Safe Routes to School Plan
Auburn Elementary School
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Safe Routes to School (SRTS) generally refers to programs that promote walking and bicycling to school to achieve a wide range of benefits for students, families, and communities. These benefits include reduced traffic in the vicinity of schools, improved pedestrian and cyclist access, and safety and increased physical activity among students, contributing to healthy lifestyles and greater independence.

“Safe Routes to School” terminology was first used in Denmark in the late 1970s as part of a campaign to reduce the number of children involved in crashes while walking and bicycling to school. The concept then spread internationally throughout Europe, Australia, New Zealand, Canada, and the United States. The first modern SRTS program in the U.S. began in 1997 in The Bronx, New York.

In July 2005, Congress passed federal legislation that established a national Safe Routes to School program. The initiative was signed into law in August 2005 as part of SAFETEA-LU, the largest surface transportation investment in U.S. history at the time, and dedicated a total of $612 million toward SRTS from 2005 to 2009. The Federal Highway Administration (FHWA) administers SRTS program funds and provides guidance and regulations regarding SRTS programs. These federal funds are distributed to states based on student enrollment, with no state receiving fewer than $1 million per year. SRTS are used for both infrastructure projects and non-infrastructure activities, and the legislation requires each state to have a SRTS coordinator to serve as a central point of contact.

**SRTS in Georgia**

Congress allocated $17,177,280 to the State of Georgia for 2005-2009 for SRTS, and for 2010 and 2011, funding will be continued at the 2009 level of $5,631,065. In mid-October 2008, the Georgia Department of Transportation (GDOT) released the first call for SRTS infrastructure projects. Applicants most recently submitted requests in fall 2010, and projects are tentatively scheduled to be selected for funding during spring 2011. GDOT has entered into a contract agreement with a statewide engineering consulting firm to implement the infrastructure improvements in hopes of expediting projects and simplifying the process for local governments.¹

In addition, the Safe Routes to School National Partnership launched its Safe Routes to School State Network Implementation Project in 2007. This project was developed to leverage SRTS resources above and beyond the $612 million in federal funding for the program. The National Partnership created stakeholder networks in the District of Columbia and nine states, including Georgia. These state networks serve schools and communities by providing technical assistance in SRTS program development. In Georgia, this assistance is to be provided by the Safe Routes to School Resource Center, a program of the Georgia DOT that is directed toward non-infrastructure projects. The state of Georgia is divided into six regions, each of which has a SRTS Coordinator appointed as a liaison to the Resource Center.

**SRTS in Auburn**

Auburn is located in Barrow County in Northeast Georgia, approximately forty miles northeast of Atlanta. The town's population is approximately 6,887 (U.S. 2010 Census estimate). Auburn Elementary School is located at 1334 Sixth Avenue in Auburn, Georgia and in 2011 had 563 enrolled students.
Program Demand and History

In 1969, approximately half of all U.S. schoolchildren walked or bicycled to or from school and 87% of those living within one mile of school walked or bicycled. Today, fewer than 15% of children and adolescents use active modes of transportation to access education.

This decline in walking and bicycling suggests an adverse effect on traffic congestion and air quality around schools, as well as pedestrian and cyclist safety, due to a perceived reduction in general awareness of these groups. In addition, a growing body of evidence has shown that children who lead sedentary lifestyles are at risk for a variety of health problems such as obesity, diabetes, and cardiovascular disease. Safety issues are a serious concern for parents, who report distance and traffic-related danger as the primary barriers to their children aged 5-18 years walking to or from school.

The SRTS concept empowers communities to make walking or bicycling to school a safe and routine endeavor once again. The Federal funding makes resources available for a wide variety of programs and projects, from building sidewalks and safer street crossings to promoting activities that encourage children and their parents to walk and bicycle safely to school.

The program’s overall purpose involves building a physical environment and encouraging a community wide social climate to support children’s ability to walk or bicycle safely to school. This includes such goals as:

- Reducing traffic congestion around schools
- Improving air quality and providing a less polluted natural environment
- Creating safer, calmer streets and neighborhoods
- Increasing physical activity among children
- Encouraging healthier lifestyles for the entire family
- Increasing cyclist, pedestrian, and vehicular safety

In spring 2011, the Northeast Georgia Regional Commission (NEGRC) Planning & Government Services Division initiated the process of developing a SRTS plan for Auburn Elementary School. The SRTS Project Leadership Team was formed with the help of school district administrators, the Georgia Safe Routes to School Resource Center, and Auburn City staff.

<table>
<thead>
<tr>
<th>Safe Routes To School Project Leadership Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry Lucas</td>
</tr>
<tr>
<td>Charles Templeton</td>
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<tr>
<td>Andy Pittman</td>
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<tr>
<td></td>
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<tr>
<td>Nina Kelly</td>
</tr>
<tr>
<td>John Devine</td>
</tr>
</tbody>
</table>

NEGRC consulted the Project Leadership Team throughout the planning process. Members of this team were essential in developing goals, objectives, and recommendations for the plan. Project Leadership Team meetings were held on the following dates:

- February 21, 2011
- April 26, 2011
Baseline Data for Auburn Elementary School

In order to gather information on current rates of walking and bicycling to school, the Georgia SRTS Resource Center worked in cooperation with Auburn Elementary School administrators to distribute parent surveys to inquire about the mode(s) of transportation utilized to and from school by students each day. 400 questionnaires were distributed, of which 106 were analyzed for establishing baseline data. None of the parents who completed the survey indicated their children walk or bicycle to school. The majority are transported by bus, and many by a family vehicle.

