

SAFE ROUTES TO SCHOOL COORDINATOR MANUAL

A HOW-TO GUIDE FOR PROMOTING WALKING AND ROLLING AT YOUR SCHOOL



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A project of Traffic Safe Communities Network

In collaboration with Stanford University Medical Center Trauma Services; the Santa Clara Valley Medical Center Trauma Services; and the Santa Clara County Public Health Department



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Special Thanks to Johanna Silverthorne, Christina Oshinsky, Mike Torres and staff of the Santa Clara County Public Health Department for graphic design and production support for the Safe Routes to School Coordinator Manual.

June 2014

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WELCOME

Dear Coordinator,

Congratulations on volunteering or being selected to be your School's Safe Routes to School (SRTS) Coordinator! As a coordinator you have the unique opportunity to make walking and biking more desirable and accessible for all children and increase the number of students who choose to walk or bike to school.

To foster your work in increasing Walk and Roll participation in your school, we are pleased to introduce the Safe Routes to School Coordinator Manual. This Manual is a collection of resources designed to support your efforts in creating a successful SRTS program by increasing the number of students who Walk and Roll to School, easing traffic congestion near the school, improving the air quality, educating students and parents on traffic safety, as well as promoting healthy and active lifestyles for the community.

Materials include suggestions on how to build or expand upon your existing SRTS program, ideas for increasing student and parent participation, plus numerous resources to help engage students throughout the school year.

Thank you for taking an active role in the SRTS program.

Sincerely,

The Manual Team, Traffic Safe Communities Network (TSCN)

GUIDELINES FOR USING THE SAFE ROUTES TO SCHOOL COORDINATOR MANUAL

The Safe Routes to School Coordinator Manual was designed for parents, teachers, school administrators and others who are taking a lead in helping to get students to increase walking and bicycling to school. The manual provides information as well as many resources to help coordinators start a program and/or expand their program.

Please Note the Following:

- This guide does NOT need to be followed in its entirety. Review the guide and determine which parts would be helpful to get started and which parts can be worked on during the current school year.
- Go back to the guide regularly. There are multiple templates, ideas for special incentive days, rules and instructions for putting on rodeos and more.
- For schools who have signed up for a partnership between Traffic Safe Communities Network (TSCN) in Santa Clara County, there are some activities that are strongly encouraged and other activities that are required as part of this partnership. See the section, At a Glance-The 5 E's.
- Evaluation is an important part of all Safe Routes to School (SRTS) programs. It helps you to understand the baseline of how many students are walking and biking to school, and will help you understand your successes and needs. At a minimum, complete a travel tally for each classroom at the beginning of your project and again at the end of the school year.
- Check out the great resources on the internet including the National Center for Safe Routes to School and Safe Routes to School National Partnership, SRTS sites and community programs throughout the country.
- SRTS materials developed by TSCN and the Santa Clara County Public Health Department are available at www.sccphd.org/traffic.

Flourishing Safe Routes to School projects see remarkable changes in the way students and parents choose to travel to and from school. These projects succeed by including each of the 'Five E's' of Safe Routes to School to ensure that their project is a well-rounded, multi-pronged and time-tested approach to getting more students walking and bicycling. The Five E's of Safe Routes to School include:

- Encouragement
- Education
- Evaluation
- Enforcement
- Engineering

– *Safe Routes to School
National Partnership*



SAFE ROUTES TO SCHOOL PROGRAM AT A GLANCE

This section provides an introduction to the basics of a coordinated Safe Routes to School (SRTS) program including an overview and example of activities.

What is SRTS?

SRTS is a national program, encouraging students to walk and bike to school. Looking at student and parent barriers to walking and biking, environmental/infrastructure issues that make walking and biking easy or difficult, and education, supports and incentives to encourage walking, communities have increased the number of students that walk and bike to school.

What are the Components of a Healthy SRTS Community?

Safety

Improving children's safety while walking and bicycling is a central mission of SRTS. Program benefits stretch beyond the school day.

SRTS Resources and Activities Help Communities:

- Build sidewalks, bicycle paths and pedestrian-friendly infrastructure.
- Reduce speeds in school zones and neighborhoods.
- Address distracted driving among drivers of all ages.
- Educate generations on pedestrian and bicycle safety.

Health

Participating in a SRTS program can improve the health of our children and community; an encouraging outcome for a lifetime.

Walking, Rolling and Bicycling to School Helps Students:

- Reach the recommended goal of 60 minutes of physical activity every day.
- Arrive at school energized and ready to learn.
- Leave the car behind and reduce dependence on fossil fuels.
- Take an active role in their well-being.

Communities

The common goal of a safe trip to school brings families, neighbors, school officials and community leaders together. Every child and community deserves a safe route to school.

Working Toward a Safe Route to School can Help Communities:

- Build a sense of neighborhood.
- Encourage increased parental involvement at school and beyond.

- Promote driving safely in school zones and the larger community.
- Advocate for improved infrastructure, like sidewalks.

Program Essentials

Core

- Community Walkability/Bikeability Assessment (Fall)
- Student Travel Tally (Fall and Spring)
- SRTS Planning Meeting (Fall and as needed)
- Walk and Bike to School Week (Fall and Spring)

Recommended by Traffic Safe Communities Network (TSCN)

- Classroom presentations
 - Kindergarten, second grade, fourth grade, and middle school traffic safety education
- Bike rodeo (4th-6th grade)
- Parent education
 - Family Fun Bike Night
 - PTA/PTO/ELAC Presentations
- Walking school buses/bicycle trains
- Reward and incentive days (daily, weekly, monthly)
 - Walking Wednesdays
 - Fresh Air Fridays
 - Event of choice

What Kinds of Activities Might be Included?

A variety of activities can be utilized to promote different aspects of the program. Each school and community has unique interests and needs. Once needs have been identified, planning can begin. Some examples of activities to support needs are outlined in the following diagram.



SRTS is best when parents and educators from each designated school work together to identify needs, problem solve and get energized together to encourage students to walk and bike to school.

LIST OF ACTIVITIES BY MONTH

Safe Routes to School (SRTS)

Promotes walking and bicycling to school in a safe and healthy environment through safety education and encouragement activities with the support of city police and traffic engineering. SRTS reduces vehicle emissions, improves traffic safety, and supports academic performance, physical activity and obesity prevention.

Calendar of Events

August/September

- Parent Survey
- Walkability/Bikeability Assessment (at new schools)
- Student Travel Tally

September– May/June

- SRTS Volunteer, Coordinator and Parent Workshops
- Student safety education (classroom presentations and bike rodeos)
- Parent safety education and Family Fun Bike Nights
- Schools implement reward days, walking school buses/bike trains

October

- International Walk to School Day (typically first Wednesday in October)
- Student Travel Tally
- Walkability/Bikeability Assessment (at new schools)

May

- National Bike to School Day (typically first Wednesday in May)
- Bike month event (e.g., Family Fun Bike Ride, Bike to School Day)
- Student Travel Tally

"Involve the people who can create the change."

*– Susanna Ward,
SRTS Coordinator at Village School*

SRTS Coordinator Trainings

Meet new people and share ideas at the monthly fun and interactive how-to workshops on:

- **walking school buses**
- **bicycle trains**
- **bike rodeos**
- **walking days**
- **incentive days**
- **parent/volunteer recruitment**
- **marketing and evaluation**



The goal of the Safe Routes to School program is to encourage students to walk and bike more often and more safely. Traffic Safe Communities Network (TSCN) in Santa Clara County is funded by grants from Valley Transportation Authority (VTA) and Caltrans to work in partnership with schools to reduce vehicle emissions to identify and address traffic safety concerns and provide education and encouragement activities.

SRTS PARENT VOLUNTEER COORDINATOR

Meet with Traffic Safe Communities Network as needed to implement the activities listed below and participate in volunteer training sessions each year.

- Recruitment of volunteers to support data collection which will include:
 - **Student travel tally** (determine how students travel to school by raise of hands). Student travel tallies are conducted at the start and end of school year and for Walk and Bike to School Week.
 - **Community walkability/bikeability assessment** at the beginning of school year to observe student bicycling and walking behaviors and environmental barriers to walking and bicycling.
- Reserve location on school site and invite/notify parents of an initial **Safe Routes to School Planning Meeting** to review assessment results and develop school specific plan to get more students to walk and bike to school. Planning meeting will be organized and facilitated by Traffic Safe Communities Network.
- Coordinate a school specific activity to get more students to walk and bike to school such as Walking Wednesday, walk/biking incentives or walking/biking groups. Supplies will be provided by Traffic Safe Communities Network.
- **Coordinate Walk and Bike to School Week** (first Week of October) for the school by organizing distribution of Walk and Bike to School Week incentives to participating students and teachers, and implementing a Walk and Bike to School Week activity. Incentives and activity materials are provided by Traffic Safe Communities Network.
- As needed, assist Traffic Safe Communities Network staff in recruitment of volunteers for selected student traffic safety education sessions such as bike rodeos.

TSCN STAFF

- **Assessment:** Organize community walkability/bikeability assessment with transportation counts, student travel tally, parent survey, and end of year satisfaction survey.
- **Planning:** Coordinate Safe Routes to School Planning Meeting. Implement a planning process for identifying changes needed to improve traffic safety around the school. Provide facilitator for the meeting and invite key community members.



- **Assist and support:** Help the school develop an ongoing committee to implement proposed changes addressing traffic safety in the school.
- **Student and Parent Traffic Safety Education:** Provide instructor and supplies for classroom and/or outdoor student education on traffic safety, and parent safety education.
- **Volunteer Training:** Provide materials for, train, and support school volunteers and parent coordinators through workshops and individual meetings.
- **School Supplies:** Provide financial support opportunity in the form of supplies to support planned traffic safety activities at the school such as walking/biking groups, or reward systems for walking/biking to school.
- **Community Support:** Work with city/local community to identify locations which may benefit from installation and or maintenance of crosswalks, pedestrian countdown signs, etc. or additional enforcement.
- **Encouragement Events:** Provide materials and guidelines for the implementation of Walk to School Week activities in October, and Bike to School Month in May.

SCHOOL ADMINISTRATION

- **Identify a school district liaison** to Traffic Safe Communities Network for the Safe Routes to School information.
- **Provide a primary staff contact person** for Safe Routes to School at each school.
- District will **encourage principal** to actively support teachers, staff, students and community projects and to attend at least the initial traffic safety planning session at the school.
- District will **set guidelines** with each participating school to assure full participation in Safe Routes to School data collection, education and encouragement activities.

SCHOOL SITE STAFF LIAISON

- **Communicate support and encouragement** of Safe Routes to School to school community of teachers, staff, students and parents, and participate in the initial Safe Routes to School planning meeting.
- **Identify a Safe Routes to School Coordinator** at each school which may be a parent volunteer or PTA (or other school parent group) member. The coordinator will be the key contact person to work with Traffic Safe Communities Network, participate in the initial planning meeting and provide volunteers for the initial walkability/bikeability assessments, data collection and other activities identified in the school planning process.
- **Distribute Safe Routes to School Parent Survey** at the beginning of the school and have surveys sent to Traffic Safe Communities Network for tabulation.
- **Schedule at least one traffic safety education session** for students each year. Program will be implemented by Traffic Safe Communities Network.



SAMPLE SAFE ROUTES TO SCHOOL COORDINATOR POSITION DESCRIPTION

Coordinators will define the job differently based on the needs of their school, their personal interests, and their available time. Here is a description that should cover most of the tasks at the majority of schools. Also look at the core/recommended activities list in the At a Glance Section to see which ones you want to do at your school.

- Promote students taking car-free ways to get to school safely year-round, including walking, biking, skateboarding, and scooter riding.
- Be a point person at the school for traffic issues. Working with the principal and parents to identify problems and seek solutions.
- Be the liaison between your school and outside groups such as traffic engineers and police departments.
- Attend traffic safety/Safe Routes to School (SRTS) meetings as necessary. These may include school and PTA meetings, meetings with coordinators from other schools, or other meetings as appropriate for your school. The number of meetings will vary but will usually be no more than one or two a month.
- Organize the taking of student travel tallies.
- Recruit volunteers to help with events and activities listed below. The more you can delegate to other volunteers, the easier your job will be.
- Organize school events such as International Walk to School Day, bike rodeos, Family Fun Bike Nights, etc. Recruit volunteers for these events as needed.
- Organize walking school buses and/or bicycle trains and recruit volunteers to “drive” them.
- Communicate with students and families through school newsletters, posters, flyers, announcements, etc. to promote events and provide education. SRTS staff provides monthly newsletter articles.
- Encourage families to choose safe routes and inform them of the resources that are available to help them.
- Educate the school community about appropriate behavior to maximize safety on the way to and from school.

INCORPORATING SAFE ROUTES TO SCHOOL INTO YOUR SCHOOL ORGANIZATIONS

A key element in making your Safe Routes to School (SRTS) program a success is connecting with others within your school community. Each school is different and there are several options to incorporate the SRTS coordinator position into the larger school structure.

SRTS Committee

A SRTS committee is a group of volunteers, including the SRTS coordinator, who meet regularly to discuss and brainstorm about ways to implement a SRTS program at the school site. This committee can be independent of other organized programs within the school.

School Site Council (SSC)

Attending SSC meetings or making SRTS a standing item on the SSC agenda has many advantages. It's a regular point of contact with the school principal, teacher representatives and parents. They can provide you with valuable feedback on your program, and help to bring attention to the program throughout the school. SSC is where school policy is made and you can have a real impact on future rules and regulations regarding walking/biking to school.

Parent Teacher Groups

Parent teacher groups like PTA, PTO, ELAC, etc. offer an excellent way to connect with your school community. They typically have a lot of experience in organizing events so make sure to tap into their resources and volunteers for your walk/bike to school day events, Family Fun Bike Nights or bike rodeos. Being present at other school wide events can also promote the program to the parents and boost participation in your SRTS program.

RECRUITING VOLUNTEERS

Volunteers are essential to the success of the program. Effective volunteers can go a long way in reaching program goals and objectives. Although recruitment of volunteers and management may seem challenging, it need not be difficult. The following steps will help establish a plan to recruit and manage volunteers.

Step One: Identify Volunteer Needs

- Short term volunteers vs. long term volunteers
- Planning participant
- Recruitment of additional volunteers
- Tactical assistance
- Organizational management

Step Two: Identify Benefits of Volunteering

- Help to ease local community traffic congestion near schools, making schools safer.
- Help to improve air quality near schools.
- Educate children and families on overall health importance of physical activity and safety.
- Support physically active children who perform better in school.
- Build a strong sense of neighborhood and community.
- Support a cause you believe in.
- It's fun.

Step Three: The Plan

- For each potential volunteer assignment, ask yourself the following questions:
 - Who will be qualified and interested in this position?
 - Who will be able to meet the time requirements?
 - What motivates them to volunteer?

Asking these questions will assist you in answering the two biggest questions in volunteer recruitment – where will you find these people, and how do you approach them? Knowing this will determine whether you will need to conduct targeted recruitment to a specific audience or skill set, or perform more broad-based activities or a combination of both.

- Utilize as many forms of communication as possible. Use flyers, email, presentation opportunities and direct contact to inform the community about the program and recruit volunteers; they are all necessary.
- Most potential volunteers like to know they are joining an organization with a good reputation in the community. Promoting the program in the context on a local and national level will help improve credibility.

- Frequently, volunteers are located by word of mouth. Therefore, it is wise to identify stakeholders, (e.g., parents, school site leaders, school administrators) and make them aware of your efforts. They will often send volunteers your way.
- Take advantage of existing volunteer rosters.

Step Four: Implement the Plan

- Think year-round recruitment. Recruiting volunteers is a never ending effort. Continue to be enthusiastic, review goals and continually re-evaluate successes of the program.

Make sure you thank your volunteers often. Let them know they are appreciated. Give your team an opportunity to bond with each other. Empower them by giving them responsibility and decision making powers. Volunteers need to feel they have ownership of the program and that their ideas are valued. Treat each other with respect even when you disagree.

An additional resource can be found on this Webinar from the National Center for Safe Routes to School on the recruitment of Safe Routes to School Volunteers:

<http://www.saferoutesinfo.org/events-and-training/srts-webinars/recruiting-volunteers%20>

OVERCOMING OBSTACLES

The Safe Routes to School (SRTS) program works best when relationships with administration, teachers, parents, community partners, etc. are made. Forming these relationships can help coordinators minimize the amount of obstacles the SRTS program faces. Here are some strategies to overcome obstacles for a successful SRTS program.

Build Support and Awareness Within the School District and Administration

- Identify a district or school staff liaison.
- Build a relationship with the principal and office staff.
- Meet regularly with the school's principal to inform him/her of the SRTS activities.
- Encourage adoption of a SRTS School District Resolution.
- Support inclusion of SRTS into the schools wellness plan.

Support Inclusion of SRTS into the Schools Wellness Plan Involve and Engage Teachers

- Identify a teacher liaison or someone who will support the program. Possibly an avid bicyclist or runner.
- Raise awareness of the SRTS program at staff meetings.
- Offer incentives to teachers.
- Give an award to the SRTS teacher of the month.

Identify and Report Traffic Safety Concerns

- Identify traffic safety "hot spots" with school administration and parents.
- Ask the school crossing guards about their concerns.
- Report concerns to your local Public Safety Department.
- Work with your local engineering or city works department.
- Go to your local Bicycle and Pedestrian Commission for help.
- Identify a community organization that can help support your schools program.
- Carry out a special outreach or awareness campaign.

Funding the SRTS Program

- Seek donations from community based organizations.
- Apply for grant funding.
- Reach out to local bike shops for free services, prizes, and volunteers.
- Ask if parent teacher groups (PTA/PTO) will dedicate a sum of money to help support the program.
- Use free or low cost incentives such as no homework passes, extra credit, free dress day, walker/biker of the month to incentive students.

"If we always do what we've always done, we will get what we've always got."

– Adam Urbanski

"Coming together is a beginning, staying together is progress, and working together is success."

– Henry Ford



OVERVIEW OF ASSESSMENT AND PLANNING

Working with Traffic Safe Communities Network (TSCN), your school will be asked to participate in the community walkability/bikeability assessment, an initial multi-disciplinary planning meeting and ongoing school supply planning. This assessment and planning process assures that Safe Routes to School (SRTS) is individualized for the school. Parent involvement is essential for each of these activities to achieve success.

Community Walk / Bike Assessment

The community walkability/bikeability assessment consists of counts of student pedestrians and bicyclists, observations of safety behaviors such as helmet usage, and an environmental review. Forms follow this section.

Information for the Community Walkability/Bikeability Assessment:

- Depending on the number of entry points for the school, recruit 5-10 parent or staff volunteers; no prior training is needed.
- Ask volunteers to arrive 1 hour prior to the school start time for instruction and placement at key locations around the school.
- Volunteers familiar with the neighborhood will be asked to walk with TSCN staff to rate the environment walkability/bikeability in relationship to space, ease, driver and parent behaviors, safety and pleasantness. Other volunteers will be stationary at specific locations.
- The walkability/bikeability assessment will be complete when the schools start bell sounds.
- Assessments are collected on at least two different weekdays that have typical schedules.

Multi-disciplinary SRTS Planning Meeting

TSCN staff will compile the data from the walkability/bikeability assessment. Data will be reviewed at a multi-disciplinary meeting, and an initial SRTS plan will be developed. A sample report form is attached.

Information for the Multi-Disciplinary Planning Meeting:

- TSCN staff will invite local representatives from law enforcement and traffic engineering, along with any key community members such as bicycle and pedestrian advocates.
- The principal and/or assistant principal are required to attend the meeting to assure agreement with planned activities.
- School coordinator and school staff should recruit 5-8 key parents and staff interested in promoting walking and bicycling to school and traffic safety. At the middle school level, student leaders may be included as key participants.
- The meeting will take 1.5 hours to complete and should be scheduled at a time to encourage attendance of key participants.
- The ideal meeting room will hold about 15 people and have space to project a presentation and space to post flip charts for discussion.

- During the meeting, the assessment data will be reviewed. Participants will brainstorm solutions to identified concerns and develop a plan. Plans may address engineering, enforcement, education or encouragement efforts.

SRTS Supply Plans

As budget allows, TSCN will purchase supplies for project schools to implement plans to promote safe walking and bicycling to school. For example, a walking school bus may need vests for walk leader, whistles, hand held stop signs and paper to advertise the group. Walking Wednesdays may need banners to promote walking, raffle tickets, and/or incentives for students (key chains, stickers, sunglasses). A sample request form is attached along with sample supply list plans to support ongoing walking and bicycling to school.

Information for School Supply Plans

- TSCN staff will ask schools to complete request for supplies following the initial planning meeting and at the end of the school year for the upcoming school year.
- TSCN will notify the schools of the budget for the supplies which may vary from year to year.
- It is helpful to discuss any plans with other parties at your school, like School Site Council, parent teacher groups, and the school principal before putting in any orders. You will want to make an informed decision and only order supplies of which you are sure they will be used.
- Once you have decided on what your school's needs are, you can fill out a supply order form and pass it on to your SRTS contact person, who will review the order with you and point out any obstacles.
- Food items, gift cards, and installed items like bike racks cannot be ordered through SRTS funds due to funding guidelines. However, grants for bike racks may be available through other sources.
- It can take several weeks for orders to be delivered, so it is best to plan ahead.
- TSCN staff will deliver supplies and ask the school to sign for the supplies.
- At the end of the school year, TSCN staff and school staff/coordinator will review the plan and sign off on its completion.
- Be creative about finding ways to promote walking and bicycling to school.

| Observational Survey of Student Pedestrian Behaviors Check the most appropriate description under each of the 3 categories (crossing street, stopping, and supervision of child, and supervision) for each student pedestrian observed. Observer comments: | Crossing Street | | | | Stop for Stop Sign/Signal or Guard | | | | Supervision of Walking | | | | |
|---|-----------------------|--|---|----------------------|------------------------------------|--|----------------------|--|------------------------------|---------------------|--|--|--|
| | Crossing in crosswalk | Crossing at corner where there is no crosswalk | Crossing mid-block with no crosswalk or control | N/A (Not Applicable) | Stopped and crossed as required | Did not stop and did not cross as required | N/A (Not Applicable) | | Child with adult supervision | Child walking alone | Child walking with other children, but not adult | | |
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| 40 | | | | | | | | | | | | | |
| Totals | | | | | | | | | | | | | |

School Name: _____

Observational Survey of Helmet and Safe Riding Behaviors

Directions: Indicate the type of rider and check the most appropriate description under each of the 3 categories (helmet usage, stop at stop sign, and location of riding) for each rider observed.

Observer Name: _____

School: _____

Location: _____

Date: _____

Day of Week: _____

Start Time: _____

End time: _____

Weather Conditions: _____

Type of rider & comments:

| | Helmet Usage | | | | Stop at Stop Sign/Signal or Guard | | | | Location of Riding | | | | |
|------------|----------------------------|-------------------------------------|-----------------------------------|-------------------------|-----------------------------------|---|--------------|----------------------|---------------------|------------------------|--------------------|--|--|
| | Wearing a helmet correctly | Wearing a helmet, but not correctly | With a helmet, but not wearing it | Riding without a helmet | Full stop | Slow (rolling stop, exhibiting caution) | Did not stop | N/A (Not Applicable) | Riding with traffic | Riding against traffic | Riding on sidewalk | | |
| Example: B | X | | | | X | | | | X | | | | |
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| 20 | | | | | | | | | | | | | |

Type of rider: **B** = Bike **S** = Scooter **SB** = Skateboard **RS** = Roller skates/Roller blades

| Observational Survey of Helmet and Safe Riding Behaviors Check the most appropriate description under each of the 3 categories (helmet usage, stop at stop sign, and location of riding) for each rider observed. Type of rider & comments: | Helmet Usage | | | | Stop at Stop Signal, or Guard | | | | Location of Riding | | | | | |
|--|----------------------------|-------------------------------------|-----------------------------------|-------------------------|--|---|--------------|----------------------|-------------------------------|------------------------|--------------------|--|--|--|
| | Wearing a helmet correctly | Wearing a helmet, but not correctly | With a helmet, but not wearing it | Riding without a helmet | Full stop | Slow (rolling stop, exhibiting caution) | Did not stop | N/A (Not Applicable) | Riding with traffic | Riding against traffic | Riding on sidewalk | | | |
| 21 | | | | | | | | | | | | | | |
| 22 | | | | | | | | | | | | | | |
| 23 | | | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | | | |
| 26 | | | | | | | | | | | | | | |
| 27 | | | | | | | | | | | | | | |
| 28 | | | | | | | | | | | | | | |
| 29 | | | | | | | | | | | | | | |
| 30 | | | | | | | | | | | | | | |
| 31 | | | | | | | | | | | | | | |
| 32 | | | | | | | | | | | | | | |
| 33 | | | | | | | | | | | | | | |
| 34 | | | | | | | | | | | | | | |
| 35 | | | | | | | | | | | | | | |
| 36 | | | | | | | | | | | | | | |
| 37 | | | | | | | | | | | | | | |
| 38 | | | | | | | | | | | | | | |
| 39 | | | | | | | | | | | | | | |
| 40 | | | | | | | | | | | | | | |
| Totals | | | | | | | | | | | | | | |

Type of rider: **B** = Bike **S** = Scooter **SB** = Skateboard **RS** = Roller skates/Roller blades

ENVIRONMENTAL ASSESSMENT – WALKABILITY/BIKEABILITY - OBSERVATION INFORMATION

Observer Name: _____ Date of Survey: _____

School Name: _____ Observation Start Time: _____ Observation End Time: _____

Location of observation: _____

Scale for Ratings: 1= not a problem, 3= Slight problem, 5= Moderate Problem, 7=Serious Problem

| | |
|--|--|
| <p>Is there ROOM TO WALK? (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> No sidewalks, paths or shoulders <input type="checkbox"/> Sidewalks are broken, cracked, or uprooted <input type="checkbox"/> Sidewalks are blocked by poles, signs, shrubbery, and dumpsters and have less than 4 feet of clearance <input type="checkbox"/> Sidewalks or paths started and stopped <input type="checkbox"/> Other, specify _____ <p>Rating for Section _____</p> <p>Observer Comments: _____</p> | <p>Is there ROOM TO BICYCLE? (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> No space for bicyclist to ride (eg. parked cars make lanes narrow) <input type="checkbox"/> Bicycle lane or paved shoulder disappears <input type="checkbox"/> Other, specify _____ <p>Rating for Section _____</p> <p>Observer Comments: _____</p> |
| <p>Is it EASY TO CROSS STREETS? (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Road too wide (more than 40 feet with and without a median in the middle) <input type="checkbox"/> Traffic signals did not give time to cross or wait was too long <input type="checkbox"/> Needed Cross walk or traffic signal <input type="checkbox"/> Parked cars block view <input type="checkbox"/> Trees or plants block view <input type="checkbox"/> Needed curb ramps or ramps needed repair <input type="checkbox"/> Other, specify _____ <p>Rating for Section _____</p> <p>Observer Comments: _____</p> | <p>Is it EASY TO RIDE A BICYCLE? (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Heavy or fast moving traffic <input type="checkbox"/> Potholes, cracked or broken pavement, uneven pavement <input type="checkbox"/> Debris on roadway (broken glass, sand, gravel, etc.) <input type="checkbox"/> Dangerous drain grates, utility covers or metal plates on roadway <input type="checkbox"/> No bicycle parking at destination <input type="checkbox"/> Too many hills in the area <input type="checkbox"/> Signal does not change when bicyclist is present <input type="checkbox"/> Other, specify _____ <p>Rating for Section _____</p> <p>Observer Comments: _____</p> |
| <p>Did DRIVERS BEHAVIORS support walking/bicycling? (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Backed out without looking <input type="checkbox"/> Did not yield to people cross street <input type="checkbox"/> Turned into people crossing the street <input type="checkbox"/> Passed too close to bicyclists <input type="checkbox"/> Did not signal turns <input type="checkbox"/> Cut off bicyclists when turning <input type="checkbox"/> Drove fast <input type="checkbox"/> Speed up to make it through the light or drove through the light <input type="checkbox"/> Parked blocking a crosswalk, driveway, or other no parking zone <input type="checkbox"/> Double parked blocking traffic around the school <input type="checkbox"/> Harassed bicyclists or pedestrians <input type="checkbox"/> Failed to stop for school bus <input type="checkbox"/> Other, specify _____ <p>Rating for Section _____</p> <p>Observer Comments: _____</p> | <p>Did the environment feel SAFE? (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Littering outside of buildings <input type="checkbox"/> Panhandling <input type="checkbox"/> Unleashed dogs <input type="checkbox"/> Graffiti <input type="checkbox"/> Other, specify _____ <p>Rating for Section _____</p> <p>Observer Comments: _____</p> |
| <p>Was the walking/biking environment PLEASANT? (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Needed more grass, flowers, or trees <input type="checkbox"/> Dirty, lots of litter or trash <input type="checkbox"/> Dirty air due to automobile exhaust <input type="checkbox"/> Other, specify _____ <p>Rating for Section _____</p> <p>Observer Comments: _____</p> | |

Additional comments: _____

SAFE ROUTES TO SCHOOL TRAFFIC FLOW ASSESSMENT

School name: _____

Date: _____

Start time: _____ **End time:** _____

Location of observation: _____

Name of recorder: _____

Directions: Record comments below on the general traffic patterns observed. Examples include: multiple cars observed speeding in front of the school, parents parked across from school letting their children cross midblock, and drivers obeying directions or crossing guards.

Comments:

TRAFFIC SAFETY PLANNING MEETING

TODAY'S DATE: _____

SCHOOL: _____

| STRENGTHS IN PLACE | KNOWN INFORMATION | PREVIOUS MODIFICATIONS | CHALLENGES | STRATEGIES BRAINSTORM AND ACTION PLAN | RESPONSIBILITY WHO? WHEN? |
|--------------------|-------------------|------------------------|------------|---------------------------------------|---------------------------|
| | | | | ENGINEERING | |
| | | | | ENFORCEMENT | |
| | | | | EDUCATION/ ENCOURAGEMENT | |

Team Members' Signatures/Positions

1. Facilitator:

2. Recorder #1:

3. Recorder #2:

4.

FOLLOW-UP DATE: _____

5.

6.

SAFE ROUTES TO SCHOOL SUPPLIES/MATERIALS REQUEST

Please complete form below to request materials and supplies of up to _____ to support your schools Safe Routes to School Program. Supplies must be related to the plan developed by the interdisciplinary team that met at your school following the walk/bike assessment and other data collection. Food, gift cards, and installed items like bike racks cannot be ordered through SRTS funds. Requests for items not described in your Safe Routes to School Plan should be discussed with SRTS staff at (408) 793-2700.

School Name:

Contact Person:

Title:

Phone Number:

FAX:

Principal Name:

Principal Signature:

1. Briefly describe how the funds will be used to support your Safe Routes to School Program.

2. Complete the itemized budget and budget explanation.

| | Budget Item | Vendor/Website | Cost |
|----|--------------------|-----------------------|-------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| | Total | | |

Budget Explanation

Describe each item identified above and its intended purpose.

SAMPLE SCHOOL SUPPLY PLAN REQUESTS

| Type of Project | Supply Ideas |
|---|---|
| Walking Wednesday with incentives | Banners Safety vests Walk and Roll pencils, key rings, lip balm, or bracelets Paper for flyers Supplies for stickers |
| Walking school bus | Safety Vests Whistles Backpacks or drawstring bags Walk and Roll banners Paper for flyers |
| Walk and Roll frequent walker/biker earns larger prizes | Jump ropes Scooters Supplies for tracking cards |
| Parent volunteer rewards | Walk and Roll T-shirts Walk and Roll mugs Walk and Roll pens |
| Walking Wednesday with monthly raffle for prizes and Golden Shoe Award to the class with the highest rate of walking/biking | Cards on rings for tracking Scooters Umbrellas Craft supplies for Golden Shoe Award Walk and Roll banners Raffle tickets |

“Creativity is contagious, pass it on.”

– Albert Einstein

Encouragement doesn't always have to come with a hefty price tag. Create your own incentives from inexpensive craft supplies and everyday household items.



OVERVIEW OF ENCOURAGEMENT

Encouragement is one of the five E's of the Safe Routes to School (SRTS) programs. Encouragement strategies generate excitement and interest in walking and bicycling, as well as reward and reinforce participation in these activities. Encouragement events can be done with little or no funding and can be organized by parents, students, teachers or community volunteers. The level of participation can be selected by the school, and can be adjusted as interest and participation changes.

- **International Walk to School Day or National Bike to School Day** is a good first step in getting students and parents to consider walking or bicycling to school.
- Next, students and families may be willing to try periodic walking or bicycling when the school organizes special **incentive or promotional days**. Schools can start small depending on resources. If weekly Walking Wednesdays seem overwhelming, walking or bicycling days can be started every other week or once a month.
- If there is parent support, **walking or bicycling groups (called walking school buses or bicycle trains)** can establish a pattern of behavior that will continue on a long-term basis.

Encouragement events and activities provide an opportunity for families to try walking and bicycling to school, and once tried, families will find that the activity is manageable and fun. These encouragement activities can foster a safe walking and bicycling environment and promote lifelong healthy habits.

INTERNATIONAL WALK TO SCHOOL DAY AND NATIONAL BIKE TO SCHOOL DAY

From Madison Wisconsin, to Phoenix Arizona, to Oakland California, to cities across Santa Clara County, International Walk to School Day and National Bike to School Day are special days that call attention to and generate enthusiasm for walking and bicycling. International Walk to School Day is on the first Wednesday in October each year. Forty countries around the world celebrate International Walk to School Day as well as over 4,000 schools or districts throughout the United States. National Bike to School Day in May is a newly started event with growing participation each year.

Why Organize Walk or Bike to School Day?

Celebrating a special day to walk and bike to school promotes school spirit. The October event helps start the new school year off with an opportunity to get students out of their cars and into the spirit of walking or biking to school. The May event reinforces year-long effort to get more students walking and bicycling, and builds on the interest in physical activity that comes with the good weather. Safe Routes to School (SRTS) programs frequently promote both walking and bicycling in October and May and call both events Walk and Bike to School Day. Benefits of Walk and Bike to School Day:

- Promotes an active lifestyle that helps to form lifelong healthy habits.
- Increases safety for pedestrians and bicyclists. Fewer cars contribute to streets with less traffic. This special event allows students and parents to see how much easier it is to cross a street at a school that has less traffic.
- Builds a strong community and an opportunity for students to walk with their classmates, parents to enjoy the company of neighbors and children and adults to practice walking or biking together.

Once students have walked or biked to school and found that it wasn't so hard – or that they have really enjoyed it, they may try it again! Walk and Bike to School Day starts new habits – and creates additional walking and biking opportunities for the student and family.

Hints to Building Successful Walk and Bike to School Days

Promote the Day Widely

- Put up signs and banners around the school.
- Get information out in school newsletters.
- Make announcements in the classroom, at Back to School Night and at parent teacher group meetings. Post the information on the school marquee.

Make the Day Fun

- Reward walkers and bicyclists with stickers or small prizes.
- Greet the students as they arrive at school with cheers and praise.
- Put decorations around the school to create a party-like atmosphere.

- Get the whole school involved – teachers, administrators, parents and students.

Evaluate Your Success

- Take a tally of the number of students that walked or biked to school that day.
- If possible, compare those numbers to tallies done on a prior day, or if that data isn't available, do another tally in the next few weeks and compare.

Start Small and Grow the Event

- Start with Walk and Bike to School Day and expand, as resources allow for Walk and Bike to School Week, or Walk and Bike to School Month.
- If the national days do not work for your school, find a day that month that works for the school and link the school's promotional event to the national day.

Consider finding additional days to provide incentives to students for walking and biking. Refer to the pages on Incentive or Promotional Days for more information. Many resources are available for planning Walk and Bike to School Day including the following:

International and National Information

- National Center for Safe Routes to School and U.S. Department of Transportation Website at www.walkbiketoschool.org.

California

- California Walk to School Day Headquarters at www.caactivecommunities.org/w2s.
- Safe Routes to School Technical Resource Center at www.casaferoutestoschool.org.

In Santa Clara County

- Check the Santa Clara County Public Health Department Website for a detailed Walk and Bike to School Week Manual at www.sccphd.org/traffic.

International Walk to School Day

International Walk to School Day is celebrated the first Wednesday of October. As mentioned earlier, many schools celebrate Walk and Bike to School to encourage multiple ways of getting to school without traveling by individual family car. Detailed instructions for organizing your own day can be found in the Walk and Bike to School Day Manual, available on the Santa Clara County Public Health Department website at www.sccphd.org/traffic.

