Safe Ways to School

“Tool Kit”

Developed by:
The Florida Traffic and Bicycle Safety Education Program
A Safety Program of the Florida Department of Transportation
Acknowledgments

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Blue Lake Elementary - Claire Beth Link, Principal, Deland, FL
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Gulf Breeze Elementary - Karen Murray, Principal, Gulf Breeze, FL
Golden Gate Elementary – Dr. Jim Gasparino & Oliver Phipps, Principals, Naples, FL
Mill Creek Elementary – Tommy Tate, Principal, Kissimmee, FL
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Starke Elementary – Rick Ezzell, Principal, Starke, FL

“It’s not just a matter of wanting it so,  
We’ve got to believe it and care,  
And plan for the day that we all can say  
I can, I can get there from here.”

(L. Crider, “I Can’t Get There from Here,” CYCLE SONGS © 1993)

In memory of a very dedicated CTST member,  
Bill McGrath, who passed away during the second year of the pilot project, and to my dear friend Margaret Raynal, whose death instilled in me the passion to pursue our dreams.
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3. School Traffic Safety Team and Tasks
The “Safe Ways to School” project was a statewide pilot project administered by the Florida Traffic and Bicycle Safety Education Program. The goal was to improve conditions for children to walk and bicycle safely to and from school. The project was modeled after the award-winning “Safe School Routes” program in Melville, Australia which combined traffic calming techniques with school education initiatives to foster a safer environment for children to walk and bicycle to school.

“Too much traffic around schools and neighborhoods for children to safely walk and bicycle; Fear of crime and child abduction...The ‘rat race’ pace of our society entrapping parents and producing ‘latch key’ children...A rate of childhood obesity and heart disease due to inactivity unequaled in our nation’s history...And a feeling of resignation and hopelessness to do anything about it.”

Purpose

This picture is one that kept emerging from parents, children, school administrators, traffic engineers, police and others I interviewed in my research with children and transportation. I began this two-year pilot project because I wanted to beg the question “can we change this picture?” I developed a plan, using a team approach at 10 pilot schools in Florida. Being a single mother of three and a transportation planner with an educational administration background, I thought I had credibility. And I had passion. My best friend and assistant at work (the bicycle and traffic safety education trainer for the state) was killed while riding her bicycle the day after Christmas. I had a “fire in my belly” to do something that might make a difference in the lives of others. Three months later I took the idea for the pilot project to our State Education Commissioner. He agreed something needed to be done.

I tell this story because I believe it is “passion” that is sometimes the single most important ingredient for change. It is too often after the tragic death of a child that the community or the neighborhood bands together in their grieving to pledge to prevent a tragedy from happening again. I wanted to give them a way to intervene long before that.
Pilot Strategy

I set about gaining the support first from my co-workers to help me in the process, then from our Commissioner of Education to provide his staff for technical assistance, and our State Department of Transportation coordinator for help from a program called “Community Traffic Safety Teams” (CTST’s). This team approach in communities, I believed, held the key for bringing many of the players to the table in order to help change a situation once it was clearly identified.

The teams were asked to submit nominations of schools that they felt could improve conditions for children walking and bicycling, thereby reducing car trips and enhancing safety. They had to demonstrate support and approval from the school principals and local school board. Ten schools were chosen to participate as the pilot schools based on various socio-demographic factors and different conditions at each school. We wanted to incorporate a wide range of problems and solutions in the study.

Funding

There was no specifically designated money for the project, only our willingness to come and help. Our role was to give technical assistance and facilitate a process for identifying problems and help strategize solutions. The hope was, however, that through the process and the support from the local CTST’s, money for identified needs would be forthcoming. Sometimes that worked, sometimes it didn’t or the time frame necessary to get projects on lists for funding and actual implementation was much longer than anticipated and did not fall within the pilot project’s two-year time frame.

Outcome

The success of the pilot project was not so much in seeing significant changes in travel mode or in actual physical improvements around the schools, as the beginning of a process to tackle problems and an attitude that we can make a difference. In developing a school traffic safety team at each of the schools and using the various survey tools and activities to identify problems and pose solutions, we were “empowering” the parents, the principals and the communities to make a difference. They now had phone numbers to call and faces attached to titles, and identified pots of money that could be available to help do things. They were also inviting the parents and children into the process to identify problems and to get them to recognize their role in helping solve problems.

While there were varying degrees of accomplishment from our ten pilot schools, there were experiences worth sharing and some ideas about how to best create a Safe Ways to School program, along with some recommendations of things we didn’t try but you might.

The “Tool Kit”

The Florida Department of Transportation Safety Office funded the development of this “Tool Kit” as a way to take what we had learned and share it with other schools wanting to create a Safe Ways to School program. This tool kit is thus a “work-in-progress.” Some things may work well for your school and others not. You may find a better way or tool or activity to achieve the same end... go for it. And if you do, please share it with us so we can share the ideas with others. Our end goal is to give children back the freedom of mobility and independence they have the right to enjoy, and to ensure with it protection and our commitment to their safety. Together we can change the picture.
Tips for Success:

- **Involve the children** as campaigners and initiators (look what happened with anti-smoking and recycling campaigns when children got involved)

- **Bring it to parents** and get their buy in. Without them, nothing really changes.

- **Find a “champion”** who will keep the effort going and the project focused, someone who has passion and is willing to take the time to make it a success.

- **Empower the “team”** and make sure you have the right players on the team who can help with access to information, funding sources for physical improvements, media contacts, etc.

- **Work from the bottom up** (grassroots) and **top down** (School Board/City Manager/Mayor) simultaneously. Both are needed to make the process successful.

- **Be persistent.** What didn’t work last year may have just needed more time for the seeds to germinate.

- **Have short** but frequent meetings and stay focused on small “do-able” tasks.

- **Celebrate** small successes along the way. And I emphasize **celebrate**. Pizza parties for the class with the largest number of children walking on Wednesdays, PTA programs with certificates or gifts for the “walking school bus” volunteers, school banner and neighborhood signs announcing “Walk a Child to School Day,” a media story on the bicycle safety classes or interviews with the school crossing guards.

- **Most of all, keep the faith.** What you are doing is the right thing, and others long after you will benefit from your efforts. Thank you for caring.
A Step By Step Process

This is a “recipe” for starting a Safe Ways to School Program. As with any recipe some steps or ingredients can be varied to suit individual taste and resources available. A few steps are critical however, and must be included:

- A team approach with “players” who have knowledge and commitment;
- Student and parent involvement to identify problems and solutions;
- A willing, enthusiastic team “captain” capable of leading the team.

Gathering and Mixing the Ingredients

1. Decide to implement a Safe Ways to School program and form a School Traffic Safety Team (STST). See members and tasks in next section.

2. Gather maps – ask the school administration to provide:
   a. School zone map to mark with pins (or computer generated symbols) where each student lives within a two mile radius of the school (called a school zone “pin” map).
   b. School site map showing the school traffic flow pattern with parent and school bus drop off zones, sidewalks, crossings and major roads surrounding school.

3. Conduct the first School Traffic Safety Team meeting:
   - Take attendance information and later create a mailing list.
   - Explain the goals of the program and the role of the team.
   - Watch the “Safe Ways to School” video.
   - Read and fill out School Site Assessment form.
   - Assign a subcommittee to look at “pin map” of student population and identify existing and potential walk/bicycle routes.
   - Decide on monthly meeting dates and agenda.

4. Conduct the Student Travel Survey (see in “Tools” section) at school on a fair weather day and summarize results for the next meeting. This provides an important baseline for measuring progress and should be done annually as part of your school transportation information.

5. Administer and analyze Parent Surveys or conduct Parent Discussion Sessions to get parents’ concerns and secure their involvement.

6. Distribute and collect Student Activity sheet to assess parents’ and students’ travel concerns and identify present walk routes. This can be done as a homework assignment signed by the parent.
7. Conduct second School Traffic Safety Team meeting:
   • Review results of the student travel survey, parent survey or discussion sessions, and student activity (you may want a separate subcommittee to address these).
   • Set goals for change in travel mode.
   • Give subcommittee report on “pin map” and identified walk routes.
   • Ask subcommittee to work with city engineer to conduct Neighborhood Site Assessment for identified walk routes.
   • Schedule training for teachers and crossing guards regarding traffic safety education programs.
   • Begin list of ideas for parent and student involvement with program.

8. Subcommittee (consisting of parents and a traffic engineer) conduct Neighborhood Site Assessment and prepare report for committee on missing links and needs identified by parents or the subcommittee.