The lack of walking and bicycling to school can be explained, in part, by the responses gathered from parents in the surveys. The most common issues reported by parents include: distance, speed or traffic along routes, safety of intersections and crossings, sidewalks and pathways, amount of traffic along routes, weather or climate, and violence or crime. For these reasons, it is suggested that the focus of this plan be placed first on development of programs on school grounds to increase demand for bicycle and pedestrian facilities.

“Five E’s” of Safe Routes to School Planning

According to literature from the Safe Routes to School National Partnership as well as the Georgia Safe Routes to School Handbook, a combination of the “Five E’s” of Engineering, Enforcement, Education, Encouragement, and Evaluation are needed to achieve the goals of any Safe Routes to School program or action plan. For the purpose of this plan, the five E’s have been simplified into the three categories of Programming, Infrastructure, and Enforcement as these better represent the goals and strategies developed by the SRTS Project Leadership Team. The Programming category (Education and Encouragement) identifies activities that will serve to educate students, parents, teachers, and community members about Safe Routes to School and makes recommendations for incorporating the program’s concepts into monthly, weekly, and daily routines. The Infrastructure category (Engineering) refers to the suggested physical improvements to be made around each of the five study areas in order to make them more pedestrian- and bicycle-friendly. The Enforcement category (name unchanged) suggests methods to be used for ensuring that motorists, pedestrians, and cyclists obey the laws within the five study areas in order to achieve the greatest level of safety possible (under existing physical conditions) for children walking and bicycling to school. The Evaluation component of the “Five E’s” is integrated into each of the new categories.
Existing Conditions

- Auburn Elementary School
- Existing School Zone Sign
- Bike Rack
- Traffic Light
- Existing Sidewalk
- Roads
- Existing School Zone
- Auburn City Limits
- Barrow County

NEGRC
NORTHEAST GEORGIA REGIONAL COMMISSION
Goals Development

According to the Georgia Department of Transportation (GDOT) document entitled Developing a Safe Routes to School Plan,² one of the main steps in a SRTS planning process involves the development of community goals. These goals are meant to facilitate implementation of the SRTS program, as well as provide a framework for continuous evaluation.

NEGRDC met with key staff from the City of Auburn, Auburn Elementary School and Georgia Safe Routes to School Resource Center during spring 2011 for this purpose. From these meetings, NEGRDC assembled a set of goals for the school that include tasks related to programming, site-specific infrastructure and enforcement:

Programming:

• Establish baseline information and begin attracting students to walk and/or bicycle to school
• Work toward all-ages walkability within the City of Auburn
• Seek direct SRTS coordination from AES PTO, in partnership with school administrators
• Integrate bicycling and walking into existing City of Auburn public health and Auburn Elementary School student health efforts
• Participate in walk-at-school events to promote physical activity and safety awareness
Reduce costs of student transportation to the school district and parents; provide school board with options

Infrastructure:

• Pursue simple on-site pedestrian safety and circulation improvements, including crosswalks and signage
Create a pedestrian connection to the 6th Street Park

Enforcement:

• Involve local law enforcement professionals in SRTS undertakings

The following three chapters discuss these goals in more detail, and provide specific action tasks for the three categories of programming, infrastructure, and enforcement.

² This document can be accessed through the GDOT website at the following address: http://www.dot.state.ga.us/localgovernment/FundingPrograms/srts/Documents/apply/developing_srts_plan.pdf.
It is not enough simply to improve the physical infrastructure of the study area. In order to increase the number of students walking or bicycling to school and to increase safety for those who currently walk or cycle, the Project Leadership Team also commits to the development and facilitation of activities that teach children, parents, community members, elected officials and college students about SRTS concepts and promote participation in walking and bicycling to school.

**Parent and Faculty Participation**

In order to increase the number of school children walking or cycling to school, a greater percentage of parents and faculty must be willing to encourage them to use these modes of transportation. In addition, parents must feel assured that their children will be safe on their way to and from school each day; in some cases, this will likely require parents to accompany their children as they walk or bicycle to school.

Appointing a parent champion can be a helpful way to encourage parents to become involved in SRTS. Additionally, a PTO representative can act as a liaison between school administrators and parents and help build momentum around the program.

**Bicycle Rodeo**

Bicycle rodeos are stand-alone events for children to practice basic bicycling techniques, and can serve as an opportunity to check if bicycles are functioning properly and to provide instruction on proper helmet use. Rodeos require a knowledgeable instructor and use a simulated setting for practice. Simulated settings may be playgrounds or parking lots set up with stop signs, traffic cones and other props. Often a stop sign course is set up to teach children how to stop and look for oncoming traffic. Other activities teach balance, stopping, turning and control. Rodeos are often community-sponsored instead of solely conducted by a school.

**Walk-to-School Days**

Walk-to-School Day began in 1997 and grew into an annual national and international event focusing on children and adults walking and bicycling to school. Every year, on the first Wednesday in October, thousands of people in the United States and twenty other countries walk or bicycle to school. The State of Georgia also held its first ever statewide Walk to School Day on the first Wednesday of March, 2010, and will continue to do so in subsequent years. Escorts, chaperones, and walk leaders can be recruited to assist in these events.
Walking School Bus / Bicycle Train

The Walking School Bus and Bicycle Train refer to groups of children walking or bicycling to school under the supervision of one or more designated parents or other adults. Children generally meet the “bus” at designated stops, usually corners at the top or bottom of their block, and are led to school or home from that location.

