

# Susie Dasher Elementary School

Safe Routes to School Travel Plan



911 Martin Luther King Jr. Drive  
Dublin, Georgia 31021

November 2010



## Georgia

GEORGIA DEPARTMENT OF TRANSPORTATION

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## Acknowledgements

This Travel Plan represents the work of the Susie Dasher Elementary School Safe Route to School Team. Our school is a Gold Level partner with the Georgia Safe Routes to School Resource Center. While we are not required to create a Travel Plan as a Gold Level Partner, we believe this Plan is part of establishing an on-going Safe Routes to School program at our school.

A diverse SRTS team consisting of parents, teachers and other community stakeholders was organized and provided input, guidance and oversight in writing our plan.

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## Introduction to Susie Dasher Elementary School

Susie Dasher Elementary School is located in Dublin, the county seat of Laurens County, in southeastern Georgia. Dublin's location between Atlanta and Savannah resulted in the growth of the town as an industrial center. With a thriving historic downtown, annual St. Patrick's Day festival, foot race and century bike ride, and cultural amenities such as a history museum, Dublin is also a popular tourist destination.

Susie Dasher Elementary School is located in the southern end of the city, along Martin Luther King Jr. Drive (State Route 19), a heavily traveled industrial route and popular connection for local travel north to the center of Dublin. Susie Dasher is located within 1 mile of Saxon Heights Elementary School (a City of Dublin public school) and across the street from a correctional school run by the City of Dublin Public Schools. Downtown Dublin is located less than a mile north, and students travel downtown for an annual walking field trip that teaches them safe pedestrian skills.

The Safe Routes to School (SRTS) program at Susie Dasher Elementary School is part of the City's efforts to create a "Green and Growing" community. SRTS program goals of combining engineering, education, enforcement, and encouragement strategies to improve the safety and health of students who walk and bicycle to school create a common ground for both Susie Dasher Elementary School and City goals and objectives. The SRTS program will also support our school district's current efforts to improve student and community health, through our Health Empowers program, as well as in-school and after-school activities focused on improving health through structured challenges and team activities.

This SRTS Travel Plan outlines our school's intentions for making walking to and from school more

### **The Five E's**

SRTS combines many different approaches to make it safer for children to walk and bicycle to school and to increase the number of children doing so.

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

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

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

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

**Evaluation** is an important component of SRTS programs that can be incorporated into each of the other E's. Collecting information before and after program activities or projects are implemented allow communities to track progress and outcomes, and provide information to guide program development.

*- Excerpted from "Safe Routes to School: A Transportation Legacy", the report of the National Safe Routes to School Task Force*

sustainable and safer for students and the community. Through our SRTS program, we hope to reach a rate of 20% of our students walking or biking to school at least 2 days a week. We believe this goal is attainable, as many of our students live within 1 mile of school.

Susie Dasher, along with the other two elementary schools in the City of Dublin Public Schools district, is organized by grade instead of physical boundaries. The school currently provides Kindergarten and First Grade education for the entire district. Next school year, the district will implement a change to this organization, so that all elementary schools will be Pre-Kindergarten through Fifth Grade charter schools, each with a particular educational focus. As students will be allowed to choose which elementary school to attend, primary walking/biking routes may change from year to year. In 2008, school enrollment at Susie Dasher was 535; this number is expected to increase with new enrollments when the school becomes a new STEM themed charter school.<sup>1</sup>

*Demographics.* Our school is located a mile south of the City's center and serves the entire City of Dublin. A significant number of students live within ½ mile of school, but the rest of coming from all parts of the City. However, the upcoming changes to the district structure will likely change these statistics as families have more options for schools. Additionally, these percentages may change as enrollment reflects student family choices each year from among the three magnet schools.

Approximately 80% of students are eligible for free and reduced lunch, although the school provides free lunch for all students. Many of these students eligible for free and reduced lunch live within a one-mile radius from school.

*Current School Travel Patterns.* Students travel to and from school mostly by motor vehicle, whether private motor vehicle, school bus, or nursery van. Less than five students walk or bike to school on a regular basis. The Dublin City School District provides busing for any student, regardless of distance to the school. As a result, a significant number of students arrive at school by bus.

## **Student Travel**

Our school relies on policies, practices, and support activities to ensure a safe and orderly process for students to arrive to and depart from school, regardless of how they travel to school. Separate zones for different modes of transportation, teacher-monitored dismissal practices, and the use of physical obstructions to channel traffic are a few examples.

*Arrival.* School begins each morning at 8:00 a.m. Students arrive at school over a 60-minute period, with the first bus arriving at 6:55 a.m. Buses unload between 7:00 a.m.

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<sup>1</sup> STEM is for Science, Technology, Engineering, and Mathematics.

and 7:50 a.m. Many private and daycare-operated vehicles begin arriving at 7:30 a.m. Arrival times are not officially staggered, as entrances are separated based on motor vehicle type, to reduce conflicts between student pedestrians and motor vehicular movements. The separation by motor vehicle types is discussed further below in the Dismissal section.

*Dismissal.* Dismissal is at 3:00 p.m. each afternoon, using the same separated system as arrival procedures to release children. In addition, the afterschool program meets until 6:00 p.m. and participating students are dismissed from the back of the building, with the same procedures used for private motor vehicles picking up at the regular dismissal time.

- |         |  |
|---------|--|
| Group 1 | Students riding the bus. These students exit the school at the front (south) entrance. Exiting buses may turn either north or south onto Martin Luther King Jr. Drive.   |
| Group 2 | Students leaving by private motor vehicle. Parents in cars queue at the back (north side) of the school in a parking lot with a separate driveway from the main school entrance. Students wait in the gymnasium while parents queue in the pick-up line. Teachers recognize the parents driving, and call the students out to meet their parents. In order to keep the line moving efficiently, parents must remain in their cars, in the queue. Bollards prevent parents from forming double lines. |
| Group 3 | Students leaving by daycare or nursery van. The vans queue at the west side of the school at a separate entrance. Teachers match the children with the appropriate van, and help students board. Vans and school buses use different driveways to enter the school property, but share the same exiting driveway.  |
| Group 4 | Students walking. These students leave from the front doors on the south side of the school building. A staff member walks with the students to Martin Luther King Jr. Drive and makes ensure that they cross safely at the midblock crossing on Martin Luther King Jr. Drive.   |

*Support activities.*

Student arrival and dismissal is supported by signed midblock crossing on Martin Luther King Jr. Drive, as well as occasional City of Dublin police presence south of the school on Martin Luther King Jr. Drive, conducting speed enforcement. Students also learn safe pedestrian behaviors on an annual walking field trip to downtown Dublin.



## Existing Conditions and Barriers

Few of our students walk to and from school on a regular basis, despite many students living within a mile of school. Some parents do not feel comfortable allowing their children to walk or bike to school for a variety of reasons. Parental concerns include:

- Lack of sidewalks
- Lack of crosswalks
- Motorists on Martin Luther King Jr. Drive do not appear to be aware of the midblock crossing in front of the school
- Speed of traffic, especially on Martin Luther King Jr. Drive

| Key Walking Routes           |
|------------------------------|
| Martin Luther King Jr. Drive |
| Garner Street                |
| Smith Street                 |

Parents of students at our school are typical of parents nationwide when considering whether or not to allow children to walk or bicycle to school. Based on a nation-wide survey, these are the top reasons why parent do not allow their children to walk or bike to school:<sup>2</sup>

| Issue                          | Percent identifying reason |
|--------------------------------|----------------------------|
| Distance                       | 62%                        |
| Traffic speed and volume       | 55%                        |
| Intersection crossing & safety | 47%                        |
| Weather                        | 44%                        |
| Crime                          | 38%                        |
| Sidewalks                      | 33%                        |

(Percentages will not add up to 100% as respondents were allowed to select multiple issues, not just one.)

