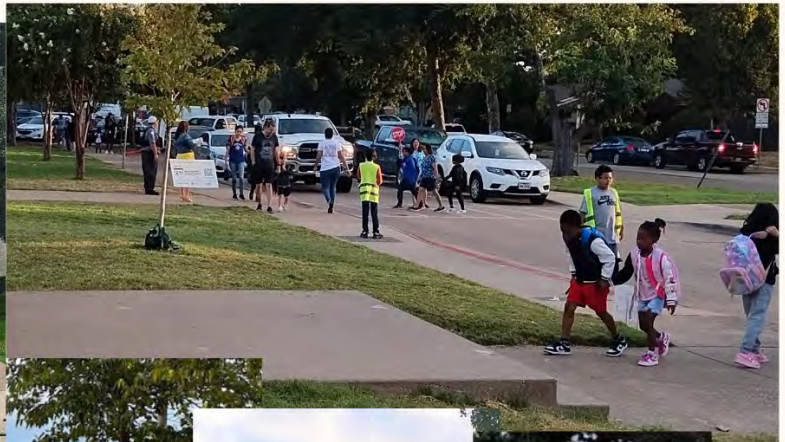


Dover Elementary Safe Routes to School Plan

City of Richardson
Richardson Independent School District
June 2025

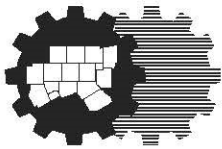


What is NCTCOG?

The **North Central Texas Council of Governments** (NCTCOG) is a voluntary association of, by, and for **local governments** within the 16-county North Central Texas Region. The agency was established by state enabling legislation in 1966 to assist local governments in **planning** for common needs, **cooperating** for mutual benefit, and **coordinating** for sound regional development. Its purpose is to strengthen both the individual and collective power of local governments, and to help them recognize regional opportunities, resolve regional problems, eliminate unnecessary duplication, and make joint regional decisions – as well as to develop the means to implement those decisions.

North Central Texas is a 16-county **metropolitan region** centered around Dallas and Fort Worth. The region has a population of more than 8 million (which is larger than 38 states), and an area of approximately 12,800 square miles (which is larger than nine states). NCTCOG has 235 member governments, including all 16 counties, 170 cities, 20 independent school districts, and 29 special districts.

NCTCOG's **structure** is relatively simple. An elected or appointed public official from each member government makes up the **General Assembly** which annually elects NCTCOG's **Executive Board**. The Executive Board is composed of 17 locally elected officials and one ex-officio non-voting member of the legislature. The Executive Board is the policy-making body for all activities undertaken by NCTCOG, including program activities and decisions, regional plans, and fiscal and budgetary policies. The Board is supported by policy development, technical advisory and study **committees** – and a professional staff led by **Todd B. Little**, Executive Director.



NCTCOG's offices are located in Arlington in the Centerpoint Two Building at 616 Six Flags Drive (approximately one-half mile south of the main entrance to Six Flags Over Texas).

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NCTCOG's Department of Transportation

Since 1974 NCTCOG has served as the Metropolitan Planning Organization (MPO) for transportation for the Dallas-Fort Worth area. NCTCOG's Department of Transportation is responsible for the regional planning process for all modes of transportation. The department provides technical support and staff assistance to the Regional Transportation Council and its technical committees, which compose the MPO policy-making structure. In addition, the department provides technical assistance to the local governments of North Central Texas in planning, coordinating, and implementing transportation decisions.

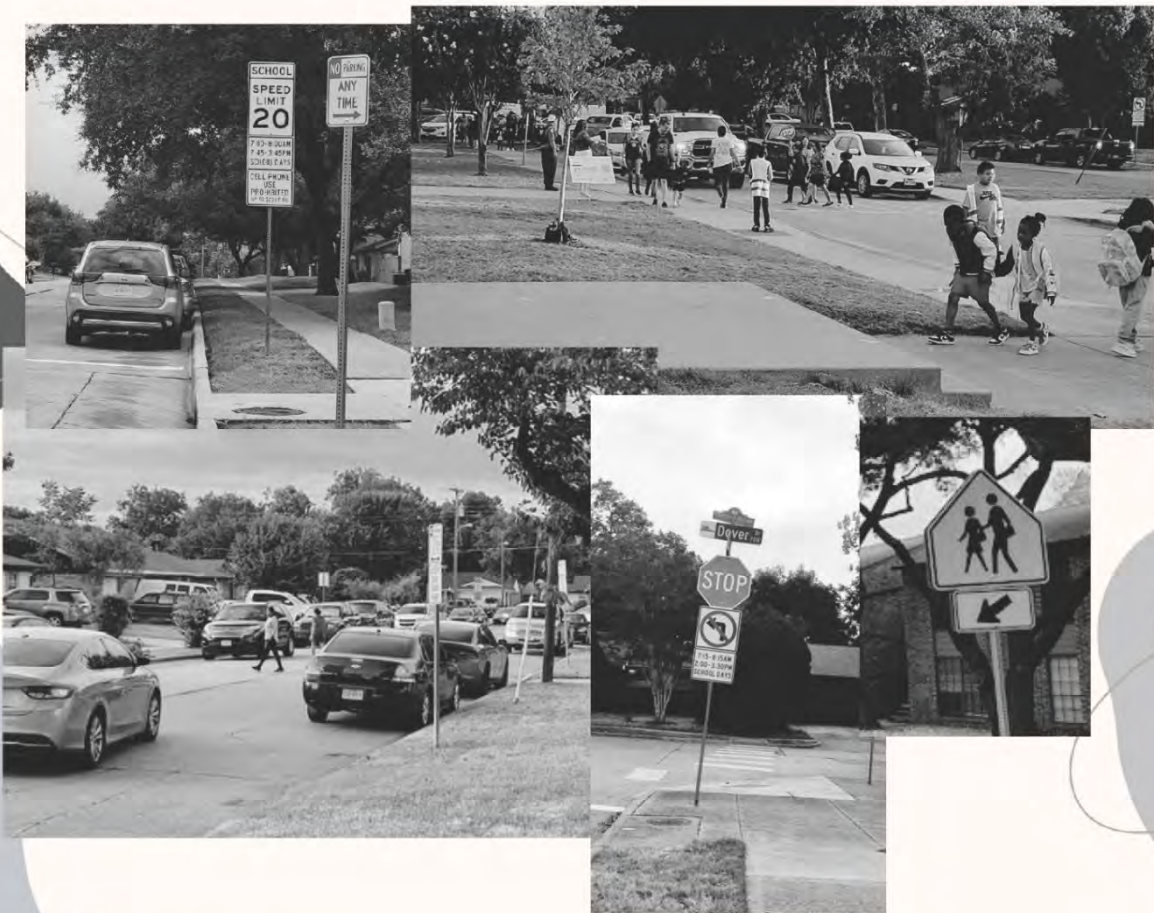
Prepared in cooperation with the Texas Department of Transportation and the U.S. Department of Transportation, Federal Highway Administration, and Federal Transit Administration.

The contents of this report reflect the views of the authors who are responsible for the opinions, findings, and conclusions presented herein. The contents do not necessarily reflect the views or policies of the Federal Highway Administration, the Federal Transit Administration, or the Texas Department of Transportation.

Dover Elementary

Safe Routes to School Plan

City of Richardson
Richardson Independent School District
June 2025



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Appendix

1. Parent survey questions and results
2. Active transportation to school safety resources
3. Parent meeting promotional materials, posters, and photos

Project Background

Over the past generation, student travel to school by walking and bicycling has declined dramatically across the United States: in 1969, nearly 50 percent of all children walked or biked to school, compared to only 10 percent in 2017.^{1 2} Further, childhood obesity has more than doubled in the past three decades.³ There is a growing body of research that has linked these trends with fundamental infrastructure changes in our communities that discourage people from walking, including suburban sprawl, increasing speed and volume of motor vehicle traffic, and roads designed and maintained without consideration of pedestrian safety or comfort.

Safe Routes to School (SRTS) is a nationwide initiative dedicated to reversing these trends and encouraging more children to walk and bicycle to school. SRTS employs the “Es” to meet these goals: Engineering, Education, Encouragement, Enforcement, Equity, Engagement, and Evaluation.

- **Engineering:** Engineering measures include the design, construction and maintenance of physical infrastructure that can improve the safety and comfort of students walking and bicycling to school.
- **Education:** Educational programs teach students bicycle, pedestrian, and traffic safety skills, and teach drivers how to drive safely around schools and share the road.
- **Encouragement:** Encouragement programs serve to promote walking and biking as safe and healthy forms of transportation. Encouragement strategies are intended to be fun and generate excitement and enthusiasm about walking and bicycling.
- **Enforcement:** Strategies to deter unsafe behaviors on the part of motorists as well as bicyclists and pedestrians. Emphasize education and awareness of traffic laws and combine with the other Es.
- **Equity:** Ensuring that Safe Routes to School initiatives are providing safe, healthy, and fair outcomes for all students.
- **Engagement:** All Safe Routes to School initiatives should begin by listening to students, families, teachers, and school leaders and working with existing community organizations to build intentional, ongoing engagement opportunities into the program structure.
- **Evaluation:** Evaluation of the SRTS plan is important to understanding whether the plan is being implemented, the effectiveness of the recommended projects and activities, and to identify any needed adjustments.

Plan Purpose

The purpose of this SRTS plan is to identify measures, including both infrastructure projects and programmatic activities, that will make it safer and more comfortable for students to walk and bicycle to Dover Elementary School in Richardson, Texas from the surrounding neighborhood. These recommended measures will serve as an action plan which, when carried out by the local project stakeholders, will encourage and enable more students to walk and bicycle to school and to nearby destinations as part of school-related activities. The local stakeholders include the City of Richardson, Richardson Independent School District (ISD), and Dover Elementary School. The SRTS project team and implementing agencies are summarized in Figure 1.

¹ McDonald N., Brown A., Marchetti L., & Pedroso M. (2011). U.S. School Travel 2009: An Assessment of Trends. American Journal of Preventive Medicine, 41(2), 146-151.

² FHWA NHTS Brief [TraveltoSchool_032519.pdf](#)

³ [Childhood and Adolescent Obesity in the United States: A Public Health Concern - PMC](#)

The project was initiated when City of Richardson staff requested assistance from the North Central Texas Council of Governments (NCTCOG) with developing SRTS plans through a Unified Planning Work Program (UPWP) request. The City requested NCTCOG to develop SRTS plans for all the elementary schools in the city. Due to NCTCOG staff time and resources, NCTCOG agreed to develop one detailed plan. The NCTCOG team worked with the City to identify schools with the greatest need for safety improvements. The criteria used to arrive at a school for SRTS plan development included nearby cyclist/pedestrian-involved crashes, average observed speeds, auto-only crashes, and historically underserved areas or populations. The NCTCOG team identified a list of five schools with the highest need, and City staff chose Dover Elementary School to be the focus of the SRTS plan.

Subsequently, walking safety audits were conducted by NCTCOG, City, and ISD staff to evaluate walking routes and existing barriers, and identify potential opportunities. A survey was also distributed to parents at Dover Elementary to assess how students currently get to and from school, and what the greatest issues are affecting parents' decisions to allow their child to walk or bike. The result of these activities is a list of recommended improvements and activities intended to make walking and bicycling to Dover Elementary a safer and more appealing alternative to driving.

Distance from school and crime in the neighborhood are generally the two most cited concerns from parents about letting their children walk and bike to school. However, this plan demonstrates that in the case of Dover Elementary, students have a relatively short distance to walk to school given the school's attendance boundary, and crime is a rare concern for parents in the area. Rather, parents and school staff have expressed concern about pedestrian safety due to traffic and driver behaviors. Implementing the infrastructure and education/encouragement recommendations for this neighborhood may therefore enable more children to walk and bike to Dover Elementary.

This SRTS Plan should be updated at regular intervals to reflect changes in priorities, leadership, and conditions.

Throughout the development of the SRTS Plan, NCTCOG engaged the stakeholders in Figure 1.

Figure 1: SRTS Project Team and Implementing Agencies

Organization	Role/Responsibility	Contact
City of Richardson	Engineering and Enforcement	Daniel Herrig, Mobility & Special Projects Mgr E: Daniel.Herrig@cor.gov P: 972-744-4321
		Michael Deasy, Mobility Planner E: Michael.Deasy@cor.gov P: 972-744-4334
Dover Elementary School	Education and Encouragement	Jennifer Balch, Principal E: Jennifer.Balch@risd.org P: 469-593-4200
		Shana Gaines, Assistant Principal E: Shana.Gaines@risd.org P: 469-593-4200
Richardson ISD	Engineering, Education, and Encouragement	Sandra Hayes, Assistant Superintendent E: Sandra.Hayes@risd.org P: 469-593-0377

School Profile

Dover Elementary School, built in 1958, is located on Dover Drive just south of Colfax Drive in Richardson, Texas.