Walk-at-School

Encouraging students to walk at school can help create healthy habits. Allocating specific time for this during the school day, for example at lunch or in between classes, is a good way to make this a part of a student’s life and influence choices about walking to school.

Curricula and Lesson Development

In a school setting, instruction generally happens through one or more of the following methods:

- Stand-alone lessons
- Lessons integrated into subjects such as language arts, geography, science, English, and math
- Comprehensive curriculum delivered in every grade

Ideally, children will receive a comprehensive bicycle and pedestrian safety curriculum that includes hands-on skills practice. Many schools see bicycle and pedestrian safety, whether as part of a comprehensive curriculum or not, as an integral component of physical education. The Georgia Safe Routes to School Resource Center guidebook, which will be released in fall 2011, will provide ideas and implementation strategies for offering bicycle and pedestrian curriculum in classes. Auburn Elementary parents and teachers should receive a copy of this guidebook, and be encouraged to implement these strategies in the classroom and at school events.

SRTS concepts can be integrated into disciplines beyond physical education. This presents opportunities to involve other Auburn Elementary staff and faculty members in SRTS, such as those responsible for teaching science, social studies, geography, math, history, and language arts. While creating new curricula is challenging, SRTS concepts potentially could be aligned with the Georgia Performance Standards that teachers are already committed to following for each grade and subject area. Partnership opportunities may exist between Barrow County School System and the University of Georgia for lesson development, as prospective students in education are required to amass a certain number of “early learning” volunteer experiences in order to be admitted into the College of Education.
## Implementation Strategy

<table>
<thead>
<tr>
<th>Program or Activity</th>
<th>Task</th>
<th>Responsibility</th>
<th>Immediate</th>
<th>Short-term (2 yrs)</th>
<th>Long-term (5 yrs)</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appoint PTO Champion</td>
<td>Select a parent to oversee SRTS activities, events and organization</td>
<td>Auburn Elementary Administrators, PTO</td>
<td>X</td>
<td></td>
<td></td>
<td>“Champion” Identified</td>
</tr>
<tr>
<td>Bicycle Rodeo</td>
<td>Organize a Bicycle Rodeo for Auburn Elementary students</td>
<td>SRTS Committee, City, Resource Center</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Conduct surveys after each event to measure effectiveness</td>
</tr>
<tr>
<td>Walk to School/ at School Days</td>
<td>Develop age-appropriate safety and program guidelines/policies for walking/bicycling to school</td>
<td>SRTS Committee</td>
<td>X</td>
<td></td>
<td></td>
<td>Review by school administrators, GCSD</td>
</tr>
<tr>
<td></td>
<td>Post guidelines on school website and in newsletters</td>
<td>Auburn Elementary Administrators, SRTS Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Solicit comments from parents</td>
</tr>
<tr>
<td></td>
<td>Participate in International and Statewide Walk/Ride to School Days</td>
<td>Auburn Elementary Administrators, SRTS Committee, Resource Center</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Conduct surveys after each event to measure effectiveness</td>
</tr>
<tr>
<td>Curricula and Lesson Development</td>
<td>Find “champion” at UGA in the Office of Service Learning, College of Public Health, and/or College of Education</td>
<td>Auburn Elementary Administrators, GCSD</td>
<td>X</td>
<td></td>
<td></td>
<td>“Champion” identified</td>
</tr>
<tr>
<td></td>
<td>Develop programs for UGA students to obtain “Early Community Experiences” and lesson planning internships</td>
<td>UGA, Auburn Elementary Administrators, GCSD</td>
<td>X</td>
<td></td>
<td></td>
<td>Successful integration of SRTS lesson plans into curricula</td>
</tr>
</tbody>
</table>
Suggested Improvements

Auburn Elementary School

- Auburn Elementary
- Planned Arts Center
- Existing Sidewalk
- Proposed Sidewalk
- Proposed Crosswalk
- Proposed Path
- Proposed Great Rail Trail
- Proposed Lighting Improvement
- Existing School Zone
- Proposed School Zone Addition
- Parks
- Undeveloped_Areas
- Auburn City Limits
- Barrow County
- Roads
- Traffic Light

4 | Infrastructure
Suggested Improvements Focus Area
Shared-use paths

The Department of Transportation describes shared-use paths as part of a transportation circulation system that provides opportunities for walking and bicycling. Typically, they are separated from vehicular traffic by a barrier or open space, and have a surface of asphalt, concrete, or crushed aggregate. It is recommended that these paths be built along roads that do not have numerous curb cuts and intersections so pedestrians and bicyclists can avoid frequent stops. On average, shared-use paths should be fourteen feet in width.

In Auburn, five shared-use paths are suggested to help create pedestrian and bicycle access to the elementary school:

- Along Atlanta Highway, this is part of the larger Great Rail Trail planned to link Statham and Dacula along Georgia Highway 8.
- Along 6th Street between Atlanta Highway and Brookfield Drive.
- Along Carl Midway Church Road, linking the suggested shared-use paths along 6th Street and Atlanta Highway.
- Connecting the ballpark on Mary Carter Avenue with the new park planned near Parks Mill Road.
- Along the perimeter of the “gathering zone” (explained below) that connects neighborhoods along Elkgrove Drive and Bradford Park Drive.

