August 2014

Safe Routes to School Audit Report
Sabal Palm Elementary School

Leon County
Public Schools

Home of the Patriots
SABAL PALM ELEMENTARY
at Dale Mabry Field

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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 Sabal Palm 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)

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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

Sabal Palm Elementary School is located at 2813 Ridgeway Street, Tallahassee, 32311 in Leon County, Florida. It is part of the Leon County Public Schools system. The school was established in 1962 and is named after Florida's state tree instead of naming it after any specific individual. Regular school hours are from 8:30am to 2:50pm. An after-school program is available from the end of the school day until 6:00pm.

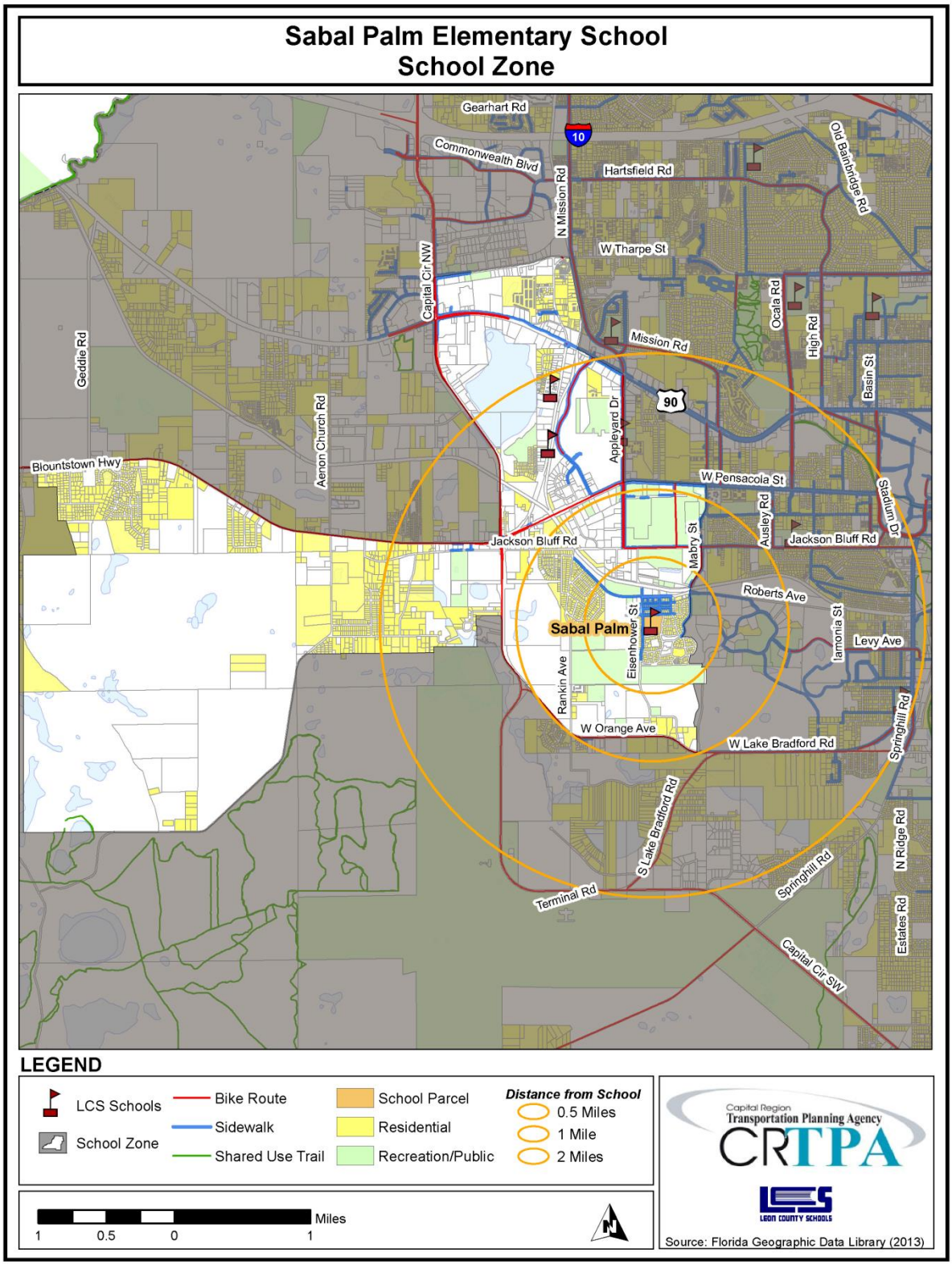
The number of students enrolled at the school, for the 2013 school year was 545. The school has a current capacity for 825 students. The school includes grade levels Pre-Kindergarten to 5th grade.

Students attending this school feed into Nims Middle School and either Godby or Rickards High Schools.

School Zone

The Sabal Palm Elementary school zone is located just west of downtown Tallahassee and encompasses the neighborhoods of Seminole Manor and Mabry Manor. Tallahassee Community College is located within the northern portion of the zone. The presence of a college near the neighborhoods likely influences the demographics makeup of the area, with a significant amount of housing, in the zone, occupied by college students. Additionally, 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.

The Sabal Palm zone includes four major roadways. Blountstown Highway runs mostly east to west through the central portion of the zone. Capital Circle Northwest runs north to south and bisects the zone into east and west. West Orange Avenue runs east to west and borders the zone to the south. West Tennessee Street also runs mostly east to west through the northern portion of the zone. Recreational facilities within the school zone include the Seminole golf course, South Mabry Manor Park, and James Messer Fields.


Sabal Palm Elementary School
School Zone
Gearhart Rd
Commonwealth Blvd
10
Hartsfield Rd
Old Bainbridge Rd
N Mission Rd
W Tharpe St
Capital Cir NW
Ocala Rd
High Rd
Basin St
Mission Rd
Geddie Rd
90
Aenon Church Rd
Appleyard Dr
Blountstown Hwy
W Pensacola St
Stadium Dr
Ausley Rd
Jackson Bluff Rd
Mabry St
Roberts Ave
Sabal Palm
Eisenhower St
Iamonia St
Levy Ave
Rankin Ave
W Orange Ave
W Lake Bradford Rd
Springhill Rd
S Lake Bradford Rd
N Ridge Rd
Terminal Rd
Springhill Rd
Estates Rd
Capital Cir SW
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
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 May 24th, 2013 with temperatures in the mid 80 degrees Fahrenheit.

Highlights and Key Observations of On-Site Meeting

During this visit, Sabal Palm 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 flashing lights (i.e., school zone warning lights) are located along both Eisenhower Street and Ridgeway Street. School staff said that speeding automobiles along roads surrounding the school is not a problem since the roads are fairly narrow. Students are permitted to arrive to school as early as 7:45am and there are after-school programs available until 6:00pm. There is one designated crossing guard in front of the school on Eisenhower Street. School staff noted that although not many children travel to and from school from the east side of campus, those who do, typically cross Ridgeway before they get to a crossing guard.

Additionally, it was noted by the schools Safety Resource Office (SRO) that the location of a Star Metro bus stops near campus is the biggest issue for children walking and bicycling home. The two stops are located: just west of the walker's exit along Eisenhower Street and at the corner of Eisenhower Street & Ridgeway Street. The SRO stated that children may feel uncomfortable walking by these stops due to the behavior, smoking and foul language, occurring there by bus stop patrons and asked that the stops be relocated so that students so not have to pass them directly on their way home.

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, the housing in the surrounding area is in the process of transitioning to a more university student oriented demographic. As such, children may have to commute from further away, which may be outside of a safe walking or bicycling distance and impact the number of students that walk or bicycle to/from school. Walkers and bicyclists can enter campus from two points: an unsupervised, gate at the back of school along Villamore Avenue and also a gate near the intersection of Eisenhower Street & Ridgeway Street. The gate along Villamore Avenue does not appear to be heavily used. Students traveling south from school along Eisenhower Street have to cross the parent pick-up/drop-off driveways. Additionally, there is a discontinued sidewalk between Harris Street and the Meadows Manufactured Home Park, west of the school. It was

noted that students arrive/depart school both escorted and unescorted. The school does not have any bicycle parking racks available.

The school bus drop-off and pick-up zone functions adequately. There are multiple rows to store the buses; however, they are not clearly marked. The school bus zone is covered and there is direct access to a walking facility from the loading/unloading zone. In the afternoons, students' buses are called out and they are dismissed. It was noted that a City bus stop is located directly in front of the school and block the road and sometimes the crosswalk for students; however, the City is currently in the process of moving the bus stop.

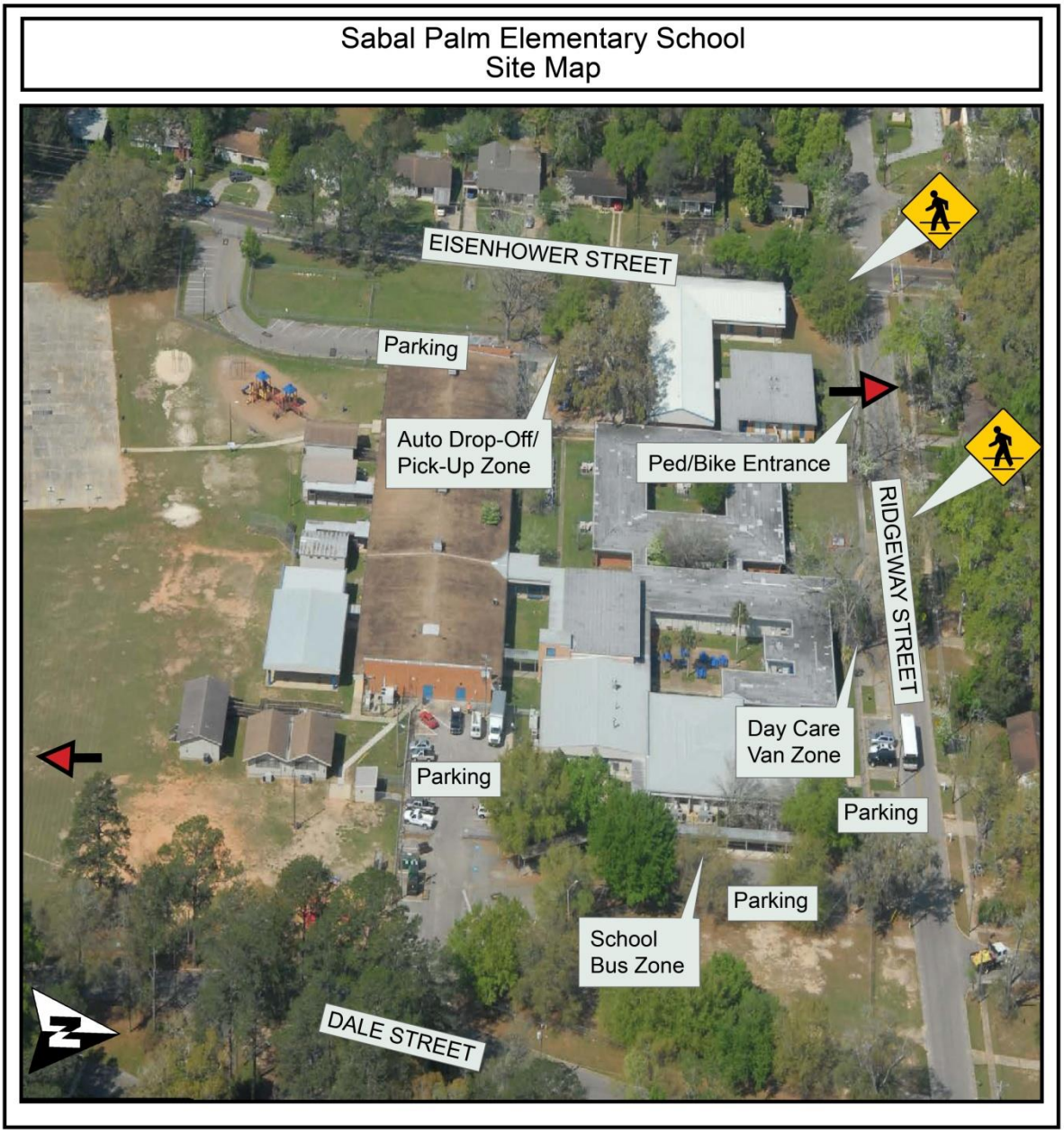
The parent drop-off and pick-up zone functions adequately to accommodate the volume of automobiles entering and exiting the site. However, the turning radii for the parent pick-up/drop-off driveways are quite large and induce higher turning speeds, which can be a problem since this is also the side of the street with a sidewalk. Additionally, the automobile lane transitions from two lanes down to one lane as parents make their way through the pick-up/drop-off zone. The automobile zone is covered and there is direct access to a walking facility. A holding area is available for students waiting to be picked up.

