July 2014

Safe Routes to School Audit Report
Fort Braden School

Leon County Public Schools

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Acknowledgements

Renaissance Planning Group and Wendy Grey Land Use Planning, LLC would like to thank the following organizations for their input, guidance, and resources in developing this Safe Routes to School Audit report for Fort Braden School.

Capital Region Transportation Planning Agency (CRTPA)

Safe Routes to School (SRTS) National Partnership

Leon County Public Schools (LCS)

Florida Department of Transportation (FDOT)

Leon County Sheriff's Office (LCSO)

Prepared By:

RENAISSANCE PLANNING GROUP

WENDY GREY LAND USE PLANNING LLC

Chapter 1: Introduction

Project Purpose

The purpose of this Safe Routes to School (SRTS) audit report is to provide recommendations to improve student walking and bicycling rates to and from school. In addition, this report addresses other enhancements to improve the overall travel safety and convenience for students, parents and the school. Improvement recommendations are provided in the following categories: infrastructure, programs, and polices. This SRTS audit includes an array of considerations formulated from a range of research and analytical tools employed to better understand and comprehend the issues and concerns affecting current walking and bicycling rates of student to and from school. This report highlights a summary of students' school travel patterns through in-class student travel surveys, parent self-reported surveys, on-site meetings with school officials, and field reviews.

School Overview

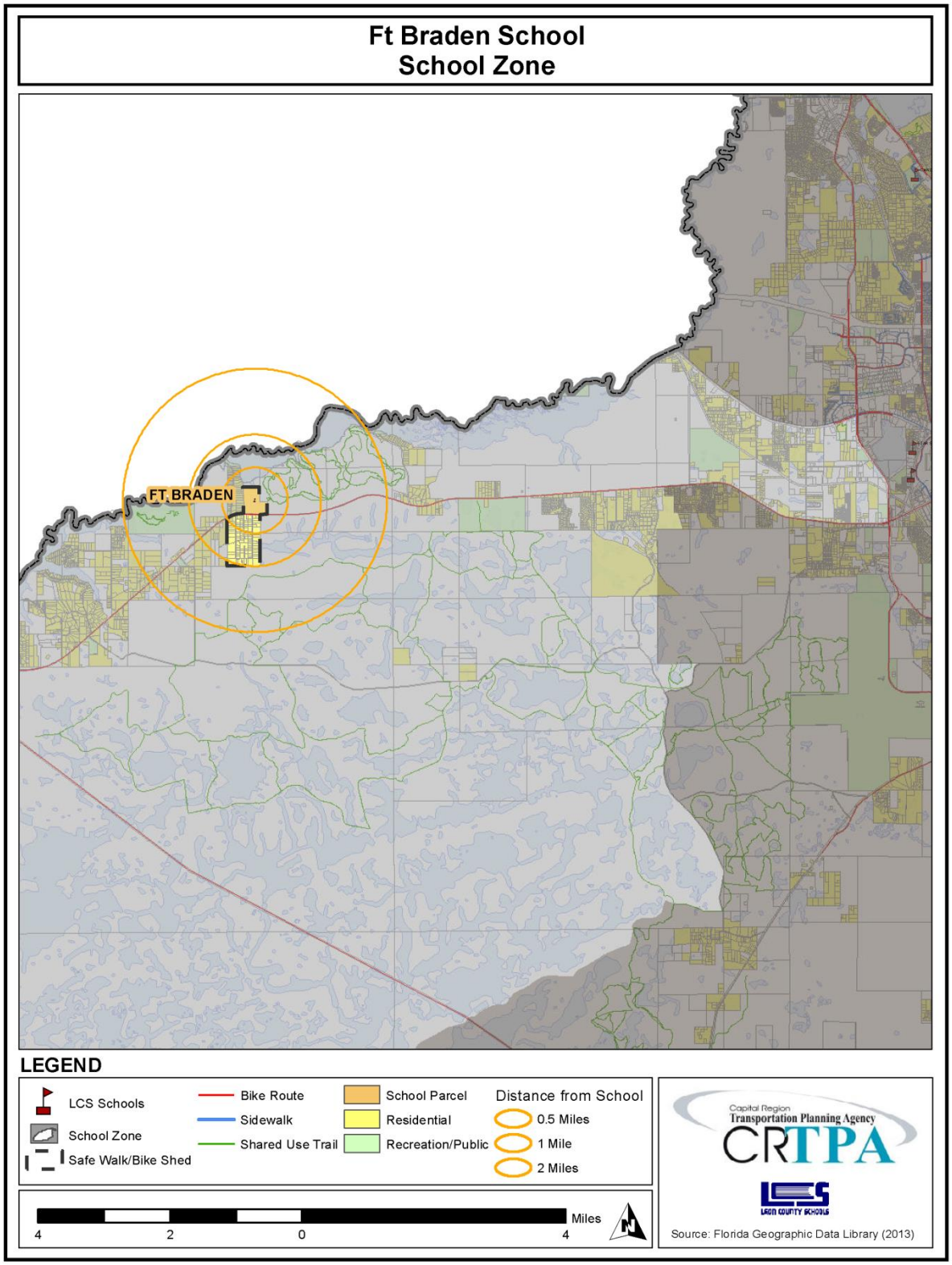
Fort Braden Elementary and Middle School is located at 15100 Blountstown Highway, Tallahassee, 32310 in Leon County, Florida. It is part of the Leon County Public Schools system. The school traces its roots back to as early as 1902 when a one-room school house about one mile east of the current site was constructed. In 1927, the present building was erected. Then, in 1970 additional buildings were added to provide additional classrooms. The school is named after a Tallahassee Belle, the former Virginia Ward, who married Dr. Joseph Braden, a prominent and influential Leon County resident. Regular school hours are from 8:30am to 2:50pm. Before and after school programs are available for students.

The number of students enrolled at the school, for the 2013 school year, was 805. The school has a current capacity for 680 students. The school includes grade levels Kindergarten to 8th grade.

Students attending this school feed into Godby High School.

School Zone

The Fort Braden Elementary and Middle school zone is located in southwestern Leon County. The Apalachicola National Forest covers a significant amount of land within the school zone. Land uses within the school zone are mostly open space with some areas of residential and recreation. Lake Talquin borders the school to the north and separates the school zone from Gadsden County. The Fort Braden school zone encompasses one major roadway. Blountstown Highway (a.k.a. State Road 20) runs mostly east to west just south of the northern border of the school zone. Recreational facilities within the school zone include Fort Braden Community Park, and Lake Talquin State Park.


Ft Braden School
School Zone
FT. BRADEN
LEGEND
LCS Schools
School Zone
Safe Walk/Bike Shed
Bike Route
Sidewalk
Shared Use Trail
School Parcel
Residential
Recreation/Public
Distance from School
0.5 Miles
1 Mile
2 Miles
Miles
4
2
0
4
Capital Region
Transportation Planning Agency
CRTPA
LEON COUNTY SCHOOLS
Source: Florida Geographic Data Library (2013)

Chapter 2: On-Site Meeting and Inventory

Date and Weather Conditions

The on-site inventory meeting was conducted on March 7th, 2013 with temperatures in the mid 50 degrees Fahrenheit.

Highlights and Key Observations of On-Site Meeting

During this visit, Fort Braden School representatives provided insight about students' travel to and from school and discussed what was working, or not working well. The meeting began by discussing current policies, programs, and administration related to students' travel to and from school. Examples of safety education programs discussed include crossing guards, safety patrols, and traffic education. Additionally, before- and after-school programs provided for students were discussed.

It was noted that flashing lights (i.e. school zone warning lights) are located along Blountstown Highway; however, the school's Safety Resource Officer (SRO) commented that the school zone should be extended due to issues with fog and sight lines east-to-west along the roadway. Students are permitted to arrive to school as early as 6:30am and there are after school programs available on campus until 6:00pm.

There is one designated crossing guard at the crosswalk directly in front of the school along Blountstown Highway. Additionally, temporary traffic control devices (i.e. cones and signs) are used in the school bus and automobile pick-up/drop-off zones. School representatives noted that while there are no concerns with crime on campus, there are concerns with crime near bus stops.

Circulation

During a tour of the school, school representatives provided explanations of school circulation patterns as to where and how children were entering and exiting school grounds via walking or bicycle and arriving and departing by automobile or school bus.

