SAFE ROUTES to SCHOOL START-UP CHECKLIST
1-page QUICK START VERSION
September 6, 2006

Parents, teachers, students, and community leaders: here are four questions to help you get started helping more children walk and bike safely to your school.

1. Are there any existing resources, committees, or previous efforts you can tap into or build upon at your school? (school safety patrol, events, maps of school walk routes, PTA, etc.) ☐ Yes ☐ No
   Describe:

2. Is there any aspect of the walking/bicycling environment within a mile of the school that needs improvements? ☐ Yes ☐ No
   Describe:

3. Do you observe any behavior by drivers, parents, or children at or near the school that is unsafe or discourages walking/biking? ☐ Yes ☐ No
   Describe:

4. Can you think of anyone that you would like to have as a partner in your effort? (school, school district, community, city/county) ☐ Yes ☐ No
   List names and organizations here:

SAFE ROUTES to SCHOOL START-UP CHECKLIST
13-page DETAILED VERSION
September 6, 2006

This checklist is for parents, school staff, community members, or others who care about increasing the safety and popularity of walking and bicycling to school. It is developed in the context of U.S. public elementary schools, though it is useful for secondary schools or private schools.

We guide you through four steps toward building a school environment that helps children and families walk and bike safely to school.

1. Part ONE helps you assess the foundations for *Safe Routes to School* by gathering background information on **planning, policies, and programs** that are in place. This will require telephone calls or visits to the school's administration and transportation offices.

2. Part TWO helps you observe and record **physical conditions** on streets and sidewalks surrounding the school. This checklist should be completed during the day but can be done on the weekend or when school is not in session.

3. Part THREE helps you observe the actual **behavior of adults, children, and drivers**. This portion of the checklist should be conducted on a typical school day during morning arrival and afternoon dismissal.

4. Part FOUR starts up **your partnership to develop an action plan** based upon your findings.

To get the best results from the checklist, you may wish to involve allies from the start. You need not do the steps sequentially. You may begin with any of the four sections.

NOTE: Bold-italicized words or phrases are defined in a glossary on page 2.

School Name:	
School District:	
Address:	
City, State, ZIP:	
Phone Number:	
Web Site URL:	
School Principal:	
School Contact & Position:	
School Transportation Mgr:	

GLOSSARY:

All-city draw – A school that has enrollment unrestricted by geographic area. Often these schools have a particular educational mission, such as serving special needs students or offering a special educational philosophy. Sometimes, all-city draw programs are housed within a neighborhood school.

Arterial – An arterial street is a street that accommodates larger volumes of through traffic, not just destination-focused traffic.

Automatic Photo Radar Speed Enforcement – This is a new system authorized for use in some states and extensively used in Europe. Post-mounted speed detection is combined with photo documentation of speeders and a reporting system to enable automatic 24-hour a day speed enforcement.

Curb Extension or Curb Bulbs – Also referred to as "bulbouts", these are usually located at crosswalks or intersection corners to make them more pedestrian-friendly by shortening the crossing distance and visually narrowing the street so that drivers are more likely to obey speed limits and yield to pedestrians.

District-wide – Refers to program or committee that serves the entire school district.

e.g., – This is an abbreviation for "for example".

Pedestrian Signal Heads – These are the lighted displays at traffic signals that indicate "WALK/DON'T WALK" or display a pedestrian symbol and a hand. These are referred to as "ped heads" by traffic professionals. Newer style ped heads may also include a count-down display of the number of seconds remaining before the traffic light changes.

Pedestrian Push Buttons – Traffic signals can be programmed to include a pedestrian phase with sufficient crossing time for every cycle. In some cities or in locations where there are few pedestrians, engineers require pedestrians to push a button to get a WALK light. These are inconvenient for pedestrians. People can often be observed pushing these buttons more than once or even repeatedly, but it makes no difference to the operation of the traffic signal whether you push it one time or 100 times.

Safe Routes to School – Also known as "Active and Safe Routes to School" and other similar variants, this term refers to efforts to improve conditions and implement programs to increase the number of children walking and bicycling safely to school. In 2005, the U.S. Congress passed new legislation that supports creation of Safe Routes to School programs in every state in the nation.

