

MARYLAND STATEWIDE STUDENT TRAVEL POLICY SURVEY

A Statewide Assessment of Attitudes
Related to Walking and Bicycling at the
School District and Local School Level

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Martin O'Malley, Governor
Anthony G. Brown, Lt. Governor
Beverley K. Swaim-Staley, Secretary

Prepared by:
Toole Design Group, LLC
In Association with:
University of Maryland



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Nancy S. Grasmick, Ph.D., State Superintendent of Schools
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Carolyn Voorhees, University of Maryland
Maryland Bicycle and Pedestrian Advisory Committee
Maryland Department of Education
Maryland School Districts
Participating Principals and System Administrators
Washington Area Bicyclist Association

MDOT Project Manager: Michael Jackson, Director of Bicycle and Pedestrian Access

Prepared by:

Toole Design Group
6525 Belcrest Road, Suite 400
Hyattsville, MD 20782
(301) 927-1900
www.tooledesign.com

in association with the University of Maryland



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INTRODUCTION

Nationally, only 16% of current students (ages 5-18) walk or bicycle to school. At the same time, the U.S. Centers for Disease Control (CDC) reports that obesity among children aged 6 to 11 has tripled since the early 1980's, going from 6.5 % to 19.6 %. The rate of obesity among adolescents aged 12 to 19 has almost quadrupled, going from 5 % to 18.1 %. The CDC also warns that obese children are at risk for different types of cardiovascular disease, including elevated cholesterol and high blood pressure. Walking and/or bicycling to or from school can increase a student's overall energy expenditure.



Figure 1: Students participating in International Walk to School Day, 2010 at Rolling Terrace Elementary in Silver Spring, MD

Maryland has several initiatives aimed at increasing school children's levels of physical activity to help counteract this health trend, such as the Safe Routes to Schools (SRTS) Program and the Governor's Children in Nature initiative. It is important for the State to understand local school policies towards student travel by walking or bicycling as this could be an untapped resource for increasing daily physical activity. However, there is a perception at the state level that some schools may be restricting students from walking or bicycling to/from school because of concerns about safety and/or liability should something happen to the children en route.

A primary goal of this project is to provide State officials with an understanding of walking and biking policies and practices at individual schools as well as school systems and recommend strategies for addressing concerns. Recommendations include educational outreach to school officials, strategies for addressing infrastructure concerns in the vicinity of schools, and development of model policies that support walking and bicycling.

For the purposes of this report, the term "school district" is intended to refer to the school board and school-district authorities unless otherwise specified. The term "school" is intended to refer to the school principal and administration unless otherwise specified.

KEY FINDINGS

While no school district reported having an explicit policy related to student travel by walking and bicycling, approximately 45% of districts reported participating in supportive activities. These actions included bicycle and pedestrian safety training, assistance with Walk to School Day events, and other activities.

According to school district officials, decisions regarding encouraging student travel by walking and bicycling are generally delegated to the local school principals. This statement seems to contradict responses from several local school principals, who indicated that these types of policy decisions must be made by either the school district superintendent or school board. However, this sentiment was not universal as many schools reported having

policies and programs that supported walking and bicycling, in spite of the absence of a corresponding district-level policy.

Approximately 60% of schools surveyed neither discourage nor encourage walking and bicycling. Of the remaining 40%, roughly half of the schools indicated that they encourage walking and bicycling and half reported discouraging or prohibiting the practice. The majority of schools that discourage walking and bicycling do so because of lack of adequate infrastructure or concerns about the personal safety and conduct of children while walking and bicycling to and from school. As might be expected, most schools that discouraged walking and bicycling indicated that sidewalk and crossing improvements would be needed for them to reverse a restrictive policy.

There was a strong correlation between population density and school attitudes towards walking and bicycling. Schools in urban and suburban areas are more likely to encourage students to walk and bike, and rural areas had higher rates of schools discouraging the practice. Many of the respondents indicated that this had to do with either the presence or absence of walking and bicycling infrastructure and the distances students had to travel.

REPORT ORGANIZATION

This report is organized into four chapters. The Methodology chapter discusses the data sources used, and the development and application of the survey. This is followed by a presentation of the school district-level findings. The next chapter presents the findings at the school level, and is organized into findings related to all schools surveyed, findings related to schools that encourage walking and bicycling, and findings related to schools that discourage or prohibit walking and bicycling. The final chapter presents recommendations and issues for further consideration. The report includes four appendices: Appendix A provides a discussion of lessons learned while developing the survey for the purpose of future exercises. Appendix B contains a list of relevant topics for further research and exploration. Appendix C is a copy of the survey administered to school officials and Appendix D provides a brief profile for each school district.

METHODOLOGY

This chapter describes the methodology used to gather data from school districts and individual schools. It introduces the data sources and discusses survey design. This is followed by an overview of the actual survey process at the school district and local school level. A discussion of challenges and lessons learned is included in Appendix A.

DATA SOURCES

This project relies largely on empirical data obtained from the 2000 US Census, Maryland Department of Education, National Center for Safe Routes to Schools, and survey responses from school district officials and individual schools. The central focus of this project was a statewide survey of officials at the school district level, as well as at approximately 23% of individual local schools. To identify the local school survey sample, researchers relied on the following data elements to develop a proportionate random sample that included at least three elementary schools, two middle schools and one high school in each county:

| Data | Source |
|---------------------------------|--|
| Population density | 2000 US Census |
| School student enrollment | MD State Department of Education |
| School grade levels (e.g. K-6) | MD State Department of Education |
| Free and reduced lunch | MD State Department of Education |
| Safe Routes to Schools programs | National Center for Safe Routes to Schools / Washington Area Bicyclist Association |

Population density data obtained from the 2000 US Census was used to classify individual schools into urban, suburban and rural categories. Student enrollment was used to ensure that schools of varying sizes were included in the survey sample. School grade levels were used to ensure adequate representation of schools of all age levels. Free and Reduced Lunch data was used as a proxy for income as schools with higher levels of Free and Reduced Lunch participation are generally located in less affluent communities. This allows researchers to investigate possible correlations between income and policies supporting or discouraging student travel by walking or bicycling. School districts that promote youth pedestrian and bicycle education were identified on Washington Area Bicyclists Association’s (WABA) website. It was determined that even if school district contacts were not aware of specific programs that support non-motorized travel for students at the district level, any school district listed as a partner on the WABA website would be counted as a district that supports students walking and bicycling.

SURVEY DESIGN

The primary method for soliciting information from school district officials and school principals was a brief survey, administered either by phone or on-line. Similar surveys were given to school district officials as well as individual school principals (or designees), and both sets of surveys had fixed-choice and open-ended questions related to the existence of policies encouraging or discouraging walking and bicycling. Because school busing decisions are made at the district level, school district surveys posed several questions specifically related to busing, such as the limits of the non-transport area, criteria for hazard busing, and numbers/percentages of kids bused to school.

Contacts from all 24 districts were surveyed. To understand how student transportation policies are administered at the individual school level, a survey sample was created by selecting 25% of the schools from each school district. A project introduction letter from State School Superintendent, Nancy Grasmick, was sent to each school district superintendent and the principal of each school in the local school survey sample and the protocol was approved by the University of Maryland Institutional Review Board (IRB) and in some cases individual school districts.

Early in the process, the study team determined that individual schools or principals would not be identified to maintain confidentiality. This anonymity allowed principals to be more candid about specific questions or areas of concern. As a result, survey results are not presented at the individual school level and have been aggregated to reflect either district-level findings or statewide trends related to specific issues.

It is important to point out certain limitations of this survey. Due to its broad scope, the survey did not delve into great detail on specific contextual issues that likely inform the policy decision process. For example, researchers were not able to assess the walking and bicycling infrastructure around individual schools, and instead relied on qualitative descriptions from survey respondents and general assumptions based on population density. Furthermore, researchers were not able to get specific information regarding the mode of access share to each school (e.g. walk, bike, bus, automobile) as this information is generally not calculated by school principals. The survey was also limited as not all of the respondents were familiar with all aspects of the student transportation realm. Researchers were able to fill in some gaps when it came to assessing whether or not a school district supported students walking and bicycling to school, because WABA lists the school district partners on their website. A more detailed look at the challenges of the survey as well as lessons learned is included in Appendix A of this report.

DISTRICT-LEVEL ANALYSIS

Transportation for schools in Maryland is administered at the district-level. Decisions regarding bus routes, non-transport areas (areas where students are not provided busing), and special busing (hazard busing, magnet school busing, special needs busing) are determined by the school district's transportation department.

Background data on each district was collected to better understand the context for each district. Using 2000 Census data the team recorded the population, land area, and population density for each district. Using the data provided by the Maryland Department of Education, the team recorded the total student enrollment, the total number of schools at each level; elementary, middle and high.

One of the purposes for the study is to understand how the federal Safe Routes to School (SRTS) program may be impacted by current student transportation policies in Maryland. To understand current levels of participation in the program, the team used the National Center for Safe Routes to School's website to learn which school districts have received SRTS funds, as well as which districts had participated in International Walk to School Day, one of the SRTS most prominent events, within the

School Transportation Terms

Non-Transport Area: This refers to the land areas where busing will not be provided for students. This is established by a radius that extends from the school site. Generally these are set by the school district and vary by school level (elementary, middle, and high).

Hazard Busing: If a student lives within the non-transport area, but would encounter a barrier that would make walking impossible or unsafe, the student is provided hazard busing. Examples of eligible "hazards" include rivers, multiple-lane roads, and unsafe neighborhoods.

past five years.

Transportation policy data was collected by contacting authorities by phone at the district level. The interview questions and results for each district are included in the school district profiles, located in Appendix D of this report. The initial plan for collecting the data was to briefly interview the superintendent for each school district to learn about busing as well as any policies that might encourage or discourage walking and biking to school. It was expected that the superintendents would possibly defer the interview to their transportation directors. For this reason, the respondents are referred to as “district contacts” as this included both superintendents and transportation department staff.

SCHOOL-LEVEL ANALYSIS

The district-level surveys confirmed that schools do have the authority to set student travel policies. With this confirmation, it was important to speak with the school principals (or their designee) about the student travel policies and programs established at the school. To do this, a proportionate random sample was selected in each district representing 25% of high schools, middle schools and elementary schools. This resulted in 348 schools for the original sample. In addition to ensuring balanced geographic representation, the survey was designed to provide balanced representation of urban, suburban and rural schools within a county to the extent possible. These categories were assessed using population density and development pattern data provided by the 2000 US Census.



Figure 2: Students in Cheverly Maryland ride their bikes to school

Once the sample schools had been identified, school district superintendents were asked to send an email to each of the principals at sample schools requesting their participation. The school survey was designed to be completed on-line or over the phone. A complete version of the survey is included in Appendix C. The surveys for the schools included most of the questions that were asked of the districts. The school survey asked how the student travel policies are applied to the student body. For example, if a school indicated that they have a policy that prohibits students from biking to school, the contact was asked if the restriction was applied to all students, or just students in certain grade levels or crossing certain streets. School contacts were also asked if they know about the SRTS program.

Three districts, Prince Georges, Montgomery and City of Baltimore, required the survey team to complete a research application form prior to contacting individual schools/principals within that district.

Ultimately the team was able to survey 311 schools (89% of the original number established for the sample). Sixty schools were added to the original sample to offset schools that declined to participate or did not respond after the team left three messages or emails.

DISTRICT-LEVEL FINDINGS

There are 24 public school districts in Maryland, one for each county and the City of Baltimore. To ascertain district-level attitudes towards students traveling to school via bicycling and walking, each district was surveyed over the phone. A secondary purpose of the phone survey was to learn about any official policies that could potentially discourage students from walking or bicycling to school. Another outcome of the survey was a better understanding of the relationship between the school district (and its departments) and individual schools within the district regarding policy and procedure decisions. This chapter provides the findings from the school district-level surveys. It is divided into two general sections- policies and procedures affecting student travel, and Safe Routes to School participation at the district level.

DISTRICT POLICES AND PROCEDURES THAT AFFECT STUDENTS WALKING AND BICYCLING

WALKING AND BICYCLING POLICY DECISIONS ARE DEFERRED TO INDIVIDUAL PRINCIPALS

None of the districts reported having explicit policies or procedures that specifically discourage or prohibit students from walking and bicycling to school. Similarly, the respondents reported that principals are not restricted from encouraging students to walk and bicycle to school. The district respondents reported that each school is located in a unique context- physically and demographically, with its own parent culture. Therefore, it is up to the principals at each school to decide whether or not students should be discouraged or prohibited from walking or bicycling to school.

School district officials indicated that although busing decisions are made at the district level, walking and bicycling is more sensitive to local opportunities and concerns. The respondents also reported that some schools have parents that strongly oppose allowing their children to walk and bicycle to school and may respond negatively to encouragement policies and procedures. Some school district officials stated that parents frequently call the district with requests for their children to be bussed even if they live within a non-transport area.

PROGRAMMATIC SUPPORT OF STUDENT TRAVEL BY WALKING AND BICYCLING

While school district officials leave it to individual principals to decide whether walking or bicycling should be encouraged at the school level, a number of school districts (45%) reported having programs or activities that support walking and bicycling. For the purposes of this study, support was deemed to include participating in Walk to School events, providing/coordinating pedestrian and bicycle safety classes and/or assemblies and other similar activities. The majority of the State's school districts were considered neutral on walking or bicycling to school because they reported neither supporting nor restricting student travel by walking and bicycling.

School districts that reported supporting student walking and bicycling to school are:

| Table 1 School Districts Supporting Walking and Bicycling | |
|---|-------------------------|
| Allegany County | Anne Arundel County |
| Baltimore County | Baltimore City* |
| Carroll County | Cecil County* |
| Dorchester County | Frederick County |
| Garrett County | Harford County* |
| Howard County | Kent County |
| Montgomery County* | Prince George's County* |
| Talbot County | Washington County |
| The schools in the above list with the "*" indicate school districts that did not report that they encourage walking and bicycling in the survey, but are listed on the Washington Area Bicycle Association's (WABA) list of counties that it partners with for walking and bicycling encouragement and education efforts. ¹ | |

STUDENT BUSING DECISIONS ARE MADE AT THE DISTRICT LEVEL

Busing for schools is administrated at the district level. The school districts' transportation department is charged with maintaining the transportation budget, assigning school bus routes, and handling school busing requests. Through the survey it became clear that the school district transportation officials generally do not consider student walking and bicycling under their purview. Instead, walking and bicycling decisions are made at the local school level. If students live within the non-transport area, and no hazard busing requests are submitted, it was reported that the students' families decide if the student will walk, bicycle or be driven in a family vehicle.

Concurrently, a number of local school principals were reluctant to actively encourage walking and bicycling because they felt that all transportation decisions (including decisions to encourage student travel modes) were to come from the school district or school board. Some principals reported that unless the school district explicitly supported student walking and bicycling, they felt that they were not permitted to promote walking and bicycling to the school.

¹ These school districts are eligible to attend annual train-the-instructor trainings so that teachers, staff and volunteers can bring walking and bicycling safety curricula to the students. After completing the training these instructors also have access to the WABA curriculum equipment trailer which includes bicycles, traffic cones, and other visual aids to engage the students. While the individual schools sign-up for the trainings, the trainings and equipment are made available by agreements made between WABA and the school districts. More specifically, WABA works cooperatively with the school districts' physical education supervisors to coordinate the trainings and equipment access. These agreements may have been unreported in the surveys because some of the survey respondents work in transportation departments and would likely not have knowledge of these educational activities.

TRENDS IN BUSING BUDGETS

In 2007, 1,000 Friends of Maryland released a report, *Yellow School Bus Blues*, illustrating trends in busing costs for Maryland's school districts. The central message was that since 1992, statewide expenditures for school bus transportation have more than doubled, reaching \$438 million by 2006. As of 2006, busing for students costs the individual school districts between \$2.7 million and \$97 million dollars annually. As part of the survey for this student travel policy project, interviewers found that school districts provided busing for anywhere between 4% and 100% of total student enrollment. Furthermore, many districts reported providing busing within school non-transport areas for a variety of reasons, including parental concerns over children walking.

The table below illustrates changes in miles traveled and expenditures per pupil between 1992 and 2006. This table singles out those districts that reported encouraging walking and biking to school, excluding Baltimore City as they do not provide busing for most students.

