

**School Travel Plan for**  
**Oberlin City Schools**  
**and**  
**The City of Oberlin**

**prepared with the assistance and cooperation of:**

**Oberlin College**  
**Lorain County Health Department**  
**Lorain County Metroparks**



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**Section 1: The Safe Routes to School Team**

Oberlin City Schools		
Name	Title	Contact Information
John Schroth	Assistant Superintendent	<a href="mailto:jschroth@oberlinschools.org">jschroth@oberlinschools.org</a> 440-776-4555
Jim Eibel	Principal, Prospect Elementary School	<a href="mailto:jeibel@oberlinschools.org">jeibel@oberlinschools.org</a> 440-776-4503
Robert Rybak	Principal, Eastwood Elementary School	<a href="mailto:rrybak@oberlinschools.org">rrybak@oberlinschools.org</a> 440-776-4502
John Crecislius	Principal, Langston Middle Schools	<a href="mailto:jcrecilious@oberlinschools.org">jcrecilious@oberlinschools.org</a> 440-776-4504
Sybil Caruthers	School Nurse	scaruthers@oberlinschools.org
City of Oberlin		
Gary Boyle	City of Oberlin, Engineering Office	<a href="mailto:gary.boyle@oberlin.gov">gary.boyle@oberlin.gov</a> 440-775-7250
Stephanie Reitz	Oberlin Police, School Resource Officer	<a href="mailto:sreitz@oberlinschools.org">sreitz@oberlinschools.org</a> 440-935-0802
Oberlin College		
Randal Doane	Oberlin College	<a href="mailto:randal.doane@oberlin.edu">randal.doane@oberlin.edu</a> 440-775-8540
Lorain County		
Marilyn Hill	Health Educator, Lorain County General Health District	<a href="mailto:mhill@loraincountyhealth.com">mhill@loraincountyhealth.com</a> 440-244-2209
Oberlin Community		
Ken Stanley	Oberlin Community	<a href="mailto:kstanley@oberlinschools.org">kstanley@oberlinschools.org</a> 440-240-4945

## **Section 2: Introduction**

The City of Oberlin lies in west central Lorain county. Founded in 1833, the community of Oberlin is a unique blend of small town atmosphere, collegeiant culture, and a diverse population that adds to the community flavor. The community of Oberlin has a long history of dedication to healthy lifestyles. With a population of just over 8000 residents, Oberlin is on record for having over 1700 adults either walk or ride a bike to work. A astounding figure, hard pressed to be duplicated anywhere in the state.

Oberlin City Schools is made up of 4 school buildings, all which reside within the city limits, making them prime candidates for student active transportation. Of the 1200 students, over half reside within the walking area identified by the school system.

Oberlin lies on a paved bicycle and pedestrian path, the North Coast Inland Trail, which travels southwest to Kipton and northeast to Elyria. The path is built on the former railroad right-of-way of the Lake Shore and Michigan Southern Railway Southern Branch. This path, transversing the city from the North East to the South West, provides a convenient right-away, but could be improved with additional feeder paths. The city also has a pervasive amount of sidewalks, along with many walking/bikeways that are maintained by Oberlin College.

As a testament to the communities dedication to active transportation, the residents support the Oberlin Bike Co-op, a cooperatively run bicycle repair, rental, and education center serving Oberlin, Ohio. The project began in 1986, and also supplies bikes for loan on an as-needed basis.

The Oberlin City Schools/Oberlin City School Travel Plan has been developed to improve student participation in active transportation within a community that truly values the health and environmental benefits that it will provide. There are a number of infrastructure issues that could have a major impact , along with many minor repairs and improvements that would make walking and biking to school a safer and more enjoyable experience.

The creation of this proposal has brought together community members from a wide spectrum or organizations, occupations, and political entities. It has been a great experience for all involved, and we look forward to the improvements this program will bring.

### Section 3: The Public Input Process

Cultivating the varied needs and priorities from a wide cross section of the community has been a focus of the committee from the very beginning of this process. On Monday, March 16, 2009, Assistant Superintendent John Schroth presented the School Travel Plan and Safe Routes to School program to the Oberlin City Council as part of the regular meeting agenda. After a variety of questions centering on the infrastructure improvements possible through the program, the City Council enthusiastically pledged their support. John also used this public forum to invite the participation of the community in upcoming community events.

This process of collecting input continued with a parent meeting held at Eastwood Elementary School on May 12, 2009. This meeting was organized by then Eastwood Principal Brian Carter and Lorain County Health District Health Educator Marilyn Hill, for the purpose of explaining the Safe Routes to School Program, soliciting volunteers for the “walking school bus program” and the completion of parent surveys. This well attended meeting generated a great deal of enthusiasm from the parents of the PK-2 students who attend Eastwood.

The SRTS committee hosted a community forum on the evening of May 21, 2009. This event took place at the Oberlin High School Auditorium, and was attended by representatives from City Council, Oberlin City Schools, Oberlin College, the Lorain County Health District, parents, and

community members. A large satellite photo of the city provided an excellent visual aide, as attendees pointed out areas of concern within the community. A long list of possible barriers to active transportation was developed. Everyone left the meeting exciting about the possible infrastructure improvements, signage and road marking changes, speed limit corrections, and educational programs that may be made possible with this program.

On Monday, June 8<sup>th</sup>, 2009, a meeting was held between then Principal Brian Carter, Lorain County Health District Chairman Marylyn Hill, and Assistant Superintendent John Schroth, to discuss the possibility of developing a community walking program in conjunction with the STP and SRTS program. This program could bring together the School, College, City, Historical Society, Chamber of Commerce, and Main Street Oberlin, in the develop of walking maps that will promote walking and biking as a healthy activity for Oberlin Residents. The viability of such a program was confirmed, and plans made to bring together representatives from all organizations to discuss the development of such a program.

Discussion of the walking map concepts continued on July 15, 2009, with a forum attended by representatives from Oberlin City Schools, Oberlin Recreation Department, Oberlin Community Services, Oberlin Heritage Foundation, Mount Zion Community Center, Main Street Oberlin, and the Lorain County Metroparks. The meeting was held at Oberlin City Hall, and chaired by Sharon Pearson, Human Resources director for the City of Oberlin. The panel addressed the concept of walking maps, and the need to conduct route analysis to begin the process of developing initial walking routes that would focus on major themes throughout the city. An initial team was established to begin the field investigation of possible routes, and identify the barriers to active transportation within these routes. This information will be used to develop the priorities for this application.