The school is located along a major state highway in a rural neighborhood, where there are few residential land uses and streets within a reasonable walking/biking distance. Additionally, a large body of water, north of the school, further limits the amount of residential land uses near campus. As a result, there are a limited number of students that walk or bicycle to/from school, as many must rely heavily on school busing and automobile rides. School representatives estimate that there are only about five walkers, from the residence just south of the school, and no known bicyclists. Walkers and bicyclists can enter campus from two points along Blountstown Highway. There is a restrictive access walk/bike gate directly in front of the school that is locked during regular school hours. The school has one outdoor bicycle parking rack with space for approximately 30 bicycles; however, during the site visit the bike rack appeared rusty and unused.

The single lane school bus drop-off and pick-up zone functions adequately. The zone for arrivals and departures is covered and there are benches for students waiting to depart in the afternoons. Also, the zone leads directly to a walking facility. The 12 morning and afternoon buses have color-coded names to

assist students in more easily identifying their bus. It was noted that all 12 buses arriving and departing the school are mostly full with very few empty seats.

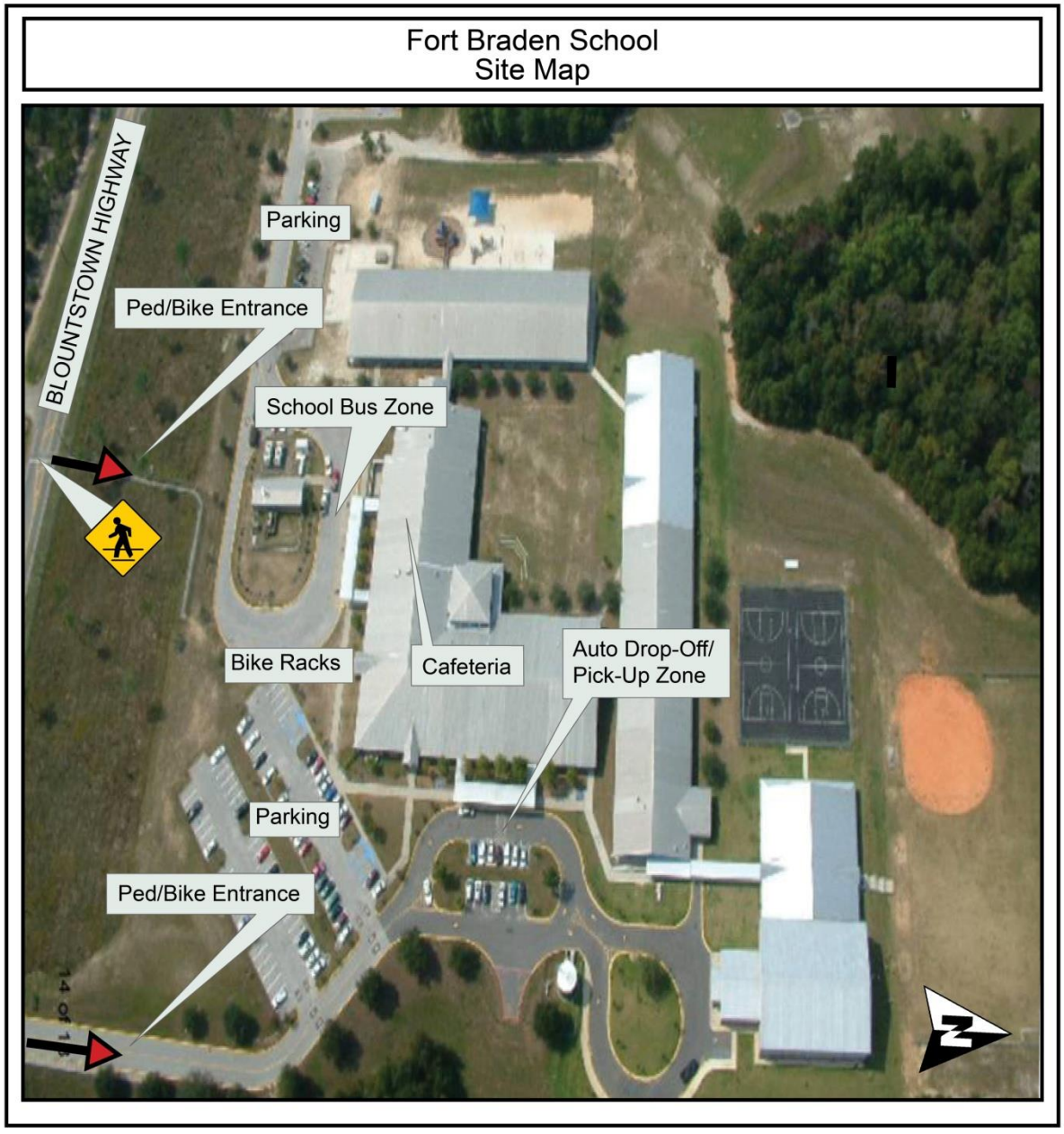
The partially covered parent drop-off and pick-up zone functions adequately to accommodate the volume of automobiles entering and exiting the site. School representatives estimate that approximately 61 vehicles circulate through the zone daily. The zone is supervised and there is direct access to a walking facility; however, it lacks a holding area for students waiting to be picked-up in the afternoons.

Inventory Map

An aerial photograph showing Fort Braden School is located on the following page. As shown in the photo, the school fronts Blountstown Highway. Students can access campus from this street at two different points along Blountstown Highway. Bicycle parking racks are located near the front entrance of the school.

There is a sidewalk/boardwalk present along Blountstown Highway that connects the community park, east of the school, to the east side of the school property where it directly connects to a sidewalk that enters onto campus. Additionally, there is a midblock crosswalk directly in front of the school's main entrance on Blountstown Highway.

The automobile pick-up and drop-off zone is located along the east side of the school. Automobiles both enter and exit the zone from a shared driveway along Blountstown Highway. Parking spaces are located in this area as well. The bus drop-off and pick-up zone is separately located along the front of the school. Buses enter the zone from and exit onto Blountstown Highway. Additional parking spaces are located in this area as well.


Fort Braden School
Site Map
BLOUNTSTOWN HIGHWAY
Parking
Ped/Bike Entrance
School Bus Zone
Bike Racks
Cafeteria
Auto Drop-Off/
Pick-Up Zone
Parking
Ped/Bike Entrance
N

Issues and Opportunities

School-specific issues, opportunities, and impediments concerning the SRTS program were discussed.

Geography is the primary issue with students' ability to walk and bicycle to school. The neighborhood is very rural and includes few residential land uses and streets, making distance from home to school a major barrier. Further out from campus there are natural barriers such as large water bodies and forested areas that restrict the potential area for walking and biking around campus. These kind of external factors are often too difficult to overcome, at least in the short term.

With what opportunities that do exist to increase walking and bicycling, including student safety, consideration should be given to Blountstown Highway. Traffic calming measures should be explored to reduce automobile speeds and increase awareness of children in the area, especially during school commuting times. Additionally, the school should explore extending the school zone limits along Blountstown Highway as suggested by the SRO. School-related and –supportive committees such as the Parent/Teacher Organization (PTO) can be used to help educate parents on the opportunities and benefits to having their children walk or bicycle to school, where such options are feasible. Where options are not feasible, these same groups can help get the word out to parents about alternative forms of transportation such as carpooling.

Chapter 3: Student Travel Survey – Summary of Results

School administrators carried out a school-wide travel survey to evaluate the ways in which students from Kindergarten through 8th Grade traveled to their school from home during a one week period. (A copy of the student travel survey can be found in **Appendix A**.)

Student travel survey results were counted and grouped by grade level. They were analyzed for the school as a whole as well as by grade level groupings of Kindergarten through 2nd Grade, 3rd Grade through 5th Grade, and 6th through 8th Grade, respectively. (A detailed description of the analysis by mode for the three grade level groupings can be found in **Appendix B**.)

The survey indicates that the vast majority of students at Fort Braden School – approximately six out of ten – ride a school bus. The percentage rises slightly for middle school-aged children. The percentage of younger-children is on average with the vast majority while the percentage of older-aged children is slightly lower. Riding in an automobile to school ranked a distant second at approximately 37%. Of those riding in an automobile, the percentage rises slightly for younger and older-aged children. A low percentage of students reported walking or biking to school with less than one percent each. None of the students reported arriving to school in a public bus. (To note, there are no public buses within a reasonable distance to the school.)

