Dear DC Families, Schools, and Communities:

We are proud to present this toolkit both to ensure safety for our students and greater engagement within our communities!

The goal of this toolkit is to provide a framework to create and sustain Safe Passage programs in our schools and neighborhoods. Safe Passage does not only entail ensuring safe transport for students to and from schools. It also encompasses young people finding 'safe passage' from early childhood to young adulthood. Only by addressing both definitions through safety/security measures as well as relationship-building/mentorship opportunities can we truly build more safe and nurturing communities for our students.

The toolkit is organized into 6 sections based on the 6 E’s prescribed by the National Safe Routes to School in order to utilize a comprehensive, integrated approach:

1. **Education**: Inform students, families, and community members about safety.
2. **Encouragement**: Use events and activities to promote safe practices.
3. **Engineering**: Implement physical improvements to streetscape.
4. **Enforcement**: Partner with local law to address traffic and crime issues.
5. **Evaluation**: Assess success and identify unintended consequences or opportunities.
6. **Equity**: Create access to opportunities and ensure equitable outcomes for everyone.

The toolkit provides resources for parents and caregivers to discuss issues of safety and transportation with their children. It also offers lesson plans and curriculum resources for educators to embed safety practices inside and outside of the classroom. The toolkit even includes strategies for reaching out to neighbors and community members to collaboratively make our spaces more safe and welcoming.

In this way, we hope it will help our students and families to **be informed, be connected, and be empowered** about their safety concerns.

Please feel free to contact our office at (202) 741-4692 or student.advocate@dc.gov if you have questions about our work, this resource toolkit, or would like to discuss opportunities for us to work in partnership together.

Sincerely,

*Faith*

Faith Gibson-Hubbard  
Chief Student Advocate  
Office of the Student Advocate | D.C. State Board of Education  
441 4th St. NW, Suite 723N, Washington, DC 20001
Education:
Inform students, families, and community members about safety and transportation.
<table>
<thead>
<tr>
<th>Resource</th>
<th>How to Use It</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Transportation Alliance: Teacher Resources</strong></td>
<td>These resources can be used in the classroom, in before- and after-school programs, and within the community to promote physical health and protect the environment through sustainable transportation.</td>
</tr>
<tr>
<td><a href="http://www.activetrans.org/teacher-resources%20">http://www.activetrans.org/teacher-resources%20</a></td>
<td>The lesson plans across age groups and subjects provide opportunities for children to engage in healthy and safe physical activities and to learn how to make transportation choices that are both environmentally sustainable and economically smart.</td>
</tr>
<tr>
<td><strong>Active Transportation Alliance: Workshops, Trainings, and Presentations</strong></td>
<td>Active Transportation Alliance offers workshops, training, and presentations that empower community members to be supporters of active transportation. These include:</td>
</tr>
</tbody>
</table>
| [http://www.activetrans.org/content/workshops-trainings-and-presentations](http://www.activetrans.org/content/workshops-trainings-and-presentations) | - Bicycle Safety Education Courses  
- Professional Development Opportunities  
- School Policy |
<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bicycle Safer Journey</strong></td>
<td>This resource includes safety education videos for three age groups: 5-9, 10-14, and 15-18. Each age group page includes a resource library with links to age-appropriate bicycle safety curricula and lesson plans.</td>
</tr>
<tr>
<td><a href="http://www.pedbikeinfo.org/bicyclesaferjourney/">http://www.pedbikeinfo.org/bicyclesaferjourney/</a></td>
<td></td>
</tr>
<tr>
<td>Developed by the Federal Highway Administration</td>
<td></td>
</tr>
<tr>
<td><img src="image1.jpg" alt="Bicycle Safer Journey" /></td>
<td></td>
</tr>
<tr>
<td><strong>Bikeology: A middle and high school bicycle safety curriculum for physical education teachers and recreation specialists</strong></td>
<td>This curriculum is aligned with the National Standards for K-12 Physical Education and includes comprehensive lesson plans, activities, and assessments for the skills and knowledge teens and pre-teens need to enjoy a lifetime of safe bicycling.</td>
</tr>
<tr>
<td>Developed by the American Alliance for Health, Physical Education, Recreation, and Dance and National Highway Traffic Safety Association</td>
<td></td>
</tr>
<tr>
<td><strong>Bikeology: Parent Section (what every parent should know)</strong></td>
<td>This resource includes 12 individual tip sheets, including:</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
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<tr>
<td>Developed by the American Alliance for Health, Physical</td>
<td>▪ Distracting walking, bicycling, and driving</td>
</tr>
<tr>
<td>Education, Recreation, and Dance and National Highway Traffic Safety Association</td>
<td>▪ Defensive walking or bicycling</td>
</tr>
<tr>
<td></td>
<td>The tip sheets encourage parents to not only reinforce what their child has learned but also encourages parents to be “Roll Models” by always demonstrating safe behaviors when walking, bicycling, and driving.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Child Pedestrian Safety Curriculum</strong></th>
<th>This resource teaches and encourages pedestrian safety for students in grade K-5.</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum">http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum</a></td>
<td>The age ranges are divided into 3 smaller groups (K-1, 2-3, and 4-5) and include appropriate lessons plans, assessment guides, student response forms, and tip sheets in English and Spanish for each age range.</td>
</tr>
<tr>
<td>Prepared by the National Highway Traffic Safety Administration</td>
<td>The curriculum is organized into 5 lessons:</td>
</tr>
<tr>
<td></td>
<td>▪ Walking near traffic</td>
</tr>
<tr>
<td></td>
<td>▪ Crossing streets</td>
</tr>
<tr>
<td></td>
<td>▪ Crossing intersections</td>
</tr>
<tr>
<td></td>
<td>▪ Parking lot safety</td>
</tr>
<tr>
<td></td>
<td>▪ School bus safety</td>
</tr>
</tbody>
</table>
Helping Children Learn Pedestrian Safety Skills:
Overview for Parents and Caregivers

