SAFE ROUTES TO SCHOOL PROGRAM

FINAL

PROCEDURE MANUAL

Technical Memorandum Number 3

Prepared for

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1.0 INTRODUCTION

This procedure manual presents the recommended methodology for developing safe routes to schools (SR2S) in Miami-Dade County. The methodology was created through benchmarking other successful safe route to school programs and the lessons learned from the pilot study of 15 schools in the Liberty City area. The pilot schools were selected because of the high number of juvenile pedestrian crashes occurring in their vicinity. Successful SR2S programs integrate health, fitness, traffic calming, environmental awareness, and safety. The primary goal is to get children to travel to and from school safely and independently. The most effective SR2S programs use one or more of the following approaches: Engineering, Enforcement, and Education.

This manual focuses on the engineering aspect – creating physical improvements to the infrastructure surrounding a school, reducing speeds, and establishing safer crosswalks and pathways. The purpose of the manual is to establish a procedure to aid in developing "Safe Routes to School" (SR2S) for elementary schools in Miami-Dade County. The established procedure will be used to identify and create safe route maps for schools in the County. In addition, the procedure will be used to develop recommendations for improvements along the identified safe routes, such as: sidewalks, school zone signing, flashing signals, crosswalk striping, pedestrian signal and push buttons.

The manual is organized into six sections:

- Section 1 provides an introduction and background to the guidelines.
- Section 2 lays the foundation for the technical review and agency coordination required.
- Section 3 describes the data collection effort necessary for developing Safe Routes to School.
- Section 4 outlines the criteria that should be used in determining the Safe Routes.
- Section 5 covers the process of establishing the Safe Route and the creation of the new route maps.

- Section 6 offers a list of recommended improvements that may be required along proposed safe routes.

Since this manual was developed for a specific pilot program, some of the guidelines may not be relevant for a particular school. However, the general approach and methodology should be applicable for any elementary school in the Miami-Dade County Public School System. In addition, samples of the maps and data collection forms that were used in the pilot study have been included in the appendices for reference.

2.0 AGENCY COORDINATION

Agency coordination is the first step in developing new Safe Routes. Establishing contact with the school principal and Parent Teaches Association (PTA) president is a priority since these individuals, along with the parents, are most familiar with the safety issues for student pedestrian and bicyclists. In addition, reaching out to the agencies with an interest in creating safe ways for children to get to school is important since these agencies can provide input on the selection of new routes and on any recommended improvement required. The following sections describe this outreach effort.

2.1 Technical Review

Review by and coordination with various agencies involved in this process is required for establishing new Safe Routes to School. A Technical Advisory Committee (TAC) should be created to help steer the process of developing Safe Routes. The TAC should serve as an advisory group to the Public Works Department – the agency charged with the overall responsibility of developing the SR2S program. Duties of the TAC would include:

- To facilitate coordination with the various agencies involved in the SR2S program.
- Reviewing draft safe route maps for each elementary school.

- Providing feedback on necessary improvements along recommended routes.

A letter should be sent to the agency directors requesting that they appoint a representative from their organization to participate in the TAC. An example of the letter is provided in Appendix A.

The following is a list of agencies that should be contacted for their participation in the TAC.

From the county level, at a minimum:

- Miami-Dade Public Works Department (MDPWD)
- Metropolitan Planning Organization (MPO) Bicycle/Pedestrian Advisory Committee (BPAC)
- Miami-Dade Police Department

At the county public school level:

- Miami-Dade County Public Schools (MDCPS) Facilities
- MDCPS Attendance Boundary Committee (ABC)
- MDCPS Police Department
- MDCPS Department of Transportation

At the state level:

- Florida Department of Transportation (FDOT)

And if the school falls within the jurisdiction of a municipality:

- City Public Works Department
- City Police Department

2.2 Distribution Mailing List

A distribution mailing list should be created including the representatives of the agencies that will be reviewing the Safe Route Maps. The mailing list should also include the following:

- School principal
- School PTA president
- County Commissioner for the school district in question
- School Board member for the school district
- City Commissioner for the school district (if school is within a municipality)

Letter should be sent to provide project information to those on the distribution list. An example is included in Appendix A.

3.0 ROUTE DEFICIENCY IDENTIFICATION

Data needs to be collected for the school's surrounding area. This information will be used to identify route deficiencies and for consideration in establishing preliminary safe routes. The following sections describe the various information that needs to be gathered in order to establish the safe routes.

3.1 Survey

A user survey should be conducted to gather information on the percentage of students who walk to school, their route of travel and the major streets crossed. In addition, questions from the survey should gauge how parents felt about the safety and security issues that could influence their decision to allow their children to walk or ride their bicycles to school. A sample survey from is shown in Appendix B.

Before conducting the field review, the school principal should be contacted for distribution of the surveys to the students. The user survey should be administered for

students to take them home and have their parents fill them out. Once collected, the results should be tabulated. Any major issues brought to light in the surveys should be verified during the field reviews and documented during the establishment of the safe routes.

A follow-up survey should also be conducted to provide a baseline for measuring progress. This follow-up should be done after the new routes have been established and any necessary recommendations have been implemented.

3.2 School Zone Boundary

One of the first data collection items that needs to be obtained is the school location along with its attendance boundary. The school district has the duty of establishing the service area boundary for each school. School districts occasionally review the service area for each school site to provide balanced enrollment among the facilities within the entire district. This review usually considers recent or planned changes in transportation facilities and controls and may include revision to the attendance boundaries themselves.

Coordination needs to be made with the Miami-Dade County Public Schools Attendance Boundary Committee (MDCPS-ABC) in order to obtain the current school boundary and any proposed changes to the boundary. Verification of these boundaries can be made with the text-version of the established attendance zones listed on the Miami-Dade Public Schools www.DadeSchools.net website. An example of the text-version is included in Appendix C. The MDCPS-ABC should communicate information on boundary updates to the County on a periodic basis such that appropriate revisions can be made to the established safe route maps.

The limits of the study area for defining the safe routes at each school should be determined by the lesser of the following:

- An approximate two-mile radius around the school

- The limits of the school's attendance boundary

3.3 Inventory of Existing Facilities

An initial step in any planning process is an inventory of existing facilities. This is best accomplished graphically, by using maps and charts with a minimal amount of narrative to describe the existing conditions. To the greatest extent feasible, data from existing sources should be used in lieu of new data collection. The inventory should include information on existing roadway and pedestrian facilities, traffic control devices, and other information such as land use, traffic volumes and crash data.

3.3.1 Roadway Facilities

An inventory of existing and potential walk-to-school routes is an essential part of the basic information needed to study route deficiency. Information on roadway facilities includes, but is not limited to:

- Number of lanes on the roadways
- Parking areas
- Posted speed limits and school zones
- Driveway locations
- Location of drainage ditches and canals
- Visibility obstructions (measured from a child's height)
- Other observable pedestrian safety factors, including noise and other environmental factors
- Railroad track locations, number of tracks and type of crossing protection

The roadway facility data should be verified by field investigation and modified accordingly on a map. Information that cannot be easily shown on a map should be recorded on a site assessment sheet (see Section 3.5).

3.3.2 Pedestrian Facilities

There are essentially two types of pedestrian facilities: those that are used by pedestrians, and those that guide or protect the pedestrian. The facilities used by pedestrians include sidewalks or pathways and grade-separated structures. Helpful data may include width, location, composition, and quality of facilities. This information can be readily presented on the same map used to show roadway facilities, or in a tabular form using a block-by-block description. Other types of pedestrian facilities include fencing, guardrails, barriers, and pedestrian traffic controls.

Information on pedestrian facilities includes, but is not limited to:

- Crossing guard locations
- Location of all pedestrian crosswalks including the type of crossing protection
- Medians and other pedestrian safety features
- Location of sidewalks, pedestrian paths, and shoulders
- Condition of sidewalks, pedestrian paths, and shoulders
- Whether sidewalks, paths, and shoulders are adjacent to traffic lanes or separated by physical means
- Bike lanes or paths

As in the case with the roadway facility information, the pedestrian facility data should be verified by field investigation and modified accordingly on a map or documented in a site assessment sheet. Sidewalks are one of the most common route deficiencies that may be encountered. Sidewalks are usually most critical along urban arterials that serve as a major walk-to-school route and are critical to pedestrian safety.

3.3.3 Traffic Controls and Devices

Although subject to frequent change, it is important to take note of all existing traffic controls. These controls should include signs, signals, pavement markings, parking

controls, and other devices not included in the previous two sections. These controls should be noted on a map.

