SAFE ROUTES to School
NATIONAL PARTNERSHIP

Safe Routes to School Local Policy Guide

June 2011

Acknowledgements and Background

The Safe Routes to School Local Policy Guide was published by the Safe Routes to School National Partnership (National Partnership) to help local communities and schools create, enact and implement policies which will support active and healthy community environments that encourage safe walking and bicycling and physical activity by children. The guide is intended to help community members, policy-makers, parents and advocates to create a healthy built environment that stems from a health in all policies approach. This guide was made possible through contributions from a number of authors and reviewers, and with funding from the Centers for Disease Control and Prevention. The National Partnership is grateful for this assistance.

The Safe Routes to School National Partnership is a fast-growing network of more than 500 organizations and professional groups working to set goals, share best practices, leverage infrastructure and program funding, and advance policy change to help agencies that implement Safe Routes to School programs across the nation. The National Partnership's mission is to advocate for safe walking and bicycling to and from schools, and in daily life, to improve the health and well-being of America's children and to foster the creation of livable, sustainable communities. The National Partnership is hosted by Bikes Belong Foundation, a 501(c)(3) non-profit which is a sister organization to Bikes Belong Coalition.

For more information, visit www.saferoutespartnership.org.

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SAFE ROUTES TO SCHOOL

NATIONAL PARTNERSHIP

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Forward

It has been wonderful to see the increased growth in Safe Routes to School programs and policies over the past decade. All throughout the United States, cities and schools are promoting walking and bicycling, and Safe Routes to School is serving as a catalyst for policy-makers to create healthy and active community environments.

But we have seen that funding for Safe Routes to School program implementation is limited. It has become clear that if we are to achieve our goals of developing lasting improvements to the built environment that increase physical activity, we will need to go beyond "programs" and instead help municipalities, planning entities and school districts move towards taking a "health in all policies" approach.

The Safe Routes to School Local Policy Guide provides a primer for what policies can be targeted to influence transportation and land use that benefits children's mobility, how to go about initiating policy change and examples of communities that have successfully enacted policies. The Safe Routes to School National Partnership is excited to bring this resource to the public, as we keep hearing that communities and schools need more examples of how to enact policy changes and develop new funding streams that will create healthy environments for children.

We've had the honor of working with more than 10 communities through the CDC's Communities Putting Prevention to Work program to advance Safe Routes to School through policy change, and we've worked with the Robert Wood Johnson Foundation and Kaiser Permanente to guide schools, communities, regions and states in enacting policy changes that support Safe Routes to School, and ultimately, safe routes to everywhere! As health in all policies and policy change to impact Safe Routes to School are growing and emerging fields, I invite you to let the National Partnership know how you use this publication, and to make us aware of other policies in place that are benefitting Safe Routes to School outcomes. This guide is just a start – we aim to expand and grow the library and list of policies that support Safe Routes to School and healthy environments for children, and create a nationwide learning network to share and create best practices.

The ultimate goal of this publication is to provide health practitioners, principals, advocates, parents, policy-makers and everyone with the know-how to get started on advancing policy changes at the local level that will lead to healthier, safer and more vibrant communities for children and everyone.

Good luck, and thank you for leading the way to a healthier tomorrow!

Best regards,

Deb Hubsmith, director
Safe Routes to School National Partnership

The Safe Routes to School Movement

According to the Centers for Disease Control and Prevention, childhood obesity has more than tripled in the past 40 years. The number of overweight or obese children aged 6 to 11 years old increased from four percent in 1969 to 35% in 2007.[1,2] During this same period of time, the number of students who walked or bicycled to school decreased from 48% to a mere 13%.[3] While the causes of childhood obesity are complex and involve physical activity and nutrition, the correlation between the increase in obesity and the decrease in walking and bicycling to school cannot be ignored. Research shows that walking to school increases rates of activity throughout the day[4], and further research strongly links a built environment that is conducive to walking and bicycling to increases in physical activity[5].

Safe Routes to School is at the heart of a growing national and international movement to increase children's physical activity, to improve safety while walking and bicycling to school, and create healthy environments for children. The first Safe Routes to School programs were initiated in Europe in the 1970's. Initial efforts to promote walking to school then emerged in the U.S. in the late 1990's. During the 2000-2001 school year, the National Highway Traffic Safety Administration sponsored two pilot programs to test the effectiveness of Safe Routes to School in Marin County, CA and Arlington, MA, using a comprehensive model based on the Five E's. The strong success and national enthusiasm that emerged for the program helped to inspire Congress to establish a federal Safe Routes to School program in 2005.

The Safe Routes to School federal program is administered by state departments of transportation that provide grant funds and/or technical assistance to schools and communities interested in improving conditions for walking and bicycling to schools. From August 2005 through September 2011, $974 million has been allocated by the federal government to states for Safe Routes to School projects and programs. In order to effectively build infrastructure, improve safety and change travel behaviors, Safe Routes to School programs institute what is commonly referred to as the Five E's:

Education – Teaching children about the broad range of transportation choices, instructing them in important lifelong bicycling and walking safety skills and launching driver safety campaigns in the vicinity of schools.

Encouragement – Using events and activities to promote walking and bicycling and to generate enthusiasm for the program with students, parents, staff and surrounding community.

Engineering – Creating operational and physical improvements to the infrastructure surrounding schools that reduce speeds and potential conflicts with motor vehicle traffic, and establish safer and fully accessible crossings, walkways, trails and bikeways.

Enforcement – Partnering with local law enforcement to ensure that traffic laws are obeyed in the vicinity of schools (this includes enforcement of speeds, yielding to pedestrians in crosswalks and proper walking and bicycling behaviors) and initiating community enforcement such as crossing guard programs and student safety patrols.

Evaluation – Monitoring and documenting outcomes, attitudes and trends through the collection of data before and after the intervention(s).

The burgeoning Safe Routes to School movement has drawn attention and popularity from numerous stakeholders as it can help address many critical issues including childhood obesity, traffic safety and congestion, personal safety and air quality. Safe Routes to School provides a way to bring together policy-makers, government officials, school districts, administrators, teachers, non-profits, businesses, parents and students. All stakeholders can play important roles in initiating, running and sustaining Safe Routes to School programs and developing policy change techniques to deepen and broaden the desired outcomes.

Safe Routes to School is building a movement where parents and students are forging the path toward healthier communities and building awareness about the needs for a "health in all policies" approach. Safe Routes to School is raising awareness and building the practice for cities and schools to be designed and retrofitted so that people can safely walk and bicycle more often, and participate in healthier lifestyles from youth into adulthood.

From Programs to Policy

The Safe Routes to School Local Policy Guide was created to aid Safe Routes to School practitioners in making the transition from working on strictly "programs" to championing and implementing "policy" which can lead to lasting changes, increased funding, and also support programs for the long term. The Local Policy Guide is intended to help take advantage of the burgeoning energy and commitment toward Safe Routes to School and harness it to help communities enact policies that can support their programs and their goals of creating healthier, more livable schools and communities.

As of March 2011, more than 11,000 schools are receiving benefits through federal funding to improve streetscape infrastructure and/or run Safe Routes to School programs to get more students actively commuting to and from school. However, the federal funding is limited; as of Spring 2011, $1.6 billion has been requested through applications nationally and states collectively have only been able to meet only 38% of that need[6]. The federal Safe Routes to School program should be considered seed money to help schools, cities, counties and states initiate expansive policy changes to support an improved built environment and Safe Routes to School outcomes. Effective policies that are vigorously implemented can change the systems that currently make long-term Safe Routes to School programs difficult or, in some areas, even impossible. The next step to sustaining Safe Routes to School programs is to work hand-in-hand with local school districts, cities, counties, Metropolitan Planning Organizations, state governments, non-profit organizations, parents and students to create local policy changes that encourage physical activity and active community environments.

Currently, throughout the United States, there are an emerging number of communities and schools that are invested in Safe Routes to School, and have already taken the leap by deciding to devote their energies to policy, systems and environmental changes. Because Safe Routes to School is relatively new to many areas of the United States, communities have approached policy solutions with ingenuity, inventiveness and creativity. Communities across the country have created and implemented policies that have never existed before, and have utilized existing budgetary processes and personnel at the local level to direct staff and fiscal resources to protecting the health and safety of children. This guide explores many of those examples, and seeks to inspire other schools and communities to take the leap from program to policy.

Policies that Work

For the purpose of this guide, policy will be defined as "a high-level overall plan embracing the general goals and acceptable procedures especially of a governmental body".[7] Policies are most often published in written documents, through laws and ordinances, and also through planning documents and procedures adopted by government agencies such as city councils, county boards, schools boards, metropolitan planning organizations, or departments of municipalities, such as transportation, planning, law enforcement or health departments. Before outlining many of the policies in the Safe Routes to School Local Policy Guide that have been successfully implemented to support Safe Routes to School initiatives there are a couple important concepts to keep in mind.

First, there is no single policy that will make walking and bicycling completely safe for children. "Instead, it is about changing priorities on how we address transportation demand and land use, which requires a comprehensive approach of political support, coordinated transportation and land use policies, enabling programs, adequate funding, implementation champions, competent agency staff, and clear technical guidance."[8] As policies begin to be enacted that address Safe Routes to School we create an environment and culture that supports more walking and bicycling and improves safety. Many health agencies are now striving for the goal of "health in all policies", a framework that encourages policy-makers to incorporate health outcomes into the design and implementation of every policy. As this goal takes hold, communities begin to focus more on prevention-oriented strategies to creating healthier communities for children and adults, such as Safe Routes to School.

Second, when creating policies, use powerful language that clearly identifies goals rather than vague or ambiguous language that allows for multiple interpretations. Institutionalizing a policy requires clear and concise language, providing "more than just an official position statement; it requires enabling programs, adequate

funding, technical guidance, and other essential ingredients."[9] It is also critical for policies to identify changes in procedures and enforcement mechanisms to ensure that there are consequences if the policy is not implemented.

Third, realize that creating the policy is only part of the process. Policy change also requires working with power brokers and agency staff to ensure that the policy is being implemented. In addition, policy changes can be revoked by new administrations, so it's important to keep watch to ensure that the policy remains on the books and does not get overturned in the future.

Finally, it is important to note that in some cases, you may not be able to implement a desired local policy unless a state law or state policy is first changed. This is because sometimes state policies put parameters around what local municipalities and school districts can do. This may be the case when working on policies such as school siting (if the state has minimum acreage standards), speed limits (if the state has an 85th percentile rule) or creating new funding mechanisms through fines or transportation sales taxes (if there is state law governing how locals can raise fines or taxes). To learn more about state policy, see the National Partnership's website sections on the state network project and state policy best practices.

Policy change takes time and diligence, but it is the most powerful way to ensure that that city, county, school and regional staff and public resources are being directed toward processes and procedures that will support safe and healthy communities. Safe Routes to School has proven to be an effective catalyst for galvanizing policy change to enhance and protect children's environment, health, safety and to support lasting modifications within government agencies that result in long-terms goals of increasing physical activity, improving safety and decreasing pollution.

The Seven P's of Policy Change Model

Identifying key policies that will create supportive environments for bicycling and walking to school, and in daily life, is the first step toward institutionalizing Safe Routes to School through local policy. Once targeted policies have been identified it is helpful to apply a framework to bring those policies to fruition. Much like the Five E's model (Education, Encouragement, Engineering, Enforcement and Evaluation), which is applied to successful Safe Routes to School programs, "The Seven P's of Policy Change", a concept derived from Colorado Department of Public Health and Environment, is an excellent model for ensuring you are crafting an effective policy campaign. For this guide, the National Partnership added ideas to each of the Seven P's, which fit directly with creating local policy change to support healthy communities for children to engage in physical activity.

Each policy change process is different, and will be dependent on the type of policy you are seeking to affect, as well as the specific culture and processes in place within your city, county, school board or Metropolitan Planning Organization. However, once you know what policy you want to enact, you can utilize the guidelines for the Seven P's to create a starting point for launching your policy change initiatives. Use the Seven P's as a framework to get started. You won't know the answers to all of the questions until you dig in and get started building a network of supporters and working to actually change policies. Since each policy change process is different, you may be "learning as you go" – it's an adventure!

(The following is a description of the Seven P's that will guide the practitioner in developing a course of action; the leading questions are intended to create conversation with regards to each of the Seven P's. We have also included a Seven P's of Policy Change worksheet in appendix A.)

The Seven P's of Policy Change

Power

Who might be some key power holders/brokers for this solution (including yourself)?

The first step toward affecting policy change is identifying all of the key power people who either control the policy, plan or procedure under consideration, or are required to influence the decision-making process. Those in power vary and are dependent upon the policy and where it is housed. When working with school districts or schools oftentimes the school board, superintendent, principal, Parent Teacher Association or an effective teacher can serve as a power broker. On the other hand, when working on a Regional Transportation Plan or Bicycle and Pedestrian Plan the players are different and could include engineering staff and elected officials on the governing board of the agency that will adopt the Plan.

As you start to think about the process of changing a given policy, procedure or project, those in power will be critical for helping you define the key steps in the process, the ways to make recommendations and the best strategies for building support among the ultimate decision-making body. When changing a policy, it is helpful to identify who can be your "champions" at three levels: the community advocacy level, the agency staff level and the elected body level.

Learn which agency is responsible for the policy you want to change and get to know the agency staff who are in charge - these are your power people. You'll have to work with them to get the policy enacted and implemented, so it's critical to develop a good relationship and learn how they do business. Also learn which elected officials will champion your policy, you'll need to work with these policy-makers to understand the best ways to work with their staff, and how the agency will make the decisions at public meetings.

Make sure that you have brought in all the various stakeholders, from every sector that may have an interest, and be creative -- you may not yet realize the types of champions that are out there until you start bringing power people to the table and brainstorming who else should be part of your movement. You need to meet with your power people, and work together to make your goals their goals and show how the policy, procedure or project is the right thing for the community. In a best-case scenario, your champion(s) will help you write the policy

language and shepherd it through adoption – you don't necessarily have to be the technical expert, even if you are leading the process. It is critical to find and nurture your power people early in the process. Tell them your goals, listen to their advice, support them to lead among their colleagues and respect their time. Work with policy-makers to champion the policy language going before a vote, and if necessary to strengthen it prior to adoption. In working with agency staff and elected officials, it's also important to avoid surprising your champion; make sure to keep your power people in the loop and working together with you.

Philosophy

What underlying vision or values need to be created/ established/articulated to positively influence and direct this solution? Where will this vision or these values be documented and memorialized?

For those working within the realm of Safe Routes to School these questions should help valued stakeholders create or identify the underlying philosophy that drives the work towards policy, which enables more students to walk and bicycle. Each community is unique and will have its own vision and values. Through talking with other advocates and policy-makers you can help find and articulate the philosophy upon which the policy will be established.

In many communities, the philosophy relates to creating environments that support healthier, more physically active children. Other communities have big problems with traffic congestion or crime and see Safe Routes to School as a way to decrease congestion and improve safety. Whatever the message or values are, they must resonate with community's vision and goals, tying the policy need back to an overall vision.

Memorializing the policy's philosophy in a frequently accessed document once you have collaborated to define the underlining vision or values can help guide internal decisions regarding its use. For instance, creating a platform or fact sheet and/or action plan that describes the problem, the mission or values and goals and objectives designed to solve the problem can give your team a focused tool for collaboration and outreach, and helps the public and decision-makers to understand and be inspired by your position. Also, government and advocacy organization websites along with media articles and op-eds can be a way of memorializing policies, mission statements, vision and values. The critical element to remember is that the community has expressed their shared vision and memorialized it, and the goal now is to find ways to

implement the vision in real projects happening around the community that reinforce safe walking and bicycling behaviors and healthy community environments for children.

Policy

How would policies and regulations need to be addressed and where would they be documented to support this solution?

This question guides stakeholders in finding the correct policies to target in order to affect the change that is desired. It is also important to simultaneously identify where this policy will be housed or documented, such as an ordinance, general plan or expenditure plan. Including the original power people in this process will help you readily identify which policies to target for enactment to help achieve your goals of creating safe, accessible communities.