- English: [saferoutesinfo.org/sites/default/files/resources/TeachingChildrenToWalkSafely-2page.pdf](saferoutesinfo.org/sites/default/files/resources/TeachingChildrenToWalkSafely-2page.pdf)
- Spanish: [saferoutesinfo.org/sites/default/files/resources/EnseñarLosNiñosCaminarConSeguridad.pdf](saferoutesinfo.org/sites/default/files/resources/EnseñarLosNiñosCaminarConSeguridad.pdf)

Prepared by the National Center for Safe Routes to School

This resource breaks down safety skills by age groups:

- 4-6
- 7-9
- 10+

Kentucky Safe Routes to School: Lesson Plans
[http://transportation.ky.gov/Local-Programs/Pages/Lesson-Plans.aspx](http://transportation.ky.gov/Local-Programs/Pages/Lesson-Plans.aspx)

Developed by the Kentucky Department of Transportation

These lesson plans have been adopted by the Kentucky Department of Education for grades K-2, 3-5, and 6-8.

Lessons include topics such as:

- Helping Curious George Ride a Bike Safely (Grades K-2)
- Mapping My Route to School (Grades 3-5)
- Get Moving Get Healthy (Grades 6-8)
### Marin County Safe Routes to School: Safety Curriculum

[http://www.saferoutestoschools.org/curriculum.html](http://www.saferoutestoschools.org/curriculum.html)

Developed by the Transportation Authority of Marin

#### Lesson plans

Lesson plans are age-specific and indicate objectives, materials needed, lesson length, and provide step-by-step instructions. Lessons include:

- **Stop! Look! Listen!** (2nd Grade)
- **Bicycle Rodeo** (4th grade)
- **Outdoor Bike Drills** (6th grade)

### Maryland Pedestrian and Bicycle Safety Education Curriculum: K-5


Developed by Rockville Department of Recreation and Parks and Maryland State Highway Administration

The Maryland Pedestrian and Safety Education Program is a comprehensive set of lessons for K-5, with each year building on skills and concepts introduced in previous years.

The program also includes guides for teachers and administrators.

The program emphasizes practicing skills such as safe street crossing and bicycle riding.

### Messaging for Children


Prepared by the National Center for Safe Routes to School

#### Key Messages For Children

This section includes four main education topics that relate to Safe Routes to School (SRTS) for children:

- **Pedestrian safety skills**
- **Bicyclist safety skills**
- **Personal Safety** (effects of criminal activity)
- **Health/Environment Benefits** (link physical activity to personal health)

### Additional Resources

- **Stop! Look! Listen!** (2nd Grade)
- **Bicycle Rodeo** (4th grade)
- **Outdoor Bike Drills** (6th grade)

### Maryland Pedestrian and Safety Education Program

The Maryland Pedestrian and Safety Education Program is a comprehensive set of lessons for K-5, with each year building on skills and concepts introduced in previous years.

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### Messaging for Children

This resource includes:

- **Pedestrian Safety Skills**
- **Bicyclist Safety Skills**
- **Personal Safety** (effects of criminal activity)
- **Health/Environment Benefits** (link physical activity to personal health)
Messaging for Neighbors
http://guide.saferoutesinfo.org/education/key_messages_for_neighbors.cfm
Prepared by the National Center for Safe Routes to School

Key Messages For Neighbors
These include:

- Keeping sidewalks clear
- Pruning plants and shrubs to enhance visibility
- Keeping unleashed pets off the route.

Messaging for Parents
http://guide.saferoutesinfo.org/education/key_messages_for_parents.cfm
Prepared by the National Center for Safe Routes to School

This resource focuses on parent roles as teachers/role models, as drivers on campus during drop-off/pick-up, and drivers near schools.

Pedestrian Safer Journey
http://www.pedbikeinfo.org/pedsaferjourney/
Developed by the Federal Highway Administration

This resource includes safety education videos for three age groups: 5-9, 10-14, and 15-18.

Each age group page includes a resource library with age-appropriate pedestrian safety curricula, videos, and quizzes.

Safe Routes Nebraska: Safe Routes in the Classroom
http://www.saferoutesinfo.org/program-tools/safe-routes-nebraska-safe-routes-classroom
Developed by Safe Routes to School Nebraska

These creative activities were designed to teach students in each age group (grades 1-2, 3-4, 7-8) to understand the health benefits of walking and biking to school as well as how to do it safely.

Pedestrian Safer Journey
http://www.pedbikeinfo.org/pedsaferjourney/
Developed by the Federal Highway Administration

This resource includes safety education videos for three age groups: 5-9, 10-14, and 15-18.

Each age group page includes a resource library with age-appropriate pedestrian safety curricula, videos, and quizzes.

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Safe Passage Community Resource Toolkit

Strategies for Educating Children
http://guide.saferoutesinfo.org/education/strategies_for_educating_children.cfm
Prepared by the National Center for Safe Routes to School

Strategies For Educating Children

This resource includes:

- One-time Instruction
- Classroom or Physical Education Lessons
- Lessons integrated into classroom subjects
- Parent Involvement, Structured Skills Practice
- Bicycle Rodeo
- Bicycle Safety Training

Ways to deliver education

A variety of methods are available for teaching children about safety and health. Deciding on a method (or more than one) may be influenced by:

- How much content is to be covered
- The amount of time available
- The desired outcome

For example, one-time instruction, such as an assembly, generally offers the least information and requires the least time. Skill practice, which requires more time and extensive preparation, shows the greatest promise for children to adopt safety skills (Kinnie, Fox, & McLern, 1994).

This section will describe the following educational methods:

- One-time instruction
- Classroom or physical education lessons
- Parent involvement
- Structured skills practice

While each method is described separately, SRTS programs usually use a combination of methods. In fact, a multi-pronged approach will most likely reach more children.

Strategies for Reaching Neighbors
http://guide.saferoutesinfo.org/education/strategies_for_reaching_neighbors.cfm
Prepared by the National Center for Safe Routes to School

Strategies For Reaching Neighbors

These include:

- Attending neighborhood group meetings
- Hosting an “open house”
- Installing informational signs in highly visible locations
- Distributing flyers to homes near the school or mailing flyers home (alongside bills)

Neighbors should be engaged early in the Safe Routes to School (SRTS) planning process. This provides an opportunity for SRTS coordinators to hear and address these concerns and increases the likelihood that neighbors will take action to make or keep routes safe. The impact of potential safe routes to school activities on neighbors should be assessed. For example, a remote drop-off area may be initiated to ease traffic congestion near the school. While it improves safety for pedestrians and bicyclists and gives those that live further away the chance to walk, it may also create traffic problems in new areas. Identifying and addressing these issues need to be part of the process.

Ways to reach neighbors include:

1. Attend neighborhood group meetings to introduce SRTS, discuss neighbors’ needs and concerns and ask for their help. A community in California invited neighbors to a “pruning party” and provided supplies and assistance to trim vegetation growing over the sidewalks. If conflict over trimming trees and bushes occurs, local officials can often resolve by enforcing local ordinances.
2. Host an “open house” for neighbors and parents to learn more about SRTS.
3. Install informational signs in highly visible locations around the neighborhood.
4. Distribute flyers to homes near the school. Some communities have mailed information with utility bills.
### Strategies for Reaching Parents


Prepared by the National Center for Safe Routes to School

**Strategies For Reaching Parents**

A variety of strategies can be used to reach parents as they teach their children walking and riding skills from three to 18 years old. Here are a few strategies that you can use to get parents involved:

1. **Communication**
   - Send home letters with parents, school-wide flyers, emails, or information on web sites. Make sure that these materials are clear and concise. Use pictures of children walking and riding with adults and other parents. Use stories or interviews with parents or children who have participated in a Safe Routes to School Program.

2. **Enforcement Strategies**
   - Use signs, pavement markings, and other enforcement tools to create safer conditions for children and adults. These strategies can be used in school zones, parks, and other areas where children are likely to be.

3. **Media Stories**
   - Use the media to share stories about Safe Routes to School and other programs that promote healthy and active living.

4. **Training Classes**
   - Offer training classes for parents and community groups. These classes can be held in schools or community centers.

This resource includes:

- Communication (printing materials sent home, school websites, emails)
- Enforcement strategies (signs, pavement markings, notices, educational flyers)
- Media stories
- Training classes

### Teaching Children to Walk Safely as They Grow and Develop


Prepared by the Pedestrian and Bicycle Information Center (PBIC)

**Teaching Children to Walk Safely as They Grow and Develop**

Nothing is more important to parents than the safety of their children. Helping children develop the skills they need to walk safely is an important step in teaching them to be safe and healthy. This guide is intended to help parents and caregivers match their guidance and expectations with their children’s development and abilities at ages 4-6, 7-9, and 10+:

- Understanding how children develop and learn pedestrian skills
- Resources for helping children learn pedestrian safety skills
Tips for Parents and Other Adults for Teaching Pedestrian Safety to Children

- **English Color:** saferoutesinfo.org/sites/default/files/tips_forParents.pdf
- **English Black/White:** saferoutesinfo.org/sites/default/files/tips_forParents.bw.pdf
- **Spanish Color:** saferoutesinfo.org/sites/default/files/tips_forParents.esp.pdf
- **Spanish Black/White:** saferoutesinfo.org/sites/default/files/tips_forParents.esp.bw.pdf

Prepared by the National Center for Safe Routes to School

This resource provides a one-pager handout or teaching tool on safety considerations for parents and other adults.
Safe Passage Community Resource Toolkit

Tips for Walking Safely to School

- **English Color:**
  saferoutesinfo.org/sites/default/files/tips_for_kids.pdf

- **English Black/White:**
  saferoutesinfo.org/sites/default/files/tips_for_kids.bw_.pdf

- **Spanish Color:**
  saferoutesinfo.org/sites/default/files/tips_for_kids.esp_.pdf

- **Spanish Black/White:**
  saferoutesinfo.org/sites/default/files/tips_for_kids.esp_.bw_.pdf

Prepared by the National Center for Safe Routes to School

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Walk Bike to School: Classroom Resources and Handouts


Prepared by the National Center for Safe Routes to School

This resource provides ideas about how to incorporate walking and biking themes into various school subjects, including:

- Art or Computer
- History/Social Sciences
- Health/Physical Education
- English
- Mathematics
Safe Passage Community Resource Toolkit

Walk Bike to School: Curricula
http://walkbiketoschool.org/keep-going/ongoing-activities/classroom-curricula

Prepared by the National Center for Safe Routes to School

This resource includes curricula from several organizations, including:

- American Alliance for Health, Physical Education, Recreation, and Dance
- National Highway Traffic Safety Association
- Kentucky DOT
- Maryland Highway Safety Office
- Nebraska Department of Roads
- Marin County Bicycle Coalition

Curricula

The ability to walk and bicycle safely is an important life skill. Any program that encourages walking and bicycling should also incorporate safety education. In order for children to adopt new skills, they need supervised practice time and repeated reinforcement of the key messages. The following walking and biking resources can help.

