August 2014

Safe Routes to School Audit Report
Riley Elementary 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 Riley Elementary 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

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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

Riley Elementary School is located at 1400 Indiana Street, Tallahassee, 32304 in Leon County, Florida. It is part of the Leon County Public Schools system. The school is one of the oldest elementary schools in the County. The school was established in 1951. The school is named after John G. Riley who was the first African-American to become principal of a Leon County School. Regular school hours are from 8:30am to 2:50pm. An after school program is available from the end of the school day until 6:20pm.

The number of students enrolled at the school, for the 2013 school year was 503. The school has a current capacity for 605 students. The school includes grade levels Pre-Kindergarten to 5th grade.

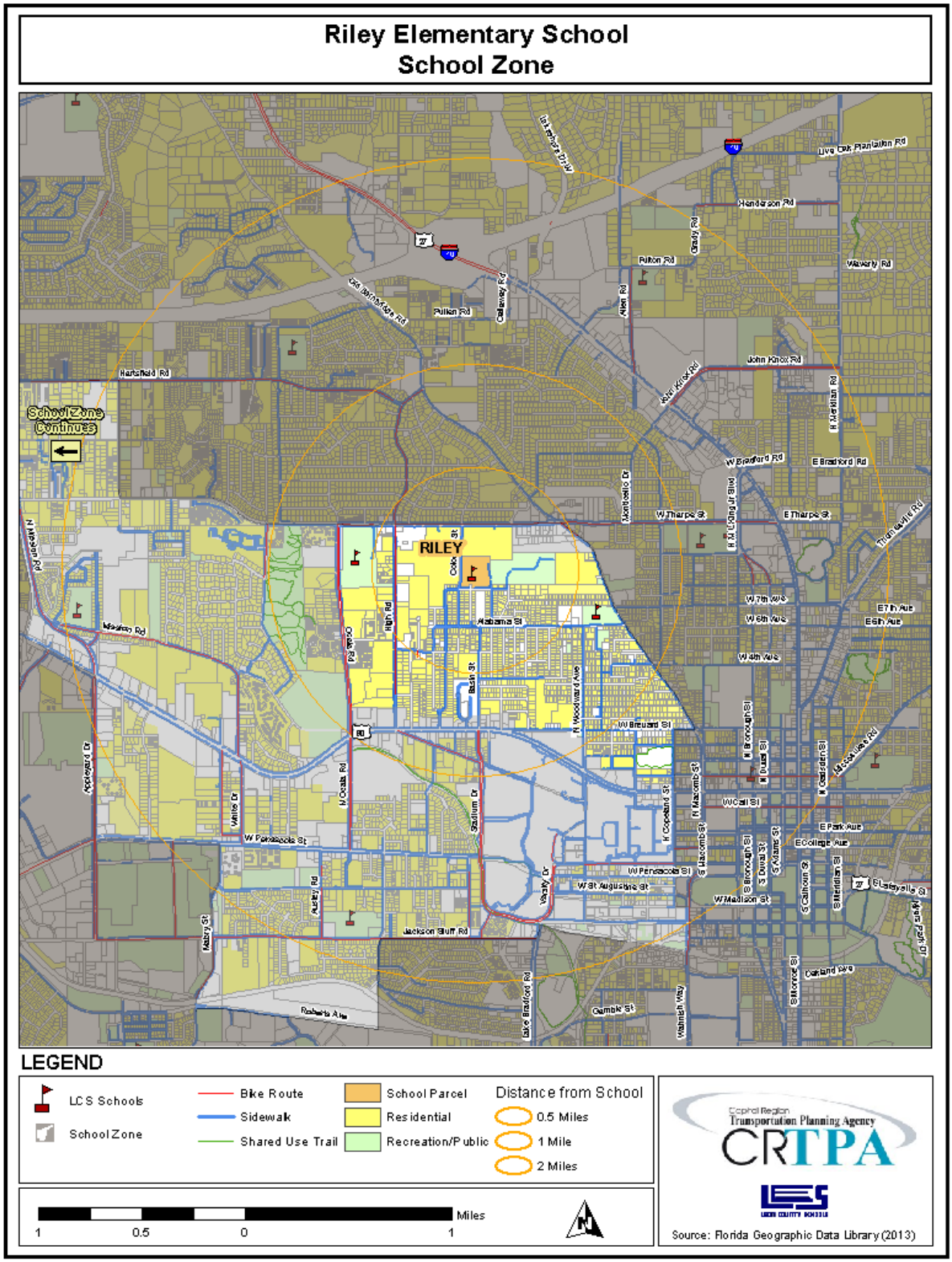
Students attending this school feed into either Griffin or Raa Middle Schools and into either Godby or Leon High Schools.

School Zone

The Riley Elementary school zone, located near downtown Tallahassee, encompasses the neighborhoods of Griffin Heights, Midtown West, Lakeview, Frenchtown, San Luis, Amelia Circle, Chapel Ridge, Evergreen Terrace, and Bloxham Terrace. The southern portion of the zone includes Florida State University. The presence of college and university near the school influences the demographic makeup of the area, with a significant amount of housing occupied by college students. In addition to Florida State University, land uses in the school zone consist of mostly residential and recreation with some commercial centered on North Ocala Road, just west of Florida State University.

The Riley school zone includes three major roadways. West Tharpe Street runs east to west and borders the zone on the north. West Tennessee Street runs mostly east to west and bisects the zone into north and south. West Pensacola Street runs east to west through the southern portion of the zone. There are three other Leon County schools within the Riley school zone including Griffin Middle on Alabama Street, Godby High on West Tharpe Street, and Sail High on Jackson Bluff Road. Recreational facilities within the school zone include the Palmer Munroe Teen Center, San Luis Mission Park, John G. Riley Park, Lawrence Gregory Center & Robinson Trueblood Pool, and James Messer Fields Park. There are a

variety of shared-use trails and bike routes that are important non-motorized shared-use transportation amenities that traverse throughout the school zone, connecting the school to areas throughout the downtown Tallahassee and elsewhere in the zone.


Riley Elementary School
School Zone
School Zone Continues
RILEY
LEGEND
LCS Schools
School Zone
Bike Route
Sidewalk
Shared Use Trail
School Parcel
Residential
Recreation/Public
Distance from School
0.5 Miles
1 Mile
2 Miles
Miles
1
0.5
0
1
Capital Region Transportation Planning Agency
CRTPA
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 May 20th, 2013 with temperatures in the mid 80 degrees Fahrenheit.

Highlights and Key Observations of On-Site Meeting

During this visit, Riley Elementary 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 the school zone extends along Indiana Street from Connecticut Street to Joe Louis Street and includes flashing lights (i.e., school zone warning lights). There are concerns about automobiles speeding along Indiana Street. There are two designated crossing guards at the intersections of Indiana Street & Calloway Street as well as at the intersection of Indiana Street & Colorado Street. All students walking or bicycling to school are supposed to come to one of the crossing guard's main crossing entrances. It was noted that many students walking cross Calloway Street, at an undesignated location, and enter the school through the automobile zone entrance off of Calloway Street. Additionally, with regards to the parent drop-off and pick-up zone, it was noted that students are sometimes dropped-off/picked-up from undesignated locations such as near a crossing guard or at the bus drop-off.

