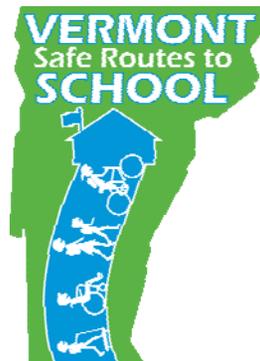


Vermont School Travel Plan Worksheet

Lyndon Town School

November 2012



1. Introduction

Lyndon Town School 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 and/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
- we would like to make our school and attractive and welcoming place

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

<i>Name</i>	<i>Dale Urie</i>	<i>Affiliation</i>	<i>Assistant Principal</i>
<i>Name</i>	<i>Jack Harris</i>	<i>Affiliation</i>	<i>Police Chief</i>
<i>Name</i>	<i>Dick Lawrence</i>	<i>Affiliation</i>	<i>State Representative</i>
<i>Name</i>	<i>John Raymond</i>	<i>Affiliation</i>	<i>School Board Chair</i>
<i>Name</i>	<i>Gail Aloisio</i>	<i>Affiliation</i>	<i>NVDA Planner</i>
<i>Name</i>	<i>Laural Ruggles</i>	<i>Affiliation</i>	<i>NVRH</i>

In collaboration with the Vermont Safe Routes to School Resource Center

The SRTS Champion and primary contact for our School Travel Plan is (include contact information): Dale Urie, LTS Assistant Principal, durie@cnsuschools.org, 802-626-3209

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):

- administered parent surveys – *September 2012*
- interviewed key stakeholders – *October 2012*
- publicized a public comment period
- conducted a community walking/bicycling audit – *September/October 2012*
- incorporated our town’s existing bike or pedestrian plan recommendations
- incorporated our School Wellness Policy objectives- *Medium-term plan*
- hosted public meetings
- solicited student opinions
- conducted engineering studies- *Planning to apply for feasibility study*
- we have no public input process at this time
- 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):

- an individual school
- a school district
- a county
- statewide
- multiple schools include proximity (2 miles or less)
- a city/municipality
- a region (please describe) _____
- 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 (include partnership levels):

5. School Demographics

Our student demographic information includes:

60% Free/Reduced Lunch

1% ESL language?

18% Special Education

4% 504 Plans

6. Current School Travel Environment

Lyndon Town school plans to collect additional data using the student travel tally to better capture the current school travel environment. In the interim, the parent survey collected in October provides some insight into travel habits. See Appendix F for more the complete analysis from the recent parent survey.

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
Percentage of Students (AM)	1%	0%	58%	39%	1%	0%	0%
Percentage of Students (PM)	0%	0%	77%	23%	0%	0%	0%

These are the distances our students live from school:

Distance lived from school	0 miles to ½ mile	½ mile to 1 mile	1 mile to 1 ½ mile	1 ½ mile to 2 miles	Over 2 miles
Number of students	21	41	16	54	268
Percentage of Students	5%	10%	4%	14%	67%

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 checked="" 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 checked="" type="checkbox"/> school traffic safety plan |
| <input type="checkbox"/> Other _____ | |

Our school dismissal procedures include:

Students are dismissed by floor and not by mode of transportation. The 3rd floor is dismissed at 2:45, the 2nd floor at 2:50, and the 1st floor at 2:55.

Our school does does not provide bus service to students.
 Bus service is provided to all children regardless of location.

7. Barriers to Active Transportation

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

- Distance** (high) (medium) (low)
- Convenience of driving** (high) (medium) (low)
- Time** (high) (medium) (low)
- Child's before and after-school activities** (high) (medium) (low)
- Speed along traffic route** (high) (medium) (low)
- Amount of traffic along route** (high) (medium) (low)
- Adults to walk or bike with** (high) (medium) (low)
- Sidewalks or pathways** (high) (medium) (low)
- Safety of intersections and crossings** (high) (medium) (low)
- Crossing guards** (high) (medium) (low)
- Violence or crime** (high) (medium) (low)
- Weather or climate** (high) (medium) (low)
- Other** _____ (high) (medium) (low)

This information was captured in our parent surveys.

Date Parent Survey was administered: October 2012

Number of Surveys Returned: 86

Return Rate: 20%

8. Traffic Counts

Below are the traffic counts that have been taken around our school (2011 traffic counts)

Location	Counts	Date	Speed	Average	85 th Percentile
High Street (~300 ft west of Lily Pond Road)	92 AM peak 146 PM peak	July 18-24, 2011	N/A	77 AM 107 PM	N/A
Lily Pond Road (~300 ft north of Deer Run Lane)	109 AM peak 103 PM peak	July 18-24, 2011	N/A	63 AM 78 PM	N/A
Lily Pond Road (~300 ft north of High Street)	84 AM peak 126 PM peak	July 18-24, 2011	N/A	73 AM 92 PM	N/A

9. 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 by making routes safer
- 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 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 are working on include:

Following is a brief explanation of each of our proposed education activities:

a. Education Strategies (check at least one)

- teach pedestrian and bicycle safety skills to students and parents
Implement Walk Smart/Bike Smart in PE class – spring 2013
- organize a Bicycle Safety Fair or training course to teach on-bike skills
Each spring in collaboration with the Sheriff’s Department
- teach personal safety skills to students and parents
Education provided by the guidance counselor
- 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
Provided in the student handbook
- train school and community audiences about Safe Routes to School
- Other _____

Following is a brief explanation of each of our proposed encouragement 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 Vermont Walk to School Day
- 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
- host monthly walk and bike to school day events
- host weekly walk and bike to school days
- Participate in Walk at Lunch Day each April
- Free helmet distribution by the Sheriff's Department each May
- Participate in Fall Fun Run each October

Following is a brief explanation of each of our proposed enforcement activities:

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 on Lily Pond Road
Request made to the Sheriff's Department
- conduct increased warning efforts that target motorist
Chief Harris is present to increase visibility and slow speeds
- start a Neighborhood Watch/Block Captain initiative
- conduct a community safe driving awareness campaign
- slow down messaging on school's website

Following is a brief explanation of each of our proposed engineering 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/biking paths (Long term)
- 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 bike 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
- winter maintenance to keep walk and bike routes clear
- Other _____

engineering strategies are not indicated at this time for our community.

Following is a brief explanation of each of our proposed evaluation activities:

e. Evaluation Strategies (check at least one)

To gauge the success of our efforts, we collected data both before and after implementing our strategies. We are measuring the impact of our school travel plan by (check at least one):

- conducting the student tally – *October 2012*
- conducting the parent survey – *September 2012*
- conducting traffic counts – Northern Vermont Development Association (NVDA)
- conducting bicycle and pedestrian counts

Completed during arrival and dismissal on October 9, 2012. The results were no bikers or walkers during school arrival observation. No bikers and one walker during school dismissal.

- obtaining planning services for expanding or improving an existing SRTS plan
With VT SRTS Resource Center

we have developed additional safety evaluation measures that include:

Evaluation Method	"Before" Measure and Date Collected
Use student tally to count number of walking and bicycling students	Date(s): % Walking: % Bicycling
Track number of crashes	Time Period: # of Crashes:
Measure parent perceptions of safety using parent survey	Date: Top 3 concerns: 1) 2) 3)
Your own method	Date: Measurement:

10.Improvements Mapping

Note: See Appendix C for Lyndon Town School location maps.

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11. 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:

PROPOSED SOLUTIONS FOR THE FIVE Es		
Education Actions	Responsibility	Time Frame
Teach Walk Smart/Bike Smart Vermont!	PE Teacher	Spring 2012, ongoing
Bicycle Safety Fair	Sheriff's Department	Each May
Educate parents about safe driving behavior	School Admin	Ongoing
Enforcement Actions	Responsibility	Time Frame
Obtain speed feedback trailer for Lily Pond Rd	Principal	Each September/April
Include "Slow Down" messaging on website	School Admin	Ongoing
Police presence to warn drivers/slow speeds	Sheriff's Department	Ongoing
Evaluation Actions	Responsibility	Time Frame
Conduct Student Travel Tallies	School Admin	Each September
Conduct Parent Surveys	School Admin	Each September
Conduct Walking Audit	SRTS Team	Each September
Encouragement Actions	Responsibility	Time Frame
Walk at Lunch Day	PE Teacher	Each April
Free Helmet Distribution	Sheriff's Department	Each May
Fall Fun Run	PE Teacher	Each October

12. 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:

(need signatures)

REQUIRED: SCHOOL OFFICIAL

Name and Signature: Dale Urie

Title: Assistant Principal

Representing: Lyndon Town School

REQUIRED: SCHOOL DISTRICT OFFICIAL

Name and Signature: John Raymond

Title: School Board Chair

Representing: Lyndon Town School

REQUIRED: LOCAL GOVERNMENT OFFICIAL

Name and Signature: Dick Lawrence

Title: State Representative

Representing: Caledonia County

REQUIRED: LOCAL POLICE DEPARTMENT

Name and Signature: Jack Harris

Title: Police Chief

Representing: Lyndonville Police Department

OPTIONAL: OTHER POLITICAL SUBDIVISIONS (Regional Planning Commission)

Name and Signature: Gail Aloisio

Title: Planner

Representing: NVDA

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

Name and Signature: Laural Ruggles

Title: VP Marketing and Community Health

Representing: NVRH

13. Next Steps

Share your school travel plan with your community

- a. Post it on your school, town, or regional website
- b. Write and submit press releases for your local newspapers
- c. Share information in school and neighborhood newsletters

Put the plan into action

- a. This plan is your guiding document for your SRTS program, use it to stay on track with program goals and update often
- b. Your School Travel Plan is meant to be a living document and is able to change as your school determines what SRTS activities work best
- c. Pass your plan along so champions and committees in the future have access to both hard and soft copies of the plan
- d. Use this plan to apply for relevant grants – you’ve already done the work!

14. Attachments

- a. Non-infrastructure Strategy Calendar
- b. Typical Infrastructure Calendar
- c. Location-specific Engineering Recommendations (Location Key and Recommendations Table)
- d. Lyndon Town School Student Addresses
- e. School Profile
- f. Parent Survey Report
- g. Non-Engineering Strategies Resource Guide
- h. Snow Removal Toolkit
- i. Infrastructure Strategies Resource Guide

APPENDIX B TYPICAL INFRASTRUCTURE RECOMMENDATIONS

The following infrastructure recommendations are typical treatments used in SRTS projects. These recommendations may or may not be included in this travel plan. The basic information is provided to give an overall understanding and implementation guidance on each treatment.

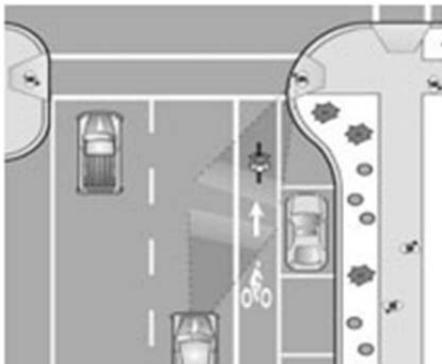


Rectangular Rapid Flashing Beacons:

Rectangular rapid flashing beacons (RRFB), as shown to the left, are warning beacons used to increase visibility of students and all pedestrians as they cross the roadway at uncontrolled crosswalks. 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. Any proposed RRFB locations need to meet current guidance provided in the interim approval of the MUTCD. For proposed uncontrolled crosswalks on state maintained roads, VTrans approval and justification are needed.

Curb Extensions:

Curb extensions, as shown below, are recommended to reduce pedestrian crossing distances (and thus exposure to traffic) and to slow motor vehicle turning speeds at intersections. Curb extensions located along school bus routes should effectively calm traffic, but not impede buses from making the turn. Design considerations should include the appropriate design vehicle, maintenance concerns, and snow plow accommodations depending on the roadway jurisdiction.



Curb Radius Reductions:

Curb radius reductions are recommended to slow motor vehicle turning speeds and to reduce pedestrian crossing distances (and thus exposure to traffic). Curb radius reductions involve tightening the motor vehicle turning radius at an intersection, as

shown to the left, without extending the curb line into a parking lane. Curb radius reductions located along school bus routes should effectively calm traffic but not impede buses from making the turn. Design considerations for curb radius reductions include the appropriate design vehicle depending on the roadway jurisdiction and ADA compliance.

