

SNAP Plan Planning Guide

UDOT Student Neighborhood
Access Program (SNAP)TM



Introduction

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 often discourages this healthy activity.



To assist in addressing this public safety and health issue, the Utah Department of Transportation (UDOT) assists schools with their legal responsibility of creating a **Student Neighborhood Access Program (SNAP) Plan**, which includes a safe routing map and accompanying text description. Under Utah law, every elementary, middle and junior high school is responsible for developing and implementing a SNAP Plan, and high schools are encouraged to do the same.

This SNAP Plan Planning Guide focuses specifically on the steps for schools and communities to build and implement a SNAP Plan. An accompanying software user guide is available for specific instructions about how to create a safe routing map and text description using the **SNAP for Schools mapping software**.

Under Utah law, every elementary, middle and junior high school is required to create a SNAP Plan.

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1. SNAP Plan Overview

A SNAP Plan consists of a safe routing map and text description outlining the safest routes for students to walk and bike to school. **The goal of a SNAP Plan is to increase the number of students walking and biking safely to school.**

UDOT is confident that any school that properly identifies and then educates students and parents about the safest route(s) with a SNAP Plan will help reduce and work to eliminate vehicular incidents involving child pedestrians and cyclists 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 SNAP Plan in place, schools 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.

To assist schools in creating and implementing SNAP Plans, UDOT has developed this Planning Guide, free SNAP for Schools mapping software, and a Software User Guide. Together these resources provide school principals and community councils with instructions to create and distribute a SNAP Plan that is easy to use and understand.

By following the steps outlined in this Planning Guide, schools will have the information needed to create a safe routing map and text description in the SNAP for Schools mapping software, and will then be able to implement and distribute their SNAP Plan in their school and community.

There are several essential steps in creating a SNAP Plan. Creating a SNAP Plan generally requires a few weeks, but the process may be completed more quickly according to the organization and ability of the individuals involved.

The following table outlines the important steps to creating a SNAP Plan. Each step is described in detail within this Planning Guide. This manual focuses on steps 1, 2, 5, 6, 7 and 8. The Software User Guide explains in detail how to use the SNAP for Schools mapping software to accomplish steps 3 and 4.

SNAP Plan Process

1. Identify a SNAP Team.
2. Take an inventory of the school's walking area (typically a one- to two-mile radius of the school).
3. Create a safe routing map (see Software User Guide).
4. Create a text description of the safe routing map (see Software User Guide).
5. Seek input/feedback from outside resources.
6. Submit the SNAP Plan (safe routing map and text description) to the school district's traffic safety committee (district committee). <ul style="list-style-type: none">• District committee submits the SNAP Plan to relevant jurisdictions (city, county and state) for review.
7. Revise SNAP Plan based on review and input from these different jurisdictions. <ul style="list-style-type: none">• Once approved, the district committee submits the finalized SNAP Plan to UDOT for state records.
8. Distribute the SNAP Plan to students, parents and school employees (preferably at the beginning of each school year).

School community councils and school administrators should not limit themselves exclusively to the safety guidelines included in this Planning Guide. Consideration of other elements that are specific to the individual school and community is encouraged.

While a SNAP Plan may be created any time during the year, it must be submitted to the school district's traffic safety committee (district committee) no later than **April 1** to be implemented at the beginning of the following school year. 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.

It is important to note this is **NOT** a one-time process. Schools and community councils are required to review and update the SNAP Plan at least once per year using the method outlined in this Planning Guide.

2. Creating the SNAP Plan

A SNAP Plan is comprised of a **safe routing map** and a **text description** detailing the safest route(s) students should follow when walking and biking to school.

Each school should create a 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.



2a. Identifying a School Community Council SNAP Team

Under Utah law, every school is required to have a community council composed of school employees and parents/guardians. 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 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 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 community council may divide responsibilities among its 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 community council may meet weekly from start to finish; another may only meet two or three times. Whatever the community council's preferred style or strategy, the important thing is that a SNAP Plan be created, approved and distributed to parents and students.

