

Del Norte County Safe Routes to School Research and Policy Report, 2012-13



Jessica Van Arsdale, MD, MPH

Nanette Yandell, MPH

Del Norte County
Safe Routes to School
Research and Policy Report, 2012-2013

Jessica L. Van Arsdale, MD, MPH, Director of Health Research
The California Center for Rural Policy at Humboldt State University

Nanette Yandell, MPH, Public Health Policy Coordinator
Building Healthy Communities, Del Norte and Adjacent Tribal Lands

Acknowledgements

This report was prepared by The California Center for Rural Policy under contract from the Del Norte Local Transportation Commission with funding provided by the Public Health Institute, through The California Endowment. Additional support provided by The California Endowment's Building Healthy Communities Initiative and in-kind support from Humboldt State University.

We specifically want to thank:

- The California Endowment for supporting this work
- The Del Norte Local Transportation Commission for coordinating this work
- Laura Olson, Program Manager, The California Endowment
- Tamera Leighton, Executive Director, Del Norte Local Transportation Commission
- Karen Phillips, Lead SRTS Champion
- Del Norte County Unified School District & Del Norte County Office of Education

Suggested Citation:

Van Arsdale J, Yandell N. *Del Norte County Safe Routes to School Research and Policy Report, 2012-2013*. Humboldt State University: California Center for Rural Policy. May, 2013.



Humboldt State University
California Center for Rural Policy
1 Harpst Street
Arcata, CA 95521
(707) 826-3400
www.humboldt.edu/ccrp
ccrp@humboldt.edu



**Building Healthy
Communities**

Del Norte County and Adjacent Tribal Lands

Table of Contents

Executive Summary	6
Background	7
Why Safe Routes to School Matter	7
Survey Results	8
How Children Travel to and from School: The Impact of Distance and Weather	9
Barriers and Facilitators to Walking or Biking to/from School	13
Interest and Opinions about Walking or Biking to/from School	15
Implications for Programs, Policy & Research	17
Policy and Action Recommendations	18
Next Steps	24
References	25
Appendix A	
Childhood Obesity and Activity Levels in Del Norte County	27
Appendix B	
Parent Comments from Safe Routes to School Survey	28
Appendix C	
Example SRTS Proclamation	31
Appendix D	
Example SRTS “Active Pledge”	32

Executive Summary

Background

How children travel to and from school can significantly impact their health as well as traffic congestion and safety, air quality, and the school environment.^{1,3,4} Safe Routes to School (SRTS) is a National, State and Local movement to make it safer for children to walk and bike to and from school.¹ In 2012, The Del Norte Local Transportation Commission coordinated an effort to assess travel to and from school among a sample of six schools in Del Norte County. Parent and classroom data were collected using forms from the National Center for Safe Routes to School (521 parent surveys were completed representing students in pre-kindergarten through 12th grade). This report was prepared by the California Center for Rural Policy (CCRP) to provide some baseline information and policy recommendations for SRTS in Del Norte County.

Findings

- In Del Norte County nearly half of the students are overweight or obese and less than ¼ of the students are meeting the physical activity recommendations.
- 26% of children in the sample live less than a ½ mile from their school, while 74% live ½ mile or more from their school.
- A family vehicle is the main way children arrive at school (74%) and depart from school (63%). This remains the primary mode of travel regardless of weather conditions.
- Of the children who live within ½ mile of school, 33% have an active mode of transportation (walk/bike/skate) to school, while 67% have a non-active mode of transportation to school.
- Distance is the main barrier to walking or biking to school for those who live more than ½ mile from school.
- For the children who live within ½ mile of school, but do not currently walk or bike to school, the top barriers are weather (44%), amount of traffic (36%), and speed of traffic (33%), followed by safety of intersections and crossings (28%), violence/crime (24%), and time (21%).
- For each identified issue, 40% to 80% of parents said they would probably allow their child to walk or bike to/from school if the issue were changed or improved.

Recommendations

Students who live within ½ mile of school should be able to walk or bike to/from school in 10-20 minutes. Since 67% of the children who live within ½ mile of their school have a non-active arrival at school, these children should be the target for policies and programs aimed at increasing walking and biking to/from school. Policies and programs should focus on the top modifiable barriers and should aim to decrease the amount and speed of traffic, increase safety of intersections and crossings, and decrease violence/crime. If these factors were improved, most parents have indicated that they would probably allow their children to walk or bike to/from school. The recommendations presented vary in complexity, amount of coordination or infrastructure required, and community sectors that may play a primary role.

Recommendations include:

- Ensuring streets are safe and accessible for all modes of travel (Complete Streets Policy, Bicycle/Pedestrian Plans, Walking/Biking Corridors);
- Developing Safe School Zone Policies (Traffic Calming, Walking School Bus, Remote Drop-off/Pick-up, No Idling, Enforcement of Traffic Laws, Neighborhood Crime Assessment, and Get to Know Your Neighborhood Campaign);
- Promoting & Supporting SRTS (School Wellness Policies, Proclamations and Pledges, Bicycle and Pedestrian Education, Parent Handbook, and Positive Behavior Reinforcement).

Background

Safe Routes to School (SRTS) is a National, State and Local movement to make it safer for children to walk and bike to and from school.¹ In 2012, The Del Norte Local Transportation Commission coordinated an effort to assess travel to and from school among a sample of six schools in Del Norte County. Parent and classroom data were collected using forms from the National Center for Safe Routes to School.¹

Del Norte County and the adjacent tribal lands (DNATL) is one of fourteen places in California participating in Building Healthy Communities (BHC), a ten-year initiative of The California Endowment (TCE). The goal of BHC is to “support the development of communities where kids and youth are healthy, safe and ready to learn”² One of the big results the initiative is aiming for is a decrease in childhood obesity. This report was prepared by the California Center for Rural Policy (CCRP) to provide some baseline information and policy recommendations for SRTS in Del Norte County.

Why Safe Routes to School Matter

How children travel to and from school can significantly impact their health as well as traffic congestion and safety, air quality, and the school environment.^{1,3,4} In 2005 Congress passed federal legislation that established the National Safe Routes to School program, which allocated funding to: increase walking and bicycling to school; improve safety; encourage more physical activity; and reduce traffic, fuel consumption and air pollution around schools.^{1,3,4} The Safe Routes to School movement is focused on keeping children safe while also improving physical health and the environment.^{1,3,4}

Engaging in regular physical activity is a key factor in the maintenance of physical and mental health and has the additional benefit of improving academic performance.⁵⁻¹⁹ Regular physical activity lowers the risk for obesity, heart disease, hypertension, diabetes, osteoporosis, arthritis, falls, cancer, and overall mortality.⁶⁻⁹ Physical activity also helps to relieve symptoms of depression and anxiety, and improve mood and overall quality of life.⁶⁻⁹ Overweight and obese school-aged children are at risk for numerous health problems, are more likely to be victims or perpetrators of bullying, have a greater risk for school absenteeism, and lower grade point averages compared to their normal-weight peers.¹²⁻¹⁵ Many studies have shown physical activity and fitness to be positively related to academic performance in children.¹⁰⁻¹⁸ Regardless of socioeconomic status, children who are more physically active perform better academically.¹⁹ In Del Norte County nearly half of the students are overweight or obese and less than ¼ of the students are meeting the physical activity recommendations (Appendix A).

Nearly half of the students in Del Norte County are overweight or obese and less than ¼ of the students are meeting the physical activity recommendations (Appendix A)

Safe Routes to School is a way to create environment, policy, and behavioral changes to increase physical activity, decrease obesity, and promote the health of both children and adults.²⁰ Research has shown that children who walk or bicycle to school have higher daily levels of physical activity, better cardiovascular fitness, lower obesity levels and are more likely to meet physical activity recommendations than children who are driven or bused to school.²¹⁻²⁵ Walking or biking to and from school can help children obtain the recommended 60 minutes or more of physical activity per day.²⁶⁻²⁷ The built environment has a direct impact on obesity and physical activity. Communities with safe infrastructure elements making them more walkable and bikeable increase physical activity levels for community members.^{3,21,28} One study found that a 5%

increase in neighborhood walkability is associated with 32% more minutes of physically active travel, about one-quarter point lower Body Mass Index, as well as decreased vehicle miles traveled and decreased pollution.²⁹ Two small lifestyle changes can help address childhood obesity by preventing excess weight gain—specifically, walking an additional 2,000 steps per day (roughly one mile) and eliminating 100 calories per day.³⁰

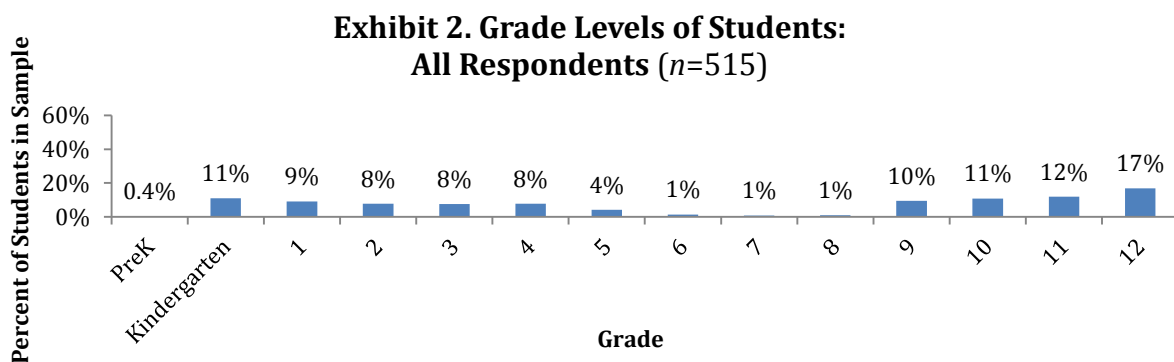
Safe Routes to School programs include infrastructure improvement, coupled with education, encouragement, and enforcement. These programs can benefit the entire community by creating safe places to walk and bike, decreasing traffic congestion, and improving air quality. There is also an economic benefit to communities, families and schools. Active commuting decreases the amount of money families spend on gas and school districts spend on busing. Improvements in infrastructure stimulate the economy through job creation and attracting new residents and businesses.^{3,31}

Safe Routes to School in Del Norte County

In October 2012, The Del Norte Local Transportation Commission coordinated an effort to assess travel to and from school among a sample of six schools in Del Norte County. Parent and classroom data were collected using forms from the National Center for Safe Routes to School.¹ The schools included in the sample were Bess Maxwell Elementary, Mary Peacock Elementary, Del Norte High School, Klamath River Early College of the Redwoods Crescent City Campus, Castle Rock Charter School, and McCarthy Center (Exhibit 1). Parents were asked to complete surveys about their children's trips to and from school and perceptions about walking and bicycling to school. Grade levels of students represented in the surveys included pre-kindergarten through 12th grade (Exhibit 2). Additionally, teachers in each participating classroom took a mid-week tally by asking students to raise their hand to indicate how they arrived at school and how they planned to leave for home after school. The teacher also recorded the weather condition on the day of the tally.

Exhibit 1. Safe Routes to School Parent Survey, Del Norte County, October 2012

School	Number of Parent Surveys Completed	Percent of Sample
Del Norte High School	209	40.1%
Mary Peacock Elementary School	147	28.2%
Bess Maxwell Elementary School	81	15.5%
Castle Rock Charter School	67	12.9%
Klamath River Early College of the Redwoods CC Campus	14	2.7%
McCarthy Center	3	0.6%
Total	521	100%

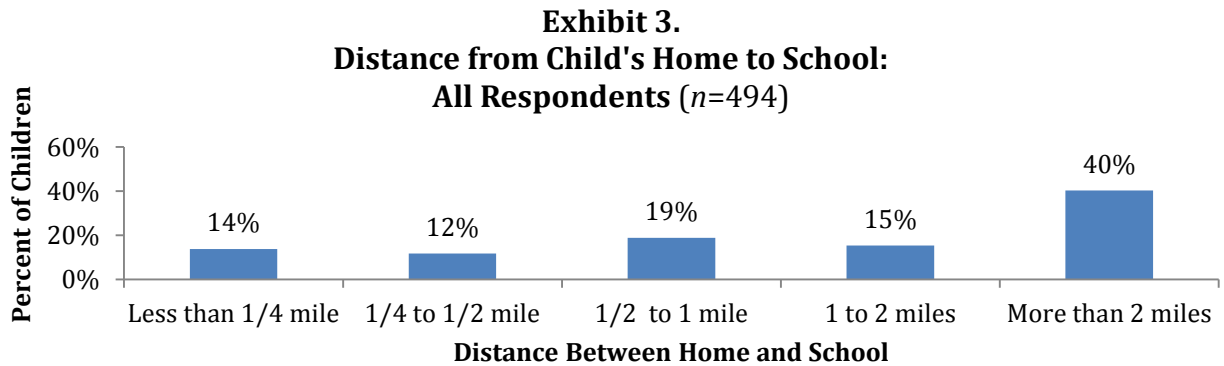


Source: National Safe Routes to School Parent Survey, Del Norte County, October 2012

Notes: This analysis was for the question, "What is the grade of the child who brought home this survey?"