- Active Transportation in the Classroom (Active Transportation Alliance)
- Kentucky Safe Routes to School Curriculum (Kentucky DOT)
- Maryland Pedestrian and Bicycle Safety Curriculum (Maryland Highway Safety Office)
- Safe Routes in the Classroom (Nebraska Department of Roads)
- Safe Routes Curriculum (Marin County Bicycle Coalition)

**Want to know more about how transportation choices affect the environment? Explore environmental education curricula and other resources.**
Encouragement:
Use events and activities to promote safe practices.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Active Schools Toolkit</strong>&lt;br&gt;<a href="http://dpi.wi.gov/sites/default/files/imce/sspw/pdf/pasastoolkit.pdf">http://dpi.wi.gov/sites/default/files/imce/sspw/pdf/pasastoolkit.pdf</a>&lt;br&gt;Developed by the Wisconsin Department of Public Instruction</td>
<td>This guide outlines strategies to creating an Active School:&lt;br&gt; School Physical Education Class Time Strategies&lt;br&gt; Physical Activity as Part of the School Day Strategies&lt;br&gt; School-related Physical Activity Outside the School Day Strategies&lt;br&gt; Recreation Program Strategies&lt;br&gt; Transportation-Related Physical Activity Strategies&lt;br&gt; Walkable and Bikable Neighborhood Strategies</td>
</tr>
</tbody>
</table>
| **Arizona Handbook for Adult School Crossing Guards**<br>[www.az.aaa.com/sites/default/files/club/news/docs/crossing_guard_bro2010LR.pdf](www.az.aaa.com/sites/default/files/club/news/docs/crossing_guard_bro2010LR.pdf)<br>Prepared by AAA Arizona | This resource provides a two-pager handout or teaching tool outlining key, basic knowledge that every crossing guard should know.
<table>
<thead>
<tr>
<th><strong>Safe Passage Community Resource Toolkit</strong></th>
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<tbody>
<tr>
<td><strong>Between the Lines: Adult School Crossing Guard Training</strong></td>
</tr>
<tr>
<td>Prepared by the Foundation for Traffic Safety</td>
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<tr>
<td>This DVD program covers basic adult school crossing guard procedures at several types of intersections. It can be purchased for $14.95 through the website.</td>
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<tr>
<td><strong>Florida School Crossing Guard Training Guidelines</strong></td>
</tr>
<tr>
<td>Developed by the Florida Department of Transportation Safety Office</td>
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<tr>
<td>The toolkit outlines how to set up a program, including:</td>
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<td>- Administration</td>
</tr>
<tr>
<td>- Guard training courses</td>
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<tr>
<td>- Techniques used in school crossings</td>
</tr>
<tr>
<td>- Procedures for typical crosswalk configurations</td>
</tr>
<tr>
<td><strong>Kids Walk-to-School: A Guide to Promote Walking to School</strong>&lt;br&gt;<a href="http://www.ezride.org/documents/cdc-kids-walk-guide.pdf">http://www.ezride.org/documents/cdc-kids-walk-guide.pdf</a></td>
</tr>
<tr>
<td><strong>Lemon Grove Kids Walk and Roll to School Toolkit</strong>&lt;br&gt;<a href="http://www.lemongrove.ca.gov/Home/ShowDocument?id=2464">http://www.lemongrove.ca.gov/Home/ShowDocument?id=2464</a></td>
</tr>
<tr>
<td>Marin County Safe Routes to School: Go Green! Challenge</td>
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<tr>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Teacher Instructions:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Let's Walk to School Together!: A Walking School Bus Training Manual for Safe Routes to School Programs</th>
<th>This comprehensive guide provides thorough background information as well as explicit directions for planning a program in phases:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Phase 1: Establish a relationship with school staff and parents</td>
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<td></td>
<td>- Phase 2: Establish a Walking School Bus Committee</td>
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<td></td>
<td>- Phase 3: Establish roles and responsibilities of the volunteers</td>
</tr>
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<td></td>
<td>- Phase 4: Recruit Walking School Bus program participants</td>
</tr>
<tr>
<td></td>
<td>- Phase 5: Train Walking School Bus leaders and the Volunteers</td>
</tr>
<tr>
<td></td>
<td>- Phase 6: Launch your Walking School Bus!</td>
</tr>
</tbody>
</table>

Developed by the Los Angeles County Department of Public Health
Marin County Safe Routes to School: Green Ways to School
http://www.saferoutestoschools.org/greenways.html
Organized by Transportation Authority of Marin

This resource features activities such as the Go for the Green Challenge, which is a classroom competition that encourages children to find a Green Way to School.

Marin County Safe Routes to School: Walk and Roll Wednesdays
http://www.saferoutestoschools.org/w_and_r_wed.html
Organized by Transportation Authority of Marin

The program’s aspiration is to embed a regular weekly green travel day at every school in Marin County.