9. Conduct traffic safety education training programs (see brochure for Florida Traffic and Bicycle Safety Education Program for information and resource materials). *This can be done at any time during the process.
   • First – teachers, resource officers, crossing guards.
   • Second – students, parents, community.

10. Department of Transportation and local traffic engineering representative should prepare funding category timelines for possible improvements (sidewalks, crossings, etc.) for their respectively owned roads to report at the next meeting.

11. Conduct third School Traffic Safety Team Meeting:
   • Report on Neighborhood Site Assessment.
   • Report on progress of Traffic Safety Education trainings.
   • Re-evaluate walk/bicycle routes.
   • Create list of planned improvements (who is doing what by when) including engineering (sidewalks, crossings, etc.), education, awareness and enforcement. This is the idea part. Be creative. It’s more than just sidewalks and safe crossings. See Tool Kit “Ideas” section.
   • Listen to report from DOT and traffic engineering representative and Principal regarding potential funding sources and link to various improvements. Ask for volunteers to follow up with various items (request letters, presentation to committees in charge of funding, etc.) and report back to team (see example in appendix of “List of Planned Improvements” chart).
   • Designate deadline dates to make applications and target date for improvements (This can take from 6 months up to 5 years – don’t get discouraged!)

Baking and Making it Happen

12. Everyone has a role. Make sure they know and understand it. Committee project volunteers should send lists and letters of request to appropriate agencies for funding of improvements. (Copy DOT Rep with all lists and letters and keep on file with dates in principal’s office). Follow up with presentations to agencies or committees responsible for funding.
13. Continue School Traffic Safety Team meetings to monitor progress and celebrate successes.
   • Listen to status reports on list of planned improvements.
   • Report on Traffic Safety Trainings.
   • Discuss with Law Enforcement Reps any additional needs for enforcement.
   • Plan timeframes for administering follow-up surveys for student travel modes and parents.
   • Plan a “Walk a Child to School” event with media coverage and parent/student involvement.

14. Continue to implement List of Planned Improvements (this may take anywhere from six months to five years depending on type and funding sources available). Traffic Safety Education, parent involvement and law enforcement can help until the engineering improvements are implemented. Conduct subcommittee meetings on various tasks or full meetings as needed. Get others involved in what you are doing, the media, school board members, city officials, prominent local citizens, business owners, etc. Keep everyone informed by placing updates on the program in school newspapers, bulletins, web sites, etc. “Brag and Celebrate.” It keeps everyone motivated.

The Taste Test

15. Conduct follow-up survey of student travel mode and analyze results.

16. Conduct School Traffic Safety Team Meeting:
   • Report on list of planned improvements.
   • Report on follow-up survey results.
   • Discussion – “Where do we go from here…”
   • Develop an ongoing School Traffic Safety Plan that includes:
     - Annual travel surveys of problem areas,
     - Education and enforcement programs, and
     - Continuation of events and activities;
   • Conclude the meeting with a cake and small tokens of appreciation for everyone’s efforts (ex: gift certificates, thank you cards, etc.)
Members

Each school appoints members to their School Traffic Safety Team (STST). The principal of the school and the local transportation/traffic engineer are essential members of the STST. The local transportation/traffic engineer is especially important during the School Site and Neighborhood Site Assessment process. We suggest the following representatives as School Traffic Safety Team members:

- Community Traffic Safety Team (CTST) representative(s)
- Principal of the school
- School District Transportation Director (if possible)
- Local transportation/traffic engineer
- School Crossing Guard or representative of their employing agency (Sheriff Dept., Police Dept., City or County agency)
- School Resource Officer or Law Enforcement Representative
- 1-2 Teachers at school
- 1-2 Parents of children attending school
- 1-2 Student Representatives

Total: 9-12 people

Tasks

The purpose of the STST is to meet regularly (at least once a month) to set up realistic timelines and carry out the tasks identified in the 16 Step Process. Each STST meeting should take approximately two (2) hours to complete and should be scheduled, when feasible, after school hours so that teachers, parents, and students can attend the meeting. Subcommittees can meet as needed.
1. Student Travel Survey
2. School Site Assessment
3. Neighborhood Site Assessment
4. Parent Survey
5. Parent Discussion Session
6. Student Activity
7. Implementation Ideas
Dear Teacher:

Your help is needed to assist with a school-wide survey of how students travel to and from school each day. On the day that you receive this form, please record the number of children in your class that came to school by school bus, city bus, car, bicycle, or by walking, and send the results back to the office on this form, along with your name and class grade, and number of students present today.

Please follow the script below to gather the information from your students. (The students should only be raising their hands for one mode of travel):

1. If you walked to school today, raise your hand: ________________________
2. If you rode a bicycle to school today, raise your hand: ________________________
3. If you used a bicycle helmet today, raise your hand: ________________________
4. If you came in a car, with either your parents or with someone else, raise your hand: ________________________
5. If you used your seat belt in a car today, raise your hand: ________________________
6. If you came by school bus, raise your hand: ________________________
7. If you came by city bus, raise your hand: ________________________

TEACHER’S NAME: _______________________________ GRADE: ________________
DATE: ____________ # OF STUDENTS IN CLASS TODAY: _____________________

Please complete and return this form to the principal’s office TODAY. This information will allow us to better plan ways for our children to get to and from school each day.

Note to Principals:
Please reproduce and distribute this form to all homeroom or 1st period teachers at your school. It is important that all classes are surveyed on the same day. Please collect all survey forms and return to __________________ by __________________ THANK YOU.
School Site Assessment for Traffic Safety

Members of the School Traffic Safety Team and the school principal should fill out this assessment. This information will help in determining the bicycling and walking conditions encountered by the students at your school. It will also allow the formulation of policies and recommendations that will help improve any hazardous conditions encountered by the students. Please attach, if available, a map of the school site including loading areas, walkways, bicycle parking, crossings and designation of crossing guards and safety patrols. In completing this assessment, you should begin a list of improvements as you determine needs in each of these categories. **The survey is divided into three sections:**

I) General information regarding school policy and administration for travel safety;
II) School traffic design at the school site regarding drop off areas, walkways, crossings, etc.; and
III) Safety education programs including crossing guards, safety patrols and traffic education.

Please check the appropriate box (yes, no or not applicable/don’t know) for the questions asked. Feel free to write notes in the margins or on the back.

**I. Administration and Policy**

A. School Safety Committees

- Yes ☐ No ☐ NA ☐
  1. Is there a **Community Traffic Safety Team** in your county? The “CTST” is usually comprised of city and county officials representing municipal traffic engineering, planning and law enforcement as well as individual school safety officers and school board transportation directors.

- Yes ☐ No ☐ NA ☐
  2. Is the school board represented on the Community Traffic Safety Team (“CTST”)?

- Yes ☐ No ☐ NA ☐
  3. Who is your school board representative to the team? ________________________________

- Yes ☐ No ☐ NA ☐
  4. Is their a **school traffic safety team** for your individual school?

If yes, please continue. If no this should be your first step in implementing a “Safe Ways to School” program.
School Traffic Safety Team Responsibilities

- a. Does the team meet regularly to address immediate concerns and develop long-term strategies to respond to evolving school safety needs?
  If so, how often do they meet: ______ times/month ______ every other month ______ as needed

- b. Does the team periodically evaluate neighborhood routes and the school site?

- c. Has the team selected and prioritized route improvements and traffic control measures?

- d. Has the team established a program for the funding and construction of route improvements?

5. In your opinion does the committee address the traffic safety concerns of the school adequately?

Comments: __________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

B. Student Travel Patterns

- 1. Is there a count done each year on the number of children that 1) ride a school bus 2) are driven by private vehicles 3) walk to school 4) bicycle to school or 5) take city or county transit?
  (See Student Travel Survey form in “Tool Kit”)

- 2. Are students who live within walking distance encouraged to walk to school?

- 3. In general does the school present itself as a bicycle/pedestrian friendly place (i.e. sidewalks, calmed traffic, secured bike parking, etc.)?

C. School Siting Policies

- 1. Does the school board have criteria for the siting or placement of new schools?

- 2. Is the opinion of a traffic engineer/planner considered when the placement/design of a school is being discussed?

- 3. Are schools situated close to residential neighborhoods?

- 4. Are new residential developments required to provide sidewalks, bikeways or trails with curb cuts within two miles of planned schools adjacent to these developments?
II. School Traffic Design

A. Student Drop-Off/Loading Areas

- Are pedestrian destinations (i.e. playgrounds, bike compounds, walkways, etc.) protected from bus loading zones, student drop-off/loading zones, and other service drives?

