SAFE ROUTES TO SCHOOL TOOLKIT

Developed by:

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Safe Routes to School Technical Assistance Team

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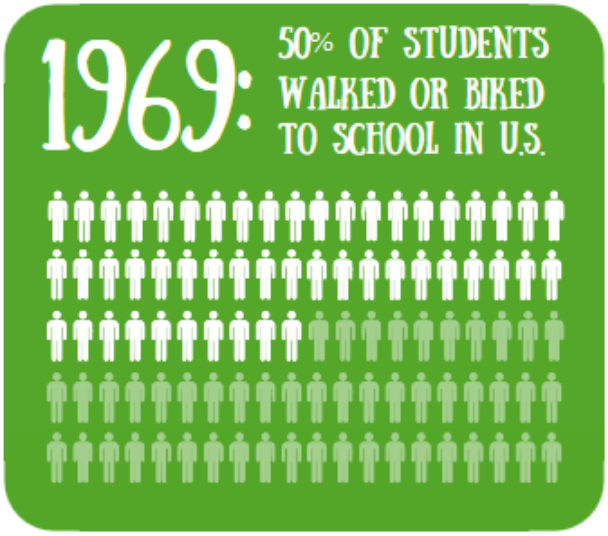
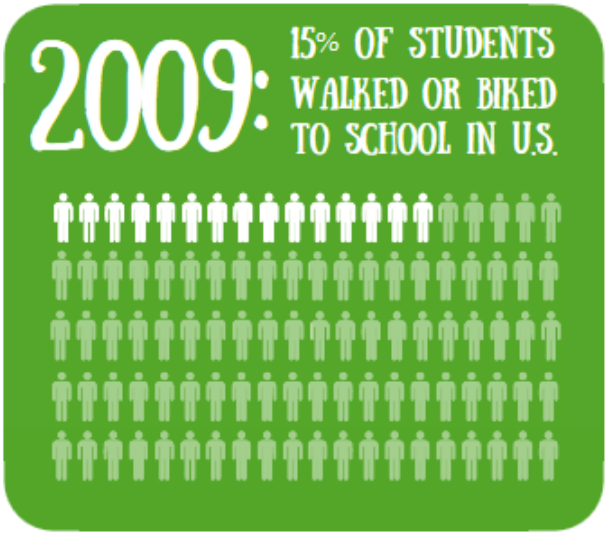
INTRODUCTION

In 1969, nearly 50% of all students walked or rode a bicycle to school. By 2009, that number had dropped to fewer than 15%[4]. The causes of this decline are varied, and the effects are far-reaching. Fewer students walking or bicycling to school has adversely affected traffic, air quality, and bicycle and pedestrian safety in communities. The sedentary lifestyle associated with this decline has been linked to increased incidences of childhood obesity and related health problems in later life. Safe Routes to School aims to reverse these effects by making walking and bicycling to school safer and easier for primary and secondary school students. This toolkit is meant to guide the user in bringing Safe Routes to School to their community, so that they may reverse these negative effects and experience the environmental, health, and community benefits that Safe Routes to School has to offer.





WHAT IS SAFE ROUTES TO SCHOOL?

Florida's Safe Routes to School program is sponsored by the Florida Department of Transportation (FDOT). FDOT provides Safe Routes to School technical support and funding support to select communities.The primary goals of Florida's Safe Routes to School program are to:

- Enable and encourage children, including those with disabilities, to walk and bicycle to school
- Make walking and bicycling to school safe and appealing
- Facilitate the planning, development, and implementation of projects that will improve safety and reduce traffic congestion, fuel consumption, and air pollution.

WHY SAFE ROUTES TO SCHOOL?

SUCCESSFUL PROJECTS

- Educate students, parents, neighbors, and the community
- Improve infrastructure at and around the school
- Reward students for participation and get the community excited
- Deter unsafe behaviors and encourage everyone to share the road
- Determine what changes need to be made and figure out how to make them

Many communities in Florida face challenges and barriers that make it difficult for students to walk or ride their bicycles to school. One such barrier is infrastructure that favors vehicles. Roads without sidewalks, crosswalks, or stoplights discourage walking and bicycling and encourage automobile usage. These factors lead to concerns for personal safety. A 2010 survey found that these factors were viewed as major barriers preventing physical activity by rural residents[2]. “Stranger danger” was also found to be a concern among parents in both rural and urban communities. One study found that nearly half of parents surveyed would be uncomfortable with their students walking to school without adult supervision, and 75% of parents surveyed drove their children less than 2 miles to school because they felt that it was more convenient or that it saved time compared to walking[3].

Safe Routes to School programs provide a wide range of benefit for students and their communities. By getting an active start to the day, students arrive to school alert, refreshed, and ready to learn. According to a recent study, children that walk or ride their bicycle to get to school perform measurably better on work that demands concentration[5]. Furthermore, encouraging physical activity can teach lifelong healthy habits.

Image: BikeWalkKC (CC 2.0)

NCDOT, 2014 (CC 2.0)

Enabling students to walk or ride their bicycles to school can also better a community. More students walking or bicycling to school means fewer parents picking up and dropping off students in private vehicles, which can help decrease traffic congestion and air pollution around schools. Investing in Safe Routes roadway infrastructure can also help connect existing bicycle and pedestrian networks, providing more active travel and recreation opportunities for the community as a whole.

Safe Routes to School projects are a great way to help communities be more welcoming towards students walking or bicycling to school. This toolkit will provide strategies to help communities overcome the challenges that discourage students from walking and bicycling to school and realize the many benefits of Safe Routes to School.

HOW TO USE THIS TOOLKIT

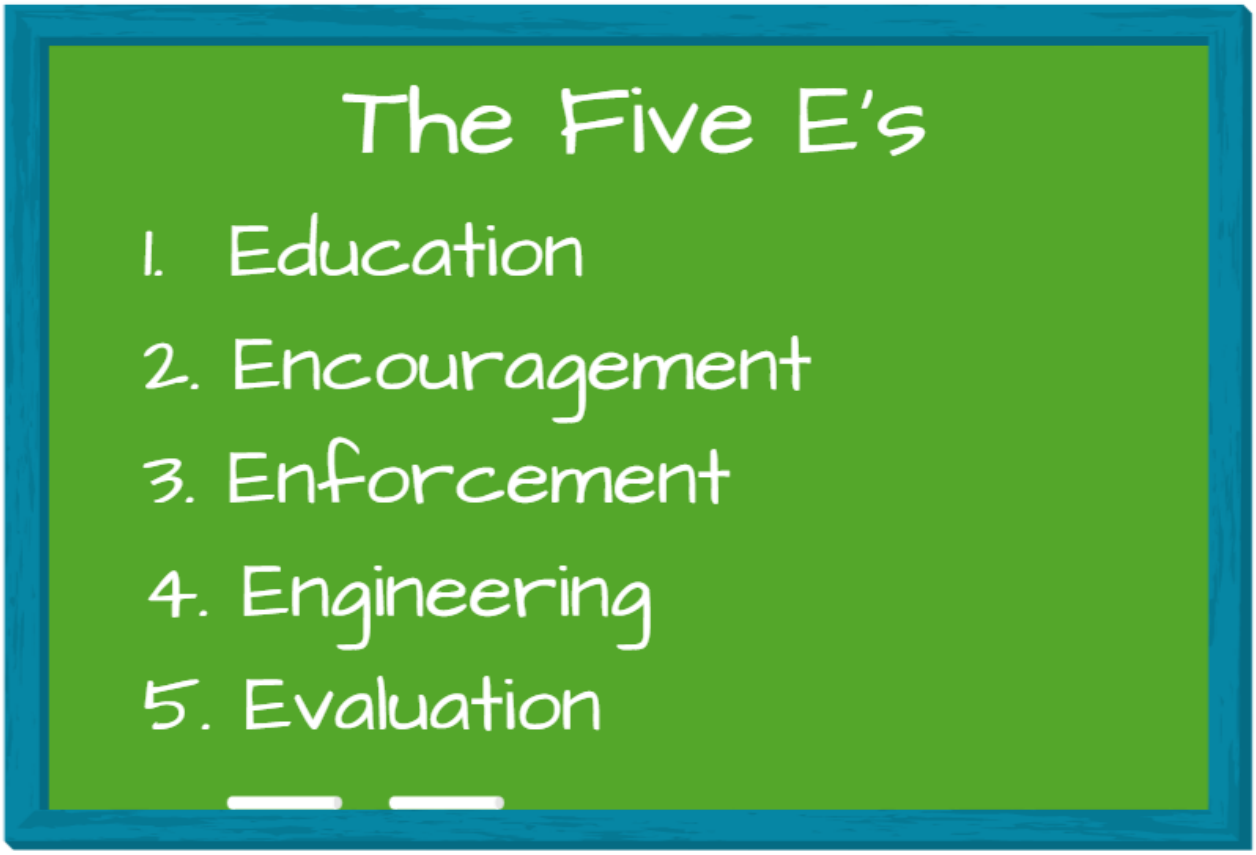
This toolkit is a guide for developing and implementing a Safe Routes to School program. Every community's has unique needs, challenges, and opportunities. Because of this, the toolkit is intended to be tailored to an area's local context. This will enable the user to reap the maximum benefits of the Safe Routes to School program.

TAILORING THE TOOLKIT

In Hillsborough County, one elementary school had an issue with lack of sidewalks within a six-block radius of the school, while another elementary school had an issue with sidewalks without buffers on high-traffic roads. Despite the fact that both schools are in the same county, the solution for one issue would not work for the other. No two issues are exactly alike. The purpose of this toolkit is to provide users with the knowledge and understanding needed to bring Safe Routes to School to their community and find the solution that works for them.

ABOUT THE FIVE E'S

The Five E's of Safe Routes to School are **Education**, **Encouragement**, **Enforcement**, **Engineering**, and **Evaluation**. Successful programs take a holistic approach to the Five E's and use available resources to engage as many relevant E's as possible.

