



2017

## BUILDING MOMENTUM FOR SAFE ROUTES TO SCHOOL

A Toolkit for School Districts and City Leaders





## Acknowledgements

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## Introduction

Safe Routes to School aims to create safe, convenient, and fun opportunities for students to bicycle and walk to and from schools. Safe Routes to School initiatives have been successful in addressing public health, transportation, environmental, and economic challenges. These projects and programs support community goals to create active and safe neighborhoods.

### What Is Safe Routes to School?

The Safe Routes to School movement works to make sure students can safely walk and bicycle to and from school, encouraging incorporation of healthy physical activity into daily routines. In 1969, almost half of all students walked or bicycled to school, and 87 percent of kids who lived within a mile of school walked or bicycled. In contrast, fewer than one in six students walk or bicycle to school today. These changes have been detrimental to the health and safety of students, and have increased traffic congestion and air pollution near schools. The Safe Routes to School movement includes families and students, as well as public health, active transportation, education, and environmental stakeholders, who work to increase the number of students walking and bicycling to school and address the lack of safe conditions for walking and bicycling. To date, more than 17,400 schools and 6.8 million students nationally have benefited from Safe Routes to School projects and programs.<sup>1</sup>



Photo credit: Safe Routes to School National Partnership

At the local level – in individual schools, school districts, cities, and counties – Safe Routes to School practitioners run education and encouragement programs with families and schools and push for strong municipal and district policies to support safe walking and bicycling. Cities and counties support Safe Routes to School by prioritizing funding for bike lanes and sidewalks, and taking other steps to make streets safer for students biking and walking. The most successful Safe Routes to School programs incorporate the Five E's: education, encouragement, engineering, enforcement, and evaluation.

## The Five E's of Safe Routes to School

Research shows that comprehensive Safe Routes to School initiatives are more effective at increasing physical activity and reducing injuries for children.<sup>2</sup> A comprehensive approach requires embedding Safe Routes to School into many aspects of a community. The program engages local school and community stakeholders into Safe Routes activities to ensure the program is equitably administered in communities so that every student has the opportunity to walk and bike to school safely. The Five E's of Safe Routes to School are a convenient way to summarize the key components of a comprehensive, integrated approach.



Photo credit: Christina Oshinsky,  
Santa Clara County Public Health Department

The Five E's of Safe Routes to School include:

- » **Education** – Teaching students and community members about the broad range of transportation choices, providing them with the skills to walk and bicycle, and educating them about how to be safe from traffic, crime, and other threats while using different methods of transportation.
- » **Encouragement** – Using events and activities to promote walking, bicycling, public transportation, and being physically active.
- » **Engineering** – Creating physical improvements to the streetscape and built environment that make walking and bicycling more comfortable and convenient, and that also decrease the risk of injury from motor vehicles or people, increasing street safety.
- » **Enforcement** – Partnering with local law enforcement to address traffic and crime concerns in the neighborhood around the school and along school routes.
- » **Evaluation** – Assessing which approaches are more or less successful, ensuring that a program or initiative is decreasing health disparities and increasing equity, and identifying unintended consequences or opportunities to improve the effectiveness of an approach for a given community.

## What Are the Benefits of Safe Routes to School?

Safe Routes to School has many benefits. Health and safety for students are key, of course. But the benefits extend beyond just students to the whole community. Schools are often located near parks, libraries, local businesses, and other community amenities. Many schools are used by neighbors for extended learning or recreation. Therefore, by improving students' walks and bike rides to school, Safe Routes to School practitioners are serving multiple groups within the community, investing in its health, sustainability, and quality of life.

Communities have seen benefits from Safe Routes to School initiatives, including:

- » **Safer students:** Improved traffic safety and increased confidence for students through opportunities to learn about and practice road safety.
- » **Healthier students:** Increased daily physical activity, forming healthy habits that can last a lifetime, helping students build strong bones, muscles and joints, and decreasing the risk of chronic disease and obesity.
- » **Better focus:** Students who are ready to learn, who are healthy, awake and alert, with better focus and concentration, which can improve academic performance.
- » **School transportation fixes:** Solutions to school transportation issues such as reduced or no bus service, dangerous traffic congestion at pick-up/drop-off times, and student absences and tardiness due to transportation challenges.
- » **Community connections:** Increased family and community engagement, providing positive social opportunities for students, families, school staff, and community stakeholders, boosting a sense of community and improving neighborhood connections.
- » **Cost savings:** Savings on gas and personal vehicle use, as well as savings on the cost of hazard busing.
- » **Cleaner air and fewer asthma attacks:** A cleaner environment and fewer student asthma attacks by reducing air pollution from car emissions.

To provide these benefits for both students and the larger community, Safe Routes to School efforts require actions not only within school walls, but also off campus, on the streets, and in neighborhoods where students are traveling to and from school. Participation by all stakeholders in the community yields a stronger and more effective program.



## Santa Clara County Health Cities Campaign

The Santa Clara County Public Health Department launched the Healthy Cities Campaign in 2016 to help cities across Santa Clara County adopt policy and practice changes that prevent chronic disease and injury. Policies and strategies promoted as part of the campaign have been adapted from published resources, peer-reviewed research, and other promising or evidence-based best practices. The campaign policies and strategies promote health via one of four broad themes or categories: 1) Active & Safe Communities; 2) Healthy Food & Beverage Environments; 3) Tobacco-Free Communities; and 4) Cross-Cutting Strategies. Dashboards were developed specific to each city in the county to indicate policies and strategies that have been adopted or achieved, making it easier for cities to track their progress and compare their success with other cities. This toolkit has also been developed to serve as a resource to cities interested in participating in the campaign, as well as others interested in strengthening their Safe Routes to School Program. To access the city-specific dashboards, the toolkit, or to learn more about the Healthy Cities Campaign, visit [bit.ly/scchcc](http://bit.ly/scchcc).

## Building and Sustaining a Safe Routes to School Task Force

A Safe Routes to School task force is a group of community members who work to support and implement a Safe Routes to School program at the school, city, or district level. The core purpose of a task force is often described as getting everyone together who is important to enabling students to walk and bicycle safely to school. Although every Safe Routes to School program does not have such a group, task forces (also sometimes called collaborative or steering committees) are common, highly recommended, and can be essential to an effective Safe Routes to School program.

Within the Safe Routes to School program, each school may have a small committee or parent or youth task force focused on specific activities at their school. However, there are limitations to these small task forces, given they have little control over policies, planning and design of their communities that could promote or hinder walking or biking to school, since such decisions primarily occur at the city or school district. A city or district level task force helps guide community discussions and decision-making about encouraging active transportation and improving safety for all students walking, bicycling, skating, and rolling to school. It also provides opportunities for information sharing and for coordination among stakeholders, as well as informing stakeholders so that they become champions for Safe Routes to School within their respective spheres of influence.