How Children Travel to and from School: The Impact of Distance and Weather

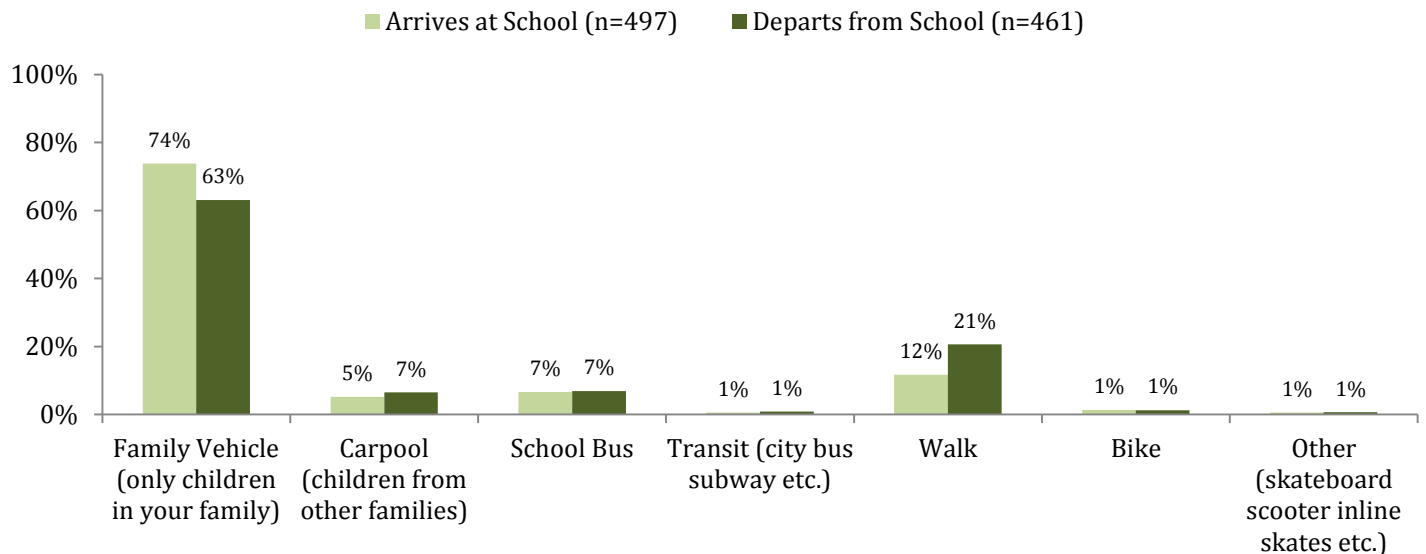
Twenty six percent ($n=126$) of children in the sample live less than a ½ mile from their school, while 74% live ½ mile or more from their school (Exhibit 3). The majority of children arrive at school in a family vehicle (74%) and depart from school in a family vehicle (63%). Twelve percent of children walk to school and 21% walk home from school. A low percentage of children use carpools, school bus, transit, bike, or other methods to travel to or from school (Exhibit 4). Weather conditions appear to have a slight effect on travel mode with rain causing an increase in travel by school bus and a decrease in walking. However, family vehicle still remains the primary mode of travel regardless of weather conditions (Exhibit 5).



Source: National Safe Routes to School Parent Survey, Del Norte County, October 2012

Notes: This analysis was for the question, "How far does your child live from school?"

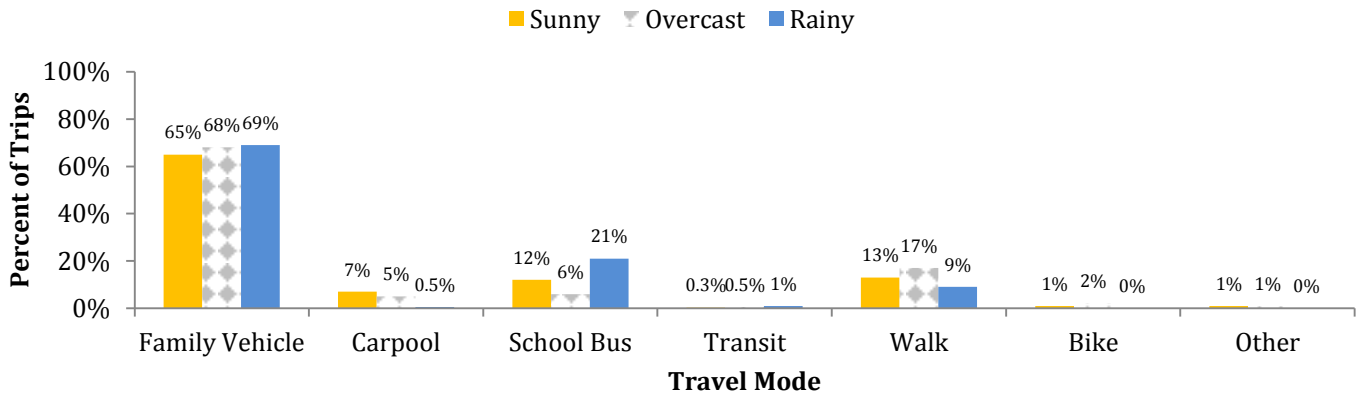
Exhibit 4.
How Child Gets to and From School on Most Days:
All Respondents



Source: National Safe Routes to School Parent Survey, Del Norte County, October 2012

Notes: This analysis was for the question, "On most days, how does your child arrive at school and leave from school?"

**Exhibit 5.
Travel Mode by Weather Conditions:
All Respondents**

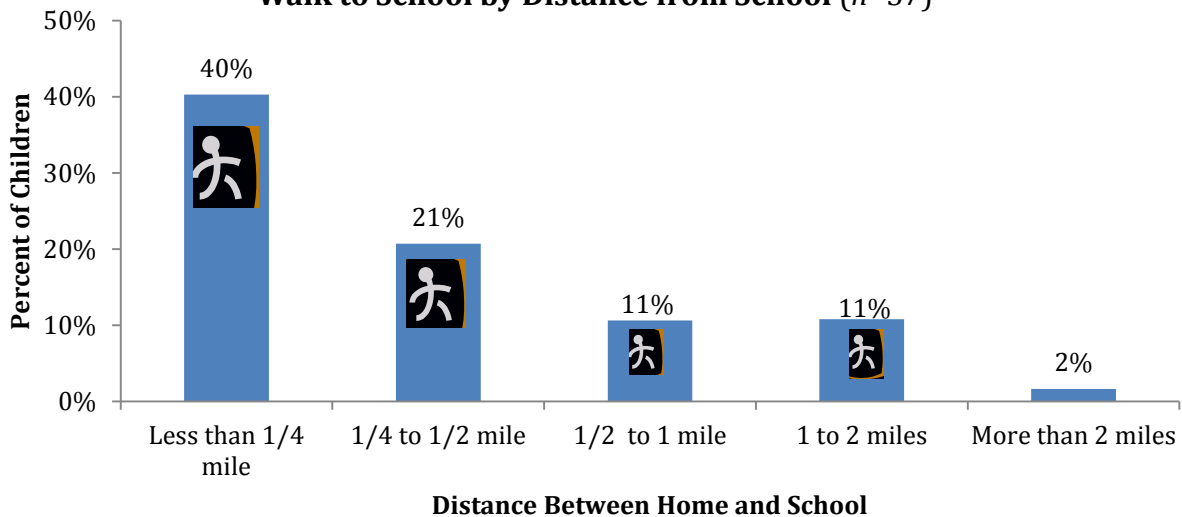


Source: National Safe Routes to School Student Travel Tally, Del Norte County, October 2012

Notes: Teachers in each participating classroom took a mid-week tally by asking students to raise their hand to indicate how they arrived at school and how they planned to leave for home after school. The teacher also recorded the weather condition.

Forty percent of children who live less than ¼ mile from school walk to school on most days, however this decreases significantly the further the child lives from school. Only 2% of children who live more than 2 miles from school walk to school (Exhibit 6). Combining active modes of travel (walk, bike, skate) and non-active modes of travel (car, bus, transit), a similar pattern is seen. The further the distance between a child’s home and school the more likely they are to have a non-active mode of transport to and from school (Exhibits 7 & 8). Children are more likely to have an active mode of transport in the afternoon (23%) compared to the morning (14%) (Exhibit 9).

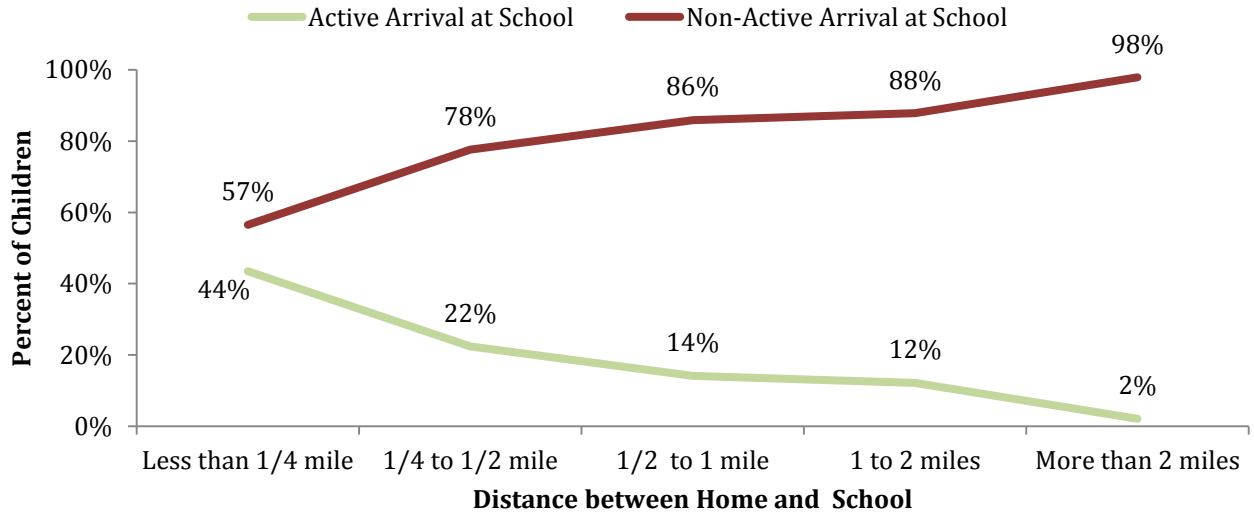
**Exhibit 6.
Walk to School by Distance from School (n=57)**



Source: National Safe Routes to School Parent Survey, Del Norte County, October 2012

Notes: This analysis was for the questions, “On most days, how does your child arrive at school?” and “How far does your child live from school?”

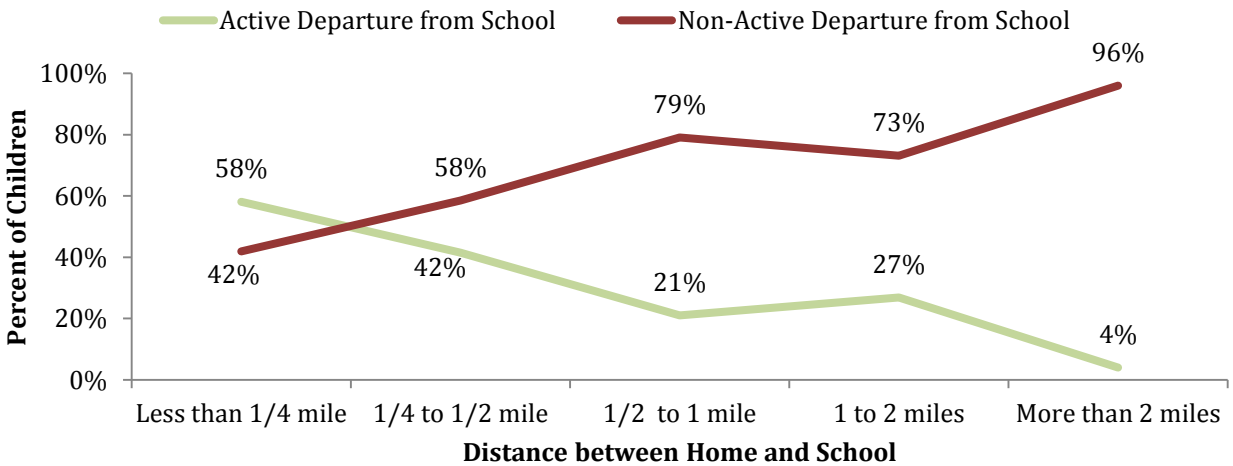
Exhibit 7.
How Child Arrives at School by Distance from School:
Active vs. Non-Active (n=494)



Source: National Safe Routes to School Parent Survey, Del Norte County, October 2012

Notes: This analysis was for the questions, “How far does your child live from school?” and “On most days, how does your child arrive at school?” Responses were coded as “Active” if child walked, biked, or skated and “Non-Active” if child went in a car, bus, or other transit method.

