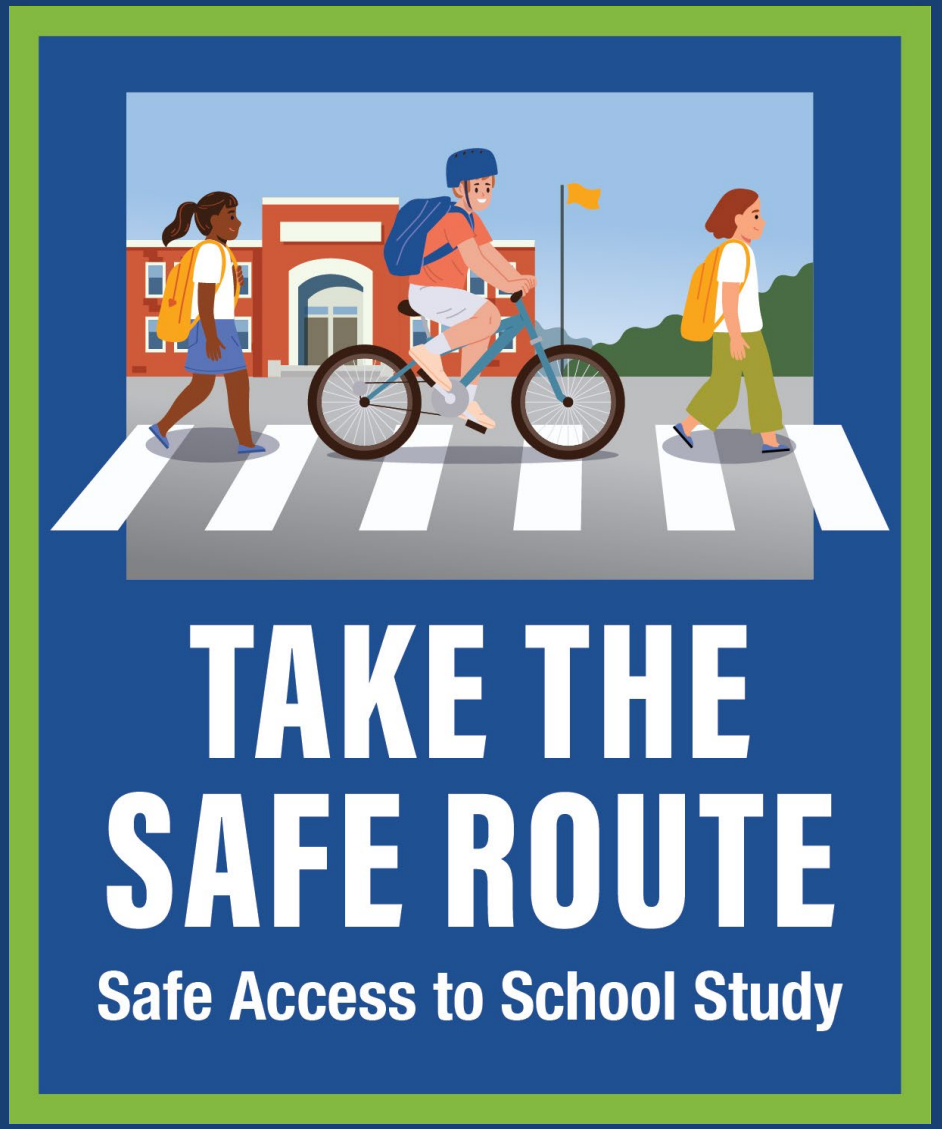


CRTPA Board Meeting

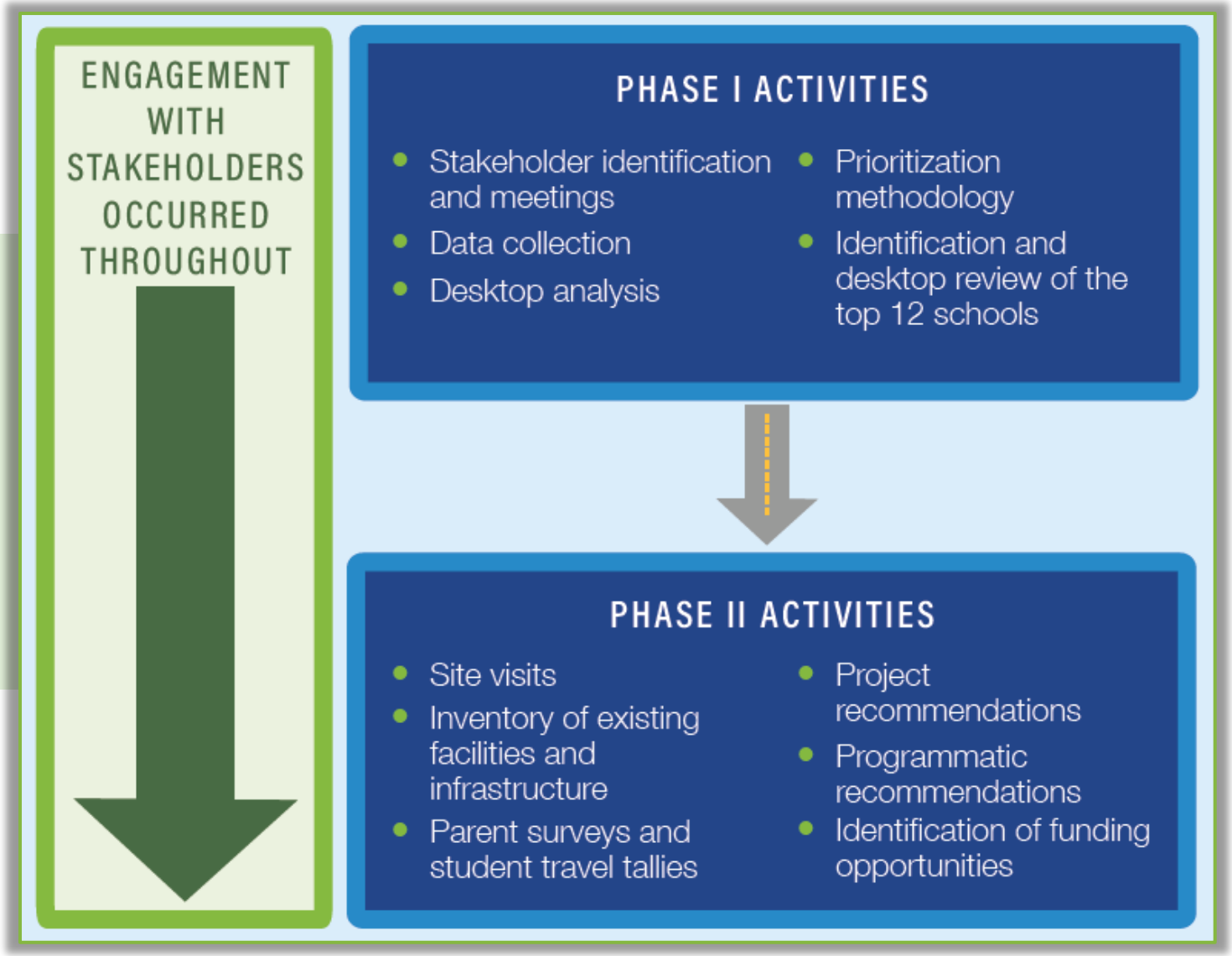
Final Adoption

April 15, 2025

CRTPA
CAPITAL REGION
TRANSPORTATION PLANNING AGENCY

Take the Safe Route: *The Process*

Take the Safe Route was initiated in two phases



RECAP: *What's been completed?*

- Data collection
- Prioritization methodology
- GIS prioritization - February 2024
- Additional desktop analysis and memo - March 2024
- Site Visits – May 2024
- Site Visit Technical Memo – Summer 2024
- Student Travel Tally & Parent Survey