Media Day: In Santa Clara County, the Public Health

Department and Traffic Safe Communities Network (TSCN) provides Walk and Bike to School day incentives to project schools and hosts a media event at one selected school. The media event consists of an assembly with invited guests from the police department, elected city officials, school district



Braly Elementary, Santa Clara Unified School District, October 2012



Castlemont Elementary, Campbell Union School District, October 2013

administrators, and local sports teams. All guests congratulate students for walking and bicycling to school and emphasize the many reasons to walk and bike. Students frequently perform a song, skit or dance about walking and bicycling. A press release is distributed for the event. Please contact the SRTS staff if your school is interested in being a media day school at an upcoming SRTS event.

National Bike to School Day

National Bike to School Day is typically held the first Wednesday of May and coincides with National Bike to Work Day which is held the first or second Thursday in May. May is also Bike Month. Again, schools frequently celebrate Bike to School Day in May to include both walking and bicycling in the event.

Bike Rack Decorating Contest: In celebration and promotion of National Bike to School Day the Public Health Department and TSCN hosts an Annual County-Wide Bike Rack Decorating Contest. To participate, schools creatively decorate their bike racks and simply submit a photo of the finished product to the contest organizer. To assist with the decorating, TSCN affiliated schools receive a decorating starter kit full of supplies (markers, chalk, streamers, balloons, construction paper, etc.). The use of additional materials is not only permitted but encouraged. Once all photos have been submitted, a panel of judges consisting of elected officials, community members, and bicycle enthusiasts select a winner. The winner of the Bike Rack Decorating Contest receives the “Golden Bike Award” (a trophy that gets passed from winning school to school each year), a certificate, and bragging rights until next year’s competition. The SRTS staff prepares a press release to generate media coverage around the Bike Rack Decorating Contest and the winning schools decorated bike racks.



Cumberland Elementary, Sunnyvale School District, May 2013

INCENTIVE OR PROMOTIONAL DAYS

Incentive or promotional days (sometimes called Walk and Roll Days) throughout the year help to encourage and build habits of walking and bicycling to school in a fun way. Walking days, walking months, mileage clubs or contests are examples of encouragement activities which support walking and bicycling to school.

Walking Days or Walking Months

It is important to establish a routine that families can plan around. Give the activity a name:

- Monday –Marching Mondays or Motorless Mondays
- Tuesday – Trekking Tuesdays
- Wednesday – Walking Wednesdays or Walk and Roll Wednesdays
- Thursday – Trotting Thursdays or Transit Thursdays
- Friday – Fresh Air Friday or On Your Feet Friday

Starting with a monthly activity can be a great start. As momentum builds, try moving to a weekly or daily activity.

Mileage Clubs and Contests

With this choice, you track the mileage or the number of trips made by walking or bicycling. Students are rewarded with a small prize after a certain number of trips or miles. The rules can be more competitive or less according to your preference. An individual student can log trips or miles, classrooms can log collective miles and can compete with each other, or schools can compete with other schools.

Organizing Walking Days, Mileage Club or Contest

Find a coordinator and obtain school support. Decide how children will accrue trips or mileage, and then create a tracking system. Decide on incentives, then promote and kick off the program. Track the participation, and recognize and reward the participants.

Accruing Trips or Mileage

Choose which trips count: to/from school, at home, on weekend, and/or during school. Decide how to include all students:

- Students who come by car – drop off zone away from school.
- Students who come by bus – walking route around the playground.
- Students with disabilities – they earn points for creating posters to promote the program or helping with greeting or stamping cards.

Select a Tracking System

There are lots of options for tracking systems. You can use individual punched, stamped or stickered cards or "passports" for each qualifying trip. You can use a high-tech system or an online tracking system. Examples include:

How did you get to school each day this month?

| | | | | |
|--------|---------|-----------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| | | | | |
| | | | | |
| | | | | |

| | | | | |
|--------|---------|-----------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| | | | | |
| | | | | |
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| | | | | |
|--------|---------|-----------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| | | | | |
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| | | | | |
|--------|---------|-----------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
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| | |
|--------|---------|
| Monday | Tuesday |
| | |
| | |
| | |

Color or circle the shoe for walking to school.

Color or circle the bicycle for biking to school.

Color or circle the skateboard for skateboarding, scootering, rollerblading and all other active ways of getting to school.

How do you **usually** get to and from school each day? (circle one)

WALK
 BIKE
 SKATEBOARD, SCOOTER OR ROLLERBLADE
 _____ OTHER

CAR/CARPPOOL
 SCHOOL BUS
 CITY BUS / PUBLIC TRANSIT

Was this your first time walking or biking to school?

YES NO (COLOR YES OR NO)

Did an adult walk or bicycle with you?

YES NO (COLOR YES OR NO)

Will you keep walking or biking to school?

YES NO (COLOR YES OR NO)

What was your favorite part of walking or biking to school this month?

Save this Scorecard to turn in at the end of the month!

Example taken from the Portland Bureau of Transportation Walk and Bike Challenge (<http://www.portlandonline.com/transportation>) under Active Transportation -> Services -> Safe Routes to School -> Encouragement Programs + Campaigns):

- Sticker templates are available at the California Walk to School Headquarters (<http://www.cawalktoschool.com> in the Project Planning ->Downloadable Resources section):



- Detailed forms and instructions for a Frequent Rider Miles Award program are available from the Transportation Authority of Marin County (<http://www.tam.ca.gov>) under Programs & Projects ->SR2S Encouragement and Education):




Name _____

Grade _____

Phone _____

Parent's signature _____

How to Play Frequent Rider Miles

1. Write the date at the beginning of each week.
2. Every day you walk, bike, carpool* or take the bus to school, put a / in the box for that day of the week.
3. Every day you walk, bike, carpool* or take the bus home, put a \ in the box for that day of the week.
4. Thus, if you walk, bike, carpool* or take the bus both ways you'll put an X in the box for that day of the week.
5. When you have **20** points, have your card checked for your reward and get your name in the raffle to win a new Trek bicycle and other prizes.
6. Continue to use your card, follow steps 1-5 again for more rewards and chances to win valuable prizes.
7. Keep filling in your card until the end of the contest.
8. Be sure to have your parent's signature on your card.

*A carpool is two or more families sharing a ride to school

Frequent Rider Miles

20 points to win!

= 1 point = 2 points

| Start Date | M | T | W | Th | F | Points |
|------------|---|---|---|----|---|--------|
| | | | | | | |
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TOTAL POINTS _____

- An easy and low-technology tracking system is a Tally Poster. This poster can record tallies for a classroom or a school. It is hung in a central location and students are given stickers to add to the poster. Detailed instructions are available at <http://www.cawalktoschool.com> under Project Planning ->Downloadable Resources. Here is an example from Alameda County (photo courtesy of Transform):



- Boltage, formerly Freiker, (<http://www.boltage.org>) is a high-technology program that tracks walkers and bicyclists using RFID tags and a solar-powered scanner. Participants put a tag on their backpack or bike helmet and walk by the scanner as they enter school. The scanner beeps, their trip is automatically recorded and an online database is updated. The costs as of February 2013 are: \$5090 for startup kit with the hardware and 500 RFID tags and shipping, \$950 for annual maintenance fee with 100 RFID tags, \$115 for 100 extra tags.
- There are also free sites for online tracking. A sample is LOG IT from PE Central, which can be found at <http://www.pecLogIt.org>. At this site teachers (or parents) register their schools and classes, then their students register an account and choose the appropriate class. The student or teacher or parent can then log steps or miles. Students can “walk around the USA” with classmates, compete against other classes in a Challenge Hike across the USA, set daily goals, earn printable certificates for meeting goals and compare progress to other students. Teachers can view their student’s progress, log steps up to 21 days back, register students and manage classes, issue challenges to other classes and schools and print certificates.

Depending on your tracking system and school preference, you will have decisions to make. You may need to decide where cards will be stamped, stickered or punched. You can have volunteers stationed at school entry points or in the office. You may want older students to be involved as greeters or program assistants. Decide how you will distribute cards and instructions for your tracking system. They can be distributed by backpack mail, in a classroom presentation or school assembly. Be prepared for students who lose their cards and need replacements.

Decide on Incentives

The Benton County (Oregon) Healthy Weight and Lifestyle Coalition performed a survey of 4th – 6th graders, asking what they wanted as a non-food reward. The results were:

- 30% small toys and stuffed animals
- 19% free time for computer, board games, reading and recess
- 13% outside time for lunch and play
- 11% books as prizes
- 10% sit at the desk/table of their choice
- 17% other

You can see that incentives do not have to be costly or exotic, but they need to be what students want. Be creative in choosing incentives for your school, and provide variety. Consider offering low or no cost incentives:

- Principal for a day
- Safe Routes to School student of the week/month announced over morning announcements
- Walking Bus picture online (student appears on bus)
- Lunch with the principal/special teacher
- Tickets/points towards prize box
- Extra recess
- No homework pass

Remember that young children do better with immediate rewards, while older children can be more patient. Use a mixture of small rewards that are given for a few trips and large rewards, or raffle tickets for a large prize, for larger number of trips. Consider rewarding the parents, too, by offering them a morning or afternoon “coffee break” when they walk or bike with their child.

The California Walk to School Headquarters has sample letters to use for requesting donations of money or food from community businesses at <http://www.cawalktoschool.com> under Project Planning -> Downloadable Resources.

Promote and Kick Off

Be sure that everyone knows about the program and make the kickoff as fun and visible as possible to attract interest from everyone. Use posters and signs around the school and a banner or marquee visible from the street. Use morning announcements and assembly announcements, especially any traffic safety assemblies, to promote the event. Be sure to discuss it with teachers and parent teacher group leaders, and use the school newsletter and flyers to reach parents.

Recognize and Reward Participation

Be sure that participants are receiving regular rewards to keep them motivated. Have a range of rewards from small to large, mostly small. For example, you could offer a sticker for each 10 stamps on a card, and after 5 stickers you offer a certificate, small prize and/or raffle ticket for a bigger prize. Certificates of participation can be given early in the program. The participants who log the most miles or trips can be recognized during morning announcements or in announcements at assemblies, and their names can be

listed in the school newsletter. Classes can be given a trophy or “Golden Shoe Award” for reaching goals or for winning competitions. Classes can also be rewarded with a class party, and the whole school can celebrate with an end-of-year event. Remember to also recognize the teachers, parents and volunteers who help to make the program a success!

Sample Golden Shoe Awards made with low cost materials and craft supplies:



Ellis Elementary, Sunnyvale School District



Guadalupe Elementary, Union School District

SAMPLE WALKING DAYS AND REWARD/INCENTIVE SYSTEMS

| School | Innovative Idea |
|--|---|
| Alta Vista Elementary (Union School District) | Implemented Walking Wednesdays with software system to track walking and bicycling. The system uses an iPhone application to scan barcodes and track students. The school also requested small incentives like key rings, pencils, etc.. |
| Cupertino Middle School (Cupertino Union School District) | Had middle school students and parents distribute raffle tickets for walking and bicycling to school on monthly Walk and Roll days. Raffle ticket drawings for prizes are held on the next day during the morning video announcements. Students could also receive a raffle ticket for walking or bicycling to the bus stop. |
| Noddin Elementary (Union School District) | Taught community outreach to students by donating shoes in honor of walking students to “My new Red Shoes,” an organization that serves homeless and low-income children by providing clothes and shoes at the beginning of the school year. Tickets are distributed on Walking Wednesdays and a donation is made in the name of the school for each ticket or 100 tickets earned by the classrooms. |
| Cherry Chase Elementary (Sunnyvale School District) | Expanded from a “Walk to School Wednesdays” program to a year round “Walk & Roll to School” event with classes competing for the Golden Shoe trophy. Incentives are jump ropes from their prize buckets. These are earned by individual students who complete 20 punches on their frequent walker/biker punch card. |
| San Miguel Elementary (Sunnyvale School District) | During their monthly Walking Wednesdays, parent/student volunteers, while passing out incentives, are tracking walkers and rollers. The two (K-3 and 4 th -5 th) classes with the most walkers and rollers will be announced at the last assembly of the year. Winners will get a trophy for their class and receive a healthy party. Updates of class standings will be made during announcements. |
| Bishop Elementary (Sunnyvale School District) | At their monthly Walking Wednesdays, student volunteers from Fremont High School will be rewarding the students who walk and roll to school. Club members, cheerleaders, and band members will pass out incentives to both students and parents, and greet the students as they come to school. The afterschool group will make posters monthly to publicize, a reminder flyer will go home with students, and announcements will be made on the Monday and Tuesday before the event. |

WALK TO SCHOOL IN ANY WEATHER

Ideas for monthly “theme walks” to encourage walking year round

Adapted from: Peterborough Green-Up's Cross Canada Walking Challenge 2003-2004 Theme Calendar

| Month | Active Transportation Themes and Ideas |
|---|---|
|  September | Back to School Safety—Have students identify safe and dangerous places on their routes to school. Organize a community scavenger hunt (see Freddie the Foot activity). Introduce students to school or transit bus safety. |
|  October | Wacky Halloween Walk—Wear face paint on your walk to school. Hold a shoe decorating contest. Make paper plate puppets to parade while walking. Remember International Walk to School Week; October 3-7. |
|  November | It's getting darker earlier. Add reflectors to walking gear. Test them out in science class (grades 4-6 energy). Walk to a community Remembrance Day ceremony. |
|  December | Holiday Jingle Bell Walk--Attach jingle bells onto walking boots or shoes. Walk (with bells on) to a local senior's centre or home to sing carols or help bake or serve a meal. |
|  January | Polar Bear Walk. Have a 5-minute classroom fitness session (see: http://www.toronto.ca/health/movespot.pdf) on cold days to get your blood pumping before either indoor or outdoor recesses. |
|  February | Heart Walk--Partner with your local health unit or Heart and Stroke Association (www.heartandstroke.ca) to learn about heart health. Participate in a jump rope for heart activity. Wear red. |
|  March | March Break Walk. Walking is a great way for the whole family to be active together. Walk to a tobogganing hill, skating rink or playground. Bring back an illustrated journal entry of your March Break “active activity”. |
|  April | Celebrate World Health Day on April 7. Celebrate Earth Day on April 22 by organizing a class hike through a natural area or planting trees and plants native to your area in your community. |
|  May | Organize an International Move for Health Day/International Day for Physical Activity. Participate in Athletics Canada – Run Jump Throw Program. See http://www.yearofsportandpe.ca/ for more information. |
|  June | Celebrate Clean Air day on June 8. See http://www.ec.gc.ca/cleanair/index_e.cfm for ideas. Learn about bike safety; have police host a bicycle rodeo in your parking lot and talk about bike safety. |

See <http://www.saferoutestoschool.ca/index.php?page=iwalkclub> for more activity ideas and lesson plans for every month of the year.

This resource was produced for the iwalk club, an initiative of Green Communities | Active and Safe Routes to School

**Green
Communities**





Name: _____

Room Number: _____



Name: _____

Room Number: _____



Name: _____

Room Number: _____



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Room Number: _____



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Room Number: _____



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Name: _____

Room Number: _____

CERTIFICATE OF ACHIEVEMENT

WALK & ROLL

safe routes to school in santa clara county

AWARDED TO

*For outstanding participation in
Safe Routes to School*

Awarded this _____ day of _____

Name and Title

Date

WALKING SCHOOL BUSES AND BICYCLE TRAINS

What is a Walking School Bus or Bicycle Train?

A group of students led by adults who walk or bike to school together.

Benefits of Walking School Buses and Bicycle Trains

- Gets more students out walking and biking.
- Allows students to walk or bike when/if parent isn't available to walk and bike with their child.
- Increases personal safety, security and visibility by traveling in groups with parent supervision.
- Provides a great social opportunity for students.
- Creates a sense of neighborhood and community.
- Gives some parents a day off while other parents can walk or bike with their child.

Organizing a Walking School Bus or Bicycle Train

Choose an informal structure where families in a neighborhood decide to walk or bike together and make their own decisions on how often, or choose a formal structure with specified routes, meeting points, a timetable and trained volunteers as described below. See sample planning form for Walking School Bus/Bicycle train.

Routes and Meeting Points

- Use a walkability/bikeability checklist to evaluate the route.
- Work with the local police department to determine a suitable route.
- Decide if children will be picked up at home or at designated spots along the route.
- Students who live too far to walk can be dropped off at a point $\frac{1}{4}$ to $\frac{1}{2}$ mile away from school (such as a church parking lot) to join the group.

Timetables

- Set departure times for each stop after a test walk or ride.
- Be generous with time estimates since groups and children may move more slowly than the test walk or ride.

Training

- It is helpful for volunteers to wear reflective vests and have whistles.
- Volunteers should be instructed in basic pedestrian and bicycle safety, including the Code of Walking and Code of Bicycling listed below.
- Route details should be printed and given to all volunteers.
- Volunteers should know the basics of first aid.
- Have a contact list for each child.

Potential Problem and Solutions

Plan for the problem situations in advance and instruct all volunteers and parents. Here are some suggestions for discussion:

- Disruptive children or inappropriate behavior
 - Bring children to front of line
 - Establish rules/consequences
 - Identify rewards for good behavior
- Someone arrives who isn't signed up
 - Leader carries sign-up sheet
 - Walk to office with child and follow-up with parents
- Child does not arrive or arrives late
 - Set a rule that child needs to be with parent/supervised until "bus" arrives
 - "Bus" leaves on schedule
- Unexpected emergency or mechanical problem
 - Have more than one leader
 - Have a parent contact list
- Inclement weather
 - Establish policy prior to encountering problem
 - Don't cancel. Dress appropriately
 - Provide ponchos
- Volunteer leader is unable to lead
 - Establish a phone tree and call next parent, etc.

