



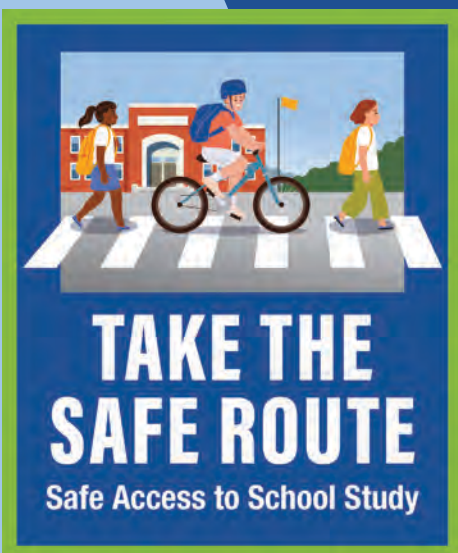
TAKE THE SAFE ROUTE

A Safe Access to School Study



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GLOSSARY OF TERMS AND ACRONYMS

GLOSSARY OF TERMS

AADT - Average Annual Daily Traffic

AADT is a metric used to describe traffic volume by calculating the average number of vehicles that drive on a roadway segment each day. Average daily volume numbers are calculated by taking the total annual number of trips and dividing this number by the days in the year.

AASHTO - American Association of State Highway and Transportation Officials

AASHTO is a nonprofit association that aims to foster the development, operation, and maintenance of an integrated national transportation system. As a body that provides expertise on transportation issues, AASHTO also publishes protocols, guidelines, and best-practices for roadway design.

ADA - The Americans with Disabilities Act of 1990

The ADA is an established civil rights law that prohibits discrimination against people with disabilities. In the context of planning, roadway features such as sidewalks must meet certain specifications to be considered ADA compliant. These features often include curb ramps and tactile warning strips, and are implemented to ensure public infrastructure can be used by people of all abilities.

MMTD - The City of Tallahassee's Multimodal Transportation District

The City of Tallahassee's MMTD was established in 2009 and encompasses an 18.2 square mile area in central Tallahassee. The MMTD aims to create a safe and interconnected environment for pedestrians, bicyclists, and transit users by having specifications for urban design within the established boundary. Design standards include 6-foot wide sidewalks.

MUTCD - Manual on Uniform Traffic Control Devices

The MUTCD was created by the Federal Highway Association to specify

design standards for traffic signs, road markings, and traffic signals. Ensuring traffic control devices are uniform allows all road users to better understand roadway signs. **A glossary of MUTCD signs recommended in this plan may be found on the next page.**

ROW - Right of Way

In the context of this plan, ROW describes the property on either side of a roadway that can be utilized to provide transportation features such as sidewalks, bicycle lanes, or multiuse paths. Such projects may only be undertaken in the event that ROW exists to provide the necessary space.

ACRONYMS

CRTPA - Capital Region Transportation Planning Agency

FDOT - Florida Department of Transportation

FHWA - Federal Highway Administration

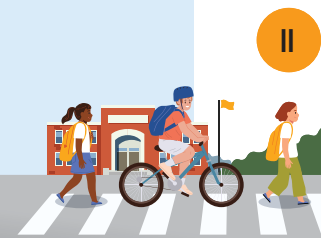
MPH - Miles Per Hour

MPO - Metropolitan Planning Organization

RRFB - Rectangular Rapid Flashing Beacon

SRTS - Safe Routes to School

TTSR - Take the Safe Route



MUTCD SIGNS



R1-5A

R1-5A signs are typically used at unsignalized crossings to alert motorists that pedestrians have the right of way in crosswalks. They may also be used at signalized crossings.



R8-10

R8-10 is used to direct pedestrians, bicyclists, and motorists to stop for trains at railroad crossings when the lights are flashing.



R1-5C

This sign is typically used at unsignalized crossings to alert motorists that pedestrians have the right of way in crosswalks. R1-5C may also be used at signalized crossings.



R9-2

This sign is used dissuade pedestrians from jaywalking. R9-2 is used when pedestrians jaywalk near an existing crosswalk.



R1-6A

R1-6A is an in-street sign directing motorists to stop for pedestrians using a crosswalk. These signs are often used in conjunction with W11-2 signs.



R9-3A

R9-3A signs are used to dissuade pedestrians from jaywalking.

Source: Manual on Uniform Traffic Control Devices



MUTCD SIGNS



R10-7

R10-7 signs may be used to indicate to motorists not to park or stop in a crosswalk.



W10-2L

W10-2L signs direct pedestrians, bicyclists, and motorists to the presence of a railroad crossing at the left side of an intersection. W10-2 signs indicate a right crossing.



R15-1

R15-1 “crossbuck” signs are used to direct pedestrians, bicyclists, and motorists to the presence of a railroad crossing.



W10-12

W10-12 signs indicate a skewed railroad crossing within a roadway.



R15-8

R15-8 signs direct pedestrians, bicyclists, and motorists to look both directions for oncoming trains before crossing a railroad.



W11-2

W11-2 signs are used at signalized and unsignalized crosswalks to alert motorists to pedestrians. As shown here, W11-2 signs may be used with W16-7P arrow signs.

Source: Manual on Uniform Traffic Control Devices



MUTCD SIGNS



W16-7P

W16-7P signs accompany W11-2 signs to draw attention to the location of pedestrian crosswalks.

Source: Manual on Uniform Traffic Control Devices



Students cross 10th Avenue to reach Reudiger Elementary School.

V





INTRODUCTION

INTRODUCTION

WHAT IS TAKE THE SAFE ROUTE?

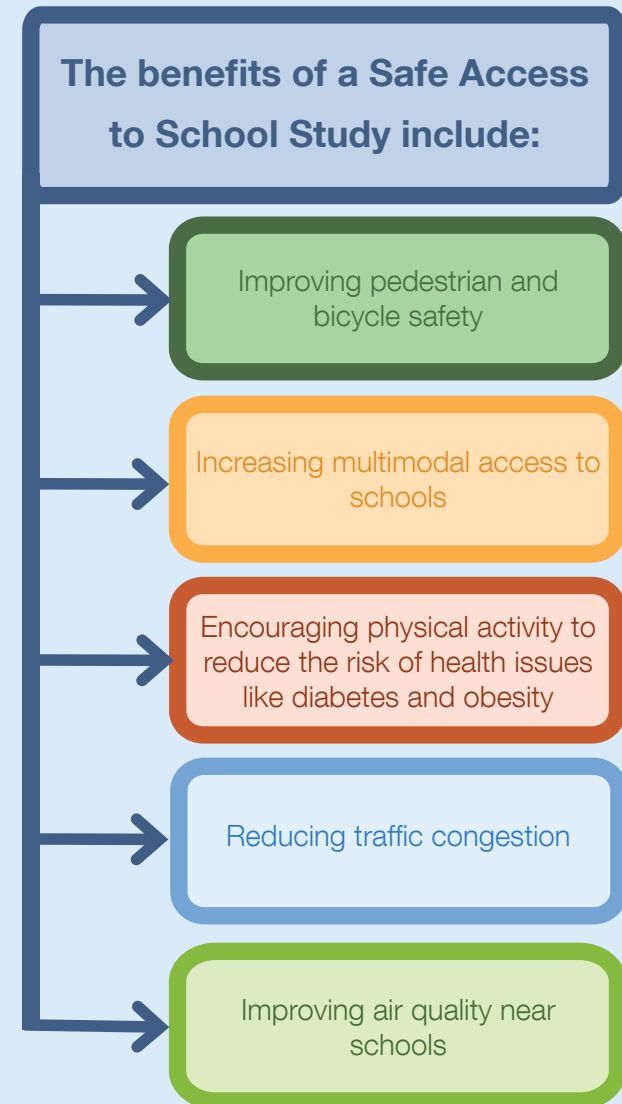
Take the Safe Route (TTSR) is a Safe Access to School study that was developed to assess safety conditions and existing infrastructure for students walking and biking to school and to promote and improve safe walking and biking conditions for students throughout Florida's capital region. This study focused on public schools within Gadsden, Leon, and Wakulla counties. TTSR identified schools with the greatest need from an infrastructure, roadway safety, and socioeconomic standpoint throughout the region. Once identified, those schools were evaluated for infrastructure and programmatic recommendations in an effort to promote safer conditions for students to walk and bike to school.

This study was designed to be consistent with Safe Routes to School (SRTS), a federal program initiated through the Federal Highway Administration (FHWA), that promotes walking and biking to school through safety enforcement, education, and appropriate bicycle and pedestrian infrastructure. SRTS was established to provide funding for State Departments of Transportation (DOT) to create and administer SRTS programs. In the state of Florida, the Florida Department of Transportation (FDOT) administers the SRTS program. This program can be implemented by Metropolitan Planning Organizations (MPOs), local governments, school districts, and individual schools, and provides a number of benefits as shown in **Figure 1**.

PURPOSE OF A SAFE ACCESS TO SCHOOL STUDY

The purpose of this study was to identify schools in the Capital region with the most need for improved bicycle and pedestrian infrastructure and to develop recommendations for infrastructure and programmatic improvements specific to each of the identified schools based on data analysis and feedback from parents and teachers. In addition to infrastructure and programmatic recommendations, this study also identified potential funding programs for the suggested improvements.

FIGURE 1: PLAN BENEFITS



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.

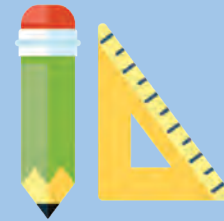
COMMUNITY MEMBERS

- 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.





Advanced warning sign for an upcoming crosswalk near Fairview Middle School.



BACKGROUND

BACKGROUND

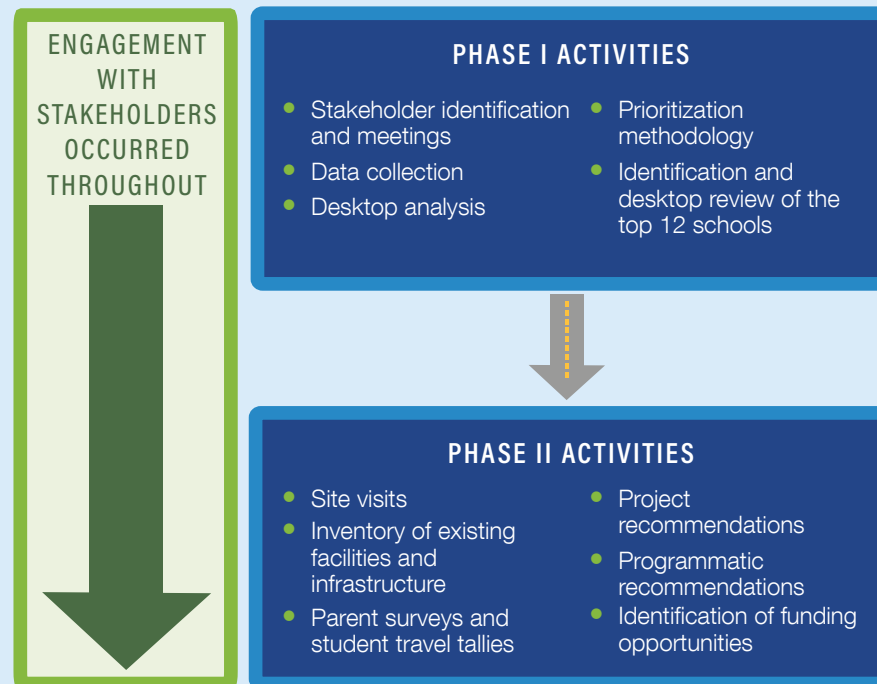
TTSR was initiated in the fall of 2023 and aims to update and build off of the Capital region's existing Safe Routes to School study. The original study, completed in 2014, was undertaken to provide a comprehensive overview of the Safe Routes to School policies, programs, and projects that could be implemented to support safe walking and bicycling to Leon County public schools. TTSR expands on the findings of the 2014 study and provides updated information on current infrastructure conditions surrounding schools in the Capital region, including Leon, Gadsden, and Wakulla counties. Current conditions were assessed and used to create tailored planning and engineering recommendations that can be implemented to enhance transportation safety infrastructure near schools.

The study was completed in two phases. Phase I focused on a comprehensive data analysis of the region's public elementary, middle, and high schools to identify which schools have the most need for improvements related to biking and walking facilities surrounding and connecting to the schools. Data collection assessed factors relating to bicycle and pedestrian safety, vehicle crashes, equity factors, socioeconomic data, demographic data, and school-specific information. In Phase I, 12 schools were identified as having the greatest safety need and were then assessed in Phase II.

Phase II provided a focused safety and accessibility analysis of the 12 schools recommended in Phase I by conducting on-site evaluations and hearing from guardians and school faculty. Information was gathered during site visits that pertained to the specific transportation and infrastructure safety concerns seen at each of the 12 schools. Parent feedback was also collected during this phase. Data gathered during Phase II was used to develop planning and engineering project recommendations that may be undertaken to address specific safety concerns at each of the 12 schools.

Figure 3 describes the activities undertaken during Phase I and II of the project. The **Appendix** contains detailed memorandums of the processes and findings for each portion of the study.

FIGURE 3: PLAN DEVELOPMENT TIMELINE





ENGAGEMENT

ENGAGEMENT

Community engagement was an important factor in the development of the TTSR study. Engagement for this study focused on a designated stakeholder group and specific members of the schools' communities for each county. Stakeholders consisted of representatives and technical experts from local agencies, school districts, and community traffic safety teams. Stakeholders provided insight on transportation safety surrounding the schools in their counties. Coordination with each individual school involved communication with school administration members, teachers, parents, and guardians who provided information on student travel habits to and from school and what factors influence those habits.

This engagement occurred throughout the two phase process, and included a variety of meetings, presentations, and virtual communication via online survey tools. Engagement materials used in the development of this study can be found in the **Appendix**.

STAKEHOLDER ENGAGEMENT

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

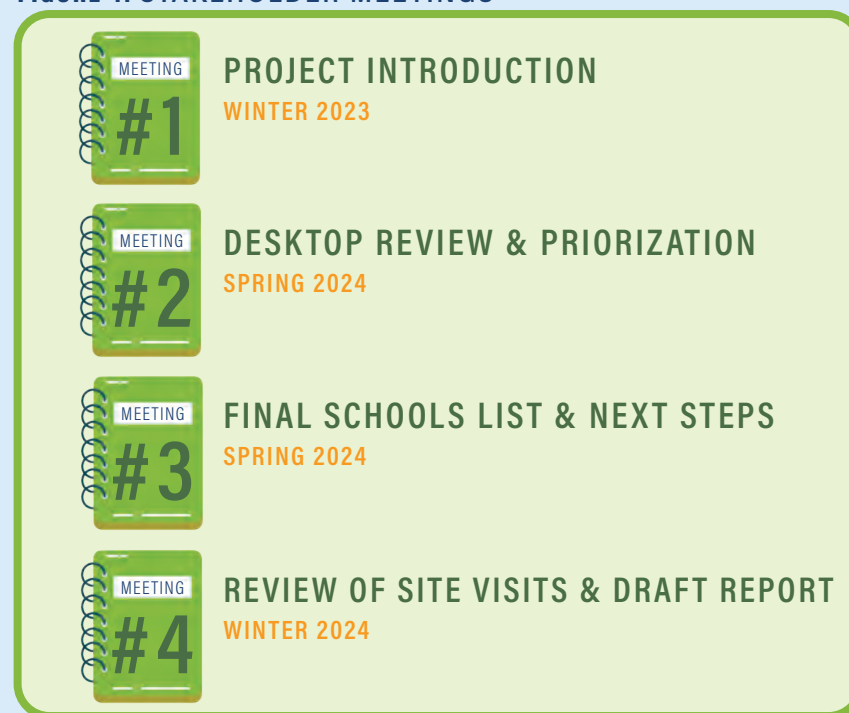
Wakulla

- 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

Stakeholders were technical experts identified in Gadsden, Leon, and Wakulla counties, with 26 stakeholders in total participating. Four meetings were held with each county stakeholder group during the project, allowing stakeholders to provide feedback throughout. Stakeholders discussed transportation safety concerns and recommendations to be considered for the schools in their respective counties. Stakeholder meeting topics are shown in **Figure 4**. Meeting materials are provided in the **Appendix**.

In addition to these engagement efforts, the CRTPA Board, Technical Advisory Committee, and Citizens Multimodal Advisory Committee received a mid-project update in May of 2024. These meetings were held to ensure the three groups were up to date on the study's progress and to provide an opportunity for feedback and questions. Presentations from these meetings can be viewed in the **Appendix**.

FIGURE 4: STAKEHOLDER MEETINGS



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 tally forms used by the Safe Routes to School Program throughout the country from the National Center for Safe Routes to School. Both forms were converted to electronic versions for ease of distribution and submittal. The project team met with administrators from each school to discuss the project and the role of the parent survey and student travel tally in gathering information on student travel patterns. School administrators were provided the parent survey and student travel tally form and were requested to distribute to parents and teachers. While only a portion of the schools participated, the surveys provided beneficial information about student travel patterns and parent concerns when it comes to walking and biking to and from school.