SUMMARY OF SCHOOL-WIDE RESULTS

	Walk	Bicycle	Automobile	School Bus	Public Bus
Average Overall	<1 %	<1 %	37 %	62 %	0 %

Chapter 4: Parent Survey – Summary of Results

School administrators carried out a school-wide survey to better understand the neighborhood safety issues and concerns of parents and the factors influencing their decision to allow their children to walk or bicycle to school. (A copy of the parent survey can be found in **Appendix C**.)

Parent survey results were counted and analyzed by grade level groupings of Kindergarten through 2nd Grade and 3rd Grade through 5th Grade, respectively. (A detailed description of the parent surveys for the two grade level groupings can be found in **Appendix D**.)

The surveys of students living within two miles from the school indicate that all of Fort Braden School students ride a school bus or are dropped off by car in the morning, while fewer return home by car in the afternoon. In the afternoon, there are greater percentages of students returning home by school bus, walking, or another mode not described specifically in the survey such as an after-school program van. Overall, a combined total of approximately five percent of students commute to and from school by walking.

With regard to neighborhood safety, the concerns were generally agreed upon by parents from both Kindergarten through 2nd grades and 3rd through 5th grades. Survey respondents overall showed concerns for the behavioral patterns of automobile drivers, generally, in terms of excessive driving speeds, as well as, general transportation concerns and the lack of sidewalks. As for speeding complaints, specific problem locations cited include Highway 20/Blountstown Highway, Williams Landing Road, and Kris Krev Trail.

With regard to factors that might influence their decision to allow their child to walk or bike to school, survey responses indicate that factors such as accompanying children (by themselves/other parents) and having a greater adult presence along routes to school were mutually agreed upon by parents from both Kindergarten through 2nd grades and 3rd through 5th grades.

Chapter 5: Neighborhood Field Review

A neighborhood field review was conducted on March 28th, 2013. The review consisted of an assessment of accessibility, connectivity and safety along neighborhood roadways within proximity to Fort Braden School. On the day of the field review, temperatures were in the 60's degree Fahrenheit. Following the field review, a walk/bike shed area was delineated on a map within the school zone, surrounding the school. This chapter includes a Walk/Bike Shed section describing the approach to defining the area and an associated map for Fort Braden School.

Character of Neighborhood Area

Fort Braden School is located in a very rural neighborhood comprised entirely of single family homes. The street network provides no real connection from the school to areas of interest due to the large size of residential parcels and the dead-end streets. However, the school is connected, via a sidewalk, to the community park adjacent to the school. No other sidewalk or bicycle infrastructure is present along Blountstown Highway. There is an opportunity to connect the school to community resources such as the public library, community center, and community garden located approximately one and a half miles west of school along Blountstown Highway through sidewalks or paths. However, the presence of a large number of trucks on Blountstown Highway could be a barrier to walking and bicycling.

There is one major roadway in the school zone, Blountstown Highway (a.k.a. State Road 20), a two-lane roadway with a posted speed limit of 45mph.

Crash Data

Crash data were collected from the Florida Department of Transportation's (FDOT) State Safety Office for years 2009-2011. Crashes reported include any crashes within Leon County and on any local and major roadways. The data were collected for a typical school year, August 15th to May 30th. Additionally, only bicycle and pedestrian crashes that occurred during typical school commute hours, 7:00am to 9:30am and 1:50pm to 4:20pm, and school days, Monday to Friday, were examined.

There were no bicycle or pedestrian crashes reported within the theoretical two-mile walk/bike radius of Fort Braden School between 2009 and 2011.

Neighborhood Assessment

The overall neighborhood layout surrounding Fort Braden School does not lend itself particularly well to walkability due to its rural nature. A major highway near the school and minimal bicycle and pedestrian infrastructure limit chances of walking and biking to/from the few residences located south and west of the school property. There is an existing sidewalk along Blountstown Highway from the school property to Fort Braden Community Park; however, there is no other bike/ped infrastructure available.

Project-specific recommendations can be found in the Findings and Recommendations chapter of this report.

Walk/Bike Shed

As mentioned previously, a walk/bike shed area was delineated on a map within the school zone, surrounding the school. The Fort Braden School walk/bike shed map is included at the end of this chapter.

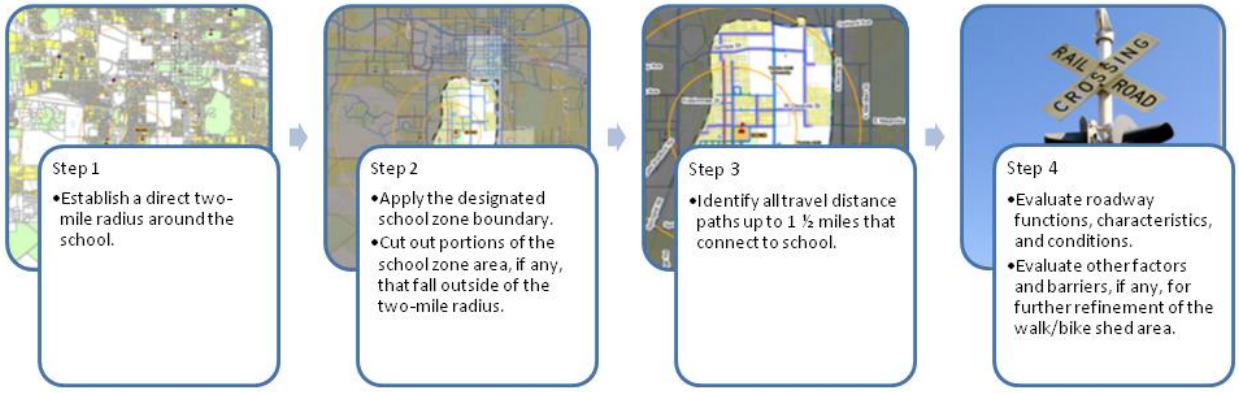
The walk/bike shed area and associated map are not meant to suggest that elementary and middle school students of all ages, maturity level, and experience should commute to and/or from school within the area delineated. Certainly, younger children such as kindergarten students are not expected to walk or bike to school from practically any distance without the accompaniment of either a parent or much older sibling. Also, older elementary-aged children such as 5th graders without the appropriate experience or maturity level will likewise be more limited in their accessibility to school. Therefore, the walk/bike shed map functions more as a guide for parents, school administrators and students to evaluate and identify areas potentially commutable and conducive to walking and bicycling to school. The final decision to walk or bicycle to school is still at the discretion of the parents.

The walk/bike shed for Fort Braden School extends entirely southwest of the school. There are very few residential land uses to the west and no residential land uses to the east and north of the school. These factors combined exclude most of the areas surrounding the school from the walk/bike shed. Blue Board Road, in the neighborhood south of the school, forms the southern limits of the walk/bike shed.

It should be noted that certain improvement recommendations could potentially expand the potential walk/bike shed area, due to improved conditions for walking and bicycling.

Methodology

Many factors were evaluated to ultimately determine the limits of the walk/bike shed area. The general methodology for identifying the shed included the following steps:



Evaluating Roadways

Four types of safety hazards were evaluated pertaining to roadways. They include:

- Sidewalks along roadways
- Roadways without sidewalks
- Roadway crossing points
- Railroad crossing points (along roadways)

Primary hazard conditions include, but are not necessarily limited to factors such as:

- Sidewalk width (where present)
- Separation between the walking/bicycling space and the vehicular travel space
- Intersection control measures for crossing
- Number of rail tracks (for railroad crossings)
- Traffic volume
- Traffic speed
- Roadway geometry
- Length of a hazardous condition present

Multiple factors are no doubt present for each hazard. And no two factors or situations are the same. This makes evaluation as much of an art as a science. Nonetheless, there are certain conditions in and of themselves that are considered decisive limitations to elementary and middle school children walking and/or bicycling to school. Such conditions where walking and/or bicycling are deemed hazardous include the following. It should be noted that only one condition from either table needs to be met for a situation to be deemed hazardous.

