SNAP™

Student Neighborhood Access Program

THE UTAH STUDENT NEIGHBORHOOD ACCESS PROGRAM (SNAP)™

PLANNING GUIDE

2009-2010

Utah Department of Transportation
Traffic and Safety Division
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UDOT CONNECTING COMMUNITIES

UTAH SRTS

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Introduction

For more information on the National Center for Safe Routes to School, visit www.saferoutesinfo.org.

There is growing concern in Utah and nationally about the safety of children who walk or bike to school. With increased traffic congestion around schools, students who choose to walk or bike have limited safe routes, which only causes more traffic and further discourages these healthy activities. To assist schools in addressing this public safety and health issue, the Utah Department of Transportation (UDOT) provides safe walking and biking encouragement programs and resources through the federally funded **Safe Routes to School (SRTS)**.

The first element of the Utah SRTS program is assisting schools with their legal responsibility of creating a Child Access Routing Plan, now referred to as the **Student Neighborhood Access Program (SNAP)™ Plan**. Under Utah law, every elementary school, middle and junior high school is responsible for developing and implementing a safe routing plan. High schools are also encouraged to create a plan. This Planning Guide focuses specifically on how to create a SNAP Plan.

A SNAP Plan consists of a map and text description outlining the safest routes for students to walk and bike to and from school. The goal of a SNAP Plan is to save lives by encouraging students to use the safest routes to school.

Under Utah law, every elementary, middle and junior high school is required to create a safe routing plan, referred to as a SNAP Plan. The goal of a SNAP Plan is to **save lives by encouraging students to use the safest routes to school**.

UDOT is confident a SNAP Plan that properly identifies the safest routes and then informs students and parents of the safest routes will help reduce, and work to eliminate, vehicular incidents involving child pedestrians and bicyclists near and on school property. A SNAP Plan can also encourage students and parents to walk and bike to school as a healthy alternative to driving.

Additionally, without a well-developed SNAP Plan in place, UDOT and local jurisdictions are not eligible for federal funding to make infrastructure changes that could make traveling to school safer for students. Gold Medal School status through the Utah Department of Health is also contingent on the school having a SNAP Plan and updating it each year.

SNAP Planning Process Overview

Introduction to SNAP

To assist schools in creating and implementing SNAP Plans, UDOT has developed free SNAP Software and this SNAP Planning Guide. These resources provide school principals and School Community Councils with instruction to create and distribute a safe routing plan that is easy to use and understand. This Planning Guide explains the key components of the state requirements and provides the information and instruction needed to develop and implement a SNAP Plan using the Web-based SNAP Software.

By following the steps outlined in this Planning Guide, each school will be able to produce the following:

1. An inventory and Administrator Map outlining the current traffic elements in each school's immediate area to determine the safest walking and biking routes
2. A Student Map to distribute to parents and students, detailing the safest routes students should walk and bike to and from school
3. A text description providing a succinct explanation to accompany the Student Map distributed to parents and students

It is important to note School Community Councils and school administrators should not limit themselves exclusively to the traffic and/or safety guidelines included in this Planning Guide. Consideration of other elements that are specific to the individual school and community are encouraged.

There are essential steps in creating a SNAP Plan. The following table outlines important tasks. Please note that each step is described in detail in this Planning Guide. Creating a SNAP Plan generally requires four weeks, but may be completed quicker according to the organization and ability of the individuals involved. While a SNAP Plan can be created anytime during the year, it must be submitted to the School District Traffic Safety Committee (district committee) no later than **April 1** to be implemented at the beginning of the following school year. (Please note that deadlines for each district vary and in some cases are before April 1. Schools should check with their district committee for specific deadlines and details.)

SNAP Process at a Glance

Identify School Community Council SNAP Team
Take an inventory of the area within school's walking boundary
Create an Administrator Map (preferably using SNAP Software)
Seek input/feedback from outside resources
Create a Student Map (preferably using SNAP Software)
Create a text description of the Student Map
Submit Student Map and text description to School District Traffic Safety Committee (district committee) • District committee submits Student Map to all jurisdictions (city, county and state) for review
Revise Student Map based on review and input from these different jurisdictions • Once the School Community Council, district committee and individual jurisdictions have approved the plan, the district committee submits the finalized plan to UDOT for state records
Distribute Student Map and text description to students, parents and school employees (preferably at the beginning of each school year)

It is important to note this is **NOT** a one-time process. Schools and School Community Councils are required to review and update the SNAP Plan at least once per year using the method outlined in this Planning Guide. This responsibility is critical because it provides schools, students and parents with the most accurate information regarding the safest routes to school.

Identifying a School Community Council SNAP Team

Under Utah law, every school is required to have a School Community Council composed of school employees and parents/guardians. School Community Councils for elementary schools should be composed of four parents/guardians and three school employees, including the principal, who is required to serve. The code does allow for School Community Councils to be larger or smaller as long as the number of parents/guardians exceeds the number of school employees and there are at least two school employees on the council (Utah Code 53A-1a-108).

One of the responsibilities of the School Community Council is to develop a SNAP Plan outlining the safest walking and biking routes to school. It is recommended that a SNAP Team be formed to accomplish this important requirement. There are many ways to accomplish this task. One School Community Council may determine that it is easiest to divide up responsibilities among members. Another may assign a parent or school employee who is especially motivated to do the majority of the work, with minor input from other members. One School Community Council may meet weekly from start to finish; another may only meet two or three times. Whatever the School Community Council's preferred style or strategy, the important thing is that a SNAP Plan be created and approved in order to create a safe environment for students to get to and from school.

Because of the significance of this project, the SNAP Team should consider consulting with outside resources to assist in preparing a SNAP Plan, such as the following:

- Local law enforcement
- City or county engineering employees
- City or county public works department employees
- Representation from the school's PTA or PTO
- Other interested parents and guardians
- Other interested school employees
- Utah Department of Health Gold Medal School mentor
- Student leaders

Conducting An Inventory

Taking Inventory

1. Access a map of the school area within a one- to two-mile radius. This can be printed online from SNAP Software.
2. Use the inventory checklist included in the SNAP Planning Guide.
3. Walk **the school's walking/ biking area** (typically one-mile radius) with the map and checklist.
4. Mark required and suggested elements from the checklist on the map.
5. Chart traffic patterns by observing roads and crossings at peak times.

To create an effective SNAP Plan, the SNAP Team must be familiar with the school's walking area. This familiarity comes through performing an inventory of the roadways within this walking area. The inventory identifies key traffic elements in the area such as signals, stop signs, crosswalks, potential obstacles, railroad crossings and missing or damaged sidewalks. SNAP Team members conducting the inventory should also observe traffic patterns.

The inventory is used to create an Administrator Map, which is used as a reference to identify where key elements are located. It also gives SNAP Team members and/or School Community Councils a first-hand look at current traffic situations and walking patterns.

It is recommended that the inventory process be completed more than once and possibly by more than one person to ensure that all the critical elements are included.

Additionally, when identifying the safest routes for students to travel to and from school, it is important to take into account different traffic patterns in the neighborhood. For example, vehicle traffic may be heavier in the morning than in the afternoon. The SNAP Team should consider both vehicle and pedestrian traffic patterns during times children are traveling to and from school, rather than when students are in class or at home. It is also important to consider the number of students who are traveling in each area.

The principal should be familiar with which streets and neighborhoods are within walking distance from the school and inform SNAP Team members what areas need to be included in the inventory (typically a one-mile radius). Locations such as hazardous areas, bus loading zones or routes for students who live outside of walking distance do not need to be inventoried for the Student Map, but could be identified on the Administrator Map for reference.

As schools review the Administrator Map and determine which route is safest for students to travel, there are two additional items that should be considered: on-site issues and the requirements of disabled and special needs students.

- **On-Site Issues:** In addition to charting the path students should travel along roads and through neighborhoods, SNAP Teams should recognize student pick-up and drop-off areas at the school can be one of the greatest hazards for students. As schools develop a SNAP Plan, it is critical they identify the preferred access points and circulation patterns for students who walk, bike, ride the bus or are dropped off in vehicles.

  A completed SNAP Plan should not only detail the suggested safest routes for walking and biking to and from school, but may also designate the preferred location for drop-off zones, bus loading/unloading zones and parking lots, as well as the walking route from each of those locations to the school entry points. Each school should customize its map with these optional areas based on the individual needs of its student body.

Recommendations for On-Site Issues

- All basic modes of transportation (walking, biking, school buses and cars) should be physically separated as much as possible from each other
- Students who are being dropped off by vehicles should be loaded and unloaded on the right side of the vehicle next to a curb, sidewalk or shoulder
- Parents dropping children off should not be permitted to back up their vehicles
- Students should be loaded in designated loading zones only; schools should discourage loading on adjacent streets or off school property
- Bus loading zones should be located in areas that do not require buses to travel in reverse at any time
- Traffic cones can be used to minimize pedestrian/vehicle conflicts in vehicle drop-off zones
- If bus and/or vehicle loading zones are insufficient to safely load and unload students, the arrival and departure times of students could be staggered
- School staff and student patrols should be used to help direct students and vehicles to appropriate areas; these persons can help enforce restricted actions, maintain safe traffic flow, encourage safety and educate students and parents

- **Disabled and Special Needs Students:** Safe routes to school for special needs students should be considered as much as possible. Permanent and even temporary disabilities can make getting to school on foot or bike much more difficult. Consideration for individuals with disabilities and special needs will vary for each school. The SNAP Team should make these considerations for currently enrolled, future and potential students with special needs when developing and updating the school's SNAP Plan.

SNAP Software Icons and Lines

Crossing Guards

Crosswalks

Hazards

Missing/Damaged Sidewalk

Reduced Speed School Zone

School

School Bus Loading

Stop Signs

Student Drop-off/Pick-up

Traffic Signals

Yield Signs

Inventory Checklist

The following is a checklist that can be torn out, printed or copied from the SNAP Planning Guide and used by the SNAP Team to take inventory of its school's walking area. The checklist outlines which key elements to record when taking an inventory. Brief explanations are included on the checklist for each term.

SNAP Teams should mark all of the items from the checklist on the map (typically a one-mile walking/biking radius of the school) in a way that is easiest to understand. SNAP Teams planning to create the final map using SNAP Software, which is highly recommended, may want to mark these elements on hardcopy first using similar symbols from the program. Colored pencils or markers may make this task easier. SNAP Software map symbols are found in the glossary.

SNAP Teams should be as accurate as possible when marking placement of each element on the map. A stop sign for traffic moving east to west will be in a different location on the map than a stop sign for north to south traffic. As an inventory is conducted, SNAP Teams should mark only those areas that will likely be within the walking or biking routes (typically a one-mile radius around the school).

SNAP Software provides note space and footnote markers to identify information and areas on maps that SNAP Teams feel are relevant for their students' needs, but are not available in an existing icon or line; however, these should be used sparingly. While taking an inventory, SNAP Teams should use their best judgment. There may be areas where there is a need for improvements. Although not drawn on an Administrator or Student Map, SNAP Teams can note these areas in planning and seek the appropriate agency, funding sources and processes to improve the safety of the walking and biking route.

Required Elements

1. **School –** Mark school position on map.
2. **Crossing Guards –** Mark map where adult crossing guards are currently assigned.
3. **Crosswalks –** Mark map where marked crosswalks are located.
4. **Stop/Yield Signs** (Single, Three-way, Four-way) **–** Mark the map where stop and yield signs are located and which intersections they affect. Take note of intersections that do not have a stop or yield sign but need one.
5. **Traffic Signals –** Mark the map where traffic signals are located.

Suggested Additional Elements

1. **Missing/Damaged Sidewalks –** It is not necessary to identify every sidewalk within a school's walking area; however, you can note the condition of the sidewalks where most students will be walking or biking. Take note of roads without sidewalks, damaged or broken sidewalks, missing sidewalk curb ramps and parking strips and curbs. Their location and physical condition can be considered in determining your SNAP Plan. You may choose to mark some of these critical areas with the Areas of Note Missing/Damaged Sidewalk line option in SNAP Software.
2. **Narrow School Routes –** All narrow school routes should be identified by a School Advance Warning sign, Next XX Miles. Take note if there isn't a sign, but you feel there should be one. SNAP Software includes Footnote icons to mark on your map where these roads exist and the location of warning signs if it significantly impacts the walking route. Detail the narrow routes in the Notes section.
3. **Railroad Crossings –** Mark the map where walking routes cross rail lines within a school's walking area. SNAP Software automatically identifies these areas through Google™ Maps.
4. **Reduced Speed School Zone –** Mark the map with the location of reduced speed zones around the school. SNAP Software includes a reduced speed school zone line option under Areas of Note to identify this area.
5. **School Bus Loading Zones –** Mark the map with the location of bus loading zones around the school (not neighborhood bus stops). Take note if there isn't a sign, but you feel there should be one.
6. **School Bus Loading Zones –** Mark the map with the location of bus loading zones around the school (not neighborhood bus stops). Take note if there isn't a sign, but you feel there should be one.
7. **Student Drop-off/Pick-up Zones –** Mark the location of drop-off zones on your map. SNAP Software includes an icon to identify this zone and detail the flow of traffic in the Notes section or accompanying plan text description.
8. **Traffic Volume –** It is not necessary to identify the traffic volume of every street in the area within a school's walking area; however, keep in mind the volume where students will be walking or biking. Observe traffic patterns on more than one day. When choosing between two roads for students to travel on, direct students to travel along the roads with lower traffic volume and speed.
9. **Other Hazards** (Steep hills, canals, narrow shoulders, etc.) **–** Take note of additional hazards that may affect walking or biking to school, such as canals or steep hills. Use judgment in identifying hazards not included on the checklist but may be unique or specific to your area. In SNAP Software, use the hazard symbol to identify these areas and detail the hazard in the Notes section and plan text description.

Inventory Checklist Worksheet

Inventory Checklist	Completed
Required Elements	
School	☐
Crossing Guards	☐
Crosswalks	☐
Traffic Signals	☐
Stop/Yield Signs	☐
Additional Suggested Elements	
Student Drop-off/Pick-up Zones	☐
School Bus Loading Zones	☐
Missing/Damaged Sidewalks	☐
Reduced Speed School Zones	☐
Narrow School Routes	☐
Railroad Crossings	☐
Traffic Volume	☐
Other Hazards (Steep hills, canals, narrow shoulders, etc.)	☐

Notes: _____

Creating the SNAP Plan

A SNAP Plan is composed of a **map** that outlines the safest routes and a **text description** that explains the routing plan.

There are two maps: 1) An Administrator Map that includes ALL relevant signals, signs and areas from the SNAP Team inventory, considers both on-site issues and the needs of disabled and special needs students, and then identifies and documents the safest walking and biking routes; and 2) A Student Map, which clearly shows parents and students the safest routes and only those necessary signs and areas they need to know when walking and biking to school.

Each school creates an individual SNAP Plan focused solely on its walking area. If a school's walking area borders or overlaps with another school's walking area, it is unnecessary for the school to map out the other school's safe routes or hazards unless they impact its own safe walking and biking routes.