STUDENT TRAVEL TALLIES

The student travel tally form was designed for teachers to survey their students about how they got to school that day and how they leave. Teachers were instructed to collect their tallies on Tuesday, Wednesday, and Thursday, avoiding Mondays and Fridays because students typically have different transportation patterns on these days due to the weekend. Three of the 12 schools participated in the student travel tallies. Ultimately, there were **17** classrooms surveyed, with **327** students tallied. As seen in **Figures 5 and 6**, results of the tallies reflect that family vehicle was the most common mode of transportation to and from school, followed by the school bus. All other modes of transportation significantly less used. **None of the students surveyed reported bicycling to or from school.** The Students Arrival and Departure Tally Sheet and full tally results are provided in the **Appendix**.

FIGURE 5: STUDENT TRAVEL MODE TO SCHOOL BY PERCENT

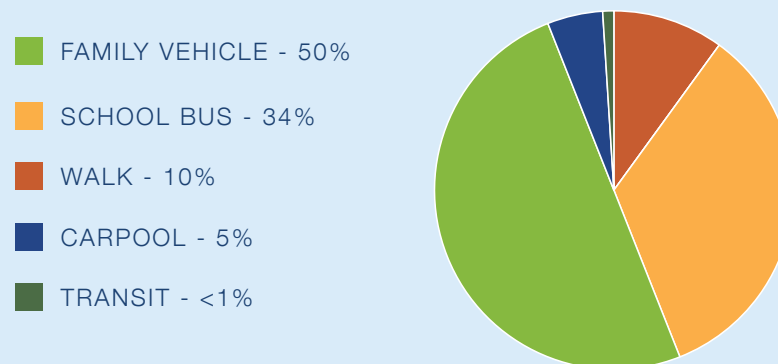
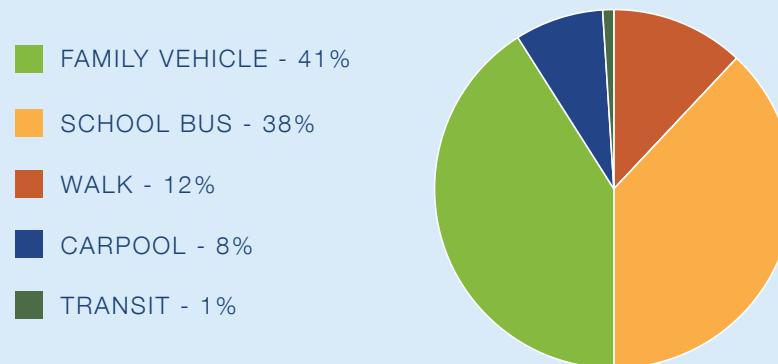


FIGURE 6: STUDENT TRAVEL MODE FROM SCHOOL BY PERCENT



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.

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



ENGAGEMENT

165 total surveys were collected. Eight surveys were submitted from six additional schools not part of the study, likely due to parents having multiple children at different schools. Although the survey feedback only represents a sample of the families from the project schools, it still provides important information on perceived safety and student travel habits. The parent survey form and responses are included in the **Appendix**.

Of the **173** survey responses, only **39** parents reported that their student walks or bikes from school, and **67** of the parents reported they would not feel comfortable allowing their children to walk or bike regardless of grade or age.

However, 50 parents reported they would feel comfortable allowing their student to walk or bike to school if their student was in grades 9 through 12, and 43 parents said they would be comfortable with their student walking or biking if that student was in grades 6 through 8.

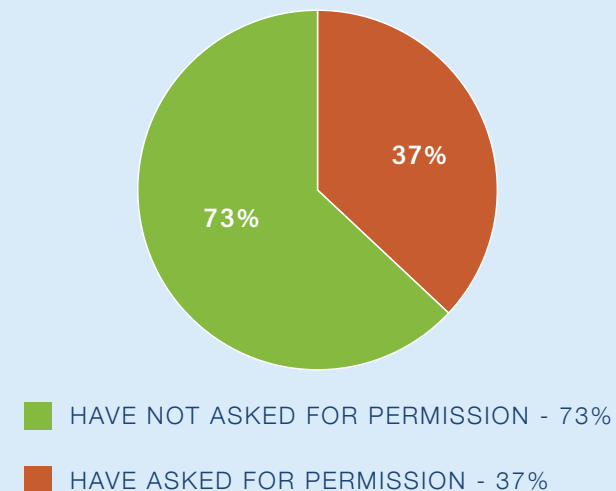
Distance was reported to be the biggest factor when deciding whether or not to allow a student to walk or bike to school. Over half of the parents surveyed reported that their child lives two or more miles from from school. Safety factors were also noted by parents. Over 60% of parents surveyed reported that the speed of traffic, the amount of traffic, and the safety of intersections and crossings were factors that influenced their decision to allow their student to walk or bike to or from school. The presence of sidewalks and pathways was also important to parents, with 46% of parents surveyed indicating that this would influence their decision.

Over **60%** of parents reported that **speed of traffic, amount of traffic, and the safety of intersections and crossings** influenced their decision to allow their child to walk or bike to and from school.

The parent surveys also asked parents if their child had ever asked for permission to walk or bike to school. Of the parents surveyed, 73% reported that their child has never asked for permission to walk or bike to school.

Figures 7 through 9 below include additional data collected from the parent surveys, including distance students live from school and other factors influencing parents' decision to allow their student to walk or bike to school. Note that in **Figure 9** parents were able to select multiple responses.

FIGURE 7: PERCENT OF STUDENTS THAT HAVE ASKED FOR PERMISSION TO WALK OR BIKE TO SCHOOL, ACCORDING TO SURVEYED PARENTS



ENGAGEMENT

FIGURE 8: DISTANCE STUDENTS LIVE FROM SCHOOL, AS REPORTED BY SURVEYED PARENTS

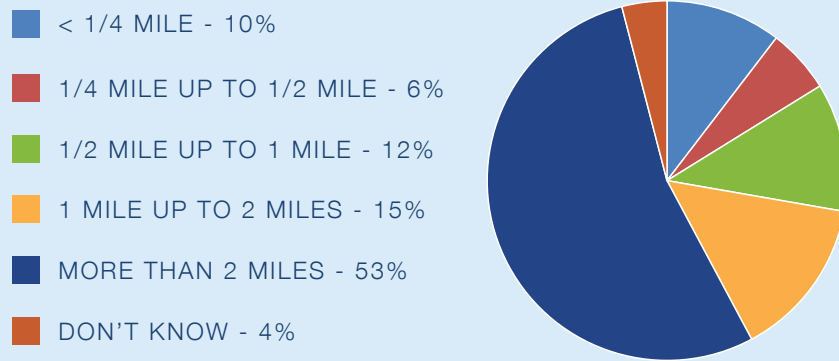
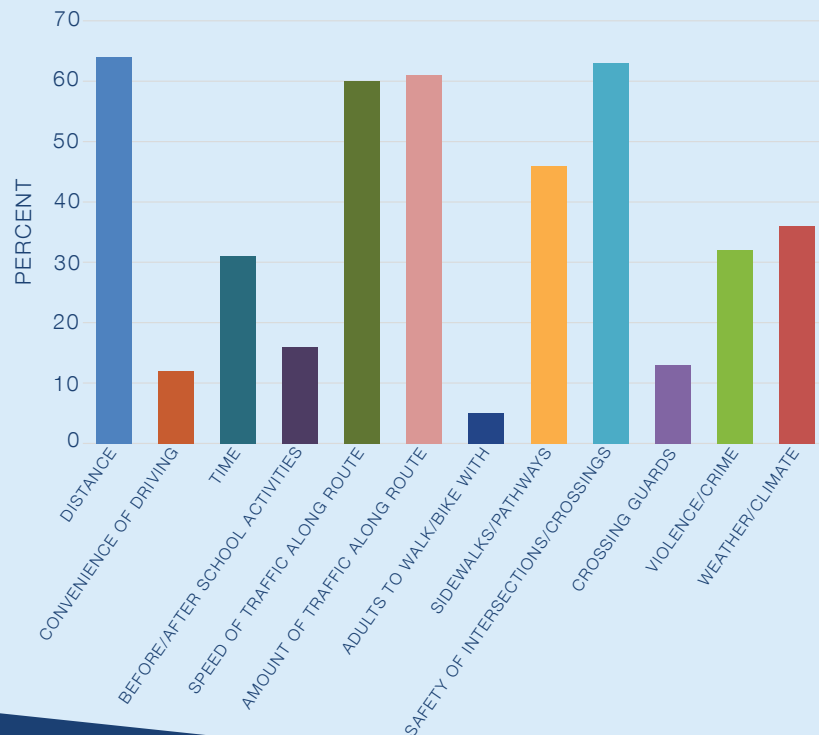


FIGURE 9: FACTORS INFLUENCING PARENTS' DECISION TO ALLOW THEIR STUDENT TO WALK OR BIKE TO SCHOOL



A parent and student walking near Riley Elementary School.





SCHOOLS AND PROJECT RECOMMENDATIONS

A student is assisted by a crossing guard on W King Street near Shanks Middle School.

SCHOOLS AND PROJECT RECOMMENDATIONS

PRIORITIZATION AND DESKTOP ANALYSIS

A central aim of TTSR was to identify the public schools in the Capital region that are most in need of additional infrastructure improvements to support safe multimodal transportation for students. In order to deduce which schools in the region had the most demonstrated need for such improvements, a desktop assessment was undertaken that evaluated a number of factors related to transportation safety near schools.

Prior to the desktop assessment, an initial prioritization was completed using Geographic Information Systems (GIS). This prioritization assessed several factors related to bicycle and pedestrian safety, vehicle crash data, serious injuries and fatalities sustained as a result of vehicle crashes, equity factors, socioeconomic data, demographic data, and school-specific information. Each public school in the Capital region was assessed through this framework, and points were allocated to individual schools based on pre-determined criteria. Factors were evaluated within a specific buffer distance of each school. The buffer distance was based on the estimated distance students of that particular age group are able to walk or bike to school. Elementary schools were assessed through a 0.5-mile buffer, middle schools were given a buffer distance of 1-mile, and high schools were evaluated through a 1.5-mile buffer. The highest scoring schools represent the schools with the most demonstrated need of infrastructure safety improvements. These schools were then assessed through the desktop analysis.

For the desktop analysis, several additional factors were evaluated within the same school buffer distances. Factors assessed in the desktop review included existing bicycle and pedestrian facilities, sidewalk connectivity, roadway and pedestrian signage, and street lighting. Residential density was also considered in the desktop assessment and was calculated by determining the percentage of land within the buffer distance that is zoned for residential usage. Schools with high residential density likely have more students living within a walkable or bikeable distance from the school than schools with lower residential densities. For additional details on the

prioritization and desktop analysis, reference the Supplemental Desktop Analysis Memorandum in the **Appendix**. From the desktop assessment, a total of 12 schools were selected as priority locations within the Capital region.

SCHOOL IDENTIFICATION AND SITE VISITS

Following the completion of the school prioritization and desktop analysis, 12 schools (elementary, middle, and high schools) were identified as priority locations for further safety analysis. These schools include ten schools in Leon County, one school in Wakulla County, and one school in Gadsden County. Site visits to these 12 schools were conducted to evaluate existing conditions, observe general student movement patterns during arrival or dismissal, and identify opportunities for additional safety infrastructure in the vicinity of the school. The 12 schools selected include:

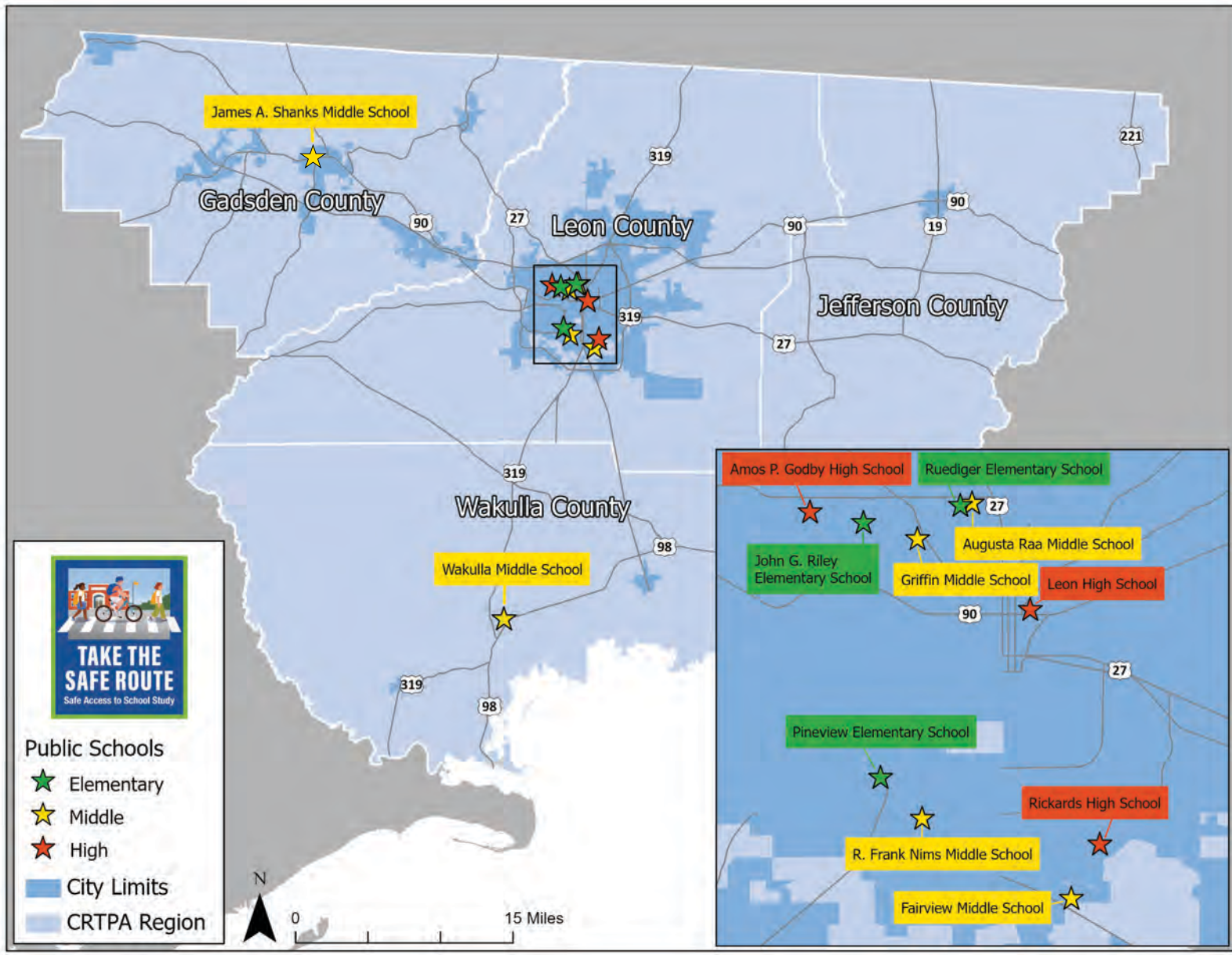
- **John G. Riley Elementary School** - Leon County
- **Ruediger Elementary School** - Leon County
- **Pineview Elementary School** - Leon County
- **Fairview Middle School** - Leon County
- **Griffin Middle School** - Leon County
- **R. Frank Nims Middle School** - Leon County
- **Augusta Raa Middle School** - Leon County
- **James A. Shanks Middle School** - Gadsden County
- **Wakulla Middle School** - Wakulla County
- **Amos P. Godby High School** - Leon County
- **Leon High School** - Leon County
- **Rickards High School** - Leon County

The location of the 12 schools selected is shown below in **Map 1**.

12



MAP 1: PRIORITY SCHOOL LOCATIONS



SCHOOLS AND PROJECT RECOMMENDATIONS

Each school was assessed during either student arrival or dismissal to evaluate student travel patterns and traffic movement. The schedule for all site visits is shown below in **Table 1**.

TABLE 1: SCHOOL SITE VISIT TIMELINE

Date	Student Arrival	Student Dismissal
Thursday, May 16, 2024	Shanks Middle School	Wakulla Middle School
Friday, May 17, 2024	Leon High School	Godby High School
	Raa Middle School	Riley Elementary School
	Ruediger Elementary School	Griffin Middle School
Monday, May 20, 2024	Pineview Elementary School	Rickards High School
	Nims Middle School	Fairview Middle School

During site visits, the project team observed student movements and traffic patterns, took photographs, spoke with crossing guards, and noted any existing hazards related to infrastructure that would inhibit walking and biking. Specific details and findings from all site visits are described in the Site Visit Summary Memorandum, found in the **Appendix**. Observations from each visit were recorded by a site visit checklist form that assessed:

- **Student drop-off and pick-up driveways**
- **School bus loading zones**
- **Sidewalks and bicycle lanes**
- **Crosswalks and crossing guards**
- **Roadways and intersections adjacent to the school**
- **School zones**
- **Traffic signs, speed controls, signals, and pavement markings**

The observations recorded during the site visits were used to identify each school's main safety concerns and infrastructure gaps that may be addressed to facilitate safer biking and walking conditions for students. For each major safety concern observed, infrastructure recommendations were developed to address the concern. Site visit observations and project recommendations for each school can be found later in this chapter.