Travel Along Roadways				
Sidewalk Type	**Hazardous Conditions**			
	Type of Road	**Posted Speed Limit**	**Peak Hour Traffic**	**Length**
< 2' wide sidewalk OR without sidewalk	All roadways other than local, neighborhood streets	N/A	N/A	Exceeding 0.5 miles in length
</= 3' wide sidewalk OR </= 4' separation from traffic	More than 2 travel lanes	Greater than 35 mph	Greater than 2,000	Exceeding 1 mile in length
> 4' wide sidewalk AND >/= 4' separation from traffic	More than 4 travel lanes	Greater than 45 mph	Greater than 3,500	Exceeding 2 miles in length

Roadway Crossing Points				
Crosswalk Type	**Hazardous Conditions**			
	Type of Road	**Posted Speed Limit**	**Peak Hour Traffic**	**Length**
Unmarked Crosswalk	More than 2 travel lanes	Greater than 25 mph	Greater than 1,500	N/A
Unsignalized Crosswalk				
Marked Crosswalk	Greater than 4 travel lanes	Greater than 40 mph	Greater than 2,000	N/A
Signalized Crosswalk				

Hazardous Walking Conditions, as defined per Florida Statute

Section 1006.23 of the Florida Statutes defines hazardous walking conditions for elementary school-aged students commuting to and from school. While these guidelines are useful, the scope and intent of the State's language are fairly general and broad. The standards are mostly liberally applied to extreme situations. For example, a four-foot wide 'surface sufficient for walking' that is only three feet in distance from the edge of a curb-less roadway with a 55 mph posted speed limit would likely not meet the required criteria, per State Statute, for hazardous walking conditions for elementary-aged students walking to or from school. Most experts would agree that such conditions as described are likely too challenging for elementary students to handle.

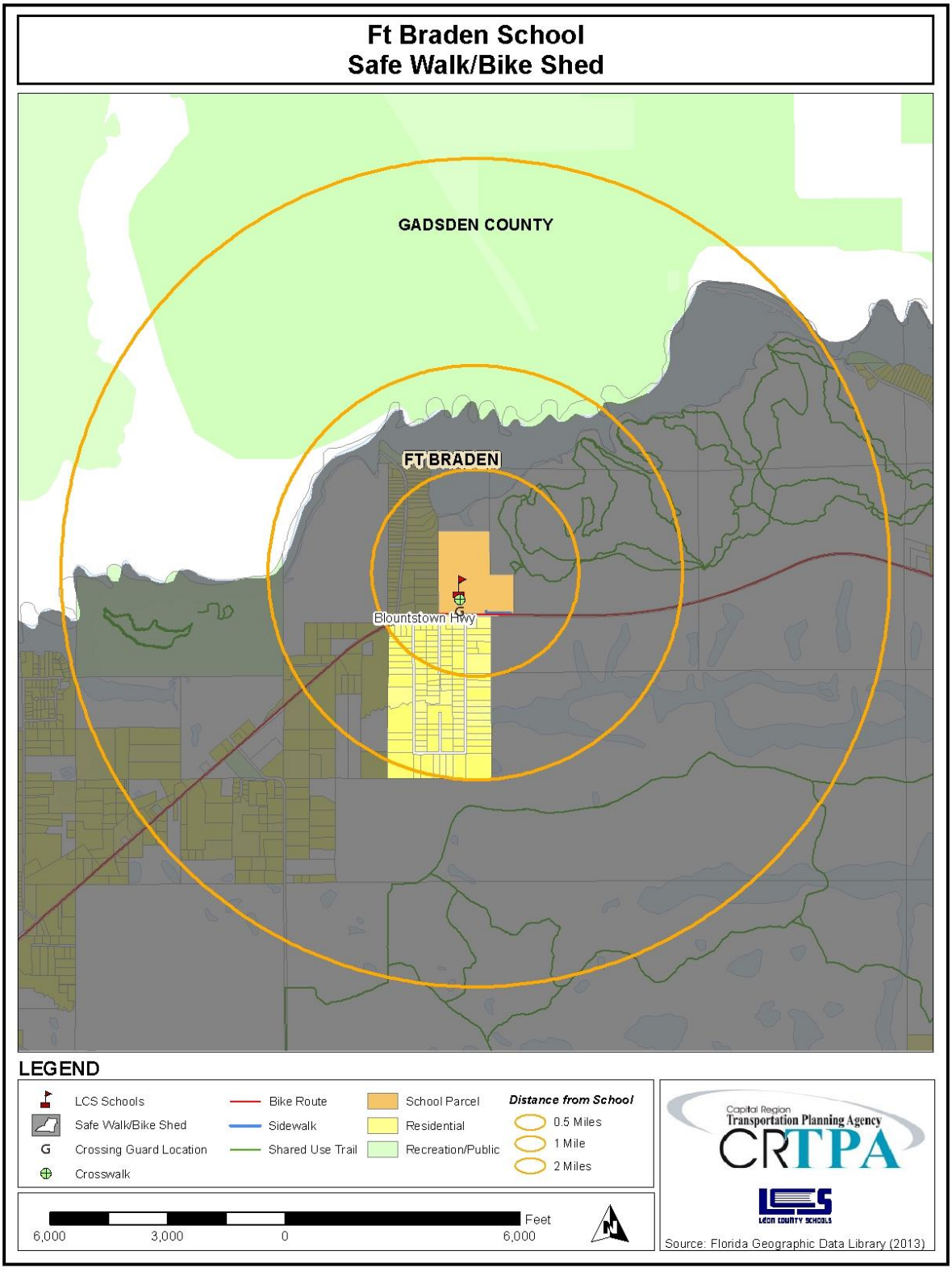
In determining a safe walking and bicycling area, this report applies a methodology and criterion that is more stringent than State standards and more in line with existing studies, research and opinions collected from numerous experts in the fields of pedestrian and bicycle transportation and safe routes to school planning. In addition, this report goes much further than simply identifying sidewalk/pathway

deficiencies; it also considers intersection conditions, pavement markings, signage, and a number of other attributes that can impact safe routes to school.

Evaluating Other Factors and Barriers

In addition to that identified above, information collected from the field review, anecdotal comments from parent surveys, discussions with school administrators and staff, and general research findings were applied to determine the ultimate walk/bike shed area commuting limits for the school. Such additional information evaluated included the following:

- Barriers such as water bodies and high-speed, restricted access highways
- Historic travel accident patterns
- Poor quality pedestrian infrastructure along routes
- Pathways of excessive length through nonresidential areas as well as excessive intersecting vehicular access drives


Ft Braden School
Safe Walk/Bike Shed
GADSDEN COUNTY
FT BRADEN
Blountstown Hwy
LEGEND
LCS Schools
Safe Walk/Bike Shed
Crossing Guard Location
Crosswalk
Bike Route
Sidewalk
Shared Use Trail
School Parcel
Residential
Recreation/Public
Distance from School
0.5 Miles
1 Mile
2 Miles
Feet
6,000
3,000
0
6,000
Capital Region
Transportation Planning Agency
CRTPA
LEON COUNTY SCHOOLS
Source: Florida Geographic Data Library (2013)

Chapter 6: Findings and Recommendations

Walking and bicycling to Fort Braden School can be difficult due to the lack of bicycle/pedestrian connections near the few residential land uses west and south of the school. However, there are infrastructure recommendations that would provide much benefit toward improving the existing conditions. For those requiring automobile access to school, the existing automobile zone functions adequately to accommodate the amount of vehicles using the zone during school commuting hours. Additional policy and programmatic recommendations that might help to increase safe walking and bicycling to and from school are also included for the school's consideration.

