

Appendix G

Safe Routes to School (SRTS) Toolbox

Appendix G: Safety, Education, and Enforcement Programs



Safety, education, and enforcement programs are vital to the comprehensive integration and success of an active transportation network. Safety, education, and enforcement programs are designed to assist the community to traverse and use new facilities and accommodate all users. The programs also encourage all users to share the road with and be more aware of people walking and people on bike. Recommended safety, education, and enforcement programs to support the ATP are discussed in this chapter.

Due to the prevailing conditions of rural communities, rural residents tend to have fewer safe options for active transportation. In rural areas sidewalks and bicycle lanes are often missing, inadequate and lack connections. Residents in rural areas have less active transportation options to access recreation centers, parks, and community centers, resulting in a highly car-dependent community.

Increasing levels of active modes of travel require both infrastructure and non-infrastructure projects that provide appropriate facilities and promote the use of such facilities. Programs that target maintenance, monitoring, outreach, and collaboration will create more synergy towards increasing the levels of biking and walking.

6.1 Safe Routes to School

Existing Programs

Safe Routes to School Overview

Through a combination of engineering, education, encouragement, enforcement and evaluation strategies, “Safe Routes to School” (SRTS) was developed in the last 10-15 years to address traffic safety, traffic congestion, and air quality issues around schools, while also acknowledging the health benefits of active school travel.

The Federal-aid Safe Routes to School (SRTS) Program was established in August 2005 as part of SAFETEA-LU. This legislation provided funding for State Departments of Transportation to provide guidance and administer SRTS programs.

The SRTS Program was created for the following purposes:

- To enable and encourage children, including those with disabilities, to walk and bike to school.
- To make bicycling and walking to school a safer and more appealing transportation option, in so doing encouraging a healthy and active lifestyle from an early age.
- To facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.

Implementing jurisdictions may adopt initiatives and projects to address one or more of the purposes, but the overall SRTS Program within a State must meet all three. States are expected to create unique approaches within the framework and guidance provided to serve the overall purposes of the SRTS Program.

California was the first state in the country to legislate a Safe Routes to School (SR2S) program with the enactment of AB 1475 in 1999. The Department of Transportation, in partnership with the California Highway Patrol made funding available to local governmental agencies under the SR2S program based upon the results of a statewide competition. The state’s Active Transportation Program combines federal and state transportation programs, including bicycle and safe routes to school initiatives, into a single program.

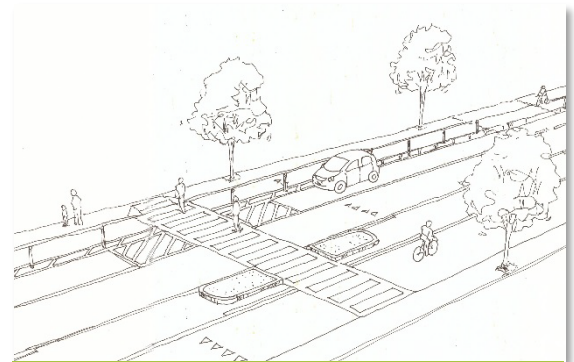
In the County of San Diego, the Regional Safe Routes to School Strategic Plan provides guidance by SANDAG on objectives to make biking and walking to school safer and more desirable transportation option for families throughout the region. The plan identifies a regional strategy to support local communities in establishing new Safe Routes to School programs as well as sustaining and enhancing existing efforts.

Safe Routes to School efforts support the objectives of the Regional Comprehensive Plan, the 2050 Regional Transportation Plan, the Sustainable Communities Strategy, and this ATP to create walkable and bicycle-friendly communities, encourage active transportation to reduce vehicle trips, and improve public health.

Through infrastructure projects and accompanying non-infrastructure programs, the built environment around school sites can be made more accommodating to students and parents who view active transportation modes as viable ways to get to and from school, yet who refrain from doing so due to a perceived lack of safety or education about safe biking and walking.

The "6E's" are an excellent way to conceive of the multi-faceted approach towards implementing Safe Routes to School. These are:

- **Engineering** - The operational and physical changes required to the infrastructure near schools to provide a safer environment for children biking or walking to school
- **Education** - The development of skill sets in children including biking and walking safety skills as well as broadening their horizon to include biking and walking in their mode choice selection
- **Enforcement** - The inclusion of enforcement techniques to improve compliance with traffic laws near schools
- **Encouragement** - The development of neighborhood events to enhance participation in SRTS programs
- **Evaluation** - The evaluation of SRTS program outcomes through data collection and analysis before and after implementation of SRTS projects
- **Equity** - Ensuring that Safe Routes to School initiatives are benefiting all demographic groups



Safe Route to School improvements
are a County priority

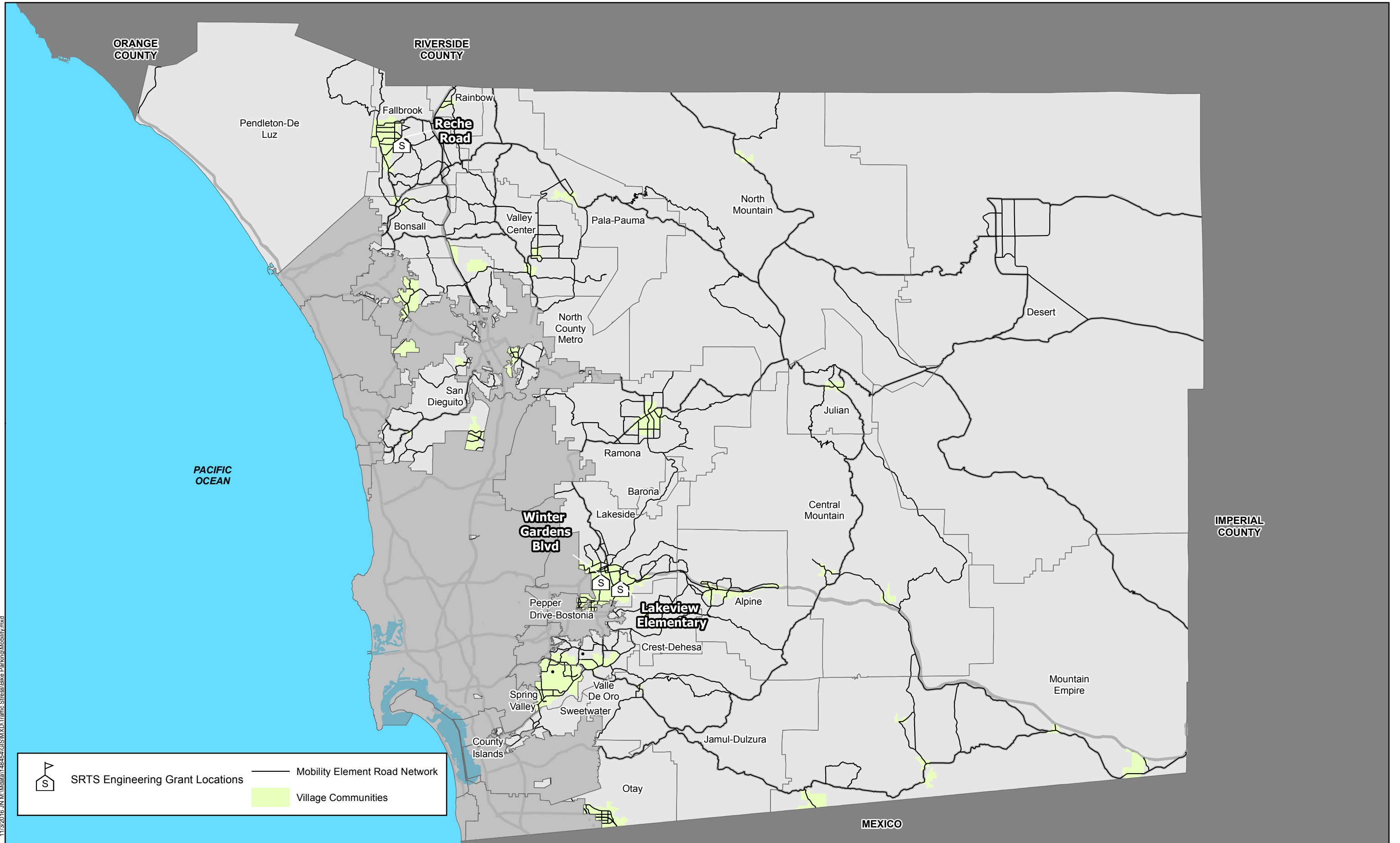
Existing and Previous County SRTS Efforts

The County has pursued SRTS engineering grants through a variety of sources since the inception of the program. A brief overview of successful grant awards can be seen below in **Table 6-1** and **Figure 6-1**.

