August 2014

Safe Routes to School Audit Report
Pineview Elementary School

Leon County Public Schools

PINEVIEW ELEMENTARY SCHOOL

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Acknowledgements

Renaissance Planning Group and Wendy Grey Land Use Planning, LLC would like to thank the following organizations for their input, guidance, and resources in developing this Safe Routes to School Audit report for Pineview Elementary School.

Capital Region Transportation Planning Agency (CRTPA)

Safe Routes to School (SRTS) National Partnership

Leon County Public Schools (LCS)

Florida Department of Transportation (FDOT)

Leon County Sheriff's Office (LCSO)

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RENAISSANCE PLANNING GROUP

WENDY GREY LAND USE PLANNING LLC

Chapter 1: Introduction

Project Purpose

The purpose of this Safe Routes to School (SRTS) audit report is to provide recommendations to improve student walking and bicycling rates to and from school. In addition, this report addresses other enhancements to improve the overall travel safety and convenience for students, parents and the school. Improvement recommendations are provided in the following categories: infrastructure, programs, and polices. This SRTS audit includes an array of considerations formulated from a range of research and analytical tools employed to better understand and comprehend the issues and concerns affecting current walking and bicycling rates of student to and from school. This report highlights a summary of students' school travel patterns through in-class student travel surveys, parent self-reported surveys, on-site meetings with school officials, and field reviews.

School Overview

Pineview Elementary School is located at 2230 Lake Bradford Road, Tallahassee, 32310 in Leon County, Florida. It is part of the Leon County Public Schools system. The school was established in 1956. Regular school hours are from 8:30am to 2:50pm. An after school program is available from the end of the school day until 6:30pm.

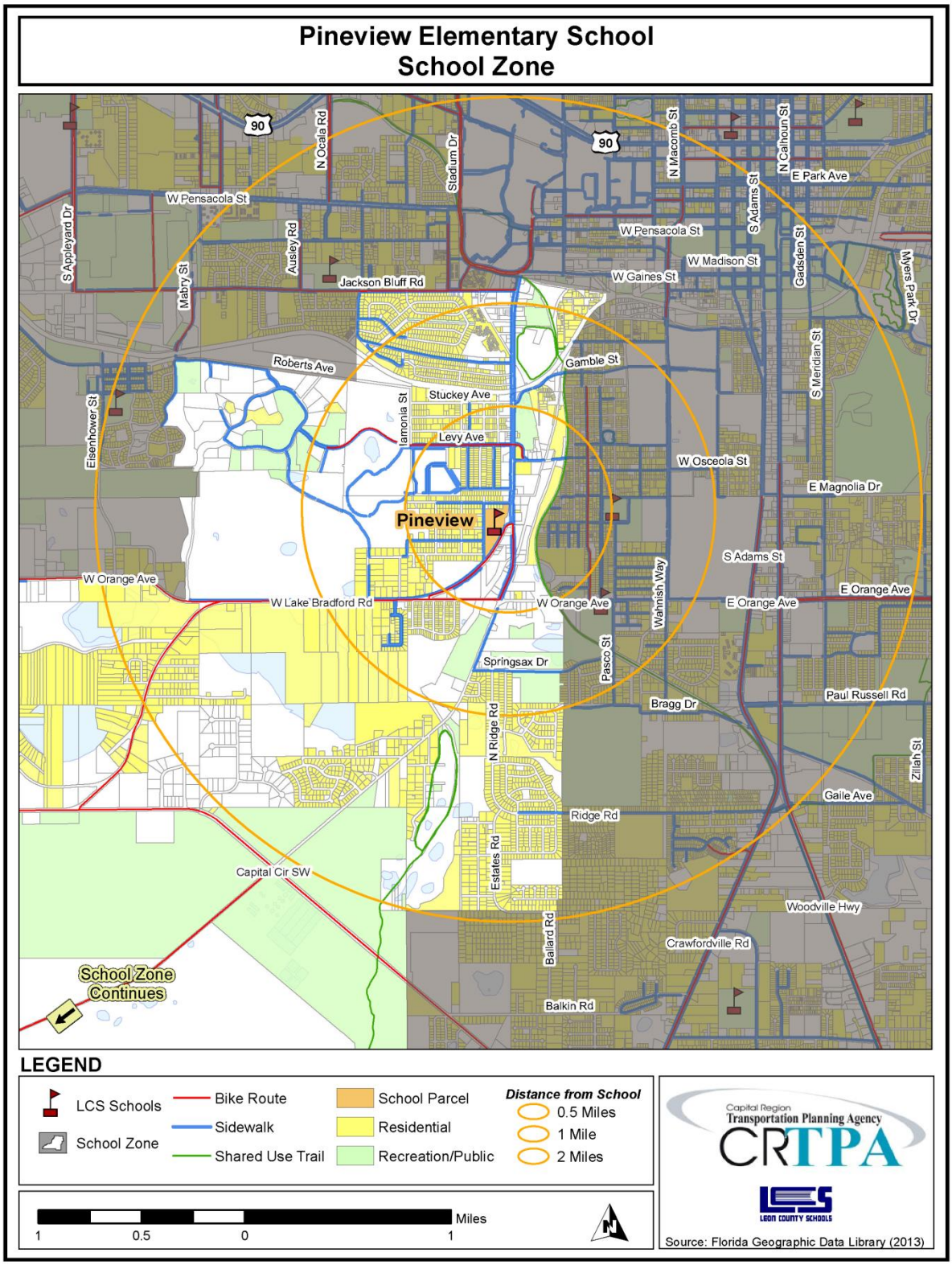
The number of students enrolled at the school, for the 2013 school year was 547. The school has a current capacity for 667 students. The school includes grade levels Pre-Kindergarten to 5th grade.

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

School Zone

The Pineview Elementary school zone, located in southern Leon County, encompasses the neighborhoods of Elberta Empire, Providence, Callen, Liberty Park, and Lake Bradford. Florida State University and Florida Agricultural & Mechanical University are located just north and east of the school zone, respectively. The presence of two major universities near the neighborhood likely influences the demographic makeup of the area, with a significant amount of housing, in the northern portion of the zone, occupied by college students. Land uses in the school zone consist of mostly residential, recreational, and community service-type uses. Additionally, the Tallahassee Regional Airport and Apalachicola National Forest take up a significant portion of the Pineview zone just south of Capital Circle.

The Pineview school zone includes three major roadways. West Orange Avenue runs east to west through the northern portion of the zone. Capital Circle runs mostly east to west and bisects the zone into north and south. Springhill Road/Lake Bradford Road runs slightly southwest to northeast and bisects the zone into east and west. Additionally, a CSX railroad line runs east to west and borders the zone to the north. Recreational facilities within the school zone include Lake Elberta Park, Seminole golf course, Mabry Park, Springsax Park, Jake Gaither golf course, Silver Lake Park, Lake Henrietta Park, and Golden Aster Nature Preserve.


Pineview Elementary School
School Zone
Pineview
School Zone Continues
W Pensacola St
Jackson Bluff Rd
W Gaines St
W Madison St
E Park Ave
Roberts Ave
Stuckey Ave
Levy Ave
Gamble St
W Osceola St
E Magnolia Dr
S Adams St
E Orange Ave
W Orange Ave
W Lake Bradford Rd
Springsax Dr
Bragg Dr
Paul Russell Rd
Ridge Rd
Galle Ave
Capital Cir SW
Woodville Hwy
Crawfordville Rd
Balkin Rd
N Ocala Rd
Stadium Dr
N Macomb St
N Calhoun St
S Appleyard Dr
Mabry St
Ausley Rd
S Adams St
Gadsden St
Myers Park Dr
S Meridian St
Eisenhower St
Tamronia St
Wahnish Way
Pasco St
N Ridge Rd
Zillah St
Estates Rd
Ballard Rd
LEGEND
LCS Schools
School Zone
Bike Route
Sidewalk
Shared Use Trail
School Parcel
Residential
Recreation/Public
Distance from School
0.5 Miles
1 Mile
2 Miles
Miles
1
0.5
0
1
Capital Region Transportation Planning Agency
CRTPA
LEON COUNTY SCHOOLS
Source: Florida Geographic Data Library (2013)

Chapter 2: On-Site Meeting and Inventory

Date and Weather Conditions

The on-site inventory meeting was conducted on March 1st, 2013. The weather was cool with temperatures in the mid 40 degrees Fahrenheit.

Highlights and Key Observations of On-Site Meeting

During this visit, Pineview Elementary School representatives provided insight about students' travel to and from school and discussed what was working, or not working well. The meeting began by discussing current policies, programs, and administration related to students' travel to and from school. Examples of safety education programs discussed include crossing guards, safety patrols, and traffic education. Additionally, before- and after-school programs provided for students were discussed.

It was noted that overhead signs and school zone warning lights are located along Lake Bradford Road/Springhill Road. Also, there are school zone flashing lights along Lake Bradford Road, south of the campus. Perimeter and restrictive access gates around campus aid with safety and security concerns at the school; however, it was noted by school representatives that overall crime in the area is low. Students are permitted to arrive to school as early as 7:45am, for the breakfast program, and there is an after school program available on campus until 6:30pm. Approximately 100 students participate in the after school program.

There are three designated crossing guards around campus. They are located at the intersection of Coleman Street & Lake Bradford Road/Springhill Road, Coleman Street & Walcott Street, as well as the crosswalk near Walcott Street & Victoria Street. Additionally, school staff is present at the two walk/bike gate entrances around campus. It was noted that bicycle safety is taught through Physical Education (P.E.) curriculum. Also, there are "PBS" (Pedestrian-Bicycle Safety) rules for the school bus and automobile pick-up/drop-off zones on campus. School staff serves as ushers for students at both the automobile drop-off/pick-up and school bus zones. The student safety patrol assists with these functions as well.