Infrastructure Improvements

The following recommendations supplement the current walk/bike shed area as delineated on the map, addressing infrastructure needs and improvements that would enhance walking and bicycling safety and convenience to and from Fort Braden School. They include both on- and off-site improvements as follows:

Fort Braden School On- and Off-Site Recommendations

	Improvement: On-Site	Location	From	To	Geography	Direction	Length	Comments
A1	New Sidewalk	Front entrance of school	Ped/Bike Gate	Sidewalk near east parking lot	East side of school bus zone	W-E, S-N	approx 160 ft	
A2	Improve bicycle rack location conditions	Front entrance of school	N/A	N/A	East side of school bus zone	N/A	N/A	

	Improvement: Off-Site	Location	From	To	Geography	Direction	Length	Comments
B1	New Sidewalk	Blountstown Hwy*	Merry Robin Road	Sir Richard Road	South side of Blountstown Hwy	E-W	approx 1,300 ft	Connect to existing crosswalk
B2	New Pedestrian Warning Lights	Blountstown Hwy*	N/A	N/A	North and south Blountstown Hwy	N/A	N/A	At existing crosswalk
B3	Expand the School Zone - Warning Lights with Signage	Blountstown Hwy*	N/A	N/A	N/A	N/A	N/A	East of Fort Braden Community Park; West of Sir Richard Road
B4	Move Existing School Zone Warning Mark/Sign	Blountstown Hwy*	N/A	N/A	East of Julow Lane	N/A	N/A	Currently, located near Patchwork Place
B5	Speed Enforcement Device	Blountstown Hwy*	N/A	N/A	South side of Blountstown Hwy	Eastbound traffic	N/A	
B6	New sidewalk	Blountstown Hwy*	Williams Landing Road	Existing sidewalk east of campus	North side of Blountstown Hwy	W-E	approx. 1,818 ft	
B7	Raised Medians	Blountstown Hwy*	Length of School Zone		Center of roadway	E-W	N/A	

*Improvements recommended on Blountstown Highway will require input, approval, and funding from FDOT.

The table, above, corresponds to an infrastructure recommendations map on the following page.

On-Site Recommendations

A1) Add a new sidewalk from the existing pedestrian/bike gate sidewalk to the existing sidewalk near the east parking lot

A2) Improve the conditions of the bicycle rack area to make it more functional and appealing to students. The current bicycle rack appears rusted and the area is unmaintained. The area does nothing to encourage utilization by students.

Off-Site Recommendations

B1) Add a new sidewalk on the south side of Blountstown Highway from the existing crosswalk at Merry Robin Road west to Sir Richard Road. Currently, there is no sidewalk infrastructure available on the south side of the crosswalk leaving children to walk on dirt paths.

B2) Add new pedestrian crossing warning lights on Blountstown Highway, north and south of the existing crosswalk to allow motorists more notice of pedestrians/bicyclists trying to cross the road

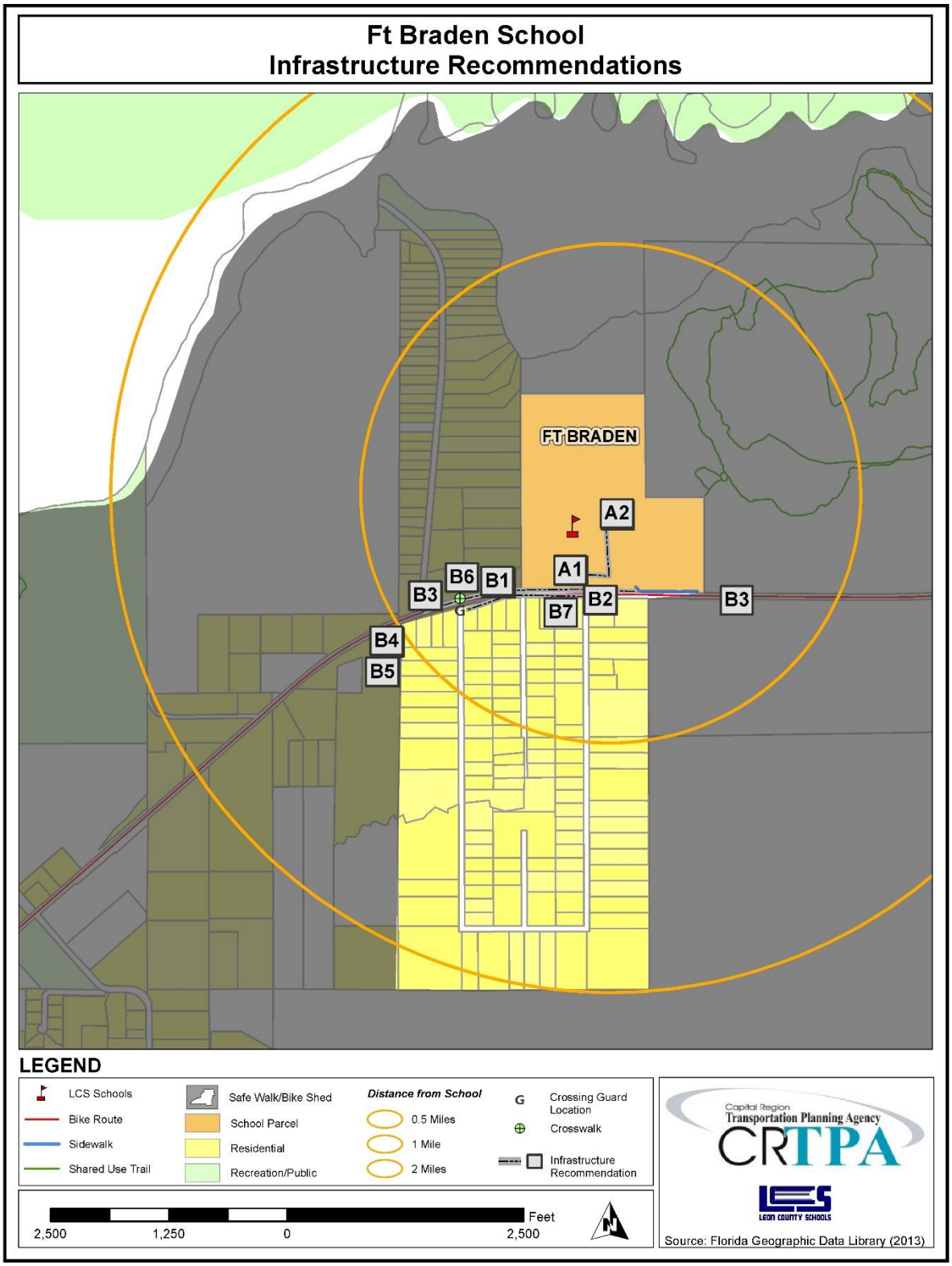
B3) Expand the school zone westward of Sir Richard Road and eastward of Fort Braden Community Park along with adding standard/typical school signage with speed limit and flashing lights on both east and west approaches. Additionally, move the E-W bound 'School Zone end' signs out to the actual limits of the expanded school zone.

B4) Move existing school zone warning pavement mark and sign on Blountstown Highway from near Patchwork Place to west of Julow Lane. This will allow motorists more time to adequately respond to the approaching a school zone prior to entering the curve in the road.

B5) Install a speed enforcement device on the south side of Blountstown Highway near the school speed zone limit sign. The speed enforcement device will help increase driver's awareness of the school zone and children in the area during school commuting hours.

B6) Add a new sidewalk on the north side of Blountstown Highway from Williams Landing Road to the existing sidewalk just east of the campus. This infrastructure improvement would almost double the existing walk/bike shed.

B7) Replace striped center medians along Blountstown Highway with raised medians for the length of the Fort Braden school zone.


Ft Braden School
Infrastructure Recommendations
FT BRADEN
A1
A2
B1
B2
B3
B3
B4
B5
B6
B7
LEGEND
LCS Schools
Bike Route
Sidewalk
Shared Use Trail
Safe Walk/Bike Shed
School Parcel
Residential
Recreation/Public
Distance from School
0.5 Miles
1 Mile
2 Miles
Crossing Guard Location
Crosswalk
Infrastructure Recommendation
Feet
2,500
1,250
0
2,500
Capital Region Transportation Planning Agency
CRTPA
LEON COUNTY SCHOOLS
Source: Florida Geographic Data Library (2013)

Programs

C1) Walk and bicycle encouragement literature – Send home literature to parents, as well as make it available on the school website, about the benefits of children walking and bicycling to school. Information and statistics from the National Safe Routes to School organization can be used to highlight health and safety benefits. The literature provided to parents should highlight some specific examples of how parents and the community can make walking and bicycling to school safe and fun. Examples of programs to promote walking and bicycling include encouraging parents to coordinate with other parents to establish walking and bicycling groups (i.e. buddy programs and walking school buses) to help ease safety concerns; participating in Walk/Bike to School Days; creating a mileage club where students or entire classrooms keep track of how much they walk or bike to school to compete for prizes or certificates; and encouraging families who normally drive to school to look for ways to safely and legally park in a parking lot, such as the Fort Braden Community Park lot, away from school, but within walking distance, and then walk to school from the lot.