Drawing the Administrator Map

A SNAP Team should walk the area identified on the Administrator Map during student travel times before submitting it for approval in order to accurately determine the safest routes. Any additional important elements found during the walk should be identified on the Administrator Map.

The Administrator Map identifies where all key elements are located. It also gives the SNAP Team a firsthand look at current traffic situations and walking patterns. The Administrator Map shows all factors of the school's walking area obtained from the SNAP Team's inventory that are used to determine the safest route. In SNAP Software, the Edit Map view is the Administrator Map.

The SNAP Team, with the input and approval from the School Community Council, determines the safest route. Once safe and hazardous items from the inventory are mapped, the SNAP Team is ready to determine and draw the safest walking and biking routes on the Administrator Map based on these elements. **It is only necessary to identify a safe biking route when it differs from the safe walking route.**

Do not draw the safest routes before having fully completed placing all icons on the Administrator Map and conducted an inventory evaluation. Until SNAP Teams have identified all hazard, traffic and pedestrian elements they cannot reliably determine which route will be the safest. Additionally, it is highly recommended that the SNAP Team present the Administrator Map to the School Community Council before the safest routes are identified on the map.

Improvement recommendations should be carefully considered as they may or may not be approved according to an evaluation of the area conducted by city, county and/or state traffic engineers, and will also require a funding mechanism. Because of the amount of time necessary for approval, funding and construction, it is absolutely critical the Administrator Map shows the safest routes based on existing conditions. This is especially important for schools near major road construction projects that will impact the safest walking and biking routes during a substantial portion of the school year.

Once all elements and routes are on an approved Administrator Map, the SNAP Team should prepare the Student Map to distribute to parents and students, which only shows the minimal elements needed to clearly follow the identified safest routes.

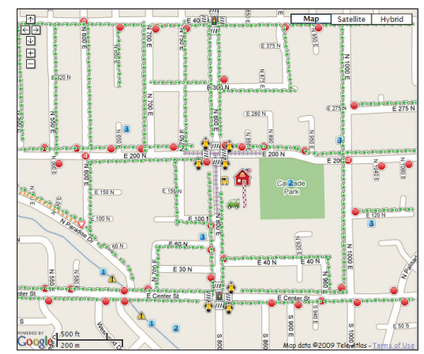
Identifying the Safest Route(s)

Only draw walking and biking routes on main streets and in populated neighborhood areas to avoid map clutter and confusion of which route is safest. Students on smaller streets should be funneled to the safest routes by ways determined by their parents' best judgment.

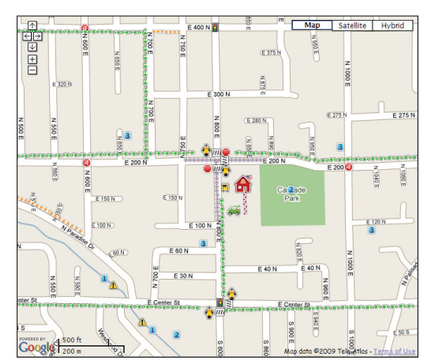
The goal of a SNAP Plan is to identify the **safest** walking and biking routes to school. In some cases, avoiding hazards will result in walking/biking routes that are longer than a direct route. At the same time, students are likely to ignore a route that takes too much time. Teams should use discretion to create a plan that is both safe and encourages student compliance.

The following are recommendations for identifying the safest route(s):

- **Don't Create a Safe Route on Every Street**. It is recommended routes be drawn only on main streets and in areas where parents can funnel students to by using their best judgment. By funneling students who walk and bike from the same geographic area onto one main route, you naturally create a safer route where no one is walking alone. This also reduces clutter on the map and makes it easier to read and follow.



Example of a cluttered map



Example of an easy-to-follow map

- **Draw Toward the School.** Start at the main streets and neighborhoods and work toward the school, identifying the best walking route from each neighborhood within the school walking area.
- **Avoid Using Shoulders for Routes.** Many communities have streets without sidewalks. In these cases, roadway shoulders must accommodate pedestrians. When alternative routes are not available, encourage students to walk on the outside edge of the roadway shoulder facing traffic.
- **Select the Safest Crossing Locations.** When children are required to cross streets on their way to and from school, safe routes should go through crossings to minimize hazards to students. When possible, choose crossings with good visibility, low traffic volume and low traffic speed. Crossings at intersections are preferred over mid-block crossings. The best crosswalks are those with crossing guards, which should be labeled on the map as part of the inventory.

- **Minimize the Number of Crossings.** The risk of incidents increases when students are crossing streets. Fewer crossings mean less exposure to vehicles and safer routes to school.
- **Use Low-Speed and Low-Volume Roads.** When choosing between roads, and where possible and practical, avoid directing children along high-speed roads or roads with high traffic volume.
- **Travel in Groups.** Children should be encouraged to travel in groups for improved visibility, security and safety. Merge walking routes whenever possible. Select crossing points with sufficient sidewalk areas for children to travel together in groups.
- **Don't Create Preferred Routes from Neighborhoods with Hazardous Busing.** A neighborhood receives hazardous busing because it has been determined that it is not safe for students to walk to school safely from and/or through that area.
- **Identify Safest Biking Routes Only if Different.** If the safest route for bikers is different than for pedestrians, a separate biking route should be identified on the map. If the routes are the same, identifying just the safest walking route is sufficient and can be explained that it is the same in the text description. SNAP Software provides different lines to designate the safest walking and biking routes when necessary.

Creating the Student Map

The Student Map includes key elements, such as the safest walking/biking routes, which the school distributes to parents and students each year. The Student Map does not need to include every element drawn on the Administrator Map. It should be easy to read and clearly identify the safest walking routes for students and their parents.

To help students easily find the safest routes, the Student Map should not include every element from the Administrator Map.

In SNAP Software, the SNAP Team can uncheck the "print" box next to optional icons and lines to easily remove that element from the Student Map view. The map can be viewed, shared (through a link) and printed online. Parents do not have access to editing functions, but can adjust the map's zoom, size, language (English or Spanish) and print area.

Writing the Text Description

Schools must distribute a text description of the routing plan with the Student Map to help further clarify the safest route. Text descriptions should keep to one page when possible.

The SNAP Plan is incomplete without a text description of the Student Map, which is distributed to parents and students to further clarify the safest route. The text description is a critical element of the SNAP Plan because it fully explains the school's routing plan. Text descriptions are typically a few succinct paragraphs created in a word processing program.

When developing the text description:

- Assume it is being written for someone who is unfamiliar with the various neighborhoods, landmarks, streets and roads in the area
- Write out exactly which side of every street the students should travel on, if they travel on a sidewalk or a road shoulder, at what intersections they should cross, if and why the bike path differs from the walking path and all other important details about the safest route(s)
- The text description should be translated into any widespread spoken languages in the school's area to ensure understanding and cooperation

After schools have created the Student Map and the text description, it is recommended that the SNAP Team use a small group of parents and/or students, who were not involved with the development process, to test the Student Map. The group should walk to and from school using the Student Map and text description. This essential step will reveal any holes or significant problems with the plan.

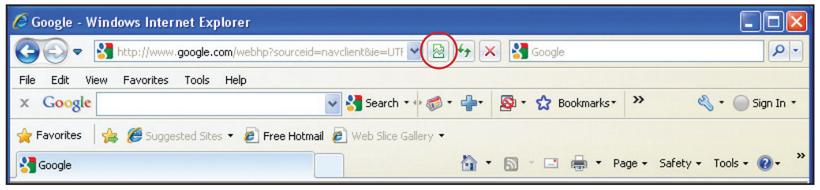
Using SNAP Software to Create a Safe Routes Map

UDOT developed SNAP Software to assist each school in creating its Administrator and Student Maps. SNAP Software is a program that provides tools to make a concise and easy-to-read map. Because the program was developed specifically to assist with SNAP planning, the use of the software is strongly encouraged and makes the process easier for SNAP Teams. If a SNAP Team cannot use SNAP Software for whatever reason, they should contact the Utah SRTS Coordinator, Cherissa Wood (801-965-4486 or cwood@utah.gov), to discuss alternatives.

