

# MOVING TOGETHER

PROMOTING ACTIVE COMMUTING TO SCHOOL  
IN THE SWEET HOME CENTRAL SCHOOL DISTRICT  
AND THE TOWN OF AMHERST, NEW YORK



## Authors

Samina Raja  
So-Ra Baek  
Bumjoon Kang  
Elizabeth Machnica  
Nathan Attard  
Maryam Khojasteh  
Samantha Bulkilvish  
Jeanne Leccese  
Chunyuan Diao  
Hailey Stern  
Abdulrahman Ibrahim

## Recommended Citation

Raja, Samina, So-Ra Baek, Bumjoon Kang, Elizabeth Machnica, Nathan Attard, Maryam Khojasteh, Samantha Bulkilvish, Jeanne Leccese, Chunyuan Diao, Hailey Stern, and Abdulrahman Ibrahim. 2016. *Moving Together: Promoting Active Commuting to School in the Sweet Home Central School District and the Town of Amherst*. Department of Urban and Regional Planning, School of Architecture and Planning, University at Buffalo, The State University of New York. 131p.

## Table of Contents

<i>Executive Summary</i> .....	7
1. Introduction.....	11
2. Benefits of Active Commuting to School.....	15
3. Focal School District: Sweet Home Central School District.....	19
4. Barriers to Active Commuting.....	29
5. How School Districts across the Country are Promoting Active Commuting.....	35
6. Ideas for Promoting Active Commuting in the Sweet Home Central School District.....	43
7. Appendices.....	51
Appendix A. Safe Routes to School Walking and Biking Maps.....	52
Appendix B. Speed Limits around Elementary Schools in Sweet Home Central School District.....	56
Appendix C. Federal Parent Survey Reports for Sweet Home Central School District, 2014 and 2015..	60
Appendix D. Federal Parent Survey Reports for Amherst Central School District, 2014 and 2015.....	94
8. References.....	129

## List of Figures

Figure 1. Sweet Home Central School District Enrollment Area.....	20
Figure 2. Distribution of Households with No Vehicles .....	22
Figure 3. Proportion of Students Living within a Particular Distance of School, 2014.....	23
Figure 4. Walk to School Day at Heritage Heights Elementary School, 2014.....	24
Figure 5. Students by Active Mode of Transportation To School Reported by Parents (AM), 2014-2015.....	31
Figure 6. StoryWalk Program Table.....	37
Figure 7. Bike Train Group Heading to Thorton Creek Elementary in 2012.....	39
Figure 8. PedNet Passport To Fitness Program Booklet.....	40
Figure 9. PedNet Walking School Bus.....	40
Figure 10. Walking Club at Walter L. Parsley Elementary School.....	41
Figure 11. Walking Club at Walter L. Parsley Elementary School.....	41

## Figures in Appendices

Appendix A. Safe Routes to School Walking and Biking Maps.....	51
Figure A1. Safe Routes to School for Glendale Elementary School.....	52
Figure A2. Safe Routes to School for Heritage Heights Elementary School.....	53
Figure A3. Safe Routes to School for Maplemere Elementary School.....	54
Figure A4. Safe Routes to School for Willow Ridge Elementary School.....	55
Appendix B. Speed Limits around Elementary Schools in Sweet Home Central School District.....	55
Figure B1. Speed Limits of Streets within a Quarter or a Half Mile Distance of Maplemere Elementary School.....	56
Figure B2. Speed Limits of Streets within a Quarter or a Half Mile Distance of Willow Ridge Elementary School .....	57
Figure B3. Speed Limits of Streets within a Quarter or a Half Mile Distance of Heritage Heights Elementary School.....	58
Figure B4. Speed Limits of Streets within a Quarter or a Half Mile Distance of Glendale Elementary School.....	59
Appendix C. Federal Parent Survey Data for Sweet Home Central School District, 2014 and 2015.....	60
Figure C1. Federal Parent Survey Report for Sweet Home Central School District, 2014.....	60
Figure C2. Federal Parent Survey Report for Sweet Home Central School District, 2015.....	79
Appendix D. Federal Parent Survey Data for Amherst Central School District, 2014 and 2015.....	94
Figure D1. Federal Parent Survey Report for Amherst Central School District, 2014.....	94
Figure D2. Federal Parent Survey Report for Amherst Central School District, 2015.....	111

## List of Tables

Table 1. Population and Household Characteristics in SHCSD Enrollment Area.....	21
Table 2. Racial Diversity in the SHCSD Enrollment Area.....	21
Table 3. Structure of Households with Children 18 or younger.....	22
Table 4. Vehicle Availability by Occupied Housing Units.....	23
Table 5. Participation in Walk To School Day, 2014 and 2015.....	26
Table 6. Proportion of Students Commuting By Mode of Travel to School, 2014-2015.....	27
Table 7. Typical Mode of School Arrival and Departure by Distance Child Lives from School, 2014 and 2015....	30
Table 8. Issues Affecting Parents' Decision to Allow or not Allow their Child to Walk or Bike to School.....	31
Table 9. Parents' Agreement with Statements about Neighborhood Supports for Walking And Biking.....	32
Table 10. Students' Travel Time on School Bus.....	33
Table 11. Innovative Efforts by US School Districts to Promote Physical Activity.....	37

# Acknowledgments

The authors thank the students, parents, teachers, and staff of the Sweet Home Central School District who gave generously of their time for this effort. The following individuals and organizations were especially instrumental in the completion of this project.

Anthony Day, Superintendent, Sweet Home Central School District, Amherst, NY  
Andrew Dearing, UB Alum, Buffalo, NY  
Don Feldmann, Coordinator of Community Relations, Sweet Home Central School District, Amherst, NY  
Ellen Kost, Associate Planner, Planning Department, Amherst, NY  
Patrick McKenna, Captain, Amherst Police Department, Amherst, NY  
Chris Schregel, Principal Engineer Assistant, Engineering Department, Amherst, NY  
Research Team at the UB Food Systems Planning and Healthy Communities Lab (UB Food Lab)

This report was made possible in part by funding from a Safe Routes to School Grant to the Town of Amherst and the 3E grant on Built Environment, Health Behaviors, and Health Outcomes from the University at Buffalo, The State University of New York.

# Executive Summary

Just under one-quarter of youth aged 6-15 years old in the United States obtain the recommended level of 60 minutes of daily physical activity. Although some blame these deficits in exercise for the national obesity crisis, lack of physical activity is tied to a larger overarching concern: overall quality of life for youth. The benefits of physical activity extend beyond children's physical health and weight status: physical activity promotes mental well-being, provides a social outlet, improves cognition, fosters a positive self-image, and encourages children to be independent. The lack of physical activity diminishes children's potential to have an optimal quality of life. A simple yet efficient tactic to promote physical activity and health among children is to promote active commuting to school. Walking and biking to school provides health benefits and enables children to get from place to place.

The Town of Amherst, New York, a suburb of the city of Buffalo, has taken concerted efforts to promote active commuting among students. In the past few years, the town has secured grants from the federal Safe Routes to School program with the intent of promoting active commuting in the three major school districts serving town residents, beginning with the Williamsville Central School District in 2008,<sup>1</sup> and more recently in the Amherst Central School District and the Sweet Home Central School District.

In 2013, the University at Buffalo School of Architecture and Planning partnered with the Town of Amherst to promote active travel among children in the Sweet Home Central School District (SHCSD). SHCSD and partners deployed four strategies to promote active commuting. These include **education** (distributing lesson plans and conducting assemblies), **encouragement** (providing Walk to School route maps, and organizing Walk/Bike to School Day), **enforcement** (enforcing traffic rules to create a safe walking/biking environment), and **engineering** (modifications to the built environment), collectively known as the 4E strategies. SHCSD, known for its quality education and commitment to students, has the opportunity to emerge as a leader in Western New York and nationally for promoting active travel to school among students. Promotion of active commuting also supports the district's wellness policy which aims to promote physical activity among students.

The University at Buffalo also conducted an evaluation from 2014-2015 to assess how students' active commuting patterns changed based on these 4E approaches. Evaluation methods included surveys of parents, classroom tallies of student commuters, and open-ended interviews with parents. This report captures the efforts from the past two years, and details the evaluation results for the Sweet Home Central School District. Note that evaluation was also conducted in the Amherst Central School District. Summary results for Amherst Central School District are provided in Appendix D in this report, but not detailed in the main body of this report.

The purpose of the *Moving Together* final report is to provide SHCSD and the Town of Amherst with information about:

- The overall patterns of active travel among students of SHCSD from 2014-2015
- Opportunities that support student's active travel patterns in SHCSD
- Barriers that may reduce student's active travel patterns in SHCSD
- Initiatives implemented by school districts around the country to promote active commuting
- Evaluation results from 2014-2015 efforts to promote active travel among students of SHCSD
- Recommendations for the SHCS District and Town of Amherst to sustain their efforts to promote students' active commuting

### **Key Findings of *Moving Together***

Sweet Home Central School district parents, teachers, and staff greatly support the idea of creating environments where school children can lead healthy, active lives. One way for children in the SHCS district is to walk or bicycle to school. Currently, a small proportion of SHCS district students travel to school using active means, although there appears to be a growing interest in and support for walking and bicycling. Reported below are the key findings related to active commuting among SHCSD students.

- Students walking to and from school increased 1 percentage point from 2014 to 2015.
- Students bicycling to and from school increased 1 percentage point from 2014 to 2015.
- Students taking the bus to school decreased by 4 percentage points from 2014 to 2015.
- Students riding home in a family vehicle from school decreased by 3 percentage points and students carpooling to school increased by 1 percentage point from 2014 to 2015.
- Twenty-five percent of students walked or biked to school on Walk to School Day in 2015, compared to only 16% walking in 2014.
- Active commuting among middle school students in the district increased from 2014 to 2015.
- Fewer parents stated weather or climate as factors hindering their decision to allow their child to walk or bike to school in 2015 compared to 2014.
- More parents reported distance as a factor hindering their decision to allow their child to walk or bike to school in 2015 compared to 2014.
- In 2014, although high crime rate was not reported as a problem by 75% of parents, 67% of parents agreed that most drivers exceed the posted speed limits within their neighborhoods.

## Key Recommendations for Promoting Active Commuting in the Sweet Home Central School District

There is a considerable opportunity to promote active commuting to school in the SHCS District. The following nine ideas can help increase active commuting. For implementation to occur, multiple agencies including the school district and local government agencies, have to work together to promote active commuting. Lead agencies are noted in italics.

1. Establish a committee focused on planning for (children's) health in the Town of Amherst *[Lead: Town of Amherst Planning Department]*
2. Develop a 'Healthy Living' zone within ¼ mile of the four elementary schools to promote walking and bicycling and reduce bussing within the healthy living zone *[Lead: Town of Amherst Planning Department and Sweet Home Central School District]*
3. Continue to improve the built infrastructure, specifically sidewalks around schools, to enable active commuting to take place safely. *[Lead: Engineering Department]*
4. Continue to provide structured lessons and assemblies to educate students and encourage them to walk and bike to school. *[Lead: School District and Schools]*
5. Continue implementing Walk to School Day, and launch new programs such as a Walking Club, Walking School Buses, Bike Trains (see examples in section 5) *[Lead: School District and Schools]*
6. Provide students and parents with Safe Route maps to promote safe walking and biking to school. *[Lead: School District]*
7. Create and celebrate a culture of active commuting within the school district. *[Lead: School District and Schools]*
8. Incentivize walking and biking among students through competitions. *[Lead: School District and Schools]*
9. Develop culturally relevant strategies for promoting active commuting. *[Amherst Planning Department and Sweet Home Central School District]*



1

# Introduction

Until a few decades ago, walking and biking to school were commonplace activities among children. The active commute to school was a beneficial activity for numerous reasons. Active commuting provided a source of regular daily physical activity for children. For children who walked with other children or their parents, the commute was an opportunity for social interaction. For those who walked or biked alone to school, the commute could be a time for independently navigating and exploring the world outside of the home. In recent decades, more and more children are being driven to school. As a result, children are experiencing fewer opportunities to be physically active in their daily routines. The decline in physical activity has a negative impact on the physical and mental well-being and academic success of children, an issue that parents, teachers, healthcare providers and policy makers have begun to recognize.

To foster the health of the next generation of residents, the Town of Amherst and the University at Buffalo School of Architecture and Planning teamed up in 2013 to make walking and biking to school safer and more fun for school students, with a special focus on the Sweet Home Central School District, one of four districts serving town residents. Drawing partly from funding from a national Safe Routes to School Program (SRTS) grant to the Town of Amherst and a grant from the University at Buffalo, a series of strategies to promote walking and biking were developed by the University at Buffalo team and implemented in the Sweet Home Central School District. The strategies to promote active commuting in the Sweet Home Central School District included **educational** activities, **encouragement** activities, **enforcement** activities, as well as **engineering** modifications to the built environment, collectively known as the “4E” strategies.

Along with the implementation of the 4E strategies, the University at Buffalo also conducted evaluation research to assess the degree to which students in the school district commuted actively, and the degree to which commuting behavior changed over the course of the project.<sup>a</sup> The evaluation also documents the barriers that inhibit active commuting in the school district.

The goals of this report are to provide information about the trends, opportunities, and barriers for active commuting in the Town of Amherst, focusing especially on the students of Sweet Home Central School District. The report documents the collaborative work to promote active commuting in the Sweet Home Central School District as part of the SRTS program, provides evaluation results, and makes recommendations on how the school district, and the town, can continue to promote a culture of active commuting among school students. Although the report focuses primarily on the Sweet Home Central District, the strategies for promoting active commuting may be utilized by other school districts in the town as well.

Data in this report comes from multiple primary and secondary sources. Primary data sources include survey<sup>b</sup> data collected from parents, classroom tallies<sup>c</sup> of student commuters, and open-ended qualitative interviews<sup>d</sup> with parents. Secondary data sources comes from the US Census Bureau and Erie County land use parcel data. Geographic Information Systems (GIS) analyses was used to examine the built environment conditions related to active commuting.

The report is organized in six sections, not including appendices and references. Following this introductory section, section 2 draws on scientific literature to describe the benefits of walking and bicycling to school. Section 3 focuses on the Sweet Home Central School District. The section kicks off with a description of the demographic and socio-economic profile of the students and families served by the district since the socio-economic conditions in a community determine, to a great degree, the extent to which children are able to engage in healthy behaviors such as walking and bicycling to school. The section also describes the current trends in children’s commute from home to school – what mode of transportation they use, and how frequently. Section 4 includes a description of barriers and opportunities that inhibit children from biking and

---

a UB coordinated and led education, encouragement, and enforcement activities in the Sweet Home Central School District; UB also led evaluation activities in both the Sweet Home Central School District and the Amherst Central School District. Summary evaluation data for both school districts are provided in appendices C and D.

b In 2014 and 2015, brief surveys (in hard copy) were administered to parents as well as a more detailed on-line survey.

c Classroom tallies were conducted in 2014 and 2015 by teachers to gauge the mode of transportation used by students. Classroom tallies were also held on Walk/Bike to School days.

d In spring 2015, 19 in-person interviews were conducted with SHCSD parents to understand their perception of active commuting. The interviews complimented the close-ended surveys conducted with parents.

walking to school as documented through surveys and interviews conducted by the team. Section 5 includes examples of innovative efforts to promote active commuting deployed by school districts across the United States. This section is intended to provide additional ideas for school districts in the Town of Amherst. Section 6 concludes the main body of the report with recommendations for how the SHCSD and the Town of Amherst can continue to promote a culture of health and safe active commuting among school students.



2

# Benefits of Active Commuting to School

Youth in the United States walk, bike, and use other forms of physically active transportation less frequently than in the past. The percentage of five- to fourteen-year old students walking or biking to school decreased by 36 percent from 1969 to 2009; forty-eight percent used active means of transportation to school in 1969, while only 12 percent did so in 2009.<sup>2</sup> The shift from active means of transportation to greater reliance on automobiles as a means of transporting children has many direct and indirect consequences, including increased traffic congestion and air pollution around schools.<sup>3, 4</sup> The decline in active travel to school has corresponded with rising childhood overweight and obesity rates.<sup>5</sup> Across the nation, young people's physical activity is below recommended levels. A nationwide study found that more than half of youth do not engage in 60 minutes of physical activity at least five times a week, as recommended by the U.S. Department of Health and Human Services.<sup>6</sup> At the same time, over the last thirty-eight years, obesity rates have increased from 4 to 20 percent for children between six and eleven years old and from 6 to 18 percent for children between twelve and nineteen years old.<sup>7</sup>

Walking and biking are among two of the easiest ways for children to be physically active. Active travel to school is linked to improved health outcomes in children and can help ensure that children achieve recommended levels of daily activity.<sup>8</sup> Children who walk and bike to school get about 20 minutes more physical activity daily, compared with those who are driven to school.<sup>9</sup> Additionally, children who engage in active travel to school have a healthier body composition and increased cardio-respiratory fitness compared to children who utilize motorized forms of transportation.<sup>10</sup> Physical activity can also reduce anxiety and depression, and children who are physically fit are more likely to be healthy in adulthood.<sup>8</sup> The benefits of physical activity for health extend beyond improved physical and mental health. Active students tend to have higher academic achievement<sup>11</sup> and are more attentive during class.<sup>12</sup> The benefits of active commuting to school extend beyond increases in children's physical activity. Children who walk to school have a better understanding of their neighborhood and are more able to navigate independently compared with those who are driven to school.<sup>13</sup> Children who travel independently tend to have a better sense of their community and play more often with peers, strengthening friendships. Walking and biking to school are great opportunities for children to learn responsible behaviors and practice independence.

Active commuting to school can provide many opportunities to students. Active commuting allows students to obtain much-needed physical activity. It can also foster social interaction among students as they walk to school and help students develop a sense of independence. Similarly, active commuting efforts have the potential to increase physical activity and social interaction among district parents if they choose to walk with their children to school. Parents who previously drove their children to school can also potentially save time and money by allowing their students to walk to school.

This page intentionally left blank



3

Focal School  
District: Sweet  
Home Central  
School District

The Sweet Home Central School District (SHCSD) is one of four<sup>e</sup> school districts serving children in the Town of Amherst, New York. SHCSD enrolled 2,189 students in grades K-8 in its four elementary schools and one junior high school in academic year 2013-2014. SHCSD's enrollment area lies mostly in the Town of Amherst, a large inner-ring suburb northeast of the City of Buffalo. A portion of the district draws students from the northeast corner of the Town of Tonawanda (Figure 1). Amherst and Tonawanda exhibit low-density, automobile-friendly land use patterns that are typical of many suburbs in the region.

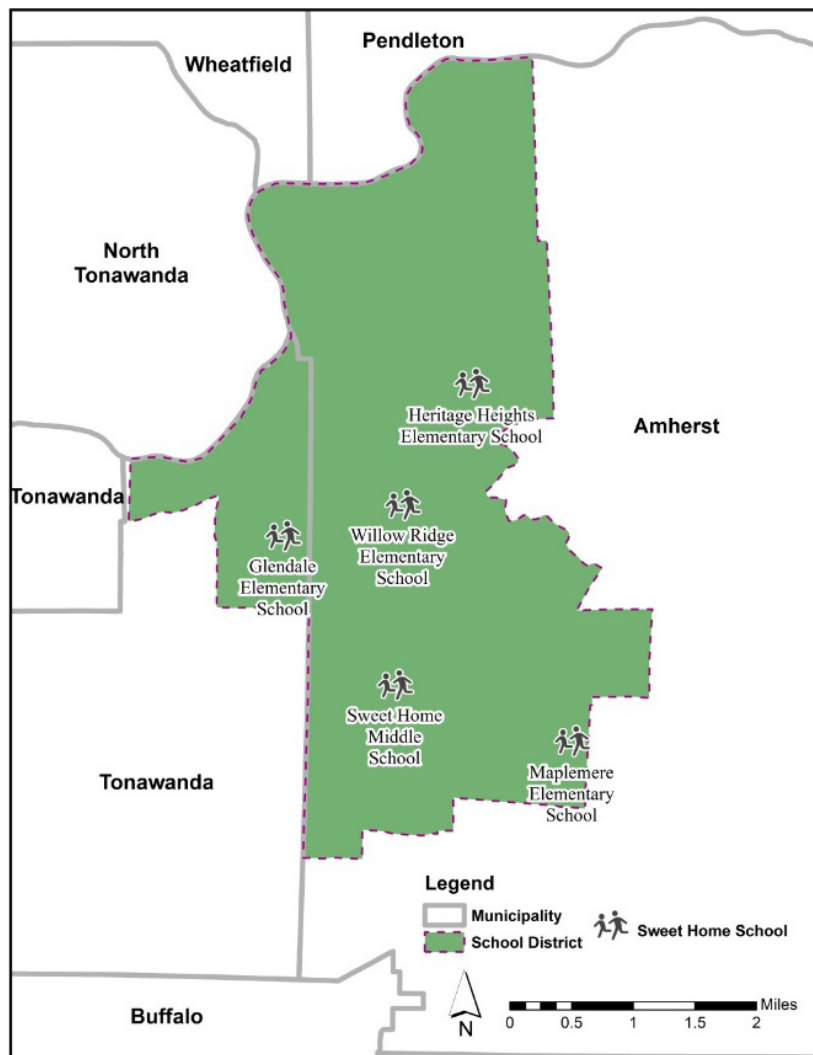


Figure 1. Sweet Home Central School District Enrollment Area

The demographic profile of the population served by the Sweet Home Central School District differs from that of the towns it serves, and the county within which the district is nestled. This section describes the demographic profile<sup>f</sup> of the population the district serves, and compares the profile to that of the towns of Amherst and Tonawanda, and Erie County.

The Sweet Home Central School District serves students from a catchment area with a population of 36,403 individuals and 13,520 households (Table 1). The population in the SHCS district enrollment area has a smaller share of younger children than in surrounding towns and county. Around 12 percent of the population is age 14 or younger, and about 20 percent of households have children younger than 18, a lower percentage than in the towns of Tonawanda and Amherst (Table 1).

However, a greater proportion (17%) of children younger than 14 years old in the Sweet Home Central School District catchment area live in poverty compared to the town of Amherst (8.55%) (Table 1). Household economic resources determine the degree to which children in the SHCSD catchment area are able to participate in recreational physical activity making daily opportunities for physical activity – such as active commuting – a public health imperative.

<sup>e</sup> Besides Sweet Home Central School District, the three districts are Williamsville Central School District, Amherst Central School District, and Clarence Central School District.

<sup>f</sup> Demographic data for the district was extracted from the US Census using Geographic Information Systems (GIS).

**Table 1. Population and Household Characteristics in SHCSD Enrollment Area<sup>14</sup>**

		SHCSD		Town of Amherst		Town of Tonawanda		Erie County	
		Number	%	Number	%	Number	%	Number	%
Population	Aged 0-14 years	4,271	11.7	19,126	15.4	11,430	15.6	157,720	17.1
	Older than 14	32,132	88.27	104,416	84.52	62,108	84.46	762,974	82.87
	Total	36,403	100.0	123,542	100.0	73,538	100.0	920,694	100.0
Children 0-14 <sup>1</sup>	Below Poverty Line	694	16.99	1,608	8.55	1,580	13.92	36,511	23.51
	Above Poverty Line	3,391	83.01	17,209	91.45	9,770	86.07	118,803	76.49
	Total	4,085	100.0	18,817	100.0	11,350	100.0	155,314	100.0
Households	With children < 18 years	2,723	20.14	12,736	25.9	7,304	22.4	98,611	25.8
	No children < 18 years	10,797	79.86	36,438	74.10	25,290	77.6	283,172	74.2
	Total	13,520	100.0	49,174	100.0	32,594	100.0	381,783	100.0

<sup>1</sup>Note: The total number of children includes only those for whom poverty was determined.

The population in SHCSD's enrollment area is more diverse when compared to surrounding towns. Population of Asian heritage in the district, about 12 percent, is much higher than surrounding towns and the county at large (Table 2). Just over 8 percent of the district's population is African American, a proportion higher than in Tonawanda (3.2%) and Amherst (5.8%). The diversity of population suggests that to be effective active commuting strategies must take into account cultural heritage and preferences of children and their families, a factor addressed further in the report.<sup>15</sup>

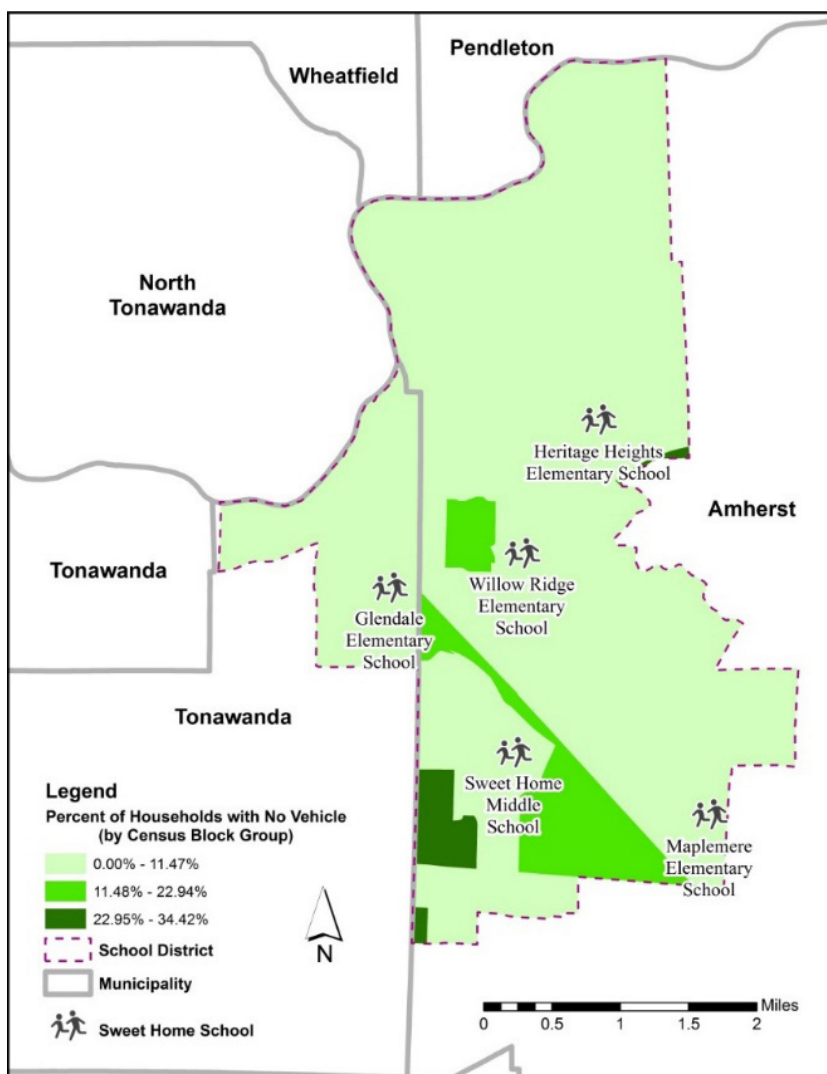
**Table 2. Racial Diversity in the Sweet Home Central School District (SHCSD)<sup>14</sup>**

Racial heritage	SHCSD		Town of Amherst		Town of Tonawanda		Erie County	
	Number	%	Number	%	Number	%	Number	%
White	27,445	75.39	102,273	82.8	67,005	91.1	728,482	79.1
Asian	4,215	11.58	9,629	7.8	1,793	2.4	26,911	2.9
Black or African American	2,977	8.18	7,113	5.8	2,364	3.2	121,480	13.2
Other race	717	1.97	1,165	0.9	447	0.6	18,518	2.0
Two or more races	892	2.45	3,003	2.4	1,667	2.3	20,878	2.3
Am. Indian and Alaska Native	157	0.43	359	0.3	262	0.4	4,425	0.5
Total	36,403	100.0	123,542	100.0	73,538	100.0	920,694	100.0

Children under 18 years old within the district catchment area live in households with a variety of different household structures. Just above 30 percent of SHCSD’s households with children younger than 18 are headed by a single mother and 9 percent by a single father (Table 3). The proportion of families raised by single parents is higher than in surrounding areas. Households headed by single parents have greater time constraints, which likely influences how their children commute to school.

**Table 3. Structure of Households with Children 18 or Younger** <sup>14</sup>

Households with children younger than 18 years	SHCSD		Town of Amherst		Town of Tonawanda		Erie County	
	Number	%	Number	%	Number	%	Number	%
Headed by single mother	939	30.30	2,519	19.7	1,713	23.4	29,935	30.3
Headed by single father	246	9.03	757	5.9	551	7.5	8,383	8.5
Two-parent households	1,538	56.5	9,460	74.3	5,040	69.0	60,293	61.1
Total	2,723	100.0	12,736	100.0	7,304	100.0	98,611	100.0



As with other areas in Western New York, most households in the Sweet Home Central School District (SHCSD) have access to a vehicle for transportation. Nearly fifty percent of occupied housing units are reported to have two or more vehicles available, and 44 percent have at least one vehicle available (Table 4). However, about seven percent of occupied housing units in the district do not have access to a vehicle, a proportion similar to the surrounding towns. Households with no car tend to be concentrated in the southern tip of the district (Figure 2). Children from households without a vehicle are more reliant on bussing, walking, and bicycling as means of transportation to school.

**Figure 2. Distribution of Households with No Vehicles** <sup>16</sup>

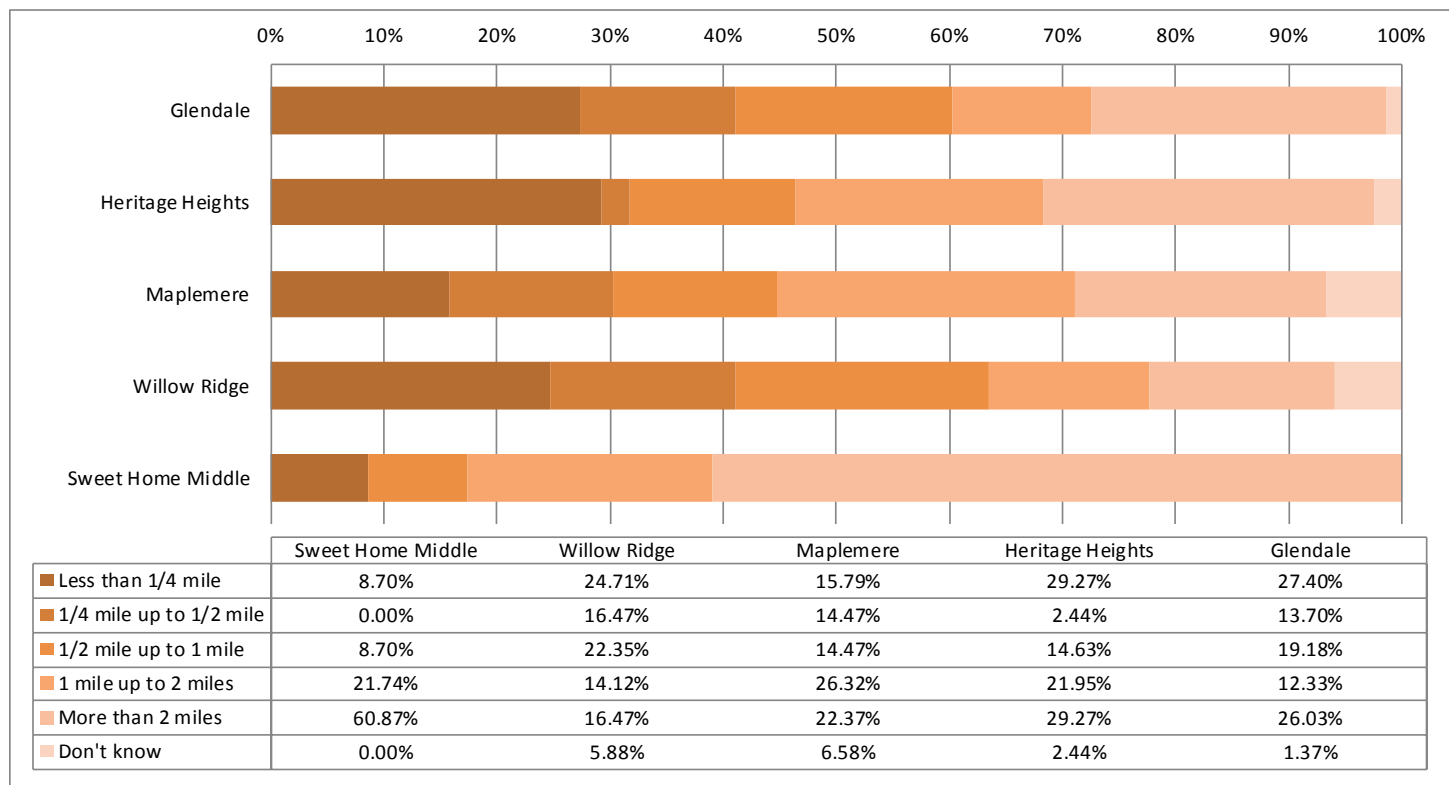
**Table 4. Vehicle Availability by Occupied Housing Units<sup>16</sup>**

Occupied Housing Units	SHCS District		Town of Amherst		Town of Tonawanda		Erie County	
	Number	%	Number	%	Number	%	Number	%
Two or more vehicles available	6,550	48.45	27,281	55.50	15,536	47.7	182,086	47.7
One vehicle available	6,017	44.5	18,280	37.2	14,055	43.1	147,542	38.6
No vehicles available	953	7.05	3,613	7.3	3,003	9.2	52,155	13.7
Total	13,520	100.0	49,174	100.0	32,594	100.0	381,783	100.0

### 3.1. Commuting Patterns in the Sweet Home Central School District

Children in the district tend not to commute using active means of transportation. In 2014, the year in which the UB team gathered baseline data for the district, only 3.5 percent of SHCSD parents reported that their children walk and/or bike to and from school, while over three-quarters of the district's children take the bus to school, and 15 percent of children are driven by a family member.<sup>17</sup>

The low active commuting patterns are not entirely explained by large commuting distances between school and home. About a quarter of parents in most schools (except Maplemere Elementary and the Sweet Home Middle school) report that their child lives within a ¼ of mile of their school, which is a comfortable walking or bicycling distance (Figure 3).<sup>17</sup> Yet even children who live within short distance of schools do not commute to school on foot or bicycle.



**Figure 3. Proportion of Students' Living within a Particular Distance of School, 2014<sup>17</sup>**

### 3.2 Recent Efforts to Promote Active Commuting in SHCS District

The school district leadership supports the idea that physical activity is essential for children's health. To that end, between 2014 and 2015 the district has taken a number of actions to promote physical activity as part of the Safe Routes to School program led by the Town of Amherst and supported by the University at Buffalo. Key initiatives to promote active commuting among children are outlined below.

#### ***Assemblies for Active Commuting***

Active commuting assemblies for children were held in all SHCSD elementary schools in September 2014 and May 2015, as well as at the Sweet Home Middle School in September 2014. The assemblies were held in age-appropriate groups, for students from kindergarten to second grade, and for older students, from third grade to fifth grade. Speakers at assemblies presented information about rules of the road to the students and encouraged students to walk and bike to school. Speakers included guest speakers with expertise in urban planning (from UB), as well as local police officers.

#### ***Walk/Bicycle to School Day and Bicycle Rodeo***

The Sweet Home Central School District held a Walk to School Day for elementary school students on October 8, 2014 and a Walk and Bike to School Day on June 5, 2015. These one-time events celebrated walking and biking to school. Since most students in the district take the school bus to school, the district made arrangements for buses to drop off students riding the bus about a block away from school and walk the rest of the way to school. Students received stickers as a form of encouragement, and teachers and staff greeted them upon arrival.



Figure 4. Walk to School Day at Heritage Heights Elementary School, 2014

In addition, a Bike Rodeo was held at one elementary school (Willow Ridge Elementary School) on Walk to School Day in 2015, the continuation of a longstanding effort by a now-retired physical education teacher at this school to educate students on safe bicycling practices. The event was publicized and students were encouraged to participate in the event in the weeks leading up to Walk to School Day. On the assigned day, results from classroom tallies suggest that 105 students bicycled to school (of a cohort of 306 students), with 82 students accompanied by their parents. Note that nearly a quarter of students at Willow Ridge Elementary School are estimated to live within a  $\frac{1}{4}$  mile of their school, and therefore it is feasible for students to ride their bicycle.

#### ***Distribution of In Class Lessons***

The School District was encouraged to use classroom lessons about basic rules of pedestrian safety, bicycle safety, rules of the road, and the level of walkability in the child's community. Curriculum piloted in the state of Oregon was modified and distributed by the University at Buffalo for Sweet Home School District teachers to use in class.

#### ***Walk-to-School Route Maps***

The team at University at Buffalo developed walking route maps for each elementary school in SHCSD. The walking maps provided information about sidewalks, distances between homes to school, route safety, and crosswalks. These maps provided information to students and their parents for safe walking and bicycling. The maps were distributed during Walk to School Day, and can be used in the future as well. Walking route maps are available in Appendix A.

### ***Enforcement of Traffic Rules***

Evaluation data suggests that lack of safety from high vehicle speed and high volumes of traffic influence SHCSD parents' decisions to allow their children to walk or bike to school. In fact, in 2014, a majority of SHCSD parent respondents to a survey, 239 out of 355 parents, reported that "most drivers in their neighborhoods exceed the posted speed limits."<sup>18</sup> To address parents' concerns and to increase safety from potential accidents resulting from traffic along school routes, the Amherst Police Department placed high-visibility speed radars around Willow Ridge and Maplemere Elementary Schools on Walk to School Day. Such high-visibility traffic enforcement promotes voluntary compliance with the law and changes automobile drivers' unlawful behaviors.

### ***Parent School Organization (PSO) Meetings***

The team members from the University at Buffalo visited multiple Parent School Organization (PSO) meetings to make presentations and debrief parents about programs such as the *Walk to School Day* activities. Presentation to parents included information about Walking School Bus programs and other supportive programs. The team offered support for future Walking School Bus programs.

The above educational, encouragement, and enforcement activities reached all elementary schools in the school district.

## **3.3. Changes in Active Commuting in SHCSD between 2014 and 2015**

The implementation of the collaborative efforts by the School District and other partners point to the potential of promoting active commuting to school using the 4E strategy. Many parents were enthusiastic about encouraging their children to be active commuters, and many participated in the events hosted by the school district.

Table 5 displays participation in signature one-time active commuting events in 2014 and 2015 by elementary school students. In 2014, the district held a Walk to School Day, and in 2015 the district held a Walk or Bike to School Day. In 2014 an average of 16% of elementary school students walked to school from home and 63% who rode the bus were dropped off at a distance from the school and then walked to school.<sup>19</sup> In 2015, the students included both walkers and bikers, and 25% students either walked or biked to school while 59% walked from the remote drop-off location (Table 5).<sup>20</sup> Student participation in Walk or Bike to School Day was high in both years. Willow Ridge Elementary school, where about a quarter of students live within a quarter mile distance from school, had the highest percentage of students participating in Walk/Bike to School Day in both 2014 and 2015. District-wide participation increased by nine percentage points (Table 5). Admittedly, the degree to which these one-time events will have a lasting impact is unclear, and consistent effort across the school year may be essential.

Fortunately, data from classroom tallies conducted on days when there was no signature event unfolding in the district also suggests an increase in percentage of children walking and bicycling from home to their schools from 2014 to 2015. These increases are more modest, however. Districtwide the increase in active commuting was about 1 percentage point. Results are displayed in Table 6. The increase in active commuting is especially evident for elementary school students, particularly Willow Ridge Elementary (in the morning hours).

Table 5. Classroom Tally of Participation in Walk/Bike to School Day, 2014 and 2015<sup>19</sup>

	Active Commuters on Walk and Bike to School Day						Students who did Not Actively Commute						Students for whom no data is available						Total Class Size					
	Students Who Walked or Biked From Home			Students Who Walked From Remote Drop-Off Location			2014			2015			2014			2015 <sup>2</sup>			2014			2015		
	2014		2015	2014		2015	n		%	n		%	n		%	n		%	n		%	n		%
	n	%	n	n	%	n	n	%	n	n	%	n	n	%	n	n	%	n	n	%	n	n	%	n
By school <sup>3</sup>	M	46	12.3	66	18	253	67.5	257	71.59	12	3.2	18	5	64	17.1	18	5.01	375	100	359	100	330	100	100
	HH	57	17.4	49	15	213	65.1	236	71.52	5	1.5	27	8	52	15.9	18	5.45	327	100	330	100	362	100	100
	G	47	14.5	72	20	229	70.7	204	56.35	42	13	60	17	6	1.85	26	7.18	324	100	362	100	306	100	100
	WR	63	18.4	146 <sup>4</sup>	48	172	50.3	113	36.93	19	5.6	42	14	88	25.7	5	1.63	342	100	306	100	1,357	100	100
District-wide <sup>5</sup>	n	213		333		867		810		78		147		210		67		1,368		1,357				
	%		16		25		63		59		6		11		15		5		100					
	% point change, 2014-15			9									5		(10)									

<sup>2</sup> In 2015, active commuters included walkers or bicyclists. In 2014, active commuters only included walkers.

<sup>3</sup> Names of schools are abbreviated as follows: Maplemere (M); Heritage Heights (HH); Glendale (G); Willow Ridge (WR).

<sup>4</sup> Active commuters for Willow Ridge (WR) elementary included more than 100 bicyclists.

<sup>5</sup> Walk/Bike to School Day was not held at the middle school; therefore, middle school data is not included in this table.

