walk audit with the SRTS team (it is recommended that all of this occur during a typical school day; be sure to avoid special events or early release days).

This first meeting of the SRTS team is a good time to get everyone on the same page in terms of understanding the five Es of SRTS, to get their input on key issues, and to discuss the school’s vision for their SRTS program. In fact, the team meeting should accomplish several tasks:

- **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.

- **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.

- **Conduct a team 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 or bike lanes.

  **NOTE:** Involvement of the city/town engineer or planner in the walk audit is recommended.

- **Observe school dismissal.** The team can split into groups to observe school dismissal from different vantage points, with the goal of observing the 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. (It is recommended that consultants observe school arrival the morning of the stakeholder meeting so that differences can be noted.)
Establish a vision for the SRTS program (Template Section 2). Ask the 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.

NOTE: Section 2 of the STP Template includes a blank text box for you to write the team’s SRTS Vision in 100 words or less.

A sample itinerary for the day, agenda for the stakeholder meeting and links to helpful online resources such as handouts, flyers and PowerPoint presentations have been provided in Attachment A. 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.

Identifying Key Issues
After conducting a walk audit and observing school arrival and dismissal, you will have information to complete Section 4 of the STP Template: Key Issues Impacting Safe Walking and Bicycling to School. This section of the school travel plan should summarize the top 5 issues impacting a student’s ability to safely walk or bicycle to the school and 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. For multiple schools, a separate table would need to be created for each school in the STP. Below are two examples of how to write the issue summaries:

Issue: Lack of safe crossing conditions at Marion Avenue and Barksdale Boulevard.
- 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 Church Street do not yield to pedestrians crossing from Milster Street to the school entrance.
- The intersection of Church Street and Milster Street does not have stop signs or traffic signals.
- A high-visibility crosswalk and crosswalk signs currently exist 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.
**STEP 5: DEVELOP COUNTERMEASURE RECOMMENDATIONS**

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

After meeting with the SRTS team to discuss and identify the top five issues impacting a student’s ability to safely walk or bicycle to the school, you should begin to identify specific non-infrastructure and infrastructure solutions. During this time, the consultant should also work with the lead community contact to arrange an initial review of the STP by the SRTS team, and begin coordinating a public input session to gather comments from additional stakeholders.

**NOTE:** The initial review by the SRTS team can be done via email – no need for a separate meeting or presentation; See “Coordination” under Step 6 for guidance related to coordinating the public input session.

The draft STP should be emailed to the SRTS Team within 4 weeks of Meeting 1, and the public input session should be held within 2 weeks of receiving input from the SRTS Team.

The school travel plan should contain two separate sections for countermeasure recommendations:

- **Non-Infrastructure Countermeasure Recommendations** will address behavior-related school travel issues, and will include a detailed 12-month Activity Calendar to help the SRTS team plan and implement some of the education, encouragement, enforcement and evaluation strategies.

- **Infrastructure Countermeasure Recommendations** will identify short, medium and long-term engineering treatments to make walking and bicycling to school safer.

**Developing your Non-Infrastructure Countermeasures**

Non-infrastructure countermeasures must address the 4 non-infrastructure areas of safe routes to school: education, encouragement, enforcement, and evaluation. The STP Template provides a framework for you to summarize both short term and long term strategies, and includes a 12-month activity planning calendar to guide decisions on timeframe and lead contacts for the short term strategies. The SRTS Team should take the lead on identifying people, organizations or agencies that will help to implement each strategy.

An overview of each E and an example of how to write the summaries is provided below. For information on current programs and services offered by the ODOT SRTS program, visit the ODOT SRTS website. 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](http://guide.saferoutesinfo.org).

**EDUCATION**

SRTS education strategies often target pedestrian, bicycle and traffic safety, as well as personal security, but 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 primary strategies for SRTS education. Is the 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 was 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 re-discover) the benefits of walking and bicycling.

In the STP Template, provide a summary of key encouragement strategies included in the plan 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 or Walking Wednesdays. Or maybe the SRTS program could help to organize Walking School Buses 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 obeying traffic laws or even 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 included in the plan that could help improve safety or processes related to school travel. Don’t limit the strategies to law enforcement activities only – remember that everyone can play a role in reinforcing proper safety behaviors. Be sure to consider what was learned about the current school travel environment through gathering information and the observation of behaviors at arrival and dismissal.

