Metro Countywide
Safe Routes to School
Resource Manual

October, 2016
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Electronic version of this Resource Manual can be downloaded from www.metro.net/srts
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# Metro Safe Routes to School

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The Metro Countywide Safe Routes to School (SRTS) Initiative aims to get more students walking, bicycling, and taking public transit to and from school. SRTS programs benefit neighborhoods and school communities by promoting safe travel, exercise, traffic congestion reduction, and air quality improvements. A successful SRTS program can consist of various elements, including fun encouragement activities, safety education curriculum, and implementing infrastructure improvements on routes to school.

Metro developed the SRTS Resource Manual to provide guidance to aid schools in building and sustaining a successful SRTS program. It provides resources and program suggestions for school administrators, teachers, parents, community members, and other champions of SRTS projects and programs throughout LA County. The Manual includes fact sheets on the benefits of SRTS to help inspire action, a catalog of suggested programs and activities with step-by-step instructions, as well as sample materials and templates that SRTS champions can download, make copy, and distribute. Remember that SRTS is fully customizable – everything in this Resource Manual can be tailored to fit your school’s unique needs, students and schedule.

**New to SRTS?** Start with our What is Safe Routes to School fact page that lists the program benefits, and includes a number of statistics about student travel and health in Los Angeles County.

**Ready to Kick Off SRTS at Your School?** Head to our Calendar of Education and Encouragement Campaigns and start planning your year.

**Focused on walking and biking safety?** Our Walk Safe, Bike Safe Train the Trainer section provides an Instructor Guide and Participant Workbook containing walking and bicycling safety training curriculum and tips on organizing a Walking School Bus or Bike Rodeo. Our Enforcement strategies offer program examples that help ensure safe behavior in and around the school zone.

**Interested in Improving Your Routes to School?** Our Travel Plan section will walk you through the steps for conducting a walk audit and documenting the results.

**Looking to Keep Your Program Rolling?** Check out our Steps for Success as well as our Evaluation and Funding pages for tips on sustaining your SRTS program.

**Walk Safe, Bike Safe, Roll Safe and Have Fun!**
What is Safe Routes to School?

In recent decades, the number of students walking or biking to school has sharply declined. During the same period, an alarming upward trend of childhood obesity and physical inactivity has occurred. Students being driven to school generates substantial traffic congestion and contributes to air pollution that affects the health of everyone in our communities.

Safe Routes to School (SRTS) programs are part of the solution to reversing these trends. SRTS programs aimed at increasing the number of students who choose active (walking, bicycling, scooter, skateboarding) or shared (public transit, carpooling) mode of transportation to school by making it safer and more accessible to walk, bicycle and/or take transit.

THE “SIX E’S PLUS” APPROACH

SRTS programs support the goal of creating a safer environment for students to walk, bicycle or take public transit to school -- but SRTS is not one-size-fits-all. What works at one school may not work at another, and SRTS relies on a menu of activities and programming that can be customized by local champions to best fit their school culture and goals. Most SRTS efforts can be organized into the following elements, commonly referred to as the “Six E’s.” A comprehensive SRTS program will include all Six E’s in order to complement and reinforce the goals of safe, healthy and active transportation to school.

ENCOURAGEMENT - Events, activities and contests that spark interest in both students and parents in walking and biking to school, reward participation, promote the personal and community benefits of SRTS, and make walking or biking to school fun.
**What is Safe Routes to School?**

**EDUCATION** - Classes and activities that teach students, parents and community members safe walking and bicycling skills including safe driving behavior. In addition, programs for parents and school staff to learn about safety tips and how to develop and sustain a SRTS program.

**ENGINEERING** - Infrastructure improvements (signage, crosswalks, traffic signals, etc) designed to improve the safety of people walking, bicycling, and driving along school routes.

**ENFORCEMENT** - Strategies to deter the unsafe behavior of drivers, bicyclists and pedestrians, and educate all users on obeying traffic laws and following appropriate drop-off and pick-up procedures.

**EVALUATION** - Tracking progress through regular counts, surveys, and other data collection to determine impact on student travel behavior as well as effectiveness of specific program elements.

**EQUITY** - Should be integrated into all aspects of SRTS. Acknowledgement of the different challenges and barriers that students face is important to ensure that Safe Routes to School initiatives are benefiting all demographic groups. Equity is about ensuring all students have access to what they need to thrive.

**PLUS – PARTNERSHIP** also plays a key role in SRTS efforts, as the programs are typically led and sustained through extensive cooperation among SRTS champions and key stakeholders, such as parents, schools and school districts, law enforcement, public health organizations, local government agencies, non-profit groups and community members. When developing and/or sustaining your SRTS programs, look for opportunities to collaborate with other ongoing efforts that share similar objectives. Such efforts may include school wellness programs, traffic fatality reduction policies, gang violence reduction, and youth development activities.
**Why Safe Routes to School?**

**HOW ARE KIDS TRAVELING TO SCHOOL IN LA COUNTY?**

- **67%** live within walking or biking distance to school.

**FOR SAFETY**

- **17%** of crashes involved pedestrians and bicycle victims.
- **20%** were age 16 or under.

**40%** Nationwide, parents' concerns over safety and traffic deter 40% of students from walking or biking to school.⁵

**45%** increase in walking after implementing SRTS programs² and **44%** fewer injuries.³

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¹ Percentage of kids walk or bike to school in LA County.
Why Safe Routes to School?

**FOR THE ENVIRONMENT**
- Roads near schools are congested, decreasing safety and air quality.
- 38% of California’s greenhouse gas emissions come from transportation.7
- 43% of children living within a quarter mile are driven to school in LA County.8

**FOR HEALTH**
- Kids are not getting enough physical activity.
- 60 MINUTES
  - Children and adolescents should have 60 minutes (1 hour) or more of physical activity daily.4
- 72% of children exercise less than recommended in LA County.
- 1 in 4 Children in the City of Los Angeles are OBSESE.6

**FOR EQUITY**
- 71% of 5th grade students in LA County who took the state-designated physical fitness test are ECONOMICALLY DISADVANTAGED.
- 19% of those students ONLY meet all 6 physical fitness standards.9
- 30% of BUDGET SPENT on TRANSPORTATION
  - Families with incomes under $50,000 per year spend an average of 30% of their budget on transportation.10
- FATILITY RATE
  - 30% HIGHER FOR HISPANIC BICYCLISTS
  - 23% HIGHER FOR AFRICAN-AMERICAN BICYCLISTS
  - The fatality rate for bicyclists is 23% higher for Hispanic than white bicyclists and 30% higher for African American than white bicyclists.11
Building your SRTS Program

**STEP 1**
TAILOR YOUR PROGRAM

**IDENTIFY PROGRAM GOALS AND OBJECTIVES**

Understand the issues and needs of students in your school and identify the unique goals and objectives of your SRTS program. Start by collecting information about student modes of travel to school, observing primary routes to school, collecting collision data, and identifying barriers to walking and bicycling. Talk to students as well as parents and caregivers about their daily travel experience to and from school.

**STEP 2**
EMPOWER SRTS CHAMPIONS

Identify and empower key people who will lead the SRTS efforts in your school

The success of a SRTS program is dependent on the dedication and effort of SRTS champions. Look for key individuals or groups that could lead your SRTS program, such as the school site council, parent volunteers, PTAs or English Learners Advisory Committees (ELAC). Hold a kick-off meeting to create a vision and identify next steps.

**STEP 3**
MAKE AN ACTION PLAN

Identify and develop an action plan that meets the program goals and objectives

The action plan may include encouragement, education, engineering, enforcement and evaluation activities. The "SRTS Action Route Map" in this manual can be used as a starting point to help SRTS champions identify potential actions.

**STEP 4**
GO FOR QUICK WINS

**IDENTIFY QUICK WIN ACTIVITIES AND PROJECTS THAT REQUIRE MINIMUM RESOURCES AND ACT ON THEM**

Chapter 1 and 2 of this manual provides ready-to-go materials that SRTS champions may use to implement encouragement and education activities with minimal costs. Schools may also work with local jurisdictions and other appropriate parties.

**STEP 5**
TURN PLANS INTO PROJECTS

**DEVELOP TRAVEL PLANS TO GO AFTER FUNDING**

For improvements that are more costly to implement, such as traffic calming measures or larger-scale encouragement and education programs, the school can work with local jurisdictions to prepare SRTS travel plans that can be used to apply for funding when opportunities become available.

**STEP 6**
EVALUATE AND KEEP MOVING

**IDENTIFY ACTIVITIES AND STRATEGIES THAT ARE MOST COST-EFFECTIVE AND SUSTAIN THE SRTS PROGRAM WITH BEST PRACTICES**

Tracking data such as student travel tallies, parent surveys and bicycle and pedestrian collisions can help evaluate the effectiveness of the SRTS program and identify areas for improvements, which contributes to the health and longevity of the SRTS program.
This SRTS ACTION ROUTE MAP outlines three paths that school champions can follow to address different aspects of developing a SRTS program.

Recognizing that certain strategies may take more time than others to implement, it is suggested that the schools can start with easy-to-launch programs such as encouragement and education campaigns and Train the Trainer workshops. A set of ready-to-go materials have been developed in this Manual to help champions initiate the programs.

Choose to move along one or more paths as you develop, implement and grow your SRTS program.

The **Orange Path** aims at encouraging students to walk and bike to school more and educating them on safe walking and biking tips. Chapter 1 provides 8 campaigns that can be conducted at different time of the year and includes activity ideas, copy-easy activity sheets, and advertising templates which can be used to promote SRTS events.

The **Purple Path** aims at training parents and school staff on safe walking and biking rules and how to conduct encouragement and educational activities. Chapter 2 provides all the necessary information to host a training session, including Instructor manual, participant workbook, and other teaching aids.

The **Blue Path** aims at identifying safety issues around the school and potential infrastructure improvements to address them. Chapter 3 provides guidance on how to conduct a walk audit and presents a travel plan example. School administrators can work with their school district and local jurisdiction to develop the travel plan. Chapter 4 provides additional enforcement, evaluation and funding source information that can help schools to ultimately implement and enforce safety improvements.

**Be a Champion... Act now to help students find safe, fun and healthy routes to school!**

**Conduct Encouragement and Education Campaigns**
(Program for students)

- Review menu of ready-to-go campaign activities.
  (See Chapter 1)
- Advertise events via school newsletter or announcement

**Host Walk Safe Bike Safe Train the Trainer Sessions**
(Program for parents and school staff)

- Identify parent or member of school staff to be the instructor(s)
  (See Chapter 2)
- Schedule training sessions

**Develop Travel Plans**
(Implementation by school administrators)

- Conduct Walk Audit to identify traffic issues or safety barriers around the school
  (See Chapter 3)

**See reverse for menu of ready-to-go campaign activities designed for quick and easy implementation**

**Conduct events & activities & HAVE FUN!**

- Make copies and distribute activity sheets to students
- Advertise events via school newsletter or announcement
- Review the instructor manual and teaching materials.
  (See Chapter 2)
- Schedule training sessions

**Make copies of the participant workbook and host the trainings**

**Work with school district, local jurisdiction and other appropriate parties to fund and implement the plan.**
(See Chapter 3 & 4)

**Evaluate impacts of travel plan improvements and refine and update the plan as needed.**
(See Chapter 4)

**PULL**

Be a Champion... Act now to help students find safe, fun and healthy routes to school!
**August**

**BE SMART**

**Theme: Back to School**

**Activities:**
- Distribution of "Safety Ruler" and Activity Sheets at Back-to-School Night
- Walking and Biking Buddies Sign-up at Back-to-School Night
- Go for Gold Walking Program
- Valet Drop-Off/Pick-Up Champions Sign Up at Back-to-School Night
- Walk Safe, Bike Safe Train the Trainer Sessions

**September/October**

**BE TOGETHER AND BE SEEN**

**Theme: Walking to School Can Be Cool**

**Activities:**
- Walk to School Day (Walktober)
- Poster Contest
- Mask Making and Parade
- Show Walking Safety Videos in assembly or classrooms

**November/December**

**BE SEEN, BE SAFE, BE A CHAMPION**

**Theme: Winter Wonder and Super Stars**

**Activities:**
- School Safety Assembly in Conjunction with Local Law Enforcement
- Caught Being Safe Campaign (A month long sticker distribution where students are “caught” being safe)
- Thank You My Super Stars (A campaign to identify and recognize the champions that keep us safe)

**January**

**BE FIT, STAY FIT**

**Theme: Fresh Start – A New Year, a New You!**

**Activities:**
- New Year Resolution Poster Contest (demonstrate walking/biking/exercise graphics)
- Mileage Club at school (walking or running laps during lunch for incentive awards)
- Walk Safe Bike Safe Train the Trainer Session
- Be Fit Stay Fit Poetry Project

**February**

**BE MY HEALTHY HEART**

**Theme: Heart Health and Valentine’s Day**

**Activities:**
- Valentine’s Card Design or Coloring Contest
- Organize a Winter Walk Day
- What’s Your Story? (A Short story narrative about walking or bicycling to school)

**March/April**

**BE GREEN**

**Theme: Earth Week**

**Activities:**
- Earth Day Walk
- Go for Green Walking Program
- Memory Mapping (Organized a walk and students draw a map based on their memory)
- Art Project: Draw your favorite/dream outdoor place

**May**

**BE YOU**

**Theme: Bike to School**

**Activities:**
- Bike to School Day
- Bike Rodeo (Biking skills training event)
- Bike Safety Jeopardy (A quiz game patterned after the television program)

**June/July**

**BE FUN IN THE SUN**

**Theme: Summer Fun**

**Activities:**
- Summer Activity Chart (Self-track hours of walking and biking over summer break)
- Free Bicycle Training Classes and Bicycle Rodeos through Metro or other entities
- Metro’s Transit Safety Tour
- Go for Gold Year-end Celebration
Conduct Encouragement and Education Campaigns (Program for students)

Safe Routes to School Encouragement and Education Campaigns are designed to inspire and motivate students as well as their parents or caregivers to walk, bike, or roll their way to/from school more. Commonly, Encouragement and Education Campaigns are a simple and fun way to start a SRTS Program. Schools can choose a campaign, tailor a campaign, or create their own.

**STEP 1** Review menu of ready-to-go campaign activities

Ready-to-go campaign activities are included in Chapter One to support Education and Encouragement efforts. Activity ideas with different themes were suggested for different times of the year. Schools can review the menu and choose to conduct the activities that fit its unique needs and schedule. Remember, the activities are fully customizable and can be adjusted to meet the needs of students of different backgrounds and grade levels.

**STEP 2** Advertise events via school newsletter or announcement

It is recommended that the school advertises the Education and Encouragement activities that will be conducted by sending the students home with a school newsletter and/or through principal announcement. The newsletter and principal announcement templates were included in Chapter one that school administrators can modify as needed.

**STEP 3** Make copies and distribute activity sheets to students

Chapter One in this Resource Manual also provides fun and educational activity sheets such as crosswords, word scrambles and coloring sheets. Teachers can pick and choose among the activity sheets across the campaigns, and distribute those that best meet the needs and grade level of their students.

**STEP 4** Conduct events & activities and HAVE FUN!

Conducting Encouragement and Education activities and events provide fun ways for students, parents, as well as teachers to learn about the benefits and safety tips of walking and biking. Let us all walk safe, bike safe, roll safe, and have fun!
Host Walk Safe Bike Safe Train the Trainer Sessions (For parents and school staff)

Walk Safe Bike Safe Train the Trainer Sessions aim to inform parents, school staff, community members as well as other existing or potential SRTS champions about walking/bicycling safety tips so that they can serve as role models for their children.

**STEP 1** Identify parent or member of school staff to be the instructor(s)

Identify a SRTS Champion who can confidently teach walking and biking safety skills to parents and community volunteers so they can teach their children and other members in their neighborhood later on.

**STEP 2** Review the instructor manual and teaching materials

The Instructor Manual provides course structure, speaker notes and teaching instructions to help instructors successfully prepare and deliver the course. The instructors can find additional teaching aids such as participant workbook and Safety Tips Trading Cards in Chapter Two and the Appendix.

**STEP 3** Schedule training sessions

Find a time and place to conduct the Walk Safe Bike Safe Train the Trainer Session. Promote your session to an interested audience and actively engaged community members. They will help you with word of mouth advertising.

**STEP 4** Make copies of the participant workbook and host the trainings

The participant workbook seeks to help Walk Safe Bike Safe Train the Trainer Session attendees learn more about SRTS Programs, follow the instructor throughout the workshop, and take notes. Do not forget to make enough copies of the participant workbook for the training attendees!

**STEP 5** Apply what you have learned and conduct Education and Encouragement Campaigns

It’s showtime! Now that you are a Walk Safe Bike Safe expert, it is time to apply what you have learned. Go to Chapter One-Encouragement and Education Campaigns to find inspiration, choose a campaign, and conduct an event or activity.
Develop Travel Plans (Implementation by school administrators)

A SRTS Travel Plan helps to understand issues and concerns related to pedestrian and bicycle travel to and from school. It also intends to identify potential infrastructure and non-infrastructure improvements around the school area to increase the safety for not only our students, but all who walk and bike in the neighborhood.

**STEP 1** Conduct Walk Audit to identify traffic issues or safety barriers around the school

Walk audits are activities that involve observing school surrounding conditions and context that affect walking and bicycling to and from school. See Chapter Three for more details.

**STEP 2** Engage school district, local jurisdictions, and other appropriate parties to develop travel plans which propose improvements to address the safety issues

Start by bringing together a group of essential participants. It may consist of school officials, teachers, parents, local agency staff, law enforcement, school districts, community members and other stakeholders. These local leaders hold key insights into school travel routes and conditions, as well as opportunities for improvements.

**STEP 3** Work with school district, local jurisdictions, and other appropriate parties to fund and implement the plan

Once you have developed your Travel Plan, share it with school district officials, local jurisdiction staff members, and other appropriate parties. Their input, concurrence and collaboration are needed to solidify, fund and implement the travel plan. These key players can also help identify quick-win improvement projects that require minimum resources to act on, such as education and enforcement strategies.

**STEP 4** Evaluate impacts of travel plan improvements and refine and update the plan as needed

Focus on measuring the effects of the travel plan improvements. Remember that Travel Plans, like neighborhoods and schools surroundings, are dynamic and ever changing. Refine and update your travel plan as needed, particularly when an event will introduce change to your neighborhood.
CHAPTER 1
Encouragement and Education Campaigns

Walk Safe Bike Safe
Train the Trainer
Educate parents and school staff to be champions of safe walking and biking:
> Walking and biking safety rules
> How to organize walk to school bus and bike rodeos

Ready-To-Go Templates
Found in the campaign section
- Principal's Announcement Template
- School Newsletter Template

Printable Activities
- Coloring Sheets
- Word Searches
- Puzzles
- Games

Host School Activities
- Walking to School Bus
- Bike Rodeo
- Poster/Drawing Contest
- Mileage Club

SRTS
SAFETY FIRST
I LOVE SCHOOL
Encouragement and Education Campaigns

One of the main goals of Safe Routes to School (SRTS) programs is to encourage the use of walking, biking, and public transit among students as well as educating them on safe travel behaviors. It also benefits the neighborhoods and school communities by promoting safe travel, healthy exercise, traffic congestion reduction, and air quality improvements around schools.

In this chapter, eight (8) encouragement and education campaigns were developed to highlight different benefits of SRTS programs. Each campaign presents a theme and activity ideas that the schools can choose to implement for different grades of students at different time of the year. The school may also customize the activities to meet the unique needs of their students of different backgrounds and grade levels.

Each campaign also includes the following tools for easy implementation:

- Monthly campaign overview
- School newsletter template to be sent home to parents and caregivers
- Principal announcement template to be delivered during an assembly or other gatherings
- Fun and educational activity sheets such as word search and coloring sheets (designed mainly for K through 5) that can be reproduced and distributed to students.
CAMPAIGN PURPOSE:
With students heading back to school after the summer break; both students and parents need reminders about safety on the road. This campaign encourages students to walk and bike to school more, an activity that provides a variety of benefits including encouraging healthy behavior and reducing traffic. In 2009, American families drove 30 billion miles and made 6.5 billion vehicle trips to take their children to and from schools, representing 10-14% of traffic on the road during the morning commute. A series of activities and events has been developed to reinforce the importance of being smart with safety practices as we head back to school. Schools can pick and choose activities that best meet their needs.

Activity Sheets

- Safety Tips Fill-in
- Safety Message Decoding
- Go for Gold - Track Your Steps
- Go For Gold Passport
**Events and Activities:**

- Distribution of Activity Sheets at Back-to-School Night
- Walking and Bicycle Buddies Sign Up at Back-to-School Night (To encourage students to walk or bike together and to encourage parents to consider supporting these and other activities)
- Go for Gold Walking Program
- Valet Drop-Off/Pick-Up Champions Sign-Up at Back-to-School Night (This is a Parent/Caregiver Volunteer Program to help students get out of/into cars safely at drop-off and pick-up times)
- Walk Safe Bike Safe Train the Trainer Sessions (These sessions focus on training parents, caregivers and teachers about safe walking and biking tips that can be passed along to students. It also provides instructions and guidance on how to implement activities such as a walking school bus or bike rodeo to promote safe and healthy walking/biking habits for the students. The instructor manual and participant workbook are included in Chapter 2 of this resource manual.)

**Additional Resources:**

- Pedestrian Safer Journey (Videos on Safe Walking Skills for Ages 5 to 18)

- Child Pedestrian Safety Curriculum (Grade K to 5)

- Bicycle Safety Rules and Tips (How to Ride Safely on Roads)

- Go for Gold (How to Establish a Walking Program for Students to Encourage Walking to School)
  [http://guide.saferoutesinfo.org/case_studies/encouragement.cfm](http://guide.saferoutesinfo.org/case_studies/encouragement.cfm) or
  [http://alamedacountysr2s.org/events/golden-sneaker-contest-two/](http://alamedacountysr2s.org/events/golden-sneaker-contest-two/)

- Valet Drop-Off Program (How to Set Up a Volunteer Program for Parents to Assist with Safe Drop Off and Pick Up at School)

- SRTS Training Program Resources (How to Develop a Safe Routes to School Program at Your School)
  [http://www.saferoutesinfo.org/training/local-skills-training](http://www.saferoutesinfo.org/training/local-skills-training)

For more information about these events and activities or to learn about countywide SRTS, visit [www.metro.net/projects/srts](http://www.metro.net/projects/srts) or email SRTS@Metro.net.
The following article is a school newsletter template to be sent to parents and caregivers. Specific names of the school and mascot name can be included to make the article more personalized to the students and parents/caregivers. School administrators may also modify the content as needed depending on the selected activities and for their school community audience. The newsletter can be used as a kick-off tool to initiate the “Be Smart From the Start” campaign.

**Title: “Back To School-Be Smart From the Start”**

**Safety First**

As students head back to school and drivers get re-introduced to school time traffic patterns, it is important for pedestrians, bicyclists and motorists alike to “Be Smart” and follow all the safety rules. Activity sheets to remind students to be safe while walking or biking to school will be distributed on Back to School Night.

We are also encouraging students to pair up with friends to walk or bike to school together, as walking in groups provides opportunity for increased safety. Make sure to pick up Safe Routes to School activity sheets and materials, as well as sign your children up with walking or biking buddy(ies) at Back-to-School night on [insert date]. Let’s be smart from the start!

