

Tallahassee-Leon County Safe Routes to School Program

District Level Issues and Strategies

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BACKGROUND

The purpose of this report is to address opportunities for the Leon County School Board to further implement Safe Routes to School policies, programs and projects to support Leon County public schools. The Safe Routes to School (SRTS) program is a way to improve student walking and bicycling rates to and from school. There are many benefits to students walking and bicycling to school including but not limited to less automobile congestion near schools during school commuting times and better mental and physical health in students. There are a variety of ways to increase student walking and bicycling activity through infrastructure improvements as well as SRTS-related programs and policies that either encourage or support such activity.

This report is not intended to be comprehensively adopted as policy by Leon County agencies and municipalities. Rather, it is intended to serve as a guide for such agencies and municipalities and other stakeholders interested in strategies to improve walking and bicycling conditions and safety, and to increase utilization of walking and bicycling-related facilities for children commuting to and from school. This report is also intended to guide the Leon County School Board and staff in decision making on matters concerning SRTS that directly impact school-specific policies, programs and/or facilities. For example, decisions regarding the need for on-site infrastructure improvements, changes to circulation patterns, or school siting policies. In addition, the individual school audit reports supplement this countywide report, further identifying school-specific issues and opportunities as well as improvement recommendations for the District's consideration.

It should be noted that some of the recommendations within this report as well as the individual school audit reports may fall outside of or not be in line with current municipal agency policies, regulations and/or practices. However, the recommendations are suggested as potential tools to more broadly address issues concerning SRTS, and will hopefully inspire a wider range of solutions and improvement ideas for future consideration.

INTRODUCTION

This report is intended to accompany the individual SRTS audit reports that were prepared for the majority of Leon County's public schools. The opportunities to increase countywide student walking and bicycling emerged as a result of the following research and analyses:

- Individual school surveys, on-site meetings and inventories, student travel surveys, parent surveys, and neighborhood field reviews. Data were collected regarding attitudes toward walking and bicycling to and from school along with behavioral patterns. This data was aggregated and analyzed and problems were identified that were found common to virtually all schools. In addition, on-site meetings and school campus inventories were held with school representatives and neighborhood field reviews were conducted. Some existing issues were

found to be widespread and so it appeared that the District could have a role in addressing such issues.¹

- A review of school siting practices that can impede the ability of students to walk or cycle to school. As the lead agency in selecting new school sites, the District can not only avoid such problems, but actively encourage more walking and cycling to new schools.
- Observation of demographic trends that are affecting schools in the more urban parts of the District. The neighborhoods surrounding in-town schools generally have the infrastructure that makes schools more accessible for walkers and cyclists but the population of many of these schools is declining as a result of demographic changes. Fewer families with young children and more empty-nesters, college and graduate students, and young professionals are moving into these neighborhoods. Although these demographic trends are beyond the control of the District, there are opportunities for the District to work with other public agencies to promote the revitalization of these urban neighborhoods in a manner that supports a broader demographic.

Four key opportunities have been identified to enable increased student walking and bicycling to and from Leon County public schools. These opportunities include:

- improving existing conditions;
- improving the planning process,
- promoting the concept of Safe Routes to School community-wide; and
- improving safety through monitoring and evaluation.

Other sections of this Report include:

- a schedule for implementing recommendations;
- opportunities for regional coordination of programs, policies and projects; and
- a countywide list of priorities that can be submitted to the Florida Department of Transportation District 3 and other potential funding partners for consideration for a wide range of federal, state, and local funding sources.

¹ It is recognized that in the case of existing schools, most strategies will require action by both individual schools and the District. This chapter addresses actions that are primarily within the purview of the District, often in conjunction with other local government agencies.

SECTION 1: COUNTYWIDE POLICY AND PROGRAM RECOMMENDATIONS

Countywide policy and program recommendations that should be considered by the School District, the City of Tallahassee, Leon County, Capital Region Transportation Planning Agency (CRTPA), and other relevant organizations.

I. IMPROVE EXISTING CONDITIONS

1. **Improve Students' Skills and Awareness of Personal Safety:** Most schools cited student safety as being of utmost importance. Personal safety, specifically the possibility of someone approaching a child with criminal intent, is a major concern of parents and school staff for children walking or biking to school. Most elementary schools provide students with age-appropriate education in personal safety (e.g., the "Stranger/Danger" curriculum).

The District does not have a policy on improving students' skills and awareness of personal safety. Such a policy could be the basis for developing age appropriate programs.

Policy and Program Recommendations

- 1.1. Adopt a district-wide policy on the value of, and the School Board's role in, teaching students personal safety skills.
 - 1.2. Implement, in conjunction with the Leon County Sheriff's Office, a systematic program of age appropriate personal safety education for all schools.
2. **Improve Students' Pedestrian and Cycling Skills and Provide Secure Bike Parking Facilities:** Pedestrian and cycling safety is emphasized at the elementary school level and occurs at the middle and high school levels, to a lesser degree. However, there is concern about student safety as pedestrians and cyclists at all levels, including high school. Individual schools have taken advantage of programs offered by law enforcement, such as bike rodeos (**Figure 1**), to improve students' skills. These programs are limited based on the availability of resources.



Figure 1: Bike Rodeo - From: www.pedbikeimages.org
(By: M. Cynecki)

Some parents also expressed concern that bicycles could be vandalized or stolen while students are in class. School Board Policy 5514 addresses the use of bicycles by students. This policy states:

The School Board regards the use of bicycles for travel to and from school by students as an assumption of responsibility on the part of those students -- a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration toward others. The Board will not be responsible for bicycles that are lost, stolen, or damaged.

Expanded policy on improving students' pedestrian and cycling skills and providing secure bike parking facilities could serve as the basis for programs and capital improvements at individual schools.

Policy and Program Recommendations

- 2.1. Adopt a district-wide policy on improving students' pedestrian and cycling skills and providing secure bike parking facilities.
- 2.2. Implement, in conjunction with the Leon County Sheriff's Office, a systematic program of age appropriate pedestrian and cycling safety education for all schools.
- 2.3. Encourage schools to provide more secure bike parking facilities.

3. **Reduce Speeding in School Zones:** Speeding is a major concern at many schools, especially those which adjoin major roadways. Techniques used at individual schools to reduce speeding include school zone signage, the presence of crossing guards (**Figure 2**) and occasional monitoring by the Tallahassee Police Department or the Leon County Sheriff's Office. While monitoring by law enforcement has been found to be highly effective, it is dependent on the availability of officers and does not appear to have a long term effect on driver behavior.

Policy and Program Recommendations

- 3.1. Work with the Leon County Sheriff's Office, the Tallahassee Police Department, and other agencies to implement an ongoing public education program aimed at drivers. This can include signage and public service announcements.
- 3.2. Collect and analyze speed data, in conjunction with individual schools, the



Figure 2: Crossing Guard Assisting Students – From www.pedbikeimages.org (By: D. Burden)

Leon County Sheriff's Office, and the Tallahassee Police Department, to prioritize major problem areas and identify solutions.

3.3. Work with the Capital Region Transportation Planning Agency to identify potential funding sources for capital projects (i.e., traffic calming) that address speeding in priority areas.

4. **Promote Implementation of the School Walkshed:** The results of the walkshed analyses showed that, within the 2 mile radius of most schools, some neighborhoods are or have the potential to be much more pedestrian and cyclist friendly than others (**Figure 3**). This is due to a number of factors, such as the following:

- The age of students
- The proximity of neighborhoods to schools
- The presence of sidewalks, crosswalks, and traffic lights
- Topography
- The avoidance of major barriers, such as major roads with high speed traffic.



Figure 3: Canopy Oaks Elementary School - sidewalks and crosswalk help facilitate walking and bicycling (By: Authors)

These factors are explained in greater detail in the individual school audit reports.

More consideration and weight should be given to opportunities for walking and cycling, not just demographics, when changing school zone boundaries.

Policy and Program Recommendations

4.1. Include the walkshed maps and associated methodology as part of the analysis when establishing school zones.

4.2. Give priority to safety improvements, such as additional streetlights and improved sidewalks, within school walksheds.

5. **Connect Neighborhoods and Schools:** Suburban neighborhoods have frequently been designed with limited road access and cul-de-sacs. This design has been considered safe because it limited the amount of through traffic. An unintended consequence of this design is that it is very difficult for students to walk or bike to school, even if the school is quite close due to the lack of interconnected roads that do not promote the shortest distance to school. There have been some Board and CRTPA improvements in this regard. One example is the path from Trojan Trail into the Idlewild neighborhood, an area that serves Apalachee Elementary School and Lincoln High School.

The School District has opportunities through its representation on the Tallahassee-Leon County Planning Commission, the Capital Region Transportation Planning Agency Board and CRTPA Citizen Advisory Committee to promote improved connectivity between schools and neighborhoods.

The School Board representative on the Tallahassee-Leon County Planning Commission can work with the Commission and Planning staff to ensure that interconnections are taken into account

during project reviews. This representative can also recommend changes to the land development code, if needed, to ensure that connectivity is properly addressed.

The School Board representative on the Capital Region Transportation Planning Agency Citizen Advisory Committee has the opportunity to review and comment on local and State capital improvement plans for road and street improvements. In this capacity, the representative can advocate for promoting Safe Routes to School project-related improvements.

Policy and Program Recommendations

- 5.1. Use the results of the individual school surveys and, in conjunction with appropriate local agencies, identify easements that can incorporate trails connecting schools and neighborhoods. For example, the City of Tallahassee and Leon County have many easements for utilities, stormwater, and conservation that may be suitable as trails connecting schools and neighborhoods.
- 5.2. Encourage the District representative on the Tallahassee-Leon County Planning Commission to promote implementation of Safe Routes to School practices in the land development code and site design.
- 5.3. Encourage the District representative on the Capital Region Transportation Planning Agency Citizen Advisory Committee to promote prioritizing of Safe Routes to School capital projects.

II. IMPROVE THE PLANNING PROCESS

6. **Promote Walking and Cycling through School Siting and Design:** Over time, the school siting process has become more integrated with community planning. However, even some newer schools have experienced safety problems for walkers and cyclists as a result of school siting and design. Improving school siting and design can reduce future problems.

State planning law requires a more integrated approach to land use planning and school siting. Section 163.31777, F.S. requires that an Interlocal agreement be executed by the School Board, Leon County and the City of Tallahassee. Among the minimum requirements of this Agreement as set forth in the statute is inclusion of “[a] process to coordinate and share information relating to existing and planned public school facilities, including school renovations and closures, and local government plans for development and redevelopment.” (s. 163.31777(b), F.S.) The Agreement between the School Board, the City and the County was last updated in 2006 and is included in **Appendix A.**

Additionally, State Statute 339.175 (6), states that “... each M.P.O. [Metropolitan Planning Organization] shall be involved in the planning and programming of transportation facilities...” Specifically, each M.P.O shall ... “Increase the safety and security of the transportation system for motorized and nonmotorized users” and “Increase the accessibility and mobility options available to people ...”

Also state statutes requires that “... all parties to the [school siting] planning process must consult with state and local road departments to assist in implementing the Safe Paths to Schools program

administered by the Department of Transportation.” (Chapter 1013.33(1), F.S.) The Leon County School District should coordinate its planning processes with the Capital Region Transportation Planning Agency.

Policy and Program Recommendation

6.1. The District should review the Interlocal Agreement to ensure that it adequately addresses the means by which there will be early and ongoing coordination with the Capital Region Transportation Planning Agency and other agencies as appropriate. This coordination will provide the District with expertise in land use planning, transportation operations, and pedestrian and bicycle safety throughout the school siting process.

7. **Promote the Continued Viability of In-town Schools:** The demographic composition of neighborhoods is certainly beyond the control of the District or any government agency. However, the demographic evolution that inevitably occurs in neighborhoods has affected schools that were previously very accessible to pedestrians and cyclists.

Many in-town schools (e.g., Ruediger and Kate Sullivan Elementary Schools) serve neighborhoods that are pedestrian and cyclist friendly neighborhoods (**Figure 4**). The characteristics of these neighborhoods include the presence of sidewalks, narrower roads that encourage slower traffic speeds, and higher density housing (the result of smaller houses on smaller lots). However, many of these neighborhoods have transitioned demographically or are in the process of transitioning. Empty nesters, young professionals, or college students are replacing families with school age children. These changing demographics may result in schools being underutilized or closed.



Figure 4: Neighborhood Street in front of Kate Sullivan Elementary School (By: Authors)

The State has recognized this problem and provided specific guidance in the statutes:

1013.33 Coordination of [school] planning with local governing bodies.—

(1)... The planning must also consider the effects of the location of public education facilities, including the feasibility of keeping central city facilities viable, in order to encourage central city redevelopment and the efficient use of infrastructure and to discourage uncontrolled urban sprawl. (F.S. 1013.33)

As noted above, the required Interlocal Agreement also addresses school closures.

For many years, the City, County, and Community Redevelopment Agency have implemented policies and programs to promote the revitalization of in-town neighborhoods. These include the “Placemaking” program and efforts to promote residential development close to downtown.

Policy and Program Recommendation

7.1. The District should review the Interlocal Agreement to ensure coordinated efforts by the District, the City and the County, to promote the continued viability of schools in urban neighborhoods.

III. PROMOTE THE CONCEPT OF SAFE ROUTES TO SCHOOL COMMUNITY-WIDE

8. **Educate the Public about the Need for and Benefits of Safe Routes to Schools:** As described in other sections of this report, Safe Routes to School provides many benefits including improving student health and fitness and promoting greater independence and self-sufficiency in children. An ongoing targeted information program can help “institutionalize” the community’s understanding of the public’s role in the Safe Routes to School program. Additionally, creating more walkable and bikeable communities helps foster positive community development and help create a higher quality of life for its residents.

Policy and Program Recommendation

- 8.1. Develop and implement an ongoing education program on Safe Routes to School geared towards specific interests (e.g., neighborhoods, drivers). Activities could include attendance at community events such as Downtown Getdowns, articles for neighborhood newsletters, and billboards and other public service announcements.

IV. IMPROVING SAFETY THROUGH MONITORING AND EVALUATION

9. **Monitor and Evaluate Program Implementation and Achievements:** The Safe Routes to School audits prepared for individual schools provide the baseline data for ongoing evaluation. The District should provide leadership to each school to encourage the development of measurable objectives based on the audits. The audits and the objectives will provide the basis for measuring outcomes. This monitoring process will ensure that resources are being used wisely. Additionally, by sharing information on what is working well and what is not, the District can promote the use of best practices districtwide.

Policy and Program Recommendations

- 9.1. Encourage individual schools to establish short term (1 -3 years), medium term (3-5 years), and long term (5 years +) objectives for Safe Routes to School.
- 9.2. Evaluate progress and update school objectives every two years.
- Develop a countywide list of priorities that can be submitted to CRTPA and other potential funding partners for consideration for a wide range of federal, state, and local funding sources and inclusion in the Regional Mobility Plan and Transportation Improvement Program. It should be noted that under the transportation bill Moving Ahead for Progress in the 21st Century (MAP-21), SRTS is not specifically funded and instead, competes for funding alongside other programs, including the Transportation Enhancements program and Recreational Trails program, as part of a new program called Transportation Alternatives.

SECTION 2: RECOMMENDED SCHEDULE OF IMPLEMENTATION

The implementation schedule contains the nine countywide issues discussed in the previous section. For each policy or program recommended to address the countywide issue, the schedule identifies an implementation timeframe, the lead implementation agency, and the key supporting agency or agencies.

IMPLEMENTATION SCHEDULE

POLICY AND PROGRAM RECOMMENDATION	TIMING			LEAD AGENCY	SUPPORTING AGENCY
	Short Term (1 - 3 years)	Medium Term (3 - 5 years)	Long Term (5+ years)		
1. Personal Safety					
1.1. Adopt a district-wide policy on the value of, and the School Board's role in, teaching students personal safety skills.	X			School Board	CRTPA; FDOT Bike/Ped Safety Program
1.2. Implement, in conjunction with the Leon County Sheriff's Office, a systematic program of age appropriate personal safety education for all schools.	X	X		School Board	Sheriff's Office
2. Bicycle and Pedestrian Safety					
2.1 Adopt a district-wide policy on improving students' pedestrian and cycling skills and providing secure bike parking facilities.	X			School Board	CRTPA
2.2. Implement, in conjunction with the Leon County Sheriff's Office, a systematic program of age appropriate pedestrian and cycling safety education for all schools.	X	X		School Board	Sheriff's Office
2.3. Encourage schools to provide more secure bike parking facilities.	X	X		School Board	

POLICY AND PROGRAM RECOMMENDATION	TIMING			LEAD AGENCY	SUPPORTING AGENCY
	Short Term (1 - 3 years)	Medium Term (3 - 5 years)	Long Term (5+ years)		
3. Speeding					
3.1. Work with the Leon County Sheriff's Office, the Tallahassee Police Department, and other agencies to implement an ongoing public education program aimed at drivers. This can include billboards and public service announcements.	X	X		School Board	Sheriff's Office
3.2. Collect and analyze speed data, in conjunction with individual schools, the Leon County Sheriff's Office and the Tallahassee Police Department, to prioritize major problem areas and identify solutions.		ONGOING		School Board	Sheriff's Office Tallahassee Police Department
3.3. Work with the Capital Region Transportation Planning Agency to identify potential funding sources for capital projects (i.e., traffic calming) that address speeding in priority areas.		ONGOING		School Board	City and County Public Works; CRTPA
4. Implementation of School Walkshed					
4.1. Include the walkshed maps as part of the analysis when establishing school zones.		ONGOING		School Board	CRTPA
4.2. Give priority to safety improvements, such as additional streetlights and improved sidewalks, within school walksheds.		ONGOING		City of Tallahassee Leon County CRTPA	School Board
5. Connect Neighborhoods and Schools					
5.1. Use the results of the individual school surveys and, in conjunction with appropriate local agencies, identify easements that can incorporate trails connecting schools and neighborhoods.		X		School Board	Tallahassee-Leon County Planning Department; CRTPA

POLICY AND PROGRAM RECOMMENDATION	TIMING			LEAD AGENCY	SUPPORTING AGENCY
	Short Term (1 - 3 years)	Medium Term (3 - 5 years)	Long Term (5+ years)		
5.2. Encourage the District representative on the Tallahassee-Leon County Planning Commission to promote implementation of Safe Routes to School practices in the land development code and site design.		ONGOING		Tallahassee-Leon County Planning Department Greenways Program	School Board
5.3. Encourage the District representatives on the Capital Region Transportation Planning Agency Board and Citizen Advisory Committee to promote prioritizing of Safe Routes to School capital projects.		ONGOING		School Board	CRTPA
6. Promote Walking and Cycling through School Siting and Design					
6.1. Review the Interlocal Agreement to ensure that it adequately addresses the means by which there will be early and ongoing coordination with the Capital Region Transportation Planning Agency and other agencies as appropriate. This coordination will provide the District with expertise in land use planning, transportation operations, and pedestrian and bicycle safety throughout the school siting process.	X			School Board City of Tallahassee Leon County CRTPA	
7. Promote the Continued Viability of In-town Schools					
7.1. Review the Interlocal Agreement to ensure coordinated efforts by the District, the City and the County, to promote the continued viability of schools in urban neighborhoods.	X			School Board City of Tallahassee Leon County CRTPA	

POLICY AND PROGRAM RECOMMENDATION	TIMING			LEAD AGENCY	SUPPORTING AGENCY
	Short Term (1 - 3 years)	Medium Term (3 - 5 years)	Long Term (5+ years)		
8. Educate the Public about the Need for and Benefits of Safe Routes to Schools					
8.1. Develop and implement and ongoing education program on Safe Routes to School geared towards specific interests (e.g., neighborhoods, drivers). Activities could include attendance at community events such as Downtown Getdowns, articles for neighborhood newsletters, and billboards and other public service announcements.	X			School Board	Sheriff's Office Tallahassee Police Department CRTPA
9. Monitor and Evaluate Program Implementation and Achievements					
9.1. Encourage individual schools to establish short term (1 -3 years) and long term (3 years +) objectives for Safe Routes to School.	X			School Board	CRTPA
9.2. Evaluate progress and update school objectives every two years.		ONGOING		School Board	CRTPA

SECTION 3: OPPORTUNITIES FOR REGIONAL COORDINATION OF PROGRAMS, POLICIES AND PROJECTS

There exists an opportunity for regional coordination of programs, policies, and projects within the entire Capital Region Transportation Planning Area.

The Safe Routes to School study for Leon County identified statutory and rule provisions that make it difficult for all counties within the Capital Region to implement policies that make walking and cycling safer for students of all ages. These statutes and rules pertain to the standards used to determine when students are eligible for transportation from the school district.