Table 2 Bus Travel Mileages and Costs 1992-2006

| District | Total route miles in 2006 | Cost per pupil | Change in miles traveled between 1992 and 2006 | Change in cost per pupil between 1992 and 2006 |
|-------------------------------|---------------------------|----------------|--|--|
| Allegany County | 1.65 million miles | \$825 | <5% | 96% |
| Anne Arundel County | 9.60 million miles | \$617 | 16% | 34% |
| Baltimore County | 14.50 million miles | \$671 | 45% | 67% |
| Carroll County | 5.30 million miles | \$561 | 30% | 45% |
| Cecil County | 2.55 million miles | \$500 | 30% | 55% |
| Dorchester County | 4.40 million miles | \$560 | 18% | 42% |
| Frederick County | 6.50 million miles | \$509 | 50% | 50% |
| Garrett County | 1.08 million miles | \$768 | 10% | 50% |
| Howard County | 6.70 million miles | \$560 | 33% | 44% |
| Harford County | 6.60 million miles | \$570 | 28% | 44% |
| Kent County | 0.52 million miles | \$690 | -16% | 38% |
| Montgomery County | 19.00 million miles | \$900 | 25% | 26% |
| Prince George's County | 20.00 million miles | \$1, 218 | 7% | 84% |
| Talbot County | 0.56 million miles | \$675 | 11% | 117% |
| Washington County | 2.75 million miles | \$428 | 24% | 41% |

Out of the school districts that promote walking and bicycling to school, only two counties experienced a decrease or minimal increase in miles traveled. Miles traveled in Kent County decreased by 16%, and Allegany County experienced a relatively small increase (less than 5%). However, for both counties the cost per pupil still increased significantly. The increase could be a result of a dramatic increase in fuel prices (especially between the years of 2005-2007), staffing salaries, and other variables including decline in overall student population. Regardless of the variables causing the cost increase, reducing busing miles traveled could significantly reduce transportation costs. In 2008 Montgomery County's school board gave Superintendent Jerry Weast the authority to expand the non-transport area and walking distance from home to bus stops². The implications are that he can cut bus routes, thereby forcing students to seek alternative transportation modes, which would likely include walking, bicycling or private vehicles. As of spring of 2010, Dr. Weast has yet to invoke that authority, though the financial incentive to cut busing costs is evident.

² "Schools Cutting Bus Services Because of Fuel Prices", Gwen Purdom, USA Today. July 10, 2008. Accessed online on April 21, 2010.

INSIGHTS INTO THE IMPLICATIONS OF SCHOOL SITING



Figure 3: Schools located in urban areas can be more walkable than those located in lower density neighborhoods.

Currently, many schools are being built on campuses on the edges of town where property is less expensive and large properties are easier to assemble. Unfortunately, many of these locations are also surrounded by large roadways which can create significant barriers for student walkers and bikers. In many rural counties, middle and high schools are frequently located near the geographic center of a county. Consequently, it is not uncommon for schools in rural districts to be isolated from population centers- out of walking or bicycling distance. In these cases, many, if not all students travel to and from school in motorized vehicles. In urban and suburban areas with higher population densities, schools are more likely to be located within walking and bicycling distance of at least a significant portion

of the student population. In some cases however, infrastructure barriers such as missing sidewalks or challenging crossings may impede nonmotorized travel even in these urbanized areas.

75% of the school districts reported that they provide hazard busing for eligible students. Hazard busing is an important factor when considering the overall transportation budget. In many cases the hazard is in crossing a multi-lane highway or arterial. Building infrastructure for pedestrians to safely cross these hazards or barriers can be expensive, and these issues can be avoided with strategic school siting considerations. Building schools in neighborhoods with streets that experience lower traffic volume and relatively lower traffic speeds can make the environment more walkable and bikable for students and mitigate the need for hazard busing.

SAFE ROUTES TO SCHOOLS AT THE DISTRICT LEVEL

CORRELATION BETWEEN SAFE ROUTES TO SCHOOL PARTICIPATION AND DISTRICT SUPPORT OF WALKING/BICYCLING

The Federal Highway Administration's (FHWA) Safe Routes to School Program (SRTS) has three goals:

- To enable and encourage children, including those with disabilities, to walk and bicycle to school;
- To make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age; and
- To facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.

Of the 16 school districts that either reported providing support for walking and bicycling or received school training courses in bicycle and pedestrian safety, 14 have received SRTS funds since the program began in 2005. This relatively high degree of overlap confirms a plausible assumption that districts that support walking and bicycling would take advantage of opportunities such as the SRTS program to augment and enhance other activities. Figure 4 illustrates the distribution of counties receiving SRTS funds. As expected, the map is fairly similar to Table 2 which reflects the distribution of counties that reported supporting walking and bicycling activities.

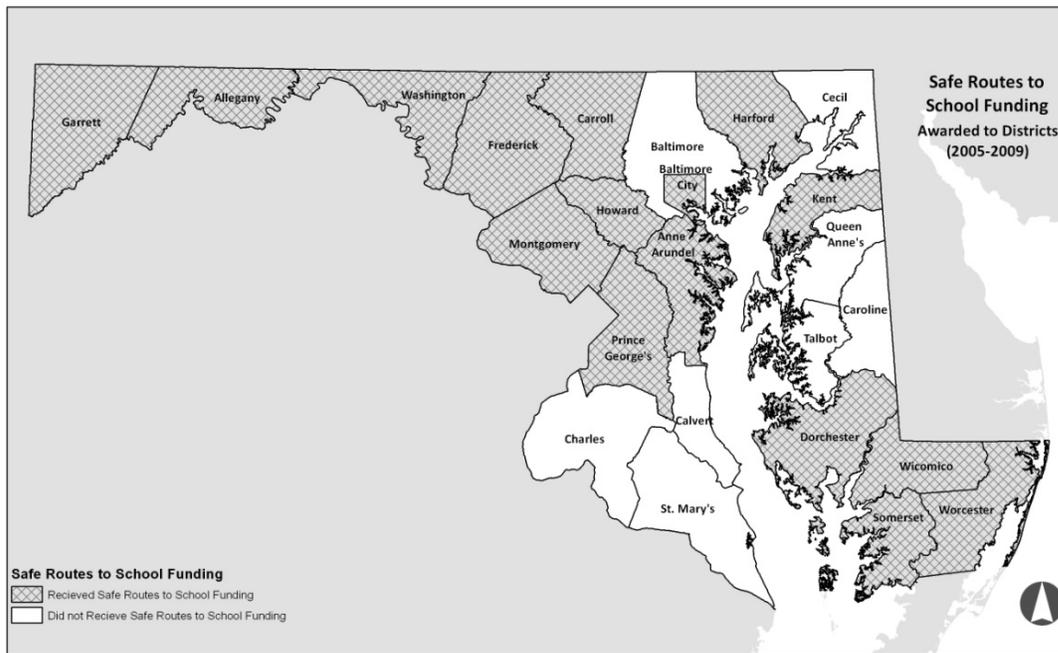


Figure 4: School Districts that Received Safe Routes to School Funding

Correlation between Population Density and SRTS Activities

Nationally, there is anecdotal evidence that schools participating in the SRTS program are typically located in suburban or urban areas. In Maryland, all of the state’s urbanized counties, with the exception of Baltimore County are participating in the SRTS program. For the purpose of this study, the urbanized counties are the Baltimore – Washington Metropolitan Statistical Area (2000 US Census), excluding areas in Virginia, Washington, DC and Kent Island, MD. It should be noted that there are population centers in non-urbanized counties including Cambridge, Salisbury, and Pocomoke City.

| Table 3 Maryland Urbanized Counties | |
|-------------------------------------|------------------------|
| Anne Arundel County | Baltimore City |
| Baltimore County | Calvert County |
| Carroll County | Cecil County |
| Charles County | Frederick County |
| Harford County | Howard County |
| Montgomery County | Prince George’s County |
| Queen Anne’s County | Saint Mary’s County |

However, a significant number of non-urbanized counties have received SRTS funds as well. The seven non-urbanized counties that have received SRTS funds are:

| Table 4 Non-Urbanized Counties Receiving SRTS Funds | |
|---|-------------------|
| Dorchester County | Garret County |
| Somerset County | Washington County |
| Wicomico County | Worcester County |

These points contrast with the school-level findings showing that individual schools located in rural areas are less likely to have active SRTS groups. It is possible that that the widespread distribution of funding is due to the manner the state SRTS program is managed and the efforts of the Maryland SRTS Coordinator. Furthermore, funds may be going to schools located in the more densely developed portions of these rural counties.

SCHOOL-LEVEL FINDINGS

This chapter presents the findings of the individual school-level survey. It is organized into three sub-sections: 1) findings that apply to all schools; 2) findings that apply to schools that encourage walking and bicycling; and 3) findings that apply to schools that either discourage or prohibit walking and bicycling.

The MDOT Student Travel Survey asks both fixed-choice and open-ended questions. It also provides opportunities for respondents to clarify or expand upon fixed-choice responses in an open-ended way. Both fixed-choice and open ended responses are highlighted in the text that follows. In some cases, open-ended responses have been categorized. However, the percentages attached to these categories should not be viewed as precise. Rather, they are meant to provide a better of sense of how often common themes or issues recur.

In order to protect the privacy of individual schools and administrators, specific schools are not identified in this report.

ALL SCHOOLS

SCHOOLS LOOK TO COUNTY AND STATE LEADERS FOR DIRECTION ON POLICIES AND PROCEDURES RELATED TO WALKING AND BICYCLING TO SCHOOL.

Although schools were not specifically asked whether they looked to county and state officials to provide leadership on policies and procedures related to walking and bicycling, many alluded to this in supplementary comments. Here some examples:

In response to the question, “What would it take for you to change the policy to allow students to walk or bicycle to school?”

- *As a principal, I am not in a position to change county policy. Our school district would need to work with county and state commissioners to provide safe areas to walk and bike to school (Safe Routes to School initiatives) before the school district would consider reversing its position for some or all schools.*
- *This is a Board policy*
- *A district decision and students living closer. Probably crossing guards.*

In response to the question, “Would you consider adopting a policy encouraging walking or bicycling?”

- *If it were a system-wide policy. I wouldn't do it personally. I'm not crazy about it because of the responsibility, but if the system came up with a policy I would support it.*
- *No, this would be determined by the board of education.*
- *No, because of county initiative which promotes more bussing availability to students. Principal believes all students are offered transportation on a bus. County initiative intends to increase bussing because of safety issues.*
- *Policy is determined at the Central Office and approved by the Elected Board of Education.*
- *Don't know. This would need to come down from the district.*
- *I would work with my school board to look at the variables regarding reasonable distances to school, grade levels considered mature enough for safe decision-making, and logistical safe routes to school before I could support a walk/bike to school policy.*

In response to the question, “Is there anything else we should be aware of that would help us understand specific issues related to promoting walking/bicycling to school in your area?”

- *State Board of Education says that students who live within a mile of school are "walking students" so it is the board who regulates who walks and who doesn't;*

MOST SCHOOLS NEITHER ENCOURAGE NOR DISCOURAGE OR PROHIBIT WALKING AND BICYCLING TO SCHOOL.

When respondents from sample schools were asked if their schools encouraged, discouraged or prohibited walking and bicycling, the majority responded that they neither encouraged nor discouraged walking and bicycling. The remainder were evenly divided between schools that encouraged walking and bicycling (18.9%) and schools that either discouraged or prohibited walking and bicycling (18.6%).

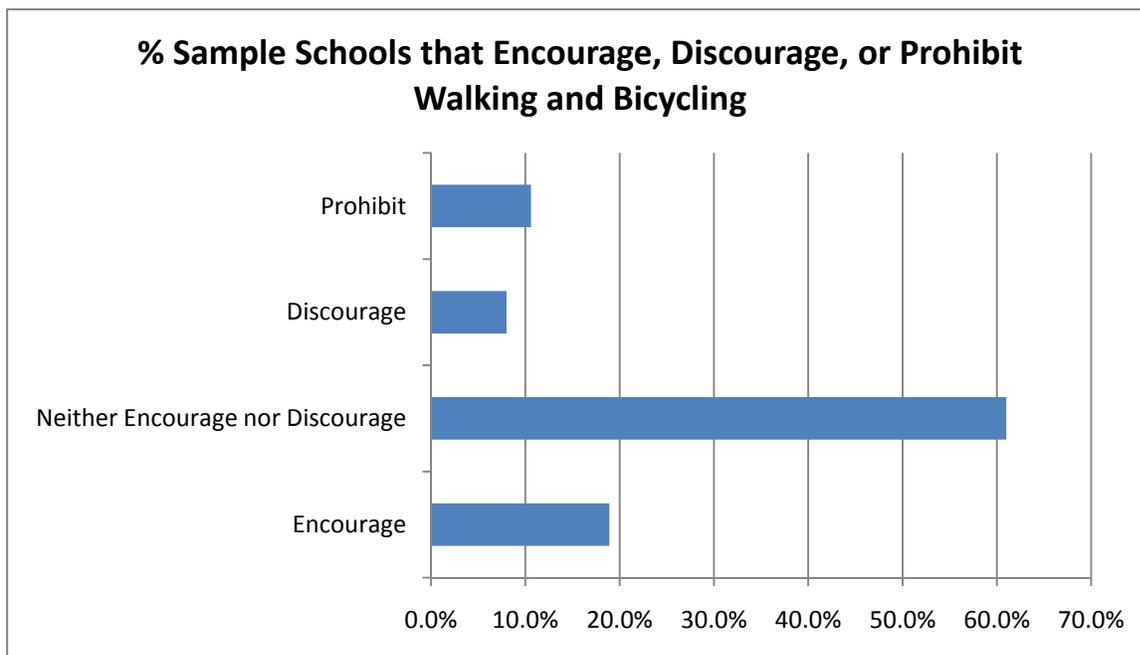


Figure 5 School Stance on Walking and Bicycling

RELATIVELY FEW SCHOOLS REQUIRE PARENTS TO SIGN PERMISSION FORMS ALLOWING THEIR CHILD TO WALK AND BICYCLE TO SCHOOL.

When respondents from sample schools were asked whether parents were required to sign permission forms allowing their child to walk or bike to school, approximately 12% said “Yes.” Many clarified and expanded this response in supplemental comments. The following examples demonstrate key themes:

- We would request parents to sign a permission form due to the liability issue that would arise if something were to happen to the student on the way to and from school.
- Parents fill out a form at the beginning of school year about how the student will get to/from school. Expected to keep school updated if that changes
- We require permission for going home in a manner different than the normal routine.
- We must have a permission slip for all bike riders, and we encourage the children who bike to school by themselves to be at least in grade 3.
- We require a permission form for walking.

RELATIVELY FEW SCHOOLS HAVE SAFE ROUTES TO SCHOOL PROGRAMS.

Approximately 12% of survey respondents said their school had an active Safe Routes to School group. Respondents at several schools seemed unfamiliar with the program, often confusing it with programs, such as Neighborhood Watch, that are oriented more toward crime prevention.

SAFE ROUTES TO SCHOOL PROGRAMS ARE MORE LIKELY AT SCHOOLS IN SUBURBAN LOCATIONS THAN AT SCHOOLS IN URBAN OR RURAL LOCATIONS

Those schools that did have SRTS programs were disproportionately located in suburban areas.

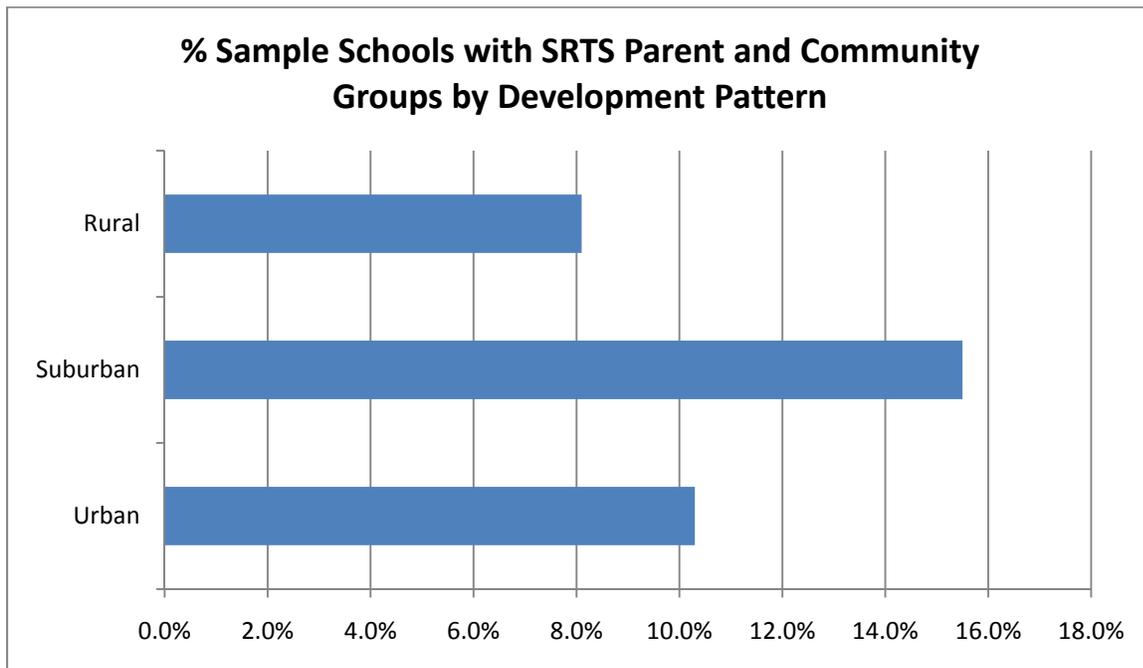


Figure 6 Geographic Distribution of Schools with SRTS Programs

The reasons for this finding are unclear and are recommended for further study. However, contributing factors may include:

- *Perceptions of the safety and practicality of walking and bicycling to school.* For example, rural schools may be less likely to form SRTS groups because people feel that bicycling and walking are impractical

because most students live too far from school or bicycling and walking are unsafe due to lack of pedestrian and bicycle infrastructure.