- Stakeholder Engagement
- Draft Plan

Schools Evaluated

Twelve (12) schools in Leon, Wakulla, and Gadsden Counties:

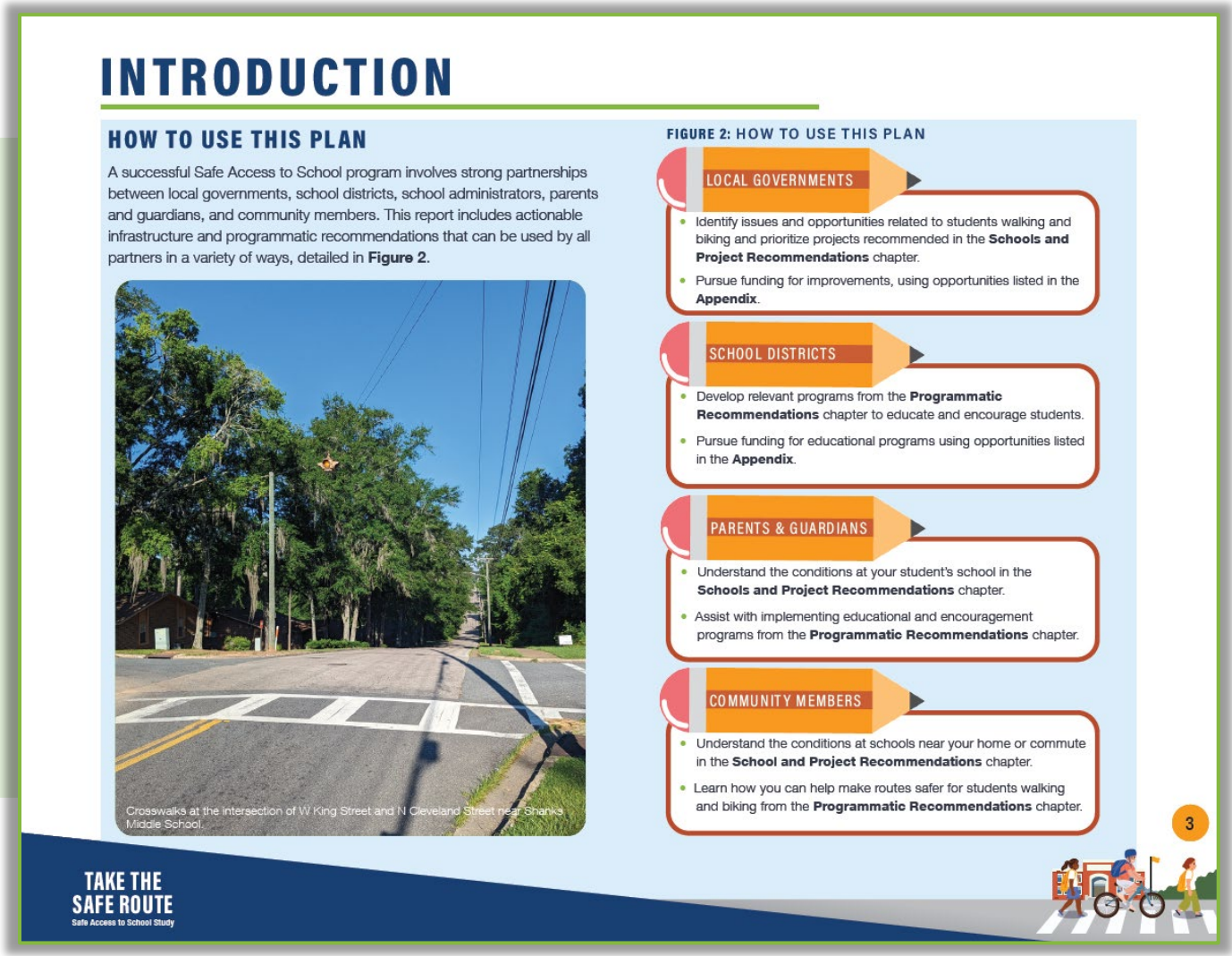
School	County
AMOS P. GODBY HIGH SCHOOL	Leon
JOHN G. RILEY ELEMENTARY SCHOOL	Leon
RUEDIGER ELEMENTARY SCHOOL	Leon
GRIFFIN MIDDLE SCHOOL	Leon
LEON HIGH SCHOOL	Leon
R. FRANK NIMS MIDDLE SCHOOL	Leon
AUGUSTA RAA MIDDLE SCHOOL	Leon
RICKARDS HIGH SCHOOL	Leon
PINEVIEW ELEMENTARY SCHOOL	Leon
FAIRVIEW MIDDLE SCHOOL	Leon
WAKULLA MIDDLE SCHOOL	Wakulla
JAMES A. SHANKS MIDDLE SCHOOL	Gadsden

