



PROVO MUNICIPAL COUNCIL

Work Meeting

12:00 PM, Thursday, October 24, 2024

Council Chambers (Room 100)

Hybrid meeting: 445 W. Center Street, Provo, UT 84601 or

<https://www.youtube.com/provocitycouncil>

The in-person meeting will be held in the **Council Chambers**. The meeting will be available to the public for live broadcast and on-demand viewing on YouTube and Facebook at: [youtube.com/provocitycouncil](https://www.youtube.com/provocitycouncil) and [facebook.com/provocouncil](https://www.facebook.com/provocouncil). If one platform is unavailable, please try the other. If you do not have access to the Internet, you can join via telephone following the instructions below.

To listen to the meeting by phone: October 24 Work Meeting: Dial 346-248-7799. Enter Meeting ID 850 8057 9653 and press #. When asked for a participant ID, press #.

Agenda

- 1 Roll Call

Business

- 2 A discussion regarding redevelopment within Provo City.
- 3 A discussion regarding the Utah Community Land Trust.
- 4 A discussion regarding Safe Routes to School.
- 5 A discussion regarding a new strategic plan for the Provo City School District.
- 6 A discussion regarding a Provo City School District boundary study.
- 7 A discussion regarding MyHometown.
- 8 A discussion regarding Provo City School Board Leadership and Provo City Council Leadership coordination and planning.

Adjournment

If you have a comment regarding items on the agenda, please contact Councilors at council@provo.org or using their contact information listed at: [provo.org/government/city-council/meet-the-council](https://www.provo.org/government/city-council/meet-the-council)

Materials and Agenda: agendas.provo.org

Council meetings are broadcast live and available later on demand at [youtube.com/ProvoCityCouncil](https://www.youtube.com/ProvoCityCouncil)

To send comments to the Council or weigh in on current issues, visit [OpenCityHall.provo.org](https://www.OpenCityHall.provo.org).

The next TBD - Joint Meeting with Planning Commission will be held on Saturday, January 1, 2050. The meeting will be held in the Council Chambers, 445 W. Center Street, Provo, UT 84601 with an online broadcast. Work Meetings generally begin between 12 and 4 PM. Council Meetings begin at 5:30 PM. The start time for additional meetings may vary. All meeting start times are noticed at least 24 hours prior to the meeting.

Notice of Compliance with the Americans with Disabilities Act (ADA)

In compliance with the ADA, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting are invited to notify the Provo Council Office at 445 W. Center, Provo, Utah 84601, phone: (801) 852-6120 or email rcaron@provo.org at least three working days prior to the meeting. Council meetings are broadcast live and available for on demand viewing at youtube.com/ProvoCityCouncil.

Notice of Telephonic Communications

One or more Council members may participate by telephone or Internet communication in this meeting. Telephone or Internet communications will be amplified as needed so all Council members and others attending the meeting will be able to hear the person(s) participating electronically as well as those participating in person. The meeting will be conducted using the same procedures applicable to regular Municipal Council meetings.

Notice of Compliance with Public Noticing Regulations

This meeting was noticed in compliance with Utah Code 52-4-207(4), which supersedes some requirements listed in Utah Code 52-4-202 and Provo City Code 14.02.010. Agendas and minutes are accessible through the Provo City website at agendas.provo.org. Council meeting agendas are available through the Utah Public Meeting Notice website at utah.gov/pmn, which also offers email subscriptions to notices.

PROVO MUNICIPAL COUNCIL

STAFF REPORT



Submitter: JUHARRISON

Department: Council

Requested Meeting Date:

SUBJECT: A discussion regarding the Utah Community Land Trust.

RECOMMENDATION: Discussion

BACKGROUND: Utah Community Land Trust (UCLT) is responsible for all of the functions necessary to bring permanently affordable homes to fruition from acquisition of land for development or existing units, development or rehabilitation, marketing of homes to income-qualified working families, educating prospective buyers about the rights and obligations of homeownership, monitoring and enforcing homeowner compliance, managing resales and intervening in cases of homeowner mortgage default.

UCLT acquires the land and maintains ownership of it permanently with prospective homeowners entering into a ninety-nine-year renewable lease of the land. UCLT provides below market opportunities for moderate income buyers and supports the new homeowner to maintain long-term homeownership. In return, the homeowner agrees to sell the home at a resale-restricted price according to the ground lease so another moderate income homebuyer will become a homeowner. Consequently, the homeowner is able to successfully own a home and build wealth from the investment, while UCLT is able to preserve the public/private investment in the affordable home permanently to help family after family. When the homeowner decides to sell the resale formula is used to determine the resale value. UCLT's resale formula permits homeowners to realize 1.5% per year up to 25% of the appreciated value of the home.

<https://www.utahclt.org/>

FISCAL IMPACT:

PRESENTER'S NAME: Katrice MacKay, Council Chair

REQUESTED DURATION OF PRESENTATION: N/A

COMPATIBILITY WITH GENERAL PLAN POLICIES, GOALS, AND OBJECTIVES:

CITYVIEW OR ISSUE FILE NUMBER:



SAFE ROUTES PLAN

Planning Guide



saferoutes
UTAH

Introduction

There is growing concern in Utah and nationally about the safety of children who walk or bike to school. With increased traffic congestion around schools, students who choose to walk or bike have limited safe routes, which often discourages this healthy activity.

To assist in addressing this public safety and health issue, the Utah Department of Transportation (UDOT) assists schools with their legal responsibility of creating a **Safe Routes Plan**, which includes a safe routing map and accompanying text description. Under Utah law, every elementary, middle and junior high school is responsible for developing and implementing a Safe Routes Plan, and high schools are encouraged to do the same.

This Safe Routes Plan Planning Guide focuses specifically on the steps for schools and communities to build and implement a Safe Routes Plan.

An accompanying software user guide is available for specific instructions about how to create a safe routing map and text description using the **Safe Routes for Schools Mapping Software**.

Under Utah law, every elementary, middle and junior high school is required to create a Safe Routes Plan.



Content

1. Safe Routes Plan Overview	1
a. Safe Routes Plan Process	2
2. Creating the Safe Routes Plan	3
a. Identifying a School Community Council Safe Routes Team	4
b. Conducting an Inventory	5
c. Drawing the Administrator Map	10
d. Identifying the Safest Route(s)	11
e. Drawing the Safe Routing Map	13
f. Writing the Text Description	14
3. Using the Safe Routes Mapping Software	15
4. Implementing the Safe Routes Plan	16
a. Reviews	16
b. Maintenance and Assistance	17
c. Distribution to Parents and Students	18
d. Education and Encouragement Resources	20
5. Glossary	21



1. Safe Routes Plan Overview

A Safe Routes Plan consists of a safe routing map and text description outlining the safest routes for students to walk and bike to school. **The goal of a Safe Routes Plan is to increase the number of students walking and biking safely to school.**

UDOT is confident that any school that properly identifies and then educates students and parents about the safest route(s) with a Safe Routes Plan will help reduce and work to eliminate vehicular incidents involving child pedestrians and cyclists near and on school property. A Safe Routes Plan can also encourage students and parents to walk and bike to school as a healthy alternative to driving.

Additionally, without a Safe Routes Plan in place, schools and local jurisdictions are not eligible for federal funding to make infrastructure changes that could make traveling to school safer for students.

To assist schools in creating and implementing Safe Routes Plans, UDOT has developed this Planning Guide, free Safe Routes for Schools mapping software and a Software User Guide. Together these resources provide school principals and community councils with instructions to create and distribute a Safe Routes Plan that is easy to use and understand.

By following the steps outlined in this Planning Guide, schools will have the information needed to create a safe routing map and text description in the Safe Routes for Schools mapping software and will then be able to implement and distribute their Safe Routes Plan in their school and community.

There are several essential steps in creating a Safe Routes Plan. Creating a Safe Routes Plan generally requires a few weeks, but the process may be completed more quickly according to the organization and ability of the individuals involved.

The following table outlines the important steps to creating a Safe Routes Plan. Each step is described in detail within this Planning Guide. This manual focuses on steps 1, 2, 5, 6, 7 and 8. The Software User Guide explains in detail how to use the Safe Routes for Schools mapping software to accomplish steps 3 and 4.

