



Back to School!

2020 Safe Routes Back to School Toolkit

Acknowledgements

METRO REGIONAL TRAVEL OPTIONS

This project was developed as part of the Oregon Metro Regional Safe Routes to School program. Metro's Safe Routes to School (SRTS) program provides resources that help ensure kids and teenagers across the region can safely, affordably and efficiently access school and their community by walking, rolling, and transit.

Learn more about the program on the Metro website at: oregonmetro.gov/saferoutes

Find the latest resources on the Metro SRTS Collaboration site at:

<https://3.basecamp.com/4263260/join/r7QgC356tMku>

PARTNERS

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Introduction

Preparing for back to school looks very different in the greater Portland region this year. School districts in the region are beginning the school year remotely and will assess hybrid or fully in-person learning options in the future, when it is deemed safe to do so.¹ This toolkit is designed to help agencies, schools, and families prepare for back to school with their communities now and in the future.

The global COVID-19 pandemic will dramatically change students' school commutes. Parents may change their travel choices for health and safety reasons or to navigate new school schedules, potentially leading to more congestion, pollution, and traffic safety conflicts. Parents and caregivers may have lost their jobs, or have new employer expectations about when and how they work, which may affect the way their children get to school. Children and families may be experiencing new levels of stress, anxiety, and risk (of hunger, of homelessness, of lack of access to medical care, of domestic violence or abuse); and the changes at school may trigger complex emotions or create new stressors in an already challenging reality.

School districts, meanwhile, grapple with formidable challenges. Districts must try to keep children and employees safe from exposure to coronavirus while fulfilling their educational mission under extraordinarily challenging conditions. They must follow fast-changing national, state, and local public health guidance, while providing families with as much certainty as possible to allow parents and caregivers ample time to plan ahead.

Safe Routes to School coordinators and teams cannot solve all of these daunting problems, but we can support families with their mobility options. Encouraging as many families as possible to use active modes (walking, rolling, biking) for their school commute, even if for part of their trip, may allow more space for families who have limited commute options. Designing programs in thoughtful and inclusive ways, and communicating with care and sensitivity, can help address transportation barriers for the most vulnerable families in schools.

¹ [Oregon COVID-19 Statewide Guidance](#)

Safe Routes to School programs also provide tools to help students develop skills that allow them to more safely navigate their neighborhoods and beyond, support physical and mental health during these uncertain and difficult times, and provide families with fun activities to learn together. This toolkit also provides strategies that can help shift SRTS efforts to attend to the educational needs of students, families, and teachers during remote learning.

We encourage everyone utilizing this toolkit to take an explicitly anti-racist approach in the implementation of all strategies. Each strategy provides insight into education, encouragement, promotion, and messaging tactics to support equitable implementation. However, each implementation approach will need to be locally specific and will require robust inquiry into benefits and barriers, as well as the resources necessary for all students and families to thrive. This pandemic has laid bare the massive inequities that exist in our society, and it is imperative on all of us to ensure every action we take seeks to achieve racial equity and not exacerbate the impact racism has on kids and families in our region.

HOW TO USE THIS GUIDE

- Reference the **Remote Learning Educational Strategies** to align SRTS education with the virtual start of the 2020 school year in the Portland Metro area.
- Use the **School-Commute Strategies** to plan for when students return to in-school learning.
- Incorporate the **Communication Channel** considerations, **Messaging Strategies**, and **Template Promotional Content** into SRTS educational and promotional efforts.
- Consider conducting evaluation through observations, measuring participation and interaction with the strategies, as well as gathering community feedback when feasible.

Glossary

BIPOC - Black, Indigenous, and People of Color: Using the abbreviation BIPOC, rather than ‘POC,’ to refer to people of color aims to acknowledge and call attention to the disproportionate racism and discrimination that Black and Indigenous people face in the United States.

BT - Bike Train: A safe and fun way for children to get physical activity as they roll to and from school, usually using a bike or trike, with a group of students and one or more supervising adults.

CBO – Community-Based Organization: Trusted organizations that offer community members services, support, and/or education. These are often nonprofit organizations, but can be other types of public, private, or community-led initiatives.

Circulation Map: A map focused on the school and adjacent streets that conveys the specific locations where family vehicles and school buses are allowed and the direction in which traffic must flow around the school.

PTSA - Parent Teacher Student Association: Some schools have a Parent Teacher Organization (PTO) or Parent Teacher Association (PTA). All of these models provide a

method for parents, administrators, and teachers to work together on school programming.

Physical Distancing: This toolkit uses the term “Physical Distancing” to convey public health guidance about maintaining sufficient physical space between people not living in the same home. “Social distancing” is used only when existing cited materials use this terminology or to convey limiting social gatherings.

Roll or Rolling: To use some sort of wheels in an active way to get around. Roll can refer to bicycling or skating, and is used intentionally to include students who may use mobility aids, such as wheelchairs, walkers, and mobility scooters.

Walk Zone: The area within a specific distance of school where families are encouraged to walk or roll, as bus service is not offered.

Walk & Roll Map: A map of the Walk Zone featuring active transportation infrastructure and encouragement programs or opportunities to help families walk and roll to and from school.

WSB - Walking School Bus: A safe and fun way for children to get physical activity as they walk or roll to and from school, with a group of students and adult supervision.

Back to School Strategies

REMOTE LEARNING EDUCATIONAL STRATEGIES

This section provides a compilation of existing materials and key considerations for creating and promoting remote learning strategies.² Consider how students and families may be able to learn about and access the materials; consider also how the language in which materials are provided and shared and the graphic imagery used can include all students and their family members.



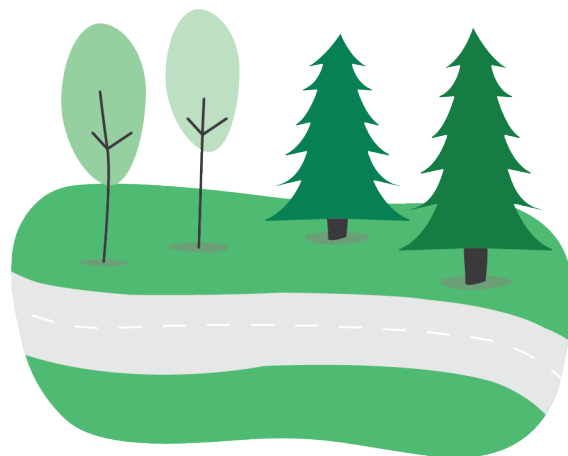
² Safe Routes Partnership's [Safe Routes to School Listserv Covid-19 Resources](#) offers additional crowdsourced materials.

Education

Lesson Plans

<p>CONCEPT</p>	<p>Teachers can use available lesson plans to teach about active ways to get around, traffic safety skills, bicycle handling skills, science and math, and civic engagement — all with themes of walking and rolling.</p>
<p>RATIONALE</p>	<p>While students are learning at a distance, physical movement is important for physical, emotional, and mental wellness, not to mention readiness for learning when it's time to sit in front of the computer! Equip students with the physical and analytical skills to navigate their neighborhoods, be active, and/or advocate for safer streets (see Civic Engagement lesson plans below).</p>
<p>CONSIDERATIONS</p>	<p>Consider students' access to remote learning, along with how accessible and inclusive the content is for students with neurodiversity, students with diverse physical abilities, and students with auditory or visual description needs, as well as home environments that may restrict physical activity inside or near where they live.</p> <p>Consider incorporating personal security concepts into safety lessons in addition to addressing traffic safety, as some students may be traveling without adult supervision and may face hate or discrimination while traveling.</p>
<p>RESOURCES</p>	<p>Some of these resources were developed specifically for remote learning, noted with an asterisk (*), while others can be modified for remote learning.</p>
<p>Walking & Rolling Curricula and Lesson Plans</p>	<p>Remote Learning Resources (Eugene Springfield SRTS) (Spanish)*</p> <p>Walk! Bike! Fun! Distance Learning Resources (Bike MN)*</p> <p>Bike Education at Home videos (Bike NY)*</p> <p>Walk & Roll E-toolkit Lesson Plan & Activities (Spanish) (Oregon SRTS)*</p> <p>OCTA STEP 30-min P.E. Videos - <i>resource available soon on OC Active!</i>*</p> <p>K-5 Neighborhood Navigators Curriculum (Beaverton SRTS, 2019)</p> <p>Tacoma Pedestrian Safety Education for P.E. (City of Tacoma, Tacoma School District, 2018)</p> <p>6th Grade Transportation Safety Lesson Plan (PBOT - <i>includes personal safety</i>)</p> <p>K-5 Ped/Bike Jeopardy (San Mateo County SRTS)</p>

Civic Engagement	Safe Routes to School K-5 Curriculum Pilot (SMCOE SRTS, 2020)
Lesson Plans	Unlocking your Future Grades 6 - 8 and Schools Changing Transportation Service Learning Project (Active Transportation Alliance)
Route Planning Activities	5th grade: Plan your trip to middle school (PBOT, 2018) 8th grade: Plan your trip to high school (PBOT, 2018)
Social Emotional Learning Activities	Mindfulness and Social Emotional Learning (Minneapolis Public Schools Social Emotional Learning Team)* Walking Meditation for Kids (OMEGA)



Education

Activity Books & Worksheets

CONCEPT	Activity books and worksheets can educate children about walking and rolling topics, and/or can integrate walking and rolling into other subjects, such as health, math, science, writing, or civics. These are intended for students to do on their own at home to supplement remote class time.
RATIONALE	Activity books and worksheets provide students with fun, creative, and playful ways to learn about walking and rolling. Teachers can use these materials to complement class lessons and reinforce learning objectives. Worksheets also provide students another avenue to engage with what they learned in class.
CONSIDERATIONS	<p>Activities should reflect student diversity and highlight how active ways of getting around are good for physical health, as well as our social and emotional wellness.</p> <p>Consider students' access to remote learning and/or ability to print the activity worksheets or do them using a tablet. If teachers are mailing printed learning materials to households, consider offering these worksheets to teachers to include in lesson packets. Also consider how some students may need additional support to see, read, or hear about the activities provided.</p>
RESOURCES	<p>Walk & Roll with SchoolPool Activity Book (King County Metro, 2020)</p> <p>Walk! Bike! Fun! At Home! Activity packet (Bike MN)</p> <p>Keep Walking & Biking coloring sheet, word find, and crossword (SRTS Santa Clara County)</p> <p>CapMetro Cap-Tivities (Capital Metro)</p> <p>Enjoy the Ride Color Your Stress Away (Montgomery County Planning)</p> <p>Encouragement and Educational Campaign Materials (LA Metro)</p> <p>Traffic Garden/Playground Home Activities (Discover Traffic Gardens)</p> <p>Bike to Books Coloring Page (PBOT, use as coloring sheet rather than contest)</p> <p>Nudge Theory Board Game (Toole Design)</p>

Education

Wiggle Breaks

CONCEPT	Wiggle Breaks are quick movement breaks for teachers, parents, or other educators to use during remote learning or in the classroom that can help students learn basic traffic safety skills.
RATIONALE	<p>Short SRTS educational activities can offer movement breaks for students while helping foster traffic safety skill building.</p> <ul style="list-style-type: none">• Use this strategy to break up blocks of sitting during remote learning.• For when we return to in-person learning, some scenarios consider reducing or eliminating movement outside of classrooms. Thus, movement breaks in the classroom will be essential to supporting a student's physical and emotional wellness, along with fostering better attention.
CONSIDERATIONS	
Time	Carve out 5 - 10 minutes throughout each day of the week when students are logged into remote learning or during class to dedicate to SRTS specific Wiggle Breaks.
Space for Movement	<ul style="list-style-type: none">• Isolate the movement associated with each activity to the space immediately surrounding each student's home learning area.• If in a physical classroom, use the area surrounding each student's desk, or students can form a circle around the classroom and move in space or proceed in a clockwise or counterclockwise formation, depending on the activity.
Subject Areas	<p>Consider highlighting the following subject areas and integrate movement and/or dance with each:</p> <ul style="list-style-type: none">• Relating to walking and rolling as a way to get around (e.g. having students enact body movements about how walking or rolling makes them feel, or stating a sentence about walking or rolling and asking students to do a jumping jack if they agree)

	<ul style="list-style-type: none"> • Practicing the pedestrian crossing steps (perform the physical motions associated with coming up to, preparing to cross, and moving through a crosswalk) • Learning the motions of how to properly fit a helmet (using a pretend helmet) and how to use hand signals
Accessibility	<ul style="list-style-type: none"> • Develop movement breaks that include students with diverse physical abilities and/or neurodiversity. See Inclusive Messaging for more detailed suggestions. • If schools implement alternating schedules, provide guidance to teachers about how to support students who are learning remotely via live video, if applicable.
PARTNERSHIPS	<ul style="list-style-type: none"> • Engage teachers and/or school district curriculum facilitators to identify the needed format, resources, and tailored information to support implementation. • Have a local celebrity, such as an athlete, record a movement break as a tool, if creating new materials is feasible.
EDUCATION & ENCOURAGEMENT	<ul style="list-style-type: none"> • Promote the resource among teachers and school districts through trusted channels of communications and curricula resource sharing. • Share the material with families to incorporate into their remote learning day through trusted channels of communication.
RESOURCES	<p>Where possible, refer to local SRTS materials. The following resources offer a starting place to add in movement suggestions for teachers:</p> <ul style="list-style-type: none"> • Pedestrian Crossing Rhyme and Motions poster (City of Tacoma, 2018) • Quick traffic safety videos (Oregon SRTS) • Grade-level specific videos (Eugene Springfield SRTS)

Education

Safe Routes Story Time

CONCEPT	As a part of remote learning through schools or community programming, offer a remote Safe Routes Story Time where librarians, teachers, and/or SRTS coordinators read stories that highlight fun, safe multimodal transportation, learning a new transportation skill, and/or advocating for safe streets.
RATIONALE	A virtual Safe Routes Story Time can help students relate to walking and rolling as fun, healthy ways to get around.
CONSIDERATIONS	
Subjects	Offer stories that discuss learning and using diverse ways to get around and that have main characters with various identities or abilities, including but not limited to race, physical abilities, and neurodiversity.
Accessibility	Consider the various accessibility needs students may have, including closed captioning and/or sign language, and offering a recording of the live session for students to watch at another time or play at a different speed.
Language	Offer Safe Routes Story Time in multiple languages. Many transportation related stories are available in English and Spanish. Consider how the Safe Routes Story Time will occur (e.g. as a programmed part of the school day vs. a recorded option for students to view at will) to help determine whether story time is a bilingual event vs. stories being read separately by language.
Safety Tips	Consider offering a traffic safety skill or tip that emerges from each story that highlights skills for the school commute.
Promotion	Promote digital Safe Routes Story Time and/or the recording(s) among class cohorts, grades, schools, and/or larger regional communities through established communication channels.
PARTNERSHIPS	Schools and local communities can partner with various people and organizations to host and/or support a Safe Routes Story Time, including:

- Youth librarians at school, local, and/or regional libraries who can help select books, read, promote the event(s), share recordings, and/or host the readings

Local athletes or celebrities (even a school principal!) who can promote the event(s), share out recordings, and/or participate in reading during story time

RESOURCES

Existing Book Lists

- Safe Routes Partnership's [COVID-19 Resources](#) offers a "Book Ideas" [tab](#) with a list of nearly 70 walking and rolling stories for students in grades PK - 8.
- Sonoma SRTS provides a [SRTS Recommended Book List](#) with books in English and Spanish.

Existing Efforts

- Intercity Transit's Walk N Roll Center offers [Virtual Rolling Story Time](#) in partnership with one local library. The Walk N Roll Center promotes the event on Facebook and their monthly e-newsletter. The library promotes the story time and hosts story time on their YouTube channel.
- San Mateo County's Office of Education SRTS team offers a SRTS story time. They even read a chapter of Harry Potter when Harry Potter learns how to ride a broom as a way to discuss parallels of learning how to ride a bike.
- Check with your local library for existing remote youth story times relevant to your student audience(s).
- Take story time a step farther in partnering with local libraries and teachers to create a virtual reading challenge, such as Austin's [Imagine Your Story](#) summer reading challenge.