- Are student drop-off/loading zones designed so that students exiting or entering cars are protected from other vehicles?

- Do the passenger drop-off/loading zones have a continuous raised curb separating vehicles from pedestrians or have bollards spaced four (4) feet apart (as recommended by DOE)?

- For handicapped access, are there curb-cuts and ramps with tactile warning strips extending a minimum of 36 inches beyond the sides and beginning of the ramp as required by ADA?

- Is the drop-off/loading zone lighted?

B. Sidewalks and Bikeways

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

- Where it is necessary for pedestrians to cross motor vehicle paths, are they assisted by such safety measures as crossing guards, safety patrols, raised or striped pedestrian walkways and/or traffic signaling devices? Identify known deficiencies on back or on neighborhood survey.

- Are there continuous sidewalks and/or bicycle paths surrounding the school site leading into the neighborhood served by the school? Identify known deficiencies or attach sidewalk improvement list.

If Yes:

- Are their placement and design such that pedestrians and bicyclists are separated from motor vehicle traffic?

- Are there assisted crossing devices at all intersections (crosswalks, pedestrian signal, etc.)?

- Have conflict points with vehicular traffic been minimized?

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

- Are crosswalks, sidewalks and bicycle paths approaching the school site lighted?
C. Bus Loading Zones

☐ Yes  ☐ No  ☐ NA  1. Are bus driveways physically separated from pedestrian and bicycling routes by raised curbs or bollards (as recommended by the Department of Education - DOE)?

☐ Yes  ☐ No  ☐ NA  2. Are bus driveways physically separated from parent pick-up/drop-off areas (as recommended by DOE)?

☐ Yes  ☐ No  ☐ NA  3. 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?

☐ Yes  ☐ No  ☐ NA  4. Is traffic in the bus loading zone one-way?

☐ Yes  ☐ No  ☐ NA  5. Does the bus zone meet the DOE regulations for a minimum width of 24’ for drop-off/pull-out lanes?

☐ Yes  ☐ No  ☐ NA  6. Is there a continuous curb and sidewalk adjacent to the drop-off/loading area leading into the school site?

☐ Yes  ☐ No  ☐ NA  7. Is the bus loading/unloading zone lighted?

D. Sight Distance Guidelines

☐ Yes  ☐ No  ☐ NA  1. Are desirable sight distances (visibility is free of obstructions) provided at all intersections within the walking zone?

☐ Yes  ☐ No  ☐ NA  2. Do cars park or wait interrupting lines of sight?

☐ Yes  ☐ No  ☐ NA  3. 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?

☐ Yes  ☐ No  ☐ NA  4. Are there any barriers present that block the viewing of pedestrians and bicyclists (i.e. dumpsters, utility boxes, landscaping, parking areas, ground-mounted signage, building walls)? If so, please list on back.

E. Traffic Signs, Control Signals and Pavement Markings

☐ Yes  ☐ No  ☐ NA  1. Are there School Advance signs, School Crossing signs, School Speed Limit signs, flashing beacons, and No Parking or No Standing signs present?

☐ Yes  ☐ No  ☐ NA  2. Is there an effective program of traffic enforcement?

Comments: _______________________________

*note: New fluorescent yellow-green reflective signs are now available for school zone and pedestrian areas (see “Tool Kit” appendix).
3. What message does the city/county use on signs to inform drivers of a school speed zone and appropriate restrictions? Please list: _________________________________________________________________
   ________________________________________________________________________

4. What is the speed limit in the school zone?: _______ mph

5. Have the placement and effectiveness of all traffic signals been carefully evaluated?
   □ Yes □ No □ NA

6. Have children been properly trained in the use of the signal?
   □ Yes □ No □ NA

7. Do the children obey the traffic signals?
   □ Yes □ No □ NA

8. Do school crossing guards work in conjunction with traffic control signals at busy intersections?
   □ Yes □ No □ NA

9. Does the school use any temporary traffic control devices such as cones or signs?
   □ Yes □ No □ NA

10. Are any additional traffic control devices used that are not listed in the Manual on Uniform Traffic Control Devices (MUTCD)?
    □ Yes □ No □ NA

11. Are school pavement markings located appropriately on roadways adjacent to or in the vicinity of the school grounds?
   □ Yes □ No □ NA

12. Are any traffic control measures currently used such as different pavement paint in school zones or changes in pavement surface? Please List.
   □ Yes □ No □ NA

F. Bicycle Parking Compounds

1. Are there bicycle parking compounds on the school site?
   If Yes:
   a. How many spaces are provided? ________ spaces
   □ Yes □ No □ NA
   b. Are compounds fenced?
   □ Yes □ No □ NA
   c. If yes, what is the height of the fence? ________ ft.
   □ Yes □ No □ NA
   d. Is their location in reasonable proximity to classrooms and at the terminus of bike paths to the school?
   □ Yes □ No □ NA
   e. Can they be viewed from a building window?
   □ Yes □ No □ NA
   f. Does the facility meet the minimum requirements for bicycle parking spaces as set forth by DOE (1 space for every 5 elementary school students or 1 space for every 20 secondary school students)?
   □ Yes □ No □ NA
   g. Is the bicycle compound lighted?
III. School Crossing Guards, Safety Patrols and Educational Programs

A. Crossing Guards and School Patrols

1. Are there crossing guards on or adjacent to the school site (show their locations on the school site map)?
   □ Yes  □ No  □ NA
2. Are there safety patrols on the school site?
   □ Yes  □ No  □ NA
   If Yes:
   a. Where are they located? ____________________________________________________________
   b. What is their role? ________________________________________________________________
3. Who funds the school crossing guards (i.e. sheriff’s department)? _____________________________
   □ Yes  □ No  □ NA
4. In instances where there are complicated or busy intersections, does the school safety patrol work in conjunction with the adult crossing guard to assist in controlling large numbers of children?
   □ Yes  □ No  □ NA
5. Do crossing guards receive on-site training in the responsibilities and conduct of their job?
   □ Yes  □ No  □ NA
   6. If yes, who provides this training?________________________
   □ Yes  □ No  □ NA
7. Do crossing guards receive on-the-job performance appraisals?
   □ Yes  □ No  □ NA
8. Are there criteria for placement of crossing guards?
   □ Yes  □ No  □ NA
9. Is there a request procedure available to the school principal for placement of crossing guards?
   □ Yes  □ No  □ NA
10. Is there an expressed need for more crossing guards than have been allotted to the school? Please list locations:
    ________________________________

B. Educational Programs

1. Does the school incorporate bicycle and pedestrian safety education into the curriculum?
   □ Yes  □ No  □ NA
   If so, at what grade levels? ______________ grades
2. How is safety information disseminated to parents? ______________________________
   □ Yes  □ No  □ NA
3. Does the school distribute Walk Route maps to students/parents at the beginning of the school year?
   □ Yes  □ No  □ NA
   Please make any other general comments to improve conditions at the school site: __________________

We appreciate you taking the time to complete the School Site Assessment for Traffic Safety. Thank you for participating.

The Florida Traffic and Bicycle Safety Education Program - Safe Ways to School Tool Kit
**Instructions:**

**STEP 1 – Establish the “Safe Ways to School” Boundary**

On the base map outline the boundary of the area from which students could walk or bicycle to school. Usually this will be two miles in each direction from the school, or, the boundaries from which students are drawn to the school, if it is less than two miles. Identify the location of the school on the map.

**STEP 2 – Identify Where Students Live**

On the map (either on a computer or manually with pushpins) identify where each student within the two-mile walk limit lives.

**STEP 3 – Identify the Projected Walk Routes that are Intended to Serve Students**

Based upon the locations of the children’s home, establish routes that children use to walk or bicycle to the school. Ideally, you would identify a major walk route from each direction to the school, north, south, east and west.

**STEP 4 – Inventory Existing Facilities**

On each of these major walk routes, complete a site assessment of the following items: A. major streets, B. street crossings, C. sidewalks, and D. security/safety related items. Ideally, these items should be mapped on the base map. If there is insufficient room on the map, either list the requested items or draw more detailed maps as needed. For each of these items, you will be asked to develop existing information on aspects that contribute to a positive pedestrian environment (these items are designated by S1, S2, etc.) and aspects that detract from that environment (these items are designated a, b, c, etc.). This step is best accomplished by identifying a route and walking it with a traffic safety engineer and other members of the school safety team with this form in hand.

**STEP 5 - Re-evaluate and identify other “Safe Routes to School”**

Using the information gathered in Step 2 through Step 4 (above), identify additional walking routes to the school. Identify locations in which you could reroute children to avoid dangerous and unsafe areas. For each new route, complete Step 4 to determine the deficiencies in facilities along the routes.