**Walk/Bike for Less Traffic**

In 2009, American families drove 30 billion miles and made 6.5 billion vehicle trips to take their children to and from schools, representing 10-14 percent of traffic on the road during the morning commute. That’s a lot of driving. Let’s do our part and encourage our students to walk or bike to school more.
As part of relieving traffic and encouraging students to walk to school, we are starting a “Go for Gold” walking initiative. Each student will receive a “passport” that will be marked with a sticker every time he or she walks to school. For students who live farther away and it is not practical to walk to school, parents can choose to avoid congested drop-off and pick-up zones by identifying a safe “stop and drop” location near the school where students can walk the remainder of the trip, thereby participating in the walking to school effort.

[If the schools provide a park-and-walk option, the following may be added: “For students who live farther away, the school has designated [school to fill in the location information] to be the drop-off location so that they have the chance to walk at least part of the way.”] When a student walks to school five times, he or she will receive a gold star. Incentives will be awarded at the end of this school year according to the number of stars a student has collected.

Be a Champion!

Last but not least, the school is looking for volunteers to start/continue our valet drop-off/pick-up program as valet champions. The valet champions will keep cars moving in a safe and orderly manner before/after school and help get students out of/into cars safely. Please sign up at Back to School Night to be a valet champion.

We are also offering a 90-minute Walk Safe Bike Safe training session at [location] on [date] for anyone who is interested in learning about safety rules for walking and biking so that they can become safety champions to teach students about those rules and encourage them to walk and bike more. This training program is an important part in developing our Safe Routes to School Program. If you are interested in becoming a champion, please contact [insert contact name and number and/or email].
The following announcement can be provided to students by the Principal during an assembly or other gathering. The principal should modify the announcement to fit the needs of the student community. The announcement should be given the same day that activity sheets are distributed.

**Title: “Be Smart From the Start”**

Welcome back [PLURAL MASCOT NAME i.e. Bulldogs]. I am sure many of you got up, got out, and got moving over the summer break. I would like to see us continue that and encourage you all to walk/bike to school. To make this safer and more fun, think about finding a friend or two to travel together and learning about the safety rules for walking and biking! Talk to your parents and let them know that you are super excited about walking, biking, and rolling to school. Your teacher will be passing out activity sheets with safety tips for you to have fun with.

We are also going to start a “Go for Gold” Program. Each of you will be given a “passport” that will be marked with a sticker every time you walk to school. When you walk to school five times, you will receive a gold star. We will have prizes ready for those who have collected 20 (suggested quantity) stars at the end of the school year.
This Page Intentionally Left Blank
Fill in the blanks using one of the words above. Words can only be used once, so make sure it fits in the sentence.

1. Before you cross a ____________, look left-right-left to make sure no cars or trucks are coming.
2. Stay ____________ at all times; never listen to music while riding or walking.
3. Wear ____________ clothes so others can see you.
4. Don’t walk or bike at night. If you must be out, make sure to have reflectors and ____________.
5. Pay attention and ____________ for cars, people and bicyclists around you.
6. Follow all ____________ laws, including signs and signals.
7. Make to sure have a properly fitted ____________ every time you ride a bike.
8. Watch out for ____________ on the road that cause you to trip or fall.
9. Drink plenty of ____________ and always stay hydrated.
10. Be safe and always travel with a ____________.
First, identify each picture by writing its name on the line below each box. Then write the first letter of each name in the Message Decoder to find the secret message.

Message Decoder:

___   __________,  _______ & __________ !
Use the table below to track the days you walk or bike to school. Each day you walk or bike to school, collect a sticker to put on your tracker. If you get a sticker everyday that week, you will get a gold star sticker! "Go for Gold" and see how many stickers you can collect.

<table>
<thead>
<tr>
<th>Gold Star Collection</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 5</td>
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<td></td>
</tr>
</tbody>
</table>

"Go for Gold" and Track Your Steps!

Be Smart - Back to School
1. Before you cross a ____________, look left-right-left to make sure no cars or trucks are coming.
2. Stay ________ at all times; never listen to music while riding or walking.
3. Wear ________ clothes so others can see you.
4. Don’t walk or bike at night. If you must be out, make sure to have reflectors and ________.
5. Pay attention and ________ for cars, people and bicyclists around you.
6. Follow all ________ laws, including signs and signals.
7. Make sure to have a properly fitted ________ every time you ride a bike.
8. Watch out for ________ on the road that cause you to trip or fall.
9. Drink plenty of ________ and always stay hydrated.
10. Be safe and always travel with a ________.
STAMPS

First Name

Last Name

Date of Birth

Draw or tape a picture of you.

School

Signature

PASSPORT

Metro

Safe Routes to School

Safety First
September/October

Campaign Message: Be Together and Be Seen
Theme: Walking to School Can Be Cool

Campaign Purpose:
Walking together (adults and children) is quality time and allows adults to teach safe walking habits to students. Walking to school has taken off with “Walk to School,” a program that originated as a one-day event in the United States but is now an international month-long event with thousands of schools from over 40 countries participating worldwide. In 2015, 5,034 walk-to-school events were held in the United States alone.

Safe walking habits can also be taught and reinforced through other walking activities such as Halloween, one of the largest walking events if observed. While many schools may not host Halloween activities during school hours, schools can still play a valuable role in teaching and enforcing safe walking habits that can be applied while students go trick-or-treating. On average, children are twice more likely to be in traffic accidents on Halloween than other days of the year.

We want to encourage students to walk more while reinforcing safe walking habits by hosting walk to school day events, having a safety poster contest and using activity sheets. These activities will help students recognize that walking to school can be cool.

Activity Sheets

★ Safety Maze
★ Walk to School Checklist
★ Walk to School Do’s and Don’ts
**Events and Activities:**

- Walk to School Day (Walktober, a Nationwide Walking Encouragement Month)
- Poster Contest (Winning Posters Can Be Displayed on Walk to School Day or School Parade)
- Mask Making and Parade (Students Create Face Masks and Wear in a School-Wide Parade)
- Show Walking Safety Videos in assembly or classrooms

**Additional Resources:**

- Walk to School Day/Walktober (*Provides Organizers with Registration, Training and Promotional Materials*)
  
  http://www.walktoschoolday-la.org/ and http://empowerla.org/walk-to-school-day/

- Poster Contest (*Students Design Posters that Demonstrate Safe Walking Skills*)
  

- Mask Decorating Ideas (*Students Can Design and Make a Face Mask to Wear in a School Parade*)
  

- Pedestrian Safer Journey (*Videos on Safe Walking Skills for Ages 5 to 18*)
  
  http://www.pedbikeinfo.org/pedsaferjourney/index.html

- Child Pedestrian Safety Curriculum (*Grade K to 5*)
  

- Pedestrians Safety Video (*Safety Tips for Walking: In English and Spanish*)
  
  https://www.metro.net/projects/srts/videos/

For more information about these events and activities or to learn about countywide SRTS, visit www.metro.net/projects/srts or email SRTS@Metro.net.
The following article is a school newsletter template to be sent to parents and caregivers. Specific names of the school and mascot name can be included to make the article more personalized to the students and parents/caregivers. School administrators may also modify the content as needed depending on the selected activities and for their school community audience. The newsletter can be used as a kick-off tool to initiate the “Be Together and Be Seen” campaign.

Title: “Be Together and Be Seen”

Walking Is Cool!

As we get back into the routine of school, one of the things many [SCHOOL NAME] students do is walk to school. While walking is a daily activity, it is important that we regularly remind our students about safe walking habits. In the months of September and October, we want to remind [students or PLURAL SCHOOL MASCOT NAME – i.e. Bulldogs] to follow safety rules while walking to school. To encourage safe walking skills, [students or PLURAL SCHOOL MASCOT NAME – i.e. Bulldogs] will be participating in a Walk-to-School Day event on [Insert Date of Event]. Walk-to-School Day events are taking place in over 40 countries worldwide. In the United States alone, 5,034 Walk-to-School events were held in 2015. Parents or caregivers are encouraged to walk with your students. Leading up to this event, we will have a poster contest where students will design posters reinforcing safe walking tips.

Be Seen and Be Safe on Halloween

Halloween is one of the biggest walking events in the United States. With Halloween around the corner, we want to remind parents that teaching walking safety tips to children before Halloween is critical. On average, children are twice more likely to be in traffic accidents on Halloween than other days of the year.
Children learn through experience. Walking with parents or other caregivers is an important way for children to practice crossing real streets while developing healthy and safe habits. The school will be distributing activity sheets that incorporate safety message with fun games.

[Name of the School] would like you to join us in an effort to encourage safe and healthy travel to and from school. It is important for you to be a role model when you walk with your children and constantly remind them of the safety tips below. If you must drive, pay extra attention to those who may be walking and biking to school.

- **Be Seen** - wear bright-colored clothes, and carry flashlights or wear reflective gear if it is dark or hard to see outside.

- **Look for traffic at every driveway and intersection.** Be aware of drivers in parked cars that may be getting ready to move.

- **Obey all traffic signs and signals.**

  **Cross the street safely:**

  1. Stop at the curb or edge of the street.
  2. Look left, right, left and behind you and in front of you for traffic.
  3. Wait until no traffic is coming and begin crossing.
  4. Keep looking for traffic until you have finished crossing.
  5. Walk, don’t run across the street.

Campaign Message: Be Together and Be Seen

Theme: Walking to School Can Be Cool
Principal’s Announcement

The following principal announcement can be provided to the student body through a school’s PA system or during an assembly. Principals should modify the announcement to fit the scheduling needs of their school.

**Title: “Be Together and Be Seen”**

Fellow [students or MASCOT NAME PLURAL], we are celebrating International Walk to School Day by organizing our own Walk to School Day -Walking School Bus on [Insert Date of Event]. Leading up to this day, we will be creating posters designed around the theme of walking and once you arrive on campus, your poster will be mounted on campus for others to see. Winning posters will be displayed on [Location] on our Walk to School Day event. Your teacher will provide more details and share with you the safety tips on walking.

This year, we are celebrating Halloween with a Walking Parade with your mask on! You will be creating and decorating face masks for yourself to wear at the parade on [insert date]. Your teacher will provide details and some ideas for creating masks. I look forward to seeing your creativity shine through with your designs.
Be Together and Be Seen - Walking to School Can Be Cool

Safety Maze

Find the safest path through the maze to get to school.

What are some of the things you have to keep a look out for when you are walking to school?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Be Together and Be Seen - Walking to School Can Be Cool

Walk to School Checklist

☑ Checkmark all the safe things you do when walking to or from school. Do you do all ten?

☐ I always walk with a parent or a friend.

☐ I only walk on sidewalks and in designated crossing areas; not in the street.

☐ I always look both ways before crossing the street.

☐ I am always alert and do not wear headphones or look at distractions.

☐ When I am crossing the street, I always look at the driver to make sure he or she sees me before I cross.

☐ I do not jaywalk to cross the street and only use designated crosswalks.

☐ I make sure to follow all traffic and safety signs.

☐ I wear bright clothing to help me be seen.

☐ I make sure to stay off railroad tracks and avoid places pedestrians are not allowed.

☐ I try not to walk at night, but if I have to I make sure I am not alone; I have a flashlight and I only walk on streets with a lot of lighting.

What are some other ways you could be safe when walking to or from school?
Be Together and Be Seen - Walking to School Can Be Cool

Walk to School Do’s and Don’ts

Read each of the sentences below and circle whether it is a DO or a DON’T when out walking.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wear bright clothing to help you be seen.</td>
<td><strong>DO</strong> <strong>DON’T</strong></td>
</tr>
<tr>
<td>2. Look left-right-left when crossing the street.</td>
<td><strong>DO</strong> <strong>DON’T</strong></td>
</tr>
<tr>
<td>3. Cross the street at any location, even if there is no crosswalk.</td>
<td><strong>DO</strong> <strong>DON’T</strong></td>
</tr>
<tr>
<td>4. Make sure the driver notices you before you start to cross.</td>
<td><strong>DO</strong> <strong>DON’T</strong></td>
</tr>
<tr>
<td>5. Listen to music and play on your phone.</td>
<td><strong>DO</strong> <strong>DON’T</strong></td>
</tr>
<tr>
<td>6. At night, carry a flashlight or wear reflectors.</td>
<td><strong>DO</strong> <strong>DON’T</strong></td>
</tr>
<tr>
<td>7. Walk alone and don’t worry about having an adult or buddy.</td>
<td><strong>DO</strong> <strong>DON’T</strong></td>
</tr>
<tr>
<td>8. Be polite to other pedestrians and don’t shove or push them.</td>
<td><strong>DO</strong> <strong>DON’T</strong></td>
</tr>
<tr>
<td>9. Follow all traffic signals and safety signs.</td>
<td><strong>DO</strong> <strong>DON’T</strong></td>
</tr>
<tr>
<td>10. Look at all driveways to make sure no one is backing out.</td>
<td><strong>DO</strong> <strong>DON’T</strong></td>
</tr>
</tbody>
</table>

Color in the picture and then write a sentence about how the kids are being safe when walking to school.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
Be Together and Be Seen - Walking to School Can Be Cool

Answers

1. Wear bright clothing to help you be seen.  
   **DO**
2. Look left-right-left when crossing the street.  
   **DO**
3. Cross the street at any location, even if there is no crosswalk.  
   **DON'T**
4. Make sure the driver notices you before you start to cross.  
   **DON'T**
5. Listen to music and play on your phone.  
   **DON'T**
6. At night, carry a flashlight or wear reflectors.  
   **DON'T**
7. Walk alone and don’t worry about having an adult or buddy.  
   **DON'T**
8. Be polite to other pedestrians and don’t shove or push them.  
   **DON'T**
9. Follow all traffic signals and safety signs.  
   **DON'T**
10. Look at all driveways to make sure no one is backing out.  
    **DON'T**
Overview

November/December
Campaign Message: Be Seen, Be Safe, Be a Champion
Theme: Winter Wonder and Super Stars

Campaign Purpose:

As inclement weather increases and daylight hours diminish, pedestrians, bicyclists and drivers all need to stay alert to keep each other safe. To help reinforce safe walking behavior among students, the “Caught Being Safe” campaign will reward students demonstrating safe walking/biking behaviors with stickers or other affordable incentive items. The campaign can be initiated with a school assembly, conducted in partnership with local law enforcement.

November and December are months where gratitude is often an underlying theme. Keeping our students safe is made possible by many champions/super stars that work hard to provide students with robust Safe Routes to School (SRTS) activities and events. For schools that have implemented SRTS programs, childhood bicycle and pedestrian collision rates decrease by 49% nationwide, showing the importance of the great work by our SRTS champions. We want to show our gratitude to these super stars that help keep our students safe and encourage students to send or hand out hand-made thank you/gratitude cards.

Activity Sheets

- Safety Scene
- Rules of the Road Crossword
- Word Scramble
- Gratitude Cards
Overview

Events and Activities:

- School Safety Assembly in Conjunction with Local Law Enforcement
- Caught Being Safe Campaign (A month long sticker distribution where parent volunteers, crossing guards, teachers, school administration and visiting law enforcement officers hand out reflective stickers or reflective slap bracelets to students “caught” being safe: wearing a helmet, walking a bike in the crosswalk, waiting for a crosswalk light, etc.)
- Thank You My Super Stars (A campaign to identify and recognize the key champions that keep us safe, such as crossing guards, teachers, principal, parents and family, law enforcement, and others. Depending on the grade level, students can be provided with gratitude cards to color, or design their own.)

Additional Resources:

- Pedestrians Safety Video (Safety Tips for Walking; In English and Spanish) https://www.metro.net/projects/srts/videos/

- Steps to Creating a Safe Routes to School Program http://guide.saferoutesinfo.org/steps/

- Getting Safe Routes to School Started in Your Community http://saferoutespartnership.org/healthy-communities/101/getting-started

For more information about these events and activities or to learn about countywide SRTS, visit www.metro.net/projects/srts or email SRTS@Metro.net.
The following article is a school newsletter template to be sent to parents and caregivers. Specific names of the school and mascot name can be included to make the article more personalized to the students and parents/caregivers. School administrators may also modify the content as needed depending on the selected activities and for their school community audience. The newsletter can be used as a kick-off tool to initiate the “Be Seen and Be Safe” campaign.

**Title: “Be Seen and Be Safe”**

In winter months, daylight hours are getting shorter and shorter. It becomes extra critical for pedestrians, bicyclists, and drivers to stay alert and be more visible in the dark to keep each other safe. To make our children easier to be seen by others when walking and biking, we are encouraging them to wear reflective items such as reflective clothes, zipper pulls, and arm band. Light-colored or fluorescent color clothing is better option than dark colors. Lights are a safety plus! You may consider encouraging and helping your children decorate their backpacks, bikes, or helmets with lights and other blinking objects.

To help students reinforce their safety habits, we are starting a “Caught Being Safe” campaign and reward students with stickers or other incentive items when they demonstrated safe walking/biking behaviors. We are kicking off the “Caught Being Safe” campaign with a school assembly conducted with local law enforcement on [INSERT DATE AND TIME OF ASSEMBLY]. We encourage you to join us.
Thank You My Super Stars

Children learn through experience. Walking/bicycling with parents and caregivers is an important way for children to develop safe walking/biking behaviors. There are also other champions that work hard in keeping our children safe, such as teachers, school staff, crossing guards, parent volunteers, local police and many others through various Safe Routes to School activities. This month, we want students to recognize and thank the “super stars” that keep them safe. Students will be provided with cards they can color and write short messages of gratitude and hand them out to their safety “Super Stars.”

As we continue to emphasis safety at [insert name of school], we want to remind parents and caregivers of the difference made by Safe Routes to Schools Programs. SRTS programs nationwide have successfully decreased childhood bicycle and pedestrian collision rates by 49%.

Let’s continue to work together to keep our children safe. Consider becoming a safe routes to school parent champion by contacting [insert contact name and number and/or email]. [If the school has Walk Safe Bike Safe Train the Trainer sessions scheduled (see Chapter 2 for training materials), consider encouraging parents to attend those trainings and list the calendar in the newsletter.]
The following principal announcement can be provided to the student body through a school’s PA system or during an assembly. Principals should modify the announcement to fit the scheduling needs of their school. The announcement should be given the same day teachers hand out the activity sheets.

**Title: “Be Seen and Be Safe”**

Winter is here and it is getting dark early outside. It has become harder and harder for drivers and others to see you when you are walking and biking in the dark. To make yourself more visible and safer, I encourage you to wear bright color clothing as well as reflective items such as fluorescent jackets, zipper pulls, and arm bands. You can also decorate your backpacks, bikes, and helmets with lights, bright-color stickers, and other blinking objects to make yourself shine brightly in the dark.

I also want you all to behave safely. Your teacher will hand out activity sheets with safety rules that I want you to remember and follow. And every time you were “caught” doing these safe behaviors, you will receive a reward sticker! Whoever collects the most stickers by the end of this semester [or Insert other timeframe] will be given a prize! So let’s all be “caught being safe.”

And since this is the season of thanksgiving, let’s show our gratitude to the super stars in our lives that help keep us safe— it might be a relative that walks to school with you, the crossing guard, the police officer [insert name of local officer that students know] or even your fellow students. Your teachers will be handing out “thank you” cards for you to decorate, add a message and then you can decide who to show your appreciation to. Let’s make sure we are showing our appreciation to these super stars.
Winter Wonder and Super Stars
Be Seen, Be Safe, Be a Champion

*Safety Scene*

Draw a scene of safe biking and walking to school using as many of the images below as you can. Make sure your drawing shows an example of being seen and being safe!

Describe your picture:
Winter Wonder and Super Stars  
Be Seen, Be Safe, Be a Champion  
*Rules of the Road*

When walking or biking to school, always make sure to follow these “Rules of the Road.”

1. When riding a bike in the road, always ride on the right hand side (the same direction as traffic).
2. Ride and walk predictably. Move in a straight line and don’t weave in and out of traffic.
3. Look for debris on your route that could cause you to fall or trip like trash, stones, or toys.
4. Show respect for others. Let them know you are coming behind them and always pass on the left.
5. Obey all traffic laws, including all traffic signs and signals.

Complete the crossword puzzle by using the information you got from the tips above.

**ACROSS**

1. You should obey all traffic laws including, signs and what?

2. You should watch out for what on your route so you don’t trip or fall?

**DOWN**

1. When riding and walking predictably, how should you move?

2. When riding in the road, you should always travel in the same direction as what?

3. What should you show to others when sharing the road?

Unscramble the letters found in the circles to find out the special message:
Winter Wonder and Super Stars
Be Seen, Be Safe, Be a Champion
Word Scramble

Unscramble all the words below:

OOLFRLUC__________________ OHCOLS__________________

EETLMH__________________ YAFTES__________________

TUICNAO__________________ CATEVI__________________

ENFSIDR__________________ FRLEERSOCT__________________

Create a sentence using at least 3 of the words above.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Create your own thank you cards for all the people who help you on your journey to be safe when you are walking or biking to school. Write the name of each of your safety helpers on the line in one of the boxes below and then draw a picture of them helping you be safe. Cut out each thank you card and hand them out. You can give one to your teacher, parents, friends, principal, crossing guard, police officer or anyone else who helps you be safe!

Thank you for keeping me safe!  
____________________

Thank you for keeping me safe!  
____________________

Thank you for keeping me safe!  
____________________

Thank you for keeping me safe!  
____________________

Thank you for keeping me safe!  
____________________

Thank you for keeping me safe!  
____________________

Thank you for keeping me safe!  
____________________

Thank you for keeping me safe!  
____________________
Dear:

Thank you so much for

From:

You are amazing!

Thank you so much for

Metrotm
Safe Routes to School
Winter Wonder and Super Stars
Be Seen, Be Safe, Be a Champion

Answers

Unscramble the letters found in the circles to find out the special message: B E S A F E

ACROSS
1. You should obey all traffic laws including, signs and what?
2. You should watch out for what on your route so you don’t trip or fall?

DOWN
1. When riding and walking predictably, how should you move?
2. When riding in the road, you should always travel in the same direction as what?
3. What should you show to others when sharing the road?

OOLFRLUC Colorful
EETLMH Helmet
TUICNAO Caution
ENFSIDR Friends

OHCOLS School
YAFTES Safety
CATEVI Active
FRLEERSOCT Reflectors

Metro
CAMPAIGN PURPOSE:

As we start a new year, it is a great opportunity to make resolutions and encourage students to resolve to “Be Fit, Stay Fit.” Over the past 40 years, rates of obesity have soared among children in the United States and one in four children in Los Angeles County is obese. Nationwide, more than 33% of both children and adults are now overweight or at risk of becoming so. The January campaign provides strategies and activities to be implemented by the school and parent volunteers to get students outside and moving again.

