

Washington Local Schools

SAFE ROUTES TO SCHOOL TRAVEL PLAN

January 2020



OHIO SAFE ROUTES TO SCHOOL
SCHOOL TRAVEL PLAN TEMPLATE

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INTRODUCTION

Safe Routes to School Program

The Ohio Safe Routes to School (SRTS) program is funded by the Federal Highway Administration (FHWA) and administered by the Ohio Department of Transportation (ODOT). The program is designed to inspire local action to initiate safe, convenient, and fun opportunities for children to walk and bicycle to school. Projects that enable and encourage safe walking and bicycling to school are supported in an effort to reverse the decline in children walking and bicycling to school and to address the alarming nationwide trend toward childhood obesity and inactivity.

A School Travel Plan (STP) is a requirement for funding requests through the ODOT SRTS program. An STP is the written document that outlines a community's intentions for enabling students to engage in active transportation (i.e. walking or bicycling) as they travel to and from school. Serving as a foundation for an SRTS program, the STP can be updated and modified as needed to comply with community values and goals. The plan is created through a team-based approach that involves key community stakeholders in both identifying barriers to active transportation and using all E's, a set of solutions to address them.

The six E's are Engineering, Education, Enforcement, Encouragement, Evaluation and Equity. Engineering refers to projects that improve pedestrian and bicycle environment within two miles of a school. The other E's refer to non-infrastructure programs that are intended to affect student or driver behavior to result in more walking and bicycling to school.

Toledo/Washington Local School District Travel Plan

The Washington Local School (WLS) District STP follows ODOT's guidelines. The WLS District is defined by ODOT as a small school district which is a district with less than 15 Kindergarten through 8th (K-8) school buildings. The WLS District STP is the second district-wide STP for the City of Toledo following the Toledo Public School District STP which was completed in 2014. The WLS district-wide STP was completed in January of 2019 after an eight-month long study of the of the WLS district K-8 school neighborhood infrastructure, and both district and individual school bicycle and pedestrian practices and policies.



SECTION 1: OUR SCHOOLS

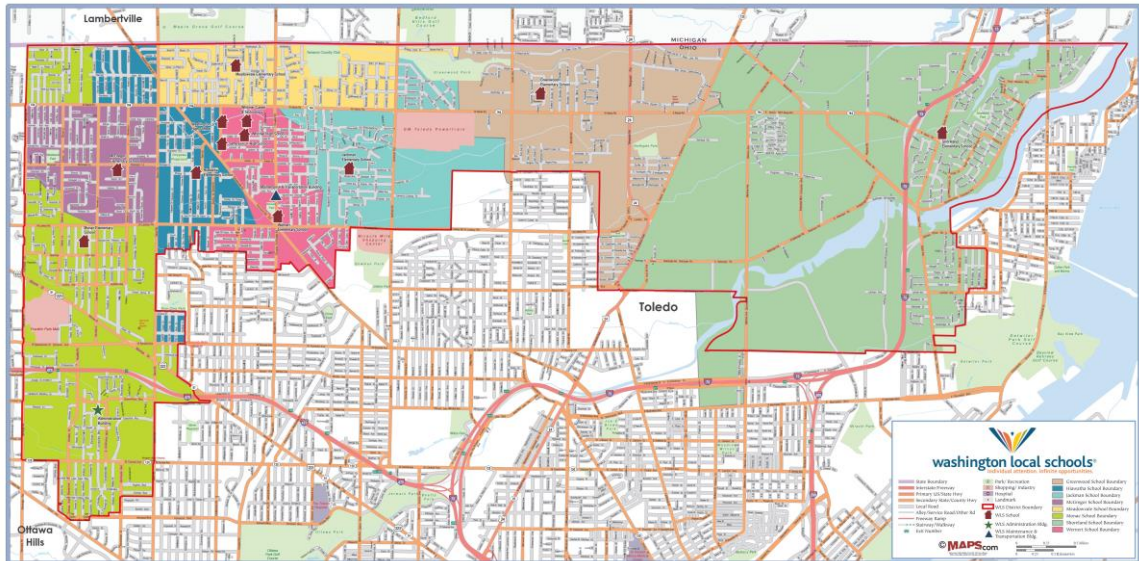
1.A Target Schools: The WLS district includes 10 schools that serve students ranging from K-8th grade. Specific demographic information for each school included in the plan is located in **Appendix A**. The majority of the schools are neighborhood schools which draw from the area around the school. Eight schools are elementary schools serving students K-6th grade and two schools are Jr. High Schools serving students 7th – 8th grade from across the district. **Figure 1** displays a map of the WLS district. District demographic information is included in **Table 1** and was found on the *Ohio Department of Education (ODE) website at <https://reportcard.education.ohio.gov/>*.

School District	School Name	School Address	Grades served
Washington Local Schools	Greenwood Elementary	760 Northlawn Drive Toledo, OH 43612	K-6
Washington Local Schools	Hiawatha Elementary	3020 Photos Drive Toledo, OH 43613	K-6
Washington Local Schools	Jackman Elementary	2010 Northover Road Toledo, OH 43613	K-6
Washington Local Schools	McGregor Elementary	3535 McGregor Lane Toledo, OH 43623	K-6
Washington Local Schools	Meadowvale Elementary	2755 Edgebrook Drive Toledo, OH 43613	K-6
Washington Local Schools	Monac Elementary	3845 Clawson Avenue Toledo, OH 43623	K-6
Washington Local Schools	Shoreland Elementary	5650 Suder Avenue Toledo, OH 43611	K-6
Washington Local Schools	Wernert Elementary	5050 Douglas Road Toledo, OH 43613	K-6
Washington Local Schools	Jefferson Jr. High	5530 Whitmer Drive Toledo, OH 43613	7 th – 8 th
Washington Local Schools	Washington Jr. High	5700 Whitmer DR Toledo, OH 43613	7 th -8 th

School District Students 2018-2019

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
4,944	8.9	<1	<1	12.4	8.5	69.9	46	2	10.3	

Figure 1



1.A Community Stakeholders and the Safe Routes to School Team: Live Well Greater Toledo is a diverse collaboration of community leaders and organizations working together to promote policy, systems and environmental change to support improved nutrition and physical activity. Toledo SRTS is an initiative of Live Well Greater Toledo with a dedicated team that has met regularly since the fall of 2013. During our initial year, we focused on the development of a District Wide School Travel Plan for the Toledo Public School District (TPS). Jenny Hansen, the Safe Routes to School Coordinator was hired in 2013 to guide the development of the STP process for the TPS District and has continued to implement and coordinate projects and programs throughout Toledo schools for the past 5 years. Jenny has over 25 years of experience in teaching and the development and implementation of youth programs at schools and non-profits. She has been in the position of the Toledo SRTS program since its inception. The SRTS team has successfully ensured the progress of the city wide SRTS initiative and positively promoted SRTS improving the overall safety and security of walkers and bicyclists by making active transportation fun, safe, and accessible for all. For the past 6 months, we have focused on the development of a District Wide School Travel Plan for the Washington Local School (WLS) District. Live Well is dedicated to supported local school districts in the implementation of a comprehensive Safe Routes to School Initiative that will enhance student’s ability to walk and bike to school safely and increase access to physical activity.

