



SAFE ROUTES TO SCHOOL PLAN

CITY OF NORTHFIELD



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CONSULTING GROUP, INC.
ENGINEERS | PLANNERS | DESIGNERS

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TABLE OF CONTENTS

INTRODUCTION	1
STUDY OBJECTIVES.....	2
STUDY APPROACH.....	3
IDENTIFICATION OF ISSUES	5
Greenvale Park Elementary Walking Area/Issues Map.....	6
Greenvale Park Elementary Issues Map (Near School).....	7
Sibley Elementary Walking Area/Issues Map	8
Sibley Elementary Issues Map (Near School)	9
Bridgewater Elementary Walking Area/Issues Map.....	11
Bridgewater Elementary Issues Map (Near School).....	12
Northfield Middle School Walking Area/Issues Map	13
Northfield Middle School Issues Map (Near School).....	14
RECOMMENDED INFRASTRUCTURE IMPROVEMENTS	15
Greenvale Park Elementary Safe Routes to School Plan.....	16
Greenvale Park Elementary Safe Routes to School Plan (Near School)	17
Sibley Elementary Safe Routes to School Plan	18
Sibley Elementary Safe Routes to School Plan (Near School).....	19
Bridgewater Elementary Safe Routes to School Plan.....	20
Bridgewater Elementary Safe Routes to School Plan (Near School)	21
Northfield Middle School Safe Routes to School Plan.....	22
Northfield Middle School Safe Routes to School Plan (Near School)	23
Planning Matrix for TH 246 and Jefferson Highway	25
NON-INFRASTRUCTURE IMPROVEMENTS.....	27
CONCLUSIONS AND RECOMMENDATIONS	31
APPENDIX A: Survey Results	
APPENDIX B: Northfield Walk to School Day Routes	
APPENDIX C: Non-Infrastructure Strategies/Examples	

INTRODUCTION

Within the City of Northfield, there are currently 2,550 students enrolled in four schools serving Kindergarten through 8th Grade (K-8). District 659 serves the communities of Northfield and Dundas, and the surrounding townships of Bridgewater, Northfield, Waterford, Greenvale, Castle Rock, and Webster, covering approximately 159 square miles. Approximately 23 percent (590) of Northfield K-8 students currently live within walking distance of their respective school and are considered eligible to walk to school. However, less than 11 percent (280) of students presently walk to school.

Over the years, walking and bicycling to school has declined across the country. The increasing inactivity of our population in general and children in particular have resulted in many health issues in children. Overweight and obesity, along with other complications such as diabetes and heart disease has increased significantly among children. This is a result of many factors, including the decrease of physical education as part of school curriculums. In addition, the number of parents that are dropping-off and picking-up students in personal vehicles has increased significantly. This has led to increased traffic congestion, fuel consumption and air pollution near the schools. Increasing the safety and convenience for walking and biking to school can help improve the health for children and adults alike.

Parents often cite traffic safety concerns as reasons for students not walking or biking to or from school. Additional common issues that the City of Northfield shares with numerous other communities include a lack of continuous trails/sidewalks, poorly marked crosswalks, high traffic speeds and volumes, and poor compliance of traffic laws (i.e. crosswalks and rolling stops). Key issues more specific to the City of Northfield include the close proximity of schools to higher volume arterial roadways (i.e. Trunk Highway (TH) 246, Jefferson Parkway, County State Aid Highway (CSAH) 1, and TH 3) and an active railroad crossing. Not only are these issues significant for students, but the community as a whole, which typically utilize facilities adjacent to the schools (playgrounds, athletic fields, trails, etc.). Therefore, the purpose of this study is to provide a comprehensive assessment of pedestrian and bicycling deficiencies within the City and provide recommendations to improve those facilities.

STUDY OBJECTIVES

The City of Northfield received a Safe Routes to School (SRTS) grant to complete a systematic and comprehensive examination of issues preventing K-8 students from walking and bicycling to school. The study objective was to increase safety and convenience for students walking and biking to school, making it a more appealing transportation choice. This objective was achieved by examining safety and pedestrian amenities at each school and their respective surrounding areas. Both non-infrastructure and infrastructure improvements to address area issues and promote safe walking and bicycling for the schools in the City are recommended as part of the study. In addition, safer routes to the schools can provide recreational activities as well. A continuous trail system is a highly desirable amenity for residents with the community.

The SRTS program provides communities with the opportunity to improve conditions for walking and biking to school through education and encouragement, construction of new trails/sidewalks, amenities such as bike racks, access/circulation modifications to improve safety, crosswalks, and traffic control/school signing improvements. Goals of the program include: encouraging children to walk and bike to school, increasing their physical activity; increasing safety and convenience for biking and walking to school, making walking/biking a more appealing choice; and reducing traffic, fuel consumption and air pollution near the schools. Based on the findings of this study, many improvements were identified utilizing infrastructure improvements (engineering), education, encouragement, enforcement, and evaluation efforts. The following details each of the components to the “Five E’s.”

Engineering:

Roadway infrastructure improvements for each school were developed, including recommendations to construct missing sidewalk/trail segments, install or improve traffic control, add/modify roadway signing and striping, and narrow the roadway width with a center median or curb bump-outs.

Education and Encouragement:

Strategies that include educational and promotional components are recommended to compliment the proposed infrastructure improvements. Effective education and encouragement strategies will help to increase the number of students walking and biking to school. These activities need to reach out to multiple audiences, including, students, parents, roadway users and neighbors.

Enforcement:

Recommendations for increased enforcement of traffic laws near schools can make it safer for students to walk and bike. Involvement of local law enforcement officials to enforce traffic safety laws such as pedestrians in crosswalks and traffic speeds in schools zones is key in reaching out to and educating roadway users.

Evaluation:

A strong SRTS program will include an evaluation element to determine if goals are being met and to help direct resources in the most appropriate direction. Evaluation can also identify the success of identified improvements, and allow refinements to the plan. The evaluation phase will increase the effectiveness of the program and determine future funding opportunities.

STUDY APPROACH

The first critical step in the process is to confirm problems (barriers) or issues preventing students from walking/biking to school. In the course of studying the most effective ways to increase walking and biking by K-8 students in the City of Northfield, an evaluation of existing conditions was undertaken to document current system deficiencies. The existing issues were identified by completing an on-site assessment at each school, sending surveys to parents and gathering information from the City and school officials.

A successful planning study also includes a public involvement process that provides an opportunity for the entire community and school to provide input. As a result, the City of Northfield established a SRTS task force to provide additional insight on key area issues, assist in coordination and support of data collection efforts, and to oversee the SRTS study. The task force consisted of members from City engineering staff, the Northfield public school district, the Northfield non-motorized task force, local area college students, and the Northfield police department. Members of the SRTS task force met each month to discuss key topics and provide feedback for the SRTS program. This approach ensured that the full range of concerns, issues, and ideas were identified and discussed while developing support for study findings and recommendations.

The approach used in the study is described below:

Mapping of Walking Areas:

Using information provided by the City and school district, a map for each school was created that identifies school enrollment boundaries and designated walking areas to include current travel routes for the schools.

Walking and Bicycling Audits:

The first task force meeting developed the approach to the data collection efforts and identified key locations to be further reviewed during the site audits. The task force also concluded that to truly determine the effectiveness of the SRTS program, pedestrian activity would need to be monitored from year to year. Therefore, as part of the typical audits completed for each school, pedestrian counts were conducted at key locations. The task force was critical in coordinating the volunteers to perform these traffic counts. It is the goal of the task force to continue to perform these pedestrian counts on a yearly basis to monitor the effectiveness of the program.

The pedestrian counts and the official site audits were completed on April 14th and 15th, 2009. It should be noted that the weather on these days was sunny and approximately 65 degrees, considered to be the nicest days of the year at that point. To conduct the site audits, staff from SRF traveled the walking areas for each of the schools during their respective morning arrival periods to experience and document key issues. These issues included missing or non-continuous sidewalks, lack of marked crosswalks and/or pedestrian ramps, ineffective traffic controls, and improper signing. Area vehicular congestion, heavier volume roadways, and safety at crossing locations were also identified. By experiencing these issues first hand and listening to students and school representatives, potential logical solutions can be more easily developed.

Assessment of School Facilities:

An assessment of school facilities was conducted, identifying the building entrances, bike parking areas, school bus loading/unloading areas, access and circulation, parent drop-off/pick-up areas and pedestrian/bicycle facilities. It is important to separate the school bus areas and drop-off/pick-up loading zones from the pedestrian/bicycle crossings that lead to the main school entrances. This evaluation identified feasible modifications to the school facilities that would create safer environments for pedestrians and bicyclists.

Analysis of Survey Data:

An element that supplements the walking and bicycling audit is the parent and student surveys. Electronic surveys were sent out to the parents of each student. Parents were asked to complete one survey for each school that their child(ren) attended. The surveys were distributed during the same week as the audits were completed, the week of April 13th, 2009. Hard copies of the surveys were also available upon request. The survey results from the parents and students documented additional key issues that supplemented the issues identified by the task force. The surveys will also be important in measuring changes in attitudes and walking/biking behaviors over time. Results of the surveys are attached in Appendix A of this report.

Issue Identification:

Based on the school assessments and walking/biking audits, surveys and input from the Task Force, issues maps were developed for each school. The issues included a variety of safety concerns, including trails/sidewalks, signing/striping and intersection control. They were presented to the task force and at the public open house to allow for community feedback.

Safe Routes to School Plan:

To increase the number of students walking and biking to school, a customized SRTS plan was prepared for each school that addresses the issues that were identified for each school. Innovative solutions were suggested to help increase safety for children as they walk and bike to school in increasing numbers.

Community Open House:

The issues maps, SRTS plans, and survey results for each school were presented to the parents and community at an open house on June 10th, 2009. Additional comments obtained at the open house were incorporated into the plan for each school before being finalized.

IDENTIFICATION OF ISSUES

The issues identified by the task force, walking and biking area audits, parent surveys, and the community open house were used to develop issue maps for each of the four Northfield K-8 schools. Based on the results of the comprehensive review, each of the schools had different key issues related to their location. Sibley Elementary School and Greenvale Elementary School are older schools in more well established neighborhoods of Northfield. Bridgewater Elementary School and the Northfield Middle School are relatively newer schools that are located in southern Northfield in more of a developing area. Numerous issues were consistent between the schools, including a lack of trails and/or sidewalks, lack of marked crosswalks and pedestrian ramps, appropriate signing, and high vehicular speeds and volumes.

Greenvale Elementary School is located north of Lincoln Parkway between Linden Street and Cannon Valley Drive. Key issues at Greenvale Elementary School include the following:

- Lack of sidewalk on the west side of Lockwood Drive between the existing school trail and the park across from Wilson Court.
- The intersection of Lincoln Street and Cannon Valley Drive has relatively significant traffic volumes and is difficult to cross.
- Lack of a continuous sidewalk from the south (Highland Avenue) to the existing trail from Lathrop Drive.

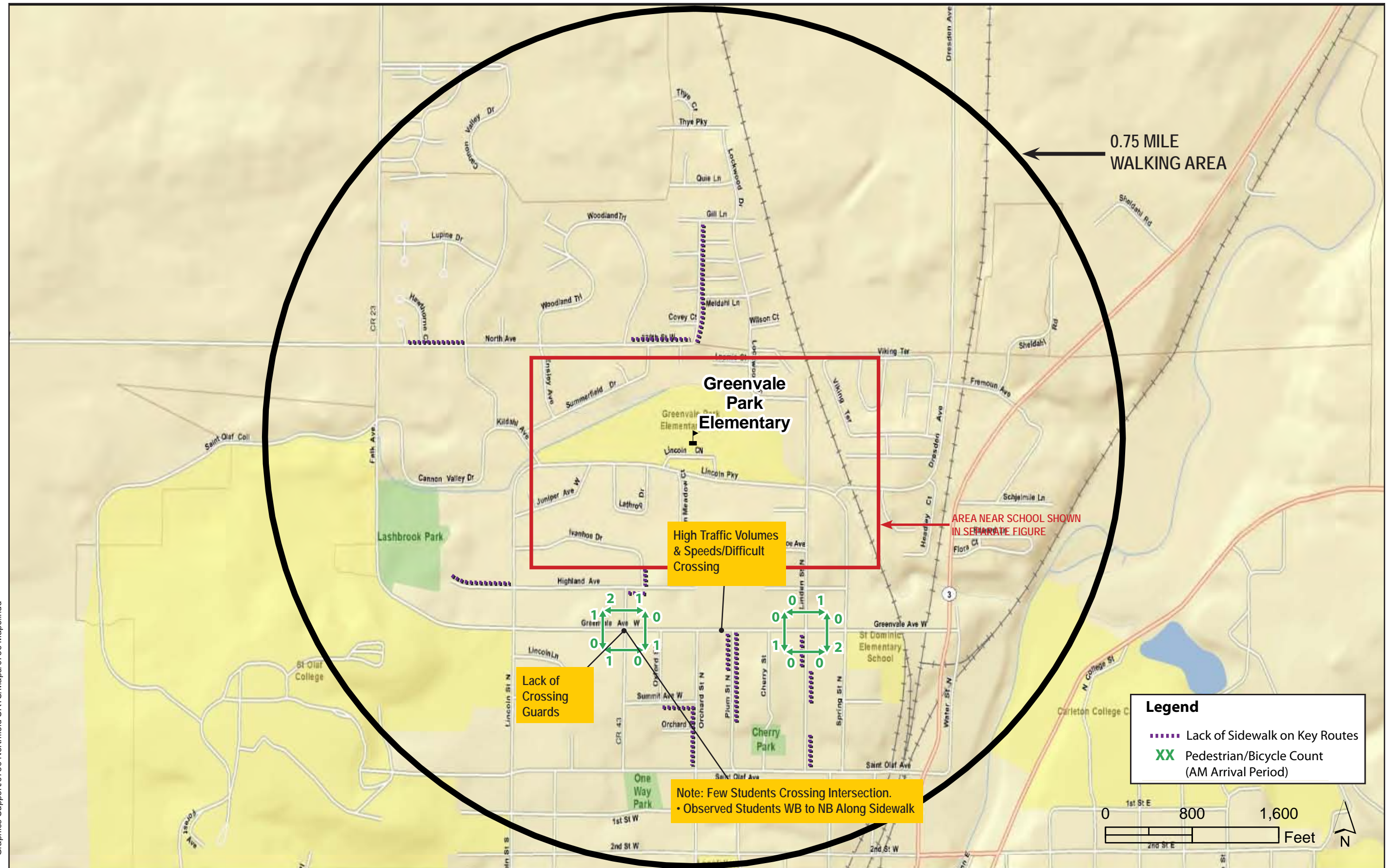
Maps showing all issues for Greenvale Elementary School are shown in Figures 1A and 1B.

Sibley Elementary School is located in the southwest quadrant of Maple Street and Ames Street. Key issues at Sibley Elementary School include the following:

- Lack of sidewalk on the east side of Maple Street that connects the existing trail to Sibley Drive. Crossing guards currently assist students in crossing Maple Street.
- Lack of pedestrian ramps and crosswalks at the intersections of Maple Street/Sibley Drive and Maple Street/Ames Street.
- The intersection of Maple Street and Woodley Street has relatively significant traffic volumes and is difficult to cross due to the large roadway widths of both Maple Street and Woodley Street.

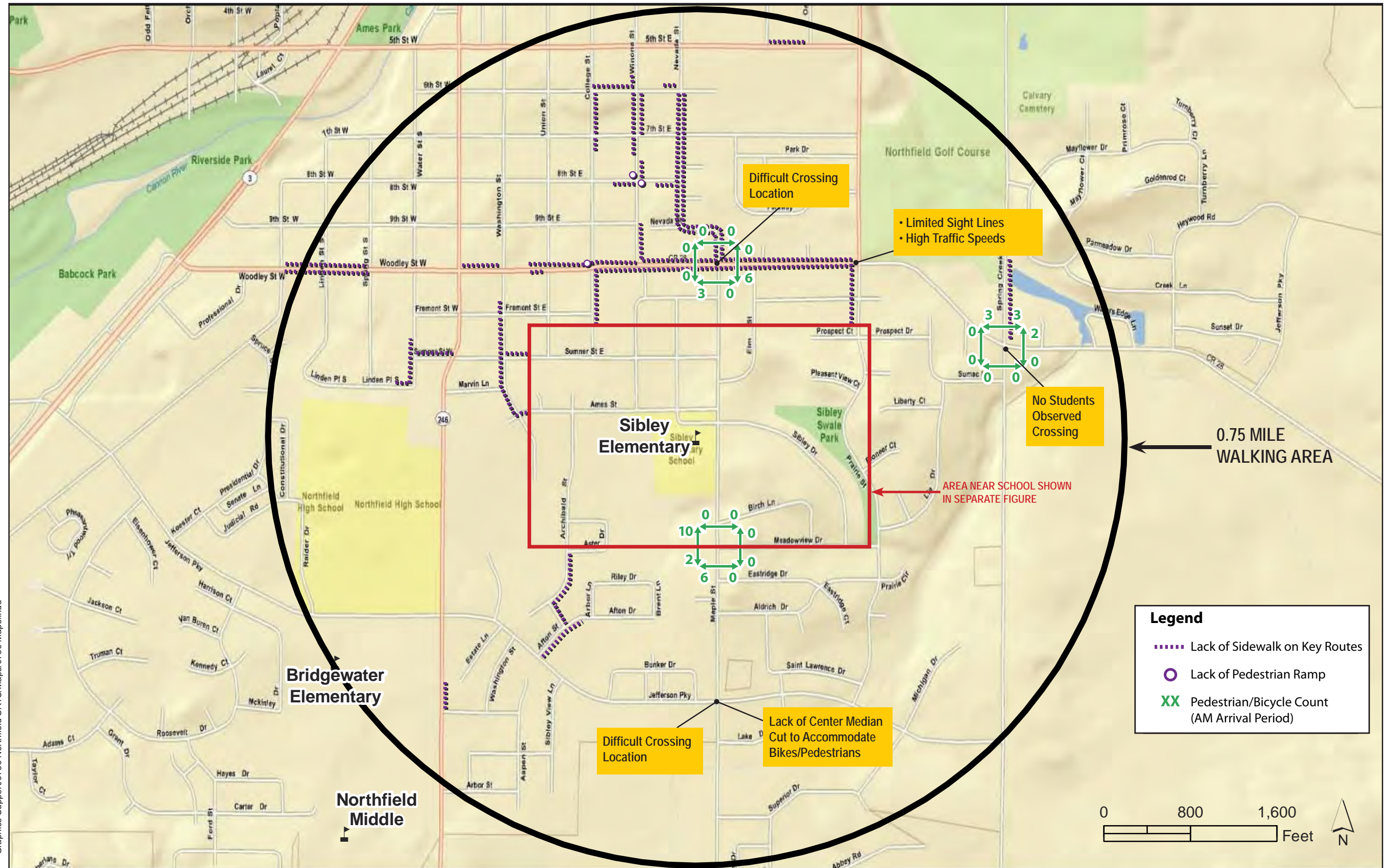
Other issues identified for Sibley Elementary School are shown in Figure 2A and Figure 2B.

