

TOLEDO PUBLIC SCHOOLS

DISTRICT-WIDE TRAVEL PLAN

November 2014



OHIO SAFE ROUTES TO SCHOOL DISTRICT-WIDE TRAVEL PLAN



Acknowledgements

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Dr. Romules Durant, Superintendent of Toledo Public Schools

Toledo Public School's Board of Education

- Dr. Cecelia Adams, President
- Bob Vasquez, Vice President
- Lisa Sobecki, Member
- Polly Taylor-Gerken, Member
- Chris Varwig, Member

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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 supports projects and programs that enable and encourage safe walking and bicycling to and from school.

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 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 Es, a set of solutions to address them.

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

Toledo School Travel Plan

The Toledo STP follows ODOT's guidelines for large school districts. Large school districts are defined by ODOT as those with more than 15 kindergarten through 8th grade (K-8) schools. In prior years, ODOT's funding process restricted applications for STP development to four schools at a time. ODOT observed that large school districts did not apply for SRTS grant funding at a rate proportionate to their representation in the state. The Toledo STP is the second district-wide STP for large school districts in Ohio and one of the first nationwide.

1.0: TARGET SCHOOLS AND SRTS TEAM

Toledo Public Schools SRTS Coordinator

Following the model established with the Cincinnati STP, a full-time SRTS Coordinator is in place to guide the development of the process locally. Jenny Hansen is the SRTS Toledo Coordinator. Her background includes teaching positions as well as program development and implementation at school districts and non-profits. ODOT is funding her position for the length of the STP process.

SRTS Team Members

- Amy Abodeely – Toledo Lucas County Health Department
- Brad Aesmisegger – Toledo Public Schools, Transportation Director
- Arcelia Armstrong – Area Office of Aging of NW Ohio
- Mark Armstrong – Ability Center of Greater Toledo
- Steve Atkinson – Toledo Area Regional Transit Authority (TARTA)
- Jeremie Barclay – Toledo Police Department (TPD)
- Amanda Brodbeck – Toledo Children's / Safe Kids
- Sarah Bucher – Live Well / YMCA
- Ann Cipriani – Toledo Public Schools
- Jamilla Clark – Vistula Management
- Mike Craig – Toledo City Council
- Steve Day – City of Toledo
- Beth Deakins – Live Well
- Christine Drennen – Toledo Metropolitan Area Council of Governments (TMACOG)
- David Dysard – City of Toledo
- Vanessa Fitzpatrick – Mercy St. Vincent Medical Center
- Sherri Frederick – City of Toledo
- Tom Gibbons – Toledo-Lucas County Plan Commissions
- Melissa Hallenbeck – Promedica Toledo Children's Hospital's Safe Kids Greater Toledo
- Patrick Johnston – Toledo Community Foundation
- Krystie King – AAA
- Tony Maziarz – Toledo Lucas County Health Department
- Kate Moening – Safe Routes to School National Partnership
- Theresa Pollick – ODOT
- Diane Reamer-Evans – Toledo Metropolitan Area Council of Governments (TMACOG)
- Laura Roether – United Way of Greater Toledo
- Karen Rogalski – Cherry Street Legacy, Mercy Health Partners
- Julie Walcoff – ODOT Safe Routes to Schools Program Manager

- Amanda Walsh – United Way of Greater Toledo/Days of Caring
- Kim Woodard – YMCA

Consultant Team Members

- David F. Shipps, AICP – TranSystems Corporation (Project Manager)
- Stephanie Tresso – MurphyEpson (Public Involvement Lead)

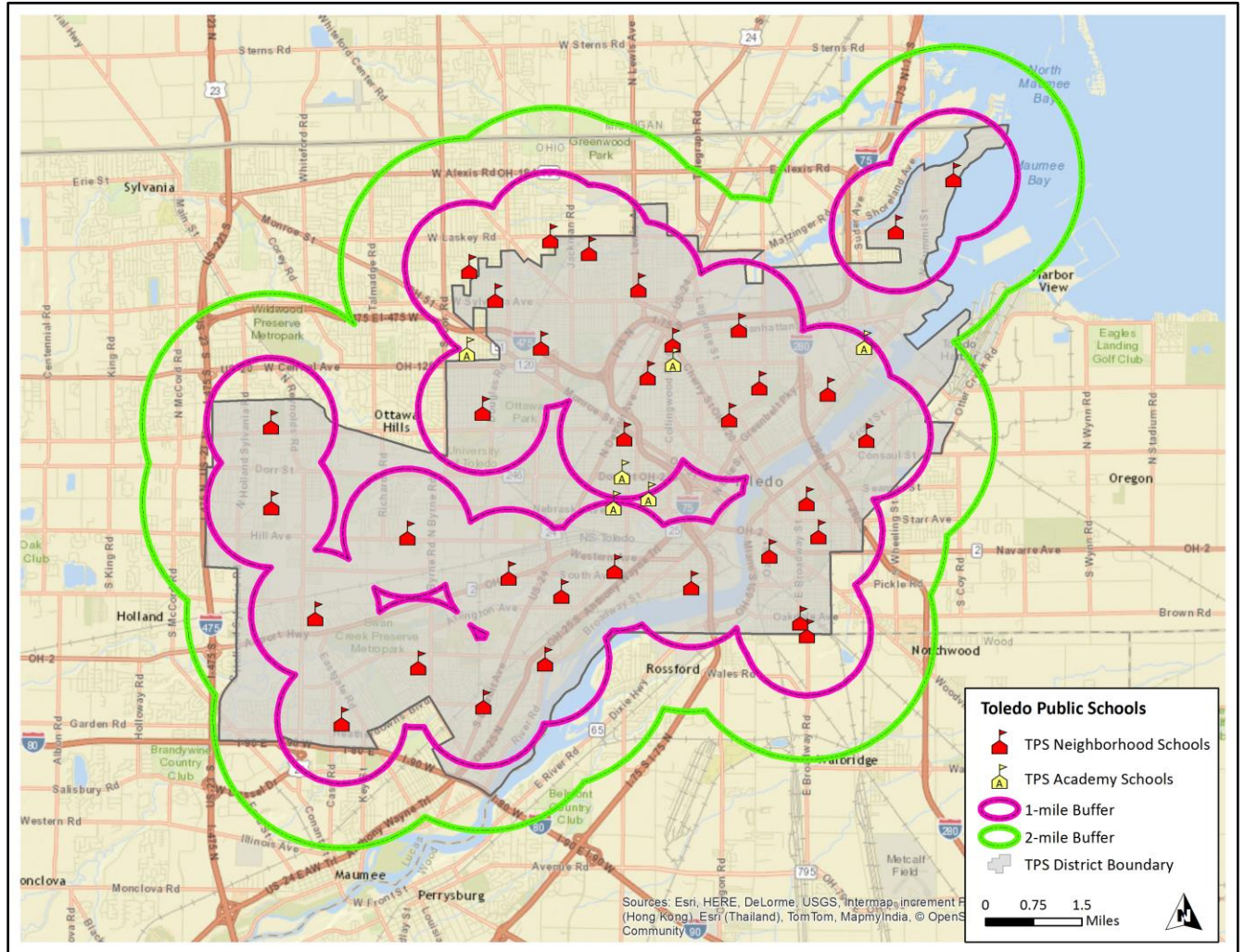
Current and Potential Partners

- | | |
|---|---|
| ▪ AAA | ▪ Toledo Children’s Hospital |
| ▪ Ability Center of Greater Toledo | ▪ Toledo City Council |
| ▪ Area Office on Aging of NW Ohio | ▪ Toledo Community Foundation |
| ▪ City of Toledo | ▪ Toledo Lucas County Health Department |
| ▪ Cherry Street Legacy, Mercy Health Partners | ▪ Toledo-Lucas County Plan Commissions |
| ▪ Live Well | ▪ Toledo Police Department |
| ▪ Mercy St. Vincent Medical Center | ▪ Toledo Public Schools |
| ▪ Safe Kids Greater Toledo | ▪ United Way of Greater Toledo |
| ▪ Safe Routes to School National Partnership | ▪ University of Toledo |
| ▪ TARTA | ▪ Vistula Management |
| ▪ TMACOG | ▪ YMCA/JCC |

Target Schools

The TPS district includes 40 schools that serve students ranging from kindergarten to 8th grade. Many of these schools serve grades PK-8th. Schools that only serve 9th, 10th, 11th, or 12th grades are excluded from this STP since they are not the focus of the Federal SRTS program. Specific demographic information from the Ohio Department of Education 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. Six schools are academy schools which draw students from across the district via a lottery. **Figure 1** displays a map of TPS’s schools.

Figure 1: Toledo Public Schools



2.0: PUBLIC INVOLVEMENT

Public Involvement Process

This section summarizes input received through the public involvement process from steering committee members, school leadership, parents, and TPS partners (i.e., organizations that can help with implementation of this travel plan).

Steering Committee Input

The project team conducted a kickoff meeting with the Toledo SRTS Team at the YMCA Metro Offices on September 16, 2013. At the meeting, attendees discussed the general planning process, the travel plan methodology for Toledo, and next steps. In Toledo, the STP will be part of larger healthy communities' initiative called Live Well Greater Toledo, of which the YMCA/JCC is an organizer. The meeting minutes from the kick-off meeting are in **Appendix B**.

Vision

The Toledo SRTS Team adopted a vision statement for the School Travel Plan.

Toledo Safe Routes to School (SRTS) strives to create a community that supports and enhances safe walking and biking to school by focusing on equity through engineering, enforcement, evaluation, education, and encouragement.

The Toledo SRTS program has three goals:

- **Safety:** Creating designated neighborhood routes that avoid unsafe intersections and high crime spots where possible, by strengthening supervision and improving the infrastructure of the neighborhoods making them more walkable for everyone.
- **Health and Wellness:** Improving the health of our community and children by encouraging walking and biking to school.
- **Environment:** Improving air quality and our environment by reducing the use of cars and buses for travel to and from school.

School Input

The Toledo SRTS Team collected input from TPS schools through an online school survey and school-specific walk audits.

Online School Survey – Principals

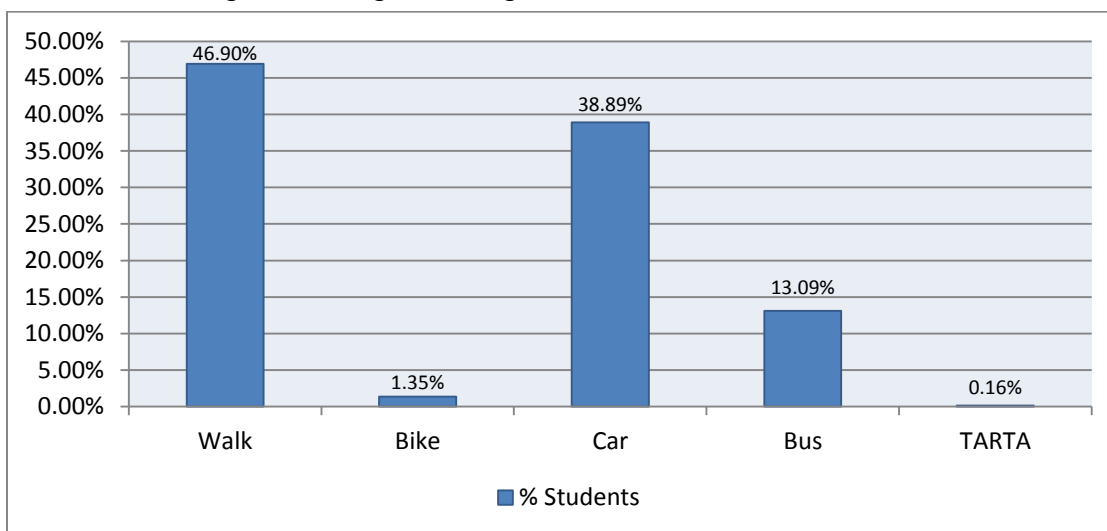
An online survey was developed specifically for completion by principals. Distributed in late 2013, the principals' survey was completed by 37 out of the 40 schools. Each principal provided a list of barriers to walking and biking, common walking and biking routes, and other information related to encouraging or

promoting walking and biking. Some of the highlights from these responses are included in the sections that follow. A table listing each school's responses is provided in **Appendix C**.

Student Travel

The survey asked school leadership to estimate the percentage of students who travel to and from school by walking, bicycling, riding in a car, riding in a school bus, and riding a TARTA bus. **Figure 2** shows the average percentages reported for each mode, based on estimates from school leaders.

Figure 2: Average Percentage of Students' Mode To/From School



Barriers to Walking and Bicycling to/from School

The survey asked school leadership to rank 11 potential barriers to walking and bicycling to school. The barriers most commonly ranked first were:

- Distance
- Safety at intersections and crossings
- Concern about violence or crime

The barriers most commonly ranked second were:

- Safety at intersections and crossings
- Lack of crossing guards
- Convenience (i.e. parents find it more convenient to drive their children to and from school)

School Policies

The survey asked school leadership whether the school had adopted a policy prohibiting walking and bicycling. A biking or walking prohibition may be in place because of concern about safety. Through education and infrastructure improvements, the SRTS team will work with school leadership to encourage students to walk and bike to school safely rather than prohibiting the modes of transportation altogether.

- No schools reported prohibiting walking.
- 5 schools reported prohibiting bicycling.

SRTS Strategies and SRTS Programs

The survey asked school leadership which common SRTS strategies the school had already implemented and which common SRTS strategies the school would be interested in implementing in the future:

- The most commonly reported SRTS strategies schools have already implemented included: observation of arrival and dismissal (11 schools), carpools (8 schools), parent surveys (8 schools), pedestrian safety education (8 schools), and education regarding the health benefits of walking and bicycling to school (7 schools).
- The most commonly reported SRTS strategies schools would like to implement in the future included: regular walking and/or bicycling events (18 schools), mileage clubs or contests (17 schools), pedestrian safety education (16 schools), bicycle safety education (16 schools), International Walk to School Day (16 schools), walking school buses (16 schools), and no phone zone campaigns to discourage cell phone use while driving (16 schools).

The survey also asked school leadership whether the school was planning to implement an SRTS program. Six schools indicated that they were.

Walk Audits

Walk audits were conducted at 36 of the 40 TPS schools beginning in October 2013 and continued through the remainder of the 2013-2014 school year. Each walk audit included members of the Toledo SRTS Team along with principals and interested parents. The primary goal of the walk audits was to analyze the schools' walking and biking environments, but the consultant team also taught several individuals how to conduct walk audits. The training will allow the Toledo SRTS Team to conduct future walk audits at additional schools around the district. The following TPS schools were included in the initial walk audits in October 2013 with the consultant team:

- | | | |
|----------------------------|---|-------------------------|
| ▪ Beverly Elementary | ▪ Longfellow | ▪ Pickett Academy |
| ▪ Byrnedale Elementary | ▪ Marshall Elementary | ▪ Raymer Elementary |
| ▪ East Broadway Elementary | ▪ Martin Luther King Jr. Academy for Boys | ▪ Rosa Parks Elementary |
| ▪ Glenwood Elementary | ▪ McKinley Elementary | ▪ Sherman Elementary |
| ▪ Hawkins Elementary | ▪ Oakdale Elementary | ▪ Walbridge Elementary |
| | ▪ Old West End Academy | ▪ Whittier Elementary |

Additional walk audits were conducted by the Toledo SRTS Team in the spring of 2014 at the following schools:

- | | | |
|-------------------------|------------------------|--------------------------------|
| ▪ Arlington Elementary | ▪ Chase STEM Academy | ▪ Glendale-Feilbach Elementary |
| ▪ Birmingham Elementary | ▪ DeVeaux Elementary | ▪ Harvard Elementary |
| ▪ Burroughs Elementary | ▪ Edgewater Elementary | ▪ Keyser Elementary |
| | ▪ Garfield Elementary | ▪ Larchmont Elementary |

- Leverette Elementary
- Old Orchard Elementary
- Reynolds Elementary
- Navarre Elementary
- Ottawa River Elementary
- Riverside Elementary
- Spring Elementary

A meeting was held with the local school principal or other school representative prior to the walk audits. The purpose of the meeting was to:

- Identify barriers on the planned walk audit route prior to observation in the field.
- Identify barriers beyond planned walk audit route.
- Identify non-infrastructure barriers or other concerns of the principal or school representative.

