

A Guidebook for Schools and Communities

GEORGIA DEPARTMENT OF TRANSPORTATION





CHAPTER 1 - Introduction to "Safe Routes to School"

Welcome to "Safe Routes to School," an ever-growing effort to promote safe walking and bicycling to and from school! Across Georgia, and across the United States, and, in fact, across the world, communities are setting up programs to support walking and



At Glennwood School in Decatur, Georgia, walking and rolling to school has become a "cool" thing to do!

bicycling as viable and healthful options for children and families on their school journeys. This Guidebook is designed to help you establish a successful and sustainable Safe Routes to School program that will enhance the safety and health of your community.

Why "Safe Routes to School?"

Have you ever watched a long line of cars clog the road in front of a school, engines idling as they inch their way forward, impatient children squirming in the back seat? Have you seen children on their way to school, walking in the road, scurrying across a major street, or dodging cars in the school driveway? While "going to school" is often a very basic part of family life, the simple act of getting to and from school has become increasingly difficult.

Thirty years ago, more than 66 percent of

children in the US walked or biked to school (Centers for Disease Control and Prevention). Today, with increased traffic, many parents are concerned that walking and bicycling are not safe, and the number of American school children who walk or bike to school has dropped to just 13 percent (CDC). With this change, we have seen corresponding increases in traffic congestion and air pollution around schools; we have also seen a dramatic rise in rates of childhood obesity in recent years. Many health professionals and educators agree that walking and biking to school provide important opportunities for children to explore their neighborhoods, develop social skills, experience a sense of responsibility and independence, and exercise their bodies.

Safe Routes to School programs use a comprehensive community-based approach to these issues. They seek to improve the safety of children who walk and bicycle while increasing the numbers of school community members who travel to and from school using non-motorized transportation.



Students and parents at Clairemont Elementary in Decatur, Georgia enjoy the exercise and the fun on "Walk and Roll to School Day."

Safety

新**州**

- In a survey of parents conducted by the Centers for Disease Control and Prevention, 30% indicated traffic danger as a major barrier to allowing their children to walk or bike to school.
- Motor vehicle crashes (in which children are passengers) are the leading cause of death for school-age children (National Highway Traffic Safety Administration).

Congestion

- 20 to 25% of morning rush hour traffic is attributable to parents driving their children to school (National Highway Traffic Safety Administration).
- 50% of children hit by cars near schools are hit by parents of other students (Washington State Department of Transportation).

Health and Physical Activity

- The U.S. Department of Health and Human Services recommends at least 60 minutes daily of physical activity for children. Yet, of children ages 9 to 13 years, 62 percent do not participate in any organized physical activity and 23 percent do not engage in any free-time physical activity outside of school hours (Centers for Disease Control and Prevention).
- The percentage of overweight children and adolescents in the U.S. has tripled in the last 30 years. (National Center for Health Statistics). In 2003, one in three Georgia middle school students

were either overweight or at risk for overweight (Georgia Student Health Survey).

 Public health and medical professionals have begun to speculate that the current generation of children may be the first that will not live as long as their parents (Summit on Obesity).

The Environment

- An average car emits close to .9 pounds of pollutants each mile it travels (Environmental Protection Agency).
- A 4-mile round-trip bike ride can prevent 15 pounds of air pollution (factoring in pollution generated by starting and stopping) (Federal Highway Administration).

Economics

- The metro Atlanta region loses more than \$1.75 billion each year, approximately \$1,127 per peak traveler, due to congestion-related costs (Clean Air Campaign).
- In a 2006 study, Atlanta was named the most expensive place in the US for driving a car, with an annual cost of \$5,772 (Sperling's Best Places).
- Nationally, per-pupil busing costs grew from \$394 in 1990-91 to \$521 in 1999-2000. (National Center for Education Statistics)
- Medical expenses related to overweight and obesity cost Georgians over two billion dollars in 1998 (Centers for Disease Control and Prevention).



What does a Safe Routes to School program look like?

Safe Routes to School (SRTS) programs come in many shapes and sizes; the beauty of SRTS is that it is tailor-made to address an individual school community's needs. Simply put, community members come together to consider problems and implement solutions. This is done by conducting a needs assessment, setting goals, developing a plan, and then implementing that plan to achieve those goals.



Four of the "E's" come together at Mason Elementary in Duluth, Georgia.

- 1) Encouragement a "bike train" to school;
- 2) Education instruction about dismounting at a crosswalk;
- 3) Engineering the crosswalk and curb ramp; and
- 4) Enforcement a crossing guard stops traffic.

Successful programs have used a comprehensive "5 E" approach to addressing changes:

- Engineering, focusing on infrastructure improvements around the school that support walking and bicycling;
- Enforcement, focusing on legal enforcement of traffic laws as well as school policies that support walking and bicycling;
- Education, focusing on bicycle and pedestrian safety training of children and adults in the school community;
- Encouragement, focusing on fun, educational, and motivational activities and events that promote safe walking and bicycling.
- Evaluation, incorporating on-going information-gathering, review and analysis each step of the way.

Georgia's SRTS Program

In 2005, Congress passed federal legislation that established a national Safe Routes to School (SRTS) program. The program dedicates a total of \$612 million toward SRTS nationwide from 2005 to 2009. These funds are being distributed to states in proportion to the number of primary and secondary school students in the state. Georgia will receive an estimated \$16 million over five years.

The Georgia Safe Routes to School (SRTS) Program was created in 2006 by the Georgia Department of Transportation in coordination with the Georgia SRTS Advisory Committee.

Essential Components of a Safe Routes to School Program

- Community Interest and Involvement
- Data Collection
- Safe Routes to School Plan
- · Engineering, Enforcement, Education, and Encouragement Activities
- Evaluation

KA



The Program provides funds to communities throughout Georgia to improve the ability of primary and middle school students to walk and bicycle to school safely. (See Chapter 5, Funding Your Program.)



Students and parents at Dresden Elementary in Chamblee, Georgia gather in an apartment complex parking lot for an early morning "Walking School Bus". The bright colored vests, provided by the Georgia Department of Transportation, make the children highly visible to motorists as they cross busy streets.

The Georgia Program seeks to:

- enable and encourage children, including those with disabilities, to walk and bicycle to school safely;
- make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age; and
- 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 (approximately 2 miles) of primary and middle schools (Grades K-8).

Benefits to Communities

The benefits of Safe Routes to School programs are far-reaching.

• Glennwood School in the Georgia city of

Decatur saw a 229% increase in daily walking and biking to school over a two year period. (Metro Atlanta Safe Routes to School Project)

- Over the course of one school year, Mason Elementary in Duluth, Georgia saw a 26% reduction of morning car traffic congestion at the school. (Metro Atlanta Safe Routes to School Project)
- During school year 2004-2005, research in Marin County, California indicated a 2.6 million mile reduction in vehicle miles traveled. Fewer vehicle miles relates directly to the reduction of air pollutants that endanger public health.
- In Odense, Denmark, where the Safe Routes to School concept originated, traffic-related injuries among schoolchildren were reduced by 30%.

Safe Routes to School programs also bring about "quality of life" changes in communities. In many places, the local school system



A rainy Walk to School Day brought members of the Dresden Elementary community together. Pictured are two parents, a student, a teacher, and a member of the local neighborhood association.

and the local government typically interact very little; Safe Routes to School brings them together in active dialogue and partnership. In some communities, many citizens are not deeply involved in transportation



issues; Safe Routes to School provides an additional vehicle for families – including students — to be directly and actively involved. In many areas, active transportation options, such as walking and bicycling, have become a thing of the past; Safe Routes to School shines a spotlight on those options for children and adults even beyond the journey to school. In addition, with more families out walking and bicycling, neighborhoods can develop a greater sense of community.

The Guidebook

The Georgia Safe Routes to School Guidebook was developed by the Metro Atlanta Safe Routes to School Project in conjunction with the Georgia Department of Transportation. The information contained in this Guidebook is based on a three-year demonstration project in five urban and suburban metro Atlanta schools, as well as



Before the Safe Routes to School project began at Mason Elementary in Duluth, only one student biked to school and just a handful walked. Here, a year after the pilot project ended, families "beat the traffic" by walking and biking on a daily basis.

state-of-the-art information from sources across the US.

We hope to see Safe Routes to School programs multiply and flourish throughout

Community Benefits to Safe Routes to School

"The program increased awareness about safe alternatives to get to school. We had a lot of fun getting to know kids and parents who walked and rode to school together. It built community. " - Parent, Duluth, Georgia

"The program help set the norm for walking to school. The new norm is really important to our neighborhood." - Parent, Decatur, Georgia

"The program got parents, students, and teachers involved. It gave me the opportunity to walk and interact with the students. The mothers had a chance to meet other mothers in the community." - Teacher, Chamblee, Georgia

"People get out of their houses and walk/bike about. Since the program started, I have seen families walking and bicycling to the grocery store and other places. We were once cocooned suburbanites. Now we're neighbors." - School neighbor, Gwinnett County, Georgia.

"I have learned a lot about the benefits of walking and biking and how to impact a community to be knowledgeable about these important issues." - Principal, Duluth, Georgia.

DRAFI



Georgia, and we want to make it as simple and joyful as possible for you to get started. The Guidebook will take you step-bystep through the processes for setting up a program, conducting assessments, developing a plan, implementing activities in each of the "5 E" areas. The Appendix contains a "Toolkit" with a variety of materials that can be reproduced and/or adapted for use by communities in Georgia. Be sure, too, to check the Resources section for additional sources of help and information.

Notes

Chapter 2 - Getting Started

So, you'd like to develop a Safe Routes to School Program in your community! Here are some tips to get you started.

Because successful programs address the unique needs of an individual school community, there is no "cookie-cutter" way to begin or to carry out a program. However, there are eight common steps that many programs have taken to start up Safe Routes to School efforts in their communities. What follows is a compilation of those steps; the order often varies from program to program and some of the steps may be done in tandem.

Step 1: Determine/Develop Community Interest

Find out what kind of interest in Safe Routes to School there might be in your community. Safe Routes to School issues touch many people in many different ways; some people are concerned about child safety, some are concerned about physical activity, some are interested in promoting walking and bicycling, and some simply remember



Members of the Gwinnett Bicycle Users Group were instrumental in getting a Safe Routes to School program going in their county.

8 Steps for Getting Started

| Step I: | Determine/Develop Community |
|---------|------------------------------|
| | Interest |
| Step 2: | Develop Criteria for School |
| · | Selection |
| Step 3: | Determine/Develop School |
| | Interest |
| Step 4: | Form an Organizing Group |
| Step 5: | Identify Leadership |
| Step 6: | Hold a Kick-off Meeting |
| Step 7: | Form a Safe Routes to School |
| | Team |
| Step 8: | Develop Your Safe Routes to |
| • | School Plan |
| | |

back to the "good old days" when they walked or biked to school. It's important to determine common interests, and find out who might be willing to be involved in making things happen. See the list of Potential SRTS Partners, page 2-2.

If finding people willing to get involved is challenging, then you may need to spend more time developing community interest. There are many resources available to help you show your community the benefits of Safe Routes to School. This Guidebook contains many examples of successful programs in Georgia; the Safe Routes to School Toolkit produced by the National Highway Safety Administration (http://www.nhtsa. dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/) and the National Center for Safe Routes to School's on-line guidebook, (www. saferoutesinfo.org) provide case studies of Safe Routes to School programs from across the country. The National Center also has information on their website about a variety of training workshops, including a Safe Routes to School National Course, http://www.saferoutesinfo.org/ training/. The Safe Routes to School National Partnership offers a short



Potential SRTS Partners

School principal or other school administrator Parents

The PTA or PTO

School Staff

- - Physical Education Teacher or Health Teacher
 - School Nurse or member of the School Health Committee
 - Classroom teachers

Members of the School Council Student Council and/or Safety Patrol Students who walk and bicycle Crossing Guards Neighbors of the school A neighborhood or civic association Community transportation advocates Local bicycle, pedestrian, or safety advocacy groups Local businesses, such as bike shops Local transportation planner (local gov-

ernment)

- Local transportation engineer (local government)
- Local police department
- Elected officials
- Health professionals
- "Safe Kids" or "Safe Communities" organization representatives

powerpoint presentation that can be downloaded at http://bikesbelong.org/page.cfm? PageID=294. The Georgia Department of Transportation also has a variety resources on its website, www.dot.state.ga.us/SRTS that can help to educate others on the purpose and value of Safe Routes to School.



When selecting a Safe Routes to School site, consider the school and its surroundings.

Step 2: Develop Criteria for School Selection

Some schools may be better candidates for a Safe Routes to School program than others, so it is important to develop general criteria for school selection. Your criteria should seek to determine whether a particular school has potential for real change. You will want to consider the physical environment that surrounds the school; a school

Sample Criteria for School Selection

- 1) Moderate, but not severe infrastructural challenges with good, practical potential for actual change;
- 2) a minimum of 10% of the student population lives within two miles of the school;
- 3) a minimum of 2% of the student population currently walks or bikes to school;
- 4) school and parental leadership willing to "champion" the program;
- 5) written letter of support from the PTA and School Council.



that has its only entrance on a major highway would not be a prime candidate. Also consider establishing a minimum baseline percentage of the school population that already walks and bicycles and/or a minimum baseline percentage of students who live within two miles of the school. Consider, too, some criteria for demonstration of school commitment, such as identification of a local "champion" and stated support by key members of the school community.