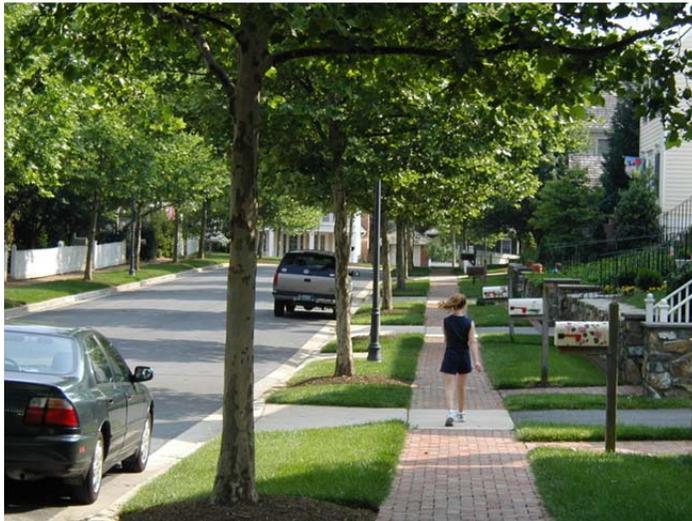
High Visibility Crosswalks:

High visibility crosswalk striping improves the visibility of pedestrians to motorists. Different striping patterns can be used and the most common patterns are variations of the ladder style, shown right. Reflective durable materials should be used to resist decay.



Sidewalks and buffers:

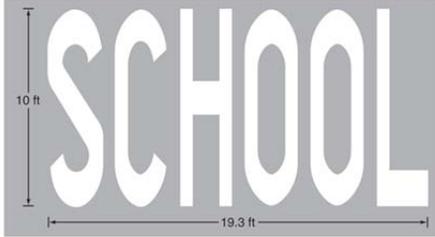
One of our long-term goals is to establish a well-connected sidewalk network throughout the neighborhoods so that families can walk for more of their daily trips, rather than drive. Sidewalks are the most effective when they include a buffer. This buffer increases pedestrian comfort and safety and can also serve as a place for pedestrian “overflow”, especially closer to the school where groups of walkers are largest. Based on Vermont Pedestrian and Bicycle



Facility Planning and Design Manual, the preferred design for sidewalks is a minimum six foot wide sidewalk with a minimum two foot wide buffer for local roadways with curbs. For downtowns and village centers on roadways with curbs, the preferred design for sidewalks is a minimum eight foot wide sidewalk with a minimum four foot wide buffer. For roadways without curbs, the buffer should be a minimum of five feet. Available right of way will impact the ultimate design of the sidewalk.

School Zone Identification:

School pavement markings are recommended to alert motorists that they are entering a school zone where pedestrians may be present both along and crossing the roadway. New pavement markings can work with existing school zone signs to reinforce the message to motorists about the school zone. The detail provided in the figure below is an excerpt of the MUTCD.



Speed Feedback Signs:

Communities may use a mobile “speed trailer” that can be placed in locations where motorists exceed the speed limit often enough that passive enforcement is appropriate. Permanently installed feedback signs, shown right, provide ongoing information to motorists about the speed at which they are traveling. SRTS recommended any potential feedback signs be strategically located at main access points.



For towns interested in reducing the speed limit of a roadway, an engineering study needs to be conducted by the town. Approval from VTrans is needed for state maintained roads.

Pedestrian Refuge Island:

A Pedestrian refuge island, as shown right, may be used to narrow the roadway, reduce motor vehicle speeds, and improve pedestrian crossings. In locations with crosswalks, these islands improve pedestrian safety and access by reducing crossing distances and enable pedestrians to cross roadways in two stages. Pedestrian refuge islands should be used on multi-lane roadways or roadways with insufficient vehicular gaps to pedestrians to safely cross. Prior to design, a gap study should be conducted. Other considerations for pedestrian refuge islands include ADA compliance, maintenance concerns, and snow plow accommodations.



Appendix C: Location-Specific Engineering Recommendations

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

The following table provides a summary of the engineering strategies recommended for Lyndon Town School. These recommendations were developed by Toole Design Group, LLC based on input from the Lyndon Town School SRTS Team. The table includes an estimate of the amount of time that is likely to be needed to implement the recommended improvements at each site (Estimated Time Frame). The table also indicates the priority of the proposed improvements at each site for the Lyndon Town School SRTS Team (Team Priority).

These recommendations are for planning purposes only and may require further engineering analysis, design, or public input before implementation and shall be in full compliance with the Manual on Uniform Traffic Control Devices for Streets and Highways, (MUTCD) Latest Edition adopted by the state.

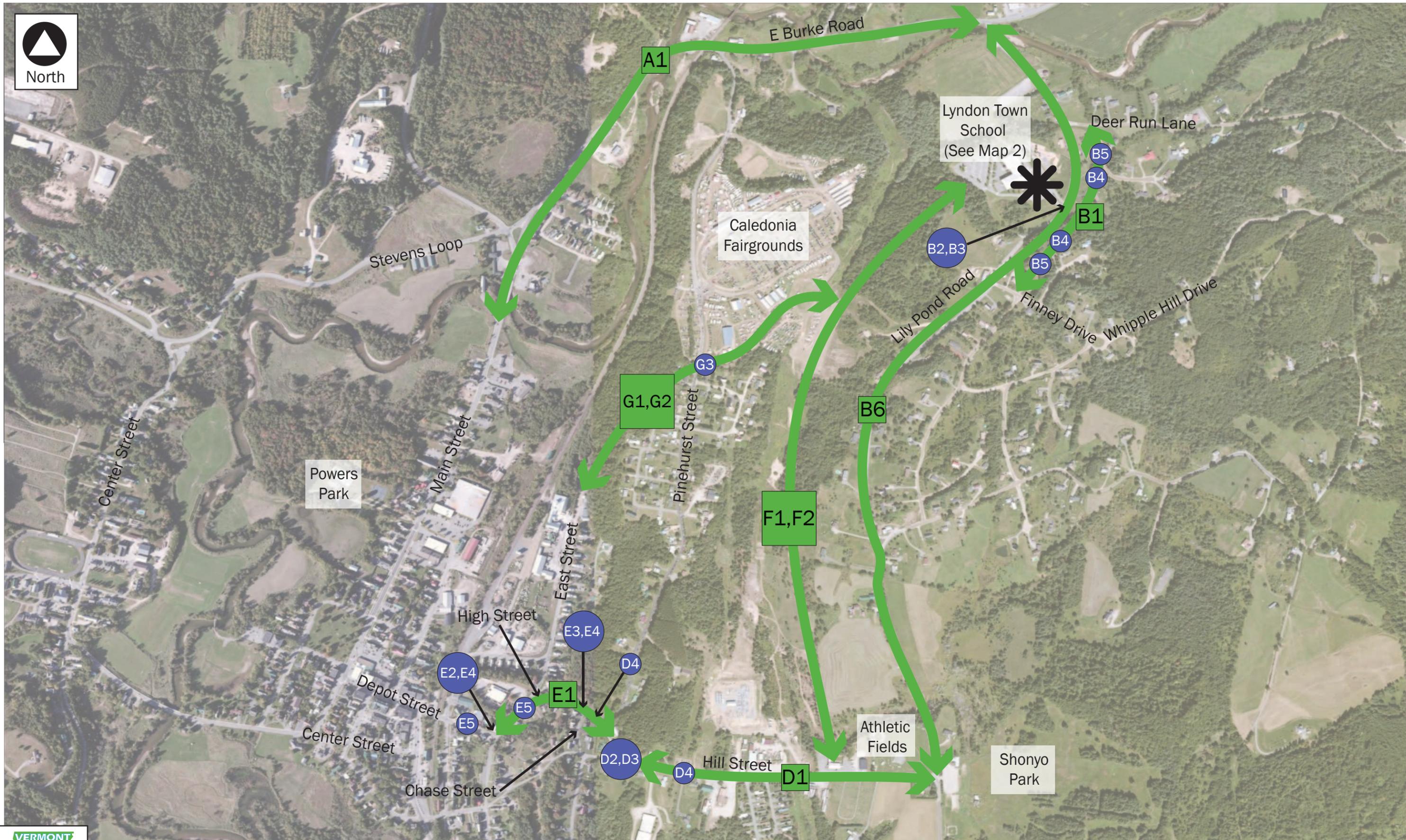
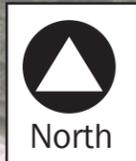
VTrans District Office staff will be involved in the planning and design process for any recommendation made on the State system.

The summary table provided below is followed by information about implementation and a map which shows where the recommendation sites are located in relation to the school.

Description of Streets with Engineering Recommendations

Street name	Classification of Town Highways	Speed Limit	Curb/No curb & Surface
Chase Street	Class Three	35 mph	Curb – Paved
Deer Run Lane	Class Three	35 mph	No – Unpaved
Depot Street	Class Three	35 mph	No curb – Paved
East Street	Class Three	35 mph	No curb – Paved
Finney Drive	Class Three	35 mph	No Curb – Unpaved
Lily Pond Road	Class Three	25/35 mph*	No curb – Paved
High Street	Class Three	35 mph	Curb – Paved
Hill Street	Class Three	35 mph	Curb – Paved
Pinehurst Street	Class Three	35 mph	No curb – Paved
Route 5 (Broad Street)	US Highway/Class One	35 mph	Curb – Paved
Route 5 (Main Street)	Class One	35 mph	Curb – Paved
Route 114 (East Burke Road)	Vermont State Highway	35 mph	No curb – Paved

* 35 mph east and west of the Lyndon Town school zone

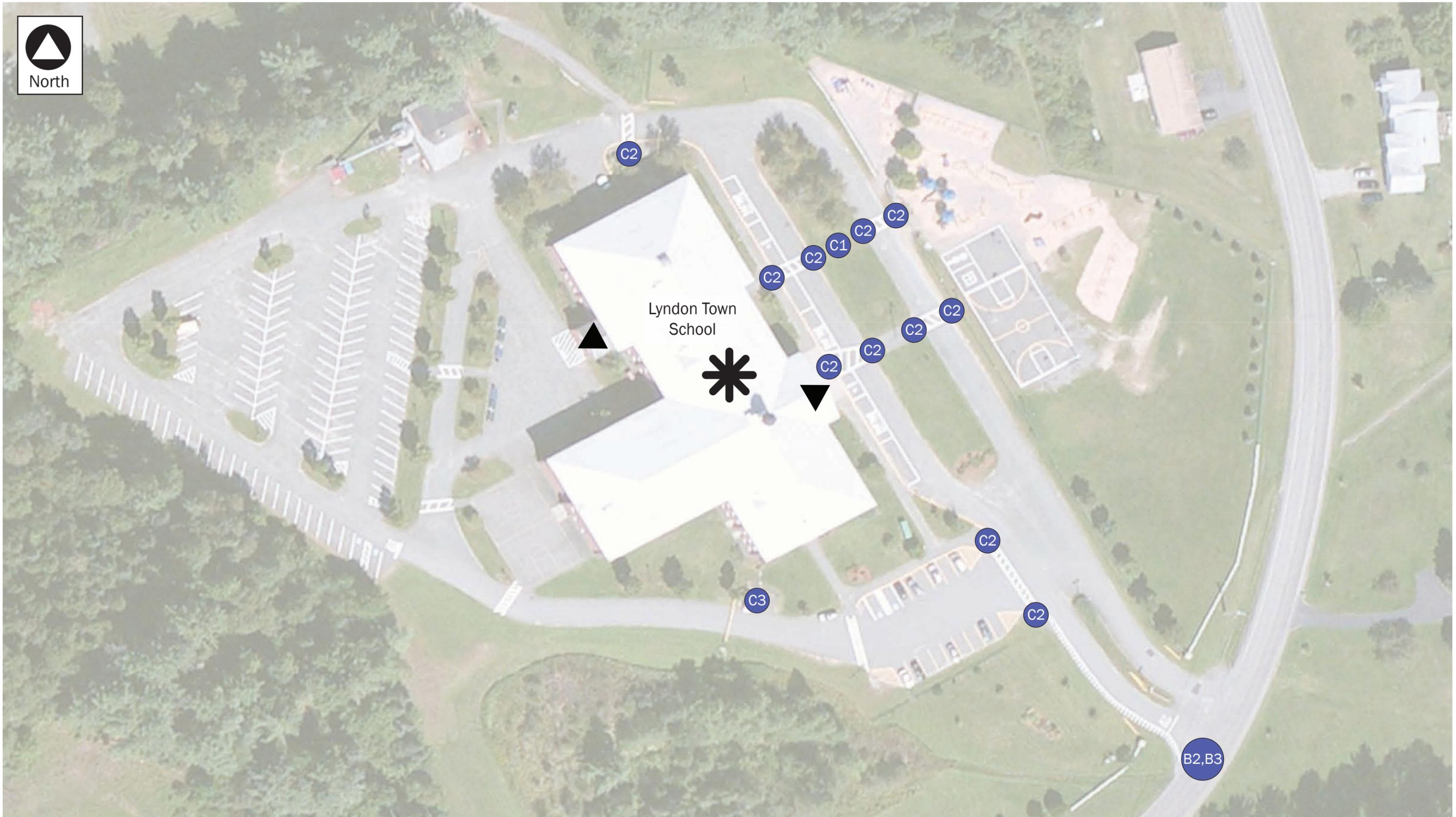
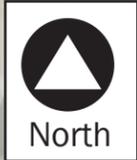