The walk audits included observing arrival and/or dismissal, conditions along adjacent roadways, and taking notes and photographs of existing bicycle and pedestrian infrastructure and likely barriers to walking and bicycling to school. The information collected contributed to the countermeasures recommended in **4.0: Issues and Countermeasures**. Written notes for the walk audits attended by the consultant team are included in **Appendix D**.

Parent Input

The National Center for SRTS parent survey was sent out district-wide to approximately 21,300 student households in Fall 2013. Nearly 2,600 surveys were returned. The surveys provided a base of information regarding existing conditions and barriers (real and perceived) to walking and biking. The Toledo SRTS Team intends to administer this survey annually to evaluate the effectiveness of their SRTS programs and general walking and biking concerns. The overall Parent Survey Summary is located in **Appendix E**.

The top issues parents identified as affecting their decision to allow their child to walk to or from school were violence/crime (72%), weather/climate (63%), distance (60%), amount of traffic along route (58%) and speed of traffic along route (56%).

In the parent comments, the top issues were crime and safety concerns – with safety for girls and the issue of sex trafficking being mentioned specifically; distance from school; age of students; and bullying and behavior of high school students in front of younger students (high school dismissed before elementary school) were other non-infrastructure concerns. Many of these concerns are items that SRTS programs address, even if the issue is a perceived issue.

There are some specific locations where parents suggested adding a crossing guard, crosswalk, sidewalks, speed reduction and/or pedestrian signal upgrade. These were shared with the City of Toledo and Toledo Public Schools, as appropriate.

In-class Student Travel Tallies

The National Center for SRTS student travel tally was distributed district-wide in the fall of 2013. Completed tallies with more than 24,500 responses were returned from 36 of the 40 schools. **Table 1** shows a summary of the morning and afternoon travel modes as indicated in the tallies. The Travel Tally Summary is located in **Appendix F**.

Table 1: In-class Student Travel Tally Results

	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
Morning trips (24,567 students)	24%	0.6%	13%	55%	6%	0.5%	0.4%
Afternoon trips (23,545 students)	28%	0.5%	13%	51%	6%	0.7%	0.6%

3.0: EXISTING CONDITIONS

City Context

The TPS district is located in Lucas County in northwestern Ohio. The district is entirely located within City of Toledo which is predominately an urban area and generally has a well-connected, existing pedestrian infrastructure. Most of the streets within a mile of TPS's schools have sidewalks on one or both sides of them. Additionally, crosswalks and pedestrian signals exist at most of the signalized intersections, although, in many cases these amenities are not across all legs of the intersection.

A factor that limits walking and bicycling to and from school in Toledo is its climate. The winter of 2013-2014 saw school cancelled for several days due to impassable roads and sidewalks. The Toledo SRTS team is considering several snow removal educational and encouragement countermeasures to address this issue moving forward.

School District

As of the fall of 2013, TPS has 40 K-8 schools with an enrollment of 21,333 students. The ethnic distribution is nearly evenly split among African-American (40.8%) and Caucasian (40.1%) students, followed by Hispanic (10.6%) and Multi-Racial (7.8%). More than three-quarters of students (77.3%) participate in the federal free/reduced-price lunch program. TPS provides transportation to all students in grades PK-8 who live more than two miles from school via yellow bus. A now cancelled program provided reduced fares are provided for high school and younger students through TARTA. TPS includes both neighborhood and district-wide schools called academies.

Body Mass Index for Ohio's Third Grade Students

A review of the *Report on the Body Mass Index of Ohio's Third Graders*, conducted by the Ohio Department of Health, found that childhood obesity is one of the most important public health issues in Ohio with more than 30 percent of children and adolescents classified as overweight or obese. In a 2009-2010 study, it was reported that 36.8% of third grade students living in Lucas County, where Toledo Public Schools are located, have a prevalence of being overweight or obese. A map showing the percentage of overweight and obese third graders by county can be found in **Appendix A**. Through physical activity, such as walking or biking to and from school, or educating youth about the importance of an active lifestyle, ODOT's Safe Routes to School Program hopes to foster awareness and prevention to combat this serious public health issue.

Schools Included in the TPS STP

A list of the 40 schools included in the TPS STP is shown in **Table 2**. Additionally, ODOT's student location maps for each school are included in **Appendix G**.

Table 2: Schools Included in the TPS STP

School	Grades	Type	Address	Total Students	# Students in 1 Mile	% Students in 1 Mile	# Students in 2 Miles	% Students in 2 Miles
Arlington Elementary School	K-8	Neighborhood	707 Woodsdale Avenue	190	177	93.2%	179	94.2%
Beverly Elementary School	K-8	Neighborhood	3548 S. Detroit Avenue	399	249	62.4%	305	76.4%
Birmingham Elementary School	K-8	Neighborhood	2222 Bakewell Street	198	87	43.9%	189	95.5%
Burroughs Elementary School	K-8	Neighborhood	2420 South Avenue	229	197	86.0%	220	96.1%
Byrnedale Elementary School	K-8	Neighborhood	3635 Glendale Avenue	271	171	63.1%	211	77.9%
Chase STEM Academy	K-8	Academy	600 Bassett Street	144	111	77.1%	125	86.8%
DeVeaux Elementary School	K-8	Neighborhood	2620 W. Sylvania Avenue	200	119	59.5%	171	85.5%
East Broadway Elementary School	K-8	Neighborhood	1755 E. Broadway Street	209	109	52.2%	186	89.0%
Edgewater Elementary School	K-8	Neighborhood	5549 Edgewater Drive	107	87	81.3%	87	81.3%
Ella P. Stewart Academy for Girls	K-8	Academy	707 Avondale Avenue	144	37	25.7%	86	59.7%
Elmhurst Elementary School	K-8	Neighborhood	4530 Elmhurst Road	314	239	76.1%	270	86.0%
Garfield Elementary School	K-8	Neighborhood	1103 N. Ravine Parkway	218	136	62.4%	205	94.0%
Glendale-Feilbach Elementary School	K-8	Neighborhood	2317 Cass Road	269	180	66.9%	206	76.6%
Glenwood Elementary School	K-8	Neighborhood	2860 Glenwood Avenue	145	115	79.3%	131	90.3%
Grove Patterson Academy	K-8	Academy	3020 Marvin Avenue	225	32	14.2%	68	30.2%
Harvard Elementary School	K-8	Neighborhood	1949 Glendale Avenue	250	142	56.8%	194	77.6%
Hawkins Elementary School	K-8	Neighborhood	5550 W. Bancroft Street	250	172	68.8%	209	83.6%
Keyser Elementary School	K-8	Neighborhood	3900 Hill Avenue	160	90	56.3%	133	83.1%
Larchmont Elementary School	K-8	Neighborhood	1515 Slater Street	261	194	74.3%	249	95.4%
Leverette Elementary School	K-8	Neighborhood	445 E. Manhattan Boulevard	174	119	68.4%	153	87.9%
Longfellow Elementary School	K-8	Neighborhood	1955 W. Laskey Road	297	264	88.9%	285	96.0%
Marshall Elementary School	K-8	Neighborhood	415 Colburn Street	248	216	87.1%	243	98.0%
Martin Luther King, Jr. Academy for Boys	K-8	Academy	1300 Forest Avenue	122	51	41.8%	96	78.7%
McKinley Elementary School	K-8	Neighborhood	3344 Westland Avenue	144	109	75.7%	132	91.7%
McTigue Elementary School	K-8	Neighborhood	5555 Nebraska Avenue	269	105	39.0%	174	64.7%
Navarre Elementary School	K-8	Neighborhood	800 Kingston Avenue	250	228	91.2%	240	96.0%
Oakdale Elementary School	K-8	Neighborhood	1620 East Broadway Street	244	197	80.7%	216	88.5%

School	Grades	Type	Address	Total Students	# Students in 1 Mile	% Students in 1 Mile	# Students in 2 Miles	% Students in 2 Miles
Old Orchard Elementary School	K-8	Neighborhood	2402 Cheltenham Road	227	148	65.2%	193	85.0%
Old West End Academy	K-8	Academy	3131 Cambridge Street	196	52	26.5%	106	54.1%
Ottawa River Elementary School	K-8	Neighborhood	4747 290th Street	303	210	69.3%	248	81.8%
Pickett Academy	K-8	Academy	1144 Blum Street	214	153	71.5%	205	95.8%
Raymer Elementary School	K-8	Neighborhood	550 Raymer Boulevard	315	297	94.3%	305	96.8%
Reynolds Elementary School	K-8	Neighborhood	5000 Norwich Road	235	97	41.3%	170	72.3%
Riverside Elementary School	K-8	Neighborhood	500 Chicago Street	194	8	4.1%	188	96.9%
Robinson Elementary School	K-8	Neighborhood	1075 Horace Street	246	196	79.7%	240	97.6%
Rosa Parks Elementary School	K-8	Neighborhood	3350 Cherry Street	148	129	87.2%	137	92.6%
Sherman Elementary School	K-8	Neighborhood	817 Sherman Street	195	178	91.3%	191	97.9%
Spring Elementary School	K-8	Neighborhood	730 Spring Street	147	130	88.4%	140	95.2%
Walbridge Elementary School	K-8	Neighborhood	1245 Walbridge Avenue	167	152	91.0%	161	96.4%
Whittier Elementary School	K-8	Neighborhood	4221 Walker Avenue	332	319	96.1%	326	98.2%

Crash Statistics

Over a three year period from 2010 and 2012, there were 729 crashes reported involving pedestrians or bicyclists within two miles of a TPS school serving kindergarten through 8th grade students. When combined, the two mile areas for all 40 schools in the district includes most of the City of Toledo and portions of several adjacent cities.

Overall, 402 crashes involved pedestrians and 332 involved bicyclists; three crashes involved another non-motorized vehicle. These crashes resulted in 15 deaths. Additionally, 618 of the crashes resulted in 659 injuries, with some crashes reporting up to four injuries. Four schools had 200 or more crashes within two miles of the school: Sherman Elementary, Garfield Elementary, Robinson Elementary, and Glenwood Elementary. An additional 15 schools had between 100 and 200 crashes occurred within two miles.

While 729 pedestrian and bicycle-related crashes may seem like a high number, it is important to remember that this is an urban area where higher populations lead to higher numbers of walkers and cyclists to begin with. Walking and bicycling are great modes of transportation for children for many reasons, and are safe in most cases. Travelling from one location to another poses some degree of inherent danger regardless of mode, 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, bike, and also ride in vehicles.

School District Policies, Plans, Accomplishments

This section summarizes school district policies and plans that impact school travel, and outlines the TPS SRTS Program's accomplishments to date. School district policies are organized by category. Program accomplishments to date are organized by E (encouragement, education, enforcement, evaluation, and engineering).

School District Policies

Walking and Bicycling Policies

TPS does not have a formal policy either encouraging or discouraging walking and bicycling to school. TPS hosted a Walk to School Day on October 9, 2013 and Bike to School Day on May 9, 2014.

The Board of Education supports the creation of a district-wide school travel plan by its acceptance of the ODOT grant and funds to create the STP.

Wellness Policy

TPS has a wellness policy that includes daily physical education and activity levels for all, a District Health Advisory Board, School Health Advisory Councils, and the use of a coordinated school health approach to guide school-level decision making as it relates to physical activity and wellness.

The wellness policy includes several areas relevant for SRTS programming, including:

- School activities that occur outside of the school or the regular or extended school day should encourage and support lifelong wellness practices (i.e., concessions and fundraisers).
- To the extent possible, schools will make school spaces and facilities available to students, staff, and community members, especially those offering physical activities and nutrition programs.

Regarding Pedestrian and Bicycle Accommodation on School Campuses

As TPS has renovated its schools, bicycle racks are a part of the standard design of new and renovated school facilities. However, some schools have asked for their removal or discourage their use due to schools' location and/or environment and concerns about students bicycling to school safely and bicycles getting stolen.

Liability Policies

TPS does not require waivers for students who regularly walk and bicycle to school. However, students who participate in special walking and bicycling activities, such as Walk to School Day, bicycle rodeos, walking school buses, and bicycle trains, will need parental permission to participate. TPS requires background checks for adults who volunteer with their programs.

Personal Security Policies

At the policy level, TPS addresses the issue of personal security while walking and bicycling to school through its district-wide Student Discipline Code, which is in effect "to and from school ...regardless of where violations occur, a student may be suspended or expelled."

The Student Discipline Code requires all individuals (including students) must be treated with respect for their dignity, welfare, and material goods."

Busing Policies

- TPS does not routinely provide busing to K-8 students who live within two miles of school.
- The Ohio Department of Education regulations prohibit school bus drivers from picking up or dropping off students at locations that are not assigned stops. Consequently, school bus drivers cannot drop students off at a remote drop off/park and walk locations as part of a walk or bike to school event.

School District Accomplishments

The following list is of current list of activities and accomplishments within the district. The schools where they were implemented and corresponding “E” are noted with each accomplishment.