Liability

- Federal Volunteer Protection Act covers individuals providing services to non-profit, school, church or agency for little or no compensation. It covers them while acting in the scope of their volunteer duties as long as they are acting with an ordinary, reasonable level of care.
<http://www.gpo.gov/fdsys/pkg/PLAW-105publ19/pdf/PLAW-105publ19.pdf>.
- Minimize liability:
 - Plan the route to minimize hazards
 - Screen, train and monitor volunteer leaders
 - Develop safety rules and make sure everyone knows them
 - Educate children
- Suggestions from the National Center for Safe Routes to School:
 - School officials can ask the district risk manager to find solutions to liability concerns such as the use of parent consent forms (see sample consent form)
 - PTA/PTO insurance may cover volunteers

Safety for Walking School Buses and Bicycle Trains

- Teaching safety
 - Provide parents with tip sheets and ask them to discuss and role model safety skills.
 - Offer bike and pedestrian safety education in classroom activities, assemblies or P.E.
 - Walking school bus and bicycle train leaders should receive safety information and they should periodically review it with the children.
- Selecting a walking route

- Choose sidewalks and paths, separated from traffic, if possible.
- Pick a route with few street crossings, and avoid busy high-speed multi-lane roads.
- Make sure the neighborhood feels safe (e.g., check for loose dogs, loitering, etc.).
- Driver behavior is important, so select a route where conditions support drivers yielding and following speed limits.
- Selecting a bicycling route
 - Look for routes with bike lanes or paved shoulders with adequate width.
 - Select well-maintained side streets rather than major streets with fast moving traffic.
 - Minimize the number of left turns.
 - Avoid areas with busy driveways (e.g., convenience stores, coffee shops).
- Number of adults
 - Recommendations from the U.S. Centers for Disease Control for walking groups:
 - One adult per three children ages 4 to 6
 - One adult per six children for ages 7 to 9
 - Fewer adults for children ages 10 and older
 - For bicycle trains:
 - Volunteer leader rides at the front and sets an example of safe riding behavior
 - A second volunteer rides at the back to keep an eye on those in front and makes sure that no one falls behind
 - If there are many students, an adult is placed every 4-5 children
 - Code of Walking (Rules):
 - PedNet, Pedestrian and Bicycle Coalition of Columbia, MO gives these rules
 - Be visible – consider fluorescent vests for leaders, bright T-shirts for everyone
 - Walk, don't run
 - Stay on the sidewalk or path
 - Walk sensibly (no "horsing around")
 - Walk together as a group
 - Cross streets as a group
 - Cross main streets at a crosswalk or intersection
 - Code of Bicycling (Rules):
 - Bike Train Basics from the Metro Atlanta Safe Routes to School Project:
 - Bike trains travel on the street, not the sidewalk
 - Ride single file, leaving space between bicycles in case of a sudden stop
 - Do not pass
 - Ride on the right side of the street. Stay to the right and ride as straight as you can (don't weave in and out of parked cars) so drivers can pass safely
 - Use hand signals to show you are turning, slowing or stopping. Calling out "turning right", "slowing" and "stopping" is also helpful. If children cannot ride a straight line while signaling, it is more important to control their bike. They should practice off the street until they can control their bike while signaling.
 - At major intersections, and where there is a crossing guard, GET OFF THE BIKE and WALK IT ACROSS the intersection. Look for a safe place OFF the road or out of traffic to dismount and mount again, if possible (like a driveway).

Additional Considerations for Bicycle Trains

- Bicycle Trains are best suited to older elementary students.
- Require all students to wear bike helmets- it's the law. Helmets are also recommended for adult riders.
- All bikes must have at least one working brake.
- Provide practice and training on handling a bike and rules of the road before starting the bicycle train.

Promotion

- School newsletters
- Flyers posted at school
- School website
- School list-serves
- School emails
- Phone trees
- Banners, posters, signs
- Parent teacher groups or other meeting announcements

Celebration

- Track the number of miles walked or biked and announce it at a school assembly
- Pass out prizes at the end of the walk or ride
- T-shirts for students and adult participants
- Volunteer recognition event

SAMPLE PLANNING FORM FOR WALKING SCHOOL BUS AND BICYCLE TRAIN

Route: _____

Walking School Bus:

1. When will your walking school bus operate?
 - Are there enough children for it to operate each morning and afternoon? Or just some mornings and/or some afternoons?
 - Are there enough adult volunteers to drive the bus each day it could run? If not, are there any others who could volunteer to help run it?

| Days & Time of Operation | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------|--------|---------|-----------|----------|--------|
| Morning | | | | | |
| After School | | | | | |

2. Does your group want to pick up children from:
 - Specified street corners
 - The end of their driveway at the footpath
 - Or?? _____

3. Can you group list the “stops” (in order) at which drivers will pick up children?

4. Can your group set the start time for the Walking School Bus and approximate pick up times at each stop?

| “Bus Stop” | Morning pick up Time | Afternoon Drop off Time |
|------------|----------------------|-------------------------|
| | | |
| | | |
| | | |
| | | |

Driver Roster:

1. Does your group want the roster to be organized by the:
 - Week (e.g. drive drives the bus at the same time and day every week or asks someone else to take their turn)?
 - Month?
 - Or Term?

2. Can your group do a roster now? Remember that the ideal is no more than 8 children per adult, so you may need two adults on a school bus at times.

3. If a driver cannot drive on their “scheduled” day or time, how does your group want to handle it:
 - The scheduled driver organizes another volunteer driver to take their turn
 - The scheduled driver contacts a “co-ordinator” for your Walking School Bus who then organizes another volunteer
 - Or?? _____

4. Does your group want to know if a child will NOT be using the Walking School Bus on a day that the child would usually use it? Yes / No. If yes, what should the parent of the child do—e.g. phone contact person, phone scheduled driver, or??

5. Is there someone who is willing to be a contact person for your Walking School Bus? This does not necessarily have to be a volunteer driver, but is someone who can be contacted if a child/ren or volunteer driver would like to join our Walking School Bus. The contact person’s name and number will be given to the school for this purpose only. If your group wants, the contact person could act as a coordinator for your Walking School Bus.

Name: _____

Phone: _____

Tool D: Parental Consent Form

Parental Informed Consent Form for Participation in the KidsWalk-to-School Program.

Purpose and Explanation of the Program

The KidsWalk-to-School program is designed to get communities to work together to get children to school actively and safely. Children who participate in the program walk to and from school in groups led by adult volunteers.

Children in _____ will be _____ on
(Name of Neighborhood) (walking/bicycling)

_____ at _____.
(State route or name(s) of streets) (times of day in morning and afternoon)

Program Objectives

The goals of the KidsWalk-to-School program include the following:

- Increase daily physical activity for children and adults in the neighborhood.
- Increase safety for pedestrians in the neighborhood.
- Reduce traffic in and around the neighborhood and school.
- Decrease crime when more people are outside keeping an eye on their neighborhood.
- Increase community cohesion by helping neighbors get to know one another.

Potential Risks

KidsWalk-to-School is intended to reduce the risk of injury to children as they travel to and from school through the use of adult supervision. However, there are risks associated with child pedestrians. These specific risks include injury as a result of motor vehicle crashes, a fall, overexertion, or carelessness.

Voluntary Consent

I certify that I have read this consent form or it has been read to me and that I understand the program and its risks. A copy of this consent form will be given to me. By signing this consent form, I agree to allow my child to participate in this program.

Child's Name: _____

Signature of Child's Parent or Guardian: _____

Date: _____

If I have any questions about the program, I may contact

(Name)

(Telephone)

League Cycling Instructors are used to provide credibility and expertise at bike activities such as Bike Rodeos and Family Fun Bike Nights.

“What’s a League Cycling Instructor? League Cycling Instructors (LCIs) are certified to teach the Smart Cycling classes to children as well as adults. Their goal is to help people feel more secure about getting on a bike, to create a mindset that bikes are treated as a vehicle, and to ensure that people on bikes know how to ride safely and legally. LCIs are members of the League of American Bicyclists and have completed an intense 3-day seminar training. Our certified instructors are active within the bicycling community and are covered by the League’s liability insurance.”

– League of American Bicyclists



OVERVIEW OF EDUCATION

Educating children and adults about safety and the benefits of bicycling and walking are important components of a comprehensive Safe Routes to School (SRTS) program. Learning that walking and bicycling to school lowers greenhouse gas emissions, improves air quality, decreases traffic congestion around schools, improves academic performance, and improves student health and safety may motivate families to try walking and bicycling to school. It is also important to provide opportunities for students and parents to learn about safe walking and bicycling. Knowledgeable students and parents who model the correct behaviors near traffic will keep students safer.

Student Safety Education

Is scheduled during the school day with the school administration and teachers.

Student Safety Education Includes:

- Kindergarten and second grade pedestrian safety.
- Fourth grade and sixth grade classroom presentation on pedestrian and bicycle safety or Bike Rodeos (on the bicycle skills training).
- Middle School leadership training to develop projects to promote walking or bicycling, or to teach peers and younger students helmet, bicycle and pedestrian safety. Classroom safety presentations are also available for middle school students.

Parent Education

Is provided using a variety of approaches.

Parent Education Includes:

- Ready-made newsletter articles on a variety of topics which can be included in school newsletters or on the school website. SRTS staff emails and also posts these articles on the yahoo group monthly during the school year. Sample topics include: Why SRTS?, helmet safety, safety tips for parent drivers, rules of the road, tips for bicyclists, etc.
- Family Fun Bike Nights provide an opportunity to educate families on bicycle and pedestrian safety with on the bike activities and short presentations in a fun and educational evening event.
- By arrangement, SRTS staff can attend parent teacher groups, home and school clubs, site council or other parent meetings to provide updates on SRTS and safety education.
- Handouts are sent home with students on a variety of traffic safety topics such as how to properly fit a helmet.

Educational handouts (English and Spanish) for parents of kindergarten and second grade students and proper helmet fitting follow this section. Special thanks to Susannah Medley, Parent at Ellis Elementary, for creating the helmet application form (English and Spanish).

Elementary School Traffic Safety Curriculum

DESCRIPTION

Kindergarten & Second Grade Traffic Safety

Length of Presentation: 20 minutes for Kindergarten and 40 minutes for 2nd Grade

Format: Classroom Presentation

Students will learn how to safely cross the street by foot. Topics include:

- Pedestrian safety
- Simple street signs
- How to safely cross the street
- Looking left, right, left

Second grade includes a short video to highlight walking safety. There is an interactive activity where kids demonstrate the correct way to cross the street.



Fourth Grade Traffic Safety

Length of Presentation: 40 minutes

Format: Classroom Presentation

Students participate in a Traffic Safety Game. Host asks the students questions based on the rules of the road. Students participate by answering the questions. An "Expert" explains the rules of the road and the importance of being safe on the road. Points are accumulated and at the end, a prize is given to the winning team. Topics include:

- Pedestrian safety
- Helmet law
- How to safely cross the street on foot or by bike
- Looking left, right, left

Fourth Grade Bike Rodeos

Length of Bike Rodeo: 60 minutes/
60-80 students

Bicycle Rodeos are set-up so students on their bikes have a chance to ride through several skills stations that represent streets, and neighborhoods. These stations are drawn with chalk or taped on a school black top or parking lot, and supported with the help of Traffic Safe Communities Network (TSCN) members, parent volunteers, and LCI. An LCI is a league cycling instructor certified by the League of American Bicyclists that leads the students through the rodeo and teaches them the rules of the road, and how to apply bicycle safety skills when they are on their bikes. Rodeos are usually held in the early Fall or Spring, during school hours. Students bring their own bikes. Helmets are required. Students without bicycles can still participate in this event by walking or jogging through the station.

For more information about classroom presentations, bike rodeos and traffic safety education, please contact Traffic Safe Communities Network (TSCN) at 408.793.2700

DESCRIPTION

Classroom Presentation

Length of the Presentation: 40 to 60 minutes

Students participate in a Traffic Safety

Game. Host asks the students questions based on the rules of the road. Students participate by answering the questions.

“Expert” explains the rules of the road and the importance of being safe on the road. Points are accumulated and at the end, a prize is given to the winning team. Topics include:

- Pedestrian safety
- Helmet Law
- Bicycle Safety
- How to safely cross the street on foot or by bike



Student Leadership Training

Length of the Presentation: 1 hour with follow up meeting with the student leaders

Traffic Safe Communities Network (TSCN) staff present 3 traffic safety topics and work with the student leaders to customize the presentation to be given to peers or younger age student. The three topics are:

- Helmet Usage
- Bicycle Safety
- Pedestrian Safety

TSCN staff will also work with student leadership teacher and students on customized projects to promote walking and bicycling to school such as:

- Organizing walking/bicycling prize days (Walk and Roll Day)
- Developing school specific walking and bicycling messaging

Fifth/Sixth Grade Bike Rodeo

Length of Bike Rodeo: 60 minutes/60 to 80 students

Bicycle Rodeos are set up so students on their bikes have a chance to ride through several skills stations that represent streets, neighborhoods, and cross streets. These stations are drawn with chalk on the school blacktop or parking lot, and supported with the help of Traffic Safe Communities Network (TSCN) members, parent volunteers, and LCI (League of American Bicyclists Certified Bicycle Instructor). The LCI leads the students through the rodeo and teaches them rules of the road, and how to apply bicycle safety skills when they are on their bikes. Rodeos are usually held in the early Fall or Spring, during school hours. Students bring their own bikes. Helmets are required. Students without bicycles can still participate in this event by walking or jogging through the stations.

For more information about classroom presentations, bike rodeos and traffic safety education, please contact Traffic Safe Communities Network (TSCN) at 408.793.2700

Family & Student Bicycle Services

DESCRIPTION

Bike Repair Services

Length of Visit: 1.5 to 3 hours

TSCN partners with local bike shop mechanics to provide students and families with free minor bike repair services.

Free service can include:

- Check air in tires
- Fix flat tires
- Adjust brakes and gears
- Seat adjustments

Schedule as part of a Family Fun Bike

Night or as a stand alone event.



Family Fun Bike Night

Description of Event: Parents and children ride together to school, have bikes and helmets checked, and learn about bicycle and pedestrian safety through on the bike fun stations. TSCN provides music and decorations for this fun night and the school has the option to provide or sell treats.

Typical Schedule:

5:00 – 6:00 PM: Bicycle and helmet checks with support of local bike shop mechanics.

6:00 – 7:00 PM: Program about bicycle and pedestrian safety including easy, and fun bicycle skills stations set up on the school blacktop. stations include shoulder checking, snail race, and obstacle weave.

Helmet Distribution and Fitting

Length of Helmet Distribution and Fitting: Varies depending on the number of students.

Students who need but cannot afford to purchase a bicycle helmet may receive a free helmet and assistance with fitting through TSCN as inventory allows. TSCN will work with the school to confidentially identify appropriate students and schedule a day when helmets can be distributed and properly fitted.

A properly fitted helmet should be snug, level and low.

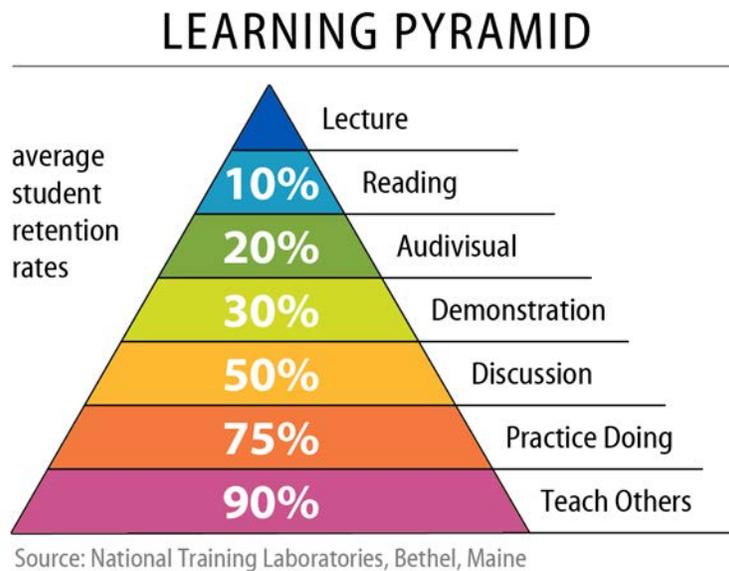
A properly fitted helmet can reduce the risk of head injury by up to 88%.

For more information about bike repair services, family fun bike night, and helmet distribution, please contact Traffic Safe Communities Network (TSCN) at 408.793.2700

ORGANIZING A BIKE RODEO

What is a Bike Rodeo?

A bike rodeo is an on-the-bike event that teaches basic bicycle skills through demonstration, explanation and practice. Students rotate through a series of skills stations created on the blacktop or in a parking lot. It does not include riding in streets with real traffic.



Why Organize a Bike Rodeo?

Bike rodeos and on-bike activities in controlled environments involve active learning, which supports greater retention of the information.

Bike rodeos address the most common causes of car-bike crashes:

- Riding out of a driveway without yielding
- Failing to stop at a stop sign
- Riding on the wrong side of the road

Event Preparation

- Preplanning - Make arrangements with the school for
 - Schedule
 - 60-75 students per hour
 - Best for 4th and 5th grade students
 - Setup begins at least 1 hour prior to start time
 - Location – need blacktop or parking lot
 - Equipment – Each student is required to bring their own bicycle and helmet

- Outreach to students and parents
 - A sample letter to parents, a sample flyer, a sample bike checklist and helmet-fitting guidelines are provided at the end of this section.
- Supplies
 - List of supplies is provided

Potential Issues and Solutions

- No bicycle - students who do not have a bike will be asked to walk or jog through the stations and practice the skills. Scooters are not appropriate for a bike rodeo.
- No helmet - students without a helmet will not be allowed to ride their bikes; California law requires anyone under the age of 18 to wear a helmet when riding a bicycle, scooter or skateboard. For hygienic reasons, students should not share helmets.

Staffing a Bike Rodeo

- A minimum of 16 people are needed to staff all the stations, including at least 4 people with the comfort and knowledge to be station leaders
 - At least 1 League Cycling Instructor (LCI), a League of American Bicyclists “Certified Bicycle Instructor” (has the expertise necessary in conducting a quality event)
 - Parents
 - Skilled bicyclists
 - Community members
 - Police officers and firefighters in uniform (both optional) bring extra impact and make the event memorable
- Role of Key Participants
 - LCI trains volunteers, supervises activities at the stations and provides guidance and correction as needed.
 - Event Coordinator who communicates with the school and teachers prior to the event, oversees the setup and acts as timekeeper for the station rotation.
 - The station leaders who explain the stations for each group based on the training provided by the LCI and the handouts.
 - Event day volunteers to keep the students in line and orderly, keep the lines moving, and remind students of the behavior they are practicing, and help out as needed.
 - Classroom Teachers who can assist with crowd control.

Basic Schedule for a Bike Rodeo

- Volunteers should arrive 1 hour before start time to set up and learn about the stations.
- Students arrive at the blacktop during their scheduled start time and are sorted into 4 groups for the rotation.
- Prior to starting the rotation, the LCI will remind everyone of the importance of helmets and checking bicycles.
- Rotations are 10-15 minutes per station-the event coordinator will sound an alarm when it is time to rotate to the next station.

