INTRODUCTION

This Travel Plan represents the work of the Mellichamp Elementary School Safe Route to School Team. Mellichamp Elementary School is a Bronze Level partner with the South Carolina Safe Routes to School (SRTS) Resource Center. We believe that developing a travel plan that outlines the issues and solutions to getting more students to walk and bike to school is a good way to ensure a successful SRTS program at our school.

The ideas and recommendations developed during this process will guide us in creating a well-balanced approach to building our SRTS program at Mellichamp Elementary School. Our school team will use this document as a resource to plan our encouragement, education, enforcement and evaluation efforts with assistance from the SC SRTS Resource Center. The plan also includes recommendations for engineering projects near Mellichamp Elementary School that would have a positive impact on walking and biking to school. It is our hope that our recommendations can be the basis for grants and/or improvements initiated by the City of Orangeburg.

A diverse SRTS team consisting of parents, school staff, city officials, and other community stakeholders was organized and provided input, guidance and oversight in writing our plan. SC DOT, through the South Carolina SRTS Resource Center, has provided technical assistance in producing this plan. We recognize that SC DOT has reviewed this plan but that the review does not imply formal adoption of the plan by the SC DOT or funding of the recommendations.

The Five E’s

SRTS combines many different approaches to make it safer for children to walk and bicycle to school and to increase the number of children doing so.

Engineering strategies create safer environments for walking and bicycling to school through improvements to the infrastructure surrounding schools. These improvements focus on reducing motor vehicle speeds and conflicts with pedestrians and bicyclists, and establishing safer and fully accessible crossings, walkways, trails and bikeways.

Education programs target children, parents, caregivers and neighbors, teaching how to walk and bicycle safely and informing drivers on how to drive more safely around pedestrians and bicyclists. Education programs can also incorporate health and environment messages.

Enforcement strategies increase the safety of children bicycling and walking to school by helping to change unsafe behaviors of drivers, as well as pedestrians and bicyclists. A community approach to enforcement involves students, parents or caregivers, school personnel, crossing guards and law enforcement officers.

Encouragement activities promote walking and bicycling to school to children, parents and community members. Events such as Walk to School Day, contests such as a Frequent Walker/Bicyclist challenge, or ongoing programs such as a Walking School Bus or Bicycle Train can promote and encourage walking and bicycling as a popular way to get to school.

Evaluation is an important component of SRTS programs that can be incorporated into each of the other E’s. Collecting information before and after program activities or projects are implemented allow communities to track progress and outcomes, and provide information to guide program development.

- Excerpted from “Safe Routes to School: A Transportation Legacy”, the report of the National Safe Routes to School Task Force
### Members of the Mellichamp Travel Plan Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Position Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hayward Jean</td>
<td>Principal</td>
</tr>
<tr>
<td>Carmilla Young Casteal</td>
<td>Physical Education Teacher</td>
</tr>
<tr>
<td>Cole Lewis</td>
<td>Teacher Assistant/Bus Monitor</td>
</tr>
<tr>
<td>Kelvin Breeland</td>
<td>Building Supervisor</td>
</tr>
<tr>
<td>James Howard</td>
<td>Transportation Director, Orangeburg Consolidated School District 5</td>
</tr>
<tr>
<td>Mike Taylor</td>
<td>Management Information System Director, Orangeburg Consolidated School District 5</td>
</tr>
<tr>
<td>Captain James Green</td>
<td>Orangeburg Sheriff’s Department</td>
</tr>
<tr>
<td>Paul Wise</td>
<td>Orangeburg Public Safety</td>
</tr>
<tr>
<td>David Brandyburg, SCDOT</td>
<td></td>
</tr>
<tr>
<td>Lemond Thomas, SCDOT</td>
<td></td>
</tr>
<tr>
<td>Rosa Kennerly</td>
<td>Associate, Eat Smart Move More, Orangeburg</td>
</tr>
<tr>
<td>Tramaine Paul</td>
<td>Associate, Eat Smart Move More, South Carolina</td>
</tr>
<tr>
<td>Shaena Rouse</td>
<td>Associate, Eat Smart Move More, South Carolina</td>
</tr>
<tr>
<td>Patricia Funderburke</td>
<td>Coordinator, Safe Kids TRMC</td>
</tr>
</tbody>
</table>

### TEAM VISION

The Safe Routes to School (SRTS) program at Mellichamp Elementary School aligns with the community’s efforts towards promoting walking and biking. The SRTS program goals of combining engineering, education, enforcement, evaluation and encouragement strategies (also known as the Five E’s) to improve the safety and health of students who walk to school fit our school and city values perfectly.

Our vision for Mellichamp Elementary School (and the surrounding neighborhoods) is:

- To be a place where students demonstrate healthy lifestyles and are excited about walking or biking to school
- To be a place where students and their families feel safe walking in the neighborhood at all times
- To be a place where people value and respect their neighborhood

This SRTS Travel Plan outlines our school’s intentions for making walking or biking to and from school safer and more sustainable for students and the community. Through our SRTS program, we hope to reach a rate of 20% of our students walking or biking to school at least two days a week. We believe this goal is attainable, as 14% of our students currently walk or bike to school and over 28% live within 1 mile of school.

ABOUT THIS PLAN

Our Safe Routes to School team met three times with staff from the SC Resource Center to develop this SRTS plan and then met once more on our own to adopt the plan. Each meeting provided education on the benefits of SRTS and highlighted successful program components and strategies. The engineering meeting included a guided walk audit of the areas around our school. We also discussed education, encouragement, enforcement, and evaluation strategies, which helped us to identify needed and complimentary programs to support proposed engineering strategies. An overview of our planning process is included in the table below.

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Content and Outcomes</th>
</tr>
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<tbody>
<tr>
<td>September 2011</td>
<td><strong>Kick-off Meeting: How the SC SRTS Travel Plan Works</strong></td>
</tr>
<tr>
<td></td>
<td>- Award of the planning assistance grant</td>
</tr>
<tr>
<td></td>
<td>- Overview of the planning process</td>
</tr>
<tr>
<td>October 2011</td>
<td><strong>Engineering Meeting</strong></td>
</tr>
<tr>
<td></td>
<td>- Team visioning</td>
</tr>
<tr>
<td></td>
<td>- Opportunity and barrier discussions</td>
</tr>
<tr>
<td></td>
<td>- Walk audit</td>
</tr>
<tr>
<td></td>
<td>- Observed dismissal</td>
</tr>
<tr>
<td>November 2011</td>
<td><strong>Plan Review</strong></td>
</tr>
<tr>
<td></td>
<td>- Reviewed the draft plan</td>
</tr>
<tr>
<td></td>
<td>- Identified roles and immediate steps for non-engineering recommendations</td>
</tr>
<tr>
<td>January 2012</td>
<td><strong>Plan Adoption</strong></td>
</tr>
<tr>
<td></td>
<td>- Adopted plan</td>
</tr>
<tr>
<td></td>
<td>- Began implementation of non-infrastructure recommendations</td>
</tr>
</tbody>
</table>
TRAVEL PLAN CONTEXT

MELLICHAMP ELEMENTARY SCHOOL AND NEIGHBORHOOD OVERVIEW

Mellichamp Elementary School is located within the city of Orangeburg, located in south central South Carolina with a population of approximately 12,000. The school is situated north of the Orangeburg Municipal Airport, near the junction of Charleston Highway and Broughton Street. Two sets of active railroad tracks frame the school neighborhood to the north and east, reducing the school walking and biking zone to several streets immediately surrounding the school.

Mellichamp Elementary School is sited at the intersection of Murray Road and Cherokee Street. These streets handle mostly low volumes of neighborhood traffic and traffic associated with the school, though Murray Road may be a logical route for cut-through traffic, as it provides a link to the US-21 Bypass (Stonewall Jackson Street) as well as the airport. The speed limit on all streets within the immediate vicinity of the school appears to be 25 mph, with the exception of Murray Road. Murray Road has a general speed limit of 35 mph, but has a speed limit of 25 mph during school arrival and dismissal times within the designated school zone.

The school is well situated within a connected network of streets, which makes it easy for students and their guardians to identify a variety of walking and biking routes. While Murray Road and Cherokee Street have sidewalks on at least one side of the street within a couple blocks of the school, many streets in the school zone have no sidewalks but were observed to have very low volumes of traffic.

The Safe Routes to School (SRTS) program at Mellichamp Elementary School is a key component in the school’s efforts to improve the health of its students. The SRTS program also complements the Comprehensive Plan 2006-2016 for the City of Orangeburg, South Carolina, which sets goals for the city, including the desire “to facilitate or provide an environment of peace and harmony allowing for the orderly growth of business, industry, and the individual, and to make Orangeburg a better place to live.” While pedestrian and bicycle access is not discussed directly in the plan beyond the identification of the need to improve pedestrian mobility in communities
with large senior citizen populations, we believe that improving students’ ability to walk and bike to school helps to achieve the plan goals outlined above. As the plan states that no definitive plan for improving the City’s internal street and highway system is currently in place, the SRTS Team hopes to partner with the City to prioritize infrastructure improvements included in this school travel plan in future City-funded improvement plans.

The City of Orangeburg recognizes the importance of walkable streets, and even provides a historical walking tour route in the downtown area; a map and historical information for each stop is available online. Fitness is also a priority for the City, which is working develop a fitness trail in the Summers Memorial Park in central Orangeburg. The natural trail will provide a three-quarter mile loop with twelve exercise stations and amenities such as gazebos, water fountains, and benches.

All the streets surrounding Mellichamp Elementary are owned and maintained by South Carolina Department of Transportation (SCDOT). The SCDOT recognizes the need for safe pedestrian and bicycle facilities and works with local partners such as the City of Orangeburg to provide these facilities.

CURRENT SCHOOL DEMOGRAPHICS

Our school serves Pre-Kindergarten through fifth grade and has a total of 339 students enrolled for the 2011-2012 school year.

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Count</th>
<th>Percentage of student body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free/Reduced Lunch</td>
<td>339</td>
<td>100%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>35</td>
<td>10%</td>
</tr>
<tr>
<td>Limited English proficient students</td>
<td>17</td>
<td>5%</td>
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</table>

Distance From School, (Collected Fall 2011)

<table>
<thead>
<tr>
<th>Distance From School</th>
<th>Count</th>
<th>Percentage of student body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students living within 1/4 mile of school</td>
<td>27</td>
<td>8%</td>
</tr>
<tr>
<td>Students living within 1/2 mile of school</td>
<td>63</td>
<td>19%</td>
</tr>
<tr>
<td>Students living within 1 mile of school</td>
<td>95</td>
<td>28%</td>
</tr>
<tr>
<td>Students living within 1.5 miles of school</td>
<td>177</td>
<td>52%</td>
</tr>
<tr>
<td>Students in grades Pre K-2</td>
<td>239</td>
<td>70%</td>
</tr>
<tr>
<td>Students in grade 3-5</td>
<td>100</td>
<td>30%</td>
</tr>
</tbody>
</table>
CURRENT STUDENT TRAVEL MODES

<table>
<thead>
<tr>
<th>Time of Day [1]</th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Public Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>825</td>
<td>5%</td>
<td>0%</td>
<td>51%</td>
<td>36%</td>
<td>8%</td>
<td>0%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Afternoon</td>
<td>804</td>
<td>7%</td>
<td>0%</td>
<td>51%</td>
<td>34%</td>
<td>7%</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Figures come from the Student Travel Talley conducted September 2011 (see Appendix C for a summary report).

While the district policy is that students living within 1 mile of the school are not eligible for busing, many students in this area are bused due to safety hazards such as missing sidewalks and the active railroad track crossings.

SCHOOL ARRIVAL AND DISMISSAL PROCEDURES

Mellichamp Elementary School relies on policies, practices, and support activities to ensure a safe and orderly arrival and dismissal process for students, regardless of how they travel to school. Parents and students are reminded of these procedures in the student handbook and the school’s Expectations (found on the school’s website and other promotional materials), one of which is to “Understand Safety.“

Students walking or biking to school arrive between 7:10 and 7:45 via the main entrance or the two side entrances. The on-campus bike rack, once located behind the school, has recently been re-installed in front of the school for easier access.

Students who arrive to school early proceed to specified Waiting Stations in the school, determined by grade level.

Three buses serve the school and arrive at approximately 7:10 am to drop off students at the southern entrance of the school. Mellichamp Elementary School has a parent drop off and pick

Current bike rack location behind school building
up area accessed off of Cherokee Street (north side of school), consisting of a one-way driveway and two sections of front-in angle parking spaces. Parents form two lines (monitored by school staff) to minimize back-up onto the surrounding street network. In the morning, parents typically drop off children between 7:10 and 7:45 am (school starts at 7:45 am). Parent drivers must stay in the car at all times to minimize delays.

In the afternoon, student dismissal times are staggered to reduce congestion and improve safety. Starting at 2:50 pm, bus-riding students in grades kindergarten through second grade are released, followed by bus-riders aged third grade through fifth grade. Next, students who are walking or picked up by personal vehicles are released; first kindergarten through second grade, followed by grades third through fifth. Walkers do not exit from a particular door, but those who walk home with volunteers meet at the parent pick-up area in the front of the school.

Parents begin queuing in the driveway, and out onto Cherokee Street five to ten minutes prior to the first release bell. Two lines are formed, guided by traffic cones. A staff person identifies each driver by vehicle and escorts the child to the appropriate car. Parents are not permitted to get out of their car while in the pick-up line. Parents were observed parking along Cherokee Street and waiting for their children to walk to them, while others were observed leaving their cars on Cherokee Street and walking to intercept their children, both of which are against school procedure. Children and parents were observed crossing Cherokee Street midblock to access parked vehicles, as well as residences north of the school.

<table>
<thead>
<tr>
<th>Travel Mode</th>
<th>Procedure</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>Arrive staggered</td>
<td>7:10-7:45</td>
</tr>
<tr>
<td>Bike</td>
<td>Arrive staggered</td>
<td>7:10-7:45</td>
</tr>
<tr>
<td>School Bus</td>
<td>Arrive first. Unload into side entrance.</td>
<td>7:10-7:15</td>
</tr>
</tbody>
</table>
### EXISTING TRAVEL HABITS

Students travel from all directions to Mellichamp Elementary School. Many live within a reasonable walking distance of the school. For example, more than one quarter of students (28%) live within one mile of school and nearly one in five (19%) live within a half mile.

While students live on all sides of the school, several factors limit the effective walking and biking zone for the school. Active railroad tracks located less than half a mile from the school is a factor limiting accessibility, as many roads do not cross the tracks, and those that do typically do not include pedestrian crossing treatments.

Students who walk to and from school are concentrated on the following roadway segments:

- Murray Road – this street provides access to the school from the neighborhoods south and east of the school property. A buffered sidewalk exists on the west side (school side) of the street, though the concrete is broken or covered with debris in several locations. One multiple-family, higher-density residential community is located on Murray Road north of the school.

### Travel Mode Procedure | Time
---|---
Walk | Dismiss staggered | 3:00
Bike | Dismiss staggered | 3:00
School Bus | Dismiss staggered | 2:50
Family Vehicle | Dismiss staggered | 3:00
where several students live. With the exception of Cherokee Street, no side streets connecting with Murray Road have sidewalks, crosswalks, or other pedestrian facilities. All side streets and school driveways are stop-controlled.

- Cherokee Street – students walking to school from the north and west use Cherokee Street, which has buffered sidewalks on both sides of the street between Murray Road to the south and Francis Marion Street to the north. Several multiple-family, higher-density residential communities are located on Cherokee Street and home to many students. No side streets connecting with Cherokee Street have sidewalks, crosswalks, or other pedestrian facilities. All side streets are stop-controlled.

- Unofficial Trails – students traveling from the multiple-family, higher-density communities called Edgewood and Dogwood, located northwest of the school, often travel on unpaved trails through undeveloped land to access the school by George Pickett Street (a street on the perimeter of the school property) or Cherokee Street. These paths provide direct access between the residential communities and the school, and traveling on these paths allows students to avoid some of the traffic concerns found on Cherokee Street. The undeveloped land appears to be private property.

A parent survey was conducted in the fall of 2011 and provides good information on parent attitudes and behaviors. For example, parents of students who live less than one mile from school and who drive their children to school listed the following reasons for doing so:

- Weather or climate
- The speed of traffic is too high
- The amount of traffic is too high
• Safety of intersections/lack of school crossing guards at key intersections along walking route
• Time and convenience, i.e. driving is more convenient
• Violence and crime in the area

The survey results also indicate that if some of the conditions listed above were changed, parents would reconsider allowing their children to walk or bike to school. In addition to the factors listed above, over 70 percent of all respondents said that having an adult to walk or bike with was necessary before their children would be allowed to walk or bike to school (although less than 20 percent responded that this currently affects whether they allow their children to walk or bike to school.) Many of the issues in the table above can be addressed with either infrastructure or non-infrastructure strategies; or a combination of programs. We kept these concerns in mind when identifying the strategies that we want to accomplish in the near future.

KEY ISSUES AND OPPORTUNITIES

By reviewing parent surveys, conducting a field audit of school walking and bicycling conditions, and utilizing the perspective of an engineering consultant, the team identified the following issues and opportunities for safe routes to school:

*Barrier: Lack of marked crosswalks at the intersection of Murray Road and Cherokee Street*

Murray Road and Cherokee Street are the most traveled walking routes to the school. The intersection of Murray Road and Cherokee Street is a primary entrance point to the school property and includes a sidewalk connection to the front of the school building (see image, left). However, this intersection contains no crosswalk, and is most heavily crossed by students walking to and from school on the western leg across Cherokee Street and the northern and southern legs across Murray Road, in order to reach smaller neighborhood streets.

*Barrier: Lack of marked crosswalks at the intersection of George Pickett Street and Cherokee Street*

Cherokee Street is one of the most traveled routes for walkers and bikers, and currently is traveled by an informal walking group that will be formalized into a Walking School Bus (see Encouragement Strategies, below).
Barrier: Lack of sidewalk on the east side of Murray Road

Many students live along both sides of Murray Road in the school zone area, but currently there is only a sidewalk on the west side of the street. Students living on the east side must either walk in the grass alongside the road, or cross Murray Road at unmarked midblock locations to utilize the existing sidewalk. In addition, no sidewalks exist on either side of Murray Road south of Beauregard Street, though students have been observed walking toward Stonewall Jackson Street.

