Safe Routes to School Input Needed

This is a key opportunity for parents to weigh in on Safe Routes to School and provide feedback that helps us prioritize programs that ultimately improve student travel to school.

Make sure you fill out and return ALL of the sheets in this packet.

- Strategies
- Crossing Guards
- Routes
- Preferences
- Potential Alternative Route (if applicable)

If you have any other general Safe Routes to School comments that were not applicable on other sheets in your packet, please leave them on the “General Comment Card” located on the back page of your packet.

This packet was created to be printed front/back and was handed out at the Open House on November 14.

Please complete and return the packet by 14 days after Safe Routes to School Partnership Staff speaks at your Site Council/Parent Teacher Association Meeting.
Please identify your level of support for the following Safe Routes to School concepts by marking a check box in the corresponding box.

Refer to the “strategies defined” sheet for information on the concepts below.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Don’t Know/No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Travel Tally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bike and Walk to School Days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bike Education Safety Training (LBEST)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bike Friendly Driver Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bike Rodeos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment Giveaways</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls in Gear and Girls on the Run</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify a Building Champion per School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incentive Program for Walking and Biking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marathon Club</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marked Routes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Bike Month and National Bike Challenge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School: Cordley

☐ Community member, no child attending school
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Don't Know/No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Park and Walk Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedestrian Safety Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Communication to Parents about SRTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Reminders at Drop-off/ Pick-up Locations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Valets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School SRTS Team (Includes Students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staggered Dismissal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Safety Patrols</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Produced Maps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traffic Safety Campaign</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Safe Routes to School Route Maps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk/Bike Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking Audits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking School Bus or Bike Trains</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strategies Defined

**Annual Travel Tally** – Baseline measurement of the number of students who walk, bike, carpool, take the bus, or get a ride to school from a caregiver. The tallies help gauge the effects of non-infrastructure programs on student travel choices. These are administered in September and May each school year, most recently occurring in September 2019.

**Bike and Walk to School Days** – These national days encourage bicycling and walking to school. National Walk to School day is in October, while National Bike to School day is in May.

**Bike Education Safety Training** – This training integrates bike lessons and safety training into physical education programs. Students learn about proper helmet fit, rules of the road, bicycle safety checks, road hazards, and how to safely navigate through an intersection. Some students learn how to ride a bike for the first time. In Lawrence this program is called Lawrence Bike Education Safety Training (LBEST).

**Bike Friendly Driver Training** - The Bicycle Friendly Driver program, presented by the Lawrence Bicycle Club, is quick class designed to expand awareness on the ways in which motor vehicles are supposed to interact with bicycles. Topics include sharing the road/taking the lane, infrastructure, bicycle laws, common points of conflict/crashes.

**Bike Rodeos** – A bike rodeo is an event that provides elementary and middle school children with the opportunity to learn, practice, and demonstrate bike handling skills in a fun, safe, and encouraging atmosphere. Adult volunteers run an obstacle course set up using chalk and traffic cones, with the objective of teaching the children how to better control their bikes.

**Equipment Giveaways** – Students may not have the proper equipment, such as bikes, helmets, locks, and lights, to safely bike to school. Schools can encourage biking by offering discounted, loaned, or free bicycle safety equipment to students. Programs are directly coordinated through the school or as a part of partnerships with outside community organizations who offer resources, helmets, and other equipment.

**Girls in Gear and Girls on the Run** – Statistically girls are half as likely to walk or bike to school than boys. Some Safe Routes to School programs host after-school clubs or programs that are designed to overcome the barriers that may impede girls and non-binary students in more traditional programs. These programs create an environment that nurtures girls’ health, love for bicycling, and knowledge of safe pedestrian practices.

**Identify a Building Champion per School** – A person with enthusiasm and time to provide leadership to the group is necessary to build a strong Safe Routes to School program.

**Incentive Program for Walking and Biking** – Schools can track the number of times students have walked or biked to school and provide giveaways, extra recesses time, or various other items to encourage kids to participate.

**Marathon Club** – A school Marathon Club is a free program to encourage students to enjoy the outdoors and walk or run a mile during club days. The goal is to accumulate 26 miles during the school year. Students earn rewards once they’ve completed a marathon.

**Marked Routes** – Schools can paint a small icon on the sidewalk indicating the Safe Route to School (SRTS) Routes. For example, if the school mascot is the panther, small paw prints could be painted along the route.

**National Bike Month and National Bike Challenge** – Students can participate in the organized promotion of the National Bike Month every May and the National Bike Challenge every May 1 to September 30.

**Parent Survey** – This survey asks for information about what factors affect whether parents allow their children to walk or bike to school, the presence of key safety-related conditions along routes to school, and related background information. The survey results help determine how to improve opportunities for children to walk or bike to school, and measure parental attitude changes as local SRTS programs occur. This survey was conducted in 2014, 2015, and the fall of 2019.
**Park and Walk Programs** – Generally for families who live too far away to walk, this is a way to include them in Safe Routes to School. “Park and walk” sites would be designated off-site, parents can then walk from that location with students, reducing traffic around the school and encouraging physical activity.