Data on traffic controls and devices includes, but is not limited to:

- All traffic control signs, especially stop and yield signs
- Traffic signals including the presence of crosswalks and pedestrian signals
- Traffic signal timings and phasings
- School zone flashers

3.3.4 Other Information

Existing and proposed land use can be obtained from Miami-Dade County approved master plans and GIS database files. This information can be presented on a map of the school's project area. The jurisdictional responsibility of the streets within the study limits, as well as the roadway classification, should also be determined.

Traffic volumes should be collected on all major roadways within the school's project boundary. Information on major state roads can be obtained from FDOT. Additional volumes can be obtained through the County or a municipality if the school is located in an incorporated area. Traffic volumes may also be collected on minor streets close to the school grounds if unusually high volumes are reported there. If volume information is not available on a major roadway, traffic counts will need to be collected there during school pedestrian peak hour periods. The volume of truck traffic should also be looked at along major roadways near commercial or industrial land uses.

Pedestrian crash data for the major roadways should be collected, along with data on high crash areas for minor roadways. This information is useful when establishing the new safe routes and also in recommending any necessary improvements along the routes.

3.4 Base Map

GIS data files need to be collected to create base maps for presenting the existing conditions and for aid in mapping the new safe routes. The information to be shown on the maps should include, at a minimum: the school location, the street network, number of roadway lanes, traffic volumes, traffic signals, speed limits, attendance boundaries, and existing land use. The base maps should be formatted in a Geographic Information System (GIS).

A map showing the school project limits can be created using existing aerial coverages from the Florida Geographic Data Library (FGDL) and Florida Department of Environmental Protection (FDEP) Land Boundary Information System. An existing land use map can also be created based on data from FGDL. An example of a land use map is included in Appendix D.

A base map showing the traffic and roadway characteristics for the school can be created from various data sources. The GIS datasets of the school and the attendance boundary is available from Miami-Dade County Public Schools Information Technology Department. The correct school identification label and attendance boundary should be confirmed. Verification can be made with the text-version of the established attendance zones listed on the Miami-Dade Public Schools www.DadeSchools.net website. In addition, coordination with the Miami-Dade Public Schools Attendance Boundary Committee should provide any changes or revisions to the current attendance zone. An example of a map depicting some of the roadway and traffic facilities is included in Appendix D.

GIS data for the traffic volumes, speed limits, and the number of roadway lanes can be obtained from the Florida Department of Transportation, Transportation Statistics Office. Average annual daily traffic volumes can also be supplemented with data from the Florida Traffic Information CD added manually on to the GIS map. Traffic signal locations should be obtained from the Miami-Dade County Traffic Control Center. In

addition, the posted speed limits, number of lanes, and location of traffic signals needs to be verified in the field during site visits to the school. The location of other features such as parks and police/fire stations should be obtained from Miami-Dade County Information Technology Department and also be verified from information obtained during the field reviews. Street atlas maps can provide a means of crosschecking some of the data collected. Information on juvenile pedestrian crashes may be obtained through the Metropolitan Planning Organization (MPO).

3.5 Site Assessments

Extensive site visits for each school are necessary in order to obtain relevant data that is not easily collected from existing sources. The site assessments also provide verification of the existing data obtained.

Site assessments should be conducted along preliminary safe routes being considered within the school's project limits. The site visits should be conducted on a fair weather day while school is in session. The field reviews should be conducted during arrival and/or dismissal hours in order to observe the traffic operations, walking conditions and routes actually being taken by students. These hours should be confirmed in case they vary from school to school or for different educational programs.

An inventory of the existing facilities within each school attendance zone should be created through the field visits. In addition, the data collected in the field should include information on sidewalks, clear areas suitable for walking, crosswalks, crossing guard locations, and any physical barriers. The site visits also provide verification for the number of roadway lanes, traffic signal locations, and posted speed limits. During the site visits, typical conditions need to be observed, such as any existing operational and/or physical conditions of the roadway. Any obvious hazards to student pedestrian, student bicyclist, and motorist behavior that create conflict and/or hazardous situations at and in close proximity to the intersections should also be documented. The following

information should be collected or verified during the site visits and recorded on the site assessment sheet:

- Major streets/major transportation facilities
- Street crossings
- Sidewalks
- Safety/security concerns
- Any other items that may arise site-specific to the school

For major streets and transportation facilities, the posted speed limit and the average daily traffic should be obtained and noted on the GIS base map. Other conditions that should be observed include the number of driveways intersecting the roadway and intersections or crossing locations. Any obstacles present, such as railroad tracks or canals, should be noted. Locations of any off-road trails, other existing pedestrian/bicycle facilities and parks near the school should also be identified.

Street crossings at intersections or mid-block should be assessed in the field for signage, crossing assistance, number of lanes and street width. The locations of school zones, crossing guards, traffic signals and signs should be noted. Crossing points should be strategically located and well-marked, including designated crosswalks at controlled intersections and mid-block crossings. Pedestrian signal timings should also be noted in the field for signals that appear to provide inadequate timings for pedestrians to cross the roadways. Any parked vehicles and landscaping that block the pedestrians' view of traffic also need to be documented in the field. Likewise, parking lots and drop-off points near the school may block pedestrians' and cyclists' paths. If there are any mid-block crossings with speed tables and median islands, these should be noted as possible locations for safe route crossings.

A major component to providing safe routes is sidewalks. In addition to any available data collected from GIS maps and inventory databases, site reviews can provide information regarding the absence, presence and conditions of sidewalks. Segments of

sidewalks that are blocked by poles, signs, shrubbery, litter or debris should be noted. Sidewalks that are uneven and cracked, poorly drained or too narrow should also be noted during the site visits.

Safety and security concerns that may be expressed by parents in the survey should be checked in the field. The locations of police and fire stations and other governmental and community buildings should be identified.

A copy of the site assessment sheet is included in Appendix E. Field confirmation of the existing facilities should be collected on base maps and may be also supplemented with photographs and/or video.

4.0 CRITERIA FOR SAFE ROUTE SELECTION

Designated safe routes should guide students over the best path to use while traveling to and from school. This path should be arranged so children will cross a minimum number of major streets and have the maximum advantage from the protection offered by existing traffic controls. Where feasible, school boundaries should be recommended for revisions by the MDCPS-ABC if changes would eliminate an extremely hazardous condition. Otherwise, MDCPS should consider providing bus transportation for these children. Children may occasionally be required to walk longer distances to avoid hazardous locations or to make use of existing safety features. An attempt should be made to have boundary lines along major arterials to avoid students crossing heavily traveled streets.

Safe Routes should be designed from the outer school project limit inwards to the school. When designing the Safe Routes, one must consider both going to and coming from school. It is important to remember that the safest route going to school may not be the safest coming from school. Safe Routes should not be constrained by existing

traffic control devices if there are safer alternatives. It is important to keep in mind that the location of some devices may not be desirable with respect to Safe School Routes.

When deciding on what paths to designate as a safe route, conditions parallel to the routes that should generally be looked at include: speed in adjacent travel lane, peak hour vehicle volume, width of adjacent lane, length of any close parallel exposure, proximity to moving traffic and/or physical barrier protection, traffic volumes over sidewalk from alleys and driveways, any major obstacles such as bridges, railroads, ditches, and the existence and condition of sidewalks. Crossing conditions that should be looked at include: the number of crossing arterials, sight distance conditions, availability of safe gaps, traffic control devices, vehicle speeds at crossings, inadequate traffic controls (i.e. signalized intersection with no pedestrian features), pedestrian volumes if available, and pedestrian/bicycle crash history.

A consistently applied set of criteria must be the basis for assessing the adequacy of a particular safe school route, comparing several alternative routes, and developing any recommendations for the improvement of safe routes. The following criteria has been developed for establishing safe routes to school:

Major Criteria

Major Arterial Crossings: Safe school routes should avoid major arterial crossings. In evaluating this criterion consideration should be given to the volume of traffic on the cross streets, the frequency of adequate gaps for crossing (minimum one adequate gap per minute), the width of the roadway to be crossed and the availability of medians for safe two-stage crossings. If traffic volumes are too great during crossing hours to provide sufficient gaps, some measure to interrupt traffic may be considered, such as, a crossing guard or traffic signals.

Speed in Adjacent Travel Lanes: Safe school routes should be designated on roadways with low operating speeds. Roadways with speed limits of 30 mph or less are desirable.

Proximity of Adjacent Traffic and Physical Barriers: Safe routes should be designated on routes with adequate separation between pedestrian traffic and vehicular travel lanes. Roadways with a buffer and/or a physical barrier between pedestrian traffic and vehicular travel lanes are desirable.

Major Obstacles: Safe Routes should avoid locations with major obstacles, such as: railroad crossings, canals, draw bridges and similar moveable structures.

Security Concerns: Safe routes should avoid areas of significant security concern. Areas to avoid designating as safe routes include locations with perceived high drug or other criminal activity.

Pedestrian Facilities: Safe routes should be designated in areas with adequate walkways for pedestrians. Sidewalks should be compliant with the Americans with Disabilities Act (ADA) and off-road trails or other pedestrian/bicycle paths should be utilized to the greatest extent possible.

Sight Distance: Adequate sight distance should be provided along safe routes such that pedestrians and bicyclists can be readily seen by drivers. Routes should be checked for permanent sight obstructions as well as sight restrictions due to parked vehicles or other temporary objects. Careful attention should be given to visibility at intersections along the route.

Traffic Control Devices: Safe routes should be equipped with appropriate traffic control devices to enhance safety for pedestrians and bicyclists. Devices that should be checked include, crosswalks (high emphasis crosswalks markings are recommended for safe routes), school zone flashers, signs and pedestrian signals. All devices shall comply with the Manual on Uniform Traffic Control Devices (MUTCD).

Other Criteria

Number of Driveways and Street Crossings: Safe routes should be designated to minimize the number of driveways and street crossings along the route. This will minimize the exposure of students to conflicting vehicular traffic.

Proximity to Police Stations or Other Government/Community Building: It is desirable to designate safe routes in close proximity to neighborhood police stations or other

prominent government or community buildings. These facilities tend to enhance the perception of security for students and their parents.

Street Lighting: Safe routes that are designated along streets with good lighting are more desirable. This will increase the perception of security for students and their parents.

Other Criteria: Consideration should be given to any other condition that may be specific to a particular location.

Appendix F shows a matrix that can be used to qualitatively evaluate alternative routes using the criteria specified above.

5.0 RECOMMENDATIONS FOR NECESSARY IMPROVEMENTS

Once the safe routes have been designated, further field inspections should be conducted to identify/verify any deficiencies and develop improvements to address the deficiencies. A list of planned improvements should be created to improve walking and biking conditions along the routes, as necessary. Improvements along safe routes may be required to meet pedestrian and bike facility standards. This may require a review of the following:

- Minimum widths
- Surface Type Standards
- Minimum clearances from travel lanes
- Warrants for positive barriers
- Warrants for pedestrian grade separation
- Lighting
- Drainage

In addition, improvements to pedestrian crossings may require a review of the following:

- Vehicle and Pedestrian Volumes (Conflicts)
- Operation on Divided Highways
- Warrants for Crossing Guards

- Frequency along arterials
- Overhead versus ground mount signing
- Use of warning flashers

For traffic controls, the *Manual on Uniform Traffic Control Devices* shall be the basis for the design and placement of control devices. A list of possible engineering methods that may be utilized to improve the safe routes is included in Appendix G.

A funding category timeline for possible improvements to sidewalks, crossings, etc. should be prepared by the respective local traffic engineering agencies involved in the process within their roadway jurisdiction. Implementation of the planned improvements could take anywhere from six months to five years depending on type of improvement and funding sources available. Some examples of action items are included in Appendix G.

6.0 SAFE ROUTE MAPS

The designated safe route to school for each elementary school in the school district should be plotted on a map using arrows to illustrate the direction of travel. Maps should be durable, comprehensive, have a readable scale, and be conveniently sized. At a minimum, the map should show the following:

- School location
- Attendance boundary
- Arrows depicting the safe routes
- Street names
- Traffic signals
- Railroads
- Bodies of water
- Parks
- Fire/police stations
- Other government and community buildings

For effectiveness, colors should be used to accent the routes and traffic controls. However, the map should still be legible if printed in black and white. In some cases, depending on the school's location and attendance boundary it may be necessary to create maps in languages other than English, such as Creole or Spanish. An example of a Safe Route Map is included in Appendix H.

The school's principal and/or PTA President should review the proposed safe routes for any unsafe conditions. A technical review should be performed by the agencies involved for approval of the routes. After the designated routes are issued to the students, additional field checks should be made to determine if the route is being used and is indeed realistic.

When maps are distributed to schools for distribution to parents and students, it should be stressed that the map is the backbone of the safe routes to school program. The teachers should help the students identify on the map the route that they will take from their house to the school. The teacher should also lead a discussion as to why children are directed to cross streets only at specified locations. The teachers should then ask the students to take the designated route map home to their parents/guardians with an enclosed letter.

The letter should ask the parents to walk the route at least once with their child, pointing out any hazards (business driveways, alleys, railroad tracks, etc.) along the route to school. This is extremely important for younger children who are not able to read maps or street names. The letter should tell the parent to be sure to direct the child to use the route illustrated on the route map. A "tear off" signature slip should be provided at the bottom of the letter for the parents to sign and return to the school indicating that they received the map and discussed it with the child. Appendix H contains a sample letter that should be distributed with the safe route maps.

The designated route for each school should be reviewed periodically – at least once per year, prior to opening of the new school year. The route map should be distributed when the school opens each fall in order to establish safe walking patterns and habits that will hopefully carry throughout the school year. Designated safe routes should also be reviewed and revised whenever there are changes in traffic patterns such as road construction or detours, whenever there is the installation of any new traffic control, or when changes are made in the school service area boundary.

Well-designed Safe Routes to School will improve the level of safety for students walking and cycling to School. Safe route maps should receive the widest possible circulation to teachers, pupils, parents, and local media and be posted on the Miami-Dade County Public Schools website at www.DadeSchools.net.

APPENDIX A
EXAMPLE LETTERS

Month Day, Year

The Honorable _____
Commissioner, District __
Street address
_____, Florida _____

Dear Commissioner _____:

The Miami-Dade County Public Works Department is updating the Safe Routes to School. Currently, Safe Routes to School maps are available for most elementary schools through the Miami-Dade Public Works Department. However these exist as maps on Mylar or paper that have not been updated in many years for all public elementary schools in Miami-Dade County. The Safe Routes to School program consists of identifying and mapping "safe routes" for schools and recommending improvements along those routes. Improvements along designated routes may include sidewalks, school zone signing, flashing signals, crosswalk striping, ADA compliant curb ramps, and pedestrian signal and push buttons.

A review of the proposed Safe Route Maps will be coordinated with school officials, parents, and a Technical Advisory Committee (TAC). The final Safe Routes will be available as an electronic map for distribution to schools and through the Miami-Dade County Public School website.

For more information, please contact _____, of _____ at _____or our Public Information Officer, _____ at _____.

Sincerely,

Name
Title

Month Day Year

Agency Director
Agency
Street Address
City, Florida *Zip*

Dear *Agency Director*,

The Miami-Dade County Public Works Department has initiated a review of the "Safe Routes to School" Program. The primary goal of the "Safe Routes to School" Program is to help provide safe passage for elementary school children and their families by using mapping technology and infrastructure improvements. The program has been in place for many years, but due to the shifting and growing population and addition of new schools, current maps need to be updated and new ones created. The schools involved in the study include:

- ***List of Schools***
- ***List of Schools***

An integral part of the study is the formation of a Technical Advisory Committee (TAC). The TAC will serve as an advisory group to the Public Works Department in helping to coordinate various activities and guide the development of the safe routes. As the director of ***name of agency,*** we ask that you appoint a representative from your organization to participate in the TAC. We feel that a representative from the ***name of agency*** would be a key asset and provide invaluable input to the study. As the study progresses, information will be communicated to principals and PTA presidents, of the schools involved.

The study limits for each school will cover an approximate two-mile radius around the school, inclusive of the school zone boundary as determined by Miami-Dade County Public Schools (MDCPS). Safe Route Maps will be plotted for the study limits of each school. The study will also include possible improvements to sidewalks, school zone signage, flashing signals, crosswalk striping, Americans with Disabilities Act (ADA) compliant curb ramps, and pedestrian signal and push buttons. The final "Safe Routes" will be made available to the schools on the MDCPS website.