Safe Routes Plan Process

1. Identify a Safe Routes Team.
2. Take an inventory of the school's walking area (typically a one- to two-mile radius of the school).
3. Create a safe routing map (see Software User Guide).
4. Create a text description of the safe routing map (see Software User Guide).
5. Seek input/feedback from outside resources.
6. Submit the Safe Routes Plan (safe routing map and text description) to the school district's traffic safety committee (district committee).
 - District committee submits the Safe Routes Plan to relevant jurisdictions (city, county and state) for review.
7. Revise Safe Routes Plan based on review and input from these different jurisdictions.
 - Once approved, the district committee submits the finalized Safe Routes Plan to UDOT for state records.
8. Distribute the Safe Routes Plan to students, parents and school employees (preferably at the beginning of each school year).

School community councils and school administrators should not limit themselves exclusively to the safety guidelines included in this Planning Guide. Consideration of other elements that are specific to the individual school and community is encouraged.

While a Safe Routes Plan may be created any time during the year, it must be submitted to the school district's traffic safety committee (district committee) no later than **April 1** to be implemented at the beginning of the following school year. Deadlines for each district vary, and in some cases are before April 1. Schools should check with their district committee for specific deadlines and details.

It is important to note this is **NOT** a one-time process. Schools and community councils are required to review and update the Safe Routes Plan at least once per year using the method outlined in this Planning Guide.

2. Creating the Safe Routes Plan

A Safe Routes Plan is comprised of a **safe routing map** and a **text description** detailing the safest route(s) students should follow when walking and biking to school.

Each school should create a Safe Routes Plan focused solely on its walking area. If a school's walking area borders or overlaps with another school's walking area, it is unnecessary for the school to map out the other school's safe routes or hazards unless they impact its own safe walking and biking routes.



2a. Identifying a School Community Council Safe Routes Team

Under Utah law, every school is required to have a community council composed of school employees and parents/guardians. Community councils for elementary schools should be composed of four parents/guardians and three school employees, including the principal, who is required to serve. The code does allow for community councils to be larger or smaller as long as the number of parents/guardians exceeds the number of school employees and there are at least two school employees on the council (Utah Code 53G-7-1204).

One of the responsibilities of the school community is to develop a Safe Routes Plan outlining the safest walking and biking routes to school. It is recommended that a Safe Routes Team be formed to accomplish this important requirement. There are many ways to accomplish this task. One community council may divide responsibilities among its members. Another may assign a parent or school employee who is especially motivated to do the majority of the work, with minor input from other members. One community council may meet weekly from start to finish; another may only meet two or three times. Whatever the community council's preferred style or strategy, the important thing is that a Safe Routes Plan be created, approved and distributed to parents and students.

Because of the significance of this project, the Safe Routes Team should consider consulting outside resources to assist in preparing a Safe Routes Plan, such as:

- Local law enforcement
- City or county engineering employees
- City or county public works department employees
- Representation from the school's PTA or PTO
- Interested parents/guardians
- Interested school employees
- Student leaders

2b. Conducting an Inventory

To create an effective Safe Routes Plan, the Safe Routes Team must be familiar with the school's walking area. This familiarity comes through performing an inventory of the roadways within this walking area. The inventory identifies key traffic elements in the area such as signals, stop signs, crosswalks, potential obstacles, railroad crossings and missing or damaged sidewalks. Safe Routes Team members conducting the inventory should also observe traffic patterns.

The inventory is used to create a safe routing map to identify the safest routes to and from the school. It also gives Safe Routes Team members and/or school community councils a firsthand look at the current walking environment and traffic patterns.

It is recommended that the inventory process be completed more than once, and possibly by more than one person, to ensure that all the critical elements are included.

When identifying the safest walking and biking route(s) for students, it is important to take into account different traffic patterns in the school's walking area. For example, vehicle traffic may be heavier in the morning than in the afternoon. The Safe Routes Team should consider both vehicle and pedestrian traffic patterns during times children are traveling to and from school, rather than when students are in class or at home. It is also important to consider the number of students who are traveling in each area.

The principal should be familiar with which streets and neighborhoods are within walking distance of the school and inform Safe Routes Team members what areas need to be included in the inventory (typically those within a one- to two-mile radius of the school). Locations such as hazardous areas, bus loading zones or routes for students who live outside of walking distance do not need to be inventoried for the safe routing map, but could be identified and noted in the administrator notes section of the mapping software for reference.

As schools review the inventory and determine which route is safest for students to travel, there are two additional items that should be considered: (1) on-site issues and (2) students with special needs.

ON-SITE ISSUES

In addition to charting the path students should travel along roads and through neighborhoods, Safe Routes Teams should recognize that student pick-up and drop-off areas at the school could be among the greatest hazards for students. As schools develop a Safe Routes Plan, it is critical to identify the preferred access points and circulation patterns for students who walk, bike, ride the bus or are dropped off by vehicles.

Taking Inventory

1. Use a map of the area within a one- to two-mile radius of the school.
2. Use the inventory checklist included in this Planning Guide.
3. Walk the school's walking area with the map and checklist.
4. Mark required and suggested elements from the checklist on the map.
5. Chart traffic patterns by observing roads and crossings at peak times.

In addition to detailing the safest route(s) for walking and biking to school, a Safe Routes Plan can also designate the preferred location for drop-off zones, bus loading/unloading zones and parking lots, as well as the walking route from each of those locations to the school entry points. Each school should customize its map with these optional areas based on the needs of its student body.

Recommendations for On-site Issues

- All basic modes of transportation (walking, biking, school buses and cars) should be physically separated as much as possible from each other.
- Students who are being dropped off by vehicles should be loaded and unloaded on the right side of the vehicle, next to a curb, sidewalk or shoulder.
- Parents dropping children off should not be permitted to back up their vehicles.
- Students should access personal vehicles in designated loading zones only; schools should discourage loading on adjacent streets or off school property.
- Bus loading zones should be located in areas that do not require buses to travel in reverse at any time.
- Traffic cones can be used to minimize pedestrian/vehicle conflicts in vehicle drop-off zones.
- If bus and/or vehicle loading zones are insufficient to safely load and unload students, the arrival and departure times of students could be staggered.
- School staff and student safety patrols should be used to help direct students and vehicles to appropriate areas; these persons can help enforce restricted actions, maintain safe traffic flow, encourage safety and educate students and parents.

STUDENTS WITH SPECIAL NEEDS

Safe routes to school for special needs students should be considered. Permanent and even temporary disabilities can make getting to school on foot or on a bike much more difficult. Solutions for individuals with disabilities and special needs will vary for each school. The Safe Routes Team should consider currently enrolled, future and potential students with special needs when developing and updating the school's Safe Routes Plan.

INVENTORY CHECKLIST

The Safe Routes Team can use the following checklist to take inventory of its school's walking area. The checklist outlines which key elements to record when taking an inventory, and includes brief explanations for each term.

The Safe Routes Team should mark all of the items from the checklist on a map showing the school's walking area (typically the area within a one- to two-mile radius of the school) in a way that is easy to understand. This map can be printed online using the Safe Routes for Schools mapping software. Safe Routes Teams planning to create the final safe routing map using the Safe Routes for Schools mapping software may want to use symbols similar to those in the online mapping program to mark these elements on the hard copy (to see these symbols, see the Software User Guide). Colored pencils or markers may make this task easier.

The Safe Routes Team should be as accurate as possible when marking the placement of each element on the map. A stop sign for east-west traffic will be in a different location on the map than a stop sign for north-south traffic. As an inventory is conducted, the Safe Routes Team should mark only those areas that are within the school's walking area. A Software User Guide is available to help create these maps once an inventory is complete.

While taking an inventory, the Safe Routes Team should use their best judgment. There may be areas where improvements are needed. Although not included on the safe routing map, Safe Routes Teams can note these areas in planning and seek the appropriate agency, funding sources and processes to improve the safety of the walking and biking route.

REQUIRED ELEMENTS

- **School**
Mark school position on the map.
- **Crossing guards**
Mark where adult crossing guards are currently assigned.
- **Crosswalks**
Mark where marked crosswalks are located.
- **Stop/Yield signs (single, three-way, four-way)**
Mark where stop and yield signs are located and which intersections they affect.
- **Traffic signals**
Mark where traffic signals are located and which intersections they affect.

Safe Routes Software Icons



School



School Bus Loading



Student Drop-off/Pick-up



Hazard/Footnote



Crossing Guard



Traffic Signal



Yield



Stop



Crosswalk Vertical



Crosswalk Horizontal

SUGGESTED ELEMENTS

- **Missing/Damaged sidewalks**

Note the condition of the sidewalks where most students will be walking or biking. Take note of roads without sidewalks, damaged or broken sidewalks, missing sidewalk curb ramps, parking stripes and curbs. Their location and physical condition can be considered in determining the safest route(s). You may choose to note some of these critical areas in the notes section of the Safe Routes for Schools mapping software.