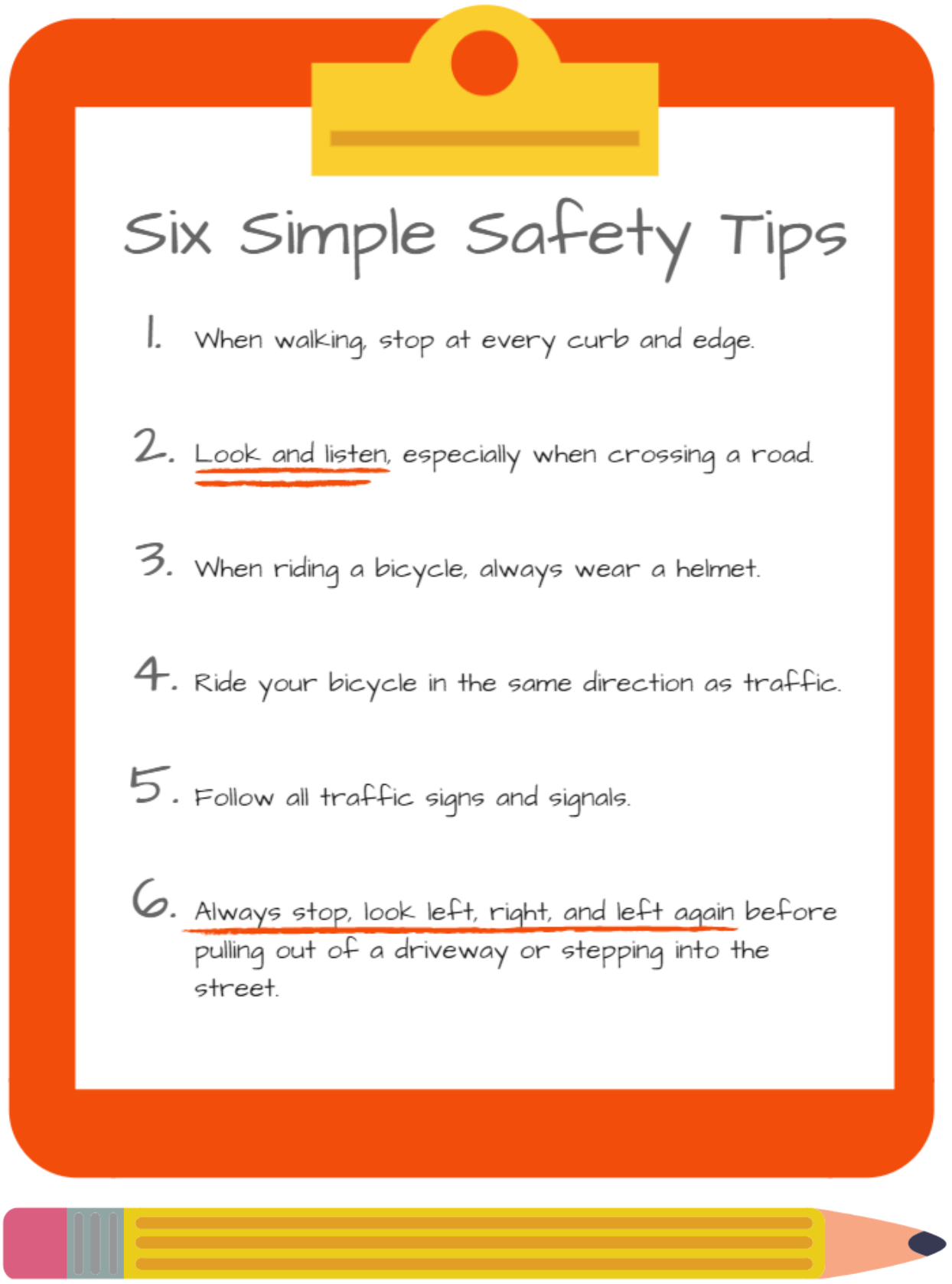


EDUCATION

For students, teachers, and parents alike, education is a key component of a successful Safe Routes to School program. This section will discuss ways to engage each of these groups by highlighting their unique roles.

Bicycle and Pedestrian Education

Teaching students about bicycle and pedestrian safety can be a hands-on way to show them the fun of riding a bicycle or walking to school, and can give them the knowledge and confidence they need to do so. Safe Routes to School education can be done at school in a variety of fashions, including bicycle rodeos and school assemblies, and in a variety of media, including video and text.



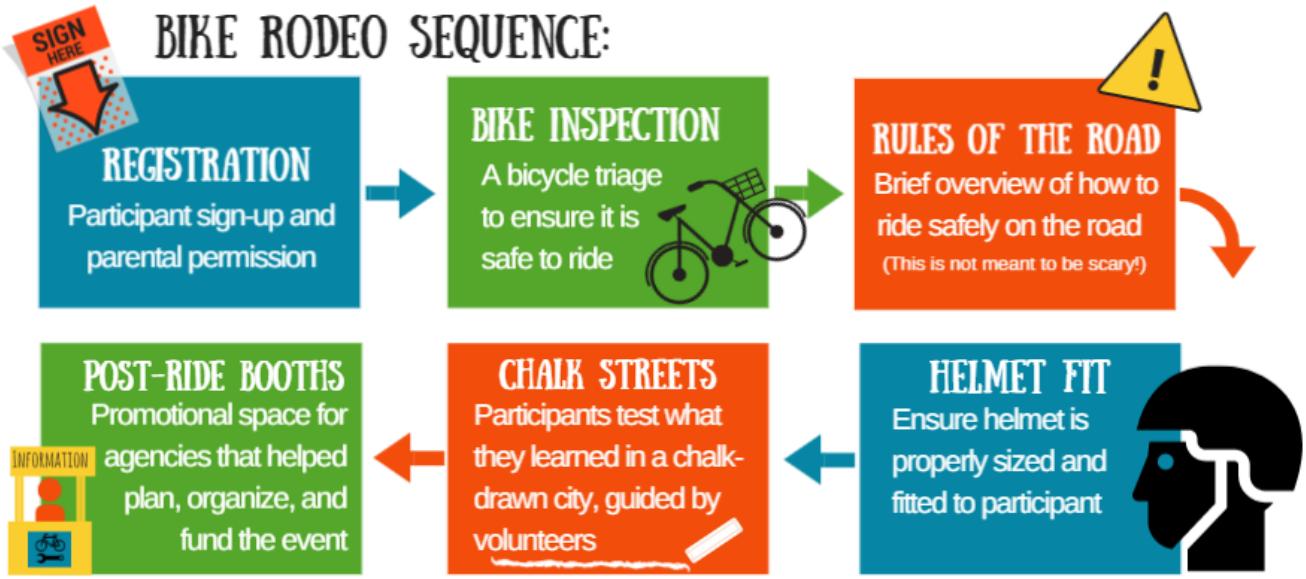
Education materials like this can help students learn and remember the basics of staying safe while walking and bicycling.

Bicycle Rodeos

Figure 1. A volunteer helps a student at the helmet fit station, while a police officer explains the rules of the road at another station. www.pedbikeimages.org / Mike Cynecki

A bicycle rodeo is a brief bicycle safety clinic focused on introducing cycling safety to young people. It is a great way to give students the confidence needed to ride their bicycles to school. Rodeos are typically held by police departments, with help from local bike shops, cycling clubs, and/ or bicycle advocacy groups. If guidance is needed, The Florida Traffic and Bicycle Safety Education Program offers training workshops that can give these community groups the tools they need to educate others on bicycle safety.

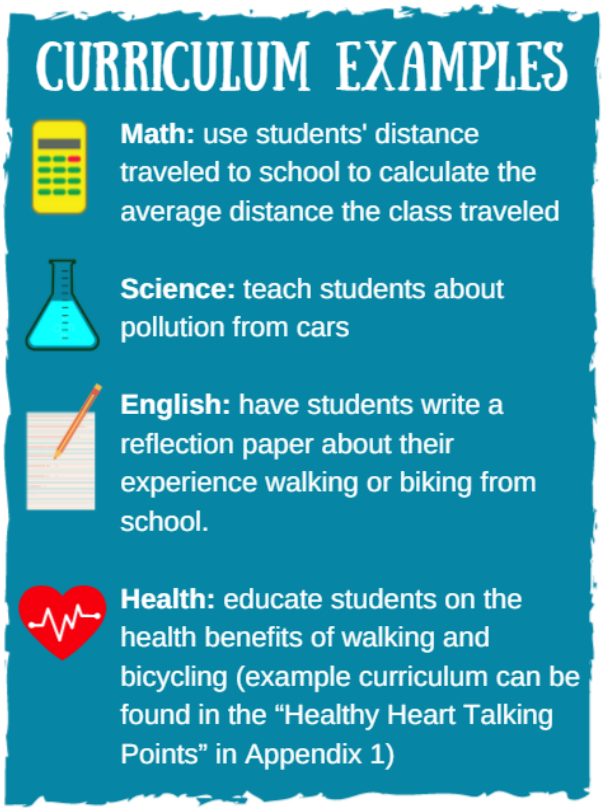
Rodeos typically occur early on in a school's summer break. Bicycle rodeos are not meant to be fully comprehensive bicycle safety courses, but instead a fun way for young people to learn the basics of cycling through doing. In a bicycle rodeo, participants are guided through a sequence of stations, each of which imparting an aspect of safe cycling knowledge. An ideal bicycle rodeo has participants engaged for its entire duration with little to no down time[1]. A typical bicycle rodeo station sequence might include:



More information on bicycle rodeos is available in the Resources section of this guide.

Safe Routes in the Curriculum

Teachers can use their curriculums to educate and inspire students about walking and bicycling. Examples of curriculum integration can be found in the graphic on the right, and sources of materials can be found in the Resources section of this guide.