**STEP 6 - Identify and Prioritize Improvements for “Safe Routes to School”**

For each route, identify any safety improvements that need to be completed, establish a priority for each of these projects, identify a funding source, and the appropriate agency to carry out the project. This step should be done by the entire committee and submitted to the School Board, Traffic Engineering Department, Community Traffic Safety Team, Department of Transportation and other appropriate agencies. Report your findings to the School Traffic Safety Team.

The following survey is designed to develop a snapshot of the conditions that bicyclists and pedestrians face when walking or bicycling to your school. Please copy any of the sheets as needed to complete the steps in the neighborhood site assessment. Be aware that some information will require discussions with traffic engineers and/or transportation planners. This may become the basis for the development of planned improvements. Make additional copies as needed.

**Materials Needed:** It is recommended that you have a base map that covers the two-mile walk zone around your school. Preferably this map will be on an 11” X 17” sheet of paper or larger. Please mark the symbols on the map. Similarly, you should have a school site map.

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**Neighborhood Site Assessment**

The survey is designed to develop a snapshot of the conditions that bicyclists and pedestrians face when walking or bicycling to your school.

**Materials Needed:** A base map of the two-mile walk zone around your school, preferably on an 11” X 17” sheet. Mark the symbols on the map. A school site map is also recommended.
A. Major Streets/Major Transportation Facilities

Identify the major streets along which students will travel or cross on their way to school on the designated major walk routes within the Safe Ways to School Boundary. For each of these streets,

- find out the Average Daily Traffic (ADT),
- identify the posted speed limit and the actual speed of vehicles (if different from posted speed),
- identify the location of alternative or adjacent transportation routes that would provide a safe way to school, and
- identify other conditions that affect safe travel to schools for children.

To assist you in keeping track of other conditions observed, identify streets and intersections with driver behavior or traffic conditions that would interfere with the safety of children as described in the legend on each page (a, b, c, etc.).

<table>
<thead>
<tr>
<th>Street (or segment of a street)</th>
<th>Posted Speed Limit</th>
<th>ADT</th>
<th>Other Conditions Observed (see Symbol Chart)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Street between 6th &amp; 13th</td>
<td>35 / 45</td>
<td>23,000</td>
<td>a, c, e (slip lane at corner of 8th)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description of Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Street with a large number of driveways intersecting roadway.</td>
</tr>
<tr>
<td>b</td>
<td>Intersections where drivers do not yield to pedestrians.</td>
</tr>
<tr>
<td>c</td>
<td>Intersections with a high percentage of turning movements, including “right turn on red.”</td>
</tr>
<tr>
<td>d</td>
<td>Intersections where drivers speed up to make it through traffic lights or drive through red lights.</td>
</tr>
<tr>
<td>e</td>
<td>Streets with a high volume of truck traffic.</td>
</tr>
<tr>
<td>f</td>
<td>Railroad tracks and other transportation facilities that present obstacles to a safe way to school.</td>
</tr>
<tr>
<td>g</td>
<td>Intersection or crossing location is positioned by a blind curve.</td>
</tr>
<tr>
<td>S1</td>
<td>Off road trail or other transportation facilities that would provide an alternate route for children to get to school.</td>
</tr>
</tbody>
</table>
### B. Street Crossings
Map the location along the major streets where the students will cross major and minor streets. Also identify the type of traffic control, signage, and availability of crossing guards. Make note of the street width and/or number of lanes of each street segment.

<table>
<thead>
<tr>
<th>Intersection (or street segment for mid-block crossing)</th>
<th>Signage, Crossing Assistance or Conditions Observed (see Symbol Chart)</th>
<th># Lanes or Street Width</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blair Road and Cherry Street</td>
<td>ZF, IG, i</td>
<td>Blair: 80ft Cherry: 60ft</td>
<td>Very wide intersection, S3 would help!</td>
</tr>
</tbody>
</table>

### Symbol Description of Condition

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description of Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z</td>
<td>School Zone Sign</td>
</tr>
<tr>
<td>ZF</td>
<td>School Zone Sign with Flasher</td>
</tr>
<tr>
<td>OZ</td>
<td>Overhead School Zone Sign</td>
</tr>
<tr>
<td>OZF</td>
<td>Overhead School Zone Sign with Flasher</td>
</tr>
<tr>
<td>I</td>
<td>Intersection with traffic signal and no crossing guard</td>
</tr>
<tr>
<td>IG</td>
<td>Intersection with traffic signal and crossing guard</td>
</tr>
<tr>
<td>S</td>
<td>Intersection with stop sign and no crossing guard (indicate direction that stop sign faces)</td>
</tr>
<tr>
<td>SG</td>
<td>Intersection with stop sign and with crossing guard (indicate direction that stop sign faces)</td>
</tr>
<tr>
<td>M</td>
<td>Road crossing (mid block) without pedestrian activated signal</td>
</tr>
<tr>
<td>MI</td>
<td>Road crossing (mid-block) with pedestrian activated signal</td>
</tr>
<tr>
<td>h</td>
<td>Pedestrian signals that change too slowly</td>
</tr>
<tr>
<td>j</td>
<td>Road that is too wide to cross during the time allowed by the pedestrian signal</td>
</tr>
<tr>
<td>k</td>
<td>Crosswalks where drivers can’t see pedestrians</td>
</tr>
<tr>
<td>l</td>
<td>Parked cars that block the pedestrian’s view of traffic</td>
</tr>
<tr>
<td>m</td>
<td>Trees or plants that block the pedestrian’s view</td>
</tr>
<tr>
<td>S2</td>
<td>Striping, pavement markings, elevation changes, texture changes that make crossing more visible</td>
</tr>
<tr>
<td>S3</td>
<td>Bulbouts and other facilities that reduce the crossing distance and help facilitate safe pedestrian crossings</td>
</tr>
<tr>
<td>S4</td>
<td>Refugee islands for pedestrians</td>
</tr>
<tr>
<td>S5</td>
<td>Midblock crossings with speed tables and median island</td>
</tr>
</tbody>
</table>
C. Sidewalks
Map the locations of all sidewalks along the identified walk routes to school. While you are mapping the sidewalks, look for the characteristics listed below and either map them or indicate them by segment in the table below. Make note of the sidewalk condition, number of curb cuts (driveways and places where vehicles cross the sidewalk), whether the sidewalk is separated by a nature strip of grass or immediately adjacent to the street.

<table>
<thead>
<tr>
<th>Street name (or segment of a street) adjacent to sidewalk</th>
<th>Conditions Observed (see Symbol Chart)</th>
<th># of Curb Cuts</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Example:) Blair Road</td>
<td>n, o, p, s</td>
<td>45</td>
<td>no sidewalk on N side 4th to 8th; overgrowth at 5th;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description of Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>m</td>
<td>No sidewalks</td>
</tr>
<tr>
<td>n</td>
<td>Locations where sidewalks are missing (list missing link)</td>
</tr>
<tr>
<td>o</td>
<td>Sidewalks that are blocked by poles, signs, shrubbery, dumpsters and other items, blocking passage or visibility</td>
</tr>
<tr>
<td>p</td>
<td>Areas that have a lot of litter or debris, or are uneven and cracked or are poorly drained</td>
</tr>
<tr>
<td>q</td>
<td>Areas where the sidewalk is located directly next to a road on which vehicles travel at a rapid speed (no nature strip barrier)</td>
</tr>
<tr>
<td>r</td>
<td>Sidewalks without curb ramps or curb ramps that are in need of repair</td>
</tr>
<tr>
<td>s</td>
<td>Sidewalks that are too narrow to carry the volume of students likely to use them (8’ preferred, 6’ acceptable)</td>
</tr>
</tbody>
</table>
D. Safety/Security Concern
Map the location of, or list in the table below, other places that will either increase or decrease the feeling of safety and security along the safe routes to school.

<table>
<thead>
<tr>
<th>Street name (or segment of a street) adjacent to sidewalk</th>
<th>Conditions Observed (see Symbol Chart)</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Example:) Victory Lane</td>
<td>t, u, v (3rd Ave) x (7th Ave), S5</td>
<td>Lots of fights at 4th Street Pedestrian Bridge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description of Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>Areas of perceived crime and drug activity</td>
</tr>
<tr>
<td>u</td>
<td>Locations where school fights take place</td>
</tr>
<tr>
<td>v</td>
<td>Land uses that tend to draw criminal activity (i.e., bars, pawn shops, adult “hangouts”, “scary people”)</td>
</tr>
<tr>
<td>w</td>
<td>Scary animals (i.e. “bad dogs”)</td>
</tr>
<tr>
<td>x</td>
<td>Construction zones without proper safety measures for pedestrian detours</td>
</tr>
<tr>
<td>y</td>
<td>Areas that are not well-lit</td>
</tr>
<tr>
<td>z</td>
<td>Isolated areas (areas without easy access to houses or commercial activity)</td>
</tr>
<tr>
<td>S4</td>
<td>Presence of police/sheriff in the area</td>
</tr>
<tr>
<td>S5</td>
<td>“Safe houses” in the area</td>
</tr>
<tr>
<td>S6</td>
<td>Neighborhood crime watch programs</td>
</tr>
</tbody>
</table>
**Parent Survey**

"Safe Ways to School"

**Dear Parents:** In an effort to improve traffic safety in and around our schools, we are looking for ways to reduce the amount and speed of cars, improve walking and bicycling conditions and encourage enforcement and safety education programs. Please help us by providing your opinions to the following questions.

1. Please provide the sex, age and grade of your child:
   - **Sex:** Male  Female
   - **Age:** ________
   - **Grade:** ________

If you live over two miles from the school, please stop here and turn in your survey. Thank you for participating. If you live within two miles of the school, please help us by completing the questions on the following pages.

2. Approximately how far do you live from your child’s school? (circle closest answer):
   1. 1/2 mile or less
   2. 1/2 mile to 1 mile
   3. between 1 and 2 miles
   4. over 2 miles

3. How does your child usually go to and from school? (*put a check in the box*)
   - a. school bus
   - b. car
   - c. walk
   - d. bicycle
   - e. city bus
   - f. other (please explain) ____________________

4. Please identify specific safety problems of concern to you in your neighborhood or around your child’s school (i.e. broken sidewalks, crime areas, high-speed vehicles, etc.) and indicate the street locations:
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

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*The Florida Traffic and Bicycle Safety Education Program - Safe Ways to School Tool Kit*
5. Which of the following factors would influence your decision to allow your child to walk or bicycle to school. On a scale of 1 to 5 (1 = not important to 5 = very important), please rate each statement’s importance as it applies to your child. If the statement does not apply, circle “NA”.

<table>
<thead>
<tr>
<th>I would allow my child to walk or bicycle to school more often if:</th>
<th>Not Important</th>
<th>Very Important</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Accompanied by other children</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>b) Accompanied by myself or other parents</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>c) Schools provided walking and bicycling route maps to parents and students</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>d) Schools provided more walking and bicycling safety training for students</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>e) Additional crossing guards were provided at busy intersections</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>f) Crossing guards were more effective</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>g) There were continuous sidewalks or bikepaths from my neighborhood to school</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>h) There were bicycle/pedestrian pathways separated from traffic from the neighborhood to the school</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>i) We lived closer to school</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>j) There were fewer cars around where children are walking to school</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>k) Speed limits were strictly enforced in school speed zones</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>l) School speed zones were marked with flashing signs</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>m) School speed zones were a greater distance surrounding school</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>n) The school provided a secure place for storing bicycles</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>o) There was a greater adult presence of parent volunteers or police officers along walk routes to school</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>p) There was better street lighting along walk routes to school</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>q) Please write below any additional factors that might influence you to let your child walk or bicycle to school more often:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

The Florida Traffic and Bicycle Safety Education Program - Safe Ways to School Tool Kit
Would you be interested in volunteering to help plan or implement the “Safe Ways to School” program in your neighborhood?

- Yes, I want to volunteer!
- No, I am not interested in volunteering.

If yes, please fill out the questions below and send this information sheet to your school principal separately (if you wish your survey to remain anonymous).

In what capacity would you be interested in volunteering for the “Safe Ways to School” program?

- Walking to/from school with a group of children (the “Walking School Bus”).
- Contacting parents to keep them updated on the “Safe Ways to School” program.
- Talking to organization within the community who may wish to be involved.
- Becoming a member of the School Traffic Safety Team (meetings held every 2-4 weeks).
- Be a “safe house”/checkpoint for emergencies that children may experience while walking to and from school.
- Organizing or helping with a “Walk Our Children to School” event.
- Other, Please list ideas: ____________________________________________
  __________________________________________________________

Name: _______________________  Email address: ___________________________

Address: ______________________________________________________________
  ___________________________________________________________________

Telephone: work ( )__________________  home ( )__________________
During the beginning phase of a “Safe Ways to School” program, it is important to involve parents of students attending the school, to learn their concerns for the safety and security of their children, and to invite them into the process of finding solutions.

A survey tool (see Parent Survey) sent home with children or mailed to parents with children’s report cards is one technique to get information regarding parent’s concerns. Some incentives for returning the survey forms are generally needed to ensure a good rate of return (see Invitations). Committee volunteers can be used to compile the survey answers and bring a list of parent concerns to the School Traffic Safety Team.

Another technique for getting parents involved is to host parent discussion groups (sometimes called focus sessions) at the school as part of a parent meeting, or in the neighborhoods at a community center or parent’s home. A concurrent session for children (see Student Activity) can serve the purpose of getting the children’s involvement and also reduces the need for evening childcare. The following components will help to plan for successful parent input and involve them in providing solutions for safe ways to school for their children to walk and bicycle.

Things to consider in Parent Discussion Sessions:

**Invitations:**
- Invite all parents but only expect 5 – 8% of them to come.
- Incentives – food, child care, party, one time donation of time, conduct session during a band or other school performance, or as part of a PTA meeting.

**Setting:**
- School classroom
- Cafeteria
- Neighborhood community center
- Parent’s home

**Participants:**
- 6 – 12 participants is a good number (larger numbers can divide into subgroups)
- Should be made up of parents (grandparents, caregivers) of students at the school
- If smaller groups are formed for discussion it may be best to divide up into subgroups by age of child
Materials:
• Easel pads and pens or chalk boards and chalk (dry erase boards/markers)
  Each group should have:
  • School zone map
  • Red, blue and green push pins
  • Highlighters

Tasks: (approx 1 hour)
• Discuss general issues surrounding school transportation, particularly bicycling and walking - 10 minutes
• Identify specific locations that are very good or very bad for walking and bicycling. List them on the board and locate them on the pin map (blue pins – children’s home, red pins – areas of concern, highlighter – designate walk routes) – 20 minutes
• Discuss safety improvements and potential solutions – 15 minutes
• Encourage participation and sign-up sheet – 15 minutes
• List potential resources (volunteers, business partners, agency contacts)

Parent Volunteer Sign-Up Sheet

School: ___________________________________________               Date: _______________________

I am interested in helping with the Safe Ways to School program:

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
<th>How? (i.e. walk children, help with an event, etc.)</th>
</tr>
</thead>
</table>
* Note: This student activity is to be done as a student/teacher activity in the classroom or as a homework assignment to be done with a parent and returned with the parent’s signature.

1. Where do you go to school? ________________________________________________

2. Are you a Boy or Girl? (circle one)

3. What grade are you in? ________________________________________________

4. How long does it usually take you to get to school? (circle the correct letter)
   a. Less than 5 minutes
   b. 5 – 10 minutes
   c. 10 – 20 minutes
   d. 20 – 30 minutes
   e. More than 30 minutes

5. How do you usually go to and from school: (put a check in the box)

   In the morning? In the afternoon?
   a. school bus
   b. car
   c. walk
   d. bicycle
   e. city bus
   f. other (please explain) ________________________________________

The Florida Traffic and Bicycle Safety Education Program - Safe Ways to School Tool Kit
6. It would be safer to walk or bicycle to school if... (Put an “X” if you agree)

_______ We lived closer to school
_______ I could walk with my mother or father
_______ I could walk with other kids
_______ We had walk and bike maps
_______ We had walking and bicycling safety training
_______ There were more crossing guards or policemen
_______ There were better sidewalks from my neighborhood to school
_______ Other Things: _____________________________________________________

_______ There were more street lights along the sidewalk
_______ There were bikepaths separated from traffic
_______ There were fewer cars around where I walk to school
_______ People obeyed speed limits
_______ The school provided a safe place for storing bicycles

7. Put a * by the two things in the list above that you think are most important in making it safer to walk and bicycle.

8. On the map, draw the route from your home to school. Mark ‘H’ for home and ‘S’ for school. Put a star* next to places that are hazards or problems for you and list them in the box below. If you have suggestions for fixing the problems, please list them below in the space.

<table>
<thead>
<tr>
<th>Problem Areas:</th>
<th>Possible Solutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note to Parent: As part of our “Safe Ways to School” program we are trying to improve traffic safety, for children to walk and bicycle to school. Please take a few minutes with your child to help them mark the route they take to school and list any hazard areas or problems they encounter. Also please assist them in listing any possible solutions. Thank you for taking the time to help us make a safer school.

_________________________  ____________________________
Student Signature          Parent Signature
The following is a list of ideas for improvements. Some were implemented by the pilot schools and others surfaced during creative brainstorming sessions. They are listed in random order and have no guarantees for success, but are worth trying. This list of ideas can be read at the school safety team meeting and the parent discussion groups to get ideas rolling.

It may be more realistic for a school district to start slow and choose a few schools each year to begin implementing the program and develop criteria for selection of schools based on:

1. Funds expended for courtesy busing
2. Existing hazardous walking and bicycling conditions
3. Parent and political support for a “Safe Ways” program

Ideas

A. Education/Encouragement for Students

A continuum Traffic Safety Education:

- K - 2nd Grade - Pedestrian Safety
- 3rd - 5th Grade - Bicycle Safety
- 6th – 8th Grade - Pre-Drivers Ed
- 9th – 12th Drivers Ed

B. Parent, Teacher & School Resource Officer Education

- Parent/Child map activity
- PTA programs
- Student-produced materials asking parents to slow down and watch for children crossing
- Student-created “Parents Be Safe” video
C. Safety Programs and Activities

- The “Walking Bus”
- Footprints, paw prints or imprints representative of the school mascot can be painted along the walk route and “stop at the edge” strips on the sidewalk edge before the crossing
- “Safe Houses” designation
- “Neighborhood Speed Watch”
- “Corner Captains”
- “Citizens on Patrol”
- “Walk on Wednesdays”
- School-wide safety week, posters contests, class prizes for highest percent of walkers and bicyclers (pizza party, morning donuts)
- Carpool networking for parents
- Paint the street crossings
- Banners for street “reclaiming” or to celebrate “Walk A Child to School” week
- Bike Safety Festival Day

D. Engineering

- Increase school zone beyond school property limit to include major crossings adjacent to school.
- Overhead and solar panel flashers for school zone designation where crossings occur.
- Special emphasis crosswalks (including use of yellow color vs. white for crossing stripes in school zone), raised pedestrian crossings, pavement markings, refuge islands, bulbouts at corners.

E. Other School Based Activities

- Site-based crossing guards (school teachers, parent volunteers) who receive four-hour mini-training for “on-site” guards in the school zones.
- Staggered dismissals to separate students walking from car traffic.
- Parent drop off zone away from school site, but adjacent to designated walk routes.

F. Enforcement

- Sheriff’s “Citizen Courtesy Notices” as a type of community watch program.
- Bright yellow green school zone and pedestrian crossing signs to designate school zones.
- Speed trailers or variable message signs for speed control
- Bike patrols and cadet bike patrols “on duty” in school zones during school start and dismissal times.
References & Examples

1. List of Planned Improvements Example
2. School Walk Map Example
3. Golden Gate Walk Map and Letter
4. Designing Walk Routes
5. Example of Offsite Safety Form
6. “Walk A Child to School” Sample Flyer
7. Traffic Calming Techniques
8. List of Funding Sources
9. Model Language for School Improvement Plan
10. Additional Resources
# Example List of Planned Improvements and Funding Sources

*Courtesy of: Pinellas Park Elementary School*

<table>
<thead>
<tr>
<th>RECOMMENDED IMPROVEMENTS</th>
<th>RESULTS</th>
<th>RESPONSIBLE ENTITY</th>
<th>FINANCIAL SOURCE (IDENTIFIED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Install set of solar roadside flashers along 52nd in front of school and on 53rd between Park and 78th. Pavement markings on 52(^{nd}) will go in November of 1998.</td>
<td>A dramatic script and plan of action has been put together to present to the Safety Patrol sponsor.</td>
<td>Paul Bertels (Contact person)</td>
<td>PP Traffic Engineering and CTST</td>
</tr>
<tr>
<td>Request (radar operated) variable message speed sign at Park Blvd. (during school times) or on 52(^{nd}). Do as a controlled FDOT research project for compliance; eventually as a purchase item.</td>
<td></td>
<td>FDOT, CTST Judy Wiesner (Contact person)</td>
<td>FHP, DOT, Pinellas Park Police Department</td>
</tr>
<tr>
<td>Purchase safety education “kit” for pedestrian safety (traffic signal, walk).</td>
<td></td>
<td>Nancy Blackwell</td>
<td>DOE District Office School Board</td>
</tr>
<tr>
<td>Parent education: safety education videos done by upper elementary students (i.e. safety patrol or student council) with technical assistance from Public Service Department of Traffic Engineering.</td>
<td>A before speed study has been conducted. Striping going in week of July 27, 98, a second study will be conducted to evaluate the treatment. A third study will be conducted after school has been in session.</td>
<td>Paul Bertels, David Carey, and Vivian Neumann</td>
<td>Traffic Engineering, Public Services Department, Title I, School Media Services</td>
</tr>
<tr>
<td>52nd Street - stripe 12 foot lanes and possibly cross-hatching for speed control and as pedestrian buffer. Investigate potential of installing left-hand turning lane in front of school. (Research study for state wide significance).</td>
<td>Sign being fabricated, on the list for installation prior to the beginning of school.</td>
<td>Rich Davis, Paul Bertels</td>
<td>PCSD, PP Traffic Engineering</td>
</tr>
<tr>
<td>Install signage at exit from parent drop-off circle to alert parents (i.e. “Don’t Speed - Your Child’s Safety is at Risk.”) (4 drop-off areas)</td>
<td></td>
<td>Paul Bertels</td>
<td>PP Traffic Engineering</td>
</tr>
<tr>
<td>Copies of school walk/bike map for beginning of Fall.</td>
<td></td>
<td>Paul Bertels</td>
<td>PP Traffic Engineering</td>
</tr>
<tr>
<td>Training for P.E. teachers and expansion of curriculum to pedestrian and school bus safety.</td>
<td></td>
<td>Nancy Biner trained (8/20/98). Equipment available</td>
<td>FTBSEPK $</td>
</tr>
<tr>
<td>McDonald’s - contact regarding leaving drive-through (inf. plus trimming hedges).</td>
<td></td>
<td>Paul Bertels</td>
<td>FTBSEPK $</td>
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<td>RECOMMENDED IMPROVEMENTS</td>
<td>RESULTS</td>
<td>RESPONSIBLE ENTITY</td>
<td>FINANCIAL SOURCE (IDENTIFIED)</td>
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School Walk Map Example

J.J. Finley
WALKING/BIKING ROUTE

The walking/biking route to J.J. Finley Elementary School is on the sidewalks shown on this map. Major streets should be crossed only at locations indicated.
OFFICE OF THE PRINCIPAL
GOLDEN GATE ELEMENTARY SCHOOL
4911 20th Place, SW
Naples, Florida 34116-5717
(941) 455-1051

August 31, 1998

Dear Parents/Guardians:

Golden Gate Elementary is working to ensure the safety of children traveling to and from school. To this end, the map on the back has been developed to facilitate your selection of safe routes to school. It indicates the location of traffic signals, cross walks, school speed zone flashers, crossing guards, and bicycle/walking paths or sidewalks in the vicinity of the school.

Please take a few minutes with your child to discuss and select a safe route, which is direct and has sidewalks. Let your child mark the route that you have chosen together on the map.

Our school is working to achieve a reduction in motor vehicle traffic. If you drive your child to school, remember that your vehicle is a potential threat to children who are walking/bicycling to school. Fifty percent of children hit by cars near schools are hit by parents of other students. To help reduce this threat, encourage your children to walk or bike to school. If you must drive them, drop them off on the sidewalk a few blocks away (preferably on the same side of the street as the school and where a school safety patrol or adult crossing guard is present). Please obey all traffic signs, particularly the “No Stopping” and “No Parking” signs that protect school crosswalks.

Thank you for your help in providing a safer environment for all our children. If you have any suggestions for improvement, please call the school office (455-1051).

Sincerely,

James A. Gasparino
JAG/kb
Golden Gate Elementary School
Walking/Bike Route

The walking/biking route to Golden Gate Elementary School is shown on this map. Major streets should be crossed only at locations indicated.

Golden Gate Elementary School
4911 20th Place SW
Naples, FL 34116
455-1051

Golden Gate Elementary School
School (volunteer/parent) teachers
Crossing Guards/Safety Patrols

Your child's safety is our utmost concern.