Sidewalks

While many neighborhoods in Auburn have sidewalks, they do not connect to downtown Auburn or the elementary school. There are several gap areas that have been identified to improve access to these places for residents in surrounding neighborhoods. Auburn may wish to consider the development of a sidewalk bank, and forego the inclusion of sidewalks being placed in new developments on the outskirts of town in favor of creating in-town connectivity. In this arrangement, developers would contribute an amount equivalent to the cost of installing sidewalks in their projects, to be used to construct facilities that would serve a greater benefit to the community at-large. To implement this arrangement, Auburn would need to rewrite certain sections of its development ordinances.

Sidewalks are suggested along the following streets in Auburn to improve in-town connectivity and access to the school:

- 6th Avenue
- College Street
- 7th Street
- 6th Street between Atlanta Highway and 6th Street Park
- Main Street
- 3rd Avenue
- Mary Carter Avenue
- 9th Street
- 4th Avenue
- Myrtle Street
- Auburn Road
- Woodlawn Drive
- Portion of Mount Moriah Road
- Portion of Parks Mill
- Portion of Carter Road
**Intersection Improvements and Crosswalks**

According to the 2003 GDOT Pedestrian and Streetscape Guide, many of the most common types of pedestrian-motor vehicle collisions for children in kindergarten through sixth grade involve various types of street crossings. The following map shows intersections in the City of Auburn that could benefit from the inclusion of crosswalks and pedestrian-friendly improvements such as the following:

- Dyed and/or stamped concrete crosswalk
- Pedestrian-activated in-road flashing lights
- Pedestrian-level lighting
- Actual speed display devices
- Instructional & informational signage (Yield, Ped Xing, etc.)

Of particular concern is the railroad crossing, which could benefit from these infrastructure improvements for safety concerns. The following map shows the location for suggested improvements to intersections:
Gathering Zone

A gathering zone is a specified location where students can meet and walk to school together with a designated chaperone. In Auburn, a gathering zone is suggested at the southwest end of Woodlawn Drive, an area that connects many neighborhoods within walking distance to the elementary school. This area is indicated on the suggested improvements map.

School Zone Signs

Currently, a school zone exists along Atlanta Highway within an approximately .25 mile radius around Auburn Elementary School. An extension of this school zone is suggested to reduce the speed limit during the peak morning and afternoon hours that students may be walking to school. The extension is suggested along Atlanta Highway extending from Auburn Park Drive on the west and beyond Myrtle Street to the east.

Lighting

Lighting is suggested along specific roads near Auburn Elementary School to address safety concerns and improve walking conditions. In particular, lighting improvements are needed along 6th Avenue and on portions of 6th Street.

Complete Streets

Many towns and cities across the country are working with planners and engineers to create road networks that are safer, more livable, and welcoming to everyone. These complete streets are designed for all users, including bicyclists, public transportation vehicles, and pedestrians, and each responds to the context of the community in which it is located. Many of the following infrastructure suggestions are ways Auburn can work towards creating complete streets within its community. Additionally, a sample complete streets policy is included in the appendix.
### Implementation Strategy

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsibility</th>
<th>Funding Source(s)</th>
<th>Immediate</th>
<th>Short-term (2 years)</th>
<th>Long-term (5 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create shared-use paths along five suggested routes</td>
<td>City, GDOT</td>
<td>SRTS, General Fund</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Completion of sidewalk network as indicated on map</td>
<td>City</td>
<td>SRTS, Transportation Enhancements, General Fund</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Create sidewalk banks policy</td>
<td>City</td>
<td>City</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Intersection improvements, including crosswalks as indicated on map</td>
<td>City, Railroad</td>
<td>SRTS, Transportation Enhancements, General Fund</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Creation of a gathering zone for students to walk to school in groups</td>
<td>City</td>
<td>SRTS, Transportation Enhancements, General Fund, other grants and fundraising</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Additional school zone signage</td>
<td>School District</td>
<td>SRTS, Transportation Enhancements, General Fund</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Improved lighting along roads indicated on map</td>
<td>School District</td>
<td>Auburn Elementary</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
The Enforcement category of any SRTS plan should involve the local police department, neighborhood residents, and school community members for the purpose of ensuring all motorists, cyclists, and pedestrians obey laws around schools. Proposed Enforcement Efforts:

**School Safety Zones**

A successful school safety zone highlights the presence of a school and schoolchildren in the area. Safety is significantly increased when hazards are identified and eliminated, and when travel speeds are reduced. However, after infrastructure improvements are completed, school administrators should continually work with district officials and police to ensure that the rules of travel around the campus are clear, properly signed, and enforced.

**Crossing guards**

Crossing guards can play a key role in promoting safe driver and pedestrian behavior at crosswalks near schools. They help children safely cross the street and remind drivers of the presence of pedestrians. Guards, who can be parent volunteers, school staff, or paid personnel, also help children develop the skills to cross streets safely at all times.