**TABLE 6-1 COUNTY OF SAN DIEGO
SRTS ENGINEERING GRANTS**

Project Name	Type	Year	Funding Source	Amount	Location
Wintergardens Blvd	Construct sidewalk, curb and gutter, and bike trail	2005	SRTS Cycle 1	\$517,000	Wintergardens Blvd.; Lakeside
Wintergardens Blvd	Construct sidewalk, curb, gutter, curb ramps, driveways, bike lanes, stripes, pavement markings and a traffic signal modification	2011	Highway Safety Improvement Program	\$741,000	Wintergardens Blvd. from Woodside Ave to Lemoncrest Dr ; Lakeside
Lakeview Rd	Construct sidewalk, curb, gutter, curb ramps	2011	SRTS Cycle 3	\$941,300	East side of Lakeview Road adjacent Lakeview Elementary; Lakeside
Reche Road	Construct sidewalks, crosswalk bulb-outs, widened shoulders (bicycle route), curb and gutter, an additional travel lane, and necessary drainage improvements	2014	Active Transportation Program	\$2,760,000	Reche Road between Green Canyon Road and Oak Glade Drive (approximately 2,000 feet) in the area of Live Oak Elementary School and Potter Junior High School; Fallbrook

FIGURE 6-1 COUNTY OF SAN DIEGO SRTS ENGINEERING GRANTS



11/3/2016 11:48:45 AM \\sdc\mdata\148454\GIS\SMXD\Traffic Stress\Bike Parking\Mobility.mxd

	SRTS Engineering Grant Locations		Mobility Element Road Network
	Village Communities		

Challenges and Opportunities of Rural and Unincorporated SRTS Efforts

Common challenges preventing biking and walking in unincorporated areas include:

- Residences are typically more dispersed in rural areas making it necessary to travel longer distances between home and destinations.
- Minimal or non-existent pedestrian and bicycle facilities make biking and walking dangerous, particularly along narrow, winding rural roads or roads with traffic moving at high speed.
- Difficult topography and uninviting walking environments tend to dissuade parents from allowing their children to bicycle or walk.

Example Proposed Programs

It is important to note that while infrastructure and engineering projects can improve safety in the long-term, communities need to include education, encouragement and enforcement strategies, such as safety campaigns, speed feedback monitoring, and increased law enforcement patrols, as potentially less expensive and more immediate ways to address safety.

While implementation of a countywide SRTS program will be dependent on funding availability and school district engagement, the County can build upon existing and regional SRTS efforts in the short-term.

If schools or school districts would like to initiate SRTS efforts before or after receiving funding, they are encouraged to contact the County's Department of Public Works to initiate the process.

SRTS Program Options

The following steps are actions help the unincorporated communities in the County region establish SRTS. The actions can be accomplished with minimal expenditures through structures and organizations already in place.

- **Integrate SRTS considerations into the existing Active Transportation Network.** Projects should be evaluated based on metrics designed to evaluate a project's competitiveness in any SRTS-specific funding sources.

Traditionally, these have included the following:

- i. Amount of children within a half-mile of proposed improvements;
- ii. Percent of children biking or walking or to school currently;
- iii. Percent of students on free or reduced meal programs;
- iv. Zero-vehicle availability of households in school enrollment boundary;
- v. CalEnviroScreen score of the school census tract; and
- vi. Five years of bicycle and pedestrian-related collision histories.

Each of these statistical measures is available from US Census or other sources, and obtainable with a basic understanding of how to access and display the data using GIS, with the exception of ii), which will need to be determined through an appropriate data collection effort (see below and Appendix G).

- Create and maintain a website of existing SRTS resources that could be shared among local school district administrators and staffs seeking to develop a SRTS plan, conduct walk audits, seek guidance on liability concerns, or establish a non-infrastructure SRTS program.
- Facilitate data collection and evaluation efforts among Public Works staff, school sites, volunteers, and other stakeholders
- Work with school district staff and across County departments as needed to encourage coordination on grant applications for planning efforts, walk audits, infrastructure improvements, and non-infrastructure programs.
- Hire a County Safe Routes To School Coordinator.
- Jurisdictions, school districts, schools, and other entities running SRTS programs should collect and report on data, particularly through the standard student hand tallies and parent surveys.
- Continue to host and encourage a series of countywide summits to assemble local SRTS partners to discuss experiences, share best practices, build relationships, and develop technical skills to help

advance Safe Routes to School in the unincorporated areas of the County.

Education Options

The implementation and ongoing funding of bicycle and pedestrian education activities for students is a key factor to teaching lifelong habits of safe behavior. The options below are meant to act as a reference for safe routes to school education implementation strategies.

- Schools may offer regular bicycle safety courses also known as Bike Rodeos, to educate children on how to ride a bicycle, complete a bicycle safety check, and learn the rules of the road for cyclist. Hands-on skill practice provides the opportunity for students to get comfortable safely riding their bike.
- School districts and/or schools may adopt or develop public service announcement materials to promote safe bicycle and pedestrian behavior in the community. Students can also participate in education efforts through the development of a Bicycle and Pedestrian Safety Campaign.
- School districts, and/or schools should incorporate Safe Walking curriculums into the school year's education plan to increase pedestrian safety among students. Several lifelong benefits arise from teaching students about pedestrian laws, rules of road, personal safety, and the opportunity to practice these skills in a simulated streetscape environment.
- Schools can provide transportation focused curriculum that teaches students about the variety of options available and the overall costs and consequences associated with each type of transportation. Many different perspectives can be assessed which may include environmental and/or economic costs. Students can learn about both upfront and operational costs associated with each type of transportation. The curriculum aims to empower students to take action by exploring the use of more sustainable transportation choices like biking and walking in their community.

Enforcement Options

Enforcement is an important component of creating safe routes to school. To help foster a safe environment for students who walk or bike to school, strategies can be

implemented at the regional, school district, and school site level to enforce safe driver, and bicycle and pedestrian behavior. These recommendations are meant to act as a reference for strategies to enforce safety throughout the unincorporated communities, specifically within the school zones and along high priority routes to school. The Sheriff's Department and California Highway Patrol are an important resource to the safety of people walking and people on bike.

The California Highway Safety Patrol can support the success of SRTS in the following ways:

- Provide enforcement operations such as speed control, tickets to drivers for not yielding to pedestrians, warning for student's jaywalking, and enforcement presence during school drop-off and pick-up procedures.
- Utilize trailer feedback signs to provide simple pedestrian and bicycle safety messages during construction zones, back to school week, within high traffic areas and as needed for school events and activities.
- Provide school zone assessments to determine which schools have speeding or other unlawful motorist behavior, and then conduct targeted enforcement activities in a two-mile zone around targeted schools, enforcing speed limits and crosswalk enforcement operations.
- Provide training and supervising of School Safety Patrols in the unincorporated areas of the County.
- Provide assistance to school authorities in selecting the "Suggested Route to School."
- Conduct demonstrations and lectures on pedestrian and bicycle safety and rules of the road, within the limits of available personnel and funding.
- Review location and signing of school bus stops to assist with compliance and demand.

The Sheriff's Department can support SRTS activities in the following way:

- Volunteer Senior Sheriff's Patrol may help with the flow of traffic during pick-up and drop off times in front of school and provide invaluable "eyes on the street" to ensure greater safety for students biking

and walking to school. They are also a great resource for Walk to School Day and community events.

Encouragement Options

This section provides options on encouragement activities that can be implemented at the school district and school site level that promote and encourage students to be physically active and walk or bike to school. These recommendations are meant to act as a reference for strategies to engage students and families in the Safe Routes to School initiative.