School-based – Programs or committees that involve school staff, parents, and related community members and report to staff (e.g., the principal) or school parent-teacher student association (PTA/PTSA).

School Safety Patrol – A group of children who participate in school safety activities such as enforcing rules in the school drop off and pick up process and at crosswalks adjacent to the school.

School Walk Route Map – A "School Walk Route Map" is a map of the area surrounding the school that identifies areas and routes from which it has been deemed appropriate for children to walk to school. These maps depict barriers, such as high capacity streets without traffic signals, that represent boundaries across which elementary school children would not be expected to cross. In some states school walk route maps are mandated by law.

School Zone – Some states have authorized legislations that specify special speed limit zones. Within those zones, speeds may be reduced (e.g., to 15 mph, 20 mph or 25 mph) and the fines may be doubled and special conditions applied (such as prohibiting the reduction of the fine). Zones can be authorized for adjacent streets or may be put in place in relation to designated school crosswalks, even when those crosswalks are away from the school. Some cities put policies in place to establish where school zones are permitted.

Raised Crosswalk – A raised crosswalk is the combination of a crosswalk and a speed hump, where cars must come up to the level of the crosswalk, thus slowing vehicles and accentuating the driver's memory and expectation that they must drive slowly and attentively as they approach the crossing.

Speed humps – These are rounded speed bumps that can be used on streets with speeds of up to 30 mph. They are designed to accommodate higher speeds than traditional speed bumps, which are usually found only in parking lots or private property.

Targeted Traffic Enforcement – This is a dedicated campaign by the police department focusing on enforcing particular laws, such as school zone speed limits, rather than general enforcement of laws by officers.

Walk Boundary – A "Walk Boundary" is an imaginary line that encircles a school "walk zone." All students who live beyond the walk boundary are provided transportation. Within that line, students are expected to walk to school. Nevertheless, we find that many students whose families live within the walk boundary are driven to school by their parents.

Walking School Bus – A organized effort in which adults walk with a group of children to school. Parents serve as "drivers" of the walking bus of children.

PART ONE – FOUNDATIONS CHECKLIST
PLANNING, POLICIES, & PROGRAMS

Date: _____

Completed by: _____ Contact info: _____

INSTRUCTIONS:
In preparation for this section of the checklist, you will need to gather materials and information through telephone calls. Some items may need to be mailed or emailed to you or may be available at the school office.

Item	Question	Response
Section 1 – Background		
A	How many children attend the school?	_____
B	What are the grade levels at this school? (circle all)	K 1 2 3 4 5 6 7 8 9 10 11 12
C	Does the school also include a Head Start or Preschool?	☐ Yes ☐ No
D	Administration of the school?	☐ Public ☐ Private ☐ Other:_____
E	What best describes the geographic area that the school attendance draws from?	☐ Neighborhood ☐ All-city draw ☐ Combined Neighborhood & All-city ☐ Other _____
F	How many school bus routes serve this school?	____ Yellow Buses ____ Special ed. or smaller vehicles ☐ Some children are provided public transit passes
Section 2 – School Walk Route Map		

First ask the school office for the *School Walk Route Map*. If unavailable there, contact the district transportation office to obtain a map from them.

A	Is there a *school walk route* map?	☐ Yes ☐ No (If no, skip section)
B	Where did you obtain a copy of the school walk route map? *Attach a copy of the map to this checklist.*	☐ From school ☐ From district transportation office ☐ Not able to obtain a copy
C	How is the school walk route map distributed to students or their caretakers?	☐ Not distributed ☐ In new student packet ☐ To all families at start of year ☐ Other: _____

Ask the district transportation office for the following information. In most districts, this will not be readily available and will require some investigation or computation on behalf of district staff.