Encouragement

Challenges & Contests

CONCEPT	Challenges can encourage students and families to try out a new way of getting around, track how many minutes they walk or roll each day, or go on scavenger hunts around their neighborhood. Challenges may include a contest component where participants may win a reward.
RATIONALE	Challenges and contests can offer students and families extrinsic motivation to get outside or find a safe place to walk and roll. They can also help participants feel like they are connected and a part of a community-specific program, a feeling that can boost social wellbeing during physical distancing.
CONSIDERATIONS	
Accessibility	Challenges and contests should be designed to include all students and families. Consider how students with different physical abilities can participate, as well as making sure families who rely on non-English communications can understand how to participate. Design the challenge so that families without safe walking and biking facilities near their home can still participate; and incorporate public health guidance about traveling to parks and open spaces.
Submissions	Some challenges may rely on submitting a picture of completed materials via phone or email, while others may ask to tag the program or challenge in a social media post. For social media challenges or submissions, consider family privacy concerns about photos of their children and offer options of sharing photos of drawings, flowers, sidewalks, etc. Provide different ways for students and families to be able to join and be counted in a challenge, if tracking and submitting materials is a part of the challenge.
Rewards	If offering rewards is an important part of your SRTS program and engagement, consider rewards that can be sent and received digitally, or sent in a flat envelope to participating or winning students.

	<ul style="list-style-type: none"> • Consider small rewards that offer more than a one-time use, such as bookmarks (perhaps with wildflower seeds for planting), pencils, or shoelaces. • Consider non-object rewards, like their picture or a shout out on a school or SRTS social media post. Art contest winners could have their artwork displayed physically or could be used in an online SRTS promotional campaign.
RESOURCES	These resources offer either a template to use and implement directly, or are examples a program could tailor for a local challenge.
Activity Challenges	Turf to Surf - Virtual Bike to the Coast Challenge (Beaverton SRTS) We Walk Challenge (Beaverton SRTS) Walk & Roll Activity Tracker (Oregon SRTS) Walk & Bike Across America (Marin SRTS)
Scavenger Hunts & BINGOs	Route Bingo & Scavenger Hunt (pages 30-34 of King County Metro SchoolPool Walk & Roll Activity Book) Bicycle Bingo (Student Transportation Services of Waterloo Region) Neighborhood Scavenger Hunt (Eco2School) Nature Neighborhood Scavenger Hunt (PK - 1 grade) Scavenger Hunt Worksheet (Thirty Handmade Days)
Art Contests	Bike Lane Art Contest model (PBOT SRTS) Poster Contest (Solano County SRTS) Bookmark Design & Haiku Contest (Sonoma SRTS) Remote SRTS Art Contest (Clackamas County) SRTS Art Contest (City of Hillsboro)



Encouragement

Family Resources & Activities

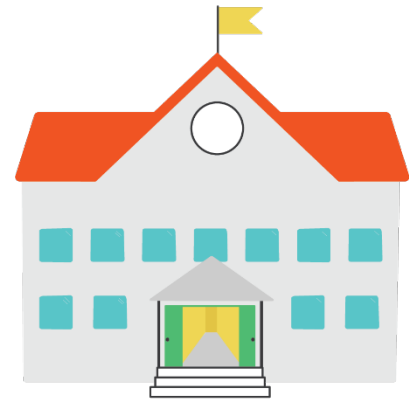
CONCEPT	Provide families with resources to talk about, and practice, walking and rolling skills. Incorporate physical distancing techniques into walking and rolling activities.
RATIONALE	Without in-person, hands-on walking and rolling education, students may rely more on learning these important safety skills from their families. Providing resources that engage the whole family and help parents and caregivers facilitate this learning can supplement other remote learning activities and wellness for the entire family.
CONSIDERATIONS	
Parent Accessibility	<p>Consider that some parents may feel uncomfortable teaching their child skills that they themselves are not comfortable doing. Assess and revise materials so that they provide easy-to-understand instructions and alternatives. Provide resources and ideas with different time commitments and in different environments, given the large range of parent and caregiver capacities.</p> <ul style="list-style-type: none">• For example, offer quick 5-minute family activities or suggestions about how skill building could fit into existing daily tasks, like playing “red light, green light” in the hallway to learn traffic signs and signals, or using bike hand signals before they turn corners into different rooms in their house.• Prioritize accessible activities that offer family members with different physical abilities and English language literacy an opportunity to participate.
RESOURCES	
Family Walking & Biking Activities	<p>Family Walks and Family Bike Rides (Beaverton SRTS)</p> <p>Plan & Try your Route to School (page 26 of King County Metro SchoolPool Walk & Roll Activity Book)</p> <p>Metro Bike There interactive map to find family-friendly bike routes (Oregon Metro)</p>

	Teach your child to ride a bike (MyBikeSkills)
Family Social	Mindful Walking (Minneapolis Public Schools)
Emotional Health	Physical, Social and Emotional Health resources for parents/caregivers (Healthier Generation)
Social Distancing	Walking & Roll with Your Family while Social Distancing tip sheets (Spanish, Vietnamese, Dari, Burmese, Arabic) (King County Metro SchoolPool) - <i>includes a Communication Package for school, cities, and PTSA's</i>
Family Materials	Walk and Bike with Your Family while Social Distancing (Spanish) (San Mateo) Fun at home: Traffic Gardens (Discover Traffic Gardens) Play at Home resources (Playworks)
Getting a Bike	Bike Swap Program Instructions (MyBikeSkills.com)



SCHOOL COMMUTE STRATEGIES

The following school commute strategies provide some creative solutions and considerations for getting students to and from school as safely as possible. These strategies help to prepare for *when students return to school* for some form of in-person learning, whether that is a hybrid learning scenario, fully school-based learning scenario, or another approach. SRTS coordinators, partners, parents, and caregivers helped to identify and prioritize many of these back to school strategies.



Involving families in designing and implementing these strategies is important. See **Communications** for a detailed list of strategies to consider when sharing information with families and inviting input. Explore creating **Walk & Roll Maps** and providing **Revised Circulation Communications** for each school to communicate about arrival and dismissal expectations and changes.

Each commute strategy offers health and safety considerations based on public health guidance and information released at publication. Please refer to and align efforts with the latest local and regional public health guidance available.

Pop-up/Temporary Design Pilots

The Pop-up/Temporary Design Pilot strategies aim to provide more space for the school commute, arrival and dismissal, and provide space to play while maximizing physical distancing and supporting public health.

Of the five strategies, three pertain directly to facilitating the school commute: School Streets, Sidewalk Extensions, and One-way Streets. These school commute Pop-up Design Pilots separate modes for increased efficiency and to enhance safety. They can also help create consistent expectations and direct behaviors. When looking to implement any pop-up design pilot, consider how these strategies can help address school commute needs, without simply relocating a traffic issue onto an adjacent street or area. School Streets, Reimagining Parking Lots, and Traffic Playgrounds & Playspaces are strategies that can enhance or create new spaces for play and activity.

Pop-up/Temporary Design Pilots

School Streets

CONCEPT	School Streets provide car-free or reduced car traffic street environments adjacent to schools by preventing or limiting car traffic on the street(s). School streets only allow residents living on that street to enter and exit in a car, while expanding the space for families walking and rolling for the school commute.
RATIONALE	School Streets provide numerous benefits to support the health and safety of families walking and rolling, whether from home or from a remote drop-off (Park & Walk) location. School Streets can: <ul style="list-style-type: none">• Provide additional room for physical distancing on the block(s) leading up to school grounds as students walk and roll to school• Encourage more students to walk and roll, which will:<ul style="list-style-type: none">○ Reduce single-family vehicle trips, supporting the reduction of traffic congestion and toxic emissions around schools○ Provide physical activity before and after school, where opportunities for exercise may be limited• Improve students' safety in the face of a possible COVID-19-related increase in single-family vehicle trips by reducing vehicles on roadways near schools
CONSIDERATIONS	
Location(s)	Implement School Streets on one or more streets near the school, considering the following: <ul style="list-style-type: none">• Length: One or more block(s) stemming out from or wrapping around school• Traffic Flow: Direction from which many of students will arrive/depart• Need: Where there is a known safety concern or pinch point between users Consider how to allow for bus access to school, as well as allowing necessary vehicular access for students with mobility limitations, emergency vehicles, and public transit routes that may intersect with the proposed school street. See Park

& Walk strategies for facilitating remote drop-off areas to reduce congestion around School Streets.

If the school has more than one entrance or multiple surrounding streets, consider how to designate specific streets or entrances by arrival and dismissal mode, with the School Street providing access for families walking and rolling. School Streets may be more difficult to implement on streets that do not follow a grid street network with limited number of connected streets. Consider road segments that would not significantly impede connections for other roadway purposes, or consider pop-up designs like **Sidewalk Extensions** or **One-way Streets** that do not fully limit through-traffic.

<p>Time(s) of Day</p>	<p>School Streets can be closed to car traffic either during school commute times, while school is in session through commute times, or for the whole day that school is in session. This could last for the first week back to school, or throughout the whole school year. Consider the following when selecting times:</p> <ul style="list-style-type: none"> • Expanded arrival and dismissal times associated with staggered schedules • Variations in daily schedule (e.g. regularly occurring early dismissal days) • Feasibility of moving and removing selected, jurisdiction-approved temporary materials
<p>Materials</p>	<p>Depending on jurisdiction rules and how temporary/permanent the installation, consider the following materials to denote a School Street, with mounted signage denoting “Road Closed: School Street” to drivers.</p> <ul style="list-style-type: none"> • Free standing delineators³ or traffic cones (easiest to move daily) • A-frame barricades (will require more capacity for installation) • Water-filled barricades or large planters (more permanent/for closures that last the full year)
<p>Health & Safety Precautions</p>	<p>Integrate any student queuing for health screening or health check locations into the School Street layout and signage.</p>

³ A freestanding delineator is like a tall, narrow cone with a weighted bottom; it is usually between 3 - 4 feet tall and is used for traffic control.

PARTNERSHIPS

Implementing a School Street requires coordination. Work with the following partners:

- City transportation planner and engineer for permitting, ensuring access for emergency vehicles, and using approved materials
- School district transportation staff to coordinate bus access and circulation
- School principal and/or school traffic safety leaders, such as crossing guards or certified flaggers for additional supervision (see Flagger Training resources below)
- Neighbors living along the proposed School Street, as changes to the street may require a formal notice depending on the jurisdiction
- At this time, we do not recommend partnering with police. Depending on the type of road, jurisdictions may require police presence. If possible, utilize volunteer or paid flaggers instead to ensure that all families feel welcome and safe. (See Flagger Training resources below)

EDUCATION & ENCOURAGEMENT

- Use bright signage with simple language, in English and other languages, to communicate with families and local drivers. Use graphics that may work for those with lower literacy. Follow [MUTCD](#) or local guidance where required.
- Ensure neighborhood outreach reaches families with Limited English Proficiency those in multi-family housing units, and renters.
- Promote the School Street to families in transportation communications and orientation packets, including on materials showing revised school commute options (see [Walk & Roll Maps](#) and [Revised Circulation Practices and Communications](#)).

RESOURCES

[School Streets for Pandemic Response & Recovery](#) (NACTO, 2020)
[Designing Streets for Kids](#) (NACTO, 2020)
[School Streets Guidebook](#) (8 80 Cities, 2019)
[School Streets Initiative](#) (United Kingdom)
[Protecting Schools](#) (*in Spanish*, Barcelona, Catalan)
[Flagger Training](#) and [Flagger Train the Trainer Class](#) (Chemeketa Community College)

Pop-up/Temporary Design Pilots

Sidewalk Extensions

CONCEPT	Sidewalk Extensions convert a curbside parking/loading or travel lane into a pedestrian space along routes to school or along school access blocks.
RATIONALE	Sidewalk Extensions provide additional space for students and families walking, slowly rolling, and/or actively waiting to support physical distancing and encourage walking and rolling.
CONSIDERATIONS	
Use	<p>Sidewalk Extensions can support physical distancing in two ways depending on intended use:</p> <ul style="list-style-type: none">• Additional space for walking and rolling• Additional space for students or parents traveling on foot, bike, or mobility device to wait or queue during drop-off and pick-up <p>Queuing needs may include students waiting for morning health screenings, students lining up to board buses or enter vehicles, or parents and caregivers waiting to pick up students after walking to campus (e.g. from a Park & Walk location or for leading a Walking School Bus and Bike Train, etc.).</p>
Locations	<p>Sidewalk Extensions can be implemented along any street where there is sufficient space to convert either the parking or a travel lane into a pedestrian space. This strategy is particularly useful on streets without sidewalks or that provide only a narrow sidewalk.</p> <p>Consider prioritizing Sidewalk Extensions along popular walking and rolling routes to school, from Park & Walk locations, and/or in the areas where students or parents congregate near school entryways.</p> <ul style="list-style-type: none">• Consider parking demand when selecting the location, as parking will either be removed (if the extension is in the parking lane), or access to it will be impeded (if the extension is in the adjacent travel lane). Schools that already have red curb restrictions on parking may find it easier to select these locations for extensions.

Time(s) of Day	<p>Sidewalk Extensions can be implemented either daily during school arrival/dismissal times, for the whole school day, or for the entire school year. Consider the following when selecting times:</p> <ul style="list-style-type: none"> • Expanded arrival and dismissal times associated with staggered schedules • Variations in daily schedule (e.g. regularly occurring early dismissal days) • Feasibility of moving and removing jurisdiction-approved temporary materials (either school or jurisdiction staff)
Materials	<p>Depending on jurisdiction rules and how temporary/permanent the installation, consider the following materials to denote a Sidewalk Extension for people both walking or rolling and driving.</p> <ul style="list-style-type: none"> • Protect the Sidewalk Extension with reflective barriers such as freestanding delineators or traffic barrels • Use sufficient delineators to prevent drivers entering the extension to park or drop off/pick up a student at the curb • Incorporate signage well in advance of closing a travel lane • Use sidewalk chalk, tape, and/or laminated signs on delineators to convey to people walking that the space is for them
Health & Safety Precautions	<ul style="list-style-type: none"> • Encourage physical distancing along Sidewalk Extensions using engaging chalk, tape, or printed signs that remind families about physical distancing and current health recommendations. • If the Sidewalk Extension is for queuing, consider marking spots with chalk or tape to convey physical distancing requirements. Consider using footprints, flowers, or an image relevant to the school to make it engaging for students.
PARTNERSHIPS	<ul style="list-style-type: none"> • Work closely with local government and school district transportation planners for approval on the strategy and materials, along with connecting with school neighbors or property owners along the route for buy-in. • Partner with school district transportation staff, the school principal, and/or school traffic safety leaders to help communicate with families and

	<p>determine the staff capacity for placing and removing directional materials, if needed.</p> <ul style="list-style-type: none"> At this time, we do not recommend partnering with police to ensure that all families feel welcome and safe. Flaggers may be necessary to help guide people driving through the area depending on location and jurisdiction. See Flagger Training resources for a class that volunteers can take to become certified in Oregon.
<p>EDUCATION & ENCOURAGEMENT</p>	<ul style="list-style-type: none"> Use bright signage with simple language, in English and other languages, to communicate with families and local drivers. Use graphics that may work for those with lower literacy. Follow MUTCD or local guidance where required. Promote the Sidewalk Extensions among families in transportation communications and orientation packets, including on materials showing revised school commute options (see Walk & Roll Maps and Revised Circulation Practices and Communications).
<p>RESOURCES</p>	<p>Sidewalk Extensions for Pandemic Response & Recovery (NACTO, 2020) Designing Streets for Kids (NACTO, 2020) Safe Routes for a Return to School 2020 (SRTS Marin County, 2020) Flagger Training and Flagger Train the Trainer Class (Chemeketa Community College)</p>



Pop-up/Temporary Design Pilots

One-way Streets

CONCEPT	Designate one or more blocks along the main school entryway(s) as one-way for traffic flow during arrival and dismissal.
RATIONALE	One-way Streets along school drop-off and pick-up locations can help to reduce conflicts between families walking and rolling with people driving.
CONSIDERATIONS	
Location	<p>Consider One-way Streets for local and residential streets that lead directly into school drop-off and pick-up locations.</p> <ul style="list-style-type: none"> • If implementing other pop-up strategies, One-way Streets would be well paired for streets with Sidewalk Extensions.
Time	<p>One-way Streets are ideal for school drop-off and pick-up times.</p> <ul style="list-style-type: none"> • Consider city and school staff capacity to place and remove barricades during the designated time.
Signage	<p>Clear signage is essential for implementing this strategy to communicate with parents, caregivers, neighbors, and others driving through the area.</p> <ul style="list-style-type: none"> • Consider using signage and cones to indicate caution and slow traffic in the one-way flow, while using a barricade to block counter-flow traffic. • Consider the school or jurisdictional staff capacity and permission to place and remove directional materials.
Safety Efforts	<p>Encourage slow speeds along the one-way street by adding traffic calming strategies such as neck-downs⁴ or narrowed lanes, which could occur in coordination with Sidewalk Extensions.</p> <p>Consider the needs of the three different users of the traffic lane:</p>