**EVALUATION**

Evaluation will help measure the impact of the SRTS program. Evaluation will also help the SRTS Team keep track of the progress made toward their goals, and may also alert them to any changes or updates they may want to make to the STP. The two main indicators that the SRTS program is having an impact are increases in students walking and bicycling to school, and improved safety. ODOT requires that student travel tallies and parent surveys be conducted every year as a way to assess changes in travel mode and parent perception of safety, so be sure to include this in the STP. The SRTS Team may also want to assess any infrastructure improvements made over the year that improve the safety of the walk and bike environment.

In the STP Template, provide a summary of key evaluation strategies included in the plan that could help monitor the impacts of the SRTS program. At a minimum, plan to conduct the required annual student travel tallies and parent surveys, but also consider monitoring the impact of various strategies implemented throughout the year.
5B. The 12-Month SRTS Non-Infrastructure Activity Calendar

A 12-month Activity Calendar allows the SRTS Team to identify non-infrastructure countermeasures that are important and feasible within the short term (i.e. a 12-month timeframe). It also encourages the 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 schools, a separate activity calendar will be required for each school in the STP. Below is an example 12-Month Activity Calendar (showing only a few strategies):

Each countermeasure has 2 rows:

**Row 1:** Briefly describe the countermeasure, and shade in the cells that correspond to the months in which the team intends to plan this countermeasure. 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 countermeasure, and shade in the cells that correspond to the months in which the team intends to implement this countermeasure.

- 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 the countermeasure is an on-going activity, shade the cells for all of the months in which that activity will take place. For example, if the team is implementing an on-going pace car program that is to begin in September, shade in cells from September to the end of the school year.

<table>
<thead>
<tr>
<th>EXAMPLE COUNTERMEASURE</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in International Walk to School Day</td>
<td>PLAN</td>
<td></td>
<td></td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead: Natalie Downs, P.E. Teacher</td>
<td></td>
<td></td>
<td>IMPLEMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct student travel tallies and parent surveys</td>
<td>PLAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Lead: Charlie Smith, Parent</td>
<td></td>
<td></td>
<td>IMPLEMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>[ ]</td>
</tr>
</tbody>
</table>
Step 5: Develop Countermeasure Recommendations

5C. Preparing the Infrastructure Countermeasure Recommendations Table and Map

Infrastructure Countermeasures will highlight and address specific infrastructure (i.e. engineering) issues identified by you, the consultant, and by the SRTS Team during the fieldwork and walk audit in Step 4. For tips and ideas regarding Engineering countermeasures, visit the SRTS Guide, created and maintained by the National Center for Safe Routes to School, at [http://guide.saferoutesinfo.org](http://guide.saferoutesinfo.org).

**NOTE:** Involvement of the city/town engineer or planner in developing the infrastructure countermeasure recommendations table is highly recommended.

The STP should include two pieces of information related to infrastructure countermeasures:

1. **A table summarizing the infrastructure countermeasures.** The STP Template contains a blank infrastructure countermeasures table for you to customize. For multiple schools, you should make separate tables for each school in the STP. Below is an example infrastructure countermeasure recommendation table (showing only a few countermeasures).

2. **A map depicting the locations of all infrastructure countermeasure recommendations.** A sample countermeasure map, and additional information and tips on developing one, is included below.
### Example Infrastructure Countermeasures Recommendation Table

<table>
<thead>
<tr>
<th>Map ID</th>
<th>Location</th>
<th>Issue</th>
<th>Countermeasure</th>
<th>Timeframe</th>
<th>Priority</th>
<th>Jurisdiction Responsible</th>
<th>Estimated Cost</th>
<th>Possible Funding Source</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Intersection of Robey Road and Ethelwood Terrace</td>
<td>Students living west of the school must cross here to get to school. High traffic volumes make it difficult for students to cross safely.</td>
<td>Install a Rapid Flashing Beacon across Robey Road to help motorists see pedestrians attempting to cross the street.</td>
<td>Medium Term</td>
<td>High</td>
<td>City of Olney</td>
<td>Low</td>
<td>Olney CIP</td>
<td>ODOT SRTS funds</td>
</tr>
<tr>
<td>B</td>
<td>Robey Road between Ethelwood Terrace and Clark Street</td>
<td>Students walking to school must travel on Robey Road to access the school grounds. There are no sidewalks along the south side of the road where the school is located.</td>
<td>Construct a sidewalk on the south side of the road to provide a dedicated pedestrian path for students.</td>
<td>Long Term</td>
<td>High</td>
<td>City of Olney</td>
<td>Medium</td>
<td>Transportation Enhancement</td>
<td>ODOT SRTS funds</td>
</tr>
</tbody>
</table>
Step 5: Develop Countermeasure Recommendations