- *Levels of parental involvement.* For example, urban schools may be less likely to form SRTS groups than suburban schools if parents at urban schools are not as involved in school affairs as their suburban counterparts.
- *Preoccupation with issues felt to be higher priority.* For example, urban schools may be more likely to focus on issues such as personal security or improving test scores than developing safe routes to school programs, especially if a large percentage of students already walk and bicycle to school.
- *Marketing.* For example, the fact that suburban schools may be more likely to have SRTS groups, because the way the SRTS program is marketed resonates more with the people who live in those communities.

SAFE ROUTES TO SCHOOL PROGRAMS ARE MORE LIKELY AT ELEMENTARY SCHOOLS THAN AT MIDDLE OR HIGH SCHOOLS

Schools with SRTS groups were also more likely to be elementary schools than middle schools or high schools.

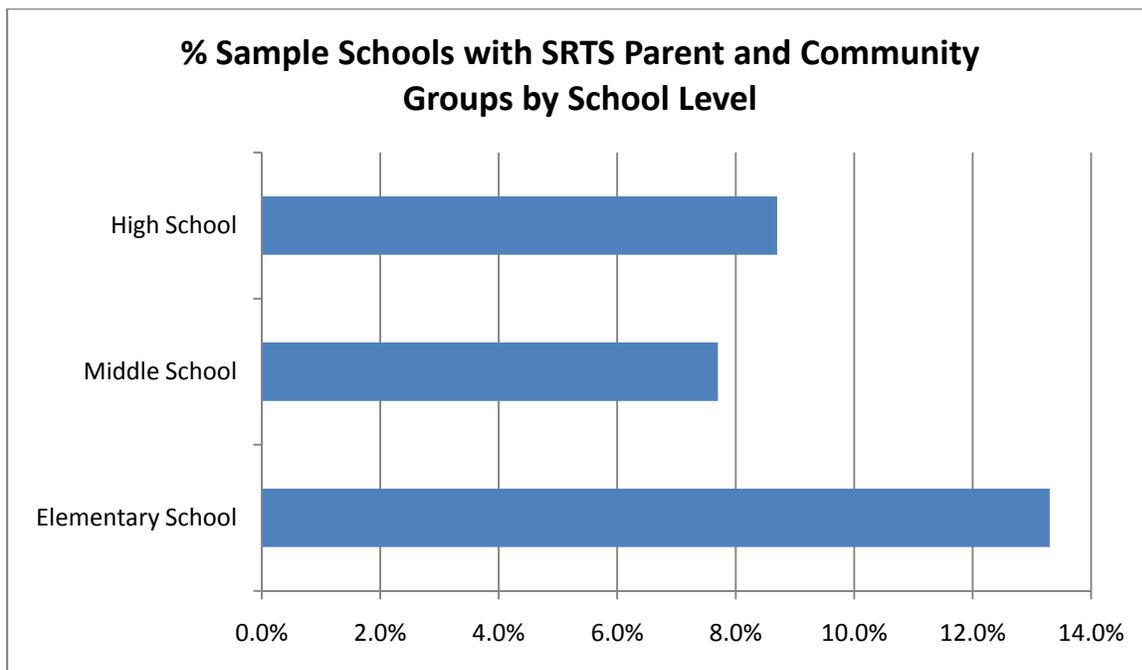


Figure 7 Grade Level Distribution of Schools with SRTS Programs

High school participation in SRTS is limited by the fact that funding provided through the federal SRTS program cannot be spent at the high school level. Other reasons for the higher levels of participation at elementary schools are less clear. Contributing factors may include:

- *Perceptions of the safety and practicality of walking and bicycling to school.* For example, middle schools and high schools tend to have larger attendance zones, which may make it impractical for a greater proportion of students at those levels to walk and bicycle to school. This may in turn depress interest in SRTS programs.

- *Levels of parental involvement.* For example, parents of students at the middle and high school levels may be less engaged in school affairs than parents of younger children, making it more difficult to form SRTS groups.
- *Marketing.* For example, the SRTS program may be more effectively marketed to elementary schools than to middle schools.
- *Attitudes about the value of walking and bicycling to school among students.* If middle and high school students think walking and bicycling are “uncool,” it may be more difficult to generate interest in SRTS groups among parents and school administrators.

SAFE ROUTES TO SCHOOL PROGRAMS ARE MORE LIKELY AT SCHOOLS IN WEALTHIER COMMUNITIES.

Finally, schools with SRTS groups were also more likely at schools where students come from wealthier families. Respondents from sample schools with lower percentages of students receiving free and reduced lunches were generally more likely to report Safe Routes to School programs than schools with higher percentages of students receiving free and reduced lunches.

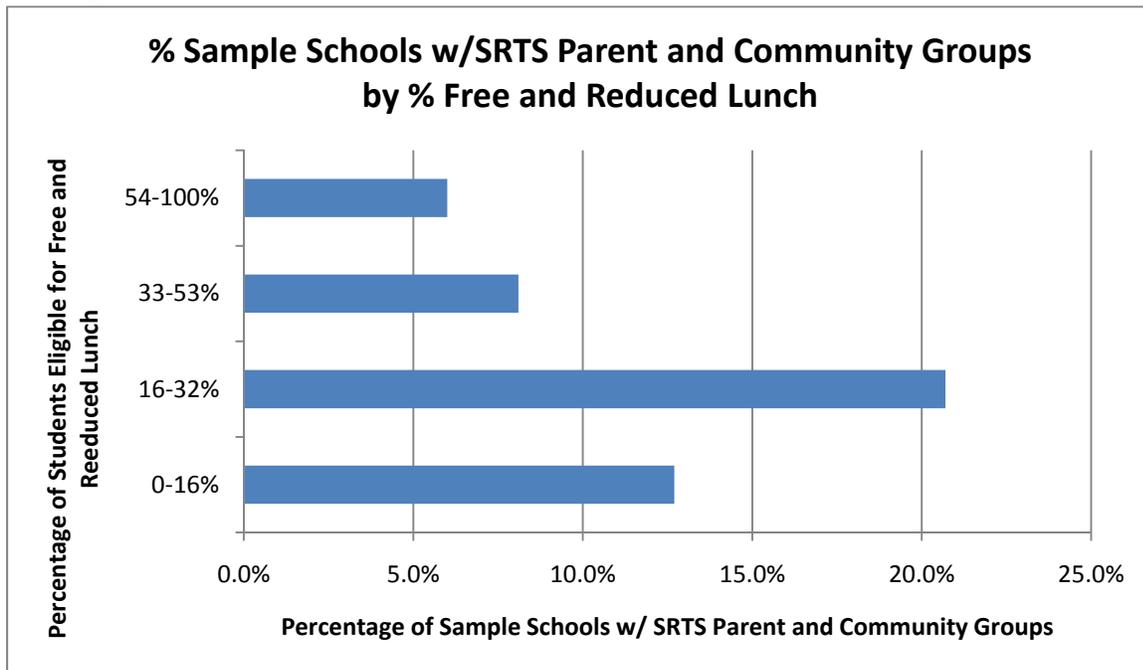


Figure 8 Distribution of Schools with SRTS Programs by % Free and Reduced Lunch

This is an interesting finding, because schools with higher levels of free and reduced lunches are also more likely to encourage walking and bicycling. The reasons for lower levels of participation in poorer communities are unclear and merit further study. Contributing factors may include:

- *Levels of parental involvement.* For example, parents of in poorer communities may be less involved in school affairs, because they have less spare time or for other reasons, which may make it more difficult to form SRTS groups.
- *Preoccupation with issues felt to be higher priority.* For example, schools in poorer communities may be preoccupied with other issues, such as personal security or improving test scores.
- *Marketing.* For example, the SRTS program may be more effectively marketed to wealthier communities.

SCHOOLS HAVE CONCERNS ABOUT THE IMPACT OF DROP-OFF AND PICK-UP TRAFFIC ON PEDESTRIANS AND BICYCLISTS.

In supplementary comments, several respondents indicated concern about drop-off/ pick-up traffic. These concerns may influence decisions about whether to encourage walking and bicycling to school. Here are some examples:

- *Traffic at arrival time (8:00) and dismissal time (2:45) is very heavy.*
- *There is especially heavy traffic during the hours of arrival and dismissal, especially in the summer when people are accessing the shore.*
- *Too many buses and cars are in the area at dismissal. Adding a large number of bicycles would create a more volatile situation.*
- *Right now the traffic situation in front of the school during arrivals and departures will prevent me from encouraging students to ride bikes. We have parents who are rushing, not following traffic laws, and I don't think bicycling is the safest way for our students to come to school.*
- *The number of parents that drop off their children in the morning, and the number of cars going through a small town currently make it difficult for students to safely use the shoulder of the road for cycling. Walking is not as big an issue however.*
- *[Bicycling and walking are] strongly encouraged (as opposed to parents dropping their children off) because of extremely close quarters in the school parking lot. Almost a "death trap" though principal hates to call it that; Crowded with busses and cars and many parents don't follow parking rules or fire lanes*

SCHOOLS THAT ENCOURAGE WALKING AND BICYCLING TO SCHOOL

SCHOOLS IN URBAN OR SUBURBAN LOCATIONS ARE MUCH MORE LIKELY TO ENCOURAGE WALKING AND BICYCLING THAN SCHOOLS IN RURAL LOCATIONS.

More than one in four sample schools in urban and suburban locations reported that they encouraged bicycling and walking to school. However, only one in ten sample schools in rural locations reported encouraging walking and bicycling.

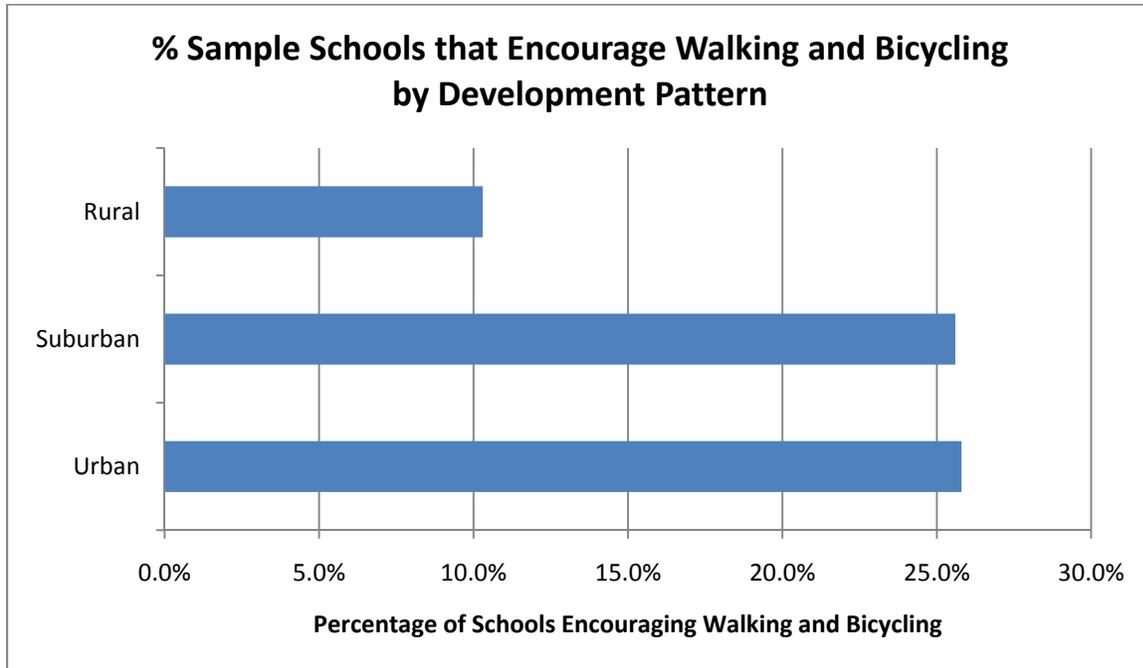


Figure 9 Distribution of Schools that Encourage Walking and Bicycling by Surrounding Development Pattern

Supplementary comments suggest that a complex of interrelated issues may explain this finding, including student distance from school, traffic conditions along key walking and bicycling routes, and the presence or absence of pedestrian and bicycle infrastructure along these routes. Here are some sample comments:

- *Wouldn't change the policy because of the distance to school in rural area. Surrounded by large farms.*
- *Due to the rural area, it is not feasible to walk or ride a bike. Bike routes and sidewalks do not exist in our rural area. Our students are also spread out geographically due to the farming area.*
- *We are located in a rural area with no sidewalks and very few houses close to the school; our school is not within town limits. We discourage walking or riding bicycles as the rural road is narrow and dangerous for other modes of transportation. Also, it can be very dark on our roads.*

ELEMENTARY SCHOOLS ARE MORE LIKELY TO ENCOURAGE WALKING AND BICYCLING THAN MIDDLE SCHOOLS OR HIGH SCHOOLS.

Sample schools at the elementary level are more than twice as likely as middle schools to encourage walking and bicycling. High schools are also more likely to encourage walking and bicycling than middle schools, but do not encourage walking and bicycling at the same rate as elementary schools.

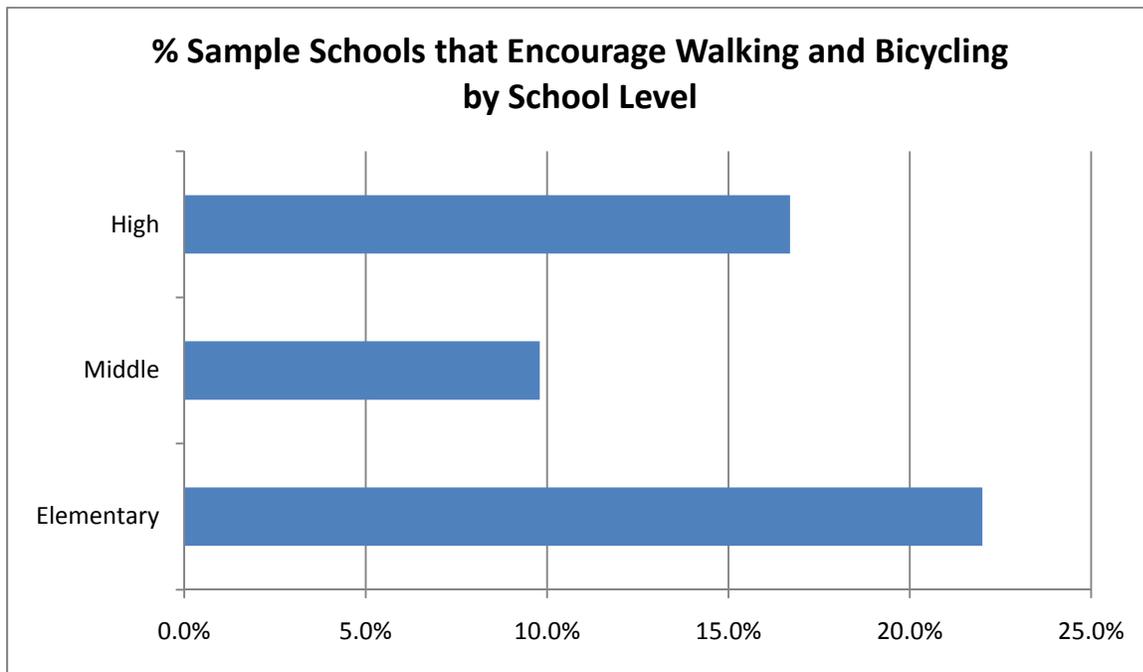


Figure 10 Distribution of Schools that Encourage Walking and Bicycling by Grade Level

This is an interesting result that may reflect a number of factors, including:

- *Attendance zone size.* Middle schools and high schools generally serve a much larger area than elementary schools, potentially making walking and bicycling less feasible for a larger portion of the student population.
- *Promotional efforts.* There may be greater efforts to promote and encourage walking and bicycling at the elementary school level, such as through Safe Routes to School programs. Furthermore, secondary schools may not see walking and bicycling encouragement as an area of responsibility.
- *Competing interests.* Most secondary schools have large organized sports programs. Initiatives to promote student activity may be through these activities, reducing the resources and time available to broader school-wide programs.

SCHOOLS WITH HIGHER LEVELS OF FREE AND REDUCED LUNCHES ARE MORE LIKELY TO ENCOURAGE WALKING AND BICYCLING TO SCHOOL THAN SCHOOLS WITH LOWER LEVELS OF FREE AND REDUCED LUNCHES.

Schools in the quartile of sample schools with the highest percentages of students receiving free and reduced lunches were significantly more likely to encourage walking and bicycling than schools in the quartile with the lowest percentages of students receiving free and reduced lunches.

