

YOUR SCHOOL/COMMUNITY'S NAME

DATE



1. Introduction

(YOUR SCHOOL/COMMUNITY) is committed to ensuring that all our students can utilize *physically active transportation*, such as walking and bicycling, for a safe and enjoyable trip to school. This School Travel Plan aims to address the issues that impede active transportation and seeks to strategically solve these problems by implementing a Safe Routes to School program.

Our community is motivated to pursue Safe Routes to School because (check each that applies):

- we highly value student physical activity and health.
- we have a history of pedestrian or bicycle crashes around school(s).
- we wish to improve unsafe or insufficient walkways, bikeways, and crossings.
- we are committed to reducing speeding and reckless driving near school(s).
- our students are threatened by illegal behaviors near school(s).
- we want to improve the air quality and reduce fuel consumption around our school(s).
- we want to build better partnerships between school(s) and the community.
- other _____

2. The Safe Routes to School Team

We believe that a diverse Safe Routes to School Team develops the most successful School Travel Plans. Our Team is comprised of a variety of stakeholders, each lending their own unique perspective and expertise in order to make walking and bicycling to school more safe, accessible and fun for our students.

The members of our team include:

Name: _____	Affiliation: _____
Name: _____	Affiliation: _____
Name: _____	Affiliation: _____
Name: _____	Affiliation: _____
Name: _____	Affiliation: _____
Name: _____	Affiliation: _____

(CHOICES INCLUDE: school staff or official, student, parent, PTA/PTO or Local School Council member, local official, traffic planner/engineer, police/sheriff's department, health professional, neighbor, community organization, senior citizens group, local business owner, bicycle/pedestrian advocate, other)

The primary contact person for our School Travel Plan is (include contact information):

3. The Public Input Process

Our Team worked to include the entire community in developing our School Travel Plan. To accomplish this, we (check each that applies):

- | | |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> administered parent surveys | <input type="checkbox"/> hosted public meetings |
| <input type="checkbox"/> interviewed key stakeholders | <input type="checkbox"/> solicited student opinions |
| <input type="checkbox"/> publicized a public comment period | <input type="checkbox"/> conducted engineering studies |
| <input type="checkbox"/> conducted a community 'Walkabout' or 'Bikeabout' | |
| <input type="checkbox"/> incorporated our town's existing bike or pedestrian plan recommendations | |
| <input type="checkbox"/> incorporated our School Wellness Policy objectives | |
| <input type="checkbox"/> we have no public input process at this time | |
| <input type="checkbox"/> other _____ | |

Some highlights of our public input activities included:

4. Description of School(s)

Our School Travel Plan addresses the needs of (check only one):

- | | |
|-----------------------------------------------|--------------------------------------------------------------------------------|
| <input type="checkbox"/> an individual school | <input type="checkbox"/> multiple schools in close proximity (2 miles or less) |
| <input type="checkbox"/> a school district | <input type="checkbox"/> a city/municipality |
| <input type="checkbox"/> a county | <input type="checkbox"/> a region (please describe: _____) |
| <input type="checkbox"/> statewide | <input type="checkbox"/> other _____ |

NOTE: For plans serving multiple schools, all remaining sections of the School Travel Plan should address all schools collectively, using aggregate information.

The school(s) included in our School Travel Plan is/are:

5. School Demographics

Our student demographic information includes:

##% white ##% black ##%Hispanic ##%Asian ##%Native American
##% low income students ##% limited English proficient students
##% special education students

6. Current School Travel Environment

This is how our students travel to and from school:

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
Number of Students							

These are the distances our students live from school:

Distance lived from school	0 miles to $\frac{1}{2}$ mile	$\frac{1}{2}$ mile to 1 mile	1 mile to $1\frac{1}{2}$ mile	$1\frac{1}{2}$ mile to 2 miles	Over 2 miles
Number of Students					

We have the following supports or activities in place during student travel times (check each that applies):

- | | |
|-----------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> crossing guards | <input type="checkbox"/> student patrol |
| <input type="checkbox"/> parent patrol | <input type="checkbox"/> staff presence during drop-off/pick-up |
| <input type="checkbox"/> Walking School Bus | <input type="checkbox"/> Bike Train |
| <input type="checkbox"/> police department support | <input type="checkbox"/> crime or violence prevention program |
| <input type="checkbox"/> Neighborhood Watch program | <input type="checkbox"/> school traffic safety plan |
| <input type="checkbox"/> Other _____ | |

Our school arrival and dismissal procedures include (provide detail):

FOR PEDESTRIANS AND BICYCLISTS: _____

FOR SCHOOL BUSES: _____

FOR CARPOOLS: _____

FOR PRIVATE VEHICLE DROP-OFF/PICK-UP: _____

FOR TEACHERS AND STAFF: _____

Other school travel policies include: _____

Our school does does not provide School Safety Busing service to students.

(If yes) The number of students provided this service is: _____

Our school is already engaged in activities that enhance safe and active student travel, including: _____

7. Barriers to Active Transportation

We have identified and prioritized the following barriers to walking and bicycling to school (check each that applies, and rate its importance as 'high', 'medium' or 'low'):

- significant traffic crashes within 2 miles of school over the last 3 years:
- missing or insufficient walkways (sidewalks and paths)
- no safe place to ride a bike to school
- crossing streets and intersections is difficult or dangerous
- a major roadway or expressway divides the school from residential areas
- walkways are not accessible to students with disabilities
- distance to school is too far
- bike parking at school is missing, insufficient or non-secure
- dangerous driving and speeding on streets
- drop-off and pick-up process creates congestion and unsafe behaviors
- public safety concerns (crime, violence)
- school policies ban or prohibit bicycling
- local ordinances negatively impact pedestrians and bicyclists
- other _____ -