- Celebrate International Walk to School Day (W2SD), held annually in October. This is a celebration where millions of people around the world walk to school helping to create safe pedestrian-friendly communities, promote healthier habits and environmental conservation. W2SD is a great way to celebrate, promote and create awareness around walking and physical activity among all students.
- Active4.me is a service that helps to increase the number of students using active transportation to and from school. This data collection tool manages and verifies program effectiveness. Active4.me uses an inexpensive online and barcode technology to track trips to school and compute the impact each trip has on CO₂, gas, dollars, and calories. It also tracks mode share and weather conditions. Each student who chooses to participate is given a unique barcode tag and entered into the active4.me database. Specific information is collected which includes: distance from home to school, their default transportation type, teacher's name, and grade. On program monitoring days, volunteers are present to scans participating student's tag as they arrive at school, collecting the data for that trip.
- Celebrate National Bike to School Day, held annually in May. Implementation of this event is a good way to encourage school sites and families to take part in a national movement.
- Organize a Community or Family Bike Ride. It's a great way to engage families, school staff, elected officials, and sheriffs or highway patrol offices in SRTS encouragement activities. Riding a bike in a group setting gives children and families an opportunity to get comfortable riding on the street.

- The Safe Routes to School National Partnership Fire up Your Feet Challenge is a national contest, usually held in the Spring and Fall. Schools track their physical activity level, whether it is biking or walking to school, time spent in recess or physical education classes, and input it into a website. Schools are then monetarily rewarded for the amount of physical activity their school has collectively logged. This funding can support all school programs that promote youth physical activity, including field trips.
- Hold a Walking School Bus for pedestrians or a Bike Train for cyclists and provide multiple community benefits. Children are picked up from their homes or along a designated Walking School Bus Route with designated “bus stops” at specific times. Parent volunteers help their neighbors who are unable to accompany their children to school. This significantly helps with safety and traffic congestion around schools, and encourages community building and physical activity. A Walking School Bus can be as informal as a few parents alternating to walk or bike with their children to school, but it can also be a well-organized, PTA led effort that involves many members of the school community. Ideally, the program should encourage residents to keep a dependable schedule so that parents can plan accordingly. Some programs may only coordinate drop-offs before school because of multiple after school responsibilities.

Evaluation Options

Data collection will be a key component in supporting the foundation of a regional SRTS program. The County of San Diego should consider providing centralized data collection and analysis for schools in its jurisdictional boundaries, which could entail training and support for data collection, data entry and analysis, and a baseline report.

Ideally, the evaluation would include both schools involved in infrastructure and non-infrastructure SRTS programs, as well as a small number of schools not involved in SRTS programming, as a ‘control’ group.

To maximize effectiveness, these control schools could be baseline schools that would be evaluated prior to receiving SRTS programming.

Conducting bicycle and pedestrian counts allows the County to use observable data to determine how the

roadways within the region currently serve the needs of bicyclists and pedestrians. The County should consider conducting bike and pedestrian counts to establish a baseline and installing permanent bike and pedestrian counters to monitor changes over time.

Having count data will also be effective when applying for grant funding, providing inputs to any demand modeling, and acknowledging biking and walking as a viable mode of transportation.

Equity Options

Several actions can be taken to ensure equity distribution across programs and that disadvantaged communities fully share the benefits of SRTS programs. Equity driven programs address the needs of low-income communities in a way that provides a substantial community asset through infrastructure improvements, bicycle and pedestrian education, while avoiding substantial burdens on the community's resources.

The following benchmarks provide guidance on disadvantaged community qualifications. To ensure equitable program implementation, communities served must meet at least one of the following criteria:

- At least 75% of public school students in the project area are eligible to receive free or reduced-price meals under the National School Lunch Program.
- An area that is among the most disadvantaged 25% in the state according to the CalEPA and based on the California Communities Environmental Health Screening Tool 2.0 scores. The score must be greater than or equal to 36.62.
- The Median Household Income is less than 80% of the statewide median based on the most current Census Tract level data from the 2010-2014 American Community Survey less than \$49,191. Please Note: Communities with a population less than 15,000 may use data at the Census Block Group level. Unincorporated communities may use data at the Census Place level.

Other important factors to ensure equity in the implementation of SRTS programs include:

- An assessment of vehicle availability areas with Zero-vehicle availability of households in school

enrollment boundary would be an indicator of high priority needs.

- Accommodation of language barriers for parents and students by providing bicycle and pedestrian education materials in all necessary languages.

Funding Availability

Non-infrastructure programs, with smaller associated costs, can be much more attainable for individual schools and often these programs can be created even if they are a smaller portion of a larger application. Oftentimes these non-infrastructure programs have immediate impacts on students, and provide school staffs with curriculum-related and health benefits at relatively low cost and levels of effort.

Safe Routes to School projects and programs in the County of San Diego are frequently funded through the following sources:

- Caltrans Active Transportation Program provides funding to state and local agencies for infrastructure and non-infrastructure projects that encourage increased use of active transportation.
- Federal Highway Safety Improvement Program (HSIP) and Transportation Alternative Program both fund SRTS projects. The HSIP is a core federal-aid program of Fixing America's Surface Transportation Act (FAST), with the overall purpose of achieving a significant reduction in fatalities and serious injuries on all public roads. California's Local HSIP focuses on infrastructure projects with nationally recognized crash reduction factors. In June 2012, Congress passed a new transportation bill, MAP-21, Moving Ahead for Progress in the 21st Century that made significant changes to funding for bicycling, walking and Safe Routes to School. Under the new law, Safe Routes to School is combined with the former Transportation Enhancements program and Recreational Trails program into the Transportation Alternatives Program which funds both infrastructure and non-infrastructure projects.
- The TransNet Smart Growth Incentive Program and TransNet Active Transportation Grant Program fund local capital and planning projects that increase opportunities for biking, walking and transit usage throughout the region. The TransNet Smart Growth Incentive Program supports transportation

investments that create more compact, walkable, bikeable and transit-oriented communities. The TransNet Active Transportation Grant Program provides funding for projects that improve safety and prioritize access for people biking and walking.

As of 2015, HSIP no longer accepts non-infrastructure components of SRTS projects and is strictly for infrastructure programs. Safe Routes to School infrastructure projects continue to be eligible under all highway programs, including the Surface Transportation Program (STP), Congestion Mitigation and Air Quality (CMAQ), and the Highway Safety and Infrastructure Program (HSIP). However, new requirements under HSIP require better data-gathering on bicycling and walking crashes and safety. The other two sources allow a mix of both infrastructure and non-infrastructure components, and also allow submissions for either infrastructure or non-infrastructure projects exclusively.

Coordination Framework

Use data-driven processes to identify strong SRTS infrastructure projects using criteria appropriate for the pursuit as noted above. Crash data, school competitiveness, leveraged funding opportunities, and capacity to implement programs should all be considered and reviewed periodically.

Simultaneously, County staff can meet with the candidate schools and other stakeholders to develop and refine a list of supplemental application elements. These stakeholders may include school administrators, parent-teacher organizations, school site committees, community planning groups, health professionals, and law enforcement.

The goal is to build a coalition so that the application process is as coordinated and cohesive as possible. Tasks which should be strongly considered, if not required, for submission include the following:

- **Site Meetings** – Site meetings should be held to inform school stakeholders of the upcoming project, present initial concepts, and help build support for the application and its elements. These can be called as special meetings, although it is often best to ask to appear on a regular agenda of a standing school committee. If desired, a walk audit can also take place to tour the proposed improvement, take photos, and provide all stakeholders with a clear understanding of the conceptual improvements.

- **Non-Motorized counts** – These can be completed by parent volunteers, paid staff, non-profit organizations, or other groups in an effort to document existing activity levels around proposed improvements. Parent surveys and travel tallies from the National Center for Safe Routes to School may be used, although schools are encouraged to use supplemental qualitative measures as well, such as percent of children wearing helmets, riding on the sidewalk, jaywalking, etc. This will help refine the basic count data and lead to a more complete application.
- **Letters of Support** – These can be compiled by parent volunteers, paid staff, non-profit organizations, or other groups in an effort to illustrate the collective importance of the application. School district and elected officials, health organizations, advocacy groups, and other community organizations should all be approached to support the project with a signed letter on company letterhead. Sample letters of support are included in **Appendix G**.
- **Photos** – Ideally, parents or school personnel should take photos of children or parents using the area proposed for improvement. These provide valuable confirmation of the project narrative, and can also be used as a base for photo simulations to show the “after” condition if staff have the technical capability to use a photo editing software program.
- **List of desired non-infrastructure programs** – Oftentimes school sites require relatively little funding to develop or maintain programs similar to those mentioned above. County staff are encouraged to meet with candidate schools develop a list of programs designed to complement the infrastructure project application. Whenever possible, these programs should also have an associated cost developed, not to exceed 5-10% of the total infrastructure project cost.