Lyndon Town School Location Key 1 of 2

Lyndon, VT
November 2012

- School Location
- Segment Improvement
- Intersection/Spot Improvement
- School Arrival/Dismissal Location





Lyndon Town School Location Key 2 of 2

Lyndon, VT
November 2012

-  School Location
-  Segment Improvement
-  Intersection/Spot Improvement

-  School Arrival/Dismissal Location



Site	Need	Recommendation	Time Frame	Ranking Factors	Team Priority
<p>A</p> <p>Route 114 (East Burke Road)</p> <p>Route 114 is classified as a Vermont State Highway and has two, 11-foot travel lanes with 4-foot paved shoulders.</p> <p>The posted speed limit is 35 mph.</p> <p>Route 114 (East Burke Road) provides access to Main Street in the Town of Lyndon, the Village of East Burke, and Burke Mountain Resort.</p>	<p>With students traveling from all directions to access the school, it is desirable for the community and school to have safe walkways and crosswalks to access the school.</p> <p>The lack of sidewalks and crossings does not properly alert motorists that pedestrians are present and creates uncomfortable walking conditions.</p>	<p>A1. Install an ADA-compliant pathway or sidewalk (approx. 4,000 linear feet) on the east side of Route 114 (East Burke Road) from Lily Pond Road to the existing sidewalk on Route 5 (Main Street).</p> <p>(Note: Route 114 (East Burke Road) is classified as a Vermont State highway and is less likely to be considered a Safe Routes to School project due to the characteristics of this roadway category. It is recommended to work closely with community members, municipal and regional planning partners to further obtain funding sources and requirements involved in securing additional funding opportunities.)</p>	<p>Medium term</p>	<p><input checked="" type="checkbox"/> <i>Safety concerns.</i></p> <p><input checked="" type="checkbox"/> <i>Existing walking or bicycling routes.</i></p> <p><input checked="" type="checkbox"/> <i>Priorities for the school community.</i></p>	<p>High</p>

Site	Need	Recommendation	Time Frame	Ranking Factors	Team Priority
<p>B</p> <p>Lily Pond Road</p> <p>Lily Pond Road is a two-way Class Three road and has two, 11-foot travel lanes with 2 to 4-foot paved shoulders.</p> <p>The posted speed limit is 25 mph school zone and 35 mph outside the school zone.</p> <p>Lily Pond Road is the only road that provides direct access to Lyndon Town School.</p>	<p>With students traveling from all directions to access the school, it is desirable for the community and school to have safe walkways and crosswalks to access the school.</p>	<p>B1. Install an ADA-compliant pathway or sidewalk (approx. 1,600 linear feet) on the east side of Lily Pond Road from Deer Run Lane to Finney Drive.</p>	<p>Short term</p>	<p><input checked="" type="checkbox"/> <i>Safety concerns.</i></p>	<p>High</p>
	<p>The lack of sidewalks and crossings does not properly alert motorists that pedestrians are present and creates uncomfortable walking conditions.</p>	<p>B2. Install a high-visibility, durable, ladder-style crosswalk crossing Lily Pond Road south of the school driveway to the proposed segment in B1.</p>	<p>Short term</p>	<p><input checked="" type="checkbox"/> <i>Existing walking or bicycling routes.</i></p>	
		<p>B3. Install ADA-compliant curb ramps at both ends of the proposed crosswalk in B2.</p>	<p>Short term</p>	<p><input checked="" type="checkbox"/> <i>Priorities for the school community.</i></p>	
	<p><i>Looking north on Lily Pond Road at the school driveway.</i></p>	<p>B4. Install advanced pedestrian warning signs (W11-2) with 'AHEAD' plaque (W16-9P) and pedestrian warning signs (W11-2) with downward diagonal arrow (plaque W16-7P) for the proposed crosswalk in B2.</p>	<p>Short Term</p>		
		<p>B5. Install solar powered flashing yellow signal lights on the existing school zone signs which flash only during arrival and dismissal hours when school is in session.</p>	<p>Medium term</p>		
	<p><i>Looking north on Lily Pond Road at the existing crosswalk at Shonyo Park.</i></p>	<p>B6. Install an ADA-compliant pathway or sidewalk (approx. 5,400 linear feet) on the west side of Lily Pond Road from Route 114 (East Burke Road) to Hill Street.</p>	<p>Long term</p>		

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Site	Need	Recommendation	Time Frame	Ranking Factors	Team Priority
C Lyndon Town School grounds	<p>Various crosswalks and sidewalks exist on the Lyndon Town School grounds. The lack of ADA-compliant ramps does not make this accessible to the entire student population.</p> <p>Bicycle parking is currently located on the south side of the school adjacent to the visitor parking lot.</p> <p>Upgrading the existing bicycle parking facilities with a covered canopy will provide protection from rain and snow.</p>	C1. Install an ADA-compliant pathway or sidewalk (approx. 20 linear feet) at the existing crosswalk north of the school entrance crossing the school driveway.	Long term	<input checked="" type="checkbox"/> <i>Safety concerns.</i> <input checked="" type="checkbox"/> <i>Existing walking or bicycling routes.</i> <input checked="" type="checkbox"/> <i>Priorities for the school community.</i>	Low
		C2. Install ADA-compliant curb ramps at both ends of the proposed crosswalk in C1 and at other existing crosswalk locations delineated on the location map (Appendix C).	Medium term		
		C3. Install a covered, secure facility for bike parking in an accessible, well-lighted, and convenient location.	Medium term		
	 <p><i>Existing crosswalk crossing the school driveway.</i></p>				

Site	Need	Recommendation	Time Frame	Ranking Factors	Team Priority
<p>D</p> <p>Hill Street</p> <p>Hill Street is a two-way Class Three road with two, 11-foot travel lanes with 2 to 3-foot paved shoulders. The speed limit is 35 mph.</p> <p>An existing crosswalk is provided crossing Lily Pond Road from the athletic fields to Shonyo Park.</p> <p>Hill Street provides access from the town center of Lyndon traveling west and Shonyo Park traveling east.</p>	<p>The lack of sidewalks and crossings on Hill Street does not properly alert motorists that pedestrians are present and creates uncomfortable walking conditions.</p>  <p><i>Looking east on Hill Street.</i></p>  <p><i>Looking west on Hill Street at the High Street intersection.</i></p>	<p>D1. Install an ADA-compliant pathway or sidewalk (approx. 2,400 linear feet) along the north side of Hill Street from High Street to Lily Pond Road.</p>	<p>Long term</p>	<p><input checked="" type="checkbox"/> <i>Safety concerns.</i></p> <p><input checked="" type="checkbox"/> <i>Existing walking or bicycling routes.</i></p> <p><input checked="" type="checkbox"/> <i>Priorities for the school community.</i></p>	<p>Low</p>
		<p>D2. Install a high-visibility, durable, ladder-style crosswalk crossing Hill Street at the High Street intersection connecting to the proposed segment in E1.</p>	<p>Medium term</p>		
		<p>D3. Install ADA-compliant curb ramps at both ends of all the proposed crosswalk in Site D.</p>	<p>Medium term</p>		
		<p>D4. Install advanced pedestrian warning signs (W11-2) with 'AHEAD' plaque (W16-9P) and pedestrian warning signs (W11-2) with downward diagonal arrow (plaque W16-7P) for the proposed crosswalk in D2.</p>	<p>Medium term</p>		

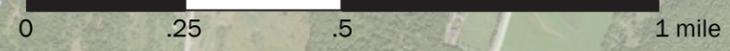
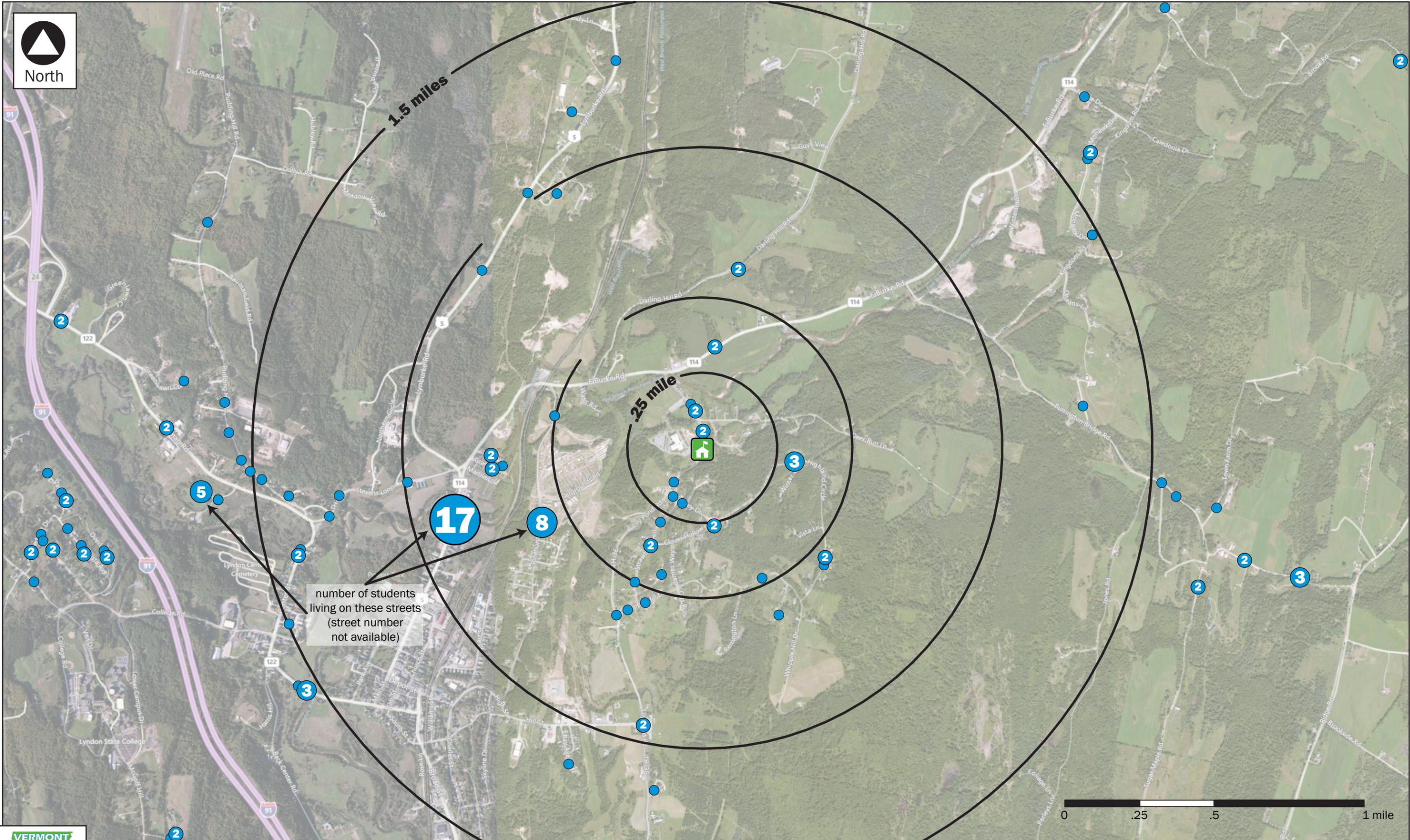
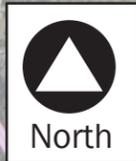
Site	Need	Recommendation	Time Frame	Ranking Factors	Team Priority
<p>E</p> <p>High Street</p> <p>High Street is a two-way Class Three road with two, 11-foot travel lanes. The speed limit is 35 mph.</p> <p>High Street provides access from the town center of Lyndon traveling west and Shonyo Park east.</p>	<p>The lack of sidewalks and crossings on High Street does not properly alert motorists that pedestrians are present and creates uncomfortable walking conditions.</p>	<p>E1. Install an ADA-compliant pathway or sidewalk (approx. 1,500 linear feet) along the south side of High Street from Depot Street to Hill Street.</p>	<p>Long term</p>	<p><input checked="" type="checkbox"/> <i>Safety concerns.</i></p> <p><input checked="" type="checkbox"/> <i>Existing walking or bicycling routes.</i></p> <p><input checked="" type="checkbox"/> <i>Priorities for the school community.</i></p>	<p>Low</p>
		<p>E2. Install a high-visibility, durable, ladder-style crosswalk crossing High Street at the Depot Street intersection connecting to the existing sidewalk on Depot Street.</p>	<p>Medium term</p>		
	<p><i>Looking west on High Street.</i></p>	<p>E3. Install a high-visibility, durable, ladder-style crosswalk crossing Chase Street along High Street.</p>	<p>Medium term</p>		
		<p>E4. Install ADA-compliant curb ramps at all ends of all the proposed crosswalks in Site E.</p>	<p>Medium term</p>		
	<p><i>Looking east on Depot Street at the High Street intersection.</i></p>	<p>E5. Install advanced pedestrian warning signs (W11-2) with 'AHEAD' plaque (W16-9P) and pedestrian warning signs (W11-2) with downward diagonal arrow (plaque W16-7P) for the proposed crosswalk in E2.</p>	<p>Medium term</p>		