Research the history: Is there a poor policy on the books now that needs to be changed? Is there a former plan that is going to be updated, or past staff reports about needs for the policy? Are there newspaper articles pointing to the fact that a policy change could be coming soon? Read everything you can about the history and need for the policy, as the people you will be working with - agency staff and elected officials - will most likely know the history and use that as a starting point for moving forward.

Work with implementing agencies and power people to create goals and to draft language for the policy that will lead to the outcomes you desire. Take time to ensure that you're getting the language right. If possible, look to other community's policy successes for examples of best practices. If there is resistance to what you are seeking to do, strive to understand where that is coming from, and collaborate with your power people to either overcome the resistance or to make changes that are acceptable to all parties.

It is possible, and even likely, that several policies in place may need to be amended in order to bring the overarching philosophy to fruition. The Safe Routes to School Local Policy Guide describes a number of possible policies for your team to consider.

Procedure

What processes or procedures would support and enable the community to effectively address this solution?

Understanding internal procedures that ultimately use policies to build projects in the community are critical for aiding the practitioner in effectively working within those guidelines, timelines and decision-making cultures. It can be useful to map out a flow chart and timeline of how the system works so that you can identify a strategy which fits within those established procedures. It is also appropriate to work with power brokers to recommend procedures that will help gain public input for the best possible policy solutions.

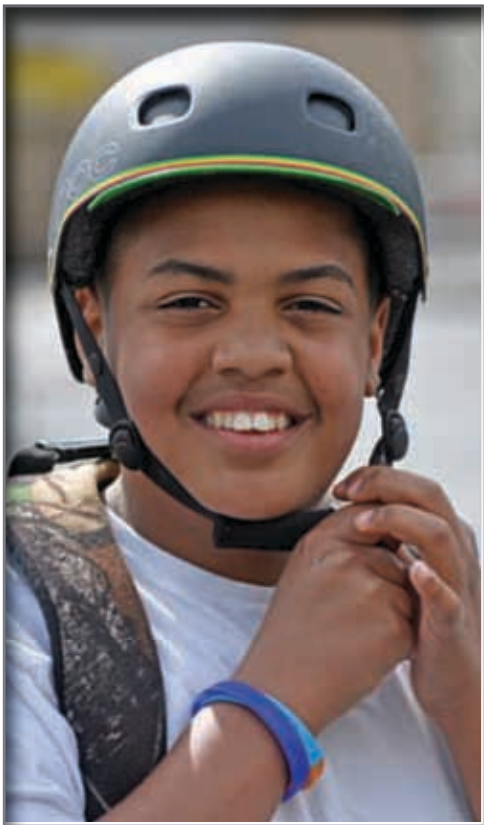
For example, it is much easier to pass a funding mechanism to support Safe Routes to School if a transportation agency is already moving forward with a process to enact new funding for transportation. In that case, it is essential to understand the timeline, how the transportation agency will determine priorities, work to ensure that Safe Routes to School priorities are included, and specifically, to determine in advance how they will be implemented. Another example is around Complete Streets. A community can pass great policies for pedestrian and bicycle safety, and how the roads should include certain elements that ensure this, but if the transportation agency doesn't develop specific methods to add these elements into their development review procedures and road construction/design standards, then these roads won't be built as the policies have intended.

Meeting regularly with your power people will help guide you through the procedural considerations and ensure that there is a public process and an understandable public timeline with milestones. Ensure that the process will involve multiple stakeholders including schools, parents and other advocates, and make sure that you bring people to the table to have a voice to support your policy philosophy and need. Attend all meetings that relate to the policy, and work to get the most that you can out of each meeting, realizing that many meetings will lead to the ultimate outcome. As they say, Rome wasn't built in a day. Have patience and persistence!

Since policy change takes time, it's important to think about what your goals are for each public and private meeting, and what procedures need to be in place by certain times to advance your goals. It's also important to note that oftentimes advocates cannot dictate the timing of a campaign for policy change. When

government decides that it is going to revise its general plan, adopt a regional transportation plan or initiate a transportation sales tax, it is critical for advocates seeking to advance Safe Routes to School to get involved early on, as that is truly the only way to affect policy change. When there is an outside process and timeline, it's time to jump in and act. It's also important to understand that these procedural changes may not be terribly expensive changes to make, and that the time spent ensuring policies have strong procedural direction is an investment in understanding the complex nature of how local government implements the expressed goal of active living.

Ultimately, overall awareness and implementation of the policy is essential to its effect. Work to ensure that the policy is employed by staff as envisioned, and if it is not, call attention to the section and language in the plan which dictates the required policy.



Project

What activities and "on the ground" actions could be planned and implemented as a solution?

When a community has all of the essential ingredients for healthy development in place with a strong philosophy, solid policies and procedures that ensure pedestrians and bicyclists will have equal opportunities to travel in the community, and are working collaboratively with those in power, it's important to have projects built in the community that reflect the efforts made. Whether it's a series of connected, safe trails being constructed, or wider sidewalks and on-street bike lanes that safely convey pedestrians and cyclists, each project is an on-the-ground example of how well policies and procedures reflect the philosophy of the community. These successful examples provide real opportunities for elected officials and other power people to see the effects of the policy changes in action. Projects require significant collaboration from partners within the agency and in the community, and can be time-intensive and expensive to implement. Most importantly, projects demonstrate the value of working together for shared goals and outcomes that can remove unwanted traffic from the streets, improve air and water quality, and most importantly, provide a healthy alternative for kids to walk and bicycle to school and anywhere else in the community.

Partnerships

What partnerships and internal/external resources would be important to support this solution?

To pass a policy, you will need to identify what organizations and people can be partners in working with you as a team to achieve the goals. Most policies are approved by government bodies with elected officials who are in office because they were voted in by constituents. To change policies, you must build broad-based partnerships with respected stakeholders to show busy policy-makers why this policy is important to their community. It is a good idea to bring key organizations together early in the process and to create a group that continues to articulate the vision, goals and necessary outcomes of the policy change, attend meetings and work together as a group. By bringing together a variety of organizations, each of which has their own membership, you build a movement and create momentum which allows for policy-makers to take risks and support the policies for which you are advocating. Enacting and utilizing strong partnerships help those in power delegate tasks, manage complex projects more effectively and create strong teams that can advocate for the policy changes, the procedural amendments and project implementation.

Those in power could also be partners or potential partners, but it is possible that they may not be. Developing partners who can help create new opportunities to work closer with those in power, leverage additional resources such as time, staff, or capital and share the responsibility of the progression to the overall goal is essential.

Promotion

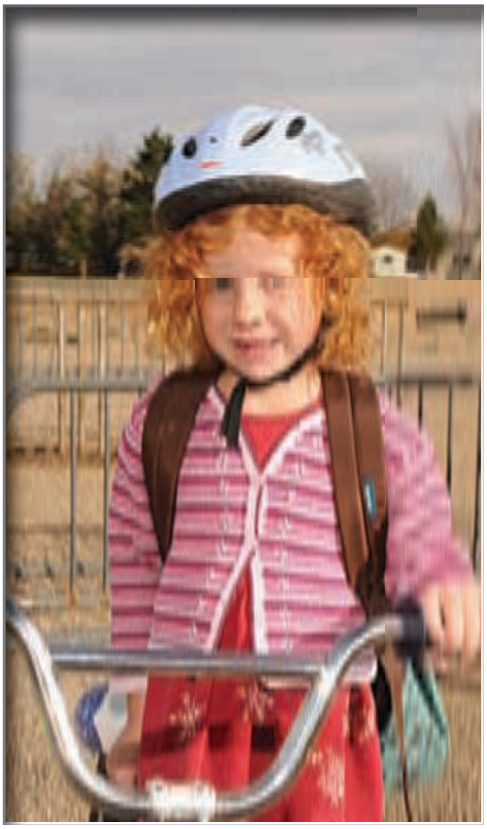
To assure results and success, how could the goals and/or activities of this solution be shared and promoted, and with what audiences? Also, how do you maintain the project or infrastructure that supports healthy behavior?

Policy change does not happen overnight. Those who regularly operate in the policy realm know that you must continue to champion your cause despite hurdles, roadblocks and outright walls. Initiating incremental steps to policy change can require years of investment in the public process, significant community outreach, public hearings and follow up after policies have been enacted.

In order to keep your partners together and continue to reach power holders, you must promote your policy goals, and celebrate the small steps that you achieve along the way through decisions at meetings, public opinion polls, trends or successes. Reach out and share ideas via email, sell the concept through a website and continue to promote the policy outcomes you are striving for through the media and other means. Advertise each meeting about the policy you are aiming to change, get people to the meeting and advertise the results.

Today, social media is an excellent tool for policy promotion, which will also help you to obtain additional partners and power people. Celebrate the passage of the policy or small victories along the way, by working with the media and your partners to publicize the success.

Make the policies "real" by publicizing stories of how the policy is positively impacting the lives of local residents. For example, get opinion pieces submitted to local papers. This will work to build even more momentum for the goal of health in all policies!



The Seven P's Conclusion

The Seven P's is a framework to guide you toward thinking about the best methods to create policy change, and the best policies to target. It is not intended to be a standalone approach to policy change, and as mentioned above, when changing policies there is no "formula" as each agency is unique –you just need to get started, be persistent, listen, act and have patience. Using the Seven P's of Policy Change worksheet (See Appendix A) with other partners invested in the overarching philosophy will begin to create a blueprint that will help mobilize and grow your established network to begin working to change local policies that will impact transportation, land use and public health. This will create safer opportunities for students to walk and bicycle to school and in daily life.

Equity through Policy Change

When creating policy changes to protect and enhance children's environments, it is critical to ensure that equity is included in all advocated policies.

Low-income neighborhoods or communities—particularly in urban settings—often have greater traffic-related risks. Residents in low-income urban areas are more likely to report greater neighborhood barriers to physical activity, such as higher numbers of busy through streets and poor pedestrian and bicycle infrastructure.[10] In addition, many low-income neighborhoods, both rural and urban, lack access to play areas and parks, resulting in children playing in and around streets in the afternoon and evening hours.[11,12]These neighborhood factors have an impact on safety, physical activity and obesity rates. For example, children from low-income households have a higher risk of being injured or killed as pedestrians.[13] Children in neighborhoods lacking access to sidewalks, parks, playgrounds and recreation centers have a 20 to 45 percent greater risk of becoming obese and overweight.[14]

Because children from low-income families are twice as likely to walk to school as children from higher-income families,[15] implementing Safe Routes to School policies equitably through all communities and schools can have a significant impact on improving safety and health. Through the development of policies, make sure to keep asking questions about how the policy will reach underserved communities, and work to ensure that the process for developing the policy includes the people who the policy is intended to benefit. Community participation is critical!

The data is apparent and the results should significantly impact policy-making. When implementing policies focused on supporting Safe Routes to School, policy-makers and stakeholders should build in language that benefits the communities that are most vulnerable to childhood obesity and to traffic and safety-related concerns. Throughout this guide, there are descriptions of policies that work toward equity such as the examples about crossing guards in Washington DC (pg. 56), the creation of a Safe Routes to School plan in Los Angeles, California (pg. 39), capital improvement plans in Annapolis, Maryland (pg. 32), and joint use agreements in St. Petersburg, Florida (pg. 82).

Policies that Support Safe Routes to School and Healthy Communities

Through the introduction to this guide, you've learned about the Safe Routes to School movement, what constitutes policy, the Seven P's for policy change, which provides a framework for successfully advocating and achieving policy change, and the need for equity in policies.

In this section of the Local Policy Guide, we describe local policies that can be enacted to support Safe Routes to School and health in all policies, and examples of communities which have created successful policy changes. It's important to realize that policy change for Safe Routes to School is a new and emerging field, so in many cases, we can't yet present a lot of examples, and the examples may not be the ultimate best practices. As you use this Guide and achieve your own policy successes, please notify the National Partnership of your achievements, so that we can continue to update examples of successful policy change.

You can send examples of policy change processes and language to: info@saferoutespartnership.org.

Supporting Safe Routes to School through Plans

Every day, decisions are being made about the future of our cities and counties, including the placement of schools. Through a variety of planning processes key stakeholders should work together to formulate plans that are intended to work in conjunction to improve the built, economic and social environments of their respective communities. The resulting work of these collaborations is an overall blueprint which prioritizes projects, designates the way land can be used and in many cases assigns funding for transportation or land use. Planning process should operate in conjunction with other plans to create continuity throughout the jurisdiction. Getting involved in planning processes is integral to ensuring the prioritization of

projects that allow children to safely walk and bicycle to school and other destinations.

Bicycle and Pedestrian Master Plans

Safe Routes to School advocates should advocate for the creation of Bicycle and Pedestrian Master Plans and involve themselves in the planning process early on to promote the connectivity of neighborhoods with their local schools, keeping in mind the specific needs of children.

Changing the built environment around your school and community does not happen overnight. Oftentimes, years in advance, cities, counties and regions begin planning for future funding and design improvements to create bicycle and pedestrian connectivity and ideally a complete network that connects homes, schools, workplaces, transit, parks and business establishments with walkways and bikeways as well as safe street crossings. Most frequently referred to as the Bicycle and Pedestrian Master Plan (BPMP), these plans define existing bicycle and pedestrian paths, lanes and routes and develop plans for where future bicycle and pedestrian improvements should be made. Many cities and counties have seen the value in creating a specific plan to guide future bicycle and pedestrian improvements, which can also be adopted by reference in the General, or Comprehensive Plan. Some jurisdictions require a BPMP for a municipality to gain access to certain sources of funding. BPMPs are usually updated more often than General Plans. Those cities that have not yet prioritized the creation of a BPMP can find themselves building without a blueprint which can result in inconsistent connectivity and missed opportunities for connectivity when other capital or infrastructure projects are being designed and constructed.

Some cities and counties will use existing staff to create a BPMP, in other cases, the municipality may want to hire a consultant to conduct this process. If this is the case, you may need to advocate for the planning funds to be included in the city budget, before you can begin to advocate on the routes that will go into the plan. Some Metropolitan Planning Organizations have funding for municipalities to create BPMPs. As a plan is being created, it's important to note priorities for implementation. Even once projects are funded, it could still take up to several years for actual installation, depending upon regulatory and public input processes, weather, scheduling prioritization and political will.

An effective Bicycle and Pedestrian Master Plan will include but not be limited to:

1. The estimated number of existing bicyclists and pedestrians in the plan area and the estimated increase in the number of bicyclists and pedestrians resulting from implementation of the plan.

2. A map and description of existing and proposed land use and settlement patterns which shall include, but not be limited to, locations of residential neighborhoods, schools, shopping centers, public buildings and major employment centers.

3. A map and description of existing and proposed bikeways and walkways.

4. A map and description of existing and proposed end-of-trip bicycle parking facilities. These shall include, but not be limited to, parking at schools, shopping centers, public buildings and major employment centers.

5. A map and description of existing and proposed bicycle transport and parking facilities for connections with and use of other transportation modes. These shall include, but not be limited to, parking facilities at transit stops, rail and transit terminals, ferry docks and landings, park and ride lots and provisions for transporting bicyclists and bicycles on transit or rail vehicles or ferry vessels.

6. A map and description of existing and proposed facilities for changing and storing clothes and equipment. These shall include, but not be limited to, locker, restroom and shower facilities near bicycle parking facilities.

7. A description of bicycle and pedestrian safety and education programs conducted in the area included within the plan, efforts by the law enforcement agency having primary traffic law enforcement responsibility in the area to enforce provisions of the Vehicle Code pertaining to bicycle operation and pedestrian activity, and the resulting effect on collisions.

8. A description of the extent of citizen and community involvement in development of the plan, including, but not limited to, letters of support.

9. A description of how the bicycle and pedestrian transportation plan has been coordinated, and is consistent with, other local or regional transportation, air quality or energy conservation plans, including, but not limited to, programs that provide incentives for active transportation commuting.

10. A description of the projects proposed in the plan and a listing of their priorities for implementation.

11. A description of past expenditures for bicycle and pedestrian facilities and future financial needs for projects that improve safety and convenience for bicycle commuters in the plan area.[16]

Adapted from the California Streets and Highway Code on bicycle plans, with additions related to pedestrians.