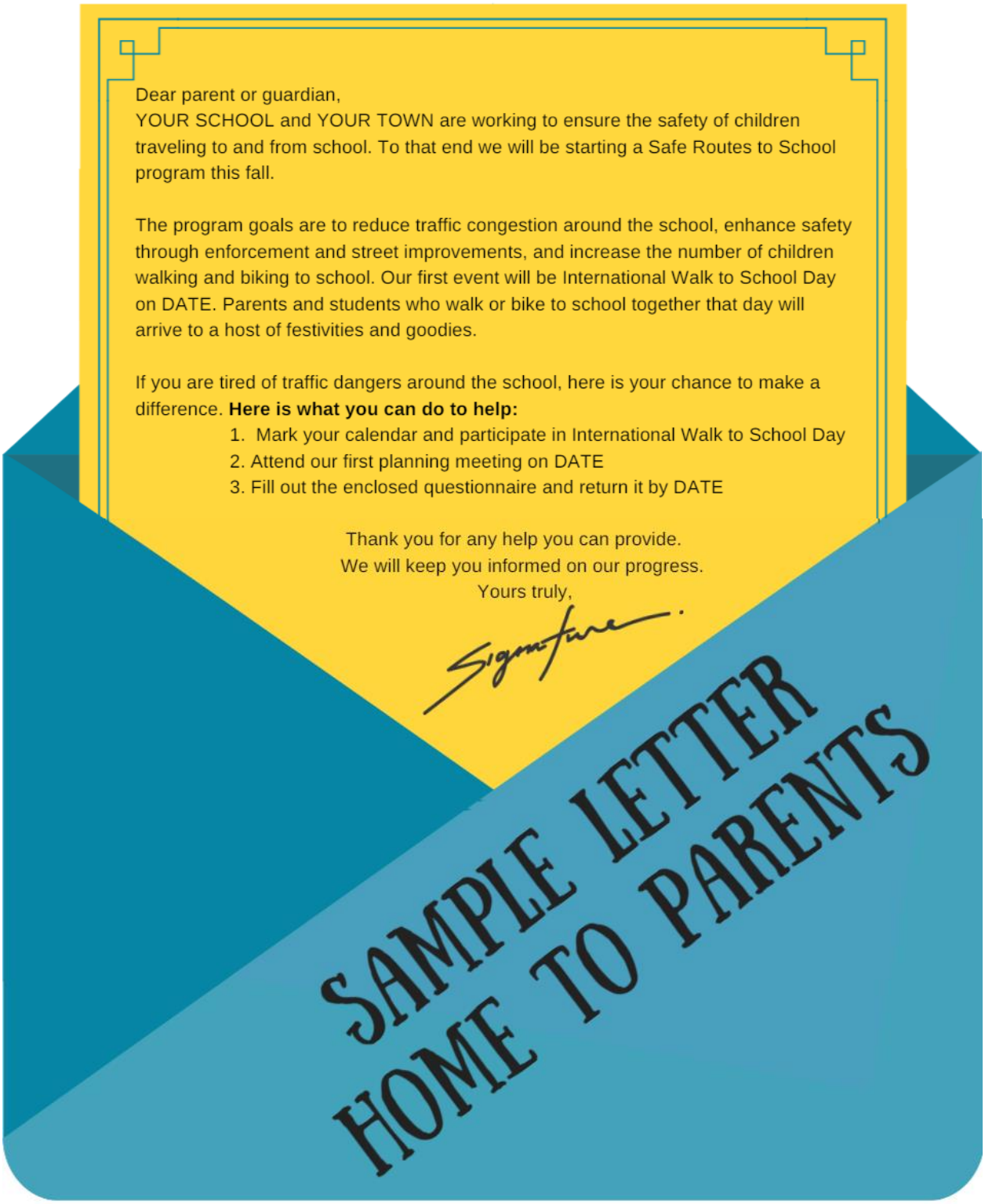
Parents and Guardians

Education should be extended to parents and guardians as well, as they determine whether children are allowed to walk or ride their bicycle to school and can influence children's desire to do so. Parents might initially be skeptical of Safe Routes to School programs. Because of this, it may be beneficial to invite parents to a meeting to explain the purpose, goals, and benefits of the program, as well as address any concerns they may have.

Many parents worry about the safety of their school-age children walking or bicycling to school. It is important to treat these concerns as valid and address solutions. Partnering with local law enforcement to deter unsafe driving and dangerous activities in the school area, implementing programs like the Walking School Bus (discussed in the Encouragement section), and suggesting older siblings walk with their younger siblings are just some of the many ways that potential safety concerns might be addressed.

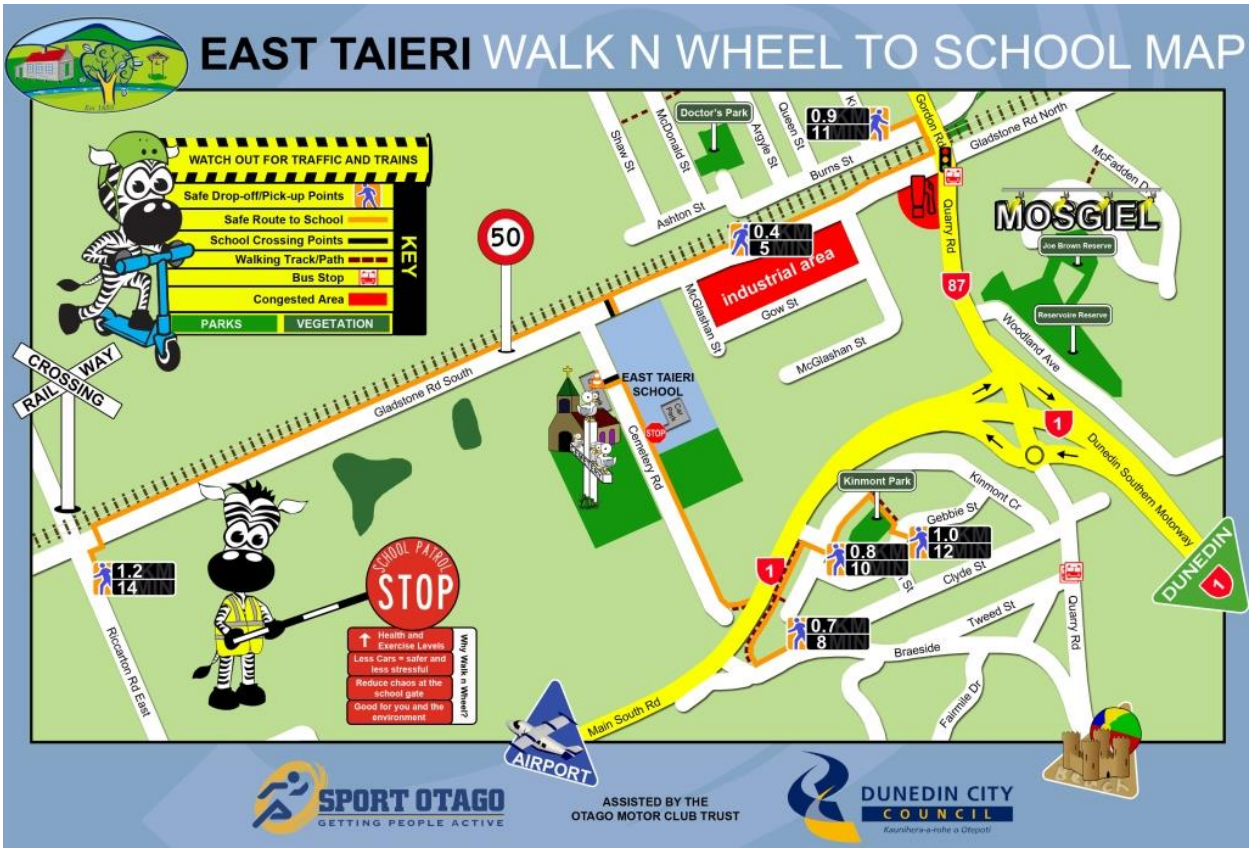
Parents and guardians should be kept informed on opportunities to get involved with the Safe Routes to School Program and kept up to date on plans, events, and changes in school practices.

This can be done via in-person meetings, or via distribution of print or digital material, such as the letter below, or the letter found in Appendix 2:



Additional education that is best distributed online or through print includes route maps that highlight safe routes, dangerous areas, and other hazards. These materials can be sent home with students, posted online, or distributed via email. Below is an example of a Safe Routes to

School route map from East Taieri School in New Zealand. The map highlights good places for students to walk or ride their bicycles, as well as hazards to be wary of.



ENCOURAGEMENT

A Safe Routes to School program needs to be popular with students and other members of the school community for it to build and sustain momentum. Encouragement promotes the Safe Routes to School program by building community buy-in, getting participants excited about walking and bicycling, and rewarding positive habits. Encouragement can take many shapes.

WALKING SCHOOL BUS


University of Salford Press, 2014 (CC 2.0)

In a walking school bus, groups of students are guided by an adult as they walk to school. Walking school buses are very flexible - they can be as unstructured as a group of parents taking turns walking their students to and from school, or as structured as a group of designated chaperones taking turns walking a mapped path with multiple pick-up points on a set schedule. Walking school buses are great for students living outside of walking distance from school, as they can be integrated with remote drop offs.

Further guidance on Walking School Buses can be found in the Resources section of this guide.

BICYCLE TRAINS

Bicycle trains are like walking school buses, but are done riding bicycles. In a bicycle train, students ride their bikes to school in a group led by an adult cyclist. These are slightly more involved than walking school buses and are better suited for older students. These activities can be done both independently and/ or in conjunction with "walk/ bicycle to school days." Like walking school buses, bicycle trains are beneficial for students living further from school, as they can be integrated with remote drop offs.

REMOTE DROP OFF

In the remote drop-off/ pick-up, students are driven most of the way to school and then let off at a designated spot—typically a parking lot-- 0.25-0.5 miles from the school. From that spot, the students are guided to school by a chaperone. These are great for including students that live outside of walking distance from school. Remote drop-off/ pick-up is also helpful in reducing car emissions and amounts of traffic near a school.

Events

Events are great for building and sustaining a community, as well as demonstrating the fun that can be had with a Safe Routes to School program. Events can be one day activities or be ongoing. Events should be treated as special and come with an air of excitement. Some example events include:

Image: Umberto Brayj (CC 2.0)

Walk or Bicycle to School Days:

These events can introduce the idea of walking and/or bicycling to school and are great for kicking off a Safe Routes to School project. Those in charge of the event can coordinate efforts to ensure safe, feasible travel for all participants, as well as set up exhibitions at the school to further present these activities as options. In the lead-up to the event, families can be given materials and instructions on how to safely participate, as well as tips for ensuring success. Walk and/ or Bike to School Day does not have to be a one-off celebration. If the community embraces these events, the day could become a regularly scheduled event. More information on Walk/ Bicycle to School Days is available in the Resources section of this guide. An example Walk and/or Bicycle to School Day invitation can be found in Appendix 4.

Mileage Club Contests: Mileage clubs encourage physical activity by making it fun, competitive, and potentially rewarding. In a mileage club contest, participants compete to see who can log the most miles of walking and/or bicycling. To include students who are unable to walk or bicycle to school, participants may be allowed to accrue miles on the weekend, during recess, or after school. Additionally, mileage club contests could be done in conjunction with remote drop-off procedures. These can be done at the student-vs-student, classroom-vs-classroom, or even school-vs-school level. Whichever participant or team logs the most miles in a certain amount of time wins gifts or prizes. The structure of these events are flexible and can be tailored to local context.

A back to school blitz: The back to school blitz is a multi-day challenge in which familes are given daily checklists that outline different ways to prepare for school. Each checklist focuses on a different aspect of getting ready for the school year. For example, one checklist may focus on organizing supplies, while another may focus on bicycle safety preparendness.

Transportation for America (CC 2.0)

Incentives

Incentives are great for sustaining momentum in a Safe Routes to School project, as they encourage participants to "compete" to be the most physically active. Incentives can take many forms, including prizes, points, or the simple pride of victory. Some example incentives include:

- **Punch Cards:** Punch cards can be used independently or in conjunction with mileage club contests. Every time a student walks or rides their bicycle to school their card is marked. Full punch cards can be exchanged for small gifts or rewards, entered as tickets in a raffle, or used in a variety of other ways.

- **Stickers:** stickers can be used to reward students who complete mileage goals, or simply to encourage students to be excited about Safe Routes to School.

