

Appendix F.

Healthy Kids – Safe Streets Action Plan Summary of Ideas from fall 2009 – “Why Can’t Kids Walk and Bike to School – A Policy Maker Discussion and Brainstorming Session”

| <p style="text-align: center;">ENCOURAGEMENT</p> <p>Encouragement provides students with incentives to walk or bicycle more frequently, such as classroom contests and prizes</p> | <p style="text-align: center;">COMMENT OR INFORMATION NEEDED</p> |
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| <p>1. Maintain and expand Walk and Roll Program. Encourage healthy habits in elementary and middle school with support/encouragement programs such as by offering weekly and monthly incentives and encouragement activities such as “Walking and Wheeling Wednesdays”</p> <ul style="list-style-type: none"> - Expand to additional school districts - Create school resource person to be a champion for Walk and Roll type programs - Experiment with less hands on direction where program is established – experiment with models dependent on volunteers while continuing to pursue grants to maintain program - Target students in areas with good street connections and safety improvements as well as those within a mile of school. Encourage school bus riders w/in a mile to walk or bike - Do trip planning for walkers, bike riders and transit riders – find best/safest routes – do route maps - Establish reward programs including school celebrations, competitions and prizes and publically reward families and students who walk, bike and use transit to reach school - Organize “park and walk” areas close to school (i.e. church parking lot with low use during the day – students form a “walking school bus” with parent or school staff leader) - Organize formal (paid “drivers”) or informal (screened volunteer “drivers”) for “walking school bus” (WSB) program. Train and use existing staff for (WSB) monitors or tap into PTA or other parent led organization to coordinate. Tap into other volunteers such as seniors. Try a demonstration project at a school spring of 2010. - Website for “walk matching” within a school to help find travel partners - Establish walking buddies with older students (where synchronized start times allow this) - In rural areas (or areas beyond a mile from school) organize “walking school bus” to bus stop | <ul style="list-style-type: none"> • Use Walk and Roll program as the model to build upon in additional schools and school districts • Continue to demonstrate additional elements of a program that will increase understanding of where to focus effort to get substantial numbers of students using active travel modes. • Some schools use existing staff for crossing guards now • Continue to apply for grant funds to maintain and expand the model program • Continue to experiment with less “hands on” direction while maintaining effectiveness |

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| <p>2. Provide equipment and passes to low income students (i.e. bicycles, helmets, and bus passes)</p> <ul style="list-style-type: none"> - Solicit donations (money and equipment) - Form a volunteer organization to solicit used bikes, repair and disseminate to students | <ul style="list-style-type: none"> • Identify elements of a program and begin discussion with interested groups • A used bike and repair project is in the planning stage with partner Capitol City Bike Club |
| <p>3. Provide bus passes for teachers and students so that they can ride anytime</p> | <p>Requires investigation with IT of options and cost (i.e. star passes for teachers) and identification of a funding source for passes</p> |
| <p>4. Freiker (frequent biker computer scanner records bike riders) – information used for prizes and incentives. Program will have some bikes for low-income students needing them.</p> | <p>Demonstration project at Reeves Middle School in 2010</p> |
| <p>5. Use technology to give real time information about location of transit buses</p> | |
| <p>6. Allow community service credits for high school students who participate as crossing guards or other parts of a Walk and Roll program</p> <ul style="list-style-type: none"> - Investigate ways to include high school students - Train as “safe bicycling educators” – 10 hour weekend Road I bike safety course would allow student involvement in bike safety classes run by certified instructors (who have completed a 3 day intensive course) - Train student bike mechanics to fix used bikes for needy students - Involve students in safe walk/bike route mapping projects - Encourage “culminating senior projects” related to the program | |
| <p>7. Hold a “car free” day – involving the whole region, a city, or as part of IT’s bike to work day in the spring</p> | |
| <p>8. Advocate for workplaces to allow flexible work schedules for parents so they can accompany students walking to school</p> | <p>Program could begin with state and jurisdiction employees as part of their CTR programs. Include in legislative request as part of package of recommendations from the 2009 State Capitol study</p> |
| <p>Encouragement Ideas Not Recommended At This Time</p> | |
| <p>1. Direct state and school district transportation funding to support biking and walking programs rather than school busing within a mile of school</p> | <p>Difficult for a school board to do with so many other program cuts occurring or contemplated</p> |
| <p>2. Encourage role modeling among parents and school staff – expand commute trip reduction program to all school personnel</p> | <p>Will be considered an additional unfunded mandate requiring school personnel to implement encouragement and evaluation program</p> |

