

**CITY OF ESSEX JUNCTION
BIKE WALK ADVISORY COMMITTEE
REGULAR MEETING AGENDA**

*Online &
6 Lincoln St. (Kolvoord Room)
Essex Junction, VT 05452
Thursday, March 13th
2025, 7:00 PM*

E-mail: mgiguere@essexjunction.org

www.essexjunction.org

Phone: 802-878-6944, ext. 1625

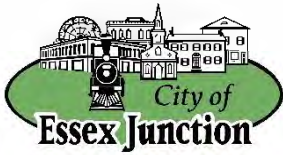
This meeting will be held in-person at 6 Lincoln Street in the Kolvoord Room at Brownell Library and available remotely. Options to join the meeting remotely:

- **JOIN ONLINE:** [Join Zoom Meeting](#)
- **JOIN CALLING:** (toll free audio only): (888) 788-0099 | Meeting ID: 958-5750-2850; Passcode: 790174

1. **CALL TO ORDER** [7:00 PM]
2. **DETERMINE WHO WILL TAKE MINUTES**
3. **AGENDA ADDITIONS/CHANGES**
4. **MINUTES FOR APPROVAL**
 - a. February 13th, 2024
5. **PUBLIC TO BE HEARD**
6. **BUSINESS ITEMS**
 - a. Determine rotation for meeting minutes
 - b. Wayfinding signage
7. **MEMBERS UPDATES**
8. **STAFF UPDATES**
 - a. Lincoln Terrace traffic calming project
 - b. Spring bike rack/RRFB installation updates
 - c. Pearl Street road diet preview*
 - d. Park Street/UVM engineering capstone dates
 - Design Night Presentation: April 24th, 4 – 7 PM, UVM Davis Center
 - Final Design Presentation: May 7th, 9:30 AM – 3 PM
 - Final Report Submission: May 10th
9. **READING FILE**
 - a. Safe Routes to School (SRTS) MiniGuides*
10. **ADJOURN**

* attachments included in packet

This agenda is available in alternative formats upon request. Meetings of the Bike/Walk Advisory Committee, like all programs and activities of the City of Essex Junction, are accessible to people with disabilities. For information on accessibility or this agenda, call the City Manager's office at 802-878-6944 TTY: 7-1-1 or (800) 253-0191.



**CITY OF ESSEX JUNCTION
BIKE WALK ADVISORY COMMITTEE
MEETING MINUTES - DRAFT**

Online &
6 Lincoln St. (Kolvoord Room)
Essex Junction, VT 05452
**Thursday, February 13th
2025, 7:00 PM**

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Phone: 802-878-6944, ext. 1625

1. **MEMBERS PRESENT**

John O'Brien (chair), Russ Miller-Johnson (vice chair), David Achee, Eric Bowker, Lauren Philbrook

2. **OTHERS PRESENT**

Jack Evans (Local Motion), Daniel Liguere (Local Motion), Michael Giguere (staff representative), Alia Liebowitz, Jack Haley, Harrison Jaffe, Gabriel Anama, Joesph Finch

3. **CALL TO ORDER**

a. The meeting was called to order at 7:00PM

4. **DETERMINE WHO WILL TAKE MINUTES**

a. David Achee volunteered to take minutes. The group agreed to work on a rotation schedule to distribute minute-taking responsibilities.

5. **AGENDA ADDITIONS/CHANGES**

a. No changes to the agenda were added.

6. **MINUTES FOR APPROVAL**

a. January 9th, 2024

- Lauren motioned to approve with Eric seconding
 - Approved unanimously 5-0

7. **PUBLIC TO BE HEARD**

a. **Winooski Traffic Calming**

- Jack Evans raised that Winooski is reworking their traffic calming policy, and will refer Michael Giguere to see if there are any opportunities for partnership

b. **SunDay Event**

- Jack Evans brought the [SunDay](#) event to the group, and the committee will see if there is any potential for tie in with future BWAC events

8. **BUSINESS ITEMS**

a. Park Street reconfiguration – UVM engineering capstone project

- A group of UVM engineering students presented their progress on their capstone project aimed at redesigning the streetscape of Park Street. The project area runs along Park Street from the Powerhouse Bridge to the Crescent Connector. The current conditions include an inconsistent streetscape that serves vehicle traffic and features sidewalks with limited to no accommodation for bicycles. The project area has been identified as a critical gap in the current bike network that could serve as an important north-south link between municipalities. The engineering students, Jack Haley, Gabriel Anama, and Harrison Jaffe, presented their preliminary findings and sought input and advice from the committee members.

b. Traffic Calming Policy revisions

- Alia, a student from UVM, shared updates on the traffic calming policy revision project. The team also discussed determining the appropriate radius for traffic calming location determination, crosswalk availability, and the potential for incorporating snow-related traffic calming measures. Alia also mentioned the need to revise the policy's description and intent,

and the possibility of testing the policy on South Summit and West Street. The team agreed to continue refining the policy and to consider feedback and suggestions. The committee proposed the idea of using BWAC as a community engagement mechanism for traffic calming submissions. They suggested inviting property owners and submitters to discuss their projects and gather public feedback. The committee also discussed the need for a mechanism to gauge public opinion on installations. They mentioned the difficulty of determining the appropriate radius for submissions and the need for a structured process to moderate and guide conversations. There was discussion of having BWAC serve as advocates for project submitters and provide support before the projects are explained to relevant parties.

c. **Bike Safety Day/Festival**

- Joseph discussed the idea of a Bike Safety Day and Festival, which would include a balance bike race, community engagement, and potential partnerships with local organizations. The idea was in its early stages, and Joseph was seeking input and ideas for the project.

d. **Bike Bus for schools**

- Joseph discussed the potential of tying the event to a larger push for a bike bus, given that Hiawatha might be the City's only elementary school. Committee members offered to help bring up the idea of a bike bus at the Hiawatha PTO. They also discussed the challenges of organizing a walk bus for the Ruby Bridges Day at Hiawatha, and members expressed their willingness to help other parents before their child starts school.

9. **MEMBERS UPDATES**

- a. Lauren Philbrook raised the bike friendly community task force and decided to organize further through email.
- b. John O'Brien provided an update on the recent community meal, where he heard a desire for improved wayfinding for bike routes in the town, and improved maintenance of sidewalks.

10. **STAFF UPDATES**

- a. RRFB purchase and installation at Main & Athens
 - Michael provided an update that the RRFB has been purchased and will be installed in the spring.

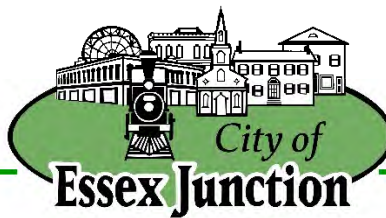
11. **READING FILE**

- a. No reading file items were added

12. **ADJOURN**

- a. Eric Bowker made a motion to adjourn, with Lauren Philbrook seconding. The motion passed unanimously 5-0

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MEMORANDUM

To: Bike/Walk Advisory Committee
From: Michael Giguere, City Planner
Meeting Date: March 13, 2025
Subject: Pearl Street Road Diet

Issue: A project to update the scoping study for a Road Diet on Pearl Street between Susie Wilson Road and West Street Extension will begin soon.

Discussion:

As a part of the FY25 Unified Planning Work Program, the City is working with the Chittenden County Regional Planning Commission (CCRPC) to update the 2018 scoping study for a proposed Road Diet on Pearl Street. This project is expected to begin in the coming weeks and will involve significant input and engagement from BWAC and other stakeholders.

An update to the scoping study is necessary because of several challenges with the previously recommended alternative:

1. The cost of the alternative exceeds the amount of funding expected to be available for the project.
2. The alternative has some duplicative features, so there may be the potential for cost savings if the design is modified.
3. The alternative places new trees directly above underground utilities, which is prohibited by the Land Development Code.
4. The alternative did not sufficiently consider the needs of public transit operations.

Diagrams of the preferred alternative from the 2018 Scoping Study are attached. The full study can be found [here on CCRPC's website on current projects](#).

Cost:

This memo is for information only.

Recommendation:

This memo is for information only.



Starting a Program

Mini
saferoutes.vermont.gov
Guide

WHAT'S IN THIS MINIGUIDE?

Welcome to Safe Routes to School! This guide will help you start a SRTS program and get your students walking and rolling to school.

This VT SRTS MiniGuide explains the initial steps to starting a SRTS program in your community.

In this MiniGuide, you will find:

- Basic Steps
- Partner Program Overview
- Progress Reports
- Resources

Click this icon  to access the listed resource.

What is it?

Starting a program consists of identifying your SRTS Champion, announcing the program, and planning your first event.

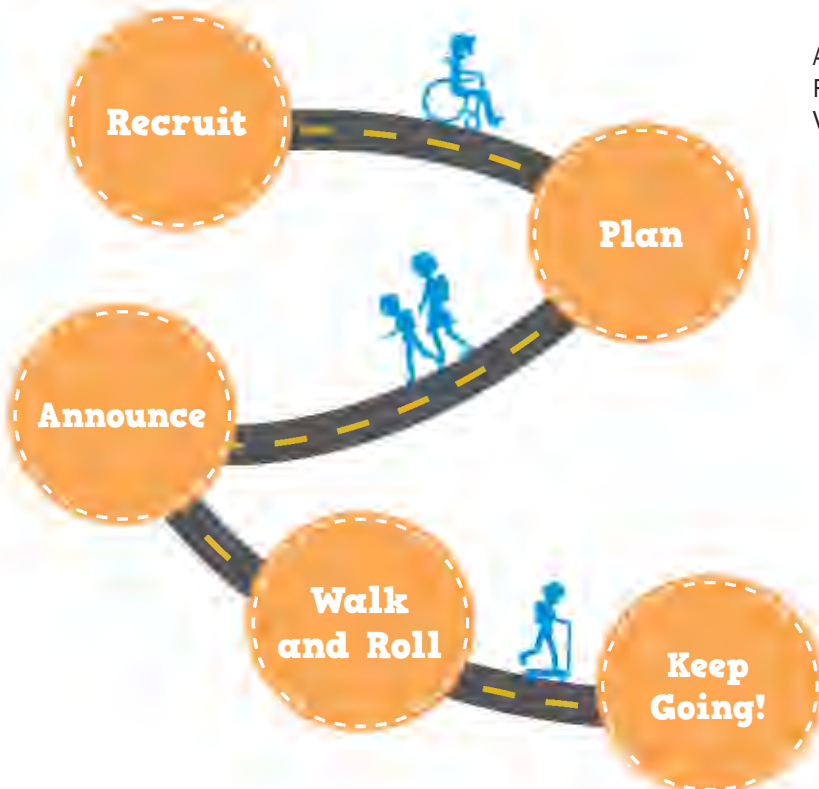
Why is it important?

A strong start builds momentum for a successful program. Having a dynamic team with an understanding of the SRTS Partner Program is the cornerstone of implementing walking and biking programs and events.

What is the level of effort involved?






Moderate: Identifying a Champion and SRTS Team, coordinating with school and school community.

WHAT TO EXPECT



RESOURCES PREVIEW

Additional resources from VT SRTS and the National SRTS Resource Center are linked or available for download on the VT SRTS website:

- **Announcement Letter** : Editable letter to announce and explain the program to parents and the school community.
- **SRTS Presentation** : Editable presentation to introduce SRTS to the school community, PTO or other group.
- **Regional Experts** : Local staff and experienced SRTS volunteers who can help you with guidance and troubleshooting.
- **MiniGuides** : Short guides to walk schools through activities to implement as part of your SRTS program.
- **10 Tips for SRTS Programs and Liability** : Tip sheet for schools about liability and SRTS programming.

Basic Steps

Launching a SRTS program doesn't have to be daunting! You can break it into small, manageable bits and take it at your own pace. Start by planning your approach, gathering a team, announcing your program to the community, and hosting a kick off event.

FOLLOW THESE STEPS

1. Recruit

Recruit school staff and community members to your SRTS Team. Members may include the principal, teachers, Parent/Teacher Organization members, nurse liaisons, local government staff, law enforcement officers, or other interested community members. Hold a kick-off meeting to identify the goals of your SRTS program, review the Partner Program guide, and decide what each team member can do to support the program. A key role to fill is the School Champion, described below, who serves as a point person for the program.

2. Plan

Review the **Partner Program guide** on the following page. The Partner Program is a way to track a school's progress on creating a culture of walking and biking through conducting SRTS programs and activities. Schools often begin with holding one walking and/or biking event and then add other activities, such as **Walking and Biking Curriculum, Walk Audits, Contests, and Enforcement Campaigns**.

3. Announce

Announce the program through your school's website, social media, backpack mailings, press releases, and word-of-mouth.

4. Walk and Roll

Plan and host your first event! Most schools will hold a Walk and Roll Event as their first program activity (see **Walk and Roll to School Days MiniGuide** [↗](#)).

5. Keep Going!

Continue to conduct activities outlined in the **Partner Program guide**, earning Bronze, Silver, Gold, and Platinum status as you advance. Keep your Regional Expert (Technical) updated to be recognized for your achievements.

LINKS

Vermont Safe Routes to School Regional Experts
www.saferoutes.vermont.gov/regional-experts [↗](#)

National Center for SRTS
www.SafeRoutesInfo.org [↗](#)

International Walk to School Day
www.WalkBikeToSchool.org [↗](#)

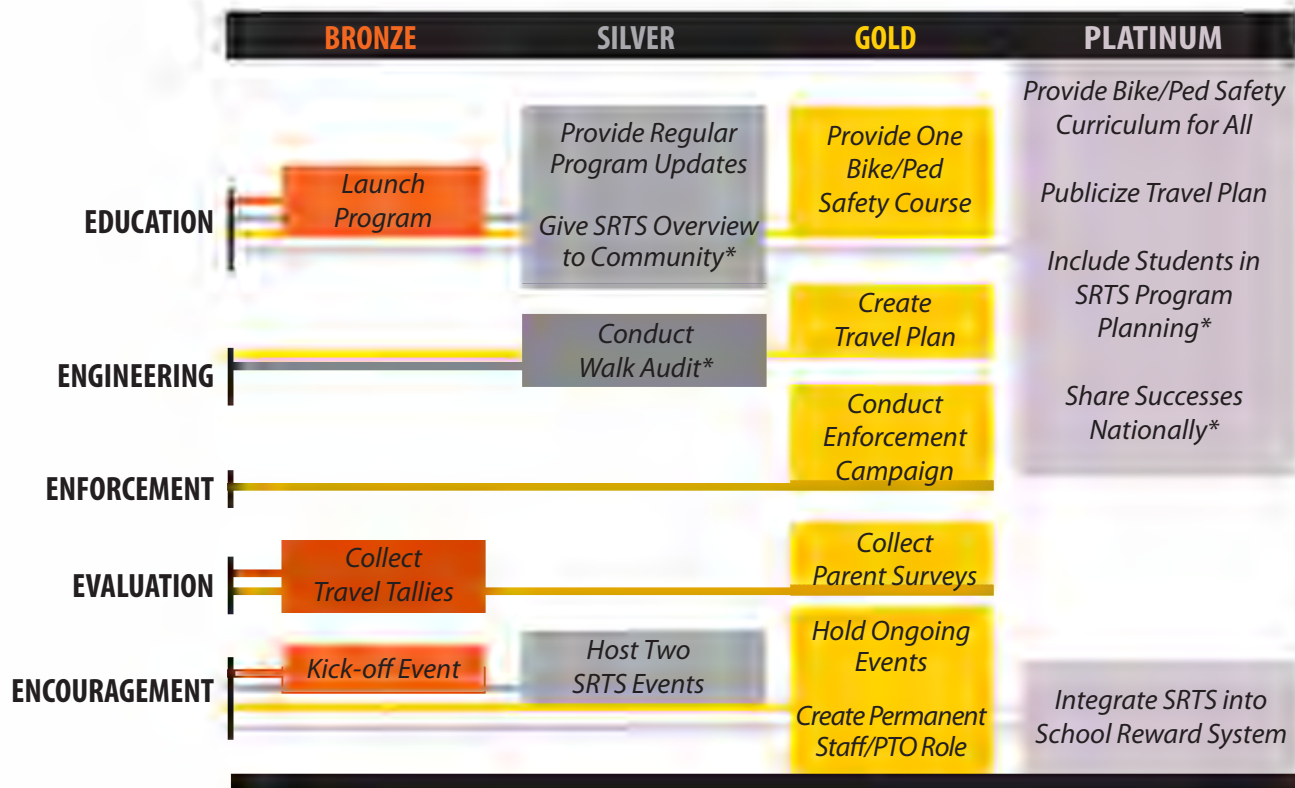
Vermont Agency for Transportation Bicycle and Pedestrian Program
<http://vtransengineering.vermont.gov/bureaus/mab/local-projects/bike-ped> [↗](#)

ROLE OF A SCHOOL CHAMPION

- Leads the program. The founding Champion should serve for a minimum of two years to establish SRTS at the school.
- Organizes regular meetings with the school and the SRTS Team.
- Leads SRTS efforts and activities with support from the SRTS Team.
- Tracks the school's progress through the Partner Program and coordinates with the Regional Expert (Technical).
- Organizes and attends Walk and Roll events.
- Recruits and assigns leaders for SRTS programs and activities.