If a bicycle and pedestrian or Vision Zero task force already exists, integrating Safe Routes to School initiatives into the existing group is an option. Safe Routes to School programs often share similar goals with Vision Zero and active transportation programs. A benefit to this type of collaboration would be the addition of a school based perspective. If you are adding on to an existing task force, make sure to allocate a dedicated amount of the meetings and efforts to Safe Routes to School.

## Why Establish a Safe Routes to School Task Force?

Because Safe Routes to School programs require the involvement, commitment, and coordination of different government agencies and entities, as well as families, elected officials, and others, a task force can be an effective way of:

- » Determining community goals and needs for a Safe Routes to School initiative.
- » Making informed joint decisions about a variety of issues, from the timing of a kickoff event, to the need for adjusting school routes in light of new construction, to prioritizing investments, to approaches to expanding an existing program.
- » Getting input and perspectives on what is working and what needs improvement from different perspectives – families, community members, students, teachers, school district staff, and city staff.
- » Ensuring that equity is built into the Safe Routes to School initiative’s planning and investments, so that students of different races, income levels, and neighborhoods are all getting their needs met; equity ensures that the initiative is rolling out in a way that reduces disparities in health outcomes and injury rates, and prioritizes resources to areas with more dangerous street conditions.
- » Dividing up work so that tasks get done, events occur, and initiatives move forward.
- » Informing stakeholders about upcoming events to ensure everyone is ready to do their part.
- » Determining needs for new policies or policy changes and figuring out how to get changes made.

## Key Steps in Building a Task Force

Now that you are ready to get started, here are some key steps in building your task force.

### 1. Identify Members for Your Task Force

While a local Safe Routes to School program usually starts with one or two champions, it is important to involve a wide array of representatives from your community on your task force. Build collaborative partnerships among many

stakeholders to increase the reach and effectiveness of your program. Successful task forces have school, local government, law enforcement, and family representation.

Invite the following to be on your Safe Routes to School team:

- » School personnel (principals and teachers)
- » School district administration (transportation staff or even the superintendent)
- » Teachers or other engaged school staff
- » PTA/PTO
- » Parents and other family members
- » Students
- » Local elected officials
- » City or county engineering, planning, and public works staff
- » Law enforcement staff
- » Public health personnel
- » Community organizations representing youth or neighborhood interests, including environmental advocates and safety advocates
- » Local bicycling or walking groups
- » Local business leaders

In your community, who else might be an important partner in getting more students walking and bicycling? The most successful programs use the expertise of the task force to create a program that addresses your community's specific needs and priorities.

## **2. Hold an Initial Meeting**

Once you've identified your initial task force members, hold an initial meeting to introduce your Safe Routes to School program and the role of the task force. A sample invitation letter is provided in Appendix A.

## **3. Fill in the Gaps – Identify and Recruit Who Is Missing**

During or after your first meeting, identify any missing stakeholders. Is there

a school that is not represented? Or a key government agency? Make focused efforts to recruit members to fill in the gaps. Also, there is always a need to attract new members! It is a good idea to regularly add interested individuals to sustain task force momentum.

#### 4. Establish Roles

Formalize roles for task force members. This gives members a sense of purpose and responsibility that will keep them engaged over time. Consider developing a task force structure that has a chair and vice chair that are responsible for facilitating meetings and moving the task force along. Other roles may include a recorder or secretary and subcommittee heads. No matter the structure, be sure to have a designated task force lead who will stay engaged with the program for an extended period of time. The designated leader should have the capacity to participate consistently. If you have a local Safe Routes to School coordinator, that person may lead the task force, but may also take direction from the task force.

#### 5. Assess Where You Are

If there are already Safe Routes to School activities going on in the community, you may have formal data to help the task force understand the current status. Or, you may have anecdotal information from different community stakeholders. Either way, take the time to assess the current status of Safe Routes to School and what the barriers are. Do this as a group with the task force or present the information to them and solicit feedback.

#### 6. Establish Group Goals

You may have goals for your Safe Routes to School initiative already. It is a good idea to share these goals with the task force and to establish what the task force's role will be in meeting these goals. If there are not established goals, use one of the first meetings to establish goals as a group.

Task force goals and objectives might include:

- » **Plan development.** Assisting with developing a Safe Routes to School or active transportation plan through prioritizing projects and programs in support of Safe Routes to School within a community, recommending including specific education and encouragement activities, promoting community participation in the planning process, and identifying potential funding opportunities.

- » **Policy change.** Reviewing and recommending changes to city, county, and school district policies.
- » **Education and encouragement.** Advancing education opportunities for students and community members, organizing city or district wide events, and providing training and community outreach to promote the program.



Photo credit: Safe Routes to School National Partnership

## 7. Plan for Where You Want To Be

Once the task force has established goals and objectives, create an action plan to move towards meeting those goals and objectives. Set timelines and responsibilities to keep members on task and accountable.

## Task Force Operations

Getting a task force up and running is not always an easy task, and sustaining a task force can be more challenging. Here are some tips on task force operations that will help you be successful:

- » **Meet regularly, but not too often.** Community wide task forces often meet every two to three months. Meeting more frequently than that can lead to meeting burnout, but if you let more than three months pass between meetings, momentum may be lost.
- » **Poll your task force members (and those you want to join the task force) to see when the best meeting times are.** For some members, weekday meetings may work best. For others, such as teachers or working family members who have a hard time stepping away from their regular job duties, evening meetings may make sense.
- » **Have open and flowing communication channels.** For some task forces, the best form of communication may be email. The task force might want to set up a dedicated online forum for communication and information sharing. Do what works for your members.
- » **Divide responsibilities among members and ask for clear commitments.** This helps with the longevity of the program and member retention so no one

person gets burned out or feels burdened by responsibility. It promotes a deep bench of leadership, allows access to varied skill sets, and grooms newer members so they can take a leadership position. Division of responsibilities ensures the program will remain viable and effective, even if one person leaves.

- » **Make meetings participatory.** Give ample opportunity for members to speak and encourage them to do so. This might include an information and resource sharing section on the agenda. Or ask members to present information or lead discussion on key topics.
- » **Circulate meeting agendas ahead of time.** Assign this responsibility to the chair or other designated member. Circulating an agenda ahead of time prompts task force members to prepare for the meeting and gets them excited about attending. If you are having a hard time coming up with a full agenda, it is a sign that the task force meetings might be too frequent.

## Structuring and Sustaining a Paid Safe Routes to School Coordinator Position

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A Safe Routes to School coordinator is a person assigned to lead implementation of a Safe Routes to School program in their community. Coordinators are essential to the long term success of a Safe Routes to School program. Coordinators can be full time or part time and have a range of responsibilities. This section discusses considerations for coordinator employment and responsibilities.

### Why Have a Paid Safe Routes to School Coordinator?

Safe Routes to School coordinators can either be paid or unpaid (volunteer) positions. A volunteer coordinator is most often a parent, family member, or teacher who takes on the role in order to move Safe Routes to School forward in his or her community. While a volunteer lead is beneficial to coordinate efforts when funding has not been identified, there are significant benefits to having a paid coordinator:

» **Paid coordinators tend to stay longer in their position than volunteer coordinators.** Volunteer coordinators are likely to be parents who will eventually “age out” of the schools they are working with. Coordinating a Safe Routes to School program can involve a substantial amount of work; pay is an incentive for continued commitment to the role.