We look forward to hearing from you regarding your appointment and any questions you might have. Our project manager for this project is ***name of project manager*** and can be reached at ***telephone number***. Our Public Information Officer is ***name of public information officer*** and can be reached at ***telephone number***.

Sincerely,

Miami-Dade Public Works Department

APPENDIX B
USER SURVEY FORMS

Safe Routes to School
User Survey

In an effort to improve student safety in and around our schools, the Miami-Dade County Metropolitan Planning Organization, in collaboration with Miami-Dade County Public Schools and other governmental agencies, is looking for ways to reduce the amount and speed of cars, improve walking and bicycling conditions and encourage enforcement and safety education programs. Please help us by providing your opinions to the following questions.

1. What grade is your child in? ____

2. Approximately how far does your child travel to school?
   ___ ½ mile or less ___ ½ mile to 1 mile ___ between 1 to 2 miles ___ over 2 miles

3. How does your child usually travel to and from school: (put a check in the appropriate box)

		Arrival	Dismissal
a.	walk	☐	☐
b.	bicycle	☐	☐
c.	car	☐	☐
d.	school bus	☐	☐
e.	private bus	☐	☐
f.	city bus	☐	☐
g.	other (please explain)_____	_____	_____

4. Which of the following factors would influence your decision to allow your child to walk or bicycle to school. **Please circle YES(Y) or NO(N).**

a.	Schools provided walking and bicycling route maps to parents and students.	**Y**	**N**
b.	Additional crossing guards were provided at busy intersections.	**Y**	**N**
c.	There were continuous sidewalks or bike paths from my neighborhood to the school.	**Y**	**N**
d.	Bicycle/pedestrian pathways separated from traffic.	**Y**	**N**
e.	There were fewer cars around where children are walking to school.	**Y**	**N**
f.	Speed limits were strictly enforced in school speed zones.	**Y**	**N**
g.	School speed zones were marked with flashing signals.	**Y**	**N**
h.	There was better street lighting along routes to school.	**Y**	**N**
i.	A greater presence of police officers and safety monitors along safe routes.	**Y**	**N**
j.	Designated safe route signs along safe route paths at children's eye level.	**Y**	**N**
k.	There were painted footsteps designating safe routes along sidewalks.	**Y**	**N**

5. Please identify specific safety problems of concern to you in your neighborhood or around your child's school (i.e. broken sidewalks, dangerous street crossings, crime areas, railroad crossing, high-speed vehicles) and indicate their locations.

_____
_____
_____

6. Please write down any additional factors that might influence your decision to let your child walk or bicycle to school:

_____
_____
_____

Thank you for your participation. Please return this survey to your child's teacher.

Safe Routes to School
User Survey

ENCUESTA ENTRE USUARIOS SOBRE RUTAS SEGURAS HACIA LAS ESCUELAS

En un esfuerzo por mejorar la seguridad de los estudiantes dentro y alrededor de nuestras escuelas, la Organización de Planeación Metropolitana de Miami-Dade, en colaboración con las Escuelas Públicas del Condado y otras agencias gubernamentales está tratando de encontrar la manera de reducir la cantidad de carros y la velocidad a que se desplazan, mejorar las condiciones de acceso para peatones y bicicletas y fomentar la implementación de programas de seguridad y educación. Ayúdenos, por favor, entregándonos sus opiniones sobre las siguientes preguntas:

1. ¿En qué grado escolar está? ____

2. ¿Aproximadamente qué distancia recorre para llegar a la escuela?
   ___ media milla o menos ___ entre media y una milla ___ entre una y dos millas ___ más de dos millas

3. ¿Cómo se desplaza regularmente su hijo(a) hacia y desde la escuela? (Marque la casilla apropiada)

		Llegada	Salida
a.	caminando	☐	☐
b.	en bicicleta	☐	☐
c.	en carro	☐	☐
d.	en autobús escolar	☐	☐
e.	en autobus privado	☐	☐
f.	en autobús de la ciudad	☐	☐
g.	de otra manera (explique por favor)_____	_____	

4. ¿Cuál de los siguientes factores influiría en su decisión de permitir que su hijo vaya a la escuela caminando o en bicicleta? **Por favor marque un círculo en SI (S) o NO (N).**

a.	Que las escuelas proporcionen mapas peatonales y de ciclo-rutas a padres y estudiantes.	**S**	**N**
b.	Mas guardias de cruzamientos dispuestos en las intersecciones de mayor tráfico.	**S**	**N**
c.	Que haya calzadas continuas y senderos para bicicletas entre mi vecindario y la escuela.	**S**	**N**
d.	Senderos para peatones y bicicletas separados del tráfico.	**S**	**N**
e.	Que haya menos carros por donde los niños caminan con destino a la escuela.	**S**	**N**
f.	Que se apliquen estrictamente los límites de velocidad en zonas escolares.	**S**	**N**
g.	Que se marquen mediante luces intermitentes las zonas escolares con límite de velocidad.	**S**	**N**
h.	Que haya mejor iluminación pública sobre las rutas hacia la escuela.	**S**	**N**
i.	Más presencia de oficiales de policía y monitores de seguridad junto a rutas seguras.	**S**	**N**
j.	Señales de rutas designadas junto a las rutas seguras y al nivel de la vista de los niños.	**S**	**N**
k.	Que haya huellas de pasos marcando las rutas seguras junto a las calzadas.	**S**	**N**

5. Identifique por favor los problemas de seguridad que le preocupan de su vecindario o en los alrededores de la escuela de su hijo(a). (Por ejemplo, calzadas rotas, cruzamientos vehiculares peligrosos, áreas de alta criminalidad, cruzamiento de trenes, vehículos a alta velocidad) e indíquenos su localización.

_____
_____
_____

6. Por favor señale cualquier factor adicional que pudiera influir su decisión de permitir que su hijo(a) vaya a la escuela caminando o en bicicleta:

_____
_____
_____

Gracias por su participación. Por favor, devuelva esta encuesta al profesor o profesora de su hijo(a).

Safe Routes to School
User Survey

Nan yon efò pou amelyore sekirite etidyan yo ni dan lekòl yo ni ozalantou lekòl yo, Òganizasyon Planifikasyon Metwopoliten Konte Miami-Dade, an kolaborasyon ak Lekòl Piblik Konte Miami-Dade ak divès lòt branch gouvènman an, ap chèche mwayen pou bese limit vitès machin yo ansanm ak kantite machin ki pase nan zòn yo, amelyore kondisyon wout pasan apye yo ak moun sou bisiklèt yo epi tou ankouraje ranfòsman lwa yo ak ankouraje pwogram edikativ sou sekirite. Tanpri ede nou nan pwojè sa a, jis ba nou opinyon nou sou kestyon sa yo ki ekri pi ba paj la:

1. Nan ki klas pitit w ye? ____

2. Apeprè ki longè wout lekò pitit w an?
   __ ½ mil oswa mwens __ ½ mil a 1 mil __ ant 1 a 2 mil __ plis ke 2 mil

3. Dabitid kouman pitit w an ale epi tounen sòt lekòl: (mete yon kwa sou sa ki bon repons la)

	Rive Lekòl	Tounen Lakay
a. Mache	☐	☐
b. bisiklèt	☐	☐
c. oto	☐	☐
d. bis lekòl	☐	☐
e. bis prive	☐	☐
f. bis piblik	☐	☐
g. yon lòtfason (tanpri esplike) _____	_____	

4. Kiyès nan rezon sa yo ki ta ede w deside si wap pèmèt pitit w mache oswa pran bisiklèt li pou ale lekòl.
   Tanpri fè yon sèk otou (Y) lan pou WI oswa otou (N) lan pou NON.

a.	Lekòl lan prezante yon chema wout bisiklèt ak pou mache bay paran ak elèv yo.	**Y**	**N**
b.	Mete plis gad nan kalfou ki gen gwo trafik yo.	**Y**	**N**
c.	Si ta gen yen wout trase espesyal pou bisiklèt oswa twotwa de katye lakay jis lekòl la.	**Y**	**N**
d.	Wout trase separe de sikilasyon an pou Bisiklèt/moun apye.	**Y**	**N**
e.	Ta gen yen mwens oto ozanlatou ti moun yo kap mache ale lekòl.	**Y**	**N**
f.	Ranfòse limit vitès nan zòn lekòl kote vitès yo kontwole.	**Y**	**N**
g.	Zòn lekòl kote vitès yo kontwole an gen yen limyè siyalizasyon kap flache.	**Y**	**N**
h.	Pi bon ekleraj nan lari tout longè wout lekòl la.	**Y**	**N**
i.	Sou tout longè sekirite sa a plis polis ak plis monitè sekirite.	**Y**	**N**
j.	Pannkat pou endike wout deziye kòm wout sekirite enstale jis wotè ti moun yo.	**Y**	**N**
k.	Tras pye pentire klè sou twotwa wout ki an sekirite yo.	**Y**	**N**

5. Tanpri ba nou sak chaje tèt nou sou pwoblèm sekirite byen espesifik nan katye lakay w oswa ozalantou lekòl pitit w an (egzanp: twotwa kraze, kalfou danjre pou travèse, zòn krimininèl, travèse ray tren, machinn ki fè twòp vitès) epi endike ki kote yo ye.