Following is some detail regarding each specific barrier we have identified, including locations and characteristics of specific situations:

8. Creating Solutions

Goals

Our primary goal(s) for active school transportation are (check each that applies):

- increase the number of students walking and bicycling to school
- improve the safety of walking and bicycling students

Strategies

We have identified strategies involving the 5 "E's" of Safe Routes to School to address the barriers to walking and bicycling in our school community and to achieve our stated goals. **We have selected at least one strategy from each of the categories of Education, Encouragement, Enforcement and Evaluation**, in addition to any Engineering strategies that are indicated. The strategies we will use include:

a) Education Strategies (*check at least one*)

- create educational materials
- teach pedestrian and bicycle safety skills to students and parents
- organize a Bicycle Rodeo or training course to teach on-bike skills
- teach personal safety skills to students and parents
- teach the health, environmental and sustainable transportation benefits of walking and bicycling to students and parents
- educate parents and caregivers about safe driving procedures at the school
- train school and community audiences about Safe Routes to School
- other _____

Following is an explanation of each of our proposed education activities:

b) Encouragement Strategies (*check at least one*)

- start a Walking School Bus program
- start a Bike Train program
- host International Walk to School Day or other special event
- initiate a walking/biking mileage club or other contest
- create a park-and-walk program
- promote Safe Routes to School in the community
- initiate an incentive program for safe travel behaviors among students
- start a Neighborhood Watch initiative
- conduct a community safe driving awareness and education campaign
- other _____

Following is an explanation of our proposed encouragement activities:

Creating Solutions, continued

c) Enforcement Strategies (check at least one)

- create a crossing guard training program
- create a parent or student patrol program
- lower speed limits in school vicinity
- utilize speed feedback trailers or signs
- conduct increased warning and ticketing efforts that target motorists
- other _____

Following is an explanation of our proposed enforcement activities:

d) Engineering Strategies within 2 miles of schools (check each that applies)

- construct, replace, improve or repair sidewalks
- create on-street bicycle facilities (bike lanes, widened shoulders, etc.)
- build off-street walking/bicycling paths
- install street crossing improvements (crosswalks, curb extensions, median refuges, raised crossings, pedestrian bridges or tunnels)
- install new or improved lighting for walkways or bikeways
- install new or improved signage (school zone, speed limits, crosswalk)
- install new or improved pavement markings or legends
- make existing walkways accessible to disabled students
- install bicycle parking near schools (bike racks, bike lockers, covered shelters)
- install traffic calming or speed reduction measures (curb extensions, speed humps, traffic circles, raised crosswalks, narrowing lanes, street closures)
- install traffic control devices (traffic signals, pedestrian signals, flashing beacons)
- design pick-up and drop-off procedures to increase safety and access
- divert traffic away from school zone or designated routes
- other _____
- engineering strategies are not indicated at this time for our community.

Following is a brief explanation of our proposed engineering improvements:

Continued next page

Creating Solutions, continued

e) Evaluation Strategies (check at least one)

To gauge the success of our efforts, we will collect data **both before and after** implementation of our strategies. We will measure the impact of our School Travel Plan by (check at least one):

- counting the number of students who walk and bicycle to and from school
- tracking the number of crashes within 2 miles of school
- measuring parent/guardian perceptions of safety
- obtaining planning services for expanding or improving an existing Safe Routes to School plan.
- we have developed additional safety evaluation measures that include:

We will record our measurements in the following table:

EVALUATION METHOD	"BEFORE" MEASURE AND DATE COLLECTED
Count number of walking/ bicycling students	DATE: % WALKING: % BIKING:
Track number of crashes	TIME PERIOD: # OF CRASHES:
Measure parent perceptions of safety	DATE:
Your own method	DATE: Your own measurement

9. Improvements Mapping

NOTE: The online Illinois School Travel Plan will include an Internet-based map system in this section. This tool will enable you to identify the exact locations for any planned infrastructure improvements. This map only addresses infrastructure improvements to the built environment. Plans with only non-infrastructure strategies are not required to complete this section.

10. The Action Plan

The Safe Routes to School Team is committed to realizing our vision for a safe, enjoyable and accessible walking and bicycling environment for our students. We will utilize the following Action Plan to keep our efforts focused and on track:

NOTE: In the online version of the School Travel Plan, each strategy selected by your Team in Section 7 will appear in the first three columns of the table below. Complete the remaining columns, using the selections identified beneath the table.

Strategy Name	Strategy Type	Strategy Detail	Time-frame	Responsible Party	Status	Funding Source

CHOICES INCLUDE: Timeframe selections: 3-6 months, 6-12 months, 12-24 months;

Status selections: not yet begun, under development, being implemented, complete

Funding source selections: IL SRTS Program, current program cycle, IL SRTS Program, future program cycle, in-kind participation, other funding _____, none needed

11. Plan Approval

We believe that building a strong partnership between schools and local government is fundamental to the success of a School Travel Plan.

Our School Travel Plan has been endorsed by the following representatives:

REQUIRED: SCHOOL OFFICIAL

Name:

Title:

Representing:

REQUIRED: SCHOOL DISTRICT OFFICIAL

Name:

Title:

Representing:

REQUIRED FOR PLANS WITH INFRASTRUCTURE IMPROVEMENTS:

LOCAL GOVERNMENT OFFICIAL

Name:

Title:

Representing:

OPTIONAL: OTHER POLITICAL SUBDIVISION (Township, County, Regional Planning Council, etc.)

Name:

Title:

Representing:

OPTIONAL: PARENT ORGANIZATION (PTA, PTO or Local School Council)

Name:

Title:

Representing:

OPTIONAL: HEALTH ORGANIZATION (local public health agency, hospital, non-profit)

Name:

Title:

Representing: