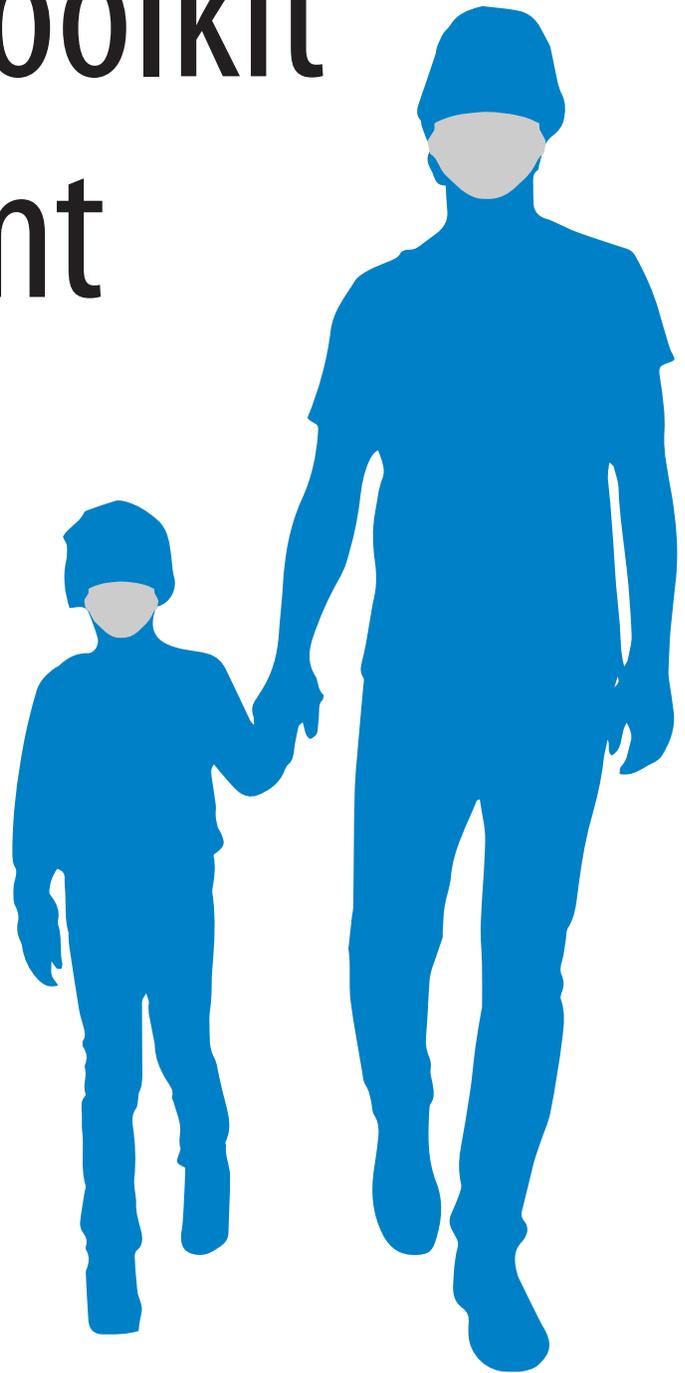


Covid-19 Toolkit Supplement



SEPTEMBER 2020

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How to Set up a Transportation Committee

A Transportation Committee is needed to determine the physical infrastructure needed to create a safe environment for students to walk and bike to school. The committee will also identify Park and Walk locations to lesson the traffic around the immediate vicinity of the school. Members of the committee can then continue their work to promote walking, biking and the Park and Walk locations with assistance from Safe Routes to Schools.

Who should be on your committee?

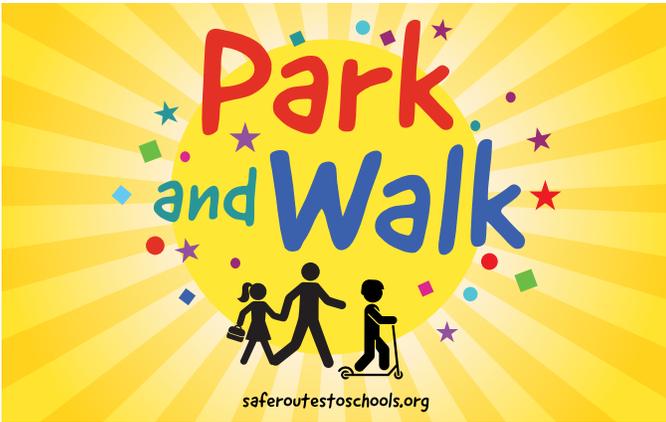
- **Safe Routes Team Leaders and task force members**
- **Local Department of Public Works staff** – this person is vital to the committee and meetings should be designed so they can attend. If they can't attend a meeting, they should be kept in the loop with notes from the meetings that describe locations being considered.
- **School principal** should also be kept in the loop even if he/she cannot attend meetings
- **Parents and neighbors** – those who have knowledge of travel behavior, routes to school, and possible pop up or park and walk locations
- **School staff** – If the district has a transportation coordinator, he/she should be on the committee; the District Maintenance supervisor would be the next choice – these people may not be able to attend every meeting but should be kept in the loop with notes from meetings or at least action items.