During site visits, the project team noted at three schools that the flashing beacons on school zone signs were not active during student arrival or dismissal. These schools included Nims Middle School and Fairview Middle School in Leon County and Shanks Middle School in Gadsden County. As flashing beacons indicate to motorists that a school zone is present, the non-functioning beacons were of paramount concern to the project team, who reached out to the City of Tallahassee and Gadsden County to address the non-functioning beacons immediately. The non-functioning beacons have been addressed and remediated, and therefore are not reflected in the observations or recommendations section of this chapter.

GLOSSARY OF RECOMMENDATIONS

Project recommendations were developed based on observations from school site visits. These recommendations are specific for each school, but collectively aim to increase bicyclist and pedestrian safety through engineering and construction projects, increased signage, and various traffic calming mechanisms. While individual schools have several specific project recommendations, overall there were 26 different types of recommendations developed. The **Glossary of Recommendations** features detailed profiles on each of these 26 suggestions and includes information about project implementation costs and timeframes. The glossary should be used to better understand the individual school's recommendations and should be referenced during project development. Project timeline and cost information should be utilized to inform decisions about project feasibility and funding.

Timeline

Short = 1 year or less

Long = More than 1 year

Cost Estimate

\$ = < \$10,000

\$\$ = \$10,000 to < \$100,000

\$\$\$ = > \$100,000

How to Use Recommendations:

RECOMMENDATION NAME

Photo of Improvement

Short description of the recommendation and how it may be used to enhance pedestrian and bicyclist safety.



Timeline



Cost Estimate

BICYCLE LANES



Source: BikePedImages.org / Dan Burden

Bicycle lanes provide dedicated on-road space for bicyclists to ride, decreasing conflicts with vehicles. In many cases, Right of Way (ROW) availability determines if a bicycle lane may be added to a roadway. Road speed and AADT may determine lane type. See **Protected Bicycle Lane** for more information.



Long



\$\$-\$\$\$

CROSSWALK REALIGNMENT



Source: BikePedImages.org / Dan Burden

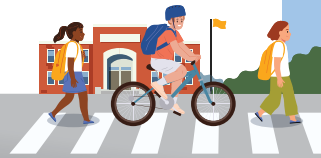
Crosswalk realignments adjust the orientation of crosswalks, generally to reduce crossing distance for pedestrians. Crosswalk realignments are often coupled with curb extensions that extend the corners of the intersection out into the roadway. Crosswalks are then realigned to be as short and direct as possible.



Long



\$\$



GLOSSARY OF RECOMMENDATIONS

CURB EXTENSION



Source: BikePedImages.org / C. Sundstrom

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 conflict with vehicles. Extensions narrow the roadway and reduce speeds.



Long



\$\$

CURB RAMP



Source: BikePedImages.org / C. Sundstrom

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



Source: BikePedImages.org / Dan Barden

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



Source: BikePedImages.org / Toole Design Group

Flexible delineators can be used to guide traffic movements and provide a physical separation 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



\$-\$\$



GLOSSARY OF RECOMMENDATIONS

HIGH-VISIBILITY CROSSWALK



High visibility crosswalk markings increase pedestrian visibility and can decrease the likelihood of pedestrian crashes. Traditional crosswalks feature markings of two parallel lines, whereas high-visibility crosswalks feature “ladder” style markings that are more visible to motorists and pedestrians.

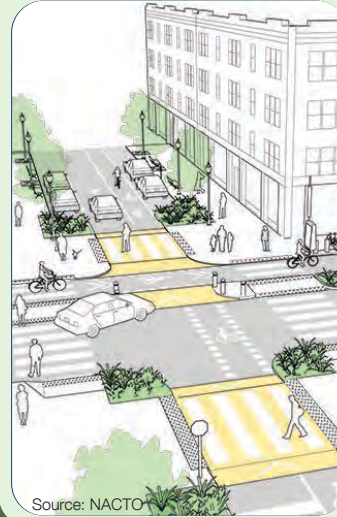


Short



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INTERSECTION REALIGNMENT



Intersection realignment can redesign existing intersections to be more safe for multimodal roadway users. Realignment can include the removal of slip lanes, reconstructing the intersection to ensure right-angles, or adding or removing turn lanes.



Long



\$\$\$

MULTIUSE PATH



Multiuse paths provide dedicated space for pedestrians and bicyclists, decreasing conflicts with vehicles and increasing mobility. Paths should be at least 10 feet in width as per the American Association of State Highway and Transportation Officials (AASHTO) Guide for the Development of Bicycle Facilities.



Long



\$\$-\$\$\$

“NO TURN ON RED” BLANK OUT SIGN



“No Turn on Red” blank out signs can be activated to prohibit right-turns on red during certain times of day, including during school arrival and dismissal. By prohibiting right-turns on red, conflicts between pedestrians in the crosswalk and right-turning vehicles can be decreased.



Short



\$



GLOSSARY OF RECOMMENDATIONS

OVERHEAD SIGNALIZED CROSSWALK



Overhead signalized crosswalks are used for pedestrian crossings at unsignalized or mid-block locations. When activated, a traffic signal shows a red indication to oncoming traffic, stopping vehicles and allowing for pedestrians to cross.



Long



\$\$

Source: BikePedImages.org / Mike Cynecki

PEDESTRIAN SIGNAGE



Pedestrian signage may be used in school zones, at intersections, and at crosswalks to alert motorists of pedestrians' presence. Sufficient pedestrian signage is particularly important at unsignalized crossings, where motorists must be aware that they are required to yield for pedestrians.



Short



\$

Source: FHWA

PEDESTRIAN WALK SIGNAL



Pedestrian walk signals are used to control when pedestrians are able to enter the intersection. Walk signals should be coordinated to allow for ample crossing time. Leading pedestrian intervals allow pedestrians to enter the intersection several seconds before vehicles, decreasing left and right turn conflicts.



Short



\$

Source: BikePedImages.org / C. Sundstrom

PROTECTED BICYCLE LANE



Protected bicycle lanes are physically separated from the roadway by a permanent or removable barrier. Barriers may range from plastic posts to concrete bollards or planted medians. Protected bicycle lanes are best suited for roadways with higher AADT and speeds.



Long



\$\$-\$\$\$

Source: BikePedImages.org / B. Daly



GLOSSARY OF RECOMMENDATIONS

RAILROAD CROSSING SIGNAGE



Railroad crossing signage should be used at all conflict points between railroads and roadways, sidewalks, and bicycle lanes. Appropriate signage includes the “Railroad Crossing” crossbuck sign and other signs that make motorists, pedestrians, and bicyclists aware of the crossing.



Short



\$

RAISED CROSSWALK



Raised crosswalks are speed tables with high-visibility crosswalks that are often found at mid-block crossing locations. Raised crosswalks are traffic calming and can reduce vehicle speeds. Raised crosswalks provide a protected area for pedestrians to cross at above eye-level, increasing motorist yielding rates.



Long



\$\$

RAISED MEDIAN



Raised medians may be used on high-volume and high-speed roads to manage traffic movements. Raised medians are also useful for pedestrians by acting as a refuge island. Additionally, landscaping on raised medians can enhance street character and lower prevailing speeds.



Long



\$\$

RECTANGULAR RAPID FLASHING BEACONS



Rectangular Rapid Flashing Beacons (RRFBs) are used to supplement existing unsignalized or mid-block crosswalks. When activated, the rapidly flashing beacons direct motorists attention to the crossing pedestrian, decreasing crashes by encouraging motorists to yield to pedestrians.



Short



\$\$



GLOSSARY OF RECOMMENDATIONS

REPAINTING PAVEMENT MARKINGS



Refreshing existing pavement markings on road features such as speed bumps, crosswalks, and bike lanes can increase visibility, encouraging proper use and compliance. For bicyclist and pedestrian features, ensuring pavement markings are refreshed regularly can enhance safety.

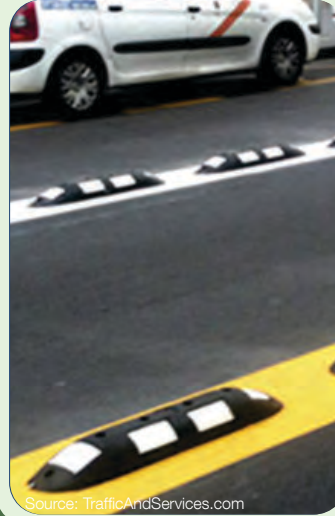


Short



\$

RUBBER CURB



Rubber curbs can be used to direct vehicle movements and act as lane separators. Rubber curbs may be helpful in the student drop-off and pick-up driveway to separate multiple lanes of parent traffic, and reduce instances of cars weaving between lanes.



Short



\$-\$\$

SHARROWS



Sharrows (“share” and “arrow”) are pavement markings that indicate bicyclists and motorists both have full use of the roadway. Sharrows may be used on roads that do not have sufficient ROW for bicycle lanes. Sharrows are generally appropriate for roadways with lower AADT and speed.



Short



\$

SIDEWALK



Sidewalks provide dedicated walking space separate from the road, leading to less pedestrian-vehicle conflicts. As per FHWA’s Recommendations for Bicycle and Pedestrian Transportation, ideal sidewalks are 5 feet in width and have a 4-foot buffer from the roadway. Sidewalk cost is related to length of the project.



Long



\$\$ - \$\$\$



GLOSSARY OF RECOMMENDATIONS

SPEED FEEDBACK SIGN



Source: BikePedImages.org / L. Zuyeva

Speed feedback signs display motorists' traveling speed, and can be used to encourage motorists to comply with posted speed limits, reducing speeds and crashes. In some cases, speed feedback signs may have flashing beacons that are activated when speeding is detected.



Short



\$

SPEED TABLE



Source: BikePedImages.org / A. Brown

Speed tables are mid-block traffic calming devices that are longer than speed humps and flat-topped. Speed tables increase speed limit compliance, and can be effective at slowing traffic in residential areas.



Long



\$\$

TACTILE WARNING STRIPS



Source: BikePedImages.org / C. Sundstrom

Tactile warning strips are raised tiles that are detectable by touch, often used to assist people who are visually impaired. Warning strips are placed on sidewalk curb ramps before crosswalks, intersections, or other "drop-off" locations. Warning strips are detectable by foot, cane, or bicycle tire.



Short



\$

TRAFFIC CALMING PAVEMENT MARKINGS



Source: FHWA

Pavement markings may be used to slow prevailing speeds on roadways through a psychological traffic calming effect. Using pavement markings to decrease the width of travel lanes may encourage motorists to slow down and comply with posted speed limits.



Short



\$



JOHN G. RILEY ELEMENTARY SCHOOL

Leon County



Tallahassee, Leon County



486 students



53% residential within 0.5 miles



OBSERVATIONS

- Crosswalks at the bus loop, student drop-off/pick-up driveway, and the intersection of Indiana Street and Calloway Street are not high-visibility and lack sufficient signage.
- Sidewalks along Indiana Street do not have tactile warning strips on curb ramps.
- There is not sufficient bicycle infrastructure within the school's vicinity.
- Students and parents jaywalk across Calloway Street to get to and from the school's pedestrian gate.

Crosswalks at the intersection of Indiana Street and Calloway Street



School pavement markings on Calloway Street



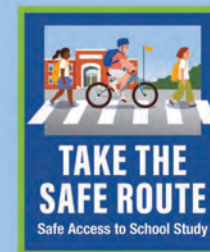
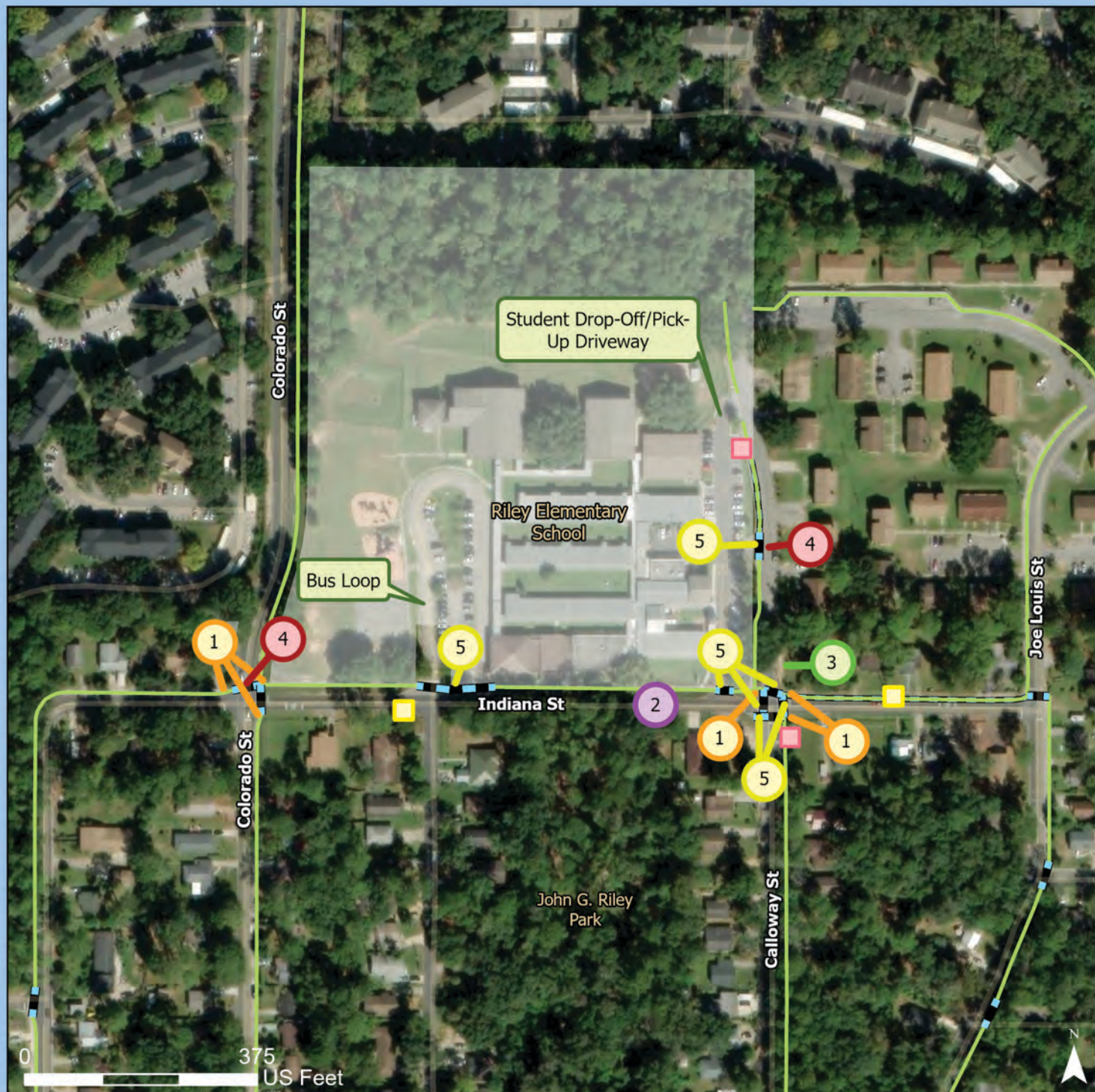
A sidewalk gap with a footpath in the grass on Calloway Street



A sidewalk missing a tactile warning strip






MAP 2: RILEY ELEMENTARY SCHOOL EXISTING CONDITIONS

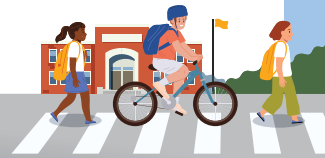


Legend

- Riley Elementary School
- School Zone Speed Limit When Flashing Signs
- School Zone Speed Limit When Children Are Present Signs
- Crosswalks
- Sidewalks
- 1 No tactile warning strip
- 2 No bicycle lane on Indiana Street
- 3 Footpath through Grass
- 4 Missing crosswalk
- 5 Not high-visibility crosswalks

 LOCATION	 OBSERVATION	 PROJECT RECOMMENDATIONS
INDIANA STREET	NOT ADA COMPLIANT, 1 : The sidewalks are missing tactile warning strips on all curb ramps except the ramps leading to the entrance and exit of the drop-off/pick-up loop.	<p>Update the curb ramps in vicinity of the school to meet current ADA accessibility standards. The intersections where curb ramps should be updated and tactile warning strips added include:</p> <ul style="list-style-type: none"> - Indiana Street and Colorado Street - Indiana Street and Connecticut Street - Indiana Street and Calloway Street - Indiana Street and Joe Louis Street
	NO BICYCLE LANE, 2 : Bicycle lanes on Indiana Street are not present. Right of Way (ROW) appears to be available.	<p>Evaluate enhancing bicycle infrastructure by installing bike lanes or increasing sidewalk width to accommodate bicycles.</p> <p>Evaluate adding sharrows on roadway to indicate bikes may utilize full lane.</p>
INTERSECTION OF INDIANA STREET AND COLORADO STREET	MISSING CROSSWALK, 4 : There is no crosswalk running east to west on the north side of the intersection.	<p>Install a high-visibility ladder crosswalk on the north side of the intersection. Include supplementary pedestrian signage.</p>
INTERSECTION OF INDIANA STREET AND CALLOWAY STREET	CROSSWALKS ARE NOT HIGH-VISIBILITY, 5 : The crosswalks are not high-visibility and lack sufficient signage.	<p>Replace crosswalks with high-visibility ladder crosswalks and install supplemental pedestrian signage.</p>
STUDENT DROP-OFF/ PICK-UP DRIVEWAY	CROSSWALKS ARE NOT HIGH-VISIBILITY, 5 : The crosswalks are not high-visibility and lack sufficient signage.	<p>Replace crosswalks with high-visibility ladder crosswalks and install supplemental pedestrian signage.</p>

The numbers correspond to above map numbers describing the school's existing conditions





LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

BUS LOOP

CROSSWALKS ARE NOT HIGH-VISIBILITY, 5: The crosswalks are not high-visibility and lack sufficient signage.

