



*Improving Health,  
Safety and  
transportation*

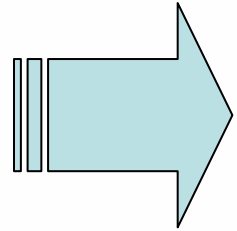


# Safe Routes to School

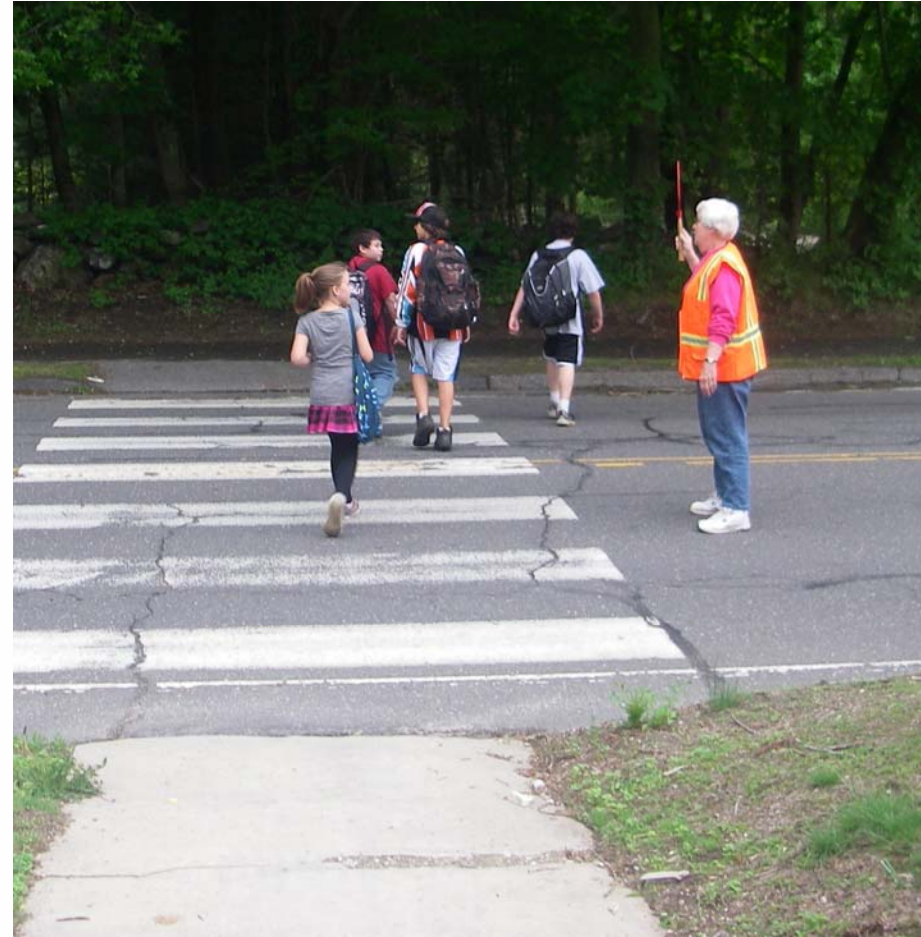
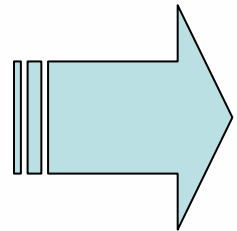


# Safe Routes to School goals

Where it's safe,  
get children  
walking and  
biking



Where it's not  
safe, plan for  
changes





# Elements of SRTS programs

- Education
- Encouragement
- Enforcement
- Engineering
- Evaluation



Lenexa, KS





# Education

- Imparts safety skills
- Creates safety awareness
- Fosters life-long safety habits
- Includes parents, and other drivers



Chicago, IL



# Encouragement

- Increases popularity of walking and bicycling
- Easy way to start SRTS programs
- Emphasizes fun



# Enforcement

- Increases awareness of pedestrians and bicyclists
- Improves driver behavior
- Helps children follow traffic rules







# Engineering

- Creates safer conditions for walking and bicycling
- Can influence the way people behave



West Valley City, UT

# Evaluation

**SURVEY ABOUT WALKING AND BIKING TO SCHOOL**  
**- FOR PARENTS -**

Dear Parent or Caregiver,

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 10 - 15 minutes to complete. We ask that each family complete only one survey per school year children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

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

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*These first few questions gather some general background information. Answers to all of them will be confidential, and no identifying information will be released.*