Circulation

During a tour of the school, school representatives provided explanations of school circulation patterns as to where and how children were entering and exiting school grounds via walking or bicycle and arriving and departing by automobile or school bus.

While the school is located in an older, higher density neighborhood, the surrounding housing is heavily university student oriented, so children commute from further away, outside of a safe walking or bicycling distance. As a result, there are a limited number of students that walk or bicycle to/from school, as many must rely heavily on school busing and automobile rides. It was noted that there are more walkers in the afternoons than in the mornings. Additionally, it was noted that some teachers bicycle to school. Walkers and bicyclists can enter campus from both Walcott Street and Lake Bradford Road. Hardly any students are known to commute via bicycle. This is believed to be due, in part, to students not owning bicycles. There is no bicycle parking rack located at the school.

The school bus drop-off and pick-up zone functions adequately. There are ushers to help guide students arriving and departing school with minimal difficulty and conflict. The zone for arrival and departure is covered and leads to the school cafeteria where students are held during the afternoons. There are four and five school buses in the mornings and afternoons, respectively. It was noted that about a dozen students ride Star Metro buses daily. Those who ride Star Metro are escorted to the bus stop by a school staff member.

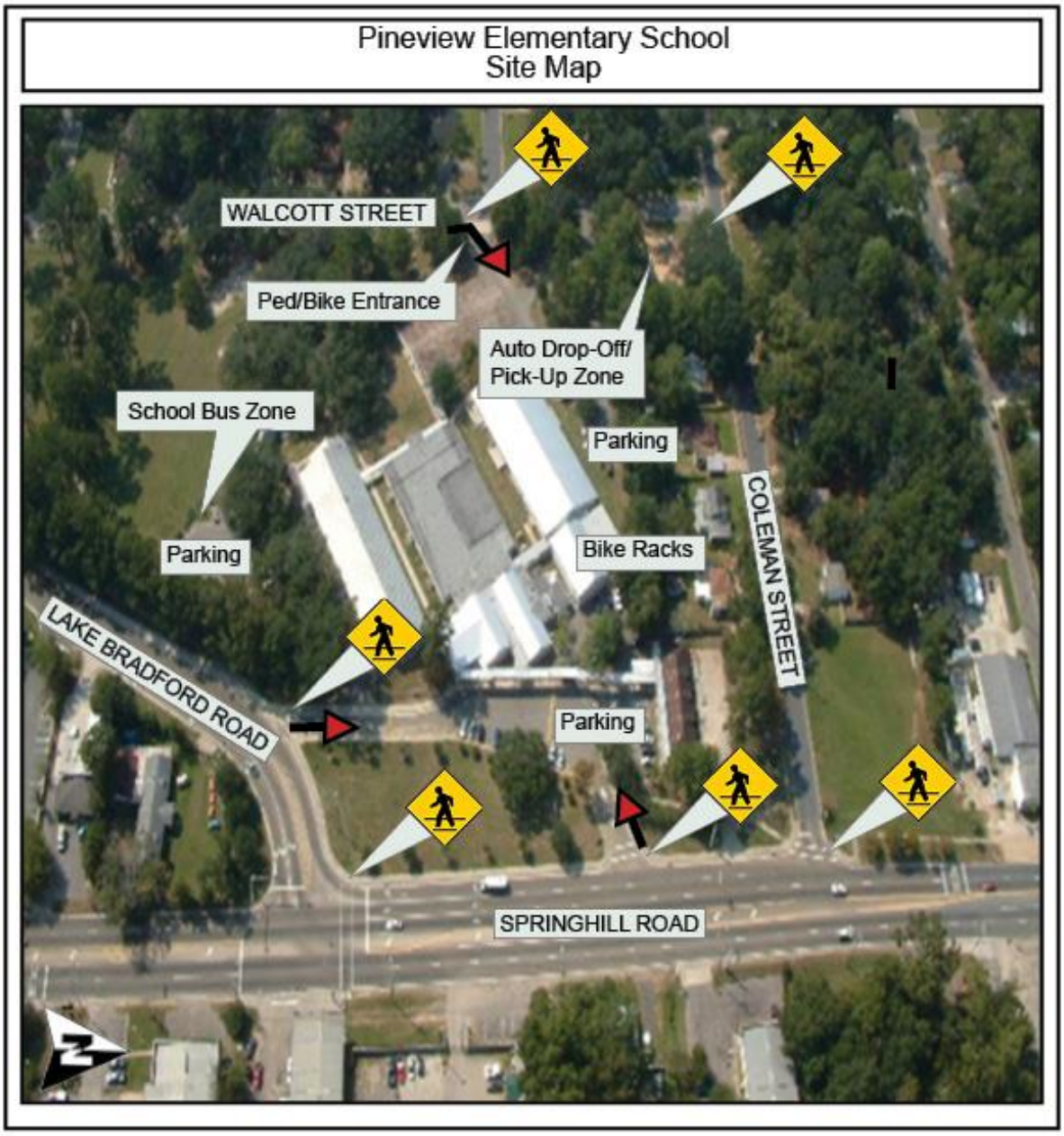
The covered, parent drop-off and pick-up zone functions adequately to accommodate the volume of automobiles entering and exiting the site; however, there are reports of drivers not obeying the rules and directions for student drop-off/pick-up, which can aggravate the situation. Some drivers reportedly drop-off students along the side of the roadway or in undesignated locations on school grounds, leaving children to walk through bus parking lots or congested circulation lines. School representatives stated that this is a major issue during school commuting hours and letters have been sent home to parents to address to the issue.

Inventory Map

An aerial photograph showing Pineview Elementary School is located on the following page. As shown in the photo, the school fronts Springhill Road. Students can access campus from this street as well as Lake Bradford Road, and Walcott Street, in the back of the school. A bicycle parking rack is located near the school's library.

For the most part there are sidewalks along both sides of Springhill Road. Sidewalks along the west side of the street are standard width. However, sidewalks along the east side of the street are fairly narrow and have no buffer with the street for most of the length of the school zone. Standard width sidewalks are available along the school-side of Lake Bradford Road and Coleman Street. Standard width sidewalks are also available along the non-school side of Walcott Street and there is a midblock crosswalk that connects directly to a sidewalk that enters onto campus.

The automobile pick-up and drop-off zone is located at the rear of the school. Automobiles both enter and exit from separate driveways along Walcott Street. Parking spaces are located in this area as well. The bus drop-off and pick-up zone is separately located along the front of the school on Lake Bradford Road. Buses enter the zone from Springhill Road and exit the zone along Lake Bradford Road. Additional parking spaces are located in this area as well.


Pineview Elementary School
Site Map
WALCOTT STREET
Ped/Bike Entrance
Auto Drop-Off/
Pick-Up Zone
School Bus Zone
Parking
Parking
Bike Racks
COLEMAN STREET
LAKE BRADFORD ROAD
Parking
SPRINGHILL ROAD
N

Issues and Opportunities

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

A fairly good amount of students walk to school already; however, geography appears to be a primary issue with students' ability to walk and bicycle to school. The neighborhood includes a major university and much of the surrounding housing is occupied by college students, who tend not to have school-aged children. Additionally, there are few students who own bicycles which could be a contributing factor to low bicycling rates at the school. These kind of external factors are often difficult to overcome, at least in the short term.

With what opportunities that do exist to increase walking and bicycling, including student safety consideration should be given to Lake Bradford Road/Springhill Road as well as Lake Bradford Road, south of the school. Traffic calming measures should be explored to reduce automobile speeds and increase awareness of children in the area, especially during school commuting times. Also, school-related and –supportive committees such as the Parent/Teacher Organization (PTO) can be used to help educate parents on the opportunities and benefits to having their children walk or bicycle to school, where such options are feasible. These groups can also help get the word out to parents concerning on-campus issues, such as appropriate behavior and protocol for dropping-off and picking-up students, as well as the importance of using the designated automobile zone.

Chapter 3: Student Travel Survey – Summary of Results

School administrators carried out a school-wide travel survey to evaluate the ways in which students from Kindergarten through 5th Grade traveled to their school from home during a one week period. (A copy of the student travel survey can be found in **Appendix A**.)

Student travel survey results were counted and grouped by grade level. They were analyzed for the school as a whole as well as by grade level groupings of Kindergarten through 2nd Grade, and 3rd Grade through 5th Grade, respectively. (A detailed description of the analysis by mode for the two grade level groupings can be found in **Appendix B**.)

The survey indicates that more than half of the students at Pineview Elementary School – approximately six out of ten students – are dropped off at school by car. The percentage rises slightly for younger-aged children, which is not uncommon. Riding a school bus and walking to school ranked a distant second and third place at approximately 30 percent and 12 percent of students, respectively. Of those commuting by school bus, the percentage rises slightly for older-aged children. Surprisingly, the percentage of younger- and older-aged children walking to school was equal. While this number could potentially be increased with the right combination of programs, policies, and infrastructure upgrades, the current rate of students walking to school establishes a solid foundation for improvement. A low percentage of students surveyed, less than one percent and one percent, reported biking to school or arriving by public bus, respectively. Of those commuting by public bus, the percentage rises slightly for older-aged children.

SUMMARY OF SCHOOL-WIDE RESULTS

	Walk	Bicycle	Automobile	School Bus	Public Bus
Average Overall	12 %	<1 %	57 %	30 %	1 %

Chapter 4: Parent Survey – Summary of Results

School administrators carried out a school-wide survey to better understand the neighborhood safety issues and concerns of parents and the factors influencing their decision to allow their children to walk or bicycle to school. (A copy of the parent survey can be found in **Appendix C**.)

Parent survey results were counted and analyzed by grade level groupings of Kindergarten through 2nd Grade and 3rd Grade through 5th Grade, respectively. (A description of the parent surveys for the two grade level groupings can be found in **Appendix D**.)

The surveys of students living within two miles from the school indicate that a greater percentage of Pineview Elementary School students are dropped off by car in the morning, while fewer return home by the same mode in the afternoon. In the afternoon, there are greater percentages of students returning home by walking. Overall, a combined total of approximately one-third of students commutes to and from school by either walking or bicycling.

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

With regard to factors that might influence their decision to allow their child to walk or bike to school, survey responses indicate that factors such as the availability of crossing guards, marking school speed zones with flashing signs and enforcing speeding limits, and accompanying children (by themselves, with other parents) were mutually agreed upon by parents from both Kindergarten through 2nd and 3rd through 5th.

Chapter 5: Neighborhood Field Review

A neighborhood field review was conducted on April 25th, 2013. The review consisted of an assessment of accessibility, connectivity and safety along neighborhood roadways within proximity to Pineview Elementary School. On the day of the field review, the weather was overcast with some light rain and temperatures in the 70's Fahrenheit. Following the field review, a walk/bike shed area was delineated on a map within the school zone, surrounding the school. This chapter includes a Walk/Bike Shed section describing the approach to defining the area and an associated map for Pineview Elementary School.

Character of Neighborhood Area

Pineview Elementary is located in an established neighborhood primarily comprised of higher density single family homes. Neighborhoods immediately behind the school have a few streets where pedestrian infrastructure is available, but these streets are far from being complete streets for both bicyclists and pedestrians. The streets do connect in a mostly gridded manner which contributes to the school's overall accessibility.

Major roadways in the school zone include:

- Orange Avenue, a heavily traveled two-lane, east-west roadway with a posted 35 mph speed limit.
- Springhill Road, a southwest-northeast roadway with a posted speed limit between 30-45mph. It transitions from four to two lanes south of Orange Avenue.

Crash Data

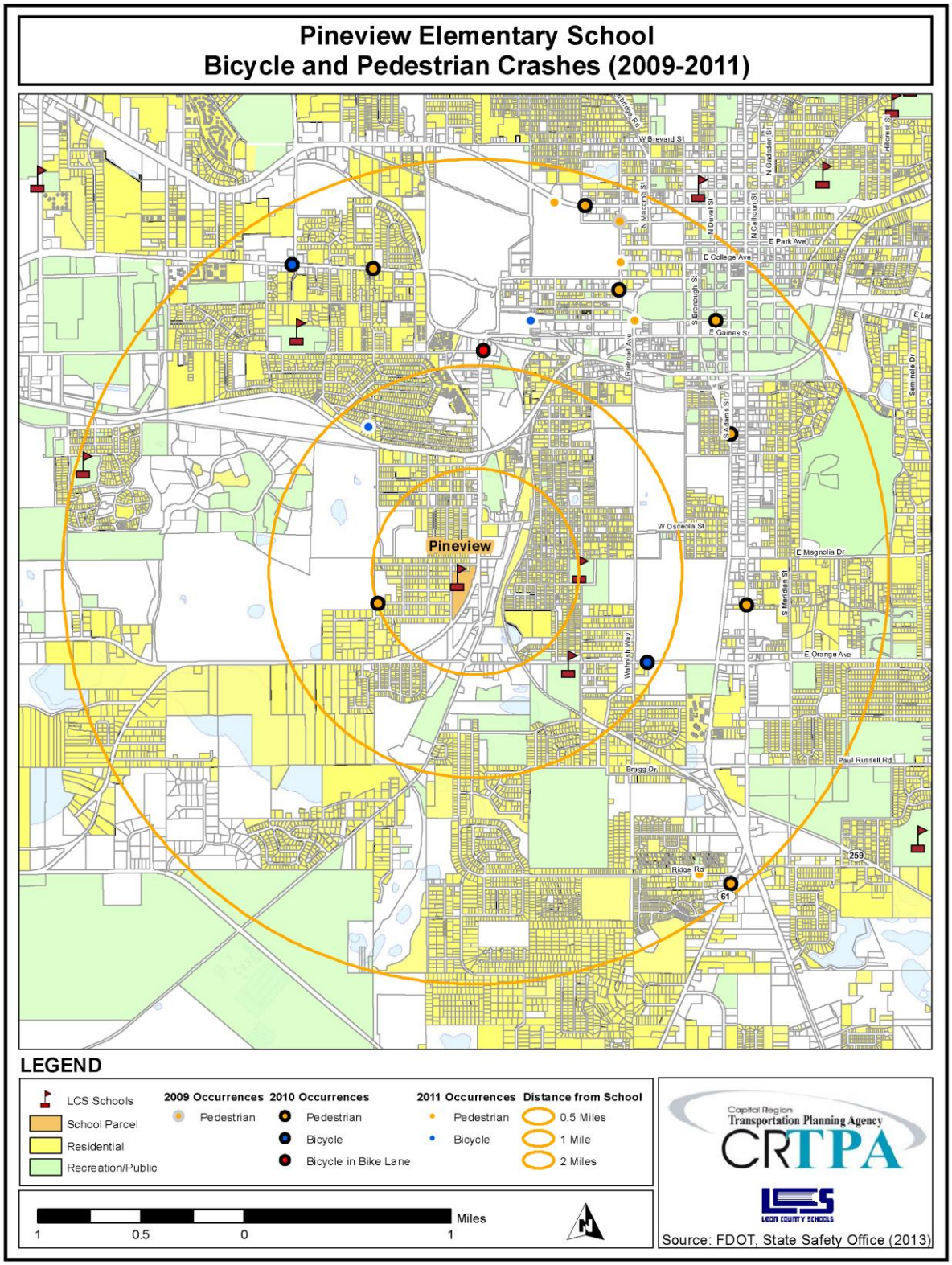
Crash data were collected from the Florida Department of Transportation's (FDOT) State Safety Office for years 2009-2011. Crashes reported include any crashes within Leon County and on any local and major roadways. The data were collected for a typical school year, August 15th to May 30th. Additionally, only bicycle and pedestrian crashes that occurred during typical school commute hours, 7:00am to 9:30am and 1:50pm to 4:20pm, and school days, Monday to Friday, were examined.

There were a total of 19 bicycle and pedestrian crashes that occurred within the theoretical two-mile walk/bike radius of Pineview Elementary School. Of those total crashes, 8 (42%) occurred during the morning hours and 11 (58%) occurred during the afternoon hours. A vast majority of the crashes involved adult pedestrians. However, there were a few incidents of crashes involving bicyclists and children. Injuries were reported in all but two crashes.

Most of the crashes occurred approximately one to two miles northwest of Pineview Elementary School, in an area mainly comprised of the Florida State University and Florida Agricultural and Mechanical University campuses. Streets where crashes tend to be a problem are Madison Street, Monroe Street North, Tennessee Street, Duval Street, Georgia Street, and Pensacola. Other streets that tend to be a problem in the area surrounding the school include Ridge Road, Orange Avenue, Daniels Street, and Lake Bradford Road.

SUMMARY OF CRASH REPORTS (2009-2011)

Date	Time	Day	On Road	Nearest Intersection	Injury or Fatality?	Type of Crash	Person(s) Involved
04/22/09	8:15am	Wednesday	Call St. W	Copeland St.	Injury	Pedestrian	Adult
03/16/10	9:09am	Tuesday	Daniels St.	Bruce Ln.	Serious Injury	Pedestrian	Adult
05/27/10	8:06am	Thursday	Madison St.	Duval St.	Injury	Pedestrian	Adult
10/26/10	3:46pm	Tuesday	Pensacola St.	Copeland St. S	No Injury	Pedestrian	Adult
08/26/10	8:03am	Thursday	Orange Ave.	Wahnish Way	Injury	Bicyclist	Adult
09/06/10	2:09pm	Monday	Tennessee St.	Dewey St. N	Injury	Pedestrian	Adult
10/04/10	2:14pm	Monday	Lake Bradford Rd.	Jackson Bluff Rd.	No Injury	Bicyclist in Bike Lane	Adult
10/12/10	7:53am	Tuesday	Pensacola St.	Chapel Dr.	Injury	Pedestrian	Adult
10/20/10	7:10am	Wednesday	Crawfordville Rd.	Gaile Ave.	Injury	Pedestrian	Child
10/29/10	3:46pm	Friday	Ocala Rd. S	Pensacola St.	Injury	Bicyclist	Adult
12/03/10	3:32pm	Friday	Putnam Dr.	Monroe St.	Injury	Pedestrian	Adult
12/29/10	3:12pm	Wednesday	Adams St.	Jennings St.	Serious Injury	Pedestrian	Adult
01/11/11	2:35pm	Tuesday	Academic Way	Territory Way	Injury	Pedestrian	Adult
01/18/11	2:40pm	Tuesday	Glenda Dr.	Pepper Dr.	Injury	Bicyclist	Adult
01/19/11	3:43pm	Wednesday	Copeland St.	College Ave.	Injury	Pedestrian	Adult
02/08/11	3:32pm	Tuesday	Madison St.	Railroad Ave.	Injury	Pedestrian	Adult
02/16/11	4:05pm	Wednesday	Madison St.	Woodward Ave. S	Injury	Bicyclist	Adult
04/29/11	8:10am	Friday	Duval St.	Madison St.	Injury	Pedestrian	Adult
09/09/11	8:07am	Friday	Ridge Rd.	State St.	Injury	Pedestrian	Child