- **Narrow school routes**

Note areas where there is no continuous sidewalk and students may be forced to walk along road shoulders that are less than three feet wide. The Safe Routes for Schools mapping software includes a hazard icon to mark where these roads exist and the location of warning signs. Detail the narrow routes in the text description.

- **Railroad crossings**

Mark where rail lines pass through a school's walking area. The Safe Routes for Schools mapping software automatically identifies these areas through Google Maps™ mapping service.

- **School bus loading zones**

Mark the location of bus loading zones on school property.

- **Student drop-off/pick-up zones**

Mark the location of drop-off zones. The Safe Routes for Schools mapping software includes an icon to identify this zone. Flow of on-site traffic and drop-off/pick-up zones can be described in detail in the text description.

- **Traffic volume**

It is not necessary to identify the traffic volume of every street in the school's walking area; however, keep in mind the volume of traffic where students are walking or biking. Observe traffic patterns on more than one day. When choosing between two roads, direct students to travel along the road with lower traffic volume and speed, where possible.

- **Other hazards**

Take note of additional hazards that may affect walking or biking to school, such as canals or steep hills. Use your best judgment in identifying hazards that are not included on the checklist but that are significant to your area. In the Safe Routes for Schools mapping software, use the hazard symbol to identify these areas and detail the hazard in the text description.

Inventory Checklist

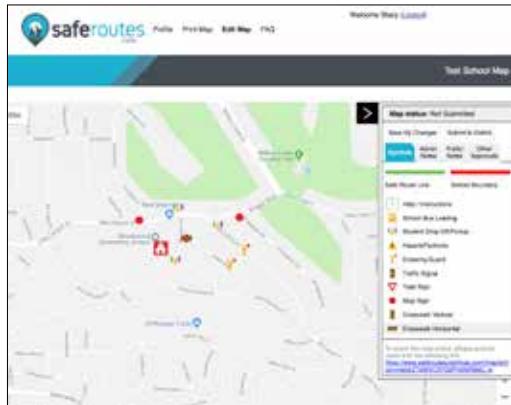
Completed

Required Elements	
School	<input type="checkbox"/>
Crossing guards	<input type="checkbox"/>
Crosswalks	<input type="checkbox"/>
Traffic signals	<input type="checkbox"/>
Stop/Yield Signs	<input type="checkbox"/>
Suggested Elements	
Student drop-off/Pick-up zones	<input type="checkbox"/>
School bus loading zones	<input type="checkbox"/>
Missing/Damaged sidewalks	<input type="checkbox"/>
Reduced speed school zones	<input type="checkbox"/>
Narrow school routes	<input type="checkbox"/>
Railroad crossings	<input type="checkbox"/>
Traffic volume	<input type="checkbox"/>
Other hazards (steep hills, canals, narrow shoulders, etc.)	<input type="checkbox"/>

Notes:

2c. Drawing the Administrator Map

The **Administrator Map** identifies where all key elements are located. It also gives the Safe Routes Team a firsthand look at the current walking environment and traffic patterns. The Administrator Map shows all factors of the school's walking area, obtained from the Safe Routes Team's inventory, that are used to determine the safest route.



Placing symbols on the Administrator Map

**Do not draw the safest route(s)
before conducting an inventory**

and placing all required symbols on the Administrator Map. Until the Safe Routes Team has identified all hazard, traffic and pedestrian elements, they cannot reliably determine which route will be the safest.

The Safe Routes Team, with the input and approval from the school community council, determines the safest route. It is highly recommended that the Safe Routes Team present the Administrator Map to the school community council before the safest routes are identified on the map.

Improvement recommendations should be carefully considered as they may or may not be approved according to an evaluation of the area conducted by city, county and/or state traffic engineers, as they will require a funding mechanism. Because of the time necessary for approval, funding and construction, it is absolutely critical the Administrator Map show the safest routes based on existing conditions. This is especially important for schools near major road construction projects that will impact the safest walking and biking routes during a substantial portion of the school year.

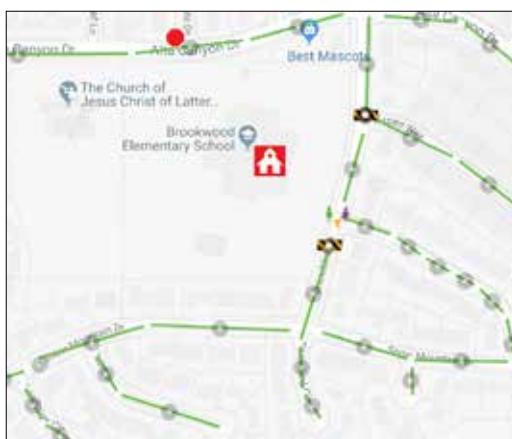
The Safe Routes Team should walk the proposed route(s) during student travel times before submitting it for approval in order to ensure the routes' accuracy and safety.

2d. Identifying the Safest Routes

Once the required and suggested elements from the inventory are mapped, the Safe Routes Team is ready to determine the safest walking and biking routes based on these elements. It is only necessary to identify a safe biking route when it differs from the safe walking route.

A Safe Routes Plan should identify the **safest** walking and biking route(s) to school. In some cases, avoiding hazards will result in walking/biking routes that are longer than a direct route. At the same time, students are likely to ignore a route that takes too much time. The Safe Routes Team should use discretion to create a Safe Routes Plan that is both safe and manageable, to encourage student compliance.

The following are recommendations for identifying the safest route(s):

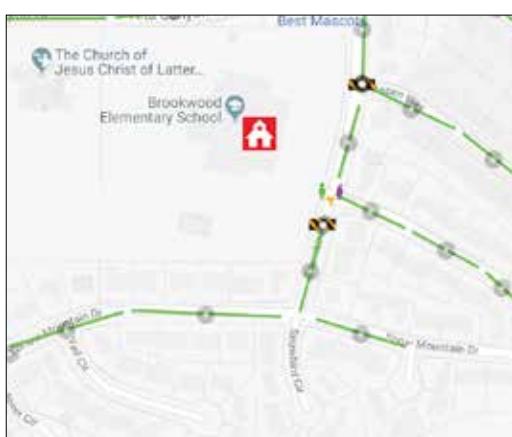


Example of a cluttered map

1. Only draw main walking and biking routes to avoid confusion over which route is safest.

2. Don't create a safe route on every street. Students should be funneled to the safest routes as determined by their parents' best judgment. By funneling students who walk and bike from the same geographic area onto one main route, you naturally create a safer route because no one is walking alone. This also reduces clutter on the map and makes the map easier to read and follow.

3. Draw toward the school. Start at the main streets and neighborhoods and work toward the school, identifying the best walking route from each neighborhood within the school walking area.



Example of an easy-to-follow map

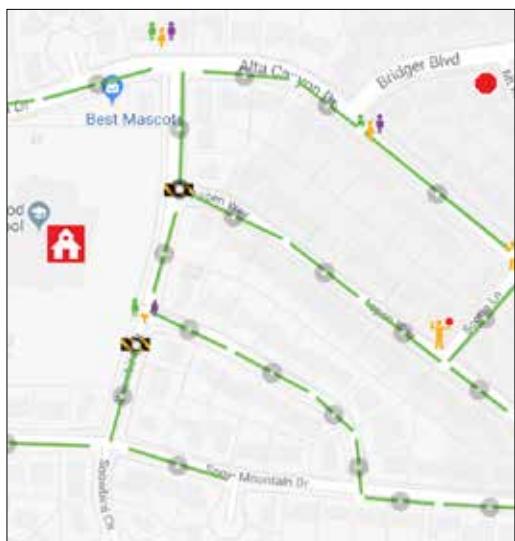
4. **Avoid using shoulders for routes.** Many communities have streets without sidewalks. In these cases, roadway shoulders must accommodate pedestrians. When alternative routes are not available, encourage students to walk on the outside edge of the roadway shoulder, facing traffic. A School Advance Warning sign stating that there will be a shoulder should identify the route.
5. **Select the safest crossing locations.** When children are required to cross streets on their way to school, safe routes should use established crossings to minimize hazards to students. When possible, choose crossings with good visibility, low traffic volume and low traffic speed. Crossings at intersections are preferred over mid-block crossings. The best crosswalks are those with crossing guards, and these should be labeled on the Administrator Map as part of the inventory.
6. **Minimize the number of crossings.** The risk of pedestrian/vehicular incidents increases when students are crossing streets. Fewer crossings mean less exposure to vehicles and a safer route to school.
7. **Use low-speed and low-volume roads.** When choosing between roads, and where possible and practical, avoid directing students along high-speed roads or roads with high traffic volume.
8. **Travel in groups.** Students should be encouraged to travel in groups for improved visibility, security and safety. Merge walking routes whenever possible. Select routes with sufficient sidewalk areas for students to travel together in groups.
9. **Hazardous busing.** A neighborhood receives hazardous busing because it has been determined that it is not safe for students to walk safely to school from and/or through that area. It is not necessary to create walking or biking routes for these areas.
10. **Identify safest biking routes.** If the safest route for cyclists is different from the safest route for pedestrians, a separate biking route should be identified on the map. If the routes are the same, identifying just the safest walking route is sufficient (explain in the text description that the biking route is the same or different).