- **Safe Kids Toledo Bike and Pedestrian Safety** (grades 4-6) – Completed at the following school during the 2013-2014 school year: Martin Luther King Academy. *Education, Encouragement.*
- **Safe Kids Toledo Halloween Pedestrian Safety** (grades K-3) – Completed at the following schools during the 2013-2014 school year: McKinley, Harvard, Ottawa River, Birmingham, Longfellow, Hawkins, Raymer, Arlington, and Sherman. *Education, Encouragement.*
- **Bike/Helmet Safety Poster Contest** – Open to all Toledo Public School kindergarteners. *Education, Encouragement.*
- **Toledo Police Safe-T-City** – Open to all Toledo Public School incoming kindergarteners. *Education, Encouragement.*
- **Operation Life Saver/Rail Road Safety** – Completed at the following schools during the 2013-2014 school year: Raymer and East Broadway; to be completed at the following schools starting in Fall 2014: Birmingham, Oakdale, Chase and Navarre. *Education, Encouragement.*
- **National Walk to School Day** – Completed at the following schools during the 2013-2014 school year: McKinley, Sherman, and Beverly. *Education, Encouragement.*
- **National Bike to School Day** – Completed at the following schools during the 2013-2014 school year: McKinley and Hawkins. *Education, Encouragement.*
- **AAA Safety Patrol** – In place at the following schools during the 2013-2014 school year: Arlington, Birmingham, Chase, Larchmont, Longfellow, Old Orchard, and Raymer. *Education, Encouragement.*
- **Child Abuse and Prevention Training for Educators** – Completed annually at all Toledo Public Schools. One key staff member, typically the guidance counselor, is trained every school year at each school in Child Abuse Prevention. *Education.*
- **City of Toledo Complete Streets Policy** – Adopted in 2010 and being implemented throughout the City as projects are planned and implemented. *Engineering.*
- **City of Toledo Sidewalk Replacement Program** – Yearly program that ensures sidewalks remain safe and passable. *Engineering.*
- **City of Toledo Bicycle Plan** – Currently under development and is expected to go to Toledo City Council later in 2014. *Engineering.*
- **Parent surveys** – Conducted in Fall 2013. *Evaluation.*
- **Student travel tallies** – Conducted in Fall 2013. *Evaluation.*
- **Reviewed TPS policies related to busing, walking, and bicycling to school** – Completed during the 2013-2014 school year. *Evaluation.*

- **Reviewed City of Toledo code and policies related to educating and encouraging students to walk and bicycle to school** – Completed during the 2013-2014 school year. *Evaluation.*

Grants

- ODOT – SRTS Coordinator
- ODOT – STP Development

The TPS SRTS Program's future Es are outlined in the infrastructure and non-infrastructure countermeasures in this plan.

Local Government Policies, Plans, and Programs

This section summarizes the local government policies, plans, and programs that impact school travel.

Local Government Policies

- The City of Toledo has a complete streets policy, adopted in 2010 – TMC Chapter 901.
- The City of Toledo currently requires every new roadway project to be evaluated for pedestrian and bicycle improvements early in the planning process, using its Complete Streets checklist.
- The City of Toledo requires the replacement of all storm drain inlets with bicycle-safe inlets during street rehabilitation.
- The City of Toledo has standards for sidewalk construction.
- The City of Toledo is developing a Bicycle Plan. It will be taken to City Council for adoption in late 2014.

Local Government Plans

Relevant city and regional plans include:

- TMACOG Regional Sidewalk Policy (1/2012)
- TMACOG Complete Streets Policy (1/2014)
- TMACOG Multi-Modal Needs Assessment (9/2011)
- TMACOG On the Move 2045 Transportation Plan (2015 Update in process)

Local Government Programs

Relevant local government programs include:

- City of Toledo Sidewalk Replacement Program. Under this program, residents are able to register problem sidewalk locations. The City sends a notice to the property owner and, if the owner does not respond, the City replaces the sidewalk and assesses the owner.
- City of Toledo Residential Resurfacing Program, which handles street resurfacing and significant curb repairs. This work includes grinding off old roadway surfaces, resurfacing the pavement with new asphalt, and repairing/replacing curbs where necessary. City streets are also upgraded and rehabilitated through funding from the Ohio Public Works Commission and the federal DOT.
- City of Toledo Complete Streets Policy requires that bike facilities be considered in all street projects.

4.0: ISSUES AND COUNTERMEASURES

This chapter discusses issues that impact walking and bicycling at TPS schools and proposes countermeasures for addressing them. The chapter is divided into three sections:

- Support for SRTS – includes the plans, policies, procedures, and stakeholder involvement.
- Student Safety and Comfort – includes the safety and comfort of students as they walk and bicycle to school.
- SRTS Program Sustainability – discusses sustaining the SRTS Steering Committee and the implementation of the countermeasures.

Issues

The issues covered in this chapter were identified through discussions with the Toledo SRTS Team, Principal Survey responses, Parent Survey responses, Student Travel Tallies, walk audits, evaluation of online 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.

Countermeasures

A table of related countermeasures follows each issue discussion. The table includes both infrastructure and non-infrastructure countermeasures to emphasize the multifaceted approach necessary to address the identified issues.

The table includes references, where appropriate, to **Attachment 1**, which provides additional detail on common SRTS countermeasures. A prioritized action plan which indicates the general schedule and key stakeholders needed for implementing each countermeasure may be found in **5.0: Prioritized Strategies**.

The column heading “Es Addressed” in the tables indicates which of the “5 Es” (education, enforcement, encouragement, engineering, and evaluation) are supported by the proposed countermeasure.

Priority Corridors

Due to the geographic extent and number of schools covered, the plan focuses on location-specific issues and countermeasures on “priority corridors.” Priority corridors are defined as routes where a significant number of students are currently walking and biking, or could potentially walk and bike.

The study team identified priority corridors by analyzing the spatial relationship between school locations, student addresses, sidewalks, and pedestrian crossing locations in GIS. The analysis was limited to a one-mile radius around each school. Decisive factors for this analysis included the presence of sidewalks and signalized locations for crossing higher volume streets.

Maps showing the priority corridors identified for the TPS schools covered by this plan are included in **Attachment 2** alongside countermeasures aimed at improving walking and bicycling conditions on the corridors.

The three sections below present issues and countermeasures that do not directly relate to the location specific priority corridors either because they are district-wide in nature or because they relate to policies and programming.

Support for SRTS

This section covers issues and countermeasures related to the plans, policies, procedures, and involvement of constituencies whose support is needed to build the TPS SRTS Program and improve conditions for walking and bicycling for TPS students, including the City of Toledo, TPS, local schools, and parents.

City Support for SRTS

Many of the countermeasures recommended in this STP would have to be implemented directly by the city or with the city's support and approval. Consequently, the plan's success depends on backing from the Mayor and City Council, coordination with city agencies, such as the Police Department, Health Department, Toledo-Lucas County Plan Commissions, and Transportation (Trans), Streets, Bridges and Harbor (SBH) and Engineering Services Departments, and alignment with the plans, regulations and programs that guide the inspection, maintenance, improvement, and regulation of city-owned streets, including the:

- Bicycle Plan – under development.
- Complete Streets Policy.
- Sidewalk Safety Program.
- Street Rehab Program.

Table 3 provides a list of countermeasures intended to facilitate City support for the TPS SRTS Program and implementation of the countermeasures recommended in this STP.

Table 3: Countermeasures for City Support

Countermeasure	Es Addressed	Countermeasure Type
Incorporate the TPS STP into the City's Complete Streets Policy by reference or as an appendix.	All	School/city policies
Seek formal adoption of the TPS STP by the City Council.	All	School/city policies
Continue the City's participation on the Toledo SRTS Team. Participation from the Police Department, Health Department, Toledo-Lucas County Plan Commissions, and Transportation (Trans), Streets, Bridges and Harbor (SBH), and Engineering Services Departments is especially important.	All	School/city policies
Invite city leadership, including the Mayor, City Council Members, and department administrators to participate in high-profile SRTS-sponsored activities, such as Walk and Bike to School Days.	All	School/city policies

Countermeasure	Es Addressed	Countermeasure Type
Look for opportunities to include TPS STP infrastructure priorities in planned roadway improvement projects.	Engineering	School/city policies
Incorporate SRTS into the City of Toledo’s Bicycle Plan (currently under development) including language to prioritize bicycle improvements near schools, bicycle safety education for children, and other SRTS-related bicycle activities.	All	School/city policies
Develop a pedestrian master plan that prioritizes pedestrian infrastructure improvements near schools and includes education, encouragement, and enforcement elements.	All	School/city policies

School District Support for SRTS

Support from the TPS Board and Administration are critical to continuing and expanding the SRTS program. The board sets the vision, mission, goals, and priorities for the district, and establishes policies that directly or indirectly influence the environment for walking and bicycling to TPS schools, including policies on:

- Student transportation.
- Student conduct.
- School safety.
- Wellness.
- Parent involvement.
- School siting.
- School site design and maintenance.

The Administration implements the Board’s visions, goals, and policies through a variety of procedures and practices.

The success of the TPS SRTS Program depends on aligning policies, procedures, and practices at the district level to support safe walking and bicycling to and from school. The Board and the district have already taken several steps in this direction, including participation in Walk and Bike to School Days, bicycle and pedestrian safety programs at schools, a bicycle and helmet safety poster contest, Safe T-City, Operation Life Saver, Toledo Bike! Fix It Events, Student Safety Patrols, Adult Crossing Guards, and installing bicycle racks at renovated schools.

Table 4 provides a list of countermeasures intended to continue and deepen the district’s support for safe walking and bicycling to school.

Table 4: Countermeasures for School District Support

Countermeasure	Es Supported	Countermeasure Type
Continue providing regular updates to the TPS Board of Education regarding the progress of the SRTS initiative(s).	All	School/city policies
Obtain TPS Administration’s approval of STP.	All	School/city policies
Obtain TPS Board of Education’s approval of STP.	All	School/city policies
Request that members of the school board participate in SRTS activities (e.g. Walk and Bike to School Days).	All	School/city policies

Countermeasure	Es Supported	Countermeasure Type
Amend the TPS Wellness Policy to encourage walking and bicycling to school as way for students to obtain regular physical activity and reduce motor vehicle traffic and air pollution near schools. Educate administrators, principals, and staff about the policy change and implementation expectations. Provide resources and curriculum goals to help with implementation.	Encouragement	School/city policies
Identify and task appropriate TPS staff or SRTS Team members to distribute school walking and bicycling maps.	Encouragement	School/city policies
Establish a SRTS presence on the TPS website. This includes: 1) creating a SRTS program webpage and making it easy to find from the homepage; 2) adding the district-wide STP and school-specific STPs to the website as they are completed; 3) adding SRTS content relevant pages on the website as appropriate.	Education, Encouragement	School/city policies
Modify the TPS Transportation Director's job description to include responsibility for student pedestrian and bicyclist safety.	All	School/city policies
Continue employing a full-time SRTS coordinator.	All	School/city policies
Add bike safety and helmet fitting techniques to the TPS PE curriculum.	Education, Encouragement	Non-infrastructure
Review SRTS curriculum guides and determine how to integrate into school day and after-school instruction.	Education, Encouragement	Non-infrastructure
Adopt arrival and dismissal best practices policies for elementary and middle schools.	All	School/city policies
Annually review the district's and participating schools' policies to ensure they continue to encourage walking and bicycling to school.	All	School/city policies

Local School Support for SRTS

Local schools influence conditions for walking and bicycling in a variety of ways, including through:

- Policies and procedures related to walking and bicycling.
- Policies and procedures related to school arrival and dismissal.
- Communications with students and parents.
- Classroom instruction.
- Extracurricular activities.
- School-sponsored events.
- School wellness committees.

A number of TPS schools have already taken action to support safe walking and bicycling to schools through pedestrian and bicycle safety education, support for walking school buses, participation in events sponsored by the TPS SRTS Program such as International Walk to School Day, Bike to School Day, Safe-T-City, a poster contest, Safe Kids' bicycle and pedestrian safety programs, Operation Lifesaver, and other activities and programs.

The countermeasures included in **Table 5** are meant to maintain support for the TPS SRTS Program at these schools and to expand support to additional schools.

Table 5: Countermeasures for Local School Support

Countermeasure	Es Supported	Countermeasure Type
Continue cultivating local school SRTS champions.	All	Non-infrastructure
Include an SRTS champion on the Toledo SRTS Team.	All	Non-infrastructure
Establish a fund to pay for local school's SRTS materials, e.g., flyers, signage, whistles, vests, etc.	All	Non-infrastructure
Educate principals regarding liability for walking and bicycling to school. Some principals may be reluctant to encourage walking and bicycling to school due to concerns about liability.	Education	Non-infrastructure
Encourage local schools to adopt policies supporting safe walking and bicycling to/from school and to inform parents of these policies. Provide principals and SRTS champions with guidance regarding how to formulate and communicate these policies.	Education, Encouragement	Non-infrastructure
Cultivate formation of local school SRTS committees. Provide principals and SRTS champions with guidance regarding who should be on the committee and how the committee should function. Potentially add SRTS program implementation to the responsibilities of the local school wellness committee.	All	Non-infrastructure
Educate principals regarding the academic benefits of physical activity.	Education	Non-infrastructure
Educate principals regarding the TPS Wellness Policy and Safe Routes to School implementation expectations. Provide resources and curriculum goals to help with implementation.	Education	Non-infrastructure
Encourage school staff members to model active transportation behaviors.	Education, Encouragement	Non-infrastructure
Reach out to schools that currently prohibit walking and/or bicycling to understand local concerns and determine how they can be addressed.	All	Non-infrastructure
Administer student travel tallies annually.	Evaluation	Non-infrastructure
Create and distribute information on Toledo Safe Routes to School to school administrators, Parent Teacher Organization (PTO) leaders, HUB directors, neighborhood groups, and parent volunteer groups.	Education, Encouragement	Non-infrastructure

Parent/Caregiver Support for SRTS

Parent or caregiver support is crucial for SRTS program success. Parents and caregivers decide how children get 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 arrival/dismissal procedures. Parents and caregivers typically understand the barriers to walking and bicycling to school better than school or district staff, and are very often the ones who plan and implement SRTS activities.

The SRTS coordinator has delivered presentations to parents and caregivers at back to school events and PTO meetings. The program has also encouraged parents and caregivers to participate in Walk and Bike to School Day events and provide feedback regarding barriers to walking and biking through the National Center's Parent Survey.

The TPS SRTS Program recognizes the importance of enlisting parent and caregiver support and understanding their concerns. As outlined in **2.0: Public Involvement**, the top issues parents identified in the Parent Surveys affecting their decision to allow their child to walk to or from school were violence/crime (72%), weather/climate (63%), distance (60%), amount of traffic along route (58%) and speed of traffic along route (56%). In the parent comments, the top issues were crime and safety concerns – with safety for girls and the issue of sex trafficking being mentioned specifically; distance from school; age of students; and bullying and behavior of high school students in front of younger students (high school is dismissed prior to the elementary schools) were other non-infrastructure concerns.

Table 6 includes countermeasures that continue and build upon these efforts.

Table 6: Countermeasures for Building Parent Support

Countermeasure	Es Addressed	Countermeasure Type
Provide guidance to local schools on how to involve parents in the SRTS program and communicate with parents regarding pedestrian and bicycle safety issues.	All	Non-infrastructure
Continue making presentations at back to school events, PTA and PTO meetings, TPS Parent Congress meetings, and others. Encourage inclusion of parents and caregivers on local school SRTS committees.	Education	Non-infrastructure
Add a PTO/PTA/parent volunteer representative to the Toledo SRTS Team.	All	Non-infrastructure
Send parents recorded voicemails from TPS and from the Superintendent. Voicemails might address SRTS activities, pedestrian/bicycle safety, pedestrian/bicycle policies, and other SRTS-related issues.	Education, Encouragement, Enforcement	Non-infrastructure
Provide parents with an informational flyer or email about the Toledo SRTS program and what they can do to support it.	Education	Non-infrastructure
Conduct parent surveys annually.	Evaluation	Non-infrastructure
Create and distribute information on Toledo Safe Routes to School to school administrators, Parent Teacher Organization (PTO) leaders, HUB directors, neighborhood groups, and parent volunteer groups.	Education, Encouragement	Non-infrastructure
Continue to implement anti-bullying programs district-wide. Documents like the National Center’s “Personal Security and Safe Routes to School” can help with guidance on this.	Education, Encouragement	Non-infrastructure

Student Safety and Comfort

This section covers issues and countermeasures related to the safety and comfort of TPS students as they walk and bicycle to school.