Ohio’s SRTS Consultant Guide

www.dot.state.oh.us/saferoutes

Updating the STP

Inform the lead community contact that updating the School Travel Plan (STP) will be the responsibility of the community. The STP – specifically the 12-month non-infrastructure Activity Calendar and the infrastructure countermeasure recommendation table – should be revisited routinely (at least annually) to update the status of each countermeasure and to add new countermeasures as needs arise. Encourage the SRTS Team to arrange regular meetings to discuss the progress of the STP. Updates to the action plan and recommendation table are required if applying for ODOT SRTS funding.

Example Infrastructure Countermeasures Recommendation Map

NOTE: As with the Infrastructure Countermeasures Recommendations Table, the involvement of the city/town engineer or planner in developing the infrastructure countermeasure recommendations map is highly recommended.
**Tips for developing your Infrastructure Countermeasure 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/bicyclists as well as current (i.e. reference the map of student addresses).
2. When describing the countermeasure, explain how it addresses the Issue.
3. Be sure to include a local 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 the public input sessions (Step 6) when determining the priority level of each countermeasure; in fact, you may want this column to be one of the last you complete. Typically, high priority countermeasures are those that impact immediate safety concerns.
5. Estimated costs can help a community determine priorities and inform potential funding pursuits. Work with the local engineer and use the following guidelines to estimate the costs of each countermeasure, including design fees:
   a. High cost: $150,000 or above
   b. Medium cost: $20,000 to $150,000
   c. Low Cost: $20,000 or below
6. In considering Possible Funding Sources, be sure to consider and include sources other than the ODOT 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 local businesses, hospitals and non-profit organizations as potential sources of support.
   
   **NOTE:** Not all countermeasures may be eligible for ODOT SRTS funds. For more information, contact your District SRTS Coordinator.
7. In order to keep track of program impacts and progress, encourage the SRTS Team to use the “Status” column of the table to indicate the status of the countermeasure. Is it being planned? Has it been implemented? Include the date of the update (e.g. Planned, Fall 2010).
This step will provide information to complete Section 6 of the STP Template: Public Input.

Once the SRTS team has conducted an initial review of the draft STP and provided input on the 12-month Activity Calendar, the next step is to involve the greater school and community. By presenting the draft plan and recommendations to the public, the SRTS Team has the opportunity to generate broad support for the SRTS program while gaining additional perspectives on issues and priorities.

Coordination
Coordination of a public meeting to present the draft STP should have begun following Step 4, so that it may be held within two weeks of receiving input from the SRTS team. Work with the lead community contact to set a date and location for the meeting, and discuss potential avenues to advertise the meeting.

NOTE: It will be the responsibility of the lead community contact to advertise for this public meeting. Depending on the nature of your school assignment, appropriate avenues include flyers to the school community, announcement on the school and school district websites, and the local jurisdiction website.

Facilitation
The goal of the meeting is to present the work that has been done to date, and the draft STP, focusing on recommended countermeasures. Every public meeting should be followed by a public comment period. For more information on how to host a public meeting and public comment period, contact your ODOT District SRTS Coordinator. For an example public meeting agenda and sign in sheet, see Attachment C.

Additional Public Input
Inform the lead community contact that, in addition to the public meeting, the SRTS team can solicit additional input through other processes if they choose.

NOTE: this is not a required task for consultants, but an optional, additional step for the local SRTS Team. For example, they may:

- Interview key stakeholders – Circle back to key stakeholders who are not part of the SRTS Team, such as Principals, crossing guards, parents, local traffic engineers and law enforcement, and ask them to review the draft STP.

- Solicit student opinions – Students often have a unique perspective on walking and bicycling to school. After all, they are the ones doing it! The SRTS team can find out what students think about the findings in the STP. Suggested avenues for student input include the student council, during an assembly or as part of an essay assignment.
They may also choose to make a presentation to the PTA, hold a meeting with a local bicycle advocacy organization, or have discussion with student walkers could identify additional concerns or countermeasures of interest to them.