**Pedestrian Safety Education** – Teaching students safety rules about appropriate walking/crossing places and rules of the road. Teachers, administrators, or other staff can offer education on bullying, crime, abduction, and offer strategies such as walking with friends and identifying safe spaces along routes.

**Regular Communication to Parents about SRTS** – Schools can share Safe Routes to School route information, safety information, reminders about pick up and drop off procedures, and much more to parents. This can occur on a monthly basis.

**Safe Routes to School Route Maps** – Individual school’s route maps should be available on their website, provided to students at the beginning of the school year, and discussed prior to Bike and Walk to School Days.

**Safety Reminders at Drop-off/ Pick-up Locations** – Vehicle drop-off and pick-up zones are often areas where unsafe driver behavior occurs. School staff or volunteers can remind drivers of safe behaviors by handing out fliers with information about procedures and following the rules.

**Safety Valets** – Volunteers open and close curb-side motor vehicle doors for students entering and exiting vehicles. Parents remain in their vehicle and leave immediately after the child exits. Valets help speed up the drop-off/pick-up process by allowing parents to remain in the car while students are channeled directly from the vehicle zone to the pedestrian zone.

**School SRTS Team (Includes Students)** – The School Building Champion needs support from a School SRTS Team, which includes students to help identify SRTS events and programming.

**Staggered Dismissal** – Allow bicycle riders and walkers to be dismissed earlier than students traveling by bus or car.

**Student Safety Patrols** – Upper grade students are trained to assist other students with navigating challenging areas like driveways and reinforcing safe behaviors with the support of school staff, adult volunteers or crossing guards.

**Student-Produced Maps** – Mapping activities, either in class or at a separate event, to educate children about the best route to travel and allow them to view their trip in a new way. Children draw buildings, parks, and landmarks on their maps as a fun way to make them more interested in their surroundings as they walk.

**Traffic Safety Campaign** – Program designed specifically to improve the safe operating conditions through driver awareness, education, and enforcement.

**Walk/Bike Activities** – Various other walking and biking activities are conducted not associated with the National Bike and Walk to School days. Walking and biking activities should be encouraged more than twice a year.

**Walking Audits** – Walk audits help improve walking, health, and the quality of life of our community by identifying what makes streets feel comfortable for walking and what is missing.

**Walking School Bus or Bike Trains** – A way for children to travel to and from school on foot with adult supervision. Each “bus” walks along a set route with one or more adults leading it, picking children up at designated stops along a predetermined route and walking them to school. The process is reversed in the afternoons on the way home from school.

www.BeActiveSafeRoutes.com
Crossing Guards

Currently, the City of Lawrence provides school crossing guards. However, there are limited resources to provide the crossing guards, thus crossing guard locations are being evaluated.

How would you rank the following crossings when considering where crossing guards are needed?

Rank from most needed (#1) to least needed (#8)

Disregard speed or number of vehicles when considering the following

(Selected crossing images)

(Rank) All way stop controlled

(Rank) Stop light signalized crossing

(Rank) HAWK signal

(Rank) Two way stop controlled

(Rank) Mid-block crossings with beacon

(Rank) Uncontrolled/yield intersection

(Rank) Roundabout

Other:

I believe if parents desire locations for crossing guards not identified in the school crossing guard program school volunteers should be trained as crossing guards. (Select one)

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Don't Know/ No Response

School: Cordley

☐ Community member, no child attending school
**Routes**

Determining the community’s preference for installing sidewalk is important in order to develop a complete network of Safe Routes to School routes.

**I believe filling sidewalk gaps and improved bike facilities on the proposed Safe Routes to School routes will encourage more kids to bike or walk to school in Lawrence.** (Select one)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Don’t Know/ No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td></td>
</tr>
</tbody>
</table>

**I believe filling sidewalk gaps and improved bike facilities on the proposed Safe Routes to School routes will encourage more kids to bike or walk to school in Lawrence.** (Select one)

**Major Streets** (called arterial streets) are high-capacity urban roads used to get from important centers of activity.

Examples include W. 6th St., Iowa St., Clinton Pkwy.

- I believe Major Streets that are Safe Routes to School routes should have sidewalk on ______ side(s) of the street.
  - One Side
  - Both Sides
  - Don’t Know/ No Response

- I believe Major Streets that are not Safe Routes to School routes should have sidewalk on ______ side(s) of the street.
  - One Side
  - Both Sides
  - Don’t Know/ No Response

**Collector Streets** collect traffic from local roads, and distribute it to arterials.

Examples include Lawrence Ave., Harper Ave., W. 27th St.

- I believe Collector Streets that are Safe Routes to School routes should have sidewalk on ______ side(s) of the street.
  - One Side
  - Both Sides
  - Don’t Know/ No Response

- I believe Collector Streets that are not Safe Routes to School routes should have sidewalk on ______ side(s) of the street.
  - One Side
  - Both Sides
  - Don’t Know/ No Response

**Local Streets** are most streets in neighborhoods that provide driveway access to homes and carry low volumes of traffic.