Partner Program Overview

SRTS is organized around the 5 E's (education, engineering, enforcement, evaluation, encouragement), described below. The Partner Program outlines activities in each of the E's to advance your program through the partner levels and establish walk and biking as a regular part of the school day. Move at your own pace and tailor activities to meet your school's unique context. Fill out progress reports online to track your progress and document your partner level.



* Choose one of these two activities to meet this partner level

THE 5 "E'S"

The cornerstone of SRTS is the acknowledgement that safer walking and biking routes can best be accomplished through a combination of infrastructure and non-infrastructure projects and programs. These are known collectively as the "5 E's": education, engineering, enforcement, evaluation, and encouragement.

Education: Teach students and community members about walking and biking safely. Education can happen through in-school curriculum, bike/ped safety assemblies, newsletter blurbs, tips sheets, and send-home flyers.

Engineering: Improve the physical walking and biking environment through infrastructure. Schools can work with local government agencies to determine how to improve and update infrastructure to support safety.

Enforcement: Reduce negative behaviors such as speeding, double parking, or disobeying traffic signals by working with local law enforcement. Officers can attend walking events to monitor speeding activity and to build relationships with school children and neighbors.

Evaluation: Check to see if your strategies are working! Schools and local governments can record walking and biking rates, parent concerns, and traffic data to evaluate the success of a SRTS program. Evaluation activities can help set goals and establish baseline data for planning projects.

Encouragement: Get students and parents excited about walking and biking by hosting special events, Walking School Buses and Bike Trains, holding schoolwide competitions, or celebrating walking and biking with student art or other projects.

Progress Reports

Each school has an online progress report to keep track of their SRTS activities. Progress reports are important for the following reasons:

1. They are used to track your school's advancement through the Partner Program. Schools obtain Bronze, Silver, Gold, and Platinum status by conducting SRTS activities. You can display your SRTS status on your school's website and communication materials, or on printed materials around the school.
2. Progress reports are a good way to document your school's efforts to help during staff or volunteer transitions. New staff or volunteers can read the progress report and quickly know the status of your school's program.

Filling out your progress report is easy! Simply enter the dates of completed activities, such as hosting a Walk to School Day or teaching a pedestrian safety course. You can add additional details to the form which can help you plan your activity in subsequent years.

You can access your report on the [Partner Profiles page](#) on the [VT SRTS website](#). You may choose to update the report after completing an activity or at regular periods, such as at the start or end of an academic year.

**VERMONT SAFE ROUTES TO SCHOOL
PARTNER PROGRESS REPORT**

This form records your progress through the Safe Routes to School Program and Partnership Levels. It may be viewed by the School Champion, Regional Planning Commission staff and the Vermont Department of Transportation's Bicycle and Pedestrian Coordinator. Please provide as many details about your activities as you can to assist school and governmental staff with your program. Please provide a description and date of all activities, even if activities fall outside your current partnership level. Please also update this form with contact information for your school's Champion.

School Name
Vermont Elementary School

Address
123 Fake Street

City
Springfield

State
VT

Zip
55555

Phone
802-555-5555

Projected Partner Level

Bronze
 Silver
 Gold
 Platinum

Identify School Champion(s):
Name Champion:
Ms. Ima Walker

Include general information about your school and Champion.

For Bronze Level:

Update this form whenever you perform the activities below, adding completion dates to the form. This way you will have a record of the activities your school has conducted over time.

Student Travel Tallies:
List date of student travel tally exercise.
9/10/2015
Our 4th grade class collected the tallies and made summary charts from the data for math class.

Communicate Safe Routes to School Launch
List Date and details below (Examples: Parent Surveys, School Newsletter, Morning/Afternoon Announcements, Tip Sheets/Backpack Mail)
9/1/2015
Back to school email to parents

Hold a Kick-off Event
List Date and Details below. (Examples: International/Vermont Walk to School Day, Bike Rodeo, Assembly)
10/05/2015
iWalk. Planning for monthly walking school buses. Will ask local police to monitor our next event to help with the crosswalk in front of the school.

Include dates and information on SRTS activities from the Partner Program.

Resources

You're not alone! There are many resources to help you grow your program. The VT SRTS website is a great place to start to learn more about the program and steps you can take to make walking and biking a routine and safe part of the school day. You can also take advantage of the [Regional Experts Panel](#) described below.

REGIONAL EXPERTS

The [Regional Experts Panel](#) helps new schools get started with SRTS and helps schools with established programs work through specific challenges or take on new activities. The Panel consists of Program Experts, who focus on education, enforcement, evaluation, and encouragement strategies, and Technical Experts, who focus on engineering strategies. Program Experts can answer questions by phone or email about how to get started, or specific challenges related to starting a program or moving up to the next level. They provide examples of successful programs or activities and help the Champion brainstorm ideas or work through a specific challenge. Technical Experts can assist schools with [Travel Plans](#), [Walk Audits](#), [School Zone Signage](#) or other engineering issues.

HEALTH AND EDUCATION

Safe Routes to School curricula can be provided as part of a school's Physical Education program. See the [Vermont School Wellness Policy Guidelines](#) for more information.

LIABILITY

Generally speaking, SRTS programs are intended to increase safety and should therefore decrease liability. Schools should ensure that they are not being negligent when conducting SRTS activities by evaluating routes to school for hazards, recruiting staff to assist with events, requesting assistance from law enforcement personnel when needed, and many other actions to minimize risk of injury (see [10 Tips for SRTS Programs and Liability](#)). Your school district's legal administrator can provide more specific information on SRTS and liability.

RESOURCES

- [VT SRTS Website](#): Website with program information, frequently asked questions, and links to other resources.
- [MiniGuides](#): Short guides to help you implement SRTS programs and activities.
- [National Center for Safe Routes to School](#): National organization that provides guides, examples, and current information on funding and opportunities for SRTS.
- [Regional Experts Panel](#): Volunteers with experience in VT SRTS who can offer advice and guidance on getting started or troubleshooting issues.
- [Vermont Agency of Transportation \(VTrans\)](#): Agency that manages SRTS. VTrans issues guidance and standards on walking and biking infrastructure and programs.



Walk and Roll to School Days

Mini
saferoutes.vermont.gov
Guide

WHAT'S IN THIS MINIGUIDE?

This VT Safe Routes to School MiniGuide explains how to host a successful and fun Walk and Roll to School day and related events.

In this MiniGuide, you will find:

- Basic Steps
- Event Tips
- Real World Examples

Click this icon  to access the listed resource.

What is it?

A Walk and Roll to School Day is a special day dedicated to walking and biking to school. Special attention is paid to remote drop-off locations, walking school buses and bike trains, and other activities to encourage families to walk and bike to school.

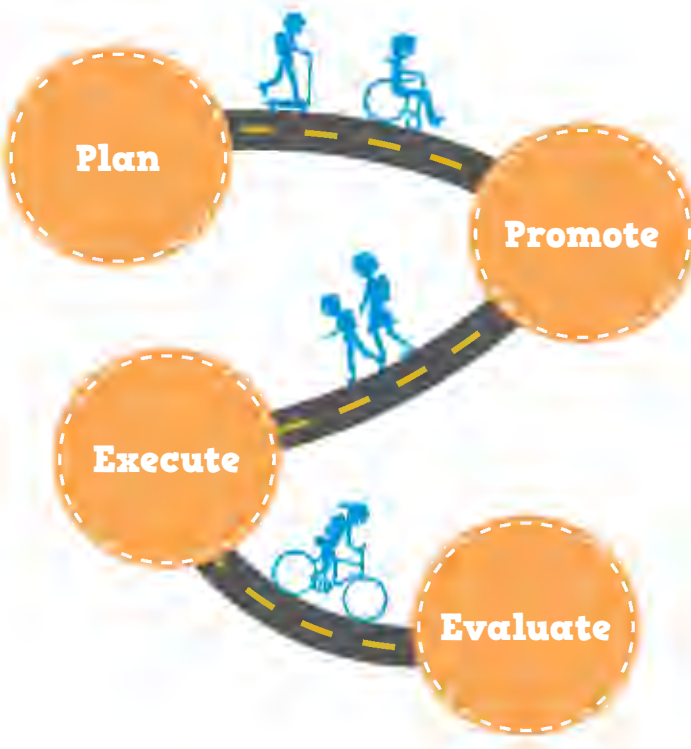
Why is it important?

Walk and Roll to School events help sustain SRTS programs by building excitement among students and encouraging community participation. By devoting a special day to walking and biking, families who do not typically walk or bike to school may realize how easy and fun it is, and may be encouraged to do so more often.

What is the level of effort involved?





Low to moderate: Planning logistics, coordinating with the school community, managing the event. The level of effort should decrease over time if offered regularly because planning and executing becomes routine.

WHAT TO EXPECT



RESOURCES PREVIEW

Additional resources from VT SRTS and the National SRTS Resource Center are linked or available for download on the VT SRTS website:

- **Event Flyer** : Editable flyer to send home with students and/or distribute to community members to announce the event
- **Remote Drop-Off Letter** : Editable letter inviting parents drop students off at a remote location where students then walk to school as a group.
- **Editable Opt-Out Form** : Editable form for parents to opt-out of their child participating in a Walk and Roll to School event. Schools often see higher participation rates using opt-out forms than opt-in permission slips.
- **International Walk to School Day Sign Up** : National website where you can sign your school up for International Walk to School Day and represent your state. Vermont has ranked second in the country for participation in past years!

Basic Steps

A **Walk and Roll to School Day** is an enjoyable, visible way to encourage walking and bicycling to school. Here are some tips for making these events successful and fun!

FOLLOW THESE STEPS

1. Plan

- Gather support. Always start by seeking the principal's permission.
- Build a team and assign responsibilities. This team can consist of school staff and parent volunteers, or community members such as law enforcement officers, local bicycling groups, public health professionals and other community leaders.
- Choose a date (see **Monthly Event Ideas** on the page 3 for suggestions). Schedule it for maximum impact and participation, and encourage participants to dress appropriately for the weather. Wednesdays and Fridays have been popular days among Vermont schools.
- Assess and address any barriers to walking and biking to school (see the **Walk Audit MiniGuide** [↗](#)). Identify and map routes based on this assessment. Confirm routes with local law enforcement and invite their participation and, if needed, assistance in controlling traffic.
- Accommodate all students (see **Accommodating All Students** on page 3 for additional information).
- Consider **Walking School Buses** or **Bike Trains** where students gather at a meeting point, walk or bike together, and pick up others along the way. (See **Walking School Buses and Bike Trains MiniGuide** [↗](#)).
- Depending on the scale of your event, you can seek donations from the parent-teacher organization or local businesses if necessary.

2. Promote

- Advertise to parents and students—and remind students of walking and bicycling safety tips—through social media and the school website, school assemblies, newsletter articles, send-home flyers, school posters, local media, or in-school and parent-teacher conference announcements.
- Include dates in the school calendar and promote during back-to-school registration/open house.
- Send parents an Opt-Out form for those who do not want to participate.
- Remind parents and students to plan accordingly for weather conditions.

3. Execute

- Support students during the event: walk with them, help them cross busy intersections, or act as cheerleaders along the route.
- Greet students as they enter the school. Provide an incentive item if desired. (See **Contests and Incentives MiniGuide for Ideas** [↗](#)).
- Count the number of students walking and biking to measure progress over time.
- Consider fun and unique ways to bring variety to your event (see **Suggestions to Spice Up Your Event** on page 3 for more information).

4. Evaluate

- Analyze participation rates and level of effort, and ask team members to provide feedback. Adjust the event logistics as needed to encourage greater participation and/or streamline the process for the next event.
- Share photos on your school's website or Facebook page.
- Schedule your next Walk and Roll to School event.

KEY POINTS

FREQUENCY

At least once per year

IMPLEMENTATION

1–4 weeks to plan +
1 day to implement

TEAM MEMBERS

Champion, teachers,
volunteers

PHOTOGRAPHY

Get permission from the principal before taking photos of children.

EVENTS REQUIRED FOR



Remember to update your Partner Progress Report once you've completed this activity to advance to the next level! [↗](#)

Event Tips

MONTHLY EVENT IDEAS

September	Walk and Bike Back to School	February	Winter Walk Day (first Wednesday in February), Healthy Heart Hike (American Heart Month)
October	International Walk to School Day (first Wednesday in October) 📄	March	St. Patrick's Day Walk: Go Green
November	Turkey Trot	April	National Start Walking Day (American Heart Association), Earth Day Walk and Bike, National Walk at Lunch Day (Blue Cross Blue Shield)
December	Jingle Bell Walk, Snowman Stride	May	Vermont Walk and Roll to School Day and Intergenerational Walk (first Wednesday in May), National Bike to School Day, Way to Go! School Challenge
January	Polar Bear Walk	June	End of the Year Celebration, Safety Day Walk and Bike ("Bling Yourself" award for most visible outfit)

ACCOMMODATING ALL STUDENTS

Despite your best efforts, there will always be some students who cannot walk or bike to school. Make an effort to design your event in a manner that allows all students to participate:

- **Host a Walk at School Event.** Invite all students to walk around the school grounds during lunch or before or after classes. Provide the same rewards, incentives, and encouragement as your Walk or Bike to School Event.
- **Establish a Remote Drop-Off Location,** a pre-determined place where school buses and family vehicles drop off students who then walk the remaining distance to school in groups. Locate a drop-off site within walking distance to school and get approval from the property owner. Test and map a safe route to school from this location (see the [Walk Audit MiniGuide](#) [📄](#)). Promote the location and route, and make sure parents or volunteers walk with the students.

SUGGESTIONS TO SPICE UP YOUR EVENT

Not all Walk and Roll to School events have to be the same. Consider some of the following suggestions to spice up your event:

- **Themed Walk:** Students can wear school colors, a costume, or create signs and banners to carry on their walk.
- **Student Artwork:** Students can make signs art class or after school that celebrate walking or biking to school. Place signs along the walking and bicycling routes with permission from property owners.
- **Special Guests:** Invite a local celebrity, elected, official, or parent/grandparent to join the event.
- **Event Pairing:** Your school can host another event, such as a safety fair, bike rodeo, or celebration in conjunction with Walk and Roll to School Day.
- **Police Support:** Law enforcement can assist with traffic or close down a street near the school if needed for the event. They may also enjoy joining the walk!
- **Incentive Items:** Give small tokens to students who participate. Examples include a sticker, pencil, or a healthy snack.
- **Walk to School and Work Event:** Encourage parents to walk or bike to work after accompanying their children to school.
- **Contests and Competitions:** Host a schoolwide contest to increase excitement and participation rates for your event. Students or classrooms can compete for most miles per days walked or biked to school.

Real World Examples

1 **Ottaquechee School's** first Walk to School Day was a huge success with over 100 children and 40 parents in attendance, along with members of the Chamber of Commerce and the Select Board. The school widely publicized the event in part to alert commuters to watch for students along roads near the school. The police department sent an officer to direct traffic at the crosswalk. Many families contributed fresh fruit as healthy snacks for walkers. The school has made Walk to School Day a biannual tradition and invited a neighboring school to join them.



To stress the link between walking and health, **Barre Town Middle and Elementary School** posted signs with fun facts about health and fitness along walking routes to school on International Walk to School Day.

2

3 Don't limit yourself to International Walk to School Day! The **Shelburne Community School** 5th grade leadership team instituted a "Hike It, Bike It" campaign to encourage more children to walk and bike to school in May. Students walked and biked to school on Wednesdays and Thursdays throughout the month. They promoted the events by putting up signs and making announcements at school.





Contests and Incentives

Mini
saferoutes.vermont.gov
Guide

WHAT'S IN THIS MINIGUIDE?

This VT Safe Routes to School MiniGuide highlights fun and rewarding contests and incentives that encourage students to walk or bike to school.

In this MiniGuide, you will find:

- Basic Steps
- Example Contests
- Real World Examples

What is it?

Contests and Incentives:

1. Encourage students who already walk and bike to school to continue, and
2. Attract more students to participate.

Why is it important?

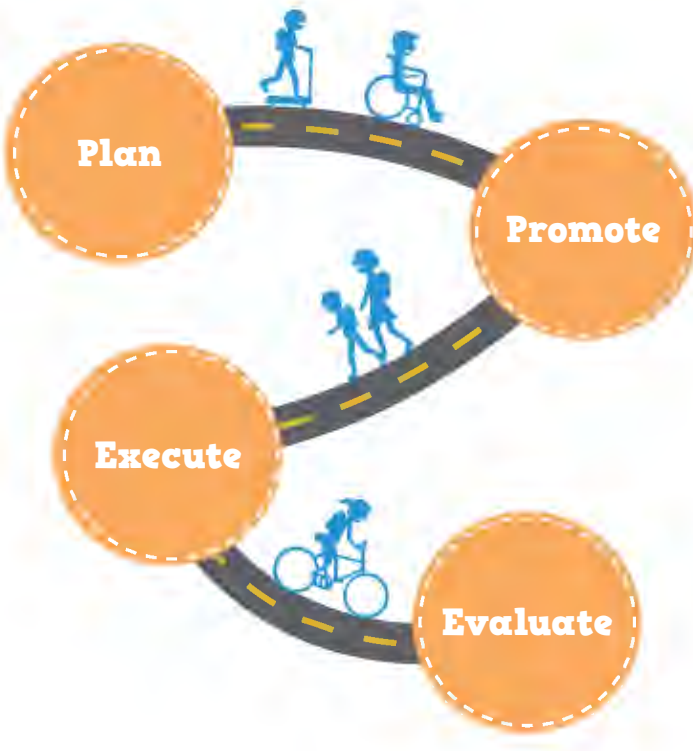
Positive reinforcement, like contests and incentives, retains participants and further grows your SRTS program. Contests make SRTS more visible through community engagement, and provide useful data for measuring program effectiveness.