Replace crosswalks with high-visibility ladder crosswalks and install supplemental pedestrian signage.

CALLOWAY STREET

SIDEWALK GAP, 3: There is a footpath in the grass along the east side of Calloway Street north of the intersection with Indiana Street.

Evaluate constructing a sidewalk on the east side of Calloway Street north of Indiana Street. The sidewalk should extend to the north limits of the school campus and should be 6 feet in width as per specifications in the City of Tallahassee's Multimodal Transportation District.

MISSING CROSSWALK, 4: Parents park at an empty lot on the east side of Calloway Street and jaywalk west across the street to the school's pedestrian gate.

Install a high-visibility crosswalk between empty lot and school pedestrian gate, including pedestrian pushbutton and flashing beacons. Supplemental lighting improvements should be considered as well.

The numbers correspond to above map numbers describing the school's existing conditions





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.

A sidewalk missing tactile warning strips and crosswalk.



Students cross 10th Avenue, assisted by a crossing guard.



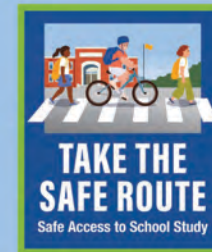
A high-visibility crosswalk across 10th Avenue.



A speed hump on 10th Avenue



MAP 3: RUEDIGER ELEMENTARY SCHOOL EXISTING CONDITIONS



Legend

-  Ruediger Elementary School
-  School Zone Speed Limit When Flashing Signs
-  School Zone Speed Limit When Children Are Present Signs
-  Crosswalks
-  Sidewalks
-  Bike Lanes
-  1 Missing tactile warning strips
-  2 Cars parked in crosswalk
-  3 Parents parking in street
-  4 Missing crosswalk
-  5 No bicycle lane
-  6 Not high-visibility crosswalk



LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

10th AVENUE

NOT ADA COMPLIANT, ①: The sidewalks on 10th Avenue have ADA-accessible curb ramps but no tactile warning strips.

CARS PARKED IN CROSSWALK, ②: Parents drop their students off on 10th Avenue. Vehicles park in the crosswalk to drop off students.

PARENTS DROP STUDENTS OFF IN STREET, ③: Parents park on 10th Avenue and drop students off in the street instead of using the student drop-off and pick-up driveway.

MISSING CROSSWALKS AND SIGNAGE, ④: The intersection of 10th Avenue and Branch Street does not have a crosswalk or pedestrian signage.

Update all curb ramps in vicinity of school to current ADA accessibility standards.

Install a high-visibility crosswalk on 10th Avenue near Jackson Street, including a pedestrian pushbutton and flashing beacons. Supplemental pavement markings and signage should be considered as well. Additional signage to be considered includes:

- MUTCD R1-6a "Stop for pedestrians within crosswalk"
- MUTCD R1-5c "Stop here for pedestrians"

Install "No parking" or "No pick-up/drop-off" signs along 10th Avenue.

Install a high-visibility crosswalk on 10th Avenue near Branch Street, including a pedestrian pushbutton and flashing beacons. Supplemental pavement markings and signage should be considered as well. Additional signage to be considered includes:

- MUTCD W11-2 pedestrian crossing signs
- MUTCD W16-7P pedestrian crossing arrow signs

The numbers correspond to above map numbers describing the school's existing conditions





LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

10th AVENUE

NO BICYCLE LANE, 5: Bicycle lanes are not present on 10th Avenue. ROW does not appear to be available.

Evaluate installing sharrows on 10th Avenue to allow bicyclists full use of roadways.

NOT HIGH-VISIBILITY, 6: There are two mid-block crosswalks on 10th Avenue that are not high-visibility.

Install high-visibility crosswalks at the crossings near Branch Street and Jackson Street.

STUDENT DROP-OFF/ PICK-UP DRIVEWAY

MISSING CROSSWALKS, 4: The entrance to the student drop-off/pick-up driveway does not have a crosswalk.

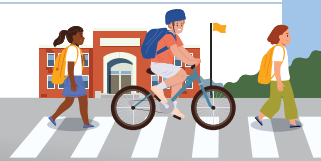
Install high-visibility crosswalks at the entrance and exit of the student drop-off/pick-up area.

NOT HIGH-VISIBILITY, 6: The student drop-off/pick-up driveway exit does not have a high-visibility crosswalk.

NOT ADA COMPLIANT, 1: The curb ramps leading to the entrance and exit of the student pick-up/drop-off driveway do not have tactile warning strips.

Update all curb ramps in the student drop-off/pick-up driveway to meet current ADA accessibility standards.

The numbers correspond to above map numbers describing the school's existing conditions





Tallahassee, Leon County



354 students



37% residential within 0.5 miles



OBSERVATIONS

- Walcott Street has inconsistent school zone signs that have two different posted school zone speed limits.
- There is only a single crosswalk on Walcott Street that provides school access. This crosswalk does not have ADA-accessible curb ramps.
- Vehicles were observed speeding on Walcott Street.
- Residential roads ending at Walcott Street have curb ramps and tactile warning strips but no crosswalks.
- There is no sidewalk on the east side of Walcott Street.
- There is no bicycle lane on Walcott Street or Lake Bradford Road.
- There is no school zone signage on Lake Bradford Road south of the school.

An advanced crosswalk warning on Walcott Street.



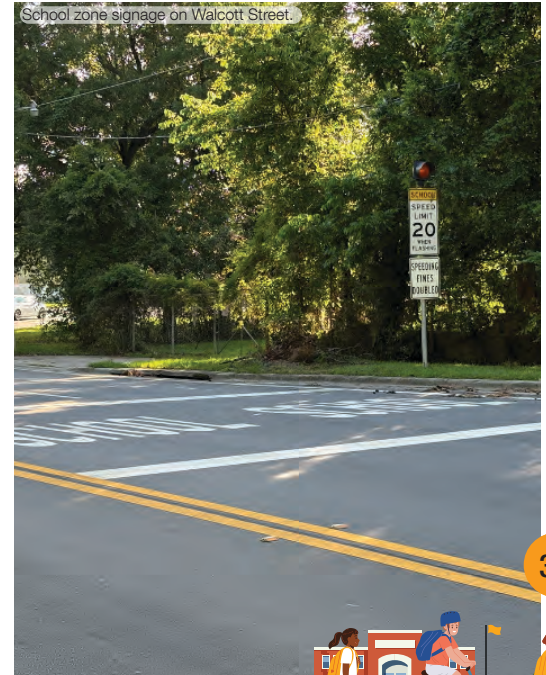
A non-ADA compliant crosswalk on Walcott Street.



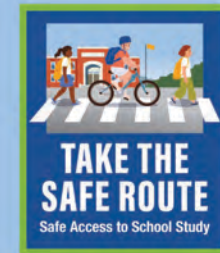
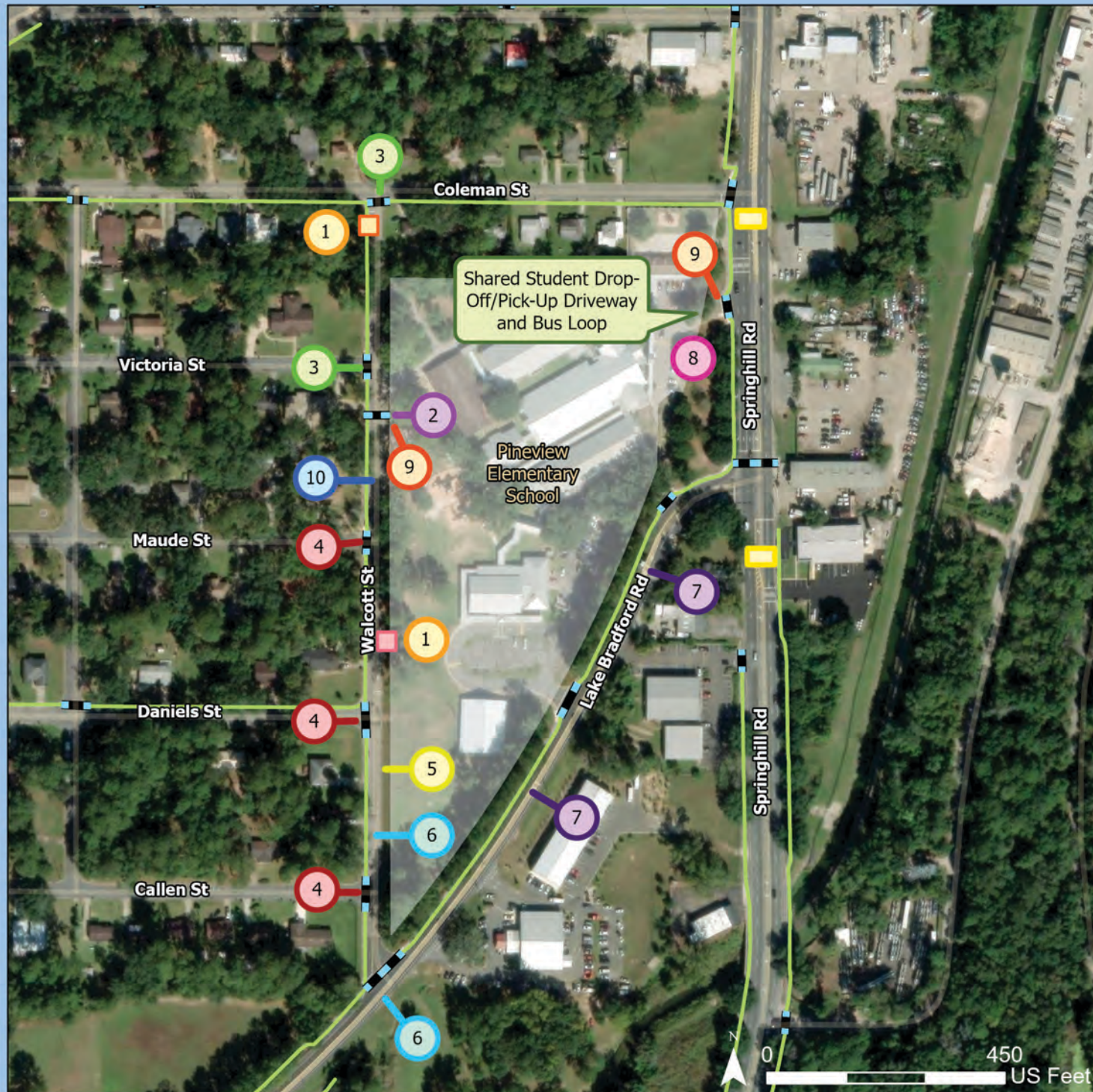
A missing crosswalk on Maude Street.



School zone signage on Walcott Street.



MAP 4: PINEVIEW ELEMENTARY SCHOOL EXISTING CONDITIONS



Legend

- Pineview Elementary School
- Overhead School Zone
- Speed Limit When Flashing Signs
- School Zone Speed Limit When Children Are Present Signs
- School Speed Limit Signs
- Crosswalks
- Sidewalks
- 1 Inconsistent school zone signage
- 2 No curb ramps on crosswalk
- 3 Not high-visibility crosswalk
- 4 Missing crosswalk
- 5 No sidewalk
- 6 No bicycle lane
- 7 No school zone signage
- 8 Drop-off/pick-up area congestion
- 9 Inconsistent drop-off/pick-up signage
- 10 Speeding observed



LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

WALCOTT STREET

INCONSISTENT SIGNAGE, ①: The north-bound lane of Walcott Street has a “School Zone Speed Limit When Children Are Present” sign and a speed limit of 20 MPH. The south-bound lane has a “School Speed Limit” sign and a speed limit of 15 MPH.

SPEEDING, ⑩: Vehicles were observed speeding on Walcott Street.

NOT ADA COMPLIANT, ②: The existing crosswalk near Victoria Street is missing a ramp on the west side of the crosswalk.

MISSING CROSSWALKS, ④: There is only one small mid-block crosswalk across Walcott Street that leads to the school’s pedestrian gate.

NO TRAFFIC CALMING MEASURES: There are no traffic calming measures implemented to reduce speeding on Walcott Street.

NOT HIGH-VISIBILITY, ③: The crosswalks are not high-visibility and lack sufficient crosswalk markings.

Replace existing school zone signage with two “School Zone Speed Limit When Flashing” signs with a 15 MPH school zone speed limit.

Replace the existing crosswalk near Victoria Street with a raised crosswalk with ADA-accessible curb ramps, high-visibility crosswalk markings, and associated signage.

Evaluate installing traffic calming including a speed table on Walcott Street near Daniels Street.

Replace the crosswalk markings at the intersections of Walcott Street/Coleman Street and Walcott Street/Victoria Street with high-visibility crosswalk markings.

The numbers correspond to above map numbers describing the school's existing conditions





LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

WALCOTT STREET

MISSING CROSSWALKS, 4: The residential roads ending at Walcott Street have ADA-accessible ramps and tactile warning strips but no crosswalks.

Install high-visibility ladder crosswalks at the ends of Callen Street, Daniels Street, and Maude Street.

NO SIDEWALK, 5: A sidewalk is not present on the east side of Walcott Street.

Evaluate constructing a sidewalk on the east side of Walcott Street that is 6 feet in width as per specifications in the City of Tallahassee's Multimodal Transportation District.

NO BICYCLE LANES, 6: There are no bicycle lanes present on Walcott Street. There appears to be available ROW.

Evaluate enhancing bicycle infrastructure by installing bicycle lanes or increasing sidewalk width to accommodate bicycles.

INCONSISTENT SIGNAGE, 1: There is a gate behind the school on Walcott Street that is incorrectly labeled "Parent Drop-Off Entrance." Parents park on Walcott Street to drop off their students.

Remove "Parent Drop-Off Entrance" signage indicating the back of the school as the drop-off area. The active drop-off area is located on the east side of the school along Lake Bradford Road. The signage located on Walcott Street could cause parents to drop-off students in the roadway on Walcott Street.

LAKE BRADFORD ROAD

NO BICYCLE LANE, 6: Bicycle lanes are not present on Lake Bradford Road. There appears to be available ROW.

Evaluate enhancing bicycle infrastructure on Lake Bradford Road by installing buffered or protected bike lanes or increasing sidewalk width to accommodate bicycles.

The numbers correspond to above map numbers describing the school's existing conditions





LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

LAKE BRADFORD ROAD

MISSING SIGNAGE, 7: There are no school zone signs on the portion of Lake Bradford Road south of the school.

Install a "School Zone Speed Limit When Flashing" sign to supplement the existing "School" pavement markings on Lake Bradford Road south of the school.

STUDENT DROP-OFF/ PICK-UP DRIVEWAY

CONGESTION, 8: Traffic is congested in the drop-off/pick-up area and parents pull in and out of lanes to go around stopped cars.

Install a rubber curb and/or flexible delineators in between the two lanes of drop-off and pick-up traffic to limit vehicles weaving between lanes.

INCONSISTENT SIGNAGE, 9: The parent drop-off and pick-up area on the east side of the school along Lake Bradford Road has a sign that says "Bus and Employee Use Only."

Update school pick-up/drop-off signage to reflect current circulation patterns.

The numbers correspond to above map numbers describing the school's existing conditions





Tallahassee, Leon County



743 students



22% residential within 1 mile



OBSERVATIONS

- Parents waiting to pick up their student frequently park in the crosswalk on Zillah Street.
- The flashing beacon on the southbound “School Zone When Flashing” sign on Zillah Street is partially obscured by tree branches.
- Student dismissal was observed to be chaotic, with students who were walking and biking having to navigate the vehicle queue in the student drop-off/pick-up driveway.
- Speeding observed on Tram Road.

Cars parked in the crosswalk on Zillah Street.



A wide sidewalk on Zillah Street.



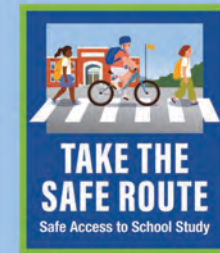
A flashing school zone sign on Zillah Street obscured by branches.