Activity Sheets

- Use Your Muscles
- Word Search
- Activity Calendar
Overview

Events and Activities:

- New Year Resolution Poster Contest (Demonstrate Walking/Biking/Exercise Graphics)
- Mileage Club at School (Walking or Running Laps During Lunch for Incentive Awards)
- Walk Safe Bike Safe Train the Trainer Sessions (These sessions focus on training parents, caregivers and teachers about safe walking and biking tips that can be passed along to students. It also provides instructions and guidance on how to implement activities such as a walking school bus or bike rodeo to promote safe and healthy walking/biking habits for the students. The instructor manual and participant workbook are included in Chapter 2 of this resource manual.)
- Be Fit Stay Fit Poetry Project (Grade 6-9)

Additional Resources:

Poster Contest (View Sample “One Small Step for Man, One Giant Leap for Mankind” Walk to School Day Poster Contest)
http://saferoutesmichigan.org/userfiles/file/w2sd/w2sd_ideas/w2sd-poster-contest-flyer.pdf

Poster Contest (View Sample “Think Outside the Car” Poster Contest Entry Form and Flyer)
http://www.solanosr2s.ca.gov/app_pages/view/5012

Poster Contest (View Sample “Nothing Compares to the Simple Pleasure of a Bike Ride” with Contest Rules, Prizes and Winner Posters)
http://wabikes.org/growing-bicycling/srts/national-5th-grade-bicycle-poster-contest/
2014-national-5th-grade-bicycle-poster-contest/

Mileage Club (How it Works and How to Start One)
http://www.fitnessfinders.net/Mileage-Club-s/322.htm

SRTS Online Training Program (How to Implement a SRTS Program at Your School)
http://www.saferoutesinfo.org/training/local-skills-training

For more information about these events and activities or to learn about countywide SRTS, visit www.metro.net/projects/srts or email SRTS@Metro.net.
The following article is a school newsletter template to be sent to parents and caregivers. Specific names of the school and mascot name can be included to make the article more personalized to the students and parents/caregivers. School administrators may also modify the content as needed depending on the selected activities and for their school community audience. The newsletter can be used as a kick-off tool to initiate the “Be Fit, Stay Fit” campaign.

Title: “Be Fit, Stay Fit”

New Year Resolution

Entering [Insert Year], [SCHOOL NAME] is encouraging our [students or PLURAL SCHOOL MASCOT NAME – i.e. Bulldogs] to make their new year’s resolution to be more active and exercise more. American Academy of Pediatrics (AAP) recommends children to be physically active for at least 60 minutes a day, yet 23% of children today get no free time physical activity at all. We are encouraging students to walk/bike to school more, as among the recommended 60 minutes of daily activities, an average of 16 minutes can be achieved by walking or biking to and from school.

To support this effort, [insert name of school] will be organizing a “New Year Resolution Poster Contest” and students will be asked to design a poster that shows their resolution to walk, bike or do other exercise activities more in the new year. You are encouraged to be a part of the resolution and exercise with your children together! Details on how to participate in the resolution poster contest can be picked up [Insert location of where information is available]. Winning posters will be featured in [insert option(s) for promoting winning posters].

Image Source:
http://activelivingresearch.org/blog/2013/06/infographic-what-works-get-kids-active
**Be a Champion!**

With the start of a new semester, we are looking for volunteers to continue our valet drop-off/pick up program as valet champions. The valet champions will keep cars moving in a safe and orderly manner before/after school and help get students out of/into cars safely.

We are also offering a 90-minute Walk Safe Bike Safe training session at [location] on [date] for anyone who is interested in learning about safety rules for walking and biking so that they can become a safety champions to teach their children about those rules and encourage students to walk more and bike more. This training program is an important part in developing our Safe Routes to School (SRTS) Program.

If you are interested in become a champion, please contact [insert contact name and number and/or email.]

The school encourages parents to:

- ✓ Make healthy resolutions with your students.
- ✓ Encourage your students to keep his/her resolution (such as exercise XX times a week, walking XX times a week, biking xx times a week).
- ✓ Volunteer to be valet champions and participate in Walk Safe Bike Safe Train the Trainer session.
- ✓ Attend and support the walk
The following principal announcement can be provided to the student body through a school’s PA system or during an assembly. Principals should modify the announcement to fit the scheduling needs of their school.

**Title: “Be Fit, Stay Fit”**

Fellow [students or PLURAL SCHOOL MASCOT NAME – i.e. Bulldogs], this year, let’s all make a New Year resolution to walk more, bike more and exercise more! This is especially important after all the extra eating and relaxing most of us enjoyed over the holidays. You will be designing posters that show your New Year’s resolution and the winning posters will be featured at [location/occasion]. Your teachers will provide more details.

I also want to challenge you to look ahead to sunny days and plan to walk/bike to school more. We will also continue with our Mileage Club during lunchtime at [insert location of mileage club].
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A New Year, A New You
Be Fit, Stay Fit
Use Your Muscles

When you are being active you use your whole body. Write down some of your favorite activities to do that make you use each of the body parts below. Remember, they have to be activities that keep you active and help you stay fit. Some samples have already been filled in.

I use my **EYES** when I:

Look both ways before crossing the street

I use my **EARS** when I:

Listen for the half-time buzzer

I use my **HANDS** when I:

Throw a baseball

I use my **ARMS** when I:

Play on the monkey bars

I use my **LEGS** when I:

Jump rope

I use my **FEET** when I:

Ride my bike to school
Use the calendar below to track how much activity you do each day. Write down your planned activity and then how much time you spent doing your activity. At the end of the week, total all of your minutes to see how fit you were. Remember, walking and biking to school counts!

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<th>Sunday</th>
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A New Year, A New You - Be Fit, Stay Fit

Activity Calendar

Week 1
Week 2
Week 3
Week 4
Week 5
A New Year, A New You
Be Fit, Stay Fit
Answers

ACTIVE  FUN  PLAY
BICYCLE  HAPPY  SAFE
FITNESS  HEALTHY  SPORTS
FRIENDS  HYDRATE  WALKING
CAMPAIGN MESSAGE: **Be My Healthy Heart**  
**THEME:** Heart Health and Valentine’s Day  

**CAMPAIGN PURPOSE:**  
Physical inactivity can lead to chronic diseases such as childhood obesity, which has more than tripled in the past 30 years. We want to encourage our students to have a healthy heart. In this month of celebrating love and friendship, the program features a “Be My Healthy Heart” challenge. Children will work with each other to identify walking or cycling buddies and send invitations via Buddy Cards or personalized Valentine Cards. To encourage walking to school, a “Winter Walk” will be organized. By encouraging healthy habits among children, we aim to reduce their risk of childhood obesity and asthma and promote dialogue and bonding with friends and family members.

**Activity Sheets**  
⭐ What’s Your Story Writing Prompt  
⭐ Buddy Cards  
⭐ Healthy Snack
**Overview**

*February*

**Campaign Message:** Be My Healthy Heart

**Theme:** Heart Health and Valentine’s Day

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**Events and Activities:**

- Valentine’s Card Design Contest or Coloring Contest
  
  *(Students can choose to design their own Valentine Cards or color the Buddy Cards based on their grade and distribute the cards to invite their classmates, families, and friends to join them on the Winter Walk Day.)*

- Organize and Schedule a Winter Walk Day

- What’s Your Story? *(Students write a story narrative about walking or bicycling to school to reinforce practicing safe walking and biking habits.)*

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**Additional Resources:**

- Winter Walk to School Example - Wisconsin
  
  [http://eastcentralsrts.org/events/winter-walk-to-school-day](http://eastcentralsrts.org/events/winter-walk-to-school-day)

- Winter Walk Ideas [http://www.saferoutestoschool.ca/winter-walk-day-ideas](http://www.saferoutestoschool.ca/winter-walk-day-ideas)

- What’s Your Story (Program Samples Beginning on Page 6)
  

- Pedestrians Safety Video *(Safety Tips for Walking; In English and Spanish)*
  
  [https://www.metro.net/projects/srts/videos/](https://www.metro.net/projects/srts/videos/)

- Bike Safety Video *(Safety Tips for Biking; In English and Spanish)*
  
  [https://www.metro.net/projects/srts/videos/](https://www.metro.net/projects/srts/videos/)

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For more information about these events and activities or to learn about countywide SRTS, visit [www.metro.net/projects/srts](http://www.metro.net/projects/srts) or email SRTS@Metro.net.
The following article is a school newsletter template to be sent to parents and caregivers. Specific names of the school and mascot name can be included to make the article more personalized to the students and parents/caregivers. School administrators may also modify the content as needed depending on the selected activities and for their school community audience. The newsletter can be used as a kick-off tool to initiate the “Be My Healthy Heart” campaign.

Title: “Be My Healthy Heart”

This February, [SCHOOL NAME] is focusing on ensuring that our [students or PLURAL SCHOOL MASCOT NAME – i.e. Bulldogs] learn and understand the benefits of walking and biking to school! Just 30 minutes of physical activity a day can help in so many ways including, reduced health risks such as asthma and obesity, improved academic performance and less traffic and pollution around the school! Studies show that active kids learn better with 20% more likely to earn an A in math or English. We also know that the risk of obesity decreases by 5% if you walk one kilometer every day.

Image Source: http://activelivingresearch.org/blog/2015/01/infographic-active-kids-learn-better
Healthy Heart Challenge

In this month of celebrating love and friendship, our Safe Routes to School program features “Be My Healthy Heart” challenge. Students will be inviting their friends and families to join on a “Winter Walk and Bike Day” event on [insert date selected]. We will have a warm cup of hot chocolate [or other winter treat] waiting for students when they arrive at school. Please contact [insert name of contact] with any questions and how to volunteer. If it rains on the scheduled date, we will reschedule. By encouraging healthy habits among children, we aim to reduce their risk of childhood obesity and asthma, promote dialogue and bonding with friends and family members.

The school encourages parents to:

✓ Discuss the Winter Walk and Bike Day and encourage your students to participate.
✓ Join the Winter Walk with your kids!
✓ Encourage your student to get 60 minutes of physical activity each day for a healthy heart.
✓ As needed, offer assistance to your student in helping determine walking and biking buddies.
✓ Volunteer supplies and help staff the Winter Walk and Bike Event.
The following principal announcement can be provided to the student body through a school’s PA system or during an assembly. Principals should modify the announcement to fit the scheduling needs of their school and the activities to be conducted.

**Title: “Be My Healthy Heart”**

Good morning/afternoon [STUDENTS OR PLURAL SCHOOL MASCOT NAME – I.E. BULLDOGS]. February is perfect time to show love and appreciation to your friends and family members. This year for Valentine’s Day, I’d like to ask you all to join the Be My Healthy Heart challenge! Getting our hearts healthy can be fun and easier than you may think. Just 60 minutes of exercise a day can do a lot for your health. When we are healthy, we are able to have more fun with those we love.

On [INSERT DATE], I challenge you to lace up your sneakers and walk/bike to [SCHOOL NAME]. Make it fun by asking your friends and your family members to join you on our Winter Walk and Bike Day. We will have a warm cup of hot chocolate [OR OTHER WINTER TREAT] waiting when you arrive at school. Your teacher will be passing out Buddy Cards that you can use to invite friends to join you on the Winter Walk or you can design your own. Your teacher also has some fun activity sheets, including one where you can write stories and draw pictures of an adventure you had when walking or biking to school. If you can’t think of a good example, use your imagination. Make sure you are showing how you walk and bike safely.
Heart Health and Valentine’s Day
Be My Healthy Heart
What’s Your Story?

Write a short story about walking or biking to school. This can be an actual experience you had or you can use your imagination and create one. Try to include examples of being safe while walking or bicycling. Include a drawing that explains the story.
Heart Health and Valentine’s Day
Be My Healthy Heart
Buddy Cards

Cut out the Buddy Cards below and write a message on the back to give to your friends. Don’t be shy.
Being safe while walking and biking to school is always more fun with a buddy!

Will you be my walking buddy?

I always feel safe with you!

Let’s go on an adventure!

Let’s have a Play Day!

I’ll ride with you any day!

You’re a great friend
Heart Health and Valentine’s Day

Be My Healthy Heart

Healthy Snacks

Use the food pyramid below to draw in your favorite healthy snack or meal for each of the empty spaces. A good diet with proper nutrition helps give you the energy you need to be active and have fun.
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CAMPAIGN MESSAGE: BE GREEN
THEME: EARTH DAY

CAMPAIGN PURPOSE:
As the days get longer and weather gets warmer, the spring months offer an opportunity to “reintroduce” walking and biking to students. April also provides an opportunity to tie into Earth Day activities that promote the environmental benefits of walking and biking, such as organizing an Earth Day Walk or a Community Garden Walking Tour. Walking and biking to school can make a significant difference in our environment. Returning to 1969 levels of walking and biking to school would save 3.2 billion vehicle miles, 1.5 million tons of carbon dioxide and 89,000 tons of other pollutants, which is equal to keeping more than 250,000 cars off the road for a year.

Activity Sheets
☆ Help Clean Up the Litter
☆ Water Resources
☆ Go for Green - Track Your Steps
Events and Activities:

- Earth Day Walk (See Resource Below for Examples)
- Go for Green Walking Program (Special Version of Go for Gold Walking Program)
- Memory Mapping (Organized Walk Around the Campus/Neighborhood and Students Draw a Map Based on Their Memory)
- Art Project: Draw your favorite outdoor place or design your dream outdoor space

Additional Resources:

The Walking School Bus Guide
http://guide.saferoutesinfo.org/walking_school_bus/index.cfm

Celebrate Earth Day by Walking to School (Example)
http://www.rcsd.k12.ca.us/Page/3432

Go for Gold (Implementing a Walking Program at Your School)
http://guide.saferoutesinfo.org/case_studies/encouragement.cfm

Memory Mapping Exercise (Teach Students Mapping Skills)
http://education.usgs.gov/lessons/schoolyard/MapSketch.html

For more information about these events and activities or to learn about countywide SRTS, visit www.metro.net/projects/srts or email SRTS@Metro.net.
The following article is a school newsletter template to be sent to parents and caregivers. Specific names of the school and mascot name can be included to make the article more personalized to the students and parents/caregivers. School administrators may also modify the content as needed depending on the selected activities and for their school community audience. The newsletter can be used as a kick-off tool to initiate the “Be Green” campaign.

**Title: “Be Green”**

This March and April, [SCHOOL NAME] are focused on ensuring our [students or PLURAL SCHOOL MASCOT NAME – i.e. Bulldogs] learn and understand the environmental benefits of walking and biking to school. Even small changes like walking or biking to school instead of by car can reduce pollution and improve our air quality. Returning to 1969 levels of walking and bicycling to school would save 3.2 billion vehicle miles, 1.5 million tons of carbon dioxide and 89,000 tons of other pollutants—equal to keeping more than 250,000 cars off the road for a year.
As days get longer and the weather gets warmer, the spring months offer an opportunity to “reintroduce” walking and biking to students. April also provides an opportunity to tie Earth Day into activities that promote walking and biking! We will be encouraging students to “Go Green” by walking to school in a school-wide Earth Day Walk on [insert date]. Parents and caregivers, if you are interested in leading a “walking school bus” from your neighborhood to school for the Earth Day Walk, please contact [Insert Name and Contact Info].

We also want to remind and encourage students to walk to school and continue to participate in our “Go for Green” walking initiative. Students should make sure their “passports” are marked with a sticker every time they walk to school. If a student does not have a passport, please see [insert contact name] to get one. When a student walks to school five times, he or she receives a green star. Incentives are awarded according to the number of stars a student has collected.

**Memory Mapping and Art Drawing**

We will be working with students on a memory-mapping project. Reading and understanding maps is an important part of walking and bicycling safely. For the memory mapping exercise, students can map the schoolyards and/or their route to school. To further enhance our students awareness of their surrounding, we are also encouraging students to think about the outdoor places they have been to. The students can either draw their favorite outdoor place or design their dream outdoor space for an art project.
The following principal announcement can be provided to the student body through a school’s PA system or during an assembly. Principals should modify the announcement to fit the scheduling needs of their school. The announcement should be given the same day teachers hand out the activity sheets.

**Title: “Be Green”**

On [insert date], we will be having a school-wide Earth Day walk. By participating in this walk, we can “go green” by helping reduce pollution. Ask your moms, dads, grandparents or caregivers to lead “walking school buses,” where you can meet up with your friends to have fun walking to school together.

Another fun activity this month is memory mapping. Reading and understanding maps is an important part of walking and biking safely. We are going to work on our map reading skills by developing maps of areas on campus and around the school.

We are also going green by continuing the “Go for Green” program! You should all make sure your “passports” are marked with a sticker every time you walk to school. We will have prizes for whoever collected the most stickers at the end of the year. Please see [insert contact name] if you need a new passport.

It will be very exciting to see all [students or PLURAL SCHOOL MASCOT NAME – i.e. Bulldogs] go green!
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Earth Week - Be Green

Help Clean Up the Litter

When walking and biking to school, it is important to never throw trash in the street. Make sure you always throw trash in the proper trash receptacles. Don’t forget to recycle too.

Help clean up the sidewalk. Draw a line from the piece of litter to the proper trash receptacle that it should go in.
When walking and biking to school, it is important to always stay hydrated and drink plenty of water. Water is an important natural resource that people need for every day life. Even though we use water all the time, it is important to never to waste it. Read the descriptions below and draw a picture of you using water responsibly for each situation.

| I always make sure to drink plenty of water when I'm being active. |
| I like to water my plants so they grow nice and pretty. |
| While I'm brushing my teeth, I turn the faucet off so the water doesn't get wasted. |
| My favorite activity to do in the water is... |
Use the table below to track the days you walk or bike to school. Each day you walk or bike to school, collect a sticker to put on your tracker. If you get a sticker everyday that week, you will get a gold star sticker! "Go for Green" and see how many stickers you can collect.

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Earth Week - Be Green

"Go for Green" and Track Your Steps!
Earth Week - Be Green

Answers

Candy Wrapper
Soda Cup
Chip Bag
Newspaper
Aluminum Can
Plastic Bottle
**CAMPAIGN MESSAGE: BE YOU, BIKE TO SCHOOL**

**THEME: BIKE TO SCHOOL**

**CAMPAIGN PURPOSE:**

May is Bike Month and the focus of this campaign is on bicycle awareness, bicycle safety and promoting biking as an option to travel to and from school. There are many benefits of biking to school. Children that bike to school twice a week are less likely to be overweight. Students that are transported to school by car on average gain 2-3 pounds more a year than students that bike to school. Look for exciting activities such as a Bike to School day and bike rodeo to teach bicycle skills to students. The Bike Safety Jeopardy game is a simple lunchtime activity that can test students’ knowledge of biking safety rules while having fun.

**Activity Sheets**

- Word Search
- Fill in the Blank
- Coloring Sheet
Events and Activities:

- Bike to School Day
- Bike Rodeo (A Bicycle Skills Event that Reinforces Safety - Organized with Local Law Enforcement, Community Organizations and/or Bicycle Club)
- Bike Safety Jeopardy (A safety quiz game patterned after the television program; schools can partner with local law enforcement or bicycle shops for donations of helmets and other bicycle gear and supplies for the winning team members.)

Additional Resources:

Bike Safety Video (Safety Tips for Biking; In English and Spanish)
https://www.metro.net/projects/srts/videos/

Bicycle Safety Rules and Tips (How to Ride Safely on Roads)

An Organizer’s Guide to Bicycle Rodeos
http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf

Bike Rodeo Station Guide (Creating a Bike Rodeo)
https://www.safekids.org/sites/default/files/documents/Bike-Rodeo-Station-Guide.pdf

Bike Safety Jeopardy (Developing a Bike Safety Jeopardy Game for Your Students)

Free Bicycle Traffic Safety Training Classes
https://www.metro.net/bikes/bikes-metro/safety-classes/

For more information about these events and activities or to learn about countywide SRTS, visit www.metro.net/projects/srts or email SRTS@Metro.net.
The following article is a school newsletter template to be sent to parents and caregivers. Specific names of the school and mascot name can be included to make the article more personalized to the students and parents/caregivers. School administrators may also modify the content as needed depending on the selected activities and for their school community audience. The newsletter can be used as a kick-off tool to initiate the “Be You, Bike to School” campaign.

Title: “Be You, Bike to School”

In May, [SCHOOL NAME] is encouraging our [students or PLURAL SCHOOL MASCOT NAME – i.e. Bulldogs] to get moving and join [name of principal as appropriate – Mr./Mrs. X] in riding their bikes to school. There are many benefits of biking to school such as health benefits. Children that bike to school twice a week are less likely to be overweight. In fact, students that are transported to school by car on average gain 2-3 pounds more a year than students that bike to school.

Students can choose a buddy that lives nearby or along their way to school and plan to bike to school together. We will work to reinforce bicycle safety rules with our new lunchtime Bike Safety Jeopardy modeled after the television game show. If you would like to help us with this activity, please contact the school office.

We are also looking for volunteers to help organize our school bike rodeo. A rodeo is a bicycle skills event, which provides an opportunity for beginners to learn how to bike and bicyclists to learn about biking rules, practice and develop skills that can keep them safer on the streets. The goal of a bicycle rodeo is to provide an opportunity for the participants to learn, practice, and demonstrate their bicycle handling skills in a fun, noncompetitive atmosphere. If you are interested in volunteering to help out at this event, please call [School Contact Name] at [Contact Number]. If you are interested in learning biking skills yourself, you can consider participating in free Bicycle Traffic Safety Classes offered by Metro. The class schedule can be found at https://www.metro.net/bikes/bikes-metro/safety-classes/.
The following principal announcement can be provided to the student body through a school’s PA system or during an assembly. Principals should modify the announcement to fit the scheduling needs of their school. The announcement should be given the same day teachers hand out the activity pages and on the school’s schedule for implementing the chosen option.

Title: “Be You, Bike to School”

In May, I want you to get moving and ride your bike to school. You can choose a buddy that lives nearby or along the way to school and plan to bike to school together. I want to see lots of [PLURAL SCHOOL MASCOT NAME] riding bikes and filling our bike racks. Remember to follow safety rules including wearing a helmet, using crosswalks and following the rules of the road.

To help [students or PLURAL SCHOOL MASCOT NAME – i.e. Bulldogs] learn and remember the rules of the road while biking, we are going to have a fun playing Bike Safety Jeopardy. Join us [insert date/day of week] at lunch at [location on campus] to play Bike Safety Jeopardy to win special prizes.
Bike to School - Be You

Word Search

ACTIVE  FUN  SAFETY
BICYCLE  HELMET  SCHOOL
CAUTION  REFLECTORS  SMART
FRIENDS  RIDING  TRANSPORTATION
Bike to School - Be You
Fill in the Blank

Fill in the blanks using one of the words above. Words can only be used once, so make sure it fits in the sentence.

1. Always wear a properly fitted bicycle __ __ __ __ __ to protect your head - every time you ride.

2. Have an adult check the __ __ __ __ in your tires and make sure your __ __ __ __ __ __ are working before you ride.

3. Wear __ __ __ __ __ clothes so others can see you.

4. Stay alert at all times. __ __ __ __ __ listen to music when riding.

5. When riding in the road, always ride on the __ __ __ __ __ hand side.

6. When riding on a sidewalk, ring your __ __ __ __ to let others know you are coming.

7. Before you enter any street or intersection check for __ __ __ __ __ __ __ by looking left-right-left to make sure no cars or trucks are there.

Write in the letter above each number to decode the message below:

_ K __ O W __ Y __ __ __ E __ A __ __ T Y __ __ U L __ S!

1 2 3 4 5 6 7 8 9 10 11
Design your own bike helmet! Color and decorate the helmet the way you like.
Bike to School - Be You

Answers

1. Always wear a properly fitted bicycle **helmet** to protect your head - every time you ride.

2. Have an adult check the **air** in your tires and make sure your **brakes** are working before you ride.

3. Wear **bright** clothes so others can see you.

4. Stay alert at all times. **Never** listen to music when riding.

5. When riding in the road, always ride on the **right** hand side.

6. When riding on a sidewalk, ring your **bell** to let others know you are coming.

7. Before you enter any street or intersection check for **traffic** by looking left-right-left to make sure no cars or trucks are there.