SNAP Software does not suggest the safest route for its users. The SNAP Team, with the approval and input from the School Community Council, determines what the safest route will be to and from school.

Using SNAP Software will simplify the process of creating a usable map for students. An additional benefit of using SNAP Software is that it electronically stores a copy of the map. Because the plan is required to be updated annually, SNAP Software makes it easier to regularly access and adjust the map. Parents and students will appreciate having a map that is easy to read and well-designed and that is viewable and printable online as a read-only link. SNAP Software is free and accessible from any computer and platform with an Internet connection.

SNAP Software is a Web-based program. Users must have access to the Internet in order to use SNAP Software. SNAP Software runs on all operating systems (PC and Mac) and can be viewed using Internet Explorer, Firefox or Safari browsers. **Note to Internet Explorer 8 users: In order for SNAP Software's editing function to work properly, you must click on the "compatibility view" button to the immediate right of the Web address bar.**



Internet Explorer 8 Compatibility Button

SNAP Software highly recommends Internet Explorer 7 users upgrade to Internet Explorer 8 for best results. You can download the upgrade free at www.ie8.msn.com.

The program's many features are detailed in the step-by-step instructions listed in this section.

Map Accuracy

SNAP Software interfaces with Google™ Maps to capture maps on which schools can create their routing plans. After researching several online map sources, it was determined that Google was the most user-friendly and reliable option for SNAP Software. Like any program that requires constant updating, Google does have limitations and may not always have the most current information in a school's area. If a user can't find his or her school or a street on Google Maps, it's likely that the road network supplier (TeleAtlas) hasn't captured the location yet. Users are encouraged to let the data provider know about a new road to expedite the update process.

Report any missing map information at the following site: http://mapinsight.teleatlas.com/mapfeedback.

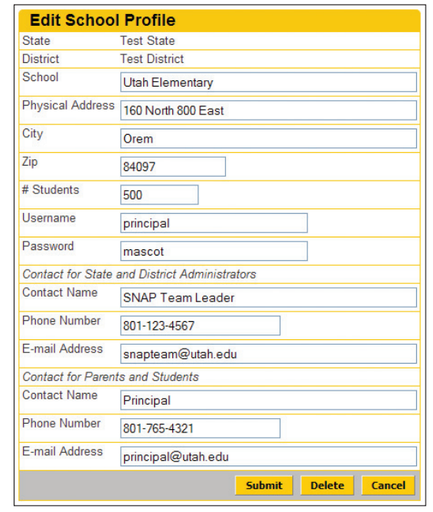
In some locations, the identified map may not be centered with the associated longitude and latitude coordinates that Google Maps uses. You may need to slightly adjust the view to center the map on your school, which is easy to do using the drag and zoom functions available in SNAP Software.

Creating a Username and Password

1. Go to www.SNAPforSchools.com to begin using SNAP Software.
2. On the home page (Login), first-time users need to enter the generic username and password, sent to you by your district or the state SRTS Coordinator, in the top left login box and select Login.
   a. If you have not received a generic username and password, please contact your school district or the state SRTS Coordinator, Cherissa Wood, (801) 965-4486.
3. The next page will require you to input your school name and create a new unique username and password that you will use from that point on as your login. Once you have entered the information, select Add. When choosing a username and password, please note the following:
   a. Usernames and passwords are not case-sensitive and may include numbers and symbols. The only restriction is that usernames and passwords cannot reuse previous entries—they must be entirely new.
   b. To avoid duplication, each school is allowed only one map with its username and password. If more than one map is created for a school, the SRTS Coordinator will contact the school to determine which map to delete.
   c. The same username and password should be used by anyone assisting with the SNAP Plan who needs access to edit the map. You should also share the username and password with future administrators of the map. Your Administrator and Student Maps are stored electronically for annual updates, eliminating the need to create a new map each year. By having only one map per school, you can control content and always access the most current version of the routing map.
   d. If you forget your password, enter your username and click "Forgot Password?" in the Login box on the home screen and the password will be sent to the e-mail address on file for the school. If you forget your username as well, contact your district or the state SRTS Coordinator.
4. After submitting the new username and password, a pop-up window will appear confirming your entry and direct you to login again using your new credentials (username and password). Select Ok.
5. On the Login home page, enter your new username and password information in the box. Check the Remember Me box if you would like the username and password to be automatically entered on your computer when you access the site again. Select Login. This will be your first step as a return user.

Creating Your Profile and Getting Your Map

1. When you login for the first time with your newly created username and password, you will see a pop-up window that will direct you to create your School Profile in the Edit Profile section. Select Ok.
2. On the top menu bar, select Edit Profile.
3. The Edit Profile page will allow you to enter your school's contact information. All information (except state and school district) can be updated at any time.



Edit School Profile	
State	Test State
District	Test District
School	Utah Elementary
Physical Address	160 North 800 East
City	Orem
Zip	84097
# Students	500
Username	principal
Password	mascot
Contact for State and District Administrators	
Contact Name	SNAP Team Leader
Phone Number	801-123-4567
E-mail Address	snapteam@utah.edu
Contact for Parents and Students	
Contact Name	Principal
Phone Number	801-765-4321
E-mail Address	principal@utah.edu
Submit Delete Cancel	

Edit School Profile dialog

4. You must enter the **physical** address of your school (no P.O. Boxes), including the city and zip code. The physical address tells the software which coordinates with Google Maps to automatically center the map within a one-mile radius of your school.
5. Enter the number of students currently enrolled at your school. This number can be changed in the future as needed.
6. Enter the contact information that will appear on your Administrator Map. This person (i.e. a member of the SNAP Team or School Community Council) will coordinate the approval of your SNAP Plan. The district and state will contact them if there are any questions regarding the SNAP Plan.
7. Enter the contact information that will appear on your Student Map. This person will help coordinate the distribution of the safe routes map to parents/students and answer questions from parents regarding your SNAP map. In many cases, this will be the principal. The contact may be the same for both Administrator and Student Maps.
8. Once your Edit School Profile form is complete, select Submit by clicking it with your mouse.
9. The software will redirect you to the Edit Map page and a pop-up window will appear informing you that the map is centering on the physical address you entered. Select Ok. The map will now appear on the right side of the Edit Map page from now on.

This map can be scaled, moved and printed to be used for the SNAP Team inventory before adding any icons (see printing instructions in the following steps). An inventory of the school walking area gives SNAP Team members and/or School Community Councils a first-hand look at current traffic situations and walking patterns. The inventory is used to create an Administrator Map, which identifies where key traffic elements are located and where the safest routes should be.

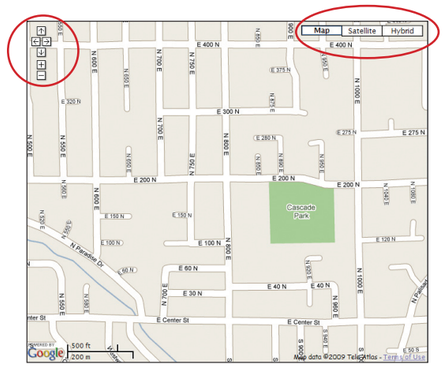
Edit Map Functions

The Edit Map page is divided into two sections: the map and icons/lines menus. On the right you will see the map centered on your school's physical location.