C2) Bicycle safety and accessibility workshop – Organize and hold a workshop or a bike rodeo that demonstrates bicycle safety topics, catered to younger children, such as bicycle hand signals, how to properly wear a bicycle helmet, and properly obeying traffic signs/signals. Parents and students should be reminded that under Florida Law, anyone under the age of 16 must wear a bicycle helmet. An on-campus bicycle obstacle course that covers skills such as avoiding obstacles, balancing at slow speeds, turning, and making emergency stops can be very helpful for young riders. Additionally, a group bicycle ride, through the neighborhood surrounding the school, can be a safe and fun way to get children more comfortable with their built environment and any obstacles they may encounter en route to school. Local community groups, as well as, Leon County Sheriff's Office, and Leon County Public Schools may be willing to donate time and/ or supplies such as bikes, helmets, and locks for workshops and rodeos if contacted.

C3) Student Carpool Program – Due to the rural-nature of the school, not all students live within a safe, walkable/bikeable distance to school. As such, many of these students rely on automobile rides. It would be beneficial for staff and parents of students to organize a carpool amongst the students to reduce the amount of automobiles arriving/departing to/from the school daily.

Policies

D1) Bike check and security – (In conjunction with **On-Site Recommendation A2**) School policies to encourage bicycle riding could include having a school official or parent volunteer at the bike rack in the morning and afternoon to check-in and check-out students parking their bikes. The adult assigned to handle check-in and check-out will assist with locking the bike in the morning and will unlock the bike for the students in the afternoon. The school should consider investing in basic, school-owned bike locks that can be applied when students check-in. By having locks available at school, students do not need to remember to bring one each day. Basic locks can be purchased fairly cheap.

Planning-Level Cost Estimates

Planning-level cost estimates are included in the table, below. They are intended to be used as a guide. Specific, detailed cost estimates for individual projects will require closer assessment of project conditions and constructability at the time of improvement.

General Unit Cost Estimates[1]

Item	Assumptions	Unit	Average Unit Cost ($)
sidewalk	concrete sidewalk (5' wide)	linear foot	32
sidewalk	concrete sidewalk + curb (5' wide)	linear foot	150
shared-use path	multi-use trail – paved (at least 8' wide)	mile	481,140
shared-use path	multi-use trail – unpaved (at least 8' wide)	mile	121,390
pavement symbol	pedestrian crossing	Each	360
pavement symbol	shared lane/bicycle marking	each	180
pavement symbol	school crossing	each	470
paved shoulder	asphalt material	square foot	5.56
crosswalk	high visibility crosswalk (ladder or zebra striping)	each	2,540
crosswalk	standard parallel lines crosswalk	each	770
signage	bike route sign	each	160
signage	stop/yield sign	each	300
signage	no turn on red (standard metal sign)	each	220
signage	no turn on red (electronic sign)	each	3,200
signage	trail regulation sign	each	160
flashing beacon	standard beacon (system + labor/materials)	each	10,010
flashing beacon	rectangular rapid flashing beacon (system + labor/materials)	each	22,250
ped hybrid beacon	high intensity activated crosswalk (HAWK) signal	each	57,680
ped/bike detection	push button	each	350
signal	audible pedestrian signal	each	800
signal	countdown timer module	each	740

[1] Bushell, M. A., Poole, B. W., Zegeer, C. V., & Rodriuez, D. A. (2013). *Costs for Pedestrian and Bicyclist Infrastructure Improvements: A Resource for Researchers, Engineers, Planners, and the General Public.* Federal Highway Administration.

Chapter 7: Conclusion

Currently, Fort Braden School does not have high walking and bicycling commuting rates for students. Overall, less than one percent of students commute to and from school by walking; likewise, less than one percent of students bicycle to and from school. There appears to be two primary reasons. First, the school is located in a rural neighborhood and the area surrounded the school includes large water bodies and forested area, further limiting opportunities for housing in the area. As a result, there are a limited number of students that walk or bicycle to/from school, as many must rely heavily on school busing and automobile rides. This is more of a system-wide transportation and geography issue outside the purview of this analysis. However, the issue could be further explored during any future school district boundary change considerations.

The second reason for low walking and bicycling rates to school was revealed from information garnered from the parent survey results as well as meetings with school representatives. Overall, when it comes to allowing their children to walk or bicycle to school, parents primarily expressed concerns for speeding vehicles and the lack of sidewalks in the area. However, parents indicated that the presence of adults along routes to school during school commuting hours was a factor that might influence their decision to allow their children to walk or bicycle to school.

For those students within a relatively safe walking and bicycling distance to school, opportunities to improve student walking and bicycling rates are rooted primarily in infrastructure improvements such as sidewalks and warning lights. Additionally, informational and educational programmatic solutions as well as policies that encourage walking and bicycle commuting have been provided. For students who will continue to commute by automobile as well as those outside of a safe walking and bicycling distance, a policy suggesting the opportunity to carpool amongst students has been provided.

While Fort Braden School has a sizeable student population outside of a safe, reasonable walking and bicycling distance, there are measures for which the school can take that will help to improve walking and bicycling safety and increase non-motorized commuting rates for those that do live near the school.

Appendices

Appendix A: Student Travel Survey

Leon County Schools

STUDENT TRAVEL SURVEY

NAME OF SCHOOL: _____

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

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

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

Day of Week	Number of Students						
	Question 1	Question 2a/b		Question 3a/b		Question 4	Question 5
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							

TEACHER'S NAME: _____ GRADE: _____

DATE: _____ NUMBER OF STUDENTS IN CLASS TODAY:_____

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

Note to Principals:
Please reproduce and distribute this form to all homeroom or 1st period teachers at your school. It is important that **all classes are surveyed on the same day**. Project consultants will collect all survey forms the following week. THANK YOU.

Capital Region Transportation Planning Agency

Appendix B: Student Travel Survey – Detailed Analysis

The survey consisted of a one-page sheet with a script of questions for homeroom teachers to read to students as they took morning attendance. Surveys were conducted each morning during a typical week of the school year for a total of five straight days, Monday to Friday. The script prompted teachers to ask and record the number of children in their class that came to school by walking, bicycling, car, school bus, or city bus. The student travel survey was conducted in February, 2013. Thirty-seven classrooms participated in the survey for a total of 645 student responses recorded. In a few instances, surveys were conducted within overlapping multiple grade level classrooms. Those instances are noted where relevant to the data results. Student travel surveys for Grades Kindergarten through 5th do not include data for Day 5 of the week. Additionally, student travel surveys for Grades 6th -8th include very few with data for Day 5 of the week.

SUMMARY OF STUDENT TRAVEL SURVEY POPULATION

Total Number of Participating Classrooms	37
Total Students Surveyed (K-8th)	645
Total K-2nd Students Surveyed	208
Total 3rd-5th Students Surveyed	233
Total 6th-8th Students Surveyed	204

Walking and Bicycling

Students were first asked if they walked to school. Then students were asked if they rode a bicycle to school. Students that rode their bike to school were further asked if they wore a bicycle helmet.

Walking and Bicycling School-Wide Travel Patterns

The school-wide student travel surveys indicate that the walk-to-school average for the week ranged from <1% to 1%, with an overall average of less than one percent. Overall, the bike-to-school average for the week ranged from 0% to 1%, with an overall average of less than one percent. Of the students that bike to school, an overall average of 0% wore a bicycle helmet. In total, the combined walk-bike average for the week ranged from <1% to 1%, with an overall average of 1%.

SUMMARY OF WALKING AND BICYCLE SCHOOL-WIDE TRAVEL PATTERNS

	Walk	Bicycle	Helmet Use	Total Walk + Bike
Average Overall	<1 %	<1 %	0 %	1 %
Highest Day	1 %	1 %	0 %	1 %
Lowest Day	<1 %	0 %	0 %	<1 %

Walking and Bicycling Travel Patterns of Younger-Aged Children (K – 2nd Grade)

The younger-aged (K-2nd) children student travel surveys indicate that none of the students surveyed reported either walking or biking to school.