Table 6. Classroom Tally of Students' Mode of Travel in 2014 and 2015, by school <sup>21, 22</sup>

		Proportion of students by mode of travel									
		Walking %		Bicycling %		School Bus %		Family Vehicle %		Carpool %	
Year	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	
G	2014	3	2	0	0	76	78	20	19	0	0
	2015	2	1	0	0	72	73	26	23	0	1
H	2014	2	1	0	0	83	80	16	19	0	0
	2015	3	0	0	0	83	79	14	20	0	1
M	2014	1	1	0	0	85	82	14	12	1	0
	2015	1	1	0	0	82	83	16	10	0	0
WR	2014	3	0	0	0	73	75	24	24	0	0
	2015	7	2	1	1	68	73	23	19	0	1
SHM	2014	0	1	0	0	73	74	24	23	2	1
	2015	1	1	2	1	71	69	26	16	0	1
Average	2014	2	1	0	0	78	78	19	19	1	0
	2015	3	1	1	1	75	76	21	18	0	1
District-Wide	% Point Change, 2014-2015	1	0	1	0	-3	-2	2	-2	0	0



4

# Barriers to Active Commuting

## Distance between Homes and Schools

According to studies from around the nation, distance between home and school is the primary factor influencing students' active travel to school. Students living beyond a quarter-mile from school are 19 percent less likely to walk to school than are those who live within a quarter-mile, and those living between one-half and one mile from school are 37 percent less likely to walk to school. When students live beyond one mile, walking rates drop precipitously.<sup>23</sup>

Participation in active commuting is influenced by the distance between students' home and school. As expected, students who live closer (less than ¼ of a mile) to school were more likely to walk or bike to school in both 2014 and 2015 (Figure 4).

According to the 2014 Federal Parent Survey in the Sweet Home Central School District, the largest share of elementary and middle school students—32 percent—live more than two miles from school, while only 11 percent live within a quarter-mile. Elementary students live closer to school, compared with middle school students. Nearly 35 percent of elementary students live within one-half mile of school, while over 41 percent live beyond one mile. Over half of middle school students live beyond two miles, and less than 2 percent live within a quarter-mile (Figure 3). Distance is associated with walking and biking in SHCSD. Students who live farther away from school are less likely to walk and bike than are students who live closer to school (Table 7).

According to parent reports, nearly 17 percent of students who live less than a quarter-mile from school walked or biked in 2015, while no students who live more than two miles from school actively commute. In addition, while parents reported biking among students who live between one and two miles from school, no walkers were reported among students who live farther than a half-mile from school.

**Table 7. Students' Mode of Travel Reported by Parents, 2014 and 2015<sup>17, 24</sup>**

Miles from home to school	Year	n	Percentage of Students (%)														% point change in walking, 2014-2015	
			Walk		Bike		School Bus		Family Vehicle		Carpool		Transit		Other			
			AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
< 1/4	'14	67	11	5	-	-	73	85	16	10	0	0	0	0	0	0	6	5
	'15	33	17	10	3	6	67	71	13	13	0	0	0	0	0	0		
1/4-1/2	'14	36	0	0	-	-	80	75	20	25	0	0	0	0	0	0	5	5
	'15	21	5	5	0	0	76	76	19	19	0	0	0	0	0	0		
1/2- 1	'14	52	0	0	-	-	84	89	14	9	2	2	0	0	0	0	3	0
	'15	34	3	0	0	0	82	91	12	9	3	0	0	0	0	0		
1 – 2	'14	55	0	0	-	-	81	87	15	13	4	0	0	0	0	0	0	0
	'15	38	0	0	3	0	75	86	22	11	0	3	0	0	0	0		
> 2	'14	76	0	0	-	-	86	84	12	16	1	0	0	0	0	0	0	0
	'15	62	0	0	0	0	79	85	16	13	5	2	0	0	0	0		

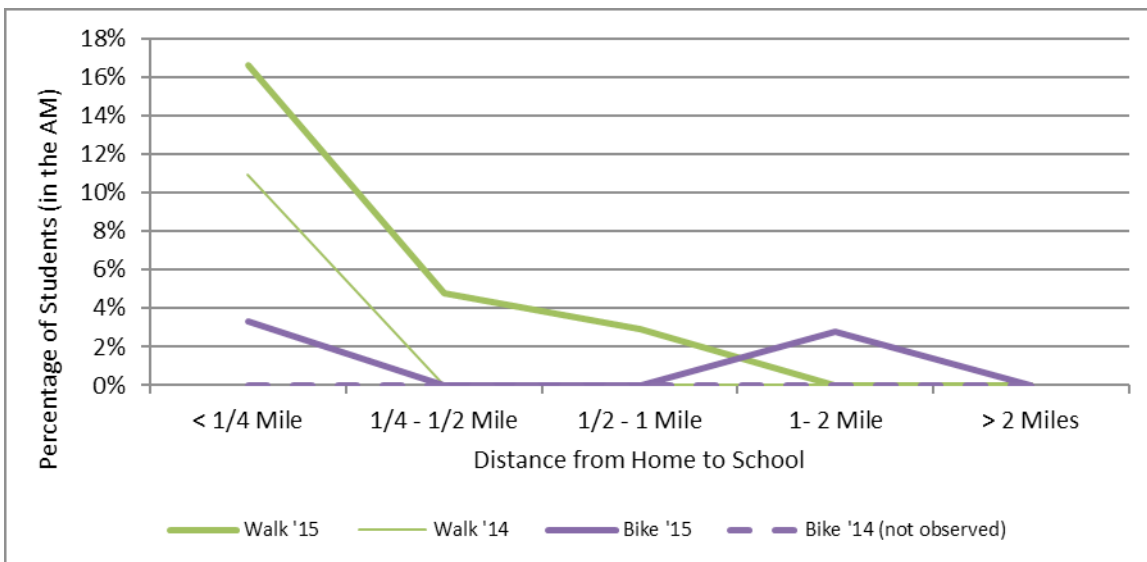


Figure 5. Students by Active Mode of Transportation To School Reported by Parents (AM), 2014-2015<sup>17, 24</sup>

## Parental Concerns

Parents play a key role in modeling active commuting behaviors and regulating children’s transportation behaviors. In the SHCSD district, parents’ decisions to allow their child to walk or bike to school changed from 2014 to 2015.

Parents have the final say in how their children travel to school. Their concerns about active travel can determine whether their children walk or bike or choose more sedentary modes. While more than 70 percent of parents agree that walking and biking to school is healthy for their children, most SHCSD students either take the bus or are driven, and most parents say they would not allow their child to walk to school at any age. To understand why this may be the case, parents were asked about factors that affect their decisions to not allow their children to walk or bike to school (Table 8).

Table 8. Issues Affecting Parents’ Decision to Allow or not Allow their Child to Walk or Bike to School<sup>17, 24</sup>

Factors	Percentage of parent respondents influenced by factor (%)	
	Year 2014	Year 2015
Weather or Climate	75	58
Safety of Intersections and Crossings	65	57
Amount of Traffic Along Route	60	53
Speed of Traffic Along Route	59	60
Distance	59	65
Violence or crime	51	43
Sidewalks or Pathways	42	38
Time	35	39
Adults to Bike/ Walk with Child	33	30
Crossing guards	25	25
Child’s Participation in After School Programs	18	20
Convenience of Driving	10	16
n	313	210

The top concerns that parents identified as affecting their decisions on allowing their children to walk or bike to school include traffic safety, weather, and distance. The threat of violence or crime, the presence of crossing guards, and the time it takes to travel from home to school are issues for more than half of parents. Fewer parents see after-school activities, the presence of adults to accompany students, and the convenience of driving as salient issues.

In an on-line survey conducted by UB, parents were also queried about the extent to which the neighborhoods in which they lived were conducive to their child's active commuting (Table 9). A significant majority of parents express concern about automobile driver behavior or traffic concerns that make their neighborhoods less safe to walk. A small minority expressed concern about crime rate in their neighborhood (Table 9).

**Table 9. Parents' Concerns About Neighborhood Supports for Walking and Biking, 2014<sup>18</sup>**

Statement About Neighborhood Conditions	Proportion of Parent Respondents (%)		
	In agreement	Neutral	In Disagreement
Most drivers exceed the posted speed limits while driving in our neighborhood. n=355	67.32	11.83	20.84
There is so much traffic along nearby streets that it makes it difficult or unpleasant to walk in our neighborhood. n=357	45.93	10.36	43.69
The speed of traffic on most nearby streets is usually slow (30 mph or less). n=356	43.54	7.02	49.43
The crime rate in our neighborhood makes it unsafe to go on walks during the day. n=356	7.02	13.20	79.77
There is high crime rate in our neighborhood. n=356	6.46	17.41	76.12

## Safety from Traffic

Traffic enforcement and safety are currently the most pressing issue for parents. Continued partnerships with the Town of Amherst and the Amherst Police Department can make Sweet Home elementary school parents feel safe and confident in their decision to allow their children to commute to school actively.

The speed limits of streets within a quarter (or a half) mile distance of elementary schools are shown in Appendix B. The majority of streets have a speed limit of 25 mph, though some streets (e.g., Sweet Home Road near Heritage Heights Elementary School) have a higher speed limit. Most SHCSD parents think that drivers in their neighborhood travel above the posted speed limit. Opinions are divided over whether the volume of neighborhood traffic hinders walking and whether traffic in specific areas moves at low speeds. Few parents agree that neighborhood crime is high and that crime makes it unsafe to go on walks during the day. These results reflect the many issues that parents identified as prominent in their decision to allow or not allow their children to walk or bike. Vehicle speed and traffic safety are consistently seen as issues for parents. While most parents view crime as a deterrent to active travel, few parents think that *their* neighborhood crime rate makes walking unsafe. Parents likely perceive an increase in the threat of crime when their children have to leave the neighborhood to walk or bike to school.

## School Bus Service

Nearly every student is served with public school busing within a 30-minute commuting time (Table 10). While this level of service is convenient, it may also negatively influence children's decision to commute actively to school.

**Table 10. Travel Time by School Bus in SHCSD<sup>25</sup>**

Schools	% of students by travel time on school bus (AM only)		
	< 20 min	< 30 min	< 40 min
Glendale Elementary School	78.77	97.21	99.44
Heritage Heights Elementary School	69.44	90.80	98.22
Maplemere Elementary School	75.62	95.07	100.0
Willow Ridge Elementary School	83.82	99.03	99.68
Sweet Home Middle School	73.73	96.80	100.00

## Poor Walking and Bicycling Infrastructure

For many children, the absence of walking and bicycling infrastructure continues to hinder active commuting. The school district leadership also perceives many of the roads leading to school to be unsafe for its students. Indeed, the Sweet Home Central School district had hoped that participation in this SRTS program would ensure that the town would provide physical improvements to particular intersections and routes commonly used by their students.



5

# How School Districts across the Country are Promoting Active Commuting

Sustaining and increasing current levels of active commuting among children in the SHCSD is not only critical for their health, but also quite feasible. Many school districts throughout the nation - including those facing the northeastern winters – have implemented active commuting to school programs or programs to promote physical activity in general. Many of these programs, described below, are growing exponentially, and are summarized in Table 11.

### **Walking School Bus Programs, Kearney NE**

**Walking School Bus (WSB) programs** have become a popular strategy used by schools throughout the nation to promote physical activity in children. WSB programs work by having children walk to school in groups along a specific route with set stops at set times along the way, just as a school bus, with adults as the “bus drivers” or leaders. Walking school “bus drivers” can be hired as a staff member of the district or be parent/guardian volunteers. Two public schools in Kearney, Nebraska that are part of the Kearney Public School system have paid and trained college students as the “bus drivers” for 2 years to walk kindergarten through fifth grade students to school. On average, the route to and from school in this walking school bus is 0.65 miles, and walks were only cancelled if it was raining, snowing, or temperatures were below 25 F at walk time. Prevalence of walking to school was 27% higher school wide after the program, and walkers gained 25% more physical activity compared to children who commuted by bus or car.<sup>26</sup> Schools in other states have also recorded success with WSB programs.<sup>27 28</sup>

### **Walking/Bicycling Days, Brattleboro, VT**

Districts around the country have implemented simple low cost programs to complement their WSB programs to further encourage physical activity among their students. Similar to the Walk to School Day held by the Sweet Home Central School District, the Green Street School in Brattleboro, Vermont has implemented **Walking and Wheeling Wednesdays** and a TV/Screen Turn-Off Week to encourage children to replace sedentary behaviors and screen time with physical activity. Walking and Wheeling Wednesdays encourage active transport to school at least once per week, and occur throughout the entire school year. TV/Screen Turn-Off Week occurs once a year and the school hosts bicycling and walking events throughout the week to get children and parents moving together. Green Street School trains fifth and sixth graders to be safety patrol leaders to guide the elementary school students for its multiple Walking School Buses, which have increased from 3 in 2006 to 11 in 2008. Walking and Wheeling Wednesdays has resulted in a 100% increase in participation by students. Their Winter Walkers Club to promote active commuting during cold months had 30% of student participants. With 75% of students living within a 2-mile radius of the school the district has made major progress in increasing physical activity levels of its students. Progress at the school is measured through class tallies, parent surveys, participant counts, and punch cards.<sup>g</sup>

---

<sup>g</sup> Resources: Walking and Wheeling Wednesdays and TV/Screen Turn-Off Week <http://www.saferoutesinfo.org/program-tools/success-stories/brattleboro-vermont-changing-drive-school-culture>

## StoryWalk Program, Montpelier, VT



Figure 6. StoryWalk Program Table

Promotion of active commuting can be reinforced and complementary to literacy and educational goals. In 2007 in Montpelier, Vermont, the Kellogg-Hubbard Library started the **StoryWalk** program, which integrates reading and physical activity for children in second through seventh grades. The program staff posted pages from books along a short route for children and adults to walk together and read a story. The library contacted the Vermont State Library to ensure it abided with copyright laws. Staff then purchased three copies of each book per StoryWalk; separated the pages, mounted them on cardstock, laminated them, and stapled them to posts throughout the neighborhood. The posted pages were 40 adult steps from each other and the total story was about one half mile to complete. The stories were kept posted for about two weeks, and then taken down. Local surrounding

communities and schools were then able to check out kits from the library to use for their own StoryWalks. Within its first year, the Kellogg-Hubbard Library had 12 different StoryWalks of different books. The program was made possible through a \$250 grant from the Vermont Humanities council to buy the books and materials for posting the pages.<sup>h</sup>

Table 11. Efforts Implemented By Other School Districts to Promote Physical Activity

Idea for Change	School District	Explanation	Cost
Walking School Bus  Staff position or parent leader for bus driver	Kearney Public Schools  K-5 <sup>th</sup> Grade  Kearney, Nebraska	Hiring or designating an adult to meet children at specific stops at specific times and leading the children in their walk to school.	Medium
Walking and Wheeling Wednesdays	Green Street School  K-6 <sup>th</sup> Grade  Brattleboro, Vermont	Weekly program to encourage walking and biking to school for increased student activity.	Low/None
TV Turn Off Week	Green Street School  K-6 <sup>th</sup> Grade  Brattleboro, Vermont	The school hosted bicycling/walking events after school for parents and students and encouraged avoidance of sedentary screen time throughout the week.	Low/None
Bike Train  Staff position or parent leader as leader	Thornton Creek Elementary School  Bryant Elementary School  K-5 <sup>th</sup> Grade  Seattle, Washington	Hiring or designating an adult to lead group bike rides to school stopping at specific times at specific locations and guiding the children to bike to school.	Medium
One-Mile Zone Policy	Atlanta Public Schools  K-12 <sup>th</sup> Grade  Atlanta, GA	In the district's Board Policy Manual and Administrative Regulations, it is policy that elementary children living less than 1 mile and middle and high school students living less than 1.5 miles from school will not be provided bus transportation to school.	Low/None

<sup>h</sup> Resources: StoryWalk at Kellogg-Hubbard Library <http://www.kellogghubbard.org/storywalk> and <http://www.saferoutesinfo.org/program-tools/success-stories/brattleboro-vermont-changing-drive-school-culture>

**Table 11. Efforts implemented By Other School Districts to Promote Physical Activity (continued)**

Remote Drop-Off Program	Columbia Public Schools -Blue Ridge Elementary	Parents and school buses drop children off at remote locations that are about one half-mile from schools to allow children to participate in active commuting to school.	Low/None
Passport to Fitness Programs	-Fairview Elementary -Grant Elementary -Lee elementary -Ridgeway Elementary -Russell Boulevard Elementary -West Junior High	Seven-week challenge encouraged youth to track their minutes of physical activity each day in their Passports to Fitness booklets and those who met or exceeded activity goals received prizes donated by local businesses.	Medium
Low-Car Diet Challenge	-West Boulevard Elementary - Columbia Catholic School Columbia, MO	Children and their parents were encouraged together to complete all of their transportation within a single month without traveling in a car.	Low/None
Story Walk	Kellogg-Hubbard Public Library Montpelier, Vermont	Posting laminated pages of books on cardstock around the neighborhood for children and adults to read a story by walking together.	Low
Gold Medal Schools Program	331 Schools throughout: - School Districts: Canyons, Granite, Jordan, and Murray -Charter Schools -Private Schools Utah	Writing school policies that promote increased physical activity, nutritious eating behaviors, and tobacco-free environments as well as participating in national campaigns that promote wellness.(i.e., Walk Your Child To School Day, 5 A Day Fruits and Veggies, Presidents Challenge for Fitness, etc.)	Low/None
Walking Club	Walter L. Parsley Elementary School K-2 Wilmington, North Carolina Audubon Elementary Audubon, Iowa	Before or after school, or after lunch, students walk around the track, basketball court, or playground and track their laps, with parents being able to join as well. The school can provide incentives for participation.	

## Comprehensive Approach, UT

Multiple schools in Utah implemented the Gold Medal Schools program into their curriculums to promote nutritious eating behaviors, physical activity, and a tobacco-free environment among students. The program builds supportive policies and environments that make healthy choices the easy choice for elementary-aged schoolchildren. For schools to participate in the program, they must write policies influencing various components of wellness in addition to participating in activities from a designated criteria menu. Examples of school policies include: a policy requiring 90 minutes of structured physical activity each week overseen by a certified Physical Education (PE) teacher or specialist, a policy requiring a yearly faculty and staff wellness program, a policy for teachers and staff to not use food as a reward or punishment for students, a policy that requires healthful food and beverage choices available at meals and outside of school meal services, a policy requiring recess for most grades, and a policy discouraging withholding of recess or PE as a punishment by faculty. The more policies a school has, the higher medal of achievement it will receive (bronze, silver, gold, or platinum). Activities in the criteria menu schools can participate in include: Walk Your Child To School Day, 5 A Day Fruits and Veggies campaign, American Diabetes Association's School Walk for Diabetes, Hold an Olympic Field Day, allow students and community members to use physical fitness facilities outside school hours, physical fitness testing of the President's Challenge, and the American Heart Association's Jump Rope for Heart or Hoops for Heart. To date, 331 schools in grades K-6 have participated in the Gold Medal Schools program, reaching more than 140,000 students and over 6,000 teachers.<sup>29</sup> Surveys have indicated that children attending Gold Medal Schools walked or biked to school more frequently than children attending non-Gold Medal Schools. Body Mass Index (BMI) of children attending participating schools also demonstrated a reduced increase compared to children attending schools not participating in the program. The Utah Department of Health website features further resources on how to implement the program.<sup>i</sup>

## Bike Trains, Seattle, WA



Figure 7. Bike Train Group heading to Thorton Creek Elementary in 2012

In Seattle, Washington multiple elementary schools have implemented **Bike Trains** to promote active commuting to school. The concept of bike trains involves an adult supervisor leading the way on a predetermined route to pick up children along the trek to school. Children wear bright colored vests for visibility and helmets for safety. Similar to the Walking School Bus, there are predetermined stops at particular times. Thorton Creek Elementary School and Bryant Elementary School in Seattle have both witnessed major successes for their Bike Train programs, seeing their

bike racks overflowing with bikes. The Seattle School District has set a goal to have at least one walking school bus or bike train route at every school in the city, which has helped students at schools like Bryant Elementary and Thorton Creek Elementary to be more active. While it hasn't been formally investigated how Bike Trains change children's physical activity levels or BMI, they can easily be implemented in places where there are safe accessible routes. The programs in Seattle have found success using routes that are no more than 2 miles, which are acceptable for most elementary-aged schoolchildren.<sup>30</sup>

i Resources: Utah Department of Health Gold Medal Schools Program Outline and Resources <http://www.health.utah.gov/ahy/Resources.htm>.

## No-Bussing Zones, Atlanta, GA

In 2007, the Atlanta Public School system enforced a **one-mile zone policy** for its elementary, middle, and high school students. This means that for elementary school students living within 1 mile of the school and middle and high school students living within 1.5 miles of the school, no transportation will be provided. Students are encouraged to walk or bike instead. The School provides guidelines for parents based on student ages whether it is recommended to walk alone or with a parent/guardian. Various schools within the district also provide maps of suggested routes to walk or bike to school in addition to participating in Walk to School Day.<sup>j</sup>

## PedNet Coalition, Columbia, MO



Figure 8. PedNet Passport To Fitness Program Booklet

In Columbia, Missouri a coalition to promote physical activity in the daily routines of local residents was funded with the help of Active Living by Design and the Robert Wood Johnson Foundation. The PedNet Coalition was established in place from 2003-2008 and promoted active living, especially among children in 5 local public schools. The coalition involved many community partners such as local hospitals, colleges, banks, media outlets, public and private schools, parks and recreation organizations, urban planning and transportation leaders, the mayor, city council members, local advocacy groups, businesses, the board of health, and other local government departments. The coalition focused on multiple projects such as: street design standards, sidewalk funding, trail connectors, bike racks, social marketing, and bike education. The coalition's school programs, of relevance to this report, included 3 components: Bicycle Train Program, Walking School Bus, and Remote Drop Off. While the first two components are similar concepts as the programs discussed above, the latter is the unique aspect. The overall concept is that parents and buses drop children off a few blocks away from the school so children can still participate in walking to school and acquire physical activity. This is similar to the program implemented by SHCSD <sup>31</sup>. Remote Drop Off was designed to address concerns with the Walking School Bus and Bicycle Trains, such as neighborhood crime or too many vehicles around to have a safe route to travel.

The PedNet coalition also launched the **Passport to Fitness** program, which encouraged children to take part in at least 230 minutes of physical activity weekly. Children recorded their daily activities and minutes in their booklet and if they met or exceeded this goal they were rewarded with a prize that promoted healthy living. An example of the type of prizes offered were day passes to a local recreational center and skating rink, donated by local businesses and partnerships that supported the program. Local businesses also promoted active living for their employees and customers by installing bike racks and allowing bikes to be stored in offices, which is something the SHCSD could implement for its teachers and faculty. Another program geared to children and their parents was the Low-Car Diet program, where families were challenged for one month to complete all of their travels without using motorized transport. Families began riding bikes and walking more often together, and over time the PedNet coalition was able to make active transport more acceptable in the community. <sup>31</sup>



Figure 9. PedNet Walking School Bus

<sup>j</sup> Resources: Atlanta Public Schools: One-Mile Zone Policy: <http://www.boarddocs.com/ga/aps/Board.nsf/goto?open&id=9CS2NG7D8516>

## Parent-Child Walking Club, Wilmington, NC



**Figure 10. Walking Club at Walter L. Parsley Elementary School**

The Walter L. Parsley Elementary School has implemented a Walking Club for its students and parents. Students arrive to school by normal school procedures, drop their belongings off at their classroom, check-in with the staff-person on duty, and proceed to the track outside (with or without their parent) where there are additional adult staff and/or volunteers. The Walking Club operates in the mornings for students, and the days students are able to walk with their parents differs according to their grade level. Those in K-Second grades can walk on

Tuesdays and Thursdays, while those in grades 3-5 are permitted to walk on Wednesdays and Fridays. Students can walk until 7:50am when it is time to head inside for morning announcements. At the beginning of the school year, all students learn Walking Club Expectations, which are a set of rules and guidelines the students are to follow during their time in Walking Club. Total number of laps taken around the track are counted and recorded, and shared on the morning announcements each day. This is a simple low-cost intervention the SHCSD could implement at most of its schools. If an outdoor track or court is not available, the indoor gym could always be used for a Walking Club. Other schools around the nation have done similar programs – in Audubon, Iowa for example, the Audubon Elementary school tracks student miles with punch cards, and incentives include charms and tokens to collect on a chain bracelet or necklace.



**Figure 11. Walking Club at Walter L. Parsley Elementary School**

Students average over 300 miles per class per year! <sup>k</sup>

Each of the examples presented in section 8 are feasible for the SHCSD to implement in order to encourage further physical activity among its students. Indeed, SHCSD has already pilot tested components of many of these ideas. It is critical for the district to maintain the momentum generated from Walk to School Day in 2014 and 2015, and launch more comprehensive and sustainable efforts to promote physical activity. By strengthening the attitudes of students, parents, and faculty towards active commuting, the culture of the SHCSD can transform and result in significant impacts on the health and well-being of its students.

<sup>k</sup> Resources: Walter L. Parsley Elementary School Walking Club: <http://www.nhcs.net/parsley/About/Walkers.htm>



6

# Ideas for Promoting Active Commuting in Sweet Home Central School District

A number of opportunities for walking and biking to school exist in the Sweet Home Central School District and the town of Amherst. One of the district's greatest assets is its desire to create programming that promotes walking and biking to school, and parents' strong interest in having healthier lifestyles for their children. Although many students live far from school, many also live within a distance that is reasonable for walking and biking. Given the number of people who live within a reasonable walking or biking distance and the low rate of active-mode use for student commuting, creating programming that allows students and parents to choose active commuting to school can potentially improve the number of students walking and biking to school. The success of the 2014 Walk to School Day event and the 2015 Walk and Bike to School Day event demonstrates school leaders' organizational capacity to create this type of programming as well as students' and parents' desire to participate. The combination of district leadership, organizational capacity, and parent support is especially evident at Willow Ridge and Maplemere Elementary Schools, both of which have established Bike Rodeo traditions, with the Willow Ridge Bike Rodeo dating back more than 20 years, before the advent of the Safe Routes to School movement in the United States. SHCSD and its member schools can continue to promote safe walking and biking, using a variety of strategies.

We describe **nine ideas** that leaders in the Sweet Home Central School District and the Town of Amherst can implement to promote walking and biking to school and create a healthier environment for children in Amherst. We note the key lead agency in parenthesis next to the idea.

**6.1. Establish an inter-agency committee focused on planning for (children's) health in the Town of Amherst** [*Lead: Town of Amherst Planning Department*]

Parents, teachers, students, and school district leadership in the Sweet Home Central School District are all committed to creating a healthier environment for school children in the Sweet Home Central School District. Provision of a healthy environment for children in the school district – and more broadly in the town of Amherst – cannot be the sole responsibility of a single agency or individual. Provision of a healthy environment for children requires coordination across multiple public agencies and private sector to ensure a safe environment where children can commute actively to school. In the past, the town's engineering department has led the effort to create Safe Routes to School programs (in the Williamsville, Sweet Home, and Amherst Central School districts) through federal grants yet these efforts are difficult to sustain after the completion of the grant period. Sustaining these efforts requires continual coordination across agencies, including the school districts, police departments, parks, etc. The agency that is well-suited to convening and coordinating efforts across agencies to create healthier places for children, including for active commuting, is the Town of Amherst Planning Department, which is charged with development and implementation of comprehensive and other types of plans town-wide. Nationally, planning departments are taking the lead in preparing and implementing plans that promote health – and the Amherst planning department can be a leader in this area. The American Planning Association's Plan4Health effort provides a number of tools and resources to get started on creating a healthier Amherst for residents of all ages, but especially school children.<sup>1</sup> The town's planning department could take the first step by convening an inter-agency task force to focus on promoting active commuting among school children town-wide. Potential members of such a task force include representatives of school districts, parks department, police department, and interested parents and students. Creation of such a task force will reduce redundancy in efforts across districts, and also allow town-wide resources to be amplified to support physical activity among children.

**6.2. Develop a 'healthy living' zone within ¼ mile around schools** [*Leads: Town of Amherst planning department and school district*]

In partnership with the Sweet Home Central School District, parents, students, healthcare providers, the planning department can establish 'healthy zones' within ¼ mile of each elementary school. The healthy zones would be a focus for provision of new programs such as walk-to-school days or walking school bus service as well as increased enforcement by police for ensuring safety of children. The district and local government could work with area health providers (e.g. Independent Health) to provide active commuting amenities including trail/sidewalks, bicycle racks, child-friendly artwork, and water fountains along sidewalks (or, walking

<sup>1</sup> See resources made available by the American Planning Association. <https://www.planning.org/nationalcenters/health/psecoalitions/resources.htm>

trails) within the healthy living zones. The healthy living zones could also have reduced (or, no bus) service as children would be able to routinely and safely walk to school.

### **6.3. Continual improvement of built infrastructure** [*Leads: Town of Amherst Engineering Department*]

The lack of sidewalks in a community is one of the biggest barriers to children walking to school. Three of the four district elementary schools are within or adjacent to residential neighborhoods that are constructed in a compact way, with easy-to-navigate blocks. The exception, Heritage Heights, is directly adjacent to a residential neighborhood, and small infrastructure improvements could make this neighborhood more accessible to students who live within one-half mile the school. In 2015, the Town of Amherst made investments in sidewalk infrastructure in the vicinity of Maplemere School, and has promised to continue to direct sidewalk investment in areas within walking distance of its town's schools. Continual investment in walking and bicycling infrastructure – such as sidewalks, bicycling trails, and lights – are essential to improving active commuting in the school district. The Town of Amherst Engineering Department can prioritize the 'healthy zones' (recommendation 6.2) as an area to invest capital budgeting dollars for provision of sidewalks and other physical activity amenities.

### **6.4. Educate children in the classroom** [*Lead: School district*]

Structured lessons—either in class or as part of a larger school-wide assembly—aimed at improving students' ability to walk and bike safely and to understand the benefits of doing so provide the central component of any walking and biking to school program. The lessons present the opportunity to integrate Safe Routes to Schools (SRTS) into the school day, to add fun and interactive lessons into the curriculum, and to expand students' understanding of their communities.

Lessons seek to ensure that students know how to walk and bike safely and that they understand the benefits of doing so for their health and for their community. Lessons can be integrated into the school routine on a specific topic related to walking and biking—safety, for example—or they can be delivered as a comprehensive curriculum that covers a range of topics. Education programs, combined with reinforcement from teachers and parents, have demonstrated effectiveness in improving the safety behaviors of children <sup>9</sup>.

Schools do not need to craft Safe Routes coursework or curriculum from scratch. A host of classroom-tested lessons and resources are available to teachers. The Oregon Department of Transportation, for example, has developed Neighborhood Navigators, a comprehensive five-lesson curriculum for K-3rd graders, 4th-5th graders, and 6th-8th graders. Lessons range from "Basic Rules of Pedestrian Safety," where students practice safe walking at a simulated intersection in a classroom or gym, to "Healthy Travel," where students learn about the connections between physical activity and health and map out safe walking routes in their neighborhoods. Lessons for older students are designed to raise awareness about the impacts of transportation on health, our environment, and the resources we consume and on the way we design communities. The Kentucky Transportation Cabinet has developed a Safe Routes to School curriculum that integrates walking and biking into lessons in social studies, reading, writing, and math. In one lesson, students walk the neighborhood surrounding the school, point out safe and unsafe places to walk, and photograph those places. In the classroom, students discuss photographs of safe and unsafe places and think of examples of similar areas in their home neighborhoods. In a follow-up lesson, students discuss safe and unsafe things they saw when coming to school. In another lesson, the class reads *Curious George Rides a Bike* and discusses things that George did safely and unsafely while riding. Students then play a game involving different biking scenarios and win points for knowing what is safe and unsafe.

To be successful, Safe Routes lessons and curriculum programs need teachers, departments, and schools dedicated to implementing them. Teachers need to select the lessons and curriculum appropriate for their students, and school administrators should commit to integrating what students learn in the classroom with the encouragement programs.<sup>m</sup>

<sup>m</sup> Resources: National Center for Safe Routes to School Curriculum Guide: <http://saferoutespartnership.org/state/bestpractices/curriculum>; Kentucky Transportation Cabinet Safe Routes Curriculum: <https://www.dot.ny.gov/divisions/operating/opdm/local-programs-bureau/srts/srts-curriculum>; Oregon Department of Transportation Neighborhood Navigators Curriculum: <http://walknbike.org/neighborhood-navigators>

## **6.5. Encourage children and their families to walk to school through a Walking School Bus and Bike Train** *[Lead: School District]*

Walking School Bus (WSB) programs consist of a group of students, led by a trained volunteer or staff person (the “driver”), who walk to school in a group along a predetermined route. Bike Train programs, like WSB programs, include a group of students led by a trained volunteer or staff person who bike to school together along a predetermined route with set stops at set times. These programs promote safe walking and biking and can encourage community support for SRTS programs. Walking School Bus and Bike Train programs can take various forms and can be coordinated by the schools or by a group of interested parents.

A Walking School Bus or Bike Train can start with a group of parents who are interested in having their children walk or bike to school and who think the experience would be safer and more fun with a group of other students. These programs can be formed by a group of families from the same neighborhood, deciding to walk or bike to school together. Adults plan and test the safest walking or biking routes to school, decide the frequency of the Walking School Bus or Bike Train, and assign volunteers. Schools can support the development of parent-run Walking School Buses or Bike Trains by providing Safe Routes maps (Appendix A), materials and training to school bus drivers, and by helping connect interested parents in the same neighborhood.<sup>2</sup>

More comprehensive Walking School Buses and Bike Trains can be led either by the school, through a designated coordinator, or a dedicated parent or group of parents who work with the school. The first step in creating such a program is to gauge interest among parents and students. This can be done during school-wide parent meetings, through surveys, and at Walk to School Day. Schools can use the level of interest to determine how many routes would be appropriate and how often they should operate. Then, coordinators should identify Walking School Bus and Bike Train routes, using the Safe Routes maps and parents’ and students’ understanding of their neighborhoods, taking into account the location of interested families, safety hazards, the location of crossing guards, and the location of program volunteers.

A Walking School Bus program feasibility study identified that the biggest challenge was recruiting participants and lead parent volunteers.<sup>27</sup> To make a program successful and sustainable, it is required to continuously motivate parents and community members to participate in the program.

Routes should be tested both by adults alone (to look at safety concerns or any other potential issues) and adults with students (to check how long the route takes). Then, adult volunteers should be recruited and trained in walking and biking safety.

Although larger Walking School Bus and Bike Train programs can have a large impact on walking and biking to school, implementing them poses numerous challenges to schools. In many programs, in addition to undergoing thorough training, volunteers are subject to a background check, which can be costly for schools. When actively leading a Walking School Bus or Bike Train program, schools need to ensure that they are protected from liability risks in case of accidents while students are walking to school. Both a Walking School Bus program and a Bike Train program are large undertakings, and schools wishing to implement either should assign a dedicated coordinator to ensure that day-to-day challenges can be addressed.<sup>n</sup>

## **6.6. Provide safe route maps for walking and bicycling**

Safe Routes maps can be important tools for improving students’ and parents’ understanding of their schools’ walking environments. These maps often include an overview of the neighborhood around schools, to inform students and families about safe walking and biking routes and to point out areas that may be unsafe or difficult to traverse, such as busy intersections or areas without sidewalks. They can also point out neighborhood amenities that support walking and biking, such as parks and other public facilities, community centers, and trails.

Publicly available data can be used to provide a snapshot of the walking environment around schools, but a map of safe walking and biking routes needs community input. Base maps should be enhanced through on-

<sup>n</sup> Resources: National Center for Safe Routes to School Walking School Bus guide: [http://guide.saferoutesinfo.org/walking\\_school\\_bus/index.cfm](http://guide.saferoutesinfo.org/walking_school_bus/index.cfm); National Center for Safe Routes to School Walking School Bus Training – Walking School Bus Case Studies: [http://guide.saferoutesinfo.org/case\\_studies/encouragement.cfm](http://guide.saferoutesinfo.org/case_studies/encouragement.cfm)

the-ground evaluation and feedback from students, parents, and teachers based on their knowledge of the neighborhood. This can be done in a meeting with students and parents or as part of a class assignment or after-school activity.<sup>o</sup>

In addition, the University at Buffalo team developed maps for Walk-to-School Day which indicates routes for all schools (Appendix A).<sup>p</sup> These maps can be updated and adapted for students looking for a safe route to take to school.

### **6.7. Create a culture of active commuting in the school district and schools** [*Sweet Home Central School District*]

Sweet Home Central School District and its component schools can create a culture of active commuting in the district.

A key event that school districts across the country participate in is hosting events such as the Walk or Bike to School Day which is celebrated at more than 4,000 schools in all fifty states. A local Walk to School Day event was held in the Sweet Home Central School District on October 8, 2014 and Friday, June 5, 2015.

Walk or Bike to School Day provides an opportunity for students to practice safe walking and biking and for schools to engage with the broader community. Schools often focus on promoting walking to school in the fall and biking to school in the spring. The goal of Walk or Bike to School Day is to encourage as many students as possible to use active modes when traveling to school. Schools can achieve this by ensuring that students know how to walk safely, by giving students resources, such as community maps, that indicate where they can walk safely, by making the day fun and exciting to participate in, and by rewarding students with incentives for participating. To be successful, Walk to School Day needs to be publicized through flyers and announcements to students and parents. It also needs volunteers and parent support to ensure that students are walking safely.<sup>q</sup> During the local Walk to School Day event, those students who lived too far were dropped off by the school bus within close walking distance to the school so that they could participate in Walk to School Day safely.

An additional way the SHCSD can create a culture that supports active transport is through hosting special clubs or opening facilities to the public during after-school hours. A Walking Club for parents and children before or after school-hours are a way to nurture the growth of a physical-activity centered culture. Such clubs can meet right before or after school hours, and parents can walk with their children around the school track, even if just for 15-20 minutes. Similarly, making school fitness facilities such as the pool, gym, basketball and tennis courts, or dance rooms available to the community or students and their families is another simple method to further foster the culture of active transport. By sending messages that place value on physical activity, parents and students will reflect that in their actions. The Community Guide strongly recommends providing access to existing facilities because of its high effectiveness to improve an overall population's physical activity levels.<sup>32</sup>

Effort from individual schools is especially important, as parents of schoolchildren perceive that their children's school does not support walking and biking to school. According to a survey of parents conducted in March 2014, 84% of SHCSD parents are neutral that the school encourages or discourages walking and/or biking to school. In June 2015, 68% percent of respondents report that their child's school is neutral about encouraging walking and biking to school.<sup>r</sup> The level of perceived encouragement from the schools increased from 2% in 2014 to 26% in 2015.

o Resources: National Center for Safe Routes to School mapping framework: <http://saferoutespartnership.org/sites/default/files/pdf/A-Framework-for-GIS-and-Safe-Route-to-School.pdf>; Utah Department of Transportation SNAP map planning guide: [http://www.udot.utah.gov/snap/img/SNAPPlanningGuide\\_vNov2011.pdf](http://www.udot.utah.gov/snap/img/SNAPPlanningGuide_vNov2011.pdf)

p Safe Routes maps were provided to all students of Glendale, Heritage Heights, Maplemere, and Willow Ridge Elementary Schools in September 2014. These maps include an overview of the neighborhoods around each school in the school district, to inform students and families about safe walking and biking routes and about the designated Walk to School Day routes. The maps also present the areas that are unsafe or difficult to traverse, such as busy intersections or areas without sidewalks. The maps include some walking and biking safety tips for students.

q Resources: Walk or Bike to School Day Event Planning Guide: <http://www.walkbiketoschool.org/get-set/plan-the-event>

r Sweet Home School Parent Survey, designed and conducted by University at Buffalo, March 2014 and June 2015.

## **6.8. Incentivize walking and biking through competitions** [*Sweet Home Central School District*]

Competitions among students, classrooms, and schools can be a low-cost way to incentivize walking and biking to school. In most cases, students log their walking or biking to school—either the frequency or the distance they walked—and those who walk or bike most are rewarded. Competitions need not be limited to walking and biking to school. Students can log other physical activity, including walking and biking after school and on the weekends and playing with friends. Programs can run year-round or during a fixed time during the school year.

Schools around the country have found novel ways to track walking and biking and to reward active students. The Transportation Authority of Marin County, California developed the Walk and Bike across America Program, which tracks students' walking and biking mileage on a map of the United States. Lesson plans are designed to integrate the program with geography, math, and social studies classes, and rewards are given to the class (if competition is taking place within a school) or school (if competition is taking place across a district or town) that travels the farthest or reaches the most destinations.

During one month each year (usually May) schools across Oregon hold the Walk + Bike Challenge.<sup>s</sup> Coordinators at each school track the number of students walking and biking to school and send results to the state. At the end of the month, awards are given to the school whose students walk and bike the most. Awards are also given to the school with the largest number and share of walkers and bikers. Although it is difficult to measure the direct effects of the program, while it has been active, walking and biking rates at Portland schools have increased from less than one-third of students to nearly half. Schools reward students who walk and bike with stickers, temporary tattoos, and ribbons, and schools that log student activity weekly are entered into random drawings. Although this competition is held at the state level, it could easily be adapted to a single school district, town, or county.<sup>t</sup>

## **6.9. Develop culturally appropriate strategies for promoting active commuting** [*Amherst Planning Department and Sweet Home Central School District*]

Culture plays a role in whether or not children commute actively to school. The SHCSD is home to children of immigrants many of whom come from countries where walking and bicycling is the norm. However, once families migrate to the United States they may acculturate into norms that encourage sedentary behavior. In fact, a study of parents within the SHCSD suggests that a higher level of acculturation among foreign-born caregivers is associated with lower level of willingness to allow children to independently and actively travel to school.<sup>15</sup> Interestingly, those who have lived in this country longer also reported greater comfort and safety in walking in their neighborhoods.<sup>15</sup> With these two concepts being contradictory, this relationship may be explained by social norms among suburban communities in utilizing automobiles as primary forms of transport.<sup>15</sup>

---

<sup>s</sup> National Center for Safe Routes to School Curriculum Guide: <http://saferoutespartnership.org/state/bestpractices/curriculum>; Kentucky Transportation Cabinet Safe Routes Curriculum: <https://www.dot.ny.gov/divisions/operating/opdm/local-programs-bureau/srts/srts-curriculum>; Oregon Department of Transportation Neighborhood Navigators curriculum: <http://walknbike.org/neighborhood-navigators/>

<sup>t</sup> National Center for Safe Routes to School Guide to Student Competitions: [http://guide.saferoutesinfo.org/encouragement/mileage\\_clubs\\_and\\_contests.cfm](http://guide.saferoutesinfo.org/encouragement/mileage_clubs_and_contests.cfm); Walk and Bike Across America Guide Book: <http://www.saferoutestoschools.org/Forms/WalkBikeGuide2006.pdf>

This page intentionally left blank



7

# Appendices

## Appendix A. Safe Routes to School Walking and Biking Maps

Figure A1. Safe Routes Map for Walking to Glendale Elementary School

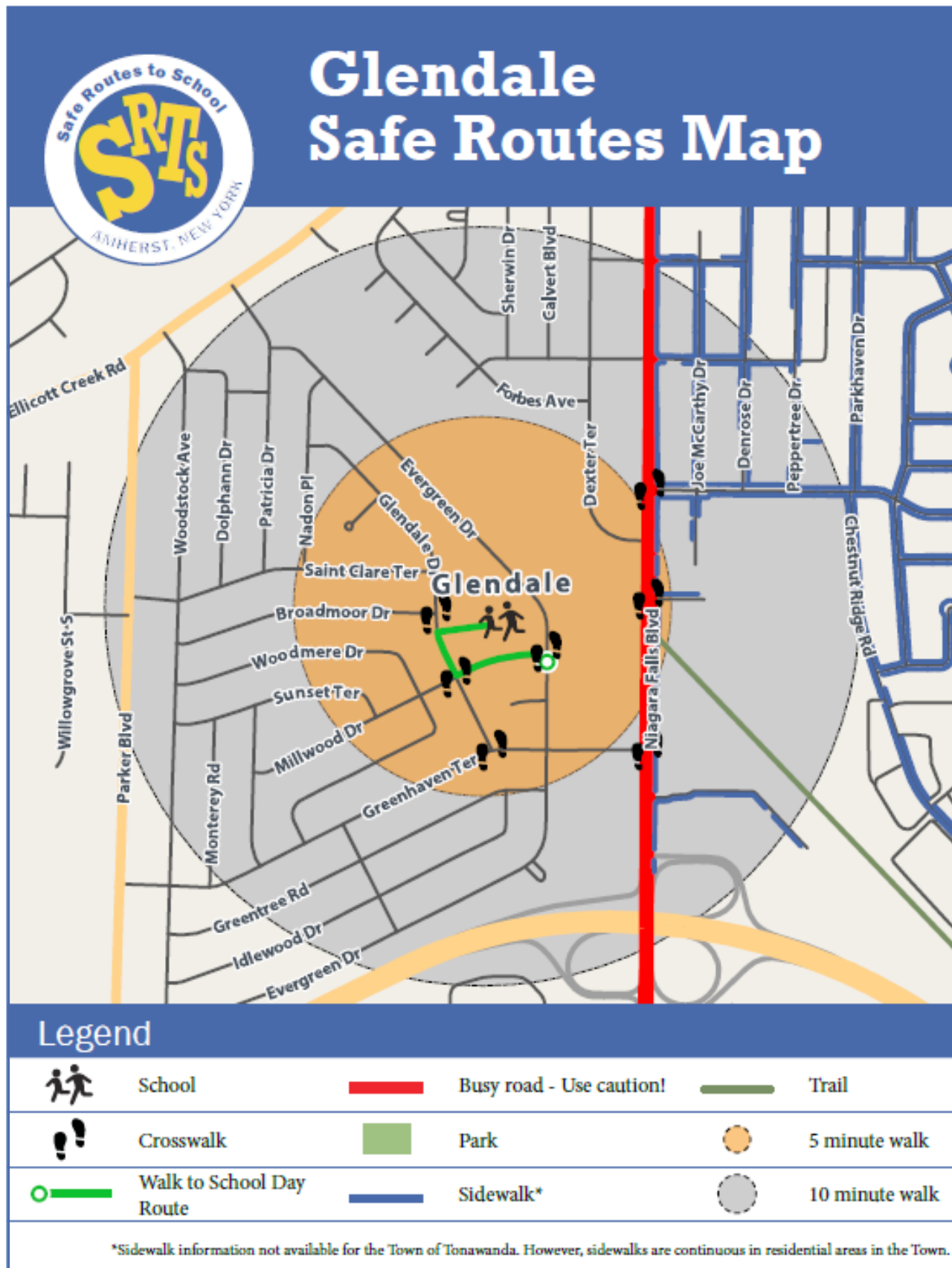


Figure A2. Safe Routes Map for Walking to Heritage Heights Elementary School

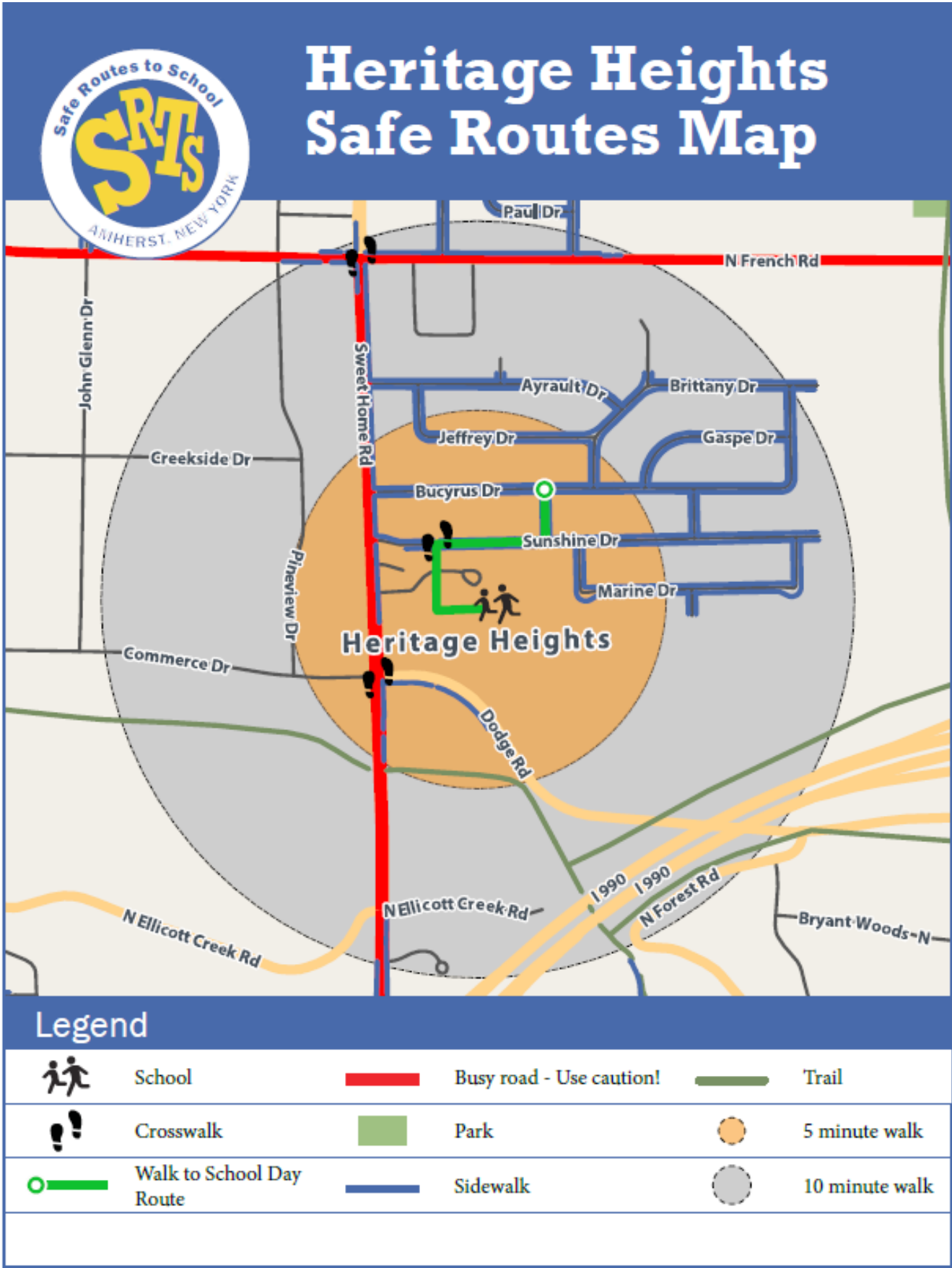


Figure A3. Safe Routes Map for Walking to Maplemere Elementary School

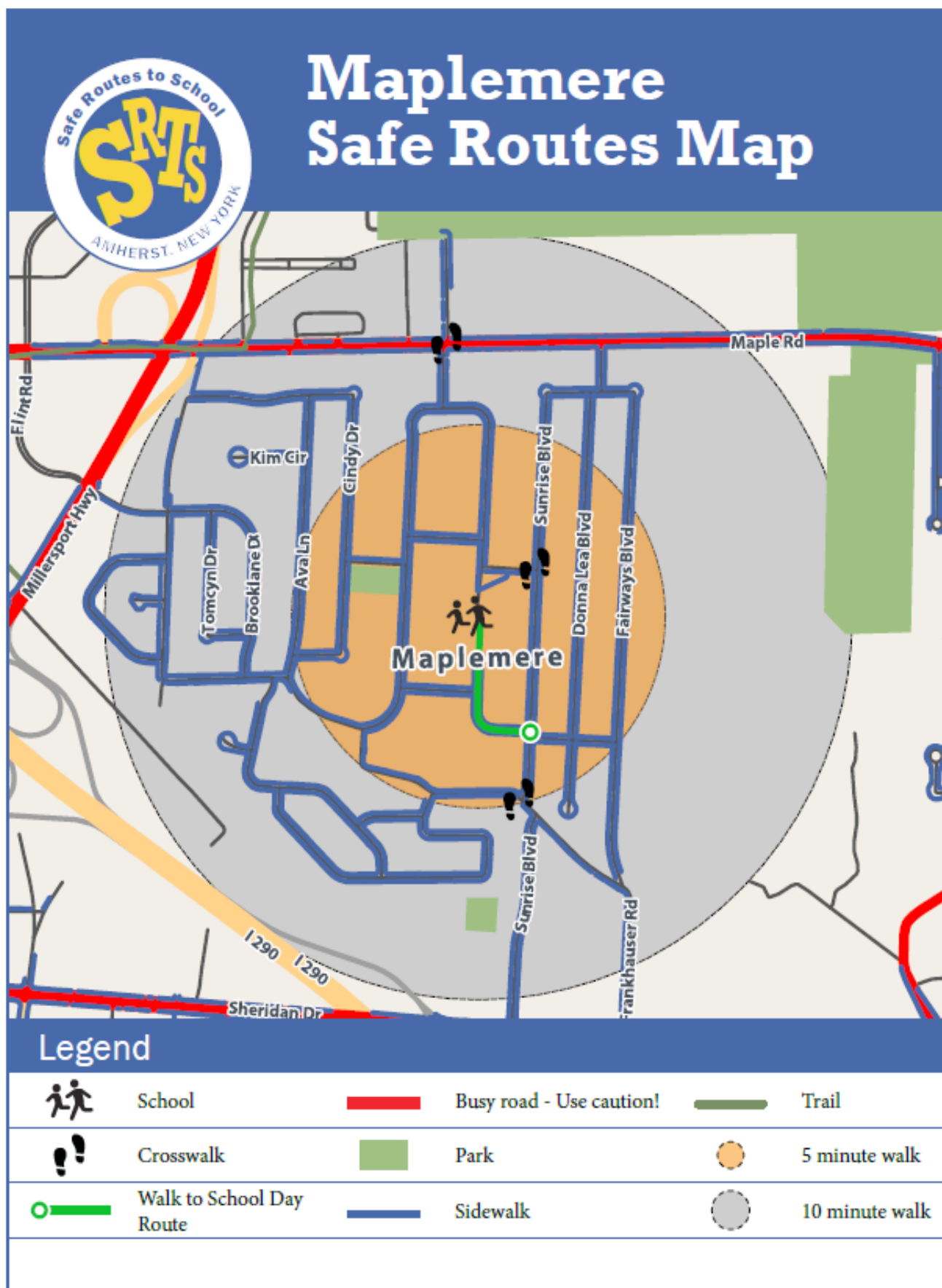
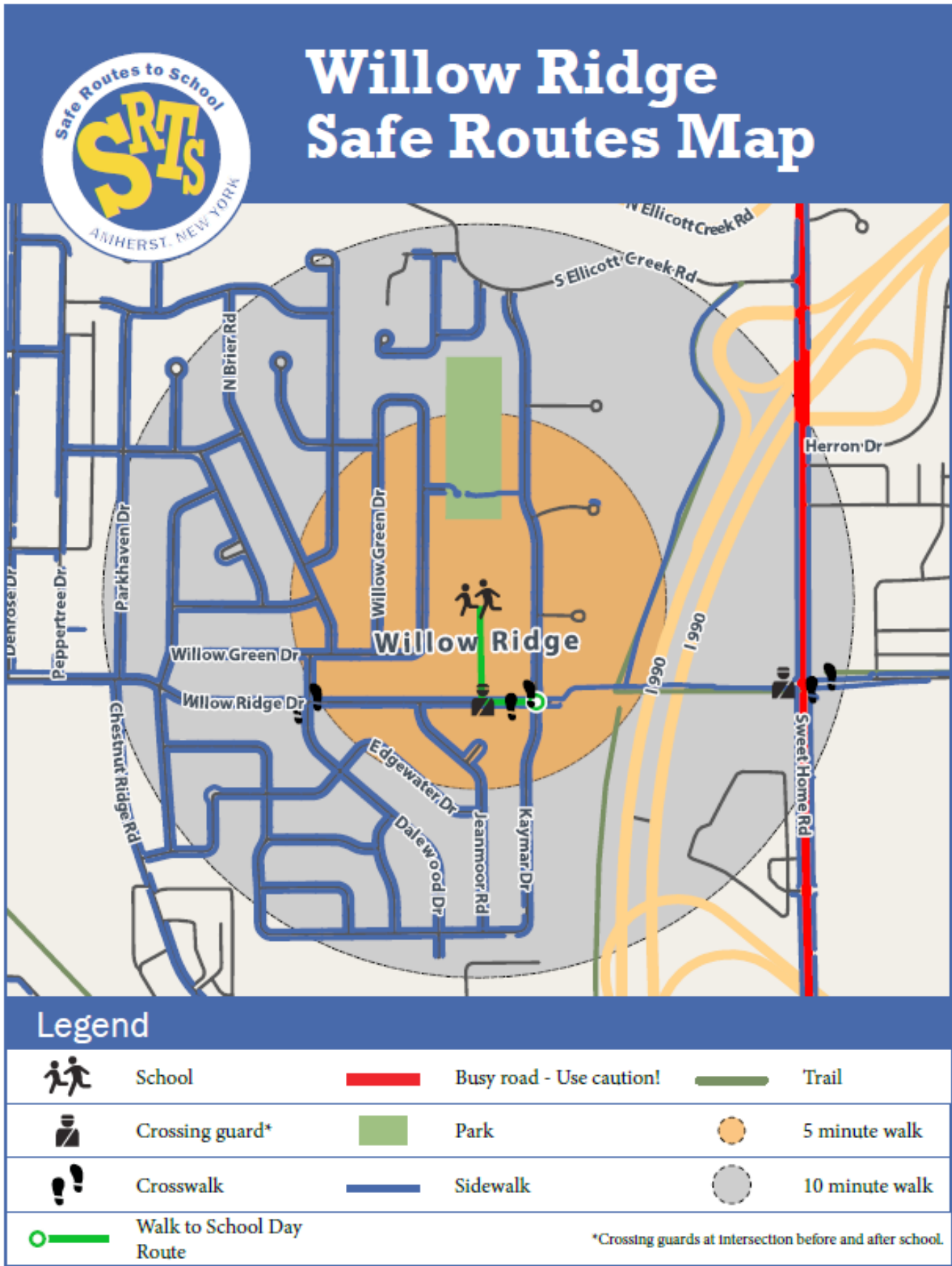
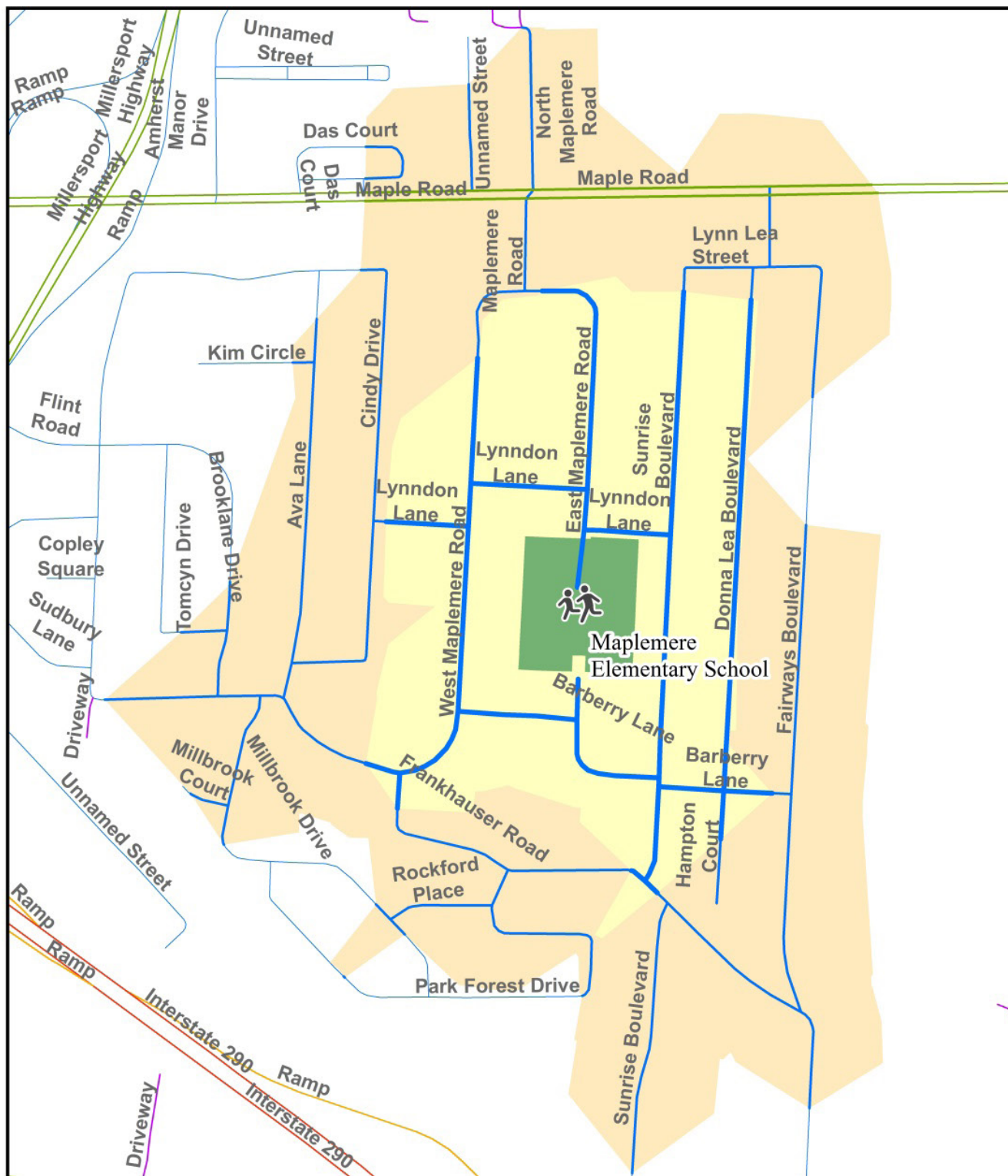


Figure A4. Safe Routes Map for Walking to Willow Ridge Elementary School



## Appendix B. Speed Limits Around Elementary Schools in SHCSD

Figure B1. Speed Limits of Streets within a Quarter or a Half Mile Distance of Maplemere Elementary School



### Legend

Elementary School
  0.25 Mile Distance
  0.5 Mile Distance

Speed Limit    — 65    — 55    — 45    — 35    — 25    — 15    — 5

0 0.075 0.15 0.225 0.3 Miles



Figure B2. Speed Limits of Streets within Quarter Mile and Half Mile Distance of Willow Ridge Elementary School

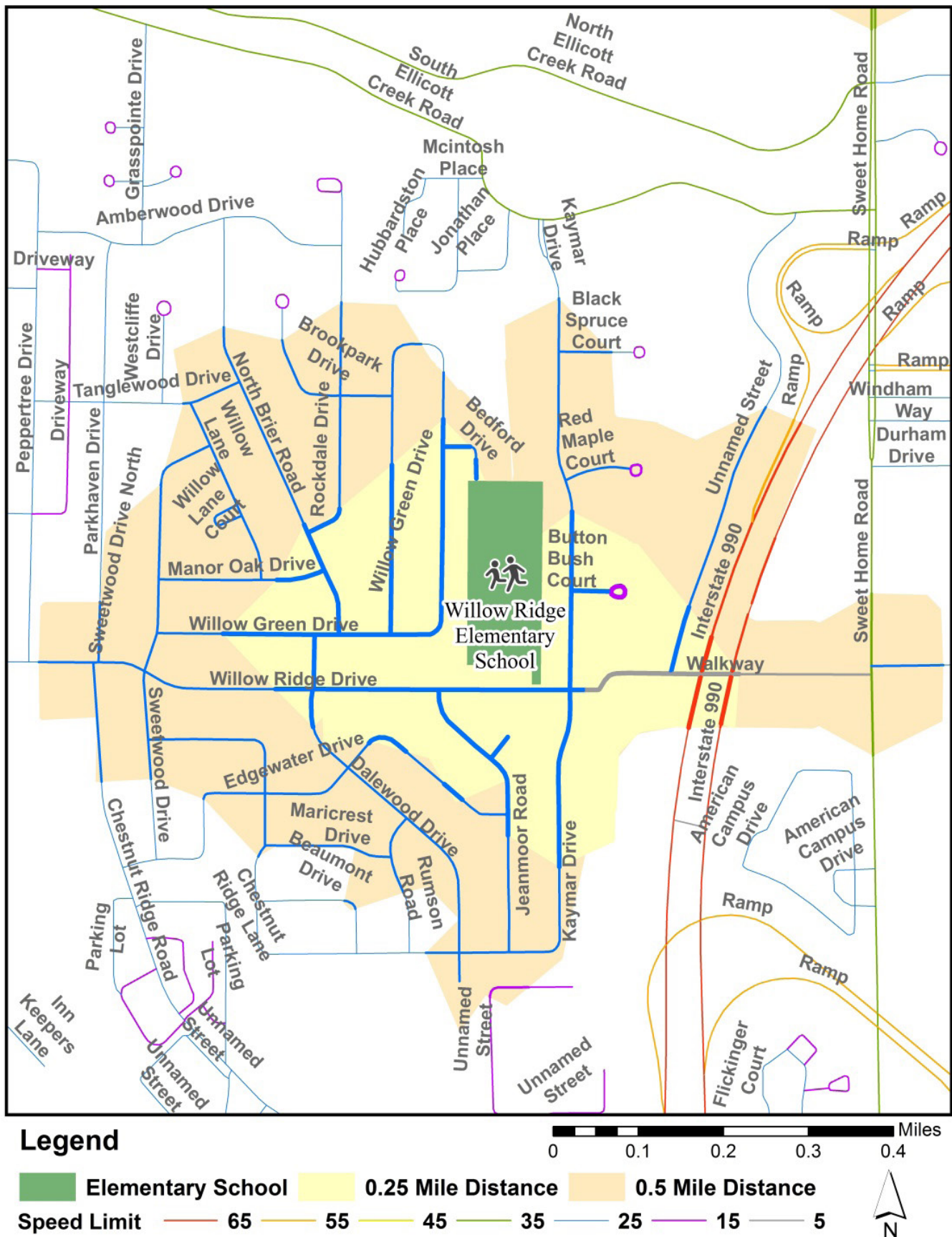
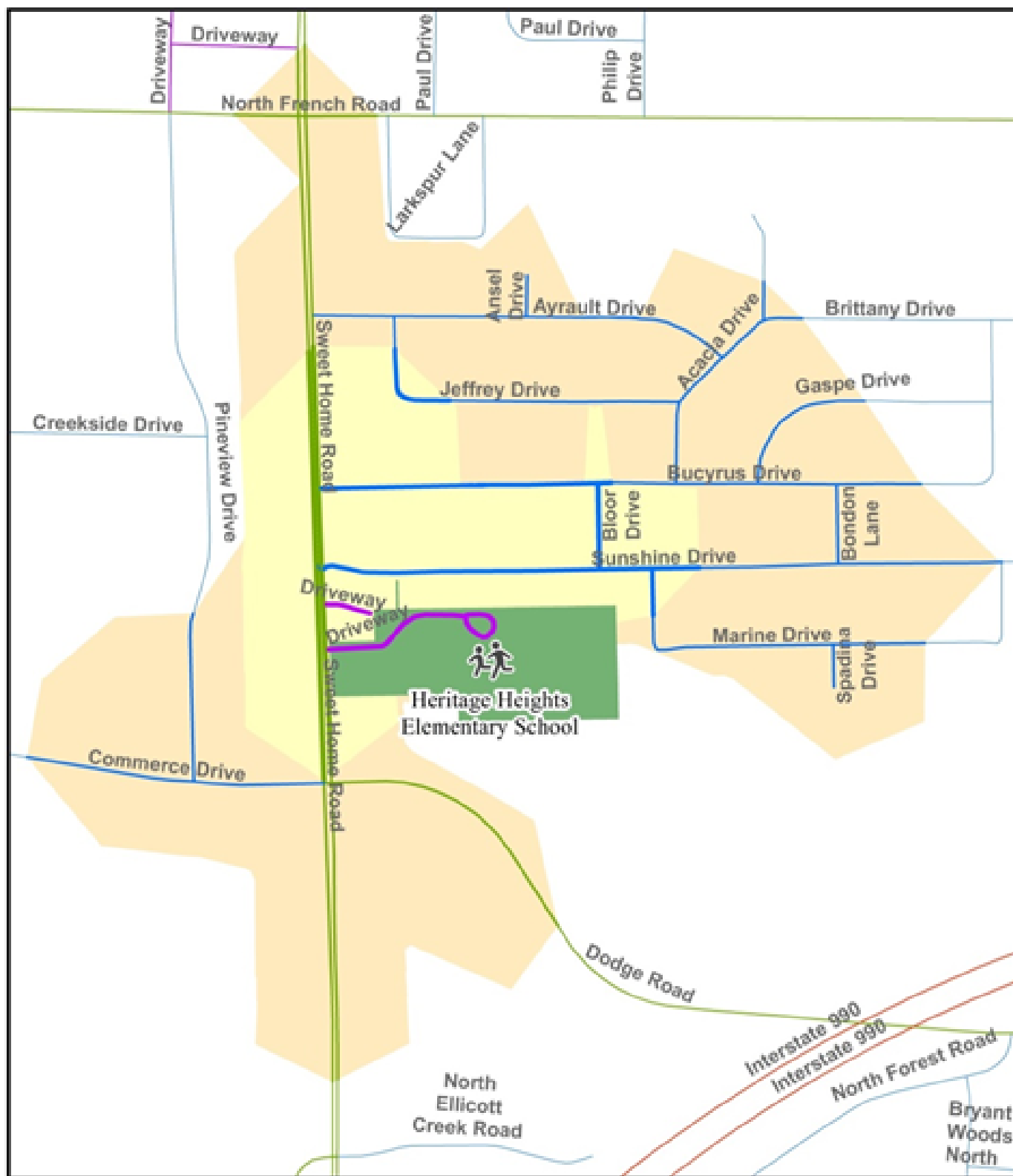


Figure B3. Speed Limits of Streets within Quarter Mile or a Half Mile Distance of Heritage Heights Elementary School

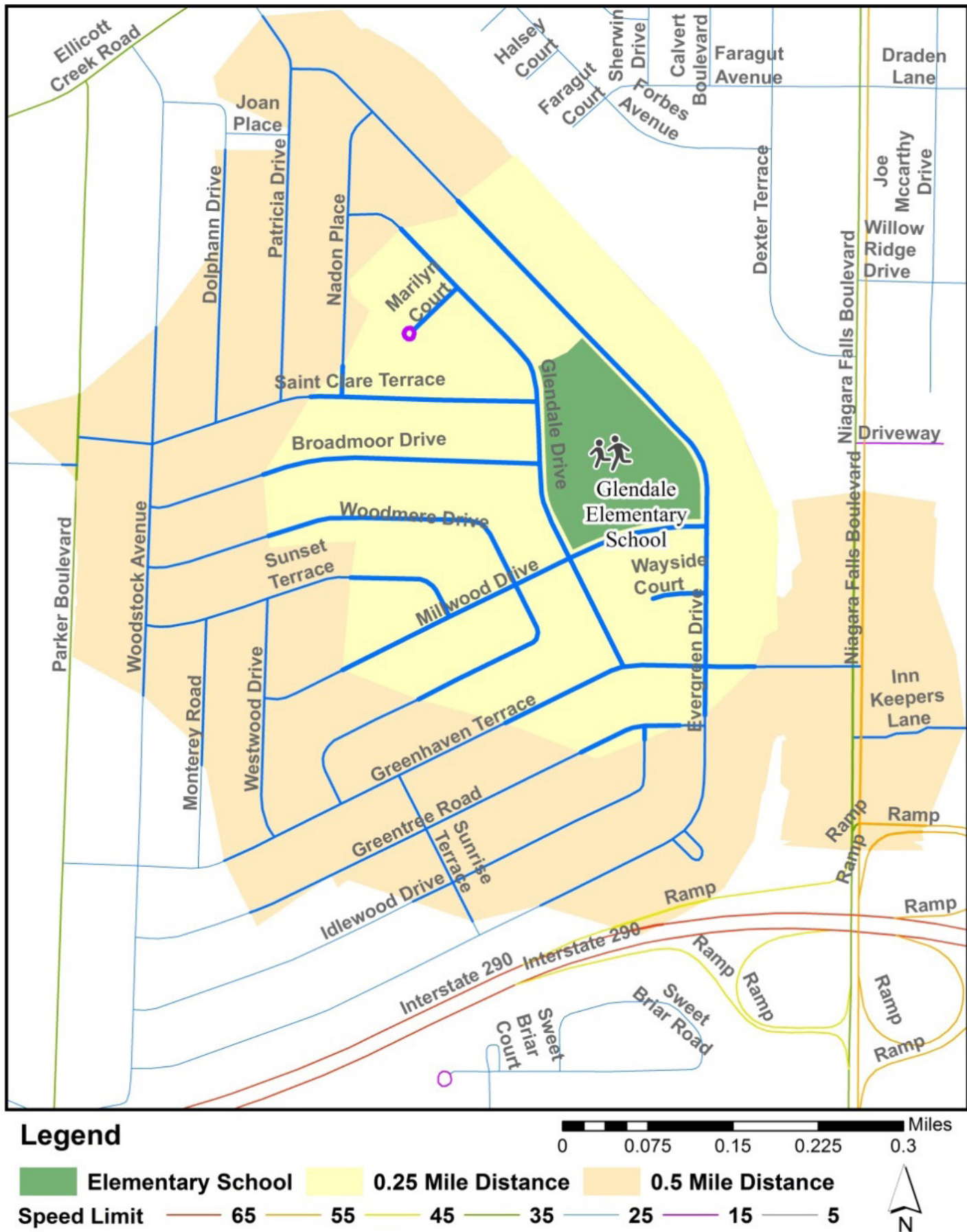


## Legend

Elementary School 0.25 Mile Distance 0.5 Mile Distance

Speed Limit 65 55 45 35 25 15 5

Figure B4. Speed Limits of Streets within Quarter Mile or a Half Mile Distance of Glendale Elementary School



## Appendix C. Federal Parent Survey Reports for Sweet Home Central School District, 2014 and 2015

Figure C1. Federal Parent Survey Report for Sweet Home Central School District, 2014

### Parent Survey Aggregate Summary

**Program Name:**

**Date range:** Spring 2014 (January - June 2014)

**Date Report Generated:** 11/06/2014

School Name(s):	Month & Year Collected & (Set ID)	School Enrollment:	Enrollment in Grades Targeted by SRTS Program:	Number of Questionnaires Distributed:	Number of Questionnaires Included in Report:
Glendale Elementary School	February 2014 (11959)	381		381	77
Heritage Heights Elementary School	February 2014 (11961)	335		335	46
Maplemere Elementary School	February 2014 (11960)	385		385	80
Sweet Home Middle School	February 2014 (11963)	776		776	23
Willow Ridge Elementary School	February 2014 (11962)	331		331	87
			Total:	2208	313

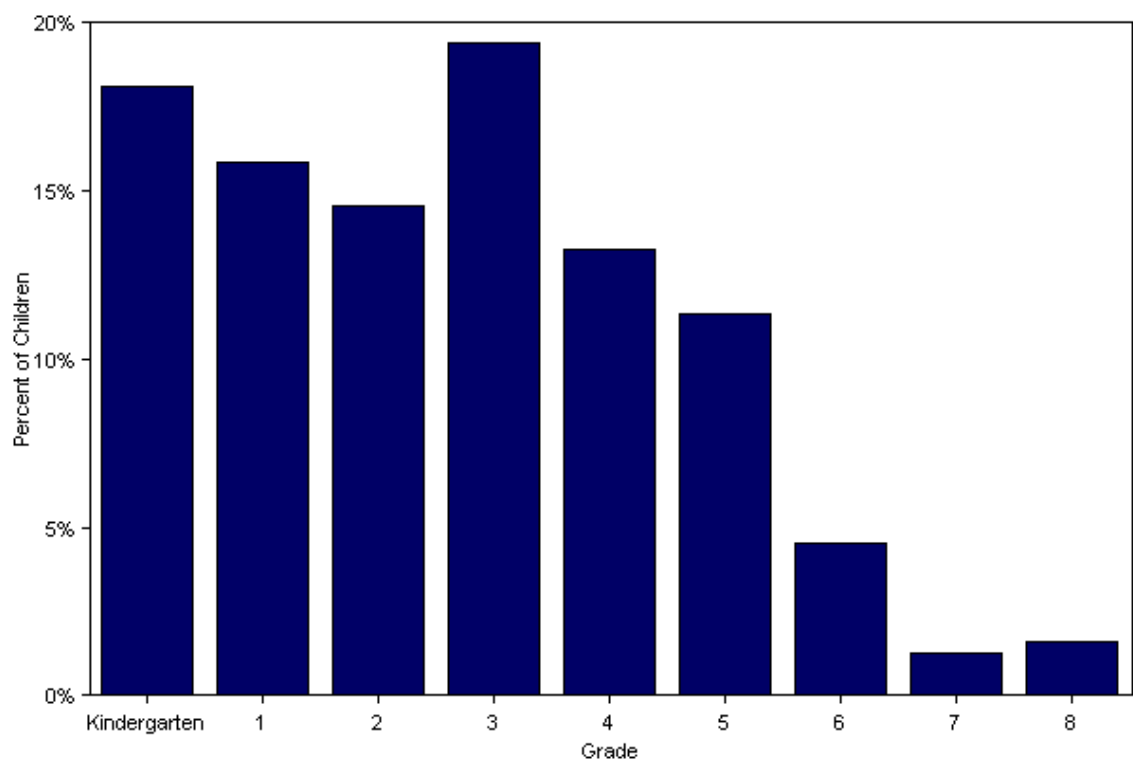
This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

### Sex of children for parents that provided information

■ Male ■ Female



Grade levels of children represented in survey

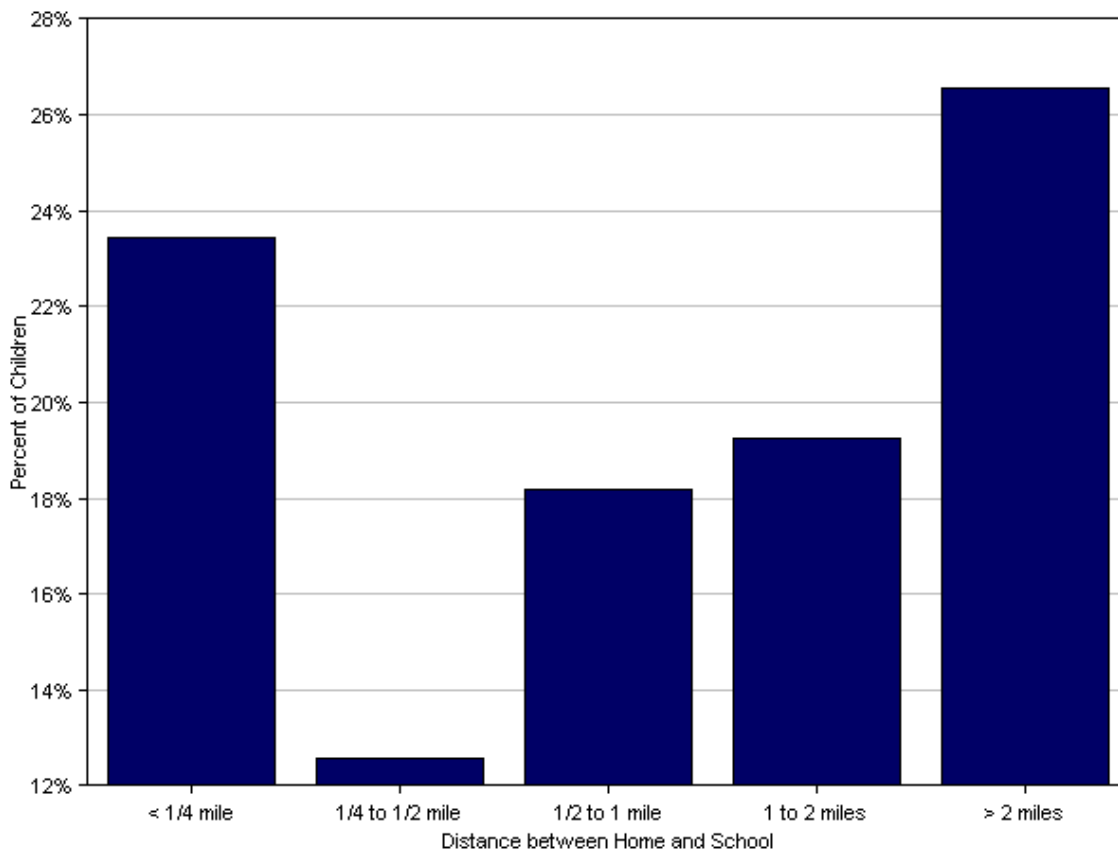


Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	56	18%
1	49	16%
2	45	15%
3	60	19%
4	41	13%
5	35	11%
6	14	5%
7	4	1%
8	5	2%

No response: 0  
Percentages may not total 100% due to rounding.

## Parent estimate of distance from child's home to school



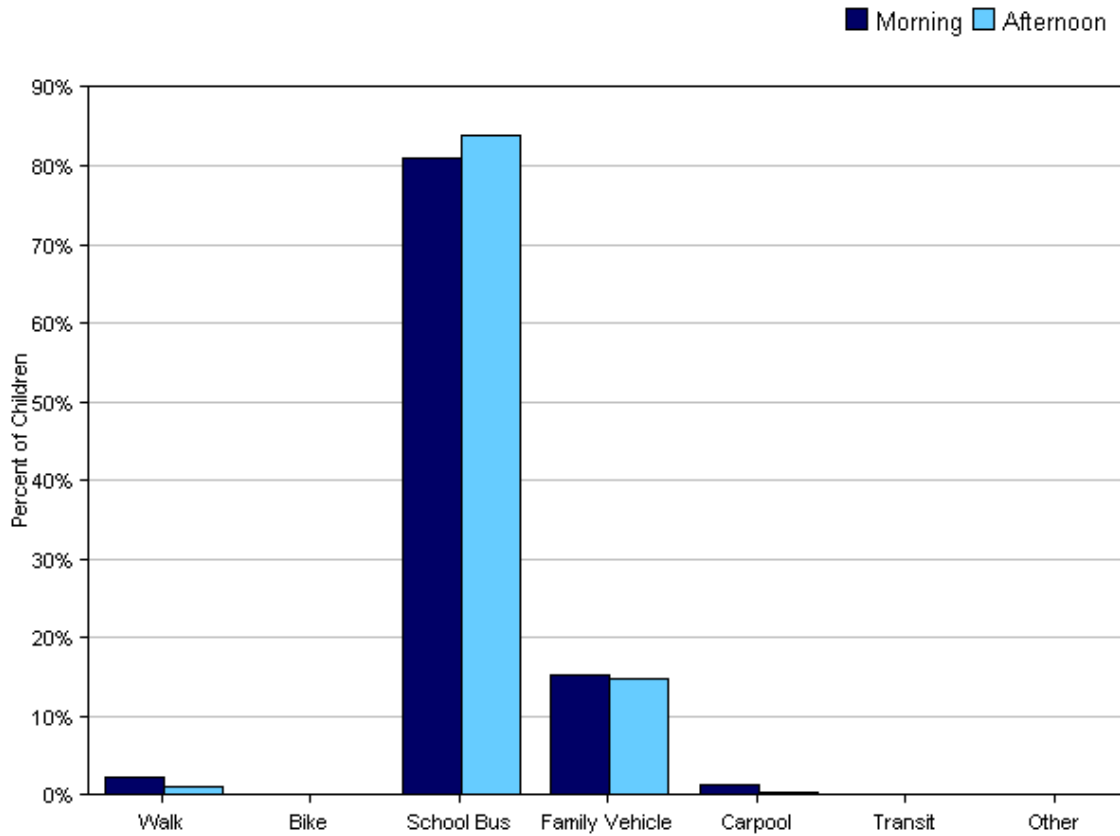
## Parent Survey Aggregate Summary

Distance between home and school	Number of children	Percent
Less than 1/4 mile	67	23%
1/4 mile up to 1/2 mile	36	13%
1/2 mile up to 1 mile	52	18%
1 mile up to 2 miles	55	19%
More than 2 miles	76	27%

Don't know or No response: 27

Percentages may not total 100% due to rounding.

