

VIRGINIA **SAFE ROUTES to SCHOOL** Activities and Programs Plan REFERENCE GUIDE



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TABLE OF CONTENTS

Virginia’s Safe Routes to School Program.....	1
Virginia’s Safe Routes to School Activities and Programs Plans.....	2
How to use this Guide	3
Key steps in developing a SRTS Activities and Programs Plan.....	4
STEP 1: Identify target schools and organize a safe routes to school team	6
STEP 2: Hold a kick off meeting and set a vision	9
STEP 3: Gather information on current student travel	11
STEP 4: Observe arrival and dismissal to identify key issues.....	17
STEP 5: Hold a meeting to develop SRTS Activities and Programs recommendations	19
STEP 6: Gather public input	24
Step 7: Finalize the plan and get pledges of support	25
Attachment A: Sample 1-Hour Kick-off Meeting Agenda.....	27
Attachment B: How to Conduct a Walk Audit and Observe School Arrival and Dismissal.....	30
Attachment C: Sample Public Meeting Sign-in Sheet.....	32



Portions of this Guide have been adapted from:

Ohio SRTS School Travel Plan

http://www.dot.state.oh.us/Divisions/Planning/ProgramManagement/HighwaySafety/ActiveTransportation/Pages/Develop_SRTS_Program.aspx

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

For questions about this Guide or for any questions related to developing your APP, 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. Walkabout Mini Grants

Walkabout Mini Grant recipients receive a hands-on walking and biking assessment of the area surrounding the school with a written report that that can help the applicant apply for funding opportunities.

3. 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), which is the focus for this reference guide, is required for non-infrastructure funding requests through the VDOT SRTS Program.

4. 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. The VDOT Local Assistance Division (LAD) Transportation Alternative Program (TAP) is responsible for infrastructure projects under the Virginia Safe Routes to School Program. Be sure to review the LAD website for TAP grant information.

<http://www.virginiadot.org/business/prehancegrants.asp>

Virginia Safe Routes To School Activities and Programs Plans

A Safe Routes to School (SRTS) Activities and Programs Plan (APP) is a written document that outlines a community's intentions for enabling and encouraging students to engage in active transportation (i.e. walking or bicycling) as they travel to and from school. A SRTS APP is created through a team-based approach that involves key community stakeholders and members of the public in both identifying key behavior-related to barriers to active transportation and, using the four non-infrastructure related E's (education, encouragement, enforcement and evaluation) to address them.

By completing a SRTS Activities and Programs Plan, your community will have a guiding document to assist in promoting, encouraging, and enabling walking and bicycling to school. Serving as a foundation for your SRTS activities, the SRTS APP can be updated and modified as needed to comply with community values and goals.

- A SRTS APP can address the needs of either individual or multiple schools. Typically, up to ten schools are allowed per SRTS APP, but consideration may be given to include more, or even an entire school division. Contact the SRTS Program Coordinator 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 SRTS APP 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 SRTS APP 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 SRTS APP 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)
- 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 Safe Routes to School (SRTS) Activities and Programs Plan (APP), a required component of any Virginia SRTS non-infrastructure application. The plan will be your guiding document as you put your SRTS activities into action.

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

NOTE: The SRTS APP Template has been provided to assist communities who are creating a SRTS Activities and Programs Plan. You may complete each section of the SRTS APP Template and submit it to VDOT as your SRTS APP, 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 SRTS APP Template:

- Remember that this is *your* plan! This document and accompanying SRTS APP 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.
- Be sure to frequently consult this Activities and Programs Plan Reference Guide when creating your Plan to make sure you capture all of the important details and for helpful suggestions.

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- If you choose to work directly from the SRTS APP 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(s) or division (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 SRTS APP Template before starting Step 1 to familiarize yourself with the information required.

Key Steps in Developing a SRTS Activities and Programs Plan

A SRTS Activities and Programs Plan (APP) should be based on an understanding of the school's existing walking and bicycling environment, 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 the three non-infrastructure related E's of safe routes to school (education, encouragement and enforcement).

This Guide provides a detailed discussion of the key steps in developing a SRTS APP. 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 target schools and organize a SRTS team: Identify the schools you will be targeting for the initiative and bring together the right people. Select team members from a variety of disciplines (i.e. education, health, law enforcement, etc.) who want to make walking and bicycling to school safe and appealing for children.