Step 3: Determine/Develop School Interest

For as much as community members might have a passion for Safe Routes to School, you won't have much of a program without buy-in from the school administration. Set up a meeting with the school principal, or, if you are working at the district level, with the superintendent or someone from that office. Give an overview of Safe Routes to School, how it benefits school communities, and, very importantly, how it compliments the school's educational efforts. Through such a meeting, you can get a sense of the level of interest and what the school can offer; some administrators immediately see the value and others need more convincing. See Chapter 6, Working with School Communities.

Step 4: Form an Organizing Group

Once you have determined there is enough interest in Safe Routes to School to sustain a program, form an organizing group. This is your core group of people who are willing to do the initial footwork to launch the program. It may be a PTA Committee, a School Health and Wellness Committee, a neighborhood group, or just individuals with whom you've connected who share the passion and interest. If your group does not include a school representative, be sure to be in close communication with the school administration as you develop the program.

Step 5: Identify Leadership

At the early stage of a SRTS program, it's important to identify a person or persons who will keep the effort moving forward – making phone calls, setting meeting dates, and following up on accomplishment of tasks. Many programs rely on the passion and enthusiasm of a volunteer they call the "champion." Often champions are parents at the school, but they can also be members of the school staff, or members of the broader community.



The PE teachers, the principal, a parent, and a kindergarten teacher formed the core of the Safe Routes to School Team at B.B. Harris Elementary in Duluth, Georgia.

Step 6: Hold a Kick-off Meeting

Kick-off meetings are a way to "go public" with your idea. Generally, the entire school community - parents, students, school staff, and school neighbors - are invited. Be sure to plan the date so that someone representing the school or school system can be there. Some groups have found it useful to send specific invitations to planners, engineers and others on the Potential Partners list as well.



At the meeting, you can introduce Safe Routes to School and its "5 E" approach to addressing issues. The meeting is also an opportunity to solicit input from these "stakeholders." Some programs ask participants to list their concerns regarding safety; a more positive approach is to have participants share their vision for the future

Tips on Conducting Successful Meetings

- Establish a regular time and meeting place.
- Send out reminders about meetings a few days in advance. Include in the reminders the topics of discussion for the meeting.
- Set an agenda. Place items of most pressing importance about 1/3 of the way through the agenda; often people come late and others leave early.
- Have someone facilitate the meeting. The facilitator's job is to keep the group on track, progressing through the agenda in a timely and productive way.
- Have someone take minutes of the meeting. Send the minutes out soon after the meeting so that those who were unable to attend can keep abreast of program happenings.
- Set a date for the next meeting.
- Close the meeting with a review of task assignments and appreciation for everyone's time and effort.

with regard to walking and bicycling around the school.

Importantly, the kick-off meeting is an opportunity to get people with different perspectives and areas of expertise engaged in the effort. Be sure to have people sign in and leave their contact information so that you can follow up with them at various points along the way.

Step 7: Form a Safe Routes to School Team

Now that your SRTS effort has become "official," you will need an ongoing schoolbased working body, the Safe Routes to School Team. The Team plans and guides the Safe Routes activities within the school. After gathering data, the Team develops the Safe Routes to School Plan, setting priorities and timelines for project activities. Then the Team works to carry out the Plan.

This Team will likely be an extension of your organizing group; however, because you will be making decisions that directly affect the everyday life of the school, it is now critical to include school personnel. It is recommended that the Team include:

- the principal or the principal's designee
- at least one classroom teacher
- a PE or health teacher
- a PTA representative
- a school nurse or member of a school health group
- at least two parents
- the volunteer project "champion"
- one or two students
- a member of the neighborhood surrounding the school

Decide on a meeting time that is convenient for all members (often a challenge!) and hold a basic orientation for Team members on Safe Routes to School and the role of the SRTS Team.

Step 8: Develop Your SRTS Plan

At this point you are ready to dig in and develop a Safe Routes to School Plan. This involves gathering a variety of information about your school and then, using the infor-



mation gathered, developing goals, objectives and an action plan for the program. Chapter 3 addresses the process and tools for gathering information for your Safe Routes to School Plan, and Chapter 4 explains the steps for writing an action plan.

Through this process, your SRTS Team will need to decide on its scope, structure, and whether to apply for outside funding. Some Safe Routes to School activities can be accomplished purely on a volunteer basis with minimal funding from the PTA or donations from local businesses. For example, periodic "Walk and Roll to School Days" or simple student incentive programs can be

Notes

coordinated by a dedicated volunteer or a PTA committee, and often local businesses are happy to donate refreshments or small prizes. However, ongoing comprehensive efforts usually need the support of paid personnel, such as engineers and bicycle/pedestrian educators. Some programs choose to pay a program coordinator who can keep the many aspects of a comprehensive program organized and moving forward; others provide stipends to volunteers as an incentive to keep them involved in an ongoing way. (See Chapter 5, Funding Your Program.)



Chapter 3 – The Safe Routes to School Plan: Gathering Information

The Safe Routes to School Plan is the document that guides the work of your program. The Plan is based on information gathered about the unique needs and desires of your school community.

Gathering Information

Gathering information is the first part of the development of a School Plan. Often this is called the School Transportation Assessment. It's important to gather information about walking and bicycling at your school BEFORE you begin any other activities. The "baseline data" you collect will give you a picture of current travel patterns and conditions and will help your Team to determine what the issues are in your individual community. This information will guide you in the development of program goals and action steps based on need. In addition, the baseline information will help you gauge your program's progress as you collect data periodically along the way (Evaluation).

Information can be divided into two categories, The School Transportation Profile,



The Engineering and Enforcement Task Force at B.B. Harris Elementary meets to compare data on a "Walk-About" of the routes to school.

The School Transportation Profile includes data from:

- Parent Surveys
- Journey to School Route Maps
- Walk and Bike Traffic Counts
- Motorized Vehicle Counts
- Speed Data
- Crash Data
- School Enrollment Data
- School Transportation Data
- School Transportation Policies
- Student Surveys
- Student Maps

and the Engineering and Enforcement Report. Data for the Profile can typically be gathered by members of the SRTS Team; the Engineering and Enforcement Report will require the input of engineers and law enforcement in your community.

The School Transportation Profile

Parent Surveys

Parent Surveys are an excellent way to begin collecting data; parents often have lots to share about school transportation issues. Surveys sent out with an explanatory letter from the principal can also double as a school-wide introduction to your Safe Routes to School program in general. See Appendix for Sample Survey Letter.

Parent Surveys typically ask questions about how children get to school, why families choose the travel modes they do, and what their preferred modes might be. The surveys also ask parents to identify any particular safety concerns along the school route. Perhaps most importantly, the surveys ask parents to identify their perceived barriers



to walking and bicycling, and what actions might change that perception. See Appendix for a Sample Parent survey.

Surveys can be sent home via the students; many schools have a particular day of the week in which they send information home to parents. Surveys can also be sent through the mail if you have access to addresses and the funding to do so. If your population is large and you are mailing the surveys, you may want to ask the school administration to identify those families that live within two miles of the school; that way, you can limit your survey returns and the amount of data entry you will need to do.

Once the surveys are returned, you will need to find a useful way to record and analyze the data. Computerized spreadsheets greatly help with this. Be prepared to record more data than you actually need. For example, sometimes parents use the survey as an avenue to vent about bus routes or other school issues that may not seem pertinent. It's best to keep all the information, just in case it becomes pertinent later on. The data entry may be tedious, but the surveys generally yield an abundance of rich information.

Map the Routes

Maps provide an important visual for studying the current and potential walking and bicycling routes to school. You will need an accurate up-to-date base map of the school district, focusing on the areas that are within a two-mile radius of the school.



Students and parents map current and potential routes to school.

Tips For Good Returns on Parent Surveys

- Keep the Surveys limited to two pages; parents are busy, and anything longer reduces your chances that they will take the time to fill them out.
- If there is a second side of a page, be sure to indicate that in bold letters; otherwise, surveys will be returned with the second side completely blank.
- Make the survey look appealing and "friendly;" use "friendly" font.
- Include procedures for how to return the survey (to the child's teacher, to the school office, to a drop box, etc.). Also indicate a specific "return by" date; generally ten days to two weeks is sufficient.
- If your school has a multi-lingual population, be sure to have the survey translated and printed in other languages.
- If your survey goes out to all students, provide incentives to students to return it; stickers or little prizes for bringing in the survey do motivate students to "bug" their parents to fill the surveys out. Some programs offer rewards to the class with highest rate of return.

DRAFT



Generally, you can obtain such a map from a local city or county planning department, or from a metropolitan or regional planning agency. (See Appendix, "The ABC's of Transportation in Georgia.") A road map may do, as long as you can mark the school district boundaries and any other important features in the area.

One way to gather input on current and potential routes is to attach an 8.5 x 11 version of the map to the parent survey. You will need to include clear step-by-step directions regarding how parents and/or students should mark the map. Generally it works well to have the directions on one side of the sheet of paper and the map on the back. (See Appendix for example of Map Directions.) This map can also be sent home separately from the survey with a letter by the principal explaining the importance of this input from families. Once the individual information is returned, you will need to transfer it to a large master map.

You can also hold a "map marking" in which families can mark up a single large map. This can be done as part of your Kick-off or as part of a PTA meeting or other large gathering of parents and students. Children often know the "unofficial" routes to school - the short-cuts through the woods or a neighbor's backyard, etc. - and these can play a very important role in your work.

Some Safe Routes to School programs ask families to indicate any difficulties or safety issues along the routes as they mark the maps. This can provide useful information; however, be careful that the maps don't become too cluttered and difficult to interpret.

Traffic Counts - Walk and Bike

One of the measures of a successful program is the increase in walking and bicycling



to school. The initial walking and biking traffic counts will give you baseline data on how many students (and adults, if you wish to include them) walk or bicycle to school before the SRTS program begins. Counts can be conducted through direct observation of students or through a "show-ofhands" survey (See Appendix, "Show of Hands Survey) or both.

To do the direct observation method, you will need to identify the paths of arrival and departure used by walkers and bike-riders. Station a volunteer counter at each of these places where he/she can easily observe students as they arrive/depart. The counter can use a simple data sheet to record information as students pass by. (See Appendix, "Traffic Counts - Walking and Biking.") The counts should be done at least twice, on different days of the week and on days that are fairly representative of your school's normal travel patterns. Counts should include both morning and afternoon travel. (See "The In's and Out's of Traffic Counts.") Note: An easy way to gather bicycle data is to count parked bikes just after school begins.

The "Show-of-Hands" Survey is conducted in the classroom. At the beginning of the day, teachers ask students to raise their hands to indicate whether they arrived at school that day by walking, bike, school bus,

The In's an Out's of Traffic Counts

Traffic counts are rough estimates at best; car traffic as well as pedestrian and bicycle traffic can vary greatly depending on a variety of factors. Here are some variables that can impact your data:

- weather rain or threat of rain, cold, or extreme heat
- time of year
- time of sunrise
- road construction in the area
- · before- and after-school clubs and activities
- · days in which students have to carry large musical instruments or homework projects
- community activities

Which Method?

Direct Observation

Pros

- Some principals prefer data collection be done outside of the classroom, avoiding any additional responsibilities for the teachers.
- The observation process is a simple task, and provides an easy way to get school community members involved with the program.

Cons

- Requires significant volunteer time and coordination on repeated occasions.
- If your school has multiple entry points, it might be difficult to collect accurate data.

Show-of- Hands Survey

Pros

- Requires less volunteer time
- All students and modes are counted

Cons

- Students sometimes do not accurately self-report; some may not understand the directions and others may be swayed to raise their hands when their friends do.
- Teachers may forget to conduct the survey on a given day • May not provide data on afternoon travel modes
- May not provide data on afternoon travel modes.

family car, carpool, or other means. Teachers are provided a form on which to record the information (See Appendix, "Show of Hands Survey"). The survey should be conducted at least twice on different days of the week.

Traffic Counts – Motorized Vehicles

Motorized vehicle counts give a picture of traffic safety conditions for walkers and

bike-riders; observations focus on points at which students must cross the path of motorized traffic. Choose locations, such as crosswalks, near the school or on major routes to school. Station observers for half-hour observation periods during peak school travel time. Observers should count and record motorized vehicles as they pass a particular point. (See Appendix, "Traffic Counts - Motorized Vehicles" for sample form.) If the road is particularly heavily





Counting cars that pass the school driveway during peak school arrival times.

traveled in both directions, station an observer on each side, and have each record vehicles passing only on that side. (Note: The Georgia Department of Transportation and many local departments of transportation have vehicle counts available for certain roads. This is called AADT, Average Annual Daily Traffic. This data may be useful, but keep in mind that these numbers are counts of a 24-hour period. SRTS data should focus on peak school travel hours when student walkers and bike-riders are actually traveling.)

Your Team may also want to count numbers of motorized vehicles, including buses, that turn into the school driveway at peak arrival times. If an objective is to reduce traffic congestion around the school or to decrease the number of students arriving by car, you can use this as baseline data. (See Chapter 4, Writing the Action Plan.)

Speed Data

If speeding is of concern in a particular location, you can work with the police department to conduct speed surveys to determine the average speed of motorized vehicles in the vicinity of the school. The numbers of speeding tickets written (obtained from the police department) can also serve as documentation of speeding issues in a particular location. You might also want to find out from the police department if the roads in question are "radar-certified"; that is, they have been approved by the state as suitable for running radar surveillance. You may want to involve members of the Engineering and Enforcement Task Force to help with this type of data collection. (See Engineering and Enforcement Task Force section on page 3-7.)



Crash Data

Crash data can be obtained from your local police department or the Georgia Department of Transportation's Office of Traffic Safety and Design. If an intersection in your study area has had a history of crashes, particularly involving pedestrians or bicyclists, it is important to have this information for documentation. However, crash data should not be relied on to measure your program's success; crashes are generally few and far between, and one crash alone can skew statistical analysis. Again, members of the Engineering and Enforcement Task Force may be able to help with collecting this type of data.