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

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



2b. Conducting an Inventory

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 a safe routing map to identify the safest routes to and from the school. It also gives SNAP Team members and/or school community councils a firsthand look at the current walking environment and traffic 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.

When identifying the safest walking and biking route(s) for students, it is important to take into account different traffic patterns in the school's walking area. 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 of the school and inform SNAP Team members what areas need to be included in the inventory (typically those within a one- to two-mile radius of the school). 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 safe routing map, but could be identified and noted in the administrator notes section of the mapping software for reference.

As schools review the inventory and determine which route is safest for students to travel, there are two additional items that should be considered: (1) on-site issues and (2) students with special needs.

ON-SITE ISSUES

In addition to charting the path students should travel along roads and through neighborhoods, SNAP Teams should recognize that student pick-up and drop-off areas at the school could be among the greatest hazards for students. As schools develop a SNAP Plan, it is critical to identify the preferred access points and circulation patterns for students who walk, bike, ride the bus or are dropped off by vehicles.

Taking Inventory

1. Use a map of the area within a one- to two-mile radius of the school.
2. Use the inventory checklist included in this Planning Guide.
3. Walk the school's walking area 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.

In addition to detailing the safest route(s) for walking and biking to school, a SNAP Plan can 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 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 access personal vehicles 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 safety 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.

STUDENTS WITH SPECIAL NEEDS

Safe routes to school for special needs students should be considered. Permanent and even temporary disabilities can make getting to school on foot or on a bike much more difficult. Solutions for individuals with disabilities and special needs will vary for each school. The SNAP Team should consider currently enrolled, future and potential students with special needs when developing and updating the school's SNAP Plan.

INVENTORY CHECKLIST

The SNAP Team can use the following checklist to take inventory of its school's walking area. The checklist outlines which key elements to record when taking an inventory, and includes brief explanations for each term.

The SNAP Team should mark all of the items from the checklist on a map showing the school's walking area (typically the area within a one- to two-mile radius of the school) in a way that is easy to understand. This map can be printed online using the SNAP for Schools mapping software. SNAP Teams planning to create the final safe routing map using the SNAP for Schools mapping software may want to use symbols similar to those in the online mapping program to mark these elements on the hard copy (to see these symbols, see the Software User Guide). Colored pencils or markers may make this task easier.

The SNAP Team should be as accurate as possible when marking the placement of each element on the map. A stop sign for east-west traffic will be in a different location on the map than a stop sign for north-south traffic. As an inventory is conducted, the SNAP Team should mark only those areas that are within the school's walking area. A Software User Guide is available to help create these maps once an inventory is complete.

While taking an inventory, the SNAP Team should use their best judgment. There may be areas where improvements are needed. Although not included on the safe routing 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

- **School**
Mark school position on the map.
- **Crossing guards**
Mark where adult crossing guards are currently assigned.
- **Crosswalks**
Mark where marked crosswalks are located.
- **Stop/Yield signs (single, three-way, four-way)**
Mark where stop and yield signs are located and which intersections they affect.
- **Traffic signals**
Mark where traffic signals are located and which intersections they affect.

SNAP Software Icons



School



School Bus Loading



Student Drop-off/Pick-up



Hazard/Footnote



Crossing Guard



Traffic Signal



Yield



Stop



Crosswalk Vertical



Crosswalk Horizontal



Set Map Center

SUGGESTED ELEMENTS

- **Missing/Damaged sidewalks**

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 stripes and curbs. Their location and physical condition can be considered in determining the safest route(s). You may choose to note some of these critical areas in the notes section of the SNAP for Schools mapping software.

- **Narrow school routes**

Note areas where there is no continuous sidewalk and students may be forced to walk along road shoulders that are less than three feet wide. The SNAP for Schools mapping software includes a hazard icon to mark where these roads exist and the location of warning signs. Detail the narrow routes in the text description.

- **Railroad crossings**

Mark where rail lines pass through a school's walking area. The SNAP for Schools mapping software automatically identifies these areas through Google Maps™ mapping service.