Step 2: Hold a kickoff 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, why this plan will focus on education, encouragement, enforcement, and evaluation activities, and review the process to develop a SRTS APP. 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 safety

concerns. Tips, templates and other guidance materials are provided in this Guide to help you.

Step 4: Observe arrival and dismissal patterns and processes to identify key issues. After gathering information in Step 3, you will observe school arrival and dismissal to identify possible student or driver behavior issues impacting student ability to walk or bicycle to school safely.

Step 5: Hold a meeting to develop recommendations. After identifying issues in step four, your SRTS team should begin to discuss specific non-infrastructure recommendations. Recommendations in your Activities and Programs Plan must address the four non-infrastructure E's of SRTS - 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 SRTS APP 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 SRTS APP, 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 SRTS APP is required in order to apply for non-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 SRTS APP Template: Our School/s and SRTS team.

1A. Target Schools

Before developing an Activities and Programs Plan (APP), determine which schools to include in the plan, i.e., the target schools. A SRTS APP can address the needs of either individual or multiple schools. Typically, up to ten schools are allowed per SRTS APP, but consideration may be given to include more, or even an entire school division. Contact your Local Technical Assistance Coordinator (LTAC) for further information.

Candidates for SRTS programs and activities include schools that have the potential to encourage or increase walking and/or bicycling to school through encouragement, education and enforcement strategies. Schools that have identified physical conditions as barriers to safe walking and biking should consider applying for a Walkabout Mini-grant to address infrastructure as well as non-infrastructure issues.

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 Activities and Programs Plan. This information is readily available on the Virginia Department of Education Website at http://www.doe.virginia.gov/statistics_reports/enrollment/index.shtml.

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

The most successful safe routes to school W(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.

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

IMPORTANT: For your Activities and Programs Plan, Safe Routes to School teams MUST include at least one representative for each of the three non-infrastructure E's (education, encouragement, enforcement), and should include a representative from each of the following categories:

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

What is a SRTS Team?

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

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.
- Consider including someone from your community's office of citizens assistance, public relations office, or community relations office. They often have programs that are complementary to those you may include in your SRTS APP.

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 division transportation director
- School improvement team or site council member
- School division transportation director
- 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

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 Activities and Programs Plan (APP). This person will likely be the one who organizes meetings, leads the development of the SRTS APP and works directly with VDOT (primarily through your Local Technical Assistance Coordinator). In the SRTS APP 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 SRTS APP 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 SRTS APP) 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, why this plan will focus solely on education, encouragement, enforcement and evaluation activities, and to review the process to develop the Activities and Programs 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 PowerPoint 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 SRTS APP:

- **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, inform them that the next step will be to gather information on the current conditions related to SRTS.

The SRTS APP 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 SRTS APP 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 gather information to paint a broad 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?

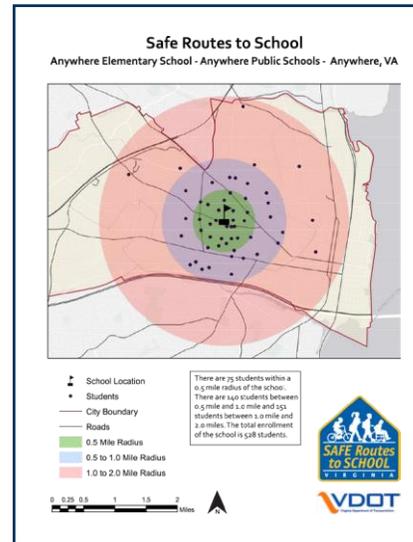
Responses to the above questions are a required element of your Activities and Programs Plan and provide important baseline data that can help you evaluate the impact of your SRTS activities later on. The SRTS Activities and Program Plan (APP) Template provides blank tables to help document your findings. The sub-sections below walk through the specific questions asked in the SRTS APP Template and highlight resources and tips on how to easily and efficiently gather this information.

Tips and Helpful Information:

For multiple schools, each question will have to be answered for each school in your SRTS Activities and Programs Plan.

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 Activities and Programs 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 recommendations for promoting and encouraging biking and walking to school.



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 **recommends** 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>. An alternate method may be used with VDOT approval.

Tips and Helpful Information:

The National Center 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 Activities and Programs Plan. It can take several weeks to receive your summary report, so be sure to start this task early in the process of developing your SRTS Activities and Programs Plan.