Inventory Map

An aerial photograph showing Sabal Palm Elementary School is located on the following page. As shown in the photo, the school fronts Ridgeway Street. Students can access campus from this street as well as Villamore Avenue (not pictured), behind the school.

Standard width sidewalks are located along both sides of Ridgeway Street except from the school bus zone towards Dale Street where it transitions to only the non-school side of the street. Additionally, there is a standard width sidewalk on the school-side of Eisenhower Street. There are no sidewalks along Dale Street or Villamore Avenue.

The automobile pick-up and drop-off zone is located along the side of the school on Eisenhower Street. Automobiles both enter and exit the zone at separate driveways along Eisenhower Street. Parking spaces are located in this area as well. The bus drop-off and pick-up zone is separately located along the opposite side of the school on Dale Street. Buses enter the zone from Ridgeway Street and exit onto Dale Street. Additional parking spaces are located in this area as well. A day care van zone is located along the front of the school's main entrance. Vans enter and exit Ridgeway Street via a pull-out bay.


Sabal Palm Elementary School
Site Map
EISENHOWER STREET
Parking
Auto Drop-Off/
Pick-Up Zone
Ped/Bike Entrance
RIDGEWAY STREET
Day Care
Van Zone
Parking
Parking
Parking
School
Bus Zone
DALE STREET
N

Issues and Opportunities

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

Changing neighborhood demographics appears to be one of the primary issues with students' walking and bicycling to school. Housing surrounding the school that becomes occupied by college students, who tend to not have school-aged children will further decrease the number of children walking and bicycling to school. This kind of external factor is often difficult to overcome, at least in the short term.

With what opportunities that do exist to increase walking and bicycling, including student safety, considerations should be given to Eisenhower Street and the two Star Metro bus stops. Clearly defined crosswalk markings along the parent pick-up/drop-off driveways would help increase awareness of children walking or bicycling to/from home during school commuting times. Additionally, signage specifying desired behavior by patrons at bus stops should be explored. Also, 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.

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 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 5thGrade, 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 the majority of students at Sabal Palm Elementary are dropped-off by car or riding a school bus at approximately 44 percent and 40 percent of students, respectively. The percentage of older students being dropped off in a car was higher than that of younger students. Of those commuting by school bus, the percentage rises slightly for younger-aged children. Walking to school ranked a distant third with approximately one out of seven students walking. Surprisingly, the percentage of younger students walking was slightly higher than that of older 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 surveyed, less than one percent, reported biking to school and none of the students reported arriving by public bus.

SUMMARY OF SCHOOL-WIDE RESULTS

	Walk	Bicycle	Automobile	School Bus	Public Bus
Average Overall	15 %	<1 %	44 %	40 %	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 a greater percentage of Sabal Palm Elementary School students are dropped off by car 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 school bus or another mode not described specifically in the survey such as an after-school program van. Overall, a total of approximately one-quarter 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 Jackson Bluff Road, Highway 20/Blountstown Highway, and Roberts Avenue.

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 having a secure place for storing bicycles and enforcing speed limits in school zones 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 Sabal Palm Elementary School. On the day of the field review, temperatures were in the mid 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 Sabal Elementary School.

Character of Neighborhood Area

Sabal Palm Elementary is located in a neighborhood comprised of higher density single family homes, multifamily homes, and manufactured homes. For the most part, the neighborhood connects in a mostly gridded manner which contributes to the school's accessibility. However, bicycle-pedestrian infrastructure is limited on streets throughout the neighborhoods. Where sidewalks do exist, they tend to only be available on one side of a street. A CSX railroad line runs east to west, just north of the school, and presents itself as a major barrier for younger children.

Major roadways in the neighborhood include:

- Capital Circle, a 2-3 lane roadway with a posted speed limit between 40-45mph.
- West Orange Avenue, an east-west, a two lane roadway with a posted speed limit between 40-55mph.