School Representatives:

Name	Email address	5 E Role:
Bert Bernhardt	abernhardt@wls4kids.org	Education, Encouragement, Equity, Enforcement
Brian Davis	bdavis@wls4kids.org	Education, Encouragement, Equity, Evaluation
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Community Representatives:

Name	Email address	5 E Role:
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Live Well Intern	changes each semester	Education
Live Well Intern	changes each semester	Education

Local Government Representatives:

Name	Email address	5 E Role:
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Public Safety Representatives:

Name	Email address	5 E Role:
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1A. The lead contact for our Plan is:

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 Affiliation: Toledo SRTS Coordinator, YMCA/Live Well Greater Toledo
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SECTION 2: OUR SRTS VISION

Our SRTS Vision:

The Washington Local School District vision for Safe Routes to School (SRTS) in their community is to create a safe, walkable community that will encourage positive, lifelong walking and bicycling habits throughout the community. SRTS will help to create and maintain a positive and safe learning environment for students, faculty and staff, and community members.

Accomplishments: In the Fall of 2019, all 10 of the K-8th grade school buildings in the WLS District registered and participated in National Walk to School. This district wide effort was welcomed by both administrators, staff, students, and families. The district also hosted two Bicycle Fix It and Safety Programs in collaboration with Live Well Greater Toledo and Toledo Bikes at two school buildings providing free bike repairs, helmets and safety education to over 75 students. The district is planning to continue their efforts in bringing community members together in celebration of their commitment to creating a safe, walkable community for all by participating in National Bike to School Day in May 2020 and hosting Bicycle Fix It Programs at four additional schools in the Spring.



SECTION 3: CURRENT STUDENT TRAVEL

3A. How many students who live within walking and bicycling distance of school? The tables below indicate each school included in the STP study and the number of students that live within a specific distance of each school. Sixty-six percent of the students attending the eight school buildings serving grades K-6 live within one mile of their neighborhood school and 35% of the students attending the two buildings serving grades 7-8th grade live within one mile. District wide, 16% of the students living within 1 mile walk or bike to school and 23% walk or bike home from school.

Greenwood

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	68	13
Within 1/2 mile of school	244	46
Within 1 mile of school	354	66
Within 2 miles of school	476	89

Hiawatha

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	61	17
Within 1/2 mile of school	181	50
Within 1 mile of school	249	70
Within 2 miles of school	325	91

Jackman

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	58	15
Within 1/2 mile of school	227	58
Within 1 mile of school	292	74
Within 2 miles of school	347	88

Meadowvale

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	52	10
Within 1/2 mile of school	251	46
Within 1 mile of school	379	69
Within 2 miles of school	445	81

McGregor

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	95	18
Within 1/2 mile of school	196	38
Within 1 mile of school	369	70
Within 2 miles of school	513	98

Monac

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	63	13
Within 1/2 mile of school	158	32
Within 1 mile of school	224	45
Within 2 miles of school	408	81

Shoreland

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	38	6
Within 1/2 mile of school	226	35
Within 1 mile of school	353	54
Within 2 miles of school	618	94

Wernert

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	40	12
Within 1/2 mile of school	185	53
Within 1 mile of school	283	80
Within 2 miles of school	330	94

Jefferson Jr. High

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	9	2
Within 1/2 mile of school	46	9
Within 1 mile of school	206	39
Within 2 miles of school	309	58

Washington Jr. High

Distance From School	Number of Students	% of Student Body
Within 1/4 mile of school	3	1<
Within 1/2 mile of school	44	8
Within 1 mile of school	173	31
Within 2 miles of school	334	60

Mapping student addresses. Maps which show the school attendance boundary, school site and dots indicating where students live for each school are included in **Appendix B**.

3B. How many students are currently walking and bicycling to school? What are the primary walking and bicycling routes? The following information was obtained from the Safe Routes National Data Center and is the most recent data available. Parent surveys were distributed district wide to over 5,000 students enrolled in grades K-8 in May 2019. There were 1029 parent survey responses returned and Travel tallies with over 20,000 responses were returned from 9 of the 10 schools. **Table 3** below includes the district-wide student travel tally results from the 2018-2019 school year. The full travel tally data for the district is located in **Appendix C**. The travel tally summary for each individual school is located in **Appendix D**. Primary walking and biking routes for individual schools are identified on each individual school walking and biking map located in **Appendix E**.

Table 3: Washington Local School District May 2019

	Walk	Bike	School bus	Family Vehicle	Carpool	Public Transit	Other
Number of students (morning trips)	14%	2%	38%	43%	3%	0.2%	0.2%
Number of students (afternoon trips)	21%	2%	40%	34%	3%	0.2%	0.2%
Primary walking/bicycling routes	These can be found in Appendix E						

3C. School District Policies

Busing Policies: Washington Local Schools provides transportation to elementary school students who live more than one mile from their school. In some instances, students living inside a one-mile radius may be bussed if student safety is a concern when needing to cross high speed, high traffic roadways. Students are required to walk to a specific pick-up location and from a specific drop-off site based on their home address. If a special education student has mobility problems or special health needs, transportation is provided in accordance with the student's Individual Education Plan (IEP). The Ohio Department of Education regulations prohibit school bus drivers from picking up or dropping off students at location that are not assigned spots.

How it affects student travel mode: Students who live within one mile of their school must find their own transportation, which could include walking and bicycling.

School Active Transportation Policies

Walking and Bicycling Policy: Currently, students in the elementary schools 4th, 5th, and 6th grades are permitted to ride a bike to school, but must walk their bikes on school property. Students are encouraged to wear a bike helmet, practice bicycle safety, and lock their bikes on the school bike rack. Motorized bikes are prohibited. In some instances, a younger sibling may be allowed to ride their bike to school with an older sibling. Students who walk or bike to school are strongly encouraged to establish a route, utilize crosswalks and walk or ride with friends.