Other potential partners:

- **Students** – Older students, especially those who walk and biking to school will have firsthand knowledge of their needs
- **Bicycle Pedestrian Advisory Committee** – these are people who are very familiar with the bike/ped options in your community and would be valuable members of your team. This committee could also take the lead on this project if they are willing.
- **Site council** – this is another resource for people – while this council largely deals with on-site school issues, someone from the site council might be a good resource whether it is a parent or school staff.
- **PTA** – this is another resource for finding volunteers
- **Elected officials** – District or jurisdictional elected officials will be valuable as they are the decision makers who ultimately will approve the plan. Even if they can't attend meetings keep them informed of your progress.



Park and Walk Locations



Locate Park and Walk locations within walking distance from the school to lessen the congestion around the schools. Parents can drop off older students or park and walk with their younger children.

- **Look at a map of the area immediately surrounding your school** and identify major routes to the school. Many schools have a Safe Routes suggested route map that you can find [here](#). Alternatively, start with a base map from Google or another map application.
- **Identify locations within a ¼ to ½ mile from school** where parents can safely park and walk part way with their child to school, or for a drop off location for older students that can walk (or bike) independently. This is usually a parking lot but it could be a side street.
- **Some ideal locations** – shopping centers, churches, playgrounds and parks, public buildings like a library, areas adjacent to off road pathways, quiet side street with plenty of parking.
- **Make sure there is a safe pathway from that location to the school.** Pop-up infrastructure may be needed.
- **An ideal pathway would be a quiet residential street or pathway** leading to the school with as few major intersections as possible.
- **Get permission in writing** from the property owner to use the area during drop off and pick up times.
- **Create a map of the park and walk locations** and distribute it to the parents at the school
- **Work with Safe Routes to Schools** to promote the park and walk option. SR2S has signage available and other tools.

Guidelines

There are varying considerations based upon the age of students and route planned. The following guidelines are provided by the Center of Disease Control. Most 10 year olds can walk a mile in approximately 20 minutes and ride a mile in about 7 minutes.

| Age | Distance to School and Adult Supervision |
|--------------|---|
| 4-6 and tots | 5 minute walk One adult per three children |
| 7-9 | 10 – 15 minute walk One adult per six children |
| 10 and older | 10 – 20 minute walk Fewer adults depending on multiple factors; some kids may be able to walk or bike on their own. |

Park and Walk Benefits

- Reduces traffic and student congestion in the drop off circles to promote physical distancing
- Reduces reliance of school staff to open doors for students in drop off zones
- Provides exercise during morning and afternoon commutes since sports and recess may be limited
- Increases safe arrival by bike and on foot for other students as well
- Kids can have fun as kids before entering a structured classroom environment

How to Develop a Park and Walk Program

Once locations have been identified and permission has been granted from private property owners for use of parking lots, develop your education and encouragement communications. Clear communications about traffic circulation, prioritizing students walking and rolling, will help keep everyone safe while providing clear access for buses and students with accessibility needs.

1. **Make your route visible to the new users.** Put up bright signage (English/Spanish) along the route to school. Lawn signs provide great visibility if you have permission of neighbors to put them on their grass (see sample letter). To download our Park and Walk graphic to order signs of your own, contact gwen@marinbike.org. Or, you can chalk the sidewalks to help direct families along the route – and make it fun too (e.g. “you’re almost there”). The Park and Walk route markings don’t need to be there for long; just long enough for families to learn this new way to school – about a week or two. Follow local rules where applicable.
2. **Consider forming a Ped or Pedal Pod** with a small group of students from the classroom cohorts. This will allow parents to take turns walking the kids to school so that parents don’t have to walk every day. The Center for Disease Control recommends that for children six and under, there should be one adult for three children; children 7-9 require one adult for six children (see chart on previous page). Teach children how to use six-foot social distancing protocols, especially when stopped at crosswalks or intersections.