- What is the grade of the child who brought home this survey? (K - 8) \_\_\_\_\_ grade
- Is the child who brought home this survey male or female? ☐ MALE ☐ FEMALE
- How many children do you have in Kindergarten through 8<sup>th</sup> grade? \_\_\_\_\_ children
- What is your ZIP Code? (please provide ZIP + 4 if known) \_\_\_\_\_ ZIP code  
*your entry will not show your ZIP +4*
- How far does your child live from school? choose one:  
☐ a. less than 1/4 mile ☐ d. 1 mile up to 2 miles  
☐ b. 1/4 mile up to 1/2 mile ☐ e. More than 2 miles  
☐ c. 1/2 mile up to 1 mile ☐ f. Don't know
- On most days, how does your child arrive at school and leave for home after school? *circle one choice per column*

Arrive at school	Leave for home
a. Walk	a. Walk
b. Bike	b. Bike
c. School Bus	c. School Bus
d. Family vehicle (ride with children from your home)	d. Family vehicle (ride with children from your home)
e. Carpool (ride with children from other families)	e. Carpool (ride with children from other families)
f. Transit (city bus, subway, etc.)	f. Transit (city bus, subway, etc.)
g. Other (university, senior, police station, etc.)	g. Other (university, senior, police station, etc.)

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**SAFE ROUTES TO SCHOOL**  
**STUDENT ARRIVAL AND DEPARTURE TALLY SHEET**

School Name: \_\_\_\_\_ Grade: \_\_\_\_\_ # of students enrolled in class: \_\_\_\_\_

Teacher: \_\_\_\_\_ Monday's Date: \_\_\_\_\_

School's Zip Code: \_\_\_\_\_ (used to identify weather conditions)

Teachers, here are some instructions for using this form:

- Please conduct these counts **each of the five days of the assigned week**.
- Before asking your students to raise their hands to indicate the one answer that is correct for them, read through all potential answers so they will know what the choices are.
- Ask your students as a group the question "How did you arrive at school today?"
- Read each answer and record the number of students that raised their hands for each.
- Follow the same procedure for the question "How do you plan to leave for home after school?"
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in class each day		Step 2. Ask students "How did you arrive at school today?" and "How do you plan to leave for home after school?" record number of hands for each answer							
	Weather (sun, cloudy, or rainy, or snow)	Number of Students (in class when counts made)	Walk	Bike	School Bus	Family Vehicle (ride with children from your family)	Carpool (ride with children from other families)	Transit (city bus, subway, etc.)	Other (university, senior, police station, etc.)
Mon AM									
Mon PM									
Tues AM									
Tues PM									
Wed AM									
Wed PM									
Thurs AM									
Thurs PM									
Fri AM									
Fri PM									

Comments (Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally):

\_\_\_\_\_

\_\_\_\_\_

## Is the program making a difference?



# Barriers to walking and bicycling to school across the nation

- |                        |     |
|------------------------|-----|
| ■ Long distances       | 62% |
| ■ Traffic danger       | 30% |
| ■ Adverse weather      | 19% |
| ■ Fear of crime danger | 12% |

Note: Sum of percentages is more than 100% because respondents could identify more than one barrier.

*(CDC, 2005)*

# Barriers to walking and bicycling to school in Coventry

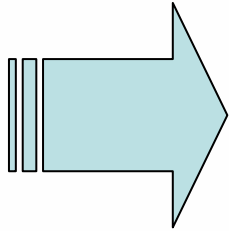
- |                          |     |
|--------------------------|-----|
| ■ Long distances         | 76% |
| ■ Traffic danger         | 47% |
| ■ Lack of sidewalks      | 48% |
| ■ Lack of safe crossings | 34% |

Note: Sum of percentages is more than 100% because respondents could identify more than one barrier.