- **Recognition:** recognition is the simple act of letting students know that their walking and bicycling efforts are not going unnoticed. Recognition could be as formal as an announcement at a school assembly or simply a school official personally congratulating a student on a job well done. Recognition can be combined with all other forms of encouragement.

To build excitement for Safe Routes to School, one Florida principal came up with a creative, low-cost reward: The Golden Sneaker Award. To make the Golden Sneaker Award, the principal took an old running shoe, spray-painted it gold, and nailed it to a plaque. Just like that, a sneaker destined for the trash became a priceless trophy for students. The Golden Sneaker Award can be used as a prize for events, such as mileage club contests. Winning classrooms can proudly display it, and seeing it can encourage all students to strive to travel more miles in efforts to get it. The Golden Sneaker Award is one great example of unique, creative ways that schools can get students excited for Safe Routes to School.

More information on Golden Sneaker awards and contests is available in the Resources section of this guide.

Events and incentives are popular forms of encouragement. Combining multiple Encouragement strategies is often done.

Other forms of encouragement

Some forms of encouragement do not fall inside the categories of events or incentives. Nevertheless, they are important.

- **Crossing guards:** The sight of a crossing guard can remind drivers to watch for and yield to pedestrians. This job can be taken on by community members or local law enforcement. Crossing guards can encourage students by improving safety and increasing families' confidence in their children walking or bicycling to school.

- **Student safety patrols**: similar to the crossing guard, student safety patrols can help students and families feel safer and more comfortable walking or riding bicycles. Student safety patrols have the added benefit of getting students involved in the program.

ENFORCEMENT

Enforcement in the Safe Routes to School framework is meant to deter unsafe behaviors and encourage safe sharing of the road. In a sense, it is a form of education. Enforcement begins by determining what needs to be changed. Once the focuses of the enforcement are determined, there are a variety of options for implementation. In planning for enforcement, consideration of county school zone policies is crucial.

CROSSWALK STING

In a crosswalk sting, law enforcement stakes out crosswalks to catch drivers violating rules. This is often done with plain-clothed police officers acting as pedestrians trying to use the crosswalk as cars approach. If a driver is caught violating a crosswalk rule, law enforcement pulls them over and issues them a ticket, ideally educating them on why their actions were against the rules in the process.

Jeweledilion (CC 2.0)

FEEDBACK TRAILERS AND SIGNAGE

Dan Burden

Speed feedback trailers and signage can offer gentle reminders to drivers to consider their speed. Signs can remind drivers to slow down and watch for students in enforced school zones, while feedback trailers can alert drivers to how fast they are going. These methods overlap with the Engineering element.

ENGINEERING

Engineering is a broad term encompassing the design, implementation, operation, and maintenance of roadway infrastructure and traffic control devices. It can be used to increase accessibility and diminish the boundaries preventing students from walking or bicycling to school. Improvements to sidewalks, bike paths, and trails are obvious steps, but less obvious steps include repositioning traffic control devices, improving signage, and incorporating hardscaping, or man-made landscape features, to deter reckless driving. Infrastructure that influences drivers to slow down will reduce the chances of injury to pedestrians and bicyclists, as lower speeds mean better ability to slow down and stop in time. Ideally, this infrastructure should extend beyond the immediate school zone to the entire area within which students may be walking or riding their bicycles to get to school.

Engineering overlaps with the Education element. Engineering is not just about changing the built environment, but also changing the mentality of those inhabiting the built environment. For example, signage and hardscaping can give users cues on safe behavior. This visual education, combined with education techniques and enforcement techniques discussed above, can lead to a community more welcoming to pedestrians and bicyclists.

SIDEWALKS, BIKE PATHS & TRAILS

www.pedbikeimages.org / Laura Sandt

Pictured is a multi-use path in use. Sidewalks, bike paths, and trails give a dedicated space to pedestrians and bicyclists and make them feel safe. Ideally, these elements fit into a wider network and enable students and community members to conveniently, safely, and efficiently walk or bicycle from one location to the next.

TRAFFIC CALMING

Pictured is a speed bump. Traffic calming techniques like this are meant to slow traffic down or divert traffic from a road in order to lower traffic volume in the name of increased safety for road users. These techniques can reduce speeds and discourage dangerous driving near schools.

www.pedbikeimages.org/ Toole Design Group

SIGNAGE AND HARDSCAPING

www.pedbikeimages.org/ Dan Burden

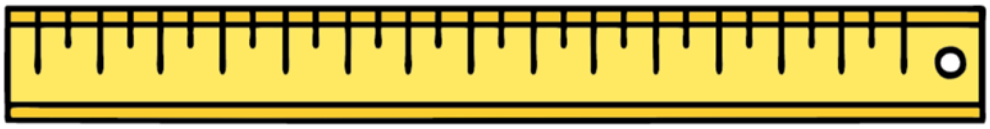
Signage and hardscaping enhance pedestrian and bicyclist safety by increasing driver awareness and encouraging compliance with safe practices. Seeing signage can remind drivers of the presence of students, while hardscaping can give physical indications of where one can and cannot drive. Implementing signage could be a relatively easy action in a Safe Routes to School project.

TRAFFIC CONTROL DEVICES

Pictured is a radar speed limit sign in Granville, NC. Traffic control devices are signs, signals, and markers meant to increase driver awareness. Traffic control devices are meant to draw the driver's eye and alert the driver to safe driving practices or issues related to the road. In the context of Safe Routes to School, traffic control devices can be used to remind drivers that they are in a school zone and in the presence of students.

www.pedbikeimages.org/ Dan Burden

EVALUATION



Evaluation is used in Safe Routes to School projects to measure both successes and shortcomings. Safe Routes to School programs benefit from continuous evaluation. Critically examining ideas before putting them in motion helps make sure that the idea aligns with the program's goals. Assessing projects as they are happening helps keep a project on track. Reviewing the successes and failures of actions helps teams keep track of their progress and learn from past experiences.

SDOT (C.C 2.0)

Surveys

Surveys of students and parents can be used to gather feedback, which helps determine the direction and progress of a project. Surveys can be done in classrooms to determine the number of students walking or bicycling to school and the distances they are travelling. Surveys help determine why parents do or do not allow their students to walk or ride a bicycle to school and what changes might make them more open to the idea. The results of these surveys can be helpful in all of the Five E's. They can also provide a jumping-off point for a task force constructing a plan. Once the plan is in motion, subsequent surveys can help assess if the plan is meeting expectations.

Below is an example parent survey in English. A Spanish version is available in Appendix 5.

Parent Survey About Walking and Biking to School

Dear Parent or Caregiver,

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results.

Thank you for participating in this survey!

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name:

1. What is the grade of the child who brought home this survey? ☐☐ Grade (PK,K,1,2,3…)

2. Is the child who brought home this survey male or female? ☐ Male ☐ Female

3. How many children do you have in Kindergarten through 8th grade? ☐☐

4. What is the street intersection nearest your home? (Provide the names of two intersecting streets)

and

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box.

5. How far does your child live from school?

☐ Less than ¼ mile ☐ ½ mile up to 1 mile ☐ More than 2 miles

☐ ¼ mile up to ½ mile ☐ 1 mile up to 2 miles ☐ Don't know

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box. +

6. On most days, how does your child arrive and leave for school? (Select one choice per column, mark box with X)

Arrive at school	**Leave from school**
☐ Walk	☐ Walk
☐ Bike	☐ Bike
☐ School Bus	☐ School Bus
☐ Family vehicle (only children in your family)	☐ Family vehicle (only children in your family)
☐ Carpool (Children from other families)	☐ Carpool (Children from other families)
☐ Transit (city bus, subway, etc.)	☐ Transit (city bus, subway, etc.)
☐ Other (skateboard, scooter, inline skates, etc.)	☐ Other (skateboard, scooter, inline skates, etc.)

+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box +

7. How long does it normally take your child to get to/from school? (Select one choice per column, mark box with X)

Travel time to school	**Travel time from school**
☐ Less than 5 minutes	☐ Less than 5 minutes
☐ 5 – 10 minutes	☐ 5 – 10 minutes
☐ 11 – 20 minutes	☐ 11 – 20 minutes
☐ More than 20 minutes	☐ More than 20 minutes
☐ Don't know / Not sure	☐ Don't know / Not sure

+ +

8. Has your child asked you for permission to walk or bike to/from school in the last year? ☐ Yes ☐ No

9. At what grade would you allow your child to walk or bike to/from school without an adult?

(Select a grade between PK,K,1,2,3...) ☐☐ grade **(or)** ☐ I would not feel comfortable at any grade

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)

	My child already walks or bikes to/from school		
☐ Distance	☐ Yes	☐ No	☐ Not Sure
☐ Convenience of driving	☐ Yes	☐ No	☐ Not Sure
☐ Time	☐ Yes	☐ No	☐ Not Sure
☐ Child's before or after-school activities	☐ Yes	☐ No	☐ Not Sure
☐ Speed of traffic along route	☐ Yes	☐ No	☐ Not Sure
☐ Amount of traffic along route	☐ Yes	☐ No	☐ Not Sure
☐ Adults to walk or bike with	☐ Yes	☐ No	☐ Not Sure
☐ Sidewalks or pathways	☐ Yes	☐ No	☐ Not Sure
☐ Safety of intersections and crossings	☐ Yes	☐ No	☐ Not Sure
☐ Crossing guards	☐ Yes	☐ No	☐ Not Sure
☐ Violence or crime	☐ Yes	☐ No	☐ Not Sure
☐ Weather or climate	☐ Yes	☐ No	☐ Not Sure

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?

☐ Strongly Encourages ☐ Encourages ☐ Neither ☐ Discourages ☐ Strongly Discourages

13. How much fun is walking or biking to/from school for your child?

☐ Very Fun ☐ Fun ☐ Neutral ☐ Boring ☐ Very Boring

14. How healthy is walking or biking to/from school for your child?

☐ Very Healthy ☐ Healthy ☐ Neutral ☐ Unhealthy ☐ Very Unhealthy

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

15. What is the highest grade or year of school you completed?

☐ Grades 1 through 8 (Elementary)
☐ College 1 to 3 years (Some college or technical school)
☐ Grades 9 through 11 (Some high school)
☐ College 4 years or more (College graduate)
☐ Grade 12 or GED (High school graduate)
☐ Prefer not to answer

16. Please provide any additional comments below.

Via the National Center for Safe Routes to School

Site Assessments

Site assessments and walking audits provide field knowledge on the state of conditions at and around the school, as well as an understanding of the experience of walking or bicycling to school. This baseline of knowledge is beneficial to the engineering and enforcement elements of a program. Site assessments, like surveys, are most helpful when done at multiple points throughout the project to ensure it is on the right track. Site assessments are discussed in greater detail in the next section.