High-visibility crosswalks at Zillah Street and Bahama Drive.






MAP 5: FAIRVIEW MIDDLE SCHOOL EXISTING CONDITIONS

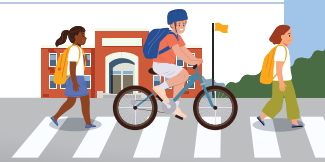


Legend

- Fairview Middle School
- School Zone Speed Limit When Flashing Signs
- Crosswalks
- Sidewalks
- Multiuse Path
- 1 School zone sign obscured by branches
- 2 Cars parked in crosswalk
- 3 Student release conflicts with parent traffic
- 4 Speeding observed

 LOCATION	 OBSERVATION	 PROJECT RECOMMENDATIONS
ZILLAH STREET	OBSCURED SIGN, ① : The flashing beacon on the southbound “School Zone When Flashing” sign is covered by branches.	Trim and maintain vegetation to improve sign visibility.
	CARS PARKED IN CROSSWALK, ② : The cars waiting in the pick-up/drop-off queue block the crosswalk on Zillah Street.	Replace the existing crosswalk with a raised crosswalk with ADA-accessible curb ramps, high-visibility crosswalk markings, and associated signage. Signage to be considered: <ul style="list-style-type: none"> - MUTCD R10-7 “Do not block crosswalk” - MUTCD R1-6a “Stop for pedestrians within crosswalk” - MUTCD R1-5c “Stop here for pedestrians”
	STUDENT RELEASE CONFLICTS WITH PARENT TRAFFIC, ③ : All students are released from school at the same time, so students who walk and bike must do so while parents are picking up students, causing potential conflicts.	Implement a staggered release schedule to allow students who walk and bike to exit 5-10 minutes before students who ride in cars. This will allow the students who walk and bicycle to safely exit campus before the pick-up queue begins moving.
TRAM ROAD	SPEEDING, ④ : Speeding was observed on Tram Road.	Install speed feedback signs. Replace existing crosswalk markings on Tram Road near Gaile Avenue with high-visibility crosswalk markings, pedestrian pushbutton, and flashing beacons. Utilize pavement markings to reduce lane width along Tram Road.

The numbers correspond to above map numbers describing the school's existing conditions





Tallahassee, Leon County



592 students



44% residential within 1 mile



OBSERVATIONS

- The intersection of Old Bainbridge Road and Alabama Street doesn't have a pedestrian walk signal. There is a right-turn slip-lane from Old Bainbridge Road onto Alabama Street, so cars turn right on red without having to come to a stop.
- Students jaywalk across Old Bainbridge Road mid-block to get to Westcott Street.
- The student drop-off/pick-up driveway does not have crosswalks, and sidewalks along the driveway do not have ADA accessible curb ramps.
- Sidewalks along Old Bainbridge Road are covered with leaf litter that decreases the useable width of the sidewalk.
- There are no sidewalks on Westcott Street.

Students walk on Alabama Street after school.



Dade Street lacks a crosswalk to the StarMetro bus stop.



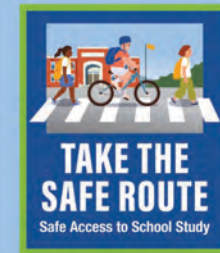
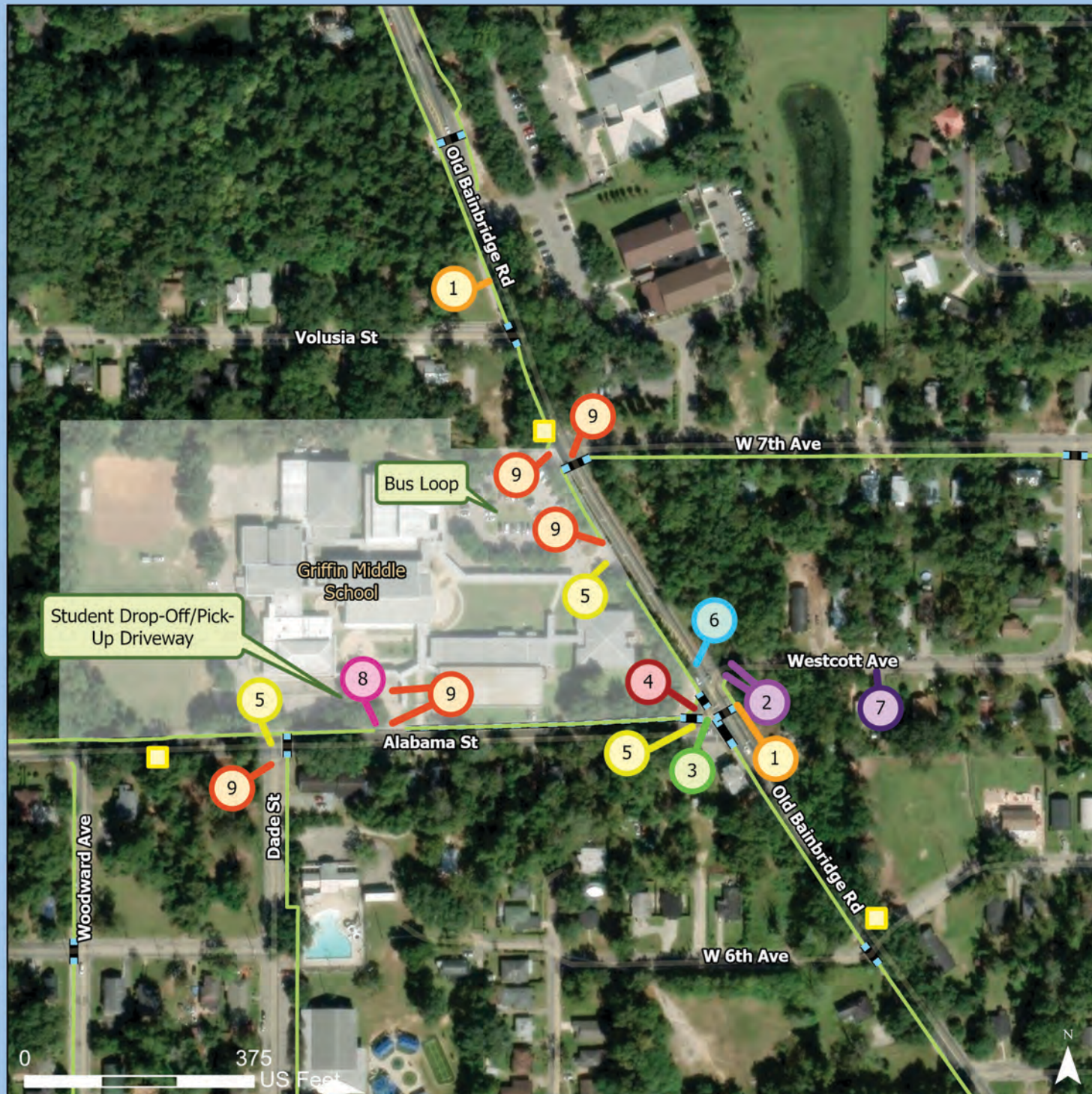
Slip lane from Old Bainbridge Road onto Alabama Street.



The student drop-off/pick-up driveway lacks crosswalks.



MAP 6: GRIFFIN MIDDLE SCHOOL EXISTING CONDITIONS



Legend

- Griffin Middle School
- School Zone Speed Limit When Flashing Signs
- Crosswalks
- Sidewalks
- 1 Vegetation obstructs sidewalk
- 2 Cracked tactile warning strips
- 3 Missing pedestrian walk signal
- 4 Unsignalized turns at slip lane
- 5 Unsafe intersection
- 6 Jaywalking
- 7 Missing sidewalks
- 8 Missing curb ramp
- 9 Missing crosswalk



LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

OLD BAINBRIDGE ROAD

VEGETATION OBSTRUCTS SIDEWALKS,

1 : The sidewalks along Old Bainbridge are covered with leaf litter that decreases the useable width of the sidewalk.

Trim and maintain the vegetation along sidewalks.

CRACKED TACTILE WARNING STRIPS,

2 : Some of the sidewalks on Old Bainbridge Road have cracked tactile warning strips.

Replace the cracked and worn tactile warning strips on curb ramps.

INTERSECTION OF OLD BAINBRIDGE ROAD AND ALABAMA STREET

MISSING PEDESTRIAN WALK SIGNAL,

3 : There is no pedestrian walk signal at the intersection of Old Bainbridge Road and Alabama Street.

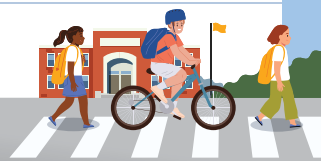
Add pedestrian crossing signals and install high visibility crosswalks at the intersection of Old Bainbridge Road and Alabama Street.

UNSIGNALIZED TURNS AT

INTERSECTION, 4 : There is a right hand slip-lane from Old Bainbridge Road onto Alabama Street that allows vehicles to turn right on red without stopping. Students cross this slip lane while walking to school.

Evaluate redesigning the intersection to remove the southern crosswalk located in the southbound right slip lane. Curb ramps and tactile warning strips associated with this crosswalk should also be removed. Construct a high-visibility crosswalk from the pedestrian island to the curb of the northern crosswalk and implement signage such as MUTCD R1-5a "Yield here to pedestrians." Reconstruct pedestrian island to have one curb ramp leading to this crosswalk.

The numbers correspond to above map numbers describing the school's existing conditions





LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

INTERSECTION OF OLD BAINBRIDGE ROAD AND ALABAMA STREET

UNSIGNALIZED TURNS AT INTERSECTION, 4: There is a right hand slip-lane from Old Bainbridge Road onto Alabama Street that allows vehicles to turn right on red without stopping. Students cross this slip lane while walking to school.

Evaluate an intersection realignment to convert the existing intersection into a T-configuration, eliminating the right hand slip lane.

INTERSECTION SAFETY, 5: The intersection of Old Bainbridge Road and Alabama Street poses safety concerns for pedestrians.

Prohibit right-turns on red at the intersection of Old Bainbridge Road and Alabama Street. Right-turns on red could be constantly prohibited or only during school drop-off and pick-up periods with blank out signs.

INTERSECTION OF OLD BAINBRIDGE ROAD AND 7th AVENUE

MISSING CROSSWALK, 9: There is no crosswalk connecting the east side of 7th Avenue to the west side of Old Bainbridge Road.

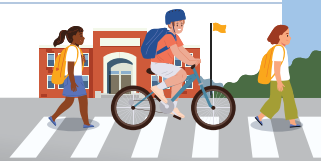
Evaluate constructing a high-visibility crosswalk at this intersection and employing an additional crossing guard to assist students.

INTERSECTION OF OLD BAINBRIDGE ROAD AND WESTCOTT STREET

VEGETATION OBSTRUCTS SIDEWALKS, 1: The sidewalks along the east side of Old Bainbridge are covered with leaf litter that decreases the useable width of the sidewalk.

Trim and maintain vegetation along sidewalks.

The numbers correspond to above map numbers describing the school's existing conditions





LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

INTERSECTION OF OLD BAINBRIDGE ROAD AND WESTCOTT STREET

JAYWALKING, 6: Students jaywalk across Old Bainbridge Road mid-block to get to Westcott Street since there is no crosswalk here.

Remove/reconstruct curb ramps at this intersection to discourage students from crossing at this area. Remove the curb ramp on the corner of Westcott Street and Old Bainbridge Road that faces west towards Old Bainbridge Road.

Consider supplemental programmatic measures to discourage students from jaywalking across this intersection.

WESTCOTT STREET

NO SIDEWALKS, 7: Sidewalks are not present on Westcott Street. ROW appears to be available.

Evaluate constructing a sidewalk on the east side of Westcott Street that is 6 feet width as per specifications in the City of Tallahassee's Multimodal Transportation District.

STUDENT DROP-OFF/ PICK-UP DRIVEWAY

NOT ADA COMPLIANT, 8: The sidewalk in the drop-off/pick-up area does not have an ADA-accessible curb ramp.

Reconstruct all curb ramps in the student drop-off/pick-up area to meet current ADA accessibility standards.

MISSING CROSSWALK, 9: There are no crosswalks in student drop-off/pick-up area.

Install high-visibility raised crosswalk in the student drop-off/pick-up area.

The numbers correspond to above map numbers describing the school's existing conditions





LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

BUS LOOP

DANGEROUS INTERSECTION, 5: The bus lane exiting onto Old Bainbridge Road creates a large crossing distance for students. There is no crosswalk at this location.

Construct a triangular island in the center of the bus exit lane to channelize left and right turns and provide pedestrian refuge. Install a high-visibility crosswalk across the bus exit lane.

MISSING CROSSWALK, 9: Crosswalks are not present across the bus loop driveways located on Old Bainbridge Road.

Install high-visibility crosswalks across bus loop driveways on Old Bainbridge Road.

ALABAMA STREET

MISSING CROSSWALK, 9: Crosswalks are not present across the school driveways located on Alabama Street.

Install high-visibility crosswalks across school driveways on Alabama Street.

DADE STREET

MISSING CROSSWALK, 9: There is no crosswalk connecting the east side of Dade Street to the west side. There is a StarMetro bus stop on the west side of Dade Street that students use.

Install a high-visibility crosswalk across Dade Street at Alabama Street to improve access to StarMetro bus stop location.

INTERSECTION OF ALABAMA STREET AND DADE STREET

DANGEROUS INTERSECTION, 5: The three-way intersection has frequent car traffic and an unsignalized pedestrian crossing.

Evaluate the intersection for the construction of a speed table.

The numbers correspond to above map numbers describing the school's existing conditions



R. FRANK NIMS MIDDLE SCHOOL

Leon County



Tallahassee, Leon County



518 students



27% residential within 1 mile



OBSERVATIONS

- Students were observed jaywalking across Orange Avenue to get to Saxon Street.
- Several vehicles did not stop for students in the crosswalk on Orange Avenue near Holton Street, even when the flashing beacons were activated.
- Cars were observed speeding on Orange Avenue.
- There are no sidewalks on the east side of Holton Street.
- There are no mid-block crosswalks on Holton Streets. Students were observed jaywalking across Holton Street.
- Pasco Street's pavement and sidewalks are cracked and in need of repair.

A student crosses Orange Avenue as a truck fails to yield.



A non-high visibility crosswalk at Saxon Street and Orange Avenue.



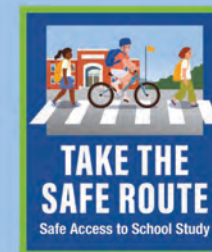
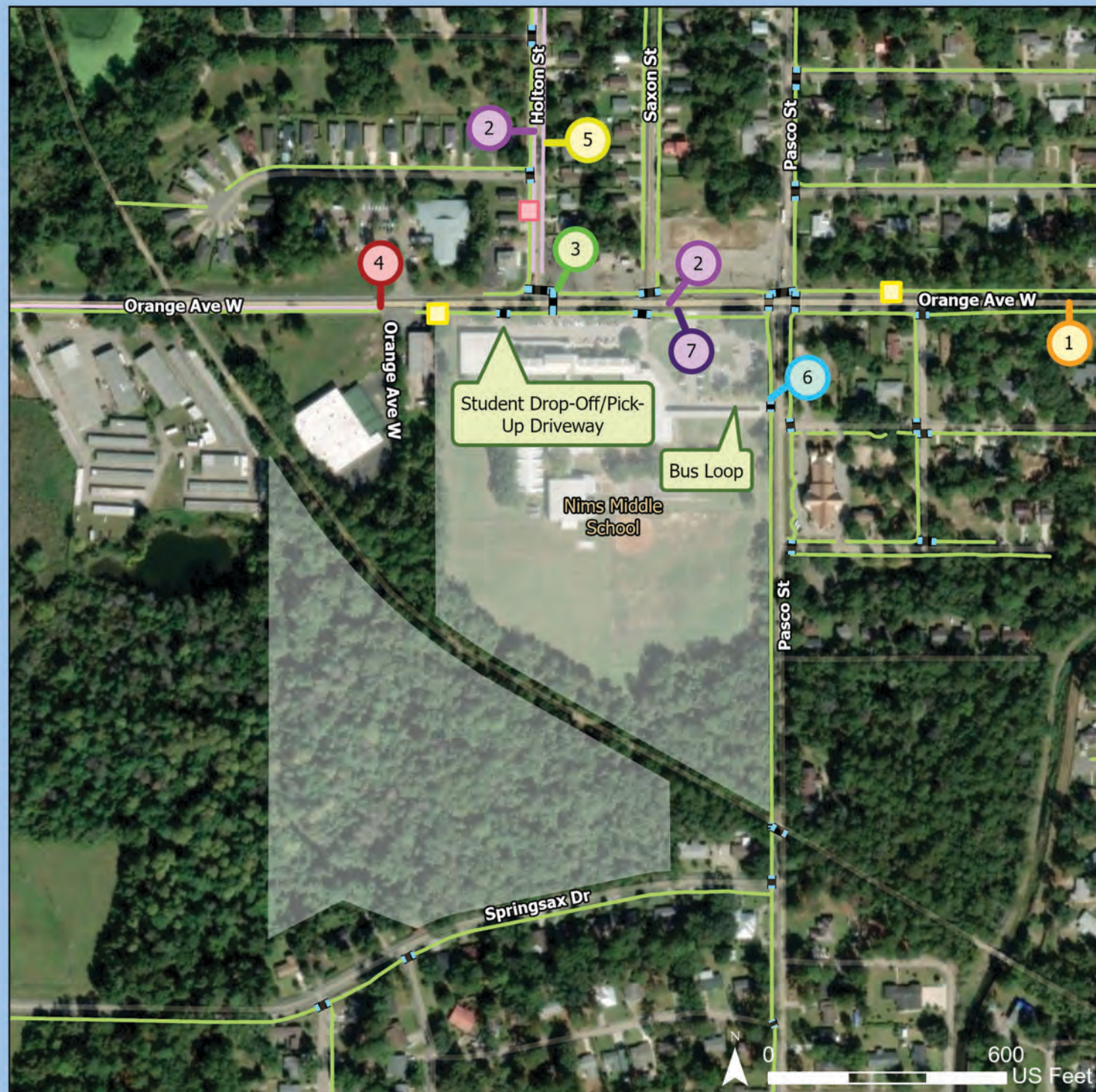
A crosswalk at the bus loop on Pasco Street.