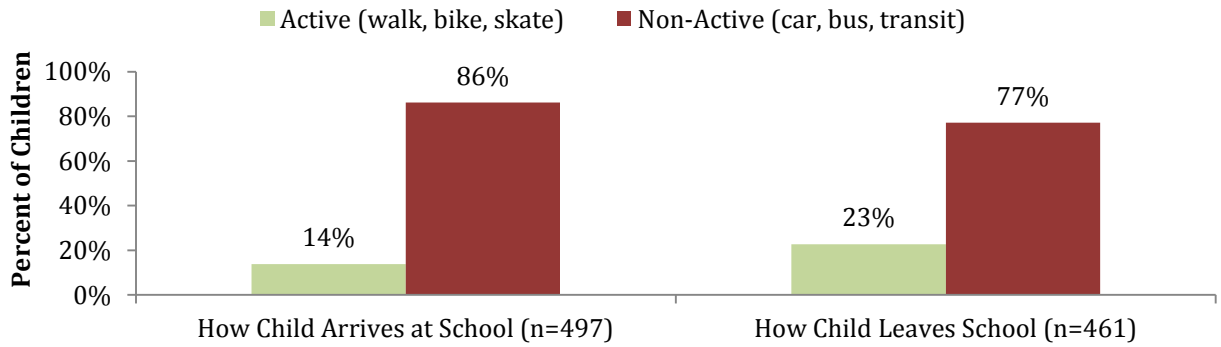
Exhibit 8.
How Child Departs from School by Distance from School:
Active vs. Non-Active (n=494)



Source: National Safe Routes to School Parent Survey, Del Norte County, October 2012

Notes: This analysis was for the questions, “How far does your child live from school?” and “On most days, how does your child arrive at school?” Responses were coded as “Active” if child walked, biked, or skated and “Non-Active” if child went in a car, bus, or other transit method.

Exhibit 9.
How Child Gets to and From School on Most Days:
Active vs. Non-Active

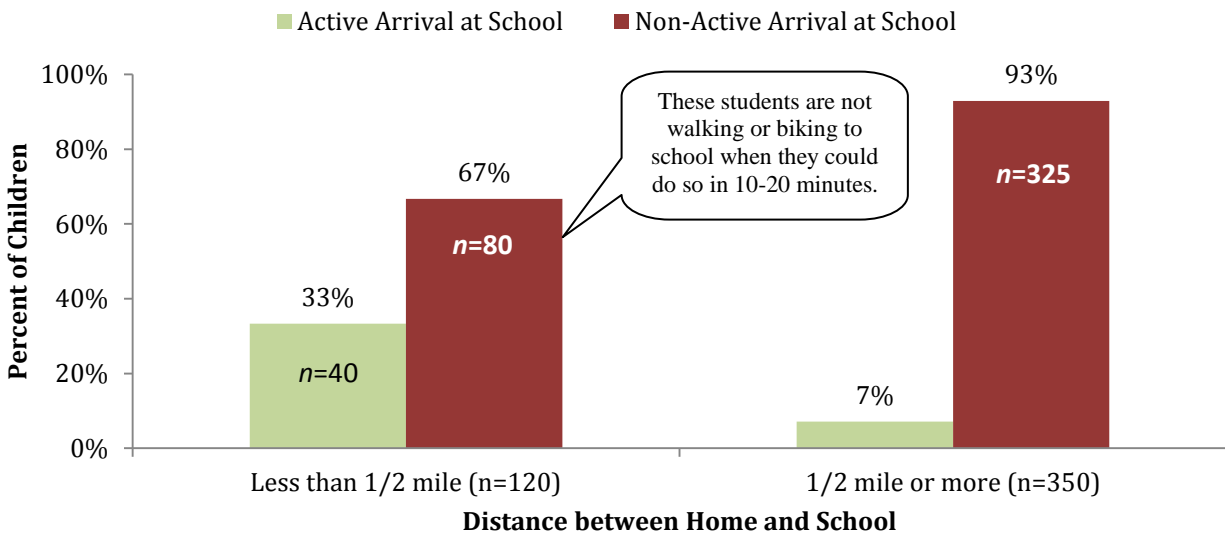


Source: National Safe Routes to School Parent Survey, Del Norte County, October 2012

Notes: This analysis was for the question, "On most days, how does your child arrive at school and leave from school?" Responses were coded as "Active" if child walked, biked, or skated and "Non-Active" if child went in a car, bus, or other transit method.

Of the children who live within ½ mile of school, 33% (n=40) have an active mode of transport to school, while 67% (n=80) have a non-active mode of transport to school (Exhibit 10).

Exhibit 10.
Active vs. Non-Active Arrival at School by Distance between Home
and School (n=470)



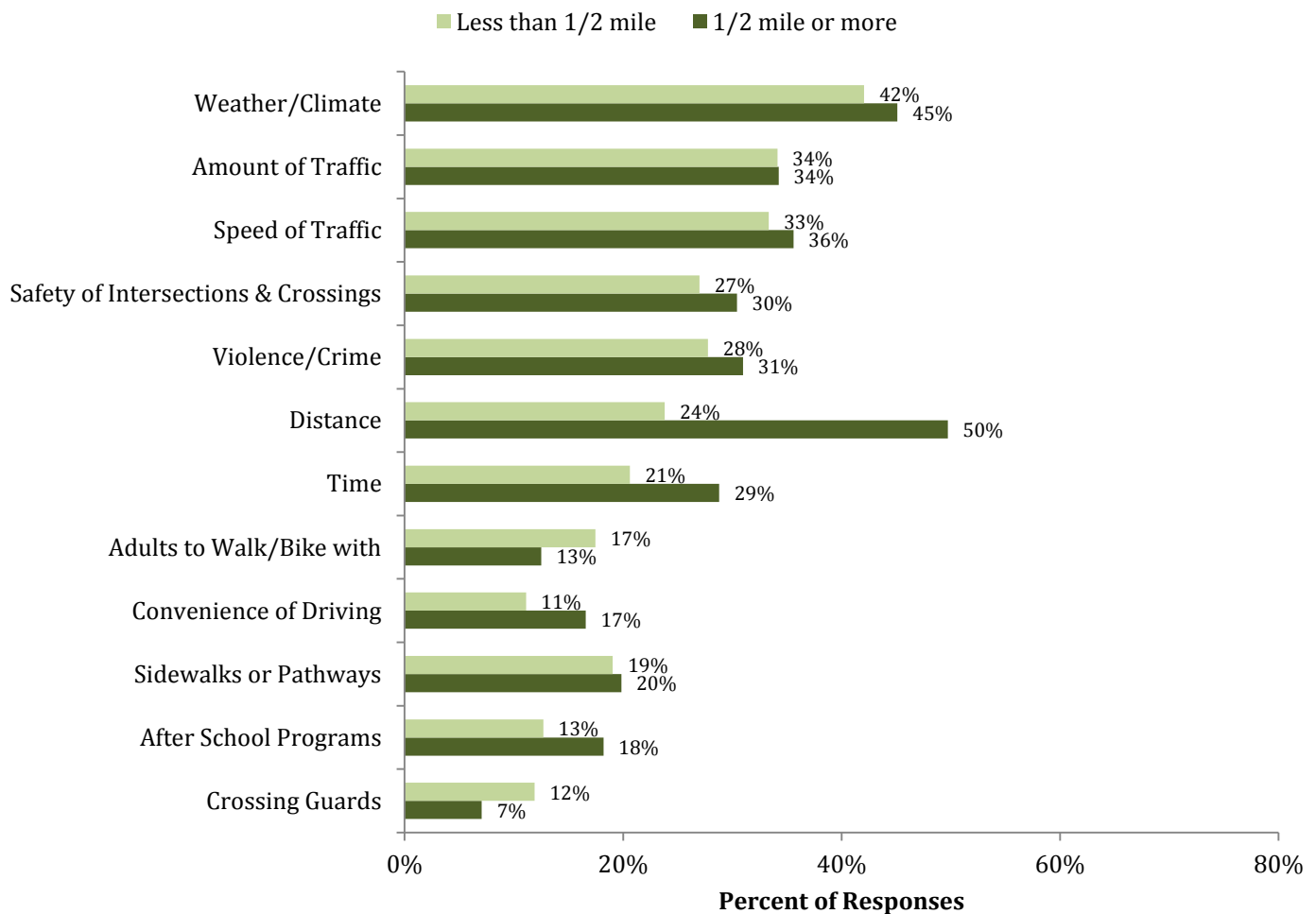
Source: National Safe Routes to School Parent Survey, Del Norte County, October 2012

Notes: This analysis was for the questions, "How far does your child live from school?" and "On most days, how does your child arrive at school?" Responses were coded as "Active" if child walked, biked, or skated and "Non-Active" if child went in a car, bus, or other transit method.

Barriers and Facilitators to Walking or Biking to/from School

Parents were asked to identify issues that affected their decisions to allow or not allow their child to walk or bike to/from school. As shown in Exhibit 11, the main issues differ some between those who live within ½ mile of school and those who live ½ mile or more from school. Distance is the main barrier to walking or biking to school for those who live more than ½ mile from school (Exhibit 11). Additional analysis was done to identify the main barriers for the children who live within ½ mile of school, but **do not** currently walk or bike to school. Exhibit 12 shows that the top barriers for these children are weather (44%), amount of traffic (36%), and speed of traffic (33%), followed by safety of intersections and crossings (28%), violence/crime (24%), and time (21%). Other barriers each contributed 15% or less. Parents who identified particular barriers to walking or biking to school were asked if they would probably allow their child to walk or bike to/from school if the issue were changed or improved. For each identified issue, 40% to 80% of parents said they would probably allow their child to walk or bike to/from school if the issue were changed or improved.

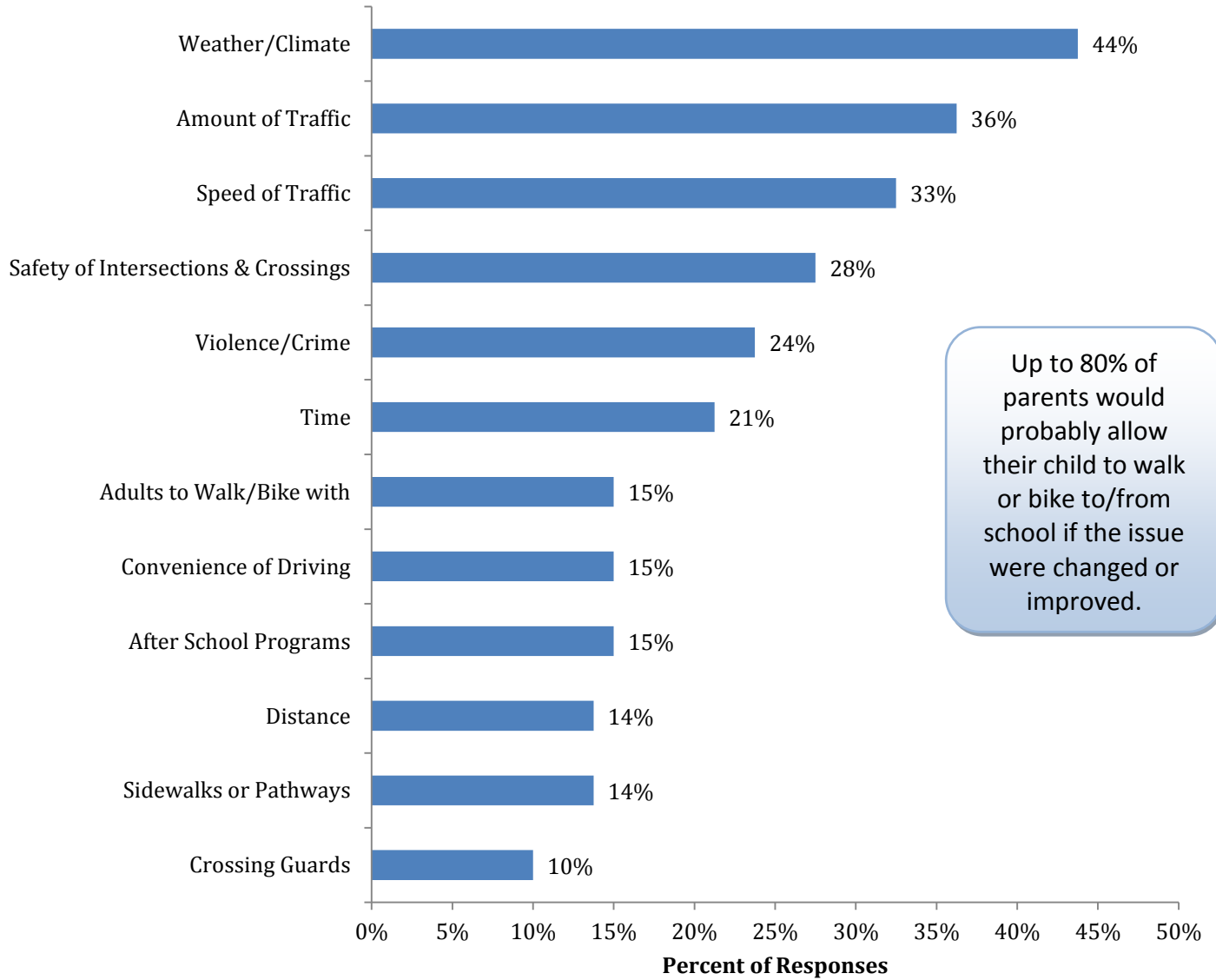
Exhibit 11.
Issues Reported to Affect the Decision to Allow or Not Allow a Child to Walk or Bike to/from School by Distance from School:
All Respondents (n=494)



Source: National Safe Routes to School Parent Survey, Del Norte County, October 2012

Notes: This analysis was for the questions, “What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school?” Parents could select multiple options.