How it affects student travel modes: While currently walking and bicycling to school may not be strongly discouraged, a review of current walking and bicycling policies district wide will provide more opportunities and safety education and encouragement of walking and bicycling to school.

3D. School Arrival and Dismissal Process.

Finding the best process for both morning and afternoon dismissal is always a challenge. Ideally, the processes are safe, orderly, efficient and convenient for everyone. Sometimes, however the result is long lines of vehicles that overflow into the street waiting to get into the school drop-off or pickup driveway while buses are unloading. Parents are less likely to allow their student to walk or bicycle to school when the school zone appears overcrowded and chaotic. Seventy percent of the respondents to a principal survey conducted in Fall of 2019 said their school's arrival and dismissal processes work "excellent", "good" or "fair". Those that responded "poor" commented that students must cross parking lot to get to bike racks, major crosswalks, and that adults are parking everywhere in order to pick up students.

In a recent survey of arrival and dismissal procedures at each of the schools it was concluded that 10% of the school buses and parent vehicles use the same driveway during arrival and dismissal. In general, all students use the same entrance in the morning and exit in the afternoon. Some schools have different entrances open for those students walking, riding the bus, or driven by vehicle. Staggered dismissal procedures are implemented at 70% of the schools. Most buildings dismiss in the following order in 3-5min. increments; bussers, parent pick-up, walker and bikers. Administration and staff provide supervision during dismissal at all of the schools; monitoring the exits, parent pick-up and busing staging areas. There are eight adult crossing guards being utilized district wide. All eight of the K-6 school buildings have a student crossing guard program with 8-16 participants. Police officers are utilized at the Jr. high building dismissals. School response to the arrival and dismissal survey below on pg. 14 below is available in **Appendix F**.

3E. Parent Attitudes towards walking and biking. The National Center for SRTS parent survey was distributed district wide approximately 5,000 students enrolled in all 10 of the buildings serving grades K-8. Approximately 20% of the surveys were collected. These surveys provided a base of information regarding existing conditions and barriers (real or perceived) to walking and biking. The top issues parents identified as affecting their decision to allow their child to walk or bike to or from school were distance (68%), weather or climate (47%), safety of intersections and crossings (41%), sidewalks or pathways (40%), and time (36%). Using the Parent Survey Summary Data Report generated by ODOT Safe Routes to School program, the table below describes the top 5 reasons impacting the decisions of parents who currently DO NOT allow their children to walk or bicycle to school. The overall parent survey summary is included in **Appendix G.**

Using the Parent Survey Summary Data Report generated by ODOT Safe Routes to School program, indicate the top 5 reasons impacting the decisions of parents who currently DO NOT allow their children to walk or bicycle to school:

Reasons for not allowing children to walk or bicycle to school:
Speed of Traffic Along Route - 68%
Amount of Traffic Along Route – 67%
Distance – 59%
Safety of Intersections and Crossings – 57%
Weather or Climate – 53%

3F. Safety Issues and Concerns The table below summarizes traffic safety issues and concerns that are gathered anecdotally from the team, parents and the community at large.

Lack of sidewalks and speed and volume of traffic on the roads that their child would walk to get to school was mentioned frequently by parents in the comment section of the parent survey. Parents would feel more comfortable if there were sidewalks for them to walk on and traffic was not so fast. There is also great concern for safety at intersections; drivers not paying attention, unsafe crosswalks, and a need for additional crossing guards. Another traffic related issue parents mentioned was that the arrival and dismissal procedures at schools are chaotic, because parents don't follow proper procedures or pay attention and there is too much traffic around the schools, making in unsafe for their child to walk to school. Concern was also shared frequently regarding bullying and personal safety; such as stranger abduction and sex trafficking. Many parents also commented that their child has no one to walk to school with and they do not want them to walk alone. Quite a few parents did mention they would be more comfortable with their child walking to school when they are older and if they had some other kids to walk with.

3G. Relevant traffic crashes. Crash data was obtained from Toledo Metropolitan Area Council of Government (TMACOG), our local Metropolitan Planning Organization (MPO). There were 919 reported crashes involving a pedestrian or bicyclist within the STP study area from 2013-2017. The table on page 15 summarizes the data identifying the crashes that resulted in injuries, and those that resulted in fatalities (source: TMACOG). The table also identifies the number of crashes that involved either a pedestrian or bicyclist. Overall, 533 crashes involve pedestrians and 375 involved bicyclists. These crashes resulted in 65 fatalities.

The City of Toledo is an urban area with a population over 276,000. A higher population will lead to a higher number of walkers and cyclists. Walking and bicycling are great modes of transportation for children for many reasons, and are safe in most cases, but the crash numbers do show that more work needs to be done as it is essential to make streets safe for children who walk, bicycle, and also ride in vehicles to school.

TRAFFIC CRASH REPORT

SCHOOL	TOTAL CRASHES WITHIN STP STUDY AREA	CRASHES RESULTING IN INJURIES	CRASHES RESULTING IN FATALITIES	# OF CRASHES INVOLVING A BICYCLE	# OF CRASHES INVOLVING A PEDESTRAIN
Greenwood	69	56	5	28	41
Hiawatha	101	90	7	38	63
Jackman	130	114	8	59	71
McGregor	93	82	6	37	56
Meadowvale	65	56	6	27	38
Monac	100	91	5	5	60
Shoreland	27	25	2	10	17
Wernert	157	134	7	72	85
Jefferson Jr. High	102	82	7	35	56
Washington Jr. High	75	64	7	29	46

3H. Walking and bicycling encouragement activities at the school. Identify and describe activities at your school that support or encourage walking and bicycling.