SUMMARY OF YOUNGER-AGED CHILDREN WALKING AND BICYCLE TRAVEL PATTERNS (K-2nd)

	Walk	Bicycle	Helmet Use	Total Walk + Bike
Average Overall	0 %	0 %	N/A	0 %
Highest Day	0 %	0 %	N/A	0 %
Lowest Day	0 %	0 %	N/A	0 %

Walking and Bicycling Travel Patterns of Older-Aged Children (3rd – 5th Grade)

The older-aged (3rd-5th) children student travel surveys indicate that the walk-to-school average for the week ranged from 0% to <1%, with an overall average of less than one percent. None of the students surveyed reported biking to school. In total, the combined walk-bike average for the week ranged from 0% to <1%, with an overall average of less than one percent.

SUMMARY OF OLDER-AGED CHILDREN WALKING AND BICYCLE TRAVEL PATTERNS (3rd-5th)

	Walk	Bicycle	Helmet Use	Total Walk + Bike
Average Overall	<1 %	0 %	N/A	<1 %
Highest Day	<1 %	0 %	N/A	<1 %
Lowest Day	0 %	0 %	N/A	0 %

Walking and Bicycling Travel Patterns of Middle School-Aged Children (6th – 8th Grade)

The middle school-aged (6th-8th) children student travel surveys indicate that the walk-to-school average for the week ranged from 0% to 2%, with an overall average of 1%. Overall, the bike-to-school average for the week ranged from 0% to 2%, with an overall average of 1%. Of the students that bike to school, an overall average of 0% wore a bicycle helmet. In total, the combined walk-bike average for the week ranged from 0% to 4%, with an overall average of 2%.

SUMMARY OF MIDDLE SCHOOL CHILDREN WALKING AND BICYCLE TRAVEL PATTERNS (6th-8th)

	Walk	Bicycle	Helmet Use	Total Walk + Bike
Average Overall	1 %	1 %	0 %	2 %
Highest Day	2 %	2 %	0 %	4 %
Lowest Day	0 %	0 %	0 %	0 %

Bus and Automobile Drop-Off

Students were asked if they arrived to school by automobile, with either their parents or someone else. Students that arrived by automobile to school were further asked if they had wore their seat belt. Additionally, students were asked if they arrived to school by bus, including either Leon County School buses or Star Metro public transit buses.

Bus and Automobile School-Wide Travel Patterns

The school-wide travel surveys indicate that the automobile-to-school average for the week ranged from 37% to 38%, with an overall average of 37%. Of the students that ride to school in an automobile, an overall average of 86% wore a seatbelt. Overall, the school bus-to-school average for the week ranged from 61% to 63%, with an overall average of 62%. None of the students surveyed reported riding a public bus to school. (To note, there are no public buses within a reasonable distance to the school.)

SUMMARY OF BUS AND AUTOMOBILE DROP-OFF SCHOOL-WIDE TRAVEL PATTERNS

	Automobile	Seat Belt	School Bus	Public Bus
Average Overall	37 %	86 %	62 %	0 %
Highest Day	38 %	89 %	63 %	0 %
Lowest Day	37 %	82 %	61 %	0 %

Bus and Automobile Travel Patterns of Younger-Aged Children (K – 2nd Grade)

The younger-aged (K-2nd) children student travel surveys indicate that the automobile-to-school average for the week ranged from 38% to 39%, with an overall average of 38%. Of the students that ride to

school in an automobile, an overall average of 81% wore a seatbelt. Overall, the school bus-to-school average for the week ranged from 61% to 62%, with an overall average of 62%. None of the students surveyed reported riding a public bus to school.

SUMMARY OF YOUNGER-AGED CHILDREN BUS & AUTOMOBILE DROP-OFF TRAVEL PATTERNS (K-2nd)

	Automobile	Seat Belt	School Bus	Public Bus
Average Overall	38 %	81 %	62 %	0 %
Highest Day	39 %	84 %	62 %	0 %
Lowest Day	38 %	75 %	61 %	0 %

Bus and Automobile Travel Patterns of Older Children (3rd – 5th Grade)

The older-aged (3rd-5th) children student travel surveys indicate that the automobile-to-school average for the week ranged from 42% to 46%, with an overall average of 44%. Of the students that ride to school in an automobile, an overall average of 88% wore a seatbelt. Overall, the school bus-to-school average for the week ranged from 54% to 57%, with an overall average of 55%. None of the students surveyed reported riding a public bus to school.

SUMMARY OF OLDER-AGED CHILDREN BUS & AUTOMOBILE DROP-OFF TRAVEL PATTERNS (3rd-5th)

	Automobile	Seat Belt	School Bus	Public Bus
Average Overall	44 %	88 %	55 %	0 %
Highest Day	46 %	92 %	57 %	0 %
Lowest Day	42 %	81 %	54 %	0 %

Bus and Automobile Travel Patterns of Middle School-Aged Children (6th – 8th Grade)

The middle school-aged (6th-8th) children student travel surveys indicate that the automobile-to-school average for the week range from 29% to 31%, with an overall average of 29%. Of the students that ride to school in an automobile, an overall average of 89% wore a seatbelt. Overall, the school bus-to-school average for the week ranged from 66% to 69%, with an overall average of 69%. None of the students surveyed reported riding a public bus to school.

SUMMARY OF MIDDLE SCHOOL CHILDREN BUS & AUTOMOBILE DROP-OFF TRAVEL PATTERNS (6th-8th)

	Automobile	Seat Belt	School Bus	Public Bus
Average Overall	29 %	89 %	69 %	0 %
Highest Day	31 %	91 %	69 %	0 %
Lowest Day	29 %	88 %	66 %	0 %

Appendix C: Parent Survey

Leon County Schools

PARENT SURVEY

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

1. Please provide the sex, age and grade of your child:

Sex: Male Female
Age: _____
Grade: _____

2. Approximately how far do you live from your child's school? *(circle closest answer):*

1. 1/2 mile or less
2. 1/2 mile to 1 mile
3. between 1 and 2 miles
4. over 2 miles

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

3. How does your child usually go to and from school: (*place a check on the appropriate line*)

	In the morning?	In the afternoon?
a. School bus	_____	_____
b. Car	_____	_____
c. Walk	_____	_____
d. Bicycle	_____	_____
e. City bus	_____	_____
f. Other (please explain)	_____	_____

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

_____
_____
_____

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5. Which of the following factors would influence your decision to allow your child to walk or bicycle to school. On a scale of 1 to 5 (1= not important to 5= very important), please rate each statement's importance as it applies to your child. If the statement does not apply, circle "NA".

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

_____

_____

_____

_____

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Appendix D: Parent Survey – Detailed Analysis

The survey consisted of a one-page double-sided sheet of paper with five questions for parents to answer. Survey copies were sent home with students early in the week. They were instructed to deliver the survey to their parents (or guardians), asking them to complete the survey and send it back with their children by the end of the week.

Parents were first asked general demographic questions pertaining to the sex and age of their child, as well as grade level. Then, parents were asked approximately how far they lived from their child's school. Families living over two miles from school were instructed to return the survey without completing the remainder of questions pertaining to walking and bicycling to school. Those claiming to reside within two miles were asked, next, how their child typically gets to and from school (for morning and afternoon, respectively). Then, they were asked to identify any safety problems of concern in their neighborhood. Finally, parents were asked to consider a range of safety and convenience factors, and how each factor might influence their decision to allow their child to walk or bike to school.

The parent surveys were conducted during the winter/spring semester of 2013. There were 135 parent surveys returned. Of those, 21 (16%) claimed to reside within the theoretical two-mile walk/bike radius of the school. Surveys from families residing within the theoretical two-mile walk/bike radius were split nearly 60/40 by grade level grouping, with 13 students representing Kindergarten through 2nd Grade, and 8 students representing 3rd Grade through 5th Grade.

SUMMARY OF PARENT SURVEY PARTICIPATION

Total Enrollment	603
Total Number of Parent Surveys	135
Total Number within 2 Miles (K-2nd Grade)	13
Total Number within 2 Miles (3rd-5th Grades)[2]	8
Percentage of Surveys within 2 Miles	16 %

Commuting to/from School

Parents were asked how their child usually traveled to and from school, in the morning and afternoon. Choices of travel modes included: school bus, car, walk, bicycle, public bus, and other (where they were asked to explain).