Exhibit 12.
Issues Reported to Affect the Decision to Not Allow a
Child to Walk/Bike to School:
Children who Live within 1/2 Mile of School and Do Not Walk/Bike to School
(n=80)



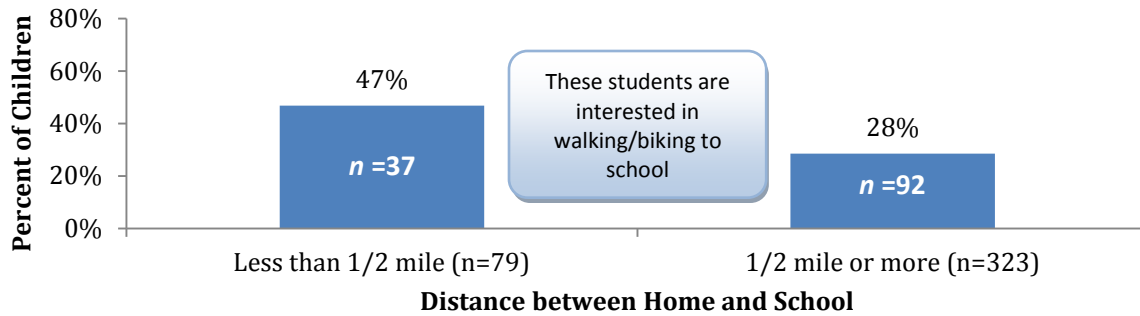
Source: National Safe Routes to School Parent Survey, Del Norte County, October 2012

Notes: This analysis was for the questions, “What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school?” Parents could select multiple options. This analysis is limited to those who live within 1/2 mile of school and their child does not walk or bike to school.

Interest and Opinions about Walking or Biking to/from School

Parents were asked if their child had asked for permission to walk or bike to/from school in the last year. Of the children who live within ½ mile of school and have non-active arrival at school, nearly half (47%) had asked for permission to walk or bike to school. Of the children who live ½ mile or more from school, 28% had asked for permission (Exhibit 13).

Exhibit 13. Children with Non-Active Arrival at School who have asked for Permission to Walk or Bike to School by Distance from School (n=402)

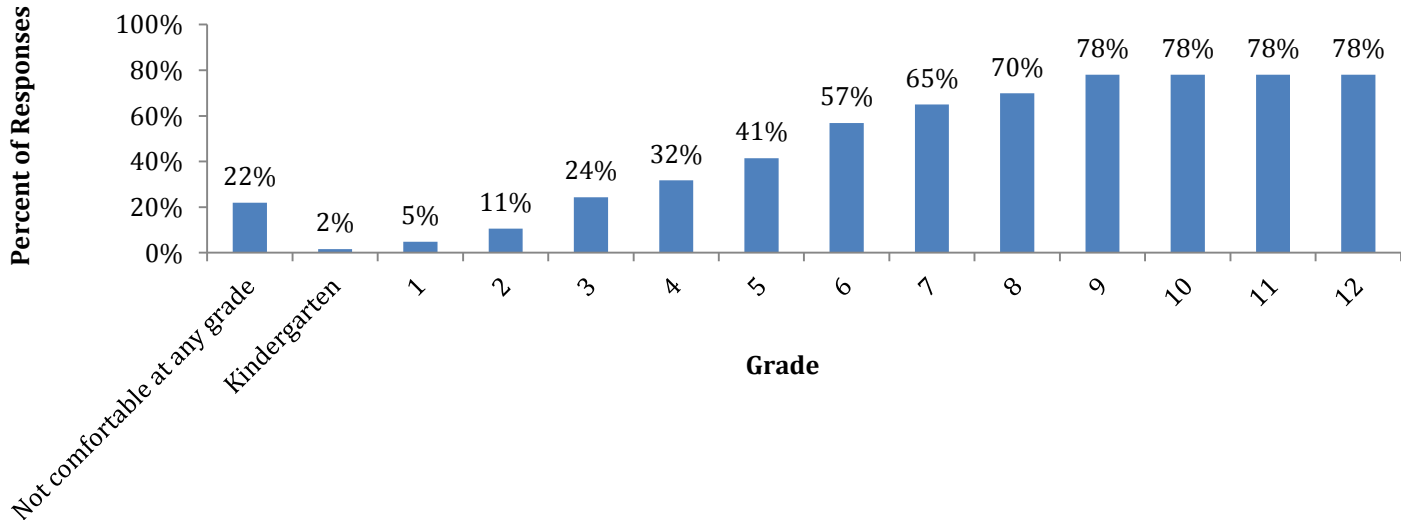


Source: National Safe Routes to School Parent Survey, Del Norte County, October 2012

Notes: This analysis was for the questions: “Has your child asked you for permission to walk or bike to/from school in the last year?”, “How far does your child live from school?” and “On most days, how does your child arrive at school?” This analysis is limited to those who have a “Non-Active” arrival at school (car, bus, or other transit method).

Parents were asked at what grade they would allow their child to walk or bike to/from school without an adult. Of the respondents who live within ½ mile of school, 22% said they would not be comfortable at any grade and very few would allow it at Kindergarten (2%). As the grade level increases, parents are more likely to allow it. By Sixth grade 57% would allow it and by Ninth grade 78% would allow it (Exhibit 14).

Exhibit 14. Grade at Which Parents Would Allow Their Child to Walk or Bike to/from School Without an Adult: Respondents who Live Within 1/2 Mile of School (n=123)

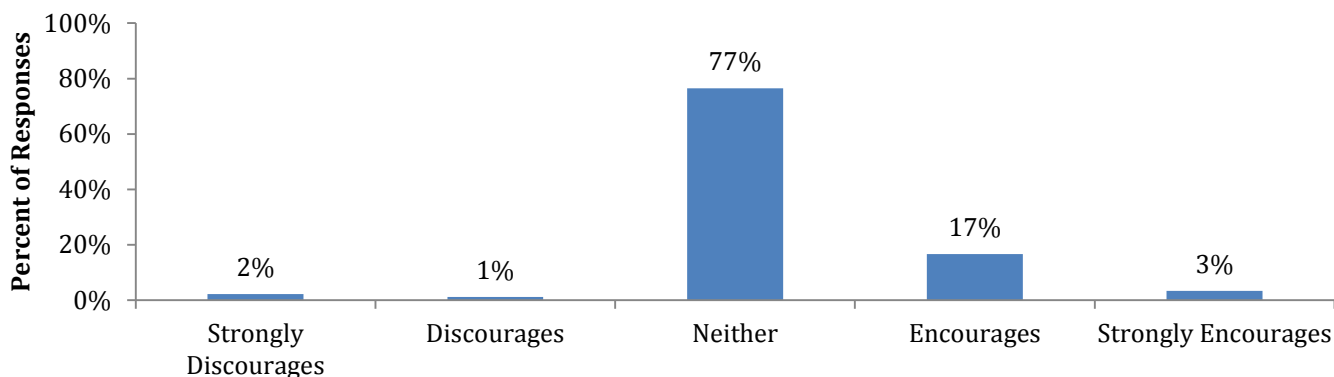


Source: National Safe Routes to School Parent Survey, Del Norte County, October 2012

Notes: This analysis was for the question, “At what grade would you allow your child to walk or bike to/from school without an adult?” The graph shows the cumulative responses for each grade. For example, Sixth grade includes the responses for grades 1-6.

Parents were asked their opinion on how much their child’s school encourages or discourages walking or biking to/from school. The majority of respondents (77%) thought their child’s school neither encourages nor discourages walking or biking to school, while 20% thought the school encourages/strongly encourages it (Exhibit 15). Similar patterns were seen for all schools combined and for each school individually.

Exhibit 15.
Parents' Opinions About How Much Their Child's School Encourages or Discourages Walking or Biking to/from School: All Respondents (n=498)



Source: National Safe Routes to School Parent Survey, Del Norte County, October 2012

Notes: This analysis was for the question, “In your opinion, how much does your child’s school encourage or discourage walking and biking to/from school?”

Parents were asked how much fun they thought walking and biking to/from school was for their child. Half thought it was neutral, while 37% thought it was fun/very fun, and 13% thought it was boring/very boring for their child (Exhibit 16). There was a significant difference in opinions for those with children who have active arrival at school compared to those with non-active arrival at school. Parents of children with active arrival at school were more likely to report it as fun/very fun (58%) and less likely to report it as boring/very boring (8%), or neutral (35%) (Exhibit 17).

Exhibit 16.
Parents' Opinions About How Much Fun Walking and Biking to/from School is for their Child: All Respondents (n=502)

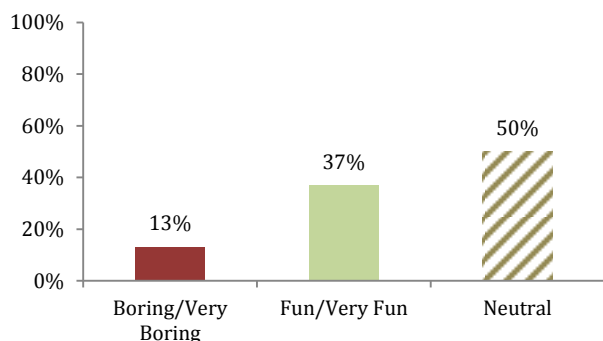
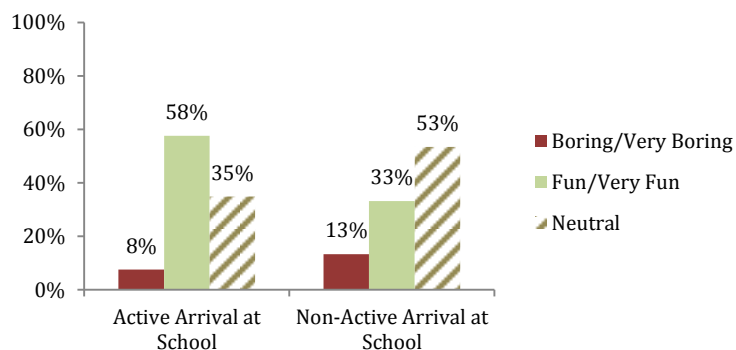


Exhibit 17.
Parents' Opinions About How Much Fun Walking and Biking to/from School is for their Child by Active and Non-Active Arrival at School (n=478)



Source: National Safe Routes to School Parent Survey, Del Norte County, October 2012

Notes: This analysis was for the question, “How much fun is walking or biking to/from school for your child” and “On most days, how does your child arrive at school?” Responses were coded as “Active” if child walked, biked, or skated and “Non-Active” if child went in a car, bus, or other transit method.

Parents were asked their opinion about how healthy walking and biking to/from school is for their child. The majority (81%) thought it was healthy/very healthy, while 17% were neutral and 2% thought it was unhealthy (Exhibit 18). Parents of children with active arrival at school were more likely to report it as healthy/very healthy (94%) compared to parents of children with non-active arrival at school (80%)(Exhibit 19).

Exhibit 18.
Parents' Opinions About how Healthy Walking and Biking to/from School is for their Child (n=503)

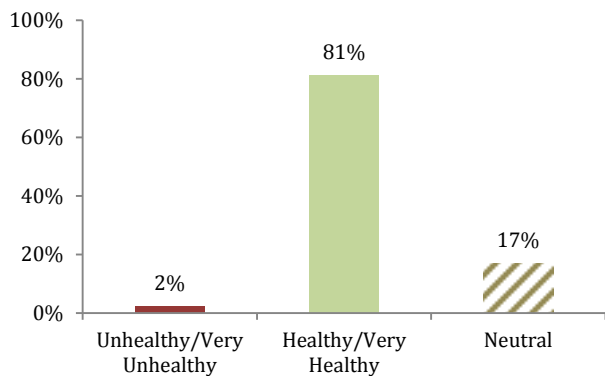
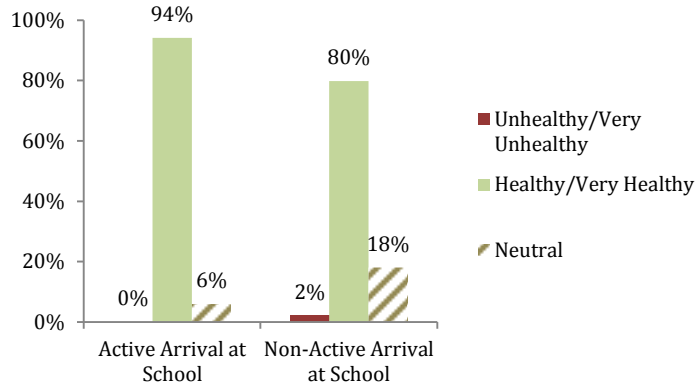


Exhibit 19.
Parents' Opinions About how Healthy Walking and Biking to/from School is for their Child by Active and Non-Active Arrival at School (n=479)



Source: National Safe Routes to School Parent Survey, Del Norte County, October 2012

Notes: This analysis was for the question, “How healthy is walking or biking to/from school for your child?” and “On most days, how does your child arrive at school?” Responses were coded as “Active” if child walked, biked, or skated and “Non-Active” if child went in a car, bus, or other transit method.

Implications for Programs, Policy, and Research

A high percentage of youth in Del Norte County are overweight or obese and a low percentage are meeting the recommendations for physical activity (Appendix A). Active modes of transportation, such as walking and biking to or from school provide opportunities for regular physical activity for youth. The data presented in this report highlight some of the challenges and opportunities in increasing active modes of transportation to/from school in Del Norte County. Being a large rural county, distance between home and school is a significant barrier to active modes of transportation to/from school for many children.