This group re-convened on October 1<sup>st</sup>, 2009 to review the results of walking tour analysis and make recommendations that will be included in this application.

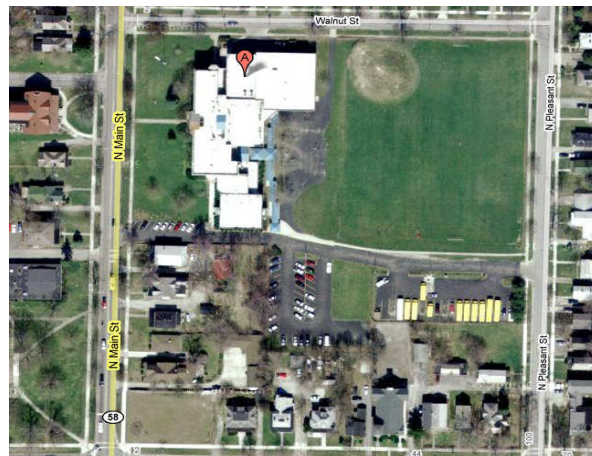
#### Section 4: Description of schools

Scope: The School Travel Plan for Oberlin City Schools includes Langston Middle School, Prospect Elementary School, and Eastwood Elementary School. Langston Middle School serves 267 students in grades 6, 7 and 8. Prospect Elementary serves 235 students in grades 3, 4, and 5, and Eastwood Elementary serves 300 students in grades PreK – 2.

#### Section 4a: Langston Middle School

Langston Middle School occupies the original 1923 school building, located just off of Tappen Square, at 150 North Pleasant Street, the geographical and cultural center of Oberlin. The building serves 260 students in grades 6, 7 and 8, from the entire Oberlin City School District. Its geographic location makes the building ideal for active student transportation, but barriers such as its location just off the intersection of State Routes 58 and 511, pose a safety consideration for a majority of the students walking and biking to school. The building faces west on N. Main Street, on the northern border is Walnut Street, and N. Pleasant is on the Eastern edge. A single drive and parking area serves the building, and runs along the south edge from N. Main to Prospect. Bus traffic uses this drive for pick up and drop off. Parent

restricted to Walnut Street, where and dropped off at the curb.



automobile traffic is students are picked up

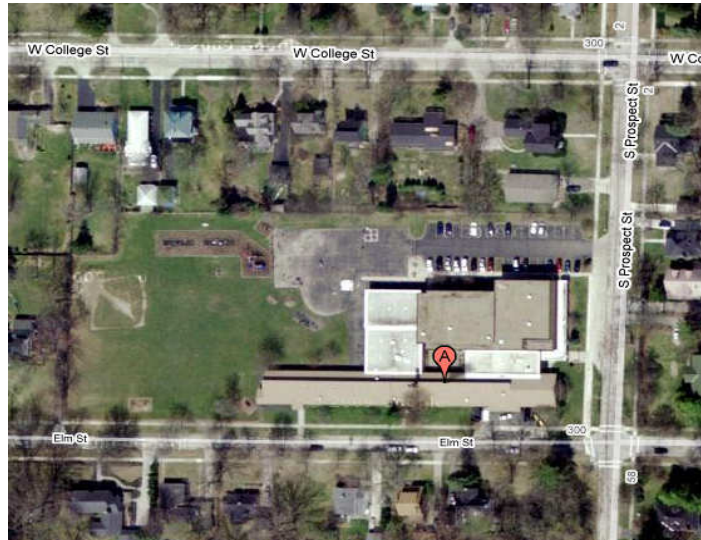
*Langston Middle School*

Section 4b: Prospect Elementary School

Prospect Elementary School is located at 36 South Prospect Street, in the South West quadrant of the city. Situated in the heart of an older residential neighborhood, this building has excellent access for students living within the city limits to walk or bike to schools. Prospect Elementary is headed by Principal Jim Eibel, and serves 235 students in grades 3, 4, and 5. The building faces Prospect Street to the East, and Elm Street to the South. All of the streets in the neighborhood have sidewalks.

Prospect Elementary does not have room for a bus or car turn around, so students taking the bus have to be dropped off at the front entrance along Prospect Street. Students arriving by car either have to be dropped off in the parking lot, or along Elm Street. The large amount of traffic in and around the front of the building poses a safety hazard for students walking or riding bikes.

Some of the challenges facing walkers and bikers at Prospect Elementary is the isolation of the neighborhood. The Morgan Street border, two blocks to the south, has no access to the Lincoln Street and Reserve Square neighborhoods, other than using Main Street to the East. Students to the North have to cross State Route 511, and students to the East have to get across State Route 58, and possibly State Route 511 also.



*Prospect Elementary School*

#### Section 4c: Eastwood Elementary School

Eastwood Elementary School serves 300 Oberlin students in grades Preschool through grade 2. Principal Robert Rybak is new to the building for the 2009-2010 school year. The building is located at 198 East College Street, 2 blocks East of Tappen Square, and 1 block South of Langston Middle School. The building has a bike path that extends from the rear of the property north to East Lorain/ St. Rt. 511. The neighborhood surrounding the building consists of older homes, Oberlin College properties, and apartments. Oberlin Early Learning Preschool is located less than a block East of the building.

The building has an oval front drive, with a separate entrance and exit onto College Street. The bus exit is also used as the entrance to the parking area, and used by parents for student drop off. This



arrangement, although better than Prospect, creates an area of congestion where buses are exiting and car traffic is entering and exiting, along with walkers and bikers. This congestion is exasperated by bike traffic that enters from the bike path at the rear of the parking lot, and must navigate the parking lot in order to reach the bike racks and front student entrance.

