##### Section 3: Current Student Travel

***See Step 3 of the APP Reference Guide for instructions on how to complete Section 3 below.***

**Important information for Multiple-School APPs**

**If your plan includes more than one school, you will need to create a separate Section 3 for each school. To keep your plan clear and easy to read, copy, paste, and clearly label additional sections with the school name. TIP: Throughout the APP, always list information on multiple schools in the same order. You may also choose to include this information in a different format, provided the information is easy to read and can clearly be attributed to a specific school.**

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| 1. How many students live within walking and bicycling distance of school? Fill out the table below. (Distances are cumulative; meaning that “within 1/2 mile of school” would include students within ¼ mile as well.)
 |
| Distance From School | Number of Students | % of Student Body |
| Within 1/4 mile of school |  |  |
| Within 1/2 mile of school |  |  |
| Within 1 mile of school |  |  |
| Within 2 miles of school |  |  |
| Mapping student addresses (optional**)**. To make your application more competitive, it is strongly suggested that you include student address information in the form of a map. The map should show the school attendance boundary, school site and dots indicating where students live. Contact your Local Technical Assistance Coordinator (LTAC) if you do not have the appropriate resources to map the requested information. Go to [www.virginia.org/saferoutes](http://www.virginia.org/saferoutes) and click on *Contact Us* information about how to contact your LTAC. **Once the map is created, include a full page version in an appendix of your APP.** |
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| How many students are currently walking and bicycling to school? What are the primary walking and bicycling routes?Fill out the table below using information from the Student Travel Tally Summary Report for your school and from discussions with the school principal or crossing guard (primary walking and bicycling routes).*Note: Information on travel modes can come from data collected using the National Center for Safe Routes to School Student Travel Tally forms or it can come from another source if a formal tally has not yet been conducted.* |

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|  | Walk | Bike | School bus | Family Vehicle | Carpool | Public Transit |
| Number of students (morning trips) |  |  |  |  |  |  |
| Number of students (afternoon trips) |  |  |  |  |  |  |
| Primary walking/bicycling routes |  |

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| 1. Are there any school or Division policies that impact students walking or bicycling to school? List below any school or school Division policies that may affect a students’ ability or decision to walk to school.
 |
| **Division Bus Policies** |
| *Policy:* |
| *How it affects student travel modes (3-5 sentences):* |
| **School Travel Policies (Division or school)** |
| *Policy:* |
| *How it affects student travel modes (3-5 sentences):* |
| 1. School Arrival and Dismissal Process. Using prompt questions provided below, describe key school arrival and dismissal procedures at your school.
 |
| Do school buses and parent vehicles use the same driveway for arrival and dismissal?* Yes, all vehicles use the same driveway.
* No, there are separate driveways for family vehicles and school buses.
 |
| Do all students use the same entrance to the school building in the morning?* Yes, all students enter the building at the same location.
* No, students can use different entrances.

**If no**, in three sentences or less, describe how students enter the building: |
| Are all students released at the same time during dismissal?* Yes, all students are released at the same time.
* No, we use a staggered release process (walkers are released first, bus riders second, etc.).

**If no**, in two sentences or less, describe how dismissal is staggered at your school:  |
| Is school staff involved in either arrival or dismissal?* No, school staff is not involved in either arrival or dismissal.
* Yes, we have school staff help students enter and exit the campus safely.

**If yes**, in two sentences or less, describe how school staff are involved in school arrival and dismissal: |
| Are there any adult crossing guards located along student walking routes?* No, we do not have any adult crossing guards serving our school.
* Certainly, we have at least one adult crossing guard that helps students on their walking routes.

**If yes**, please list the locations for each adult crossing guard: |
| Are there police officers that help with arrival or dismissal procedures at this school?* No, we do not have police officers who help direct traffic around the school.
* Yes, we have at least one police officer helping direct traffic around our school.

**If yes**, in two sentences or less, explain how many officers help and what role they play in arrival or dismissal: |
| Are students involved in any arrival or dismissal process (i.e. student safety patrol)?* No, we do not have a student safety patrol.
* Yes, we have a student safety patrol.

**If yes**, in two sentences or less, describe the role of the student safety patrol at both arrival and dismissal: |

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| 1. Parent Attitudes towards walking and biking. Using the Parent Survey Summary Data Report for your school/s generated by the National Center for Safe Routes to School, indicate the top five reasons impacting the decisions of parents who currently DO NOT allow their children to walk or bicycle to school:
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| Reasons for not allowing children to walk or bicycle to school: |
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| 1. Safety Issues and Concerns. Summarize traffic safety issues and concerns that are gathered anecdotally from the team, parents and the community at large. **Record your summary in the space below in 100 words or less.**
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| OPTIONAL: County-level traffic crash statistics are not required in the APP, but depending on your situation this information may be helpful. *This information can be found on the Virginia Department of Motor Vehicles website at* <https://www.dmv.virginia.gov/safety/#crash_data/index.asp>. Summarize the findings from the crash data reports for the county in which your target schools are located.There were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ total crashes within the APP study area (2 miles of the target schools).The crashes resulted in \_\_\_\_\_\_\_\_\_\_\_\_\_injuries and \_\_\_\_\_\_\_\_\_\_\_\_fatalities.The number of crashes that involved bicycles was \_\_\_\_\_\_\_\_\_\_\_\_\_.The number of crashes that involved pedestrians was \_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| 1. Walking and bicycling encouragement activities at the school.Identify and describe activities at your school that support or encourage walking and bicycling. If possible, include photos of past events or activities in the Appendix of your APP.
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| Activity | How it supports or encourages walking and bicycling (1-3 sentences) |
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