The mission is to make green travel a daily habit for this generation of children by encouraging them at a young age to use their feet to get places.
**Massachusetts Safe Routes to School: Walking School Bus Kit**  
Developed by the Massachusetts Executive Office of Transportation and MassRides

This guide outlines how to start a Walking School Bus, how to publicize and organize a program, tip sheets for pedestrian safety for students and adults, and walkability checklists.

**Mileage Clubs and Contests**  
http://guide.saferoutesinfo.org/encouragement/mileage_clubs_and_contests.cfm  
Developed by the Pedestrian and Bicycle Information Center (PBIC)

Children are able to track the amount of miles they walk or bicycle and get a small gift or a chance to win a prize after a certain mileage goal is reached.

**“Safe Out the Door” by All-Ohio Show Choir**  
https://www.youtube.com/watch?v=qPMcEBlqVWo  
Organized by the Ohio Department of Transportation (ODOT)

This resource was created in support of ODOT's comprehensive, statewide Safe Routes to School campaign to educate Ohio’s 1.2 million K-8
<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Passage Community Resource Toolkit</td>
<td>Students, their families, teachers, and school officials on appropriate safety practices for walking and biking to school.</td>
<td>This campaign is called “Every Move You Make, Keep it Safe.”</td>
</tr>
<tr>
<td>The Walking School Bus: Combining Safety, Fun, and the Walk to School</td>
<td>This guide provides general outlines on how to start and sustain a program, including:</td>
<td>Database: <a href="http://www.ezride.org/documents/How-to-Organize-a-WSB.pdf">http://www.ezride.org/documents/How-to-Organize-a-WSB.pdf</a></td>
</tr>
<tr>
<td>Prepared by the Pedestrian and Bicycle Information Center (PBIC)</td>
<td>- Deciding if a Walking School Bus is the Right Fit</td>
<td>Prepared by the Pedestrian and Bicycle Information Center (PBIC)</td>
</tr>
<tr>
<td></td>
<td>- Addressing Safety</td>
<td>Prepared by the Pedestrian and Bicycle Information Center (PBIC)</td>
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<tr>
<td></td>
<td>- Measuring Impact</td>
<td>Prepared by the Pedestrian and Bicycle Information Center (PBIC)</td>
</tr>
<tr>
<td></td>
<td>- Promising Examples</td>
<td>Database: <a href="http://www.ezride.org/documents/How-to-Organize-a-WSB.pdf">http://www.ezride.org/documents/How-to-Organize-a-WSB.pdf</a></td>
</tr>
<tr>
<td>Virginia DOT Crossing Guard Appreciation Day</td>
<td>This resource provides ideas including ways to say heart-felt thank yous, promoting the work of the crossing guards, and ways to support their work.</td>
<td>Database: <a href="https://www.dropbox.com/s/rwIhxk04o81d9ad3/VDOT_LDL_Crossing%20Guard%20Appreciation%20Day.pdf?dl=0">https://www.dropbox.com/s/rwIhxk04o81d9ad3/VDOT_LDL_Crossing%20Guard%20Appreciation%20Day.pdf?dl=0</a></td>
</tr>
<tr>
<td>Resource</td>
<td>Description</td>
<td>Ideas</td>
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<tr>
<td>Safe Passage Community Resource Toolkit</td>
<td>Prepared by Virginia Department of Transportation</td>
<td>Welcome celebrations, inviting parents for coffee or breakfast, organizing walks at school or neighborhood walk-abouts, planning assemblies/contests</td>
</tr>
<tr>
<td>Walk Bike to School: 50 Event Ideas</td>
<td>Prepared by the National Center for Safe Routes to School</td>
<td>Arranging for the Mayor's Official Proclamation, pep rallies, walking school bus or bicycle train, student walk to school committees</td>
</tr>
</tbody>
</table>
| Walking School Bus: A guide for parents and teachers | Developed by the Australian Government Department of the Environment and Heritage Australian Greenhouse Office | This guide outlines benefits of the Walking School Bus, how to join or start a program, and promote a program.
<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
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<tbody>
<tr>
<td>Safe Passage Community Resource Toolkit</td>
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<td>----------------------------------------</td>
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<tr>
<td>▪ Identifying Program Need</td>
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<td>▪ Finding Route Leaders</td>
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<td>▪ Planning Routes</td>
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<td>▪ Logistics and Communication</td>
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<td>▪ Establishing a Pilot Program</td>
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<td>▪ Funding Strategies</td>
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<td>▪ Creative Solutions to Common Problems</td>
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<tr>
<td>▪ Helpful Resources</td>
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</table>
Engineering:
Implement physical improvements to streetscape.
### Adult School Crossing Guard Guidelines

http://guide.saferoutesinfo.org/crossing_guard/index.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

This resource outlines guidelines for a School Crossing Guard program, including:

- Role of the Adult Crossing Guard
- Elements of a Crossing Guard Program
- Identifying the Locations Where Adult School Crossing Guards Are Needed
- Hiring and Training Adult School Crossing Guards
- Funding the Adult School Crossing Guard Program
- Crossing Procedures for a Variety of Situations

Adult school crossing guards play an important role in the lives of children who walk or bicycle to school. They help children safely cross the street at key locations. They also remind drivers of the presence of pedestrians. The presence of adult crossing guards can lead to more parents feeling comfortable about their children walking or bicycling to school. While the primary role of an adult school crossing guard is to guide children safely across the street, children also remain responsible for their own safety. In this manner, a guard plays another key function -- a role model helping children develop the skills necessary to cross streets safely at all times.