*Eastwood Elementary School*

## Section 5: School Demographics

### Section 5a: Langston Middle School

#### Ethnic composition:

Asian or Pacific Islander	NC
Black, Non-Hispanic	25.2%
Hispanic	5.4%
Alaskan Indian or National	NC
Multiracial	2.8%
White, Non-Hispanic	50.8%

#### Economic composition

Economically Disadvantaged	49.3%
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### Section 5b: Prospect Elementary

#### Ethnic composition:

Asian or Pacific Islander	4.4%
Black, Non-Hispanic	25.1%
Hispanic	5.5%
Multiracial	15.3%
White, Non-Hispanic	48.7%

#### Economic composition

Economically Disadvantaged	44.8%
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Section 5c: Eastwood Elementary

Ethnic composition:

Asian or Pacific Islander	NC
Black, Non-Hispanic	23.0%
Hispanic	5.0%
Multiracial	25.0%
White, Non-Hispanic	45.3%

Economic composition

Economically Disadvantaged	55.8%
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## Section 6: Current School Travel Environment

### Section 6a: Langston Middle School

Langston Middle School is the only school in the district that serves students in grades 6, 7 and 8. Located just off Tappen Square, Langston is the oldest of all of the school buildings. Built in 1923, it was the original Oberlin High School.

Because of its central location, Langston has a large number of students who walk or bike to school. Approximately 50% of respondents are involved in some type of active transportation. Of the 260+ students, only 95 are receiving transportation services from the school district. A surprising number of students who are within the walking boundaries are being driven to school. Many of these students walk home, while a smaller percentage are picked up and driven home. The condition of the sidewalks, traffic, and safety issues surrounding walking and biking are the main items indicated as barriers. Another major item that was mentioned were instances of vandalism and theft of bicycles at Langston. Respondents asked for more bike racks, and greater supervision of the bike parking area. A few respondents asked if bike locks could be part of the Safe Routes program.

Students begin to arrive at Langston Middle School up to 20 minutes before the start of the school day. Walkers and bikers enter the building from the N. Main and Pleasant St. entrances. There is not a sidewalk going from the building to N. Main, so students have to walk in the drive that also carries car and bus traffic. The bike racks are located on the opposite side (Pleasant St.) of the

building, further adding to the dangerous intermingling of traffic. Walkers and bikers entering from the Pleasant St. side of the building have a sidewalk that runs parallel to the drive, and extends from the street to a large paved and covered area surrounding the student entrance.

Students who are driven to school are asked to be dropped off on the North side of the building, using Walnut St. There is not a pull off or parking area, so parents are forced to stop on the street to drop off students. This plan, although better than mixing bus and car traffic, also presents a number of safety issues. Students sometimes have to exit from the passenger side of the vehicle, possibly into oncoming traffic. Parents are not always patient enough to wait for cars in front of them to discharge students and move on, and sometimes attempt to pass parked vehicles. The street is narrow, and this aggravates the situation. Parents are sometimes reluctant to use the Walnut St. drop off point because of these factors, and the distance from the street to the student entrance. The winter brings along a different set of challenges. The sidewalk along Walnut is bordered by a chain link fence. This traps the snow being plowed from the street, and makes it very difficult to keep the walk cleared. It also creates a barrier between the street and sidewalk, forcing students to walk in the street, or for parents to discharge students in a small open zone around the loading dock area.

Buses enter the grounds using the Pleasant St. entrance, discharging students at the canopy entrance. Buses arrive in a staggered fashion, and do not need to wait to release students. They then exit the grounds onto N. Main Street, and proceed on to their elementary routes. School dismissal at Langston takes place at 3:05. All students are dismissed at the same time.

#### Section 6b: Prospect Elementary School

Prospect Elementary School is located on the corner of Prospect and Elm Street, in the

Southwest quadrant of Oberlin City. The school services students in grades 3 to 5, from all across the Oberlin City School District boundaries. Students that live within ½ mile of the school building, and those students that attend Eastwood Elementary School and live within ½ mile of Prospect, are not provided with busing, and are asked to either walk or bike to Prospect. A shuttle bus takes Eastwood students who walk to Prospect to their school in the morning, and brings them back in the afternoon. For the 2009-2010 school year, 137 of the 235 students (58%) are taking the school bus to and from school.

Bus traffic begins to drop off Prospect students in front of the building at 8:40AM. Buses pull off the road to an loading/unloading zone in front of the building on the Prospect St. side. This arrangement works well because buses are arriving in a staggered format, having dropped off Eastwood students first. All buses approach the building from the North, and exit to the south. Dismissal is handled in the same fashion, with buses arriving from Eastwood Elementary, and loading in front of the building.

Walkers and bikers enjoy an area of town with a great deal of sidewalks. A crossing guard is provided at the intersection College and Prospect St., just to the North of the school. Bikers enter the grounds through the main parking lot entrance, and park their bikes on the racks in the rear of the building.

Students being dropped off at the building present the greatest challenge. With buses using the Prospect St. entrance, and the entrance to the parking lot also being off Prospect, congestion is a problem in front of the building. The parking lot does not have room for a turn around, forcing parents to park, or stop in the middle of the parking lot in order to unload students. Parents can drop off

students on the Elm St. side of the building, but with Elm being a dead end street, there is no room to turn around, forcing parents to use private driveways.

Prospect parents cited the lack of supervision as one of the main barriers to active transportation. For families outside of the ½ mile walking area, the lack of sidewalks and the amount of traffic was also cited.

#### Section 6c: Eastwood Elementary School

East Elementary School is located on College St. 2 blocks East of Tappen Square in the center of Oberlin. The school services students in grades PK to 2, from all across the Oberlin City School District boundaries. Students that live within ½ mile of the school building, and those students that attend Prospect Elementary School and live within ½ mile of Eastwood, are not provided with busing, and are asked to either walk or bike to Eastwood. A shuttle bus takes Prospect students who walk to Eastwood to their school in the morning, and brings them back in the afternoon. Preschool students, regardless of their proximity to Eastwood Elementary Schools, are provided transportation to and from the school. This include a mid-day bus run to take morning students home and pick up afternoon students.

Bus traffic begins to drop off students at Eastwood beginning at approximately 8:30. Buses pull into the circular front driveway using the East entrance, park in front of the main entrance, and unload students who then enter the building. Buses then proceed out of the West drive and back onto College St. Of the 300 students at Eastwood, 141 are taking the school bus (47%) for the 2009-2010 school year.

Walkers and bikers enter the school grounds using either the driveway or a sidewalk that extends from the main entrance out to the front sidewalk. This process runs fairly smoothly, mainly due to the fact that most students are accompanied by an adult because of their age. There is also a bike/walking path that enters the grounds from the rear of the property. This paved path allows walkers and bikers direct access to the school from Lorain St. Although this does provide a needed entrance, the path itself does not extend past the rear parking area, forcing walkers and especially bikers, to use the parking lot and drive to get to the bike racks in front of the school building.