These provisions should be presented to the CRTPA, who may wish to work with other regional transportation agencies to implement changes that better support implementation of Safe Routes to Schools.

The Florida Administrative Code defines a “reasonable walking distance” for students as two miles from home to school.

A reasonable walking distance for any student who is not otherwise eligible for transportation pursuant to Section 1011.68, F.S.², is any distance not more than two (2) miles between the home and school or one and one-half (1 1/2) miles between the home and the assigned bus stop. Such distance shall be measured from the closest pedestrian entry point of the property where the student resides to the closest pedestrian entry point of the assigned school building or to the assigned bus stop. The pedestrian entry point of the residence shall be where private property meets the public right-of-way. The district shall determine the shortest pedestrian route whether or not it is accessible to motor vehicle traffic.
(Florida Administrative Code Chapter 6A-3.001 (3))

This definition is problematic because, for the majority of students, the only criterion is the distance from home to school. The definition should recognize the variety of factors that affect walkability and bicycle safety. These include:

² Section 1011.68 contains the following criteria for eligibility for bus transportation include

Students who:

- (a) Are living 2 miles or more from school.
- (b) Students with disabilities or enrolled in a teenage parent program, regardless of distance to school.
- (c) Students in a state prekindergarten program, regardless of distance from school.
- (d) Students who meet specific criteria regarding transport from one school center to another
- (e) Elementary school students whose grade level does not exceed grade 6, who are subjected to hazardous walking conditions en route to or from school as provided in s. [1006.23](#).
- (f) By reason of being a pregnant student or student parent, and the child of a student parent as provided in s. [1003.54](#), regardless of distance from school.

- Student Age. For example, the “reasonable walking distance” for a third grader and high school senior is the same. These two students clearly have different physical stamina; awareness of surroundings; and capacity for handling unanticipated circumstances.
- Physical Conditions. Each of the school audits prepared for the School Board contains a “Walk/Bike shed,” (Figure 5). This walk/bike shed depicts the area surrounding the school that has the physical characteristics and infrastructure to allow students to walk and bicycle most safely. These conditions are a more accurate reflection of whether it is “reasonable” for a student to walk or cycle than a standard distance measurement.

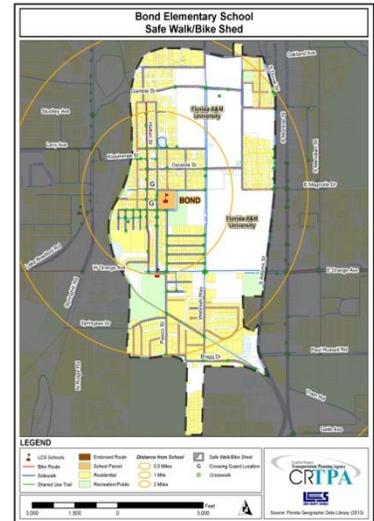


Figure 5: Walk/Bike Shed Example - Bond Elementary School (By: Authors)

State statute 1006.23 does recognize that some students who are within the “reasonable walking distance” may be precluded from walking due to hazardous conditions. The criteria for determining hazardous walking conditions are as follows:

(3)When a request for review is made to the district school superintendent or the district school superintendent’s designee concerning a condition perceived to be hazardous to students in that district who live within the 2-mile limit and who walk to school, such condition shall be inspected by a representative of the school district and a representative of the state or local governmental entity that has jurisdiction over the perceived hazardous location. The district school superintendent or his or her designee and the state or local governmental entity or its representative shall then make a final determination that is mutually agreed upon regarding whether the hazardous condition meets the state criteria pursuant to this section. The district school superintendent or his or her designee shall report this final determination to the department.

(4)(a) Walkways parallel to the road.—

1. It shall be considered a hazardous walking condition with respect to any road along which students must walk in order to walk to and from school if there is not an area at least 4 feet wide adjacent to the road, having a surface upon which students may walk without being required to walk on the road surface. In addition, whenever the road along which students must walk is uncurbed and has a posted speed limit of 55 miles per hour, the area as described above for students to walk upon shall be set off the road by no less than 3 feet from the edge of the road.

2. The provisions of subparagraph 1. do not apply when the road along which students must walk:

a. Is in a residential area which has little or no transient traffic;

b. Is a road on which the volume of traffic is less than 180 vehicles per hour, per direction, during the time students walk to and from school; or

c. Is located in a residential area and has a posted speed limit of 30 miles per hour or less.

(b) Walkways perpendicular to the road.—It shall be considered a hazardous walking condition with respect to any road across which students must walk in order to walk to and from school:

1. If the traffic volume on the road exceeds the rate of 360 vehicles per hour, per direction (including all lanes), during the time students walk to and from school and if the crossing site is uncontrolled. For purposes of this subsection, an “uncontrolled crossing site” is an intersection or other designated crossing site where no crossing guard, traffic enforcement officer, or stop sign or other traffic control signal is present during the times students walk to and from school.

2. If the total traffic volume on the road exceeds 4,000 vehicles per hour through an intersection or other crossing site controlled by a stop sign or other traffic control signal, unless crossing guards or other traffic enforcement officers are also present during the times students walk to and from school.

Traffic volume shall be determined by the most current traffic engineering study conducted by a state or local governmental agency.

The process of establishing hazardous conditions:

- The process is reactive. It requires a parent, or other party, to notify the school board, who then must conduct a study with a representative of the entity who has jurisdiction over the road.
- The statute does not clearly authorize local officials to designate a condition as “hazardous” if that condition does not meet one of the criteria in the statute. There can be multiple factors that affect the safety of a street or crosswalk. Local and State officials should have more flexibility to designate hazardous conditions.
- The definition does not take into account student age. For example, a three-foot separator between a pedestrian and traffic moving at 55 miles per hour may be acceptable for high school students but is not optimal for elementary and middle school students.
- The criteria for determining hazardous conditions are not inclusive of all factors that affect safety. The criteria deal primarily with sidewalks, traffic volume, and speed. There are other significant conditions which can create a hazardous situation, such as the general terrain, absence of crosswalks, signalization, and street/road lighting.

SECTION 4: A COUNTYWIDE LIST OF BICYCLE AND PEDESTRIAN PRIORITIES BY SCHOOL

A countywide list of bicycle and pedestrian priorities, by school name, in Leon County can be found in **Appendix B**. The list is provided to assist in coordinating funding opportunities between CRTPA and other potential funding sources at the federal, state, and local levels. As mentioned previously, under the transportation bill Moving Ahead for Progress in the 21st Century (MAP-21), SRTS is not specifically funded and instead, competes for funding alongside other programs, including the Transportation Enhancements program and Recreational Trails program, as part of a new program called Transportation Alternatives (TAP). Under MAP-21, “States have the option to continue eligible SRTS program activities from section 1404 of SAFETEA-LU” and “States are not required to have a State SRTS coordinate but they may use TAP funds to support this position.”

The inclusion of these priorities into the Regional Mobility Plan and Transportation Improvement Program should be explored. All of the bicycle and pedestrian infrastructure recommendations have been aggregated from the individual school audit reports.

It is recommended that for off-site infrastructure improvements (e.g., sidewalks and multi-use pathways) greater than one-half mile in length, or infrastructure improvements in general in excess of one-half mile in distance from the school the improvement is intended to serve, greater scrutiny be given to cost feasibility prior to project commitment. As community demographic trends and development conditions can change, the cost of some improvements may exceed their benefits in terms of capturing students for the purpose of walking and bicycling to and from school.

The list of bicycle and pedestrian priorities is organized first by individual schools so that infrastructure projects needed in similar areas can be prioritized together and possibly constructed concurrently, where possible. Second, similar improvement projects for each school are grouped together (i.e. sidewalks, crosswalks, bicycle improvements) to further define specific types of priorities needed in particular neighborhoods and schools (**Figure 6**).



Figure 6: Bicycle and Pedestrian Infrastructure Priorities Examples
From: www.pedbikeimages.org (By: E. Lowry, D. Burden, and L. Sandt, respectively)

SECTION 5: FUNDING STRATEGIES

Public and private sector sources of funding are available for projects and programs that promote safe walking and cycling to school. Government sources of funding include the following:

- Local projects funded by the City and County. These include projects such as intersection improvements, bike lanes, sidewalks, trails.
- Safety programs coordinated by the Police Department and the Sheriff's Office.
- State and federal road projects funded by the Federal and State government. These include projects such as road repaving, which can be designed to incorporate safety improvements.
- Federal and state safety grants. Under MAP-21, Safe Routes to School competes for funding alongside Transportation Enhancements, Recreational Trails, and other discretionary programs. A summary of the MAP-21 Transportation Alternatives Program is included as **Appendix C**.

Private sector sources include the following:

- Donations from local corporations/businesses
- Donations from individuals or events such as walkathons, bicycling events, or other traditional events like talent shows and silent auctions.

Virtually all public sector funding sources, with the exception of programs that are administered by the Police Department and Sheriff's Office, are coordinated through the Capital Region Transportation Planning Agency (CRTPA). CRTPA is a federal and state mandated agency that addresses transportation planning in Leon, Gadsden, Wakulla, and Jefferson counties.

Each year the CRTPA produces the Transportation Improvement Program (TIP). The TIP is a listing of transportation projects that will be funded by federal, state, and local governments and private sources over a five year period. Inclusion of a project in the TIP demonstrates that funding is committed to that project.

Transportation Alternative projects funded by the federal, state and local agencies listed above are included in the TIP. Since the CRTPA coordinates on a regular basis with all these funding sources and makes recommendations regarding State funding, the School Board can benefit from a close working relationship with the CRTPA. The CRTPA can assist the School Board in the following ways:

- Provide technical assistance in the preparation and submittal of Safe Routes to School grant applications;
- Identify other potential sources of funding for Safe Routes to School projects and programs.
- Coordinate with the School Board to identify and prioritize projects that complement the Safe Routes to School effort.

It is recommended that the School Board work closely with the CRTPA on an ongoing basis to obtain funding for Safe Routes projects.

SECTION 6: BEST PRACTICES

There are many sources of information on best practices for implementing the Safe Routes to Schools Program. This section contains material focused on the role of the School Board. In addition, this section includes safe routes-related findings from actual on-site inventories of Tallahassee-Leon County public schools as well as neighborhood field reviews that revealed issues found to be widespread throughout the area. Some of those findings are highlighted in this section along with suggested best practices to remedy the issues. A major clearinghouse for information is the Safe Routes to School National Partnership (www.saferoutespartnership.org).

THE SCHOOL BOARD'S ROLE

Excerpted from: Safe Routes to School: Program and Policy Strategies. California School Board Association and California Project Lean, Policy Brief August 2009.

School boards play an important role in encouraging and facilitating physical activity opportunities in schools, including Safe Routes to School, through each of their major areas of responsibility: setting direction, establishing structure for the district, providing support to district staff during program implementation, ensuring program accountability, and providing community leadership.

Setting direction for the community's schools

In establishing a vision, the Board has an opportunity to emphasize the importance of student safety and well-being. The School Board can:

- Develop an understanding among the governance team of the importance of before- and after-school physical activity opportunities, such as Safe Routes to School and the link to academic learning.
- Set specific district goals related to student wellness and physical activity.
- Involve the district, school staff, parents, students, local agencies and community members in establishing goals for the Safe Routes to School program.

Establishing an effective and efficient structure for the district or county office of education

The Board must ensure that the district has resources and a structure necessary to implement high-quality programs and policies. While the board does not implement programs and policies, the board can:

- Adopt policy that supports and encourages walking and bicycling to school (see CSBA sample BP/AR 5142.2 – Safe Routes to School Program³) and ensure alignment of this policy with the district's vision and goals and related policies.
- Establish age-appropriate curricular goals to educate students on the importance of physical activity and walking and bicycling safely.
- Ensure that the Board's decisions regarding school schedules support adequate time for students to walk and bicycle to and from school.

³http://www.csba.org/GovernanceAndPolicyResources/DistrictPolicyServices/~/_media/CSBA/Files/GovernanceResources/PolicyNews_Briefs/StudentHealth/PhysEd_Activity/BP_5142_2_SafeRoutesToSchoolProgram.ashx

- Ensure that the district is looking into funding opportunities, such as working with the city or county governments on SRTS grant applications or looking into other local funding opportunities.
- Consider walkability, bikeability and other forms of active transportation to school when making decisions about siting and design of new schools.

Providing support

After establishing the structure, boards can support the superintendent's and staff's implementation of the district's Safe Routes to School policies and programs in a variety of ways.

The Board can:

- Encourage district's governance team to serve as role models by engaging in regular physical activity and promoting and participating in walk and bicycle to school events.
- Appoint board representatives to sit on a Safe Routes to School committee to provide input on development, implementation and evaluation strategies.

Ensuring accountability to the public

As community representatives, boards are accountable to the public for the district's progress toward established goals. Boards establish systems and processes to monitor and evaluate results and communicate that progress to the local community. In evaluating and assessing progress toward Safe Routes to School program goals, the board can:

- Work with the superintendent or designee to identify evaluation data that can be useful to help evaluate program effectiveness and guide program planning.
- Schedule regular reports to the board, program partners and the public from the superintendent or designee.
- Recommend program modifications, if needed.
- Review and revise Safe Routes to School policies, as needed.

Acting as community leaders

Boards have a responsibility to act as community leaders and involve the community in meaningful ways in efforts to promote children's education and health. Regarding Safe Routes to School, the board can:

- Identify community stakeholders and initiate or participate in a multidisciplinary team of partners (e.g., local government agencies, health organizations, district and school staff, students, parents and parent organizations and/or businesses) committed to working together on providing Safe Routes to School.
- Collaborate with community partners on Safe Routes to School program planning, implementation and evaluation.
- Promote the district's Safe Routes to School activities in order to build support of parents, students and the community.

MAKING THE MOST OF NON-INFRASTRUCTURE SAFE ROUTES TO SCHOOL FUNDS

Excerpted from: Making the Most of Non-Infrastructure Safe Routes to School Funds, Safe Routes to School National Partnership, November 3, 2009

Note: This excerpt provides insight into non-infrastructure programs, which are a major focus for the School Board

Introduction

The most effective Safe Routes to School (SRTS) programs incorporate the —5 E's – evaluation, engineering, education, encouragement, and enforcement. It is of critical importance to have good engineering/infrastructure in place that supports safe walking and bicycling, but as practitioners continue to realize, even with fantastic infrastructure in a community, there is no guarantee that children and parents will actually use it. The built environment isn't the only part of the solution.

There are many other barriers in parents' minds– stranger danger, distance, convenience, traffic safety, time, and habits – to name a few. Non-infrastructure techniques can help to overcome these barriers.

Within the non-infrastructure —E's (evaluation, education, encouragement, and enforcement) it is crucial to have organized programs that support walking and bicycling to school and provide safe, convenient ways to do so – e.g., walking school buses, bicycle trains, enforcement of speed laws, traffic safety education and skill building, promotional activities, and other programs that bring parents and children together to walk as a group. These programs also help to:

- Address stranger danger and traffic safety concerns by having adults walk and bicycle with groups of children,
- Cut down on potential crime and bullying with more eyes and more people on the street and
- Reduce the probability of traffic collisions with parents helping kids cross streets, and providing children with skills and knowledge of traffic safety.

Very often, getting parents and students to change their habits requires an organized promotional program with incentives that encourage participation. Even with good infrastructure, education, and enforcement, encouragement may be necessary to change behaviors. In addition, if older children are going to be walking and bicycling independently, they need to know the rules of the road and be armed with pedestrian and bicycle skills. Therefore, the education component is also critical. Also, remember that even confident parents are challenged to cross the street in speeding traffic, so enforcement of traffic speeds is important to the overall success of a program. Infrastructure can calm traffic, but a combination of infrastructure and enforcement can assist even more with calming traffic, especially if there aren't enough federal, state, or local funds to pay for all of the needed engineering improvements near a school.

Because traffic issues are one of the primary concerns of parents, traffic calming is a critical piece of any SRTS program. True experts on traffic behavior are local law enforcement. Having them at the table brings a valued perspective on crime and traffic safety while developing SRTS programs. Once a program is launched, law enforcement can provide resources for traffic calming and improving

traffic safety in the neighborhood around the school, such as speed reader boards and ticketing enforcement campaigns. Law enforcement often requires little or no funding from grant sources such as state SRTS programs because the city or county may already have funding to do traffic enforcement in the area. Since law enforcement officers are already paid to be on the job, it may simply take a policy decision to make it a priority for law enforcement to participate in the SRTS program.

Ultimately, the long-term success of SRTS is based on convincing parents and policy makers that the program can make the necessary changes to achieve results. Without evaluation data and analysis, it is hard to convince policy makers that the program works. Programs should do baseline data collection (parent surveys and student travel tallies) at the beginning of the school year and student travel tallies at the end of each school year to measure results. This information can then be used to gain additional investment in the program from diverse partners.

THE SEVEN P'S OF POLICY CHANGE

Excerpted from: Safe Routes to School Policy Guide, Safe Routes to School National Partnership, June 2011⁴

The Second P of Policy Change: Philosophy

What underlying vision or values need to be created/established/articulated to positively influence and direct this solution? Where will this vision or these values be documented and memorialized?

For those working within the realm of Safe Routes to School these questions should help valued stakeholders create or identify the underlying philosophy that drives the work towards policy, which will enable more students to walk and bicycle. Each community is unique and will have its own vision and values. Through talking with other advocates and policy-makers you can help find and articulate the philosophy upon which the policy will be established.

In many communities, the philosophy relates to creating environments that support healthier, more physically active children. Other communities have big problems with traffic congestion or crime and see Safe Routes to School as a way to decrease congestion and improve safety. Whatever the message or values are, they must resonate with community's vision and goals, tying the policy need back to an overall vision.

Memorializing the policy's philosophy in a frequently accessed document once you have collaborated to define the underlining vision or values can help guide internal decisions regarding its use. For instance, creating a platform or fact sheet and/or action plan that describes the problem, the mission or values and goals and objectives designed to solve the problem can give your team a focused tool for collaboration and outreach, and helps the public and decision-makers to understand and be inspired by your position.

Also, government and advocacy organization websites along with media articles and opinion-editorials can be away of memorializing policies, mission statements, vision and values. The critical element to remember is that the community has expressed their shared vision and memorialized it, and the goal now is to find ways to implement the vision in real projects happening around the community that reinforce safe walking and bicycling behaviors and healthy community environments for children.

⁴ http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf

SAFE ROUTES TO SCHOOL DISTRICT LEVEL PARTNERSHIPS

Excerpted from: Getting Students Active through Safe Routes to School: Policies and Action Steps for Education Policymakers and Professionals. Safe Routes to School National Partnership, June 2010

School boards and district administrators are uniquely positioned to leverage community support and partner with city and county officials and staff to create policy and funding streams that will advance Safe Routes to School district-wide.

Safe Routes to School provides a crossroads for intergovernmental agency partnerships. Forming a district-wide Safe Routes to School committee is a great first step. A Safe Routes to School committee can operate as a subcommittee of other school district councils, like the coordinated school health team or school health advisory council, rather than a completely separate entity. Safe Routes to School committees should have broad representation, including elected officials, public works or transportation departments, law enforcement, health departments, school district wellness representatives, parents and school board members. The Safe Routes to School team can form new and improved health and wellness policies, spur infrastructure improvements and improve traffic safety by working with law enforcement. In turn, school districts may opt to become plugged into community transportation, development, planning, health policy and resource allocation planning processes, all which can directly benefit schools and student performance.

In addition, the growth of health impact assessments (HIA) is an opportunity for school districts to engage support and collaboration from local public health agencies, institutions of higher education and community members. HIAs evaluate the potential health effects of policies, plans or projects in order to inform decision-making. A number of HIA tools exist for evaluating active transportation projects, some involving student or community participation in traffic counts, hazard assessments, photo documentation, air quality sampling and community surveys. An HIA could be a powerful assessment of the potential for new Safe Routes to School programs by describing the impact of Safe Routes to School programs on pedestrian and cyclist safety, air quality, traffic levels, physical activity levels and more. Many public health agencies are eager to engage with this rapidly emerging area of evaluation.

CASE STUDY: JACKSON, MICHIGAN: CITY, SCHOOL AND NONPROFIT PARTNERSHIPS INCREASE

WALKING AND BICYCLING

Scott TenBrink, Executive Director of the Fitness Council of Jackson, is currently working with four school districts and one charter school in the Jackson area to implement Safe Routes to School, with most of the work being done in conjunction with the Jackson Public School District (JPS). TenBrink keeps active transportation to and from school on the district's radar by sitting on its Coordinated School Health Council. The district is also a member of the Walkable Communities Task Force (Task Force). The Task Force is made up of a diverse group of health and community development leaders and brings together representatives from the schools and local government.