Crash Data

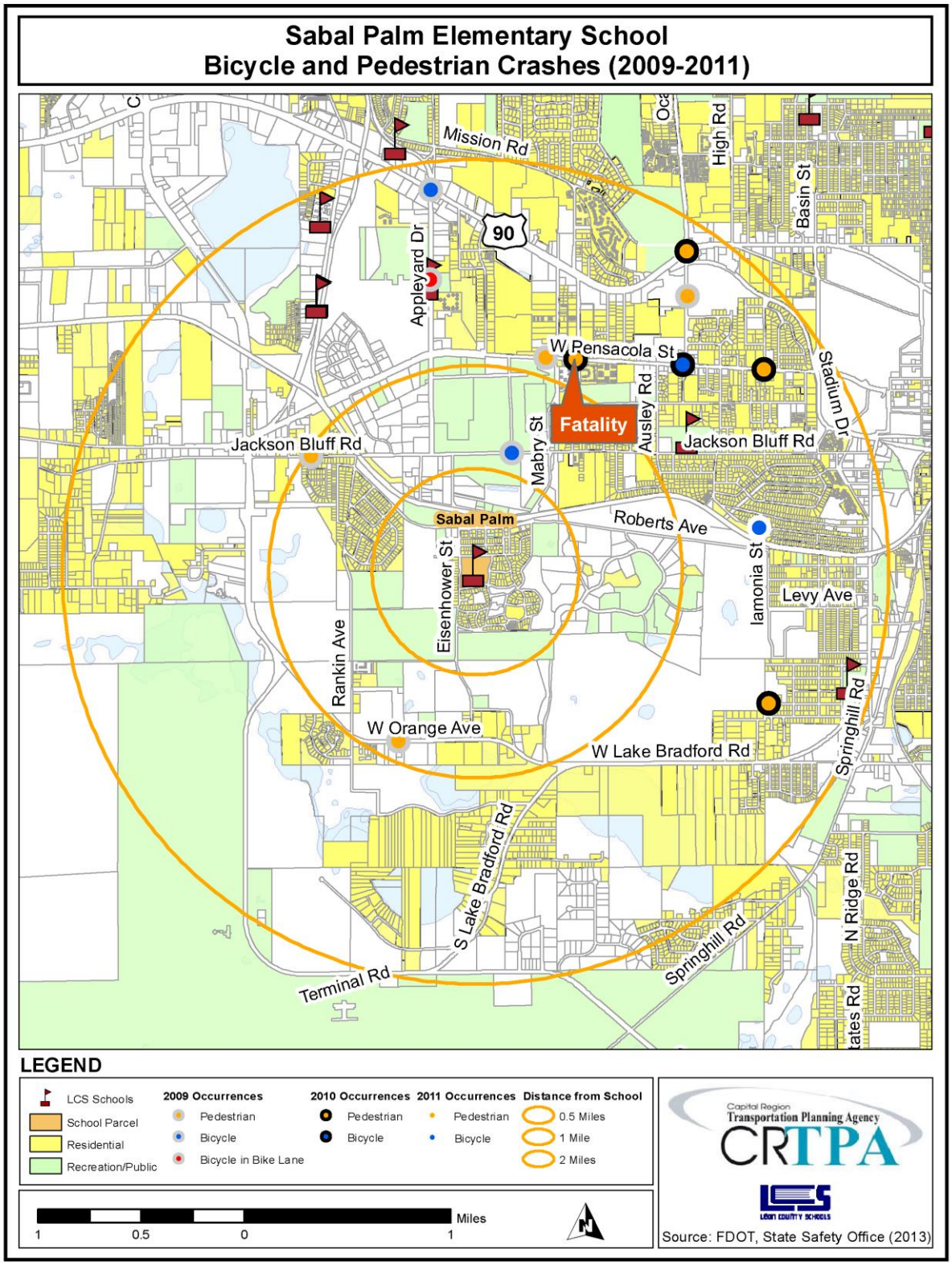
Crash data were collected from the Florida Department of Transportation's (FDOT) State Safety Office for years 2009-2011. Crashes reported include any crashes within Leon County and on any local and major roadways. The data were collected for a typical school year, August 15th to May 30th. Additionally, 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 14 bicycle and pedestrian crashes that occurred within the theoretical two-mile walk/bike radius of Sabal Palm Elementary School. Of those total crashes, 8 (57%) occurred during the morning hours and 6 (43%) occurred during the afternoon hours. A majority of the crashes involved adult pedestrians. However, there were a few incidents of crashes involving bicyclists and two occurrences of child pedestrian crashes. Injuries were reported in all crashes. Additionally, one crash resulted in a pedestrian child fatality.

Most of the crashes occurred approximately one to two miles northeast of Sabal Palm Elementary School, in an area mainly comprised of Tallahassee Community College and the Florida State University campus. Streets in this area that tend to have problems with crashes are Pensacola Street and Ocala Road. Other roadways with reported crashes include Jackson Bluff Road, Appleyard Drive, and Orange Avenue. 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
01/27/09	7:25am	Tuesday	Jackson Bluff Rd.	Doolittle Rd.	Serious Injury	Pedestrian	Child
02/20/09	4:18pm	Friday	Heritage Grove Dr.	Ocala Rd.	Injury	Pedestrian	Adult
04/08/09	8:35am	Wednesday	Jackson Bluff Rd.	Dupree St.	Injury	Bicyclist	Adult
04/20/09	7:28am	Monday	W Tennessee St.	Appleyard Dr. N	Injury	Bicyclist	Adult
04/29/09	9:00am	Wednesday	Pensacola St.	Mabry St.	Injury	Pedestrian	Adult
05/22/09	3:22pm	Friday	Orange Ave.	John Cox Dr.	Serious Injury	Pedestrian	Adult
10/06/09	3:35pm	Tuesday	400 Block Appleyard Dr.	N/A	Injury	Bicyclist in Bike Lane	Adult
03/16/10	9:09am	Tuesday	Daniels St.	Bruce Ln.	Serious Injury	Pedestrian	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
10/12/10	7:53am	Tuesday	Pensacola St.	Chapel Dr.	Injury	Pedestrian	Adult
10/29/10	3:46pm	Friday	Ocala Rd. S	Pensacola St.	Injury	Bicyclist	Adult
01/18/11	2:40pm	Tuesday	Glenda Dr.	Pepper Rd.	Injury	Bicyclist	Adult
11/11/11	9:30am	Friday	Ocala Rd.	Tennessee St.	Injury	Pedestrian	Adult


Sabal Palm Elementary School
Bicycle and Pedestrian Crashes (2009-2011)
Mission Rd
High Rd
Basin St
90
Appleyard Dr
W Pensacola St
Fatality
Ausley Rd
Stadium Dr
Jackson Bluff Rd
Mabry St
Jackson Bluff Rd
Sabal Palm
Roberts Ave
Eisenhower St
Iamonia St
Levy Ave
Rankin Ave
Springhill Rd
W Orange Ave
W Lake Bradford Rd
S Lake Bradford Rd
N Ridge Rd
Springhill Rd
Terminal Rd
LEGEND
LCS Schools
School Parcel
Residential
Recreation/Public
2009 Occurrences
Pedestrian
Bicycle
Bicycle in Bike Lane
2010 Occurrences
Pedestrian
Bicycle
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
Source: FDOT, State Safety Office (2013)

Neighborhood Assessment

The immediate neighborhood layout surrounding Sabal Palm Elementary School lends itself fairly well to walkability. Streets are pretty well connected, allowing for multiple route choices to/from school. However, existing sidewalk infrastructure is only available in the neighborhood immediately north of the school while bicycle infrastructure is non-existent. Further away from Sabal Palm Elementary, outside of the half-mile radius of the school, land uses tend to become more non-residential.