Parent drop off traffic at Eastwood can be a problem. Parents' vehicular traffic enters the grounds using the West drive, where they are asked to pull up to the West entrance to the building where a greeter helps to disembark students. They then proceed to the rear of the parking lot to turn around, which may include having to pull into a parking space. Vehicles then exit the grounds using the same West drive. It is at this point where parent and bus traffic intermix, producing an area of congestion.

Parent surveys show that the greatest concern lies in the distance to school, the speed of traffic, the lack of sidewalks and pathways, and the need for adults to walk or bike with. This is understandable, considering the age of the students at this building.



## Section 6d: Oberlin City Schools Transportation Policies

### 8600 - TRANSPORTATION

It is the policy of the Board of Education to provide transportation for those students whose distance from their school makes this service necessary within the limitations established by State law. Such laws and rules shall govern any question not covered by this policy.

School buses shall be purchased, housed, and maintained by the Board for the transportation of resident students between their home areas and the schools of the District to which they are assigned or to their nonpublic or community schools. The Superintendent may substitute smaller buses for reasons of economy or efficiency of operation.

Children living beyond the following walking limits shall be entitled to bus transportation:

A.

Kindergarten at Noon

one (1) mile

B.

Kindergarten in Morning, or afternoon

one (1) mile

C.

Grades 1 through 6

one (1) mile

D.

Grades 7 through 12

two (2) miles

Exceptions to the foregoing limits may be made in the case of a temporarily or permanently-disabled child who has been so certified by a physician and in the case of adverse safety conditions.

Transportation of eligible vocational or special education children between their home areas and schools outside the District shall be arranged through the use of Board-owned vehicles, through cooperation with other districts, through commercial carriers, and/or by other means in the most efficient and economical manner.

Transportation to and from school shall be provided for each student residing in the District and attending a State-chartered nonpublic school that is located within the thirty (30) minute travel limitation established by State law on the same basis as established for resident students as set forth above. Chartered nonpublic school students who are transported by the Board may be assigned to ride on buses upon which resident students are also assigned.

Furthermore, transportation to and from school shall be provided for each student residing in the District and attending an approved community school. However, if that community school is located outside the District, transportation will only be provided consistent with the thirty (30) minute travel limitation established by State law. Students residing in the District and attending an approved community school located within the District will be provided transportation on the same basis as established for resident students set forth above. Students transported to an approved community school may be assigned to ride on buses upon which resident students are also assigned.

Transportation of eligible nonpublic or community school children between their home areas and schools shall be arranged through the use of District-owned vehicles, through cooperation with other districts, through commercial carriers, and/or by other means in the most efficient and economical manner. However, if the Board determines that said transportation is impracticable, then the parent(s) shall be provided payment-in-lieu of transportation at the amount established by State law, unless otherwise directed by action of the State Board of Education.

Bus routes shall be established so that an authorized bus stop is available within reasonable walking distance of the home of every transported resident student. The Board shall approve the bus routes annually. The Superintendent is authorized to make any necessary changes in the approved route and shall inform the Board at the next regular meeting.

The Board authorizes the installation and use of video recording devices in the school buses to assist the drivers in providing for the safety and well-being of the students while on a bus.

Students meeting the Federal definition of "homeless" will be transported from their temporary place of residence to their school of assignment, at the request of the parent, guardian or unaccompanied minor, to the same extent as all other students of the District and consistent with this Policy. If the homeless student's temporary residence is located outside the boundaries of the District, the Liaison for Homeless Children will coordinate with the Director of Transportation to contact the district in which the student temporarily resides to arrange for joint transportation of the student and to seek inter-district agreement on a method for apportioning the cost of such joint transportation. In no event will a homeless student be denied enrollment based on issues related to student transportation.

The Superintendent shall be responsible for developing and implementing appropriate administrative guidelines for this policy.

R.C. 3313.66, 3319.41, 3327.01 et seq., 4511.01 (F)  
R.C. 4511.75 et seq.  
A.C. 3301-51-10, 3301-83-01 et seq., 3301-83-08  
42 U.S.C. 11431 et seq.

Revised 12/11/01  
Revised 4/9/02  
Revised 3/25/03

#### 8606 - TRANSPORTATION FOR SPECIAL EDUCATION STUDENTS

Transportation and bus behavior are normally an integral part of the student's program. Because of the significance of this service for maintaining effective programs for the variety of disabling conditions, the business manager should be involved with the I.E.P. team to assist in providing answers to such questions as:

- A. Can the child be transported safely, given the transportation environment and the nature of the disabling condition?
- B. What medical, health, physical, or behavioral factors could expose the student to unreasonable risk, given the anticipated transportation environment?

C. What assistive or adaptive equipment is necessary to accommodate the student during the transportation process, can it be safely transported and secured, and are there adequate instructions to ensure its proper use?

S/He can also be helpful in incorporating behavioral transportation goals into the IEP's and determining appropriate means of discipline, including the possible removal from a vehicle.

As participants in and recipients of special education planning, transportation staff need to be advised that the information they deal with is confidential and protected by Federal law.

## BEHAVIORAL MANAGEMENT

Managing student behavior on the bus should be done primarily through teaching appropriate bus-riding skills. Learning the skills necessary to ride the school bus is part of the skills needed for the student to participate in his/her program.

To teach bus-riding skills, a limited number of simple rules defining what the student is to do, feedback on how well it is done, and positive, backup consequences are necessary. In teaching bus-riding skills, it is necessary to work on a small number of behaviors at a time (one or two). As a student learns a behavior, another behavior can be taught.

Behaviors that present a potentially dangerous risk of harm to the student or others on the bus require special attention. An attack on another person or running from the bus are two examples of behaviors that present high risk of harm and require documentation and follow-up with appropriate school staff.

### Communication Between School/Transportation Staffs

A. The primary daily contact between the transportation staff and the school staff will be the bus driver (with the transportation aide as an alternate) and the transportation coordinator.

B. Both the school staff and the transportation staff are expected to maintain confidentiality and protect the students' rights. Except for positive statements, information given by the drivers to the building staff should not be relayed to the student; nor should drivers relay information received from the building staff. Bus behavior should never be a subject of general conversation.

C. Communication with parents is encouraged, particularly positive comments that are honest and sincere. It is important to develop means to maximize this effort.