"Bringing the school districts and local government together with our Task Force has been one of our biggest accomplishments," notes TenBrink. "Our Safe Routes to School programs are a great reflection of these two bodies working together." TenBrink observes how important it is for school

districts and local government to work together, since not all infrastructure projects are located on school property.

TenBrink reports that the Walking School Bus program has shown success in getting students walking to school, especially in the Jackson Arts & Technology Academy. Between 2004 and 2007, the percent of students walking and bicycling to Jackson Arts & Technology Academy doubled, from approximately 15 percent to 30 percent of students. TenBrink attributes the success of the program at this school to having teachers, parents and school staff act as walking school bus leaders. “In our experience, students are much more motivated to get up and walk to school if they are walking with someone they are connected to through the school or community.”

DISTRICT-LEVEL PARTNERSHIPS

Policies

- Establish a district-wide Safe Routes to School committee, or a subcommittee of the school health advisory committee or wellness committee, with broad community and agency representation with the goals of improving health and wellness policies, funding infrastructure improvements and leveraging education and enforcement campaigns. Encourage the local municipality to also adopt this committee as an advisory body.
- Ensure that the school district and individual schools consistently use data and assessment tools to drive decision-making and priorities on Safe Routes to School.

Action Steps

- Develop productive relationships with key city or county agencies, including public works and law enforcement, so that the Safe Routes to School plan and implementation is able to address infrastructure and traffic issues throughout the district.
- Apply for federal or state Safe Routes to School funding in partnership with municipal agencies and community organizations. Ensure that Safe Routes to School grant applications include ownership and endorsements by both the school district and the local government.
- Partner with an institution of higher education and a local public health agency to conduct a health impact assessment as part of Safe Routes to School evaluation process.
- Engage students and community members in the process of assessing their environment through traffic counts, hazard assessments, photo documentation, air quality sampling and community surveys.

FINDINGS OF TALLAHASSEE-LEON COUNTY SCHOOLS

Through the on-site meetings and school campus inventories as well as the neighborhood field reviews conducted on schools in the area, some bicycle and pedestrian issues were found widespread throughout the County. This section will highlight some of the findings found at the schools as well as suggest best practices that could remediate the bicycle and pedestrian issues.

AGENCY AND PROJECT COORDINATION

Continued interagency and intra-agency coordination of bicycle and pedestrian safety issues for school walk/bike sheds is highly recommended to highlight and minimize conflicting plans, policies, and procedures. For example, Roberts Elementary School and Montford Middle School are sited right next to each other. School representatives from both schools noted during on-site visits that parents from both schools use the other school's parking lots during before and after school commuting hours. Though, the schools begin and end at different times there are still issues with parking and circulation. A joint parking and circulation study conducted by both schools would be a highly beneficial way to minimize any conflicts in each school's plans, policies, and procedures that hinder one another from operating more effectively. Additionally, local agencies should note that the right-of-way along roadways that is most suitable for new sidewalks, sidewalk widening, or public bus waiting pads is often also the best location for on-street lighting, street trees, or other various landscaping (**Figure 7**).

Best Practice: Coordination between different schools, agencies, and departments once or twice a year would facilitate better dialog about bicycle and pedestrian safety improvement projects. For example, Star Metro serves some students and should be integrated into the sidewalk network. Star Metro buses near schools should have waiting pads to increase student safety and comfort (**Figure 8**).



Figure 7: Canopy Oaks Elementary School - trees limiting any future sidewalk widening (By: Authors)



Figure 8: Springwood Elementary School - Star Metro stop with no connecting sidewalk (By: Authors)

SIDEWALK FACILITIES

There are a variety of factors impacting sidewalk facilities in Leon County. These factors can make walking or bicycling difficult for children near some Leon County schools. Examples include:

- **Narrow sidewalks** – Near the intersection of Old Bainbridge Road and West 7th Avenue by Griffin Middle School there is a narrow sidewalk that is barely wide enough for a pedestrian, let alone a bicyclist (**Figure 9**).
- **Debris/Overgrown Shrubbery** – Debris on a sidewalk makes the path slippery for pedestrians and bicyclists (**Figure 10**).
- **Sidewalk leading to nowhere** – Near Sealey Elementary School there is a sidewalk that connects to a grassy area instead of to another sidewalk facility (**Figure 11**).

Factors not pictured include sewer and drainage infrastructure that limits the construction of bike/ped facilities, areas where there are a lack of sidewalks, utility poles that block sidewalks, sidewalks that are crumbling, and sidewalks that are flush with roadways and include no barrier.

Best Practices:

- Require sidewalks on both sides of roadways for all new development, in dense urban areas, where possible.
- Roads with sidewalks on only one side encourage pedestrians to cross at random points (mid-block) to reach a sidewalk on the opposite side.
- Separating sidewalks from roadways as much as possible, especially on roadways without any type of curbing
- Require pedestrian and bicycle connectivity between neighborhoods and schools when development boundaries are next to a school
- Consider developing a drainage master plan that identifies key bicycle and pedestrian corridors that might be better suited with culverts instead of traditional, open ditches to allow for future bicycle and pedestrian facilities.
- Where sidewalks are flush with roadways, consider high-visibility markings or physical barriers that will increase motorist's awareness of bicycles and pedestrians in the area.
- Review conditions of sidewalks within school walk/bike sheds yearly to address any issues.



Figure 9: Griffin Middle School - narrow sidewalk (By: Authors)



Figure 10: Hartsfield Elementary School - debris build-up on sidewalk (By: Authors)



Figure 11: Sealey Elementary School - sidewalk to nowhere (By: Authors)

CROSSWALKS

While crossing guards were located near mostly all of Leon County schools assessed, crossing guards cannot be available at every crosswalk or roadway intersection near a school due to limited resources and manpower. As such, crosswalks need to be clearly defined to increase motorist's awareness of non-motorized travelers, especially near commercial land uses where there are multiple vehicular access points. Faded crosswalks can be a potential hazard for students trying to cross a street (**Figure 12**). Additionally, objects in the direct path of a crosswalk can make it difficult for bicyclists and pedestrians during travel (**Figures 13**).

Best Practices:

- Repaint/remark existing, faded crosswalks as soon as feasible and consider using ladder/zebra style crosswalks or textured crosswalks to make crosswalks highly visible to motorists.
- Consider painting islands a bright yellow or other florescent color to let students know that these are preferred crossing points along walk/bike routes to school; however, crosswalks need to be the standard white if no decorate treatments are used. (**Figure 14**).
- Where not present, use "advance yield lines" and warning signs before crosswalks to increase the distance between motorists stopped and students in crosswalks.

PEDESTRIAN SIGNALS

Pedestrian signals that "count down" may confuse elementary school age children, as they may not know how long it will take them to cross a roadway.

Best Practices:

- Where "count down" signals exists, educate younger children how to use them and when to cross a street,
- During the first couple weeks of school observe children crossing, and
- Consider the longest walk phase where possible to accommodate the needs of children.



Figure 12: Lincoln High School - Faded crosswalk (By: Authors)



Figure 13: Conley Elementary School - Guardrail blocking crosswalk (By: Authors)



Figure 14: Hartsfield Elementary School - highly visible crosswalk entrance (By: Authors)



Figure 15: Cobb Middle School – traffic calming chicanes on Lucy Street
(Source: Google Earth)

TRAFFIC CALMING

Parents often cite high vehicle speeds as a reason for not allowing their children to walk or bicycle to and from school. Calming traffic near schools can better encourage more walking and bicycling. “Traffic calming” refers to roadway enhancements, both temporary and permanent, that encourage drivers of vehicles to alter their behavior and speeds. City of Tallahassee Public Works Department website⁵ notes that traffic calming enhancements began in the city in 1992. Since then, a variety of traffic calming measures has been installed in residential neighborhoods and near schools. Some examples of existing traffic calming measures near schools include chicanes, or staggered roadway build outs (**Figure 15**); flashing school zone warning lights/signs, and temporary speed enforcement devices.

Best Practices:

- **Curb Extensions** – Extending curbs help shorten the distance from one curb to another at intersections, decreasing the amount of time a bicycle or pedestrian is in a crosswalk.
- **Raised Crosswalks** – Raise crosswalks allow for a seamless transition from sidewalk to crosswalk for non-motorized users while making drivers more aware of these users. Raised crosswalks can be used at roadway intersections as well as crosswalks in school parking lots.
- **Reduced Corner Radii** – Consider reducing the size of large turning radii as they promote vehicles to take turns at higher speeds and increase crossing distances for bicycles and pedestrians.
- **Painted Intersections** – Painted intersections such as the one recently completed in the Market Street District, near Gilchrist Elementary School, by ‘Paint the Pavement’ is a creative way to slow drivers down by making them more aware of their surroundings (**Figure 16**). Additionally, there is the possibility of allowing students to help paint the intersections and become more connected with their community.



Figure 16: Painted Intersection (Source: <http://www.themarketdistrict.net/paint-pavement>)

⁵ <http://www.talgov.com/pubworks/pubworks-traffic-calming.aspx>

SCHOOL POLICY CONSIDERATIONS

There may be existing policies in place at the individual schools or at the School Board level that influence children and their parent's decision to allow them to walk or bicycle to school (**Figure 17**). Review school policies to see if there are any that ban students from bringing backpacks or large purses to school. If so, consider that this policy means students will have to juggle textbooks, lunches, papers, and supplies while walking or bicycle to/from school. Additionally, consider if there are any school policies that ban rolling backpacks. The items students need to bring everyday back and forth to school can easily make their backpacks weigh around ten pounds. Rolling backpacks make it easier for students, especially younger children, to transport their items needed for school each day.



Figure 17: Conley Elementary School – Plenty of bicycle parking but few bicycles parked during the school day (By: Authors)

Best Practices:

- Remove or revise any policies in place that limit students from bringing traditional backpacks, large purses, or rolling backpacks to/from school to allow easier transport of school supplies and belongings.
- Consider creating more than one bicycle and pedestrian access point around campus, where possible, to decrease the distance students must walk or bicycle to reach the main entrance to campus.
- If possible, allow students who walk or bicycle to school to have a second set of textbooks. This will allow students to leave one set at school and one set at home so that they do not have to carry additional weight besides their belongings on their morning or afternoon commute to/from school.

**APPENDIX A – INTERLOCAL AGREEMENT FOR TALLAHASSEE-LEON
COUNTY AND LEON COUNTY SCHOOLS PUBLIC SCHOOL CONCURRENCY
AND FACILITY PLANNING (SEPTEMBER 1, 2006)**

**INTERLOCAL AGREEMENT FOR TALLAHASSEE-LEON COUNTY AND LEON
COUNTY SCHOOLS PUBLIC SCHOOL CONCURRENCY AND FACILITY
PLANNING**

This Agreement is entered into between the City of Tallahassee, Florida (hereinafter referred to as “City”), Leon County, Florida (hereinafter referred to as “County”) and the School Board of Leon County (hereinafter referred to as “School Board”).

WHEREAS, the City, County and the School Board recognize their mutual obligation and responsibility for the education, nurture and general well-being of the children of Leon County; and

WHEREAS, the City, County and School Board recognize the benefits that will flow to the citizens and students of their community by more closely coordinating their comprehensive land use and school facilities planning programs: namely (1) better coordination of new schools in time and place with land development, (2) greater efficiency for the School Board and local governments by the placement of schools to take advantage of existing and planned roads, water, sewer, parks and drainage systems, (3) improved student access and safety by coordinating the construction of new and expanded schools with the road and sidewalk construction programs of the local governments, (4) the location and design of schools so that they serve as community focal points, (5) the location and design of schools with parks, ballfields, libraries, and other community facilities to take advantage of joint use opportunities, and (6) the location of new schools and expansion and rehabilitation of existing schools so as to reduce pressures contributing to urban sprawl and support existing neighborhoods; and

WHEREAS, Section 1013.33, Florida Statutes (F.S.), requires that the location of public educational facilities must be consistent with the comprehensive plan and implementing land development regulations of the appropriate governing body; and

WHEREAS, Sections 163.3177(6)(h)1 and 2, F. S., requires each local government to adopt an intergovernmental coordination element as part of their comprehensive plan that states principles and guidelines to be used in the accomplishment of coordination of the adopted comprehensive plan with the plans of the school board, and describe the processes for collaborative planning and decision making on population projections and public school siting; and

WHEREAS, Section 163.3177(6)(h)4, F.S., requires each local government to execute an interlocal agreement with the district school board, the county, and non-exempt municipalities within the county to implement the requirements of Section 163.31777, F.S.; and

WHEREAS, Section 163.31777, F.S., requires the interlocal agreement to include consistent population projections, sharing of information on existing and planned educational facilities, participation of each party in the planning of facilities and selection of school sites, procedures for determination of need and timing of onsite and offsite improvements to support new schools, procedures for the school district to inform local governments of the impact of comprehensive plan amendments on school capacity, participation by the local governments in preparation of the school district's 5-year facilities work plan and educational plant survey, a dispute resolution procedure, and an oversight process which includes an opportunity for public participation; and

WHEREAS, Section 163.3180(13)(g), F.S., requires the interlocal agreement to establish (1) mechanisms for coordinating development, adoption, and amendment of the local government's public school facilities element and the plans of the school district to ensure uniform district-wide school concurrency; (2) procedures for the development of siting criteria which encourages location of public schools in proximity to urban residential development and seeks co-location of schools with other public facilities; (3) uniform, district-wide level-of-service standards for public schools of the same type and a process for modifying those levels-of-service; (4) procedures for preparation, amendment, and joint approval of a financially-feasible local government public school capital facilities program; (5) the geographic application of school concurrency, or "concurrency service areas"; (6) a uniform district-wide procedure for implementing school concurrency; and (7) a process and uniform methodology for determining proportionate-share mitigation by development applicants; and

WHEREAS, the City, the County and the School Board enter into this Agreement in fulfillment of the above-stated statutory requirements and in recognition of the benefits accruing to their citizens and students described above; and

WHEREAS, the City, the County and the School Board have mutually agreed that coordination of school facility planning and comprehensive land use planning is in the best interest of the citizens of Leon County; and

WHEREAS, the City has jurisdiction for land use and growth management decisions within its boundary and the County has similar jurisdiction for land use and growth management decisions within its unincorporated boundary, and

WHEREAS, the School Board has the responsibility to provide school facilities to insure a free and adequate public education to the residents of Leon County, and

WHEREAS, the City, the County and the School Board agree that they can better fulfill their respective responsibilities by working in close cooperation to insure that adequate public school facilities are available for the residents of Leon County, and

WHEREAS, the parties are required to enter into this Agreement pursuant to Section 163.3177(6)(h)4, F.S. and Section 1013.33, F.S.

NOW THEREFORE, be it mutually agreed between the Tallahassee City Commission, the Leon County Commission and the Leon County School Board that the following procedures will be utilized to implement school concurrency and better coordinate public school facilities planning and land use planning:

SECTION 1. JOINT MEETINGS.

1.1 School Planning and Concurrency Work Group. There is hereby created a work group consisting of staff from the Tallahassee-Leon County Planning Department (TLCPD), City and County Growth Management Departments, and School Board. The School Planning and Concurrency Work Group (the "Work Group") will meet at least once per year, to discuss and formulate recommendations to the Coordinating Committee created in Section 1.3 of this Agreement regarding implementation of school concurrency, including adopted levels-of-service, school concurrency service areas, and preparation of the school district's 5-year facilities work program and any suggested revisions to these components of school concurrency. The Work Group shall also discuss and formulate recommendations to the Coordinating Committee regarding coordination of land use and school facility planning, including such issues as population and student enrollment projections, development and redevelopment trends and plans, transportation, school needs, co-location and joint use opportunities, and ancillary infrastructure improvements needed to support the school and ensure safe student access. The Work Group shall also discuss and make recommendations to the Coordinating Committee on amendments to the Public School Facilities Element, Intergovernmental Coordination Element, and Capital Improvements Element of the Tallahassee-Leon County 2010 Comprehensive Plan, and successor documents. The TLCPD Director, or designee, will be responsible for making meeting arrangements and providing notification.

1.2 Workshops. The City Commission, the County Commission, and the School Board will meet at least once every year in a joint workshop session. The joint

workshop session will provide the opportunity for the City, the County, and the School Board to set direction, discuss issues and reach understandings regarding issues of mutual concern such as coordination of land use and school facilities planning, including population and student growth, development trends, school needs, off-site improvements, and joint use opportunities. The TLCPD Director, or designee, will be responsible for making meeting arrangements and providing notification.

1.3 Coordinating Committee. The City, County, and School Board will appoint a Coordinating Committee for oversight of the School Concurrency Program established herein and the joint planning efforts of the parties. One member each from the City Commission, Board of County Commissioners, and the School Board will be appointed to serve on the Coordinating Committee. In addition, the City, County and School Board will each appoint one citizen member to serve on the Coordinating Committee.

- 1.3.1 The term for each member of the Coordinating Committee will be four (4) years, except for the first cycle, in which the City appointee's term will expire after two (2) years, and the County appointee's term will expire after three (3) years. If a Commissioner or Board member leaves their respective governing board, a replacement shall be designated to serve out the remainder of the term of the departing member.
- 1.3.2 The Coordinating Committee will meet twice per year, coordinating with the amendment cycles to the Tallahassee-Leon County 2010 Comprehensive Plan, or more often as needed, to address the following issues:
 - 1.3.2.1 Evaluation and any suggested changes to the process for sharing information on planned school facilities and the City and County participation in the School District's Five-Year Capital Facilities Plan;
 - 1.3.2.2 Changes to the Level of Service standards adopted for each school type in the School District;
 - 1.3.2.3 Changes to the School Concurrency Service areas, as recommended by the School Board;
 - 1.3.2.4 Monitoring of the school concurrency management system;
 - 1.3.2.5 Changes to this Interlocal Agreement;
 - 1.3.2.6 Amendments to the Capital Improvements Element, Public School Facilities Element, or Interlocal

Coordination Elements of the Tallahassee-Leon County
2010 Comprehensive Plan;

1.3.2.7 Effectiveness of School Concurrency Implementation;
and

1.3.2.8 Staffing and research needs.

1.3.3 The Coordinating Committee will issue a report with recommendations to the City Commission, County Commission and School Board within sixty (60) days of each meeting.

SECTION 2. STUDENT ENROLLMENT AND POPULATION PROJECTIONS.

2.1 In fulfillment of their respective planning duties, the City, the County, and the School Board agree to coordinate their plans upon the same projections of the amount, type, and distribution of population growth and student enrollment. The City, the County and the School Board agree to utilize the mid-range population projections published by the Bureau of Economic and Business Research (BEBR) at the University of Florida.

2.2 The School Board shall also utilize the Department of Education (DOE) five-year county-wide student enrollment projections. The School Board may request that the DOE projections be adjusted to reflect BEBR projections, and actual enrollment and development trends not anticipated by the DOE projections. In formulating such a request, the School Board will coordinate with the City and County regarding future population projections and growth.

2.3 The City, the County, and the School Board will use information on growth and development trends for municipal and unincorporated areas, such as census information on population and housing characteristics, persons-per-household figures, historic and projected growth rates, City and County planning initiatives, and the information described below in Section 8, to better coordinate their respective planning activities and decisions.

SECTION 3. COORDINATING AND SHARING OF INFORMATION.

3.1 District Educational Facilities Report and Plan. By May 15th of each year, the School Board shall submit to the City and the County, the educational facilities report and plan. The plan will be consistent with the requirements of Section 1013.35, F.S. The report will contain information detailing existing and projected school

enrollment, an inventory of existing educational facilities, their locations, information on the relocatables in use at each school, and projected space needs. The report will also contain the School Board's capital improvement plan, including a financially-feasible plan for acquisition, expansion and construction of facilities with funding over the next five (5) years, and the educational facilities representing the district's unmet need. The report will provide data for each individual school concerning school capacity based on adopted level of service standards and enrollment of each individual school based on actual counts. The report will show the generalized locations in which new schools will be needed and planned renovations, expansions and closures of existing schools. The report will indicate properties the School Board has already acquired through developer donation and proportionate fair-share payments; properties on which there is a developer obligation to provide land to the School Board as an acceptable mitigation alternative for school concurrency; and properties acquired through other means that are potential school sites. The City and County shall review the plan and send any comments to the School Board, within forty-five (45) days prior to the School Board's annual workshop, including whether the local government has any objections to adopting the plan into the annual update of the CIE of the comprehensive plan. If the local government's objections are not resolved, the matter shall be resolved pursuant to Section 10 of this Agreement.