D	What number of the students live:	_____ Within the *walk boundary* _____ Within 1 mile of the school _____ Within 1.5 miles of the school
E	Does the map designate walking routes to the school from the surrounding area?	☐ Yes ☐ No (If no, skip to G)
F	If so, count lines leading to school at a one-block radius away from the school.	____ walk routes at 1-block radius

Item	Question	Response
G	How far is the farthest distance routes extend away from the school grounds?	_____ (circle: miles feet meters)
H	What is the shortest distance to the walk boundary?	_____ (circle: miles feet meters)
I	If the *walk boundary* is less than one mile in any direction, what defines the boundary? (e.g., natural barrier such as river or lake; built barrier such as divided highway or train tracks; hazard such as busy street)	North_____ East_____ South_____ West_____

Section 3 – Programs

Item	Question	Response
A	Is there a walk to school program at this school?	☐ Yes ☐ No How is it staffed?_____
B	Is pedestrian safety education incorporated into the school curriculum (by teachers) or provided by a third party (e.g., police, public health, non-profit)?	☐ Yes, Teachers ☐ Yes, 3rd Party ☐ No
C	Is bicycle safety education incorporated into the school curriculum? (e.g., in PE class, after school programs, etc.)	☐ Yes ☐ No
D	Does the police department conduct a program of *targeted traffic enforcement* around the school? (related to speeding, motorists violating the crosswalk law, etc.)	☐ Yes ☐ No
E	Does the school have an program that encourages families or children to walk to school (e.g., Walking School Bus, parents stationed along the walk routes)	☐ Yes ☐ No
F	Is there a *school safety patrol* program?	☐ Yes ☐ No
G	Are paid school *crossing guards* assigned to any crossings?	☐ Yes ☐ No
H	Are unpaid/volunteer school crossing guards organized for any crossings?	☐ Yes ☐ No

Section 4 – Policy & Planning

Item	Question	Response
A	Is there a plan for drop off and pick up that separates cars and buses from arriving foot traffic?	☐ Yes ☐ No
B	Does the school discourage parents from driving their children to school?	☐ Yes ☐ No
C	Does the school have any policies to minimize driving to school among parents and/or staff? *(check all that apply)*	☐ A "No idling" campaign ☐ Limits parking ☐ Air quality promotion ☐ Assists with arranging carpools ☐ Does not provide free parking ☐ Requires parents to park a block away from school Other (please describe) _____ _____

Item	Question	Response
D	How does the school encourage walking/bicycling?	☐ Celebrates walking with International Walk to School Day events (how many years has this been taking place? _____years) ☐ Teaches a bicycle curriculum in physical education classes ☐ Establishes regular walk days (e.g., Walking Wednesdays, Two Feet Tuesdays) ☐ Regular Walking School Bus routes or Bike Train Routes ☐ Incentives program ☐ Posters & Bulletin Boards Other promotions and programs (Please describe) _____ _____
E	Is there a *School-based* committee that addresses issues of safety for children walking to school? If so, who serves on this committee?	☐ Yes　　　　☐ No ☐ Principal ☐ Vice-principal ☐ Teachers ☐ Staff: _____ ☐ Students ☐ Family volunteers ☐ Other_____ _____
F	Is there a *District-wide* committee that addresses issues of safety for children walking to school? If so, who serves on this committee?	☐ Yes　　　　☐ No ☐ School Transportation Manager ☐ District Risk Manager ☐ Public Works/DOT ☐ Police ☐ Health Department ☐ Parents ☐ Other_____
G	Are there School District or Administration policies that promote walking and/or bicycling to school?	☐ Yes　　　　☐ No
H	What elected officials are involved in Safe Routes to Schools committees or promotional activities?	☐ Mayor ☐ City/County Council Members ☐ School Board ☐ State Representative ☐ Congressional Representative ☐ Other _____
I	Obtain a copy of the pertinent policy statements for each of the following school district, public works or transportation department, and police department policies relevant to safe routes to school:	☐ Crossing Guard locations ☐ School Zone designation ☐ Walk/Bike to School ☐ Child Walk/Bike Safety Education ☐ other: _____

PART TWO – PHYSICAL CONDITIONS

Date: _____ Day: _____ Time: _____ Weather: _____

Completed by: _____ Contact info: _____

INSTRUCTIONS:

For Part TWO, you will need to get out and examine the physical conditions in the area around the school. Most of these observations should be done as a group on foot and/or on a bicycle to make sure that you have the proper perspective. Read Part Two through prior to leaving for the observation. Print or obtain an aerial photo and map from an Internet service such as Google, Mapquest or Yahoo, as well as using a *School Walk Route Map* if available.