Write in the letter above each number to decode the message below:

**Bike to School - Be You Safety Rules!**
CAMPAIGN PURPOSE:
Summer is a great time to get outside, enjoy the sun and develop good walking and biking habits. As the school year ends, more children will be out walking and biking, making it necessary for drivers to be aware of additional activities on sidewalks and streets as well as reminding students of safe walking and biking tips. Students may also hop on a bus or train for summer activities, so it is also important for them to learn about safety rules around transit.

Activity Sheets
- Activity Calendar
- Transit Safety Activity Sheet
Events and Activities:

- Summer Activity Chart (*Self-track Hours of Walking and Bicycling Over the Summer Break to Receive Incentive Awards*)
- Day Care Package (*Any of the Activity Sheets from this Manual can be Reproduced and Distributed for Day Care Purposes*)
- Free Bicycle Training Classes and Bicycle Rodeos Through Metro, Local Transportation or Parks and Recreation Departments or Non-profit Organizations (*Bicycle Skills Event that Reinforces Safety*)
- Metro's Transit Safety Tour (*Hands-on Safety Tours for Groups of Students*)
- Go for Gold Walking Initiative (*Awards Celebration for Schools that Participated in the Go for Gold Program Introduced Earlier in the School Year; Please Remember to Reward Your Students*)

Additional Resources:

Pedestrian Safety Video (*Safety Tips for Walking; In English and Spanish*)
https://www.metro.net/projects/srts/videos/

Bike Safety Video (*Safety Tips for Biking; In English and Spanish*)
https://www.metro.net/projects/srts/videos/

Bicycle Safety Education Classes: Metro and Local Non-profit Bike Organizations Conduct Free Bicycle Traffic Skills Classes Countywide
https://www.metro.net/bikes/bikes-metro/safety-classes/

Metro Transit Safety Tour https://www.metro.net/about/transit-safety/outreach/#tours

Metro Transit Safety Teaching Aids
https://www.metro.net/about/transit-safety/teaching-aids/

Metro Transit Safety Interactive Safety Games
https://www.metro.net/about/transit-safety/safety-interactive/

For more information about these events and activities or to learn about countywide SRTS, visit www.metro.net/projects/srts or email SRTS@Metro.net.
The following article is a school newsletter template to be sent to parents and caregivers. Specific names of the school and mascot name can be included to make the article more personalized to the students and parents/caregivers. School administrators may also modify the content as needed depending on the selected activities and for their school community audience. The newsletter can be used as a kick-off tool to initiate the “Have Fun in the Sun” campaign.

Title: “Have Fun in the Sun”

Being physically active can improve health and studying performance for our children. Health professionals are encouraging at least 60 minutes exercise a day for children. This summer, as part of [INSERT NAME OF PROGRAM and PROGRAM NAME], we are encouraging our students to walk or bike for at least 1 hour each day while keeping them safe by teaching and reinforcing safe walking and biking skills.

We will provide each student with a chart to track the number of hours of walking and bicycling completed this summer. These hours can include activity while at [INSERT NAME OF PROGRAM] or at home. Each student is asked to track hours using the honor system with confirmation by a parent or caregiver.

Students may also hop on a bus or train for their summer activities, so it is also important for them to learn about safety rules around transit. On [insert date], our students will participate in a Transit Safety Tour. Metro’s Transit Safety Team will lead a hands-on safety orientation tour. The tour will last approximately 90 minutes with an introduction to light and heavy rail and how to use the systems safely. At the end of the tour, all participants will receive a day pass to explore the Metro system. Parents and caregiver chaperones are welcome to join us. Please contact [insert contact name and number] for more information.
The following announcement can be provided to students by the Program administrator or during a group gathering. Administrators should modify the announcement to fit the needs of their program. The announcement should be given the same day that activity sheets are distributed.

**Title:** “Have Fun & Be Safe Outdoors”

This summer, we want you to exercise at least one hour each day with walking and biking activities. We will provide each student with a chart to track the number of hours you walk and bike this summer. These hours can include activities at [INSERT NAME OF PROGRAM] or at home. Each student is asked to track hours using the honor system with confirmation by your parent or caregiver. You will be recognized for your work at the end of the summer. On [insert date of Transit Safety Tour], we will participate on Metro’s Transit Safety Tour and learn how to travel safely on buses and trains. Your teacher will provide you with more details on this fun day.
Use the calendar below to track how much activity you do each day. Write down your planned activity and then how much time you spent doing your activity. At the end of the week, total all of your minutes to see how fit you were. Remember, walking and biking are good activities!

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**Week 1**

**Week 2**

**Week 3**

**Week 4**

**Week 5**

**Total**

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Use the calendar below to track how much activity you do each day. Write down your planned activity and then how much time you spent doing your activity. At the end of the week, total all of your minutes to see how fit you were. Remember, walking and biking are good activities!
Tracks are for trains, not for playing games!

Listen and always look both ways!

True or False?
1. People can run faster than trains.
   True  False
2. Flashing red lights mean it is ok to cross quickly.
   True  False
3. It is never safe to take a shortcut across the tracks.
   True  False
4. Playing on the tracks is ok if you don’t see a train.
   True  False
5. Trains can come at any time.
   True  False

Stay on the sidewalk, away from the street and away from the tracks!

Don’t chase after toys or items that fall on the tracks.
   Things can be replaced, you can’t!

Word Search

Crossword Puzzle

Stay on the sidewalk, away from the street and away from the tracks!

Metro’s Transit Safety
True or False?

1. People can run faster than trains.  
   True (False)

2. Flashing red lights mean it is ok to cross quickly.  
   True (False)

3. It is never safe to take a shortcut across the tracks.  
   True (False)

4. Playing on the tracks is ok if you don’t see a train.  
   True (False)

5. Trains can come at any time.  
   True (False)

Tracks are for trains, not for playing games!

Listen and always look both ways!

Word Search

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LOOKING ID T
CSAFELY EA U
HOLISTEN RN
S T H G I L P D V S

Crossword Puzzle

Across

1. ___ can come anytime.
3. Always be ___ near trains and tracks.
5. ___ cuts over tracks are never a good idea.

Down

2. Never play on the ___.
4. ___ and listen both ways.

Stay on the sidewalk, away from the street and away from the tracks!

Don’t chase after toys or items that fall on the tracks. Things can be replaced, you can’t!
August
In 2009, American families drove 30 billion miles and made 6.5 billion vehicle trips to take their children to and from schools, representing 10-14 percent of traffic on the road during the morning commute.
Quick Facts and Stats – Safe Routes to School National Partnership
http://saferoutespartnership.org/healthy-communities/101/facts

September/October
In 2015, 5,034 walk-to-school events were held in the United States alone.
http://saferoutespartnership.org
Walk-to-School Day events are taking place in over 40 countries worldwide. In the United States alone, 5,034 Walk-to-School events were held in 2015.
http://saferoutespartnership.org

November/December
For schools that have implemented SRTS programs, childhood bicycle and pedestrian collision rates decrease by 49% nationwide.
http://saferoutespartnership.org

January
Over the past 40 years, rates of obesity have soared among children in the United States and one in four children in Los Angeles County is obese.
Childhood Obesity in Children- A study by the California Center for Public Health Advocacy. Prepared by News & Information Bureau The California Endowment. August 2005
Nationwide, more than 33% of both children and adults are now overweight or at risk of becoming so.
Childhood Obesity Facts. Centers for Disease Control and Prevention.
www.cdc.gov

February
Physical inactivity can lead to chronic diseases such as childhood obesity, which has more than tripled in the past 30 years.
Active Living Research
http://activelivingresearch.org/blog/2015/01/infographic-active-kids-learn-better
Studies show that active kids learn better with 20% more likely to earn an A in math or English. We also know that the risk of obesity decreases by 5% if you walk one kilometer every day.
Active Living Research
http://activelivingresearch.org/blog/2015/01/infographic-active-kids-learn-better

March/April
Returning to 1969 levels of walking and biking to school would save 3.2 billion vehicle miles, 1.5 million tons of carbon dioxide and 89,000 tons of other pollutants, which is equal to keeping more than 250,000 cars off the road for a year.
Quick Facts and Stats – Safe Routes to School National Partnership
http://saferoutespartnership.org/healthy-communities/101/facts

May
Students that are transported to school by car on average gain 2-3 pounds more a year than students that bike to school.
People for Bikes – Statistics Library
http://www.peopleforbikes.org/statistics/category/health-statistics
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One of the key factors of a successful Safe Routes to School (SRTS) program is having a dedicated team of SRTS champions, including parents, caregivers, teachers, school representatives, local community members and other stakeholders.

The Walk Safe, Bike Safe Train the Trainer Program is designed for both existing and potential SRTS champions by offering training workshops to advance their knowledge on implementing SRTS activities. The curriculum focuses on training them about safe walking and biking skills that can be passed along to students. It also provides instructions and guidance on how to carry out promotional campaign activities such as a walking school bus and bike rodeo to encourage and reinforce safe and healthy walking/biking habits for students.

The chapter includes the following content:

• Steps for Success: Lessons learned from Metro’s Safe Routes to School Pilot Program on how to implement successful Train the Trainer Program

• Instructor Manual: Course structure, speaker notes and teaching instructions to help instructor prepare and deliver the training workshop

• Participant Workbook (English and Spanish): Course material for training workshop participants, including activity worksheets and key lesson notes

• Safety Tips Trading Cards: Promotional materials with safety messages that can be easily reproduced and distributed to workshop participants for their children/students (Available in Appendix C)

• Certificate of Achievement: Certificate template that can be customized and handed out to participants who completed the training (Available in Appendix D)

• Post-Training Survey: Survey template that aims at evaluating and improving future training workshops (available in both English and Spanish in Appendix D)
**Steps for Success**

**STEP 1**

**FOSTER YOUR CHAMPIONS**

Teach your core group of parent volunteers and staff supporters SRTS basics

Parent and caregiver support is essential for SRTS to be successful and sustainable at school sites. Train the Trainer programs can significantly advance the SRTS program, by giving your champions the tools to lead events like walking school buses or host bike safety rodeos.

**STEP 2**

**COME PREPARED**

Do your research before presenting at the school to understand local issues and context

Take time to conduct a site visit prior to your presentation to understand local issues related to the school commute such as challenging crossings and incorporate local photos into your presentation. This lends credibility and shows the audience you have come prepared.

**STEP 3**

**SEEK TO LISTEN**

Your core group of champions will provide local knowledge and understand the major barriers and opportunities

When conducting a Train the Trainer Program, make sure to allow parents ample time to voice their community concerns related to walking or biking to school. This makes them feel part of the program and their knowledge is valuable toward completion of other SRTS tasks, such as Walk Audits and Travel Plans.

**STEP 4**

**PARTNER WITH THE PRINCIPAL**

When a principal attends a workshop, it attracts more parents

It is important to keep in mind that parents and caregivers are more likely to attend a Train the Trainer Session, school walk, or a community bike ride when the principal leads the event. Moreover, principals talk to principals from nearby schools and help to spread the word about SRTS education programs and efforts.

**STEP 5**

**MAKE IT FUN!**

Walking and bicycling to school is fun. Show it!

Plan fun activities which encourage parents and caregivers to discuss safe strategies for walking to school, and energize them to create more dialogue. Have a parent or caregiver assist with the workshop, and offer a Learn to Ride class at the school. Finally, do not forget to offer incentives for parent volunteers to bring new parents.
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Metro Safe Routes to School
“Walk Safe, Bike Safe” Train the Trainer Workshop
Instructor Guide
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Electronic copies of these materials can be downloaded from www.metro.net/srts.
Instructor Notes for “Walk Safe, Bike Safe” Train the Trainer Workshop

Thank you for facilitating this “Walk Safe, Bike Safe” Train the Trainer Workshop in your community!

This document contains useful information to help you successfully prepare and deliver the course.

Use the legend below to help guide you through the course materials:

- = Read the text out loud to the class

- = Group exercise

- = Play video

- = Teacher Notes to help you prepare your thoughts
Lesson Plans

This section contains the Lesson Plan for each lesson. Here’s how the course can be broken up:

1. Welcome and Introductions 10 minutes

2. Walking Safety Tips 45 minutes
   a. Benefits of Walking to School
   b. Important Tips for Walking Safe
   c. What is a Walking School Bus?
   d. How to Start a Walking School Bus

3. Biking Safety Tips 45 minutes
   a. How to be a “Roll” Model
   b. Learning the ABC Quick Check
   c. Helmet Basics and Proper Fit
   d. Rules of the Road
   e. What is a Bike Rodeo?
   f. Creating a Bike Rodeo

4. Next Steps/Wrap-Up 10 minutes
Lesson # | Section Title | Time to Complete
---|---|---
1 | Welcome and Introductions | 10 minutes

Teacher Notes: Welcome participants and thank them for coming. Introduce yourself and ask folks in class to do the same. Include an ice breaker that loosens people up and makes them feel comfortable sharing, such as asking them to name their favorite dessert. Go over the agenda for the day and what they should expect to learn from the class. Be sure to let them know where the restrooms are.

“Hi, my name is [SAY YOUR NAME]. I will be your instructor for the day. Before we start, let’s go around the room and introduce ourselves. I’m going to ask everyone to give me their name, and answer this question: “If you had to name your favorite dessert, it would be…”

[CONTINUE READING AFTER INTRODUCTIONS]

“We’re here because like you we want children to remain safe when they walk or bike to school. After teaching you these walking and biking safety skills, you can teach them to parents and community volunteers, who then can confidently teach walking and biking safety skills to their child or others in the neighborhood. You will also learn easy steps on how to set up a walking school bus and a bike rodeo with other parents and volunteers.

Most folks drive instead of walking as a way to get to and from places. This means that many children may not have a lot of walking experience or have not learned walking safety lessons at home. At the same time, walking safety skills are increasingly important for finding their way in a neighborhood with a lot of cars and where drivers aren’t used to seeing people who walk in their daily routine.

This Walking and Biking Safety Training provides lessons for parents and children about what it takes to walk and bike safely and to keep children safe. The key points of Safety Training teach children:

- To walk on the sidewalk as far from the street as possible
- How, when, and where to cross the street
- To be aware of moving vehicles in parking lots and driveways
- To always stop, look, and listen for vehicles

After taking the course, you will learn:

- Why it’s important to walk or bike to school.
- Safety rules for walking and biking.
- And you will learn how to start and create a walking school bus and bike rodeo for your community using volunteers and items from your local stores.”
Lesson #  | Section Title          | Time to Complete |
-----------|------------------------|------------------|
2          | Walking Safety Tips    | 45 minutes       |

**Teacher Notes:** Play the “Pedestrian Safety Training” video. Before playing the video, ask parents to look for and write down any walking mistakes they found in the video so that you can talk about them afterwards. After the video, go over again what was learned by handing out the Trading Cards and talking about what the cards say and answering any questions about the video.

“I’m going to play a video for you to help you practice and teach how to stay safe while walking to school or anywhere else in the community. While the video is playing, look for and write down any unsafe walking behavior that you found in the video. We’ll talk about those as a class after the video.

**[PLAY PEDESTRIAN SAFETY TRAINING VIDEO]**
https://www.metro.net/projects/srts/videos/

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<td>Benefits of Walking to School</td>
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**Teacher Notes:** Talk about the good things that happen when we walk, skateboard or use a scooter going to school.

“Safe Routes to Schools was started to keep children safe while walking or biking to school. They also help the community find ways to lower the speed limit around schools and can help communities find ways to build safer sidewalks and make their neighborhood an easier place to walk. Walking to school helps students reach the goal of 60 minutes of physical activity every day, which many believe will keep kids healthy. Plus children arrive at school full of energy and ready to learn. Walking is also an opportunity to teach safety tips to your child while they learn to keep walking safe and fun!”
**Important Tips for Walking Safe**

*Teacher Notes:* Go through each safety tip with the parents. Ask them if they can think of other safety tips that they would like to include.

“Here are some important tips for walking safe:

1. Walk on the sidewalk, if there is one. When there’s no sidewalk, walk on the left side of the street, as far left as possible, facing traffic so that drivers can see you.
2. If under age 10, students must walk with an adult or older child.
3. Obey all traffic signals and signs, including stopping at stop signs and waiting to make sure it is safe to cross.
4. Make eye contact with drivers before crossing the street. Look left, look right and behind you as you are crossing continue looking left, right and behind you again.
5. Put away all headphones, cell phones and games while crossing the street.
6. Cross only at safe corners, not between parked cars.
7. Pay attention to driveways, turning cars, and parking lot entrances

Are there any other tips that you use to keep yourself or your children safe while walking?”

**What is a Walking School Bus?**

“Walking in a group with other students and parents is a great way to get to school safely and enjoy exercise and time with friends. A Walking School Bus allows parents and students to walk together in a group on a route that they use regularly to school. It can have “stops” where others can join and can be as casual as a bunch of friends or as formal as named and mapped routes.

Are there other games and activities that you’ve used in the past to keep your school children interested and alert while on their way to school?”
### Lesson 2d: How to start a Walking School Bus?

**Teacher Notes:** Ask the people in class to turn to the How to Start a Walking School Bus portion of their workbook. Go over each rule with the people attending the class. Using their “Starting a Walking School Bus” Cheat Sheet, have parents as a group create a plan for a walking school bus in their community. Have them decide on a route that will attract a lot of parents and students, then create a route, look for volunteers and plan fun games or activities for the children as they walk. Have the parents discuss what ways they would use to get other parents and community members to volunteer. Have parents create games and activities. Have the group decide on what will happen if they have rainy weather or misbehaving kids.

[GO TO THE WORKSHOP PARTICIPANT BOOKLET AND WALK THROUGH THE “STARTING A WALKING SCHOOL BUS” CHEAT SHEET]
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**Teacher Notes:** Play the “Bicycle Safety Training” video. Before playing the video, ask parents to look for and write down any walking mistakes they found in the video so that you can talk about them afterwards. After the video, go over again what was learned by talking about and answering any questions about the video.

[PLAY BICYCLIST SAFETY TRAINING VIDEO]
https://www.metro.net/projects/srts/videos/

“Your child may not begin biking to school today, tomorrow or even next month, you’re giving them the knowledge to handle to their bike in a safe, fun manner whenever they do decide they want to ride their bike. As a child grows older there will be times that you will not be around to show them how to bike safely. With the tools you’ll learn from today’s workshop, you will be able to teach your child toward safe and legal riding skills to keep bicycling fun. In addition you’ll learn safe and legal bicycle handling skills for yourself.”
“An easy way to make sure you and your child’s bike is in good working order is to do an ABC Quick Check each time. Let’s use this bike as an example to go through what each letter means of the ABC Quick Check.

**A is for Air**
Use the basketball method. Press your thumb on the tire. If you can press down pushing your thumb like it will go through the tire, it’s time for air. A tire with the right amount of air feels hard, like a basketball, when you use your thumb to press down on it. To refill the bike’s tires to the correct level, check the sidewall of the tire. There it lists the correct psi to use as a guide to fill the tire. PSI means pounds per square inch and measures the amount of air in a tire. Many air pumps have a gauge connected to it. Use the gauge on the air pump to pump the tire to the correct psi.

**B is for Brakes**
Most children’s bikes have to 2 types of brakes: 1) hand and 2) coaster brakes.
For hand brakes: the left brake is the front brake and stronger than the right, which is the back brake. Squeeze the brake lever. There should be a thumb’s width between the lever and handle. Check the brake pads (which grab the tire to slow it down) for wear and tear and even alignment. Squeeze the left brake and try to move the bike forward. If bike moves forward, get the brakes checked at your local bike shop. Do the same for right brake. Bike should move forward slightly. For coaster brakes: pedal backwards. The bike should stop and the coaster pedals move smoothly.

**C is for Crank and Chain**
Check the chain for broken links. If so replace chain. Check to see if chain is drooping and loose. If so replace chain. Grab both pedal arms and try to shake the crank. If you can move it easily back and forth, then take it to your local bike shop to get repaired.

Teacher Notes: Using a bike as a prop, go over each part of the ABC Quick Check with the parents. Now have the parents repeat what each letter stands for of the ABC Quick Check: “A is for..., B is for...”
Quick is for Quick Release
Look at the wheel hub and check the quick release levers. Are they in the closed position? Meaning the lever looks like it’s humped over.
Close the lever by tightening the nut on the other side until it takes your whole palm to push the lever closed.
Are the levers easily opened? Tighten them as before.

Be a “roll” model do an ABC quick check on yours and your child’s bike each time you ride.”

Even though adults aren’t required to wear helmets in California. It is the law for all children under 18 to wear a helmet every time they are on a bicycle in California. A child is more likely to wear a helmet if they see you wear one.

Buy a helmet that fits your child now. Not one that they’ll grow into. They’re more likely to use one as they get older if it fits and is attractive. Let your child pick out their own helmet. A helmet may protect your brain, safe riding skills protect the rest of you.”

When buying a helmet, use these simple steps to find the right one:
● CPSC or Snell stickers mean that your helmet meets safety standards.
● Choose bright or neon colors that are visible (and snazzy).
● Make sure your head can breathe! Pick a helmet with air holes to keep your head cool while riding.

I’m going to give you a helmet to practice on one another. Pretend your partner is your child. Put the helmet on your child’s head and level it. There should be two fingers between the helmet and the child’s eyebrows.
Adjust the helmet straps under your child’s ears. The straps will form a V. You can move the slider so that it fits under the ears.
• Tighten or loosen the chin strap. With the helmet on your child’s head, they should be able open their mouth wide and the chin strap will fit snugly. With your child’s mouth closed, two fingers should fit between your child’s chin and the chin strap. It’s easier to adjust the chin strap with the helmet off your child’s head.

• Tighten the knob in the back of the helmet. The helmet shouldn’t rock back and forth or move from side to side.

You can go ahead and take the helmets off.

Now, if you already have a helmet at home, be sure to replace any helmet made before 1999. Also, if a helmet is cracked or damaged, replace it. Helmets that have been dropped lose their ability to protect your head. Lastly, even if you haven’t and looks in perfect condition, you should replace it every 1 – 2 years. Be a “roll” model for your child. Wear a helmet yourself.”

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**Lesson # | Section Title**
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3d | Rules of the Road

**Teacher Notes:** Pass out the safety cards and go through the rules of the road.

“The following are the rules of the road that addresses street safety for parents and children 10 and over. These rules will keep children safe around places which can be dangerous such as driveways and corners.

- *Children under 10 should stay on the sidewalk. Remember to check the laws in your city to find out if it’s ok for you to ride on the sidewalk.*
- *Use extra caution at driveways and street corners, especially on the sidewalk.*
- *People on bikes must follow all signs and signals: stop at red lights and stop signs.*
- *Go with the flow. Ride on the far right-hand side of the road in the same direction as traffic.*
- *Always be sure to stop for people walking, especially those in crosswalks.*

Which rule do you see people break the most and why is it unsafe?”
**Lesson #** 3e  **Section Title** What is a Bike Rodeo?

**Teacher Notes:** Ask the people in the class to raise their hands if they’ve ever heard of a bike rodeo. Then ask them to raise their hands if they’ve ever been in one. Explain what a bike rodeo is for those who have never heard of the term.