Many of the issues in the table above can be addressed with either infrastructure or non-infrastructure strategies (or in some cases both). We kept these concerns in mind when picking the strategies that we want to accomplish over the next year.

We identified the following barriers as we developed this Travel Plan. In many cases, these barriers are local examples of the types of concerns listed in the table above.



*Marked crosswalks are absent throughout the school walking area.*

<sup>2</sup> *Safe Routes to School Travel Data: A Look at Baseline Results from Parent Surveys and Student Travel Tallies*, prepared by the National Center for Safe Routes to School, January 2010.

*Barrier: Lack of sidewalks on many streets within ½ mile of the school.*

Sidewalks are absent or missing large segments on many of the streets bordering the school and within the neighborhoods. Students walk to school in the grass. With an open drainage system present through most of the neighborhoods, students must walk in the road when it rains. Sidewalks are present on the both sides of Martin Luther King Jr. Drive north of Susie Dasher Elementary School. The sidewalk on the east side of the school terminates at Goler Avenue, while the sidewalk on the west side continues to Cascade Drive, both ending before reaching several large residential communities south of the school.

*Barrier: Lack of Motorists Awareness of School Zone and Crosswalk.* Motorists traveling on Martin Luther King Jr. Drive may not realize that they are entering Susie Dasher Elementary School's school zone. Though there are school zone speed signs with flashers placed on both approaches to the school, the road is a main route between Interstate 16 and Dublin, and has a posted speed limit of 55 mph south of the school. Many motorists, including semi-trailer truckers, travel Martin Luther King Jr. Drive on a daily basis. The crosswalk includes school crossing signs on both approaches, and a crossing guard helps students cross the road. However, with all of the signage and the crossing guard, we observed that some motorists approach



*The midblock crossing in front of the school is difficult to see.*

the crosswalk at relatively high speeds and fail to yield to pedestrians in the crosswalk. The motorists may not be expecting pedestrians to be crossing at a midblock location, and a hill directly south of the crosswalk reduces visibility for motorists and pedestrians.

*Barrier: Lack of pedestrian crossing infrastructure at key intersections along student walking routes.*

Students walking to or from school encounter many intersections without marked crosswalks. Except for the immediately around Susie Dasher Elementary School, Dublin's downtown, and Saxon Heights Elementary School (located on Smith Street), few marked crossings exist within 1 mile of Susie Dasher Elementary School.

*Barrier: Inadequate Pedestrian Lighting.*

Street lights on the streets bordering the school are standard cobra lights that are oriented to the roadway. Lighting from homes and other buildings along walking routes do not provide sufficient lighting to provide a sense of safety during early morning or late afternoon during winter and spring months (when daylight savings time "springs forward"). Parents feel it is too dark for their children to walk safely to and from school.



## Creating Our Plan

Our Safe Routes to School team met four times to develop this SRTS plan. Each meeting provided education on the benefits of SRTS and highlighted successful program components and strategies. The “existing conditions” included an overview of pedestrian and bicycle facilities, as well as a guided walk audit of the areas around our school. A third meeting focused on the draft plan which addressed education, encouragement, enforcement, and evaluation strategies and complimentary programs to support proposed engineering strategies. Our fourth meeting discussed implementation strategies for our Travel Plan.

| Meeting Dates             | Content/Presentation                                | Field or Table Exercise  |
|---------------------------|---|--|
| <b>September 2010</b>     | Kick Off Meeting: Why Safe Routes to School Matters | Visioning, review current projects, programs and policies  |
| <b>September 16, 2010</b> | Barriers and Opportunities                          | Identify through mapping, walk audit, review potential non-Engineering activities to include in plan |
| <b>October 21, 2010</b>   | Engineering Improvements                            | Review Recommended engineering improvements  |
| <b>November 2010</b>      | Implementation                                      | Review completed plan; make final edits and adopt. Establish a timeline for implementing the plan    |

This Travel Plan is comprised of several sections detailing activities and programs for our school to implement now and projects for us to work with local officials.

Non-Engineering Plan. This Travel Plan identifies best practice education, encouragement and enforcement activities and programs suitable for Susie Dasher Elementary School. Information on

the advantages and considerations for each strategy and resources to help us implement each are included in the Plan’s appendix.

12- Month SRTS Activity Calendar. Our team will pursue a smaller subset of items in the non-engineering plan during the next 12 months. We will review our work periodically, adding additional activities that will continue the SRTS program momentum.

Engineering Recommendations: With assistance from the Georgia SRTS Resource Center, we have identified short, medium and long-term engineering treatments to make walking to school safer for our students.



*Team meeting at Susie Dasher Elementary School.*

## *Non-Engineering Travel Plan*

We identified a number of activities and programs to promote walking to school. These activities and programs, while considered separately by "E", are dependent upon each other for their individual effectiveness. We plan to work on our highest priority programs during the next 12 months, following up with other programs in successive years.

The activities and programs we expect to work on during the next 12 months are identified in the activity calendar included in this section. All strategies are described below.

### Education Strategies

The education strategies included in our 12-month activity calendar are aimed at providing all students walking safety skills. We plan to incorporate pedestrian and bicycle safety into our P.E. and health curriculums. We also plan to provide walking materials for parents to create opportunities for families to walk and bicycle together. Pedestrian and bicycle safety materials will be sent home with students prior to Georgia Walk to School Day, held the first Wednesday in March, and International Walk to School Day, typically held the first Wednesday in October. Materials will also be provided at PTO meetings. We are also planning to form a partnership with the HealthMPowers Program, which teaches healthy eating and physical activity practices to students.



*Nearby Oconee Community Center*

### Encouragement Strategies

The encouragement strategies included in our 12-month activity calendar will help students and their parents feel more comfortable and confident about their children walking to school. Past experience shows that our students like to participate in school events. Thus, encouragement activities such as Georgia Walk to School Day and International Walk to School Day will continue to be traditions at Susie Dasher Elementary School.

The official Susie Dasher Elementary SRTS Program kick-off will be in the Spring 2011, with an emphasis on encouraging student families to form regular walking school buses. Leading up to International Walk to School Day, we will send students home with materials about the benefits of walking and biking as well as safety tips that they can

practice with their families. The materials will also include information about the program such as goals and timelines for implementation of the Travel Plan. Prior to Walk to School Day, we will organize weekly walks from Oconee Community Center on Wabash Street. These walks will help students and parents get into the habit of walking to school, make walking more convenient, and reduce motor vehicle traffic congestion around the school. Parents will drop off their children at the center, where a staff person(s) will be waiting. At the designated time, the staff person(s) will walk with students to school. This route follows residential neighborhood streets to improve safety and parent comfort with the activity.

Finally, we will create a walking map to distribute at the first PTO meeting of 2011. We will ask parents to mark on maps where their children walk (if they plan to walk this year) or where they could walk from home. These will be the foundation for walking school buses in the future. We will update this map after Susie Dasher Elementary School becomes a Pre-Kindergarten through Fifth Grade themed school.

Encouragement strategies we will work on after this year are:

- Printed maps to show preferred walking routes and destinations
- Walking Wednesdays using the Georgia SRTS Resource Center's *Way to Go* frequent walker program
- Walking school buses

#### Enforcement Strategies

Our SRTS enforcement strategies will be aimed at changing the behavior of motorists along Martin Luther King Jr. Drive with a mix of enforcement and education. Partnering with the City of Dublin Police Department, we will focus on reducing motor vehicle speeds and increasing compliance with stopping for student pedestrians crossing the roadway, especially during school arrival and dismissal. We will also promote a safe driving campaign for parents by sending home information with students about the benefits of driving the posted speed limits during school hours, and the proper ways to drive at school crossings. We will seek partners in the local media to spread the message of safe driving in school zones to all local drivers.