*To help students easily find and follow the safest route(s), the safe routing map should **not** include every element from the Administrator Map and inventory.*

2e. Drawing the Safe Routing Map

The safe routing map should only include the most relevant elements, such as the required safest walking/biking route(s). The safe routing map does not need to include every element drawn on the Administrator Map. It should be easy to read and should clearly identify the safest walking/biking route(s).

Once the safe routing map is created in the Safe Routes for Schools mapping software, it can be shared online with students and parents through a read-only link. Parents and students do not have access to editing functions, but they can adjust the map's zoom, size, language (English or Spanish) and print area.



Drawing safe routes in the mapping software

For help and instructions creating the safe routing map, see the Software User Guide.

2f. Writing the Text Description

The Safe Routes Plan is incomplete without a text description of the safe routing map to further clarify the safest route(s) and fully explain the school's Safe Routes Plan.

The text description is typically a few succinct paragraphs. You can draft and distribute your text description using the Safe Routes for Schools mapping software. For specific instructions on creating this text description in the Safe Routes for Schools mapping software, see the Software User Guide.

When developing the text description:

- Assume it is being written for someone who is unfamiliar with the various neighborhoods, landmarks, streets and roads in the area.
- Write exactly which side of every street the students should travel on, whether they travel on a sidewalk or a road shoulder, at what intersections they should cross, whether the bike path differs from the walking path and why and all other important details about the safest route(s).
- The text description should be translated into all languages commonly spoken in the school's area to ensure understanding and cooperation. The text description can be shared online with students and parents through a read-only link (the same link that allows them to access the safe routing map). This view will not grant individuals editing capabilities, but they will be able to print the text description with the safe routing map for easy reference. After schools have created the safe routing map and the text description, it is recommended that the Safe Routes Team use a small group of parents and/or students who were not involved with the development process to test the Safe Routes Plan by walking to and from school using the proposed safe routing map and text description. This essential step will reveal any holes or significant problems with the Safe Routes Plan.

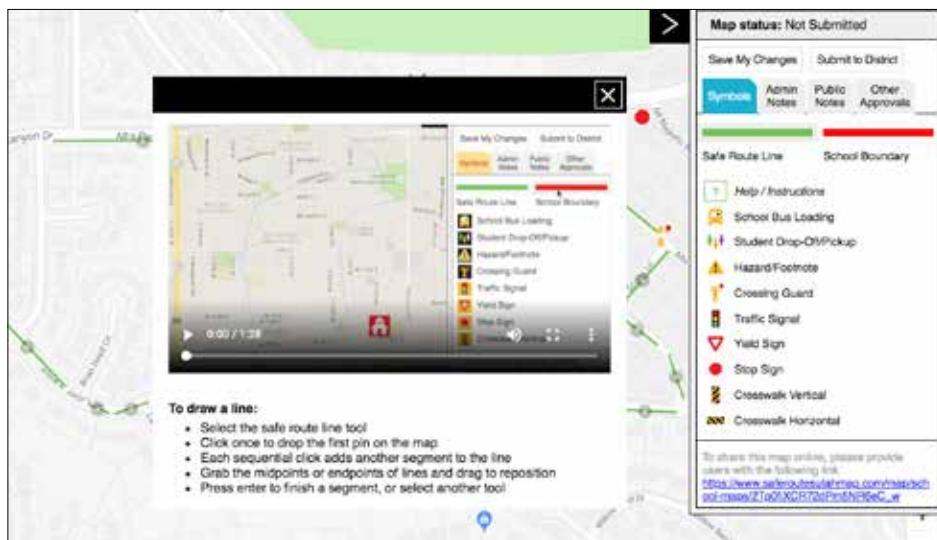
3. Using the Safe Routes Mapping Software

(For step-by-step instructions on using the Safe Routes for Schools mapping software, please see the Software User Guide. This guide provides a brief overview of the software.)

UDOT developed the Safe Routes for Schools mapping software to assist each school in creating a concise and easy-to-read safe routing map and text description. Because the software was developed specifically to assist schools in developing and updating their Safe Routes Plan, the use of the software makes the process easier and is strongly encouraged. If a Safe Routes Team cannot use the Safe Routes for Schools mapping software for whatever reason, they should contact the Utah Safe Routes to School Coordinator, Kristen Hoschouer, khoschouer@utah.gov, to discuss alternatives.

The software does not suggest the safest route for its users. The Safe Routes Team, with the approval and input from the school community council, determines the safest walking/biking route(s) to the school.

The Safe Routes for Schools mapping software does not suggest the safest route for its users.



A help video is one reason the software is easy to use.

Using the Safe Routes for Schools mapping software will simplify the process of creating a useable map for students and parents. The software also saves the safe routing map and text description for year-round access, enabling school administrators to easily update the Safe Routes Plan annually. Parents and students will appreciate having a map that is easy to read, well designed and accessible online.

The Safe Routes for Schools mapping software is a free, web-based program. Users must have access to the internet in order to use the software, which runs on all operating systems (PC and Mac) and can be viewed using Internet Explorer, Firefox, Chrome or Safari browsers.

4. Implementing the Safe Routes Plan

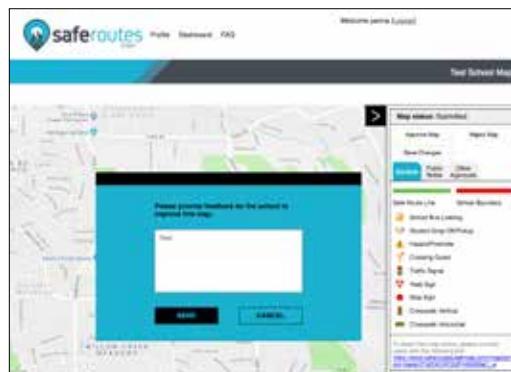
4a. Reviews

Following creation of the Safe Routes Plan, comprised of a safe routing map and a text description, schools are responsible for having it reviewed by the school district's traffic safety committee (district committee). The district committee in turn submits the plan to local jurisdictions.

The safe routing map and text description should be submitted to the district committee by **April 1** of every year. It is important to note that some districts may have earlier deadlines. Each school should contact their district office for the specific instructions and requirements for submitting their Safe Routes Plan. It is the responsibility of each school's community council and/or principal to contact the district and adhere to its unique deadlines.

The district committee will review the proposed Safe Routes Plan. It is the district committee's responsibility to review and submit the Safe Routes Plan to the appropriate city, county and state jurisdictions for review. The district committee is responsible for submitting the Safe Routes Plan to these departments before **June 1** annually.

The district committee, local municipalities and UDOT may have questions or concerns about the proposed plan; therefore, a member of the Safe Routes Team should be easily accessible to confer with the district committee. Additionally, the district committee, local municipalities and UDOT may request changes before approving the Safe Routes Plan. In this case, the Safe Routes Team will need to revise the safe routing map and text description and resubmit to the district committee for review. This is a process that will require some work and discussion as the Safe Routes Plan is reviewed, revised and accepted by appropriate jurisdictions.



Providing feedback while rejecting a map

Schools should check with districts for specific Safe Routes Plan submission guidelines and due dates.

Remember: The goal of everyone involved is the safety of the students.