What is the level of effort involved?

Moderate: planning logistics, preparing materials, promoting and holding the event, and evaluating success.







Click this icon  to access the listed resource.

WHAT TO EXPECT



RESOURCES PREVIEW

Additional resources from VT SRTS and the National SRTS Resource Center are linked here and available for download on the VT SRTS website:

- **Frequent Walker Punch Card** : Punch card for students to track their progress.
- **Walk Across America**  and **Walk the Long Trail Posters**  and **Tracker** : Posters to track schoolwide walking or biking miles across major trails.
- **VT SRTS Logo** : To promote and unify your program by applying it to materials.
- **Sticker Templates** : Print your own stickers using our VT SRTS Sticker Template.



Basic Steps

CONTESTS

Contests are a fun and rewarding way to motivate children to participate in SRTS activities. Contests work best when paired with incentive items and rewards, for example, stickers, certificates, or special privileges, like early dismissal.

- 1. Plan**
 - Choose your contest. See **Example Contests** on the next page for ideas. Consider team member availability; contests rely on record keeping.
 - Designate a feasible timeframe given the contest requirements.
 - Include incentive items or rewards to increase participation. See **Awards and Incentives** below for examples.
- 2. Promote**
 - Coordinate contest schoolwide or with multiple classrooms.
 - Display contest materials and posters to show progress. Use the intercom system to provide daily or weekly updates to the entire school.
- 3. Execute**
 - Allow students who cannot participate an alternative method of joining the contest (e.g., earning points by walking at recess or at home).
 - Announce the winner(s) using the intercom system.
- 4. Evaluate**
 - Analyze participation rates and level of effort, and ask team members to provide feedback. Adjust the contest logistics as needed to encourage greater participation and/or streamline the process.
 - Schedule your next contest.

KEY POINTS

FREQUENCY

Once per month or several times per year

TIME COMMITMENT


Varies by contest

TEAM MEMBERS

School Champion + teachers, parents, volunteers

AWARDS AND INCENTIVES

Small prizes or rewards can encourage participation in contests. Below are some ideas for rewards.

Note that individual schools may choose to order prizes from a local or online retailer, while school districts or schools buying in bulk (typically over 500 items) may order through a specialty vendor for discounted prices. Bulk items are often available through printing companies, safety-focused companies, or promotional items companies. Using local vendors can reduce shipping costs. Ask other participating schools or SRTS partner organizations for vendor recommendations. You can add the **VT SRTS logo** , your school's name, or other information on bulk items.

- **Golden Shoe or Golden Tire trophy:** Make your own trophy, using an old shoe or piece of a bike tire, gold spray paint, glue, and a wooden plaque, available at most craft stores. Add glitter or other embellishments if desired.
- **Reflective gear (blinking lights, glow in the dark zipper pulls, reflective tape, etc.):** Purchase from a safety product or promotional item vendor.
- **Stickers:** Purchase from a printing company, or print your own, using our **Sticker Templates**, which are sized for Avery 5294 labels. Office supply stores will carry Avery 5294 white labels, or you can purchase colored stickers from a specialty label store that use the Avery 5294 sticker template. Specialty colored labels should be around the same price as white labels.
- **Pencils, temporary tattoos, Toe Tokens, or other novelty items:** Purchase from a promotional item vendor.
- **Bicycle gear (lights, spoke reflectors, etc.):** Purchase from a local bike shop or online retailer.
- **Healthy snacks:** Purchase from a local company or ask for donations from a bakery or local store.
- **Non-material prizes, such as the privilege of reading morning announcements, getting their name on "Wall of Champions," choosing story at storytime, etc.**

Example Contests

The following is a list of example contests that you can hold at your school. This list is not comprehensive. Create your own contests or modify contests from this list.

Golden Shoe Competition

- Track number of walking and bicycling trips among classrooms. A tally may be displayed at the school entrance or hallway to encourage participation.
- Classroom with highest number of trips wins a rotating Golden Shoe Trophy (typically a spray-painted shoe glued to a plaque) to display in the classroom for a week/month/quarter. To encourage friendly competition, the award is passed between winning classrooms.
- Schools can use [Frequent Walking/Bicycling Punch Cards](#) to track trips. Teachers punch a hole in a student's card for each day the student participates.
- Tying this award to [Student Travel Tallies](#) helps collect data to measure program results (see the [Measuring Success MiniGuide](#)).

Mileage Clubs

- Similar to the Golden Shoe competition, track miles traveled among classrooms or individual students, over a specific period of time or until a classroom or student reaches a mileage goal. VT SRTS has a "Walk Across America" poster available for download.
- Mileage can be tracked by estimating distance to school, calculating time spent walking, or pedometers. Children generally walk a mile in about 20-25 minutes, or in about 2,000 steps.
- Schools can mark progress on a map or chart at the school entrance or hallway.

Earth Week Challenges

- Reward classrooms that reduce greenhouse gas emissions by walking or bicycling to school. Teachers multiply each student's distance to school by the [Environmental Protection Agency's per-mile vehicle emissions rates](#).

Family Walk and Roll Challenge

- Challenge both students and their families to walk or bicycle instead of driving. This can be a weekly, monthly, or single challenge. Students, classrooms, or grades can compete against each other in this challenge.

Poster Contest

- Students make posters about walking and bicycling to school. Posters may have a theme, such as health or environmental benefits.

Video or Storytelling Contest

- Similar to a poster contest, challenge students to make videos, poems, stories, or come up with other creations on topics related to SRTS. Creations may follow a theme such as distracted driving, safe crosswalk behavior, bike maintenance, or subject matter addressed in walking and biking curricula.

Way to Go! Week

- Annual challenge for schools, communities, and businesses to reduce their carbon footprint by switching from driving to walking, biking, carpooling, or taking the bus. Learn more on the [Way to Go! website](#).



Real World Examples

1 **Central Elementary School** encourages walking and biking to school by tracking participation in Walking Wednesdays and by organizing the “Vermont 100 Challenge.” In this challenge, students log mileage walking to and at school. For both Walking Wednesdays and the Vermont Challenge, students with high participation rates are entered in a raffle to win small prizes. Staff participate in these events as well!



2 **C. P. Smith Elementary School** recognizes regular walkers and bikers at the school’s End of the Year Celebration. The school records student trips by punching student punchcards every Wednesday and Friday, when Walking School Buses and Bike Trains are organized. The school gives special recognition to students who walk or bike through the winter months.

3 Your school can participate in external contests as well as internal ones. **Waitsfield Elementary School** participates in Way to Go! Week each year. The school won the Carbon Cup (the award for most greenhouse gas emissions saved among participating schools) in both 2013 and 2014. Waitsfield also participates in the regional Walk and Roll week, where students and adults are encouraged to walk or bike to school and work. Students keep track of how often they walk and receive a small prize after 50 trips.





Teaching Walking and Biking Safety

Mini
saferoutes.vermont.gov
Guide

WHAT'S IN THIS MINIGUIDE?

This VT Safe Routes to School MiniGuide describes the types of curricula available that schools can follow to teach students safe walking and bicycling skills.

In this MiniGuide, you will find:

- Basic Steps
- Curricula Descriptions
- Real World Examples

Click this icon  to access the listed resource.

What is it?

Curricula that teaches students the skills, rules, and etiquette needed to navigate streets safely and confidently.

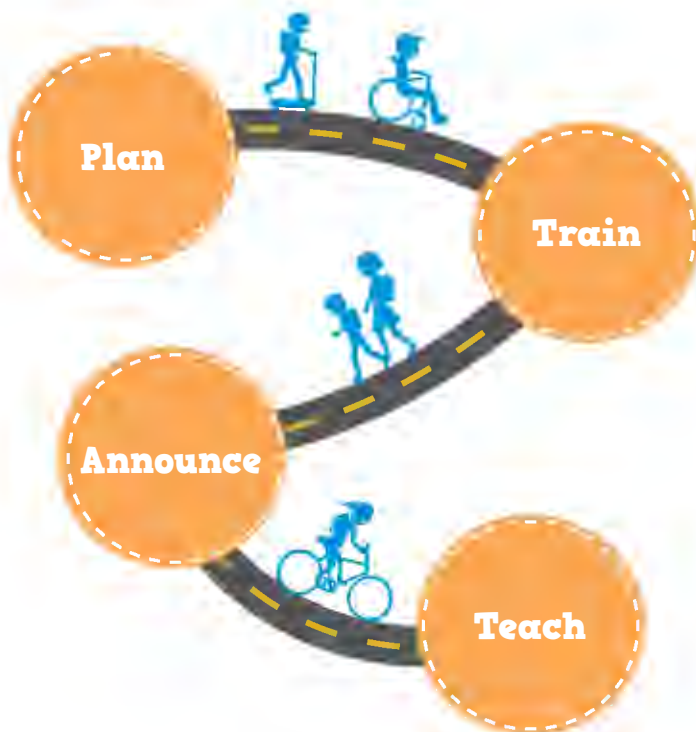
Why is it important?

Many students don't know the rules of the road or how to walk and bicycle safely. Students need to learn basic safety skills, traffic laws, and etiquette to be safe walking and bicycling to school.

What is the level of effort involved?

Low to Moderate: Preparing lessons, scheduling courses with school. Note that the level of effort should decrease over time if offered annually because planning and executing becomes routine.

WHAT TO EXPECT



RESOURCES PREVIEW

Additional resources are linked here and available for download on the VT SRTS website:

- **Curriculum Guides** : Complete guides for teaching walking and bicycling courses for multiple age levels.
- **Local Motion**  / **Safe Kids Vermont** : Local Motion and Safe Kids Vermont offer training on curricula and lend schools materials for bicycle safety courses and bike rodeos.

Basic Steps

Although SRTS curricula vary in format and complexity, the following basic steps apply to all.

FOLLOW THESE STEPS

1. Plan

- Decide what curriculum is best for your school. You may want to start out focusing on pedestrian skills using the WalkSmart Vermont curriculum, or may want to pilot your curriculum with one or two classrooms.
- Decide who will teach the course and when it will be offered. Often, courses are conducted as part of a physical education class or as part of an after-school program. Workshops, such as bike rodeos, can be held as part of a special school assembly or on a weekend.
- Prepare materials for your class. Some curricula may require special materials (such as obstacle courses), which can be borrowed from [SafeKids Vermont](#) or [Local Motion](#).

2. Train

- The person planning to teach the curricula should be trained in the material. Your [Regional Expert](#), SafeKids Vermont, and Local Motion are all good resources to help you prepare to teach your class. The curricula does not require any certification to be taught, however, it may be helpful to talk to an expert to get tips and best practices before teaching.

3. Announce

- Announce your curriculum to parents. For some courses, students may need parental permission. For those that don't require permission, it's still a good idea to let parents know that their children are learning safe walking and/or bicycling skills. This is a great reminder for them to model good behavior.

4. Teach

- Teach your class! Once you have taught your initial class, you may choose to offer the class on an annual basis. You may also teach additional classes, eventually providing education for all students.

KEY POINTS

FREQUENCY

Once or twice per year

TIME COMMITMENT

Varies by curricula

TEAM MEMBERS

Champion,
teachers

REQUIREMENT FOR



Remember to update your [Partner Progress Report](#) once you've completed this activity to advance to the next level!



Curricula Descriptions

The goal of the curricula is to promote healthy habits, prevent injuries and increase the number of children walking and biking safely. There are a variety of curricula designed to be used with a number of age ranges. All are available for download here and on the VT SRTS website.

[WalkSmart/BikeSmart Vermont! Curriculum](#)

Grades K-6

This curriculum contains essential concepts and skills related to pedestrian and bicycle safety, developed specifically for Vermont. The lessons are designed to keep children actively engaged, utilize their own experience and encourage safe and healthy choices. This curriculum meets Vermont education standards and contains essential concepts and skills related to bicycle and pedestrian safety.

[WalkSmart In-Field Guide](#)

Grades K-6

The In-Field Guide is a supplement to the WalkSmart curriculum. This guide contains three lesson plans for 10-15 minute activities that teach students important pedestrian safety habits. The guide helps to conduct the Walk Smart Curriculum.

[BikeSmart In-Field Guide](#)

Grades 3-6

The In-Field Guide is a supplement to the BikeSmart curriculum. This guide contains three lesson plans for 10-15 minute activities that teach students important bike safety habits. The guide helps to conduct the Bike Smart Curriculum.

[BikeSmart On-Bike!](#)

Grades 4-8

This curriculum is designed to teach students the skills they need to avoid typical childhood crash types. This guide is broken out into six lessons. The curriculum requires at least one bicycle and helmets for every three students. Schools can request use of the Kohl's Bike Smart Bike Trailer, which includes everything you need to teach bike skills to kids in 4th - 8th grades. It is equipped with 30-40 bikes, helmets, traffic cones, spray chalk. Vermont schools and summer programs can borrow the trailer for two weeks for only the cost of a small delivery fee from Local Motion. Schools must have a staff member trained in the Bike Smart On-Bike! curriculum in order to be eligible to request the trailer and bikes.

[BikeSmart On-Bike! In-Field Guide](#)

Grades 4-8

The In-Field Guide is a supplement to the BikeSmart On-Bike! curriculum. This guide contains seven lesson plans that teach students important bike safety habits. These activities require a bicycle and helmet for every two children.

[Bikeology](#)

Grades 6-12

This curriculum for bicycle safety includes lessons for the skills and knowledge students need to enjoy a lifetime of safe bicycling. Broken up into two parts, Bikeology has seven units with lessons that range from 15 to 60 minutes that can be done in a single class or offered in segments throughout the year. Bikeology also includes an accompanying Parent Guide, teaching parents how to be "Roll Models."

[Bike Rodeo](#)

Grades K-8

A bike rodeo is a series of stations and obstacle courses designed to teach students the real-world skills they need to ride a bicycle safely. This is a great way to let kids test their skills in a safe environment. Safe Kids Vermont loans out Bicycle Fair Prop Kits, which include all the materials you need to host a bicycle safety fair in your community, at no cost. The kits are available at host locations around the state on a first-come, first-serve basis.

Real World Examples

- 1 Miller's Run School** teaches the WalkSmart curriculum to prepare students for monthly Walk to School Days. Although the curriculum is designed for Grades K-2, the school also offers WalkSmart to 3rd and 4th graders as a way to practice self-control and reinforce the rules of the road.



- 2 Mary Hogan Elementary School** organizes a Bicycle Rodeo and Bike Swap—where people can trade, sell, or donate bicycles—as the culmination of the BikeSmart Curriculum each year. The SRTS Team works with parents and municipal officials to hold the Bicycle Rodeo and Bike Swap on a town street.

- 3 Central School** provides the BikeSmart Curriculum to students each year. Students are encouraged to bring their own bicycle and helmet to school that week. Additional bicycles are provided by the local bike shop and Local Motion. The P.E. teacher leads students through the basics of bicycle safety and students apply what they learned on-bike around town. At the end of the week long course, students take a short quiz.





Walking School Buses and Bike Trains

Mini
saferoutes.vermont.gov
Guide

WHAT'S IN THIS MINIGUIDE?

This VT Safe Routes to School MiniGuide describes how to establish Walking School Buses and Bike Trains.

In this MiniGuide, you will find:

- Basic Steps
- Special Considerations for Bike Trains
- Mapping
- Real World Examples

Click this icon  to access the listed resource.

What is it?

A Walking School Bus is a group of students walking along a designated route to school led by an adult supervisor. Walking School Buses often have “Stops” along the way where students can join the group. A Bike Train is a Walking School Bus where students ride bicycles rather than walk.

Why is it important?

Walking or biking to school in a group is a great way to make students and parents more comfortable walking to school. Walking School Buses and Bike Trains provide supervision for students walking to school and are typically enjoyable for students who travel to school with their friends and neighbors.

What is the level of effort involved?





Moderate: Choosing a route, recruiting volunteers, coordinating with participating families, leading the walk on a regular or semi-regular basis.

WHAT TO EXPECT



RESOURCES PREVIEW

Additional resources from VT SRTS and the National SRTS Resource Center are linked here and available for download on the VT SRTS website:


- **Parent Letter** : Editable letter announcing the Walking School Bus or Bike Train to parents.
- **Sample Policies** : Sample policies for Walking School Buses or Bike Trains.
- **Permission Slip** : Permission slip for Walking School Buses or Bike Trains.
- **Sidewalk Stencil Artwork** : Templates that schools can use to create sidewalk stencils. Stencils may be ordered from printers or custom stencil manufacturers and used with spray chalk to mark routes to school.

Basic Steps

Walking School Buses and Bike Trains are a fun and safe way to get to school if properly planned and executed. Follow these steps to create a successful Walking School Bus and Bike Train. Special considerations for Bike Trains can be found on the next page.