Activity	How it encourages walking or bicycling (1-3 sentences)
<p>National Walk and Bike to School Day- All 10 schools serving grades k-8 participated in National Walk to School Day in 2019 and will participate in National Bike to School Day in May 2020</p>	<p>The Toledo SRTS coordinator has developed a tool-kit to assist schools in planning for their event and also provides each school with flyers to send home and student incentives. These events always encourage parent participation, in order to provide them the opportunity to walk the route with their child and experience how walking and or biking to school can be a fun, safe, and healthy activity.</p>
<p>Bicycle Fix It and Safety Program – Fall 2019 Washington Jr. High and Shoreland Elementary School</p> <p>In the Spring of 2020 – 4 additional schools in the district will host the program at their school.</p>	<p>Our Bicycle Fix It and Safety Program provides free bicycle repairs, bicycle helmets, and locks. We also provide bicycle safety education by utilizing fun activities like games and bicycle rodeo courses. The mechanics that work on the bike encourage students to assist with the care and repair of their bicycle so they can learn some basic bicycle maintenance and repair skills.</p>
<p>Pedestrian and Bicycle Safety Strategies – All K-8 Schools</p>	<p>A pedestrian and bicycle Safety Classroom that was created by the Toledo SRTS Coordinator was distributed to each of the 10 K-8 schools in September. Classroom teachers at each of the schools utilized the lesson plan to prepare the students for the October National Walk and Bike to School Day.</p>



SECTION 4: KEY ISSUES IMPACTING SAFE WALKING AND BICYCLING TO SCHOOL

The issues covered in this section were identified through discussions with the Toledo SRTS Team, Principal Survey responses, parent survey responses, student travel tallies, walk audits, evaluation of on-line and written documents detailing city and school district plans, policies, procedures and programs, and evaluation of data provided by the state, TMACOG, city and school district. During the STP study, it was evident the schools throughout the district shared many commonalities in issues that needed to be addressed, so we chose to identify issues that impact the entire district in an effort to provide consistent and effective programs and activities. Below are the top 10 issues being addressed through the WLS district-wide Toledo STP.

Issue/Description
<p>1. Issue: Pedestrian Bicycle and Safety Education</p> <ul style="list-style-type: none"> • Parents themselves often lack the knowledge of safe pedestrian and bicycling and therefore are concerned about letting their child walk or bike to school. • Safe walking and bicycling behavior comes from repeated skills practice. Education and Encouragement opportunities to students and families need to be more supported and frequent in the school setting. • Currently, only one of respondents on the principal survey indicated they provide bicycle and pedestrian safety education, and 80% of the respondents to the principal survey indicated they would be interested in pedestrian and bicycle safety education and encouragement programs.
<p>2. Issue: Driver Behaviors</p> <ul style="list-style-type: none"> • Today drivers are often distracted by eating, using phones or other devices and operating various controls on their vehicle putting pedestrians and other motorists at risk. During our walk audits we observed many drivers practicing distracted behaviors, and principals reported it was a concern during student dismissal. • The speed of traffic along student walking and biking routes is a significant concern for parents. Sixty-eight percent of parents who responded to the parent survey do not allow their student walk or bicycle to school due the speed of traffic. • Eighty percent of respondents on the principal survey ranked concern about the speed of traffic on walking and biking routes as one of the top barriers.
<p>3. Issue: Student Safety and Comfort on Walking and Biking Routes and at Intersections and Crossings</p> <ul style="list-style-type: none"> • Most roadways have been designed with motorists in mind and designed to accommodate vehicles, which discourages and pedestrian and cyclists. • The volume of traffic along student walking and biking routes is a significant concern for parents, 67% indicated the volume of traffic effected their decision to not allow their student to walk or bike to school. • Fifty-seven percent of parents who responded to the parent survey reported that safety at intersections and crossings as a top concern.
<p>4. Issue: Student Safety and Comfort Along the School Route</p> <ul style="list-style-type: none"> • A common barrier to walking or bicycling to school is the lack of a safe, convenient, and accessible route to school. If parents cannot identify a safe and convenient route for their child to use, they will choose to drive them. • Approximately 45% of parents who responded to the parent survey and whose children currently do not walk or bicycle to school reported that sidewalks and pathways affected their decision.

<ul style="list-style-type: none"> • Approximately, 80% of the principals in the WLS District indicated lack of sidewalks and pathways as one of the top 5 barriers to walking and biking to their school.
<p>5. Issue: Arrival and Dismissal Procedures</p> <ul style="list-style-type: none"> • Parents are less likely to encourage students to walk or bicycle to school if the school campus and school zone appear to crowded and chaotic. • Approximately, 50% of respondents on the principal survey described their arrival and dismissal processes as working ‘fair’ or “poor” as opposed to ‘good’ or ‘excellent’ for pedestrians and bicyclists. • Several principals during district-wide walk audits indicated they were interested in receiving expert advice on how to improve their arrival and dismissal process. • Parents also commented the need for additional crossing guards on student routes.
<p>6. Issue: Supervision of students</p> <ul style="list-style-type: none"> • While many parents may consider letting their child walk or bicycle to school, a key barrier is lack of supervision. Twenty-eight percent of parents who responded to the parent survey, whose children currently do not walk or bicycle to school, reported that adults to walk or bicycle with students affected their decision. • Several parents commented on the parent survey that they have concern about bullying by other students on the route to and from school. • Several parents commented on the parent survey that their child is only allowed to walk to school with an adult or would be allowed to walk if they had someone to walk with.
<p>8 Issue: Personal Security</p> <ul style="list-style-type: none"> • Children deserve to feel safe on their routes to and from school whether fears are real or perceived. Several parents indicated on the parent survey comments that they fear their child will be abducted and that sex trafficking is a local issue. • Personal security is the top concern for parents when considering whether or not to let their child walk or bicycle to school. Fifty percent of parents who responded to the parent survey, whose children currently do not walk or bicycle to school, reported that violence and crime affected their decision. • In addition, 50% of principals ranked concern about violence or crime as one of the top barriers to walking and bicycling to and from their school
<p>9. Issue: Parent/Caregiver Support for SRTS</p> <ul style="list-style-type: none"> • Parents and caregivers decide how students travel to and from school, model pedestrian and bicycle behaviors, and influence the travel environment near schools by following or failing to follow traffic laws and/or arrival and dismissal procedures. • There were few parents involved in the STP development, but the feedback has been positive, and it is anticipated that as additional projects and programs are implemented this will increase.
<p>10. Issue: SRTS Program Sustainability</p> <ul style="list-style-type: none"> • Sustainable SRTS programs are more likely to attain the desired goals and objectives. • The infrastructure and non-infrastructure countermeasures identified in the Action Plan will take several years to implement. • These strategies will need to be implemented continuously in order to be effective, since it will take time for key messages to resonate with school and community populations that are in a constant state of flux.

SECTION 5: RECOMMENDED SRTS COUNTERMEASURES

EDUCATION COUNTERMEASURES: Education strategies the SRTS team plans to implement in the next 12 months are shown in the table below.