Based on state funding criteria, Richardson ISD provides free bus service only to students who live more than two miles from school; all students who live less than two miles from school are expected to walk or be driven to school. Therefore, less than two miles is often considered to be the “walk zone” by school districts. The Dover Elementary attendance boundary extends less than two miles from the school in all directions, so most students must walk or be driven to school. This means safe and comfortable walking and biking conditions within the school’s attendance boundary is crucial.

Students at some of the apartment complexes near Dover were previously bused to Greenwood Hills Elementary, which was about two miles north of Dover Elementary. Greenwood Hills closed in 2024, so students at those apartment complexes now attend Dover. This means Dover has seen a sharp increase in the number of students that walk to and are dropped off at school, causing traffic and pedestrian safety challenges. Now, the only students who are bused to and from school are those in a central special education classroom and those within an attendance boundary for a school that does not have the capacity for them in their grade level.

According to the Census Bureau, Dover Elementary is in census tract 192.14, in which 65.3% of the population speaks a language other than English at home. That is compared to 43.2% in Dallas County. Further, 66.6% of the population in the census tract identifies as Hispanic or Latino.⁴ Dover Elementary is also characterized by a very high proportion (91.5%) of students that are considered economically disadvantaged.⁵

Location: 700 Dover Drive Richardson, Texas 75080

Number of students (From 2022 TEA Report Card): 535⁶

Grades served: PK-6

Student demographics (From 2022 TEA Report Card):

- Economically disadvantaged: 91%
- Emergent bilingual: 66.4%
- African American: 13.5%
- Hispanic: 79.1%
- White: 6.0%
- Asian: 0.2%
- Two or more races: 1.1%

School hours:

- School starts: 7:50 am
- Dismissal begins: 3:10 pm

⁴ [United States - Census Bureau Profile](#)

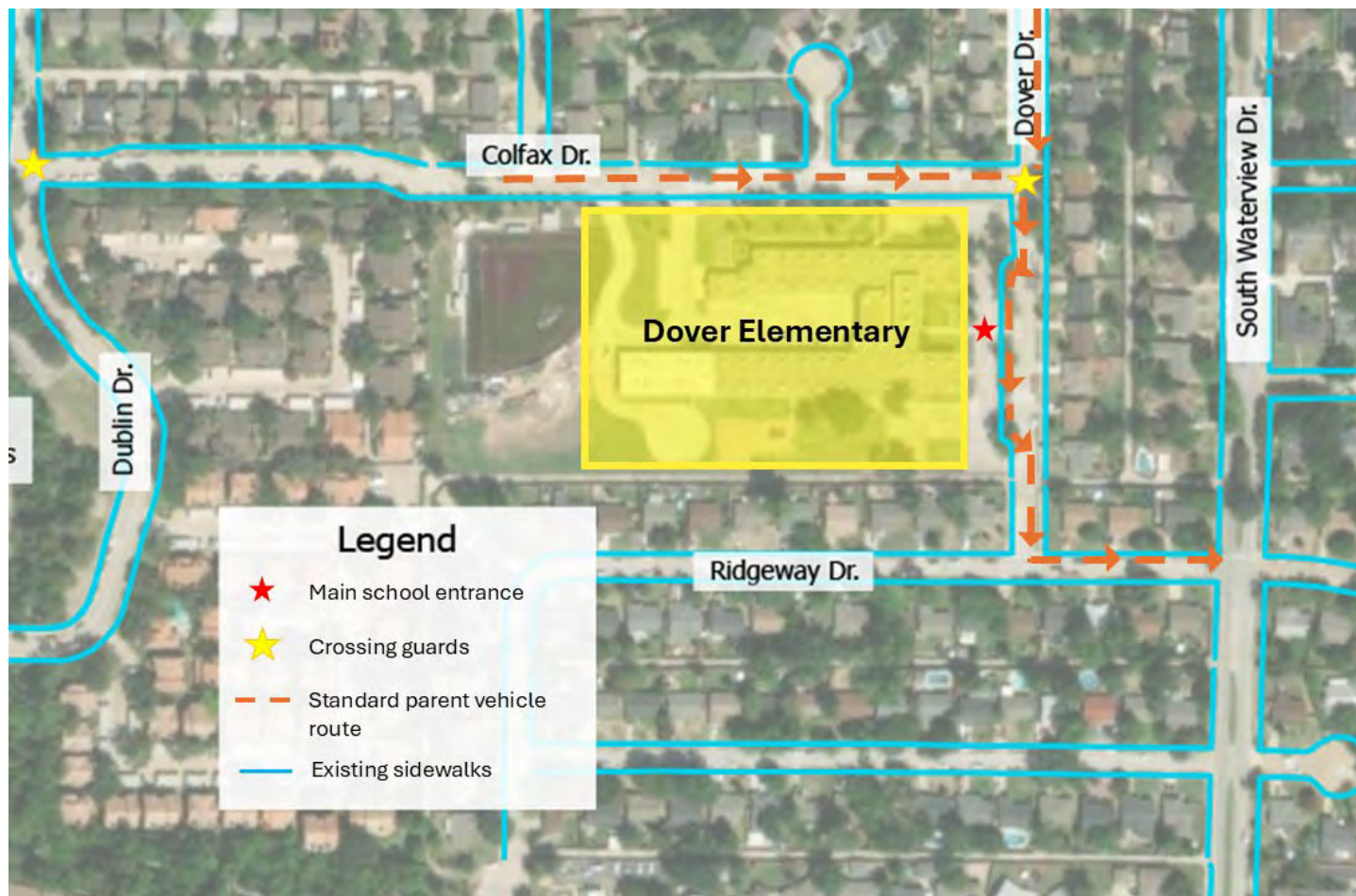
⁵ [Texas Education Agency School Report Cards](#)

⁶ [Texas Education Agency School Report Cards](#)

Drop-off and Pick-up Procedures

Figure 2 illustrates the drop-off and pick-up procedures at Dover. For both, vehicles travel southbound to form a line on Dover Drive and turn right to enter the drop-off/pick-up circle drive in front of the school at the north end of the drive. They then pull through and exit the driveway circle

Figure 2: Vehicle Traffic Circulation



drive on the south end by turning right onto Dover Drive. Parents of students with special needs may drop-off and pick-up students in the circle drive off Colfax Drive. Vehicles traveling northbound on Dover Drive are not allowed to turn left into the circle drive nor are vehicles exiting the circle drive allowed to turn left onto Dover. There is a “No Left Turn” sign for both movements effective during pick-up and drop-off hours.

For school pick-up, the teachers match the student with the parent using a number system that was assigned at the beginning of the school year. Some older students in reflective yellow vests help with the drop-off and pick-up procedures. Students walking to school usually enter through the front entrance off Dover Drive, but some enter through the side entrance off Colfax for certain purposes, such as the special education program.

Crossing Guards

Two crossing guards are placed to assist students walking or biking to/from Dover Elementary. One crossing guard is located at the intersection of Dover and Colfax and another at the intersection of Colfax and Dublin. Both help students cross at very busy intersections during pick-up and drop-off times.

Crossing guards are hired by the City of Richardson's Police Department and paid for through a 50/50 partnership between the City and Richardson ISD.

Evaluating Issues and Opportunities

Existing issues and opportunities were identified using a few methods:

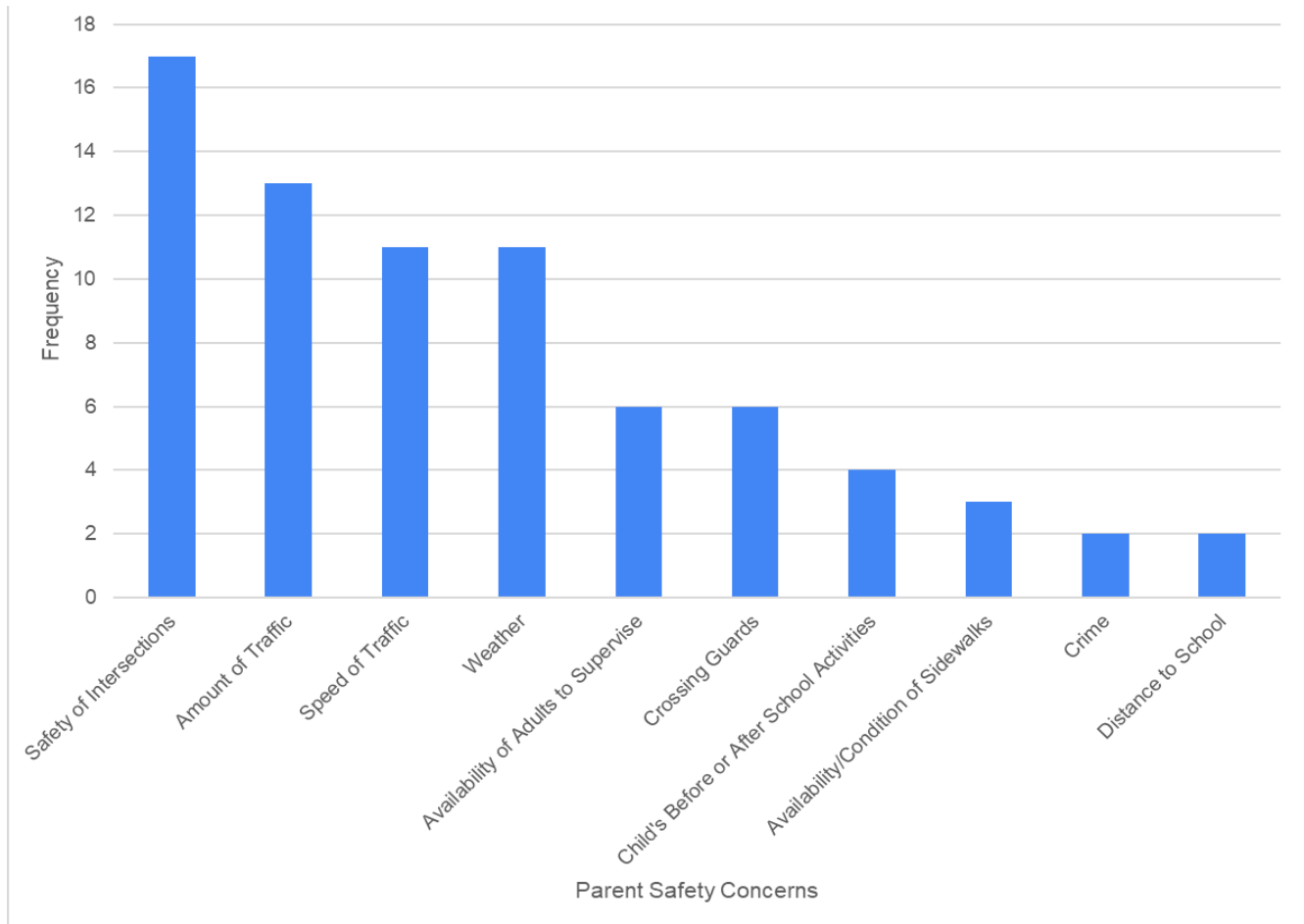
1. A survey of parents at Dover Elementary,
2. Meetings with school and community stakeholders,
3. A teacher-conducted tally at Dover Elementary about how students get to and from school,
4. An analysis of crash data and traffic counts,
5. A walking safety audit, and
6. School pickup and drop-off observations.

The following sections detail the findings of each of these activities and summarize the key issues and opportunities.

Parent Survey Results

The goal of the parent survey was to identify the major issues that affect a parent's decision to allow their child to walk or bicycle to/from school. The school distributed paper surveys during an open house event and sent a Google Forms survey to parents over text message. The survey asked parents to share concerns they have about letting their child walk or bike to school and factors that affect the parent's decision about how their child gets to school. Surveys were provided in English and Spanish. More about survey promotion is included in the Engagement section. Figure 3 is a summary of the 31 responses received electronically and on paper. A copy of the survey questions is in Appendix 1.

Figure 3: Parent Survey Results: Walking and Biking to School Safety Concerns



Safety at intersections was the greatest concern among parents who took the survey. This was often paired with a concern about the speed and amount of traffic along walking routes. Many respondents also noted that they wished there were more adults along the route to supervise children. Further, one respondent mentioned that there is no stop sign on Dumont at the intersection with Dover Drive, but there is a crosswalk there. The parent did not feel comfortable having a child walk in that crosswalk without a four-way stop at that intersection. Other comments included emphasizing a desire for more crossing guards in the area, encouraging more students and parents to walk and bike to school in general, better pedestrian lighting, and greater enforcement of speed and traffic rules. A complete list of parent comments is in Appendix 1.

Student Tally Results

A student tally was conducted in school classrooms to determine how students get to and from school. The results, in Figures 4 and 5, show that the first most popular option to get to and from school is driving in a family vehicle, and the second most popular option is to walk. The number of students being driven to school was above 60% for grades 1-5. Kindergartners were more likely than all other groups to walk to school versus being driven. Figure 4 shows the distribution of each mode of travel broken out by grade, while Figure 5 shows the average percentage of each mode of travel for the whole school.