_____
_____
_____

6. Tanpri ekri tout lòt kòmantè sou kisa ki ta kapab enfliyanse desizyon pou w kite pitit w mache oswa monte bisiklèt li pou ale lekòl:

_____
_____
_____

Mèsi pou patisipasyon w. Tanpri remèt fèy sondaj sa a bay pwofesè pitit w an.

APPENDIX C
EXAMPLE OF TEXT-VERSION ATTENDANCE ZONE

dadeschools.net
Miami-Dade County Public Schools

Elementary School Boundaries

ARCOLA LAKE ELEMENTARY — PK-5

1037 N.W. 81 Street
Miami, FL 33150

Region Center III

Attendance Zone Established 1992-93

Begin at NW 18 Avenue and NW 95 Street

South to NW 79 Street

East to North-South Expressway (I-95)

North to Little River Canal

West to NW 7 Avenue

North to NW 95 Street

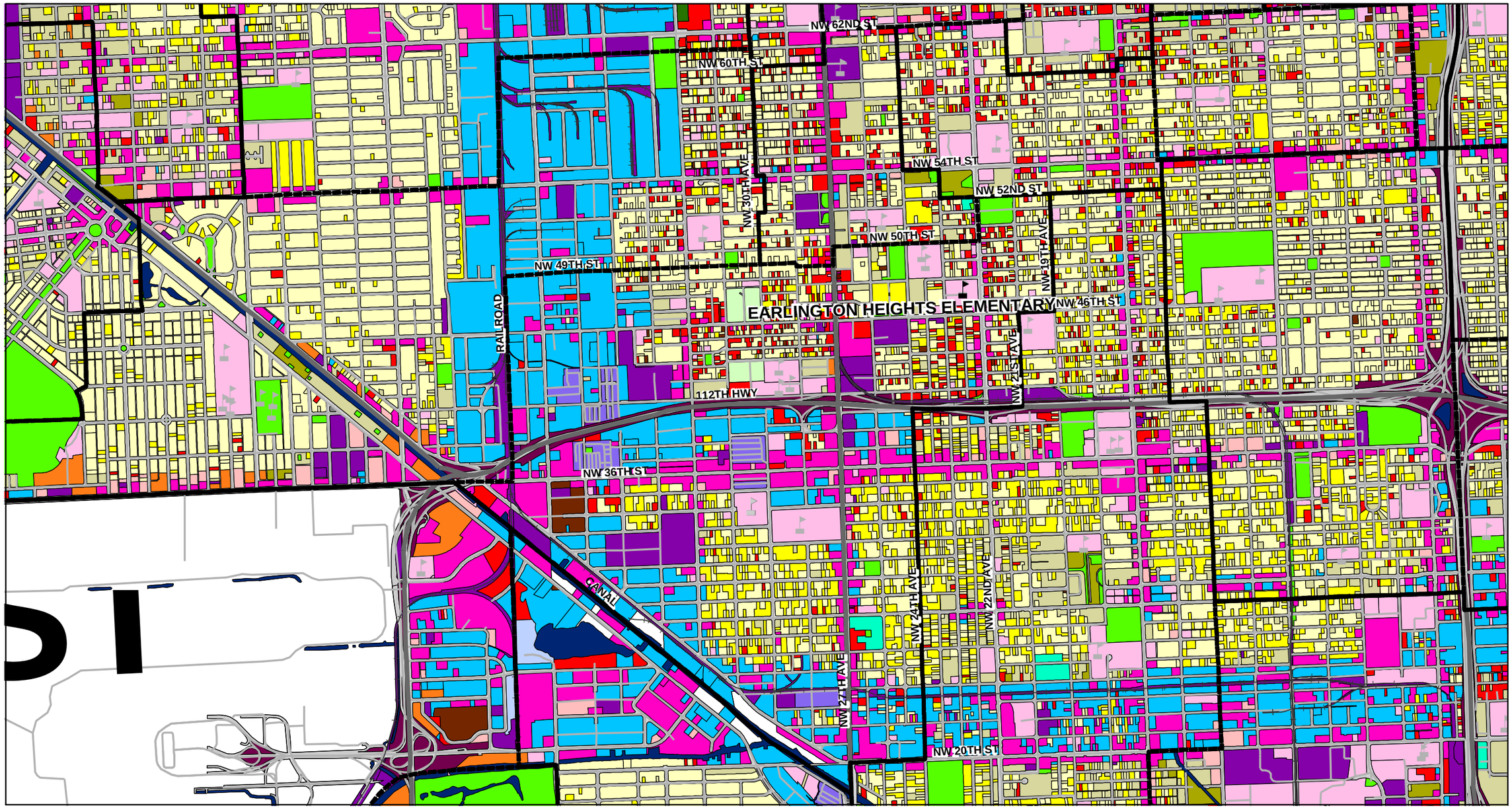
West to NW 18 Avenue,

point of beginning.

E-mail Questions and Comments

APPENDIX D
EXAMPLES OF BASE MAPS

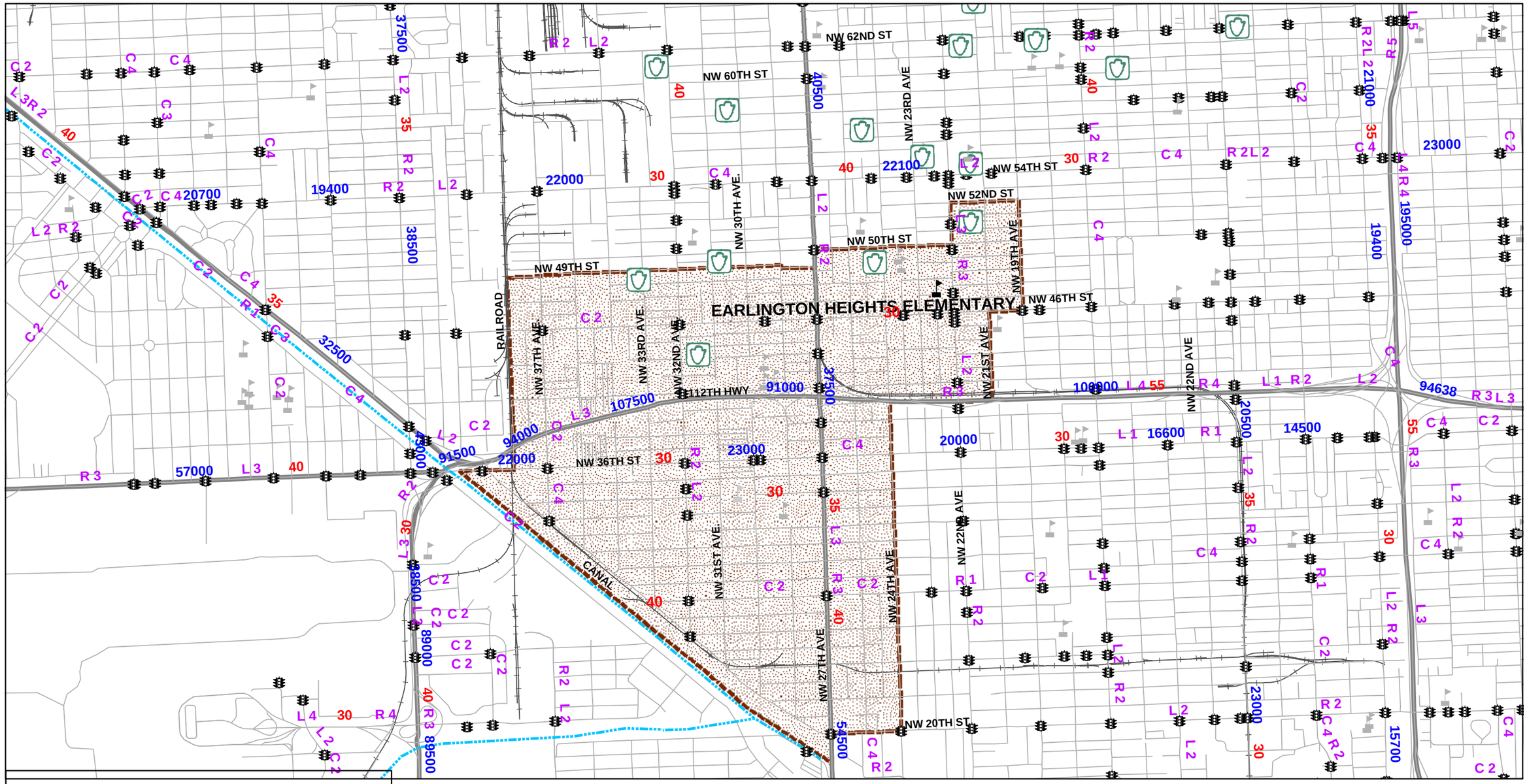
Existing Land Use
Earlington Heights Elementary