EDUCATION	
Issue	Countermeasure
Students are not being taught or modeled safe bicycling practices.	Partner with Toledo Bikes! and host at least 3 bicycle fix-it and safety programs each fall semester and each spring semester at schools providing free bicycle repairs, safety education and free helmets.
Pedestrian and bicycle safety education is not being provided at all schools.	Partner with Safe Kids and the Educational Service Center of Lake Erie West Toledo (ESCLEW) and Mercy Health Partners to provide some in class or assembly style group presentations.
Parents lack the knowledge of safe pedestrian and bicycle practices to model and teach their child.	Partner with above organizations and provide presentations at individual PTO meetings to educate parents on safe bicycle and pedestrian practices, so they can properly teach the skills to their children
Students and families do not know safe walking and bicycling routes or practices.	Develop and distribute the walking and bicycling maps to students and families at the beginning of each school year and throughout the school year at SRTS program opportunities
Parents that must pick up their student due to distance from school and open enrollment are not practicing safe passenger procedures	Provide parents with information on seat belt safety during Click it or Ticket month in May with the assistance of ESCLEW and Safe Kids Greater Toledo

List the medium and long term strategies (those that your team will undertake beyond 12 months) below:

1. Develop ODOT SRTS Curriculum Kits for teachers to utilize in the classrooms, with special focus during “National Pedestrian Safety Month”, during the month of October.
2. Increase School Zone awareness through the development and implementation of a “Safe Driving in School Zones” campaign.
3. Develop a Walking School Bus Tool-Kit for the school district and educate parent volunteers and designated school SRTS champions on how to implement a walking school bus program at their school.
4. Educate students and families on the overall health benefits of walking and bicycling to school; as well as the positive impact it can have on student achievement.

ENCOURAGEMENT COUNTERMEASURES: Encouragement strategies the SRTS team plans to implement are in the next 12 months in the table below.

ENCOURAGEMENT	
Issue	Countermeasure
In the past, schools have not regularly participated in National Walk and Bike to School Day	Implement a district wide celebration of National Walk to School day in October and National Bike to School day in May.
Currently, parents have not been actively involved in the SRTS program and development on a regular basis	Add at least 2 district parent or PTO members to the SRTS Team
The current district policies around walking and bicycling to school are not consistently enforced or necessarily adhered to by families.	Review the current district policies around walking and bicycling to and from school and ensure that each school is sharing and implementing the same policy
Resources are needed to inform and educate parents on SRTS programs and how they can benefit the health and safety of their students and the community.	Develop and distribute a SRTS brochure and have the school walking and bicycling maps accessible through a QR code scan, on the district website, and the Live Well website.
Continued success of the implementation of the WLS STP will depend greatly on support of the Toledo SRTS Coordinator.	Seek financial support for the full-time SRTS Coordinator.

List the medium and long term strategies (those that your team will undertake beyond 12 months) below:

1. Implement a monthly Walking Wednesday Program where students are encouraged to walk or bike to school and utilize a remote drop off location where possible.
2. Pilot the Active4.Me program at 2 or more of the schools.
3. Pilot a staggered dismissal at 2 or more schools where walkers and bicyclists are dismissed first, followed by bussers and then loopers.
4. Develop and distribute a Safe Routes to school brochure and have the school walking and bicycling maps accessible through a QR code scan, on the district website, and the Live Well Greater Toledo website

ENFORCEMENT COUNTERMEASURES: The enforcement strategies the SRTS team plans to implement in the next 12 months are in the table below.

ENFORCEMENT	
Issue	Countermeasure
Speed of traffic on designated student routes	Conduct speed studies at locations where speed is suspected/install speed feedback signs.
Unsafe driver behaviors; speed in school zones, distractive driving, seat belt/car seat use, parking in no parking zones, wrong way on one way street	Partner with Toledo Police Department in providing increased law enforcement in problem locations and providing increased enforcement during Walk and Bike to School Encouragement days.
Safety and comfort on routes and at intersections	Conduct pedestrian and bicycle counts on routes considered to be well traveled, and review the crossing guard locations.

List the medium and long term strategies (those that your team will undertake beyond 12 months) below:

1. Develop procedures and strategies for adult crossing guards and the adults that manage the student crossing guard program at each school
2. Review student policies on bicycling to school and implement a “No Helmet, No Biking to School” policy through either free helmet distribution to regular bicyclists and/or at wholesale discounted price.

EVALUATION COUNTERMEASURES: Evaluation strategies the SRTS team plans to implement in the next 12 months are in the table below.

EVALUATION	
Issue	Countermeasure
Fifty-Percent of the school principals indicated their arrival and dismissal procedures are not working, both parents and principals are concerned about the safety of students walking and bicycling to school, during arrival and dismissal times.	Provide direct assistance on arrival and dismissal procedures to schools that have indicated their current procedures are not safe and effective.
Follow-up on SRTS program effectiveness	Administer classroom travel tallies during district wide events such as; National Walk and Bike to School Day.
Follow-up on SRTS program effectiveness	Administer parent participant surveys at SRTS program activities, such as; Bicycle Fix It, Parent Presentations, Student Presentations etc...
Parents indicated on surveys that they do not allow their child to walk or bike to school because a crossing guard is not present at specific locations.	Conduct pedestrian and bicycle counts on routes considered to be well traveled, and review the crossing guard locations.

List the medium and long term strategies (those that your team will undertake beyond 12 months) below:

1. Evaluate parental and principal perception on safety of students that walk or bike after specific infrastructure countermeasures have been completed.
2. Utilize any data collected on student travel to analyze travel mode and frequency.
3. Administer National SRTS travel tallies and parent surveys bi-annually in the Spring of odd year.
4. Evaluate effectiveness of SRTS programs by analyzing traffic infractions, speeds, crime and crash data

<i>Lead: Jenny Hansen, SRTS Coord; SRTS Team, School Principals, WLS</i>	IMPLEMENT												
Add at least 2 additional district parent or PTO members to the SRTS Team	PLAN												
<i>Lead: Brian Davis, WLS Asst. Superintendent</i>	IMPLEMENT												
Review the current district policies around walking and bicycling to and from school	PLAN												
<i>Lead: Brian Davis, WLS Asst. Superintendent; SRTS Team</i>	IMPLEMENT												
Develop and distribute a Safe Routes to school brochure and have the school walking and bicycling maps accessible through a QR code scan, on the district website, and the Live Well Greater Toledo website	PLAN												
<i>Lead: Jenny Hansen, SRTS Coordinator; Brian Davis, WLS Asst. Superintendent</i>	IMPLEMENT												
Conduct speed studies at locations where speed is suspected and install speed feedback signs.	PLAN												
<i>Lead: Jenny Hansen, SRTS Coordinator; Toledo PD</i>	IMPLEMENT												
Partner with Toledo Police Department in providing increased law enforcement in problem locations and providing increased enforcement during Walk and Bike to School Encouragement days.	PLAN												
<i>Lead: Jenny Hansen, YMCA; Toledo PD</i>	IMPLEMENT												
Conduct pedestrian and bicycle counts on routes considered to be well traveled, and review	PLAN												