Pineview Elementary School
Bicycle and Pedestrian Crashes (2009-2011)
Pineview
W Brevard St
E College Ave
E Gaines St
W Osceola St
E Magnolia Dr
E Orange Ave
Paul Russell Rd
Bragg Dr
Ridge Rd
LEGEND
LCS Schools
School Parcel
Residential
Recreation/Public
2009 Occurrences
Pedestrian
2010 Occurrences
Pedestrian
Bicycle
Bicycle in Bike Lane
2011 Occurrences
Pedestrian
Bicycle
Distance from School
0.5 Miles
1 Mile
2 Miles
Miles
1
0.5
0
1
Capital Region Transportation Planning Agency
CRTPA
LEON COUNTY SCHOOLS
Source: FDOT, State Safety Office (2013)

Neighborhood Assessment

The overall neighborhood layout surrounding Pineview Elementary School lends itself fairly well to walkability. The well connected gridded street network allows for multiple route choices to access the school. In addition, there is a fairly comprehensive existing sidewalk infrastructure throughout the immediately adjacent neighborhood streets, but there are still some streets without sidewalks in the area. Further away for Pineview, outside of a half-mile radius of the school, the number of residential land uses begins to decrease with the presence of a golf course, national forest, and universities in the within the school zone.

Project-specific recommendations can be found in the Findings and Recommendations chapter of this report.

Walk/Bike Shed

As mentioned previously, a walk/bike shed area was delineated on a map within the school zone, surrounding the school. The Pineview Elementary School walk/bike shed map is included at the end of this chapter.

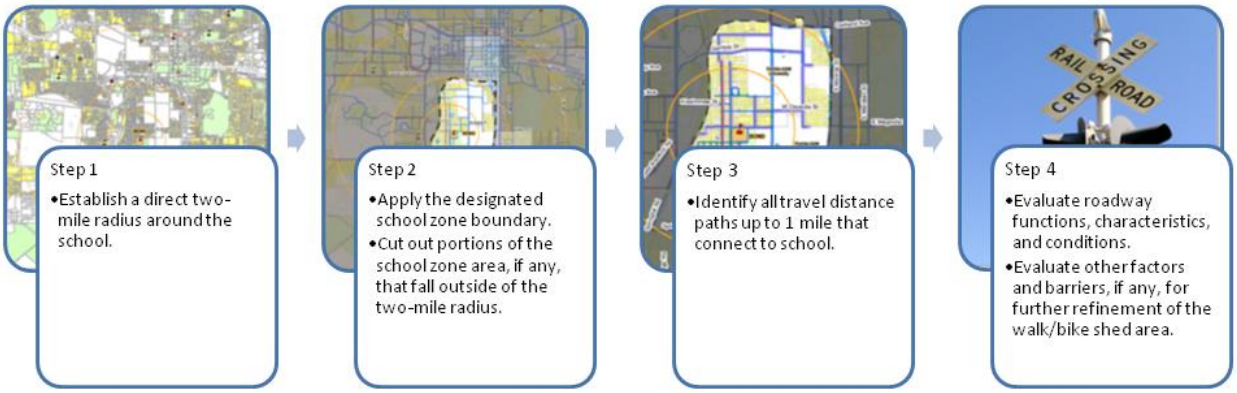
The walk/bike shed area and associated map are not meant to suggest that elementary school students of all ages, maturity level, and experience should commute to and/or from school within the area delineated. Certainly, younger children such as kindergarten students are not expected to walk or bike to school from practically any distance without the accompaniment of either a parent or much older sibling. Also, older children such as 5th graders without the appropriate experience or maturity level will likewise be more limited in their accessibility to school. Therefore, the walk/bike shed map functions more as a guide for parents, school administrators and students to evaluate and identify areas potentially commutable and conducive to walking and bicycling to school. The final decision to walk or bicycle to school is still at the discretion of the parents.

The walk/bike shed for Pineview Elementary School mostly extends north and west of the school. Orange Avenue is a heavily traveled roadway and forms the southern limits of the walk/bike shed. Lake Bradford Road with its four undivided lanes, multiple access driveways, and sometimes hazardous pedestrian accommodations forms the eastern limits of the walk/bike shed. There is an active railroad line approximately one-half mile north of the school forming the northern limits of the walk/bike shed. The presence of a Florida State University campus and the Don Veller Seminole Golf Course and Club about one-half mile west of the school combine to form the western limits of the walk/bike shed.

It should be noted that certain improvement recommendations could potentially expand the potential walk/bike shed area, due to improved conditions for walking and bicycling.

Methodology

Many factors were evaluated to ultimately determine the limits of the walk/bike shed area. The general methodology for identifying the shed included the following steps:



Evaluating Roadways

Four types of safety hazards were evaluated pertaining to roadways. They include:

- Sidewalks along roadways
- Roadways without sidewalks
- Roadway crossing points
- Railroad crossing points (along roadways)

Primary hazard conditions include, but are not necessarily limited to factors such as:

- Sidewalk width (where present)
- Separation between the walking/bicycling space and the vehicular travel space
- Intersection control measures for crossing
- Number of rail tracks (for railroad crossings)
- Traffic volume
- Traffic speed
- Roadway geometry
- Length of a hazardous condition present

Multiple factors are no doubt present for each hazard. And no two factors or situations are the same. This makes evaluation as much of an art as a science. Nonetheless, there are certain conditions in and of themselves that are considered decisive limitations to elementary school children walking and/or bicycling to school. Such conditions where walking and/or bicycling are deemed hazardous include the following. It should be noted that only one condition from either table needs to be met for a situation to be deemed hazardous.

Travel Along Roadways				
Sidewalk Type	**Hazardous Conditions**			
	Type of Road	**Posted Speed Limit**	**Peak Hour Traffic**	**Length**
< 2' wide sidewalk OR without sidewalk	All roadways other than local, neighborhood streets	N/A	N/A	Exceeding 0.5 miles in length
</= 3' wide sidewalk OR </= 4' separation from traffic	More than 2 travel lanes	Greater than 35 mph	Greater than 2,000	Exceeding 1 mile in length
> 4' wide sidewalk AND >/= 4' separation from traffic	More than 4 travel lanes	Greater than 45 mph	Greater than 3,500	Exceeding 2 miles in length

Roadway Crossing Points				
Crosswalk Type	**Hazardous Conditions**			
	Type of Road	**Posted Speed Limit**	**Peak Hour Traffic**	**Length**
Unmarked Crosswalk	More than 2 travel lanes	Greater than 25 mph	Greater than 1,500	N/A
Unsignalized Crosswalk				
Marked Crosswalk	Greater than 4 travel lanes	Greater than 40 mph	Greater than 2,000	N/A
Signalized Crosswalk				

Hazardous Walking Conditions, as defined per Florida Statute

Section 1006.23 of the Florida Statutes defines hazardous walking conditions for elementary school-aged students commuting to and from school. While these guidelines are useful, the scope and intent of the State's language are fairly general and broad. The standards are mostly liberally applied to extreme situations. For example, a four-foot wide 'surface sufficient for walking' that is only three feet in distance from the edge of a curb-less roadway with a 55 mph posted speed limit would likely not meet the required criteria, per State Statute, for hazardous walking conditions for elementary-aged students walking to or from school. Most experts would agree that such conditions as described are likely too challenging for elementary students to handle.

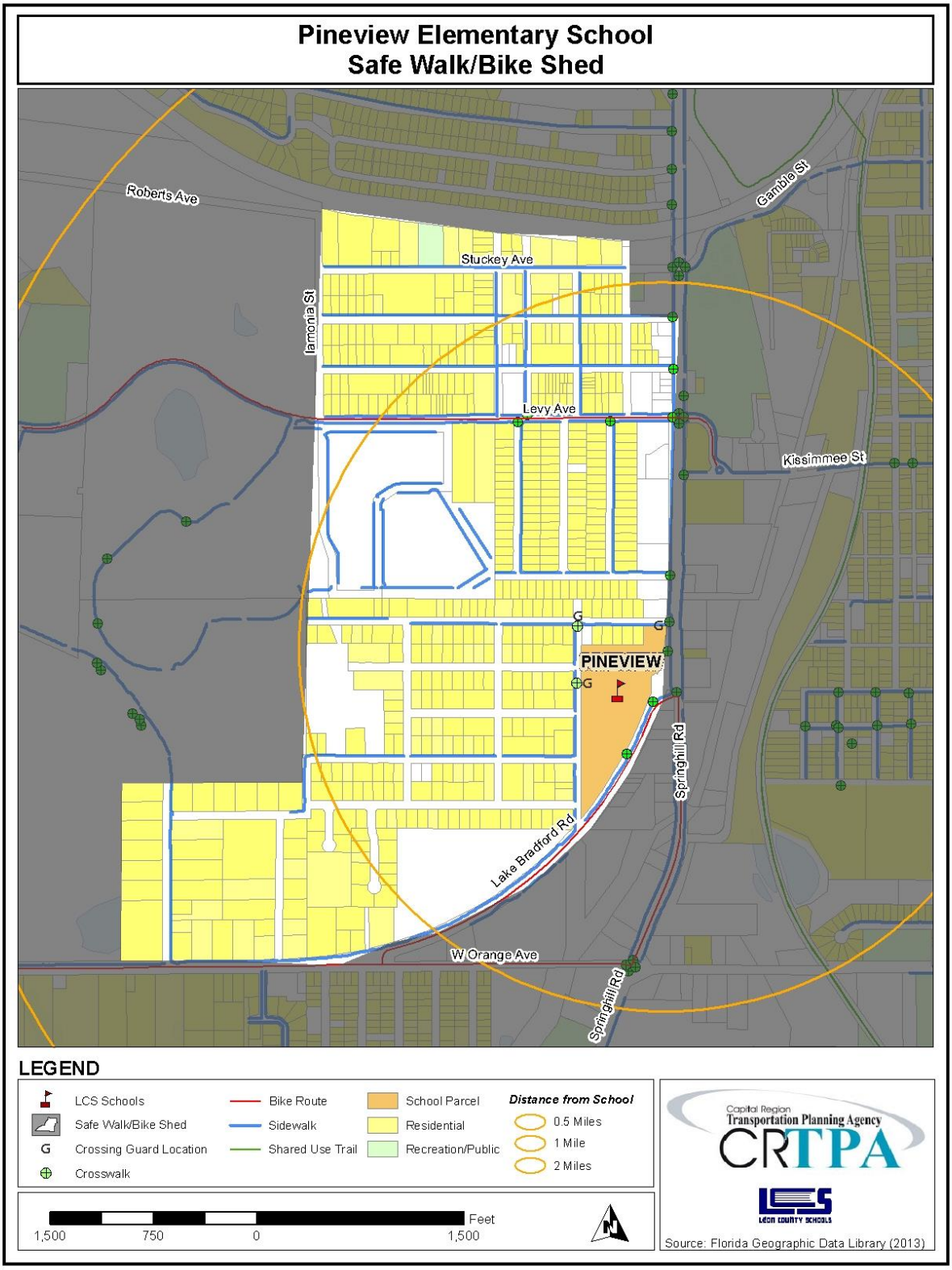
In determining a safe walking and bicycling area, this report applies a methodology and criterion that is more stringent than State standards and more in line with existing studies, research and opinions collected from numerous experts in the fields of pedestrian and bicycle transportation and safe routes to school planning. In addition, this report goes much further than simply identifying sidewalk/pathway