Site	Need	Recommendation	Time Frame	Ranking Factors	Team Priority
F Off-road shared use path Lyndon Town School to Hill Street	<p>The existing sidewalk network breaks down as one travels further from the center of town. The on-road conditions are unsafe for walking and biking because the roads surrounding the school lack adequate pedestrian and cycling facilities.</p> <p>Establishing an off-road shared use path from Lyndon Town School to Hill Street would connect the school grounds to the Caledonia County Fairgrounds, athletic fields on Hill Street, and Shonyo Park.</p> <p>Connecting Lyndon Town School with these destinations in town would increase connectivity for both the community and school while linking these popular destinations.</p>	F1. Install an off-road path from Lyndon Town School grounds to the town athletic fields on Hill Street. Formalizing the path will require ADA compliance, necessary easements and permits, and parcel ownership verification for the proposed path alignment. (Note: Work with municipal partners and planning commission to further develop the project in terms of funding sources and initial path alignment support.)	Long term	<input checked="" type="checkbox"/> <i>Safety concerns.</i> <input checked="" type="checkbox"/> <i>Existing walking or bicycling routes.</i> <input checked="" type="checkbox"/> <i>Priorities for the school community.</i>	Low
		F2. Organize students to install wayfinding markings and signage for the proposed trail alignment.	Long term		

Site	Need	Recommendation	Time Frame	Ranking Factors	Team Priority
<p>G</p> <p>Off-road shared use path</p> <p>Lyndon Town School to East Street</p>	<p>The existing sidewalk network breaks down as one travels further from the center of town. The on-road conditions are unsafe for walking and biking because the roads surrounding the school lack adequate pedestrian and cycling facilities.</p> <p>Establishing an off-road shared use path from Lyndon Town School to East Street would connect the school grounds to the residential neighborhood and existing sidewalks on East Street.</p>	<p>G1. Install an off-road path from the existing sidewalks on East Street to the Caledonia Fair Grounds connecting to the off-road path proposed in site D. Formalizing the path will require ADA compliance, necessary easements and permits, and parcel ownership verification for the proposed path alignment. (Note: Work with municipal partners and planning commission to further develop the project in terms of funding sources and initial path alignment support.)</p>	<p>Long term</p>	<p><input checked="" type="checkbox"/> <i>Safety concerns.</i></p> <p><input checked="" type="checkbox"/> <i>Existing walking or bicycling routes.</i></p> <p><input checked="" type="checkbox"/> <i>Priorities for the school community.</i></p>	<p>Low</p>
		<p>G2. Organize students to install wayfinding markings and signage for the proposed trail alignment.</p>	<p>Long term</p>		
		<p>G3. The proposed off-road path alignment would need to cross Pinehurst Street in order to provide access to the existing sidewalks on East Street. Install the combined Bicycle/Pedestrian (W11-15) and 'TRAIL X-ING' (W11-15P) signs for where both bicyclists and pedestrians are crossing the roadway. Evaluation of stop control treatments for the off-road path and roadway shall be considered at these intersections.</p>	<p>Long term</p>		

APPENDIX D

LYNDON TOWN SCHOOL STUDENT ADDRESSES



Lyndon Town School Student Address Locator

Lyndon, VT
October 2012

- School Location
- Student Residence
- Multiple Student Residences



APPENDIX E

LYNDON TOWN SCHOOL PROFILE

[View Summary](#)

[Browse Responses](#)

[Filter Responses](#)

[Crosstab Responses](#)

[Download Responses](#)

[Share Responses](#)

Default Report ▾

Displaying 31 of 35 respondents

Response Type:
Normal Response

Collector:
VT SRTS Enrollment Form
(Web Link)

Custom Value:
empty

IP Address:
96.39.33.130

Response Started:
Monday, September 17, 2012 3:35:03 AM

Response Modified:
Monday, September 17, 2012 3:44:29 AM

1. Please provide your contact information below:

Name: - Dale Urie

Title: - Assistant Principal

School: - Lyndon Town School

Address: - 2591 Lily Pond Road

City/Town: - Lyndonville

ZIP: - 05851

Email Address: - durie@cnsuschools.org

Phone Number: - 802-626-3209

2. Does your school have an existing Safe Routes to School Program?

No

3. If yes, please check the SRTS Elements of your school's current program:

No Response

4. A School Travel Plan is a written document that outlines a school community's intentions of making walking and biking to and from school more sustainable and safe. The plan is completed through a team-based process and will be the school community's guiding document for putting a successful Safe Routes to School program in action. Would you like your school to be considered for hands-on Travel Plan assistance offered by the Resource Center?

Yes

5. How many students attend this school? Please list total student population by grade.

K - 45

1 - 45

2 - 55

3 - 60

4 - 41

5 - 60

6 - 60

7 - 65

8 - 45

Total - 476

6. Approximately what percentage of students live within:

1 mile of school - 30

2 miles of school - 40

7. Approximately how many students currently:

Walk to school - 0

Bike to school - 0

8. How many crossing guards are assigned to this school? If none, please provide details if school staff, volunteers, student safety patrols, etc help to cross students.

0- because we do not have any walkers or bikers

9. Please mark the stakeholders that will participate in the SRTS program:

Principal

Parents

School Staff

Local Police Department

Community Organization

10. I have received the support from my school's principal to pursue a Safe Routes to School program

Yes

Amy Gale- 802-626-3209 agale@cnsuschools.org

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APPENDIX F

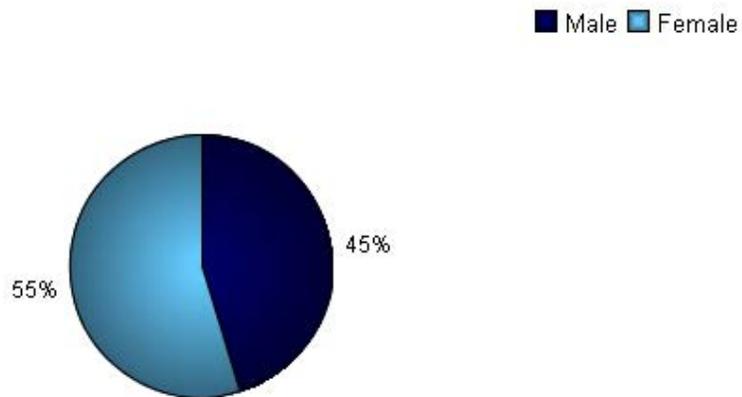
LYNDON TOWN SCHOOL PARENT SURVEY

Parent Survey Summary

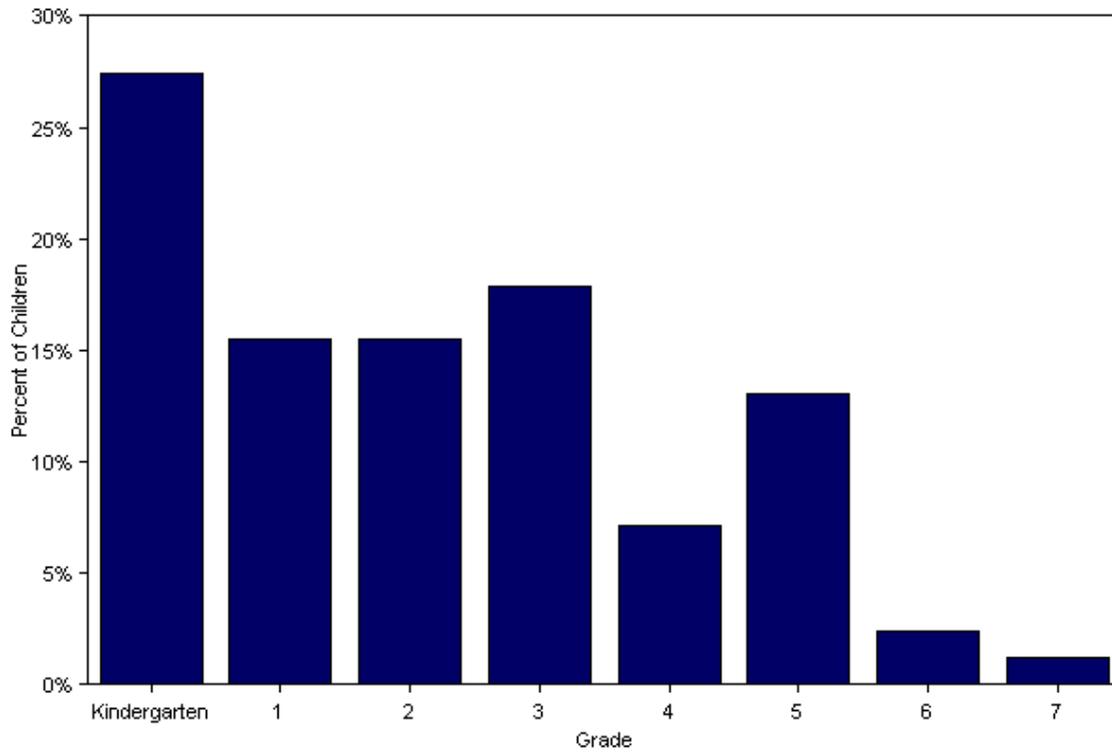
Program Name:	Lyndon Town School	Month and Year Collected:	September 2012
School Name:	Lyndon Town School	Set ID:	8695
School Enrollment:	476	Date Report Generated:	10/19/2012
Enrollment within Grades Targeted by SRTS Program:	476	Number of Questionnaires Analyzed for Report:	86
Number of Questionnaires Distributed:	476		

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey



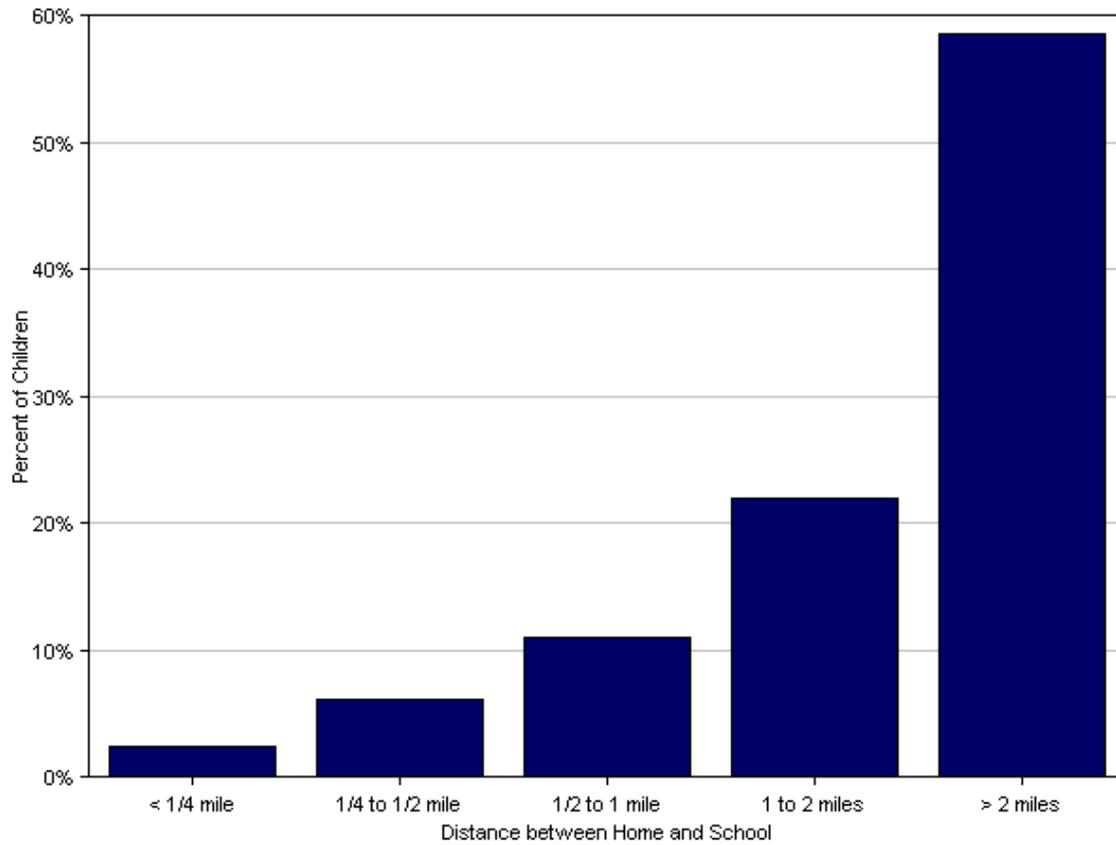
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	23	27%
1	13	15%
2	13	15%
3	15	18%
4	6	7%
5	11	13%
6	2	2%
7	1	1%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