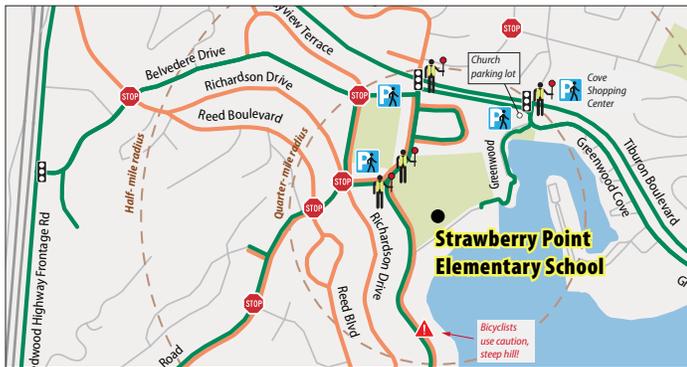
3. **Promote your Park and Walk locations** and encourage families to use them through your schools’ primary communication methods. A Principal’s dedicated e-blast often works best. A sample communication letter to parents/guardians is in the letters section, though you may wish to edit it using the suggested benefits (above) as is best for your community. Include your recommended route map with the new Park and Walk locations.
4. **Consider creating a short, (30 sec to 1 minute) video** showing your new Park and Walk locations, where you want parents to park, how kids should get out of the car (sidewalk side), where families walk and other pertinent information.

Creating a Recommended Route Map

Check [here](#) to see if your school already has a map, or simply create one using google maps or some other mapping application. In addition to identifying the Park and Walk locations and a recommended walk/roll route to school, it is important to provide safety guidance and traffic laws such as reminding parents not to make U turns when driving away. Seek advice from your public works representative if needed for recommended traffic circulation upon leaving.

Pop-Up Infrastructure

Pop-up infrastructure – sometimes called ‘tactical urbanism’ – can take many forms, but often involves closing one vehicle lane of a road and allocating that space to cyclists or pedestrians. These projects are usually completed in a short period of time, relying on plastic posts, volunteers, paint, or other low-cost, easy to deploy solutions.



- **Look at a route map of the area immediately surrounding the school and major routes to the school.** If your school already has a Safe Routes **suggested route map** make that your base map. If you don't yet have a suggested route map, then start with a base map from Google or another map application.
- **Most of your committee should already be familiar with the routes to school.** If not, then do a site visit – be sure to wear masks and keep social distance from each other. You can also do a zoom meeting (or google hangout) and use Google Earth to look at the locations that you think are relevant.
- **Identify any area where you think there is not enough room for children to walk and bike safely while keeping a social distance.** See if there is room to take up parking areas or a travel lane to allow for wider sidewalks or bike lanes. Prioritize the area immediately adjacent to the school. It is preferable to create long-term pop-up infrastructure that can be put up once and left in place for the remainder of the semester and/or school year. Anything that is more temporary and would have to be removed daily creates more complications – who would put up the cones and take them down? Would it require an encroachment permit? Consult with your public works representative on these issues.

- **Identify any corridors that would benefit from partial closure or one-way traffic to allow students to take up the whole street.** Determine if those options are acceptable to pursue from your public works representative before proceeding. Sometimes closing one street increases traffic on the next street over. These and other considerations need to be taken into account.
- **Contact neighbors to see if there is support for these changes during school commute hours or beyond.** You may need to go door to door and leave a note on the door describing your intent and looking for feedback. Get someone who lives on the street to help you contact the neighbors and champion the project.
- **Public works will determine the kind of infrastructure that would be used.** If it would be a long-term semi-closure then public works can implement. If it is only during school hours then someone would need to be designated to put it up and take it down and an encroachment permit will be needed.
- **Submit your plans for City and School approval.** – Once you have identified the areas that would require these temporary changes and have approval from Public Works and the majority of neighbors that would be affected, develop an overall plan with maps.

Check the Safe Routes to Schools website

for Suggested Routes to Schools:

<http://www.saferoutestoschools.org/route-maps.html>

Sample Letters

Sample Invitation to Join Committee:

Dear _____

We would like to invite you to join the _____ School (District) transportation committee. The purpose of this committee is to devise a back to school plan to make it safe for students who will be walking or rolling to school once in person classes resume. We want to ensure that these students have plenty of room to social distance and still be separated from cars. To this end we will be looking at areas around and leading to the school that will need more space. We will also be identifying park and walk locations to reduce congestion around the immediate vicinity of the school. Your participation is most important because _____ (fill in depending on their contributions – public works, school staff, or knowledgeable parent or neighbor)

We hope to complete our work within 2-4 meetings.

Thank you for your time.