Important Reminders for all Volunteers

- Assist with getting students to line up quickly and keep the lines moving.
- Walk the station – walking through the station once at the start of each rotation, led by the Station Leader, helps the students understand what will be happening.
- Give constructive feedback – offer praise for correct behaviors and guidance for improvement.
- Keep the event orderly.

Station List

Detailed station descriptions, layout and instructions are provided separately.

- Station 1: Controlled Riding, Right Turn and Stop
 - Riding straight
 - Stopping for a stop sign
 - Hand signals
 - Turning right
 - Avoiding obstacles
- Station 2: Scanning and Moving Left
 - Scanning over the left shoulder without swerving (shoulder check)
 - Moving to the left after checking
- Station 3: Driveway Yielding
 - Checking for cross traffic before entering a roadway from a driveway
 - Pushing off quickly and smoothly
- Station 4: Intersections, Yielding and Eye Contact
 - Yielding to traffic that has the right of way with and without stop signs
 - Eye Contact
 - Looking left – right – left

Other Activities

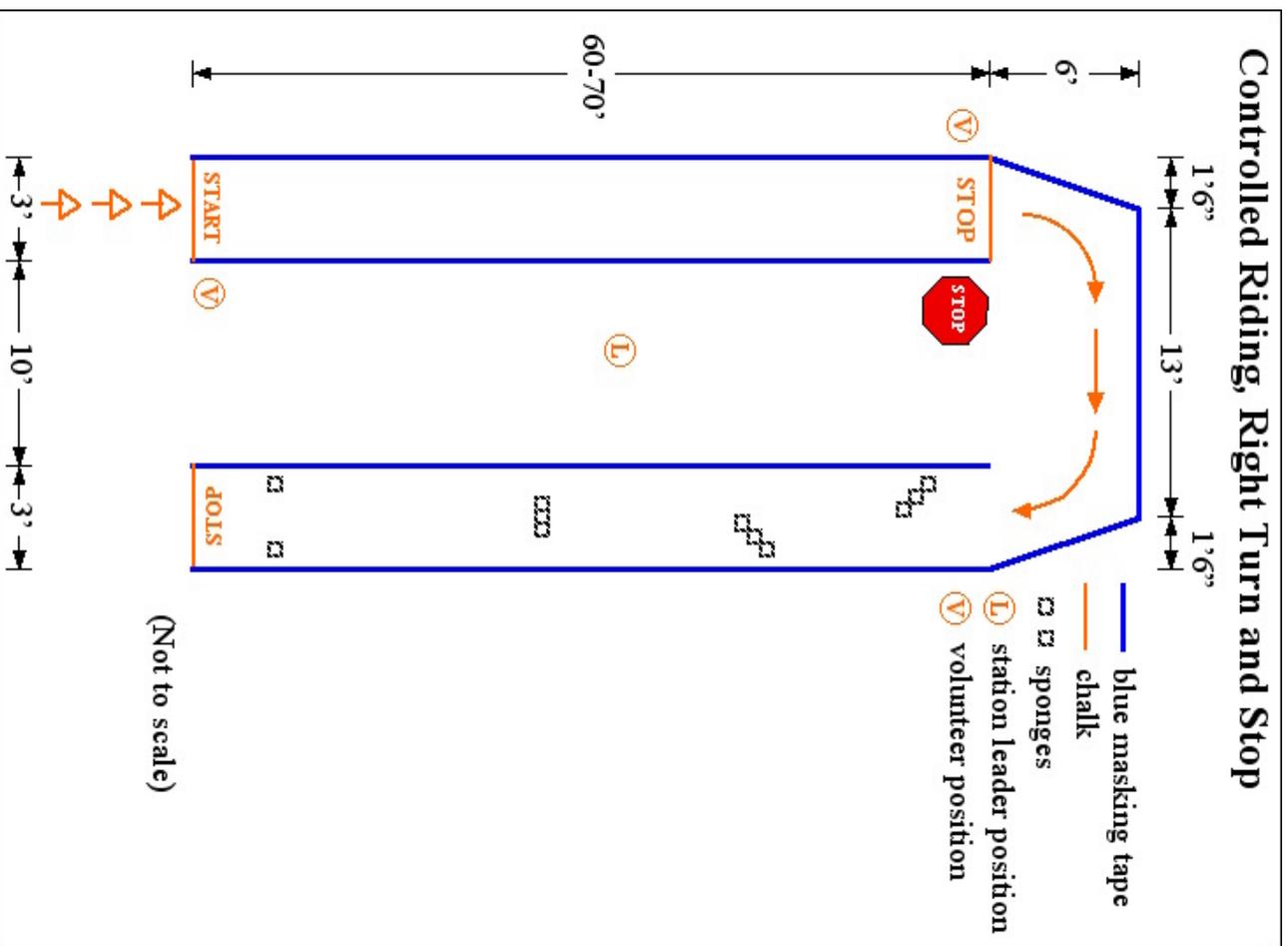
- Helmet fitting- this can be done as a separate station or volunteers can do it throughout the event.
- Bicycle check- can be done as a separate station or done throughout the event. A bike checklist can be sent home in advance of the event.

For a detailed Bike Rodeo manual visit www.sccphd.org/traffic

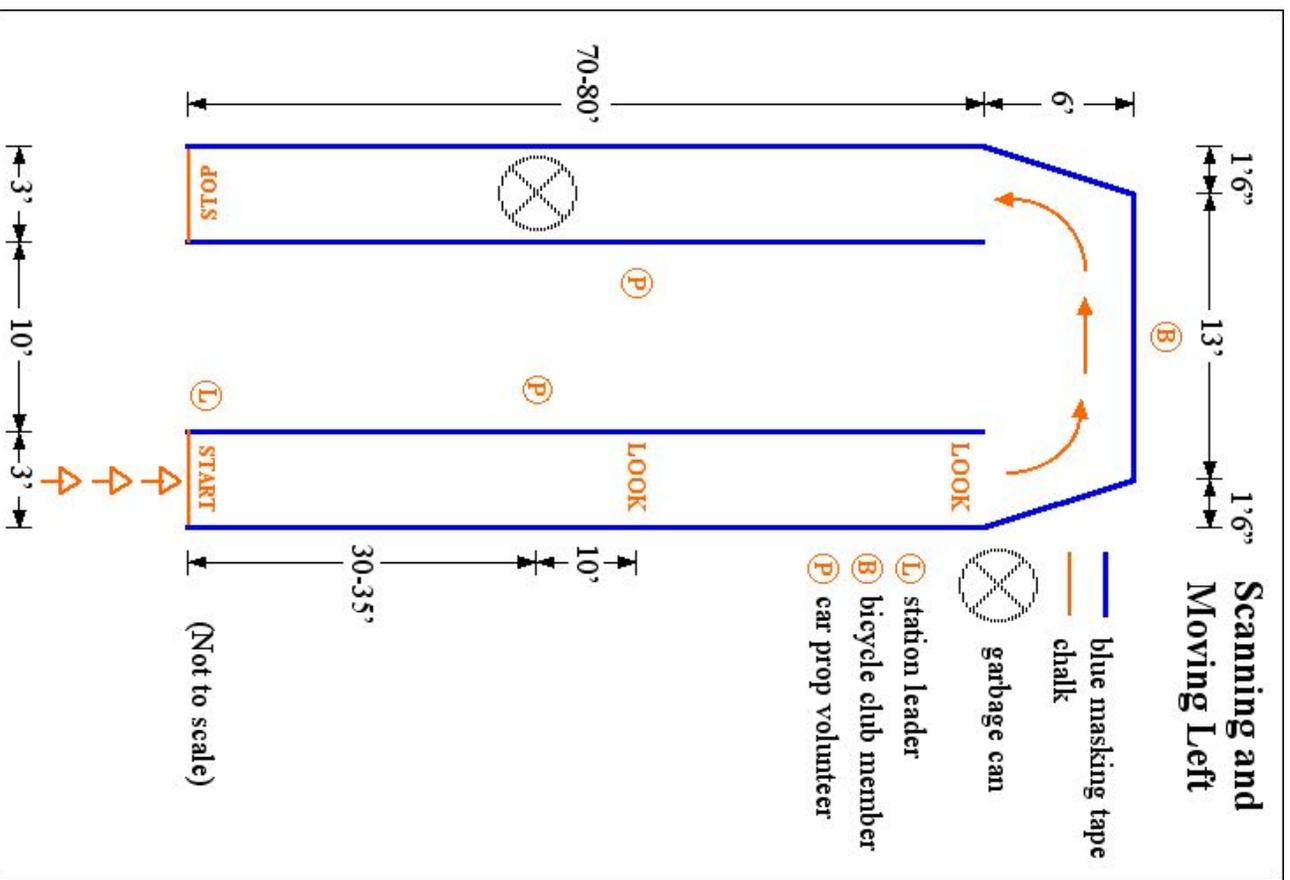
Special thanks to Oak Knoll Elementary School in Menlo Park School District for sharing their bicycle rodeo information and to the City of Palo Alto Transportation Department for the initial bike rodeo design and for sharing their expertise in bicycle safety education.

BIKE RODEO STATION SET-UP

Station 1

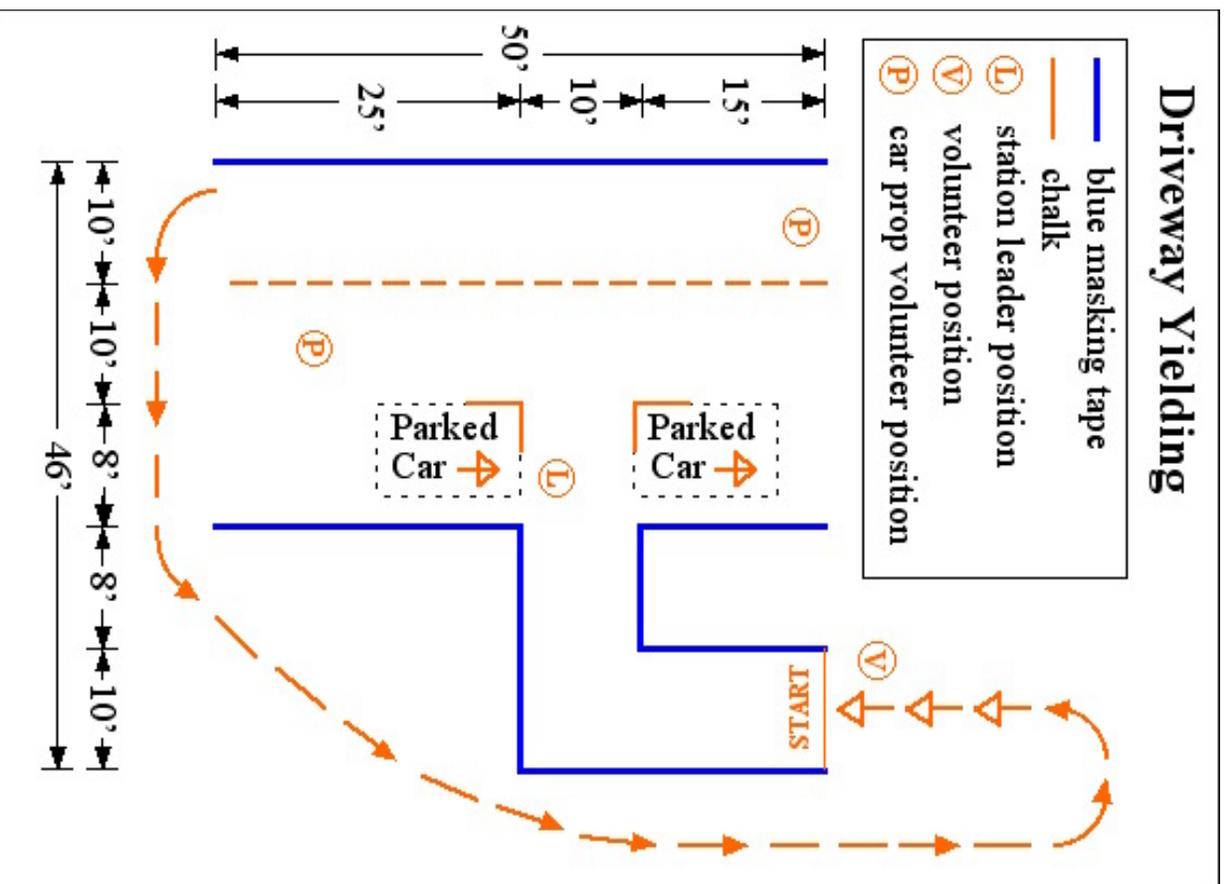


Station 2

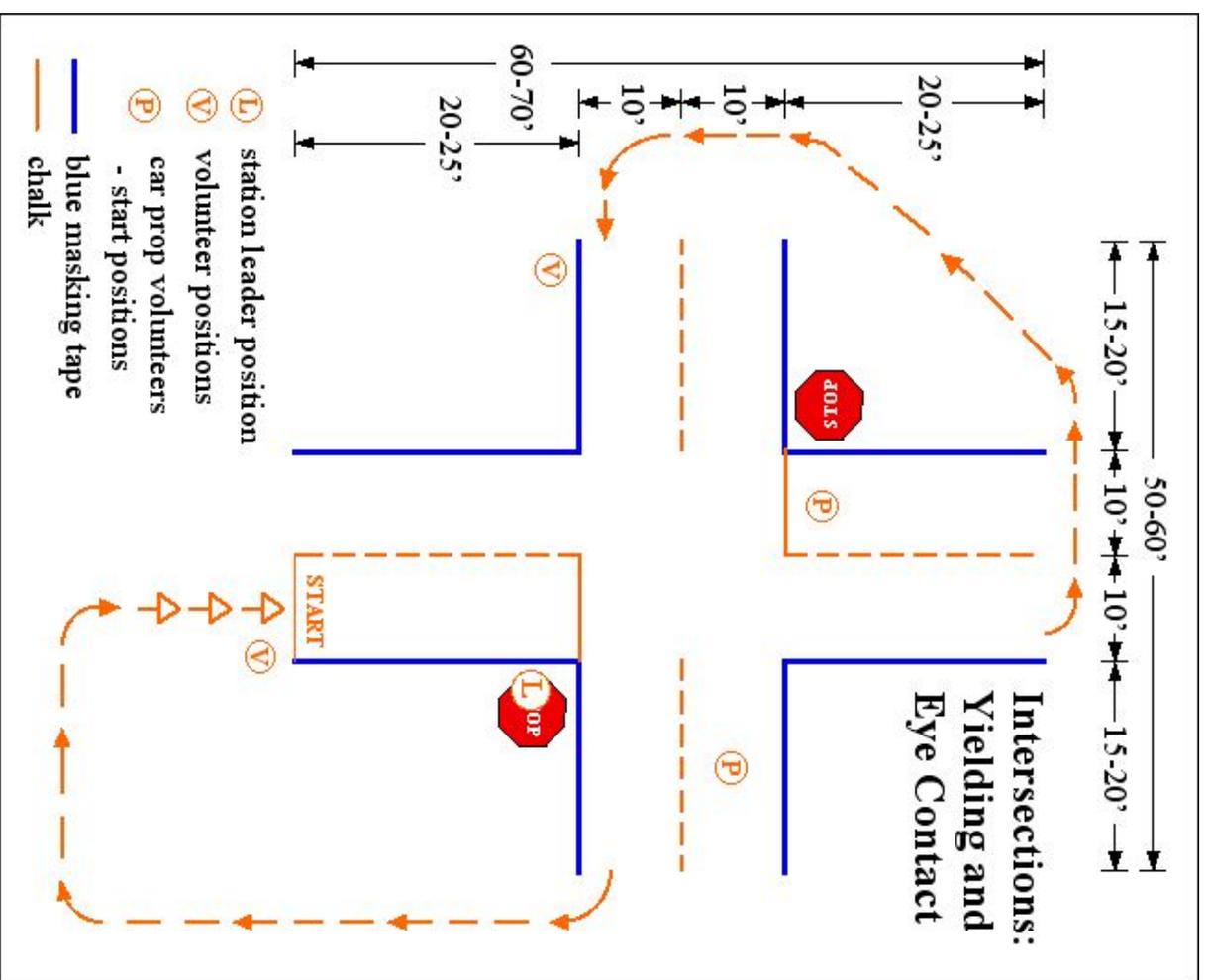


BIKE RODEO STATION SET-UP (continued)

Station 3



Station 4





WALK & ROLL
safe routes to school in santa clara county

As part of the Safe Routes to School program at your school, kindergarten and second grade students received a classroom presentation on how to safely cross the street. In 2010, 22,350 children were injured nationally while crossing the street. The National Safe Kids Campaign says that children under 10 years of age aren't developmentally ready to judge speed and distance of approaching cars.

To keep your child safe, turn over for important tips ►



What should we do to help our children safely walk in our neighborhoods and get safely to school?



- Make sure that children 10 years and younger always cross the street with an adult.
(Use your judgment—if your child is older than 10 and you feel he/she isn't ready to cross independently, then continue to make sure your child is supervised when crossing.)
- Before crossing the street, children need to stop, look and listen. Then, when crossing the street, remind children to look left, right and left again.
- Always cross at a corner. Obey signs and signals and if possible, cross within the lines of the crosswalk.
- Walk on the sidewalk. If your route has no sidewalks, walk on the side of the road facing traffic.
- Try to make eye contact with the driver.
- Teach children to watch for cars that are turning or backing up.
- Teach young children to ask for help if a ball or other item goes into the street. Don't cross between 2 cars. Drivers may not be able to see a child when darting out between parked cars.
- Consider joining or starting a walking school group/ walking school bus. This allows groups of children to be supervised by an adult on their way to school.
- Always have your child get out of the car on the right side (curb side) of the car.

PARENTS: Ask your son or daughter what he/she learned in school today about being a safe pedestrian. And remember, be a good role model!

For more information call Traffic Safe Communities Network at **408.793.2700**, or visit the Public Health Department website at: **www.sccphd.org/traffic**



WALK & ROLL

safe routes to school in santa clara county

Como parte del programa de Rutas Seguras a la Escuela (*Safe Routes to School*) en su escuela, los estudiantes de segundo grado y de jardín de niños recibieron una presentación sobre cómo cruzar la calle de forma segura. En 2010, 22,350 niños resultaron heridos a nivel nacional mientras cruzaban la calle. La Campaña Nacional de Niños Seguros (*National Safe Kids Campaign*) dice que los niños menores de 10 años de edad no están listos en cuanto a su desarrollo para juzgar la velocidad y distancia de los autos que se aproximan.

Para mantener seguro a su hijo(a), vea los consejos importantes al reverso. ►

¿Qué debemos hacer para ayudar a nuestros hijos a que caminen de forma segura por nuestros vecindarios y llegar seguros a la escuela?