**Law Enforcement Presence**

Wherever and whenever possible, increasing the presence of law enforcement around schools when children are present will establish a safer traveling environment for students on foot or bicycle. In some communities, police on bicycles patrolling around schools have proven to be very effective. One great advantage of this program is that bicycle police are more likely to communicate with parents and students that are walking or bicycling, reinforcing safe behavior and correcting unsafe behavior. Another approach is to park manned or unmanned police vehicles on highly traveled school routes. Some police departments encourage officers to park at or near schools to complete their paperwork in their patrol cars.

**Sting operations**

Pedestrian sting operations isolate drivers who fail to respect pedestrian rights. Pedestrian decoys cross at selected intersections, and when a motorist fails to yield to the pedestrian, hidden police officers stop the motorists to issue a ticket or warning. One of the goals of this program is to garner media attention that will promote the community’s dedication to protecting its pedestrians.

**Speed Trailers**

Speed trailers are electronic devices that contain a large digital speed display. They can be parked at or near schools to show passing motorists their speed and encourage adherence to posted speed limits in areas where children walk or bicycle to school. Speed trailers can be positioned along roads that provide key connectivity between neighborhoods and Auburn Elementary School.
## Implementation Strategy

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsibility</th>
<th>Funding Source</th>
<th>Immediate</th>
<th>Short-term (2 years)</th>
<th>Long-term (5 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and manage School Safety Zones</td>
<td>School district</td>
<td>Auburn Elementary</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position crossing guard at key intersections leading to the school</td>
<td>Auburn Elementary Administrators, City</td>
<td>City</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Establish a law enforcement presence</td>
<td>Auburn Police</td>
<td>City</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize pedestrian sting operations</td>
<td>Auburn Police</td>
<td>City</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Position speed trailers along roads utilized by pedestrians and bicyclists</td>
<td>City</td>
<td>City</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
The Role of the PTO

Parents and teachers can play a big role in the success of a SRTS initiative. Specifically, a PTO “Champion” can serve as an advocate for SRTS and act as the liaison between school administrators and families in an effort to coordinate walking and bicycling to and from school. Additionally, they can help recruit chaperons and volunteers to meet students at designated gathering zones and for other SRTS related events and activities.

The Role of Auburn Elementary

In addition to supporting the implementation of programs identified in Chapters III, IV, and V, it is recommended that Auburn Elementary also adopt and implement a policy encouraging walking or bicycling to school when safe conditions are present.³ This could be enacted as part of an overall health and wellness initiative, or as an individual policy.

For an Auburn Elementary SRTS program to be effective, school administrators should designate a SRTS Coordinator at the staff or faculty level each year to communicate regularly with the Georgia Safe Routes to School Resource Center. This person will also be primarily responsible for regularly coordinating activities, promoting SRTS through various media such as the school newsletter, and seeking funding for specific programs.

Another role for the administrators at Auburn Elementary is to communicate with parents regularly about the importance of SRTS, and to encourage them to volunteer their time in the planning and implementation of SRTS activities and programs.

The Role of the Barrow County School District

The successful integration of SRTS concepts into the daily routines of students and staff at any one school will be hastened by guidance at the district level. It is recommended that the Barrow County School District adopt a Safe Routes to School policy for the promotion of health and wellness of its students and the vibrancy of the neighborhoods in which schools are located. This could be integrated into an overall wellness policy for schools in Barrow County, and will support Auburn Elementary in their site-specific efforts at establishing a Safe Routes to School program. Adoption of a policy is particularly important with the proposed budget cut for bus transportation within a 1.5 mile radius around the school, which Barrow County Board of Education will make a decision on in July 2011.

³ A sample policy statement can be found in the Appendix.
The Role of the City Auburn

The City of Auburn will be primarily responsible for overseeing that the infrastructure improvements recommended in this plan are constructed. Because funding for these infrastructure improvements may come from a variety of different sources, it will be necessary for city staff and elected officials to keep informed about calls for applications and their deadlines. In addition, the city should evaluate the possibility of allocating a portion of the annual budget to address the non-motorized infrastructure needs identified here.

The Role of the Georgia Safe Routes to School Resource Center

The Georgia Safe Routes to School Resource Center works with elementary and middle schools to create opportunities for children to safely walk and bicycle to school. School communities who become Partners will receive support from Resource Center staff in identifying activities centered on Education, Encouragement, and Evaluation. The Resource Center services include a School Outreach Coordinator, a help desk accessible through a telephone hot line and email address, a quarterly newsletter and on-going events calendar, marketing for state-wide sponsored events, a school-based marketing toolkit (that includes templates for flyers, meeting notices, standard SRTS messages), incentive items such as the “Way to Go” frequent walker and biker program, and planning assistance to eligible schools.

See the Appendix for a list of funding sources.
**Policy Sample**

[Name of School]
Safe Routes to School Policy Statement

The faculty and staff at [name of school] value walking and bicycling as fundamental components of an efficient transportation network, and we recognize that a significant portion of the student body currently travels to school through non-motorized transportation.

The faculty and staff recognize our responsibility to ensure student safety and promote wellness within the student body in order to increase academic success.

When appropriate, the faculty and staff at [name of school] will engage students in discussions and activities promoting the benefits of walking and bicycling to school for health and the environment.

The principal at [name of school] has appointed [name of SRTS coordinator], [coordinator title at school/district] to be the school’s Safe Routes to School Coordinator.

The faculty and staff at [name of school] agree to work cooperatively with [name of SRTS coordinator] in order to ensure existing pedestrian and bicycle facilities are used properly, and that these facilities are considered in future improvement projects.