SRTS Application Roles/Responsibilities Matrix

In an attempt to streamline the application and implementation processes, the following conceptual graphic may prove helpful for stakeholders.

Roles and Responsibilities for Safe Routes to School Project Application Process

Timing from application due date

*3-6 months until
application due date*

*2-3 months until
application due date*

*1 month until
application due date*

**APPLICATION
DUE**

County Public Works

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Identify projects and grant funding source • Target and begin initial outreach with community groups | <ul style="list-style-type: none"> • Begin technical work on applicaiton • Schedule initial meetings with community groups • Develop supplemental data approach | <ul style="list-style-type: none"> • Schedule final community meetings • Collect photos, data, letters of support from community members • Final technical applica-tion effort |
|---|--|---|

Community Members

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • No action needed | <ul style="list-style-type: none"> • Assign teams to support counts, photos, letters of support, non-infrastructure recommendations, etc. and start work | <ul style="list-style-type: none"> • Finalize counts, photos, letters of support, non-infrastructure recommendations, etc. and submit to County |
|--|---|--|

SRTS Toolbox

See **Appendix G** for the following items:

- Student Tally and Parent Survey Forms from National Center
- Supplemental Counts form
- Walk Audit Checklist
- Sample Recruitment Letters for Parent Task Forces
- Sample Suggested Routes to School Maps and Handouts
- Sample Curriculum and PSA ideas
- Sample Letters of Support

6.2 Safety Programs

The proposed ATP improvements will create a safer active transportation network that will serve users of all ages and abilities. However, the facility network can be improved upon with additional safety-focused programs to create the safest possible network possible.

Guidance should be created and equipment acquired in order to maintain clean facilities free of obstructions. All facilities should be street swept at least once a month and pieces of debris that may gather in the gutter of on-road bicycle facilities should be removed manually.

In order to confirm that there is a reduction in the number of people biking and walking being involved collisions, collision monitoring and counts can be conducted by the County of San Diego. This monitoring can be done in areas with high collision histories where a reduction will be more readily seen. If there is not a reduction in collisions over time the County can re-assess and consider additional measures that can help to reduce the potential for conflicts in the area.

The County can work with local libraries, schools, and community centers to create a bicycle safety and Share the Road campaign or day that would inform the community about safe usage practices on bike facilities, especially new facilities, like two-way cycle tracks, and teach people who drive the best practices for sharing the road with people biking.

An example of a successful, ongoing safety program can be found at Lakeview Elementary in Lakeside, where parents, teachers, and school staff members have used non-infrastructure money from a nearby sidewalk infill project to develop and maintain several SRTS programs for students and parents, including regular Walk to School Days, educational classes, and bicycle/pedestrian safety rodeos.

6.3 Enforcement Programs

In order to ensure the safest active transportation and travel environment possible, the County can work with the Sheriff's department in order to create guidance on enforcing proper use of on road active transportation facilities. Guidance should not only be focused on those biking and walking, but also those driving to ensure that drivers are not using bicycle facilities and are complying with the "Three Feet for Safety Act".

6.4 Education and Encouragement Programs

Other programs and events to raise awareness of active transportation in the County of San Diego and encourage community members to utilize the facilities include:

- Celebrating Bike Month, Bike to Work Day, and/or Bike Week,
- Employer-based encouragement programs,
- Creation of a comprehensive bicycle and pedestrian resource website that provides information on active transportation routes and programming, and
- Launch parties or ceremonies for new facilities, especially new types of facilities such as protected bike lanes and intersections.

Safe Routes to School (SRTS) Toolbox

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Safe Routes to School



Toolbox



Safe Routes to School Toolbox

This Toolbox is designed to support the development of Safe Routes to School (SRTS) programs. It provides examples of data collection forms, walk audit materials, sample letters, pedestrian safety curriculum, and suggested route map materials.

The resources below highlight various techniques and tips aimed at getting a SRTS program under way:

- A. Student Tally and Parent Survey Forms from National Center
- B. Supplemental Counts form
- C. Walk Audit Checklist
- D. Sample Recruitment Letters for Parent Task Forces
- E. Sample Suggested Routes to School Maps and Handouts
- F. Sample Curriculum and Walk/Bike to School Day PSA ideas
- G. Sample Letters of support

National Center for SRTS Student In-Class Travel Tally (Page 1 of 1)

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:				
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>					<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>					<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>				
Grade: (PK,K,1,2,3...)		Monday's Date (Week count was conducted)				Number of Students Enrolled in Class:								
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		M M		D D		Y Y Y Y								
<ul style="list-style-type: none"> • 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.														
+										+				

National Center for SRTS Parent Survey (Page 2 of 2) English Version

+		+
<p>8. Has your child asked you for permission to walk or bike to/from school in the last year? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>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...) <input type="text"/> <input type="text"/> grade (or) <input type="checkbox"/> I would not feel comfortable at any grade</p>		
<p>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>		
<p>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)</p> <p><input type="checkbox"/> Distance.....</p> <p><input type="checkbox"/> Convenience of driving.....</p> <p><input type="checkbox"/> Time.....</p> <p><input type="checkbox"/> Child's before or after-school activities.....</p> <p><input type="checkbox"/> Speed of traffic along route.....</p> <p><input type="checkbox"/> Amount of traffic along route.....</p> <p><input type="checkbox"/> Adults to walk or bike with.....</p> <p><input type="checkbox"/> Sidewalks or pathways.....</p> <p><input type="checkbox"/> Safety of intersections and crossings.....</p> <p><input type="checkbox"/> Crossing guards.....</p> <p><input type="checkbox"/> Violence or crime.....</p> <p><input type="checkbox"/> Weather or climate.....</p>	<p>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)</p> <p><input type="checkbox"/> My child already walks or bikes to/from school</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p>	
<p>+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>		
<p>12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?</p> <p><input type="checkbox"/> Strongly Encourages <input type="checkbox"/> Encourages <input type="checkbox"/> Neither <input type="checkbox"/> Discourages <input type="checkbox"/> Strongly Discourages</p>		
<p>13. How much fun is walking or biking to/from school for your child?</p> <p><input type="checkbox"/> Very Fun <input type="checkbox"/> Fun <input type="checkbox"/> Neutral <input type="checkbox"/> Boring <input type="checkbox"/> Very Boring</p>		
<p>14. How healthy is walking or biking to/from school for your child?</p> <p><input type="checkbox"/> Very Healthy <input type="checkbox"/> Healthy <input type="checkbox"/> Neutral <input type="checkbox"/> Unhealthy <input type="checkbox"/> Very Unhealthy</p>		
<p>+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>		
<p>15. What is the highest grade or year of school you completed?</p> <p><input type="checkbox"/> Grades 1 through 8 (Elementary) <input type="checkbox"/> College 1 to 3 years (Some college or technical school)</p> <p><input type="checkbox"/> Grades 9 through 11 (Some high school) <input type="checkbox"/> College 4 years or more (College graduate)</p> <p><input type="checkbox"/> Grade 12 or GED (High school graduate) <input type="checkbox"/> Prefer not to answer</p>		
<p>16. Please provide any additional comments below.</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>		