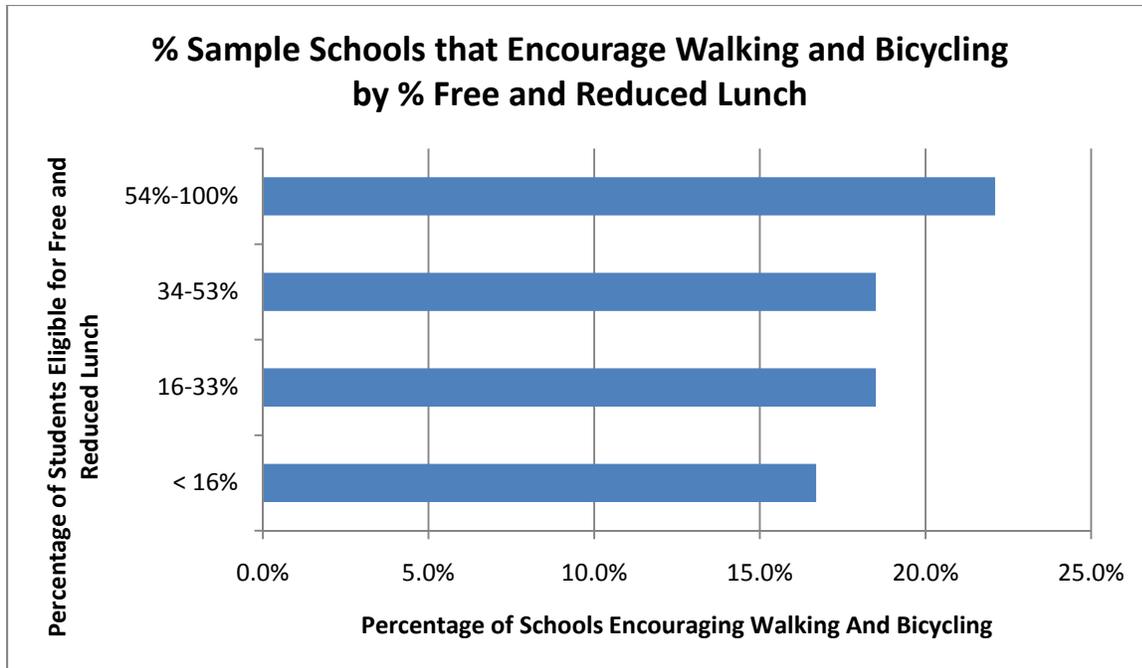


Figure 11 Distribution of Schools that Encourage Walking and Bicycling by % Free and Reduced Lunch

This is an interesting finding, although the reasons for this are unclear and merit further study. Contributing factors may include:

- *Rates of children walking and bicycling.* While this study did not explicitly survey the numbers or rates of walking and bicycling at sample schools, the survey results may point to higher numbers of walking and biking to schools in poorer communities. This may be an important finding and points to the need for more detailed analysis of this particular issue.
- *Rates of car ownership.* For example, it is possible that schools in poorer communities tend not to encourage walking and bicycling, because a larger portion of students in those communities do not have the option of being driven to school.
- *Levels of parental involvement.* For example, parents of in poorer communities may be less involved in school affairs, and subsequently have less time to drive their children to school.
- *Cultural norms.* For example, there may be less negative stigma associated with walking to school, whereas it may appear “uncool” in wealthier communities where more children are drive to school.

SCHOOLS USE A VARIETY OF METHODS TO ENCOURAGE BICYCLING AND WALKING.

Respondents from sample schools said they encouraged walking and bicycling in a variety of ways. The most commonly reported strategy categories were:

- Provision of bicycle racks (32%)
- Participation in International Walk to School Day (22%)
- Parent outreach efforts (i.e. sending information promoting walking and bicycling to parents in newsletter and emails.) (20%)
- Pedestrian and bicycle safety education programs. (14%)
- Crossing guards (5%)

Other strategies mentioned by respondents include

- Adult supervision
- bicycle lanes and paths
- Crosswalks
- Drop-off/ pick-up process privileges walkers and bikers
- Free helmets
- Frequent walker programs
- On campus programs and clubs that encourage walking and bicycling
- Regular walk to school days (e.g. Walking and Wheeling Wednesdays)
- Sidewalks
- SRTS programs

SCHOOLS THAT DISCOURAGE OR PROHIBIT WALKING AND BICYCLING TO SCHOOL

DEVELOPMENT CONTEXT APPEARS TO PLAY AN IMPORTANT ROLE IN DETERMINING WHETHER SCHOOLS DISCOURAGE OR PROHIBIT WALKING AND BICYCLING.

Sample schools in rural areas were almost three times more likely to discourage or prohibit walking and bicycling to school than sample schools in suburban locations. Sample schools in suburban locations were, in turn, almost four times more likely to discourage or prohibit walking and bicycling than schools in urban locations.

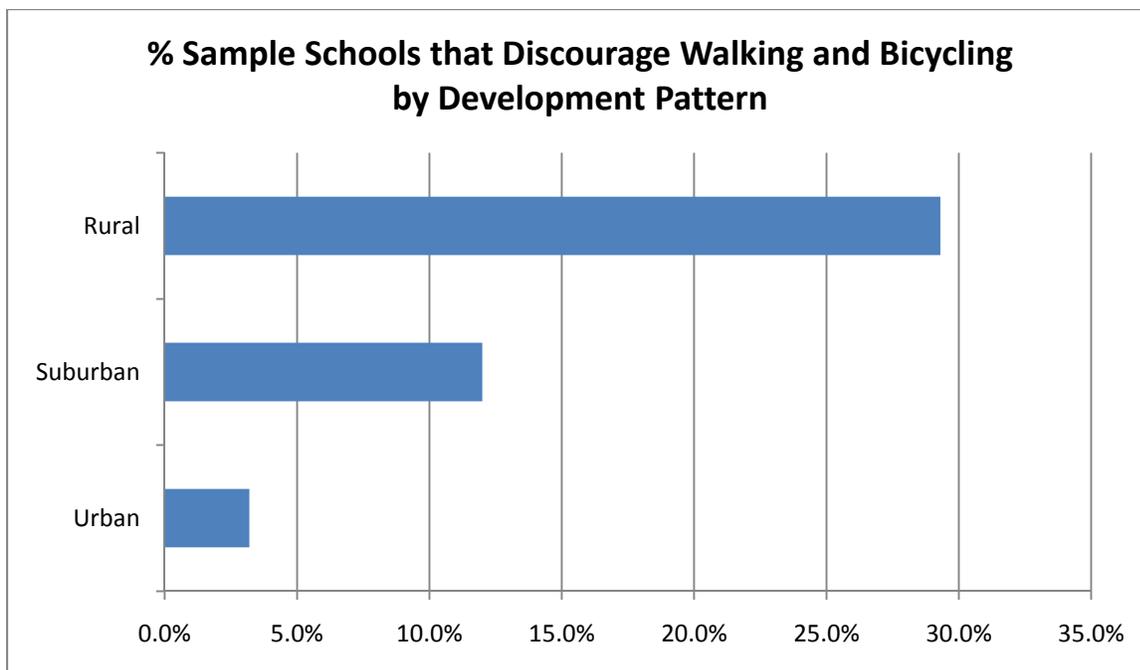


Figure 12 Distribution of Schools that Discourage Walking and Bicycling by Development Pattern

Supplementary comments suggest that a complex of interrelated issues may explain this outcome, including student distance from school, traffic conditions along key walking and bicycling routes, and the lack of pedestrian and bicycle infrastructure along these routes. Here are a few sample comments:

- Due to the rural area, it is not feasible to walk or ride a bike. Bike routes and sidewalks do not exist in our rural area.
- We are in a rural area with roads that do not promote bicycling or walking. Distances to and from school for some students would make it difficult to promote walking or bicycling.
- Huge rural geographical area in this part of Howard County, so children are all assigned busses or are driven into school.

HIGH SCHOOLS ARE SIGNIFICANTLY LESS LIKELY TO DISCOURAGE OR PROHIBIT WALKING AND BICYCLING TO SCHOOL THAN ELEMENTARY SCHOOLS OR MIDDLE SCHOOLS.

Elementary schools and middle schools discouraged and prohibited walking and bicycling at approximately the same rate (20.5% and 19.6%, respectively). However, high schools were about half as likely to discourage or prohibit walking and bicycling (9.5%).

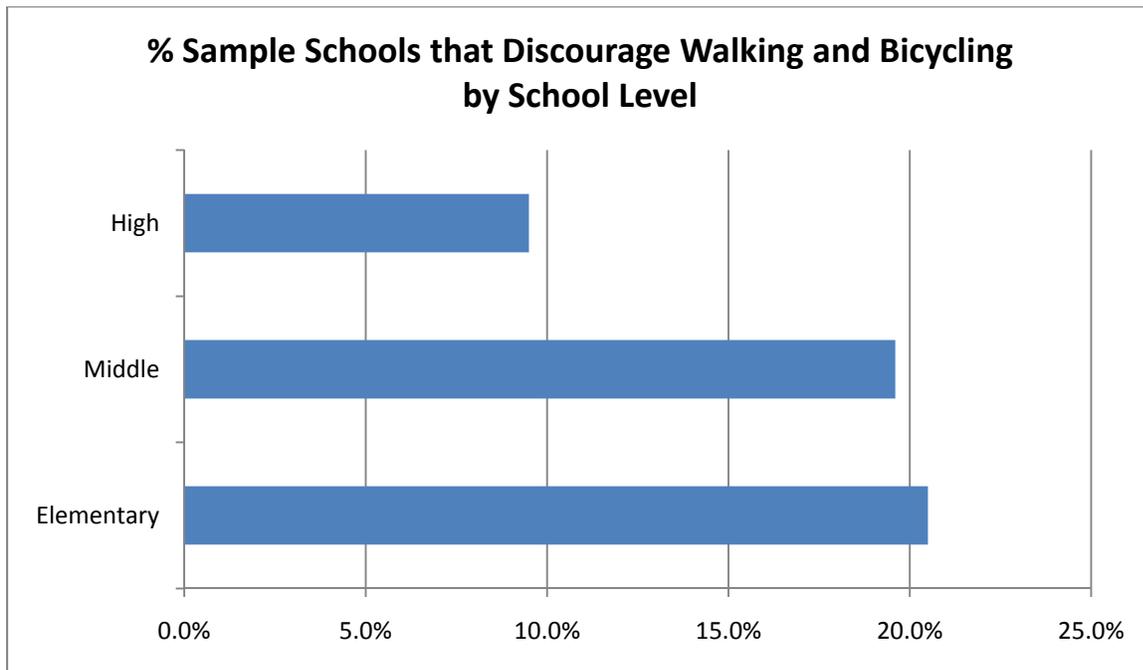


Figure 13 Distribution of Schools that Discourage Walking and Bicycling by School Level

This finding may reflect a judgment about when children are mature enough to make independent decisions as pedestrians and bicyclists in traffic. It may also suggest a need to develop strategies for ensuring adult supervision for younger children who walk and bicycle to school. Here are some sample comments that suggest these themes:

- Too young to handle the responsibility and there are no safe routes to the school
- We have a busy roadway that would need to be crossed to access the school building. There is a stoplight, but this age group wouldn't know how to act properly.
- My concern-is the age of the children, without parent monitoring.
- Many students lack adequate pedestrian safety skills or bicycle safety skills and parents don't feel comfortable allowing their children to walk and bike.

- Kids act differently when they're on their bikes because they see it as a fun activity, not a mode of transportation. Different mindset on bikes and they pay less attention. Plus being off-balance with their book bags. They are kids, so they push and shove which would be dangerous on a bike so close to the road
- Since children are so very young and I know the parent population is very protective, and in light of today's society, I can see that that might not be something parents would be really in tune with. And it would be something that I would be concerned with, unless parents were monitoring.

SCHOOLS WITH HIGHER LEVELS OF FREE AND REDUCED LUNCHES ARE LESS LIKELY TO DISCOURAGE OR PROHIBIT WALKING AND BICYCLING TO SCHOOL THAN SCHOOLS WITH LOWER LEVELS OF FREE AND REDUCED LUNCHES.

Schools in the two quartiles of sample schools with the highest percentages of students receiving free and reduced lunches were significantly less likely to discourage or prohibit walking and bicycling than schools in the bottom two quartiles.

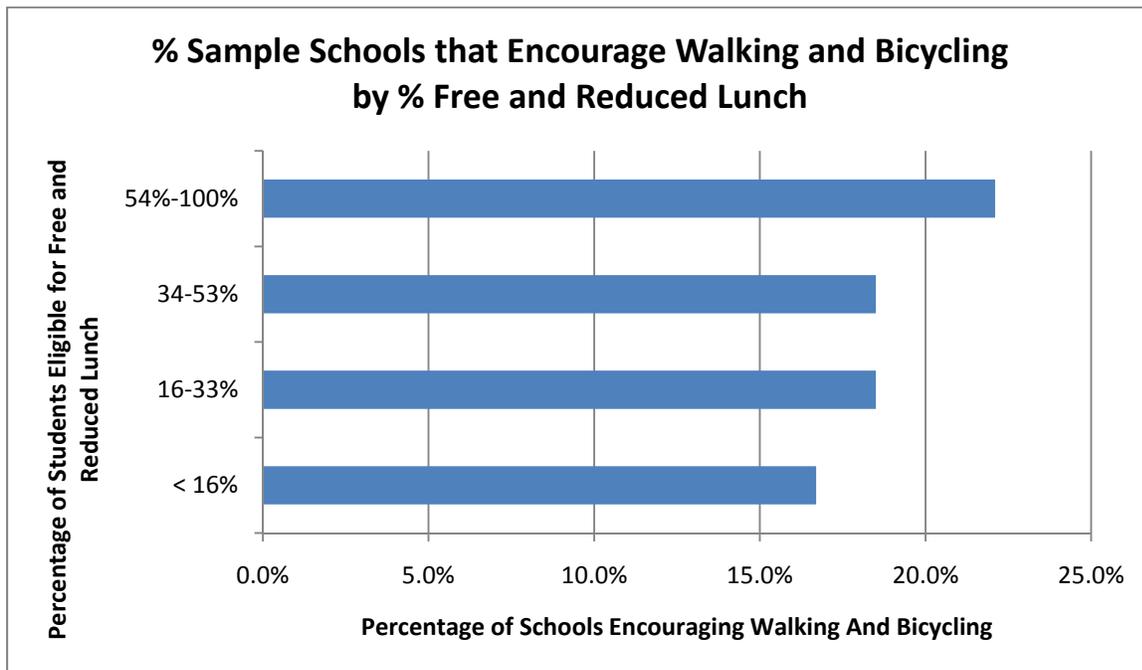


Figure 14 Distribution of Schools that Discourage Walking and Bicycling by % Free and Reduced Lunch

It is difficult to know with any clarity what may be driving this finding. Respondents were not asked whether their might be a connection between the relative wealth of their school communities and their approach to walking and bicycling to school, and did not allude to this connection in supplemental comments. However, factors that may be worth considering in future studies include:

- *Rates of car ownership.* For example, it is possible that schools in poorer communities tend not to discourage or prohibit walking and bicycling, because a larger portion of students in those communities do not have the option of being driven to school.

- *Perceptions of the safety and practicality of walking and bicycling to school.* For example, it may be that poorer school communities tend to be in urban areas, where pedestrian and bicycle infrastructure is generally more available and students tend to live closer to school.

TRAFFIC CONDITIONS ARE OFTEN AN ISSUE AT SCHOOLS THAT PROHIBIT OR DISCOURAGE WALKING AND BICYCLING.

Although respondents were not specifically asked about traffic conditions near their schools, they often suggested this as an issue in supplementary comments. In fact, approximately 57% of respondents from schools that discourage or prohibit walking or bicycling to school specifically mentioned busy, high-traffic, or high-speed roads in supplemental comments. Pedestrian visibility to motorists, particularly along hilly, winding, or insufficiently lighted rural roads, was mentioned as an issue by approximately 12% of schools that prohibit or discourage walking or bicycling to school. Here are some illustrative sample comments:

- *Our school is located on a busy highway and it would be dangerous for students walking or riding.*
- *We have a busy roadway that would need to be crossed to access the school building.*
- *We are on a major highway.*
- *Very busy roads surrounding the school.*
- *We have two major roads. ... Speed and volume of cars are a real concern on those roads.*
- *We discourage walking or riding bicycles as the rural road is narrow and dangerous for other modes of transportation. Also, it can be very dark on our roads.*
- *Local streets are hilly, so not enough advanced sightline to put in crosswalks.*
- *With the traffic and the road curving the way it does... I am not sure how safe bicycling would be, especially for students.*

INADEQUATE PEDESTRIAN AND BICYCLE FACILITIES ARE ANOTHER COMMON ISSUE AT SCHOOLS THAT PROHIBIT OR DISCOURAGE WALKING AND BICYCLING.

Although respondents were not specifically asked about the adequacy or connectivity of pedestrian and bicycle infrastructure near their schools, they often suggested these as issues in supplementary comments. The following bar graph provides a sense of the relative frequency with which specific bicycle and pedestrian infrastructure issues were mentioned by respondents from schools that discourage or prohibit walking and bicycling.