With the help of faculty, staff and students, the Safe Routes to School Coordinator will be responsible for organizing Safe Routes to School educational and recreational programming at [name of school].
Infrastructure Definitions

Bicycle Lanes – Bicycle lanes have been found to provide more consistent separation between bicyclists and passing motorists than simply providing a wide travel lane. Marking bicycle lanes can also benefit pedestrians; as turning motorists slow and yield more to bicyclists, they will also be doing so for pedestrians.

Bicycle Racks – “Inverted U” bicycle racks are the leading edge in technology for bicycle parking. Some communities integrate public art initiatives into bicycle rack installation, soliciting local artists to fabricate a rack in an inventive or whimsical design.

Center Island Medians – A center island median is an elevated median constructed on the centerline of a two-way roadway. Center island medians can serve as a place of refuge for pedestrians crossing the street. Center island medians can also channel pedestrians to safe crossings and discourage dangerous movements.

Curb Extensions – Curb extensions extend the sidewalk curb line out into the street (typically into the parking lane) through a horizontal intrusion of the curb into the roadway. The curb is extended into the parking lane on one or both sides of the roadway. Variations of curb extensions installed along roadways away from intersections include chicanes, lateral shifts, and chokers.

Full/Partial Street Closure – A full street closure is a barrier extending the entire width of a roadway, which obstructs all motor vehicle traffic movements from continuing along the roadway. A partial closure uses a semi-diverter, curb extension or vertical barrier extending to approximately the centerline of a roadway, effectively obstructing one direction of traffic. Temporary street closures are often used in school zones during specified school hours.

Gateways – A gateway indicates a change in the roadway environment, such as from a higher speed arterial or collector road to a lower speed residential or commercial district. Gateways are frequently used to identify neighborhood and commercial areas within a larger urban setting. Gateways may combine pedestrian safety elements such as lane narrowing, curb extensions, medians, roundabouts, and signs, with aesthetic or architectural elements such as planting, archways, lighting, or other street furniture.

High Visibility Crosswalks – High visibility crosswalks should be used to improve safety and to emphasize the recommended path for crossing an intersection. They are at least 10 feet wide and traditionally marked with a ladder bar pattern.

In-Road Illuminated Crosswalks – In-roadway illuminated crosswalks contain special types of lights that are installed into the pavement surface. The lights provide extra warning signals for motorists approaching crosswalks – an ideal treatment for school zones.

In-Street Signage – In-street signs are plastic signs placed in the roadway to communicate variations of the basic message YIELD TO PEDESTRIANS or STOP FOR PEDESTRIANS in the crosswalk. In-street signs can be permanently installed in the roadway or mounted on a portable base to allow them to be taken in and out of the street during the school day. These signs should be placed in advance of the crosswalk rather than in the crosswalk, thus making drivers aware of their responsibility before they are actually at the crosswalk. When portable in-street signs are used for school crossings, they should be monitored by a school official or adult school crossing guard.

Overhead Illuminated Crosswalks – Overhead illuminated crosswalk signs may be installed at unsignalized or uncontrolled marked crosswalks. Two signs are required for each crosswalk and are positioned over the center of the approach lane.
Pedestrian Actuated Signals – Pedestrian push buttons may be installed at locations where pedestrians are expected at intermittent intervals. Quick response to the button or feedback to the pedestrian should be programmed into the system. When used, push buttons should be well signed and should be fully accessible to pedestrians in wheelchairs. They should be conveniently placed in the area where pedestrians wait to cross.

Pedestrian-Scale Lighting – Pedestrian scale lighting focuses light on the sidewalk, rather than traditional roadway lighting that focuses on the roadway. This smaller-scale lighting can help create friendly walking environments.

Raised Crosswalks – Raised crosswalks are speed tables outfitted with crosswalk markings and signage to channelize pedestrian crossings, providing pedestrians with a level street crossing. Also, by raising the level of the crossing, pedestrians are more visible to approaching motorists. Raised crosswalks are good for locations where pedestrian crossings occur at awkward locations and vehicle speeds are excessive.

Raised Intersections – A raised intersection is constructed at a higher elevation than the adjacent roadways and includes crosswalks. The purpose of a raised intersection is to reduce vehicle speeds, better define crosswalk areas, and reduce pedestrian-vehicle conflicts.

Roundabouts – A roundabout requires vehicles entering an intersection to circulate counterclockwise around a center island. This measure may eliminate the need for traffic signals at a busy intersection, thus improving traffic flow and reducing automobile emissions from idling.

Sidewalks – Sidewalks separate pedestrians from the roadway and provide places for children to walk, run, skate, and play. Such facilities improve mobility for pedestrians and should be provided for all types of pedestrian travel. Sidewalks should be part of every new and renovated facility and every effort should be made to retrofit streets that currently do not have sidewalks or walkways.

Sidewalk Stencils – This type of marking, in the form of words or symbols, is used in the sidewalk pavement itself to both guide students and alert motorists of the school walking routes. Families who live along identified school routes will see a visual reminder that the sidewalk in front of their home is part of a route to school. This will also help encourage students to walk to school along the designated routes.

Signage – School advance warning and school crosswalk signs are important elements of a safe route to school. Traffic signs, as well as pavement markings applied to the surface of a roadway or a curb along public streets, must be installed or authorized by the local traffic authority such as the city, county or state traffic engineering department. Signs should not be overused or underused, and when installed, they must be maintained and kept clear of tree branches and other visual obstructions.