Other Sources of Information

Student Surveys - Some programs add a Student Survey to their School Transport-



ation Assessment. This provides additional information from a "kid's-eye view." It also gets children thinking about transportation as an issue in which they can be involved. (See Appendix, "How Do You Go to School" sample survey.) Because they require reading and writing, the surveys are most appropriate for students in grades 3 and up. Tallying of information could be done as a student social science project.

Student Maps - Student drawn maps can add more of the "kid's-eye view" to your data collection. You can ask students to draw their route to school and to show places where they have any difficulties or things along the way that they particularly like.



School Enrollment Data - It is important to find out what the school population is at the start of your program, and how many students live within a half-, one- and a twomile radius of the school. This information can generally be obtained from the school system central office; it may be necessary to have the principal make this request. If you can obtain addresses, you may want to map where students live to have a visual representation of numbers living within walking and biking distance. (Note: School systems may have confidentiality policies which can limit public access to this information.) Information about anticipated changes in the population (construction of a new subdivision, construction of a new school, etc.) is also helpful.

School Transportation Data - Many school systems require parents to submit forms indicating the mode(s) of transportation their children will use during the school year. Often a student is not allowed to leave school on foot or bicycle if the parent has not previously registered him/her as a walker or bike-rider. This data may provide a number for potential walkers/bike-riders but may not accurately reflect actual numbers walking or biking on a daily basis.

You will also want to find out about the school bus routes and how many students ride each route on a daily basis.

School Transportation Policies and Procedures - Each school district has its own policy regarding bus transportation. Some districts bus all students no matter where they live; others provide busing only for students who live a certain distance from the school. There may also be other district-wide policies regarding transportation of which you should be aware.

Each school has its own arrival and dismissal procedures. Find out where walkers and bike-riders are directed to arrive and what the school's dismissal procedures are.

The School Transportation Profile Summary

Once you have collected your baseline data, compile it into a summary report. This will provide a transportation profile of your school that you can share with your SRTS Team. It will also serve as important background for members of the Engineering and Enforcement Task Force.



The Engineering and Enforcement Report

The Engineering and Enforcement Task Force

The Engineering and Enforcement Task Force brings together the knowledge, expertise, and experience of professionals and citizens to address the engineering and enforcement "E's" of Safe Routes to School. The Task Force meets over a period of a few months to assess the physical environment for walk-ability and bike-ability within a two-mile radius of the school. From the assessment, the Task Force develops a report with recommendations for infrastructure improvements and enforcement measures to improve conditions for walking and bicycling to school.



The Task Force is generally composed of:

- local transportation planners
- local traffic engineers
- · bicycle and pedestrian experts
- law enforcement officers
- crossing guards
- health professionals
- elected officials
- parents
- neighbors of the school
- school administrators
- school transportation officials
- members of the SRTS Team
- a Parks Department representative (if a park or trail is involved)

In order to keep the Task Force work direct and interactive, it is recommended that the number of Task Force members be limited to no more than fifteen individuals.

The focused, time-limited Task Force approach is recommended to encourage active participation by Task Force members. *City*, county, and school system employees have many responsibilities, and they are more likely to be actively engaged in your program if they know that their commitment is specific, tailored to their area of expertise, and time-limited. Once you develop a relationship with the Task Force members, you will likely be able to call on them as the program unfolds.

At the first meeting of the Task Force, include time to discuss "What We Know" about your school. This is when you can share the School Transportation Profile. Be sure to have large maps to show the identified current and potential routes. Then have each Task Force member provide input from his/her perspective. For example, a transportation planner might share a list of projects that are already funded or in the works, and a law enforcement officer might provide information on a police department's program to monitor speeds in the area; neighbors, crossing guards, and parents or neighbors may each share their views of problematic crossings or other challenging issues; elected officials can share the concerns of their constituents. Each of the Task Force members will likely have valuable information, so it's important to record what each person shares.

After gathering this input, select approximately ten "Hot Spot" locations on which to concentrate your efforts. These may be areas of greatest current challenges, such as lack of pedestrian or bicycle facilities or difficult intersections; they may also include places of potential opportunity, such as



areas where trails or off-road connections might be made.

The Walk-About

At the next meeting, the Task Force gets active and goes on a "Walk-About." The "Walk-About" (sometimes called a Walking Audit) helps to identify and understand the safety issues around the school through direct observation of the problems and opportunities. (See Appendix, "The Walk-About".) Prior to the Walk-About, prepare a clipboard for each Task Force member with a map of the Walk-About route and the "Hot Spot" locations. Also include a Walk-About Checklist to guide the observation and record information. (See Appendix, "Walk-About Checklist.") Have someone carry a measuring tape or a measuring wheel to determine widths of roads, lanes, sidewalks or other physical features.

Be sure to assign someone to be the photographer. Digital photography of the problems and opportunities is an important way to record data. You will find you will need to refer to the pictures many times over as the Task Force discusses the issues.

Keep in mind that the Walk-About is to focus on identifying problems and opportuni-



ties; solutions will come later in the process. At the conclusion of the Walk-About, have someone summarize the problems and opportunities;

A measuring wheel helps to record road dimensions with accuracy.



On the Walk-About: a traffic engineer points out a problem with a pedestrian signal on a busy corner.

Walk-About Tips

- Plan for the Walk-About to take no more than an hour and a half. If more time is needed, you might need to schedule a second Walk-About.
- Collect more data than you think you need take lots of pictures!
- Take pictures that are both wideangle and close-up. Take some photos from an elevated position (6 feet off the ground) to get better views of a street.
- Think of your pictures as part of a "before" and "after" presentation.
- Carry clipboards and a measuring wheel or measuring tape.

a table format, with columns filled in over time, is helpful. (See Appendix, Sample Engineering and Enforcement Task Force Report.)

Developing the Engineering and Enforcement Report

At the next meeting, present the summary of problems and conduct a brainstorming session. It is helpful to begin the session with a presentation of an engineering and

Who Owns What?

When discussing infrastructure changes, it's important to know who owns or maintains the land in question.

- Some roads are state roads and fall under the jurisdiction of the Georgia Department of Transportation; any requests regarding road changes must be addressed to GDOT.
- Some roads are county-owned and maintained and others may be owned by a city; sometimes the same road is owned by different jurisdictions in different places!
- School systems are responsible for school grounds and school driveways.
- You will need to find out who owns the land directly adjacent to a road; it may or may not be public right-of-way.
- You may also need to find out if land (for trails, for example) is publicly or privately owned. Your local planner can help you find out the answers to ownership questions.

enforcement "tool kit"; this assists Task Force members who might not be familiar with "state-of-the-art" treatments and measures. (See Chapter 7, Engineering.) Photographs from the Walk-About and aerial photos projected on a screen will help the group to remember details about each "Hot Spot."

Record all of the brainstorm ideas and determine if any more information is needed

Policies, Regulations, and Ordinances

You may need to be aware of requirements set forth by your local jurisdiction. For example, some jurisdictions require developers to include sidewalk construction on road frontage to any new development; other jurisdictions require homeowners to pay for sidewalk repair or lighting upgrades. Metropolitan areas may have bicycle plans and some jurisdictions have policies regarding inclusion of on-street bicycle facilities when roads are widened. or action steps should be taken. For example, if a trail through a woods is proposed, it is important to find out who owns the woods. You may also need to research local policies, regulations or ordinances. Assign Task Force members to follow-up on the action steps before the next meeting.

At subsequent meetings, work through all of the brainstorming ideas to come up with specific solutions for each "Hot Spot." Be sure that the planners, engineers, and law enforcement officers are in attendance to provide technical input. Some of the "Hot Spots" will simply require further study. Others might have short-term solutions and long-term solutions. You may also find that some of the solutions can incorporate some safety education as well, such as educating children and families to cross a street at the corners rather than at the mid-block. The compilation of problems/opportunities and proposed solutions becomes your Engineering and Enforcement Report.

At this point, the work of the Task Force as a group is completed. You may want to have an engineer develop concept drawings to illustrate your engineered solutions. This will help in presenting your ideas to others.



The School Transportation Assessment

The Engineering and Enforcement Report and the School Transportation Profile Report combine to form the overall School Transportation Assessment. All of this information will help your SRTS Team write its Safe Routes to School Plan.

| 110163 |
|--------|
|--------|



Chapter 4 – The Safe Routes to School Plan: Writing The Action Plan

"I think the Plan was a great way to document the proposed changes and outcomes. It was something that all Team members could easily understand, and because it was all encompassing, it was a quick way to evaluate our efforts." - Mason Elementary SRTS Team member

Once your Team has gathered and analyzed all necessary data, it's time to sit down and write your action plan. An example Safe Routes to School Action Plan can be found in the Appendix.

SRTS Goals and Objectives

Safe Routes to School programs have two types of overarching goals:

- to improve the safety of those who walk and bike to and from school and
- 2) to increase the numbers of those who walk and bike to and from school.

Every school is unique, however, so it is important to tailor your program objectives and action steps to meet the needs of your community as you work to achieve these goals. In an area where walking and biking is quite prevalent, for example, your initial objectives may focus largely on improving safety. A school community with adequate sidewalks but few children walking might develop objectives with a strong focus on increasing physical activity. In a community where long car lines form in the morning and afternoon, the objectives may be targeted to decreasing traffic congestion around the school. Each type of objective suggests different action steps and different methods of evaluation. Use your School Transportation Assessment to identify your community's most prominent needs and then write objectives to address those needs.

Writing Your Objectives

Objectives define what you want to see happen, who it will affect, and how success will be measured. The program's activities, or action steps, will follow from these objectives.

As you write your objectives, consider your target audience. An objective might be "To reduce morning traffic congestion around the school by 25%." This likely means that your program will seek to address all motorized vehicle traffic at peak morning commuter hours. A more specific objective

Sample Safe Routes to School Objectives

- Implement 75% of high-priority infrastructure projects within two years
- To reduce the average speed in the school zone by 50%
- To provide bicycle and pedestrian safety information to all members of the school community on a yearly basis
- To increase by 50% the numbers of walking and bicycling trips made to and from school by students and parents living within one mile of the school
- To promote physical activity among 3rd through 5th graders by providing monthly walking and bicycling events
- To reduce drop-off and pick-up car traffic by 25% over the school year





Walkers cheer the Bike Train as it makes its way toward Mason Elementary. Mason set the reduction of car traffic by 25% as one of its objectives.

would be "To reduce traffic congestion around the school by 25% as measured by car drop-offs/ pickups." This means, then, that your program efforts will be directed at changing the behavior of families that drive their children to school. If your objective is to increase the percentage of school community members who walk or bicycle to school by 50%, this means that your program efforts might address all students in the school, including those who might ride the bus, as well as parents and school staff. Including a more specific target audience, such as "students who live within one mile of the school" or "all third graders" will likely limit your program outreach to those students.

As you write your objectives, consider how you will measure success in quantifiable ways. Some objectives set target percentages for change, others lend themselves to counting numbers of participants or people reached by information. When an objective includes a before- and after- comparison (increase or reduction in percentages), be sure that you have the appropriate baseline information to be able to compare conditions before and after your program. If, for example, you intend to reduce the average speed in the school zone, you will need to have a well-defined school zone and accurate speed data for that area. Similarly, if you are counting number of journeys made on a certain route, you will need to collect before and after data. (See Chapter 11, Evaluation)

Action Steps

Your action steps should follow directly from the goals and objectives. What will it take to achieve them? Typically it takes a combination of engineering, enforcement, education, and encouragement to get it all done.

Engineering Measures

Your SRTS Team should review the report submitted by the Engineering and Enforcement Task Force (See Chapter 3) and discuss adopting the recommendations regarding infrastructure changes into the Plan. It is useful to have the engineer or



Crosswalks and clear signage are basic elements of engineering measures around schools.

another member of the Engineering and Enforcement Task Force present for this discussion. The Team should determine and designate the priority of each adopted engineering measure (high, medium, or low). The Team should also determine which

> infrastructure projects are "short-term" and which – generally those that require significant funding – should be designated as "long-term" projects.

See Chapter 7 for descriptions of Engineering measures.

Enforcement Measures

The Engineering and Enforcement Report will provide your Team with recommendations on enforcement measures for identified "Hot Spot" areas. Again, the Team should review and prioritize these items before adopting them into the Safe Routes to School Plan. (It is also helpful to have a law enforcement officer or another member of the Engineering and Enforcement Task Force present for this discussion.) The Team should also consider other enforcement items that impact safe bicycle and pedestrian travel to and from school that are not specific to a particular "Hot Spot." These may include issues related to enforcement of policies, such as school arrival and dismissal policies or district-wide



Speed trailers near schools help enforce speed limits by showing motorists how fast they are going compared to the posted speed.

transportation policies. Your Team may want to address city, county, or state policies or legislation that impact enforcement issues around your school as well.

See Chapter 8 for descriptions of Enforcement measures.



At B.B. Harris Elementary, the SRTS Plan includes pedestrian safety training through PE classes for all students.

Education Activities

It is very important to work closely with the school staff in planning education activities. Some of the activities may be integrated into the school day, and others may be extra-curricular. Even when extra-curricular activities are planned, it is critical to consult the school's calendar. If possible, create a plan for a full school year; be prepared, however, to be flexible, as situations and schedules often change within a school. (See Chapter 6, Working with Schools). See Chapter 9 for descriptions of Education activities.