Legend

- Attendance Boundary
- Other Schools
- EARLINGTON HEIGHTS ELEMENTARY
- Agriculture
- Airports/Ports
- Cemeteries
- Communications , Utilities, Terminals , Plants
- Expressway Right of Way Open Areas
- Industrial
- Industrial Extraction
- Institutional
- Low-Density Multi-Family
- Mobile Home Parks
- Multi-Family, Migrant Camps
- Office
- Parks (Including Preserves & Conservation)
- Shopping Centers, Commercial, Stadiums, Tracks
- Single-Family
- Streets/Roads, Expressways, Ramps
- Streets/Roads/Canals R/W
- Townhouses
- Transient-Residential (Hotels/Motels)
- Two-Family (Duplexes)
- Vacant Unprotected
- Vacant, Government Owned
- Vacant, Protected, Privately Owned
- Water
- Water Conservation Areas

Traffic and Roadway Characteristics
Earlington Heights Elementary



Legend

- Attendance Boundary
- SCH_NAME
- Other Schools
- EARLINGTON HEIGHTS ELEMENTARY
- Highway
- Arterial Streets
- Canals
- Railroad
- Traffic signals
- Parks
- 0L Number of Lanes
- 00 Speed Limit
- 00000 ADT

APPENDIX E
SITE ASSESSMENT SHEET

A. Major Streets / Major Transportation Facilities

Street (or segment of a street)	Posted Speed Limit	ADT	Other Conditions Observed (See Symbol Chart)

Symbol	Description of Condition
a	Street with a large number of driveways intersecting roadway
b	Intersections where drivers do not yield to pedestrians
c	Intersections with a high percentage of turning movements, including "right turn on red"
d	Intersections where drivers speed up to make it through traffic lights or drive through red lights
e	Street with a high volume of truck traffic
f	Railroad tracks and other transportation facilities that present obstacles to a safe way to school
g	Intersection or crossing location is positioned by a blind curve
S1	Off road trail or other transportation facilities that would provide an alternate route for children to get to school

B. Street Crossings

Intersection (or street segment for mid-block crossing)	Signage, Crossing Assistance or Conditions Observed (see Symbol Chart)	# Lanes or Street Width	Notes:

Symbol	Description of Condition
Z	School Zone Sign
ZF	School Zone Sign with Flasher
OZ	Overhead School Zone Sign
OZF	Overhead School Sign with Flasher
I	Intersection with traffic signal and no crossing guard
IG	Intersection with traffic signal and crossing guard
S	Intersection with stop sign and no crossing guard (indicate direction that stop sign faces)
SG	Intersection with stop sign and with crossing guard (indicate direction that stop sign faces)
M	Road crossing (mid block) without pedestrian activated circle
MI	Road crossing (mid block) with pedestrian activated circle
h	Pedestrian signals that change too slowly
j	Road that is too wide to cross during the time that is allowed by the pedestrian signal
k	Crosswalks where drivers can't see pedestrian
l	Parked cars that block the pedestrian's view of traffic
m	Trees or plants that block the pedestrian's view
S2	Striping, pavement markings, elevation changes, texture changes that make crossing more visible
S3	Bulbouts and other facilities that reduce the crossing distance and help facilitate safe pedestrian crossings
S4	Refuge islands for pedestrian
S5	Mid block crossings with speed tables and medium island

C. Sidewalks

Street Name (or segment of a street) adjacent to sidewalks	Conditions Observed (see Symbol Chart)	# of Curb Cuts	Notes:

Symbol	Description of Condition
m	No sidewalk
n	Locations where sidewalks missing (list missing link)
o	Sidewalks that are blocked by poles, signs, shrubbery, dumpsters and other items, blocking passage or visibility
p	Areas that have a lot pf litter or debris, or are uneven and crackd or are poorly drained
q	Areas where the sidewalk is located directly next to a road on which vehicles travel at a rapid speed (no nature strip barrier)
r	Sidewalks without curb ramps or curb ramps that are in need of repair
s	Sidewalks that are too narrow to carry the volume of students likely to use them (8' preferred, 6' acceptable) .

D. Safety / Security Concern

Street name (or segment of a street)	Conditions Observed (see Symbol Chart)	Notes:

Symbol	Description of Condition
t	Areas of perceived crime and drug activity
u	Locations where school fights take place
v	Land uses that tend to draw criminal activity (i.e. bars, pawn shops, adult "hangouts", "scary people")
w	Scary animals (i.e.” bad dogs")
x	Construction zones without proper safety measures for pedestrian detours
y	Areas that are not well-lit
z	Isolated areas (areas without easy access to houses or commercial activity)
S4	Presence of police/sheriff in the area
S5	"Safe houses" in the area
S5	Neighborhood crime watch programs

APPENDIX F
EVALUATION MATRIX

SAFE ROUTE TO SCHOOL
ROUTE EVALUATION MATRIX

School: Elementary XYZ **Date:** March, 2005

Probable Routes	Road Segment	Major Criteria								Other Criteria					Route Recommendations
		No major arterial crossing[1]	Low speeds in adjacent travel lanes[2]	Adequate seperation and/or barrier between pedestrians and vehicular traffic [3]	No major obstacles (e.g. railroad tracks and canals)[4]	No security concerns[5]	Adequate pedestrian/bike facilities (including ADA compliance)[6]	Adequate sight distance [7]	Adequate traffic control devices[8]	Minimal # of driveways and street crossings[9]	Proximity of police stations, fire station or other prominent government/community buildings[10]	Good street lighting[11]	Other (specify)		
A	Street A from 1 to 2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes			
	Street A from 2 to 3	Yes	Yes	Yes	Yes	**No**	Yes	Yes	Yes	Yes	Yes	Yes			Route not recommended due to significant security concerns
	Street B from 3 to 4	Yes	Yes	Yes	Yes	**No**	Yes	Yes	Yes	Yes	Yes	Yes			
B	Street C from 1 to 2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes			
	Street C from 2 to 3	Yes	Yes	Yes	Yes	Yes	**No**	Yes	**No**	Yes	Yes	Yes			Recommended Route. Improvements needed for sidewalks and traffic control devices
	Street D from 3 to 4	Yes	Yes	Yes	Yes	Yes	**No**	Yes	**No**	Yes	Yes	Yes			
C															
D															
E															
F															

Notes:

1 Consider traffic volume on cross street, frequency of adequate gaps for crossing (minimum one adequate gap per minute), width of roadway to be crossed and available medians for safe two-stage crossing.
2 Consider vehicular speeds in adjacent travel lanes (30 mph or less is desirable).
3 Consider proximity to moving traffic and presence of physical barriers for protection.
4 Routes with draw bridges and similar moveable structures are undesirable.
5 Undesirable routes include areas where students may be exposed to high risk criminal activity, as indicated by police records or local knowledge.
6 Desirable routes include segments with sidewalks and/or bike paths.
7 Consider permanent sight restrictions as well as sight restrictions due to parked vehicles and other temporary objects.
8 Consider availability of crosswalks (high emphasis markings), crossing guards, school zone flashers and existing pedestrian signals.
9 Routes with several driveways and street crossings are less desirable.
10 Routes adjacent to police stations, fire stations or other prominent government/community buildings are more desirable.
11 Routes with no street lighting are less desirable.