Draft Take the Safe Route Plan

How to Use This Plan

Describes how a variety of different stakeholders may implement the guidance recommended in the plan, including:

- ✓ **Local governments**
- ✓ **School districts**
- ✓ **Parents and guardians**
- ✓ **Community members**



INTRODUCTION

HOW TO USE THIS PLAN

A successful Safe Access to School program involves strong partnerships between local governments, school districts, school administrators, parents and guardians, and community members. This report includes actionable infrastructure and programmatic recommendations that can be used by all partners in a variety of ways, detailed in **Figure 2**.

Crosswalks at the intersection of W King Street and N Cleveland Street near Shanks Middle School.

FIGURE 2: HOW TO USE THIS PLAN

LOCAL GOVERNMENTS

- Identify issues and opportunities related to students walking and biking and prioritize projects recommended in the **Schools and Project Recommendations** chapter.
- Pursue funding for improvements, using opportunities listed in the **Appendix**.

SCHOOL DISTRICTS

- Develop relevant programs from the **Programmatic Recommendations** chapter to educate and encourage students.
- Pursue funding for educational programs using opportunities listed in the **Appendix**.

PARENTS & GUARDIANS

- Understand the conditions at your student's school in the **Schools and Project Recommendations** chapter.
- Assist with implementing educational and encouragement programs from the **Programmatic Recommendations** chapter.

COMMUNITY MEMBERS

- Understand the conditions at schools near your home or commute in the **School and Project Recommendations** chapter.
- Learn how you can help make routes safer for students walking and biking from the **Programmatic Recommendations** chapter.

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Engagement: *Stakeholders*

A total of 20 stakeholder agencies across three counties were engaged.

Stakeholder responsibilities included:

- ✓ Providing technical input on the project
- ✓ Encouraging project implementation once the plan is adopted

Stakeholder experts represented:

Gadsden

- Florida Highway Patrol
- Gadsden County Sheriff's Office
- Gadsden County Growth Management
- Gadsden County Public Works
- Gadsden County School District
- FDOT District 3

Leon

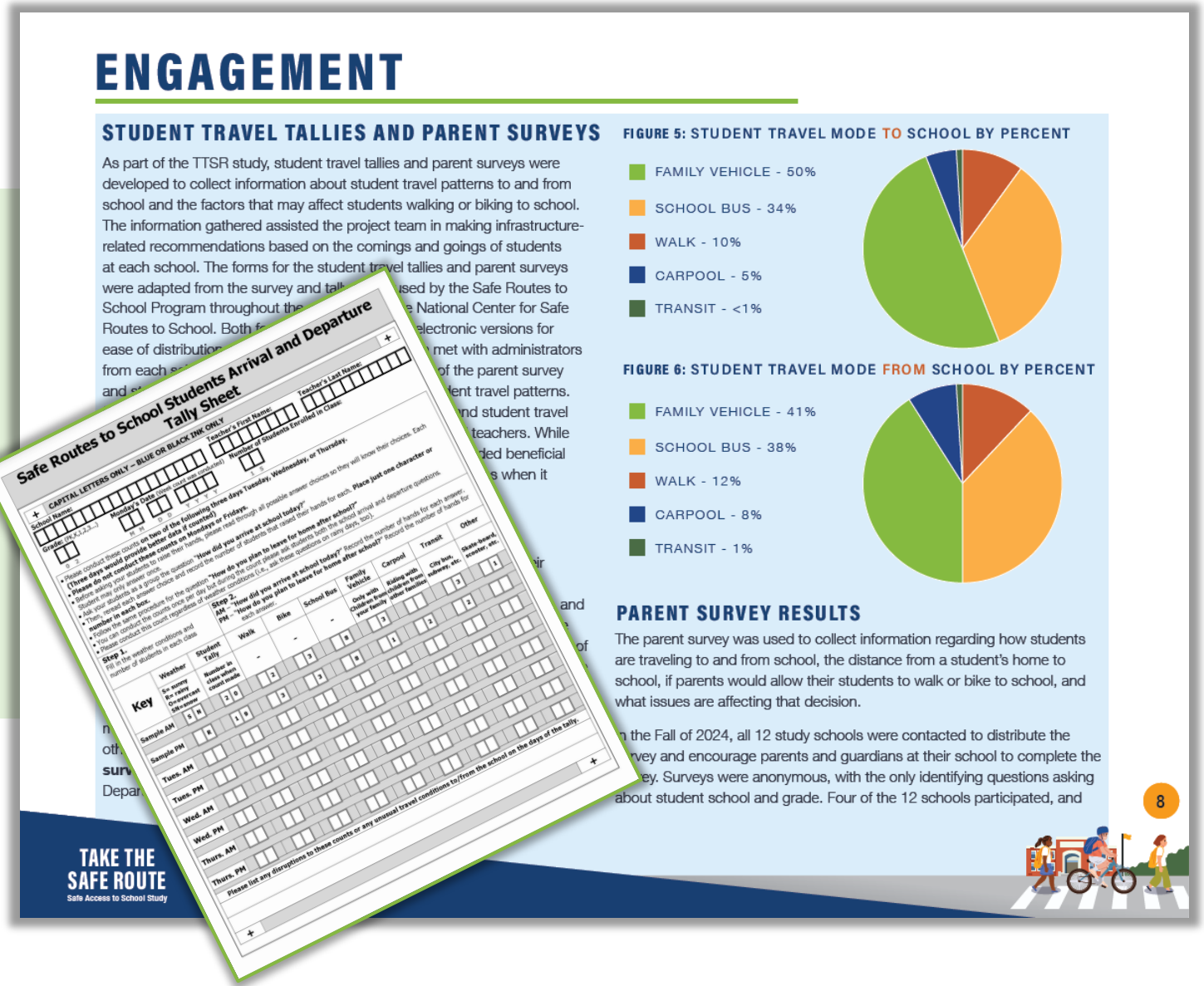
- City of Tallahassee
- City of Tallahassee Underground Utilities
- City of Tallahassee/ Leon County Planning Department
- Leon County EMS
- Leon County Public Works
- Leon County School Board
- Leon County Sheriff's Office
- FDOT District 3