| Draft Policy and Action Ideas related to Encouragement | |
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| <ol style="list-style-type: none"> 1. Maintain and expand Walk and Roll Programs. Encourage healthy habits focusing on elementary and middle school with support/encouragement programs such as by offering weekly and monthly incentives and encouragement activities such as “Walking and Wheeling Wednesdays” <ul style="list-style-type: none"> - Expand to additional schools and school districts throughout the region - Create school resource person to be a champion for Walk and Roll type programs - Experiment with less hands on direction where program is established – experiment with models dependent on volunteers while continuing to pursue grants to maintain programs and offer incentives - Target students in areas with good street connections and safety improvements as well as those within a mile of school. Encourage school bus riders w/in a mile to walk or bike - Do trip planning for walkers, bike riders and transit riders – find best/safest routes – do route maps - Establish reward programs including school celebrations, competitions and prizes and publically reward families and students who walk, bike and use transit to reach school 2. Action by school districts and jurisdictions. Develop targets for auto use reduction around schools. Track through classroom surveys and traffic counts around schools and school entrance/exit points. Celebrate fewer drop-off’s by car as part of Walk and Roll programs and track decrease in total school and staff vehicle miles traveled. 3. Plan annual study session with school boards of each school district on issues related to linking schools, transportation, student health and community planning and sustainability. 4. Action by school districts and Intercity Transit. Identify a funding source for bus passes for school personnel and students attending schools on bus lines and who live in close proximity to IT service (generally within ¼ to 1/3rd mile of home). 5. State and school district policy. Establish a policy to give Physical Activity credit to students for active transport to school (similar to programs that offer music credit to students taking music lessons on their own). – acknowledging the role that physical activity plays in readiness to learn and creating good health habits and awareness for a lifetime. 6. Action to support state and local Policy. School districts should support state and local initiatives related to flexible work hours pointing out the benefit to school walk and bike programs. Flexible work hours may encourage more parents to walk or bike with their students. 7. Identify a countywide Transportation and Schools Action Plan Team and facilitator to a) monitor issues 1-6 above or as identified, or b) serve as a school siting collaborative. | <ul style="list-style-type: none"> • Get testimony and letters of support from school principals who are supporters of Walk and Roll programs. Submit for consideration by policymakers. • Oregon has a business tax credit program that funds some transit pass programs for students. |

ENGINEERING

Engineering approaches improve walkways and bikeways, provide better connections and reduce vehicle speeds

COMMENT OR INFORMATION NEEDED

1. Communication

- a. Establish communication between School Districts, Public Works, Planning, and Parks that results in a process to resolve issues and support each other. Collaborate very early in the process especially around school siting and infrastructure planning in regional and local land use and transportation planning and action.
- b. Include communication agreement policy and process in county, city, regional and school district comprehensive plans requiring collaborative planning and analysis of school siting options
- c. Identify model policy and process language for inclusion in local comprehensive plans with the goal of collaborative planning that will contribute to building a generation of safe and healthy walkers, bike and bus riders

Do this informally or investigate more formal models from other areas (i.e. Clark Co. SD and jurisdictions) that results in collaboration on facility siting and other issues such as impact fees

2. Local Policy

- a. Require evaluation of school sites or redevelopment of existing schools that take into account the costs to health, transportation costs to schools and families, environmental costs etc. over the long term
- b. Jointly site schools with other community facilities such as parks, libraries and community centers, and link to surrounding neighborhoods and destinations by safe and direct connections for walking and bicycling (Use existing shared pool facilities as a model)
- c. Use examples of smaller school templates and experiences of others (i.e. Bremerton multiple site analysis process)
- d. Consider busing athletes to shared facilities rather than using the need for large acreage for sport fields to drive the location of schools to low density "drive only" areas. Make the opportunity for walking and biking to school a priority siting criteria to allow healthy habits for the entire school and reduce long term costs.
- e. Articulate Growth Management goals and practices to develop dense neighborhoods that promote walking, biking and transit use, including plans for safe and healthy travel to school
- f. Determine how to better support and fund infrastructure improvements (tax, bond, levy, grants etc.) to resolve unsafe conditions within ½ mile to 1 mile of schools
- g. Establish policy and implement higher fees for developing at lower density in car-dependent locations