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.

While the school is located in an older, higher density neighborhood, and many children walk to school, there are a limited number of bicyclists. Walkers and bicyclists can enter campus from two gated entries along Indiana Street as well as one gated entry along Calloway Street. It was noted that there are no pedestrian or bicyclists entrances along Colorado Street. Also, it was noted that a lot of the children who walk or bike to school do so unescorted. The school does not have any bicycle parking racks.

The school bus drop-off and pick-up zone functions adequately. There are multiple rows for buses and the loading/unloading zone is covered. Additionally, there is direct access to a walking facility. After-school program vans use the same zone as the school buses. Children who leave school in these vans wait in their classrooms until dismissed.

The parent drop-off and pick-up zone functions adequately to accommodate the volume of automobiles entering exiting the site. There are two lanes available with one designated for drop-off/pick-up and the other designated as a thru-lane. The loading/unloading area is partially covered and has direct access to a walking facility. In the afternoons, there is a holding area for students to wait to be picked up, where

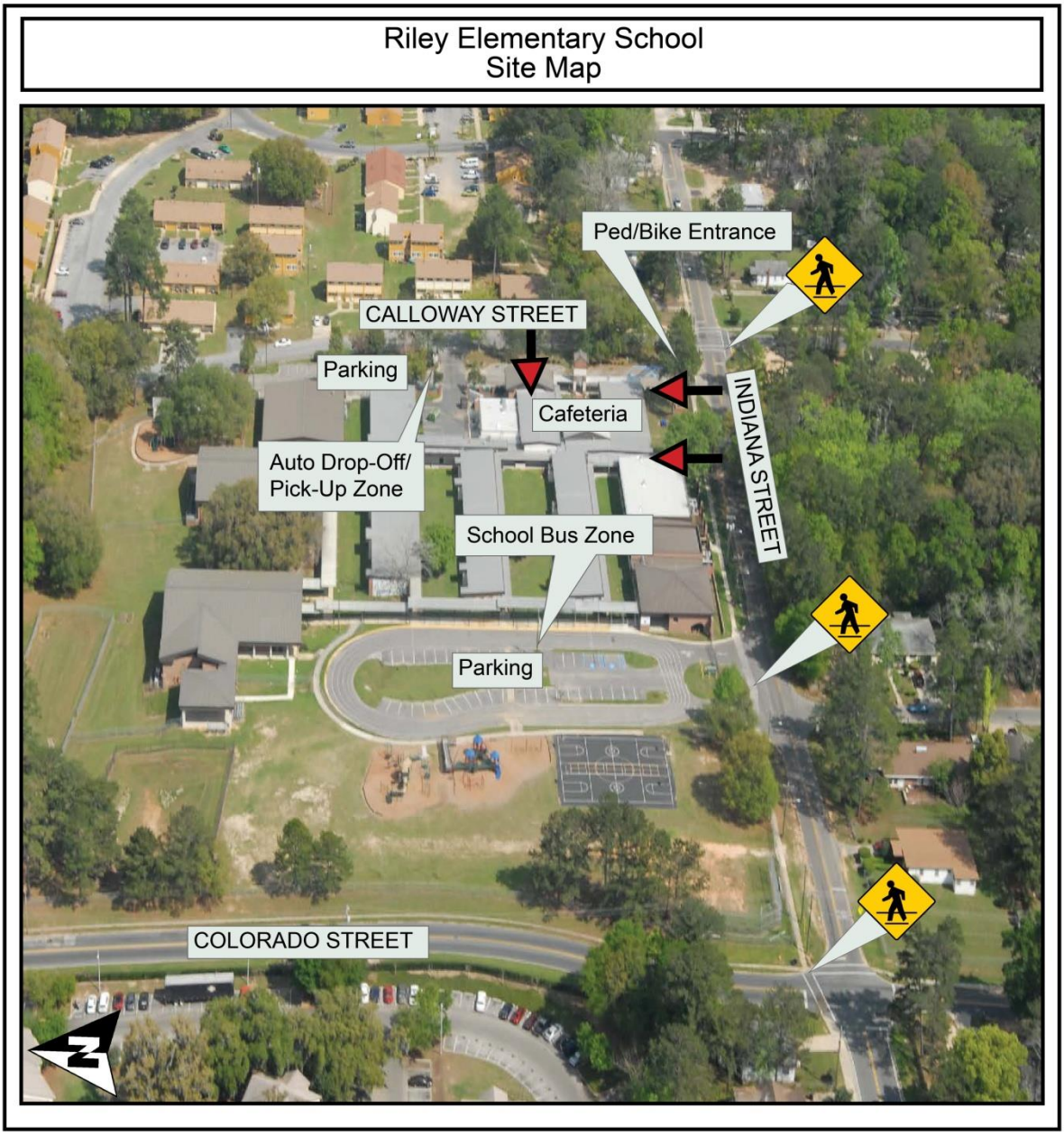
they sit by grade level. While there are no signs directing parents to only turn right when they exit the automobile zone, it is informally encouraged that they do so, so that they do not further exacerbate the queue for the automobile zone entrance that occurs along Calloway Street.

Inventory Map

An aerial photograph showing Riley Elementary School is located on the following page. As shown in the photo, the school fronts Indiana Street. Students can access campus from two points along Indiana Street as well as a gated entrance on Calloway Street. No bicycle parking racks are available at the school.

Standard width sidewalks are located along the school-side of Indiana Street. Standard width sidewalks are also available along the school side of Calloway Street as well as on the non-school side of the street, south of Indiana Street. Additionally, a less-than-standard width sidewalk is available along the school-side of Colorado Street.

The automobile pick-up and drop-off zone is located on the side of the school along Calloway Street. Automobiles enter along Calloway Street and exit onto Indiana Street. Parking spaces are located in this area as well. The bus drop-off and pick-up zone is separately located along the side of the school. Buses both enter and exit the zone from separate driveways along Indiana Street. Additional parking spaces are located in this area as well.


Riley Elementary School
Site Map
Ped/Bike Entrance
CALLOWAY STREET
Parking
Cafeteria
INDIANA STREET
Auto Drop-Off/
Pick-Up Zone
School Bus Zone
Parking
COLORADO STREET
N

Issues and Opportunities

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

A lack of bicycle infrastructure appears to be a primary issue with students' ability to bicycle to school. The neighborhood includes a fairly well-connected pattern of streets and sidewalks, in the area immediately surrounding the school. However, bicycle facilities only become available further out, away from campus. Additionally, students may not feel safe parking their bicycle at school due to the lack of bicycle racks. These kinds of factors can be overcome with thoughtful planning.

With what opportunities that do exist to increase walking and bicycling, especially student safety, consideration should be given to the existing walk/bike entrances. Walk/bike entries points onto campus need to be well-defined and enforced. School-related and –supportive committees such as the Parent/Teacher Organization (PTO) can be used to help educate students about the importance of obeying rules as a pedestrian/bicyclist as well as help educate parents on the opportunities and benefits to having their children walk or bicycle to school, where such options are feasible.