The design and implementation of an adult school crossing guard program is largely the decision of local communities. Some federal guidance exists and there are some state and local requirements pertaining to the operation of guard programs, but these vary across the country. Ideally, the development of an adult school crossing guard program involves a community partnership that includes the expertise of law enforcement agencies, traffic engineering or planning departments and school systems. Working together with parents, this community group identifies the locations where adult school crossing guards are needed and the appropriate number of guards for each location. The group establishes crossing procedures for a variety of traffic situations as well as sites, trains and equips the guards and secures long-term funding for the program.

### Complete Streets

http://www.smartgrowthamerica.org/complete-streets

Organized by Smart Growth America’s National Complete Streets Coalition

Complete Streets is a nationwide movement integrating people and places in the planning, design, construction, operation, and maintenance of transportation networks.

The Coalition promotes the development and implementation of policies and professional practices that ensure that streets are safe for people of all ages and abilities, balance the needs of different modes, and support local land uses, economies, cultures, and natural environments.
Guiding Principles for Applying Safe Routes to School Engineering Solutions

guide.saferoutesinfo.org/engineering/guiding_principles_for_applying_srts_engineering_solutions.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

Guiding Principles for Applying Safe Routes to School Engineering Solutions

Several principles guide this discussion of SRTS engineering solutions as well as the design of a built environment that provides safe routes for children as they walk and bicycle to school. The following list states and briefly describes some of the principles:

- Infrastructure within the school zone and beyond is a prerequisite for walking and bicycling.
- The physical environment often determines whether many children walk or bicycle to school. In safety walk or bicycle to school along a street or separate path, or to cross a street along the way, children need well-designed, well-built, well-maintained, and accessible facilities.
- SRTS programs address infrastructure needs at schools as well as along a child’s route to school. Children walk and bicycle to school from locations outside the immediate school zone and often from beyond the schools designated walk zone.
- Accessibility Required
  - An important aspect of ensuring children with disabilities to walk and bicycle to school is provision of accessible infrastructure. Guidelines for making schools sites and routes to school accessible for children with disabilities can be found in the Americans with Disabilities Act Accessibility Guidelines (ADAAG) and the Public Rights-of-Way Accessibility Guidelines (PRWAG). Throughout this guide, the term “pedestrian” should be understood to include students using assistive devices such as wheelchairs.

Selecting School Bus Stop Locations

http://guide.saferoutesinfo.org/school_bus_locations/index.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

Selecting School Bus Stop Locations

This resource outlines the best practices and major guidelines for effectively engineering safe routes.

Selecting School Bus Stop Locations

http://guide.saferoutesinfo.org/school_bus_locations/index.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

Selecting School Bus Stop Locations

This resource provides guidelines for selecting bus stops that reflect a priority of safety for students getting to and from bus stops and while waiting for their buses.

The primarily goals are to provide school bus transportation professionals with information they will find useful in developing new policies or revising existing policies and procedures for selecting school bus stops.

Another goal is to encourage districts to establish policies that provide the safest school bus stops possible, within existing constraints.
## Student Drop-Off and Pick-up Tools
**http://guide.saferoutesinfo.org/dropoff_pickup/student_drop-off_and_pick-up_tools.cfm**

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

**Student Drop-off and Pick-up Tools**

When assessing the drop-off and pick-up process, activity on school grounds (on site) as well as activity in the area surrounding the school (off site) must be considered. These images depict an on-site drop-off and pick-up process that is orderly - motor vehicles are approaching single file and releasing students directly to the sidewalk in the designated drop-off zone.

But, off site, on a street near the same school, the process is chaotic. Notice the backed-up street, delaying commercial vehicles, school buses and parents wishing to drop off children. Such situations are often accompanied by unsafe driving behavior as everyone rushes to beat the morning bell or get to work on time. Developing safe routes to schools requires an orderly process for dropping off and picking up children both on and off the school campus.

<table>
<thead>
<tr>
<th>These resources include:</th>
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<tbody>
<tr>
<td>- Curb stripping and other pavement markings</td>
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<tr>
<td>- Signage</td>
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<tr>
<td>- Separating motor vehicles from pedestrians and bicyclists</td>
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<tr>
<td>- Adding a drop-off and pick-up lane</td>
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<tr>
<td>- Assistants to help students exit and enter motor vehicles</td>
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<tr>
<td>- Adding an off-site queuing lane</td>
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<tr>
<td>- Temporary street closure and one-way street</td>
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<td>- Frequent reminders using school announcements and newsletters</td>
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<tr>
<td>- Monitoring and enforcement</td>
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## The Better Block
**http://betterblock.org**

The Better Block works with schools, parks, and block clubs to use different city resources to eliminate barriers of walking, biking, and using public transit in communities.