The Florida Traffic and Bicycle Safety Education Program - Safe Ways to School Tool Kit
Step 5. Design the walk routes

Begin with the streets and neighborhoods near the outer limit of the mile radius from school and work inward to the school. Plot the walk routes on draft maps using sequential arrows indicating the direction of walking and the side of the street to be used. Consider both going and coming to/from school. Remember, existing traffic control devices (stop sign or traffic signals) may or may not be properly located with respect to the safest route to school.

Do not feel constrained to making the routes conform to the existing devices if there is a safer alternative. Midblock crossings should be designated as crossing locations if they are either signalized or supervised (crossing guard or school patrol). Figure 16 shows a walk route development map. Generally, the routes should be designed to assure that the school-age pedestrians from each neighborhood:

- Form into a group as soon as possible to be more readily visible to motorists;
- Cross the fewest number of streets to reduce vehicle-pedestrian exposures;
- Walk on sidewalks or paths where available;
- Walk the shortest possible distance on streets without sidewalks or wide shoulders;
- Walk on the left side of the road facing traffic on streets where practicable;
- Avoid high speed, high volume roads and roads with high truck volumes;
- Make maximum use of protective techniques, (crossing guards, school patrols, traffic control devices); and
- Use easements with walkways through parks or other available areas where student safety is maximized.
Figure 16. Walk route development
In determining the safest crossing locations, the following factors should be considered:

- traffic speeds,
- traffic volumes, traffic mix and pedestrian volumes,
- sight distance and roadway curves,
- type of area (residential, commercial, industrial),
- traffic control devices (signs and signals),
- width of street and number of lanes,
- visibility and sight distance limitations (shrubs, parked cars),
- adequacy of pedestrian signal displays and timing for children, and
- availability of assistance measures (crossing guards, school patrols).

Midblock crossings, like the one shown in Figure 17, are useful when:

- The crosswalk is supervised by an adult crossing guard, safety patrol or police officer,
- The crossing is signalized, and
- Proper signs and markings together with enforced curb parking restrictions are provided to assure sufficient visibility in the crossing area.

Figure 17. Mid-block crosswalk
The location where the pedestrian routes terminate at the school site should be well separated from car and bus loading and unloading zones.

Plot the designated route to school for each elementary school on the base map using arrows to illustrate the direction of travel. The crossings on the safe route should be “field checked” for visibility and sight line obstructions from both the drivers’ and the children’s viewpoints; remember that young school children are much shorter than adults. Crouch down if necessary to get the proper perspective at each crossing location. Be sure that all signals, signs, and crosswalks are functional and in the proper location. After the designated routes are issued to the students, additional field checks should be made to determine if the route is being used and is indeed realistic. A completed walk route plan is shown in Figure 18.

From the base map for each school, trace a walk route for the maps to be given to students and parents. This map should present only the most relevant information to students and parents including the safest route to and from school, the school building, and the student’s home or neighborhood. Some example maps are shown in the “Practical Tips for Preparing Maps” section later in this Guidebook.

Construct the maps so they are durable, comprehensible, conveniently sized and have a readable scale. The school walk route map should normally show the following, using the standard symbols shown in the maps and in the sidebar.

- School facilities
- School entrances
- Crosswalks, streets and sidewalks
- Traffic control devices affecting operation of the walk route
- Adult crossing guards
- School student safety patrols
- Designated routes for the students

A set of usage instructions should accompany each school walk route map. They can be printed on the front or back of the map for each student, or given in a separate letter to parents and students. A letter explaining the use of map could be printed on the map itself as shown in Figure 19.

Address the instructions to parents and/or children and include specific safety rules like those noted in a previous section. These explanations, instructions, and safety rules are an integral part of the map. In some cases it may be necessary to prepare notices to parents in languages other than English. The final walk route map is illustrated in Figure 20.
PINELLAS COUNTY SCHOOLS
OFFSITE SAFETY FORM

This form is to be used to report conditions, not located on School Board property, that potentially impact the safety of children while traveling to and from school as pedestrians or while being transported. The information obtained will be forwarded to the appropriate governmental agency for their investigation. We will request the said agency to take appropriate corrective action if they determine the said condition is a hazard.

If a condition is reported that you feel is life threatening and requires immediate attention, call Real Property Management at 547-7286 immediately; follow-up with this written report.

NOTE: 1. This form is to be completed by the school from information obtained from students, parents, teachers, staff and community.
2. Please type or print all information. On map below indicate the problem area(s).
3. Submit only new safety concerns. Do not list any locations which were on earlier reports, unless there is additional information or supporting data justifying listing the item again.
4. Please submit only one item per form.

School Name ___________________________________________ Number of students affected _______ Date _____________

1. Person making report

   Name: ____________________________________________ Address: ____________________________ Phone Number: __________________

2. Check type of problem:
   (a) Crossing Guard Request
   (b) Damaged or missing traffic device
   (c) Overgrown trees/shrubs
   (d) Impaired or obstructed walk path
   (e) Street
   (f) Sidewalk
   (g) Bus stop issue
   (h) Other

3. Location of Problem:
   Sketch or draw the area of concern in the space below. If additional space is needed, sketch the area on a separate sheet of paper. (Please be neat and give an exact location.)

   Street name: ____________________________________________ Use directional arrow to indicate North
   Between what points: ____________________________________________
   City or town: ____________________________________________
   Problem: ____________________________________________
   Attachments: ____________________________________________

4. Have you previously submitted this information to the Real Property Management Department?
   Check one: ____________________ If Yes, When? ____________________

5. What action do you suggest to resolve the concern?

   ____________________________________________

   THIS AREA IS TO BE USED ONLY FOR AGENCY RESPONSE
   As the agency with jurisdictional control over the above stated safety concern, please describe the action taken or planned, if any, and the anticipated timeline for said action.

   ____________________________________________

   Signed: ____________________

The Florida Traffic and Bicycle Safety Education Program - Safe Ways to School Tool Kit
“Walk A Child To School” Sample Flyer

Florida Traffic and Bicycle Safety Education Program

Announcing
the nationally celebrated event:

“WALK A CHILD TO SCHOOL” WEEK

October 4 – 8, 1999

Although the event is not until next fall, this advance notice will help you to prepare for next year’s event by forming a committee to plan your fall event.

During that week, parents, care-givers, faculty, staff, and children are encouraged to:

- Walk to school together as many days as possible (Oct. 6 is targeted as the “campaign” day)
- Identify safe routes to school
- Learn and practice safe pedestrian behaviors
- Be aware of the tremendous health benefits that regular, daily walking and bicycling provide
- Involve press and local officials in your event to focus on safety and the community benefits of increased walking and bicycling

We look forward to your participation. If you would like to be placed on our mailing list and receive more information about the campaign, please fax us a contact name and school address at: ____________

Walk a Child to School Week is sponsored by the Partnership for a Walkable America

*PLEASE COPY AND DISTRIBUTE
Traffic Calming Techniques

School children need every advantage we can provide. Create comfortable and friendly environments for walking. Behavior of parents must be tightly controlled. If the school is not located on a principle roadway carrying more than 4,000 vehicles per day, use appropriate traffic calming features that hold down speeds to 20-25 mph, 24-hours per day.

Traffic Management Elements

Basic Features
- Queuing Space for Student Drop-off
- Student Drop-off Zone (left-turn out only)
- School Bus Loading/Unloading Only
- Staff and Volunteer Parking (No dropoffs)
- Curb Extensions or Bulbouts
- Sidewalks
- Tight Corner Radii
- Stop Bars
- Roundabout or Mini-circle
- Enhanced Crosswalks

Options
- Median Diverter
- Median Refuge Islands at Intersection
- Crossings (can be mid-block) with Median and Flat Top Table
- Cones on Center Line to slow traffic
- Trees and other Landscaping
- Bike Lanes
- Flashing Beacon Lights

Principles:

☐ Keep all movements (i.e. pedestrian, auto, bus) separate
☐ Keep all turning movements low-speed
☐ Provide 24-hour, 20 mph speed through design
☐ Provide well identified crossings
☐ Give priority to pedestrians and bicyclists
☐ Release pedestrians before auto pickup
☐ Do not permit queuing in undesirable locations
☐ Do not permit parents to cross main pedestrian routes
☐ Use school crossing guards for elementary students
☐ No right-turn on red, if signalized
☐ Avoid multiple-lane highways at school entrances
Potential Funding Sources

- Local School Board Capital Improvement Funds

- School Board Maintenance Funds

- City/County Public Works Department or FDOT
  - Maintenance of sidewalks, crossings, etc.
  - Traffic Operations – Signs, signalization, etc.
  - Utility Easements - for walking and bicycling
  - FDOT Safety (Hazard Elimination) Funds – prioritized by FDOT District Safety Engineers with recommendations from CTSTs
  - FDOT Enhancement Funds – Recommended by counties and MPO’s and prioritized by FDOT District Enhancement Coordinators

- City/County Traffic Engineering
  - Sidewalk Improvement Budget
  - Neighborhood Traffic Management Programs

- Safe Communities/CTST Public Information or other funds
  - County Sheriff’s Department or City Police Department
    - Crossing Guard Funds
    - Enforcement efforts
  - PTA or SAC Committee Fundraising efforts
  - Private Business Donations
  - Neighborhood or Development agreements (i.e. for easements or sidewalk connections)
  - Safe Kids Coalition
  - Local Safety Council
Model Language for Writing Safe School Environment Component into School Improvement Plan

Writing and adopting a safe school environment component that embraces traffic safety in the school’s improvement plan is one of many tasks included in the “Safe Ways to School” project. To assist with this process we have provided examples of some of the standards that have been written.