Wakulla

- Wakulla County Community Traffic Safety Team
- Wakulla County Planning and Community Development
- Wakulla County Public Works
- Wakulla County School Board
- Wakulla County Sheriff's Office
- FDOT District 3

Engagement: *Student Travel Tallies*

- ✓ Teachers surveyed their students about what mode of transportation they used to get to/from school
- ✓ 17 classrooms with **a total of 327 students were surveyed**
- ✓ The majority of students get to and from school in a family vehicle



ENGAGEMENT

STUDENT TRAVEL TALLIES AND PARENT SURVEYS

As part of the TTSR study, student travel tallies and parent surveys were developed to collect information about student travel patterns to and from school and the factors that may affect students walking or biking to school. The information gathered assisted the project team in making infrastructure-related recommendations based on the comings and goings of students at each school. The forms for the student travel tallies and parent surveys were adapted from the survey and talli… used by the Safe Routes to School Program throughout the… National Center for Safe Routes to School. Both f… electronic versions for ease of distributio… met with administrators from each s… of the parent survey and e… ent travel patterns. …nd student travel …teachers. While …ded beneficial …s when it …and …of

Safe Routes to School Students Arrival and Departure Tally Sheet

CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY

School Name: | Teacher's First Name: | Teacher's Last Name: | Grade (K-5) | Monday's Date | Number of Students Enrolled in Class:

Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday.
(These days would provide better data if counted)
Please do not conduct these counts on Mondays or Fridays.
Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each student may only answer once per day but during the count please ask students both the school arrival and departure questions.
Then, read each answer choice for the question "How did you arrive at school today?" Record the number of hands for each answer.
Remember to ask the group the question "How did you arrive at school today?" Place just one character or number in each box.
Follow the same procedure for the question "How do you plan to leave for home after school?"
You can conduct the counts once per day or twice (please ask students both the school arrival and departure questions. Each answer choice and record the number of students that raised their hands for each. Place just one character or
Please conduct the counts once per day but during the count (i.e., ask these questions on rainy days, too).
You can conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1 – Fill in the weather conditions and number of students in each class

Key	Weather	Student Tally	Number in class when count made
	So = sunny Ra = rainy Cs = overcast Sn = snow		
Sample AM			
Sample PM			
Tues. AM			
Tues. PM			
Wed. AM			
Wed. PM			
Thurs. AM			
Thurs. PM			

Step 2 – AM – "How did you arrive at school today?" Record the number of hands for each answer; each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box.
PM – "How do you plan to leave for home after school?" Record the number of hands for

Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
		-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

FIGURE 5: STUDENT TRAVEL MODE TO SCHOOL BY PERCENT

- FAMILY VEHICLE - 50%
- SCHOOL BUS - 34%
- WALK - 10%
- CARPOOL - 5%
- TRANSIT - <1%

FIGURE 6: STUDENT TRAVEL MODE FROM SCHOOL BY PERCENT

- FAMILY VEHICLE - 41%
- SCHOOL BUS - 38%
- WALK - 12%
- CARPOOL - 8%
- TRANSIT - 1%

PARENT SURVEY RESULTS

The parent survey was used to collect information regarding how students are traveling to and from school, the distance from a student's home to school, if parents would allow their students to walk or bike to school, and what issues are affecting that decision.