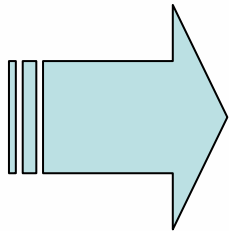
*(Coventry SRTS Parent Survey May 2011)*



# Unintended consequences of less walking and bicycling



**For the environment**



**For individual health**





# Health: Physical inactivity

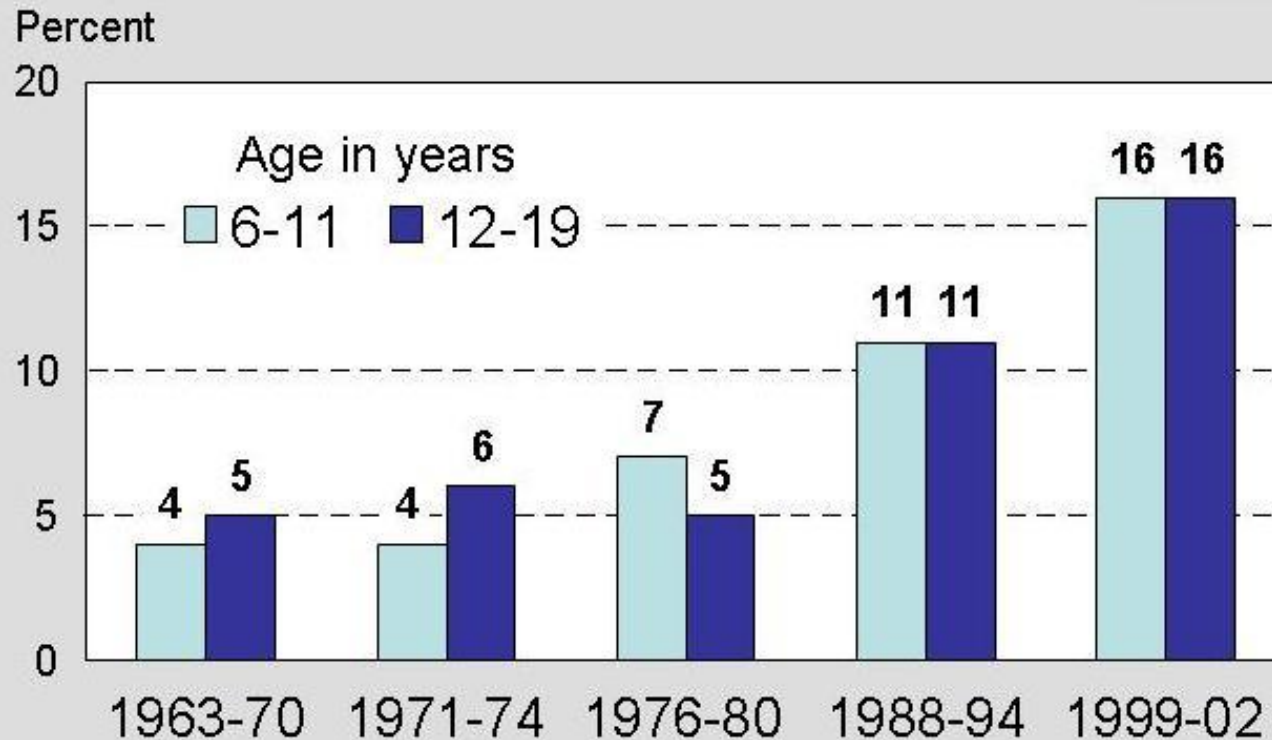


- Most kids aren't getting the physical activity they need
- Recommended 60 minutes on most, preferably all, days of the week

*(US Depts. of Health and Human Services and Agriculture, 2005)*

# Health: U.S. youth overweight rates

## Prevalence of overweight among children and adolescents ages 6-19 years



NOTE: Excludes pregnant women starting with 1971-74. Pregnancy status not available for 1963-65 and 1966-70. Data for 1963-65 are for children 6-11 years of age; data for 1966-70 are for adolescents 12-17 years of age, not 12-19 years.  
SOURCE: CDC/NCHS, NHES and NHANES

*(National Center for Health Statistics)*



# Health: Overweight children have an increased risk of...

- Type 2 Diabetes
- Low self esteem
- Decreased physical functioning
- Obesity in adulthood
- Many other negative emotional & physical effects