View

On the top right corner of the map, there are three buttons: MAP, SATELLITE and HYBRID. Your default view is set to MAP. You can change the view to see satellite imagery or a hybrid of both. The satellite imagery can help you navigate the area as you are populating the map with your inventory items.

It is important to note that Google updates its maps more frequently than its satellite image views. It is recommended for clarity and accuracy that maps are printed in the Map view.



Map scale resources

Scale

The map can be adjusted based on compass direction or scale.

1. To adjust the compass direction of your map view or move it within the screen shot, use the arrow icons provided in the top left corner of the map. You may also press and hold your mouse button until the white hand appears and you can drag the view of the map within the box.

2. To adjust the view of your map based on scale (zoom in or out), use the + and – icons in the top left corner of the map.

Menus

On the left, you will see the route and map icons menu tabs that are used to place elements on your Administrator Map. The route and map icons are divided into five tabs: 1. Symbols (Symbols and Hazards); 2. Other Symbols (Optional Symbols and Hazards); 3. Areas of Note; 4. Safe Routes; and 5. Notes. **Administrator Maps should be created by placing elements in this order to ensure everything is considered before identifying the safest routes.**

1. The Symbols and Hazards tab provides icons to identify required basic traffic and pedestrian features.

2. The Optional Symbols and Hazards tab provides optional icons to identify school bus loading zones, student drop-off/pick-up zones, hazardous areas and footnotes that you can use to identify items or areas not found in the program icon list. Footnote definitions should be written in the Notes section.

3. The Areas of Note tab provides lines to identify reduced speed zones near schools, missing/damaged sidewalks and an "other" line to highlight a unique feature to your school not in the program (i.e. school boundary). The Other line definition should be written in the Notes section.

4. The Safe Routes tab provides lines to identify the safest walking and biking routes for the Student Map. Safe biking routes need only be identified when they differ from the walking route.

5. The Notes tab provides an area to define or explain any hazardous areas or footnotes included on your map.

Click the name of the tab you want to view and select icons to place on the map. Internet Explorer 7 users will see a glitch where two tabs in the menu will be highlighted at the same time. This will not affect functionality; however, it is recommended SNAP Software be accessed in IE8, FireFox or Safari browsers to avoid seeing this.

Creating Your Administrator Map

Please note: The Edit Map page always shows the Administrator Map. The Student Map can be accessed in View/Print.

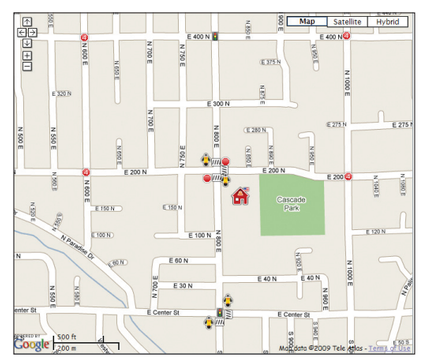
Use the icons on the left side of the Edit Map page to begin populating your Administrator Map with items from the inventory of the school's walking area. Start with the Symbols and Hazards icons.

Placing Required Symbols and Hazards

1. Select the icon you want by using your mouse to click once on the desired icon row. The icon bar in the menu will turn green indicating it is selected. You must double-click the green highlighted icon row to deselect.

2. With the desired icon row selected, click on the map where you wish to place the icon.

3. It is recommended you place the school first. You may find it helpful to place the school using the satellite view of the map to identify the exact location of the school. To switch to Satellite or Hybrid (map and satellite) view, click the Satellite button in the top right corner of the map. It is recommended the map be distributed in Map view.



Icon placement

4. To move an icon already on the map, click directly on the icon, and while holding down the mouse button, drag the icon to its new location. An X will appear underneath the mouse locator (the hand graphic) on your screen. The selected icon will land wherever the X rests—not where the icon appears on the screen.

5. To remove an icon, click the icon on the map once. A pop-up window will appear asking you to confirm you want to remove the icon. If yes, select OK and the icon will disappear from the map. If no, select Cancel and the icon will remain on the map.

6. Please note, it is only necessary to place icons where they are relevant to the safe routes. The map does not need to show every stop sign, signal, etc., in the area.

Maps should be drawn in the following order to ensure all elements are considered before identifying the safest routes:

1. Symbols and Hazards
2. Optional Symbols and Hazards
3. Areas of Note
4. Safe Routes

Symbols and Hazard Icons

School

Crossing Guard

Crosswalk – Horizontal

Crosswalk – Vertical

Crosswalk – Left

Crosswalk - Right

Traffic Signal

Stop Sign

Three-Way Stop Sign

Four-Way Stop Sign

Yield Sign

Optional Symbols and Hazard Icons

School Bus Loading

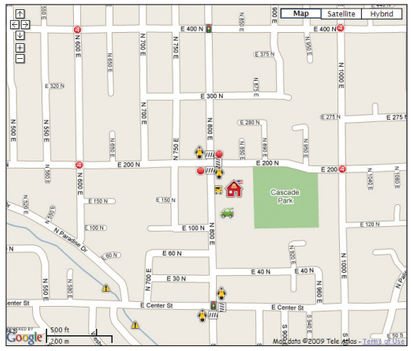
Student Drop-off/Pick-up

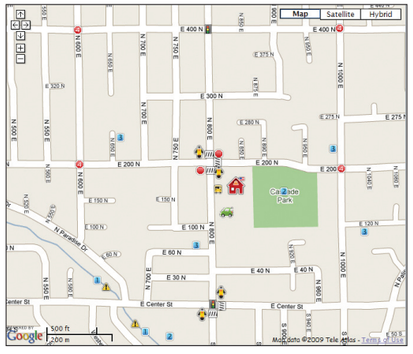
Hazard Sign

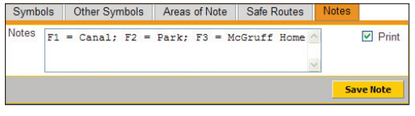
Footnote (1-5)

Placing Optional Symbols and Hazards

1. Using the same method as Symbols and Hazards icons, place relevant Optional Symbols and Hazards on the map.
2. Click the Print box in the icon row on the Optional Symbols and Hazards only if you want these optional symbols to appear on the Student Map. If this box is not checked, these icons will only show on the Administrator Map.


Optional symbols and hazards placement


Footnote placement



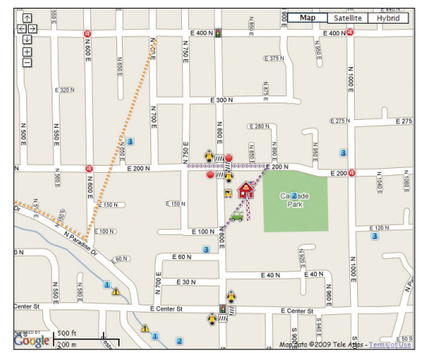
Notes section

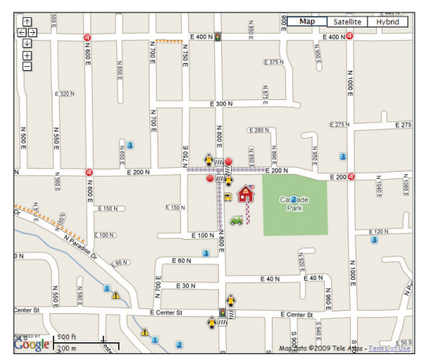
3. Add a definition for each Footnote icon used in the Notes box under the Notes tab. Type "Footnote 1" or "F1," "F2," etc. before each note to connect the definition with the appropriate footnote number.
   a. You can place more than one Footnote icon on the map if the icon represents a repeating element throughout the school's walking area. For example, you could mark multiple Walking School Bus pick-up areas.
   b. Click the Print box to include the Notes box on the Student Map. If this box is not checked, the Notes will only show on the Administrator Map.
   c. When entering notes in the Notes box, click the Save Note button to save changes.
   d. The Notes box is limited to 200 characters and is not intended to be used for the SNAP Plan text description. This should be written in a separate document. Try to keep the text clear and succinct in the Notes section of SNAP Software.
4. To remove an icon, click the icon on the map once. A pop-up window will appear asking you to confirm that you want to remove the icon. If yes, select OK and the icon will disappear from the map. If no, select Cancel and the icon will remain on the map.
5. After removing an icon from the map the page will refresh to the default view requiring you to open the Other Symbols tab again to place additional Optional Symbols and Hazards on the map.
6. Please note, it is only necessary to place icons where they are relevant to the safe routes. The map does not need to show every hazard, etc., in the area.