the crossing guard locations.													
<i>Lead: Jenny Hansen, SRTS Coord; Lance Dasher, TMACOG</i>	IMPLEMENT												
Provide direct assistance on arrival and dismissal procedures to schools that have indicated their current procedures are safe and effective.	PLAN												
<i>Lead: SRTS Team</i>	IMPLEMENT												
Administer classroom travel tallies during district wide events such as; National Walk and Bike to School Day.	PLAN												
<i>Lead: Jenny Hansen, SRTS Coordinator; School Principals, WLS</i>	IMPLEMENT												
Administer parent and participant surveys at SRTS program activities, such as; Bicycle Fix It, Parent Presentations, Student Presentations etc...	PLAN	All Year											
<i>Lead: Jenny Hansen, YMCA Brian Davis ,WLS Asst. Superintendent</i>	IMPLEMENT	All Year											
Conduct pedestrian and bicycle counts on routes considered to be well traveled, and review the crossing guard locations.	PLAN												
<i>Lead: SRTS Team Brian Davis ,WLS Asst. Superintendent</i>	IMPLEMENT												
Seek financial support for the full-time SRTS Coordinator.	PLAN	On Going											
<i>Lead: SRTS Team</i>	IMPLEMENT												

5B. Infrastructure Countermeasure Recommendations

See corresponding Infrastructure Countermeasure Maps in **Appendix H**.

Map ID	School	Location	Need	Countermeasure	Timeframe	Priority	Responsible Party	Cost	Possible Funding	Status
P1	Meadowvale	Intersection of Elmridge and Everwood	Elmridge has been identified as a priority corridor	Crosswalks on Everwood	Short Term	Low	COT (City of Toledo)	Low	COT	
P2	Meadowvale	Elmridge and Katherine	Elmridge has been identified as a priority corridor	Ped ramps on East and West corners of Katherine and crosswalk	Medium Term	Medium	COT	Low	SRTS, COT	
P3	Meadowvale	Edgebrook and Larchway	Edgebrook has been identified as a priority corridor	Line up crosswalk with the pedramps on Larchway	Short Term	Low	COT	Low	SRTS,COT	
P4	Meadowvale	Edgebrook Dr.	Edgebrook has been identified as priority corridor	Add sidewalk on South side of Edgebrook from Herst to Brock, ped ramps on all four legs of Edgebrook/Herst, pedramps at Herst/Brock, Ped Ramps at Edgebrook Dr./Atwell	Long Term	Medium	COT	High	SRTS	

P5	Meadowvale	Edgebrook Dr.	Edgebrook has been identified as a priority corridor	Advance School Signs both directions on Edgebrook	Short Term	High	COT	Low	SRTS, COT	COT
P6	Meadowvale	Herst Rd.	Herst has been identified as a priority corridor	Add sidewalk on East side of Herst from Alexis north to Edgebrook Dr. Pedramps, crosswalks and sidewalk gaps at Sullivan, Wannamaker, and E. Glenn	Long Term	Medium	COT	High	SRTS, COT	
P7	Meadowvale	Peggy Lane/Tarrytown/Provincetown and Meadowvale	Meadowvale Dr. has been identified as a priority corridor	Paint crosswalks on Peggy Lane, Tarrytown and Provincetown	Short Term	Low	COT	Low	COT	COT
P8	Meadowvale	Meadowvale Dr.	Meadowvale has been identified as a priority corridor	Advance school signs both directions on Meadowvale	Short Term	High	COT	Low	COT, SRTS	COT
P9	Meadowvale	Meadowvale Dr. and Edgebrook Dr.	Edgebrook has been identified as a priority corridor.	All way stop at Meadowvale and Edgebrook	Short Term	Low	COT	Low	SRTS, COT	COT
P10	Wernert	Douglas Rd. east and west sides North of Laskey to Alexis Rd..	Douglas Rd. has been identified as a priority corridor	Missing gaps in sidewalk, sidewalk repair/replacement, ped ramps and crosswalks.	Short	High	COT	High	SRTS, COT	Current Project to be completed in 2020

P11	Wernert	Laskey at W. Bowen and Ridgedale	W. Laskey has been identified as a priority corridor for the school	Update pedramps and crosswalks at W. Bowen, and install Pedramps and crosswalk at Ridgedale	Medium Term	Low	COT	Medium	SRTS, COT	
P12	Wernert	W. Laskey	W.Laskey has been identified as a priority corridor for the school	Fill in missing sidewalk gaps West of Valleyforge, Install pedramps and paint crosswalk at Valleyforge, Yermo, Selma, Winona, and Adella	Short Term	Medium	COT	Medium	SRTS, COT	
P13	Wernert	Tremainsville and Farragaut	Tremainsville has been identified as a priority corridor for the school	Install pedramps and paint crosswalk	Medium Term	Medium	COT	Low	SRTS, COT	
P14	Wernert	Tremainsville at Arletta, Eldora and Springdale	Tremainsville has been identified as a priority corridor for the school	Paint crosswalk on Arletta, Eldora and Springdale	Short Term	Medium	COT	Low	COT	
P15	Hiawatha	Fern Dr.	Fern is identified as a priority corridor	Fill in missing sidewalk on both sides of Fern starting at Tremainsville south to Photos, ped ramps and crosswalk on Orlando	Short Term	High	COT	Medium	SRTS,COT	
P16	Hiawatha	Fern and Photos	Fern and Photos are identified as priority corridors	Install 4 way stop	Short Term	High	COT	Low	SRTS, COT	COT