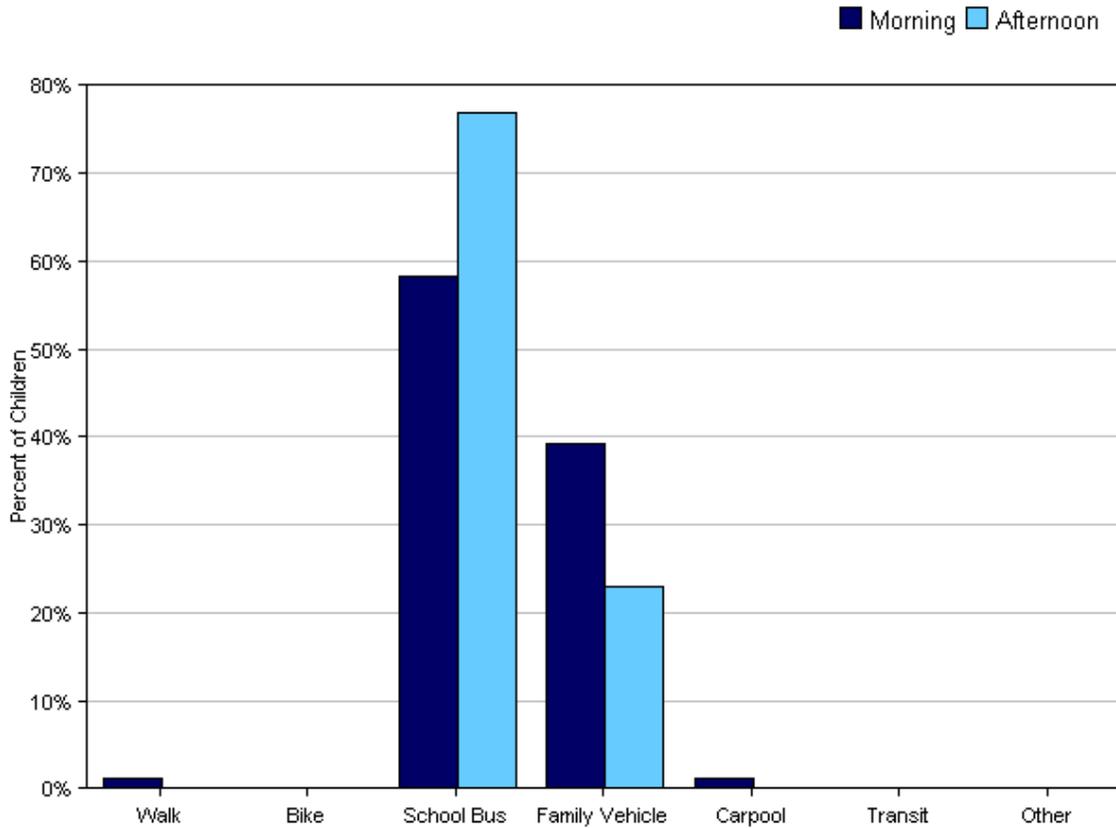


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	2	2%
1/4 mile up to 1/2 mile	5	6%
1/2 mile up to 1 mile	9	11%
1 mile up to 2 miles	18	22%
More than 2 miles	48	59%

Don't know or No response: 4
 Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

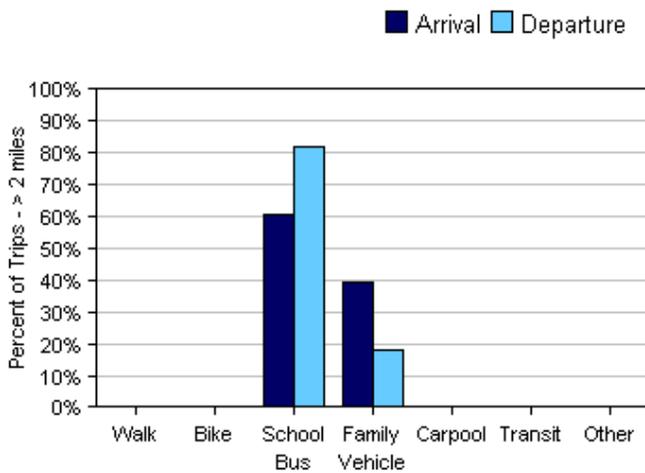
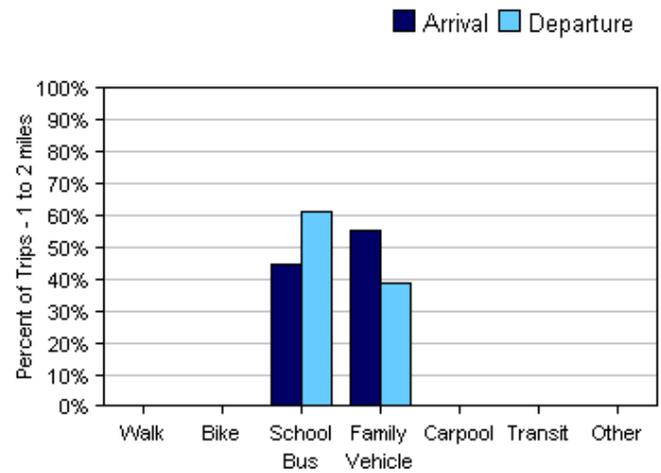
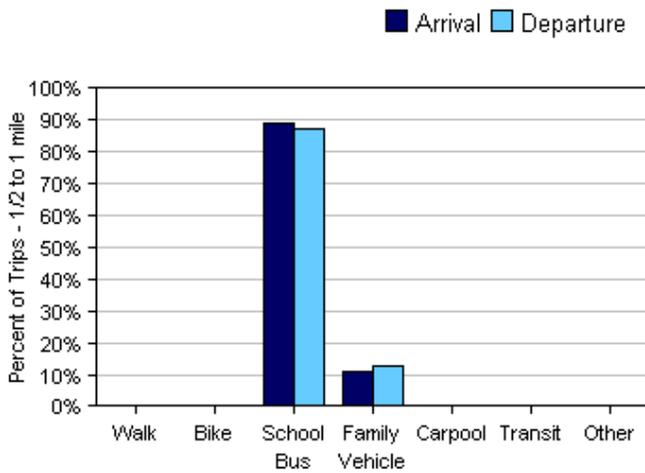
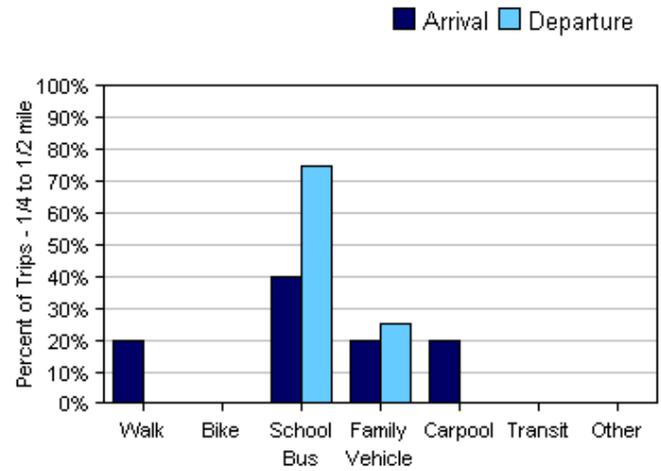
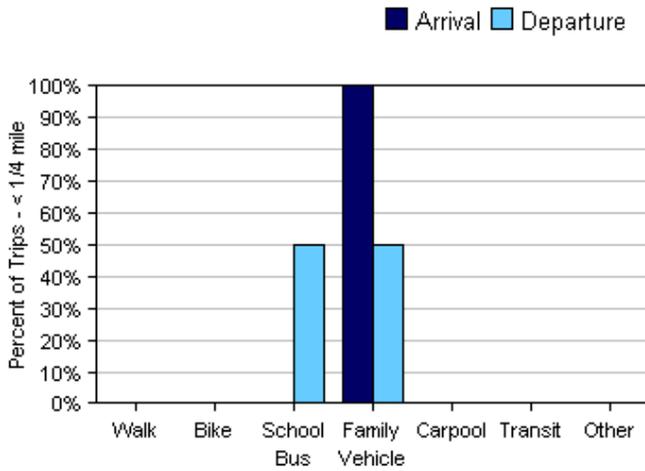
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	84	1%	0%	58%	39%	1%	0%	0%
Afternoon	78	0%	0%	77%	23%	0%	0%	0%

No Response Morning: 2

No Response Afternoon: 8

Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	2	0%	0%	0%	100%	0%	0%	0%
1/4 mile up to 1/2 mile	5	20%	0%	40%	20%	20%	0%	0%
1/2 mile up to 1 mile	9	0%	0%	89%	11%	0%	0%	0%
1 mile up to 2 miles	18	0%	0%	44%	56%	0%	0%	0%
More than 2 miles	48	0%	0%	60%	40%	0%	0%	0%

Don't know or No response: 4

Percentages may not total 100% due to rounding.

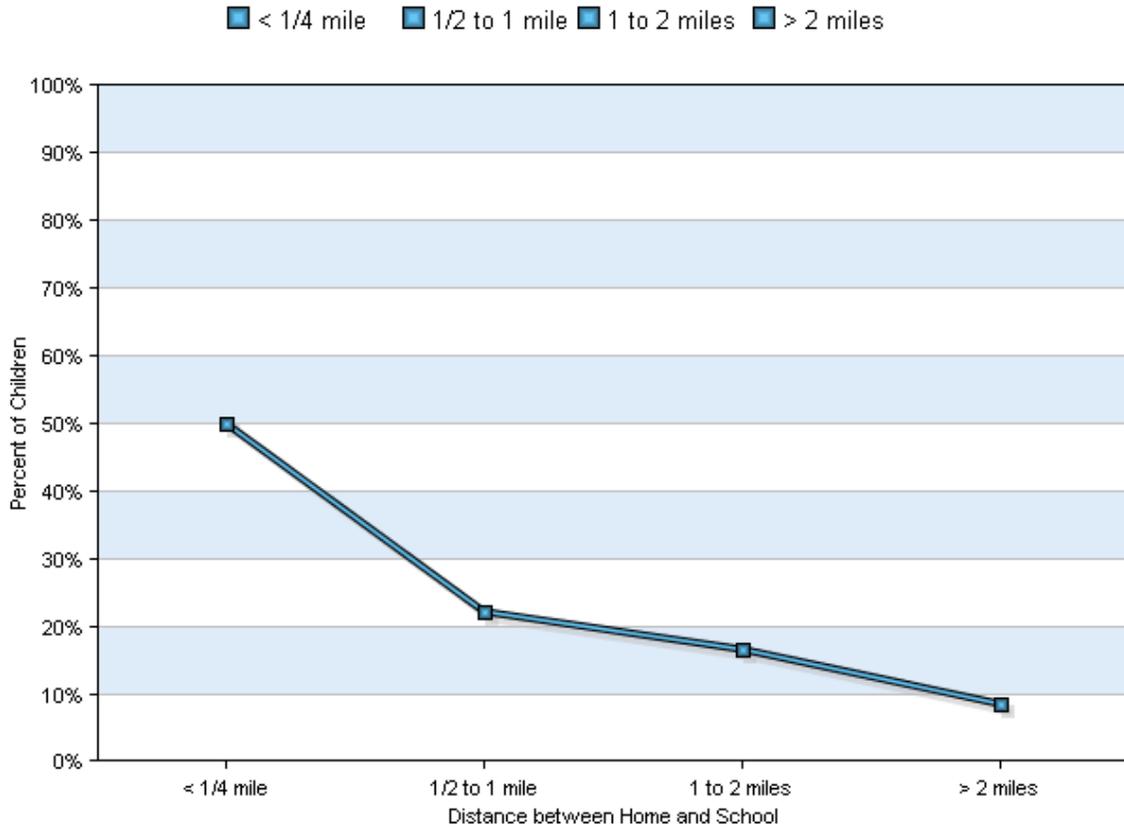
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	2	0%	0%	50%	50%	0%	0%	0%
1/4 mile up to 1/2 mile	4	0%	0%	75%	25%	0%	0%	0%
1/2 mile up to 1 mile	8	0%	0%	88%	13%	0%	0%	0%
1 mile up to 2 miles	18	0%	0%	61%	39%	0%	0%	0%
More than 2 miles	44	0%	0%	82%	18%	0%	0%	0%