Drawing Areas of Note Lines

Once you have added all symbols and hazards, you are ready to add Areas of Note lines to your Administrator Map.

1. Because the lines can be tricky to draw, it is highly recommended you **do a practice line first** to become familiar with how they work. The line can be deleted once practice is complete.
2. You may find it easier to draw the lines in a closer zoom. Zoom in on the map using the + sign on the top left hand corner of the map.
3. Begin by selecting the line style you want by choosing one of the three styles provided in the drop-down list.
4. Name the line in the Type Name field and select Submit.
   a. You can name the line using the street it is associated with (e.g.: Main Street), its geographic area (e.g.: West Side of Baseball Field), or any other title that makes it unique from subsequent lines you create.
   b. You can choose to name the lines something for your reference. The name can be changed at any time. These names will not appear on the map key.


Areas of Note line mistake


Areas of Note line fixed

5. The page will refresh requiring you to open the Areas of Note tab again to view your newly created line.
6. Select the line you just created by using your mouse to click on its row. The line row in the menu will turn green indicating it is selected.
7. To draw the selected line on the map, click once where the line should begin and then click once where the next point of the line should be. You can continue the line in a new compass direction by simply continuing to click at end/turn points until the line is completed.
8. When adding lines/routes to the map, the line will be a series of connect-the-dots segments until you end it. For example: you cannot begin one line on the east side of the map and then begin a separate line on the west side of the map. Unless you end the first line and select a new line from Areas of Note, the two lines will be connected.

Areas of Note Lines

Missing/Damaged Sidewalk

Reduced School Speed Zone

Other

Drawing Lines

Because the lines can be tricky to draw, it is highly recommended the user **do a practice line first** to become familiar with how they work. The line can be deleted once practice is complete.

9. **You can remove the last individual segment drawn on a line if you make a mistake.** Select Undo Last Segment on the right side of the selected line row to undo the last recorded segment for that line. You can do this multiple times until you have removed all incorrect sections of the line. You cannot move a line.

10. To remove an entire line from the map, select the Delete box next to the specific line you want to remove and select Submit. The entire length of the line will be removed.

11. Each time a segment or line is deleted, the page will refresh to the default view requiring you to open the Areas of Note tab again to resume editing.

Printing Your Administrator Map

It is recommended you review and evaluate (preferably with the School Community Council) your Administrator Map at this point **before** determining and drawing the safest routes. To view and print the Administrator Map, position the map in the location you want to print. Select View/Print from the top menu bar. Select Administrator Map from the drop-down list.

1. A new window or tab will appear in your browser with your Administrator Map showing a map key, which includes all icons and lines you placed on the map.

2. The contact for state and district administrators you provided on the Edit Profile form will appear above the map.

3. If desired, you can switch the map key language from English to Spanish by selecting the language link on the bottom left below the map.

4. You can maneuver the map (zoom, right/left, satellite view, etc.) from the View screen as you do in Edit Map and print the selected area

To Print

In the View/Print screen, select the desired print-size of the map (8.5x11 or 11x17), maneuver the map to the desired view and then click the Print Page button at the top right-hand corner of the View/Print page. Your browser's print menu will pop up.

1. To change print settings, like paper size, color, etc., do this in the print menu as you would when printing a normal document.

2. To create a PDF of the image, select your PDF conversion program in the printer menu. Please note that this option is only available if you have a PDF conversion program such as Adobe Acrobat. A free PDF conversion program can be downloaded at www.primopdf.com.

3. Please note, the position of the map in the box on the View screen is what will print. If you wish to print separate quadrants or different zooms, etc., you will need to adjust the map in the View screen to desired look and then print.

4. The link at the bottom of the Edit Map and View/Print pages is a hyperlink to a read-only copy of the most current Student Map. Administrator Maps can only be shared in hardcopy form unless you create a PDF with your own program.

Creating Your Student Map

Once the inventory is complete, documented on your Administrator Map and reviewed by your School Community Council, you are ready to complete your map by drawing the Safest Walking/Biking Routes. This step will complete the Administrator Map and prepare it for distribution to parents and students as the Student Map. Start with the Safe Routes menu box to draw the safest walking and biking routes on your map.

Safe Routes Lines

Safest Walking Route

Safest Biking Route

Drawing Safe Routes Lines

1. Because the lines can be tricky to draw, it is highly recommended you do a practice line first to become familiar with how they work. The line can be deleted once practice is complete.

2. You may find it easier to draw the lines in a closer zoom. Zoom in on the map using the plus sign on the top left hand corner of the map.

3. Begin by selecting the Safe Routes tab menu and select the line style you want by choosing from the drop-down menu in the line row—Safest Walking Route or Safest Biking Route.

   a. To avoid clutter, Safest Biking Routes need only be drawn if different from the Safest Walking Route. Otherwise, only draw a Safest Walking Route and include a note in your SNAP Plan text description that routes are the same for both pedestrians and cyclists.

   b. You may want to draw a separate safe biking route when hills or potential hazards are present on the walking route posing an obstacle for cyclists.

   c. Where cyclists can ride, i.e. on sidewalks or streets, is determined by your city or municipality. Please check with them when determining if a separate safe bike route is needed. Remember, cyclists should travel in the same direction as vehicles when riding on the street and pedestrians should travel in the opposite direction of vehicles when walking on the street.

4. Name the route in Route Name field and select Submit.

   a. You can name the route using a street it is associated with (e.g.: Main Street), its geographic or neighborhood area (e.g.: Farmington Ranches), or any other title that keeps it unique from subsequent routes you create.

   b. This name is for your reference and can be changed at any time. These names will not appear on the map key.

5. The page will refresh requiring you to open the Safe Routes tab again to view your newly created line.

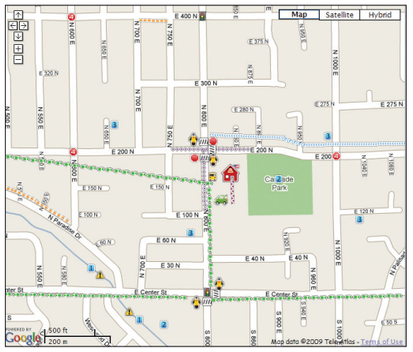
6. Select the line you just created by using your mouse to click on its row. The line row in the menu will turn green indicating it is selected.

7. To draw the selected line on the map, click once where the line should begin and then click once where the next point of the line should be. You can continue the line in a new compass direction by simply continuing to click at end/turn points until the line is completed.

Drawing Lines

Because the lines can be tricky to draw, it is highly recommended the user **do a practice line first** to become familiar with how they work. The line can be deleted once practice is complete.

8. When adding lines/routes to the map, the line will be a series of connect-the-dots segments until you end it. For example: you cannot begin one line on the east side of the map and then begin a separate line on the west side of the map. Unless you end the first line and select a new line from Safe Routes, the two lines will be connected.