These groups can also help get the word out to parents about appropriate behavior and protocol for dropping-off and picking-up students such as using only the designated automobile zone and encouraging only right-hand turns out of the zone. Continued education and enforcement during the morning and afternoon commuting hours are critical.

Chapter 3: Student Travel Survey

School administrators carried out a school-wide travel survey to evaluate the ways in which students from Kindergarten through 5th 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, and 3rd Grade through 5th Grade, respectively. (A detailed description of the analysis by mode for the two grade level groupings can be found in **Appendix B**.)

The survey indicates that almost half of the students at Riley Elementary School - approximately two out of five students – are dropped-off at school by car. The percentage rises slightly for younger-aged children, which is not uncommon. Riding a school bus and walking to school ranked second and third place at approximately 31 percent and 26 percent of students, respectively. Of those commuting by school bus, the percentage rises slightly for older-aged children. Not surprisingly, the percentage of older students walking was slightly higher than that of younger students. While this number could potentially be increased with the right combination of programs, policies, and infrastructure upgrades, the current rate of students walking to school establishes a solid foundation for improvement. A low percentage of students, less than one percent, arrived to school on a public bus and none of the students reporting biking to school. Of those commuting by public bus, the percentage of younger- and older-aged students was equal.

SUMMARY OF SCHOOL-WIDE RESULTS

	Walk	Bicycle	Automobile	School Bus	Public Bus
Average Overall	26 %	0 %	43 %	31 %	<1 %

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 a greater percentage of Riley Elementary School students are dropped off by car or walk to school in the morning, while fewer return home by the same mode in the afternoon. In the afternoon, there are greater percentages of students returning home by walking, school bus or another mode not described specifically in the survey such as an after-school program van. Overall, a combined total of approximately one-third of students commutes to and from school by walking.

With regard to neighborhood safety, the concerns were generally agreed upon by parents from both Kindergarten through 2nd and 3rd through 5th. Survey respondents overall showed concerns for crime, as well as, the behavioral patterns of automobile drivers, generally, in terms of excessive driving speeds. As for speeding complaints, specific problem locations cited include Alabama Street, Ocala Road, and Basin Street, Indiana Street.

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 marking school zones with flashing signs and enforcing speed limits, as well as, the availability of crossing guards were mutually agreed upon by parents from both Kindergarten through 2nd and 3rd through 5th.

Chapter 5: Neighborhood Field Review

A neighborhood field review was conducted on April 26th, 2013. The review consisted of an assessment of accessibility, connectivity and safety along neighborhood roadways within proximity to Riley Elementary School. On the day of the field review, temperatures were in the 70 degrees 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 Riley Elementary School.

Character of Neighborhood Area

Riley Elementary located in an established neighborhood primarily comprised of higher density single family homes and multifamily homes. For the most part, the neighborhood has a well-connected pattern of mostly gridded streets which contributes to the school's accessibility. In the area directly surrounding the school, pedestrian connectivity is good. The grid layout, slower speed limits, and sidewalk infrastructure make this area a fairly comfortable space to walk. However, there is minimal bicycle infrastructure available. Additionally, there are no multi-use trails in the immediate area of the school, except the San Luis Trail just west of Ocala Road.

Major roadways in the school zone include:

- Interstate-10, a heavily traveled six-lane roadway with a posted speed limit of 70mph.
- West Tharpe Street, a 4 lane roadway with a posted speed limit of 35mph or less.
- Old Bainbridge Road, a two lane roadway with a posted speed limit of 35mph or less.
- West Tennessee Street, a 4 lane roadway with a posted speed limit between 40-45mph that transitions to 6-7 lanes east of Ocala Road with a posted speed limit of 35mph or less.

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 a total of 32 bicycle and pedestrian crashes that occurred within the theoretical two-mile walk/bike radius of Riley Elementary School. Of those total crashes, 9(28%) occurred during the morning hours and 23 (72%) occurred during the afternoon hours. A vast majority of the crashes involved adult pedestrians. However, there were a few incidents of crashes involving bicyclists and five occurrences of child pedestrian and bicyclist crashes. Injuries were reported in all crashes except for four. Additionally, one crash resulted in a pedestrian child fatality.

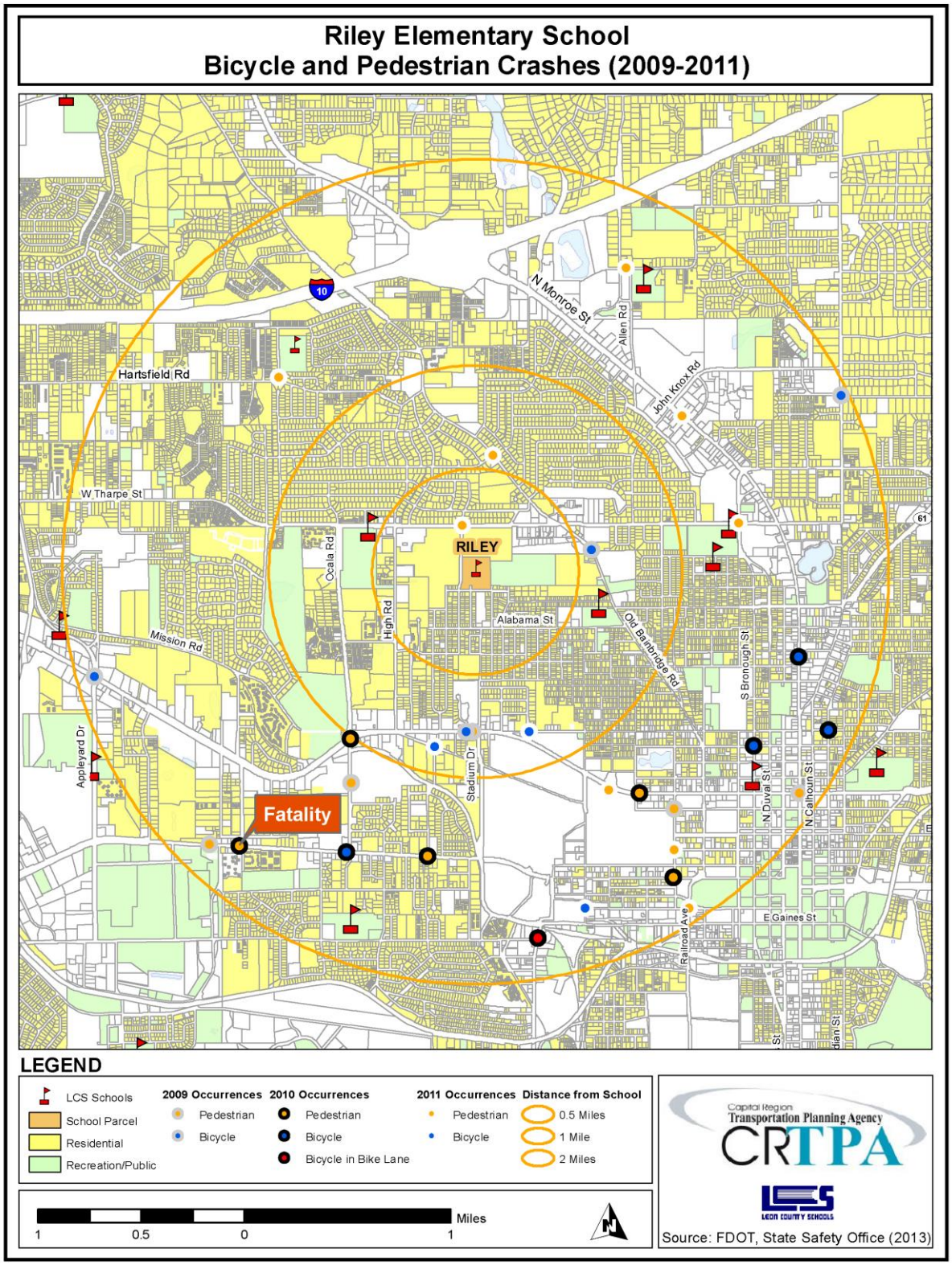
Most of the crashes occurred approximately 1 to 2 miles south of Riley Elementary School, in an area mainly comprised of downtown Tallahassee and Florida State University campus. Streets in this area that tend to have problems with crashes are West Tennessee Street, Monroe Street, Copeland Street,