Since distance is generally not a modifiable factor (unless families move or change schools), the analysis in this report is primarily focused on children who live within ½ mile of their school as this is a reasonable distance for walking or biking and should only take about 10-20 minutes. Since 67% of the children who live within ½ mile of their school have a non-active arrival at school, these children should be the target for policies and programs aimed at increasing walking and biking to/from school. For the children who live at a distance from school that prevents active transport, approaches may need to focus on increasing physical activity in other settings, such as school.

67% of children who live within ½ mile of their school are not walking or biking to school when they could do so in about 10-20 minutes.

Policies and programs should focus on the top modifiable barriers to walking and biking to/from school and should aim to decrease the amount and speed of traffic, increase safety of intersections and crossings, and decrease violence/crime. If these factors were improved, most parents have indicated that they would probably allow their children to walk or bike to/from school. Leverage points for increasing active modes of transportation to/from school include student interest, level of fun, and health benefits. Children who live

within ½ mile of school and currently have non-active transportation to/from school appear interested in walking or biking to/from school as nearly half (47%) have asked their parents for permission to do so. The majority of children who walk or bike to/from school find it fun. Parents generally agree that walking and biking to/from school is healthy for their children.

Policy and Action Recommendations

Following are policy and action recommendations based on conversations with local authorities and other SRTS program leaders as well as guidelines and suggestions from national and state SRTS programs. Some of these policies are already implemented, may have been proposed and not adopted, or may be new. The recommendations vary in complexity, amount of coordination or infrastructure required, and community sectors that may play a primary role (Exhibit 20). Communities may choose to focus on a few or many policies at the same time depending on capacity. New policies may need to be developed, with the potential for some pilot studies, while other policies may be ready for widespread adoption. Acknowledging that each school and neighborhood/community is different, policy details may need to be tailored accordingly.

The policy recommendations are primarily focused on the top modifiable issues reported by parents to affect their decision to allow or not allow their child to walk or bike to school: amount of traffic, speed of traffic, safety of intersections & crossings, and violence/crime—all of which are safety concerns.

SRTS policies and actions can be divided into infrastructure and non-infrastructure categories. Infrastructure includes design and construction of projects that improve the ability of students to walk and bicycle to school, including sidewalk improvement, traffic calming, speed reduction improvements, street crossings, bicycle and pedestrian facilities, secure bicycle parking, and traffic diversion improvements. Non-infrastructure includes strategies to encourage walking and bicycling to school, such as public awareness campaigns, outreach to press and community leaders, traffic education and enforcement in the vicinity of schools, student education on bicycle and pedestrian safety, and trainings for volunteers.³²

There is a SRTS Administrative Committee in Del Norte County involved in organizing SRTS activities, assessments, and support in the community. The Committee currently has representation from California Highway Patrol, Crescent City Police Department, Del Norte County Sheriff's Department, Del Norte Health and Human Services- Public Health Branch, Building Healthy Communities, and the Del Norte Local Transportation Commission. Successful SRTS programs in other regions include representation from parents, students, educators, government officials, business leaders, and community groups.

Policy Goals

- 1) Make it safe, convenient, and fun for children to walk and bicycle to and from school.
- 2) Raise awareness and support for Safe Routes to Schools.
- 3) Create safe and accessible routes for walking and biking to and from school.
- 4) Ensure that all students and parents know transportation safety guidelines for arrival and departure at school.
- 5) Support School District Wellness Policies and ensure that active transportation is included in these policies.

**Exhibit 20.
Safe Routes to School
Policies and Actions**

Levels of Involvement

Policies and Actions	Regional Transportation Planning Agency	Law Enforcement	School District	Schools	Parents/ Families
Complete Streets Policy	√				
Bicycle/Pedestrian Plans	√	√	√	√	√
Walking/Biking Corridors	√				
Safe School Zone Policies	√	√	√	√	√
Traffic Calming	√	√		√	
Walking School Bus			√	√	√
Remote Drop-off/Pick-up			√	√	√
No Idling			√	√	√
Enforcement of Traffic Laws		√			
Neighborhood Crime Assessment		√	√	√	
Get to Know Your Neighborhood Campaign		√		√	√
Promote & Support SRTS	√	√	√	√	√
School Wellness Policies			√	√	
Proclamations and Pledges			√	√	√
Bicycle and Pedestrian Education		√	√	√	√
Parent Handbook			√	√	√
Positive Behavior Reinforcement		√	√	√	√

Complete Streets Policy

Ensuring streets are safe and accessible for all modes of travel is paramount for SRTS efforts. In California, the complete streets policy is called “Complete Streets – Integrating the Transportation System “ (The California Department of Transportation, Deputy Directive DD-64-R1). The Del Norte Regional Transportation Planning Agency (RTPA) actively uses DD-64-R1 for planning and implementation to improve infrastructure projects and ensure “safe mobility for all users.” Local governments are required under State law (AB1358) to include Complete Streets in their General Plans.

➤ **Bicycle/Pedestrian Plans**

Bicycle and pedestrian plans are included under the umbrella of “complete streets” and incorporate concepts and designs such as bikeways, walkways, interconnected streets, convenient access to public transit, traffic calming measures, surfaces conducive to biking and walking, signage and marking of bikeways and walkways, well-defined and safe street crossings and intersections, lighting, benches, and secure bicycle parking. Plans may also consist of landscaping, easy access to shelter, public restrooms, and drinking fountains. Bike and pedestrian plans can be statewide, regional, local, or site specific. SRTS plans are a specific type of Bicycle/Pedestrian plan, which focus on a ½ to 1 mile radius around a school. Plan development and implementation generally involves collaboration among city and county agencies, law enforcement, school districts, schools, parents and students. School districts can play an important role through providing bike racks in secure and convenient locations at all schools. Additional funding through Safe Routes to School grants are available to improve and support schools in upgrading their bike racks and building a campaign to support biking and walking in the community.³³

Example plans:

<http://www.bicyclinginfo.org/develop/levels.cfm>

ftp://ftp.odot.state.or.us/techserv/roadway/web_drawings/HDM/Appendix_N_BikePedDesignGuide_Web.pdf

➤ **Walking/Biking Corridors**

Walking/biking corridors may be included in SRTS, Complete Streets and Bicycle/Pedestrian plans. Typically, a safe route for walkers and bikers is identified and developed, which is not on the same road as the primary stream of vehicular traffic. The corridors should be clearly designated, separated from traffic, and with safe surfaces. Del Norte County Community Development Department engineers have already identified a walking corridor in Crescent City, which connects to several schools within the city. The current identified walking corridor remains on the primary vehicular used street, as it is the only street close to the direct school route that needs the least amount of improvements. Many of the other side roads are lacking sidewalks and other essential components.³⁴ When the walking corridor is developed, ideally it should include a barrier to separate traffic from pedestrians and be clearly marked with logos and signs. Additional safety measures that other SRTS programs have incorporated are security cameras controlled by police, police and security staff who regularly patrol the route, and local businesses that are willing to be "safe havens" for students. These businesses can put a sign in their window so students know they can always stop in if they need a secure place to stop on their walk.



Example of a walking corridor in Portland Oregon

The walking corridor in Crescent City has been identified with aerial maps and a list of improvements needed for ADA compliance and safe use; however, it has not advanced beyond the planning stages due to a lack of funding to support the required infrastructure. Safe Routes to School AB 1194 amendment may

help address these funding limitations. On April 15, 2013 the California Legislature unanimously passed AB 1194, an act to amend Section 2333.5 of the Streets and Highway Code, which includes funds towards “...construction of bicycle and pedestrian safety and traffic calming projects” as well as other Safe Routes to School projects.³⁵

Safe School Zone Policies

Safe school zone policies include infrastructure and non-infrastructure improvements to reduce speed and traffic and support walking and biking around schools.³⁶ Examples include traffic calming, walking school buses, remote drop off/pick-up, no idling, and enforcement of existing traffic laws.

The Del Norte Local Transportation Commission (DNLTC) provides suggestions to the school district for areas of infrastructure improvements. The DNLTC will be coordinating an infrastructure assessment, which will include a School Zone Infrastructure Audit and Circulation Study. The work can begin as early as the July 1, 2013 and will include the following:

Phase 1: Preparation of a basic transportation infrastructure audit at 11 Del Norte Unified School District schools and 3 County schools using a standard assessment tool to objectively measure and compare issues in each school zone. Assessment of school sites and zones for bike-ability, walkability, automobile and bus traffic capacity.

Phase 2: Completion of circulation studies for the two school zones selected by the Safe School Zone working group in a manner that aligns with the funding requirements of the MAP-21 Safe Routes to Schools and Transportation Alternatives Program.³⁷

Upon completion of the infrastructure assessment, the DNLTC will provide the school district with recommendations for infrastructure improvements around the schools. An interesting challenge is that the school district goes through the Division of the State Architect rather than the Community Development Department for infrastructure improvements. This means that the city engineers and planners in Del Norte are not consulted. There is concern that many streets surrounding the schools do not have the capacity to support the number of vehicles that travel on them. Since up to 74% of families drive their children to school, this issue should be further examined (Exhibit 4).

➤ Traffic Calming

SRTS programs often include traffic calming as a primary way to increase the safety of children that are walking, biking, or using other forms of active transport.⁴ Traffic calming measures can assist in decreasing the speed and amount of traffic around a designated area. A few examples include the use of curb extensions, speed humps, raised crosswalks and intersections, traffic circles, median islands, and roundabouts.³⁸

Traffic calming projects are under the jurisdiction of the Transportation Commission and can be included in the Regional Transportation Plan (RTP), along with other infrastructure improvement activities. The RTP is a federally required document that is updated every four years and is conducted by the DNLTC.³⁹ The RTP provides estimates of the amount of money that is available and gives priority recommendations to the RTPA. Other street safety and infrastructure improvement projects that will increase the safe routes to schools are often included in the RTP.

➤ **Walking School Bus**

A walking school bus is a group of students who walk to school together accompanied by at least one adult. Walking school buses can vary in their structure and may include several families agreeing to walk their children to school at least once a week, or adult walk leaders picking up children at a designated spot or picking up participating children at their homes on a planned route to school. Adult walk leaders can be parents, teachers, community members, law enforcement, or other trained adults.



Walking school bus guide:

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

➤ **Remote Drop-off/Pick-up**

Remote drop-off/pick-up is the process of dropping off or picking up students a short distance from the school, often a few blocks.⁴⁰ This policy decreases traffic around the schools and simultaneously increases students' opportunities for physical activity. This is a great way to promote walking among students who live too far from school to walk the entire distance. Designated remote drop-off/pick-up locations can be used by school buses as well as parent's driving their children to school. Walking corridors can connect designated remote drop-off/pick-up locations to schools. Escorts/walking school buses can be used to ensure the safety of the children as they walk the short distance to school. Presently, some of the Del Norte Unified Schools have a Remote Drop-Off Policy in place; however there is concern regarding who is responsible to escort the children. These policies should be reviewed and updated to include clear roles and responsibilities. The schools that have experience with these policies can provide useful "lessons learned" and "successes" to assist other schools that may implement similar policies.

Example of remote drop-off/pick-up policy:

<http://saferoutesinfo.org/data-central/success-stories/columbia-missouri-new-drop-area-creates-excitement-about-walking-school>

➤ **No Idling**

No idling policies apply to vehicles and people at school drop-off/pick-up areas. No idling includes vehicles waiting to pick-up students during school departures as well as during morning arrivals. To decrease sidewalk congestion, overcrowding and safety hazards, no idling also includes people. Decreasing idling at schools will improve overall health of students through improved air quality as well as decreased risk of injury from traffic congestion.^{40,41}

➤ **Enforcement of Traffic Laws**

Law enforcement can play a vital role in SRTS programs and Safe School Zone Policies through enforcement of existing traffic laws at designated areas during arrival and departure times. Speed limit monitoring and the visual presence of law enforcement can make drivers more cautious.⁴⁰

➤ **Neighborhood Crime Assessment**

Parents have identified violence and crime as one of the top five issues affecting their decision to not allow their child to walk/bike to school. An assessment of crime rates in neighborhoods surrounding schools could help to put this in perspective. For example, maps could be created showing crime rates over a period of time (i.e. 5 years of data) within a buffer zone around individual schools. These maps could be shared with schools and made readily available to parents. This assessment and educational tool could be used to identify areas in need of improvement as well as mitigate any unsubstantiated fears.

➤ **Get to Know Your Neighborhood Campaign**

Strong neighborhood connections can support successful implementation of SRTS programs. A “Get to Know Your Neighborhood Campaign” can include information about how to create neighborhood watch groups, and how neighbors can support one another, which may lead to increased cohesion and trusting relationships. Parents may be more willing to allow their children to walk/bike to school if they know and trust their neighbors and there is mutual agreement to look out for children and intervene if trouble arises.⁴¹ All neighbors, with or without their own children, play an important role in ensuring safety for everyone in the neighborhood. The campaign also provides an opportunity for groups to walk in the neighborhood and perform walking audits. Law enforcement can partner with schools, parents, students, and other community members on a “Get to Know Your Neighborhood Campaign.”

Promote & Support SRTS

Several strategies can be used to promote, and support SRTS programs, such as school wellness policies that include active transport strategies, proclamations and pledges showing support and commitment, bicycle and pedestrian education, parent handbooks, and reinforcement of positive behaviors. All of these strategies are geared towards creating a culture of safety and normalizing safe practices.