…the Fall of 2024, all 12 study schools were contacted to distribute the …rvey and encourage parents and guardians at their school to complete the …ey. Surveys were anonymous, with the only identifying questions asking about student school and grade. Four of the 12 schools participated, and

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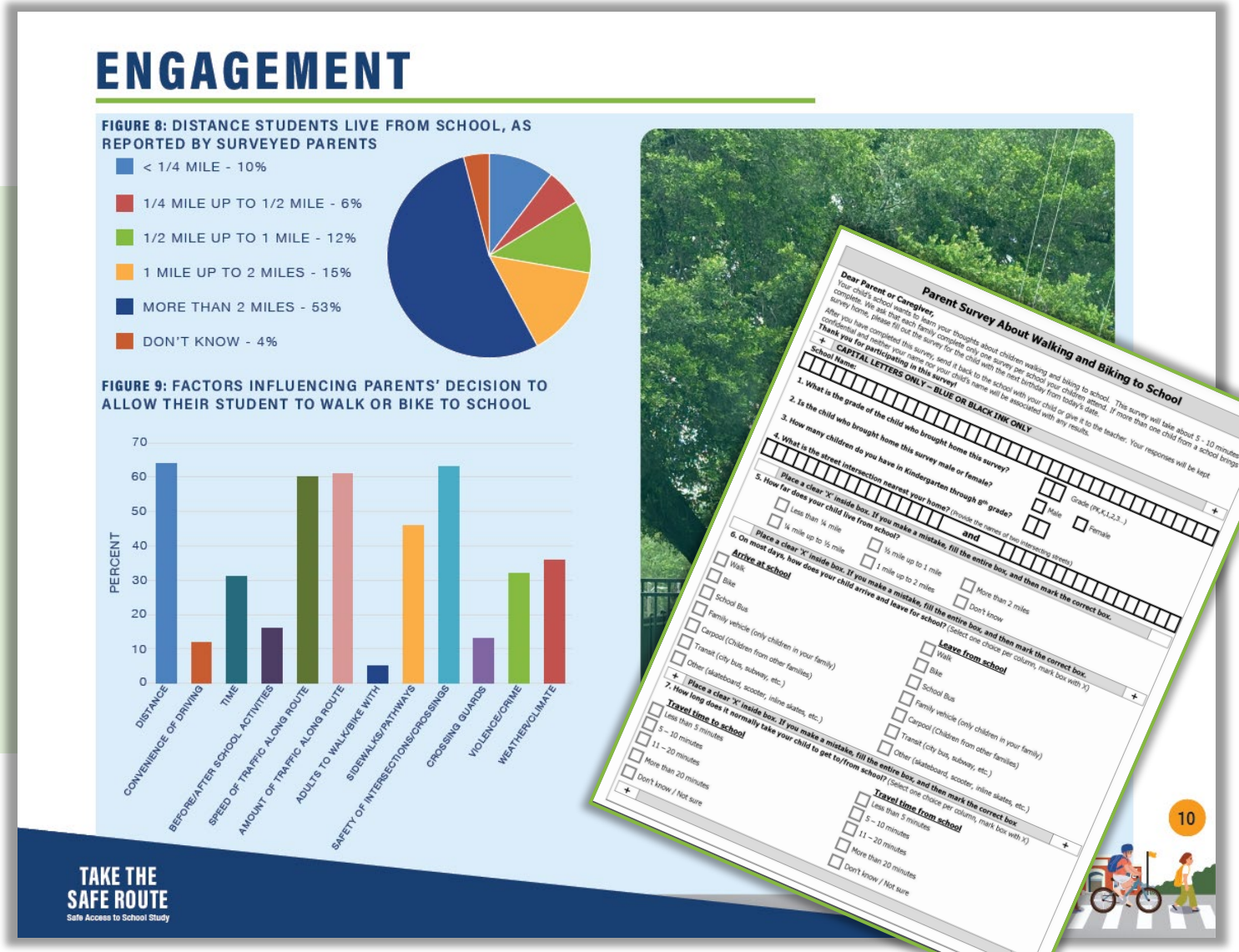
Engagement: *Parent Surveys*

- ✓ Designed to receive input from parents about student travel patterns getting to and from school
- ✓ **165** surveys were collected
- ✓ Major concerns include **distance from school, speed of traffic, amount of traffic,** and **the safety of intersections and crossings**



Schools and Project Recommendations

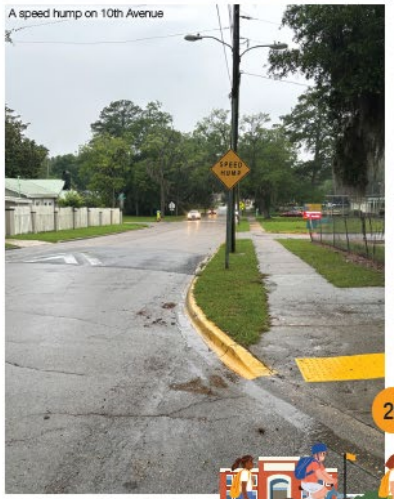
RUEDIGER ELEMENTARY SCHOOL

Leon County

- Tallahassee, Leon County
- 443 students
- 40% residential within 0.5 miles

OBSERVATIONS

- The student drop-off/pick-up driveway and the intersection of 10th Avenue and Branch Street do not have crosswalks.
- Several parents drop students off in the middle of 10th Avenue instead of using the student drop-off/pick-up driveway, creating additional obstacles for students walking and biking.
- Parents dropping off their child frequently park in the crosswalk across 10th Avenue.
- 10th Avenue does not have bicycle lanes.
- Curb ramps on the sidewalks along 10th Avenue are missing tactile warning strips.



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- ✓ Utilized site visit observations to create school-specific safety infrastructure recommendations
- ✓ Includes a map of concerns and project recommendations

Glossary of Recommendations

Organizes all infrastructure recommendations from the plan into a single toolkit

- ✓ Description of the countermeasure
- ✓ Photo
- ✓ Implementation time
- ✓ Cost estimate

GLOSSARY OF RECOMMENDATIONS

CURB EXTENSION

Curb extensions increase the visibility of pedestrians at crosswalks and intersections by aligning them with the roadway. Curb extensions also shorten the crossing distance for pedestrians, decreasing potential points of conflicts with vehicles. Extensions narrow the roadway and reduce speeds.