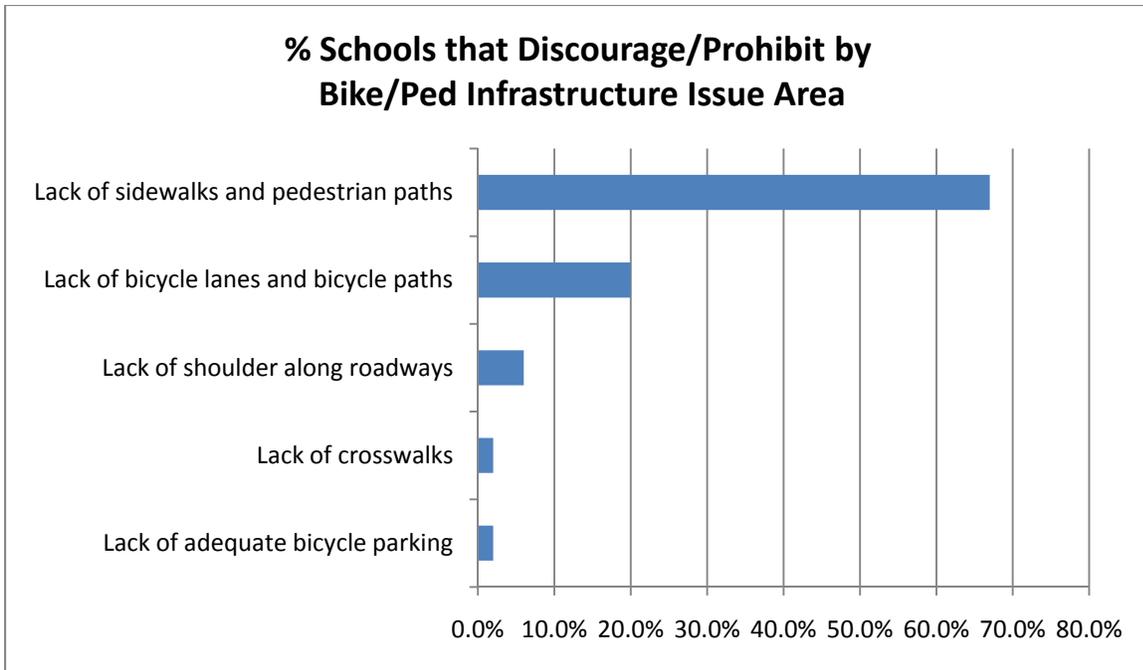


Figure 15 Distribution of Infrastructure Related Issues

A VARIETY OF NON-INFRASTRUCTURE ISSUES MAY ALSO CONTRIBUTE TO SCHOOLS' DECISIONS TO PROHIBIT OR DISCOURAGE WALKING AND BICYCLING TO SCHOOL.

Although respondents seemed to focus more on infrastructure issues in supplementary comments, they also mentioned several non-infrastructure issues that may factor into their approaches to walking and bicycling. The following bar graph provides a sense of the relative frequency with which specific non-infrastructure issues were mentioned by respondents from schools that discourage or prohibit walking and bicycling.

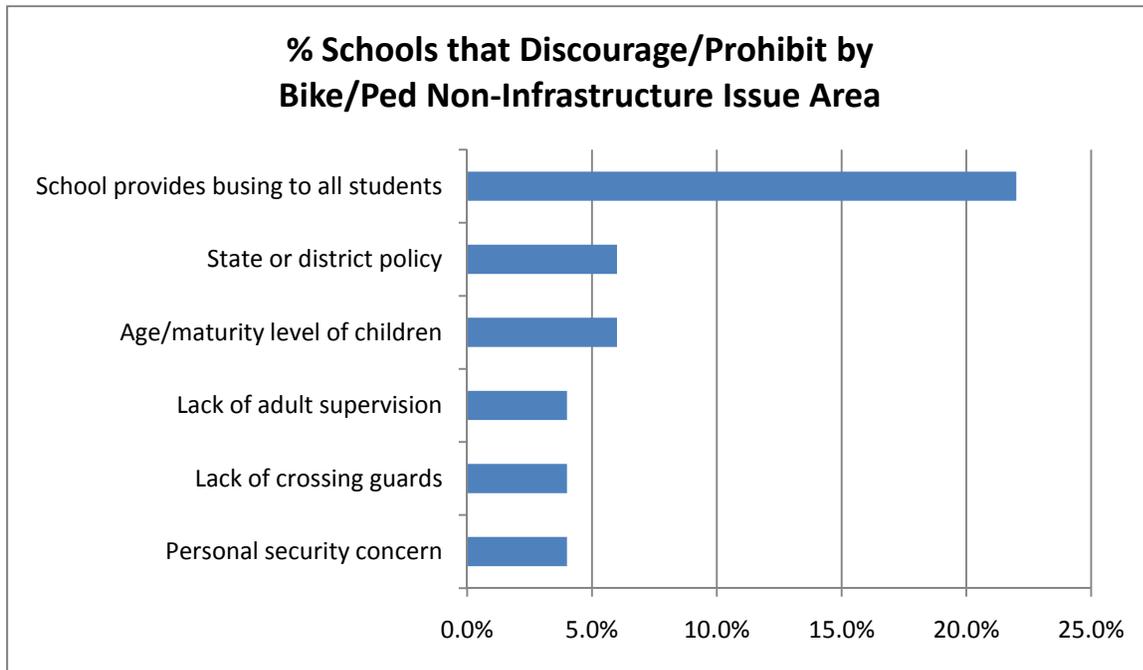


Figure 16 Distribution of Non-Infrastructure Related Issues

WHEN SCHOOLS DISCOURAGE OR PROHIBIT WALKING AND BICYCLING, THEY USUALLY DISCOURAGE OR PROHIBIT BICYCLING AND WALKING ACROSS THE BOARD, WITHOUT DISTINGUISHING BETWEEN MODES, CHILDREN'S AGES, OR SPECIFIC LOCATIONS.

Sample schools indicating they either discouraged or prohibited walking and bicycling were asked the following questions about how the policy was applied:

- Is the restriction universal, or limited to certain streets or areas?
- Does your policy differentiate between bicycling and walking (e.g. walking is allowed but bicycling is not)?
- Do you have different policies for different grades or age groups? If so, please elaborate

The vast majority of these schools responded that they made no distinctions. However, of the 49 schools that discourage walking and bicycling, three reported making a distinction by location: one elementary school reported making a distinction by age, and four reported making a distinction by mode, three of which indicated that bicycling was the mode discouraged or prohibited, while one did not specify.

MOST SCHOOLS THAT DISCOURAGE OR PROHIBIT WALKING AND BICYCLING HAVE CONCERNS ABOUT LIABILITY. THESE CONCERNS APPEAR TO DERIVE PRIMARILY FROM PERCEPTIONS OF SAFETY RATHER THAN A DETAILED UNDERSTANDING OF LIABILITY ISSUES.

Sample school respondents indicating they either discouraged or prohibited walking and bicycling were also asked, “Are there liability concerns about student walking and bicycling?” Seventy-three percent (73%) responded that they had liability concerns. When asked to elaborate, most respondents referred to issues they felt made it either unsafe or impractical for students to walk or bicycle to school. While these are real concerns, they do not necessarily indicate a detailed understanding of whether or how a school might be liable if it adopted a different approach to bicycling and walking. This suggests that administrators might be willing to reconsider their approach if they had a better understanding the liability implications of doing so. They might also be persuaded if the district were more supportive of walking and bicycling.

Schools indicating that liability was an issue in their decision were asked a follow-up question about the source of their concern. Specifically, they were asked if they consulted an attorney or a risk assessment officer with the school system. Across the board, respondents indicated that they had not consulted with an attorney, rather it was an opinion based on their perception of “common sense.” This indicates that increased education about the extent of a school’s liability may be beneficial in addressing this concern.

IMPROVING PEDESTRIAN AND BICYCLE INFRASTRUCTURE AROUND SCHOOLS THAT CURRENTLY DISCOURAGE OR PROHIBIT BICYCLING AND WALKING APPEARS TO BE ONE OF THE KEYS TO ENCOURAGING APPROACHES THAT ARE MORE SUPPORTIVE OF WALKING AND BICYCLING.

Respondents from sample schools that discouraged or prohibited bicycling and walking were asked, “What would it take for you to change the policy to allow students to walk or bicycle to school.” When their responses are categorized, improvements to pedestrian and bicycle infrastructure emerge as one of the keys to encouraging approaches that are more supportive of walking and bicycling.

A clear majority of these respondents (59%) said provision of sidewalks or pedestrian paths would be necessary for them to change their approach. Several also mentioned bicycle lanes or paths (13%). Approximately 5% mentioned crossing improvements, and another 5% mentioned bicycle racks.



Figure 17: Increasing signage around crossings near schools can improve safety conditions for pedestrians

NON-INFRASTRUCTURE IMPROVEMENTS ARE ALSO IMPORTANT FOR ENCOURAGING APPROACHES THAT ARE MORE SUPPORTIVE OF WALKING AND BICYCLING

Respondents from sample schools that discourage or prohibit bicycling and walking identified a number of important non-infrastructure issues that would need to be addressed in order for them to change their approach to walking and bicycling. Approximately 18% said that additional crossing guards would be required; approximately 13% said that permission from the district would be required, and approximately 5% of respondents said requests for parents and/or more parent involvement would be required.

CHAPTER 4: RECOMMENDATIONS

After analyzing the data, the team has identified eight key issues that make promoting walking and biking difficult for principals and superintendants. This chapter explores those issues and offers recommendations for the Maryland Department of Transportation, Maryland State Department of Education, and affiliated agencies. The issues identified are the following:

1. Principals seemed unaware of the Safe Routes to School (SRTS) program.
2. Principals are concerned that students lack the skills needed to walk and bike safely.
3. Principals noted that there are no safe pathways leading to the school (lack of sidewalks, traffic volume and speed, poor crossing conditions for pedestrians).
4. Some principals are concerned about liability issues.
5. Schools with higher rates of free and reduced lunch are less likely to have received SRTS funds, have active SRTS groups, and yet these schools are *more* likely to encourage walking and biking to school.
6. Transportation departments of school districts focus on busing.
7. Principals are overburdened with responsibilities.
8. Schools are located in areas that are not walkable or bikable.

1. Issue: Several principals were unaware of the SRTS program and how it could benefit their school. Several respondents (principals, school district administrators and transportation officials) seemed unaware that the goal of the SRTS program is to encourage walking and bicycling *where it is safe and feasible*, and that the goal of the program is focused on substituting private vehicle trips with walking and biking trips. The program is not focusing on substituting public bus trips with walking and biking trips, unless routes are threatened to be cut, or if reduction of transportation costs are necessary.

Recommendations:

- 1a. Create a webpage on MDOT's site for the State's Safe Routes to School program (currently no site exists)
 - Link to the Maryland Pedestrian and Bicycle Safety Curriculum
 - Link to the National Center for Safe Routes to School
 - Link to the NHTSA Safety Education Curriculum
- 1b. Distribute information on the State SRTS program to the schools through the Maryland State Department of Education (MSDE).
- 1c. Create a Safe Routes to School Action Plan for the State to outline goals and evaluation criteria for the State's program. Publicize the document on the MDOT website.
- 1d. Educate transportation officials about the potential benefits of SRTS programs to reduce private vehicles at pick up and drop off time- which could reduce conflicts with school buses.
- 1e. Work with the Maryland Association of Elementary School Principals and the Maryland Association of Secondary School Principals to get the word out about Safe Routes to School, e.g.

by suggesting a session on the program (or related issues) at the associations' annual conferences.

- 1f. Identify and coordinate with complementary state or county initiatives. For example, *Healthy Maryland – Project 2010*, is a statewide initiative of the Maryland State Department of Health and Mental Hygiene to “identify and track statewide health objectives.”³ This effort partners with local governments, schools, hospitals and others.

2. Issue: Principals are reluctant to encourage walking and biking when they perceive that their students do not have the necessary skills to do so safely. Students are not learning safe walking and bicycling skills in the classroom or at home.

Recommendations:

- 2a. Publicize MDOT's commitment to bring WABA ped/bike instructors (or other instructors) to the schools that request it. Cultivate other partner organizations to help deliver bicycle and pedestrian safety trainings to schools across the state.
- 2b. MSDE should update the state physical education standards to include a traffic safety component.
- 2c. MSDE should encourage schools to integrate bicycle and pedestrian safety training into their physical education or health curriculum. Pedestrian and bicycle safety resources are already available for elementary school children. The Maryland Pedestrian and Bicycle Safety Curriculum for grades K-5 is available for download on the National Center for Safe Routes to Schools website (http://www.saferoutesinfo.org/online_library/details.cfm?id=199) and the National Highway Transportation Safety Administration (NHTSA) will soon (Spring 2011) be releasing an update to their Pedestrian Safety Curriculum for children in grades K-5 that complements in-class learning with practice activities to ingrain safe walking behaviors. The state should also consider developing a pedestrian and bicycle safety curriculum for middle school students.
- 2d. MDOT or MSDE should provide technical assistance to schools wishing to establish walking school buses and bicycle trains, also known as pedal pools. For example, Iowa is working with a contractor to provide training and logistical support to local schools to promote these activities.



Figure 18: Promoting Walk to School Day events can encourage students and their parents to walk and bike to school

³ See <http://fha.maryland.gov/ohpp/hip/> for more information on the Healthy Maryland initiative.

- 2e. Provide incentives for school staff to use alternative forms of transportation and/or providing disincentives for driving. This would also encourage teachers and other adults, in their capacity as role models, to demonstrate a commitment to active transportation.

3. Issue: Principals are reluctant to encourage walking and biking when they perceive that there are no safe pathways leading to the school (lack of sidewalks, traffic volume and speed, poor crossing conditions for pedestrians).

Recommendations:

3a. Require all elementary and middle schools in the state to develop route plans identifying the safest routes for children to walk and bicycle to and from school. This approach is used in other states, including the State of Washington.

3b. Encourage and facilitate carpools for students who are ineligible for busing and unable to walk and bicycle to school due to safety and/or distance concerns. For example, MSDE, Maryland State Education Association (MSEA), and MDOT could collaborate to develop a school trip coordination site that helps parents organize carpools. When parents use carpools to transport students to school, this can reduce the overall number of cars travelling to/from the school, thus reducing congestion around the school. “School pool” websites can facilitate coordination between parents who are interested in either carpooling or starting up buses/bicycle trains. Examples of such trip coordination sites include the Delaware School Pool site (http://www.ridesharedelaware.org/school_pool/) and the Marin County School Pool site (<http://www.schoolpoolmarin.org/>). DividetheRide.com also provides a free application for organizing carpools.

3c. Increase targeted traffic law enforcement where appropriate and direct revenues from fines imposed for school zone traffic violations (including speed cameras) to programs and projects aimed at improving pedestrian and bicycle safety in the school zone. Currently speed camera revenues collected by local jurisdictions may be used for pedestrian and bicycle safety enhancements, but these funds do not necessarily need to be spent in school zones.

3d. Encourage staff to walk and bicycle on a regular basis. If staff are regularly walking and bicycling to school, they are increasing the presence of pedestrians and bicyclists on routes to school. Staff could also lead walking school buses or bicycle trains of students and staff members to and from school. These groups would increase the visibility of pedestrians and bicyclists, while providing good examples of safe pedestrian cyclist behavior.



Figure 19: Student safety patrol programs are one way to promote non-motorized travel to school

3e. Prioritize pedestrian and bicycle infrastructure projects that are located within 2 miles of a school site

- 3f. Discuss hazards that trigger hazard busing routes with the district transportation contacts. If any of the "hazards" include roadways that are owned and maintained by MDOT and can be remedied, put those improvements and projects on the CIP with a high priority. Continue to have these conversations each school year.
- 3g. In some cases the hazards are roadways that are owned and maintained by a local municipality. MDOT could host a web page that shows all of the sources of funding that MDOT allocates of which walking and biking activities and projects are eligible. The web page should include the following information:
- What activities and projects are eligible/criteria for applications
 - Who can apply
 - What is the funding cycle
 - Who is the contact for the funding source
- 3h. Send notices of funding sources for infrastructure improvements to those communities with schools that registered for Walk to School Day (Shown on www.walktoschool.org).
- 3i. While the district transportation officials generally do not control the walking and bicycling environment outside of school grounds, they can address strategies to make walking and bicycling safer for students. Emphasizing safe pedestrian behavior benefits students who walk to school as well as students who ride the bus. It should be confirmed that bus drivers receive training on how to drive safely around areas that experience volumes of young pedestrians.

4. Issue: Some principals are concerned about liability issues regarding students walking and biking to school.

Recommendations:

- 4a. MSDE and local officials should adopt a policy encouraging walking and bicycling to school where feasible and safe.
- 4b. Encourage parents and caregivers to accompany children who are walking and/or bicycling to school.
- 4c. Distribute the liability tip sheets created by the National Center for Safe Routes to School to superintendents
- 4d. Have MSDE's legal counsel review liability issues for principals. Produce and distribute a Maryland-specific tip sheet that outlines what principals, transportation officials, and other decisions makers are actually liable for regarding student travel.



Figure 20: Parents and caregivers accompanying children bicycling to school can help mitigate concerns principals may have about liability.

(<http://www.saferoutesinfo.org/resources/collateral/liabilitytipsheet.pdf>). Emphasize that the tip sheet should then be sent to transportation directors and principals. Also post this tip sheet on the state's new SRTS program website.