Razor

SAFE ROUTES TO SCHOOL

NATIONAL PARTNERSHIP

Safe Routes to School projects work to prioritize and make improvements to infrastructure surrounding schools in order to make bicycling and walking safer for its students and families. These projects should be linked to larger plans including BPMPs. Safe Routes to School plans should be created through stakeholder meetings, community input, data collection and assessment, and by conducting walkability audits, or 'walkabouts', around schools to review conditions. These plans generally have more detail than the BPMP but should be adopted by reference into the municipality's BPMP.

A wide range of attention and detail can be accorded to Safe Routes to School in the BPMP depending on the plan's budget and desired outcome. At a minimum, schools should be key destinations in a bikeway/walkway network plan and policy language should encourage Safe Routes to School engineering improvements, education and encouragement activities, and enforcement of motor vehicle safety around schools. Preferably, BPMPs can also include specific school-area improvement plans, as well as detailed safety education and encouragement activities to get more students walking and bicycling. A well-designed BPMP that includes Safe Routes to School can significantly affect a great deal of future funding for related local projects.

BPMP can be generated by several departments: public works, parks and recreation or planning. It is generally helpful to have the department of public works take the lead in creating the BPMP, if feasible, as that is the entity that is responsible in most cases for building and repaving roads, which provides an opportunity to create Complete Streets in the future. In addition, public works departments will most likely be the entities building the infrastructure improvements recommended in the BPMP, so it's good to get their buy-in early on.

If your city or county already has a BPMP ensure that it is updated at least every 5-10 years (check to see if there is a state law mandating the update process), and work with public works departments and policy-makers to remind them of the projects and goals included in the plan. If there is a bicycle and/or pedestrian Advisory Committee, attend their meetings and ask that Safe Routes to School be a part of their recommendations to the city or county. Use your BPMP to create a foundation for active transportation in the General Plan, and to guide Complete Streets. When your plan is adopted or updated, work to ensure that Safe Routes to School plans can be added to the BPMP, and adopted by reference in between official update time periods.

Policy in Action

Santa Clarita, California

Bicycle & Pedestrian Master Plan

The City of Santa Clarita, California, located in northern Los Angeles County, included Safe Routes to School as a key component of its Non-Motorized Transportation Plan (its version of a Bicycle and Pedestrian Master Plan) in 2006. The City first developed a prioritized list of its 26 public elementary schools based on bicycle and pedestrian collision histories, proximity to major arterials, population density and the percent of area households without cars. The City then conducted walkability audits and developed engineering improvement plans for Safe Routes to School for the four highest ranked schools. Including a robust Safe Routes to School component in the Non-Motorized Transportation Plan positioned the City to receive grant funding to construct recommended improvements, and the City has since conducted walkability audits at all of its elementary schools and constructed improvements for bicyclists and pedestrians at nine schools, including the first four schools involved in the Non-Motorized Transportation Plan. The City has also received grant funding to conduct a pilot Safe Routes to School education and encouragement program at the original four pilot schools.

Additional Resources

Sample Regional and Local Bicycle Master Plans
http://www.bicyclinginfo.org/develop/sample-plans.cfm

California Streets and Highway Code: 891.2
(Bicycle Master Plans)
http://law.justia.com/codes/california/2009/shc/890-894.2.html

A Guide to Transportation Decisionmaking:
Federal Highway Administration
http://www.fhwa.dot.gov/planning/decisionmaking/decisionmaking.pdf

Capital Improvement Plans

The Capital Improvement Plan (CIP) is a short- or long-term plan for towns or cities that "is a blueprint for planning a community's capital expenditures and is one of the most important responsibilities of government officials".[17] Generally comprised of two different parts, the capital budget and the capital program, the CIP works to synchronize the capital needs of a community such as streets, bridges, water and sewer systems, traffic control systems, public safety, libraries, parks, recreation and routes for pedestrians and bicyclists with the available funding in the budget. Among other things, the CIP is intended to encourage careful planning, keep the public informed about future needs and projects, focus attention on community objectives and fiscal capacity, as well as increasing opportunities to obtain federal and state aid.[18] CIPs are often adopted at or around the same time that the annual municipal budget is approved.

In relation to Safe Routes to School, the CIP is one of many plans that offers Safe Routes to School practitioners the opportunity to prioritize important infrastructure projects surrounding local schools and the development of vital connectivity between communities and their schools. While the CIP doesn't necessarily always allocate funding for projects, it does create a system of prioritization that places these projects on the government and public 'radar' and next in line for available funds. It is not unusual for projects in a CIP to spend several years waiting for funding, but having been added initially queues the project for when funding becomes available. In some cases, a City may require that your project be added to the CIP before it makes it a priority for implementation.

To influence CIPs, start out by asking city staff or elected officials for a copy of your jurisdiction's CIP; it may exist online. Learn if there is only a one-year plan, or a multi-year plan. Analyze the list and work with partners to make recommendations about the scope of work for specific projects, or to request that certain projects be added. For example, if your city adopts a list of streets that will be repaved each year, you can analyze this list and recommend that bicycle lanes, sidewalks and crosswalks be included in the project design. Learn what time of year the CIP is adopted and get ahead of the process in future years to influence what goes into the list, and ensure that the streets listed are designed and budgeted for active transportation improvements. Find out who the staff person is at the municipality that maintains the list, and develop a good relationship with that person to hopefully influence the list before it goes public. You can also work with an elected official to try to get

your project(s) on the list. Oftentimes agency staff seek to please the elected officials they serve. There is also likely a public input period during the periodic review of the CIP; find out when it is and mobilize supporters to attend meetings, make phone calls, write letters, or any other suitable methods of communicating your Safe Routes to School and related priorities and projects to the decision-makers.

Additional Resources

Developing a Capital Improvement Program, Colorado Department of Local Affairs
http://dola.colorado.gov/dlg/resources/docs/capital_improvement_program.pdf

Developing a Capital Improvements Program: A Manual for Massachusetts Communities
http://www.mass.gov/Ador/docs/dls/publ/misc/cip.pdf

Policy in Action

Mills-Parole Elementary School, Annapolis, Maryland

Capital Improvement Plans

The student population for Mills-Parole Elementary School in urban Annapolis, Maryland is primarily low-income, with the student body consisting of approximately 40 percent Hispanic and 60 percent African-American children. With the growing Hispanic population, the city has noticed a significant increase in walking to school. Many parents were walking their children to school, accompanied by several much younger siblings—so lots of small children and families were walking in unsafe circumstances. There were many areas with missing sidewalks, and those sidewalks that did exist were in bad repair. During heavy rain, many of the paths along the roads fill up with mud and puddles, forcing children to walk in the street. In 2008, in exactly this circumstance, a child walking to school was struck and injured by a car.

As a result of that injury, community members started asking for help improving safety. The city traffic engineer and the school worked together to survey the infrastructure around the school and to interview parents. As a result, the city applied for and received a Safe Routes to School grant of $121,000 -- $90,000 of which is being used around Mills-Parole Elementary School. New sidewalks are being installed, existing sidewalks are being repaired, crosswalks are being painted and school zone signs with flashing lights and reduced speeds are being added. The new signage now means that the police can issue tickets with doubled fines, which deters drivers from speeding in school zones.

Besides the infrastructure improvements, the process of applying for Safe Routes to School has created a meaningful way for the city and the school system to work together. The city has now added an inventory of needed school infrastructure improvements to their capital improvement plans and has prioritized making school zones safer, which will have long-term benefits for Mills-Parole Elementary and other schools throughout Annapolis.

Regional Transportation Plan

The Regional Transportation Plan (RTP) is a federally-required document that must be adopted at least every four years. The plan is usually not very well-known to the public, but is vital to the economy, community and lives of its residents. A region's long-term transportation priorities are represented in their RTP. Conducted by a region's Metropolitan Planning Organization (MPO) or similar entity, these transportation plans are designed to plan for transit, highways and local roads – and should include bicycle and pedestrian needs. RTPs estimate the amount of local, state and federal dollars available to the region for 25-30 years into the future, and set priorities for the region's long-range transportation plan. MPOs revisit the plan at least every four years and make necessary adjustments based on the overall goals of the region and potential shifts in priorities based on available funding. As noted by San Diego's MPO, SANDAG, RTPs are intended to guide their "region toward a more sustainable future by integrating land use, housing, and transportation planning to create communities that are more sustainable, walkable, transit-oriented, and compact".[19]

While RTPs rarely drill down to the specifics of sidewalk improvements or bike lanes near a school they do provide a broader brush of the intended overall use of funding in the region and can, in the long-term, ensure that communities receive resources and enact policies within the Plan that support active transportation.

To get started, find out which entity in your region leads the update process for the RTP. Then, identify the staff involved with the RTP, review the prior Plan and learn of the timeline and process for the upcoming Plan review. Once you understand the background and timeline, work with partners to develop a platform for the types of changes you would like to see in the Plan, such as a Regional Bicycle Plan, Regional Bicycle and Pedestrian Funding, Complete Streets policy, data collection and Safe Routes to School funding.

With your platform in hand, start to work with agency staff, policy-makers and partners to advocate for your platform. Attend key public meetings, and schedule meetings with key power brokers to find champions for your causes.

Policy in Action

San Francisco, California

Regional Transportation Plan

Policy change to influence the San Francisco Bay Area Metropolitan Transportation Commission's (MTC) Regional Transportation Plan (RTP) began in 1998 when advocates discovered that the RTP included no dedicated funding for bicycle and pedestrian programs. MTC staff indicated that there was no "plan" for how to advance regional bicycle and pedestrian goals, and therefore could not provide funding in the RTP; however, they offered to conduct a process to create a Regional Bike Plan, which was adopted as part of the 2001 RTP, but still with no funding. Over the subsequent years, advocates worked with MTC staff and commissioners to build support for the adoption of a Regional Bicycle and Pedestrian Program, a Complete Streets policy and a Safe Routes to Transit program, all of which were funded in the 2005 RTP, providing new sources of funding for agencies in the nine Bay Area counties to build bicycle and pedestrian projects. With the passage of state laws regulating greenhouse gas emissions in 2006 and 2008, MTC utilized their 2009 RTP review to also create a Climate Protection Program. Advocates did research and made projections for how Safe Routes to School funding would reduce emissions and serve the RTP goals. Influenced by this new data, MTC adopted a Safe Routes to School funding program for the 2009 RTP (Transportation 2035 Plan for the San Francisco Bay Area) that included $17 million for Safe Routes to School over the first three years of the plan implementation. This established funding streams for Safe Routes to School in all nine Bay Area counties. With the support of local advocates, MTC now requires that the implementing agencies for all road and transit projects funded by MTC fill out a Complete Streets checklist to show how the project will support safe walking and bicycling.

Policy in Action

Bozeman, Montana

Regional Transportation Plan

The City of Bozeman, Montana created detailed Safe Routes to School Improvement Plans for its seven elementary schools concurrently with the update of the Greater Bozeman Area Transportation Plan. Since the Improvement Plans were completed, the City has used them to prioritize its sidewalk maintenance program, including the ADA curb ramp retrofit program near schools. In addition, radar speed signs have been installed near the main entrances for each of the schools, and bike lanes and trails have been added on several roads where recommended. Individual schools have also been successful in using the plans to apply for federal Safe Routes to School funds to support education and encouragement efforts.

Additional Resources

A Guide to Transportation Decisionmaking: Federal Highway Administration

http://www.fhwa.dot.gov/planning/decisionmaking/decisionmaking.pdf

The Safe Routes to School National Partnership is currently working within three regions, Atlanta, Washington DC and Southern California, to adopt policies as part of the Regional Transportation Plan process that will support active transportation. See webpage for details.

TransForm, a non-profit in the San Francisco Bay Area, has been a national leader in working on RTPs to ensure funding and access to public transit, social equity and to support bicycling and walking.

General Plans/Comprehensive Plans

Local governments must make tough choices regarding housing, transportation, land use and more. The General Plan (sometimes referred to as a Comprehensive Plan) exists to create a "planning toolbox" for the government staff to use in guiding the writing of ordinances and codes. A city or county general plan is its blueprint for transportation, land use and development over time. Every general plan is adopted for an identified time period as well as for the long-term, although it should be revisited every 5-10 years. General Plans work to establish goals, purposes, zoning and activities permitted on local land.

- With regards to Safe Routes to School, General Plan policies should at a minimum:
- Adopt a goal for a bicycle and pedestrian mode-share for the jurisdiction
- Adopt by reference any Safe Routes to School and/or bicycle and pedestrian plans
- Include a Complete Streets policy
- Ensure that new development includes requirements for bike racks and bicycle and pedestrian accessibility to the site

General Plans should also include collaboration with the school district to contain mutual goals about where schools are located. Oftentimes, city and county municipalities do not work with school districts on their land use plans, and as a result school building can drive city planning. The plans should be done together, with school officials participating in city/county processes and vice versa. General plans can also develop "urban growth boundaries" limiting development to city centers to preserve agricultural or open space lands, and can encourage "in fill development" and "transit-oriented development."

Policy in Action

Jefferson County, Alabama

General Plans/ Comprehensive Plans

The Jefferson County Commission adopted a Smart Code ordinance for all unincorporated areas of the county, to ensure that future destinations, including those frequented by children, are closer and more accessible by active transportation. This is ensured by allowing mixed use within neighborhoods so residents are not forced to drive to access goods and services. This more traditional neighborhood practice gives "developers the flexibility and opportunity to create developments that provide for more walkable communities centered around villages and transportation nodes, and which preserve a greater amount of natural area and open space for the residents of those communities."[20]

Policy in Action

Marin County, California

General Plans/ Comprehensive Plans

The County of Marin adopted a Countywide Plan in 2007, based upon the theme of sustainability, which includes a goal for 20 percent of trips to be made by walking or bicycling by the year 2020. The plan also includes Complete Streets and projects from the Bicycle and Pedestrian Master Plan include Safe Routes to School. Advocates worked within the Plan process for seven years as it went through every stage of development to ensure that their goals were included within the built environment section of the plan.

Additional Resources

A Guide to Transportation Decisionmaking:
Federal Highway Administration
http://www.fhwa.dot.gov/planning/decisionmaking/decisionmaking.pdf

Smart Growth Online
www.smartgrowth.org

Safe Routes to School Jurisdiction Wide Plans

Making improvements at one school or even a few schools is a great way to get a Safe Routes to School program started, but there are needs for improved infrastructure and programs all across school districts, cities and counties. These jurisdictions have limited resources so having a coordinated jurisdiction-wide approach for Safe Routes to School is necessary for institutionalizing programs and creating broad based policy change.

Implementing school district-wide and/or city or countywide Safe Routes to School programs is by far one of the most powerful ways to effect broad based policy change. Through federal Safe Routes to School funds available through state DOTs, or a variety of potential local funding sources, cities, counties or school districts can choose to hire a full-time Safe Routes to School coordinator to manage volunteers, and implement educational programs, infrastructure planning and implementation, and evaluation across an entire jurisdiction. This approach helps to coordinate the resources of public agencies (public works, planning, health, schools and law enforcement) and creates the opportunity to prioritize infrastructure needs. A jurisdiction-wide coordinator also can develop cross-collaboration among different schools in the area, facilitate information-sharing among parent and school leads and generate dialog among different neighborhoods within the jurisdiction.

For more information on funding plans and personnel for jurisdiction wide approaches see Improving Safety through Fine-Based Funding(pg. 44), Sales Tax (pg. 49) and regional transportation plans(pg. 47). It's also important to note that many state Departments of Transportation will fund Safe Routes to School plans and program manager personnel through the federal Safe Routes to School funding.

Policy in Action

Los Angeles, California

Safe Routes to School National Partnership in collaboration with multiple local organizations, notably the Los Angeles County Bicycle Coalition, and City of Los Angeles Department of Transportation staff, have been working together to develop a comprehensive Safe Routes to School plan for the City's 700 plus schools. This process began in Spring 2011 and is expected to be completed in two years.

One of the first steps was to raise this issue with the City's Transportation Committee, who was receptive to the concept. The City had not been competing well for Safe Routes to School funds, and frequently it was found that proposals lacked the overall strategy and vision for making a significant impact – as well as making it a strong competitor among other California cities.