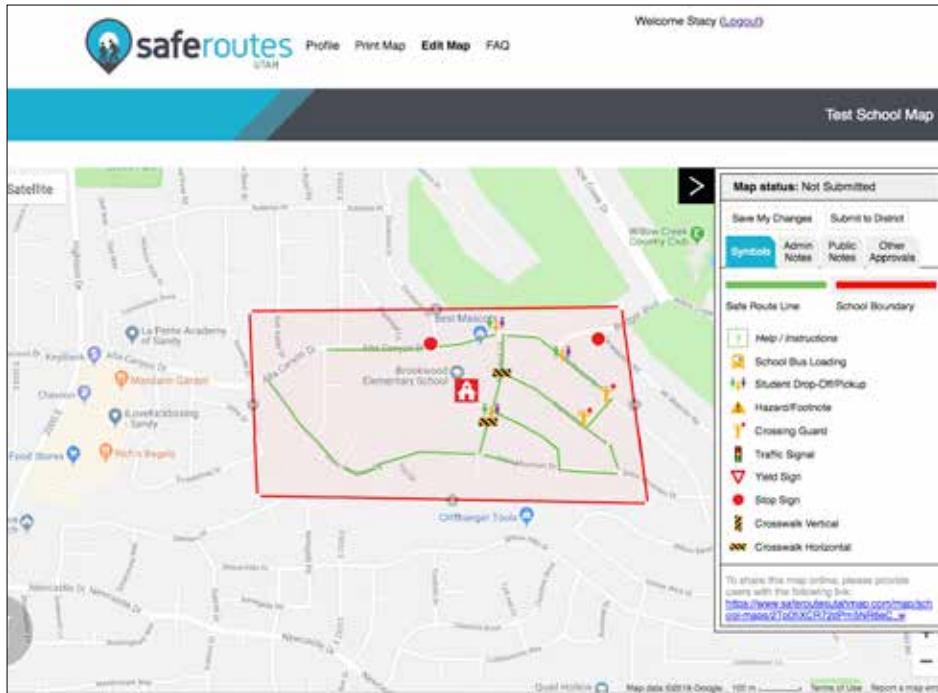
4b. Maintenance and Assistance

Each school's Safe Routes Plan needs to be re-evaluated on a regular basis. At a minimum, the Safe Routes Plan should be revisited and updated every year.

The Utah Department of Transportation (UDOT) has an assigned Safe Routes Utah Coordinator, Kristen Hoschouer, who is available to assist schools with creating their Safe Routes Plan and to answer questions on using the Safe Routes for Schools mapping software. Kristen can be reached at khoschouer@utah.gov.

If you receive an error message or experience technical issues with the software, contact the software support team at contact@saferoutesutah.com.

The Safe Routes Plan should be updated every year.



Updating school boundaries

As school boundaries and/or the neighborhoods change, schools may need new sidewalks, crosswalks and other important improvements to keep students safe. More information on requesting and securing funding for infrastructure and non-infrastructure improvements is available at udot.utah.gov/main/f?p=100:pg:0:::1:T,V:1388, or by contacting Utah's SRTS coordinator.

4c. Distribution to Parents and Students

After the Safe Routes Plan has been reviewed and accepted by all involved parties—including the school, district, city, county and UDOT—it is the principal's responsibility to distribute the approved Safe Routes Plan, comprised of a safe routing map and a text description, to every student enrolled in the school. Principals should identify which communication channels are most appropriate for distributing the Safe Routes Plan (e.g., hard copy, online, email). This should occur at the beginning of each school year and at other appropriate times (e.g., springtime) to remind students of the safest walking/biking routes.

Distributing the safe routing map and text description is one of the most critical steps in the Safe Routes Plan. Even the best-designed plan will not meet its objective if parents and students are not educated about which route they should travel to school.

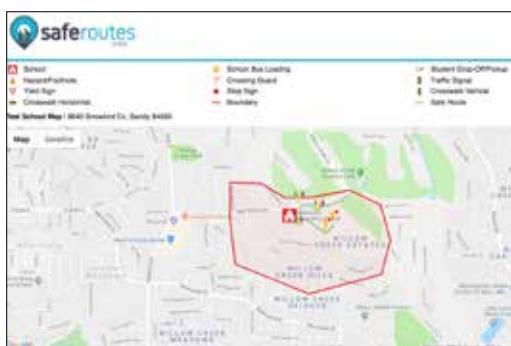
Parents can view their school's map at SafeRoutesUtahMap.com. You can share the Safe Routes Plan in hard copy form or online using the link provided at the bottom

of the **Edit Map** or **View/Print** page in the software. This link directs parents to a read-only version of the current safe routing map and text description. No repost/resend is necessary when administrators make updates to the map. The link will remain the same and show the most up-to-date Safe Routes Plan. You can use the

link as-is or hyperlink it to simpler and/or descriptive text (e.g., "Click here to view our school's Safe Routes Map"). This can be posted on your school's website or included in an email to parents. For more information on sharing or posting the safe routing map and text description, see the Software User Guide.

The following instruction for parents is an example of what principals could include on the school website or in the body of an email to invite students and parents to learn and follow the safest walking/biking route(s).

Some gentle enforcement may be required at the beginning of the school year to help students become familiar with the safe route(s) identified in the Safe Routes Plan. Principals should consider using parent volunteers and members of the school's parent organization to stand at key points along the suggested route and remind students of the designated safe route(s).



[Print view](#)

Dear Parent:

As the principal of **[name of school]**, I consider the safety of students who walk and bike to school to be one of my highest priorities. I am pleased to share with you our school's updated Safe Routes Plan, which identifies the safest routes your child should follow when walking or biking to school.

View our school's Safe Routes Plan by clicking here [\[copy and paste link here\]](#). The safe walking and biking routes were determined after careful consideration by members of our School Community Council and were then reviewed and approved by district, city and state officials. The map is Google-based, so you can:

- Adjust the view to see your specific neighborhood
- Zoom in/out
- Determine the print size and area
- Select to print the map with English or Spanish text
- Review a text description of the Safe Routes Map that describes how your child can access the safest walking and biking routes.

I urge you to use this information as you encourage your children to participate in this healthy activity that reduces traffic congestion and improves safety around our school by limiting the number of cars dropping off and picking up students.

If you have any questions about our Safe Routes Plan or need assistance, please contact [\[insert parent/student contact information here\]](#). Let's all work to have a safe and enjoyable school year.

Sincerely,

[Name]

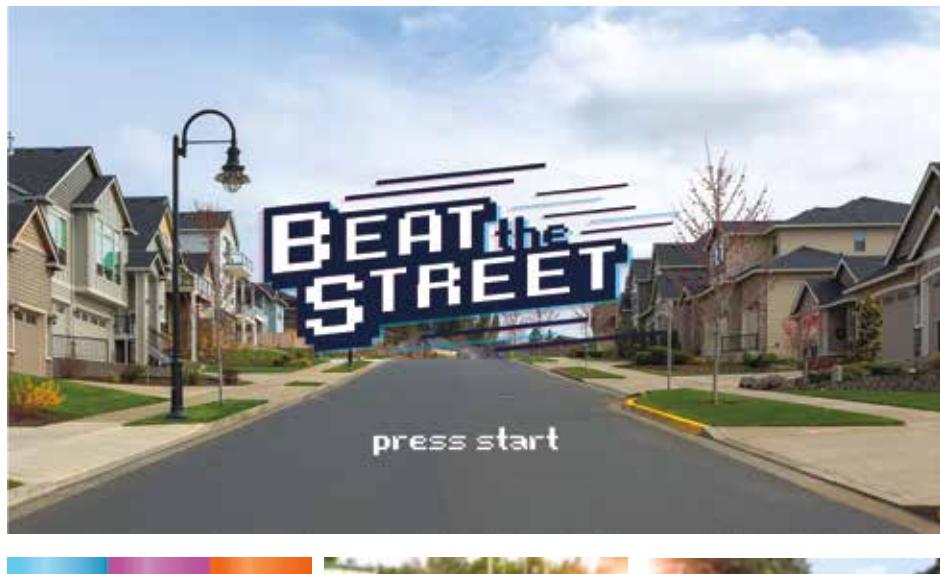
Principal

[Name of school]

4d. Education and Encouragement Resources

Schools, community councils and parent organizations are encouraged to creatively incorporate the Safe Routes Plan into conversations and classroom activities to teach students how to walk and bike safely to school. Safe Routes offers a variety of free resources (available at SafeRoutes.Utah.gov) to help school administrators educate and encourage students to walk and bike to school safely, including:

- 35-minute assembly
- Lesson plan ideas
- Student activity booklets
- Safety fair ideas
- Seasonal walking and biking safety tips
- School and parent organization newsletter articles
- Encouragement programs



Resources include an assembly.