deficiencies; it also considers intersection conditions, pavement markings, signage, and a number of other attributes that can impact safe routes to school.

Evaluating Other Factors and Barriers

In addition to that identified above, information collected from the field review, anecdotal comments from parent surveys, discussions with school administrators and staff, and general research findings were applied to determine the ultimate walk/bike shed area commuting limits for the school. Such additional information evaluated included the following:

- Barriers such as water bodies and high-speed, restricted access highways
- Historic travel accident patterns
- Poor quality pedestrian infrastructure along routes
- Pathways of excessive length through nonresidential areas as well as excessive intersecting vehicular access drives


Pineview Elementary School
Safe Walk/Bike Shed
Roberts Ave
Gamble St
Stuckey Ave
Iamonia St
Levy Ave
Kissimmee St
PINEVIEW
Springhill Rd
Lake Bradford Rd
W Orange Ave
Springhill Rd
LEGEND
LCS Schools
Safe Walk/Bike Shed
Crossing Guard Location
Crosswalk
Bike Route
Sidewalk
Shared Use Trail
School Parcel
Residential
Recreation/Public
Distance from School
0.5 Miles
1 Mile
2 Miles
Feet
1,500
750
0
1,500
Capital Region Transportation Planning Agency
CRTPA
LEON COUNTY SCHOOLS
Source: Florida Geographic Data Library (2013)

Chapter 6: Findings and Recommendations

The three existing points of access for walkers and bicyclists to Pineview Elementary School provide efficient access onto campus. For those requiring automobile access, the situation could use some improvements in the policy realm to discourage unauthorized drop-off/pick-up locations. Additional policy and programmatic recommendations that might help to increase safe walking and bicycling to and from school are also included for the school's consideration.

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

Infrastructure Improvements

The following recommendations supplement the current walk/bike shed area as delineated on the map, addressing infrastructure needs and improvements that would enhance walking and bicycling safety and convenience to and from Pineview Elementary School. They include both on- and off-site improvements as follows:

Pineview Elementary School On- and Off-Site Recommendations

	Improvement: On-Site	Location	From	To	Geography	Direction	Length	Comments
A1	Install bicycle rack	Front entrance of school	N/A	N/A	N/A	N/A	N/A	

	Improvement: Off-Site	Location	From	To	Geography	Direction	Length	Comments
B1	Stripe existing crosswalks	Springhill Rd/Lake Bradford Road	At school bus zone driveways		N/A	N/A	N/A	
B2	New Crosswalk	Lake Bradford Road	At Walcott Street		North side of Lake Bradford Road	SW-NE	N/A	
B3	New Sidewalk	Callen Street	Pottsdamer Street	Gunn Street	South side of Callen Street	E-W	Approx. 803 feet	
B4	New Sidewalk	Callen Street	Thomas Street	Walcott Street	South side of Callen Street	E-W	Approx. 1,954 feet	
B5	New Sidewalk	Bethune Street	Coleman Street	Callen Street	West side of Bethune Street	N-S	Approx. 1,320 feet	
B6	New Sidewalk	James Street	Coleman Street	Callen Street	West side of James Street	N-S	Approx. 1,320 feet	
B7	Speed Enforcement Device	Springhill Road	At 'School Zone' pavement markings		N/A	N/A	N/A	

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

On-Site Recommendations

A1) Install a bicycle rack near the front entrance of the school. Currently, there is bicycle parking available on the north side of campus near the library. Adding an additional bicycle rack in another location on campus may help encourage those who have bikes to ride to school if they know they have a safe and convenient place to store it during school hours.

Off-Site Recommendations

B1) Stripe the existing crosswalks on Springhill Road/Lake Bradford for the school bus zone entrance and exit.

B2) Add a new crosswalk on Lake Bradford Road at Walcott Street

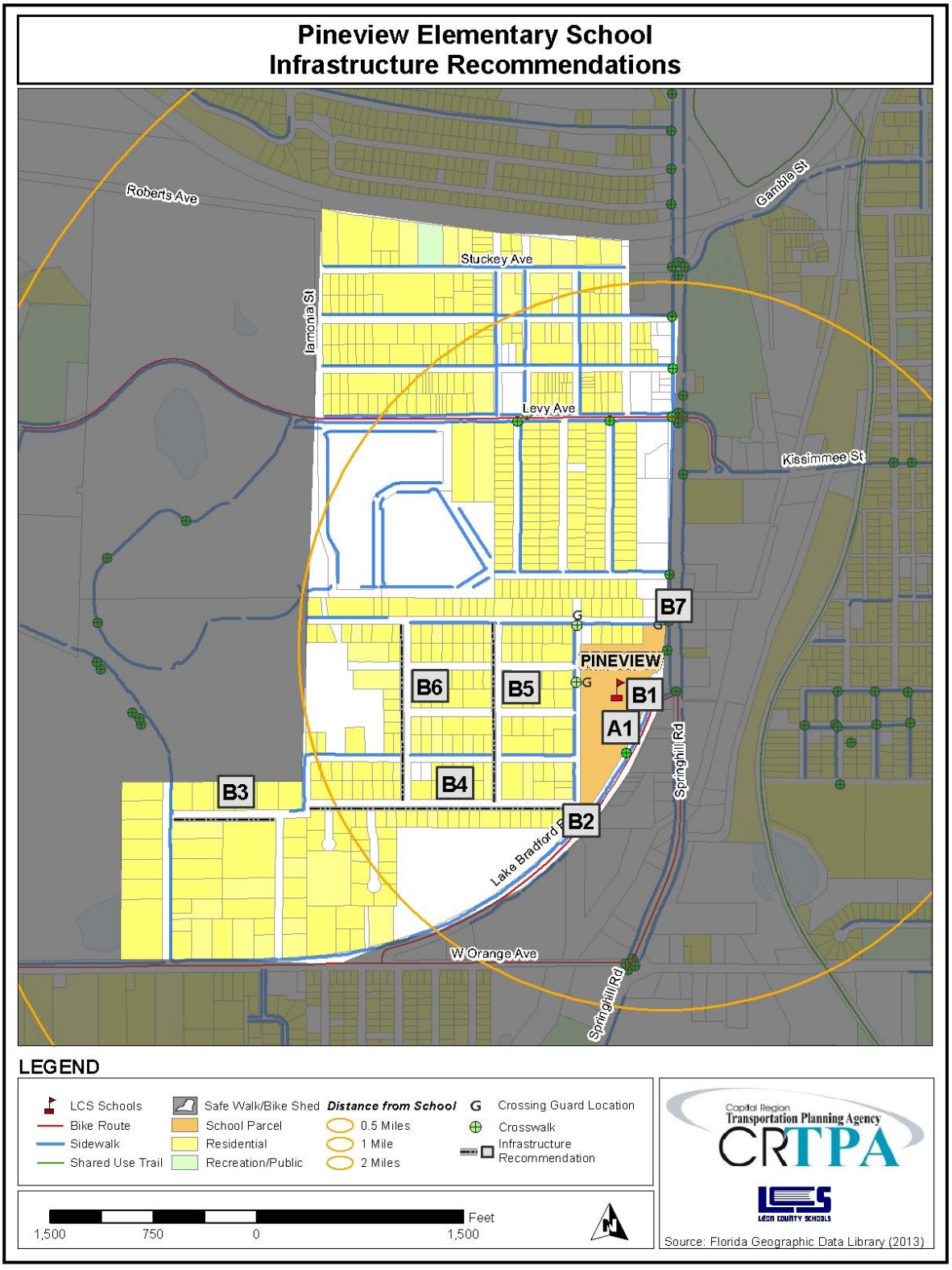
B3) Construct a new sidewalk on the south side of Callen Street from Pottsdamer Street to Gunn Street.