- **School bus loading zones**

Mark the location of bus loading zones on school property.

- **Student drop-off/pick-up zones**

Mark the location of drop-off zones. The SNAP for Schools mapping software includes an icon to identify this zone. Flow of on-site traffic and drop-off/pick-up zones can be described in detail in the text description.

- **Traffic volume**

It is not necessary to identify the traffic volume of every street in the school's walking area; however, keep in mind the volume of traffic where students are walking or biking. Observe traffic patterns on more than one day. When choosing between two roads, direct students to travel along the road with lower traffic volume and speed, where possible.

- **Other hazards**

Take note of additional hazards that may affect walking or biking to school, such as canals or steep hills. Use your best judgment in identifying hazards that are not included on the checklist but that are significant to your area. In the SNAP for Schools mapping software, use the hazard symbol to identify these areas and detail the hazard in the text description.

Inventory Checklist	Completed
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Required Elements	
School	<input type="checkbox"/>
Crossing guards	<input type="checkbox"/>
Crosswalks	<input type="checkbox"/>
Traffic signals	<input type="checkbox"/>
Stop/Yield Signs	<input type="checkbox"/>
Suggested Elements	
Student drop-off/pick-up zones	<input type="checkbox"/>
School bus loading zones	<input type="checkbox"/>
Missing/Damaged sidewalks	<input type="checkbox"/>
Reduced speed school zones	<input type="checkbox"/>
Narrow school routes	<input type="checkbox"/>
Railroad crossings	<input type="checkbox"/>
Traffic volume	<input type="checkbox"/>
Other hazards (steep hills, canals, narrow shoulders, etc.)	<input type="checkbox"/>

Notes: _____

2c. Drawing the Administrator Map

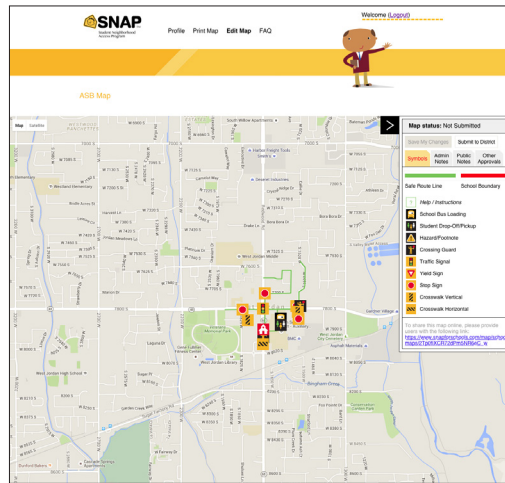
The **Administrator Map** identifies where all key elements are located. It also gives the SNAP Team a firsthand look at the current walking environment and traffic patterns. The Administrator Map shows all factors of the school's walking area, obtained from the SNAP Team's inventory, that are used to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

Do not draw the safest route(s) before conducting an inventory and placing all required symbols

on the Administrator Map. Until the SNAP Team has identified all hazard, traffic and pedestrian elements, they cannot reliably determine which route will be the safest.

The SNAP Team, with the input and approval from the school community council, determines the safest route. 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 as they will require a funding mechanism. Because of the time necessary for approval, funding and construction, it is absolutely critical the Administrator Map show 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.



Placing symbols on the Administrator Map

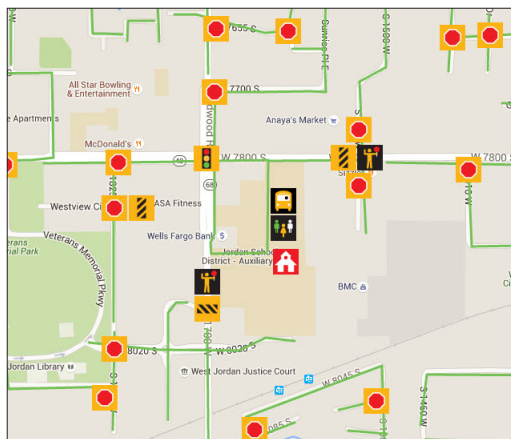
The SNAP Team should walk the proposed route(s) during student travel times before submitting it for approval in order to ensure the routes' accuracy and safety.