➤ **School Wellness Policies**

In the state of California all school districts are required to have an up-to-date School Wellness Policy.⁴² Del Norte is currently working on revising their School Wellness Policy and will include information on Safe Routes to School and the importance of active transport to improve health and wellness of students.

➤ **Proclamations and Pledges**

Proclamations can be used by school districts, school boards, principals, teachers, and staff, as well as local businesses to show their commitment and dedication to SRTS. In addition, the proclamation acts as a medium to inform the community of SRTS goals (Appendix C). Parents and children play a vital role in SRTS and the culture of safety in the community. Policies and actions geared towards parental awareness and support of SRTS can contribute to success. An “Active Pledge” for parents and children will increase this awareness and provide discussion points within the family supporting SRTS (Appendix D).

➤ **Bicycle and Pedestrian Education**

SRTS programs frequently incorporate educational strategies to teach children safe walking and biking practices and habits. Bicycle and pedestrian safety can be taught in the classroom (as part of physical education classes) followed by walkabouts, which allow students to practice their skills. Local police or trained instructors can also lead bicycle rodeos to educate children on safe bicycling skills and instruct children and parents to properly fit bicycle helmets.⁴

➤ **Parent Handbook**

Information about SRTS can be shared with parents through the Parent Handbook. An informational page on Transportation Safety Guidelines can be included with the school’s recommendations for safe arrival and departure from school, including details about designated walking corridors, remote drop-offs/pick-ups, and no idling. A map with walking routes can also be included.

➤ Positive Behavior Reinforcement

Incentives can be used to reinforce positive behaviors. Over the past year, various incentives were implemented at schools to encourage walking and biking to school. These included gift cards for teachers, pens and pencils for students, Walk to School Day, and a bike raffle at each school site (students were entered into the raffle each time they walked or biked to school). Law enforcement can also assist with reinforcing positive safety behaviors by giving positive citations or gift certificates to youth using proper safety equipment and following traffic rules. Many SRTS programs incorporate helmet and reflective gear giveaways. These can be given as rewards for completing an educational session or meeting a walking goal.⁴

The policies presented in this report are by no means exhaustive and there are many other policies that are related to SRTS and promotion of physical activity. Joint use policies are beyond the scope of this report, but will be the focus of a future report. Crossing guards are another way of increasing safety for students; however, since parents did not identify this as a top barrier, they have not been included in this report.

Next Steps

Activities over the past year have focused on the non-infrastructure phase of SRTS (gathering information, providing education and incentives). The data presented in this report will inform the upcoming infrastructure phase, which will include the School Zone Infrastructure Audit and Circulation Study (described above).

Schools, families, and communities each play an important role in increasing physical activity opportunities for youth. Knowledge, skills and resources of multiple sectors will be required to develop, adopt, and implement appropriate SRTS policies for Del Norte County. The SRTS Administrative Committee in Del Norte County invites new committee members such as, parents, students, educators, government officials, business leaders, and community groups.

This report provides an important baseline, however periodic assessments will be required to determine effective and ineffective strategies and to monitor improvement over time. In May, 2013 the parent and school surveys will be repeated to see if there has been any change in walking and biking to school.

Additional policy information can be made available with action steps and identified responsibilities that are required for successful implementation.

Get involved, become a champion for SRTS:

Karen Phillips, Lead SRTS Champion
kphillips@psbusinessservices.com

For policy recommendations contact:
Nanette Yandell, Public Health Policy Coordinator
nyandell@co.del-norte.ca.us

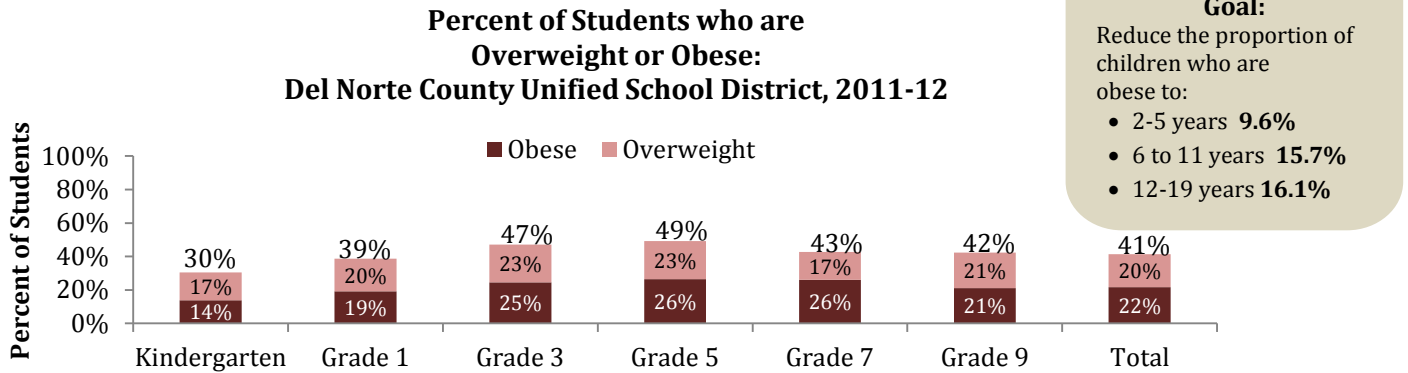
References

1. National Center for Safe Routes to School. <http://www.saferoutesinfo.org/>
2. The California Endowment. <http://www.calendow.org/healthycommunities/index.html>
3. Safe Routes to School National Partnership. <http://www.saferoutespartnership.org/sites/default/files/pdf/SRTSNP-2011-Policy-Report.pdf>. Accessed March, 2013.
4. Safe Routes to School National Partnership. http://www.saferoutespartnership.org/sites/default/files/pdf/Safety_report_final.pdf. Accessed March, 2013.
5. Healthy People: <http://www.healthypeople.gov>. Accessed March, 2013.
6. Fletcher G, Balady G, Blair S, et al. Statement on exercise: benefits and recommendations for physical activity programs for all Americans. *Circulation*. 1996;94:857-862. http://circ.ahajournals.org/cgi/content/full/94/4/857?ijkey=6e9ad2e53ba5b25f9002a707e5e4b5b8ee015481&keytype=tf_ipsecsha. Accessed March, 2013.
7. Pate R, Pratt M, Blair S, et al. A Recommendation from the Centers for Disease Control and Prevention and the American College of Sports Medicine. *JAMA*. 1995;272(5):402-407.
8. Warburton D, Whitney Nicol C, Bredin S. Health benefits of physical activity: The evidence. *CMAJ*. 2006;174(6):801-809.
9. U.S. Department of Health and Human Services. *Physical activity and health: A report of the surgeon general*. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 1996.
10. Singh A, Uijtdewilligen L, et al. Physical Activity and Performance at School: A Systematic Review of the Literature Including a Methodological Quality Assessment. *Arch Pediatr Adolesc Med*. 2012; 166(1): 49-55.
11. Stevens T, Yen T, Stevenson S, Lochbaum M. The importance of physical activity and physical education in the prediction of academic achievement. *Journal of Sport Behavior*. 2008; 4: 368-388.
12. Davis C, Cooper S. Fitness, fatness, cognition, behavior, and academic achievement among overweight children: Do cross-sectional associations correspond to exercise trial outcomes? *Preventive Medicine* . 2011;52 Supplement(0): S65-S69.
13. Shore S, Sachs M, Lidicker J, Brett S, Wright A, Libonati J. Decreased scholastic achievement in overweight middle school students. *Obesity*. 2008; 16: 7, 1535-1538.
14. Geier A., Foster G, Womble L., McLaughlin J, Borradi K, et al. The relationship between relative weight and school attendance among elementary schoolchildren. *Obesity*. 15 (2007): 2157-2161.
15. Janssen I, Craig W, Boyce W, Pickett W. Associations between overweight and obesity with bullying behaviors in school-aged children. *Pediatrics*. 2004;113:1187-1194. <http://www.pediatricsdigest.mobi/content/113/5/1187.full.pdf+html> Accessed November, 2011.
16. Trudeau F, Shephard R. Physical education, school physical activity, school sports, and academic performance. *International Journal of Behavioral Nutrition and Physical Activity*. 2008; 5.
17. Chomitz V, Slining M, McGowan R, et al. Is there a relationship between physical fitness and academic achievement? Positive results from public school children in Northeastern United States. *Journal of School Health*. 2009; 79:30-37.
18. Shephard, R. Curricular physical activity and academic performance. *Pediatric Exercise Science*. 1997;9:113-126.
19. Stevens T, Yen T, Stevenson S, Lochbaum M. The importance of physical activity and physical education in the prediction of academic achievement. *Journal of Sport Behavior*. 2008;31: 4, 368-388
20. Safe Routes to School National Partnership. <http://www.saferoutespartnership.org/resourcecenter/research/impact-of-physical-activity>. Accessed March, 2013.
21. Davison K, Lawson C. Do attributes in the physical environment influence children's physical activity? A review of the literature. *International Journal of Behavioral Nutrition and Physical Activity*. 2006:3.
22. Cooper AR, Andersen L, Wedderkopp N, Page AS, Froberg K. Physical activity levels of children who walk, cycle or are driven to school. *American Journal of Preventive Medicine*. 2005;25(3):179-184.
23. Rosenberg DE, Sallis JF, Conway TL, et al. Active transportation to school over 2 years in relation to weight status and physical activity. *Obesity* .2006;14(10):1771-1776.
24. Mendoza JA, Watson K, Nguyen N, et al. Active commuting to school and association with physical activity and adiposity among US youth. *Journal of Physical Activity and Health*. 2001; 8 (4): 488-495.

25. Sirard JR, Riner W, McIver KL, Pate PR. Physical activity and active commuting to elementary school. *Medicine and Science in Sports and Exercise*. 2005;37(12): 2062-2069.
26. Centers for Disease Control and Prevention. <http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html>
27. Alexander LM et al. The broader impact of walking to school among adolescents: seven day accelerometry based study. *British Medical Journal*. 2005;331:1061-1062.
28. Rahman T, Cushin RA, Jackson RJ. Contributions of built environment to childhood obesity. *Mt. Sinai Journal of Medicine*.2011; 78: 49-57.
29. Frank LD, Sallis, JF, Conway TL et al. Many pathways from land use to health. Associations between neighborhood walkability and active transportation, body mass index, and air quality. *Journal of the American Planning Association*. 2006;72(1):75-87.
30. Hill J, Ogden L, Rodearmel S, et al. Small changes in dietary sugar and physical activity as an approach to preventing excessive weight gain: The America on the Move Family Study. *Pediatrics*.2007;120: e869-e879.
31. Safe Routes to School National Partnership. www.saferoutespartnership.org/sites/default/files/pdf/SRTS-policy-report-fact-sheet.pdf. Accessed March, 2013.
32. National Center for Safe Routes to School. Policy Background. <http://www.saferoutespartnership.org/national/policy-background>. Accessed April, 2013.
33. Safe Routes to School Bicycle Parking Guide. [http://www.in.gov/indot/files/SafeRoutes Bike Parking.pdf](http://www.in.gov/indot/files/SafeRoutes_Bike_Parking.pdf). Accessed April, 2013.
34. Bower R. County of Del Norte. Community Development Department Engineering and Surveying Division. Communication on April 17,2013.
35. 2013 CA Assembly Bill 1194. <http://www.leginfo.ca.gov/>
36. CA 4 Health Action Institute Webinar: Charting your course through Safe Routes to Schools. March 2013.
37. Federal Highway Administration. <http://www.fhwa.dot.gov/map21/tap.cfm>. Accessed April 2013.
38. Safe Routes to School. The Use of Traffic Calming Near Schools. <http://www.ite.org/safety/SRTS/09.TrafficCalming.pdf>. Accessed March 2013.
39. Safe Routes to School National Partnership. Local Policy Guide. [http://www.saferoutespartnership.org/sites/default/files/pdf/Local Policy Guide 2011.pdf](http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf). Accessed March 2013.
40. Air Board Adopts Measure to Reduce Pollution from School Bus Idling. Dec 2002. www.hcdoes.org/airquality/anti-idling/BusCarb.htm
41. Cohen D, Finch B, Bower A, Sastry N. Collective efficacy and obesity: The potential influence of social factors on health. *Social Science & Medicine*.2006;62:769-778.
42. Safe Routes to School National Partnership. Wellness Policies. <http://www.saferoutespartnership.org/state/bestpractices/wellnesspolicies>. Accessed March 2013.