*(Institute of Medicine, 2005)*



# Safe Routes to School programs are part of the solution...

Improve  
walking and  
bicycling  
conditions

Increase  
physical  
activity

Decrease air  
pollution

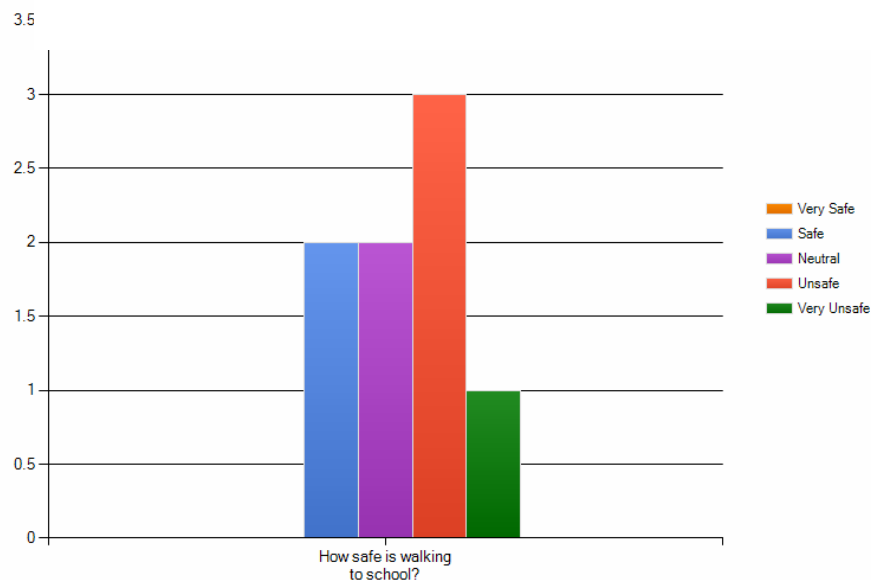


Dallas, TX