⁴ Neckdowns are pinch points at intersections; they are minor street crossing treatments that narrow at least one side of an intersection using curb extensions or edge islands on both sides of the street. They are often combined with parking bays on side streets off of commercial main streets. (NACTO, [Bicycle Boulevards, Speed Management](#))

	<ul style="list-style-type: none"> • Neighbors who routinely park on the street and may need to move their car by a certain time • Parents arriving by car to drop off a child who will be looking for where they are allowed or able to stop • Drivers who are passing through or used to drive through the corridor
PARTNERSHIPS	<ul style="list-style-type: none"> • Work closely with local government and school district transportation planners for approval on the strategy and materials. • Partner with school district transportation staff, school principal and/or school traffic safety leaders to help with communications with families. • Connect with adjacent neighbors and property owners to build support and compliance. • At this time, we do not recommend partnering with police to ensure that all families feel welcome and safe. Flaggers may be necessary to help guide people driving through the area depending on location and jurisdiction. See Flagger Training resources for a class that volunteers can take to become certified in Oregon.
EDUCATION & ENCOURAGEMENT	<ul style="list-style-type: none"> • Use bright signage with simple language, in English and other languages, to communicate with families and local drivers. Use graphics that may work for those with lower literacy. Follow MUTCD or local guidance where required. • Promote the One-way Streets in transportation communications and orientation packets, including on materials showing revised school commute options (see Walk & Roll Maps and Revised Circulation Practices and Communications).
RESOURCES	<p>Temporary Street Closures and One-way Streets (National Center for SRTS)</p> <p>Designing Streets for Kids (NACTO, 2020)</p> <p>Safe Routes for a Return to School 2020 (SRTS Marin County, 2020)</p> <p>Flagger Training and Flagger Train the Trainer Class (Chemeketa Community College)</p>

Pop-up/Temporary Design Pilots

Reimagining Parking Lots

<p>CONCEPT</p>	<p>Consider using school parking lots as additional arrival, dismissal, and/or play spaces by blocking parking and/or traffic flow in specific spaces or the entire lot. Maintain access to ADA parking spots for students or parents with mobility needs and assess school staff's parking needs.</p>
<p>RATIONALE</p>	<p>School or school-adjacent parking lots can offer schools more space for separating modes and for keeping physical distance during arrival and dismissal, or even during P.E. and recess (see Traffic Playgrounds & Playspaces). For example, one school in Portland closed off its parking lot 15 minutes before school to provide additional space for physical activity.</p>
<p>CONSIDERATIONS</p>	
<p>School and School District Policies</p>	<ul style="list-style-type: none"> • Consider if policies allow students to walk, roll, or play in parking lots that are closed to vehicular access, or if a new policy is needed. • Consider if school bus policies require school buses to drop off and pick up students on the school campus, or if it is allowed along sidewalks adjacent to the school. • Consider redistributing staff parking to an adjacent lot, if applicable, to provide a car-free play space (see Traffic Playgrounds & Playspaces).
<p>Arrival & Dismissal Traffic Flow</p>	<p>If retaining space for family vehicle pick-up and drop-off through parking lots while closing another portion of the parking lot, consider implementing a one-way, single-file traffic flow to reduce potential conflicts.</p>
<p>Materials</p>	<ul style="list-style-type: none"> • Use clear signage about what modes are allowed or prohibited in the parking lot. Use cones or barricades to block vehicles from entering the parking lot or a section of the parking lot. • If retaining a portion of the lot for one-way traffic flow, consider using cones, signage, and/or rope/line tape to help guide drivers, as well as indicate to students to not proceed into the area without supervision.

	<ul style="list-style-type: none"> • Use paint and stencils to integrate street art or other placemaking elements
PARTNERSHIPS	<ul style="list-style-type: none"> • Work with the school district transportation and school facilities staff, along with cities, counties, and state transportation staff on any needed signage or recommendations. If school bus loading and unloading zones shift, consult with bus drivers about how best to organize the new space. • Engage with teachers, families and the school community to add street art or other community-led placemaking to activate and visually separate the play/pedestrian space. • Engage school social workers and/or support staff to ensure appropriate access for students with mobility limitations or ADA access needs. • Consider how to monitor and direct traffic into or out of the lot with staff support or flaggers. Check with your jurisdiction on requirements for directing traffic in/out of a parking lot.
EDUCATION & ENCOURAGEMENT	<ul style="list-style-type: none"> • Engage families and school staff in the planning to ensure school community buy-in and support for implementation. Use their input to incorporate culturally relevant art and activities into the space. • Inform families, school staff, and school bus drivers about these changes using multiple communication channels before implementation and throughout implementation. See Communications section for a list of potential education and engagement channels. • Include this closure in transportation communications and orientation packets, such as on materials showing revised school commute options (see Walk & Roll Maps and Revised Circulation Practices and Communications).
RESOURCES	<p>Planning Considerations for Walking and Rolling to School in Fall 2020 (National Center for SRTS, 2020)</p> <p>Designing Streets for Kids (NACTO, 2020)</p> <p>Flagger Training and Flagger Train the Trainer Class (Chemeketa Community College)</p>

Pop-up/Temporary Design Pilots

Traffic Playgrounds & Playspaces

CONCEPT	Traffic Playgrounds are like miniature cities -- families can scoot, ride, skate and walk while they practice skills and learn rules of the road away from vehicle traffic. Playspaces include painting games or activities on the ground that can be used during PE or recess, especially for 'no-contact' play. Transform under-utilized asphalt on school campuses into educational and active spaces for children to learn and engage in outdoor play together while staying socially distant.
RATIONALE	Traffic Playgrounds and Playspaces allow for no-contact, physically-distanced spaces for outdoor learning and physical activity. With indoor P.E. and outdoor recess needing adjustments, these outdoor spaces can support classroom learning as well as ensure kids stay active throughout the day.
CONSIDERATIONS	
Location(s)	Install Traffic Playgrounds & Playspaces on under-utilized asphalt with protection from vehicles. This can include: <ul style="list-style-type: none">• School blacktops: on any square open space, or even winding between other sport courts or playground equipment• Parking lots: temporary traffic playgrounds could be painted directly on a parking lot, especially if entrances are blocked off to support Revised Circulation Safety and used during the school day when cars are not entering/exiting• Offsite locations: like parks, places of worship, community spaces, or multi-family housing units Consider the size of the space available: Playspaces can be adaptable for smaller spaces, while Traffic Playgrounds can be modified to fit narrow spaces but need adequate distance for use on a bike.
Materials	Depending on the longevity of the project, different materials can be used to install the Traffic Playground or Playspace:

- **Pop-up:** Use spray chalk that will wash off with the next rain (see DIY Traffic Playground instructions under resources)
- **Temporary:** Survey paint can be used for a temporary traffic playground that will fade within 3-6 months
- **Permanent:** Acrylic traffic paint will remain on an asphalt surface for 1-2 years, or even longer if it is a location without vehicles

For temporary and permanent projects, there are a variety of implementation tools that can help with Traffic Playground or Playspace installation (see resources for more details).

<p>Health and Safety Precautions</p>	<ul style="list-style-type: none"> • The Traffic Playground and Playspace may need to have a schedule for usage to ensure that there is a limited number of students or a single cohort using it at once when school is in session. • Paint colorful dots or physical examples of what 6 feet apart looks like to encourage students to maintain their distance between each other. • Include signage in multiple languages, including language about personal safety and how to report incidents since this will potentially be used by families outside of school hours or without specific programming on-site.
<p>Community Capacity</p>	<p>Ensure that there is capacity and interest in both the installation and use of the traffic playground. The installation requires permission, strong communication, and multiple people to assist with the painting. School and community support and promotion is critical to the success of the traffic playground.</p>
<p>Traffic Playgrounds at Home</p>	<p>Consider making your own in your driveway with chalk, or using one of these printable templates.</p>
<p>PARTNERSHIPS</p>	<p>Installation of traffic playgrounds requires engagement between multiple entities:</p> <ul style="list-style-type: none"> • City or local transportation staff to support developing the design of the traffic playground; engineering expertise is extremely helpful • School principals/operations staff to approve the installation and provide support for the project • Teachers to incorporate into classroom learning and promote usage by students and families

- Community-based or neighborhood groups to lead after-school or community programming for families. These groups can also help identify additional locations in the community outside of school property
- Community volunteers to support installation and promotion

Incorporate equitable community engagement strategies when developing each traffic playground, ensuring that multiple languages and methods of outreach and promotion are included so that families from all backgrounds are involved.

EDUCATION & ENCOURAGEMENT

- Traditional traffic safety education can be modified to apply to a traffic playground instead of on streets. See Traffic Playground Programmatic Best Practices in resource list for examples of traffic playground education.
- In addition, teachers could consider using these spaces to facilitate their regular classroom learning outside while physical distancing and incorporating play.
- Traffic playgrounds can be used in remote encouragement campaigns when school is not held in-person. If they are installed on a school campus, they could be included in Scavenger Hunt or other **Challenge & Contest**.

RESOURCES

[DIY Traffic Playground Instructions](#) (Discover Traffic Gardens)
[Traffic Playground Toolkit](#) (Oregon Metro SRTS, 2020) – *available soon!*
 Traffic Playground Installation Resources (Oregon Metro SRTS, 2020) – *Appendix B*
[Traffic Playground Signage](#) (PBOT, 2020)
[Playspace Health & Safety Signage](#) (PBOT, 2020)
[Chutes & Ladders Rules](#) (PBOT, 2020)
[Designing Streets for Kids](#) (NACTO, 2020)



Walking & Rolling Strategies

Walking School Buses and Bike Trains



CONCEPT	A Walking School Bus (WSB) or Bike Train (BT) is an organized group of students who walk or bike to and from school with adult supervision. WSBs and BTs follow designated routes and many have stops where students join the group. Some WSBs or BTs start from a single meetup location, while others ‘collect’ kids along the route.
RATIONALE	<p>WSBs and BTs provide adult supervision of groups of students along the trip to and from school without requiring all parents and caregivers to be present with students.</p> <ul style="list-style-type: none">• WSBs and BTs can help reduce the number of adults on campus during arrival/dismissal to help with physical distancing protocols.• WSBs and BTs can offer an organized, routine way for families to get their students to school; they can also support improved attendance and student learning.• Older students can also lead WSB and BTs themselves (without adult supervision, if approved by parents) and organize traveling together instead of walking or biking alone to support greater personal safety.
CONSIDERATIONS	
Modes	<p>While WSBs and BTs emphasize walking and biking, this strategy can be inclusive of other rolling options. Consider the route (see below) and the mode to determine if different groups are needed for different modes.</p> <p>For example, students using kick-scooters and skateboards may need to be in the WSB, rather than a BT, if they are to remain on the sidewalk and move slowly, rather than using a bike lane with students in a BT.</p>
Routes	<p>Along with ensuring the WSB route is accessible for students and/or adult leaders who may use a wheelchair or other mobility device, look for routes that offer the following:</p> <ul style="list-style-type: none">• Lower-traffic, comfortable facilities that are ADA accessible

	<ul style="list-style-type: none"> • Safe crossings of major streets, preferably that are marked or controlled • Along streets where students live, particularly those who may have previously relied on the school bus • If applicable, following the route of a pop-up design pilot strategy, such as School Streets or Sidewalk Extensions.
<p>Group Size</p>	<p>The group of students can be small, composed of students from 2 - 3 families for a more informal WSB or BT. Alternatively, the group may be larger, made up of 4+ families. Larger groups may need more than one adult, with one leading the group and another at the back.</p> <ul style="list-style-type: none"> • Regardless of the size, consider student cohorts based on the school’s alternating daily schedules or arrival times, if applicable.
<p>Health & Safety Precautions</p>	<p>Depending on the screening procedure, WSB & BT leaders may be able to screen students at their “stop,” while their parent or caregiver is still present.</p> <ul style="list-style-type: none"> • If health screening strategies include temperature checks, consider taking student temperatures prior to engaging in physical activity along the route to school, as physical activity can temporarily raise body temperature. • Consider working with the school on a system for screening students that is easy to navigate for WSB/BT leaders and families, including an agreement form or some other approval for health screening. • Provide students with face coverings if needed and consider ropes marked with knots every 6 feet to communicate spacing for younger students. Use a rope made of a material that can be sprayed with disinfectant after each trip to or from school. <p>Offer safety tips to participating students, including tips on how to maintain physical distance on a sidewalk and pass others safely. See ‘How to Pass People Safely’ on King County Metro’s SchoolPool social distancing tip sheets.</p>
<p>Route Leaders</p>	<p>Follow school and school district guidelines about background checks, volunteer access, and other policies about non-staff on campus when recruiting for or encouraging WSB or BT route leaders.</p>

Route Leaders can be volunteers or paid staff. It may not be possible for under-resourced parents or guardians to sign up for a volunteer obligation; it is worth exploring how offering a stipend or wage may make it possible for more types of families or respected young adults in the community to be involved and stick with the program.

PARTNERSHIPS

Partnering with CBO staff, school social support and health staff, and parents is key to the success of any WSB or BT.

- Consider specifically reaching out to families of students with mobility limitations or school district occupational therapists to ask for their input.
- School district transportation and city transportation planners may be able to assist with route planning.
- While some communities have requested local traffic police to escort WSBs or BTs, at this time we do not recommend partnering with police to ensure that all families feel welcome and safe.

EDUCATION & ENCOURAGEMENT

- Use a Walk & Roll Map or create priority route maps using custom Google maps. If desired, routes could have different names, colors, and/or symbols; matching face coverings and safety vests could be provided.
- Use communication tools already popular among families, such as text chains, student cohort-based communications, school emails and robocalls, and/or PTO/PTSA Facebook pages, to garner participation.
- Ensure all communication and outreach is translated into languages spoken at the school and that maps have easy-to-follow visual icons.
- Consider asking parents and caregivers to sign a waiver for their student's participation in the program; using student agreement forms can also encourage students to follow the set expectations (see King County Metro SchoolPool's zipped folder for examples)

RESOURCES

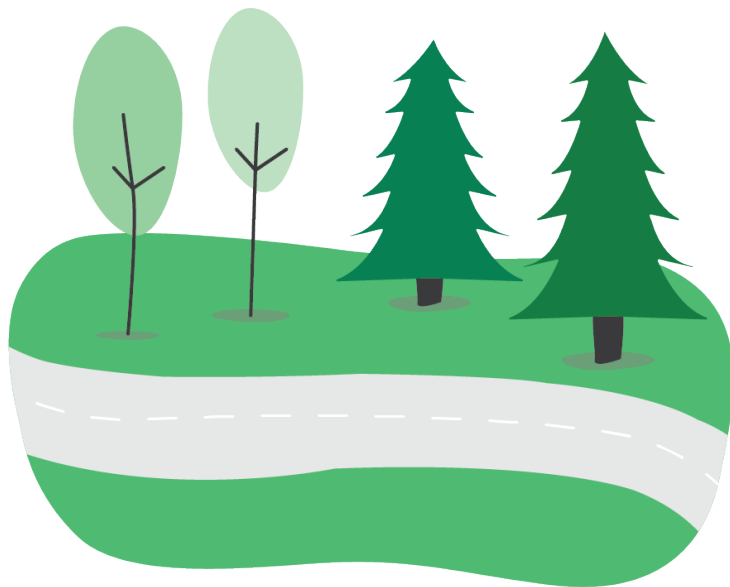
[Walk & Roll Map template](#) (Oregon Metro SRTS, 2020) – *available soon!*
[Walking School Bus Guide & Implementation Kit](#) (King County Metro SchoolPool, 2019) - *Zipped folder*
[Step by Step Walking School Bus Guide](#) (Safe Routes Partnership, 2017)

[The Wheels on the Bike Go Round and Round Bike Train Guide](#) (Safe Routes Partnership, 2018)

[Organizing Bike Trains Tip Sheet](#) (Safe Routes Partnership)

[Walkability & Bikeability Checklists](#) for help planning routes

[Walking School Bus with COVID-19 precautions](#) (Humboldt County SRTS, 2020)



Walking & Rolling Strategies

Corner Greeters

<p>CONCEPT</p>	<p>Corner Greeters are community members that champion community-led safety by staffing primary routes where kids are traveling, and identifying locations with higher rates of hate incidents or crime against students and/or where gang activity occurs (“hot spots”). Respected community members create “safe zones” along routes and at these hot spots to build relationships with youth, be a go-to adult in the immediate area, support youth in making positive decisions, and de-escalate situations that may arise.⁵</p>
<p>RATIONALE</p>	<p>Corner Greeters help to deter crime and support youth in making positive decisions for themselves and their peers. Providing youth with a trusted adult to offer guidance and supervision along hot spots or routes can also help youth and families feel safer to walk or roll for their school commute.</p>
<p>CONSIDERATIONS</p>	
<p>Locations</p>	<p>Use local data and rely heavily on student, family, business owner, and other community-based feedback to identify areas of “hot spots” where youth have been more likely to encounter hate incidents, fights, criminal activity, and/or gang activity.</p>
<p>Paid or Volunteer Positions</p>	<ul style="list-style-type: none"> • Corner Greeters can be volunteers or paid staff. It may not be possible for under-resourced parents or guardians to sign up for a volunteer obligation; it is worth exploring how offering a stipend or wage may make it possible for more types of families or respected young adults in the community to be involved and stick with the program. • Provide Corner Greeters with nonviolent de-escalation and mediation training, if possible. • Consider any background checks or other city or school district staff or volunteer position requirements.