Those interested in having any of these free services at their school should contact Safe Routes Utah at contact@saferoutesutah.com.

5. Glossary

Administrator Map — Identifies where all key elements relevant to student walking and biking safety are located within a school's walking area (typically within a one- to two-mile radius from the school). Shows the current traffic elements obtained from the Safe Routes Team's inventory of the school's walking area to determine the safest walking and biking routes.

Google Maps™ mapping service — Online source for area maps that interfaces with the Safe Routes for Schools mapping software.

Inventory — Outlines the current traffic elements in each school's immediate area, such as traffic signals, stop signs, crosswalks and missing sidewalks, to determine the safest walking and biking route(s). This also involves observing traffic patterns and volumes. An inventory is typically conducted by the Safe Routes Team, which is formed from the school community council.

Narrow school route — Areas where there is no continuous sidewalk and students may be forced to walk along road shoulders that are less than three feet wide. A School Advance Warning sign stating that there will be a shoulder should identify the route.

Railroad crossing — Where trains cross over or under a roadway. Traffic safety committees are required to notify the UDOT chief railroad and utilities engineer, in writing, of all locations where safe walking/biking routes cross rail lines.

Safe Routes to School (SRTS) — A federally funded program that seeks to encourage children to walk and bike safely to school; foster healthy and active lifestyles by increasing the safety and appeal of walking and biking to school; and facilitate the planning, development and implementation of projects and activities that improve the safety and environment around schools. For more information, visit:

- **National Center for Safe Routes to School**
www.saferoutesinfo.org
- **Safe Routes to School National Partnership**
www.saferoutespartnership.org
- **You can also contact the Safe Routes Utah Coordinator, Kristen Hoschouer**
at khoschouer@utah.gov.

School community council — Under Utah law, every elementary, middle and junior high school is required to have a school community council composed of school employees and parents/guardians. One of this council's responsibilities is to develop a

Safe Routes Plan, referred to by law as a Child Access Routing Plan. School community councils for elementary schools should be composed of four parents/guardians and three school employees, including the principal, who is required to serve. The code does allow for councils to be larger or smaller as long as the number of parents/guardians exceeds the number of school employees and there are at least two school employees on the council (Utah Code 53A-1a-108).

Traffic safety committee — A required committee within every school district that focuses on traffic engineering issues within the district's jurisdiction. The committee is the first to review and approve a school's proposed Safe Routes Plan. This committee is responsible for reviewing and submitting each school's Safe Routes Plan to the appropriate cities and/or municipalities for acceptance.

School zones/reduced speed school zone — Location where flashing lights establish a 20 mph speed zone for areas where students cross the street.

School bus loading zone — Area designated for the loading and unloading of students from school buses on school property.

School crosswalk zone — Pedestrian crossing designed specifically to protect children as they cross the road. Pedestrian crossings should be identified by school crosswalk zone signage.

Student drop-off/pick-up zone — Area designated for the loading and unloading of students from private vehicles on school property.

Sidewalks

- **Roads without sidewalks** — Identified in the inventory process because they are especially dangerous for children. Precautions should be taken to prevent the Safe Routes Plan from having children travel along these roads when possible. If these roads must be used, narrow shoulders less than three feet wide can qualify as narrow school routes and receive additional pedestrian markings.
- **Damaged or broken sidewalks** — The location of damaged sidewalks should be identified in the inventory process and precautions taken to prevent the Safe Routes Plan from having children travel on broken sidewalks where possible.
- **Sidewalk curb ramps** — Ramps that allow individuals in wheelchairs or with other mobility needs to access sidewalks. Identify these ramps to assist students with disabilities as they travel to school.

Safe Routes for Schools mapping software — A web-based software program specifically designed by UDOT to assist schools in developing and distributing their Safe Routes Plan. For more information about how to use the software, please refer to the Software User Guide.

Safe Routes Map/safe routing map — Distributed to parents and students, this map outlines the safest walking/biking route(s) to school. The map is accompanied by a text description detailing the safest route(s).

Safe Routes Plan — Consists of a safe routing map and a text description outlining the safest routes for students to travel to school. The goal of a Safe Routes Plan is to increase the number of students walking and biking safely to school.

Safe Routes Team — Group of parents and school employees who may or may not serve on the school community council and who volunteer to create the Safe Routes Plan for their school.

Safe Routes Utah — A fun and comprehensive program for walking and biking safely to school that engages and educates students, parents, school administrators, crossing guards and communities. As part of the federal Safe Routes to Schools program administered by UDOT, Safe Routes Utah focuses on student safety as its first priority. Safe Routes Utah provides free resources, including mapping software, a 35-minute assembly, student activity booklets, and more. More information about Safe Routes Utah is available at SafeRoutes.Utah.gov.

Traffic Volume — Indicates the intensity and amount of traffic on a specific street at a given time of day. It is sufficient to characterize traffic volume in general terms such as low, medium and high. Traffic volume of streets where students travel or have to cross to reach their school should be taken into consideration as the Safe Routes Plan is developed.



SafeRoutes.Utah.gov



safe
routes
UTAH

Mapping Planning Guide



INTRODUCTION

There is growing concern in Utah and nationally about the safety of children who walk or bike to school. With increased traffic congestion around schools, students who choose to walk or bike have limited safe routes, which often discourages this healthy activity.

To assist in addressing this public safety and health issue, the Utah Department of Transportation (UDOT) assists schools with their legal responsibility to create a **Safe Routes Plan**, which includes a safe routing map and accompanying text description. Under Utah law, every elementary, middle and junior high school is responsible for developing and implementing a Safe Routes Plan, and high schools are encouraged to do the same.

This Safe Routes Plan Planning Guide focuses specifically on the steps for schools and communities to build and implement a Safe Routes Plan.

Accompanying software tutorial videos are available for specific instructions about how to create a safe routing map and using the **Safe Routes for Schools Mapping Software**.



Under Utah law, every elementary, middle and junior high school is required to create a Safe Routes Plan.

CONTENT

1. Safe Routes Plan Overview	3
a. Safe Routes Plan Process	
2. Safe Routes Committee	5
a. Identifying a School Community Council Safe Routes Team	
3. Creating the Safe Routes Plan	6
a. Conducting an Inventory	
b. Identifying the Safe Route(s)	
4. Distribution & Educational Resources	12
a. Distribution to Parents and Students	
b. Education and Encouragement Resources	



1. SAFE ROUTES PLAN OVERVIEW

A Safe Routes Plan consists of a safe routes map and text description outlining the safest routes for students to walk and bike to school. **The goal of a Safe Routes Plan is to increase the number of students walking and biking safely to school.**

UDOT is confident that any school that properly identifies and then educates students and parents about the safest route(s) with a Safe Routes Plan will help reduce and work to eliminate vehicular incidents involving child pedestrians and cyclists near and on school property. A Safe Routes Plan can also encourage students and parents to walk and bike to school as a healthy alternative to driving.

Additionally, without a Safe Routes Plan in place, schools and local jurisdictions are not eligible for federal funding to make infrastructure changes that could make traveling to school safer for students.

To assist schools in creating and implementing Safe Routes Plans, UDOT has developed this Planning Guide and free Safe Routes for Schools mapping software. Together these resources provide school principals and community councils with instructions to create and distribute a Safe Routes Plan that is easy to use and understand.

There are several essential steps in creating a Safe Routes Plan. Creating a Safe Routes Plan generally requires a few weeks, but the process may be completed more quickly according to the organization and ability of the individuals involved.

The following table outlines the important steps to creating a Safe Routes Plan, each step is described in detail within this Planning Guide.