3.2 Educational Plant Survey. The Work Group established in subsection 1.1 will assist the School Board in an advisory capacity in the preparation of the update. The Educational Plant Survey shall be consistent with the requirements of Section 1013.31, F.S., and include at least an inventory of existing educational facilities, recommendations for new and existing facilities, and the general location of each in coordination with the land use plan. The Work Group will evaluate and make recommendations regarding the location and need for new, significant renovation or expansion, and closures of educational facilities, and the consistency of such plans with the local government comprehensive plan and relevant issues listed in subsections 4.2, 8.6, 8.7 and 9.1 of this Agreement.

3.3 Student and Transportation Safety. Student and transportation safety shall be a major consideration at all School Board operated facilities and shall be an essential part of operation, renovation, expansion and future development. A joint committee made up of School Board members and/or district staff with appropriate Tallahassee Police Department, Leon County Sheriff Department, Tallahassee Fire Department, Juvenile Justice, other law enforcement officials, and community representatives shall be established to review the issue of school safety. This committee will have authority to make specific recommendations to the School Board, City or

County Commissions, or other governmental agencies to enhance safety in and around district school facilities.

3.4 City and County Public Meetings. School Board facilities shall be made available at no cost to the City and County, when scheduling and school utilization permit, for public meetings related to land use, transportation planning, community improvement and other related topics. The City and County shall make available at no cost to the School Board, maps, GIS and other data related to school sites, attendance zones, and land use.

SECTION 4. SCHOOL SITE SELECTION SIGNIFICANT RENOVATIONS, AND POTENTIAL SCHOOL CLOSURES.

4.1 The School Board will submit potential sites for new schools and proposals for significant renovation, significant expansion, and closure of existing schools to the Work Group established in Section 1.1, which will review the proposals and make suggested recommendations to the Superintendent and the School Board. For this purpose, the Work Group will meet on an as needed basis on the call of the School Board, in addition to the schedule set forth in Section 1.

4.2 Potential Closures. Upon receipt of notice of a potential school closure, the working group will issue a report to the Coordinating Committee summarizing the School Board's determination of the need for the closure, including whether the determination is based on rezonings or other land use activity, and the impact on adjacent school concurrency service areas and need for amendment to the Capital Improvements Element or Public School Facilities Element of the comprehensive plan. The Coordinating Committee shall meet and decide whether to schedule the closure issue for discussion by the City or County Commission.

4.3 Participation in New Sites, Significant Expansions and Renovations. When the Superintendent/School Board identifies the need for a new school, or significant expansion of an existing school, requiring the purchase or lease of land, the school district staff will provide to the Work Group information pertaining to the type of proposed school or facility, or expansion thereof, acreage required, geographic boundaries of the area of need, and a listing of activities to occur on the site. The Work Group will request from the TLC PD a list of potential sites in the area of need targeted in the Education Plant Survey. The Work Group will review the potential sites and may add to or reduce the list of potential sites. The Work Group will submit to the TLC PD a list of sites for an informal assessment regarding consistency with the comprehensive plan. This assessment or general overview shall address the following:

- (A) environmental features
- (B) transportation and pedestrian access
- (C) availability of infrastructure and services
- (D) safety concerns
- (E) land use compatibility
- (F) special planning areas, such as sector plans, the Southern Strategy Area, planned unit developments, etc.
- (G) community vision
- (H) other pertinent issues such as special programs or student assignment that have a bearing on site suitability

The TLCPD will prepare the assessment(s) from existing data. The Work Group will review the assessments and any other relevant information. The Work Group and the TLCPD will also consider the issues identified in Section 4.2 based on available information as each potential site and each proposed new site or significant expansion is evaluated. Based on the information gathered during this review, the Work Group will make a recommendation to the Superintendent and School Board, of one or more sites in order of preference.

The following issues will be considered by the Work Group, the TLCPD, the Superintendent and School Board when evaluating potential school sites or significant expansion or rebuilding of existing schools:

- (A) The locations of school sites that will provide logical focal points for community activities such as the community facilities itemized in section 9.1 below and serve as the cornerstone for innovative urban design standards, including opportunities for shared use and co-location of community facilities.
- (B) The location of new schools with dual access points to facilitate vehicular, bicycle, and pedestrian access, and within reasonable walking and/or bicycle distance of primary residential dwelling units served by the schools, as practicable under the student assignment program.
- (C) The location of new elementary and middle schools within the Urban Services Area or designated Rural Communities proximate to residential neighborhoods, and not located adjacent to limited access or major arterial roads, nor shall they have direct access from limited access, arterial or local roads.
- (D) The location of new high schools or adult-vocational schools on the periphery of urban residential neighborhoods, inside the Urban

Services Area and not located adjacent to limited access or major arterial roads, nor shall they have direct access from limited access, major arterial or local roads.

- (E) Compatibility of the school site with present and projected uses of adjacent property.
- (F) Encouraging community redevelopment and revitalization and efficient use of existing infrastructure and discouraging urban sprawl.
- (G) Site acquisition and development cost.
- (H) Safe access to and from the school site by pedestrians and vehicles, to include sidewalks, crosswalks, bike lanes, access road, traffic calming, signage, etc. where necessary.
- (I) Adequate public facilities and services to support the proposed school are available, or will be available, concurrent with the impact of schools.
- (J) Environmental constraints that would preclude development of a public school on the site or cannot be mitigated.
- (K) Adverse impact on archaeological or historic sites listed in the National Register of Historic Places or designated by the affected local government as a locally significant historic or archaeological resource.
- (L) The proposed site is well drained and soils are suitable for development or are adaptable for development and outdoor educational purposes with drainage improvements.
- (M) The proposed location is not in conflict with local government stormwater management plans or watershed management plans.
- (N) Whether the proposed location is within a flood zone, a floodway, special development zone, or Lake Protection future land use district as delineated in the comprehensive plan.
- (O) The proposed site can accommodate the required parking, circulation and queuing of vehicles onsite.
- (P) Whether the proposed location lies outside the area regulated by Section 333.03, F.S., regarding the construction of public educational facilities in the vicinity of an airport, or within the heavy industrial future land use category which does not allow schools.
- (Q) The proposed site can be co-located with other public facilities such as parks, recreational facilities, libraries, and community centers, as set forth in Section 9.0 of this Agreement.

City and County law enforcement and fire department officials shall review all proposed school facility sites and architectural plans for the expansion of current school facilities and the construction of new schools and provide recommendations for safety design or improvements.

4.4 Consistency Review and Site Plan Review. At least sixty (60) days prior to acquiring or leasing property that may be used for a new public educational facility, or initiating the significant renovation or expansion of an existing school, the School Board shall provide written notice to the TLCPD. The TLCPD, upon receipt of the notice, shall notify the School Board within forty-five (45) days if the proposed new school site(s) or the proposed significant renovation or expansion of an existing school is consistent with the land use categories and policies of the comprehensive plan. This preliminary notice does not constitute the local government's determination of consistency pursuant to section 1013.33, F.S.

At least ninety (90) days prior to commencing construction, the School Board shall submit a site design/development plan to the TLCPD and either the City or County Growth Management Department, as applicable. Within forty-five (45) days after receiving the submittal, the TLCPD shall certify, in writing, whether the proposed educational facility is in compliance with the Comprehensive Plan (as determined by The Planning Commission, if required), and the City or County Growth Management Department will certify, in writing, whether the proposal is consistent with any applicable provisions of the land development code. The site design/development plan shall be reviewed in accordance with the procedures prescribed in the applicable sections of the City or County Land Development Code (Type C development review in the City of Tallahassee, and Type A, B, or C, in Leon County, depending on the square footage and other factors).

4.5 In conjunction with the local government review of a proposed new school site or the significant renovation or expansion of an existing school, the School Board and affected local government will jointly determine the need for timing of on-site and off-site improvements necessary to support each school or renovation or expansion thereof, and will enter into a written Agreement as to the timing, location, and the party or parties responsible for constructing, operating, and maintaining the required improvements.

SECTION 5. SCHOOL CONCURRENCY PROGRAM.

5.1 School Concurrency Program Overview. The school concurrency program requires that Leon County, Tallahassee and the School Board maintain a minimum level of service standard for public schools. The school concurrency program requires that all new residential development be reviewed to ensure that adequate school capacity will exist within three (3) years after the issuance of a final site and development plan approval for the residential development, in order to support the additional student growth at the adopted level of service.

5.2 Commencement. The School Concurrency Program described in this Agreement shall commence on January 8, 2008, or the effective date of the amendments to the Tallahassee-Leon County 2010 Comprehensive Plan required by this Agreement, whichever is earlier.

5.3 School Concurrency Service Areas

5.3.1 The School Concurrency Service Areas shall be coterminus with the school attendance zones for each school, as adjusted by the School Board. The current school concurrency service areas are depicted on the map attached hereto as Exhibit A.

5.3.2 The County and City shall include the school concurrency service areas submitted by the School Board as data and analysis to support the adoption of the Public School Facilities Element of the Tallahassee-Leon County 2010 Comprehensive Plan, on or before January 8, 2008.

5.3.3 To ensure that development is coordinated with schools having available capacity, the County, City and School Board agree that school concurrency, when implemented in approximately January, 2008, shall be applied on a less than district-wide basis through the attendance zones for each school.

5.4 Modification of School Concurrency Service Areas

5.4.1 The City and County agree that the School Board may adjust the school attendance zones as needed to comply with state and federal mandates and other programs.

5.4.2 The modification of school concurrency service areas will follow the School Board's changes to school attendance zones. Such changes shall be noticed to the Coordinating Committee, as set

forth in Section 1.3 within fifteen (15) days of their effective date. The Coordinating Committee shall recommend incorporation into the Comprehensive Plan.

5.5 Levels of Service (LOS)

- 5.5.1 FISH (Florida Inventory of School Houses) is an annual report prepared by the Department of Education's Office of Education Facilities that provides information on the permanent building capacity of the schools in the state. To ensure that the capacity of each school is sufficient to support student growth at the adopted level of service for each year of the five year planning period and through the long term planning period for each school concurrency service area, the City, County, and School Board hereby establish the following Levels of Service for each school type:
 - 5.5.2 Elementary: one hundred percent (100%) of FISH capacity
 - 5.5.3 Middle: one hundred percent (100%) of FISH capacity
 - 5.5.4 High: one hundred percent (100%) of FISH capacity
- 5.5.5 The LOS for each school type will be adopted by the City and County into the Capital Improvements Element of the Tallahassee-Leon County Comprehensive Plan. The target date for adoption of these amendments is January 8, 2008.
- 5.5.6 In order to ensure achievement of the LOS for each school type, the School Board will annually compare the number of projected students, calculated based on approved site and development plan applications submitted by the City and County, to available capacity within each school concurrency service area over the five-year period, and report such findings to the Work Group and Coordinating Committee.
- 5.5.7 The City, County and School Board agree that amendments to the LOS for each school type will be considered through the Work Group set forth in Section 1.1 of this Agreement, which will make a recommendation to the Coordinating Committee, set forth in Section 1.3.

SECTION 6. IMPLEMENTATION OF SCHOOL CONCURRENCY.

6.1 This Agreement requires school concurrency to be applied at site plan and development approval, and therefore requires that the School Board participate in the review of all proposed site and development plans for new residential construction.

6.2 The City and County will amend their land development regulations to require an applicant for a residential site and development plan to complete a School Impact Analysis Form for submittal with their application.

6.3 The School Impact Analysis Form will require information concerning the location of the project; the number, type and size of dwelling units proposed; and the school concurrency service area in which the project is located.

6.4 The City or County will transmit the School Impact Analysis Form to a designated employee of the School Board for review at the same time the application is submitted to all departments for review.

6.5 After receipt of the School Impact Analysis Form, the designated School Board employee will issue a written report to the City or County outlining its findings on the following:

- 6.5.1 The number of students generated by the proposed development for the school concurrency service area(s) impacted;
- 6.5.2 Analysis of the available capacity within each school concurrency service area; and
- 6.5.3 Whether proportionate fair-share mitigation is required of the applicant, pursuant to Section 7.0.

The designated School Board employee must issue the report within the review timeframes established in the applicable City or County land development code for other reviewing agencies or departments.

6.6 The School Board will employ one full-time equivalent (FTE) staff member to review School Impact Analysis forms, analyze impacts and make the findings set forth in Section 6.5, and negotiate proportionate fair-share mitigation agreements on behalf of the School Board. Such employee may also be designated to participate on staff committees.

6.7 At the DRC meeting on the application, the City and County will consider the report from the School Board and incorporate into the development order the School Board's findings outlined in 6.5.1 through 6.5.3.

6.8 The City and County may issue development orders contingent upon compliance with conditions of a development agreement executed pursuant to Section 7.1.

6.9 The City will amend its Land Development Regulations to require a member appointed by the School Board serve on the Development Review Committee.

SECTION 7. PROPORTIONATE FAIR-SHARE MITIGATION.

7.1 In the event that there is not adequate capacity within the schools impacted by a proposed residential site and development plan, the School Board shall consider proportionate fair-share mitigation options, and if acceptable, will enter into a binding agreement with the developer and the City or County, as applicable, to mitigate the impacts from the development through the creation of additional school capacity. The development agreement must address payment and receipt of mitigation fees, or other acceptable forms of mitigation, if option 7.6.1 is exercised by the developer and acceptable to the School Board.

7.2 When the student impacts from a proposed residential development would cause the adopted LOS to fail, the developer's proportionate fair-share mitigation for the development will be based upon the number of additional student stations necessary to meet the established LOS. The amount to be paid by the developer will be calculated utilizing the cost per student station allocations for elementary, middle and high school, as published by the Department of Education (DOE), and adjusted by the School Board to reflect local conditions, such as land and infrastructure costs.

7.3 The following methodology shall be used to calculate the developer's proportionate fair-share mitigation amount:

Proportionate Share = (Development Students^a - Available Capacity^b) x Total Cost^c Per Student Station

Where:

^a Development Students = Students generated by the proposed development that are assigned to the particular school

^b Available Capacity = FISH Capacity – (actual enrollment + vested)

^c Total Cost = the cost per student station as determined and published by the DOE, adjusted by the School Board to account for land costs and infrastructure costs, as determined and published annually in the School District's Five-Year Capital Facilities Plan

7.4 The applicant will negotiate an acceptable mitigation option with the School Board prior to approval of the development order, and the mitigation option shall be reduced to writing in the form of a binding development agreement submitted to the County or City, as applicable, for approval.

7.5 The City Growth Management Director, or his or her designee, and the County Administrator, or his or her designee, shall have authority to accept and execute proportionate fair-share mitigation agreements on behalf of the City or County, as applicable. The City and County will amend their Code of Ordinances, if necessary, to grant said authority.

7.6 The following mitigation options will be acceptable to the City, County and School Board, as negotiated by the School Board on a case-by-case basis:

- 7.6.1 Payment for land acquisition
- 7.6.2 Contribution of land
- 7.6.3 Construction of new, or expansion of existing, public school facilities.
- 7.6.4 Contribution of District-owned portable school facilities meeting SREF standards, only in cases where capacity is available in the core facilities of the school.
- 7.6.5 Construction of a charter school meeting SREF standards if the mitigation agreement requires the ownership of the charter school to revert to the District upon closure of the facility.
- 7.6.6 Developer-established mitigation banks, including both construction of schools and acquisition of land

SECTION 8. LOCAL PLANNING AGENCY, COMPREHENSIVE PLAN AMENDMENTS, AND REZONINGS.

8.1. The School Board will be afforded full voting membership on the Capital Regional Transportation Planning Authority and Planning Commission, and the Planning Commission acting in its capacity as the local planning agency.

8.2. In accordance with the agenda distribution procedures for the Planning Commission and Capital Regional Transportation Planning Authority, the School Board will receive agendas and support materials from both City and County agencies regarding Comprehensive Planning, Transportation, Growth Management, etc., and will review and comment as appropriate.

8.3. In addition to the information required to be shared with the School Board pursuant to Section 8.2, the City and County will amend their land development regulations to require each applicant for comprehensive plan amendment or rezoning involving a residential development, or proposing a change of zoning or land use adjacent to a residential development, to provide the School Board a completed School

Impact Analysis Form, as set forth in Section 6 of this agreement. The form will require information concerning the location of the proposed comprehensive plan amendment or rezoning, the proposed change in land use or zoning classification, the maximum number of dwelling units authorized by the requested land use or zoning classification, and the school concurrency service area in which the property is located. After review of the School Impact Analysis Form, the designated School Board employee shall issue a written report to the City or County containing the following information:

- 8.3.1 The number of students generated based upon buildout at the maximum density of residential development allowed in the requested land use or zoning category for the school concurrency service area(s) impacted;
- 8.3.2 Analysis of the available capacity within each school concurrency service area impacted; and
- 8.3.3 Analysis of how the proposed land use or rezoning will affect transportation for school facilities or safety for students.

8.4. Based on the adopted Level of Service for the impacted school concurrency service areas, if adequate capacity is not available or planned to serve the proposed development at the time of review, the School Board shall specify how it proposes to meet the anticipated student enrollment demand; alternatively, the School Board, local government, and developer may collaborate to find means to ensure sufficient capacity will exist to accommodate the development, such as, developer contributions, project phasing, required facility improvements, etc.

8.5. The City and County will consider recommendations of the School Board or School Board staff on the following issues, prior to taking final actions on rezoning requests and comprehensive plan amendments:

- (A) Providing school sites and facilities within planned neighborhoods.
- (B) Insuring the compatibility of land uses and infrastructure adjacent to existing schools and reserved school sites.
- (C) The co-location of parks, recreation and community facilities with school sites.
- (D) The linkage of schools, parks, libraries and other public facilities with bikeways, trails and sidewalks.
- (E) Insuring the development of traffic circulation plans to serve schools and surrounding neighborhood(s).
- (F) Providing offsite signalization, signage, access improvements and sidewalks to serve all schools.

- (G) The inclusion of school bus stops and turnarounds in new developments.
- (H) School Board comments on comprehensive plan amendments and other land use decisions.
- (I) Available school capacity or planned improvements to increase school capacity.

8.6 In formulating community development plans and programs, the City and the County will consider the following issues:

- (A) Targeting community development improvements in older and distressed neighborhoods near schools.
- (B) Giving priority to scheduling City and County programs and capital improvements that are coordinated with, and meet the capital needs identified in, the School Board's school facilities plan.

SECTION 9. CO-LOCATION AND SHARED USE.

9.1 Co-location and shared use of facilities are important to both the School Board and local governments. The School Board will look for opportunities to collocate and share use of school facilities and civic facilities when preparing the Educational School Plant Survey. Likewise, co-location and shared use opportunities will be considered by local governments when preparing the annual update to their comprehensive plan's schedule of capital improvements and when planning and designing new, or renovating existing, community facilities. For example, opportunities for co-location and shared use will be considered for libraries, parks, recreation facilities, community centers, auditoriums, learning centers, museums, performing arts centers, and stadiums. In addition, where applicable, co-location and shared use of school and governmental facilities for health care and social services will be considered.

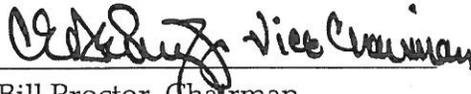
9.2 A separate agreement will be developed for each instance of co-location and shared use that addresses legal liability, operating and maintenance costs, scheduling of use, and facility supervision.

SECTION 10. RESOLUTION OF DISPUTES. If the parties to this Agreement are unable to resolve any issue in which they may be in disagreement covered in this Agreement, such dispute will be resolved in accordance with governmental conflict resolution procedures in Exhibit B, attached hereto and incorporated herein.

SECTION 11. AMENDMENT AND TERMINATION OF AGREEMENT. Any party may elect to withdraw from participation in this Agreement upon official action of its governing body and after thirty (30) days written notice to all other parties to this Agreement.

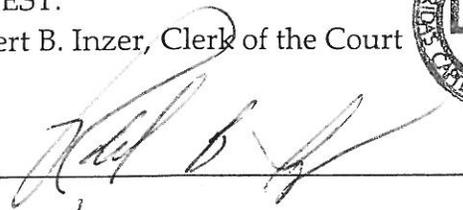
IN WITNESS WHEREOF, this Interlocal Agreement has been executed by and on behalf of the City of Tallahassee, Leon County, and the School Board of Leon County on this 1 day of Sept, 2006. This Agreement may be executed in any number of counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument and be the agreement between the parties.