Long

$$

CURB RAMP

Curb ramps provide access between the sidewalk and intersections, crosswalks, and other "drop-off" for people using wheelchairs, carts, strollers, walkers, and bicyclists. Curb ramps are necessary to ensure all crossings are ADA compliant.

Short

$

FLASHING SCHOOL ZONE SIGN

Flashing school zone signs feature light-up beacons active during student arrival and dismissal. These flashing beacons alert motorists that the speed limit is lower and that students are present in the area.

Short

$

FLEXIBLE DELINEATORS

Flexible delineators can be used to guide traffic movements and provide a physical sepearation between lanes of traffic, such as lanes in the student drop-off/ pick-up driveway. Delineators may also be used in protected bicycle lanes to provide separation between bicyclists and moving traffic.

Short

$

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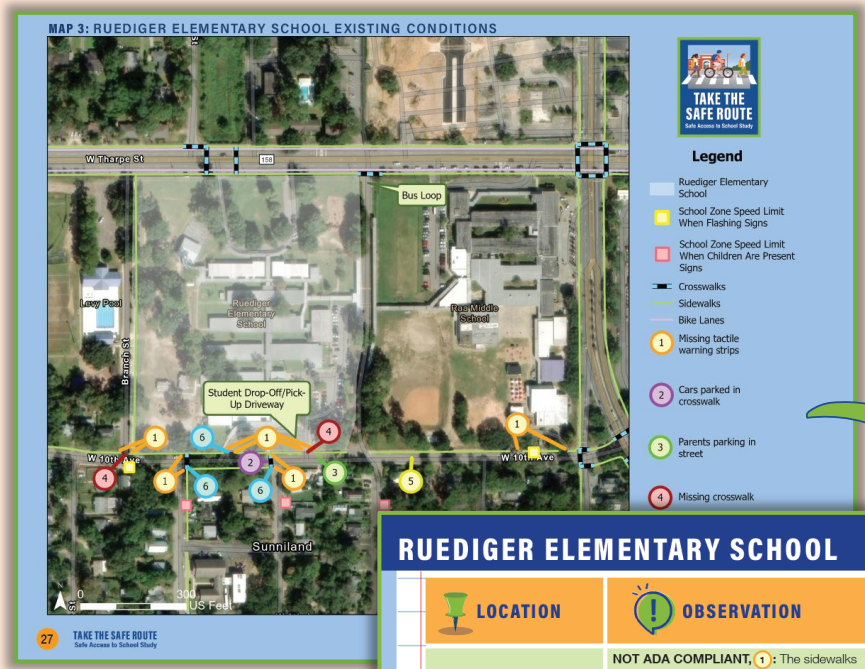
Grant Funding Matrix

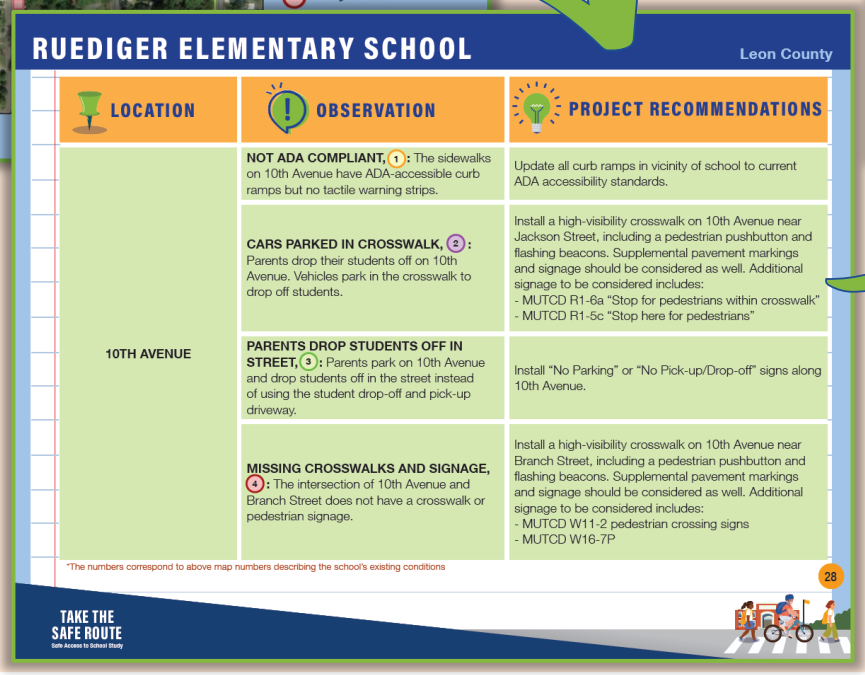
Provides information on 18 relevant grant opportunities

- ✓ Organized by the project activities that can be funded under the grant

	GRANT NAME																	
Project Activity	AARP	ATIIP	America Walks	People For Bikes	PRO-TECT	RAISE	RCP	RTP	SCOP	SCOP-M	SRTS	SS4A	Small Cities CDBG	SMART	TOD Planning	TASA	T-Mobile	Walmart
Bicycle Facilities & Amenities		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓		
Transit Facilities & Amenities		✓			✓	✓	✓					✓				✓		
Pedestrian Facilities for Crossings		✓	✓		✓	✓	✓	✓			✓	✓			✓	✓		
Landscaping, Streetscaping, Lighting, & Placemaking		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓			✓		
Road Diets & Reconfiguration		✓			✓	✓	✓		✓	✓	✓	✓				✓		
Safety Enforcement											✓	✓						
Trails & Multi-Use Paths		✓	✓	✓	✓	✓	✓	✓			✓	✓				✓		
Sidewalks (new or retrofit)		✓	✓		✓	✓	✓	✓			✓	✓	✓		✓	✓		
Signs, Signals, Signal Improvements		✓	✓		✓	✓					✓	✓		✓		✓		
Spot Improvement Programs		✓		✓		✓	✓	✓			✓	✓		✓		✓		
Community Grants	✓																✓	✓