**Record the Findings**

Once the public meeting has been held, record the findings into Step 6 of the STP Template. If the team has pursued additional avenues for public input, record those as well. Briefly describe the process used to solicit public input and provide a bulleted summary of key input received.
STEP 7: INCORPORATE PUBLIC INPUT AND SUBMIT FINAL DRAFT OF STP

Using information received during your public input sessions in Step 6, and following the minimum required public comment period of two weeks, the consultant should make updates to the Issues and Countermeasures sections and tables as appropriate. This is also a good time to revisit the Priority column of the Infrastructure Countermeasure Recommendations table.

NOTE: The STP Template will not prompt you to make updates to the STP based on public input – incorporating public input simply consists of making edits to the STP as needed.

Once public input has been incorporated and within three weeks of the public input meeting, an electronic file of the final STP should be submitted to the lead community contact and SRTS Team, and to ODOT. While the consultant may provide guidance and technical assistance, the SRTS Team will be responsible for making sure the STP is approved by officials responsible for implementing the plan. By receiving endorsements and pledges of support from key organizations, the STP and SRTS program has a strong chance of success.

Consultants should provide the following guidance to the SRTS Team: 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 can be customized to the school/s. the SRTS Teams should be sure to re-visit the vision and goals outlined in Section 2 and include them in the pledge.

People pledging support for the SRTS program should be in a decision-making role and have the authority to speak for the agency or organization they represent. The SRTS Team Members, especially those representing the 5 Es, 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 District Superintendent

Finally, consultants should remind the lead community contact that once the pledges of support have been incorporated, their Ohio School Travel Plan is complete, and they may electronically submit a Word or PDF version to their ODOT District SRTS Coordinator. Email addresses can be found on the ODOT SRTS website at www.dot.state.oh.us/saferoutes under SRTS Contacts. Also remind them that approval of the STP is required in order to apply for funding through Ohio’s Safe Routes to School Program. Funding cycles are from the first Monday in January through the first Friday in March each year.
This resource includes a sample itinerary for the day of the SRTS Team meeting, and a sample agenda to help plan and facilitate a meeting with the SRTS team at your assigned school. The itinerary and agenda shown are just an example, and should be customized as needed to fit the needs of your assigned school/community. You should also customize the look of your agenda using school logos and graphics.

**Example Itinerary for Day of the SRTS Team Meeting**

Early a.m. Observe school arrival. Be sure to check in at the school office first. At this time, confirm rules on taking photographs.

Mid a.m. Conduct independent fieldwork, focus on areas immediately surrounding the school and key walking and bicycling routes. At this time, also determine walk audit route for SRTS Team meeting.

Lunch hour Organize notes, identify questions or areas of clarification for SRTS Team meeting.

Early p.m. Hold SRTS Team meeting; schedule meeting start to allow for observation of dismissal at the appropriate time (see sample agenda below).

**Example Agenda for SRTS Team Meeting**

*NOTE: Actual time available will vary by community; use the estimations below as an example.*

**Introductions:** 5 minutes
- *Ask Lead Community Contact to provide a brief overview of why the meeting was called (i.e. interest in improving the safety of student walkers and bicyclists, have opportunity to develop STP and apply for funding) and introduce consultants.*
- Consultants 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 and what SRTS programs consist of so that you can get the team on the same page in understanding the comprehensive nature of SRTS. Look to the resource list below for ready-made presentations, videos and handouts to assist in providing this overview.*

**Ohio’s SRTS program and school travel plans:** 5-10 minutes
- *Be sure to inform the team of the support and resources available through the ODOT SRTS program. This is also a good time to present the STP process and timeline and get their commitment to help in developing the STP.*

**Vision for SRTS at Our School:** 5-10 minutes
- *Inform the team that they will need to establish a vision or goals for the SRTS program at the school.*
- *Ask the 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 in terms of active*
transportation? 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.

Review Information Gathered: 15-20 minutes

- It’s a good idea to first review with the team the current student travel 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.

Conduct a Team Walk Audit: 30 minutes

- 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 or bike lanes.

**NOTE:** Involvement of the city/town engineer or planner in the walk audit is recommended.

Observe school dismissal: 20 minutes

- Split the team into groups to observe school dismissal from different vantage points, with the goal of observing the 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. (It is recommended that consultants also observe school arrival the morning of the SRTS Team meeting so that differences can be noted.)