Enforcement strategies we will work on after this year are:

- Corner Captains to provide an adult presence along walking routes. We will enlist the radio station as a community Corner Captain and hope to create a partnership with the Dublin Fire Department on Saxon Street and Garner Street to designate the station as a safe zone for students walking or biking to school.
- Safety Stings performed by the City of Dublin Police Department once crosswalks are marked along the walking routes.

#### Evaluation Strategies

Evaluation is an important component of our SRTS program. We will regularly complete in-classroom student tallies and parent survey forms provided by National Center for Safe Routes to School (NCSRTS). We will first administer these in late 2010, which will

provide base-line information on student travel behavior. Subsequent student tallies and parent surveys will help us measure the effectiveness of SRTS efforts over time. We will continue to conduct annual walk audits to evaluate the existing walking and biking environment, as well as monitor the progress on recommended projects. The walk audits will be completed by the entire SRTS team.

## 12-month Activity Calendar

| Activity   | Coordinator                   | Jan.<br>2011 | Feb.<br>2011 | March<br>2011 | April<br>2011 | May<br>2011 | June<br>2011 | July<br>2011 | Aug.<br>2011 | Sept.<br>2011 | Oct.<br>2011 | Nov.<br>2011 | Dec.<br>2011 | Comple<br>e |
|--|-------------------------------|--------------|--------------|---------------|---------------|-------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|-------------|
| <b>EDUCATION</b>   |                               |              |              |               |               |             |              |              |              |               |              |              |              |             |
| Bicycle and pedestrian safety training at during P.E. and health classes |                               |              |              |               |               |             |              |              |              |               |              |              |              |             |
|  | P.E. Coach                    |              |              |               |               |             |              |              |              |               |              |              |              |             |
| Plan   |                               |              |              |               |               |             |              |              |              |               |              |              |              |             |
| Implement  |                               |              |              |               |               |             |              |              |              |               |              |              |              |             |
| <b>ENCOURAGEMENT</b>   |                               |              |              |               |               |             |              |              |              |               |              |              |              |             |
| Promotion of Travel Plan   |                               |              |              |               |               |             |              |              |              |               |              |              |              |             |
| <i>Sending home materials with students</i>                              |                               |              |              |               |               |             |              |              |              |               |              |              |              |             |
|  | School Improvement Specialist |              |              |               |               |             |              |              |              |               |              |              |              |             |
| Plan   |                               |              |              |               |               |             |              |              |              |               |              |              |              |             |
| Implement  |                               |              |              |               |               |             |              |              |              |               |              |              |              |             |
| <i>Providing materials for PTO meetings</i>                              |                               |              |              |               |               |             |              |              |              |               |              |              |              |             |
|  | School Improvement Specialist |              |              |               |               |             |              |              |              |               |              |              |              |             |
| Plan   |                               |              |              |               |               |             |              |              |              |               |              |              |              |             |
| Implement  |                               |              |              |               |               |             |              |              |              |               |              |              |              |             |
| Weekly Walks from Oconee Community Center                                |                               |              |              |               |               |             |              |              |              |               |              |              |              |             |
| <i>Starts weekly after Walk to School Day</i>                            |                               |              |              |               |               |             |              |              |              |               |              |              |              |             |
|  | School Improvement Specialist |              |              |               |               |             |              |              |              |               |              |              |              |             |

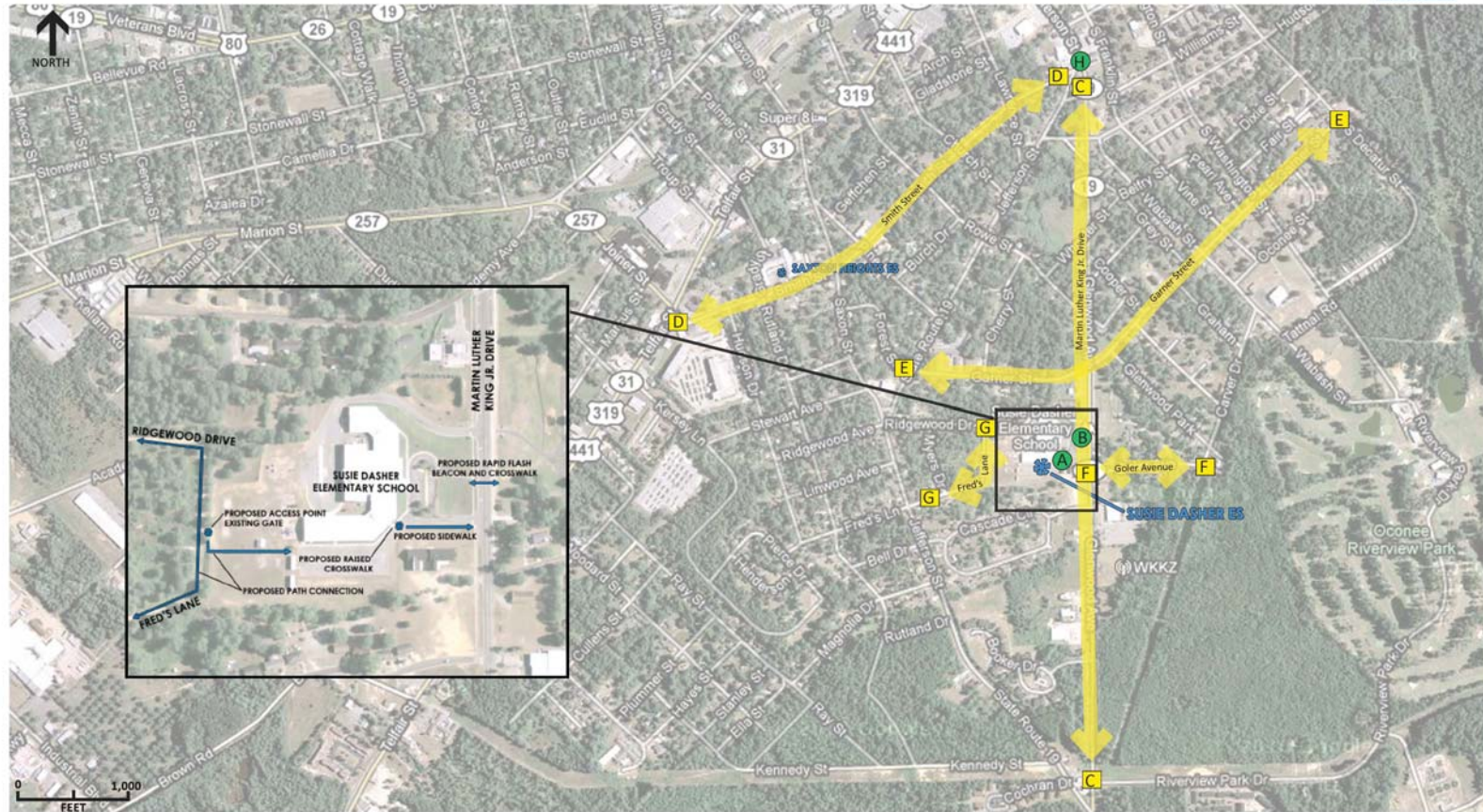
| Activity                                   | Coordinator                                       | Jan. 2011 | Feb. 2011 | March 2011 | April 2011 | May 2011 | June 2011 | July 2011 | Aug. 2011 | Sept. 2011 | Oct. 2011 | Nov. 2011 | Dec. 2011 | Complete |
|--|---|-----------|-----------|------------|------------|----------|-----------|-----------|-----------|------------|-----------|-----------|-----------|----------|
| Plan                                       |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Implement                                  |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
| International Walk to School Day           |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
| <i>First Wednesday in October</i>          |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
|  | Staff support                                     |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Plan                                       |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Implement                                  |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Georgia Walk to School Day                 |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
| <i>First Wednesday in March</i>            |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
|  | Staff support                                     |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Plan                                       |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Implement                                  |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
| <b>ENFORCEMENT</b>                         |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Drive Safe Campaign for parents            |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
|  | City of Dublin Police Department (Radio Station?) |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Plan                                       |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Implement                                  |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
| <b>EVALUATION</b>                          |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Classroom tallies of travel mode to school |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
| <i>Annually</i>                            |   |           |           |            |            |          |           |           |           |            |           |           |           |          |
|  | School Improvement Specialist                     |           |           |            |            |          |           |           |           |            |           |           |           |          |