Answer the below questions to the extent you are capable based on time and number of people available. You may wish to begin by assessing one particular route or by assessing the area within one block of the school. Record the location of specific problems on a map with notes on a separate sheet. Use this form to indicate problems.

Item	Question	Response
Section 1 – Street Design & Signage		
A	**Presence of High Speed Streets** Within three blocks of the school, are there any of the following: *(check all that apply)*	☐ 3 lane and wider streets (Including left turn lane) ☐ Speed limits of 30 mph or higher (excluding limited access roads) ☐ Speed limits of 40 mph or higher (excluding limited access roads)
Speed Limit on Adjacent Streets		
B	What is the speed limit for the highest-speed street directly adjacent to the school?	_____ mph ☐ check box if this is posted with a speed limit sign
C	Is there a posted *school zone* speed limit on any streets near the school? If yes, what is it?	☐ Yes ☐ No speed limit: _____mph
D	If a school zone is posted, when is the school zone speed limit in effect? *(check only those conditions posted on the sign)*	☐ when children present ☐ specific hours ☐ when school in session ☐ when lights are flashing ☐ other _____
E	If posted, where is the school zone? *(check all that apply)*	☐ at marked school crosswalk(s) ☐ on block(s) adjacent to school ☐ other _____
Crossings		
F	Are there marked crosswalks for every designated arterial street crossing on the routes that children walk?	☐ Yes ☐ No ☐ N/A
G	Are the marked crosswalks signalized with a stop light? (flashing yellow lights do not apply)	☐ Yes ☐ Yes, w/ walk signals ☐ No
H	Do the signals include *pedestrian signal heads*? Do signals allow sufficient time to cross the street?	☐ Yes ☐ No ☐ Some needed ☐ Yes ☐ No ☐ Some locations
I	Must one push a button to get a "WALK" signal?	☐ Yes ☐ No ☐ N/A

Item	Question	Response
J	Are there other treatments added to enhance crosswalks? (e.g., pedestrian flags, curb bulbs, etc.)	☐ *curb extensions* ☐ overhead flashing beacons ☐ pedestrian flags ☐ in-pavement flashing crosswalk lights ☐ *pedestrian signal heads w/ countdown* ☐ other: _____

Traffic Calming & Control

Item	Question	Response
K	Pavement markings on roadways warning of school (e.g., the word school painted on street)?	☐ Yes ☐ No
L	Traffic/speed control measures present?	☐ *automatic photo speed enforcement* ☐ *raised crosswalks* ☐ *speed humps* ☐ *speed limit with radar speed display* ☐ other: _____
M	Are school routes designated in some way other than on a map (e.g., signage, marking with children's footprints on sidewalk, etc.)?	☐ Yes ☐ No

Section 2 – Walkways & Bikeways within the walk zone

Item	Question	Response
A	Are there sidewalks for routes children walk?	☐ None (skip next two questions) ☐ Some ☐ Most ☐ All ☐ N/A
B	How wide are the sidewalks?	____ Feet (record the minimum width)
C	Are there trees, grass, or other buffers between the sidewalk and the street?	☐ None ☐ Some ☐ Most ☐ All ☐ N/A
D	Is there on-street parking between the walkways and the street?	☐ None ☐ Some ☐ Most ☐ All ☐ N/A
E	Are driveways along routes that children walk raised to the level of the sidewalk to slow vehicles down as they enter the driveway, or do sidewalks drop to the street level as they cross driveways?	☐ Raised ☐ Dropped ☐ Mixed
F	Are children walking to school on arterial streets without sidewalks, but with roadway shoulders? If so, how wide are the roadway shoulders?	☐ None ☐ Some ☐ Most ☐ All ☐ N/A ____ Feet (record the minimum width)
G	Are bicycle lanes marked on streets to the school?	☐ None ☐ Some ☐ Most ☐ All ☐ N/A
H	Is there a dedicated walking or bicycling path that could be used to get to the school?	☐ Multi-use trail ☐ Walking path ☐ None
I	Are there curb ramps at crosswalks leading into school grounds to allow cyclists easy access without dismounting in crosswalk?	☐ At each entrance ☐ Some Missing ☐ None ☐ Driveways offer safe route
J	Is there good lighting of the routes to the school?	☐ None ☐ Some ☐ Most ☐ All ☐ N/A