Compared to national averages for travel mode to school shown in Figure 6, the student tally shows that Dover has significantly above average rates of walking to school in place of busing, while driving to school is still predominant and slightly above national averages. This suggests that the school's site within the neighborhood and attendance boundary within a walking zone, wherein busing is not provided, has resulted in above-average rates of walking and potential for students to walk to school more if conditions are improved and parents are assured of their safety.

Figure 4: Student Tally Results Broken out by Grade

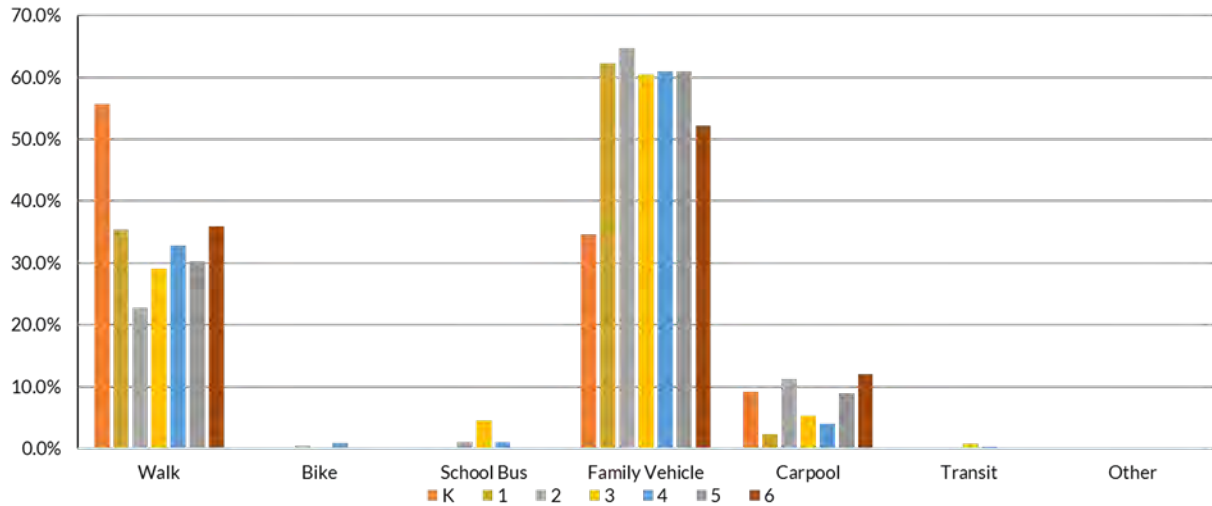


Figure 5: Student Tally Results: Dover Elementary Average Modes of Travel

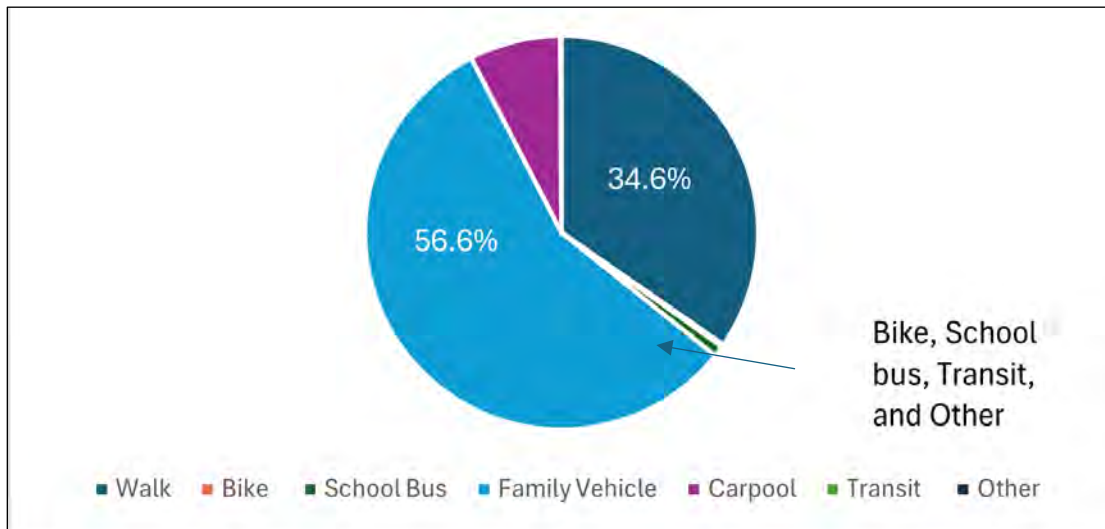
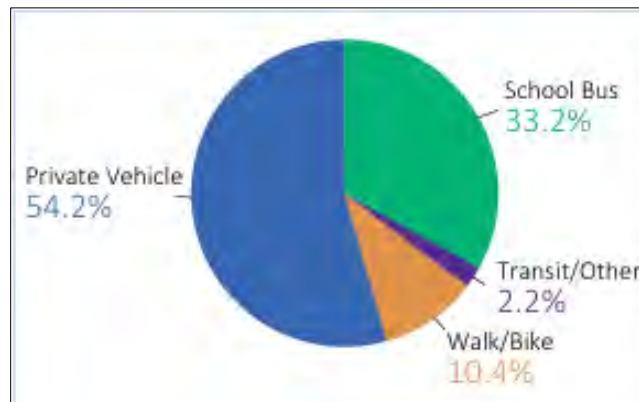


Figure 6: Means of travel from home to school in the United States for children ages 5-17 by percentage⁷



Crash Data and Traffic Counts

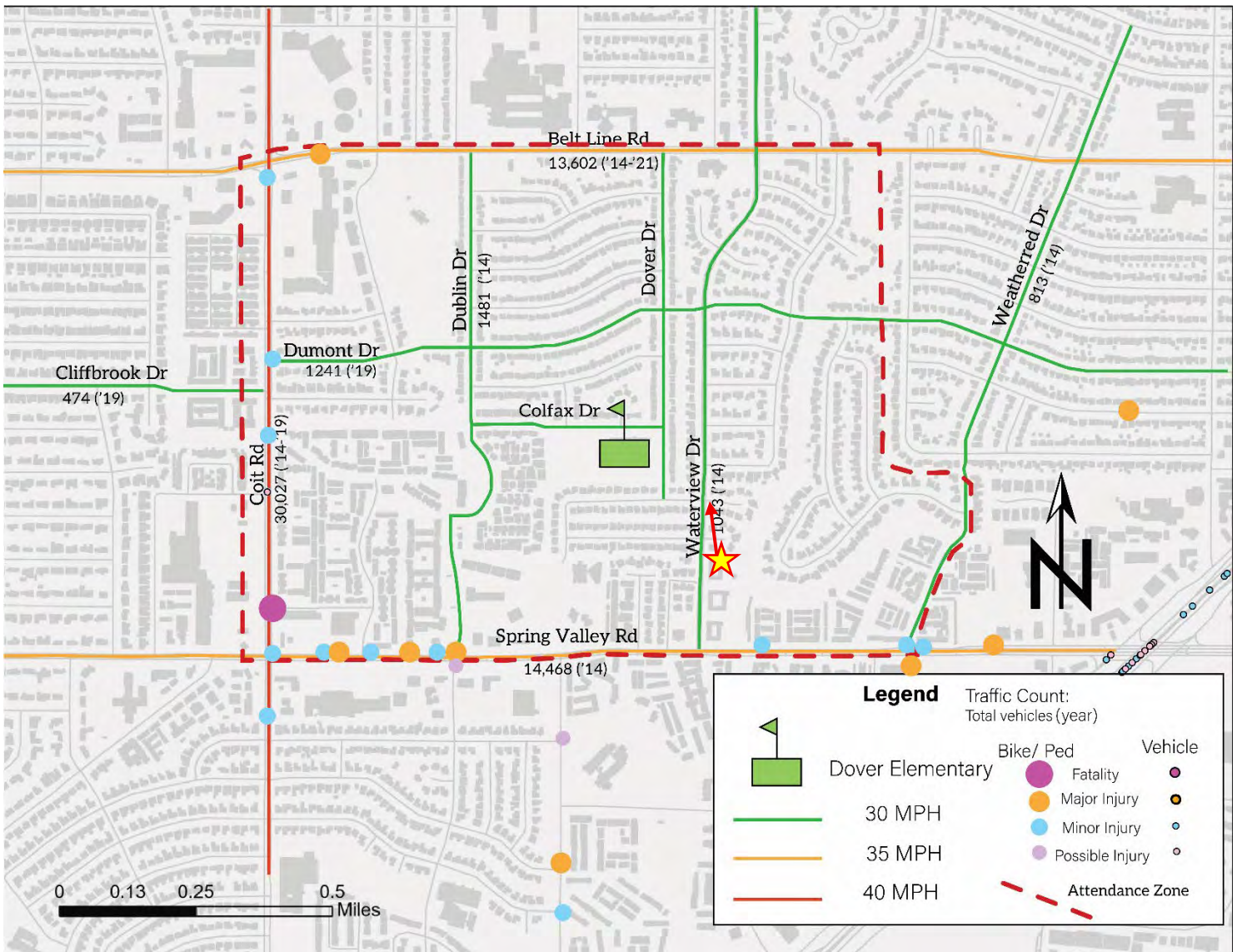
The locations of crashes between a motor vehicle and a pedestrian or bicyclist between 2019 and 2023 were obtained from the Texas Department of Transportation (TxDOT). The locations of the crashes around Dover Elementary are shown in Figure 7. There are no reported pedestrian or bicycle crashes within the attendance boundary between 2019 and 2023; however, two pedestrians, a mother and child, were hit in the crosswalk at the Waterview/Ridgeway intersection in 2024 according to the Richardson Police Department. Neither was seriously injured. The crosswalk where the collision occurred is starred in Figure 7.

There are several crashes involving pedestrians and bicycles along Coit Road and West Spring Valley Road, which are the western and southern boundaries of the attendance zone, respectively. Areas with large numbers of crashes indicate areas of safety concern for pedestrians. West Spring Valley Road was identified in NCTCOG's Pedestrian Safety Action Plan as a corridor with above-average rates of pedestrian crashes. The City worked with NCTCOG to conduct a Road Safety Audit on this corridor and will implement several pedestrian safety items identified in that plan in 2025.

Though the map shows a pattern of the higher speed roads having more crashes than the lower speed neighborhood roads, parents have expressed concern about speeding on Waterview and Colfax, making them apprehensive to let their children walk along those roads to school whether crashes have occurred there or not.

⁷ [National Household Travel Survey 2017](#)

Figure 7: School Attendance Boundary, Crashes, and Speeds



Existing Infrastructure

The sidewalks along Dover Drive and Colfax Drive are in good condition and have a five-foot buffer from the road; however, many driveways intersect the sidewalk. All intersection corners near the school feature curb ramps, though one does not meet Americans with Disabilities Act (ADA) standards (i.e., lacks truncated domes) and most do not meet Public Right-of-Way Accessibility Guidelines (PROWAG) (i.e., lack one curb ramp per intersection crosswalk). The intersection at the southern entrance of the La Mirada apartments (Dublin and Waterfall) has no pedestrian accommodation, while the north entrance at Dublin and Colfax has only one leg of the intersection marked and signed for a crosswalk. The 20-mph school zone signs on Dover and Colfax do not have flashing beacons; however, the school zone signs on Waterview Drive do. The crosswalk on Dover Drive at Colfax Drive is marked with an outdated “Crossing Here” sign and a crosswalk, and there is a crossing guard at that intersection. The signs and pavement markings are all in good condition.

There are many “No Parking” signs along Dover in front of the school, but they are small, spaced far apart, and may be confusing to read quickly. There are “No Right Turn” signs facing vehicles that are leaving school property and turning onto Colfax, and there is a “No Left Turn” sign facing vehicles exiting the pick-up/drop-off loop into Dover. These signs are so that cars avoid the Dover/Colfax intersection wherever possible. However, there is no enforcement of these signs unless teachers are standing nearby, and even then, teachers observed drivers ignoring the signs. The locations of crosswalks and traffic control signs serving the school are shown in Figure 8.

Figure 8: School Area Existing Conditions



School Context and Walk Zone

On September 10 and 11, 2024, NCTCOG staff completed a walking assessment and arrival/dismissal observations along with staff from Dover Elementary, Richardson ISD, City of Richardson Transportation and Mobility, and City of Richardson Police Department. Staff observed behaviors, student walking routes, and vehicular circulation patterns. Staff also inventoried and assessed the condition of pedestrian infrastructure, including sidewalks, curb ramps, signs, and pavement markings. The results of these assessments are summarized in the following sections.



Parents cross in the middle of Dover Dr. across from the school entrance without a crosswalk. Cars are parked on both sides of the road.

School Circulation

As stated in the Drop-Off and Pick-Up Procedures section, parents drive south on Dover and turn right into the drop-off/pick-up loop in front of the school. Parents also drive east on Colfax and turn right onto Dover, then right again to turn into the drop-off/pick-up loop. This makes the intersection of Dover Drive and Colfax Drive very complicated during drop-off and pick-up. There is one crossing guard at the intersection that helps children cross Dover and Colfax and ultimately directs traffic. Parents then turn right onto Dover to exit the loop at the south end, per the illustration in Figure 2.