Don't know or No response: 10

Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

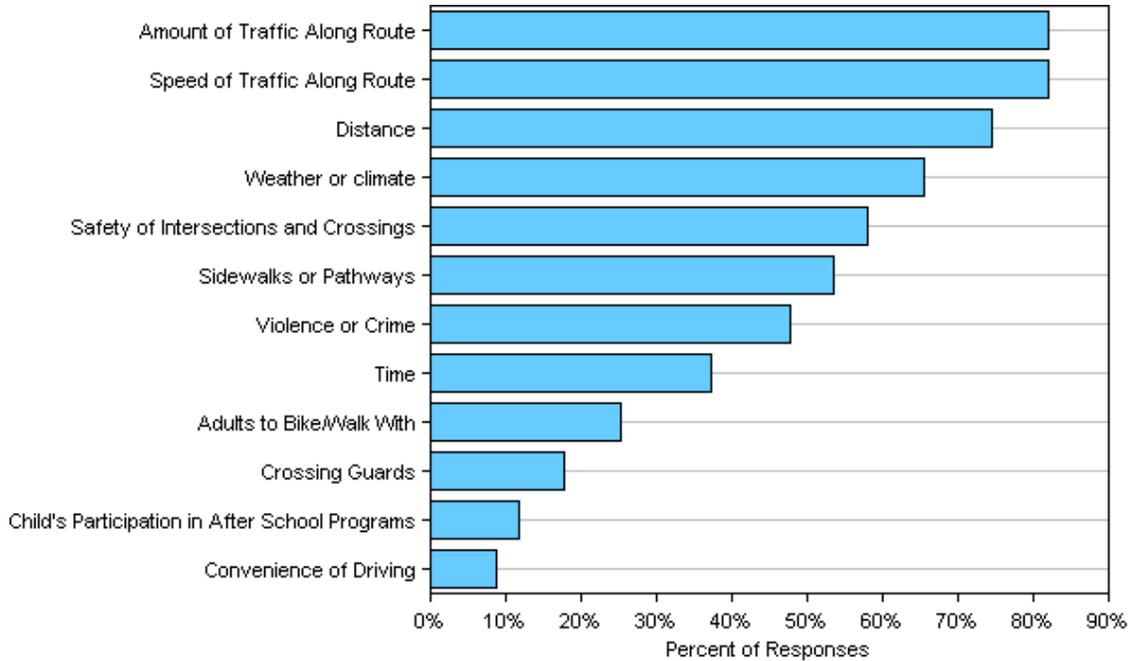


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	10	50%	0%	22%	17%	9%
No	71	50%	100%	78%	83%	91%

Don't know or No response: 5
 Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Amount of Traffic Along Route	82%	0
Speed of Traffic Along Route	82%	0
Distance	75%	0
Weather or climate	66%	0
Safety of Intersections and Crossings	58%	0
Sidewalks or Pathways	54%	0
Violence or Crime	48%	0
Time	37%	0
Adults to Bike/Walk With	25%	0
Crossing Guards	18%	0
Child's Participation in After School Programs	12%	0
Convenience of Driving	9%	0
Number of Respondents per Category	67	0

No response: 19

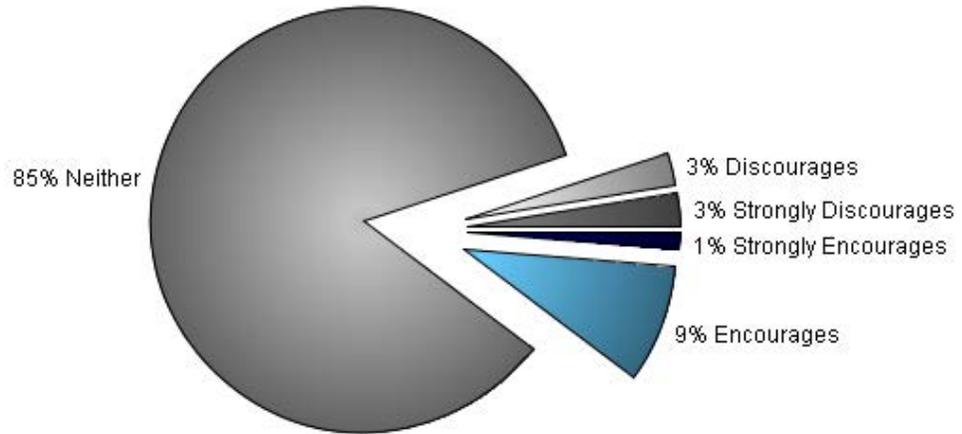
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

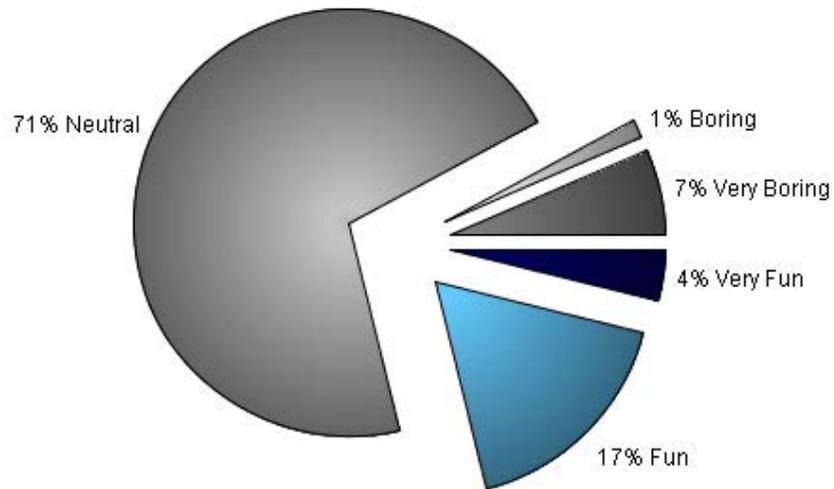
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

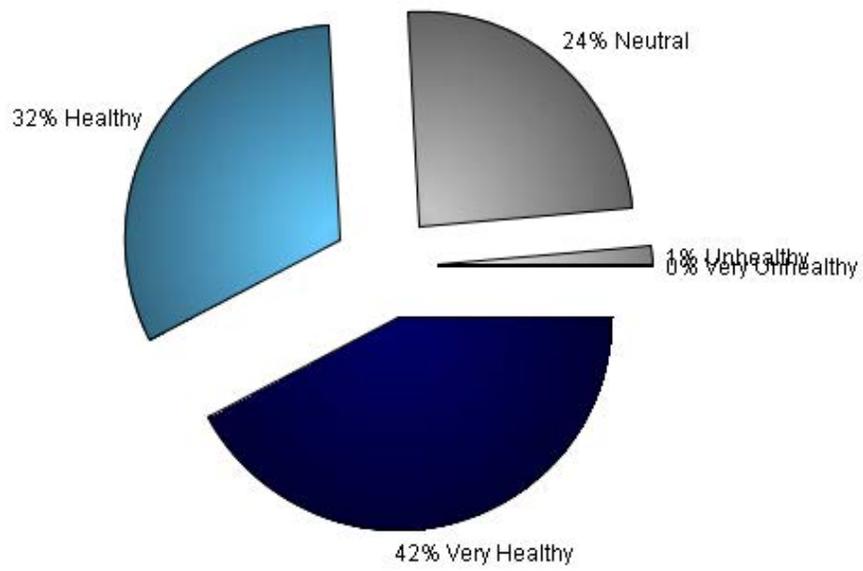
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
911902	I choose not to allow my children to walk or ride bikes out of our neighborhood. Too many vehicles on roads and too many texters who do not pay attention. Not worth the risk, they get their exercise elsewhere.
911916	I don't feel comfortable letting my kids bike/walk because it's a main rd, people speed, and you never know what could happen. You really can't trust any situation anymore when you're not present.
911954	This is the first time this has been brought to her attention!
912100	I'm not sure what my amount of school would matter in this survey!!! My child is very active without walking/biking to school. We would use this after school time though.
911920	School begins too early for my children to walk or bike to school comfortably. However; if there were a bike path of sidewalk and I escorted them, I would allow them to bike/walk home.
911938	Sidewalks or pathways: Narrow bridge over East Branch Passumpsic River
911958	#11 My son is in kindergarten I wouldn't let him walk to school.
912093	There is no way for my children to walk to school without being on a highly traveled road.
911988	We need more sidewalks or pathways to allow walking/biking safely.
911840	Question 11- Mostly answered not sure, however, if the distance was closer, would have answered "yes."
911866	Pay taxes will use bus for safety issues
911919	My child is only 5 so I wouldn't allow her to walk to school and I really wouldn't want her to if she was much older.
911963	In the community now a days I wouldn't feel safe having my child walk to and from school
912095	I'm just not convinced that in this crazy world we live in that it would be safe for my children. Many different things can happen and no one watches your children like you do.
912104	We live 6-8 miles from school, on back roads... Not a safe bike ride.
911930	We walk to our bus stop most mornings and afternoons- weather permitting.
911949	LTS is located outside of town (outskirts), only a few small neighborhoods nearby. Children would need to walk/bike major routes (114) with heavy traffic- not safe?
911913	(bad hip)
911994	I think if we lived within a 1-2 mile radius and not on route 114 we would walk or bike to school as long as weather permits. I would not let her walk/bike on her own until she was probably 10-12 years old and only under reasonable circumstances. ie school is visible from home, etc.
912102	Adult supervision there and timing of our supervision of her before school does not allow for us to allow this.
911985	Questions 10-14 are not applicable to this student Question 15 is irrelevant
912106	I am baffled as to why #15 is relevant to this survey?

APPENDIX G: NON-ENGINEERING STRATEGIES RESOURCE GUIDE

Strategy	E's	Advantages	Considerations	Resources
<p>Walking and Biking Safety Curriculum and/or Assembly</p> <p>These lessons 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>Instruction as a part of school curriculum is also vital to ensuring on-going learning of bicycle and pedestrian safety and development of skills.</p>	<p>Education, Encouragement</p>	<ul style="list-style-type: none"> • Assures all children learn bicycle and pedestrian safety skills • Establishes habits that benefit children throughout their lives, regardless of whether they currently walk or bike to school • Establishes consistent messages for young pedestrians and bicyclists • 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. • Events can make learning fun, and help strengthen community ties with event organizers and participants. 	<ul style="list-style-type: none"> • Best taught using a combination of methods, including one-time instruction (e.g. assemblies), multi-lesson classroom curricula, and skills practice (e.g. bicycle safety fairs). • Requires able and willing instructors • Should be age-appropriate • Bicycle safety education may require an outside instructor, e.g. a police officer. 	<ul style="list-style-type: none"> • Walk Smart/Bike Smart Vermont! http://healthandlearning.org/documents/WalkSmartBikeSmartFINAL2008_001.pdf • National Highway Traffic Safety Administration Pedestrian Safety Lessons http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum • WalktoSchool.org - Classroom activities that encourage walking and biking. www.walktoschool.org/eventideas/classroom.cfm • Willie Whistle - The National Highway Traffic Safety Association has created a video to help teach children pedestrian safety skills. http://www.nhtsa.gov/people/injury/willie/willie.zip • See Partner Resource CD for more materials

Strategy	E's	Advantages	Considerations	Resources
<p>Continue to Participate in Walk to School Day</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. Why not use this strategy multiple times a year?</p>	<p>Education, Encouragement</p>	<ul style="list-style-type: none"> • Excellent kick-off event for Safe Routes to School program • Generates enthusiasm for walking and biking • Way to raise community awareness about safety issues • Can be as simple as a few kids and parents meeting to walk to school or very elaborate celebrations • Can be folded into studies of international cultures as it is an international event • Date is flexible- to be counted by the National Center for Safe Routes to school the event need only take place before Dec 1. 	<ul style="list-style-type: none"> • Preparations for elaborate celebrations must begin several months in advance to allow time to identify partners, plan activities, and promote the event • Should provide bicycle and pedestrian safety information to children and parents • 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). 	<ul style="list-style-type: none"> • U.S. Walk to School Day website (provides resources and event registration): www.walktoschool.org • International Walk to School Day website: www.iwalktoschool.org/ • Plan and promote your Walk to School Day event http://saferoutes.vermont.gov/sites/saferoutes/files/PDFs/How%20To%20-%20Special%20Events.pdf • Include students when it is too far or unsafe http://saferoutes.vermont.gov/sites/saferoutes/files/Including%20Students%20When%20It%27s%20Too%20Far%20or%20Unsafe%20VT.pdf • See Partner Resource CD for more materials
<p>Frequent Walker/Bicyclist Program or Walking Wednesdays</p> <p>Track and reward students who walk and bicycle to school. Can be an individual competition or a competition among classes.</p>	<p>Encouragement</p>	<ul style="list-style-type: none"> • Provides positive reinforcement for walking and bicycling. • Children respond to incentives. • Can include all students. • Can include walking and bicycling beyond the trip to school. 	<ul style="list-style-type: none"> • Necessary to identify a coordinator. • Establish a simple record-keeping system. • Establish age-appropriate goals. • Consider giving rewards to parents as well, since parents are often involved in the commute to school. 	<ul style="list-style-type: none"> • Frequent Walker Punch card template http://saferoutes.vermont.gov/sites/saferoutes/files/PDFs/VT_SRTS_Punchcard_v2_110825-1.png • Vermont Challenge: Walk Across America http://saferoutes.vermont.gov/sites/saferoutes/files/PDFs/The%20VT%20Challenge%20-%20Walk%20Across%20Vermont%21.pdf • Tips for creating a walking and bicycling route map http://saferoutes.vermont.gov/sites/saferoutes/files/PDFs/Tips%20for%20Creating%20Walking%20and%20Bicycling%20Route%20Maps.pdf • See Partner Resource CD for more materials