Section 3 – Perceived Hazards

A What conditions are present that might be perceived as significant hazards to the safety of children in the school's surrounding environment?
(consider the area for which children are expected or desired to be walking to school)

- ☐ speeding vehicles
- ☐ unsignalized street crossings
- ☐ wide intersections
- ☐ truck traffic
- ☐ train tracks
- ☐ crime & loitering in the neighborhood

- ☐ steep hills or stairways
- ☐ blind curves on streets
- ☐ wooded areas or unkept open spaces
- ☐ lack of sidewalks
- ☐ poorly maintained walkways
- ☐ vegetation overgrowth

- ☐ vacant or undeveloped lots
- ☐ construction zones without adequate safety measures for pedestrians
- ☐ vehicles parked blocking walkways
- ☐ lack of other children walking
- ☐ other _____

Section 4 – Transit & Land Use

A Is there a public transit route that runs within two blocks of the school?   ☐ Yes   ☐ No

Within three blocks of the school, how much of the following land uses can be found (total area)?

B	Single Family Homes	☐ None ☐ Some ☐ 1/2 ☐ Mostly
C	Multi-Family Homes (duplexes, apartments, etc.)	☐ None ☐ Some ☐ 1/2 ☐ Mostly
D	Parks	☐ None ☐ Some ☐ 1/2 ☐ Mostly
E	Retail Businesses	☐ None ☐ Some ☐ 1/2 ☐ Mostly
F	Industrial Businesses	☐ None ☐ Some ☐ 1/2 ☐ Mostly
G	Other: _____	☐ None ☐ Some ☐ 1/2 ☐ Mostly

H Which of the following child-oriented walking destinations are within 3-4 blocks of the school?
(Safe Routes to School efforts should recognize the other trips children take in proximity to school.)

- ☐ Playground
- ☐ Community Center
- ☐ Youth center/after school programs
- ☐ Library
- ☐ Convenience store/bakery/café/restaurant
- ☐ Other: _____

Section 5 – School Site Checklist

Drop-off & Pick-up Areas

A Do walkers have direct access from the street to the school without having to walk through driveways or parking lots?   ☐ Yes   ☐ No

B Is there a continuous curb separating vehicles from pedestrians?   ☐ Yes   ☐ No

C Are drop-off/pick-up areas designed so that the students walking are protected from vehicles on school grounds?   ☐ Yes   ☐ No

D Do any fences, walls, dumpsters or the location of parking areas for service vehicles create hazards for pedestrians?   ☐ Yes   ☐ No
☐ Mitigation measures have been installed

E Is bicycle parking provided? (e.g., bike racks on school grounds or sidewalk)   ☐ Yes, covered   ☐ Yes, uncovered
☐ Improvements needed ☐ No

PART THREE – BEHAVIORAL OBSERVATIONS

Date: _____ Day: _____ Time(s):_____ Weather:_____

Completed by: _____ Contact info: _____

INSTRUCTIONS:
For Part THREE, you will need to visit the school to observe the arrival and departure of students at the school. Prior to observation, make sure to coordinate with school administration and offer to involve interested faculty, staff, or family members in the process. Be sure to arrive an hour prior to the bell time. This will provide the opportunity to observe children arriving early for breakfast programs and to plan your observation locations. Multiple people may prove necessary to cover more of the observation points around the school and to provide an opportunity to discuss findings after observation. If sufficient numbers of observers are available, you may wish to also use a tool to observe and evaluate the safe pedestrian behaviors among students (a sample evaluation form available at www.feetfirst.info/school).