and Pensacola Street. Other roadways with reported crashes include Hartsfield Road, West Tharpe Street, and Old Bainbridge Road. The child fatality occurred on Pensacola Street.

SUMMARY OF CRASH REPORTS (2009-2011)

Date	Time	Day	On Road	Nearest Intersection	Injury or Fatality?	Type of Crash	Person(s) Involved
01/09/09	3:02pm	Friday	Tennessee St.	Monroe St.	Injury	Pedestrian	Adult
02/20/09	4:18pm	Friday	Heritage Grove Dr.	Ocala Rd.	Injury	Pedestrian	Adult
04/20/09	7:28am	Monday	W Tennessee St.	Appleyard Dr. N	Injury	Bicyclist	Adult
04/22/09	8:15am	Wednesday	Call St. W	Copeland St. N	Injury	Pedestrian	Adult
04/29/09	8:27am	Wednesday	W Tennessee St.	Bryan St.	Injury	Pedestrian	Adult
04/29/09	9:00am	Wednesday	Pensacola St.	Mabry St.	Injury	Pedestrian	Adult
05/05/09	4:07pm	Tuesday	Old Bainbridge Rd.	Knots	Injury	Bicyclist	Adult
09/16/09	4:11pm	Wednesday	Tennessee St.	Campus Cir.	Injury	Bicyclist	Adult
09/23/09	3:13pm	Wednesday	S Ride	Meridian Rd.	Injury	Bicyclist	Adult
03/01/10	2:51pm	Monday	Gadsden St. N	Brevard St. E	Injury	Bicyclist	Adult
03/23/10	7:51am	Tuesday	Pensacola St.	White Dr.	Fatality	Pedestrian	Child
05/20/10	4:11pm	Thursday	Ocala Rd.	Tennessee St.	Injury	Pedestrian	Adult
09/06/10	2:09pm	Monday	W Tennessee St.	Dewey St. N	Injury	Pedestrian	Adult
09/09/10	3:54pm	Thursday	Monroe St. N	4th Ave.	Injury	Bicyclist	Child
10/04/10	2:14pm	Monday	Lake Bradford Rd.	Jackson Bluff Rd.	No Injury	Bicyclist in Bike Lane	Adult
10/12/10	7:53am	Tuesday	Pensacola St.	Chapel Dr.	Injury	Pedestrian	Adult
10/26/10	3:46pm	Tuesday	Pensacola St.	Copeland St. S	No Injury	Pedestrian	Adult
10/29/10	3:46pm	Friday	Ocala Rd. S	Pensacola St.	Injury	Bicyclist	Adult
11/17/10	3:35pm	Wednesday	Bronough St. N	Georgia St. W	Injury	Bicyclist	Adult
01/07/11	2:15pm	Friday	US 27	Silver Slipper Ln.	Injury	Pedestrian	Adult
01/11/11	2:35pm	Tuesday	Academic Way	Territory	Injury	Pedestrian	Adult
01/19/11	3:43pm	Wednesday	Copeland St.	College Ave.	Injury	Pedestrian	Adult
02/08/11	3:32pm	Tuesday	Madison St.	Railroad Ave.	Injury	Pedestrian	Adult
02/14/11	2:15pm	Monday	Brevard St.	Richmond St.	No Injury	Bicyclist	Adult

Date	Time	Day	On Road	Nearest Intersection	Injury or Fatality?	Type of Crash	Person(s) Involved
02/16/11	4:05pm	Wednesday	Madison St.	Woodward Ave S.	Injury	Bicyclist	Adult
03/01/11	3:45pm	Tuesday	Old Bainbridge Rd.	Raa Ave.	Injury	Pedestrian	Child
03/30/11	4:13pm	Wednesday	W Tharpe St. Rd.	Colorado St.	No Injury	Pedestrian	Child
08/22/11	8:35am	Monday	W Tharpe St. Rd.	MLK Blvd.	Injury	Pedestrian	Adult
10/04/11	7:53am	Tuesday	Call St. W	Chapel Dr.	Injury	Bicyclist	Adult
11/11/11	9:30pm	Friday	Ocala Rd.	Tennessee St.	Injury	Pedestrian	Adult
11/16/11	4:10pm	Wednesday	Atlas Rd.	Hartsfield Rd.	Injury	Pedestrian	Child
11/30/11	4:20pm	Wednesday	Fulton Rd.	Sharer Rd.	Injury	Pedestrian	Adult


Riley Elementary School
Bicycle and Pedestrian Crashes (2009-2011)
RILEY
Fatality
Hartsfield Rd
W Tharpe St
Mission Rd
Appleyard Dr
Ocala Rd
High Rd
Alabama St
Stadium Dr
N Monroe St
Allen Rd
John Knox Rd
Old Bainbridge Rd
S Bronough St
N Duval St
N Calhoun St
E Gaines St
Railroad Ave
LEGEND
LCS Schools
School Parcel
Residential
Recreation/Public
2009 Occurrences
Pedestrian
Bicycle
2010 Occurrences
Pedestrian
Bicycle
Bicycle in Bike Lane
2011 Occurrences
Pedestrian
Bicycle
Distance from School
0.5 Miles
1 Mile
2 Miles
Miles
1
0.5
0
1
Capital Region Transportation Planning Agency
CRTPA
Leon County Schools
Source: FDOT, State Safety Office (2013)

Neighborhood Assessment

The overall neighborhood layout surrounding Riley Elementary School lends itself fairly well to walkability. The well connected gridded street network allows for multiple route choices to access the school. The primary roadways surrounding and in the vicinity of the school, including West Tharpe Street, Ocala Road, High Road, Hartsfield Road, Old Bainbridge Road, and Tennessee Street, have abundant pedestrian, and in some cases bicycle-specific infrastructure to support walking and bicycling. Most of the individual neighborhood streets lack sidewalks; however, vehicular traffic, speeds and street widths in these areas do not pose significant concern for safe walking and bicycling on these low-volume roadways.