B4) Construct a new sidewalk on the south side of Callen Street from Thomas Street to Walcott Street.

B5) Construct a new sidewalk on the west side of Bethune Street from Coleman Street to Callen Street.

B6) Construct a new sidewalk on the west side of James Street from Coleman Street to Callen Street.

B7) A speed enforcement device should be placed on Springhill Road near the existing 'School Zone' pavement markings to make motorists more aware of their speeds while driving near the school.


Pineview Elementary School
Infrastructure Recommendations
Roberts Ave
Gamble St
Stuckey Ave
Iamonia St
Levy Ave
Kissimmee St
B7
PINEVIEW
B6
B5
B1
A1
B4
B3
B2
Springhill Rd
Lake Bradford Rd
W Orange Ave
Springhill Rd
LEGEND
LCS Schools
Bike Route
Sidewalk
Shared Use Trail
Safe Walk/Bike Shed
School Parcel
Residential
Recreation/Public
Distance from School
0.5 Miles
1 Mile
2 Miles
Crossing Guard Location
Crosswalk
Infrastructure Recommendation
Feet
1,500
750
0
1,500
Capital Region Transportation Planning Agency
CRTPA
LEON COUNTY SCHOOLS
Source: Florida Geographic Data Library (2013)

Programs

C1) Walk and bicycle encouragement literature – Send home literature to parents, as well as make it available on the school website, about the benefits of children walking and bicycling to school. Information and statistics from the National Safe Routes to School organization can be used to highlight health and safety benefits. The literature provided to parents should highlight some specific examples of how parents and the community can make walking and bicycling to school safe and fun. Examples of programs to promote walking and bicycling include encouraging parents to coordinate with other parents to establish walking and bicycling groups (i.e. buddy programs and walking school buses) to help ease safety concerns; participating in Walk/Bike to School Days; or creating a mileage club where students or entire classrooms keep track of how much they walk or bike to school to compete for prizes or certificates.

C2) Bicycle safety and accessibility workshop – Organize and hold a workshop or a bike rodeo that demonstrates bicycle safety topics, catered to younger children, such as bicycle hand signals, how to properly wear a bicycle helmet, and properly obeying traffic signs/signals. Parents and students should be reminded that under Florida Law, anyone under the age of 16 must wear a bicycle helmet. An on-campus bicycle obstacle course that covers skills such as avoiding obstacles, balancing at slow speeds, turning, and making emergency stops can be very helpful for young riders. Additionally, a group bicycle ride, through the neighborhood surrounding the school, can be a safe and fun way to get children more comfortable with their built environment and any obstacles they may encounter en route to school. Local community groups, as well as, nearby university groups, Leon County Sheriff's Office, and Leon County Public Schools may be willing to donate time and/ or supplies such as bikes, helmets, and locks for workshops and rodeos if contacted.

C3) School bicycle rentals- During the on-site visit at the school, school representatives stated that many of the students who attend Pineview Elementary School are unable to own/purchase bicycles which may be contributing to the low bicycle commute rates to/from school. With help from parents and community organizations, there may be an opportunity to fundraise for some bicycles, helmets, and locks for the school that could be rented out to students on a daily or weekly basis to encourage bicycling opportunities to/from school.

C4) Parent drop-off/pick-up zone protocol encouragement– Send home literature to parents, as well as make it available on the school website, about the proper drop-off and pick-up process for the school, particularly at the start of a new school year or after an extended school break. Maps of the drop-off/pick-up zone, as well as, the traffic flow pattern can be very helpful to parents. The literature available to parents should remind them to be patient and courteous to other parent drivers and clearly discourage parents from letting children out in the parking lot before the drop zone, releasing them on the side of the road, or parking on the side of the road (to wait for their child). Providing small rewards, such as stickers or pencils, to students whose parents follow the proper drop-off/pick-up process is typically more beneficial than punishing improper behavior. If necessary, educational flyers could be placed on the windshields of vehicles illegally parked to remind parents of the proper rules and procedures.

C5) Additional crossing guard – While there are currently three locations around the school that have designated crossing guard locations, it is advised that an additional crossing be available at the Springhill Road & Lake Bradford Road intersection.

Policies

D1) Bike check and security – **(In conjunction with On-Site Recommendation A1)** School policies to encourage bicycle riding could include having a school official or parent volunteer at the bike rack in the morning and afternoon to check-in and check-out students parking their bikes. The adult assigned to handle check-in and check-out will assist with locking the bike in the morning and will unlock the bike for the students in the afternoon. The school should consider investing in basic, school-owned bike locks that can be applied when students check-in. By having locks available at school, students do not need to remember to bring one each day. Basic locks can be purchased fairly cheap.

D2) Parent drop-off/pick-up zone protocol – Setting protocol for the parent drop-off/pick-up process improves the traffic conditions and creates a safer environment for automobiles, as well as, pedestrians and bicyclists.

Drop-Off Procedures

- Please stay in vehicle and pull forward to the front of the parent drop-off/pick-up zone.
- Please continue to queue the line for parent drop-off along Walcott Street, but please do not block driveways.
- Please be prepared to promptly help your child(ren) exit the vehicle with their belongings upon arriving at the drop-off point. Someone will be outside to assist and direct children into school each morning.
- If you must enter the school, please park your vehicle in one of the available parking lots. Do not park in the parent drop-off/pick-up zone as this will delay others trying to drop-off their children.

Pick-Up Procedures

- Please stay in vehicle and pull forward to the front of the parent drop-off/pick-up zone.
- Please continue to queue the line for parent pick-off along Walcott Street, but please do not block driveways.
- It is suggested that parents clearly and boldly write their child's name, classroom teacher, and grade level on a letter-sized sheet of paper and place it on the dash of their vehicle to assist staff and others in the parent pick-up zone. Please be prepared to promptly assist your child(ren) entering your vehicle at the pick-up point.
- As soon as your child(ren) are securely in the car with their belongings, pull forward and exit the drop-off/pick-up zone so that other cars may pull forward and pick up their children.
- If you must enter the school, please park your vehicle in one of the available parking lots. Do not park in the parent drop-off/pick-up zone as this will delay others trying to pick-up their children.

Planning-Level Cost Estimates

Planning-level cost estimates are included in the table, below. They are intended to be used as a guide. Specific, detailed cost estimates for individual projects will require closer assessment of project conditions and constructability at the time of improvement.

General Unit Cost Estimates[1]

Item	Assumptions	Unit	Average Unit Cost ($)
sidewalk	concrete sidewalk (5' wide)	linear foot	32
sidewalk	concrete sidewalk + curb (5' wide)	linear foot	150
shared-use path	multi-use trail – paved (at least 8' wide)	mile	481,140
shared-use path	multi-use trail – unpaved (at least 8' wide)	mile	121,390
pavement symbol	pedestrian crossing	Each	360
pavement symbol	shared lane/bicycle marking	each	180
pavement symbol	school crossing	each	470
paved shoulder	asphalt material	square foot	5.56
crosswalk	high visibility crosswalk (ladder or zebra striping)	each	2,540
crosswalk	standard parallel lines crosswalk	each	770
signage	bike route sign	each	160
signage	stop/yield sign	each	300
signage	no turn on red (standard metal sign)	each	220
signage	no turn on red (electronic sign)	each	3,200
signage	trail regulation sign	each	160
flashing beacon	standard beacon (system + labor/materials)	each	10,010
flashing beacon	rectangular rapid flashing beacon (system + labor/materials)	each	22,250
ped hybrid beacon	high intensity activated crosswalk (HAWK) signal	each	57,680
ped/bike detection	push button	each	350
signal	audible pedestrian signal	each	800
signal	countdown timer module	each	740

[1] Bushell, M. A., Poole, B. W., Zegeer, C. V., & Rodriuez, D. A. (2013). *Costs for Pedestrian and Bicyclist Infrastructure Improvements: A Resource for Researchers, Engineers, Planners, and the General Public.* Federal Highway Administration.

Chapter 7: Conclusion

While the neighborhood immediately surrounding Pineview Elementary School enjoys a fairly well-connected roadway network consisting mostly of low-volume residential streets, it doesn't correlate to high walking and bicycling commuting rates for students. Overall, approximately 12% of students commute to and from school by walking, while there are only a few (if any) bicycle commuters. There appear to be two primary reasons. First, a sizeable cohort of students attending Pineview Elementary lives far from the school, outside of a safe, reasonable walking and bicycling distance. This is more of a system-wide transportation and geography issue outside the purview of this analysis. However, the issue could be further explored during any future school district boundary change considerations.

The second reason for low walking and bicycling rates to school was revealed from information garnered from the parent survey results as well as meetings with school representatives. Overall, when it comes to allowing their children to walk or bicycle to school, parents primarily expressed concerns with crime in the area as well as speeding vehicles. However, parents indicated that the availability of crossing guards, marking school speed zones with flashing signs and enforcing speeding limits, and accompanying children (by themselves, with other parents)were factors that might influence their decision to allow their children to walk or bicycle to school.

For those students within a relatively safe walking and bicycling distance to school, opportunities to improve student walking and bicycling rates are rooted primarily in infrastructure recommendation improvements including but not limited to new sidewalks and crosswalks. Additionally, informational and educational programmatic solutions as well as policies that encourage bicycle commuting have been provided. For students who will continue to commute by automobile as well as those outside of a safe walking and bicycling distance, policy suggestions are included in this audit report to address better management and enforcement within the parent drop-off/pick-up area.