## Typical mode of arrival at and departure from school



## Typical mode of arrival at and departure from school

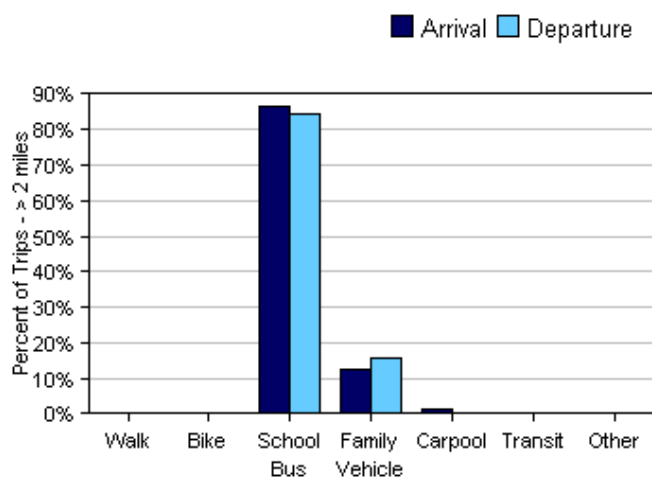
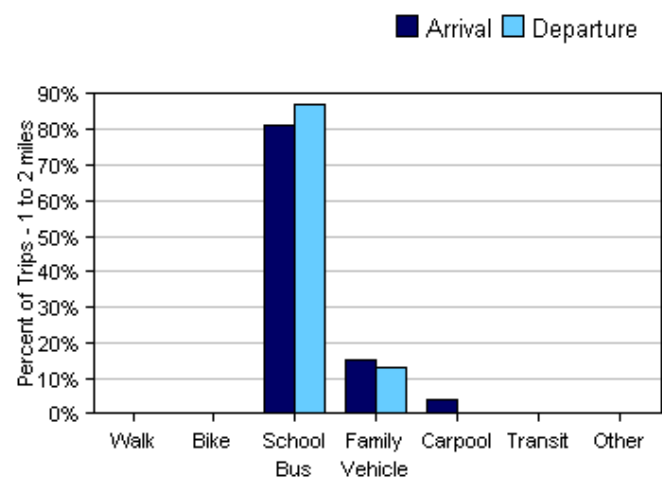
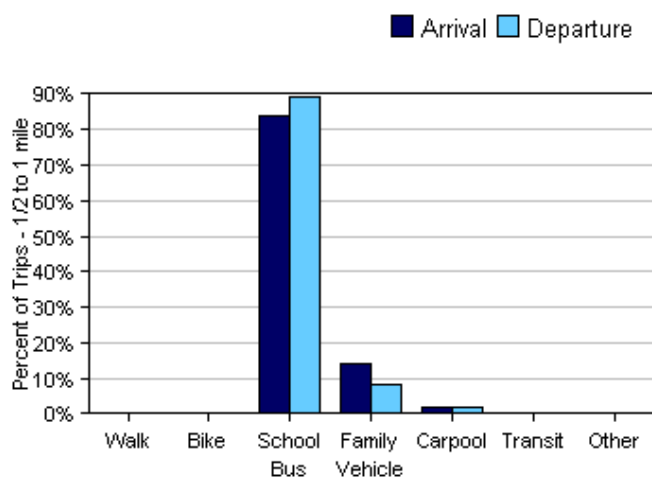
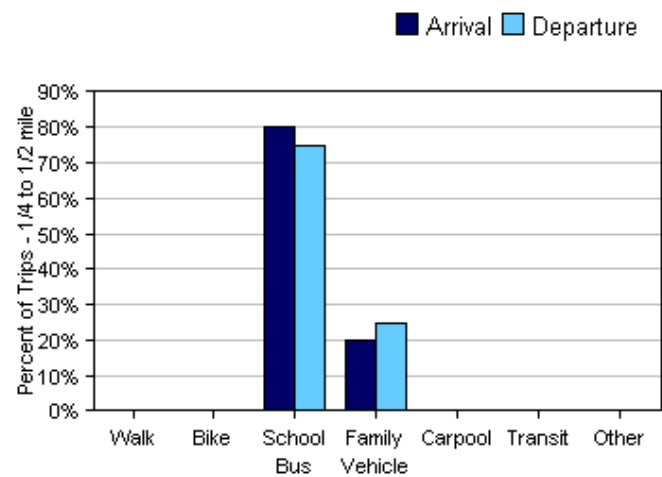
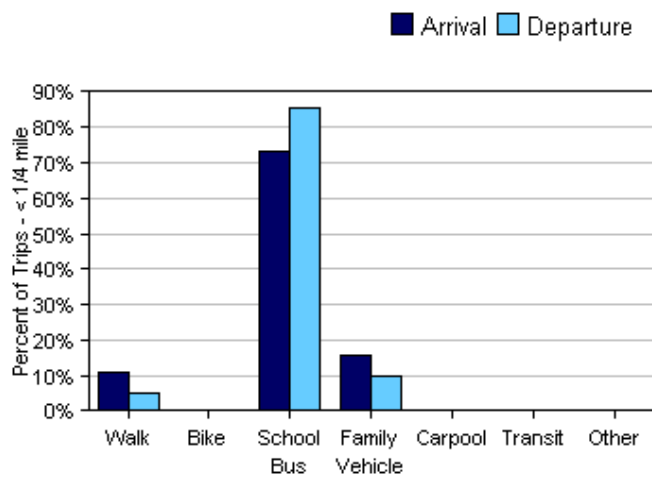
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	299	2%	0%	81%	15%	1%	0%	0%
Afternoon	284	1%	0%	84%	15%	0.4%	0%	0%

No Response Morning: 14

No Response Afternoon: 29

Percentages may not total 100% due to rounding.

## Typical mode of school arrival and departure by distance child lives from school



## Typical mode of school arrival and departure by distance child lives from school

### School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
1 Less than 1/4 mile	64	11%	0%	73%	16%	0%	0%	0%
2 1/4 mile up to 1/2 mile	35	0%	0%	80%	20%	0%	0%	0%
3 1/2 mile up to 1 mile	50	0%	0%	84%	14%	2%	0%	0%
4 1 mile up to 2 miles	53	0%	0%	81%	15%	4%	0%	0%
5 More than 2 miles	73	0%	0%	86%	12%	1%	0%	0%

Don't know or No response: 0

Percentages may not total 100% due to rounding.

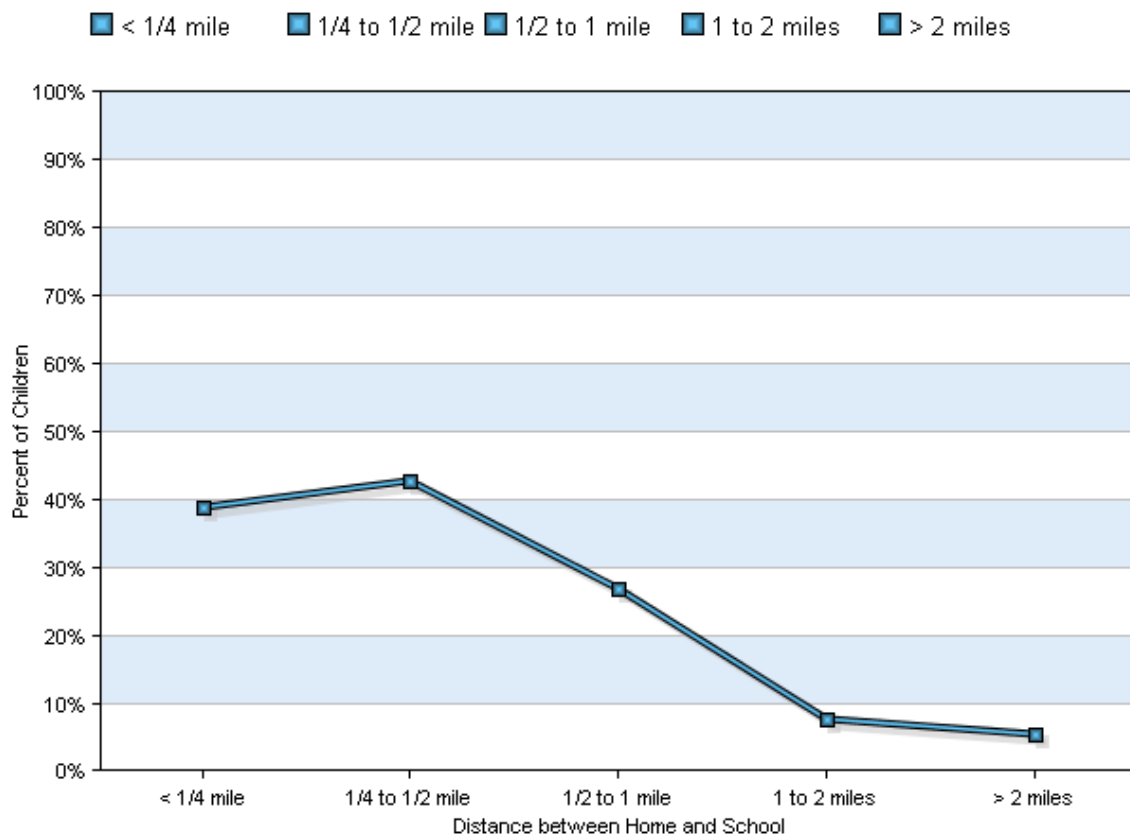
### School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	62	5%	0%	85%	10%	0%	0%	0%
1/4 mile up to 1/2 mile	36	0%	0%	75%	25%	0%	0%	0%
1/2 mile up to 1 mile	47	0%	0%	89%	9%	2%	0%	0%
1 mile up to 2 miles	46	0%	0%	87%	13%	0%	0%	0%
More than 2 miles	70	0%	0%	84%	16%	0%	0%	0%

Don't know or No response: 0

Percentages may not total 100% due to rounding.

## Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

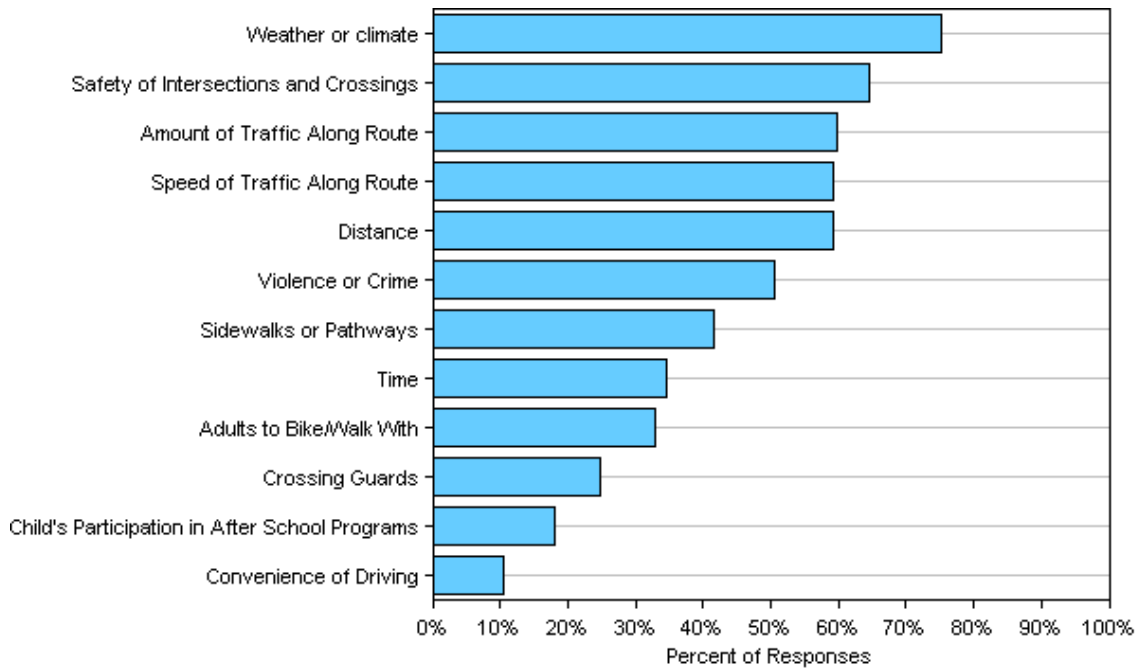


## Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

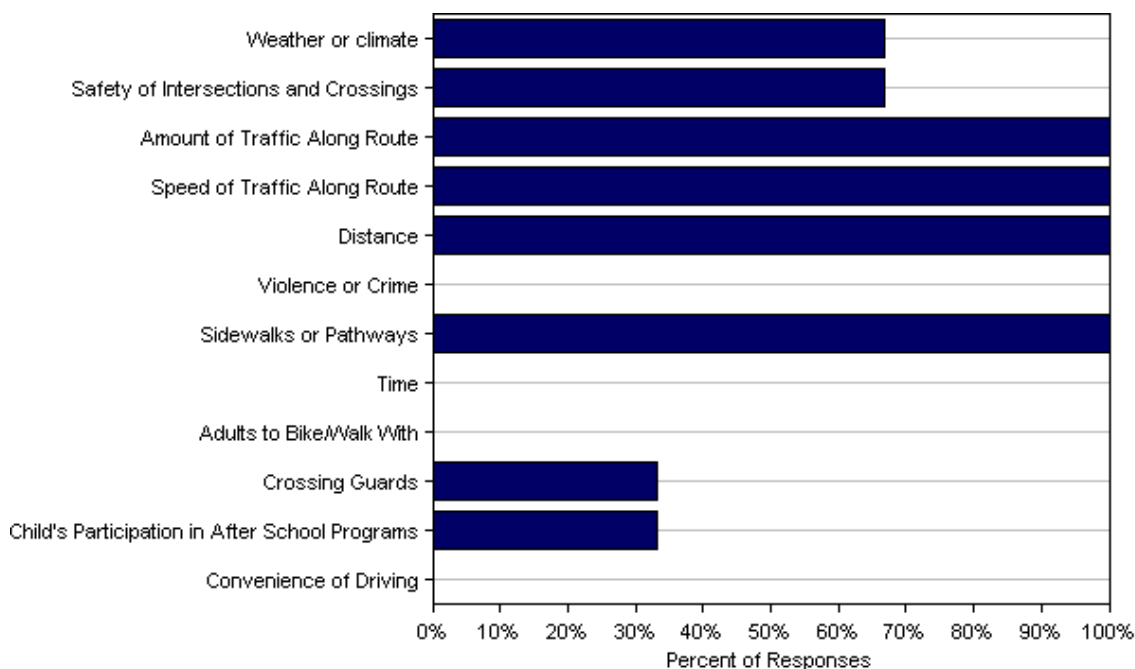
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	315	39%	43%	27%	8%	5%
No	1085	61%	57%	73%	92%	95%

Don't know or No response: 0  
Percentages may not total 100% due to rounding.

## Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



## Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



## Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Weather or climate	75%	67%
Safety of Intersections and Crossings	65%	67%
Amount of Traffic Along Route	60%	100%
Speed of Traffic Along Route	59%	100%
Distance	59%	100%
Violence or Crime	51%	0%
Sidewalks or Pathways	42%	100%
Time	35%	0%
Adults to Bike/Walk With	33%	0%
Crossing Guards	25%	33%
Child's Participation in After School Programs	18%	33%
Convenience of Driving	10%	0%
<b>Number of Respondents per Category</b>	<b>231</b>	<b>3</b>

No response: 79

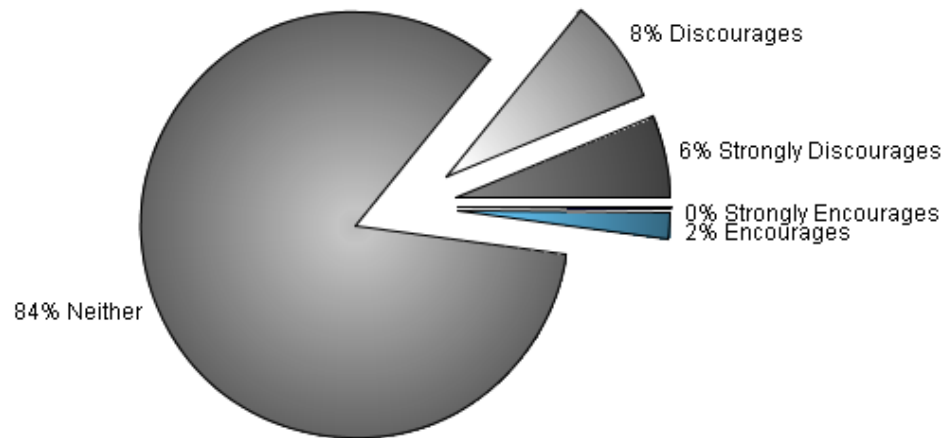
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

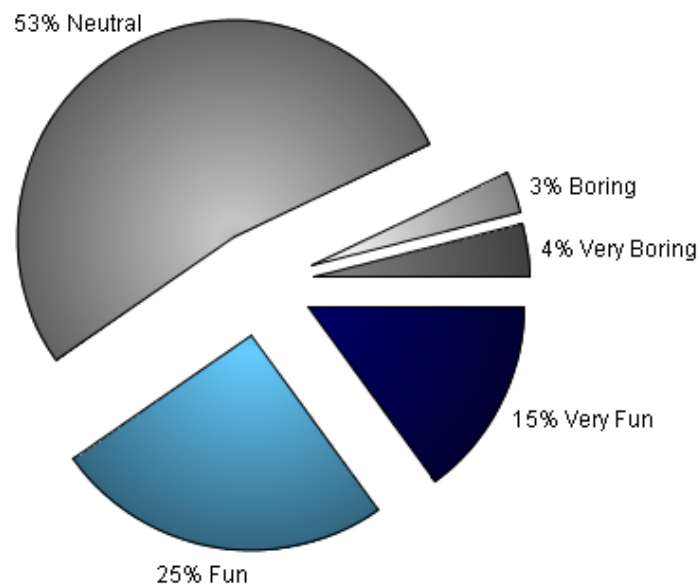
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

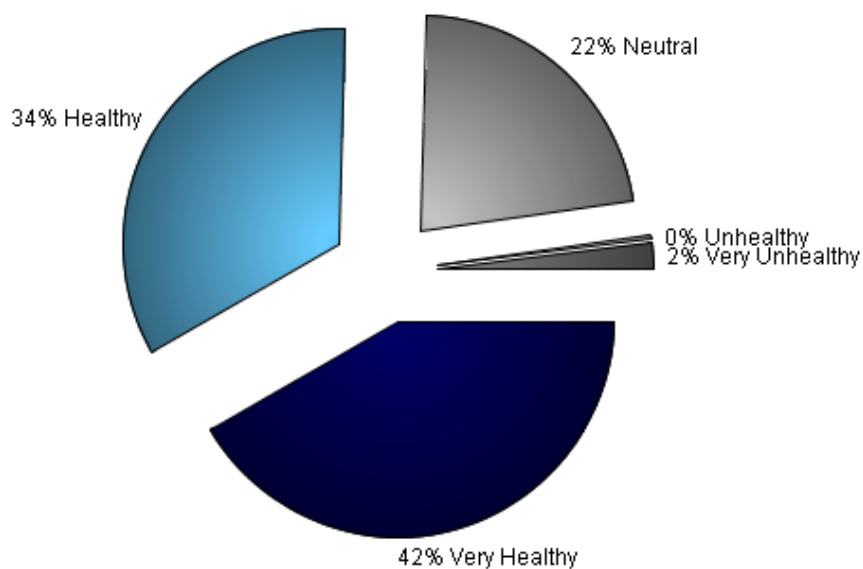
## Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



## Parents' opinions about how much fun walking and biking to/from school is for their child



## Parents' opinions about how healthy walking and biking to/from school is for their child



## Comments Section

School	SurveyID	Comment
Glendale Elementary School	1221875	NOT SURE WHAT QUESTION 15 HAS TO DO WITH ANYTHING
Glendale Elementary School	1221878	THIS SURVEY IS A LITTLE TRICKY FOR ME TO ANSWER CLEARLY & WITH CERTAINTY AS WE LIVE SO FAR FROM THE SCHOOL THAT IT'S NOT SOMETHING I REALLY THINK ABOUT. I ALSO THINK OF WALKING AND BIKING VERY DIFFERENTLY IN REGARDS TO STUDENT TRANSPORTATION. THAT BEING SAID I AGREE THAT IT IS A HEALTHY ALTERNATIVE IF IT IS SAFE
Glendale Elementary School	1221879	WHILE I HAVE WALKED MY CHILDREN TO AND FROM SCHOOL THEY HAVE ALMOST BEEN HIT MULTIPLE TIMES BY CARS PASSING THE STOPPED SCHOOL BUS EVEN TWICE IN FRONT OF A POLICE CAR. I DO NOT FEEL IT IS SAFE TO EVEN LET THEM GET ON AND OFF THE BUS UNATTENDED BECAUSE OF THIS.
Glendale Elementary School	1221882	WE WILL WALK TO SCHOOL ONCE IT BECOMES NICE AGAIN. HE ALWAYS ASKS TO RIDE HIS BIKE AND I SAY NO UNLESS I'M WALKING OT BACK I'M MOST FEARFUL OF HIM GETTING HIT BY A CAR OR GETTING INTO TRAouble WITH A STRANGER
Glendale Elementary School	1221883	IT IS NOT SAFE FOR CHILDRENT TO WALK/BIKE TO SCHOOL. SHE GETS PLENTY OF EXERCISE THAT THIS WOULD NEVER BE AN OPTION FOR OR FAMILY!
Glendale Elementary School	1221884	I DO NOT ALLOW MY CHILD TO WALK/BIKE TO SCHOOL IF UNACCOMPANIED BY AN ADULT DUE TO FEAR OF CHILD PREDATORS.
Glendale Elementary School	1221892	THIS AREA IS A BUSING AREA - SO NOT MANY KIDS WALK/BIKE SO I WOULD NOT FEAL COMFORTABLE LETTING HER WALK/BIKE ALSO DO NOT HAVE TO WORK ABOUT STRANGERS ON THE STREET.
Glendale Elementary School	1221896	MY CHILD USE TO TAKE THE BUS I TOOK HER OFF THIS YEAR BECAUSE I HAVE TO DRIVE MY PRE K ANYWAYS NEXT YEAR THEY WILL BOTH RIDE THE BUS
Glendale Elementary School	1221899	I FEEL THAT BUSSING SHOULD BE AN OPTION.
Glendale Elementary School	1221902	THERE IS NO VIOLENCE OR CRIME IN OUR AREA HOWEVER IT ONLY TAKES ONE TIME AND ONE "CRAZY" FOR YOUR CHILD TO GO MISSING AND I'M JUST NOT COMFORTABLE WITH IT.
Glendale Elementary School	1221903	WE DO NOT HAVE ANY CRIME OR VIOLENCE IN OUR AREA HOWEVER IT ONLY TAKES ONE TIME AND ON CRAZY FOR YOUR CHILD TO GO MISSING AND I'M JUST NOT WILLING TO RISK IT.
Glendale Elementary School	1221910	QUESTION #10 - NONE WILL NOT ALLOW!
Glendale Elementary School	1221913	HAD BAD EXPERIENCE WITH CHILD RIDING BIKE TO SCHOOL. HE GOT HIT BY CAR. THANK GOD WAS NOT INJURED BADLY
Glendale Elementary School	1221920	I WILL NEVER LET MY CHILD WALK IN THIS THOROUGHFARE. I'M THANKFUL OUR TAXES PROVIDE BUSSES FOR ALL GRADES
Glendale Elementary School	1221929	ONCE SHE IS IN 4TH OR 5TH GRADE AND WITH A FRIEND IN THE SPRING/SUMMER WALKING/BIKING WOULD BE ALRIGHT. TOO YOUNG RIGHT KNOW.

Glendale Elementary School	1221930	I WOULD LET MY CHILD WALK TO SCHOOL WHEN SHE'S OLDER W/ A FRIEND - NOT ALONE. THE SCHOOL START LEND TIMES MEAN SHE HAS TO ATTEND BEFORE/AFTER SCHOOL AND I DON'T KNOW IF I'D LET HER WALK TO THAT PROGRAM
Glendale Elementary School	1221932	IF NOT DRIVEN TO SCHOOL OR BY BUS I DON'T FEEL CHILDREN SHOULD WALK TO SCHOOL DUE TO THE FACT OF OTHER PEOPLE CHOICES (IE MOLESTERS KIDNAPPERS DRINKING AND DRIVING SPEEDING TEXT/TALKING AND INONCENCE OF CHILDRENS DECISIONS - JUST MY OPINION WALKED TO SCHOOL BUT TIMES HAVE DRASTICELY CHANGED.
Glendale Elementary School	1221936	IF WE LIVED IN THE SURROUNDING NEIGHBORHOOD I WOULD CONSIDER ALLOWING MY CHILD TO WALK/RIDE ON HER OWN. DUE TO DISTANCE LACK OF SIDEWALKS AND AMOUNT OF TRAFFIC WALKING OR RIDING A BIKE TO SCHOOL IS NOT AN OPTION AT THIS TIME.
Glendale Elementary School	1221937	12-14 I CAN'T ANSWER BECAUSE HIS DAD DRIVES HIM AND HE CATCHES BUS.
Glendale Elementary School	1221939	DUE TO WHERE WE LIVE I WOULD DEFINITELY NOT LET MY KIDS WALK OR RIDE THEIR BIKES TO THEIR SCHOOLS.
Glendale Elementary School	1221941	IN SUMMARY - WOULD LET HIM WALK/RIDE TO SCHOOL BUT NOT TLL 4TH GRADE NOT IN WINTER & NOT ON WAY HOME BECAUSE HE IS IN AFTER SCHOOL TILL I PICK HIM UP FROM WORK
Glendale Elementary School	1221943	SOME OF THE QUESTIONS WERE N/A FOR ME BECAUSE MY CHILD IS SO YOUNG IT'S HARD FOR ME TO ANSWER.
Glendale Elementary School	1221944	I HAVE ALWAYS ENJOYED SWEETHOME'S BUSSING POLICY. I DO NOT FEEL COMFORTABLE IN ANY GRADE TO SEND MY CHILD ON FOOT OR ON BIKE.
Glendale Elementary School	1221947	AGE OF CHILD ALSO WOULD INFLUENCE MY DECISION
Glendale Elementary School	1222186	WE SIMPLY LIVE TOO FAR FROM ANY OF THE SCHOOLS ELEMENTARY MIDDLE OR HS FOR ME TO BE COMFORTABLE LETTING THE KIDS RIDE OR WALK TO SCHOOL. PLUS FOR TWO OF THE SCHOOLS THEY'D HAVE TO CROSS NIAGARA FALLS BLVD WITH NO CROSSING GUARD
Heritage Heights Elementary School	1222031	WE DO NOT LIVE CLOSE ENOUGH TO OUR SCHOOL OR HAVE A SAFE ENOUGH ROUTE TO RIDE OR WALK TO IT. (QUESTION 13 AND 14)
Heritage Heights Elementary School	1222034	I WOULD PREFER KIDS WALK WITH OTHER KIDS IN A GROUP & CROSSING GUARDS PROVIDED. WALKING IS GOOD FOR THEM NO MATTER WHAT THE WEATHER IS.
Heritage Heights Elementary School	1222036	MY SON DOES WALK TO SCHOOL WITH MY HUSBAND IN WARM WEATHER MONTHS. TO CLARIFY: MY SON IS NOT BULLIED BUT I ALWAYS WORRY ABOUT THE CUT-THROUGH FROM SUNSHINE TO HERITAGE HEIGHTS - IT SEEMS LIKE A PRIME LOCATION FOR CRIME OR BULLYING
Heritage Heights Elementary School	1222040	MY CHILDREN LIVE MUCH TOO FAR TO WALK SO HEALTH AND FUN WALKING OR BIKING ARE NOT APPLICABLE. ALSO IT ISN'T SAFE.
Heritage Heights Elementary School	1222041	WHAT DOES THAT ANYTHING TO DO WITH ANYTHING?
Heritage Heights Elementary School	1222048	SAFETY IS THE FIRST PRIORITY TO DECIDE WHETHER OR NOT BIKE COMMUTING!

Heritage Heights Elementary School	1222051	WE LIVE IN A DANGEROUS VIOLENT SOCIETY. (U.S.A.)
Heritage Heights Elementary School	1222061	IF MY DAUGHTER ATTENDED THE CLOSEST SCHOOL (GLENDALE) I WOULD ALLOW HER TO BIKE/WALK TO THAT SCHOOL.
Heritage Heights Elementary School	1222062	I WOULD NOT ALLOW MY CHILDREN TO WALK TO SCHOOL WITHOUT MYSELF OR MY HUSBAND ACCOMPANYING THEM.
Heritage Heights Elementary School	1222065	WALKING/RIDING ON SWEETHOME IS NOT SAFE. AS AN ADULT I DON'T LIKE TO DO IT - NEVER FOR A CHILD.
Heritage Heights Elementary School	1222066	I DON'T FEEL COMFORTABLE WITH MY SON WALKING OR BIKING TO SCHOOL PRIMARILY BECAUSE OF TRAFFIC AND BUSY INTERSECTIONS. IN MIDDLE SCHOOL IT WILL ALSO BE DISTANCE.
Heritage Heights Elementary School	1222068	I WOULD NOT FEEL COMFORTABLE DUE TO SAFETY. HALF THE KIDS WALKING SEE IN THE STREET INSTEAD OF THE SIDEWALK. THE VEHICLES SPEED DOWN THE SIDESTREETS. WERE A VERY ACTIVE FAMILY THEREFORE WE DO OUR BIKE RIDING AFTER SCHOOL.
Heritage Heights Elementary School	1222069	SCHOOL SHOULD HAVE MORE RECESS/PHYSICAL ACTIVITIES - NOT SAFE TO RIDE BIKE TO SCHOOL
Heritage Heights Elementary School	1222070	I DO NOT WANT MY CHILD TO WALK/RIDE BIKE TO SCHOOL
Maplemere Elementary School	1221950	OUR NEIGHBORHOOD IS TOO FAR AWAY FROM MAPLEMERE AND VERY DANGEROUS B/C OF THE 290 ON/OFF RAMPS.
Maplemere Elementary School	1221954	SCHOOL IS TOO FAR
Maplemere Elementary School	1221955	WE LIVE TOO FAR AWAY FROM THE SCHOOL FOR MY SON TO WALK.
Maplemere Elementary School	1221964	I FEEL WE ARE TO FAR AND THERE ARE TOO MANY BUSY ROADS TO ALL OUR BIKE RIDING OR WALKING. HIGH OR MIDDLE SCHOOL MAYBE BUT ONLY HOME WHEN NO TIME CONSTAINTS.
Maplemere Elementary School	1221966	I AGREE THAT WALKING OR RIDING A BIKE TO SSCHOOL IS HEALTHY DUE TO EXERCISE. HOWEVER I DO NOT FEEL THAT THEY WILL BE COMPLETELY SAFE DUE TO PREDITORS/CRIMINALS AND TRAFFIC THAT MAY NOT SEE THEM. THERE ARE TOO MANY INSTANCES OF CHILDREN GETTING HURT OR KILLED FOR VAIIOUS REASONS AND IT IS NOT WORTH THE RISK TO ME. I DO OTHER THINGS TO ENSURE THEY ARE GETTING ENOUGH EXERCISE.
Maplemere Elementary School	1221967	QUES. 12 - UNSURE HOW SCHOOL FEELS. QUES. 10 - BIG GREY AREA CHILDREN ARE NEVER TOTALLY SAFE UNLESS 100% SUPERVISED
Maplemere Elementary School	1221968	IF WE LIVED CLOSER AND NOT IN A DIFFERENT NEIGHBORHOOD I WOULD PROBABLY WALK MY CHILDREN TO SCHOOL.

Maplemere Elementary School	1221969	MY DAUGHTER IS ONLY 5 YEARS. OLD. HER RIDING OR BIKING TO SCHOOL WOULD BE BAD PARENTING ON MY BEHALF & WILL NEVER HAPPEN UNTIL HIGH SCHOOL.
Maplemere Elementary School	1221975	WHAT IS THE REAL REASON FOR THIS SURVEY? FOR ALL OF THIS TALK ABOUT EXERCISE FOR CHILDREN IN THE FOR M OF WALKING OR BIKING TO AND FROM SCHOOL HAS ANYBODY HAVE ANY COMMON SENSE AS TO THE NUMEROUS DANGERS THAT OUR CHILDREN WOULD BE PUT IN IF THEY DID WALK TO SCHOOL ALONE NO MATTER THIS AGE? WHOEVER PUT THIS "SURVEY" TOGETHER HAS NO COMMON SENSE AND IS ONLY FOCUSED ON THE SUPPOSED BENEFITS OF WALKING AND BIKING TO AND FROM SCHOOL THAT THE WHOLE IDEA OF SAFETY FIRST AND FOREMOST HAS BEEN TOTALLY OVERLOOKED AND IGNORED! IN THIS DAY AND AGE WE MY HUSBAND AND I DO NOT AND NEVER WOULD ALLOW ANY OF HOUR CHILDREN AT ANY AGE TO WALK OR BIKE TO SCHOOL. EVEN IF THEY WERE IN A GROUP WALKING OR BIKING TO SCHOOL IS NOT PRATICAL OR SAFE. THERE WERE NUMEROUS CHILDREN OF DIFFERENT AGES THAT WERE EITHER ABDUCTED AND/OR KIDLLED WHILE WALKING TO OR FROM SCHOOL. THERE ARE FAR TOO MANY PREDATORS IN THIS PRESENT TIME WHO LOVE TO PREY ON CHILDREN AT ALL AGES. AN EXAMPLE O FTHIS JUST HAPPEND ABOUT TWO MONTHS AG
Maplemere Elementary School	1221977	WITH TODAYS PRESENT SOCIETY I WOULD NEVER ENCOURAGE WALKING OR BIKE. I HAVE KNOW A HIGH SCHOOL GIRL APPROACHED. NEVER!!
Maplemere Elementary School	1221981	WE LIVE TOO FAR AND MY KIDS WOULD HAVE TO CROSS MILLERSPORT.
Maplemere Elementary School	1221982	I THINK THE IDEA OF CHILDREN WALKING/RIDING SCHOOL IS GREAT. I USED TO. UNFORUNATELY MY CHILDREN WON'T BE ABLE TO DUE TO OUR LOCATION. THERE ARE JUST TO MANY REALLY BUSY INTERSECTIONS AND OTHER DANGERS.
Maplemere Elementary School	1221984	WE DRIVE IN THE WINTER AND WALK OR BIKE (W/ ADULT) IN WARMER WEATHER.
Maplemere Elementary School	1221986	I DO NOT FEEL WALKING TO SCHOOL IS SAFE FOR ANY CHILD. THERE HAS BEEN SUSPICIOUS PEOPLE IN NEIGHBORHOOD. MIDDLE SCHOOL & HIGH SCHOOL IS ON VERY BUSY STREETS.
Maplemere Elementary School	1221988	FOR QUESTIONS 12-14 NOT SURE ON THE SCHOOLS POSITION.
Maplemere Elementary School	1221990	MY CHILD LIVES IN 2 SPERATE HOMES AND I LIVE OUT OF DISTRICT SO IT IS EASIER FOR ME TO DRIVE HIM TO & FROM SCHOOL.
Maplemere Elementary School	1221991	MY KIDS WOULD LOVE TO WALK/BIKE TO SCHOOL BUT WE HAVE TOO MANY BUSY STREETS TO CROSS.
Maplemere Elementary School	1221992	I WOULD NEVER LET MY CHILD WALK TO SCHOOL... EVEN IF WE LIVED A BLOCK AWAY. IT'S NOT SAFE. I HAVE A MIDDLE SCHOOLER THAT I DRIVE TO SCHOOL EVERYDAY BECAUSE THE SCHOOL THINKS HE SHOULD WAIT ON THE CORNER OF LONGMEADOW! YEAR THAT'S NOT HAPPENING! IT'S NOT SAFE. I THINK EVERY CHILD SHOULD BE PICKED UP IN FRONT OF THEIR HOUSE... NO MATTER WHAT AGE OR HOW LOCSE THEY LIVE TO SCHOOL!
Maplemere Elementary School	1221997	PARENTAL PERSPECTIVE AND THINKING REGARDING THEIR CHILDREN WALKING OR BIKING TO SCHOOL IS THAT WE TRUST OUR CHILDREN TO GO TO SCHOOL RESPONSIBLY. WE DO NOT TRUST THE INATTENTIVE DRIVERS OF MAMMOTH SVVS TALKING ON THE CELL PHONE AND PAYING MORE ATTENTION TO THEIR GRANDE LATTE THEN THEY ARE THE ROAD.
Maplemere Elementary School	1221999	I WOULD LET MY CHILD WALK OR BIKE TO SCHOOL FROM 6TH GRADE ON DEPENDING ON DISTANCE. I DON'T BELIEVE THEY ARE MATURE ENOUGH BEFORE HAND.
Maplemere Elementary School	1222000	WHEN SHE IS OLDER I MIGHT LET HER WALK BUT NOT ANYTIME SOON. UNLESS I'M WITH HER. IN THE SUMMER WE WALK TO THE SCHOOL PLAYGROUND OR BIKE THERE BUT NOT DURING THE SCHOOL YEAR.

Maplemere Elementary School	1222006	WHERE OUR CHILDREN LIVE WOULD REQUIRE THEM TO WALK ALONG MILLERSPORT HIGHWAY NEAR 290 INTERCHANGES ON TH WAY TO AND FROM SCHOOL
Maplemere Elementary School	1222011	PERHAPS IF WE LIVED IN THE SAME NEIGHBORHOOD AS THE SCHOOL I MIGHT CONSIDER RIDING WITH MY CHILD TO AND FROM SCHOOL. IN MY OPINION CHILDREN IN ELEMENTARY AND MIDDLE SCHOOL ARE AT TOO MUCH RISK FOR ABDUCTION IN ANY COMMUNITY TO RIDE/WALK ALONE TO SCHOOL.
Maplemere Elementary School	1222015	UNFORTUNATELY OUR DISTANCE FROM THE SCHOOL WOULD MAKE IMPOSSIBLE FOR WALKING/BIKING TRANSIT. IF WE WERE CLOSER ABSOLUTELY WE WOULD WALK OR BIKE.
Maplemere Elementary School	1222018	WE DRIVE DURING WINTER AND WALK OR BIKE WHEN WEATHER IS WARMER.
Maplemere Elementary School	1222019	MY CHILD LIVES TOO FAR FROM SCHOOL TO WALK. VERY SHORT DRIVE BUT TOO LONG TO WALK
Maplemere Elementary School	1222025	IT IS JUST MY OWN OPINION THAT I DON'T FEEL IT IS NOT SAFE ENVIROMENT FOR KIDS TODAY TO WALK OR RIDE BIKE TO/FROM SCHOOL
Maplemere Elementary School	1222029	I DON'T THINK ELEMENTARY SCHOOL CHILDREN SHOULD WALK TO OR FROM SCHOOL WITHOUT AN ADULT. THEY ARE VULNERABLE TO PREDATORS.
Sweet Home Middle School	1222163	THE MIDDLE SCHOOL BEING ON MAPLE RD AND US BEING SO FAR DOWN MAPLE RD I WOULD NOT FEEL COMFORTABLE LWTING MY DAUGHTER RIDE HER BIKE TO SCHOOL.
Sweet Home Middle School	1222165	MAPLE RD IS A VERY BUSY STREET WITH ENTRANCES AND EXITS TO HYWYS. THERE'S TOO MUCH GOING ON AT INTERSECTIONS. WINTER & RAIN WEATHER WOULD TERRIBLE TO TRAVEL IN.
Sweet Home Middle School	1222166	MAPLE RD AND RIDGE LEA ARE VERY BUSY AND LACK ADEQUATE SIDEWALKS. IN THE WINTER I WOULD HAVE CONCERNS ABOUT WEATHER/DAYLIGHT. SAFE WALKING PATHS AND BUSY TRAFFIC ARE MY GREATEST CONCERNS.
Sweet Home Middle School	1222168	I THINK IS WALKING TO SCHOOL DANGER FOR KIDS. IT NOT SAFTY.
Sweet Home Middle School	1222169	THERE IS NO WAY I WOULD EVER LET MY CHILD WALK OR RIDE TO THE MIDDLE SCHOOL DUE TO THE MANY MAJOR ROADS HE WOULD HAVE TO CROSS AND TRAVEL. WAY TOO DANGEROUS! WE LIVE TOO FAR FROM THE SCHOOL. THANK YOU.
Sweet Home Middle School	1222172	I WILL ALLOW MY CHILD TO BIKE BUT ONLY WITH A FRIEND. WALKING WOULD TAKE TOO LONG.
Sweet Home Middle School	1222174	WE DRIVE HER IN INCLEMET WEATHER (WINTER) AND DO NOT FEEL THAT SHE SHOULD WAIT BY HERSELF AT A PICK UP POINT. THEY SHOULD NEVER SCHEDULE A PICK UP POINT WITH ONLY ONE CHILD IF POSSIBLE.
Sweet Home Middle School	1222179	THE MAPLE ROAD BRIDGE IS A BIG PROBLEM WITH MY CHILD WALKING/BIKING TO THE SCHOOL - I AM SCARED SEEING THE UB STUDENTS WALK OVER THE BRIDGE.

Sweet Home Middle School	1222181	WE ARE ON THE CUSP OF THE SCHOOL DISTRICT. WE ARE VERY BLESSED TO GO TO THIS SCHOOL! WISH IT WAS A LITTLE CLOSER.
Sweet Home Middle School	1222182	MY DAUGHTER WALKED TO ELEMENTARY SCHOOL IN THE 3RD GRADE. THE MIDDLE SCHOOL IS MUCH FARTHER AND SHE DOESN'T RIDE A BIKE.
Sweet Home Middle School	1222183	IT TOO DANGER FOR KIDS WALK TO SCHOOL NOT SAFETY
Willow Ridge Elementary School	1222084	I WISH THEY COULD BIKE MORE - CONCERNED WITH WEATHER & SAFETY.
Willow Ridge Elementary School	1222085	I WOULD BE MORE COMFORTABLE ABOUT MY CHILDREN WALKING IF OTHERS DID. THERE ARE ALSO WOULD NEED TO BE A NOTIFICATION PROCESS IN PLACE TO KNOW THEY HAD ARRIVED. CROSSING GUARDS/SAFETY PATROL ALONG THE ROUTE WOULD ALSO BE A GOOD IDEA. IF WALKING WAS REQUIRED (MORE KIDS MORE PARENTS WATCHING) IT WOULD BE OK.
Willow Ridge Elementary School	1222087	I WILL ONLY LET MY CHILDREN WALK OR RIDE THEIR BIKE IF AN ADULT IS WITH THEM DUE TO THE FEAR OF A CHILD BEING ABDUCTED AND THERE ARE NO CROSSING GUARDS.
Willow Ridge Elementary School	1222089	DURING WARM WEATHER MONTHS WE DO ATTEMPT TO RIDE BIKES TO SCHOOL APPROXIMATELY 1X/WEEK. (MY CHILDREN ARE STILL TOO YOUNG TO DO THIS ALONE BUT REALLY ENJOY IT.) *WOULD BE CURIOUS TO KNOW IF THIS SURVEY IS HEALTH-RELATED OR IF THE DISTRICT IS LOOKING TO MAKE BUSSING CUTS...(COULD SKEW RESULTS!)
Willow Ridge Elementary School	1222094	I WOULD "NEVER" ALLOW ANY ONE OF MY KIDS TO WALK OR BIKE TO SCHOOL MY PARENTS NEVER ALLOWED MY SISTERS OR BROTHER EITHER.
Willow Ridge Elementary School	1222099	MY CHILDREN ARE ONLY IN KINDERGARTEN SO I BELIEVE THEY ARE TOO YOUNG AT THIS POINT BUT AS THEY GET OLDER THEY COULD WALK (AT FIRST) WITH CROSSING GUARDS.
Willow Ridge Elementary School	1222100	THERE IS NO WAY OF KNOWING CHILD ARRIVED SAFELY AT SCHOOL UNTIL LATER THAN OR IF THEY (HAVE CELL) AND TEXT.
Willow Ridge Elementary School	1222104	#10. THE MAIN REASON MY CHILDREN DO NOT WALK TO SCHOOL IS THEIR AGE. THEN ALL THE OTHER REASONS WOULD APPLY. #11. BECAUSE OF AGE BEING THE ISSUE IT DOESN'T MATTER IF THE "PROBLEMS" WERE CHANGED OR IMPROVED MY CHILDREN WILL STILL NOT BE PERMITTED TO WALK/BIKE TO SCHOOL UNTIL THEY ARE A LITTLE OLDER.
Willow Ridge Elementary School	1222107	ON SNOW OR RAIN DAYS MY CHILDS RIDES THE BUS. ALSO OUR SCHOOL DOESN'T HAVE A CROSS GUARD WHEN SCHOOL IS DISMISSED. CARS AND BUSES DON'T WILLING WAIT TO ALLOW CHILDREN TO CROSS FIRST.
Willow Ridge Elementary School	1222108	WE LIVE TOO FAR TO EVEN CONSIDER WALKING/BIKING TO & FROM SCHOOL!
Willow Ridge Elementary School	1222114	JUST NOT SAFE PEOPLE ARE CARELESS ESPECIALLY IN AM COMMUTE. OFTEN MULTI TASKING. ALOT OF YOING STUDENTS TEXTING ETC.

Willow Ridge Elementary School	1222120	SINCE MY CHILD COMES WITH ME TO WORK IT IS NOT POSSIBLE TO HAVE HIM WALK. LIVING ACROSS THE BOULEVARD WITH NO SAFE WAY TO CROSS MAKES IT UNACCEPTABLE. TOO MANY PEOPLE HAVE DIED NEAR WILLOW RIDGE AND NIAGARA FALLS BLVD AND ELLICOTT CREEK HAS NO SIDEWALKS.
Willow Ridge Elementary School	1222122	WITH THE VOLUME & SPEED OF CARS & TRUCKS ON SWEETHOME & LACK OF NO SIDEWALKS & CROSS GUARDS. O FEEL IT IT'S TOTALLY UNSAFE TO ALLOW MY CHILD TO WALK OR RIDE HIS BIKE TO WILLOWRIDGE.
Willow Ridge Elementary School	1222123	IN NICE WEATHER WE ALWAYS WALK OR BIKE TO SCHOOL!! IT IS VERY HEALTHY TO KEEP MOVING.
Willow Ridge Elementary School	1222124	GRADE 3
Willow Ridge Elementary School	1222127	WITH 3 OTHER SMALL CHILDREN AT HOME & THE CONVENIENCE THAT THE BUS PICKS HER UP AT MY DRIVEWAY MY DAUGHTER RIDES TO SCHOOL. HOWEVER IF THE BUS WEREN'T AVAILABLE OR THE WEATHER PERMITTED & SHE REQUESTED IT. I WOULD WALK/BIKE WITH HER TO SCHOOL.
Willow Ridge Elementary School	1222140	MY CHILDS SAFETY IS WHAT DISALLOWS THEM TO WALK/RIDE BIKES AS THERE ARE SOME AWFUL PEOPLE OUT THERE.EVEN THOUGH WE ARE VERY CLOSE. MAYBE A CROSSING GUARD @ THE GATE ENTRANCE WOULD HELP ON WILLOW GREEN (BY THE LARGE PLAYGROUND). PARENTS SUCH AS OURSELVES WOULD VOLUNTEER.
Willow Ridge Elementary School	1222141	PARENTS SUCH AS OURSELVES WOULD VOLUNTEER. THE PROBLEM I HAVE WITH ALLOWING MY CHILDREN TO WALK/RIDE BIKE IS THEIR SAFETY. EVEN THOUGH WE ARE VERY CLOSE TO THE SCHOOL THERE ARE SOME AWFUL PEOPLE OUT THERE AND THAT IS VERY CONCERNING AS A PARENT.MAYBE A CROSSING GUARD AT THE ENTRANCE (@ THE GATES ON WILLOW GREEN WOULD HELP. (BY THE LARGE PLAYGROUND)
Willow Ridge Elementary School	1222142	MOST OF MY REASONING FOR NOT WALKING TO SCHOOL IS DUE TO SAFETY. IF AN ADULT WAS AVAILABLE TO GO ALONG THERE WOULD BE NO PROBLEMS
Willow Ridge Elementary School	1222143	I FEEL WITH THE AMOUNT OF PEOPLE BEING STUCK BY CARS AND HAVING SEXUAL PREDATORS IN OUR NEIGHBORHOOD AS IN EVERY OTHER CHILDREN SHOULD ALL TAKE A BUS TO SCHOOL. IF YOUR CHILD WAS TAKIN AT 730 AM WHEN WOULD YOU FIND OUT? AT 3:10 PM WHEN THEY DON'T GET OFF THE SCHOOL BUS? THAT DOES NOT SEEM APPROPRIATE.
Willow Ridge Elementary School	1222146	THE DISTANCE WE LIVE FROM THE SCHOOL IS WAY TOO FAR FOR MY CHILD TO WALK/BIKE PLUS IN THIS DAY AND AGE IT'S WAY TOO DANGEROUS.
Willow Ridge Elementary School	1222149	NEIGHBORHOOD TRAFFIC IS NOT SAFE ESPECIALLY IN THE MORNING. ALSO I LIKE TO KNOW MY KIDS ARRIVE AT SCHOOL EVERYDAY ON THE BUS.
Willow Ridge Elementary School	1222152	CRAZY DRIVERS MAKE IT UNSAFE FOR OUR CHILDREN TO WALK/BIKE AND THERE ARE TOO MNAY CRIMINALS TARGETING CHILDREN.
Willow Ridge Elementary School	1222155	DISTANCE FROM SCHOOL & LOCAL TRAFFIC NOT CONDUCTIVE TO SAFE & TIMELY TRAVEL OF CHILD BY BIKING/WALKING.
Willow Ridge Elementary School	1222157	TRAFFIC IS WAY TOO HIGH AND UNCONTROLLED IN THIS AREA TO FEEL SAFE AND I LIKE TO KNOW THEY ARRIVE AT SCHOOL WHEN THEY GET ON THE BUS.

Willow Ridge Elementary School	1222158	I LIKE THE IDEA OF WALKING OR RIDING A BIKE. THE DEAR OF A CHILD BE ABDUCTED IS A FEAR OF WHY I DON'T LET THEM DO IT NOW UNLESS I WALK OR RIDE A BIKE WITH THEM.
Willow Ridge Elementary School	1222160	I WALKED TO SCHOOL WHEN I WAS IN GRADES 4-12. AS A PARENT IN THEIS DAY AND AGE I WORRY ABOUT CHILD ABDUCTION AND GETTING HIT BY A CAR.
Willow Ridge Elementary School	1222161	WE LIVE TOO FAR FOR HIM TO EVER WALK FROM HERE EVEN IF HE WAS A GROWN UP

Figure C2. Federal Parent Survey Report for Sweet Home Central School District, 2015

## Parent Survey Aggregate Summary

**Program Name:** Sweet Home Central School District

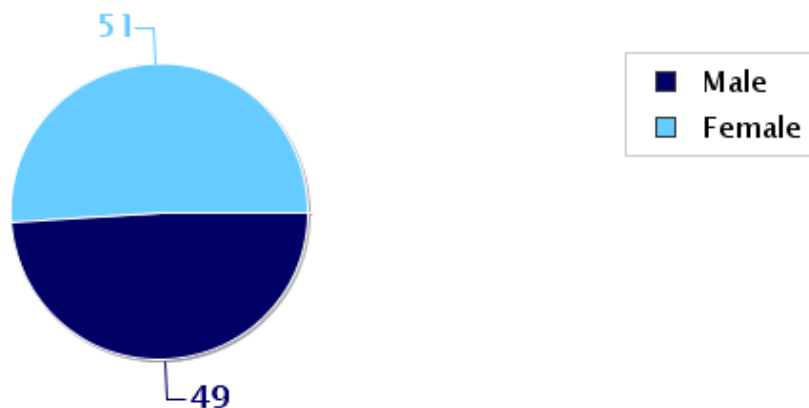
**Date range:** Spring 2015 (January - June 2015)

**Date Report Generated:** 12/14/2015

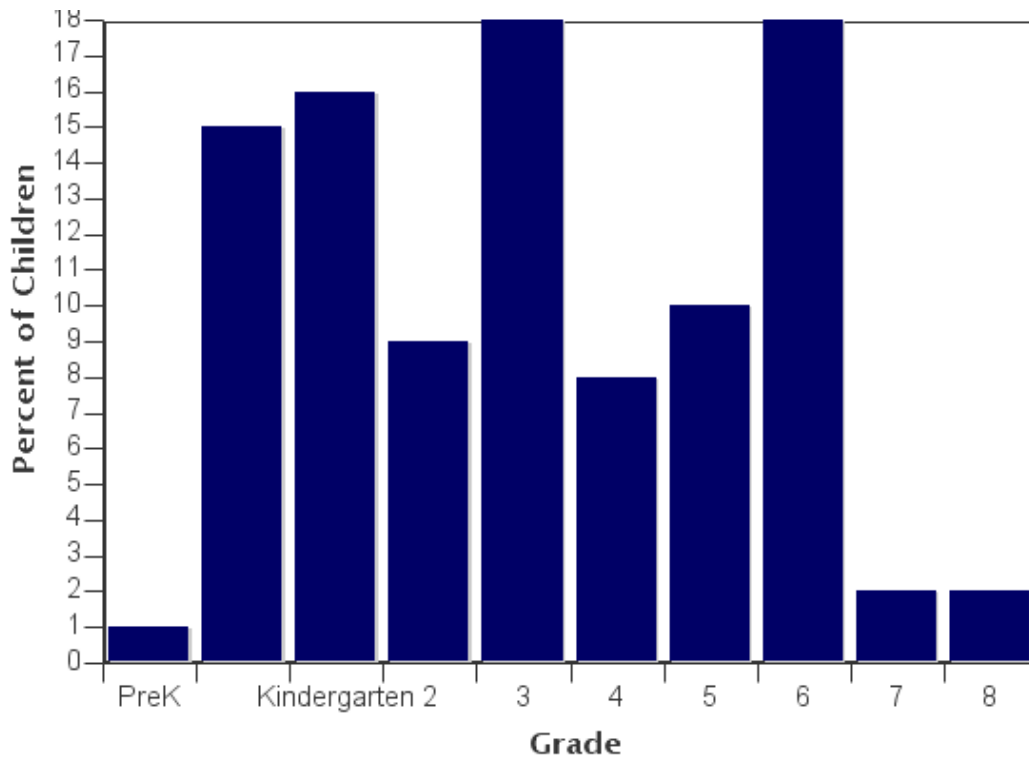
School Name(s):	Month & Year Collected & (Set ID)	School Enrollment:	Enrollment in Grades Targeted by SRTS Program:	Number of Questionnaires Distributed:	Number of Questionnaires Included in Report:
Glendale Elementary School	June 2015 (13296)	425		425	52
Heritage Heights Elementary School	June 2015 (13297)	350		350	30
Maplemere Elementary School	June 2015 (13299)	450		450	42
Sweet Home Middle School	June 2015 (13300)	805		805	46
Willow Ridge Elementary School	June 2015 (13301)	350		350	40
			Total:	2380	210

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

## Sex of children for parents that provided information



## Grade levels of children represented in survey



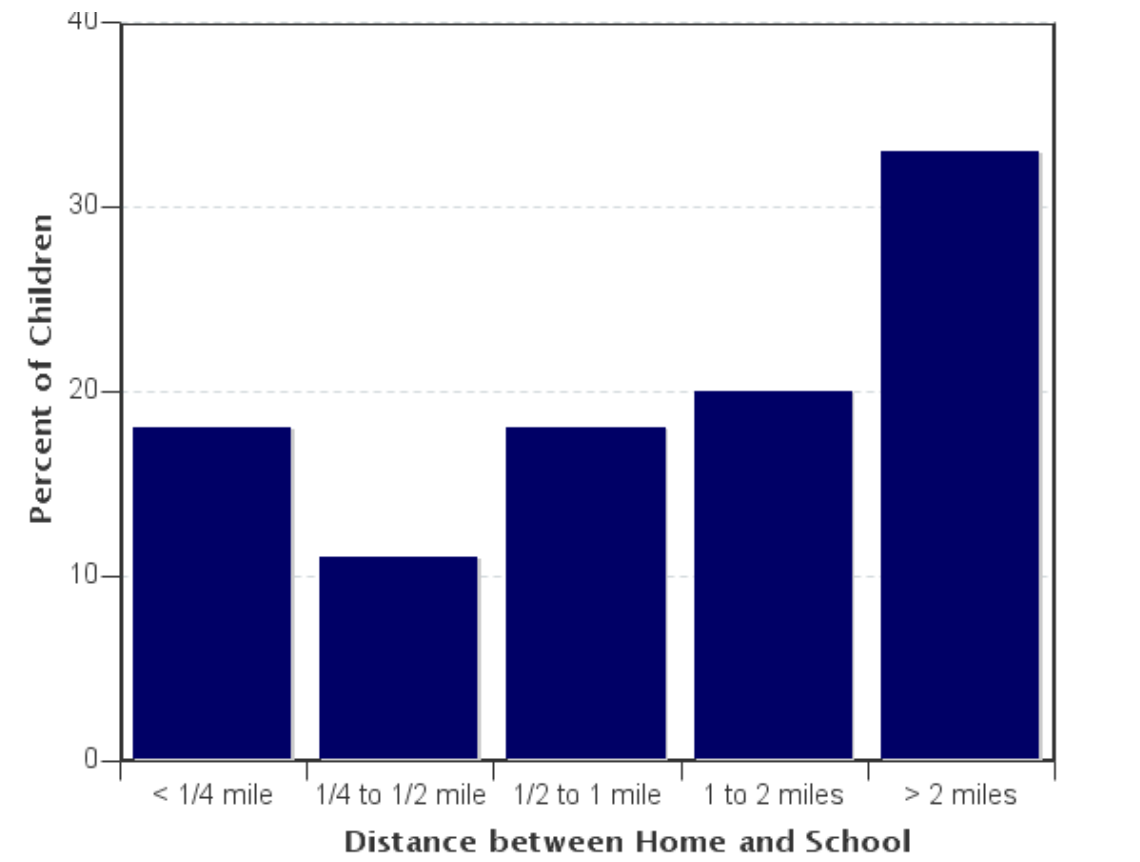
## Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
PreK	3	1%
Kindergarten	32	15%
1	33	16%
2	19	9%
3	38	18%
4	17	8%
5	21	10%
6	37	18%
7	4	2%
8	5	2%

No response: 0

Percentages may not total 100% due to rounding.

## Parent estimate of distance from child's home to school

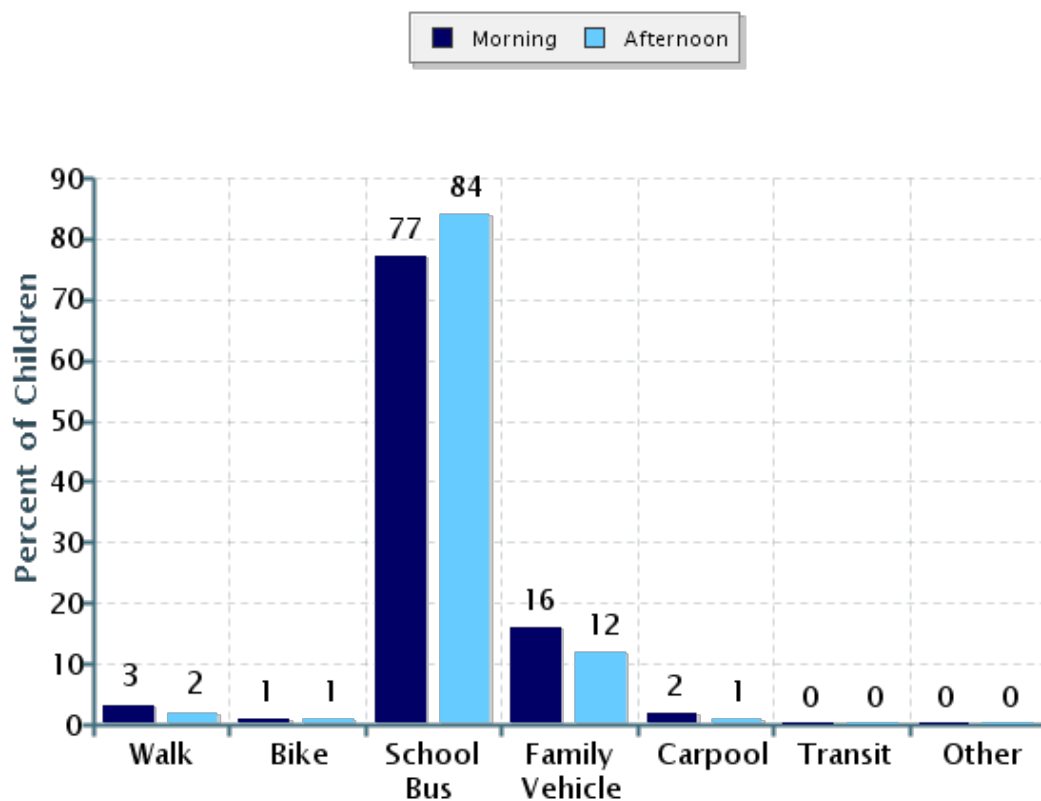


## Parent Survey Aggregate Summary

Distance between home and school	Number of children	Percent
Less than 1/4 mile	33	18%
1/4 mile up to 1/2 mile	21	11%
1/2 mile up to 1 mile	34	18%
1 mile up to 2 miles	38	20%
More than 2 miles	62	33%

Don't know or No response: 22  
Percentages may not total 100% due to rounding.

## Typical mode of arrival at and departure from school



## Typical mode of arrival at and departure from school

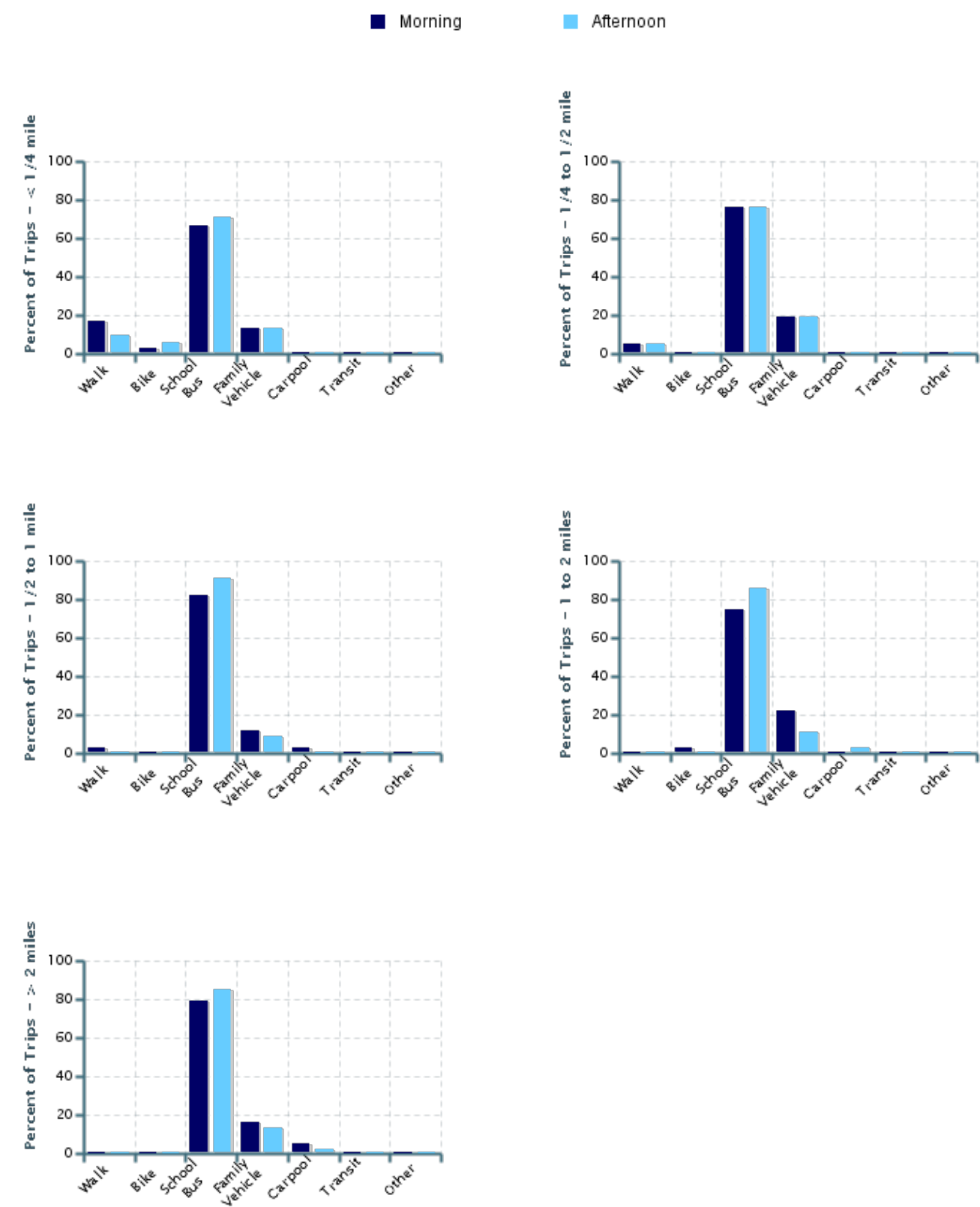
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	204	3%	1.0%	77%	16%	2%	0%	0%
Afternoon	199	2%	1%	84%	12%	1%	0%	0%

No Response Morning: 6

No Response Afternoon: 11

Percentages may not total 100% due to rounding.

# Typical mode of school arrival and departure by distance child lives from school



## Typical mode of school arrival and departure by distance child lives from school

### School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
1 Less than 1/4 mile	30	17%	3%	67%	13%	0%	0%	0%
2 1/4 mile up to 1/2 mile	21	5%	0%	76%	19%	0%	0%	0%
3 1/2 mile up to 1 mile	34	3%	0%	82%	12%	3%	0%	0%
4 1 mile up to 2 miles	36	0%	3%	75%	22%	0%	0%	0%
5 More than 2 miles	62	0%	0%	79%	16%	5%	0%	0%

Don't know or No response: 0

Percentages may not total 100% due to rounding.

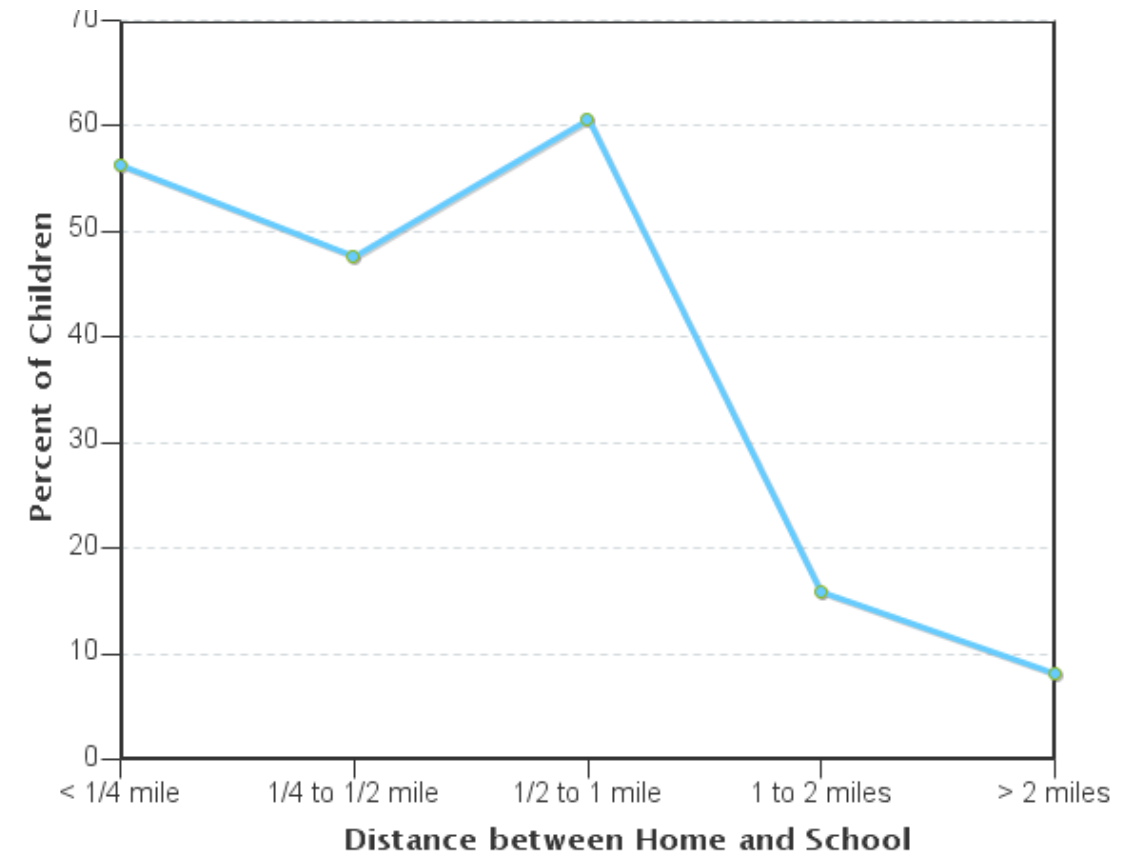
### School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	31	10%	6%	71%	13%	0%	0%	0%
1/4 mile up to 1/2 mile	21	5%	0%	76%	19%	0%	0%	0%
1/2 mile up to 1 mile	32	0%	0%	91%	9%	0%	0%	0%
1 mile up to 2 miles	36	0%	0%	86%	11%	3%	0%	0%
More than 2 miles	60	0%	0%	85%	13%	2%	0%	0%

Don't know or No response: 0

Percentages may not total 100% due to rounding.

## Percent of children who have asked for permission to walk or bike to/from school by distance they live from school



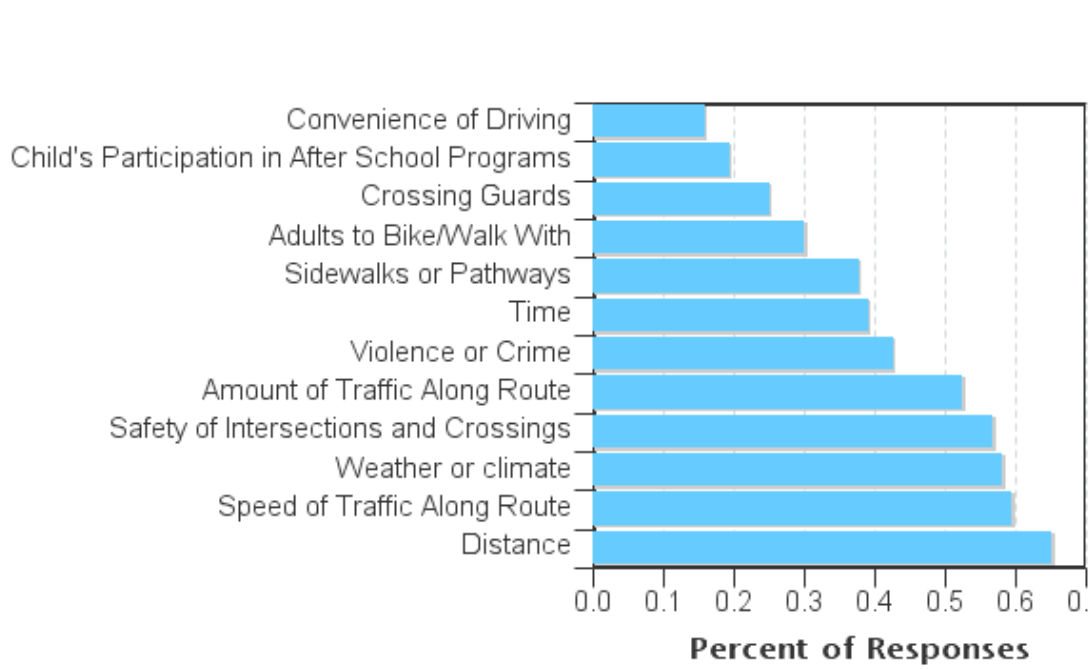
## Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	295	56%	48%	61%	16%	8%
No	635	44%	52%	39%	84%	92%

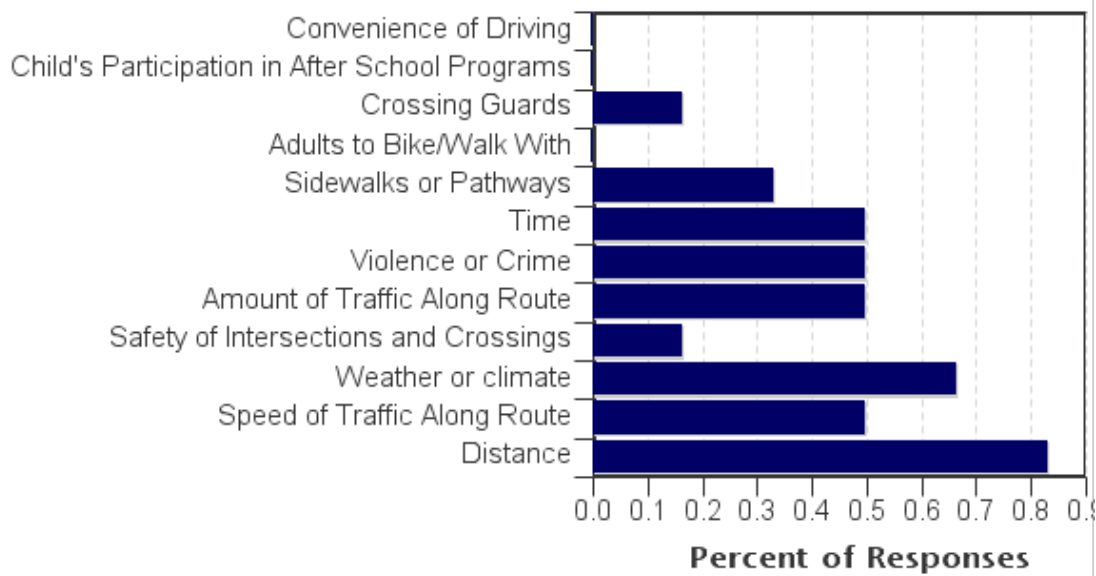
Don't know or No response: 0

Percentages may not total 100% due to rounding.

## Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



## Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



## Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	65%	83%
Speed of Traffic Along Route	60%	50%
Weather or climate	58%	67%
Safety of Intersections and Crossings	57%	17%
Amount of Traffic Along Route	53%	50%
Violence or Crime	43%	50%
Time	39%	50%
Sidewalks or Pathways	38%	33%
Adults to Bike/Walk With	30%	0%
Crossing Guards	25%	17%
Child's Participation in After School Programs	20%	0%
Convenience of Driving	16%	0%
<b>Number of Respondents per Category</b>	<b>142</b>	<b>6</b>

No response: 62

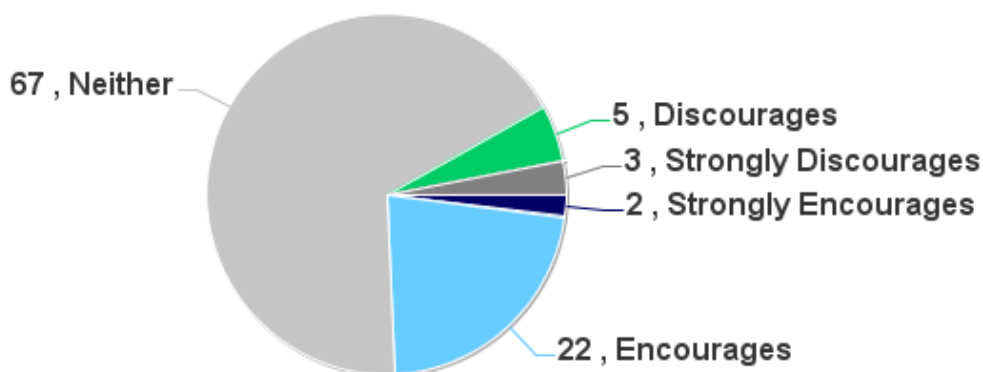
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

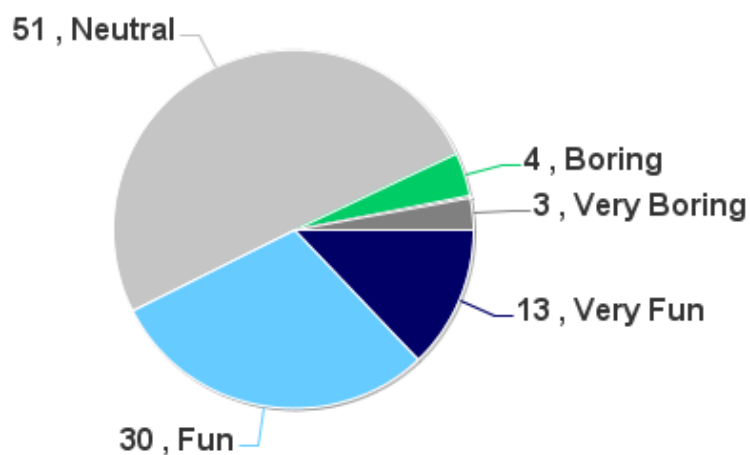
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

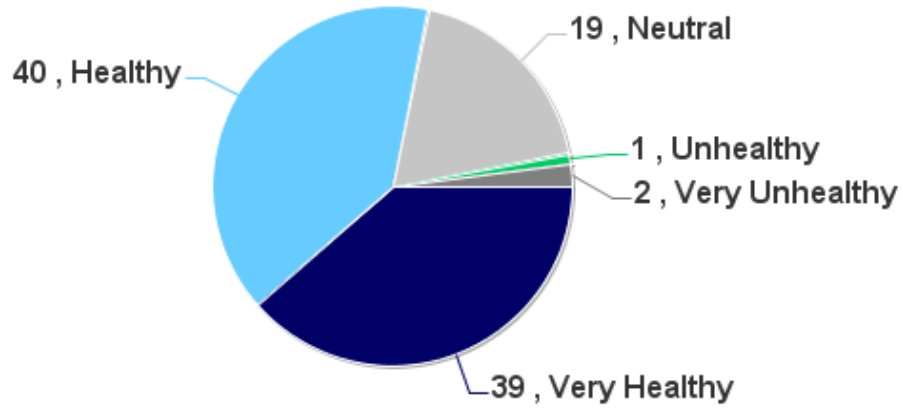
## Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



## Parents' opinions about how much fun walking and biking to/from school is for their child



## Parents' opinions about how healthy walking and biking to/from school is for their child



## Comments Section

School	SurveyID	Comment
Glendale Elementary School	1345127	LACK OF CROSSING GUARDS
Glendale Elementary School	1345130	I ENCOURAGE WALKING TO SCHOOL AND BELIEVE OUR NEIGHBORHOOD IS VERY SAFE. I WOULD PREFER HIM WALKING WITH AN ADULT JUST BASED ON SOCIETY NOWADAYS.
Glendale Elementary School	1345133	TRAFFIC AND TIME ARE MY MAIN CONCERN. KNOWING MY CHILD IS SAFELY AT SCHOOL IS MORE IMPORTANT TO ME.
Glendale Elementary School	1345136	I WOULD NOT ALLOW MY ELEMENTARY CHILD TO WALK TO SCHOOL ALONE BECAUSE TO MY KNOWLEDGE WE LIVE TO CLOSE TO A PEDAFILE. THAT IS COMMON KNOWLEDGE TO US AND WE JUST DO NOT FEEL SAFE AT THIS DAY IN AGE.
Glendale Elementary School	1345142	SHOULD ALWAYS HAVE A FRIEND TO WALK WITH
Glendale Elementary School	1345143	WE WALK WITH THE KIDS WHEN POSSIBLE BUT THEY ARE WAY TO YOUNG TO WALK ALONE
Glendale Elementary School	1345150	I DO NOT FEEL GOOD ABOUT MY KIDS WALKING TO SCHOOL AT ALL! I FEAR KIDNAPPERS & THE CARS SPEED DOWN MY STREET TO FAST AND I LIVE A HALF A BLOCK FROM THE SCHOOL THERE SHOULD BE A STOP SIGN AT MY INTERSECTION AND SCHOOL SIGNS.
Glendale Elementary School	1345151	MY CHOICE TO BUS HAS A LOT TO DO WITH YOUNGER CHILD AT HOME & NAP SCHEDULES.
Glendale Elementary School	1345153	I SUPPORT THIS IDEA. I WOULD ALLOW MY CHILDREN (7 & 9 YRS OLD) TO WALK TO SCHOOL ALONE. MY ONLY CONCERN IS THE JUDGMENT OF OTHER PARENTS.
Glendale Elementary School	1345155	MY CHILD HAS A DISABILITY. AND IS TOO FRIENDLY WITH STRANGERS.
Glendale Elementary School	1345162	DO TO CRIME & HEAVY TRAFFIC WILL NOT FEEL COMFORTABLE MY CHILD WALKING OR BIKE
Glendale Elementary School	1345165	WITH ALL OF THE CHILDREN THAT GET KIDNAPPED I WOULD NEVER ALLOW FOR THIS
Glendale Elementary School	1345166	QUESTION #9 - WE CAN SEE THE SCHOOL FROM HOUSE SO..
Glendale Elementary School	1345167	I WALK OR RIDE WITH MY CHILD WHEN TIME OR WEATHER PERMITS BUT WOULD NOT WANT IT TO BE A DAILY THING.
Glendale Elementary School	1345168	WHEN THEY A BIT OLDER I WOULD LET RIDE/WALK TO SCHOOL. WE LIVE CLOSE TO THE SCHOOL
Glendale Elementary School	1345173	WE DO NOT LIVE CLOSE ENOUGH TO EVEN CONSIDER WALKING/BIKING. WE HAVE TO TRAVEL ON NIAGARA FALLS BLVD. AND/OR THE 990->290 TO GET OUR CHILDREN TO SCHOOL.