- 4e. Encourage schools to adopt a model encouragement policy and program that emphasizes promoting safe behavior in children and working with the surrounding community to identify and mitigate infrastructural or situational issues that create challenges for children walking and bicycling.
- 4f. Adopt a policy at the state level that encourages active transportation for students. This could complement the Governor's Children in Nature initiative that focuses on reacquainting children with their natural environment. Work with Healthy Maryland Initiative's nutritional and physical activity plan.
- 4g. Encourage school officials to consult with their legal counsel to review school travel policies.

5. Issue: Schools with higher rates of free and reduced lunch are less likely to have received SRTS funds, have active SRTS groups, and yet these schools are *more* likely to encourage walking and biking to school. The reason for this may be a lack of social capital or simply parents with less time to devote to school activities.

Recommendations:

- 5a. Develop an assessment of schools with higher rates of free and reduced lunch, and how the MD SRTS program is serving those schools.
- 5b. Work with the partners such as the MD SRTS Partnership to develop an outreach strategy targeting schools with higher rates of free and reduced lunch.
- 5c. Reach out to principals of schools with high rates of free and reduced lunch with details regarding the program including "carrots" that MDOT or MSDE can provide (for example, free pedestrian/bicycle education).

6. Issue: Transportation departments of school districts focus on busing and may not see walking and biking as transportation issues under their purview. Principals were reluctant to promote walking and biking if busing is provided for all or most students.

Recommendations:

- 6a. Evaluate state school transportation funding mechanisms to see how they can be recalibrated to encourage district transportation directors to adopt a holistic approach to meeting their school transportation needs, i.e. one that considers walking, bicycling, and carpooling alongside busing.
- 6b. Reach out to school administrators to show how reducing busing routes located within a walking and biking distance around the school (and promoting walking and biking) can improve safety conditions for all modes, as it reduces overall congestion in and near school zones.
- 6c. Explain how the school district is not liable for students walking and biking to school. Provide a copy of the National Center for Safe Routes to Schools Liability Tip Sheet to explain this point further.
- 6d. Explain the benefits of walking and biking to principals. Many of the principals appeared aware that active lifestyles are healthy for children. However they may not be aware that students who

walking and bike to school are more likely to be focused and attentive in the classroom⁴. Walking and biking trips not only exercise the children physically, but also mentally. Walking and biking with other children gives students opportunities to socialize and exercise good decision-making skills.

6e. Transportation directors can build partnerships within the district hierarchy. For example, Frederick County used SRTS funds to map local walking and bicycling routes for students. This project was managed by the district transportation office, but to be successful will need to rely on supportive encouragement and education activities, managed by the physical education department. Joint strategies such as walking maps, should be encouraged at the district level.

7. Issue: Principals (and other school staff) are overburdened with responsibilities and do not have time to promote walking and biking. Tracking the ways that students travel to and from school can be cumbersome. Vehicular transportation is easier to coordinate and appears safer for students. Parents feel that walking and bicycling is unsafe.

Recommendations:

7a. Create incentives for principals to encourage walking and biking. This can include providing bike racks, providing incentive items for Walk to School Day and providing free pedestrian and bicycle education to students.

7b. Start a statewide walk and roll club, that principals can sign-up for. Participation in the program can earn the school free materials to initiate the program at the school. This club could be organized and administrated by a local advocacy group such as the Safe Routes to School National Partnership. To incentivize the program, the Maryland SRTS Coordinator can host a competition among school districts or even individual schools to see who can log the most walking and biking trips.

7c. Emphasize to principals that walking and bicycling are included in the National Standards of Learning for health and physical education. Incorporate walking and bicycling safety and encouragement into complementary classroom activities (e.g. students in geography classes can create maps of their walking routes).

7d. Provide resources for PTA leaders and parents to get involved with student travel.

- This can include a place on the MDOT website where parents can volunteer for walking school buses and bicycle trains
- Parents can plot comments on online maps such as areas that are good for walking as well as areas that should be avoided.

7e. Provide SRTS application information online for parents and other community groups, so that the principals do not need to be catalysts for change at the school level.

7f. Consider employing child-friendly media sources to target Safe Routes to School messages directly at the students. Communicate with students directly to emphasize how fun and healthy

⁴ The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance (2010), US Department of Health and Human Services, Center for Disease Control and Prevent. Available online: http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf

walking and bicycling to school can be. The students' enthusiasm will likely be contagious, and may influence parents and other stakeholders to improve walking and bicycling conditions.

8. Issue: School siting was a commonly referenced reason for why students are not encouraged to walk and bike to school. Some principals seemed uninterested in encouraging walking and biking as their schools were situated near highways, busy roads and far away from students' homes.

Recommendations:

8a. Encourage school districts to choose sites for new school buildings that have the potential to be walkable and bikable by emphasizing the following:

- Choose sites that are located in and near neighborhoods and residential developments
- Choose sites that are located on neighborhood roads with lower speed limits and lower ADTs

8a1. Choose sites that are accessible by established sidewalk and trail networks

8b. Focus on identifying and addressing bicycle and pedestrian safety improvements along and across roadways leading to schools. This is especially important in areas where significant numbers of children live within walking and bicycling distance, but are unable to because of poor travel conditions.

CONCLUSION

Children are walking and bicycling to school across the State. However, the level of encouragement and support is mixed, and less than 20% of schools are actively supporting this activity. While the majority of schools surveyed take a neutral stance on walking and bicycling, a significant minority (almost 20%) discourage walking and bicycling for a variety of reasons, including inadequate infrastructure and perceptions of student safety.

It is not realistic to push every school to be a walking or bicycling school. Many are located in rural areas where children must travel long distances to get to and from school, and walking and bicycling are simply not practical in these situations. However, approximately 12% of schools surveyed that discouraged walking and bicycling are located in urban or suburban contexts where it is reasonable to assume that a significant number of students live within a comfortable walking or biking distance.

Now that MDOT has a more informed understanding of the extent of supportive and restrictive attitudes towards walking and bicycling, the Department can pursue a more tailored approach to promoting walking and bicycling in various contexts. By right-sizing strategies to the issue and context, MDOT can more effectively use public resources to increase active travel to school and foster a culture of walking and bicycling in the next generation.

APPENDIX A

CHALLENGES/LESSONS LEARNED

Listed below are challenges the research team encountered when contacting respondents for the school district and the schools identified for the sample. Analyzing these challenges helped the research team better understand how to communicate with the respondents. These lessons learned will be helpful for research teams if further study of student travel policies is conducted within the State of Maryland.

DISTRICT-LEVEL QUESTIONNAIRE

Challenge

Reaching the superintendents on the phone and with email was challenging at times. This phase was conducted during the summer of 2009, which is when the schools were winding down for summer vacation. Although the superintendents do have work hours over the summer, many of the superintendants had meetings outside of the office or were taking summer vacations.

Lesson Learned

When attempting to contact superintendants, it is best to do this in the middle of the schools year (October – November, and February – April). During summer and winter breaks, the superintendents are busy with tasks that cannot be completed when school is in session. Likewise in and out of breaks the superintendents are busy supporting the schools.

Challenge

School transportation departments are almost exclusively focused on busing. If students live within the non-transport areas, the transportation department is no longer responsible for their trips to and from school (with some exceptions). The transportation departments do not involve themselves in matters of walking and biking. It appears that the transportation authorities see that infrastructure is provided by the local jurisdiction, and therefore is out of their purview. Likewise, when asking about walking and biking safety, the transportation contacts insisted that the students' parents best handled those issues. Talking to the transportation authorities and superintendents was challenging because they did not see walking and biking as part of their concern and many of the contacts did not seem comfortable talking about walking and biking issues and barriers.

Lesson Learned

When talking to transportation authorities, it was helpful to recognize that busing is generally their main focus. It was important to maintain a neutral tone when talking about walking and bicycling.

SCHOOL-LEVEL QUESTIONNAIRE

Challenge

Principals were contacted between August and February of 2009, with the exception of the Thanksgiving and winter breaks. It was noted that principals are especially busy and therefore difficult to contact during times when

the school was transitioning into or out of a break. Principals, while in the building during school hours, are often in meetings or away from their desks.

Lesson Learned

It was clear that the start of the school year was a very hectic time for principals. The best time to contact principals was during the months of September, October and February. The best time of day to reach a principal is just before the lunch hour. After monitoring student arrival, participating in the morning announcements and taking care of other tasks, principals tend to check their email and their phone messages between 11:30am and 12:30pm. It was also clear that many principals preferred to take the survey online; however principals provided more detailed responses when they participated in the survey over the phone.

Challenge

It became clear when the team was contacting principals that principals are reluctant to participate in surveys unless they are given written permission from the superintendents. Each school district handles research projects differently. Some superintendents were willing to give permission to survey the principals after receiving the letter from Superintendent, Nancy Grasmick. Other districts required the completion of detailed applications, which would explain the purpose and process of the survey project. In these cases it took several weeks to receive approval from the district superintendents.

Lesson Learned

Every school district handles research requests differently. Unfortunately the only way to discern what the research request requirements were was to ask the superintendents for each school district directly. It is important to take this time into account with any future evaluation efforts. For example, if MDOT wants to learn if any of the principals have changed their student travel policies, it would be advisable to contact the superintendents in September, so that the request application (if necessary) can be approved by October or November. Also, when approval is received, it is advisable to request that the superintendents provide permission for the principals to participate in the study in writing, which can then be sent to the principals if they are concerned.

Challenge

This survey was optional and several principals declined to participate by either requesting to be removed or by not returning phone and email messages. The survey team was instructed to call three times and if the principal did not participate in those three times, the team was to not call the principal again. For two counties these missing participants became so significant that it was necessary to replace the schools with other schools in-kind. This meant that the school needed to be of the same level (elementary, middle, and high) and of the same development pattern (urban, suburban, and rural). For two districts this required an amendment to an earlier approved research request. The turnaround time for approval on the amendment is typically about as long as it is for a new research request.

Lesson Learned

In all cases where research applications were required, it was necessary to include a list of schools that would be contacted to participate in the survey. Knowing that it is difficult to achieve 100% of participating, it would be

cautious for future efforts to include more schools in the request than may be needed, as asking to add new schools to the study can take a significant amount of time.

Challenge

Many of the principals were interested in the study but did not have the time to take the survey themselves; either over the phone or online. The principals were encouraged to delegate the survey to another person of their choice. Unfortunately sometimes the person chosen was either not comfortable answering the questions or did not have the information to answer the questions. In these instances the surveys have missing information.

Lesson Learned

In this case it was probably more important to reach the principals at a time that was convenient for them rather than passing the survey to another person.

Challenge

Schools have a unique vocabulary. Planners and transportation professionals use the word “policy” to describe guidelines for making decisions. These can be formal documents or informal practices. Schools in the state of Maryland do not use the word “policy” in the same way. According to some principals, and even school system superintendents, policies are formal, written rules, rather than guidelines that are established by the school board or the superintendent. Principals can establish travel “procedures” for the students at their own school. It became apparent that that this study was trying to learn about school travel procedures.

Lesson Learned

It is important to recognize that every discipline has its own vocabulary. It is important to define the words that are most important in a research question both in the survey and during the interview (if the survey is being taken over the phone). In this case it was helpful to explain to the principals what the word “policy” meant in the context of this study. Using the schools’ terminology helped them to open up about their practices.

APPENDIX B

CONSIDERATIONS FOR FURTHER RESEARCH

The purpose of this report was to understand the process in which student travel policies are adopted and administered. Anecdotal evidence suggested that principals may be restricting or prohibiting students from walking or biking to and from school. When the questionnaire revealed that this was not the case, the study probed into other possible barriers that keep children from walking and bicycling to school. As with any study, when discoveries are made, new research questions surface. Listed below are relevant research topics and issues that if explored, could extend the reach of this study.

Further investigation into SRTS Funding Recipients

One way that this study looked at support of students walking and bicycling was to see if the county had received any Safe Routes to School funding. Of the 16 school districts that either reported providing support for walking and bicycling or received school training courses in bicycle and pedestrian safety, 14 have received SRTS funds since the program began in 2005. This relatively high degree of overlap confirms a plausible assumption that districts that support walking and bicycling would take advantage of opportunities such as the SRTS program to augment and enhance other activities. However, at this time, the publicly accessible data does not consistently specify whether the funding was spent on a specific town or school within the county. It may be helpful to investigate specifically where funding awards were given to see if the funding is a result of school district support, or local initiative.

Literature Review

The scope of this study focused on collecting data of existing policies and practices that affect student travel modes. It did not include a literature review to compare conditions in the State of Maryland to national trends or other case studies. It may be helpful to understand how the school access mode trends in Maryland schools compare to the nation or other school systems. If a literature review is conducted, two resources to consider are:

1. The National Center for Safe Routes to School, *Safe Routes to School Travel Data: A Look at Baseline Results From Parent Surveys and Student Travel Tallies*, January 2010. Available online (http://www.saferoutesinfo.org/resources/travel_data_reports.cfm)
2. The National Trust for Historic Preservation, Beaumont, Constance E. with E.G. Pianca, *Why Johnny Can't Walk to School.*, 2nd edition, October 2002. Available online (http://www.preservationnation.org/issues/historic-schools/additional-resources/schools_why_johnny_1.pdf)

Possible Funding Incentives for Reducing Busing

When presenting the report to the Maryland Pedestrian and Bicycle Advisory Committee (MBPAC), one of the committee members suggested an idea to provide a monetary incentive for schools to cut busing routes that are not necessary. The idea was to allow schools to keep the money saved if they can identify unnecessary bus routes to cut. This suggestion could be an effective way for principals to be engaged in student transportation decisions. However, this recommendation would likely be controversial, as it would be suggesting potentially cutting jobs for bus drivers, which was not an intention of this report. It would be beneficial to find strategies to encourage principals to support non-motorized travel for their students. Such strategies will likely be more successful if they

take into account the larger context of the transportation realm. A modification of the proposed strategy might be to hire bus drivers of eliminated bus routes to lead walking school buses and bicycle trains.

Further Research into School District Busing Statistics

To evaluate trends in busing mileages and costs, this report reviewed the 1,000 Friends of Maryland Study, *Yellow Bus Blues*. The limitations of this study were the age of the data (1992-2006) and the broad categories. It was unclear if the total route miles reported included only trips to and from school or if it also included extracurricular trips such as field trips and sports-related trips. It would be helpful for future planning related to this study to have data that is more current, and that specifies the types of trips included in the mileage totals. This data can be obtained from every school district's transportation department.

APPENDIX C

SCHOOL-LEVEL SURVEY

The Maryland Department of Transportation, in conjunction with the Maryland State Department of Education, is working on a statewide survey of school system policies regarding student travel by walking and bicycling. Completing this should take no longer than 5-10 minutes.

We'd also like you to know that all data obtained from our interviews will be reported at the district level and no personally identifying information will be reported either at the school or administrator level.

You may exit the survey at any time using the "Exit Survey" link located at the top right corner. You can re-enter the survey using the link, and your answers will be saved from your previous entry. Once you reach the end of the survey and click "done" your responses will be recorded.

If you have any difficulty with the survey or if you have any questions, you may contact Katie Mencarini at 301-927-1900 x118.

Question 1:

What is the name of your school?

Question 2:

What is the name of your school district?

Question 3:

Is your school an elementary school, middle school, or high school?

- Elementary
- Middle
- High
- Other (please specify)

Question 4:

Is walking or bicycling to and from school encouraged, discouraged or prohibited?

- I prefer not to answer this question (*respondents who marked this answer skipped to question 11*)
- Encouraged (*respondents who marked this answer proceeded to question 5*)
- Discouraged (*respondents who marked this answer skipped to question 6*)
- Prohibited (*respondents who marked this answer skipped to question 6*)

- Neither encouraged nor discouraged (*respondents who marked this answer skipped to question 11*)
- Additional comments on this matter

Question 5:

How is walking or biking encouraged? This can include Walk to School Day participation, Safe Routes to School programs, Bike Safety education programs and events, providing bike racks, etc.

After answering this question (those that marked “encouraged on question 4) respondents skipped to question 12.

Question 6:

Is this restriction universal or limited to certain streets or areas?

- Universal
- Limited to certain areas
- Additional comments on this matter

Question 7:

Does your policy differentiate between bicycling and walking (e.g. walking is allowed by bicycling is not)?

- Yes
- No
- Additional comments on this matter

Question 8:

Do you have different policies for different grades or age groups? If so, please elaborate.

- Yes
- No
- Additional comments on this matter

Question 9:

Are there liability concerns about student walking and bicycling? If yes, please elaborate.

- Yes
- No
- Additional comments on this matter

Question 10:

What would it take for you to change the policy to allow students to walk or bicycle to school?

After respondents answered this question, they skipped to question 12.

Question 11:

Would you consider a policy encourage walking or bicycling?

Question 12:

Are parents required to sign permission forms allowing their child to walk or bike to school?

- Yes
- No
- Additional comments on this matter

Question 13:

Are there any current “safe routes to school” parent or community groups active at your school that you know of? If yes, please elaborate:

- Yes
- No
- Additional comments on this matter

Question 14:

Is there anything else we should be aware of that would help us understand specific issues promoting walking/bicycling to school in your area?