» **Paid coordinators can devote considerably more time to Safe Routes to School than volunteer coordinators.**

Based on a survey of Safe Routes to School programs, most volunteer coordinators spend 10 hours or less per month on Safe Routes to School and many spend 4 hours or less.<sup>3</sup> But even a small program can require considerably more time than this.

» **Paid coordinators are generally more likely to have skills necessary to be effective in their role.** Safe Routes to School coordinators need to have strong project management, communications, and cultural competency skills. While many volunteer coordinators may have these skills, without a formal employment process there is no assurance that the right person for the job will be in place.



Chelsea Biklen, Cupertino Safe Routes Coordinator  
Photo credit: City of Cupertino

## Coordinator Position Structure

Coordinator positions (not to mention the Safe Routes to School program overall) can be housed in a number of different organizations and agencies, including the following:

- » Local or regional transportation agency
- » Non-profit organization
- » School or school district
- » Health department
- » Police department
- » Other local government department or agency

There is no one “right” place to house your coordinator position. Where your coordinator is housed will likely depend on the position funding source, agency or organizational capacity, and broader agency or organizational goals. The focus of your Safe Routes to School program may influence where the coordinator is housed and vice versa. For example, programs focused on implementing education and encouragement activities in schools often benefit from a coordinator housed at the school district. Programs focused on infrastructure improvements along school routes may do well to have the coordinator housed within a city transportation department. No matter where the coordinator is housed, having a coordinator who knows and works well with individual schools, school district administration, and local government staff is essential.

In larger multi-school or district programs, there may be two layers of “coordinators” – an administrator who oversees the program and works with a community task force; and school level coordinators who work directly in a number of schools and coordinate programs, volunteers, and school-based task forces. In smaller Safe Routes to School programs with few schools, coordinators combine these functions, linking between the task force and the schools, and taking responsibility for administrative and local implementation.

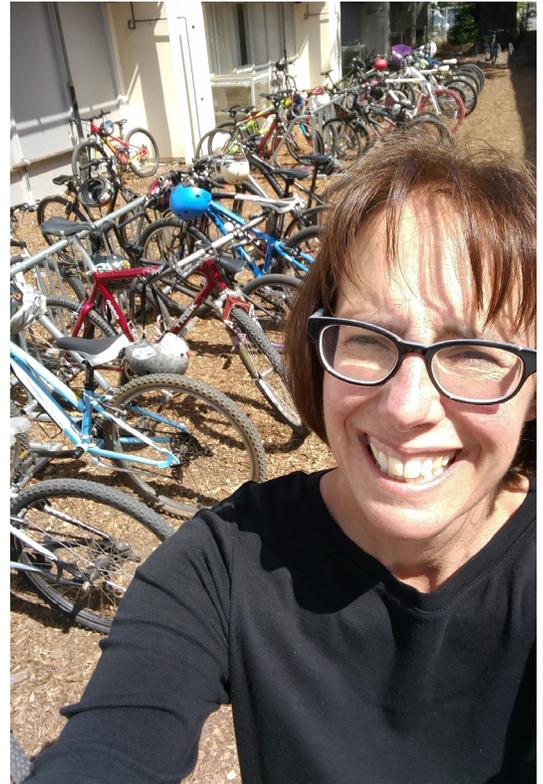
Coordinators can be full time or part time and their time may be fully dedicated to Safe Routes to School or they may have other responsibilities. Although there is no specific tipping point in the number of schools, depending on the depth of the Safe Routes to School program, a full-time coordinator may be valuable for implementing an effective program in more than 8 to 10 schools. Often funding dictates full versus part time status and the resulting depth of the program, rather than the desired depth and need dictating what funding is available.

### Coordinator Position Funding

Because Safe Routes to School coordinators can be housed by different organizations and agencies and may focus on different objectives, Safe Routes to School coordinator positions can be funded through a wide variety of sources. Local funding opportunities vary and may include the following:

- » **General funds.** This funding is typically allocated to the position during the organizational budgeting process. Present information about the need for a coordinator position to department heads and decision-makers so that funding is considered in the budgeting process.

- » **Transportation grants, including state and regional funding.** Some states allow Transportation Alternatives Programs funding to be used to pay a local Safe Routes to School coordinator. These funds are awarded to the local government agency or school district through a competitive application process. In addition, there may be other local or regional funding programs like congestion management and air quality improvement (CMAQ) funding or local sales taxes that can support a local coordinator.
- » **Health grants.** Because Safe Routes to School supports many community health objectives, grants and other funding may come from healthcare providers (especially nonprofit hospitals), public health grants, and private organizations that support childhood obesity prevention and other related initiatives.



Karen Briones, Los Gatos Safe Routes Coordinator  
Photo credit: Los Gatos Unified School District

## Coordinator Roles and Responsibilities

Safe Routes to School coordinators can have a variety of responsibilities based on the overall program focus and objectives. Responsibilities typically include:

- » Recruiting and training volunteers to implement education and encouragement activities at individual schools.
- » Coordinating city or district wide activities such as special Walk to School Day events.
- » Identifying and prioritizing safety concerns through walk audits and community outreach.
- » Working with engineers and planners on changes to the physical infrastructure around schools.
- » Identifying funding opportunities to expand Safe Routes to School programming.
- » Leading or implementing the actions of a Safe Routes to School task force.

Sometimes coordinators are given additional duties that go beyond Safe Routes to School, but still have a focus on walking and bicycling. Such additional duties can include community bike/walk encouragement events and programs, adult education programs, employee commute programs, wellness program coordination, crossing guard and safety patrol coordination, and safe school programs.

With a growing national demand for walking and bicycling, some cities have created Active Transportation Coordinator positions. These positions focus on transportation demand strategy, prioritizing alternative forms of transportation in city policies, investments, and transportation projects. Safe Routes to School is often included in an Active Transportation Coordinator's job description. Active Transportation Coordinators work closely with planners, engineers, residents, and community stakeholders. Due to the wide range of projects and responsibilities, job requirements tend to weigh heavily around planning and engineering experience. Education and community engagement skills are also essential for implementing comprehensive Safe Routes to School programs.

*Sample job descriptions are provided in Appendix B.*

## **Adopting Safe Routes to School Policies**

The support and collaboration of school districts, community stakeholders, and local jurisdictions is essential for implementing comprehensive Safe Routes to School initiatives. Adopting Safe Routes to School policies and integrating Safe Routes to School practices into existing policy not only brings communities together, but it can contribute to creating healthy and sustainable cities. Policy supports sustainability of Safe Routes to School efforts by institutionalizing supportive practices, broadening the reach beyond an individual school or activity to reach children and families across a city or school, leading to more consistent implementation between schools and neighborhoods, creating accountability, and establishing formal relationships and responsibilities.