Heritage Heights Elementary School	1345183	WE DO NOT ALLOW OUR CHILD TO WALK ALONE. SAFETY IN NUMBERS. WITH A FRIEND WE ALLOW.
Heritage Heights Elementary School	1345185	I BELIEVE KIDS ARE MUCH SAFER WHEN TAKING SCHOOL BUSES THAN WALKING OR BIKING.
Heritage Heights Elementary School	1345187	SAFETY IS MOST IMPORTANT.
Heritage Heights Elementary School	1345202	MY SON IS 5 YEARS OLD. HE IS FROM CHINA.
Heritage Heights Elementary School	1345205	I DON'T FEEL IT IS NECESSARY TO PUSH WALK/BIKE TO SCHOOL. MY DAUGHTER GETS ALOT OF EXERCISE RIDING BIKE A LITTLE AFTER SCHOOL AND I SUPERVISE THIS. IT IS TO DANGEROUS IN THIS DAY AND AGE TO ALLOW CHILDREN TO BE DOING THIS. I MIGHT FEEL COMFORTABLE WITH THIS IN THE END OF MIDDLE SCHOOL.
Maplemere Elementary School	1345210	IF WE LIVED NEAR THE SCHOOL THEY WOULD WALK
Maplemere Elementary School	1345211	I THINK IT IS A GOOD AND HEALTHY IDEA THAT KIDS SHOULD WALK TO SCHOOL.
Maplemere Elementary School	1345219	IF WE LIVED CLOSER TO SCHOOL AND THE ROUTE WASN'T ON SUCH A BUSY HIGHWAY I WOULD STRONGLY CONSIDER IT IF THERE WAS A PROGRAM IN PLACE WHERE THERE WAS ALWAYS AN ADULT TO ACCOMPANY MY CHILD.
Maplemere Elementary School	1345222	LIVE TO CLOSE TO WALMART EVER SINCE IT WAS BUILT CRIME HAS INCREASE WOULD NEVER LET ANY OF MY CHILDREN WALK OR BIKE BECAUSE THEY WOULD BE TO CLOSE TO WALMART!
Maplemere Elementary School	1345223	ITS NOT THE MATTER OF HOW MUCH FUN OR HEALTHY IS TO BIKE OR WALK ITS A MATTER OF SAFETY CONCERNS.
Maplemere Elementary School	1345226	WITH ALL THE ACCIDENTS ON MILLERSPORT AND FLINT I WILL NEVER LET MY CHILD WALK OR RIDE BIKE TO SCHOOL
Maplemere Elementary School	1345229	MY CONCERN IS THE GROWING NUMBER OF SEX OFFENDERS THAT LIVE IN ALL OUR NEIGHBORHOODS. THE NUMBERS ARE STAGGERING.
Maplemere Elementary School	1345234	SHE WOULD RATHER RIDE THE BUS SO SHE CAN BE WITH HER FRIENDS!
Maplemere Elementary School	1345236	BASED ON THE LOCATIONS OF THE MIDDLE SCHOOL & HIGH SCHOOL - WOULD NOT BE COMFORTABLE W/CHILD WALKING OR RIDING A BIKE TO SCHOOL!
Maplemere Elementary School	1345240	TOO MANY KID OFFENDERS IN THE AREA.
Maplemere Elementary School	1345241	WE LIVE TO FAR FROM ALL THE SCHOOLS WITH TO MUCH TRAFFIC AND INTERSECTIONS

Maplemere Elementary School	1345243	I AM A PROTECTIVE PARENT. I HAVE GONE WITH HIM AS WE WALKED TO SCHOOL. AS HE MOVE TO THE MIDDLE SCHOOL WALKING/BIKING IS NOT AN OPTION BECAUSE MAPLE RD IS TOO BUSY/DANGEROUS.
Maplemere Elementary School	1345244	COMING FROM A CITY THAT PROVIDED CROSSING GUARDS AT NEARBY SCHOOL INTERSECTIONS I WOULD WILLINGLY ENCOURAGE MY CHILDREN TO WALK TO SCHOOL. IT ACTUALLY SEEMS ODD THAT SHSD DOES NOT SUPPLY THAT SERVICE TO NEARBY RESIDENTS IN THE COMMUNITY. TO SAVE ON COSTS/TAXES SCHOOLS SHOULD REQUIRE STUDENTS WITHIN CLOSE PROXIMITY TO WALK OR HAVE AN ALTERNATE FORM OF TRANSPORTATION NOT INCLUDING THE BUS.
Maplemere Elementary School	1345245	MY CHILD IS TO YOUNG TO WALK TO SCHOOL. THE INTERSECTIONS ARE VERY BUSY. IT IS TO DANGEROUS FOR HIM TO WALK.
Maplemere Elementary School	1345248	BOTH DISTANCE AND MAJOR INTERSECTIONS PREVENT US FROM BIKING/WALKING. WE DID IT ONCE AND IT WAS TOO MUCH FOR THE KIDS.
Sweet Home Middle School	1345250	WHEN MY SON WAS IN ELEMENETARY SCHOOL WE WALKED BECAUSE IT WAS CLOSER. NOW THAT HE WOULD HAVE TO NAVIGATE NIAGARA FALLS BLVD & MAPLE RD AND IT WOULD TAKE A CONSIDERABLE AMOUNT OF TIME IT'S NOT FEASIBLE.
Sweet Home Middle School	1345254	GIVEN THE LOCATION OF THE MIDDLE SCHOOL AND THE TRAFFIC AND PEDESTRIAN CONDITIONS TO GET THERE COUPLED WITH WHAT IS REQUIRED TO BRING TO SCHOOL (INCLUDING SKI CLUB EQUIPMENT) I WOULD NOT LET MY CHILD WALK TO SCHOOL - WHICH IS OVER 2 MILES AWAY.
Sweet Home Middle School	1345261	OUR MAIN REASON FOR NOT ALLOWING KRISTINA TO WALK/LAKE TO SCHOOL IS CROSSING NIAGARA FALLS BLVD. TOO BUSY NO CROSSING GUARDS DRIVERS ARE VERY ERRATIC.
Sweet Home Middle School	1345264	WE CANNOT WALK OR BIKE DUE TO DISTANCE FROM SCHOOL
Sweet Home Middle School	1345271	I DRIVE MY CHILD TO SCHOOL BECAUSE BOTH POSSIBLE BUS STOPS ARE LOCATED ON CORNERS NEXT TO WOODED AREAS. TRANSPORTATION ACKNOWLEDGE THIS AND PICKED UP MY OLDER CHILDREN AT ALTERNATIVE LOCATION BUT REFUSED TO DO THIS WITH THIS CHILD FORCING ME TO ALTER WORK SCHEDULE AND DRIVE HER TO SCHOOL EVERY DAY
Sweet Home Middle School	1345287	SCHOOL IS TO FAR FROM HOME TO WALK OR BIKE. BUSSES ARE TOO EMPTY! WASTE OF FUNDING. THERE ARE AROUND 19 KIDS ON THE BUS. SOME BUSES PULL UP WITH 10!
Sweet Home Middle School	1345288	A CHILDS ABILITY TO WALK TO SCHOOL ALSO DEPENDS ON THE MATURITY AND AWARENESS OF THE CHILD. SOME KIDS MAY BE READY TO WALK TO SCHOOL AT AN EARLIER AGE THAN OTHERS.
Sweet Home Middle School	1345292	THIS WAS RIDICULOUS! WHO WRITES IN ALL CAPS!!!
Willow Ridge Elementary School	1345297	I THINK BIKING TO SCHOOL IS A GREAT THING FOR KIDS. IF I WAS A STAY-AT-HOME MOM HE WOULD BIKE REGULARLY. I'M OFF OF WORK ON FRIDAYS HE STARTED BIKING ON FRIDAYS SINCE THE WEATHER GOT NICE.
Willow Ridge Elementary School	1345299	WE MOVED INTO THIS NEIGHBORHOOD JUST SO WE COULD WALK/RIDE BIKE TO SCHOOL. WE WERE PREVIOUSLY AT MAPLEMERE AND COULD NOT GET TO SCHOOL W/OUT CROSSING MILLERSPORT HIGHWAY.
Willow Ridge Elementary School	1345302	ALL KIDS THAT HAVE TO WALK TO SCHOOL MUST HAVE AN ADULT WITH THEM. TOO MUCH VIOLENCE OUT THERE.
Willow Ridge Elementary School	1345308	WEATHER PERMITTING I DO WALK TO SCHOOL WITH MY KIDS. I THINK WE LIVE TOO FARM FROM THE MIDDLE AND HIGH SCHOOLS TO WALK. (IN THE FUTURE).
Willow Ridge Elementary School	1345314	I ENCOURAGED HER TO RIDE ON "RIDE YOUR BIKE TO SCHOOL" DAY. SHE VERY MUCH ENJOYED THIS. DIFFICULT PART FOR ME WAS KEEPING UP WITH HER WHILE PUSHING MY SON IN A STROLLER.
Willow Ridge Elementary School	1345319	I HAVE 2 YOUNGER CHILDREN AT HOME IT IS CONVENIENT FOR MY CHILD TO RIDE THE BUS.

Willow Ridge Elementary School	1345325	I KNOW IT IS UNLIKELY BUT MY BIGGEST FEAR FOR MY DAUGHTER WALKING TO SCHOOL ALONE IS HER GETTING ABDUCTED OR HURT BY SOMEONE.
Willow Ridge Elementary School	1345332	INCENTIVES FOR WALKING/BIKING TO SCHOOL WILL HELP. GAMITY IT UNTIL THE KIDS GET INTO THE HABIT.
Willow Ridge Elementary School	1345333	WALKING IS FUN AND HEALTHY. UNFORTUNATELY WE CAN DO IT FOR A SHORT PERIOD DUE TO THE BUFFALO WEATHER

## Appendix D. Federal Parent Survey Reports for Amherst Central School District, 2014 and 2015

Figure D1. Federal Parent Survey Report for Amherst Central School District, 2014

### Parent Survey Aggregate Summary

**Program Name:** Amherst Central School District

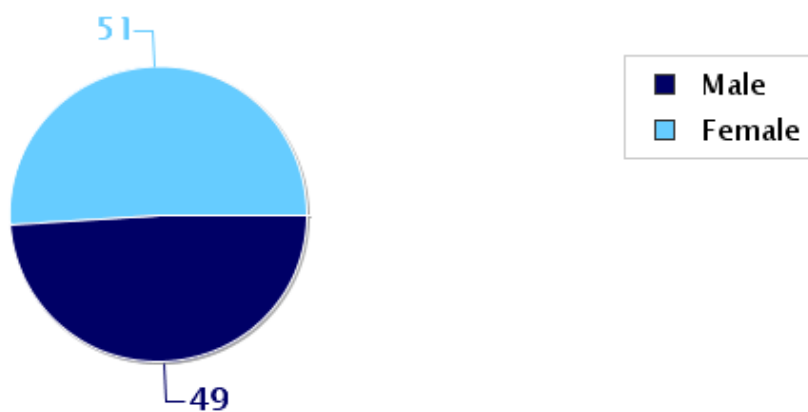
**Date range:** Spring 2014 (January - June 2014)

**Date Report Generated:** 12/21/2015

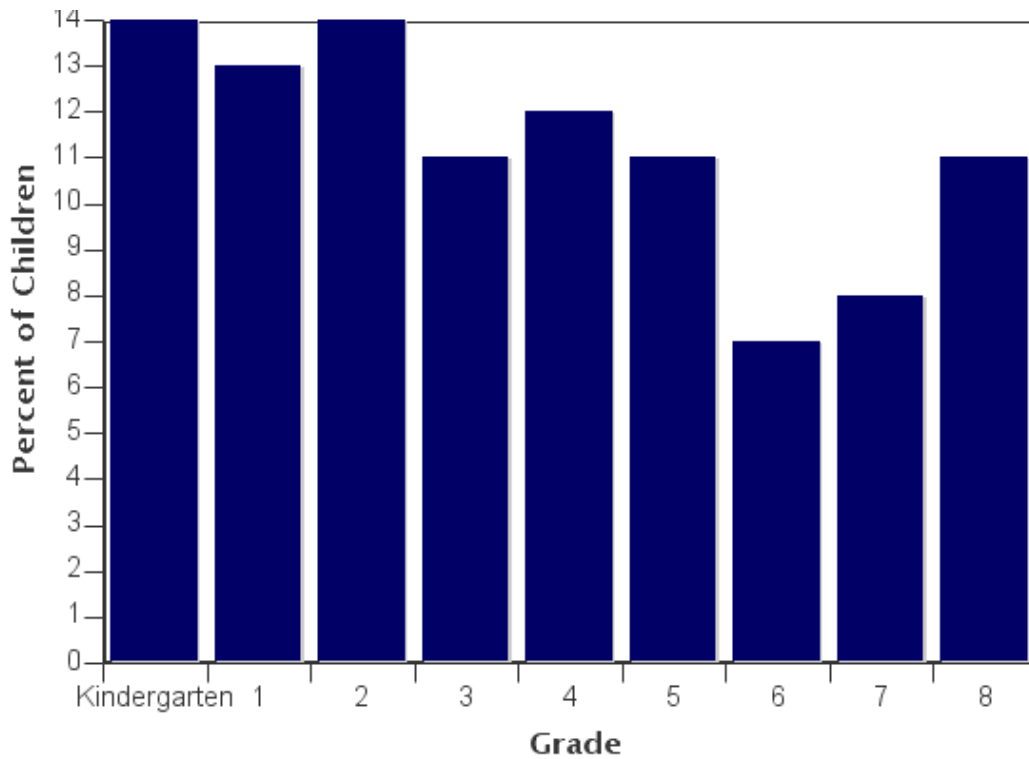
School Name(s):	Month & Year Collected & (Set ID)	School Enrollment:	Enrollment in Grades Targeted by SRTS Program:	Number of Questionnaires Distributed:	Number of Questionnaires Included in Report:
Amherst Middle School	March 2014 (11956)	685		685	95
Smallwood Drive School	March 2014 (11957)	754		754	156
Windermere Blvd School	March 2014 (11958)	691		691	124
			Total:	2130	375

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

### Sex of children for parents that provided information



## Grade levels of children represented in survey



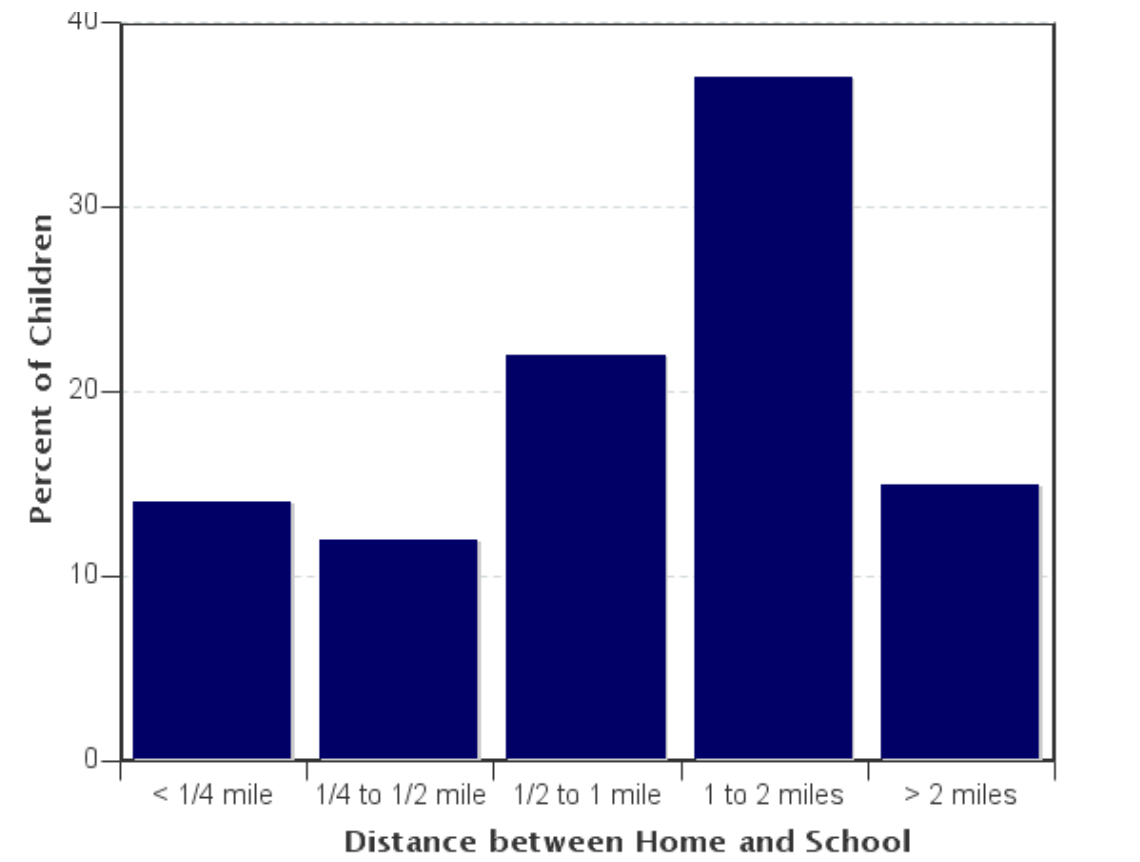
## Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	51	14%
1	49	13%
2	52	14%
3	39	11%
4	43	12%
5	42	11%
6	26	7%
7	28	8%
8	39	11%

No response: 0

Percentages may not total 100% due to rounding.

## Parent estimate of distance from child's home to school

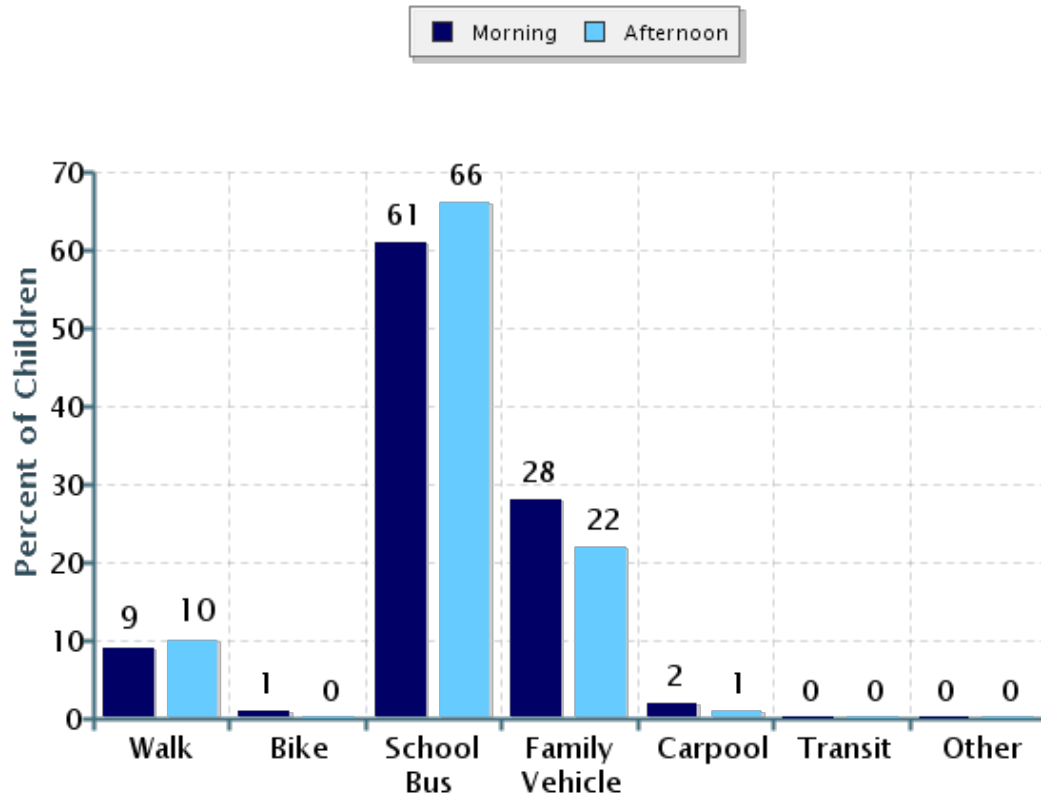


## Parent Survey Aggregate Summary

Distance between home and school	Number of children	Percent
Less than 1/4 mile	47	14%
1/4 mile up to 1/2 mile	43	12%
1/2 mile up to 1 mile	75	22%
1 mile up to 2 miles	127	37%
More than 2 miles	53	15%

Don't know or No response: 30  
Percentages may not total 100% due to rounding.

## Typical mode of arrival at and departure from school



## Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	360	9%	0.6%	61%	28%	2%	0%	0%
Afternoon	351	10%	0.3%	66%	22%	1%	0%	0.3%

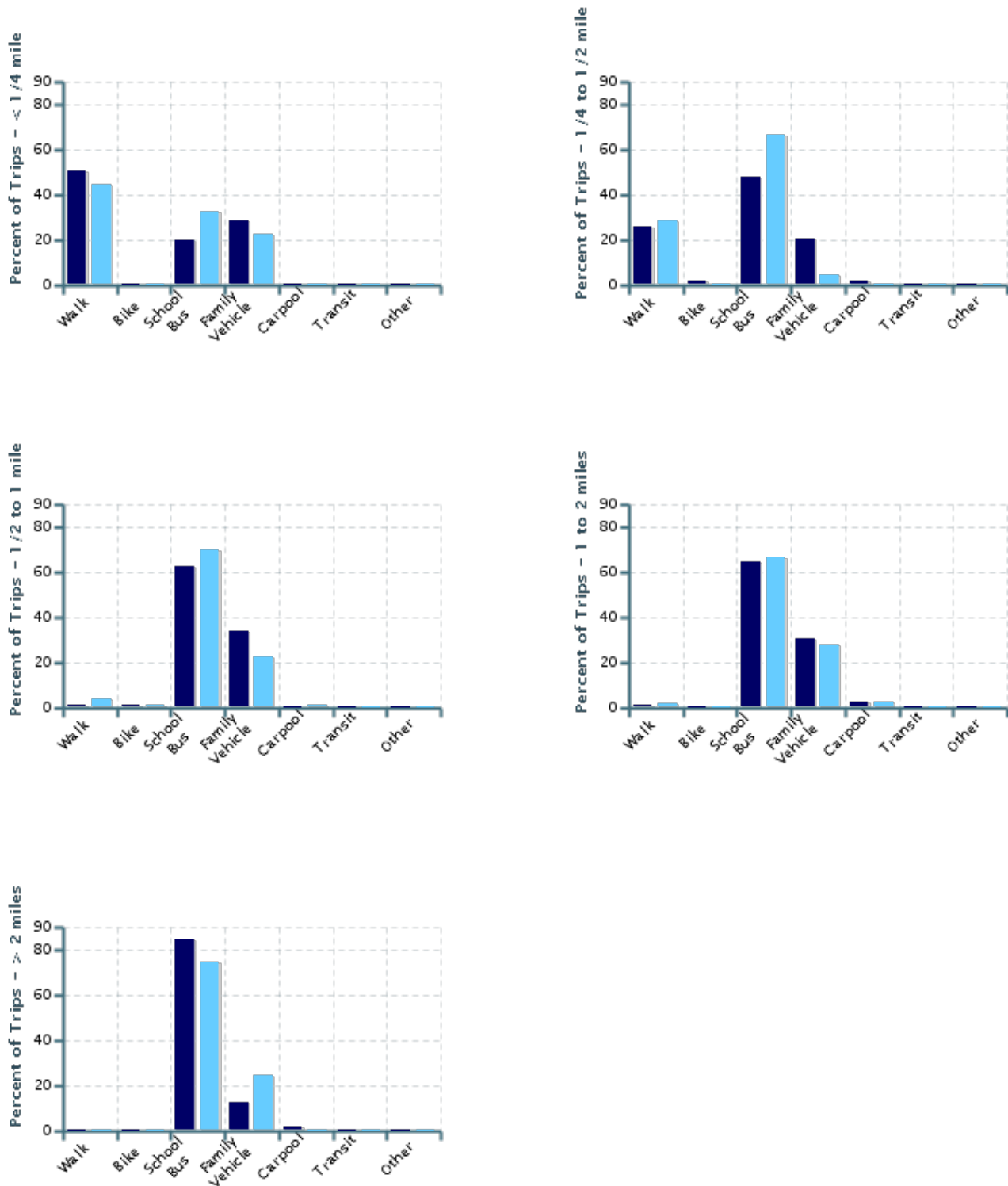
No Response Morning: 15

No Response Afternoon: 24

Percentages may not total 100% due to rounding.

## Typical mode of school arrival and departure by distance child lives from school

■ Morning ■ Afternoon



# Typical mode of school arrival and departure by distance child lives from school

## School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
1 Less than 1/4 mile	41	51%	0%	20%	29%	0%	0%	0%
2 1/4 mile up to 1/2 mile	42	26%	2%	48%	21%	2%	0%	0%
3 1/2 mile up to 1 mile	73	1%	1%	63%	34%	0%	0%	0%
4 1 mile up to 2 miles	124	1%	0%	65%	31%	3%	0%	0%
5 More than 2 miles	53	0%	0%	85%	13%	2%	0%	0%

Don't know or No response: 1

Percentages may not total 100% due to rounding.

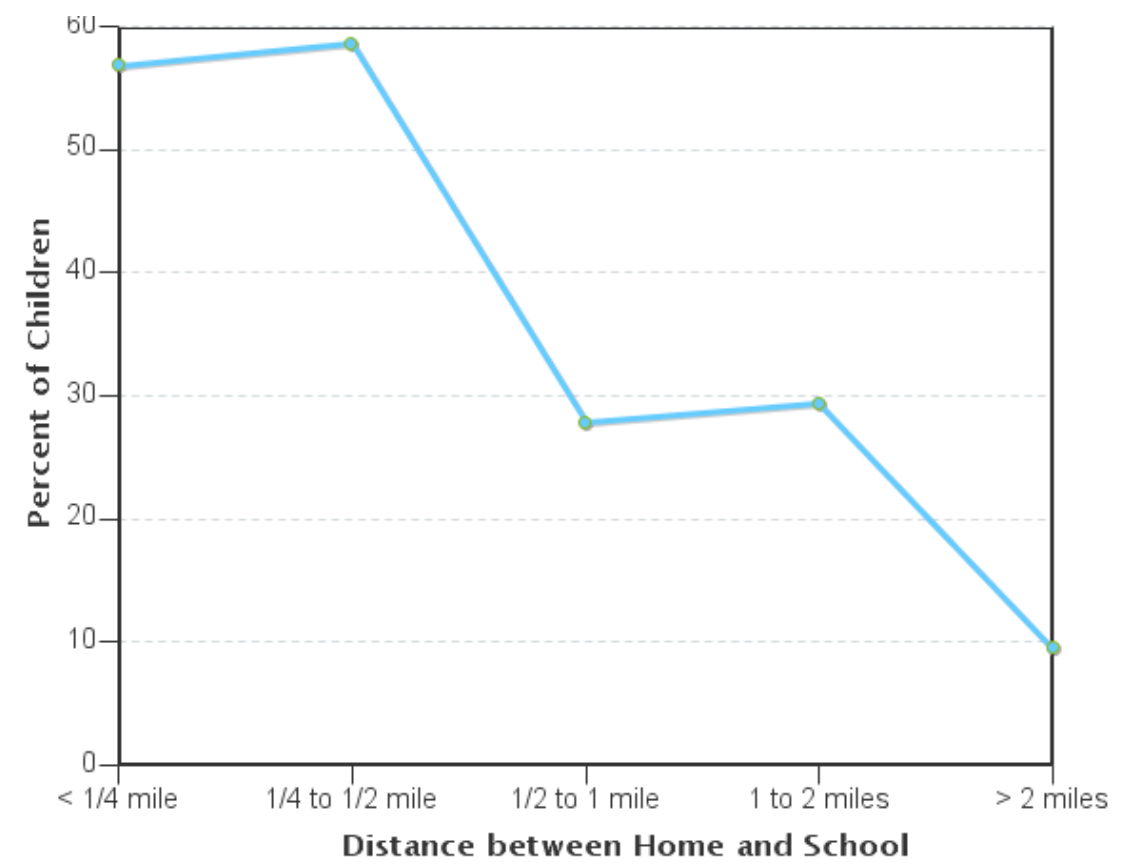
## School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	40	45%	0%	33%	23%	0%	0%	0%
1/4 mile up to 1/2 mile	42	29%	0%	67%	5%	0%	0%	0%
1/2 mile up to 1 mile	70	4%	1%	70%	23%	1%	0%	0%
1 mile up to 2 miles	119	2%	0%	67%	28%	3%	0%	0%
More than 2 miles	53	0%	0%	75%	25%	0%	0%	0%

Don't know or No response: 1

Percentages may not total 100% due to rounding.

## Percent of children who have asked for permission to walk or bike to/from school by distance they live from school



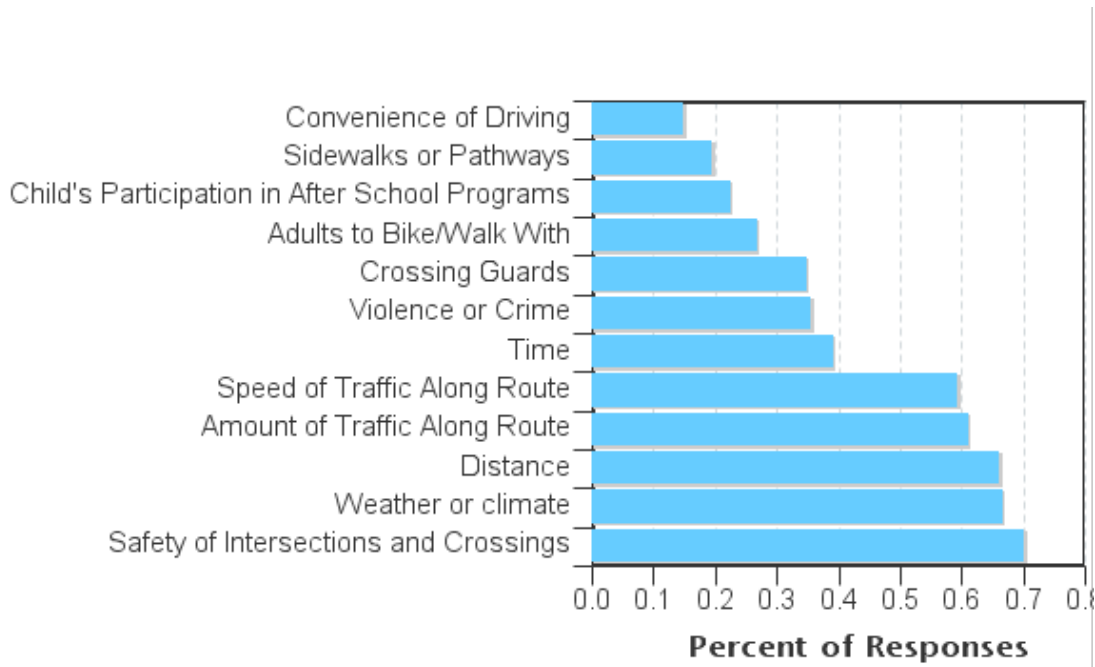
## Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	555	57%	59%	28%	29%	9%
No	1125	43%	41%	72%	71%	91%

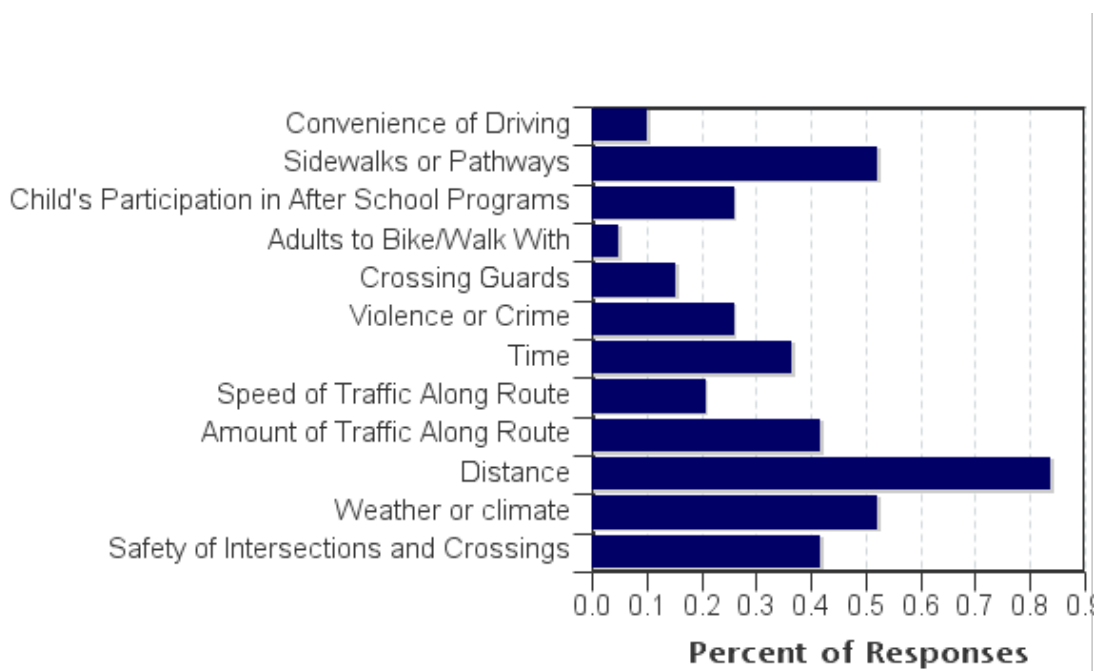
Don't know or No response: 1

Percentages may not total 100% due to rounding.

## Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



## Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



## Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Safety of Intersections and Crossings	71%	42%
Weather or climate	67%	53%
Distance	67%	84%
Amount of Traffic Along Route	61%	42%
Speed of Traffic Along Route	60%	21%
Time	39%	37%
Violence or Crime	36%	26%
Crossing Guards	35%	16%
Adults to Bike/Walk With	27%	5%
Child's Participation in After School Programs	23%	26%
Sidewalks or Pathways	20%	53%
Convenience of Driving	15%	11%
<b>Number of Respondents per Category</b>	<b>251</b>	<b>19</b>

No response: 105

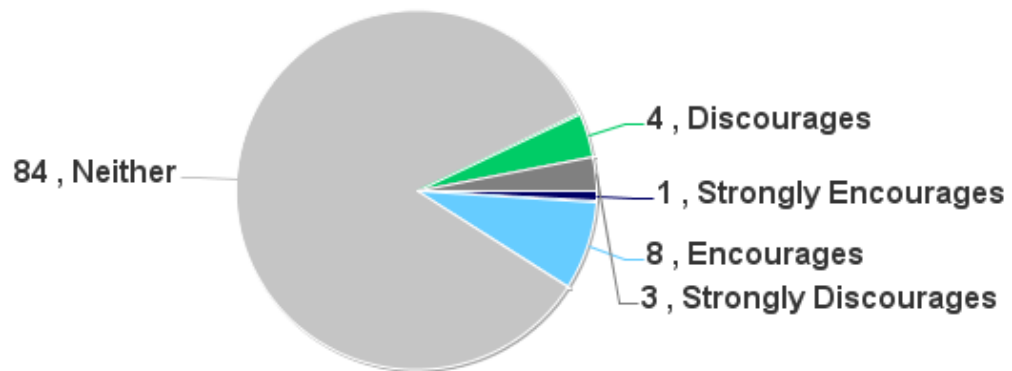
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

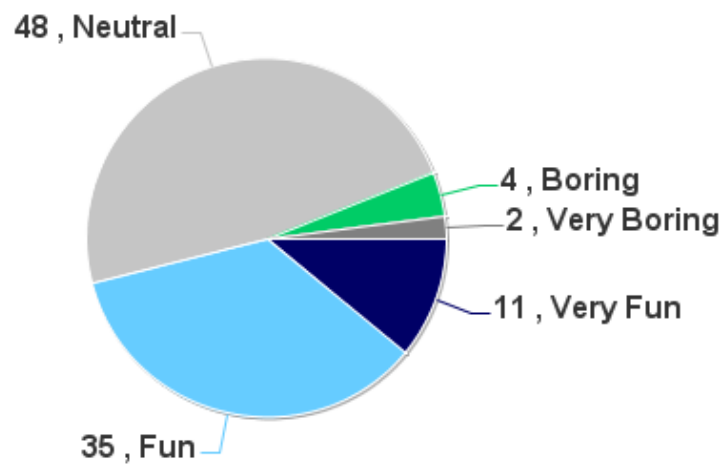
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

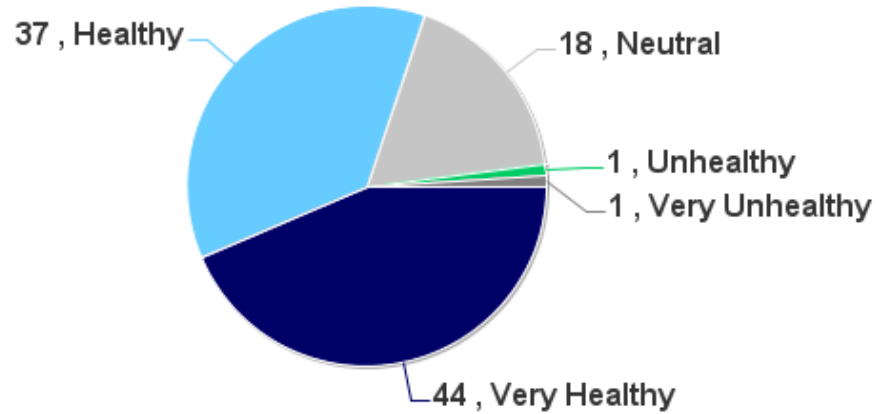
## Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



## Parents' opinions about how much fun walking and biking to/from school is for their child



## Parents' opinions about how healthy walking and biking to/from school is for their child



## Comments Section

School	SurveyID	Comment
Amherst Middle School	1221504	A PROBLEM W/ THE MIDDLE SCHOOL IS THEY WON'T LET KIDS IN BEFORE 8:15AM. IN THE WINTER WE HAVE TO DRIVE OR THEY WILL BE WAITING OUTSIDE. MY KIDS ARE ALREADY WALKERS (9/10 MI FROM SCHOOL) - WE ALSO HAVE TO DRIVE DURING SPORTS SEASON B/C THERE IS NO WHERE FOR THEM TO STORE EQUIPMENT AT SCHOOL.
Amherst Middle School	1221506	WHAT AFFECTS MY DECISION AS TO WHETHER MY CHILD MAY WALK TO SCHOOL IS IF SHE HAS A FRIEND TO WALK WITH. I AM ALWAYS CONCERNED FOR HER SAFETY WHETHER ROUTE HAS TOO FEW PEOPLE ON IT OR IF IT HAS TOO MUCH TRAFFIC.
Amherst Middle School	1221508	WHEN OUR SON ENTERS THE HIGH SCHOOL HE WILL BE WALKING TO SCHOOL BECAUSE THERE ARE TWO CROSSING GUARDS AT MAIN/HARLEM INTERSECTION AND PREFER TO HAVE HIM CROSS THERE FOR THAT REASON. IF THEY WERE NOT THERE I DON'T THINK I WOULD ENCOURAGE HIM TO WALK TO/FROM SCHOOL. MAIN ST TRAFFIC IS TOO HEAVY AND DRIVERS ALWAYS RUN RED LIGHTS - ESPECIALLY THOSE THAT SET OFF THE 2% (B/C OF TRAFFIC) AND TAKE HARLEM TO MAIN....
Amherst Middle School	1221510	TRAFFIC AND CROSSING INTERSECTIONS ARE THE REASONS FOR NOT ALLOWING MY CHILD TO WALK TO SCHOOL. I DON'T SEE ANY WAY THESE ISSUES CAN BE ADDRESSED.
Amherst Middle School	1221514	QUESTION #10 - VIOLENCE OR CRIME - STRANGERS/WORKERS ALONG PATH
Amherst Middle School	1221516	THERE ARE TOO MANY LUNATICS AND CRAZY PEOPLE OUT THERE.
Amherst Middle School	1221522	THE TRAFFIC IS NOT VERY BIKE FRIENDLY AND MANY PEOPLE DO NOT SHOVEL THEIR SIDEWALKS. THESE TWO FACTORS MAKE BIKING MORE OF A CHORE.
Amherst Middle School	1221526	NONE
Amherst Middle School	1221527	QUESTION #15 - HOW IS THIS RELEVANT?
Amherst Middle School	1221529	MY DAUGHTER EVEN BIKES IN THE WINTER SO SHE CAN GET UP A FEW MINUTES LATER IN THE MORNING.
Amherst Middle School	1221530	1/6/2014
Amherst Middle School	1221532	MY CHILDREN PREFER TO WALK OR BIKE TO/FROM SCHOOL THAN TAKE THE BUS THAT IS AVAILABLE. I DRIVE THEM IN BAD WEATHER OTHERWISE THEY WALK OR BIKE AS WE ALL FEEL THIS IS GREAT EXERCISE!! OUR TOWN DOES NOT ENCOURAGE THIS FOR OF EXERCISE!!
Amherst Middle School	1221533	PARENTS EDUCATION LEVEL SHOULD HAVE NO BEARING ON THIS SURVEY - DO NOT FIND IT A RELATIVE FACTOR AT ALL.
Amherst Middle School	1221535	NO COMMENTS
Amherst Middle School	1221545	THIS IS NOT CONFIDENTIAL WHEN YOU ASK FOR AN INTERSECTION ADDRESS! FIRST STUDENT BUSES ARE UNRULY & OFTEN LATE TO SCHOOL WEATHER CONDITIONS DISTRACTED DRIVERS POOR BUSSING ARE REASONS WE WILL ALWAYS DRIVE. QUESTION #10 - VIOLENCE OR CRIME - POOR BEHAVIOR ON BUSES/UNSUPERVISED
Amherst Middle School	1221546	WOULD WANT CONFIRMATION DAILY THAT MY CHILD ARRIVED SAFELY TO SCHOOL - A TXT AT THE VERY LEAST.
Amherst Middle School	1221548	CROSSING GUARDS AT MAIN & HARLEM ADVISED US THEY LEAVE AT 4 (MIDDLE SCHOOL ENDS AT 3:50). THEY SAID THEY ARE THERE TO CROSS HIGH SCHOOL STUDENTS. THEY ARE VERY HELPFUL WITH CROSSING OUR HIGH SCHOOLER. IT IS A DANGEROUS INTERSECTION. QUESTION #9 - REQUIRES CROSSING MAIN AT HARLEM & GUARDS LEAVE AT 4!
Amherst Middle School	1221549	I'LL ENCOURAGE MY KID WALKING AND BIKING TO FROM SCHOOL WHEN SHE'LL BE IN HIGH SCHOOL GRADUATE BECAUSE SHE'LL KNOW ABOUT CONVENIENCE OF DRIVING.