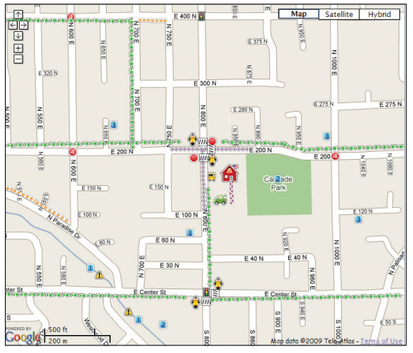


Safe Route line mistake

9. **You can remove the last individual segment drawn on a line if you make a mistake.** Select Undo Last Segment on the right side of the selected line row to undo the last recorded segment for that line. You can do this multiple times until you have removed all incorrect sections of the line. You cannot move a line.

10. To remove an entire line from the map, select the Delete box next to the specific line you want to remove and select Submit. The entire length of the line will be removed.

11. Each time a segment or line is deleted, the page will refresh to the default view requiring you to open the Safe Routes tab again to resume editing.



Safe Route line fixed

Printing Your Student Map

To view and print the Student Map, position the map in the location you want to print. Select View/Print from the top menu bar. Select Student Map from the drop-down list.

1. A new window or tab will appear in your browser with your Student Map showing a map key, which only includes the icons and lines you placed on the map and selected to print (if optional).

2. Only those icons and lines that have a checked Print box in their rows on the Edit Map page will show on the Student Map. The Notes section will also only show on the Student Map if selected to print.

3. The contact for parents and students you provided on the Edit Profile form will appear above the map.

4. If desired, you can switch the map key language from English to Spanish by selecting the language link on the bottom left below the map.

5. You can maneuver the map (zoom, right/left, satellite view, etc.) from the View screen as you do in Edit Map and print the selected area.

To Print

In the View/Print screen, select the desired print-size of the map (8.5x11 or 11x17), maneuver the map to the desired view and then click the Print Page button at the top right-hand corner of the View/Print page. Your browser's print menu will pop up.

1. To change print settings, like paper size, color, etc., do this in the print menu as you would when printing a normal document.

2. To create a PDF of the image, select your PDF conversion program in the printer menu. Please note that this option is only available if you have a PDF conversion program such as Adobe Acrobat. A free PDF conversion program can be downloaded at www.primopdf.com.

3. Please note, the position of the map in the box on the View screen is what will print. If you wish to print separate quadrants or different zooms, etc., you will need to adjust the map in the View screen to desired look and then print.

4. The link at the bottom of the Edit Map and View/Print pages is a hyperlink to a read-only copy of the most current Student Map. Administrator Maps can only be shared in hardcopy form unless you create a PDF with your own program.

Sharing Your Student Map

1. Once your Student Map is completed and approved, print and copy the map for distribution to students and parents. Be sure to include the text description.

2. To share the Student Map online using SNAP Software, copy the link provided at the bottom of the View/Print page and paste it into an e-mail or onto a Web site. This link directs parents to a read-only version of the current Student Map. This link can be included in printed materials distributed to parents as well. No repost/resend is necessary when administrators make updates to the map. The link will remain the same and show the most up-to-date Student Map.

Ending Your Editing Session

1. The map will save automatically every time an icon is placed. This ensures the map is always the most current for online viewing as well.

2. Click Logout from the top menu bar to complete your editing session.

Implementing the SNAP Plan

Schools should check with districts for specific SNAP Plan submission guidelines and dates.

Following creation of the SNAP Plan, schools are responsible for having the plan reviewed by the School District Traffic Safety Committee (district committee), which in turn submits the plan to local jurisdictions and notifies UDOT. Printed copies of both the Student Map and its accompanying text description should be submitted to the district committee typically by **April 1** of every year. It is important to note that some districts may have earlier or later deadlines. Each school should contact its school district office for the specific instructions and requirements for submitting the SNAP Plan. It is the responsibility of each School Community Council and/or principal to contact the district and adhere to its unique deadlines. There may be additional deadlines and guidelines for Gold Medal Schools certification through the Utah State Health Department.

The district committee will review the proposed SNAP Plan. Upon submission to the district committee, it becomes the district committee's responsibility to review and submit the SNAP Plan to the appropriate city, county and state jurisdictions for review. District committees are responsible for submitting the SNAP Plan to these departments before **June 1** of every year.

The district committee, local municipalities and UDOT may have questions or concerns with the proposed plan; therefore, a member of the SNAP Team should be easily accessible. Additionally, the district committee, local municipalities and UDOT may request changes before approving the SNAP Plan. In this case, the SNAP Team will need to revise the Student Map and text description and resubmit to the district committee for review. This is a process that will require some work and discussion as the SNAP Plan is reviewed, revised and accepted by appropriate jurisdictions. **Remember: the goal of everyone involved is the safety of the students.**

Implementation

After the SNAP Plan has been reviewed and accepted by all involved parties—including the school, district, city, county and UDOT—it is the principal's responsibility to distribute the approved Student Map and its accompanying text description to every student enrolled in the school. Principals should identify which communication channels are in place and select the most appropriate method to distribute the SNAP Plan, i.e. hardcopy, online link, e-mail link or attachment, etc. This should occur at the beginning of each school year.

Distributing the Student Map and text description is one of the most critical steps in the entire process. Even the best designed SNAP Plan will not meet its objective if parents and students are not educated about which route they should travel to and from school.

Providing Instructions to Parents

Once it is completed and approved, schools should share the SNAP Plan with parents and students. To share the Student Map online using SNAP Software, copy the link provided at the bottom of the View/Print page and paste it into an e-mail or onto a Web page. This link directs parents to a read-only version of the current Student Map. This link can be included in printed materials distributed to parents as well. No repost/resend is necessary when administrators make updates to the map. The link will remain the same and show the most up-to-date Student Map.

The following instruction for parents is an example of what principals could include on their schools' Web sites or in the body of an e-mail to invite students to learn and follow the safest route(s). It is important schools send the text description of the SNAP Plan with the link or printout of the Student Map. The text description can also be posted on the school's Web site with the link so that parents and students understand how to access the safest route.

> Dear Parent,
>
> As the principal of [name of school], the safety of students who walk and bike to school is one my highest priorities. I am pleased to share with you our school's updated Student Neighborhood Access Program (SNAP)™ Plan, which identifies the safest routes your child should follow when walking or biking to and from school.
>
> Use this link [copy and paste link here] to view the safest walking and biking routes map online. These routes were determined after careful consideration by members of our School Community Council and were then reviewed and approved by district, city and state officials. The map is Google™ Maps based so you can:
>
> - Adjust the view to see your specific neighborhood
> - Zoom in/out
> - Switch between the map or satellite imagery
> - Determine the print size and area
> - Select to print the map in English or Spanish text
>
> In addition, a text description of the map is attached and describes how your child can access the safest routes to school.
>
> I strongly encourage you to use this information as you encourage your children to participate in these healthy activities that reduce traffic congestion and improve air quality around our school by limiting the number of cars dropping off and picking up students.
>
> If you have any questions about our SNAP Plan or need assistance please contact [insert parent/student contact information here]. Let's all work to have a safe and enjoyable school year.
>
> Sincerely,
> [Name]
> Principal
> [Name of school]

Sample letter or e-mail for parents

Some gentle enforcement may be required at the beginning of the school year to help students become familiar with the safe routes identified in the SNAP Plan. Principals should consider using parent volunteers and members of the school's parent organization to stand at key points along the suggested route and remind students of the designated route.