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 Riley Elementary School walk/bike shed map is included at the end of this chapter.

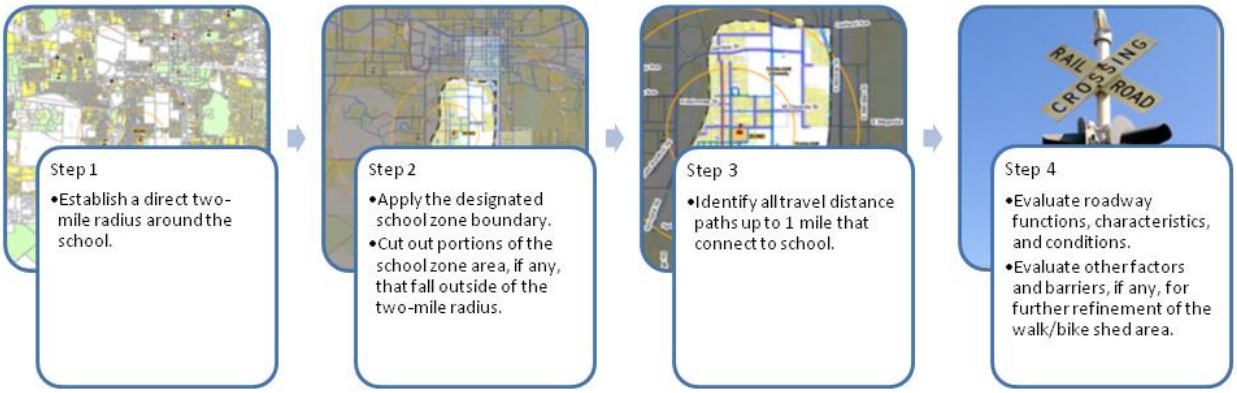
The walk/bike shed area and associated map are not meant to suggest that elementary school students of all ages, maturity level, and experience should commute to and/or from school within the area delineated. Certainly, younger children such as kindergarten students are not expected to walk or bike to school from practically any distance without the accompaniment of either a parent or much older sibling. Also, older 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 Riley Elementary School mostly extends southwest and southeast of the school. West Tharpe Street with its lack of separation from traffic and four undivided lanes along the roadway forms the northern limits of the walk/bike shed. Old Bainbridge Road with its hazardous walking and biking accommodations, including minimal widths and gaps in the infrastructure, forms the eastern limits of the walk/bike shed. Also, because Tennessee Street has minimal to no separation from traffic and has a high number of travel lanes it forms the southern limits of the walk/bike shed. Lastly, Ocala Road forms the western limits of the walk/bike shed due to its minimal separation from traffic.

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 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 Unsignalized Crosswalk	More than 2 travel lanes	Greater than 25 mph	Greater than 1,500	N/A
Marked Crosswalk Signalized Crosswalk	Greater than 4 travel lanes	Greater than 40 mph	Greater than 2,000	N/A

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.

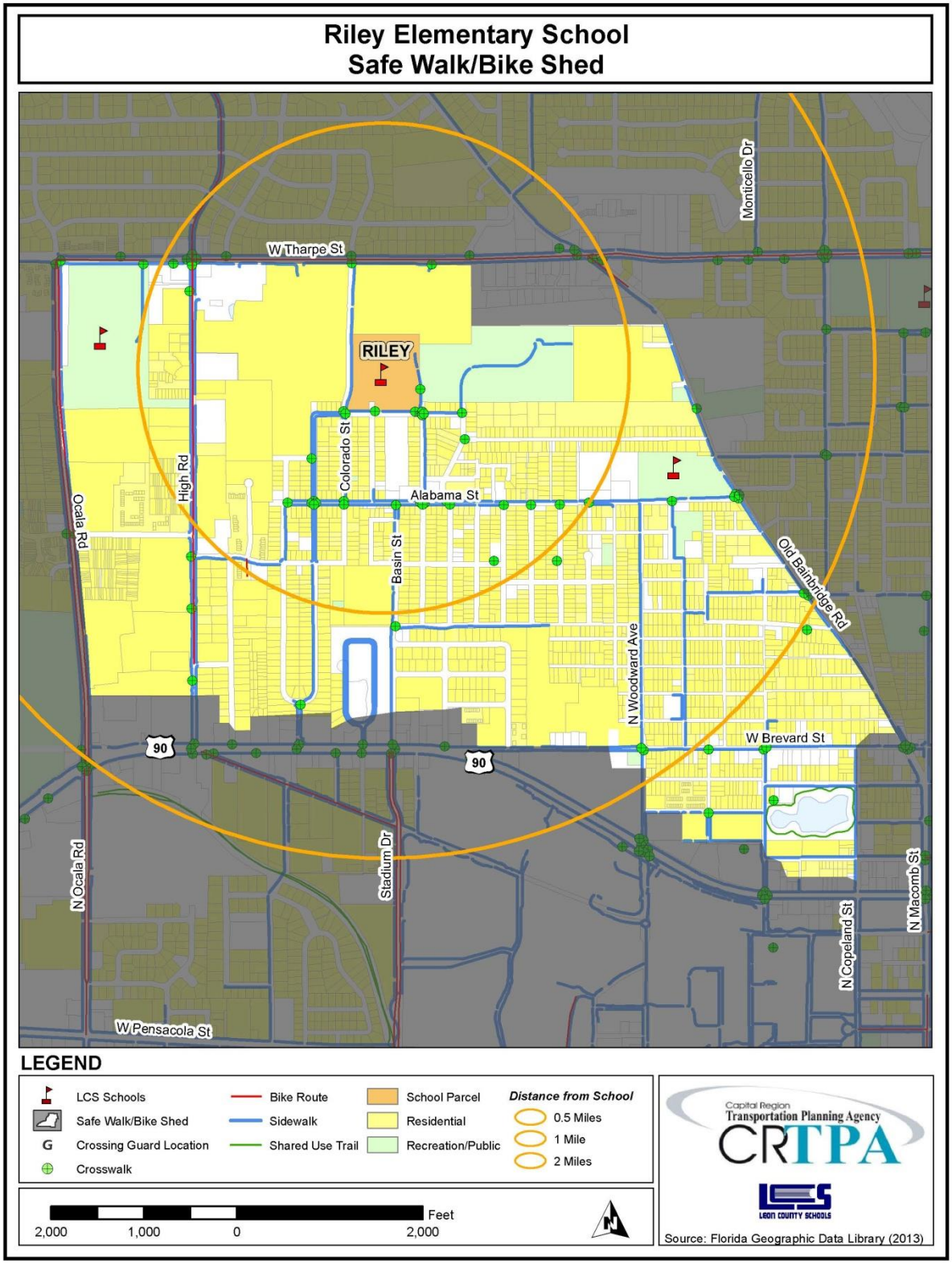
In determining a safe walking and bicycling area, this report applies a methodology and criterion that is more stringent than State standards and more in line with existing studies, research and opinions collected from numerous experts in the fields of pedestrian and bicycle transportation and safe routes 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


Riley Elementary School
Safe Walk/Bike Shed
RILEY
W Tharpe St
Monticello Dr
Colorado St
High Rd
Ocala Rd
Alabama St
Basin St
Old Bainbridge Rd
N Woodward Ave
W Brevard St
90
90
N Ocala Rd
Stadium Dr
N Copeland St
N Macomb St
W Pensacola St
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
2,000
1,000
0
2,000
Capital Region Transportation Planning Agency
CRTPA
LEON COUNTY SCHOOLS
Source: Florida Geographic Data Library (2013)

Chapter 6: Findings and Recommendations

There are ample points of access for walkers and bicyclists onto the Riley Elementary School campus; and there are few issues to note concerning automobile and school bus access and circulation. As such there are few on-campus infrastructure-related recommendations for improvement. There are, however, some opportunities to improve walking and bicycling opportunities as well as safety throughout the surrounding neighborhoods. In addition, there are some limited policy and programmatic recommendations for the school's consideration.