“A bike rodeo is where children can learn bike safety skills with a hands-on bicycle safety lesson that has people who can check your bike to make sure it works well. Today you’re going to learn how to set up one of these clinics.”

**Lesson #** 3f  **Section Title** Creating a Bike Rodeo

**Teacher Notes:** Ask the folks in the class to turn to the Planning Your First “Bike Rodeo” portion of their workbook. Go over each rule with the people in class.

“Here are the steps to take to plan your first bike rodeo. Let’s go over each one and then for our last exercise we’ll have you get together in groups again and use these steps and the bicycle rodeo kit to set up your own obstacle course.

1. Decide on which age group will attend the bike rodeo. Having children in the same age group would mean having children with the same learning and physical abilities on the bike.

2. Choose a date, time and place. A bike rodeo can take place on the school playground, the parking lot of a nearby supporting business. If you’re working with local police on setting up, they might be able to help or offer location

3. Find people to volunteer who know how to ride a bicycle.

4. Ask your local police bike patrol for their help.

5. Create an obstacle course that encourages children to practice their bike riding skills.
6. Decide on the roles and responsibilities for the volunteers.
   a. Registration table parent/volunteer—sign-up sheet and waivers
   b. Bike inspections station parent/volunteer-ABC Quick check performed on each child’s bike
   c. Rules of the Road station parent/volunteer-go over bike safety cards
   d. Helmet Fit station parent/volunteer-use the how to properly fit a bike helmet safety card
   e. Parent/Volunteers for the Obstacle Course.

7. Look for bike shops or other sponsors to supply helmets and maybe bikes.

8. It’s Bike Rodeo Day! Don’t forget to have fun!

You can look up more ways to put together a bike rodeo on page 5 of your workbook.

[GO TO THE WORKSHOP PARTICIPANT BOOKLET AND WALK THROUGH THE “PLANNING YOUR FIRST BIKE RODEO” CHEAT SHEET]

Teacher Notes: Using their “Planning Your First Bike Rodeo” Cheat Sheet, have parents as a group plan a bike rodeo. Have them decide on the target group, the place to have a rodeo, how to find people who ride bikes and may volunteer and give something to do for each person who wants to volunteer. At the end of the exercise, have people in class how they felt about planning their bike rodeo and if they feel comfortable helping to plan one for the school in their neighborhood.
“That concludes our training course. Before we wrap up, I'd like to go around the room and ask each one of you to share one new thing you learned from this class. [CONTINUE AFTER EVERYONE IS FINISHED SHARING]

Thank you for coming. I hope that you have found this course helpful in wanting to create a safer place for your children and for all the children in the community. I will also be handing out certificates of completion for this class so please stay around long enough to get yours. If you have any questions, I'll be available to discuss them after class. Have a wonderful day.
# Sign-In Sheet

**Walk Safe, Bike Safe Train the Trainer Workshop**

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Metro Safe Routes to School
“Walk Safe, Bike Safe”
Train the Trainer Workshop
Participant Workbook
Session Notes:

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What is Safe Routes to School?

Safe Routes to School (SRTS) programs are sustained efforts by parents, schools and community members, supported by local, state, and federal government, to make active and shared transportation safe and viable ways to get to school. Active transportation includes walking, biking, skateboarding and scooters, and shared transportation includes carpooling and transit. SRTS programs have numerous benefits to our children and our communities including increasing physical activity, improving health and wellness, fostering better learning, reducing traffic, and improving air quality.

What are the elements of the program?

Safe Routes to School is a national model consisting of the 6E’s, as indicated in the graphic to the right, which can be tailored to meet the specific needs of individual cities, communities, and schools.

The 6 E’s

>> Encouragement:
Events and activities that spark interest in both parents and students in walking and biking to school. Encouragement programs reward participation and inform children and adults about the personal and community benefits of walking to school.

>> Education:
Classes and activities that teach children walking, biking and traffic safety skills, the benefits of walking and biking, the positive impacts these activities have on personal health and the environment.

>> Engineering:
Infrastructure improvements (signing, crosswalks, signals, etc.) designed to improve the safety of people walking, biking and driving along school routes.

>> Enforcement:
Strategies to deter unsafe behavior of drivers, bicyclists and pedestrians and encourage all road users to obey traffic laws and share the road safety around schools.

>> Evaluation:
Evaluating the projects and programs of each of the other “E’s” helps to track progress and determine which programs and projects are most effective.

>> Equity:
Equity is about ensuring that Safe Routes to School initiatives are benefiting all demographic groups and giving every student access to what they need to thrive.
Neighborhoods are becoming increasingly clogged by traffic. By boosting the number of children walking and bicycling, Safe Routes to School projects reduce traffic congestion by cutting down on the number of cars in the school neighborhood. Since cars release pollutants for each mile traveled, reducing traffic can improve the quality of air that children breathe in and around their schools.

Here are a few benefits that can results just from getting outside of your car during drop-off and pick-up time:

- Better for your health and well-being
- Counts towards your daily steps
- Lessens pollution around the school
- Safety in numbers
- More quality time with children
- Social interaction/community building
- Less stress!


Pedestrian Safety Training Video

Activity Worksheet

Pedestrian Safety Training Video

The “Pedestrian Safety Training Video” has great information and tips about walking safely to and from school. As you watch the video, look for the items listed below and any mistakes made by our walkers that should be pointed out to the group, if any.

Opportunities

What opportunities for a safe and enjoyable walk to and from school were identified in the video?

☐ Connect with Friends  ☐ Explore Surroundings
☐ “Exercise” to promote health  ☐ Walking to school is fun!
☐ ______________________  ☐ __________________

Five Safety Tips

Seven safety tips were noted in the video. Can you identify at least five out of the seven?

1.  4.
2.  5.
3.

Session Notes:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
Walking School Buses and Bike Trains

Walking School Buses (WSB) are an organized group of students who walk along designated routes to school under the supervision of a parent or adult volunteer. Bike trains are similar to a Walking School Bus, but instead students bike together.

Here's how it works:

Routes can either start from a particular neighborhood or, in order to include children who live too far to walk or bicycle, begin from a park, parking lot, or other meeting place (i.e. train station). As the walking school bus continues on the route to school, the group picks up students at designated meeting locations. Many families already walk together and have informal arrangements between neighbors with children attending the same school. For those interested in having something more structured, you can talk to your school officials to organize school-wide WSB efforts with trained volunteers and structured meeting points with specific pick-up times.

As noted by the graphic below, over half of the students in LA County live within walking or biking distance to their school. Having kids walking or biking together in a safe big group under the supervision of several parents can alleviate the concerns of parents who may not feel comfortable letting their child walk or bike alone to school. Walking School Buses and Bike trains are also a great way to build community and boost student morale.
Starting a “Walking School Bus” Team Building Exercise

Materials Needed:
☐ Map of school neighborhood
☐ Large sized paper (Legal size suggested)
☐ Crayons, Markers, Pencils, Pens
☐ Notepad

Use this information sheet to help your team get your Walking School Bus and/or Bicycle Train up and running in no time!

- Use the map to determine where students who are interested in walking to school currently live
- Identify and obstacles/constraints/impediments to safe travel routes currently being used
- Identify possible route improvements/new route alternatives/connection to transit/walking school bus meeting locations/bike train opportunities
- Create the best route(s) to get to school based on safety and comfort
- Make a plan for how you will recruit volunteers (parents and community volunteer(s))
- Determine roles and responsibilities for the volunteers
- Determine if you want a theme for your walk for example Pirate Themed, Superhero Themed, etc
- Make a plan for rainy days and expectations for students’ behavior
Bicyclist Safety Training Video
Activity Worksheet

Bicyclist Safety Training Video
The “Bicyclist Safety Training Video” has great information and tips about biking safely to and from school. As you watch the video, look for the items listed below and any mistakes made by our bicyclists that should be pointed out to the group, if any.

Opportunities
What opportunities for safe and enjoyable biking were identified in the video?

☐ “ABC Quick Check”        ☐ Gain Independence
☐ “Exercise” to promote health        ☐ Set up a fun bike rodeo!
☐ ___________________________        ☐ ___________________________

Five Safety Tips
Five “Rules of the Road” were noted in the video. Can you name all five?
1.        4.
2.        5.
3.

Session Notes:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Planning Your First “Bike Rodeo”
Team Building Exercise

Materials Needed:
☐ Bike Rodeo Kit
☐ Crayons, Markers, Pencils, Pens
☐ Notepad (to write notes)

Before you can physically set up your rodeo, you need do all your planning first. Use this cheat sheet to help your team get your Bike Rodeo up and running in no time!

- Identify partner groups such as other parents, school administration, community/neighborhood groups/local business owners and local law enforcement and public health representatives. Establishing partnerships early on and often offers resource opportunities including, volunteers to assist with logistics, provision of materials, supplies and incentive items.

- Determine the age group for the bike rodeo based on the need in your school or community. Grouping by age allows you to group those with similar learning and physical abilities on a bike. Remember, your rodeo doesn’t have to be limited to school aged children. You can teach teens and parents as well!

- Choose a date, time, and place. If you’re working with local police on setting up, they might be able to assist or offer a location.

- Create a plan for recruit cycling volunteers from neighborhood organizations (local advocacy group, police) and other cycling parents.

- Determine what supplies will be needed to conduct your rodeo.

- Make a plan for creative ways to attract bike shops, sponsors, or other neighborhood groups to participate in your bike rodeo and help you with your supplies i.e. helmets and bikes.
Planning Your First “Bike Rodeo”
Team Building Exercise (cont’d)

- Determine roles and responsibilities for the volunteers. Here are a few roles to consider:
  - **Registration table parent/volunteer** – To make sure all attendees are signed in and that they have signed their waivers
  - **Bike inspections station parent/volunteer** – To perform an ABC Quick check on each participant’s bike
  - **Rules of the Road station parent/volunteer** – To go over the Rules of the Road bike safety cards
  - **Helmet Fit station parent/volunteer** – To make sure all participant’s helmets fit properly by using the “How to Properly Fit a Bike Helmet” safety card
  - **Obstacle course parent/volunteers** – To help participants make their way through the obstacle course

- After you’ve done all your event planning, go ahead use the bike rodeo kit and sample obstacle course outline to start setting up your course!

**Useful Bike Rodeo Supplies**

*Take look at the items featured below to see what is commonly needed for facilitating a bike rodeo:*

- Tennis balls (cut in half) or sponges: Used to represent roadway obstacles
- Traffic Cones, Signs, and Sidewalk Chalk: Used to mark the layout of the course
Note: You can have a successful bike rodeo whether you have a large space such as a playground or a small space such as a classroom or the cafeteria. The course layout above is designed for larger spaces such as a parking lot or a playground, where people will be on their bikes. For smaller space or on rainy days, consider moving furniture or using common school supplies/equipment indoors to lay out a fun course. People can be walking around to simulate the movement of cyclists and learn about safety rules and behaviors when riding a bicycle.
Additional Pedestrian and Bicyclist Safety Resources

- Metro Safe Routes to School
  https://www.metro.net/srts

- Starting a Walking School Bus (Guides, Handout, webinars, tips and strategies)
  http://www.walkingschoolbus.org/resources.html


- Cycling Skill's Clinic Guide, National Highway for Traffic Safety Administration
  http://www.nhtsa.gov/Driving+Safety/Bicycles/CyclingSkillsClinic

- Fitting a Bicycle Helmet brochure

- Fitting a Bicycle Helmet video

For Spanish Speaking Audiences

- Materials for Hispanic Pedestrians and Bicyclists (Flyers, Brochures, Posters, PSAs)
  http://safety.fhwa.dot.gov/ped_bike/hispanic/materials/

- Fitting a Bicycle Helmet video (En español)

- Guidelines for Walking School Bus Fact Sheet (En español)
  http://www.saferoutesinfo.org/program-tools/guidelines-walking-school-bus-spanish
Additional Pedestrian and Bicyclist Safety Resources (cont’d)

Bike Helmet Donations

- Nutcase Helmets
  1-866-956-8889 or http://nutcasehelmets.com/contact/donation-request/

Note: This is by no means an exhaustive list but it gives an indication of pedestrian and bicyclist safety resources available.
As part of the Metro Countywide Safe Routes to School Initiative, the “Walk Safe, Bike Safe” Train the Trainer Workshops have been developed to promote safe walking and biking to and from school.

For more information about the SRTS program, visit: www.metro.net/srts or email: srts@metro.net
Caminos Seguros a la Escuela de Metro
“Camina Seguro, Anda en Bicicleta Seguro”
Taller para Capacitar el Entrenador
Libro de Ejercicios
Se invita la reproducción de este documento. Permiso específico se concede para duplicar los materiales curriculares (en papel y PDF) para su distribución a miembros escolares y de la comunidad con fines educativos y no comerciales.

Copias electrónicas de este material se pueden descargar desde www.metro.net/projects/srts/
¿Qué es Caminos Seguros a la Escuela?

Programas Caminos Seguros a la Escuela (PCSE) son esfuerzos sostenidos por padres, escuelas y miembros de la comunidad, apoyados por gobiernos locales, estatales y federales, para hacer llegar a la escuela de formas activas y transporte compartido, maneras seguras y viables. El transporte activo incluye caminar, andar en bicicleta, monopatín y patines, y el transporte compartido incluye compartir el coche (carpool) y el transporte público. Programas PCSE tienen numerosos beneficios para nuestros hijos y nuestras comunidades, incluyendo el aumento de la actividad física, el mejoramiento de la salud y el bienestar, la fomentación de un mejor aprendizaje, reducción de tráfico, y el mejoramiento de la calidad del aire.

¿Cuáles son los elementos del programa?

Programas Caminos Seguros a la Escuela (PCSE) es un modelo nacional que consiste de los 6 Puntos Clave, cuales son indicadas en el lado izquierdo de esta página, y que también pueden ser alteradas para cumplir las necesidades específicas de ciudades, comunidades, y escuelas individuales.

6 Puntos Clave

>> Promoción:
Eventos y actividades que despiertan interés en los padres y los estudiantes para caminar y andar en bicicleta a la escuela. Programas que incentiven y recompensen la participación, e informen a los niños y adultos sobre los beneficios personales y comunitarios de caminar a la escuela.

>> Educación:
Clases y actividades que enseñan a los niños habilidades y consejos de seguridad ciclista y peatonal, los beneficios de andar en bicicleta y caminar, y los efectos positivos que estas actividades tienen en la salud y el medio ambiente.

>> Ingeniería:
Mejoras de infraestructura (señales, pasos de peatones, etc.) diseñados para mejorar la seguridad de la gente que camina, anda en bicicleta y conducen a lo largo de los caminos escolares.

>> Cumplimiento:
Estrategias para disuadir comportamientos peligrosos de conductores, ciclistas y peatones, y animen a todos los usuarios de la calle a obedecer las leyes de tránsito y compartir la calle con seguridad alrededor de las escuelas.

>> Evaluación:
La evaluación de los proyectos y programas de cada uno de los otros cuatro puntos anteriores ayuda a rastrear el progreso y determinar qué programas y proyectos son más eficientes.

>> Equidad:
La equidad es un elemento que debe estar integrado en todos los aspectos de Caminos Seguros a la Escuela. Equidad es asegurarnos que todos los estudiantes tengan acceso a lo que necesitan para prosperar.

Metro Caminos Seguros a la Escuela
“Camina Seguro, Cicla Seguro” Taller para Entrenar el Entrenador
Los Beneficios de Dejar el Coche Atrás

Los vecindarios están cada vez más obstruidos por el tráfico. Al aumentar el número de niños que caminan y van en bicicleta, los programas de Caminos Seguros a la Escuela reducen la congestión del tráfico mediante la reducción del número de vehículos en la zona de la escuela. Ya que los coches sueltan contaminantes por cada milla recorrida, reduciendo el tráfico puede mejorar la calidad del aire que respiran los niños en y alrededor de sus escuelas.

Estos son algunos beneficios que pueden resultar si sale de su coche a la hora de dejar y recoger a los niños:

- Mejor para su salud y bienestar
- Más ejercicio
- Disminuye la contaminación alrededor de la escuela
- Seguridad en números
- Más tiempo de calidad con sus hijos
- Interacción Social / Desarrollo de la Comunidad
- ¡Menos estrés!


Metro Caminos Seguros a la Escuela
“Camina Seguro, Cicla Seguro” Taller para Entrenar el Entrenador
Video de Entrenamiento sobre la Seguridad de Peatones

Ejercicios

El “Video de Entrenamiento sobre la Seguridad de Peatones” tiene gran información y consejos acerca de caminar de forma segura a la escuela. Mientras vea el video, busque los elementos enumerados a continuación y los errores cometidos por nuestros caminantes que le debería llamar la atención al grupo, si los hay.

Oportunidades

¿Qué oportunidades para caminar de forma agradable y segura a la escuela fueron identificados en el video?

☐ Conectar con Amigos
☐ “Ejercicio” para promover la Salud
☐ __________________________
☐ Explorar su Alrededor
☐ ¡Caminar a la Escuela es Divertido!
☐ __________________________

Cinco Consejos de Seguridad

Siete consejos de seguridad se observaron en el video. ¿Puede identificar al menos cinco de los siete?

1.  
2.  
3.  
4.  
5.  

Notas de Sesión:

________________________________________________________________
________________________________________________________________
________________________________________________________________
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________________________________________________________________
Autobús Escolar Caminante y Tren de Bicicletas

Autobuses Escolares Caminantes (AEC) son un grupo compuesto de estudiantes que caminan a lo largo de rutas designadas a la escuela bajo la supervisión de un padre o un adulto voluntario. Trenes de Bicicleta son similares a un autobús escolar caminante, pero en lugar, los estudiantes andan en bicicleta juntos.

Así es como funciona:

Las rutas pueden comenzar en de un vecindario determinado o, con el fin de incluir a los niños que viven demasiado lejos para caminar o andar en bicicleta, comenzar de un parque, de un estacionamiento, u otro lugar de reunión (por ejemplo, estación de tren). Cuando el Autobús Escolar Caminante continúa en camino a la escuela, el grupo recoge a los estudiantes en lugares designados de reunión. Muchas familias ya caminan juntos y tienen acuerdos informales entre los vecinos con niños que asisten a la misma escuela. Para aquellos interesados en tener algo más estructurado, pueden hablar con sus oficiales de la escuela para que organicen en toda la escuela los esfuerzos de AEC con voluntarios capacitados y puntos de encuentro estructurados con horarios específicos de recogida.

Como señala el gráfico siguiente, más de la mitad de los estudiantes en el condado viven a poca distancia de la escuela para caminar o ir en bicicleta. Dejar hijos caminar o ir en bicicleta juntos en un grupo grande y seguro, bajo la supervisión de varios padres, puede aliviar las preocupaciones de algunos padres tengan sobre dejar andar a sus niños caminar o ir en bicicleta a la escuela solos. Autobuses Escolares Caminantes y los Trenes de Bicicleta también son una gran manera de desarrollar la comunidad y elevar la moral de los estudiantes.
Empezar un “Autobús Escolar Caminante”

Ejercicio en Equipo

**Materiales Necesitados:**
- □ Mapa del vecindario de la escuela
- □ Papel de tamaño grande (tamaño legal sugerido)
- □ Crayolas, Marcadores, Lápices, Plumas
- □ Libreta para notas

**Utilice esta hoja de información para ayudar a su equipo a conseguir su Autobús Escolar Caminante y/o Tren de Bicicletas en marcha y hacer que funcione en poco tiempo!**

- Use el mapa para determinar donde viven los estudiantes que están interesados en caminar a la escuela
- Identifique obstáculos/restricciones/impedimentos para viajar de forma segura en las rutas que se usan actualmente
- Identifique posibles mejoramientos en las rutas/nuevas alternativas de rutas/ conexiones con el tránsito/ lugares de reunión para el camión escolar caminante /oportunidades para el tren de bicicletas
- Crear la mejor ruta(s) para llegar a la escuela basado en seguridad y comodidad
- Haga un plan de cómo van a reclutar voluntarios (padres y voluntarios de la comunidad)
- Determine las funciones y responsabilidades de los voluntarios
- Determine si quieren un tema para su caminata por ejemplo Piratas, Súper Héroes, etc.
- Hacer un plan para días de lluvia y expectativas de comportamiento de los estudiantes
Video de Entrenamiento sobre la Seguridad de Ciclistas

Ejercicios

Video de Entrenamiento sobre la Seguridad de Ciclistas

El “Video de Entrenamiento sobre la Seguridad de Ciclistas” tiene gran información y consejos acerca de ciclar de forma segura a la escuela. Mientras vea el video, busque los elementos enumerados a continuación y los errores cometidos por nuestros ciclistas que le debería llamar la atención al grupo, si es que los hay.

Oportunidades

¿Qué oportunidades para ciclar de forma agradable y segura a la escuela fueron identificados en el video?

☐ “Revisión Rápida de ABC” ☐ Ganar Independencia
☐ “Ejercicio” para promover la salud ☐ ¡Crear un divertido Rodeo de bicicletas!
☐ _______________________ ☐ ________________

Cinco Consejos de Seguridad

Cinco “Reglas del Camino” se observaron en el video. ¿Puede identificar los cinco?

1. 
2. 
3.

Notas de Sesión:

____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
Empezar un “Autobús Escolar Caminante”
Ejercicio en Equipo

Materiales Necesitados:
☐ Mapa del vecindario de la escuela
☐ Papel de tamaño grande (tamaño legal sugerido)
☐ Crayolas, Marcadores, Lápices, Plumas
☐ Libreta para notas

Utilice esta hoja de información para ayudar a su equipo a conseguir su Autobús Escolar Caminante y/o Tren de Bicicletas en marcha y hacer que funcione en poco tiempo!

- Use el mapa para determinar donde viven los estudiantes que están interesados en caminar a la escuela
- Identifique obstáculos/restricciones/impedimentos para viajar de forma segura en las rutas que se usan actualmente
- Identifique posibles mejoramientos en las rutas/nuevas alternativas de rutas/ conexiones con el tránsito/ lugares de reunión para el camión escolar caminante /oportunidades para el tren de bicicletas
- Crear la mejor ruta(s) para llegar a la escuela basado en seguridad y comodidad
- Haga un plan de cómo van a reclutar voluntarios (padres y voluntarios de la comunidad)
- Determine las funciones y responsabilidades de los voluntarios
- Determine si quieren un tema para su caminata por ejemplo Piratas, Súper Héroes, etc.
- Hacer un plan para días de lluvia y expectativas de comportamiento de los estudiantes
Planear Su Primer “Rodeo de Bicicletas”
Ejercicio en Equipo (cont’d)

- Determinar las funciones y responsabilidades de los voluntarios. Aquí hay algunos papeles para tener en cuenta:
  - **Mesa de registro padre/voluntario** – Para asegurarse de que todos los asistentes estén registrados y que hayan firmado las renuncias de responsabilidad
  - **Estación para inspección de bicicleta padre/voluntario** – Para realizar una revisión rápida de ABC
  - **Estación de Reglas del Camino padre/voluntario** – Para repasar las tarjetas de seguridad de las Reglas del Camino
  - **Estación de Ajuste del Casco padre/voluntario** - Para asegurarse de que todos los cascos de los participantes estén ajustados adecuadamente mediante el uso de la tarjeta de seguridad "Cómo Ajustar Correctamente un Casco de Bicicleta"
  - **Curso de Obstáculos padre/voluntario** – Para ayudar a los participantes mientras hacen camino a través de la carrera de obstáculos

¡Después de haber hecho toda la planificación del evento, siga adelante y utilice el equipo del Rodeo de Bicicletas y la muestra del contorno de la carrera de obstáculos para empezar a configurar su curso!