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 SRTS APP 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 SRTS APP 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 SRTS APP Template for a full list of school arrival and dismissal process questions.

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 Activities and Programs Plan. It can take several weeks to receive your summary report so start the Parent Survey task early in the process.



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 Tally's, VDOT **recommends** using the National Center's standardized SRTS Parent Survey forms, available at <http://www.saferoutesinfo.org/data-central>. An alternate method may be used with VDOT approval.

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 Activities and Programs 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 issues occurring within two miles of each school in the Plan within the past three years.

OPTIONAL: County-level traffic crash statistics are not required in the SRTS Activities and Programs Plan but depending on your situation this information may be helpful. The SRTS APP Template provides a short list of questions to help you provide this information, which is available from the Virginia Department of Motor Vehicles at http://www.dmv.virginia.gov/safety/#crash_data/

3G. Does The School Currently Conduct Activities That Support or Encourage Walking and Bicycling To School? How Is Its Commitment To SRTS Demonstrated?

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 SRTS APP Template: Key Non-Infrastructure 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 firsthand, and discussing – both within your SRTS team and with other stakeholders – possible non-infrastructure 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 observe either school arrival or dismissal. The meeting will accomplish two 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 SRTS APP Template) to make sure all team members have a good understanding of the current travel patterns and processes.
2. **Observe school arrival/dismissal.** It is recommended that the team be 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 observe school arrival or dismissal patterns and processes, including prompt lists of things to look for during the activity. These materials are also available at www.virginiadot.org/saferoutes under *Starter Kit*.

Identifying Key Non-Infrastructure 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 SRTS APP Template: *Key Non-infrastructure Issues Impacting Safe Walking and Bicycling to School*. This section of the Activities and Programs Plan should summarize the top five non-infrastructure issues impacting a student's ability to safely walk or bicycle to your school. For example, motorists not complying with stop signs in the school zone may be a non-infrastructure issue.

NOTE: This section should include an account of non-infrastructure issues only; if significant infrastructure issues exist, a Walkabout Study will help identify recommendations to be included in a separate infrastructure grant, such as funding through the Transportation Alternatives Program (TAP).

The SRTS APP 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: The established pedestrian crossing at 3rd Street South and Henry Street is not used regularly by students and their parents when walking or biking to school.

- This intersection serves as a key crossing for those living east of the school campus, however, many students and their parents cross mid-block instead, or cross during the red signal phase.
- Students did not demonstrate good pedestrian safety skills while crossing the street.

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 APP Template: SRTS Recommendations.

After discussing and identifying your top five issues, your SRTS team should begin to identify specific non-infrastructure 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 and enforcement strategies.

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 SRTS APP 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 timeframe 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 SRTS APP 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 SRTS Activities and Programs Plan 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 SRTS APP 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

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 APP 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 observed during school drop off and pick up 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 SRTS APP 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. See Attachment C for a sample Public Input Meeting participant sign in sheet. Below is a list of various public input processes and tips on how to manage them:

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 SRTS APP Template contains a blank activity calendar for you to customize. For multiple schools, you may want to make separate activity calendars for each school in your SRTS APP, unless one person will coordinate the activity for all schools. 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. Allow plenty of planning time before your events. Especially the first time around, you'll want more time to plan than less.
3. Be conservative in the number of activities 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 nonprofit 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 any time?
8. Update your 12-month activity calendar each year and apply any knowledge you gained about specific planning and implementation strategies.



STEP 6: GATHER PUBLIC INPUT

This step will provide information to complete Section 6 of the SRTS APP 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 APP 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 observed during school drop off and pick up are indeed a concern to parents. A meeting with a local bicycle advocacy organization could result in the 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 SRTS APP 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. See Attachment C for a sample Public Input Meeting participant sign in sheet. Below is a list of various public input processes and tips on how to manage them:

Present your findings to the PTA/PTO and the neighborhood associations near your school: These presentations could confirm that issues such as those observed during school drop off and pick up are indeed a concern to parents, and motorists' behavior along streets near the school are a community concern. The presentation and discussion can help garner additional support for implementing the proposed non-infrastructure recommendations.

Interview key stakeholders: Circle back to key stakeholders you may have gathered information from in Step 3. Principals, crossing guards, parents, and law enforcement are good people to review your draft APP.