Both cities and school districts can adopt Safe Routes to School policies and integrate Safe Routes to School practices into existing policy. The graphic on the next page shows ways in which different agencies and organizations can support Safe Routes to School through policy.

# Safe Routes to School

Approaches to Support Children Walking and Bicycling to School

School	School District	Town/City/County	Regional
 <p><b>Arrival/Departure Policies</b> Schools can use approaches like staggering pick-up and drop-off times to give students time to get clear of car traffic.</p>  <p><b>Remote Drop-off</b> Schools can designate a place near school where students can be dropped off or picked up, reducing traffic congestion while encouraging children to be physically active.</p>	 <p><b>Bicycle Parking</b> Districts can make bicycle parking and security a priority, and they can support storage for other forms of active transportation, like skateboards and scooters.</p>  <p><b>Safe Routes to School Policies</b> Districts can implement policies instructing principals to encourage groups of students to walk or bicycle to school together and spelling out how the district and schools support walking and bicycling.</p>  <p><b>School Wellness Policies</b> Districts can use these federally required policies to call on schools to set goals and guidelines that support Safe Routes to School.</p>  <p><b>Shared Use</b> District agreements can expand access to school facilities like gyms, fields, and playgrounds during non-school hours.</p>  <p><b>Smart School Siting</b> Policies that help guide the process of deciding where to locate new schools can make it easier for children to walk or bicycle, while ensuring that neighborhood schools serve a diverse range of residents.</p>	 <p><b>Crossing Guards</b> Adult patrols at busy intersections can improve safety conditions and make families more comfortable with allowing their children to walk or bicycle to school.</p>  <p><b>Safe School Zones</b> A combination of strategies can create safer zones around schools for children arriving or leaving school, particularly during peak hours.</p>  <p><b>Complete Streets</b> Local policies can change how streets and trails are designed, allowing people of all ages and abilities to get around safely and easily on foot, bicycle, or public transportation.</p>  <p><b>General Plans</b> These basic required plans for local development can call for safety and roadway improvements, traffic-calming measures near schools, and more.</p>  <p><b>Bicycle/Pedestrian/SRTS/Trail Plans</b> These plans promote a coordinated approach to enacting strategies that support bicycling, walking, trails, and Safe Routes to School.</p>	 <p><b>Transportation Planning</b> Communities can work to ensure that transportation funds are directed toward improving street safety for students.</p>

SOME APPROACHES CAN BE USED BY ADDITIONAL JURISDICTIONAL LEVELS.



www.CA4Health.org

To learn more, refer to our brochure on the topic at [www.changelabsolutions.org](http://www.changelabsolutions.org)



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## City Policy Opportunities

The two most common ways that cities and counties adopt Safe Routes to School policies are either by addressing Safe Routes to School in the general plan, or by passing a separate resolution.

When a local jurisdiction integrates Safe Routes to School into its general plan, it provides an opportunity for the jurisdiction to spell out and plan for a vision in which students can safely walk and bicycle to and from school. General plans allow a city to plan its commitment to considering safe walking and bicycling for students in future activities, including new development and redevelopment of neighborhoods, infrastructure investments, traffic safety enforcement priorities, and budgeting for programs. Safe Routes to School should be integrated throughout a general plan to ensure that all aspects of future development are coordinated to support students' ability to walk and bike in the community. Safe Routes to School can pertain to many different elements or chapters of a general plan, including circulation, land use, housing, health, equity, and safety.

### **Resources for Integrating Safe Routes to School into Your General Plan**

Integrating Safe Walking and Bicycling to School into Comprehensive Planning,  
**Safe Routes to School National Partnership**

<http://www.saferoutespartnership.org/resources/fact-sheet-case-study/integrating-safe-walking-bicycling-planning>

Model Safe Routes to School Language for Comprehensive Plans,  
**ChangeLab Solutions**

[www.changelabsolutions.org/publications/SRTS\\_general-plans](http://www.changelabsolutions.org/publications/SRTS_general-plans)

Multimodal Transportation Best Practices and Model Element,  
**National Center for Transit Research**

<http://www.nctr.usf.edu/wp-content/uploads/2014/06/77954.pdf>

In addition to including Safe Routes to School in its general plan, there are a wide range of other city or county policies that can support Safe Routes to School. A simple way to begin is by adopting a resolution that supports Safe Routes to School and sets out a variety of ways that the jurisdiction will support Safe Routes to School, including support for Safe Routes to School events, actions that can be taken by local agencies, and a commitment to revise existing policies to improve their support for Safe Routes to School. A strong policy spells out specific commitments and implementation steps that will be taken by the city or county. Once jurisdictions have passed a Safe Routes to School resolution, they may want to pass additional supportive policies, such as Complete Streets policies, Vision Zero policies, or revisions to zoning and subdivision codes to support walkability.

*Example city resolutions are provided in Appendix C.*

### School District Policy Opportunities

A school district can show strong commitment to Safe Routes to School by integrating provisions for safe walking and bicycling to school in its wellness policy or by the school board adopting other policies. A basic policy articulates the school district's support for Safe Routes to School and walking and bicycling. A strong policy articulates specific activities or commitments that can include establishing a district task force and school based teams, providing traffic safety education, authorizing walking school buses and bike trains, integrating walking and bicycling into the responsibilities of the student transportation department, and addressing planning and design of school facilities to support walking and bicycling.

*Example district policies are provided in Appendix D.*

#### **Resource: Safe Routes to School District Policy Workbook**

This interactive Safe Routes to School Policy Workbook developed by ChangeLab Solutions and the Safe Routes to School National Partnership is designed to help school board members, administrators, families of students, and community members create and implement policies that support active transportation and Safe Routes to School programs. The workbook walks through a series of policy options to build a customized Safe Routes to School policy, which can be downloaded for local use.

<http://changelabsolutions.org/safe-routes/welcome>

## Recommended Safe Routes to School Practices

City, county, and school district policies can address a number of aspects of Safe Routes to School. The following practices can be integrated into policies:

- » Encourage families, students, and school staff to be more physically active by walking and bicycling more often.
- » Make streets, sidewalks, pathways, trails, and crosswalks safe, convenient, and attractive for walking and bicycling to school.
- » Ensure that streets around schools have sidewalks and bike lanes and an adequate number of safe places to cross, and that there is safe and convenient access into the school building from adjacent sidewalks.
- » Keep driving speeds slow near schools, on school routes, and at school crossings.
- » Ensure that drivers are adhering to safety related traffic laws near schools, on school routes, and in other areas of high pedestrian and bicycle activity.
- » Locate schools within walking and bicycling distance of as many students as possible.
- » Reduce the amount of traffic around schools.
- » Use trails, pathways, and non-motorized corridors as travel routes to schools.
- » Provide secure bicycle parking at schools.
- » Teach traffic safety skills routinely in school.
- » Ensure that city activities, policies, and practices send a message to drivers and other residents that walking and biking by students and adults is normal, healthy, and beneficial behavior.