Another critical step was having it included in the City's recently adopted Bicycle Master Plan. As a result of these collaborative efforts and conversations, in April 2011 the City of Los Angeles allocated $1.2M in local sales tax dollars to fund such a plan (Measure R Local Return). This would have been very challenging to accomplish if it weren't for these source of dollars, which came from the work of the previous two years of dedicated efforts by local advocacy groups (LACBC, StreetsblogLA, Green LA) that were successful having the City of Los Angeles commit 10% of local Measure R returns to funding bicycle and pedestrian projects. That critical advocacy move created a source of funds for this work.

A strategic Safe Routes to School citywide plan will allow the City to prioritize and methodically address making it safer for students to walk and/or bicycle to school, as well as ensure Safe Routes to School funds succeed in Los Angeles, leverage additional resources and achieve regional and state transportation and health goals. Much of this concept is modeled after the work done in New York City in 2003 when they developed their Citywide Safe Routes to School Plan. One of the primary factors in identifying areas of high need will be collision data as recently mapped by the State of California in the new tool, Transportation Injury Mapping System (TIMS).

In previous cycles there was no clear process for developing innovative and strategic applications and to see the City of Los Angeles truly work to support students walking and bicycling to school. This process is seeking to remedy that and ensure the areas of highest need, which in many instances are the low-income areas of the City, are becoming safer for students and their families to walk and bicycle to school.

Complete Streets

The advent of the automobile began a race in the United States to build roads and highways that would allow for "ease and freedom" of movement throughout the country. The pressure to move as much automobile traffic as possible – and quickly – resulted in the construction of streets that are often dangerous for pedestrians, bicyclists, and transit riders.

Complete Streets policies work to reverse this trend by ensuring that roads that are "designed to be safe for drivers, bicyclists, transit vehicles and users, and pedestrians of all ages and abilities".[21] The Complete Streets movement, which is growing across the United States, encourages cities, counties, and states to adopt policies to design, build, operate, and maintain roads and transportation facilities that are safer for everyone, provide transportation options to residents, and result in more livable communities.

Complete Streets in Action

A city with a Complete Streets policy views every transportation project as an opportunity to provide better accommodation for all users. For example, when considering the repaving of a four lane arterial road, the city would evaluate the average daily traffic volumes and peak traffic counts, the nearby land use, and the current safety and comfort of those traveling outside of cars. Based on this information, the city could choose to put the road on a "diet" by restriping the roadway after paving (work that would need to be done regardless) to reduce the number of travel lanes to two, and add a center turn lane, bike lanes, and well-marked crosswalks. Such a redesign, commonly known as a "road diet" is an inexpensive, effective, and common way to improve streets for all users.

Currently, Safe Routes to School programs nationally are working to install sidewalks, crosswalks, signage, bike lanes, safer street crossings and improve the overall accommodation of pedestrians and bicyclists surrounding schools to make the trip to school safer and more convenient for children walking and bicycling. Instituting a Complete Streets policy at the city and/or county level is a game-changing shift that will support Safe Routes to School improvements by expanding such an approach to destinations

across the community. Additionally, such a policy will prevent bike-, pedestrian-, and child-unfriendly infrastructure from being built in the first place, thereby reducing the need for Safe Routes to School funded 'retro-fix' improvements. With a very limited amount of funding available for Safe Routes to School engineering improvements, Complete Streets is a critical policy for creating connectivity between homes, schools, employment, shops, and other destinations.

An ideal Complete Streets policy

- Includes a vision for how and why the community wants to complete its streets
- Specifies that "all users" include pedestrians, bicyclists and transit passengers of all ages and abilities, as well as trucks, buses and automobiles.
- Applies to both new and retrofit projects, including design, planning, maintenance and operations, for the entire right of way.
- Makes any exceptions specific and sets a clear procedure that requires high-level approval of exceptions.
- Is adoptable by all agencies to cover all roads.
- Directs the use of the latest and best design criteria and guidelines while recognizing the need for flexibility in balancing user needs.
- Encourages street connectivity and aims to create a comprehensive, integrated and connected network for all modes.
- Directs that Complete Streets solutions will complement the context of the community.
- Establishes performance standards with measurable outcomes.
- Includes specific next steps for implementation of the policy[22]
- Provided by www.completestreets.org

Complete Streets policies are generally implemented through departments of planning, engineering and public works, which design and manage the roadways. Complete Streets policies are critical for new developments, new roads and the repaving and redesign of existing streets and highways.

Moving forward with Complete Streets policies begins by checking to see if there is a written policy within the transportation department that requires all modes to be considered when building or renovating streets; ask for a copy of the policy. This policy may or may not be called Complete Streets, as some jurisdictions prefer other names. If there is a policy, make sure that it is being followed and the department is actually building facilities for bicycling and walking. If there is a policy on the books that is not being followed, work with local power brokers to ensure that the department follows the policy.

If there isn't a Complete Streets policy, meet with the appropriate transportation or planning department leaders to determine their willingness to create a Complete Streets policy internally, and provide examples of good policies. Encourage the department to establish and publicly announce the policy, and to involve local advocates in developing it, or at least reviewing it before finalizing and implementing the policy. An official bicycle and/or pedestrian advisory committee would be ideal in this role.

Policy in Action

Madison, Wisconsin

Complete Streets

Madison, Wisconsin is the recipient of a Gold Bicycle Friendly Community rating from the League of American Bicyclists. While walking and bicycling has long been an ingrained part of the community's local government culture, advocates began to see the need for a Complete Streets policy. In 2006, when it came time to update the Regional Transportation Plan 2030, the Madison Area MPO's five year RTP, they originally included Complete Streets language under the pedestrian and bicycle section. Robbie Webber, the Madison Common Council representative, asked to move this important policy under the main section, "Goals and Objectives" so that it was stronger and requested that the agency also change language to include crossing roadways. This plan was adopted and now, when new streets are constructed or old streets are renovated across the region, new sidewalks, bike lanes, paths and safe places for pedestrians and bicyclists to cross are routinely considered. In December of 2009, the City of Madison Common Council adopted a resolution affirming the city's commitment to Complete Streets. The streets that are built or redesigned to better accommodate walking and bicycling are supporting the burgeoning Safe Routes to School program by providing safe places for students to travel to and from school.

Policy in Action

Denver, Colorado

Complete Streets

In 2008, the City and County of Denver was awarded with Smart Growth Implementation Assistance by the US Environmental Protection Agency (EPA). This technical assistance grant funded a team of technical experts who visited Denver and kicked off a conversation about how living streets and Complete Streets principles could improve multi-modal transportation, community development, economic development, environmental quality and support public health and active living on commercial corridors throughout the city. An outcome of the Living Streets Initiative is the recent Complete Streets Policy that establishes a procedure by which Denver Public Works incorporates Complete Streets principles into planning, design and implementation of projects in the City's right of way. The policy language was written in conjunction with Public Works staff to make sure that it was meaningful, feasible and sustainable and was able to both encourage and institutionalize Complete Streets practices as a matter of policy.

Denver's Complete Streets policy, instituted in Spring 2011, states that all construction, reconstruction and maintenance projects that impact Denver's transportation system will be reviewed based on the existing and future context of the affected transportation infrastructure with the intention of promoting safe and convenient access for all users. This new policy certainly contributes to the provision of Safe Routes to School for all of Denver's students.

Additional Resources

National Complete Streets Coalition
www.completestreets.org

Complete Streets Policy Analysis 2010: A Story of Growing Strength
http://www.completestreets.org/webdocs/resources/cs-policyanalysis.pdf

Public Policies for Pedestrian Bicyclist Safety and Mobility
http://katana.hsrc.unc.edu/cms/downloads/PBSPolicyReview.pdf

Complete Streets in the United States
http://amonline.trb.org/12jlnh/2

Complete Streets – Safe Routes to School National Partnership
http://www.saferoutespartnership.org/state/bestpractices/completestreets

Improving Safety through Fine-Based Funding

Many schools are located on busy streets, and due to the high number of parents who drive their children to school, most schools experience congested arrival and departure times that are wrought with traffic violations. More importantly, there are many dangerous traffic scenarios for children who are walking and bicycling, as well as spikes in air pollution around schools. When drivers speed and commit other moving violations, especially in areas where there are vulnerable populations such as in school zones, they endanger children and other people traveling on foot or by bicycle, along with other road users. Therefore, it is logical that the fine revenue generated in school zones should be used for projects and programs that increase safety around those same schools.

Traffic safety concerns have contributed to the bolstering of Safe Routes to School initiatives, especially with the availability of federal funds. Simultaneously, many states and municipalities have seen the benefits of Safe Routes to School, but understand the limits of the small amount of Safe Routes to School money available, and have thus found new and inventive ways to pay for additional Safe Routes to School safety improvements. A municipality may increase the cost of certain types of violations, and the extra revenue used for Safe Routes to School and other traffic safety or bicycle and pedestrian programs. Fine revenue can be generated from school zone-specific violations such as speeding and red light running, parking, passing a loading school bus, by creating or expanding school zones and almost any other traffic infraction in areas where children are traveling to and from schools.

Safe Routes to School programs calm traffic and reduce the number of vehicles driven by parents in school zones and other places where children may be walking or bicycling to school. Utilizing fine-based revenues creates a permanent and appropriate way to fund Safe Routes to School programs and projects.

The first step is to research if your state has a law the permits double fines for school zones, or if there is preclusion for allowing a city to institute a policy. If there are restrictions, the city or county may need to work with the state to gain permission, either

through legislation or another process. The city or county may also go through a process to determine what program or projects should benefit from increased fines, so it will be important to advocate during that process that the funds be used for Safe Routes to School. It is also important for the funds to be strictly designated for safety improvements, and not to be deposited into a municipality's general funds. Political and government agency leadership will change, and future municipal leaders may try to use the funds for other purposes.

Think carefully about what your program actually needs to improve safety. Does it need a coordinator to run the program? Does it need more engineering projects? Does it need additional crossing guards? Be sure to be specific enough in your policy to fund what is truly needed to advance the program and therefore the safety of children walking and bicycling to school.

Policy in Action

Washington State

Improving Safety through Fine-Based Funding

Washington State school zone safety legislation, signed in 1996, has provided double fines for speeding in school crosswalks and playground zones. This legislation dictated that half of the doubled fine be attributed to improving safety in school zones, and that judges cannot reduce the fine amounts; more than $3 million was given to local communities in 2009. The project aims to increase children's safety in these zones by funding law enforcement agencies to enforce speed limits, fund radar trailers, public education campaigns, minor engineering enhancements and additional funding for school zone improvement projects. Other project results include providing school jurisdictions with reflective vests for school crossing guards, sponsoring community events, installing new fluorescent yellow-green signs, increasing police presence near schools, enhancing community policing, funding mini-grants for Walk to School Day events and fostering a general perception of a safer environment for children.

Policy in Action

Portland, Oregon

Improving Safety through Fine-Based Funding

In July 2003, the Portland, Oregon City Council tasked a stakeholder group with developing a traffic safety strategy and financial plan, in order to implement the City's Traffic Calming Master Plan. The stakeholder group, known as the Community and School Traffic Safety Partnership, included City staff, police, school district administration, bicycle and pedestrian advocates, insurance agencies and neighborhood associations. The public was demanding traffic safety solutions to speeding and pedestrian and bicycle safety issues. Statistics showed that traffic safety was worse than violent crime rates, with 93% of crashes involving human error. Traffic safety was the second issue besides distance to school for Portland parents responding to Safe Routes to School surveys. The Partnership developed a financial plan that called for a $10-20 state-approved surcharge for all moving violations. This plan would need state-level support to reduce traffic court discretion in reducing traffic fines. The City successfully enlisted the help of an organization of court administrators and the state Senate judiciary committee. Then the City Council approved an ordinance for dedicated traffic increases to be deposited into the City's traffic safety account; this new revenue increased the account from $2 million per year to almost $4 million. One-third of the funds went to traffic enforcement; one-third to traffic engineering; and one-third to traffic safety education. Within two years, the popularity of the City's pilot Safe Routes to School program inspired the City to allocate one-third of the funds to that growing program. As of 2011, the Portland SRTS program serves 83 schools; saferoutesportland.org, thanks to ongoing funding from traffic violations.

Additional Resources

National Highway Traffic Safety Administration's link to the National Conference of State Legislature's online tracking database, specific to traffic-oriented legislation

Washington Traffic Safety Commission, School Zone Safety Program

School Bonds

Throughout the country, and especially during the economic recession, schools are having a difficult time maintaining budgets that ensure quality education for children. In many cases, schools built in the 1950s or 1960s are in need of serious maintenance, but there are not funds to do so in most general operating budgets. As such, many school districts are initiating school bonds, which are often used to support capital construction projects. School bonds are generally funds that are acquired through property tax increases, for a certain amount of money each year, for a specified number of years. School bonds may result in renovating or modernizing existing schools, or building new schools. As a school district begins the process of developing the expenditure plan for what their school bond will fund, there is an opportunity to get Safe Routes to School capital infrastructure projects, such as pathway and sidewalks leading to and through the campus, and bike racks, into the bond language.

It is important to follow the news to learn if there is any type of discussion about school bonds and insert yourself in the process early on. If the school district conducts public polling to see if there is support for a school bond effort, which requires residents to tax themselves, it is a good opportunity to ask that they include questions about whether people would be more likely to support the measure if the bond included facilities to support safe walking and bicycling for students. Generally, Safe Routes to School polls well with the public, and provides opportunities to improve the built environment for both children and adults, which can lead to decreased traffic congestion and improved safety around schools. If a school bond has already been approved, check with the school district to learn more about the specifics of the bond language, and if there might be an opportunity to improve Safe Routes to School infrastructure.

Policy in Action

Marin County, California

School Bonds

In Marin County, California, the Tamalpais School District passed a school bond to modernize and repair schools. As part of the process for implementing the construction, the school district was examining the circulation plan for the parking lot and drop-off areas at the school. The school was considering a policy where students would have to dismount from their bicycles and walk through the parking lot to get to the bike rack at Tamalpais Elementary School. The Marin County Bicycle Coalition worked with local parents, the principal and the school bond committee to show that this would discourage bicycling to school, and in the process convinced the district to include a separated pathway for pedestrians and bicyclists parallel to the parking lot, with a bike rack installed near the front of the campus. The project was paid for through the school bonds.

Policy in Action

Portland, Oregon

School Bonds

In the spring of 2011, Portland residents voted on the largest school bond in state history that requested $548 million dollars to fully rebuild eight schools and provide funding to fix an additional 77 schools. While part of this bond was intended to revitalize neighborhood schools, $5 million dollars was to be set aside for transportation improvements to be administered by Portland's Safe Routes to School program. The bond's program indicated that the City would work with Portland Public Schools to identify and prioritize a list of projects to improve bicycling and walking to school that would be implemented over the six year span of the bond. This bond measure did not pass, but is an excellent example of creatively funding important Safe Routes to School projects through policy change.

Sales Tax

Sales taxes are utilized by many cities, counties, transit authorities and special purpose districts to fund a wide array of public services. Many communities are now instituting transportation sales taxes that are typically either a half-cent or quarter-cent increase, to pay for specific capital improvements and/or program services. Passing such a transportation sales tax makes your municipality a "self-help" county. In California, one-third of the counties are now "self help" counties, as they have passed transportation sales taxes, helping to fund roads, transit, bicycle and pedestrian projects and Safe Routes to School. Transportation sales taxes generally need to go through a vote of the public to be enacted. Different states have different laws about transportation sales taxes, so it's important to first learn if there are state requirements or thresholds. For example, a general sales tax in California, which goes into the municipality's general fund, can be passed with a 50 percent majority, but a specific sales tax, such as a transportation sales tax, needs two-thirds voter approval. As mentioned under school bonds, Safe Routes to School polls very well, so as a transportation authority is working to develop an expenditure plan for a sales tax vote, it is important to get involved at the earliest point possible, and advocate for funds to be used for Safe Routes to School, as well as other specific policies such as Complete Streets. It can often take several years from the time a community decides that it will work towards a sales tax until it is passed, so you need to be prepared for the long haul, but these advocacy efforts can truly pay off, as most transportation sales taxes last for 10-30 years.