LEON COUNTY, FLORIDA

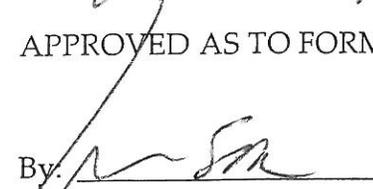

Bill Proctor, Chairman

ATTEST:
Robert B. Inzer, Clerk of the Court



By: 

APPROVED AS TO FORM:

By: 
Herbert W. A. Thiele, Esq.
County Attorney

LEON COUNTY SCHOOL BOARD



H. Fred Varn, Chairman, School Board
of Leon County, Florida

ATTEST:

James M. Croteau, PhD, Superintendent

By: 

APPROVED AS TO FORM:

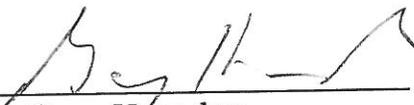
By: jwh 8.22.06
J. Jeffry Wahlen, School Board Attorney

CITY OF TALLAHASSEE

By: 
John R. Marks, III
Mayor

ATTEST:

APPROVED AS TO FORM

By: 
Gary Herndon
City Treasurer-Clerk

By: 
James R. English
City Attorney

APPROVED BY CITY COMMISSION
August 23 2006

**Interlocal Agreement For Tallahassee-Leon County And Leon County Schools
Public School Concurrency And Facility Planning**

EXHIBIT A

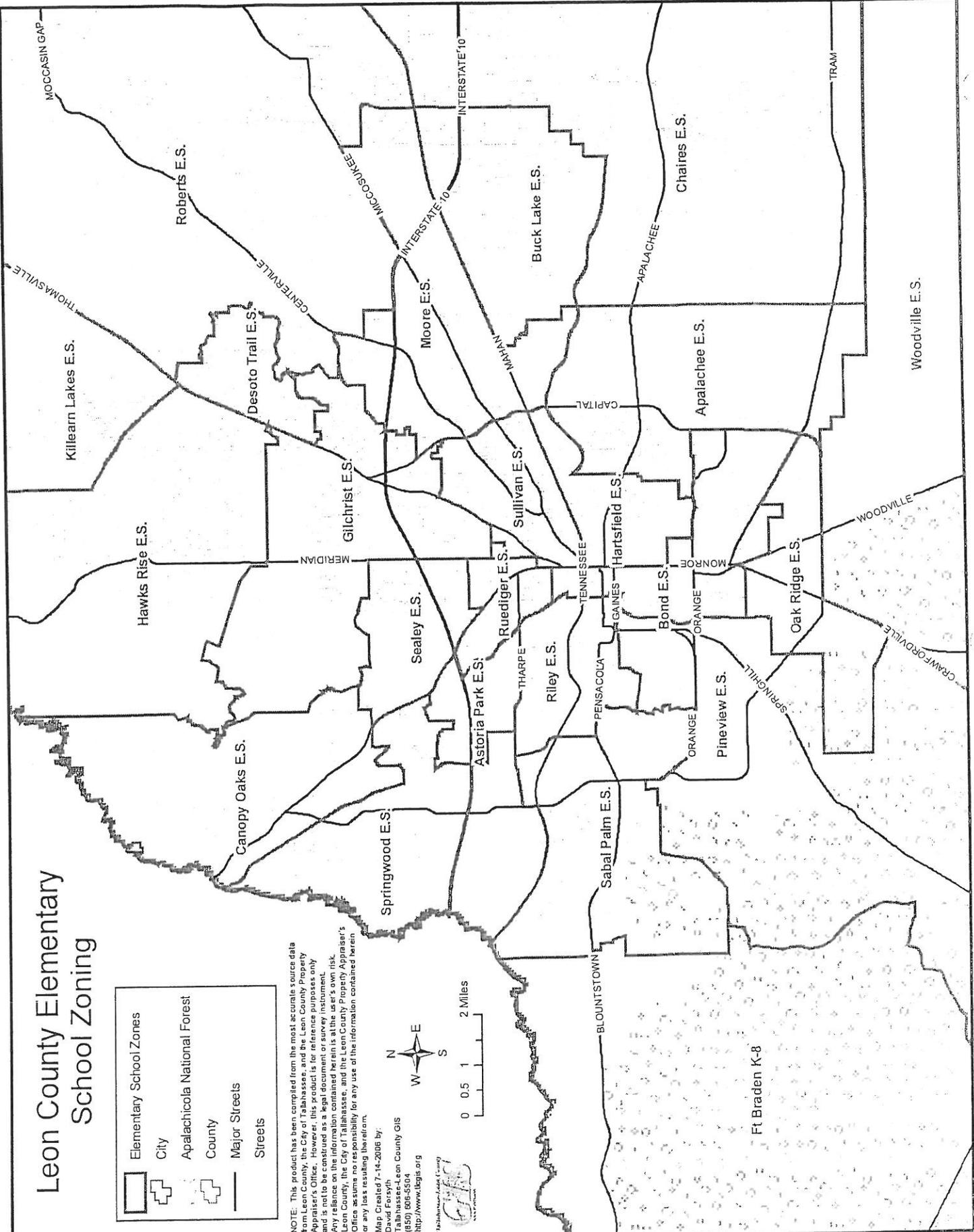
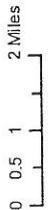
SCHOOL ATTENDANCE ZONES

Leon County Elementary School Zoning

	Elementary School Zones
	City
	Apalachicola National Forest
	County
	Major Streets
	Streets

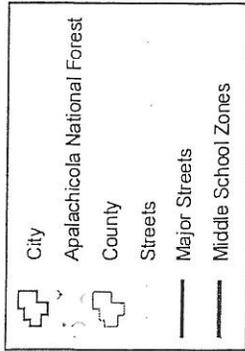
NOTE: This product has been compiled from the most accurate source data from Leon County, the City of Tallahassee, and the Leon County Property Appraiser's Office. However, this product is for reference purposes only and is not to be construed as a legal document or survey instrument. Any reliance on the information contained herein is at the user's own risk. Leon County, the City of Tallahassee, and the Leon County Property Appraiser's Office assume no responsibility for any use of the information contained herein or any loss resulting therefrom.

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 David Forsyth
 Tallahassee-Leon County GIS
 (850) 606-5504
<http://www.lcgis.org>



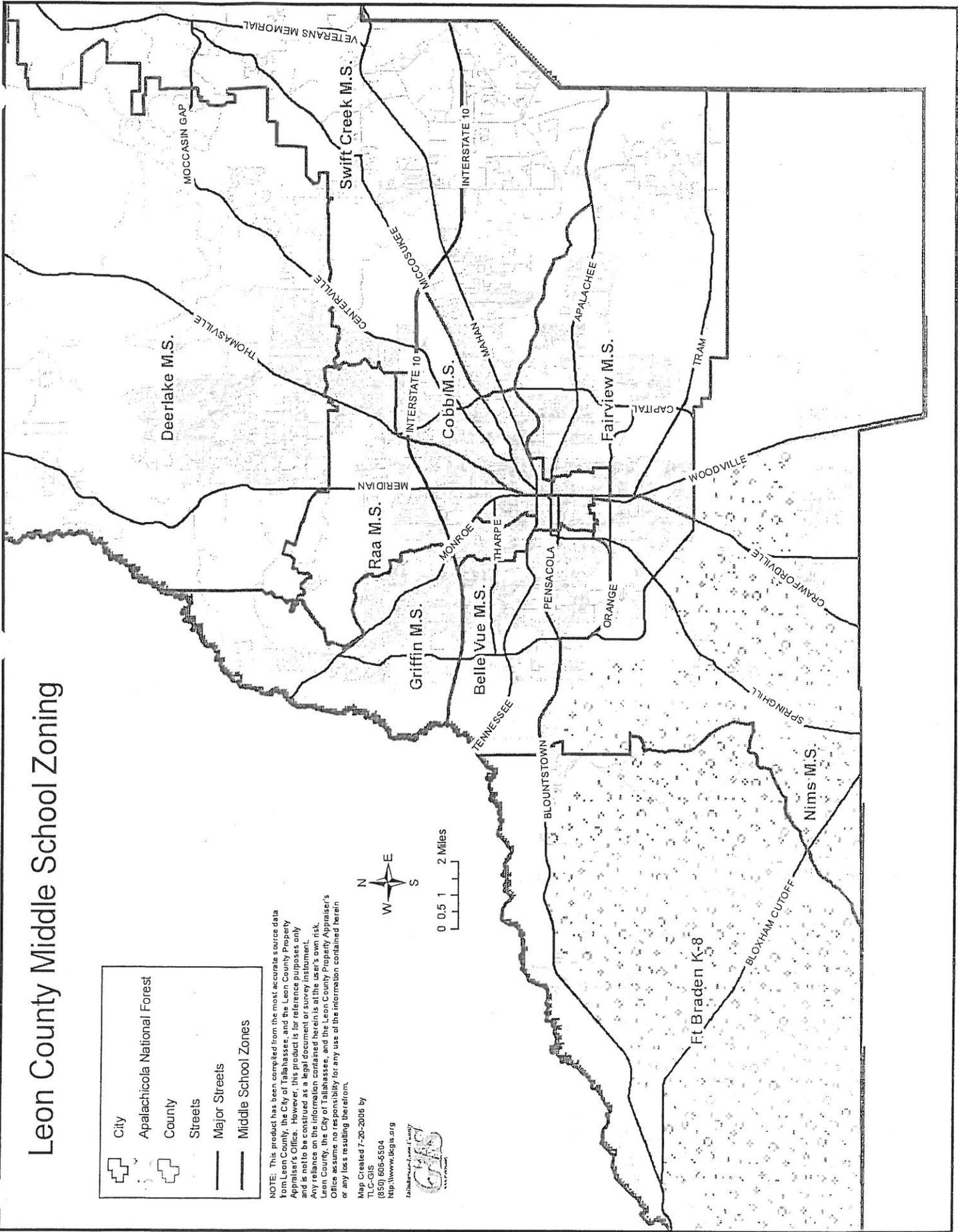
Ft Braden K-8

Leon County Middle School Zoning

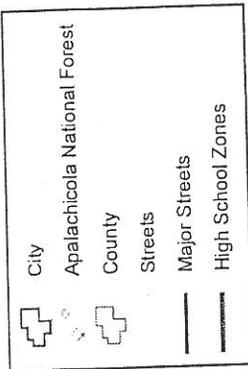


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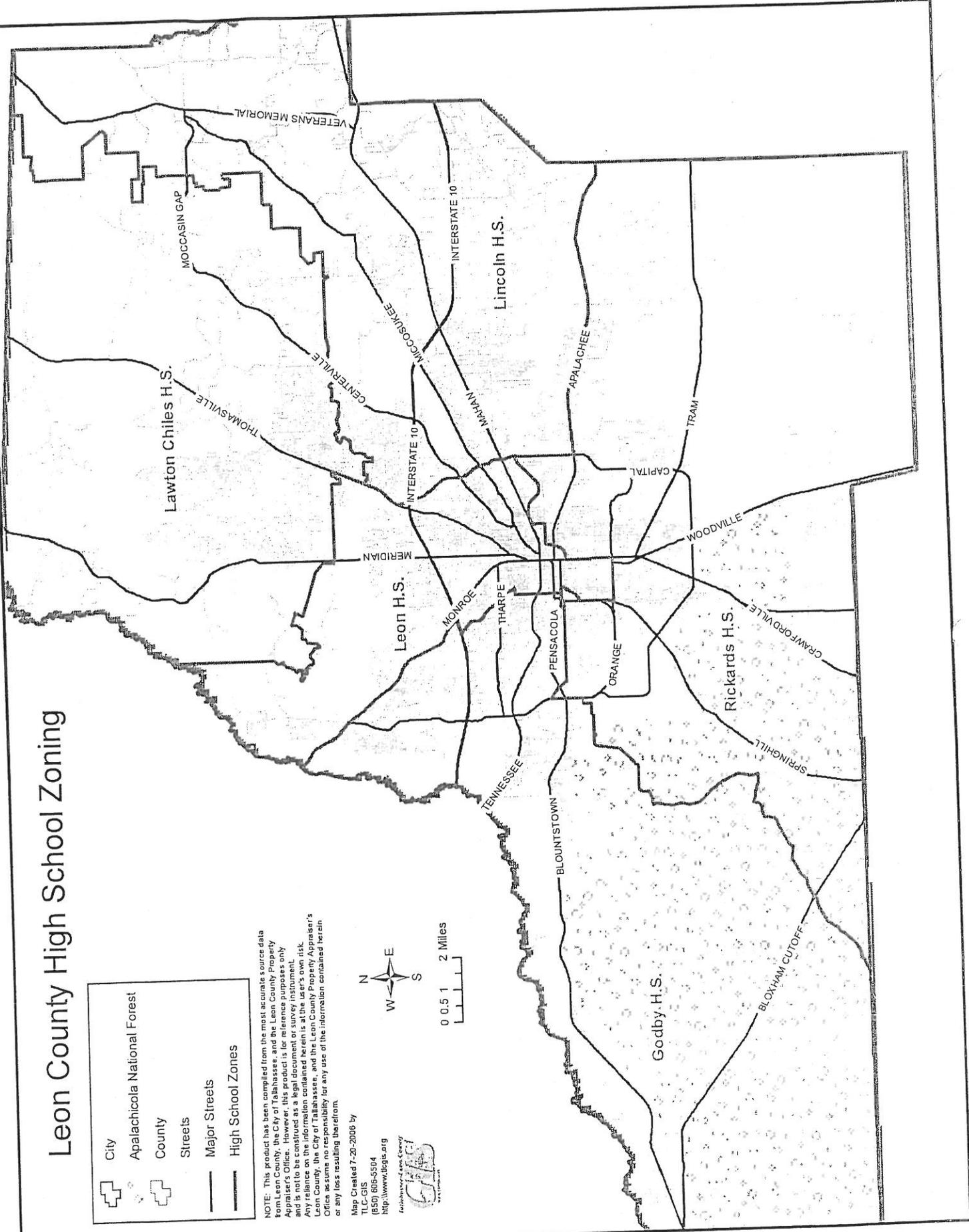
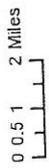
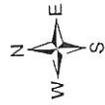


Leon County High School Zoning



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 Tallahassee- Leon County



**Interlocal Agreement For Tallahassee-Leon County And Leon County Schools
Public School Concurrency And Facility Planning**

EXHIBIT B

DISPUTE RESOLUTION PROCEDURE

Section 11. Dispute Resolution.

a. The Parties shall attempt to resolve any disputes that arise under this Agreement in good faith and in accordance with this Section. The provisions of the "Florida Governmental Conflict Resolution Act" shall not apply to disputes under this Agreement, as an alternative dispute resolution process, is hereby encompassed within Section 11. The aggrieved Party shall give written notice to the other Party, setting forth the nature of the dispute, date of occurrence (if known), and proposed resolution, hereinafter referred to as the "Dispute Notice".

b. The appropriate City and County department heads shall meet at the earliest opportunity, but in any event within 10 days from the date the Dispute Notice is received, to discuss and resolve the dispute. If the dispute is resolved to the mutual satisfaction of both, the department heads shall report their decision, in writing, to the City Manager and the County Administrator.

c. If the department heads are unable to reconcile the dispute, they shall report their impasse to the City Manager and the County Administrator who shall then communicate at their earliest opportunity regarding the dispute, but in any event within 20 days following receipt of the Dispute Notice, to attempt to reconcile the dispute.

d. If a dispute is not resolved by the foregoing steps within thirty (30) days after receipt of the Dispute Notice, unless such time is extended by mutual agreement of the Parties, then either Party may require the dispute to be submitted to mediation by delivering written notice thereof (the "Mediation Notice") to the other Party. The mediator shall meet the qualifications set forth in Rule 10.100(c), Florida Rules for Mediators, and shall be selected by the Parties within 10 days following receipt of the Mediation Notice. If agreement on a mediator cannot be reached in that 10-day period, then either Party can request that a mediator be selected by an independent conflict resolution organization, and such selection shall be binding on the Parties. The costs of the mediator shall be borne equally by the Parties.

e. If an amicable resolution of a dispute has not been reached within 60 calendar days following selection of the mediator, or by such later date as may be mutually agreed upon by the Parties, then such dispute may be referred to binding arbitration by either Party. Such arbitration shall be conducted in accordance with the Florida Arbitration Code (Chapter 682, Florida Statutes).

f. Such arbitration shall be initiated by delivery, from one Party (the "Claimant") to the other (the "Respondent"), of a written demand therefor containing a statement of the nature of the dispute and the amount, if any, involved. The Respondent, within ten (10) days following its receipt of such demand, shall deliver an answering statement to the Claimant. After the delivery of such statements, either Party may make new or different claims by providing the other with written notice thereof specifying the nature of such claims and the amount, if any, involved.

g. Within ten (10) days following the delivery of such demand, each Party shall select an arbitrator and shall deliver written notice of that selection to the other. If either Party fails to select an arbitrator within such time, the other Party may make application to the court for such appointment in accordance with the Florida Arbitration Code. Within ten (10) days following delivery of the last of such written notices, the two arbitrators so selected shall confer and shall select a third arbitrator. Each of the arbitrators so appointed shall have experience in local government and/or utility issues.

The arbitration hearing shall be commenced in Leon County, Florida within sixty (60) days following selection of the third arbitrator. Except as may be specifically provided herein, the arbitration shall be conducted in accordance with Rules R-23 - R-48, of the Commercial Arbitration Rules of the American Arbitration Association.

APPENDIX B – COUNTYWIDE LIST OF BICYCLE AND PEDESTRIAN PRIORITIES BY SCHOOL

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Apalachee Elementary School								
Crosswalk Improvements								
Remark Existing Crosswalks	Sutor Road	At Long Street Drive, Rock Brook Drive, Hood Court, Pickett Circle, Rockbrook Court		N/A	N-S	N/A	Crosswalk markings are faded.	
New Crosswalk	Sutor Road	At Aksarben Dive	East side of Sutor Road	NW-SE	N/A		New Crosswalk	
New Crosswalks at Roundabouts	Piney Z Plantation Road	At Planters Ridge Drive; At Heritage Park Boulevard	All four sides of roundabout	N/A	N/A		New Crosswalks at Roundabouts	
Sidewalk Improvements								
New Sidewalk	Apalachee Parkway	Sutor Road	Just west of Southwood Plantation Road	North side of Apalachee Parkway	E-W	approx. 454 feet	New Sidewalk (Should be constructed by FDOT)	
New Sidewalk	Apalachee Parkway	Just east of Southwood Plantation Road	Copper Creek Drive	North side of Apalachee Parkway	E-W	approx. 175 feet	New Sidewalk (Should be constructed by FDOT)	
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Delineation of travel lanes	School Bus and Automobile Zones	N/A		N/A	N/A	N/A		X
Add signage for Parent Pick-Up/ Drop Off Zone	Trojan Trail	Approx. 350' north and 350' south of Apalachee Bend		Northbound and Southbound along Trojan Trail	N/A	N/A		

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Astoria Park Elementary School								
Crosswalk Improvements								
New Striped Crosswalk	Parent Pick-Up/Drop-Off Zone	N/A	N/A	Just north of parking lot in front of school	N-S	approx. 30 feet		X
Stripe Existing Crosswalk	Atlas Road	N/A	N/A	West of School Bus Zone	E-W	approx. 37 feet		
New Striped Crosswalk	Atlas Road & Portland Avenue	N/A	N/A	East side of Atlas Road	N-S	approx. 37 feet		
Remark Existing Crosswalks	Hartsfield Road	Mission Road	Old Bainbridge Road	N/A	N/A	N/A	See Below*	
Add New Crosswalk	Hartsfield Road	At Ludmila Lane	North side of Hartsfield Road	E-W			Add New Crosswalk	
Bicycle Improvements								
Move Existing Bicycle Rack	Parent Pick-Up/Drop-Off Zone	Move from the parent pick-up/drop-off zone	Southwest of parent pick-up/drop-off zone	N/A	N/A	N/A	Inside of existing fence	X
Remark Existing Bicycle Lanes	Hartsfield Road	Mission Road	Old Bainbridge Road	N/A	E-W	N/A		
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Remark "SCHOOL" pavement marking	Atlas Road	N/A	N/A	approx. 65' north of Hartsfield Road	N/A	N/A	Existing mark is faded	
Remark "SCHOOL" pavement marking	Hartsfield Road	N/A	N/A	approx. 100' west of Nugget Lane	N/A	N/A	Existing mark is faded	

*Remark existing crosswalks: North side of Geri Ann Lane (E-W direction), North side of Emerald Ridge Loop (E-W direction), South side of Willie Vause Road (E-W direction), North side of Emerald Ridge Loop, North side of Cumberland Drive (E-W direction), North side of Via Sardina Street (E-W direction), North and south side of Trimble Road (E-W direction), North side of Astoria Court (E-W direction), North side of Hollyhock Hill (E-W direction), South side of Foster Drive (E-W direction), North and South side of Talco Hills Drive (E-W direction), South side of Wanda Court (E-W direction), South side of Vinkara Drive (E-W direction), North side of May Meadow Lane (E-W direction), South side of San Mateo Court (E-W direction), North side of Hartsfield Court (E-W direction), West side of High Road (N-S direction)