APPENDIX G
ENGINEERING IMPROVEMENTS & ACTION ITEMS

Engineering Methods

Objective	Pedestrian Design	Bicycle Design	Intersection Design	Traffic calming	Signals and Signs	Other education & enforcement tools
Improve mobility and reduce exposure for pedestrians and bicyclists	Sidewalk/Walkway Curb ramps Crosswalk enhancements Bus stop improvements Overpasses/underpasses	Add bike lane/shoulder Road narrowing Bicycle Narrowing Widen outside lane or shoulder	Curb extensions Choker Pedestrian crossing island Raised intersection	Curb extensions Raised pedestrian crossing Raised intersection Crosswalk enhancements	Traffic signal Signal enhancement, e.g., countdown, audible Accessible pedestrian signal Signal timing	Safety training Crossing guards Participate in Walk and Bike to School Day Walking school bus or bicycle train
Improve sight distance and visibility for motor vehicles pedestrians and bicyclists	Crosswalk enhancements Roadway lighting Move poles/newspaper boxes/signs at street corners Trim vegetation	Add bike lane/shoulder Widen outside lane Trim vegetation Bicycle boulevard	Curb extensions Raised intersection Paving treatments Move poles/newspaper boxes/signs at street Corners	Curb extensions Speed tables Raised pedestrian crossing Crosswalk enhancements	High visibility SCHOOL and XING signs Advanced stop lines LED pedestrian signals Lighted crosswalks	Neighborhood notices re: vegetation blocking sight lines, vehicles parked on sidewalks, etc. Walking school bus or bicycle train
Reduce speed of motor vehicles	Curb extensions Raised pedestrian crossing Raised intersection Reduce width or number of lanes	Add bike lane/shoulder Reduce width or number of lanes Curb radius intersection	Raised intersection Modern roundabout Traffic circle Paving treatment	See all above, plus: Speed humps Choker and chicane Landscaping/paving treatments	Adjust signal timing for motor vehicles Lower speed limit, when warranted Speed feedback signs	Speed monitoring trailer Neighborhood Watch program, pace cars Street banners, yard signs Police enforcement
Reduce volume of motor vehicles	Pedestrian street Pedestrian-oriented design	Reduce number of lanes Bicycle boulevard	Gateway treatment Diverters or woonerfs	Partial street closure Full street closure	Turning restrictions One-way street conversion	Promote carpooling Travel by other modes and alternative routes
Improve compliance with traffic laws	In-street pedestrian crossing signs Pedestrian crossing flags Crossing guards Countdown signals	Bicycle lane signs Share the Road signs Pavement legends Bicycle signals	Red-light camera Mini-circle Countdown signals Improved timing to discourage jaywalking	Choker Chicane Speed hump	High visibility and warning signs Neighborhood signs Speed monitoring trailer	Traffic safety training Police enforcement Speed watch program

Source: Parisi Associates, adopted from Pedestrian Facilities Users Guide, Providing Safety and Mobility, US Department of Transportation, Federal Highway Administration, March 2002

Note: Professional Judgment should be applied when making decisions about what measure will be best for a specific location.

ACTION ITEMS

Immediate Actions

- Put out Smart Set speed displays
- Enforce ordinance against cars parking too close to the corners
- Replace missing median billboards
- Have Police increase enforcement of parking restrictions in drop-off areas
- Install advance school crossing signs
- Adjust the timing of the school flasher signal
- Increase Police enforcement on-site to address illegal left turns and parking violations
- Install a School Crossing sign
- Replace missing pedestrian signal signs
- Provide additional Police enforcement of speeding and illegal parking of vehicles across sidewalks

Short Term Actions (six months)

- Install School Zone Flashing signals
- Paint crosswalks
- Widen sidewalks
- Install traffic signals
- Relocate fence along side of schools, two feet back from the edge of the sidewalk
- Relocate “End School Zone” sign
- Install new School Crossing signs
- Repaint mid-block laddered crosswalks
- Repaint crosswalks
- Mark a center median and install median billboard
- Construct curb ramps
- Relocate the crosswalk to connect the school and the student parking area

Long Term Actions (as funding permits)

- Construct sidewalks
- Reduce cross-section
- Tighten curb return radii and narrow roads
- Construct missing section of sidewalks
- Post crossing guards
- Reconstruct intersections with tighter curb return radii, a nub and island
- Extend the median to meet the crosswalk
- Install speed humps or other traffic calming devices
- Relocate the sidewalk to provide a five-foot wide landscaped separation between the walk and the traffic lanes. Plant trees in strip.
- Improve lighting at front entrance to the school
- Rebuild driveways to tighten curb returns and mark crosswalks
- Relocate the traffic signals
- Extend medians

Actions Requiring Further Evaluation

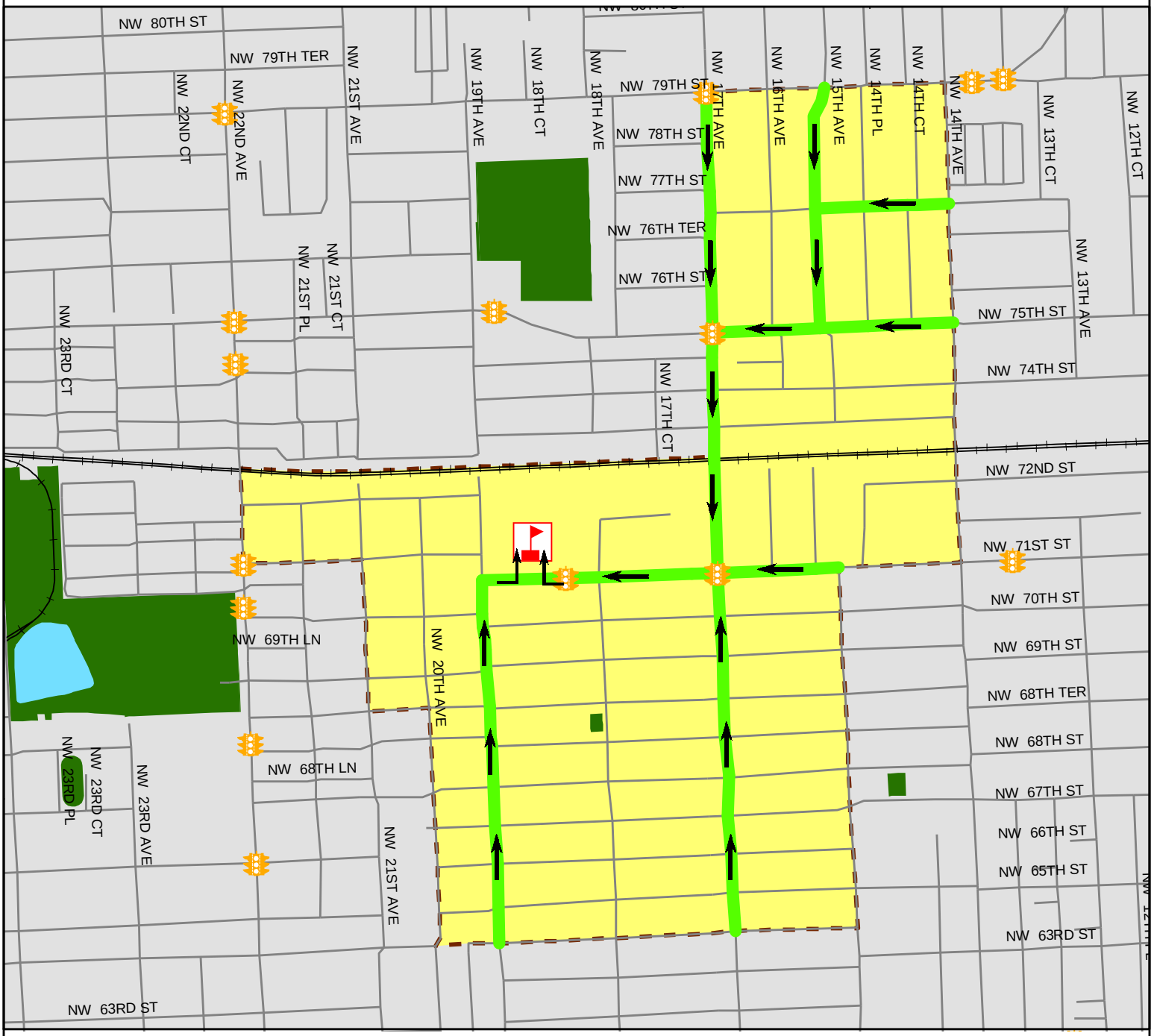
- Consider installing “NO RTOR When Pedestrians Present” sign
- Paint crosswalks across the drop-off lane in front of the school
- Narrow drive and use space to widen sidewalk along school
- Reconstruct boulevard to include a raised median
- Install warning sign “Yield to Persons in Crosswalk” for left turns from northbound to westbound
- Encourage students to take transit rather than drive by offering transit subsidies and parking disincentives
- Mark a crosswalk at ends of the drop-off lane
- Rebuild curb ramps at corners to use 15 foot radii
- Reconstruct street intersection to tighten curb returns and narrow the crossing distance
- Consider narrowing Boulevard to a single lane in each direction and construction a landscaped median or refuge islands in the road
- Investigate re-timing of traffic signals to create periods of fewer conflicts with turning vehicles
- Investigate use of photo enforcement for traffic signals