# Parents' perception of walking and biking to school: Safety

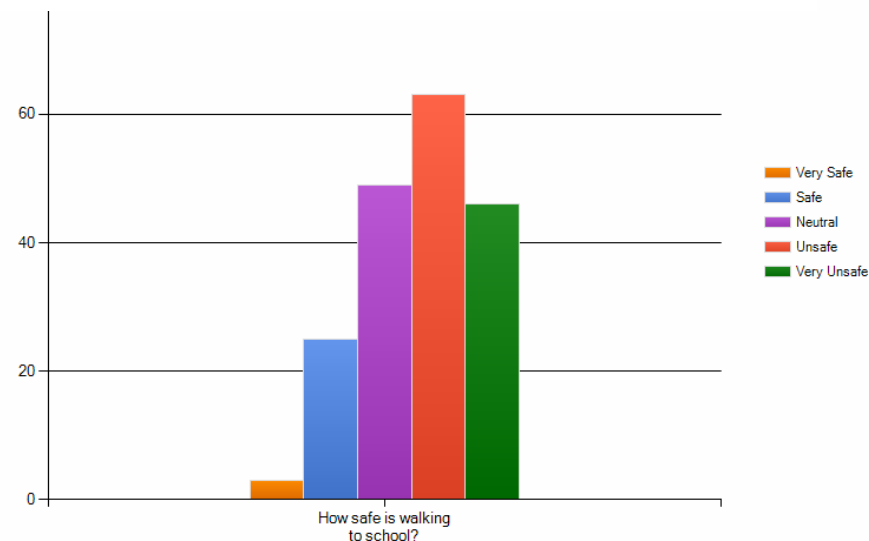
## May 2011 SRTS Parent Survey

Nathan Hale School



n = 8

Robertson School



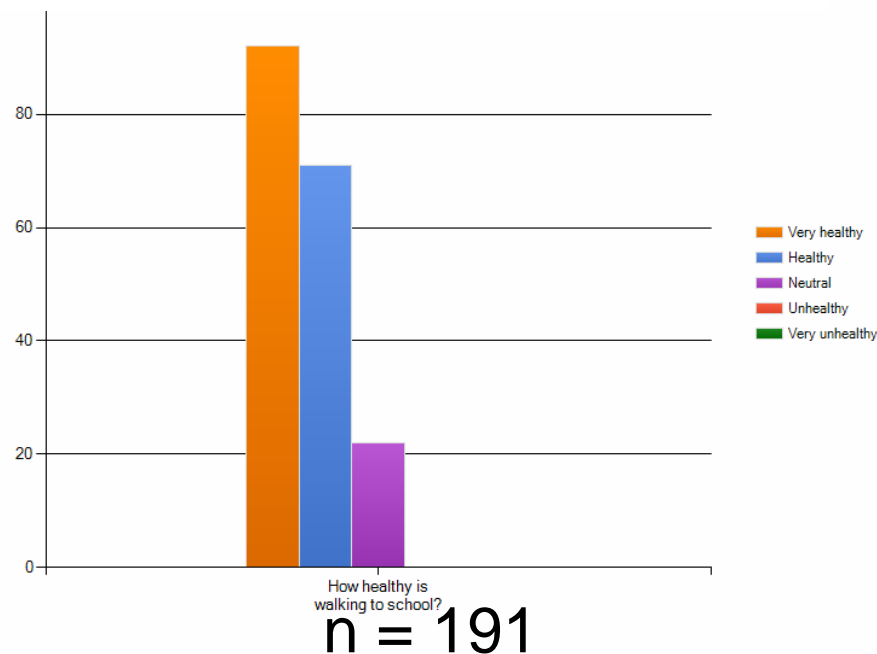
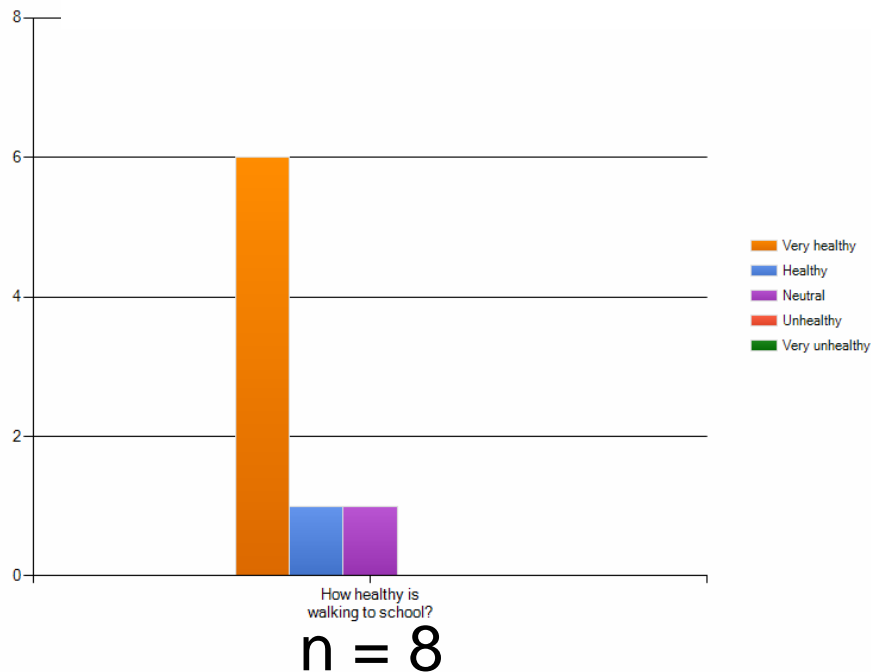
n = 191