⁵ Boys & Girls Club of King County. [Safe Passage in Rainier Beach](#). (15 June 2020)

Materials	<ul style="list-style-type: none"> • Provide Corner Greeters with materials that help students and community members easily identify the Corner Greeters, including t-shirts, jackets, vests, and/or face-coverings. • Provide Corner Greeters with walkie talkies, clipboards with waterproof paper, or other ways to communicate and track incidents.
Health & Safety Precautions	<p>Corner Greeters should observe physical distancing and any relevant local guidelines (such as wearing face coverings). This strategy does present potential contact of Corner Greeters with youth in the instance that they would need to physically de-escalate a situation. Otherwise, along routes and at “hot spot” locations, Corner Greeters staff should provide sufficient space for youth to pass with proper physical distance.</p>
PARTNERSHIPS	<p>There are a number of crucial partnerships associated with this strategy to prioritize community-decision making in community-safety efforts, including:</p> <ul style="list-style-type: none"> • Local CBO staff and/or community organizers, especially those with staff who have existing positive relationships with students • Students and families who are either affected by and/or involved in the behaviors Corner Greeters can redirect • School social workers/school counselors, teachers, and school administration • Local business owners and staff along the routes who can call on the Corner Greeters as needed for conflict de-escalation
EDUCATION & ENCOURAGEMENT	<p>Engaging community members and partners through the development of this strategy is important. At time of implementation, letting community members at-large know about the program will be important to the sustainability of the program and the safety of Corner Greeters. Use Walk & Roll Maps to note where Corner Greeters may be present. Have all involved stakeholder groups, such as schools, the participating CBOs, local businesses, government programs “introduce” the Corner Greeters via social media and newsletter posts.</p>
RESOURCES	<p>Boys & Girls Club Safe Passages Program (Rainier Vista, 2020) Safe Passages Background (Rainier Beach A Beautiful, Safe Place for Youth) Walk & Roll Map template (Oregon Metro SRTS, 2020) – <i>available soon!</i></p>

Walking & Rolling Strategies

Secure Bike & Scooter Parking

CONCEPT	Creating space between existing parking rack spaces and adding additional bike, scooter, and/or skateboard parking can help reduce crowding and support the potential increase in students using these modes to get to and from school.
RATIONALE	Active rolling is one of the lowest risk and healthiest school commute options. If more students arrive on wheels, they may require: <ul style="list-style-type: none">• Additional secure places to store their equipment while in school• More dispersed parking to reduce arrival and dismissal crowding
CONSIDERATIONS	
Quantities	<p>Consider how students plan to get to school using locally collected data on bike and scooter trips since March 2020, as well as other local data, such as that available from the 2020 Metro Back to School Transportation Survey (available through Metro's Safe Routes to School Coordinator). Monitor the demand as needed, especially as families consider and re-evaluate their school commute options.</p> <p>Using PBOT's updated bicycle parking minimums as an example, consider calculating the amount of bike parking you need with the following equation:</p> <ul style="list-style-type: none">• $[\text{Average district wide class size}] \times [\text{city target bicycle mode split}] = \text{recommended amount per classroom}$
Locations	<p>Place temporary racks away from areas that may be prone to crowding.</p> <ul style="list-style-type: none">• Consider dispersing racks around the school campus and along fences. If temporary racks are used, consider a location where the rack can be locked to a fixed structure and/or is in view from classrooms or administration offices, for security. <p>For school sites where racks are located in the city right-of way, rather than on school property, consider coordinating with city partners to place temporary parking.</p>

	<ul style="list-style-type: none"> • If already working with the local government on pop-up efforts that are implemented for the entire school day, rather than solely during commute times, consider discussing placement of temporary racks in association with these efforts (such as Sidewalk Extensions or Reimagined Parking Lots).
Materials	<p>While covered permanent racks may appeal to students and families for security reasons, racks that are designed for shorter-term use and/or can be easily moved may be more desirable for adjusting to make physical distancing work.</p> <ul style="list-style-type: none"> • Short-term racks for bikes include smaller, modular U-racks or ‘event racks.’ See Bike Racker, Dero Event Rack or U-racks, or Sportworks Mounting rails for examples. • Newer scooter-parking racks are emerging, along with wall-mounted skateboard storage, both with varying locking features. See Ground Control Systems for examples of scooter and board racks. <p>Consider how to make parking accessible for students and staff using adaptive equipment, such as trikes.</p>
Health & Safety Practices	<p>Health and safety practices for bike, scooter, and skateboard secure parking could include:</p> <ul style="list-style-type: none"> • Distributing the racks throughout campus to avoid crowding • Blocking off every-other parking space on a bike or scooter rack to reduce rack capacity and decrease student crowding • Including bike racks in the routine outdoor cleaning practices throughout school, focusing on cleaning the surfaces where students touch • Requiring students to bring any lock home with them, not leaving it on the parking structure
PARTNERSHIPS	<ul style="list-style-type: none"> • Work closely with school principals and school or district facilities staff to determine desire, need, and available locations for additional parking equipment, as well as identify installation or placement needs. • Work with local government staff to request any parking in the city right of way and/or for recommendations or financial support with materials.

	<ul style="list-style-type: none"> • Consider asking large event venues or organizations that provide temporary event bike parking racks to loan the school or city their materials while events are not being held.
<p>EDUCATION & ENCOURAGEMENT</p>	<ul style="list-style-type: none"> • Use signs leading up to and on the racks, along with pavement markings with tape, chalk, or paint to help direct families to parking options. Signs on the racks should explain distancing practices between parked objects and also where to find other places to park if the current rack is full. • Use the Walk & Roll Maps template and parking icons to indicate where permanent or temporary parking is available. • Offer staff supervision to encourage students to practice physical distancing while parking and removing their bike or scooter.
<p>RESOURCES</p>	<p>Safe Routes for a Return to School 2020 (SRTS Marin County, 2020)</p> <p>Bicycle Parking Code Update: Adopted Draft - Table 266-6 (PBOT, 2019)</p> <p>Essentials of Bike Parking: Selecting and Installing Bike Parking that Works (Association of Pedestrian and Bicycle Professionals, 2015)</p> <p>Planning Considerations for Walking & Rolling to School in Fall 2020 (National Center for SRTS, 2020)</p>



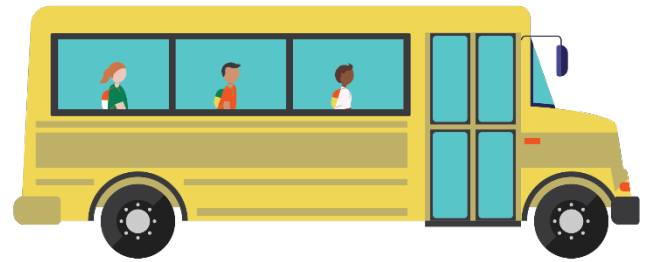
Walking & Rolling Strategies

Walk & Roll Maps

CONCEPT	Create or update school suggested route maps to reflect the priority walking and rolling routes.
RATIONALE	More families may choose to walk and roll to school when school returns in-person. These families may look for guidance on what route to take to and from schools, as well as resources the school may have to offer. Maps serve as both educational and encouragement tools.
CONSIDERATIONS	
Map Emphasis	The primary audience for these maps should focus on people walking and rolling, especially if the maps incorporate vehicular circulation guidance (see Revised Circulation Practices and Communications). However, these maps should also be promoted school-wide to encourage active travel and ensure all families know their options.
Map Components	<p>Include these basic components:</p> <ul style="list-style-type: none">• School location• School's Walk Zone (busing boundary)• Crosswalks and controlled crossings, where available• Legend and scale• School and other agency logos <p>Consider adding in additional features, as applicable, to further promote walking and rolling:</p> <ul style="list-style-type: none">• Walking School Bus and Bike Train meeting points along the suggested routes• Park & Walk locations• Crossing guard, safety patrol, and/or Corner Greeter locations• Public transit stops• Secure Bike & Scooter Parking• School Streets• Sidewalk Extensions

	<ul style="list-style-type: none"> Walking and rolling times (e.g. ¼, ½, and/or 1-mile buffers) <p>Incorporate simple graphics to appeal to students and to be usable by people with lower literacy levels (see template in resources).</p>
Distribution	<ul style="list-style-type: none"> Upload the map to the school website and share through standard school communication channels. Include the map, along with walking and rolling safety tips, in any print or digital Back to School packets mailed or emailed to households. Hang printed maps on the entrance doors of schools, or primary locations where information is shared with families.
PARTNERSHIPS	<p>Partner with the following entities and community members to produce and distribute these maps:</p> <ul style="list-style-type: none"> Local government transportation planning departments often have sidewalk and crosswalk/traffic signal data available online or by request School district transportation departments and school staff may help guide content based on transportation policies, bus routes, and known safety concerns. Additionally, they can advise on the distribution process. Families and active transportation advocacy organizations often provide the most local knowledge about safety concerns and preferred routes. Neighborhood associations can help share this with neighbors so that all residents know where to expect families and students to be traveling, and where any roadway changes for the school commute are in place.
EDUCATION & ENCOURAGEMENT	<ul style="list-style-type: none"> To reach as many families as possible, translate the legend and key messaging into the most needed languages per school, or producing one map per language. Use simple, commonly-understood symbols. Include safety tips on the back of the maps (for printed pieces) or as a second page, highlighting tips about how to maintain physical distance on a sidewalk and pass others safely. See ‘How to Pass People Safely’ on King County Metro’s SchoolPool social distancing tip sheets.
RESOURCES	<p>Walk & Roll Map template (Oregon Metro SRTS, 2020) – <i>available soon!</i></p> <p>How to Create a Walking Route Map (Safe Routes Partnership, 2016)</p> <p>School Route Maps SRTS Briefing Sheets (ITE, 2012)</p>

Busing Strategies



Safe Routes to Bus Stops

CONCEPT	Safe Routes to School tools and education can also help students navigate getting to and from their bus stops. Additionally, new materials that communicate health and safety practices at arrival and dismissal are relevant to bus stops where there may be limited adult supervision.
RATIONALE	Students who ride the bus and wait at stops can benefit from consistent walking, rolling, and health and safety messaging. While traveling to and waiting at bus stops, students may need additional reminders to maintain physical distance between themselves and others, especially if they walk or roll without adult supervision. In coordination with new arrival and dismissal signage and materials, schools can provide educational materials to students who ride the bus to share important health and traffic safety reminders.
CONSIDERATIONS	
Walking & Rolling Safety	Students often need to walk or roll some distance to get to their bus stop. Traffic safety education and encouragement can help them navigate their route to and from the bus stop safely. Consider providing students with safety tips about getting to and from their bus stop as part of communications with families about bus schedules.
Health & Safety Practices	Students will need reminders of how to follow public health guidelines while they walk and roll to and from their bus stop and while they wait. <ul style="list-style-type: none">• Consider offering tips about how to maintain physical distance on a sidewalk and pass others safely. See 'How to Pass People Safely' on King County Metro's SchoolPool social distancing tip sheets.• Encourage students to wear face coverings along their whole route to the bus, while at the bus stop, and on the bus. Offer messaging on when it is okay to remove one's face covering for a quick break and how best to remove a face covering. 'Mask breaks' are especially important for students with anxiety or neurodiversity.

	<ul style="list-style-type: none"> • If possible, use signage or markings at bus stops to set expectations and remind students, especially those without adult supervision, about physical distancing and wearing face coverings. Use sidewalk stencils, tape, paint spots, and/or yard signs on or adjacent to the sidewalk to mark where students should stand to wait. • Consider encouraging parents or caregivers to become a ‘bus stop host,’ to remind students about health and safety practices while waiting. Parents or caregivers that already wait with their children may be able to fill this role. Provide hosts and/or bus drivers with a supply of additional face coverings to distribute at the stop.
Materials	<ul style="list-style-type: none"> • Use signage or markings consistent with those used at school to help students maintain distance; use one or more tools to communicate and reinforce physical distance. • Prioritize sidewalk markings, such as tape, sidewalk chalk with a fixative to make the chalk last longer, and/or paint spots. If longer-lasting markings are not feasible, consider providing regular sidewalk chalk to the bus stop host to routinely update, particularly during the onset of in-school education. • Use a yard sign or poster with simple health reminders and mount it near the bus stop, if the property owner agrees.
PARTNERSHIPS	<ul style="list-style-type: none"> • Work closely with the school district transportation department to include information in bus route packets and coordinate signage. • Reach out to property owners to ask for permission to mount signs and/or use sidewalk markings. • Partner with CBOs and PTSAs to push out calls for bus stop hosts.
RESOURCES	<p>Walking & Roll with Your Family while Social Distancing tip sheets (Spanish, Vietnamese, Dari, Burmese, Arabic) (King County Metro SchoolPool) <i>-includes a Communication Package for school, cities, and PTSAs</i></p>

Busing Strategies

Bus Loading Zone Markings & Sites

<p>CONCEPT</p>	<p>Place or draw markings in school bus loading and unloading zones to help students maintain physical distance while getting on and off their school bus.</p>
<p>RATIONALE</p>	<p>Visual cues can help students to maintain distance while safely getting on and off the bus, and along their way to class.</p>
<p>CONSIDERATIONS</p>	
<p>Markings</p>	<p>Consider placing circles, dots, footprints, flowers, or an image relevant to the school, or 'X's six feet apart in lines. Consider how many students will be allowed on a bus.</p>
<p>Loading and Unloading</p>	<ul style="list-style-type: none"> • When students arrive on campus, have bus drivers and school staff remind students to proceed from marking to marking until a designated point or school entry where the flow or direction may change. • For bus loading, have students begin lining up on markings. If possible, have students who will get off the bus last board the bus first, to minimize students having to pass each other when exiting the bus.
<p>Materials</p>	<p>Consider trying out markings first with sidewalk chalk for student spacing, along with cones marking where drivers need to pull up. After piloting with sidewalk chalk, consider following up with tape or paint.</p>
<p>Health & Safety Practices</p>	<p>In addition to requiring face coverings and physical distancing on buses and while waiting to board, consider where and how health screenings will occur, if in-person. For example, consider if local public health or school district guidance requires students to be physically screened boarding buses in the morning or after exiting the bus and on school campus.</p>
<p>Bus & Walk Sites</p>	<p>Depending on staggered arrival practices, significantly more room for boarding and exiting buses may be needed. Consider if a Bus & Walk “satellite bus stop” may be a useful option if school district policies allow. Similar to a Park & Walk, a satellite bus stop is located two to four blocks away from the school and offers</p>

another location for students to safely get off the bus, and stay distanced from others. Staff may be required to accompany the students between the Bus & Walk site and school. Plan stops in safe areas or on streets with access to sidewalks and in areas with crossing guards and crosswalks (consider coordination with other **Pop-up/Temporary Design Pilots**).