Strategy	E's	Advantages	Considerations	Resources
<p>Traffic Enforcement (Staff/Crossing Guards)</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>Education, Enforcement, Encouragement</p>	<ul style="list-style-type: none"> • 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. • Staff and crossing guards can also reward students who are “caught being good” by issuing School Reward Points. 	<ul style="list-style-type: none"> • Requires some training and coordination with crossing guards 	<ul style="list-style-type: none"> • Adult School Crossing Guard Guidelines (NCSRTS) http://guide.saferoutesinfo.org/crossing_guard/pdf/crossing_guard_guidelines_web.pdf • Florida School Crossing Guard Training Guidelines http://saferoutesinfo.org/program-tools/florida-school-crossing-guard-training-guidelines • Lessons from Florida’s Crossing Guard Program http://saferoutesinfo.org/events-and-training/srts-webinars/lessons-floridas-crossing-guard-program • See Partner Resource CD for more materials

Strategy	E's	Advantages	Considerations	Resources
<p>Bicycle Safety Fair</p> <p>This is a single-day event that promotes bicycle safety. At the bicycle safety fair, students can borrow bicycles or bring their own.</p>	<p>Education, Encouragement</p>	<ul style="list-style-type: none"> • Events like bike safety fairs make learning fun and can help strengthen community ties with event organizers and participants. • At the bicycle safety fair students learn safety skills such as how to properly wear a helmet and how to behave while bike riding. The bicycle safety fair 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. • One possible partner for this is the local police department. 	<ul style="list-style-type: none"> • Requires able and willing instructors • Should be age-appropriate • Bicycle safety education may require an outside instructor, e.g. a police officer. • These events require planning and materials to share with students 	<ul style="list-style-type: none"> • Teaching a Bicycle Safety Fair in Vermont http://www.vtbikeped.org/what/VT_Safety_Fair_Curriculum.pdf • Bicycling Life page on bicycle safety fairs: http://www.bicyclinglife.com/SafetySkills/BicycleRodeo.htm • An organizer’s guide to bicycle safety fairs http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf • Easy steps to properly fit a bicycle helmet http://www.nhtsa.gov/people/injury/pedbimot/bike/EasyStepsWeb/
<p>Walk Audit/Parent Surveys / Student tallies</p> <p>The team will meet annually (ideally in August before school starts) to review the accomplishments from the previous year and set new goals for the upcoming school year.</p>	<p>Evaluation</p>	<ul style="list-style-type: none"> • Establishes baseline information on student travel behavior and perceived barriers to walking and biking • Helps determine existing needs • Helps determine success of SRTS efforts and identify needed adjustments 	<ul style="list-style-type: none"> • Best to conduct initial surveys before SRTS measures have been implemented • Requires teacher buy-in and administrative organization • 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. 	<ul style="list-style-type: none"> • Student In-Class Travel Tally Form: http://www.saferoutesinfo.org/resources/evaluation_student-in-class-travel-talley.cfm • Parent Survey Form: http://www.saferoutesinfo.org/resources/evaluation_parent-survey.cfm • Instructions for Survey Administration: http://www.saferoutesinfo.org/resources/evaluation_instructions.cfm • Instructions for Data Entry: http://www.saferoutesinfo.org/resources/evaluation_cover-sheets.cfm

Strategy	E's	Advantages	Considerations	Resources
<p>Walking School Buses/ Bicycle Trains</p> <p>Walking school buses and bicycle trains are adult supervised groups of students walking and/or bicycling to school.</p>	<p>Education, Encouragement</p>	<ul style="list-style-type: none"> • Adult supervision on the walk to school • Can be loosely structured or highly organized • Can include a meeting point in a parking lot so children and parents who must drive can participate. • Adults can rotate who will lead each time. 	<ul style="list-style-type: none"> • Need to identify routes where conditions support walking and there is sufficient demand for supervised walking • Requires parents willing to walk with children and learn about how Walking school buses are organized and conducted. • More organized structure requires considerable planning 	<ul style="list-style-type: none"> • How to start a walking school bus or bike train http://guide.saferoutesinfo.org/walking_school_bus/pdf/wsb_guide.pdf
<p>Drive Safe Campaigns</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>	<p>Education</p>	<ul style="list-style-type: none"> • Has the ability to positively effect change in and community around the school • Improves the safety of the walking environment • Good drivers can help to set the example for good behavior. This is especially true for helping to control speeds. 	<ul style="list-style-type: none"> • This requires a person to organize and administer the campaign. • May not be effective at schools where parent/teacher organizations are weak • 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. • 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. • 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. 	<ul style="list-style-type: none"> • Driving Around Schools: Keeping Children Safe http://apps.saferoutesinfo.org/lawenforcement/resources/driving_tips.cfm • Parents, Avoid Becoming a Traffic Hazard http://www.aaamidatlantic.com/FetchFile.ashx?id=e55bfa26-a70d-4e17-afde-073b86cc9975

Strategy	E's	Advantages	Considerations	Resources
<p>Crossing Guard Appreciation Day</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 and administrators can honor them formally during a school assembly.</p>	<p>Encouragement</p>	<ul style="list-style-type: none"> • Maintains a positive relationship between the crossing guards and the school/community. • Can inspire crossing guards to continue to be reliable, safety figures. • Creates an opportunity to remind students why it is important to practice safe walking skills. 	<ul style="list-style-type: none"> • Requires coordination between the crossing guards, school administrators and school instructors. • May require materials to create the thank-you cards. • Is most effective with newsletter and in-school announcements. • Relatively inexpensive strategy 	<ul style="list-style-type: none"> • Active Transportation Alliance webpage for Crossing Guard Appreciation Day http://www.activetrans.org/crossingguard

APPENDIX H SNOW REMOVAL TOOLKIT

Prompt and effective snow, ice, and slush clearance on sidewalks along Safe Routes to School is critical for maintaining safe biking and walking conditions. Snow removal of bicycle and pedestrian accommodations that are designated school routes should be planned for. According to the VT Pedestrian and Bicycle Facility Design Manual Section 10.5.1, local policies should treat the clearance of snow from walkways as equally important as clearance of snow from roadways in order to maintain year-round accessibility.

Guidelines

The responsibility of all snow and ice clearance generally falls upon the property owner of the facility. A municipality's highway department is typically responsible for snow and ice removal on roads and sidewalks on public property. Private roads and sidewalks on private property are the responsibility of the property owner.

A clear, unobstructed pathway at a minimum of 48" wide should be provided on all sidewalks, curb ramps, and through crosswalks. Snow, slush, and ice should be cleared from sidewalks, to provide a clear path of 48", ideally, within 12 hours after a storm event. Designated portions of the roadway for bicycle use should also be cleared since, even in winter, some experienced bicyclists commute by bicycle.

Pedestrian walkways, curb ramps, and crosswalks or bicycle facilities should not be used for areas of snow storage. Additional consideration should also be taken to maintain adequate sight distances at all intersections and to prevent snow storage from building up too close to walkways.

Paved shared-use paths that are designated routes to school should be kept clear of snow so that students can walk to school year-round. Snow clearance is not a consideration for natural surface paths that are used for winter activities which also allow students to cross-country ski or snow-shoe to school.

Recommendations

The following six basic recommendations can assist a community in developing a strategy to improve sidewalk snow and ice clearance.

1. Create a norm of snow and ice clearance through social awareness campaigns.
2. Identify a municipal point person for snow removal.
3. Determine priority sidewalks and paths for snow clearance.
4. Improve monitoring and enforcement.
5. Design sidewalks for easier snow removal.

6. Train municipal and private snow plowing personnel on the guidelines for pedestrian and bicycle facility clearance (i.e., 48" clear path and priority routes.)

Monitoring and Enforcement

There are three primary ways in which the clearance of sidewalks can be monitored and enforced;

1. Identify who monitors and enforces.
2. Define penalties and how they will be enforced.
3. Implement a social awareness campaign.

APPENDIX I: INFRASTRUCTURE STRATEGIES RESOURCE GUIDE

Strategy	Advantages	Considerations	Resources	Actions
<p>Wide Paved Shoulders</p> <p>Wide paved shoulders are created by striping a roadway to provide space for a shoulder and a travel way for motor vehicles. Wide paved shoulders can be created by adding pavement to one or both sides of the paved roadway or by narrowing travel lanes.</p> <p>Current Vermont State Standards recommend ten-foot minimum travel lanes for state and local roads.</p>	<ul style="list-style-type: none"> • Provide room for pedestrians when there is no sidewalk or other facility. • Provide a clear space for bicyclists that is separated from the motor vehicle travel way. • Research has shown that by narrowing travel lanes, motor vehicle speeds might also be reduced. 	<ul style="list-style-type: none"> • Lane markings need to be bright and maintained to clearly delineate the motor vehicle travel lane. When lane markings fade, the travelway for motor vehicles appears to be wider, which tends to encourage motorists to travel at higher speeds. • When adding pavement to widen the roadway and accommodate shoulders, the base material for the shoulder needs to be integrated well with the base material under the existing road to minimize the potential for pavement cracking and settling that would create hazardous conditions for bicyclists and motorist. • The <i>Vermont State Standards</i> provide detailed information on appropriate travel lane and paved shoulder widths for different classifications of state roads. These standards also provide a guide for appropriate lane and shoulder widths for town roads. • Other considerations include right-of-way, drainage, grading, existing signs and structures, and utilities. 	<ul style="list-style-type: none"> • Vermont State Standards http://www.aot.state.vt.us/progdev/standards/statabta.htm 	<ul style="list-style-type: none"> • For town roads, start with discussions with the appropriate, Selectboard, Board of Trustees, or City Council (municipal legislators) and town officials, such as road commissioner and/or town engineer to determine the municipality’s policies on travel lanes widths. Provide background information on the benefits of narrower travel lanes for speed reduction and safer conditions for pedestrians and bicyclists. • Review shoulder widening proposals with municipal officials. If sufficient pavement exists, suggest conducting an experiment with temporary striping to provide wider shoulders. • Follow up the experiment with feedback and request for comments from municipal officials and community.

Strategy	Advantages	Considerations	Resources	Actions
<p>Speed Feedback Signs</p> <p>Speed feedback signs, either temporary or permanent, show motorists how fast they are traveling as calculated by radar.</p>	<ul style="list-style-type: none"> Speed feedback signs tend to slow motorists and remind motorists of the posted speed limits. 	<ul style="list-style-type: none"> Speed feedback signs on state roads must follow the State’s placement guidelines for state roads. Installing a feedback sign requires a highway access permit from the State. Permanent signs may be appropriate at school zones; elsewhere temporary signs, set up for short periods at various locations, can be more effective. Speed feedback signs, including those installed through VTrans funded projects on state roads, require a maintenance and care agreement with the local municipality. 	<ul style="list-style-type: none"> <i>Guidelines for the Use of Radar Speed Feedback Signs on the State Highway System</i> http://www.aot.state.vt.us/documents/3014_Guidelines_on_the_Use_of_Radar_Speed_Feedback_Signs.pdf <i>Classification of Vermont Roads</i> http://maps.vermont.gov/imf/sites/ANR_NATRESViewer/jsp/ 	<ul style="list-style-type: none"> Review the State’s speed feedback sign guidelines to be sure the proposed location is acceptable. Contact the municipality to determine the appropriate person to contact regarding the placement of speed feedback signs, either temporary or permanent. Check with the local police or sheriff to see if they have a portable trailer that can be used on a temporary basis as a trial. Contact the responsible party to understand their process for the placement of speed feedback signs and whether the sign should be temporary or permanent. Follow the process for installation of the speed feedback sign. If a temporary feedback sign was installed, review the results with the municipality to determine if it has been successful. If successful, suggest the municipality install a permanent speed feedback sign. Permanent feedback signs are an eligible use for SRTS funds. Check with the regional planning commission about this and other potential funding sources.