Encouragement Activities

Encouragement activities often reflect the interests and "flavor" of a school; this is where school community members can get quite creative and have a lot of fun. It is important to remember, however, to keep your activities connected to your goals and objectives and within range of what can be accomplished with the time and material resources available to you. It is also very





Students in Decatur gather to meet their "Walking School Bus" early in the morning. Walking School Buses make walking a social and fun encouragement activity.

important to work closely with school staff to plan these activities.

See Chapter 10, Encouragement activities.

Timelines and Task Assignments

As you write your Plan, include a category that indicates a timeline for completion. Create another category that outlines specific tasks needed to accomplish the action steps and who will be responsible for carrying out the tasks. For example, if one of your action steps is to provide bicycle parking, you will need to determine funding for a bicycle rack, site the rack appropriately, make the purchase, and install the rack; different individuals may be assigned to complete each one of those steps.

Methods of Evaluation

Include in your Plan specifics on how you will evaluate your progress. What tools will you use? How often will you collect data? Though results may seem a "long way down the road," as you initiate your program, it is important for your Team to agree on your measures of success and methods of evaluation from the outset and state them clearly in your Safe Routes to School Plan.

It is also helpful to build in methods to evaluate the program on an on-going basis. Include in your written plan a column called "Status." (See Sample Action Plan in Appendix.) This column will help you keep track of your progress on your action items, providing a place to record results. By conducting on-going evaluation, your Team can decide along the way if modifications to the Plan are needed. See Chapter 11, Evaluation.

Putting it All Together

Your School Transportation Assessment, other supporting documentation (maps, aerial photos, concept drawings) along with your written action plan, comprise your Safe Routes to School Plan. Put all the pieces together in an organized way to form an attractive and easy-to-use document. Your Plan will serve as both an internal working document as well as a public document. When seeking funding, the Plan will show funders what the problems are, what you intend to achieve and how you arrived at your objectives and action steps.

Publicize Your Plan

Your Safe Routes to School Plan is an organized and concise way to show your stakeholders, as well as the general public, what you are doing. Be sure to send copies to all members of the Safe Routes to School Team, the Engineering and Enforcement Task Force, and all of your potential partners. To let the broader school community know of your Plan, you can post it on the school's website; use school and community newsletters to refer readers to the site. It may also be important to present the Plan at a PTA meeting, neighborhood meetings, or a meeting of the City Council or County Commissioners.





The SRTS Plan for two schools is presented to the Decatur City Commission.

If your Plan involves any strongly contentious issues around infrastructure changes - issues involving street design, trails or sidewalks that might impact neighbors -- it is important to hold a public input meeting. Be sure to have in attendance members of your Engineering and Enforcement Task Force who can address technical issues or political issues.

Use Your Plan!

The Safe Routes to School Plan should guide your activities as you move into the implementation phase of the program. It will help you prioritize your action steps and organize who will do what. At SRTS Team meetings, the Plan is a good visual to keep everyone "on the same page." It is often helpful to revisit the overall goals and objectives periodically to be sure that your activities continue to support your objectives.

Use the Plan as a flexible, working document. Revise and update it as necessary. Periodically update the column entitled "Status" so that you can keep track of progress on each of the activities. You can also use the "Status" column to record outcomes of the activities; this will help you to evaluate your program at each step of the way.

Tips!

- Include in each of your "E's" some short-term, easily achieved activities that can be implemented within the first months of the start of your program. This will give your efforts some positive visibility in the school community, and build momentum within your SRTS Team.
- Publicize and celebrate successes; let the school community know when you have achieved something.

DRAFT

Chapter 5 – Funding Your Program

Safe Routes to School programs range in both scope and funding sources. Many are small, entirely volunteer efforts, while others have become well-established with consistent and sustainable funding. As you begin your local program, consider what can be done with very limited and local funding, but keep your eye on opportunities from a wide range of funding sources.

Funds are generally divided into two categories: infrastructure and non-infrastructure. Infrastructure monies pay for the "engineering" improvements identified in your plan, such as sidewalks, bicycle facilities, crosswalks, traffic signals, and trails. Typically these funds come from government sources. Non-infrastructure funds cover the "education," "enforcement," and "encouragement" portions of your plan. They may also cover the salary of a coordinator or other personnel. Non-infrastructure funds may come from government sources as well as a range of grants, donations and fund-raising efforts.



Federal Funding

Safe Routes to School Program funds

In 2005, a new federal law established the federal Safe Routes to School Program. The law is called "Safe, Accountable, Flexible,



Efficient Transportation Equity Act: A Legacy for Users Act" (SAFETEA-LU). The Safe Routes to School Program was initially funded at \$612 million over five years (FY 2005-2009), with funds dispersed to states in proportion to the number of elementary and middle school students enrolled in the state. In Georgia, the Georgia Department of Transportation (GDOT) administers the funds. The funds are largely to assist communities across the state to start Safe Routes to School programs. It is estimated that Georgia will receive a total of \$16 million over 5 years (FY05-FY09); approximately 70% of that will be dedicated to infrastructure and approximately 30% will fund noninfrastructure activities. Only governments and school districts can apply for the infrastructure funds; governments, school districts, non-profits, and individual schools can apply for non-infrastructure funds. The GDOT Safe Routes to School Program website, http://www.dot.state.ga.us /SRTS provides detailed information on the application process for federal SRTS funds in Georgia. Under the federal Safe Routes to School program, projects will not require that the local community provide matching funds. However, because the funds are limited, competitive, and geared toward start-up, communities are encouraged to find additional sources of funding to fully implement Safe Routes to School programs on an on-going basis.





Local governments can seek federal funds for assistance with the installation of bike lanes.

Other Federal Infrastructure & Non-Infrastructure funds

The federal government provides funding to states for transportation infrastructure projects, including bicycle and pedestrian improvements, under a variety of categories. Local governments develop transportation plans and apply for the federal funds through their Metropolitan Planning Organization (MPO), or, in non-metropolitan areas, through the Georgia Department of Transportation. Local governments must provide a 20% match to the federal funds. Bicycle and pedestrian facilities may also be included as part of a larger road construction project. All transportation projects selected for funding are included in the Statewide Transportation Improvement Program (STIP) which is updated annually. See the Georgia Department of Transportation's STIP website for more information about this process: http://www.dot.state.ga.us/DOT/planprog/planning/programs/index.shtml.

Some federal funds are available through a competitive application process. Safe Routes

to School programs can work with their local government to incorporate long-range "engineering" items from the SRTS Plan into the local application for federal transportation funds. For example, a county might apply for federal "Congestion Mitigation and Air Quality" or "Transportation Enhancement" funds to build a new bike lane on a street leading to a school. These funds are not grants - a local government must provide 20% matching funds, and they must pay for expenses themselves, and apply for reimbursement from the Georgia Department of Transportation. More about Transportation Enhancement funds can be found at http://www.dot.state.ga.us/DOT/planprog/planning/projects/te/index.shtml. A summary of many of the federal and state transportation funding sources can be viewed on the Federal Highway Administration's web site at http://www.fhwa.dot.gov/safetealu/factsheets/hov.htm. Additional information on bicycle and pedestrian funding sources in Georgia can be found at http://www.dot. state.ga.us/bikeped/info_links/index.shtml# funding.

Safe Routes to School programs may also apply for federal Safety funds (also known as Section 402 or Section 157) from the Governor's Office of Highway Safety, www.gohs.state.ga.us. These funds are used for education, enforcement, and public awareness activities that promote safety. Non-profit organizations, school districts and local governments may apply.

Local Public Funding

Funding for Safe Routes to School can also come through local governments. Many counties have instituted a Special Purpose Local Option Sales Tax (SPLOST) and some have designated "school safety" funds. Generally, these funds address infrastructure needs, but in some areas, counties and cities also



support more comprehensive efforts. The Arlington County Safe Routes to School program in Virginia, for example, provides walking and biking route maps and safety education materials for parents of children enrolled in public schools, county police conduct safety education training for students and closely monitor targeted schools to enforce a "zero tolerance" traffic violation program, and the county dedicated \$1 million to infrastructure improvements. School systems can also sponsor Safe Routes to School programs with their own funds. For example, one school system in Georgia has incorporated Safe Routes to School coordinator duties into one of its existing administrative staff positions.

Other Public Funding

There may be a variety of other sources of public funding unique to your area that can fund particular aspects of a Safe Routes to School Program. With Georgia's statewide Nutrition and Physical Activity Plan in place, a local health department may seek funds dedicated toward prevention and control of obesity. One county board of health in Georgia has funded a Safe Routes to School program as part of a "Steps to a HealthierUS" cooperative agreement through the Centers for Disease Control (CDC). The program is part of a broader health initiative for the prevention of chronic disease, such as diabetes, obesity, and asthma targeted to a specific geographic area of the county.

A local college or university may have research money to conduct a study on physical activity in children, or your local police department may have public safety funds directed toward traffic safety. You may need to be a bit of a "sleuth," but there are many sources of funds available that can be channeled toward Safe Routes to School efforts.



At B.B. Harris Elementary, striping for one crosswalk across the school driveway was funded by the school system; the other crosswalk was funded by the county.

Keep in mind, too, that infrastructure projects can be funded in a variety of ways. Sometimes projects don't require special, dedicated monies; instead, a bicycle or pedestrian accommodation might be "piggybacked" onto other existing road projects. Or an item on your plan may be taken care of as routine maintenance by the local transportation department; all it takes may be a specific request. See Chapter 7, Engineering, "Making It Happen" section.

Grants

Private foundations and grant-making institutions can be excellent sources for nonprofits and school systems to find funding for non-infrastructure activities. There is currently a great deal of interest among some grant-makers to fund programs related to school health and physical activity. Safe Routes to School can also fall under the categories of transportation, safety, environment, and community-building.

The Foundation Center, http://foundationcenter.org/findfunders/, is one source of information on available grant funding sources. The Center's Atlanta office focuses on grant-mak-

oundationcence of inforsources. The on grant-mak-



ers that fund programs in the southeast. In addition, local school systems, principals, and teachers often receive information about small grant opportunities that focus on schools. Health, safety, transportation, and environmental organizations may also be aware of funding that might serve the needs of a Safe Routes to School program.

Activity-Specific Funding

Local sources may provide limited funding for projects with specific goals. The PTA, for example, might fund a Walk and Roll to School Day event, a Frequent Walker and Bike-Rider Program, or a minor infrastructure improvement such as a sign or a bike rack. A local safety group, police department, or bicycle organization might help fund pedestrian or bicycle safety classes. Sometimes neigorhborhood civic associations provide small grants for specific activities, and even an interested individual might make a donation earmarked for a particular project. You might also approach local businesses or business associations for sponsorship of an event, promotional materials, such as T-shirts, or a minor infrastructure item. Bike shops and recreation equipment stores are often excellent sources of specific support.

Fund-raising Events

School-based groups, such as the PTA, are often "experts" at fund-raising events: bake sales, spaghetti suppers, silent auctions, "hat days," and T-shirt sales are among the many techniques in the fund-raising "toolkit." You may want to partner with the PTA on one of their usual events and ask that a portion of the proceeds go to Safe Routes to School. You might also consider holding separate events that reinforce the Safe Routes to School concepts, such as a walkathon or a fundraising bike ride.

There may also be an opportunity to "piggy-

back" on another fund-raiser event. For instance, if there is a diabetes walkathon, or a charity bike ride, or even the Tour de Georgia coming through your community, you



The Mason Elementary school community celebrated the installation of their new bike racks with a ribbon-cutting ceremony.

How Mason Elementary Got Their Bike Racks

When lots of students began to bicycle to Mason Elementary in Duluth, the Safe Routes to School Team identified the need for six bike racks. They only had funds for one. So the Team sought other sources

- a local bike shop, delighted to have more families in the area biking, donated one rack;
- a bicycle dealers association, also delighted by opportunities to increase bicycling, donated another;
- a local dentist, and avid cyclist, donated another;
- the PTA donated half a rack and a rack and a half was paid for through a "Hat Day" fundraiser in which students paid \$1 for the privilege of wearing a hat in school for the day.

The school system paid for installation of the racks. And now, Mason Elementary has six "state of the art" bike racks.





Selling "Walk and Roll to School – It's Cool!" T-shirts as a fundraiser.

may be able to have some of the proceeds donated to your Safe Routes to School Program, or at least be allowed to set up a table and solicit for donations.

In-Kind Support

In-kind support is of great value to Safe Routes to School programs; while in-kind donations provide needed goods and services, the interaction also helps to build and nurture important community relationships. Schools in Georgia have community business partners who commit to supporting school efforts, so they are excellent resources to tap. (Be sure, however, to consult with school staff before contacting them! Schools have many needs and must prioritize their requests.) Business partners or other local businesses may be able to provide refreshments for events, printing services, prizes for contests and events, equipment for safety classes, or other valuable items that can defray your program's expenses.

Volunteer support can also be of great help to your Safe Routes to School efforts. Volunteers from the PTA, health organizations, a biking or walking club, a local high school, or even a local business might assist



A kids mountain bike donated by a local bike shop serves as a prize.

with Walking School Buses or Bike Trains. (Be sure to check with the principal regarding procedures for interacting directly with students.) Volunteers can also help staff events, make posters, conduct surveys, or fix bikes. Student intern programs through universities are also excellent sources of assistance. A civic association or a group of individuals with an understanding of local government systems might be enlisted to help bring attention to needed traffic enforcement or infrastructure improvements around a school. And, of course, parents and students can do the "footwork" on many of the activities involved in Safe Routes to School. All of this volunteer participation can get the work done while deepening community involvement in the program.



Volunteers fix up a fleet of used bikes for a bike class. A local sports store donated tire tubes and other parts.