For your reference you should look at Subsection 229.591, Florida Statutes (http://www.leg.state.fl.us/citizen/documents/statutes/index.html) - *Comprehensive revision of Florida’s system of school improvement and education accountability*, and the Department of Education Strategic Objectives. The Safe Ways to School project helps realize Goal 5 of this statute and Strategic Issue 2 of DOE’s Strategic Objectives. This information is useful and important in the composition of your school’s safe school environment component. The DOE is currently working on producing specific, measurable objectives and will update its Strategic Objectives in the near future. For up-to-date information, check out their website at: http://www.firn.edu/doe/

This is an example provided by Duval County Public Schools Academic Excellence and Achievement for All Students standards. This model only addresses the education component.

<table>
<thead>
<tr>
<th>Knowledge/Skill</th>
<th>Performance Measure</th>
<th>Performance Standard</th>
</tr>
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<tbody>
<tr>
<td>Safety</td>
<td>Teacher Judgment Using Checklist</td>
<td>Within five years, all students in every ethnic group by the end of fifth grade, will participate in both a pedestrian and/or bicycle safety education program and a water safety instructor program within the constraints of their individual condition.</td>
</tr>
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</table>

The following model is taken from Collier County’s Golden Gate Elementary School and includes language that addresses providing a safer school environment for students that walk and bicycle to and from school.

*ACTION PLAN*

Priority Objective:

Golden Gate Elementary will work to provide a safer environment for students to walk and bicycle to and from school.

Adequate Progress

For this objective, progress will be adequate when the amount of traffic on and around the school campus at arrival and dismissal times is reduced as evidenced by a decrease in the number of car riders.

Rationale

Golden Gate Elementary School is committed to providing a safe environment for our students. We believe that this extends beyond the confines of our school to include our surrounding community. During the 1997-98 school year, our school applied for and was selected as one of ten pilot schools for the “Safe Ways to School” Project, a joint effort among the University of Florida, the Department of Education, and the Department of Transportation. Through our work with this project, we began an analysis of the traffic patterns and routes used by students.

Other than a small number of exceptional student education students, all Golden Gate Elementary students live within a two mile radius, and therefore either walk, bike ride, or are driven to and from school. Discounting car riders, over 500 students are walking or bicycling when the streets surrounding the school are most congested. The Collier County Transportation Office reported an average daily traffic rate of 2,033 cars on 20th Place SW, directly in front of the school, with peak times occurring at 7:15am and 2:00pm. These numbers reflect the increased traffic caused by parents driving their children to and from school. The intent of this objective is to improve the conditions that allow children to walk and bicycle safely to school, thereby reducing the dependence on private vehicles.
List of Additional Resources

AAA Foundation for Traffic Safety
1440 New York Avenue, NW Suite 201
Washington, DC  20005
Telephone: 202-638-5944
Fax: 202-638-5943
Web site: www.aafts.org

Bikes Belong
1368 Beacon Street
Brookline, MA  02446-2800
Telephone: 617-734-2800
Fax: 617-734-2810
Web site: www.BikesBelong.org

The Center for Liveable Communities
Local Government Commission
1414 K Street, Suite 250
Sacramento, CA  95814
Telephone: 916-448-1198
Fax: 916-448-8246
Web site: www.lgc.org/clc

Centers for Disease Control and Prevention
4770 Buford Highway, NE
Telephone: 800-311-3435
- National Center for Chronic Disease Preventionand Health Promotion
- Division of Nutrition and Physical Activity
- National Center for Environmental Health
- National Center for Injury Prevention and Control
- The Bike Hub

City of Chicago Walking School Bus Program
City of Chicago Department of Transportation
30 North LaSalle Street, #400
Chicago, IL  60602
Telephone: 312-742-2755
Fax: 312-744-8511

Earth Force (Bicycle Youth Advocacy Program)
1908 Mount Vernon, 2nd Floor
Alexandria, VA  22301
Telephone: 703-299-9400
Web site: www.earthforce.org

Federal Highway Administration
400 7th Street, SW
Washington, DC  20590
Web site: www.fhwa.dot.gov

Florida Department of Transportation
Safety Office
605 Suwannee Street, MS 82
Tallahassee, FL  32399-0450
Telephone: 850-487-1200
Fax: 850-922-2935
Web site: www.dot.state.fl.us/safety/

Florida School Crossing Guard Program
Florida Department of Transportation
District 5, MS 4-564
719 S. Woodland Blvd.
Deland, FL  32720
Telephone: 904-943-5600
Fax: 904-736-5065

Go for Green (Canadian Safe Routes Program)
30 Stewart Street
Ottawa, ON K1N 6N5
Canada
Telephone: 613-562-5336
Fax: 613-562-5314
Web site: www.goforgreen.ca

League of American Bicyclists
1612 K Street, NW, Suite 401
Washington, DC  20006
Telephone: 202-822-1334
Web site: www.bikeleague.org

National Center for Bicycling and Walking
1506 21st Street, NW, Suite 200
Washington, DC  20036
Fax: 202-463-6625
Web site: www.bikefed.org
National Civic League
1445 Market Street, #300
Denver, CO 80202-1728
Telephone: 303-571-4343
Fax: 303-571-4404
Web site: www.ncl.org/ncl/index.htm

National Crime Prevention Council
1700 K Street, NW, 2nd Floor
Washington, DC 20006-3817
Telephone: 202-466-6272
Fax: 202-296-1356
Web site: www.ncpc.org

Partnership for a Walkable America
1121 Spring Lake Drive
Itasca, IL 60143-3201
Telephone: 630-285-1121
Fax: 630-285-1315
Web site: www.nsc.org/walkable.htm

State Safe Kids Coalition
2020 Capital Circle, SE, Bin# C18
Tallahassee, FL 32399-1738
Telephone: 850-245-4440

Surface Transportation Policy Project
1100 17th Street, NW, 10th Floor
Washington, DC 20036
Telephone: 202-466-2636
Fax: 202-466-2247
Web site: www.transact.org or www.tea21.org

The University of North Carolina Highway Safety Research Center
730 Airport Road, Suite 300
Campus Box 3430
Chapel Hill, NC 27599-3430
Web site: www.hsarc.unc.edu

Walkable Communities, Inc.
320 South Main Street
High Springs, FL 32643
Telephone: 904-454-3304
Fax: 904-454-3306
Web site: www.walkable.org

National Highway Traffic Safety Administration
400 Seventh Street, SW
Washington, DC 20590
Telephone: 202-366-0910
Web site: www.nhtsa.dot.gov
- Traffic Safety Program
- Safe Communities Program

National Safe Kids Campaign
1301 Pennsylvania Ave., NW, Suite 1000
Washington, DC 20004-1707
Telephone: 202-662-0600
Web site: www.safekids.org

National Safety Council
1121 Spring Lake Drive
Itasca, IL 60143-3201
Telephone: 630-285-1121
Fax: 630-285-1315
Web site: www.nsc.org/library.htm

The Florida Traffic and Bicycle Safety Education Program - Safe Ways to School Tool Kit
This report was prepared for the State Safety Office, Department of Transportation, State of Florida in cooperation with the National Highway Traffic Safety Administration, U.S. Department of Transportation and/or Federal Highway Administration, U.S. Department of Transportation.

The conclusions and opinions expressed in these reports are those of the subgrantee, and do not necessarily represent those of the State of Florida, Department of Transportation, State Safety Office, the U.S. Department of Transportation or any other agency of the State or Federal Government.