Pedestrian and Bicycle Safety Education

Young children may have difficulty judging such things as the speed of cars, when it is safe to cross, where to position themselves on the sidewalk while waiting to cross, and how to walk along the road. Pedestrian and bicycle infrastructure (e.g., crosswalks and bike lanes) is most effective when used

properly. When everyone understands the rules of the road and uses facilities as they are intended, it is easier to predict each other's movements and make decisions that keep everyone safe. Parents who are confident that their children have the skills needed to make smart decisions are more likely to encourage walking and biking to school.

Safe walking and biking behavior comes from repeated skills practice rather than intuition. Pedestrian and bicycle safety skills can be introduced as early as kindergarten and developed throughout a child's school career. Middle school and high school students can serve as role models for younger students and can help communicate pedestrian and bicycle safety messages.

The TPS SRTS program has initiated several programs that address pedestrian and bicycle safety education as outlined in **2.0: Public Involvement**.

Twenty-one percent of Principal Survey respondents said they were currently implementing pedestrian safety education at their school and 13% said they were currently implementing bicycle safety education. Interest in pursuing pedestrian and bicycle education in the future was greater, with 42% of survey respondents indicating they would like to implement pedestrian safety education in the future and 42% percent of survey responses saying they would like to implement bicycle safety education in the future.

The countermeasures recommended in **Table 7** are aimed at continuing and expanding pedestrian and bicycle safety education efforts throughout the district.

Table 7: Countermeasures for Pedestrian and Bicycle Safety Education

Countermeasure	Es Addressed	Countermeasure Type
Implement ODOT's "Every Move You Make, Make It Safe" campaign to educate students (and parents) about the proper ways to walk and bicycle to school, as well as the benefits of doing so.	Education, Encouragement	Non-infrastructure
Review SRTS curriculum guides and determine how to integrate into school day and after-school instruction. See Appendix C for a list of schools that have indicated an interest in pedestrian and bicycle safety education.	Education, Encouragement	Non-infrastructure
Implement Safe Kids Toledo Bike and Pedestrian Safety Education Program for students.	Education, Encouragement	Non-infrastructure
Provide Operation Lifesaver railroad safety education in classrooms and to parents.	Education, Encouragement	Non-infrastructure
Host fix-it events at schools where students can bring their bike to school and have it checked for safety and for minor repairs with Toledo Bikes.	Education, Encouragement	Non-infrastructure
Establish a monthly walk and bicycle to school day.	Education, Encouragement	Non-infrastructure

On-Campus Pedestrian and Bicycle Accommodations

The school campus is the final destination for all trips to school and the starting point for all trips from school. Consequently, the presence or absence of appropriate on-campus pedestrian and bicycle

accommodation can have a significant impact on the safety and comfort of student walkers and bikers, which can also influence the number of students who walk and bicycle.

Common issues associated with pedestrian and bicycle accommodations on school campuses include:

- Campus sidewalk/path system does not provide convenient, comfortable and/or accessible connections to off-campus sidewalks and paths.
- Marked crosswalks are not provided at locations where the campus sidewalk/path system intersects school driveways and parking lots.
- No bicycle racks are provided, or existing bicycle racks are difficult to use, in poor repair, not in a secure location and/or not protected from rain and snow.
- Driveways and curb radii are wider than necessary to accommodate cars and bus, increasing pedestrian crossing distances and exposure.

The countermeasures recommended in **Table 8** are aimed at ensuring appropriate pedestrian and bicycle accommodation on TPS campuses.

Table 8: Countermeasures for Pedestrian and Bicycle Accommodation

Countermeasure	Es Addressed	Countermeasure Type
Provide bicycle racks at all neighborhood schools that are easy to use, in good repair, in a secure location, and, if possible, protected from rain and snow.	Engineering	Infrastructure
Provide pedestrian pathways between school entrances and sidewalks and pathways adjacent school properties.	Engineering	Infrastructure
Provide crossing facilities at locations where pedestrian pathways intersect school driveways and parking lots.	Engineering	Infrastructure

Driver Awareness of School Zones

The school zone is generally referred to as the roadway(s) adjacent to the school within a one to two block radius. Drivers from outside of the local community may be unaware when they are driving through a school zone and may not exercise appropriate caution, including moderating speed and looking out for student pedestrians and bicyclists. School zone signs and markings help increase awareness of the school zone and communicate the need for special care and attention.

Seventy-six percent of respondents to the TPS Principal Survey reported that school zone signs were used to identify their school's school zone. Additionally, 24% percent reported that flashing beacons were used for this purpose and 8% reported having SCHOOL pavement markings. No respondents reporting using speed feedback signs.

The Ohio Revised Code establishes a 20-mile per hour speed limit for school zones during school arrival and dismissal. The Ohio Manual of Uniform Traffic Control Devices (OMUTCD) establishes standards and guidelines for school zone signs and markings. The current edition was published on January 13, 2012, and went into effect on April 12, 2012.

The countermeasures recommended in **Table 9** are aimed at increasing awareness of the school zone.

Table 9: Countermeasures to Increase School Zone Awareness

Countermeasure	Es Addressed	Countermeasure Type
Add school zone signage and markings where appropriate.	Engineering	Infrastructure
Install flashing school zone beacons and speed feedback signs where appropriate.	Engineering	Infrastructure
Update existing school zone signage and markings to meet new Ohio MUTCD standard.	Engineering	Infrastructure
Provide parents with information regarding driver and pedestrian safety within the school zone.	Education	Non-Infrastructure
Collaborate with property owners in the school zone or along school routes to install yard signs warning drivers to moderate their speed and look out for student pedestrians and bicyclists. The signs might incorporate a TPS SRTS Program logo designed by students.	Education	Non-Infrastructure
Install community signage promoting SRTS.	Education, Encouragement	Non-infrastructure
Distribute school walking and bicycling maps to all students at the beginning of each school year. This will not only allow parents to know the best routes for their children to take, it will also make them aware of where other students may be walking and bicycling.	Education, Encouragement	Non-infrastructure

Driver Behaviors

Today’s drivers are often eating, using phones or other devices and operating various buttons within their vehicles all while traveling at speeds typically much higher than the posted speed limits. They may be distracted, which puts pedestrians, and other motorists, at risk. Without the distractions of cell phones and PDAs, a driver needs nearly 200 feet to stop a vehicle moving at just 30 MPH.¹ Driving distracted significantly reduces the driver’s reaction time, which is critical if drivers are traveling at high speeds.

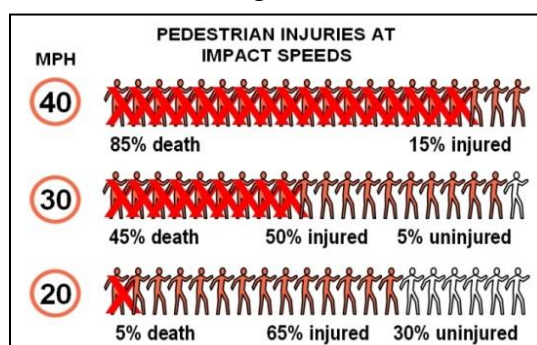
Traffic speeds along routes to school are a major concern for TPS parents and students. Fifty-six percent of parents who responded to the Parent Survey and whose children currently do not walk or bicycle to school reported that the “speed of traffic” affected their decision. In addition, 24% of principals ranked “speed of traffic along key student walking and bicycling routes” as one of the top three barriers at their school to walking and bicycling to/from their school.

The odds of a pedestrian dying in a collision with a motor vehicle increase dramatically with vehicular speeds. For example, a pedestrian hit by a vehicle traveling at 20 MPH has 95% chance of survival while a pedestrian hit by a vehicle traveling 40 MPH has only a 15% chance of survival (See **Figure 3**).²

¹ *Dangerous by Design*, Transportation for America and Surface Transportation Policy Partnership, 2009.

² *Killing Speed and Saving Lives*, UK Department of Transportation, London, 1987.

Figure 3



(Source: PBIC Image Library)

The countermeasures recommended in **Table 10** are aimed at encouraging and enforcing safe driver behaviors near TPS schools.

Table 10: Countermeasures to Encourage and Enforcing Safe Driver Behaviors

Countermeasure	Es Addressed	Countermeasure Type
Implement traffic calming measures (traffic circles, chicanes, speed humps, road diets, etc.) at problem locations, where feasible.	Engineering	Infrastructure
Conduct speed studies at locations where speeding is suspected/identified as a concern.	Enforcement	Non-infrastructure
Install speed feedback signs at problem locations.	Enforcement	Non-infrastructure
Encourage TPS parents and high school students to sign a pledge that they will avoid distracted driving, drive at a safe speed, and abide by traffic laws, especially during school arrival and dismissal times.	Education	Non-infrastructure
Initiate progressive ticketing at problem locations. Also initiate double fines for speeding in school zones.	Enforcement	Non-infrastructure
Establish a district-wide speed reduction and/or “No Phone Zone” campaign. See Appendix C for a list of schools that have indicated an interest in launching a “No Phone Zone,” Pace Car program and/or speed reduction campaigns.	Education, Enforcement	Non-infrastructure
Help schools start a Pace Car program – a driver safety and awareness program that improves traffic safety around schools and in neighborhoods by encouraging parents and members of the community to obey the speed limit and drive safely around pedestrians and bicyclists. Parents who sign a pledge receive a car decal (or magnet).	Education, Enforcement	Non-infrastructure

Volume of Vehicular Traffic along Student Walking and Biking Routes

The volume of traffic along student walking and biking routes is a significant concern for parents of TPS students. Fifty-eight percent of parents who responded to the Parent Survey and whose children currently do not walk or bicycle to school reported that the “amount of traffic” affected their decision. Thirteen percent of principals ranked “volume of traffic along key student walking and bicycling routes” as one of the top three barriers at their school to walking and bicycling to/from their school.

Traffic volumes along walking and biking routes present several challenges for student pedestrians and bicyclists. High traffic volumes make it difficult for students to cross the street, even with pedestrian signals and other crossing assistance devices. This can be nerve-racking for parents of elementary-aged children, knowing that the students are still learning how to judge the speed of cars and how to cross within the gaps of cars. High traffic volumes also contribute to the perception of the street as a place dominated by automobiles where pedestrians and bicyclists are unsafe and unwelcome.

With studies suggesting that 10-14% of morning traffic is school-related,³ one of the best ways to reduce traffic congestion may be to encourage families traveling to and from school to substitute car trips with walking and biking tips. This can initiate a virtuous cycle, whereby more students walking and biking to school results in lower traffic volumes along school walking and biking routes, which further increases the attractiveness of walking and biking. Other strategies for reducing traffic volumes along student walking and biking routes include encouraging carpools and establishing remote drop-off locations or bus hubs where students are dropped off at locations within walking distances of the school that are vetted for safe walking and biking. This has the benefit of dispersing traffic around the school, rather than concentrating it immediately around the campus, and may reduce transportation costs for the districts.

The countermeasures recommended in **Table 11** are aimed at reducing traffic volumes along student walking and biking routes.

Table 11: Countermeasures to Reduce Traffic

Countermeasure	Es Addressed	Countermeasure Type
Continue putting on at least one district-wide education/encouragement event every quarter.	Education, Encouragement	Non-infrastructure
Establish a monthly walk and bicycle to school day, such as Walking or Biking Wednesdays.	Education, Encouragement	Non-infrastructure
Enable school bus drivers to drop-off/pick-up students at remote locations on designated walk/bike to school days.	Encouragement	Non-infrastructure
Encourage and facilitate carpooling. See Appendix C for a list of schools that have indicated an interest in carpools.	Encouragement	Non-infrastructure
Establish remote drop-off/pick-up locations and/or bus hubs.	Encouragement	Non-infrastructure
Research and make district-wide a TPS-Sponsored Mileage Club or Contest.	Encouragement	Non-infrastructure

Student Safety and Comfort at Intersections and Crossings

Throughout the City of Toledo, many of the primary and secondary roadways have been designed with motorists in mind. In fact, the primary consideration is generally the efficient movement of motorists that in most instances warrants wider roadways with multiple lanes and limited pedestrian crossing cycles at signalized intersections. Several of these streets were designed to accommodate higher volumes of traffic than the city currently has. Because of the size of the roadway compared to the volume of traffic, vehicles tend to travel at higher speeds than what are posted, which can impact the

³ *Safe Routes to School: Helping Communities Save Lives and Dollars*, Safe Route to School National Partnership, 2011

safety of the crossing for all pedestrians. Additionally, the wider the streets are, the more difficult it is for children to safely cross; this is especially true for young pedestrians, who cross at a slower pace than adults and who do not have the same awareness of traffic as adults.

Vehicular traffic is only part of the issue. Students are generally driven to their destinations (school, errands, entertainment, etc.), and do not take many walking trips with their families. As a result, they have fewer opportunities to practice safe crossing skills at intersections and crossings with adult supervision. Creating a consistent, structured curriculum is a key countermeasure recommended in this plan.

Safety at intersections and crossings is a key concern for TPS parents. Fifty-six percent of parents who responded to the Parent Survey and whose children currently do not walk or bicycle to school reported that the “safety at intersections and crossings” affected their decision. In addition, 42% of principals ranked “safety at intersections and crossings” as one of the top three barriers at their school to walking and bicycling to/from their school.

Safety at intersections and crossings was also a primary consideration in the development of priority corridors for TPS schools. The design and simplicity of the crossing was considered important for children’s safe passage. The development of safe and accessible crossings for children is guided by several key principles including the need to: establish or identify good crossing locations; reduce crossing distances; provide crossings that are direct so that children with visual impairments can easily negotiate them; use appropriate traffic controls, such as marked crosswalks, traffic signals, and warning signs or flashers; and slow motor vehicle speeds.

The countermeasures recommended in **Table 12** are aimed at creating safer and more accessible crossings based on these principles.

Table 12: Countermeasures to Improve Crossings

Countermeasure	Es Addressed	Countermeasure Type
Work with TPS and ManPower to analyze locations of crossing guards at key student crossing locations to determine if relocations or additional guards are needed.	Enforcement	Non-infrastructure
Implement traffic calming measures at key student crossing locations to reduce motor vehicle speeds and encourage yielding.	Engineering	Infrastructure
Install median crossing islands where feasible and appropriate.	Engineering	Infrastructure
Reduce pedestrian crossing distance where feasible and appropriate.	Engineering	Infrastructure
Mark and sign crosswalks at key student crossing locations.	Engineering	Infrastructure
Install pedestrian countdown signals to provide pedestrians with a better understanding of the time remaining for crossing, where feasible.	Engineering	Infrastructure
Establish leading pedestrian intervals to reduce conflicts between pedestrians and turning vehicles where appropriate. This traffic signalization strategy assigns the pedestrian(s) an exclusive three- to five-second signal to begin crossing the street before cars are given a green light.	Engineering	Infrastructure

Countermeasure	Es Addressed	Countermeasure Type
Implement no right-turn on red restrictions to reduce conflicts between pedestrians and turning vehicles where appropriate.	Engineering	Infrastructure
Mark stand back lines at crossings as a visual queue to students regarding where to stand while waiting to cross.	Engineering	Infrastructure

Student Safety and Comfort along the School Route

A common barrier to walking or biking to school is the lack of a safe, convenient, and accessible route to school. Students may live within walking distance of a school (typically one mile or less for elementary school students), but due to traffic conditions and the lack of convenient routes with continuous and accessible sidewalks or paths, parents will drive their children to school rather than allow them to walk and bike. Lacking safe, convenient, and accessible routes is especially an issue for many Toledo students as TPS does not typically provide busing to those students who live within a two-mile radius of school. If parents cannot identify a safe and convenient route for their child to use, they will choose to drive them instead, which increases traffic congestion around schools and deprives students of the benefits of walking and biking to school.