Policy in Action

Fort Collins, Colorado

Sales Tax

In 2010, the City placed a ¼ cent sales tax increase on the November ballot. The tax is expected to raise approximately $16 million each year, with money largely going to culture, parks and recreation, the fire authority and street maintenance. There is also approximately $2 million each year for additional priorities determined by City Council. Voters passed the measure by a 2-to-1 margin, one of the only municipal services sales tax increases ever passed in Colorado. This was the result a huge public relations campaign directed by a citizen committee (City staff are prevented from advocating for a ballot issue with City time or resources by Colorado law).

In 2009, Fort Collins had 11 serious or fatal crashes involving bicycles and pedestrians. City Council, City staff and the community began a push to create safer streets for all users. To improve bicycle safety, City Council asked Transportation Planning staff to prepare a Bicycle Safety Education Plan. The plan, available at www.fcgov.com/transportationplanning, was adopted in March 2011. City Council, through the Keep Fort Collins Great sales tax funds, allocated $50,000 annually to implement the plan.

Policy in Action

Marin County, California

Sales Tax

In November of 2004, Marin County voted to pass a ½ cent, 20-year transportation sales tax which allocates 11 percent for Safe Routes to School programs, crossing guards and infrastructure improvements near schools. The sales tax also included a Complete Streets policy for roads repaved or built with sales tax funds, ensured that all transit vehicles would include bike racks, and provided for $10 million to build a separated bicycle and pedestrian pathway beside congested Highway 101. Bicycle advocates first got involved in 1997 for a sales tax that was on the 1998 ballot which included only 3 percent for bicycle and pedestrian projects, and nothing for Safe Routes to School. After the failure of that measure, public officials worked for five and a half years to conduct a public outreach campaign to craft a ballot measure that would pass the two-thirds voter approval threshold. As part of the process, there were committees formed throughout different regions of the County, and public meetings at the County level and within the geographic committees to determine priorities. The Marin County Bicycle Coalition stayed involved the entire time, to ensure that Safe Routes to School and bicycle advocates applied for and attended committee meetings, and they advocated for polling to include questions related to Safe Routes to School and bicycle and pedestrian safety, including Complete Streets. During polls, one of the top publicly supported initiatives was Safe Routes to School. After Measure A was put on the ballot, the Marin County Bicycle Coalition endorsed the measure, and was a vocal advocate for getting it approved, including staging demonstrations, writing op-ed letters, sending emails to members and conducting grassroots phone campaigns to get out the vote. Now, Measure A funds a robust Safe Routes to School program for approximately $1.6 million/year. The program serves more than 50 schools. http://www.tam.ca.gov/index.aspx?page=126

Health Impact Assessments

The United States is famous for requiring Environmental Impact Reports (EIRs) that require implementing agencies to assess the effects of the project wildlife, riparian corridors and other ecological habitats; however, there is no federally-mandated requirement for assessing the impacts of projects on public health. The Health Impact Assessment (HIA) is an effective tool that originally gained popularity in Europe decades ago and is now becoming prevalent throughout the United States, thanks in large part to encouragement efforts by the Centers for Disease Control and Prevention. Defined by the World Health Organization as "a means of assessing the health impacts of policies, plans and projects in diverse economic sectors using quantitative, qualitative and participatory techniques"[23], the Health Impact Assessment helps decision-makers make important choices about issues such as connectivity, social justice, environmental justice and reduction of toxins.

Local communities that are looking to increase political and public buy-in for increasing active transportation and livability initiatives and concepts such as Safe Routes to School, community-centered schools and Complete Streets can discover how local land use, community design and transportation policies are affecting the public's health by using the HIA. Through a HIA, decision-makers may discover, for example, that their policies are not beneficial for bicycle and pedestrian safety and access, especially among children, thus building the case for increased investment in active transportation and livability. HIA's can be done quickly on a shoestring with the Rapid HIA, or they can range all the way to a major comprehensive assessment of an entire community's (or even state's) policies and planning.

Getting Started with Health Impact Assessments

1. Contact your local health department staff and health-oriented advocates such as activists, doctors, insurers and medical organizations, and discuss the policy target you would like an HIA to be used for.
2. Determine the best decision-makers to approach with the idea, such as elected officials, city administration, local committees or commissions. Be prepared to explain what a HIA is, and how much time, staff capacity and funding your group estimates will be needed to conduct the HIA.
3. Work with local champions and decision-makers to raise funds, if needed, and to determine who would best suited to conduct the HIA, which may have to be determined through a public procurement process if government-controlled funds are used to conduct the HIA.
4. Ensure that the HIA is implemented and used in decision-making for transportation and land use after the plan is adopted.

Policy in Action

Clark County, Washington

Health Impact Assessments

In December 2010, Clark County Public Health in Washington State did a Rapid Health Impact Assessment of the overall Clark County Bicycle and Pedestrian Plan. They analyzed disparities in access to physical activity by school attendance areas and buffers around schools, partially based on the number of students who qualify for free and reduced price meals at schools - a standard technique to gauge how many low-income children and families are at the school. As a result Safe Routes to School programs were included as one of the eleven key recommendations of the HIA and the results of the HIA have guided the prioritizing of pedestrian improvements, as well as provided an opportunity to fund outlined projects through grants.

Policy in Action

Decatur, Georgia

Health Impact Assessments

In an effort to become an active living community, the City of Decatur, Georgia, embarked on a Rapid Health Impact Assessment to gauge the health impacts of City transportation policy options through research, after a 2009 national report showed that Georgia had the third highest amount of overweight childhood in the nation, with 37 percent of Georgia's children considered overweight or obese.[24] The HIA led the City to make many beneficial changes to the City's infrastructure, but perhaps most importantly, identified that Decatur's schools, parents, teachers, the city commission, city manager's office, development services and public works departments should all continue to partner with schools and further integrate city efforts to promote childhood physical activity through the City's Safe Routes to School program.

Additional Resources

Interactive Map of HIAs in the United States
http://www.healthimpactproject.org/hia/us

HIA: A tool to ensure that health and equity are considered in transportation policy and systems
http://www.healthimpactproject.org/resources/document/QDpt-Pew-Health-GroupTeam-FilesHealth-Impact-ProjectWeb-SitePhase-2-DevelopmentResourcesPolicy-BriefsAPHA-HIA-Factsheet-December-2010.pdf

The Impact of the Built Environment on Public Health
http://www.healthimpactproject.org/resources/document/CDC_Creating_A_Healthy_Environment.pdf

CDC: Health Impact Assessment
http://www.cdc.gov/healthyplaces/factsheets/Health_Impact_Assessment_factsheet_Final.pdf

UCLA Health Impact Assessment Clearinghouse Learning & Information Center www.hiaguide.org

Health Impact Assessment Gateway
http://www.hiagateway.org.uk

Crossing Guards

A 2004 CDC survey of parents revealed that 30 percent of parents felt that traffic safety was a major barrier to allowing their children to walk or bicycle to school.[25] In some cases, Safe Routes to School advocates can counteract much of that parental fear by instituting a thorough crossing guard policy or program.

Crossing guards are highly visible staff or volunteers who are responsible for the safe passage of students through street crossings near schools. Providing crossing guards at the school or district level eases parental concern about busy intersections and provides the opportunity for students to begin to learn lifelong pedestrian safety skills. Therefore, ensuring that crossing guards are well-trained, understand their role and are deployed at critical intersections can be vital to a successful Safe Routes to School program.

Crossing guards are often trained and/or hired by the local police department but also can be part-time employees or volunteers of the school district. In most cases crossing guards are adults, but in some communities older students can also serve as student safety patrols, typically fifth grade and higher. It isn't uncommon for teachers or parents to also work "double-duty" as a crossing guard in front of the school before and after school, or to supervise the student safety patrol or crossing guard program. Because of the wide variety of people that are crossing guards and the different supervisors that they might have, it is important to create a policy that dictates several facets of the crossing guard position and in many cases, creates a funding stream to ensure its success.

Policies that support crossing guards should be developed by a diverse team of stakeholders including school officials, city transportation engineers, traffic safety advocates, parents and teachers. With this team in place, you can focus on the four main components of a successful crossing guard policy – location, training, equipment and funding. (see box) Creating and instituting a policy that creates a system to identify locations where guards are needed, regulates the hiring and training of guards in their responsibilities, provides uniforms and proper equipment and secures ongoing funding, is a good way to counteract parental

fears and create safer routes for students to travel on their way to and from school.[26] Many states have taken the initiative to create widespread crossing guard policies that can be adopted by local municipalities but ultimately, the responsibility of implementing and funding these policies falls on local government.

In order to get started with developing a crossing guard policy, first check with your local police, the transportation department and the school district to see if there is already a crossing guard or student safety patrol program or policy in place. If there is, get your school to be added to the program, and work with the local program leaders to implement it at your school. If there isn't, work with local champions, such as school police officers, safety groups, hospitals and others with an interest in the safety of students to get a policy adopted in your community. This may entail raising funds from a local or state source, and getting a local government agency or contracted nonprofit group to lead the program once a policy is in place.

Components of a Successful Crossing Guard Policy

- Identify locations where guards are needed, the number of guards and proper signage for each location and the time period for crossings.
- Hire and train guards in their responsibilities.
- Provide uniforms and equipment to help guards effectively perform their duties.
- Secure funds to manage the program.

http://www.saferoutesinfo.org/guide/crossing_guard/elements_of_an_adult_school_crossing_guard_program.cfm

Policy in Action

Washington, DC

Crossing Guards

In 2008, after the launch of the DC Safe Routes to School pilot program, there was increasing public demand for crossing guards, who play an important role in improving safety and encouraging walking and bicycling to school. The leaders of DC's crossing guard program asked the Safe Routes to School state network to assist them in determining the best placement of crossing guards throughout the city. The network worked closely with the Department of Transportation to overhaul DC's crossing guard location placement policy to ensure that crossing guards were placed at busy intersections where larger numbers of children needed assistance safely crossing the street. By revamping the existing city policy, the DC network contributed to the safety of DC students and addressed parent concerns about traffic safety, setting the DC Safe Routes to School program up for greater success.

Washington, DC has also implemented a volunteer Safe Passage program to increase the number of eyes on the street for student safety. See page 60 for the example.

Additional Resources

National Center for Safe Routes to School: Adult School Crossing Guard Guidelines - Resources
http://www.saferoutesinfo.org/guide/crossing_guard/resources_crossing_guard.cfm

Florida School Crossing Guard Training Guidelines- Florida DOT Safety Office
http://www.dot.state.fl.us/safety/ped_bike/brochures/pdf/SCG%20Training%20Guidelines2009.pdf

Speed Limits

Research from the UK Department for Transport has shown that if a pedestrian is struck by a car traveling 40 mph there is an 85 percent chance of death, while pedestrians struck by cars traveling 20 mph have a five percent chance of dying.[27] Meanwhile, the World Health Organization has identified speed control as one of the interventions that would reduce the number of traffic casualties.[28] Statistically, this reveals the ever-present need to find ways to slow traffic down near schools where students are walking and bicycling and thereby increase safety. Naturally, many Safe Routes to School programs look to their police departments to help decrease the speeds near schools. Unfortunately, in many cases, increasing police enforcement of roads with higher speeds isn't a long-term solution to the overall problem.

Many roads are designed to accommodate speeds much higher than the speeds posted on these same roads. When a road has a higher "design speed" than its posted speed limit, cars will naturally gravitate toward the designed speed of the road rather than the posted limit. This can eventually result in traffic engineers raising once reasonable speed limits, based on the 85th percentile rule, to be higher than originally envisioned.

There are many ways to deal with high speeds including comprehensive Complete Streets policies, road diets (reducing the number of lanes for motor vehicles), traffic calming (such as speed humps, bulb outs or chicanes), driver awareness campaigns and other education approaches. These approaches can reduce design speed of roads and create safer spaces for pedestrian and bicycle travel. However, creating impactful policies that work in tandem with these efforts are essential to maintaining a safe environment for students and their communities.

The first step in addressing policies that affect speed limits is identifying what entity is responsible for the speed limits for the zone in question. For example, states legislate maximum and minimum speeds for various types of roads but sometimes will allow cities and counties to regulate their own speed zones, especially in school and residential zones.

There are three outstanding approaches to facing down the issue of speed limits near schools: 1) addressing the speed limits themselves, 2) determining the size of the zones in which they are required and 3) ensuring law enforcement of the speed limits is important to ensure that the safety regulations are being followed.

Lowering the speed of a specific street near a school will in most cases require a traffic study; however, creating local policy or legislation that reduces the speed in schools zones can impact several school districts at once. Many cities and counties adopt their own recommended speed limits in school zones, but if there isn't already a policy that explicitly requires the speed to be 20 mph or less in your community, local safety advocates can work together to change that policy or legislate a solution. This is a strong start to affecting speed limits with regards to Safe Routes to School.

If local speed limits are already reduced to 20 mph or lower, it may be helpful to consider working to change the definition of the size of school zones or residential areas. This could result in expanding the radius around the school for the school zone from ¼ mile to ½ mile or more. Increasing the size of a school zone or residential area can support Safe Routes to School efforts by increasing the size

of these zones creates slower, safer traffic around key areas where students are walking and bicycling.

Finally, decreasing speed limits and increasing school and residential zones can only be effective when enforced. Policies that support Safe Routes to School efforts by decreasing speeding must include work with local law enforcement to increase patrols, utilize speed trailers or other enforcement strategies regularly around schools to support safer streets for students.

Policy in Action

Springfield, Missouri

Speed Limits

Speed limit monitoring by the Traffic Engineering Division showed that 75 percent of the drivers in Springfield were exceeding posted speed limits by at least 10 mph. With these faster speeds came a significant safety risk for students. In response, the city of Springfield applied for federal Safe Routes to School funds and grants from the FedEx Corporation and the Safe Kids Coalition to install flashing school zone speed limit signs and, to increase visibility, add reflective sleeves to school signs. Shortly thereafter, the City Council passed an ordinance reducing speed limits on all local streets. A ¼-cent capital improvement sales tax has been used to construct more than 50 miles of sidewalks near schools over the past 20 years and engineers now regularly study school zones to identify safety challenges to children and make improvements.

Additional Resources

National Center for Safe Routes to School: School Area Speed Limit and Signing
http://www.saferoutesinfo.org/guide/engineering/school_area_speed_limit_and_signing.cfm

Speed Concepts: Federal Highway Administration
http://safety.fhwa.dot.gov/speedmgt/ref_mats/fhwasa10001

Law Enforcement

With the goal of the overall safety of the community built into their job description, local law enforcement is an important partner of a successful Safe Routes to School initiative. There are many policy changes with regards to law enforcement that can directly or indirectly support safe opportunities for students to walk and bicycle to school.

School resource officers (SRO) have the unique opportunity of being based in the school, knowing the students well and understanding the nuances of the traffic and safety issues surrounding the school. In terms of personal safety, SROs are important partners in instituting anti-bullying initiatives which can help students feel safer during all parts of their school day. SROs are a strong power person who can help shape school bicycling and walking policies, policies regarding pick up and drop off routines and can serve as a liaison to other police departments.

Local police departments, in conjunction with the SRO, can also work to make the neighborhood more walkable and bikeable for students by improving personal safety. Everyone is on their best behavior when police are present, so as part of your Safe Routes to School program, you can work with law enforcement to encourage a presence during the times when children are commuting to school. Once involved in the program, local police departments can also increase patrols during school commute hours and implement measures to decrease speeding to create safer streets around the school. Police departments also often have a community policing unit which helps with issues such as "stranger danger" and teaching bicycle and pedestrian safety.

Outside of the school, local police departments can work within the community to clean up graffiti, utilize gang task forces, deal with stray dogs or work to help keep local parks safe for children to play. Enforcement is one of the Five E's of a successful Safe Routes to School program because of the numerous ways they can help keep a community safe and welcome to children walking and bicycling. Affecting policies within law enforcement agencies can be an easy and enlightening process that improves the well-being of the overall community.

Work with – or establish – the Safe Routes to School team at your school to invite police and other safety advocates to discuss what enforcement actions would be most necessary to improve student safety while walking and bicycling to and from the school. Incorporate enforcement needs into the Safe Routes to School action plan at the school. There may already be programs or policies in place in your community that can be leveraged to make the trip to school safer and more appealing. Often, enforcement efforts can be handled by existing police department staff, but if not, work with local leaders to determine what policy changes are needed and how much additional funding would be needed to carry out the necessary actions and programs.