Barrier: Parents parking on the sidewalks on both sides of Cherokee Street during dismissal

Parents were observed parking on the sidewalks on both sides of Cherokee Street during school pick-up, either waiting for their children or leaving their cars to intercept their children at the official pick-up location. Children, both accompanied and unaccompanied by parents, were observed crossing Cherokee Street at unmarked midblock locations to access vehicles on the north side of Cherokee Street. Children traveling along the sidewalk must sometimes walk in the grass or the street to get around these vehicles, and the increased activity of these vehicles parking, backing up, reversing and re-entering the roadway decrease visibility and safety for pedestrians and bikers.

Barrier: Indirect connections between the school and nearby residential communities

While the neighborhoods of Dogwood and Edgewood are located geographically close to the school property, students traveling from these communities must travel on Cherokee Street or Stonewall Jackson Street, both of which provide indirect, longer routes to school. Worn paths indicate there is a desire for a direct connection through the undeveloped land separating the school property from the communities.

Barrier: Missing sidewalks on neighborhood streets

With the exception of Murray Road and Cherokee Street, no streets in the identified school area have sidewalks or marked crossings. While most of these roads are
utilized by local traffic only and were observed to have relatively low volumes and speeds, children walking on the edge of the roadway still encounter conflicts with moving or parked vehicles, as well as water pooling along the roadway edges due to poor drainage.

One exception to the low-volume roads in the school area is Robert E Lee Street, which provides connections to the larger street network across the railroad tracks in the east (designated as Whaley Street), and carries higher traffic volumes. In addition, a higher density, multi-family residential community is located on Robert E Lee Street less than half a mile from the school, but the bridge that connects Robert E Lee Street with Cherokee Street does not contain sidewalks. Students living in this community are often bused or driven to school, although many students have been observed walking to and from school along Robert E Lee Street.

**Barrier: Inadequate pedestrian lighting in the school zone area**

Currently, street lighting in the neighborhood surrounding the school is vehicular-scale lighting that does not adequately light the sidewalk zone. This is especially a problem in the colder months, when it is typically still dark when students are arriving at school in the morning.
This Travel Plan is comprised of several sections detailing activities and programs for our school to implement now and projects for us to work on with local officials.

**Non-Engineering Plan**
This Travel Plan identifies best practice education, encouragement, enforcement and evaluation activities and programs suitable for Mellichamp Elementary School. Information on the advantages and considerations for each strategy and resources to help us implement each are included in Appendix E.

**12-Month SRTS Activity Calendar**
Our team will pursue a smaller subset of items in the non-engineering plan during the next 12 months. We will review our work periodically, adding additional activities that will continue the SRTS program momentum.

**Engineering Recommendations**
With assistance from the South Carolina SRTS Resource Center, we have identified short, medium and long-term engineering treatments to make walking and biking to school safer for our students.

**NON-ENGINEERING TRAVEL PLAN**

We identified a number of activities and programs to promote walking and biking to school. These activities and programs, while grouped by “The Five E’s”, are dependent upon each other for their individual success. We plan to work on our highest priority programs this year, following up with other programs in successive years. We used the timeframe below to determine when to initiate programs:

<table>
<thead>
<tr>
<th>Type</th>
<th>Short</th>
<th>Medium</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouragement, Education, Enforcement, Evaluation</td>
<td>Within 12 months</td>
<td>Within 2 years</td>
<td>Longer than 2 years</td>
</tr>
<tr>
<td></td>
<td>Or, what we plan to do this school year</td>
<td>Or, what we plan to do next school year</td>
<td>Or, what we plan to do starting in two years</td>
</tr>
</tbody>
</table>

The activities and programs we expect to work on during the next 12 months are identified in the activity calendar included in this section. Medium and Long Term strategies are described below. A calendar for our strategies is included in Appendix A.

**EDUCATION STRATEGIES**
The education strategies included in our 12-month activity calendar are aimed at providing all students with pedestrian walking skills. We will provide safety educational materials to parents when school resumes in the fall of 2012 and will create opportunities for families to walk and bicycle together. We will also use our school website to post educational materials for all roadway users.

- The Safe Kids Orangeburg, Bamberg and Calhoun Counties Coalition currently holds an annual bike rodeo in March, known as “Super Saturday,” in partnership with the Orangeburg Department of Public Safety. Working with the Orangeburg Department of Public Safety’s bike patrol team, we will conduct additional mini bike rodeos for each grade level to educate students of safe biking techniques. We will continue to encourage parents and other community members to attend, as well as provide an informational booth focused on safe walking and driving in school zones, which will promote parent compliance with traffic laws and safe interactions with Walking School Buses.

- At the March 2012 “Super Saturday” event, we will announce the new location of the school’s bike rack, which has been moved from the back of the school to be near the front entrance of the school building.

- Many families already walk to after-school functions such as the annual Open House. Our SRTS program will build on this behavior by organizing an informational booth at the Open House that focuses on neighborhood safety. We will provide safety information, including basic principles for safe walking and biking in the neighborhood, and encourage families to practice newly learned skills on the walk home, and when walking to school for other events.

- Two of our team members are Operation Lifesaver instructors and will visit the school to provide interactive lessons on safely crossing active railroad tracks. While the SRTS Team recognizes that officially encouraging children to cross active railroad tracks is not allowed, we also acknowledge that many students and families do in fact cross the tracks for a variety of reasons, including walking or biking to school, and we feel we should provide education to make these behaviors as safe as possible.

ENCOURAGEMENT STRATEGIES

Encouragement strategies included in our 12-month activity calendar will help students and their parents feel more comfortable and confident about walking and biking to school.

- Students currently walk with a parent, neighbor, other students, or alone. Organizing Walking School Buses will be an effective encouragement strategy that helps to address
parent concerns about time/convenience, safety along roadways and at intersections, and crime/violence. Our first encouragement activity will be to provide support for the current informal walking group that travels north on Cherokee Street. The group will be formalized into a Walking School Bus, and additional Buses will be added for Murray Road and the Threson Street/Silkwood Street area.

- Given the number of school safety events taking place annually in the month of October, we will establish this month as “Student Safety Month.” In addition to Walk to School Day events that Mellichamp Elementary School currently participates in, the school district also holds a Bus Safety week during October, and presentations by Operation Lifesavers instructors will now be held annually in October.

- In addition, information on the Safe Routes to School program at Mellichamp Elementary School will be sent home each October. Mellichamp Elementary School does not currently have a PTO, but plans to organize one for the start of the school year in the fall of 2012. The PTO will help to organize and facilitate encouragement strategies for the Safe Routes to School program, and educational information on the program will be provided at meetings for new or interested members.

- To encourage our current walkers and bikers to continue active travel, and to encourage additional students to begin walking or biking to school, we will establish a Frequent Walker/Biker program. This program will track the number of days a student walks or bikes to school, and provide rewards for reaching pre-determined milestones. We will integrate a reward program with the Frequent Walker/Biker program, in which students will redeem their trips for incentives determined by the PTO. Potential rewards include bike helmets, coupons for local bike stores, bike locks, and water bottles.

**ENFORCEMENT STRATEGIES**

Our SRTS enforcement strategies are aimed at both changing the behavior of drivers and making the neighborhood safer and more secure for students walking to and from school.
• As the number of students walking and biking to school increases, we will approach the Orangeburg Department of Public Safety to discuss the need for official crossing guards at key intersections such as Murray Road and Cherokee Street.

• Our partner for traffic safety is the Orangeburg Sheriff’s Department. They will participate in Walk to School Day events by stationing vehicles along student walking routes and enforcing stop sign compliance and speed limits. The Safety Team will give out warning tickets to parents not following pick-up procedures, focusing on educating the offenders to the safety concerns caused by their behavior.

• We have also partnered with Safe Kids Orangeburg, Bamberg and Calhoun Counties Coalition to ensure that students riding with their parents wear their seatbelts and understand the importance of roadway safety regardless of one’s mode of travel.

• To address personal safety, we will partner with the Orangeburg Department of Public Safety- Crime Prevention Unit to form a neighborhood crime watch zone. The neighborhood crime watch will help make the community safer for all residents at all hours. We will recruit parents (or grandparents) who are home during the day and local retirees to act as corner captains. As corner captains, residents promise to watch the neighborhood during either school arrival or dismissal times and to report any suspicious behavior they witness.

• In addition, we will incorporate personal safety information into our curriculum during Student Safety Month, utilizing resources provided by the National Center for Safe Routes to School.

EVALUATION STRATEGIES

Evaluation is an important component of our SRTS program. We plan to regularly complete in-classroom student tallies and other evaluation tools, such as the parent survey form provided by National Center for Safe Routes to School. We first administered these in September of 2011, which provided baseline information on student travel behavior. Subsequent student tallies and parent surveys will help us measure the effectiveness of SRTS efforts over time.

We recognize that the South Carolina SRTS Resource Center administers evaluation week each year in November. We plan to participate by submitting student tallies at that time each year. We will continue to conduct annual walk audits to evaluate the existing walking and biking environment as well as monitor the progress of recommended projects.
### EVALUATION TOOL

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### ENGINEERING TRAVEL PLAN

Our goal for engineering improvements is to improve the physical conditions for walking and bicycling along routes students currently use as well as routes with substantial potential for walking and bicycling. These engineering improvements generally fall into three categories: provide sidewalks and paths, improve intersections crossings, and improve the school site to better accommodate pedestrians and bicyclists during arrival and dismissal. Our priorities reflect what we believe to be most important with regards to safety and encouraging more walking and biking.