2d. Identifying the Safest Routes

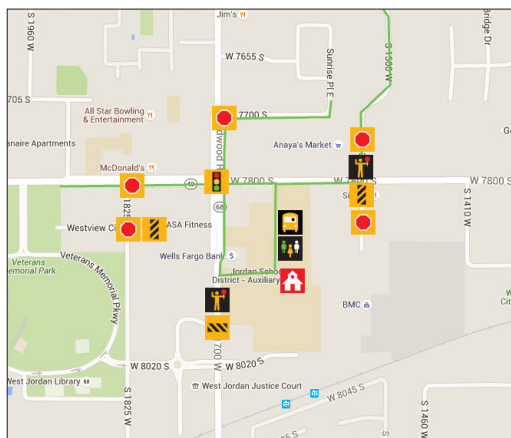
Once the required and suggested elements from the inventory are mapped, the SNAP Team is ready to determine the safest walking and biking routes based on these elements. It is only necessary to identify a safe biking route when it differs from the safe walking route.

A SNAP Plan should identify the **safest** walking and biking route(s) 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. The SNAP Team should use discretion to create a SNAP Plan that is both safe and manageable, to encourage student compliance.

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



Example of a cluttered map



Example of an easy-to-follow map

1. Only draw main walking and biking routes to avoid confusion over which route is safest.

2. Don't create a safe route on every street. Students should be funneled to the safest routes as determined by their parents' best judgment. By funneling students who walk and bike from the same geographic area onto one main route, you naturally create a safer route because no one is walking alone. This also reduces clutter on the map and makes the map easier to read and follow.

3. 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.

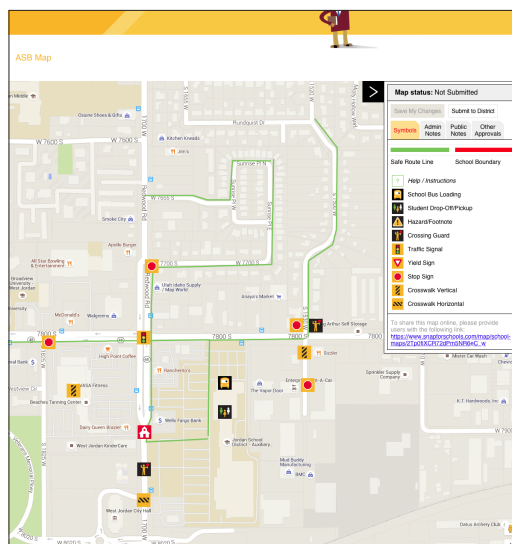
4. **Avoid using shoulders for routes.** Many communities have streets without sidewalks. In these cases, roadway shoulders must accommodate pedestrians. When alternative routes are not available, encourage students to walk on the outside edge of the roadway shoulder, facing traffic. A School Advance Warning sign stating that there will be a shoulder should identify the route.
5. **Select the safest crossing locations.** When children are required to cross streets on their way to school, safe routes should use established 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, and these should be labeled on the Administrator Map as part of the inventory.
6. **Minimize the number of crossings.** The risk of pedestrian/vehicular incidents increases when students are crossing streets. Fewer crossings mean less exposure to vehicles and a safer route to school.
7. **Use low-speed and low-volume roads.** When choosing between roads, and where possible and practical, avoid directing students along high-speed roads or roads with high traffic volume.
8. **Travel in groups.** Students should be encouraged to travel in groups for improved visibility, security and safety. Merge walking routes whenever possible. Select routes with sufficient sidewalk areas for students to travel together in groups.
9. **Hazardous busing.** A neighborhood receives hazardous busing because it has been determined that it is not safe for students to walk safely to school from and/or through that area. It is not necessary to create walking or biking routes for these areas.
10. **Identify safest biking routes.** If the safest route for cyclists is different from the safest route 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 (explain in the text description that the biking route is the same or different).