Using the Plan: *Project Implementation*





Programmatic Recommendations

PROGRAMMATIC RECOMMENDATIONS

In addition to planning and engineering improvements, various programmatic recommendations may also be implemented to facilitate a safer culture of walking and bicycling for students. These programmatic recommendations focus on utilizing education, enforcement, student arrival and dismissal programming, and collaboration with schools, parents, and caregivers to ensure that student safety needs are met and to encourage more students to walk and bicycle to school. Programmatic recommendations offer a range of approachable tactics that may be used by schools, students, teachers, and families to provide more students with the ability to safely walk and bike to school. These recommendations, while not specifically linked, are influenced by the 5 E's Framework shown in **Figure 12**. The 5 E's are foundational for the Safe Routes to School Program, and are important to consider as this Safe Access to School Study is implemented.

FIGURE 12: THE 5 E'S FRAMEWORK

The 5 E's Framework is often referenced in regard to Safe Routes to School and other initiatives, including Vision Zero. This framework encourages practitioners to focus on a holistic approach when programming. These E's include:

- **Education**
- **Encouragement**
- **Enforcement**
- **Evaluation**
- **Engineering**

Some communities also include a 6th E:

- **Equity**

EDUCATION

Education is an effective programmatic tool that can be used to inform and influence the behavior of students, parents, school administration, and the community. The site visits conducted for each of the 12 schools determined several areas where additional roadway and transportation safety education could enhance student safety when walking and biking to school.

Educating the local community on the school's goal to encourage more students to walk and bike can garner community support and reinforce good driving behavior. Word of mouth can assist in sharing the school's goals, and groups such as PTOs or student clubs may be used to spread the word to the community at large. Community education and involvement can also be more structured, and inform community members on the specific methods they can use to assist the more students to walk and bicycle to school safely. Neighborhoods near schools can form watch programs to keep an eye on students walking and biking. Sign campaigns are often used in neighborhoods near schools to remind drivers that students frequent the area and that drivers should comply with the posted speed limit. Yard signs in all or several yards along a route frequented by students can help alert drivers to their presence and encourage slower speeds. Schools may also post signs along school fences or near the drop-off/pick-up driveway to encourage slower speeds and attentive driving.

Educational campaigns may also be used to address unsafe student behavior. Student roadway safety education can be used to dissuade students from participating in unsafe behavior such as jaywalking, participating in distracting activities such as texting while biking or walking, or not wearing proper safety gear such as helmets. Roadway safety education can inform students on the risks of unsafe transportation practices, helping to mitigate some of these behaviors. Bicyclist and pedestrian safety education can enable students to explore alternative modes of transportation by feeling more confident and prepared. For students in high school who are driving age, education on how drivers can safely accommodate bicyclists and pedestrians can be used to foster a safer environment for all students.

Includes non-infrastructure recommendations that can enhance safety at all schools.

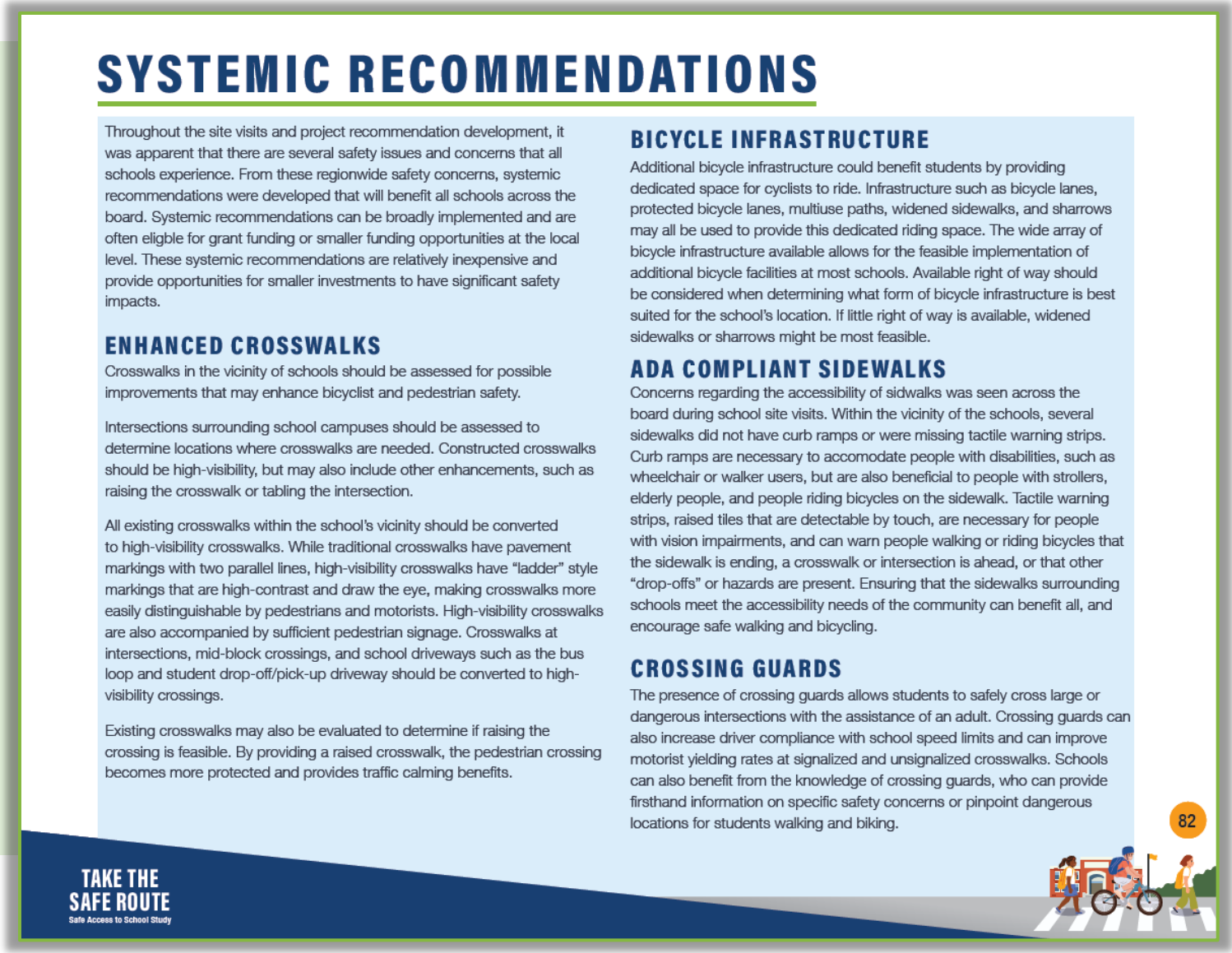
- ✓ Bicycle and pedestrian safety education
- ✓ Community education
- ✓ Drop-off/pick-up driveway etiquette
- ✓ Enforcement
- ✓ Student arrival and dismissal programming