Policy in Action

Washington, DC

Law Enforcement

Washington, DC, in order to increase safety while walking or bicycling on city streets, instituted a Safe Passages program at area high schools in 2010. The program consists of stationing additional police officers on selected corners in patrol cars during high school dismissal time in order to deter crime and bullying, and to foster confidence among students walking and bicycling to and from school. A network of local advocates, through the DC Safe Routes to School network project, is working with the DC Department of Transportation and the Metropolitan Police Department to expand the program by adopting a model developed in Illinois, and identified a DC pilot school in October 2010. In the new model, DC schools will be selected in neighborhoods with high crime rates, and police officers will reach out to residents within an eight-block radius around the school. Residents will volunteer to be either eyes on the street, corner captains at arrival and dismissal times or school volunteers/tutors/mentors. Police trainees, community volunteers and beat patrol officers will conduct door-to-door canvassing, and the DC network will provide door hangers to reach residents who are not home during the canvassing.

Policy in Action

Maryland

Law Enforcement

In the state of Maryland there was frustration with instances of mistakes being made in vehicular crash investigations and enforcement of traffic laws involving bicyclists by police officers. While analyzing this issue, the Maryland State Police (MSP) agreed that a systematic training approach regarding the application of Maryland vehicle laws to bicyclists suitable for all law enforcement agencies in the State would be helpful. The MSP, taking advantage of an opportunity to improve their quality of service to all roadway users, has partnered with Maryland Department of Transportation to design a training video on traffic safety and enforcement issues related to bicyclists. A reimbursable grant from the Maryland Highway Safety Office was awarded for this project last October.

A task force has been established to produce the video, which is expected to comply with the requirements of the Maryland Police Training Commission. It is hoped that it will be used by Maryland police agencies for both entry-level training and in-service (continuing education) training. It is anticipated that the video will be completed by Fall 2011.

Additional Resources

Webinar: Ways to Involve Law Enforcement in Safe Routes to School
http://www.saferoutesinfo.org/training/can_webinar_02222011.cfm

Bicycle and Pedestrian Education and Curriculum

While planning and creating funding streams for infrastructure changes are an integral piece of Safe Routes to School policy change, there are also other approaches to ensuring that students have a safer trip to and from school. As more Safe Routes to School programs become established, more students need bicycle and pedestrian safety education to help make the trip safer and instill confidence in parents and community members.

A comprehensive Safe Routes to School program should include bicycle and pedestrian safety education curriculum, structured for appropriate grade and age levels, which can be implemented as part of a school-wide, district-wide or county-wide program. In some states, state law requires that bicycle and pedestrian safety be taught in schools.

There are many examples of traffic safety education curricula currently in use in the US. Some are brief overviews such as a bicycle or traffic safety rodeo, or a class or school assembly, or a "Safety Town" course. Others are more intensive, providing in-depth instruction and practice sessions that can take up to ten or more hours to complete. The most effective curricula are the latter, since the level of knowledge and skills needed to truly improve the ability of a child to negotiate traffic is much greater than a brief bicycle rodeo or assembly can offer. However, comprehensive curricula can sometimes be too costly for some schools and communities, or they can consume too much class time, so a bicycle rodeo or assembly may be an affordable and agreeable solution to introduce curriculum concepts until other funds are available, or until schools are willing to dedicate the class time to this important knowledge and skill-building. Fortunately, bicycle and pedestrian courses can become very popular once a well-implemented session has been completed at the school. Teachers can find the information important to student safety and most students love getting to be active and outdoors during the school day.

Taking bicycle and pedestrian safety concepts and integrating them into the annual curricula of schools and their districts is an effective approach to institutionalizing Safe Routes to School concepts. Many schools have done this successfully through physical education programs. With a focus on bicycle and pedestrian safety and physical activity, a curriculum can help schools to meet wellness goals while others have effectively utilized specially designed

curriculum that addresses safety concepts through a cross-curricular approach incorporating safety into math, geography and science lessons.

As you begin to think about institutionalizing bicycle and pedestrian curricula for your school or district, it will be important to research your state education standards. If possible, it is good to incorporate lesson plans into your state standards, as this will encourage busy school districts to utilize them.

Policy in Action

Philadelphia, Pennsylvania

Bicycle and Pedestrian Education and Curriculum

The City of Philadelphia partnered with the Bicycle Coalition of Greater Philadelphia through a CDC Communities Putting Prevention to Work grant that allowed this partnership to provide 181 schools with technical assistance in teaching pedestrian and bicycle safety to second and fifth graders. The Bicycle Coalition of Greater Philadelphia developed a broad bicycle and pedestrian safety curriculum and website, and implemented a comprehensive approach which provides the schools with the necessary curriculum, a train-the-trainer program to educate teachers and assistance in launching their Safe Routes to School programs. The goal of the initiative indicates that by March 18, 2012, 70 percent of public elementary schools within the School District of Philadelphia will adopt national standards from Safe Routes to School as part of the PA State Standards of bicycle and pedestrian education under the Self -Confidence, Self -Reliance and Social Responsibility chapter.

Policy in Action

Miami-Dade, Florida

Bicycle and Pedestrian Education and Curriculum

In 2001, WalkSafe™ in Miami-Dade, Florida implemented a pilot study of pedestrian curriculum in the classroom. Over two years they saw great success with a very simple, flexible program that was taught to district teachers through a train-the-trainer program. The Miami-Dade County Public Schools community traffic safety team and other WalkSafe™ task force members presented epidemiological data on the problem of child pedestrian hit by car incidents in Miami-Dade County, as well as evaluation data from the educational program which showed that their three-day curriculum is effective in significantly improving K-5 children's knowledge of important pedestrian safety concepts. As a result, the Miami-Dade County Public School Board approved a motion to mandate annual implementation of the educational curriculum in all public schools teaching grades K-5, and now more than 135,000 students at more than 215 schools in Miami-Dade County have received the WalkSafe™ educational program each year since 2009. Since the inception of the program in 2001, according to police crash report data, there has been a 51.9 percent decrease in pedestrians hit by cars for children 14 and younger in Miami-Dade County.

Additional Resources

The Bicycle and Pedestrian Curricula Guide: Making the Case for Bicycle and Pedestrian Youth Education
http://www.saferoutespartnership.org/media/file/Curr_Guide_2011_lo.pdf

School Busing Cuts

School districts all across the country are struggling to balance budgets and save money. When school districts face financial challenges, such as reduced local funding or increases in fuel costs, a common target for cuts is to reduce the number of bus routes, trimming the number of bus stops or widening the walk radius around a school, as each eliminated bus saves an average of about $37,000/year (based on the average per-pupil expense and average number of riders per bus) for a school district. Nationwide, approximately 22 percent of school districts made busing reductions during the 2010-2011 school year due to fuel price increases.[29] When bus routes or stops are eliminated there is parental concern about dangers from traffic, often due to a lack of safe infrastructure, such as sidewalks and crosswalks, and about the so-called "stranger danger" risk if their children walk or bicycle to school.

However, cutting bus routes without a simultaneous and planned effort to address student safety concerns will likely lead to greater traffic congestion, poorer air quality and higher parent transportation costs due to a sharp increase in parents driving children to school. It is essential that school districts collaborate with parents and city officials to make it safer for children to walk and bicycle, particularly when cuts to school bus services are being proposed.

Effective school transportation policies recognize that children come to school in a variety of ways (school bus, parent vehicle, walk, bicycle, public transit, etc.) and are designed and funded to ensure the safety of all children. States, cities and counties can also have an impact on busing by how they reimburse local school districts for school transportation costs. Good policies set standards for the types of hazards that are unacceptable for children walking and bicycling while linking "hazard bus" funding for the children to a fix for the hazard, which can be part of a Safe Routes to School program. When the hazards are repaired, children who live close to a school can safely walk or bicycle, and the school district can save on school transportation costs.

Good models for local policies around school transportation focus not just on school busing and cars, but also on the safety of children who walk and bicycle to and from school. Many of these policies set conditions for the determination of safe walking zones – or identify, areas that are unsafe for walking and bicycling, resulting in those children who need to cross unsafe areas being bused via hazard busing. In the most proactive approach, local communities can seek to fix those safety issues making all zones safe walking zones, which would allow children to walk and bicycle, and reducing busing costs through district-wide policy change.

An ideal school district policy would require that every school develop a comprehensive transportation plan that equitably accounts for the safety, health and access of parents and students while in buses and cars, and while walking and bicycling, and includes a city or school district funding mechanism to pay for infrastructure improvements and safety education for school staff, parents and students.

To get started with policies regarding busing begin with checking to see if your school or school district has a comprehensive student transportation policy that includes walking and bicycling, not just cars and buses. If so, have the Safe Routes to School team analyze the effectiveness of the policy, and whether the school or schools are actually implementing the policy in a way that accounts for the safety of students who are walking and bicycling to and from the school(s).

If there isn't a policy that includes walking and bicycling, work with the Safe Routes to School team at the school or community level to create or find a model policy, or create a group with stakeholders such as bicycle, pedestrian and safety advocates, educational reform advocates, health advocates and parents and students. Set up a meeting with the principal, superintendent, student transportation department leader or even school board members to discuss adding bicycling and walking into existing student transportation policy. Make sure that the school or school district commits to tangible goals and objectives that will actually improve the safety, health and access for students walking and bicycling to school.

Policy in Action

Montgomery County, Maryland

School Busing Cuts

In 2008, when gas prices were soaring, Montgomery County Schools in Maryland saw the school system's fuels costs double over four years from $3.6 million to $7.9 million in 2009. In response to these rising costs, the superintendent developed a comprehensive student transportation policy that includes clear policies and expectations regarding bus transportation and walking. The policy sets clear guidelines for the "no-transport" zone for school bus transportation around schools and for exceptions due to hazardous walking conditions. The policy expanded its walk zones and clearly defined expectations of student walkers. It also makes the school district responsible for assessing the safety of recommended walking zones and school bus stops, and encourages school staff to work with parents and students to teach safe walking and bus-riding behaviors.

Policy in Action

Auburn, Washington

School Busing Cuts

n 1995, the Auburn School District, developed a safe walking committee at each school made up of parents, community members and school personnel. These committees continually develop walking maps, and make recommendations for needed safety improvements to repair unsafe walking areas, helping avoid hazard busing costs. Each school's recommendations are reviewed by a city-wide district safety committee that prioritizes the requested safety improvements, with a focus on reducing transportation costs where possible, and works with the City to make needed safety improvements and to acquire grant funding as needed. The Auburn School District's transportation department saves $240,000 each year in personnel and fuel costs by reducing hazard bus service. Overall, the safety improvements have allowed 20 percent of students (2,800 children) who live within safe walking areas to no longer be bused to school.

Additional Resources

School Bus Cuts, Safe Routes to School National Partnership
http://www.saferoutespartnership.org/local/ProgramResources#BusCuts

School Walking and Bicycling Policies

Students and parents should be able to choose the way they travel to and from school. Unfortunately, many schools and districts, as a result of a past bicycle crash or pedestrian incident decide to disallow walking or bicycling through their written or unofficial school policies. The proactive response to such incidents is to institute a policy that educates students and parents, and seeks to improve routes, rather than attempting to restrict personal choices regarding transportation to school. In either regard, affecting a school or district's walking and bicycling policy is a great first step in advocating for Safe Routes to School.

There are two kinds of walking and bicycling policies that are often instituted at schools, supportive policies and barrier policies. Some schools inadvertently discourage walking and bicycling with barrier policies by busing all students regardless of how close they live to the school, encouraging car use by deprioritizing walkers and bicyclists in the morning drop off and afternoon pick up routines, or by omission of a supportive walking and bicycling policy. Supportive policies, on the other hand, foster bicycling and walking by educating parents and students on safe pedestrian and bicycle behaviors, prioritizing walkers and bicyclists with a safe approach and entry to the school and providing secure and reliable storage of bicycles during the school day.

In order to work towards school policies that foster walking and bicycling, you must first research to find if any policies currently exist. These are usually available via the school or district administration's office or the school principal. If a barrier policy exists it is important to understand the reason it was originally implemented and work with stakeholders to brainstorm supportive ways to meet the same goals of the original barrier policy - ensuring that students can get to and from the school safely.

Policy in Action

Milton, Georgia

Crabapple Crossing Elementary School, in Milton, Georgia, provides optional busing to all of their students because of the lack of connectivity of sidewalks and major intersections near the school that creates a hazardous situation. As a result, Crabapple Crossing had a no walking and bicycling policy. In 2009, after the completion of some sidewalk construction, the addition of school zone signage and crosswalk improvements and lighting, two fourth grade girls wanted to ride their bicycles to school and petitioned the school principal to rethink the walking and bicycling policy. The policy was reformed to include the ability for students to learn safety concepts, adhere to school safe bicycling and walking policy and ride their bicycles to school. Since then, the school has installed bicycle racks, hired a morning and afternoon crossing guard, regularly participates in International Walk to School Day and Georgia Walk to School Day and, for the 2011 school year, the school promoted a monthly-themed Walk to School Day that saw as many as 200 students a month participating. At the end of the 2010-2011 school year Crabapple Crossing was awarded the metro Atlanta "Outstanding Partner of the Year" award by the Georgia Safe Routes to School program.

Additional Resources

School Bicycling and Walking Policies: Addressing Policies that Hinder and Implementing Policies that Help
http://www.saferoutespartnership.org/media/file/barrier_policy_tip_sheet.pdf

School Siting Policies

Decisions about school siting, size, construction and design have significant impacts on the travel mode options for student and parents. Neighborhood, or community-centered, schools can provide many benefits to local communities, such as attracting families, increasing property values, preserving historic buildings, improving student academic performance, reducing infrastructure costs, traffic congestion and air pollution and increasing parent volunteerism and community involvement. Sprawling schools, by contrast, create myriad problems, including increased traffic, reduced opportunities for exercise, weakened community ties, higher taxes and disinvestment and property value decline when older schools are abandoned.

But trends indicate that the average school size has instead grown dramatically and that new and consolidated schools have been increasingly located on large sites away from the families in the neighborhoods that they serve. School districts should consider the "whole" cost to the district and the local community before making a school siting decision. The National Center for Education Statistics notes that the number of schools in the United States decreased from 262,000 in 1930 to 91,000 today, while student population over the same time has risen from 28 million to 53.5 million.[30]

In many states and local communities, there is a policy bias in favor of constructing new schools rather than renovating or expanding existing ones. Guidelines, recommendations and standards that encourage or require building large schools on new campuses are embedded in a variety of regulations and laws. Some states will only provide state funding for schools that follow such guidelines. In addition, many states have school construction funding formulas that favor new construction over renovation. Such formulas typically establish a limit on what a district may spend to renovate rather than build new, usually a specific percentage of the cost of new construction. The National Trust for Historic Preservation urges states to eliminate these funding policies because they penalize communities for maintaining and modernizing old schools, even when doing so costs less than building new and revitalizes neighborhood schools.

Another set of policies that favors construction of large new schools are "minimum acreage standards." In an effort to get a clearer picture of the role minimum acreage standards play in school locations, the US Environmental Protection Agency asked the Council of Educational Facility Planners International (CEFPI) to research state minimum acreage requirements in 2003 while CEFPI was updating is facilities guide. Recognizing that a "one size fits all" approach is dated and can work counter to a variety of goals, CEFPI updated the guide to encourage communities to analyze their needs in order to make appropriate siting decisions. For a complete listing of state policies governing school site size, see http://media.cefpi.org/issuetraks/issuetrak0903.pdf. As is evidenced by the report, 27 states still have policies that require local communities to build schools on sites that require a certain number of acres, depending on the type of school (elementary, middle or high school) and the number of students it will serve.

According to data from the 2009 National Household Travel Survey, in 1969, 41 percent of children lived within one mile of school, but 2009 that declined to only 31 percent.[31] To achieve the Safe Routes to School goal of getting more children to walk and bicycle to school safely, we must address school siting policies at state and local levels. The first step is to see if your state has minimum acreage or student population standards, and if so, it might be necessary to change that policy. Even with minimum acreage or size standards, some states allow for exceptions so in this case, it is important to research the exceptions and educate local school district officials on how they can build community-centered schools.