To help students easily find and follow the safest route(s), the safe routing map should **NOT** include every element from the Administrator Map and inventory.

2e. Drawing the Safe Routing Map

The safe routing map should only include the most relevant elements, such as the required safest walking/biking route(s). The safe routing map does not need to include every element drawn on the Administrator Map. It should be easy to read and should clearly identify the safest walking/biking route(s).

Once the safe routing map is created in the SNAP for Schools mapping software, it can be shared online with students and parents through a read-only link. Parents and students do not have access to editing functions, but they can adjust the map's zoom, size, language (English or Spanish) and print area.



Drawing safe routes in the mapping software

For help and instructions creating the safe routing map, see the Software User Guide.

2f. Writing the Text Description

The SNAP Plan is incomplete without a text description of the safe routing map to further clarify the safest route(s) and fully explain the school's SNAP Plan. The text description is typically a few succinct paragraphs. You can draft and distribute your text description using the SNAP for Schools mapping software. For specific instructions on creating this text description in the SNAP for Schools mapping software, see the Software User Guide.

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 exactly which side of every street the students should travel on, whether they travel on a sidewalk or a road shoulder, at what intersections they should cross, whether the bike path differs from the walking path and why, and all other important details about the safest route(s).
- The text description should be translated into all languages commonly spoken in the school's area to ensure understanding and cooperation. The text description can be shared online with students and parents through a read-only link (the same link that allows them to access the safe routing map). This view will not grant individuals editing capabilities, but they will be able to print the text description with the safe routing map for easy reference. After schools have created the safe routing 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 SNAP Plan by walking to and from school using the proposed safe routing map and text description. This essential step will reveal any holes or significant problems with the SNAP Plan.

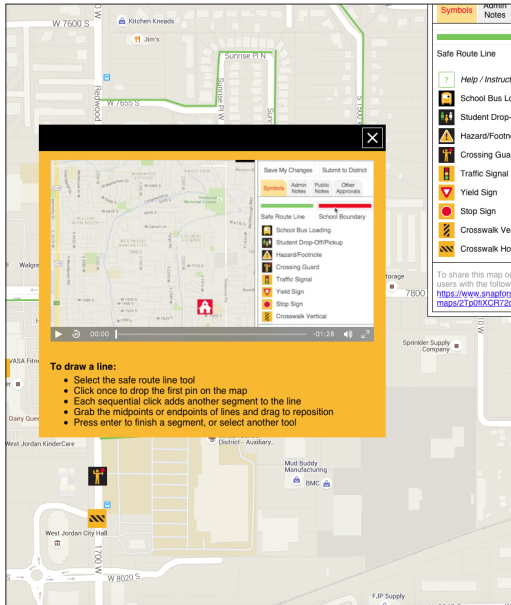


3. Using the SNAP Mapping Software

(For step-by-step instructions on using the SNAP for Schools mapping software, please see the Software User Guide. This guide provides a brief overview of the software.)

UDOT developed the SNAP for Schools mapping software to assist each school in creating a concise and easy-to-read safe routing map and text description. Because the software was developed specifically to assist schools in developing and updating their SNAP Plan, the use of the software makes the process easier and is strongly encouraged. If a SNAP Team cannot use the SNAP for Schools mapping software for whatever reason, they should contact the Utah Safe Routes to School (SRTS) coordinator, Cherissa Olson (801-965-4486 or cmolson@utah.gov), to discuss alternatives.

The SNAP for Schools mapping software does not suggest the safest route for its users.



A help video is one reason the software is easy to use.

The software does not suggest the safest route for its users. The SNAP Team, with the approval and input from the school community council, determines the safest walking/biking route(s) to the school.

Using the SNAP for Schools mapping software will simplify the process of creating a useable map for students and parents. The software also saves the safe routing map and text description for year-round access, enabling school administrators to easily update the SNAP Plan annually. Parents and students will

appreciate having a map that is easy to read, well designed and accessible online.