PARTNERSHIPS	Work closely with school facilities, school district transportation staff, and bus drivers. Connect with school staff on capacity and logistics to monitor and direct students during arrival and dismissal.
EDUCATION & ENCOURAGEMENT	<ul style="list-style-type: none"> • Communicate how bus boarding and exiting practices have changed when providing Back to School transportation information online or in a packet. • Update all district and school bus transportation websites with this information. Provide short, simple points that parents easily understand and relay to their child(ren).
RESOURCES	<p>Safe Routes to School Travel Toolkit (EZ Ride, 2020)</p> <p>The Oregon Department of Education's Ready Schools, Safe Learners document offers on-bus health guidance and recommendations</p>

Driving Family Vehicle Strategies

Park & Walk

<p>CONCEPT</p>	<p>Park & Walk programs, also known as Remote Drop-Offs, encourage families to park at a designated spot near the school and walk the last few blocks to school. Families can also walk together as a group.</p>
<p>RATIONALE</p>	<p>Park & Walk programs provide more options for students' commute to school while helping to reduce congestion and vehicle emissions near school campuses. It also can be a way to include children with disabilities in walking programs, and allows families who live beyond walk/bike distance from the school to benefit from an active trip.</p>
<p>CONSIDERATIONS</p>	
<p>Locations</p>	<p>Park & Walk locations tend to be two to four blocks away from school campus, often using the parking lots at places of worship, shopping centers, or parks, with permission from the property owners. Other Park & Walk locations may be more diffused and rely on parking along residential neighborhood streets, if available and permissible with the city.</p> <ul style="list-style-type: none"> The selected location(s) should provide a route to school that offers a safe and low-stress walking experience. Also consider coordinating Park & Walk sites along routes with Sidewalk Extensions and/or School Streets.
<p>Trip to/from Locations</p>	<p>Consider policies and processes to get students from the Park & Walk location into school and vice versa. For example, consider if parents or caregivers must make contact with a teacher or school staff at drop-off. Strategies could include one or more of the following:</p> <ul style="list-style-type: none"> Parents or caregivers walk and roll with their own children to and from school. Volunteers or paid community members walk or roll with groups of students to and from school, using a modified Walking School Bus model.

- A teacher or paid school staff walks and rolls with students to and from school, potentially conducting health screenings at the Park & Walk Site prior to leaving. Consider if there is flexibility for any student to join at any time or if there must be an approved list of participating students.
- Students are allowed to walk or roll themselves or with other students to and from school and the Park & Walk location.
- Students and families must maintain physical distance with others along the way and follow any other public health guidelines.

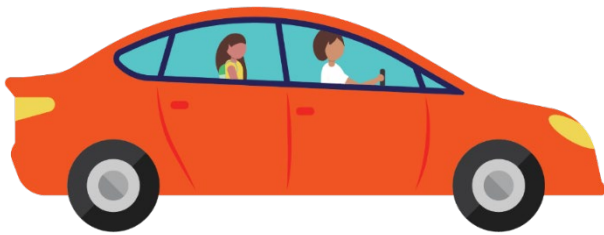
Consider asking parents and caregivers to sign a waiver if they are not walking their student to and from the Park & Walk location.

Health & Safety Practices

Consider how school districts and schools will implement health screening practices, following State and local public health guidance (see [Ready Schools, Safe Learners](#) for state guidance). Park & Walk locations and procedures will need to account for how school staff will screen students and how to send students back home.

Timing

- Time the Park & Walk meetups to allow enough time to get to school on time and get from school following dismissal.
- Assess the need for a Park & Walk program for school dismissal. Many students who are dropped off in a car in the morning may attend on-site after-school programming or use another way to get home other than a family vehicle.
- Staggered arrival and dismissal times may help reduce congestion both on school grounds, as well as at Park & Walk locations. Consider how staggered schedules may help balance the number of students queuing for coordinated walking groups, but also affect volunteer or staff capacity to walk groups to and from the location.



PARTNERSHIPS

Engage specific community members and decision makers throughout processes of identifying potential locations to implementing the program, including:

- Property owners, business tenants, and/or Parks & Recreation staff for permission to use their property
- Neighbors near the location and along the route and/or where neighborhood parking may occur
- School district and school transportation staff
- School principal and other interested school staff
- Parents and caregivers, including before- and after-school care providers

Consider establishing a Memorandum of Understanding between the property owner of the Park & Walk location and the school or city to establish terms of agreement, liability, and limit parking enforcement or towing that may disproportionately affect BIPOC families.

EDUCATION & ENCOURAGEMENT

- Promote the Park & Walk location as a core component of revised school drop-off and pick-up procedures and/or **Revised Circulation Practices and Communications**. Include Park & Walk locations on **Walk & Roll Maps**, along with the suggested route to and from school.
- Along the route, consider providing wayfinding guidance, with yard signs or temporary spray chalk. See the Walking School Buses and Bike Trains encouragement strategies for additional ideas.

RESOURCES

[Park & Walk to School Program Guide](#) (King County Metro SchoolPool, 2019)

[Park + Walk brochure](#) (PBOT SRTS, 2019)

[Park and Walk Encouragement Strategy](#) (PBIC, Safe Routes to School Online Guide, 2015)

[Park and Walk 3 Block Challenge](#) (Boulder Valley School District)

Walking & Rolling Safety Tips are provided by numerous groups: [Oregon SRTS](#), [King County Metro SchoolPool](#) (English, Spanish, Chinese, Russian)

Driving Family Vehicle Strategies

Revised Circulation Practices and Communications

CONCEPT	Revised traffic circulation practices and communications tell families, caregivers, students, staff, and others about how and in what direction to safely move through the area around schools.
RATIONALE	Keeping students, families, and staff safe from traffic conflicts during arrival and dismissal is paramount. Clear circulation practices and communicating using various tools about these practices help all people walking, rolling, and driving in the area know where they need to go to keep everyone safe.
CONSIDERATIONS	
Mode Prioritization and Separation	Prioritize students walking and rolling (including those using Park & Walks), along with buses, over those using personal family cars. Personal car loading and unloading zones often create the most hazards for students. <ul style="list-style-type: none">• Refer to Pop-up/Temporary Design Pilots that can help prioritize the safety of families walking and rolling into and out of school, as well as students with accessibility needs.• If possible, separate drop-off and pick-up areas by mode, e.g. people walking and rolling access the school in areas separate from bus loading and unloading, which is separate from family vehicle pick-up and drop-off zones. Rethink how to use parking lots as part of this effort (see Reimagining Parking Lots).
Materials	Use the following materials to communicate expectations for traffic circulation: <ul style="list-style-type: none">• Maps that convey school commute practices and programs, such as Circulation Maps and Walk & Roll Maps• Mode-based directional signage with arrows (provided through cities for approved locations and use only)• Cones and/or barricades (provided through cities for approved locations and use only, see Pop-up/Temporary Design Pilots for more information)

Health & Safety Practices	<p>Identify where any health screening locations and queuing may take place when establishing separated zones.</p> <ul style="list-style-type: none"> • If pursued, hybrid models and/or staggered arrivals and dismissals may help reduce crowding in each mode-based zone.
PARTNERSHIPS	<p>Traffic circulation plans require school district facilities and transportation staff, school administration, and city or county transportation or public works staff to work together.</p> <ul style="list-style-type: none"> • Some jurisdictions require jurisdictional/engineering approval of Circulation Plans and Maps before implementation. • Consider partnering with local community members, school social workers, and CBOs to help identify areas of potential conflict and needs and to spread the word once the plan and materials are ready.
EDUCATION & ENCOURAGEMENT	<p>Clear communication with families and neighbors around the circulation changes is essential for compliance. Create a Circulation Map to show any new procedures, and include call-outs for:</p> <ul style="list-style-type: none"> • Areas with large numbers of walkers & rollers (consider the Walk & Roll priority routes and Park & Walk locations) • One-way Streets and other specific directional traffic flow and queuing areas. • Areas where car access or crossing is prohibited (such as Reimagined Parking Lots) <p>Consider creating a video (like this one) about signs, directional changes, and new practices families may see. Videos should provide safety guidance and policies, and could be done “DIY” with a smartphone or by drawing on a map and using Lego cars and people.</p>
RESOURCES	<p>Keep Calm and Carry On to School: Improving Arrival and Dismissal for Walking and Biking (Safe Routes Partnership, 2018)</p> <p>Strategies to Improve Traffic Operations and Safety (ITE, 2012)</p> <p>Walk & Roll Map template (Oregon Metro SRTS, 2020) – <i>available soon!</i></p> <p>Improve Your School Arrival & Departure Procedures guide (Feet First, 2013)</p> <p>Example Drop-off and Pick-up video (Wauwatosa Schools SRTS)</p>

Driving Family Vehicle Strategies

Carpooling Trip Recommendations

CONCEPT	Support small carpools between students who share the same classroom or cohort.
RATIONALE	To support families who may have limited options or encounter greater challenges with school transportation, carpools between 2 or 3 students already in the same cohort or classroom (and/or that share siblings) can offer these families and others an additional travel option.
CONSIDERATIONS	
Facilitation Methods	<p>Work with school and school district staff to support cohort-based carpooling between students that will already be sharing space and interacting in classrooms. Rely on the knowledge and relationships that school social workers and other school staff have to identify families who may need the extra support to get to and from school.</p> <ul style="list-style-type: none">• Consider providing school staff with information on carpool matching support and how to connect with a carpool matching facilitator, if feasible.• Alternatively, rely on existing rideshare matching methods for schools, as applicable. Consider how families with multiple children attending the same school(s) and cohorts could pair.
Prioritization	Consider prioritizing offering support to families with the greatest need, particularly if they previously relied on school bus service.
Health & Safety Practices	<p>Offer health and safety guidance in alignment with the latest public health guidance, potentially including:</p> <ul style="list-style-type: none">• Ask that all people in the car wear face coverings• Recommend that students from different households should keep at least one seat between them to maximize distance.• Encourage drivers to keep the window open to circulate air.• Encourage families to wipe down touched surfaces of their vehicles.

	<p>Consider how parents or caregivers who are driving or having their child driven with others need to share information as a part of routine health screenings. Encourage families carpooling to create shared agreements on cleaning processes, scheduling, approved activities that may increase risk of exposure, along with communicating possible risk of infection.</p>
PARTNERSHIPS	<p>Families know their transportation needs and challenges best. Survey parents about desire for carpool facilitation support.</p> <p>School and district staff, including social workers, teachers, and transportation staff, along with staff at youth-oriented CBOs (e.g. before/after school care) can help identify families who will encounter the greatest transportation challenges based on local knowledge.</p>
EDUCATION & ENCOURAGEMENT	<p>Share information about how parents can get carpool matching support in coordination with bus service announcements or changes. Publicize carpooling health guidance. Consider how to leverage cohort and class lists.</p>
RESOURCES	<p>Carpooling COVID-19 Safety Tips (Get There Oregon)</p> <p>School Carpooling Safety Tips for Drivers (King County SchoolPool)</p>



MESSAGING STRATEGIES

Trauma Informed Messaging

<p>CONCEPT</p>	<p>A trauma-informed approach is one that recognizes that people may have experienced trauma that affects their daily lives, causing their brain to be in a persistent “fight or flight” survival mode. Trauma-informed approaches and associated messaging aims to create an environment that can help people focus their mind, regulate emotion, and tap into their unique strengths.</p>
<p>RATIONALE</p>	<p>Since the onset of the pandemic, children have experienced numerous events that could be new traumas or trigger past traumas. Children may be returning to school experiencing grief and loss of family members or loved ones, increased anxiety about the newness and/or fear of getting sick, effects of economic hardship (uncertainty, hunger, housing instability), possible exposure to heightened familial tensions, increased anxiety, and repercussions from disrupted social connection.</p> <p>Physical activity and social connection are important components of helping students self-regulate and build self-confidence that intersect with SRTS work. Additionally, providing extra space through pop-ups, like school streets and Sidewalk Extensions, can offer students and families outdoor opportunities to maintain distance and reduce crowding, which may reduce triggers for anxiety.</p>
<p>COMPONENTS</p>	<p>There are numerous trauma-informed strategies for services and programs. Consider the following components that offer trauma-informed approaches when implementing SRTS programs and crafting associated messaging. Trauma Informed Oregon outlined many of these for parents, caregivers, and the school community.</p>
<p>Establish and Provide Routine</p>	<p>Parents, caregivers, and teachers will be working hard to create routine for students in-school and at home. Routines are important for students to be able to anticipate what is coming up. Work with teachers and instructional coordinators to integrate SRTS activities into routines. Offer teachers and parents tools and messaging to easily incorporate walking and rolling activities into students’ routines.</p>

On a weekly basis, consider using the Safe Routes Partnership's [Walk & Roll activities template](#) to offer recurring activities each week that students can depend on.

Movement and Mindfulness

Movement and mindfulness help people, especially youth living with trauma, to regulate their emotions and bodies. SRTS programs can specifically support students' needs for physical movement and mindfulness by providing encouragement for these activities. For example, **Traffic Playgrounds & Playspaces** activities could include a walking mindfulness component (see **Remote Learning Educational Strategies**) prior to beginning another traffic-related activity. Hopscotch, dancing, walking up and down the stairs are also valid and fun movement activities.

Maintain Social Connection

Offer strategies that help students maintain social connection with each other, while keeping physical distance. Encourage students to invite each other to do neighborhood Scavenger Hunts (see **Challenges & Contests**) or be walking or rolling buddies, especially while distance learning continues.

Provide Back-Up Plans

Program communications can provide information on back-up plans in the case that the original plan isn't possible. Providing information about how decisions and plans are made and what options or back-up alternatives are available is helpful for building trust, especially with individuals who may feel hesitant, anxious, or hypervigilant.


Share Worry or Disappointment

Acknowledge feelings of worry and disappointment as they arise in students, staff, and families, especially for missing prior ways of connecting or being together, at community-centric events or in other SRTS programs. Students may be missing the walk or roll to school, or may be feeling the lack of free-play time; SRTS programming can validate students' feelings of sadness, loss, or anger about what they have had to give up.

Focus on Strengths

Focus on the strengths of an individual or groups of students. Remind students of their unique strengths that they can lean on when they feel uncertain or anxious. Consider highlighting various SRTS activities to resonate with different students' strengths.

EXAMPLE(S)

<p>Routine-building</p>	<p><i>Build healthy (and fun!) habits into the remote school day: take a walk or wheel around the block in between classes. Need some inspiration for activities on your walk or ride? Check out this weekly activity calendar :</i></p> <p>https://www.docdroid.net/90tpK1r/at-home-weekly-activities-calendar-finalpdf</p>
<p>Movement and Mindfulness</p>	<p><i>It's Mindful Monday! Start your week off right by taking a walk, breathing deeply, and checking in with yourself. It can help you learn better and feel less distracted.</i></p>
<p>Social Connection (with components of routine-building and sharing our disappointments)</p>	<p><i>It's Walk & Roll Wednesday. Get in touch with your friend and take a walk together (but stay 6ft apart)! Even though we are sad that we can't hug, being near a friend and talking to them from a distance helps our hearts, minds, and bodies.</i></p>
<p>Focus on Strengths</p>	<p><i>Calling all [city/school mascot/shared identity]! [Respected person/mascot] told me there are some amazing artists in this [school/grade/class/city]. Let's see you shine in the Safe Routes to School Art Contest. Draw [prompt], take a picture, and submit it by email/tagging to [contact info] by [date]. [Respected person/mascot] will send you something special in return!</i></p> <ul style="list-style-type: none"> • Consider sending a special graphic signed by a school mascot or a local celebrity with a note about how special it was to see their art and to keep drawing.

RESOURCES

[School, Parent, and Caregiver Resources for COVID-19](#) (Trauma Informed Oregon)

[Tips for Supporting Student Wellness During COVID-19](#) (TRAILS to Wellness, University of Michigan Medical School)

[Implementing a Trauma Informed Approach for Youth across Services](#) (Youth.gov)

[Social and Emotional Learning Resources](#) (Oregon Department of Education)

[Mindful Walking](#) (Minneapolis Public Schools)

[Behavioral Health Impacts after COVID-19 Shelter-at-Home Orders: What to Expect and Ways to Prepare for the Return to School](#) (Seattle Children's Hospital, 2020)

MESSAGING STRATEGIES

Anti-Hate Messaging

CONCEPT

Use anti-hate messages throughout Safe Routes to School communications that makes clear to the audience that hurtful and prejudiced comments and actions⁶ are not welcome and not okay at school, during the school commute, and anywhere else. Anti-hate messages tend to emphasize our shared humanity and collective responsibility for the community, and can honor our differences and needs.

RATIONALE

- Hate on streets and sidewalks in the Portland Metro area is higher than the national average and hate experienced by Asian American and Pacific Islander community members made up 42% of reported incidents since COVID-19 pandemic began.⁷
- The Metro Back to School Transportation Survey showed that over 90 respondents from across the region noted hate or harassment of their child based on race/ethnicity/gender identity as a top concern in returning to school. Researchers have shown that children are aware of biases towards them and these prejudices directly affect their self-esteem and development.⁸ Additionally, children pick up on others' biases, which can cause children as young as four years old to develop biases.⁹

⁶ For the purposes of Oregon Metro SRTS program, we refer to [Portland United Against Hate \(PUAH\)'s definitions](#):

- Hate incidents: A hate incident occurs when a behavior based in bias creates a hostile environment, and/or belittles, restricts, harms, alienates people based on their perceived identity by a person, group, or institution that has similar or greater power than the target(s).
- Hate crimes: A hate crime is an enhancement of a crime as determined by law enforcement and are punishable only by law enforcement. Hate crimes are defined by Congress as a “criminal offense against a person or property motivated in whole or in part by an offender’s bias against a race, religion, disability, ethnic origin or sexual orientation” and maybe be punishable by law.