FOLLOW THESE STEPS

1. Plan

- Identify routes. You may start with one Walking School Bus or Bike Train or set up multiple buses/trains to accommodate more students. A good route has the following characteristics: 1) there are residences of families interested in walking to school, 2) there is good infrastructure in place (sidewalks, crosswalks, etc.), and 3) the route is within a mile from the school for a Walking School Bus or 2 miles from school for a Bike Train. Schools may conduct a Walk Audit to help determine the best routes to school. (See the [Walk Audit MiniGuide](#) )
- Determine the frequency of your Walking School Bus or Bike Train. You may organize your bus or train for special events, weekly or monthly walks, or on a daily basis.
- Plan stops and timing. Walk or bike your chosen route, keeping track of how long it takes to walk from the starting point to each stop along the way. Note that children walk more slowly than adults, or about 20-25 minutes per mile. Create a map with meeting times for each stop. Your map may be online, printed, or hand-drawn.

2. Recruit

- Recruit leaders. Leaders may be school staff or parents. Plan to have one leader for every three children aged 4-6, and one adult for every six children aged 7-9. For children older than 9, discuss the ratio of leaders to children with participating families. Some schools provide stipends to school staff leaders, others rely on parent volunteers who are already planning to walk to school. Leaders should wear a reflective safety vest or brightly colored clothes to improve visibility to both students and traffic.

3. Announce

- Announce your Walking School Bus or Bike Train to the school community. Participating students should have their parents fill out permission slips and provide contact information in case of emergencies, cancellations, etc. Distribute tips for safe walking/biking and rules to participating families. You may want to mark the location of your route using a sidewalk stencil or signs along the way.

4. Walk and Roll

- Lead your Walking School Bus or Bike Train! Be sure to be consistent with timing and communicate regularly with families. Enjoy your group walk to school!

KEY POINTS

FREQUENCY

As often as you want

TIME COMMITMENT

2 weeks to establish

Varies based on frequency

TEAM MEMBERS

Champion,
teachers, parents



Special Considerations for Bike Trains

Establishing a Bike Train follows the same steps used for a Walking School Bus, with these considerations:

Route Planning

- Bike Trains may require more space on the street or sidewalks than Walking School Buses. Make sure your route includes wide sidewalks, low-volume streets, or paths.

Safety Gear

- All participating students must have legally required safety gear, which includes a helmet, red rear reflector and front white bike light. Students should be encouraged to wear additional reflective gear and use bike bells.
- Leaders should make sure participating students' helmets are properly fitted and students have no loose clothing or other maintenance issues with their bicycle.
- Leaders should carry bicycle repair tools in case of a bicycle breakdown.
- Bike Trains have the same number of leaders as a Walking School Bus.

Leader Positioning

- One leader should be in the front of the group to watch for conflicts and one leader should be in the rear both to ensure that students stay on-board the Bike Train and to enhance visibility to vehicles.

Bicycle Skills Prep

- Schools may require that participating students complete a Bike Rodeo or bicycle safety course before joining the Bike Train.

Bicycle Storage

- Schools must provide bike racks at the school. Ideally, schools will also provide bike locks for students. If not, students should bring their own lock to store their bicycle.

KEY POINTS

FREQUENCY

As often as you want

TIME COMMITMENT

2 weeks to establish

Varies based on frequency




TEAM MEMBERS

Champion,
teachers, parents

MAPPING

Walking School Bus or Bike Train maps are important for families to find “stops” where students can join the bus, know the schedule of the group, and learn what streets the group travels on. Your maps can be simple or elaborate. You can create a map by hand, using desktop programs (such as Powerpoint), an online mapping tool (such as Google Maps), or other techniques.

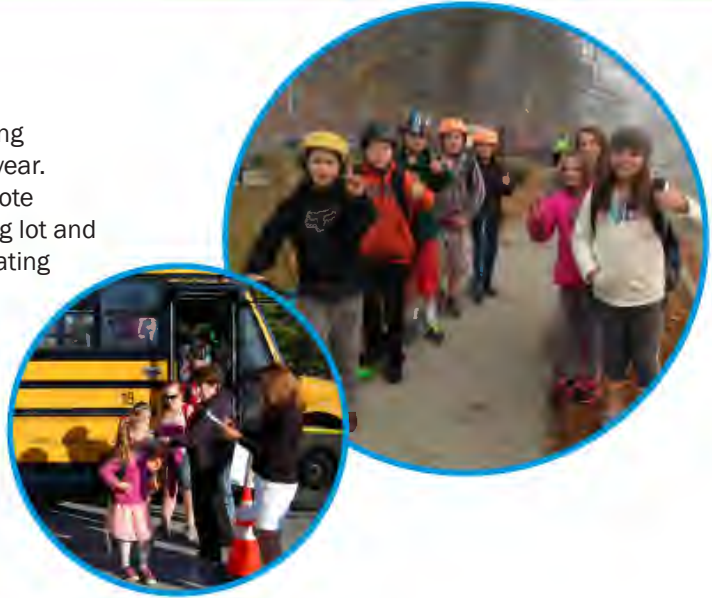
Instructions for creating a Walking School Bus or Bike Train map, using Google Maps:

1. Log into [Google Maps](#)  using your free Google/Gmail account (necessary for creating maps).
2. Select “My Maps.”
3. Select “Create Map.”
4. Zoom to your school’s location.
5. Using the line tool , mark your walking route.
6. Using the pin tools , mark stops on your route. Label each stop with a name and the time the Walking School Bus will meet at that point.
7. Save your map. Select the “Share” link.
8. If you plan to share your map on a website, click on the menu next to the “Share” link and set your Privacy setting to “Public.” You will then have a link to your map to share.

Real World Examples

1

Windsor State Street School coordinates walking school buses every Wednesday throughout the year. Students meet at designated locations and remote drop-off areas, including a Price-Chopper parking lot and local park, and walk to school together. Participating students have punch cards which are punched by the school's crossing guard. These cards are entered into a raffle for small prizes (such as pedometers) at the end of the year. Several members of the Parent Teacher Organization are walking school bus leaders.



After losing funding for busing, **Isle La Motte Elementary School** worked with students and parents to increase the number of students bicycling to school. The school's P.E. Teacher taught the students bike safety skills and led a bike train to school. After a few years, this activity became ingrained in the school's culture and students began creating their own informal bike trains.

2

3

Swanton Elementary School organizes monthly walking school buses from four different locations. They planned the route to include daycare centers in the area. This allows younger children to participate and includes students who take advantage of pre-school daycare.





Measuring Success

Mini
saferoutes.vermont.gov
Guide

WHAT'S IN THIS MINIGUIDE?

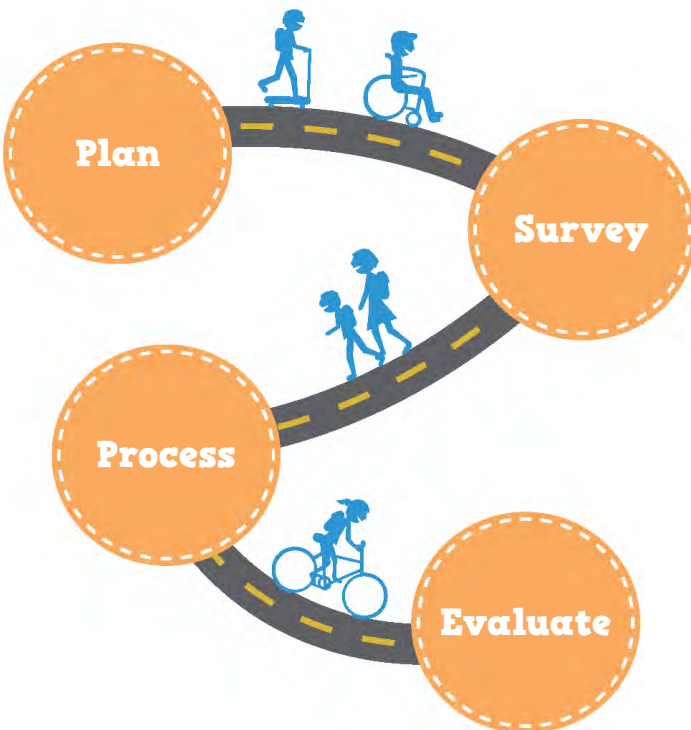
This VT Safe Routes to School (SRTS) MiniGuide explains why data collection is important and how to collect, process, and evaluate data. It describes the two survey types: the **Student Travel Tally** and the **Parent Survey**.

In this MiniGuide, you will find:

- Basic Steps: Student Travel Tally
- Basic Steps: Parent Survey
- Optional Data Collection Strategies
- Real World Examples

Click this icon  to access the listed resource.

WHAT TO EXPECT



What is it?

Regularly gathering data to evaluate your program's success by administering surveys to find out:

1. How students are getting to and from school, and
2. What parents think about their children walking and biking to school.

Why is it important?



Regular data collection not only helps you see the impact of your school's program, but is also vital to the state and national level programs to measure progress and understand trends.

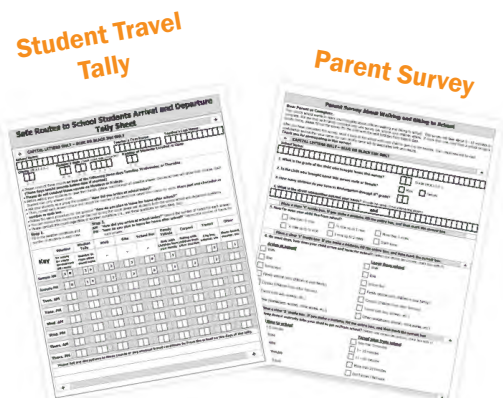
What is the level of effort involved?

Moderate: Printing survey forms, passing them out, collecting them, and sending them to the National Center for analysis.


RESOURCES PREVIEW

Additional resources from VT SRTS and the National SRTS Resource Center are linked here and available for download on the VT SRTS website:

- **Data Collection Forms** : Standard forms used to collect data and submit to the National Center for Safe Routes to School to summarize.
- **Parent Survey Letter** : Editable letter to invite parents to take the Parent Survey.



Basic Steps: Student Travel Tally

The **Student Travel Tally** records how children get to and from school. When gathered routinely, this information helps measure the effectiveness of local and statewide SRTS programs, activities, and projects. Download the tally form and detailed instructions on submission to the National Center for processing here: <http://www.saferoutesinfo.org/data-central/data-collection-forms> 

FOLLOW THESE STEPS


1. Plan

- Choose a strategy that will get the most responses. Keep the process simple, accessible, and repeatable. Polling the classroom is the most direct data collection strategy. See optional data collection strategies below.
- Ensure that the data collection process is consistent so that comparisons to previous years yield meaningful conclusions.

2. Survey

- Always follow instructions on the Student Travel Tally form.
- Print one Student Travel Tally form per classroom. Use white paper and dark ink to help the National Center process the data.
- Collect data for at least two days in the same week to improve accuracy.
- Avoid Mondays and Fridays, which may have irregular travel patterns.

3. Process

- Mail paper forms and a cover sheet to the National Center (see **Key Points** to the right for the address and website), or manually enter your tally data directly onto the **National Center website** . Visit the National Center website to download forms and for instructions on submitting data.
- Choose a strategy that will get the most responses. Keep the process simple, accessible, and repeatable.
- You will receive a data summary report in approximately four weeks.

4. Evaluate

- If this is your first year collecting data, use these results to establish goals and priorities for your program. Otherwise, compare the summary report to previous years' data.
- Review the collection strategy and adjust the process for future tallies.
- Schedule your next Student Travel Tally. Administer at least once per school year, ideally in the same month and under similar conditions, to best observe trends during over the years.

OPTIONAL DATA COLLECTION STRATEGIES

- **Teach** students about data by assigning them to tally students in other classrooms. Students can learn to draw conclusions by comparing their data to previous years.
- **Assign** data collection responsibilities to student leaders, like the student council or a student safety patrol. This allows them an opportunity to build leadership, communication, and math skills.
- **Assign** volunteers to school access points before arrival and dismissal periods to collect data. Volunteers, especially if non-staff volunteers, should have identification.
- **Announce** during home room that all walkers and bicyclists should report to the front office to record their travel. Repeat in the afternoon; consider dismissing your walkers and bicyclists first.

KEY POINTS

FREQUENCY

Once per year


IMPLEMENTATION

< 2 hours + 4 weeks to receive summary report

TEAM MEMBERS


Champion, teachers, volunteers

SEND COVER SHEET AND COMPLETED FORMS TO

National Center for SRTS
Attn: SRTS Data Entry
730 MLK, Jr. Blvd.,
Suite 300
Chapel Hill, NC 27599
<http://www.saferoutesinfo.org/data-central/data-collection-forms> 

REQUIREMENT FOR



Remember to update your **Partner Progress Report** once you've completed this activity to advance to the next level! 

Basic Steps: Parent Survey

The **Parent Survey** records the mode of travel, distance, and time it takes students to get to school. It also records parents' perceptions of walking and bicycling. This information helps SRTS partners refine programs and outreach activities to better respond to walking and bicycling barriers and encourage program participation. Download the survey form and detailed instructions on submission to the National Center for processing here: <http://www.saferoutesinfo.org/data-central/data-collection-forms>.

FOLLOW THESE STEPS

1. Plan

- Choose a paper or online survey, but never both for the same collection period. Both are available on the National Center website.
- Choose a strategy that will get the most responses. Keep the process simple, accessible, and repeatable. See optional data collection strategies below.
- Ensure that the data collection process is consistent so that comparisons to previous years yield meaningful conclusions.

2. Survey

- Print one Parent Survey form per family. Use white paper and remind parents to use dark ink to help the National Center process the data. Always follow instructions on the Parent Survey form.
- For the online method, coordinate with National Center staff to distribute links to an online Parent Survey.

3. Process

- Mail paper forms and a cover sheet to the National Center (see **Key Points** to the right for the address and website), or manually enter your survey data directly into the **National Center website** [↗](#). Visit their website to download forms and for instructions on submitting data.
- You will receive a data summary report in approximately four weeks.

4. Evaluate

- If this is your first year collecting data, use these results to establish goals and priorities. Otherwise, compare the summary report to previous years' data.
- Analyze the collection strategy and adjust the process for future tallies.
- Schedule your next Parent Survey. Administer at least once per school year, ideally in the same month and under similar conditions, to best observe trends during over the years.

OPTIONAL DATA COLLECTION STRATEGIES

- **Ask** parents the survey questions directly during parent-teacher conferences and fill in the form together.
- **Introduce** and distribute surveys at Parent Teacher Organization meetings.
- **Include** surveys in 'welcome back' materials at the beginning of each school year.
- **Place** survey in students' backpacks with a concise letter to explain the survey and encourage participation. See our sample letter here.
- **Incentivize** participation by rewarding the class with the highest return rate, or by entering participating students (or parents) into a raffle.
- **Teach** students about data and how to analyze it. Assign survey collection as homework. Students can analyze data and compare to previous years to draw conclusions.

KEY POINTS

FREQUENCY

Once per year

IMPLEMENTATION

0.5 to 4 hours + 4 weeks to receive summary report

TEAM MEMBERS

Champion,
parents, students

SEND COVER SHEET AND COMPLETED FORMS TO

National Center for SRTS
Attn: SRTS Data Entry
730 MLK, Jr. Blvd.,
Suite 300
Chapel Hill, NC 27599
<http://www.saferoutesinfo.org/data-central/data-collection-forms> [↗](#)

REQUIREMENT FOR

Remember to update your Partner Progress Report once you've completed this activity to advance to the next level! [↗](#)

Real World Examples

1

St. Albans City School empowers 7th and 8th grade students to collect data of student travel modes using the Student Travel Tally form. Students analyze the data to see how travel patterns are changing over time.



2

By administering the Parent Survey, **Saxtons River Elementary School** found that the lack of sidewalks near the school were the parents' primary concern. To help alleviate this concern and improve conditions for walking to school, the school worked with the Village of Saxtons River to apply for—and win—a grant to install a sidewalk connection to the school.

3

Swanton Elementary School used the Parent Survey to not only identify the biggest barriers to walking to school, but also help prioritize strategies in their Travel Plan to address these barriers.





Working with Your Community

Mini
saferoutes.vermont.gov
Guide

WHAT'S IN THIS MINIGUIDE?

This VT Safe Routes to School (SRTS) MiniGuide explains how schools can work with their local community to create and maintain a safe environment for walking and biking to school.

In this MiniGuide, you will find:

- Who Can Help?
- Real World Examples

What is it?

SRTS programs are designed to be partnerships with the local community. Knowing how to keep the community involved and understanding what roles different groups can play will help your school implement its walking and biking programs and activities.

Why is it important?