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Bridgewater Elementary School is located in the southwest quadrant of Jefferson Parkway and TH 246. Key issues at Bridgewater Elementary School include:

- High traffic speeds, volumes, and congestion at TH 246 and Jefferson Parkway cause the School District to restrict students from walking or bicycling through this intersection because of safety concerns.
- Lack of a center median cut to accommodate bicycles and pedestrians at the intersection of Jefferson Parkway and Maple Street.
- Lack of sidewalks on key routes near the school.

A map showing issues identified for Bridgewater Elementary School are shown in Figures 3A and 3B.

Northfield Middle School is located west of TH 246 across from Arbor Street, immediately south of Bridgewater Elementary School. Key issues at the Northfield Middle School include the following:

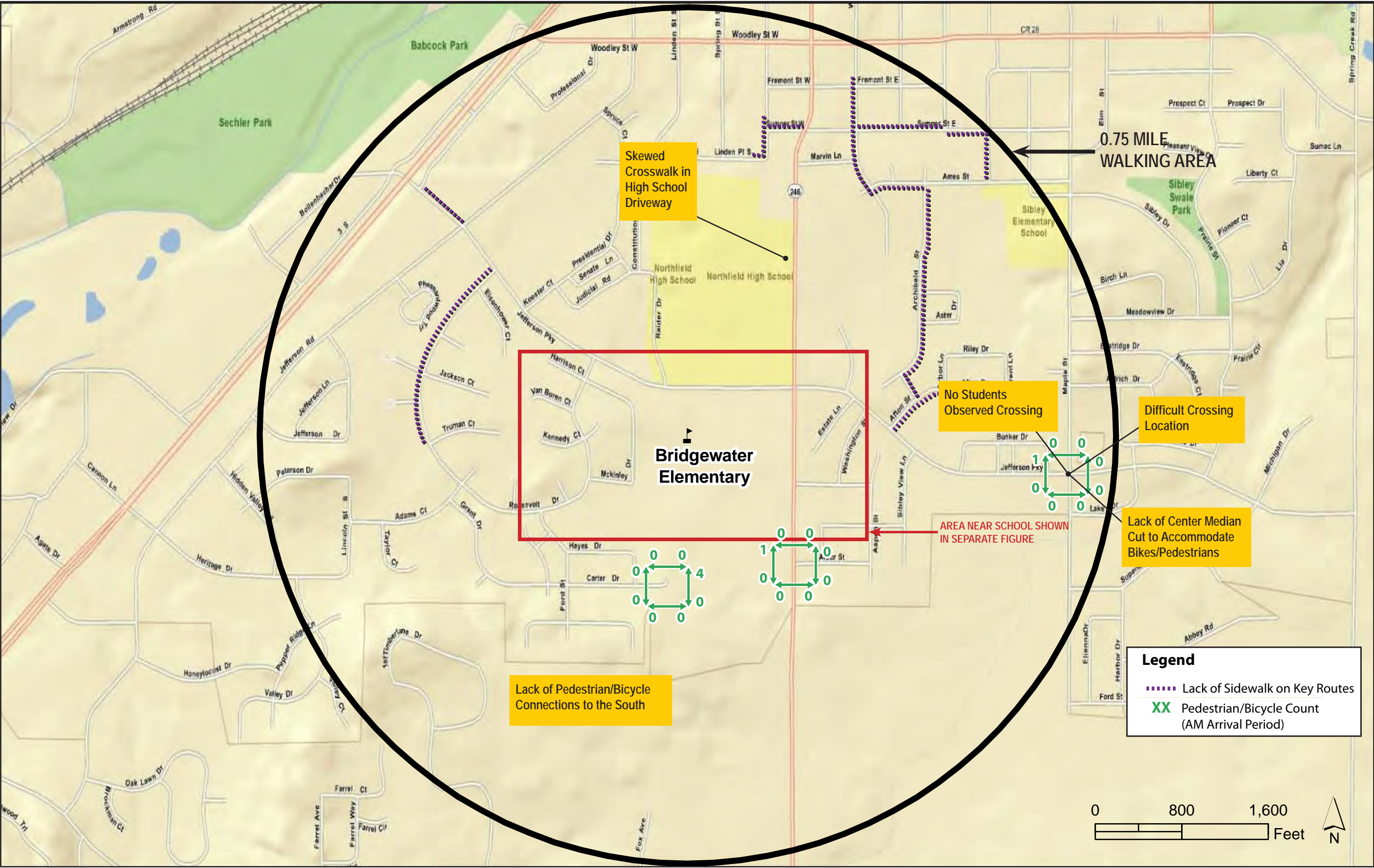
- High traffic speeds, volumes, and congestion at TH 246 and Jefferson Parkway cause the School District to restrict students from walking or bicycling through this intersection because of safety concerns.
- High traffic speeds along TH 246 in front of the main Northfield Middle School access prevents students from safely crossing TH 246.

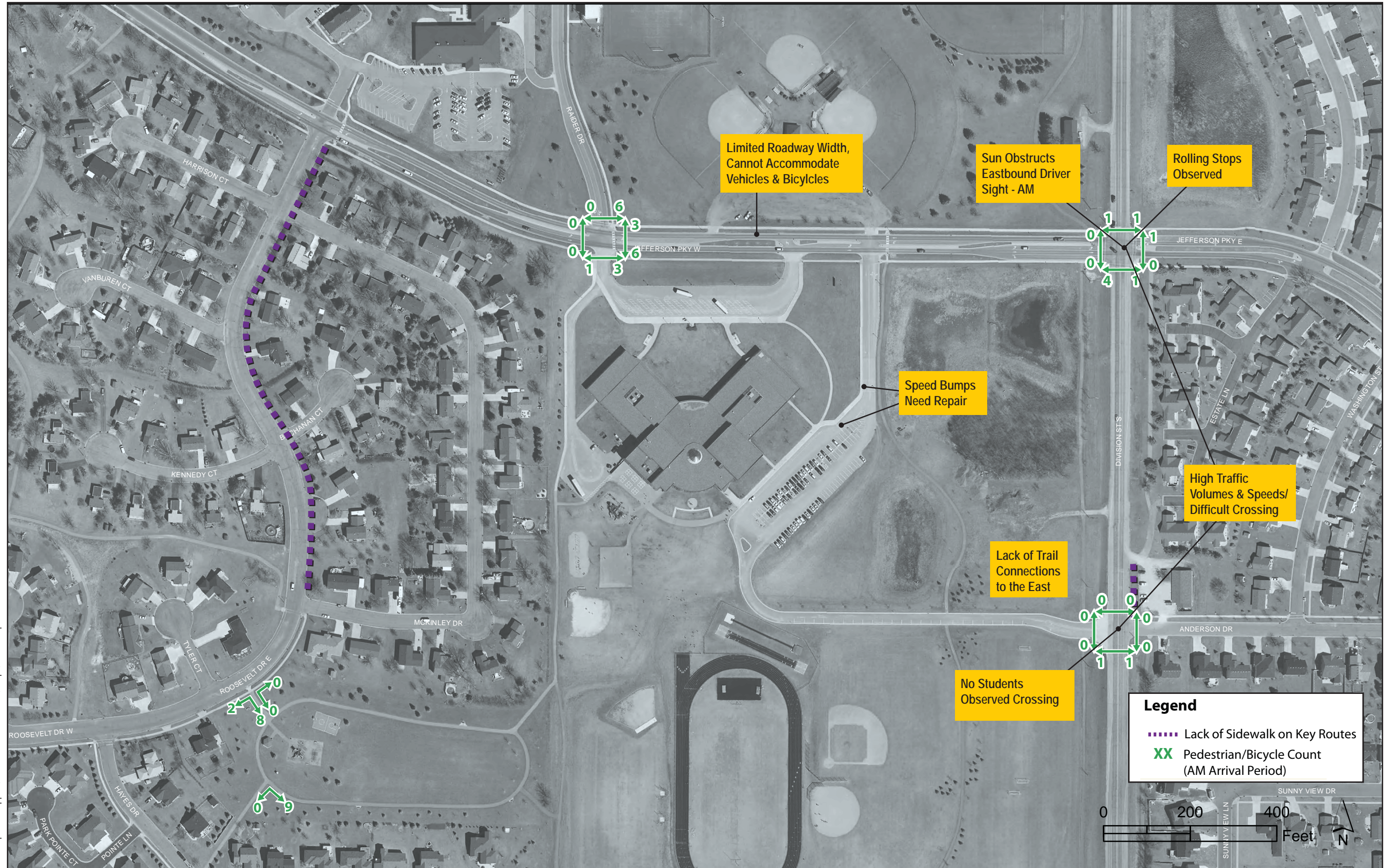
Other issues identified for the Northfield Middle School are shown in Figure 4A and Figure 4B.

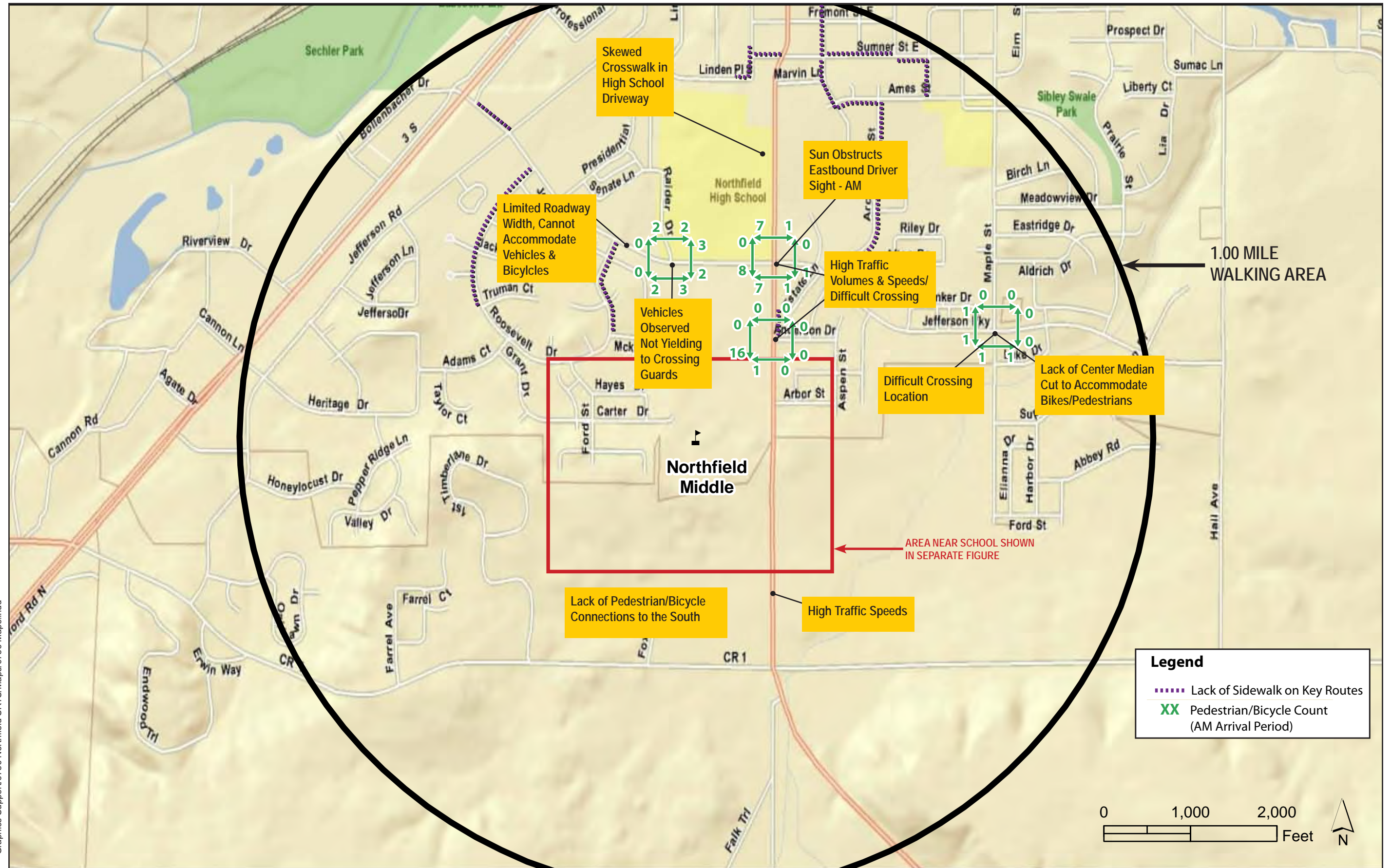
TH 246 and Jefferson Parkway Issues

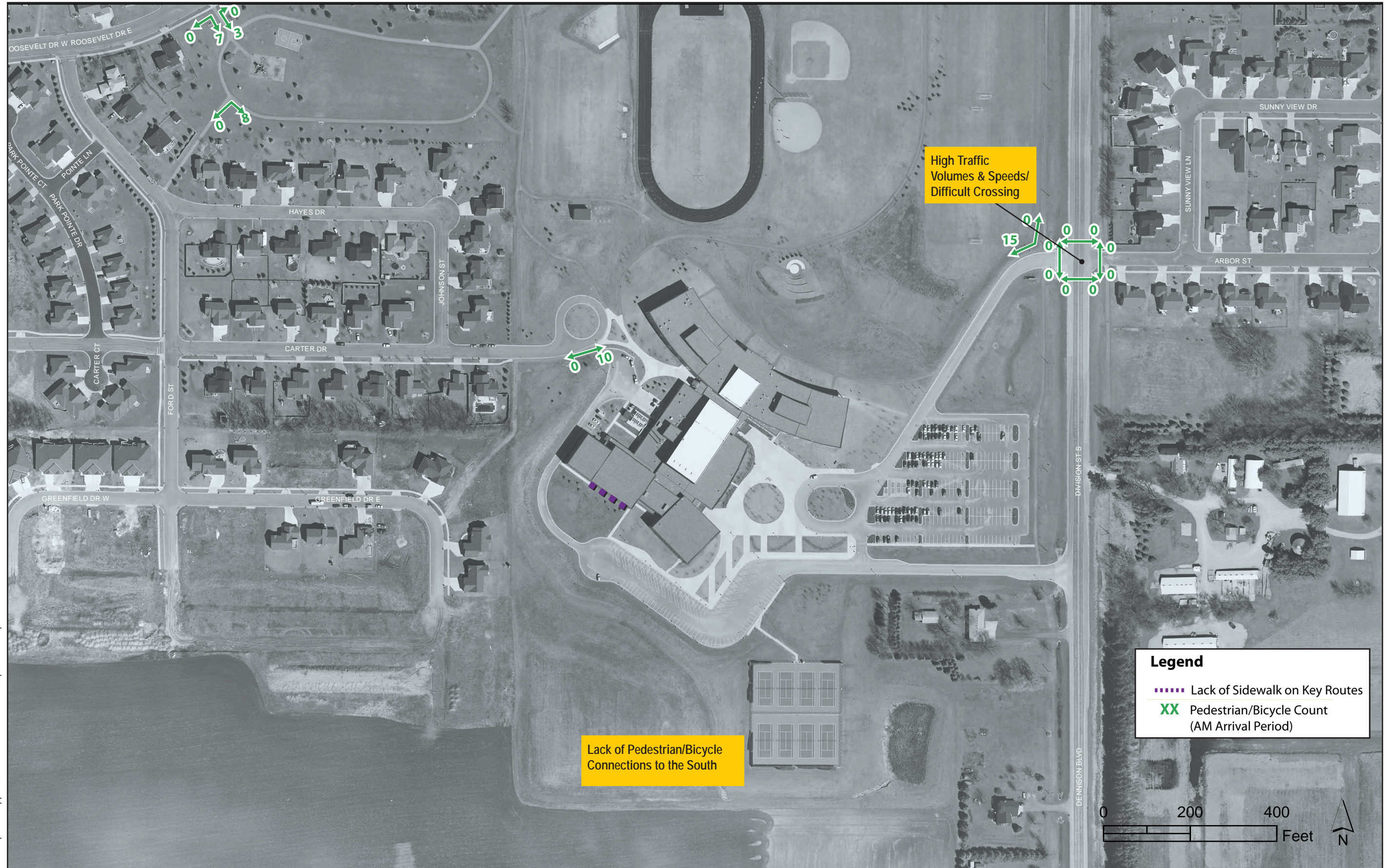
It should be noted that safety at the intersection of TH 246 and Jefferson Parkway has become a significant issue for Northfield residents. Several crashes have occurred at this intersection in recent years, one of which resulted in a pedestrian fatality. TH 246 and Jefferson Parkway is an all-way stop controlled intersection with right-turn lanes on all of the approaches. The current intersection control and multiple lanes on each of the approaches increase driver confusion at the intersection and make it difficult for motorists to determine who has the right-of-way. This confusion leads to increased congestion and delays, which in turn leads to drivers being more aggressive and ignoring traffic laws. Numerous vehicles were observed making rolling stops, stopping beyond the stop bar, and ignoring pedestrians waiting to cross, which increases the safety concern for pedestrians crossing the intersection. Compounding the issue at this intersection is the morning sun that aligns with Jefferson Parkway, resulting in limited visibility.