## Working Towards Policy Change

While processes will vary based on what type of policy you are looking to adopt and local dynamics, here are five key steps for making policy change to support Safe Routes to School:

- » **Engage:** Outreach to community members and stakeholders. Engage them in developing a vision for Safe Routes to School and start building excitement around the vision.

- » **Understand the current conditions:** Gather data as well as community input on barriers and challenges. Identify potential solutions and necessary policy supports.
- » **Propose:** Draft a strong policy that expresses the community's vision for Safe Routes to School.
- » **Educate:** Provide information to decision makers, key leaders, and community members about the importance of policy to support Safe Routes to School, and how Safe Routes to School aligns with other priorities and objectives.
- » **Implement:** Stay focused even after a policy gets adopted. Take action on the implementation steps or activities that policy outlines.

## Conclusion

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Safe Routes to School initiatives bring enormous benefits to children, youth, and adults throughout a community. This toolkit sets out some of the most important ways that a community can support and sustain a Safe Routes to School program. By taking the steps outlined in this toolkit, we can create communities that support and prioritize health, safety, and sustainability for everyone.

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1. National Center for Safe Routes to School. Creating Healthier Generations: A Look at the 10 Years of the Federal Safe Routes to School Program. Report. September 2015. Accessed May 1, 2016. [http://saferoutesinfo.org/sites/default/files/SRTS\\_10YearReport\\_Final.pdf](http://saferoutesinfo.org/sites/default/files/SRTS_10YearReport_Final.pdf)

2. National Center for Safe Routes to School. Creating Healthier Generations: A Look at the 10 Years of the Federal Safe Routes to School Program. Report. September 2015. Accessed May 1, 2016. [http://saferoutesinfo.org/sites/default/files/SRTS\\_10YearReport\\_Final.pdf](http://saferoutesinfo.org/sites/default/files/SRTS_10YearReport_Final.pdf)

3. Safe Routes to School National Partnership survey conducted via SurveyMonkey, March 22, 2016 through April 20, 2016.

## Appendix A: Sample Task Force Invitation Letter

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Dear [NAME],

We invite you to join the [NAME OF CITY] Safe Routes to School task force.

Our community is undertaking efforts to create safe, convenient, and fun opportunities for children to bicycle and walk to and from schools. Your participation is essential to the success of our program. We would be honored if you would join other key community members on this task force – your experience and expertise would assist us in making our community better for children and youth.

What is Safe Routes to School? At the local level, Safe Routes to School practitioners run education and encouragement programs with families and schools and work to have strong municipal and school district policies to support safe walking and bicycling. Being able to walk or bicycle to school along safe routes offers an opportunity to build healthful physical activity into daily routines, so that students can arrive at school ready to learn. Safe Routes to School programs are effective in creating a greater demand for walking and biking to and from school, improving safety, and supporting public health.

Why are we working on Safe Routes to School? Here are some of the reasons:

- » Sedentary lifestyles and poor eating habits are major contributors to the current obesity epidemic with one in every three children considered obese. Only 25 percent of Santa Clara County fifth graders and 33 percent of seventh graders meet all California fitness standards. 44% of middle and high school students in Santa Clara County do not engage in daily physical activity. The economic costs associated with obesity, overweight, and physical inactivity in California are estimated at \$41.2 billion and in Santa Clara County at over \$2 billion dollars. Walking and bicycling to school are low cost ways for students and their families to integrate physical activity into their daily lives.

- » In 2009, school travel by private family vehicle for students in grades K-12 accounted for 10 to 14 percent of all automobile trips made during morning rush hour nationally. Safe Routes to School provides opportunities to get to and from school safely without relying on driving.
- » In 2013, motor vehicle crashes were the leading cause of injury death for people ages 5 to 24. The San Jose-Sunnyvale-Santa Clara metropolitan area ranks 4th nationally in percentage of pedestrian traffic deaths. Safe Routes to School has been shown to improve safety for students walking and bicycling and can improve safety for all community members.

What is the Safe Routes to School task force? The task force is a key part of a thriving Safe Routes to School program. That task force is a group of community stakeholders and decision makers who will make decisions that guide implementation of the community's Safe Routes to School program. The [CITY] Safe Routes to School Task Force will meet [FREQUENCY -- QUARTERLY, EVERY OTHER MONTH]. The task force will provide direction for and coordinate citywide Safe Routes to School initiatives that will include:

- » [INSERT OBJECTIVES AND RESPONSIBILITIES]

We invite you to join us at our first task force meeting to learn more about the Safe Routes to School program and task force membership.

**City of [NAME] Safe Routes to School Task Force Meeting**

**[DATE] from [TIME] to [TIME]**

**[LOCATION]**

Please RSVP by [INSERT CONTACT METHOD AND DETAILS HERE].

Sincerely,

[NAME, TITLE]

[ORGANIZATION]

## Appendix B: Example Job Descriptions

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### SAFE ROUTES TO SCHOOL COORDINATOR PART-TIME, PILOT PROGRAM

*This position is for a pilot/startup program, with emphasis on creating a task force and community outreach. Housed within a city.*

The Coordinator will help launch the City's first Safe Routes to School Task Force in partnership with local School Districts and relevant stakeholders. This effort will formally ally the School Districts with the City and relevant stakeholders to educate school site administrators, parents, and students about pedestrian and bicycle safety; build multigenerational pedestrian and cyclist awareness; and mitigate traffic concerns by promoting a comprehensive, proactive behavior and infrastructure-based approach to securing safety along school routes and within school sites. This position requires an energetic self-starter with excellent communication, diplomacy and leadership skills, and commitment to contribute to the Healthy Cities Campaign by making the City a safer place to walk and bike for students and adults alike.

Additional duties include, but are not limited to:

- » Develop task force overview and invitation to support outreach efforts
- » Outreach to pilot schools to engage/recruit principals, assistant principals, school site councils, PTAs, relevant volunteer groups in effort
- » Schedule, coordinate logistics for, host, collect and distribute meeting notes for, and set action items for task force meetings (set ground rules, goals and determine assignments/responsibilities/working groups)
- » Pursue grant opportunities to extend life and reach of group and, if awarded, coordinate grant activities implementation
- » Coordinate group's partnership with City related traffic engineering consultants (interviews, surveys, walkability assessments)
- » Work with relevant campus staff to implement school programming on site
- » Staff internal Communications Working Group to access campaign, branding, and technology tools available through this team

- » Create email newsletters, flyers, brochures, web pages, presentations, press releases that connect all sectors and internal staff with opportunities to engage in efforts
- » Attend and report efforts to Council and Commissions as requested
- » Plan, coordinate, and lead aligned community events including workshops, trainings, presentations, meetings, block parties, festivals etc.
- » Expand efforts to focus on engagement/best practice sharing within neighborhoods and targeted business (i.e. those with bike fleets/shuttles)

## SAFE ROUTES TO SCHOOL PROGRAM COORDINATOR PART-TIME

*This a school based part-time coordinator position, but housed within a city.*

The Coordinator will help develop, administer and coordinate a variety of school-based programs supporting the City's Safe Routes to School (SRTS) goals. The Program Coordinator will plan, organize and implement SRTS programs at local elementary and middle schools; support school sites' SRTS efforts; collaborate with the school district to develop sequential classroom-based lessons supporting the SRTS program; communicate and coordinate with community organizations, law enforcement, advocacy groups and city/county officials, and support a variety of SRTS City initiatives.