Example School Site Audit Form

The following site audit should be conducted to help determine walking and bicycling conditions on/adjacent to school property. This audit will help the school to discover potential areas for design improvements and increased safety. Members of the School Traffic Safety Team and the Principal should complete the following audit during prime school hours in order to see how students get to and from school. Please take a map of the school grounds with you on the audit for orientation and note taking. If a map is unavailable, please construct one as you go to help you identify areas for improvements later on in the Safe Routes to School process.

Date: _____ Day: _____ Time: _____ Weather Conditions: _____

1. Student Drop-Off Areas	**YES**	**NO**	**NA**
a. Are they designed so that students exiting or entering cars are protected from other vehicles?			
b. Do they have a continuous raised curb separating vehicles from pedestrians?			
c. Are there accessible curb ramps for wheelchair access?			
d. Do the ramps have tactile warning strips or textured concrete?			
e. Are there posted vehicular signs?			
f. Are there posted pedestrian signs?			
g. Is the area lighted?			
h. Does traffic seem to move freely without congestion and backup?			
i. Please describe additional problems within the student drop-off area in the space provided below.			

2. Bus Loading Zones	**YES**	**NO**	**NA**
a. Are bus driveways physically separated from pedestrian and bicycling routes by raised curbs or bollards?			
b. Are bus driveways physically separated from parent pick-up/drop-off areas?			
c. If the buses are "double-stacked" for drop-off/loading areas, are measures taken for safety of students needing to cross in front or behind the bus?			
d. Is traffic in the bus loading zone one-way?			
e. Does the bus zone meet the minimum width of 24' for drop-off/pull-out lanes?			
f. Is there a continuous curb and sidewalk adjacent to the drop-off/loading area leading into the school site?			

g. Is the bus loading/unloading zone lighted?

h. Please describe additional problem areas regarding the bus loading zone in the space provided below.

3. Sidewalks and Bicycle Routes **YES NO NA**

a. Are current pedestrian and bicycle routes separated from motor vehicles by the use of sidewalks or separated pathways?

b. Are the bicycle routes designated by signage?

c. Are marked bicycle lanes present?

d. Are sidewalks and bicycle paths regularly maintained (free of debris, cracks and holes)?

e. Are there accessible ramps for wheelchair access?

f. Are the sidewalks continuous and without gaps?

g. Do the ramps have tactile warning strips or textured concrete?

h. Are the sidewalks lighted?

i. Are the sidewalks used regularly?

j. Please describe additional problem areas regarding the school's sidewalk system and existing bicycle routes in the space provided below.

4. Adjacent Intersections (intersections near school property) **YES NO NA**

a. Are there high volumes of automobile traffic?

b. Are there high volumes of pedestrian traffic?

c. Are there painted crosswalks for all crossing directions?

d. Are there curb ramps located at all adjacent intersections?

e. Is there appropriate vehicle signage?

f. Is there traffic control, such as a stoplight or stop signs?

g. Are there pedestrian walk signals?

h. Please describe additional problem areas regarding these intersections in the space provided below.

5. Sight Distance (clear views between motorists and pedestrians) **YES NO NA**

5. Sight Distance (clear views between motorists and pedestrians) YES NO NA

a. Are desirable sight distances (visibility is free of obstructions) provided at all intersections within the walking zone?

b. Do cars park or wait, blocking the vision of other motorists, bicyclists and pedestrians?

c. Have the placement of fences, walls, dumpsters and the location of parking areas for service vehicles been carefully considered in view of sight distance requirements on the school site?

d. Are there any barriers present that block the viewing of pedestrians and bicyclists (e.g., dumpsters, utility boxes, landscaping, parking areas, ground-mounted signage, building walls)?

e. Please describe additional problem areas that have sight distance obstructions in the space provided below.

6. Traffic Signs, Speed Control, Signals and Pavement Markings YES NO NA

a. Are there any School Advance signs, School Crossing signs, School Speed Limit signs, flashing beacons, and No Parking or No Standing signs?

b. Is there an effective school targeted program of traffic enforcement?

c. Is there a designated school zone?

d. Are there any school pavement markings located on roadways adjacent

to or in the vicinity of the school grounds?

e. Are there currently traffic/speed control measures used, such as different pavement surfaces, non-white paint, speed bumps, and speed tables?

f. Please describe additional information regarding adjacent traffic signs, speed control, signals and pavement markings in the space provided below.

Via the Indiana Safe Routes to School Guidebook

Data Collection

Determining and evaluating the frequency of students walking or bicycling to school can provide a baseline for improvements. A form to assess this can be seen below. This assessment can also provide motivation for the task force to increase the number of students walking or bicycling to school. This data should be collected often and at a reasonable interval.

Safe Routes to School Students Arrival and Departure Tally Sheet

CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY

School Name: | **Teacher's First Name:** | **Teacher's Last Name:**

Grade: (PK,K,1,2,3...) 0 2 | **Monday's Date** (Week count was conducted) M M D D Y Y Y Y | **Number of Students Enrolled in Class:** 1 5

- Please conduct these counts **on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted)**
- **Please do not conduct these counts on Mondays or Fridays.**
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once.
- Ask your students as a group the question "**How did you arrive at school today?**"
- Then, reread each answer choice and record the number of students that raised their hands for each. **Place just one character or number in each box.**
- Follow the same procedure for the question **"How do you plan to leave for home after school?"**
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in each class

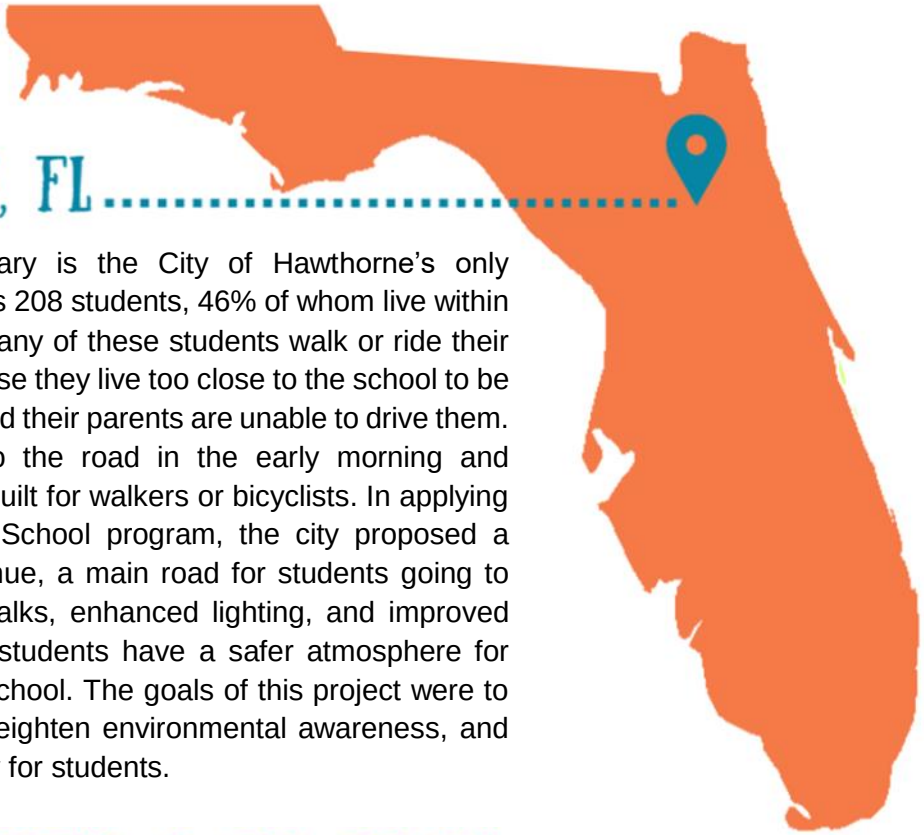
Step 2. **AM** – "**How did you arrive at school today?**" Record the number of hands for each answer. **PM** – "**How do you plan to leave for home after school?**" Record the number of hands for each answer.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM									
Tues. PM									
Wed. AM									
Wed. PM									
Thurs. AM									
Thurs. PM									

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Via National Center for Safe Routes to School

Case Studies



HAWTHORNE, FL

Chester Shell Elementary is the City of Hawthorne's only elementary school. It has 208 students, 46% of whom live within 2 miles of the school. Many of these students walk or ride their bicycles to school because they live too close to the school to be eligible to ride the bus and their parents are unable to drive them. These students take to the road in the early morning and navigate roadways not built for walkers or bicyclists. In applying to the Safe Routes to School program, the city proposed a change to SE 65th Avenue, a main road for students going to school: extended sidewalks, enhanced lighting, and improved crosswalks so that the students have a safer atmosphere for walking or bicycling to school. The goals of this project were to improve traffic safety, heighten environmental awareness, and promote physical activity for students.

HAWTHORNE'S 5 E'S PLAN

Education: The city will participate in education programs through the Florida Traffic and Bicycle Education Program.

Encouragement: The city will encourage students to walk or bicycle to school as part of a healthy, active lifestyle, and work to make walking and bicycling part of the culture. The city also proposed implementing bike and walk to school days and frequent walker/ bicyclist programs.

Enforcement: Prior to applying for Safe Routes to School, the school resource officer and sheriff's office ensured that drivers followed the rules in school zones, and crossing guards directed pedestrians and vehicles for drop off and pick up. However, these enforcement techniques were not employed on SE 65th Avenue.

Engineering: A consultant will be retained by the City.