**Equipos Útiles para el Rodeo de Bicicletas**

Vea los artículos que se muestran a continuación para ver lo que comúnmente se necesita para facilitar un rodeo de bicicletas:

- Pelotas de tenis (cortadas por la mitad) o esponjas: Usados para representar obstáculos viales
- Conos de tráfico, señas y gis: Se utiliza para marcar el diseño del recorrido
Nota: Puede tener un rodeo de bicicletas exitoso si usted tiene un espacio grande, como un patio de recreo o un espacio tan pequeño como un salón de clases o en la cafetería. El diseño del curso anterior está diseñado para espacios más grandes, como un estacionamiento o un parque, donde las personas estarán en sus bicicletas. Para espacios más pequeños o en días de lluvia, considere trasladar al interior, muebles o usar materiales comunes de la escuela/equipos, para diseñar un curso divertido. La gente puede estar caminando alrededor para simular el movimiento de los ciclistas y aprender acerca de las reglas y las conductas de seguridad al andar en bicicleta.
Recursos Adicionales de Seguridad para Peatones y Ciclistas

Recursos en Ingles

- Caminos Seguros a la Escuela por Metro
  https://www.metro.net/projects/srts

- Comenzar un Autobús Escolar Caminante (Guías, talleres por internet, consejos y estrategias)
  http://www.walkingschoolbus.org/resources.html

- Guía de un Organizador para Rodeos de Bicicletas
  http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf

- Guía de Estaciones para Rodeo de Bicicletas, Niños Seguros
  https://www.safekids.org/sites/default/files/documents/Bike-Rodeo-Station-Guide.pdf

- Guía Clínica sobre Habilidades de Ciclismo, Administración de Carretera Nacional de Tránsito Seguro
  http://www.nhtsa.gov/Driving+Safety/Bicycles/CyclingSkillsClinic

- Folleto para Ajustar un Casco de Bicicleta

- Video, Ajustar un Casco de Bicicleta
Recursos Adicionales de Seguridad para Peatones y Ciclistas (cont’d)

Recursos para Latinos

- Materiales para Peatones y Ciclistas Españoles (Volantes, Folletos, Pósteres, Anuncios de Servicios Públicos)
  http://safety.fhwa.dot.gov/ped_bike/hispanic/materials/

- Video, Ajustar un Casco de Bicicleta (En español)

- Hoja Informativa, Guía para Camión Escolar Caminante (En español)
  http://www.saferoutesinfo.org/program-tools/guidelines-walking-school-bus-spanish

Donación de Cascos de Bicicleta

- Nutcase Helmets
  1-866-956-8889 o http://nutcasehelmets.com/contact/donation-request/

Nota: Esta no es, de ninguna manera, una lista exhaustiva, pero da una indicación de recursos de seguridad disponibles para peatones y ciclistas.
Como parte de la Iniciativa de todo el Condado por Metro, Caminos Seguros a La Escuela, Talleres de Capacitación de Entrenadores "Camina Seguro, Cicla Seguro", se han desarrollado para promover maneras seguras para caminar y andar en bicicleta a la escuela.

Para más información del programa visite: www.metro.net/projects/srts o mande un correo electrónico a: srts@metro.net
CHAPTER 3
Travel Plan

Walk Safe Bike Safe

Train the Trainer
Educate parents and school staff to be champions of safe walking and biking:
> Walking and biking safety rules
> How to organize walk to school bus and bike rodeos

Printable Activities
- Coloring Sheets
- Word Searches
- Puzzles
- Games

Host School Activities
- Walking to School Bus
- Bike Rodeo
- Poster/Drawing Contest
- Mileage Club

Ready to Go
Found in the campaign section
Principal's Announcement Template
School Newsletter Template
Share additional observations about the conditions within the school zone. The following traffic. Draw arrows from the sample images images are potential walk/bike design solutions to locations on the map where they could be applied, or make notes on the map itself.

Provide recommendations to improve safe walking and biking to school.
This Chapter can be used by school staff, parent champions, the local transportation or public works departments and other stakeholders to develop travel plans for their schools.

The purpose of developing travel plans is to 1) identify potential infrastructure improvements around the campus for students to have safer routes to and from school; and 2) provide grant application background documentation for the school, school district and city staff when pursuing funding opportunities.

The process can be initiated by school administrators and developed in collaboration with school districts, local agencies, law enforcement and other stakeholders.

This chapter includes the following content:

• Creating your own Travel Plan: A simple guide and lessons learned from Metro’s Safe Routes to School Pilot Program on how to develop a Travel Plan for your school

• School Walk Audit Map and Checklist: Example and template that the schools can reference, customize and utilize for their walk audits

• Example of a School Travel Plan: Provides a summary of the school profile; existing traffic patterns and school area collision; travel barriers, issues and considerations observed from walk audits; and includes recommended improvements and cost estimates
Creating Your Own Travel Plan

STEP 1 FORM A WORKING GROUP
Bring together people who are likely to have insight into school travel routes and conditions.

Essential participants include parents and caregivers, school staff, local agency staff, and local law enforcement. You may also want to invite elected officials, school district staff, community groups and even students to participate for greater input.

STEP 2 PREPARE YOUR MATERIALS
Maps, clipboards, volunteers!

Identify key routes students take, and what policies the school has about walking, bicycling, and student drop-off and pick-up. Print a map and checklist for audit participants to note specific locations of and to identify barriers and opportunities. Bring pens and clipboards for all participants.

STEP 3 IDENTIFY BARRIERS AND SOLUTIONS
Walk Audit Time!

Identify safety issues for students walking or bicycling to and from school, including infrastructure problems and behavior of drivers, pedestrians and bicyclists. Holding a debriefing session after the walk audit is helpful to identify high priority concerns and potential solutions.

STEP 4 DOCUMENT YOUR RESULTS
Develop your travel plan

Information from the walk audit can be used to develop a school route map, just like the one provided in this section. Once the map is ready, turn your ideas into specific action steps. Prepare a list of actions required to implement your SRTS Travel Plan, and create a schedule in which to complete each action.

STEP 5 GO FOR THE QUICK WINS
Identify quick win projects that require minimum resources and act on them

After the audit, work with local authorities to identify potential short-term, low-cost solutions as well as longer term options. Solutions should not only include engineering or infrastructure projects only since education, encouragement, and enforcement strategies should be considered as well.

STEP 6 TEST AND EVALUATE
Consider demonstration projects as a way to test and refine design solutions

Consider working with local agency staff to implement demonstration projects, in which recommendations are implemented on a trial basis using low cost materials in order to test the benefits and refine the design.
The purpose of a school audit is to describe walking and bicycling conditions in and around school zones and discover potential areas for improvement to increase safety and convenience. This audit form provides a place to inventory and evaluate the facility conditions and travel behaviors. Please take notes about these and other areas in the school vicinity on the map.

Things to Observe:

Sidewalk and Bicycle Routes:
- Existing sidewalk and bike facilities
- Sidewalk condition
- Access to school entrances

Student, Parent and Driver Behavior:
- Parents having children cross midblock
- Use of crosswalks
- Bike Helmet usage

Adjacent Intersections:
- Location of automobile traffic
- Location of pedestrian/bicycle traffic
- Blocked visibility (due to trees or street curve)
- Lack of misplaced crossing guards

School Zone Signs and Pavement Markings:
- Placement of Fluorescent Yellow Green signs
- Placement of other signs
- Placement of crosswalks and pavement markings
- Placement of traffic control and signals

Bus Loading Zones and Bus Stops:
- Location of bus loading zones
- Presence of monitor to assist with drop-off/pick-up
- Kids crossing in front of buses

Record Your Observations Below:

Name: ________________________________
Agency/Organization Representing (if any): ________________________________

Example School Map

Use this side to share additional observations about the conditions within the school zone. Draw arrows from sample images to locations where it applies or make notes on the map.
Use this side to share additional observations about the conditions within the school zone.
The following images are potential walk/bike design solutions that can improve safety and help slow down traffic. Draw arrows from the sample images to locations on the map where they could be applied, or make notes on the map itself.
Traffic Circles help to minimize through-bicycle and mid-block conflicts. When designed correctly, they can also help to calm traffic and reduce vehicle speeds in residential neighborhoods.

High-visibility crosswalks are enhanced crosswalks that clearly define the pedestrian space and help to deter vehicle encroachment. The “continental” crosswalk is shown here while other configurations also exist.

Curb extensions or Bulb-outs can provide several important traffic calming and safety benefits. They effectively shorten the crossing distance for pedestrians, provide improved visibility at intersection corners, allow space for plantings, stormwater catchment, or other street furnishings. They can be installed at intersections or mid-block and typically occupy space in the parking lane.

Rectangular Rapid Flash Beacons (RRFB) are a very effective user-activated enhanced crossing beacon used at unsignalized intersections or mid-block crossings on multi-lane, high volume roadways.

Speed humps provide traffic calming via vertical deflection. They are typically placed in a series and across the entire width of the roadway. They are most useful along bicycle boulevards and Class I bicycle routes.

Bike boxes are a designated area located at the head of a traffic lane at a signalized intersection that provides bikeway, with a safer, more visible space to get in front of queuing motorized traffic during the red signal phase. Motor vehicles must stop behind the white stop line at the rear of the bike box. No right turns on red, and a separate signal phase should be incorporated into the intersection design.

Loop Detectors are installed within the roadway to allow the presence of a bicycle to trigger a change in the traffic signal. This allows the bicyclist to stay within the lane of travel without having to maneuver to the side of the road to trigger a push button. At intersections, loop detectors should have a pavement marking that indicates how or where cyclists must position themselves to be detected.

Pedestrian-scale Lighting improves visibility for both pedestrians and motorists, particularly at intersections. Pedestrian-scale lighting can provide a vertical buffer between the sidewalk and the street, defining pedestrian areas. Pedestrian-scale lighting should be used in areas of high pedestrian activity.

Raised Medians

Bike Signal Head

Bi-directional Curb Ramps

Raised Median Refuge Islands are located at the mid-point of a marked crossing and designed to improve pedestrian and bicyclist safety by allowing crossing at one direction of traffic at a time. Raised refuge islands minimize pedestrian and bicyclist exposure by shortening crossing distances and increasing the number of available gaps for crossing. Raised medians can also serve as de-facto traffic dividers.

Shared-Lane Markings (SLMs) or “Sharrows” are used to encourage bicycle travel and proper positioning within the lane on low speed, low-volume bicycle boulevards. In constrained conditions, the SLMs are placed in the middle of the lane. On a wide outside lane, the SLMs can be used to promote bicycle travel to the right of motor vehicles. In all conditions, SLMs should be placed outside of the door zone of parked cars.

Bicycle Signal Heads are an electrically powered traffic control device that should only be used in combination with an existing traffic signal. Bicycle signals are typically used to improve identified safety or operational problems involving bicycle facilities. Bicycle signal heads may be installed at signalized intersections to indicate bicycle signal phases and other bicycle-specific timing strategies. Bicycle signals can be actuated with bicycle sensitive loop detectors, video detection, or push buttons.

Bi-directional Curb Ramps are the design elements that allow all users to make a smooth transition from the street to the sidewalk. Bi-directional curb ramps ensure that the sidewalk is accessible from both crossing directions, and thereby minimizes exposure in the roadway.

No Right-turn on Red signage helps to ensure that vehicles are not encroaching on pedestrian crosswalks or the bicycle travel space. They are especially necessary where bike boxes are installed.

Designated School Loading Zones are organized drop-off and pick-up locations that improve safety and help to reduce some of the common challenges associated with the high pedestrian volumes at these times, including speeding, double parking, u-turns, mid-block crossings, and congestion.

Offset-Intersections can be challenging for pedestrians and bicyclists who are required to briefly travel along the busier cross street in order to continue along their route. This photo illustrates one such solution for bicyclists, a two-way cycle track connection. Such treatments should include wayfinding and pavement markings to direct pedestrians and bicyclists.

Center Left-turn Lanes can be used on bicycle boulevard connectors with sufficient traffic gaps. Bicyclists cross one direction of traffic and wait in a protected space for a gap in the other direction.
Rotondas ayudan a minimizar los conflictos entre el tráfico de paso de bicicletas y los cruces de vehículos. Con el diseño correcto, las rotondas también pueden ayudar a reducir el tráfico y la velocidad de los vehículos en zonas residenciales.

Paseos de peatones de alta visibilidad son paseos peatonales que definen claramente el espacio peatonal y ayudan a impedir su invasión por vehículos. El paseo de peatones “Continental” es mostrado aquí aunque otras configuraciones también existen.

Prolongaciones de las banquetas pueden ayudar a calmar el tráfico y proporcionar varios beneficios de seguridad. También acortan la distancia de paso para los peatones, proporcionando una mayor visibilidad en las esquinas, dejan espacio para las plantaciones, la captación de aguas pluviales, y la instalación de inmovilizadores públicos. Las prolongaciones de las banquetas se pueden instalar en las intersecciones o en la mitad de la cuadra y por lo general ocupan espacio en el carril de estacionamiento.

Faros (rayos de luz lentos) son faros muy efectivos que son activados por el usuario. Estos se usan en las intersecciones o cruces a mitad de cuadra sin señalamiento o en carreteras con varios carriles de alto volumen.

Reductores de velocidad ayudan a calmar el tráfico a través de una disminución vertical. Por lo general se colocan en serie y en la anchura entera de la carretera. Son más útiles a lo largo de Bulevares Ciclistas y en Rutas Clase III de Bicicletas.

Cajas para bicicletas son áreas designadas situadas dentro de un carril de tráfico en una intersección señalizada que proporciona a los ciclistas un espacio más seguro y visible para ponerse en frente de una línea de tráfico durante la fase de la señal roja. Los vehículos de motor deben esperar detrás de la línea de detención blanca en la parte frente de la caja de bicicleta. Vuelta a la derecha en luz roja deben ser permitidas y una faja de la señal roja debe ser incorporada en el diseño de intersecciones.

Detectores de bucle se instalan dentro la carretera para permitir que el paso de una bicicleta provoque un cambio en la señal de tráfico. Esto permite al ciclista mantenerse dentro del carril de circulación sin tener que maniobrar a un lado de la carretera para activar un botón pulsador. En las intersecciones, los detectores de bucle deben de tener una marca en el pavimento que indique cómo la ciclo vía ha que ser marcadas para ser detectadas.

Iluminación escalera peatonal mejora la visibilidad para los peatones y los automovilistas particularmente en las intersecciones. La iluminación en escalera peatonal puede proporcionar una barrera vertical entre la banqueta y el tráfico, dividendo las zonas peatonales. También se deben de utilizar en áreas con alta actividad peatonal.

Intersecciones desplazadas se utilizan para permitir que los peatones cruzen a lo largo de la carretera sin tener que cruzar el tráfico. Las intersecciones desplazadas mejoran la seguridad de los peatones y la fluidez del tráfico.

Camellones elevados están localizados entre el medio de un cruce marcado y ayudan a mejorar la seguridad de peatones y ciclistas al permitir cruces de un sentido de tráfico a la vez. Los camellones elevados reducen la exposición de peatones y ciclistas, acortan la distancia de cruce y aumentan el número de lugares disponibles para cruzar. También pueden servir como desviadores de tráfico.

Marcas de carreteras compartidas se utilizan para designar diferentes tipos de carriles que se utilizan para ciclistas, peatones y coches. Estas marcas pueden ayudar a reducir los conflictos de tráfico al establecer límites claros entre los diferentes tipos de usuarios de la carretera.
GRANT ELEMENTARY SCHOOL

Grant Elementary is a public elementary school, grade levels K-6, located in Los Angeles, California and part of Los Angeles Unified School District. During the 2013-14 academic year, the school had a total enrollment of 685 students. Of these, 73% were Hispanic, 13% White, 7% Asian and 5% Black. Of all students, 48% were English language learners. In addition, 91% of students participate in a free or reduced-price lunch program which illustrates very low and low household income. The school also offers extended care programs before and after school, including an after school program.

The school is located in the “Little Armenia” community of East Hollywood. North Wilton Place, Hollywood Boulevard, Sunset Boulevard, and Highway 101 are the major corridors surrounding the school. Major attractions surrounding the school include: Metro Hollywood and Western Station and Home Depot. This school does not have a Parent Teacher Association (PTA), however, there is a parent center available onsite. Meetings between the parents and the school principal are held on an ongoing basis. Parent workshops are also held throughout the school year.

The elected officials representing this school are:
• Adam Schiff, U.S. Congress, District 28
• Mike Gatto, State Assembly, District 43
• Kevin De Leon, State Senate, District 24
• Sheila Kuehl, Los Angeles County Supervisorial, District 3
• Mitch O’Farrell, Los Angeles City Council, District 13
• Dr. Ref Rodriguez LAUSD Board, District 5

Sources:
• Greatschools.org Profile
• LAUSD School Profile
HOW STUDENTS GET TO SCHOOL

Methodology

To measure a baseline on how children arrive at school, student hand tallies and parent surveys were conducted by Metro in 2014, 2015, and 2016. During hand tallies, teachers and Metro staff recorded the mode of travel used by students to and from school on two consecutive days within a single week. Parent surveys ask parents and guardians about how far they live away from the school, the mode their children typically use to get to and from school, as well as their perception and concerns about walking and biking to school. The parent surveys were distributed as take-home packets.

Data Analysis

Walking is the most common mode of transportation, with roughly 40% of students walking to/from Grant Elementary School, and the family vehicle is the second most common. Forty-four percent of the students live within ½ mile of the school, and less than five percent live more than two miles away. This presents an opportunity to increase the number of students using alternate modes. A combination of infrastructure and program improvements may help decrease the number of students getting to/from school via family vehicle. The current number of students biking to school is very low, which will likely increase with the implementation of numerous planned bike lanes on nearby streets. The most common issue reported by parents or caregivers affecting the decision to not allow a child to walk or bike to/from school was the safety of intersections and crossings.
Collision Analysis - Example

SCHOOL AREA COLLISIONS

Based on traffic data from 2009-2013, 189 motor vehicle collisions involving bicyclists and/or pedestrians occurred within 1/2 mile of Grant Elementary School.

› 74% occurred on a school day
› 18 resulted in severe injuries
› 115 pedestrian injuries, 4 fatalities
› 75 bicyclist injuries, 0 fatalities
› 4% of pedestrian violations included crossing outside of a crosswalk
› In 59% of collisions, pedestrians were crossing the roadway in a crosswalk

Collision information suggests that bicyclists, pedestrians and drivers would benefit from improved infrastructure and education programs.

OCURRENCE BY DAY AND SEVERITY

- 74% of collisions occurred on school days
- 23% of collisions in the area involved bicycle riders or pedestrians
- 11% of collisions in the area were fatal or severe
Walk Audit Results - Example

BARRIERS AND FIELD OBSERVATIONS

Walk Audits:

School site audit, also known as “walk audit” was conducted in May, 2014. The purpose of a walk audit is to analyze the infrastructure and observed travel behavior near the school in order to better understand what improvements are necessary. The attendees walked around the school site, during drop-off time, taking notes of what they saw, then debriefed as a group afterwards.

Observations:

Most of the location-specific comments referenced safety concerns and the need for traffic calming. Participants were particularly concerned about pedestrian safety at intersections with heavy traffic, speeding vehicles, and a high incidence of drivers failing to yield to pedestrians. Many participants noted a lack of adequate pedestrian crossing facilities and crossing guards. Participants also frequently cited concerns relating to traffic circulation during drop-off and dismissal times, including double parking, congestion, and unsafe behaviors such as mid-block crossing.

As shown in the Walk Audit Issues and Considerations Map several issues from the Grant Elementary walk audit centered around intersection improvements. Participants noted safety concerns at Carlton Way and N St. Andrews Place, where they witnessed a combination of high traffic, inattentive drivers, and students crossing unsafely. Similar issues were cited at N Wilton Place and Carlton Way. The intersection of Harold Way and N Wilton Pl also raised concern, due to heavy speeding traffic and the 101 off-ramp. Speeding traffic and a high volume of mid-block U-turns and 3-point turns on Carlton Way was also identified as a problem.

Potential infrastructure recommendations are proposed in the Recommended Improvements map. In addition, a table presents the planning level cost assumptions used to determine infrastructure recommendations and improvements cost estimates.
Grant Elementary School - 1503 N Wilton Pl, Los Angeles

Walk Audit Issues and Considerations

Carlton is wide and encourages speeding, no signals or ped beacons, parkway is considerably wider than sidewalk, parents drop-off on North side of street and kids dart across, parents park illegally and walk kids across the street, midblock u-turns and 3 point turns, drivers ignore loading zone on side of street, poor sidewalk conditions, left turns into parking lot causes heavy congestion.

No existing bike parking on campus

Parallel parking causes congestion, kids cross midblock, parking mostly full

Drivers fail to yield/stop or obey crossing guard, heavy congestion, speeding due to offramp, no crosswalk on southwest corner, high pedestrian activity

High vehicle speeds and volumes, heavy pedestrian traffic, limited stop bars and no crosswalk, kids run across Carlton, parents speed to access main gate

Drivers speeding, double parking, darting across intersection

Heavy traffic, kids run across street, drivers don’t stop completely and back out onto St. Andrews after dropping off, no stop bars or crosswalks, vehicle queuing, poor sidewalk conditions, low-hanging branches, midblock U-turns and 3-point turns on St. Andrews Pl

LEGEND
- Transit Routes
- Transit Stops
- Rail Stations
- School Entrance
- Existing Traffic Signal
- Existing Bike Lane
- Collision (2008-2012)
- Number of Collisions (2008-2012)

0 140 280 Feet

115
Recommended Improvements

This map identifies potential infrastructure improvements to support walking, bicycling, and rolling to school.

*This map has been prepared for discussion purposes and is intended to present potential improvements around the campus for students to have safer routes to and from school.

1. N Wilton Pl / Highway 101 Offramp
   - Option A: Consider installing curb extension to decrease curb radius.
   - Install curb ramp with detectable warning.
   - Install high-visibility crosswalk with advanced stop bar.
   - Option B: Consider installing curb extension to decrease curb radius.
   - Install pedestrian refuge median island and striping.
   - Install curb ramp with detectable warning.
   - Install high-visibility crosswalk with advanced stop bar.

2. Hollywood Blvd / N Wilton Pl
   - Install high-visibility yellow crosswalks and advanced stop bars.
   - Install countdown signal heads.

3. Hollywood Blvd / N St Andrews Pl
   - Install high-visibility yellow crosswalk.
   - Consider replacing pedestrian-activated beacon with RRFBs.

4. Carlton Way / N Wilton Pl
   - Install high-visibility crosswalks and advanced stop bars.
   - Conduct study for crossing guard.
   - Trim back vegetation from signs on Carlton Way and on N Wilton Pl.

5. Carlton Way / N Western Ave
   - Consider replacing pedestrian-activated beacon with RRFBs.

6. Harold Way / N St Andrews Pl
   - Install high-visibility crosswalks and advanced stop bars at all crossings.
   - Consider installing curb extension at northwestern corner of crossing.
   - Trim back vegetation from signs on N St Andrews Pl.

7. Carlton Way / N St Andrews Pl
   - Install high-visibility crosswalks and advanced stop bars at all crossings.
   - Consider installing curb extensions at all crossings.