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RECOMMENDED INFRASTRUCTURE IMPROVEMENTS

Infrastructure (engineered) improvements were recommended for each school to create safer conditions for students, including those with disabilities, to walk or bike to school. The improvements recommended in this plan will not only serve the students of the four schools identified, but will also serve the community as a whole. A map of the SRTS Plan for each school is shown in Figure 5A through Figure 8B. These improvements help connect neighborhoods to the schools, provide routes where they do not currently exist and make the routes and crossing locations safer. The SRTS plans will provide a resource for the City of Northfield as funding becomes available for future SRTS grants or as other opportunities arise.

To assist in the decision-making process, general ranges of costs were associated with the proposed improvements.

Low-Cost (< \$1,000)

- Signing, such as: advance warning signs, crosswalk signs and school speed zone signs
- Striping, including crosswalks and stop bars

Moderate-Cost (\$5,000-\$25,000)

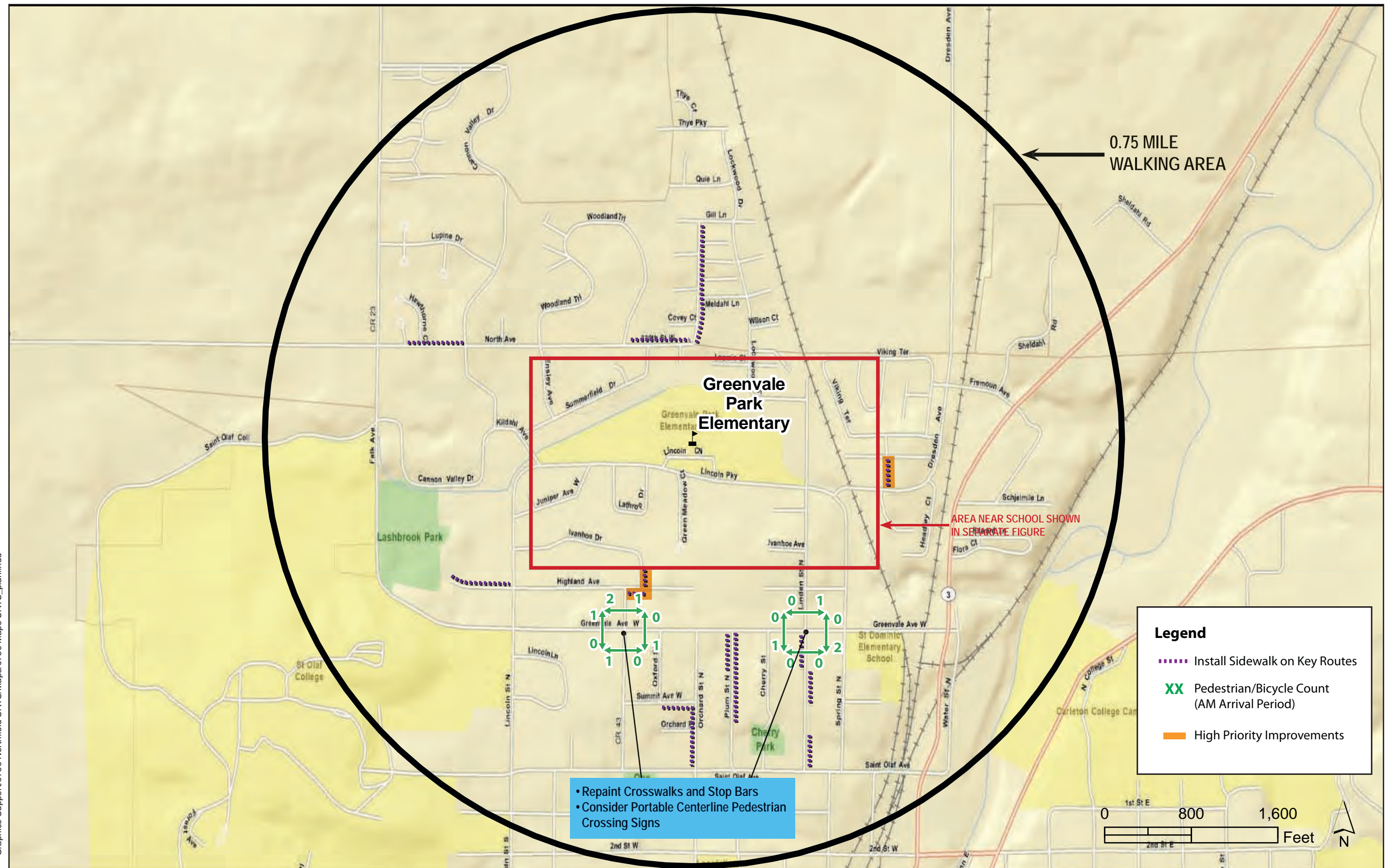
- Dynamic Speed Signs
- Curb extensions/bump-outs
- Center median (assumes no roadway widening)
- Trail/Sidewalk (6-8 ft. width extending 500 feet)

High Cost (\$200,000 - \$1,000,000+)

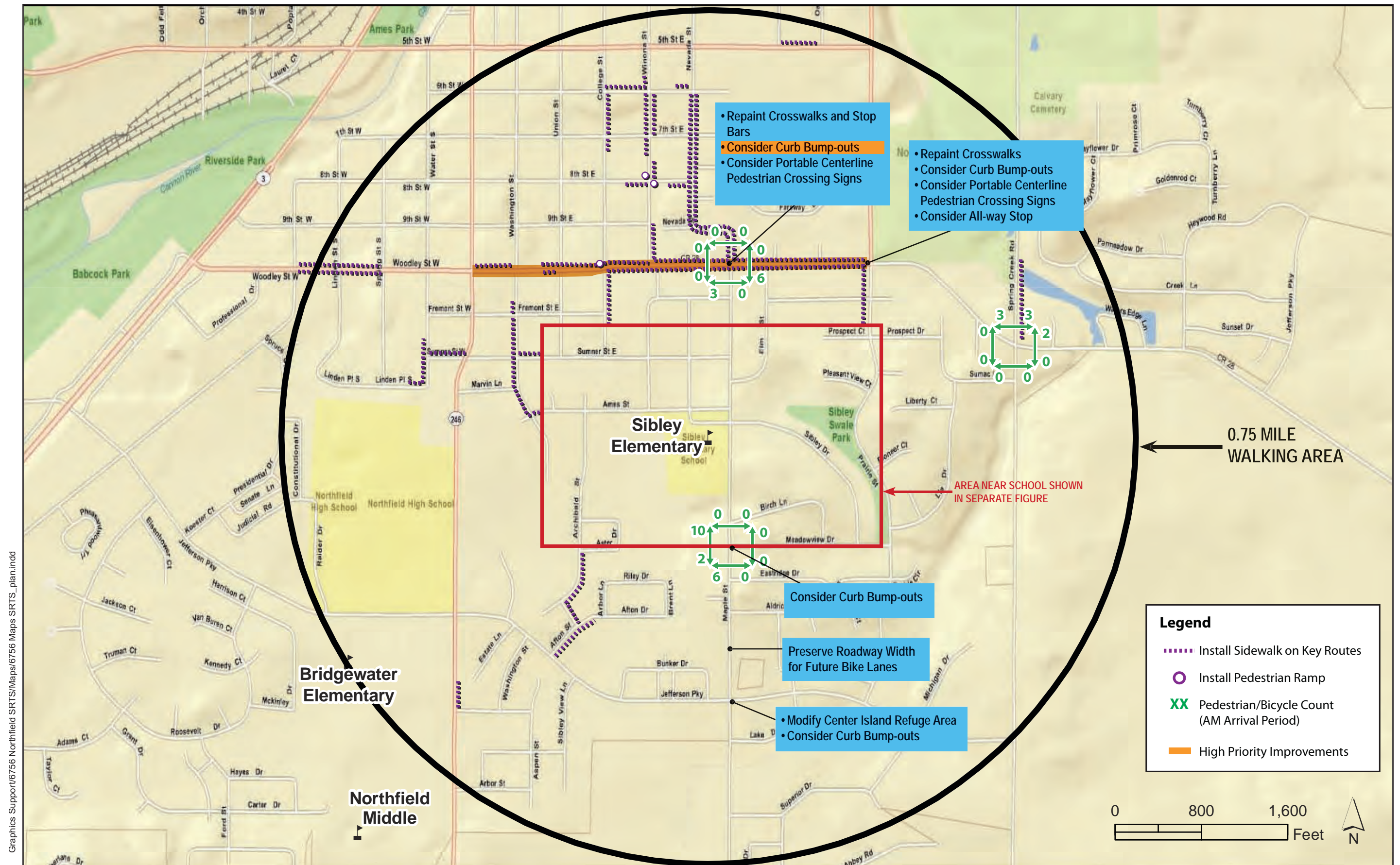
- Traffic Signal
- Roundabout
- Overpass/Underpass

TH 246 and Jefferson Parkway Potential Improvements

As identified earlier, the intersection of TH 246 and Jefferson Parkway is a key intersection that acts as a barrier for students that want to walk or bike to school. To address the significant safety issues for pedestrians previously identified at this location, many alternatives were considered as potential improvements, such as the installation of a traffic signal, roundabout or grade-separated pedestrian crossing. The pros and cons of pedestrian safety were evaluated for three types of intersection treatments: traffic signals, roundabouts, and grade-separated crossings.