Although there are sidewalks along most streets in Toledo, locations where sidewalks are missing, inaccessible, or in poor repair can be a significant barrier for student walkers and bikers. Approximately 22% 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. In addition, 16% of principals ranked “lack of sidewalks or pathways” as one of the top three barriers at their school to walking and bicycling to/from their school.

The availability of bicycle facilities such as bicycle lanes and shared-use paths on the route to school can be an important consideration for student bikers. TMACOG is currently in the process of developing their 2045 regional bike plan which includes various bike facilities in the vicinity of several of TPS’s schools. Additionally, the City of Toledo is in the final stages of their citywide bike plan to guide the policies and locations for the expansion of their bikeways network.

One issue that is often overlooked for student routes to school is lighting. For several months of the year, students are leaving their homes before the sun rises and for some students, they are leaving after school activities after the sun sets. Visibility is a key safety issue and lack of pedestrian scale lighting can be a deterrent for many families to allow their children to walk or bike to school. The absence of lighting can also make a route seem uninviting and insecure. Even when lighting is provided, it is important to teach students how to safely walk and bike during dark hours. This includes wearing bright and reflective clothing, carrying flashlights and being extra cautious when crossing the street. Providing pedestrian-scale lighting, and teaching students how to safely travel during dark and dusk hours, will make the routes safer for all users. It should be noted that Toledo Edison owns all of the lights along city streets.

There are additional benefits to improving walking and biking routes to school. When schools are located in neighborhoods, often the streets that students take to school are the streets that others take to work, to run errands, or visit friends. All community members will benefit from new or improved sidewalks, trails, bike lanes and street lighting. These facilities create safe places for everyone to walk

and bike, and they also remind drivers that pedestrians and bicyclists are likely to be present and deserve a place in the greater transportation network.

The countermeasures recommended in **Table 13** are aimed at creating safe, convenient, and accessible routes to school.

Table 13: Countermeasures to Improve Routes to School

Countermeasure	Es Addressed	Countermeasure Type
Incorporate SRTS into the City of Toledo's Bicycle Plan under development.	All	City, School District Policies
Work with the city to investigate locations along school walking routes where sidewalks are in poor condition.	Engineering	City, School District Policies
Work with the city and Toledo Edison to identify areas with poor, broken, or missing street lighting. This will not only improve lighting in certain areas, but potentially have a positive effect on higher crime locations.	Enforcement, Engineering	City, School District Policies
Work with ODOT to schedule walking school bus training in Toledo.	Education	Non-infrastructure
Establish walking school bus program. Use Walking School Bus Kit as a training tool. See Appendix C for a list of schools that have indicated an interest in walking school buses.	Education, Encouragement	Non-infrastructure
Establish bike train program. Train parents and educators about starting bike trains at their school. Use International Bike to School Day events to develop and implement bike trains at schools.	Education, Encouragement	Non-infrastructure
Continue encouraging school SRTS champions to attend ODOT-sponsored walking school bus trainings.	Education	Non-infrastructure
Partner with local high schools to include walking school buses as a community service project.	Education, Encouragement	Non-infrastructure
Educate administrators and families on how a walking school bus program can alleviate concerns through School Parent Teacher Organizations (PTO's), principal meetings, school events, and any other forum that is logical.	Education, Encouragement	Non-infrastructure
Teach parents to talk to their children about personal safety using Darkness to Light's Stewards of Children program, through the Family and Child Abuse Prevention Center.	Education, Encouragement	Non-infrastructure
Collaborate with local public and commercial television stations, local radio stations, and Toledo Public High School students to create PSA's on the importance of keeping walkways and driveways clear of ice and snow so students can travel to school safety.	Education, Encouragement, Enforcement	Non-infrastructure
Use the Lucas County Dog Warden's classroom education resources to teach children about safety around dogs and understanding animal body language.	Education, Encouragement	Non-infrastructure
Plan and implement International Walk to School and Bike to School Day events.	Education, Encouragement	Non-infrastructure

Arrival and Dismissal Procedures

Finding the best process for both morning arrival and afternoon dismissal is a challenge. Ideally, the processes are safe, orderly, efficient, and convenient for everyone. Sometimes, however, these processes result in long lines of family vehicles overflowing onto the street waiting to get into the school

driveway while buses load or unload. If the campus and school zone appear crowded and chaotic, parents are less likely to encourage students to walk or bike to school. Conversely, the less crowded and chaotic the campus and school zone appear during arrival and dismissal times, the more likely parents are to encourage walking and bicycling.

Most respondents to the TPS Principal Survey said their school's arrival and dismissal processes worked "excellent" or "good" for pedestrians and bicyclists. However, 18% of respondents gave their arrival process a "fair" or "poor" rating, and 29% respondents described their dismissal process as "fair" or "poor" for pedestrians and bicyclists. Even though most respondents indicated that their arrival and dismissal processes worked well, over half (66%) said they were interested in receiving expert advice on how to improve their arrival and dismissal processes.

Arrival and dismissal procedures need to address how student pedestrians and bicyclists safely maneuver through the mix of school buses and family vehicles on the school campus. The most difficult challenge for establishing safe and effective arrival and dismissal procedures is that every school and campus is different. For some schools the problem might stem from a lack of queuing space on campus. At others, the main issue might be timing how students access and exit the campus by mode. The TPS SRTS Program appreciates that there is not a one-size-fits-all solution for arrival and dismissal; however, there are issues that schools likely have in common, such as traffic congestions.

The countermeasures recommended in **Table 14** are aimed at improving arrival and dismissal processes addressing these common issues as well as by addressing specific issues at schools that have requested expert advice.

Table 14: Countermeasures to Improving Arrival and Dismissal Processes

Countermeasure	Es Addressed	Countermeasure Type
Utilize AAA's Student Safety Patrol program to help facilitate arrival and dismissal processes on school grounds.	Education, Enforcement	Non-Infrastructure
Develop and distribute an arrival and dismissal best practices document. Among other things, this document should suggest dismissing walkers and bikers earlier than bus and car riders to avoid conflicts between walkers and bicyclists and motor vehicle traffic and to provide added encouragement for walking and bicycling. See Appendix C for a list of schools with an interest in observing arrival and dismissal.	Education	Non-infrastructure
Provide direct assistance on arrival and dismissal procedures to schools that request it. See Appendix C for a list of schools that have indicated an interest in direct assistance with arrival and dismissal procedures.	Education	Non-infrastructure
Conduct individual arrival and dismissal audits at schools with known issues. This will help identify the issues that need to be addressed at each school and come up with individualized solutions.	Education, Encouragement	Non-infrastructure

Adult Supervision

Parents generally appreciate the benefits of walking and biking to school. They recognize that walking and biking are healthy activities that children enjoy. While many parents would consider allowing their children to walk or bike to school, a key barrier may be lack of adult supervision.

Twenty percent of parents who responded to the Parent Survey and whose children currently do not walk or bicycle to school reported that “adults to walk and bike with” affected their decision. In addition, 18% of principals ranked “lack of adult supervision” as one of the top three barriers at their school to walking and bicycling to/from their school.

The TPS SRTS Program understands that while many parents cannot commit to walking or biking with their children to and from school every day, they may be able to take a morning or afternoon trip once a week. Therefore, if students could walk or bike in groups with a rotating adult leader more students could have the opportunity to walk or bike to school more often.

The countermeasures recommended in **Table 15** are aimed at initiating and organizing adult-led walking and biking groups to and from TPS schools. Adult leaders can include parents, grandparents or even high school students working on community service projects.

Table 15: Countermeasures to Improve Adult-Led Walking and Biking

Countermeasure	Es Addressed	Countermeasure Type
Work with ODOT to schedule walking school bus training in Toledo.	Education	Non-infrastructure
Create walking school bus program. See Appendix C for a list of schools that have indicated an interest in walking school buses.	Education, Encouragement	Non-infrastructure
Encourage school SRTS champions to attend ODOT-sponsored walking school bus trainings.	Education	Non-infrastructure
Partner with local high schools to include walking school buses as a community service project.	Education, Encouragement	Non-infrastructure
Start a “Corner Captains” program district-wide. Corner Captains are adults who volunteer to provide an extra set of eyes along common school routes, making the environment around schools safer for students.	Education, Encouragement	Non-infrastructure
Start an “Eyes on the Street” program district-wide.	Education, Encouragement	Non-infrastructure
Increase the law enforcement presence around all school sites before and after school.	Encouragement, Enforcement	Non-infrastructure

Personal Security

Personal security concerns can be a critical barrier for students who want to walk or bike to school. Children deserve to feel safe on their routes to and from school. When implementing an SRTS program, it is important to address both actual and perceived safety issues. If parents believe that a school route poses a threat to personal security, it is unlikely that they will allow their child to walk or bike to school.

Personal security is the top concern for TPS parents who are considering whether to allow their children to walk and bike to school. Seventy-two percent of parents who responded to the Parent Survey and whose children currently do not walk or bicycle to school reported that the “violence” affected their decision. In addition, 16% of principals ranked “concern about violence or crime” as one of the top three barriers at their school to walking and bicycling to/from their school.

Issues related to personal security cover a wide range of topics that affect the environment inside the school as well as along the school routes. These can include bullying, violent crime, abduction, human trafficking, and gang activity.

At the policy level, TPS addresses the issue of personal security while walking and bicycling to school through its district-wide Student Discipline Code, which is in effect “to and from school ... regardless of where violations occur, a student may be suspended or expelled. The Student Discipline Code requires all individuals (including students) must be treated with respect for their dignity, welfare, and material goods.”

The countermeasures recommended in **Table 16** are aimed at alleviating parents’ concerns and improving personal security for TPS students as they walk or bike to school.

Table 16: Countermeasures for Improve Personal Security

Countermeasure	Es Addressed	Countermeasure Type
Partner with law enforcement on targeted security efforts.	Enforcement	Non-infrastructure
Teach parents to talk to their children about personal safety using Darkness to Light’s Stewards of Children program through the Family and Child Abuse Prevention Center.	Education, Encouragement	Non-infrastructure
Educate administrators and families on how a walking school bus program can alleviate this safety concern through School Parent Teacher Organizations (PTO’s), principal meetings, school events, and any other forum that is logical.	Education, Encouragement	Non-infrastructure
Work with local Neighborhood Watch groups.	Encouragement	Non-infrastructure
Work with the city and Toledo Edison to identify areas with poor, broken, or missing street lighting. This will not only improve lighting in certain areas, but potentially have a positive effect on higher crime locations.	Enforcement, Engineering	City, School District Policies

SRTS Program Sustainability

This section covers issues and countermeasures associated with sustaining the SRTS Steering Committee and implementing the recommendations in this plan. Sustainable SRTS programs are more likely to attain the desired goals and objectives. The infrastructure and non-infrastructure countermeasures identified in the Action Plan may take several years to implement. Education, Encouragement, Enforcement, and Evaluation strategies must often be implemented continuously in order to be effective, since it may take some time for key messages to resonate within school and community populations that are in a constant state of flux. This is why creating a sustainable structure for an SRTS program is so important.

Countermeasures for creating a sustainable SRTS program are included in **Table 17**.

Table 17: Countermeasures for a Sustainable SRTS Program

Countermeasure	Es Addressed	Countermeasure Type
Continue employing a full-time SRTS coordinator.	All	City, School District Policies

Countermeasure	Es Addressed	Countermeasure Type
Recruit new Steering Committee members. Include a local school SRTS champions and a parent/PTA representative.	All	Non-infrastructure
Establish a calendar. Create an annual calendar of SRTS activities for the district. Determine where and how frequently the Steering Committee will meet. Include a timeline for evaluations, which should occur at least annually.	All	Non-infrastructure
Identify a person or people to coordinate implementation of high-priority countermeasures. Identifying a lead coordinator is important to building and maintaining momentum for implementation. The lead coordinator initiates coordination efforts and maintains momentum through planning and implementation by assembling a coordination team, scheduling meetings, and ensuring that necessary tasks get done.	All	Non-infrastructure
Monitor and Evaluate. Establish measurable goals and conduct regular reviews to determine progress toward meeting them.	Evaluation	Non-infrastructure
Summer interns to assist in project design and implementation.	All	Non-infrastructure
Identify potential funding sources for high-priority projects and programs.	All	Non-infrastructure
Identify stakeholders and keep them informed about TPS SRTS Program implementation. Stakeholders are people who should be consulted when planning and implementing a SRTS program but may not necessarily contribute in an active way. Potential stakeholders include residents and business owners with properties adjacent to proposed improvements, as well as elected and appointed officials.	All	Non-infrastructure
Purchase special event materials, such as a tabletop exhibit, pop-up banner or booth.	All	Non-infrastructure

5.0: PRIORITIZED STRATEGIES

This chapter includes an Action Plan for implementing the countermeasures recommended in **4.0: Issues and Countermeasures**. The recommended countermeasures are for planning purposes only and may require further analysis, design, and public input prior to implementation. The Action Plan brings together key information for the implementation of each countermeasure, including:

- A brief description of the countermeasure.
- The priority of the countermeasure.
- The expected timeframe for implementation of the countermeasure.
- The estimated cost of the countermeasure and potential sources of funding for implementation (non-infrastructure and infrastructure countermeasures only).
- The schools affected (non-infrastructure and infrastructure countermeasures only).
- The steering committee member or committee responsible for overseeing countermeasure implementation.
- Potential partners (non-infrastructure countermeasures only).
- The existing status of the countermeasure, i.e. whether or not the countermeasure is pending implementation, currently being implemented, or implementation complete.

The Action Plan is divided into three tables: **Table 18** includes countermeasures addressing TPS and City of Toledo policies, procedures, and plans; **Table 19** includes non-infrastructure countermeasures; and **Table 20** includes infrastructure countermeasures. It should be noted that the TPS Steering Committee will update the details of these tables as appropriate to reflect changes in countermeasure status, steering committee priorities, and available human, financial, and material resources.

Notes on Prioritization, Timeframes, and Estimated Cost

A key purpose of the Action Plan is to communicate information about the priority and timeframe (or sequencing) of each countermeasure. The following sections provide information on how priorities and timeframes were assigned.

Notes on Prioritization

The Action Plan distinguishes “high” priority countermeasures from other countermeasures. The TPS SRTS Steering Committee prioritized the recommended school/city policy countermeasures and non-infrastructure countermeasures based on the following criteria:

- Feasibility, including estimated costs.
- Alignment with the Steering Committee’s vision and goals for this STP.
- The study team prioritized recommended infrastructure countermeasures with a prioritization matrix that included the following factors:

- Pedestrian and bicycle potential, including proximity to a priority corridor and proximity to K-8 schools.
- Pedestrian and bicycle deficiency, including sidewalk gaps, high-speed/high-volume roads, and crashes involving pedestrians or bicyclists.
- Support, including local school participation in SRTS-related activities such as International Walk to School Day and bicycle and pedestrian safety education, and priorities identified by the SRTS Steering Committee, study team, and Principal Survey respondents.
- Feasibility, including estimated project cost and whether right-of-way (ROW) would be required.
- School demographics, including percent of students classified as economically disadvantaged or as having disabilities.