Sincerely

Name

(School Traffic Committee Representative)

Email

Phone Number

Sample Letter to Get Approval for Park & Walk Locations and Signage

Dear [Elementary School] Neighbor:

[Name] Elementary school is launching a new program called "Park and Walk" to encourage families to walk and roll a short distance to school during Covid-19. Park and Walk helps children be children before they enter a structured environment where social interaction and recess will be limited. Establishing the habit of walking at a young age will also reduce traffic congestion for our neighborhood streets.

I am seeking your permission to....

[use your parking lot for Park and Walk. Parents will arrive and leave between (time and time).]

or

[place a small, temporary lawn sign at the front of your home next to the public sidewalk. The sign would be put near the front of your home from (date 1 to date 2).]

Please support of our effort to promote active travel with young children at this critical time.

I support, yes you can [use our parking lot] or [put a sign on our lawn]

I oppose

For more information, please contact me.

Sincerely,

Name
(School Traffic Committee Representative)

Email
Phone Number

Letter to Neighbor(s)

Dear _____

The _____ School Transportation committee has identified your street as a potential for _____ (identify the change being proposed). This would be a temporary change in order to provide students with enough room to walk or roll to school while maintaining social distancing. We would like your feedback on this proposed temporary change. Can you also please help us get the word out to the other people in your neighborhood.

I approve this temporary change

I oppose this temporary change

Please give reasons for your opposition _____

If you approve:

_____ I can help you reach other people in my neighborhood

Thank you for your time.

Sincerely

Name
(School Traffic Committee Representative)

Email
Phone Number

Letter from Principals to Parents/Guardians

Dear Parents –

(School) formed a traffic committee under the guidance of Safe Routes to Schools and local public works to help with student arrival to campus with increased physical distancing. The committee, comprised of Park and Walk, parent volunteers, has identified (LOCATION) and (LOCATION) as Park and Walk locations where families who live far away or have younger children, can park and walk a short distance to school. (our school) strongly urges families to use the locations to help spread out students by reducing traffic and student congestion in the drop off zone on our campus. Walking a short distance to school will also give students a chance to get their wiggles out prior to entering a structured classroom.

Below are the recommended Park and Walk locations based upon where you live.

| Neighborhood | Park And Walk Location | School Entrance |
|--------------|---|--|
| Willie Wonka | Chocolate Library on Candy Lane | Back Entrance by Sugar Street playground |
| Oscar | Sesame Street between Lollipop Lane and Candy Mountain Loop | Entrance by Mr. Elmo's classroom |

Recommended:

- Include your staggered start time here.
- Attach a route map or include a link to the SR2S map here.

Safety Tips for Drivers:

- When leaving a parked area on a street, continue driving in the same direction
- No U turns on residential streets
- Please do not use neighborhood driveways to turn around. It's dangerous for other kids walking to school

Safety Tips for Walkers:

- Students to exit car on sidewalk side
- Use all designated crosswalks, corners are crosswalks even if not striped
- Teach kids to stop, look, listen; before crossing the street, look left, right, left for cars
- Cross where crossing guards are located, if available

Pop-up/Temporary Design Pilots: SCHOOL STREETS

CONCEPT

School Streets provide car-free or reduced car traffic street environments adjacent to schools by preventing or limiting car traffic on the street(s). School streets only allow residents living on that street to enter and exit in a car, while expanding the space for families walking and rolling for the school commute.

RATIONALE

School Streets provide numerous benefits to support the health and safety of families walking and rolling, whether from home or from a remote drop-off (**Park & Walk**) location. School Streets can:

- **Provide additional room for physical distancing** on the block(s) leading up to school grounds as students walk and roll to school
- **Encourage more students to walk and roll**, which will:
 - Reduce single-family vehicle trips, supporting the reduction of traffic congestion and toxic emissions around schools
 - Provide physical activity before and after school, where opportunities for exercise may be limited
- **Improve students' safety** in the face of a possible COVID-19-related increase in single-family vehicle trips by reducing vehicles on roadways near schools

CONSIDERATIONS

Location(s)

Implement School Streets on one or more streets near the school, considering the following:

- **Length:** One or more block(s) stemming out from or wrapping around school
- **Traffic Flow:** Direction from which many of students will arrive/depart
- **Need:** Where there is a known safety concern or pinch point between users

Consider how to allow for bus access to school, as well as allowing necessary vehicular access for students with mobility limitations, emergency vehicles, and public transit routes that may intersect with the proposed school street. See **Park**

consider how to designate specific streets or entrances by arrival and dismissal mode, with the School Street providing access for families walking and rolling. School Streets may be more difficult to implement on streets that do not follow a grid street network with limited number of connected streets. Consider road segments that would not significantly impede connections for other roadway purposes, or consider pop-up designs like **Sidewalk Extensions** or **One-way Streets** that do not fully limit through-traffic.