Encouragement and SNAP Resources

Schools, School Community Councils and parent organizations are encouraged to use creative and fun methods, such as assemblies, bike rodeos, games and rewards, to teach and promote students walking and biking using the safest route(s). SNAP offers a variety of free resources (available at www.SNAPforSchools.com) to help school administrators educate and encourage students to walk and bike to school safely, including:

- 35-minute musical "SNAP: Walk 'n Roll" assembly program
- Classroom lesson plan and activity booklet
- Bicycle and Pedestrian Safety Fair planning ideas
- Seasonal walking and biking safety tips
- School and parent organization newsletter articles
- Presentations at parent meetings, School Community Councils or other relevant events
- Encouragement programs

Those interested in having any of these complimentary services at their school, should please contact a SNAP campaign coordinator at snap@snapforschools.com or (801) 481-9482.

Plan Maintenance

Each school's SNAP Plan needs to be re-evaluated on a regular basis. At a minimum, the SNAP Plan should be revisited and updated every year. As school boundaries and/or the neighborhoods change, schools may need new sidewalks, crosswalks and other important improvements to keep students safe. More information on requesting and securing improvements is available by contacting the Utah SRTS Coordinator, Cherissa Wood, at (801) 965-4486 or cwood@utah.gov.

SNAP Assistance

The Utah Department of Transportation (UDOT) has an assigned SRTS Coordinator, Cherissa Wood, who is available to assist every school with creating the SNAP Plan, including questions on using SNAP Software. Cherissa can be reached by phone, (801) 965-4486, or by e-mail, cwood@utah.gov. She can also help provide schools with information on federal funding available for infrastructure and non-infrastructure needs to improve and encourage safe walking and biking practices.

The Utah Department of Health Gold Medal Schools program, designed to help elementary schools provide physical activity choices for its students, is a SNAP partner. SNAP works closely with the Gold Medal Schools program to assist schools in implementing its safe routes plan and encourage students to participate in the healthy activity of walking and biking to school. For more information on how the Gold Medal School program can assist you, contact Sarah Rigby at (801) 538-9454 or srigby@utah.gov.

Glossary

Administrator Map—Identifies where all key elements relevant to student walking and biking safety are located within a school's walking area (typically a one-mile radius) on a drawn map, either using SNAP Software or another source. Shows all factors obtained from the SNAP Team's inventory of the school's area to determine the safest walking and biking routes.

Google™ Maps—Online source interfaced with SNAP Software to create SNAP Maps.

Grade-Separated Crossing—Crossing that physically separates areas with high pedestrian traffic and vehicle flow. Pedestrian bridges or freeway overpasses are examples of grade-separated crossings.

Inventory—Identification of key traffic elements and potential obstacles in the school's walking area, such as traffic signals, stop signs, school crosswalk zones, missing sidewalks, etc. This also involves observing traffic patterns and volumes. An inventory is typically conducted by the SNAP Team formed from the School Community Council.

Marked Pedestrian Crosswalks—Crosswalks painted on the road at pedestrian crossing points. Crosswalks at mid-block locations must be marked.

Narrow School Routes—Areas where there is no continuous sidewalk and students may be walking along road shoulders that are less than three-feet wide. These routes should be identified by a School Advance Warning sign and a Next XX Miles sign.

Railroad Crossings—Where trains cross a road. School District Traffic Safety Committees are required to notify the UDOT Chief Railroad and Utilities Engineer, in writing, of all locations where a safe route crosses a rail line.

Safe Routes to School (SRTS)—A federally funded program that seeks to facilitate and encourage children to walk and bike safely to school; encourage healthy and active lifestyles by increasing the safety and appeal of walking and biking to school; and facilitate the planning, development and implementation of projects and activities that improve the safety and environment around schools. For more information visit http://safety.fhwa.dot.gov/saferoutes or contact the Utah SRTS Coordinator, Cherissa Wood, at (801) 965-4486 or cwood@utah.gov.

School Community Council—Under Utah law, every elementary through junior high school is required to have a School Community Council composed of school employees and parents/guardians. One of its responsibilities is to develop a SNAP Plan, referred to by law as a child access routing plan. School Community Councils for schools should be composed of four parents/guardians and three school employees, including the principal who is required to serve. The code does allow for School Community Councils to be larger or smaller as long as the number of parent/guardians exceeds the number of school employees, and if there are at least two school employees on the council (Utah Code 53A-1a-108).

School District Traffic Safety Committee—Required committee within every school district that focuses on traffic engineering issues within the district's jurisdiction. The committee is the first to review and approve a school's proposed SNAP Plan. This committee is responsible for reviewing and submitting the SNAP Plan to the appropriate UDOT regional office and the cities and/or appropriate municipalities for acceptance.

School Zones

Reduced Speed School Zone—School crossing location where flashing lights establish a 20 mph speed zone for areas where children are crossing the street.

School Bus Loading Zone—Area designated for the loading and unloading of students from school buses on school property.

School Crosswalk Zone—Pedestrian crossing designed specifically to protect children as they cross the road. Pedestrian crossings should be identified by School Crosswalk Zone signing.

Student Drop-off/Pick-up Zone—Area designated for the loading and unloading of students from private vehicles on school property.

Sidewalks

Roads Without Sidewalks—Identified in the inventory process because they are especially dangerous for children. Precautions should be taken to prevent the SNAP Plan from having children travel along these roads when possible. If these roads must be used, narrow shoulders less than three feet can qualify as Narrow School Routes and receive additional pedestrian markings.

Damaged or Broken Sidewalks—Location of damaged sidewalks should be identified in the inventory process and precautions taken to prevent the SNAP Plan from having children travel on broken sidewalks where possible.

Sidewalk Curb Ramps—Ramps to allow children in wheelchairs or other mobility needs access sidewalks. Identify these ramps to assist students with disabilities to travel to school.

SNAP Plan—Consists of a Student Map and a text description outlining the safest routes for students to travel to and from school after a thorough inventory process by a SNAP Team. The goal of a SNAP Plan is to maximize the safety of students walking and biking to school by encouraging children to follow a route that avoids transportation hazards as much as possible.

SNAP Software—A Web-based software program specifically designed by UDOT to assist schools in drawing safe route maps for SNAP Plans. Access online at www.SNAPforSchools.com.

SNAP Team—Group of parents and school employees who may or may not serve on the School Community Council and who volunteer to create the SNAP Plan for their school.

Student Map—Distributed to parents and students outlining the safest walking and biking route(s) to school. The map is accompanied by a text description of the safest routes.

Student Neighborhood Access Program (SNAP)™—Campaign created by UDOT's SRTS program to provide school principals and School Community Councils with resources to develop, implement and encourage safe routing plans. It incorporates an instructional SNAP Planning Guide, SNAP Software and additional encouragement programs (i.e. school assembly, lesson plan, safety tips) that promote safe and healthy lifestyles among students.

SNAP Software Icons and Lines

Crossing Guard

Crosswalk - Horizontal

Crosswalk – Left

Crosswalk – Right

Crosswalk - Vertical

Footnote (1-5)

Hazard Sign

Missing/Damaged Sidewalk

Other Line

Reduced Speed School Zone

Safest Biking Route

Safest Walking Route

School

School Bus Loading

Stop Sign

Stop Sign – Four-way

Stop Sign – Three-way

Student Drop-off/ Pick-up

Traffic Signal

Yield Sign

Traffic Volume—Intensity and amount of traffic on a specific street at a given time of day. It is sufficient to characterize traffic volume in general terms such as low, medium, high and extra-high. Traffic volume of streets where students travel along or have to cross to reach their school should be taken into consideration as the SNAP Plan is developed.

Utah Department of Transportation (UDOT)—Manages the federally funded SRTS program and developed SNAP to assist schools in developing and implementing safe routes to school plans obeyed in the vicinity of school (this includes enforcement of speeds, restrictions, yielding to pedestrians in crossings and proper walking and bicycling behaviors), and coordinating SRTS-funded infrastructure projects for schools.