Schools are, in many ways, like countries. Each school has a distinct ethnic, racial, and socioeconomic population make-up; every school has its own surrounding geography; and each has its own system of organization, determined, to a large extent by the personality and style of its leader, the principal. Each school is unique, so working with and respecting the needs, style, and organization of that particular school is part of your "passport" to success with a Safe Routes to School program. Here are some tips for working with school communities.

Understanding The School Environment

The "Getting to Know You" Period

Once you have gotten the go-ahead for working with a school, get to know the school community and help them get to know you. This takes time and effort, but it is well worth the investment.

First, it is essential to develop a strong rapport with the principal. As the ultimate decision-maker in a school, he/she must be



Working Together (from left): the school secretary, the principal, students, the PTA president, a teacher, and the project coordinator.

Common School Organizations

- PTA (Parent Teacher Association) or PTO (Parent Teacher Organization) -Membership organizations that encourage parent and public involvement in schools. They typically have an Executive Board and several committees. Many have active Health Committees.
- School Council A Georgia law mandates school councils at each school. The councils must be made up of the principal of the school, two parents, two teachers, and two businesspersons. The councils provide advice, recommendations, and assistance to the local board.
- School Health or School Wellness Council - An advisory group focused on improving student health and wellness. Some incorporate Safe Routes to School as part of efforts to promote physical activity.
- Student Council Many elementary schools with 4th and 5th grade students and most middle schools have Student Councils. Representatives from the homeroom classes plan and carry out service projects.
- Safety Patrol Older elementary students, under the direction of an adult sponsor, are trained to assist with safety in and around the school. They may help with hallway monitoring, student drop-off and pick-up, or pedestrian crossings.
- School Business Partners To strengthen school ties to the surrounding community, schools and local businesses establish partnerships. Business partners often support specific programs or provide in-kind donations.



"on board" not only with the concepts of Safe Routes to School, but the methods and activities. The principal sets the tone in a school, and a strong and positive relationship with her/him can open many doors within a school.

There are also other "key" people in a school. Getting to know the school secretary is fundamental, since she/he is typically the "doorway" to the principal, and is often the one who knows the most about the moment-to-moment workings of the school. Knowing the custodian, the media specialist, the PE teachers, the cafeteria staff, or any number of the school faculty by name can all be of great assistance.

An excellent way to introduce your program is through a presentation at a school faculty meeting. As long as the presentation is brief, faculty members appreciate being informed of what is happening in their school; they are then able to associate a person with the program, and are better able to participate. In one school, the idea to incorporate bicycle safety classes into health classes occurred to the Health/PE teacher as she listened to a presentation to the faculty; the art teacher at another school was more open to contributing her talents to the project because she had background information from the presentation.

Get to know the variety of groups that also form part of the school community. You might have the School Council, the PTA or PTO, the Student Council, the School Wellness Council, an after-school program, the Safety Patrol, a student honors club, other interest clubs, or Boy Scouts/ Girl Scouts troops all within the school community. It is often helpful to meet with some of the leaders and discuss how your program might fit with theirs. Find out about the school's business partners and what their commitments are to the school.



"Bookbag mail" - information sent home in students' bookbags -- is one way to communicate with parents. Be sure communications are in a language that parents can understand.

Channels of Communication

As you begin your work with a school, it is critical to learn about the existing policies, procedures, as well as resources for communication. Some things to find out are:

- procedures for visitors: how to sign-in, which door to enter (for school security reasons), etc.;
- preferred methods of communication with school staff members - email? school phone? cell phone? — and who will be your primary contact;
- procedures for sending home information to parents (typically schools designate one day a week for sending written communications home with students);
- other channels of communication, such as a weekly or monthly newsletter, a parent email list, a list-serve, or a website, closed circuit TV, etc.;
- whether language translation services (for non-English-speaking families) are needed and/or available through the school;
- policies regarding working directly with children or photographing them.

Respecting the School Culture

For a Safe Routes to School program to





The principal of Dresden Elementary (right) takes time out of her busy day to walk to school with students.

function well within a school environment, program staff and volunteers must be flexible, patient, and understanding of the "bigger picture" - the broad context in which a school functions. This means everything from the neighborhood history to the federal "No Child Left Behind" regulations. Meet the school community where it is and work from there; observe, and build on their interests and strengths. Be persistent but respectful of the school culture, and seek creative, comfortable ways to engage them.

Understand that school principals are very busy people; as important as "Safe Routes to School" issues are, and as supportive as



SRTS concepts can be incorporated into the curriculum. Here, a creative teacher has linked bicycling and math skills.

the principal may be, his/her primary concerns are student academic performance, supervision of school employees, and the safe daily operation of the school building and grounds. This means, then, that a principal might not return phone calls or e-mails, be available to attend certain meetings, or even follow through on tasks in a timely manner. However, because the role of the principal is critical, he/she must be kept informed and his/her approval sought every step of the way.

School staff members, too, are under great pressure; it is easy for a teacher to perceive an SRTS program as just one more competing demand on instructional time with their students or one more extra-curricular program they are asked to take on. Schools are the recipients of many well-meaning programs, and school staff are sometimes overwhelmed by them. Even teachers who wholeheartedly embrace Safe Routes to School concepts typically do not have much "expendable" time. It is very important, then, to find ways that SRTS activities can be supportive and complementary to what teachers already do. Making the connection between the existing school curriculum and Safe Routes to School concepts is a great way to do this. (See Appendix, Correlations of SRTS Activities with Georgia Statewide Academic Standards).

School schedules

Public schools have their own unique calendars, full of PTA events, book fairs, theme weeks, class trips, teacher planning days, vacations, and, quite importantly, standardized testing. Therefore, scheduling additional events and activities can be a challenge, particularly in the spring. It very important to consider what is comfortable and manageable within the bigger context of the school. Whenever possible, plan for the full school year; get on the school's official



calendar early and/or incorporate Safe Routes activities into other school activities. One school, for example, combined a SRTS Kick-off with their February Heart Week activities; another incorporated a Walk and Roll to School Day as part of their "Turn Off the TV and Get Physically Active" Week.

Schools are ever-changing environments

It is important to understand that school communities are, by their very nature, dynamic: faculty, students, parents, PTA officers, even facilities and resources often change from school year to school year. At first, the program's success might rely on the enthusiastic work of one or two key people - a "gung-ho" parent, or an enthusiastic PE teacher, for example. But, that parent's child may graduate to middle school, or the PE teacher may be transferred to another school; even the principal may change, impacting the entire school environment. Safe Routes to School programs typically need much more than a school year in order to cultivate and sustain significant infrastructural and behavioral change, so it is important to build continuity into the program. Look for ways to nurture a broad base of support so that, instead of being dependent upon specific people, your program is deeply integrated into the life of the school community.

Integrating the Program into the School Community

On-Site Coordinators

Many Safe Routes to School programs have found that recruitment of a member of the school community as an on-site coordinator was a key factor in working with the schools. (This may be a paid position or a



The Clairemont Elementary Site Coordinator, assisted by her children, served as liaison and "cheerleader" for Safe Routes to School.

volunteer position.) Often, the Site Coordinator is a parent who walks or bicycles his/her child to school. By serving as both a liaison and a project "cheerleader," a Site Coordinator makes a direct connection between the program's leadership and the school community. The Site Coordinator can be at the school on a daily basis, is familiar with school personnel and procedures, and has a general sense of the "pulse" of the school community. Connecting a familiar face from the community with Safe Routes to School from the beginning smoothes the way for integration of the program into the life of the school.

Whether the Site Coordinator is paid or volunteer, it is important to provide her/him with clear guidance regarding her/his role. A written job description is a useful way to make sure everyone involved understands the Site Coordinator's role.

The Safe Routes to School Team

The SRTS Team is designed to be an active planning and decision-making body with full involvement of school representatives. In this way, "Safe Routes to School" is not "done to" a school, as many programs are, but rather allows the school community to take direct "ownership" of the program's





The "Pied Piper" of Mason Elementary (center, with vest) and neighbors.

The Tale of the Pied Piper

Two neighboring schools in Gwinnett County participated in the Safe Routes to School Demonstration Project. At one school, the Site Coordinator was a mom who walked or biked her children to school regularly. Soon, other parents began asking if their children could walk and bike with her, and she became the neighborhood's "Pied Piper." Then, finding that the kids loved it, other parents began to try it out for themselves. Monthly Walk and Roll to School Days and other SRTS activities became very popular. Informal daily walking and biking groups formed, and today, walking and biking is an everyday occurrence.

The neighboring school also held monthly Walk and Roll to School Days and other SRTS activities. The principal and school staff were very supportive and enthusiastic, and students and parents participated in the events. But, despite efforts to find one, no "Pied Piper" surfaced to set the example for daily walking and biking. Today, only a limited number of students walk and bicycle to that school. development; SRTS is done "with" the school. Through the Team, members of the school community provide insights and ideas that "outsiders" might not have. The SRTS Team plays a critical part in integrating the project into the life of the school community.

It is important to keep a balance of school staff members and broader community members on the SRTS Team. The reality is that school staff, for as dedicated as they might be, can easily get tied up with other commitments throughout the school year; for periods of time, such as the first weeks of the school year and the month prior to standardized testing, the non- school staff members may need to carry the weight for the Team. Throughout the year, find ways to keep the Team members involved in the process in order to keep the Team organized, energetic, and productive.

Parents are essential

Successful programs have found that parent involvement is fundamental. Parents are the ones who wake their children and send them off to school in the morning, and thus they are the ultimate decision-makers about how their children get to school. Parents are also the ones who know most intimately the walking and bicycling routes their children travel. And parents can act as advocates for implementation of a Safe Routes to School Plan; as residents of an area, they can be the strongest voices for legal enforcement or infrastructure change. It is important to encourage parent involvement in Safe Routes to School at many different levels. Certainly there are leadership roles and "star volunteer" roles as well. But unlike many activities in schools, parents can also get involved in this effort without having to go to meetings or even speak English; all they have to do is walk or bicycle their children to school or hand out stickers or refreshments. At a "Walk and Roll to

The Dresden Elementary Safe Routes to School Mothers Club

At Dresden Elementary in DeKalb County, many Spanish-speaking mothers make the twice-daily walking journey to and from school with their children - rain or shine, cold or heat. To honor their efforts, the Dresden Safe Routes to School Team

an safety, they decided to create their own, more tailored to their needs. The moms developed a story line and chose the educational themes they felt were most pertinent to their daily walking journeys with their children. Several mem-

provided breakfast refreshments for the mothers at each of the monthly Walk to School Days.

新生我的

The moms were delighted when the SRTS Team asked them to help with the Walk to School Day celebrations by making Spanish language posters to

advertise the events. From this, the Dresden Elementary Safe Routes to School Mother's Club was formed.

As the moms worked on posters, they shared their concerns about the need for pedestrian education for children and adults. They began to include educational messages in their posters. After watching a Spanish language video on pedestri-

School Day" celebration, one principal observed that parents she had never seen before were "coming out of the woodwork." Make Safe Routes to School accessible to a wide variety of parents and be sure that all types of participation are recognized and honored.

Getting Students Involved

Don't forget that in the end, Safe Routes to



Members of the Dresden SRTS Mothers Club display their posters.

bers of the Club and

their children became the actors in the video.

Meanwhile, the principal of Dresden noticed that many of these moms had become more involved in the school in general. Because of their limited English skills, they had been reluc-

tant to come forward; with Safe Routes to School, their contribution - walking to school - was recognized, and this gave them a comfortable entrée into school life

At the end of the school year, the SRTS Team held a grand celebration to debut the video and honor the moms' exceptional effort to contribute to their community.

School is all about the students. Once they are familiar with the program, they can be your most enthusiastic supporters; children's excitement is often "infectious" and can spread quickly to the rest of the school community.

Seeking students' input is an excellent way to start building interest and excitement. Children often have unique perspectives on their routes to school and they can be



On his own, this Mason Elementary 5th grader decided he wanted to help out with Walk and Roll to School Day events, even though it meant getting up extra early!

excellent sources of information about hazards, short-cuts, and "secret" routes to school. Many children also enjoy an opportunity to share their opinions about lifestyle choices - why they prefer to walk/bike/take the bus, etc. or why their parents make the transportation choices they do. Some SRTS Teams include student representatives to give the student body an "official" and ongoing voice in the Safe Routes effort.

As the program unfolds, the more students are involved, the faster the excitement about Safe Routes to School grows. Many children are drawn to SRTS because of the "real world" application it has to their lives; for some, it casts a spotlight on something they do everyday, for others it represents something new and fun. And just as it does for the adults, SRTS provides many levels of involvement for children - from basic participation in SRTS activities to special involvement as volunteers. Older students, for example, can be of help with data collection and analysis. (Conducting surveys can make a great math or science project!) Children of all ages can be enlisted to create educational or motivational artwork related to walking and bicycling. At some

schools, children are involved in publicizing SRTS events and activities in creative ways through school-wide morning announcements. Students can help with events by giving out stickers, handing out refreshments, distributing literature, serving as cheerleaders or many other specific tasks. Sometimes established student groups, such as the safety patrol, the Beta Club, the Student Council, or an older class can take on a small project and see it through to completion; this collaboration enhances the integration of Safe Routes to School into the school community.

An important note of caution: Whenever soliciting assistance from children, be sure to obtain permission from an appropriate adult of authority (parent, teacher, principal, coach, etc.)