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Bond Elementary School								
Crosswalk Improvements								
Crosswalk (incl signage)	Campbell Street	Campbell Street and Saxon Street		West side of Saxon St	N - S	N/A	Standards school crossing signage on both sides of Campbell St	
Crosswalk (incl signage)	Campbell Street	Approximately 300 feet west of Main Street		West of Main St	N - S	N/A		
Crosswalk (incl signage)	Medical Commons Court	Medical Commons Court and Holton Street		West of Holton St	N - S	N/A		
Sidewalk Improvements								
New Sidewalk	Campbell Street	East side of Saxon Street	West side of Main Street	North side of Campbell St	E - W	approx 900 feet		
Sidewalk extension to multi-use trail	Taylor Street	St. Marks Historic Railroad State Trail	Taylor Street	North side of Taylor St. at western terminus of existing sidewalk	E - W	approx 20 feet	Create connection between trail and sidewalk on Taylor Street	
New Sidewalk	Taylor Street	East of St. Marks Street	West of Saxon Street	North Side of Taylor St	W - E	approx 900 feet		
New Sidewalk	Wahnish Way	North of Dupont Drive	South of Orange Avenue	East side of Wahnish Way	N - S	approx 560 feet		
New Sidewalk	Orange Avenue	East of Walnut Street	West of Wahnish Way	South side of Orange Ave	E - W	approx 930 feet		
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Canopy over sidewalk	Campbell Street	N/A		North side of Bond campus	N/A	N/A	Parent drop-off/pick-up zone	X
Stop Bar (restripe)	Campbell Street	Campbell Street and Saxon Street		West side of Saxon St	N/A	N/A		
Assess and repair school zone warning lights	Saxon Street; Campbell Street	N/A		West and North side of Bond campus, respectively	N/A	N/A		

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Buck Lake Elementary School								
Crosswalk Improvements								
New Striped Crosswalk (with signage)	Buck Lake Road	At Nabb Road		East side of Nabb Road	N-S	N/A	In conjunction with new sidewalk	
Sidewalk Improvements								
New sidewalk	Nabb Road	Approx. 500' South of Rich Farm Road	Buck Lake Road	East side of Nabb Road	N-S	approx. 1,235 feet	County programmed for construction FY 15	
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Extend Canopy	Parent Pick-Up/Drop-Off	N/A		N/A	N/A	N/A		X
Paint Lane Divider	School Bus Zone	N/A		N/A	N/A	N/A		X

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Canopy Oaks Elementary School								
Crosswalk Improvements								
New Striped Crosswalk	Perkins Road	At Point View Drive		Southwest side of intersection	NW-SE	approx. 30 feet		
Stripe Existing Crosswalk	Old Bainbridge Road	At Perkins Road		West of Perkins Road	SW-NE	approx. 30 feet		
Stripe Existing Crosswalk	Point View Drive	At Layla Street		North side of Layla Street	SW-NE	approx. 30 feet		
New Striped Crosswalks	North Monroe Street	At Brentwood Lane, Shady Oaks Drive, Faulk Drive, and Longview Drive		East side of North Monroe Street	NW-SE	approx. 30 feet		
Sidewalk Improvements								
Widen Existing Sidewalk	Rear Bike/Ped Entrance	Existing Bike/Ped Gate	Perkins Road	East of Old Bainbridge Road	NW-SE	approx. 767 feet		X
New Sidewalk	Skyview Drive	Point View Drive	Dead End of Skyview Drive	West side of Skyview Drive	NW-SE	approx. 884 feet	ROW may be constrained	
New Sidewalk	Perkins Road	Point View Drive	Roweling Oaks Court	South side of Perkins Road	SW-NE	approx. 92 feet		
New Sidewalk	North Monroe Street	Clara Key Boulevard	Harriet Drive	East side of North Monroe Street	NW-SE	approx. 2,224 feet		
New Sidewalk	Sherborne Road	Old Bainbridge Road	Rockingham Road	South side of Sherborne Road	E-W	approx. 275 feet		

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Chaires Elementary School								
Crosswalk Improvements								
New Striped Crosswalk	Chaires Cross Road	At Parkhill Road		North side of Parkhill Road	E-W	approx 30 feet	Include associated pedestrian warning signage before and after crosswalk	
Sidewalk Improvements								
New Sidewalk	Chaires Cross Road	Main School Entrance	School Bus Driveway Entrance	West side of School Bus Zone	E-W	approx 125 feet	Existing fencing would need to be reconfigured	X
New Sidewalk	Chaires Cross Road	Main School Entrance	School Bus Driveway Exit	East side of School Bus Zone	E-W	approx 165 feet	Existing fencing would need to be reconfigured	X
New Sidewalk	Chaires Cross Road	School Bus Driveway Entrance	Chaires Community Park Entrance	South side of Chaires Cross Road	E-W	approx 425 feet	Include buffer from roadway	
New Sidewalk	Chaires Cross Road	School Bus Driveway Exit	Parkhill Road	South side of Chaires Cross Road	E-W	approx 1,290 feet	Include buffer from roadway	
New Sidewalk	Chaires Cross Road	Chaires Community Park Entrance	Boykin Road	West side of Chaires Cross Road	N-S	Approx 3,662 feet	Low priority project	

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Chiles High School								
Crosswalk Improvements								
Add Striped Crosswalk	School Bus Zone Driveway	N/A	N/A	North Side of Lawton Chiles Lane	SW-NE	approx. 53'	Connect sidewalks on either side	
Add Striped Crosswalk (incl signage)	Kinhega Drive	At Beech Ridge Trail		East side of Beech Ridge Trail	SW-NE	approx. 52'		
Sidewalk Improvements								
New Sidewalk	Beech Ridge Trail	Kinhega Drive	Lawton Chiles Lane	West side of Beech Ridge Trail	SW-NE	Approx. 445'		
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Install Additional Lighting Fixtures	Parent Pick-Up/Drop-Off Zone	N/A	N/A	N/A	N/A	N/A	2 light poles	X
Sidewalk Tree Maintenance	Lawton Chiles Lane	School Bus Zone Driveway	Beech Ridge Trail	North Side of Lawton Chiles Lane	SW-NE	N/A		
Install School Zone Signs/Pavement Markings	Lawton Chiles Lane	N/A	N/A	Just east of Rhea Road	N/A	N/A		
Install Additional Lighting Fixtures	Kinhega Drive	Beech Ridge Trail	Deer Lake South	West Side of Kinhega Drive	SE-NW	approx. 5,495'	Every 100' or wherever deemed appropriate	

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Cobb Middle School								
Crosswalk Improvements								
Stripe existing crosswalks	Miccosukee Road	At Mitchell Avenue; At West of Crestview Avenue		In front of main school entrance	NW-SE	approx. 30 feet		
Mark striped crosswalk	Hillcrest Street	At automobile zone driveway exit		East side of Hillcrest Street	N-S	approx. 30 feet		
Mark striped crosswalk	Lucy Street	At automobile zone driveway entrance		North side of Lucy Street	E-W	approx. 30 feet		
Remark Crosswalks (4)	East Tennessee Street	At North Meridian Street		All four sides	--	approx. 30 feet each		
Stripe Existing Crosswalks	East Tennessee Street	At Franklin Blvd./Terrace Street		North, west, and south sides	--	approx. 30 feet each		
Stripe Existing Crosswalks	North Meridian Street	At Virginia Street; At Miccosukee Road		--	E-W	approx. 30 feet each		
Sidewalk Improvements								
Add sidewalk curb separator	Miccosukee Road	Crestview Avenue	Marion Avenue	South side of Miccosukee Road	E-W	approx. 350 feet		
New Sidewalk	Alachua Avenue	Approx. 380' SW of Short Street	Magnolia Street	South side of Alachua Avenue	SW-NE	approx. 1,440 feet		
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Student Pick-Up/Drop-Off Signage	Hillcrest Street; Miccosukee Road	On Existing Fencing	East side of Hillcrest Street	--	--		Student Pick-Up/Drop-Off Signage	X
Traffic Calming	Miccosukee Road	Within School Zone		--	E-W	--	Chicanes	

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Conley Elementary School								
Crosswalk Improvements								
Stripe Existing Crosswalks	East Orange Avenue	At Four Oaks Boulevard		East, West, North, and South sides	N/A	N/A	Recommended only if roundabout not warranted (see below)	
Bicycle Improvements								
Bike Sharrow	Mossy Creek Lane	Grove Park Drive	East Orange Avenue	N/A	N-S	approx. 1.25 miles		
Bike Sharrow	Grove Park Drive	Mulberry Park Blvd.	Mossy Creek Lane	N/A	SW-NE	approx. 0.25 miles		
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Roundabout to Replace Four-Way Stop*	East Orange Avenue	At Four Oaks Boulevard		N/A	N/A	N/A	Warrant Study	
No Parking Signage	East Orange Avenue	Mist Flower Road	Four Oaks Boulevard	Center grassy median	N/A	N/A		
No Parking Signage	Four Oaks Boulevard	Just south of East Orange Avenue		Center grassy median	N/A	N/A		

* The existing intersection is quite large and there are a maximum of seven different lane movements that can occur at any one time. During school commuting hours this intersection can be quite busy and hazardous for students trying to walk or bicycle to school. A roundabout warrant study should be conducted to determine whether or not it would be advantageous to construct a new roundabout at the intersection.

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Deerlake Middle School								
Crosswalk Improvements								
Pedestrian activated signalized Crosswalk	Bull Headley Road	West side of Bull Headley Road to east side	South of Chadwick Way		E - W	N/A	Approx 100 feet south of intersection	
Sidewalk Improvements								
Complete Sidewalk gap	North side of north school driveway	South terminus of existing S/W on west side of Deer Lake West	West terminus of existing S/W along north side of driveway	Northwest of main building	E-W	approx 70 feet	May require relocating some signage and railing	X
New Sidewalk	Bull Headley Road	Manor House Drive	Lloyds Cove Road	West side of Bull Headley Road	N - S	approx 1,600 feet		
New Sidewalk	Chadwick Way	East side of Bull Headley Road	West side of Deer Lake West	South side of Chadwick Way	W - E	approx 3,600 feet		
Multi-Use Trail Improvements								
Easement/improved trail connection	Deer Lake West / Copperfield Circle	East side Copperfield Circle	West side of Deer Lake West	Narrow strip of property btwn Copperfield Circle and Deer Lake West, in front of school main entrance	E-W	approx 360 feet	Use of KLHOA greenway for a trail connection would need to be evaluated as the greenways are designated drainage easements	
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Reconfiguration of parent drop-off/pick-up zone; optional canopy structure	Primary access drive in front of school	N/A	Front of school		N - S	approx 200-250 feet	Should be studied further for feasibility before attempting to implement	X

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
DeSoto Trail Elementary School								
Crosswalk Improvements								
Stripe Existing Crosswalk	Tredington Park Drive	At Umland Drive		N/A	E-W	N/A		
Stripe Existing Crosswalk	Kerry Forest Parkway	At Tredington Park Drive		South side of Kerry Forest Parkway	E-W	N/A		
Sidewalk Improvements								
Relocate School Zone Utility Poles*	Kerry Forest Parkway	N/A	N/A	North and south sides of Kerry Forest Parkway	N/A	N/A		
Bike/Ped Pavement Markings	Kerry Forest Parkway	On Existing Multi-Use Path		North and south sides of Kerry Forest Parkway	E-W	N/A		
Bicycle Improvements								
Move Middle Bicycle Rack	Existing Bike Rack Area	N/A	N/A	N/A	N/A	N/A	Place along building; Current location leaves minimal room for students to park bikes	X
Bicycle Helmet Rack	Existing Bike Rack Area	N/A	N/A	N/A	N/A	N/A		X
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Extend School Zone Signage	Kerry Forest Parkway	600' West of Current Signage	Appledore Lane	N/A	E-W	N/A	Currently zone is only about 450' in length.	
Roundabout Improvements	Kerry Forest Parkway	At Shannon Lakes Drive		N/A	N/A	N/A	See Below**	

* The existing poles used to hold the overhead "School Zone" signs are directly in the bicycle paths along Kerry Forest Parkway, which may create an unsafe situation for younger students using the paths.

**Roundabout Improvements:

- Repainting existing crosswalks at the roundabout – some are faded and may be difficult for motorists to see while driving
- Add landscaping to middle of roundabout and reduce width of pavement – drivers may feel inclined to speed around the roundabout if they have clear sight lines across the circle. Some landscaping will help slow them down and make them more cautious as they proceed.

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Fairview Middle School								
Crosswalk Improvements								
Stripe Existing Crosswalk	Zillah Street	At Main School Entrance		Front of School	E-W	N/A		
New Crosswalk	Gaile Avenue	At Lakewood Drive		East side of intersection	N-S	N/A		
Sidewalk Improvements								
Sidewalk Railing	Zillah Street	Tram Road	Bahama Drive	East side of sidewalk	N-S	approx. 1,412 feet		
New Sidewalk	Tram Road	Crossing Rocks Road	Zillah Road	North side of Tram Road	NW-SE	approx. 1,860 feet	Included in County's sidewalk list; Issue – large flood plain in constrained ROW	
New Sidewalk	Lakewood Drive	Gaile Avenue	Skylark Avenue	East side of Lakewood Drive	N-S	approx. 944 feet		
New Sidewalk	Skylark Avenue	Lakewood Drive	Falcon Drive	North side of Skylark Avenue	E-W	approx. 538 feet		
New Sidewalk	Falcon Drive	Skylark Avenue	Piney Road	West side of Falcon Drive	N-S	approx. 641 feet		
Multi-Use Trail Improvements								
New Shared-Use Path	Rear of School Property	At Jim Lee Road		West of Pebble Creek Neighborhood	E-W	approx. 945 feet	Feasibility Study to consider improvement	
Bicycle Improvements								
Bicycle Rack Concrete Pad	Existing Bicycle Racks	N/A		Front of School	N/A	N/A		X
Bike Sharrow Marking	Atapha Nene	Jim Lee Road	Toochin Nene	On Atapha Nene	N-S	N/A		
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Flashing Lights (2)	Tram Road	At School Entrance signs	N/A	N/A	N/A	N/A	Flashing Lights (2)	

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Fort Braden School								X
Sidewalk Improvements								
New Sidewalk	Front entrance of school	Ped/Bike Gate	Sidewalk near east parking lot	East side of school bus zone	W-E, S-N	approx 160 ft		
New Sidewalk	Blountstown Hwy*	Merry Robin Road	Sir Richard Road	South side of Blountstown Hwy	E-W	approx 1,300 ft	Connect to existing crosswalk	
New sidewalk	Blountstown Hwy*	Williams Landing Road	Existing sidewalk east of campus	North side of Blountstown Hwy	W-E	approx. 1,818 ft		
Bicycle Improvements								
Improve bicycle rack location conditions	Front entrance of school	N/A	N/A	East side of school bus zone	N/A	N/A		X
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
New Pedestrian Warning Lights	Blountstown Hwy*	N/A	N/A	North and south Blountstown Hwy	N/A	N/A	At existing crosswalk	
Expand the School Zone - Warning Lights with Signage	Blountstown Hwy*	N/A	N/A	N/A	N/A	N/A	East of Fort Braden Community Park; West of Sir Richard Road	
Move Existing School Zone Warning Mark/Sign	Blountstown Hwy*	N/A	N/A	East of Julow Lane	N/A	N/A	Move to near Julow Lane	
Speed Enforcement Device	Blountstown Hwy*	N/A	N/A	South side of Blountstown Hwy	Eastbound traffic	N/A		
Raised Medians	Blountstown Hwy*	Length of School Zone		Center of roadway	E-W	N/A		

*Improvements recommended on Blountstown Highway will require input, approval, and funding from FDOT.

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Gilchrist Elementary School								
Crosswalk Improvements								
Crosswalk	In front of main school entrance	N/A		North side of parent drop-off/pick-up zone	N/A	N/A	Align with bike/ped gate and sidewalk	X
Add Pedestrian Signal and Crosswalk	Timberlane Road & Hawks Glen	N/A	N/A	East of Hawks Glen	SW – NE	N/A		
Sidewalk Improvements								
Sidewalk Extension	Timberlane Road	Woodley Road	Meridian Road	South side of Timberlane Road	W - E	approx 3,375feet	Included in County's sidewalk list	
Add raised curb separator adjacent to sidewalk	Timberlane Road	Martin Hurst Road	Market Street	North side of Timberlane Road	E-W	approx 285 feet	Minimal separation betwn roadway and sidewalk in the curve	
New sidewalk	Timberlane School Road	Timberlane Road	Live Oak Plantation Road	East side of Timberlane School Road	N - S	approx 3,100 feet		
New sidewalk	Live Oak Plantation Road	Timberlane School Road	Martin Hurst Road/Fontaine Drive	North side of Live Oak Plantation	W- E	approx 1,500 feet		
New sidewalk	Live Oak Plantation Road	Meridian Road	Timberlane School Road	North side of Live Oak Plantation	W-E	approx 6,040 feet	Recommendation based on public comment.	
Bicycle Improvements								
Install bicycle rack	Just west of main school entrance	N/A		N/A	N/A	N/A		X
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Extend parent pick-up/drop-off canopy	In front of main school entrance	N/A		N/A	N/A	N/A		X
Install Lighting Fixtures	Timberlane School Road	N/A	N/A	Under I-10 Overpass	N/A	N/A		

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Godby High School								
Crosswalk Improvements								
Midblock Pedestrian Signal	Ocala Road	West to east side of Ocala		North of school access drive	E – W	N/A	Near southbound Star Metro stop	
Midblock Crosswalk (incl signage)	High Road	West to east side of High Road		South of High Court	E – W	N/A	Approximately 35 feet south of High Court	
Crosswalk (incl signage)	Tharpe Street	Tharpe Street and Ocala Road		North side of Tharpe Street	E – W	N/A	Standards school crossing signage on both sides of Tharpe St	
Crosswalk (incl signage)	High Road	High Road and Continental Avenue		West side of High Road	N – S	N/A	Standards school crossing signage on both sides of High Road	
Sidewalk Improvements								
Sidewalk extensions (w/ poured-in-place concrete curb divider at edge of roadway)	Tharpe Street*	East side of Falconcrest Street	West end of sidewalk terminus, west of San Luis Road	South side of Tharpe Street	E – W	approx 2000 feet	Constrained ROW w/utility poles	
Sidewalk extensions (min 2-foot offset from edge of roadway OR poured-in-place concrete curb divider)	Tharpe Street*	East side of Mission Road	West side of Ivan Drive	North (preferable) side of Tharpe Street	E – W	approx 5,300 feet	Limited ROW, may require some easements and/or acquisitions; includes various crosswalk striping	
Multi-Use Trail Improvements								
Multi-use Trail connection	Mission Road	Mission Road dead ends – west and east		Mission Road just west of Ocala Road	E - W	approx 500 feet	Former ROW; may require easement	
Multi-use Trail connection	Ian Drive	Ian Drive to Ian Drive		North of Tharpe Street, west of Skyland Drive	E – W	< 100 feet	Existing ROW, multi-use trail connection	
Multi-use Trail connection	Mary Ellen Drive	Mary Ellen Drive to Mary Ellen Drive		South of Hartsfield Road, east of Trimble Road	N – S	approx 100 feet	'Unofficial' pedestrian connection currently exists	

Godby High School (continued)								
Bicycle Improvements								
Relocate bicycle parking	East side of main entrance	Parking island	Closer to main entrance	East side of Godby campus	N/A	N/A		X

*Tharpe Street is a listed Sales Tax project to be four-laned. Suggested sidewalk improvements on Tharpe Street will only be built if/when Tharpe Street is widened.