Discuss observations: 10 minutes

- Facilitate discussion to identify the top 5 issues impacting a student’s ability to safely walk or bicycle to the school. Inform the SRTS team that the top 5 issues are required for the STP and should include a mix of infrastructure and non-infrastructure issues.

Next steps: 5-10 minutes

- Inform the team of your next steps, and if possible, provide details on future meeting dates (i.e. the timeframe for them to review the draft STP, and the public input meeting).
RESOURCES FOR YOUR KICK-OFF MEETING

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

<table>
<thead>
<tr>
<th>Resource</th>
<th>Web Address</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREPARE FOR YOUR MEETING</strong></td>
<td></td>
</tr>
<tr>
<td>Safe Routes to School Talking Points</td>
<td><a href="http://saferoutesinfo.org/program-tools/srts-talking-points">http://saferoutesinfo.org/program-tools/srts-talking-points</a></td>
</tr>
<tr>
<td>8 Tips for Promoting your SRTS Program</td>
<td><a href="http://saferoutesinfo.org/program-tools/marketing-and-promotions-tip-sheets">http://saferoutesinfo.org/program-tools/marketing-and-promotions-tip-sheets</a></td>
</tr>
<tr>
<td><strong>PROMOTE YOUR MEETING</strong></td>
<td></td>
</tr>
<tr>
<td>Template News Releases</td>
<td><a href="http://saferoutesinfo.org/program-tools/marketing-and-promotions-news-releases">http://saferoutesinfo.org/program-tools/marketing-and-promotions-news-releases</a></td>
</tr>
<tr>
<td><strong>FACILITATE YOUR MEETING</strong></td>
<td></td>
</tr>
<tr>
<td>Overview of the Safe Routes to School Program (Both Spanish and English translations)</td>
<td><a href="http://saferoutesinfo.org/program-tools/marketing-and-promotions-flyers-and-postcards">http://saferoutesinfo.org/program-tools/marketing-and-promotions-flyers-and-postcards</a></td>
</tr>
</tbody>
</table>
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.

Below is a short list of behaviors to observe during school arrival or dismissal. Pages two and three of this resource include 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 ODOT 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.

<table>
<thead>
<tr>
<th>Observe motorist behavior:</th>
<th>Observe pedestrian behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Do they yield to pedestrians?</td>
<td>• Are they crossing at marked crosswalks?</td>
</tr>
<tr>
<td>• Are they obeying speed limits?</td>
<td>• Are they obeying crossing guards?</td>
</tr>
<tr>
<td>• Do they follow pick up &amp; drop off procedures?</td>
<td>• Are they crossing streets safely?</td>
</tr>
<tr>
<td>• Are they parked legally?</td>
<td>• Are they facing traffic when walking along a road?</td>
</tr>
<tr>
<td></td>
<td>• Are they able to walk on a sidewalk?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observe crossing guard behavior:</th>
<th>Observe bicyclist behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Do they have safety equipment?</td>
<td>• Are they following the rules of the road?</td>
</tr>
<tr>
<td>• Are they in the needed locations?</td>
<td>• Are they wearing helmets?</td>
</tr>
<tr>
<td>• Are they helping students cross safely?</td>
<td></td>
</tr>
</tbody>
</table>
### Conducting a Walk Audit