### Stopping Unacceptable Behavior

It is the District's intent to stop unacceptable behavior by using the minimum physical intervention necessary.

When necessary, a staff member may use reasonable physical intervention to stop an action that presents the risk of harm to the student, to others, or to property. This may include use of physical intervention to stop the action but would not extend to gross abuse and disregard for the health and safety of the student. Use of physical intervention should at all times be temperate and not excessive.

### Significant Incidents

#### A. First Occurrence

If a "significant incident" - one that creates a potentially dangerous risk of harm - occurs, the driver shall describe it on the Pupil Misbehavior Report and submit it to the transportation coordinator for appropriate action.

Within five (5) days, a meeting should be held with driver, dispatcher, transportation aide(s), and transportation coordinator, at the discretion of the principal to discuss the specific incident and whether an intervention program is needed.

#### B. Subsequent Incidents

If the same type of behavior is recurring, the transportation coordinator is to consider the advisability of calling for a meeting of the I.E.P. team to discuss alternatives.

C. The transportation coordinator or a parent may request a meeting of the IEP team at any time to address behavioral difficulties and appropriate intervention strategies.

#### Alternate Transportation

In the event a student has demonstrated severe behavior problems at school and cannot be adequately brought under control for the ride home, the student is not to be placed on the bus. The student is to remain at school and the parents called to transport the student home. If the parent cannot provide transportation, alternate means are to be provided. (It is important to keep in mind that alterations in transportation may be considered a change in placement.)

#### Suspension from Transportation

A. The principal may suspend a student from transportation, in accordance with District policies and guidelines related to suspension of disabled students. Incidents that may result in suspension include:

1. fighting on the bus;
2. hitting, kicking, or biting others on the bus;
3. smoking, drugs, alcohol;
4. destruction of school property;
5. throwing dangerous objects on the bus.

B. When a student's behavior is unmanageable in spite of behavior management techniques, the suspension procedure may be initiated. This procedure may be initiated as a natural consequence of inappropriate behavior: to protect the student, other students, the driver or District equipment, or to provide time to help the student make the adjustment to transportation services.

#### Restoration of Riding Privileges

If a student is suspended from transportation, a meeting will be held prior to the student's resuming transportation. The meeting should include the building principal, transportation coordinator, bus driver, aide, and the parent. The meeting should address the behavior that caused the suspension; or development of a written plan to address the behavior.

This will require a well-defined follow-up schedule, beginning within ten (10) days, to determine if the plan is working.

#### SPECIAL EQUIPMENT USE AND OPERATION

There is a wide variety of equipment that may need to be used to accommodate the district's special education students. The transportation coordinator is responsible for ensuring that appropriate members of the transportation staff understand the design and operating procedures for special equipment assigned to their use. They should also be able to conduct a proper inspection of the equipment and make simple adjustments in the field in case of breakdowns.

#### MEDICAL/HEALTH CONCERNS

It may be necessary for members of the transportation staff to be able to provide emergency and routine health care to students during the transportation process. They may also become exposed to communicable diseases which could be debilitating, and in extreme circumstances, fatal.

It is the responsibility of the business service manager to ensure that training is provided in two (2) major areas -- precautionary procedures; and care, intervention, and management.

#### Precautionary Procedures

All members of the transportation staff should be able to use standard precautions relative to handling of and exposure to

communicable disease. Such precautions would include but not be limited to

- A. characteristics of common communicable diseases
- B. techniques for managing such common diseases
- C. use of protective equipment and devices

#### Care, Intervention, and Management

Staff members need to be able to implement any care plans developed during the IEP process to deal with special health risks, such as medically fragile, technology-dependent, and/or highly-disruptive students.

#### 8630 - STUDENT TRANSPORTATION SAFETY AND WELFARE

The Board of Education requires that student safety and welfare be ensured during the time students are being bused to school. The Board holds that busing is a privilege, not a right, which may be removed from any student who violates the rules of the District, or who conducts himself/herself in a manner which is considered dangerous to persons or property or a threat to the safe operation of the school bus.

The school bus driver shall be responsible for discipline of students while they are being transported to or from school. When a problem in student conduct requires discipline, the driver shall report it in writing to the building principal. A student may be suspended from bus transportation by the principal for disciplinary reasons up to a maximum of ten (10) days, in which case the parents are responsible for the student's transportation.

Students suspended from bus transportation shall be given written notice of their suspension and the reasons therefore, and an opportunity to appear at an informal hearing to answer the charges against them. Students whose conduct on the bus is so grievous as to consider expulsion from bus transportation shall be provided with the hearing privileges of R.C. 3313.66 (B)(D)(E).

Students whose conduct on the bus is an immediate danger to persons or property or a threat to the safe operation of the school bus may be immediately removed from the vehicle but shall be given notice as soon as practicable of a hearing which must be held within seventy-two (72) hours of the removal.

R.C. 3313.66, 4511.75, 4511.76

A.C. 3301-83-08, 3301-83-09, 3301-83-14, 3301-83-15, 3301-83-20

#### 8640 - TRANSPORTATION FOR FIELD AND OTHER DISTRICT-SPONSORED TRIPS

It shall be the policy of the Board of Education to use regular or special-purpose school vehicles for transportation on field and other District-sponsored trips.

The transportation for all field and other District-sponsored trips is to be by vehicles owned or approved by the District and driven by approved drivers. Exceptions must have the approval of the Superintendent.

The District shall assume costs for approved field trips (per the administrative guidelines) as determined through the site-based decision making process. Board allocation of funds to each school site, through the site-based budget planning process, is intended to include the costs of field trip transportation.

The Board will also assume the transportation costs for all other approved trips that support co-curricular and athletic programs. Neither District-level nor site-based budget provisions shall restrict the use of other sources of funds to cover these transportation costs. Extra-curricular trips other than athletics are ordinarily funded through other resources.

District-provided transportation may be limited by the availability of vehicles, drivers, and/or scheduling, and will not be available when needed for general school purposes.

All field trips shall be supervised by members of the staff. All other District-sponsored trips shall be supervised by either

staff members or adults from the sponsoring organization. At any time while students are on the vehicle, at least one (1) sponsor, chaperone, or staff member is expected to ride in the vehicle as well as supervise students upon return to the District and while they are waiting for rides home.

All students are expected to ride the approved vehicle to and from each activity. A special request must be made by the parent, in writing or in person, to the staff member in charge to allow an exception.