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

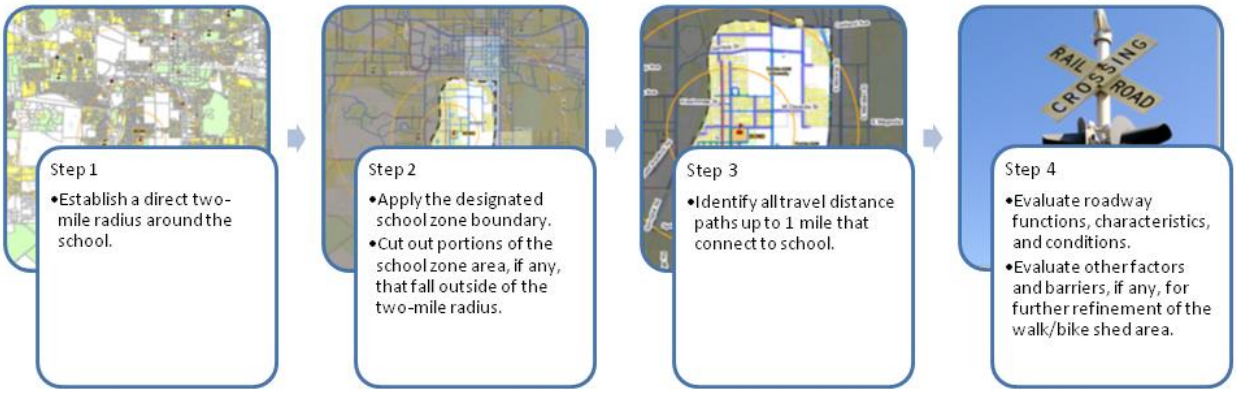
The walk/bike shed area and associated map are not meant to suggest that elementary school students of all ages, maturity level, and experience should commute to and/or from school within the area delineated. Certainly, younger children such as kindergarten students are not expected to walk or bike to 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 Sabal Palm Elementary School mostly extends northwest and just south of the school. There is an active railroad line just north of the school and contributes to the northern limits of the walk/bike shed. Few residential land uses to the east of Mabry Street and Wainwright Street contributes to the eastern limits of the walk/bike shed. Pensacola Street with its lack of pedestrian accommodations forms the northwest limits of the walk/bike shed. The area west of Eisenhower Street, excluding the Meadows Manufactured Home community, are not included in the walk/bike shed due to the presence of few residential land uses in the area including the Florida State University Rec SportsPlex.

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.

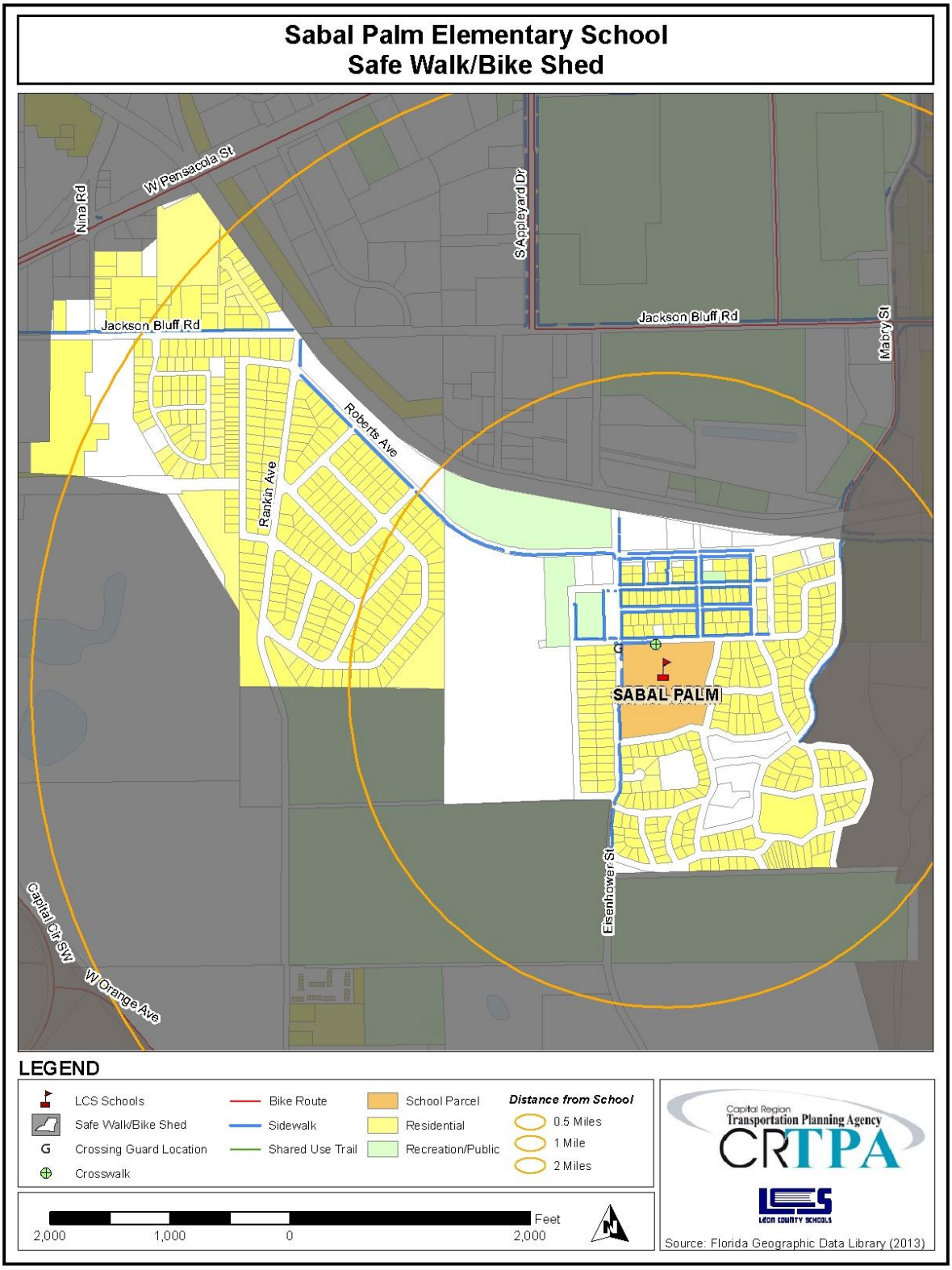
In determining a safe walking and bicycling area, this report applies a methodology and criterion that is more stringent than State standards and more in line with existing studies, research and opinions collected from numerous experts in the fields of pedestrian and bicycle transportation and safe routes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


Sabal Palm Elementary School
Safe Walk/Bike Shed
W Pensacola St
Nina Rd
S Appleyard Dr
Jackson Bluff Rd
Jackson Bluff Rd
Mabry St
Roberts Ave
Rankin Ave
SABAL PALM
Eisenhower St
Capital Cir SW
W Orange Ave
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
2,000
1,000
0
2,000
Feet
Capital Region
Transportation Planning Agency
CRTPA
LEON COUNTY SCHOOLS
Source: Florida Geographic Data Library (2013)

Chapter 6: Findings and Recommendations

The existing points of access for walkers and bicyclists to Sabal Palm Elementary School provide efficient access onto campus. For those requiring automobile or school bus access, the zones function fairly adequately. 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.