While there are some fairly busy roadways a way out from Riley Elementary School, the surrounding neighborhoods are fairly well-connected to the school. And while there are many streets without sidewalks, most of these streets are internal residential streets with low-volume traffic. Most can be navigated by walkers and bicyclists with a fair amount of ease.

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 Riley Elementary School. They include both on- and off-site improvements as follows:

Riley Elementary School On- and Off-Site Recommendations

	Improvement: On-Site	Location	From	To	Geography	Direction	Length	Comments
A1	Install bicycle rack	Indiana Street	Inside fence of bike/ped gate		N/A	N/A	N/A	
A2	Stripe existing crosswalks	Parent Pick-Up/Drop-Off Driveways	N/A		N/A	N/A	N/A	Both entrance and exit driveways
A3	Right-Turn Only Signage	Parent Pick-Up/Drop-Off Exit Driveway	N/A		N/A	N/A	N/A	State morning and afternoon school commute times on signage when right-turns only are enforced.

	Improvement: Off-Site	Location	From	To	Geography	Direction	Length	Comments
B1	Midblock Crosswalk (incl signage)	High Road	West to east side of High Road		South of High Court	E – W	N/A	Approximately 35 feet south of High Court
B2	Crosswalk (incl signage)	Tharpe Street	Tharpe Street and Ocala Road		North side of Tharpe Street	E – W	N/A	Standards school crossing signage on both sides of Tharpe St
B3	Crosswalk (incl signage)	High Road	High Road and Continental Avenue		West side of High Road	N – S	N/A	Standards school crossing signage on both sides of High Road
B4	Traffic Calming	Indiana Street	Colorado Street	Calloway Street	N/A	N/A	N/A	
B5	Widen existing sidewalk	Colorado Street	Indiana Street	West Tharpe Street	East side of Colorado Street	N-S	Approx. 1,651 feet	Existing sidewalk is less than standard width
B6	New sidewalk	Preston Street	West of Abraham Street	North Woodward Avenue	South side of Preston Street	E-W	Approx. 858 feet	Possible ROW constraints

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

On-Site Recommendations

A1) Install a bicycle rack inside the fence of the gated bicycle/pedestrian entrance off of Indiana Street. This will help encourage more bicycle riders if students know they have a safe and secure place to store their bicycle during school hours.

A2) Stripe the existing crosswalks at both the parent pick-up/drop-off entrance and exit driveway to bring more attention to students who may be trying to cross.

A3) Install a right-turn only sign at the parent pick-up/drop-off exit driveway. Currently, right-turns are encouraged coming out of the exit; however, a sign will help enforce this desired turn during school commuting hours, which should be stated on the sign.

Off-Site Recommendations

B1) Add midblock crosswalk with signage on High Road, east-to-west direction, south of High Court

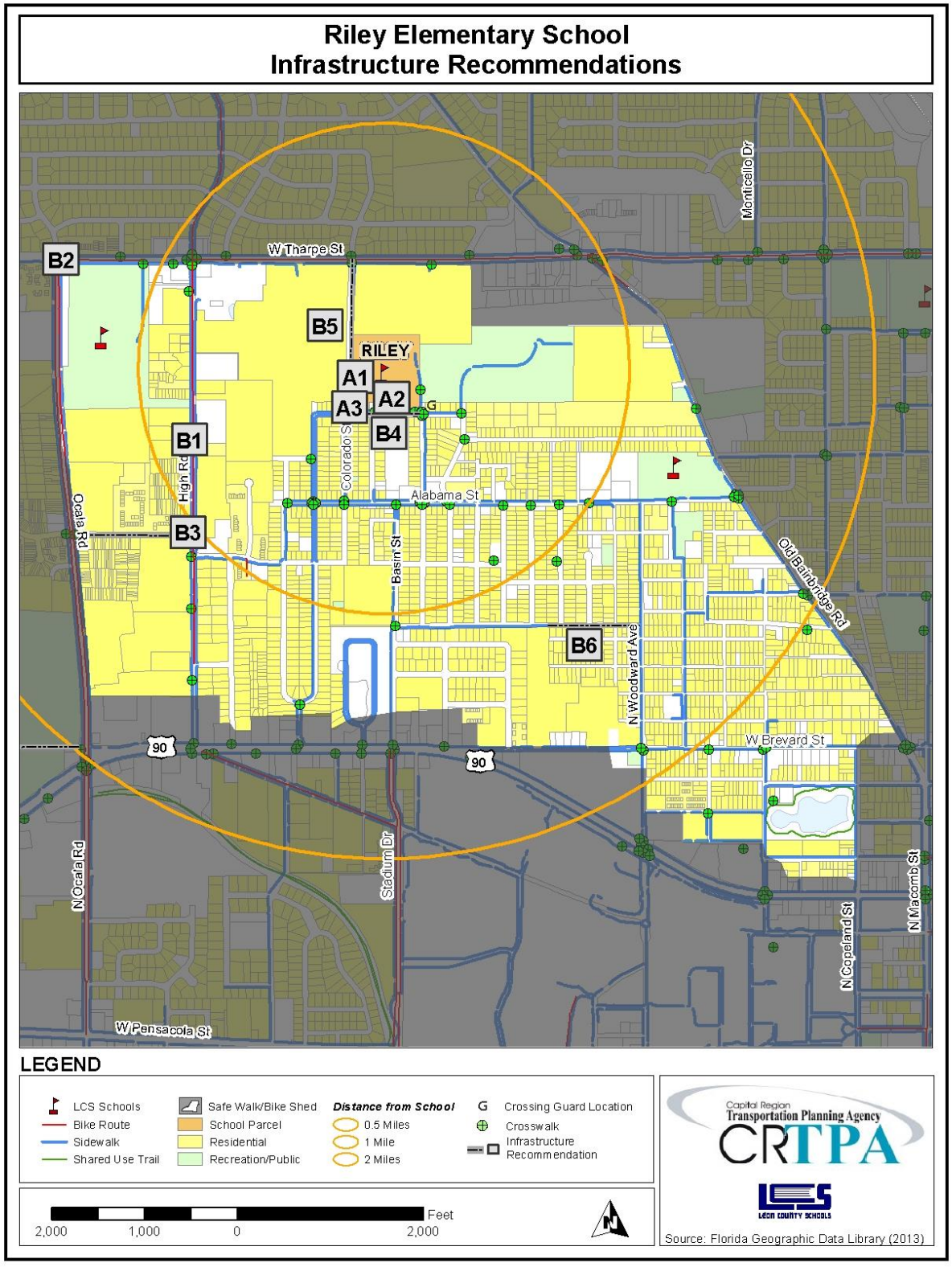
B2) Add crosswalk with signage on the north side of Tharpe Street, at the intersection of Ocala Road

B3) Add crosswalk with signage on the west side of High Road, at the intersection of Continental Avenue

B4) Traffic calming should be installed along Indiana Street from Colorado Street to Calloway Street to help enforce slower speeds near the school. Parents stated in the surveys that this road was a concern in regards speeding vehicles.