National Center for SRTS Parent Survey (Page 2 of 2) Spanish Version

+		+
<p>8. ¿En el último año, le ha pedido permiso su hijo para caminar o andar en bicicleta hacia <input type="checkbox"/> Sí <input type="checkbox"/> No o desde la escuela?</p>		
<p>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...) <input type="checkbox"/> <input type="checkbox"/> grado o <input type="checkbox"/> No me sentiría cómodo/a en ningún grado</p>		
<p>¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"</p>		
<p>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)</p>		
<p>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)</p>		
<p><input type="checkbox"/> Mi hijo(a) ya viaja a pie o en bicicleta a/desde la escuela</p>		
<input type="checkbox"/> Distancia.....	<input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a
<input type="checkbox"/> Conveniencia de manejar.....	<input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a
<input type="checkbox"/> Tiempo.....	<input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a
<input type="checkbox"/> Actividades antes o después de la escuela.....	<input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a
<input type="checkbox"/> Velocidad del tránsito en la ruta.....	<input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a
<input type="checkbox"/> Cantidad de tránsito en la ruta.....	<input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a
<input type="checkbox"/> Adultos que acompañen a su niño.....	<input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a
<input type="checkbox"/> Aceras o caminos.....	<input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a
<input type="checkbox"/> Seguridad de las intersecciones y cruces.....	<input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a
<input type="checkbox"/> Guardias de cruce peatonal.....	<input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a
<input type="checkbox"/> Violencia o crimen.....	<input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a
<input type="checkbox"/> Tiempo o clima.....	<input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a
<p>¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"</p>		
<p>12. En su opinión, ¿cuánto apoyo prové e la escuela de su hijo a caminar y usar la bicicleta para ir o regresar de la escuela?</p> <p><input type="checkbox"/> Anima Fuertemente <input type="checkbox"/> Anima <input type="checkbox"/> Ni uno ni otro <input type="checkbox"/> Desalienta <input type="checkbox"/> Desalienta Fuertemente</p>		
<p>13. ¿Qué tan DIVERTIDO es caminar o andar en bicicleta hacia o desde la escuela para su niño?</p> <p><input type="checkbox"/> Muy Divertido <input type="checkbox"/> Divertido <input type="checkbox"/> Neutral <input type="checkbox"/> Aburrido <input type="checkbox"/> Muy Aburrido</p>		
<p>14. ¿Qué tan SANO es caminar o andar en bicicleta hacia o desde la escuela para su niño?</p> <p><input type="checkbox"/> Muy Sano <input type="checkbox"/> Sano <input type="checkbox"/> Neutral <input type="checkbox"/> Malsano <input type="checkbox"/> Muy Malsano</p>		
<p>¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"</p>		
<p>15. ¿Cuál es el grado o el año más alto de educación que usted terminó?</p> <p><input type="checkbox"/> Grados 1 a 8 (Escuela primaria) <input type="checkbox"/> Universidad 1 a 3 años (alguna universidad o escuela técnica)</p> <p><input type="checkbox"/> Grados 9 a 11 (alguna High School/secundaria) <input type="checkbox"/> Universidad 4 años o más (graduado de la universidad)</p> <p><input type="checkbox"/> Grado 12 o GED (graduado High School/secundaria) <input type="checkbox"/> Prefiero no contestar</p>		
<p>16. Por favor proporcione comentarios adicionales:</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>		

Supplemental Counts Form

Bicycle/Pedestrian Data Collection - Screenline Count Form

Date _____ 2014
DAY MONTH YEAR

Location _____ STREET PATH

This Page _____ : _____ AM/PM TO _____ : _____ AM/PM
FROM TO

Count Period _____ : _____ AM/PM TO _____ : _____ AM/PM
START END

Pages _____ OF _____
PAGE TOTAL

Rain YES NO

Bicyclists

Count bicyclists when they cross this imaginary line →

▼ **Make additional marks to count other characteristics**

Female _____
TOTAL

Sidewalk Riding _____
TOTAL

Wrong Way Riding _____
TOTAL

No Helmet _____
TOTAL

Under 16 yrs _____
TOTAL

Over 65 yrs _____
TOTAL

Pedestrians

Count pedestrians when they cross this imaginary line →

▼ **Make additional marks to count other characteristics**

Female _____
TOTAL

Wheelchair/Special Needs _____
TOTAL

Skateboard/Scooter/Skates _____
TOTAL

Under 16 yrs _____
TOTAL

Over 65 yrs _____
TOTAL

Walk Audit Checklist (Page 1)

Walk Audit Checklist | the checklist provides materials to promote, plan, and implement a walk audit.

Walking and bicycling audits identify barriers to students walking or bicycling between home and school. Audits generally require a tour of the “school zone,” which includes the school campus as well as adjacent streets, sidewalks, trails, and crosswalks, within a quarter- to half-mile of campus.

Preparation Checklist

- Determine a date and time for the audit. Work with school staff to reserve a meeting room, with tables/chairs and a projector as needed, for the audit debrief.
- Publicize the audit. Use the Announcement Flier/Email to spread the word to other parents. Email school principals and administrators, school district staff (particularly facilities staff), police officers, local bicycle/pedestrian advocacy groups, and/or neighborhood associations to invite them to the audit.
- Prepare background information to gather necessary data for the base maps. Develop Audit Base Maps to mark up at the audit. Develop a SRTS Presentation if necessary.

The day before the audit, prepare the following materials:

- Sign-In Sheet
- Name tags, markers and pens, clipboards
- Audit Base Maps in small and large format
- Presentation, computer, projector, extension cord
- Cameras (for staff)

Walk Audit Agenda

Audits should be scheduled during the morning arrival and/or afternoon release periods to evaluate activities and conditions during peak school travel demand times.

40min Before the first bell	Walk Audit Overview and Roles Gather stakeholders, give introductions, and plan for observation (identify key locations to observe, split the group up if necessary, discuss previously-identified issues)
20min before the first bell	Observe Issues Observe student drop-off circulation patterns and behaviors (take pictures and notes)
At first bell	Document Issues Gather in front of the school, walk around campus to look at key issues and debrief the observation together
30min after first bell	Discuss Findings Reconvene to mark-up the large maps, discuss potential programmatic activities, etc.
60-90min after first bell	Identify Next Steps Wrap-up discussion

Announcement Flier/Email

Create a flyer for the walk audit event and email, print, and post the flyer around the school to invite stakeholders to the audit. This information can also be featured in the school newsletter, on the school website, and on social media outlets.

Walk Audit Checklist (Page 2)

Infrastructure Checklist

Infrastructure	What to look for
Sidewalks	Continuity, width, surface condition, cross-slopes and driveways, separation from the travel lane, and obstacles (utility/light poles, signs, and vegetation)
School area signs and pavement markings	Presence, placement, and condition
Paths	Formal or informal, surface material
Bike lanes	Continuity, width, presence of on-street parking, speed and volume of traffic, pavement condition
Bicycle parking	Presence, location, visibility, degree of security, and utilization
Drop-off / pick-up areas	Designated areas for pedestrians, bicyclists and motor vehicles, curb paint, and signs
Visibility	Pedestrian lighting, line of sight obstacles (parked cars, vegetation, signs and poles)
Personal safety	Areas with abandoned buildings, unleashed dogs, gang-related graffiti, and known (or suspected) crime or gang activity
Traffic Circulation and Behavior	What to look for
Walking	Crossing locations, jaywalking, sidewalk crowding, and duration of peak activity
Bicycling	On-street and sidewalk riding, wrong-way riding, helmet use
General traffic	Speeding, heavy turning movements, yielding to pedestrians and bicyclists, blocking the intersection
Vehicular drop-off / pick-up	Vehicular progression (motor vehicles and buses), student exiting and entering behavior, illegal and double parking, illegal movements, and duration of peak activity
Street Crossings	What to look for
Traffic signals	Pedestrian signals, pushbutton location and reach distance, signing, countdown feature, accessible
Marked crosswalks	Condition, type, signs, visibility, and whether ramp is contained within crosswalk markings
Curb ramps	Presence at corners, ADA compliant design (tactile domes, ramp and flare slope, level landing area)
Crossing guards	Presence, condition of crossing guard equipment, and level of training/experience

Sample Recruitment Letter for Parent Task Force

[Organization's Name]

[Date]

[Address]

Dear [Parent Name]:

The [School Name] is pleased to invite you, to be a member of the Safe Routes to School (SRTS) Taskforce for [Project Name], a [project description]. The project is funded through [project funding], and is a partnership between [list partners].

The goal of the project is to educate parents and students about the benefits of walking and bicycling to school. Walking and bicycling to school is an excellent way to promote health and academic success.