District students not affiliated with the trip activity, nondistrict students, and/or children of pre-school age shall not be permitted to ride on the trip vehicle.

No student is allowed to drive on any trip. An exception may be made by the principal on an individual basis provided the student has written parental permission, and does not transport any other student.

The Superintendent shall prepare administrative guidelines to ensure that all transportation is in compliance with Board policy on use of District vehicles and/or use of private vehicles.

R.C. 3327.08, 3327.13, 3327.14, 3327.013

A.C. 3301-83-16

Revised 9/24/96

#### 8660 - TRANSPORTING STUDENTS BY PRIVATE VEHICLE

These guidelines are to be followed whenever a staff member will be transporting students by a private vehicle whether it be his/her vehicle or some other person's. This guideline does not apply if the vehicle is a bus or van chartered from a licensed operator. In such cases, the Transportation Department shall be responsible for arranging for the chartered vehicle.

- A. Determine that transportation by District vehicle is either not available or is not feasible.
- B. Make sure that the intended private vehicle is in proper working condition, seat belts are available for each passenger, and the vehicle is insured for liability in an amount not less than \$100.00 through \$300.00.
- C. Obtain written consent from each student's parent using Form 8660 F2 - Parental Consent for Transportation by Private Vehicle. No student shall be allowed to ride in the vehicle without his/her parent's written consent.
- D. Submit Form 8660 F1 - Request for Transportation by Private Vehicle to the principal for his/her approval prior to the trip. Attach the parent consent forms to the request form.
- E. If the trip is out-of-town and the transportation is approved, arrange for a copy of each student's Emergency Medical Authorization Form 5341 F1 which is to be kept in the vehicle during the entire trip.
- F. Provide the school office with a list of names of the students who will be riding in the vehicle.
- G. Upon return of the vehicle to the school, make sure each student has proper transportation home and remain at the school, until all students have left school property.

Section 6e: Location and time of crossing guards

Crossing Guard 1

Eastwood Elementary School

198 East College Street

Cross walk in front of school

8:30 – 9:30 AM

3:30 – 4:30 PM

Crossing Guard 2

Intersection of College and Prospect

SouthWest Corner

8:30 – 9:30 AM

3:30 – 4:30 PM

Crossing Guard 3

Intersection of Main and Lorain

NorthEast Corner

7:30 – 8:30 AM

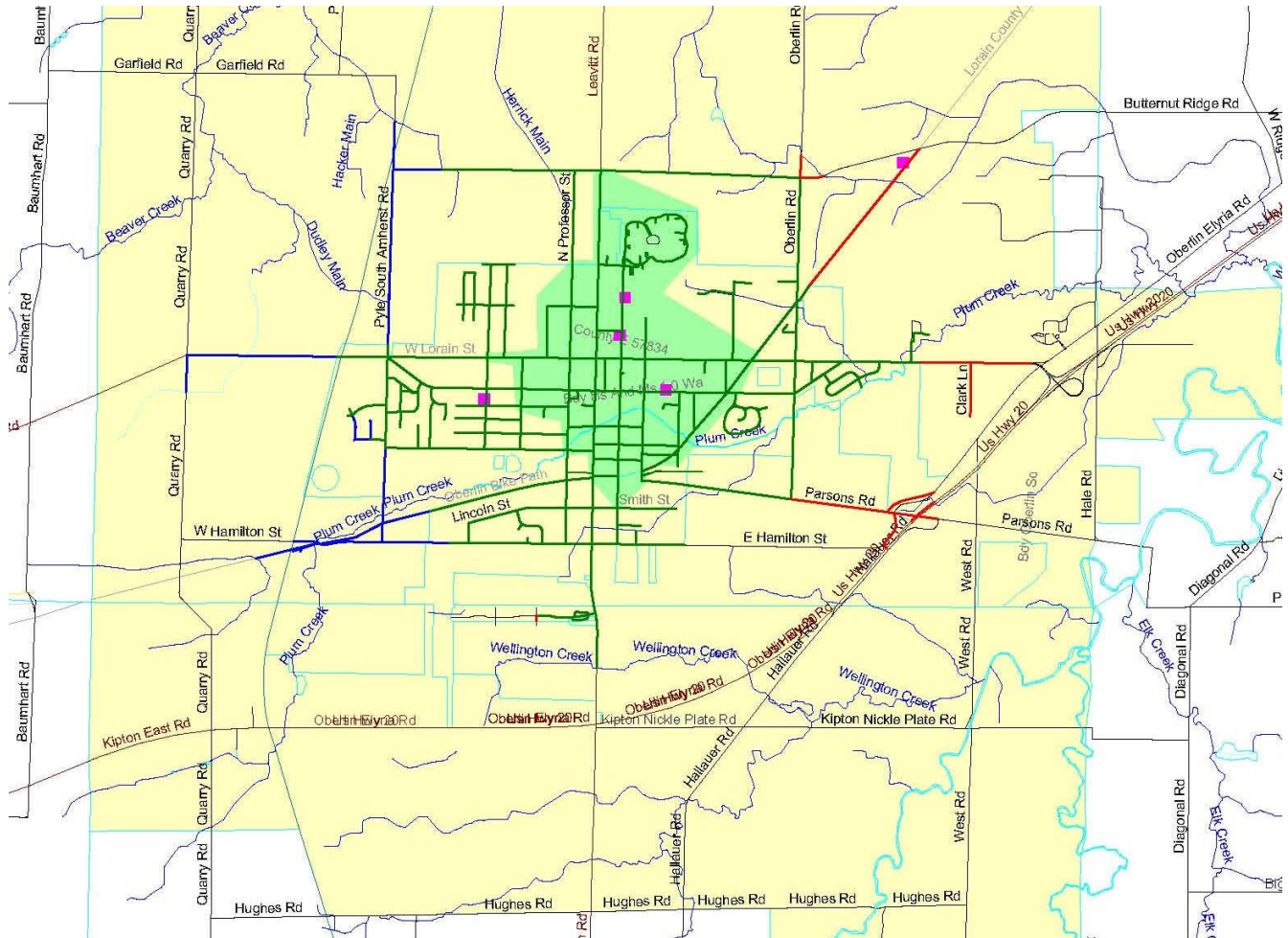
2:30 – 3:30 AM

## Section 6f: Map Data

### School Boundaries

All of the schools in the Oberlin City School District service students from the entire district. There are no individual school boundaries.