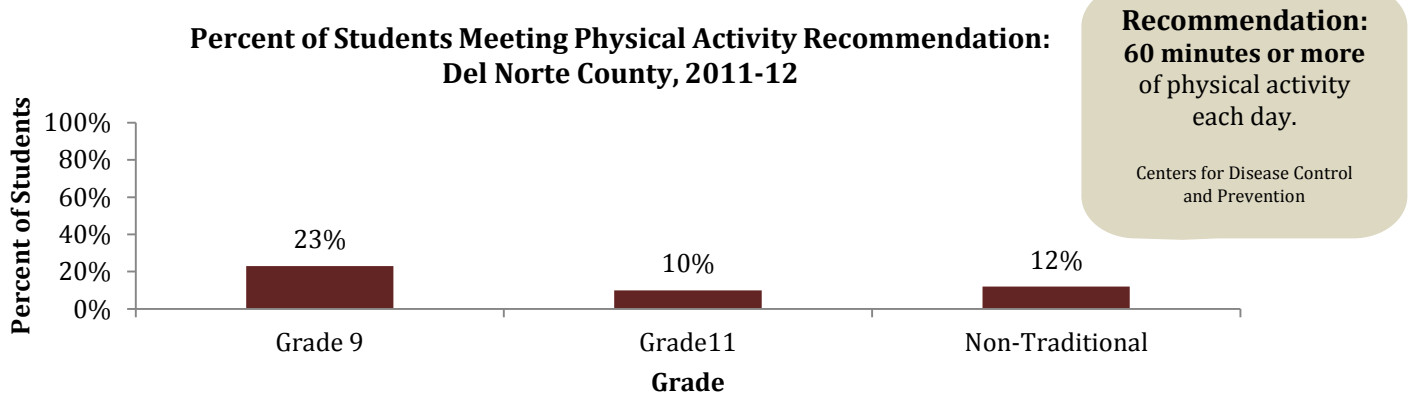
Appendix A: Childhood Obesity and Activity Levels in Del Norte County

- Nearly half of the students are overweight or obese and there is room for improvement in meeting the Healthy People 2020 goals.
- Less than ¼ of the students are meeting the physical activity recommendations.
- Up to 45% of students have over 2 hours of screen time per day.



Source: Del Norte County Unified School District

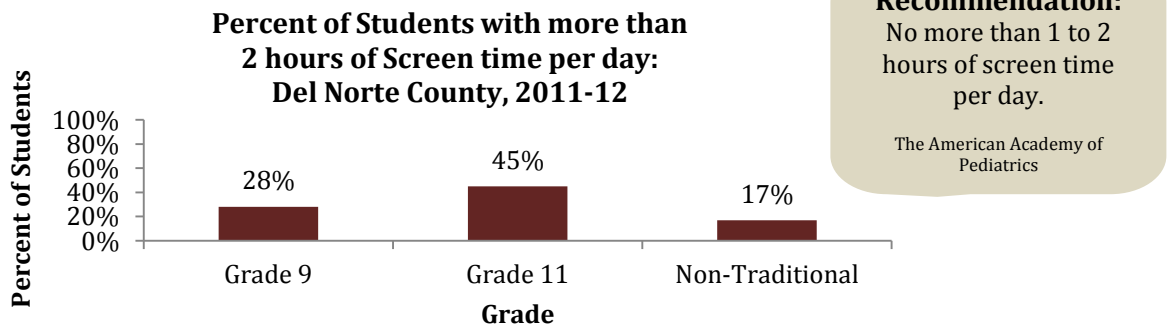
Notes: Overweight is defined as a BMI-for-age between the 85th and 95th percentiles. Obese is defined as a BMI-for-age at or above the 95th percentile. Schools included in this analysis include Bess Maxwell, Crescent Elk, Del Norte High, Joe Hamilton, Margaret Keating, Mary Peacock, Mountain, Pine Grove, Redwood, Smith River and Sunset.



Source: *California Healthy Kids Survey: Del Norte County and Adjacent Tribal Lands Building*

Health Communities Report, 2011-2012. WestEd Health & Human Development Program for The California Endowment.

Notes: Non-Traditional schools include continuation, community day and alternative schools. Charter schools are included with the Traditional schools.



Source: *California Healthy Kids Survey: Del Norte County and Adjacent Tribal Lands Building*

Health Communities Report, 2011-2012. WestEd Health & Human Development Program for The California Endowment.

Notes: This analysis is for the question, "On an average school day, about how many hours do you watch TV, play video games, or use a computer for fun?" Non-Traditional schools include continuation, community day and alternative schools. Charter schools are included with the Traditional schools.

Appendix B: Parent Comments from Safe Routes to School Survey

THIS THE FIRST YEAR WE HAVE ATTENDED MARY PEACOCK & DO NOT KNOW HOW THEY FEEL ABOUT WALKING/BIKING. WE DON'T ONLY DUE TO DISTANCE/SAFETY AND WOULD IF WE LIVED CLOSER.
I DO NOT PAY ATTENTION BECAUSE WE LIVE TO FAR AWAY TO WALK OR RIDE A BIKE.
DUE TO DISTANCE AGE AND BEING A VERY PROTECTIVE PARENT I WOULD NEVER ALLOW HER TO WALK TO SCHOOL. EVEN IF THE DISTANCE WASN'T AN ISSUE I DON'T FEEL COMFORTABLE WITH HER BEING UNSUPERVISED.
WE LIVE IN HIOUCHI AND I WOULD NOT LET MY KIDS BIKE OR WALK TO SCHOOL. TOO FAR AND TOO DANGEROUS. NONE OF THESE? REALLY APPLY HERE.
I ENCOURAGE KIDS TO BE VERY CAREFUL WHEN THEIR WALKING OR BIKING
SIDEWALKS SHOULD BE AVAILABLE FOR CHILDREN TO WALK ON NOT ON YARRDS.
THANK YOU!
WISH THEIR WAS A BUS WHEN IT IS RAINING.
THERE IS AN INTERSECTION AT THE END OF THE BLOCK NEAR THE BESS MAXWELL PARKING LOT/BASKETBALL COURTS THAT SHOULD ALSO HAVE A CROSSING GUARD.
I FEEL WALKING IS SAFER THAN BIKING DUE TO UNSAFE DRIVING OF SOME ADULTS COMING TO OR LEAVING SCHOOL AREA DRIVING TOO FAST.
I DRIVE MY STUDENT IN ON WAY TO WORK. HOWEVER 2/5 DAYS HE WALKS FROM DROP OFF HOUSE (A FRIEND) W/ ANOTHER STUDENT TO SCHOOL ABOUT 1 BLOCK. QUESTION #7 - TRAVEL TIME TO SCHOOL - I DRIVE. IT TAKS ONLY 5 MIN. FOR HIM TO WALK FROM DROP OFF POINT. QUESTION #10 - DISTANCE - THIS WON'T CHANGE. QUESTION #11 - 2 DAYS/WK
I DO NOT FEEL IT IS SAFE FOR YOUNG CHILDREN TO WALK OR RIDE A BIKE TO OR FROM SCHOOL WITHOUT SUPERVISION OF AN ADULT.
I THINK THERE ARE TOO MANY SEX OFFENDERS HERE IN THIS TOWN TO HAVE MY KIDS WALK HOME.
I RIDE A BIKE MOST EVERYWHERE! SHE LIKES TO RIDE WITH ME!
CARS DON'T PAY ENOUGH ATTENTION TO PEOPLE IN CROSSWALKS. SOME STOP WHILE OTHERS CONTINUE THRU THE CROSSWALK. I WAS ALMOST HIT WHILE IN A CROSSWALK TO PICK UP MY DAUGHTER FROM SCHOOL.
HIS SCHOOL BOOKS ARE VERY LARGE AND HEAVY FOR LENGTHY WALKS.
THE START OF SCHOOL & THE START OF MY WORK DAY MAKE WALKING/BIKING W/MY CHILDREN IMPOSSIBLE & I DON'T THINK I SHOULD LEAVE THEM TO MAKE THEIR WAY W/O AN ADULT.
GRADE OF CHILD DEPENDS UPON MATURITY LEVEL
IT'S NOT POSSIBLE FOR CHILDREN TO WALK TO SCHOOL EVERYDAY BECAUSE IN THE WINTER IT RAINS SO MUCH
IN QUESTION (10) I BELIEVE THE MATURITY LEVEL OF THE CHILD & THE # OF CHILDREN WALKING TOGETHER ALSO PLAY AN IMPORTANT ROLE IN DECIDING.
QUSTION (10) - THE MATURITY OF THE CHILD & THE # OF KIDS WALKING TOGETHER ALSO PLAY AN IMPORTANT ROLE IN DECIDING..
I WOULD MOSTLY LET MY CHILD WALK FROM/TO SCHOOL IF THE DISTANCE IS NOT FAR GOOD WEATHER AND I'M BUSY AND COULDN'T BE ABLE TO GET HER A RIDE.
BECAUSE OF THE DRIVERS IN OUR TOWN I ONLY ALLOWED MY SON TO WALK/RIDE BY HIMSELF ONCE HE BECAME A FRESHMAN
WE LIVE TO FAR FROM THE SCHOOL AND WOULD NEVER ALLOW OUR CHILD TO RIDE HER BIKE OR WALK TO SCHOOL.
I HAVE A CHILD THAT ATTENDS REDWOOD AND WILL NOT ALLOW HIM TO WALK OR RIDE TO SCHOOL (LESS THAN 1/2 MILE FROM HOME) DUE TO PRISON TRAFFIC SPEED NO SIDEWALKS NO STOP LIGHT @ HEAVY INTERSECTION. MY CHILD @ DNHS HAS TOO FAR TO TRAVEL FROM FORT DICK.
WE NEED MORE CYCLING PATHWAYS FOR THE SAFETY OF CYCLISTS.
UNFORTUNATELY THERE ARE NOT ENOUGH ROOM ON THE SIDEWAYS FOR CYCLIST. WE NEED CYCLING PATHWAYS AROUND AREA!
THE DRIVERS IN THIS COUNTY ARE UNSAFE. THE INCLIMATE WEATHER AND DARKNESS IN THE WINTER MONTHS MAKE IT UNSAFE TO BIKE OR WALK. THERE ARE TOO MANY TRANSIENTS WHO WALK/LIVE/ABIDE ON THESE ROUTES. IT IS NOT A WHOLESOME COMMUNITY.
THE SCHOOL'S PICK UP AND DROP OFF AREAS IS A HAZARDOUS MESS. PEOPLE ARE IMPATIENT AND DANGEROUS WITH THEIR DRIVING WHICH PUTS THE KIDS AT RISK WHEN WALKING OR BIKING.
SIDEWALKS NEED TO BE AVAILABLE FOR CHILDREN AND ADULTS TO WALK ON ESPECIALLY ALONG INYO STREET.

PROVIDED THE WEATHER PERMITS MY CHILD AND I WALK TO AND FROM SCHOOL DAILY.
PEOPLE IN THIS TOWN DO NOT RESPECT PEDESTRIANS AND THEY DON'T RESPECT PEDESTRAIN LAWS IT IS NOT SAFE FOR ANY CHILDREN TO BE WALKING AROUND UNSUPERVISED. DRIVERS ARE INCONSIDERATE AND IMPATIENT WITH NO REGARD FOR SAFETY FOR OUR WALKING CHILDREN.
I WILL BE PROVIDING RIDES FOR MY CHILDREN WHEN THE WEATHER IS TOO MUCH FOR THE TWO + MILE WALK.
QUESTION #10 - CHILD'S BEFORE OR AFTER SCHOOL ACTIVITIES - HOMEWORK\BOOKS
COMMUNITY VOLUNTEERS TO BE ASSIGNED DESIGNATED LOCATIONS THROUGHOUT BIKE ROUTE TO AND FROM SCHOOL.
COMMUNITY VOLUNTEERS TO BE ASSIGNED DESIGNATED LOCATIONS THROUGHOUT BIKE ROUTE TO AND FROM SCHOOL.
WE LIVE WAY TO FAR FOR MY CHILD TO WALK OR RIDE A BIKE TO SCHOOL SO SHE HAS NEVER WALKED TO SCHOOL OR RODE A BIKE TO SCHOOL.
WE LIVE 13 MILES FROM SCHOOL AND TOWN. WALKING AND BIKING TO SCHOOL IS NOT PRACTICAL. (ALSO WE GET 8 MONTHS OF RAIN YEARLY)
IN MY OPINION I WOULD NOT LET MY CHILD WALK TO SCHOOL EVER WE HAVE A HIGH CRIME RATE IN THIS CITY NOT EVERYBODY IS A SAFE DRIVER. THANK YOU MOM
HOME SCHOOLER
QUESTION #9 - WHERE I LIVE IF CLOSER I WOULD
IF I CAN SEE MY CHILD ENTER THE SCHOOL I MIGHT LET HIM WALK OR BIKE IF WE LIVED REALLY CLOSE TO SCHOOL. I DO NOT LIKE SEEING CHILDREN GOING TO AND FROM SCHOOL UNATTENDED.
QUESTION #9 - DUE TO THE LOCATION OF THE HOUSE
IF WE LIVED IN WASHINGTON PARK AREA WOULD BE THE ONLY TIME I WOULD CONSIDER LETTING MY CHILDREN WALK TO SCHOOL.
IF WE LIVED IN WASHINGTON PARK AREA WOULD BE THE ONLY TIME I WOULD THINK OF LETTING MY CHILDREN WALK TO AND FROM SCHOOL.
THE SCHOOL IS A CHARTER SCHOOL FOR HOME SCHOOL STUDENTS. MY CHILD WOULD HAVE TO RIDE A BIKE DOING A MAIN ARTERY HIGHWAY W/O A BIKE LANE ALONG A NARROW WINDY HILLY ROAD.
STUDENT LIVES 20 MILES FROM SCHOOL - DANGEROUS ROAD ICEY FAST TRAFFIC - DRIVES TO WORK
ON #15 WHAT DOES THIS QUESTION HAVE TO DO WITH THE SAFETY OF MY CHILD WALKING OR BIKING FROM/TO SCHOOL. I BELIEVE THAT AS A PARENT WE ARE HERE TO MAKE SURE THEY ARE PROTECTED &
ASKED SCHOOL ABOUT MY CHILD RIDING & THE SCHOOLS RULES FOR IT. WAS TOLD THERE WAS NOTHING BUT THAT "SHE WOULDN'T LET HER KIDS TO IT". WAS DISHEARTENING. I HAVE TAKEN HIS BIKE WHEN HE GETS OUT OF SCHOOL & LET HIM RIDE IT HOME. NEED SOME KIND OF BIKE SAFE PATHS TO SCHOOLS & TO TEACH THE KIDS ACTIVELY. QUESTION #10 - TIME - OTHER KIDS TO DELIVER TO HIGH SCHOOL.
WALKING/BIKING TO SCHOOL WITH OUR CHILD HAS ALWAYS BEEN IMPORTANT TO US. DURING THE RAINY SEASON WE WILL PROBABLY NOT DO IT THOUGH.
MY SON DOES NEED A BIKE HIS WAS STOLEN FROM SCHOOL LAST YEAR TOWARDS THE END & NEVER FOUND IT.
WE LIVE TOO FAR AWAY TO ALLOW MY CHILDREN TO WALK TO SCHOOL BUT IF WE LIVED CLOSER I WOULD ALLOW MY BOYS TO WALK TO SCHOOL.
I WALK MY GIRLS TO SCHOOL & HOME EVERYDAY THAT WEATHER PERMITS. I WOULD NOT BE SO WILLING IF IT WEREN'T FOR THE CROSSING GUARD. I REALLY APPRECIATE HER!!! QUESTION #15 - COLLEGE 1 TO 3 YEARS - BUT I GRADUATED - THAT'S AN OPTION THAT WOULD BE NICE TO SEE
GLAD STUDENT ARE ENCOURAGED TO BIKE AND WALK. NEED SAFER PATHWAYS AND CROSSING GUARDS. (ESPECIALLY OTHER AREAS AROUND COUNTY)
THANK YOU FOR THIS GREAT SURVEY!
I NEED TO BETTER MANAGER MY TIME TO PERMIT THIS ACTIVITY. ALSO I NEED TO NOT BE SO LAZY. ALSO A STREET LIGHT & MORE CROSSWALKS ON NORTHCREST DR.
I WALK WITH MY DAUGHTER SOMETIMES BUT MOSTLY IT IS TOO COLD TO DO THAT.
QUESTION #9 - GRADE 4 MAYBE
TRAFFIC DOWN GLENN AVE GOES WAY TO FAST AND TOO MUCH TO ALLOW MY DAUGHTR TO WALK ALONE.
WOULD LOVE FOR MY CHILD TO HAVE THE OPPORTUNITY TO WALK/BIKE TO/FROM SCHOOL IF "BUDDY" SYSTEMS OR MORE CROSSING GUARDS WERE IN PLACE AS WELL AS CALLS TO PARENTS IF CHILD WAS LATE TO SCHOOL OR DIDN'T SHOW UP AT ALL.