The matrix used to calculate priorities is included as **Appendix H**. The matrix shows the definition, scoring, and weight assigned to each criterion used in the prioritization.

Notes on Timeframe

The TPS SRTS Steering Committee assigned timeframes to school/city policy and non-infrastructure countermeasures based on the committee's judgment regarding the best way to sequence the countermeasures.

The study team assigned estimated timeframes to each infrastructure countermeasure. The estimated timeframe represents an estimate of the amount of time that would likely be required to implement the recommended countermeasure once the project is approved and funding is programmed. Actual timeframes may vary depending on a variety of factors, including site characteristics, right-of-way acquisition, environmental regulations, lead agency, and the design and construction process.

Notes on Estimated Cost

The following estimated costs were assigned to each recommended countermeasure:

- Low cost = \$20,000 or lower
- Medium cost = between \$20,000 and \$150,000
- High cost = \$150,000 or higher

These ranges are based on those in ODOT's existing STP guidelines. The estimated cost represents an estimate of the design and implementation cost for each recommended countermeasure. The actual cost may vary depending on a variety of factors, including site characteristics, right-of-way acquisition, and the design and construction process.

Table 18: Countermeasures Addressing School and City Policies

Countermeasure	Issues Addressed	Es Supported	Priority	Timeframe	Responsible Party	Steering Committee Lead	Status
City Support							
Incorporate the TPS STP into the City’s Complete Streets Policy by reference or as an appendix.	City Support	All	High	1 year	Planning Team	Jenny Hansen, Dave Dysard	Planned
Seek formal adoption of the TPS STP by the City Council.	City Support	All	High	1 year	Planning Team	Jenny Hansen, Dave Dysard	Planned
Continue the City’s participation on the Toledo SRTS Team. Participation from the Police Department, Health Department, Toledo-Lucas County Plan Commissions, and Transportation (Trans), Streets, Bridges and Harbor (SBH), and Engineering Services Departments is especially important.	City Support	All	High	1 year	Planning Team	Jenny Hansen, Dave Dysard	Ongoing
Invite city leadership, including the Mayor, City Council Members, and department administrators to participate in high-profile SRTS-sponsored activities, such as Walk and Bike to School Days.	City Support	All	High	1 year	Planning Team	Jenny Hansen, Dave Dysard	Planned
Incorporate SRTS into the City of Toledo’s Bicycle Plan (currently under development) including language to prioritize bicycle improvements near schools, bicycle safety education for children, and other SRTS-related bicycle activities.	City Support, Improve Routes to School	All	High	1 year	Planning Team	Jenny Hansen, Dave Dysard	Planned
Develop a pedestrian master plan that prioritizes pedestrian infrastructure improvements near schools and includes education, encouragement, and enforcement elements.	City Support	All	High	1 year	Planning Team	Jenny Hansen, Dave Dysard	Planned
Work with the city and Toledo Edison to identify areas with poor, broken, or missing street lighting. This will not only improve lighting in certain areas, but potentially have a positive effect on higher crime locations.	Improve Routes to School, Improve Personal Security	Enforcement, Engineering	High	1 year	Planning Team, Toledo Edison	Jenny Hansen, Dave Dysard	Not yet implemented
Look for opportunities to include TPS STP infrastructure priorities in planned roadway improvement projects.	School/city policies	Engineering	High	1-5 years	Planning Team, City of Toledo	Jenny Hansen, Dave Dysard	Not yet implemented
School District Support							
Continue providing regular updates to the TPS Board of Education regarding the progress of the SRTS initiative(s).	School District Support	All	High	1 year	Planning Team	Jenny Hansen, Ann Cipriani	Planned
Obtain TPS Administration’s approval of STP.	School District Support	All	High	1 year	Planning Team	Jenny Hansen, Ann Cipriani	Ongoing
Obtain TPS Board of Education’s approval of STP.	School District Support	All	High	1 year	Planning Team	Jenny Hansen, Ann Cipriani	Planned
Request that members of the school board participate in SRTS activities (e.g. Walk and Bike to School Days).	School District Support	All	High	1 year	Planning Team	Jenny Hansen, Ann Cipriani	Planned

Countermeasure	Issues Addressed	Es Supported	Priority	Timeframe	Responsible Party	Steering Committee Lead	Status
Amend the TPS Wellness Policy to encourage walking and bicycling to school as way for students to obtain regular physical activity and reduce motor vehicle traffic and air pollution near schools. Educate administrators, principals, and staff about the policy change and implementation expectations. Provide resources and curriculum goals to help with implementation.	School District Support	Encouragement	High	1 year	Planning Team	Jenny Hansen, Ann Cipriani	Not yet implemented
Identify and task appropriate TPS staff or SRTS Team members to distribute school walking and bicycling maps.	School District Support	Encouragement	High	1 year	Planning Team	Jenny Hansen, Ann Cipriani	Not yet implemented
Establish a SRTS presence on the TPS website. This includes: 1) creating a SRTS program webpage and making it easy to find from the homepage; 2) adding the district-wide STP and school-specific STPs to the website as they are completed; 3) adding SRTS content relevant pages on the website as appropriate.	School District Support	Education, Encouragement	High	1 year	Planning Team	Beth Deakins, Ann Cipriani	Planned
Modify the TPS Transportation Director’s job description to include responsibility for student pedestrian and bicyclist safety.	School District Support	All	High	1 year	Planning Team	Jenny Hansen, Brad Aesmisegger	Not yet implemented
Continue employing a full-time SRTS coordinator.	School District Support	All	High	1-5 years	Planning Team	Jenny Hansen	Ongoing
Annually review the district’s and participating schools’ policies to ensure they continue to encourage walking and bicycling to school.	School District Support	All	High	1 year	Planning Team	Jenny Hansen, Ann Cipriani	Not yet implemented
Adopt arrival and dismissal best practices policies for elementary and middle schools.	School District Support	All	High	1 year	Planning Team	Jenny Hansen, Ann Cipriani	Not yet implemented

Non-Infrastructure Countermeasures

Table 19: Non-Infrastructure Countermeasures

Countermeasure	Issues Addressed	Es Supported	Priority	Timeframe	Estimated Cost	Possible Funding Source	Responsible Party	Steering Committee Lead	Status
Local School Support									
Administer student travel tallies annually.	Local School Support	Evaluation	High	1-5 years	\$200 (for copies)	Live Well, TPS, Bike Stores	Planning Team	Jenny Hansen	Ongoing
Host fix-it events at schools where students can bring their bike to school and have it checked for safety and for minor repairs with Toledo Bikes.	Pedestrian and Bicycle Safety Education	Education, Encouragement	High	1 year	Free	Toledo Bikes	Planning Team, Toledo Bikes	Jenny Hansen	Ongoing
Create and distribute information on Toledo Safe Routes to School to school administrators, Parent Teacher Organization (PTO) leaders, HUB directors, neighborhood groups, and parent volunteer groups.	Local School Support, Building Parent Support	Education, Encouragement	High	1 year	\$500-\$2,500, depending on materials and quantities	Live Well, health care system foundation grant - ProMedica, etc., Toledo Community Foundation	Planning Team	Jenny Hansen	Ongoing
Educate principals regarding the academic benefits of physical activity.	Local School Support	Education	High	1 year	Free	N/A	Planning Team	Jenny Hansen, Ann Cipriani	Ongoing
Educate principals regarding the TPS Wellness Policy and Safe Routes to School implementation expectations. Provide resources and curriculum goals to help with implementation.	Local School Support	Education	High	2-5 years	Free	N/A	Planning Team	Jenny Hansen, Ann Cipriani	Not yet implemented
Encourage school staff members to model active transportation behaviors.	Local School Support	Education, Encouragement	High	1 year	Free	N/A	Planning Team	Jenny Hansen, Ann Cipriani	Not yet implemented, Walking and Biking days need to involve staff
Reach out to schools that currently prohibit walking and/or bicycling to understand local concerns and determine how they can be addressed.	Local School Support	All	High	2-5 years	Free	N/A	Planning Team	Jenny Hansen, Ann Cipriani	Planned
Include an SRTS champion on the Toledo SRTS Team.	Local School Support	All	High	1 year	Free	N/A	Planning Team	Jenny Hansen	Planned
Educate principals regarding liability for walking and bicycling to school. Some principals may be reluctant to encourage walking and bicycling to school due to concerns about liability.	Local School Support	Education	High	1-2 years	Free	N/A	Planning Team, Changelab Solutions	Jenny Hansen	Planned, Principals Meeting
Encourage local schools to adopt policies supporting safe walking and bicycling to/from school and to inform parents of these policies. Provide principals and SRTS champions with guidance regarding how to formulate and communicate these policies.	Local School Support	Education, Encouragement	High	1 year	Free	N/A	Planning Team	Jenny Hansen, Ann Cipriani	Not yet implemented
Review SRTS curriculum guides and determine how to integrate into school day and after-school instruction.	School District Support	Education, Encouragement	Medium	1-2 years	Free	N/A	Planning Team	Jenny Hansen	Not yet implemented

Countermeasure	Issues Addressed	Es Supported	Priority	Timeframe	Estimated Cost	Possible Funding Source	Responsible Party	Steering Committee Lead	Status
Establish a fund to pay for local school’s SRTS materials, e.g., flyers, signage, whistles, vests, etc.	Local School Support	All	Medium-Low	3-5 years	Up to \$1,000 to cover any administrative costs	Bike Stores, Ice Cream Shops for fundraising, Live Well, United Way, SRTS for admin costs	Planning Team	Jenny Hansen, Ann Cipriani, Patrick Johnston, Toledo Community Foundation	Not yet implemented
Add bike safety and helmet fitting techniques to the TPS PE curriculum.	School District Support	Education, Encouragement	Low	3-5 years	Free	Toledo Bikes, Live Well	Toledo Bikes, Live Well	Ann Cipriani	Not yet implemented
Cultivate formation of local school SRTS committees. Provide principals and SRTS champions with guidance regarding who should be on the committee and how the committee should function. Potentially add SRTS program implementation to the responsibilities of the local school wellness committee.	Local School Support	All	Low	1-5 years	Free	N/A	Planning Team	Jenny Hansen, Ann Cipriani	Not yet implemented
Parent/ Caregiver Support for SRTS									
Provide guidance to local schools on how to involve parents in the SRTS program and communicate with parents regarding pedestrian and bicycle safety issues.	Building Parent Support	All	High	1 year	Free	N/A	Planning Team	Jenny Hansen	Ongoing
Continue making presentations at back to school events, PTA and PTO meetings, TPS Parent Congress meetings, and others. Encourage inclusion of parents and caregivers on local school SRTS committees.	Building Parent Support	Education	High	1 year	Free	N/A	Planning Team	Jenny Hansen	Ongoing
Add a PTO/PTA/parent volunteer representative to the Toledo SRTS Team.	Building Parent Support	All	High	1 year	Free	N/A	Planning Team	Jenny Hansen	Planned, she has invited several
Provide parents with an informational flyer or email about the Toledo SRTS program and what they can do to support it.	Building Parent Support	Education	High	1 year	\$200	SRTS	Planning Team, Consultant Team	Jenny Hansen, Consultant Team	Planned, STP 2 pager with link to website
Conduct parent surveys annually.	Building Parent Support	Evaluation	High	1-5 years	\$1,400 (for copies)	Live Well, TPS, Bike Stores	Planning Team	Jenny Hansen	Ongoing, maybe add to parent/teacher conferences in mid-Nov
Continue to implement anti-bullying programs district-wide. Documents like the National Center’s “Personal Security and Safe Routes to School” can help with guidance on this.	Building Parent Support	Education, Encouragement	High	2-3 years	Free	N/A	Planning Team, National Center for SRTS	Jenny Hansen, Ann Cipriani	Ongoing
Send parents recorded voicemails from TPS and from the Superintendent. Voicemails might address SRTS activities, pedestrian/bicycle safety, pedestrian/bicycle policies, and other SRTS-related issues.	Building Parent Support	Education, Encouragement, Enforcement	Medium	2-3 years	Free	N/A	Planning Team	Ann Cipriani	Planned, Dr. Durant will record

Countermeasure	Issues Addressed	Es Supported	Priority	Timeframe	Estimated Cost	Possible Funding Source	Responsible Party	Steering Committee Lead	Status
Pedestrian & Bicycle Safety Education									
Implement ODOT’s “Every Move You Make, Make It Safe” campaign to educate students (and parents) about the proper ways to walk and bicycle to school, as well as the benefits of doing so.	Pedestrian and Bicycle Safety Education	Education, Encouragement	High	1 year	Free	N/A	Planning Team	Jenny Hansen, Ann Cipriani	Not yet implemented
Implement Safe Kids Toledo Bike and Pedestrian Safety Education Program for students.	Pedestrian and Bicycle Safety Education	Education, Encouragement	High	1 year	Free	N/A	Safe Kids Greater Toledo	Jenny Hansen, Melissa Hallenbeck	Ongoing
Provide Operation Lifesaver railroad safety education in classrooms and to parents.	Pedestrian and Bicycle Safety Education	Education, Encouragement	High	1-5 years	Free	N/A	Planning Team	Jenny Hansen	Ongoing
Establish a monthly walk and bicycle to school day, such as Walking or Biking Wednesdays.	Pedestrian and Bicycle Safety Education, Reduce Traffic	Education, Encouragement	Medium	1-2 years	Free	N/A	Planning Team	Jenny Hansen	Planned, starting with several schools
Review SRTS curriculum guides and determine how to integrate into school day and after-school instruction.	Pedestrian and Bicycle Safety Education	Education, Encouragement	Medium	1-2 years	Free	N/A	Planning Team	Jenny Hansen	Not yet implemented
Increase School Zone Awareness									
Distribute school walking and bicycling maps to all students at the beginning of each school year. This will not only allow parents to know the best routes for their children to take, it will also make them aware of where other students may be walking and bicycling.	Increase School Zone Awareness	Education, Encouragement	High	1 year	\$500	Live Well, TPS, Bike Stores	Planning Team	Jenny Hansen, Ann Cipriani	Planned
Provide parents with information regarding driver and pedestrian safety within the school zone.	Increase School Zone Awareness	Education	Medium	1-2 years	\$500	Live Well, SRTS	Planning Team	Jenny Hansen	Not yet implemented
Collaborate with property owners in the school zone or along school routes to install yard signs warning drivers to moderate their speed and look out for student pedestrians and bicyclists. The signs might incorporate a TPS SRTS Program logo designed by students.	Increase School Zone Awareness	Education	Medium	2-3 years	Varies by location	SRTS, TMACOG	Planning Team	Jenny Hansen, Dave Dysard	Not yet implemented
Install community signage promoting SRTS.	Increase School Zone Awareness	Education, Encouragement	Medium	2-3 years	Varies by location	SRTS, TMACOG	Planning Team	Jenny Hansen, Dave Dysard	Planned, 2-3 pilot schools
Encourage & Enforce Safe Driver Behaviors									
Initiate progressive ticketing at problem locations. Also initiate double fines for speeding in school zones.	Encourage and Enforcing Safe Driver Behaviors	Enforcement	High	1 year	Free	N/A – program can pay for itself by designating fines to pay for officers	Planning Team, City of Toledo	Jenny Hansen, Officer Jeremie Barclay,	Not yet implemented
Conduct speed studies at locations where speeding is suspected/identified as a concern.	Encourage and Enforcing Safe Driver Behaviors	Enforcement	Medium	1-2 years	Varies per location	City of Toledo, TMACOG, ODOT	Planning Team, City of Toledo	Jenny Hansen, Officer Jeremie Barclay, Dave Dysard	Not yet implemented
Encourage TPS parents and high school students to sign a pledge that they will avoid distracted driving, drive at a safe speed, and abide by traffic laws, especially during school arrival and dismissal times.	Encourage and Enforcing Safe Driver Behaviors	Education	Medium	2-3 years	Free	N/A	Planning Team	Jenny Hansen, Ann Cipriani	Not yet implemented