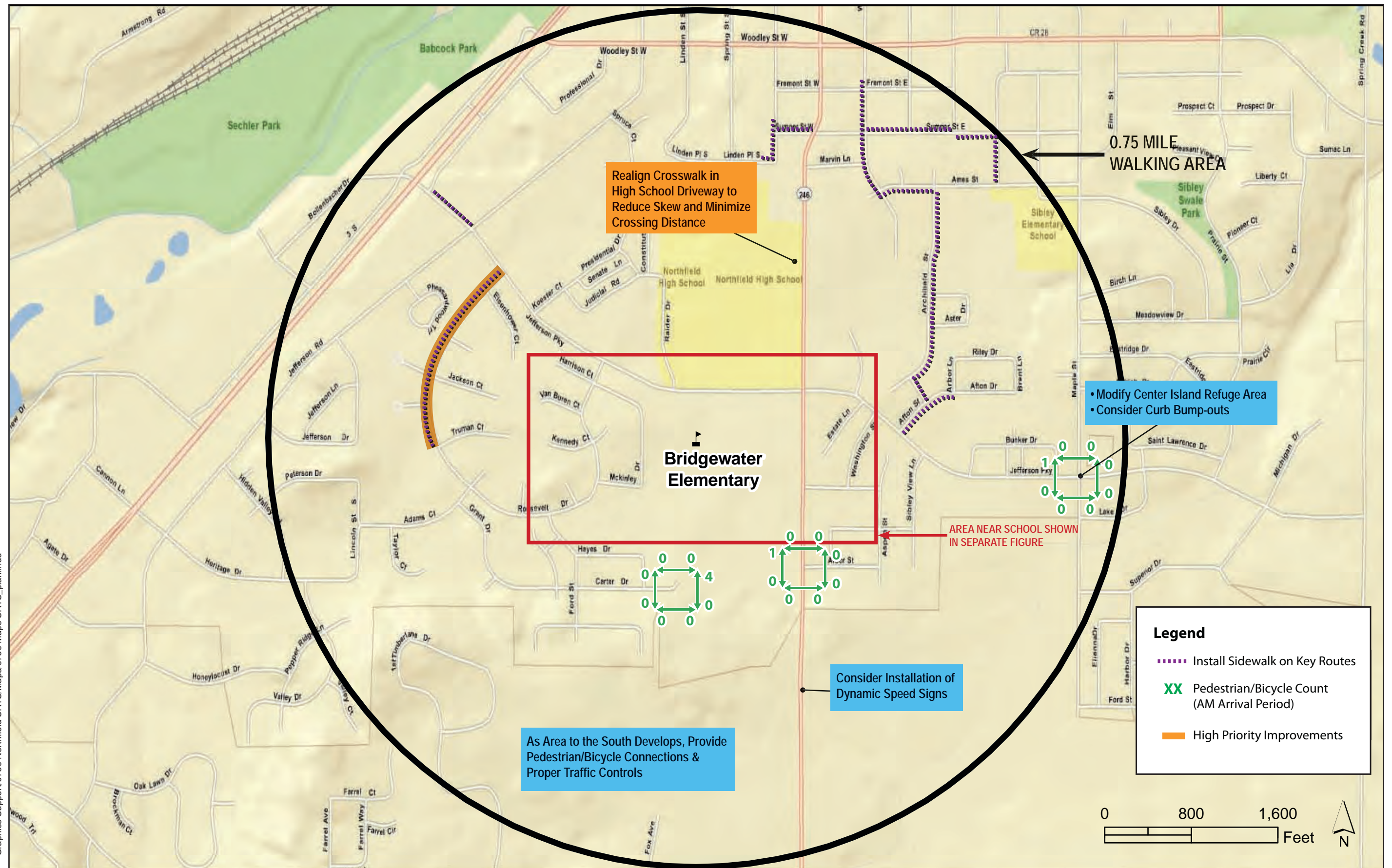


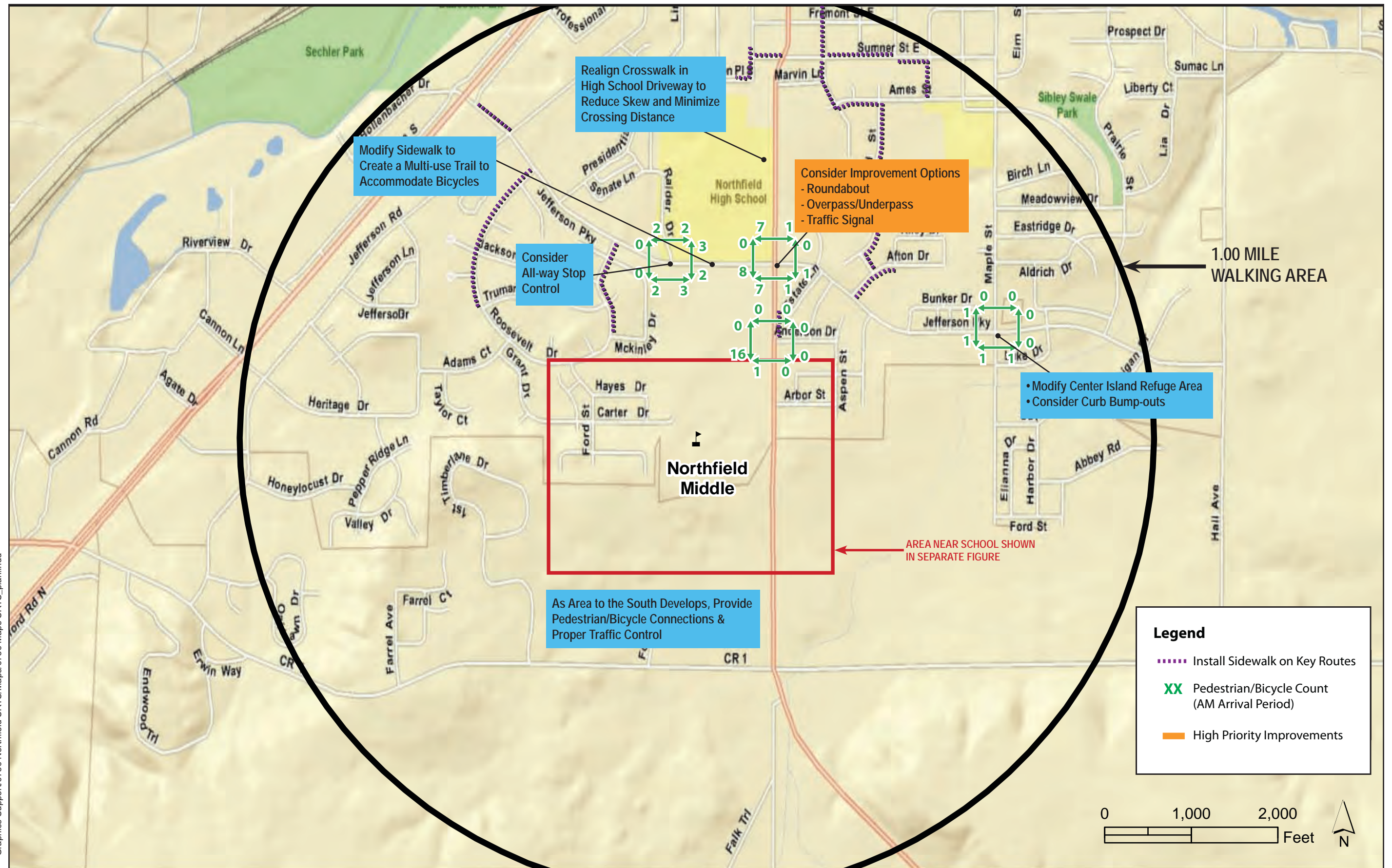


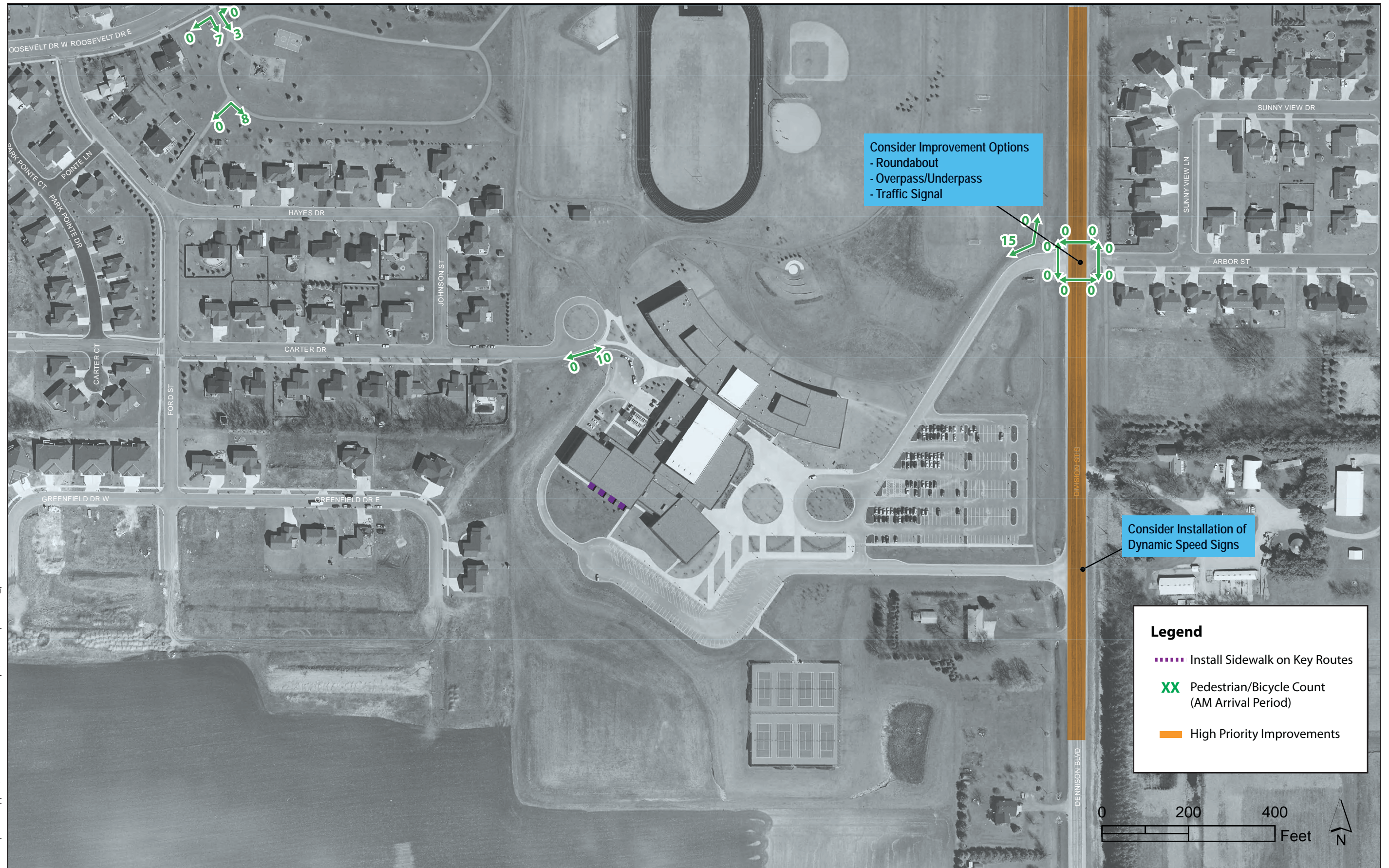




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Traffic Signal

Pros:

- Design can include pedestrian phases to allow a designated crossing time for pedestrians
- Drivers and pedestrians are familiar with traffic signal control

Cons:

- High number of pedestrian-vehicle conflicts with no physical obstacles or separation to avoid/minimize conflicts
- Pedestrian crossings conflict with right turning vehicles and permitted left-turns
- Higher vehicle crash severity with increased right-angle and left-turn crashes.
- Motorists can violate traffic signals, i.e. running a red light at high speeds.
- Lack of Mn/DOT support without meeting warrants in the MUTCD.

Roundabout

Pros:

- The geometry and inclusion of splitter islands results in lower vehicle speeds approaching and traversing the intersection.
- Fewer conflict points allow pedestrians to cross one direction of travel at a time.
- Decrease in the number and severity of vehicle crashes compared to signalized or stop-controlled intersections.
- Lower operations and maintenance costs compared to traffic signals.

Cons:

- Drivers and pedestrians are generally unfamiliar with modern roundabouts
- Multi-lane roundabouts add to the complexity of pedestrian crossings by increasing crossing distance and adding conflict points.
- High initial cost.

Grade Separation (Overpass/Underpass)

Pros:

- Removes all conflicts between pedestrians and motor vehicle traffic
- Provides a safe way for bicyclists and pedestrians to cross high speed, high volume roadways.

Cons:

- This type of facility can be expensive and difficult to implement.
- Poor usage of facilities (if not properly located or designed), with pedestrians choosing a more convenient route to cross the roadway.
- High initial cost.

A planning level matrix which shows a variety of short and long-term improvements considered for the intersection was developed by the City of Northfield staff, with assistance from the SRTS task force to help identify potential impacts of each of these alternatives. The matrix, shown in Figure 9, details the impacts related to a number of factors, including vehicle traffic flow, vehicle safety, pedestrian safety, and both construction and operational costs.

Planning Matrix for the Intersection of TH 246 and Jefferson Parkway

Improvement		Vehicle Traffic Flow	Vehicle Safety	Pedestrian Safety	Cost to Implement	Ability to Obtain City/School Funds	Ability Obtain External Funds	Operations & Maintenance Costs	Liability/Risk Exposure	Consistency with local Planning Documents	Impact on Nearby Property	Public Education
Today	Existing Conditions				N/A	N/A	N/A		N/A			Intersection Rules
Short-Term	Traffic/Pedestrian Control & Enforcement (Traffic Cop)				Low						N/A	
	Walking School Bus/Crossing Guards				Low	Low	N/A	N/A		N/A	N/A	Rules & Times
Long-Term	Right-Turn Lane Removal				Moderate							
	Traffic Signal Light				\$250,000							
	Mid-block Ped. Signal				\$250,000							New road feature
	Satellite Drop-off Sites				\$250,000							Rules & Times
	Modern Roundabout				\$1 Million							New road feature
	Roundabout at TH246 & Ford St (Future)				\$1 Million							
	Mid-block Grade-Separated Crossing (Tunnel/Bridge)				\$1-3 Million							

Key:

Poor

Fair

Good

Notes:

The ultimate solution may be a combination of components listed above where a short-term solution is used until funding is available for a permanent solution.

Mn/DOT requires a specific study of the intersection before making a decision on any traffic control changes.

Additional local (city/school district) considerations will be taken into account when pursuing a final long-term solution including consistency with future corridor planning, maintenance costs, the potential for future expansion, and additional traffic congestion and safety measures.

Matrix was developed by City Staff with assistance from SRF

Figure 9

Discussions with City staff and task force members have identified that the best pedestrian safety improvement at the intersection of TH 246 and Jefferson Parkway would be a grade-separated pedestrian crossing. However, construction costs of an overpass or underpass would be significant and the potential usage/benefit has not been determined. Therefore, it is recommended to review the potential number of students and/or community members that would be impacted and to determine if a grade-separated pedestrian crossing would be beneficial.

Potential improvements to this intersection were discussed with Mn/DOT staff at the community open house held in June 2009. At that time, Mn/DOT stated that they were aware of current issues at this intersection and that further review would be required before a solution could be developed.

SRTS Implementation Plan for TH246/Jefferson Parkway

Due to the significant safety concerns at this intersection, a Plan of Action is recommended to improve safety for pedestrians for short-term and long-term conditions. Developing a staged plan of action will allow the City to incorporate low-cost changes that will encourage increased pedestrian activity through the intersection. Further analysis, additional funding, and coordination with Mn/DOT will be needed to implement long-term improvements.

Short-term (1-5 years)

- Seek grant or other funds for traffic enforcement (traffic safety officer) at the intersection during the school arrival period (e.g. 7:30-8:30 a.m., Sept – Oct. and April – May).
- Pursue development of walking school buses and crossing guards through PTO and school district (with inclusion of safety officer).
- Enforcement of traffic laws by the Northfield Police Department near the schools.
- Develop student/parent/driver education materials and methods to increase pedestrian safety and understanding of traffic laws.
- Request Mn/DOT to complete an engineering study to establish a school zone with reduced speeds on TH 246 adjacent to Northfield Middle School (will require consent of the transportation commissioner).
- Continue assessment and evaluation through annual semi-annual traffic/pedestrian counts, discussion with school district and police department, and parent surveys.
- Monitor the Minnesota SRTS website for future funding solicitations:
<http://www.dot.state.mn.us/saferoutes/>
- Pursue other funding sources for opportunities to implement improvements.

Mid-Term (3 -5 years)

- Meet with Mn/DOT to discuss further analysis and plans for intersections improvements.
- Evaluate future pedestrian demand and safety concerns.
 - Is intersection safety the primary barrier to student access or are other factors (e.g. weather/temperature, abduction fears, etc.) keeping demand low?
 - Is there high non-student pedestrian demand at the intersection that necessitates solution(s) outside of school hours/season?
- Consider cost/benefit of engineering solution for the intersection/highway(s) based on continued evaluation of pedestrian demand and safety concerns.
- Develop list of feasible engineering solutions, costs, and time-frames for study/construction.

Long-Term (5+ years)

- Continue assessment of pedestrian traffic and safety and evaluate possible implementation of long-term engineering solutions.

NON-INFRASTRUCTURE IMPROVEMENTS

In addition to the infrastructure (engineered) improvements recommended for these schools, a combination of the other four “E’s” including: education, enforcement, encouragement, and evaluation are key to developing an effective plan. Education strategies should be considered for:

- Students
- Parents
- Roadway Users and Neighbors

The following non-infrastructure improvements should be considered by the SRTS task force to encourage more students to walk and bike to school and to educate students on ways to travel to/from school more safely. It will also encourage motorists traveling through school zones and through crosswalks to respect traffic laws and provide a safer environment for pedestrians.

The City of Northfield has already developed high quality route maps for their “Walk to School Day” program, which are attached in Appendix B. These maps indicate key routes to get to each school and include locations of crossing guards. The maps also identify rally points where students can meet before school and walk/bike to school as a group, rather than individually. It should be noted that these maps are not meant to be all inclusive, but have the potential to assist all students within a relative walking/biking distance from each school find the closest route for them to safely get to school. It is understood that some of the routes identified currently do not provide a sidewalk/trail along portions of the key route. However, if infrastructure funding becomes available, segments of sidewalk/trails identified along key routes should be completed before less common routes.

Education:

As part of the SRTS grant that the City of Northfield received, a portion of the grant was used to send three community members (including one police officer) to training on how to teach pedestrian and bicycle safety. The valuable information that the three members receive from the training is critical in establishing an educational curriculum for students, parents, neighbors, and local area drivers. Therefore, the following guidelines and examples are provided to supplement information for the development of an educational component to the SRTS program.

- For Students, the education component should include the following skills/information.
 - Pedestrian Safety Skills
 - Bicyclist Safety Skills
 - Health and Environmental Benefits

The pedestrian safety skills would ideally include at-home training, but should also include school-based education that assures that all students learn and practice the same skills. This type of education/instruction can include school assemblies to reach large numbers of students in a short period of time, in addition to hands-on practice such as bicycle rodeos that could be incorporated into health/physical education classes or could be held after school as a community education course. If possible, law enforcement officers may work with students in the classrooms, teaching pedestrian and bicycle safety to encourage safe practices when walking or biking to school.

- For Parents, the education component should include the same skills/information that their children receive. In addition, parents should abide by the following roles to assist their children and other pedestrians near schools.
 - Being teachers/observers of good safety behaviors and health/environmental benefits
 - Follow all rules of the road while driving near the schools including obeying speed limits, making complete stops at stop signs, not blocking crosswalks, and yielding to pedestrians.

- For Neighbors, the education component should include the following information.
 - Keep sidewalks free of debris/snow so they are passable by pedestrians
 - Prune/Remove obstructions such as plants, shrubs, and trees that may be overgrown and are reducing visibility for pedestrians and motorists
 - Prevent unleashed pets from being near the route

There are numerous resources that offer information on implementing effective education strategies. Marin County, CA has developed a successful SRTS program which incorporates classroom education, videos, bicycle rodeos, walk and bike to school days, frequent rider miles contests, newsletters and promotions. A full report of *Promoting Safe Walking and Biking to School: The Marin County Success Story*, is included in Appendix C-1. Other examples of education materials for pedestrian and bicycle safety include books and bookmarks that can be used to teach bike safety. *From A to Z by Bike* is a comprehensive book that teaches kids to ride bicycles safely and defensively. These books could be purchased and distributed most effectively at the beginning of the school year at a “Meet your Teacher Night” or similar event. The cost per book ranges from \$.30 to \$1.50 per book, depending on the size of the order. Information on the book and a bookmark that was developed by the League of American Bicyclists is included in Appendix C-2.

Educational posters can also be used in the school to reinforce the program. Examples of educational posters are included in the Marin County Report and in Appendix C-3. Parents and others in the community can be educated in a variety of ways, including e-mail, newsletters and through the media. Various Safe Routes Podcasts, developed by the National Center for SRTS are available to highlight ways to get kids up and active on their way to school. The podcasts feature interviews from SRTS programs across the country. Examples of the podcasts and other newspaper articles to heighten awareness of the program are included in Appendix C-4.

Encouragement:

Encouragement strategies are about having fun; they generate excitement and interest in walking and bicycling. Special events, mileage clubs, contests and ongoing activities all provide ways for parents and children to discover, or rediscover, that walking and bicycling can be fun, save money, improve health and the environment. The City of Northfield already participates in “Walk to School Day.” In addition to this program, reiterating the importance of walking and biking to school throughout the year will improve the success of the program. Therefore, additional programs or activities that should be considered include:

- Encourage students to walk/bike to school through classroom recognition and incentives for students that are walking and/or biking to school
- Establish a Walking School Bus or Bicycle Train program
- Establish an on-campus walking program for students that live outside of reasonable walking distances or unsafe areas
- Use programs such as the Presidential Fitness and Olympic Games Festival and participation in the Juvenile Diabetes Walk to educate and promote awareness of the program and the benefits of increased physical activity

Some schools have tracked students' progress by use of punch cards or pedometers to track walking and biking to school. Other schools have used more advanced technology to track the progress of students with a program called Frieker, where a freikometer counts trips by walkers and bikers. Frieker is currently used at eight schools in Colorado, one in Oregon and one in Wisconsin. The program costs \$1,500 per year, which includes one leased Freikometer and use of the website by the school and students. There is also a one-time initiation fee of \$2,500 for 500 tags for the students and covers administrative costs to get the program started. Information on the Frieker program is included in Appendix C-5.

In addition to keeping track of students' accomplishments with increased walking and biking, incentives are key to getting and keeping students interested. Providing awards and incentives to students keeps them motivated in the program and creates additional interest by other students. The program should not be a competition for the students, and each child that walks or bikes to school should be able to earn a prize. At the end of a specified time period (i.e. once per week), the students could be rewarded with a prize/incentive. This could be done randomly, but with an increased chance of getting a prize based on the number of times the student walked or biked to school. Additional details regarding encouragement opportunities are shown in Appendix C-5.

Enforcement:

The City of Northfield is fortunate to have a police officer on the SRTS task force, which will aid in the implementation of enforcement strategies. The main goal for enforcement strategies is to deter unsafe behavior of drivers, pedestrians and bicyclists, and to encourage all road users to obey traffic laws and share the road safely. Key driving behaviors that should be addressed include:

- Red-light running
- Speeding
- Stop sign violations
- School zone violations
- Crosswalk violations

This can be accomplished by targeting areas near the schools to increase enforcement of motorists who fail to yield to pedestrians or who exceed speed limits to ensure motorists are respecting traffic laws. Additional signing such as regulatory speed limit signs or warning signs such as pedestrian crossing or school speed zones all help to enforce the current laws. Installation of portable centerline pedestrian crossing signs that can be rotated between the schools to increase driver awareness of the crosswalk has effective on low-volume, low-speed, two-lane roadways. A portable speed trailer/driver feedback sign equipped with a radar unit, which detects the speed of passing vehicles and displays it for the driver, encourages speed limit compliance. Educational materials can be helpful in promoting enforcement strategies.