The neighborhood surrounding Sabal Palm School has a fairly well-connected street network. Many of the streets are low-volume traffic resident streets that can be navigated by walkers and bicyclists with a fair amount of ease, depending in part on grade level and maturity. Still, there are some infrastructure recommendations that would provide much benefit toward improving existing conditions.

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

Sabal Palm Elementary School On- and Off-Site Recommendations

	Improvement: On-Site	Location	From	To	Geography	Direction	Length	Comments
A1	Install bicycle parking rack	Ridgeway Street	Near the ped/bike entrance		N/A	N/A	N/A	
A2	New Sidewalk	Sabal Palm Field Near Villamore Avenue	Ped/Bike Gate	Existing Basketball Court	Southeast angle from basketball court	E-W	Approx. 143 feet	
A3	New Striped Crosswalks	Eisenhower Street	At Parent Pick-Up/Drop-Off Driveways		N/A	N/A	N/A	Both entrance and exit driveways
A4	New Striped Crosswalks	Ridgeway Street; Dale Street	At School Bus Driveways		N/A	N/A	N/A	Both entrance and exit driveways

	Improvement: Off-Site	Location	From	To	Geography	Direction	Length	Comments
B1	Stripe Existing Crosswalk	Ridgeway Street	N/A		West of main school entrance	N/A	N/A	
B2	'No Smoking' signage (2)	Star Metro Bus Stops (2) Near Campus	At Eisenhower & Ridgeway Street		N/A	N/A	N/A	Check with Star Metro to see if this feasible.
B3	New Sidewalk	Villamore Avenue	Eisenhower Street	Dale Street	North side of Villamore Avenue	E-W	Approx. 722 feet	
B4	New Sidewalk	Dale Street	Villamore Avenue	Ridgeway Street	West side of Dale Street	N-S	Approx. 767 feet	
B5	New Sidewalk	Ridgeway Street	Eisenhower Street	Harris Street	South side of Ridgeway Street	E-W	Approx.375 feet	
B6	New Crosswalk	Ridgeway Street	At Harris Street		South side of intersection	E-W	N/A	In conjunction with B7
B7	New Sidewalk	Harris Street	Ridgeway Street	Mobile Home Bike/Ped Entrance	West side of Harris Street	N-S	Approx. 178 feet	ROW may be constrained
B8	New Sidewalk	Rankin Avenue	Roberts Avenue	Roswell Drive	East side of Rankin Avenue	N/S	Approx. 0.4 miles	

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

On-Site Recommendations

A1) Install a bicycle parking rack near the existing pedestrian/bike entrance along Ridgeway Street. This will help ease parents' desires for safe and secure bicycle storage at the school, as expressed in the parent surveys.

A2) Construct a new sidewalk, from the pedestrian/bicycle gate along Villamore Avenue to the existing basketball court. This will better define this pedestrian/bicycle entrance as well as provide a better path for students to walk/bike across especially when it rains and the grass/field become wet and muddy.

A3) Paint new striped crosswalks at both the parent pick-up/drop-off entrance and exit driveways along Eisenhower Street.

A4) Paint new striped crosswalks at both the school bus entrance and exit driveways along Ridgeway Street and Dale Street, respectively.

Off-Site Recommendations

B1) Stripe the existing crosswalk along Ridgeway Street, just west of the main school entrance, to help make motorists more aware of children who may be crossing the street.

B2) Add 'No Smoking' signage at the two existing Star Metro bus stops located at the intersection of Eisenhower Street and Ridgeway Street. The school should work with Star Metro to see if this improvement is feasible.

B3) Construct a new sidewalk on the north side of Villamore Avenue from Eisenhower Street to Dale Street.

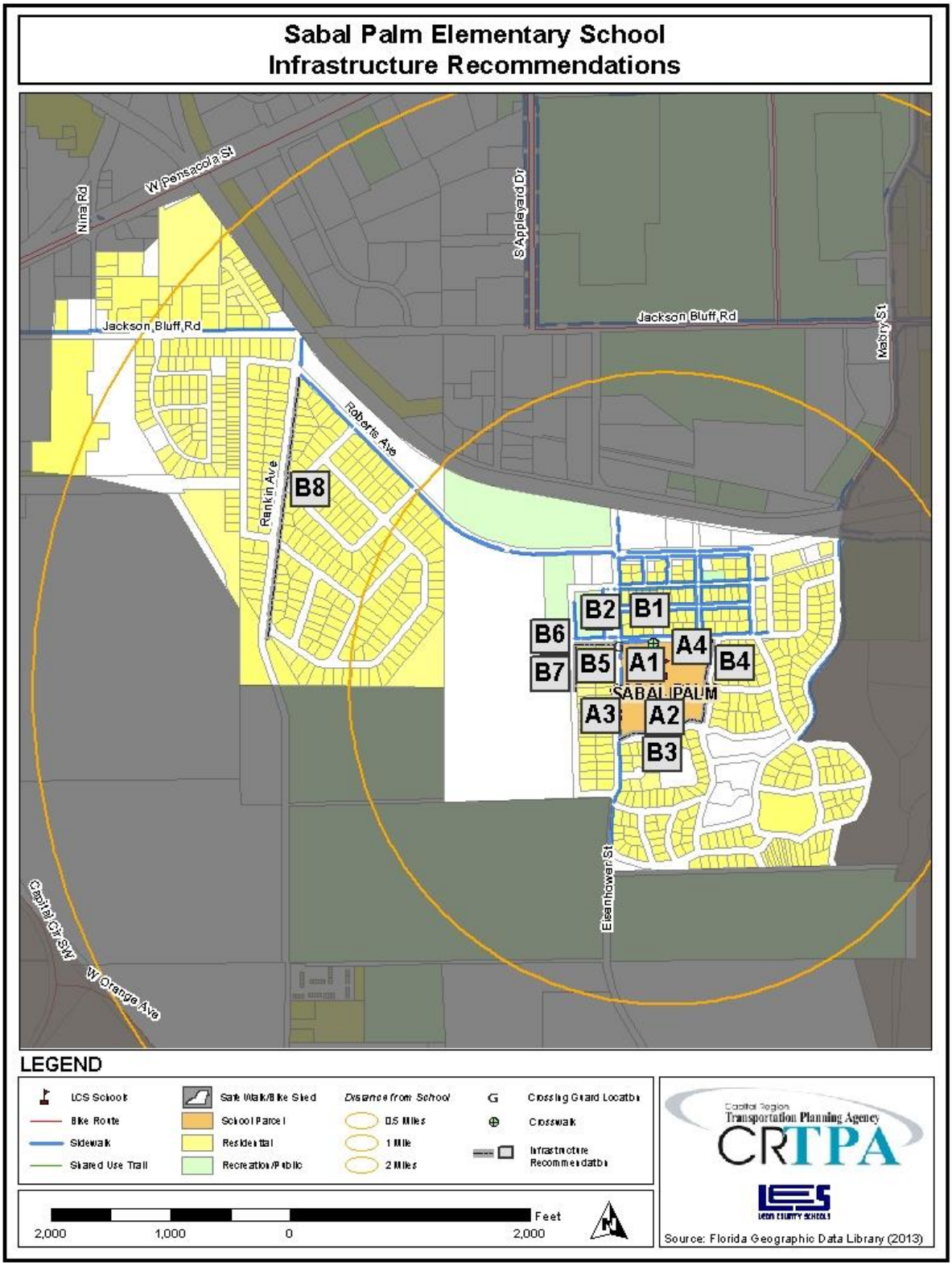
B4) Construct a new sidewalk on the west side of Dale Street from Villamore Avenue to Ridgeway Street.