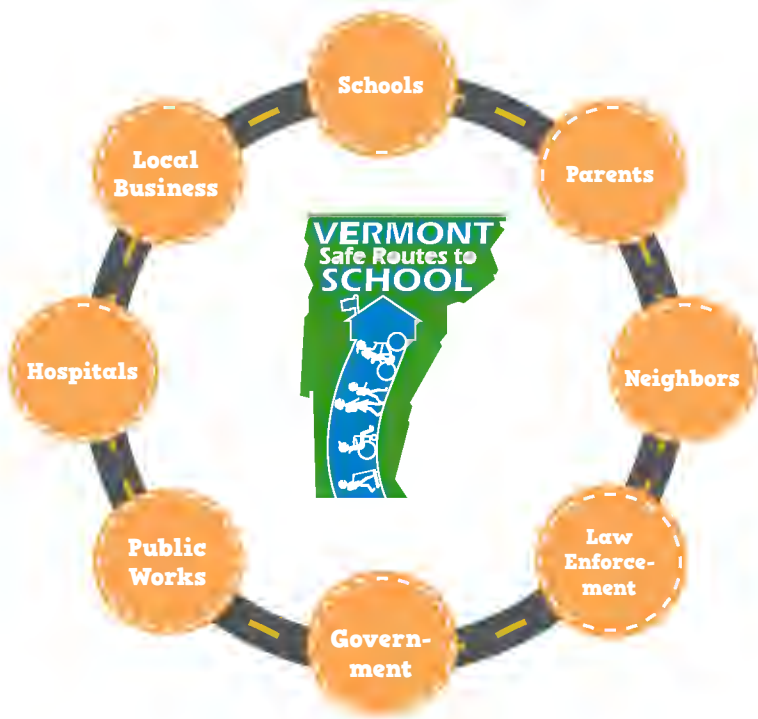
Each community has resources that will benefit your school's program.

What is the level of effort involved?

Moderate: Getting to know community members, reaching out to them to describe the SRTS program, and seeing if and how they are willing to help.

Click this icon  to access the listed resource.

WHO IS INVOLVED?



RESOURCES PREVIEW

Working with others in your community starts with your social or professional network. Talk with neighbors, parents, local businesses and merchants, and community leaders to describe what you're trying to achieve and discuss ways they can help. If you're at a loss for where to start, talk to your Regional Expert.

Who Can Help?

Learn what different community members can do support your program and how you can keep the community informed and involved. This list is not comprehensive. Get to know the local businesses and other organizations to find partnerships that will benefit both your school and community.

Who Can Support Your Program?

Neighbors, High School Staff and Students, Business Owners, Non-profit Organization Staff, Hospital Staff, Law Enforcement Officers, Municipal Government (City Council, Selectboard), Regional Planning Commission Staff, Local Foreman or Public Works Department

WHO	WHAT THEY CAN DO TO SUPPORT YOUR SRTS PROGRAM
All Community Members	<ul style="list-style-type: none">• Assist with Walk and Roll events.• Clear sidewalks of snow, debris, trash cans and other obstacles on routes to school.• Collect donations of warm clothing, bike lights, or other items to improve health and safety.• Serve as Corner Captains, or participate in other Community Enforcement Activity See Safety and Enforcement MiniGuide ↗ for details.• Provide parking spaces for remote drop-offs and treats during Walk and Roll events.• Lead bike rodeos or bicycle safety curriculum. See Teaching Walking and Biking Safety MiniGuide ↗ for details.• Support local initiatives to improve infrastructure around schools.
Law Enforcement Officers	<ul style="list-style-type: none">• Provide traffic control during special events or arrival and dismissal periods.• Provide special workshops and education on safety topics.• Patrol neighborhood during arrival and dismissal periods.
Local Public Works Department or Road Foreman	<ul style="list-style-type: none">• Update and maintain signage and pavement markings in your school zone. See the Infrastructure Glossary ↗ for details.• Address small infrastructure problems that create barriers to walking or biking to school (missing curb ramps, dangerous potholes, etc).• Prioritize snow removal on school routes.
Municipal Government (City Council, Selectboard)	<ul style="list-style-type: none">• Adopt the SRTS Travel Plan as part of the local municipal plan.• Include walking and biking infrastructure in the Capital Improvement Plan.• Include active transportation goals in the comprehensive transportation plan.• Direct a municipal staff member or elected official to join the SRTS Team.• Share information about SRTS and general safety messages on the municipal website or other communication outlets.

Real World Examples

1

Windsor State Street School partners with the local high school for International Walk to School Day. Windsor High School students, along with their mascot Yellow Jacket, have assisted with the event by putting up posters and accompanying elementary school students on the walk.



Twinfield' Union Elementary's Bike Rodeo was truly a community effort. Upon completion of the Bike Rodeo, each student made a fruit smoothie with blenders attached to stationary bikes borrowed from Blue Cross/Blue Shield. Cabot Creamery donated the yogurt for the smoothies. Additionally, high school students fixed bikes during the rodeo and helped out where needed.

2

3

Ferrisburgh Central School has included volunteers from Safe Kids Vermont, the Vermont Children's Hospital and Fed Ex to assist with International Walk to School Day. Parents, school staff, and volunteers led students from a remote drop-off along a walking path to the school. Participants then walked laps at the school as a kick-off for Ferrisburgh's 100-Mile Club.





Safety and Enforcement

Mini
saferoutes.vermont.gov
Guide

WHAT'S IN THIS MINIGUIDE?

This VT SRTS MiniGuide explains how law enforcement and community members can work together to create and sustain a safe environment for walking and biking to school.

In this MiniGuide, you will find:

- “What’s your Challenge?” Solution Guide
- Enforcement Program Examples
- Real World Examples

Click this icon  to access the listed resource.

WHO IS INVOLVED?



What is it?

Enforcing traffic laws and encouraging community actions to maximize safety. This typically involves two phases:

1. Identification of challenges and partners who can help you implement solutions, and
2. Strategies that law enforcement, parents, neighbors, and the community at-large can use to promote safety.

Why is it important?






Issues such as speeding, unsafe driving behavior, bullying, and crime can all pose barriers to walking and biking.

What is the level of effort involved?

Moderate to high: Identifying problems, coordinating with law enforcement and/or community volunteers.

RESOURCES PREVIEW

Additional resources from VT SRTS and the National SRTS Resource Center are linked or available for download on the VT SRTS website:

- **Safe Driver Pledge** : Parents formally pledge to obey all traffic rules to make it safer for students to walk and bike to school.
- **Safe Houses Application** : Neighbors can apply to serve as a “safe house” to assist students in the event they encounter an issue walking to school.
- **Crossing Guard Training Video** : This short video provides a great overview of a crossing guard’s role in Vermont.
- **Crossing Guard Guidelines** : This document provides detailed information about the role of the crossing guard, the elements of a crossing guard program, and crossing procedures for a variety of situations.
- **Yard Sign Template** : Schools can print these and display along routes to school to remind drivers to slow down.

Enforcement Program Examples

These are some examples of strategies that community members and law enforcement can use to make walking and biking safer. Each strategy requires a different level of planning, coordination, and effort. Some enforcement strategies are ongoing, while others are periodic or temporary.

COMMUNITY EXAMPLES

Corner Captains

Stationed outside at designated locations, corner captains can improve personal security by serving as “eyes on the street” and supervise during the morning and afternoon.

Slow Down Yard Signs

The school, neighbors, and law enforcement work together to identify speeding problem areas and recruit residents to post “Slow Down” yard signs. This strategy works well with **Speed Trailers** (see below).

Safe Houses Program

A Safe House is a home along a route to school that is clearly marked as a safe place for students if they need assistance or help. Homeowners do not have to be at home at all times but ideally an adult should be home during arrival and dismissal periods.

Safe Driver Pledge

Parents or neighbors sign a pledge indicating they will follow all traffic rules.

LAW ENFORCEMENT EXAMPLES

Speed Trailers

Speed Trailers are electronic roadside signs mounted on a trailer that tell drivers how fast they are going and can flash when they are going too fast. They can be used on residential streets leading to/from school. They are intended as a targeted or short-term measure rather than permanent one.

Enforcement

Law enforcement officers target specific driver behaviors that have been identified as a problem, such as speeding, blocking crosswalks, or passing school buses. It is best used at a specific location on periodic basis.

Adult Crossing Guard Program

Adult crossing guards help students cross streets near school. Guards must be trained and have a complete understanding of their roles and responsibilities. The VT SRTS Resource Center produced a **short video** [📺](#) that provides this training.

Patrol School Zones

Police officers patrol near schools during arrival and dismissal to direct traffic, crack down on unsafe driving, or target criminal activity near the school.

Safety Workshops for Students

Law enforcement staff conduct workshops to teach students about specific traffic or safety related issues. The topic of the workshop can depend on identified needs, behaviors, and gaps in student knowledge.

Caught Being Good Program

Law enforcement staff hand out small rewards when they notice students practicing safe walking and biking behaviors, and drivers operating safely and courteously. Parents, students, and the community should be informed of this practice.

What's Your Challenge?

Use this Solution Guide to identify your challenge, figure out who can help, and what they can do. Once you have chosen your strategies, invite relevant law enforcement officers or community members to help implement these strategies. See “Enforcement Program Examples” on page 3 for details about each strategy.



WHO	WHAT'S HAPPENING?	WHAT LAW ENFORCEMENT CAN DO	WHAT THE COMMUNITY CAN DO
<p>Drivers</p> <ul style="list-style-type: none"> • Speeding on streets near school or in designated school zones • Failing to yield at crosswalks • Disobeying stop lights or stop signs • Passing school buses discharging • Blocking crosswalks 	<ul style="list-style-type: none"> • Set up Speed Trailers • Conduct Enforcement • Launch an Adult Crossing Guard Program • Patrol School Zones 	<ul style="list-style-type: none"> • Install Slow Down Yard Signs • Distribute Safe Driver Pledges • Use Corner Captains 	
<p>Pedestrians</p> <ul style="list-style-type: none"> • Crossing at unsafe or unexpected locations • Disobeying crossing guard or traffic signals • Not looking before crossing the street 	<ul style="list-style-type: none"> • Launch an Adult Crossing Guard Program and regularly train guards • Hold Safety Workshops for Students • Implement a Caught Being Good Program 	<ul style="list-style-type: none"> • Use Corner Captains • Promote a Walking School Bus to educate students on safe walking (see the Walking School Bus MiniGuide ↗) 	
<p>Bicyclists</p> <ul style="list-style-type: none"> • Not looking before crossing the street • Riding against traffic • Disobeying traffic signals and signs • Not using hand signals 	<ul style="list-style-type: none"> • Launch an Adult Crossing Guard Program • Hold Safety Workshops for Students • Implement a Caught Being Good Program • Patrol School Zones 	<ul style="list-style-type: none"> • Use Corner Captains • Promote a Bike Train to educate students on safe biking (see the Walking School Bus MiniGuide ↗) 	
<p>Others</p> <ul style="list-style-type: none"> • Petty crime • Bullying 	<ul style="list-style-type: none"> • Patrol School Zones 	<ul style="list-style-type: none"> • Use Corner Captains • Start a Safe Houses Program • Promote a Walking School Bus and/or Bike Train (see the Walking School Bus MiniGuide ↗) 	

Crossing Guard Program

Crossing guards assist students (and adults) crossing at designated locations near a school. In addition to helping students cross the street, crossing guards can demonstrate safe crossing procedures, encourage safe behavior, observe and report incidents or unsafe conditions, and encourage active travel to school. Interested in starting a crossing guard program? If your school does not have a crossing guard program and you think there is a need for one, talk to your school district or municipality. You can provide them with a list of suggested locations for a crossing guard. Clearly explain the reason a crossing guard is needed and provide any data or studies, such as a school travel plan.

WHO CAN BE A CROSSING GUARD?

Adult crossing guards should meet the following criteria:

- Good physical condition, including sight, hearing, and ability to move and maneuver quickly
- Ability to control a STOP paddle effectively
- Ability to communicate specific instructions clearly, firmly and courteously
- Ability to recognize potentially dangerous traffic situations
- Pass a criminal offender record information (CORI)

CROSSING GUARD RESOURCES

The following resources can be useful whether you have an existing crossing guard program or are just getting started.

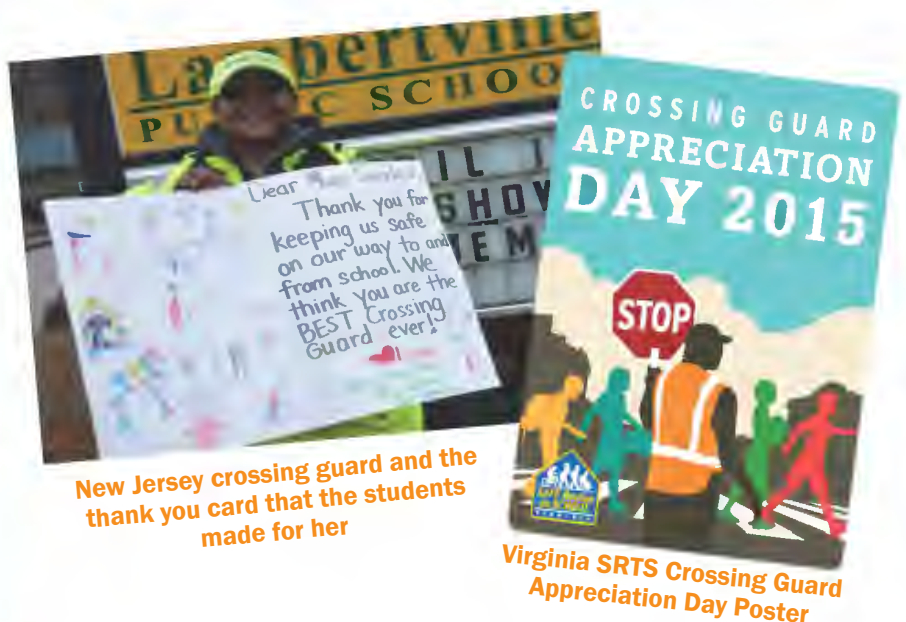
- VT SRTS online video: Best Practices for Safe Crossing [↗](#)
- National Safe Routes to School Adult Crossing Guard guidelines [↗](#)

CROSSING GUARD APPRECIATION DAY

Show support for your crossing guard by participating in Crossing Guard Appreciation Day! Each state manages their own Crossing Guard Appreciation Day, which typically occurs the first week in February. Feel free to start your own traditions.

Crossing Guard Appreciation Day Ideas

- Ask students to make cards for their crossing guards
- Work with the PTO to organize a celebratory breakfast
- Send flyers home with parents reminding them about safety and crossing guards
- Ask local businesses to donate a small gift or gift card for guards
- Just remember to say "Thank you!"



New Jersey crossing guard and the thank you card that the students made for her

Virginia SRTS Crossing Guard Appreciation Day Poster

Real World Examples

1

Newport City Elementary's SRTS Team partnered with a local bike group, AARP and the state health department to launch an "Our Town, Slow it Down" Campaign. The coalition organized a public forum to discuss street safety and brainstorm solutions. The group published editorials in the local newspaper urging safe driving practices and put up lawn signs throughout the Town reminding drivers to slow down.



2

Lawrence Barnes Sustainability Academy in Burlington developed a unique Student Safety Patrol. The lead crossing guard trains 5th and 6th grade volunteers on traffic, pedestrian and bike rules. These student patrol officers assist adult crossing guards at busy intersections.



3

St. Albans Town Education Center holds Walk to School Days each Wednesday. The school organizes four Walking School Buses lead by school staff. Each Walking School Bus leaves from a remote drop off site where parents can take their children. The school makes announcements through their newsletter and over the intercom to publicize the event. The School Resource Officer also recruits the police department to assist with busy intersection crossings along the walking route to school. Police officers control traffic and bring attention to the weekly walks.



Conducting a Walk Audit

Mini
saferoutes.vermont.gov
Guide

WHAT'S IN THIS MINIGUIDE?

This VT Safe Routes to School (SRTS) MiniGuide explains how to conduct a Walk Audit, an assessment of conditions around a school for walking.

In this MiniGuide, you will find:

- Basic Steps
- “What to Look For” List
- Mapping
- Real World Examples

Click this icon  to access the listed resource.

What is it?

A Walk Audit is a group exercise in which your team walks around the school grounds and adjacent neighborhoods to experience, identify and document walking and biking conditions.

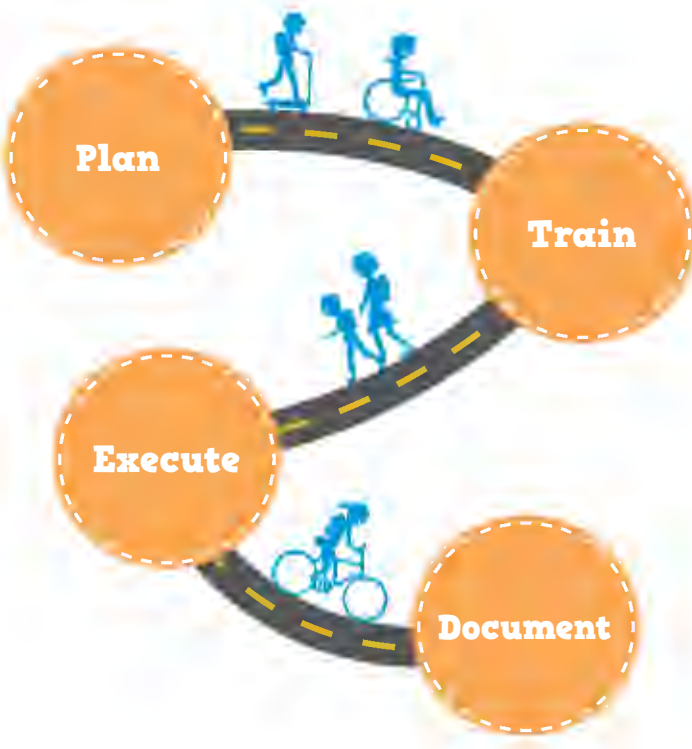
Why is it important?