The recommendations following Appendix B are drawn from nationally recognized treatments to improve conditions for walking and bicycling, particularly for students, and each recommendation meets basic engineering guidelines for safety and signage, such as the Manual for Traffic Control Devices and the American Association of State and Highway Officials guide. A description of these typical SRTS engineering treatments can be found in Appendix D: Glossary of SRTS Infrastructure Treatments. The engineering treatments shown are based on national best practice design techniques; however some treatments are not in wide use by SCDOT and may necessitate additional review. Furthermore, as these are preliminary recommendations, each location may require further engineering analysis, public input, design, and review by the appropriate agency(ies) prior to implementation.

In general, these projects increase in cost and complexity from signs and markings upwards to sidewalk or path construction. We assigned recommendations as short-term or long-term based on these generalizations. However, we recognize that site, soil, materials, right-of-way acquisition, and environmental regulations also impact the cost and complexity of any given project. Accordingly, actual timeframes may vary depending on the lead agency, design and construction process for each recommendation.
The team prioritized the infrastructure improvements as high, medium or low. The factors affecting this ranking include:

- Locations with specific safety concerns
- Locations along existing student walking or biking routes, or with a significant number of school family residences
- Locations that are priorities for the school community

**CONSIDERATIONS FOR DESIGN, PROJECT SELECTION, AND FUNDING**

- All infrastructure recommendations in this plan are considered “planning level” and may require further engineering analysis, design, or public input before implementation.

- Recommended changes to existing traffic patterns (adding a signal, adding a stop sign, changing lane patterns, etc.) will require a study to evaluate the potential impact that the recommendation could have on existing traffic conditions. If funded through SCDOT, this study must meet the standards and guidelines of SCDOT.

- Drainage, existing utilities and Americans with Disabilities Act (ADA) compliance will need to be evaluated for all recommendations at the time of design. ADA guidelines recommend particular design features to accommodate persons with disabilities. ADA design considerations for curb ramps, sidewalks and paths, include appropriate slopes, landing areas, surface conditions, and use of detectable warning materials for visually impaired pedestrians, among other design features.

- Right-of-way was not evaluated as a part of this project. Recommendations assume that sufficient right-of-way exists or that a method to gain needed right-of-way will be identified as the project progresses.

- SCDOT will not be responsible for electric usage or maintenance expenses associated with lighting installation.

More information on the types of projects eligible for SRTS funding is available through SC DOT at [www.scdot.org/community/saferoutes-funding.shtml](http://www.scdot.org/community/saferoutes-funding.shtml)
APPENDICES

A. Non-infrastructure Strategy Calendar

B. Location-Specific Engineering Recommendations (Location Key and Recommendations Table)

C. School Profile and Survey Reports

D. Glossary of SRTS Infrastructure Treatments

E. Non-Engineering Strategies Resource Guide
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SRTS engineering strategies create safer environments for walking and bicycling to school through improvements to surrounding infrastructure. These improvements focus on reducing motor vehicle speeds and conflicts with pedestrians and bicyclists. They establish improved crossings, walkways, trails, and bikeways.

The following table provides a summary of the engineering strategies recommended for Mellichamp Elementary School. These recommendations were developed by Toole Design Group, LLC based on input received from the Mellichamp Elementary School SRTS Team. The table includes an estimate of time likely needed to implement the recommended improvements at each site (Estimated Time Frame). All proposed improvements have been prioritized at each site for the Mellichamp Elementary School SRTS Team (Team Priority).

These recommendations are for planning purposes only and may require further engineering analysis, design, or public input before implementation and should be in full compliance with the Manual on Uniform Traffic Control Devices for Streets and Highways (MUTCD), 2009 edition. The process for implementation of each recommendation will vary depending on the lead agency for construction (e.g. the local municipality, county, or SCDOT.)

The attached Location Key indicates the location of each recommendation site in relation to the school. The following summary table describes each location and details the components of each recommendation.
<table>
<thead>
<tr>
<th>Site</th>
<th>Need</th>
<th>Recommendation</th>
<th>Time Frame</th>
<th>Ranking Factors</th>
<th>Team Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Murray Road between Stonewall Jackson Street and Douglas MacArthur Street</td>
<td>Murray Road is the main connection to the residential neighborhoods north and east of the school. Several students also live in homes along Murray Road. Murray Road is the a direct motorist connection between Stonewall Jackson Street and Broughton Street for the neighborhood. The speed limit of Murray Road is 25 mph during school arrival (7:15am to 8:15am) and dismissal (2:15pm to 3:15pm) times, and 35 mph at all other times. However, the team has observed relatively high traffic speeds on Murray Road during school travel hours.</td>
<td>1- Install school speed limit sign flashing beacons with the existing school zone speed limit sign on northbound Murray Road located between Stonewall Jackson Street and Beauregard Street. The beacons are to be activated when the reduced speed limit is in effect. 2- Install school speed limit sign flashing beacons with the existing school zone speed limit sign on southbound Murray Road located between Cherokee Street and Douglas MacArthur Street. The beacons are to be activated when the reduced speed limit is in effect.</td>
<td>Short term</td>
<td>✓ Safety concerns  ✓ Existing walking or bicycling routes  ✓ Within ½ mile of school  ✓ Priorities for the school community</td>
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<td>Site</td>
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<td>Recommendation</td>
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<td>B</td>
<td>Intersection of Murray Road and Cherokee Street Cherokee Street is stop-controlled at this intersection. Murray Road is uncontrolled at this location.</td>
<td>The intersection is comprised of two lanes of travel on Murray Road and two lanes of travel on Cherokee Street. This intersection is a node for both motorists and walkers headed for Mellichamp Elementary School. Some parents pick up their children near this intersection. Murray Road is the main connection to the residential neighborhoods north and east of the school. Several students also live in homes along Murray Road. Some students traveling from the east also travel along Cherokee Street. The team has observed relatively high traffic speeds on Murray Road during school travel hours.</td>
<td>1- Extend the sidewalk on the northwest side of Murray Road at the northern corner of the intersection to the Cherokee Street crossing. 2- Install a high-visibility crosswalk on the northwestern and southwestern legs of the intersection. 3- Consider making this intersection an all-way stop, installing stop bars and stop signs in both directions on Murray Road. 4- With the construction of sidewalks on Cherokee Street east of Murray Road and on the east side of Murray Road, install high-visibility crosswalk markings on the remaining two legs of the intersection.</td>
<td>Short term</td>
<td>✓ Safety concerns ✓ Existing walking or bicycling routes ✓ Within ½ mile of school ✓ Priorities for the school community</td>
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<td>Site</td>
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</table>
| C Intersection of George Pickett Street and Cherokee Street          | Cherokee Street is a direct walking route for students living in neighborhoods west and northwest of the school and is heavily used by all modes of transportation in the morning hours.  

The street has two lanes of travel and sidewalks on both sides. Most students observed walking on Cherokee Street traveled on the sidewalk on the south side, although students also cross to the north side of Cherokee Street.  

There are no striped crosswalks or “school crossing” signs at the intersection, however “school zone” signs are located west of the intersection on Cherokee Street. | 1- Install high-visibility crosswalk markings on the southwestern leg of the intersection, across George Pickett Street.  

2- Install a raised crosswalk on the southeastern leg of the intersection across Cherokee Street. Include school crossing warning signs or appropriate signalization measures, as well as a sidewalk connection between the crossing and the existing sidewalk on the north side of Cherokee Street.  

This recommendation will require further analysis and evaluation. | Short term | ☑️ Safety concerns  
☑️ Existing walking or bicycling routes  
☑️ Within ½ mile of school  
☑️ Priorities for the school community | High |
| D Stonewall Jackson Street between Virginia Road and Airport Road     | Students travelling from the neighborhoods southeast of the school (from Silkwood Street and Threson Street) must walk along Stonewall Jackson Street to Virginia Road to reach the school.  

There are no sidewalks or marked crossings on Stonewall Jackson Street, which has two lanes of travel. Stonewall Jackson Street is a minor arterial street that connects with the US-21 Bypass west of the city, and was observed to have relatively heavy traffic by the team. | 1- Install a sidewalk on the north side of Stonewall Jackson Street and on the east side of Virginia Road between Airport Road and Murray Road. Include a sidewalk connection to Silkwood Street, which dead-ends east of Stonewall Jackson Street.  