The Taskforce will serve an important role in the development and success of [project name]. The committee will initially set the direction of the project and meet periodically to review progress, provide input, and guide the project as it moves forward. The first meeting is slated for [Date], where a regular meeting schedule will be agreed upon. Meetings will continue through the end of the project [project end date]. [Lead organization] will provide trainings to the taskforce members on project activities and barriers to walkability, and members will be asked to identify other key individuals and organizations to participate in SRTS activities.

Please indicate your interest and ability to participate as a Taskforce member by contacting [project manager], [school/organization/agency], by phone at [phone number] or by email at [email address] no later than [final submission date].

Check out our project [website/social media] at [website/social media link] for additional information.

Thank you for your time and we look forward to working with you on this important project!

Sincerely,

[Name]

[Organization signature]

Sample Suggested Routes to School Maps and Handouts (Front)

YOU have the power to:

- Help your children be healthy!
- Keep your children safe and prevent them from being hit by a car!

Here are some tips on what your child can do to stay safe:

Safe Walking Tips

BE ALERT. Don't be distracted by cell phones, games, or talking while walking. Be aware of your surroundings.

BE SEEN. Don't assume drivers see you! Make eye contact - especially at intersections and driveways.

BE SAFE. Listen to the crossing guards or the safety patrol. They are there to help you stay safe.

BE PREDICTABLE. Always walk on a sidewalk or path. If there are none, walk facing traffic as far to the left as you can. Never dart out into the street!

BE SMART. Cross at corners and wait your turn at the traffic signal. Don't cross between parked cars, drivers can't see you! Remember, look left, right and then left again before crossing.



For CallFresh information, call 2-1-1. Funded by USDA SNAP. E.O. an equal opportunity provider and employer. Visit www.CaChampionsForChange.net for healthy tips.

Distribution of this flyer does not imply endorsement by the San Marcos Unified School District, its schools or staff, and is distributed in compliance with Federal and state law.

Safe Biking Tips

BE SAFE!

Always wear a helmet and ride on the right side of the road, with traffic.

BE SEEN!

Always make eye contact with drivers; make sure they're paying attention and vehicles are stopped before crossing. At night, use headlights, reflectors and bright clothing.

BE SMART!

Use hand signals to show drivers what direction you are going to turn. Don't forget to stop at red lights and stop signs.

Tips for Parents

It's important to talk about safety early! It takes time and practice for a child to develop the ability to accurately judge the speed, distance and ability to stop of oncoming traffic.

Children may think that if they can see a driver, the driver can see them. Teach your kids the steps on how to cross safely:

- Stop
- Look Left, Right, Left again
- Listen for fast approaching vehicles
- Make eye contact
- Continue looking left and right as you cross the street

Alvin Dunn Elementary School
3697 La Mirada Drive
San Marcos, CA 92078

Alvin Dunn Elementary School

Suggested Routes To School Map



Home of the Dragons
International Baccalaureate World School



Sample Suggested Routes to School Maps and Handouts (Back)

Alvin Dunn Elementary School Suggested Routes to School



Sample Suggested Routes to School Maps and Handouts (Front)

USTED tiene la capacidad de

Mantener a sus hijos sanos y seguros y evitar un atropello con un automóvil. Y recuerde, ¡ir a la escuela a pie y en bicicleta es saludable para los niños y para el medioambiente!

A continuación, encontrará algunos consejos sobre qué puede hacer para que su hijo esté seguro:

Consejos para andar seguros al caminar:

ESTAR ALERTA: no distraerse con teléfonos móviles, juegos o llamadas mientras está caminando. Cuidar sus pertenencias.

HACERSE VER: no asumir que los conductores lo verán. Establecer contacto visual, especialmente en las intersecciones y en los accesos vehiculares.

RESGUARDARSE: escuchar a los guardias de cruce escolar o a los patrulleros de seguridad. Están allí para ayudarlo a permanecer seguro.

SER PREDECIBLE: caminar siempre por la Banqueta o banqueta. En caso de que no haya, caminar de frente a los automóviles lo más a la izquierda posible. Nunca salir corriendo hacia la calle.

SER LISTO: cruzar en las esquinas y esperar su turno hasta que la señal de tráfico lo indique. No cruzar en medio de coches estacionados, ya que los conductores no pueden verlo. Recordar mirar hacia la izquierda, la derecha y nuevamente hacia la izquierda antes de cruzar.



Para información sobre CalFresh, llame al 1-888-9-COMIDA. Financiado por SNAP-Ed del USDA, un proveedor y empleador que ofrece oportunidades equitativas. Para consejos saludables, visite www.CampeonesDelCambio.net.

La difusión de este material no implica el aval del Distrito Escolar Unificado de San Marcos, ni de sus escuelas o personal, y su distribución se realiza conforme a la ley federal y estatal.

Consejos para andar seguro en bicicleta:**¡RESGUARDARSE!**

Utilizar siempre casco y conducir del lado derecho de la carretera, con tráfico.

¡HACERSE VER!

Establecer siempre contacto visual con los conductores, asegurarse de que estén prestando atención y de que los carros frenen antes de cruzar. De noche, utilizar luces delanteras, reflectores y vestimenta de colores brillantes.

¡SER LISTO!

Utilizar señales de mano para indicar a los conductores en qué dirección girará. Recordar respetar los semáforos en rojo y las señales de "stop".

Consejos para padres:

Es importante hablar acerca de la seguridad desde temprano. Lleva tiempo y práctica lograr que un niño desarrolle la capacidad de calcular con precisión la velocidad y la distancia y que pueda frenar cuando los vehículos se aproximan.

Los niños suelen pensar que si ellos pueden ver al conductor, el conductor puede verlos a ellos. Enseñe a sus hijos los pasos para cruzar de manera segura:

1. Pararse
2. Mirar hacia la izquierda, la derecha y otra vez hacia la izquierda
3. Escuchar si hay algún automóvil que se aproxima a gran velocidad
4. Establecer contacto visual
5. Continuar mirando hacia la izquierda y la derecha mientras cruza la calle

Escuela primaria Alvin Dunn Elementary School

3697 La Mirada Drive
San Marcos, CA 92078

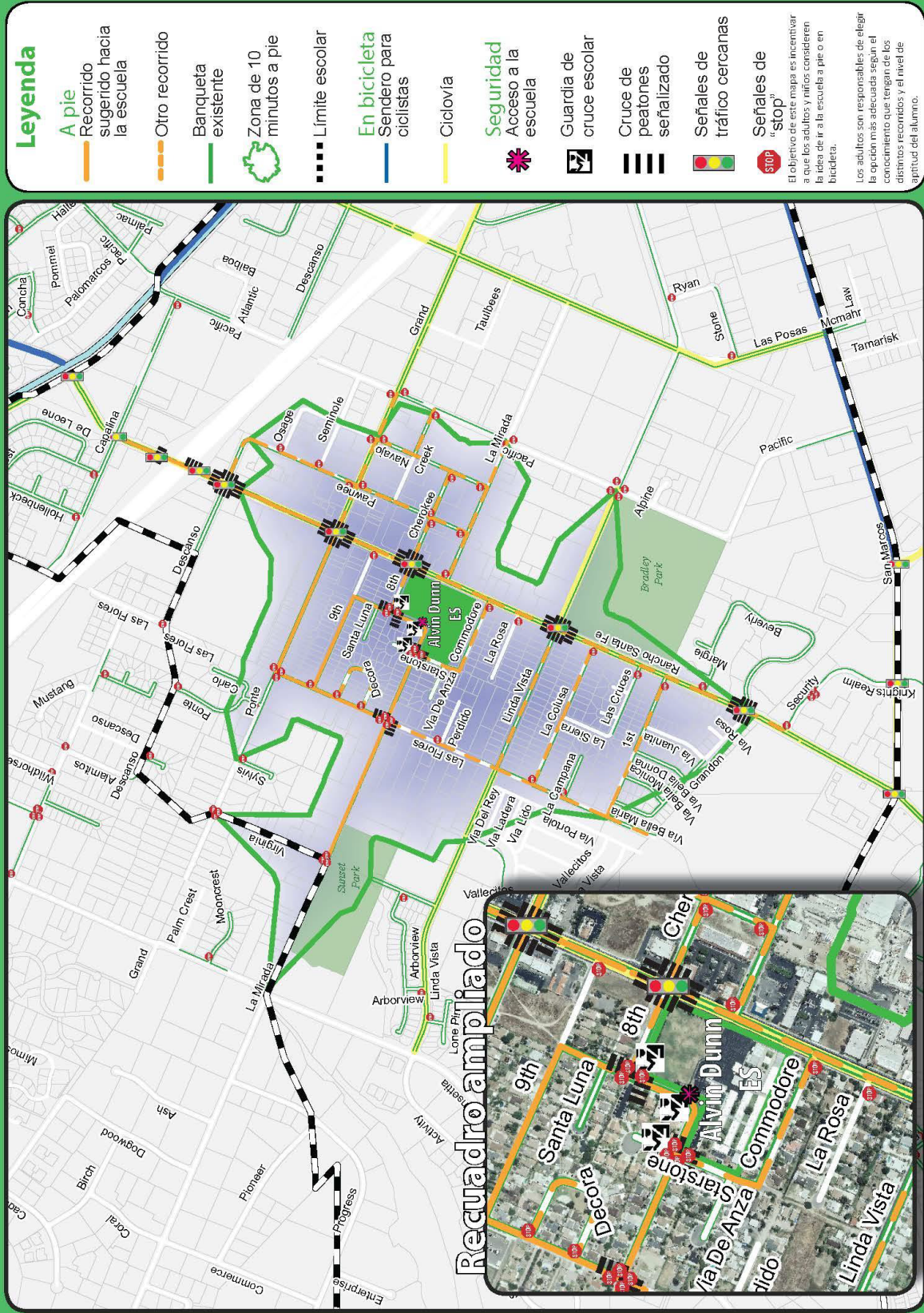
**Escuela Primaria
Alvin Dunn****Mapa de recorridos
sugeridos hacia la escuela****La casa de los Dragones**