A high-visibility crosswalk on Orange Avenue.



MAP 7: NIMS MIDDLE SCHOOL EXISTING CONDITIONS



Legend

- Nims Middle School
- School Zone Speed Limit When Flashing Signs
- School Zone Speed Limit When Children Are Present Sign
- Crosswalks
- Sidewalks
- Bike Lanes
- 1 Speeding observed
- 2 Missing crosswalk
- 3 Vehicles not stopping at crosswalk
- 4 Bicycle lane ends
- 5 No sidewalk
- 6 Street and sidewalks cracked
- 7 Jaywalking



LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

ORANGE AVENUE
(CURRENTLY SCHEDULED TO BE
WIDENED TO A 4-LANE ROADWAY
FROM ADAMS STREET TO
SPRINGHILL ROAD)

SPEEDING, ① : Many cars were observed speeding on Orange Avenue.

JAYWALKING/MISSING CROSSWALK, ②, ⑦ : Students were observed jaywalking across Orange Avenue to get to Saxon Street as there is no crosswalk here.

VEHICLES NOT STOPPING AT CROSSWALK, ③ : Vehicles were observed not stopping for students at the crosswalk across Orange Avenue near Holton Street, even when the flashing beacons were activated.

NO BICYCLE LANE, ④ : The bicycle lane on the south side of Orange Avenue ends west of the school campus before the school zone begins. There does not appear to be available ROW.

Utilize pavement markings to reduce lane width along Orange Avenue.

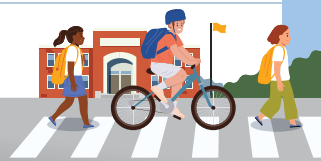
Install high-visibility crosswalk across Orange Avenue at Saxon Street.

Employ a crossing guard to stop traffic and assist students with crossing the unsignalized crosswalk.

Install a high-visibility raised crosswalk across Orange Avenue at Holton Street. Consider adding an overhead pedestrian signal to improve driver compliance. Signage to be considered:
MUTCD R1-5c "Stop here for pedestrians"

Evaluate enhancing bicycle infrastructure by increasing sidewalk width to accommodate bicycles.
Note: Design of Orange Avenue identifies construction of a multiuse path on the north side of Orange Avenue.

The numbers correspond to above map numbers describing the school's existing conditions





LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

HOLTON STREET

NO SIDEWALKS, 5: Sidewalks are not present on the east side of Holton Street.

MISSING CROSSWALK, 2: North of the intersection of Orange Avenue and Holton Street, there are no additional crosswalks across Holton Street. Students were observed jaywalking across Holton Street mid-block.

Evaluate constructing a sidewalk on the east side of Holton Street that is 5 feet in width and 4 feet from the roadway. 5 feet is the minimum suggested sidewalk width for sidewalks set back from the roadway as per the FHWA Recommendations for Bicycle and Pedestrian Transportation.

Install high-visibility crosswalk across Holton Street at Medical Commons Court, including appropriate signage:
MUTCD W11-2 pedestrian crossing signs
MUTCD W16-7P pedestrian crossing arrow signs

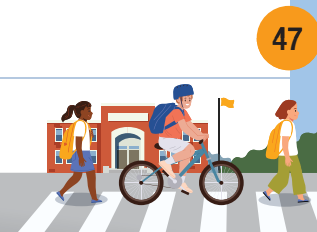
BUS LOOP

STREET AND SIDEWALKS CRACKED, 6: Asphalt and sidewalk repairs are needed on Pasco Street.

Reconstruct sidewalk along Pasco Street to be 5 feet in width and 4 feet from the roadway.

Install a high-visibility crosswalk at the bus loop exit on Pasco Street.

The numbers correspond to above map numbers describing the school's existing conditions



AUGUSTA RAA MIDDLE SCHOOL

Leon County



Tallahassee, Leon County



796 students



53% residential within 1 mile



OBSERVATIONS

- Speeding was observed on Tharpe Street.
- On Tharpe Street, there are two mid-block crosswalks with a pedestrian refuge directly next to each other near Dawsey Street. Neither crosswalk is high-visibility and they do not have sufficient pedestrian signage. This dual crosswalk situation is confusing and could be dangerous for students crossing at this location.
- There are two mid-block locations on Tharpe Street (one in front of Levy Park and one in front of Raa Middle School) that have curb ramps, tactile warning strips, and pedestrian islands but do not have crosswalk pavement markings.
- The intersection of Tharpe Street and Martin Luther King Jr. Boulevard allows permissive left turns and right turns on red, which could lead to conflicts with students using the crosswalks.
- Several portions of the sidewalk along Tharpe Street are cracked.

Students cross at the corner of Tharpe Street and MLK Jr. Boulevard.



An unsignalized crosswalk across Tharpe Street.



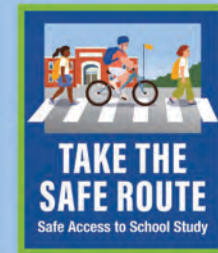
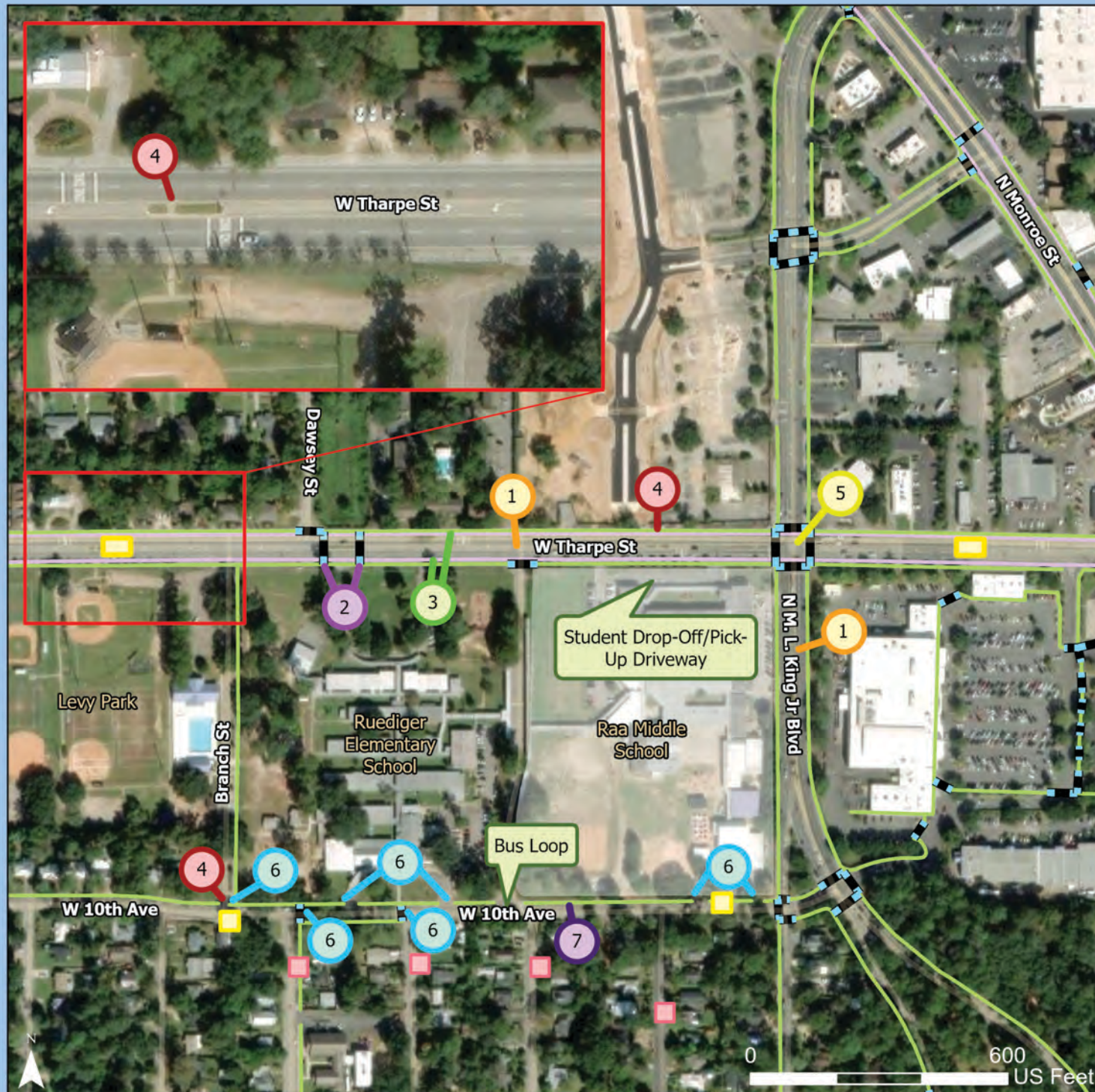
School pavement markings on Tharpe Street.



Crossing guards at the corner of Tharpe Street and MLK Jr. Boulevard.



MAP 8: RAA MIDDLE SCHOOL EXISTING CONDITIONS



Legend

- Overhead School Zone Signs
- Crosswalks
- Bike Lanes
- Sidewalks
- Raa Middle School
- 1 Speeding observed
- 2 Confusing dual crosswalks
- 3 Cracked sidewalks along Tharpe Street
- 4 Missing crosswalk
- 5 Unsignalized turns at intersection
- 6 Missing tactile warning strips
- 7 No bicycle lane



LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

THARPE STREET

SPEEDING, ① : Speeding was observed on Tharpe Street.

DUAL MID-BLOCK CROSSWALKS, ② : There are two mid-block crosswalks with a pedestrian refuge directly next to each other near Dawsey Street. Neither crosswalk is high-visibility and they do not have sufficient pedestrian signage. This dual crosswalk situation is confusing and could be dangerous for students crossing at this location.

Enhance bicycle infrastructure on Tharpe Street by installing buffered or protected bike lanes or increasing sidewalk width to accommodate bicycles.

Evaluate recommending this location for future inclusion in the Tallahassee Police Department's High Visibility Enforcement (HVE) program.

Evaluate reducing lane width on Tharpe Street within school zone with pavement markings and increased median width.

Conduct a Complete Street evaluation to consider whether a Road Diet may be feasible or other multimodal improvements such as a 12-foot multiuse path could be implemented along Tharpe Street to safely accommodate all users.

Replace the two existing crosswalks with one high-visibility crosswalk, including a pedestrian pushbutton and flashing beacons. Supplemental pavement markings and signage should be considered as well. Signage to be considered includes:
MUTCD R1-6a "Stop for pedestrians within crosswalk"
MUTCD R1-5c "Stop here for pedestrians"

The numbers correspond to above map numbers describing the school's existing conditions





LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

THARPE STREET

CRACKED SIDEWALKS, 3: The sidewalks are cracked and in disrepair.

Reconstruct sidewalk on both sides of Tharpe Street to be 6 feet in width. Alternatively, reconstruct the cracked sidewalk segments.

MISSING CROSSWALKS, 4: There are two mid-block locations on Tharpe Street (one in front of Levy Park and one in front of Raa Middle School) that have curb ramps, tactile warning strips, and pedestrian islands but do not have crosswalk pavement markings.

Remove the tactile warning strips, curb ramps, and pedestrian refuge island to discourage crossing at unmarked locations. Install signage at these locations discouraging pedestrians from crossing and directing them to cross at the intersection of Tharpe Street and Martin Luther King Jr. Boulevard. Signage to be considered includes:

- MUTCD R9-2 "Cross only at crosswalks"
- MUTCD R9-3a "No pedestrian crossing"

MARTIN LUTHER KING JR. BOULEVARD

SPEEDING, 1: Speeding was observed on Martin Luther King Jr. Boulevard.

Increase law enforcement presence in the area to discourage speeding through High Visibility Enforcement (HVE) measures.

Narrow travel lanes and install speed feedback signs.

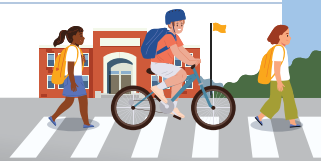
INTERSECTION OF THARPE STREET AND MARTIN LUTHER KING JR. BOULEVARD

UNSIGNALIZED TURNS AT INTERSECTION, 5: Permissive left turns and right turns on red allowed at all points of the intersection.

Prohibit right-turns on red at this intersection, either throughout the day or only during school drop-off and pick-up periods with blank out signs.

Consider crosswalk realignment to shorten the crossing distance at the intersection.

The numbers correspond to above map numbers describing the school's existing conditions





LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

**INTERSECTION OF
THARPE STREET AND
MARTIN LUTHER KING JR.
BOULEVARD**

**UNSIGNALIZED TURNS AT
INTERSECTION, 5:** Permissive left turns
and right turns on red are allowed at all points
of the intersection.

Modify signal timings to make all left turn movements
protected-only during school drop-off and pick-up
periods.

10th AVENUE

NOT ADA COMPLIANT, 6: The sidewalks
have ADA-accessible curb ramps but do not
have tactile warning strips.

Update all curb ramps in vicinity of school to meet
current ADA accessibility standards.

**MISSING CROSSWALK AND SIGNAGE,
5:** The intersection of 10th Avenue and
Branch Street does not have a crosswalk or
pedestrian signage.

Install a high-visibility crosswalk on 10th Avenue near
Branch Street, including a pedestrian pushbutton and
flashing beacons. Supplemental pavement markings
and signage should be considered as well, such as:
- MUTCD W11-2 pedestrian crossing signs
- MUTCD W16-7P pedestrian crossing arrow signs

NO BICYCLE LANE, 7: Bicycle lanes are
not present on 10th Avenue. There does not
appear to be available ROW.

Evaluate installing sharrows on 10th Avenue to allow
bicyclists full use of the roadway.

The numbers correspond to above map numbers describing the school's existing conditions



JAMES A. SHANKS MIDDLE SCHOOL

Gadsden County



Quincy, Gadsden County



593 students



26% residential within 1 mile



OBSERVATIONS

- There are no bicycle lanes on W King Street.
- Sidewalks on W King Street are cracked and in a state of disrepair.
- The intersection of W King Street and 14th Street does not have crosswalks or a pedestrian walk signal.
- The student drop-off/pick-up driveway does not have crosswalks or curb ramps on sidewalks.
- There are not sidewalks on the east side of Graves Street.
- The intersection of W Jefferson Street and Pat Thomas Parkway and the intersection of W Jefferson Street and N Cleveland Street have large crossing distances for pedestrians and are dangerous.

School zone signage on W King Street.



An unmarked speed hump on N Graves Street.



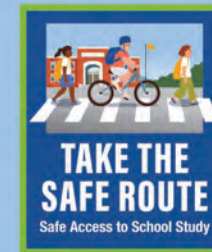
A sidewalk gap over the railroad tracks on W King Street.



A missing curb ramp on the sidewalk by the student drop-off driveway.



MAP 9: SHANKS MIDDLE SCHOOL EXISTING CONDITIONS



Legend

- Shanks Middle School
- School Zone Speed Limit When Flashing Signs
- Crosswalks
- Sidewalks
- Sidewalks not ADA compliant
- Cracked sidewalks
- Sidewalk gap
- No bicycle lanes
- No pedestrian walk signal
- Missing crosswalk
- Worn speed bump markings
- Potential conflict intersection
- Large crossing distance at intersection
- Railroad crossing safety



LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

W KING STREET

NOT ADA COMPLIANT, ① : The sidewalks lack ADA curb ramps.

Reconstruct all curbs to meet current ADA accessibility standards. The intersections where curb ramps should be reconstructed include:

- W King Street and N Cleveland Street
- W King Street and Lincoln Street

CRACKED SIDEWALKS, ② : The sidewalks in the immediate vicinity of the school are in a state of disrepair.