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Griffin Middle School								
Crosswalk Improvements								
Paint new crosswalks	Old Bainbridge Road	At School Bus Driveways		N/A	N/A	N/A	Both entrance and exit	X
Stripe existing crosswalks	Alabama Street	At Parent Pick-Up/Drop-Off Driveways		N/A	N/A	N/A	Both entrance and exit	X
Midblock Crosswalk (incl signage)	High Road	West to east side of High Road		South of High Court	E – W	N/A	Approximately 35 ft south of High Court	
Crosswalk (incl signage)	Tharpe Street	Tharpe Street and Ocala Road		North side of Tharpe Street	E – W	N/A	Standards school crossing signage on both sides of Tharpe St	
Crosswalk (incl signage)	High Road	High Road and Continental Avenue		West side of High Road	N – S	N/A	Standards school crossing signage on both sides of High Road	
Sidewalk Improvements								
Reconfigure corner/widen sidewalk*	Old Bainbridge Road	At West 7 th Avenue		West side of Old Bainbridge Road	N/A	N/A		
Widen existing sidewalk	Colorado Street	Indiana Street	West Tharpe Street	East side of Colorado Street	N-S	Approx. 1,651 feet	Existing sidewalk is less than standard width	
New sidewalk	Preston Street	West of Abraham Street	North Woodward Avenue	South side of Preston Street	E-W	Approx. 858 feet	Possible ROW constraints	
Bicycle Improvements								
Replace and relocate bicycle rack	Currently near the Library	Move to area near the flag pole		N/A	N/A	N/A		X
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Traffic Calming	Alabama Street	North Woodward Avenue	East of Bennett Street	N/A	N/A	N/A		
Intersection Improvements	Old Bainbridge Road	At Alabama Street		Stripe the existing three crosswalks; widen the east sidewalk towards Westcott Street				

* Reconfigure the corner of Old Bainbridge Road at West 7th Avenue and widen the sidewalk from West 7th Avenue to approximately 324' north of Volusia Street. This corner and sidewalk are very dangerous for students trying to walk or bicycle. The sidewalk is very narrow and school buses and other vehicles turning the corner come in very close contact with students. There is currently a stone retention wall and private property along the sidewalk which may hinder any improvements due to ROW constraints.

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Hartsfield Elementary School								
Crosswalk Improvements								
Stripe the Existing Crosswalk	Chowkeebin Nene	At Main School Entrance		Front of School	N/A	N/A		
Stripe the Existing Crosswalks (4)	Chowkeebin Nene	At East Indianhead Drive		All four sides of intersection	N/A	N/A		
Pedestrian Flashing Lights	Chowkeebin Nene	At Magnolia Drive		South side of intersection	E-W	N/A	Safety review and warrant needs analysis would be required	
New Striped Crosswalks	Indianhead Drive	At Apakin Nene		See Notes	N/A			
Crosswalk Pavement Treatments	Jim Lee Road	At Orange Avenue roundabout		N/A	N/A	N/A	Pavement treatments are faded.	
Sidewalk Improvements								
New Sidewalk	Chowkeebin Nene	Chinnapakin Nene	Hasosaw Nene	West side of Chowkeebin Nene	N-S	approx. 1,781 feet		
New Sidewalk	S. Magnolia Drive*	Chowkeebin Nene	Circle Drive	East side of S. Magnolia Drive	N-S	approx. 1,254 feet	Crosswalks at every intersecting street	
New Sidewalk	S. Magnolia Drive*	Diamond Street	Country Club Drive	East side of S. Magnolia Drive	N-S	approx. 5,173 feet	Crosswalks at every intersecting street	
Bicycle Improvements								
Bike Sharrow Markings	See Description**	See Description**		N/A	N-S	N/A		
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Decrease Number of Lanes	School Bus School	N/A		N/A	N/A	N/A	Decrease from two lanes to one lane	X
Second Parent Pick-Up/Drop-Off Zone	Chowkeebin Nene	N/A		South side of Chowkeebin Nene	E-W	N/A		X
Traffic Calming - Intersection Mural	Chowkeebin Nene	At East Indianhead Drive		Center of Intersection	N/A	N/A		

*S. Magnolia Drive sidewalks are in County's Sidewalk Masterplan

**Bike Sharrow Markings - Consider marking Atapha Nene from Jim Lee Road to Toochni Nene as well as Seminole Drive from East Magnolia Drive to Santa Rosa Drive, both as bike sharrows to provide additional north-south routes for bicyclists.

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Hawks Rise Elementary School								
Crosswalk Improvements								
Stripe existing crosswalk	Parking lot (Parent Drop-Off/Pick-Up)	Second row of parking		N/A	N/A	N/A		X
Stripe existing crosswalk	Meadow Ridge Drive	Between Hines Hill Circle and Whittondale Drive		N/A	NE-SW	N/A		
Repaint existing crosswalk	Meadow Ridge Drive	At Ox Bottom Manor Drive		East side of Meadow Ridge Drive	N-S	N/A		
Paint New Crosswalks	Meadow Ridge Drive	See Below*		--	--	N/A	Connect existing sidewalks	
Sidewalk Improvements								
Add new sidewalk	Parking lot (Parent Drop-Off/Pick-Up)	Between second and third row of parking		N/A	NE-SW	approx. 50 feet	Connect to existing crosswalk in second row of parking	X
New sidewalk with crosswalks added to existing roundabout	Sleepy Hollow	Rogers Circle	Ox Bow Circle	North side of Sleepy Hollow	E-W	approx. 2,050 feet		
New sidewalk	Heritage Ridge Road	Meadow Ridge Drive	Summerbrooke Drive	East side of Heritage Ridge Road	N/S	approx. 1,200'	If ROW permits enough space for sidewalk	

* Paint new crosswalks along Meadow Ridge Road:

- E-W @ Whittondale Drive (North side of Meadow Ridge Road)
- N-S @ Thornberg Drive (West side of Meadow Ridge Road)
- E-W @ Glasgow Drive (South side of Meadow Ridge Road)
- E-W @ Sinkola Drive (South side of Meadow Ridge Road)
- N-S @ Thornberg Drive (East side of Meadow Ridge Road)
- NE-SW @ Blackfox Way South (East of Meadow Ridge Road)

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Kate Sullivan Elementary School								
Crosswalk Improvements								
Stripe existing crosswalks	Miccosukee Road	At Mitchell Avenue; At West of Crestview Avenue		In front of main school entrance	NW-SE	approx. 30 feet		
Mark new striped crosswalks (2)	Miccosukee Road	At Automobile Entrance and Exit Driveways		South side of Miccosukee Road	E-W	approx. 40 feet		
Remark Crosswalks (4)	East Tennessee Street	At North Meridian Street		All four sides	--	approx. 30 feet each		
Stripe Existing Crosswalks	East Tennessee Street	At Franklin Blvd./Terrace Street		North, west, and south sides	--	approx. 30 feet each		
Stripe Existing Crosswalks	North Meridian Street	At Virginia Street; At Miccosukee Road		--	E-W	approx. 30 feet each		
Sidewalk Improvements								
Add sidewalk curb separator	Miccosukee Road	Crestview Avenue	Marion Avenue	South side of Miccosukee Road	E-W	approx. 350 feet		
New Sidewalk	Alachua Avenue	Approx. 380' SW of Short Street	Magnolia Street	South side of Alachua Avenue	SW-NE	approx. 1,440 feet		
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Traffic Calming	Miccosukee Road	Within School Zone		--	E-W	--		

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Killearn Lakes Elementary School								
Crosswalk Improvements								
Add new striped crosswalk	School Bus Exit Driveway	N/A	N/A	North of School Access Drive	E-W	approx. 23'		
Add new striped crosswalk	Deer Lake East	At Greenland Drive		West of Deer Lake East	N-S	approx. 63'		
Add new striped crosswalk	Deer Lake East	At Killearn Point Court		West of Deer Lake East	NE-SW	approx. 54'		
Sidewalk Improvements								
Extend sidewalk and add a new striped crosswalk	School Access Drive	Existing sidewalk	Church Entrance/Exit Driveway	N/A	N-S	approx. 25'		
Repair sidewalk turn radii	Deer Lake East	At School Bus Entrance Driveway		North of School Bus Entrance Driveway	N/A	N/A		
Bicycle Improvements								
Install a bicycle helmet rack	Bicycle Rack	N/A	N/A	West side of bicycle rack	N/A	N/A		X
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Switch the locations of the parent pick-up/drop-off and school bus zones	N/A	N/A	N/A	N/A	N/A	N/A	This potential improvement should be studied further for feasibility before attempting to implement.	X
Install Additional Lighting Fixtures	Kinhega Drive	Beech Ridge Trail	Deer Lake South	West Side of Kinhega Drive	SE-NW	approx. 5,500'	Every 100' or wherever deemed appropriate	

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Leon High School								
Crosswalk Improvements								
Remark Crosswalks (4)	East Tennessee Street	At North Meridian Street		All four sides	--	approx. 30 feet each		
Stripe Existing Crosswalks	East Tennessee Street	At Franklin Blvd./Terrace Street		North, west, and south sides	--	approx. 30 feet each		
Stripe Existing Crosswalks	North Meridian Street	At Virginia Street; At Miccosukee Road		--	E-W	approx. 30 feet each		
Sidewalk Improvements								
New Sidewalk	Alachua Avenue	Approx. 380' SW of Short Street	Magnolia Street	South side of Alachua Avenue	SW-NE	approx. 1,440 feet		
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Flashing School Zone Warning Lights	East Tennessee Street	Approximately 300' east and west of the school property		--	Eastbound and Westbound	--		

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Lincoln High School								
Crosswalk Improvements								
Stripe Existing Crosswalk	Trojan Trail	At Student Drop-Off/Pick-Up Zone		Near the Main School Entrance	N/A	N/A		X
New Striped Crosswalk	Conner Boulevard	At School Access Drive		South side of Conner Boulevard	E-W	N/A		
Remark Existing Crosswalks	Sutor Road	See Description*		N/A	N-S	N/A	Crosswalk markings are faded.	
New Crosswalk	Sutor Road	At Aksarben Dive		East side of Sutor Road	NW-SE	N/A		
New Crosswalks at Roundabouts	Piney Z Plantation Road	At Planters Ridge Drive; At Heritage Park Boulevard		All four sides of roundabout	N/A	N/A		
Sidewalk Improvements								
New Sidewalk	School Access Drive	To Pedestrian Overpass Bridge		East side of School Access Drive	NE-SW	approx. 40 feet		
New Sidewalk	Apalachee Parkway	Sutor Road	Just west of Southwood Plantation Road	North side of Apalachee Parkway	E-W	approx. 454 feet	Would need to be constructed by FDOT	
New Sidewalk	Apalachee Parkway	Just east of Southwood Plantation Road	Copper Creek Drive	North side of Apalachee Parkway	E-W	approx. 175 feet	Would need to be constructed by FDOT	
Bicycle Improvements								
New Bicycle Rack	Trojan Trail	At Main School Entrance		West of the School Statue Plaza Area	N/A	N/A		X
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Install Flashing Warning Lights	Conner Boulevard	At "Lincoln HS Student Drop-Off/Pick-Up" signs		Eastbound and westbound along Conner Boulevard	N/A	N/A		

*Crosswalks along Sutor Road need of remarking include: At Longstreet Drive, At Rock Brook Drive, At Hood Court, At Pickett Circle, and At Rockbrook Court

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Montford Middle School								
Sidewalk Improvements								
New sidewalk	Clarecastle Way	N Shannon Lakes Drive	Pimlico Drive	East side of Clarecastle Way	N-S	approx. 742 feet		
New Sidewalk	Shamrock Street North	W Shannon Lakes Drive	McLaughlin Drive	North side of Shamrock Street North	W-E	approx. 1.2 miles		
New sidewalk	Shamrock Street East	McLaughlin Drive	Tralee Road	East side of Shamrock Street East	N-S	approx. 4,363'		
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Study parking/circulation issues and opportunities	To be determined by Montford MS and Roberts ES	N/A	N/A	N/A	N/A	N/A	Engage Roberts ES in a joint study to determine the issues and find opportunities to address parking and circulation conflicts between the two schools	X
Speed Enforcement Device	Centerville Road	N/A	Southbound side of roadway, just south of school zone speed limit sign	Southbound traffic	N/A			

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Nims Middle School								
Crosswalk Improvements								
New Striped Crosswalks (3)	West Orange Avenue	Parent pick-up/drop off entrance and exit; school bus entrance driveway		South side of West Orange Avenue	E-W	N/A		X
Crosswalk (incl signage)	Campbell Street	Campbell Street and Saxon Street		West side of Saxon St	N - S	N/A	Standards school crossing signage on both sides	
Crosswalk (incl signage)	Campbell Street	Approx 300 feet west of Main Street		West of Main St	N - S	N/A		
Crosswalk (incl signage)	Medical Commons Court	Medical Commons Ct. and Holton Street		West of Holton St	N - S	N/A		
New Crosswalk	Lake Bradford Road	At Walcott Street		North side of Lake Bradford Road	SW-NE	N/A		
Sidewalk Improvements								
New Sidewalk	Campbell Street	East side of Saxon Street	West side of Main Street	North side of Campbell St	E - W	approx 900 feet		
Sidewalk extension to multi-use trail	Taylor Street	St. Marks Historic Railroad State Trail	Taylor Street	North of Taylor St. at western terminus of existing sidewalk	E - W	approx 20 feet		
New Sidewalk	Taylor Street	East of St. Marks Street	West of Saxon Street	North Side of Taylor St	W - E	approx 900 feet		
New Sidewalk	Wahnish Way	North of Dupont Drive	South of Orange Avenue	East side of Wahnish Way	N - S	approx 560 feet		
New Sidewalk	Orange Avenue	East of Walnut Street	West of Wahnish Way	South side of Orange Ave	E - W	approx 930 feet		
New Sidewalk	Callen Street	Pottsdamer Street	Gunn Street	South side of Callen Street	E-W	approx. 803 feet		
New Sidewalk	Callen Street	Thomas Street	Walcott Street	South side of Callen Street	E-W	approx. 1,954 feet		
New Sidewalk	Bethune Street	Coleman Street	Callen Street	West side of Bethune Street	N-S	approx. 1,320feet		

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site
Nims Middle School (continued)								
New Sidewalk	James Street	Coleman Street	Callen Street	West side of James Street	N-S	Approx. 1,320 feet		
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Reverse Circulation of Parent Pick-Up/Drop-Off Zone	Parent Pick-Up/Drop-Off Zone	N/A		N/A	N/A	N/A	Would need to change angle of parking spaces	X
Stop Bar (restripe)	Campbell Street	Campbell Street and Saxon Street		West side of Saxon St	N/A	N/A		

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Oak Ridge Elementary School								
Crosswalk Improvements								
Stripe existing crosswalks	Shelfer Road	Automobile zone driveways		West side of Shelfer Road	N-S	N/A		
Stripe existing crosswalk	Shelfer Road	School bus zone driveway		West side of Shelfer Road	N-S	N/A		
Sidewalk Improvements								
New sidewalk	Ayers Court	Shelfer Road	End of cul-de-sac	North side of Ayers Court	E-W	approx. 837 feet		
New sidewalk	Briley Court	Shelfer Road	End of cul-de-sac	North side of Briley Court	E-W	approx. 748 feet		
Sidewalk Infill	Crawfordville Trace	Crawfordville Road	Existing sidewalk	South side of Crawfordville Trace	E-W	approx. 115 feet		
New sidewalk	Westway Road	Crawfordville Road	Capital Circle SW	North side of Westway Road	E-W	approx. 3,766 feet	Note: County roadway	
Bicycle Improvements								
Replace bicycle rack	Near front entrance of school	N/A	N/A	N/A	N/A	N/A		X
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Install canopy	Parking lot north of automobile zone	N/A	N/A	Over existing sidewalk	N-S	approx. 176 feet		X
Traffic calming	Shelfer Road	Ross Road	¼ mile north of school on Shelfer Road	N/A	N-S	approx. 0.38 miles		
School Crossing Signage	Crawfordville Road	Shelfer Road		Northbound/Southbound directions	N/A	N/A		

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Pineview Elementary School								
Crosswalk Improvements								
Stripe existing crosswalks	Springhill Rd/Lake Bradford Road	At school bus zone driveways		N/A	N/A	N/A		
New Crosswalk	Lake Bradford Road	At Walcott Street		North side of Lake Bradford Road	SW-NE	N/A		
Sidewalk Improvements								
New Sidewalk	Callen Street	Pottsdamer Street	Gunn Street	South side of Callen Street	E-W	approx. 803 feet		
New Sidewalk	Callen Street	Thomas Street	Walcott Street	South side of Callen Street	E-W	approx. 1,954 feet		
New Sidewalk	Bethune Street	Coleman Street	Callen Street	West side of Bethune Street	N-S	approx. 1,320 feet		
New Sidewalk	James Street	Coleman Street	Callen Street	West side of James Street	N-S	approx. 1,320 feet		
Bicycle Improvements								
Install bicycle rack	Front entrance of school	N/A	N/A	N/A	N/A	N/A		X
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Speed Enforcement Device	Springhill Road	At 'School Zone' pavement markings		N/A	N/A	N/A		

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Raa Middle School								
Crosswalk Improvements								
Stripe Existing Crosswalks (2)	West Tharpe Street	East and West of Ruediger Parent Pick-Up/Drop-Off Entrance		N/A	N-S	N/A	Note: City responsibility	
New Crosswalks (2)	Gibbs Drive	At Monticello Drive		Northwest and Southwest sides	N/A	N/A		
New Crosswalk	Monticello Drive	At Barrie Avenue		West side of Monticello Drive	N-s	N/A		
New Crosswalk	Gibbs Drive	At Gladiola Terrace		West side of Gibbs Drive	N-S	N/A		
New Crosswalks (2)	West 7 th Avenue	At Branch Street		North and west sides	N/A	N/A	Include new sidewalk ramps as needed	
Remark existing crosswalk	West 7 th Avenue	At N MLK, Jr. Blvd.		West side of N MLK, Jr. Blvd.	N-S	N/A		
Sidewalk Improvements								
New Sidewalk	Branch Street	West 10 th Avenue	West Tharpe Street	East side of Branch Street	N-S	approx. 808 feet		
Bicycle Improvements								
Relocate Existing Bicycle Rack	SW corner of W Tharp St. & N MLK, Jr. Blvd.	N/A		Just north of MLK Parent Pick-Up/Drop-Off Zone	N/A	N/A	Currently, located near the school bus zone.	X

Public Comment								
Comprehensive Design Study	Entire School Campus	N/A		N/A	N/A	N/A	Study to address automobile drop-off/pick-up areas on campus, per public comment request regarding automobile circulation at the school.	X

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Rickards High School								
Crosswalk Improvements								
New Striped Crosswalks (4)	Jim Lee Road	At school bus driveway, school entrance/exit driveways, in front of main school's entrance, and student drop-off/pick-up driveway		N/A	N/A	N/A		
Crosswalk Pavement Treatments	Jim Lee Road	At Orange Avenue roundabout		N/A	N/A	N/A	Pavement treatments are faded.	
New Crosswalk	Gaile Avenue	At Lakewood Drive		East side of intersection	N-S	N/A		
Sidewalk Improvements								
Sidewalk Infill	Jim Lee Road	At Student Drop-Off/Pick-Up Entrance Driveway		Southeast corner	N/A	approx. 6 feet		
New Sidewalk	Paul Russell Road	East Orange Avenue	North of Darryl Drive	East side of Paul Russell Road	N-S	approx. 2,310 feet	ROW may be constrained in some areas.	
Sidewalk Railing	Zillah Street	Tram Road	Bahama Drive	East side of sidewalk	N-S	approx. 1,412 feet		
New Sidewalk	Lakewood Drive	Gaile Avenue	Skylark Avenue	East side of Lakewood Drive	N-S	approx. 944 feet		
New Sidewalk	Skylark Avenue	Lakewood Drive	Falcon Drive	North side of Skylark Avenue	E-W	approx. 538 feet		
New Sidewalk	Falcon Drive	Skylark Avenue	Piney Road	West side of Falcon Drive	N-S	approx. 641 feet		
Bicycle Improvements								
Install bicycle rack	Jim Lee Road	At Bike/Ped Entrance		Grassy Area Near Flag Pole	N/A	N/A		X
Bike Sharrows Markings	See Description	See Description*		N/A	N-S	N/A		

* Consider marking Atapha Nene from Jim Lee Road to Toochni Nene as well as Seminole Drive from East Magnolia Drive to Santa Rosa Drive, both as bike sharrows to provide additional north-south routes for bicyclists.