| Activity          | Coordinator                   | Jan. 2011 | Feb. 2011 | March 2011 | April 2011 | May 2011 | June 2011 | July 2011 | Aug. 2011 | Sept. 2011 | Oct. 2011 | Nov. 2011 | Dec. 2011 | Complete |
|-------------------|-------------------------------|-----------|-----------|------------|------------|----------|-----------|-----------|-----------|------------|-----------|-----------|-----------|----------|
| Plan              |                               |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Implement         |                               |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Parent survey     |                               |           |           |            |            |          |           |           |           |            |           |           |           |          |
| <i>Annually</i>   |                               |           |           |            |            |          |           |           |           |            |           |           |           |          |
|                   | School Improvement Specialist |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Plan              |                               |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Implement         |                               |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Annual Walk Audit |                               |           |           |            |            |          |           |           |           |            |           |           |           |          |
|                   | School Improvement Specialist |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Plan              |                               |           |           |            |            |          |           |           |           |            |           |           |           |          |
| Implement         |                               |           |           |            |            |          |           |           |           |            |           |           |           |          |

# Location-specific Recommendations

## SUSIE DASHER ELEMENTARY SCHOOL RECOMMENDATIONS



NOVEMBER 2010

## Engineering Improvements

Our goal for engineering improvements is to improve the physical environment along existing walking routes that students use. Specific types of physical changes we feel will help meet these goals are to install new sidewalks that meet American with Disabilities Act (ADA) standards, improve crossing treatments that make students more visible to drivers, and to improve the safety for all modes on the school campus.



*Students line up for dismissal at the front entrance to the school.*

We used student safety as the primary criteria to determine project priorities. Infrastructure improvements can take time to complete and are a collaborative effort between the community and transportation agencies that must implement projects. The following short, medium and long timeframes as a guide for anticipated project

completion, but actual timeframes may vary:

|             |                     |
|-------------|---------------------|
| Short term  | Within 2 years      |
| Medium term | Within 5 years      |
| Long term   | Longer than 5 years |

### Factors Affecting Ranking:

- Locations with specific safety concerns.
- Locations along existing student walking or bicycling routes, or with a sufficient number of school family residences.
- At intersections and along streets within ½ mile of school.
- Locations that are priorities for the school community.



*Students must walk along Martin Luther King Jr. Drive south of the school without sidewalks.*



## Typical Infrastructure Recommendations:

### Sidewalks and buffers:

One of our long-term goals is to establish a well-connected sidewalk network throughout the neighborhoods so that families can walk for more of their daily trips, rather than drive. Sidewalks are most effective when they include a buffer to increase pedestrian comfort and safety. Buffers also provide pedestrian “overflow” space, especially closer to the school. The preferred design for sidewalks in this plan is a minimum 6’ wide sidewalk with a minimum 2’ wide buffer. Available right of way will impact the ultimate design.

The GDOT standard minimum sidewalk width is 6’ from the back of the curb. Minimum dimensions for sidewalks with buffers are a 5’ sidewalk with a 2’ buffer.

### Lighting:

Pedestrian-level lighting will improve safety and comfort throughout the neighborhoods. We recommend that lighting be installed at the same time as sidewalks. The highest priority for lighting is at intersections along school walking routes.

### High Visibility Crosswalks:

High visibility crosswalk striping improves the visibility of pedestrians to motorists. Different striping patterns can be used, all generally around a ladder style. Thermal plastic materials should be used to resist decay.



*Existing cobra lights on Martin Luther King Jr. Drive, south of the school.*

### Rapid Flashing Beacons:

Rapid flashing beacons will increase the visibility of students and all pedestrians as they cross the roadway. This type of signal is pedestrian-activated, i.e., the signal will only flash if a pedestrian has pushed a button, indicating that they need to cross the street.

### Pedestrian Hybrid Beacon:

A pedestrian hybrid beacon is a special type of traffic signal (also known as H.A.W.K. signal) used to warn and control traffic at an unsignalized location to assist pedestrians in crossing a street or highway at a marked crosswalk (2009 MUTCD). The signal is actuated by pedestrians, meaning that there will only be a “red light” if a pedestrian has indicated a need to cross the intersection. The pedestrian hybrid beacon recommended in this plan is not meant to replace the current crossing guard, nor is it intended to serve as a fully operational traffic signal. Rather it is intended to help

support the task of crossing children by making the crossing guard more visible to traffic approaching the intersection from either direction.

### Considerations for Design, Project Selection, and Funding:

- All infrastructure recommendations in this plan are considered “planning level” and may require further engineering analysis, design, or public input before implementation.
- Recommended changes to existing traffic patterns (adding a signal, adding a stop sign, changing lane patterns) will require a study to evaluate the potential impact that the recommendation could have on existing traffic conditions.
- Drainage, existing utilities and ADA compliance will need to be evaluated for all recommendations at the time of design.
- Right-of-way was not evaluated as a part of this project. Recommendations assume that sufficient ROW exists or that a method to gain needed ROW will be identified as the project progresses.
- A variety of funding sources may be used for the recommendations, including Safe Routes to School. For example, projects requiring right-of-way acquisition or existing utilities relocation will not be eligible with SRTS funds, but may be funded through other sources.
- More information on the types of projects eligible for SRTS funding through the Georgia Department of Transportation is available at:  
<http://www.dot.state.ga.us/localgovernment/FundingPrograms/srts/Pages/default.aspx>

### Susie Dasher Elementary School Engineering Recommendations

| Map Key | Location        | Need   | Recommended treatment   | Team Priority | Timeframe  |          |           |
|---------|-----------------|--|---|---------------|------------|----------|-----------|
|         |                 |  |   |               | Short term | Mid term | Long term |
| A       | School Property | <p>The sidewalk system on school property connects the entrance of the school with Martin Luther King Jr. Drive in front of the school, providing a walking route for students traveling to school along Martin Luther King Jr. Drive.</p> <p>Walkers using the Martin Luther King, Jr. Drive sidewalk must cross at least one of two school driveways. Neither school driveway has a striped crosswalk.</p> | <p><b>Recommendations Summary</b></p> <p>Install a sidewalk with buffer along the south side of the south driveway to the school. Stripe crosswalks across both school driveways.</p>   | High          |            |          |           |
|         |                 |  | <p>Install high visibility crosswalks across both school driveways parallel to Martin Luther King Jr. Drive.</p>  |               | X          |          |           |
|         |                 |  | <p>Install a sidewalk with buffer on the south side of the main driveway between Martin Luther King, Jr. Drive and the front of the school. Install a raised crosswalk with high visibility markings across the driveway connecting to the parking lot on the southern side of the building. This will connect the new sidewalk along the south driveway to the existing sidewalk in front of the school.</p> |               |            | X        |           |