2- Install high-visibility crosswalk markings across Threson Street and Lakeview Street on the northern leg of each intersection. | Short term | ☑️ Safety concerns  
☑️ Existing walking or bicycling routes  
☑️ Within ½ mile of school  
☐ Priorities for the school community | High |
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<tr>
<th>Site</th>
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<th>Time Frame</th>
<th>Ranking Factors</th>
<th>Team Priority</th>
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<tbody>
<tr>
<td>E</td>
<td>Intersection Murray Road and Virginia Road/ Beauregard Street</td>
<td>Virginia Road is a direct walking route for students living in neighborhoods southeast of the school (from Silkwood Street and Threson Street). There are no sidewalks on Virginia Road or on Murray Road south of Virginia Road. Students and families walk along both streets to access the school. There are no striped crosswalks at the intersection. No “school crossing” signs are present at the intersection, however a “school zone” speed limit sign is located south of the intersection on Murray Road. The team has observed relatively high traffic speeds on Murray Road during school travel hours.</td>
<td>1- Extend the sidewalk on the north side of Murray Road at the northern corner of the intersection to the Murray Road crossing. 2- Install high-visibility crosswalk markings on the northwestern and northeastern legs of the intersection, across Murray Road and Beauregard Street. Include “school crossing” signs at the crossing of Murray Road.</td>
<td>Short term</td>
<td>☑ Safety concerns  ☑ Existing walking or bicycling routes</td>
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<tr>
<td>F</td>
<td>Murray Road between Stonewall Jackson Street and Broughton Street</td>
<td>Murray Road is a primary walking and biking route to the school. Murray Road also provides access to amenities such as recreational facilities located on the southern side of Stonewall Jackson Street. The team has observed relatively high traffic speeds on Murray Road during school travel hours.</td>
<td>1- Install a sidewalk on the north side of Murray Road from Stonewall Jackson Street to Beauregard Street. 2- Install high-visibility crosswalk markings on the side street crossings on the north side of Murray Road. 3- Install a sidewalk on the south side of Murray Road from Stonewall Jackson Street to Broughton Street.</td>
<td>Medium Term</td>
<td>☑ Safety concerns  ☑ Existing walking or bicycling routes</td>
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<td>Site</td>
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<td>G</td>
<td>Students living on Robert E Lee Street northwest of the school often do not walk or bike to school, although these neighborhoods are within one mile of the school. In addition to a multifamily, higher density community located on Robert E Lee Street, other neighborhood roads connect with Robert E Lee Street. There are no sidewalks or marked crossings on Robert E Lee Street. Robert E Lee Street continues across a narrow bridge with two lanes of travel and narrow shoulders. The shoulders of the bridge are covered in debris and have some pavement deterioration.</td>
<td>1- Install a sidewalk on the east side of Robert E Lee Street between Cherokee Street and Broughton Street. 2- Create a buffered walking space on the bridge at the intersection of Robert E Lee Street and Francis Marion Street by narrowing and shifting the vehicular travel lanes to the west, and installing flexible bollards along the edge of the vehicular travel lane on the east side. This recommendation will require further geometric analysis and evaluation. 3- Install high-visibility crosswalk markings on the southern leg of the intersection of Robert E Lee Street/Cherokee Street and the driveway to the Dogwood Apartments complex. 4- Install high-visibility crosswalk markings on the eastern leg of the intersection of Robert E Lee Street and Francis Marion Street.</td>
<td>Medium Term</td>
<td>☑ Safety concerns  ☑ Existing walking or bicycling routes  ☑ Within ½ mile of school  ☑ Priorities for the school community</td>
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<tr>
<td>H Trail Connections</td>
<td>Students traveling between the school and the Edgewood and Dogwood residential communities northwest of the school often walk along worn paths through a parcel of undeveloped land between the communities and George Pickett Street. The paths appear to follow a street grid that may have been designated when development was expected for the area. The development plans for the land are unknown. Further investigation is needed to determine lot ownership and future or proposed uses.</td>
<td>1- Formalize trails with paving and pedestrian scale lighting. Connect trails with existing pedestrian facilities in the residential communities. This recommendation will require further engineering and right-of-way analysis and evaluation.</td>
<td>Long Term</td>
<td>☐ Safety concerns  ☑ Existing walking or bicycling routes  ☑ Within 1/2 mile of school  ☑ Priorities for the school community</td>
<td>Medium</td>
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<td>2- Install high-visibility crosswalk markings on the northeastern leg of the intersection of George Pickett Street and Beauregard Street, across George Pickett Street and aligned with the formalized trail.</td>
<td>Long term</td>
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<td>3- Install a sidewalk on the east side of George Pickett Street from the crossing at Beauregard Street to the existing sidewalk on the south side of Cherokee Street.</td>
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<td>I</td>
<td>Cherokee Street is a direct walking route for students living in neighborhoods east of the school. There are no sidewalks on Cherokee Street in this segment. There are no striped crosswalks at the intersections of Cherokee Street and Lakeview Drive or Cherokee Street and Seminole Avenue.</td>
<td>1- Install a sidewalk both sides of Cherokee Street from Lakeview Drive to the Murray Road, connecting with the proposed crosswalk markings from Site A. 2- Install high-visibility crosswalk markings across Lakeview Drive and Seminole Avenue at the intersections with Cherokee Street. Include “school crossing” signs at the crossings.</td>
<td>Long term</td>
<td>Long term □ Safety concerns ☑ Existing walking or bicycling routes ☑ Within ½ mile of school □ Priorities for the school community</td>
<td>Medium</td>
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<td>J</td>
<td>Cherokee Street is a direct walking route for students living in neighborhoods west and northwest of the school, and is heavily used by all modes of transportation in the morning hours. A curve in the alignment of Cherokee Street is striped so that the northbound travel lane is relatively narrow (approximately 10 feet wide) and the southbound travel lane is relatively wide (approximately 18 feet wide). Vehicles traveling northwest often track into the buffer zone and potentially into the sidewalk while rounding the curve, as evidenced by worn grass and tire tracks in the soil of the buffer.</td>
<td>1- Re-stripe the double yellow centerline on Cherokee Street to provide equal space for each travel lane at the curve between George Pickett Street and Francis Marion Street.</td>
<td>Short Term</td>
<td>Short Term ☑ Safety concerns ☑ Existing walking or bicycling routes ☑ Within ½ mile of school ☑ Priorities for the school community</td>
<td>Medium</td>
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| All Streets Within the School Zone       | While school zone warning signs and school zone speed limit signs exist on Cherokee Street and Murray Road, no pavement markings exist to indicate the school zone. School zone pavement markings reinforce the transition for motorists to the school zone, in which motorists must reduce speed (during designated pick-up and drop-off hours) and watch for walkers and bikers (particularly children). | 1- Install “school” pavement markings on Cherokee Street and Murray Road alongside existing school zone warning signs and school zone speed limit signs. | Short term | □ Safety concerns  
☑ Existing walking or bicycling routes  
☑ Within ½ mile of school  
□ Priorities for the school community | Medium       |
| All Streets Within the School Zone       | Existing street lighting in the neighborhood surrounding the school is vehicular-scale lighting that does not appear to adequately light the sidewalk zone. This can especially be a problem in the colder months, when it is typically still dark when students are arriving at school in the morning. | 1- Install pedestrian-scale lighting at all intersections in the school zone which include existing and proposed designated crossing treatments, such as marked crosswalks or crossing warning signs. 
2- Install pedestrian-scale lighting along all streets with existing and proposed sidewalks. 
3- Analyze the need for additional lighting in the school area, including the school property and residential streets that may carry walkers and bikers but do not include existing or proposed sidewalks. | Short Term | ☑ Safety concerns  
☑ Existing walking or bicycling routes  
☑ Within ½ mile of school  
☑ Priorities for the school community | High         |
School Profile

SCHOOL BACKGROUND

School Name: Mellichamp Elementary

School Address: 350 Murray Road Orangeburg, SC 29115

School County: Orangeburg

Grades Taught: PCD, PreK-5th grade

Demographics:

1. Total Enrollment: 339
2. Number of students that receive free and reduced lunch: 336/3
3. Number of students living within 0.25 mile:
4. Number of students living within 0.5 mile:
5. Number of students living within 1 mile:
6. Number of students living within 1.5 mile:

Year school was built (or opened):

School Attendance Boundaries (Street Names, or provide a map with boundaries indicated)

See map.

After-school activities:

<table>
<thead>
<tr>
<th>Activity name</th>
<th>Number of students</th>
<th>Time released</th>
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<tbody>
<tr>
<td>Project Life Positeen</td>
<td>20</td>
<td>5:00 pm</td>
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<tr>
<td>Good News Club</td>
<td>20</td>
<td>4:15 pm</td>
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### Arrival and Dismissal Procedures

<table>
<thead>
<tr>
<th>MORNING ARRIVAL</th>
<th>Procedure</th>
<th>Time</th>
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<tbody>
<tr>
<td>Bus riders</td>
<td>Bus report to side of the building.</td>
<td>7:10 AM</td>
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<tr>
<td>Walkers/Bikers</td>
<td>Students walk to the front entrance of the school</td>
<td>7:10 AM</td>
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<tr>
<td>Private Vehicles</td>
<td>Students are dropped off at the front entrance of the school using two lanes</td>
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<tr>
<th>AFTERNOON DISMISSAL</th>
<th>Procedure</th>
<th>Time</th>
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<tbody>
<tr>
<td>Bus riders</td>
<td>Bus report to side of the building.</td>
<td>2:50 pm</td>
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<tr>
<td>Walkers/Bikers</td>
<td>Students meet their parents at the front entrance of the school.</td>
<td>3:00 pm</td>
</tr>
<tr>
<td>Private Vehicles</td>
<td>Students are picked at the front entrance of the school using two lanes</td>
<td>3:00 pm</td>
</tr>
</tbody>
</table>

### STUDENT TRAVEL MODES

<table>
<thead>
<tr>
<th>Mode</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus Riders</td>
<td>160</td>
</tr>
<tr>
<td>Walkers</td>
<td>47</td>
</tr>
<tr>
<td>Bicyclists</td>
<td>1</td>
</tr>
<tr>
<td>Private Vehicle</td>
<td>131</td>
</tr>
</tbody>
</table>
Known School Walking Routes (attach a map if available):

Murray Road
Cherokee Street
Douglas MacArthur Street
Seminole Drive
Wolfe Trail
Robert E. Lee
Beauregard
George Pickett

Safety Education/Encouragement Activities, Events or Curriculum:

Walk to School Day, Summer Safety, Neighborhood Safety Program. Halloween Week

Are there any known barriers or issues for students walking to school?