B5) Widen the existing sidewalk on Colorado Street from Indiana Street to West Tharpe Street. As it currently exists, the sidewalk is less than standard width.

B6) Construct a new sidewalk along Preston Street from just west of Abraham Street to North Woodward Avenue. There is a sidewalk available west of Abraham Street. This project will extend that existing sidewalk and improve an east-west connection in the neighborhood.


Riley Elementary School
Infrastructure Recommendations
B1
B2
B3
B4
B5
B6
A1
A2
A3
RILEY
W Tharpe St
Monticello Dr
Colorado St
High Rd
Ocala Rd
Alabama St
Basin St
N Woodward Ave
Old Bainbridge Rd
W Brevard St
90
Stadium Dr
N Ocala Rd
W Pensacola St
N Copeland St
N Macomb St
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
2,000
1,000
0
2,000
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; or 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.

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, university groups, 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) Parent drop-off/pick-up zone protocol encouragement– Send home literature to parents, as well as make it available on the school website, about the proper drop-off and pick-up process for the school, particularly at the start of a new school year or after an extended school break. Maps of the drop-off/pick-up zone, as well as, the traffic flow pattern can be very helpful to parents. The literature available to parents should remind them to be patient and courteous to other parent drivers and clearly discourage parents from letting children out in the parking lot before the drop zone, releasing them on the side of the road, or parking on the side of the road (to wait for their child). Providing small rewards, such as stickers or pencils, to students whose parents follow the proper drop-off/pick-up process is typically more beneficial than punishing improper behavior. If necessary, educational flyers could be placed on the windshields of vehicles illegally parked to remind parents of the proper rules and procedures.

Policies

D1) Bike check and security – **(In conjunction with On-Site Recommendation A1)** School policies to discourage theft and 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 existing bike rack is in a relatively secure, visible spot; however, theft is still a concern. 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.

D2) Bicyclist/pedestrian policies – During the on-site visit school representatives stated that there have been some issues with students crossing Calloway Street at undesignated locations and using the parent pick-up/drop-off zone as a bike/ped entrance. Students should be discouraged from using the automobile zone as an entrance/exit due to the potential dangers for automobile/student accidents. Students should be encouraged to use the designated gated bike/ped entrance along Calloway Street as well as the available crossing guard locations around campus.

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

Riley Elementary School is an in-town school near the edge of downtown Tallahassee. The school zone, however, extends quite far out to the west and southwest from the school. While this zone is indeed extensive, there are certain, physical barriers that limit the ability to realistically and/or safely walk or bicycle to school within a reasonable distance, Tennessee Street (US Highway 90) being the obvious example. Also, the configuration of the school zone itself, with Riley positioned near the northeast boundary of the zone, jurisdictionally limits the ability to attract walkers and bicyclists. Finally, it's certainly worth mentioning the immediate area demographics also at play; with near proximity to Florida State University, the neighborhoods surrounding Riley Elementary School tend to include a sizable college student population that lacks in elementary school-aged children. These issues are more system-wide transportation and geography issues outside the purview of this analysis. However, they could be further explored during any future school district boundary change considerations.

Riley Elementary School enjoys a well-connected roadway network consisting of both major corridors and low-volume residential streets. The major corridors are mostly equipped with at least the minimum of pedestrian and bicycle infrastructure, including crossings; however, there are some needs and associated opportunities for improvement as highlighted in the previous chapter. The low-volume residential streets are mostly adequate and safe for pedestrians, and the school campus itself is accessible to walkers and bicyclists from most directions. That being said, the approximate number of students that commute to/from school by walking is 26%; however, no students are known to bicycle to/from school.

As noted above, there are certain constraints at play that keep the numbers of walkers and bicyclists down; however, with the vast amount of housing within reasonable distance to school, these numbers could be improved. This audit report includes infrastructure-type enhancements to improve conditions as well as safety for students to walk and bicycle to school; however, with an already fairly manageable network of streets suitable to accommodate pedestrians, it is likely that programmatic- and policy-type recommendations will be just as important. By and large, there are measures for which the school can take that will help to improve walking and bicycling safety and increase non-motorized commuting rates.

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. Twenty-nine classrooms participated in the survey for a total of 453 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.

SUMMARY OF STUDENT TRAVEL SURVEY POPULATION

Total Number of Participating Classrooms	29
Total Students Surveyed (K-5th)	453
Total K-2nd Students Surveyed	270
Total 3rd-5th Students Surveyed	183

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 21% to 28%, with an overall average of 26%. None of the students surveyed reported biking to school. In total, the combined walk-bike average for the week ranged from 21% to 28%, with an overall average of 26%.

SUMMARY OF WALKING AND BICYCLE SCHOOL-WIDE TRAVEL PATTERNS

	Walk	Bicycle	Helmet Use	Total Walk + Bike
Average Overall	26 %	0 %	N/A	26 %
Highest Day	28 %	0 %	N/A	28 %
Lowest Day	21 %	0 %	N/A	21 %

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

The younger-aged (K-2nd) children student travel surveys indicate that the walk-to-school average for the week ranged from 20% to 24%, with an overall average of 24%. None of the students surveyed reported biking to school. In total, the combined walk-bike average for the week ranged from 20% to 24%, with an overall average of 24%.

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

	Walk	Bicycle	Helmet Use	Total Walk + Bike
Average Overall	24 %	0 %	N/A	24 %
Highest Day	24 %	0 %	N/A	24 %
Lowest Day	20 %	0 %	N/A	20 %

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 22% to 31%, with an overall average of 28%. None of the students surveyed reported biking to school. In total, the combined walk-bike average for the week ranged from 22% to 31%, with an overall average of 28%.

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

	Walk	Bicycle	Helmet Use	Total Walk + Bike
Average Overall	28 %	0 %	N/A	28 %
Highest Day	31 %	0 %	N/A	31 %
Lowest Day	22 %	0 %	N/A	22 %

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 40% to 49%, with an overall average of 43%. Of the students that ride to school in an automobile, an overall average of 83% wore a seatbelt. Overall, the school bus-to-school average for the week

ranged from 30% to 32%, with an overall average of 31%. The public bus-to-school average for the week ranged from <1% to <1%, with an overall average of less than one percent.