⁷ Portland United Against Hate (PUAH). [Cumulative ReportHatePDX Report](#). (March 2020).

⁸ Schubert Center for Child Studies Issue brief: Play, implicit Bias, and Discrimination in Early Childhood. (Nov 2014). <https://artscimedia.case.edu/wp-content/uploads/sites/35/2013/12/14193811/Play-and-Implicit-Bias-Brief.pdf>

⁹ Bigler, R. S., & Liben, L. S. (2007). Developmental intergroup theory explaining and reducing children’s social stereotyping and prejudice. *Current Directions in Psychological Science*, 16(3), 162-166.

- Incorporating anti-hate messaging into program communications aims to create safe and welcoming space for the entire community. School community members can use anti-hate and anti-prejudice messaging to set the tone and ground rules of a space, and to rehearse strategies to counter any prejudiced or intolerant language that someone may say. Having established messaging that any member of the school community can remember provides them with a tool to immediately counter hate speech.

COMPONENTS

<p>Four-Step Process</p>	<p>To speak up against bias, the Teaching Tolerance recommends the four-step process of: Interrupt, Question, Educate, and Echo. Messaging that isn't a part of a written or spoken dialogue will likely focus on <i>echoing</i> and building off of what respected CBOs, cities, and schools have established as community expectations to provide consistent messaging of what is not tolerated.</p>
<p>Bystander Intervention</p>	<p>Anti-hate messaging can provide bystanders with a verbal tool to intervene. Consider sharing a statement of expectation on inclusivity and anti-hate, and asking for adults that work or volunteer for SRTS efforts, such as Corner Greeters, to commit to these principles, and to be prepared to intervene. Provide a statement of expectation and tool(s) of how to intervene, such as the PBOT Traffic Playground and Playspace Health & Safety guidelines. Incorporate reminders throughout messaging to show commitment to and importance of interrupting biases and prejudice.</p>
<p>Incorporate History into Walk & Roll Days</p>	<p>Incorporate lessons about moments in history where students faced oppression and persevered. Join the San Mateo County Office of Education for Ruby Bridges Walk to School Day on November 14th, Ruby's first day of desegregating schools following Brown vs. Board of Education. Consider how to educate youth and adults about present day racism and discrimination as a part of this event, centering the demands of local BIPOC community organizers, emphasizing anti-hate messages, and offering guidance on the four-step intervention process.</p>

EXAMPLE(S)

<p>Statement of Expectation for Volunteers</p>	<p>Dear <i>[School Name/District]</i> Volunteer,</p> <p>As a volunteer/staff of <i>[SRTS program name]</i>, you agree to help create a community that is welcoming to all students, family, staff, and other community members. The <i>[SRTS program name]</i> does not tolerate hate speech from anyone in the community at our events or during programming. Adults are expected to intervene in scenarios where hate speech occurs, regardless of who said it, a student or adult. When appropriate, we use the four-step process of: Interrupt, Question, Educate, and Echo:</p> <ul style="list-style-type: none">• Interrupt: Pause the conversation• Question: Ask why the person said what they did or where they heard it• Educate: how stereotyping is wrong and harmful• Echo: Re-share and support anti-racist messaging <p>Use your judgement about if it is safe and reasonable to pause all activities to engage fully in this four-step process (e.g. you would not stop in the middle of escorting children across the street). Reach out to <i>[contact]</i> for support if you would like help navigating a conversation.</p> <p>Make sure to check-in with students or adults that were on the receiving end of the hate speech and pull in more support as needed.</p> <p>Thank you for standing up to hate and helping to create a community where we all members of our school community can be safe.</p> <p>Sincerely, <i>[Name]</i></p>
<p>Encouraging Intervention</p>	<p><i>Silence is not acceptable. We are responsible for creating a caring, welcoming community. We speak up when we witness hate.</i></p>
<p>Ruby Bridges Walk to School Day</p>	<p>Use the SMCOE education and communication tools to join celebrating Ruby's first day of school and educate students about countering historical oppressions then and now. Numerous tools available, including social media posts such as:</p> <p><i>“Racism is a grown-up disease and we must stop using our children to spread it.” – American activist Ruby Bridges. Join us 11/14 in support of Ruby Bridges Walk to School Day! [website link] #rubybridges</i></p>

RESOURCES

[Resilience to Hate Guide](#) (Portland United Against Hate and Asian Pacific American Network of Oregon, 2020)
[#USvsHate Program](#), Youth created [#USvsHate messages](#), [Lessons](#) (Teaching Tolerance, 2020)
[How to Respond to Coronavirus Racism](#) (Teaching Tolerance, 2020)
[Traffic Playground & Play Space Health and Safety](#) (PBOT, 2020)
[Ruby Bridges Walk to School Day](#) (SMCOE, 2019)
[Responding to Hate at School](#) (Teaching Tolerance, 2012)
[Portland United Against Hate Report](#) (March 2020)

MESSAGING STRATEGIES

Inclusive Messaging

<p>CONCEPT</p>	<p>Safe Routes programs welcome and include students of all abilities. This requires considering the needs of students with a broad range of physical, neurological, emotional, legal, and financial skills and/or needs.</p>
<p>RATIONALE</p>	<p>Using inclusive messaging helps SRTS efforts reach more students. When SRTS programs reach more students, more children benefit from the program. By modeling inclusion, SRTS programs show children how to be thoughtful and welcoming community members.</p>
<p>COMPONENTS</p>	
<p>Talk about it to Normalize it</p>	<p>Talking about disabilities in a non-judgmental way can normalize the different ways people can walk or roll. Rather than prescribing one way and then adding in ‘the alternative,’ emphasize that there are many different ways to do things.</p>
<p>Use Person-First Language</p>	<p>Use person-first language to talk about students who live with, have, or experience a disability. For example, say “students with a disability,” “a person without a disability,” “a child who is deaf or hard of hearing,” etc. This strategy centers the student as a person first, who, secondary to their humanity, may have a disability.</p>
<p>It’s not Walking, it’s Walking & Rolling</p>	<p>Students with disabilities who may use a rolling mobility device are still pedestrians! Instead of saying “walk,” use “walk and roll”; use “wait at the curb” instead of referring to “stand”; use “be alert” and reference that cues can be visual, audible, and/or tactile, some cues are even smells, instead of only emphasizing “listen and look” for crossing awareness.</p>
<p>Be Clear about Provisions</p>	<p>Provide SRTS partners and families an overview of what you plan to offer in your communications (e.g. accessibility options). Ask these partners and/or families about additional support students may need to facilitate their learning or participation to help them decide if participating is right for them.</p>

<p>Share Broadly.</p> <p>Follow-up</p> <p>Individually</p>	<p>State clearly which accessibility options you plan to provide, and contact information for any questions. Then, follow up individually to known students with disabilities and/or their families about how the program can work for them. Check in about potential needs, and discuss ways to address any barriers. You may feel more comfortable reaching out to teachers and other school staff before connecting directly with the students or families.</p>
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EXAMPLE(S)

<p>Walking School Bus</p> <p>Newsletter Blurb</p>	<p><i>Join the [school mascot] Walking & Rolling School Bus to get to and from school. To support families in getting students to and from school, we are helping to coordinate walking and rolling groups based on [cohorts/small groups] of students. Students will [meet at/be picked up along a designated route] and have adult supervision by [staff/parent volunteer]. We welcome all students with diverse mobility needs who can walk or roll to school. If interested, sign up here [insert sign up form] and let us know about your child's needs. We will prioritize ADA accessible routes. Contact [information] for questions.</i></p>
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RESOURCES

[Planning Considerations for Walking & Rolling to School in Fall 2020](#) (National Center for SRTS, 2020)

[Everyone is a Pedestrian](#) campaign and messaging templates (Traffic Safety Marketing, NHTSA)

MESSAGING STRATEGIES

Idle-Free Program & Messaging

CONCEPT	Share Idle-Free messages throughout school communities and with school bus drivers to protect families and local residents from air pollution and help reduce the health issues that increase risk of COVID-19 complications.
RATIONALE	Traffic-related pollution near schools causes health problems. As their lungs develop, children are more likely to experience severe health effects from short- and long-term exposure to traffic pollution. Research has also shown that an increase in air particulate matter is associated with an increase in COVID-19 related deaths. ¹⁰ Encouraging families waiting to pick up students and buses picking up or dropping off students to turn off their engines, rather than idle, can help reduce traffic-related pollution around schools.
COMPONENTS	
Highlight the Communal Responsibility	State how idling one's engine is bad for every young person's growing lungs and adds to COVID-19 risk for both children and adults. These two types of messages appeal to personal motivations (one's own student) and the collective responsibility we have to others' families and the school community. The latter builds on the COVID-19 shared responsibility and care messaging to keep each other safe.
Signage	Post "Idle-Free Zone" signs at drop-off and pick-up zones of the school to remind parents, caregivers, and bus drivers. <ul style="list-style-type: none">• Consider using the Poster Contest (see Challenges & Contests) or another way of engaging students in creating artwork and/or slogans associated with the signage - a reward could be turning that artwork into printed signs.

¹⁰ Exposure to air pollution and COVID-19 mortality in the United States. Xiao Wu, Rachel C. Nethery, Benjamin M. Sabath, Danielle Braun, Francesca Dominici. medRxiv 2020.04.05.20054502; doi: <https://doi.org/10.1101/2020.04.05.20054502>

	<ul style="list-style-type: none"> • Use simple language, in English and other languages, to communicate with families and incorporate a simple graphic that may work for those with lower literacy. • The EPA offers an Air Quality Flag program with flags to raise based on how clean or contaminated the air is that day.
Behavioral Pledges	Consider incorporating an Idle-Free pledge in the messaging, particularly if a larger campaign is planned, by using digital pledge cards or simple survey forms (paper pledge example). Pledges are well-established strategies to increase follow-through, and have proven successful in other Idle-Free campaigns.
Promotion	Use multiple distribution channels to promote Idle-Free messages, including printed signs (yard signs along queuing area or pole-mounted signs) and messaging on digital reader boards to nudge the behavior in the moment. Also consider including Idle-Free Zone communications in social media posts and call-outs on Walk & Roll Maps , Revised Circulation Communications , or other school communications (e.g. back-to-school packets).
EXAMPLE(S)	
Yard Sign	<i>Idle-Free Zone Clean Air, Healthy Lungs Turn off your car engine while waiting</i>
School/PTSA Social Media Post	<i>Help protect our children’s lungs and keep our air clean. Turn off your car engine during pick-up and drop-off. Pick-up and drop-off areas are Idle-Free Zones to help keep students, staff, and other community members safe. [include map that shows pick-up and drop-off locations or artwork from students that shows clean air]</i>
Circulation Map Call-out	Along the boundary of the map where family vehicle pick-up and drop-off is noted, include a call out, “ <i>Turn off engines. Idle-Free Zone.</i> ”
RESOURCES	Idle-Free Schools Toolkit (PBOT) Safe Routes to School and Traffic Pollution (Safe Routes Partnership, 2012) Turn it Off campaign (Tools of Change, 2004)

[Anti-Idling Promotion and Enforcement](#) (New Jersey SRTS, 2016)

[COVID-19 PM2.5 A national study on long-term exposure to air pollution and](#)

[COVID-19 mortality in the United States](#) (Harvard Chan School of Public health, 2020)



Communications

Communicating and reminding families about transportation changes and new resources can help prepare them for in-person schooling, reduce anxiety, and bolster excitement for programs. Communications need to be sensitive to the fears, uncertainty, and stress families and students are facing.



Consider how the tone and framing of SRTS communications can:

1. Promote alternatives to single-family occupancy vehicles
2. Encourage practicing traffic safety skills and following public health guidance for students, families, and the community at large
3. Support families with little to no ability to choose how their student(s) gets to and from school
4. Demonstrate respect for all families by using inclusive, **Trauma Informed**, non-judgmental messages

Refer to the Safe Routes Partnerships' [Back to School 2020 Toolkit](#) for additional guidance, including messaging specific to remote, hybrid, and in-person return to school scenarios.

COMMUNICATION CHANNELS

There are numerous communication strategies within each school community. SRTS coordinators, school staff, and parents can provide guidance on the strategies that best reach their school's families. The list below, while not exhaustive, offers a starting place to share and help families learn about new resources and changes.

Consider the literacy and language needs of families across the school district. Use simple, clear language accompanied by graphics or imagery, where possible. Translate materials as needed, especially when offering school commute options and important updates. Explore adding in closed captioning and auditory descriptions into videos.

School District and School-Specific Channels

Rely on these channels to communicate and promote district- and school-specific transportation programs and changes. CBO channels in this section refer to CBOs that provide before-/after-school programming and have their own communication networks with families.

Digital

- School district, school, Site Council(s), and PTSA newsletters
- School district and school websites, especially on transportation web pages
- Parents and student web portals, including PDF flyers and 'Friday folders'/'backpack mail'
- PTSA and/or school social media pages
- Partner CBO social media channels
- School-affiliated service provider email newsletters
- Digital reader boards outside and inside schools

Phone

- Text chains between cohort-families
- Phone trees
- Robo-calls or automated text messaging
- Social worker, school-family liaisons, school navigators, and/or other school or CBO based service provider calls

Print/Physical

- Mail-home packets (e.g. Back-to-School, transportation-related, and/or routine classroom worksheets)
- Posters, yard signs, and/or sidewalk chalk for short educational promotions

- On-site signage, banners, and pavement markings

City/Jurisdictional and Partner Channels

Leverage these communication channels for promoting strategies and messages that are applicable across the region. Examples include safety tips, activity worksheets, local challenges, and other educational or encouragement tools.

- Social media:**
 - City and county Facebook, Twitter, and Instagram accounts
 - City-wide NextDoor account
- Websites**
 - City transportation, Safe Routes to School, Public Health and/or Parks & Rec website(s)
- Emails and e-newsletters**
 - City and partner CBO e-newsletters

TEMPLATE COMMUNICATIONS

In addition to the example content for types of messaging, this section provides content for the SRTS strategies that families identified as priorities in the Metro Back to School Transportation Survey: **Park & Walk**, **Walking School Buses and Bike Trains**, **Traffic Playgrounds & Playspaces**, and **School Streets**.

The content below provides social media and newsletter blurbs, signage content, and digital posters or flier copy to tailor to your community and strategies.

Refer to the [National SRTS Partner's Back to School 2020 guide](#) for more general messaging content.



TEMPLATE COMMUNICATIONS

Park & Walk

CHANNEL	EXAMPLE COPY
Social Media and Newsletters	<p><i>Back to school looks different this year. In order to make room for physical distancing, screening, and managing new activities, we are asking for parents to avoid using the main entrance for dropping off and picking up students. We have organized new Park & Walk locations to provide you with more space and a calmer entry to school. Find the Park & Walk location(s) and follow the route on your school’s circulation map: [insert link to school-specific/district Revised Circulation Maps, Walk & Roll Maps, or another web-based map]</i></p> <p><i>Families dropping off students with mobility access needs may use [entrance location; coordination/permissions information]</i></p>
Signage	<p>At parking site:</p> <p><i>[School name] Park & Walk Location</i> <i>School is just a few blocks away!</i> <i>Wear your face covering & follow the signs ---></i></p> <p>Along route:</p> <ul style="list-style-type: none"> <i>Thanks for Park & Walking. You’re giving your lungs a boost!</i> <i>Way to Park & Walk! Remember to keep 6 feet between you and other families.</i>
Digital Flyer Easily modifiable per program offering ¹¹	<p><i>Getting to School in [quarter/semester, year]</i></p> <p><i>Attention Families! There are new options for how to commute to and from school this year in healthy and active ways. Getting active on the commute to and from school not only supports your child’s health and improves academic performance, but it helps reduce traffic pollution around schools to keep everyone’s lungs healthier.</i></p>

¹¹ If wanting to incorporate or swap out content related to a WSB or BT, consider adding, content such as “Walking School Buses & Bike Trains: Students can join pre-set neighborhood routes to walk, bike, or roll to school with adult supervision. It’s a fun, social, active way to get ready to learn for the day!”

- **Consider walking or rolling with your child**, preparing them to walk & roll on their own when age appropriate, or with another family from your neighborhood.
- If you need to drive your child, **park at a designated Park & Walk location shown on the map** and walk a few blocks with your child *[or with school staff supervision]*. Parking and drop-off on or near campus will be prioritized for students and staff with mobility access needs.