| Map Key | Location  | Need  | Recommended treatment   | Team Priority | Timeframe  |          |           |
|---------|---|---|---|---------------|------------|----------|-----------|
|         |   |   |   |               | Short term | Mid term | Long term |
| B       | Midblock Crossing across Martin Luther King Jr. Drive in front of school<br><br>(Uncontrolled crossing) | Students traveling to school from the east side of Martin Luther King Jr. Drive use this crossing, as it is the only marked crosswalk across the highway in the immediate vicinity of the school.   | <b>Recommendations Summary</b><br>Increase the visibility of the existing crosswalk with a Rectangular Rapid Flash Beacon, advance stop bars and improved signage.  | High          |            |          |           |
|         |   | Martin Luther King Jr. Drive provides access to the town of Dublin for many residents and industrial trucks. The speed limit approaching the school steps down from 55 mph to 35 mph in the school vicinity and becomes 25 mph when overhead flashing lights are activated. However, according to local police, motorists often exceed the speed limit through the school zone. | Relocate bike lane sign on south approach to improve the visibility of the existing road crossing sign.<br>Install advance stop bars 30' in front of existing crosswalk in each direction of travel. Install school crossing zone signage (R1-5B) on north and south approaches indicating crosswalk. |               |            |          |           |
|         |   | The crossing is located directly in front of the school, though motorists traveling north crest a hill approximately 200 feet before the crossing, reducing visibility and sight lines. In addition, a bicycle lane sign obscures the crosswalk marking sign from view by drivers approaching from the south.   | Install a pedestrian-activated Rectangular Rapid Flash Beacon.<br>Install signage (S1-1/W16-7P) at crossing on north and south approaches.<br>Install signage on north and south approaches (S1-1/W16-9P), both sides of the road.  |               | X          |          |           |
|         |   | Evaluate the crosswalk for a HAWK signal.   |   |               |            | X        |           |

| Map Key | Location   | Need  | Recommended treatment  | Team Priority | Timeframe  |          |           |   |  |  |
|---------|--|---|--|---------------|------------|----------|-----------|---|--|--|
|         |  |   |  |               | Short term | Mid term | Long term |   |  |  |
| C       | Martin Luther King Jr. Drive between Williams Street and Riverview Park Road | Martin Luther King Jr. Drive is a direct route to Susie Dasher for students traveling by all modes living in the surrounding neighborhoods.   | <b>Recommendations Summary</b><br>Install a sidewalk with buffer along both sides of the street, and high visibility crosswalks parallel to Martin Luther King Jr. Drive at all intersecting streets, and pedestrian-scale lighting. | High          |            |          |           |   |  |  |
|         |  | The road currently has sidewalks on both sides from downtown Dublin to Goler Avenue on the east side (approximately across from school entrance), and Cascade Drive on the west side. | Install sidewalks with buffer on west side of Martin Luther King Jr. Drive from the existing sidewalk terminus south to the intersection with Jefferson Street.  |               |            |          |           | X |  |  |
|         |  | Existing and planned multi-family residential developments south of Susie Dasher Elementary are/will be located in close proximity to Martin Luther King, Jr.                         | Install high visibility crosswalks parallel to Martin Luther King Jr. Drive where sidewalk crosses intersecting roads or commercial driveways.   |               |            |          |           | X |  |  |

| Map Key | Location  | Need   | Recommended treatment  | Team Priority | Timeframe  |          |           |   |   |  |
|---------|---|--|--|---------------|------------|----------|-----------|---|---|--|
|         |   |  |  |               | Short term | Mid term | Long term |   |   |  |
|         |   | Drive and will generate increased motor vehicle, pedestrian, [and bicycle] traffic.  | <p>Install sidewalks on the east side of Martin Luther King Jr. Drive from the terminus of the existing sidewalk to Riverview Park Drive.</p> <p>Install high visibility crosswalks where the sidewalk intersects with commercial driveways.</p> <p>Note: According to local stakeholders, portions of the sidewalk may be installed at the time of construction of a residential development on the northwest corner of Martin Luther King, Jr. Drive and Riverview Park Drive.</p> |               |            | X        |           |   |   |  |
| D       | Smith Street between Joiner Street and Jefferson Road | <p>Smith Street is a walking route for students living to the west of Susie Dasher Elementary School. The street also provides connections to Saxon Heights Elementary School. The street currently has complete sidewalks on the north side, but sidewalk gaps on the south side.</p> <p>Soil deposits and vegetation encroach on portions of the existing sidewalks,</p> | <p><b>Recommendations Summary</b></p> <p>Repair and clean existing sidewalks along both sides of Smith Street. Install missing segments on the south side of Smith Street. Improve crosswalks parallel to Smith Street. Install pedestrian-scale lighting.</p>   | High          |            |          |           |   |   |  |
|         |   |  | Clean sidewalks, removing soil and grass growing through sidewalk.   |               |            |          |           | X |   |  |
|         |   |  | Replace broken or severely deteriorated sections of sidewalk.  |               |            |          |           |   | X |  |

| Map Key | Location  | Need  | Recommended treatment   | Team Priority | Timeframe  |          |           |
|---------|---|---|---|---------------|------------|----------|-----------|
|         |   |   |   |               | Short term | Mid term | Long term |
|         |   | almost completely covering the sidewalk in some locations. Some crosswalks parallel to Smith Street are difficult to see due to faded striping. Other pedestrian crossings are not marked.  | Install sidewalks on the south side of Smith Street from Pine Street to the east to Telfair Street to the west.   |               |            |          | X         |
|         |   |   | Install new crosswalks where missing and replace existing crosswalks with high visibility striping parallel to Smith Street.  |               | X          |          |           |
| E       | Garner Drive between Decatur Street and Jefferson Street. | <p>Garner Drive connects students living in the neighborhoods to the west and east of the school. The street also provides a connection to the Oconee Community Center, located east of school at Carver Drive and Wabash Street.</p> <p>Most of Garner Drive has a curb and gutter drainage system. The only existing sidewalk is on a section on the south side between Wabash Street and Decatur Street.</p> | <p><b>Recommendations Summary</b><br/>Install sidewalks with buffers on both sides of Garner Drive to Jefferson Street to the west and Decatur Street to the east. Stripe high visibility crosswalks and ensure pedestrian crossing facilities are visible. Install pedestrian-scale lighting.</p> <p>Install sidewalks with buffers and high visibility crosswalks at crossings on the south side of Garner Drive between Martin Luther King, Jr. Drive and Wabash Street.</p> | Medium        |            |          |           |
|         |   |   |   |               | X          |          |           |

| Map Key | Location             | Need  | Recommended treatment   | Team Priority | Timeframe  |          |           |
|---------|----------------------|---|---|---------------|------------|----------|-----------|
|         |                      |   |   |               | Short term | Mid term | Long term |
|         |                      | The existing "State Law Stop for Pedestrians" sign accompanying the school crossing signs across Martin Luther King Jr. Drive are smaller than the standard MUTCD size and is partially blocked from view by on the southbound approach by other signage. | Install sidewalks with buffers and high visibility crosswalks at crossings on the north side of Garner Drive between Jefferson Street and Decatur Street. |               | X          |          |           |
|         |                      |   | Replace existing "Stop for Pedestrians" sign with in-street "School Stop for Pedestrians" signs (MUTCD R1-6c) facing in both directions.                  |               | X          |          |           |
| F       | Goler Avenue between | Goler Avenue has potential to be a direct route for students living east of the   | <b>Recommendations Summary</b>  | Medium        | X          |          |           |