While Pineview Elementary School has a sizeable student population outside of a safe, reasonable walking and bicycling distance, there are measures for which the school can take that will help to improve walking and bicycling safety and increase non-motorized commuting rates.

Appendices

Appendix A: Student Travel Survey

Leon County Schools

STUDENT TRAVEL SURVEY

NAME OF SCHOOL: _____

Dear Teacher:
Your help is needed to assist with a school-wide survey of how students travel to and from school each day. Beginning Monday, for each day of that week, please record the number of children in your class that came to school by school bus, city bus, car, bicycle, or by walking. Please send the results back to the office on this form, along with your name and class grade, and number of students present each day.

Please follow the script below to gather the information from your students. (The students should only be raising their hands for one mode of travel):

1) If you walked to school today, raise your hand.
2a) If you rode a bicycle to school today, raise your hand.
b) If you used a bicycle helmet today, raise your hand.
3a) If you came in a car, with either your parents or with someone else, raise your hand.
b) If you used your seat belt in a car today, raise your hand.
4) If you came by school bus, raise your hand.
5) If you came by city bus, raise your hand.

Day of Week	Number of Students						
	Question 1	Question 2a/b		Question 3a/b		Question 4	Question 5
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							

TEACHER'S NAME: _____ GRADE: _____

DATE: _____ NUMBER OF STUDENTS IN CLASS TODAY:_____

Please complete and return this form to the principal's office FRIDAY. This information will allow us to better plan ways for our children to get to and from school each day.

Note to Principals:
Please reproduce and distribute this form to all homeroom or 1st period teachers at your school. It is important that **all classes are surveyed on the same day**. Project consultants will collect all survey forms the following week. THANK YOU.

Capital Region Transportation Planning Agency

Appendix B: Student Travel Survey – Detailed Analysis

The survey consisted of a one-page sheet with a script of questions for homeroom teachers to read to students as they took morning attendance. Surveys were conducted each morning during a typical week of the school year for a total of five straight days, Monday to Friday. The script prompted teachers to ask and record the number of children in their class that came to school by walking, bicycling, car, school bus, or city bus. The student travel survey was conducted in February, 2013. Twenty-three classrooms participated in the survey for a total of 374 student responses recorded. In a few instances, surveys were conducted within overlapping multiple grade level classrooms. Those instances are noted where relevant to the data results.

SUMMARY OF STUDENT TRAVEL SURVEY POPULATION

Total Number of Participating Classrooms	23
Total Students Surveyed (K-5th)	374
Total K-2nd Students Surveyed	175
Total 3rd-5th Students Surveyed	199

Walking and Bicycling

Students were first asked if they walked to school. Then students were asked if they rode a bicycle to school. Students that rode their bike to school were further asked if they wore a bicycle helmet.

Walking and Bicycling School-Wide Travel Patterns

The school-wide student travel surveys indicate that the walk-to-school average for the week ranged from 11% to 13%, with an overall average of 12%. Overall, the bike-to-school average for the week ranged from 0% to <1%, with an overall average of less than one percent. Of the students that bike to school, an overall average of 100% wore a bicycle helmet. In total, the combined walk-bike average for the week ranged from 11% to 13%, with an overall average of 12%.

SUMMARY OF WALKING AND BICYCLE SCHOOL-WIDE TRAVEL PATTERNS

	Walk	Bicycle	Helmet Use	Total Walk + Bike
Average Overall	12 %	<1 %	100 %	12 %
Highest Day	13 %	<1 %	100 %	13 %
Lowest Day	11 %	0 %	100 %	11 %

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

The younger-aged (K-2nd) children student travel surveys indicate that the walk-to-school average for the week ranged from 12% to 13%, with an overall average of 12%. Overall, the bike-to-school average for the week ranged from 0% to 1%, with an overall average of less than one percent. Of the students that bike to school, an overall average of 100% wore a bicycle helmet. In total, the combined walk-bike average for the week ranged from 12% to 13%, with an overall average of 12%.

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

	Walk	Bicycle	Helmet Use	Total Walk + Bike
Average Overall	12 %	<1 %	100 %	12 %
Highest Day	13 %	1 %	100 %	13 %
Lowest Day	12 %	0 %	100 %	12 %

Walking and Bicycling Travel Patterns of Older-Aged Children (3rd – 5th Grade)

The older-aged (3rd-5th) children student travel surveys indicate that the walk-to-school average for the week ranged from 10% to 13%, with an overall average of 12%. None of the students surveyed reported biking to school. In total, the combined walk-bike average for the week ranged from 10% to 13%, with an overall average of 12%.

SUMMARY OF OLDER-AGED CHILDREN WALKING AND BICYCLE TRAVEL PATTERNS (3rd-5th)[2]

	Walk	Bicycle	Helmet Use	Total Walk + Bike
Average Overall	12 %	0 %	N/A	12 %
Highest Day	13 %	0 %	N/A	13 %
Lowest Day	10 %	0 %	N/A	10 %

Bus and Automobile Drop-Off

Students were asked if they arrived to school by automobile, with either their parents or someone else. Students that arrived by automobile to school were further asked if they had wore their seat belt. Additionally, students were asked if they arrived to school by bus, including either Leon County School buses or Star Metro public transit buses.

[2] Includes one 2nd- 5th grade class

Bus and Automobile School-Wide Travel Patterns

The school-wide travel surveys indicate that the automobile-to-school average for the week ranged from 57% to 58%, with an overall average of 57%. Of the students that ride to school in an automobile, an overall average of 79% wore a seatbelt. Overall, the school bus-to-school average for the week ranged from 28% to 31%, with an overall average of 30%. The public bus-to-school average for the week ranged from 1% to 1%, with an overall average of 1%.

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

	Automobile	Seat Belt	School Bus	Public Bus
Average Overall	57 %	79 %	30 %	1 %
Highest Day	58 %	84 %	31 %	1 %
Lowest Day	57 %	74 %	28 %	1 %

Bus and Automobile Travel Patterns of Younger-Aged Children (K – 2nd Grade)

The younger-aged (K-2nd) children student travel surveys indicate that the automobile-to-school average for the week ranged from 59% to 62%, with an overall average of 60%. Of the students that ride to school in an automobile, an overall average of 83% wore a seatbelt. Overall, the school bus-to-school average for the week ranged from 24% to 29%, with an overall average of 28%. The public bus-to-school average for the week ranged from 0% to 1%, with an overall average of less than one percent.

SUMMARY OF YOUNGER-AGED CHILDREN BUS & AUTOMOBILE DROP-OFF TRAVEL PATTERNS (K-2nd)

	Automobile	Seat Belt	School Bus	Public Bus
Average Overall	60 %	83 %	28 %	<1 %
Highest Day	62 %	86 %	29 %	1 %
Lowest Day	59 %	79 %	24 %	0 %

Bus and Automobile Travel Patterns of Older Children (3rd – 5th Grade)

The older-aged (3rd-5th) children student travel surveys indicate that the automobile-to-school average for the week ranged from 52% to 56%, with an overall average of 55%. Of the students that ride to school in an automobile, an overall average of 75% wore a seatbelt. Overall, the school bus-to-school average for the week ranged from 30% to 34%, with an overall average of 32%. The public bus-to-school average for the week ranged from 1% to 1%, with an overall average of 1%.

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

	Automobile	Seat Belt	School Bus	Public Bus
Average Overall	55 %	75 %	32 %	1 %
Highest Day	56 %	82 %	34 %	1 %
Lowest Day	52 %	70 %	30 %	1 %

[3] Includes one 2nd-5th grade class

Appendix C: Parent Survey

Leon County Schools

PARENT SURVEY

Dear Parents: In an effort to improve traffic safety in and around our schools, we are looking for ways to reduce the amount and speed of cars, improve walking and bicycling conditions and encourage enforcement and safety education programs. Please help us by providing your opinions to the following questions. **The name of my child's school is**: _____.

1. Please provide the sex, age and grade of your child:

Sex: Male Female
Age: _____
Grade: _____

2. Approximately how far do you live from your child's school? *(circle closest answer):*

1. 1/2 mile or less
2. 1/2 mile to 1 mile
3. between 1 and 2 miles
4. over 2 miles

If you live over two miles from the school, please stop here and turn in your survey. Thank you for participating. If you live within two miles of the school, please help us by completing the questions on the following pages.

3. How does your child usually go to and from school: (*place a check on the appropriate line*)

	In the morning?	In the afternoon?
a. School bus	_____	_____
b. Car	_____	_____
c. Walk	_____	_____
d. Bicycle	_____	_____
e. City bus	_____	_____
f. Other (please explain)	_____	_____

4. Please identify specific safety problems of concern to you in your neighborhood or around your child's school *(i.e. broken sidewalks, crime areas, high-speed vehicles, etc.)* and indicate the street locations:

_____
_____
_____

Capital Region Transportation Planning Agency

Leon County Schools

5. Which of the following factors would influence your decision to allow your child to walk or bicycle to school. On a scale of 1 to 5 (1= not important to 5= very important), please rate each statement's importance as it applies to your child. If the statement does not apply, circle "NA".