Walk Audits are used to identify barriers to walking and bicycling in the environment surrounding a school. They are also an important first step in developing a Travel Plan.

What is the level of effort involved?




Low to moderate: Assembling a Walk Audit Team, preparing printed materials, leading the walk, and documenting findings.

WHAT TO EXPECT



RESOURCES PREVIEW

Additional resources from VT SRTS and the National SRTS Resource Center are linked or available for download on the VT SRTS website:

- **Walk Audit Invitation** : An editable sample letter used to invite participants to attend the Walk Audit.
- **Walk Audit Template** : An editable document to document your observations and recommendations after completion of the Walk Audit.
- **Infrastructure Glossary** : A listing of common school zone infrastructure that can support safe walking and biking to school. Your team may recommend installing items from this guide to address issues observed on the audit.

Basic Steps

A **Walk Audit** is one of the most important steps you can take to improve walking and biking conditions in your school's neighborhood. Follow these steps for a successful Walk Audit.

FOLLOW THESE STEPS

1. Plan

- Invite participants to the Walk Audit. At a minimum, the Champion, principal, and municipal planner or Regional Planning Commission staff should be present. Municipal public works staff are ideal participants as they can speak to local regulations and best practices. Teachers, parents, law enforcement officers, elected officials, or other interested community members may also be helpful.
- Choose the area to audit (typically the school site and/or routes leading to the school).
- Print maps of the area (one for each participant). Printouts from online maps are sufficient.
- Print copies of the **"What to Look For" List** on the next page.
- Print copies of the **Infrastructure Glossary** [↗](#).

2. Train

- Hand out reflective safety vests to all participants.
- Explain the goal of the exercise (to identify barriers to safe walking and biking to school).
- Review the **"What to Look For" List**.
- Instruct participants to record observations on map printouts.
- Review the **Infrastructure Glossary** [↗](#) to learn about appropriate signage and infrastructure around a school.
- Review the area of the Walk Audit on the map.
- Instruct participants to avoid taking identifiable photos of children unless you have permission from the school principal.

3. Execute

- Begin walking and making observations. You may travel as one large group or break off into teams to cover different streets.
- Take photographs of conditions and make observations on the paper maps with colored markers.
- At the end of the Walk Audit, participants should regroup to share observations and next steps.
- OPTIONAL: Walk Audit participants may observe arrival and dismissal behaviors. School staff members are ideal for this task since they are familiar faces to parents and students.

4. Document

- Summarize all notes from the audit into the **Walk Audit Template** [↗](#). Include maps and photos where needed to help with documentation.
- Work with your Regional Expert (Technical), local planning staff member, or Regional Planning Commission staff member to develop strategies to address issues identified in the audit.
- Schedule a follow up meeting with the Regional Planning Commission and/or municipal staff to create an action plan for implementing strategies to address the infrastructure issues.
- Include findings in your School Travel Plan.

KEY POINTS

FREQUENCY

Once every 5 years

IMPLEMENTATION

2 weeks to plan

< 1 day to execute

TEAM MEMBERS

School Champion, teachers, regional planner, local planner, public works staff, law enforcement officers, elected officials, parents

MATERIALS

Safety vests, clipboards, pens and markers, camera, printed street maps of the Walk Audit area, Infrastructure Glossary, "What to Look For" List

REQUIREMENT FOR



Remember to update your Partner Progress Report once you've completed this activity to advance to the next level! [↗](#)

“What to Look For” List

Use this list as a guide for what to look for on your Walk Audit, though remember you may observe other important issues not listed here. Use your printed map to mark any of these issues you observe while walking your route. Take photos to help document what you see.

See the [Infrastructure Glossary](#) for any unfamiliar terms used in this list.

Sidewalks

- Missing sidewalk
- Narrow sidewalk
- Wide driveways
- Blocked/cluttered sidewalks (shrubs overgrown, car parked over it, etc.)
- Poorly maintained sidewalks (broken/cracked, ice/snow, puddles, trash/broken glass)
- Missing streetlights

Crosswalks

- Missing or faded crosswalk
- Blocked view of oncoming traffic (note the obstruction: trees, building, parked cars, etc.)
- Inadequate or missing curb ramps (need repair or widening, etc.)
- Missing streetlights

School Zone

- No signs indicating crosswalks
- No signs indicating school zone speed limit
- Discolored, faded, damaged/vandalized signs
- Posted speed limit is too fast for school zone (above 25 mph)

Other Barriers

- Speeding vehicles
- High traffic volumes
- Wide roads
- Driver’s sightline is limited/small children walking or biking are blocked from view
- Abandoned/boarded up building(s)
- Area of known (or suspected) crime (drug dealers, gangs. etc.)
- Loose dog(s)
- Dark corners, hiding places, or lack of pedestrian activity




Arrival and Dismissal (if applicable)

- Double parking
- Conflicts between vehicles and pedestrians
- Missing sidewalks
- Missing crosswalks
- Idling vehicles
- Backed-up queue of vehicles

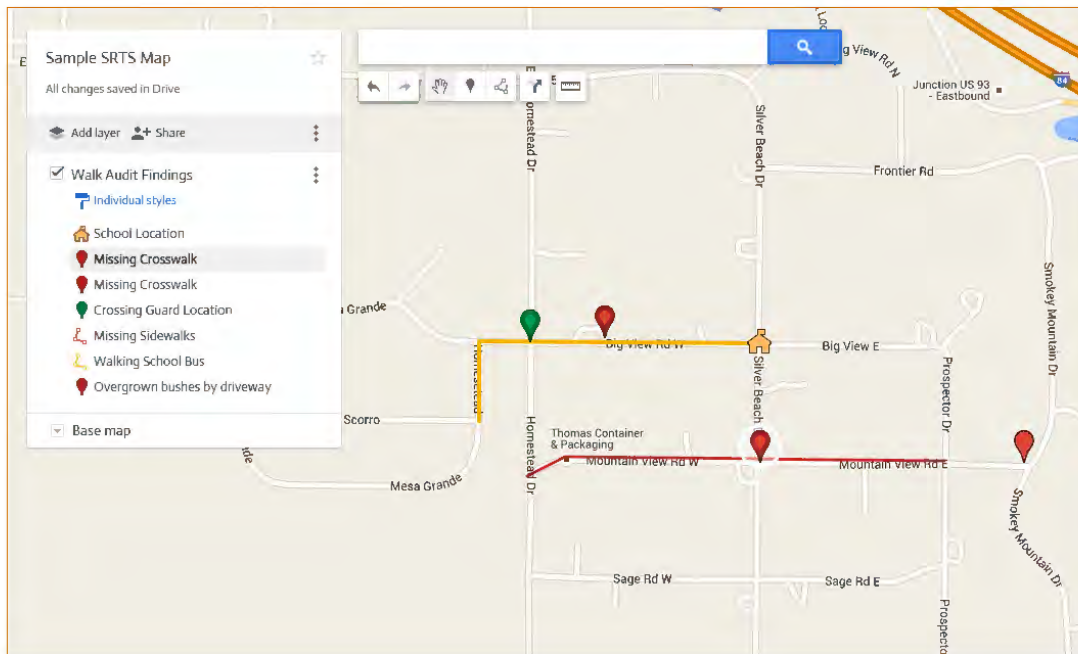
Mapping

Maps are important to document your findings from the Walk Audit. When conducting your Walk Audit, you can take notes by hand on a printed map. If there are multiple teams or multiple note-takers, you should combine all data from the various maps into one master map to document all observations from the Walk Audit. This master map can also be created by hand, or you can use a desktop programs (such as Powerpoint) or an online mapping tool (such as Google Maps).

Instructions for creating a Walk Audit map, using Google Maps:

1. Log into **Google Maps**  using your free Google/Gmail account (necessary for creating maps).
2. Select “My Maps.”
3. Select “Create Map.”
4. Zoom to your school’s location.
5. Using the line tool , mark lines to show linear features, such as routes to school, sidewalk gaps, streets known for speeding, etc. You can edit the color and width of these lines after marking them on the map. Label each line.
6. Using the pin tools , mark spot locations, such as the school, a missing crosswalk at an intersection, commercial driveway, sidewalk obstruction, or other barriers to walking and biking to school. You can edit the color and style of these points after marking them on the map. Label each point.
7. Save your map. Select the “Share” link.
8. If you plan to share your map on a website, click on the menu next to the “Share” link and set your Privacy setting to “Public.” You will then have a link to your map to share.

Sample Walk Audit Map



Real World Examples

1

Grand Isle Elementary's SRTS Team recruited local planning commission members, nearby landowners, the town zoning administrator, the Regional Planning Commission, sheriff, and the health department to join them on a Walk Audit. The group identified potential walking routes to school and walked along each, documenting both assets and issues. The team members drafted recommendations to improve the walking routes and are working with their Regional Planning Commission and Town officials to investigate the feasibility of the recommendations.



2

Twinfield Elementary's SRTS Team organized a Walk Audit focused on the school site and an existing trail network connected to the school. With the assistance of Regional Planning staff and a Vermont Trails representative, the group explored options to improve a nearby trail to accommodate year-round travel to a village park and ride. After agreeing on a set of recommendations, they created an action plan for implementation.

3

Saxtons River Elementary School staff and parents conducted a series of Walk Audits of the neighborhoods surrounding the school during weekly Walk to School Days. They identified streets with sidewalks, streets in need of sidewalks, and low-traffic streets without need for a sidewalk. The SRTS Travel Plan Team included these findings in their Travel Plan and sought funding from VTrans to build the highest priority sidewalk—one leading from the main road to the school.





Creating Your Travel Plan

Mini
saferoutes.vermont.gov
Guide

WHAT'S IN THIS MINIGUIDE?

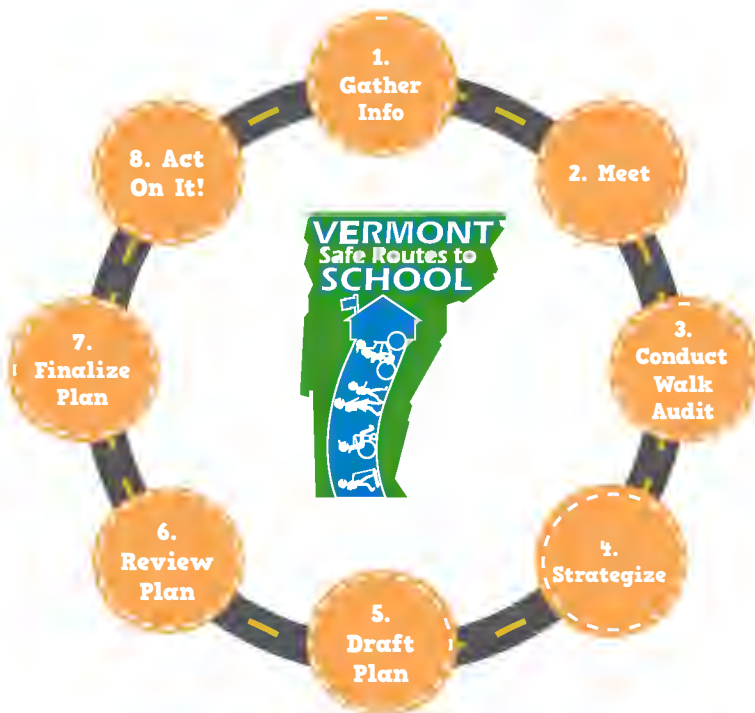
This VT Safe Routes to School (SRTS) MiniGuide explains how to develop a Travel Plan to document and guide your SRTS program and initiatives.

In this MiniGuide, you will find:

- Basic Steps
- Travel Plan Contents
- What's Your Non-Infrastructure Solution?
- What's Your Engineering Solution?
- Real World Examples

Click this icon  to access the listed resource.

WHAT TO EXPECT



What is it?

A Travel Plan documents specific challenges to walking and biking to school and identifies strategies to address these challenges. Travel Plans often include strategies from each of the 5 E's (education, encouragement, enforcement, evaluation, and engineering).

Why is it important?




The Travel Plan is the guiding document for your program. It outlines your activities and next steps for supporting walking and biking to school. The engineering portion outlines infrastructure improvements which may be implemented by the school, municipality, or state. Perhaps most importantly, this document helps maintain program momentum if you have volunteer or staff turnover.

What is the level of effort involved?

Moderate: Planning and coordination with municipal/ Regional Planning Commission staff, completion of a Walk Audit, coordination with a SRTS Travel Plan Team and the local community.

RESOURCES PREVIEW

Additional resources from VT SRTS and the National SRTS Resource Center are linked from this document and available for download on the VT SRTS website.

- **Travel Plan Template** : This editable template provides an outline and structure for you to create your Travel Plan.
- **Walk Audit MiniGuide** : This MiniGuide provides instructions on conducting a Walk Audit, a key exercise in creating a Travel Plan.
- **Infrastructure Glossary** : This guide describes school zone signage and facilities (such as sidewalks) that support safe walking and biking around schools.

Basic Steps

Creating a Travel Plan is an important way to formally identify challenges to walking and biking to school and plan strategies around the 5 E's (education, encouragement, enforcement, evaluation, engineering) to address these challenges. Travel Plans incorporate some activities that your school has most likely already conducted, such as collecting Travel Tallies.

FOLLOW THESE STEPS

1. Gather Information

Collect Travel Tallies and Parent Surveys. Request map of student residences and data about related plans or projects, and any speed studies on adjacent streets from Regional Expert (Technical). This data provides a baseline for walking and biking activity and identifies routes to school. See the [Measuring Success MiniGuide](#).

2. Meet

Recruit a Travel Plan Team. This team should include at a minimum the School Champion, principal, Regional Expert (Technical), and school nurse or P.E. teacher. Hold a meeting to identify goals for your plan, share information on walking and biking behaviors and known issues, and assign tasks for team members.

3. Conduct Walk Audit

Conduct a Walk Audit. At a minimum, the Champion and Regional Expert (Technical) should participate. Share findings from the Walk Audit with the rest of the team. See the [Walk Audit MiniGuide](#).

4. Develop Strategies

Develop strategies to address issues identified by the Parent Survey, SRTS Team, and Walk Audit. You can use non-infrastructure strategies listed in this guide to address many common issues. In addition to these strategies, you can work with the Regional Expert (Technical) to develop engineering or infrastructure recommendations.

5. Draft Plan

Draft your plan using the [Travel Plan template](#). The plan should include a point person for implementing each strategy. Each school may customize the [Travel Plan template](#) to meet their individual needs.

6. Review Plan

Circulate the plan among the Travel Plan Team for review.

7. Finalize Plan

The Regional Expert (Technical) should provide a final review of the plan. After the plan is finalized, the school should post it to the school's website and update it every 2-5 years.

8. Act on It!

Once approved, begin implementing strategies.

KEY POINTS

FREQUENCY

Update every 2-5 years, after initial plan development

IMPLEMENTATION

1 - 4 months

TEAM MEMBERS

Champion, Regional Expert (Technical), principal, teachers, volunteers

REQUIRED FOR



Remember to update your Partner Progress Report once you've completed this activity to advance to the next level!

Travel Plan Contents

Your Travel Plan should include information about your school, goals for the plan, an assessment of issues, and recommended strategies to address those issues. You can use the editable [Travel Plan template](#), shown below, or create your own.

Who We Are and What Are Our Goals

Name of School / Travel Plan / Date

Who We Are and What Are Our Goals

Travel Plan Task Force Members
 # List all members of your Travel Plan Team.

Name	Address	Phone

Goals for the School
 # Write your goals for the School Travel Plan. Use any one or more of the sample goals to the right as a starting point.

Our community is committed to **provide Safe Routes to School** because...

Example Travel Plan Goals

- We highly value a healthy physical activity and health.
- We have a history of successful pedestrian routes around the school.
- We will be happy to explore any additional routes, sidewalks, and crossings.
- We are committed to making walking and biking safe and enjoyable for all.
- We are committed to making safe routes and other ways to school.
- We want to improve air quality and reduce carbon emissions.
- We want to build better partnerships between the school and community.

What is Our Starting Point?

Name of School / Travel Plan / Date

What is Our Starting Point?

School Demographics and Overview
 # Write a description of the school (location, general context of surrounding area (park, water, etc.) building public, and any other relevant information.

Student Distance / Location Map
 # Fill in data on student distance from school, either from the Parent Survey or by mapping student addresses. Regional Courts (Township) or mail from your Regional Planning Commission can help you with mapping, either in your home or at the end of the document if available.

These are the distances our students live from school:

Distance from school	0 miles to .25 miles	.25 miles to .5 miles	.5 miles to 1 mile	1 mile to 2 miles	Over 2 miles
Number of Students					
Percentage of Students					

Student Travel Modes Summary
 # Fill in data from your Travel Plan survey.

These are the ways students get to school, based on our Travel Plan survey:

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
Number of Students (N)							
Percentage of Students (%)							

Assessment (Walk Audit/Parent Survey)

Name of School / Travel Plan / Date

Assessment and Recommendations

Parent Survey Summary
 # List the most common concerns among parents, identified in the Parent Survey.

These are the top 5 concerns of parents in regards to walking and biking to school, based on the Parent Survey:

-
-
-
-
-

Walk Audit Summary
 # Write a summary of findings from the Walk Audit. Include photos if available.

Assessment (Walk Audit Map)

Name of School / Travel Plan / Date

Walk Audit Map

Record any observations from identified during your Walk Audit.