| Map Key | Location   | Need  | Recommended treatment   | Team Priority | Timeframe  |          |           |
|---------|--|---|---|---------------|------------|----------|-----------|
|         |  |   |   |               | Short term | Mid term | Long term |
|         | Carver Drive and Martin Luther King Jr. Drive  | <p>school.</p> <p>The street currently does not have sidewalks on either side.</p> <p>There are sidewalks along both sides of Martin Luther King, Jr. Drive at the intersection with Goler Avenue, although the existing sidewalk on the east side of Martin Luther King, Jr. Drive ends at Goler Avenue.</p>   | <p>Install sidewalks on the south side of Goler Avenue from Martin Luther King Jr. Drive west to Carver Drive.</p> <p>Install high visibility crosswalks at sidewalk crossings. Install pedestrian-scale lighting.</p>  |               |            |          |           |
| G       | <p>Fred's Lane and Ridgewood Drive</p> <p>Between Jefferson Street and Ridgewood Drive</p> | <p>Fred's Lane and Ridgewood Drive directly west of the school property are platted rights-of-way where roads have not yet been built, i.e., paper streets. These paper streets are privately owned, however, the right-of-way is cleared (e.g. vegetation has been cut recently) and appears to be maintained. Three gates on the western perimeter of the school connect directly to the rights-of-way. Two of the three gates appear to be locked.</p> <p>Allowing access from these platted</p> | <p><b>Recommendations Summary</b></p> <p>With permission from property owners, install paths from Myer Drive to the western edge of the school property parallel to Fred's Lane and Ridgewood Drive. Identify a primary gate and install paths to connect to the school building. Install pedestrian-scale lighting.</p> <p>Install locks to control gate access. Identify the middle gate as the main point of entry into the school property. Open gates during school hours.</p> | Medium        |            |          |           |
|         |  |   |   |               | X          |          |           |



| Map Key | Location   | Need  | Recommended treatment   | Team Priority | Timeframe  |          |           |
|---------|--|---|---|---------------|------------|----------|-----------|
|         |  |   |   |               | Short term | Mid term | Long term |
|         |  | streets directly to the school property would shorten students' travel times eliminating the need to walk along Martin Luther King, Jr. Drive.  | Install a sidewalk connection on school property between the middle gate and the existing sidewalk along the western parking lot (located behind the school). |               |            | X        |           |
|         |  | The City expects private developers to build Fred's Lane within in the next five years.   | Install sidewalks on both sides of Fred's Lane and Ridgewood Drive when the street is built, including access to the school gates.                            |               |            |          |           |
| H       | Intersection of Martin Luther King Jr. Drive, Smith Street, and Jefferson Street | This intersection is on multiple key walking routes to school and is located near downtown Dublin. Existing traffic controls include pedestrian signals without the countdown function. Curb ramps lack detectable warning. | <b>Recommendations Summary</b><br>Update pedestrian signals to include a countdown function.  | Low           |            |          |           |
|         |  |   | Install pedestrian signals with countdown function.   |               |            |          |           |
|         |  |   | Replace existing non ADA-compliant curb ramps with ramps having a detectable warning.   |               |            |          |           |
|         |  |   |   |               |            | X        |           |
|         |  |   |   |               |            | X        |           |

## APPENDIX: Georgia Safe Routes to School Program: Non-engineering Strategies

| Strategy   | E's                                    | Advantages   | Considerations  | Resources   |
|--|--|--|---|---|
| <p><b>Walking and Biking Safety Assembly</b></p> <p>These single-day events can be held in the fall to promote Walk to School Day. Guest speakers teach the students pedestrian and bicycle safety skills that they can use when walking and biking to school.</p> | <p><b>Education, Encouragement</b></p> | <ul style="list-style-type: none"> <li>• Assures all children learn bicycle and pedestrian safety skills</li> <li>• Establishes habits that benefit children throughout their lives, regardless of whether they currently walk or bike to school</li> <li>• Establishes consistent messages for young pedestrians and bicyclists</li> <li>• Provides a refresher for parents if take home materials are provided in conjunction with the assembly. It's never too late to correct bad habits.</li> <li>• Events can make learning fun, and help strengthen community ties with event organizers and participants.</li> </ul> | <ul style="list-style-type: none"> <li>• Best taught using a combination of methods, including one-time instruction (e.g. assemblies), multi-lesson classroom curricula, and skills practice (e.g. bike rodeos).</li> <li>• Requires able and willing instructors</li> <li>• Should be age-appropriate</li> <li>• Bicycle safety education may require an outside instructor, e.g. a police officer.</li> </ul> | <ul style="list-style-type: none"> <li>• NCSRTS page on strategies for educating children:<br/><a href="http://www.saferoutesinfo.org/guide/education/strategies_for_educating_children.cfm">www.saferoutesinfo.org/guide/education/strategies_for_educating_children.cfm</a></li> <li>• National Highway Transportation Administration's pedestrian page:<br/><a href="http://www.nhtsa.dot.gov/portal/site/nhtsa/menu.item.dfedd570f698cabbbf30811060008a0c/">www.nhtsa.dot.gov/portal/site/nhtsa/menu.item.dfedd570f698cabbbf30811060008a0c/</a></li> <li>• Safe Kids pedestrian safety page:<br/><a href="http://www.usa.safekids.org/wtw/">www.usa.safekids.org/wtw/</a></li> <li>• League of American Bicyclists education programs page:<br/><a href="http://www.bikeleague.org/programs/education/">www.bikeleague.org/programs/education/</a></li> </ul> |

| Strategy  | E's                             | Advantages  | Considerations  | Resources  |
|---|---------------------------------|---|---|--|
| <p><b>Participate in Walk to School Day</b></p> <p>Walk to School Day is a one-day event that celebrates walking and biking to school.</p> <p>Generally this event is scheduled for the first full week in October.</p> <p>The State of Georgia hosts a Spring Walk to School Day in March.</p> | <b>Education, Encouragement</b> | <ul style="list-style-type: none"> <li>• Excellent kick-off event for Safe Routes to School program</li> <li>• Generates enthusiasm for walking and biking</li> <li>• Way to raise community awareness about safety issues</li> <li>• Can be as simple as a few kids and parents meeting to walk to school or very elaborate celebrations</li> <li>• Can be folded into studies of international cultures as it is an international event</li> <li>• Date is flexible- to be counted by the National Center for Safe Routes to school the event need only take place before Dec 1.</li> </ul> | <ul style="list-style-type: none"> <li>• Preparations for elaborate celebrations must begin several months in advance to allow time to identify partners, plan activities, and promote the event</li> <li>• Should provide bicycle and pedestrian safety information to children and parents</li> <li>• International Walk to School Day takes place in October but some schools organize multiple Walk to School Day (or "Walk and Roll Day") events over the course of the school year (e.g. one in the fall and one in the spring).</li> </ul> | <ul style="list-style-type: none"> <li>• Walk to School Day downloadable templates for flyers, banners, pennants, etc: <a href="http://saferoutesga.org/Resources/Downloads">http://saferoutesga.org/Resources/Downloads</a></li> <li>• U.S. Walk to School Day website (provides resources and event registration): <a href="http://www.walktoschool.org">www.walktoschool.org</a></li> <li>• International Walk to School Day website: <a href="http://www.iwalktoschool.org/">www.iwalktoschool.org/</a></li> </ul> |
| <p><b>Frequent Walker/Bicyclist Program or Walking Wednesdays</b></p> <p>Track and reward students who walk and bicycle to school. Can be an individual competition or a competition among classes.</p>   | <b>Encouragement</b>            | <ul style="list-style-type: none"> <li>• Provides positive reinforcement for walking and bicycling.</li> <li>• Children respond to incentives.</li> <li>• Can include all students.</li> <li>• Can include walking and bicycling beyond the trip to school.</li> </ul>  | <ul style="list-style-type: none"> <li>• Necessary to identify a coordinator.</li> <li>• Establish a simple record-keeping system.</li> <li>• Establish age-appropriate goals.</li> <li>• Consider giving rewards to parents as well, since parents are often involved in the commute to school.</li> </ul>   | <ul style="list-style-type: none"> <li>• Resources for Georgia's <i>Way to Go Program</i> Resources such as downloadable templates for punch cards and stickers: <a href="http://saferoutesga.org/Resources/Downloads">http://saferoutesga.org/Resources/Downloads</a></li> <li>• NCSRTS page on mileage clubs and contests: <a href="http://www.saferoutesinfo.org/guide/encouragement/mileage_clubs_and_contests.cfm">www.saferoutesinfo.org/guide/encouragement/mileage_clubs_and_contests.cfm</a></li> </ul>       |