I would allow my child to walk or bicycle to school more often if:	Not Important				Very Important	Not Applicable
a) Accompanied by other children	1	2	3	4	5	NA
b) Accompanied by myself or other parents	1	2	3	4	5	NA
c) Schools provided more walking and bicycling safety training for students	1	2	3	4	5	NA
d) Additional crossing guards were provided at busy intersections	1	2	3	4	5	NA
e) Crossing guards were more effective	1	2	3	4	5	NA
f) There were continuous sidewalks or bike paths from my neighborhood to school	1	2	3	4	5	NA
g) There were bicycle/pedestrian pathways separated from traffic from the neighborhood to the school	1	2	3	4	5	NA
h) We lived closer to school	1	2	3	4	5	NA
i) Speed limits were strictly enforced in school speed zones	1	2	3	4	5	NA
j) School speed zones were marked with flashing signs	1	2	3	4	5	NA
k) School speed zones were a greater distance surrounding school	1	2	3	4	5	NA
l) The school provided a secure place for storing bicycles	1	2	3	4	5	NA
m) There was a greater adult presence of parent volunteers or police officers along walk routes to school	1	2	3	4	5	NA
n) There was better street lighting along walk routes to school	1	2	3	4	5	NA
o) Please write below any additional factors that might influence you to let your child walk or bicycle to school more often:						

_____

_____

_____

_____

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Appendix D: Parent Survey – Detailed Analysis

The survey consisted of a one-page double-sided sheet of paper with five questions for parents to answer. Survey copies were sent home with students early in the week. They were instructed to deliver the survey to their parents (or guardians), asking them to complete the survey and send it back with their children by the end of the week.

Parents were first asked general demographic questions pertaining to the sex and age of their child, as well as grade level. Then, parents were asked approximately how far they lived from their child's school. Families living over two miles from school were instructed to return the survey without completing the remainder of questions pertaining to walking and bicycling to school. Those claiming to reside within two miles were asked, next, how their child typically gets to and from school (for morning and afternoon, respectively). Then, they were asked to identify any safety problems of concern in their neighborhood. Finally, parents were asked to consider a range of safety and convenience factors, and how each factor might influence their decision to allow their child to walk or bike to school.

The parent surveys were conducted during the winter/spring semester of 2013. There were 53 parent surveys returned. Of those, 28 (53%) claimed to reside within the theoretical two-mile walk/bike radius of the school. Surveys from families residing within the theoretical two-mile walk/bike radius were split nearly 70/30 by grade level grouping, with 20 students representing Kindergarten through 2nd Grade, and 8 students representing 3rd Grade through 5th Grade.

SUMMARY OF PARENT SURVEY PARTICIPATION

Total Enrollment	547
Total Number of Parent Surveys	53
Total Number within 2 Miles (K-2nd Grade)	20
Total Number within 2 Miles (3rd-5th Grades)	8
Percentage of Surveys within 2 Miles	53 %

Commuting to/from School

Parents were asked how their child usually traveled to and from school, in the morning and afternoon. Choices of travel modes included: school bus, car, walk, bicycle, public bus, and other (where they were asked to explain).

SUMMARY OF SCHOOL-WIDE COMMUTING RESULTS

Morning	Average Overall
Car	54 %
Walk	25 %
School Bus	18 %
Bicycle	4 %
Public Bus	0 %
Other	0 %
Afternoon	
Car	46 %
Walk	32 %
School Bus	18 %
Bicycle	4 %
Public Bus	0 %
Other	0 %

Commuting Patterns of Younger-Aged Children (K – 2nd Grade)

The surveys of parents of younger-aged (K-2nd grade) indicate that the car-to-school average for a typical week is 50% in the morning and decreases to 40% in the afternoon. The school bus-to-school average for a typical week is 20% in the morning and increases to 25% in the afternoon. The walk-to-school and bike-to-school averages for a typical week are 25% and 5% in the morning and 30% and 5% in the afternoon, respectively. None of the students rode a public bus or an alternative commute mode in the morning or afternoon.

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

Morning	Average Overall
Car	50 %
Walk	25 %
School Bus	20 %
Bicycle	5 %
Public Bus	0 %
Other	0 %
Afternoon	
Car	40 %
Walk	30 %
School Bus	25 %
Bicycle	5 %
Public Bus	0 %
Other	0 %

Commuting Patterns of Older-Aged Children (3rd – 5th Grade)

The surveys of parents of older-aged (3rd-5th grade) indicate that the car-to-school average for a typical week is 63% in both the morning and afternoon. The school bus-to-school average for a typical week is 13% in the morning and 0% in the afternoon. The walk-to-school average for a typical week is 25% in the morning and increases to 38% in the afternoon. None of the students rode a bicycle, public bus or an alternative commute mode in the morning or afternoon.

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

Morning	Average Overall
Car	63 %
Walk	25 %
School Bus	13 %
Bicycle	0 %
Public Bus	0 %
Other	0 %
Afternoon	
Car	63 %
Walk	38 %
School Bus	0 %
Bicycle	0 %
Other	0 %
Public Bus	0 %

Neighborhood Safety Concerns

Parents were asked to identify specific safety problems of concern in their neighborhood or around their child's school including problems such as broken sidewalks, crime areas, high speed vehicles, etc.). They were also asked to indicate specific street locations, where possible. Parents provided answers anecdotally. Summaries of the top neighborhood safety concerns are provided. The table below includes the top neighborhood safety concerns expressed by survey respondents.

SUMMARY OF TOP RANKING NEIGHBORHOOD SAFETY CONCERNS

Neighborhood Safety Concern	Number of Comments
Speeding Vehicles	7
Issues with Crime	3

Neighborhood Safety Concerns For Younger-Aged Children (K – 2nd Grade)

Neighborhood safety concerns for parents of younger-aged (K-2nd) children include two main concerns including issues with speeding vehicles, and crime. There were approximately four comments of concern regarding issues with speeding vehicles. A specific location where high-speed vehicles tend to be a problem is Orange Avenue. Additionally, there was one comment of concern regarding an issue with crime. The parent expressed a general concern for the high crime rate in the area.

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

Neighborhood Safety Concern	Number of Comments
Speeding Vehicles	4
Crime	1

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

Neighborhood safety concerns for parents of older-aged (3rd-5th) children include issues with speeding vehicles, crime, and sidewalks/walking. There were approximately three comments of concern regarding issues with speeding vehicles. A specific location where high-speed vehicles tend to be a problem is Spring Hill Road. A parent also mentioned speeding in the school zone. Additionally, there were two comments of concern regarding issues with crime. General concerns include drugs and known crime areas. Lastly, there was one comment of concern regarding an issue with sidewalks and walking. A parent expressed concern for a broken sidewalk on Spring Hill Road.

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

Neighborhood Safety Concern	Number of Comments
Speeding Vehicles	3
Issues with Crime	2
Issues with Sidewalks/Walking	1

Factors Influencing Decisions to Allow Students to Walk or Bicycle to School

Parents were asked about 15 different factors related to their children walking or biking to school. Parents rated each statement's importance on a scale of 1 to 5 (1=Not Important to 5=Very Important), as it applied to their child, to determine what influenced their decision to allow their child to walk or bike to school. If statements did not apply, parents marked N/A (Not Applicable).

SUMMARY OF TOP RANKING SCHOOL-WIDE INFLUENTIAL FACTORS RESULTS

	SCALE	1	2	3	4	5	N/A
I would allow my child to walk or bicycle to school more often if:							
#1 Additional crossing guards were provided at busy intersections		*2*	*0*	*2*	*3*	*15*	2
#2 School speed zones were marked with flashing signs		*2*	*0*	*1*	*5*	*13*	2
#3 Speed limits were strictly enforced in school speed zones		*2*	*0*	*1*	*4*	*12*	5
#3 Accompanied by myself or other parents		*1*	*1*	*1*	*4*	*12*	5

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

Parents of children in Kindergarten through 2nd grade agreed that the top six influential factors to allow their child to walk or bicycle to school more often included factors related to the availability of crossing guards, having a greater adult presence along routes to school, having continuous bicycle/pedestrian pathways, and marking school speed zones with flashing signs and enforcing speeding limits.

TOP RANKING INFLUENTIAL FACTORS FOR YOUNGER-AGED CHILDREN (K-2nd)

	SCALE	1	2	3	4	5	N/A
I would allow my child to walk or bicycle to school more often if:							
#1 Additional crossing guards were provided at busy intersections		*2*	*0*	*1*	*3*	*9*	2
#2 There was a greater adult presence of parent volunteers or police officers along walk routes to school		*1*	*0*	*1*	*5*	*7*	3
#3 There were continuous sidewalks or bike paths from my neighborhood to school		*2*	*0*	*0*	*5*	*6*	4
#3 School speed zones were marked with flashing signs		*2*	*0*	*1*	*5*	*6*	2
#3 Speed limits were strictly enforced in school speed zones		*2*	*0*	*0*	*4*	*6*	5
#3 Accompanied by myself or other parents		*1*	*1*	*0*	*4*	*6*	5

Influential Factors for Older-Aged Children (3rd – 5th Grade)

Parents of children in 3rd through 5th grade agreed that the top five influential factors to allow their child to walk or bicycle to school more often included factors related to marking school speed zones with

flashing signs and enforcing speeding limits, accompanying children (by themselves/other parents), providing more walking and biking safety training for students, and the availability of crossing guards.

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

	SCALE	1	2	3	4	5	N/A
I would allow my child to walk or bicycle to school more often if:							
#1 School speed zones were marked with flashing signs		*0*	*0*	*0*	*0*	*7*	0
#2 Accompanied by myself or other parents		*0*	*0*	*1*	*0*	*6*	0
#2 Schools provided more walking and bicycling safety training for students		*0*	*0*	*1*	*0*	*6*	0
#2 Additional crossing guards were provided at busy intersections		*0*	*0*	*1*	*0*	*6*	0
#2 Speed limits were strictly enforced in school speed zones		*0*	*0*	*1*	*0*	*6*	0