The crossing guard manages difficult pedestrian and car traffic at the intersection of Dover and Colfax.

Parents were also observed parking along the side of Dover and Colfax to drop-off or pick up their children, which complicated traffic and pedestrian safety. Parents would cross mid-block with their children to avoid the car line. Buses stop on Dover Drive across from the school entrance to pick up or drop-off students.

Many children walk north on Waterview and then travel west onto Ridgeway, then north onto Dover to get to school. Further, many children walk north on Dublin Drive from the La Mirada apartment complex entrance, then turn east onto Colfax and south onto Dover. The other La Mirada apartment complex entrance is at the intersection of Colfax and Dublin, so children walk east on Colfax from there, as well.

Campus Perimeter Observations

- Parked/standing cars block street facilities and bus drop-off
- Parents stop cars in middle of street to drop-off/pick-up
- Drivers make U-turns in the middle of the street
- Drivers do not always heed no parking, school zone, speed limit, and turn restriction signs
- Buses not serving school drive through school zone
- Pedestrians
 - Parents park along the street, then walk to pick up their child
 - Parents cross mid-block with their child
 - Crossing guards help children cross at the Dover/Colfax intersection and the Colfax/Dublin intersection.
 - Dover/Colfax is a busy and complicated intersection
 - There is only one stop sign at the Dover/Colfax intersection, which stops traffic approaching the intersection from Colfax.



Parents dropping off children in the bus drop-off on Dover across from school.

Off-site Observations

- Sidewalks
 - Overall, in good condition; some tripping hazards/blockages
 - Curb ramps at most intersections near the school are ADA compliant but not designed using the latest standards. Currently, intersections only have one ramp per intersection corner when best practice is to have two ramps per intersection corner. Each ramp should align with the center of the crosswalk.
- Street
 - Bike lanes on Waterview Drive
 - Cars traveling at high speeds along Dublin, Waterfall Way, and Colfax



There are no pedestrian accommodations at the intersection of Waterfall Way and Dublin Dr.

- Comfort
 - Little street lighting and shade
- Traffic
 - Low vehicle traffic after peak times
 - Some bike/ped traffic (on sidewalks and street)
 - Many students walk from the La Mirada apartments
 - High school pedestrian traffic may need to be considered as many high schoolers walk near elementary school to get to/from Richardson High School, which is just north of Belt Line Road.



Parent and children cross south of the crosswalk on Waterview Dr.



The curb ramp is not in line with the crosswalk.

Recommendations

The following recommendations are divided into the seven Es of SRTS— Engineering, Education, Encouragement, Enforcement, Equity, Engagement, and Evaluation—and are intended to address the key issues identified in the previous section as the primary obstacles to enabling and encouraging more students to safely walk and bicycle to school.

Engineering

Engineering measures include the design, construction and maintenance of physical infrastructure that can improve the safety and comfort of students walking and bicycling in and around the school campus. Figures 9 and 10 show a high-level cost estimate and a map of the recommendations, respectively. Because these improvements would all occur outside of the school campus, implementation would be the responsibility of the City of Richardson.

1. **ADA Accessibility:** Upgrade existing Americans with Disabilities Act (ADA) ramps to current best practice standards and add any that are missing. Curb ramps at most intersections near the school are ADA-compliant but not designed using latest standards in PROWAG. Currently, intersections only have one ramp per intersection corner when best practice is to have two ramps per intersection corner. Each ramp should align with the center of the crosswalk.



Example of ADA curb ramps that follow best practices of aligning with the center of each crosswalk.

2. **Crossing signs:**
 - a. Upgrade current crossing signage to fluorescent yellow-green from the current yellow.
 - b. Add high-visibility fluorescent yellow-green crossing signs at the intersections of the La Mirada apartment complex entrances: Colfax Drive/Dublin Drive and Dublin Drive/Waterfall Way. There is currently no pedestrian accommodation at the Dublin/Waterfall Way intersection and only one crosswalk and one outdated crossing sign at the Colfax/Dublin Drive intersection.
3. **Crosswalks:**
 - a. Add high-visibility crosswalks at the intersections at the entrances of the La Mirada apartment complex. These intersections are Colfax Drive/Dublin Drive and Dublin Drive/Waterfall Way.
4. **Stop signs:**
 - a. Conduct all-way stop warrant analysis at Dover/Colfax and Dover/Dumont to determine if all-way stops are needed.
5. **Midblock crossings:**
 - a. Consider adding a high-visibility crosswalk and signage mid-block across Dover Drive in front of school. Parents and children cross here without a crosswalk for convenience, so having a crosswalk may make them more visible and encourage drivers to yield.
 - b. Conduct additional data collection to determine if the crosswalk at Ridgeway crossing Waterview is the best location or should be relocated. Parents and children were seen crossing mid-block without a crosswalk or any other safety treatment, so moving the crosswalk away from Ridgeway may be beneficial. The selected crosswalk location should include high-visibility markings, signs, and consider the addition of a Rectangular Rapid Flashing Beacon (RRFB).
 - c. Based on use of any new/relocated crosswalk, consider adding a crossing guard to improve the safety of young children and parents crossing busy streets.

6. **School Zones:**

- a. Extend the south boundary of the school zone on Waterview Drive to be south of Dearborn Drive.

7. **Pedestrian street lighting:** Add pedestrian street lighting along Dublin Drive, Waterfall Way, and nearby alleyways.

8. **Curb Extensions:** Construct curb extensions (also known as “bulb-outs”) on Colfax and Dover to reduce the distance for students and parents crossing the street and prevent parents from parking too close to crosswalks and intersections. This would also provide an opportunity to construct PROWAG-compliant ramps.

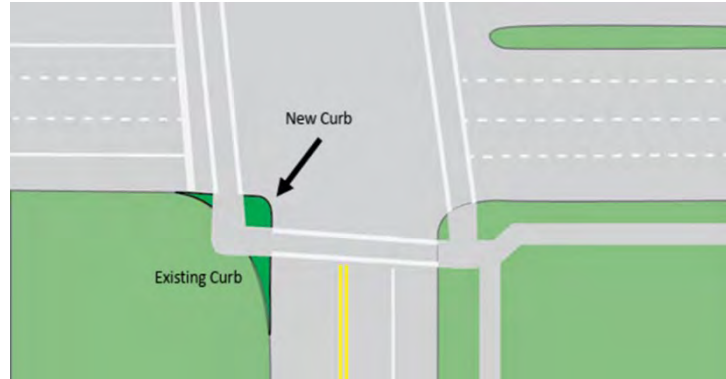


Illustration of a curb extension being added to an existing curb to tighten a car's turning radius.

9. **Permanent speed feedback signs:** Conduct speed data collection and consider adding permanent speed feedback signs on Waterview for traffic in both directions, if warranted.

10. **Lane markings:** Consider adding lane markings on Colfax to delineate and narrow the lane widths.

11. **Street markings:** Consider adding pavement marking hash marks on the street to indicate areas where parents should not park, especially within 30 ft of an intersection.

Figure 9: Infrastructure Recommendations High-Level Cost Estimate

Dover Elementary					
Infrastructure Improvements					
Item Description	Length (ft)	Units	Unit Price	Quantity	Cost
Construction Items					
Barricades and Traffic Handling		MO	\$3,000	6	\$18,000
ADA Ramps		EA	\$2,500	23	\$57,500
Install Small Signs		EA	\$500	17	\$8,500
Linear striping (1' - 6")		LF	\$11	950	\$10,450
High Visibility crosswalks		Crossing	\$5,000	11	\$55,000
Concrete Curb		LF	\$30	600	\$18,000
Pedestrian Lighting		EA	\$5,000	6	\$30,000
Construction Cost					\$197,450
Miscellaneous		LS	5%		\$9,873
Contingencies		LS	10%		\$19,745
Mobilization		LS	10%		\$19,745
Other Cost					\$49,363
Total Construction Cost					\$246,813

Figure 10: Recommended Improvements



Education, Encouragement, Enforcement, Equity, Engagement, and Evaluation

Not all the barriers identified for enabling and encouraging more students to walk and bicycle to school can be addressed through engineering measures alone. The following are steps that can be taken to implement Safe Routes to School through education, encouragement, enforcement, equity, engagement, and evaluation.

Education

Educational programs as part of SRTS efforts teach students bicycle, pedestrian, and traffic safety skills, and teach drivers how to drive safely around schools and share the road.

Educating Students: Curriculum programs can be implemented in school to teach children the basics regarding pedestrian and bicycle safety. This information may also help them to eventually

become better drivers. Available curriculums that schools can use include the [Look Out Texans School Kits](http://www.lookouttexans.org/school-resources) (www.lookouttexans.org/school-resources), which includes lesson plans for grades 3-8, and reflects Texas Essential Knowledge and Skills (TEKS) standards for physical and health education. A resource with a bicycling focus is BikeTexas SafeCyclist curriculum (www.biketexas.org/education).

Bicycle rodeos are also great opportunities to teach children about the basics of safe cycling. They are one-time events held either outside or in a large gym where an expert teaches correct helmet use and fit, correct bicycle size, and stopping and turning control. More information can be found at [SRTS Guide: Strategies For Educating Children](#).

The above link also has ideas for integrating walking and biking safety education into class subjects, such as math, art, science, and reading. Students can map barriers to walking to school or calculate how many miles their class has walked or biked in comparison to the height of Mount Everest, for example.

Educating Parents: One of the key issues identified was unsafe parent and driver behavior. Educational materials should be provided to parents on leading by example (e.g., walking to the crosswalk before crossing), avoiding unsafe behaviors near schools (e.g., making U-turns, speeding), and yielding to pedestrians and bicyclists. An example of this type of educational material is NCTCOG's [School Zone Safety Tips flyer](#), which is available in English and Spanish for download at www.nctcog.org/saferoutestoschool - Safety Education Materials. It is also in Appendix 2 along with a Look Out Texans parent safety education flyer that has more walking and biking safety information.

Encouragement

Encouragement programs serve to generate excitement and promote walking and biking as fun, safe, and healthy forms of transportation.

One of the most successful ways of generating enthusiasm for walking and biking is to designate specific days or weeks during the year as special encouragement days, such as the National Walk and Bike to School days held in early October and May of each year (www.walkbiketoschool.org). As part of these events, mileage clubs and contests can be established to encourage children to increase their levels of activity in general, and to walk and bike to school specifically. These events can have a more lasting impact when accompanied by educational activities such as bicycle rodeos, described above.



Students practicing bicycle safety during a bicycle rodeo at Delaney Elementary in Kennedale, TX.

Worries about unsafe intersections, as well as a desire for there to be someone their child could walk with, were identified in the parent survey as issues and opportunities related to allowing their child to walk and bicycle to school. Ongoing programs such as “walking school buses” or “bicycle trains”—in which alternating students and alternating parent volunteers meet at a central location and walk or bicycle to school—have been shown to improve safety by walking or biking in organized groups under adult supervision. The SRTS National Partnership has an easy-to-follow guide to getting started called [Step by Step: How to Start a Walking School Bus Program at Your School](#). There is also a guide about starting a walking school bus in Appendix 2.



Students, parents, and teachers get involved in Walk to School Day in October 2024 at HOSP Elementary in Frisco, TX

Another technique to address the concern about crime is corner captains, in which adult volunteers are stationed on key street corners to increase the presence of responsible adults and watch over children as they walk and bicycle to school. The school’s administrative staff or Parent Teacher Association (PTA) can be instrumental in connecting parents and recruiting volunteers. This may help address the concern raised in the parent survey about the ability of children to be supervised when walking or biking to school. Further, studies have shown that public murals can reduce crime and the fear of crime, with the positive effects lasting well into the future.⁸ A little beautification in an area can go a long way.



Students at Fort Worth ISD school walk to school together as a “walking school bus” for enhanced safety.

⁸ [Can More Art Equal Less Crime | Omnia](#)

Enforcement

Enforcement includes strategies to deter the unsafe behavior of drivers, bicyclists, and pedestrians, and encourage all road users to obey traffic laws and share the road. Students, parents, crossing guards, school staff, and neighbors should all work in conjunction with law enforcement to make this strategy a success.

Recognizing that the City of Richardson Police Department has limited resources that must be used efficiently, it is recommended that a police officer or a School Resource Officer be present during arrival and dismissal at the start of the school year, and on a few days throughout the year, to promote and enforce good traffic behaviors (e.g., obeying the speed limits, no texting or talking on the phone while the vehicle is moving, yield to pedestrians in crosswalks, not stopping or parking on or close to intersections or crosswalks, etc.). The use of personnel should be coordinated between the City and ISD. A police officer could also be stationed a few days throughout the year on roads where parents have reported speeding, such as Colfax, Waterview, Dublin, and Dumont. It may be beneficial for police officers on these days to assist the crossing guards and conduct training. They may also warn parents and residents about the consequences of parking across a sidewalk, making a U-turn in the middle of an intersection or parking in no-parking zones. For any changes to operational rules, signage, school zone, etc., the Police Department could consider a progressive enforcement approach of starting with driver education and awareness, especially related to speeding and illegal parking.



Students at Cross Oaks Elementary pose with local police officers during Walk to School Day 2024.

Equity

Over the years, disinvestment across the nation during budget processes in low-income neighborhoods and communities of color has caused underinvestment in infrastructure which can mean unsafe conditions for walking and biking. Richardson's 2023 Active Transportation Plan (ATP) conducted an analysis identifying areas with vulnerable population concentrations, which includes several census tracts along West Spring Valley in Dover's attendance boundary. This analysis revealed that high-stress roadways and intersections for active transportation are not more or less likely to be in areas with concentrations of vulnerable populations. This even baseline means that



Students and families at Kerr Elementary walk and bike to school for Walk to School Day 2024.

neighborhoods don't need to "catch up," but that investments could and should be prioritized in vulnerable population areas where more people are using active modes because of choice or limited access to vehicles.

The development of this Safe Routes to School Plan for Dover Elementary is an important step toward this goal where the school's percentage of students economically disadvantaged and the above-average rates of walking reflects the findings in the ATP. It is recommended to continue efforts to understand the demographics of Dover Elementary and the neighborhood and consider all users, regardless of ability or background, into all aspects of a comprehensive SRTS program.

Engagement

Engaging the school and community in SRTS plan development is important to do throughout the process and has longer lasting positive effects than relying on engineering or law enforcement solutions alone.

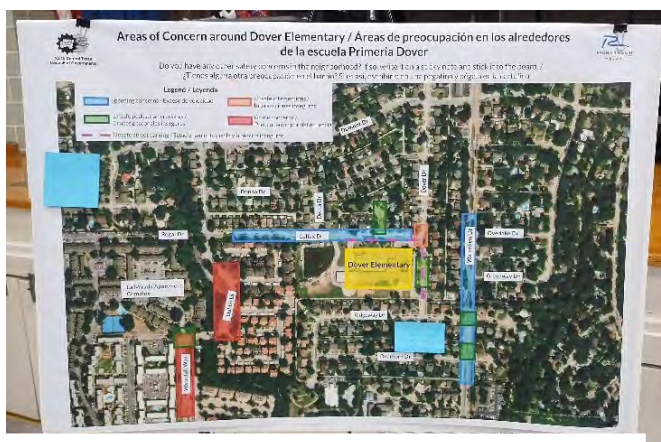
NCTCOG started engaging parents and school staff early. The student tally and parent survey were important ways to receive input directly from students and parents about how they travel to/from school. Sending out surveys early is a great way to let the community know that a plan is being created and data is being collected, setting the tone that community input is valued. The first round of surveys was distributed on paper at the school's fall open house event and electronically on Google Forms. School staff sent a text message with the survey information to parents.

NCTCOG paired the second round of survey promotion with advertising the May 15 parent meeting. Dover Elementary staff distributed NCTCOG's dual-language (English and Spanish) flyers to children and parents and sent another text with the link to the survey and public meeting information.

The parent meeting was held 5:30-7:30 on May 15, 2025. City and NCTCOG staff informed parents about the plan, asked for their feedback on engineering recommendations, and provided educational materials. Nine parents attended the open house, including the Parent Teacher Association (PTA) president



May 15, 2025 parent meeting.



Poster of areas of concern presented at May 15, 2025 parent meeting.

who shared the resources with her network. Two NCTCOG staff communicated with attendees in Spanish as needed.

Several meeting attendees voiced feedback about parking frustrations and the desire for more crossing guards. Pictures from the parent meeting and the posters used at the parent meeting are in Appendix 3.

For more information about community engagement strategies when championing SRTS initiatives, see the Safe Routes Partnership's [community engagement guide](#) that follows the framework below:

1. Reflect on your role as a community partner.
2. Research the community you are working with.
3. Partner with other organizations to build community relationships.
4. Plan thoughtful, culturally responsive community engagement experiences.
5. Implement your community engagement activities and events.
6. Sustain your community engagement beyond a single project or initiative.

Using the guide will help engage the community around the school to be invested in positive and lasting change. City and school staff can also work to engage the community during implementation of the recommendations, and as part of SRTS program evaluation.

Evaluation

Evaluation of the SRTS program is important to understand the effectiveness of the program, identify improvements that are needed, and ensure the program can continue long term. Evaluation activities include measuring the number of infrastructure projects that have been constructed or programs that have been implemented. Evaluation activities can also measure the change in mode shares (the percentage that drive, bike, walk, bus) and attitudes towards walking and bicycling after the implementation of the SRTS plan. The student tally could be used again to measure travel trends after improvements are made.

Specific evaluation metrics might include the following:

- Number and percentage of students walking and bicycling to school
- Number of students that receive walking and bicycling education
- Number of encouragement events that have been held throughout the year
- Dollar amount of grants received and/or City general funds dedicated
- Number of infrastructure projects that have been implemented

It is recommended that the City of Richardson and Dover Elementary track the implementation of the projects and programs that are recommended in this plan in a five-year follow-up report.

Next Steps – Funding Strategies

Funding is needed to plan and implement infrastructure improvements, hold events, purchase incentives, and develop and implement educational programs and materials. Possible funding sources include, but are not limited to:

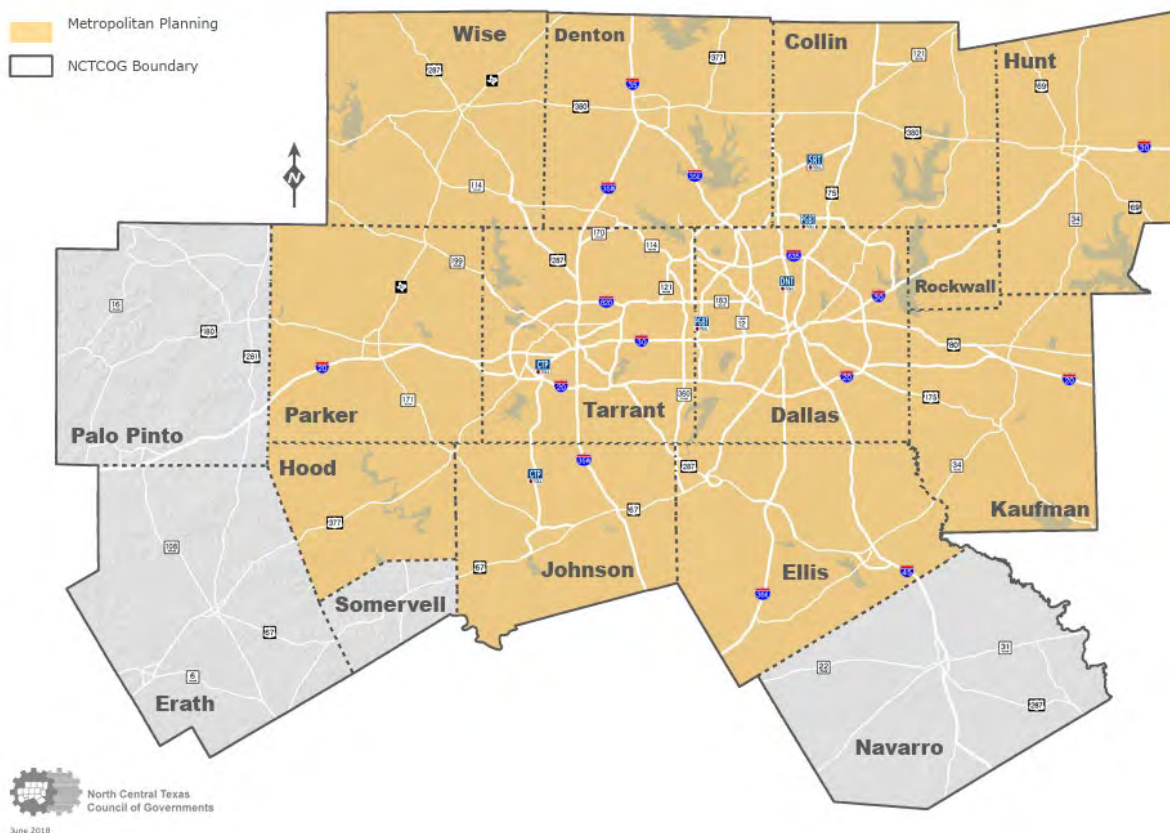
Federal Funds

Federal transportation funds are available through the Transportation Alternatives programs and Congestion Mitigation and Air Quality Improvement Program (CMAQ), administered by NCTCOG for

the 12-county Metropolitan Planning Area (MPA), shown in Figure 11, which includes the City of Richardson. The Transportation Alternatives program is a reimbursement and local match program, where the community pays 100 percent of the costs of the project that is selected for funding and is reimbursed for 80 percent of those costs. The last Transportation Alternatives Call for Projects was in 2025, during which the Regional Transportation Council allocated \$9.77 million to 3 SRTS projects. Transportation Alternatives typically occur every two to three years. However, it would benefit the community to begin preparing now, as applications typically score higher if they demonstrate public involvement and support, have adopted SRTS plans, and have some amount of engineering and design completed. For more information on available funding and future Transportation Alternatives Calls for Projects, go to www.nctcog.org/tap.

Figure 11: North Central Texas Council of Governments MPA

North Central Texas Council of Governments Region



State Funding Sources

The Highway Safety Improvement Program (HSIP) is for highway safety projects that eliminate or reduce the number of fatalities and serious injuries on all public roads. Submitted project proposals are evaluated within several categories of work, including Intersections and Pedestrians. Improvements to prevent motorized vehicle crashes with pedestrians, such as pedestrian signals and pedestrian hybrid beacons; pedestrian crosswalks; and sidewalks are eligible under the Pedestrian category. Projects are evaluated using a Safety Improvement Index (SII), and are selected and managed by TxDOT's Traffic Operations Division. For more information, go to www.txdot.gov/inside-txdot/forms-publications/publications/highway-safety.html.

NCTCOG TDCs

NCTCOG, as the Metropolitan Planning Organization (MPO) for the Dallas-Fort Worth region, receives Transportation Development Credits (TDCs) when toll revenues are used to fund capital projects on public highways within the MPA. These credits can serve as a substitute for the required local cash match when federal funds are programmed for a project. Cities within the MPA can also earn TDCs voluntarily by adopting policies through NCTCOG's Policy Bundle program. These policies reflect the goals of NCTCOG's Metropolitan Transportation Plan, currently adopted as *Mobility 2045*. Cities earn TDCs by adopting 50 percent of the policies presented. It is important to note that TDCs do not award real money but can be used in lieu of a 20% local match that cities normally must provide in for transportation projects that receive federal funding, resulting in significant savings for cities. For more information about policy bundles, visit www.nctcog.org/policybundle. For more information about NCTCOG's Metropolitan Transportation Plan, visit www.nctcog.org/mtp.

Local Funding Sources

Locally, infrastructure is paid for through the City's yearly budget for maintenance and capital projects. The City of Richardson has a Sidewalk Rehabilitation Program funded through bond programs to proactively repair and maintain sidewalks and curb ramps. Sidewalks and curb ramps must meet certain criteria to qualify for improvement. For more information, visit www.cor.net/departments/capital-projects-engineering/sidewalk-rehabilitation-program.

Texas Trees Foundation

The motto of the Texas Trees Foundation is "The Greening of North Central Texas". The Foundation sustains a tree planting initiative for neighborhood parkways and medians, schools and other public open spaces. Their website encourages members of neighborhood associations, church, schools, non-profit organizations, or municipalities to contact them with inquiries about getting trees. For more information, visit www.texastrees.org/.

Corporations and Businesses

Local corporations and businesses may be able to provide cash, prizes, and/or donations, such as printing services, through community giving or other donation programs. Parents or other members of stakeholder teams may be a good personal source for contacting companies.

Parents and Individuals

Statistically, individuals give more money than corporations and foundations combined. A local fund drive can quickly reach many people if outreach is conducted by stakeholder team members. Many SRTS programs have also raised funds by holding special events, often using a related themed event such as a walkathon, bicycling event, or health fair. These funds could be used for rewards or incentives to encourage walking and bicycling to school, or for smaller-scale projects like tree plantings.

Dover Elementary Safe Routes to School Plan

Appendices

Appendix 1: Parent Survey Questions and Results

Survey for Dover Elementary parents about walking and biking safety concerns

Encuesta para los Padres de familia de Dover sobre seguridad al caminar y andar en bicicleta

Thank you! ¡Te Agradecemos!

required

1. Does your child walk or bike to school? / *Su hijo(a) camina o va en bicicleta a la escuela? **

- ☐ Yes / Si
- ☐ No / No
- ☐ Sometimes / A veces
- ☐ Other

2. Which of the following affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select all that apply.) / *¿Cuáles de las siguientes afectaron su decisión de permitir; o no permitir; que su niño(a) camine o vaya en bicicleta hacia/de la escuela? (marque todas que correspondan) **

- ☐ Child's before or after school activities / *Actividades estudiantiles antes o despues de la escuela*
- ☐ Speed of traffic along route / *Velocidad de tránsito a lo largo de la ruta*
- ☐ Amount of traffic along route / *Cantidad de tránsito a lo largo de la ruta*
- ☐ Availability of adults to walk or bike with / *Disponibilidad de adultos con quien caminar o andar en bicicleta*
- ☐ Availability or condition of sidewalks or pathways / *Disponibilidad o estado de las banquetas o caminos*
- ☐ Safety of intersections and crossings / *Seguridad de las intersecciones y cruces*
- ☐ Crossing guards / *Guardias de cruce peatonal*
- ☐ Violence or crime / *Actos de violencia o delincuencia*
- ☐ Weather or climate / *Tiempo o clima*
- ☐ Distance to school / *Distancia a la escuela*
- ☐ Other

3. If you selected "other" above, please explain. / Si seleccionó "otro", favor de explicar.

4. How safe do you feel walking and biking to/from school is for your child? / ¿Qué tan seguro se siente para que su hijo camine y vaya en bicicleta hacia/de la escuela? *

- ☐ Very safe / Muy seguro
- ☐ Safe / Seguro
- ☐ Neutral / Neutral
- ☐ Unsafe / Inseguro
- ☐ Very unsafe / Muy inseguro
- ☐ I don't know / No lo sé

5. What, if anything, do you think could make your child safer when walking or biking to school? / ¿Qué cree usted que haría que su hijo esté más seguro al caminar o ir en bicicleta a la escuela? *

6. Is there anything else you would like to let us know about? / ¿Hay algo más que le gustaría informarnos?

7. **Optional:** to be entered to win a \$100 Visa gift card, enter below 1) your name **and** 2) either email address or phone number. This information will only be used to contact you if you win the gift card. / **Opcional:** para participar en el sorteo de la tarjeta regalo Visa de \$100, escribe a continuación 1) su nombre **y** 2) su correo electrónico o número de teléfono. Esta información sólo se usará para poder contactarle en caso de que gane la tarjeta regalo.

Gift card raffle disclaimer

No purchase or contribution necessary to enter or win. Limit one entry per person. Entrants must provide a valid e-mail address or phone number after completing the survey to be used for post survey distribution of gift cards. Survey respondents who are under the age of 18 years old or who are employees of The North Central Texas Council of Governments or The Texas Department of Transportation at the time of taking the survey are not eligible to win a gift card. Everyone who meets the previously stated qualifications and completes the required questions will be automatically entered in the drawings for the gift cards. Winners will be notified by e-mail or phone. One gift card will be awarded in the amount of \$100. Gift card will be awarded on an individual basis. Any prize not timely accepted by the winner will, in staff's discretion, be forfeited for future use or selection of an alternate winner by the North Central Texas Council of Governments (NCTCOG). If a prize notification e-mail or any prize is returned to NCTCOG as undeliverable, or if the winner cannot be reached by the provided phone number, that prize will be awarded to an alternate winner. NCTCOG is not responsible for lost, late or delayed entries. NCTCOG assumes no responsibility for computer system, hardware, software or program malfunctions or other errors, failures, damages, delayed computer transactions or network connections, whether human, technical or otherwise in nature, in conjunction with this contest, participation or in connection with any prize acceptance. NCTCOG, in its sole discretion, reserves the right to disqualify any person tampering with the entry process, the operation of the website or who is otherwise in violation of the Official Rules. Entrants agree NCTCOG has the sole right to decide all matters and disputes arising from this contest and that its decision is final and binding. Prizes are not redeemable for cash, exchangeable, or transferable. All taxes on prizes, including but not limited to Federal, State and local income and sales taxes, are the responsibility of the winners. Odds of winning are determined by the total number of entries received and cannot be projected.

Aviso sobre el sorteo de tarjetas regalo

No es necesario ninguna compra ni contribución para participar o ganar. Se limita una participación por persona. Los participantes deben proporcionar un correo electrónico o número de teléfono válido después de haber completado la encuesta esto se utilizará para la distribución de tarjetas de regalo después de la encuesta. Los participantes en la encuesta que sean menores de 18 años o empleados de El North Central Texas Council of Governments o del Texas Department of Transportation en el momento de contestar a la encuesta no podrán participar para ganar una tarjeta regalo. Todos aquellos que cumplan con los requisitos previamente establecidos y completen las preguntas requeridas entrarán automáticamente en los sorteos de las tarjetas regalo. Los ganadores recibirán una notificación por correo electrónico o por teléfono. Se obtendrá una tarjeta regalo con un valor de \$100. La tarjeta de regalo se otorgará de forma individual. A discreción del personal, cualquier premio que no sea aceptado a tiempo por el ganador, se perderá para su uso futuro o para la selección de un ganador alternativo por parte del North Central Texas Council of Governments (NCTCOG por sus siglas en inglés). Si el correo electrónico de notificación del premio o cualquier premio se regresará a NCTCOG como no entregable, o si no se puede localizar al ganador en el número de teléfono facilitado, el premio pasará a un ganador alternativo. NCTCOG no es responsable por las pérdidas, retraso o demora de las participaciones. NCTCOG no asume ninguna responsabilidad por el mal funcionamiento del sistema informático, hardware, software o programa u otros errores, fallos, daños, o retrasos en transacciones informáticas o conexiones de red, ya sean de naturaleza humana, técnica o de otro tipo, en relación con este concurso, participación o en relación con la aceptación de algún premio. NCTCOG, a su discreción, se reserva el derecho de descalificar a cualquier persona que manipule el proceso de participación, el funcionamiento de la página web o que infrinja de otro modo las Reglas Oficiales. Los participantes acuerdan que NCTCOG tiene el derecho único a decidir todos los asuntos y disputas que surjan de este concurso y que su decisión es final y definitiva. Los premios no son reembolsables por dinero en efectivo, intercambiables ni transferibles. Todos los impuestos aplicables a los premios, incluidos, pero no limitados, a los impuestos Federales, Estatales y los impuestos de tasas locales y ventas son la responsabilidad de los ganadores. Las probabilidades de ganar se determinan por el número total de participantes recibidos y no se pueden proyectar.

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Microsoft Forms

Dover Safe Routes to School Parent Safety Comments from Parent Survey

- What, if anything, do you think could make your child safer when walking or biking to school?
 - o More streetlights
 - o More students walking, more parents walking, crossing guards, occasional police presence, enforcement of existing traffic laws, better traffic flow, more help from the school district administration
 - o Que haya una persona responsable y atenta en los stop porque aveces están distraídos y los niños aún así se pasan.
 - English: There should be a responsible and attentive person at the stop signs because sometimes they are distracted and the children still go too far.
 - o Que los autos den prioridad al paso de los niños
 - English: That cars give priority to children
 - o Mas guardians de cruce
 - More crossing guards
 - o More peligro when crossing from apts to apts
 - English: More danger when crossing from apts to apts
 - o Que los padres o encargados recojan a sus hijos
 - English: Parents or guardians must pick up their children.
 - o Que los automovilistas manejen a la velocidad permitida
 - English: That motorists drive at the speed limit
 - o Más vigilancia tal vez ya que ahí muchas tiendas cercas.
 - English: More surveillance perhaps since there are many stores nearby.
 - o Mas seguridad en el camino
 - English: More safety on the road
 - o Have cross guard
 - o Crossing guards
 - o Pasar en las cruces
 - Cross in the crosswalks
 - o Hablar con el que tenga cuidado con los carros y mira cuando pueda pasar para ir a casa
 - English: Talk to the one who is careful with cars and see when he can pass by to go home.
- Is there anything else you would like to let us know about?

- Students and parents should be encouraged to walk and bike to school and the city and school district need to do a better job protecting all pedestrians, especially children and families walking to and from school
- Si colaboran con mas opciones para los niños que viajan a pie y en Bicicleta
 - English: If you collaborate with more options for children who travel on foot and by bicycle
- More police driving around.
- Necesitamos bordos en la escuela peatones y más guardias para que los niños estén más seguros
 - English: We need curbs at school for pedestrians and more guards to keep children safer.
- Soy una mamá que fomenta el caminar como una opción saludable, y apoyo a otras madres ayudando a traer de regreso a casa a sus hijos, les ayudo a cruzar las calles, y los protejo.
 - English: I am a mother who promotes walking as a healthy option, and I support other mothers by helping bring their children home, helping them cross streets, and protecting them.
- Colfax Dr have a lot traffic and some parents make it very dangerous because it hard to cross from dover to colfax dr houses. Maybe add a designated mark where children can cross safely from dover school to colfax dr houses.
- Hablar con los niños que se apoyen entre ellos para cuidarse cuando van para su casa o miran algo extraño
 - English: Talk to children about supporting each other to take care of each other when they walk home or see something strange.

Responses Overview Closed

Responses

15



Average Time

08:08



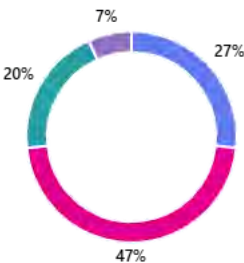
Duration

71 Days



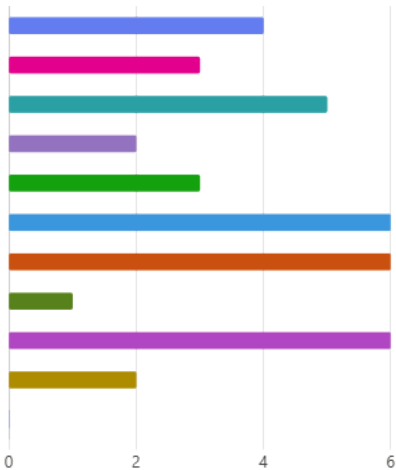
1. Does your child walk or bike to school? / Su hijo(a) camina o va en bicicleta a la escuela?

Yes / Si	4
No / No	7
Sometimes / A veces	3
Other	1



2. Which of the following affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select all that apply.) / ¿Cuáles de las siguientes afectaron su decisión de permitir; o no permitir; que su niño(a) camine o vaya en bicicleta hacia/de la escuela? (marque todas que correspondan)

Child's before or after school activities / Actividades estudiantiles antes o despues de la...	4
Speed of traffic along route / Velocidad de tránsito a lo largo de la ruta	3
Amount of traffic along route / Cantidad de tránsito a lo largo de la ruta	5
Availability of adults to walk or bike with / Disponibilidad de adultos con quien caminar o...	2
Availability or condition of sidewalks or pathways / Disponibilidad o estado de las banquetas o...	3
Safety of intersections and crossings / Seguridad de las intersecciones y cruces	6
Crossing guards / Guardias de cruce peatonal	6
Violence or crime / Actos de violencia o delincuencia	1
Weather or climate / Tiempo o clima	6
Distance to school / Distancia a la escuela	2
Other	0



3. If you selected "other" above, please explain. / Si seleccionó "otro", favor de explicar.

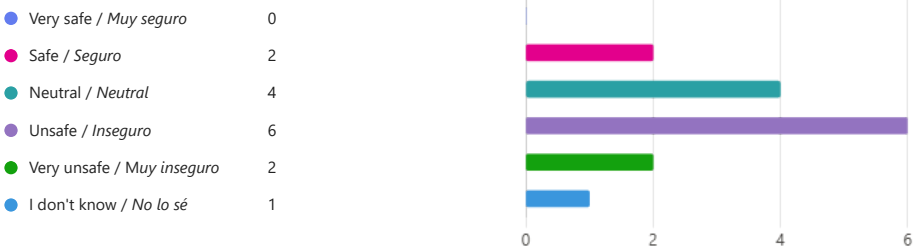
2

Responses

Latest Responses

...

4. How safe do you feel walking and biking to/from school is for your child? / ¿Qué tan seguro se siente para que su hijo camine y vaya en bicicleta hacia/de la escuela?



Appendix 2: Active Transportation to School Safety Resources

Tips for Modeling Safe Bicycling, Walking and Driving Behavior to Children and Teens

Bicycling and walking are fun and healthy ways for families to spend time together while teaching children and teens important safety skills. Kids learn through experience, so modeling safe behaviors for walking and bicycling on real streets is essential practice. Look Out Texans offers simple tips that everyone can use to stay safe while walking, bicycling and driving. Keep the highlighted tips below in mind when you are out with your family and visit www.LookOutTexans.org to see all 21 tips.



Be a Walking and Bicycling Role Model

- Cross in crosswalks at intersections. The safest space to cross a street is a marked crosswalk. Other road users should expect pedestrians to be using this space.
- Always wear a helmet. Everyone should wear a helmet every time they ride their bicycle. A helmet fits properly when it is snug and buckled. According to the Texas Medical Association, a properly fitting helmet can prevent almost all head injuries — up to 85 percent — the most common cause of disability or death in a bicycle crash.
- Always ride in the same direction as other traffic. Bicyclists must follow the same rules as drivers. Never ride against traffic. Wrong-way travel into the flow of oncoming traffic is one of the leading causes of bicyclist-motorist crashes.