8. N Wilton Pl / W Sunset Blvd
   - Install high-visibility crosswalks and advanced stop bars at all crossings.

9. W Sunset Blvd / N St Andrews Pl
   - Install high-visibility crosswalks and advanced stop bars at all crossings.

10. Grant Elementary School
    - Add bike parking.

11. Hollywood Blvd / Western Blvd
    - Install high-visibility crosswalks and advanced stop bars at all crossings.

12. N Wilton Pl / Highway 101 Offramp
    - Consider installing curb extension to decrease curb radius.
    - Install curb ramp with detectable warning.
    - Install high-visibility crosswalk with advanced stop bar.

Existing Conditions
- Transit Routes
- Transit Stops
- Existing Bike Lane
- Traffic Signal
- Rail Stations

Recommended Improvements
- School Entrance
- Median
- New Curb Extension
- New / Upgraded Curb Ramp with Detectable Warning
- Proposed Rectangular Rapid Flashing Beacon (RRFB)
- Trim Back Plants from Signs/Signals
- New Crossing Guard
- Existing Conditions
- Proposed Bike Lane
- New / Upgraded School Zone Signage
- High-Visibility School Crosswalk (new, refreshed, or upgraded)
- High-Visibility Crosswalk (new, refreshed, or upgraded)
## COST ESTIMATES FOR POTENTIAL IMPROVEMENTS

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<td>Install high-visibility crosswalks</td>
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<td>LF</td>
<td>$400</td>
<td>$1,200</td>
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<tr>
<td>Advanced stop bars at all crossings</td>
<td>3</td>
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<tr>
<td><strong>Total Option A</strong></td>
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<td><strong>$183,500</strong></td>
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<td><strong>Total Option B</strong></td>
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<td><strong>$193,500</strong></td>
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</table>

This table provides a planning level cost estimate. It did not include potential project support costs such as planning/design/environmental clearance, Right-of-Way Allowance, utility relocation, contingency and others.

Cost estimates were taken from a repository of existing cost data. Quantities were based on need. Pricing is from 2016.

For a comprehensive list of cost estimates, please refer to Metro’s Active Transportation Strategic Plan-Volume III: [www.metro.net/projects/active-transportation-strategic-plan](http://www.metro.net/projects/active-transportation-strategic-plan)
SRTS programs are more likely to be successful when considering and implementing each of the 6 E’s: Education, Encouragement, Engineering, Enforcement, Evaluation, and Equity. Chapter 4 includes information about enforcement and evaluation, two of the Six E’s, as well as potential funding sources to fund and support your SRTS program.

Enforcement plays a main role in making streets safer and reducing traffic safety challenges. SRTS enforcement programs not only deter hazardous behaviors but also increase awareness of traffic rules. This chapter describes multiple approaches and resources available to complement your SRTS program with enforcement strategies.

The purpose of evaluating your SRTS program is to determine if the goals and objectives of the SRTS program are being met. Evaluation can also help you identify quick wins that require minimum resources and take on efforts that show the greatest likelihood of success. It is key to keep in mind that the approach of evaluation could be tailored to your school’s needs, available assets, and context. Moreover, the data and information gathered through your evaluation program can be used to apply for funding grants.

Funding is definitely an important piece of any SRTS initiative. Several potential sources of Safe Routes to School funding exist and this chapter provides a list of the main funding sources for SRTS programs.

This chapter includes the following content:
• SRTS enforcement strategies and a list of potential resources to create a well-rounded SRTS program

• How to Evaluate My SRTS Program
  • List of data collection means and a brief explanation of each method
  • Additional resources including the Student Tally Form and Parent Survey to evaluate your SRTS program are included in Appendix E

• List and overview of potential federal, state, regional and local funding sources for SRTS programs
Enforcement programs ensure safe behavior of drivers, pedestrians, and bicyclists including obeying speed limits and traffic laws, proper walking and bicycling behavior, and reducing crime along routes to school. Enforcement relies on strong partnerships with local law enforcement, but involves collaboration by the entire community working to reinforce and model proper behavior and to create a safe environment for students.

Enforcement can be accomplished through safety awareness, education and, where necessary, the use of ticketing for dangerous behaviors. Enforcement works best when law enforcement efforts are combined with community-initiated and supported activities such as walking school buses, crossing guard programs, or neighborhood watch programs, which together create a safer and thriving environment around the school.

**EXISTING ENFORCEMENT PROGRAMS IN LOS ANGELES COUNTY**

**Safe Passages Program**

Personal safety is a commonly cited concern by parents or caregivers for not allowing their children to walk, bike, and roll to school. Safe Passages is a program that communities across the county have successfully implemented to ensure safe travel from and to school. More information about Safe Passages Program and links to best practices are available in Appendix F.

**Safety Valet Programs (school pick-up/drop-off valet)**

Safety Valet Programs help to improve student safety during drop-off or pick-up times by providing more organized and safer vehicular traffic condition around schools. The Office of Environmental Health and Safety (OEHS) and the Los Angeles School Police Department provides valet program training, guidelines...
for implementing safety valet program, and valet kit ordering service for school
administrators. More information and links to request enforcement assistance are
available in Appendix F.

**Crossing Guard Program and Service**

The primary responsibility of a crossing guard is to help students cross the street
safely. Crossing guards are typically needed at crossing with high pedestrian and
vehicle volumes, unsignalized intersections, and/or the natural traffic flow does not
provide enough gaps for children to cross the street safely. Some local jurisdictions
provide paid crossing guard service that the school can request. Schools may
also consider developing their own crossing guard program with volunteers. More
information and links to request crossing guard study are available in Appendix F.

**School Resource Officers**

The core responsibility of School Resource Officers (SRO) is to provide for the
safety of students and staff at assigned schools. They work closely with site
administration and campus security team on a variety of criminal and non-criminal
safety and security concerns. They may advise site administration on appropriate
security and emergency preparedness response plans to threats of violence,
provide traffic enforcement for walking/biking to school events, as well as provide
other enforcement training assistance such as bike rodeos, safe passage and valet
drop-off programs. SRTS champions should contact your school districts or local
law enforcement agencies to find out who is assigned as the school resource officer
or school liaison that you can request assistance from. More information and links
to request enforcement assistance are available in Appendix F.
Evaluation efforts are essential to developing and sustaining Safe Routes to School programs. Documenting and understanding the effects of the programs efforts on travel behavior, parent and student attitudes, and safety conditions near schools, help to measure how well the SRTS program is meeting its goals. Evaluation efforts are also often required to be competitive or eligible for grant funding.

Data related to SRTS evaluation is typically collected through the following means:

**STUDENT TRAVEL TALLY COUNTS**

Student travel tallies count the number of students who walk, bicycle, take public transit or are driven to and from school.

The information is collected using a brief, consistent form that can be administered by teachers with a simple "hand raising" survey. The information collected has many applications, including learning travel patterns and estimating traffic congestion and environmental effects. Additionally, when the data is collected across multiple school years, the information can be used to conduct before-after studies on new SRTS programs or keep track of the progress of existing SRTS programs to measure their effectiveness in promoting more walking and biking to school. A standardized tally form and tally instructions are provided in Appendix E.

**PARENT SURVEYS**

Parent surveys involve a more detailed take-home paper or online form. The information gathered from the parent surveys can help the school understand in more details about the students' travel pattern and parents' concerns on letting their children walk/bike to school. The school can identify their SRTS program goals based on the survey results and develop action plans to address the issues preventing parents to allow their kids to walk/bike to school. Parent surveys can also help measure the changes in parents' attitude towards walking and biking to school over time. A standardized parent survey can be found in Appendix E.
BICYCLE AND PEDESTRIAN COLLISION AND INJURY DATA

Bicycle and pedestrian collision and injury data can be accessed through the Statewide Integrated Traffic Records System (SWITRS). SWITRS is a database that serves as a means to collect and process data gathered from local law enforcement at a collision scene. Schools can easily access the data through an online SWITRS application developed by the University of California, Berkeley called the Transportation Injury Mapping System (TIMS) at [http://tims.berkeley.edu/](http://tims.berkeley.edu/). Custom reports can be created by the user to capture data relevant to specified criteria such as Jurisdiction, Location, or Annual or Quarterly reports by date. TIMS also has a Safe Routes to School Collision Map Viewer function, which shows Interactive maps and data summaries of bicycle and/or pedestrian collisions around schools in California.

BICYCLE AND PEDESTRIAN COUNTS

Conducting bicycle and pedestrian counts can track the amount of walking and/or biking activity at or near school ground, the changes of pedestrian and biking activities over time and measure SRTS program’s effectiveness in promoting walking and biking. Detail manual on how to conduct bicycle and pedestrian counts can be accessed at: [http://mediametro.net/projects_studies/call_projects/images/metroscaq_bikepedcounttrainingmanual.pdf](http://mediametro.net/projects_studies/call_projects/images/metroscaq_bikepedcounttrainingmanual.pdf)

NATIONAL SRTS DATA COLLECTION SYSTEM

Schools are encouraged to register and upload their student tally and parent survey data to the National Center for Safe Routes to School’s online tracking system, which can be accessed at [http://www.saferoutesdata.org/](http://www.saferoutesdata.org/). The system provides a way for local and regional SRTS champions to enter, view and analyze data collected with the standardized student travel tally and parent survey above.
Many of the SRTS activities included in this Resource Manual can be carried out by parent volunteers, student volunteers, and school staff with minimal investment. However, funding for larger project or program efforts may be necessary. Successful implementation of district-wide programs, engineering/infrastructure improvement and enforcement strategies may require more significant investment.

SRTS programs and activities are eligible for Federal, statewide, regional and local funding. Please consider partnering with local agencies and community based organizations when applying for funding.

Sources for consideration include:

- **Fixing America’s Surface Transportation (FAST ACT):** The FAST ACT leaves each state Department of Transportation with discretion about whether to fund Safe Routes to School projects, and how much funding to dedicate to these initiatives. *(Only infrastructure projects are eligible.)*

- **Highway Safety Improvement Program:** Provides funding for bicycle and pedestrian safety improvements, as well as education and encouragement programs. *(Both infrastructure and non-infrastructure are eligible.)*

- **Centers for Disease Control and Prevention (CDC):** Grants and contracts are available for programs and projects that support the mission of promoting health and quality of life by preventing and controlling disease, injury, and disability. *(Only non-infrastructure projects are eligible.)*
Funding For Your SRTS Program

- **Environmental Protection Agency (EPA):** Grants are available for environmental education projects that enhance the public’s awareness, knowledge and skills to help people make informed decisions that affect environmental quality. *(Non-Infrastructure Only)*

- **Active Transportation Program (ATP):** The ATP consolidates existing federal and state transportation programs, including State Safe Routes to School (SR2S), into a single program with a focus to make California a national leader in active transportation. *(Infrastructure and Non-Infrastructure)*

- **Caltrans Sustainable Communities Grant Program:** The Grant funds transportation planning projects that achieve the Caltrans Mission and Grant Program Overarching Objectives, identify and address mobility deficiencies in the multimodal transportation system, encourage stakeholder collaboration, involve active public engagement, integrate Smart Mobility 2010 concepts, and ultimately result in programmed system improvements. Community to school studies or safe routes to school studies or plans are eligible project types. *(Non-Infrastructure Only)*

- **Caltrans Planning & Environmental Justice Grants:** Caltrans also administers Transportation Planning Grant awards that improve mobility by innovatively solving problems or deficiencies in the transportation system. *(Infrastructure and Non-Infrastructure)*

- **Community Based Transportation Grant Program:** The Community-Based Transportation Planning (CBTP) grant program promotes transportation and land use planning projects that encourage community involvement and partnership. These grants include community and key stakeholder input, collaboration, and consensus building through an active public engagement process. *(Non-Infrastructure Only)*
Funding For Your SRTS Program

- **Office of Traffic Safety (OTS) Grants:** The Office of Traffic Safety distributes grants statewide to establish new traffic safety programs or fund ongoing safety programs. OTS grants may only be applied to non-infrastructure projects, such as Walk Safe, Bike Safe Train the Trainer Programs. *(Non-Infrastructure Only)*

- **Metro Call for Projects:** Every other year, Metro accepts Call for Projects applications in eight modal categories. Local jurisdictions, transit operators, and other public agencies are encouraged to submit applications proposing projects for funding. *(Infrastructure Only)*

- **SCAG Sustainability Planning Grants:** The Southern California Association of Governments (SCAG) provides Sustainability Planning Grants, which are opportunities for local planning efforts to become regional showcases for great planning. Grants are available in three categories for Active Transportation Projects. *(Non-Infrastructure Only)*

For more information on funding, visit Metro SRTS [www.metro.net/projects/srts/](http://www.metro.net/projects/srts/) or the National Center for SRTS website at [www.saferoutesinfo.org](http://www.saferoutesinfo.org).

Funding resources are subject to change per new policies and funding guidelines. Please check the agency/grant websites for up-to-date information.
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LIST OF ABBREVIATIONS AND ACRONYMS
### List of Abbreviations and Acronyms

- **AAP**: American Academy of Pediatrics
- **ATP**: Active Transportation Program
- **CALTRANS**: California Department of Transportation
- **CBTP**: Community Based Transportation Planning
- **CDC**: Centers for Disease Control and Prevention
- **ELAC**: English Learners Advisory Committees
- **EPA**: Environmental Protection Agency
- **FAST ACT**: Fixing America's Surface Transportation Act
- **Metro**: Los Angeles County Metropolitan Transportation Authority
- **MTA**: Metropolitan Transportation Authority
- **LADOT**: Los Angeles Department of Transportation
- **LASPD**: Los Angeles School Police Department
- **LAUSD**: Los Angeles Unified School District
- **OEHS**: Office of environmental Health and Safety
- **OTS**: Office of Traffic Safety
- **PTA**: Parent-Teacher Association
- **PLACE**: Policies for Livable, Active Communities and Environments
- **SCAG**: Southern California Association of Governments
- **SHOPP**: State Highway Operations & Protection Program
- **SRTS**: Safe Routes to School
- **STEMM**: Science, Technology, Math, and Medicine
- **SWITRS**: Statewide Integrated Traffic Records System
- **TIMS**: Transportation Injury Mapping System
- **WSB**: Walking School Buses
- **WTSD**: Walk to School Day
Appendix B

LESSONS LEARNED FROM METRO SAFE ROUTES TO SCHOOL PILOT PROGRAM
OVERVIEW
The Los Angeles County Metropolitan Transportation Authority (Metro) implemented a three-year SRTS pilot program, which included ten pilot schools, to help with further development of the Countywide Safe Routes to School (SRTS) Initiative. The SRTS Pilot Program consisted of education, encouragement, enforcement, evaluation activities, and included the development of pedestrian and bicycle travel plans for each of the ten pilot schools. This document provides key lessons learned from the pilot effort.

Lessons Learned
1) Build a strong relationship with school officials, parents and other existing groups
Each of the schools has invested in strategies to improve the quality of education and parent or caregiver involvement, such as parent centers and parent-teacher associations (PTA). These existing groups can be natural fits to take on or support SRTS programs. The following actions are recommended:
  • Identify existing groups within the schools where a SRTS program is a natural fit, such as a PTA, school district safety committee, school site council, or wellness and health council
  • Attend group meetings where the principal interacts with parents or caregivers, even if these meetings are not SRTS-related, to build relationship
  • Identify and motivate program champions

Helpful Tips From the Schools

Charles White Elementary School:
Avoid planning SRTS events, meetings, or any other encouragement activity on testing months

Dayton Heights Elementary School:
Set clear expectations at the beginning of the program to avoid confusion

Grant Elementary School:
Be creative when planning your encouragement events and SRTS activities. Let students decide too

John Adams Middle School:
Sustain and enhance existing SRTS efforts
Lessons Learned

2) Know your school
Each school has different needs and assets. Understanding what school officials, parents, caregivers, local jurisdictions, elected officials, and students perceive as opportunities and challenges in SRTS is key for developing a successful program. The following actions are recommended:

• Work with the school and community partners to develop the goals of SRTS program
• Invite parents, teachers, school officials, and community members to walks audits to identify
• Provide continued support and information to maintain momentum

3) Develop Culturally Appropriate Education and Promotional Materials
In a County like Los Angeles, cultural differences are some of the most subtle, yet critical, factors affecting how kids, parents, and caregivers process the information received regarding a SRTS program. Considerations include the following:

• Create messages and materials that reflect the cultural and linguistic status, as well as values and beliefs of the program
• Use of culturally relevant concepts in the content of the materials
• Use culturally specific outreach or information dissemination strategies
• Use graphic design to reflect cultural preferences or appeal to non-English speakers

Helpful Tips From the Schools

Kingsley Elementary School:
Provide your school with information regarding available resources such as funding, grants, or infrastructure improvements

Leo Politi Elementary School:
Provide support to schools to turn them into champions of walking and biking, even if they were not interested from the beginning

Los Feliz STEMM Magnet:
Be ready to accommodate the needs and preferences of your schools, such as translators or personalized materials
4) Create a Data-driven Project

It is critical for your SRTS program to be able to demonstrate that it has a positive impact on students, the school, and the community. This information will assist decision makers and provide data which supports SRTS funding efforts and obtaining support from volunteers and community members. Key elements include:

- Keep track of participation levels in events, contests and other encouragement activities such as walking school buses or bicycle community rides
- Tailor your evaluation method to the school goals
- Promote your results

5) Make it Fun!

SRTS Encouragement strategies need to be fun not only for students but also for parents, caregivers, and teachers. Fun incentives and activities can help increase the popularity of walking, bicycling, or rolling to school in quick, easy, and inexpensive ways. Consider the following:

- Provide incentives such as glow in the dark bracelets and reflectors which are great incentives items because kids enjoy colors and add a safety benefit
- Provide large incentives for intensive activities such as workshops or classes
- Tie incentives to future actions

For more information, please visit: www.metro.net/projects/srts

Helpful Tips From the Schools

Gratts Learning Academy for Young Scholars:

Try to schedule all your SRTS encouragement events at the beginning of the school year, when schools have nothing on their calendars

Tenth Street Elementary School:

Offer your survey respondents an incentive to reward your high response rate. Choose a relevant and appropriate incentive

Ramona Elementary School:

Provide training to parents, caregivers or teachers before the encouragement activities
Appendix C

TRADING CARDS FOR TRAIN THE TRAINER PROGRAM
Fill up your tires with enough air so the tire feels as hard as a basketball. Enough air makes for a smooth, safe ride. Look for damage on the tire or anything sharp poking into the tire that could cause a flat.

Compruebe que los neumáticos estén inflados a la presión correcta. Inflé las llantas con aire suficiente hasta que los neumáticos se sientan tan duros como un balón de baloncesto.

The left brake lever is for the front wheel, the right for the back! Squeeze each separately to make sure it’s doing its job. On a bike with coaster brakes, back pedal to make sure everything works. Check the brake pads (which grab the tire to slow it down) for wear and tear.

El freno izquierdo es para la rueda delantera, el freno derecho es para la rueda trasera. Apriete cada freno por separado para asegurarse que funcionan correctamente. En una bicicleta con frenos de contra pedal, pedaleé hacia atrás para asegurarse de que todo funciona y nada esté desgastado.
ABC quick check:
C is for Chain and Crank

Jiggle the crank arms (pedal arms) to make sure they are secured tightly. The chain should move smoothly and quietly, without drooping. Take time to check the chain and crank. You are safer when your bike is operating properly.

ABC quick check:
QUICK is for Quick Release

The Quick Release lever connects the wheel to the bike (on some bikes). Twist it around and push it in to secure the wheel. The lever is tight enough when it leaves an imprint on your hand when closing it.

Remember: with the quick release, TIGHT IS RIGHT!

ABC quick check:
C is for Chain and Crank

Agite la manivela para asegurarse de que está segura. La cadena debe moverse con suavidad, sin caída, al girar los pedales. Usted está más seguro cuando todo funciona bien.

ABC quick check:
Rápido es para liberación rápida

La palanca de liberación rápida se conecta a la rueda de la bicicleta (en algunas bicicletas). Asegúrese de que estén apretadas y seguras. Al empujar la palanca, debe dejar una huella en su palma.
ABC quick check:
Check is for final check
Listen for weird noises like clicking or knocking. Check yourself and your clothing: Tuck in pant legs, shoelaces, and bag straps so nothing gets caught in the wheel.

Ride smart from the start!

Helmet basics
• Under age 18? It’s the law to wear a helmet in California.
• Buy a helmet that fits now, not one you can grow into.
• Helmets protect your brain. Safe riding skills protect the rest of you.
• Bright or fluorescent colors are visible (and snazzy).
• Breathe! Pick a helmet with ventilation.
• CPSC or Snell stickers mean that your helmet meets safety standards.

Helmet basics
• ¿Menor de 18 años? Es la ley usar un casco en California.
• Compre un casco que le ajuste bien.
• Los cascos protegen el cerebro. Las habilidades de conducción segura protegen el resto del cuerpo.
• Use colores brillantes que sean visibles.
• ¡Respire! Escoja un casco con ventilación.
• Las calcomanías CPSC o Snell indican que su casco cumple con estándares de seguridad.
Helmet Basics

Helmet Fit
- A helmet should be level on your head (no dipping or tilting).
- There should be two fingers width between your eyebrow and the front bottom edge of the helmet.
- Adjust the helmet straps to snugly form a “V” under your ears.
- You should be able to yawn or sing comfortably with your helmet on.

El Ajuste Del Casco
- El casco debe estar al nivel en la cabeza (el casco no debe de moverse).
- Debe haber dos dedos de distancia entre sus cejas y el borde frontal del casco.
- Ajuste las correas del casco cómodamente para formar una "V" bajo de sus oídos.
- Usted debe poder bostezar o cantar cómodamente con el casco puesto correctamente.

Shine Brightly
If you’re riding at night, use a front (white) light and a rear (red) light. Lights make it easier to be seen, and are required by law.

Be Seen, Be Safe!

Sea Brillante
Si usted usa su bicicleta en la noche, use una luz delantera (blanca) y una luz trasera (roja). Las luces hacen que sea más fácil ser visto, y son requeridas por ley.

¡Sea Visible, Anade Seguro!
Same rights, same rule: Everybody (people biking, walking or driving) has the same rights and must follow the same traffic safety rules.

BE SAFE, BE SMART & SHARE THE ROAD!

Reglas y señales son para todos! La gente que anda en bicicleta o a pie debe seguir todas las señales: Pare en las luces rojas y en señales de parada.

¡SEGURIDAD PRIMERO, ESTÉ ALERTA!
**GO WITH THE FLOW**

Ride on the right-hand side of the road in the same direction as traffic.

Don’t ride against traffic:
- It is the law
- It is where drivers expect to see you
- It gives drivers more time to respond and lower the risk of collisions
- It is safer

**VALLA CON LA CORRIENTE**

Circule en el lado derecho de la carretera y en la misma dirección que el tráfico.

No ande en bicicleta contra el tráfico:
- Es la ley
- Es donde los conductores esperan verte
- Los conductores tienen más tiempo para responder y disminuir el riesgo de colisiones
- Es más seguro

**USE HAND SIGNALS!**

It is very important and safer to communicate with others on the road as much as possible.

Don’t hesitate to use hand signals:
- Point left or right before turns.
- Bend your left arm down at a right angle to signal stopping

**¡UTILICE LAS SEÑALES DE MANO!**

Por seguridad, es muy importante comunicarse lo más posible con la gente en el camino.