Make your program inclusive

A school is an intricately woven community with many different and ever-changing elements. Do your best to reach out and make your SRTS program as inclusive as you possibly can; the more you do, the more likely your program will become fully integrated into the school community. Here are some suggestions for reaching out:



Students in special education classes and their teachers enjoyed being included in a Walk and Roll to School Day at B.B. Harris Elementary.



- Send written communications home to all families regardless of how likely they are to participate in the program;
- Be sure that all communications with families are translated into appropriate languages;
- Use a wide variety of communication tools: some parents read newsletters, others don't; some children bring flyers home, others never do!
- Develop activities that can incorporate as many students as possible (See Chapter 10, Encouragement Activities and Chapter 12, Safe Routes to School Challenges)
- Continually offer ways for school community members to get involved; avoid the perception that there is a certain Safe Routes to School "in-crowd";
- Communicate with the full school staff, not just the teachers and administration. With permission from the principal, call upon the cafeteria staff, the custodian, the band teacher, the school nurse, the school counselor, the school secretary, or many other school staff members that are also part of the school community - they might be delighted to be included!





An appreciation breakfast for volunteers at Mason Elementary.

• Find ways to periodically thank and honor all participants in your program, especially those who are often overlooked. These can be planned events (such as a volunteer appreciation breakfast), written thank you's, a spontaneous surprise (such as a "thank you" poster in the hallway or a bouquet of flowers), or anything else that will acknowledge the variety of contributions that come together to make a Safe Routes to School program go.

Georgia Safe Routes to School Guidebook

RAFI



Sample Parent Survey Letter

ABC Elementary 124 Maple Ave. Oakton, Georgia

September 2, 2004

Dear Parents,

ABC Elementary is participating in an exciting new program called Safe Routes to School. As part of this program, we need to gather information from you about how your children are currently getting to and from school.

Please complete one survey for each child in your family who attends ABC Elementary and return it to your child's teacher by Friday, September 10, 2004. Please note that the survey has two sides and a map, and we ask you to complete all of it.

Safe Routes to School programs promote safe walking and bicycling to school. More information about this important effort will be shared at our next PTA meeting on September 18.

If you have questions, please call the school at (678) 834-7951.

DRAFT

Sincerely,

Susan Thomas Principal

| School Ti PARENT | ransportatio SURVEY | on Assess | ment | | | | |
|--|---|--|--------------------------------|-------------|---------------|--------|--|
| How far is it □ 1/4 mile o □ between 1 | [.] from your home or less 1 and 2 miles | e to the scho □ 1/4 mile t □ more thai | ol? o 1/2 mile n 2 miles | (| ⊐ 1/2 mile to | 1 mile | |
| In what neig | hborhood/subdiv | vision do you | live? | | | | |
| Information | about your chilc | ł | | | | | |
| Grade: | | Sex | | | | | |
| How does yo | ur child usually g | get to school | ? | | | | |
| □ family car | · □ scho | ool bus | 🗇 car pool | | | | |
| 🗆 walk | 🗇 bicy | vcle | 🗆 other (pl | ease explai | in) | | |
| How does yo | ur child usually g | get home fro | m school? | | | | |
| 🗇 family car | · 🗆 sch | ool bus | 🗖 car pool | | | | |
| 🗆 walk | 🗇 bicy | vcle | 🗆 other (pl | ease explai | in) | | |
| | | | | | | | |

If you drive your child to and/or from school, why do you make that choice?

Please identify streets or intersections on your child's route to school that you think are particularly dangerous. Please explain why.

Please identify any other dangers on your child's route about which you have concerns.

How often does your child walk or bicycle to or from school? □ every day several times a week 🗖 once a week □ very occasionally □ never RAF



□ alone □ with other children □ with parent

with other adult

Would you choose for your child to walk or bike to/from school more often if: (please rank by order of importance, with 1 being of most importance)

____ accompanied by other children

_____ accompanied by other parents

____ route maps were provided

_____ there were more sidewalks and bike trails

_____ there were more crossing guards

____ car speeds were reduced

____ your child received walking and bicycling safety training

____ other - please explain:

Additional comments:

Would you be interested in helping with Safe Routes to School activities at your school? ¬ yes ¬ no

If yes, please indicate your name and contact information.

Thank you very much for completing this survey!





Parent Survey (Spanish)

Encuesta Sobre El Transporte a la Escuela Para Los Padres de Estudiantes

| ćA qué distancia que □ 1/4 milla o menos □ entre 1 y 2 millas | eda su domicilio (□ 1/4 r □ más | de la escuela? nilla a 1/2 milla de 2 millas | □ 1/2 mille | a a 1 milla | |
|---|--|--|------------------|------------------|------------|
| ¿En cual vecindad/a | partamentos vive | e Ud.? | | | |
| Información sobre s | su hijo: | | | | |
| Grado | _ Profesor(a) | | | Sexo 🗆 M | 🗇 F |
| ¿Cual modo de trans | sporte utiliza su | hijo para llegar a | la escuela? | | |
| 🗖 carro particular | 🗖 bus escolar | 🗆 carpool (niños | de varias famili | as en un solo co | arro) |
| 🗖 caminar | 🗆 bicicleta | 🗇 otro modo (fav | or de explicar): | | |
| ¿Cual modo de tran | sporte utiliza su | hijo para llegar a | la casa por la t | arde? | |
| 🗖 carro particular | 🗆 bus escolar | 🗇 carpool (n | iños de varias f | amilias en un sc | olo carro) |
| 🗖 caminar | 🗖 bicicleta | 🗆 otro modo | (favor de expli | car): | |
| | | | | | |

Si Ud. lleva o recoge a su hijo en carro, ¿cuales son las razones por ese modo de transporte?

¿Cuales son las calles o las intersecciones en la ruta a la escuela que le parecen más peligrosas? Favor de explicar el porque. Tambien, indique cualquier otro tipo de peligro que Ud. percibe en la ruta.



Yo permitiera que mi hijo caminara o montara bicicleta para ir a o venir de la escuela con más frecuencia si: (por favor, indique los 3 mas importantes)

- _____ mi hijo fuera acompañado por otros niños
- ____ mi hijo fuera acompañado por otros adultos
- _____ hubieran mapas indicando las mejores rutas
- _____ hubieran más banquetas o vias para bicicletas
- _____ hubieran más policía o guardias para ayudar a los niños cruzar la calle
- ____ los carros no corrieran tan rápido por las calles
- ____ mi hijo recibiera educación en cuanto a los métodos seguros de caminar y montar bicicleta _____ otro - favor de explicar_____

¿Con qué frecuencia camina or monta bicicleta su hijo para ir a o venir de la escuela?

□ todos los dias

- 🗇 varias veces a la semana
- una vez a la semana
 muy de vez en cuando
- 🗖 nunca

())。· 计算

Si su hijo camina o monta bicicleta para ir a o venir de la escuela, anda normalmente: □ solo(a) □ con otros niños □ con mamá o papá □ con otro adulto

Comentarios adicionales:

¿Quisiera Ud. ayudar con el proyecto "Safe Routes to School" (Rutas Seguras a la Escuela)? □ sí □ no

Si indicó que sí, favor de apuntar su nombre y teléfono para poder comunicarnos con Ud.:

Nombre

Teléfono

i Muchísimas gracias por llenar este formulario! Favor de mandarselo con su hijo al profesor/ la profesora antes del dia 24 de septiembre.





Safe Routes to School Map-Marking Directions

Please Mark this Map!!

1)If your child currently walks or bikes to school, please mark his or her route from home to school with a thick, solid line, like this ______ on the map below .

Please write "walk" or "bike" to indicate which your child usually does.

2) If your child DOES NOT walk or bike to school now, but you live within a distance where she or he possibly could if conditions were safer, please mark a possible walking or biking route to school using a dashed line, like this _-----

Please write "walk" or "bike" to indicate which would be more likely for your child to do.

School Route Map for ABC Elementary





Traffic Count Form – Walk & Bike

| School: | _Date: |
|-------------------------|------------|
| Traffic Count Location: | |
| Start Time: | _End Time: |
| Weather Conditions: | |
| Name of Observer: | |

| Children Walking (count # in group) | Adults Walking (count # with group) | Children Biking (count # in group) | Adults Biking (count # with group) |
|--|--|---------------------------------------|---------------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total | Total | Total | Total |

Georgia Safe Routes to School Guidebook

"SHOW- OF- HANDS" SURVEY FORM

Dear Teachers,

As part of our Safe Routes to School project, we are gathering information on how children get to school. We ask that you conduct this simple "Show-of-Hands" Survey on the morning of September 6 and again on September 9. Just ask your students to indicate by raising their hands if they arrived at school by walking, biking, bus, carpool, car, or other (please indicate what "other" might be). Please write the numbers for each category on the form below, and turn the form below in to the office by the end of the day on September 9.

Thanks for your help! The Safe Routes to School Team

| How We Traveled to School Today | | | | | | |
|---|--------|-------|-------|----------|-------|-------|
| Teacher | | | Grade | # Stud | lents | |
| | Walked | Biked | Bus | Carpool* | Car* | Other |
| Sept. 6 | | | | | | |
| Sept. 9 | | | | | | |
| *Please explain to students: By "carpool" we mean riding in a car with children from other families; "car" is riding with your own family. | | | | | | |

Georgia Safe Routes to School Guidebook



Traffic Count Form – Motorized Vehicles

| School: | Date: |
|-------------------------|-----------|
| Traffic Count Location: | |
| Start Time: | End Time: |
| Weather Conditions: | |
| Name of Observer: | |

Make a mark for each motorized vehicle passing your location.



How Do You Go to School? Student Survey

| Da | te: | Teacher: _ | | | _ Grade: |
|-----|--|--|---|---|--|
| 1. | How old are you? | | | | |
| 2. | Are you a: | 🗆 Воу | 🗆 Girl | | |
| 3. | How far do you □ less than 1 blo | live from sc ock □1-3 | chool? (√ one box) blocks □4-6 b | locks □ more than 6 | blocks 🗆 don't know |
| 4. | How did you get walked rode city bus parents drove | to school th □ □ □ | nis morning? (J one someone else drov rode school bus skateboarded | e box) Ye □ biked □ roller blade □ older broth | d/skated er/sister drove |
| 5. | Who did you go t □ by myself □ with friends/ne | o school wit eighbors | th this morning? (u with a pare with brothe | ^r all that apply) nt or adult er or sister | |
| 6. | How do you get t □ walk □ ride city bus □ parents drive | o school in g c s c s c s c s | good weather (war someone else drive school bus skateboard | rm, sunny)? (√ one box) s □ bike □ rolled bladed □ older brothe | d/skated r/sister drove |
| 7. | If you had a choi walk ride city bus parents drive | ce, how wou ce, now wou ce, ce, ce, ce, ce, ce, ce, ce, ce, ce, | uld you most like t someone else drive school bus skateboard | o get to school? (√ all t s □ bike □ roller blade/ □ older brother | hat you like) skate r/sister drove |
| 8. | Is there a school □ yes □ no | bus that cou □ don't k | uld pick you up and now | take you to school? (∫ ol | ne box) |
| 9. | Do you have a bicy □yes □no | vcle that you | u can ride to school | ? (√ one box) | |
| 10. | Do your parents/g □yes □no | guardians ha | ve a car they can u | se? (√ one box) | |
| | | D | RA | FT | |

11. How do you feel about walking and biking? Circle the word that fits how you feel.

| Walking: (Circle one word/phrase on each line) | | | | |
|--|--------------------|--|--|--|
| fun | boring | | | |
| safe | not safe | | | |
| not healthy | healthy | | | |
| cool | not cool | | | |
| saves time | does not save time | | | |

Biking: (Circle one word/phrase on each line)funboringsafenot safenot healthyhealthycoolnot coolsaves timedoes not save time

- 12. What would make walking or biking to school better? (\int all that you think)
 - \Box friends to walk with

- \square friends to bike with
- $\hfill\square$ less cars on the roads near the school
- $\hfill\square$ less cars in the school parking lot
- □ sidewalks all the way to school
- bike racks/a safe place to leave my bike
- no strangers along the way to school
- nothing my parents will not let me walk
- more crossing guards
 better lighting
- clean, clear sidewalks
- safe places to cross the road
- no bullies along the way to school
- nothing I live too far to walk
- 🗖 other____
- 13. If you travel by car to school, is the driver usually: (J one box)
 - going somewhere else after they drop you off
 - taking you to school and then going back home
- 14. What do you see on your way to school? (\int all that you see from home to school)
 - 🗆 parks
 - 🗆 trees
 - 🗖 dogs
 - $\ensuremath{\square}$ houses where people live
 - $\ensuremath{\square}$ houses or buildings that are empty
 - apartment buildings
 - neighbors/people that you know
 - strangers/people that you do not know
 - other_____

- gas stations
- factories/businesses
- parking areas
- \square empty lots
- 🗖 trash

□ stores

- construction areas
- 🗆 farm land
- 15. Would you walk or bike to school if your route to school was improved so you felt safer? (J one answer)
 - 🗆 yes

🗆 no

Adapted from Michigan's Safe Routes to School Handbook "How Do You Go to School?" survey form.

🗆 maybe

The "ABC's" of Transportation in Georgia

For the average citizen, the process for getting roads changed, sidewalks or trails built, or traffic signals installed can be a confusing alphabet soup of acronyms. Here are some of the basics to help you with the Engineering part of your Safe Routes to School program.

How Your SRTS "Idea" Becomes a Transportation Project

Present your idea to your local planner. If the location is in a city or town, contact your municipal government transportation planner; if the location is on county property, contact the county transportation planning department.

Your planner will then evaluate the idea. He/she will look into how your idea might fit into a broader picture, such as how it fits into comprehensive transportation plan for your city or county or region, or how it fits into bicycle or pedestrian plan. He/she will also work with engineers to determine technical feasibility for the project. If the project impacts other citizens directly, he/she will need to seek input from them.