Participate in  
Georgia's *Way to Go*  
*Program*.

| Strategy   | E's   | Advantages   | Considerations   | Resources  |
|--|---|--|--|--|
| <p><b>Traffic Enforcement (Staff/Crossing Guards)</b></p> <p>This can be an ongoing program for school staff and crossing guards. This works well if the school has an existing reward point program.</p>  | <p><b>Education, Enforcement, Encouragement</b></p> | <ul style="list-style-type: none"> <li>• Crossing guards play an important role in helping children cross the street at key locations, reminding drivers of the presence of pedestrians, and making parents feel more comfortable about letting their children walk and bicycle to school.</li> <li>• Staff and crossing guards can also reward students who are “caught being good” by issuing School Reward Points.</li> </ul> | <ul style="list-style-type: none"> <li>• Requires some training and coordination with crossing guards</li> </ul>   |  |
| <p><b>Student Safety Patrol Program</b></p> <p>This can be an ongoing program for 5th grade students. Student safety patrols can offer educational literature to offenders to let them know about traffic safety issues (and proper behavior) surrounding the school zone.</p> | <p><b>Education, Enforcement, Encouragement</b></p> | <ul style="list-style-type: none"> <li>• Students can also issue citations if condoned by the school.</li> <li>• Excellent way to educate parents and encourage appropriate behaviors while supporting the school’s SRTS program.</li> <li>• Teaches students valuable leadership skills.</li> </ul>   | <ul style="list-style-type: none"> <li>• Requires an adult organizer such as a parent, teacher, or law enforcement officer</li> <li>• Materials such as sashes and badges are encouraged</li> <li>• Requires adult supervision while students are “on-duty”</li> <li>• Student safety patrols will also be trained to set the model example for younger students.</li> <li>• In the last month of school, student patrols can “train” 3rd graders who are interested in being trained in the fall.</li> <li>• One option is to host an end of the year party to honor the graduating safety patrols</li> </ul> | <p>Giveaways for students when they cash-in their Reward points<br/> AAA Safety Patrol Program:<br/> <a href="http://www.aaamidatlantic.com/Foundation/SchoolPrograms/SchoolSafetyPatrol">http://www.aaamidatlantic.com/Foundation/SchoolPrograms/SchoolSafetyPatrol</a></p> |

| Strategy   | E's                      | Advantages  | Considerations   | Resources   |
|--|--------------------------|---|--|---|
| <p><b>Walk Audit/Parent Surveys / Student tallies</b></p> <p>The team will meet annually (ideally in August before school starts) to review the accomplishments and progress from the previous school year and set new goals for the upcoming school year.</p> | <p><b>Evaluation</b></p> | <ul style="list-style-type: none"> <li>Establishes baseline information on student travel behavior and perceived barriers to walking and biking</li> <li>Helps determine existing needs</li> <li>Helps determine success of SRTS efforts and identify needed adjustments</li> </ul> | <ul style="list-style-type: none"> <li>Best to conduct initial surveys before SRTS measures have been implemented</li> <li>Requires teacher buy-in and administrative organization</li> <li>Getting parents to fill out and return surveys can be a challenge. Follow up is necessary. Consider a contest among classes for highest rate of return.</li> </ul> | <ul style="list-style-type: none"> <li>Student In-Class Travel Tally Form: <a href="http://www.saferoutesinfo.org/resources/evaluation_student-in-class-travel-talley.cfm">http://www.saferoutesinfo.org/resources/evaluation_student-in-class-travel-talley.cfm</a></li> <li>Parent Survey Form: <a href="http://www.saferoutesinfo.org/resources/evaluation_parent-survey.cfm">http://www.saferoutesinfo.org/resources/evaluation_parent-survey.cfm</a></li> <li>Instructions for Survey Administration: <a href="http://www.saferoutesinfo.org/resources/evaluation_instructions.cfm">http://www.saferoutesinfo.org/resources/evaluation_instructions.cfm</a></li> <li>Instructions for Data Entry: <a href="http://www.saferoutesinfo.org/resources/evaluation_cover-sheets.cfm">http://www.saferoutesinfo.org/resources/evaluation_cover-sheets.cfm</a></li> </ul> |

| Strategy  | E's                                 | Advantages  | Considerations  | Resources   |
|---|-------------------------------------|---|---|---|
| <p><b>Bike Rodeo</b></p> <p>This is a single-day event that promotes bicycle safety. At the rodeo, students can borrow bicycles or bring their own.</p>                       | <b>Education,<br/>Encouragement</b> | <ul style="list-style-type: none"> <li>• Events like bike rodeos make learning fun and can help strengthen community ties with event organizers and participants.</li> <li>• At the rodeo students learn safety skills such as how to properly wear a helmet and how to behave while bike riding. The rodeo can also have a closed “test course” for the students to ride along. This helps the students to practice in a safe environment and gain confidence in their decision-making skills.</li> <li>• One possible partner for this is the local police department.</li> </ul> | <ul style="list-style-type: none"> <li>• Requires able and willing instructors</li> <li>• Should be age-appropriate</li> <li>• Bicycle safety education may require an outside instructor, e.g. a police officer.</li> <li>• These events require planning and materials to share with students</li> </ul>  | <ul style="list-style-type: none"> <li>• Bicycling Life page on bicycle rodeos:<br/><a href="http://www.bicyclinglife.com/SafetySkills/BicycleRodeo.htm">http://www.bicyclinglife.com/SafetySkills/BicycleRodeo.htm</a></li> </ul>  |
| <p><b>Walking School Buses/ Bicycle Trains</b></p> <p>Walking school buses and bicycle trains are adult supervised groups of students walking and/or bicycling to school.</p> | <b>Education,<br/>Encouragement</b> | <ul style="list-style-type: none"> <li>• Adult supervision on the walk to school</li> <li>• Can be loosely structured or highly organized</li> <li>• Can include a meeting point in a parking lot so children and parents who must drive can participate.</li> <li>• Adults can rotate who will lead each time.</li> </ul>  | <ul style="list-style-type: none"> <li>• Need to identify routes where conditions support walking and there is sufficient demand for supervised walking</li> <li>• Requires parents willing to walk with children and learn about how Walking school buses are organized and conducted.</li> <li>• More organized structure requires considerable planning</li> </ul> | <ul style="list-style-type: none"> <li>• NCSRTS page on walking school buses:<br/><a href="http://www.saferoutesinfo.org/guide/encouragement/walking_school_bus_or_bicycle_train.cfm">www.saferoutesinfo.org/guide/encouragement/walking_school_bus_or_bicycle_train.cfm</a></li> </ul> |