Countermeasure	Issues Addressed	Es Supported	Priority	Timeframe	Estimated Cost	Possible Funding Source	Responsible Party	Steering Committee Lead	Status
Establish a district-wide speed reduction and/or “No Phone Zone” campaign.	Encourage and Enforcing Safe Driver Behaviors	Education, Enforcement	Medium	1-2 years	\$1,000	Live Well, health care system foundation grant (ProMedica, etc.), Toledo Community Foundation	Planning Team	Jenny Hansen, Officer Jeremie Barclay	Not yet implemented
Install speed feedback signs at problem locations.	Encourage and Enforcing Safe Driver Behaviors	Enforcement	Medium-Low	2-5 years	\$5,000 - \$25,000	City of Toledo, TMACOG, ODOT	Planning Team, City of Toledo	Jenny Hansen, Officer Jeremie Barclay, Dave Dysard	Not yet implemented
Reduce Traffic									
Continue putting on at least one district-wide education/encouragement event every quarter.	Reduce Traffic	Education, Encouragement	Medium	2-3 years	Varies	SRTS	Planning Team	Jenny Hansen	Ongoing
Enable school bus drivers to drop-off/pick-up students at remote locations on designated walk/bike to school days.	Reduce Traffic	Encouragement	Medium	2-3 years	Free	N/A	Planning Team	Jenny Hansen, Brad Aesmisegger, Ann Cipriani	Not yet implemented
Encourage and facilitate carpooling.	Reduce Traffic	Encouragement	Medium	2-3 years	Free	N/A	Planning Team	Jenny Hansen	Not yet implemented
Establish remote drop-off/pick-up locations and/or bus hubs.	Reduce Traffic	Encouragement	Medium	2-3 years	Free	N/A	Planning Team	Jenny Hansen, Brad Aesmisegger, Ann Cipriani	Not yet implemented
Research and make district-wide a TPS-Sponsored Mileage Club or Contest.	Reduce Traffic	Encouragement	Medium	2-3 years	Free	N/A	Planning Team	Jenny Hansen, Ann Cipriani	Not yet implemented
Improve Crossings									
Work with TPS and ManPower to analyze locations of crossing guards at key student crossing locations to determine if relocations or additional guards are needed.	Improve Crossings	Enforcement	High	1 year	Free	N/A	Planning Team	Brad Aesmisegger	Ongoing
Improve Routes to School									
Establish walking school bus program. Use Walking School Bus Kit as a training tool.	Improve Routes to School, Improve Adult-Led Walking and Biking	Education, Encouragement	High	1-2 years	Free	N/A	Planning Team	Jenny Hansen	Ongoing
Educate administrators and families on how a walking school bus program can alleviate concerns through School Parent Teacher Organizations (PTO’s), principal meetings, school events, and any other forum that is logical.	Improve Routes to School, Improve Personal Security	Education, Encouragement	High	1 year	Free	N/A	Planning Team	Jenny Hansen	Ongoing
Teach parents to talk to their children about personal safety using Darkness to Light’s Stewards of Children program, through the Family and Child Abuse Prevention Center.	Improve Routes to School, Improve Personal Security	Education, Encouragement	High	1 year	\$10/participant	Police Union grant, SRTS, United Way	Planning Team, Family & Child Abuse Prevention Center	Jenny Hansen	Planned

Countermeasure	Issues Addressed	Es Supported	Priority	Timeframe	Estimated Cost	Possible Funding Source	Responsible Party	Steering Committee Lead	Status
Collaborate with local public and commercial television stations, local radio stations, and Toledo Public High School students to create PSA’s on the importance of keeping walkways and driveways clear of ice and snow so students can travel to school safety.	Improve Routes to School	Education, Encouragement, Enforcement	High	1 year	\$2,000 - \$15,000	Toledo Kiwanis, United Way, Toledo Community Foundation, Toledo Chamber of Commerce, ODOT Safety Program, SRTS	Live Well	Jenny Hansen	Ongoing
Use the Lucas County Dog Warden’s classroom education resources to teach children about safety around dogs and understanding animal body language.	Improve Routes to School	Education, Encouragement	High	1-5 years	Free	N/A	Planning Team, Lucas County Dog Warden, Toledo Area Humane Society	Jenny Hansen	Not yet implemented
Plan and implement International Walk to School and Bike to School Day events.	Improve Routes to School	Education, Encouragement	High	1-5 years	Free	N/A	Planning Team, National Center for SRTS	Jenny Hansen, Ann Cipriani	Planned
Work with ODOT to schedule walking school bus training in Toledo.	Improve Routes to School, Improve Adult-Led Walking and Biking	Education	Medium	1-2 years	Free	N/A	Planning Team	Jenny Hansen	Not yet implemented
Establish bike train program. Train parents and educators about starting bike trains at their school. Use International Bike to School Day events to develop and implement bike trains at schools.	Improve Routes to School	Education, Encouragement	Medium	1-2 years	Free	N/A	Planning Team, Toledo Bikes	Jenny Hansen	Planned, pilot at Chase School
Encourage school SRTS champions to attend ODOT-sponsored walking school bus trainings.	Improve Routes to School, Improve Adult-Led Walking and Biking	Education	Medium	1-2 years	Free	N/A	Planning Team	Jenny Hansen	Not yet implemented
Partner with local high schools to include walking school buses as a community service project.	Improve Routes to School, Improve Adult-Led Walking and Biking	Education, Encouragement	Medium	1-2 years	Free	N/A	Planning Team	Jenny Hansen	Not yet implemented
Improve Arrival & Dismissal Processes									
Provide direct assistance on arrival and dismissal procedures to schools that request it.	Improving Arrival and Dismissal Processes	Education	High	1-2 years	Free	N/A	Planning Team	Jenny Hansen, Dave Dysard	Not yet implemented
Conduct individual arrival and dismissal audits at schools with known issues. This will help identify the issues that need to be addressed at each school and come up with individualized solutions.	Improving Arrival and Dismissal Processes	Education, Encouragement	High	1-2 years	Free	N/A	Planning Team	Jenny Hansen, Dave Dysard	Not yet implemented
Utilize AAA’s Student Safety Patrol program to help facilitate arrival and dismissal processes on school grounds.	Improving Arrival and Dismissal Processes	Education, Enforcement	Medium	1-2 years	Free	N/A	Safe Kids Greater Toledo, Safety Council of NW Ohio	Jenny Hansen, Jeremie Barclay, Melissa Hallenbeck	Ongoing, Safety Patrol Camp in early Sept every year

Countermeasure	Issues Addressed	Es Supported	Priority	Timeframe	Estimated Cost	Possible Funding Source	Responsible Party	Steering Committee Lead	Status
Develop and distribute an arrival and dismissal best practices document. Among other things, this document should suggest make district-wide policies, such as dismissing walkers and bikers earlier than bus and car riders to avoid conflicts between walkers and bicyclists and motor vehicle traffic and to provide added encouragement for walking and bicycling.	Improving Arrival and Dismissal Processes	Education	Medium	2-3 years	Free	N/A	Planning Team	Jenny Hansen, Ann Cipriani	Not yet implemented
Improve Adult-Led Walking & Biking									
Increase the law enforcement presence around all school sites before and after school.	Improve Adult-Led Walking and Biking	Encouragement, Enforcement	High	1 year	Free	N/A	Planning Team	Jenny Hansen, Officer Jeremie Barclay	Not yet implemented
Start a “Corner Captains” program at schools that express an interest. Corner Captains are adults who volunteer to provide an extra set of eyes along common school routes, making the environment around schools safer for students.	Improve Adult-Led Walking and Biking	Education, Encouragement	Medium	2-3 years	Free	N/A	Planning Team	Jenny Hansen, Ann Cipriani	Not yet implemented
Start an “Eyes on the Street” program district-wide.	Improve Adult-Led Walking and Biking	Education, Encouragement	Medium	2-3 years	Free	N/A	Planning Team	Jenny Hansen, Ann Cipriani	Not yet implemented
Improve Personal Security									
Partner with law enforcement on targeted security efforts.	Improve Personal Security	Enforcement	High	1 year	Free	N/A	Planning Team	Jenny Hansen, Officer Jeremie Barclay	Ongoing
Work with local Neighborhood Watch groups.	Improve Personal Security	Encouragement	Medium	2-3 years	Free	N/A	Planning Team	Jenny Hansen, Dave Dysard, Ann Cipriani	Not yet implemented
Sustain SRTS Program									
Recruit new Steering Committee members. Include a local school SRTS champions and a parent/PTA representative.	Sustainable SRTS Program	All	High	1 year	Free	N/A	Planning Team	Jenny Hansen	Ongoing
Establish a calendar. Create an annual calendar of SRTS activities for the district. Determine where and how frequently the Steering Committee will meet. Include a timeline for evaluations, which should occur at least annually.	Sustainable SRTS Program	All	High	1 year	Free	N/A	Planning Team, Consultant Team	Jenny Hansen	Planned
Identify a person or people to coordinate implementation of high-priority countermeasures. Identifying a lead coordinator is important to building and maintaining momentum for implementation. The lead coordinator initiates coordination efforts and maintains momentum through planning and implementation by assembling a coordination team, scheduling meetings, and ensuring that necessary tasks get done.	Sustainable SRTS Program	All	High	1 year	Free	N/A	Planning Team, Consultant Team	Jenny Hansen, Consultant Team	Not yet implemented
Monitor and Evaluate. Establish measurable goals and conduct regular reviews to determine progress toward meeting them.	Sustainable SRTS Program	Evaluation	High	1-5 years	Free	N/A	Planning Team	Jenny Hansen	Not yet implemented
Identify potential funding sources for high-priority projects and programs.	Sustainable SRTS Program	All	High	1 year	Free	N/A	Planning Team, Consultant Team	Jenny Hansen, Beth Deakins, Consultant Team	Planned

Countermeasure	Issues Addressed	Es Supported	Priority	Timeframe	Estimated Cost	Possible Funding Source	Responsible Party	Steering Committee Lead	Status
Identify stakeholders and keep them informed about TPS SRTS Program implementation. Stakeholders are people who should be consulted when planning and implementing a SRTS program but may not necessarily contribute in an active way. Potential stakeholders include residents and business owners with properties adjacent to proposed improvements, as well as elected and appointed officials.	Sustainable SRTS Program	All	High	1-5 years	Free	N/A	Planning Team	Jenny Hansen	Not yet implemented
Purchase special event materials, such as a tabletop exhibit, pop-up banner or booth.	Sustainable SRTS Program	All	High	1 year	Costs varies depending on items selected \$1,000 - \$15,000	American Heart Association, United Way, Toledo Community Foundation, Live Well, SRTS, health care system foundation	Planning Team, Consultant Team	Jenny Hansen, Consultant Team	Planned, built into AHA grant
Help schools start a Pace Car program – a driver safety and awareness program that improves traffic safety around schools and in neighborhoods by encouraging parents and members of the community to obey the speed limit and drive safely around pedestrians and bicyclists. Parents who sign a pledge receive a car decal (or magnet).	Encourage and Enforcing Safe Driver Behaviors	Education, Enforcement	High	1 year	\$200	Live Well, PTO	Planning Team	Jenny Hansen	Planned, pilot at Olde Orchard
Summer interns to assist in project design and implementation.	Sustainable SRTS Program	All	Medium	1-2 years	Up to \$5,000 (40/hour week, \$10/hour for 3 months)	American Heart Association, United Way, Toledo Community Foundation, Live Well, SRTS, health care system foundation	Planning Team, Live Well	Jenny Hansen	Not yet implemented

Table 20: Infrastructure Countermeasures

Map ID	Countermeasure	Location	Schools Affected	Weighted Score from Matrix	Priority	Timeframe	Estimated Cost	Possible Funding Source	Responsible Party	Status
P122	Countdown displays	Navarre/E Broadway	Navarre	696	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P137	Countdown displays	Cherry/Sherman	Sherman	682	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P138	Countdown displays	Cherry/Page	Sherman	682	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P35	Countdown displays	Ambia/Detroit	Glenwood	648	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P36	Countdown displays	Detroit/Central	Glenwood	648	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
L11	4-lane to 3-lane conversion with crosswalks and Must YIELD for peds signs	Cherry - from Park to Richardson	Rosa Parks	626	High	1-3 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P86	East leg crossing	Greenbelt/Cherry	Sherman	626	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P100	Look at upgrades to crossing	Cass/Laurentide/school	Glendale-Feilbach	612	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P57	Countdown displays	Oak/Woodville	Navarre	606	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P59	Countdown displays	Navarre/Woodville/Berry	Navarre	606	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P116	Countdown displays	Upton/Central	McKinley	598	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P136	Countdown displays	Cherry/Bancroft	Sherman	598	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P45	Refuge island; crosswalk; Must YIELD peds signs; HAWK at bike trail crossing	Jackman/Slater	Longfellow	586	High	1-3 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P123	Countdown displays	Woodville/E Broadway	Navarre	578	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P106	Countdown displays	Bancroft/Reynolds	Hawkins	572	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
L12	4-lane to 3-lane conversion with crosswalks and Must YIELD for peds signs	Collingwood - from Melrose to Bates	Rosa Parks	570	High	1-3 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P104	Upgrade pedestrian crossing signage	Glendale/AWTrail	Harvard	568	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P98	Add lighting @ RR crossing	Suder/RR crossing	Chase	558	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P133	Countdown displays	Airport/Reynolds	Reynolds	550	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P107	Countdown displays	Bancroft/Holland Sylvania	Hawkins	548	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P93	Countdown displays	South/Spencer	Walbridge	542	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented

Map ID	Countermeasure	Location	Schools Affected	Weighted Score from Matrix	Priority	Timeframe	Estimated Cost	Possible Funding Source	Responsible Party	Status
P14	Look at upgrades to intersection (countdown timers, crossing guards)	Fearing/Airport Highway	Burroughs	538	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P111	Countdown displays	Stickney/Clay	Leverette	538	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P47	Countdown displays	Eleanor/Commonwealth	Longfellow	538	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P53	Evaluate for pedestrian crossing locations	Upton	McKinley	538	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P124	Evaluate for pedestrian enhancements	Kenwood/Alisdale	Old Orchard	538	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P33	Bumpouts	Starr/Broadway	Garfield	534	High	1-3 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P127	Countdown displays	Summit/131st	Edgewater, Ottawa River	532	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P101	Countdown displays	Cass/Heatherdowns	Glendale-Feilbach	532	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P134	Countdown displays	Airport/Eastgate	Reynolds	530	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P125	Countdown displays	Summit/108th	Ottawa River	520	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P21	Improve railroad crossing	Chase/railroad	Chase	518	High	1-3 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P102	Countdown displays	Heatherdowns/Reynolds	Glendale-Feilbach	518	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P71	Bumpouts; crosswalks; Must YIELD peds signs	Indiana/Forest	Pickett	518	High	1-3 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P132	Countdown displays	White/Navarre	Raymer	518	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P46	Countdown displays	Jackman/Eleanor	Longfellow	516	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P110	Countdown displays	Manhattan/Stickney	Leverette	510	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P114	Countdown displays	Courtland/South	Marshall	510	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P113	Countdown displays	Stickney/Central	Spring	510	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P115	Countdown displays	Upton/Monroe	McKinley	508	High	1-3 years	Low	SRTS	Infrastructure Team	Not yet implemented
P76	Countdown displays; Bumpouts; crosswalks; Must YIELD peds signs	Raymer/Starr	Raymer	506	High	1-3 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P109	Countdown displays; ladder-style crosswalk	Manhattan/school	Leverette	498	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P120	Countdown displays	Oak/Starr	Navarre	498	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P128	Countdown displays	Hoag/Nebraska	Pickett	498	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented

Map ID	Countermeasure	Location	Schools Affected	Weighted Score from Matrix	Priority	Timeframe	Estimated Cost	Possible Funding Source	Responsible Party	Status
P139	Countdown displays	Lewis/Eleanor	Whittier	498	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P90	Bumpouts; crosswalks all legs; Must YIELD peds signs	Elm/Moss	Spring	490	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P77	Bumpouts; crosswalks all legs	Chase/Columbus	Riverside	488	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P108	Countdown displays	Hill/Byrne	Keyser	486	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P140	Countdown displays	Sylvania/Willys	Whittier	486	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P83	Restripe crosswalks; countdown displays	Detroit/Woodruff	Robinson	480	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P119	Countdown displays	Nebraska/Reynolds	McTigue	468	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P58	Bumpouts; countdown displays	Navarre/Oak	Navarre	468	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P61	Remove pedestrian signal	Oakdale/school site	Oakdale	468	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P117	Countdown displays	Central/Auburn	McKinley	460	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P5	Refuge island north leg	24/Glanzman	Beverly	458	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P69	Bumpouts; countdown displays	Summit/116th	Ottawa River	458	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P130	Countdown displays	Raymer/Nevada	Raymer	458	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P131	Countdown displays	Nevada/White	Raymer	458	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P141	Countdown displays	Sylvania/Haven	Whittier	458	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P142	Countdown displays	Sylvania/Lewis	Whittier	458	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P143	Countdown displays	Sylvania/Fairview	Whittier	458	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P105	Countdown displays	Glendale/Detroit	Harvard	450	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P112	Countdown displays	Stickney/Ketcham	Leverette	450	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P49	Bumpouts; countdown displays	Maumee/South	Marshall	448	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P121	Countdown displays	Oak/Fassett	Navarre	448	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P135	Countdown displays	Airport/Wenz	Reynolds	448	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P78	Countdown displays; Bumpouts; crosswalks; Must YIELD peds signs	Galena/Erie	Riverside	448	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented

Map ID	Countermeasure	Location	Schools Affected	Weighted Score from Matrix	Priority	Timeframe	Estimated Cost	Possible Funding Source	Responsible Party	Status
P79	Countdown displays; Bumpouts; crosswalks; Must YIELD peds signs	Galena/Michigan	Riverside	448	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P87	Refuge island west leg with removal of lane; bumpouts north leg; countdown displays	Bancroft/Lagrange	Sherman	448	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P88	Bumpouts; countdown displays	Sherman/Lagrange	Sherman	448	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P66	Countdown displays	Bancroft/University Hills	Old Orchard	442	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P62	Crosswalks all legs; Must YIELD peds signs	Oakdale/Lebanon	Oakdale	440	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P72	Restripe crosswalks; add pedestrian crossing signal with countdown displays	Hawley/Indiana	Pickett	440	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P103	Countdown displays	Heatherdowns/Cheyne	Glendale-Feilbach	438	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P129	Countdown displays	Starr/Dearborn	Raymer	430	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P60	Enhance pedestrian lighting at underpass	Broadway/railroad	Oakdale	428	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P8	Square up intersection	24/Wildwood	Beverly	426	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P99	Countdown displays	Glendale/Cass	Glendale-Feilbach	422	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P10	Improve railroad crossing	Paine/railroad	Birmingham	420	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P118	RRFB	Nebraska/Heidelberg	McTigue	420	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P56	Add pedestrian crossing with island	Holland Sylvania/Nebraska	McTigue	420	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P65	Bumpouts; crosswalks all legs	Allsdale/Kendale	Old Orchard	420	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P91	Bumpouts (on Stickney); countdown displays	Paxton/Stickney	Spring	420	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P126	Countdown displays	Summit/124th	Edgewater, Ottawa River	410	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
L10	Change one-way street direction (from southeast-bound to northwest-bound)	Chicago - from Champlain to Chase	Riverside	410	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P95	Bumpouts; countdown displays	South/Hiett	Walbridge	408	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P48	Restripe crosswalks; countdown displays	Broadway/Maumee/ Eastern	Marshall	406	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P43	Improve railroad crossing; countdown displays	Lewis/Laskey	Larchmont	404	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P73	Restripe crosswalks; add pedestrian crossing signal with countdown displays	Ewing/Indiana	Pickett	400	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P85	Add crosswalks, ADA ramps across north and south legs; add signage	Lawrence/Lincoln	Robinson	400	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented

Map ID	Countermeasure	Location	Schools Affected	Weighted Score from Matrix	Priority	Timeframe	Estimated Cost	Possible Funding Source	Responsible Party	Status
P80	Restripe crosswalks; countdown displays	Detroit/Bancroft	Robinson	398	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P84	Restripe crosswalks; countdown displays	Detroit/Oakwood	Robinson	398	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P32	Bumpouts	6th/Main	Garfield	396	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Completed in 2013
L15	Explore road diet	Detroit - Berdan to Delaware	Glenwood	386	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P20	Improve railroad crossing	Chase/Albany/railroad	Chase	380	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P70	Bumpouts; Must YIELD peds signs	Junction/Vance	Pickett	380	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P50	Restripe crosswalks; countdown displays	Broadway/South	Marshall	374	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P24	Countdown displays	Douglas/Berdan	DeVeaux	368	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P17	HAWK signal; crosswalks	Byrne/Schneider	Byrnedale	362	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P38	Evaluate crossing location or inclusion of other devices (bumpouts; Must YIELD peds signs)	Glendale/Princeton	Harvard	362	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P1	Countdown displays	Woodsdale/South	Arlington	358	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P4	Countdown displays	Woodsdale/Arlington	Arlington	358	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P11	Crosswalks all legs; Must YIELD peds signs	Bakewell/Consaul	Birmingham	358	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
P27	Repaint crosswalks; countdown displays	Edgewater/134th	Edgewater	358	Medium	4-7 years	Low	SRTS	Infrastructure Team	Not yet implemented
L4	Add sidewalks (west side, fill in east side)	Cass - from Glendale to Heatherdowns	Glendale-Feilbach	352	Medium	4-7 years	High	SRTS	Infrastructure Team	Not yet implemented
L8	4-lane to 3-lane conversion with crosswalks and Must YIELD for peds signs	Manhattan - from Nearing to Beaumont	Leverette	350	Medium	4-7 years	Medium	SRTS	Infrastructure Team	Not yet implemented
P6	Refuge island north leg; Countdown displays	24/Byrne	Beverly	348	Low	8+ years	Medium	SRTS	Infrastructure Team	Not yet implemented
P9	Refuge island north leg; crosswalks all legs; countdown displays	24/Schneider	Beverly	348	Low	8+ years	Medium	SRTS	Infrastructure Team	Not yet implemented
P81	Restripe crosswalks; add signage	Forest/Horace	Robinson	346	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P41	Countdown displays	Hill/school entrance	Keyser	340	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
L2	Add sidewalks (both sides)	Westbrook - from Elmhurst to Garrison	Elmhurst	338	Low	8+ years	High	SRTS	Infrastructure Team	Not yet implemented
P64	Bumpouts	Oakdale/Oak	Oakdale	338	Low	8+ years	Medium	SRTS	Infrastructure Team	Not yet implemented
P94	Repaint crosswalks; countdown displays	Western/Hawley	Walbridge	338	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented

Map ID	Countermeasure	Location	Schools Affected	Weighted Score from Matrix	Priority	Timeframe	Estimated Cost	Possible Funding Source	Responsible Party	Status
L7	Add sidewalks (both sides)	Olimphia - from Bancroft to Camberly	Hawkins	332	Low	8+ years	High	SRTS	Infrastructure Team	Not yet implemented
P28	Crosswalks all legs; Must YIELD peds signs	131st/309th	Edgewater	330	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P67	Crosswalks all legs; Must YIELD peds signs	Darlington/Aldringham	Old Orchard	330	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P22	Countdown displays	Sylvania/Douglas	DeVeaux	328	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P42	Refuge island south leg	Byrne/Nebraska	Keyser	326	Low	8+ years	Medium	SRTS	Infrastructure Team	Not yet implemented
L6	Add sidewalk (fill in west side)	Holland Sylvania - from Bancroft to south of Castle Rock	Hawkins	320	Low	8+ years	High	SRTS	Infrastructure Team	Not yet implemented
P18	Must YIELD peds signs	Suder/Mayo	Chase	318	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P89	Crosswalks all legs; Must YIELD peds signs	Mulberry/Spring	Spring	318	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
L5	Add sidewalks (both sides)	Bancroft - from Sandown to Reynolds	Hawkins	312	Low	8+ years	High	SRTS	Infrastructure Team	Not yet implemented
P68	Crosswalks all legs; Must YIELD peds signs	290th/101st	Ottawa River	312	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P13	Crosswalks all legs; Must YIELD peds signs	Airport/Somerset	Burroughs	310	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
L9	Add sidewalk (east side)	Seymour - from Airport north 200 feet	Reynolds	310	Low	8+ years	High	SRTS	Infrastructure Team	Not yet implemented
P15	Refuge island south leg; Countdown displays	Byrne/Arlington	Byrnedale	308	Low	8+ years	Medium	SRTS	Infrastructure Team	Not yet implemented
P23	Crosswalks all legs; Must YIELD peds signs	Sylvania/Roanoke	DeVeaux	300	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P26	Refuge island south leg; crosswalk; Must YIELD peds signs	Broadway/Earl	East Broadway	298	Low	8+ years	Medium	SRTS	Infrastructure Team	Not yet implemented
P51	Study Broadway (between South & Orchard) for potential vehicular/pedestrian improvements	Broadway/Colburn	Marshall	298	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P97	Remove slip lanes to create two T-intersections; countdown displays	Bennett/Eleanor/Waggoner	Whittier	298	Low	8+ years	Medium	SRTS	Infrastructure Team	Not yet implemented
P2	Crosswalks all legs; Must YIELD peds signs	Woodsdale/Grafton	Arlington	290	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P3	Countdown displays	Woodsdale/Nelson	Arlington	290	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P19	Crosswalks all legs; Must YIELD peds signs	New York/Ontario	Chase	290	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P44	Repaint crosswalks; countdown displays	Manhattan/Mulberry	Leverette	290	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P82	Stripe crosswalks; add signage	Forest/Grand	Robinson	290	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P12	Close Kenmore access to make it into a cul-de-sac	Airport/South/Kenmore	Burroughs	278	Low	8+ years	High	SRTS	Infrastructure Team	Not yet implemented

Map ID	Countermeasure	Location	Schools Affected	Weighted Score from Matrix	Priority	Timeframe	Estimated Cost	Possible Funding Source	Responsible Party	Status
P74	Crosswalks all legs; Must YIELD peds signs	Raymer/Idaho	Raymer	278	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P40	Add pedestrian lighting to underpass	Glendale/railroad	Harvard	272	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
L1	Add sidewalk	connect Dana to school site	Burroughs	270	Low	8+ years	High	SRTS	Infrastructure Team	Not yet implemented
L3	Add sidewalk (south side)	Ravine - from Worthington to White	Garfield	270	Low	8+ years	High	SRTS	Infrastructure Team	Not yet implemented
P52	Bumpouts	Broadway/Orchard	Marshall	270	Low	8+ years	Medium	SRTS	Infrastructure Team	Not yet implemented
P96	Crosswalks all legs; Must YIELD peds signs; relocate ped signal	Lewis/Dryden	Whittier	250	Low	8+ years	Medium	SRTS	Infrastructure Team	Not yet implemented
P30	Must YIELD peds signs	Lambert/Stannard	Elmhurst	236	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P31	Countdown displays	Sylvania/Elmhurst	Elmhurst	236	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
P75	Bumpouts; crosswalks; Must YIELD peds signs	Nevada/Dover	Raymer	230	Low	8+ years	Medium	SRTS	Infrastructure Team	Not yet implemented
P29	Crosswalks all legs; Must YIELD peds signs	Elsie/Bowen	Elmhurst	208	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
L13	Consider the addition of sidewalks	305th and 124th - from 131st to Summit	Edgewater	200	Low	8+ years	High	SRTS	Infrastructure Team	Not yet implemented
P16	Repaint crosswalks; countdown displays	Glendale/Oak Hill	Byrnedale	190	Low	8+ years	Low	SRTS	Infrastructure Team	Not yet implemented
L13	Add multi-use pathway	Schneider - Byrne to Meadowlark	Byrnedale	182	Low	8+ years	High	SRTS	Infrastructure Team	Not yet implemented

6.0: ENDORSEMENTS

The goals of this STP and of the TPS SRTS Program are:

Toledo Safe Routes to School (SRTS) strives to create a community that supports and enhances safe walking and biking to school by focusing on engineering, enforcement, evaluation, education, and encouragement.

Toledo SRTS program has three goals:

- **Safety:** Creating designated neighborhood routes that avoid unsafe intersections and high crime spots where possible, by strengthening supervision and improving the infrastructure of the neighborhoods making them more walkable for everyone.
- **Health and Wellness:** Improving the health of our community and children by encouraging walking and biking to school.
- **Environment:** Improving air quality and our environment by reducing the use of cars and buses for travel to and from school.

The undersigned endorse these goals and pledge support for this STP and the TPS SRTS Program.

Name	Organization	Signature
Dr. Romules Durant	Superintendent, Toledo Public Schools	
Dr. Cecelia Adams	President, Board of Education, Toledo Public Schools	
D. Michael Collins	Mayor, City of Toledo	
Paula Hicks-Hudson	President, Toledo City Council	
Brad Toft	President and Chief Executive Officer, YMCA & JCC of Greater Toledo	
Jenny Hansen	Toledo SRTS Coordinator	

Name	Organization	Signature
James M. Sass	President, Board of Trustees, TMACOG; Vice President of Commissioners, Ottawa County	
Anthony Reams	President, TMACOG	