Teach Your Child the Safest Route to School

- When walking or bicycling, children under 10 years old ideally should have adult supervision, such as a parent, caregiver, older sibling or other trusted adult.
- For older children and teens, practice walking or bicycling to school together.
- Limit the number of street crossings, and cross at locations with a school crossing guard, when possible.
- Avoid busy or high-speed streets. Always stop and look for cars when crossing streets, alleys and driveways.



Know Traffic Laws and Be Seen

- Traffic laws consider bicycles vehicles – just like cars. Treat people bicycling and walking with respect when you are driving. Everyone should follow the rules of the road.
- Modeling safe habits and positive attitudes behind the wheel is part of teaching your child or teen to bicycle and walk safely.
- Teach children to wear bright colored and reflective clothing to help drivers see them at all times of day.
- State law requires any bicycle operated at night to have a white light on its front as well as a red light or red reflector on its rear.

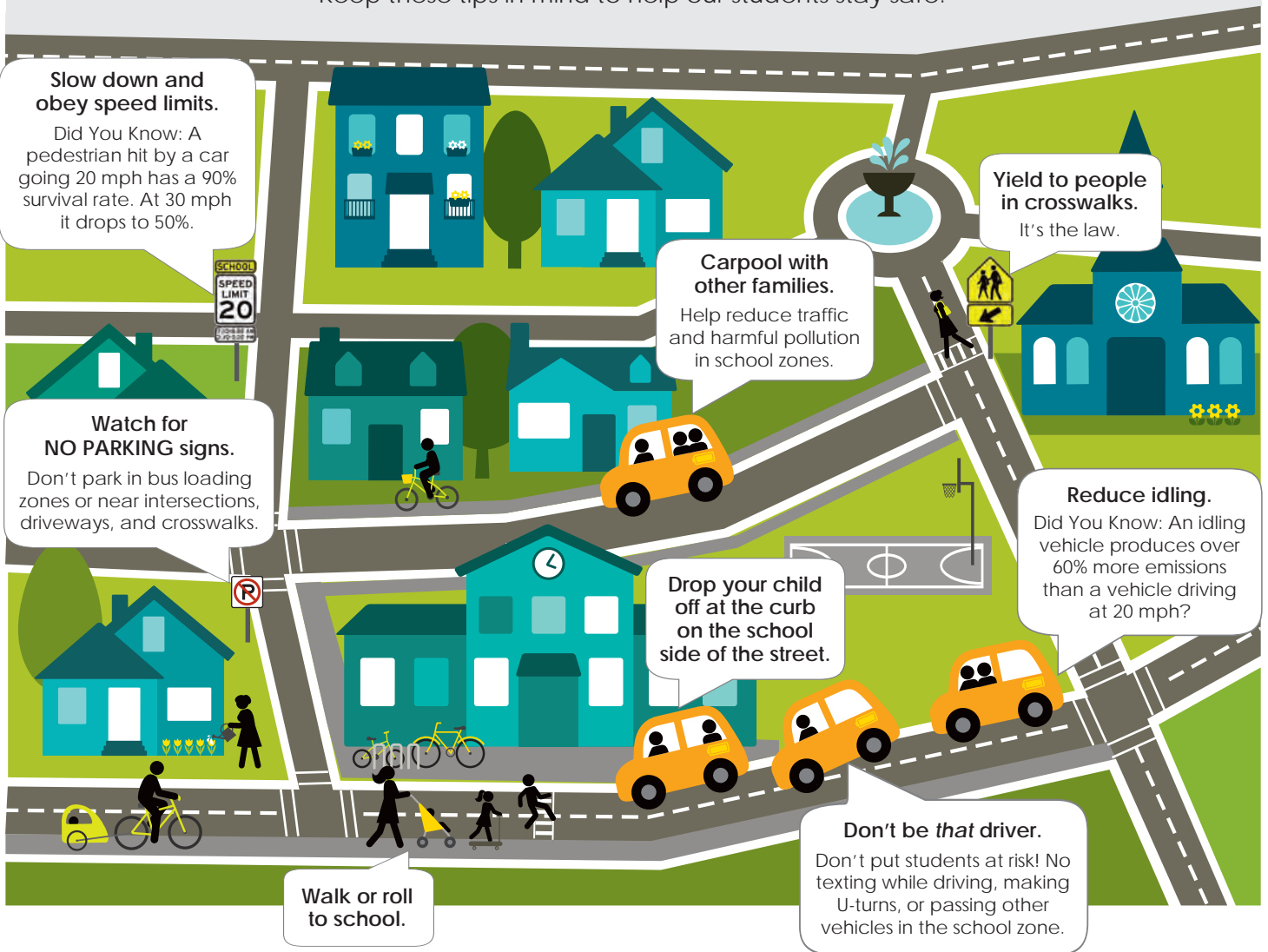
White headlight with light visible from at least 500 feet

Red reflector visible to drivers 50 to 300 feet away or red light visible from 500 feet



School Zone Safety Tips

Across North Texas, hundreds of thousands of students go to school each day. Keep these tips in mind to help our students stay safe.



School Bus Safety

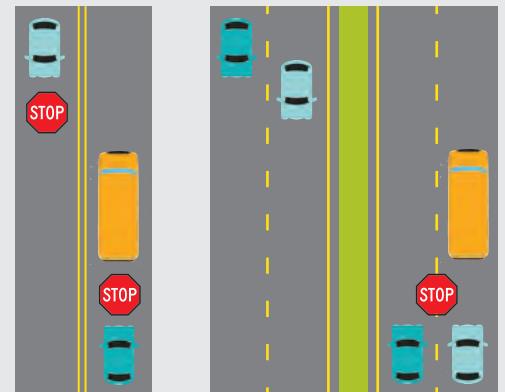


When the red lights are flashing or the stop sign is out, all vehicles on the same road **MUST STOP**.

Motorists **MUST WAIT** until the school bus begins moving.

IT'S STATE LAW (up to \$1,250 fine)

The area 10 feet around a school bus is the most dangerous for children. Stop far enough back to allow them space to safely enter and exit the bus.



You **MUST STOP** on roadways with painted lines. You **CAN GO** if there is a physical barrier separating your side of the roadway from the school bus.

Consejos de seguridad en la zona escolar

En todo el norte de Texas, cientos de miles de estudiantes van a la escuela cada día. Tenga en cuenta estos consejos de seguridad para ayudar a nuestros estudiantes a mantenerse seguros.

Conduzca lentamente y respete los límites de velocidad.

¿Sabías? Un peatón atropellado por un auto que va a 20 millas por hora tiene un 90 % de posibilidades de supervivencia. A 30 millas por hora, las posibilidades se reducen a 50 %.

Esté pendiente a las señales de no estacionar.

No se estacione cerca de intersecciones, entradas de autos y pasos peatonales.

Vaya a la escuela a pie o en bicicleta.

Comparta el auto con otras familias.

Ayude a reducir el tráfico y la contaminación del aire en zonas escolares.

Ceda a las personas en los pasos peatonales. Esta es la ley.

Reduzca el tiempo en reposo.

¿Sabías? Un auto en reposo produce más de 60 % emisiones de carbono que un auto que va a 20 millas por hora.

Deje a su hijo en el borde del lado de la escuela.

No sea un mal conductor.

No envíe mensajes de texto mientras conduce, cambie de sentido en áreas prohibidas o pase otros autos en el área escolar.

Seguridad en el autobús escolar

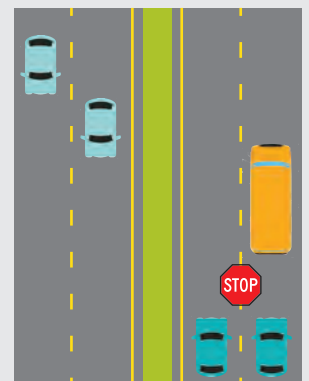
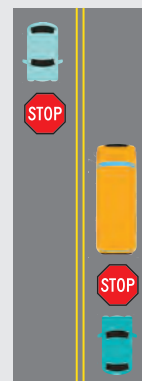


Cuando las luces rojas estén encendidas o la señal de «Alto» sobresale, todos los autos en la misma carretera **DEBEN DETENERSE**.

Los conductores **DEBEN ESPERAR** hasta que el autobús escolar empiece a moverse.

ES UNA LEY ESTATAL (hasta una multa de \$1,250)

El área de 10 pies alrededor del autobús escolar es la zona más peligrosa para los niños. Deténgase a una distancia detrás para darles espacio para que entren y salgan del autobús sin peligro.



DEBE DETENERSE por los autobuses escolar en carreteras con líneas pintadas. **PUEDEN ANDAR** si hay un obstáculo físico que separe su lado de la carretera del autobús escolar.



Starting a Walking School Bus: The Basics



Why develop a walking school bus?

Studies show that fewer children are walking and biking to school, and more children are at risk of becoming overweight. Changing behaviors of children and parents require creative solutions that are safe and fun.

Implementing a walking school bus can be both.

What is a walking school bus?

A walking school bus is a group of children walking to school with one or more adults. If that sounds simple, it is, and that's part of the beauty of the walking school bus. It can be as informal as two families taking turns walking their children to school to as structured as a route with meeting points, a timetable and a regularly rotated schedule of trained volunteers.

A variation on the walking school bus is the bicycle train, in which adults supervise children riding their bikes to school. The flexibility of the walking school bus makes it appealing to communities of all sizes with varying needs.



Parents often cite safety issues as one of the primary reasons they are reluctant to allow their children to walk to school. Providing adult supervision may help reduce those worries for families who live within walking or bicycling distance to school.

Starting simple

When beginning a walking school bus, remember that the program can always grow. It often makes sense to start with a small bus and see how it works. Pick a single neighborhood that has a group of parents and children who are interested. It's like a carpool—without the car—with the added benefits of exercise and visits with friends and neighbors. For an informal bus:

1. Invite families who live nearby to walk.
2. Pick a route and take a test walk.
3. Decide how often the group will walk together.
4. Have fun!



Reaching more children

Success with a simple walking school bus or a desire to be more inclusive may inspire a community to build a more structured program. This may include more routes, more days of walking and more children. Such programs require coordination, volunteers and potential attention to other issues, such as safety training and liability. The school principal and administration, law enforcement and other community leaders will likely be involved.

First, determine the amount of interest in a walking school bus program. Contact potential participants and partners:

- Parents and children
- Principal and school officials
- Law enforcement officers
- Other community leaders

Second, identify the route(s).

- The amount of interest will determine the number of walking routes.
- Walk the route(s) without children first.

Third, identify a sufficient number of adults to supervise walkers.

The Centers for Disease Control and Prevention recommend one adult for every six children. If children are age 10 or older, fewer adults may be needed. If children are ages 4 to 6, one adult per three children is recommended.

Next, finalize the logistical details.

- Who will participate?
- How often will the walking school bus operate? Will the bus operate once a week or every day?
- When do children meet the bus? It's important to allow enough time for the slower pace of children, but also to ensure that everyone arrives at school on time.
- Where will the bus meet children—at each child's home or at a few meeting spots?
- Will the bus operate after school?
- What training do volunteers need?
- What safety training do children need?

Finally, kick-off the program.

A good time to begin is on International Walk to School Day. Walk and look for ways to encourage more children and families to be involved. Have fun!

For more information about planning and conducting a walking school bus, see <http://www.walkingschoolbus.org/resources.html>.

When picking a route, answer these four questions:

- 1 Do you have room to walk?**
Are there sidewalks and paths?
Is there too much traffic?
- 2 Is it easy to cross the street?**
- 3 Do drivers behave well?**
Do they yield to walkers?
Do they speed?
- 4 Does the environment feel safe?**
Are there loose dogs?
Is there criminal activity?

For more help identifying walkable routes, use the Walkability Checklist at <http://bit.ly/wchecklist>.



Appendix 3: Parent Meeting Promotional Materials, Posters, and Photos





Areas of Concern around Dover Elementary / Áreas de preocupación en los alrededores de la escuela Primaria Dover

Do you have any other safety concerns in the neighborhood? If so, write it on a sticky note and stick it to the board. /
¿Tienes alguna otra preocupación en el barrio? Si es así, escribirlo en una pegatina y pégala en la cartulina

Legend / Leyenda

- Speeding concerns / Exceso de velocidad
- Unsafe intersections / Intersecciones inseguras
- Unsafe pedestrian crossings / Cruces peatonales inseguros
- Crime concerns / Preocupación por delincuencia
- Unsafe street parking / Estacionamientos en la vía pública inseguros



What, if anything, do you think could make your child safer when walking or biking to school? /
¿Qué crees que se podría hacer para que tu hijo(a) se sienta más seguro al caminar o rodar a la escuela?

Write it on a sticky note and stick it to the board! /
Escribirlo en una pegatina y pégala en la cartulina.