| | |
|---|--|
| <p>Time(s) of Day</p> | <p>School Streets can be closed to car traffic either during school commute times, while school is in session through commute times, or for the whole day that school is in session. This could last for the first week back to school, or throughout the whole school year. Consider the following when selecting times:</p> <ul style="list-style-type: none"> • Expanded arrival and dismissal times associated with staggered schedules • Variations in daily schedule (e.g. regularly occurring early dismissal days) • Feasibility of moving and removing selected, jurisdiction-approved temporary materials |
| <p>Materials</p> | <p>Depending on jurisdiction rules and how temporary/permanent the installation, consider the following materials to denote a School Street, with mounted signage denoting “Road Closed: School Street” to drivers.</p> <ul style="list-style-type: none"> • Free standing delineators³ or traffic cones (easiest to move daily) • A-frame barricades (will require more capacity for installation) • Water-filled barricades or large planters (more permanent/for closures that last the full year) |
| <p>Health & Safety Precautions</p> | <p>Integrate any student queuing for health screening or health check locations into the School Street layout and signage.</p> |

³ A freestanding delineator is like a tall, narrow cone with a weighted bottom; it is usually between 3 - 4 feet tall and is used for traffic control.

PARTNERSHIPS

Implementing a School Street requires coordination. Work with the following partners:

- City transportation planner and engineer for permitting, ensuring access for emergency vehicles, and using approved materials
- School district transportation staff to coordinate bus access and circulation
- School principal and/or school traffic safety leaders, such as crossing guards or certified flaggers for additional supervision (see Flagger Training resources below)
- Neighbors living along the proposed School Street, as changes to the street may require a formal notice depending on the jurisdiction
- Depending on the type of road, jurisdictions may require police presence or other paid or volunteer flaggers. Volunteer flaggers would need to be trained and certified.

EDUCATION & ENCOURAGEMENT

- Use bright signage with simple language, in English and other languages, to communicate with families and local drivers. Use graphics that may work for those with lower literacy. Follow [MUTCD](#) or local guidance where required.
- Ensure neighborhood outreach reaches families with Limited English Proficiency those in multi-family housing units, and renters.
- Promote the School Street to families in transportation communications and orientation packets, including on materials showing revised school commute options (see **Walk & Roll Maps** and **Revised Circulation Practices and Communications**).

RESOURCES

[School Streets for Pandemic Response & Recovery](#) (NACTO, 2020)
[Designing Streets for Kids](#) (NACTO, 2020)
[School Streets Guidebook](#) (80 Cities, 2019)
[School Streets Initiative](#) (United Kingdom)
[Protecting Schools](#) (*in Spanish*, Barcelona, Catalan)
[Flagger Training](#) and [Flagger Train the Trainer Class](#) (Chemeketa Community College)

Pop-up/Temporary Design Pilots:

SIDEWALK EXTENSIONS

| | |
|-----------------------|---|
| <p>CONCEPT</p> | <p>Sidewalk Extensions convert a curbside parking/loading or travel lane into a pedestrian space along routes to school or along school access blocks.</p> |
| <p>RATIONALE</p> | <p>Sidewalk Extensions provide additional space for students and families walking, slowly rolling, and/or actively waiting to support physical distancing and encourage walking and rolling.</p> |
| <p>CONSIDERATIONS</p> | |
| <p>Use</p> | <p>Sidewalk Extensions can support physical distancing in two ways depending on intended use:</p> <ul style="list-style-type: none"> • Additional space for walking and rolling • Additional space for students or parents traveling on foot, bike, or mobility device to wait or queue during drop-off and pick-up <p>Queuing needs may include students waiting for morning health screenings, students lining up to board buses or enter vehicles, or parents and caregivers waiting to pick up students after walking to campus (e.g. from a Park & Walk location or for leading a Walking School Bus and Bike Train, etc.).</p> |
| <p>Locations</p> | <p>Sidewalk Extensions can be implemented along any street where there is sufficient space to convert either the parking or a travel lane into a pedestrian space. This strategy is particularly useful on streets without sidewalks or that provide only a narrow sidewalk.</p> <p>Consider prioritizing Sidewalk Extensions along popular walking and rolling routes to school, from Park & Walk locations, and/or in the areas where students or parents congregate near school entryways.</p> <ul style="list-style-type: none"> • Consider parking demand when selecting the location, as parking will either be removed (if the extension is in the parking lane), or access to it will be impeded (if the extension is in the adjacent travel lane). Schools that already have red curb restrictions on parking may find it easier to select these locations for extensions. |