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Riley Elementary School								
Crosswalk Improvements								
Stripe existing crosswalks	Parent Pick-Up/Drop-Off Driveways	N/A		N/A	N/A	N/A	Both entrance and exit driveways;	X
Midblock Crosswalk (incl signage)	High Road	West to east side of High Road		South of High Court	E – W	N/A	Approximately 35 feet south of High Court	
Crosswalk (incl signage)	Tharpe Street	Tharpe Street and Ocala Road		North side of Tharpe Street	E – W	N/A	Standards school crossing signage on both sides of Tharpe St	
Crosswalk (incl signage)	High Road	High Road and Continental Avenue		West side of High Road	N – S	N/A	Standards school crossing signage on both sides of High Road	
Sidewalk Improvements								
Widen existing sidewalk	Colorado Street	Indiana Street	West Tharpe Street	East side of Colorado Street	N-S	approx. 1,651 feet	Existing sidewalk is less than standard width	
New sidewalk	Preston Street	West of Abraham Street	North Woodward Avenue	South side of Preston Street	E-W	approx. 858 feet	Possible ROW constraints	
Bicycle Improvements								
Install bicycle rack	Indiana Street	Inside fence of bike/ped gate		N/A	N/A	N/A		X
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Right-Turn Only Signage	Parent Pick-Up/Drop-Off Exit Driveway	N/A		N/A	N/A	N/A	State morning and afternoon school commute times on signage when right-turns only are enforced;	X
Traffic Calming	Indiana Street	Colorado Street	Calloway Street	N/A	N/A	N/A		

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Roberts Elementary School								
Sidewalk Improvements								
New sidewalk	Clarecastle Way	N Shannon Lakes Drive	Pimlico Drive	East side of Clarecastle Way	N-S	approx. 742 feet		
New Sidewalk	Shamrock Street North	W Shannon Lakes Drive	McLaughlin Drive	North side of Shamrock Street North	W-E	approx. 1.2 miles		
New sidewalk	Shamrock Street East	McLaughlin Drive	Tralee Road	East side of Shamrock Street East	N-S	approx. 4,363'		
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Study parking/circulation issues and opportunities	To be determined by Roberts ES and Montford MS	N/A	N/A	N/A	N/A	N/A	Engage Montford MS in a joint study to determine the issues and find opportunities to address parking and circulation conflicts between the two schools	X
Speed Enforcement Device	Centerville Road	N/A		Southbound side of roadway, just south of school zone speed limit sign	Southbound traffic	N/A		

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Ruediger Elementary School								
Crosswalk Improvements								
Stripe Existing Crosswalks (2)	West Tharpe Street	East and West of Parent Pick-Up/Drop-Off Entrance		N/A	N-S	N/A		
New Crosswalks (2)	Gibbs Drive	At Monticello Drive		Northwest and Southwest sides	N/A	N/A	Include sidewalk ramps as needed	
New Crosswalk	Monticello Drive	At Barrie Avenue		West side of Monticello Drive	N-s	N/A	Include sidewalk ramps as needed	
New Crosswalk	Old Bainbridge Road	At Joyner Drive/Sharon Road		East side of Old Bainbridge Road	NW-SE	N/A	Include sidewalk ramps as needed	
New Crosswalk	Gibbs Drive	At Gladiola Terrace		West side of Gibbs Drive	N-S	N/A	Include sidewalk ramps as needed	
Sidewalk Improvements								
New Sidewalk	Branch Street	West 10 th Avenue	West Tharpe Street	East side of Branch Street	N-S	approx. 808 feet		

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Sabal Palm Elementary School								
Crosswalk Improvements								
New Striped Crosswalks	Eisenhower Street	At Parent Pick-Up/Drop-Off Driveways		N/A	N/A	N/A	Both entrance and exit driveways	X
New Striped Crosswalks	Ridgeway Street; Dale Street	At School Bus Driveways		N/A	N/A	N/A	Both entrance and exit driveways	X
Stripe Existing Crosswalk	Ridgeway Street	N/A		West of main school entrance	N/A	N/A		
New Crosswalk	Ridgeway Street	At Harris Street		South side of intersection	E-W	N/A		
Sidewalk Improvements								
New Sidewalk	Sabal Palm Field Near Villamore Avenue	Ped/Bike Gate	Existing Basketball Court	Southeast angle from basketball court	E-W	approx. 143 feet		X
New Sidewalk	Villamore Avenue	Eisenhower Street	Dale Street	North side of Villamore Avenue	E-W	approx. 722 feet		
New Sidewalk	Dale Street	Villamore Avenue	Ridgeway Street	West side of Dale Street	N-S	approx. 767 feet		
New Sidewalk	Ridgeway Street	Eisenhower Street	Harris Street	South side of Ridgeway Street	E-W	approx. 375 feet		
New Sidewalk	Harris Street	Ridgeway Street	Mobile Home Bike/Ped Entrance	West side of Harris Street	N-S	approx. 178 feet	ROW may be constrained	
New Sidewalk	Rankin Avenue	Roberts Avenue	Roswell Drive	East side of Rankin Avenue	N/S	approx. 0.4 miles		
Bicycle Improvements								
Install bicycle parking rack	Ridgeway Street	Near the ped/bike entrance		N/A	N/A	N/A		X
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
'No Smoking' signage (2)	Star Metro Bus Stops (2) Near Campus	At Eisenhower & Ridgeway Street		N/A	N/A	N/A	Check with Star Metro to see if this feasible.	

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
SAIL High School								
Crosswalk Improvements								
Remark Existing Crosswalk	Automobile Zone	N/A		West of Automobile Parking Lot	N-S	N/A		X
Stripe New Crosswalk	Jackson Bluff Road	At Automobile Driveway Entrance		North side of Jackson Bluff Road	E-W	N/A		
Remark Existing Crosswalks (4)	Jackson Bluff Road	At Ausley Road		N/A	N/A	N/A	Crosswalks for all 4 directions need to be remarked.	
Remark Existing Crosswalks (3)	Ausley Road	At Belle Vue Way		N/A	N/A	N/A	Crosswalks for north, west, and east directions need to be remarked.	
Sidewalk Improvements								
New Sidewalk	West of Automobile Driveway Exit	Jackson Bluff Road	Main School Entrance	North side of Jackson Bluff Road	N-S	approx. 105 feet	Would require fence to be reconfigured	X
Widening Sidewalk	Belle Vue Way	At utility poles in middle of sidewalk		South side of Belle Vue Way	E-W	N/A		
New Sidewalk	Roberts Avenue	Paul Dirac Drive	Iamonia Street	South side of Roberts Avenue	E-W	approx. 3.668 feet		
New Sidewalk	Iamonia Street	Roberts Avenue	Levy Avenue	West side of Iamonia Street	N-S	approx. 1,459 feet		
Stripe/Define Sidewalk on Driveways	Mabry Street	South of Belle Vue Way	Jackson Bluff Road	East side of Mabry Street	N-S	N/A	Stripe/Define Sidewalk on Driveways	

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Sealey Elementary School								
Crosswalk Improvements								
Stripe Existing Crosswalks (2)	Allen Road	At Parent Pick-Up/Drop-Off Zone Driveways		East side of Allen Road	N-S	N/A	Both the entrance and exit driveways	
Stripe Existing Crosswalks (3)	Allen Road	At Fulton Road		N/A	N/A	N/A		
Stripe existing crosswalk	Fulton Road	School Bus Entrance/Exit Driveway		South side of Fulton Road	E-W	N/A		
New Striped Crosswalk	Mays Road	At Sharer Road		West side of Sharer Road	N-S	N/A		
New Striped Crosswalk with signage	Sharer Road	100' south of Mays Road		--	E-W	N/A	Requires a break in the guardrail	
Sidewalk Improvements								
New Sidewalk	Sharer Road	Approx. 234' south of Sandy Drive	Lakeshore Drive	East side of Sharer Road	N-S	approx. 1.2 miles	Potential ROW constraints	
New Sidewalk	Mays Road	Lakeshore Drive	Sharer Road	North side of Mays Road	E-W	approx. 1,425 feet		
New Sidewalk	Lakeshore Drive	Mays Road	Derbyshire Road	East side of Lakeshore Drive	N-S	approx. 3,490 feet		
Multi-Use Trail Improvements								
New Trail Connection	Existing Undeveloped Area	Fulton Road	Hoffman Drive	East of Waterbrook Way	NW-SE	approx. 440 feet	Feasibility Study – Connect to existing trail	
Bicycle Improvements								
Install a Bicycle Rack	E of the Auto Zone	N/A		N/A	N/A	N/A		X
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Reconfigure the School Bus Zone and Parking Lot	School Bus Zone	N/A		N/A	N/A	N/A	Accommodate more parking spots	X
Add School Commute Times to Existing School Zone Sign	Fulton Road	Sign just south of Parent Pick-Up/Drop-Off Exit Driveway		West side of Fulton Road	N/A	N/A		

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Springwood Elementary School								
Crosswalk Improvements								
Stripe Existing Crosswalk	Fred George Road	N/A		Directly in front of school	N-S	N/A		
Remark Existing Crosswalk	Fred George Road	At Mission Road		South Crosswalk	E-W	N/A	Crosswalk is almost completely faded.	
New Crosswalk	Fred George Road	At St. Louis Church Way		North side of Fred George Road	SW-NE	N/A		
Stripe Existing Crosswalks (4)	Fred George Road	At Old Bainbridge Road		N/A	N/A	N/A		
Sidewalk Improvements								
New sidewalk to Bike/Ped Gate	Rear of School	Existing sidewalk near basketball court	Brentshire Drive	Southeast side of campus	SW-NE	approx. 490 feet		X
New Sidewalk	North Settlers Blvd.	Fred George Road	Dead end of North Settlers Blvd.	West side of North Settlers Blvd.	N-S	approx. 2,737 feet		
New Sidewalk	Fred George Road	St. Louis Church Way	Stewart Way	North side of Fred George Road	SW-NE	approx. 580 feet	Note: Included in County's Pedestrian Master Plan	
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Speed Enforcement Device	Fred George Road	East of Woodhill Drive; East of North Settlers Drive		Eastbound; Westbound	N/A	N/A	Note: City responsibility	
Bus Stop Improvement	Fred George Road	At Star Metro bus stop near existing crosswalk		South side of Fred George Road	N/A	N/A	Install a bench	

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Swift Creek Middle School								
Crosswalk Improvements								
New Striped Crosswalk (with signage)	Buck Lake Road	At Nabb Road		East side of Nabb Road	N-S	N/A		
Stripe Existing Crosswalk	Parent Pick-Up/Drop-Off Driveway	N/A		West side of Pedrick Road	NW-SE	N/A		
New Crosswalk	Pedrick Road	At Burning Tree Way		NE side of Pedrick Road	NW-SE	N/A		
New Crosswalk	Pedrick Road	At Sioux Trace		East side of Pedrick Road	N-S	N/A		
Sidewalk Improvements								
New sidewalk	Nabb Road	Approx. 500' South of Rich Farm Road	Buck Lake Road	East side of Nabb Road	N-S	approx. 1,235 feet	Included in County Pedestrian Masterplan; Programmed FY 15	
New Sidewalk	Pedrick Road	Existing crosswalk in front of school	Existing sidewalk in front of school	East side of Pedrick Road	NE-SW	approx. 25 feet		
New Sidewalk	Stony Creek Way	Fox Bridge Way	Pedrick Road	South side of Stony Creek Way	NE-SW	approx. 360 feet		
Multi-Use Trail Improvements								
Trail Extension	JR Alford Greenway	Existing JR Alford Greenway Trail	Observation Circle	South side of Observation Circle	N-S	approx. 450 feet	Study should be done to realize feasibility of proposed trail ext.	
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
New Canopy Awning	Parent Pick-Up/Drop-Off	N/A		N/A	N/A	approx. 130 feet	Use similar design as the school bus zone canopy awning	X
Flashing School Zone Lights	Pedrick Road	Just south of Celtic Road and southeast of Burning Tree Way		N/A	N/A	N/A		

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
Woodville Elementary School								
Crosswalk Improvements								
New Crosswalk	Old Woodville Road	At Natural Bridge Road		North side of Intersection	E-W	N/A	Connect to shared-use path	
New Crosswalk	Old Woodville Road	At Lawhon Road		North side of Intersection	E-W	N/A	Connect to shared-used path	
New Striped Crosswalk	Woodville Highway	At Lawhon Rd./Bearington Drive		North side of Intersection	E-W	N/A		
Pedestrian Flashing Beacons (2)	Woodville Highway	At Natural Bridge Road crosswalk		East and west side of Woodville Highway	N/A	N/A	Subject to approval of FDOT	
Sidewalk Improvements								
New Sidewalk	Canyon Creek Road	Old Woodville Road	Shumard Drive	North side of Canyon Creek Road	E-W	approx. 644 feet		
New Sidewalk	Shumard Drive	Canyon Creek Road	Bur Oak Drive	East side of Shumard Drive	N-S	approx. 294 feet		
New Sidewalk	Bur Oak Drive	Shumard Drive	Forest Grove Road	North side of Bur Oak Drive	E-W	approx. 811 feet		
New Sidewalk	Woodville Highway	Cemetery Road	Bearington Drive	East side of Woodville Highway	N-S	Approx. 425 feet		
New Sidewalk	Woodville Highway	Natural Bridge Road	Hickory Lane	East and west side of Woodville Highway	N-S	Approx. 694 feet		
New Sidewalk	Natural Bridge Road	Woodville Highway	Taff Road	North side of Natural Bridge Road	E-W	Approx. 3,112 feet		
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
New Canopy over Sidewalk	Bearington Drive	At the Daycare Van Zone		South side of Bearington Drive	E-W	approx. 92 feet		X

Improvement	Location	From	To	Geography	Direction	Length	Comments	On-Site Improvement
W.T. Moore Elementary School								X
Crosswalk Improvements								
Stripe existing crosswalks (2)	Parent Drop-Off/Pick-Up Zone	N/A	N/A	N/A	N-S	N/A		
Add Striped Crosswalk	Dempsey Mayo Road	At Maylor Drive		East side of Dempsey Mayo Road	N-S	approx. 40 feet		
Add Striped Crosswalk	Dempsey Mayo Road	At Miccosukee Road		East side of Dempsey Mayo Road	N-S	approx. 20 feet	Connect to Miccosukee Greenway Trail Opening	
Sidewalk Improvements								
Add new sidewalk	Lonnie Road	Torchmark Lane	Dempsey Mayo Road	North side of Lonnie Road	E-W	approx. 4,000 feet		
Bicycle Improvements								
Install Bicycle Rack	West of Main Entrance of School	N/A	N/A	Adjacent to existing sidewalk	N/A	N/A		X
Other Infrastructure-Type Improvements (I.E. school zone warning lights repair, etc.)								
Add Pavement Markings	School Bus Zone	N/A	N/A	N/A	N/A	N/A		X
Install Benches	School Bus Zone	N/A	N/A	Under existing canopy	N/A	N/A		X
Speed Enforcement Device	Dempsey Mayo Road	Near school zone warning lights		N/A	N/A	N/A		

APPENDIX C - MOVING AHEAD FOR PROGRESS IN THE 21ST CENTURY – TRANSPORTATION ALTERNATIVES PROGRAM SUMMARY

TRANSPORTATION ALTERNATIVES PROGRAM (TAP)

Year	2013	2014
Funding	\$ 809 M	\$ 820 M

Program purpose

MAP-21 establishes a new program to provide for a variety of alternative transportation projects, including many that were previously eligible activities under separately funded programs. The TAP replaces the funding from pre-MAP-21 programs including Transportation Enhancements, Recreational Trails, Safe Routes to School, and several other discretionary programs, wrapping them into a single funding source.

Statutory citation(s): MAP-21 §1122; 23 USC 101, 206, 213; SAFETEA-LU §1404.

Funding features

The TAP is funded by contract authority from the Highway Account of the Highway Trust Fund. Funds are subject to the overall Federal-aid obligation limitation.

An amount equal to 2% of the total amount authorized from the Highway Account of the Highway Trust Fund for Federal-aid highways each fiscal year (FY) is to be reserved for the TAP. [23 USC 213(a)]

- The national total is divided among States based on each State's proportionate share of FY 2009 Transportation Enhancements funding.
- Within each State, the amount for the TAP is set aside proportionately from the State's National Highway Performance Program (NHPP), Surface Transportation Program (STP), Highway Safety Improvement Program (HSIP), Congestion Mitigation and Air Quality Improvement Program (CMAQ), and Metropolitan Planning apportionments.

Set-asides

- Unless the Governor opts out in advance, an amount equal to the State's FY 2009 Recreational Trails Program (RTP) apportionment is to be set aside from the State's TAP funds for the RTP. See further detail below under "Program features." [23 USC 213(f)-(g)]

Suballocation

Fifty percent of a State's TAP apportionment (after deducting the set-aside for the RTP, if applicable) is suballocated to areas based on their relative share of the total State population, with the remaining 50 percent available for use in any area of the State. The suballocation is made in the same manner as for STP funds. [23 USC 213(c)] [See the Qs & As on Suballocation of Apportioned Funds for additional detail.]

Transfer of funds

A State may transfer up to 50% of its TAP funds to NHPP, STP, HSIP, CMAQ, and/or Metropolitan Planning. The amount transferred must come from the portion of TAP funds available for use anywhere in the State (no transfers of suballocated TAP funds, or funds set aside for the RTP). [§1509; 23 USC 126]

Federal share: The Federal share for most projects is determined in accordance with 23 USC 120. Federal share for projects funded from funds set aside for the RTP are determined in accordance with 23 USC 206(f).

Eligible activities

Funds may be used for projects or activities that are related to surface transportation and described in the definition of “Transportation Alternatives.” [23 USC 101(a)(29)]

- Construction, planning, and design of on-road and off-road trail facilities for pedestrians, bicyclists, and other nonmotorized forms of transportation.
- Construction, planning, and design of infrastructure-related projects and systems that will provide safe routes for non-drivers, including children, older adults, and individuals with disabilities to access daily needs.
- Conversion and use of abandoned railroad corridors for trails for pedestrians, bicyclists, or other nonmotorized transportation users.
- Construction of turnouts, overlooks, and viewing areas.
- Community improvement activities, including—
 - inventory, control, or removal of outdoor advertising;
 - historic preservation and rehabilitation of historic transportation facilities;
 - vegetation management practices in transportation rights-of-way to improve roadway safety, prevent against invasive species, and provide erosion control; and
 - archaeological activities relating to impacts from implementation of a transportation project eligible under 23 USC.
- Any environmental mitigation activity, including pollution prevention and pollution abatement activities and mitigation to—
 - address stormwater management, control, and water pollution prevention or abatement related to highway construction or due to highway runoff; or
 - reduce vehicle-caused wildlife mortality or to restore and maintain connectivity among terrestrial or aquatic habitats.

In addition to defined Transportation Alternatives (as described above), the following projects or activities are eligible:

- The recreational trails program under 23 USC 206.
- The safe routes to school program under §1404 of SAFETEA-LU.
- Planning, designing, or constructing boulevards and other roadways largely in the right-of-way of former Interstate System routes or other divided highways.

Workforce development, training, and education activities are also eligible uses of TAP funds.

[§52004; 23 USC 504(e)]

Program features

Selection of projects

- In general, TAP funds are administered by the State DOT. States administer the RTP through a designated State agency or agencies, which may or may not be the State DOT. [23 USC 206(c) and 213(f)]
- TAP funds must be obligated for eligible projects submitted by eligible entities (see below) through a competitive process. [23 USC 213(c)]
- Funds suballocated to urbanized areas over 200,000 must be on the Metropolitan Planning Organization (MPO) Transportation Improvement Program (TIP). The MPO, through a competitive process, selects the projects in consultation with the State from proposed projects submitted by eligible entities. [23 USC 213(c)]

- Funds suballocated to small urban areas and rural areas will be administered by the State. The State, through a competitive process, selects the projects from proposed projects submitted by eligible entities.

Eligible project sponsors

Under 23 USC 213(c)(4)(B), the eligible entities to receive TAP funds are:

- local governments;
- regional transportation authorities;
- transit agencies;
- natural resource or public land agencies;
- school districts, local education agencies, or schools;
- tribal governments; and
- any other local or regional governmental entity with responsibility for oversight of transportation or recreational trails (other than a metropolitan planning organization or a State agency) that the State determines to be eligible, consistent with the goals of subsection (c) of section 213 of title 23.

Under TAP, nonprofits are not eligible as direct grant recipients of the funds. Nonprofits are eligible to partner with any eligible entity on an eligible TAP project, if State or local requirements permit.

Treatment of projects

Projects funded under the TAP (excluding projects funded under the RTP set-aside) shall be treated as projects on a Federal-aid highway. [23 USC 213(e)]

Youth conservation corps

States and regional transportation planning agencies are encouraged to enter into contracts and cooperative agreements with qualified youth service or conservation corps to perform appropriate projects. Such contracts and cooperative agreements are exempt from some Federal-aid highway program contracting requirements. [§1524]

Recreational Trails Program

To provide for the continuation of recreational trails projects, MAP-21 requires each State to set aside a portion of its TAP funds for projects relating to recreational trails under 23 USC 206. [23 USC 213(f)-(g)]

- The amount to be set aside is equal to each State's FY 2009 RTP apportionment.
- 1% of the set-aside funds are to be returned for FHWA administration of the RTP.
- A State may opt out of this set-aside if the Governor notifies the Secretary no later than 30 days prior to the start of a fiscal year. A State opting out may not use TAP funds for RTP administrative costs for that fiscal year.
- If the State does not opt out of the RTP, the RTP provisions and requirements remain unchanged.

Safe Routes to School (SRTS)

- States have the option to continue eligible SRTS program activities from section 1404 of SAFETEA-LU.
- States are not required to have a State SRTS coordinator but they may use TAP funds to support this position.