Item	Question	Response
A	Are the arrival areas on school grounds supervised by adults before & after school?	☐ Before school ☐ After school ☐ Not supervised
B	Are the arrival areas on school grounds attended by youth school safety patrol before & after school?	☐ Before school ☐ After school ☐ No school safety patrol
C	Are adult crossing guards present at designated crossings before & after school?	☐ Before school ☐ After school ☐ Not present
D	Are parked or waiting drivers blocking the vision of other motorists, bicyclists or pedestrians?	☐ Yes ☐ No
E	Are school buses idling on school property while waiting for students or in morning after unloading?	☐ Yes ☐ No
F	Are private vehicles idling on school grounds?	☐ Yes ☐ No
G	Are there high volumes of automobile traffic?	☐ < 8/ cars and trucks per minute ☐ 10 to 50 per minute ☐ 50 to 99 per minute ☐ 100 or more cars and trucks per minute
H	Are there high volumes of pedestrian traffic?	☐ < 2/ pedestrians per minute ☐ 3 to 12 per minute ☐ 13 to 60 per minute ☐ 60 or more per min
I	Are there high volumes of bicycle traffic?	☐ < 2/ bicycles per minute ☐ 3 to 9 per minute ☐ 10 to 30 per minute ☐ 30 or more per minute
J	Are children observed to display safe pedestrian behavior?	☐ None ☐ Some ☐ Most ☐ All ☐ N/A
K	Are children observed to display safe cycling behavior?	☐ None ☐ Some ☐ Most ☐ All ☐ N/A
L	Are young children walking or cycling with adult supervision?	☐ None ☐ Some ☐ Most ☐ All ☐ N/A

Item	Question	Response
M	Is the existing parking/load and unload area able to accommodate the daily volume of school-related traffic?	Before school: ☐ Yes ☐ No
N	Approximately how many children currently walk to school?	☐ None ☐ Some ☐ Most ☐ All ☐ N/A
O	How many walk alone?	☐ None ☐ Some ☐ Most ☐ All ☐ N/A
P	How many walk with an adult?	☐ None ☐ Some ☐ Most ☐ All ☐ N/A
R	How many walk with a group of children without adults present?	☐ None ☐ Some ☐ Most ☐ All ☐ N/A

Were any walking/bicycling hazards noted during **morning observations**?　☐ Yes　☐ No

If yes, please describe: _____

_____

Were any walking/bicycling hazards noted during **afternoon observations**?　☐ Yes　☐ No

If yes, please describe: _____

_____

Note driver behaviors that indicate a demand for education or enforcement:

_____

_____

Would you want your child to walk to this school?　☐ Yes　☐ No
Why?

Would you want your child to bike to this school?　☐ Yes　☐ No
Why?

Record any additional observations here:

PART FOUR – YOUR PARTNERSHIP & ACTION PLAN

Date: _____

Completed by: _____ Contact info: _____

INSTRUCTIONS: Identify existing or prospective partners for your effort. All of the following have been found useful in some school safe routes to school programs.