Re-construct sidewalks along W King Street to be 5 feet in width and 4 feet from the roadway. Alternatively, replace only the cracked sidewalk sections.

SIDEWALK GAP, ③ : There are sidewalks east and west of the railroad crossing, but there are no sidewalks over the crossing on W King Street.

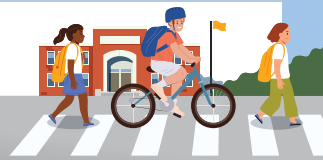
Evaluate updating the railroad crossing to include sidewalks and appropriate advanced warning signage for pedestrians such as:




- MUTCD R8-10 "Stop here when flashing" signs
- MUTCD W10-12 skewed crossing signs
- MUTCD R15-8 "Look" signs

NO BICYCLE LANE, ④ : Bicycle lanes are not present on W King Street. There does not appear to be available ROW.

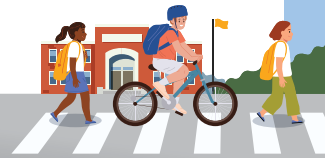
Evaluate enhancing bicycle infrastructure by increasing sidewalk width to accommodate bicycles or installing sharrows in the roadway.

The numbers correspond to above map numbers describing the school's existing conditions



 LOCATION	 OBSERVATION	 PROJECT RECOMMENDATIONS
INTERSECTION OF W KING STREET AND 14th STREET	MISSING PEDESTRIAN WALK SIGNALS AND CROSSWALK, 5, 6: The intersection lacks pedestrian walk signals and crosswalks at two of the four points.	Add and enhance crosswalks, pedestrian crossing signals, and pushbuttons to all legs of the intersection of W King Street and 14th Street.
	NO SIDEWALK, 3: No sidewalk is present on the south side of W King Street from 14th Street to Graves Street. There appears to be available ROW.	Evaluate constructing a sidewalk on the south side of King Street from 14th Street to Graves Street that is 5 feet in width and 4 feet from the roadway.
STUDENT DROP-OFF/ PICK-UP DRIVEWAY	MISSING CROSSWALK, 6: There is no crosswalk at the entrance of drop-off/pick-up driveway. The crosswalk at the exit of the driveway is not high-visibility.	Install high-visibility crosswalks at the entrance and exit of the student drop-off/pick-up area.
	SIDEWALKS NOT ADA COMPLIANT, 1: The sidewalks lack ADA curb ramps.	Reconstruct the curb ramps at the entrance and exit of the student drop-off/pick-up driveway to current ADA accessibility standards.
GRAVES STREET	WORN SPEED HUMP PAINT, 7: The paint on the existing speed humps is worn.	Refresh existing pavement markings and update signage to meet the latest MUTCD standards.
	CRACKED SIDEWALKS, 2: The sidewalks are in a state of disrepair.	Reconstruct the sidewalk on the west side of Graves Street from W King Street to W Jefferson Street. The reconstructed sidewalk should be 5 feet in width and 4 feet from the roadway. Alternatively, replaced only the cracked sidewalk blocks.

The numbers correspond to above map numbers describing the school's existing conditions





LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

GRAVES STREET

NO SIDEWALKS, 3: Sidewalks are not present on the east side of Graves Street near the Quincy Sports Complex. ROW appears to be available.

Evaluate constructing a sidewalk on the east side of Graves Street from W King Street to W Jefferson Street. The constructed sidewalk should be 5 feet in width and 4 feet from the roadway.

SIDEWALK GAP, 3: There are no sidewalks on the south side of W King Street from 14th Street to Graves Street.

Construct a sidewalk on the south side of King Street from 14th Street to Graves Street that is 5 feet in width and 4 feet from the roadway.

INTERSECTION OF W JEFFERSON STREET AND PAT THOMAS PARKWAY

INTERSECTION SAFETY, 8: There are unsafe pedestrian facilities at this intersection.

Replace existing crosswalk markings with high-visibility crosswalk markings.

RAILROAD CROSSING SAFETY, 10: There is a railroad that runs through this intersection. There is insufficient railroad crossing signage at the intersection.

Update the railroad crossing to have flashing crossbuck signs (MUTCD R15-1), crossing arms, and appropriate advanced warning signage for pedestrians such as:

- MUTCD R8-10 "Stop here when flashing" signs
- MUTCD W10-2L intersection railroad crossing signs
- MUTCD R15-8 "Look" signs

CROSSING DISTANCE, 9: A large crossing distance for pedestrians at this intersection was observed.

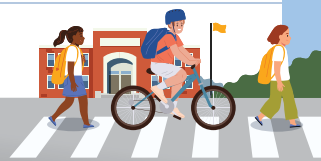
Construct curb extensions at all four curbs within the intersection to decrease pedestrian crossing distance and slow turning vehicles.

INTERSECTION OF W JEFFERSON STREET AND N CLEVELAND STREET

CROSSING DISTANCE, 9: A large crossing distance for pedestrians at this intersection was observed.

Construct curb extensions at all four curbs within the intersection to decrease pedestrian crossing distance and slow turning vehicles.

The numbers correspond to above map numbers describing the school's existing conditions





LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

INTERSECTION OF W JEFFERSON STREET AND N CLEVELAND STREET

INTERSECTION SAFETY, 8: Pedestrian facilities at this intersection could be improved to enhance safety.

Replace the existing crosswalk markings with high-visibility crosswalk markings.

N CLEVELAND STREET

NO SIDEWALKS, 3: Sidewalks are not present on the west side of N Cleveland Street. ROW appears to be available.

Evaluate constructing a sidewalk on the south side of N Cleveland Street from W King Street to W Jefferson Street that is 5 feet in width and 4 feet from the roadway.

INTERSECTION OF N CLEVELAND STREET AND W KING STREET

MISSING CROSSWALKS, 6: There are only crosswalks at two of the four legs of the intersection.

Construct high-visibility crosswalks at the south and west legs of the intersection. Convert existing crosswalks to high-visibility. Install supplemental pedestrian signage.

The numbers correspond to above map numbers describing the school's existing conditions





Crawfordville, Wakulla County



523 students



23% residential within 1 mile



OBSERVATIONS

- Wildwood Drive lacks sidewalks.
- The crosswalk at the intersection of US 98 and Wildwood Drive lacks pedestrian signage.
- Jean Drive lacks sidewalks.
- There is inconsistent school zone signage, with Wildwood Drive and Jean Drive having different posted school zone speed limits. Wildwood Drive has a school zone speed limit of 15 MPH, while Jean Drive is 20 MPH.
- The student drop-off/pick-up driveway lacks sidewalks and crosswalks.

A lack of sidewalks on Jean Drive.



The student drop-off/pick-up driveway.



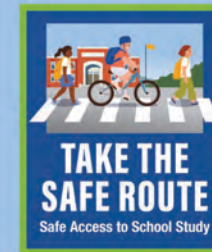
Wildwood Drive approaching the school.



Lack of sidewalks on Wildwood Drive.



MAP 10: WAKULLA MIDDLE SCHOOL EXISTING CONDITIONS



Legend

- Wakulla Middle School
- School Zone Speed Limit When Flashing Signs
- School Speed Limit Signs
- School Entrance Warning Sign
- Crosswalks
- Multiuse Path
- Bike Lanes
- 1 No sidewalks
- 2 Missing pedestrian signage
- 3 Inconsistent school zone signage
- 4 Missing crosswalk



LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

WILDWOOD DRIVE

NO SIDEWALKS, ① : Wildwood Drive lacks sidewalks; students were observed walking in the grass. ROW appears to be available.

Evaluate constructing a sidewalk along Wildwood Drive that are 5 feet in width and 4 feet from the roadway.

INTERSECTION OF US 98 AND WILDWOOD DRIVE

NO PEDESTRIAN SIGNAGE, ② : The crosswalk at US 98 and Wildwood Drive lacks pedestrian signage and is not high-visibility.

Add advanced crosswalk and pedestrian signage to the crosswalk and update the crosswalk to have high-visibility markings.

JEAN DRIVE

NO SIDEWALKS, ① : Sidewalks are not present. ROW appears to be available.

Evaluate constructing a sidewalk along Jean Drive that are 5 feet in width and 4 feet from the roadway.

INCONSISTENT SIGNAGE, ③ : On Wildwood Drive there is a "School Speed Limit When Flashing" sign and a speed limit of 15 MPH. On Jean Drive there is a "School Speed Limit" during school hours sign and a speed limit of 20 MPH.

Replace existing school zone sign on Jean Drive with a "School Speed Limit When Flashing" sign with a 15 MPH school zone speed limit to be consistent with school zone signage on Wildwood Drive.

STUDENT DROP-OFF/ PICK-UP DRIVEWAY

NO SIDEWALKS OR CROSSWALKS, ①, ④ : Sidewalks and crosswalks are not present at the student drop-off/pick-up driveway.

Install high-visibility crosswalks and pedestrian signage at all school driveways. Construct missing sidewalk.

The numbers correspond to above map numbers describing the school's existing conditions



AMOS P. GODBY HIGH SCHOOL

Leon County



Tallahassee, Leon County



1,423 students



56% residential within 1.5 miles



OBSERVATIONS

- There is no designated school zone on Tharpe Street or Ocala Road, only "School Entrance" signs with a suggested speed limit of 25 MPH.
- Speeding was observed on Tharpe Street.
- Parents make illegal mid-block u-turns on Tharpe Street after student drop-off/pick-up.
- Parents parking at nearby businesses during student drop-off and pick-up, creating additional chaos that makes it challenging for students walking and biking to navigate through the parking lots.
- Permissive left turns and right turn on red at allowed at the intersection of Tharpe Street and High Road, possibly leading to conflicts with students using the crosswalks.
- Portions of the sidewalks along Tharpe Street, Ocala Road, and High Road are cracked and in need of repairs.

School Entrance sign on Tharpe Street.



"No Left Turn" sign on Cougar Drive facing Tharpe Street.



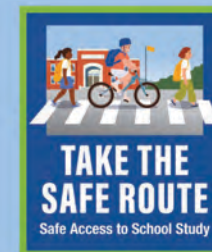
Cracked sidewalk blocks on Ocala Road.



Students walking east on Tharpe Street.



MAP 11: GODBY HIGH SCHOOL EXISTING CONDITIONS



Legend

- School Entrance Warning Sign
- Cougar Lane
- Godby High School
- Crosswalks
- Sidewalks
- Bike Lanes
- 1 Missing school zone
- 2 Speeding observed
- 3 Illegal mid-block U-turns
- 4 Missing crosswalk
- 5 Parents parking at businesses
- 6 Cracked sidewalks
- 7 Unsignalized turns at intersection
- 8 Vegetation blocks sidewalk



LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

THARPE STREET

MISSING SCHOOL ZONE, ①: There is no designated school zone on Tharpe Street, only "School Entrance" signs.

SPEEDING, ②: Speeding was observed on Tharpe Street.

ILLEGAL U-TURNS, ③: Parents do illegal mid-block U-turns on Tharpe Street since they cannot turn left from Cougar Lane.

JAYWALKING/MISSING CROSSWALK, ④: Students jaywalk across Tharpe Street mid-block to get to and from Cougar Lane.

PARENTS NOT USING DROP-OFF/ PICK-UP DRIVEWAY, ⑤: Parents park at businesses along Tharpe Street to pick-up and drop-off their student, causing additional chaos that makes it challenging for students who walk and bike to navigate this area.

Refresh existing pavement markings and update all school zone signage to meet latest MUTCD standards.

Evaluate installing speed feedback signs along Tharpe Street to reduce instances of speeding.

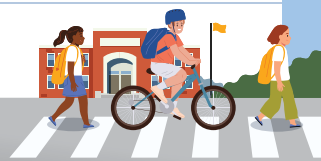
Evaluate reducing lane widths on Tharpe Street in the school zone with pavement markings and increased median width.




Evaluate installing raised median and centerlines along Tharpe Street in place of painted medians.

Evaluate installing an overhead high-visibility signalized crosswalk on Tharpe Street at the school entrance, including a pedestrian pushbutton and overhead flashing beacons.

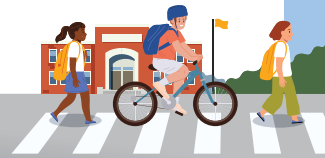
Install high-visibility crosswalks along the entrances and exits of the business' parking lots. Consider supplemental programmatic measures that can be taken to discourage parents from parking at businesses.

The numbers correspond to above map numbers describing the school's existing conditions



 LOCATION	 OBSERVATION	 PROJECT RECOMMENDATIONS
THARPE STREET	CRACKED SIDEWALKS, 6: The sidewalks on Tharpe Street are in disrepair and there is no buffer between the sidewalk and the road.	Reconstruct sidewalks along Tharpe Street to be 6 feet in width.
INTERSECTION OF THARPE STREET AND HIGH ROAD	UNSIGNALIZED TURNS AT INTERSECTION, 7: Permissive left turns and right-turns on red are allowed at the intersection of Tharpe Street and High Road.	Prohibit right-turns on red at the intersection of Tharpe Street and High Road, either throughout the entire day or only during school drop-off and pick-up periods with blank out signs. Modify signal timings to make all left turn movements protected-only during school drop-off and pick-up periods.
OCALA ROAD	MISSING SCHOOL ZONE, 1: There is no designated school zone on Ocala Road.	Install school zone pavement markings and school zone signage based on latest MUTCD standards.
	CRACKED SIDEWALKS, 6: The sidewalks along Ocala Road are cracked sporadically along the east and west sides of the road. These cracks appear from Ocala Road's intersection with Tharpe Street to the southern limits of the school.	Reconstruct the sidewalk along Ocala Road to be 6 feet in width.
	VEGETATION OBSTRUCTS SIDEWALKS, 8: Limbs and shrubs block sidewalks on Ocala Road.	Trim and maintain vegetation along sidewalks.

The numbers correspond to above map numbers describing the school's existing conditions





LOCATION

HIGH ROAD



OBSERVATION

CRACKED SIDEWALKS, 6: The sidewalks on High Road are cracked in multiple places on both the east and west sides of the roadway. These cracks appear from High Road's intersection with Tharpe Street to the intersection with Cougar Lane.



PROJECT RECOMMENDATIONS

Reconstruct sidewalks along High Road to be 6 feet in width.

The numbers correspond to above map numbers describing the school's existing conditions

LEON HIGH SCHOOL

Leon County



Tallahassee, Leon County



1,944 students



33% residential within 1.5 miles



OBSERVATIONS

- There is no designated school zone on Tennessee Street, Meridian Street, or Miccosukee Road, only “School Entrance” signs that do not have recommended speeds.
- Speeding was observed on Tennessee Street.
- Tennessee Street and Meridian Street lack bicycle infrastructure.
- The intersection of Meridian Street and Miccosukee Road is a confusing three-way intersection that only has a single stop sign for southbound traffic. There is a crosswalk at this intersection that doesn’t have a flashing beacon, and conflicts between moving vehicles and students walking were observed.

Parents queue on Tennessee Street before school.



Worn crosswalk on Meridian Street.



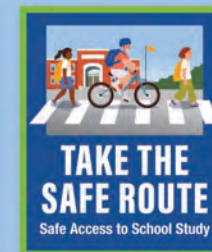
School Entrance sign on Tennessee Street.














A crosswalk at the student drop-off/pick-up driveway.






MAP 12: LEON HIGH SCHOOL EXISTING CONDITIONS

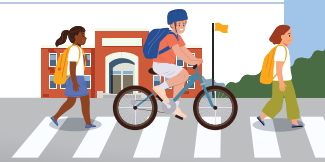





Legend

-  Leon High School
-  School Entrance Warning Signs
-  Crosswalks
-  Sidewalks
-  1 Missing school zone
-  2 Speeding observed
-  3 Student on-street parking
-  4 No bicycle lane
-  5 Students dropped-off in city bus lane
-  6 Intersection conflict potential
-  7 Missing crosswalks

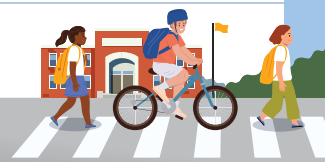
 LOCATION	 OBSERVATION	 PROJECT RECOMMENDATIONS
TENNESSEE STREET	MISSING SCHOOL ZONE, ① : There is no designated school zone on Tennessee Street.	Install school zone pavement markings and school zone signage based on latest MUTCD standards.
	SPEEDING, ② : Speeding was observed on Tennessee Street.	Evaluate this location for inclusion on the Tallahassee Police Department's High Visibility Enforcement (HVE) list.
	STUDENT ON-STREET PARKING, ③ : The student on-street parking on Tennessee Street does not have a buffer between the cars and the road.	Utilize pavement markings to reduce lane width along Tennessee Street within the school zone.
	NO BICYCLE LANE, ④ : Bicycle lanes are not present on Tennessee Street. ROW does not appear to be available.	If sufficient parking exists elsewhere, consider removal of on-street parking on Tennessee Street and use the additional ROW space for a multiuse path or larger sidewalk that can accommodate bicyclists.
MERIDIAN STREET	STUDENTS DROPPED-OFF IN CITY BUS LANE, ⑤ : Students are dropped off in a small pull-off area on Meridian Street. This area is a city bus stop.	Install "Bus Only" pavement markers and signage in the bus pull-off area on Meridian Street.
	MISSING SCHOOL ZONE, ① : There is no designated school zone on Meridian Road.	Install school zone pavement markings and school zone signage based on latest MUTCD standards.