Strategy	Advantages	Considerations	Resources	Actions
<p>High-visibility Crosswalks</p> <p>High-visibility crosswalks are roadway markings designating a location for pedestrians to cross a roadway.</p> <p>High-visibility crosswalks are typically in locations that are convenient to pedestrians and visible to motorists. High-visibility crosswalks must be installed with reflective durable material.</p>	<ul style="list-style-type: none"> • Crosswalks provide notification to both pedestrians and motorists to where pedestrians may be crossing the roadway. • Pedestrians have the right-of-way when in a crosswalk and motorists are supposed to stop their vehicles until the pedestrian has cleared the roadway. 	<ul style="list-style-type: none"> • Pedestrians should assume that a motorist may not see them or stop. • Crosswalks should have a receiving facility, such as a path, sidewalk, or adequate shoulder for use by pedestrians on either end. • Crosswalks may be marked with different striping patterns but the most common pattern is the ladder style. Further considerations may be needed for crosswalks at unsignalized intersections and at mid-block locations to determine if the crosswalk is warranted. • Crosswalks are not appropriate for every location as they may give the pedestrian a perceived sense of safety that may not exist. 	<ul style="list-style-type: none"> • <i>Vermont Pedestrian and Bicycle Facility Planning and Design Manual</i> http://www.aot.state.vt.us/progdev/Sections/LTF%20Info/BikePedTOC.html • <i>Vermont's Guidelines for the Installation of Crosswalk Markings and Pedestrian Signing at Marked and Unmarked Crossings</i> http://www.aot.state.vt.us/progdev/sections/highway%20info/DocumentsRoadwayPages/TrafficOpsCrosswalk%20Guidelines%202004.pdf <i>Safety Effects of Marked Versus Unmarked Crosswalks at Uncontrolled Locations</i> http://www.fhwa.dot.gov/publications/research/safety/04100/04100.pdf • <i>Classification of Vermont Roads</i> http://maps.vermont.gov/imf/sites/ANR_NATRESViewer/jsp/ 	<ul style="list-style-type: none"> • For all classifications of roadways, state and local, consult with the regional planning commission about the appropriateness of the proposed location for a crosswalk. • Follow-up with the municipal road commissioner, planner, or engineer to seek their guidance and support. • For non-state roads, after gaining appropriate endorsements, work with the appropriate local official or employee to get the high-visibility crosswalk installed in the proper and safe location. • For state roads, work with the regional planning commission to get a formal study to determine if a crosswalk is warranted and safe.

	Advantages	Considerations	Resources	Actions
<p>Shared-use Paths</p> <p>Shared-use paths are separate facilities for non-motorized users such as bicyclists and pedestrians. Typically these facilities have their own right-of-way rather than sharing a right-of-way with a roadway.</p>	<ul style="list-style-type: none"> • Provides a safe place for non-motorized users that are typically separated from motor vehicles. • Shared-use paths appeal to users of all different skill levels, particularly those with basic or beginner skills. 	<ul style="list-style-type: none"> • Shared-use paths should typically be a minimum of ten feet wide and paved with asphalt. • Guidelines for the construction of shared-use paths can be found in the <i>Vermont Pedestrian and Bicycle Facility Planning and Design Manual</i>. • Further considerations are needed at intersections of the shared-use path and roadways to ensure safety for all users. 	<ul style="list-style-type: none"> • <i>Vermont Pedestrian and Bicycle Facility Planning and Design Manual</i> http://www.aot.state.vt.us/progdev/Sections/LTF%20Info/BikePedTOC.html 	<ul style="list-style-type: none"> • Work with the municipal planning office, road commissioner, administrator, or other municipal officials to gain their support for the proposed shared-use path. • Work with municipal partners to engage the regional planning commission with the project in terms of funding or other support for an initial alignment study to determine the appropriate shared-use path alignment and end points. This study will help the community understand where the shared-use path may be located as well as the issues that will need to be addressed, the types of permits that will be needed, and the potential cost for developing the shared-use path as proposed. This study, done with community input, will help the community decide if they want to proceed further with the project. • If the community wishes to continue to pursue a shared-use path, work with the municipal partner to understand potential funding sources and the various requirements involved in obtaining them.

Strategy	Advantages	Considerations	Resources	Actions
<p>Bicycle Routes/ Bicycle Pedestrian Warning Signs</p> <p>Bicycle route signs are officially designated routes for bicyclists through municipalities; they are typically used to focus bicycle travel onto roadways most suited for it.</p> <p>Bicycle and/or Pedestrian present warning signs (with an image of a bicycle and a pedestrian) provide a notice to motorists, that bicyclists or pedestrians are likely to be present.</p>	<ul style="list-style-type: none"> • Bicycle route signs assist bicyclists in determining the best route for their travel. • Warning signs raise safety conditions for bicyclists due to greater awareness by motorists of bicyclists on the road. 	<ul style="list-style-type: none"> • The number and location of bicycle routes and signs should be carefully studied by the community prior to implementation. Measures should be taken to reduce sign clutter. • Bicycle route signs and warning signs must meet the guidelines provided in the <i>Manual on Uniform Traffic Control Devices</i> (MUTCD). • In cases where there are on-road sections of bicycle connecting nearby trails, where a bike lane ends or a paved shoulder is reduced at a bridge, a “Share the Road Sign” may be appropriate. The “Share the Road” sign should be used to indicate a relatively brief special condition. 	<ul style="list-style-type: none"> • <i>Vermont Pedestrian and Bicycle Facility Planning and Design Manual</i> http://www.aot.state.vt.us/progdev/Sections/LTF%20Info/BikePedTOC.html • <i>Manual on Uniform Traffic Control Devices, latest edition (MUTCD)</i>, http://mutcd.fhwa.dot.gov/kno_2009r1r2.htm 	<ul style="list-style-type: none"> • Review guidelines provided in the latest edition of the MUTCD to make sure signs are compliant. • Work with the municipal planning office, road commissioner, administrator, or other municipal officials to gain their support for the creation of bicycle routes. • Follow the recommendations of the local official or employee as to the appropriate way to proceed, which could include: <ul style="list-style-type: none"> - Presenting the idea to the municipal legislators; - Implementing existing recommendations in a bicycle plan for the community; - Undertaking the development of a bicycle plan for the community to make sure that the specific recommendations still work within the context of the entire municipality; and - Working with the regional planning commission.

Strategy	Advantages	Considerations	Resources	Actions
<p>Sidewalks</p> <p>Sidewalks are paths separated from other roadway users along the sides of the roadway reserved for pedestrians.</p>	<ul style="list-style-type: none"> • Sidewalks provide a relatively safe location for pedestrians along the sides of a roadway. • They help to separate other roadway users and pedestrians within the same right-of-way. 	<ul style="list-style-type: none"> • The availability of sufficient right-of-way to install sidewalks, including the travel way for vehicles and standards for sidewalk width, must be assessed. • Sidewalks are most effective when they include a buffer from the paved surface of the road that is at least five feet wide. • When sufficient right-of-way is not available for a buffer, a curb can provide some degree of separation between the roadway and the sidewalk. • Other considerations include drainage, grading, existing signs, structures, and utilities. • Sidewalks can be constructed of various materials including concrete, asphalt, or stone dust. 	<ul style="list-style-type: none"> • <i>Vermont Pedestrian and Bicycle Facility Planning and Design Manual</i> http://www.aot.state.vt.us/progdev/Sections/LTF%20Info/BikePedTOC.html • <i>Designing Walkable Urban Thoroughfares: A Context Sensitive Approach</i> (Institute of Transportation Engineers - Publication #RP 036A) http://www.ite.org/modules/scriptcontent/olders/ProductDetail.cfm?pc=RP-036A-E 	<ul style="list-style-type: none"> • Review the State's <i>Pedestrian and Bicycle Facility Planning and Design Manual</i> to determine the appropriate dimensions based on roadway classification. • Work with the municipal planning office, road commissioner, administrator, or other municipal officials to gain their support for the proposed sidewalk. • Work with municipal partners to determine the appropriate sidewalk location based on available right-of-way. • Review the sidewalk location to determine if any additional issues will need to be addressed, the types of permits that will be needed, and the potential cost for developing the proposed sidewalk. This review, done with community input, will help the community decide if they want to proceed further with the project. • If the community wishes to continue work on the proposed sidewalk, work with the municipal partners to understand potential funding sources and the various requirements involved in obtaining them.

Strategy	Advantages	Considerations	Resources	Actions
<p>School Zones</p> <p>A school zone is an identified location on the roadway abutting a school which extends several hundred feet in each direction. It is identified with signs and pavements markings and sometimes includes a reduced speed zone.</p>	<ul style="list-style-type: none"> School zones increase motorists' awareness to look for students on or near the road and to drive with more caution. 	<ul style="list-style-type: none"> The creation of a school zone typically needs the approval of the municipality, either from the Selectboard, Board of Trustees, or City Council, unless they have passed on this approval to the road commissioner. School zones created on state roads need VTrans approval. Sight distances and other roadway conditions should inform the location of signs and pavement markings noting the limits of the school zone, within MUTCD guidelines. With few exceptions, school zones are located on the roadway adjacent to the school's main entrance. Must comply with State sign laws and laws for setting speed limits. 	<ul style="list-style-type: none"> <i>Manual on Uniform Traffic Control Devices, latest edition (MUTCD)</i>, http://mutcd.fhwa.dot.gov/kno_2009r1r2.htm Refer to <i>Vermont Statute 23, Section 1007</i> for guidance on assigning local speed limits http://www.leg.state.vt.us/statutes/fullsection.cfm?Title=23&Chapter=013&Section=01007 	<ul style="list-style-type: none"> Work with the municipal planning office, road commissioner, administrator, or other municipal officials to gain their support for the proposed school zone. Discuss the creation of a school zone with local Selectboard, Board of Trustees, or City Council to gain their support. For a school zone on a state road, work with municipal officials and/or the regional planning commission to contact VTrans to propose a school zone. Work with the municipal planning office, road commissioner, administrator, or other municipal officials to determine the specific limits of the school zone and the methods to be used to notify motorists of its presence, including signage, warning lights during arrival and dismissal times, pavement markings, or other methods. Work with municipal partners to determine the most appropriate way to provide funding for the notifications as appropriate and work with them to secure funding.

Strategy	Advantages	Considerations	Resources	Actions
<p>Road Signs</p> <p>Road signs provide information on road conditions, direction, advisories, or mandatory actions. Road signs may be regulatory, warning, or guide signs.</p>	<ul style="list-style-type: none"> • Signs notify road users about road conditions, other users, regulations, or conditions that may not be immediately apparent. • Many signs are not typically an expensive installation and can be approved and installed quickly. 	<ul style="list-style-type: none"> • The number and type of existing signs can influence the effectiveness of new signs. Sign “clutter” can diminish the impact of new signs. • Permanent signs can become part of the background and their perception by regular road users can diminish over time. • Changing conditions, such as temporary flashing lights or periodic flags, can help to continually draw attention to a sign. • Adding new signs to a local road typically needs the approval of the municipality, either from the Selectboard, Board of Trustees, or City Council, unless they have passed on this approval to the road commissioner. • Signs added to state roads need VTrans approval. • Any proposed signage must meet the guidelines provided in the <i>Manual on Uniform Traffic Control Devices</i> (MUTCD). • Temporary devices such as in-street “Yield to Pedestrian” signs, require designated personnel to provide continuous maintenance. Such signs must be installed and removed EACH DAY of intended use and should not remain on the roadside when not in use. 	<ul style="list-style-type: none"> • <i>Vermont Pedestrian and Bicycle Facility Planning and Design Manual</i> http://www.aot.state.vt.us/progdev/Sections/LTF%20Info/BikePedTOC.html • <i>Manual on Uniform Traffic Control Devices, latest edition (MUTCD)</i>, http://mutcd.fhwa.dot.gov/kno_2009r1r2.htm • <i>Classification of Vermont Roads</i> http://maps.vermont.gov/imf/sites/ANR_NATR/ESViewer/jsp/ 	<ul style="list-style-type: none"> • Work with the municipal planning office, road commissioner, administrator, or other municipal officials to gain their support for the placement of new signs. • Discuss the placement of new signs with local Selectboard, Board of Trustee or City Council to gain their support. • Work with the municipal planning office, road commissioner, administrator, or other municipal officials to determine the appropriate place for the signs while meeting guidelines provided in the MUTCD. • If proposed on a state road, work with the municipal officials and the regional planning commission to contact VTrans to gain their approval and any necessary permitting for the proposed signs.