No dude en utilizar señales de mano:
- Apunte hacia la izquierda o hacia la derecha antes de dar vuelta
- Doble el brazo izquierdo hacia abajo en un ángulo recto para señalar que va a parar
Respect people who are walking as they have the right of way. Everyone - including bicyclists, need to slow down/stop to wait for people walking, whether they are in the crosswalk or somewhere else.

Showing respect keeps everyone from getting hurt!

**DERECHO DE PASO**

Respete a las personas que andan a pie porque tienen el derecho de paso. Todos, incluso los ciclistas, tienen que ceder el paso a la gente que camina, tanto si están en el paso de peatones o en otra parte.

¡El respeto previene que la gente sea lastimada!

**SIDEWALKS**

If there is a sidewalk, walk on it!

If there are no sidewalks, walk on the far left side of the street facing traffic so that drivers can see you and you can see them.

**LAS ACERAS**

¡Siempre camine en la acera!

Si no hay acera, camina en el lado izquierdo de la calle, frente al tráfico para que los conductores puedan verlo y usted a ellos.
10 is the magic number:
> If you are under 10 years old, you should ride your bike on the sidewalk.
> If you are under 10 years old, you should walk or bike with an older kid or an adult.
> Whether you are walking or biking on sidewalk, always watch out for one another.

MÁGICO #10
10 es el número mágico:
> Si es menor de 10 años de edad, debe andar en su bicicleta en la acera.
> Si es menor de 10 años de edad, debe caminar o andar en bicicleta con un niño mayor o un adulto.
> Si usted está caminando o en bicicleta en una acera, siempre cúdense uno al otro.

Look both ways. Use extra caution at driveways and street corners. Stop before approaching to avoid any surprises. Peekaboo! It is important that other road users see you!
LOOK

Look left, right, left and behind your shoulder for vehicles. Make eye contact with drivers before stepping off the sidewalk to cross the street. While crossing the street, keep looking left, right, and behind you for vehicles. Always look around as you move through town.

MIRE

>Mire si hay vehículos a la izquierda, a la derecha, y detrás de su hombro.
>haga contacto visual con los conductores antes de bajarse de la acera para cruzar la calle.
>Al cruzar las calles, continúe mirando hacia la izquierda, la derecha y detrás por vehículos.

STAY FOCUSED

Eyes open, ears open - Put away all headphones, cell phones and games while crossing the street. Be aware of your surroundings from the start.

ENFÓQUESE

¡Ojos abiertos, oídos atentos! Ponga a un lado sus audífonos, teléfonos celulares, y juegos de video cuando crucé las calles. Sea consciente de sus alrededores desde el principio.
ADDITIONAL RESOURCES FOR TRAIN THE TRAINER PROGRAM
CERTIFICATE of ACHIEVEMENT

THIS ACKNOWLEDGES THAT

HAS SUCCESSFULLY COMPLETED THE

WALK SAFE, BIKE SAFE TRAINING

x
SIGNED, Instructor Name, Instructor Title.

To download editable version of this certificate, please visit www.metro.net/projects/srts
CERTIFICADO DE CUMPLIMIENTO

OTORGADO A

POR HABER COMPLETADO SATISFACTORIAMENTE EL CURSO

CAMINA SEGURO, CICLA SEGURO

x
FIRMA, Nombre del Instructor, Título del Instructor

Para descargar una versión editable de este certificado, por favor visite www.metro.net/projects/srts.
Thank you for attending Walk Safe, Bike Safe Train the Trainer Workshop offered by the Metro Safe Routes to School Program. We hope that this course gives you confidence to teach walking and bicycling safety to parents and students traveling to and from school. Please take few minutes to let us know your thoughts about the program and how we can make the class better in the future.

1. Location of class: ________________________________

2. Gender: _______________

3. Your Age: (circle one)

   Under 18   18 - 35   36 - 50   51 - 64   65+

4. The objectives of the course were clear and understandable:

   1  2  3  4  5  6  7  8  9  10
   Strongly disagree  Strongly agree

5. We had the opportunity to participate and ask questions:

   1  2  3  4  5  6  7  8  9  10
   Strongly disagree  Strongly agree

6. The class materials made understanding the course content easier:

   1  2  3  4  5  6  7  8  9  10
   Strongly disagree  Strongly agree

7. I know more about how to get my child to and from school safely than I did before:

   1  2  3  4  5  6  7  8  9  10
   Strongly disagree  Strongly agree
8. The course made me feel more comfortable about letting my child walk/bike to school:

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9. The group exercises gave me the confidence to organize a walking school bus:

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|   | Strongly disagree | Strongly agree

10. The group exercises gave me the confidence to organize a bike rodeo:

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|   | Strongly disagree | Strongly agree

11. The course made me more confident about teaching walking and bicycle safety to others:

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|   | Strongly disagree | Strongly agree

12. The trainer was knowledgeable about the course topics:

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|   | Strongly disagree | Strongly agree

13. Any additional comments or feedback?

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THANK YOU!
For Participating In Our Survey
Caminos Seguros a la Escuela de Metro
“Camina Seguro, Cicla Seguro”
Taller para Capacitar el Entrenador
Encuesta Post-Taller

Gracias por asistir al Seminario sobre la Seguridad de Ciclismo y Caminar organizado por Caminos Seguros a la Escuela de Metro. Esperamos que este curso le dé la confianza para enseñar seguridad al caminar y ciclar a otra gente. Por favor, tome unos minutos para hacernos saber sus pensamientos sobre el programa y cómo podemos hacer la clase aún mejor en el futuro.

1. Localización de la clase: __________________________

2. Género: ______________

3. Su edad:
   • Menor de 18 • 18 - 35 • 36 - 50 • 51 - 64 • 65+

4. Los objetivos del curso fueron claros y comprensibles:
   • 1 2 3 4 5 6 7 8 9 10
     Muy de Acuerdo
     Muy en Desacuerdo

5. Tuvimos la oportunidad de participar y hacer preguntas:
   1 2 3 4 5 6 7 8 9 10
     Muy de Acuerdo
     Muy en Desacuerdo

6. Los materiales de la clase ayudaron para entender mejor el contenido del curso
   1 2 3 4 5 6 7 8 9 10
     Muy de Acuerdo
     Muy en Desacuerdo
7. El curso me dio confianza para enseñar seguridad al caminar y ciclar a otra gente:

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8. El curso me hizo sentir más cómodo/a de caminar a mi hijo/a a la escuela:

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<td>Muy en Desacuerdo</td>
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9. El curso me hizo sentir más cómodo/a de dejar a mi niño/a ir a la escuela en bicicleta:

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<td>Muy en Desacuerdo</td>
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10. Los ejercicios en equipo me dieron la confianza para organizar un autobús escolar caminante:

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11. Los ejercicios en equipo me dieron la confianza para organizar un rodeo de bicicletas:

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12. El entrenador estuvo informado sobre los temas del curso

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<td>Muy en Desacuerdo</td>
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</table>

13. ¿Algún comentario adicional?

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

¡Gracias!
STUDENT TALLY FORM AND PARENT SURVEY
Dear Teacher,

Thank you for helping to conduct student tally counts to learn about how students are travelling to and from school. The data would help ________________ to better promote safe and healthy behaviors among students.

Please ask your students to indicate (by raising their hands or other formats you see fit) how they got to school and went home yesterday, as well as how they got to school and plan to go home today.

- The choices are (Teacher may consider using image aids):
  - Walk
  - Bike
  - School Bus
  - Family Vehicle (Passengers are from the same family. Driver can be nannies or caretakers)
  - Carpool (Travelling with children from other families)
  - Public transit
  - Others (skateboard, scooters etc.)

- If some students missed school yesterday, please ask how they got to and from school on the day before.

- If the students used more than one way to get to school or go home, ask them to indicate the mode they spent the most time on. For example, if the student walked 5 minutes to the bus stop and took the bus for 10 minutes, the mode of travel for this student would be public transit (bus).

Please record the counts on “Metro Safe Routes to School Tally Sheet” and submit the tally sheet to the appropriate school coordinator.

Thank you very much for your help!

If you have any questions, please contact srts@metro.net.
Metro Safe Routes to School Tally Sheet-Template

District Name: _____________________ School Name: _____________________________

**Please fill out the following**

Teacher First Initial, Last Name: ___________ Grade: _______ Today’s Date: _______

Number of Students Enrolled in class: _______ Number of Students in class today: _______

**Please fill in the tally count numbers below**

<table>
<thead>
<tr>
<th>Weather</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle (only with children from your own family)</th>
<th>Carpool (with children from other families)</th>
<th>Public Transit (Bus, train, etc.)</th>
<th>Other (Skateboard, scooter, etc.)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>S=Sunny</td>
<td>16</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>R= Rainy</td>
<td>0</td>
<td>16</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>26</td>
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</tbody>
</table>

| Yesterday AM Went to School by: | | | | | | | | |
| Yesterday PM Went home by: | | | | | | | | |

| Today AM Went to School by: | | | | | | | | |
| Today PM Plan to go home by: | | | | | | | | |

Please record here if there were any disruptions, or unusual activities, travel conditions before or after school that may impact these counts. 

Contact srts@metro.net if you have any questions.
Dear Parent or Caregiver,

The school wants to learn your thoughts about children walking and biking to school. This survey will take about 5-10 minutes to complete. If you have more than one child going to the same school, you just need to fill out one form for the oldest kid.

After you have completed this survey, please send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child’s name will be associated with any results.

Thank you for participating in this survey!

School Name: _______________________

1. What is the grade of the child who brought home this survey? ☐ Grade (PK,K,1,2,3...)

2. Is the child who brought home this survey boy or girl? ☐ Boy ☐ Girl

3. How many children do you have in Kindergarten through 8th grade? ☐ (0,1,2,3...)

4. What is the street intersection nearest your home? (Provide the names of two intersecting streets)

5. How far does your child live from school?
   - ☐ Less than 1/4 mile
   - ☐ 1/4 mile up to 1 mile
   - ☐ 1 mile up to 2 miles
   - ☐ More than 2 miles
   - ☐ Don’t Know

6. On most days, how does your child arrive and leave for school? (Select ONE choice per column, mark box with X)

   **Go to school**
   - ☐ Walk
   - ☐ Bike
   - ☐ School Bus
   - ☐ Family Vehicle (only children in your family)
   - ☐ Carpool (Children from other families)
   - ☐ Transit (city bus, subway, etc.)
   - ☐ Other (skateboard, scooter, inline skates, etc.)

   **Leave from school**
   - ☐ Walk
   - ☐ Bike
   - ☐ School Bus
   - ☐ Family Vehicle (only children in your family)
   - ☐ Carpool (Children from other families)
   - ☐ Transit (city bus, subway, etc.)
   - ☐ Other (skateboard, scooter, inline skates, etc.)

7. How long does it normally take your child to get to/from school? (Select one choice per column, mark box with X)

   **Go to school**
   - ☐ Less than 5 minutes
   - ☐ 5 - 10 minutes
   - ☐ 11 - 20 minutes
   - ☐ More than 20 minutes
   - ☐ Don’t know/Not sure

   **Leave from school**
   - ☐ Less than 5 minutes
   - ☐ 5 - 10 minutes
   - ☐ 11 - 20 minutes
   - ☐ More than 20 minutes
   - ☐ Don’t know/Not sure

8. If they don’t already walk or bike to/from school, has your child asked you permission to walk or bike to/from school in the last year? ☐ Yes ☐ No

9. At what grade would you allow your child to walk or bike to/from school without an adult?
   (Select a grade between PK,K,1,2,3...) ☐ ☐ (grade) ☐ (or) ☐ I would not feel comfortable at any grade

Please turn page over for more questions
10. If you allow your child to walk or bike to/from school, which of the following issues are areas of concern? (If your child does not walk or bike to/from school, skip to question 11)
Select ALL that apply:
- Distance
- Conveniance of driving
- Time
- Child’s before or after-school activities
- Speed of traffic along route
- Amount of traffic along route
- Adults to walk or bike with
- Sidewalks or pathways
- Safety of intersections and crossings
- Crossing guards
- Violence or crime
- Weather or climate

11. If you do not currently allow your child to walk or bike to/from school, would you probably let your child walk or bike to/from school if this problem were changed or improved? (If your child already walks or bikes to/from school, skip to question 12)
Select one choice per line, marked with an X:
- My child already walks or bikes to/from school (skip to question 12)
- Distance..............................................................   Yes   No   Not Sure
- Convenience of driving..........................................   Yes   No   Not Sure
- Time...................................................................   Yes   No   Not Sure
- Child’s before or after-school activities....................   Yes   No   Not Sure
- Speed of traffic along route....................................   Yes   No   Not Sure
- Amount of traffic along route.................................   Yes    No   Not Sure
- Adults to walk or bike with.....................................   Yes    No   Not Sure
- Sidewalks or pathways..........................................   Yes    No   Not Sure
- Safety of intersections and crossings.......................   Yes   No    Not Sure
- Crossing guards...................................................   Yes   No   Not Sure
- Violence or crime..................................................   Yes   No   Not Sure
- Weather or climate...............................................   Yes    No    Not Sure

12. In your opinion, how much does your child’s school encourage or discourage walking/biking to/from school?
- Strongly Encourages   Encourages   Neither   Discourages   Strongly Discourages

13. How much fun is walking or biking to/from school for your child?
- Very Fun                      Fun     Neutral         Boring     Very Boring

14. How healthy is walking or biking to/from school for your child? (If you select “Unhealthy” or “Very Unhealthy”, please explain in Question 16 below)
- Very Healthy                Healthy    Neutral         Unhealthy     Very Unhealthy

15. What is the highest grade or year of school you completed?
- Grades 1 through 8 (Elementary)
- Grades 9 through 11 (Some high school)
- Grade 12 or GED (High School Graduate)
- College 1 to 3 years (Some college or technical school)
- College 4 years or more (College graduate)
- Prefer not to answer

16. Please provide any additional comments below.

____________________________________________________

____________________________________________________
Encuesta sobre ir caminando o andando en bicicleta a la escuela
- PARA PADRES -

Estimado Padre o Encargado,

La escuela donde su hijo/hija asiste desea saber su opinión acerca de los niños que caminan o andan en bicicleta a la escuela. Esta encuesta tomará entre 5 y 10 minutos para completar. Le pedimos que si tiene más de un niño que va a la misma escuela, sólo tiene que llenar una forma de la encuesta, la del niño mayor.

Después de completar esta encuesta, devuélvala a la escuela a través de su hijo(a) o entreguesela a la maestra. Sus respuestas se mantendrán confidenciales y no se asociará su nombre ni el de su hijo a ningún resultado.

¡Gracias por participar en esta encuesta!

Nombre de la Escuela: ______________________________

1. ¿En qué grado está el niño que trajo esta encuesta al hogar? [ ] Grado (PK,K,1,2,3...)

2. ¿El niño que trajo a casa la encuesta es niño o niña? [ ] Niño  [ ] Niña

3. ¿Cuántos niños tiene usted entre Kindergarten y el 8vo grado? (0,1,2,3…)

4. ¿Cuál es la intersección más cerca de su casa? (el cruce de las dos calles)

5. ¿Cómo llenar este formulario? Escriba en letras MAYUSCULAS. Marque las cajas con "X"

6. ¿A qué distancia vive su niño de la escuela?

   [ ] Menos de 1/4 milla  [ ] Media milla hasta 1 milla  [ ] Más de 2 millas

   [ ] Entre 1/4 y ½ milla  [ ] Entre 1 y 2 millas  [ ] No lo sé

6. ¿La mayoría de los días, cómo va su niño a la escuela y cómo regresa a la casa después de la escuela? (una respuesta por columna con una "X" en la caja)

**Llega a la escuela**

   [ ] Caminando
   [ ] Bicicleta
   [ ] Autobús escolar
   [ ] Vehículo de la familia (solo con niños de la familia)
   [ ] Viaje en auto compartido con niños de otras familias (Carpool)
   [ ] Tránsito (autobús de la ciudad, subterráneo, etc.)
   [ ] Otro (patineta, monopatín, patines, etc.)

**Regresa a casa**

   [ ] Caminando
   [ ] Bicicleta
   [ ] Autobús escolar
   [ ] Vehículo de la familia (solo con niños de la familia)
   [ ] Viaje en auto compartido con niños de otras familias (Carpool)
   [ ] Tránsito (autobús de la ciudad, subterráneo, etc.)
   [ ] Otro (patineta, monopatín, patines, etc.)

7. ¿Cuánto tiempo le toma a su niño para ir y regresar de la escuela? (una respuesta por columna con una "X" en la caja)

   **Tiempo del recorrido a la escuela**

   [ ] Menos de 5 minutos
   [ ] 5 a 10 minutos
   [ ] 11 a 20 minutos
   [ ] Más de 20 minutos
   [ ] No lo sé / No estoy seguro/a

   **Tiempo del recorrido para llegar a casa**

   [ ] Menos de 5 minutos
   [ ] 5 a 10 minutos
   [ ] 11 a 20 minutos
   [ ] Más de 20 minutos
   [ ] No lo sé / No estoy seguro/a

8. ¿En el último año, le ha pedido permiso su hijo para caminar o andar en bicicleta hacia o desde la escuela? [ ] Sí  [ ] No

9. ¿En qué grado permitiría que su hijo camine o ande en bicicleta solo a/o de la escuela? (seleccione un grado entre PK,K,1,2,3…) [ ] (grado)  [ ] No me sentiría cómodo/a en ningún grado
¿Cómo llenar este formulario? Escriba en letras MAYUSCULAS. Marque las cajas con "X"

10. ¿Si usted permite que su hijo(a) camine o ande en bicicleta a la escuela y de regreso a casa, cuáles de los siguientes temas son puntos de preocupación? (Si su hijo(a) no camina o anda en bicicleta a la escuela y de regreso a casa, favor de pasar a la pregunta 11)

Selecciona todas las respuestas que apliquen:

- Distancia
- Conveniencia de manejar
- Tiempo
- Actividades antes/después de la escuela
- Velocidad del tránsito en la ruta
- Cantidad de tránsito en la ruta
- Niños acompañados por adultos
- Seguridad de las intersecciones y cruces
- Guardias de cruce peatonal
- Aceras o caminos
- Guardias de cruce peatonal
- Violencia o crimen
- Clima

11. ¿Si usted no le permite a su hijo(a) que camine o ande en bicicleta a la escuela y de regreso a casa, cambiaría de opinión si el problema cambiara o mejorará? (Si su hijo(a) ya camina o anda en bicicleta a la escuela y de regreso a casa, favor de pasar a la pregunta 12)

Selecciona una opción por línea, marcada con una X:

- Mi hijo(a) ya camina o anda en bicicleta a y de la escuela (favor de pasar a la pregunta 12)

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<thead>
<tr>
<th>Distancia</th>
<th>Sí</th>
<th>No</th>
<th>No estoy seguro/a</th>
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<tbody>
<tr>
<td>Conveniencia de manejar</td>
<td>Sí</td>
<td>No</td>
<td>No estoy seguro/a</td>
</tr>
<tr>
<td>Tiempo</td>
<td>Sí</td>
<td>No</td>
<td>No estoy seguro/a</td>
</tr>
<tr>
<td>Actividades antes/después de la escuela</td>
<td>Sí</td>
<td>No</td>
<td>No estoy seguro/a</td>
</tr>
<tr>
<td>Velocidad del tránsito en la ruta</td>
<td>Sí</td>
<td>No</td>
<td>No estoy seguro/a</td>
</tr>
<tr>
<td>Cantidad de tránsito en la ruta</td>
<td>Sí</td>
<td>No</td>
<td>No estoy seguro/a</td>
</tr>
<tr>
<td>Niños caminando o en bicicleta acompañados por adultos</td>
<td>Sí</td>
<td>No</td>
<td>No estoy seguro/a</td>
</tr>
<tr>
<td>Aceras o caminos</td>
<td>Sí</td>
<td>No</td>
<td>No estoy seguro/a</td>
</tr>
<tr>
<td>Seguridad de las intersecciones y cruces</td>
<td>Sí</td>
<td>No</td>
<td>No estoy seguro/a</td>
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<tr>
<td>Guardias de cruce peatonal</td>
<td>Sí</td>
<td>No</td>
<td>No estoy seguro/a</td>
</tr>
<tr>
<td>Violencia o crimen</td>
<td>Sí</td>
<td>No</td>
<td>No estoy seguro/a</td>
</tr>
<tr>
<td>Clima</td>
<td>Sí</td>
<td>No</td>
<td>No estoy seguro/a</td>
</tr>
</tbody>
</table>

12. ¿En su opinión, la escuela anima o desanima a su hijo a caminar o andar en bicicleta para ir o venir de la escuela?

- Anima Fuertemente
- Anima
- Ni uno ni otro
- Desanima
- Desanima Fuertemente

13. ¿Cuánto DIVERTIDO es caminar o andar en bicicleta hacia o desde la escuela para su niño?

- Muy Divertido
- Divertido
- Neutral
- Aburrido
- Muy Aburrido

14. ¿Cuánto SANO es caminar o andar en bicicleta hacia o desde la escuela para su niño?

(Si usted seleccionó las opciones "Malsano" o "Muy Malsano", favor de escribir sus razones en la pregunta 16.)

- Muy Sano
- Sano
- Neutral
- Malsano
- Muy Malsano

15. ¿Cuál es el grado o el año más alto de educación que usted terminó?

- Grados 1 a 8 (Escuela primaria)
- Universidades 1 a 3 años (alguna universidad o escuela técnica)
- Grados 9 a 11 (alguna High School/secundaria)
- Universidades 4 años o más (graduado de la universidad)
- Grado 12 o GED (graduado High School/secundaria)
- Prefiero no contestar

16. Por favor proporcione comentarios adicionales.

[ESPACIO PARA COMENTARIOS]
ADDITIONAL RESOURCES
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Additional Resources

**SRTS General Resource Centers**
- California Active Transportation Resource Center (formerly the CA Safe Routes to School Resource Center): [http://www.casaferoutestoschool.org/tools/](http://www.casaferoutestoschool.org/tools/)
- Safe Routes to School National Partnership: [http://saferoutespartnership.org/](http://saferoutespartnership.org/)

**Education**

**Enforcement**
- **Safety Passages Program**

- **Safety Valet Program**
Additional Resources

- Request to order Safety Valet Kit:  

- Request Traffic Valet Training - Los Angeles School Police Department  

- Student Drop-off and Pick-up Tools - National Center for Safe Routes to School:  
  http://guide.saferoutesinfo.org/dropoff_pickup/student_drop-off_and_pick-up_tools.cfm

- **Crossing Guards**
  
  Traffic Safety Tool Kit - Los Angeles County Department of Public Works: The Tool Kit contains guidelines on how to request school area traffic enforcement, such as crossing guard service.  
  https://dpw.lacounty.gov/traffic/TrfSafetyToolKit.pdf


  Adult School Crossing Guard Guidelines: National Center for Safe Routes to School and the Pedestrian and Bicycle Information Center:  

  California School Crossing Guard Training Guidelines - California Active Transportation Resource Center:  
  http://www.casaferoutestoschool.org/adult-crossing-guard-training/

- **Others**
  
  Model Language to Incorporate SRTS into Local School Wellness Policy - CA4Health and ChangeLab Solutions:  
  http://www.changelabsolutions.org/publications/SRTS_wellness-elements