If the idea is approved, your local planning department must find funding in order to implement the project. Planning departments seek funding through local, state, or federal funding processes.

Sometimes small, locally funded projects, such as sign installation, can happen quickly. Larger projects often require long-term federal funding. There are many different types of federal funds. For some types of funding, projects must be prioritized on a regional basis and submitted to a regional planning agency. This takes time - sometimes several years — and requires local matching funds. Some federal funds are obtained through a competitive application process.

Whatever the source of funding, it is important to work directly with your planner to keep track of your project until it is funded and actually built.

Transportation Acronyms and Terms: A Guide to the ALPHABET SOUP

| AASHTO | American Association of State Highway and Transportation Officials a pro- fessional organization that publishes guidelines for roadwaydesign as well as specific bicycle and pedestrian design |
|---------------|---|
| Bike/Ped Plan | A plan for bicycle and pedestrian facilities in an area. Bicycle plans and pedestrian plans may be different documents |
| CMAQ | Congestion Mitigation and Air Quality, federal funds specifically used on projects that will reduce congestion or improve air quality |

GDOT Georgia Department of Transportation

- MPO Metropolitan Planning Organization federally required planning body responsible for transportation planning for a metropolitan region. In Georgia there are MPO's in the following areas: Albany, Athens, Atlanta, Augusta, Brunswick, Chattanooga Area, Columbus, Dalton, Gainesville, Hinesville, Macon, Rome, Savannah, Valdosta, Warner Robins.
- MUTCD Manual of Uniform Traffic Control Devices sets the national standard for all traffic signals and signs and road striping
- RDC Regional Development Center Regional Development Centers (RDCs) are multi-county planning and development agencies serving municipal and county governments.
- ROW Right of Way public land that acts as a buffer between a transportation infrastructure and private property, also abbreviated R/W
- PE Preliminary Engineering engineering work required prior to project construction
- SPLOST Special Purpose Local Option Sales Tax, local tax money sometimes used for local transportation projects
- SAFETEA-LU Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users - The current federal law funding transportation programs, including Safe Routes to School
- TE Transportation Enhancement activities Funds set aside for projects that enhance the compatibility of facilities with their surroundings. Trails can be an example of TE projects. Applications are submitted directly to the Georgia Department of Transportation
- TIP Transportation Improvement Program; plan developed by MPO's to rank the highest priority projects in the region and to set aside funding for those projects. The State's version of this document is developed by GDOT and is called the STIP (the State TIP)
- Traffic Calming Infrastructure measures that slow traffic speeds and/or restrict Motor vehicle dominance over pedestrians and bicyclists.



The Walk-About

A neighborhood walk-about helps to identify and understand the safety issues around the school through direct observation of the problems.

The Task Force should consider the following during the walk-about:

School Site

- Sidewalks leading to the school building
- · Location of pedestrian and vehicle access points to the school property
- Potential for pedestrian conflict with vehicles
- · Alternate school grounds access routes
- Parking and driving behavior of driving parents
- Bike racks
- Potential for bicyclist conflict with vehicles

Areas Surrounding School Site

- · Volume and speed of traffic on surrounding streets perceived and real
- Sidewalks how far do they extend around the school and surrounding community; are they continuous?
- Bicycle accommodations are the streets leading to school suitable for bicycling?
- Pedestrian crossing devices are they present? are they utilized?
- Sight distances and visibility, especially for pedestrians under 5 ft. tall
- Number and position of adult crossing guards
- Placement of school crossings in relation to driveways and bus loading zones
- Timing of traffic lights
- · On-street signs and pavement markings
- Turning radii at intersections
- Motorist, pedestrian and bicyclist behaviors

Non-Traffic Related Items to Consider

- Location of other public spaces near school (parks, community centers, etc.)
- Number of shade trees on streets
- Green space vs. concrete space
- Physical state of sidewalks size, obstructions, etc.
- Block parent or Neighborhood watch groups



Walk-About Checklist – Roadways

Street Name: _____

Posted Speed: _____

Roadway and Road Edges –Sidewalk

| Sidewalk adequately wide | 🗖 Yes | 🗖 No |
|---|-------|------|
| Sidewalk in good condition | 🗖 Yes | 🗖 No |
| Sidewalks are continuous | 🗖 Yes | 🗖 No |
| Sidewalks are free of debris, obstructions | 🗖 Yes | 🗖 No |
| Sidewalks are free of overhanging vegetation | 🗖 Yes | □No |
| Buffer space between sidewalk and street | 🗖 Yes | 🗖 No |
| - structures or plants in buffer | 🗖 Yes | 🗖 No |
| Car speeds make walking feel unsafe | 🗖 Yes | 🗖 No |
| Evidence of mid-block crossing (jay-walking) | 🗖 Yes | 🗖 No |
| Many driveways cross the sidewalk | 🗖 Yes | 🗖 No |
| driveways are wide and sweeping | 🗖 Yes | 🗖 No |
| Parked cars block sidewalk | 🗖 Yes | 🗖 No |
| Existing bike lane on road | 🗖 Yes | 🗖 No |
| Opportunity for bike lane on road | 🗖 Yes | 🗖 No |
| Adequate lighting | 🗖 Yes | 🗖 No |
| Signage clear and appropriate | 🗖 Yes | 🗖 No |

Comments:

Roadway and Road edges – No Sidewalk

| Pedestrians must walk in roadway | 🗖 Yes | 🗖 No |
|--|-------|------|
| Dirt paths have been worn along road edge | 🗖 Yes | 🗖 No |
| Pedestrians in street are visible to motorists | 🗖 Yes | 🗖 No |
| curves obstruct view of peds | 🗖 Yes | 🗖 No |
| - hills obstruct view of peds | 🗖 Yes | 🗖 No |
| Parked cars obstruct path of peds | 🗖 Yes | 🗖 No |
| Car speeds make walking feel unsafe | 🗖 Yes | 🗖 No |
| Existing bike lane on road | 🗖 Yes | 🗖 No |
| Striped shoulder on road | 🗖 Yes | 🗖 No |
| Opportunity for bike lane or shoulder on road | 🗖 Yes | 🗖 No |
| Adequate lighting | 🗖 Yes | 🗖 No |
| Signage clear and appropriate | 🗖 Yes | 🗖 No |

DRAFT

Comments:

Walk-About Checklist - Intersections

Intersection - Signalized

())- 说静

Name of

| Intersection: | | |
|--|-------|-------------|
| | | |
| Adequate crosswalk markings | 🗖 Yes | 🗖 No |
| Stop bar markings for motor vehicles | 🗖 Yes | 🗖 No |
| Sweeping turns | 🗖 Yes | 🗖 No |
| Long crosswalk (for a child) | 🗖 Yes | 🗖 No |
| Curb curvature (radius) makes xwalk longer | 🗖 Yes | 🗖 No |
| ADA curb ramps | 🗖 Yes | 🗖 No |
| Ped Crossing Signal | 🗖 Yes | □ No |
| Traffic light gives adequate time for peds | 🗖 Yes | 🗖 No |
| Traffic light has ped button | 🗖 Yes | 🗖 No |
| - in all directions | 🗖 Yes | 🗖 No |
| - conveniently located | 🗖 Yes | 🗖 No |
| Appropriate signage | 🗖 Yes | 🗖 No |
| | | |

Comments:

Intersection – Un-Signalized

Name of Intersection: _

| Adequate crosswalk markings | 🗖 Yes | 🗖 No |
|--|-------|------|
| Stop signs present | 🗖 Yes | 🗖 No |
| Stop signs visible | 🗖 Yes | 🗖 No |
| Stop bar markings for motor vehicles | 🗖 Yes | 🗖 No |
| Sweeping turns | 🗖 Yes | 🗖 No |
| Long crosswalk (for a child) | 🗖 Yes | 🗖 No |
| Curb curvature (radius) makes xwalk longer | 🗖 Yes | 🗖 No |
| Pedestrians easily visible to motorists | 🗖 Yes | 🗖 No |
| - (curves, hills, vegetation obstruct view of peds?) | 🗖 Yes | 🗖 No |
| | | |

DRAFT

Comments:



Walk-About Checklist – Trail Opportunities

| Existing or Potential Trail Location: | | |
|---|------------|----------|
| | - | - |
| Existing trail | 🗆 Yes | LI No |
| - Paved | 🗖 Yes | 🗖 No |
| Off-road trail opportunity would enhance: | | |
| - walking to school | 🗖 Yes | 🗖 No |
| - biking to school | 🗖 Yes | □ No |
| Route connects school to significant school population | 🗖 Yes | □ No |
| Route significantly shortens distance for walking/biking | 🗖 Yes | □ No |
| Route allows walkers/bicyclists to avoid a less safe | | |
| or unpleasant route | 🗖 Yes | 🗖 No |
| There is public right-of -way for the full length | | |
| of the possible trail | 🗖 Yes | 🗖 No |
| | | |
| Private property issues/questions: | | |
| | | |
| | | |
| Personal safety issues: | | |
| | | |
| Prideer on other major construction needed to install trail | | |
| bridges of other major construction needed to install trail | LI 763 | |
| Potential environmental damage needed to be considered and | mitigated: | |
| | | |

Comments:



Georgia Safe Routes to School Guidebook

Walk-About Checklist – School Site

<;;;**\$**

| Sidewalks lead to school building | 🗖 Yes | ⊡No |
|---|-------|------|
| Peds have clearly defined walkways to entrances | 🗖 Yes | 🗖 No |
| - walkways are separated from car routes | 🗖 Yes | 🗖 No |
| - walkways are separated from parking lots | 🗖 Yes | 🗖 No |
| - walkways are separated from bus routes | 🗖 Yes | 🗖 No |
| Bicycle parking racks are present | 🗖 Yes | 🗖 No |
| - rack types are appropriate | 🗖 Yes | 🗖 No |
| rack placement allows for maximum parking | 🗖 Yes | 🗖 No |
| - racks are placed within clear view of school activity areas | 🗖 Yes | 🗖 No |
| Bicyclists have entry and exit pathways that do not | | |
| conflict with motorized vehicles | 🗖 Yes | 🗖 No |
| Arrival and dismissal procedures minimize | | |
| ped/bike/motor vehicle contact | 🗖 Yes | 🗖 No |

<%**``**

Comments:

新小星物





<%**!>**

(1)- 建物

| | "Hot Spot" Location | Problem | Opportunity | Recommended Solution | Comments | Priority Rating | Short /Long Term | Next Action Steps |
|----|--|---|--|--|--|--------------------|------------------------|---|
| 23 | Oak Rd. @ school driveway | no curb ramps at crosswalk | | provide curb ramp west side; tapered curb ramp on east side | | high | short | |
| •• | | crosswalk not highly visible by approaching drivers | | place in-street, moveable "stop for pedestrians" sign in advance of xwalk on either side; use during school rush hours only | | high | short | |
| | Oak Road | sidewalk but no buffer between walkers and motorists | road measures 30 feet across | stripe 4 foot bikeable shoul- der on each side of road | provides buffer for walkers | high | short | |
| | | no bicycle accommodation | | stripe 4 foot bike-able shoul- der on each side of road | width does not allow for full bike lane | high | short | |
| | | speeding reported but not documented | | get Oak Road radar-certified | perceived narrowing may help to slow matanizad | medium | short | contact county police |
| | | | | bike-able shoul- der on each side of road | motorized vehicle traffic | nign | SHOP | |
| | Springhill Lane | no sidewalks on subdivision street - heavy car traffic in am | sidewalk applied for by Springhill subdivision | sidewalks on Springhill Lane | requested side- walk from city | high | medium | check on status of appli- cation |
| | Summerton subdivision behind school | subdiv. abuts school but no official connec- tion between; residents must travel 1.5 miles around on major roads to school | wooded area connects subdivision and park; cut- through used by kids | build access gate and trail with bridge across ravine | provide adult presence at gate to assure "personal safety" | medium | long | verify property lines |

Note: A full report would include recommendations on all identified "Hot Spots."