Speed Humps/Speed Tables – The purpose of a speed hump is to reduce vehicle speeds. Speed humps should not be confused with the speed ‘bump’ that is often found in parking lots. A ‘speed table’ is a term used to describe a very long and broad speed hump, typically 22 feet. Sometimes a pedestrian crossing is provided on the flat portion of the speed table.

Textured Pavements – Textured and colored pavement includes the use of stamped pavement or alternative paving materials to create an uneven surface for vehicles to traverse. They may be used to emphasize either an entire intersection or a pedestrian crossing, and are sometimes used along entire street blocks. Textured pavements are good for “main street” areas that exhibit substantial pedestrian activity and noise is not a major concern.
Cost Estimate

Proposed Project
- 6.8 miles of sidewalk
- 3.3 miles of shared-use path
- Striped crosswalks (70)
- School Zone signs (~12)
- Intersection improvements (5)
- Lighting

Cost Estimate
- Sidewalks: 6.8 miles @ approx. $200,000/mile = $1,360,000
- Shared-use paths: 3.3 miles @ approx. $700,000/mile = $2,310,000
- Striped crosswalks: 70 crosswalks @ approx. $300/crosswalk = $21,000
- School Zone signs: 12 signs @ approx. $100/sign = $1,200

*Intersection and lighting improvements will vary significantly by location; cost estimates should be developed on a case-by-case basis.

Total Cost Estimate (not including intersection improvements and lighting): $3,692,200
Funding Opportunities

The following funding opportunities are available for programs and activities that may not be covered by federal SRTS funding. In addition to the grants described below, advocates for SRTS in Auburn may consider organizing fundraisers with one or more local organizations.

**Congestion Mitigation and Air Quality (CMAQ) Improvement Program**
Agency: Federal Highway Administration (FHWA), Federal Transit Administration (FTA) / Georgia Department of Transportation (GDOT)
Funding amount: varies
Description: The purpose of this program is to “fund transportation projects or programs that will contribute to attainment or maintenance of the national ambient air quality standards for ozone, carbon monoxide, and particulate matter.” The Department of Transportation has two goals for the program: to improve air quality and relieve congestion. For updated information on deadlines, please refer to the website below.
Website: [http://www.dot.state.ga.us/localgovernment/fundingprograms/cmaq/Pages/default.aspx](http://www.dot.state.ga.us/localgovernment/fundingprograms/cmaq/Pages/default.aspx)

**Transportation Enhancements**
Agency: Federal Highway Administration (FHWA) / Georgia Department of Transportation (GDOT)
Funding amount: varies, up to $2 million per project
Description: The Transportation Enhancement (TE) program is also a part of the Safe, Accountable, Flexible, and Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU). The provision of pedestrian and bicycle facilities as well as the development of safety and educational activities for pedestrians and cyclists are projects eligible for TE funding. When available, updated information will be posted on the website link below.
Website: [http://www.dot.state.ga.us/localgovernment/fundingprograms/TransportationEnhancement/Pages/default.aspx](http://www.dot.state.ga.us/localgovernment/fundingprograms/TransportationEnhancement/Pages/default.aspx)

**Community-Police Partnership Awards Program**
Agency: MetLife Foundation, Local Initiatives Support Corporation (LISC)
Funding amount: $15,000 or $25,000
Description: The MetLife Foundation and LISC have been partnering since 2002 to recognize and sustain partnerships exhibiting tangible accomplishments in efforts to enhance police-community relationships. Requests for Proposals are made annually, and applications must be submitted under one of the two separate award categories: Neighborhood Revitalization and Special Strategy. Neighborhood Revitalization Awards recognize collaborations that result in crime reduction and economic development gains, while Special Strategy Awards are given to organizations collaborating with police to make improvements in one of the following categories: Applied Technology, Aesthetics and Greenspace Improvement, Diversity Inclusion & Integration, Drug Market Disruption, Gang Prevention & Youth Safety, and Seniors & Safety.
Website: [http://www.lisc.org/section/ourwork/national/safety/awards](http://www.lisc.org/section/ourwork/national/safety/awards)

**‘Bikes Belong’ Grant**
Agency: Bikes Belong Coalition
Funding amount: up to $10,000
Description: The Bikes Belong Grants Program has two application categories: facility and advocacy. The objective of the facility projects is to “connect existing facilities or create new opportunities; leverage federal, state, and private funds; influence policy; and generate economic activity.” For the advocacy category, Bikes Belong will only fund organizations whose primary mission is bicycle advocacy with the intention of increasing bicycle ridership, so it would be necessary to partner with such an organization for the opportunity.
Website: [http://www.bikesbelong.org/grants/](http://www.bikesbelong.org/grants/)

**Various grant opportunities**
Agency: Robert Wood Johnson Foundation
Funding amount: varies
Description: The mission of the Robert Wood Johnson Foundation is to “improve the health and health care of all Americans.” One of the foundation’s primary program areas is Childhood Obesity, and calls for proposals are often made for funding opportunities which seek to address this phenomenon through various methods, including encouraging healthy eating and promoting active lifestyles. Special consideration is given for projects in the 15 states, including Georgia, in which the risk for childhood obesity is greatest. Interested individuals and organizations are able to subscribe for funding alerts through the foundation’s website.
Website: [http://www.rwjf.org](http://www.rwjf.org)
Captain Planet Foundation Grant
Agency: Captain Planet Foundation
Funding amount: $250-$2,500
Description: With a focus on school-aged children, the Captain Planet Foundation awards grants for projects and programs which promote understanding of environmental issues. Public schools are eligible for this grant opportunity. Grant making procedures and application forms were updated in 2011. Visit the website below for more information.
Website: http://captainplanetfoundation.org/
A RESOLUTION

TO ENDORSE AND SUPPORT A COMPLETE STREETS POLICY TO PROVIDE SAFE AND CONVENIENT ACCESS FOR ALL USERS OF STREETS.