- I believe Local Streets that are Safe Routes to School routes should have sidewalk on ______ side(s) of the street.
  - One Side
  - Both Sides
  - Don’t Know/ No Response

- I believe Local Streets that are not Safe Routes to School routes should have sidewalk on ______ side(s) of the street.
  - One Side
  - Both Sides
  - Don’t Know/ No Response
In your opinion, which crossing along your school’s route is the most challenging for students to navigate on foot or bike?

Label the names of the streets and circle the portion of the intersection which is challenging.

How far would you let your elementary school age children walk or bike to school?
(Select one)

- I wouldn’t let them walk or bike
- Less than .5 mile
- .5 up to 1 mile
- 1 mile up to 1.5 miles
- 1.5 mile up to 2 miles
- More than 2 miles
- Don’t Know/ No Response/ Doesn’t Apply

Would you let your elementary school age children walk or bike to school if the route included crossing a major street like W. 6th St, Iowa St., or Clinton Pkwy? (Select one)

- Yes
- No
- Don’t Know/ No Response/ Doesn’t Apply

How far would you let your middle school age children walk or bike to school?
(Select one)

- I wouldn’t let them walk or bike
- Less than .5 mile
- .51 to 1 mile
- 1.01 to 1.5 miles
- 1.51 to 2 miles
- Over 2 miles
- Don’t Know/ No Response/ Doesn’t Apply

Would you let your middle school age children walk or bike to school if the route included crossing a major street like W. 6th St, Iowa St., or Clinton Pkwy? (Select one)

- Yes
- No
- Don’t Know/ No Response/ Doesn’t Apply

Please share other thoughts you have about the proposed Safe Route to School routes:

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

www.BeActiveSafeRoutes.com
Preferences

Yield Roadway on a Neighborhood/Local Street

A yield roadway is designed to serve pedestrians, bicycle riders, and motor vehicle traffic in the same slow-speed travel area. Yield roadways do not have sidewalks or lane markings. Local streets are most streets in neighborhoods that provide driveway access to homes and carry low volumes of traffic.

How comfortable would you feel about your children walking or biking on a Yield Roadway shown above? (Select one)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Uncomfortable</td>
<td>Somewhat Uncomfortable</td>
<td>Neutral</td>
<td>Somewhat Comfortable</td>
<td>Very Comfortable</td>
</tr>
</tbody>
</table>

Don’t Know/ No Response

Sidewalk Along a Major Street

A major street (called an arterial street) is a high-capacity urban road used to get from important centers of activity. Major streets have more vehicles traveling at higher speeds than local or neighborhood streets.

How comfortable would you feel about your children walking or biking on a Sidewalk along Major Street shown above? (Select one)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Uncomfortable</td>
<td>Somewhat Uncomfortable</td>
<td>Neutral</td>
<td>Somewhat Comfortable</td>
<td>Very Comfortable</td>
</tr>
</tbody>
</table>

Don’t Know/ No Response

Between the two options of a Yield Roadway on an Neighborhood/Local Street or Sidewalk Along a Major Street, which would you rather students walk or bike along? (Select one)

- Yield Roadway on Neighborhood/Local Street
- Sidewalk Along a Major Street
- Don’t Know/ No Response

Explain your reasoning

---

www.BeActiveSafeRoutes.com
Please share other thoughts you have about Safe Route to School.
Your input is needed for an alternative option for the route.

**Which route would you prefer for students walking and biking to school?**

<table>
<thead>
<tr>
<th>Option C</th>
<th>Option D</th>
</tr>
</thead>
<tbody>
<tr>
<td>sidewalks and/or on-street bike facilities on 19th St.</td>
<td>yield roadway on 18th St., and sidewalk on Ohio St.</td>
</tr>
</tbody>
</table>

Place a tally mark indicating which option you prefer.
2019 Safe Routes to Schools Planning
Cordley Elementary School
Suggested "Route to School" with the school boundary.

Route Information
- Current Route
- Alternate Proposed Revised Route
- Proposed Revised Route
- School Attendence Boundary
- School Crossing Guard
- Traffic Signal
- All Way Stops
- Hawk Beacon
- Water Bodies
- Park
- School
- Improved Crosswalk
- Existing Sidewalk
- Missing Sidewalk

Disclaimer Notice:
The map is provided "as is" without warranty or any representation of accuracy, timeliness or completeness. The burden for determining accuracy, completeness, timeliness, merchantability and fitness for or the appropriateness for use rests solely on the requester. The City of Lawrence makes no warranties, express or implied, as to the use of the map. There are no implied warranties of merchantability or fitness for a particular purpose. The requester acknowledges and accepts the limitations of the map, including the fact that the map is dynamic and is in a constant state of maintenance, correction and update.