Find out more about these new programs and changes to arrival and dismissal on the *[School Name]* **[Walk & Roll Maps or Revised Circulation Map]**.

We are all in this together, to care for one another. We all can do our part to create an orderly, safe arrival/dismissal area.

Remember to wear face coverings and keep physical distance between other students and families!

[school, district, city logo(s)]

TEMPLATE COMMUNICATIONS

Walking School Bus and Bike Trains (COVID-19 specific)

CHANNEL	EXAMPLE COPY
Social Media and Newsletters	<p>Preparing for the school commute? Walking and rolling is a two-fer: you and your child student enjoy active time while helping schools keep our arrival areas safe and orderly as we follow new protocols. Join the [school name] Walking School Bus [& Bike Train] program(s) to help your student get to and from school. [Insert a sentence on PPE offerings and/or other health and safety practices your program is implementing. See Walking School Buses and Bike Trains for examples]</p>
Signage	<p>Along the way, place simple signage using sidewalk or spray chalk, yard signs, or waterproof signs (example) for walking school bus or bike train stops with the following simple content:</p> <p style="text-align: center;">Walking School Bus Stop [Route name/icon] [Logo to identify]</p>
Digital Posters	<p>Join [school name]'s new Walking School Bus [& Bike Train] program</p> <p>Get your kid out the door, active, and on their way to school on time with adult supervision. The Walking School Bus [& Bike Train] program helps families with the school commute by organizing [cohort/neighborhood based] small walking and rolling groups. Adults [specify parent volunteers/paid CBO staff, etc.] pick up students at designated "Walking School Bus Stop" locations [see map] and guide students along the route to [and from] school.</p> <p>Walking School Bus [& Bike Train] programs are nationally recommended [See Walking School Buses and Bike Trains for resources] for school commutes as we return to school, as they:</p> <ul style="list-style-type: none"> • Help families get their students to school without relying on driving cars, especially where bus service may have changed • Provide students with an active way to get to school, preparing them to arrive ready to learn • Offer adult supervision to help students adhere to public health guidelines. <p>Join by [insert instructions, contact information, expected follow-up steps].</p>

Each student who joins and participates in the Walking School Bus [or Bike Train] will get a special face covering to build route spirit!

TEMPLATE COMMUNICATIONS

Traffic Playgrounds & Playspaces

CHANNEL	EXAMPLE COPY
Social Media and Newsletter Content	<p><i>Traffic Playgrounds are like mini cities -- families can scoot, ride, skate and walk while they practice skills and learn rules of the road away from vehicle traffic. They also provide a no-contact play area for families. Check out [website] to learn more about Traffic Playgrounds in your community!</i></p> <p><i>If those locations aren't near your home, consider making your own in your driveway with chalk, or using one of these printable templates.</i></p>
Website Content	<p>What are Traffic Playgrounds? <i>Places that provide children and families a fun space to learn rules of the road away from street traffic. During the COVID-19 pandemic they also provide a no-contact play destination for families. Each playground looks like a small version of our city's streets. There are travel lanes, crosswalks, stop signs, and places to visit like parks, businesses, schools, and neighborhoods. They are great for scooters, bicycles, wheelchairs or feet. We invite you and your family to be creative in how you use them! These temporary play places are in school and church parking lots, or other spaces not getting as much use during COVID-19 physical distancing requirements.</i></p> <p>What are Playspaces? <i>Our playspaces are just like games of hopscotch, where children interact with a game board drawn on the ground. They provide another way for no-contact play. Playspaces fit better in smaller areas where there may not be a lot of room for riding scooters or bikes.</i></p>
Signage	<p>What's this? <i>You're entering [school name]'s new Traffic Playground! Traffic Playgrounds are fun places for children and families to learn the rules of the road away from street traffic.</i></p> <p><i>For people walking (or rolling):</i></p> <ul style="list-style-type: none">• <i>Look both ways before crossing in the crosswalk</i>

- Give people on wheels time to stop for you before entering the crosswalk
- Make sure to maintain 6 feet of distance! (if painted on the Traffic Playground, reference where the example is)

For people on bicycles, scooters, and skateboards:

- Always ride on the right side of the road
- Look for people in the crosswalk and let them cross before you
- Stop at the stop signs, look left, right, and left again before going

Remember: Follow all current public health and safety guidelines!

For Playspaces:

Consider adding rules of the game, like PBOT's [Chutes and Ladders Rules](#)

Digital Posters

Traffic Playgrounds are fun places for children and families to learn rules of the road away from street traffic. During the COVID-19 pandemic, they also provide a no-contact play destination for families. Visit [\[website\]](#) to learn more! [\[photo\]](#)

Resources

- See PBOT's [Playspace Health & Safety Poster](#) for public health guidelines as well as personal safety and security guidelines. This is especially important for Traffic Playgrounds & Playspaces that may be attended without adult supervision or guided programming.



TEMPLATE COMMUNICATIONS

School Streets

CHANNEL	EXAMPLE COPY
Social Media and Newsletters	<p><i>Attention families! We are creating more space to keep healthy distance during school arrival and dismissal. Some street[s] [or name specifically] in front of [school name] will become School Streets! School Streets are closed to all cars to make room for families and students who are walking and rolling to school to keep adequate physical distance. Check out the map to find the School Streets location(s) and revised drop-off and pick-up route. [Insert URL to Walk & Roll Maps or Revised Circulation Practices and Communications]</i></p>
Signage	<p>Signage directed towards people driving:</p> <p style="padding-left: 40px;"><i>Road Closed: School Street</i></p> <p style="padding-left: 40px;"><i>Walkers & Rollers Only</i></p> <p>Signage for families entering the School Street:</p> <p style="padding-left: 40px;"><i>School Street for Walkers & Rollers</i></p> <p style="padding-left: 40px;"><i>[mask icon] Wear your face covering.</i></p> <p style="padding-left: 40px;"><i>[distance/arrows icons] Keep 6 feet distance.</i></p> <p style="padding-left: 40px;"><i>[temperature check icon] Line up for health screening [if applicable].</i></p>
Digital Posters	<p><i>School Streets, Safe Streets</i></p> <p><i>This year [other time period], [street name] is a School Street! The [streets] in front of [school] will be closed to all cars from [time, e.g. all day, during commute hours only, etc.]. School streets make room for families and students who are walking and rolling to school (including families from Park & Walk locations) to keep physical distance for health and safety!</i></p> <p><i>School Street Rules</i></p> <ul style="list-style-type: none"> • <i>No cars allowed. Only residents who live on the street will be able to slowly enter or exit the space with supervision from [school] staff.</i> • <i>Walkers & Rollers may use the street to keep 6 feet of distance between your family and others, especially while waiting for morning</i>

health screenings and afternoon pick-ups. Slow your roll in the street, please.

- *All students, staff, parents, and caregivers should wear face coverings while on the School Street.*
- *Follow direction from school staff as they work to keep families safe during arrival and dismissal.*

Check out your school [Walk & Roll Maps and/or Revised Circulation Map] to see where you can enter the School Streets. [Insert URLs] [Consider adding additional information about police involvement in SRTS and/or about them not being on site to help encourage families to use the space who may avoid areas with police presence, if applicable to your program].



Learn more about Oregon Metro's Regional SRTS program at oregonmetro.gov/saferoutes



AUGUST 2020

Appendices

APPENDIX A: GRAB & GO CONVERSATION SHEETS

Attached to this document are the pdf versions of Grab & Go Conversation Sheets, which provide a brief synopsis of the strategy with an example photo. These were designed for the strategies that may need visual representation to showcase to schools, families, or other stakeholders. Visit the [Metro SRTS Basecamp site](#) for editable Word versions to update for your needs.

Grab & Go Conversation Sheets are available for the following strategies:

- School Streets
- Sidewalk Extensions
- One-way Streets
- Traffic Playgrounds & Playspaces
- Reimagining Parking Lots
- Walking School Buses & Bike Trains
- Corner Greeters/Safe Passage Program
- Park & Walk

School Streets

School Streets provide car-free or reduced car traffic street environments adjacent to schools by preventing or limiting car traffic on the street(s). School streets only allow residents living on that street to enter and exit in a car, while maintaining the space for families walking and rolling to and from school.

School Streets can:

- **Improve students' safety** in the face of a possible COVID-related increase in single-family vehicle trips
- **Provide additional room for social distancing** on the block(s) leading up to school grounds as more students walk and roll to school
- **Encourage more students to walk and roll**, which will:
 - **Reduce single-family vehicle trips** that contribute to traffic congestion and toxic emissions around schools
 - **Get physical activity** before and after school, when opportunities for exercise may be limited



Sidewalk Extensions

Sidewalk Extensions convert a curbside parking/loading or travel lane into a pedestrian space along routes to school or along school access blocks.

Sidewalk Extensions can support physical distancing during arrival and dismissal in two ways depending on intended use:

- additional space for students arriving via walking or rolling
 - additional space for students or parents to wait or queue to enter the school or for any necessary health screening



Credit: @BLineTransport

One-way Streets

One-way Streets along school drop-off and pick-up locations can help to reduce conflicts between families walking and rolling with people driving.

Designate one or more blocks along the main school entryway(s) as one-way for traffic flow during school arrival and dismissal.



R5-1



R5-1a



R6-1

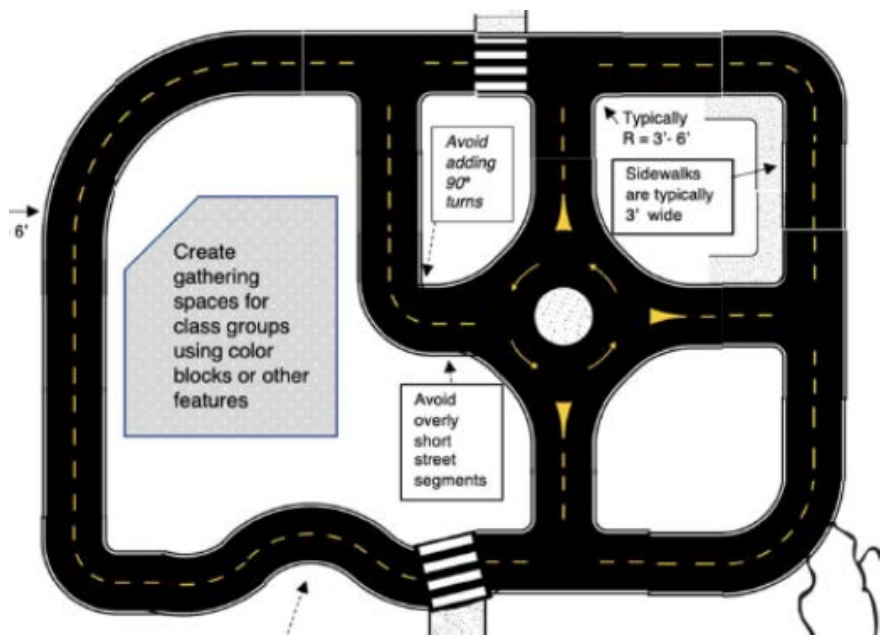


R6-2

Traffic Playgrounds & Playspaces

Traffic Playgrounds are like miniature cities -- families can scoot, ride, skate and walk while they practice skills and learn rules of the road away from vehicle traffic. Playspaces include painting games or activities on the ground that can be used during PE or recess, especially for 'no-contact' play.

Transform under-utilized asphalt on school campuses into educational and active spaces for children to learn and engage in outdoor play together while staying socially distant. With indoor P.E. and outdoor recess needing adjustments, these outdoor spaces can support classroom learning as well as ensure kids stay active throughout the day.



Reimagining Parking Lots

School or school-adjacent parking lots can offer schools more space for separating modes and for keeping physical distance during arrival and dismissal, or even during P.E. and recess

Re-imagine school parking lots by blocking parking and/or traffic flow in specific spaces or the entire lot. Maintain access to ADA parking spots for students or parents with mobility needs and assess school staff's parking needs.



Walking School Buses & Bike Trains

A Walking School Bus (WSB) or Bike Train (BT) is an organized group of students who walk or bike to and from school with adult supervision. WSBs and BTs follow designated routes and many have stops where students join the group. Some WSBs or BTs start from a single meet-up location, while others 'collect' kids along the route.

WSBs and BTs provide adult supervision of groups of students along the trip to and from school without requiring all parents and caregivers to be present with students.

- WSBs and BTs can help reduce the number of adults on campus during arrival/dismissal to help with physical distancing protocols.
- WSBs and BTs can offer an organized, routine way for families to get their students to school; they can also support improved attendance and student learning.

Older students can also lead WSB and BTs themselves (without adult supervision, if approved by parents) and organize traveling together instead of walking or biking alone to support greater personal safety.



Corner Greeters

Corner Greeters are community members that champion community-led safety by staffing primary routes where kids are traveling, and identifying locations with higher rates of hate incidents or crime against students and/or where gang activity occurs (“hot spots”).

Respected community members create “safe zones” along routes and at these hot spots to build relationships with youth, be a go-to adult in the immediate area, support youth in making positive decisions, and de-escalate situations that may arise.



Park & Walk

Park & Walk programs, also known as Remote Drop-Offs, encourage families to park at a designated spot near the school and walk the last few blocks to school. Families can also walk together as a group.

Park & Walk programs provide more options for students' commute to school while helping to reduce congestion and vehicle emissions near school campuses. It also can be a way to include children with disabilities in walking programs, and allows families who live beyond walk/bike distance from the school to benefit from an active trip.



APPENDIX B: EXAMPLE MATERIALS

Attached are pdfs of example materials related to the strategies in this toolkit and include signage, messaging, and diagrams from local, national, and international sources that can support implementation:

- [School Streets Guidebook](#) excerpts: messaging and signage
- [Portland Bureau of Transportation Safe Streets Initiative](#): diagrams and signage
- [Portland Bureau of Transportation Playspaces](#): signage and rules
- [Metro Traffic Playground Toolkit](#): Traffic Playground Implementation Toolbox

Sample Signage

School Streets

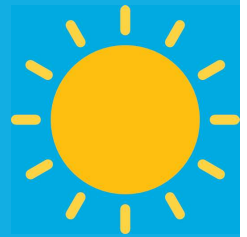
PEDESTRIAN
AND CYCLIST
ZONE



Mon - Fri
8:00 - 8:30 am
3:00 - 3:30 pm

Sample Notice

School Streets



Coming to [enter street name] soon!

Dear Neighbour,

The School Streets Working Group at [enter school name] are considering running a School Streets pilot program on [enter street name] between [closest intersections]. This means that students and community members are free to walk or bike to and from school without the congestion and risk of vehicular traffic.

The proposed dates and times that [enter street name] would be closed to cars is noted below.

[enter School Streets logistics]

During School Streets, residents who need access by car can still pass through with an exemption, if they maintain a driving speed no faster than 10 km/h and are escorted by a program representative. Through traffic will be diverted.

The Working Group will apply for a permit in the coming weeks. If you are interested in finding out more, or have any concerns please contact us.

Cheers,

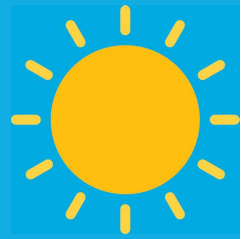
[name]

[email contact]



Sample Notice

School Streets



Coming to [enter street name] soon!

Dear Neighbour,

The School Streets Working Group at [enter school name] are considering running a School Streets pilot program on [enter street name] between [closest intersections]. This means that students and community members are free to walk or bike to and from school without the congestion and risk of vehicular traffic.

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[enter School Streets logistics]

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The Working Group will apply for a permit in the coming weeks. If you are interested in finding out more, or have any concerns please contact us.

Cheers,

[name]

[email contact]



GO SLOW



SHARE THE STREET



IS THIS CALMER STREET WORKING? 503-823-SAFE

PBOT is committed to providing meaningful access. For accommodations, modifications, translation, interpretation or other services, please contact 503-823-5185.

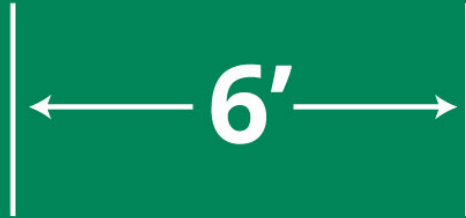


PBOT
PORTLAND BUREAU OF TRANSPORTATION

小心慢行



道路共用



觉得道路交通减量有成效吗？

503-823-SAFE

如需协助，修改，翻译，口译或是其他服务，请电 503-823-5185。



НЕ СПЕШИТЕ!



УСТУПАЙТЕ ДОРОГУ!