B5) Construct a new sidewalk on the south side of Ridgeway Street from Eisenhower Street to Harris Street.

B6) **(In conjunction with On-Site Recommendation B7)** Paint a new crosswalk at the intersection of Ridgeway Street and Harris Street, along the south side.

B7) Construct a new sidewalk along the west side of Harris Street from Ridgeway Street to the existing mobile home pedestrian/bicycle entrance. Right-of-way may be constrained. If this is the case, the sidewalk should be moved to the east side of the Harris Street (**B6** would not be needed).

B8) Construct a new sidewalk on the east side of Rankin Avenue from Roberts Avenue to Roswell Drive.


Sabal Palm Elementary School
Infrastructure Recommendations
W Pensacola St
Nina Rd
S Appleyard Dr
Jackson Bluff Rd
Jackson Bluff Rd
Mabry St
Roberts Ave
Rankin Ave
B8
B2
B1
B6
A4
B7
B5
A1
B4
SABAL PALM
A3
A2
B3
Eisenhower St
Capital Cir SW
W Orange Ave
LEGEND
LCS School
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
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. Additionally, the school should promote the school's Villamore Avenue bike/ped entrance onto campus as it provides better access to campus for those students who may be living south of the school.

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, Florida Agricultural & Mechanical University, 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) Additional crossing guard – While there is currently a crossing guard available near the school, it may also be helpful to have a crossing guard at the Rankin Avenue & Roberts Avenue roundabout to assist students who may be traveling to/from this part of the neighborhood.

Policies

D1) Bike check and security – **(In conjunction with On-Site Recommendation A1)** 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.

D2) Increased enforcement during drop-off/pick-up times – To assist parents in the drop-off/pick-up zone, school staff or others such as parent volunteers or safety patrols should be available to

help open curb-side doors for students in both the morning and afternoon. This helps ensure that parents do not need to get out of their vehicles to assist students with their belongings. Ideally, it is best to have three or four assistants at a time to speed up the drop-off/pick-up process in a safe manner. Additionally, assistants should consider wearing bright vests or belts to help identify themselves to parents and assistants should also make sure they are at the drop-off/pick-up zone at their assigned times.

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

While the neighborhood immediately surrounding Sabal Palm School enjoys a fairly well-connected roadway network consisting mostly of low-volume residential streets, it doesn't correlate to high walking and bicycling commuting rates for students. Overall, approximately 15% of students commute to and from school by walking, while there are only a few (if any) bicycle commuters. There appear to be two primary reasons. First, a sizeable cohort of students attending Sabal Palm Elementary lives far from the school, outside of a safe, reasonable walking and bicycling distance. 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 with crime in the area as well as speeding vehicles. However, parents indicated that having a secure place for storing bicycles and enforcing speed limits in school zones were factors 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 recommendation improvements including but not limited to new sidewalks and crosswalks. Additionally, informational and educational programmatic solutions as well as policies that encourage 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, the current situation works well for the volume of automobile accessing campus. While Sabal Palm Elementary 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.

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 March, 2013. Twenty-two classrooms participated in the survey for a total of 303 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	22
Total Students Surveyed (K-5th)	303
Total K-2nd Students Surveyed	179
Total 3rd-5th Students Surveyed	124

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 13% to 17%, with an overall average of 15%. 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 13% to 17%, with an overall average of 16%.

SUMMARY OF WALKING AND BICYCLE SCHOOL-WIDE TRAVEL PATTERNS

	Walk	Bicycle	Helmet Use	Total Walk + Bike
Average Overall	15 %	<1 %	0 %	16 %
Highest Day	17 %	<1 %	0 %	17 %
Lowest Day	13 %	0 %	0 %	13 %

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 15% to 21%, with an overall average of 19%. None of the students surveyed reported biking to school. In total, the combined walk-bike average for the week ranged from 15% to 21%, with an overall average of 19%.

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

	Walk	Bicycle	Helmet Use	Total Walk + Bike
Average Overall	19 %	0 %	N/A	19 %
Highest Day	21 %	0 %	N/A	21 %
Lowest Day	15 %	0 %	N/A	15 %

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 6% to 11%, with an overall average of 10%. 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 6% to 12%, with an overall average of 10%.

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

	Walk	Bicycle	Helmet Use	Total Walk + Bike
Average Overall	10 %	<1 %	0 %	10 %
Highest Day	11 %	1 %	0 %	12 %
Lowest Day	6 %	0 %	0 %	6 %

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 44% to 48%, with an overall average of 41%. Of the students that ride to school in an automobile,

[2] Includes one K-3rd grade class

an overall average of 79% wore a seatbelt. Overall, the school bus-to-school average for the week ranged from 39% to 43%, with an overall average of 40%. None of the students surveyed reported riding a public bus to school.