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 SRTS APP 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. **NOTE:** The SRTS APP Template will not prompt you to make updates to your SRTS APP based on public input – incorporating public input simply consist of making edits to your SRTS APP as needed.

Once public input has been incorporated and your SRTS APP 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 SRTS APP and SRTS program have 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 SRTS APP 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 3 E's, should be included in the pledge. People, agencies and organizations that could pledge support include:

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

Updating your SRTS Activities and Programs Plan

The Activities and Programs Plan – specifically the 12-month non-infrastructure activity calendar – 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 APP (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 Activities and Programs Plan and taken a big step toward a sustainable SRTS program.

If you are interested in applying for VDOT SRTS funds, your completed SRTS APP 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 SRTS APP 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 SRTS APP with your grant application. For details on how to contact your LTAC or how to submit your final SRTS APP 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 your program, and to routinely update (at least annually) your Activities and Programs Plan – specifically the 12-month non-infrastructure activity calendar. Also remember to keep the greater community informed and involved. Regular updates at PTA meetings or frequent communications with stakeholders make a big impact on program sustainability. Please note that an updated SRTS Activities and Programs Plan 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 Elementary
Safe Routes to School
Activities and Programs Plan
Team Kick-Off Meeting

DATE
TIME

1. Introductions: 5 minutes
2. Why SRTS Matters: 20-25 Minutes
3. Virginia's SRTS program and Activities and Programs 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
<p>Introductions: 5 minutes</p>	<p>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 APP and apply for funding)</p> <p>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.</p>
<p>Why SRTS Matters: 20-25 minutes</p>	<p>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.</p>
<p>Virginia's SRTS program and Activities and Programs Plans: 5-10 minutes</p>	<p>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 SRTS APP process and get their commitment to help in developing it.</p>
<p>Vision for SRTS at Our School: 5-10 minutes</p>	<p>Inform the team that it will be helpful to establish a vision or goals for the SRTS program at the school.</p> <p>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:</p> <ul style="list-style-type: none"> • 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.
<p>Next steps: 5-10 minutes</p>	<p>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.</p>

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 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	
Safe Routes to Schools: Messaging For Pros (A Communications Toolkit for Schools and School Districts)	https://www.saferoutespartnership.org/sites/default/files/resource_files/school_district_communications_toolkit_final_0.pdf
Safe Routes to School Talking Points	https://www.saferoutespartnership.org/sites/default/files/pdf/SRTS_talking_points.pdf
Tips for Promoting your SRTS Program	http://www.virginiadot.org/programs/resources/safeRouteResources/StarterKit/VDOT_LD_L_SRTS_Talking_Points_2014.pdf
Promote Your Meeting	
Post Cards and Flyers templates	http://www.walkbiketoschool.org/plan/downloadable-materials/fliers/
Template News Releases	http://www.vdot.virginia.gov/programs/srsm_marketing_toolkit.asp
Facilitate Your Meeting	
Overview of the Virginia SRTS Program	http://www.virginiadot.org/programs/srsm_starter_kit.asp
Overview of the Safe Routes to School Program	http://www.saferoutesinfo.org/
SRTS Customizable PowerPoint (PowerPoint file)	http://www.virginiadot.org/programs/resources/safe_routes/2016-2017/Resources/2019_10_17_VA_SRTS_Customizable_Presentation.pptx
Why Safe Routes Matters Video	https://www.youtube.com/watch?v=SW1x0NhvdGo



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.

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:
<ul style="list-style-type: none"> • Do they yield to pedestrians? • Are they obeying speed limits? • Do they follow pick up & drop off procedures? • Are they parked legally? 	<ul style="list-style-type: none"> • Are they crossing at marked crosswalks? • Are they obeying crossing guards? • 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:
<ul style="list-style-type: none"> • Do they have safety equipment? • Are they in the needed locations? • Are they helping students cross safely? 	<ul style="list-style-type: none"> • Are they following the rules of the road? • Are they wearing helmets?



ATTACHMENT C: SAMPLE PUBLIC MEETING SIGN-IN SHEET

PUBLIC INPUT MEETING PARTICIPANT SIGN-IN SHEET

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

[Location]

[Date] [Time]

	Name	Affiliation	Phone Number	Email
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



Virginia Safe Routes to School Program
Virginia Department of Transportation
1401 E. Broad St.
Richmond, VA 23219
www.virginiadot.org/saferoutes