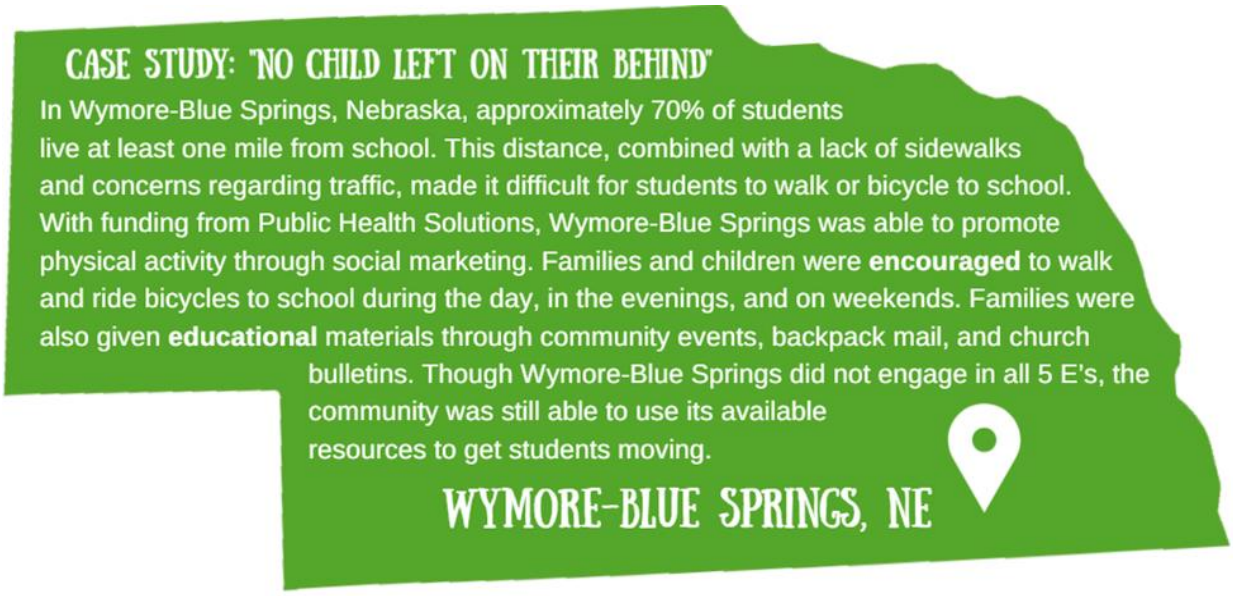
Evaluation: In applying for the Safe Routes to School program, the city proposed a student travel tally and parent survey, with the hope of further evaluation based on the specific initiatives of their Safe Routes to School Committee.

Fort Lauderdale Vision Zero

In 2012, the City of Ft. Lauderdale was found to have the second highest pedestrian fatality rate in the country by the US Department of Transportation's Fatality Analysis Reporting System. Determined to make a change, the City and its residents decided to start their Vision Zero project, with the goal of creating transportation systems with zero crash-related fatalities or serious injuries. While Vision Zero is a distinct program from Safe Routes to School, the two programs both utilize the 5 E's framework:

- Education: The City hopes to teach citizens of all ages and abilities the best practices of safe city street usage, so that the community may share the roads. Vision Zero has multiple education programs in place just for students. One such program is the University of Miami's WalkSafe Program, which works with schools to teach pedestrian safety skills to school-age children through in-class and hands-on lessons.
- Encouragement: The city plans special events, such as Walk to School Days and Family Fun Rides, to get the community excited about walking and bicycling and to demonstrate the possibilities of walking and bicycling
- Enforcement: The city intends to target high-crash corridors and identified speeding zones in order to address unsafe behaviors in a focused way, through emphasis on awareness and education.
- Engineering: The City intends to develop "Complete Streets", which will create safe and convenient environments for all forms of transportation, thus allowing community members to rely less on cars. Traffic calming measures will be put into place and work to slow drivers down, thus creating safer environments for walking and biking students, as well as other members of the community
- Evaluation: The city will collect and analyze data using tools such as the Parent Survey, as well as conduct yearly Neighbor Surveys to determine the success and perception of various strategies.

More information on Fort Lauderdale's Vision Zero program can be found in the Resources section of this guide.



STORY COURTESY OF THE SAFE ROUTES TO SCHOOL NATIONAL PARTNERSHIP

CREATING A SAFE ROUTES TO SCHOOL PLAN

1. Assemble Your Task Force

Schools participating in a Safe Routes to School project can benefit greatly from assembling a team. The purpose of the team is to organize the project, set realistic timelines, and carry out tasks. Assembling a team allows for community participation in the development and implementation of projects and programs and can help build excitement for Safe Routes to School. Having a team with members from many different areas of the community is great for a Safe Routes to School project. Below is an example team:

THE 5 E'S TASK FORCE

EDUCATION

WHO: Principal and teachers from the project's school

TASK: Principals can ensure that Safe Routes to School events are compatible with a school's schedule and curriculum. Having the school principal on board can also help in applying for funding, as a letter of support (such as the example in Appendix 3) can bolster an application. Teachers can incorporate Safe Routes to School into their lesson plans to reinforce the ideas with students. Principals and teachers can also ensure that sidewalks are incorporated into the school site.

ENCOURAGEMENT

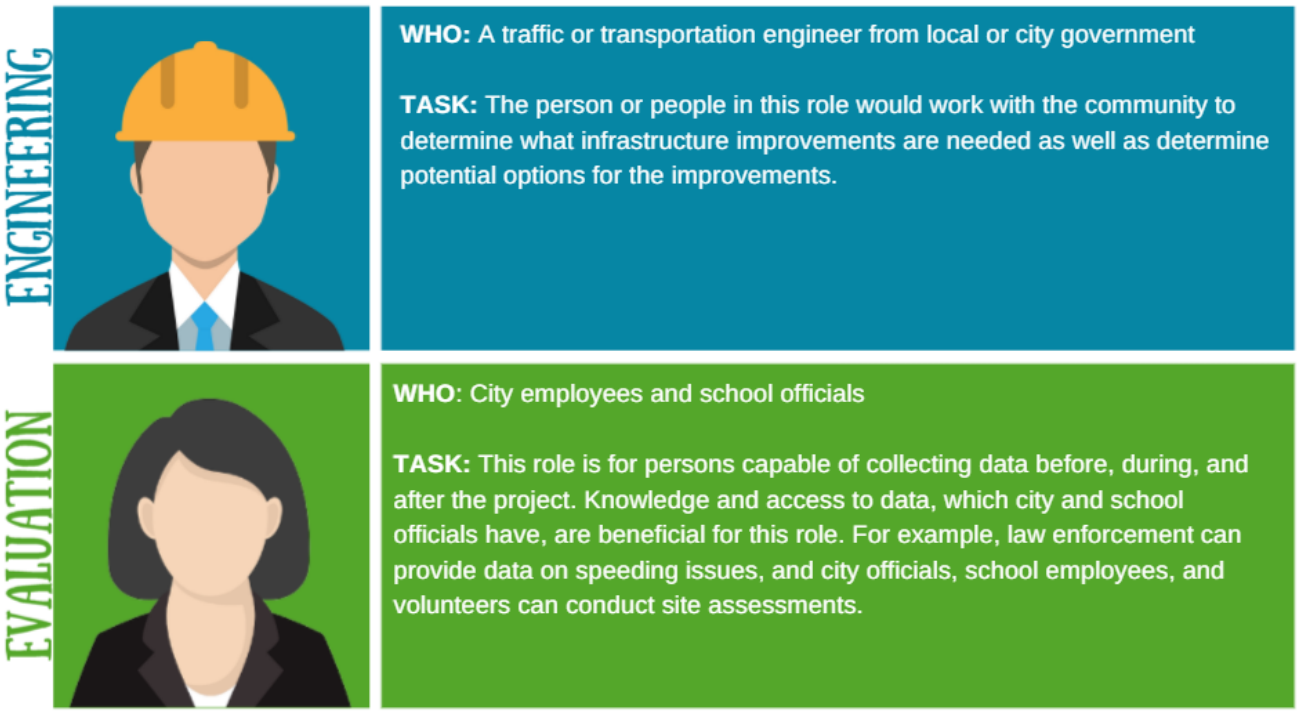
WHO: PTA members and school staff

TASK: PTA members can help organize and run encouragement events. Some events, such as the walking school bus, rely heavily on volunteers, and PTA members can fill that space. Involved PTA members could also encourage other parents to support the Safe Routes to School program, as well as provide local knowledge. School staff can motivate students, remind students about Safe Routes to School events, and, if able, set an example by walking or bicycling to school themselves.

ENFORCEMENT

WHO: Local law enforcement

TASK: The person or people in this role can increase patrol efforts and focus on speeding and other dangerous driving practices in the vicinity of the school.



2. Assess the Existing Conditions, Identify the Issues

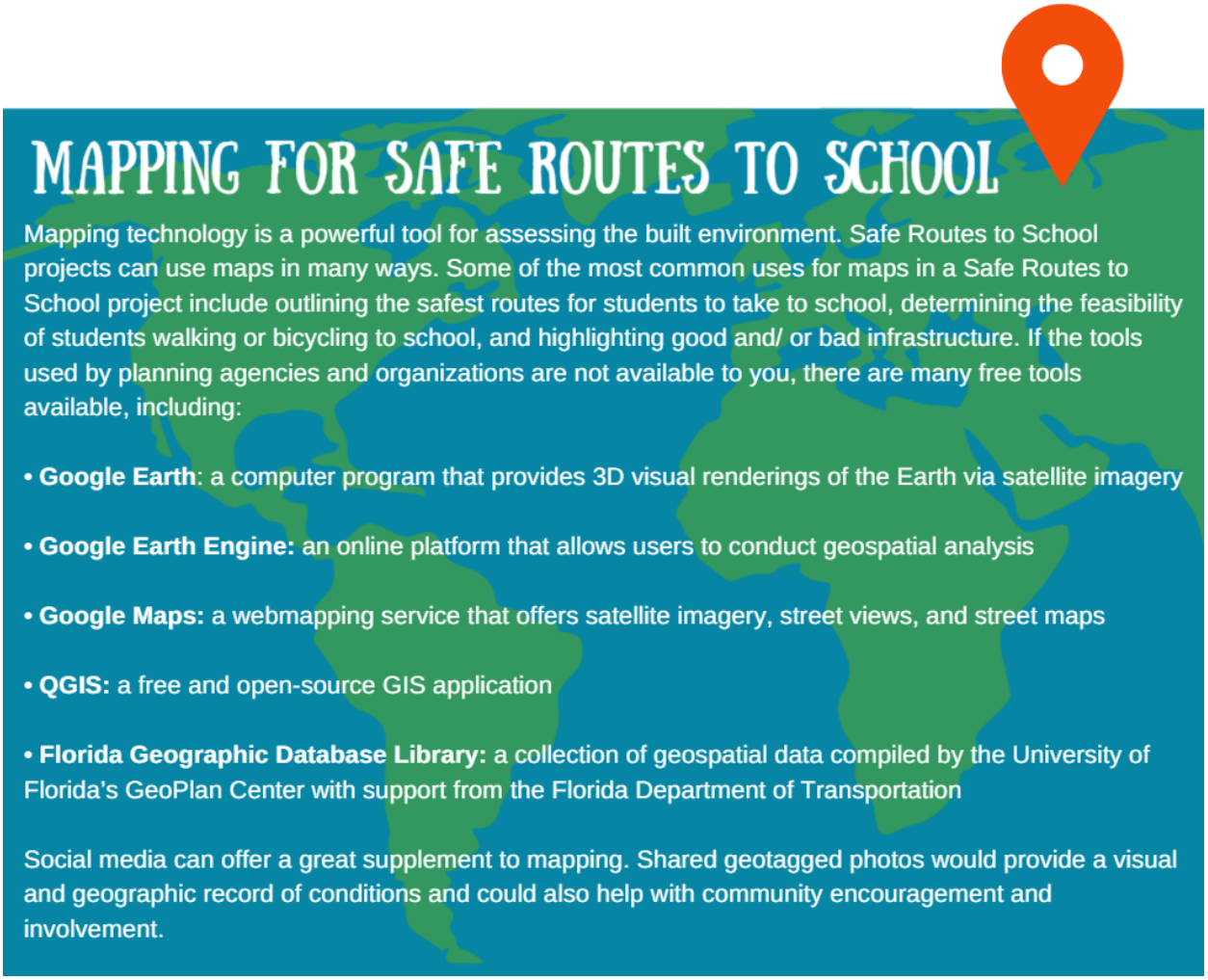
To set the goals of your Safe Routes to School program, the issues that your project will address need to be determined. Prior to conducting assessments, interviewing the community is beneficial for understanding the local context and tailoring the assessments. This can take the form of surveys, which help determine why families use their chosen transportation means, why students do or do not walk or ride a bicycle to school, and what can be done to change attitudes. To help in this, the National Center for Safe Routes to School has developed a parent survey, which can be found in the “Evaluation” section.