Amherst Middle School	1221550	TO WALK OR BIKE MY CHILDREN WOULD BE CROSSING 1 OR MORE THRUWAY EXITS/ENTRANCES & THE EXTREMELY BUSY INTERSECTION OF SHERIDAN HARLEM - ALREADY HAD 1 CHILD HIT @ THAT INTERSECTION (FORTUNATELY NOT INJURED) KIDS WOULD BE BIKING DURING MORNING RUSH HOUR - DRIVERS OFTEN DISTRACTED & DON'T PAY GREAT ATTENTION.
Amherst Middle School	1221554	I STRONGLY SUPPORT WALKING/BIKING TO SCHOOL
Amherst Middle School	1221557	I WOULD ALLOW MY CHILD TO WALK W/OUT AN ADULT BUT WITH OTHER CHILDREN BEGINNING IN 3RD GRADE AND ALONE IN 8TH GRADE.
Amherst Middle School	1221563	SAFETY IS A HUGE CONCERN WITH HAVING MY DAUGHTER WALK TO AND FROM SCHOOL. I DO NOT FEEL YOU ARE SAFE AT ANY AGE AND A BUDDY SYSTEM IS NOT ALWAYS AVAILABLE.
Amherst Middle School	1221565	WISH KIDS WOULD RIDE BIKE/WALK RE: AMHERST MIDDLE-PEOPLE HAVE BEEN HIT BY CARS AT MAIN & EGGERT; SIDEWALKS OLD AND BROKEN EN ROUTE CARS DRIVING WAY TO FAST ON ROADS LEADING DIRECTLY TO SCHOOL; DRIVERS ROLLING THROUGH STOP SIGNS; LITTLE ENFORCEMENT OF DRIVING RULES. RE: WINDERMERE BLVD SCHOOL-FELT VERY UNSAFE AS AN ADULT WALKING FROM POMEROY PARK AT MAIN & LONGLEAF TO WALK CHILDREN HOME. 1ST DAY OF MIDDLE SCHOOL MY SON RODE HIS BIKE. HE WENT TO LOCK BIKE AT SIDE OF SCHOOL-UNSUPERVISED AREA. CLASSMATE PULLED OUT AN AIR SOFT BIKE AGAIN-FEELS UNSAFE. GLAD POLICE OFFICER NOW AT MS! SOME DAYS BACK PACK TOO HEAVY FOR BIKE RIDE
Amherst Middle School	1221567	I THINK IT IS ABSOLUTELY UNSAFE THAT MY SON MUST CROSS OVER MAIN STREET (THERE IS NO CROSSING GUARD DURING HIS SCHOOL TIME) TO GET TO AND HOME FROM SCHOOL. ALSO IN THE WINTER IT IS TOO LONG OF A WALK TO BE IN THE COLD. I HAVE CONTACTED BOTH THE AMHERST POLICE AND THE BUSING COMPANY CONCERNING THESE SAFETY
Amherst Middle School	1221578	MORE LIKELY TO LET WALK HOME BECAUSE NOT THE TIME PRESSURE THAT THERE IS IN THE MORNING (GETTING TO SCHOOL BEFORE MORNING BELL).
Amherst Middle School	1221588	MY CHILD IS NOT MATURE ENOUGH TO GO BEYOND OUR BLOCK ALONE.
Amherst Middle School	1221592	WE DON'T LIKE THE KIDS WALKING DOWN EGGERT. TOO MUCH TRAFFIC FROM ALL AREAS
Smallwood Drive School	1221595	MY CHILDREN DO WALK ONCE A WEEK TO THEIR PIANO TEACHERS HOUSE AND ENJOY IT. MAIN STREET AND HARLEM IS AN INTIMIDATING INTERSECTION.
Smallwood Drive School	1221598	MY CHILD HAS A DISABILITY (AUTISM) AND I MOST LIKELY WON'T FEEL COMFORTABLE LETTING HER WALK ALONE UNTIL SHE IS IN HIGH SCHOOL. QUESTION #10 - TIME - DARK IN AM
Smallwood Drive School	1221606	IF WE LIVED CLOSER TO SCHOOL WE WOULD WALK OR BIKE. TIME CONSTRAINTS AND A MAJOR INTERSECTIONS ARE THE MAIN REASONS WHY WE WOULDN'T ALSO.
Smallwood Drive School	1221608	FOR SMALLWOOD IT IS TOO FAR & TOO EARLY @ 7:45 START.
Smallwood Drive School	1221609	MOST CONCERNED WITH MY CHILD CROSSING HEAVILY TRAVELED STREET (HARLEM RD) WHERE THERE ARE NO TRAFFIC SIGNALS PEDESTRIAN CROSSING SIGNALS OR CROSSING GUARDS.
Smallwood Drive School	1221614	A SIDEWALK ON NORTHEIDGE WOULD MAKE WALKING TO AND FROM SCHOOL SAFER. WITH ALL THE BUSES AND CAR TRAFFIC IT CAN BE ESPECIALLY DANGEROUS DURING THE WINTER WHEN THE SNOW BANKS FORCE YOU TO WALK IN THE STREET.
Smallwood Drive School	1221617	I WISH NORTHEIDGE HAD SIDEWALKS - IT'S BUSY IN THE MORNINGS. IT WOULD ALSO BE NICE TO KNOW (IF I LET HIM BIKE BY HIMSELF THAT HE GOT TO SCHOOL OK OR IF THE SCHOOL WOULD CALL/TEXT IF HE DIDN'T MAKE IT
Smallwood Drive School	1221621	BELIEVE MORE STUDENTS SHOULD WALK TO SCHOOL-SAVING BUS \$. PARENTS & CHILDREN CAN LEARN TIME MANAGEMENT TO ENSURE PROMPT ARRIVAL. ALSO BUSES STOPPING IN FRONT OF EACH AND EVERY HOUSE SHOULD BE LESSENED WITH GROUP P/UP POINTS ENCOURAGING CHILDREN TO WALK TO A LOCATION FOR P/UP.
Smallwood Drive School	1221630	AS A PARENT OF A KINDERGARTNER QS 10-13 WERE DIFFICULT TO ANSWER!
Smallwood Drive School	1221632	THERE ARE NO SIDEWALKS ON MUCH OF NORTHEIDGE DRIVE. HOW CAN YOU EXPECT YOUNG CHILDREN TO WALK TO SMALLWOOD IN THE STREET!?!?

Smallwood Drive School	1221633	I ALSO HAVE A 12TH GRADE STUDENT. ONCE HE HIT MIDDLE SCHOOL HE WALKED OR BIKED. AMS EXPECTED HIM TO CROSS KENSINGTON TO CATCH THE BUS (4 LANES OF TRAFFIC). HIGH SCHOOL HE HAS NO BUS WITH BUFFALO WINTERS WALKING 1.3 MILES (OUR DISTANCE) IS RIDICULOUS AND UNSAFE. ELEMENTARY BUSING IS EXCELLENT-NO ISSUES.
Smallwood Drive School	1221636	MY SON WALKS EACH MORNING BECAUSE WE LIVE SO CLOSE. HOWEVER I COULD NEVER ALLOW HIM TO WALK W/OUT US BECAUSE THERE ARE NO SIDEWALKS ON NORTHELEDGE - THE STREET THAT BACKS UP TO SMALLWOOD. IT IS UNSAFE THAT THEY HAVE TO WALK IN THE STREET-ESPECIALLY DARKER MORNINGS IN WINTER. WHEN THERE IS SNOW PILED OR LEAVES THEY AREN'T EVEN ABLE TO WALK CLOSE TO THE CURBS. FOR THIS REASON BIKING WOULD ALSO BE OUT OF THE QUESTION.
Smallwood Drive School	1221640	WE ONLY LIVE A FEW BLOCKS FROM SCHOOL. WE NEVER LET OUR SON WALK HOME ALONE. HIM & HIS FRIENDS REALLY HAVE FUN WALKING HOME TOGETHER. THERE IS LITTLE TRAFFIC. THEY DO NOT HAVE TO CROSS ANY BUSY STREETS. (MAIN ST). QUESTION #9 - YOUNGER WHEN HIS OLDER BROTHER WAS AT SAME SCHOOL.
Smallwood Drive School	1221643	SAFETY IS MY NUMBER ONE CONCERN (TRAFFIC AND PREDATORS)
Smallwood Drive School	1221645	SMALLWOOD DOES NOT HAVE BICYCLE RACKS THAT I'M AWARE OF.
Smallwood Drive School	1221646	MANY FACTORS GO INTO THE DECISION OF WALKING TO SCHOOL-TRAFFIC LOCATION/DISTANCE ARRIVAL TIME GUARDS ETC. AS THE CHILDREN GET OLDER WALKING/BIKING INCREASE. (THEY ARE IN 2ND & 4TH GRADE NOW).
Smallwood Drive School	1221647	I'M GLAD TO SEE MY TAX DOLLARS GOING TO USE FOR SUCH A CONSTRUCTIVE STUDY. I'M SURE THERE WAS NOTHING MORE BENEFICIAL TO USE THOSE FUNDS ON.
Smallwood Drive School	1221648	WHEN MY SON ATTENDED WINDERMERE WE WALKED/BIKED EVERYDAY ANY WEATHER CONDITIONS. WHEN HE CHANGED TO SMALLWOOD HE HAD TO USE THE BUS IT IS TOO FAR FOR HIM TO BIKE/WALK ALONE. QUESTION #10 - DISTANCE - 1 1/2 MILES
Smallwood Drive School	1221659	MY 6TH GRADER WALKS DAILY TO AMHENT MIDDLE SCHOOL AND WE HAVE NO ISSUES WITH IT.
Smallwood Drive School	1221667	QUESTION #11 - WHEN HE IS IN 7TH GRADE HE IS JUST 6 Y.O. NOW.
Smallwood Drive School	1221668	I WOULD LOVE TO SEE A WALKING CLUB AT SMALLWOOD EITHER INSIDE OR OUT. MY FRIEND'S CHILDREN'S SCHOOL OFFERS A WALKING CLUB LOVE IT. WISH SMALLWOOD WOULD TOO.
Smallwood Drive School	1221671	I GREW UP IN OHIO ALL THE CHILDREN TOOK A COURSE LED BY THE FIRE & POLICE COMPANY & TAX DOLLARS CALLED "SAFETY TOWN" WE SHOULD HAVE THIS IN NYS TO ENSURE THE CHILDREN LEARN BICYCLE STREET CROSSING SIDEWALK WALKING SAFETY.
Smallwood Drive School	1221679	THERE SHOULD BE MORE BUSSES. MY CHILD HAS TO BE PICKED UP AN HOUR BEFORE SCHOOL BEGINS. ASKING A 6-YEAR-OLD TO BE READY FOR A BUS AT 6:45AM IS DIFFICULT ON A FAMILY.
Smallwood Drive School	1221681	I WOULD NEVER ALLOW AN ELEMENTARY STUDENT TO CROSS MAIN STREET & WALK DOWN MAIN STREET W/O PARENT/TRUSTED ADULT.
Smallwood Drive School	1221686	CHILD LEAVES TOO FAR TO WALK OR BIKE. VERY BUSY STREETS.
Smallwood Drive School	1221688	MY SON USES A SCOOTER AND DRIVES HIMSELF HOME SOMETIMES IN NICE WEATHER.
Smallwood Drive School	1221690	NO SIDEWALK ON NORTHELEDGE B/N BURROUGHS & AUDUSON IS CONCERNING FOR WALKERS GOING TO SMALLWOOD ELEMENTARY.
Smallwood Drive School	1221691	THERE SHOULD BE SIDEWALKS ON ALL STREETS WITHIN A MILE OF ANY SCHOOL.
Smallwood Drive School	1221693	I WOULD ALLOW MY CHILD TO WALK TO SMALLWOOD IF WE DID NOT LIVE ON THE OTHER SIDE OF MAIN STREET. SHE WILL WALK TO MIDDLE SCHOOL.
Smallwood Drive School	1221696	I AM VERY CONCERNED THAT WHEN MY CHILDREN ENTER MIDDLE SCHOOL THAT THEY WILL BE WALKERS. DUE TO TRAFFIC AND WALKING ALONE AFTER BOTH PARENTS HAVE LEFT FOR WORK CAUSES CONCERN.
Smallwood Drive School	1221697	THE KIDS COULD BENEFIT FROM A SAFETY SEMINAR THAT DISCUSSES WAYS TO AVOID ABDUCTION AND ACCIDENTS WITH CARS.

Smallwood Drive School	1221702	I LOVE THE IDEA OF STUDENTS WALKING/BIKING TO SCHOOL. IT PROVIDES A SAFE SENSE OF COMMUNITY. IF I WAS A 'STAY AT HOME MOM' WE'D WALK/BIKE DURING WARM WEATHER. (I THINK THIS IS A MAJOR FACTOR NOT INCLUDED IN #10!) MY MIDDLE SCHOOL STUDENT WALKS/BIKES DAILY.
Smallwood Drive School	1221706	SCHOOL GROUNDS AND SIDEWALKS ARE ALWAYS WELL-MAINTAINED.
Smallwood Drive School	1221710	HAVING AN ELEMENTARY SCHOOL STUDENT CROSSING MAIN STREET IN THE MORNING IS OUR BIGGEST CONCERN IN HAVING OUR CHILD WALK/BIKE TO SCHOOL.
Smallwood Drive School	1221714	THERE ARE NO BIKE RACKS AT SMALLWOOD THAT I'M AWARE OF.
Smallwood Drive School	1221716	I FEEL THAT THE AMHERST SCHOOLS SHOULD NOT BUS KIDS THAT LIVE LESS THAN 1 MILE FROM SCHOOL.
Smallwood Drive School	1221717	I DON'T FIND IT SAFE FOR CHILDREN UNDER 13 TO BE WALKING/BIKING TO SCHOOL BY THEMSELVES.
Smallwood Drive School	1221720	MY BIGGEST FEAR IS STRANGERS APPROACHING CHILDREN NOW A DAYS. THIS IS THE MAIN REASON MY KIDS MAY NEVER WALK TO SCHOOL.
Smallwood Drive School	1221721	WHEN A CONCERN WITH THE BEHAVIOR OF OTHER CHILDREN ON THE SCHOOL BUS CAME UP. THE SCHOOL RESPONDED PROMPTLY & HELPFULLY.
Smallwood Drive School	1221722	QUESTION #3 - ONE THAT LIVES IN NIAGARA FALLS
Smallwood Drive School	1221726	CROSSING MAIN ST. IS A BIG DETERRENT TO ALLOWING AN ELEMENTARY SCHOOL STUDENT TO WALK.
Smallwood Drive School	1221728	FOR A LARGE PORTION OF THE SCHOOL YEAR IT IS TOO COLD AT 7AM TO WALK 1.2 MILES. SOMETIMES IT IS DARK. OFTEN THE SIDEWALKS ARE NOT CLEAR OF SNOW. WILL WALK WHEN CLOSER WARMER & 9AM.
Smallwood Drive School	1221730	QUESTION 10 IS DIFFICULT TO ANSWER AS SOME OF THE VARIABLES ARE RELATED AND CAN'T BE ANSWERED ACCURATELY SEPARATELY. 'TIME' CAN'T BE SEPARATED FROM 'DISTANCE' QUESTION 14 WOULD BE 'VERY HEALTHY' IF YOU FACTORED OUT THE SAFETY AND TRAFFIC CONCERNS
Smallwood Drive School	1221736	SMALLWOOD NEEDS TO EXTEND AM DROP OFF AREA DUE TO THE INCREASE # OF DROP-OFFS. IT WOULD ALLOW MORE STUDENTS GET OUT & ENTER SCHOOL IN A TIMELY MANNER. MANY TIMES WE ARE IN LINE & DELAYED & LATE DUE TO TRAFFIC. BUSES SHOULD WAIT TO EXIT UNTIL 7:45. THIS WOULD ELIMINATE A HUGE DELAY.
Smallwood Drive School	1221739	MY DAUGHTER IS IN KINDERGARTEN. WHEN SHE IS OLDER I WOULD ALLOW HER TO WALK/RIDE BIKE TO/FROM SCHOOL BUT LIKELY NOT UNTIL MIDDLE SCHOOL AND MOST CERTAINLY NOT ALONE.
Smallwood Drive School	1221740	IF WE LIVED IN THE NEIGHBORHOOD AROUND SDE I WOULD ALLOW MY KIDS TO WALK/BIKE. WE SIMPLY LIVE TOO FAR AWAY. WHEN THEY ARE IN JR. HIGH THEY WILL BE ALLOWED TO SINCE IT IS CLOSER AND THEY WILL BE OLDER.
Smallwood Drive School	1221741	I WOULD LOVE TO WALK MY CHILD TO SCHOOL BUT WITH OVER A MILE TO COVER (AND AS A SINGLE PARENT WITH A YOUNGER SIBLING WHOSE DAYCARE IS IN THE OPPOSITE DIRECTION) IT JUST ISN'T FEASIBLE. SHE IS TOO YOUNG TO BIKE YET ALONE. CROSSING MAIN ST SAFELY IS ALSO AN ISSUE.
Smallwood Drive School	1221743	THE WALK TO & FROM SCHOOL FOR ALL 3 OF MY CHILDREN IS ABOUT A MILE OR MORE. MY OLDEST IN 11TH GRADE HAS TO WALK HOME AND IT TAKES ABOUT 30-40 MINUTES TOO FAR.
Windermere Blvd School	1221750	DUE TO SEVERAL MAJOR INTERSECTIONS MY CHILD WILL NOT WALK OR BIKE TO SCHOOL
Windermere Blvd School	1221751	SINCE IT IS TOO FAR FOR MY CHILD TO WALK TO SCHOOL I'VE TRIED TO ANSWER QUESTIONS AS THOUGH MY CHILD COULD WALK TO SCHOOL
Windermere Blvd School	1221759	WOULD LOVE TO FEEL MORE COMFORTABLE ALLOWING MY CHILD RIDE HIS BIKE TO SCHOOL BUT CROSSING BIG INTERSECTIONS ALONE SCARES ME
Windermere Blvd School	1221762	MY SON STARTS MIDDLE SCHOOL IN SEPTEMBER WHICH IS ON A LESS DANGEROUS PATH. WE ARE VERY EXCITED TO ALLOW HIM TO WALK/BIKE TO AND FROM SCHOOL.
Windermere Blvd School	1221764	I WOULD LIKE TO SEE CROSSING GUARDS SO THAT I CAN LET MY CHILD WALK/BIKE TO SCHOOL ON A DAILY BASIS SAFELY.

Windermere Blvd School	1221765	I PAY LOTS OF TAXES - ESPECIALLY TO AMHERST SCHOOLS. I VALUE THE SERVICE I RECEIVE FROM THE BUS COMPANY & TRULY HOPE THEY DON'T CUT THAT IN ORDER TO SAVE MONEY.
Windermere Blvd School	1221769	I WOULD NOT ALLOW MY CHILD TO WALK ALONE W/OUT ANOTHER STUDENT UNTIL 8TH GRADE BUT WITH OTHERS 3RD GRADE.
Windermere Blvd School	1221776	IT WOULD BE NICE IF A CROSSING GUARD WAS PROVIDED IN THE AFTERNOON AND NOT JUST IN THE MORNING.
Windermere Blvd School	1221787	WINTER WEATHER WOULD PREVENT HIM FROM GETTING TO SCHOOL. FEAR OF SOMETHING BAD HAPPENING TO AND FROM SCHOOL (CRAZY PEOPLE) IN THIS WORLD!
Windermere Blvd School	1221790	I AM MOTHER OF 2 KIDS. I AM ALONE WITHOUT MY HUSBAND ALSO I DON'T HAVE TRANSPORTATION.
Windermere Blvd School	1221791	AS A CHILD I HAD TO WALK TO SCHOOL BUT IT WAS IN A VERY POOR COUNTY (OUTSIDE THE US) WALKING AND RIDING A BIKE WITH A BACKPACK & NON-SPORTS CLOTHES TO SCHOOL IS NOT HEALTHY SPORTS AND LEASURE ACTIVITES LIKE WALKING AND RIDING A BIKE ARE SEPARATE (TIME CONDITIONS SAFETY
Windermere Blvd School	1221793	WE CAN'T CHANGE HOW FAR WE ARE AWAY FROM WINDERMERE.
Windermere Blvd School	1221795	MY SON IS ONLY IN THE 3RD GRADE WHICH I FIND TOO YOUNG TO WALK HOME WITHOUT SUPERVISION HOWEVER WITH AGE & MATURITY & MORE CROSSING GUARDS I WOULD ALLOW HIM TO WALK HOME IN THE 8TH GRADE.
Windermere Blvd School	1221796	IT IS NOT SAFE FOR A CHILD TO WALK WITHOUT ADULT SUPERVISION. CHILDREN ARE IRREPLACEABLE. IT IS A SAFER BET FOR KIDS TO BE ON A SCHOOL BUS. IF SOMETHING HAPPENED WHO WOULD TAKE RESPONSIBILITY?
Windermere Blvd School	1221802	I AM MOTHER FOR 2 KIDS. I AM ALONE WITHOUT MY HUSBAND. ALSO I DON'T HAVE TRANSPORTATION.
Windermere Blvd School	1221807	I BELIEVE THERE SHOULD BE SAFTY OFFICER OR ADULT FROM THE STAFF TO MONITOR THE ROAD ALL FOUR ROADS OF SURROUNDING THE SCHOOL PERIMETER FOR WALKERS AND BIKE RIDERS AT DISMISSAL & MORNING TIME.
Windermere Blvd School	1221814	OUR SCHOOL ENCOURAGES EVERYONE TO RIDE A BUS. THE INTERSECTION AT BAILEY AND LONGMEADOW COULD BE A DANGEROUS ONE THAT WOULD HAVE TO HAVE A CROSSING GUARD IN ORDER FOR ME TO LET MY CHILDREN RIDE TO SCHOOL (NO MATTER WHAT GRADE THEY ARE IN K-5).
Windermere Blvd School	1221815	MY TWO OLDEST BOYS STARTED WALKING HOME ALONE FROM SCHOOL LAST YEAR MY OLDEST WAS IN 2ND GRADE AND HIS BROTHER WAS IN 1ST GRADE. MY 3RD SON WILL BE IN KINDERGARTEN NEXT YEAR AND I'M TRYING TO DECIDE IF HE CAN WALK HOME WITH HIS BROTHERS (WITHOUT ME) WHO WILL BE IN 3RD & 4TH GRADE NEXT YEAR. THE OLDER BOYS HATED RIDING THE BUS AND REALLY ENJOY WALKING HOME.
Windermere Blvd School	1221819	I DON'T FEEL COMFORTABLE LETTING MY CHILD WALK OR RIDE TO SCHOOL ALONE BECAUSE HE'S TOO YOUNG AND I CAN NEVER BE TOO SURE OF WHO MAY BE LURKING AROUND IE: STRANGERS.
Windermere Blvd School	1221822	I DROP THE KIDS OFF IN THE MORNING ON MY WAY TO WORK AND MY HUSBAND PICKS THEM UP. IF HIS SCHEDULE CHANGED AND HE WAS UNAVAILABLE I MAY CONSIDER LETTING HIM WALK HOME WITH HIS OLDER SISTER.
Windermere Blvd School	1221825	IN SNOWY WEATHER PEOPLE DO NOT SHOVEL WELL. PLOWS PILE SNOW HIGHER THAN CHILDREN IN MEDIAN. NO GUARD IN AFTERNOON MEANS HIGH SPEEDS AND INCREASES ACCIDENT POTENTIAL.
Windermere Blvd School	1221827	IF THERE WAS CROSSING GUARDS TO CROSS MY CHILD AT EITHER BAILEY & CAMBRIDGE OR BAILEY & OXFORD I WOULD HAVE NO ISSUE AND IN FACT ENCOURAGE IT.
Windermere Blvd School	1221829	SINCE IT IS WAY TOO FAR FOR MY CHILD TO WALK TO SCHOOL I'VE TRIED TO ANSWER THE QUESTIONS AS THOUGH MY CHILD COULD WALK TO SCHOOL.
Windermere Blvd School	1221832	THE UB BUSES AT THE PARK CIRCLE/BAILEY/GROVER CLEVELAND INTERSECTION ARE SUPER DANGEROUS! IT'S A VERY DIFFICULT INTERSECTION TO NAVIGATE.
Windermere Blvd School	1221836	PREVENSON IS BETTER THAN CARE.
Windermere Blvd School	1221840	WE LIVE WAY TOO FAR TO EVEN CONSIDER A SECOND CHOICE. HOWEVER MY CHILDREN START WALKING/RIDING THEIR BIKES IN MIDDLE SCHOOL WHICH IS VERY CLOSE TO HOME.

Windermere Blvd School	1221842	CURRENTLY IN SCHOOL
Windermere Blvd School	1221843	VIOLENCE/CHILD ABDUCTION RATE IS HIGH THESE DAYS. - EVERYWHERE. WE HEAR IT ON THE NEWS OFTEN. QUESTION #11 - VIOLENCE & CRIME RATE IS HIGH.
Windermere Blvd School	1221848	TOO MANY FACTORS INVOLVING SAFETY TO EVEN CONSIDER LETTING MY CHILD WALK OR BIKE TO SCHOOL.
Windermere Blvd School	1221850	I WOULD NEVER ALLOW MY 2 CHILDREN TO WALK OR BIKE TO SCHOOL ALONE
Windermere Blvd School	1221852	YOU SHOULD HAVE A CATEGORY FOR DISABLED MY SON IS DISABLED AND WILL NOT WALK TO SCHOOL ON HIS OWN.
Windermere Blvd School	1221853	THE DISTANCE THAT HIGHSCHOOL STUDENTS ARE REQUIRED TO WALK IS OBSURD MY STEPDAUGHTER WALKS NEARLY 2 MILES.
Windermere Blvd School	1221855	WHILE AT THIS SCHOOL BECAUSE OF DISTANCE AND TRAFFIC AS MARKED. IF WE LIVED
Windermere Blvd School	1221856	I WOULD NOT ONLY ALLOW BUT ALSO ENCOURAGE MY CHILDREN TO WALK OR BIKE TO/FROM SCHOOL IF THERE WAS CROSSING GUARDS AT BARLEY & CAMBRIDE OR BAILEY & OXFORD.
Windermere Blvd School	1221860	MY DAUGHTERS WALKS WITH FRIENDS & THEIR LITTLE SISTERS IN LOWER GRADES. IN THE MORNING THERE IS ONLY A CROSSING GUARD ON ONE CORNER? DON'T KNOW WHY IF THERE WERE MORE CROSSING GUARDS AROUND NEIGHBORHOOD TO SUPERVISE THE KIDS MORE PARENTS WOULD FEEL COMFORTABLE LETTING THEIR KIDS WALK. MY SON WHO IS IN 8TH GRADE AT THE MIDDLE SCHOOL STAYS AFTER SCHOOL FOR SPORTS. WE WOULD LIKE HIM TO RIDE HIS BIKE TO & FROM SCHOOL BUT THE TRAFFIC IS HORRIBLE AT THE TIMES HE WOULD BE TRAVELING. A DESIGNATED BIKE ROUTE FOR AMHURST STUDENTS WOULD BE A GREAT IDEA!
Windermere Blvd School	1221863	MY SON IS TOO SMALL. I DON'T LIKE TO HAVE HIM BIKE RIDING. HE NEED TIME MORE
Windermere Blvd School	1221869	I WORK AT WINDERMERE SO HE JUST COMES WITH ME EACH DAY.

Figure D2. Federal Parent Survey Report for Amherst Central School District, 2015

## Parent Survey Aggregate Summary

**Program Name:** Amherst Central School District

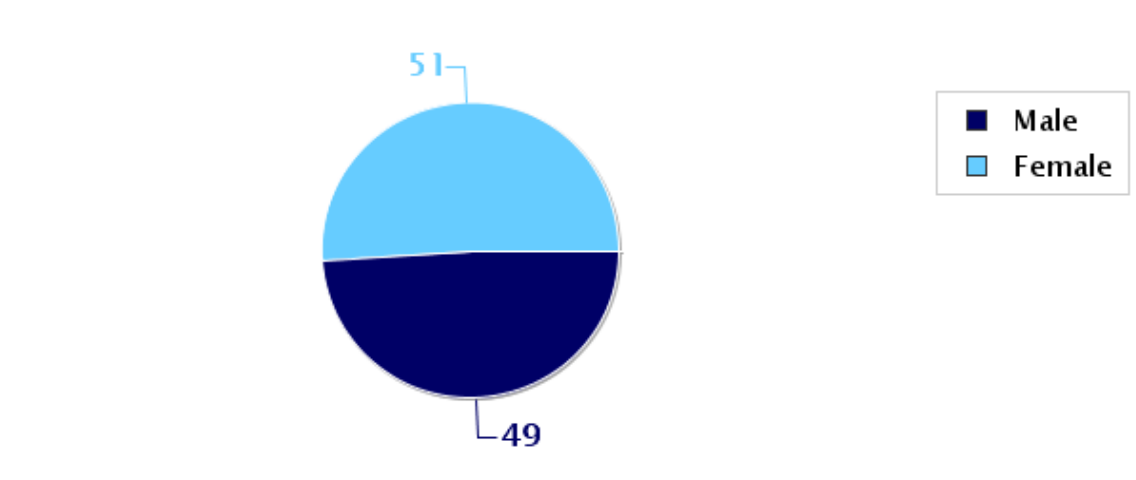
**Date range:** Fall 2015 (July - December 2015)

**Date Report Generated:** 04/26/2016

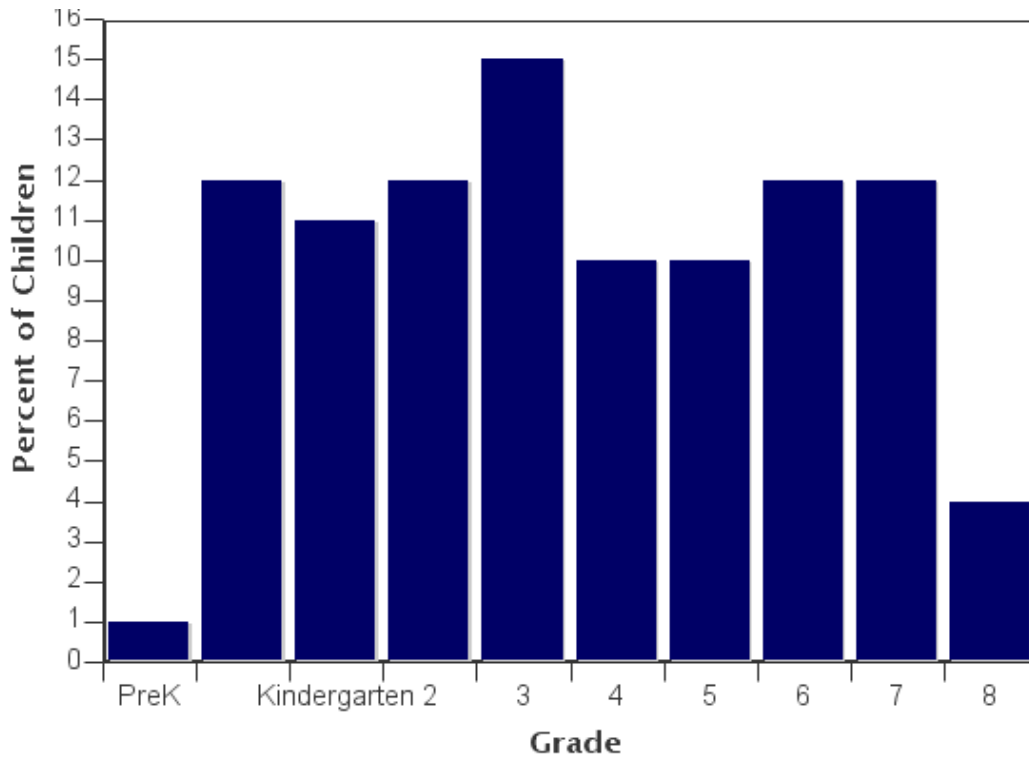
School Name(s):	Month & Year Collected & (Set ID)	School Enrollment:	Enrollment in Grades Targeted by SRTS Program:	Number of Questionnaires Distributed:	Number of Questionnaires Included in Report:
Amherst Middle School	November 2015 (14082)	650		650	135
Smallwood Drive School	November 2015 (14083)	714		714	180
Windermere Blvd School	November 2015 (14084)	864		864	174
			Total:	2228	489

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

## Sex of children for parents that provided information



## Grade levels of children represented in survey



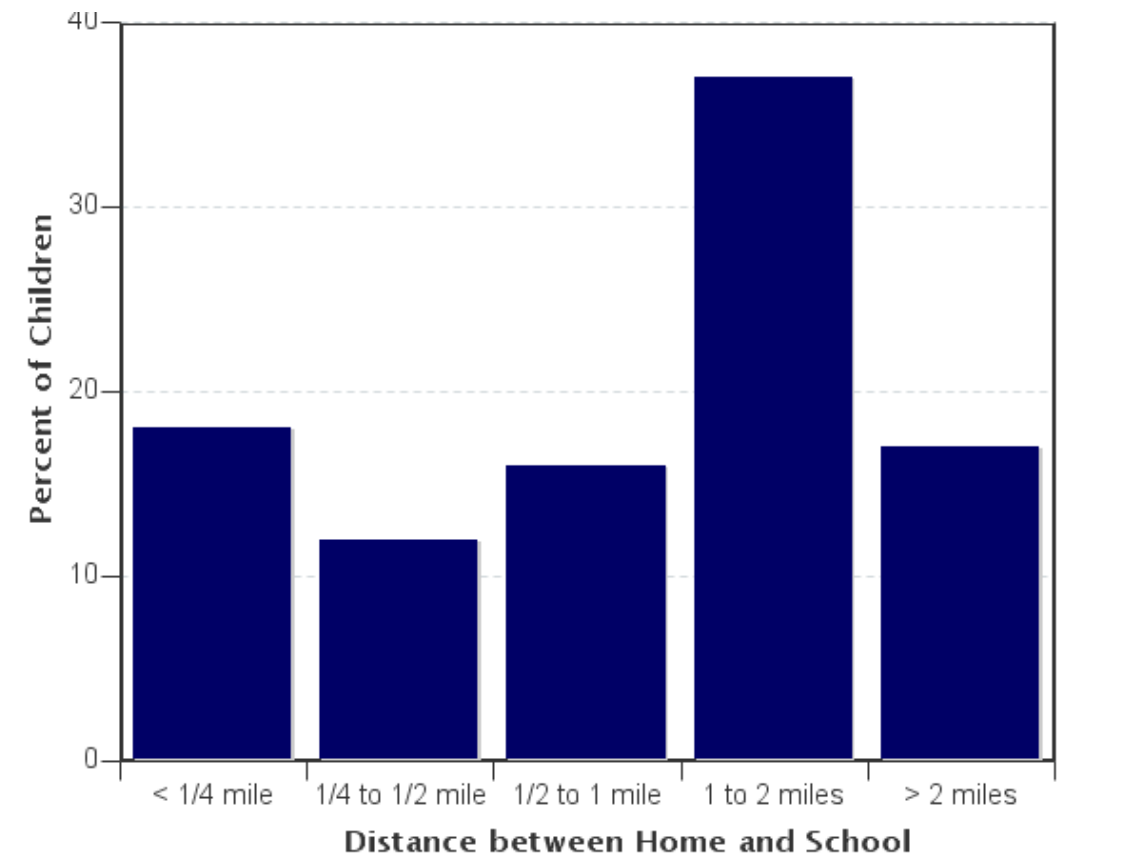
## Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
PreK	7	1%
Kindergarten	57	12%
1	54	11%
2	59	12%
3	75	15%
4	48	10%
5	49	10%
6	56	12%
7	60	12%
8	19	4%

No response: 0

Percentages may not total 100% due to rounding.

## Parent estimate of distance from child's home to school

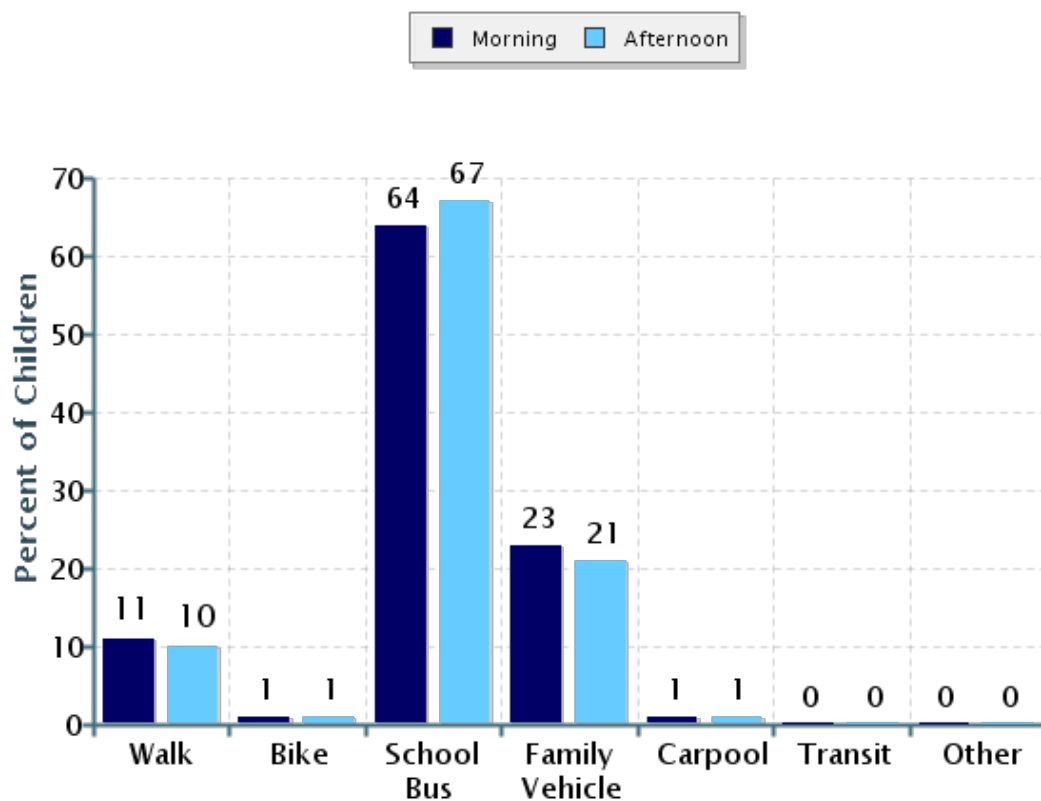


## Parent Survey Aggregate Summary

Distance between home and school	Number of children	Percent
Less than 1/4 mile	83	18%
1/4 mile up to 1/2 mile	55	12%
1/2 mile up to 1 mile	71	16%
1 mile up to 2 miles	169	37%
More than 2 miles	76	17%

Don't know or No response: 35  
Percentages may not total 100% due to rounding.

## Typical mode of arrival at and departure from school



## Typical mode of arrival at and departure from school

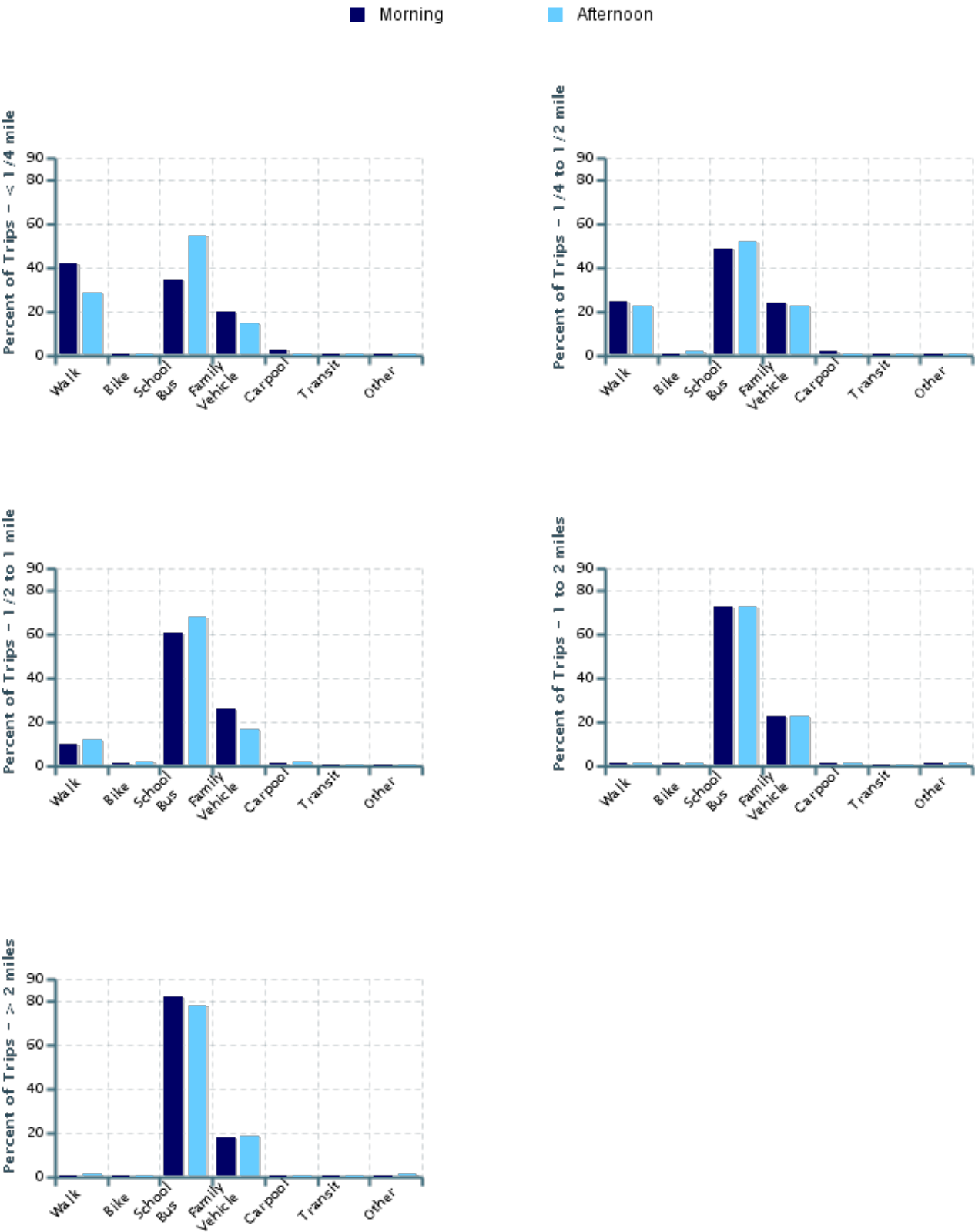
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	472	11%	0.6%	64%	23%	1%	0%	0.2%
Afternoon	461	10%	0.7%	67%	21%	0.7%	0%	0.4%

No Response Morning: 17

No Response Afternoon: 28

Percentages may not total 100% due to rounding.

# Typical mode of school arrival and departure by distance child lives from school



## Typical mode of school arrival and departure by distance child lives from school

### School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
1 Less than 1/4 mile	79	42%	0%	35%	20%	3%	0%	0%
2 1/4 mile up to 1/2 mile	51	25%	0%	49%	24%	2%	0%	0%
3 1/2 mile up to 1 mile	69	10%	1%	61%	26%	1%	0%	0%
4 1 mile up to 2 miles	166	1%	1%	73%	23%	1%	0%	1%
5 More than 2 miles	74	0%	0%	82%	18%	0%	0%	0%

Don't know or No response: 1

Percentages may not total 100% due to rounding.