The SNAP for Schools mapping software is a free, web-based program. Users must have access to the internet in order to use the software, which runs on all operating systems (PC and Mac) and can be viewed using Internet Explorer, Firefox, Chrome or Safari browsers.

4. Implementing the SNAP Plan

4a. Reviews

Following creation of the SNAP Plan, comprised of a safe routing map and a text description, schools are responsible for having it reviewed by the school district's traffic safety committee (district committee). The district committee in turn submits the plan to local jurisdictions.

The safe routing map and text description should be submitted to the district committee by **April 1** of every year. It is important to note that some districts may have earlier deadlines. Each school should contact their district office for the specific instructions and requirements for submitting their SNAP Plan. It is the responsibility of each school's 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 School certification through the Utah Department of Health.

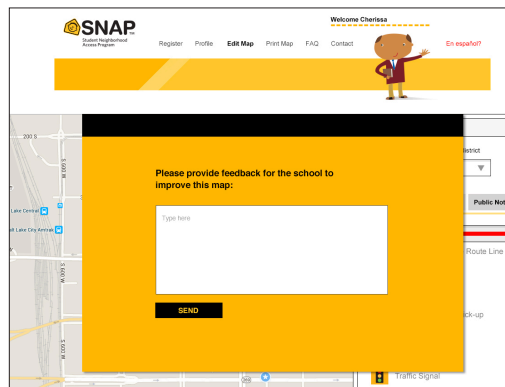
The district committee will review the proposed SNAP Plan. It is the district committee's responsibility to review and submit the SNAP Plan to the appropriate city, county and state jurisdictions for review. The district committee is responsible for submitting the SNAP Plan to these departments before **June 1** annually.

The district committee, local municipalities and UDOT may have questions or concerns about the proposed plan; therefore, a member of the SNAP Team should be easily accessible to confer with the district committee. 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 safe routing 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.

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



Providing feedback while rejecting a map

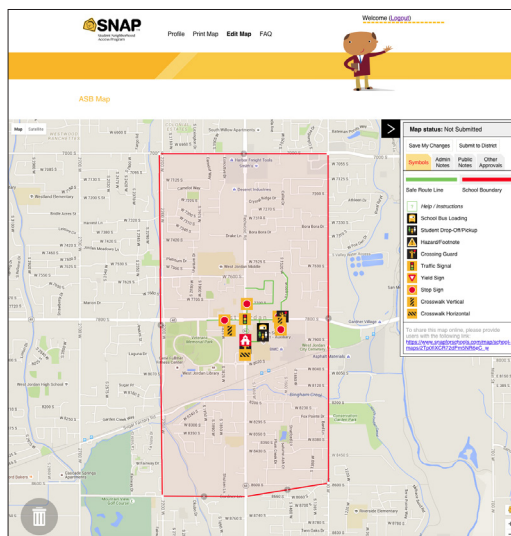
4b. Maintenance and Assistance

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.

The Utah Department of Transportation (UDOT) has an assigned Safe Routes to School (SRTS) coordinator, Cherissa Olson, who is available to assist schools with creating their SNAP Plan and to answer questions on using the SNAP for Schools mapping software. Cherissa can be reached at 801-965-4486 or cmolson@utah.gov.

If you receive an error message or experience technical issues with the software, contact the software support team at SNAP@SNAPforSchools.com.

The SNAP Plan should be updated every year.



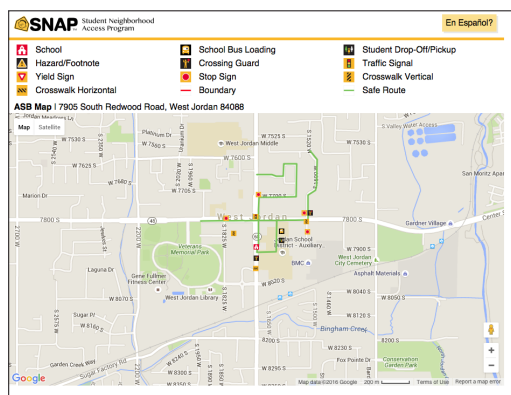
Updating school boundaries

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 funding for infrastructure and non-infrastructure improvements is available at www.udot.utah.gov/SRTS or by contacting Utah's SRTS coordinator.