| Strategy  | E's                  | Advantages   | Considerations   | Resources   |
|---|----------------------|--|--|---|
| <p><b>Drive Safe Campaigns</b></p> <p>Some parents are not aware of how their driving behavior can put walking students at risk. This teaches parents how their unsafe driving habits can put their children in danger.</p>   | <b>Education</b>     | <ul style="list-style-type: none"> <li>• Has the ability to positively effect change in and community around the school</li> <li>• Improves the safety of the walking environment</li> <li>• Good drivers can help to set the example for good behavior. This is especially true for helping to control speeds.</li> </ul>               | <ul style="list-style-type: none"> <li>• This requires a person to organize and administer the campaign.</li> <li>• May not be effective at schools where parent/teacher organizations are weak</li> <li>• Law enforcement officers would be great at speaking at the campaign events. Sometimes, due to their heavy schedules that can be difficult to pin down.</li> <li>• A good way to contact parents is at back to school night and PTA meetings. Starting at the beginning of the year helps to prevent bad habits from starting. Law enforcement officers (or other teachers) can hold a brief assembly to explain the dangers of unsafe driving in school areas.</li> <li>• Law enforcement officers can provide a demonstration of how difficult it is to quickly stop a moving vehicle at 50, 40 and 30 mph. The National Center has information on how the speed of the vehicle can affect the severity of injury that the pedestrian experiences in a crash.</li> </ul> |   |
| <p><b>Crossing Guard Appreciation Day</b></p> <p>Crossing guards help our children cross the road safely in the mornings and afternoons, in all weather conditions. Remind them that you appreciate their service and dedication. Students can create thank you cards that they deliver themselves during their walks home, or teachers</p> | <b>Encouragement</b> | <ul style="list-style-type: none"> <li>• Maintains a positive relationship between the crossing guards and the school/community.</li> <li>• Can inspire crossing guards to continue to be reliable, safety figures.</li> <li>• Creates an opportunity to remind students why it is important to practice safe walking skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Requires coordination between the crossing guards, school administrators and school instructors.</li> <li>• May require materials to create the thank-you cards.</li> <li>• Is most effective with newsletter and in-school announcements.</li> <li>• Relatively inexpensive strategy</li> </ul>  | <ul style="list-style-type: none"> <li>• Downloadable templates for event flyers and newsletter inserts:<br/> <a href="http://saferoutesga.org/Resources/Downloads">http://saferoutesga.org/Resources/Downloads</a> </li> </ul> |

and administrators can honor them formally during a school assembly.

| Strategy   | E's                | Advantages  | Considerations  | Resources  |
|--|--------------------|---|---|--|
| <p><b>Pace Car Program</b></p> <p>Program participants pledge to drive the speed limit on neighborhood streets, respect pedestrians and bicyclists, and display the Pace Car bumper sticker.</p>                         | <b>Enforcement</b> | <ul style="list-style-type: none"> <li>• Low-cost way to slow traffic and improve interactions between motorists, pedestrians, and bicyclists</li> </ul>  | <ul style="list-style-type: none"> <li>• Must be accompanied by an education and outreach campaign</li> <li>• Need to find funding source for stickers and other materials</li> <li>• Not all drivers who make the pledge will keep it, but the program can still be effective if enough people do</li> <li>• Can have students design logo as part of contest</li> </ul> | <ul style="list-style-type: none"> <li>• Websites for Pace Car programs around the country: <ul style="list-style-type: none"> <li><a href="http://www.idahosmartgrowth.org/projects/pace-car/index.htm">www.idahosmartgrowth.org/projects/pace-car/index.htm</a></li> <li><a href="http://www.northamptonma.gov/pacecar/">www.northamptonma.gov/pacecar/</a></li> <li><a href="http://www.ci.santa-cruz.ca.us/pw/npcp/npcp.html">www.ci.santa-cruz.ca.us/pw/npcp/npcp.html</a></li> <li><a href="http://www.peds.org/kw_pace.shtml">www.peds.org/kw_pace.shtml</a></li> <li><a href="http://cityofdavis.org/Police/pacecar/">cityofdavis.org/Police/pacecar/</a></li> <li><a href="http://www.waba.org/pacecar/">www.waba.org/pacecar/</a></li> </ul> </li> </ul> |
| <p><b>Adopt a Sidewalk Program</b></p> <p>To keep sidewalks clear of debris and trash, groups can volunteer to adopt a sidewalk. Groups can include classrooms and families as well as local businesses or agencies.</p> | <b>Education</b>   | <ul style="list-style-type: none"> <li>• This promotes the Safe Routes to School program and also relieves the localities of some of the burden to keep the sidewalks well-maintained.</li> </ul> | <ul style="list-style-type: none"> <li>• Requires the help and dedication of volunteers</li> <li>• Requires public outreach and education</li> </ul>  |  |

## Georgia-based Organizations Working to Support Safe Routes to School

### **Georgia Bikes!** (<http://www.georgiabikes.org/DesktopDefault.aspx>)

GEORGIA BIKES! is a statewide organization working to improve bicycling conditions and promote bicycling in Georgia. Their work includes creating a law enforcement officer's pocket guide, instigating school based education efforts and developing bicyclist education materials.

### **Atlanta Bicycle Coalitions** (<http://www.atlantabike.org/>)

ABC's mission is to make it safer and easier for people to ride bicycles by advocating for better facilities for bicycles, educating cyclists and drivers on sharing the road safely, offering programs to support those who would like to start biking as well as those who already bike to ride more often, and by promoting the bicycle as a both a viable transportation solution and a community-building form of recreation and exercise.

### **PEDS** (<http://peds.org/>)

PEDS is a nonprofit, member-based advocacy organization dedicated to making metro Atlanta safe and accessible for all pedestrians. Members work to improve engineering of the pedestrian environment, increase enforcement of pedestrian safety and educate drivers about their responsibilities to pedestrians.

### **Alliance for a Healthier Generation** (<http://www.healthiergeneration.org/>)

The Alliance for a Healthier Generation is a Georgia SRTS Network Partner that can provide support to schools through its Healthy Schools Program.

### **American Heart Association (AHA)** (<http://www.americanheart.org/>)

The AHA (also a Georgia SRTS Network Partner) is a strong supporter of the Safe Routes to School Program.

### **Georgia Regional Commissions**

Georgia's regional commissions are organizations comprised of county and municipal governments providing services in the areas of planning (including transportation planning), public administration, economic development, aging services and information technology.

- [Central Savannah River Area Regional Commission](http://www.csrarc.ga.gov/) (<http://www.csrarc.ga.gov/>)
- [Coastal Georgia RC](http://www.coastalgeorgiarc.org/) (<http://www.coastalgeorgiarc.org/>)
- [Georgia Mountains RC](http://www.gmrdc.org/) (<http://www.gmrdc.org/>)
- [Heart of Georgia RC](http://www.hogardc.org/) (<http://www.hogardc.org/>)
- [Middle Georgia RC](http://www.middlegeorgiarc.org/) (<http://www.middlegeorgiarc.org/>)

- [Northeast Georgia RC](http://www.negrc.org/) (<http://www.negrc.org/>)
- [Northwest Georgia RC](http://www.nwgrc.org/) (<http://www.nwgrc.org/>)
- [River Valley RC](http://www.rivervalleyrc.org/) (<http://www.rivervalleyrc.org/>)
- [Southern Georgia RC](http://www.sgrc.us/) (<http://www.sgrc.us/>)
- [Southwest Georgia Regional Commission](http://www.swgrdc.org/) (<http://www.swgrdc.org/>)
- [Three Rivers RC](http://www.cfrdc.org/) (<http://www.cfrdc.org/>)
- [Atlanta Regional Commission](http://www.atlantaregional.com/) (<http://www.atlantaregional.com/>)