In some states, though, there is no state mandate on minimum acreage or school size, yet school districts make decisions on school sites based on the old CEFPI guide. Local advocates should go to their local school district to see if the district will change its policy to reflect the new thinking on school siting.

Policy in Action

Pomona, California

In Pomona, California much of the city is made up of warehouses or small machine shops that accommodate the blue collar community that lives there. In the 1980s and 1990s the population of Pomona continued to grow and the school district found itself needing to expand, but were lacking facilities and land on which to build. Before searching for a new site, the school district wanted to ensure that they could reduce busing and improve grades K-3 student-to-teacher ratios. Determined not to build on the cities edge but only having old, vacant lots and industrial sites to choose from inside the city, the school district was at an impasse.

It was then that the school superintendent, Patrick Leier, noticed a once thriving but now deteriorated mall, the Indian Hill Mall. Building the new school by revitalizing this mall would address the school's siting issue and likely revive the surround neighborhood at the same time.

The first phase of the school was completed in 1996, converting classrooms inside the mall for more than 600 students and after two additional phases, completed in 2001, the school now serves almost 2000 students in grades K-12.

The redevelopment of the mall helped jump start other neighborhood revitalization efforts. A new transit center is being built in the area as well as a performing arts center. Other changes in the neighborhood include: new housing, rehabilitation of commercial properties, investment in new public infrastructure around the mall, new commercial ventures and an overall decrease in crime.[31] The Pomona Unified School District's solution to their school siting problem took an otherwise deteriorating neighborhood and a serious school facilities issue and rebuilt a vital community that is centered around its community school.

Additional Resources

The National Trust for Historic Preservation's 2002 report Why Johnny Can't Walk to School: Historic Neighborhood Schools in the Age of Sprawl helped to spark national attention to the issue of school siting.
http://www.preservationnation.org/issues/historic-schools/additional-resources/schools_why_johnny.pdf

The 2010 NTHP report Helping Johnny Walk to School: Policy Recommendations for Removing Barriers to Community-Centered Schools gives policy recommendations for protecting the community-centered school, and was produced with the help of a committee of national experts in the field, including the Safe Routes to School National Partnership.
http://www.preservationnation.org/issues/historic-schools/helping-johnny-walk-to-school/helping-johnny-walk-to-school.pdf

The 2011 Active School Checklist is a resource created by the Arizona Department of Transportation that provides decision-makers with a "quantitative tool for evaluating the potential long-term health impacts of candidate school sites on the children who will attend them."
https://activeschoolchecklist.com

The EPA report Travel and Environmental Implications of School Siting, released by the EPA on October 8, 2003, was the first study to empirically examine the relationship between school locations, the built environment around schools, how kids get to school and the impact on air emissions of those travel choices.
http://www.epa.gov/smartgrowth/school_travel.htm

Smart Growth America features several resources on building smart schools including school siting:
http://smartgrowthamerica.org/children.html.

A 2005 doctoral dissertation from Noreen C. McDonald titled Children's Travel: Patterns and Influences has a lot of information and reference analysis regarding school siting and travel implications:
http://www.uctc.net/research/diss118.pdf

Travel to School: The Distance Factor was published by FHWA's Office of Policy.

School Closure/Consolidation Policies

School siting policies are significant in areas of growth but since the recent economic downturn, school districts nationwide have been closing and consolidating schools. "Consolidation is a familiar strategy used by business management to reduce costs and increase uniformity. In education, the term usually refers to (a) combining districts and (b) closing schools and sending students from the closed schools to other schools (or building a new and larger school)."[33] Relying on checklists that primarily address enrollment numbers, conditions of existing facilities, operating costs, transportation costs and the availability of other nearby schools, many schools end up closed without considering their potential as a neighborhood school that supports walking and bicycling. There is also a growing body of research that shows that in many cases, school consolidation actually does not save the district money in the long run[34], such as higher busing costs to the new location and the need for more security, administrators, counselors and nurses, when more students are under one roof. Also, consolidation of schools in a larger school district may result in additional administrative staff, which can cost as much or more than the gain from a reduction in lower-paid teaching staff.

Tips for Policy Work Related to School Siting, Closure and Consolidation

- There should be local guidelines available for how the local public process works. If not, then reach out to the school district and ask to be involved early in the process, including getting onto school facilities panel/committee that makes closure and consolidation decisions.
- Capacity and utilization formulas need to be looked at; find the people in the district who do this planning. Sometimes these formulas were created many years ago and are not relevant to current realities.
- Locals can get statistical data on schools and student populations to inform advocacy, and regional governments also collect data and do modeling projections, which can help to inform the district's decision making.
- Local and regional governments should be at the table with school siting planning, but they may need help getting a seat at the table. School siting should be part of a community's general or comprehensive plan.
- Disassociate the number of kids/enrollment with the actual building; demographics may shift in the future, bringing more families into the neighborhood and increasing demand for the neighborhood school.
- Co-location should be considered; the building can be shared between a smaller school and other users. Another option is to find a building already in existence that can be used as a school. In a low-income community in New Mexico a strip mall was converted into a school with very little capital investment.
- Schools can actually share principals and other resources. Many schools think that they have to have one per school, but this is simply a standard practice.. Regulation does not usually drive this, so budgets can be reduced by combining administrators.
- An impact statement needs to be done before closing a school(s). A Health Impact Assessment (HIA) should be part of that, in order to study the health impacts of school closures and consolidation.

Policy in Action

Providence, Rhode Island

School Closure/ Consolidation Policies

In 2006, the school district initially targeted Bishop Middle School for closure due to its shrinking enrollment and low student achievement. Parents and residents campaigned to save the historic neighborhood school and, as a result, the superintendent reversed his decision and engaged parents in planning. Instead, the district renovated the existing school and added connecting sidewalks and bike paths from the neighborhood. They completed the project for $11 million dollars less than what was projected for the new school. Since the renovation, parents have begun to move their children from private school back to Bishop Middle School.

Policy in Action

Brookville, Pennsylvania

School Closure/Consolidation Policies

The Northside Elementary School served its Brookville, Pennsylvania community since 1939. While Northside Elementary School has never been closed, the threat of closure was on the minds of community members. The discussion initially centered on finding a different location for a new elementary school. At first, state legislation stated that the State Board of Education would not pay for the rehabilitation of Northside, but only for the construction of a new school building. However, Northside Elementary School employees, community members, the Brookville School District and a team of experienced architects rallied behind the school, proving that older school buildings that met fire code requirements actually had better safety records than new schools, and were successful in changing state legislation. As a result, money was granted for the rehabilitation project.

Today, this modernized school building continues to serve its neighborhood. The new guidelines that were established as a result of Northside Elementary School, have encouraged other school districts to continue using historic school buildings and maintain the tradition of the community-centered school.

Provided by the National Trust for Historic Preservation - www.preservationnation.org

Additional Resources

Model Policies in Support of High Performance School Buildings for All Children
http://www.21csf.org/csf-home/publications/BESTModelPolicies5_7_07.pdf

Consolidation of Schools and Districts: What the Research Says and What It Means – National Education Policy Center
http://nepc.colorado.edu/files/PB-Consol-Howley-Johnson-Petrie.pdf

School Wellness Policies

In June 2004, the federal Child Nutrition and WIC Reauthorization Act was signed into law making it mandatory for local schools participating in the Federal School Meal Programs to create a local wellness policy by July 2006. In passing this legislation, Congress recognized the vital role that schools can play in ensuring the health and wellness of their students.

The wellness policies are mandated to include: goals for nutrition education, physical activity, nutrition standards for foods sold in schools that are not federally reimbursable meals, plans for measuring implementation of the local wellness policies, and a requirement for community involvement in the development of the policies. The requirement for physical education policies provide an excellent opportunity to insert language regarding Safe Routes to School initiatives that will in turn increase student physical activity through walking and bicycling.

The National Association of State Boards of Education has found that at least 45 states are actively providing assistance to local school districts on the formulation of wellness policies and that many have approved legislation or state board policies that provide direction on standards for both physical activity and nutrition at the local level.

There are also some predictable barriers to successful implementation, such as financial costs to schools, lack of understanding or commitment on the part of key stakeholders, logistical challenges such as a lack of usable space at the school, or volunteer or staff time, and "lack of [policy] clarity, so school personnel and others do not know what to expect," according to Action for Healthy Kids.

School wellness policies can be easy to amend. First, find out if your school or school district already has Safe Routes to School as part of its wellness policy(s). Then research who is on the wellness committee at either the school or school district level that developed and/or is implementing the wellness policy. If there is not any Safe Routes to School program language within the wellness policy, find out how you can be involved in the next

update of the policy, and/or how you can get Safe Routes to School inserted into the policy. If there is already Safe Routes to School in the wellness policy, determine if the school or school district is implementing those policy elements, and whether or not it is effective in getting students safety walking and bicycling to and from school. You may need to bring together experts and stakeholders into the process to help reinforce or create Safe Routes to School language for the wellness policy(s), or to look for resources such as funding or staffing that may be needed in order to implement Safe Routes to School.

Policy in Action

Cambridge, Massachusetts

School Wellness Policies

The Cambridge Public School Wellness Policy Guidelines provide clarity to participating schools by outlining the best practices for policy creation in the district. One section dedicated to walking and bicycling, encourages policy to support students walking and bicycling to school in an active manner consistent with the district's transportation policy. Through its main office and principals, the schools are to provide resources such as information about walking and bicycling safely to school, safe bicycle parking, crossing guards and walking maps for families and children. This policy is reviewed every three years for compliance and revised as necessary.

Policy in Action

Billings, Montana

School Wellness Policies

In Billings, Montana the school formed a district school health advisory council. The council took what was once a "bare bones" local wellness policy and revamped it to include more specific plans and steps towards implementation. As a result of this change, the schools are now required to encourage walking and bicycling to school where possible and Safe Routes to School is specifically recommended as a solution. Many of the schools have moved to phase out food fundraisers and are replacing that effort with pledges for walking and bicycling to school.

Additional Resources

Model School Wellness Policies
http://www.schoolwellnesspolicies.org/WellnessPolicies.html

Wellness Policy Tool
http://www.actionforhealthykids.org/wellnesstool/index.php.

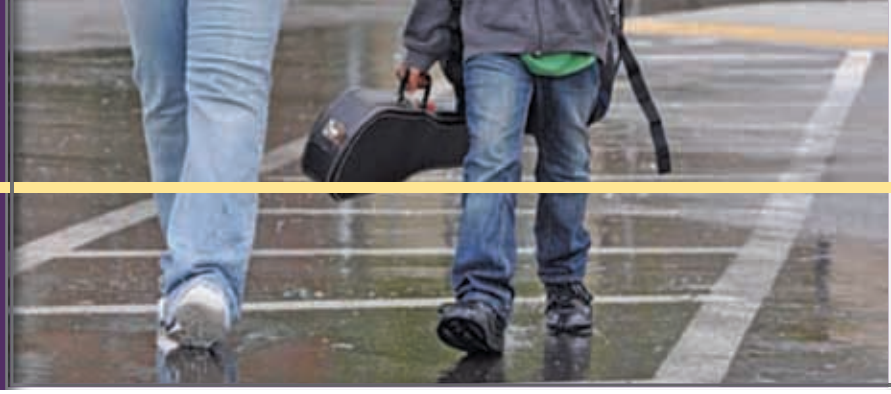
Public School Wellness Policy Toolkit
http://info.kp.org/communitybenefit/assets/pdf/our_work/global/KPNW_PublicSchoolWellnessPolicy.pdf

How to Create and Implement a Local Wellness Policy
http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_steps.html

The School Health Index (SHI)
http://apps.nccd.cdc.gov/shi/

Fit, Healthy, and Ready to Learn.
http://www.nasbe.org/HealthySchools/fithealthy.html

Sample Safe Routes to School Policy from California School Board Association
http://www.csba.org/~/media/71D5F0DC3F7646218D003844E5F06573.ashx



Joint Use Agreements

Through federally-mandated school wellness policies and others, schools are starting to adopt policies that help address this epidemic, but many schools have cut physical education class hours, and countless schools don't have access to fields or play areas for outdoor activities. As a result, many school children are still not engaging in an adequate amount of physical activity during school hours.

Historically, schools have had a variety of recreational facilities, such as, gymnasiums, playgrounds, fields, courts and tracks. However, most of these schools close their property to the public after school hours because of concerns about costs, vandalism, security, maintenance and liability in the event of injury. At the same time, during these times of fiscal constraint, building duplicate recreational facilities with others already available in community schools is simply not the best use of resources.

Fortunately, a promising tool, known as a joint use agreement, has emerged and addresses many of these concerns. A joint use agreement (JUA) is a formal agreement between two separate government entities, often a school district and a city or county, setting forth the terms and conditions for the shared use of public property. Typically, each party under a joint use agreement helps fund the development, operation and maintenance of the facilities that will be shared. In so doing, no single party is fully liable for the costs and responsibilities associated with the recreational facilities. Furthermore, after regular school hours, schools can continue to provide their students and the local community with the facilities needed to maintain active and healthy lifestyles, while incurring little to no additional costs.

Joint use policies can often help to preserve community-centered schools that may not have enough land for fields and sports. In these cases, schools can be preserved within communities if agreements are created with schools and cities for joint-use of public facilities, such as nearby parks and athletic fields. On the reverse side, joint use policies can allow for the school building to be used at night or on weekends for adult education classes, community meetings and other uses that help build community cohesiveness, and promote the school as a unified community resource, not just an educational one. This, in turn, helps to build on the concept of the community-centered school, thus working to

keep schools in the neighborhoods where people live who can utilize the facilities, and easily walk and bicycle to these schools for various activities.

For these reasons, laws have been enacted in many states that encourage or even require schools to open their facilities to the community. The National Policy & Legal Analysis Network to Prevent Childhood Obesity (NPLAN) has developed a 50-State Scan of Laws Addressing Community Use of Schools that is very useful in identifying policies by state that address community use of school property for non-school purposes. Although some schools have been reluctant to move forward with JUAs, many schools and communities have been pleased with the results: increased funding for the school districts, supporting community centered schools, neighborhood revitalization and increased physical and social activity.

To begin looking toward utilizing JUAs, first determine the facilities that should be shared, either indoor or outdoor. For instance, a school and adjacent city park could be shared for the benefit of students and the entire community. Then bring together any stakeholders who would be willing to help champion this issue. This may include health, recreation, educational reform and community improvement advocates, neighborhood association, elected officials, police and others. Find out who the appropriate staff members and decision-makers are at the managing agencies – in this case it may be the school district and the parks and recreation department. They should have sufficient knowledge of the facilities and the decision-making authority to carry out a JUA. Assess the needs of the community and the school to determine the additional recreation and other opportunities that would be achieved through a JUA. This will give you inspirational talking points to use when advocating for a JUA with local decision-makers, and helps to focus the agreement. Meet with the governing entities. Bring a model policy and best practices to the discussion to show how the JUA could actually work. Having legal and/or risk management expertise among your stakeholders may help to navigate responsibility and liability concerns among the governing entities. Finally, get the governing entities to formally approve a JUA. This could be as easy as meeting with decision-makers and getting agreement at the meeting, or it could require extensive advocacy, public involvement or even local legislation.

Policy in Action

St. Petersburg, Florida

Joint Use Agreements

St. Petersburg, Florida is a city that is proud of its parks and public spaces. Since 1990, the community has supported their parks and recreation system by approving a 1 percent sales tax increase to fund important improvements throughout the parks. With funding to improve these parks the city's Mayor, Rick Baker, was inspired to create connections from the community to all of the revitalized parks through the City Trails, Bicycle and Pedestrian Master Plan in 2001. As a part of this process, the city partook in a parks and playground mapping exercise that demonstrated significant gaps in access to parks throughout the city, especially in underserved communities. Only 49 percent of city residents under the age of 18 lived within a half mile of a playground. Mayor Baker, dismayed by this finding, instituted the Play 'n' Close to Home playground policy that stated the clear standard that every child should live within a half mile of a playground. Since the institution of that policy in 2001, the number of residents under the age of 18 that live within a half mile of a playground jumped from 49 percent to 75 percent in 2009. As a part of growing the initiative and expanding their parks system, JUAs were created between the parks department and the school district to utilize available school grounds to build playgrounds that could be accessed by the community outside of school hours. The JUAs for playground spaces not only helped the school by providing them with new facilities, but the playgrounds were also installed and maintained by the parks department, whose more stringent safety standards have reduced liability insurance costs and student injury on the park-maintained playgrounds. With regards to Safe Routes to School, the implementation of the Play 'n' Close to Home policy has worked to further the concept of the community-centered school and then developed plans to increase connectivity and safety for citizens traveling to and from these playgrounds, which just happen to be at schools.