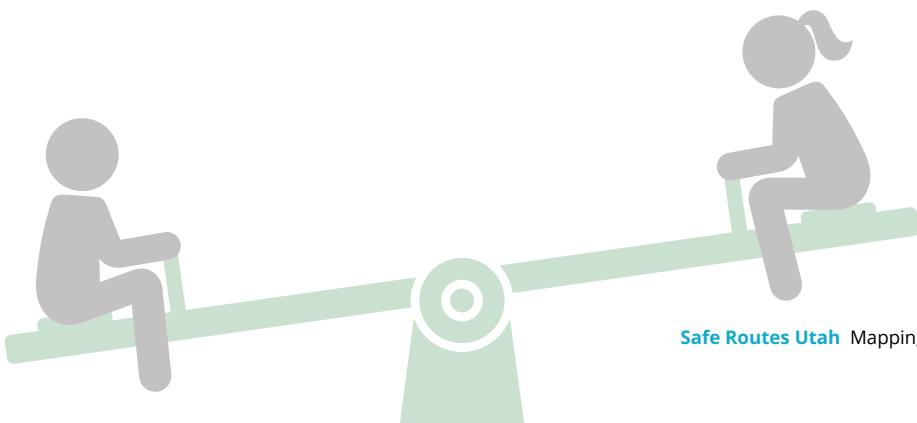
1a. Safe Routes Plan Process

1. Identify a Safe Routes Team.
2. Take an inventory of the school's walking area (typically a one- to two-mile radius of the school).
3. Create a safe routing map (see Software Tutorial Videos).
4. Create your Safe Routes Report, found on the mapping site below your School Resources dashboard showing your map.
 - Once completing the Safe Routes Report on the mapping site, a PDF will be emailed to the email address specified on the report within 24 hours.
 - Once the first report has been created, a new report is not necessary each time moving forward. You can find previously created reports by version date.
5. Seek input/feedback from outside resources.
6. Submit the Safe Routes map to the district.
 - The school district submits the Safe Routes Plan to relevant jurisdictions.
7. Distribute the Safe Routes Report to students, parents and school employees (preferably at the beginning of each school year).

School community councils and school administrators should not limit themselves exclusively to the safety guidelines included in this Planning Guide. Consideration of other elements that are specific to the individual school and community is encouraged.

While a Safe Routes Plan may be created any time during the year, it must be submitted to the school district annually. Schools should check with their district or specific deadlines and details, as deadlines for each school district may vary. However, UDOT does not have a required date, the only requirement is that the safe route plan for each school should be submitted and approved annually.

It is important to note this is **NOT** a one-time process. Schools and community councils are required to review and update the Safe Routes Plan at least once per year using the method outlined in this Planning Guide.



2. Safe Routes Committee

2a. Identifying a School Community Council Safe Routes Team

Under Utah law, every school is required to have a community council composed of school employees and parents/guardians. Community councils may and should include:

- School faculty, such as the principal
- Local law enforcement
- City or county engineering employees
- City or county public works department employees
- Representation from the school's PTA or PTO
- Interested parents/guardians
- Interested school employees
- Student leaders

One of the responsibilities of the school community is to develop a Safe Routes Plan outlining the safest walking and biking routes to school. It is recommended that a Safe Routes team be formed to accomplish this important requirement.

There are many ways to accomplish this task. One community council may divide responsibilities among its members. Another may assign a parent or school employee who is especially motivated to do the majority of the work, with minor input from other members. One community council may meet weekly from start to finish; another may only meet two or three times. Whatever the community council's preferred style or strategy, the important thing is that a Safe Routes Plan be created, approved and distributed to parents and students, and re-visited and revised annually.



3. Creating the Safe Routes Plan

3a. Conducting an Inventory

To create an effective Safe Routes Plan, the Safe Routes team must be familiar with the school's walking area. This familiarity comes through performing an inventory of the roadways within this walking area. The inventory identifies key traffic elements in the area such as signals, stop signs, crosswalks, potential obstacles, railroad crossings and missing or damaged sidewalks. Safe Routes team members conducting the inventory should also observe traffic patterns.

The inventory is used to create a safe routing map to identify the safest routes to and from the school. It also gives Safe Routes team members and/or school community councils a firsthand look at the current walking environment and traffic patterns.

It is recommended that the inventory process be completed more than once and by more than one person, to ensure that all the critical elements are included.

When identifying the safest walking and biking route(s) for students, it is important to take into account different traffic patterns in the school's walking area. For example, vehicle traffic may be heavier in the morning than in the afternoon. The Safe Routes team should consider both vehicle and pedestrian traffic patterns during times children are traveling to and from school, rather than when students are in class or at home. It is also important to consider the number of students who are traveling in each area.

The principal should be familiar with which streets and neighborhoods are within walking distance of the school and inform Safe Routes team members what areas need to be included in the inventory (typically those within a one- to two-mile radius of the school). Locations such as hazardous areas, bus loading zones or routes for students who live outside of walking distance do not need to be inventoried for the safe routing map, but could be identified and noted in the administrator notes section of the mapping software for reference.

As schools review the inventory and determine which route is safest for students to travel, there are two additional items that should be considered:

- (1) on-site issues and
- (2) students with special needs.



On-Site Issues

In addition to charting the path students should travel along roads and through neighborhoods, Safe Routes teams should recognize that student pick-up and drop-off areas at the school could be among the greatest hazards for students. As schools develop a Safe Routes Plan, it is critical to identify the preferred access points and circulation patterns for students who walk, bike, ride the bus or are dropped off by vehicles.

In addition to detailing the safest route(s) for walking and biking to school, a Safe Routes Plan can also designate the preferred location for drop-off zones, bus loading/unloading zones and parking lots, as well as the walking route from each of those locations to the school entry points. Each school should customize its map with these optional areas based on the needs of its student body.

Recommendations for On-site Issues

- All basic modes of transportation (walking, biking, school buses and cars) should be physically separated as much as possible from each other.
- Students who are being dropped off by vehicles should be loaded and unloaded on the right side of the vehicle, next to a curb, sidewalk or shoulder.
- Parents dropping children off should not be permitted to back up their vehicles.
- Students should access personal vehicles in designated loading zones only; schools should discourage loading on adjacent streets or off school property.
- Bus-loading zones should be located in areas that do not require buses to travel in reverse at any time.
- Traffic cones can be used to minimize pedestrian/vehicle conflicts in vehicle drop-off zones.
- If bus and/or vehicle loading zones are insufficient to safely load and unload students, the arrival and departure times of students could be staggered.
- School staff and student safety patrols should be used to help direct students and vehicles to appropriate areas; these persons can help enforce restricted actions, maintain safe traffic flow, encourage safety and educate students and parents.

Students With Special Needs

Safe routes to school for special needs students should be considered. Permanent and even temporary disabilities can make getting to school on foot or on a bike much more difficult. Solutions for individuals with disabilities and special needs will vary for each school. The Safe Routes team should consider currently enrolled, future and potential students with special needs when developing and updating the school's Safe Routes Plan.



Inventory Checklist

The Safe Routes team can use the following checklist to take inventory of its school's walking area. The checklist outlines which key elements to record when taking an inventory, and includes brief explanations for each term.

The Safe Routes team should mark all of the items from the checklist on a map showing the school's walking area (typically the area within a one- to two-mile radius of the school) in a way that is easy to understand. This map can be printed online using the Safe Routes for Schools mapping software. Safe Routes teams planning to create the final safe routing map using the Safe Routes for Schools mapping software may want to use symbols similar to those in the online mapping program to mark these elements on the hard copy (to see these symbols, see the Software User Guide). Colored pencils or markers may make this task easier.

The Safe Routes team should be as accurate as possible when marking the placement of each element on the map. A stop sign for east-west traffic will be in a different location on the map than a stop sign for north-south traffic. As an inventory is conducted, the Safe Routes team should mark only those areas that are within the school's walking area. A Software User Guide is available to help create these maps once an inventory is complete.

While taking an inventory, the Safe Routes team should use their best judgment. There may be areas where improvements are needed. Although not included on the safe routing map, Safe Routes teams can note these areas in planning and seek the appropriate agency, funding sources and processes to improve the safety of the walking and biking route.

Required Map Elements



School

Mark school position on the map.



Crossing guards

Mark where adult crossing guards are currently assigned.



Traffic signals

Mark where traffic signals are located and which intersections they affect.



Stop/Yield signs

(single, three-way, four-way)

Mark where stop and yield signs are located and which intersections they affect.



Crosswalks

Mark where marked crosswalks are located.



Suggested Map Elements



School bus loading zones zones

Mark the location of bus loading zones on school property.



Student drop-off/pick-up zones

Mark the location of drop-off zones. The Safe Routes for Schools mapping software includes an icon to identify this zone. Flow of on-site traffic and drop-off/pick-up zones can be described in detail in the text description.



Other hazards

Take note of additional hazards that may affect walking or biking to school, such as canals or steep hills. Use your best judgment in identifying hazards that are not included on the checklist but that are significant to your area. In the Safe Routes for Schools mapping software, use the hazard symbol to identify these areas and detail the hazard in the text description.

Additional Suggested Plan Elements

Missing/Damaged sidewalks

Note the condition of the sidewalks where most students will be walking or biking. Take note of roads without sidewalks, damaged or broken sidewalks, missing sidewalk curb ramps, parking stripes and curbs. Their location and physical condition can be considered in determining the safest route(s).