We hope to have our preliminary analysis completed in the next six weeks. Are you interested in receiving an update? If so, please provide an email address where we could forward the results. I appreciate you taking your time to help us with this survey.

APPENDIX D

SCHOOL DISTRICT PROFILES

Public School District Profile: Allegany County

BACKGROUND

Population: 74,930 people

Land Area: 425 sq. miles

Density: 176 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 9,338

Total number of

High schools: 4

Middle Schools: 4

Elementary Schools: 14

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.50%

African American: 5.5 %

Asian/Pacific Islander: 0.80%

Caucasian: 92.59%

Hispanic: 0.69%

Free/Reduced lunch: 48.61%

BUSING

Busing Policy: Busing provided

Students bussed: over 6,000

Percentage of student body bussed: 64%

Annual busing budget: \$4.2 million

Hazard busing total: Not reported

Magnet School busing (Y/N): None

CONTACT

Website: <http://acps.allconet.org/>

Superintendent: David A. Cox, Ed.D.

Address:

Phone: 301-759-2000

Email: david.cox@acps.k12.md.us

Secondary Contact:

Contact: Jay W. Walbert*

Phone: 301-729-3773

Email: jay.walbert@acps.k12.md.us

Public School District Profile: Allegany County

ENCOURAGEMENT PROGRAMS

Most non-infrastructure programs focus on traffic enforcement.

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

Local law enforcement

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|---|
| None | None | None reported | There is some concern that there is a lack of safe pedestrian infrastructure, but two construction projects have been approved. |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | 16 | \$ 162700 |
| 2008 | 16 | \$ 53000 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 0 |
| 2006 | 0 |
| 2007 | 0 |
| 2008 | 0 |
| 2009 | 0 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Anne Arundel County

BACKGROUND

Population: 489656 people

Land Area: 415 sq. miles

Density: 1,177 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 73,800

Total number of

High schools: 12

Middle Schools: 19

Elementary Schools: 79

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.40%

African American: 22.19 %

Asian/Pacific Islander: 3.60%

Caucasian: 68.40%

Hispanic: 5.40%

Free/Reduced lunch: 22.70%

BUSING

Busing Policy: Busing provided

Students bussed: 54,000

Percentage of student body bussed: 73%

Annual busing budget: Not reported

Hazard busing total: Not reported

Magnet School busing (Y/N): Yes

CONTACT

Website: <http://www.aacps.org/>

Superintendent: Dr. Kevin M Maxwell

Address:

Phone: 410-222-5304

Email: superintendent@aacps.org

Secondary Contact:

Contact: George Arlotto

Phone: 410-222-5378

Email: garlotto@aacps.org

Public School District Profile: Anne Arundel County

ENCOURAGEMENT PROGRAMS

Schools participate in International Walk to School Day. Schools also promote pedestrian safety on Earth Day.

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

Citizen Action Committee (CAC), parents, school staff and the Parent Teacher Association (PTA)

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None reported | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | Not listed | \$ 92700 |
| 2008 | 0 | \$ 0 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 4 |
| 2006 | 3 |
| 2007 | 3 |
| 2008 | 2 |
| 2009 | 3 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: City of Baltimore

BACKGROUND

Population: 651,154 people

Land Area: 80 sq. miles

Density: 8,058 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 82,226

Total number of

High schools: 34

Middle Schools: 28

Elementary Schools: 124

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.30%

African American: 88.40 %

Asian/Pacific Islander: 0.70%

Caucasian: 7.798%

Hispanic: 2.79%

Free/Reduced lunch: 72.40%

BUSING

Busing Policy: Busing provided

Students bussed: Not reported. If students are permitted to attend schools outside of the attendance boundary, they are eligible for free MTA ticket booklets.

Percentage of student body bussed: Not reported

Annual busing budget: Baltimore City Schools spends \$15 million on busing and MTA spends \$5.2 million on the free ticket booklets.

Hazard busing total: Not reported

Magnet School busing (Y/N):

CONTACT

Website:

<http://www.baltimorecityschools.org/index.asp>

Superintendent: Dr. Andres A Alonso

Address: 200 E. North Avenue, Room 405, Baltimore MD 21202

Phone: (410) 396-8803

Email: AAlonso@bcps.k12.md.us

Secondary Contact:

Contact: Steven A. James

Phone: 410-396-7445

Email: sajames@bcps.k12.md.us

Public School District Profile: City of Baltimore

ENCOURAGEMENT PROGRAMS

A Safe Routes to School Program was active several years ago as a part of the Mayor's school safety initiative. Now the program is not active. Some schools organize Walking School buses, but this is not administrated at the district level.

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

None reported

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None reported | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | Not listed | \$ 1520100 |
| 2008 | Not listed | \$ 338400 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 6 |
| 2006 | 12 |
| 2007 | 7 |
| 2008 | 5 |
| 2009 | 18 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Baltimore County

BACKGROUND

Population: 754,292 people

Land Area: 598 sq. miles

Density: 1,259 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 103,643

Total number of

High schools: 30

Middle Schools: 30

Elementary Schools: 108

DEMOGRAPHICS

Race/Ethnicity

American Indian: 1.00%

African American: 39 %

Asian/Pacific Islander: 5.00%

Caucasian: 51%

Hispanic: 4%

Free/Reduced lunch: 36.47%

BUSING

Busing Policy: Busing provided

Students bussed: 63,000

Percentage of student body bussed: 60%

Annual busing budget: \$54,157,414.00

Hazard busing total: Not reported

Magnet School busing (Y/N): Yes

CONTACT

Website: <http://www.bcps.org/board/>

Superintendent: Dr. Joe A. Hairston

Address:

Phone: 410.887.4281

Email:

Secondary Contact:

Contact: Linda Fitchett

Phone: 410-887-4111

Email:

Public School District Profile: Baltimore County

ENCOURAGEMENT PROGRAMS

Safe Routes to School programs are active, but at the school level.

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

None reported

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | | None reported | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | 0 | \$ 0 |
| 2008 | 0 | \$ 0 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 0 |
| 2006 | 1 |
| 2007 | 0 |
| 2008 | 3 |
| 2009 | 1 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Calvert County

BACKGROUND

Population: 74,563 people

Land Area: 215 sq. miles

Density: 346 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 17,494

Total number of

High schools: 4

Middle Schools: 6

Elementary Schools: 13

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.30%

African American: 17 %

Asian/Pacific Islander: 1.50%

Caucasian: 79.40%

Hispanic: 1.89%

Free/Reduced lunch: 15.67 %

BUSING

Busing Policy: Busing provided

Students bussed: 17,250

Percentage of student body bussed:
Not reported.

Annual busing budget: Not reported

Hazard busing total: N/A

Magnet School busing (Y/N): This is not needed as all students are eligible for busing.

CONTACT

Website: <http://www.calvertnet.k12.md.us/>

Superintendent: Jack Smith, Ph.D.

Address: 1305 Dares Beach Road, Prince Frederick, MD 20678

Phone: 410-535-1700

Email: smithj@calvertnet.k12.md.us

Secondary Contact:

Contact:

Phone:

Email:

Public School District Profile: Calvert County

ENCOURAGEMENT PROGRAMS

None identified

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

N/A

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None reported | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | 0 | \$ 0 |
| 2008 | 0 | \$ 0 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 0 |
| 2006 | 0 |
| 2007 | 0 |
| 2008 | 0 |
| 2009 | 0 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Caroline County

BACKGROUND

Population: 29,772 people

Land Area: 320 sq. miles

Density: 93 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 5,290

Total number of

High schools: 2

Middle Schools: 2

Elementary Schools: 5

DEMOGRAPHICS

Race/Ethnicity

American Indian: <1%

African American: 19 %

Asian/Pacific Islander: <1%

Caucasian: 74%

Hispanic: 6%

Free/Reduced lunch: 48.71%

BUSING

Busing Policy: Busing provided

Students bussed: Not reported

Percentage of student body bussed: Not reported

Annual busing budget: Not reported

Hazard busing total: District does not keep track of hazard bussing number.

Magnet School busing (Y/N): Students are bussed to the Caroline County Career and Technology Center (a vocational school) which is housed on the same campus as the high school.

CONTACT

Website: <http://cl.k12.md.us/>

Superintendent: Dr. Edward W. Shirley

Address:

Phone: (410) 479-1460, (410) 479-3250

Email: edward_shirley@mail.cl.k12.md.us

Secondary Contact:

Contact:

Phone: (Board's Number)-(410)-479-1460

Email:

Public School District Profile: Caroline County

ENCOURAGEMENT PROGRAMS

None

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

None

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None reported | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | 0 | \$ 0 |
| 2008 | 0 | \$ 0 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 0 |
| 2006 | 0 |
| 2007 | 0 |
| 2008 | 0 |
| 2009 | 0 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Carroll County

BACKGROUND

Population: 15,0897

Land Area: 449 sq. miles

Density: 336 people per square mile

Geography: Rural

Terrain:

SCHOOLS

Total enrollment: approx 29,000

Total number of

High schools: 9

Middle Schools: 9

Elementary Schools: 22

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.00%

African American: 4 %

Asian/Pacific Islander: 2.00%

Caucasian: 92%

Hispanic: 2%

Free/Reduced lunch: 12.32%

BUSING

Busing Policy: Busing provided

Students bussed: 28,000 eligible

Percentage of student body bussed: Not reported

Annual busing budget: Not reported

Hazard busing total: Not reported

Magnet School busing (Y/N): Not provided

CONTACT

Website:

<http://www.carrollk12.org/default.asp>

Superintendent: Charles "Chuck" Ecker

Address: 125 North Court Street,
Westminster, MD 21157

Phone: (410) 751-3128 (office)

Email: ciecker@k12.carr.org ,
ciecker@comcast.net

Secondary Contact:

Contact: Jim Doolan

Phone: 410-715-3229

Email: jlDoola@K12.carroll.org

Public School District Profile: Carroll County

ENCOURAGEMENT PROGRAMS

Education and encouragement materials are distributed to parents. Schools participate in International Walk to School Day. All of this is administrated at the school level.

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

None reported

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None reported | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | Not listed | \$ 168200 |
| 2008 | Not listed | \$ 12500 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 1 |
| 2006 | 1 |
| 2007 | 0 |
| 2008 | 0 |
| 2009 | 0 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Cecil County

BACKGROUND

Population: 85,951 people

Land Area: 348 sq. miles

Density: 247 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 16,218

Total number of

High schools: 5

Middle Schools: 6

Elementary Schools: 17

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.00%

African American: 9 %

Asian/Pacific Islander: 1.00%

Caucasian: 86%

Hispanic: 3%

Free/Reduced lunch: 31.05%

BUSING

Busing Policy: Busing provided

Students bussed: 11,066, (14,761 eligible)

Percentage of student body bussed: 68%

Annual busing budget: \$9.4 million

Hazard busing total: Included in counts for eligible for busing

Magnet School busing (Y/N): Not provided

CONTACT

Website: <http://www.ccps.org/>

Superintendent: Henry Shaffer

Address:

Phone: 410-996-5499

Email: hshaffer@ccps.org

Secondary Contact:

Contact: Bob Markwardt*

Phone: 140-996-5414

Email: WebMasterTrans@ccps.org

Public School District Profile: Cecil County

ENCOURAGEMENT PROGRAMS

None

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

None

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None reported | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | 0 | \$ 0 |
| 2008 | 0 | \$ 0 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 0 |
| 2006 | 0 |
| 2007 | 0 |
| 2008 | 0 |
| 2009 | 0 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Charles County

BACKGROUND

Population: 120,546 people

Land Area: 461 sq. miles

Density: 261 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 26,727

Total number of

High schools: 6

Middle Schools: 8

Elementary Schools: 21

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.80%

African American: 53.29 %

Asian/Pacific Islander: 3.30%

Caucasian: 39%

Hispanic: 3.60%

Free/Reduced lunch: 24.%

BUSING

Busing Policy: Busing provided

Students bussed: 24,000 ride daily

Percentage of student body bussed: 90%

Annual busing budget: \$21 million

Hazard busing total: Not reported

Magnet School busing (Y/N): Yes

CONTACT

Website:

<http://www2.ccboe.com/boe/profiles.cfm>

Superintendent: James E. Richmond

Address:

Phone:

Email: jrichmond@ccboe.com

Secondary Contact:

Contact: Donna Ratti

Phone: 301-934-7223

Email: dratti@ccboe.com

Public School District Profile: Charles County

ENCOURAGEMENT PROGRAMS

None

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

None

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None reported | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | 0 | \$ 0 |
| 2008 | 0 | \$ 0 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 0 |
| 2006 | 0 |
| 2007 | 0 |
| 2008 | 0 |
| 2009 | 0 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Dorchester County

BACKGROUND

Population: 30,674 people

Land Area: 557 sq. miles

Density: 55 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: over 5,000

Total number of

High schools: 2

Middle Schools: 2

Elementary Schools: 7

DEMOGRAPHICS

Race/Ethnicity

American Indian: <1%

African American: 41 %

Asian/Pacific Islander: <1%

Caucasian: 55%

Hispanic: 2%

Free/Reduced lunch: 52.90%

BUSING

Busing Policy: Busing provided

Students bussed: 4,600

Percentage of student body bussed: 92%

Annual busing budget: Not reported

Hazard busing total: N/A

Magnet School busing (Y/N): No

CONTACT

Website: <http://www.dcps.k12.md.us/>

Superintendent: Dr. Fred Hildenbrand

Address:

Phone: 410-228-4747

Email: hildenbrandf@dcpsmd.org

Secondary Contact:

Contact: Bill Fleming

Phone: 410-221-1111 1044

Email: flemingb@dcpsmd.org

Public School District Profile: Dorchester County

ENCOURAGEMENT PROGRAMS

The County Health Department helps with promoting Safe Routes to School efforts. Schools participate in Walk to School Day.

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

Dorchester County Health Department

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None reported | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | 6 | \$ 337800 |
| 2008 | 6 | \$ 64000 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 4 |
| 2006 | 2 |
| 2007 | 1 |
| 2008 | 2 |
| 2009 | 1 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Frederick County

BACKGROUND

Population: 195,277 people

Land Area: 662 sq. miles

Density: 294 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 40,155

Total number of

High schools: 9

Middle Schools: 13

Elementary Schools: 36

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.40%

African American: 12.30 %

Asian/Pacific Islander: 4.80%

Caucasian: 74.29%

Hispanic: 8.199%

Free/Reduced lunch: 18.469%

BUSING

Busing Policy: Busing provided

Students bussed: 29,000

Percentage of student body bussed: 72%

Annual busing budget: Not reported

Hazard busing total: Not reported

Magnet School busing (Y/N): Not provided

CONTACT

Website:

<http://www.fcps.org/fcps/site/default.asp>

Superintendent: Dr. Linda D. Burgee

Address:

Phone: 301-696-6910

Email: superintendent@fcps.org

Secondary Contact:

Contact: Veronica Lowe*

Phone: 301-644-5375

Email: Transportation@fcps.org

Public School District Profile: Frederick County

ENCOURAGEMENT PROGRAMS

Schools participate in International Walk to School Day. Schools also host bike rodeos, organize walking school buses and distribute Safe Walking Maps. Some schools that have worked with the state's Safe Routes to School Program have received money and

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

Frederick County division of Planning, Frederick peddlers bicycle club, Frederick County Health Department

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None reported | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | Not listed | \$ 385800 |
| 2008 | Not listed | \$ 143500 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 1 |
| 2006 | 4 |
| 2007 | 0 |
| 2008 | 4 |
| 2009 | 4 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Garret County

BACKGROUND

Population: 52,767

Land Area: 20 sq. miles

Density: 2584

Geography:

Terrain:

SCHOOLS

Total enrollment:

Total number of

High schools: 2

Middle Schools: 2

Elementary Schools: 11

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.00%

African American: 0 %

Asian/Pacific Islander: 0.00%

Caucasian: 99%

Hispanic: 0%

Free/Reduced lunch: 43.13%

BUSING

Busing Policy: Busing provided

Students bussed:

Percentage of student body bussed: 80%

Annual busing budget: \$4,217,000

Hazard busing total: N/A

Magnet School busing (Y/N): No

CONTACT

Website: <http://www.ga.k12.md.us/>

Superintendent: Dr. Wendell Teets

Address: 812 Tamarack Circle, Mt. Lake Park, MD 21550

Phone: 301-533-4497 (home), 301-334-8901 (office)

Email:

Secondary Contact:

Contact: Bill Ewing

Phone:

Email: bewing@GA.K12.MD.US

Public School District Profile: Garret County

ENCOURAGEMENT PROGRAMS

State Safe Routes to School program

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

None reported

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None reported | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | 13 | \$ 62200 |
| 2008 | 13 | \$ 7800 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 0 |
| 2006 | 0 |
| 2007 | 0 |
| 2008 | 0 |
| 2009 | 0 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Harford County

BACKGROUND

Population: 21,8590 people

Land Area: 440 sq. miles

Density: 496 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 39175

Total number of

High schools: 10

Middle Schools: 10

Elementary Schools: 32

DEMOGRAPHICS

Race/Ethnicity

American Indian: 1.00%

African American: 19 %

Asian/Pacific Islander: 3.00%

Caucasian: 74%

Hispanic: 3%

Free/Reduced lunch: 22.78%

BUSING

Busing Policy: Busing provided

Students bussed: 34,397

Percentage of student body bussed: 87%

Annual busing budget: Approximately \$29 million

Hazard busing total: Not reported

Magnet School busing (Y/N): Yes

CONTACT

Website: <http://www.hcps.org/Default.aspx>

Superintendent: Patricia L. Skebeck

Address:

Phone:

Email: Pat.Skebeck@hcps.org

Secondary Contact:

Contact: Charles Taibi

Phone: 410-638-4092

Email:

Public School District Profile: Harford County

ENCOURAGEMENT PROGRAMS

None at the district level. Some schools work with the physical education and health departments to promote active lifestyles.