The organization selects partner groups to receive consultation including presentations and specific strategies to create changes to the built environment.
Enforcement:
Partner with local law to address traffic and crime issues.
National Safe Routes to School Program Promotes Role for Law Enforcement
http://apps.saferoutesinfo.org/lawenforcement/
Developed by the National Highway Traffic Safety Administration and the National Center for Safe Routes to School

This website resource outlines ways to get involved as:
- Law Enforcement Executives
- School Resource Officers
- Patrol/Traffic Safety Officers
- Bike Officers
- Community Policing Officers
- Training Officers

The Community Enforcement Approach
http://guide.saferoutesinfo.org/enforcement/the_community_enforcement_approach.cfm
Prepared by the Pedestrian and Bicycle Information Center (PBIC)

This resource includes:
- Involving school and community members, such as kids serving as safety patrol members during drop-off/pick-up at schools
- Adult school crossing guards
- Neighborhood speed watch programs, which can provide opportunities to educate drivers about their driving speeds.
The Law Enforcement Approach

- Overview: [http://guide.saferoutesinfo.org/enforcement/the_law_enforcement_approach.cfm](http://guide.saferoutesinfo.org/enforcement/the_law_enforcement_approach.cfm)
- Role of the Enforcement Officer: [http://guide.saferoutesinfo.org/enforcement/role_of_the_enforcement_officer.cfm](http://guide.saferoutesinfo.org/enforcement/role_of_the_enforcement_officer.cfm)

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

The Law Enforcement Approach

The previous sections summarized ways that the school and neighborhood can work together to improve safety behaviors. This section looks specifically at what only the law enforcement officer can do.

Law enforcement involves a variety of methods that use both technology and personnel to raise awareness and educate motorists about their driving behaviors and how they relate to the safety rules. An effective law enforcement program is more about providing visible police presence for improved behavior than writing a lot of tickets. The intent of enforcement is to get people to change dangerous behaviors that could cause a crash and subsequent injury or fatality. However, for some dangerous behaviors, enforcement activities need to be implemented early. For example, giving citations for exceeding the speed limit, even by 5 to 10 mph, is especially important in school zones since driving speed increases the likelihood of being severely injured or killed if struck by a vehicle (UK Department of Transportation, 1987).

Effective SRTS Law Enforcement has Three Basic Steps

1. **Involve parents and the community.**
   
   Generally, most of the traffic around schools is made up of neighborhood residents, parents of students, and the school’s faculty and staff. An effective program will seek to notify all groups that a strong traffic law enforcement program is beginning.

2. **Use public awareness and education first.**
   
   Public awareness and education needs to occur before law enforcement activities. The awareness and education messages should inform people of the problem and why enforcement action is needed. This will generate public support and help to offset any complaints from those who are caught breaking the law. The public next needs to be told what the enforcement activities will

The Law Enforcement Approach includes:

- Traffic Enforcement Specialists in traffic hot-spots
- Communication Action Officers (CAOs)/Precinct Officers focused on specific areas
- School Resource Offers (SROs) law.

The Law Enforcement Methods include:

- Speed Trailers
- Active Speed Monitors
- Traffic Complaint Hotlines
- Photo Enforcement
- ‘Pedestrian Decoy’ operations
- Progressive Ticketing
- Speed Enforcement in School Zones
Evaluation:
Assess success and identify unintended consequences or opportunities.
Bikeability Checklist

This resource provides a comprehensive checklist to determine the bikeability of a community, identify problems, and ways to solve the problems.

How bikeable is your community?

Riding a bike is fun!

Bicycling is a great way to get around and to get your daily dose of physical activity. It’s good for the environment, and it can save you money. No wonder many communities are encouraging people to ride their bikes more often!

Common Evaluation Designs

This resource outlines characteristics of common evaluation designs, including:

- Randomized trial
- Pre and Post One-Sample Tests
- Pre and Post Two (or more)-Sample Tests
- Time-Series Design
Safe Passage Community Resource Toolkit

Observation of a School: Understanding Walking and Biking Safety Issues

Observation of a School:
Understanding Walking and Biking Safety Issues

The best way to understand walking and bicycling safety issues at a particular school is by observing students arriving or departing during a normal school day. This includes observing children as they walk or bike the routes to school, how they cross streets, the interactions they have with cars and buses on the school campus, and how they make their way to the school door. The goal is to identify two main things:

- The physical environment for walking and bicycling both on the school campus and in the surrounding area; and
- The behaviors of pedestrians, bicyclists and motorists.

A good way to start is in a neighborhood near the school. Observe the route the students are taking. When on the school campus, walk in a loop to make sure you have a chance to observe all locations and forms of behavior. Be prepared to jot down things you want to address. Be at the main entrance the fifteen minutes prior to school starting and the first fifteen minutes when school is dismissed.

This resource outlines the observations of schools, including:

- Physical environment (engineering aspect)
- Behaviors of motorists, pedestrians, bicyclists, and crossing guards
Online Data System: Data Collection

- Website: http://www.saferoutesdata.org
- Sample Reports Generated by the Online Data System: http://saferoutesinfo.org/sites/default/files/page/SRTS_Data_sample_reports.pdf

Developed by the National Safe Routes to School

The online Data System provides tools to collect, enter, update, view, and summarize data from standardized forms.

The Data System can aggregate these types of reports based on surveys:

1) one school at one time period (ex: Student Travel Tallys for May 2011)
2) one school at two time periods (determine statistically significant change)
3) aggregated report (data collected during the same season for all SRTS schools)

Options for Evaluation
http://guide.saferoutesinfo.org/evaluation/options_for_evaluation.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

Options for Evaluation

This resource outlines evaluation standard and basic methods for programs to consider.
Safe Passage Community Resource Toolkit

Parent Survey About Walking and Biking to School

- English: saferoutesinfo.org/sites/default/files/resources/Parent_Survey_English.pdf
- Spanish: saferoutesinfo.org/sites/default/files/resources/Parent_Survey_Spanish.pdf
- Online Option: saferoutesinfo.org/program-tools/evaluation-parent-survey-online-surveying-option

Prepared by the National Safes Routes to School

This resource provides a 5-10 minute survey for parents or caregivers to learn about children walking and biking to and from school.