Escuela Mundial
Bachillerato Internacional



Sample Suggested Routes to School Maps and Handouts (Back)

Escuela Primaria Alvin Dunn Recorridos sugeridos hacia la escuela



Sample Curriculum | Walk This Way Pedestrian Safety Course Curriculum

Walk This Way Pedestrian Safety Course Curriculum is designed to teach students safe pedestrian behavior.

Instructor notes: Entire class should be seated on the floor facing Safe Town for the beginning portion

Seated Instruction

Introduction

Ask how many children walk to school, to their friends' houses, or to other places

Ask why walking is important (to get places, for good health, for the environment)

Vocabulary

Ask first if they know the word, then explain the concepts if they do not know.

Pedestrian - a person who is walking or in a wheelchair

Sidewalk - a safe place for pedestrians to walk that is away from moving cars

Edge - When crossing the street, the edge is usually the curb, or the side of the road, and it is the line between being safe and being in danger.

Discussion: Think about your desk in class. Where is the edge of the desk? What happens to a pencil when it goes off the edge?

Intersection - a place where two streets cross each other

Crosswalk - marked (painted) lines across the street that tell walkers where to cross the street

Visual Barrier (obstructed view) – an object that is not moving and that you cannot see past

Safe Walking Principles/Laws

Review these with students. Can be done by instructor (or a volunteer) demonstrating the correct safe walking principle/law or by doing it the wrong way and discussing it with the group why it was incorrect.

- Walk on the sidewalk, if there is one, it is a safe place separated from vehicles
- When there is no sidewalk, walk on the left side of the street, as far left as possible, facing traffic so that drivers can see you

Demonstrate in Safe Town – have a volunteer walk on the left side as if there is no sidewalk and an instructor drive a car making eye contact to show it's easier to see and be seen on the left side if there's no sidewalk

- If under age 10, students must walk with an adult or older child and should not walk alone until their parents/guardians say it's okay
- Obey all traffic signals and signs, including stopping at stop signs and waiting to make sure it is safe to cross
- Wear bright clothing, even during the day, to make it easier for drivers to see you
- Choose two volunteers – one with dark clothes and one with bright clothes to show the difference
- Make eye contact with drivers before crossing the street
- Walk in a straight line across the street, do not run and do not cross diagonally
- Do not be distracted by headphones, cell phones, games, or other people while crossing the street
- Be predictable! (Q: Does anyone know what the word predictable means? A: It means that a driver will know what you are going to do next – or they will know what to expect.)

Sample Curriculum | Continued

Crossing Safely – How to Cross

Ask who knows the steps to crossing the street safely? What is the very first thing we do?

Call on volunteers to answer questions and help demonstrate the steps. Make physical motions for each of the steps that kids can mimic.

- Stop at the edge of the sidewalk
- Look left, right, and left again and also behind you (over your shoulder) if you are at an intersection

Q: Why do you think we look left first and then left again before crossing?

A: Because cars come from the left and they will reach us before the cars to our right will

Q: Why do you think we look over our shoulder at an intersection?

A: Because cars maybe turning toward you from behind as you are crossing away from them

Listen for emergency vehicles and fast cars that may be coming around the corner or over a hill that we can't see yet

Q: Has anyone ever heard something before they actually saw it?

- Look behind you and make eye contact with drivers to make sure they see you and are stopping to let you cross. Just because you see the driver doesn't mean the driver sees you!
- Cross safely continuing to look left and right until you have finished crossing. If you are waiting to cross and there is a car coming, wait until the car passes and then begin looking left right left again, waiting until it is safe to cross.

Review the steps: 1. Stop, 2. Look, 3. Listen, 4. Make Eye Contact, and continue looking left and right as you cross

Crossing Safely – Where to Cross

Now we know to stop, look, listen, and make eye contact before crossing the street, but do we know where we should cross?

We have two favorite places to cross; does anyone know where they are?

- Crosswalk – a marked place on the street for pedestrians
- Intersection (corner) – never cross in the middle of the street where there is no corner or crosswalk. Drivers are not expecting pedestrians to cross there and we like to be predictable!

Q: Does anyone know what the word predictable means?

A: It means that a driver will know what you are going to do next – or they will know what to expect.

Visual Barriers

Sometimes when you are standing at the edge trying to cross, there may be objects in the way that block you from seeing cars that are coming and block drivers from seeing you. You cannot cross the street safely if you cannot see what may be coming and drivers cannot see that you're trying to cross.

Q: What are some examples of visual barriers that could make it unsafe to cross?

A: Cars that are parked on the street, bushes that are overgrown or trash cans in the street

Use the Sneak-a-Peek technique to cross safely (also called the Lean and Peek or Second Edge)

Have 3 student volunteers line up as a parked car and a fourth student trying to cross and explain/demonstrate the sneak-a-peek technique: If there is a visual barrier that is not moving, move to the outer edge of the barrier and stop at this second edge, lean just past the barrier to look if a vehicle is approaching.

Complete all steps for crossing again – Look left, right and left again, listen, eye contact, and then begin crossing when it is safe.

Sample Curriculum | Continued

Stop Sign Intersection

Instructor notes: Students will begin at the stop sign intersection with the rest of Safe Town in front of them and will be crossing to the left side of the street in these scenarios. This station covers choosing the best route, choosing safety over instincts/peer pressure, and remembering all the steps with drivers present.

Scenarios

You want to go to [name of building diagonally across intersection]. How do you cross to get there safely?
[Student should cross at the two crosswalks and not walk diagonally across the intersection]

Instruct the student(s) who just crossed the street to begin calling their friend to “hurry up” and come meet them.

[Instructor can either tell the student to dart across the street and ask the others if this is a good idea/bad idea or let the student decide. Discuss with students what to do when they’re experiencing similar types of peer pressure to dart out into the street.]

Instructor and a student are playing ball and it rolls into the street. What do you do?

[Instructor can either tell the student to run after it or let the student decide what to do. Students under 10 should wait for an adult to retrieve it for them. Older students should not run immediately after the ball, but stop, look, and listen, and when it is safe, cross into the street to retrieve the ball.]

Instructor is a car and is approaching the intersection with a student trying to cross at the crosswalk.

[Make sure the student follows all steps and makes eye contact with the driver before crossing. Emphasize right-of-way rules and the fact that drivers do not always yield to pedestrians even in the crosswalk. Do this a few times with different students, varying between stopping for the student, being a distracted driver, and not stopping for the student.]