# Parents' perception of walking and biking to school: Health

## May 2011 SRTS Parent Survey

Nathan Hale School

Robertson School

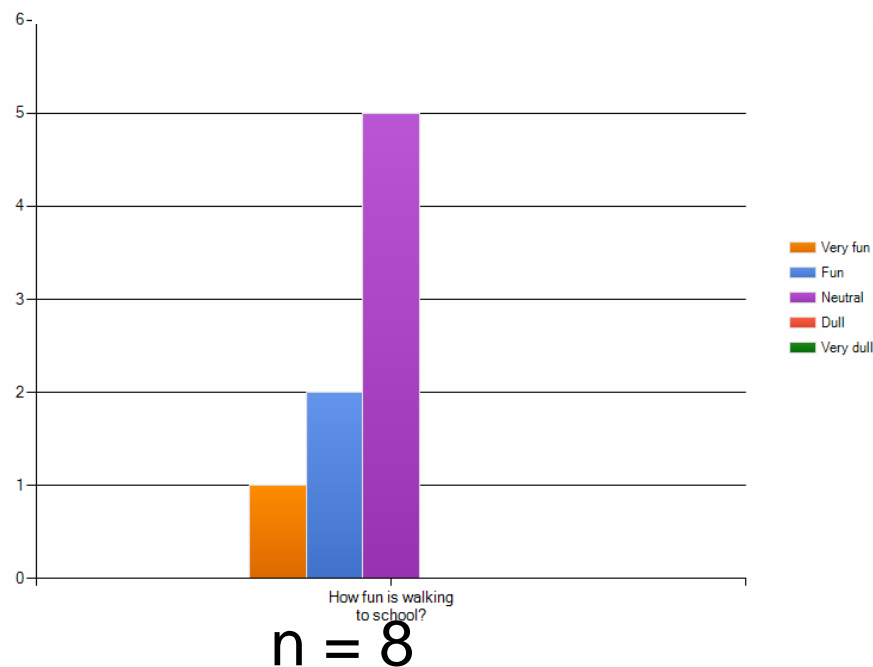




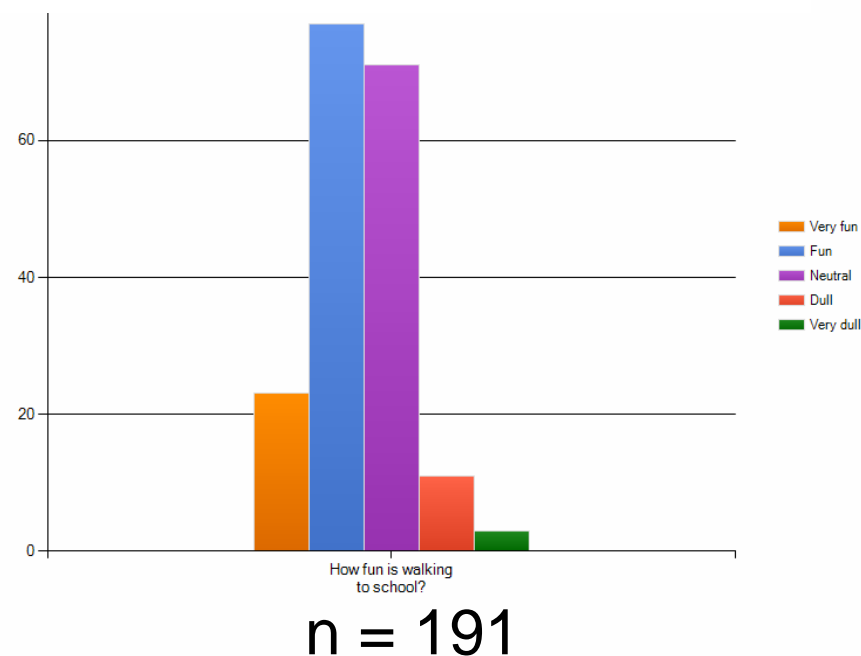
# Parents' perception of walking and biking to school: Fun

## May 2011 SRTS Parent Survey

Nathan Hale School



Robertson School





# Children who walk or bike to school benefit...

- Arrive at school ready to learn
- Increases child's sense of freedom & independence
- Helps establish lifetime habits
- Teaches pedestrian and bicyclist skills
- Contributes to the recommended 60 minutes of physical activity each day



# Coventry issues

- Lack of sidewalks or safe paths
- Heavy or fast automobile traffic
- Difficult crossings







# Possible Solutions: 5 E's

- **Engineering:**  
Infrastructure like sidewalks & crossings
- **Enforcement:**  
Speed limits and rules of the road
- **Education:**  
Safe driving, biking & walking





# Possible Solutions:

- Walking School Train
- Walking Wednesdays
- Crossing Guards
- Traffic Calming
- Pace Car Program



# Walking School Train

**Children from neighborhoods or streets walk together to school, picking up additional walkers along the way.**

- Parents can organize this in their neighborhood, and accompany children to school or to the main street
- Older children can provide the watchful eyes on the route to school
- Families can take turns or tag-team along the way to provide supervision, if needed.

# Walking School Train





# Walking School Train



# Walking School Train



# Walking School Train



# Walking Wednesdays

**Enables all children to experience walking to school through a coordinated effort of the school, bus company, and parents:**

- Children participate only with parental permission
- Busses operate on same schedule, but stop at an established location about ½ mile from school
- School staff meet students at stop and walk with them to the school



# Walking Wednesdays



# Walking Wednesdays



# Walking Wednesdays



# Walking Wednesdays



Dale McCormack



# Crossing Guards



# Crossing Guards



# Traffic Calming



# Traffic Calming



# Traffic Calming





# Traffic Calming



# Cross Walk Markings



# Cross Walk Markings



# Cross Walk Markings



# Cross Walk Signs



MUTCD 2003



# Cross Walk Signs





# Cross Walk Signs



# Neighborhood Pace Car Program

- Participants in the Neighborhood Pace Car Program attach stickers to their cars.
- They help control speeds on neighborhood streets by driving the speed limit.
- The program has a simple premise: obey the law and respect your neighbors.

# Neighborhood Pace Car Program



# Neighborhood Pace Car Program





# For more information

**Ande Bloom M.S., R.D.**

Health Education Program Coordinator

Eastern Highlands Health District

**860.429.3361**

**[blooma@ehhd.org](mailto:blooma@ehhd.org)**