Inadequate lighting on the streets, some students are forced to be bussed due to railroad crossings on Highway 178.

<table>
<thead>
<tr>
<th>CROSSING GUARDS</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>None</td>
</tr>
<tr>
<td>Zero</td>
<td>Location</td>
</tr>
</tbody>
</table>

Provided by City Public Safety. In the past have been custodians.

Is there an active safety patrol program at the school? Yes
If yes, what grades can participate? 5th grade

Did the school complete pre-evaluation data? (Circle either No or Yes)

Parent Surveys: No

Yes Date Completed Submitted to National Center: Y / N

Student Travel Tally: No
Yes  Date Completed  Submitted to National Center: Y / N

### Safe Routes to School Team Members Identified

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cole Lewis</td>
<td>Teacher Assistant/Bus Monitor</td>
<td>Mellichamp Elementary</td>
</tr>
<tr>
<td>Kelvin Breeland</td>
<td>Head Custodian</td>
<td>Mellichamp Elementary</td>
</tr>
<tr>
<td>Carmilla Young Casteal</td>
<td>Physical Education Teacher</td>
<td>Mellichamp Elementary</td>
</tr>
<tr>
<td>Hayward Jean</td>
<td>Principal</td>
<td>Mellichamp Elementary</td>
</tr>
<tr>
<td>Captain Green</td>
<td></td>
<td>Sheriff Department</td>
</tr>
<tr>
<td>Patricia Funderburke</td>
<td>Coordinator</td>
<td>Safe Kids TRMC</td>
</tr>
</tbody>
</table>

**Who owns/maintains the roads in town?** Local, County, State, Combination. Describe distribution below:

DOT

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APPENDIX C: SCHOOL PROFILE (AS SUBMITTED), TRAVEL SURVEYS

Tally Report Summary

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>SC SRTS Resource Center</th>
<th>Month and Year Collected:</th>
<th>September 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
<td>Malichamp Elementary School</td>
<td>Set ID:</td>
<td>7792</td>
</tr>
<tr>
<td>School Enrollment:</td>
<td>340</td>
<td>Date Report Generated:</td>
<td>11/02/2011</td>
</tr>
<tr>
<td>Enrollment within Grades Targeted by SRTS Program:</td>
<td>340</td>
<td>Number of Classrooms Included in Report:</td>
<td>20</td>
</tr>
<tr>
<td>Number of Classrooms in School:</td>
<td>23</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This report contains information from parents about their children’s trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

<table>
<thead>
<tr>
<th>Mode</th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>825</td>
<td>804</td>
</tr>
<tr>
<td>Bike</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>School Bus</td>
<td>61%</td>
<td>51%</td>
</tr>
<tr>
<td>Family Vehicle</td>
<td>36%</td>
<td>34%</td>
</tr>
<tr>
<td>Carpool</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>Transit</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.4%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Percentages may not total 100% due to rounding.
Morning and Afternoon Travel Mode Comparison by Day

<table>
<thead>
<tr>
<th>Day</th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday AM</td>
<td>313</td>
<td>5%</td>
<td>0%</td>
<td>48%</td>
<td>37%</td>
<td>10%</td>
<td>0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Tuesday PM</td>
<td>292</td>
<td>7%</td>
<td>0%</td>
<td>47%</td>
<td>36%</td>
<td>9%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>Wednesday AM</td>
<td>303</td>
<td>5%</td>
<td>0%</td>
<td>46%</td>
<td>40%</td>
<td>7%</td>
<td>0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Wednesday PM</td>
<td>297</td>
<td>6%</td>
<td>0%</td>
<td>51%</td>
<td>36%</td>
<td>6%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Thursday AM</td>
<td>298</td>
<td>6%</td>
<td>0%</td>
<td>59%</td>
<td>30%</td>
<td>6%</td>
<td>0%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Thursday PM</td>
<td>215</td>
<td>7%</td>
<td>0%</td>
<td>55%</td>
<td>30%</td>
<td>6%</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Percentages may not total 100% due to rounding.
## Travel Mode by Weather Conditions

<table>
<thead>
<tr>
<th>Weather Condition</th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunny</td>
<td>1063</td>
<td>6%</td>
<td>0%</td>
<td>53%</td>
<td>33%</td>
<td>5%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Rainy</td>
<td>71</td>
<td>4%</td>
<td>0%</td>
<td>52%</td>
<td>38%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Overcast</td>
<td>365</td>
<td>6%</td>
<td>0%</td>
<td>48%</td>
<td>30%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Snow</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Percentages may not total 100% due to rounding.
Parent Survey Summary

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>SC SRTS Resource Center</th>
<th>School Name:</th>
<th>Melinda Elementary School</th>
<th>Month and Year Collected:</th>
<th>September 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment within Grades Targeted by SRTS Program:</td>
<td>340</td>
<td>Number of Questionnaires Analyzed for Report:</td>
<td>119</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Questionnaires Distributed:</td>
<td>340</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This report contains information from parents about their children’s trip to and from school. The report also reflects parents’ perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information

- Male: 43%
- Female: 57%
Grade levels of children represented in survey

Grade levels of children represented in survey

<table>
<thead>
<tr>
<th>Grade in School</th>
<th>Responses per grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>PreK</td>
<td>33</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>37</td>
</tr>
<tr>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

No response: 0
Percentages may not total 100% due to rounding.
APPENDIX C: SCHOOL PROFILE (AS SUBMITTED), TRAVEL SURVEYS

Parent estimate of distance from child’s home to school

<table>
<thead>
<tr>
<th>Distance between home and school</th>
<th>Number of children</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>29</td>
<td>26%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>16</td>
<td>14%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>17</td>
<td>15%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>21</td>
<td>19%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>28</td>
<td>26%</td>
</tr>
</tbody>
</table>

Don’t know or No response: 9
Percentages may not total 100% due to rounding.
APPENDIX C: SCHOOL PROFILE (AS SUBMITTED), TRAVEL SURVEYS

Typical mode of arrival at and departure from school

![Bar chart showing typical mode of travel]

<table>
<thead>
<tr>
<th>Time of Trip</th>
<th>Number of Trips</th>
<th>Walk (%)</th>
<th>Bike (%)</th>
<th>School Bus (%)</th>
<th>Family Vehicle (%)</th>
<th>Carpool (%)</th>
<th>Transit (%)</th>
<th>Other (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>112</td>
<td>7%</td>
<td>0%</td>
<td>39%</td>
<td>42%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Afternoon</td>
<td>114</td>
<td>10%</td>
<td>0%</td>
<td>40%</td>
<td>37%</td>
<td>12%</td>
<td>0%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

No Response Morning: 1
No Response Afternoon: 5
Percentages may not total 100% due to rounding.
Typical mode of school arrival and departure by distance child lives from school

- Distance categories include:
  - 0-1.5 miles
  - 1.5-2 miles
  - 2 miles or more

- Modes of transportation include:
  - Walk
  - Bike
  - School Bus
  - Family Vehicle
  - Carpool
  - Transit
  - Other

- Graphs show percentages of students choosing each mode for arrival and departure, categorized by distance from school.
Typical mode of school arrival and departure by distance child lives from school

### School Arrival

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number within Distance</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>29</td>
<td>24%</td>
<td>0%</td>
<td>7%</td>
<td>55%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>15</td>
<td>0%</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>17</td>
<td>6%</td>
<td>0%</td>
<td>41%</td>
<td>35%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>21</td>
<td>0%</td>
<td>0%</td>
<td>57%</td>
<td>43%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>28</td>
<td>0%</td>
<td>0%</td>
<td>46%</td>
<td>39%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Don't know or No response: 9
Percentages may not total 100% due to rounding.