Once surveys have been conducted and local context is understood, site assessments can be done. In a site assessment, hazardous walking conditions within 2 miles of the school are identified. Tallies or counts of how many students walk or ride their bicycle to school, as well as the routes they use, are taken. Forms for these tasks can be found in the “Evaluation” section. Security and safety concerns in those areas are noted. Alternative routes are identified, as well as their needed improvements. The results of these assessments can set a baseline to improve upon, and are helpful in filling out Section 4 of the Florida Safe Routes to School Infrastructure Application.

It is beneficial to involve many partners – including adults, neighbors, and students—in this step. Their local knowledge is invaluable, and they can help in conducting certain assessments. This step overlaps heavily with the Evaluation element discussed previously.

The findings from site assessments can be visualized through maps. These maps can show traffic patterns, highlight sidewalks and crosswalks, and identify any issues found during site assessments. There are many possibilities with maps and mapping software, and all of them are helpful in visualizing existing conditions and potential improvements. Technical assistance with

mapping software may be available from a local county or municipal planning agency, or from a metropolitan planning organization assisting with the program. These maps can provide an excellent starting point in identifying the goals and visions of a Safe Routes to School program, as well as encourage the team by visually showing change.



3. Identify Goals and Visions

Once the existing conditions have been assessed and the issues have been identified, it is time to establish a project vision and determine goals that work towards that vision. Every community is unique, and thus every Safe Routes to School program is unique, too. Goals may focus on the education, engineering, enforcement, and/ or encouragement elements. A timeline for these goals should be established. Responsibility for each goal should be assigned to members of the task force. Resources for each goal should be made clear. In pursuing and accomplishing these goals, it is important to check in and evaluate regularly to ensure that goals are still on track and still achieving their intention.

FUNDING

The Safe Routes to School infrastructure program is 100% funded and managed through the Florida Department of Transportation on a cost-reimbursement basis. The Florida Department of Transportation encourages all communities with Safe Routes to School projects to apply for a Florida Safe Routes to School grant. Technical assistance in applying and qualifying for the Safe Routes to School infrastructure grant is offered by the University of Florida's Center for Health and the Built Environment. The Center gives priority to REDI counties and/ or rural communities with established Safe Routes to School project proposals, but all are encouraged to seek help.

Funding and resources are also available for non-infrastructure programs. State-sponsored Safe Routes to School education assistance is provided by the Florida Traffic and Bicycle Safety Education Program, an organization that provides workshops and certificate programs to teachers, law enforcement, and community leaders on traffic and bicycle safety with the mission of reducing the number of injuries and deaths to children from bicycle and pedestrian crashes. The program also offers "Mini-grants" to help school districts with traffic safety education programs. These grants can be put towards maintaining or purchasing equipment for bicycles and pedestrians.

CONCLUSION

The benefits of Safe Routes to School are far-reaching. Enabling students to walk or ride bicycles to school can lead to improvements in students' health, improvements in academic performance, improvements in environmental conditions, and improvements to the community in many other ways. This toolkit is intended to aid the user in successfully bringing a Safe Routes to School program to their community. By using the 5 E's and applying the steps to creating a Safe Routes to School plan to their local context, the user can put their community on a path towards reducing traffic congestion, increasing physical activity for children and young adults, and increasing the number of students walking and bicycling to school.

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5. Vinther, D. “Children who walk to school concentrate better.” Science Nordic, November 30, 2012. http://sciencenordic.com/childrenwho-walk-school-concentrate-better

RESOURCES

For further reading, see:

- Safe Routes to School safety education materials and walking school bus guidance: http://www.floridasrts.com
- The Florida Department of Transportation Safe Routes to School resource website: http://www.srtsfl.org/
- The National Center for Safe Routes to School: http://www.saferoutesinfo.org/
- The Safe Routes to School National Partnership: https://www.saferoutespartnership.org/
- The Safe Routes to School Guide: http://guide.saferoutesinfo.org/index.cfm
- Walk and Bike to School: http://www.walkbiketoschool.org/
- UF Center for Health and the Built Environment Safe Routes to School Technical Assistance Program: https://dcp.ufl.edu/saferoutes/
- Florida Traffic and Bicycle Safety Education Program: http://hhp.ufl.edu/safety/
- An Organizer's Guide to Bicycle Rodeos: http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf
- Golden Sneaker Award Guidebook: http://www.saferoutestoschools.org/SR2Simages/GoldenSneaker-Guide-2010.pdf
- Fort Lauderdale Vision Zero: https://www.fortlauderdale.gov/departments/transportation-and-mobility/transportation-division/vision-zero-fort-lauderdale

APPENDIX 1: Healthy Heart Talking Points

SAFE ROUTES TO SCHOOLS
MARIN COUNTY

Heart Healthy Talking Points

General Health

- "Today's kids may be the first generation in history whose life expectancy is projected to be less than that of their parents." *Dr David Katz, Yale public-health expert*
- New Federal guidelines now recommend that people should exercise at least 30 minutes daily to cut the risk of chronic disease and children should exercise 60 minutes a day. To prevent weight gain it should be 60 minutes and to maintain weight loss, it should be 60 to 90 minutes.

Exercise and Youth

- In most gym classes, kids are aerobically active for just 3 minutes. *Time Magazine June 7 2004*
- In the years that P.E. has declined, the nation has seen big increases in attention deficit disorder and childhood depression. *Time*
- **Walk and Talk** Instead of sitting at the table to do homework, take a walk with your child while practicing spelling words, multiplication tables or geography facts. *U.S. Department of Health and Human Services Centers for Disease Control and Prevention*
- Fewer than one in four children report getting 20 minutes of vigorous activity every day of the week, and less than 25 percent get any type of daily physical activity. At all grade levels, girls, get fewer hours of exercise per week than boys, and as children advance through high school, their level of participation drops off. *Shape the Nation, National Association for Sport and Physical Education NASPE 2001*

Disease Prevention

- Poor diet and physical inactivity could soon overtake tobacco as the leading cause of preventable death in the U.S. *Journal of American Medical Assoc. March 2004*
- Exercising and maintaining a healthful weight when young can delay the onset of breast cancer in women at very high risk of the disease – Women who exercised actively when they were young – even just walking a lot, and maintained a healthful weight through the age of 21 were somewhat protected from breast cancer . *Science Magazine study by the Memorial Sloan-Kettering Cancer Center*

More ☞

Physical Fitness

- Americans run only 25% of all errands by foot, a drop of 42% in the past 20 years. 75% of all trips are less than a mile from home.

- A study recently released by the California Department of Education (CDE) shows a distinct relationship between academic achievement and the physical fitness of California's public school students.

  "This statewide study provides compelling evidence that the physical well-being of students has a direct impact on their ability to achieve academically," said Diane Eastin, State Superintendent of Schools. "We now have the proof we've been looking for: students achieve best when they are physically fit."

- Physical activity is often limited to specific sports or games. In order for children to learn to love physical activity, it is necessary to provide a variety of options so that children can choose the activity they most want to learn and enjoy.

- 70% of children watch at least one hour of TV each day. 35% watch five hours or more. In Marin, 23% of Marin children ages 5-17 spend 3 or more hours on a typical **weekday** watching television or videos, or playing video games on TV. It rises to 47% for **weekend** days where the average is 2.6 hours. *Marin County Health Survey*

Obesity

- 34% of Marin County Children 2-17 are overweight at risk/or are obese. Boys 12-17 have a bigger problem than girls. Hispanic and low income families are particularly at risk. *Marin County Health Survey*
- Being overweight and obsess can lead to Type 2 diabetes, heart disease, and cancer of the colon, breast, uterus, and other cancers. There is an alarming increase in Type 2 diabetes in children.
- Watching less than 10 hours of TV weekly and engaging in brisk walking at least half an hour daily reduced the obesity and diabetes risks by 30 percent and 43 percent respectively. *Journal of American Medical Assoc.*
- For every hour people spend in their cars, they are 6% more likely to be obese. For every ½ mile they walk in a day they are 5% less likely to be obese. If they live in a mixed –use environment (one In which there are shops and services near their homes, they are 7% less likely to be obese. *Survey done in Atlanta, by Lawrence Frank, professor at University of British Columbia.*
- $117 billion a year – total medical tab for illnesses related to obesity – *U.S. Surgeon General*

Compiled by Safe Routes to Schools, a program funded by the Transportation Authority of Marin, and implemented by the Marin County Bicycle Coalition.
P.O. Box 1115, Fairfax, CA 94978
(415) 456-3469
www.safeoutestoschools.org

APPENDIX 2: Letter Home to Parents

SRTS Kick-off meeting Letter

Example Safe Routes to School Task Force Invitation Letter

[Date]

Dear,

You are invited to join [Community or School Name] in starting a Safe Routes to School Program. Safe Routes to School Programs across Indiana and the country have helped create safer walking and bicycling routes near schools so parents/guardians feel comfortable allowing their children to walk and bicycle to school. This allows children to lead more active and healthier lifestyles. It also helps reduce traffic volume and congestion near schools.

Your assistance is needed to start a Safe Routes to School Program here. Join other interested school and community members for an informational meeting on [date] at [time]. The meeting will be held at [location]. For more information and to RSVP, please contact [name] at [phone number] or [email address].

Thanks for your help.