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| <p>3. State Policy</p> <ul style="list-style-type: none"> a. Change state and local guidelines for size of school sites. Consider new international standards supportive of dense, bike and pedestrian-friendly development b. Eliminate funding disadvantages for retrofitting or maintenance at existing schools or sites within walk-able, bike-able neighborhoods c. State should fund support for walking/biking not just yellow buses | |
| <p>4. Design Policy and Issues</p> <ul style="list-style-type: none"> a. Establish land use form policy and design that results in “eyes on the street” that encourage walking (buildings are close to street and interior active spaces look out onto the street) b. Retrofit existing development to support active transportation (design of building and streets including adding pedestrian and bike connections) c. Identify possible connections and work to add them to the student travel network d. Separate modes of travel at arrival point at schools e. Locate school parking lots and drop-off and pick-up areas a fair distance from the school entrance and place school entrances adjacent to the street and sidewalk f. Establish drop-off and pick-up points off school grounds such as at an adjacent church parking lot | |
| <p>5. Safety/Infrastructure Priority</p> <ul style="list-style-type: none"> a. Make pedestrian safety a priority in street standards especially around schools b. Make sidewalks, bike lanes, lighting and crossing improvements a high priority within 1 mile of schools to encourage a higher percentage of student participation. Focus improvements first within ½ mile of school where students are most easily encouraged. c. Provide covered secure bike parking at schools (lockers, cages, covered bike parking) d. Provide safety equipment such as LED lights for students walking and biking to school e. Include street improvements and maintenance that encourage walking (trees along sidewalk routes, lighting, brush clearing to maintain sidewalk rights-of-way) | <p>LED lights could be part of an incentive give-away as part of the Walk and Roll program</p> |
| <p>Engineering Ideas Not Recommended At This Time</p> | |
| <p>None</p> | |

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| <p>Draft Policy and Action Ideas related to Engineering</p> | |
| <p>4. Add policy to school district and local plans establishing a communication process among stakeholders at the earliest stages of planning for new infrastructure (school sites, park sites, bike, pedestrian and bus network)</p> | |

“Representative of school districts, local planning, public works, park departments and Intercity Transit should be identified and agree to meet at the very earliest stages of planning for new facilities (schools, additions to or maintenance of the transportation network, or siting of parks) in order to consider benefits of collaboration, connections or co-location of facilities that encourage walking, biking or transit use.”

5. Add policy commitment to school district and local plans to examine long range cost/benefit analysis to school siting decisions. Include long term transportation costs to the community as a whole (school district, parents and families), and the cost/benefit to students able to walk and bike to school.

“School district and local planning representatives will work to identify long term/holistic costs/benefits of various school siting options in order to maximize both short and long term goals for student health, as well as efficient use of land and local resources. Use tools such as Health Impact Assessment (HIA) for evaluating the health effects of a policy, project or program and invite local health officials into the process.”

6. Add policy language to school district and local plans for very early school district and local planning representative design discussions of school layout, bike, pedestrian and transit linkages and infrastructure (that result in safe walking, biking and fewer vehicle miles traveled to school); as well as drop-off and pickup areas that separate vehicles from walk and bike arrival areas; and front entrance overhangs for bike parking protection, with adjacent windows and occupied spaces that can preclude bicycle theft.

a. *“ School districts, local planning, public works departments, and transit agencies will work collaboratively early in the design stages of new or retrofit school sites to maximize safety and increase health and wellbeing of students and neighborhoods by establishing safe walking and biking networks and connections.”*

b. *“School districts and jurisdiction planners will make improvements around schools a high priority within 1 mile of school – focusing effort within ½ mile whenever possible.”*

c. *“School districts should enter into agreements to use parking lots with light use - during school drop-off and pick-up times - that are within walking distance of school, to assure cleaner air around school and encourage all students to get some exercise.”* Where well sited, church parking lots are serving some school districts already. Oak Harbor has a walking school bus program from a church parking lot site in action now.

d. *“Identify where added bike/pedestrian connections – such as linked cul-de-sacs – can encourage walking and biking from the neighborhood to schools and other destinations.”*

7. Action for discussion and agreement of 1-3 above: Convene a discussion group of the school district, jurisdiction and other stakeholders to:

- a. Review draft policy language and get agreement to include policies in local plans;
- b. Consider collaboration to identify ways to better fund infrastructure improvements at and around schools;
- c. Consider pulling resources to jointly apply for grants for infrastructure improvements;
- d. Consider smaller school site templates where collaboration can supply some shared

Use Oregon School Siting handbook as a starting point to discuss guiding principles and coordinated school siting policy

Auburn WA example

Bremerton School site evaluation process example

California High Performance

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| <p>facilities instead of requiring large tracts of land (i.e. shared sport facilities rather than large acreage school sites that drive schools to fringe areas that make active transport for all students difficult or impossible.)</p> <p>8. Advocate State Policy change for school siting guidelines that make size of schools respond to local school program and community goals – rather than uniform acreage template; and add incentives to locate schools on transit routes or within walking distance of large student populations. Acknowledge the linkage between the health and well being of students to growth management goals and transit plans.</p> <p>9. Advocate for State Policy change where school retrofit and maintenance action works against otherwise viable schools in areas where large numbers of students are able to use active transport to school.</p> <p>10. Advocate for State Policy change to contribute to infrastructure improvements and programs targeted to students living within a mile of school – instead of yellow school bus funding in these areas.</p> <p>11. Add State policy or incentive to locate schools on transit routes or within walking distance of large student populations.</p> <p>12. Use Transportation and Schools Action Plan team or facilitator to coordinate action in 5-8 above.</p> | <p>Public Building Act awards points for locating schools near transit and providing bike paths or other active transport amenity.</p> |
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| <p style="text-align: center;">ENFORCEMENT</p> <p>Enforcement increases awareness and reduces the frequency of traffic safety problems</p> | | <p style="text-align: center;">COMMENT OR INFORMATION NEEDED</p> |
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| <p>1. School districts and jurisdictions should develop and adopt practices that encourage and promote biking and walking to school and that overcome barriers to walking and biking</p> <ul style="list-style-type: none"> a. Ensure that schools have crossing guards to monitor traffic before and after school b. Work with police to enforce laws for cars, pedestrians and cyclists focusing on areas around schools c. Enforce laws for cars around school buses and school zones including not stopping for school buses and pedestrians d. Install cameras on board school buses (extra surveillance to allay student/parent safety concerns) e. Have police emphasis patrols – at least initially – to build confidence in safety. Use fire trucks or other city vehicles parked along the street where eyes on the street are needed during walking times (i.e. 30 minutes before/after school school) | | |
| <p>2. Shift school start time/transportation outside peak commute time. The goal is to increase safety by having students travel when traffic is not at its peak and decrease peak hour traffic (since as much as 20% of traffic at peak hour is parents dropping students at school).</p> | <p>Consider the effect of 15-20 minute shifts as first step. Gather and analyze data. Larger shifts result in more difficult issues to resolve for students and families.</p> | |
| <p>3. School watch – keep eyes on kids – especially the blocks adjacent to school – in order to increase safety of students walking and biking</p> | | |

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| The following are most relevant to high school students and other drivers (not the focus of this draft action plan) | |
| 4. Change driving age to 18 | |
| 5. Discourage lunch-time driving – close campuses | Consider the cost/ importance of having services/facilities on campus |
| 6. Increase price of gas | |

| Enforcement Ideas Not Recommended At This Time | |
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| <p>1. Charge parents who drop-off students at school</p> | <p>Administration difficult – if it were possible could examine possibilities regarding using funds for education programs or improving walk/bike infrastructure</p> |
| <p>2. Charge students and teachers who drive for parking; use funds to provide bus passes and bike parking. Studies have shown that charging for parking can reduce vehicle trips by 7% to 30%.</p> | <ul style="list-style-type: none"> • Consider opportunities for incentives instead of enforcement. • State CTR law allows use of parking revenue to support CTR incentives and infrastructure. Possibilities for school districts is unknown. Issues include the effects of paid parking at a school site with free parking in the immediate surrounding areas (i.e. effect of attracting parkers to free parking areas to avoid paying for parking). Prepare information and encourage discussion and awareness of cost of providing free parking. |