[2] Includes two 8th grade parent surveys

SUMMARY OF SCHOOL-WIDE COMMUTING RESULTS

Morning	Average Overall
School Bus	57 %
Car	43 %
Walk	0 %
Bicycle	0 %
Public Bus	0 %
Other	0 %
Afternoon	
School Bus	62 %
Car	29 %
Walk	5 %
Other	5 %
Bicycle	0 %
Public Bus	0 %

Commuting Patterns of Younger-Aged Children (K – 2nd Grade)

The surveys of parents of younger-aged (K-2nd grade) indicate that the car-to-school average for a typical week is 54% in the morning and decreases to 46% in the afternoon. The school bus-to-school average for a typical week is 46% in both the morning and afternoon. None of the students use an alternative commute mode in the morning, while 8% use an alternative commute mode in the afternoon. None of the students walk, bike, or ride a public bus in the morning or afternoon.

COMMUTING PATTERNS OF YOUNGER-AGED CHILDREN (K-2nd)

Morning	Average Overall
Car	54 %
School Bus	46 %
Walk	0 %
Bicycle	0 %
Public Bus	0 %
Other	0 %
Afternoon	
Car	46 %
School Bus	46 %
Other	8 %
Walk	0 %
Bicycle	0 %
Public Bus	0 %

Commuting Patterns of Older-Aged Children (3rd – 5th Grade)

The surveys of parents of older-aged (3rd-5th grade) indicate that the school bus-to-school average for a typical week is 75% in the morning and increases to 88% in the afternoon. The car-to-school average for a typical week is 25% in the morning and decreases to 0% in the afternoon. None of the students walk to school in the morning. However, 13% of students walk in the afternoon. None of the students ride a bike, a public bus, or use an alternative commute mode in the morning or afternoon.

COMMUTING PATTERNS OF OLDER-AGED CHILDREN (3rd-5th)[3]

Morning	**Average Overall**
School Bus	75 %
Car	25 %
Walk	0 %
Bicycle	0 %
Public Bus	0 %
Other	0 %
Afternoon	
School Bus	88 %
Walk	13 %
Car	0 %
Bicycle	0 %
Other	0 %
Public Bus	0 %

Neighborhood Safety Concerns

Parents were asked to identify specific safety problems of concern in their neighborhood or around their child's school including problems such as broken sidewalks, crime areas, high speed vehicles, etc.). They were also asked to indicate specific street locations, where possible. Parents provided answers anecdotally. Summaries of the top neighborhood safety concerns are provided. The table below includes the top neighborhood safety concerns expressed by survey respondents.

SUMMARY OF TOP RANKING NEIGHBORHOOD SAFETY CONCERNS

Neighborhood Safety Concern	Number of Comments
Speeding Vehicles	9
Issues with Transportation Outside of School Zone	4
Issues with Sidewalks/Walking	1

[3] Includes two 8th grade parent surveys

Neighborhood Safety Concerns For Younger-Aged Children (K – 2nd Grade)

Neighborhood safety concerns for parents of younger-aged (K-2nd) children include three main concerns including issues with speeding vehicles, transportation outside of the school zone, and sidewalks. There were approximately eight comments of concern regarding speeding vehicles. Specific locations where high-speed vehicles tend to be a problem are Highway 20/Blountstown Highway, Williams Landing Road, and Kris Krev Trail. Parents also mentioned cars speeding past school buses stopped. Additionally, there were three comments of concern regarding transportation outside of the school zone. General concerns include the lack of stop signs in some neighborhoods, bus stops located along curved roads that are difficult to see due to the lack of flashing signs, and children having to cross major roads with heavy traffic such as Highway 20/Blountstown Highway. Lastly, there was one comment of concern regarding an issue with a sidewalk and walking. The general concern is a lack of sidewalks on Williams Landing Road.

SUMMARY OF TOP NEIGHBORHOOD SAFETY CONCERNS (K-2nd Grade)

Neighborhood Safety Concern	Number of Comments
Speeding Vehicles	8
Issues with Transportation Outside of School Zone	3
Issues with Sidewalks/Walking	1

Neighborhood Safety Concerns For Older-Aged Children (3rd – 5th Grade)

Neighborhood safety concerns for parents of older-aged (3rd-5th) children also include issues with speeding vehicles and transportation outside of the school zone. There was one comment of concern regarding speeding vehicles. A specific location where high-speed vehicles tend to be a problem is Highway 20/Blountstown Highway. Additionally, there was one comment of concern regarding transportation outside of the school zone. Specifically, the passing of vehicles in no passing zones along Highway 20/Blountstown Highway.

SUMMARY OF TOP NEIGHBORHOOD SAFETY CONCERNS (3rd-5th Grade)[4]

Neighborhood Safety Concern	Number of Comments
Speeding Vehicles	1
Issues with Transportation Outside of School Zone	1

[4] Includes two 8th grade parent surveys

Factors Influencing Decisions to Allow Students to Walk or Bicycle to School

Parents were asked about 15 different factors related to their children walking or biking to school. Parents rated each statement's importance on a scale of 1 to 5 (1=Not Important to 5=Very Important), as it applied to their child, to determine what influenced their decision to allow their child to walk or bike to school. If statements did not apply, parents marked N/A (Not Applicable).

Summary of Influential Factors

Influential factors such as accompanying children (by themselves/other parents) and having a greater adult presence along routes to school were mutually agreed upon by parents from both Kindergarten through 2nd and 3rd through 5th. However, parents of younger-aged children showed more concern with bicycle/pedestrian pathways that were separated from traffic, as well as, concerns with marking and enforcing school zones while parents of older-aged children showed more concern with having more crossing guards available and crossing guards that are more effective.

SUMMARY OF TOP RANKING SCHOOL-WIDE INFLUENTIAL FACTORS RESULTS

	SCALE	1	2	3	4	5	N/A
I would allow my child to walk or bicycle to school more often if:							
#1 Accompanied by myself or other parents		*0*	*0*	*0*	*0*	*11*	5
#2 There was a greater adult presence of parent volunteers or police officers along walk routes to school		*0*	*0*	*0*	*0*	*8*	8

Influential Factors for Younger-Aged Children (K – 2nd Grade)

Parents of children in Kindergarten through 2nd grade agreed that the top six influential factors to allow their child to walk or bicycle to school more often included factors related to accompanying children (by themselves/other parents), having separate bicycle/pedestrian pathways from traffic, school zones a greater distance from school and marked with flashing lights, enforcing speed limits in school zones, and having a greater adult presence along routes to school.

TOP RANKING INFLUENTIAL FACTORS FOR YOUNGER-AGED CHILDREN (K-2nd)

	SCALE	1	2	3	4	5	N/A
I would allow my child to walk or bicycle to school more often if:							
#1 Accompanied by myself or other parents		*0*	*0*	*0*	*0*	*7*	4
#2 There were bicycle/pedestrian pathways separated from traffic from the neighborhood to the school		*0*	*0*	*0*	*1*	*5*	5
#2 School speed zones were a greater distance surrounding school		*0*	*0*	*0*	*1*	*5*	5
#2School speed zones were marked with flashing signs		*1*	*0*	*0*	*0*	*5*	5
#2 Speed limits were strictly enforced in school speed zones		*1*	*0*	*0*	*0*	*5*	5
#2 There was a greater adult presence of parent volunteers or police officers along walk routes to school		*0*	*0*	*0*	*0*	*5*	6

Influential Factors for Older-Aged Children (3rd – 5th Grade)

Parents of children in 3rd through 5th grade agreed that the top five influential factors to allow their child to walk or bicycle to school more often included factors related to accompanying children (by themselves/other parents),availability and effectiveness of crossing guards, having a secure place for storing bicycles, and having a greater adult presence along routes to school.

TOP RANKING INFLUENTIAL FACTORS FOR OLDER-AGED CHILDREN (3rd-5th)[5]

	SCALE	1	2	3	4	5	N/A
I would allow my child to walk or bicycle to school more often if:							
#1 Accompanied by myself or other parents		*0*	*0*	*0*	*0*	*4*	1
#2 Additional crossing guards were provided at busy intersections		*0*	*0*	*0*	*1*	*3*	1
#2 The school provided a secure place for storing bicycles		*0*	*0*	*0*	*1*	*3*	1
#2 Crossing guards were more effective		*0*	*1*	*0*	*0*	*3*	1
#2 There was a greater adult presence of parent volunteers or police officers along walk routes to school		*0*	*0*	*0*	*0*	*3*	2

[5] Includes two 8th grade parent surveys