P17	Hiawatha	Fern	Fern is identified as a priority corridor	Install advance school sign	Short Term	High	COT	Low	SRTS,COT	COT
P18	Hiawatha	Photos at Sandra, Reen	Photos and Sandra are identified as priority corridors for the school	Crosswalks at Photos and Sandra and Advance School Signs on Photos	Short Term	High	COT	Low	COT	COT
P19	Hiawatha	Photos Dr.	Photos has been identified has a priority corridor	Fill in north side of missing sidewalk on photos from school to Fairgreen	Medium Term	High	COT	Medium	SRTS, COT	
P20	Hiawatha	McGregor	McGregor has been identified as a priority corridor	Sidewalk both sides of McGregor from Ruth to Secor Rd., ped ramps and crosswalks on Ruth, Gay St., Fairgreen and Pawnee (Potential roadway widening on McGregor from Ruth to Gay St. Federal Funding)	Long Term	Medium	COT	High	SRTS Federal (road widening)	
P21	Hiawatha, Jefferson Jr. High and Washington Jr. High	Tremainsville and Whitmer Dr.	Students reside on the north side of Tremainsville and use this crossing	update (6) countdowns, paint crosswalks, add pedramp	Short Term	High	COT	Low	SRTS, COT	PSIP
P22	Hiawatha, Jefferson Jr. High and Washington Jr. High	Tremainsville and Fern	Fern has been identified as a priority corridor for Hiawatha and Tremainsville has been identified as a	Crosswalks on Fern	Short term	Low	COT	Low	COT	COT

			priority corridor for Washington and Jefferson							
P23	Hiawath, Jefferson Jr. High and Washington Jr. High	Tremainsville and Wichita.	Students from Hiawatha reside on St. north of Tremainsville has been identified as a priority corridor for Washington and Jefferson	(6) update countdowns at Wichita and Tremainsville	Short Term	High	COT	Low	SRTS	PSIP
24	Greenwood	Celesta	Celesta has been identified as a priority corridor and school is located on Celesta	Install advance school signs in both directions	Short Term	High	COT	Low	COT	COT
P25	Greenwood	Celesta and Davida	Celesta has been identified as a priority corridor	Install 4 way stop, pedramps and crosswalks	Medium Term	Medium	COT	Low	SRTS,COT	
P26	Greenwood	Celesta at Morningside, Holly Glen, Holly Valley,	Celesta has been identified as a priority corridor	Paint crosswalks on Morningside, Holly Glen, and Holly Valley	Short Term	Low	COT	Low	SRTS,COT	
P27	Greenwood	Celesta at W.Benalex Dr./Benalex and Rolland Dr.	Celesta has been identified as a priority corridor	Install ped ramps and paint crosswalks on W. Benalex/ Benalex	Short Term	Medium	COT	Low	SRTS, COT	

P28	Shoreland	Suder	Suder has been identified as a priority corridor	Fill in missing sidewalk on East Side between Bahiamar and Jamie Ln.	Medium Term	Low	COT East side is County	Low	SRTS, County	
P29	Shoreland	Ketukkee and Mayport	Mayport has also been identified as a priority corridor	Install sidewalk on East side of Ketukkee culdesac connecting to Mayport	Medium Term	Low	COT	Medium	SRTS	
P30	Shoreland	Brophy Rd.	Brophy has been identified as a priority corridor.	Install sidewalk on Southside of Brophy from E. Harbor to Shoreland Dr.	Short Term	Medium	COT, Washington Twp.	High	SRTS, Washington Twp.	
P31	Shoreland	East Harbor, Brophy, school property	Brophy has been identified as a priority corridor.	Install pedramp and paint crosswalks on E. Harbor connecting to sidewalk install on E. Harbor	Short Term	Medium	Washington Twp.	Medium	SRTS, Washington Twp.	
P32	Jackman	Oldham & Northover	Oldham and Northover have been identified as priority corridors	All way stop	Medium Term	Medium	COT	Low	COT	COT
P33	Jackman	Oldham	Oldham has been identified as a priority corridor	Sidewalk on East side, Pedramps and crosswalks at Newport, Welker, Ketner and Christian	Short Term	Medium	COT	High	SRTS	
P34	Jackman	Valleyforge	Missing sidewalks	Fill in missing sidewalks, pedramps and crosswalk	Short Term	Medium	COT	Medium	SRTS, COT	

P35	Jackman	Rowland	Rowland has been identified as a priority corridor	Sidewalk on East side of Rowland from Bucklew south to Laskey	Short Term	Medium	COT	High	SRTS	
P36	Jackman	Northover	Northover has been identified as a priority corridor	Fill in missing gap of sidewalk on North side from school to Rowland	Short Term	Medium	COT	Medium	SRTS	
P37	Jackman	Bucklew and Glastonberry	Bucklew has been identified as a priority corridor	Pedramps and crosswalk	Medium Term	Medium	COT	Low	SRTS, COT	
P38	Jackman	Bucklew and Bucklew Ct.	Bucklew has been identified as a priority corridor	Crosswalk	Short Term	Low	COT	Low	COT	
P39	Jackman	Bucklew	Bucklew has been identified as a priority corridor	Fill in missing gap sidewalk from on South side of Bucklew from Towne Ct. to Winona	Short Term	Low	COT	Low	SRTS	
P40	Jackman	Yermo	Yermo has been identified as a priority corridor	Sidewalk on east side (connect to pieces of existing sidewalk)	Short Term	Medium	COT	High	SRTS	
P41	McGregor	Rambo	Rambo has been identified as a priority corridor	Fill in missing gap in sidewalk from Alexis to Laskey on west side	Short Term	Medium	COT	High	SRTS, COT	

P42	McGregor	Rambo and School	McGregor has been identified as a priority corridor	Move crosswalk to Lawrin instead of being at school drive	Short Term	High	COT	Low	COT	
P43	McGregor	Harvest	Harvest has been identified as a priority corridor	Fill in missing gaps in sidewalk on west side to connect to existing sidewalk/ped ramps	Short Term	Medium	COT	High	SRTS and Federal	
P44	McGregor	McGregor	McGregor has been identified as a priority corridor	Fill in missing sidewalk gaps on north & south side (higher priority – south side/school location) ped ramps and crosswalks	Medium Term	High	COT	High	SRTS and Federal	
P45	McGregor	McGregor and Secor	McGregor has been identified as a priority corridor	Countdown displays	Short Term	High	COT	Low	SRTS, COT	PSIP
P46										
P47	McGregor	McGregor	McGregor has been identified as a priority corridor	Fill in missing sidewalk gap from Honeymaple to Talmadge	Short	Medium	COT	Medium	SRTS, COT	