APPENDIX H
EXAMPLE OF SAFE ROUTE MAP

LIBERTY CITY ELEMENTARY SCHOOL

1855 NW 71 Street, Miami 33147

SAFE ROUTE TO SCHOOL



LEGEND

- School
- Safe Routes
- Streets
- Highways
- Railroad
- Attendance Boundary
- Parks
- Water
- Traffic Signals
- Police
- Fire

N

0 400 800 1,600 Feet

MIAMI-DADE COUNTY

Miami-Dade County Public Schools

MIAMI-DADE MPO Metropolitan Planning Organization

DEAR PARENTS:

The map on the reverse side has been prepared to help you find the safest route from your home to your child's school. The Miami-Dade County Department of Traffic and Transportation, in cooperation with your school, urges you to study the map carefully, mark the suggested route, and make absolutely sure your child understands it. Your child's safety is important to all of us.
By following the arrows, you will be able to decide on a route that fits your needs. Each arrow suggests a safe route. Please note that the safest route is sometimes not the shortest.
As you know, the best way to teach your child the route is to walk with him or her, several times if necessary, until he or she knows it like the back of his hand. When teaching the route, we suggest you follow a procedure something like this:

1. Use sidewalks or safety paths where they are available. Where they are not, walk facing traffic. Cross corners at right angles. Wait on the curb for the traffic to clear before crossing any street. Walk, don't run.
2. Explain any traffic signal along the way. Explain when it is safe to cross, when to wait. Show your child how pedestrian push button signals work.
3. Speak each of your instructions aloud. "Push the button. Don't cross until the light turns green." And so on. Have your child repeat the instruction aloud. Be sure he or she understands the "why", as well as the "how".
4. Time your trip. It is important to know how long it takes to get to school without hurrying.
5. You walk your child to school, let him (or her) walk you home.
6. Correct your child's mistakes as they happen. Don't save them up until the trip is over.
7. At one corner, have your child cross alone (under your supervision) to demonstrate he/she knows how.

If you have any questions, suggestions, or observations or notice any missing or damaged signs, signals, or pavement markings, please call Miami-Dade County Public Works Department at (305) 375-2030

A LOS PADRES DE FAMILIA

El mapa que aparece al dorso, se ha creado con el propósito de ayudarle a encontrar la ruta más segura que se debe seguir para viajar desde su hogar hasta la escuela donde estudian sus hijos. El Departamento de Trafico y Transporte del Condado de Miami-Dade, en cooperación con su escuela, le exhorta a estudiar el mapa cuidadosamente. Marque la ruta que usted estime conveniente y asegúrese de que sus hijos la entienden. La seguridad de sus hijos es importante para todos nosotros.
Si usted sigue las flechas, podrá determinar la ruta que mejor le convenga, de acuerdo a sus necesidades. Cada flecha sugiere una ruta segura. Recuerde que la ruta más segura no es necesariamente la mas carta en algunos casos.
Como usted sabe, la forma mejor de enseñar a sus hijos el camino que deben seguir, es andarlo con ellos varias veces si es necesario, hasta que ellos lo conozcan como la palma de la mano. Al enseñarles el camino que deben seguir, nosotros le sugerimos que siga las instrucciones siguientes:

1. Camine por las aceras o por las sendas de seguridad cuando estas existan. En caso de que no existan, camine de frente al trafico. Cruce las esquinas en ángulo recto. Espere en las curvas hasta asegurarse de que no hay peligro antes de cruzar la calle. Camine, no corra.
2. Explíquele a sus hijos las señales de transito a lo largo del camino. Explíqueles cuando se puede pasar y cuando hay que esperar. Enséñeles como manipular las señales con peatones con botones.
3. Explique cada una de las instrucciones en voz alta: "Oprime el boton, no cruces hasta que aparezca la luz verde"; y todo los demas consejos que usted pueda darles para contribuir a la seguridad de sus hijos. Haga que sus hijos repitan las instrucciones en voz alta. Asegurese que ellos entiendan él porque de estas instrucciones.
4. Mida el tiempo de viaje. Es importante que usted conozca cuanto tiempo transcurre al ir a la escuela y regresar sin apurarse.
5. Lleve a su hijo(a) a la escuela y permita que él (o ella) lo traiga de regreso a casa.
6. Rectifíqueles los errores a medida que estos sucedan; no lo deje para luego.
7. Bajo su supervisión, haga que su hijo cruce la calle solo por la esquina, para que demuestre que sabe como hacerlo.

Si usted tiene preguntas, sugerencias u observaciones que exponer, o si ha notado que falta alguna señal de transito o algún semáforo roto, háganos el favor de llamar al Departamento de Obras Publicas del Condado de Miami-Dade al (305) 375-2030

CHE PARAN:

Direksyon ki nan do paj sa-a te prepare pou ede nou jwenn pi bon jan pou nou soti lakay-nou pou nou rive nan lekòl ti moun-nou. Depatman Trafik ak Transpò Miami Dade-lan, ak kooperasyon lekòl-nou, ankouraje-nou pou nou etidye direksyon yo ak anpil atansyon, make wout yo sigjere nou pran-an, epi asire-nou ke timoun-nou konprann wout sa-a byen. Sekirite ti moun-nou enpòtan pou nou tout. Lè nou suiv flèch yo, n'ap kapab jwenn wout k'ap pi bon pou nou-an. Chak flèch montre nou bon wout pou nou suiv an sekirite. Note byen ke yon wout ki sen-e-sof pa vle di ke li pi kout.
Nou konnen ke pi bon jan pou nou aprann timoun-nou konnen wout sa-yo, se pou nou mache avek yo. Si li nesesè, se pou nou mache avek yo an pliziè fwa juskaske yo konnen wout-la pakè. Lè n'ap montre wout yo, men yon bon jan pou nou fè sa:

1. Lè genyen, itilize twotwa oswa pasaj. Lè pa gen ni yon ni lòt, mache nan sans kontrè trafik-la. Travèse kwen yo nan sans dwat. Rete sou kote nan twotwa-a pou tann trafik-la rete pou nou travèse lari-a. Mache, pa kouri.
2. Esplike tout sinyal trafik sou wout la. Esplike ki lè pou yo travèse lari-a ak ki lè pou yo rete tann. Montre timoun yo koman pou yo itilize bouton pou pyeton peze pou yo trevèse lari yo.
3. Di tout enstriksyon yo fò epi klè pou timoun yo tande. Tankou: " Peze bouton-an. Pa travèse toutotan limyè-a pa vèt. Eksetera." Fè timoun yo repete enstriksyon yo fò pou ou konnen si yo konprann "kilè" ak "poukisa" y'ap fè sa y'ap fè.
4. Tcheke konben tan l'ap pran pou ou fè trajè-a. Li enpòtan pou ou konnen konben tan l'ap pran pou nou rive lekòl san nou pa nan prese.
5. Mennen timoun nou lekòl men kite yo dirije pou nou rive lakay-nou.
6. Korije erè timoun yo touswit lè yo fè yo. Pa tann lè trajè-a fin fèt.
7. Lè nou rive nan yon kwen, kite timoun-nou travèse pou kont yo, ak sipèvisyon-nou, pou yo montre nou yo konn sa y'ap fè.

Si nou gen keksyon, sigjestyon, oswa obsèvasyon, osinon si nou we ke siyal yo domaje oubyen genyen ki manke, si atè-a gen mak kelkonk, tanpri rele Depatman Travo Piblik nan Miami Dade County nan nimewo 305-375-2030. Mèsi anpil.