- Asegúrese de que los menores de 10 años de edad y más pequeños siempre crucen las calles con un adulto. *(Utilice su juicio—si su hijo(a) es mayor de 10 años y usted siente que él/ella no está listo(a) para cruzar la calle de forma independiente, entonces siga asegurándose de que su hijo(a) tenga supervisión cuando la cruce.)*
- Antes de cruzar la calle, los niños necesitan detenerse, ver y escuchar. Luego, mientras cruzan la calle, recuérdelos que vean hacia la izquierda, la derecha y nuevamente a la izquierda.
- Siempre cruce por las esquinas. Obedezca los señalamientos y señales y, de ser posible, cruce por el cruce de peatones.
- Camine por la acera. Si su ruta no tiene aceras, camine al lado del camino *de frente* al tráfico.
- Intente hacer contacto visual con el conductor.
- Enseñe a los niños a tener cuidado con los autos que están dando vuelta o que van de reversa.
- Enseñe a los niños pequeños a pedir ayuda si una pelota u otro artículo se le va a la calle. No cruce entre 2 autos estacionados. Los conductores pudieran no alcanzar a ver a un niño cuando sale repentinamente de entre dos autos estacionados.
- Considere unirse a o iniciar un grupo de caminata a la escuela/autobús escolar a pie (*walking school bus*). Esto permite que los grupos de niños sean supervisados por un adulto cuando van camino a la escuela.
- Siempre haga que su hijo(a) salga del auto del lado derecho (lado de la acera) del auto.

PADRES: pregunten a sus hijos qué aprendieron hoy en la escuela sobre mantener la seguridad como peatones. Y recuerden, ¡sean buenos ejemplos!

Para más información, comuníquese con la Red de Comunidades Seguras en el Tráfico (*Traffic Safe Communities Network*) al **408.793.2700** o visite el sitio web del Departamento de Salud Pública en **www.sccphd.org/traffic**.



use your head, wear a helmet

How to Correctly Wear a Helmet: Snug, Level and Low



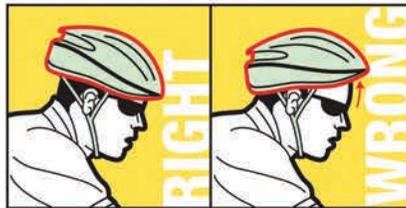
Your helmet cannot protect what it does not cover. If your helmet does not fit snugly on your head, or if it tips back (leaving your forehead exposed), it can slide or fall off in a crash — and you are twice as likely to suffer a head injury.

It is important to have the helmet fitted, adjusted and fastened appropriately. We call it — **SNUG, LEVEL and LOW.**

SNUG. Choose a helmet that fits snugly all around your head and use the inside pads to adjust for fit and comfort. Your front and rear straps should form a “Y” just below your ear. Your straps should be pulled tightly but comfortably up against your skin (able to slide a finger under the strap.)



LEVEL. Your helmet should be level, not tilted forward or backward or move from one side to the other. Take a look in the mirror or ask a friend or family member to check that it is level.



LOW. Your helmet should sit squarely on your head with the front of the helmet low on the forehead, just above your eyebrows.

Now for the test. Check your helmet fit by looking in a mirror. Gently rotate the helmet on your head, front to back and side to side, noticing the skin in your brow area. If the fit is comfortable, and the skin moves with the helmet, you have a proper fit.

OTHER HELMET FACTS

Due to the speeds involved, riders of motorized scooters should wear a helmet designed for a motorcycle, according to the Bicycle Helmet Safety Institute.

The Consumer Product Safety Commission recommends helmets, knee pads and elbow pads when riding scooters.

Roller blade helmets and bicycle helmets are designed to meet the same ASTM* standards. Recreational roller skaters and roller bladers should also wear wrist braces, and knee pads.

*ASTM: American Society for Testing and Materials

snug level low

bicycle helmet

quick questions quick answers

Who Should Wear A Helmet?

ANYONE WITH A BRAIN. You wear a seat belt when you're in a car, right? Think of a helmet as a seat belt for your brain. It's easy, cheap and smart. If that's not enough, California law requires anyone under age 18 to wear a helmet while riding a bicycle, scooter, skateboard or skates. Of course, everyone over 18 should wear one too.

Where Can I Buy A Helmet?

YOUR LOCAL BIKE SHOP will have the best selection. Check the yellow pages or the web. Many department stores also carry helmets. Never buy a used helmet.

What Features Should I Look For?

Make sure it has been tested and approved by the Consumer Product Safety Commission (CPSC). This is usually indicated by a "CPSC" sticker in the helmet. All helmets with CPSC stickers are approved. Also consider options such as a visor to block the sun, or an attachment for a rear tail light.

How Much Should I Pay For A Helmet?

Functional helmets can be found for AS LITTLE AS \$20 — a small price to pay to protect your brain. Fancier helmets are lighter, include more features and include more vents to keep your head cool. Of course, the more features, the higher the cost.

What Size Helmet Should I Wear?

Helmets fit heads which are measured in inches/cm. Some kids fit in large size and some adults wear small or medium size. Also, select a helmet that fits your head now, not one you will grow into.

How Should A Helmet Fit?

Helmets must be **SNUG, BUCKLED, WITH NO SLACK IN THE STRAPS**. Wear your helmet level, **NOT TILTED BACK!** A helmet that is too loose or tilted back will not provide adequate protection from a head injury. Some models have different sizes for better fit. If you buy a one size-fits-all helmet, be sure to buy some inexpensive foam inserts to properly adjust size and fit the helmet to your head.

When Should I Replace My Helmet?

Replace your helmet **AFTER A FALL OR CRASH** that causes an impact to the helmet, even if you don't see any cracks or dents. If your helmet hasn't been in a fall or crash, you should still replace it **EVERY 3-5 years**. Over time, sunlight and regular usage both weaken the helmet. The more you use it, or the more you leave your helmet in the sun, the sooner you should replace it.

ABOUT MULTI-SPORT HELMETS

What is the difference between bicycle helmets and multi-sport helmets?

Multi-sport helmets are designed for multiple impacts as found in skateboarding and trick or free-style skating, and are of a different design and construction. The outer shell is ABS plastic like football and hockey helmets, hard so it spreads the impact.

Bicycle helmets are only good for one impact. It doesn't matter how much you paid! One crash and the helmet needs to be replaced.

According to the Bicycle Helmet Safety Institute, look for a sticker that says ASTM F-1492 or Snell-94, when buying a helmet for skateboarding or radical styles of skating.



The Helmet Education Pilot is a Project of Traffic Safe Communities Network (TSCN) in Santa Clara County

Agencies Participating in the Pilot:
Los Altos Police Department, Milpitas BPAC, Morgan Hill BPAC, Palo Alto BPAC, Palo Alto Transportation Division, San Jose BPAC, San Jose Department of Transportation, San Jose Police Department, Santa Clara County Public Health Department, Santa Clara County Sheriff's Office, Santa Clara Valley Medical Center Trauma Services, Silicon Valley Bicycle Coalition, Stanford University Medical Center Trauma Center, Sunnyvale BPAC, Sunnyvale Public Safety Department, Walk San Jose.

Funding for this program was provided by a grant from the California Office of Traffic Safety, with support from the Silicon Valley Bicycle Coalition.

SOURCES OF PRODUCT STANDARDS

CPSC: Consumer Product Safety Commission

Snell: The Snell Memorial Foundation is a not-for-profit organization dedicated to research, education, testing and development of helmet safety standards.

ASTM: American Society for Testing and Materials. ASTM International is one of the largest voluntary standards development organizations in the world.

snug level

LOW



use su cabeza, use un casco para bicicleta

Cómo Usar un Casco Para Bicicleta de la Manera Apropriadada: Ajustado, Nivelado y Bajo.

Su casco para bicicleta no puede proteger lo que no cubre. Si su casco para bicicleta no le queda ajustado ó si se le mueve para atrás (dejando su frente descubierta) el casco se le puede deslizar ó caer durante un choque y así multiplicar las posibilidades de sufrir daños a la cabeza.

Es importante que se pruebe, ajuste y abroche correctamente el casco para bicicleta. Nosotros le llamamos — **AJUSTADO, NIVELADO, BAJO.**

AJUSTADO. Escoja un casco que sea del tamaño apropiado para su cabeza y que le quede cómodo. Use las almohadillas para ajustarlo a su talla y comodidad. Los tirantes de atrás y adelante deben de formar una “Y” justo debajo de su oreja. Los tirantes se deben jalar firmemente pero comodamente contra su piel (de forma que se pueda deslizar un dedo debajo de los tirantes).



NIVELADO. Use su casco para bicicleta nivelado, no inclinado hacia atrás ó hacia adelante ni que se mueva de lado a lado. Véase en un espejo ó pídale a un amigo ó miembro de su familia que verifique que usted lleva su casco nivelado.



BAJO. Su casco para bicicleta debe quedarle firmemente puesto sobre la parte superior de la cabeza.

Ahora haga esta prueba. Véase en un espejo y verifique que le quede bien el casco. Suavemente gire el casco en su cabeza del frente hacia atrás y de lado a lado observando la piel en su frente. El entalle es apropiado si el casco le queda cómodo, y la piel de su frente se mueve con el casco.



OTROS DATOS ACERCA DE LOS CASCOS

Debido a las velocidades involucradas, usuarios de scooters (patinetas) deberán de usar casco diseñados para el uso de las motocicletas de acuerdo al Instituto de Bicycle Helmet Safety.

El Consumer Product Safety Commission recomienda cascos, rodilleras (knee pads) y protectores para los codos durante el uso de los scooters (patinetas).

Los cascos para los patines de ruedas y para las bicicletas han sido diseñados para satisfacer las mismas reglas de ASTM. Se recomienda que las personas que patinan en patines de rueda ó en patines en línea (roller blades) usen muñequeras (wrist braces) y rodilleras.

*ASTM: American Society for Testing and Materials

nivelado
ajustado
bajo

casco para bicicleta

preguntas rápidas, respuestas rápidas

¿Quién Debe Usar un Casco para Bicicleta?

CUALQUIERA QUE TENGA UN CEREBRO. ¿Probablemente cuando usted pasea en automóvil, usa un cinturón de seguridad? Considere el casco para bicicleta como un cinturón de seguridad para su cerebro. Usar un casco es fácil, barato, e inteligente. Y por si eso no fuera suficiente, las leyes de California requieren que todos los menores de 18 años usen un casco cuando monten una bicicleta, "patineta," "monopatin," "patines de rueda" o "patines en línea." Claro que todos los mayores de 18 años también deben de usar un casco.

¿Dónde Puedo Comprar un Casco?

Encontrará la mejor selección de cascos en tiendas locales que se especializan en bicicletas. Busque en las páginas amarillas ó en el internet. Muchos de los almacenes ó tiendas más grandes también venden cascos. Nunca compre un casco usado.

¿Cuáles son las Características mas Importantes de un Casco?

Asegurese que el casco haya sido probado y aprobado por el Consumer Product Safety Commission (CSPC). Normalmente esta aprobación se indica por una calcomanía colocada en la parte interior de los cascos. Considere también opciones como visores para bloquear el sol ó un accesorio para montar una luz trasera en el casco.

¿Cuánto Debo de Pagar por un Casco para Bicicleta?

Puede encontrar un casco funcional por sólo \$20.00 — un precio muy bajo considerando que sólo paga esa suma para proteger su cerebro. Los cascos más lujosos pueden ser más lijeros, incluir más características

e incluir más aperturas para la ventilación. Claro que entre más características tenga un casco más le costara.

¿Qué Tamaño de Casco Debo Usar?

Las medidas para los cascos se hacen en centímetros ó en pulgadas. Algunos niños usan medidas grandes y algunos adultos usan medidas pequeñas ó medianas. En especial para los niños, es muy importante que seleccione un casco que le quede bien ahora, y no cuando crezca.

¿Cómo Debe de Quedar un Casco?

Los cascos deben de quedar ajustados, abrochados, sin laxo en lo tirantes. Use su casco nivelado, no inclinado hacia atrás. Un casco que quede muy flojo ó inclinado hacia atrás no proveera protección adecuada para prevenir daños a la cabeza. Algunos modelos vienen en diferente medidas para que queden mejor. Si compra un tipo de casco que viene de una sola medida, asegúrese de comprar almohadillas para ajustar el tamaño del casco a su medida.

¿Cuándo Debo de Reemplazar mi Casco?

Reemplace su casco DESPUÉS DE UNA CAIDA O DE UN CHOQUE que cause impacto al casco, aunque usted no vea hendiduras, hoyos ó grietas en el casco. Si su casco no ha estado en una caída ó en un choque, aún así deberá de reemplazarlo CADA 3 A 5 AÑOS. A lo largo del tiempo los rayos del sol y el uso normal debilitan el casco. Entre más lo use o más tiempo deje su casco en el sol, más pronto tendrá que reemplazarlo.

FUENTES DE INFORMACIÓN DE LAS NORMAS DE PRODUCTOS

CPSC: Consumer Product Safety Commission

Snell: La Snell Memorial Foundation es una organización sin fines de lucro dedicada a la investigación, educación, pruebas y desarrollo de las normas de seguridad para los cascos

ASTM: American Society for Testing and Materials. ASTM International es una de las organizaciones más grandes en el mundo dedicada al desarrollo de normas voluntarias.

CASCOS PARA DEPORTES MÚLTIPLES

Los cascos para deportes múltiples están diseñados para múltiple tipo de impacto como son los impactos que pueden ocurrir durante el uso de patinetas "skateboarding" y estilos de patinar llamados "trick y free style". Este tipo de casco está diseñado y construido diferentemente que los cascos para bicicletas. El armazón exterior es de plástico ABS igual que los cascos para football y hockey que son muy duros para así poder difundir el impacto.

Los cascos para la bicicleta sólo sirven para el primer impacto. No importa cuánto pagó por el casco. Reemplace su casco después de su primer impacto ó choque.

El Instituto de Bicycle Helmet Safety recomienda que busque una calcomanía que diga ASTM F-1492 o Snell 94 cuando compre un casco para patineta ó estilos extremos de patinar.



El Helmet Education Pilot es un Proyecto de Traffic Safe Communities Network (TSCN en el condado de Santa Clara).

Agencias que participan en este proyecto: Departamento de Policía de Los Altos, Milpitas BPAC, Morgan Hill BPAC, Palo Alto BPAC, Palo Alto Transportation Division, San Jose BPAC, San Jose Department of Transportation, Departamento de Policía de San Jose, Departamento de Salud Pública del Condado de Santa Clara, Oficina del Sheriff del Condado de Santa Clara, Santa Clara Valley Medical Center Trauma Services, Silicon Valley Bicycle Coalition, Stanford University Medical Center Trauma and Injury Prevention Center, Sunnyvale BPAC, Sunnyvale Public Safety Department, Walk San Jose.

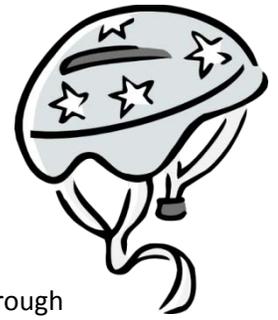
Con apoyo de California Office of Traffic Safety y Silicon Valley Bicycle Coalition.



nivelado
ajustado

bajo

Need a Helmet?



If your child is under 18, by law they must wear a helmet when biking, scootering, skateboarding or using any wheeled vehicle. Wearing a helmet will avoid a \$100+ fine and help keep them safe while riding!

Students who need but can't afford a helmet can receive a free helmet and assistance with fitting through the Safe Routes to School Program. Do you have a wheeled vehicle you can't ride because:

_____ you don't have a helmet _____ your helmet is cracked or broken _____ you outgrew your helmet

Apply for a free Helmet

Name _____ Teacher _____ Room number _____

Grade _____ Age _____

I affirm that my child does not have a usable helmet

Parent signature _____ Date _____

Turn in this form to the school office.

Brought to you by your school's **Safe Routes to School Program** and the **Traffic Safe Communities Network (TSCN)**.

Questions? Contact



¿Necesita un casco?



Si su hijo(a) es menor de 18 años, por ley, deben de usar un casco al montar en bicicleta, scooter, patineta o el uso de cualquier vehículo con ruedas. El uso de un casco ayudará a evitar una multa de \$ 100+ dólares y mantendrá seguro a su hijo(a)!

El programa de Safe Routes to School están regalando cascos a los estudiantes que necesitan uno y/o no pueden conseguirlos fácilmente. ¿Tiene una bicicleta, scooter, patineta o un vehículo con ruedas que no se puede utilizar o montar porque?:

_____ usted no tiene un casco _____ el casco está quebrada o rota _____ el casco ya no le cabe

Aplique para un casco gratis

Nombre _____ Maestro(a) _____ Número de salón _____

Grado _____ Edad _____

Afirmo que mi hijo(a) no tiene un casco útil

Firma de los padres _____ fecha _____

Entregue este formulario a la oficina de la escuela.

Traído a usted por El programa de **Safe Routes to School** y **Traffic Safe Communities Network (TSCN)**.

¿Preguntas? Contacto

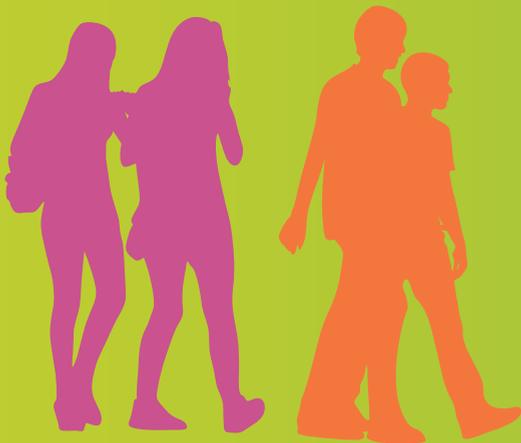


"The only man who behaves sensibly is my tailor; he takes my measurements anew every time he sees me, while all the rest go on with the old measurements and expect me to fit them."

– George Bernard Shaw

"The National Center provides report resources to help make collecting and summarizing data as easy and straightforward as possible for communities and states. These resources help those involved in local programs collect, enter, and analyze their data. Hundreds of local programs and thousands of schools are using these resources to gather information about their local SRTS programs."

– National Center for Safe Routes to School



OVERVIEW OF EVALUATION – WHAT, WHY AND HOW?

Why Evaluate?