Infrastructure Recommendations

Name of School / Travel Plan / Date

Infrastructure Concerns and Recommendations

Work with the Regional Court (Township) or Regional/Regional Planning Commission staff to identify infrastructure solutions to issues identified in the Parent Survey and Walk Audit.

Infrastructure Concern	Current Status	Recommendation	Priority

Non-Infrastructure Recommendations

Name of School / Travel Plan / Date

Non-Infrastructure Concerns and Recommendations

List ideas with non-infrastructure recommendations to address data from the "Other" "Non-Infrastructure Concerns" section of the Creating Your Travel Plan MiniGuide for ideas on non-infrastructure concepts. Your school may develop different or additional strategies to meet the goals of your travel plan and address issues and barriers to walking and biking to school.

Non-Infrastructure Concern	Recommendation	Priority

KNOW YOUR ASSETS!

Creating a Travel Plan is as much about identifying your assets as it is identifying problems. Your school and community likely already have many great resources and opportunities to improve walking and biking to school. Does your school have any of the following?

- **Committed School Staff:** Physical education teachers, school nurses, and other academic staff can assist with events and implement curriculum.
- **Adjacent Infrastructure:** Some students likely live close enough to walk or bicycle to school assuming there is adequate infrastructure (sidewalks and crosswalks) in place.
- **Path Near School:** Paths and trails can be great routes for students to walk to school.
- **Active Parent Teacher Organization:** Your PTO can be a great source of volunteers and can be a liaison between the school and parents.

What's Your Non-Infrastructure Solution?

EDUCATION / ENCOURAGEMENT / ENFORCEMENT / EVALUATION

Use this Solution Guide to identify your challenges and strategies to address them. Once you have chosen which strategies to use, assign a leader for each strategy. Details on these strategies can be found in the MiniGuides, listed below. MiniGuides are all available, complete with downloadable resources, on the [VT SRTS website](#).
NOTE: This list is not comprehensive. You can find additional strategies in each MiniGuide and you may have your own great strategies to solve your school's individual concerns.

NO CULTURE OF WALKING / BICYCLING

- Walk and Roll to School Events**
School encourages and celebrates students and parents walking to school on a particular day. Often has a theme. ([Walk and Roll to School Days MiniGuide](#))
- Walking School Bus / Bike Train**
Supervised group of students who walk or bicycle along a designated route to school. ([Walking School Buses and Bike Trains MiniGuide](#))
- Outreach to Community and Local Media**
Sharing information about SRTS, safe travel behavior, special events, and other program information with local neighborhoods or the media. ([Working with Your Community MiniGuide](#))
- Competitions**
Contests to measure the number of students participating in an event, number of miles walked, or other goal. ([Contests and Incentives MiniGuide](#))
- Walk to School and Work Event**
Walk and Roll event where parents are encouraged to walk or bicycle to their job after walking to school. ([Walk and Roll to School Days MiniGuide](#))
- Parent Surveys**
Survey distributed to parents to assess their comfort levels with allowing children to walk or bike to school and identify barriers to doing so. ([Measuring Success MiniGuide](#))

STUDENTS UNFAMILIAR WITH RULES/SAFETY

- Pedestrian and Bicycle Curriculum**
Curriculum for multiple grade levels designed to teach students safe walking and bicycling skills and the rules of the road. Courses range in complexity. ([Teaching Walking and Biking Safety MiniGuide](#))
- Bicycle Rodeo**
Workshop designed to teach student bicycling skills, safety, and etiquette. ([Teaching Walking and Biking Safety MiniGuide](#))
- Safety Fair**
Educational event where students, parents, and community members can learn about a range of safety topics. ([Teaching Walking and Biking Safety MiniGuide](#))
- In-school Assembly**
Assembly on the topic of safe walking and bicycling. Often includes members of law enforcement or health organizations. ([Teaching Walking and Biking Safety MiniGuide](#))
- Workshop with Police**
Special workshop focused on safe behavior and rules of the road, led by local law enforcement. ([Safety and Enforcement MiniGuide](#))
- "Caught Being Good"**
Law enforcement officers give commendations or gift certificates to students displaying safe walking and bicycling behavior. ([Safety and Enforcement MiniGuide](#))

LACK OF SIDEWALKS

- Special Street Closure**
Police close or partially close a street or lane on a street to accommodate students walking or biking to school during special events or designated hours of the day. ([Walk and Roll to School Days MiniGuide](#))
- Walking School Bus**
Supervised group of students who walk or bicycle along a designated route to school. Walking School Buses can walk in the roadway, facing traffic on low-volume roads. ([Walking School Buses and Bike Trains MiniGuide](#))

SPEEDING ALONG ROUTE TO SCHOOL

- Slow Down Signs**
Signs placed in lawns along school routes with "Slow Down / Watch for Children" messaging. ([Safety and Enforcement MiniGuide](#))
- Safe Driving Pledge for Parents**
Parents sign a pledge to drive safely, especially in school zones. ([Safety and Enforcement MiniGuide](#))
- Coordination with Law Enforcement**
Law Enforcement Officers monitor streets for speeding. ([Safety and Enforcement MiniGuide](#))

ARRIVAL/DISMISSAL SAFETY ISSUES

- Remote Drop-Off and Pick-Up**
Designated location within walking distance from school where students can be dropped off and walk the rest of the way to school. ([Arrival and Dismissal MiniGuide](#))
- Priority Dismissal for Walkers / Bicyclists**
Staggered dismissal times to allow students who walk and bicycle to leave the parking lot before vehicles begin exiting. ([Arrival and Dismissal MiniGuide](#))
- Drop-Off/Pick-Up Queue**
Designated area for vehicles to queue for pick-up and drop-off, often away from biking or walking areas. ([Arrival and Dismissal MiniGuide](#))
- Parking Lot Monitoring**
School staff or police monitor the parking lot and address drivers who may be breaking rules or driving unsafely. ([Arrival and Dismissal MiniGuide](#))
- Communication on Rules, Safety, and Etiquette**
Information for parents on parking lot rules and safety delivered via backpack fliers, PTO materials, discussion with teachers, etc. ([Arrival and Dismissal MiniGuide](#))

CRIME/BULLYING

- Walking School Bus / Bike Train**
Supervised group of students who walk or bicycle along a designated route to school. ([Walking School Buses and Bike Trains MiniGuide](#))
- Police Patrol During Arrival / Dismissal**
Police can patrol or park near the school to help discourage crime and unsafe driving, and serve as a resource for students in need of help. ([Safety and Enforcement MiniGuide](#))
- Safe Houses**
Designated houses along a route where students can go for assistance. ([Safety and Enforcement MiniGuide](#))
- Corner Captains**
Volunteers who stand at specific locations along a Walking School Bus route who can assist with walkers and serve as eyes on the street. ([Safety and Enforcement MiniGuide](#))

STUDENTS LIVE FAR AWAY

- Remote Drop-Off and Pick-Up**
Designated location within walking distance from school where students can be dropped off and walk the rest of the way to school. ([Arrival and Dismissal MiniGuide](#))
- Walk or Bike at School Event**
School organizes a group walk on school grounds to accommodate all students. Often themed. ([Walk and Roll to School Days MiniGuide](#))

DANGEROUS INTERSECTIONS

- Crossing Guard**
Adult crossing guard hired to assist with crossing locations adjacent to schools. ([Safety and Enforcement MiniGuide](#))
- Student Safety Patrol**
Middle school students who assist crossing guards or school staff at crossings or school parking lot. ([Safety and Enforcement MiniGuide](#))

What's Your Engineering Solution?

Working with your Regional Expert (Technical) or local planning staff, you can develop recommendations for improvements to signage and other infrastructure (crosswalks, sidewalks, bike lanes, paths, etc.) around your school. You can begin by reading the Infrastructure Glossary to learn about appropriate infrastructure for school zones. Some examples are illustrated below.



Rectangular Rapid Flashing Beacons alert drivers to pedestrians in the crosswalk.



School Zones Signs use retroreflective material to enhance visibility.



Curb Extensions help slow traffic at crosswalks.

Real World Examples

1

St. Albans City School worked with a team of school staff, municipal and health officials, and community members to develop a Travel Plan. The Town added signs and updated sidewalks near the school as a result of the Travel Plan recommendations. The Town also implemented a snow plow schedule that prioritizes school routes.



2

Lothrop Elementary developed a Travel Plan which recommended completing gaps in the sidewalk network, installing signs around the school, and improving a dangerous intersection. The Town of Pittsford conducted a feasibility study and raised funds to implement some of these recommendations.



3

Swanton Elementary School created a Travel Plan which recommended repainting crosswalks, adding pedestrian signage and rectangular rapid flashing beacons (RRFBs), and extending an existing sidewalk to connect to the recreation path. The school collaborated with the Vermont Department of Health to apply for grants to add signs, RRFBs, and crosswalks, and the Town constructed sidewalk segments, based on the plan's recommendations.



Infrastructure Glossary

Mini
saferoutes.vermont.gov
Guide

WHAT'S IN THIS MINIGUIDE?

This VT Safe Routes to School (SRTS) MiniGuide describes the signs, pavement markings, and other types of infrastructure that are typically used in a school zone. Knowing what to look for in a school zone can help you identify what may be missing.

Infrastructure includes signs and pavement markings that alert drivers to conditions in the area, for example, the presence of pedestrians and bicyclists in a school zone. It also includes facilities such as sidewalks, curb ramps, and bike lanes. VTrans and your municipality or road foreman manage infrastructure. However, you can talk to these organizations if you notice safety issues, such as faded crosswalks, or ideas for infrastructure, such as a new sidewalk. Remember that all infrastructure for pedestrians must be compliant with the Americans with Disabilities Act (ADA) or have an accessible alternative.

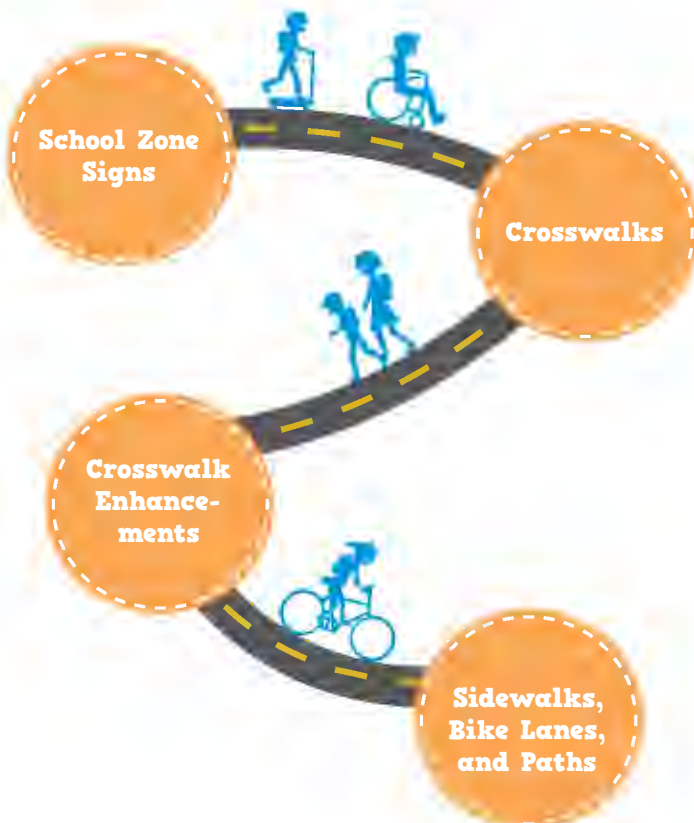
What is it?

This guide will help to understand the terms used by engineers and what to look for on your walk audit. Document your findings in your school travel plan. If you have infrastructure needs, follow the steps in the VTrans Bicycle and Pedestrian Program Guide [↗](#) or contact your municipality or selectboard for next steps.

Why is it important?

Appropriate infrastructure increases safety for everyone, especially vulnerable users like walkers and bikers. “School zones” warrant special attention because of the high number of children in the area.

INFRASTRUCTURE TYPES



RESOURCES PREVIEW


The following sources contain further guidelines and details.

- [Manual on Uniform Traffic Control Devices \(Part 7: Traffic Control for School Areas\)](#) [↗](#)
- [VTrans Pedestrian and Bicycle Facility Planning and Design Manual](#) [↗](#)
- [VTrans Bicycle and Pedestrian Program Guide](#) [↗](#)
- [VTrans Guidelines for Pedestrian Crossing Treatments](#) [↗](#)
- [VTrans Guidelines for the Use of Radar Speed Feedback Signs on the State Highway System](#) [↗](#)

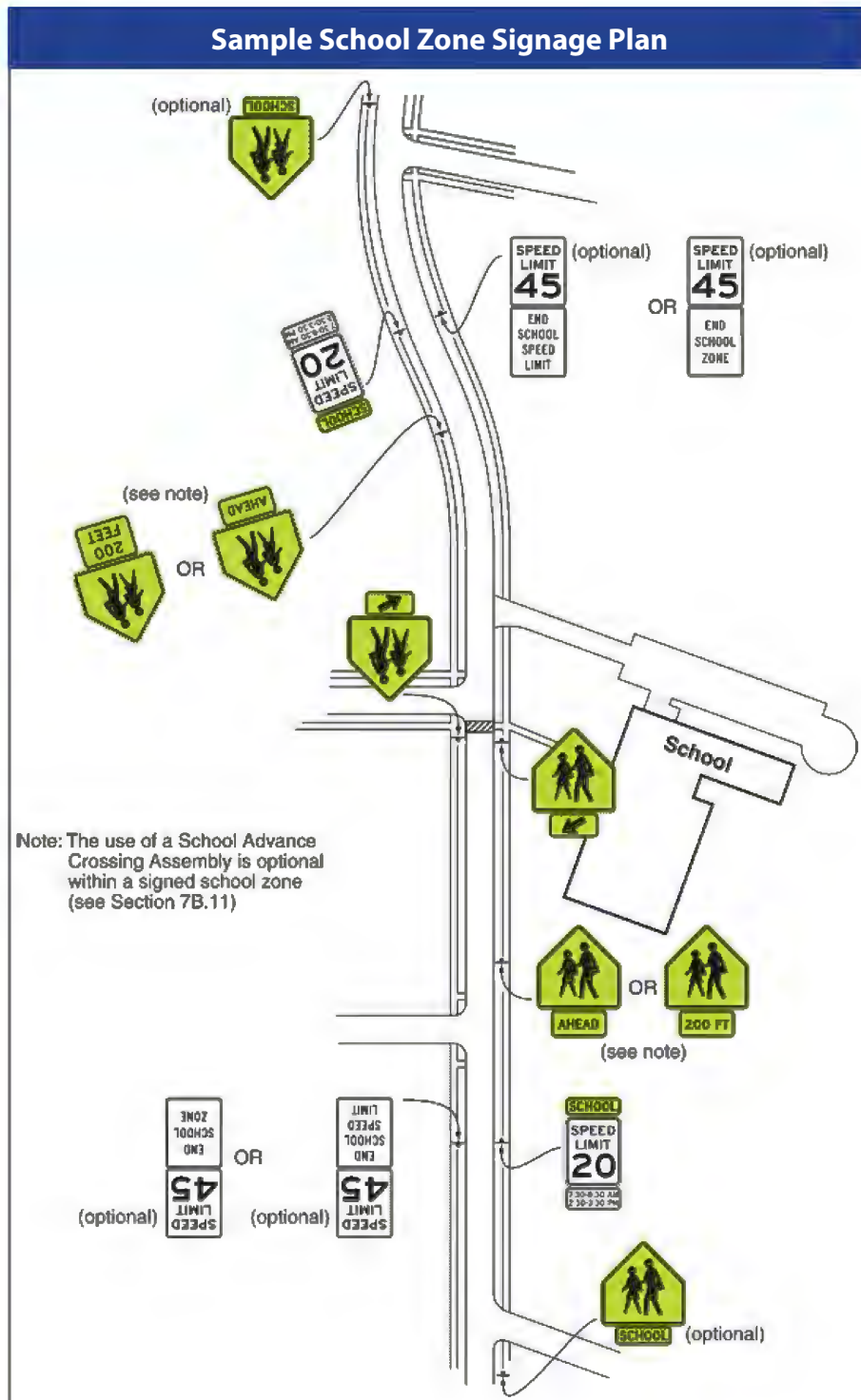
Click this icon [↗](#) to access the listed resource.

School Zone

A school zone is defined by the *Manual for Uniform Traffic Control Devices* (MUTCD) as a “designated roadway segment approaching, adjacent to, and beyond school buildings or grounds, or along which school related activities occur.”

School zones are typically shown with this sign:  with more specific information such as “AHEAD” or “200 FEET” indicated beneath the sign.

This figure below from the MUTCD shows an example of where to place signs in a school zone. Note that the example signs in the MUTCD often show school speed limits at 20 MPH, but the minimum speed limit by VT statute is 25 MPH.



School Zone

The agency that owns and maintains the street (either VTrans or the local municipality) determines the boundaries of a designated school zone. Factors that they will consider when designating a school zone include:

1. Traffic Speeds
2. Common Routes to School

See Chapter 7B in the MUTCD [↗](#) and Section 3.1 in the *VTrans Guidelines for Pedestrian Crossing Treatments* [↗](#) for additional information.