Additional duties include, but are not limited to:

- » Development and execution of the SRTS program that will lead to more walking and biking in participating schools, including organizing and growing walking school buses and bike trains, parent organizing and other ongoing encouragement events.
- » Work directly with parents, teachers, and school administrators to develop and implement locally-appropriate campaigns and projects that significantly increase walking and biking at those schools and that develop a sustainable culture of walking and biking at each school.
- » Collaborate with local organizations to coordinate annual Walk to School Day, Bike to School Day, May Is Bike Month, and other education and encouragement events.
- » Coordinate citywide and district-wide SRTS programming, resources, and communication.
- » Create and promote district-wide encouragement programs and resources for schools.
- » Serve on district committees and coalitions that will further SRTS Program goals.
- » Work as part of a team to improve and modify existing SRTS Curriculum; train teachers in the implementation of curriculum.

- » Reach out to and meet with principals, develop and support volunteer teams, and other school staff as needed.
- » Conduct parent and student workshops in pedestrian safety, personal safety skills, and other SRTS topics.
- » Facilitate ongoing evaluation of district walking/bicycling programs to measure progress, including assessment of parent and student attitudes.
- » Revise, maintain, and develop written and on-line teacher resources to support program activities including development and maintenance of a SRTS website.
- » Maintain program budgets and report on progress.
- » Support and encourages SRTS network among participating schools in the district.

## SAFE ROUTES TO SCHOOL PROGRAM COORDINATOR FULL-TIME

*Full-time Safe Routes to School coordinator for an existing program.*

The Safe Routes to School Program Coordinator will be responsible for development, coordination, and implementation of the SRTS program for the City. This includes program development/planning, program administration, marketing/outreach, education and training, event promotion, volunteer coordination, and program evaluation.

Additional duties include, but are not limited to:

- » Plans, organizes, coordinates, promotes, and serves as the city's primary liaison with other staff, citizen groups, event promoters, corporate partners, business owners, the media, and other agencies for the Safe Routes to School (SRTS) program.
- » Creates an annual work plan, calendar, project task lists, and time estimates based on the SRTS grant and action plans for elementary and middle schools.
- » Participates in planning and coordinating a variety of community outreach/education activities and projects in support of the Safe Routes to School (SRTS) programs and services.
- » Researches, develops, recommends, and implements program or project plans to meet overall program goals established by the City.
- » Develops and recommends program parameters, program budget, and metrics, including associated program policies and operating/administrative procedures
- » Coordinates regular Task Force meetings with SRTS partners/stakeholders.
- » Develops written content for web pages and events/programs. Distributes information about the program and safety for the community and individual schools.

## ACTIVE TRANSPORTATION COORDINATOR (ASSOCIATE PLANNER)

*This position integrates Safe Routes to School into an active transportation coordinator position. (from City of Tacoma, WA)*

The Active Transportation Coordinator position is responsible for ensuring that the City is in compliance with applicable State requirements for Commute Trip Reduction (CTR).

Additional duties include, but are not limited to:

- » Policy support for Transportation Demand Management (TDM), capital project support for non-motorized facilities, and various active community initiatives and events that promote healthier lifestyles.
- » Representing the City at various private/public organizations and clubs that support non-motorized transportation and trail systems.
- » Collaborate with various departments and agencies to discuss and implement policies and programs that support the City's active transportation goals.
- » Identify and secure funding resources to supplement various City programs and services related to the promotion and education of urban transportation solutions, mass transportation enhancements and pedestrian accommodations.
- » Build and maintain an innovative network of key partners across sectors such as governments, industry, business, utilities, and academia to support sustainable infrastructure practices in Tacoma, as part of sustainable transportation strategy.
- » Development and execution of the SRTS program that will lead to more walking and biking in participating schools, including organizing and growing walking school buses and bike trains, parent organizing and other ongoing encouragement events.
- » Collectively, these responsibilities are expected to initiate/develop/deliver projects, create/promote innovative programs, and create/support events that increase use of alternative transportation modes such as walking, biking, carpooling/sharing and transit.

## BICYCLE/PEDESTRIAN COORDINATOR

*Full-time city Bicycle and Pedestrian Coordinator position that incorporates Safe Routes to School activities. From the City of Davis, CA.*

### DEFINITION

Coordinate the development and implementation of a Citywide pedestrian and bicycle program; promotes bicycle/pedestrian mobility and safety. Review projects for compliance with City plans for nonmotorized transportation. Plan, design, and assess facilities; review and recommend policies and programs. Compile and analyze planning and design data. Prepare and distribute educational information and promotional activities to the public. Require knowledge of the principles and practices of planning and design related to bicycle and pedestrian facilities.

### EXAMPLES OF ESSENTIAL FUNCTIONS

Essential functions may include, but are not limited to, the following:

- » Serve as the City's subject and technical matter expert on bicycling and walking while leveraging and increasing the City's internal and external knowledge base; this includes staying current on new developments and trends by attending conferences and workshops.
- » Successfully coordinate across division, departmental and agency organizations to form multidisciplinary teams of managers, engineers, planners, technicians, analysts, aides, sworn law officers and consultants to advance programs and projects.
- » Identify data needs and coordinate data collection as it applies to the bicycle/pedestrian program. Analyze reports, studies, and related information and make recommendations for improving the accessibility and safety of bicycle and pedestrian facilities, including bike path and bike lane design improvements for safety and access.
- » Manage short and long term bicycle/pedestrian issues to address and improve the transportation system.
- » Identify opportunities, develop and recommend updates and changes to the Master Plans and to improve other city transportation planning efforts through recommendations to management.

- » Assist in the implementation of bicycle and pedestrian projects by assisting project managers/engineers to develop projects from concept to final design including managing community input/outreach, pursuing funding resources, etc.
- » Develop, update and promote the city's bicycle/pedestrian program. Prepare and update bicycle and pedestrian plans.
- » Make recommendations and provide assistance to city commissions and council regarding safe and efficient bicycle/pedestrian transportation.
- » Administer and implement guidelines for bicycle parking.
- » Prepare and/or coordinate the production of work orders for signing, striping and pavement marking for sidewalk, greenbelt, and bike path/lane improvement projects.
- » Prepare informational material to educate the community and to promote bicycle and pedestrian programs, including updates and improvements to the bicycle map. Answer questions from the public and various media outlets on the bicycle/pedestrian program and Davis' bicycle system.
- » Work with schools and community groups to improve safe bicycle riding techniques, bicycle/pedestrian routes and to increase bicycling and walking to school.
- » Meet with public groups, clubs, organizations and agencies to explain, promote, and receive input on the objectives of the city bicycle/pedestrian program.
- » Plan and coordinate special events related to the city's bicycle/pedestrian program. Provide support to local, state and national groups holding bicycle related special events in Davis.
- » Assist in the design of standards for greenbelt pathways, at-grade and separated grade crossings, placement of bike lanes, signing and traffic signal features related to bicycles/pedestrians.
- » Act as liaison with other city departments, commissions and other agencies to ensure provision of bicycle facilities and amenities consistent with established policy.
- » Coordinate with Police Department on bike enforcement program.
- » Build and maintain positive working relationships with coworkers, other city employees and the public using principles of good customer service.