| | |
|-----------------------------|--|
| Time(s) of Day | <p>Sidewalk Extensions can be implemented either daily during school arrival/dismissal times, for the whole school day, or for the entire school year. Consider the following when selecting times:</p> <ul style="list-style-type: none"> • Expanded arrival and dismissal times associated with staggered schedules • Variations in daily schedule (e.g. regularly occurring early dismissal days) • Feasibility of moving and removing jurisdiction-approved temporary materials (either school or jurisdiction staff) |
| Materials | <p>Depending on jurisdiction rules and how temporary/permanent the installation, consider the following materials to denote a Sidewalk Extension for people both walking or rolling and driving.</p> <ul style="list-style-type: none"> • Protect the Sidewalk Extension with reflective barriers such as freestanding delineators or traffic barrels • Use sufficient delineators to prevent drivers entering the extension to park or drop off/pick up a student at the curb • Incorporate signage well in advance of closing a travel lane • Use sidewalk chalk, tape, and/or laminated signs on delineators to convey to people walking that the space is for them |
| Health & Safety Precautions | <ul style="list-style-type: none"> • Encourage physical distancing along Sidewalk Extensions using engaging chalk, tape, or printed signs that remind families about physical distancing and current health recommendations. • If the Sidewalk Extension is for queuing, consider marking spots with chalk or tape to convey physical distancing requirements. Consider using footprints, flowers, or an image relevant to the school to make it engaging for students. |
| PARTNERSHIPS | <ul style="list-style-type: none"> • Work closely with local government and school district transportation planners for approval on the strategy and materials, along with connecting with school neighbors or property owners along the route for buy-in. • Partner with school district transportation staff, the school principal, and/or school traffic safety leaders to help communicate with families and |

determine the staff capacity for placing and removing directional materials, if needed.

- Flaggers may be necessary to help guide people driving through the area depending on location and jurisdiction.

EDUCATION &
ENCOURAGEMENT

- Use bright signage with simple language, in English and other languages, to communicate with families and local drivers. Use graphics that may work for those with lower literacy. Follow [MUTCD](#) or local guidance where required.
- Promote the Sidewalk Extensions among families in transportation communications and orientation packets, including on materials showing revised school commute options (see **Walk & Roll Maps** and **Revised Circulation Practices and Communications**).

RESOURCES

[Sidewalk Extensions for Pandemic Response & Recovery](#) (NACTO, 2020)

[Designing Streets for Kids](#) (NACTO, 2020)

[Safe Routes for a Return to School 2020](#) (SRTS Marin County, 2020)

[Flagger Training](#) and [Flagger Train the Trainer Class](#) (Chemeketa Community College)



Pop-up/Temporary Design Pilots:

ONE-WAY STREETS

| | |
|----------------|---|
| CONCEPT | Designate one or more blocks along the main school entryway(s) as one-way for traffic flow during arrival and dismissal. |
| RATIONALE | One-way Streets along school drop-off and pick-up locations can help to reduce conflicts between families walking and rolling with people driving. |
| CONSIDERATIONS | |
| Location | <p>Consider One-way Streets for local and residential streets that lead directly into school drop-off and pick-up locations.</p> <ul style="list-style-type: none"> • If implementing other pop-up strategies, One-way Streets would be well paired for streets with Sidewalk Extensions. |
| Time | <p>One-way Streets are ideal for school drop-off and pick-up times.</p> <ul style="list-style-type: none"> • Consider city and school staff capacity to place and remove barricades during the designated time. |
| Signage | <p>Clear signage is essential for implementing this strategy to communicate with parents, caregivers, neighbors, and others driving through the area.</p> <ul style="list-style-type: none"> • Consider using signage and cones to indicate caution and slow traffic in the one-way flow, while using a barricade to block counter-flow traffic. • Consider the school or jurisdictional staff capacity and permission to place and remove directional materials. |
| Safety Efforts | <p>Encourage slow speeds along the one-way street by adding traffic calming strategies such as neck-downs⁴ or narrowed lanes, which could occur in coordination with Sidewalk Extensions.</p> <p>Consider the needs of the three different users of the traffic lane:</p> |