Image courtesy of HOSP Elementary School in Frisco, TX /
Imagen cortesía de la escuela primaria HOSP en Frisco, TX



Students, brothers, and parents participate in Walk to School Day! /
Estudiantes, hermanos y padres participan en el Día de Caminar a la Escuela



Students bike to school with their parents /
Los estudiantes van en bicicleta a la escuela con sus padres



Image courtesy of Kerry Elementary School in Allen, TX /
Imagen cortesía de la escuela primaria Kerry en Allen, TX



Students at a Fort Worth ISD school walk to school together as a "walking school bus" for enhanced safety /
Los estudiantes de una escuela de Fort Worth ISD caminan juntos a la escuela como un "autobús escolar a pie" para mayor seguridad



Image courtesy of Keller-Morell Elementary School in Keller, TX /
Imagen cortesía de la escuela primaria Keller-Morell en Keller, TX



Education and Encouragement Activities to Enhance Pedestrian Safety

Not all barriers to enabling more students to safely walk and bicycle to school can be solved through infrastructure. Educational programs as part of Safe Routes to School teach students bicycle, pedestrian, and traffic safety and teach drivers how to share the road. Encouragement programs serve to generate excitement and promote walking and biking as fun, safe, and healthy.

Some examples:

Educational activities

Students:

- **Bicycle rodeos** are events where an expert teaches correct helmet use and fit, correct bicycle size, and stopping and turning control. More information at <https://tinyurl.com/3brkysrb>.

Parents:

- Educational materials give guidance to parents on leading by example. See NCTCOG's **School Zone Safety Tips flyer**, available in English and Spanish for download at www.nctcog.org/srts - Safety Education Materials



Students practicing bicycle safety during a bicycle rodeo at Delaney Elementary in Kennedale, TX.



Students, parents, and teachers get involved in Walk to School Day in October 2024 at HOSP Elementary in Frisco, TX.

Encouragement activities

- National **Walk and Bike to School days** held in early October and May of each year to generate enthusiasm for walking and biking on specific days. More info at: www.walkbiketoschool.org.
- Programs such as "**walking school buses**" or "bicycle trains" can improve safety by students walking or biking in groups under adult supervision. More information about these and other types of events at <https://tinyurl.com/4us4snm2>.
- **Corner captains** are adult volunteers stationed on key street corners to increase the presence of responsible adults and watch children as they walk and bicycle to school.



Students at a Fort Worth ISD school walk to school together as a "walking school bus" for enhanced safety.

Actividades de educación y fomento para mejorar la seguridad de los peatones

No todos los obstáculos que impiden a los estudiantes ir a la escuela a pie o en bicicleta de manera segura pueden resolverse con infraestructuras. Los programas educativos que forman parte de las Rutas Seguras a la Escuela enseñan a los estudiantes la seguridad en bicicleta, a pie y en tránsito, además también enseña al conductor a compartir la carretera. Estos programas sirven para generar entusiasmo y promocionar los desplazamientos a pie y en bicicleta como actividades divertidas, seguras y saludables.

Algunos ejemplos:

Actividades educativas

Estudiantes:

- **Rodeo de bicicletas** son eventos en los que un instructor enseña el uso y el ajuste correcto del uso de casco, la talla correcta de la bicicleta y el control del frenado y giros. Más información en <https://tinyurl.com/3brkysrb>.

Padres de familia:

- Los materiales educativos ofrecen consejos a los padres de familia para que sirvan de ejemplo. Consulta [el folleto de NCTCOG Consejos de seguridad en zonas escolares](#), disponible en inglés y español para descargar en www.nctcog.org/srts - Materiales Educativos de Seguridad



Estudiantes practicando la seguridad en bicicleta durante un rodeo de bicicletas en la Escuela Primaria Delaney en Kennedale, TX.



Los estudiantes, padres y maestros participan en el Día de caminar a la escuela en octubre de 2024 en la escuela primaria HOSP en Frisco, TX.

Actividades para fomentar

- **Días Nacionales de Caminar e Ir a la Escuela en Bicicleta** se celebran cada año a principios de octubre y en mayo para generar entusiasmo por caminar e ir en bicicleta en días específicos. Más información en: www.walkbiketoschool.org.
- Programas como los **"autobuses escolares andando"** o los **"trenes de bicicletas"** pueden mejorar la seguridad de los estudiantes para que caminen o vayan en bicicleta en grupos bajo la supervisión de un adulto. Más información sobre estos y otros tipos de eventos en: <https://tinyurl.com/4us4snm2>.
- **Capitanes de esquina** son adultos voluntarios situados en esquinas clave para aumentar la presencia de adultos responsables y vigilar a los niños mientras caminan o van en bicicleta a la escuela.



Los estudiantes de una escuela de Fort Worth ISD caminan juntos a la escuela como un "autobús escolar a pie" para mayor seguridad.

Which of the following affects your decision to allow, or not allow, your child to walk or bike to/from school?

¿Cuáles de las siguientes afectaron su decisión de permitir; o no permitir; que su niño(a) camine o vaya en bicicleta hacia de la escuela?

Place a dot next to each concern you have about allowing your child to walk/bike to school. / Coloca un punto junto en cada preocupación que tengas que impiden para dejar que tu hijo(a) camine o vaya en bicicleta a la escuela.

Child's before and after school activities / Actividades estudiantiles antes o despues de la escuela	
Speed of traffic along route / Velocidad de tránsito a lo largo de la ruta	
Amount of traffic along route / Cantidad de tránsito a lo largo de la ruta	
Availability of adults to walk or bike with / Disponibilidad de adultos con quien caminar o andar en bicicleta	
Availability or condition of sidewalks or pathways / Disponibilidad o estado de las banquetas o caminos	
Safety of intersections and crossings / Seguridad de las intersecciones y cruces	
Crossing guards / Guardias de cruce peatonal	
Violence or crime / Actos de violencia o delincuencia	
Weather or climate / Tiempo o clima	
Distance to school / Distancia a la escuela	








Anything else? You can place a sticky note here. / ¿Algo más? Puedes poner una nota adhesiva aquí.

Areas of Concern around Dover Elementary / Áreas de preocupación en los alrededores de la escuela Primaria Dover

Do you have any other safety concerns in the neighborhood? If so, write it on a sticky note and stick it to the board. /
¿Tienes alguna otra preocupación en el barrio? Si es así, escribirlo en una pegatina y pégala en la cartulina

Legend / Leyenda

- | | |
|--|---|
|  Speeding concerns / Exceso de velocidad |  Unsafe intersections / Intersecciones inseguras |
|  Unsafe pedestrian crossings / Cruces peatonales inseguros |  Crime concerns / Preocupación por delincuencia |
|  Unsafe street parking / Estacionamientos en la vía pública inseguros | |



Safety Treatment Examples / Ejemplos de Tratamiento de Seguridad

These are examples of improvements that can enhance pedestrian safety around schools. / Estos son ejemplos de mejoras que podrían aumentar la seguridad peatonal alrededor de las escuelas.

Stop lines & crosswalks:

alert drivers to possible crossings /

Marcas de alto y cruces peatonales:

alertan a los conductores de posibles cruces



Speed feedback signs:

increase drivers' awareness of speeds /

Señalización vial de radares de velocidad:

aumentan el control de velocidad de los conductores



School zone road markings:

alerts drivers entering school zone /

Marcas viales en zona escolar:

alerta al conductor que entra en una zona escolar



Fluorescent crossing signs: easier to see in low-visibility conditions /

Señales de cruce fluorescentes: más fáciles de ver en condiciones de baja visibilidad

Existing Signs:



Fluorescent Yellow-Green Signs:



Stop sign:

drivers stop at intersections /

Señalización de Altos:

el conductor se detiene en las intersecciones



Tighten curb: sharper turn forces slower speeds /

Ajustar la acera: Un giro más cerrado obliga a reducir las velocidades



Rectangular Rapid

Flashing Beacons (RRFBs):

pedestrians activate to alert drivers of crossings /

Luces Intermitentes Rápidas

Rectangulares (RRFBs): accionados

por los peatones para alertar al conductor cuando vayan a cruzar



School zone sign with flasher:

alerts drivers entering school zone /

Señal de zona escolar con

pulsador: alerta al conductor que entra en una zona escolar



Lane markings: narrows appearance of road to calm traffic /

Marcas de carril: estrechan el trazado de carretera para calmar el tránsito

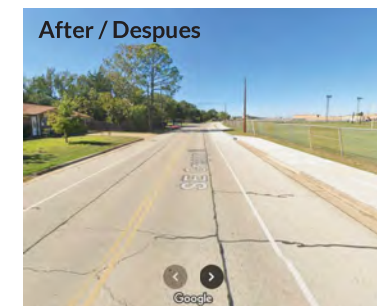


Image courtesy of Google Streetview /
Imagen cortesía de Google Street View

Median island: assists safe crossing between intersections /

Refugio Peatonal: ayuda cruzar con seguridad entre intersecciones



Thank you for coming to Dover Elementary's Open House about pedestrian safety! / ¡Gracias por venir a la jornada de puertas abiertas de la escuela primaria Dover sobre seguridad peatonal!

What is this about? / ¿De qué se trata?

The City of Richardson and the North Central Texas Council of Governments (NCTCOG) are working to improve pedestrian safety around Dover Elementary to enable children to safely walk or bicycle to school. The result will be a Dover Elementary Safe Routes to School Plan to be completed in summer 2025. The plan will be available at www.nctcog.org/SRTS. **Walk around and interact with the other posters to learn more! /**

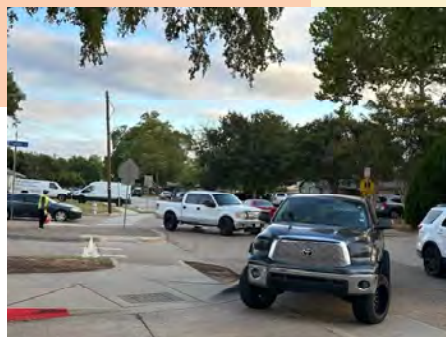
La ciudad de Richardson y El North Central Texas Council of Governments (NCTCOG) están trabajando para mejorar la seguridad peatonal en los alrededores de la escuela primaria Dover, para que los niños puedan caminar o ir en bicicleta a la escuela de manera segura. El resultado será un Plan de Rutas Seguras para la Escuela Primaria Dover que se completará en el verano de 2025. El plan estará disponible en www.nctcog.org/SRTS. **¡Camina e interactúa en los otros carteles para informarte mejor!**

Benefits of walking and biking to school / Beneficios de caminar y rodar a la escuela

- Studies show that kids who are physically active before school are more alert and do better in school / Estudios demuestran que los niños que realizan actividades físicas antes de ir a la escuela están más alertos y son más productivos en la escuela
- Create lasting exercise habits early in life / Crean hábitos de ejercicio duraderos a una edad temprana
- Walking one mile is 2/3 the daily recommended 60 minutes of exercise to improve health / Caminar una milla equivale a 2/3 de los 60 minutos recomendados de ejercicio diario para mejorar la salud
- Kids enjoy walking with their friends / Los niños disfrutan caminar con sus amigos

What is Safe Routes to School? / ¿Qué significa Rutas Seguras a la Escuela?

- Safe Routes to School (SRTS) programs encourage and enable children to safely walk and bicycle to school. The goals are to improve student health, traffic congestion, safety, and air quality around schools. / Los programas de Rutas Seguras a la Escuela (SRTS) animan y permiten a los niños de caminar y rodar de manera segura a la escuela. Los objetivos son de mejorar la salud de los estudiantes, la congestión vehicular, la seguridad y la calidad del aire alrededor de las escuelas.
- More information at: www.nctcog.org/SRTS and www.saferoutespartnership.org / Más información consulta en: www.nctcog.org/SRTS y www.saferoutespartnership.org



What, if anything, do you think could make your child safer when walking or biking to school? /

¿Qué crees que se podría hacer para que tu hijo(a) se sienta más seguro al caminar o rodar a la escuela?

Write it on a sticky note and stick it to the board! /

Escribirlo en una pegatina y pégala en la cartulina.



Image courtesy of Kerry Elementary School in Allen, TX / Imagen cortesía de la escuela primaria Kerry en Allen, TX.



Image courtesy of HOSP Elementary School in Frisco, TX / Imagen cortesía de la escuela primaria HOSP en Frisco, TX



Students at a Fort Worth ISD school walk to school together as a "walking school bus" for enhanced safety. / Los estudiantes de una escuela de Fort Worth ISD caminan juntos a la escuela como un "autobús escolar a pie" para mayor seguridad.



Students, teachers, and parents participate in Walk to School Day / Estudiantes, maestros y padres participan en el Día de Caminar a la Escuela



Students bike to school with their parents / Los estudiantes van en bicicleta a la escuela con sus padres.



Image courtesy of Keller-Harvel Elementary School in Keller, TX / Imagen cortesía de la escuela primaria Keller-Harvel en Keller, TX



North Central Texas
Council of Governments



RICHARDSON
TEXAS

Please use this space to make comments or take notes /
Por favor, utilice este espacio para hacer comentarios o tomar notas.

Dover Elementary Safe Routes to School Plan /
Plan de rutas seguras a la escuela de la escuela primaria Dover

Parent Meeting /
Reunión de padres de familia

Thursday, May 15, 2025 /
Jueves, 15 de mayo de 2025