Evaluation:

The SRTS task force developed by the City of Northfield has already committed to evaluating the success of the program. Pedestrian counts collected at each of the schools will help to identify locations and schools where the program and improvements have been successful. It is recommended that the task force continue to evaluate the pedestrian activity (through pedestrian counts and classroom surveys) on a yearly basis. To further evaluate the success of the program, soliciting feedback from parents and students on a yearly basis will also be helpful.

CONCLUSIONS AND RECOMMENDATIONS

This SRTS Plan incorporates all five of the E's, including Education, Encouragement, Enforcement, Engineering, and Evaluation, which are all critical elements of the program to increase the number of students walking and biking to school. The solutions recommended for each school will increase safety for students as they walk and bike to school and encourage others in the community to use the facilities. A plan that includes students, parents, school officials, law enforcement representatives and others in the community will work towards achieving the goals of the program encouraging children to walk and bike to school, increasing their physical activity; increasing safety and convenience for biking and walking to school, making it a more appealing choice; and reducing traffic, fuel consumption and air pollution near the schools.

A prioritized list of improvements will allow the improvements with the highest urgency to be implemented first. Future funding sources should be pursued to obtain the resources needed to implement the improvements. In addition, as roadway improvement projects occur or other opportunities arise, SRTS improvements should be considered. The City of Northfield, specifically the task force, is committed to this program and determined to continue to review its effectiveness.

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Appendix A



GREENVALE PARK ELEMENTARY SCHOOL

City of Northfield Safe Routes to School Study Survey Results

1. What school does your child attend?

Bridgewater Elementary School	0	0.0%
Greenvale Park Elementary School	16	100.0%
Sibley Elementary School	0	0.0%
Northfield Middle School	0	0.0%

2. What grade is/are your child(ren) in?

Kindergarten	4	25.0%
Grade 1	3	18.8%
Grade 2	5	31.3%
Grade 3	2	12.5%
Grade 4	6	37.5%
Grade 5	1	6.3%
Grade 6	0	0.0%
Grade 7	0	0.0%
Grade 8	0	0.0%

3. On an average day, how does your child travel to school in the morning?

School bus	5	31.3%
Car (drop off)	5	31.3%
Carpool	0	0.0%
Walk	5	31.3%
Bike	1	6.3%
City Transit	0	0.0%
Other	0	0.0%

4. If you chose “other” in the previous question, what are some of those ways?

0 Responses



5. On an average day, how does your child travel home in the afternoon?

School bus	3	18.8%
Car (drop off)	6	37.5%
Carpool	1	6.3%
Walk	5	31.3%
Bike	1	6.3%
City Transit	0	0.0%
Other	0	0.0%

6. If you chose “other” in the previous question, what are some of those ways?

1 Response

7. If you drive your child to/from school, why do you make that choice?

Too far to walk	4	44.4%
Driving is safer than alternative	1	11.1%
Driving is convenient or on the way to work	0	0.0%
Vehicles traveling too fast	0	0.0%
Child is too young	1	11.1%
Bad weather	4	44.4%
Child would not obey safety rules	0	0.0%
Backpacks too heavy	0	0.0%
No school bus provided	1	11.1%
Carrying project or musical instrument	2	22.2%
Child would be late for school	0	0.0%
Lack of safe way to cross the street	2	22.2%
Lack of safe place to store bikes	0	0.0%
No walking/biking route maps	0	0.0%
Concerns about crime	0	0.0%
Bus safety concerns	1	11.1%
Other	1	11.1%

8. If you chose “other” in the previous question, what are some of those ways?

2 Responses

9. If your child walks or bikes to/from school, how often do they make that choice?

Seldom (Less than 10 times per year)	7	43.8%
Sometimes (2-4 times per month)	2	12.5%
Frequently (2-3 times per week)	3	18.8%
Consistently (Daily)	4	25.0%



10. If your child walks or bikes to/from school, at approximately what temperature/wind chill would change that decision?

0 degrees (school district keeps students indoors below 0 degrees F)	4	25.0%
15 degrees	2	12.5%
32 degrees	6	37.5%
50 degrees	2	12.5%
Other	2	12.5%

11. If you chose “other” in the previous question, what is the temperature that would change your decision?

2 Responses

12. How do you feel about the following statements pertaining to the walking and biking conditions in your neighborhood?

	Strongly Agree	Mildly Agree	No Opinion	Mildly Disagree	Strongly Disagree
There are too many high speed vehicles.	3 18.8%	9 56.3%	1 6.3%	2 12.5%	1 6.3%
There are high amounts of vehicle traffic.	5 31.3%	6 37.5%	1 6.3%	3 18.8%	1 6.3%
There are broken sidewalks.	2 12.5%	3 18.8%	3 18.8%	4 25.0%	4 25.0%
There are gaps in the sidewalk network.	9 56.3%	2 12.5%	2 12.5%	1 6.3%	2 12.5%
There is poor lighting.	2 12.5%	1 6.3%	7 43.8%	1 6.3%	5 31.3%
There is a crime problem.	1 6.3%	0 0.0%	5 31.3%	3 18.8%	7 43.8%
There are not enough cross walks and / or school signage.	3 18.8%	5 31.3%	2 12.5%	2 12.5%	4 25.0%
It is dangerous to walk or bike to our school via sidewalks and roads.	3 18.8%	6 37.5%	1 6.3%	3 18.8%	3 18.8%
Even with marked crosswalks, some roads are too dangerous to cross without adult supervision.	2 12.5%	6 37.5%	2 12.5%	4 25.0%	2 12.5%
I feel comfortable allowing my children to walk or bike to school.	4 25.0%	5 31.3%	2 12.5%	1 6.3%	4 25.0%



13. Which of the following statements would influence your decision to consider letting your child walk or bike to school?

	Yes	No	Maybe
If they were accompanied by an adult	13	1	2
	81.3%	6.3%	12.5%
If they were accompanied by other children the same age	7	3	6
	43.8%	18.8%	37.5%
If they were accompanied by an older child	9	3	4
	56.3%	18.8%	25.0%
If new sidewalks and crossings were installed	8	6	2
	50.0%	37.5%	12.5%
If they received walking and bicycle safety education from the school	7	5	4
	43.8%	31.3%	25.0%
If we lived closer to the school	6	6	4
	37.5%	37.5%	25.0%

14. How important are the following factors in influencing your decision to allow your children to walk or bicycle to school?

	Very Important	Somewhat Important	Not Important
Being accompanied by an adult or other children	12	2	2
	75.0%	12.5%	12.5%
Crossing guards at busy intersections	11	3	2
	68.8%	18.8%	12.5%
Continuous sidewalks from your house to the school	10	3	3
	62.5%	18.8%	18.8%
Clearly marked walking and bike routes (with signs)	8	5	3
	50.0%	31.3%	18.8%
Separated trails connecting your neighborhood to the school	4	7	5
	25.0%	43.8%	31.3%
Traffic not exceeding speed limits in neighborhoods	12	2	2
	75.0%	12.5%	12.5%
Adequate lighting	6	3	7
	37.5%	18.8%	43.8%
Presence of McGruff safe houses	3	8	5
	18.8%	50.0%	31.3%
Secure place to park bicycles	10	5	1
	62.5%	31.3%	6.3%
School education programs on walking and biking safety	8	6	2
	50.0%	37.5%	12.5%



15. Please list the intersection nearest to your home.

15 Responses

16. If your child walks or bikes to school, please list the primary streets they use to get to and from school.

12 Responses

17. Please write below any additional factors that influence your decision to allow your child to walk or bike to school. Feel free to attach additional pages for your response as needed.

11 Responses

SIBLEY ELEMENTARY SCHOOL

City of Northfield Safe Routes to School Study Survey Results



1. What school does your child attend?

Bridgewater Elementary School	0	0.0%
Greenvale Park Elementary School	0	0.0%
Sibley Elementary School	92	100.0%
Northfield Middle School	0	0.0%

2. What grade is/are your child(ren) in?

Kindergarten	23	25.0%
Grade 1	16	17.4%
Grade 2	17	18.5%
Grade 3	28	30.4%
Grade 4	17	18.5%
Grade 5	14	15.2%
Grade 6	1	1.1%
Grade 7	2	2.2%
Grade 8	0	0.0%

3. On an average day, how does your child travel to school in the morning?

School bus	28	30.4%
Car (drop off)	45	48.9%
Carpool	0	0.0%
Walk	15	16.3%
Bike	4	4.3%
City Transit	0	0.0%
Other	0	0.0%

4. If you chose “other” in the previous question, what are some of those ways?

0 Responses



5. On an average day, how does your child travel home in the afternoon?

School bus	38	41.3%
Car (drop off)	24	26.1%
Carpool	0	0.0%
Walk	26	28.3%
Bike	4	4.3%
City Transit	0	0.0%
Other	0	0.0%

6. If you chose “other” in the previous question, what are some of those ways?

2 Responses

7. If you drive your child to/from school, why do you make that choice?

Too far to walk	15	20.8%
Driving is safer than alternative	14	19.4%
Driving is convenient or on the way to work	23	31.9%
Vehicles traveling too fast	9	12.5%
Child is too young	13	18.1%
Bad weather	28	38.9%
Child would not obey safety rules	3	4.2%
Backpacks too heavy	3	4.2%
No school bus provided	13	18.1%
Carrying project or musical instrument	8	11.1%
Child would be late for school	6	8.3%
Lack of safe way to cross the street	17	23.6%
Lack of safe place to store bikes	1	1.4%
No walking/biking route maps	1	1.4%
Concerns about crime	9	12.5%
Bus safety concerns	2	2.8%
Other	8	11.1%

8. If you chose “other” in the previous question, what are some of those ways?

11 Responses

9. If your child walks or bikes to/from school, how often do they make that choice?

Seldom (Less than 10 times per year)	55	59.8%
Sometimes (2-4 times per month)	6	6.5%
Frequently (2-3 times per week)	13	14.1%
Consistently (Daily)	18	19.5%



10. If your child walks or bikes to/from school, at approximately what temperature/wind chill would change that decision?

0 degrees (school district keeps students indoors below 0 degrees F)	10	10.9%
15 degrees	28	30.4%
32 degrees	33	35.9%
50 degrees	11	12.0%
Other	10	10.9%

11. If you chose “other” in the previous question, what is the temperature that would change your decision?

10 Responses

12. How do you feel about the following statements pertaining to the walking and biking conditions in your neighborhood?

	Strongly Agree	Mildly Agree	No Opinion	Mildly Disagree	Strongly Disagree
There are too many high speed vehicles.	38 41.3%	32 34.8%	7 7.6%	10 10.9%	5 5.4%
There are high amounts of vehicle traffic.	39 42.4%	32 34.8%	6 6.5%	9 9.8%	6 6.5%
There are broken sidewalks.	15 16.3%	16 17.4%	28 30.4%	21 22.8%	12 13.0%
There are gaps in the sidewalk network.	37 40.2%	19 20.7%	12 13.0%	13 14.1%	11 12.0%
There is poor lighting.	12 13.0%	15 16.3%	30 32.6%	20 21.7%	15 16.3%
There is a crime problem.	3 3.3%	7 7.6%	30 32.6%	25 27.2%	27 29.3%
There are not enough cross walks and / or school signage.	34 37.0%	23 25.0%	16 17.4%	13 14.1%	6 6.5%
It is dangerous to walk or bike to our school via sidewalks and roads.	28 30.4%	29 31.5%	9 9.8%	18 19.6%	8 8.7%
Even with marked crosswalks, some roads are too dangerous to cross without adult supervision.	46 50.0%	26 28.3%	3 3.3%	11 12.0%	6 6.5%
I feel comfortable allowing my children to walk or bike to school.	11 12.0%	22 23.9%	7 7.6%	25 27.2%	27 29.3%



13. Which of the following statements would influence your decision to consider letting your child walk or bike to school?

	Yes	No	Maybe
If they were accompanied by an adult	65	17	10
	70.7%	18.5%	10.9%
If they were accompanied by other children the same age	39	32	21
	42.4%	34.8%	22.8%
If they were accompanied by an older child	50	26	16
	54.3%	28.3%	17.4%
If new sidewalks and crossings were installed	50	21	21
	54.3%	22.8%	22.8%
If they received walking and bicycle safety education from the school	33	31	28
	35.9%	33.7%	30.4%
If we lived closer to the school	52	30	10
	56.5%	32.6%	10.9%

14. How important are the following factors in influencing your decision to allow your children to walk or bicycle to school?

	Very Important	Somewhat Important	Not Important
Being accompanied by an adult or other children	51	32	9
	55.4%	34.8%	9.8%
Crossing guards at busy intersections	76	13	3
	82.6%	14.1%	3.3%
Continuous sidewalks from your house to the school	65	22	5
	70.7%	23.9%	5.4%
Clearly marked walking and bike routes (with signs)	50	31	11
	54.3%	33.7%	12.0%
Separated trails connecting your neighborhood to the school	34	32	26
	37.0%	34.8%	28.3%
Traffic not exceeding speed limits in neighborhoods	77	11	4
	83.7%	12.0%	4.3%
Adequate lighting	37	34	21
	40.2%	37.0%	22.8%
Presence of McGruff safe houses	27	37	28
	29.3%	40.2%	30.4%
Secure place to park bicycles	35	43	14
	38.0%	46.7%	15.2%
School education programs on walking and biking safety	35	41	16
	38.0%	44.6%	17.4%



15. Please list the intersection nearest to your home.

90 Responses

16. If your child walks or bikes to school, please list the primary streets they use to get to and from school.

61 Responses

17. Please write below any additional factors that influence your decision to allow your child to walk or bike to school. Feel free to attach additional pages for your response as needed.

59 Responses



BRIDGEWATER ELEMENTARY SCHOOL

City of Northfield Safe Routes to School Study Survey Results

1. What school does your child attend?

Bridgewater Elementary School	29	100%
Greenvale Park Elementary School	0	0.0%
Sibley Elementary School	0	0.0%
Northfield Middle School	0	0.0%

2. What grade is/are your child(ren) in?

Kindergarten	6	20.7%
Grade 1	9	31.0%
Grade 2	9	31.0%
Grade 3	3	10.3%
Grade 4	9	31.0%
Grade 5	5	17.2%
Grade 6	1	3.4%
Grade 7	1	3.4%
Grade 8	0	0.0%

3. On an average day, how does your child travel to school in the morning?

School bus	12	41.4%
Car (drop off)	14	48.3%
Carpool	2	6.9%
Walk	1	3.4%
Bike	0	0.0%
City Transit	0	0.0%
Other	0	0.0%

4. If you chose “other” in the previous question, what are some of those ways?

0 Responses



5. On an average day, how does your child travel home in the afternoon?

School bus	17	58.6%
Car (drop off)	8	27.6%
Carpool	1	3.4%
Walk	3	10.3%
Bike	0	0.0%
City Transit	0	0.0%
Other	0	0.0%

6. If you chose “other” in the previous question, what are some of those ways?

0 Responses

7. If you drive your child to/from school, why do you make that choice?

Too far to walk	4	17.4%
Driving is safer than alternative	6	26.1%
Driving is convenient or on the way to work	8	34.8%
Vehicles traveling too fast	3	13.0%
Child is too young	5	21.7%
Bad weather	7	30.4%
Child would not obey safety rules	2	8.7%
Backpacks too heavy	3	13.0%
No school bus provided	5	21.7%
Carrying project or musical instrument	7	30.4%
Child would be late for school	1	4.3%
Lack of safe way to cross the street	6	26.1%
Lack of safe place to store bikes	0	0.0%
No walking/biking route maps	2	8.7%
Concerns about crime	2	8.7%
Bus safety concerns	0	0.0%
Other	5	21.7%

8. If you chose “other” in the previous question, what are some of those ways?

5 Responses

9. If your child walks or bikes to/from school, how often do they make that choice?

Seldom (Less than 10 times per year)	24	82.8%
Sometimes (2-4 times per month)	2	6.9%
Frequently (2-3 times per week)	1	3.4%
Consistently (Daily)	2	6.9%



10. If your child walks or bikes to/from school, at approximately what temperature/wind chill would change that decision?

0 degrees (school district keeps students indoors below 0 degrees F)	6	20.7%
15 degrees	7	24.1%
32 degrees	6	20.7%
50 degrees	6	20.7%
Other	4	13.8%

11. If you chose “other” in the previous question, what is the temperature that would change your decision?

3 Responses

12. How do you feel about the following statements pertaining to the walking and biking conditions in your neighborhood?

	Strongly Agree	Mildly Agree	No Opinion	Mildly Disagree	Strongly Disagree
There are too many high speed vehicles.	12 41.4%	10 34.5%	0 0.0%	7 24.1%	0 0.0%
There are high amounts of vehicle traffic.	18 62.1%	7 24.1%	1 3.4%	3 10.3%	0 0.0%
There are broken sidewalks.	3 10.3%	1 3.4%	10 34.5%	6 20.7%	9 31.0%
There are gaps in the sidewalk network.	9 31.0%	2 6.9%	7 24.1%	6 20.7%	5 17.2%
There is poor lighting.	6 20.7%	2 20.7%	7 20.7%	6 20.7%	5 17.2%
There is a crime problem.	0 0.0%	1 3.4%	8 27.6%	12 41.4%	8 27.6%
There are not enough cross walks and / or school signage.	7 24.1%	7 24.1%	6 20.7%	7 24.1%	2 6.9%
It is dangerous to walk or bike to our school via sidewalks and roads.	11 37.9%	12 41.4%	2 6.9%	2 6.9%	2 6.9%
Even with marked crosswalks, some roads are too dangerous to cross without adult supervision.	19 65.5%	7 24.1%	2 6.9%	1 3.4%	0 0.0%
I feel comfortable allowing my children to walk or bike to school.	0 0.0%	4 13.8%	1 3.4%	10 34.5%	14 48.3%



13. Which of the following statements would influence your decision to consider letting your child walk or bike to school?

	Yes	No	Maybe
If they were accompanied by an adult	21	1	7
	72.4%	3.4%	24.1%
If they were accompanied by other children the same age	9	14	6
	31.0%	48.3%	20.7%
If they were accompanied by an older child	12	5	12
	41.4%	17.2%	41.4%
If new sidewalks and crossings were installed	11	8	10
	37.9%	27.6%	34.5%
If they received walking and bicycle safety education from the school	7	10	12
	24.1%	34.5%	41.4%
If we lived closer to the school	16	8	5
	55.2%	27.6%	17.2%

14. How important are the following factors in influencing your decision to allow your children to walk or bicycle to school?

	Very Important	Somewhat Important	Not Important
Being accompanied by an adult or other children	14	12	3
	48.3%	41.4%	10.3%
Crossing guards at busy intersections	24	3	2
	82.8%	10.3%	6.9%
Continuous sidewalks from your house to the school	19	10	0
	65.5%	34.5%	0.0%
Clearly marked walking and bike routes (with signs)	19	9	1
	65.5%	31.0%	3.4%
Separated trails connecting your neighborhood to the school	9	17	3
	31.0%	58.6%	10.3%
Traffic not exceeding speed limits in neighborhoods	22	7	0
	75.9%	24.1%	0.0%
Adequate lighting	17	8	4
	58.6%	27.6%	13.8%
Presence of McGruff safe houses	6	14	9
	20.7%	48.3%	31.0%
Secure place to park bicycles	13	11	5
	44.8%	37.9%	17.2%
School education programs on walking and biking safety	16	10	3
	55.2%	34.5%	10.3%



15. Please list the intersection nearest to your home.

26 Responses

16. If your child walks or bikes to school, please list the primary streets they use to get to and from school.

13 Responses

17. Please write below any additional factors that influence your decision to allow your child to walk or bike to school. Feel free to attach additional pages for your response as needed.

15 Responses

NORTHFIELD MIDDLE SCHOOL

City of Northfield Safe Routes to School Study Survey Results



1. What school does your child attend?

Bridgewater Elementary School	0	0%
Greenvale Park Elementary School	0	0%
Sibley Elementary School	0	0%
Northfield Middle School	77	100.0%

2. What grade is/are your child(ren) in?

Kindergarten	0	0.0%
Grade 1	1	1.3%
Grade 2	0	0.0%
Grade 3	0	0.0%
Grade 4	0	0.0%
Grade 5	2	2.6%
Grade 6	32	41.6%
Grade 7	23	29.9%
Grade 8	28	36.4%

3. On an average day, how does your child travel to school in the morning?

School bus	34	44.2%
Car (drop off)	29	37.7%
Carpool	5	6.5%
Walk	3	3.9%
Bike	5	6.5%
City Transit	0	0.0%
Other	1	1.3%

4. If you chose “other” in the previous question, what are some of those ways?

4 Responses



5. On an average day, how does your child travel home in the afternoon?

School bus	35	45.5%
Car (drop off)	19	24.7%
Carpool	5	6.5%
Walk	11	14.3%
Bike	5	6.5%
City Transit	0	0.0%
Other	2	2.6%

6. If you chose “other” in the previous question, what are some of those ways?

3 Responses

7. If you drive your child to/from school, why do you make that choice?

Too far to walk	15	27.8%
Driving is safer than alternative	22	40.7%
Driving is convenient or on the way to work	18	33.3%
Vehicles traveling too fast	16	29.6%
Child is too young	1	1.9%
Bad weather	13	24.1%
Child would not obey safety rules	1	1.9%
Backpacks too heavy	13	24.1%
No school bus provided	9	16.7%
Carrying project or musical instrument	16	29.6%
Child would be late for school	7	13.0%
Lack of safe way to cross the street	23	42.6%
Lack of safe place to store bikes	4	7.4%
No walking/biking route maps	3	5.6%
Concerns about crime	5	9.3%
Bus safety concerns	3	5.6%
Other	16	29.6%

8. If you chose “other” in the previous question, what are some of those ways?

17 Responses

9. If your child walks or bikes to/from school, how often do they make that choice?

Seldom (Less than 10 times per year)	54	70.1%
Sometimes (2-4 times per month)	4	5.2%
Frequently (2-3 times per week)	7	9.1%
Consistently (Daily)	12	15.6%



10. If your child walks or bikes to/from school, at approximately what temperature/wind chill would change that decision?

0 degrees (school district keeps students indoors below 0 degrees F)	13	16.9%
15 degrees	13	16.9%
32 degrees	23	29.9%
50 degrees	14	18.2%
Other	14	18.2%

11. If you chose “other” in the previous question, what is the temperature that would change your decision?

14 Responses

12. How do you feel about the following statements pertaining to the walking and biking conditions in your neighborhood?

	Strongly Agree	Mildly Agree	No Opinion	Mildly Disagree	Strongly Disagree
There are too many high speed vehicles.	43 55.8%	19 24.7%	6 7.8%	7 9.1%	2 2.6%
There are high amounts of vehicle traffic.	57 74.0%	10 13.0%	3 3.9%	7 9.1%	0 0.0%
There are broken sidewalks.	8 10.4%	11 14.3%	29 37.7%	18 23.4%	11 14.3%
There are gaps in the sidewalk network.	22 28.6%	10 13.0%	19 24.7%	15 19.5%	11 14.3%
There is poor lighting.	10 13.0%	18 23.4%	23 29.9%	11 14.3%	15 19.5%
There is a crime problem.	2 2.6%	4 5.2%	29 37.7%	14 18.2%	28 36.4%
There are not enough cross walks and / or school signage.	31 40.3%	23 29.9%	15 19.5%	4 5.2%	4 5.2%
It is dangerous to walk or bike to our school via sidewalks and roads.	41 53.2%	21 27.3%	6 7.8%	7 9.1%	2 2.6%
Even with marked crosswalks, some roads are too dangerous to cross without adult supervision.	49 63.6%	18 23.4%	5 6.5%	4 5.2%	1 1.3%
I feel comfortable allowing my children to walk or bike to school.	10 13.0%	18 23.4%	7 9.1%	15 19.5%	27 35.1%



13. Which of the following statements would influence your decision to consider letting your child walk or bike to school?

	Yes	No	Maybe
If they were accompanied by an adult	34	26	17
	44.2%	33.8%	22.1%
If they were accompanied by other children the same age	27	33	17
	35.1%	42.9%	22.1%
If they were accompanied by an older child	18	39	20
	23.4%	50.6%	26.0%
If new sidewalks and crossings were installed	46	24	7
	59.7%	31.2%	9.1%
If they received walking and bicycle safety education from the school	21	44	12
	27.3%	57.1%	15.6%
If we lived closer to the school	31	35	11
	40.3%	45.5%	14.3%

14. How important are the following factors in influencing your decision to allow your children to walk or bicycle to school?

	Very Important	Somewhat Important	Not Important
Being accompanied by an adult or other children	26	33	18
	33.8%	42.9%	23.4%
Crossing guards at busy intersections	62	8	7
	80.5%	10.4%	9.1%
Continuous sidewalks from your house to the school	41	24	12
	53.2%	31.2%	15.6%
Clearly marked walking and bike routes (with signs)	42	26	9
	54.5%	33.8%	11.7%
Separated trails connecting your neighborhood to the school	38	26	13
	49.4%	33.8%	16.9%
Traffic not exceeding speed limits in neighborhoods	58	15	4
	75.3%	19.5%	5.2%
Adequate lighting	42	26	9
	54.5%	33.8%	11.7%
Presence of McGruff safe houses	14	29	34
	18.2%	37.7%	44.2%
Secure place to park bicycles	37	34	6
	48.1%	44.2%	7.8%
School education programs on walking and biking safety	20	36	21
	26.0%	46.8%	27.3%



15. Please list the intersection nearest to your home.

67 Responses

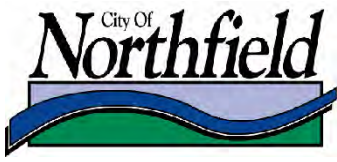
16. If your child walks or bikes to school, please list the primary streets they use to get to and from school.

46 Responses

17. Please write below any additional factors that influence your decision to allow your child to walk or bike to school. Feel free to attach additional pages for your response as needed.

50 Responses

Appendix B



Northfield
Public Schools 1.S.D. 659 MINNESOTA

Greenvale Park Elementary Walk to School Day Routes



Legend

Walk to School Day Available Daily

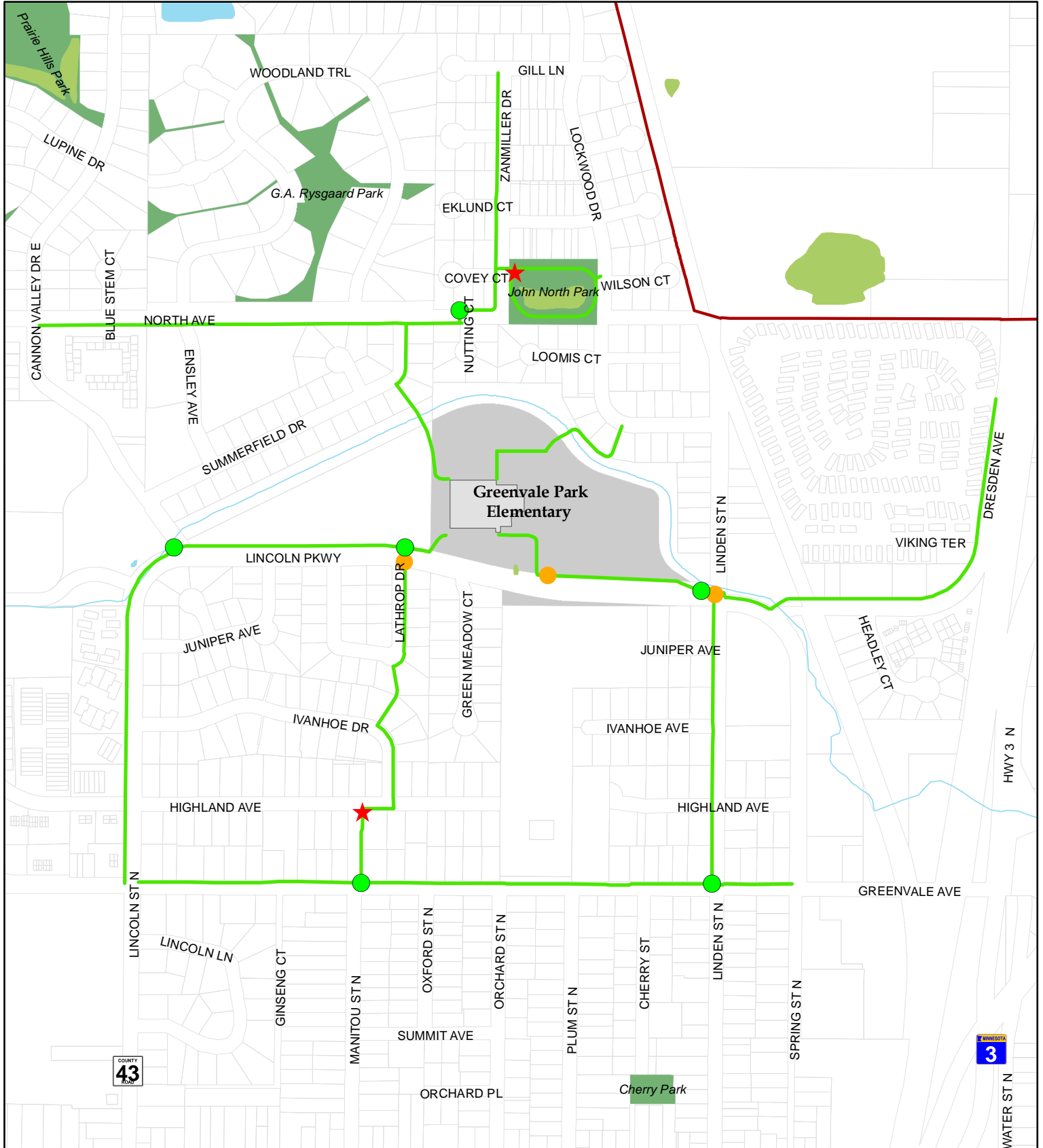
★ Rally Point

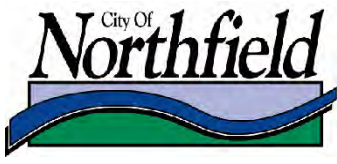
● Crossing Guard

● Volunteer

— Safer Pedestrian Routes

0 0.05 0.1 0.15 0.2 0.25 Miles





Northfield
Public Schools 1.S.D. 659 MINNESOTA

Sibley Elementary Walk to School Day Routes



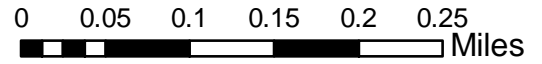
Legend

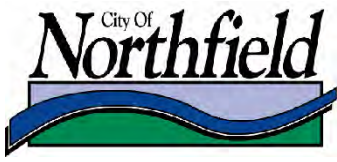
Walk to School Day

- ★ Rally Point
- Volunteer

Available Daily

- Crossing Guard
- Safer Pedestrian Routes





Northfield
Public Schools 1.S.D. 659 MINNESOTA

Bridgewater Elementary Walk to School Day Routes



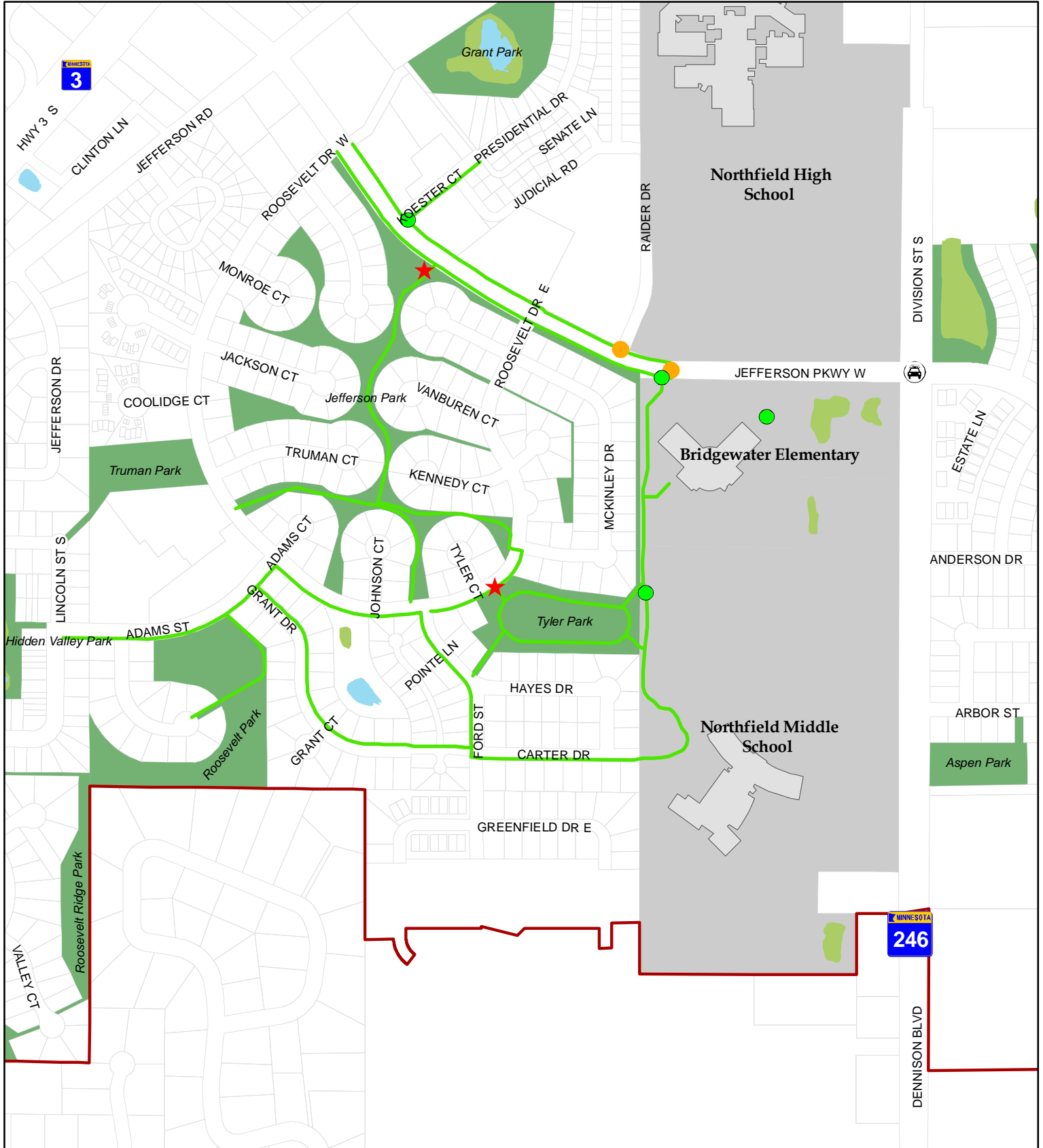
Walk to School Day

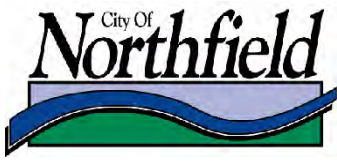
- Police Officer
- Volunteer
- Rally Point

Available Daily

- Crossing Guard
- Safer Pedestrian Routes

0 0.05 0.1 0.15 0.2 0.25 Miles





Northfield
Public Schools 1.S.D. 659 MINNESOTA

Middle School Walk to School Day Routes



Walk to School Day

- Police Officer
- Volunteer
- Rally Point

Available Daily

- Crossing Guard
- Safer Pedestrian Routes

0 0.05 0.1 0.15 0.2 0.25 Miles



Appendix C

Promoting Safe Walking and Biking to School: The Marin County Success Story

| Catherine E. Staunton, MD, Deb Hubsmith, BS, and Wendi Kallins, BA, for the Marin County Bicycle Coalition's Safe Routes to School Program

Walking and biking to school can be an important part of a healthy lifestyle, yet most US children do not start their day with these activities.