⁴ Neckdowns are pinch points at intersections; they are minor street crossing treatments that narrow at least one side of an intersection using curb extensions or edge islands on both sides of the street. They are often combined with parking bays on side streets off of commercial main streets. (NACTO, [Bicycle Boulevards, Speed Management](#))

| | |
|---------------------------|--|
| | <ul style="list-style-type: none"> • Neighbors who routinely park on the street and may need to move their car by a certain time • Parents arriving by car to drop off a child who will be looking for where they are allowed or able to stop • Drivers who are passing through or used to drive through the corridor |
| PARTNERSHIPS | <ul style="list-style-type: none"> • Work closely with local government and school district transportation planners for approval on the strategy and materials. • Partner with school district transportation staff, school principal and/or school traffic safety leaders to help with communications with families. • Connect with adjacent neighbors and property owners to build support and compliance. • Flaggers may be necessary to help guide people driving through the area depending on location and jurisdiction. |
| EDUCATION & ENCOURAGEMENT | <ul style="list-style-type: none"> • Use bright signage with simple language, in English and other languages, to communicate with families and local drivers. Use graphics that may work for those with lower literacy. Follow MUTCD or local guidance where required. • Promote the One-way Streets in transportation communications and orientation packets, including on materials showing revised school commute options (see Walk & Roll Maps and Revised Circulation Practices and Communications). |
| RESOURCES | <p>Temporary Street Closures and One-way Streets (National Center for SRTS)</p> <p>Designing Streets for Kids (NACTO, 2020)</p> <p>Safe Routes for a Return to School 2020 (SRTS Marin County, 2020)</p> <p>Flagger Training and Flagger Train the Trainer Class (Chemeketa Community College)</p> |

Driving Family Vehicle Strategies:

REVISED CIRCULATION PRACTICES & COMMUNICATIONS

| | |
|---|---|
| CONCEPT | Revised traffic circulation practices and communications tell families, caregivers, students, staff, and others about how and in what direction to safely move through the area around schools. |
| RATIONALE | Keeping students, families, and staff safe from traffic conflicts during arrival and dismissal is paramount. Clear circulation practices and communicating using various tools about these practices help all people walking, rolling, and driving in the area know where they need to go to keep everyone safe. |
| CONSIDERATIONS | |
| Mode Prioritization and Separation | <p>Prioritize students walking and rolling (including those using Park & Walks), along with buses, over those using personal family cars. Personal car loading and unloading zones often create the most hazards for students.</p> <ul style="list-style-type: none"> • Refer to Pop-up/Temporary Design Pilots that can help prioritize the safety of families walking and rolling into and out of school, as well as students with accessibility needs. • If possible, separate drop-off and pick-up areas by mode, e.g. people walking and rolling access the school in areas separate from bus loading and unloading, which is separate from family vehicle pick-up and drop-off zones. Rethink how to use parking lots as part of this effort (see Reimagining Parking Lots). |
| Materials | <p>Use the following materials to communicate expectations for traffic circulation:</p> <ul style="list-style-type: none"> • Maps that convey school commute practices and programs, such as Circulation Maps and Walk & Roll Maps • Mode-based directional signage with arrows (provided through cities for approved locations and use only) • Cones and/or barricades (provided through cities for approved locations and use only, see Pop-up/Temporary Design Pilots for more information) |

| | |
|---|---|
| <p>Health & Safety Practices</p> | <p>Identify where any health screening locations and queuing may take place when establishing separated zones.</p> <ul style="list-style-type: none"> • If pursued, hybrid models and/or staggered arrivals and dismissals may help reduce crowding in each mode-based zone. |
| <p>PARTNERSHIPS</p> | <p>Traffic circulation plans require school district facilities and transportation staff, school administration, and city or county transportation or public works staff to work together.</p> <ul style="list-style-type: none"> • Some jurisdictions require jurisdictional/engineering approval of Circulation Plans and Maps before implementation. • Consider partnering with local community members, school social workers, and CBOs to help identify areas of potential conflict and needs and to spread the word once the plan and materials are ready. |
| <p>EDUCATION & ENCOURAGEMENT</p> | <p>Clear communication with families and neighbors around the circulation changes is essential for compliance. Create a Circulation Map to show any new procedures, and include call-outs for:</p> <ul style="list-style-type: none"> • Areas with large numbers of walkers & rollers (consider the Walk & Roll priority routes and Park & Walk locations) • One-way Streets and other specific directional traffic flow and queuing areas. • Areas where car access or crossing is prohibited (such as Reimagined Parking Lots) <p>Consider creating a video (like this one) about signs, directional changes, and new practices families may see. Videos should provide safety guidance and policies, and could be done “DIY” with a smartphone or by drawing on a map and using Lego cars and people.</p> |
| <p>RESOURCES</p> | <p>Keep Calm and Carry On to School: Improving Arrival and Dismissal for Walking and Biking (Safe Routes Partnership, 2018)</p> <p>Strategies to Improve Traffic Operations and Safety (ITE, 2012)</p> <p>Walk & Roll Map template (Oregon Metro SRTS, 2020) – <i>available soon!</i></p> <p>Improve Your School Arrival & Departure Procedures guide (Feet First, 2013)</p> <p>Example Drop-off and Pick-up video (Wauwatosa Schools SRTS)</p> |