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

	Automobile	Seat Belt	School Bus	Public Bus
Average Overall	43 %	83 %	31 %	<1 %
Highest Day	49 %	87 %	32 %	<1 %
Lowest Day	40 %	80 %	30 %	<1 %

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 43% to 52%, with an overall average of 46%. 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 28% to 32%, with an overall average of 30%. 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	46 %	86 %	30 %	0 %
Highest Day	52 %	91 %	32 %	0 %
Lowest Day	43 %	82 %	28 %	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 36% to 45%, with an overall average of 39%. Of the students that ride to school in an automobile, an overall average of 78% wore a seatbelt. Overall, the school bus-to-school average for the week ranged from 32% to 34%, with an overall average of 33%. The public bus-to-school average for the week ranged from 1% to 1%, with an overall average of 1%.

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

	Automobile	Seat Belt	School Bus	Public Bus
Average Overall	39 %	78 %	33 %	1 %
Highest Day	45 %	81 %	34 %	1 %
Lowest Day	36 %	72 %	32 %	1 %

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:

_____
_____
_____

Capital Region Transportation Planning Agency

Leon County Schools

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 122 parent surveys returned. Of those, 68 (56%) 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 75/25 by grade level grouping, with 50 students representing Kindergarten through 2nd Grade, and 18 students representing 3rd Grade through 5th Grade.

SUMMARY OF PARENT SURVEY PARTICIPATION

Total Enrollment	503
Total Number of Parent Surveys	122
Total Number within 2 Miles (K-2nd Grade)	50
Total Number within 2 Miles (3rd-5th Grades)	18
Percentage of Surveys within 2 Miles	56 %

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).

SUMMARY OF SCHOOL-WIDE COMMUTING RESULTS

Morning	Average Overall
Car	40 %
Walk	35 %
School Bus	19 %
Public Bus	4 %
Bicycle	0 %
Other	0 %
Afternoon	
Walk	37 %
Car	35 %
School Bus	24 %
Other	3 %
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 46% in the morning and decreases to 40% in the afternoon. The walk-to-school average for a typical week is 32% in the morning and increases to 34% in the afternoon. The school bus-to-school average for a typical week is 18% in the morning and 22% in the afternoon. The public bus-to-school average for a typical week is 2% in the morning. However, none of the students rode a public bus in the afternoon. None of the students use an alternative commute mode to school in the morning. However, in the afternoon 2% use an alternative commute mode. None of the students rode a bicycle to school in the morning or afternoon.

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

Morning	Average Overall
Car	46 %
Walk	32 %
School Bus	18 %
Public Bus	2 %
Bicycle	0 %
Other	0 %
Afternoon	
Car	40 %
Walk	34 %
School Bus	22 %
Other	2 %
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 walk-to-school average for a typical week is 44% in both the morning and afternoon. The car-to-school average for a typical week is 22% in both the morning and afternoon. The school bus-to-school average for a typical week is 22% in the morning and increases to 28% in the afternoon. The public bus-to-school average for a typical week is 11% in the morning. However, none of the students rode a public bus in the afternoon. None of the students use an alternative commute mode to school in the morning. However, in the afternoon 6% use an alternative commute mode. None of the students rode a bicycle to school in the morning or afternoon.

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

Morning	Average Overall
Walk	44 %
Car	22 %
School Bus	22 %
Public Bus	11 %
Bicycle	0 %
Other	0 %
Afternoon	
Walk	44 %
School Bus	28 %
Car	22 %
Other	6 %
Bicycle	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	16
Issues with Crime	11

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, crime, and sidewalks/walking. There were approximately 14 comments of concern regarding issues with speeding vehicles. Specific locations where high-speed vehicles tend to be a problem are Alabama Street, Ocala Road, and Basin Street, Indiana Street. Parents also mention vehicles speeding in the school zone. Additionally, there were nine comments of concern regarding issues with crime. General concerns include drug areas, "troubled" groups hanging around near school, and known crime areas. Specific locations where crime tends to be a problem are near

Alabama Street & Callaway Road, West Tennessee Street & Ocala Road, as well as, Basin Street and Joe Louis Street. Lastly, there were six comments of concern regarding issues with sidewalks and walking. General concerns include the lack of sidewalks, broken sidewalks, and poor lighting. Parents also mention debris on sidewalks and loose dogs near sidewalks. Specific locations mentioned where sidewalks and walking tend to be a problem are Callaway Road and Volusia Street.

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

Neighborhood Safety Concern	Number of Comments
Speeding Vehicles	14
Issues with Crime	9
Issues with Sidewalks/Walking	6

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

Neighborhood safety concerns for parents of older-aged (3rd-5th) children include issues with speeding vehicles, crime, and transportation outside of the school zone. There were approximately two comments of concern regarding issues with speeding vehicles. No specific locations where high-speed vehicles tend to be a problem were mentioned. Additionally, there were two comments of concern regarding issues with crime. General concerns include bullying and crime areas near Nashville Drive and Knoxville Drive. Lastly, there were two comments of concern regarding transportation outside of the school zone. Specific concerns included heavy traffic near Nashville Drive & Knoxville Drive, as well as, the size of the West Tennessee Street & Ocala Road intersection.

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

Neighborhood Safety Concern	Number of Comments
Speeding Vehicles	2
Issue with Crime	2
Issues with Transportation Outside of School Zone	2

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 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 Speed limits were strictly enforced in school speed zones		*1*	*1*	*6*	*3*	*39*	11
#2 Additional crossing guards were provided at busy intersections		*2*	*1*	*7*	*3*	*37*	12
#3 School speed zones were marked with flashing signs		*1*	*1*	*4*	*7*	*35*	13

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

Parents of children in Kindergarten through 2nd grade agreed that the top five influential factors to allow their child to walk or bicycle to school more often included factors related to marking school zones with flashing signs and enforcing speed limits, the availability of crossing guards, accompanying children (by themselves/other parents), 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 Speed limits were strictly enforced in school speed zones		*0*	*1*	*5*	*2*	*30*	5
#2 Additional crossing guards were provided at busy intersections		*0*	*1*	*6*	*2*	*28*	5
#2 Accompanied by myself or other parents		*0*	*2*	*2*	*2*	*28*	8
#3 School speed zones were marked with flashing signs		*0*	*1*	*2*	*5*	*26*	8
#4 There was a greater adult presence of parent volunteers or police officers along walk routes to school		*0*	*2*	*4*	*6*	*24*	7

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 having separated bicycle/pedestrian pathways, marking school zones with flashing signs and enforcing speed limits, the availability of crossing guards, and providing more walking and bicycling safety training for students.

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

	SCALE	1	2	3	4	5	N/A
I would allow my child to walk or bicycle to school more often if:							
#1 There were bicycle/pedestrian pathways separated from traffic from the neighborhood to the school		*0*	*0*	*2*	*0*	*10*	5
#2 School speed zones were marked with flashing signs		*1*	*0*	*2*	*2*	*9*	5
#2 Additional crossing guards were provided at busy intersections		*2*	*0*	*1*	*1*	*9*	5
#2 Speed limits were strictly enforced in school speed zones		*1*	*0*	*1*	*1*	*9*	6
#2 Schools provided more walking and bicycling safety training for students		*1*	*2*	*0*	*1*	*9*	5