WE LIVE OUT OF THE DISTRICT. IF WE DID LIVE IN THE DISTRICT FOR MP I WOULD NOT ALLOW MY CHILD TO WALK DUE TO THE CHAOS AT THE INTERSECTION THERE. ALL THE GRADES GET OUT AT ONCE AND IT IS ABSOLUTE CHAOS!!!
I WALKED TO SCHOOL THROUGHOUT ELEMENTARY BUT HAD TO BUS JR & SR HIGH DUE TO DISTANCE. IT WAS STILL A VIOLENT TIME - RACIAL ISSUES INTER CITY ECT. NEVER SAFE. IT'S HARD TO CHOSE TO ALLOW TO EXPOSE A CHILD TO VIOLENCE - IT'S WONDERFUL TO WALK BUT HAS LIMITS
QUESTION #9 - FROM HOME JR HIGH FROM MOM'S WORK
WHEN W DRIVE TO SCHOOL WE PARK A BLOCK AWAY AND WALK IT GIVES US TIME TO TALK ABOUT HER DAY AT SCHOOL.
WHEN WE DRIVE TO SCHOOL WE USUALLY PARK A GOOD DISTANCE AWAY FROM HOME BUT CLOSE TO SCHOOL & WALK (EVERYTIME)
I WISH THERE WERE SIDEWALKS IN THE NEIGHBORHOODS AROUND MARY PEACOCK SCHOOL.
WERE NEW TO THIS AREA. STILL LEARNING THE AREA. EVERYONE IN MY APARTMENTS GOES TO MARY PEACOCK ELEMENTARY SCHOOL.
I SEE A LOT OF PARENTS DRIVING FASTER THAN THE SPEED LIMIT AND NO COURTESY AS FAR AS TRAFFIC STOPS GO. THEY WON'T MAKE A COMPLETE STOP BEFORE THEY GO INTO THE INTERSECTION
QUESTION #9 - BUT WE LIVE TO FAR. QUESTION #11 - IT WON'T WE AREN'T MOVING.
WE LIVE IN SMITH RIVER AT THE OREGON BORDER SO THIS SURVEY DOESN'T REALLY AFFECT US.
I WOULD LOVE TO ALLOW MY CHILD TO RIDE HIS BIKE TO SCHOOL BUT IT IS SIMPLY TOO FAR FROM OUR HOME. I WOULD BE TOO NERVOUS AS THERE'S WOODDED SECTIONS TO PASS.
HOW AM I SUPPOSE TO KNOW WHETHER OR NOT MY OPINION IS SURELY SUPPORTED WHY I WILL NOT ALLOW MY CHILD TO BIKE OR WALK TO SCHOOL.
IF WE LIVED IN TOWN I WOULD BIKE W/ MY CHILD. SOMETIMES WE WALK AFTER SCHOOL TO THE COLLEGE INSTEAD OF DRIVE WHEN WEATHER & TIME PERMITS.
WINDY NARROW HWY OVER 5 MILES NO SHOULDER SIMPLY NOT SAFE. OTHERWISE WOULD BE GREAT TO RIDE! QUESTION #9 - WE LIVE TOO FAR AWAY
WHEN WE LIVED CLOSER TO THE SCHOOLS I LET HIM WALK WITH HIS BROTHER. NOW THE WALK IS TOO FAR FOR HIS BAD KNEES.
WE LIVE 15 MILES FROM THE SCHOOL IN THE MILLS. NOT APPLICABLE.
MY DAUGHTER DRIVES TO SCHOOL - OUR HOME IS TOO FAR TO WALK TO SCHOOL.
AT THIS POINT MY KIDS ARE TO YOUNG TO WALK OR RIDE THEIR BIKES TO SCHOOL IN THE FUTURE AS THEY GET OLDER THEY MAY IF THEY WANT TO RIDE OR WALK TO SCHOOL
AT THIS POINT AND TIME I WOULD NOT LET MY CHILDREN RIDE THEIR BIKES TO SCHOOL AT THEIR AGE THEY ARE TOO YOUNG RIGHT NOW
MY SON DRIVES TO AND FROM SCHOOL
ALMOST GRADUATE WITH AA DEGREE IN LIBERAL ARTS SOCIAL SCIENCES. QUESTION #9 - TOO MANY CHILD MOLESTERS NOWADAY NO WHERE IS SAFE.
I WORK AT THE SCHOOL & HAVE YOUNGER CHILDREN IN PRE-SCHOOL ELSEWHERE MAKING DRIVING A BETTER CHOICE FOR OUR FAMILY.
I JUST DON'T TRUST PEOPLE IN THIS TOWN FOR MY CHILD TO EVER WALK TO OR FROM SCHOOL.
TOO MUCH TRAFFIC ON WASHINGTON AND ARLINGTON. PICK UP PROCESS IS NOT SAFE AND NO SIDEWALK ON SOUTHSIDE OF ARLINGTON
THERE IS WAY TOO MUCH TRAFFIC FOR ME TO ALLOW IT. THERE IS ALSO NO SIDEWALK ON THE SOUTH SIDE OF ARLINGTON. MY CHILDREN WOULD NOT BE SAFE BECAUSE OF THE TRAFFIC AND NO SIDEWALK.
WE LIVE TO FAR AWAY FROM THE SCHOOL FRO BELL TO WALK. HOWEVER HER AUNT LIVES 2 BLOCKS AWAY AND SHE ENJOYS WALKING TO HER HOUSE AND I MEET HER THERE. I ALSO HAVE BEEN PARKING AND WALKING HER TO SCHOOL BECAUSE OF ALL THE TRAFFIC.
WE LIVE ACROSS THE STREET
MY CHILDREN HAVE BEEN EMBARRASSED TO RIDE THEIR BIKES TO SCHOOL BECAUSE I MAKE THEM WEAR A HELMET AND MANY OF THEIR FRIENDS DON'T. THEY FEEL INFANTILIZED.
KID'S THAT ARE SMALL OR BIG STILL NEED AN ADULT TO KEEP THEM SAFE WHEN WALKING OR BIKING.


Appendix C: Example SRTS Proclamation


PROCLAMATION Commitment to Safe Routes to School

- Whereas:** improved pedestrian and cycling infrastructure around the schools can also improve the safety of Del Norte County children; and
- Whereas:** a lack of physical activity plays a leading role in rising rates of obesity, diabetes and other health problems among children and being able to walk or bicycle to school offers an opportunity to build activity into daily routines; and
- Whereas:** driving students to school by private vehicle contributes to traffic congestion and air pollution; and
- Whereas:** it is important to teach children about pedestrian safety and become aware of the difficulties and dangers that children face on their trip to school each day and the health and environment risks related to physical inactivity and air pollution; and
- Whereas:** our community has been actively involved in making it easier and safer for children to walk and bicycle in our communities, and this project will further these efforts; and

Therefore, Be It Resolved that the undersigned agree to be partners in making it safer to bike and walk to school and, in particular, to the success of the Safe Routes to Schools program in Del Norte County and [NAME OF SCHOOL DISTRICT, SCHOOL BOARD, SCHOOL, BUSINESS, ETC.]


Appendix D: Example SRTS “Active Pledge”



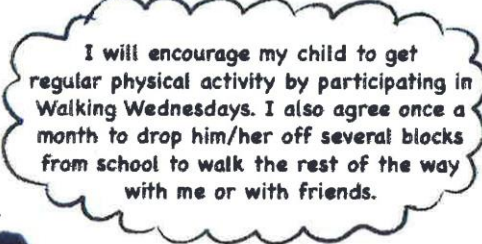


Elementary


Active Child Pledge



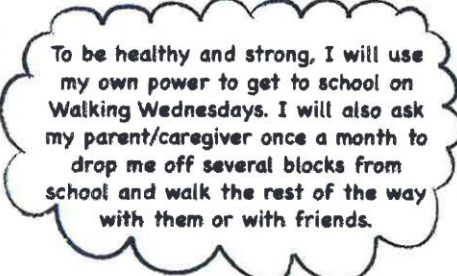
Creating a safe school environment means knowing and following all school loading zone rules, turning off your engine while waiting, and being a good role model as a driver, pedestrian, and bicyclist.




I will encourage my child to get regular physical activity by participating in Walking Wednesdays. I also agree once a month to drop him/her off several blocks from school to walk the rest of the way with me or with friends.




Parent/Guardian: _____




To be healthy and strong, I will use my own power to get to school on Walking Wednesdays. I will also ask my parent/caregiver once a month to drop me off several blocks from school and walk the rest of the way with them or with friends.




Student: _____



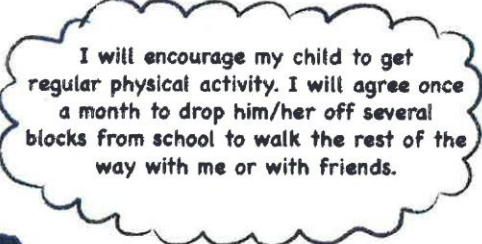


Elementary


Active Child Pledge



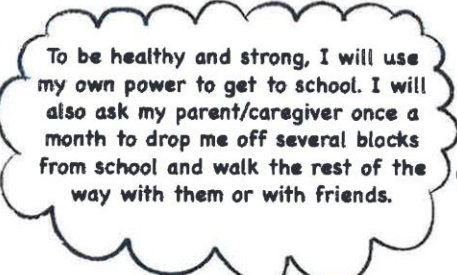
Creating a safe school environment means knowing and following all school loading zone rules, turning off your engine while waiting, and being a good role model as a driver, pedestrian, and bicyclist.




I will encourage my child to get regular physical activity. I will agree once a month to drop him/her off several blocks from school to walk the rest of the way with me or with friends.



Parent/Guardian: _____



To be healthy and strong, I will use my own power to get to school. I will also ask my parent/caregiver once a month to drop me off several blocks from school and walk the rest of the way with them or with friends.



Student: _____

Source: Jennifer Weiss, Planner at Natural Resources Services Redwood Community Action Agency. March 2013.

Building Healthy Communities
<http://www.bhconnect.org/health-happens-here>

Building Healthy Communities is a ten-year initiative of The California Endowment to support the development of communities where kids and youth are healthy, safe and ready to learn.

Del Norte Local Transportation Commission
<http://www.dnltc.org/mission.html>

Please visit the CCRP website for additional reports, briefs and maps.

Humboldt State University
California Center for Rural Policy
1 Harpst Street
Arcata, CA 95521
(707) 826-3400
<http://www.humboldt.edu/ccrp/>
ccrp@humboldt.edu

The California Center for Rural Policy at Humboldt State University is a research and policy center committed to informing policy, building community, and promoting the health and well-being of people and environments.