Additional Resources

Joint Use
http://www.jointuse.org/

Joint Use Primer
http://www.cpehn.org/pdfs/Joint%20Use%20Primer%20-%20CPEHN%204-09.pdf

Unlocking the Playground: Achieving Equity in Physical Activity Spaces
http://www.cpehn.org/pdfs/Joint%20Use%20Brief.pdf

Joint Use of Public Schools: A Framework for a New Social Contract – 21st Century School Fund
http://www.21csf.org/csf-home/publications/ConceptPaperJointUseofPublicSchools.pdf

Joint Use Cost Calculator for School Facilities – 21st Century School Fund
http://www.21csf.org/csf-home/publications/21CSF_CCS_JointUseCalculatorSeptember2010_BETA.xls

Liability Risks for After-Hours Use of Public School Property: A 50 State Survey
http://www.nplanonline.org/nplan/products/liabilitysurvey

Checklist for Developing a Joint Use Agreement
http://www.nplanonline.org/nplan/products/checklist-developing-joint-use-agreements

Arrival and Departure

Policies can be instituted at the school or district level that will significantly improve the often chaotic, unsafe and unhealthy arrival and departure procedures. It is important to note that applying Safe Routes to School policies to the arrival and departure times is not intended make it easier for the drivers of personal vehicles, but safer for bicyclists, pedestrians and drivers. This can have the added effect of making parking lots and school zones safer for drivers and creating a safer, more orderly arrival and departure process at the beginning and end of the school day.

City engineers can alter the flow of traffic to reduce driver error and congestion, such as converting streets to one way, either temporarily during school arrival and dismissal times, or even permanently. They can also block off a section of street with traffic cones during arrival and dismissal times. These types of changes can also improve overall traffic flow and increase safety for all neighborhood residents at all times.

Locating bicycle racks in convenient and safe places on or near the school campus, and improving the flow for bicyclists and pedestrians approaching or leaving the school are ways to improve the arrival and departure of these vulnerable populations. These improvements may also increase the number of students who walk or bicycle to school by making them feel safer and accepted by the school administration.

Remote Drop-Off

The arrival and departure area in front of a school can include pedestrians, bicyclists, buses and parent drivers all converging on the same entrance with the same idea in mind: getting home or getting to school fast. While no idling policies are one way to address the air quality in front of the schools, some schools in an effort to mitigate the traffic danger caused by the convergence of cars, buses, pedestrians and bicyclists have created remote drop-off areas.

Not allowing parent drivers to approach the school at all – the remote drop off – can help reduce congestion around the school. Parents can be required to drop students off at a nearby park, for example. They would then walk to school, perhaps in a walking school bus with other students, parents or even teachers – this method also provides daily physical activity for students that may live too far to walk or bicycle to school.

The remote drop off method can even be applied to school buses, especially at schools where a majority of students are arriving by bus and car. School bus drivers and their managers may resist this at first, so you may need to get the school principal or superintendent's office to support or require this change.

Policy in Action

Columbia, Missouri

Remote Drop-Off

The principal at West Boulevard Elementary school, a K-5 school of 333 students was in search of a solution to the chaotic morning drop off and afternoon pick up. They instituted a successful remote drop off and pick up program at the edge of a park that abutted the school. It included more than a dozen buses and also private vehicles that would normally be dropping off students at the front door. The system reduced traffic congestion, allowed for a more organized drop off system in front of the school and gave students who are normally driven the opportunity to walk through a nearby park on their way to school. The principal at the school attributed improved student behavior to the walk to school and morning exercise.

Additional Resources

Student Drop-off and Pick-up Tools – National Center for Safe Routes to School
http://guide.saferoutesinfo.org/dropoff_pickup/student_drop-off_and_pick-up_tools.cfm

No Idling Policies

Students, parents, school staff and bus drivers are exposed to air and noise pollutants in front of schools each and every school day. Additionally, the exhaust from idling school buses and cars also can enter the air inside the school building through windows, open doors and the ventilation system. It is not just the outside air quality that can be at risk. According to the 2001 Natural Resources Defense Council and Coalition for Clean Air study - NO BREATHING IN THE AISLES: Diesel Exhaust Inside School Buses - levels of diesel exhaust inside a school bus can be four times higher than those found in passenger cars driving just ahead of the bus.35 According to the study, the vast majority of the nearly half a million school buses in this country -- which carry more than 23 million children to and from school every day -- still use diesel fuel, even though less harmful fuels are available.

In addition to school bus pollution, morning and afternoon school commutes also include exhaust from private vehicles of parents driving children to and from schools. Exhaust, which exacerbates asthma and existing allergies, can be minimized through the implementation of effective policies which restrict idling while parents wait for their children to be released from school. This then improves the air quality for everyone, especially the children who are walking or bicycling past the waiting cars and buses. The decision about idling would be a school or school board- approved policy.

If there is an existing Safe Routes to School program at the school or school district level, talk to the leaders of the program to gauge their interest in adding a No Idling program into the overall Safe Routes to School program. Enlist these leaders and any others who have an interest in the health of students to work with you on developing a school or school district No Idling policy. Students themselves can make great No Idling leaders at a school! Make sure that there are students available to help with this process.

The school principal will make the decision to approve or create a No Idling policy at their school; you may need to work with the PTA, health committee, site council or other group at the school to develop the policy, and to work to get the principal's buy in and approval.

Also check to see if there is a clean air campaign in the community that may provide leadership, resources and/or assistance in developing a No Idling policy at a school or school district.

If you are working at the school district level, enlist those with an interest in health of students to work with you on developing a proposal for a No Idling policy that will be presented to the school board. Stakeholders may include local Safe Routes to School champions such as program leaders, bicycle and pedestrian advocates, school staff such as principals, nurses and counselors, local doctors and other medical professionals, health department staff and environmental and clean air advocates. This group would determine the best approach to creating a No Idling policy at local schools, which may include finding a model policy, determining what resources would be needed and how resources such as funding or other assistance would be acquired – which you may decide to request from the school board itself.

Develop a school board presentation on the No Idling policy that would include an explanation of how the policy would be implemented at schools, and where resources would come from. Submit a written explanation of the policy and supporting information to the board before or during the presentation. Find out how to request time at the next school board meeting to present the No Idling policy request. If there is already a school board member who is likely to be supportive of a No Idling policy, talk to them in advance of the meeting, in order to prepare them for the request, get their advance buy in and give them talking points in the event of a debate or discussion about the policy. A school board member may also be willing to advocate for this policy internally, which could achieve your goal without a presentation, or help to advance the policy before your presentation to the full board takes place.

Bring stakeholders with expertise and credibility or access to resources, such as health experts and local advocates, and especially students, to help make the presentation. Having a well-rounded group of presenters will ensure that any questions from school board members can be answered effectively. Having students also ensures that the school board hears from those most affected by a strong No Idling policy.

Policy in Action

Greenville, South Carolina

No Idling Policies

Greenville County, after being designated a "non-attainment area" (meaning that the air quality did not meet federal standards), instituted B2, Breathe Better at School project, as a piece of a larger Safe Routes to School program. The program garnered support through No Idling campaigns and signs as well as training the clean air patrol, a group of students who were charged with requesting buses and cars not to idle near the schools and gathering data before, during and after the program. As a result, many of the participating school chose to adopt a voluntary No Idling policy that is implemented through regular school communications and the clean air patrol.

Policy in Action

Minneapolis, Minnesota

No Idling Policies

In an effort to improve air quality, save gasoline and minimize noise the Minneapolis City Council, in June 2008, adopted an Anti-Idling Vehicle Ordinance for the entire city, including schools. This ordinance was modeled after policy in Cleveland that originally targeted only city vehicles. The Minneapolis City Council expanded this policy to include private vehicles with the exception of cars idling in traffic, extreme temperatures and for law enforcement and emergency vehicles. It confines vehicles to idling for no more than three minutes within a one hour period and buses, trucks and other diesel fueled engines to a five minute per hour idling limit. The ordinance implementation focuses more on education, rather than enforcement, through the creation of educational warning tickets that were distributed throughout the city. These flyers were distributed and posted by parks and recreation, and the Department of Health and Family Support distributed the flyers to all school principals and Safe Routes to School representatives. The local Metro Transit agency, who enforced the new policy with transit buses, notes that they burn about a gallon of diesel gasoline per hour of idling, and therefore concluded that the Anti-Idling Vehicle Ordinance will save roughly 66,000 gallons of gasoline a year which would result in saving $198,000 annually with $3.00 per gallon gasoline.[36]

Additional Resources

A Guide to Implementation and Maintenance of School Bus No Idling Policy
http://www.idlefreebc.ca/resources/downloads/IdleFreeResources/Guide_to_No_Idling_Policy_for_School_Buses.pdf

No Idling at School Kit: Active and Safe Routes to School (Canada) http://www.saferoutestoschool.ca/noidling.asp

B2, Breathe Better at School Project Background and Policy Resources
http://www.greenvillecounty.org/air_quality/pdf/B2_program_history.pdf

Changing Motor Vehicle and Bicycle Parking

The accommodations that schools make for cars, buses, bicycles, scooters and skateboards are often in conflict with each other. It is unrealistic to encourage students to bicycle or scooter to school when there aren't safe, visible, high-capacity and reliable accommodations for bicycle, skateboard or scooter parking. On the other side of the coin, if a school only provides ample motor vehicle parking for everyone they are encouraging driving over other modes of transportation. Schools and districts that are seriously considering encouraging multi-modal transportation at their schools must rethink their existing policies with regards to parking.

Many newer schools, because of the state-mandated acreage requirements find themselves with more than adequate car parking. However, these policies should also dictate an abundance of parking for all modes of transportation, not just personal vehicles. It is possible then to affect either state or district policy to adequately address issues of insufficient parking for bicycles, scooters and skateboards.

Policies regarding bicycle parking should consider visibility, access, security, lighting and protection from inclement weather. In terms of visibility, policies that require that bicycle parking be located in a visible and accessible place rather than on the side of the school, out back by the dumpster or out of the view of the school population. It should allow easy access for students but also place the parking facilities in a safer area where more eyes are present. Also, providing lighting for the mornings and afternoons during the year where it gets dark early. Simultaneously, it is important to locate bicycle parking in a place where it doesn't conflict with pedestrian walkways or create conflict with automobiles forcing bicyclists to cross parking lots or busy intersections to park their bicycles.

Many outdated school policies require that schools install "wheel bender" racks that were originally used by most school districts but it has since been discovered that by only providing a safe locking place for the front wheel, the bicycles stored on these racks can end up with bent front wheels or the rest of the bicycle, minus the front wheel, end up stolen. Providing a secure, well-located bicycle rack(s) or a fenced, covered bicycle corral with enough capacity to

safely and conveniently store enough bicycles for the student population is critically important. Parents and students usually will not be confident enough to ride to school if there aren't visible parking facilities. Many schools have experienced an instant demand for bicycle racks when new racks are installed on the school campus.

Bicycles, scooters and skateboards are big enough to need outdoor or indoor storage. Some schools may have limited space for bicycle racks, so additional racks could go on adjacent sidewalks or other nearby highly visible locations, including indoors, if there is an underused room or common area available. Schools should provide racks and policies should dictate what kind of racks are installed where, for the benefit of potential riders. State Safe Routes to School programs and other funding sources and volunteers may be a source to pay for or build on-campus or off-campus racks, covers, lockers or corrals.

Policy in Action

Portland, Oregon

During the 2007-2008 school year there was a no bicycling policy in effect, due to perceived safety factors and other problems, at Beach Elementary school in Portland, Oregon. However, with a new, supportive principal, Beach joined the Safe Routes to School program in Portland in 2008-2009. They then overturned the no bicycling policy at the school and replaced it with a new, supportive policy. Simultaneously, new infrastructure was completed that connected the Concord Neighborhood Greenway, which uses traffic calming, speed bumps and diversion to create a safe place to walk and bicycle directly to the school. In Spring 2010, students at Beach began participating in a bike train that significantly increased ridership at the school, but there was nowhere safe to secure bicycles leaving students to lock their bicycles to fences. (see photo #1)

The city of Portland, who installs bike racks on request, responded to Parent Teacher Association appeals by installing three bike racks at the school (see photo #2). These three racks were immediately filled by bicycles. The City, in an effort to keep up with demand, added four more racks, which were immediately filled. Finally, the City added 13 additional racks leaving a total of 20 racks at the school. (see photo #3) On most days, these racks are full of student bicycles .

Policy in Action

London, England

Changing Motor Vehicle and Bicycle Parking

The Mayor's School Cycle Parking Program aimed to install 5000 secure, visible and accessible bike racks at schools across London. In June 2005, all of the spaces had been installed in more than 200 schools and colleges. Following the installation of the racks at the schools, research at the schools showed that 61 percent of students who already bicycled to school reported bicycling more while an additional 22 percent of those that bicycled to school reported that they used to be driven before the racks were installed.[36]

Additional Resources

Bicycle Parking Guidelines, 2nd Edition (2010)
http://www.apbp.org/?page=Publications

Cycle Parking for Schools: Information for Schools and School Champions
http://www.sustrans.org.uk/assets/files/Safe%20Routes/resources/infosheets/SRS_cycle_parking_for_schools.pdf


evasion

Putting Policy Change to Work

The policy examples included throughout this guide are the beginning of a national push to support Safe Routes to School initiatives and healthier community environments that protect children through policy. The Safe Routes to School movement in the United States is still relatively new and developing. As a result, communities across the nation are creatively supporting Safe Routes to School through new and innovative policy changes each year. The Safe Routes to School National Partnership encourages you to take the ideas from this guide and use them in conjunction with the process of the Seven P's of Policy Change to help improve your communities.

Policy change takes time. In the current fiscal environment supporting Safe Routes to School efforts through policy change is the only effective way to ensure its long-term success. The future of the Safe Routes to School movement is dependent on individual advocates armed with data and policy models that can educate and partner decision-makers to create and implement a vision for the future.

To continue to grow Safe Routes to School through funding and policy opportunities, there needs to be a cultural shift that includes formalizing important partnerships to integrate the goals of Safe Routes to School, and a health in all policies approach, into the everyday workings of the city, county and school governments. Policy change is the next wave to serving more students and families through improving safety and increasing opportunities for children to safely walk and bicycle to school, and in daily life.


Princess Club

APPENDIX A

Worksheet: Applying the Seven P Framework

Adapted from the Colorado Department of Public Health and Environment

POWER – Who might be some key power holders/brokers for this solution (including yourself)?

PHILOSOPHY – What underlying vision or values need to be created/established/articulated to positively influence and direct this solution? Where will this vision or these values be documented and memorialized?

POLICY – How would policies and regulations need to be addressed and where would they be documented to support this solution?

PROCEDURE – What processes or procedures would support and enable the community to effectively address this solution? Where would this be documented and by whom?

PROJECT – What activities and "on the ground" actions could be planned and implemented as a solution?

PARTNERSHIPS – What partnerships and internal/external resources would be important to support this solution?

PROMOTION – To assure results and success, how could the goals and/or activities of this solution be shared and promoted, and with what audiences? Also, how do you maintain the project or infrastructure that supports healthy behavior?

HEALTH IMPACT – What are the potential impacts of this solution upon the health and well-being of the community and children?

Implementation Level of this Solution:

- ❍ Local
- ❍ State
- ❍ Regional

Context:

- ❍ Rural
- ❍ Suburban
- ❍ Urban

Identify the policy champions at the three following levels:

Community Advocacy level

Agency Staff Level

Elected Body Level

End Notes

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Safe Routes to School National Partnership
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