Informed by the 5 E's Framework from SRTS

Systemic Recommendations

Systemic recommendations are infrastructure countermeasures that can enhance safety at all schools evaluated.

- ✓Enhanced crosswalks
- ✓Bicycle infrastructure
- ✓ADA compliant sidewalks
- ✓Crossing guards
- ✓Curb extensions
- ✓Evaluate projects against existing plans



SYSTEMIC RECOMMENDATIONS

Throughout the site visits and project recommendation development, it was apparent that there are several safety issues and concerns that all schools experience. From these regionwide safety concerns, systemic recommendations were developed that will benefit all schools across the board. Systemic recommendations can be broadly implemented and are often eligble for grant funding or smaller funding opportunities at the local level. These systemic recommendations are relatively inexpensive and provide opportunities for smaller investments to have significant safety impacts.

ENHANCED CROSSWALKS

Crosswalks in the vicinity of schools should be assessed for possible improvements that may enhance bicyclist and pedestrian safety.

Intersections surrounding school campuses should be assessed to determine locations where crosswalks are needed. Constructed crosswalks should be high-visibility, but may also include other enhancements, such as raising the crosswalk or tabling the intersection.

All existing crosswalks within the school's vicinity should be converted to high-visibility crosswalks. While traditional crosswalks have pavement markings with two parallel lines, high-visibility crosswalks have "ladder" style markings that are high-contrast and draw the eye, making crosswalks more easily distinguishable by pedestrians and motorists. High-visibility crosswalks are also accompanied by sufficient pedestrian signage. Crosswalks at intersections, mid-block crossings, and school driveways such as the bus loop and student drop-off/pick-up driveway should be converted to high-visibility crossings.

Existing crosswalks may also be evaluated to determine if raising the crossing is feasible. By providing a raised crosswalk, the pedestrian crossing becomes more protected and provides traffic calming benefits.

BICYCLE INFRASTRUCTURE

Additional bicycle infrastructure could benefit students by providing dedicated space for cyclists to ride. Infrastructure such as bicycle lanes, protected bicycle lanes, multiuse paths, widened sidewalks, and sharrows may all be used to provide this dedicated riding space. The wide array of bicycle infrastructure available allows for the feasible implementation of additional bicycle facilities at most schools. Available right of way should be considered when determining what form of bicycle infrastructure is best suited for the school's location. If little right of way is available, widened sidewalks or sharrows might be most feasible.

ADA COMPLIANT SIDEWALKS

Concerns regarding the accessibility of sidwalks was seen across the board during school site visits. Within the vicinity of the schools, several sidewalks did not have curb ramps or were missing tactile warning strips. Curb ramps are necessary to accomodate people with disabilities, such as wheelchair or walker users, but are also beneficial to people with strollers, elderly people, and people riding bicycles on the sidewalk. Tactile warning strips, raised tiles that are detectable by touch, are necessary for people with vision impairments, and can warn people walking or riding bicycles that the sidewalk is ending, a crosswalk or intersection is ahead, or that other "drop-offs" or hazards are present. Ensuring that the sidewalks surrounding schools meet the accessibility needs of the community can benefit all, and encourage safe walking and bicycling.

CROSSING GUARDS

The presence of crossing guards allows students to safely cross large or dangerous intersections with the assistance of an adult. Crossing guards can also increase driver compliance with school speed limits and can improve motorist yielding rates at signalized and unsignalized crosswalks. Schools can also benefit from the knowledge of crossing guards, who can provide firsthand information on specific safety concerns or pinpoint dangerous locations for students walking and biking.

Be an Advocate for Safety

You can help create safer schools by:

- ✓ Promoting roadway safety by **using the various infrastructure and programmatic recommendations** outlined in Take the Safe Route
- ✓ Promoting community education by **circulating and referencing the plan**
- ✓ **Pursuing funding for projects** outlined in the plan
- ✓ **Implementing safety improvements** into current or future projects

Questions?