WHEREAS, on April 24th, 2006, Resolution 2005-32, Greenville City Council adopted the “Action Plan” to make the City of Greenville a “Bicycle Friendly Community”; and

WHEREAS, increasing walking and bicycling offers the potential for cleaner air, greater health of the population, reduced traffic congestion, more livable communities, less reliance on fossil fuels and their foreign supply sources and more efficient use of road space and resources; and

WHEREAS, the City of Greenville’s Downtown Master Plan and Comprehensive Plan call for the planning and development of accessible transportation networks and multi-modal land-use with transportation choices; and

WHEREAS, the City of Greenville’s Design and Specifications Manual requires that the inclusion of landscaping, bicycle and pedestrian oriented facilities be included with new and reconstructed roadways; and

WHEREAS, in 2006 crashes involving bicyclists and pedestrians represented eighteen (18%) percent of the traffic fatalities in Greenville County and in 2006 crashes involving bicyclists and pedestrians represented fourteen (14%) percent of the traffic fatalities in South Carolina; and

WHEREAS, the City of Greenville is strongly committed to improving travel conditions and travel choices for people of all ages & abilities; and

WHEREAS, the Safe, Accountable, Flexible, Efficient Transportation Equity Act (SAFETEA-LU) calls for the mainstreaming of bicycle and pedestrian projects into the planning, design and operation of our nation’s transportation system; and

WHEREAS, bicycle and pedestrian projects and programs are eligible for funding from almost all of the major Federal-aid funding programs; and

WHEREAS, the City of Greenville affirms that bicycling and walking accommodations should be an integral part of planning, design, construction and operating activities, and will be included in the everyday operations of our transportation system; and

WHEREAS, the City of Greenville endorses the Complete Streets Policy by encouraging the design, operation and maintenance of the transportation network to promote safe and convenient access for all users in a manner consistent with, and supportive of, the surrounding community; and
RESOLUTION NO. 2008-49
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WHEREAS, the City of Greenville endorses policies and procedures with the construction, reconstruction or other changes of transportation facilities on streets to support the creation of Complete Streets including capital improvements, re-channelization projects and major maintenance, recognizing that all streets are different and in each case user needs must be balanced.

NOW, THEREFORE, BE IT RESOLVED BY THE MAYOR AND CITY COUNCIL OF THE CITY OF GREENVILLE, SOUTH CAROLINA that the City endorses and supports the Complete Streets Policy as follows:

1. City staff shall enforce existing policies, provide guiding principles and create operating practices as deemed appropriate and if feasible so that transportation systems are planned, designed, constructed and operated to make bicycling and pedestrian movements an integral part of the City’s transportation planning and programming while promoting safe operations for all users.

2. City staff shall plan for, design, construct and operate all new City transportation improvement projects to provide appropriate accommodation for pedestrians, bicyclists, transit riders, and persons of all abilities, while promoting safe operation for all users, as deemed appropriate and if feasible.

3. City staff shall incorporate Complete Streets principles into transportation strategic planning, transportation plans, manuals, rules, regulations and programs as deemed appropriate and if feasible.

RESOLVED THIS 24 DAY OF NOVEMBER, 2008.

[Signature]
MAYOR

[Signature]
CITY CLERK
Attest:
Sample Hazard Report

Hazard Report
This Reporting Form is available to all who wish to report a hazard affecting families traveling on road-ways and bikeways. The Auburn Elementary Safe Routes to School Committee will forward your comments to the appropriate Public Works Department. It will be up to you to let the Safe Routes Committee know that the hazard reported has been fixed. Please mail your completed form to the PTO Safe Routes Committee at: [address]

Location of Hazard:___________________________________________________________

Please circle one:  Northbound  Southbound  Eastbound  Westbound

Cross Streets:_______________________________________________________________

Please check all that apply:
- Pothole or Pavement Cracks
- Rough Surface
- Debris on Shoulder
- Debris in Bikeway
- Hazardous Drainage Grate
- Protruding of Sunken Access Cover
- Overgrowth Interfering with Line of Sight
- Traffic Signal not Triggered by Bicycles
- Bikeways (paths, lanes, routes) Not Clearly Marked
- Railroad Hazard
- Damaged Bikeway Signs
- Construction Hazard (describe, work done by whom?)
- Other (please describe):

Please comment on how this hazard has impacted you.

________________________________________________________________________

Date:_____________________

Name:(optional, if you would like to be contacted)_________________________________

Phone/Fax Number or E-mail Address:__________________________________________

The Auburn Elementary School PTO Safe Routes Committee is not responsible for repairing any hazards. This form is forwarded to the appropriate public works department for the agency with jurisdiction over the right of way on which the hazard exists.