There are many benefits to collecting data related to Safe Routes to School (SRTS). Measuring how many students are walking and rolling to school before the program implementation, followed by evaluation, will provide important information to gauge program effectiveness.

What Evaluations are Recommended?

Student Travel Tally

Counting the way students arrive to school is essential. This assessment only takes a few minutes and can be done in each classroom. Form to follow this section. To view the National Center for Safe Routes to School travel tally visit <http://www.saferoutesinfo.org/program-tools/evaluation-student-class-travel-tally>

Tips on Conducting Student Travel Tallies

Travel tallies can be conducted by classroom teacher, older students or parent volunteers. Work with school administration to determine best method for conducting the tallies at your school.

Ask student to raise hand to tell you how they got to school that morning, by:

- Family vehicle
- Carpool
- Walk
- Bike/skateboard/scooter
- Bus

For younger students make sure you're clear on providing instruction, and make sure students are only raising their hands for one of the options.

You may also ask students how they got home the day before or how they're getting home that day.

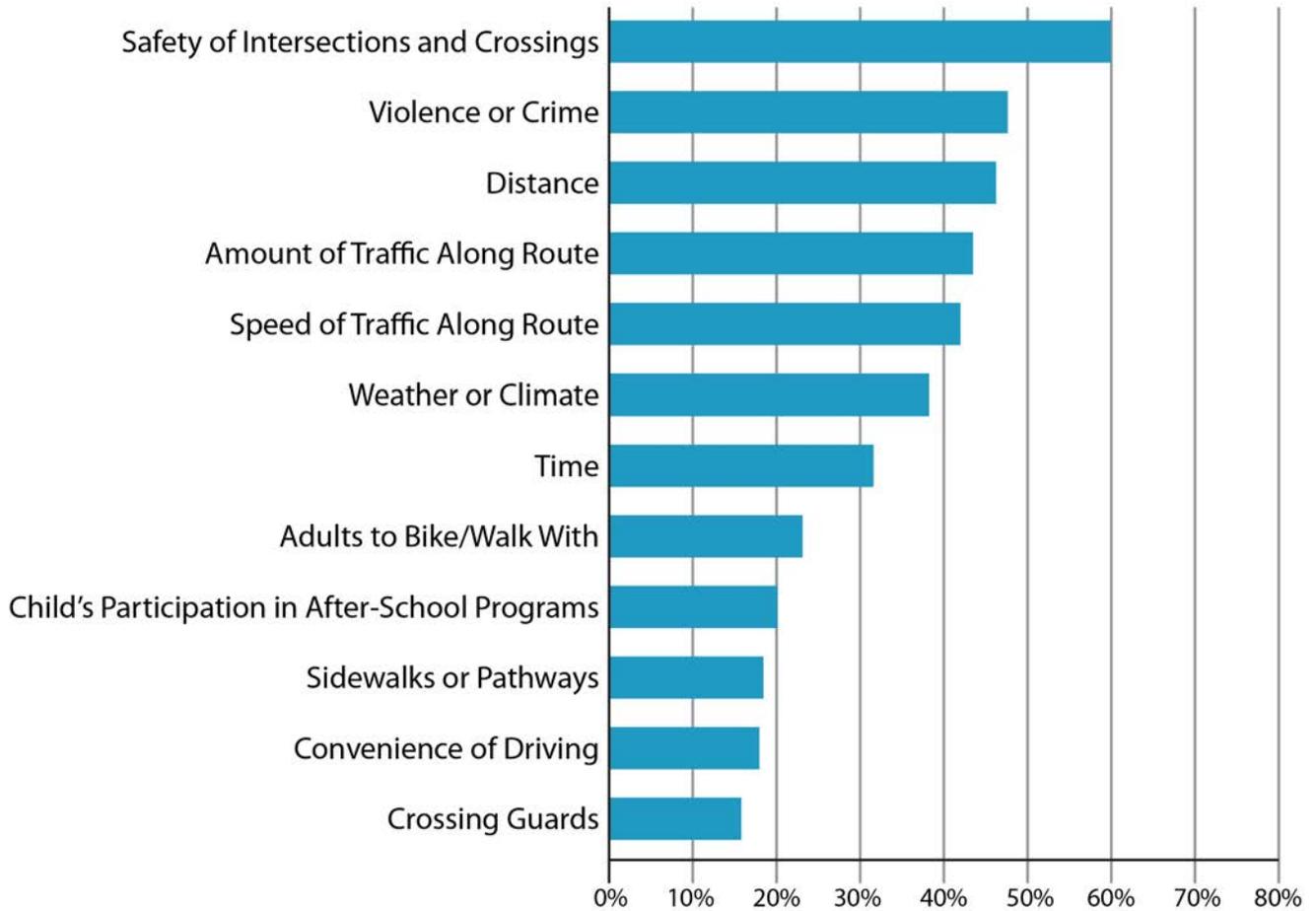
Walkability/Bikeability Assessment

Observational survey of counts of walker and bicyclists, student safety behaviors, and an environmental review.

Parent Surveys

Parent evaluations provide information on ways students travel to school, distance traveled to school, and attitudes and barriers to walking or biking. Parent surveys are available in both English and Spanish. Surveys can be sent to the National Center for Safe Routes to School for tabulation. Here is a sample of the information available from the reports generated. Sample parent survey forms to follow this section. For original versions of the parent survey and information on the online parent survey options see the

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



School Provider Survey

Feedback from teachers, administrators and others helps evaluate understanding of adequate communication and if any issues to improve the program need to be addressed. Form to follow this section.

Timeline for Conducting Evaluations

August/September (beginning of school year)

- Student Travel Tally
- Parent Survey
- Walkability/Bikeability Assessment (optional)

October (Usually 2nd Wednesday of the month – Walk and Bike to School Day)

- Student Travel Tally (done exactly like the tally completed at beginning of school year). This tally helps you see the potential number of walkers and bicyclists – based on having done heavy promotion for this one-time, big event.

April/May (end of school year)

- Student Travel Tally
- Parent Survey (optional)
- School Provider Survey (optional)
- Walkability/Bikeability Assessment (optional)

Do you Need to Complete All the Evaluations?

Not all evaluations have to be completed, but each survey or assessment provides valuable information.

- **Student Travel Tallies are the most important evaluation tool.** This short and simple evaluation provides baseline information on number of students walking and biking from beginning of the year, at Walk and Bike to School Day and at the end of the year. It will also provide information for comparison from year to year. It will show you progress and reinforce the hard work that is done to promote walking and biking throughout the year.
- **Parent Surveys** provide the opportunity to see why some parents choose to drive. Is it due to distance? Time? Feeling of safety? With that information, barriers and strategies for help change behaviors can be addressed.
- **Walkability/Bikeability Assessment** – Observation of student behavior and knowledge of the environment can help develop programming specific to the issues at the school. This assessment can require many volunteers (depending on school layout, about 4-10 volunteers/observation). Due to the intense commitment required for this evaluation, you may choose to only do this at the beginning of the program to get some baseline data.
- **School Provider Survey** is optional for those organizations interested in seeking feedback about the delivery of SRTS services.

| |
|-----------------|
| Teacher's name: |
| Grade: |
| # of students: |

WALK AND BIKE TO SCHOOL STUDENT ARRIVAL AND DEPARTURE TALLY SHEET

Instructions:

Please fill out your information on the top right corner of sheet.
 Please ask the following question to your students TWO DAYS this week.
 Read the possible answers.
 Ask students to raise their hand for ONE CHOICE.
 Count and record the student responses.
 At the end of the Week, please turn in your completed form to the Walk & Bike to School Coordinator.

1. "How did you arrive to school today?" Did you _____ ?

| | TUESDAY | WEDNESDAY | THURSDAY |
|--|---------|-----------|----------|
| Walk | | | |
| Bike | | | |
| School Bus | | | |
| Ride in Family Car (not carpool) | | | |
| Carpool (w/students from other families) | | | |
| Transit (Public Bus/ Light Rail) | | | |
| Other (Scooter, Skateboard, etc.) | | | |
| Total: | | | |

2. "How do you plan to go home after school today?" Will you _____ ?

| | TUESDAY | WEDNESDAY | THURSDAY |
|---|---------|-----------|----------|
| Walk | | | |
| Bike | | | |
| School Bus | | | |
| Ride in Family Car (not carpool) | | | |
| Carpool (w/students from other families) | | | |
| Transit (Public Bus/ Light Rail) | | | |
| Other (Scooter, Skateboard, etc.) | | | |
| Total: | | | |

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

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

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

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

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

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

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

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

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

- Strongly Encourages Encourages Neither Discourages Strongly Discourages

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

- Very Fun Fun Neutral Boring Very Boring

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

- Very Healthy Healthy Neutral Unhealthy Very Unhealthy

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

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

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

16. Please provide any additional comments below.

| | |
|--|--|
| | |
| | |
| | |

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

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

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

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

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

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

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

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

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

- Anima Fuertemente Anima Ni uno ni otro Desalienta Desalienta Fuertemente

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

- Muy Divertido Divertido Neutral Aburrido Muy Aburrido

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

- Muy Sano Sano Neutral Malsano Muy Malsano

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

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

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

16. Por favor proporcione cualquier comentario adicional abajo:

Empty text box for additional comments.

SAFE ROUTES TO SCHOOL PROVIDER SURVEY

Please take a moment to complete the following survey about your experience with the Safe Routes to School (SRTS) program.

1. What is your relationship with the school? (Please mark one)

School Administrator, Principal, District Office Staff, School Coordinator, Teacher, Parent, Other

2. School and/or district affiliation: _____

3. School Coordinators – Are you a member of the SRTS Yahoo Group? Yes No

Overall Program

Please address each statement below by placing a check in the appropriate box.

| | Strongly Agree | Agree | Undecided/ Don't Know | Disagree | Strongly Disagree | N/A |
|--|----------------|-------|--------------------------|----------|-------------------|-----|
| 1. The goals of the program are clear | | | | | | |
| 2. The program requirements are clear | | | | | | |
| 3. Communication with the program staff is clear, informative and timely | | | | | | |
| 4. The planning meeting held at my school was informative and useful for defining our school needs and action plan | | | | | | |
| 5. I find the Yahoo group helpful | | | | | | |

Program Activities

What activities have you offered or plan to offer?

| | Offered | Plan to Offer |
|---------------------------------|---------|---------------|
| Walk to School Day | | |
| Classroom presentation | | |
| Bike Rodeo | | |
| Family Fun Night | | |
| Monthly newsletter ideas | | |
| Mobile Bike Repair | | |
| Helmet Distribution and Fitting | | |

If other, please describe:

Program Activities cont.

| | Strongly Agree | Agree | Undecided/ Don't Know | Disagree | Strongly Disagree | N/A |
|---|-----------------------|--------------|----------------------------------|-----------------|--------------------------|------------|
| The menu of program activities offered is varied and I am able to implement some of them? | | | | | | |
| Support for program activities was adequate | | | | | | |
| Classroom presentations were engaging | | | | | | |
| Classroom presenters were knowledgeable | | | | | | |
| Instructions for the travel tallies were clear and tallies easy to complete | | | | | | |
| Bike Rodeo was well organized and effective in building student bicycling skills | | | | | | |
| Family Fun Night was well organized and educational for parents | | | | | | |
| The school supplies and the plans for their use were helpful in promoting walking and bicycling | | | | | | |
| There was adequate school support for our activities | | | | | | |
| Parent involvement was sufficient to carry out planned activities | | | | | | |
| Program activities were well received by students | | | | | | |
| Program activities were well received by parents | | | | | | |
| Program activities were well received by teachers and the school | | | | | | |
| I would recommend this program to other schools | | | | | | |

| | Extremely useful | Very useful | Moderately useful | Slightly useful | Not at all useful | N/A |
|--|-------------------------|--------------------|--------------------------|------------------------|--------------------------|------------|
| Coordinator training/workshops | | | | | | |
| How useful were the volunteer training sessions/workshops? | | | | | | |
| Were the support materials useful? | | | | | | |

Were the workshops scheduled at a convenient time? Yes No

If no, please explain:

| | Strongly Agree | Agree | Undecided/ Don't Know | Disagree | Strongly Disagree | N/A |
|---|-----------------------|--------------|------------------------------|-----------------|--------------------------|------------|
| The number of students <u>walking</u> to school has increased since starting this program | | | | | | |
| The number of students <u>biking</u> to school has increased since starting this program | | | | | | |

How is data collection and evaluation going at your school (student travel tallies and parent surveys)?

What types of things would help make this program sustainable at your school?

What topics would you like us to cover at the coordinator training workshops (both beginner and intermediate level)?

Comments:

“Anything which is physically possible can always be made financially possible; money is a bugaboo of small minds.”

– Robert A. Heinlein

“The public typically thinks of enforcement as officers writing tickets. In fact, enforcement, especially for SRTS programs, is a network of community members working together to promote safe walking, bicycling and driving.”

– National Center for Safe Routes to School



OVERVIEW OF ENFORCEMENT

The main goal for Safe Routes to School (SRTS) enforcement strategies is to deter unsafe behaviors of drivers, pedestrians and bicyclists as well as to encourage all road users to obey traffic laws and share the road safely. Partners that help with traffic safety around schools may include:

- Crossing guards
- School personnel
- Students, parents and educators
- Neighborhood watch programs
- Law enforcement

Role of the Enforcement Officer

Resource availability differs amongst communities and law enforcement participation is highly dependent on these resources. Identifying availability is an important consideration to determine feasible strategies for law enforcement interventions. Officers can assist in the following ways:

- Teach safety issues to children, school officials, parents and the community.
- Evaluate local traffic concerns, observe problem areas and behaviors and provide input about safe routes.
- Provide an enforcement presence that discourages dangerous behaviors on and off the school campus. This may mean issuing warnings to drivers breaking traffic laws. Drivers who have made a minor error will often respond to a warning from an officer by being more careful. Drivers who continue to violate traffic laws need to be ticketed.
- Monitor crossing guards and make sure they are acting safely in the street and are not taking chances or over-stepping their duties as guards.

Key Consideration for Working with Law Enforcement

- Working collaboratively with local law enforcement will help strengthen the program. Invite law enforcement officers to participate in the SRTS planning meeting. Maintain communication with law enforcement throughout the year. Invite them to participate in education and encouragement events, for example, Bike Rodeos and Walk and Roll to School days.
- Ask for feedback or enforcement at specific locations. Find out how concerns can be reported in your city. Some police departments maintain a website or phone number to submit traffic safety concerns.
- Keep the community informed of planned enforcement events.

Parents and the entire community can be made aware of the enforcement effort in a variety of ways to ensure they know what will happen before the program begins in force. An effective program will seek to notify residents, parents, school faculty and staff that a strong traffic law enforcement program is beginning. This will generate public support and help to offset any complaints.

School officials or event organizers can:

- Send home flyers with students
- Publish an article in the local newspaper
- Send an e-mail to all parents
- Post information signs near where the enforcement effort will occur
- Provide culturally relevant safety messages in varying languages depending on the needs of the community

Law enforcement officers are a key partner in the SRTS program. Detailed information about the role of law enforcement can be found at: <http://guide.saferoutesinfo.org/enforcement/index.cfm>

OVERVIEW OF ENGINEERING

Crosswalks, signage, and other environmental changes can help make streets around schools safer. Working collaboratively with the local city engineer or public works department is imperative for successful implementation.

Assessment

The physical environment, school route and the school zones are all assessed.

Physical Environment

This includes the surrounding paths, crossing areas and flow of traffic. The importance of the physical environment is critical because it is one of the determining factors parents consider when deciding if children will walk or roll to school. Safety along paths or safe street crossing is part of this initial assessment.

School Route

The school route environment should be safe and free of obstructions. Evaluating the route involves asking the following questions:

- Is the route safe, and pleasant?
- Is there enough space to travel safely, separated from motor vehicles and bicycles?
- Are there adequate sidewalks? Are sidewalks available on both sides of the street?
- Are there designated bicycle lanes?
- Are sidewalks and streets in good repair?
- Are the routes on local streets or major roadways?

Zones

Identifying school zones helps focus efforts on areas of need and where improvements will be of greatest benefit. There are three zones around the school that are evaluated when doing a Safe Routes to School (SRTS) project: the school enrollment boundary, the school walk zone, and the school zone.

School Enrollment Boundary

This includes the entire zone around the school from which students are drawn.

School Walk Zone

A subset of the enrollment zone. A general rule of thumb is that the walking boundary is 1/2 mile or 1-mile out from an elementary school, sometimes further for middle and high schools. Some students will live too far away from the school to reasonably be expected to walk. Determining walk zones can be helpful in focusing your efforts in identifying engineering problems and solutions.

School Zone

The roadway (or roadways) immediately adjacent to the school usually extending one to two blocks in each direction. Speed limits are often reduced in the school zone during morning and afternoon hours. Special signage is positioned to alert drivers on the high concentration of children. School crossing signs,

speed signs, school zone pavement markings and other traffic calming devices remind drivers to treat the area with special care and attention.

Looking at ways to improve pedestrian and bicycle safety through implementation of engineering improvements is an important concept. This includes enabling children with disabilities to walk and bicycle to school safely by providing accessible infrastructure. Guidelines for making schools sites and routes to school accessible for children with disabilities can be found in the Americans with Disabilities Act Accessibility Guidelines (ADAAG) and the Public Rights-of-Way Accessibility Guidelines (PROWAG).

Engineering Improvement Strategies

Effective improvements do not always require substantial funds. Completion of smaller projects can build momentum and community interest in making other improvements. Smaller cost-effective projects, when concurrently implemented with larger more expensive projects, are likely to have lasting impacts on the built environment and gather interest and support from the community.

Smaller, Inexpensive Improvements Include:

- Crosswalks
- Signage and paint

Larger, More Expensive Projects Requiring Substantial Time and Financial Commitment Include:

- New sidewalks and bridges
- Reconstruction of a street crossing or intersection

In collaboration with the city engineer or public works department, identify these projects early and advance them through the various stages required for completion. Large projects are likely to take some time and commitment from the school community.

What is the Coordinator's Role?

The coordinator's role is to organize and collaborate with parents and city officials on identifying traffic safety issues around schools.

What is the City Engineer or Public Worker's Role?

City staff further assess and identify needs and solutions and make recommendations based on specific engineering guidelines. They can help identify what is achievable and supported through existing or future funding opportunities at the local, state and federal level.

What are Key Considerations for Communicating with the City Staff?

Invite the staff to the initial SRTS planning meeting in order to discuss needs and concerns. This provides a good opportunity for collaboration and identification of reasonable options. As needs are identified, work with the city staff to develop an implementation plan.