Railroad crossings

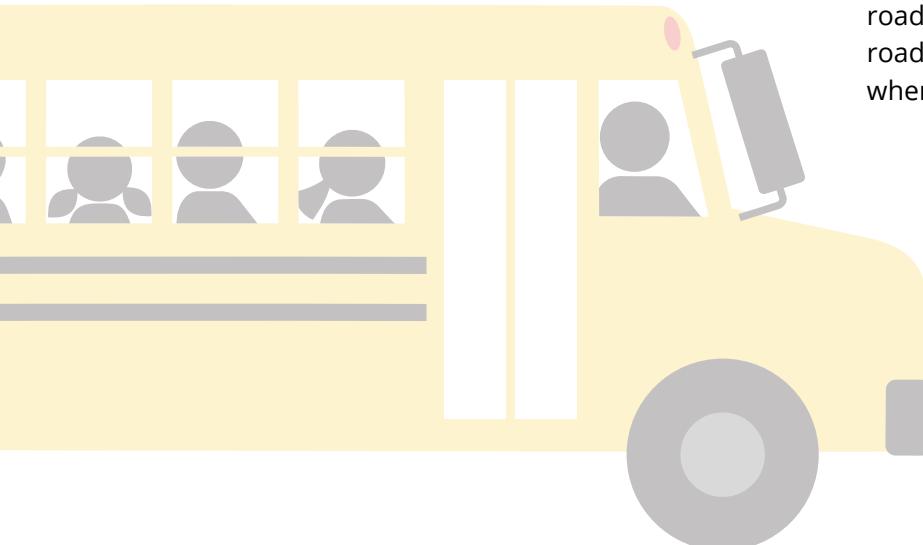
Mark where rail lines pass through a school's walking area.

Narrow school routes

Note areas where there is no continuous sidewalk and students may be forced to walk along road shoulders that are less than three feet wide. The Safe Routes for Schools mapping software includes a hazard icon to mark where these roads exist and the location of warning signs. Detail the narrow routes in the text description.

Traffic volume

It is not necessary to identify the traffic volume of every street in the school's walking area; however, keep in mind the volume of traffic where students are walking or biking. Observe traffic patterns on more than one day. When choosing between two roads, direct students to travel along the road with lower traffic volume and speed, where possible.



Example Inventory Checklist

Required Elements

School	<input type="checkbox"/>
Crossing guards	<input type="checkbox"/>
Crosswalks	<input type="checkbox"/>
Traffic signals	<input type="checkbox"/>
Stop/Yield signs	<input type="checkbox"/>

Suggested Elements

Student drop-off/Pick-up zones	<input type="checkbox"/>
School bus loading zones	<input type="checkbox"/>
Missing/Damaged sidewalks	<input type="checkbox"/>
Reduced speed school zones	<input type="checkbox"/>
Narrow school routes	<input type="checkbox"/>
Railroad crossings	<input type="checkbox"/>
Traffic volume	<input type="checkbox"/>
Other hazards (steep hills, canals, narrow shoulders, etc.)	<input type="checkbox"/>

Notes

3b. Identifying the Safest Routes

Once the required and suggested elements from the inventory are mapped, the Safe Routes team is ready to determine the safest walking and biking routes based on these elements. It is only necessary to identify a safe biking route when it differs from the safe walking route.

A Safe Routes Plan should identify the safest walking and biking route(s) to school. In some cases, avoiding hazards will result in walking/biking routes that are longer than a direct route. At the same time, students are likely to ignore a route that takes too much time. The Safe Routes team should use discretion to create a Safe Routes Plan that is both safe and manageable, to encourage student compliance.

The following are recommendations for identifying the safest route(s):

- **Only draw main walking and biking routes to avoid confusion over which route is safest.**
Students should be funneled to the safest routes as determined by their parents' best judgment. By funneling students who walk and bike from the geographic area onto one main route, you naturally create a safer route because no one is walking alone. This also reduces clutter on the map and makes the map easier to read and follow.
- **Don't create a safe route on every street.**
Start at the main streets and neighborhoods and work toward the school, identifying the best walking route from each neighborhood within the school walking area.
- **Draw toward the school.**
Many communities have streets without sidewalks. In these cases, roadway shoulders must accommodate pedestrians. When alternative routes are not available, encourage students to walk on the outside edge of the roadway shoulder, facing traffic. A School Advance Warning sign stating that there will be a shoulder should identify the route.
- **Avoid using shoulders for routes.**
When children are required to cross streets on their way to school, safe routes should use established crossings to minimize hazards to students. When possible, choose crossings with good visibility, low traffic volume and low traffic speed. Crossings at intersections are preferred over mid-block crossings. The best crosswalks are those with crossing guards, and these should be labeled on the Administrator Map as part of the inventory.
- **Minimize the number of crossings.**
The risk of pedestrian/vehicular incidents increases when students are crossing streets. Fewer crossings mean less exposure to vehicles and a safer route to school.
- **Use low-speed and low-volume roads.**
When choosing between roads, and where possible and practical, avoid directing students along high-speed roads or roads with high traffic volume.
- **Travel in groups.**
Students should be encouraged to travel in groups for improved visibility, security and safety. Merge walking routes whenever possible. Select routes with sufficient sidewalk areas for students to travel together in groups.
- **Hazardous busing.**
A neighborhood receives hazardous busing because it has been determined that it is not safe for students to walk safely to school from and/or through that area. It is not necessary to create walking or biking routes for these areas.
- **Identify safest biking routes.**
If the safest route for cyclists is different from the safest route for pedestrians, a separate biking route should be identified on the map. If the routes are the same, identifying just the safest walking route is sufficient (explain in the text description that the biking route is the same or different).

4. Distribution & Educational Resources

4a. Distribution to Parents and Students

After the Safe Routes Plan has been reviewed and accepted by all involved parties—including the school, district, city, county and UDOT—it is the principal's responsibility to distribute the approved Safe Routes Plan, comprised of a safe routing map and a text description, to every parent/guardian of the students enrolled in the school. Principals should identify which communication channels are most appropriate for distributing the Safe Routes Plan (e.g., hard copy, online, email). This should occur at the beginning of each school year and at other appropriate times (e.g., springtime) to remind students of the safest walking/biking routes.

Distributing the safe routing map and text description is one of the most critical steps in the Safe Routes Plan. Even the best-designed plan will not meet its objective if parents and students are not educated about which route they should travel to school.

Parents can view their school's map at Safe-Routes-uplan.hub.arcgis.com. The map can also be posted on your school's website or included in an email to parents.

4b. Educational Resources

Schools, community councils and parent organizations are encouraged to creatively incorporate the Safe Routes Plan into conversations and classroom activities to teach students how to walk and bike safely to school. Safe Routes offers a variety of free resources (available at SafeRoutes.Utah.gov) to help school administrators educate and encourage students to walk and bike to school safely, including:



Beat the Street Assemblies

The Safe Routes Utah Beat the Street assembly is a free, 30-minute program about walking and biking to school safely. It is available statewide with an assembly for grades 1st-3rd and one for grades 4th-6th. This dynamic, educational presentation teaches students about the importance of traffic signs, signal lights, crossing the road, and helmet use. We even bring swag for the kids that includes an activity book to reinforce the messages.



Think Safety Assemblies

When it comes to construction areas, the old adage “better safe than sorry” could not be more true. If your elementary school is in or near a construction zone, we would love to come and give our “Think Safety” assembly to your students. In this fun and interactive assembly, we teach the kids how to be safe around construction with a rousing relay race.



Walk & Roll Challenge

The Walk & Roll Challenge runs from September to May and rewards students K-8 monthly prizes for walking and biking to school. Students track the days that they walked or biked to school (walking or biking to the bus counts) and then submit them online by the end of each month. Prize winners are chosen the first week of the following month. The more frequently a student walks or bikes to school, the greater their chance of winning sweet prizes like scooters and bikes.



Middle School Pedestrian Safety Lesson

This lesson plan offers your students the opportunity to discuss and learn about pedestrian safety and enjoy hands-on activities emphasizing staying safe on the roads. This site is designed to be a resource that is flexible and can be modified to your class time or the needs of your students, we also send free swag!



Safety Tips and Blog

You can also find other safety tips and resources on our website, along with our blog posts that cover a variety of safety topics.

Those interested in scheduling an assembly to come to their school or for any other questions, contact Safe Routes Utah at contact@saferoutesutah.com.