## SAFE ROUTES TO SCHOOL COORDINATOR

*Position housed within a school district. From Elk Grove Unified School District, CA.*

### BASIC FUNCTION:

Under the direction of the Associate Superintendent of Facilities and Planning and/or designee, serve as the Elk Grove Unified School District Safe Routes To School Coordinator; plan, organize and implement Safe Routes To School (SRTS) programs related to the District's "Project AWARE", Advancing Walk And Roll Environments; encourage safe walking and bicycling among students, parents and staff at the District's elementary and middle schools; manage the implementation and evaluation of grant specified tasks, activities, deliverables and required documentation; conduct walk audits at school sites to identify obstacles to safe walking and bicycling; support school site's SRTS efforts; communicate and coordinate with community organizations, law enforcement, advocacy groups and city/county officials; develop SRTS programs and materials based on the 5 E's of SRTS (education, encouragement, enforcement, engineering and evaluation).

### ESSENTIAL FUNCTIONS:

- » Plan, organize and implement Safe Routes To School programs at all elementary and middle schools; coordinate with school staff, volunteers and parents.
- » Manage the implementation and evaluation of grant specific activities.
- » Serve as program liaison between students, parents and schools; confer with school administrators, parents and teachers to establish and maintain SRTS activities.
- » Coordinate with public officials, law enforcement, and community organizations on SRTS issues.
- » Provide tools, resources and training, to staff, parents and students at individual schools to identify and overcome obstacles and develop strategies to encourage walking and bicycling.
- » Oversee the completion of walk audits at all included school sites.
- » Deliver pedestrian and bicycle safety information, including the health and academic advantages of active living to school communities.

- » Coordinate with District Transportation, Police Services and Facilities and Planning staffs to identify and prioritize engineering solutions needed to remove obstacles to safe walking and bicycling; promote these projects for appropriate funding and grant submissions.
- » Develop and implement communitywide events such as Walk To School Week (October), Bike Commute Month (May), and other encouragement activities.
- » Convene and lead meetings of the EGUSD SRTS Task Force.
- » Maintain and monitor program budget; submit invoices to City of Elk Grove as required.
- » Participate in developing funding, identifying grant opportunities and securing other funding for the future sustainability of the program.
- » Facilitate ongoing evaluation of District walking and bicycling programs to measure progress and attainment of program goals; include assessment of student and parent attitudes and participation.
- » Coordinate with District Communications staff to publicize program successes and milestones.
- » Operate a computer and associated software; operate standard office equipment; drive a vehicle to various sites to conduct work.
- » Perform related duties

## Appendix C: Example City Safe Routes to School Resolutions

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### RESOLUTION OF SUPPORT FOR SAFE ROUTES TO SCHOOL

*Sample language from Santa Clara County Public Health Department, CA.*

**WHEREAS**, the (name of city) supports policies and programs that focus on health and wellness and healthier community environments; and

**WHEREAS**, the health and safety of children is of highest concern to the citizens of the (name of city); and

**WHEREAS**, walking and biking can help enhance the health and overall physical activity of children, improve air quality and the environment, and reduce traffic congestion and speed in and around school zones; and

**WHEREAS**, Safe Routes to School is a national and international movement to create safe, convenient, and fun opportunities for children to walk and bike to school; and

**WHEREAS**, Safe Routes to School efforts help remove barriers to walking and biking to school through improvement of infrastructure and facilities and the creation of education, encouragement, engineering, enforcement, and evaluation programs; and

**WHEREAS**, having safer routes to and from schools can decrease pedestrian and bicycling related injuries, not just for students, but for the entire community; and **WHEREAS**, it is fitting that the (name of city) recognize the importance of making walking and biking to school a safe activity.

**NOW THEREFORE, BE IT RESOLVED**, that the (name of city) will participate in and support the Safe Routes to School initiative in order to gain the benefits mentioned above and strengthen the quality of life for (name of city) students, families, and neighborhoods.

## (NAME OF CITY) RESOLUTION SUPPORTING HEALTHY COMMUNITIES THROUGH SAFE ROUTES TO SCHOOL PROGRAMS.

*Sample language from Santa Clara County Public Health Department, CA.*

**WHEREAS**, the health, safety, and future of children in (name of city) is of top concern and a priority in the Healthy Cities Campaign; and

**WHEREAS**, (name of city) acknowledges the epidemic of growing obesity, over half of adults and a quarter of middle and high school students in the county are overweight or obese, and is committed to support policy, programs, and messaging around preventative measures; and

**WHEREAS**, (name of city) acknowledges the childhood obesity epidemic is a national health crisis with one in every three children overweight and obese; and

**WHEREAS**, (name of city) acknowledges the direct link between growing immobility, chronic physical diseases, and chronic mental conditions, currently 44% of middle and high school students in Santa Clara County do not engage in daily physical activity; and

**WHEREAS**, (name of city) acknowledges only about 25% of Santa Clara County fifth graders and 33% of seventh graders in Santa Clara County meet all California fitness standards; and

**WHEREAS**, (name of city) acknowledges the economic costs associated with chronic immobility in California are estimated at 41.2 billion annually, and over 2 billion in Santa Clara County; and

**WHEREAS**, (name of city) acknowledges the direct correlation between physically active students and improved academic performance and attendance; and

**WHEREAS**, (name of city) acknowledges the unsustainable traffic growth, safety, and air pollution due to rising individual driving trips to and from school, recent reports showing 18% of national city morning traffic is caused by single vehicle transport to school; and

**WHEREAS**, (name of city) acknowledges that when students living within one mile of school walk or bike to and from school, they can achieve two thirds of the Surgeon General’s recommended sixty minutes of daily exercise; and

**WHEREAS**, (name of city) acknowledges that the San Jose-Sunnyvale-Santa Clara metropolitan area ranks 4th nationally in percentage of pedestrian traffic deaths; and

**WHEREAS**, (name of city) acknowledges a national decrease in the number of students walking and biking to school, decreasing from 48% in 1969 to 13% in 2007. The 35% difference is seen in single vehicle trips to school, busing numbers staying the same; and

**WHEREAS**, (name of city) acknowledges Safe Routes to School is an international and nation program that has proven to improve safety for walking or bicycling to and from school, increase the number of students walking and biking to and from school, and better access for students walking or bicycling to and from school; and

**WHEREAS**, (name of city) acknowledges creating more access to safe routes to and from school results in reduced bicycle and pedestrian related injuries and deaths for students and the entire community; and