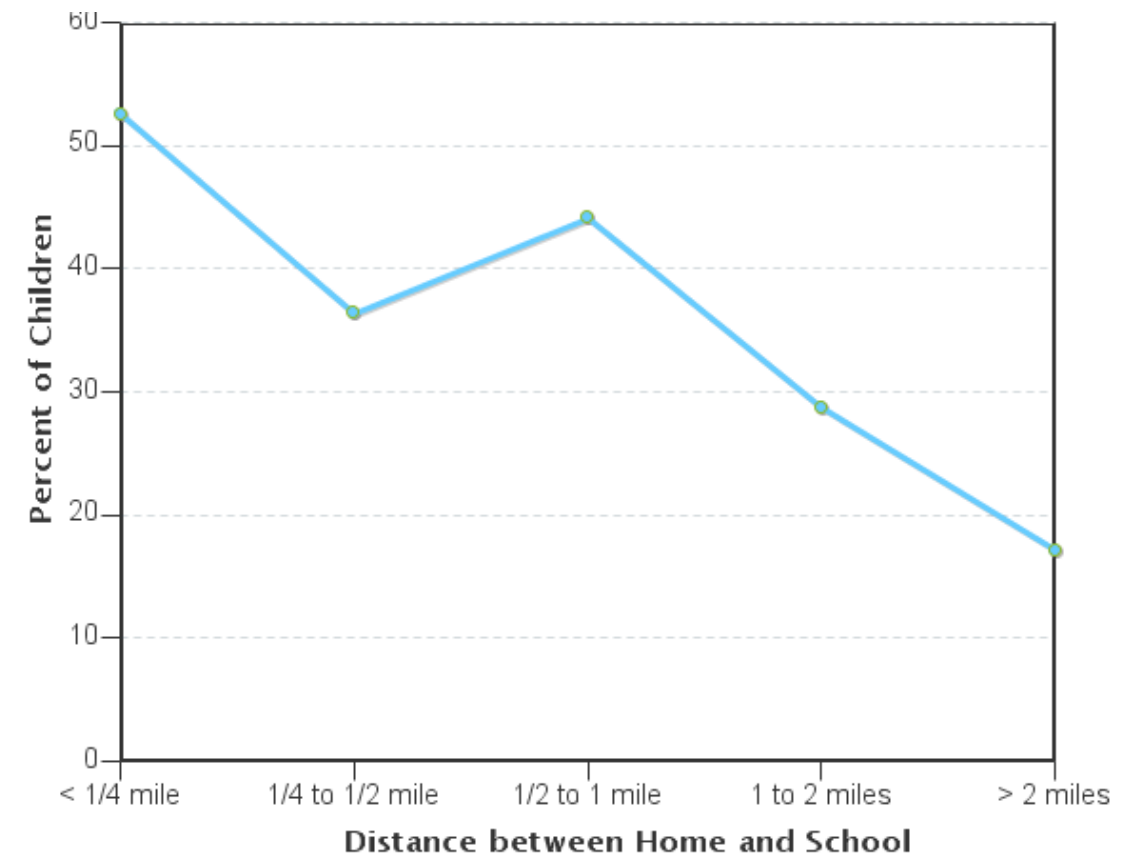
### School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	78	29%	0%	55%	15%	0%	0%	0%
1/4 mile up to 1/2 mile	52	23%	2%	52%	23%	0%	0%	0%
1/2 mile up to 1 mile	65	12%	2%	68%	17%	2%	0%	0%
1 mile up to 2 miles	162	1%	1%	73%	23%	1%	0%	1%
More than 2 miles	72	1%	0%	78%	19%	0%	0%	1%

Don't know or No response: 1

Percentages may not total 100% due to rounding.

## Percent of children who have asked for permission to walk or bike to/from school by distance they live from school



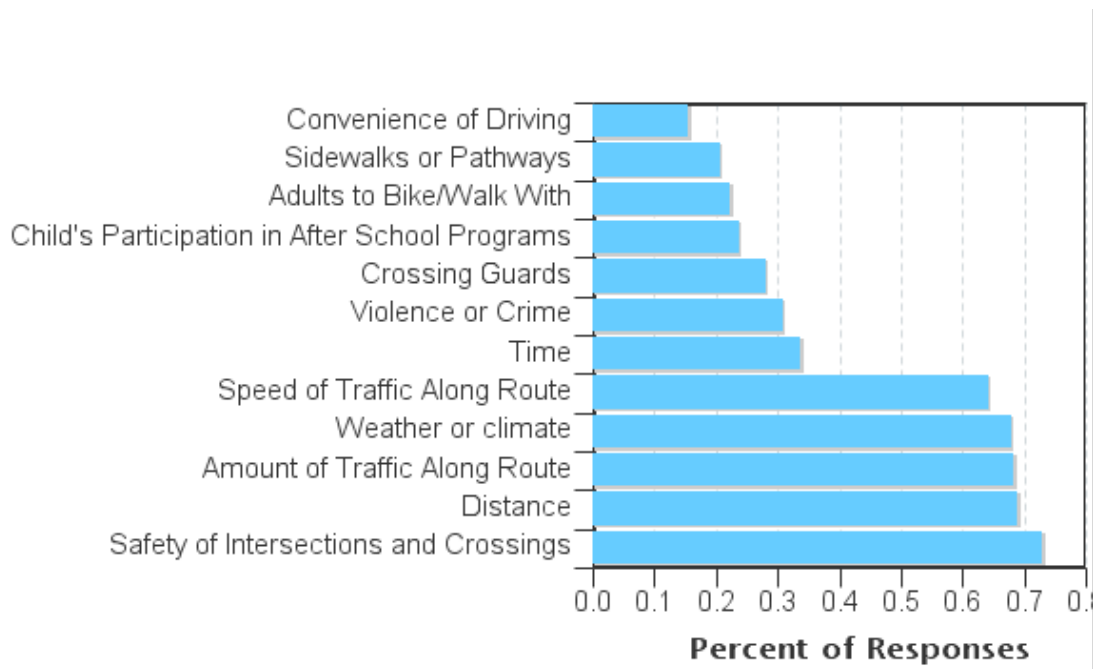
## Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	760	53%	36%	44%	29%	17%
No	1460	47%	64%	56%	71%	83%

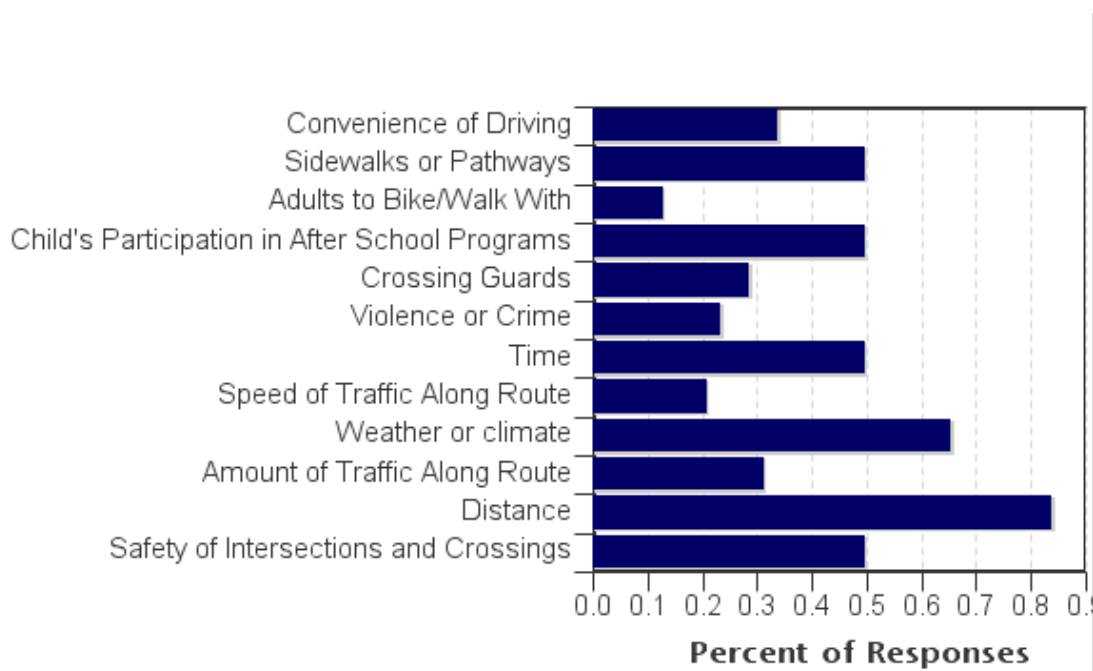
Don't know or No response: 1

Percentages may not total 100% due to rounding.

## Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



## Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



## Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Safety of Intersections and Crossings	73%	50%
Distance	69%	84%
Amount of Traffic Along Route	69%	32%
Weather or climate	68%	66%
Speed of Traffic Along Route	65%	21%
Time	34%	50%
Violence or Crime	31%	24%
Crossing Guards	28%	29%
Child's Participation in After School Programs	24%	50%
Adults to Bike/Walk With	23%	13%
Sidewalks or Pathways	21%	50%
Convenience of Driving	16%	34%
<b>Number of Respondents per Category</b>	<b>296</b>	<b>38</b>

No response: 155

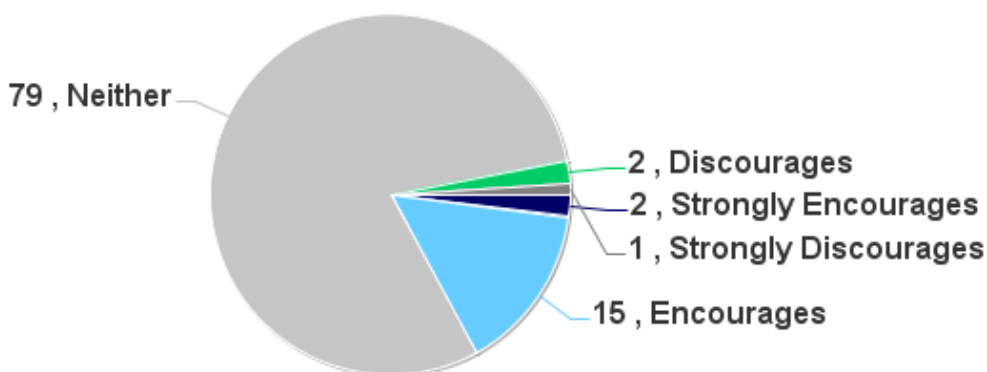
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

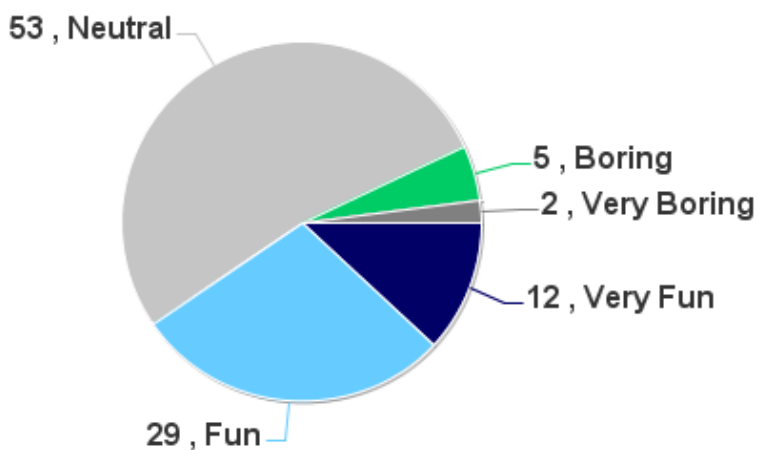
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

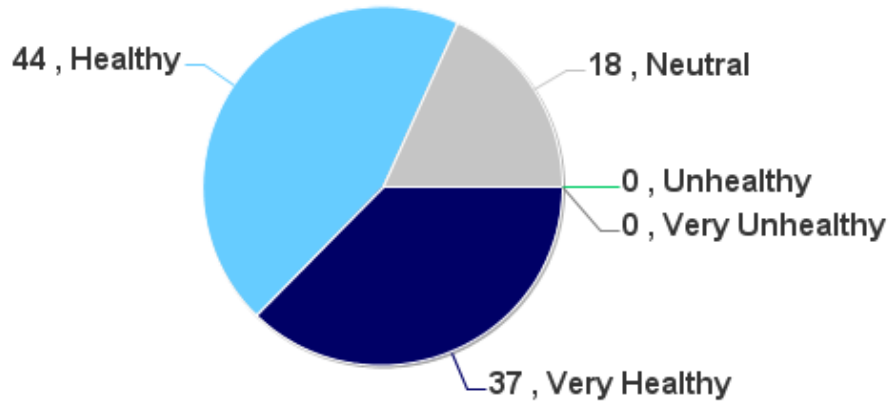
## Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



## Parents' opinions about how much fun walking and biking to/from school is for their child



## Parents' opinions about how healthy walking and biking to/from school is for their child



## Comments Section

School	SurveyID	Comment
Amherst Middle School	1412418	NA
Amherst Middle School	1412422	I THINK THAT THERE SHOULD BE A 'RIDE YOUR BIKE' PROGRAM TO ENCOURAGE PHYSICAL - HEALTHY ACTIVITIES TO CHILDREN AND EVEN IDENTIFY PATHS OR ROUTES SO CHILDREN CAN FEEL CONFIDENT AND SAFE.
Amherst Middle School	1412423	QUESTION #9 - WITH FRIENDS
Amherst Middle School	1412428	QUESTION #11 - SOMETIMES
Amherst Middle School	1412444	I AM A BIG SUPPORTER OF WALKING/BIKING TO SCHOOL. I BELIEVE IT BUILDS RESPONSIBILITY AND FOSTERS INDEPENDENCE.
Amherst Middle School	1412448	A CROSSING GUARD AT MAIN ST & BERRYMAN/GETEVILLE WOULD BE VERY HELPFUL FOR SAFETY.
Amherst Middle School	1412455	I GIVE MY DAUGHTER A RIDE TO SCHOOL BECAUSE I WORK IN THE SAME SCHOOL. WHEN SHE IS READY EARLY ENOUGH TO WALK SHE WALKS. IF I DIDN'T WORK IN THE BUILDING SHE WOULD WALK MUCH MORE OFTEN
Amherst Middle School	1412457	I THINK WALKING IS BECOMING VERY DANGEROUS NEAR AMHERST MIDDLE. I URGE SCHOOL OFFICIALS TO MONITOR DROP-OFF. WHEN I DO DRIVE MY DAUGHTER I SEE MANY CARS ACTING DANGEROUS & NOT BEING MINDFUL OF THE CHILDREN. THIS IS A SERIOUS PROBLEM!!
Amherst Middle School	1412465	WE HERE AT THE HARLEM IRA DO NOT FEEL COMFORTABLE WITH OUR INDIVIDUALS WALKING & OR BIKING TO SCHOOL.
Amherst Middle School	1412473	IF WE WERE AS DOES TO THE ELEMENTARY SCHOOL AS WE ARE TO THE MIDDLE SCHOOL SHE WOULD HAVE WALKED MUCH EARLIER.
Amherst Middle School	1412483	N/A
Amherst Middle School	1412487	IF WE MOVED CLOSER TO THE SCHOOL I WOULD ALLOW HIM TO WALK. CURRENTLY THE TRAFFIC DISTANCE AND WINTERS ARE TOO MUCH FOR A STUDENT TO WALK TO SCHOOL.
Amherst Middle School	1412491	ALIVIA ONLY RIDES HER BIKE NOW WITH FRIENDS AS SOON AS THE WEATHER GETS REAL BAD SHE WILL BE ON THE BUS. I DON'T REALLY LIKE HER BIKING BUT SHE'S ALWAYS WITH A FRIEND.
Amherst Middle School	1412492	THE CROSSING GUARDS AT MAIN AND HARLEM DO NOT MAINTAIN SUFFICIENT HOURS FOR MIDDLE SCHOOL FAMILIES. IF THEIR HOURS WERE CONSISTENTLY PERMANENTLY EXTENDED BOTH BEFORE AND AFTER SCHOOL MY ISSUES WOULD BE RESOLVED. JENNIFER KROPELIN 7165360340
Amherst Middle School	1412497	RE #12: I AM NOT SURE THE SCHOOL ENCOURAGES OR DISCOURAGES THIS. ALONG WITH THE TRAFFIC ON THE MAJOR ROUTE TO SCHOOL THERE ARE NO LESS THAN 1 DOZEN REGISTERED SEXUAL PREDATORS BETWEEN OUR HOME & SCHOOL. MIDDLE SCHOOL IS STILL YOUNG TO BE SMART ABOUT THESE ISSUES.
Amherst Middle School	1412502	QUESTION #9 - THEY ALREADY DO.
Amherst Middle School	1412506	SAFETY IS ALWAYS A CONCERN
Amherst Middle School	1412508	THE 290 INTERCHANGES PLAY A MAJOR ROLL IN DECISION AS WELL AS THE SHERIDAN DR-HARLEM ROAD TRAFFIC IF THERE WERE CROSSING GUARDS AT KEY INTERSECTIONS WE WOULD CONSIDER ALLOWING OUR DAUGHTER TO BIKE IN THE FUTURE.
Amherst Middle School	1412516	THE ROUTE FROM HOME TO SCHOOL IS STRAIGHT DOWN MAIN STREET THAT IS FAR TOO BUSY OF A ROAD FOR ME TO EVER FEEL COMFORTABLE FOR HER TO TRAVEL DOWN SPECIALLY ALONE. THE DISTANCE IS RATHER FOR ALSO IT IS EIGHT MILES AWAY.
Amherst Middle School	1412517	MY CHILD WALKING TO SCHOOL IS ONE OF MY FAVORITE THINGS ABOUT THE MIDDLE SCHOOL.

Amherst Middle School	1412519	MY PRIMARY CONCERN IS THE SPEED OF TRAFFIC ALON GTHE ROUTE. AND THE CLOSE PROXIMITY OF THE SIDEWALK TO THE STREET. SPEED LIMITS ARE RARLEY ENFORCED ALONG THE ROUTE.
Amherst Middle School	1412522	WALKING FROM HOME TO AMHERST MIDDLE IT JUST TO FAR TO LET THEM WALK WITHOUT SAFETY CONCERNS. TOO MANY PREDATORS AND CRIME
Amherst Middle School	1412526	WHEN THE WEATHER IS BITTERLY COLD OR RAINING. I FEEL VERY BAD FOR THE KIDS WHO HAVE TO WALK ALMOST A MILE. I WISH THEY DIDN'T HAVE TO WALK SO FAR IN SEVERE WEATHER.
Amherst Middle School	1412530	WE DON'T HAVE ANOTHER OPTION TO MY SON WALKING TO/FROM SCHOOL. I MARKED ANSWERS TO #10 THAT I AM CONCERNED ABOUT. YET CAN'T CONTROL SINCE DRIVING IS NOT AN OPTION. IF IT WAS HE WOULD BE DRIVEN TO/FROM SCHOOL.
Amherst Middle School	1412535	THERE IS ALOT OF PERSONAL INFO ON HERE. THERE SHOULD BE SOMETHING SAYING IT IS FROM THE SCHOOL. A LETTER OR SOMETHING.
Amherst Middle School	1412537	TOO MUCH TRAFFIC ALONG KENSINGTON AND HARLEW WITH SAFE PLACES TO CROSS OR LITTLE TO NO CROSSING GUARDS. STILL WOULD NOT BE ABLE TO BIKE TO SCHOOL IN SNOW.
Smallwood Drive School	1412542	SMALLWOOD IS TOO FAR. MIDDLE SCHOOL & HIGH SCHOOL WOULD BE DIFFERENT SINCE IT'S RIGHT DOWN OUR STREET.
Smallwood Drive School	1412543	HASN'T BEEN WALKING DUE TO YOUNGER BROTHER SLEEPING SO HE RIDES THE BUS-IF HE COULD WALK W/ANOTHER CHILD I MIGHT ALLOW BUT NOT ALONE WITH AN ADULT OR OTHER KIDS HIS AGE
Smallwood Drive School	1412544	WE LIVE ON THE OTHER SIDE OF THRUWAY AND IT IS VERY DANGEROUS & BUSY
Smallwood Drive School	1412546	I WOULD LOVE TO HAVE OUR BOYS WALK/BIKE TO SCHOOL BUT THEY ARE TOO YOUNG TO GO THE DISTANCE. THEY ARE LOOKING FORWARD TO WALKING/BIKING TO MIDDLE SCHOOL (3 BLOCKS) & HIGH SCHOOL (2 BLOCKS) I BIKE THE BOYS OCCASIONALLY TO SMALLWOODS PLAYGROUND IN THE SUMMER FROM HOME & THEY LOVE IT.
Smallwood Drive School	1412549	WE LIVE BEHIND THE SCHOOL SO WALKING IN THE MORNING IS OUR BEST OPTION
Smallwood Drive School	1412552	AT THIS TIME & AT OUR DAUGHTERS AGE THE DISTANCE & BUSYNESS OF THE STREETS PREVENTS HER FROM WALKING OR BIKING BUT IF WE LIVED CLOSER WE WOULD ALLOW HER TO.
Smallwood Drive School	1412555	IT IS A DIFFERENT WORLD THAN THE ONE I GREW UP IN. I DON'T THINK I WOULD FEEL MY KIDS WOULD BE 100% SAFE WALKING OR BIKING TO SCHOOL.
Smallwood Drive School	1412561	SMALLWOOD IS TOO FAR WHEN MY CHILD IS IN MIDDLE AND HIGH SCHOOL THEY WILL WALK EVERYDAY (WEATHER PERMITTING)
Smallwood Drive School	1412564	RIGHT NOW I WOULDN'T CONSIDER IT BUT WE'RE CLOSE TO THE HIGH SCHOOL. WHEN THEY GET TO THAT LEVEL THEN WE WILL CONSIDER LETTING THE KIDS WALK & RIDE BIKES TO SCHOOL.
Smallwood Drive School	1412578	WE DO NOT LIVE WITHIN WALKING DISTANCE OF OUR SCHOOL.
Smallwood Drive School	1412580	SIDEWALKS ARE NEEDED ON NORTHLEDGE. DANGEROUS TO WALK OR NORTHELDGE ESPECIALLY IN WINTER.
Smallwood Drive School	1412581	LOCATION OF BIKE RACKS & ENTRY POINTS INTO THE SCHOOL CAUSE US TO WALK THROUGH THE SCHOOL PARKING LOT W/ BUSES & CARS. IT'S NOT VERY SAFE GETTING TO FRONT OF THE SCHOOL W/O GOING AROUND THE BLOCK.
Smallwood Drive School	1412583	THE QUICKEST WAY IS GOING THE BACKWAY TO SCHOOL PARKING LOT AND THAT IS WHERE I AM UNSURE OF SUPERVISION
Smallwood Drive School	1412584	BECAUSE THERE IS NO SIDEWALK AN NORTHLEDGE WE ARE FORCED TO WALK IN THE ROAD DURING THE WINTER MONTHS. WITH THE SNOW BANKS HIDING MY LITTLE KID THE MANY BIG BUSES AND THE SPEEDING PARENTS DRIVING DOWN NORTHLEDGE WE WILL NOT LET OUR KIDS WALK TO SCHOOL WITHOUT AN ADULT OR WALK HOME.
Smallwood Drive School	1412594	IT IS A VERY INDIVIDUAL DECISION FOR EACH FAMILY AND CHILD. WE WILL ALLOW OUR CHILD TO RIDE TO SCHOOL NEXT FALL AFTER PRACTICING SEVERAL TIMES.
Smallwood Drive School	1412597	I DON'T TRUST THE INTENT OF THIS SURVEY

Smallwood Drive School	1412606	QUESTION #10 - DISTANCE - WE LIVE TO FAR AWAY
Smallwood Drive School	1412607	WE LIVE SO FAR FROM SMALLWOOD THAT THE KIDS COULDN'T GET THERE IN A REASONABLE AMOUNT OF TIME. THIS COMBINED W/ HAVING TO CROSS BOTH MAIN & HARLEM MAKES IT MAKE MORE SENSE TO DROP THEM OFF ON THE WAY TO SCHOOL & BUS HOME. I WILL BE HAPPY TO HAVE THEM WALK/BIKE TO MS & HS.
Smallwood Drive School	1412611	I DRIVE MY CHILDREN TO SCHOOL BECAUSE THE BUS COMES TOO EARLY - AS DO OTHER PARENTS. THE KIDS ALSO WALK TO SCHOOL HALF THE TIME FROM THEIR FATHER'S HOUSE.
Smallwood Drive School	1412619	MY CHILDREN WILL WALK DURING THEIR MIDDLE SCHOOL YRS DUE DISTANCE.
Smallwood Drive School	1412624	WE LIVE ON THE FAR SIDE OF A THRUWAY - WOULD HAVE TO CROSS ENTRANCE/EXIT RAMPS (@ LEAST 2) - WAY TOO DANGEROUS.
Smallwood Drive School	1412629	THE DISTANCE AND THE WEATHER PLAY A LARGE ROLE NEITHER CAN BE FIXED.
Smallwood Drive School	1412630	WE LIVE TOO FAR FROM SCHOOL TO WALK OTHERWISE I WOULD ALLOW MY CHILDREN TO WALK.
Smallwood Drive School	1412631	QUESTION #10 - MY CHILD IS TOO YOUNG
Smallwood Drive School	1412633	THE POTENTIAL FOR A CRIME AGAINST MY SON IS A FACTOR. NO MATTER HOW SAFE A TOWN IS THE POTENTIAL IS ALWAYS THERE TRAFFIC DISTANCE & SPEED ASIDE THE POTENTIAL DANGER IS THE BIGGEST FACTOR.
Smallwood Drive School	1412639	ABOUT ONE PER WEEK IN GOOD WEATHER WE RIDE TO SCHOOL A THIRD WHEEL TRAILOR
Smallwood Drive School	1412648	THE SCHOOL IS TOO FAR FOR MY CHILD TO RIDE OR WALK
Smallwood Drive School	1412653	SIDEWALKS ON NORTHLEDGE WOULD HELP & WILLOW WOOD
Smallwood Drive School	1412656	A CROSSWALK WITH SIGNAL WOULD NEED TO BE INSTALLED AT CAMPUS DR & HARLEM RD & BURROUGHS TO MAKE DAILY RIDING FEASIBLE. ITS TOO MUCH ADDITIONAL DISTANCE TO RIDE UP TO MAIN ST AND CROSS AT MAIN & HARLEM.
Smallwood Drive School	1412666	I WALK MY KIDS TO AND FROM SCHOOL USUALLY. I AM NERVOUS ABOUT WHAT MAY HAPPEN TO THEM UNSUPERVISED BE IT TRAFFIC FOOLING AROUND OR STRANGERS. THOSE ARE MY BIGGEST CONCERNS.
Smallwood Drive School	1412675	BIKING/WALKING IS SIMPLY NOT AN OPTION FOR US. WHILE I SUPPORT IT IN THEROY OUR CHILDREN WOULD HAVE TO CROSS AND FOLLOW MAIN ST. TO GET TO SCHOOL - JUST NOT SAFE FOR ANY CHILD (OR ADULT!) QUESTION #13 - TRAFFIC ON MAIN ST - IS HORRIBLE AND FAST!
Smallwood Drive School	1412685	SHERIDAN DRIVE IS A VERY BUSY ROAD AS IS HARLEM DRIVE...THESE MAKE WALKING VERY DIFFICULT.
Smallwood Drive School	1412686	IN OUR AREA CROSSING GUARDS WOULD GREATLY ADD TO THE SAFETY OF THE WALK TO SCHOOL.
Smallwood Drive School	1412687	MY CHILD IS TOO FAR TO WALK OR BIKE AT THIS TIME. QUESTION #10 - NONE
Smallwood Drive School	1412692	WE LIVE BEHIND THE SCHOOL SO WE OBVIOUSLY WALK TO SCHOOL IN MORNING. BUS IS TAKEN TO HARLEM ROAD COMMUNITY CENTER AFTER SCHOOL FOR AFTER-SCHOOL PROGRAM.
Smallwood Drive School	1412701	WITH MY OLDEST CHILD (NOW IN COLLEGE) I DISAGREED THAT AT MIDDLE SCHOOL HE WAS EXPECTED TO CROSS KENSINGTON TO CATCH THE BUS AND HAD TO WALK TO HIGH SCHOOL (1.3 MILES) ELEMENTARY BUSING IS EXCELLENT I GAVE UP AND TRANSPORTED AS MUCH AS I COULD FOR MIDDLE AND HIGH SCHOOL.
Smallwood Drive School	1412703	OUR DAUGHTER CURRENTLY IS TOO FAR AWAY FROM SMALLWOOD BUT NEXT YEAR WHEN SHE ATTENDS THE MIDDLE SCHOOL SHE WILL WALK/BIKE
Smallwood Drive School	1412705	MY CHILD WOULD HAVE TO CROSS MAIN STREET TO GET TO SCHOOL AND I FIND THAT DANGEROUS.

Smallwood Drive School	1412716	BECAUSE THERE IS NO SIDEWALK ON NORTHLEDGE WE ARE FORCED TO WALK IN THE ROAD DURING THE WINTER MONTHS. WITH THE SNOW BANK HIDING MY LITTLE KIDS THE MANY BIG BUSES AND THE SPEEDING PARENTS DOWN NORTHLEDGE WE WILL NOT LET OUR KIDS WALK TO SCHOOL WITHOUT AN ADULT OR WALK HOME.
Smallwood Drive School	1412717	WE LIVE TO FAR AWAY FROM SMALLWOOD FOR WALKING OR BIKING TO BE AN OPTION.
Smallwood Drive School	1412719	OUR WORLD ISN'T AS SAFE AS IT USE TO BE FOR KIDS TO WALK ALONE.
Windermere Blvd School	1412724	IT IS OKAY TO WALK TO SCHOOL/BIKE TO SCHOOL IN A SAFE ATMOSPHERE
Windermere Blvd School	1412730	ACCORDING TO THE HARD WEATHER IN WINTER IN BUFFOLA. WE STRONGLY HOPE OUR CHILD WOULD GO TO SCHOOL BY SCHOOL BUS DAILY. THANK YOU SO MUCH!
Windermere Blvd School	1412732	SADLY THIS IS JUST NOT SAFE. I'D LOVE TO HAVE THEM WALK IF THE WORLD WAS A SAFER PLACE.
Windermere Blvd School	1412746	WHAT DOES QUESTION 15 HAVE TO DO WITH THIS QUIZ? I MEAN SURVEY. SAFETY IS SAFETY
Windermere Blvd School	1412748	THERE ARE PERVERTS OUT THERE I WOULD NEVER ALLOW MY CHILD TO WALK OR BIKE ALONE.
Windermere Blvd School	1412752	IF THE CHILDREN DIDN'T HAVE TO CROSS BAILEY I WOULD THINK ABOUT IT AND MEET THEM.
Windermere Blvd School	1412761	I THINK CHANGES AT MY INTERSECTION WOULD BE GREAT HOWEVER EVEN WITH SAETY MEASURES THAT INTERSECTION IS A HAZARD. I WOULD PROBABLY NOT LET THEM WALK ALONE.
Windermere Blvd School	1412762	I THINK CHANGES AT THE INTERSECTION WOULD BE GREAT HOWEVER EVEN WITH SAFETY MEASURES THAT INTERSECTION IS A HAZARD. I WOULD PROBABLY NOT LET THEM WALK ALONE.
Windermere Blvd School	1412765	I THINK THIS IS A GREAT IDEA BUT I AM NOT REALLY COMFORTABLE WITH MY KIDS EVER WALKING TO SCHOOL BECAUSE I DON'T FEEL SAFE WITH OTHER PEOPLE IN THE AREA.
Windermere Blvd School	1412766	RE:12&13-IF WE LIVED IN SO CAL IT WOULD BE VERY FUN & HEALTHY BUT WE LIVE IN A FROZEN TUNDRA 6MO/YR. TRAFFIC NO GUARDS ON HUGELY BUSY STREETS ARE OUR MAIN CONCERNS. ALSO THE SCHOOL ACTIVELY ENCOURAGES THE BUSES.
Windermere Blvd School	1412783	QUESTION #15 - WHY? (RELEVANCE)?
Windermere Blvd School	1412785	MY CHILD IS IN KINDERGARTEN. I WOULD ALLOW MY CHILD TO WALK TOS CHOOOL IN HIGH SCHOOL. HOWEVER I BELIEVE TIME & ATTENDANCE ARE CRITICAL SKILLS. THE BUS ENSURES HE IS ON TIME AND HE IS RARELY ABSENT.
Windermere Blvd School	1412786	MY CHILD WOULD HAVE TO CROSS BAILEY AVE AND I'M NOT COMFORTABLE WITH THAT.
Windermere Blvd School	1412787	QUESTION #9 - NOT PRE-K - 5
Windermere Blvd School	1412812	WE COULD USE MORE CROSSIN GUARDS AROUND TO ENCOURAGE MORE PARENTS TO ALLOW THEIR KIDS TO WALK. DO NOT LET MY KIDS WALK ALONE SAFER INTS.
Windermere Blvd School	1412813	IT WOULD BE NICE TO BE ABLE TO TELL THE SCHOOL ON A TRANSPORTATION FORM BEFORE THE SCHOOL YEAR BEGINS THAT MY CHILD IS PLANNING ON BEING A WALKER ON CERTAIN DAYS.
Windermere Blvd School	1412814	THE MIDDLE SCHOOL WOULD BE TOO FAR. IT'S HARD TO PREDICT IF MY CHILD CHOULD HANDLE WALKING TO SCHOOL BECAUSE HE'S ONLY IN 4TH GRADE. ALOT WOULD DEPEND OF HIS MATURITY HAVING PEERS TO GO WITH HIM. I FEEL IT'S TOO FAR IN THE WINTER. THE WINTER'S HAVE BEEN VERY COLD.
Windermere Blvd School	1412819	TRAVEL TIME BY CAR IS 8-10 MIN. YOU CAN'T CHANGE DISTANCE TO SCHOOLUNLESS EITHER WE MOVE OR THE SCHOOL DOES!
Windermere Blvd School	1412824	BOTH BOYS STILL REQUIRE TRAINING WHEELS VERY BUSY STREET SEVERAL MILES 3 VERY DANGEROUS INTERSECTIONS.

Windermere Blvd School	1412829	WINDERMERE IS LOCATED IN A LOCATION WHERE IT IS DIFFICULT FOR MANY CHILDREN TO WALK.
Windermere Blvd School	1412833	ONLY TIME WE WALKED WAS WHEN I WAS UNEMPLOYED. I CANNOT PROTECT MY SON WHILE HE'S WALKING AS I AM AT WORK. HE INSTEAD GOES TO HIS SITTER & BUS PICKS HIM UP FROM THERE.
Windermere Blvd School	1412834	IF THE STATE WOULD SEND OUT A BOOK OF ALL SEX OFFENDERS AND CRIMINALS IN MY AREA THAT'S NEAR MY CHILD'S SCHOOL THEN MAYBE ONCE MY CHILDREN REACH 8TH GRADE I MIGHT ALLOW THEM TO RIDE TOGETHER TO SCHOOL OR WALK TOGETHER BUT NEVER ALONE - PARENT OF FIRST GRADER
Windermere Blvd School	1412837	THE ROUTE TO OUR ELEMENTARY SCHOOL IS VERY DANGEROUS. LARGE INTERSECTIONS NO CROSSING GUARDS. HORRIBLE UNIVERSITY STUDENT DRIVERS SPEEDING TO GET TO CAMPUS. ALSO THE SIDEWALKS ARE UNEVEN AND INADEQUATE.
Windermere Blvd School	1412840	WE ARE WAY TOO FAR FROM THE SCHOOL WITH MANY LARGE BUSY INTERSECTIONS TO ALLOW MY CHILDREN TO WALK TO SCHOOL. IF BUSING WASN'T PROVIDED I WOULD DRIVE THEM. THEY WOULD NOT WALK.
Windermere Blvd School	1412845	AT THIS POINT (1ST GRADE) I WOULD NOT ALLOW MY CHILD TO WALK TO SCHOOL. I FEEL SAFER KNOWING SHE IS ON THE BUS WHEN I LEAVE FOR THE DAY. IF BUS WAS TAKEN AWAY I WOULD DROP HER OFF TO KNOW SHE IS SAFE.
Windermere Blvd School	1412848	I WOULD FEEL MORE COMFORTABLE IF THEY WALKED WITH NEIGHBORS.
Windermere Blvd School	1412863	7 CORNERS INTERSECTION IS TOO DANGEROUS FOR ELEMENTARY CHILDREN TO CROSS SAFELY. I HAVE NEVER SEEN A CROSSING GUARD AT THAT INTERSECTION & DON'T THINK THE SCHOOL DISTRICT NEEDS ONE THERE.
Windermere Blvd School	1412864	WE DO NOT WALK TO SCHOOL BECAUSE OF DISTANCE AND TIME - KIDS ATTEND BEFORE & AFTER SCHOOL BECAUSE BOTH PARENTS WORK WE WOULD NOT HAVE THE TO WALK 2 MILES TO SCHOOL THEN HOME TO DRIVE TO WORK
Windermere Blvd School	1412875	I DONT LET MY CHILD WALK OR BIKE HOME BECAUSE OF THE VIOLENCE!
Windermere Blvd School	1412880	I WOULD PREFER IF THERE IS SECURITY GUARD STAND BY AT BOTH INTERSECTION AT STOP SIGNS AT TIME OF DISMISSAL. IT IS JUST A SUGGESTION AS WELL. QUESTION #11 - SOMETIME MOSTLY BUS.
Windermere Blvd School	1412885	SAFETY IS THE KEY PRIORITY. EXERCISE IS HEALTHY ONLY IF SUPERVISED.
Windermere Blvd School	1412892	1. NOT ONLY TRANSPORTATION TWITTER ON SCHOOL BUS 2. DEPEND ON BUS ON HEAVY SOON DAY IN BUFFALO 3. WALKING TO SCHOOL EVERY MORNING IS A BENEFICIAL EXPERIENCE.

This page intentionally left blank



8

References

## References

1. Ganczarz K, McNiece J, Hersher J, et al. Kid Corridors: Taking Steps to School. In: University at Buffalo, ed: University at Buffalo; 2009:316.
2. National Center for Safe Routes to School. How Children Get to School: School Travel Patterns From 1969 to 2009. Chapel Hill, NC 2011.
3. Marshall JD, Wilson RD, Meyer KL, Rajangam SK, McDonald NC, Wilson EJ. Vehicle Emissions During Children's School Commuting: Impacts of Education Policy. *Environmental Science & Technology*. 2010;44(5):1537-1543.
4. McNabola A, Broderick BM, Gill LW. The Impacts of Inter-Vehicle Spacing on In-Vehicle Air Pollution Concentrations In Idling Urban Traffic Conditions. *Transportation Research Part D: Transport and Environment* 2009;14(8):567-575.
5. Wofford L. Systematic Review of Childhood Obesity Prevention. *Journal of Pediatric Nursing*. 2008;23(1):5-19.
6. Subcommittee of the President's Council on Fitness SN. Physical Activity Guidelines for Americans Midcourse Report: Strategies to Increase Physical Activity Among Youth. *Physical Activity Guidelines for Americans Midcourse Report*. Washington, D.C: U.S. Department of Health and Human Services; 2012.
7. Ogden C, Carroll M. Prevalence of Obesity Among Children and Adolescents: United States, Trends 1963-1965 Through 2007-2008. Hyattsville, MD: Centers for Disease Control and Prevention; 2010.
8. U.S. Department of Health and Human Services. 2008 Physical Activity Guidelines for Americans 2008.
9. Davison KK, Werder JL, Lawson CT. Children's Active Commuting to School: Current Knowledge and Future Directions. *Preventing Chronic Disease*. 2008;5(3):1-11.
10. Murtagh EM, Dempster M, Murphy MH. Determinants of uptake and maintenance of active commuting to school. *Health & Place*. June 8, 2016 2016;40:9-14.
11. Cooper AR, Andersen LB, Wedderkopp N, Page AS, Froberg K. Physical Activity of Children Who Walk, Cycle, or Are Driven to School. *American Journal of Preventive Medicine*. 2005;29(3):179-184.
12. Centers For Disease Control and Prevention. The Association Between School Based Physical Activity, Including Physical Education, and Academic Performance. Atlanta, GA 2010.
13. Rissotto A, Tonucci F. Freedom of Movement and Environmental Knowledge in Elementary School Children. *Journal of Environmental Psychology*. 2002;22(1):65-77.
14. U.S. Census Bureau. 2010-2014 American Community Survey.
15. Baek S, Raja S, Attard N, Khojasteh M. Acculturating into (in)active Commuting to School:Differences between Children of Foreign-Born and U.S.-Born Caregivers. *Children, Youth, and Environments*. June 8 2016 2016;26(1):37-55.
16. U.S. Census Bureau. 2009-2013 American Community Survey
17. Raja S, Baek S, Kang B. Sweet Home Central School District Parent Survey (Federal tool), Town of Amherst Safe Routes To School Project; 2014.
18. Raja S, Baek S, Kang B. Sweet Home Central School District Parent Survey (On-line tool); 2014.
19. Raja S, Baek S, Kang B. Sweet Home Central School District Walk to School Day Classroom Tally; 2014.
20. Raja S, Baek S, Kang B. Sweet Home Central School District Walk to School Classroom Tally; 2015.
21. Raja S, Baek S, Kang B. Sweet Home Central School District Student Classroom Tally (Federal Tool); 2014.
22. Raja S, Baek S, Kang B. Sweet Home Central School District Classroom Tally (Federal Tool); 2015.
23. McDonald NC, Brown AL, Marchetti LM, Pedroso M. US School Travel, 2009: An Assessment of Trends. *American Journal of Preventive Medicine*. 2011;41:146-151.

24. Raja S, Baek S, Kang B. Sweet Home Central School District Parent Survey (Federal Tool); 2015.
25. Sweet Home Central School District. School District Bus Transportation Data (Estimates by UB Food Lab for 2,119 students for whom data was available); 2016.
26. Heelan KA, Abbey BM, Donnelly JE, Mayo MS, Welk GJ. Evaluation of a Walking School Bus for Promoting Physical Activity in Youth. *Journal of Physical Activity and Health*. 2009;6:560-567.
27. Kong AA, Sussman, A.L., Negrete, S., Patterson, N., Mittleman, R., & Hough, R. Implementation of a Walking School Bus: Lessons Learned. *Journal of School Health*. 2009;79(7):319-325.
28. Mendoza JA, Levinger DD, Johnston BD. Pilot evaluation of a walking school bus program in a low-income, urban community. *BMC Public Health*. 2009;9(122).
29. C. JK, Erickson ED, Cox R, et al. Evaluation of the Gold Medal Schools Program. *Journal of the American Dietetic Association*. 2008;108:1916-1920.
30. Jacobs M. How To Build a Bike Train. *Yes Magazine*. Bainbridge Island, Washington: Positive Futures Network; 2012.
31. Brennan L, Brownson R. Bike, Walk, and Wheel: Evaluation of Active Living by Design in Columbia, Missouri 2003-2008. St. Louis, Missouri: Washington University, Institute of Public Health; 2009.
32. Task Force on Community Preventive Services. Recommendations to Increase Physical Activity. *American Journal of Preventive Medicine*. 2002;22(4S):67-72.