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

	Automobile	Seat Belt	School Bus	Public Bus
Average Overall	44%	79 %	40 %	0 %
Highest Day	48 %	84 %	43 %	0 %
Lowest Day	41 %	70 %	39 %	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 35% to 46%, with an overall average of 39%. Of the students that ride to school in an automobile, an overall average of 90% wore a seatbelt. Overall, the school bus-to-school average for the week ranged from 39% to 47%, with an overall average of 43%. 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)[3]

	Automobile	Seat Belt	School Bus	Public Bus
Average Overall	39 %	90 %	43 %	0 %
Highest Day	46 %	95 %	47 %	0 %
Lowest Day	35 %	77 %	39 %	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 51% to 56%, with an overall average of 53%. Of the students that ride to school in an automobile, an overall average of 65% wore a seatbelt. Overall, the school bus-to-school average for the week ranged from 35% to 39%, with an overall average of 37%. None of the students surveyed reported riding a public bus to school.

[3] Includes one K-3rd grade class

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

	Automobile	Seat Belt	School Bus	Public Bus
Average Overall	53 %	65 %	37 %	0 %
Highest Day	56 %	85 %	39 %	0 %
Lowest Day	51 %	50 %	35 %	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:

_____
_____
_____

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 54 parent surveys returned. Of those, 29 (54%) 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 12 students representing Kindergarten through 2nd Grade, and 17 students representing 3rd Grade through 5th Grade.

SUMMARY OF PARENT SURVEY PARTICIPATION

Total Enrollment	713
Total Number of Parent Surveys	54
Total Number within 2 Miles (K-2nd Grade)	17
Total Number within 2 Miles (3rd-5th Grades)	12
Percentage of Surveys within 2 Miles	54 %

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	62 %
Walk	24 %

School Bus	14 %
Bicycle	0 %
Public Bus	0 %
Other	0 %
Afternoon	
Car	48 %
School Bus	28 %
Walk	21 %
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 47% in the morning and decreases to 35% in the afternoon. The school bus-to-school average for a typical week is 24% in the morning and increases to 35% in the afternoon. The walk-to-school average for a typical week is 29% in the morning and decreases to 24% in the afternoon. None of the students use an alternative commute mode in the morning, while 6% use an alternative commute mode in the afternoon. None of the students rode a bicycle or public bus in the morning or afternoon.

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

Morning	**Average Overall**
Car	47 %
Walk	29 %
School Bus	24 %
Bicycle	0 %
Public Bus	0 %
Other	0 %
Afternoon	
Car	35 %
School Bus	35 %
Walk	24 %
Other	6 %
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 car-to-school average for a typical week is 83% in the morning and decreases to 67% in the afternoon. The walk-to-school average for a typical week is 17% in both the morning and afternoon. None of the students rode a school bus in the

morning. However, 17% rode a school bus in the afternoon. None of the students rode a bicycle, public bus, or used an alternative commute mode in the morning or afternoon.

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

Morning	Average Overall
Car	83 %
Walk	17 %
Bicycle	0 %
School Bus	0 %
Public Bus	0 %
Other	0 %
Afternoon	
Car	67 %
Walk	17 %
School Bus	17 %
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	7
Issues with Crime	3

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 issues with sidewalks/walking. There were approximately five comments of concern regarding speeding vehicles. Specific locations where high-speed vehicles tend to be a problem are Jackson Bluff Road, Highway 20/Blountstown Highway, and Roberts Avenue. Additionally, there were two comments of concern regarding issues with crime.

General concerns with crime include unknown people standing around the school and drug areas. A specific location where crime tends to be a problem is near Highway 20/Blountstown Highway & Bayberry Lane. Lastly, there were two comments of concern regarding issues with sidewalks and walking. General concerns include the lack of sidewalks and missing sidewalks. A specific location where sidewalks tend to be a problem is near Highway 20/Blountstown Highway & Bayberry Lane.

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

Neighborhood Safety Concern	Number of Comments
Speeding Vehicles	5
Issues with Crime	2
Issues with Sidewalks/Walking	2

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, the parent pick-up/drop off area of the school, and crime. There were approximately two comments of concern regarding issues with speeding vehicles. A specific location where high-speed vehicles tend to be a problem is Jackson Bluff Road. One parent also mentioned vehicles speeding and not looking for children who may be walking or biking. Additionally, there was one comment of concern regarding the parent pick-up/drop-off area of the school. The general concern was children having to cross parent pick-up lanes on Ridgeway Street in order to be picked up. Lastly, there was one comment of concern regarding crime. The general concern was unknown people standing around the school.

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

Neighborhood Safety Concern	Number of Comments
Speeding Vehicles	2
Issues with Parent Pick-Up/Drop-Off Areas	1
Issues with Crime	1

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 The school provided a secure place for storing bicycles		*1*	*0*	*1*	*5*	*22*	7
#2 Speed limits were strictly enforced in school speed zones		*2*	*0*	*1*	*3*	*15*	6

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

Parents of children in Kindergarten through 2nd grade agreed that the top four influential factors to allow their child to walk or bicycle to school more often included factors related to having a secure place for storing bicycles, accompanying children (by themselves/other parents), and enforcing speed limits in school zones and marking zones with flashing signs.

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 The school provided a secure place for storing bicycles		*1*	*0*	*1*	*2*	*17*	4
#2 Accompanied by myself or other parents		*0*	*0*	*2*	*0*	*11*	4
#3 Speed limits were strictly enforced in school speed zones		*1*	*0*	*1*	*1*	*10*	3
#3 School speed zones were marked with flashing signs		*1*	*0*	*1*	*1*	*10*	3

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 a secure place for storing bicycles, enforcing speed limits in school zones, having continuous and separated bicycle/pedestrian pathways, and providing more walking and bicycle 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 The school provided a secure place for storing bicycles		*0*	*0*	*0*	*3*	*5*	3
#1 Speed limits were strictly enforced in school speed zones		*1*	*0*	*0*	*2*	*5*	3
#1 There were continuous sidewalks or bike paths from my neighborhood to school		*0*	*0*	*0*	*2*	*5*	4
#1 There were bicycle/pedestrian pathways separated from traffic from the neighborhood to the school		*0*	*0*	*0*	*2*	*5*	4
#1 Schools provided more walking and bicycling safety training for students		*2*	*0*	*0*	*0*	*5*	4