*blue text indicates new or modified text*

<table>
<thead>
<tr>
<th>Walk Audit Prompt List - STREETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are sidewalks provided along the street?</td>
</tr>
<tr>
<td>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?</td>
</tr>
<tr>
<td>Are shoulders/sidewalks provided on both sides of bridges?</td>
</tr>
<tr>
<td>Are pedestrian facilities adequate in the area surrounding the school (e.g., do sidewalk widths accommodate peak periods of pedestrian traffic)?</td>
</tr>
<tr>
<td>Is there adequate separation distance between vehicular traffic and pedestrians?</td>
</tr>
<tr>
<td>Are sidewalk/street boundaries discernible to people with visual impairments?</td>
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<tr>
<td>Are ramps provided as an alternative to stairs?</td>
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<tr>
<td>Is there adequate pavement width for bicyclists to safely travel along a roadway?</td>
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<tr>
<td>Is there adequate separation distance between vehicular traffic and pedestrians and bicyclists?</td>
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<tr>
<td>Is bicycle parking provided at the school?</td>
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<tr>
<td>Will snow storage disrupt pedestrian access or visibility?</td>
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<tr>
<td>Is the path clear from both temporary and permanent obstructions?</td>
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<tr>
<td>Is the walking surface too steep?</td>
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<tr>
<td>Is the walking surface adequate and well-maintained?</td>
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<tr>
<td>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?</td>
</tr>
<tr>
<td>Are drop-off/pickup lanes separated from bus lanes to minimize confusion and conflicts?</td>
</tr>
<tr>
<td>Are school gates appropriately located to provide convenient and direct access for pedestrians?</td>
</tr>
<tr>
<td>Are all drainage grates bicycle safe?</td>
</tr>
<tr>
<td>Are sidewalks/walkable shoulders continuous and on both sides of the street?</td>
</tr>
<tr>
<td>Are measures needed to direct pedestrians to safe crossing points and pedestrian access ways?</td>
</tr>
<tr>
<td>Do pedestrian facilities provide connectivity to residential areas or transit facilities?</td>
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<tr>
<td>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?</td>
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<tr>
<td>Is the bicycle route continuous?</td>
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<tr>
<td>Is the sidewalk adequately lit?</td>
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<tr>
<td>Does street lighting improve pedestrian visibility at night?</td>
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<tr>
<td>Visibility</td>
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<tr>
<td>Driveways</td>
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<tr>
<td>Traffic Characteristics</td>
</tr>
<tr>
<td>Signs and Pavement Markings</td>
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**Walk Audit Prompt List – STREET CROSSINGS**

<p>| 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? |
| | 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? |</p>
<table>
<thead>
<tr>
<th>Visibility</th>
<th>Can pedestrians see approaching vehicles at all legs of the intersection/crossing and vice versa?</th>
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<tr>
<td></td>
<td>Is the distance from the stop (or yield) line to a crosswalk sufficient for drivers to see pedestrians?</td>
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<td>Do other conditions exist where stopped vehicles may obstruct visibility of pedestrians?</td>
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<td>Are all intersection traffic control devices (stop signs or signals) visible to approaching motorists to adequately react?</td>
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<tr>
<td>Access Management</td>
<td>Are driveways placed close to crossings?</td>
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<tr>
<td>Traffic Characteristics</td>
<td>Do turning vehicles pose a hazard to pedestrians?</td>
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<td>Are there sufficient gaps in the traffic to allow pedestrians to cross the road?</td>
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<td>Do traffic operations (especially during peak periods) create a safety concern for pedestrians?</td>
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<tr>
<td>Signs and Pavement Markings</td>
<td>Is paint on stop bars and crosswalks worn, or are signs worn, missing, or damaged?</td>
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<td>Are crossing points for pedestrians and bicyclists properly signed and/or marked?</td>
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<td>Are crossings in school zones marked as school crossings?</td>
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<tr>
<td>Signs</td>
<td>Are pedestrian signal heads provided and adequate?</td>
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<td>Are traffic and pedestrian signals timed so that wait times and crossing times are reasonable?</td>
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<td>Is there a problem because of an inconsistency in pedestrian actuation (or detection) types?</td>
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<td>Are all pedestrian signals and push buttons functioning correctly and safely?</td>
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<td>Are ADA accessible push buttons provided and properly located?</td>
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</table>
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.

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: 10 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 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 countermeasures included in the STP.

Developing the 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 you and the team created the STP. Talk about how the SRTS team was involved, 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 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 countermeasures.

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 Countermeasures. Post a board or flip chart of each of the non-infrastructure countermeasure areas (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 countermeasures to which they would give priority. Also encourage participants to write their name beside countermeasures for which they would be willing to volunteer. Beside each board provide a blank flip chart sheet for general comments.

- **Infrastructure Countermeasures:** Post several boards or large prints of the infrastructure countermeasure recommendations map. Also provide copies of the infrastructure countermeasure recommendations table (one per participant). Depending on the number of countermeasures, you may choose to distribute colored dots and ask participants to “dot vote” for countermeasures to which they would give priority, or they may record their preferences on their copy of the infrastructure countermeasures table 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 ODOT for approval.
- If you have allowed the public to continue providing feedback outside of the meeting (minimum two week public comment period is required by ODOT), clarify how additional comments should be submitted and how long the comment period will be open.
### PUBLIC INPUT MEETING
PARTICIPANT SIGN-IN SHEET

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation/Organization</th>
<th>Mailing Address</th>
<th>Phone Number</th>
<th>Email Address</th>
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