The Safe Routes to School Program in Marin County, California, is working to promote walking and biking to school. Using a multipronged approach, the program identifies and creates safe routes to schools and invites communitywide involvement. By its second year, the program was serving 4665 students in 15 schools.

Participating public schools reported an increase in school trips made by walking (64%), biking (114%), and carpooling (91%) and a decrease in trips by private vehicles carrying only one student (39%).

WALKING AND BIKING TO

school provide a convenient opportunity to incorporate physical activity into a child's daily routine, yet only about 1 US child in 9 starts the day by walking or biking to school. About one third of children take a bus to school and half are driven in a private vehicle.¹ Increasing the proportion of children walking and biking to school are 2 of the national health objectives for 2010.²

THE PROGRAM

Marin County is a middle- and upper-class community on the California coast just north of San Francisco. Its population of 247 707 includes about 35 000 school-aged children.³ In 1999, 2 local residents began working

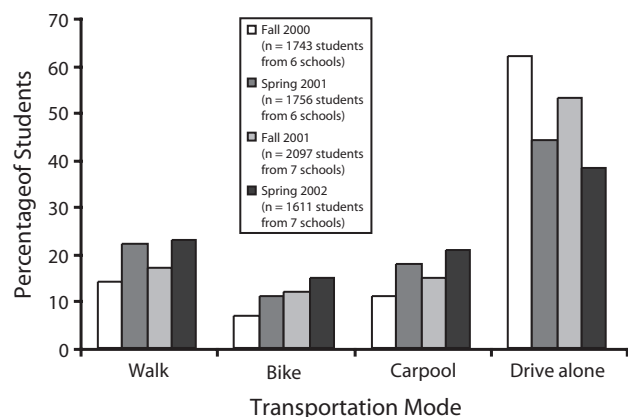
to increase the number of Marin County children walking and biking to school and to decrease the number of school trips made by private vehicles. By 2000, the Marin County Safe Routes to School Program, initially funded by a grant from the Marin Community Foundation, had been established. In August 2000, the program received a \$50 000 grant from the National Highway Traffic Safety Administration. During the 2000–2001 school year, the program served about 3500 students in 9 schools (7 public and 2 private); by the 2001–2002 school year, 4665 students in 15 schools (12 public and 3 private) were enrolled; in the 2002–2003 school year, 7609 students in 21 schools (17 public and 4 private) are participating. Enrolled schools include elementary and middle schools.

The program has only 4 paid staff. One of the 2 founding members is the program director, and the other works several hours a week supervising and promoting the program. A full-time educator is employed to develop the program's school curriculum and oversee classroom education. A traffic engineer assists in identifying and creating safe routes for participating students. A private consulting firm,

hired during the second year, oversees and evaluates the program. The Marin County Safe Routes to School Program relies heavily on parent, teacher, and community volunteers to carry out its broad range of activities (Table 1). The program requires each school to identify a volunteer team leader prior to enrolling.

During the first 2 years of the program, modes of school transportation were determined by student surveys. For 3 consecutive days in the fall, prior to the start of the program, and then again in the spring, prior to the end of school, volunteers visited classrooms and, using a show of hands, asked children to indicate the transportation mode they used in traveling to school that morning. Results from the 3 days were averaged. Because the survey relied on inexperienced volunteers, results were often incomplete; some schools did not conduct the surveys at all and other schools did not survey all classrooms. Six of 9 schools participated in the fall 2000 and spring 2001 surveys. Seven of 15 schools participated in the fall 2001 and spring 2002 surveys.

By spring 2002, more than \$1 million in additional funding had been received, including dona-



Note. A "carpool" is defined as 2 or more students per private vehicle, and "drive alone" is 1 student (with driver) per private vehicle.

FIGURE 1—Transportation choices in the public schools participating in the Marin County Safe Routes to School Program, 2000–2002.

tions from local foundations, local businesses, and grants from the Marin Community Foundation, Marin County, the City of San Rafael, and the California Departments of State Services and Transportation. Funding for the 2002–2003 school year is expected to exceed \$2 million. Much of this funding is earmarked for infrastructure changes (Table 1) to decrease the traffic danger faced by students walking and biking.

EVALUATION

The student transportation surveys (Figure 1) reveal an increase in walking, biking, and carpooling in the participating public schools during the first 2 years of the Marin County Safe Routes to School Program. From fall 2000 to spring 2002, there was a 64% increase in the number of children walking, a 114% increase in the number of students biking, a 91% increase in the number of students carpooling, and a 39% decrease in the number of children arriving by

private car carrying only one student.

The data in Figure 1 include 6 schools for the first school year and 7 for the second school year. Only 2 schools participated in surveys both years. Analysis restricted to these 2 schools produced results similar to those in Figure 1 (data not shown). School bus trips are not shown

because only 2 schools offered bus transportation. Of the 3 private schools, data were collected in only 2 of the schools and only during the second year of the program. These 2 private schools, with a total of 401 students (data not included in Figure 1) drawn from larger geographic areas than in the public schools, recorded only modest increases in walking (1%) and carpooling (5%) and small decreases in biking (–1%) and "drive alone" transport (–4%). As discussed below, improved and expanded program evaluation is planned.

DISCUSSION

The Marin County Safe Routes to School Program provides a successful model for promoting safe walking and biking to school. Decreased rates of walking and carpooling and increased rates of "drive alone" in fall 2001 may be secondary to the addition of new schools, lack of program activities over the summer, or both. The program is

making an important difference to participating communities by enhancing health, reducing traffic congestion, and helping build a greater sense of community. Although barriers to walking and biking to school, such as distance, traffic danger, crime, and the availability of volunteers, will vary by community, many aspects of this program will be useful to other interested communities.⁴ Efforts to create safe and accessible routes for children to walk and bike to school can facilitate safe walking and biking for people of all ages.

NEXT STEPS

The program, now in its third year, has maintained its base curriculum while planning an expansion to recruit more schools, including high schools. Future goals include expanding and perfecting data collection and analysis by using professional statisticians. Further analysis could include evaluating the effectiveness of the individual program activities, analyzing transporta-



Lagunitas School students get help from a volunteer crossing guard.

TABLE 1—Activities of the Safe Routes to School Program: Marin County, California, 2000–2002**Mapping Safe Routes to School**

- Town-wide programs established to identify and create safe routes for walking and biking to each school.
- Volunteers walk the routes and report findings to the group documenting routes for their school.
- Findings pooled on a master map.
- Solutions to make walking and biking safer are designed (sidewalks, improved pedestrian signage and crossings, a pedestrian bridge, extension of existing bike trail, bike lanes, etc.).
- Funds for needed traffic infrastructure changes are obtained through grant applications, public presentations leading to donations, and local government funds.

Walk and Bike to School Days

- All schools participate in “International Walk to School Day” (beginning of October); many schools also have scheduled monthly or even weekly “Walk to School Days.”
- Many schools provide drinks and treats to children walking or biking to school.
- “Staging Areas” are established where students who live too far away can be dropped off and then walk the rest of the way to school.
- Some schools also encourage children to take school buses rather than travel by private vehicle.

Frequent Rider Miles Contest

- Children are issued “tally cards” with 20 possible points per card.
- Children earn 2 points for walking or biking and 1 point for taking the bus or carpooling.
- At 20 points, children get a small prize and can enter a raffle for larger prizes.
- Children are encouraged to submit multiple cards for the raffle during the contest period.

Classroom Education

- Safety training is provided through videos, discussions, presentations, and hands-on “bicycle rodeos.” A “toolkit,” developed by the program and available to all participating schools, includes curriculum guidelines for teaching pedestrian and biking safety.
- Using age-appropriate, local examples, children were taught about transportation choices and the environment, physical activity for health, the power of community involvement, and the interrelatedness of all species and habitats.
- In one middle school, children produce their own videos on “the role bicycles play in our society.”

Walking School Buses and Bike Trains

- Organized groups of children that walk and bike together are called “walking school buses” and “bike trains,” respectively. These groups allow parents to share the responsibility of supervising children’s trips and provide the children with a group of friends to travel with.
- Geographic mapping systems showing the homes of the participating children facilitate establishment of these walking and biking groups. Some schools posted these geographic maps along with parent contact information to facilitate formation of “walking school buses” and “bike trains.”

Newsletters and Promotions

- Throughout the year, the volunteer team leaders at each school are supplied with template flyers, fact sheets, posters, and newsletters (newsletters are also mailed to elected officials, town staffers, and other interested parties).
- Local newspapers have run feature articles about the program.
- The program uses an e-mail listserv, an e-mail distribution list, and a Web site (see “Resources”).
- An annual countywide forum is held to welcome new schools to the program and allow participating teams of volunteers at all schools to meet and talk with one another.

Networking and Presentations on the State and National Level


- Safe Routes to School staff have been invited speakers at numerous state, national, and international conferences.

KEY FINDINGS

- Marin County’s Safe Routes to School Program has been successful in promoting walking and biking to school.
- Much of the program’s success can be attributed to the contributions made by parents, teachers, and community volunteers.
- This community-based program also led to an increased rate of carpooling to school and a substantial drop in the use of private vehicles for transporting students to school.

4 Fantastic Reasons to Walk & Ride
It's Fun • Less Pollution • It's Healthy • Less Traffic

It's Healthy



"When I wake up, I'm tired, but when I walk, by the time I get to school I'm ready to go. I've got a lot more energy and I feel more athletic."
—Lagomix Middle School Student

FACT: Physical Activity during childhood helps build and maintain healthy bones, muscles, and joints, control weight, build lean muscle, and reduce fat and is related to higher levels of self-esteem.
—Centers for Disease Control and Prevention


SAFE ROUTES TO SCHOOLS
MARIN COUNTY
saferoutetoschools.org

P.O. Box 201, Forest Knolls, CA 94933 • 415.488.4101 • A program of the Marin County Bicycle Coalition

4 Fantastic Reasons to Walk & Ride
It's Fun • Less Pollution • It's Healthy • Less Traffic

It's Fun!

"I like riding my bike because you can go anywhere you want, in a car you can only fit like four kids, but with bikes it's fun to go with as many as you want."
—Lagomix Middle School Student



FACT: Nine out of ten parents who walk their children to school see it as an ideal way to meet new people.
—Department of Transport, Local Government and the Regions, England

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Promotional posters made and used by the Marin County Safe Routes to School program.

tion modes by travel distance, assessing health outcomes such as improved physical fitness, having closer surveillance for travel-related injuries, measuring changes in traffic congestion, and using comparison communities. ■

About the Authors

Catherine E. Staunton is with the National Center for Environmental Health, Centers for Disease Control and Prevention, Atlanta, Ga. Deb Hubsmith and Wendi Kallins are with Safe Routes to School, Marin County, Calif.

Requests for reprints should be sent to Catherine E. Staunton, MD, Centers for Disease Control and Prevention, Mail Stop K-30, 4770 Buford Hwy NE, Atlanta, GA 30341-3717 (e-mail: cstaunton@cdc.gov).

This report was accepted May 21, 2003.

Contributors

C.E. Staunton reviewed the study design, research methods, and data analysis and then wrote the report. D. Hubsmith and W. Kallins, who founded and continue to run the Marin County Safe Routes to School Program, were central in collecting and analyzing the data presented in the report and also reviewed the report.

Acknowledgments

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2. *Healthy People 2010: Understanding and Improving Health*. Washington, DC: US Dept of Health and Human Services; 2001.
3. US Census Bureau. State and county quick facts. July 2001. Available at: <http://quickfacts.census.gov/>. Accessed January 7, 2003.
4. Centers for Disease Control and Prevention. Barriers to walking and biking to school—United States, 1999. *MMWR Morb Mortal Wkly Rep*. 2002; 51:701–704.

Resources

- Marin County Safe Routes to School. Available at: <http://www.saferoutetoschools.org/>.

- "Kids Walk-to-School" Program. Available at: <http://www.cdc.gov/nccdphp/dnpa/kidswalk/resources.htm>.
- Walk to School Day USA. Available at: <http://www.walktoschool-usa.org>.
- International Walk to School Day. Available at: <http://www.iwalktoschool.org>.
- National Highway Traffic Safety Administration. Available at: <http://www.nhtsa.dot.gov/people/injury/pedbimot/ped/saferouteshtml/toc.html>.
- National SAFE KIDS Campaign. Available at: http://www.safekids.org/tier3_cd.cfm?folder_id=183&content_item_id=3410.

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Sample Pages



BOOKS



Not Smoking



Bike Safety



Ecology

From A to Z by Bike

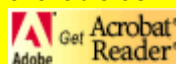


FROM A TO Z BY BIKE teaches children to ride bicycles safely and defensively, to wear helmets and to apply good judgment to potentially dangerous traffic situations. This book is easy to read, ethnically inclusive and lots of fun. The dictionary format provides quick access to important information. We believe that when children learn the rules of the road, and are taught to ride bicycles safely and courteously, they become better drivers of motor vehicles. The first words in this book are "A bicycle is not a toy, it is a child's first vehicle".

FROM A TO Z BY BIKE HAS BEEN ACCLAIMED BY:

- United States Cycling Federation
- National Bicycle Safety Foundation
- USA Bicycle Forum
- Dan Burden, Director, Walkable Communities Inc.
- Washington Children's Bicycle Helmet Coalition
- Sunny Hill Health Centre for Children
- Canadian Bike Helmet Coalition
- BC Injury Prevention Center
- SNELL

Sample pages on the left side and the Order Form below are available as PDFs.



Contact

Order

Customize

Home

From A to Z by Bike

The comprehensive guide to safe bicycling for kids and adults

Quantity	Price per book	Postage/Freight
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25 - 49	\$1.00	\$10.00
50 - 99	\$0.90	\$15.00
100 - 249	\$0.80	15¢ / book
250 - 499	\$0.75	15¢ / book
500 - 749	\$0.70	15¢ / book
750 - 999	\$0.65	15¢ / book
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5000 - 9,999	\$0.55	F.O.B. Vancouver

Quantity	Price per book	Postage/Freight
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FOR INFORMATION Please turn over. ➡ ➡ ➡

Kids—

be safe and have fun on your bike

1. Wear a helmet on every ride.



2. If you must ride at dusk or after dark, use headlights and tail lights--white in the front and red in back.

3. Before you start riding, test your tires for air and make sure your brakes will stop you. If there's anything broken on your bike, ask for help to get it repaired before you ride.



4. Stop and look left, look right, then left again before leaving your driveway or entering any street or path.

5. Ride with traffic.

6. Ride where drivers can see you and don't swerve between cars.

7. Let drivers know what you're doing: use hand signals before making turns.



8. Obey all traffic lights and signs.

9. Obey all traffic laws relating to bikes in your town.

10. Have fun!

Parents

- Did you know that 15% of children and adolescents aged 6–19 years are overweight (CDC)?
- In one generation, the number of kids biking and walking to school has dropped from 71% to 18%?
- 20-25% of morning rush hour traffic can be parents driving kids to school?

The solution:

Get kids moving. To maintain a healthy weight, kids must start leading more active lifestyles at an early age. Make regular physical activity part of your kids' daily routine. Biking and walking to school is one great way to do this.

- Start or take part in a Safe Routes to School program in your community.
- Start walking or biking groups (called Walking School Buses.)
- Ensure kids have safe places to cross streets around the school.
- Drive slowly through school zones.
- Teach basic traffic safety skills to your children.

Visit www.bikeleague.org/educenter/labsrts.htm



no GAS
REQUIRED

Walking and bicycling to school with your child has *many benefits!*

SafeRoutes
National Center for Safe Routes to School



To learn more about the
benefits of safe walking
and bicycling to school,
please visit

www.saferoutesinfo.org

- + Save money and buy less gas
- + Get fit together as a family
- + Help the environment by leaving the car at home
- + Catch up with your kids during the walk

The National Center for Safe Routes to School assists communities in enabling and encouraging children to safely walk and bicycle to school. Visit our Web site to:

- Find out how to start a Safe Routes to School program
- Download tip sheets, fliers, videos and other resources
- Connect with other programs at the Safe Routes Forums
- Read success stories on how communities have encouraged walking and bicycling
- Learn more about celebrating International Walk to School Day in October at www.walktoschool.org



Home > Safe Routes Podcast

Safe Routes Podcast

The Safe Routes Podcast is a monthly show that highlights ways to get kids up and active on their way to school and features interviews from Safe Routes to School programs across the country. Podcasts are audio (MP3) files that you may listen to on your computer or download to an iPod or other portable player.

Subscribe to the podcast



[Subscribe to the RSS feed](#) to get notifications when new episodes are available, or [Listen in iTunes](#).

Please send comments and topic requests for the podcast to podcast@saferoutesinfo.org.