Sample Curriculum | Continued

Mid-block Marked Crosswalk

Instructor notes: Students will be crossing from the left side of the street to the right side toward the house with a garage and the game store in these scenarios. This station covers the Sneak-A-Peek technique, crossing around driveways/parked cars, and where to walk when there is no sidewalk.

Scenarios

(Beginning on the left side where the school is located) Where do you cross to get to the game store on the other side?

[At the marked crosswalk.]

Before students begin trying to cross, have 2-3 students line up in the street acting as a parked car (visual barrier) while the other students cross the street. Instructor will be a moving car hidden by the parked car.

[Students must stop and look at the first edge (sidewalk) and then again at the second edge of the 'parked car' before crossing the street. Students should use the sneak-a-peek technique and make eye contact with the driver before crossing.]

(When students cross at the mid-block crosswalk, it leads them to garage on the other side of the street) What do you do when you're walking past a garage or driveway?

Q: Do you just keep walking or is it like crossing the street?

A: It is like crossing the street with cars coming from two directions

Q: If there is a car in the driveway, how can you tell if the parked car might move?

A: There is a person in the car, you can see lights (brake lights, white reverse lights, headlights), hear engine sounds, or see exhaust from the rear.

Steps to cross safely at a driveway (demonstrate with students):

- Stop at the edge of the driveway
- Look at any parked cars for signs that they may move
- Look left and right at the driveway and at the street to see if cars are coming from either direction
- If no cars are coming and no car is moving, then proceed across the driveway
- If someone is in the parked car, STOP and wait to see if they move or if they SEE you and will let you cross
- Do not continue walking if the driver has not seen you (Emphasize making eye contact and waiting for a signal that drivers see you and are yielding to you)

(After walking past the driveway, students walk toward the game store where there is a missing segment of sidewalk.) What does this look like to you? What should we do?

[Walk on the left side of the street facing traffic when there is no sidewalk.]

Choose one student to demonstrate why the left side is safer. Instructor is a car and the student first walks on the right side where they currently are and then crosses over to the left side and walks facing the car, making eye contact

Sample Curriculum | Continued

Traffic Signal Intersection

Instructor notes: This station covers traffic signals for drivers and pedestrians, the importance of looking behind you when crossing at an intersection, and the need to still follow all of the steps even when the signal indicates it is your turn to cross. Review the following first:

Traffic Signals

Who knows what the signals mean? (Point to the traffic light as you discuss)

- Discuss red, yellow, green and the pedestrian symbols.
- WALK” or “Walking Person” symbol
- Okay to cross the intersection, after stopping looking and listening
- Flashing “Upraised Hand” symbol (blinking red hand)
- Do not begin to cross the street at this time
- If you are already in the intersection, continue to the other side or to a safety zone
- Steady “DON’T WALK” or “Upraised Hand” symbol (solid red hand)
- Do not start crossing the street, wait for the Walking Person symbol. You should not be in the street when this is showing.
- Pedestrian Push Button: sometimes there is a button on the corner for walkers to push to change the signal from the Red Hand to the Walking Man.

When you push the button, will the signal change right away so you can cross?

Scenarios

Pedestrian Push Button: choose one student to be the push button and one student to change the pedestrian signal from Don’t Walk to Walk (at your direction). Have students push the button and cross, testing them to see if they remember all of the steps.

[After pushing the button, students must wait for the traffic signal to change to the Walk symbol and then follow all steps to cross safely. Do not give direction to the first group. Instead, wait to see if they still stop look and listen before crossing. Have a discussion based on the students’ actions.]

Student approaches when the ‘Don’t Walk’ symbol is already blinking. Instruct the student who is moving the sign to flash or blink their hand.

[Option 1: Tell the student to begin crossing and ask the other students if this is a good idea or bad idea.

[Option 2: Test the student going through the simulation to see if he/she begins to cross or knows to wait for the next Walk cycle.]

Car turning right at a signalized intersection. Instructor is a car coming from behind the students, turning right at the intersection and the walk symbol is showing. Instruct the student to begin crossing, while the car turns right into the pedestrian.

[Discuss with students that when pedestrians get the Walk signal, cars going the same direction also get a green light, leading to potential conflicts if the car is turning and the pedestrian and driver are not paying attention. Continue until all students have crossed.]

WRAP UP

At the end of the class, ask students the following questions:

- What are the 5 steps to crossing safely?
- Should we cross with earbuds in our ears?
- Will you use what you learned when you’re out walking in the real world?
- Do you know the best part of this class? Now that you know how to be a safe walker, you can remind others (parents, older siblings, etc.) how to walk safely if you see them not following the steps!

Sample Walk/Bike to School Day Ideas

1. Send out Walk and Bike to School Day Announcements and Flyers
2. Engage PTO, ELAC, or staff to recruit three or four volunteers to help with handing out raffle tickets to walking students for the Walk and Bike to School Day (WBTS) Bike Giveaway.
3. Provide Walk and Bike to School Day messaging on the marquee
 - Example: [School Name] Walk and Bike to School Day! Join us for Walk and Bike to School Day! [Date]
4. The week of [date that is one or two weeks prior to the event] encourage students in student leadership groups/after school programs/ASB to create Walk and Bike to School Day posters and banners to promote the event around the school.
5. Hang posters and banners around the school entrance the week of the event.
6. Encourage students to walk and bike with their posters on WBTS.
7. Posters and banners may include pedestrian, bicycle and driver safety messages like the following or other creative ideas related to walking:
 - [School Name] takes the safe route to school! Meet at [location] at [time], on [date] to walk and bike to school with your classmates.
 - Walk and Bike to School Day is [date]
 - "Thanks for walking," "Hike it. Bike it. I like it!" or "It's cool to walk to school!"
8. Notify students the day before the event to wear their gym-walking shoes and/or school colors on the day of the event to express school spirit and encourage walking and biking. Also notify them about picking up raffle tickets, the bike giveaway and the free breakfast happening the day of the event.
9. Phone message to announce the event:
 - Join the SRTS program in celebrating Walk and Bike to School Day on [date]. Walk or bike to school for your chance to win a free bike or scooter.
10. A brief WTSD newsletter, Facebook post, announcement insert is provided below if desired:

"[Date], is a Walk and Bike to School Day! On this day we will celebrate pedestrian and bicycle safety, health and non-polluting ways of getting to school. All [school mascot] are encouraged to walk or bike to school, make sure you plan ahead, leave early. Don't forget to get your raffle ticket when you arrive at school to participate in the bike and scooter giveaway. If you have any questions about the [school name] Walk and Bike to School Day, please contact [contact name, phone number, and email]."

Sample Letter of Support

[Date]
[Recipient]
[Address]

To Whom It May Concern:

The [Organization] would like to express its support for the [proposal name] grant proposal. This would be a vital project to promote wellness and safety among students.

School district focused on wellness, started staff wellness program
School wellness policy/task force to enhance student health and well-being

We are pleased to have the opportunity to work with the [agency name] to educate parents and students about the benefits of walking and bicycling to school. Walking and bicycling to school is an excellent way to promote health and academic success.

Obesity rates among children have more than doubled in the past twenty years, according to the National Longitudinal Study of Youth. It is estimated that 10% of U.S. children and adolescents aged six to 19 are overweight and these rates are [higher or lower] in [project area]. Walking to school is a missed opportunity. Roughly 25% of children nationwide walk to school regularly. Even among those kids living within a mile of their school, only 25% are regular walkers. Walking and bicycling, the most inexpensive and accessible forms of physical activity are influenced by auto-oriented community design. Between 1977 and 1999, walking declined by 42 percent, while driving increased to about 89% of all trips. Vehicle emissions are responsible for one-third to one-half of all air quality problems. The resulting poor air quality is a risk factor for asthma, and studies confirm that children who live near busy roads are 3 times more like to be treated for asthma than those who don't.

Safe Routes to School funding not only provides an opportunity for students to be physically active and safe, it also provides an opportunity for the whole community to be involved in creating a healthier neighborhood.

Many benefits will be gained from a daily, active trip to school.

Sincerely,

[Name]