**КАК ВАМ НРАВИТСЯ СПОКОЙНАЯ
УЛИЦА? 503-823-SAFE**

Бюро PBOT делает все возможное для обеспечения осмысленного доступа. Запрашивайте удобства, приспособления, письменный или устный перевод и другие услуги по тел. 503-823-5185.



PBOT
PORTLAND BUREAU OF TRANSPORTATION

MÁS ESPACIO



COMPARTIR LA CALLE



**¿CÓMO LE PARECE ESTA CALLE
MENOS OCUPADA? 503-823-SAFE**

PBOT tiene un compromiso en proveer acceso significativo. Llame a 503-823-5185 para adaptaciones, modificaciones, traducciones o interpretación u otros servicios.



ĐI CHẬM



CHIA SẺ ĐƯỜNG ĐI

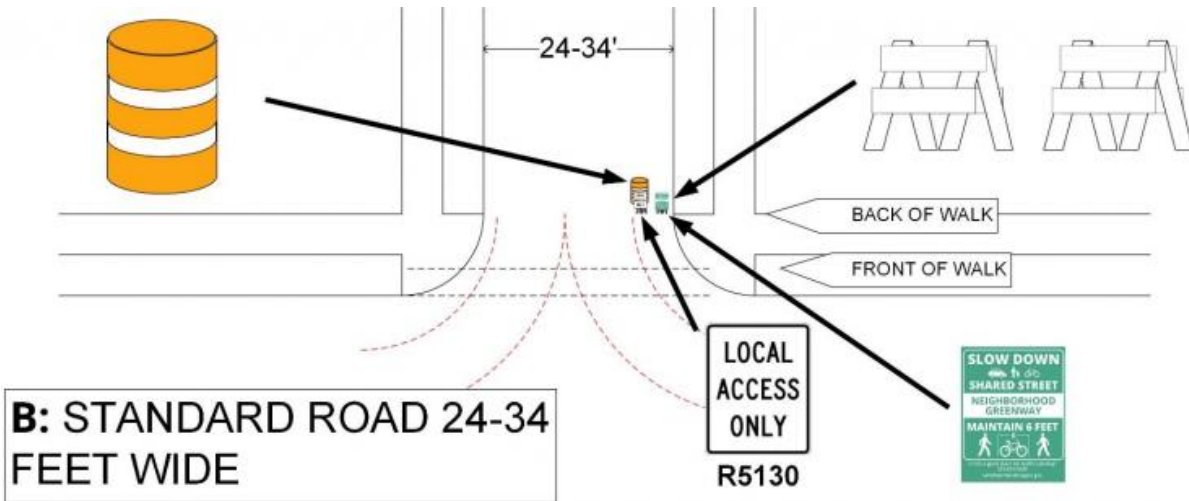


**QUÝ VỊ CÓ HÀI LÒNG VỚI ĐƯỜNG PHỐ
YÊN TĨNH HƠN KHÔNG? 503-823-SAFE**

PBOT cam kết hỗ trợ việc tiếp cận có ý nghĩa. Để nhận trợ giúp đặc biệt, điều chỉnh, dịch vụ phiên dịch, thông dịch hay các dịch vụ khác, vui lòng liên hệ 503-823-5185.

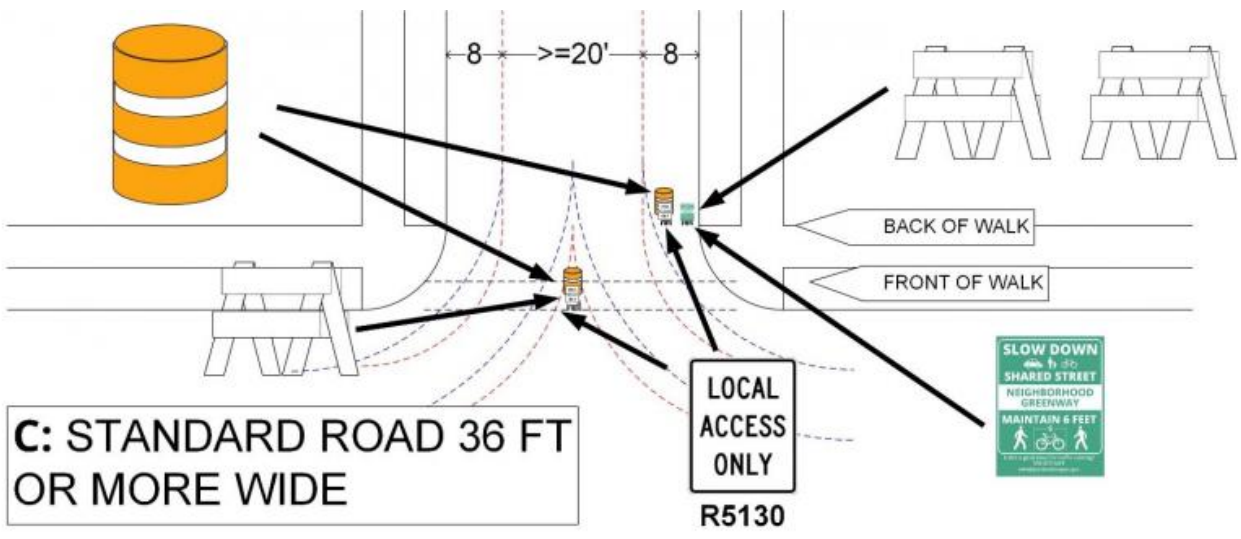


PBOT
PORTLAND BUREAU OF TRANSPORTATION



B: STANDARD ROAD 24-34 FEET WIDE

IN THE SHADOW OF THE PARKING LANE (EITHER SIDE OF ROAD) BLACK/WHITE SIGN ALWAYS NEAR TRAVEL LANE; RIGHT SIDE PREFERRED.


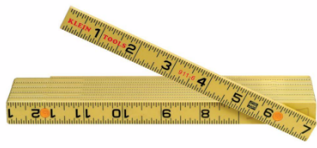






C: STANDARD ROAD 36 FT OR MORE WIDE

Traffic Playground Implementation Toolbox

MEASURING THE SITE



Marking and measuring are key aspects of locating and laying out the traffic playground. A range of measuring tools are needed to locate, mark and install the striping lines and pavement markings.


Tools	Purpose + Use + Tips	Cost
<p>Yard stick</p> 	<p>Straight measuring tool Many layout applications Useful for drawing lines Low cost allows having several on hand to help with pavement marking, etc. Available at local hardware store and paint supply shops</p>	<p>\$1 and up</p>
<p>6' folding ruler</p> 	<p>Measuring tool Extra length is handy for traffic playground features Longer straight edge is useful for marking and drawing lines Useful for spacing street lanes Available at local hardware store and paint supply shops</p>	<p>\$13 - \$50</p>
<p>Open reel hand-wind measuring tape (100')</p> 	<p>Long tape (available in range of lengths) Flexible tape follows corners and irregularities Measuring extensive lengths on sites Laying out boundaries Measuring angle or distance between points to assist with layout calculations Marking long street segments Easy rewind and handle useful if doing a lot of measuring Available at local hardware store and through sports courts suppliers</p>	<p>\$15 and up</p>

<p>Retractable + locking measuring tape (6'-25')</p> 	<p>Useful for single person measuring Locking feature allows repeated marking of same length Tape is rigid enough to remain stiff over a distance and provide useful approximations during layouts Wide variety of sizes, longer is more useful Compact and can be carried on person Tape lengths and prices points vary widely available Available at local hardware store and big-box general merchandise store</p>	<p>Ikea 10' tape (FIKA) = \$1.49 Other tapes \$6-\$50 each</p>
<p>Measuring wheel</p> 	<p>Handy for measuring site and setting up for marking the layout Useful for planning layouts and larger sites Elevation changes can alter accuracy Keep steady pace when using May be less versatile than long measuring tape Available at local hardware store</p>	<p>\$30 - \$130</p>
<p>Drywall T-square</p> 	<p>Durable tool that assists with marking in the layout stage Useful tool for squaring off pedestrian crossings and measuring from midline Readily find right angles easily and line up other measuring sticks Double-sided blade allows measurements in both directions Brands include Wal-Board Available at local hardware store</p>	<p>\$12 and up</p>
<p>Chalk line + powder</p>	<p>Creates crisp straight line on surface after measuring Use temporary chalk powder Available at local hardware store</p>	<p>\$7 - \$10</p>
<p>Chalk stick + string</p>	<p>Easy method for measuring and marking circles of any diameter on surface</p>	<p>NA</p>

ASPHALT STRIPING DEVICES




There is a range of asphalt striping equipment for adding paint and spray chalk lines to hard surfaces, varying widely in price and capabilities. All of the equipment features some way of holding a surface application material while it is applied as well as wheels to make the device easy to maneuver and control. Lower cost equipment is generally less complex to operate and easier for non-professionals to use. The quality of the finished lines is related to the equipment as well as operator skill level.


Equipment	Purpose + Usage + Tips	Cost Range
<p>Line striping wand</p> 	<p>Rolling handheld device For use with inverted marking paint can Trigger to apply paint Adjustable line width These devices are intended for marking not striping Difficult to control application rate and line width Two-wheeled version provides better control for painting curves Many available brands including Rust-Oleum, Aervoe and Krylon Available in local hardware stores and traffic supply stores</p>	<p>\$20 - \$75</p>
<p>Line striper (4-wheeled, walk behind)</p> 	<p>Easy to operate (pull trigger and walk straight line) Adjustable line width (2" - 4") Paints straight lines For use with cans of inverted striping paint Can also paint on grass with water-based paints Storage compartment holds extra cans (refills + empties) May feature removable handle for storage</p>	<p>\$100 - \$150</p>

	<p>Needs modified handle/sprayer if painting directly at curb edge Involves slow steady painting following chalk marking line Large wheels for stability on uneven surfaces Versions available for adding chalk lines from powder YouTube video demonstrations widely available Several widely available brands including Rustoleum, Aervoe, Seymour and Sharp Stripe Available in local hardware stores, traffic supply stores and sports field suppliers</p>	
<p>Powered striping machine (3- or 4-wheeled, walk behind)</p> 	<p>Striping machine powered by battery, gasoline or compressor Many designs, models and features Include paint tanks or buckets Basic versions may be suitable for use by non-professionals Higher cost machines include features that assist with keeping lines straight, equipment steering, consistent paint application including on rougher pavement, applying curved lines, getting close to edges, spraying stencils and preventing paint drips from application build-up Can be rented by the day or week from equipment rental companies Many available brands including Graco, Newstripe, Titan, Many instructional videos available online</p>	<p>Basic models: \$1,500 - \$2,500 Heavy duty machines: \$2,500 - \$10,000+</p>

OTHER SURFACE MARKING SUPPLIES

Striping lines and pavement markings may be applied permanently or for temporary applications using paints, chalk or tape. Manual painting may make sense for smaller sites and applications and can result in similar quality line striping. Spray chalk and tape can be applied manually also.

Equipment	Purpose + Usage + Tips	Cost Range
<p>Traffic stencils</p> 	<p>Available through parking lot or traffic supply companies Commercial grade, reusable stencils Bike symbol, STOP sign + word, Yield word, shark's teeth (yield symbol) Allow paint or chalk to dry completely before moving to next location Take care moving the stencil to prevent smearing Clean stencil to prevent paint build up which will otherwise cause drips</p>	<p>\$10 - \$100 +</p>
<p>Custom-made stencils</p> 	<p>Create design at required scale Available through parking lot or traffic supply companies Commercial grade or lesser grade reusable stencils Bike symbol, STOP sign + word, Yield word, shark's teeth (yield symbol) Allow paint or chalk to dry completely before moving to next location Take care moving the stencil to prevent smearing Clean stencil to prevent paint build up which will otherwise cause drips</p>	<p>\$30 and up</p>
<p>Handmade stencils</p> 	<p>Hand cut stencils for striping or pavement markings from cardboard, mylar, corrugated plastic sheets, gym mats Low cost, light weight material Place on the surface, spray paint or chalk, then re-position for the next stripe or marking Stencil cutters and corrugated plastic cutters available Useful making more-durable traffic sign faces</p>	<p>NA</p>

	<p>Can be cut to make longer-lasting stencils</p> <p>Take care moving the stencil to prevent smearing</p> <p>Clean stencil and prevent paint build up which will otherwise cause drips</p>	
<p>Handmade line- or crosswalk-striping frame</p> 	<p>Make painting frame with readily available materials including carpet, plywood, dowels, corrugated plastic, etc.</p> <p>Use paint roller to make striping lines within wooden frame</p>	NA
<p>Roller brushes (long pole, wide or narrow) + paint tray</p>	<p>Narrow paint roller can be used to paint striping lines</p> <p>Wide roller useful for painting large spaces</p> <p>Follow chalk snap line or equivalent to maintain straight line</p> <p>Roller makes it quicker to paint and handle reduces the need to bend</p>	<p>Roller sets: \$13 - \$30</p> <p>Pole: \$8 - \$30</p> <p>Tray: \$2 - \$19</p>
<p>Brushes (foam, stencil, various sizes)</p>	<p>Foam brushes help spread paint or chalk into stencil corners</p> <p>Stencil brushes designed to minimize paint or chalk seepage at edges</p>	<p>Foam: \$1 +</p> <p>Stencil: \$2 +</p>
<p>Black and white traffic paints</p>	<p>Mix to create paint color that matches asphalt color</p> <p>Apply in blocks to mask existing markings</p>	\$25/gallon and up
<p>Chalk stick + string</p>	<p>Easy method for drawing relatively accurate circles of any diameter</p>	NA
<p>Chalk line + powder</p>	<p>Creates crisp straight line on surface</p> <p>Use temporary chalk powder</p>	\$8 and up
<p>Duct tape or safety tape</p>	<p>Create temporary striping lines</p> <p>Available in range of widths (2"+)</p> <p>Test in advance on surface</p>	<p>Duct: \$5/60 yd +</p> <p>Safety: \$4.50/36 yd +</p>
<p>Painter's/masking tape</p>	<p>For manual painting, use painter's /masking tape to mark out sides</p>	\$4 and up
<p>Cardboard sheets</p>	<p>Rectangular sheets with straight edges</p> <p>Use to prevent overspray when using spray paint</p>	NA
<p>Buckets</p>	<p>For soaking and cleaning paint brushes and rollers</p>	NA

SITE PREPARATION & CLEANING SUPPLIES

Cleaning of the site and the equipment tools are key for a successful and long-lasting installation. Sand and loose debris as well as any flaking paint need to be removed from the surface so that newly applied materials adhere properly. In addition, equipment and tools need to be kept clean during installation to prevent drips, smearing and mixing of materials and colors.

Supplies	Purpose + Usage + Tips
Utility broom	Sweep surface of loose debris and sand before installation
Clean up supplies	Paper towel rolls, rags, wipes, trash bags, water buckets Clean as you go Wipe spray chalk off templates to prevent color mixing and drips Keep hands clean Wash brushes and rollers
Pressure washer	Wash site of surface debris Use to clean out asphalt cracks prior to refilling Most devices need access to water hook up
Crack filler or sealant	Crack filler is an asphalt emulsion added to stable cracks Crack sealer is a hot sealant added to working cracks Read installation instructions
Sealcoat	Sealcoat creates a fresh black background for applying line striping Needs application equipment also Read installation instructions
Weed removal device or chemical	Grass and weeds growing in asphalt cracks needs removal prior to lane striping

OTHER USEFUL ITEMS

As this is a large-scale project, there are many small items, tools and chemicals that can assist with organizing or performing the work. Many are items that you may already have on hand and will not need to purchase.

Supply or Equipment	Purpose + Use + Tips
A-frame sign	Inform passersby about work in progress and project Borrow or use child's chalk easel
Orange cones	Use to keep people from entering work area Can act as prop for signs or balloons Borrow from local public works department or PE program
Clipboards	Hold site drawing layout, installation instructions and volunteer information
Folding table(s)	Central place to access and return equipment and supplies Provides a check in spot for volunteers where they can also receive assignment Provide water, snacks and other comfort items
White board and markers	Central place listing instructions and any updated information List volunteer teams and contact numbers for key people
Cardboard (sheets)	Use to prevent paint and chalk overspray Also useful for organizing supplies and making into temporary signs
Tool belt, work gloves, knee pads	Useful personal items to assist in efficiency, safety and comfort during installation May be available to borrow
Scissors (titanium edge)	Cuts duct tape more cleanly Start at \$10 each. Available in 3-pack at Costco for \$10
Utility knife	Useful for making stencils, signs and miscellaneous cutting tasks
Solvent adhesive remover	For cleaning adhesive from duct tape cutting devices Brands include Goof Off, Goo Gone <i>[Only use if other cleaning methods have failed]</i>