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This site is funded by the U.S. Department of Transportation Federal Highway Administration and maintained by the National Center for Safe Routes to School within the University of North Carolina Highway Safety Research Center in partnership with the American Association of State Highway and Transportation Officials, America Walks, the Governors Highway Safety Association, the Institute of Transportation Engineers, and Toole Design Group.

9th ANNUAL INTERNATIONAL WALK (and Roll) TO SCHOOL DAY

Fill the Bike Racks not the Gas Tanks

Wednesday, OCTOBER 8, 2008

Economy got you down? Tired of seeing your dollars drain away at the gas pump? Then park that car and join millions around the world on the 9th annual International Walk to School Day on Wednesday, October 8th. Students from 45 Marin County schools will be taking to the streets to walk, bike, skate, or scooter to school. As the ranks of those coming on their own power fill the streets, the traffic will diminish to almost nothing around schools. That's good for commuters, good for the environment and good for the pocketbook. And most of all, the festive atmosphere is fun for everyone.

International Walk to School Day promotes healthy lifestyles and a cleaner environment by inviting children and their parents to walk or bike to school for this world-wide event which has grown to include over 41 countries on every continent. (see www.iwalktoschool.org).



Marin County neighborhoods and volunteers are organizing "walking school buses" and "bike trains" for International Walk to School Day. With concerns about Global warming mounting, and gas prices soaring, choosing to leave the car at home for the journey to school is one small step that any family can take.

There will be banners, hand-painted signs and extra police staffing at participating schools. Safe Routes to Schools, a program of the Transportation Authority of Marin, is working closely with volunteer team leaders at each school to organize and promote the event. Each school has been given a supply of magnets to give away and many schools also received Z-bars and Fruit Roll-ups from Clif bars. Students will also get stickers to proudly display how they got to school. For those who live too far to walk or bike, they can carpool, take the bus, or drive part way and park at designated meeting places to join the parade..

Highlights:

- Bacich School in Kentfield has already organized regular Walking School Buses from various locations around the school.
- Clif Bar representatives will be personally giving away Fruit Roll-ups at Edna Maguire School in Mill Valley.
- Tam Valley School in Mill Valley will again close the street to let walkers spread out to fill the entire road leading up to the school.
- Miller Creek students will be walking from Miller Creek Ave. to highlight the need to keep freeway jumpers from clogging their roads.
- Manor School and White Hill School in Fairfax will join forces to see if they can top last year's 100+ riders in their bike train from town hall.
- Students from St. Anselms School and Wade Thomas in San Anselmo will be meeting at Creek Park to head down San Anselmo Ave. to reach their respective schools.



The schools in Marin County that are now planning events for October 8th include:

- **Fairfax:** Manor School, Daycaring Preschool and White Hill Middle School
- **Mill Valley:** Edna Maguire, Tam Valley, Old Mill, Strawberry, Mt. Tam, Park and Mill Valley Middle School
- **San Rafael:** Vallecito, Dixie, Coleman, Sun Valley, Laurel Del, Mary Silveira, and Miller Creek Middle School.
- **San Anselmo:** Brookside Schools, upper and lower, Wade Thomas, St. Anselms, Drake High Schools San Anselmo Preschool
- **Tiburon:** Bel Aire, Reed and Del Mar Middle School
- **Corte Madera:** Neil Cummins School and Lycee Francais
- **Larkspur/Kentfield:** St. Patrick's, Marin Primary and Middle School, Bacich, Kent Middle School, Redwood High School and Hall Middle School
- **West Marin:** Lagunitas Schools, West Marin School
- **Novato:** San Jose Middle, Rancho, Lynwood, Lu Sutton, Hamilton, Olive, Loma Verde, Pleasant Valley and San Ramon Schools



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Article published Jun 19, 2009

Fresh idea gets students walkin

By [Hattie Bernstein](#)

Staff Writer

BROOKLINE – Franklin Pugh stood inside the town ball field last Friday morning waiting for his friend Gabe Vallee to show up.

It was drizzling outside, and the sky was a flat, ashy gray.

But for the 9-year-old third grader and dozens of other children and parents gathered near the Milford Street entrance, the weather was of little, if any, consequence.

It was Fresh Air Friday, a weekly event at the Richard Maghakian Memorial School that began last year to encourage children and their parents to increase daily activity.

The program was funded by a federal Safe Routes to School grant that also provided money to build sidewalks outside the two elementary schools and run bike safety classes.

When the program was started, children received pedometers and were asked to go to a school Web site to record the number of steps they took weekly.

Their teachers monitored the entries, deciding among themselves which class had walked the most steps, a distinction that allowed the class to host the Fresh Air teddy bear for the week.

Parents said that winning a week with the bear is a strong motivator.

Joddy Mitchell, for example, said her daughters Emily, 9, and Megan, 6, had been asking their parents to take them to the walk all year.

"They want to be the classroom with the bear," Mitchell said.

Getting perfect attendance, or close to it, is another driver.

"It's pretty fun," Franklin Pugh said.

The third grader said he missed just one Friday. "My mom had a doctor's appointment, and my dad was working," he said.

Under the grant, two third grade teachers, Dianne Fitzmaurice and Heidi Williams, ran the walking program, and there was also money set aside to buy coffee for the parents who participated.

The yearlong program began with 12 walkers and steadily grew. Last week, in the rain, more than 90 children and their parents walked the quarter-mile route from the ballpark to the school.

"The kids really enjoy it and it's good for them to stretch their legs and get out in the air. It wakes them up," Franklin's father, Frank Pugh, observed.

"The girls have wanted to do it," Joddy Mitchell said, explaining that because her husband, Doug, had the day off, the whole family was able to attend.

On Friday, the Mitchells walked with their two school-age daughters and their youngest, 2-year-old Adam.

Some families arrived with pets in tow.

Seven-year-old Tasha White, for example, arrived at the ball field with her dad, Keith, and dog "Maggie," a Brittany and Munsterlander mix.

"I only missed once," Tasha said. "I like winning the Fresh Air Bear, and we have it now."

Two weeks ago, it was estimated that walkers had covered the distance between Brookline and Chicago.

For more details about Fresh Air Fridays, visit freshairfridays.com.

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Teens Go Green

Miller Creek Middle students take on an eco-challenge

Students in the Teens Go Green Club (part of the Safe Routes to School program) at Miller Creek Middle School have been very busy! They've been meeting weekly at lunch, after school and on week-ends. Students collectively selected an "Air/climate Challenge" and created a project that involved collecting, restoring and redistributing used bikes to children in Marin who do not own bikes. This project provides a healthy alternative to vehicle transportation as well as making bikes available to kids who otherwise might not afford them.

By Alyssa Ceccanti-Harris
Miller Creek School, 6th Grade

I'm a member of the **Teens Go Green Club** at Miller Creek Middle School. Our club is part of the **Safe Routes to Schools** Program. My club recently entered a nation-wide competition to help our environment. The competition is called the Lexus Eco Challenge. It consists of three separate environmental contests which are land, water, and air/climate. Our club selected the air/climate section of the competition. We then debated on what our pro-

Cameron Ceccanti-Harris, Meredith Esposto and Alyssa Ceccanti-Harris repair a bike that will soon be donated.



(L to r): Wil Hubbard, Ember Vosmek-Park, SR2S Teen Coordinator Aviva Joseph, Alyssa Ceccanti-Harris (sitting), Kiera Yee, Evan Tackabery, Ivan Galperin, Alex Vosmek-Park, SR2S Instructor Heather Crawford, Summit Bike's "Spoke" Godfrey, Barrett Bauer, Kel Harris and SR2S Teen Coordinator Gwen Froh head out to collect and repair bikes for the project.

ject for the challenge would be. After many ideas were presented and talked about we chose one that would benefit both the environment and less fortunate members of our communities. So what we did was advertise in local towns asking people to donate their old bikes to our club so we could give them to kids and their family members that wanted, needed, and couldn't afford a bike. After we received the bikes that people brought to our collection day, all the group members and I met multiple times to repair and clean up all of the 68 bicycles that we received. We then chose two lucky schools in Novato that would receive the donated bikes. Next, we had to make a questionnaire sheet asking the kids why they wanted it, why they needed it, where would they ride it and more. When the kids answer all the necessary questions, the school will take the sheet and turn it into us. Then our club members will face a challenging part. We will decide which very lucky kids and their families get bikes, based on the child's answers to the questionnaire paper.

After the bikes are given, the recipients, who promised to ride them instead of using gas, will help to make carbon dioxide disappear little by little. This is our small step toward making our world a cleaner, healthier, and better place to live.

Students stand by the collection of bikes they've collected to give to other students so they can ride to school.



PROUD TO SUPPORT ENVIRONMENTAL EDUCATION...

We encourage students to learn about their watershed and how they can protect the environment for generations to come.

Las Gallinas Valley Sanitary District • Central Marin Sanitation District
Novato Sanitary District • Sewerage Agency of Southern Marin
Sausalito-Marín City Sanitary District • Tiburon Sanitary District 5

To report a polluter call... **1-800-SAV-R-BAY**





www.freiker.org

Freiker Every Trip Counts!

Kids walking and riding bikes to school keeps them healthy, encourages self-reliance, reduces local driving and engages parents.

What is Freiker

Freiker (short for "frequent biker") is substantially increasing the number of children regularly bicycling and walking to school. Freiker uses advanced technology to count and provide incentives for kids who ride and walk to school. At Freiker, we believe that every trip by bike or foot counts

- As fun.
- As exercise.
- As time with friends and family.
- As one less car on the road.
- As the perfect way to get to school

Kids do the pedaling and walking, our Freikometer (a solar-powered, Radio Frequency Identification (RFID) reader) does the counting. Rides add up throughout the school year and are redeemed for incentives at an end-of-year school party. It's that simple. Freiker is currently at 8 schools in Colorado, and one each in Oregon and Wisconsin. Join the movement that's inspiring kids to change our schools, our communities and our world – one trip at a time.

How To Get Freiker

Much like our technology, the process for bringing the Freiker program to your local school is remarkably simple. Here are some of the key steps:

- Pick a school – Factors to consider include type of school (we have found that elementary schools have the most success with the program), the number of students who live within biking and walking distance, whether the community has an active cycling and fitness community and a good infrastructure (bike lanes, crosswalks, etc.) to support biking and walking to school.
- Recruit committed volunteers – Good volunteers make ALL the difference. The Freikometer significantly cuts down on the need for volunteer involvement. But you will still need volunteers to promote the program, hand out tags, answer questions, obtain and distribute incentives, etc.
- Find community partners – Freiker benefits the whole community, and partnering with local organizations and businesses turns it into a community effort as well. Community partners can help promote or fund the Freiker program.
- Install the Freikometer – You need to install a 4 x 4" wooden post at the school. We will ship you the Freikometer with installation instructions, and a person with average technical skills can install it on the post in less than an hour. Freiker also needs access to a WiFi network with DHCP with access to the internet (a standard wireless router in a window near the school normally does the trick).
- Incentives – Each school determines the type of incentives that it wants to offer the kids, as well as the number of trips required to earn the incentives. We are happy to talk to you about effective incentive programs. The school is also responsible for obtaining any incentives and delivering them to kids.

Costs & Funding

- Annual cost - Freiker costs \$1,500 per year, which includes one leased Freikometer, use of the website by the schools and kids, and hardware and software support and maintenance. If you need more than one Freikometer, or if you have special considerations at your school, please contact us – we can accommodate special needs. This fee does not include incentives or marketing materials and events (such as T-shirts, banners, fliers, parties, etc.).
- Initiation fee - There is also a one-time \$2,500 initiation fee, which includes 500 tags for the kids and covers the administrative costs of getting a Freikometer to your school and getting your school up and running.
- Funding - Schools have funded Freiker from a variety of sources, including the school's operating budget, funds from the PTA or local homeowners' associations, sponsorships from local business, and local or national grants. Freiker is a qualified recipient for certain Safe Routes to School (SRTS) funds, and several of our schools have used SRTS funds to implement the Freiker program.

For more information, please contact Zach Noffsinger at zach@freiker.org.



Freiker is an incentive program that encourages kids to walk and bike to school.

Through advanced technology, thoughtful incentives and educational programs, we are changing the commuting habits of hundreds of students and their families, showing them that active transportation to school is fun, healthy and good for the environment.

Benefits of the Freiker Program

- Health
 - The prevalence of overweight children and adolescents has doubled over the past 20 years.
 - The U.S. Dept. of Health and Human Services recommends that children engage in at least 60 minutes of moderate intensity physical activity most days of the week, preferably daily to promote health and psychological well-being.
- Independence: Children gain confidence when they don't have to rely on their parents or a bus to get them to and from school.
- Focus: studies show that regular physical activity results in more alert individuals and even promotes brain activity.
- Neighborhood: When a child rides or walks to school, they see their neighborhood in a whole different light.
- Environment: More kids cycling and walking means fewer cars on the road, and fewer cars idling in front of the school in the mornings and afternoons.
- Promotes sense of community: Many parents ride and walk to school with their children, and schools benefit from the impromptu social gatherings that occur around the bike racks.

Kids Respond to Incentives

Freiker awards prizes to children for riding their bikes to school. It is not a competition – prizes are earned based on the number of times a child rides to school, and every child who rides can earn a prize. At the end of the year, kids trade in accumulated rides for a prize – the more times they've ridden, the better the prize.

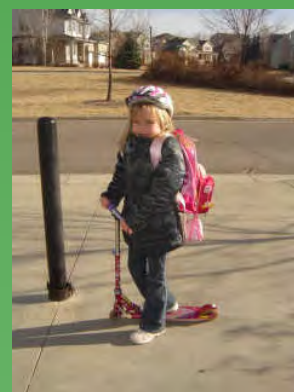


"Our bike racks are overflowing. Everybody at Crest View loves the Freiker program and the extra encouragement it provides to students to bike and walk to school."

Ned Levine
Crest View Elementary Principal

The reasons I like the Freiker program are that it gives me exercise to keep me strong and healthy. It has helped me become better at soccer, running, basketball, monkey bars and P.E. I also like Freiker because it helps me get better at riding my bike because I do it so often, even in the winter, and my legs are stronger which helps me on my scooter. Last but not least, parents are always there to keep me safe and help me if I get injured."

Brynn Beaton
2nd grader



I want to Thank-You for the wonderful experience of riding to school with my son that the Freiker Program has brought to our lives. He learned to ride his bike without training wheels, JUST to join the Freiker Program. The freiking time together is special, and a true gift! Thanks!"

A Happy Freiking Mom!

Daily Feedback Breeds Success

- Each day, either before or after school, a child rides or walks under the Freikometer (a proprietary solar-powered RFID tag reader), which rings to let the child know that his or her tag was registered that day.
- The Freikometer automatically uploads the data to our server daily, and the child or parent can log on to our website to see the number of rides accumulated.
- A Freiker earns prizes based on the number of days he or she rides or walks over the course of a school year. Think of it kid of like a frequent flyer program – the more trips you take, the bigger the prize. Each school gets to determine the types of prizes that will be offered and the number of trips needed to reach each prize level.



Before Freiker

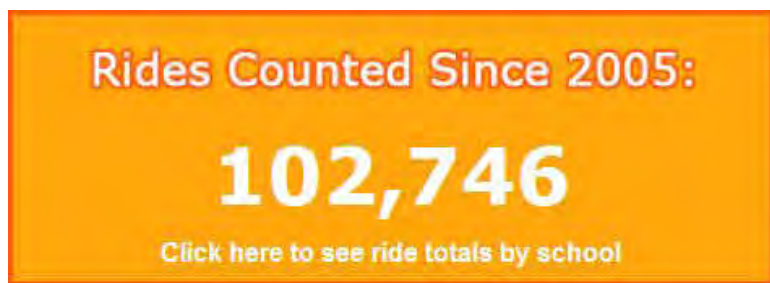


After Freiker

Freikers do not compete against each other for prizes. There is no best in class or school. Every Freiker can win by riding or walking to school. Ride or walk to school one time or 100 times – either way, you're a Freiker. These are achievable goals for any child, and they represent the first step towards a healthier, more self-reliant, more alert student.

Making an Impact

On February 24, 2009, Freiker kids walked, biked and skateboarded to a huge milestone – 100,000 kid-powered round trips to school since the beginning of the Freiker program. These trips have covered more than 150,000 miles (which is six times around the world). By choosing active transportation, these children have burned more than 3.5 million calories, have saved the nation nearly 8,000 gallons of gas and have prevented more than 150,000 tons of CO2 emissions.



Although we started as a small, grassroots non-profit, the Freiker program is currently operating at 11 schools in 4 states. We have been inspired by the leadership of President Obama, and have recruited a new team of experienced, successful entrepreneurs to aggressively pursue the promise that Freiker offers. Our goal is now nothing short of changing the habits of an entire generation of Americans.

Every Trip Counts!

Freiker believes that every trip counts. Biking or walking to school is:

- **healthy** - fun and exercise with friends and family
- **environmentally friendly** - one less car on the road
- **easy** - the perfect way to get to school

Kids do the pedaling and walking, our "Freikometer" does the counting. It's that simple. Support the movement that's inspiring kids to change our schools, our communities and our world - one trip ride at a time.

Why Support Freiker

Freiker supports healthy, sustainable behaviors that are good for children and good for the environment. With a single, simple decision – to ride or walk to school – Freiker gives kids a chance to make a positive impact on their health and the health of their planet.

Where does your money go? A donation of \$150 keeps the Freiker program going for one month at a school, \$50 covers RFID tags for 50 kids, and \$2000 covers the cost of one Freikometer.



Freiker is a 501(c)(3) organization and donations are deductible to the extent permitted by law.