**WHEREAS**, (name of city) acknowledges Safe Routes to School initiatives can strengthen a positive connection between schools and neighborhoods by creating beneficial interactions between children and adults; and

**WHEREAS**, (name of city) acknowledges the importance of the Safe Routes to School program and its dedication to removing barriers to walking and bicycling to and from school through improvement of infrastructure and facilities and the creation of education, encouragement, engineering, enforcement, and evaluation programs; and

**WHEREAS**, (name of city) understands the path to healthy cities requires true collaboration with public health, transportation, and education systems;

**NOW THEREFORE BE IT RESOLVED**, (name of city) will prioritize the safety, well-being, and transportation options of school children when approving new development projects and street modification projects, incorporating Safe Routes to School practices; and be it further

**RESOLVED**, that (name of city) will participate with local school districts to apply for Safe Routes to School funding, prioritizing underserved schools; and be it further

**RESOLVED**, that (name of city) will partner with local school district/s to do a simple, low-cost assessment of travel mode share to schools; and be it further

**RESOLVED**, (name of city) will lead by example, support, and participate in walk and bike to school day; and be it further

**RESOLVED**, (name of city) will continue to collaborate with public health, transportation, and education professionals to address the pressing challenges stated above, and invest in the future of students' well-being; and be it further

**RESOLVED**, (name of city) will gain the benefits mentioned above and improve the quality of life and safety of students and all community members by supporting the following Safe Routes to School practices:

- » Encourage families, students, and school staff to be more physically active by walking and bicycling more often.
- » Make streets, sidewalks, pathways, trails, and crosswalks safe, convenient, and attractive for walking and bicycling to school.
- » Ensure that streets around schools have an adequate number of safe places to cross and that there is safe and convenient access into the school building from adjacent sidewalks.
- » Keep driving speeds slowly near schools, on school routes, and at school crossings.
- » Enforce all traffic laws near schools, on school routes, and in other areas of high pedestrian and bicycle activity.
- » Locate schools within walking and bicycling distance of as many students as possible.
- » Reduce the amount of traffic around schools.
- » Use trails, pathways, and non-motorized corridors as travel routes to schools.
- » Provide secure bicycle parking at schools.
- » Teach traffic safety skills routinely in school.

## Appendix D: Example School District Safe Routes to School Policies

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### SAMPLE BOARD RESOLUTION ON SAFE ROUTES TO SCHOOL

*Sample language from Santa Clara County Public Health Department, CA.*

**WHEREAS**, (insert name of district) recognizes the crucial relationships between physical activity, healthy students, student attendance, and academic achievement; and

**WHEREAS**, (insert name of district) acknowledges the childhood obesity epidemic is a national health crisis with one in every three children overweight and obese; and

**WHEREAS**, (insert name of district) acknowledges the direct link between growing immobility, chronic physical diseases, and chronic mental conditions, currently 44% of middle and high school students in Santa Clara County do not engage in daily physical activity; and

**WHEREAS**, (insert name of district) acknowledges the unsustainable traffic growth, safety, and air pollution due to rising individual driving trips to and from school, recent reports showing 18% of national city morning traffic is caused by single vehicle transport to school; and

**WHEREAS**, (insert name of district) acknowledges that when students living within one mile of school walk or bike to and from school, they can achieve two thirds of the Surgeon General's recommended sixty minutes of daily exercise; and

**WHEREAS**, (insert name of district) acknowledges the importance of the Safe Routes to School program and its dedication to removing barriers to walking and bicycling to and from school through improvement of infrastructure and facilities and the creation of education, encouragement, engineering, enforcement, and evaluation programs; and

**WHEREAS**, (insert name of district) recognizes by setting policy to support Safe Routes to School, school boards create a culture that embraces active students and supports the connection between healthy students and academic success; and

**WHEREAS**, (insert name of district) recognizes supportive policies can generate a consistent climate throughout the school district that assists in changing attitudes among school officials and families; and

**WHEREAS**, the most effective approach to creating safe school environments requires a comprehensive, coordinated effort including schoolwide, districtwide and communitywide strategies where all institutions, organizations and individuals must accept responsibility for their critical roles and collaborate to establish a positive environment for teaching and learning; and

**NOW, THEREFORE, BE IT RESOLVED** that, (insert name of district) will include walking and bicycling safety and skills in their health curriculum and physical education programs, and will identify aspects of site selection and planning of new and renovated schools that eliminate design barriers to walking and bicycling.

**BE IT FURTHER RESOLVED** that, (insert name of district) acknowledges district policies play an important role in creating a culture that supports active transportation, including bicycling and walking to school. Therefore, (insert name of district) supports Safe Routes to School policies.

**BE IT FURTHER RESOLVED** that (insert name of district) will show support of Safe Routes to School initiatives by updating existing policies including: school district policies and administration regulations, wellness policies, and transportation department policies; and

**BE IT FURTHER RESOLVED** that (insert name of district) will show support of Safe Routes to School initiatives by providing Safe Routes to School messaging and content in parent and student handbooks , and school and district websites; and

**BE IT FURTHER RESOLVED** that (insert name of district) will join an existing Safe Routes to School Task Force or create one of their own to further support the measures stated above.

**BE IT FURTHER RESOLVED** that (insert name of district) will gain the benefits mentioned above and improve the quality of life and safety of students and all community members by supporting the following Safe Routes to School practices

- » Encourage families, students, and school staff to be more physically active by walking and bicycling more often.
- » Make streets, sidewalks, pathways, trails, and crosswalks safe, convenient, and attractive for walking and bicycling to school.
- » Ensure that streets around schools have an adequate number of safe places to cross and that there is safe and convenient access into the school building from adjacent sidewalks.
- » Keep driving speeds slow near schools, on school routes, and at school crossings.
- » Enforce all traffic laws near schools, on school routes, and in other areas of high pedestrian and bicycle activity.
- » Locate schools within walking and bicycling distance of as many students as possible.
- » Reduce the amount of traffic around schools.
- » Use trails, pathways, and non-motorized corridors as travel routes to schools.
- » Provide secure bicycle parking at schools.
- » Teach traffic safety skills routinely in school.

## SAMPLE SCHOOL WELLNESS POLICY INCLUDING SAFE ROUTES TO SCHOOL LANGUAGE

*Sample language from Campbell Union School District, CA 2016 District Wellness Policy*

### NUTRITION EDUCATION AND PHYSICAL ACTIVITY GOALS:

All students in grades K-8 shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through athletic programs, extracurricular programs, before and after-school programs, programs encouraging students to walk or bicycle to and from school, and/or other structures and unstructured activities.

The Superintendent or designee shall recommend the collection of student travel data, assess, and to the extent possible, make needed improvements to assure the environment is safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, healthcare, and other Safe Routes to School partners in those efforts.

The Superintendent or designee shall encourage staff to serve as positive role models for health eating and physical fitness. He/she shall promote work-site wellness and may provide opportunities for regular physical activity among employees, including encouraging staff to walk, bike, or use public transportation to and from work. Professional development may include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