Involved / Invite	Participant	Contact name/information
At the School		
☐Yes ☐Invite	Parents	
☐Yes ☐Invite	Students	
☐Yes ☐Invite	School Patrol	
☐Yes ☐Invite	Administration (Principal, Secretary)	
☐Yes ☐Invite	Teachers (PE, Art, Classrooms)	
☐Yes ☐Invite	PTA/PTSA Members	
☐Yes ☐Invite	Staff (Nurse, Counselor, Food Service)	
☐Yes ☐Invite	Crossing Guard	
☐Yes ☐Invite	After School Programs	
☐Yes ☐Invite	Pre-K program	
☐Yes ☐Invite	Grandparents & other Family	
☐Yes ☐Invite	Other:_____	
At the School District		
☐Yes ☐Invite	Superintendent	
☐Yes ☐Invite	School Board Members	
☐Yes ☐Invite	Transportation Manager	
☐Yes ☐Invite	Facilities & Construction Management	
☐Yes ☐Invite	Health Coordinator	
☐Yes ☐Invite	Security	
☐Yes ☐Invite	Bus Driver	
☐Yes ☐Invite	Other:_____	
Community-wide		
☐Yes ☐Invite	Neighborhood/Community Council	
☐Yes ☐Invite	Child Care/Daycare Center	
☐Yes ☐Invite	Senior Citizens or Senior Center Groups	
☐Yes ☐Invite	Pedestrian Advocacy organization	See: www.americawalks.org
☐Yes ☐Invite	College Student Interns	
☐Yes ☐Invite	University Researchers	E.g., see: http://prc.slu.edu/paprn.htm
☐Yes ☐Invite	Architect or Landscape Architect	
☐Yes ☐Invite	Engineering/Transportation Professional	
☐Yes ☐Invite	Bicycle Club	See: http://www.thunderheadalliance.org
☐Yes ☐Invite	Walk to School Day Champions	Search: http://www.iwalktoschool.org/whoswalking/
☐Yes ☐Invite	Hospital/Medical Clinic	
☐Yes ☐Invite	Safety coalition	
☐Yes ☐Invite	Media outlet (TV, Newspaper, etc.)	

Involved / Invite	Participant	Contact name/information
☐Yes ☐Invite	Low-income/Housing/Immigrant Advocates	
☐Yes ☐Invite	Boys & Girls Club or Scouting Group	
☐Yes ☐Invite	Running Club	
☐Yes ☐Invite	Church or Religious Institution	
☐Yes ☐Invite	Business / Chamber of Commerce	
☐Yes ☐Invite	Other:_____	
City/County Government & Agencies		
☐Yes ☐Invite	Mayor / City Council Members	
☐Yes ☐Invite	Police (Chief, Patrol Officers, Traffic Unit, School Officers, Community Policing Unit)	
☐Yes ☐Invite	Transportation/Public Works Director	
☐Yes ☐Invite	Parks & Recreation	
☐Yes ☐Invite	Public Health Department	
☐Yes ☐Invite	Planning Department/Planning Commission	
☐Yes ☐Invite	Department of Neighborhoods	
☐Yes ☐Invite	City Attorney or Judge	
☐Yes ☐Invite	Fire Department	
☐Yes ☐Invite	Other:_____	
State-level Partners		
☐Yes ☐Invite	State Safe Routes to School Coordinator	See: http://safety.fhwa.dot.gov/saferoutes/statecontacts.htm
☐Yes ☐Invite	State Bicycle Pedestrian Program Coordinator	See: http://design.transportation.org/?siteid=59&pageid=852
☐Yes ☐Invite	State Dept of Transportation Regional Office	
☐Yes ☐Invite	State Department of Health	
☐Yes ☐Invite	State PTA	
☐Yes ☐Invite	Traffic Safety Office	
☐Yes ☐Invite	State Physical Activity Coalition	See: http://www.ncppa.org/stateroster.asp
☐Yes ☐Invite	Clean Air agency	
☐Yes ☐Invite	Regional Planning agency	See: http://tmip.fhwa.dot.gov/contacts/mpos.stm
☐Yes ☐Invite	Other:_____	

NEXT STEPS:

Review your observations and other parts of the audit. Arrange a meeting with your partners. Create an action plan that includes some of the following five elements. Links to examples & resources are included.

1. **EVALUATION** - www.feetfirst.info/school/evaluation &
   http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2004/index.html
2. **ENCOURAGEMENT** - http://www.walktoschool.org/getstarted/ &
   http://www.iwalktoschool.org/resources.htm
3. **EDUCATION** - http://www.cure.fau.edu/pedbike/catalog/index.htm#safe
4. **ENFORCEMENT** - http://www.saferoutesinfo.org/publications.cfm#enforcement
5. **ENGINEERING** - http://www.saferoutesinfo.org/publications.cfm#design-engineering

Please send comments on this checklist. Email comments to dlevinger@americawalks.org