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

Board of education departments of physical education and health, Harford Health and Safety Committee (includes representation from the Board of Education, Law enforcement, Alcohol Commission)

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None reported | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | 1 | \$ 37100 |
| 2008 | 1 | \$ 54200 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 1 |
| 2006 | 0 |
| 2007 | 0 |
| 2008 | 1 |
| 2009 | 0 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Howard County

BACKGROUND

Population: 247,842 people

Land Area: 252 sq. miles

Density: 983 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 48,918

Total number of

High schools: 12

Middle Schools: 18

Elementary Schools: 40

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.30%

African American: 21.30 %

Asian/Pacific Islander: 15.60%

Caucasian: 54.5%

Hispanic: 5.5%

Free/Reduced lunch: 12.88%

BUSING

Busing Policy: Busing provided

Students bussed: 38,000

Percentage of student body bussed: 77%

Annual busing budget: \$31 million

Hazard busing total: Not reported

Magnet School busing (Y/N): No

CONTACT

Website: <http://www.hcpss.org/>

Superintendent: Dr. Sydney L. Cousin

Address:

Phone: 410-313-6600 6674

Email:

Secondary Contact:

Contact: Julian Katz

Phone: 410-313-6755

Email: publicinfo@hcpss.org

Public School District Profile: Howard County

ENCOURAGEMENT PROGRAMS

Some schools encourage students to bike to school.

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

Advocacy groups (names not given)

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | Not reported | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | Not listed | \$ 232000 |
| 2008 | Not listed | \$ 0 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 3 |
| 2006 | 10 |
| 2007 | 3 |
| 2008 | 4 |
| 2009 | 3 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Kent County

BACKGROUND

Population: 19,197 people

Land Area: 279 sq. miles

Density: 68 people per square mile

Geography: Rural

Terrain:

SCHOOLS

Total enrollment: 2,274

Total number of

High schools: 4

Middle Schools: 3

Elementary Schools: 1

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.00%

African American: 25 %

Asian/Pacific Islander: 0.50%

Caucasian: 68%

Hispanic: 5%

Free/Reduced lunch: 41.47%

BUSING

Busing Policy: Busing provided for all students that request

Students bussed: 2,274

Percentage of student body bussed: 100%

Annual busing budget: Transportation budget is: \$2,230,893. Bussing contracts account for \$1,461,525 of this amount.

Hazard busing total: 2,200

Magnet School busing (Y/N): Yes

CONTACT

Website: <http://www.kent.k12.md.us/>

Superintendent: Dr. A Barbara Wheeler

Address: 215 Washington Avenue
Chestertown, MD 21620

Phone: (410) 778-1595

Email: bwheeler@kent.k12.md.us

Secondary Contact:

Contact:

Phone:

Email:

Public School District Profile: Kent County

ENCOURAGEMENT PROGRAMS

Kent County attempted to encourage bicycling and walking to school in a variety of ways, much of which have been funded by an SRTS grant: 1) Bike racks installed at three elementary and three middle schools; 2) Sidewalks and signage to be installed at Che

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

Yes, county has active SRTS groups. See previous answer.

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | | | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | 11 | \$ 67400 |
| 2008 | 11 | \$ 72800 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 0 |
| 2006 | 0 |
| 2007 | 0 |
| 2008 | 2 |
| 2009 | 3 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Montgomery County

BACKGROUND

Population: 873,341 people
Land Area: 495 sq. miles
Density: 1,760 people per square mile
Geography: Suburban
Terrain:

SCHOOLS

Total enrollment: 139,000
Total number of
High schools: 25
Middle Schools: 38
Elementary Schools: 130

DEMOGRAPHICS

Race/Ethnicity
American Indian: 0.30%
African American: 22.89 %
Asian/Pacific Islander: 15.20%
Caucasian: 40.10%
Hispanic: 21.5%
Free/Reduced lunch: 27.09%

BUSING

Busing Policy: Busing provided
Students bussed: 96,000
Percentage of student body bussed: 69%
Annual busing budget: \$90 million
Hazard busing total: Not reported
Magnet School busing (Y/N): Yes

CONTACT

Website:
Superintendent: Jerry D. Weast, Ed.D.
Address: 850 Hungerford Drive, Room 122,
Rockville 20850
Phone: 301-279-3381
Email: Suzanne_Peang-Meth@mcpsmd.org
Secondary Contact:
Contact: Cynthia Loeb
Phone: 301-279-3848
Email: Cynthia_Loeb@mcpsmd.org

Public School District Profile: Montgomery County

ENCOURAGEMENT PROGRAMS

Some schools organize Walking School Buses. All schools get safety patrol programs from police officers.

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

Local law enforcement

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | Not reported | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | 13 | \$ 1433300 |
| 2008 | 13 | \$ 450900 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 32 |
| 2006 | 21 |
| 2007 | 35 |
| 2008 | 34 |
| 2009 | 21 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Prince George's County

BACKGROUND

Population: 801,515 people
Land Area: 485 sq. miles
Density: 1,652 people per square mile
Geography: Suburban
Terrain:

SCHOOLS

Total enrollment: 128017
Total number of
High schools: 24
Middle Schools: 32
Elementary Schools: 142

DEMOGRAPHICS

Race/Ethnicity
American Indian: 0.42%
African American: 74.15 %
Asian/Pacific Islander: 2.93%
Caucasian: 5.09%
Hispanic: 17.37%

Free/Reduced lunch: 46.75%

BUSING

Busing Policy: Busing provided
Students bussed: 90,536
Percentage of student body bussed: 70%
Annual busing budget: Not reported
Hazard busing total: Not reported
Magnet School busing (Y/N): No

CONTACT

Website: <http://www1.pgcps.org/>
Superintendent: William R. Hite, Jr., Ed.D.
Address: 14201 School Lane, Upper
Marlboro, MD 20772

Phone: 301-952-6008

Email: william.hite@pgcps.org

Secondary Contact:

Contact: Michael Dodson

Phone: 301-952-6572

Email:

Public School District Profile: Prince George's County

ENCOURAGEMENT PROGRAMS

None at the district level.

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

None

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|-------------|------------|--------------------|-----------------|
| None | | | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | Not listed | \$ 88100 |
| 2008 | 12 | \$ 77400 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 4 |
| 2006 | 2 |
| 2007 | 3 |
| 2008 | 2 |
| 2009 | 3 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Queen Anne County

BACKGROUND

Population: 40,563

Land Area: 372 sq. miles

Density: 109 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment:

Total number of

High schools: 2

Middle Schools: 4

Elementary Schools: 8

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.00%

African American: 8 %

Asian/Pacific Islander: 1.00%

Caucasian: 88%

Hispanic: 2%

Free/Reduced lunch: 16.82%

BUSING

Busing Policy: Busing provided

Students bussed: 7700

Percentage of student body bussed: 98%

Annual busing budget: \$5.9 million

Hazard busing total: 0

Magnet School busing (Y/N): n

CONTACT

Website:

<http://qacps.schoolwires.net/qacps/site/default.asp>

Superintendent: Dr. Carol A. Williamson

Address:

Phone: (410)758-2403 126

Email: williamc@qacps.k12.md.us

Secondary Contact:

Contact:

Phone:

Email:

Public School District Profile: Queen Anne County

ENCOURAGEMENT PROGRAMS

None

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

None

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None | |

What would need to change?

Sidewalks

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | 0 | \$ 0 |
| 2008 | 0 | \$ 0 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 0 |
| 2006 | 0 |
| 2007 | 0 |
| 2008 | 0 |
| 2009 | 0 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Somerset County

BACKGROUND

Population: 24,747 people

Land Area: 327 sq. miles

Density: 75 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 2,910

Total number of

High schools: 3

Middle Schools: 1

Elementary Schools: 5

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.00%

African American: 47 %

Asian/Pacific Islander: 1.00%

Caucasian: 48%

Hispanic: 5%

Free/Reduced lunch: 25.03%

BUSING

Busing Policy: Busing provided

Students bussed: 2,875

Percentage of student body bussed: 98%

Annual busing budget: Not reported

Hazard busing total: N/A

Magnet School busing (Y/N): No

CONTACT

Website: <http://www.somerset.k12.md.us/>

Superintendent: Karen-Lee N. Brofee, Ed. D

Address: 7982-A Tawes Campus Drive,
Westover, Maryland 21871

Phone: 410-621-6226

Email: kbrofee@somerset.k12.md.us

Secondary Contact:

Contact: Rodger Daugherty

Phone: 410-621-6227

Email: rdaugherty@somerset.k12.md.us

Public School District Profile: Somerset County

ENCOURAGEMENT PROGRAMS

None

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

Physical education teachers, local law enforcement

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | Not listed | \$ 56800 |
| 2008 | Not listed | \$ 86800 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 0 |
| 2006 | 0 |
| 2007 | 0 |
| 2008 | 1 |
| 2009 | 0 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: St. Mary's County

BACKGROUND

Population: 86,211 people

Land Area: 361 sq. miles

Density: 238 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: approx 17,000

Total number of

High schools: 8

Middle Schools: 4

Elementary Schools: 18

DEMOGRAPHICS

Race/Ethnicity

American Indian: 1.00%

African American: 20 %

Asian/Pacific Islander: 3.00%

Caucasian: 74%

Hispanic: 3%

Free/Reduced lunch: 58.21%

BUSING

Busing Policy: Busing provided

Students bussed: 16,150

Percentage of student body bussed: 95%

Annual busing budget: \$13 million

Hazard busing total: Not reported

Magnet School busing (Y/N): Yes

CONTACT

Website: <http://www.smcps.k12.md.us/>

Superintendent: Dr. Michael J. Martirano

Address:

Phone:

Email:

Secondary Contact:

Contact: Jeffrey Thompson

Phone: (301) 475-4256 2

Email: jkthompson@smcps.org

Public School District Profile: St. Mary's County

ENCOURAGEMENT PROGRAMS

Some schools participate in the state's Safe routes to School Program

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

Regional Highway Safety Group, Department of Natural Resources, Board of Education

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | 0 | \$ 0 |
| 2008 | 0 | \$ 0 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 0 |
| 2006 | 0 |
| 2007 | 0 |
| 2008 | 1 |
| 2009 | 0 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Talbot County

BACKGROUND

Population: 33,812 people

Land Area: 269 sq. miles

Density: 125 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 4,396

Total number of

High schools: 1

Middle Schools: 2

Elementary Schools: 5

DEMOGRAPHICS

Race/Ethnicity

American Indian: <1%

African American: 20.87%

Asian/Pacific Islander: 1.91%

Caucasian: 70.84%

Hispanic: 6.21%

Free/Reduced lunch: 31.53%

BUSING

Busing Policy: Busing provided

Students bussed: 2,500

Percentage of student body bussed: 56%

Annual busing budget: \$2.5 million

Hazard busing total: Waiting to hear back from Lance on this. Did not have info handy when we talked on the phone.

Magnet School busing (Y/N): No

CONTACT

Website: <http://www.tcps.k12.md.us/>

Superintendent: Dr. Karen B. Salmon

Address:

Phone:

Email:

Secondary Contact:

Contact: John Masone

Phone: 410-822-0330

Email: jmasone@tcps.k12.md.us

Public School District Profile: Talbot County

ENCOURAGEMENT PROGRAMS

Bike racks provided at schools

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

No

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | 0 | \$ 0 |
| 2008 | 0 | \$ 0 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 0 |
| 2006 | 0 |
| 2007 | 0 |
| 2008 | 0 |
| 2009 | 0 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Washington County

BACKGROUND

Population: 131,923 people

Land Area: 458 sq. miles

Density: 288 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 21,731

Total number of

High schools: 8

Middle Schools: 8

Elementary Schools: 26

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.00%

African American: 12 %

Asian/Pacific Islander: 2.00%

Caucasian: 83%

Hispanic: 4%

Free/Reduced lunch: 41.24%

BUSING

Busing Policy: Busing provided m only two consistent locations in the morning and to only two consistent locations at the end of the school day.

Students bussed: 20,000

Percentage of student body bussed: 92%

Annual busing budget: \$9.5 million

Hazard busing total: Not reported

Magnet School busing (Y/N): Yes

CONTACT

Website: <http://www.wcps.k12.md.us/>

Superintendent: Dr. Elizabeth M. Morgan

Address:

Phone: 301-766-2816

Email:

Secondary Contact:

Contact: Jill Burkhart

Phone: 301-766-8708

Email: burkhjil@wco.k12.md.us

Public School District Profile: Washington County

ENCOURAGEMENT PROGRAMS

Some schools participate in the state's Safe routes to School Program

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

Washington County Health Department

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | 11 | \$ 604100 |
| 2008 | 11 | \$ 63500 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 0 |
| 2006 | 0 |
| 2007 | 3 |
| 2008 | 1 |
| 2009 | 0 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Wicomico County

BACKGROUND

Population: 84,644 people

Land Area: 377 sq. miles

Density: 224 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 14,399

Total number of

High schools: 4

Middle Schools: 4

Elementary Schools: 17

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.15%

African American: 36.89 %

Asian/Pacific Islander: 3.10%

Caucasian: 55.399%

Hispanic: 4.40%

Free/Reduced lunch: 51.04%

BUSING

Busing Policy: Busing provided

Students bussed: 12,400

Percentage of student body bussed: 86%

Annual busing budget: \$8,238,009

Hazard busing total: Not reported

Magnet School busing (Y/N): Yes

CONTACT

Website: <http://www.wcboe.org/>

Superintendent: Dr. John Fredericksen

Address:

Phone:

Email: jfrederi@wcboe.org

Secondary Contact:

Contact: Board of Education

Phone: (410) 677-4400

Email:

Public School District Profile: Wicomico County

ENCOURAGEMENT PROGRAMS

None

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

N/A

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | Not listed | \$ 238000 |
| 2008 | 0 | \$ 0 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 1 |
| 2006 | 0 |
| 2007 | 0 |
| 2008 | 0 |
| 2009 | 0 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools

Public School District Profile: Worcester County

BACKGROUND

Population: 46,543 people

Land Area: 473 sq. miles

Density: 98 people per square mile

Geography:

Terrain:

SCHOOLS

Total enrollment: 6,747

Total number of

High schools: 4

Middle Schools: 4

Elementary Schools: 5

DEMOGRAPHICS

Race/Ethnicity

American Indian: 0.39%

African American: 23.30 %

Asian/Pacific Islander: 1.55%

Caucasian: 71.09%

Hispanic: 3.62%

Free/Reduced lunch: 35.84%

BUSING

Busing Policy: Busing provided--92% of students qualify

Students bussed: Not reported

Percentage of student body bussed: Not reported

Annual busing budget: Not reported

Hazard busing total: Not reported

Magnet School busing (Y/N): Yes

CONTACT

Website: <http://www.worcester.k12.md.us/>

Superintendent: Dr. Jon Andes

Address:

Phone: 410-632-5021

Email:

Secondary Contact:

Contact: Steve Price*

Phone: 410-632-5013

Email:

Public School District Profile: Worcester County

ENCOURAGEMENT PROGRAMS

none

GROUPS INVOLVED IN WALKING AND BICYCLING SAFETY

Worcester Board of Education Health Department

SCHOOL TRAVEL POLICIES

| Policy | Boundaries | Liability Concerns | Safety Concerns |
|--------|------------|--------------------|-----------------|
| None | None | None | |

SCHOOLS WITH SAFE ROUTES TO SCHOOL PROGRAMS*

| Year | Number of Schools Participating | Award Amount |
|------|---------------------------------|--------------|
| 2006 | 0 | \$ 0 |
| 2007 | Not listed | \$ 347700 |
| 2008 | 0 | \$ 0 |
| 2009 | | \$ |

WALK TO SCHOOL DAY PARTICIPATION

| Year | Number of Schools Participating |
|------|---------------------------------|
| 2005 | 0 |
| 2006 | 0 |
| 2007 | 0 |
| 2008 | 2 |
| 2009 | 1 |

*Data provided by the National Center for Safe Routes to School. This data may include private schools



**Maryland Department
of Transportation**

7201 Corporate Center Drive Hanover Maryland 21076

Martin O' Malley, Governor | Anthony G. Brown, Lt. Governor | Beverley K. Swaim-Staley, Secretary