4c. Distribution to Parents and Students

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 SNAP Plan, comprised of a safe routing map and a text description, to every student enrolled in the school. Principals should identify which communication channels are most appropriate for distributing the SNAP Plan (e.g., hard copy, online, email). This should occur at the beginning of each school year and at other appropriate times (e.g., springtime) to remind students of the safest walking/biking routes.

Distributing the safe routing map and text description is one of the most critical steps in the SNAP Plan. Even the best-designed plan will not meet its objective if parents and students are not educated about which route they should travel to school.



[Print view](#)

up-to-date SNAP Plan. You can use the link as-is or hyperlink it to simpler and/or descriptive text (e.g., "Click here to view our school's SNAP Map"). This can be posted on your school's website or included in an email to parents. For more information on sharing or posting the safe routing map and text description, see the Software User Guide.

The following instruction for parents is an example of what principals could include on the school website or in the body of an email to invite students and parents to learn and follow the safest walking/biking route(s).

Some gentle enforcement may be required at the beginning of the school year to help students become familiar with the safe route(s) 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 safe route(s).

You can share the SNAP Plan in hard copy form or online using the link provided at the bottom of the **Edit Map** or **View/Print** page in the software. This link directs parents to a read-only version of the current safe routing map and text description. No repost/resend is necessary when administrators make updates to the map. The link will remain the same and show the most

Dear Parent:

As the principal of *[name of school]*, I consider the safety of students who walk and bike to school to be 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 school.

View our school's SNAP Plan by clicking here *[copy and paste link here]*. The safe walking and biking 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-based, so you can:

- Adjust the view to see your specific neighborhood
- Zoom in/out
- Determine the print size and area
- Select to print the map with English or Spanish text
- Review a text description of the SNAP Map that describes how your child can access the safest walking and biking routes.

I urge you to use this information as you encourage your children to participate in this healthy activity that reduces traffic congestion and improves safety 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]

4d. Education and Encouragement Resources

Schools, community councils and parent organizations are encouraged to creatively incorporate the SNAP Plan into conversations and classroom activities to teach students how to walk and bike safely to school. SNAP offers a variety of free resources (available at www.udot.utah.gov/SNAP) to help school administrators educate and encourage students to walk and bike to school safely, including:

- 35-minute musical assembly, DVD and soundtrack
- Lesson plan ideas
- Student activity booklets
- Safety fair ideas
- Seasonal walking and biking safety tips
- School and parent organization newsletter articles
- Encouragement programs

Those interested in having any of these free services at their school should contact SNAP at SNAP@utah.gov.



Resources include a musical assembly (above) and newsletter articles (below).

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NEWS AND RESOURCES FOR PARENTS ABOUT SAFE WALKING AND BIKING TO SCHOOL

WMI 4

Walk More in Four
Congratulations to all students who completed the Walk More in Four challenge in September. It was a record year with more than 5,700 students participating statewide in this year's challenge—a growth of 64 percent compared to last year. More students in Utah are walking and biking to school in Utah than ever before.
A special kudos to the top three schools with the highest participation: West Elementary in Tooele County received first place, Riverside Elementary in Washington County was second place and Minersville Elementary in Beaver was third. Each school received \$500, \$250 and \$100, respectively. Additionally, student participants across the state were randomly drawn to receive bikes, scooters and helmets.