Walking & Rolling Strategies:

SECURE BIKE & SCOOTER PARKING

| | |
|----------------|---|
| CONCEPT | Creating space between existing parking rack spaces and adding additional bike, scooter, and/or skateboard parking can help reduce crowding and support the potential increase in students using these modes to get to and from school. |
| RATIONALE | <p>Active rolling is one of the lowest risk and healthiest school commute options. If more students arrive on wheels, they may require:</p> <ul style="list-style-type: none"> • Additional secure places to store their equipment while in school • More dispersed parking to reduce arrival and dismissal crowding |
| CONSIDERATIONS | |
| Quantities | <p>Consider how students plan to get to school using locally collected data on bike and scooter trips since March 2020, as well as other local data, such as that available from the 2020 Metro Back to School Transportation Survey (available through Metro's Safe Routes to School Coordinator). Monitor the demand as needed, especially as families consider and re-evaluate their school commute options.</p> <p>Using PBOT's updated bicycle parking minimums as an example, consider calculating the amount of bike parking you need with the following equation:</p> <ul style="list-style-type: none"> • $[Average\ district\ wide\ class\ size] \times [city\ target\ bicycle\ mode\ split] = \underline{recommended\ amount\ per\ classroom}$ |
| Locations | <p>Place temporary racks away from areas that may be prone to crowding.</p> <ul style="list-style-type: none"> • Consider dispersing racks around the school campus and along fences. If temporary racks are used, consider a location where the rack can be locked to a fixed structure and/or is in view from classrooms or administration offices, for security. <p>For school sites where racks are located in the city right-of way, rather than on school property, consider coordinating with city partners to place temporary parking.</p> |

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| | <ul style="list-style-type: none"> • If already working with the local government on pop-up efforts that are implemented for the entire school day, rather than solely during commute times, consider discussing placement of temporary racks in association with these efforts (such as Sidewalk Extensions or Reimagined Parking Lots). |
| Materials | <p>While covered permanent racks may appeal to students and families for security reasons, racks that are designed for shorter-term use and/or can be easily moved may be more desirable for adjusting to make physical distancing work.</p> <ul style="list-style-type: none"> • Short-term racks for bikes include smaller, modular U-racks or ‘event racks.’ See Bike Racker, Dero Event Rack or U-racks, or Sportworks Mounting rails for examples. • Newer scooter-parking racks are emerging, along with wall-mounted skateboard storage, both with varying locking features. See Ground Control Systems for examples of scooter and board racks. <p>Consider how to make parking accessible for students and staff using adaptive equipment, such as trikes.</p> |
| Health & Safety Practices | <p>Health and safety practices for bike, scooter, and skateboard secure parking could include:</p> <ul style="list-style-type: none"> • Distributing the racks throughout campus to avoid crowding • Blocking off every-other parking space on a bike or scooter rack to reduce rack capacity and decrease student crowding • Including bike racks in the routine outdoor cleaning practices throughout school, focusing on cleaning the surfaces where students touch • Requiring students to bring any lock home with them, not leaving it on the parking structure |
| PARTNERSHIPS | <ul style="list-style-type: none"> • Work closely with school principals and school or district facilities staff to determine desire, need, and available locations for additional parking equipment, as well as identify installation or placement needs. • Work with local government staff to request any parking in the city right of way and/or for recommendations or financial support with materials. |

- Consider asking large event venues or organizations that provide temporary event bike parking racks to loan the school or city their materials while events are not being held.

EDUCATION & ENCOURAGEMENT

- Use signs leading up to and on the racks, along with pavement markings with tape, chalk, or paint to help direct families to parking options. Signs on the racks should explain distancing practices between parked objects and also where to find other places to park if the current rack is full.
- Use the **Walk & Roll Maps** template and parking icons to indicate where permanent or temporary parking is available.
- Offer staff supervision to encourage students to practice physical distancing while parking and removing their bike or scooter.

RESOURCES

[Safe Routes for a Return to School 2020](#) (SRTS Marin County, 2020)
[Bicycle Parking Code Update: Adopted Draft](#) - Table 266-6 (PBOT, 2019)
[Essentials of Bike Parking: Selecting and Installing Bike Parking that Works](#) (Association of Pedestrian and Bicycle Professionals, 2015)
[Planning Considerations for Walking & Rolling to School in Fall 2020](#) (National Center for SRTS, 2020)