ABC Elementary School Safe Routes to School Action Plan Example

Goals and Objectives

- Goal 1: To improve the safety of children who walk and bike to school Objectives:
 - a) Provide bicycle and pedestrian safety information to all members of the school community
 - b) Reduce speeds in the school zone by 25%
 - c) Implement 75% of high priority infrastructure measures
- Goal 2 To increase the numbers of school community members who walk and bike to school Objectives:
 - a) Increase the average number of daily student walkers and bike-riders by 50%
 - b) Increase the average number of adult walker and bike-riders by 15%
 - c) Reduce average number of cars in daily school drop-off/pick-up lane by 20%

Action Steps

I. Education

| Activity | Timeline | Tasks | Who | Status |
|---|---|---|---|--|
| 1)Conduct pedestrian education with on- street practice in 1st, 2nd, and 3rd grade PE classes | September 2005 September, 2006 | 1)Obtain pedestrian education curriculum 2)Arrange for parent volunteers 3) Conduct classes | PE Teacher PTA Health Chair PE Teacher | Completed Completed 325 students trained |
| 2) Conduct on-bike safety education training for 4th graders in PE classes | Fall, 2005 Fall, 2006 | 1)Contract with bicycle safety instructor 2) Arrange for parent volunteers 3) Conduct classes | SRTS Chair PTA Health Chair PE Teacher /Bicycle Instructor | Completed Completed 212 students trained |
| 3) Publish monthly bicycle and pedestrian education articles in school newsletter | September through May, School Year 2006-2007 | 1) Write articles and submit to newsletter editor by deadline | School Nurse | In progress - Published Sept, Oct, Nov. |
| Note: A full Plan will include other Education Activities as needed to achieve objectives. | DR | AFT | | |



II. Encouragement

| Activity | Timeline | Tasks | Who | Status |
|---|--|---|--|--|
| 1) Conduct monthly Walk and Roll to School Day events with different themes | First Friday of each month, school year 2007-2008 | Develop and distribute flyers Make posters Recruit volunteers Get refreshments, prizes | SRTS Coord. Art Classes PTA Health Chair SRTS Coord. | Sept 65 students, 25 adults Oct 123 students, 35 adults |
| 2) Establish and maintain two daily neighborhood walking school buses and one bike train | School Year 2007-2008 | 1) Recruit parent or teacher leaders 2) Train leaders 3) Publicize 4) Monitor | PTA Health Chair SRTS Coord. SRTS Coord. SRTS Coord. | Oct 07: 1 walking school bus, 1 bike train |
| Note: A full Plan will include additional Encourgement Activities as needed to achieve objec- tives. | | | | |

III. Enforcement

| Activity | Timeline | Tasks | Who | Status |
|--|------------------------|--|--|--------------------------------------|
| 1) Install speed trailer at south end of school zone; increase police surveillance | August 20 -24, 2007 | Request speed trailer Request increased surveil- lance Obtain speed data from county | Police Officer | Completed - 10 tickets written |
| 2) Hold Traffic Safety Education Day to high- light school zone speed limit | August 21, 2007 | Recruit volun- teers Make signs Develop and copy hand-outs Develop and dis- tribute press release | Principal, SRTS Coord, and Police Officer | Completed - 74 hand-outs |
| Note: A full Plan will include additional Enforcement Activities as needed to achieve objectives. | DR | AFT | | |



IV. Engineering

| Activity | Priority | Timeline | Tasks | Who | Status |
|---|----------|------------|--|-----------------------------|------------------------------|
| 1) Install 4 high- visibility crosswalks at all crossings at intersection of Oak St. and Maple Ave. | high | short-term | 1) Request to County Transportation Department | SRTS Coord. | Request submitted 8/07 |
| 2) Install multi-use trail along Hwy. 2 between Spring Lane and Winter Rd. | medium | long-term | 1) Submit to SPLOST Committee 2)Follow-up with letter from princi- pal | SRTS Coord. Principal | Request submitted 9/07 |
| Note: A full Plan will include addi- tional Engineering Activities to achieve objectives. | | | | | |

Methods of Evaluation

| Objective | Data Collection Method | Timeline |
|---|---|---|
| Educate all members of the school community in bicycle and pedestrian safety | Document numbers of students completing PE class trainings, num- bers of parents trained, numbers of recipients of parent newslet- ters, etc. | Ongoing throughout school year; completed by May 31, 2008 |
| Reduce speeds in the school zone by 25% | Conduct pre- and post- interven- tion speed surveys at north and south ends of school zone | 3rd week of August, 2007 3rd week of May, 2008 |
| Implement 100% of high pri- ority infrastructure measures | Document completion of identified high priority infrastructure meas- ures | May, 2009 |
| Increase the average number of daily student walkers and bike-riders by 50% over one school year | Conduct three "Show of Hands Surveys" | September, 2007 March, 2008 May, 2008 |
| Increase the average number of adult walker and bike-rid- ers by 15% | Conduct counts of adults on foot or bicycle at arrival and dismissal times | September, 2007 May, 2008 |
| Reduce average number of cars in daily school drop -off/pick-up lane by 20% | Conduct car-counts in drop-off and pick-up lane | September, 2007 May, 2008 |

Correlations of Safe Routes to School Activities with Georgia Statewide Academic Standards

| Subject | Grade | Standard | Activity Related to Safe Routes to School | | |
|--|-------|--|---|--|--|
| Social Studies Georgia | К | SSKG2 - Map Skills: explain that a map is a drawing of a place | Draw a picture of the route to school | | |
| Standards (GPS) | к | SSKG3 - Map Skills: state the street address, state, county, state, nation, and continent in which he or she lives | Verbally describe the route to school, starting with home address | | |
| | к | SSKE1 - Describe the work that people do | Describe the work of a crossing guard, a police officer, a bus driver, a city planner, a road con- struction worker | | |
| 1 | | SS1G2 - Map skills -Identify and locate his/her city, county, state, nation,and continent on a simple map | Identify landmarks on routes to school on city or county map | | |
| | 4 | SS4CG3 - Describe the functions of government: the process for making and enforcing laws | Research the traffic laws of your jurisdiction, including laws pertaining to bicyclists and pedestri- ans/ Interview a law enforcement officer to see how they are enforced/ Participate in a Traffic Education Day | | |
| | 5 | SS5H4 - Describe post- WWI America | Research the history of the automobile and its impact on 20th Century America | | |
| | 8 | SS8G2 - Explain how the inter- state highway system, Jackson- Hartsfiled airport, and deep water ports help drive the state's economy | Develop a plan to integrate walking and bicycling into a transportation system | | |
| | 8 | SS8CG5 - Analyze the role of local governments in the state of Georgia/ SS8E4 - Identify rev- enue sources and services provid- ed by state and local govern- ments | Identify an enforcement or engineering project on the school's SRTS plan; find out how local projects are funded and steward the project through the appropriate govenmental channels | | |
| Science Georgia Performance | К | SKE1 - Describe time patterns in the day and night sky | Observe the sky on the journey to school; keep a record of when it is dark and when it is light | | |
| Standards (GPS) | К | SKP2 - Investigate different types of motion | Observe and discuss how a bicycle moves | | |
| | 1 | S1E1 - Observe, measure and communicate weather data to see patterns in weather and climate | Observe weather on daily journeys to school; keep a record; discuss how the weather affects journeys to school | | |

| Subject | Grade | Standard | Activity Related to Safe Routes to School |
|---|-------|---|---|
| Science Georgia Performance Standards (GPS) | 2 | S2E2 - Ivestigate the sun and moon to show patterns through- out the year / S2E3- Infer caus- es of changes in surroundings and infer causes of changes | Observe sun's position on morning journeys to school; observe changes on journey to school; record in a personal journal or as a whole group |
| | 2 | S2P2 - Identify sources of ener- gy and how energy is used | Compare sources of energy for transportation: walking, bicycling, car |
| | 2 | S2P3 - Demonstrate changes in speed and direction using pushes and pulls | Use a bicycle to demonstrate changes in speed and direction; observe push and pull forces |
| | 3 | S3L2 - Recognize effects of pol- lution and humans on the environ- ment | Compare the impacts of cars, bicycles and walking on air quality |
| | 4 | S4E4 - Analyze weather charts/maps and collect data to predict weather events and infer patterns and seasonal changes | Observe weather on daily journeys to school; keep a record; gather data on how the weather, seasonal changes affect school journey transportation choic- es; track seasonal changes in air quality |
| | 4 | S4P3 - Demonstrate the relation- ship between the application of a force and the resulting change in position and motion of an object | Demonstrate relationship of force on bicycle pedals and movement of chain, cogs, and wheels |
| | 4 | S4L1 - Describe the roles of organisms and flow of energy within an ecosystem | Explain the process by which fossil fuels are creat- ed from organisms; research the effects of fossil fuel use in transportation (gasoline) on ecosystems |
| | 6 | S6E6 - Describe various sources of energy, their uses and conser- vation | Analyze and compare energy sources for cars, buses, bicycles and pedestrians; describe impacts of this energy use; outline methods of conserving energy used for transportation |
| | 7 | S7L2 - Describe structure and function of cells, tissue, organs, and organ systems | Illustrate the functioning of the cardiovascular systems of a human who is walking and a human rid- ing a bicycle |
| | 8 | S8P2 - Be familiar with forms and transformations of energy | Illustrate and compare energy transformation in transportation: fossil fuel combustion and human- produced energy in walking and bicycling |
| | 8 | S8P3 - Investigate the relation- ship between force, mass, and the motion of objects | Use the bicycle to demonstrate gravity, inertia, friction, and the work of simple machines |

<::**!**>

影響

| Subject | Grade | Standard | Activity Related to Safe Routes to School |
|---|-------|--|--|
| Health Quality Core Curriculum (QCC) | K | QCC K23 - Topic: Environmental Safety Standard: Recognizes safe prac- tices experienced in the home, at school, on the playground, in and around motor vehicles, on the street, in aquatic environments and around animals. | Practice and demonstrate basic rules of pedestrian and bicycle safety |
| | 1 | QCC 24 Topic: Accident Prevention Standard: Differentiates between safe and unsafe prac- tices when: riding in a car, riding a bicycle, playing on a playground, in aquatic environments or other outdoor environments | Practice and demonstrate basic rules of pedestrian and bicycle safety |
| | 1-4 | QCC 26Topic: Resources Standard: Identifies local sup- port system concerning personal safety (e.g., family, teacher, reli- gious advisor, friend, and coun- selor). | Identify procedures for ensuring personal safety when walking or bicycling to and from school |
| | 1 | QCC 17 Topic: Habits Standard: Recognizes the impor- tance of adequate rest, sleep and exercise. | Explain how walking and bicycling support healthy habits. |
| | 2 | QCC 25 Topic: Practices Standard: Identifies safety skills for bicycling, skate boarding, skating, and rollerblading. | Practice and demonstrate basic rules of pedestrian and bicycle safety |
| | 3 | QCC 18 Topic: Bicycle Safety Standard: Demonstrates knowl- edge of bicycle safety laws | Practice and demonstrate basic rules of bicycle safety |
| | 4 | QCC 20 Topic: Emergency Planning Standard: Formulates a responsi- ble personal safety plan for emergencies that occur in the home and/or school. | Formulate a personal school journey safety plan |
| | 4 | QCC 17 Topic: Lifestyle Standard: Relates the influence of rest, food choices, exercise, sleep, and recreation on a per- son's well being. | Explain how walking and bicycling support healthy habits. |

<::**!**>

お湯

| Subject | Grade | Standard | Activity Related to Safe Routes to School |
|--|---------------|--|---|
| Health Quality Core Curriculum (QCC) | 5 | QCC 24 Topic: Heart Health Standard: Describes risk factors for heart disease and proposes strategies for their prevention and techniques for controlling them. | Describe how regular walking and bicycling support heart health |
| PE Quality Core Curriculum (QCC) | All Grades | QCC Topic: Physical Fitness | Identify walking and bicycling as physical activities that support overall physical fitness Participate in walking and bicycling activities |
| Math Georgia Perform- ance Standards (GPS) | All Grades | GPS Numbers and Operations | Solve mathematical problems involving walking and bicycling using appropriate math operations. Examples: counting bicycles or walking shoes as objects; adding to derive mileage walked or biked; subtracting to compare mileage walked or biked; multiplying, dividing,using fractions of decimals to calculate percentage of school population that walks and bicycles, etc. |
| | All Grades | GPS Measurement | Apply measuring skills to activities related to walk- ing and bicycling. Examples: measure distances walked or biked using inches, feet, miles or metric measures; compare distances walked or biked; use time measurements to sequence a journey to school, read a walking school bus schedule, or compare school journey times using different modes of transportation; use measurements to re-design a road, sidewalk, or crossing to accommodate bicy- clists or pedestrians |
| | Grades 3-8 | GPS Algebra | Use algebraic expressions to solve problems involv- ing walking and bicycling. Examples: Given the dis- tance traveled by one pedal revolution (or one step), calculate the number of pedal revolutions (or steps) it takes to complete a distance on a journey to school; given the average number of calories burned per minute while walking (or biking), calcu- late how long it would take to burn a quantity of calories |
| | Grades 3-8 | GPS Data Analysis | Use data analysis to present information regarding walking and bicycling. Examples: develop graphs to show changes in school journey transportation modes over time; analyze and present survey data graphically |

<::**!**>

(約)

| Subject | Grade | Standard | Activity Related to Safe Routes to School |
|---|---------------|--------------------------------|---|
| English/ Language Arts Georgia Performance Standards (GPS | All Grades | GPS Reading | At appropriate levels, read materials focusing on walking and bicycling, such as: fictional stories fea- turing bicycles; fictional accounts of walking or bicycing journeys; fictional or non-fictional accounts of athletes involved in bicycling or walking sports; poems featuring walking or bicycling; non- fiction literature regarding bicycle and/or pedes- trian safety; non-fiction literature regarding the health and environmental benefits of walking and bicycling |
| | | GPS Writing | At appropriate levels, produce written materials featuring walking and bicycling in a variety of gen- res, such as: a first-person descriptive account of a journey to school or an interesting walk or bike- ride; a fictional account of a journey to school; a poem describing a bicycle or walking journey; a pamphlet outlining basic rules of pedestrian or bicy- cle safety; a persuasive flyer or brief article encouraging participation in a Safe Routes to School event; a newsletter article recounting a "Walk and Roll to School Day" or other Safe Routes to School event; an analysis of the pros and cons of walking and bicycling as modes of transportation based on research; a persuasive essay on the health or environmental benefits of walking and bicycling |
| | | GPS Listening/Speaking/Viewing | At appropriate levels, use aural and verbal skills to share information related to walking and bicycling, such as: telling/listening to stories about walking and bicycling; verbally summarizing information on bicycle or pedestrian safety; giving/listening to/ watching dramatic presentations about the health or environmental benefits of walking or bicycling; giving/listening to short presentations encouraging participation in a Safe Routes to School event; giv- ing/listening to presentations of data regarding local research on school travel modes; giving/listen- ing to presentations of plans for addressing trans- portation issues around the school |

<::**!**>

影為

3議