School Zone Ahead Sign



Description

Sign that alerts road users that they are approaching a school zone with a reduced speed limit.

Details / Placement

Used where the speed limit is reduced by at least 10 miles per hour or engineering judgment determines that advance notice is appropriate (such as areas with steep hills or limited visibility). All school related signs must have a fluorescent yellow-green background.

School Zone Sign



Description

Sign that indicates a school zone.

Details / Placement

Located at the beginning point of a school zone on the street off of which the school site is accessed. Often includes the "SCHOOL" pavement marking.

School Zone Crossing Assembly



Description

When the school zone sign has a downward arrow beneath it, it is known as a "School Crossing Assembly" and is used to indicate a crosswalk in a school zone.

Details / Placement

Placed at a marked crosswalk in a school zone.

Crosswalks

The agency that owns and maintains the street (either VTrans or the local municipality) determines where crosswalks should be located. Factors that they will consider when locating a crosswalk include:

1. Sight Distances
2. Traffic Volumes
3. Traffic Speeds

See Section 3.5.5 in the *Vermont Pedestrian and Bicycle Facility Planning and Design Manual* [↗](#) for additional information.



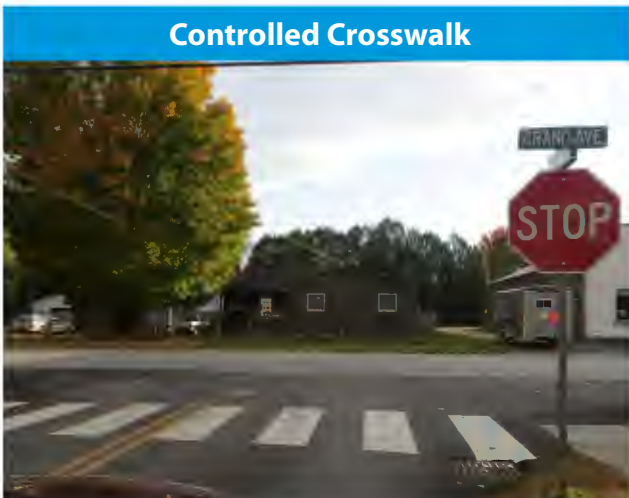
Uncontrolled Crosswalk

Description

An uncontrolled crosswalk is a marked crossing either between intersections or at an intersection where there is not a stop sign or a traffic signal to control approaching traffic. Like a controlled crosswalk, it is indicated by pavement markings and signs.

Details / Placement

VTrans recommends a block pattern for good visibility and reduced wear from traffic. Crosswalks must start and end at an accessible pedestrian facility (sidewalk or paved path).



Controlled Crosswalk

Description

A controlled crosswalk is a marked crossing at an intersection where traffic is controlled by a stop sign or a traffic signal.

Details / Placement

VTrans recommends a block pattern, as shown above, for good visibility and reduced wear from traffic. The block pattern is required for crosswalks on state highways. Crosswalks must start and end at an accessible pedestrian facility (sidewalk or path), including curb ramps.



Curb Ramps

Description

Curb ramps provide a transition from the sidewalk to the street and include a detectable warning surface to alert users with visual impairments they are entering the street.

Details / Placement

Required at either end of a crosswalk to provide access for people using wheelchairs or mobility devices and to assure compliance with the Americans with Disabilities Act (ADA). Also very helpful for younger bicyclists, and parents pushing strollers.

Crosswalks

Pedestrian Warning Sign



Description

Alerts road users to the presence of pedestrians. If used to warn motorists about the general presence of pedestrians, this sign is usually supplemented with “AHEAD” or “NEXT xx FEET.”

Details / Placement

This sign indicates that there are pedestrians in the area. To indicate a crosswalk, add a downward arrow pointing to the crosswalk. If the crosswalk is within a school zone, use the school sign shown on page 3 with a downward arrow.

Crosswalk Enhancements

In-street Crosswalk Sign



Description

In-street sign alerts road users to yield to pedestrians in the crosswalk. Appropriate at crossings with low compliance.

Details / Placement

Placed in the street on a flexible base at an uncontrolled crosswalk to draw motorists' attention to the crosswalk. See Section 5.3.1 of the *VTrans Guidelines for Pedestrian Crossing Treatments* for additional details as to correct use and placement of these signs.

Rectangular Rapid Flashing Beacon



Description

A rapid flashing light that enhances the visibility of a pedestrian sign.

Details / Placement

Located at uncontrolled crosswalks where there are inadequate gaps for crossing or special emphasis is needed, such as at a school. See Section 5.3.4 of the *VTrans Guidelines for Pedestrian Crossing Treatments* for when and where to use these sign enhancements.

Crosswalk Enhancements

Pedestrian Hybrid Beacon / HAWK



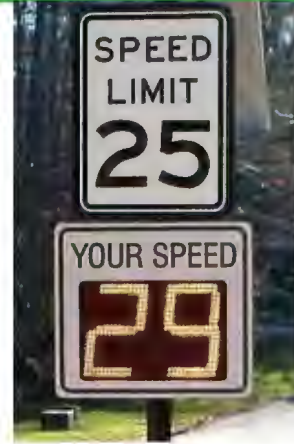
Description

Pedestrian-activated signal that stops traffic when pedestrians need to cross.

Details / Placement

Used at mid-block crossings where there are inadequate gaps in traffic for pedestrians to cross safely as determined by an engineering study.

Radar Speed Feedback Sign



Description

Dynamic sign that provides real-time feedback to drivers on their speed to bring awareness to speeding.

Details / Placement

There are permanent (installed on a sign post) and temporary (mounted on a trailer) options. For either option, VTrans has established conditions for where a speed feedback sign can be installed. For additional information, see the *Guidelines for the Use of Radar Speed Feedback Signs on the State Highway System* [↗](#).

Bulb-out / Curb Extension



Description

Extension of the sidewalk into the street designed to reduce crossing distance and help improve visibility for both drivers and pedestrians. Adequate width is usually a significant constraint, especially in areas that require 15' of clearance for snow plows.

Details / Placement

Typically placed at crosswalks on streets with high pedestrian volumes, on-street parking.

Median Refuge / Pedestrian Refuge Island



Description

Crosswalk combined with a raised median or island that provides refuge from traffic.

Details / Placement

Generally located on multi-lane streets or where traffic patterns make it difficult to cross due to a lack of gaps in traffic. Adequate width is usually a significant constraint, especially in areas that require 15' of clearance for snow plows.

Crosswalk Enhancements

Curb Radius Reduction



Description

Curb islands or extensions at intersection corners to sharpen the turning angle for vehicles. This effectively reduces speed while also reducing pedestrian crossing distances.

Details / Placement

Designs should include drainage considerations and truck turning movements. Landscaped options should include maintenance plans.

Raised Crosswalk



Description

Crosswalk on top of elevated section of the roadway.

Details / Placement

A raised crosswalk can be more accessible for people with mobility devices, and serves as a traffic calming device by doubling as a speed table. Careful design is necessary to avoid drainage issues. Special pavement markings are necessary in addition to the usual crosswalk signs. Note that VTrans does not allow raised elements within roadways that they maintain.

Sidewalks, Bike Lanes, and Paths

The agency that owns and maintains the street (either VTrans or the local municipality) determines the design and location of sidewalks and on-street bicycle lanes. Factors that they will consider when constructing or modifying a sidewalk or bike lane include:

1. Traffic Volumes
2. Traffic Speeds
3. Demand

Shared use paths are separate from the street, and often serve as town-wide recreation paths for the general public. In these cases, they are usually owned and maintained by the town, even when they cross other property via an easement. Factors to consider for a shared use path include terrain, rivers and streams, natural and cultural resources, and many more.

See Chapters 3, 4 and 5 in the *Vermont Pedestrian and Bicycle Facility Planning and Design Manual* [📄](#) for additional information.

Sidewalk



Description

Dedicated area for pedestrians adjacent to a roadway, with or without a landscaped buffer.

Details / Placement

Ideally, located on all streets with existing or potential pedestrian demand. Should be at least 5 feet wide and should connect to other pedestrian facilities, including paths, other sidewalks, crosswalks, etc.

Shared Use Path



Description

Facilities for bicyclists, pedestrians, and other non-motorized users, that are separated from the roadway.

Details / Placement

Located in areas where non-motorized connections are desired (for example, a path from school to a park or local neighborhood) and feasible (for example, given property boundaries, terrain, and funding).

Shoulder Striping



Description

Paved, striped shoulders can serve as pedestrian or bicycle facilities on rural roads where formal pedestrian or bicycle facilities are not feasible.

Details / Placement

Located on roadways without pedestrian facilities (with the exception of interstate highways where bicycles and pedestrians are prohibited). Widths depend on traffic speed, volume, and roadway type, and are determined by VTrans.

Sidewalks, Bike Lanes, and Paths

Bike Lane



Description

Designated space for bicycle travel in the roadway.

Details / Placement

When there is on-street parking, the lane should be a minimum of 5 feet wide, 6 feet preferred. When there is no on-street parking, the lane must be a minimum of 4 feet wide, 5 feet preferred. Additional width is recommended for streets with higher speeds.

Buffered Bike Lane



Description

Bike lane with a painted buffer between bicycles and traffic.

Details / Placement

Typically located on a curbed street where there is a desire to provide greater separation between bicycles and vehicle traffic than standard bike lanes. The buffer shall be a minimum of 18 inches wide and marked with two solid lines. The buffer should have interior diagonal lines if 3 feet or wider. Additional guidance is available in the *National Association of City Transportation Officials Urban Bikeway Design Guide* [🔗](#).



Arrival and Dismissal


Mini
saferoutes.vermont.gov
Guide

WHAT'S IN THIS MINIGUIDE?

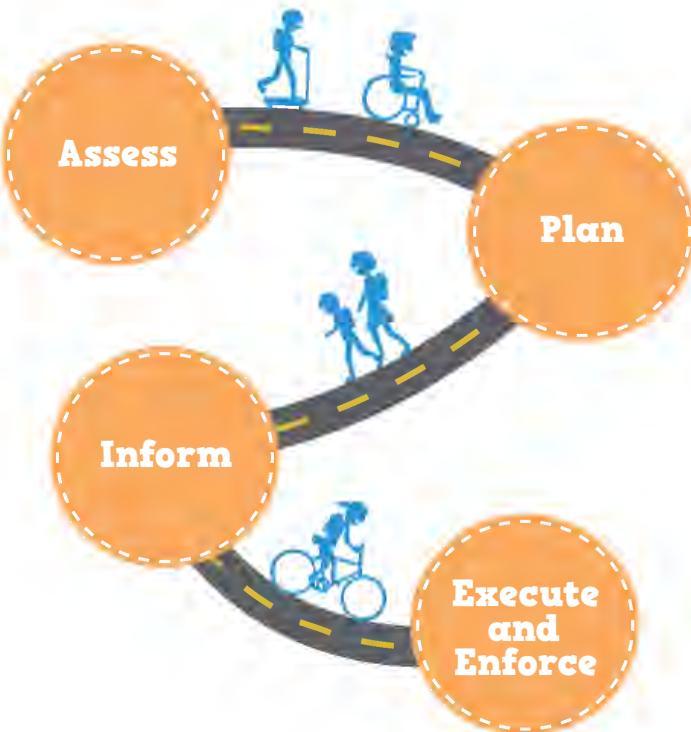
This VT Safe Routes to School (SRTS) MiniGuide explains how to manage arrival and dismissal procedures to improve conditions for walking and biking around your school.

In this MiniGuide, you will find:

- Basic Steps
- Strategy Examples
- Real World Examples




Click this icon  to access the listed resource.

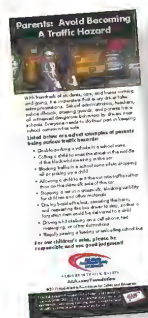
WHAT TO EXPECT



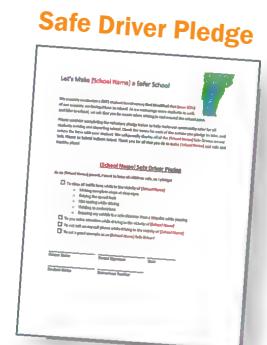
RESOURCES PREVIEW

Additional resources from VT SRTS and the National SRTS Resource Center are linked or available for download on the VT SRTS website:

- **Safe Driver Pledge** : Editable pledge for parents to sign, pledging to drive safely and follow the school's traffic rules.
- **No Idling Background Sheet** : Information sheet on the dangers of idling for parents.
- **"Parents, Avoid Being a Traffic Hazard" Flyer** : Information sheet on safe driving tips, especially in the context of arrival and dismissal.



"Parents, Avoid Being a Traffic Hazard" flyer



Basic Steps

Arrival and dismissal periods are by nature busy times for a school. The majority of students and their families convene in a central place in a small window of time, which can create congestion and confusion. Although this will likely always be a busy time, schools can take steps to improve the efficiency and safety of walkers, bicyclists, and drivers during arrival and dismissal.

FOLLOW THESE STEPS

- 1. Assess** Either as part of a Walk Audit or a stand alone activity, the School Champion and school staff should observe arrival and dismissal and record issues or unsafe behavior. Common concerns include students running around vehicles, double parked vehicles, missing sidewalks or crosswalks, idling vehicles, and long lines of vehicles.
- 2. Plan** Develop strategies to address issues identified in the assessment. See the examples on the next page. Discuss the strategies with school staff, Parent Teacher Organization, and others who may be interested or involved in implementing.
- 3. Inform** Once you have developed new plans and policies to address arrival and dismissal, communicate these with school staff, students, and parents. Parents can be informed with backpack fliers or one-on-one discussions with school staff. You can print and distribute the **“No Idling” background sheet** [↗](#), **Safe Driver Pledge** [↗](#), and **“Parents, Avoid Being a Traffic Hazard” flyer** [↗](#) to communicate the importance of safe driving.
- 4. Execute and Enforce** Begin executing your selected strategies to improve the arrival and dismissal process. Enforce your new and/or existing policies and procedures. School staff can monitor the school parking lot area for unsafe behavior or lack of adherence to the new arrival and dismissal policies.

KEY POINTS

FREQUENCY

Communicate twice a year, monitor regularly

IMPLEMENTATION

1 month

TEAM MEMBERS

Champion, Regional Expert (Technical), Teachers and Administrators

Strategy Examples

These are some examples of strategies that schools can use to address unsafe or chaotic behavior and congestion in school parking lots. This is not an exhaustive list; schools are encouraged to think creatively about addressing issues. Consult the Regional Experts in your area for further ideas.

EXAMPLES

Encourage Students to Walk/Bike to School

While this strategy may seem obvious, shifting modes helps alleviate vehicle congestion at the school grounds.

Designate Drop-Off / Pick-Up Queue

Designate a space for vehicles to queue for drop-off and pick-up, away from biking or walking areas. This queue can be directed by volunteers during arrival who can escort students from the vehicle to the school or sidewalk leading to the school.

Grant Priority Dismissal for Walkers/Bicyclists

Staggered dismissal times allow students who walk and bicycle to leave the parking lot before vehicles begin exiting. This is an incentive for students to walk and bike as well as a way to help them exit the parking lot before potential vehicle conflicts.

Establish Remote Drop-Off

Designate a location within walking distance from school where students can be dropped off and walk the rest of the way to school. School buses can also drop students off at a remote location to allow them to walk as well. Remote drop-off locations can help reduce traffic congestion at the school.

Build Sidewalks

Build sidewalks or paths along the perimeter of the parking lot or connecting to local street sidewalks to provide a space for students walking and biking.

Install Crosswalks and signage

Install crosswalks and signage to help prioritize pedestrian movements in or adjacent to parking lots. This also helps separate pedestrians from vehicles.

Communicate on Rules, Safety, and Etiquette

Distribute information to parents on parking lot rules and safety. Information can be delivered via backpack fliers, Parent Teacher Organization meetings, discussion with teachers, etc. You can print and distribute the [“No Idling” background sheet](#), [Safe Driver Pledge](#), and [“Parents, Avoid Being a Traffic Hazard” flyer](#) to communicate the importance of safe driving.

Monitor Parking Lot

Monitor the parking lot and address drivers who may be breaking rules / driving unsafely.

Paint Artwork on Pavement in Parking Lot

Paint colorful shapes or images to signal drivers to slow down. These markings can also celebrate school spirit.

Enforce No Idling on School Parking Lot

Establish a “No Idling” zone where parents can park their vehicles but can not keep them running / idling. This addresses air quality around the school. The [“No Idling” background sheet](#) includes additional information on the importance of not idling.

Real World Examples

1

Troy School staggers dismissal times to allow students who walk or bicycle to leave first, which allows them to clear the parking lot before most of the vehicles. The school worked with the municipality to update school zone signage and crosswalks around the school to improve the visibility of students walking and bicycling to and from school.



2

Rutland Intermediate and Middle Schools adopted two strategies to avoid conflicts between walkers/bicyclists and vehicles. First, the school dismisses students walking, bicycling, riding the bus, or being picked up in a family vehicle through different exits. Walkers and bikers leave through the rear exit, bus riders leave through the side exit where buses are lined up, and car riders leave through the front exit where there is a traffic loop. Crossing guards are stationed at nearby intersections. Second, the school staggers dismissal so that walkers and bikers can clear the area before vehicle traffic begins.