Walking School Bus Mobile App Update
UDOT's Walking School Bus app makes walking and biking to school easier and safer than ever. This free app allows parents to create and join walking groups, coordinate turns walking kids to and from school, and receive an alert when kids have arrived safely at school. And now, new improvements designed from parent feedback have made the app even easier.
This year, parents and students using the app have walked more than 25,000 miles, reduced 33,000 car trips, eliminated 8 million grams of CO2 emissions, and burned 2.5 million calories.
[Learn more.](#)

Upcoming Events
March/April 2016
Spring Walk 'n' Win contest begins

Miles walked	25,000
Car trips reduced	33,000
CO2 emissions saved	8 million grams
Calories burned	2.5 million

What is SNAP?
The Utah Department of Transportation (UDOT) Student Neighborhood Access Program (SNAP)™ is a fun and comprehensive program for walking and biking safely to school that engages and educates students, parents, school administrators, crossing guards and communities. [Learn more.](#)

5. Glossary

Administrator Map — Identifies where all key elements relevant to student walking and biking safety are located within a school's walking area (typically within a one- to two-mile radius from the school). Shows the current traffic elements obtained from the SNAP Team's inventory of the school's walking area to determine the safest walking and biking routes.

Google Maps™ mapping service — Online source for area maps that interfaces with the SNAP for Schools mapping software.

Inventory — Outlines the current traffic elements in each school's immediate area, such as traffic signals, stop signs, crosswalks and missing sidewalks, to determine the safest walking and biking route(s). This also involves observing traffic patterns and volumes. An inventory is typically conducted by the SNAP Team, which is formed from the school community council.

Narrow school route — Areas where there is no continuous sidewalk and students may be forced to walk along road shoulders that are less than three feet wide. A School Advance Warning sign stating that there will be a shoulder should identify the route.

Railroad crossing — Where trains cross over or under a roadway. Traffic safety committees are required to notify the UDOT chief railroad and utilities engineer, in writing, of all locations where safe walking/biking routes cross rail lines.

Safe Routes to School (SRTS) — A federally funded program that seeks to encourage children to walk and bike safely to school; foster 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:

- **Federal Highway Administration**
<http://safety.fhwa.dot.gov/saferoutes>
- **National Center for Safe Routes to School**
www.saferoutesinfo.org
- **Safe Routes to School National Partnership**
www.saferoutespartnership.org
- You can also contact the Utah SRTS coordinator, Cherissa Olson, at 801-965-4486 or cmolson@utah.gov.

School community council — Under Utah law, every elementary, middle and junior high school is required to have a school community council composed of school employees and parents/guardians. One of this council's responsibilities is to develop a SNAP Plan, referred to by law as a Child Access Routing Plan. 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 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).

Traffic safety committee — A 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 each school's SNAP Plan to the appropriate cities and/or municipalities for acceptance.

School zones/reduced speed school zone — Location where flashing lights establish a 20 mph speed zone for areas where students cross 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 signage.

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 wide can qualify as narrow school routes and receive additional pedestrian markings.
- **Damaged or broken sidewalks** — The 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 that allow individuals in wheelchairs or with other mobility needs to access sidewalks. Identify these ramps to assist students with disabilities as they travel to school.

SNAP for Schools mapping software — A web-based software program specifically designed by UDOT to assist schools in developing and distributing their SNAP Plan. For more information about how to use the software, please refer to the Software User Guide.

SNAP Map/safe routing map — Distributed to parents and students, this map outlines the safest walking/biking route(s) to school. The map is accompanied by a text description detailing the safest route(s).

SNAP Plan — Consists of a safe routing map and a text description outlining the safest routes for students to travel to school. The goal of a SNAP Plan is to increase the number of students walking and biking safely to school.

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 Neighborhood Access Program (SNAP) — A fun and comprehensive program for walking and biking safely to school that engages and educates students, parents, school administrators, crossing guards and communities. As part of the federal Safe Routes to Schools program administered by UDOT, SNAP focuses on student safety as its first priority. SNAP provides free resources, including mapping software, a 35-minute musical assembly and DVD, student activity booklets, and teacher lesson plans to assist in getting more students walking and biking safely to school. More information about SNAP is available at www.udot.utah.gov/SNAP.

Traffic Volume — Indicates the 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 and high. Traffic volume of streets where students travel or have to cross to reach their school should be taken into consideration as the SNAP Plan is developed.

udot.utah.gov/snap