### School Departure

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number within Distance</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>28</td>
<td>32%</td>
<td>0%</td>
<td>11%</td>
<td>48%</td>
<td>11%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>15</td>
<td>0%</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>15</td>
<td>7%</td>
<td>0%</td>
<td>40%</td>
<td>33%</td>
<td>13%</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>21</td>
<td>5%</td>
<td>0%</td>
<td>67%</td>
<td>24%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>27</td>
<td>0%</td>
<td>0%</td>
<td>44%</td>
<td>41%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Don't know or No response: 13
Percentages may not total 100% due to rounding.
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

<table>
<thead>
<tr>
<th>Distance between Home and School</th>
<th>&lt; 1/4 mile</th>
<th>1/4 to 1/2 mile</th>
<th>1 to 2 miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>20%</td>
<td>30%</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>30%</td>
<td>40%</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>40%</td>
<td>50%</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>50%</td>
<td>60%</td>
<td>70%</td>
<td>80%</td>
</tr>
<tr>
<td>60%</td>
<td>70%</td>
<td>80%</td>
<td>90%</td>
</tr>
<tr>
<td>70%</td>
<td>80%</td>
<td>90%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

<table>
<thead>
<tr>
<th>Asked Permission?</th>
<th>Number of Children</th>
<th>Less than 1/4 mile</th>
<th>1/4 mile up to 1/2 mile</th>
<th>1/2 mile up to 1 mile</th>
<th>1 mile up to 2 miles</th>
<th>More than 2 miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>17%</td>
<td>6%</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>No</td>
<td>100</td>
<td>83%</td>
<td>92%</td>
<td>100%</td>
<td>95%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Don’t know or No response: 12
Percentages may not total 100% due to rounding.
Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school:

- Speed of Traffic Along Route
- Violence or Crime
- Amount of Traffic Along Route
- Weather or climate
- Distance
- Safety of Intersections and Crossings
- Time
- Sidewalks or Pathways
- Convenience of Driving
- Crossing Guards
- Child's Participation in After School Programs
- Adults to Drive/Walk With

Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school:

- Speed of Traffic Along Route
- Violence or Crime
- Amount of Traffic Along Route
- Weather or climate
- Distance
- Safety of Intersections and Crossings
- Time
- Sidewalks or Pathways
- Convenience of Driving
- Crossing Guards
- Child's Participation in After School Programs
- Adults to Drive/Walk With
Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

<table>
<thead>
<tr>
<th>Issue</th>
<th>Child does not walk/bike to school</th>
<th>Child walks/bikes to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speed of Traffic Along Route</td>
<td>74%</td>
<td>100%</td>
</tr>
<tr>
<td>Violence or Crime</td>
<td>73%</td>
<td>50%</td>
</tr>
<tr>
<td>Amount of Traffic Along Route</td>
<td>71%</td>
<td>25%</td>
</tr>
<tr>
<td>Weather or Climate</td>
<td>63%</td>
<td>13%</td>
</tr>
<tr>
<td>Distance</td>
<td>60%</td>
<td>25%</td>
</tr>
<tr>
<td>Safety of Intersections and Crossings</td>
<td>57%</td>
<td>30%</td>
</tr>
<tr>
<td>Time</td>
<td>34%</td>
<td>13%</td>
</tr>
<tr>
<td>Sidewalks or Pathways</td>
<td>31%</td>
<td>13%</td>
</tr>
<tr>
<td>Convenience of Driving</td>
<td>24%</td>
<td>0%</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>24%</td>
<td>13%</td>
</tr>
<tr>
<td>Child's Participation in After School Programs</td>
<td>17%</td>
<td>0%</td>
</tr>
<tr>
<td>Adults to Bike/Walk With</td>
<td>17%</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Number of Respondents per Category</strong></td>
<td><strong>76</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

No response: 41

Note:
-- Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
-- Each column may sum to > 100% because respondent could select more than issue.
-- The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective column (Child does not walk/bike to school and Child walks/bikes to school). If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school

- 71% Neither
- 13% Encourages
- 2% Discourages
- 6% Strongly Discourages
- 1% Strongly Encourages

Parents' opinions about how much fun walking and biking to/from school is for their child

- 54% Neutral
- 17% Fun
- 12% Very Fun
- 7% Very Boring
- 10% Boring
Parents’ opinions about how healthy walking and biking to/from school is for their child

- 35% Very Healthy
- 31% Healthy
- 4% Very Unhealthy
- 5% Unhealthy
- 24% Neutral
## Comments Section

<table>
<thead>
<tr>
<th>SurveyID</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>711811</td>
<td>Did not find answer for questions 4, 12, 13. I am sure the school does it's best to teach health.</td>
</tr>
<tr>
<td>711823</td>
<td>I sometimes walk with my child from school to our home, but my child only walks if I have time to do so. I do not trust my child's safety with anyone else within this area.</td>
</tr>
<tr>
<td>711830</td>
<td>Going to college now for my associate's degree in business accounting.</td>
</tr>
<tr>
<td>711833</td>
<td>I would bring my child to school.</td>
</tr>
<tr>
<td>711834</td>
<td>I would rather walk with my child because the streets are too dangerous for any child. I also believe walking with your child gives you time to talk with them.</td>
</tr>
<tr>
<td>711832</td>
<td>My son is very active and I would not allow him to do certain things without an adult present.</td>
</tr>
<tr>
<td>711837</td>
<td>I am very glad for the sidewalks the county has put down for the kids. I feel a whole lot better for my child and other kids to have a certain path to walk on.</td>
</tr>
<tr>
<td>711902</td>
<td>My child is too young to walk or bike to school by himself.</td>
</tr>
<tr>
<td>711912</td>
<td>The traffic is too dangerous for my child to walk to school.</td>
</tr>
<tr>
<td>711851</td>
<td>I would not let my child walk or bike to school because there is too much crime and violence in society today. It is very dangerous for any child to walk to school in this century.</td>
</tr>
<tr>
<td>712037</td>
<td>This applies to my great grandmother's education.</td>
</tr>
<tr>
<td>711516</td>
<td>I would not allow my children to bike or walk to school because it is unsafe in my personal opinion. I value their lives and safety.</td>
</tr>
<tr>
<td>712024</td>
<td>One reason that is not listed regarding why I would not allow my child to walk/bike to school is because he's too young. However, if there were crossing guards available when he's older, I would allow him to do so. Crime is another issue.</td>
</tr>
<tr>
<td>712091</td>
<td>If today's times were more safe I would walk and bike with my child because I know he enjoys walking and biking. It's also great exercise.</td>
</tr>
<tr>
<td>711676</td>
<td>My child walks sometimes.</td>
</tr>
<tr>
<td>711866</td>
<td>We live too far from the school.</td>
</tr>
<tr>
<td>711821</td>
<td>I probably would not allow my child or children to walk or ride a bike to and from school until they are much older and only if we lived much closer.</td>
</tr>
<tr>
<td>711652</td>
<td>Walking or biking is very unhealthy for my son because he has orthopedic problems in his feet and legs.</td>
</tr>
<tr>
<td>711840</td>
<td>My child does not walk or ride a bike to school. I would rather an adult, or someone else you know, to walk with them.</td>
</tr>
<tr>
<td>711638</td>
<td>Can't answer 13 or 14 because they don't walk or bike to school.</td>
</tr>
<tr>
<td>712065</td>
<td>Walks to school from daycare center.</td>
</tr>
<tr>
<td>711833</td>
<td>I live a long ways from the school. Would not trust my kids to walk to and from school because of the dangers of society; and if I'm able to prevent any harm from happening, I will.</td>
</tr>
<tr>
<td>711865</td>
<td>My child is Special Needs.</td>
</tr>
<tr>
<td>712033</td>
<td>We live outside of the school zone, so walking and biking is not an option.</td>
</tr>
</tbody>
</table>
APPENDIX D: GLOSSARY OF SRTS INFRASTRUCTURE TREATMENTS

Traffic Controls at Intersections:
Traffic signals regulate the flow of all travelers across intersections, regardless of mode. Signals for both motorists and pedestrians are particularly important at high-use, mid-block crossings on higher speed roads, multi-lane roads, or at highly congested intersections (2009 MUTCD).

Rapid Flashing Beacons:
Rapid flashing beacons will increase the visibility of students and all pedestrians as they cross the roadway. This type of signal is pedestrian-activated, i.e., the signal will only flash if a pedestrian has pushed a button, indicating that they need to cross the street.

High Visibility Crosswalks:
High visibility crosswalk striping improves the visibility of pedestrians to motorists. Different striping patterns can be used, most commonly variations of the ladder style. Thermal plastic materials should be used to resist decay.

Speed Tables/Raised crosswalks:
Raised crosswalks are flat-topped speed humps with crosswalk markings painted on the top. Raised crosswalks serve two purposes: they make pedestrians more visible to motorists; and they cause motorists to slow at the most critical location, where pedestrians cross (The Effects of Traffic Calming Measure on Pedestrian and Motorists Behavior, FHWA 2001).

Sidewalks and buffers:
One of our long-term goals is to establish a well-connected sidewalk network throughout the neighborhoods so that families can walk for more of their daily trips, rather than drive. Sidewalks are most effective when they include a buffer. This buffer increases pedestrian comfort and safety and can also serve as a place for pedestrian “overflow”, especially closer to the school where groups of walkers are largest. The preferred design for sidewalks in this plan is a minimum 6’ wide sidewalk with a minimum 2’ wide buffer. Available right of way will impact the ultimate design. The SCDOT standard minimum sidewalk width is 5’ from back of curb. SCDOT is responsible for installing and maintaining sidewalks on the streets surrounding the school.

Lighting:
Pedestrian-level lighting will improve safety and comfort throughout the neighborhoods. Lighting is often installed at the same time as sidewalks. The highest priority for lighting should be given to those intersections identified where students cross.
School Zone Identification:
School pavement markings are recommended to alert motorists that they are entering a school zone where pedestrians may be present both along and crossing the roadway. New pavement markings can work with existing school zone signs to reinforce the message to motorists about the school zone.