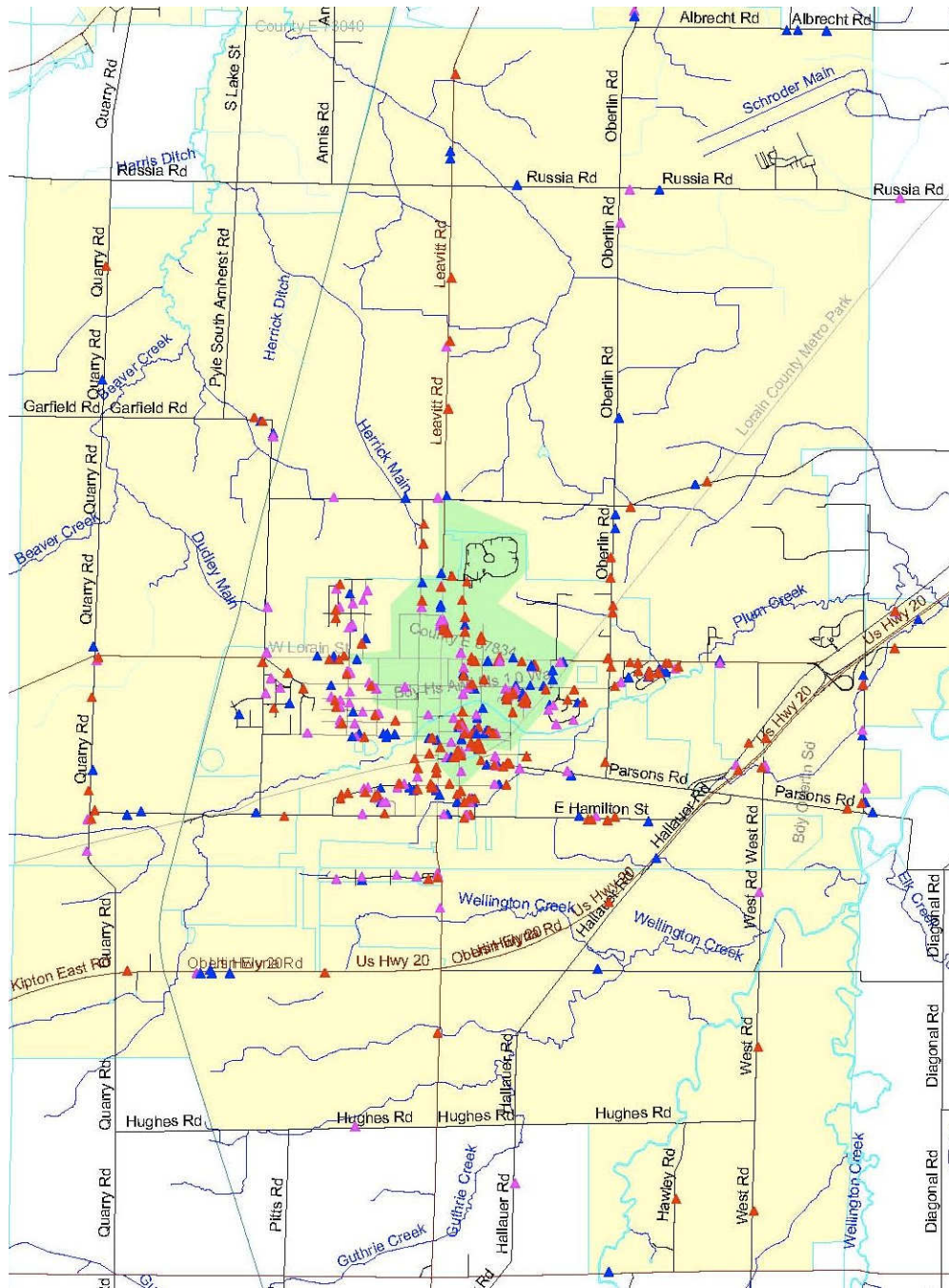
### Two Mile Radius



*Oberlin City Schools two mile walking distance*

The street segments that appear in green are within the two mile driving distance to Langston Middle School. The segments in blue are the additional streets that are within the two mile driving distance to Prospect Elementary School, and the segments in red are the additional streets that are within the two mile driving distance to Eastwood. The yellow shaded area is the Oberlin City School District boundaries.