P48	McGregor	Clover	Clover has been identified as a priority corridor	Missing sidewalk on West side from Kirk Ave. to Alexis Ped ramps - McGregor to Alexis	Short	Medium	COT	Medium	SRTS, COT	
P49	Monac	Harvest	Harvest has been identified as a priority corridor	Sidewalk West side Laskey to Monroe	Short Term	Medium	COT	High	SRTS and Federal	
P50	Monac	Harvest and Laskey	Students boundary extends across the north side of Laskey	Countdowns	Short Term	High	COT	Low	SRTS, COT	
P51	Monac	Harvest and Clawson	Harvest and Clawson has been identified as a priority corridor	Ped crossing and Advance school signs	Short Term	High	COT	Low	COT	COT
P52	Monac	Harvest and Ariel	Harvest and Ariel have been identified as a priority corridors	4 way crosswalk	Short Term	High	COT	Low	COT	
P53	Monac	Naomi	Naomi has been identified as a priority corridor	Sidewalk west side Ariel to Monroe	Short Term	High	COT	High	SRTS, COT	
P54	Monac	Naomi	Naomi has been identified as a priority corridor	Sidewalk east side Ariel to Laskey	Short Term	High	COT	High	SRTS, COT	

P55	Monac	Clawson	Clawson has been identified as a priority corridor	Fill in missing sidewalk on south side in front of school	Short Term	High	School District	Low	School District	
P56	Monac	Naomi and Clawson	Naomi and Clawson have been identified as priority corridors	Pedramps and crosswalks	Short Term	High	COT	Low	SRTS, School District	
P57	Monac	Ariel	Ariel has been identified as a priority corridor	School zone signs. Sidewalk on Ariel between Rambo and Talmadge	Medium Term	High	COT	Low	SRTS, COT	COT-School zone signs
P58	Jefferson and Washington Jr. High	Whitmer Dr.	Whitmer Dr. has been identified as a priority corridor	Fill in missing gaps of sidewalk on both east and west side	Medium Term	High	COT and School District	Medium	SRTS, School District	
P59	Jefferson and Washington Jr. High	Whitmer Dr.	Access management from the parking lot on the west side of whitmer to the east side where both schools are located	Eliminate some exits from parking lot (close off guard rail) put in signage and crosswalks at crossings, possible RRFB	Medium Term	Medium	School District/ COT	Medium	SRTS, School District	
P60	Jefferson and Washington Jr. High	Edgar (school owned portion between Clegg and Whitmer Dr.)	Edgar has been identified as a priority corridor	Access to ball park on south side from existing raised ped crossing from school on north side.	Short Term	Medium	School District	Low	School District	

P61	Jefferson and Washington Jr. High	Edgar and Douglas	Edgar has been identified as a priority corridor	Pedestrian controlled crossing from West side of Douglas to East side	Short Term	Medium	COT	Medium	SRTS, COT	
P62	Jefferson and Washington Jr. High	Clegg and Schroeder	Schroeder has been identified as a priority corridor	Ped crossing from Schroeder to west side of Clegg. Ped Signage on Clegg	Medium Term	High	COT	Low	COT	
P63	Jefferson and Washington Jr. High	Alexis and Whitmer	Alexis and Whitmer have been identified as priority corridors	Countdowns (6)	Short Term	High	COT	Low	SRTS, COT	PSIP
P64	Jefferson and Washington Jr. High	Alexis	Alexis has been identified as a priority corridor	Missing gaps in sidewalks on north and south side of Alexis where businesses are located	Short Term	Medium	COT	Medium	SRTS, COT	
P65										
P66	Jefferson and Washington Jr. High	Tremainsville	Tremainsville has been identified as a priority corridor	Fill in missing gaps in sidewalks on business parking on both sides of Tremainsville	Short Term	Medium	COT	Medium	SRTS and Federal	
P67	Jefferson and Washington Jr. High	Secor and Alexis	Alexis and Secor have been identified as priority corridors	Countdowns (5)	Short Term	High	COT	Low	SRTS, COT	COT timing project

P68	Jefferson and Washington Jr. High	Douglas and Alexis	Douglas and Alexis have been identified as priority corridors	Countdowns (8)	Short Term	High	COT	Low	SRTS, COT	COT timing project
P69	Jefferson and Washington Jr. High	Tetherwood and Alexis	Alexis has been identified as a priority as far east as Tetherwood	Countdowns (8)	Short Term	High	COT	Low	SRTS, COT	PSIP

STEP 6: PUBLIC INPUT

The original project was presented to the WLS School Board in February 2019. The Board approved the development of a District Wide School Travel Plan Study, to be led by the YMCA of Greater, Safe Routes to School (SRTS) Coordinator and the local SRTS team which would be comprised of existing SRTS team members and representatives from the WLS District. A presentation was then provided to the WLS Safety and Security Committee to provide an overview of the general planning process, the travel plan methodology for Toledo, and next steps. In May 2019, SRTS Parent Surveys and Classroom Travel Tallies were distributed and completed at each of the schools serving student grades K-8. This data was then entered into the National SRTS Data Center Portal. In August, the kick off SRTS Team Meeting was held where the STP development time-line was reviewed, tasks identified, and responsible parties assigned. The SRTS team continued to meet on a monthly basis, sometimes bi-monthly with small group advisory committee meetings. During the STP development input was collected from school administrators through personal interviews and an on-line survey, Walk Audits were completed at each of the schools, as well additional walk and driving audits to finalize the infrastructure project list.

The Toledo SRTS Coordinator provided an overview of the STP during the community meetings listed below.

Public Input Process: <i>Presentation at WLS Board Meeting</i>
Date: <i>Wednesday January 15, 2020</i>
Target Audience: <i>School Boards, District Staff, Parents and Students, Community Members</i>
Key Input Received: <ul style="list-style-type: none">•••

STEP 7: FINAL PLAN – PLEDGE OF SUPPORT

The school district board, administration, staff, parents, and students of the Washington Local School District are joining together to create a safe, walkable community that will encourage positive, lifelong walking and bicycling habits throughout the community. SRTS will help to create and maintain a positive and safe learning environment for students, faculty and staff, and community members.

The undersigned are fully supportive of the Washinton Local School’s Safe Routes to School Travel Plan and program, and pledge to support their efforts and provide resources as appropriate.

Name and Organization	Signature
Kadee Anstadt Superintendent, WLS District	
Brian Davis Assistant Superintendent, WLS District	
Wade Kapszukiewicz Mayor, City of Toledo	
Tim W. Brown President TMACOG	
Brad Toft President/ CEO YMCA of Greater Toledo	
Jenny Hansen Toledo SRTS Coordinator	
Tina Skeldon Wozniak President Board of Lucas County Commissioners	
Jerry Mayfield Chairman Washington Township Trustees	
Mike Pniewski, P.E., P.S., Lucas County Engineer	

Congratulations! Now that your Ohio School Travel Plan is complete, you may electronically submit a Word or PDF version to your ODOT District SRTS Coordinator. Email addresses can be found on the ODOT SRTS website at www.walk.ohio.gov under *SRTS Contacts*.