School Travel Planning: Walkabout Instruction and Checklist
google.com/?client=safari#q=Walkabout+Instructions+by+Active+Safe+Route+Routes+to+School

Prepared by Active and Safe Routes to School

This comprehensive resource outlines how to organize and execute a Walkabout:

- Walkability Timing: approximately 2.5 hours for walking tour and debrief
- Participants
- Checklist for at the school site and areas surrounding the school site
- Sample Email Announcement
Safe Passage Community Resource Toolkit

**Student Surveying: In-Class Travel Tally**
Prepared by the National Safe Routes to School

This resource provides a method to measure how students get to school and how the Safe Routes To School programs affect their travel.

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The Art of Appropriate Evaluation: Getting Help
Prepared by the National Highway Traffic Administration

This resource outlines the role of a Specialist and how to find one through a provided Link to Sources.

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Walkability Checklist
- English:
- Spanish:
Prepared by the Pedestrian and Bicycle Information Center (PBIC)

This resource provides a comprehensive checklist to determine the walkability of a community, identify problems, and ways to solve the problems.
**Ways to Collect Information**

http://guide.saferoutesinfo.org/evaluation/ways_to_collect_information.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

**Ways to Collect Information**

There are five ways often used by Safe Routes to School (SRTS) programs to collect information: tallies/counts, surveys, observations, interviews and existing data sources.

1. **Tallies/Counts**

Tally forms are simply ways to count numbers of people or things. Tally forms can answer a question that every SRTS program needs to be able to answer: How do students travel to and from school? Tally forms can be used to count the number of children traveling to and from school using different modes of travel, such as walking, bicycling, bus, private vehicle, etc. Travel behavior enables a program to measure changes after SRTS activities. It also provides a means of identifying which modes of travel to target and gives a general understanding of the school travel environment.

**School Travel Tally Forms**

Student travel data forms developed by the National Center for Safe Routes to School are available for download and use. There is a 1-page tally sheet that teachers complete and online tools that generate a cumulative report for the entire school. Basic steps for use are to the right.

2. **Surveys**

Surveys or questionnaires are commonly used in evaluation. They provide a low-cost way to obtain information from many people in a relatively short amount of time, and they allow responses to be anonymous. Surveys may be distributed in many ways such as paper and pencil, telephone, e-mail messages, or over the Internet. Questions for a survey need to be carefully written and ideally pre-tested with potential respondents to be sure that the questions are understandable and that the answers will provide the kind of information sought. Entering survey data and generating results can be time consuming. The parent survey (see box at right) developed by the National Center for Safe Routes to School has a data system that automatically summarizes results.

**E. Working with an Evaluation Specialist**

http://guide.saferoutesinfo.org/evaluation/appendix_e_working_with_an_evaluation_specialist.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

**Working with an Evaluation Specialist**

Some programs will have the resources and interest in conducting a more comprehensive, complex evaluation and will seek the assistance of a specialist in order to do so. The role of an evaluation specialist and tips for creating a successful product are described here.

**The Role of an Evaluation Specialist**

If a program plans to use an evaluation specialist, the specialist should be included from the very beginning. The specialist can help identify what can be measured and what questions an evaluation will be able to answer. The evaluation specialist can anticipate potential future problems that may arise when gathering or analyzing particular types of data. For example, the evaluator will recognize the potential effect of seasonal differences in the number of walkers, or the impact political changes might have on enforcement activities. Beyond recognizing the potential problems, however, the evaluator will also know how to deal with them.

A specialist may perform the following tasks:

- Design the evaluation
- Identify and train data collectors
- Collect the data
- Provide interim feedback during the program
- Analyze data and present the findings
- Provide input on recommendations

The evaluation can determine survey tools and decide how to analyze results. Program implementers need to stay in communication with the evaluator to make sure that the processes and products align with expectations.

This resource outlines guidelines and ways to collect information:

- Tallies/Counts
- Surveys/Questionnaires
- Observations/Audits
- Interviews
- Existing Data Sources

This resource outlines the role of a Specialist and how to find one.

The recommendation is through local colleges or universities.
Equity: Create access to opportunities and ensure equitable outcomes for everyone.
<table>
<thead>
<tr>
<th>Resource</th>
<th>How to Use It</th>
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<tbody>
<tr>
<td>Involving Students with Disabilities</td>
<td>This resource includes:</td>
</tr>
<tr>
<td><a href="http://msdh.ms.gov/msdhsite/_static/resources/3857.pdf">http://msdh.ms.gov/msdhsite/_static/resources/3857.pdf</a> Prepared by the National Center for Safe Routes to School</td>
<td></td>
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<tr>
<td>- A Primer on Special Education in the U.S.</td>
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<tr>
<td>- Strategies for Creating Inclusive SRTS Programs</td>
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<tr>
<td>- Implementation Activities/Programs such as Walk/Bike to School Day and Everyone Can Participate in Sports Day</td>
<td></td>
</tr>
<tr>
<td>Walk and Roll to School: Tips on Including Children with Disabilities</td>
<td>This resource provides a one-pager handout or teaching tool on including children with disabilities.</td>
</tr>
<tr>
<td><a href="http://www.saferoutesinfo.org/sites/default/files/resources/Walk%20to%20School%20Flyer%20Final.pdf">http://www.saferoutesinfo.org/sites/default/files/resources/Walk%20to%20School%20Flyer%20Final.pdf</a> Prepared by the National Center for Safe Routes to School</td>
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