# Student population in relation to schools

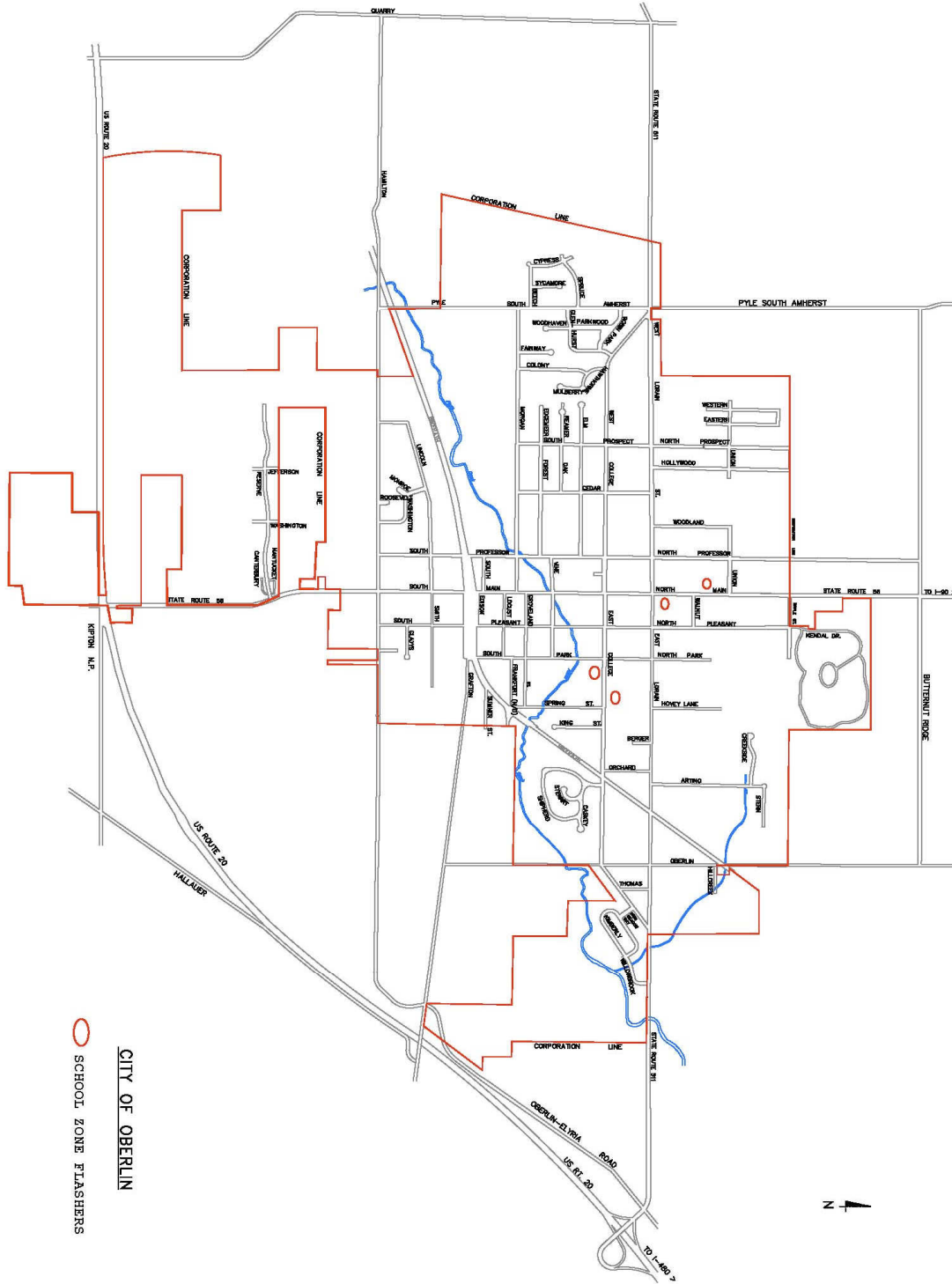


## *Oberlin Student Distribution*

- Red – Eastwood Students*
- Blue – Langston Students*
- Purple – Prospect Students*



# Location of School Zone Flashers



*Oberlin City Schools School Zone Flasher Locations*

Bike Parking

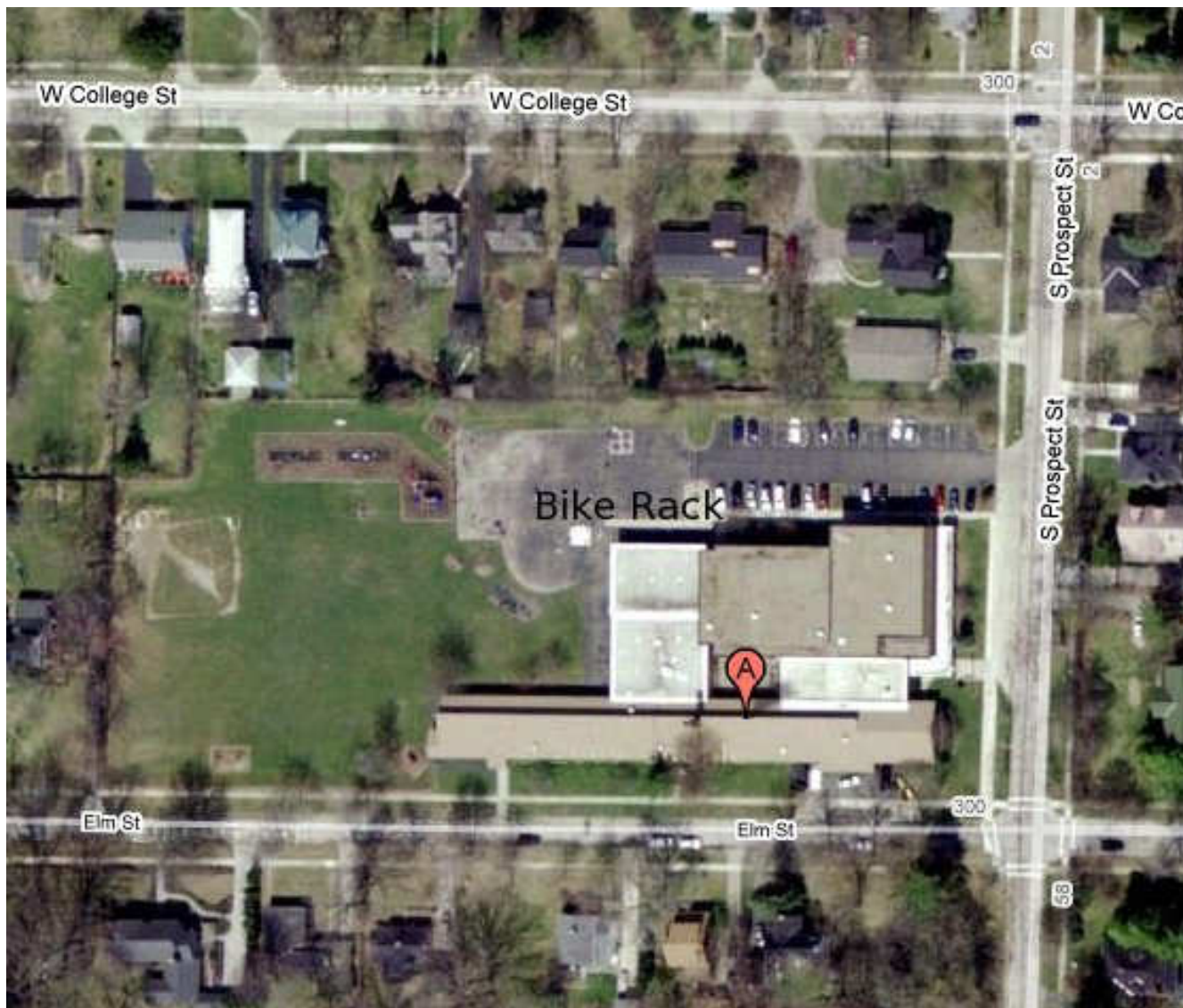
Langston Middle School



*Langston Middle School Bike Rack*

Prospect Elementary School

*Prospect Elementary School Bike Rack*



Eastwood Elementary School





Section 6g: Community Sidewalk Maintenance Policy

(attached)

Section 6h: Lorain County GIS Data Disk

(attached)