The numbers correspond to above map numbers describing the school's existing conditions



 LOCATION	 OBSERVATION	 PROJECT RECOMMENDATIONS
MERIDIAN STREET	NO BICYCLE LANE, 4 : Bicycle lanes are not present on Meridian Street. ROW does not appear to be available.	Evaluate enhancing bicycle infrastructure by increasing sidewalk width or installing sharrows to accommodate bicycles.
INTERSECTION OF MERIDIAN STREET AND CALL STREET	MISSING CROSSWALKS, 7 : There are not crosswalks at the south or east legs of the intersection.	Install high-visibility crosswalks and supplemental pedestrian signage at the south and east legs of the intersection to connect the existing sidewalks.
MICCOSUKEE ROAD	MISSING SCHOOL ZONE, 1 : There is no designated school zone on Miccosukee Road.	Install school zone pavement markings and school zone signage based on latest MUTCD standards.
INTERSECTION OF MERIDIAN STREET AND MICCOSUKEE ROAD	INTERSECTION CONFLICT POTENTIAL, 6 : At the intersection of Meridian Street and Miccosukee Road there is only a stop sign for southbound traffic. There is a crosswalk at this intersection that does not have a flashing beacon. Many conflicts were observed at this intersection between students using the crosswalk and cars.	Evaluate replacing crosswalk markings with high-visibility crosswalk markings. Install pedestrian pushbuttons, flashing beacons, advanced warning signs, and supplemental lighting. Re-construct northeast corner such that the curb extends to through the existing pavement markings, shortening the crossing distance for pedestrians.

The numbers correspond to above map numbers describing the school's existing conditions



RICKARDS HIGH SCHOOL

Leon County



Tallahassee, Leon County



1,587 students



35% residential within 1.5 miles



OBSERVATIONS

- Vehicles were observed parking in the bicycle lanes and crosswalks along Jim Lee Road.
- The bicycle lanes on Jim Lee Road end immediately south of the school.
- Sidewalks on Jim Lee Road lack ADA accessible curb ramps and tactile warning strips. Several portions of the sidewalks are cracked.
- Crosswalks on Jim Lee Road do not have tactile warning strips.
- Crosswalks along school driveways do not have curb ramps or tactile warning strips.

Parents parked in the bike lane while waiting for their child.



A sidewalk without a curb ramp on Jim Lee Road.



Bus loop entrance, lacking crosswalks.



School zone signage on Jim Lee Road.



MAP 13: RICKARDS HIGH SCHOOL EXISTING CONDITIONS



Legend

- Rickards High School
- School Zone Speed Limit When Flashing Signs
- Crosswalks
- Sidewalks
- Bike Lanes
- 1 Cars parked in bicycle lanes
- 2 Bicycle lanes end
- 3 Sidewalks/crosswalks not ADA compliant
- 4 Cracked sidewalk
- 5 Cars park in crosswalk
- 6 Sidewalks end



LOCATION



OBSERVATION



PROJECT RECOMMENDATIONS

JIM LEE ROAD

CARS PARKED IN BIKE LANES, ① :

Vehicles waiting in the drop-off/pick-up queue park in the north and south bicycle lanes on Jim Lee Road.

NO BICYCLE LANES, ② :

The bicycle lanes on the east and west side of Jim Lee Road end immediately south of the school campus. There does not appear to be available ROW.

SIDEWALKS NOT ADA COMPLIANT, ③ :

The sidewalks on Jim Lee Road lack ADA-accessible ramps and tactile warning strips.

CARS PARK IN CROSSWALK, ⑤ :

Vehicles park in the crosswalk on Jim Lee Road during student pick-up and drop-off.

CROSSWALK NOT ADA COMPLIANT, ③ :

The crosswalk on Jim Lee Road is missing tactile warning strips.

SIDEWALK GAP, ⑥ :

The sidewalks on the east and west side of Jim Lee Road end immediately south of Paul Russell Boulevard.

Add delineators or curbing to bicycle lanes along Jim Lee Road to prevent queueing vehicles from parking in bicycle lanes.

Evaluate installing sharrows on Jim Lee Road south of where the existing bicycle lanes end.

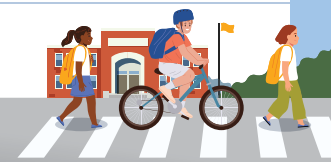
Reconstruct curb ramps in vicinity of school to meet current ADA accessibility standards.

Install a high-visibility raised crosswalk on Jim Lee Road, including a pedestrian pushbutton and flashing beacons. Supplemental pavement markings and signage should be considered as well, such as:

- MUTCD R1-6a "Stop for pedestrians within crosswalk"
- MUTCD R1-5c "Stop here for pedestrians"

Construct a sidewalk on the east side of Jim Lee Road south of Paul Russell Boulevard, 5 feet in width and 4 feet from the roadway.

The numbers correspond to above map numbers describing the school's existing conditions





LOCATION

**STUDENT DROP-OFF/
PICK-UP DRIVEWAY**



OBSERVATION

CROSSWALK NOT ADA COMPLIANT, 3:
The crosswalk on Jim Lee Road is missing tactile warning strips.



PROJECT RECOMMENDATIONS

Reconstruct all curb ramps in the school drop-off/pick-up area to meet current ADA accessibility standards.

Install a high-visibility raised crosswalk in the student drop-off/pick-up area.

The numbers correspond to above map numbers describing the school's existing conditions



SCHOOLS AND PROJECT RECOMMENDATIONS

LEON COUNTY AND CITY OF TALLAHASSEE PROJECTS

In addition to the school projects described in this plan, which are a priority for the CRTPA, other projects and programs may also be pursued within the Capital Region. Prior to the completion of this study, the CRTPA completed the Tallahassee-Leon County Safe Routes to School Study in 2014. While the Take the Safe Route Study is the most current evaluation of schools in the region, the 2014 plan for Tallahassee and Leon County remains relevant, and projects outlined in that document are still being pursued by implementing partners. The City of Tallahassee's list of sidewalk projects is shown in **Figure 10**. **Figure 11** lists Leon County's Community Enhancement Projects that are within two miles of a school.

FIGURE 10: CITY OF TALLAHASSEE SIDEWALK PROJECTS

- Taylor Street
- Wahnish Way
- Preston Street
- Colorado Street
- Chowkeebin Nene
- Heritage Road
- Ayers Court
- Briley Court
- Bethune Street
- James Street
- North Settlers Boulevard
- Stony Creek Way



A sidewalk along Zillah Avenue in front of Fairview Middle School.

SCHOOLS AND PROJECT RECOMMENDATIONS

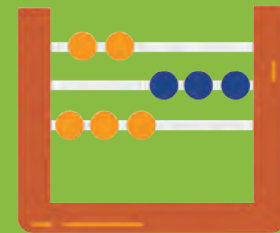
FIGURE 11: LEON COUNTY COMMUNITY ENHANCEMENT PROJECTS WITHIN TWO MILES OF A SCHOOL

- **Tram Road** - Crossing Rocks Road to Capital Circle SE
- **Old St. Augustine Road** - Midyette Road to Paul Russell Road (north)
- **Old St. Augustine Road** - Midyette Road to Capital Circle (north)
- **Maclay Road** - Meridian Road to City Limits
- **Edenfield Road** - Mahan Drive to Miccosukee Road
- **Shelfer Road** - Crossway Road to Capital Circle SW
- **Old St. Augustine Road** - Capital Circle SE to USA
- **Miccosukee Road** - Ginger Drive to Fleischmann Road
- **Old Bainbridge Road** - Brevard Street to Tharpe Street
- **Old Bainbridge Road** - High Road to I-10
- **Ox Bottom Road** - Meridian Road to Thomasville Road
- **Centerville Road** - Glenncrest Lane to Fleischmann Road
- **Old Bainbridge Road** - Volusia Street to Tharpe Street
- **Old Bainbridge Road** - I-10 to Fred George Road
- **Old Bainbridge Road/Capital Circle NW** - Tower Road to Pryor Road
- **Buck Lake Road** - Walden Road to Alameda Drive
- **Bradfordville Road** - Velda Dairy Road to Bowling Green Drive
- **Tennessee Street** - Aenon Church Road to Lukeman Lane
- **Centerville Road** - Harpers Ferry Drive (Centerville Trace) to Fleischmann Road
- **Old Bainbridge Road** - Fred George Road to Amber Trace (Laurel Trace Way)
- **Louvinia Drive** - Apalachee Parkway to Balmoral Drive
- **Highland Drive** - Buck Lake Road to Mahan Drive
- **Thornton Road** - Mahan Drive to Miccosukee Road
- **Whirlaway Trail** - Pimlico Drive to end (Dark Star Trail)
- **Ben Brush Trail** - City Limits to Pimlico Drive
- **Bull Headley Road** - Bannerman Road to Manor House Drive
- **Whirlaway Trail** - Shannon Lakes to Pimlico Drive
- **Gum Road** - Aenon Church Road to Capital Circle SW
- **Talpeco Road** - US 27 to Doris Drive
- **Doris Drive** - Talpeco Road to Fuller Road
- **Livingston Road** - US 27 N to Fuller Road
- **Fuller Road** - Doris Drive to Okeeheepkee Prairie Park
- **Wiggington Road** - Crowder Road to Stokely Drive
- **Centerville Road** - Pimlico Drive to Roberts Road
- **Deer Lake Road** - Heatherbrook Drive to Blue Wing Court
- **Slash Pine Drive** - Crawfordville Highway to Long Pine Drive
- **Slash Pine Court**
- **Alameda Drive** - Buck Lake Road to Walden Road
- **Lakeshore Drive** - City Limits to Mays Road
- **Lakeshore Drive** - Litchfield Road to Meridian Road
- **Faulk Drive** - Monroe Street to Sanders Drive
- **Longview Drive** - Monroe Street to Faulk Drive
- **Mission Road** - 3299 Connector Drive to Elder Lane
- **Kingman Trail** - Pimlico Drive to Majestic Prince Trail
- **Swatts Road** - Old Bainbridge Road to City Limits
- **Avondale Way** - Buck Lake Road to end
- **Deer Lake Road** - Blue Wing Court to southern end of Deer Lake N
- **Napa Court** - Alameda Drive to eastern end of Napa Court
- **Nina Road** - Jackson Bluff Road to W Pensacola Street
- **March Road** - Alexander Street and Leaning Oak Trail
- **Gaines Street** - Gadsden Street to Calhoun Street
- **Gaines Street** - Meridian Street to Gadsden Street





A crosswalk across Walcott Street near Pineview Elementary School.



FUNDING OPPORTUNITIES

FUNDING OPPORTUNITIES

Funding is an essential tool for implementing the projects identified in this study. This section identifies potential opportunities for leveraging a variety of grant programs in addition to the SRTS program. There are several funding sources available for project recommendations in this report to qualify for. The grant matrix in **Figure 13** shows project types and funding programs they are eligible for. Additional details of each program including eligibility, funding amounts, and availability can be found in the **Appendix**. A list of the names of the grants and programs abbreviated in the grant matrix can be seen in **Figure 12**.



Intersection of Omega Avenue and Zillah Street near Fairview Middle School.

FIGURE 12: GRANT FUNDING OPPORTUNITIES

AARP - American Association of Retired Persons Community Challenge Grants: Flagship Grants

ATIIP - Active Transportation Infrastructure Investment Program

America Walks - America Walks Community Change Grants

People For Bikes - People For Bikes Industry Community Grant Program

PROTECT - Promoting Resilient Operations for Transformative, Efficient, and Cost-Saving Transportation Discretionary Grant Program

BUILD - Better Utilizing Investments to Leverage Development Grant Program

RCP - Reconnecting Communities Pilot Grant Program

RTP - Recreational Trails Program

SCOP - Small County Outreach Program

SCOP-M - Small County Outreach Program - Municipalities and Communities

SRTS - Safe Routes to School

SS4A - Safe Streets and Roads for All

Small Cities CDBG - Small Cities Community Development Block Grant

TOD Planning - Pilot Program for Transit-Oriented Development (TOD) Planning

TASA - Transportation Alternatives Set-Aside

T-Mobile - Hometown Grants

Walmart - Spark Good Local Grants



FIGURE 13: GRANT FUNDING MATRIX BY PROJECT TYPE

GRANT NAME																	
Project Activity	AARP	ATIIP	America Walks	People For Bikes	PRO-TECT	BUILD	RCP	RTP	SCOP	SCOP-M	SRTS	SS4A	Small Cities CDBG	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																	



Pedestrian signage on Branch Street near Ruediger Elementary School.



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 14**. 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 14: 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.



PROGRAMMATIC RECOMMENDATIONS

DROP-OFF/PICK-UP DRIVEWAY ETIQUETTE

For many of the schools observed, the student drop-off/pick-up driveway is hectic during student arrival and dismissal, posing a challenge for students trying to walk and bike while vehicles queue. Schools may benefit from developing a series of best practices for student arrival and dismissal that are clearly and frequently communicated to parents and students. Educational campaigns aimed at informing parents of drop-off and pick-up driveway etiquette may be used to create a safer and more streamlined process and can highlight issues such as parents parking in crosswalks and bicycle lanes while in line.

ENFORCEMENT

While law enforcement is a key aspect of traffic safety enforcement, many other groups should work in conjunction with law enforcement agencies to create a network that promotes safe walking and biking. Parents, crossing guards, teachers, and law enforcement can work together to promote safe behavior and enforce compliance with local roadway safety laws.

By monitoring their children's walking and biking habits and ensuring that students comply with safety protocols and local laws, parents can reinforce good behavior or mitigate unsafe behavior. Teachers and crossing guards may play a similar role while students are away from home and can guide students in making the safest choices while walking and biking to school. Students may also play a role in safety enforcement, with older students acting as safety patrol members who can help guide younger students during school drop-off or pick-up.

The role of law enforcement can vary based on a school's unique needs. Schools that exhibit frequent unsafe student walking and biking behaviors may benefit from local police officers or the School Resource Officers being on-site during student arrival and dismissal to assist with safety compliance. Local law enforcement can also facilitate a safer culture of walking and biking through educational events put on at schools that aim to inform

students of proper safety protocols. For schools that are located near roadways where vehicles often speed, High Visibility Enforcement (HVE) can be used to increase traffic law compliance in problem areas. HVE typically involves several tools in which law enforcement is clearly visible to the public, encouraging motorists, bicyclists, and pedestrians to closely follow posted speeds and traffic laws.

STUDENT ARRIVAL AND DISMISSAL PROGRAMMING

Many of the schools observed during site visits exhibited some level of conflict between bicyclists and pedestrians and parents picking up their students during dismissal. Conflict stemmed from the general chaos of hundreds or thousands of students being released simultaneously coupled with hundreds of parents queueing in line to pick up their student. As students are picked up and the vehicle queue starts to move, students who are walking and biking must navigate through the traffic, posing a significant challenge. Changes to schools' student arrival and dismissal practices can be implemented to facilitate a smoother and safer process. A staggered student release schedule can be used to allow for bicyclists and pedestrians to clear out of the school's vicinity before parent pick-up traffic begins to move. Students who walk and bike may be released a few minutes earlier than students who ride the bus or are normally picked up in personal vehicles. Additionally, students who walk and bike home may be allowed to exit the school from an alternative exit further away from the traffic of the drop-off and pick-up driveway.



SYSTEMIC RECOMMENDATIONS

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 eligible 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 sidewalks 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 accommodate 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.



SYSTEMIC RECOMMENDATIONS

CURB EXTENSIONS

Intersections within the vicinity of schools should be assessed for opportunities to implement curb extensions. Curb extensions allow for the turning radii of vehicles to be reduced, promoting slower turning speeds and reducing conflicts between vehicles turning right and pedestrians in the crosswalk. Curb extensions can also be used to realign intersections and shorten crosswalk distances, decreasing the amount of time pedestrians spend in the roadway.

Curb extensions can be achieved in a variety of ways, including constructed concrete curb extensions, the placement of bollards or flexible delineators, or using paint to create the illusion of an extension.

EVALUATE PROJECTS AGAINST EXISTING PLANS

When considering infrastructure projects recommended in this plan, evaluate the existing plans within the local jurisdiction that may be used to further the project or secure funding. Existing plans such as bicycle and pedestrian master plans, comprehensive plans, or safety action plans often identify locations for transportation improvements and can be utilized to craft infrastructure projects that enhance school safety and are also aligned with local planning goals.

For example, the Leon County Bicycle and Pedestrian Master Plan provides recommendations for locations that could function as bicycle and pedestrian corridors. By aligning school safety infrastructure projects with these recommended corridors, projects can receive local support, potentially opening up access to additional resources or grant funding opportunities.



A tactile warning strip on a sidewalk near Ruediger Elementary School.