School Speed Limit Sign Flashing Beacons:
Flashing beacons can supplement other traffic control devices where additional emphasis and warning for motorists is desired. Flashing beacons associated with school zones are activated during specified times only. Beacon lenses are mounted vertically with the school zone speed limit sign, with one lens above the sign, and one lens below.
### Appendix E: Non-engineering Strategies Resource Guide

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<tr>
<th>Strategy</th>
<th>E’s</th>
<th>Advantages</th>
<th>Considerations</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Walking and Biking Safety Assembly** | Education, Encouragement         | • Assures all children learn bicycle and pedestrian safety skills          | • Best taught using a combination of methods, including one-time instruction (e.g. assemblies), multi-lesson classroom curricula, and skills practice (e.g. bike rodeos).                                                                                                                                   | • Pedestrian Safety Lesson Plan and Activities  
• National Highway Traffic Safety Administration Pedestrian Safety Lessons  
• WalktoSchool.org - Classroom activities that encourage walking and biking.  
  www.walktoschool.org/eventideas/classroom.cfm  
• Willie Whistle - The National Highway Traffic Safety Association has created a video to help teach children pedestrian safety skills.  
  http://www.nhtsa.gov/people/injury/willie/willie.zip |
|                                |                                  | • Establishes habits that benefit children throughout their lives, regardless of whether they currently walk or bike to school | • Requires able and willing instructors  
• Establishes consistent messages for young pedestrians and bicyclists  
• Provides a refresher for parents if take home materials are provided in conjunction with the assembly. It’s never too late to correct bad habits.  
• Events can make learning fun, and help strengthen community ties with event organizers and participants. | • Bicycle safety education may require an outside instructor, e.g. a police officer.  
• Best taught using a combination of methods, including one-time instruction (e.g. assemblies), multi-lesson classroom curricula, and skills practice (e.g. bike rodeos).  
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|                                |                                  | • Events can make learning fun, and help strengthen community ties with event organizers and participants. | • Bicycle safety education may require an outside instructor, e.g. a police officer.  
• Best taught using a combination of methods, including one-time instruction (e.g. assemblies), multi-lesson classroom curricula, and skills practice (e.g. bike rodeos).  
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• Willie Whistle - The National Highway Traffic Safety Association has created a video to help teach children pedestrian safety skills.  
  http://www.nhtsa.gov/people/injury/willie/willie.zip |

These single-day events can be held in the fall to promote Walk to School Day. Guest speakers teach the students pedestrian and bicycle safety skills that they can use when walking and biking to school.
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| **Continue to Participate in Walk to School Day** | Education, Encouragement | • Excellent kick-off event for Safe Routes to School program  
•generates enthusiasm for walking and biking  
•Way to raise community awareness about safety issues  
•Can be as simple as a few kids and parents meeting to walk to school or very elaborate celebrations  
•Can be folded into studies of international cultures as it is an international event  
•Date is flexible- to be counted by the National Center for Safe Routes to school the event need only take place before Dec 1. | • Preparations for elaborate celebrations must begin several months in advance to allow time to identify partners, plan activities, and promote the event  
•Should provide bicycle and pedestrian safety information to children and parents  
•International Walk to School Day takes place in October but some schools organize multiple Walk to School Day (or “Walk and Roll Day”) events over the course of the school year (e.g. one in the fall and one in the spring). | • U.S. Walk to School Day website (provides resources and event registration): [www.walktoschool.org](http://www.walktoschool.org)  
• International Walk to School Day website: [www.iwalktoschool.org/](http://www.iwalktoschool.org/)  
• Include students when it is too far or unsafe [http://scsaferoutes.org/downloads/Encouragement/SC-SRTS-Tip-Sheet_IncludeStudents.pdf](http://scsaferoutes.org/downloads/Encouragement/SC-SRTS-Tip-Sheet_IncludeStudents.pdf) |
| **Frequent Walker/Bicyclist Program or Walking Wednesdays** | Encouragement | • Provides positive reinforcement for walking and bicycling.  
•Children respond to incentives.  
•Can include all students.  
•Can include walking and bicycling beyond the trip to school. | • Necessary to identify a coordinator.  
•Establish a simple record-keeping system.  
•Establish age-appropriate goals.  
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| Traffic Enforcement (Staff/Crossing Guards)  | Education, Enforcement, Encouragement    | • Crossing guards play an important role in helping children cross the street at key locations, reminding drivers of the presence of pedestrians, and making parents feel more comfortable about letting their children walk and bicycle to school.  
• Staff and crossing guards can also reward students who are “caught being good” by issuing School Reward Points. | • Requires some training and coordination with crossing guards                  | • Adult School Crossing Guard Guidelines (NCSRTS)  
• Florida School Crossing Guard Training Guidelines  
• Lessons from Florida’s Crossing Guard Program  
| Student Safety Patrol Program                | Education, Enforcement, Encouragement    | • Students can also issue citations if condoned by the school.  
• Excellent way to educate parents and encourage appropriate behaviors while supporting the school’s SRTS program.  
• Teaches students valuable leadership skills. | • Requires an adult organizer such as a parent, teacher, or law enforcement officer  
• Materials such as sashes and badges are encouraged  
• Requires adult supervision while students are “on-duty”  
• Student safety patrols will also be trained to set the model example for younger students.  
• In the last month of school, student patrols can “train” 3rd graders who are interested in being trained in the fall.  
• One option is to host an end of the year party to honor the graduating safety patrols | Giveaways for students when they cash-in their Reward points  
AAA Safety Patrol Program:  
<table>
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<tr>
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</thead>
</table>
| Bike Rodeo                     | Education, Encouragement                 | • Events like bike rodeos make learning fun and can help strengthen community ties with event organizers and participants.  
• At the rodeo students learn safety skills such as how to properly wear a helmet and how to behave while bike riding. The rodeo can also have a closed “test course” for the students to ride along. This helps the students to practice in a safe environment and gain confidence in their decision-making skills.  
• One possible partner for this is the local police department. | • Requires able and willing instructors  
• Should be age-appropriate  
• Bicycle safety education may require an outside instructor, e.g. a police officer.  
• These events require planning and materials to share with students | • Bicycling Life page on bicycle rodeos: [http://www.bicyclinglife.com/SafetySkills/BicycleRodeo.htm](http://www.bicyclinglife.com/SafetySkills/BicycleRodeo.htm)  
• An organizer’s guide to bicycle rodeos [http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf](http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf)  
| Walk Audit/Parent Surveys / Student tallies | Evaluation                              | • Establishes baseline information on student travel behavior and perceived barriers to walking and biking  
• Helps determine existing needs  
• Helps determine success of SRTS efforts and identify needed adjustments | • Best to conduct initial surveys before SRTS measures have been implemented  
• Requires teacher buy-in and administrative organization  
• Getting parents to fill out and return surveys can be a challenge. Follow up is necessary. Consider a contest among classes for highest rate of return. | • Student In-Class Travel Tally Form: [http://www.saferoutesinfo.org/resources/evaluation_student-in-class-travel-tally.cfm](http://www.saferoutesinfo.org/resources/evaluation_student-in-class-travel-tally.cfm)  
• Parent Survey Form: [http://www.saferoutesinfo.org/resources/evaluation_parent-survey.cfm](http://www.saferoutesinfo.org/resources/evaluation_parent-survey.cfm)  
• Instructions for Survey Administration: [http://www.saferoutesinfo.org/resources/evaluation_instructions.cfm](http://www.saferoutesinfo.org/resources/evaluation_instructions.cfm)  
• Instructions for Data Entry: [http://www.saferoutesinfo.org/resources/evaluation_cover-sheets.cfm](http://www.saferoutesinfo.org/resources/evaluation_cover-sheets.cfm) |
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</tr>
</thead>
</table>
| **Walking School Buses/ Bicycle Trains** | **Education, Encouragement** | • Adult supervision on the walk to school  
• Can be loosely structured or highly organized  
• Can include a meeting point in a parking lot so children and parents who must drive can participate.  
• Adults can rotate who will lead each time. | • Need to identify routes where conditions support walking and there is sufficient demand for supervised walking  
• Requires parents willing to walk with children and learn about how Walking school buses are organized and conducted.  
| **Drive Safe Campaigns** | **Education**                 | • Has the ability to positively effect change in and community around the school  
• Improves the safety of the walking environment  
• Good drivers can help to set the example for good behavior. This is especially true for helping to control speeds. | • This requires a person to organize and administer the campaign.  
• May not be effective at schools where parent/teacher organizations are weak  
• Law enforcement officers would be great at speaking at the campaign events. Sometimes, due to their heavy schedules that can be difficult to pin down.  
• A good way to contact parents is at back to school night and PTA meetings. Starting at the beginning of the year helps to prevent bad habits from starting. Law enforcement officers (or other teachers) can hold a brief assembly to explain the dangers of unsafe driving in school areas.  
• Law enforcement officers can provide a demonstration of how difficult it is to quickly stop a moving vehicle at 50, 40 and 30 mph. The National Center has information on how the speed of the vehicle can affect the severity of injury that the pedestrian experiences in a crash. | • Driving Around Schools: Keeping Children Safe [http://apps.saferoutesinfo.org/lawenforcement/resources/driving_tips.cfm](http://apps.saferoutesinfo.org/lawenforcement/resources/driving_tips.cfm)  
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</table>
| **Crossing Guard Appreciation Day** | **Encouragement**                                                    | • Maintains a positive relationship between the crossing guards and the school/community.  
• Can inspire crossing guards to continue to be reliable, safety figures.  
• Creates an opportunity to remind students why it is important to practice safe walking skills. | • Requires coordination between the crossing guards, school administrators and school instructors.  
• May require materials to create the thank-you cards.  
• Is most effective with newsletter and in-school announcements.  
• Relatively inexpensive strategy | • Active Transportation Alliance webpage for Crossing Guard Appreciation Day  
http://www.activetrans.org/crossingguard |