Sincerely,

[Name]

[Address]

APPENDIX 3: Support Letter from Principal

Chester Shell Elementary

21633 SE 65th Avenue Hawthorne, Florida (352) 481-1901

Ms. Sarita Taylor
Safe Routes to School Coordinator
Florida Department of Transportation
605 Suwannee Street MS-17
Tallahassee, FL 33399-0450

Re: Safe Routes to School (SRTS) Application

Dear Ms. Sarita Taylor:

This letter is to express my support for the Safe Routes to Schools (SRTS) application for an infrastructure project at Shell Elementary School in the city of Hawthorne in Alachua County. This project involves the construction of a sidewalk, crosswalks, and lighting on SE 65th Avenue. We see the addition of these improvements as a way to enhance safety for walkers and bikers as they travel to and depart school.

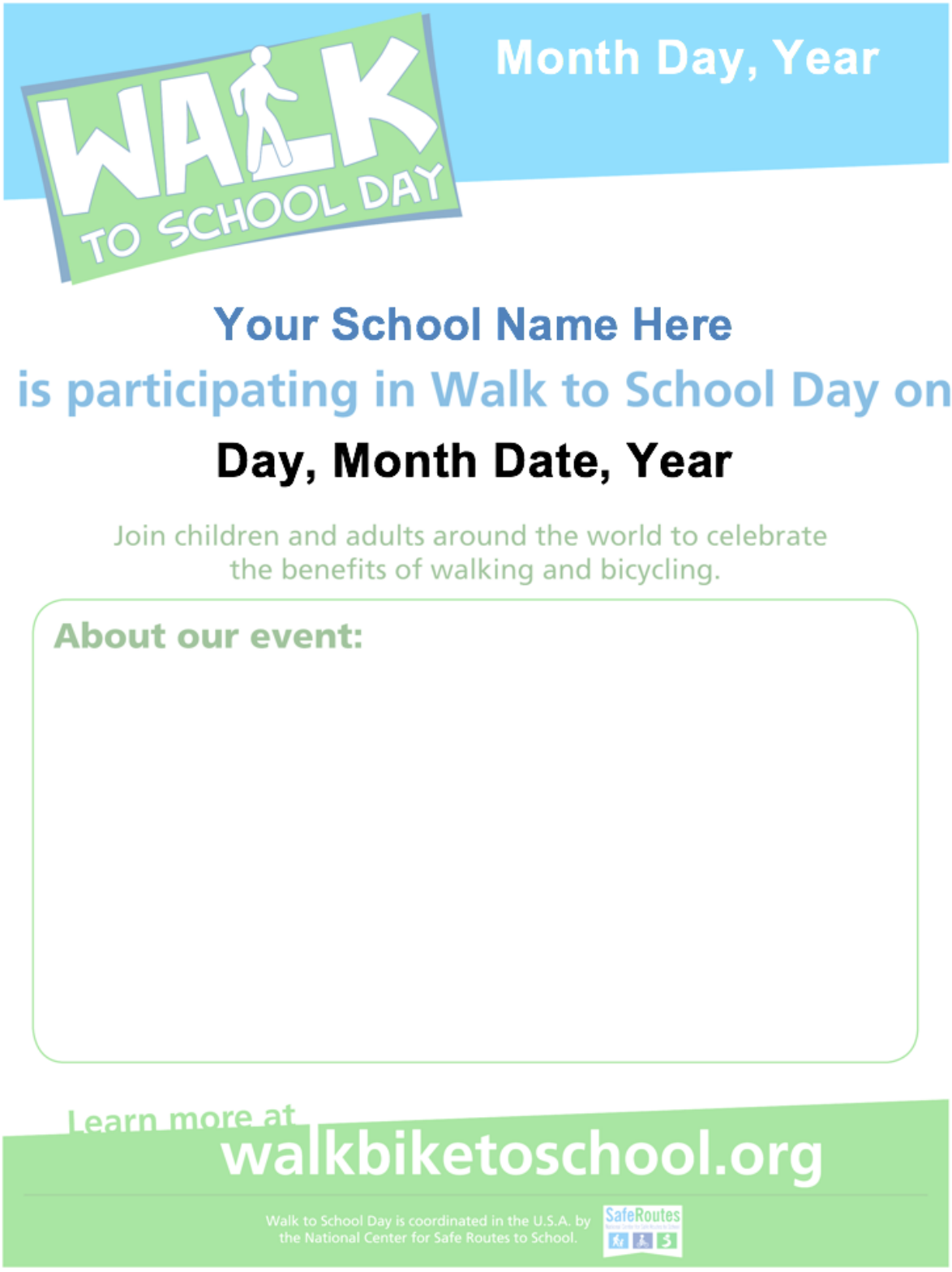
Shell Elementary students arrive to school in a variety of ways, as we serve a large geographic zone. We do have a large portion of students living within walking and biking distance of our school. Many of these students must walk or bike to school as they are too close to the school to be eligible to ride a bus, and their parents are unable to bring them to school. Our bikers and walkers must leave their houses at dawn, making travel on a roadway very unsafe. We serve small children (grades PK-5), and these children should not be forced to share the roadway with motor vehicles. I feel these unsafe conditions make this project ideal for SRTS funding. Please consider our community and its children when making your decision.

Sincerely,

Holly Burton

Holly Burton, Principal
Shell Elementary School

APPENDIX 4: Walk to School Day Invitation/ Proclamation



via Walk & Bike to School

APPENDIX 5: SRTS Parent Survey – Spanish

Encuesta sobre ir caminando o andando en bicicleta a la escuela
- PARA PADRES -

Estimado Padre o Encargado,
La escuela donde su hijo/hija asiste desea saber sus opiniones sobre niños caminando y andando en bicicleta a la escuela. Esta encuesta tomará entre 5 y 10 minutos para completar. Le pedimos a las familias que completen sólo una encuesta por escuela a la que asisten sus niños. Si recibe más de un formulario de la misma escuela, por favor complete solo una encuesta, la del niño que cumpla años en la fecha más próxima al día de hoy.

Después de completar esta encuesta, devuélvala a la escuela a través de su hijo o entréguesela a la maestra. Sus respuestas se mantendrán confidencial y no se asociará su nombre ni el de su hijo a ningún resultado.
¡Gracias por participar en esta encuesta!

+ LETRA MAYUSCULA SOLAMENTE USE TINTA AZUL O NEGRA +

Nombre de la Escuela:

1. ¿En qué grado esta el niño que trajo esta encuesta al hogar? ☐☐ Grado (PK,K,1,2,3…)

2. ¿El niño que trajo a casa la encuesta es niño o niña? ☐ Niño ☐ Niña

3. ¿Cuántos niños tiene usted entre Kindergarten y el 8vo grado? ☐☐

4. ¿Cuál es la intersección más cerca de su casa? (el cruce de las dos calles)

Y

+ ¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X" +

5. ¿A qué distancia vive su niño de la escuela?

☐ Menos de 1/4 milla ☐ media milla hasta 1 milla ☐ Más de 2 millas
☐ Entre 1/4 y ½ milla ☐ Entre 1 y 2 millas ☐ No lo sé

6. La mayoría de los días, ¿cómo va su niño a la escuela y cómo regresa a la casa después de la escuela?

Llega a la escuela	Regresa a casa
☐ Caminando	☐ Caminando
☐ Bicicleta	☐ Bicicleta
☐ Autobús escolar	☐ Autobús escolar
☐ Vehículo de la familia (solo con niños de la familia)	☐ Vehículo de la familia (solo con niños de la familia)
☐ Compartiendo el viaje en auto con niños de otras familias	☐ Compartiendo el viaje en auto con niños de otras familias
☐ Tránsito (autobús de la ciudad, subterráneo, etc.)	☐ Tránsito (autobús de la ciudad, subterráneo, etc.)
☐ Otro (patineta, monopatín, patines, etc.)	☐ Otro (patineta, monopatín, patines, etc.)

+ ¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X" +

7. ¿Cuánto tiempo le toma a su niño para ir y regresar de la escuela? (una respuesta por columna con una "X" en la caja)

Tiempo del recorrido a la escuela	Tiempo del recorrido para llegar a casa
☐ Menos de 5 minutos	☐ Menos de 5 minutos
☐ 5 a 10 minutos	☐ 5 a 10 minutos
☐ 11 a 20 minutos	☐ 11 a 20 minutos
☐ Más de 20 minutos	☐ Más de 20 minutos
☐ No lo sé / No estoy seguro/a	☐ No lo sé / No estoy seguro/a

+ +

8. ¿En el último año, le ha pedido permiso su hijo para caminar o andar en bicicleta hacia o desde la escuela? ☐ Sí ☐ No

`9. ¿En qué grado permitiría que su hijo camine o ande en bicicleta solo a/o de la escuela?

(seleccione un grado entre PK,K,1,2,3…) ☐☐ grado **o** ☐ No me sentiría cómodo/a en ningún grado

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

10. ¿Cuáles de las siguientes situaciones afectaron su decisión de permitir, o no permitir, que su niño camine o ande en bicicleta hacia o desde la escuela? (marque todas las que correspondan)

11. ¿Probablemente dejaría que su hijo caminara o usara la bicicleta para ir a /regresar de la escuela si este problema cambiara o mejorara? (elija una respuesta por línea)

☐ Mi hijo(a) ya viaja a pié o en bicicleta a/desde la escuela

☐ Distancia	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Conveniencia de manejar	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Tiempo	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Actividades antes o después de la escuela	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Velocidad del tránsito en la ruta	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Cantidad de tránsito en la ruta	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Adultos que acompañen a su niño	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Aceras o caminos	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Seguridad de las intersecciones y cruces	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Guardias de cruce peatonal	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Violencia o crimen	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Tiempo o clima	☐ Sí	☐ No	☐ No estoy seguro/a

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

12. En su opinión, ¿cuánto apoyo provée la escuela de su hijo a caminar y usar la bicicleta para ir o regresar de la escuela?

☐ Anima Fuertemente ☐ Anima ☐ Ni uno ni otro ☐ Desalienta ☐ Desalienta Fuertemente

13. ¿Qué tan DIVERTIDO es caminar o andar en bicicleta hacia o desde la escuela para su niño?

☐ Muy Divertido ☐ Divertido ☐ Neutral ☐ Aburrido ☐ Muy Aburrido

14. ¿Qué tan SANO es caminar o andar en bicicleta hacia o desde la escuela para su niño?

☐ Muy Sano ☐ Sano ☐ Neutral ☐ Malsano ☐ Muy Malsano

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

15. ¿Cuál es el grado o el año más alto de educación que usted terminó?

☐ Grados 1 a 8 (Escuela primaria)
☐ Grados 9 a 11 (alguna High School/secundaria)
☐ Grado 12 o GED (graduado High School/secundaria)
☐ Universidad 1 a 3 años (alguna universidad o escuela técnica)
☐ Universidad 4 años o más (graduado de la universidad)
☐ Prefiero no contestar

16. Por favor proporcione comentarios adicionales:

Via the National Center for Safe Routes to School