Describe the issues to the city staff so they can offer suggestions for change. Objectively describe the problem rather than presumed solutions. Present data and observations. Be location specific whenever possible.

Traffic engineers will determine the appropriate use of signage and street marking, as well as a variety of other engineering enhancements.

For detailed examples and explanation of engineering visit

<http://guide.saferoutesinfo.org/engineering/index.cfm>

Work together with the city team; it will greatly impact program effectiveness. Collaborating in the design of a well-built model will provide effective safe routes for students to walk and roll to school.

**“Start by doing what's necessary;
then do what's possible; and
suddenly you are doing the
impossible.”**

– Francis of Assisi

**“The journey of a thousand miles
begins with one step.”**

– Lao Tzu



OVERVIEW OF SUSTAINABILITY

Safe Routes to School (SRTS) programs aim to increase walking, bicycling and other forms of active transportation to school, and to develop routines which will continue beyond a single year or two of grant funding. Initial funding gets students and families interested and educated, but the long term goal of the program is to create positive changes in the school culture, and to support healthy and safe travel behaviors of students, families and staff.

“Start small, then build on your successes.” suggests Wendi Kallins, Coordinator of the successful Marin County SRTS Program.

At the School Level

- Use this how-to manual to involve other parents, teachers and school staff in SRTS activities. Create a SRTS team.
- Create a SRTS plan for your school which involves a variety of parents, staff, students and community members.
- Build the school’s celebration on existing national and international events like Walk and Bike to School Days in October and May.
- Include activities and events like walking groups or walking days which happen throughout the school year, not just one time per year.
- Work with the school parent-teacher groups or school site council to incorporate SRTS and job descriptions into existing calendars, procedures and policies.
- Ask for small amounts of funding from a parent-teacher group or school site council to fund education or encouragement activities at the school.
- Track and celebrate your successes. Do bike counts routinely. Use the forms from the National Center for Safe Routes to School (parent survey and student travel tally) to measure success.

The Public Health Department staff can provide artwork for all of the following materials, if schools have funding to purchase additional items independently.

Banners (bilingual)

- Walk, Bike and Roll
- Walking Wednesdays
- Be Safe in Between the Line, Use the Crosswalk
- Be Safe, Be Smart, Wear Your Helmet

Website Banners

- Various sizes for websites (districts, schools, etc.)

Posters (bilingual)

- We Are a Walk and Roll School

T-shirts

- Elementary School

- I Walk and Roll to School
- Middle/High School
 - I'd Rather Be
 - If you Mustache
- Volunteers
 - Walk and Roll

Additional Available Resources:

- SRTS monthly workshops and networking
- SRTS monthly newsletter ideas and snippets
- Santa Clara County SRTS Yahoo Group (srts_scc). Contact Public Health Department staff to be invited to the group.
- Walk & Bike to School Week events (October and May)
- On-line resources
 - International Walk to School Day Manual
 - Bike Rodeo Manual

At the School District Level

- Develop school board policies for safety, wellness and transportation which support and encourage walking and bicycling to school. See sample school district resolution.
- Develop policies and procedures which encourage and allow teaching bicycle and pedestrian safety during the school day. For example, physical education class time allows student to practice on the bike skills. Student leadership skills can be developed in middle school as students plan ways to educate and encourage walking and bicycling with peers and younger students.

At the Community Level

- Demonstrate success with grant funding and then ask local jurisdictions (city, school district) to approve dedicated funding for the SRTS program or bicycle and pedestrian safety coordinator.
- Build partnerships with community organizations which can support SRTS education and encouragement efforts. Examples include: police departments, fire departments, childhood safety organizations like Safe Kids, other non-profit organizations and businesses.
- Work with the local engineering department to seek funding for infrastructure changes which support walking and bicycling to school. Consider establishing regular meetings with community leaders, local police, local engineers, school district and parents to work on SRTS priorities.

Model policies and resolutions are available for school districts and jurisdictions interested in pursuing and supporting SRTS related policies and resolutions. Downloadable sample documents that can be used by school districts and cities can be found at <http://www.sccgov.org/sites/scphd/en-us/Residents/Traffic%20Safety/Pages/Safe-Routes-to-School.aspx>

SCHOOL DISTRICT RESOLUTION SUPPORTING SAFE ROUTES TO SCHOOL

WHEREAS, (name of school district) supports policies and programs that focus on health and wellness and healthier community environments; and

WHEREAS, the health and safety of children is of highest concern to the citizens of Santa Clara County; and

WHEREAS, 44% of middle and high school students in Santa Clara County do not engage in daily physical activity; and

WHEREAS, only about 25% of Santa Clara County fifth graders and 33% of seventh graders in Santa Clara County meet all California fitness standards; and

WHEREAS, a lack of physical activity plays a leading role in the rising rates of obesity, diabetes, and other health problems among children (and adults); and

WHEREAS, the childhood obesity epidemic is a national health crisis with one in every three children overweight and obese; and

WHEREAS, over half of adults and a quarter of middle and high school students in Santa Clara County are overweight or obese; and

WHEREAS, the economic costs associated with obesity, overweight, and physical inactivity in California are estimated at \$41.2 billion and in Santa Clara County at over \$2 billion dollars;

WHEREAS, the San Jose-Sunnyvale-Santa Clara metropolitan area ranks 4th nationally in percentage of pedestrian traffic deaths; and

WHEREAS, from 1969 to 2007, the percentage of children nationally who walked or bicycled to school decreased from 48% to 13%; and

WHEREAS, driving students to school in private vehicles contributes to traffic congestion, safety concerns, and air pollution; and

WHEREAS, being able to walk or bicycle to school along safe routes offers an opportunity to build healthful physical activity into daily routines, so that children can arrive at school ready to learn; and

WHEREAS, Safe Routes to School is a national and international movement to create safe, convenient, and fun opportunities for children to bicycle and walk to school; and

WHEREAS, Safe Routes to School programs require the formation of multidisciplinary teams in each community to increase awareness of and support schools and students; and

WHEREAS, having safer routes to and from schools can decrease pedestrian and bicycling related injuries, not just for students, but for the entire community; and

WHEREAS, Safe Routes to School initiatives can strengthen a positive connection between schools and neighborhoods by creating beneficial interactions between children and adults; and

WHEREAS, some cities and school districts in Santa Clara County have already created Safe Routes To School initiatives that help to remove barriers to walking and bicycling to school through improvement of infrastructure and facilities and the creation of education, encouragement, engineering, enforcement, and evaluation programs; and

WHEREAS, Santa Clara County and all fifteen cities have partnered with First Lady Michelle Obama's *Let Move* Campaign and the Santa Clara County Communities Putting Prevention to Work Obesity Prevention Initiative; now therefore, be it

RESOLVED, that (name of school district) will partner with local government to prioritize the safety and comfort of school children in street modification projects that affect school travel routes; and be it further

RESOLVED, that (name of school district) will participate with local government to apply for Safe Routes to School funding, prioritizing underserved schools; and be it further

RESOLVED, that (name of school district) will partner with local government to do a simple, low-cost assessment of travel mode share to schools; and be it further

RESOLVED, that (name of school district) will participate in International Walk to School and/or International Bike to School Day, and be it further

RESOLVED, that (name of school district) will participate in the Safe Routes to School initiative in order to gain the benefits mentioned above and strengthen the quality of life for (name of city) students, families, and neighborhoods.

Safe Routes to School Banners

**Safe Routes to School
Walk, Bike and Roll**

Rutas seguras hacia la escuela
Días de caminar, montar o andar rodando

WALK & ROLL
safe routes to school in santa clara county

**Safe Routes to School
Walking Wednesdays**

Rutas seguras hacia la escuela
Los miércoles el día de caminar

WALK & ROLL
safe routes to school in santa clara county

**BE SMART, BE SAFE,
WEAR YOUR HELMET**

**SEA LISTO, SEA SEGURO,
USE EL CASCO**

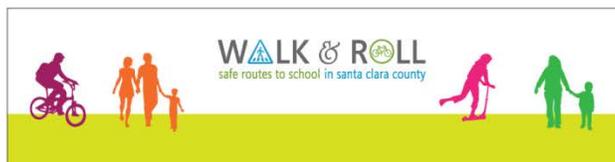
WALK & ROLL
safe routes to school in santa clara county

Be safe in between the lines
USE THE CROSSWALK

Sea seguro entre las líneas
UTILICE EL PASO DE PEATONES

WALK & ROLL
safe routes to school in santa clara county

Website Banner



Walk & Roll Logo

WALK & ROLL
safe routes to school in santa clara county

Safe Routes to School Poster



The poster features a background of blue and white diagonal rays. A green banner at the top contains the text "WE ARE A WALK & ROLL SCHOOL!". Above the banner, the text "Safe Routes to School/Rutas seguras hacia la escuela" is written in a smaller font. Below the banner, the text "Nosotros caminamos y andamos en bicicleta a la escuela" is written in a cursive font. In the center, there are silhouettes of a woman, a child with a backpack, a child on a bicycle, a child on a scooter, and a child holding a hand with an adult. At the bottom, there is a blue box with white text providing contact information for the Traffic Safe Communities Network.

Safe Routes to School/Rutas seguras hacia la escuela

WE ARE A WALK & ROLL SCHOOL!

Nosotros caminamos y andamos en bicicleta a la escuela

For more information about
Safe Routes to School in Santa Clara County, contact:
Traffic Safe Communities Network
1.408.793.2700 or visit: **www.sccphd.org/traffic**

 **TSCN**
TRAFFIC SAFE
COMMUNITIES
NETWORK

WALK & ROLL
safe routes to school in santa clara county

Santa Clara County
PUBLIC HEALTH

Safe Routes to School T-shirts



Volunteers



Elementary School



Middle School and High School



Traffic Safe Communities Network (TSCN), a community collaborative administered and staffed by the Public Health Department, was established in 1997 to organize a comprehensive response to the traffic related injuries and deaths in the county.

TSCN is led by the County Health Officer and a member of the County Board of Supervisors and its partners represent law enforcement, engineering, public health, trauma centers, injury prevention, elected officials, schools, judicial system, emergency medical services, bicycle and pedestrian safety advocates and other traffic safety stakeholders.

TSCN incorporates enforcement, engineering, education, encouragement and evaluation strategies throughout its projects.



PROGRAM STAFF CONTACT INFORMATION

For more information contact the Safe Routes to School staff:

Full-time

Alice Kawaguchi – Alice.Kawaguchi@phd.sccgov.org

Mike Torres – Mike.Torres@phd.sccgov.org

Tonya Veitch – Tonya.Veitch@phd.sccgov.org

Part-time

Maylyn Co – Maylyn.Co@phd.sccgov.org

Office Phone Number:

(408) 793-2700

Website:

www.sccphd.org/traffic

RESOURCES

Centers for Disease Control and Prevention, Kids Walk to School, A Guide to Promote Walking to School

<http://stacks.cdc.gov/view/cdc/11316>

KidsWalk-to-School Program

<http://www.saferoutesinfo.org/sites/default/files/resources/kidswalk.pdf>

League of American Bicyclists

www.bikeleague.org

National Center for Safe Routes to School

www.saferoutestoschool.org

Safe Routes to School National Partnership

www.saferoutespartnership.org

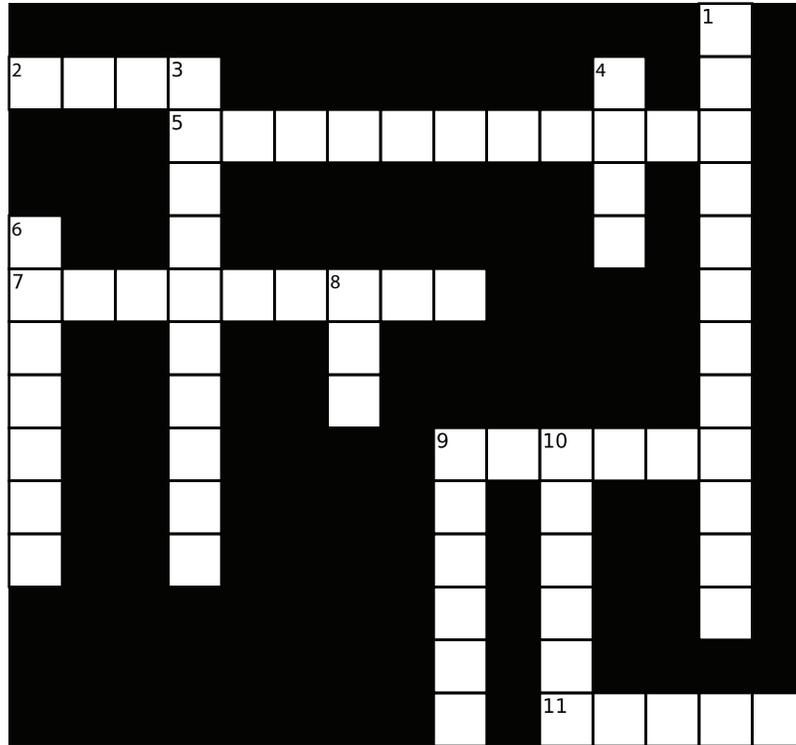
Santa Clara County Public Health Department

www.sccphd.org/traffic

Walk and Roll to School

TSCN

For elementary school-aged students to increase walking and biking to school



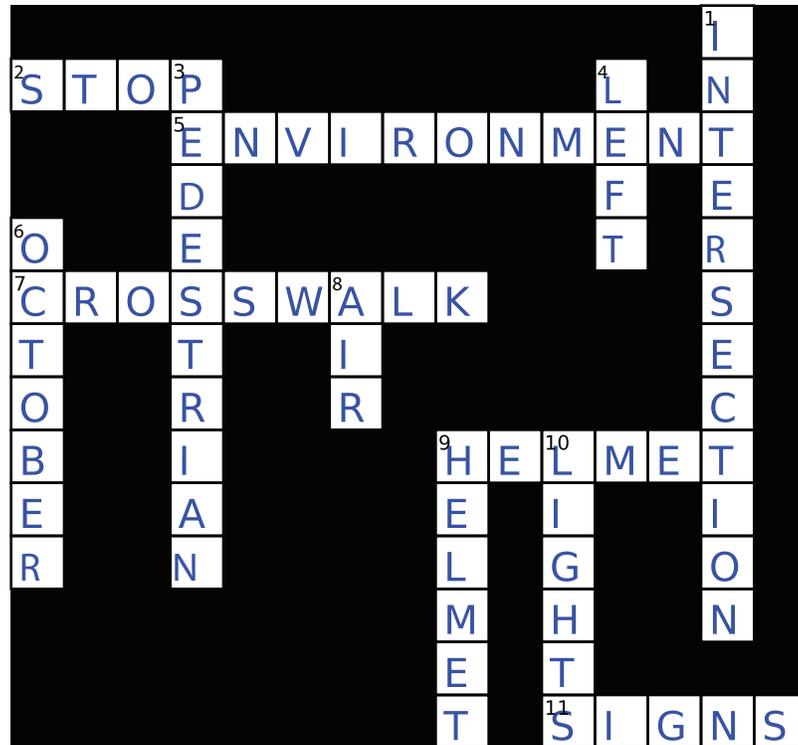
- Across
- 2 What you do when you see a red sign in the shape of an octagon
- 5 Walking to school is fun, good for your health and is good for this.
- 7 It's best to cross the street in a place where the street is marked off for pedestrians, called this.
- 9 You wear it on your head every time you ride your bike, scooter or skateboard.
- 11 It's important to obey all traffic signals and this

- Down
- 1 A point where at least 2 streets meet
- 3 What a person who walks is called
- 4 When you cross the street, you should look left, right and ___ again
- 6 Walk to School Day happens during this month
- 8 Cars can cause pollution, so walking is good for the _____
- 9 You wear it snug, level and low
- 10 Use this on your helmet or bike when you ride during twilight, dusk or in the evening

Walk and Roll to School

TSCN

For elementary school-aged students to increase walking and biking to school



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WALK AND BIKE TO SCHOOL SONG

Music Activity

Have students learn the lyrics to the song Walk & Bike for an assembly. It can be played to the tune “Baby” by Justin Bieber.

Walk & Bike Song

You know you’re walking, I know you bike
Just wear your helmet, and I’ll be there
You need a helmet, you need to wear
And you will never ever, ever get hurt

Let’s walk to school now, now I’m sayin’
It’s healthy, now get to walkin’
So don’t get chauffeured & just go ride your bike
Your first ride will be fun for the first time
And I was like...

Biking, biking, biking ooh
Like walking, walking, walking ooh
Like biking, biking, biking ooh
I thought you’d always ride bikes (bikes)

Walking, walking, walking ooh
Like biking, biking, biking ooh
Like walking, walking, walking ooh
I thought you’d always ride bikes (bikes)

Let’s walk we all can go together
And I just can’t believe we’re all together
And I wanna walk to school, ‘cus it’s really cool
You should look left & right, and just don’t walk at night
And walk in crosswalks, listen real good
And just bike it ‘til you like it ride in bike lanes
I’m gonna bike, bike, bike, bike
And I just can’t believe my first ride will be around

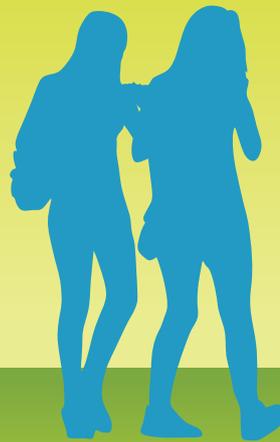
And I’m like
Biking, biking, biking ooh
Like walking, walking, walking ooh
Like biking, biking, biking ooh
I thought you’d always ride bikes (bikes)

Walking, walking, walking ooh
Like biking, biking, biking ooh
Like walking, walking, walking ooh
I thought you’d always ride bikes (bikes)

Lyrics by Jason Gubuan

Traffic Safe Communities Network (TSCN)/
Santa Clara County Public Health Department
(408) 793-2700
www.sccphd.org/traffic

Sobrato Center for Nonprofits – San Jose
1400 Parkmoor Avenue, Suite 120B
San Jose, CA 95126



Funding for Traffic Safe Communities Network and Safe Routes to School is provided by grants from:
Santa Clara Valley Transportation Authority (VTA) through the Metropolitan Transportation Commission (MTC) and the California Department of Transportation (Caltrans)

Additional support was provided by:
Santa Clara County Roads and Airports Department
City of Sunnyvale



METROPOLITAN
TRANSPORTATION
COMMISSION