| Draft Policy and Action Ideas related to Enforcement | |
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| <ol style="list-style-type: none"> 1. Action by school districts and public works departments to examine the effects on traffic, safety, students and parents if start times were shifted 15-20 minutes 2. Action by school districts. Establish walking school bus programs to increase surveillance of areas between school and adjacent student neighborhood areas. Do demonstration projects using both formal and informal methods. Include a demonstration of “park and walk” program to encourage fewer car drop-offs at school and exercise for students (students driven by parents are dropped off at a lightly used parking lot close to school – such as at a church - allowing students to walk to school in a group). 3. Action by school districts. Offer programs and incentives that encourage less vehicle use around schools rather than disincentives that may affect surrounding neighborhoods such as parking charges at schools. 4. Action by school districts. Close high school campus for lunch – or at least measure the cost/benefits with local jurisdictions to surrounding traffic and safety around school areas. 5. Support State Policy or Legislation. Support recommendations that will affect the numbers of teen drivers such as changing driving age and increasing the price of gas. Consider cost/benefit of providing more services at schools (i.e. cafeteria’s equipped to handle lunch for the student body) | |

| EDUCATION | |
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| Education trains motorists and student pedestrians and bicyclists about safety, their rights and responsibilities, and the benefits of using walk/bike/transit travel modes | COMMENT OR INFORMATION NEEDED |
| <ol style="list-style-type: none"> 1. Educate policy makers and parents on the importance/value of walk/bike/transit modes. <ul style="list-style-type: none"> - Implement programs that result in health and safety literacy in the classroom (benefits of physical activity to health and readiness to learn, as well as information and instruction in pedestrian and bike safety). - Discuss possible transportation cuts with parents, and alternative options that support walk/bike/transit use. Develop and use good data and information in these discussions. Use cost of car vs walk/bike/bus as part of parent education - Get parents and students (especially middle school age) involved in creating solutions. Include other stakeholders: school administrators, teachers, school boards and superintendents, city, county and regional transportation and land use planners, public works, parks and public safety staff | <p>Some of this is done now as part of the Walk and Roll program through monthly flyers that include education about safety, information about the benefits of walking and biking and safe travel tips. Also periodic bike safety training and pedestrian/bike safety assemblies.</p> |
| <ol style="list-style-type: none"> 2. Involve students, parents, teachers and school administrators in the development of an action plan to encourage walking, biking and transit use among students <ul style="list-style-type: none"> - Promote benefits to students of more time with parents or friends – or for more time for texting and cell phone use - Reach out to parents on transit education (clean, easy, safe; address the “status” issue of public transit; and how to make riding the bus “cool”) | |

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| <p>3. Provide information about options for travel to school on foot, by bicycle or bus.</p> <ul style="list-style-type: none"> - Address the needs of those living within ½ mile of school, within 1 mile and those beyond a mile - Information should be appropriate to the audience (adults or students of different ages) and distributed with other school information using school communication tools (school assemblies; web/email/take home hard copy) - Provide special transit materials showing how to get to fun places on the bus – get parents on the bus with students. Use incentives, free (sponsored) bus pass program etc. | <p>Same issues as 3. Page 1- must ID funding source.</p> |
| <p>4. Educate about and discuss transition to walking school bus in some areas (either paid formal or informal program)</p> <ul style="list-style-type: none"> - Model walking school bus – add “how to” information to Walk and Roll Program Guide so it is readily available to school districts - Do outreach to school bus drivers about goals of any program and possible recruitment for walking school bus program monitors - Prepare information about informal and formal programs | |
| <p>5. Offer bike competency classes for students as well as for parents and staff. Access community resources to teach bicycle, pedestrian and transit use education in schools.</p> | <p>Need certified instructors (IT and Capitol Bike Club) – Olympia PW program did this as part of a state grant; IT will do this as part of their Youth Educ. Program starting in 2010</p> |
| <p>6. Special school programs focusing on health and alternative transportation (incorporate into physical education program – get out in the neighborhood for practice). Special clubs or projects can offer opportunities for student leadership and additional learning (i.e Walk and Roll or bike club)</p> | <p>Walk and Roll after school program part of Madison demonstration project with help of Americorps facilitator</p> |
| <p>7. Get fire and police involved in safety education</p> <ul style="list-style-type: none"> - Educate wherever possible to reinforce rules of the road with parents and students – especially middle school age population who can bike on their own | <p>Police now do short safety education at Walk and Roll demonstration school assemblies; bike safety education events occur in spring as part of Walk and Roll program.</p> |
| <p>8. Address fear of crime – need to get accurate data out (there is a chasm between perception and fact).</p> <ul style="list-style-type: none"> - Do this with materials geared to parent education as well as classes that encourage use of tools and techniques that can overcome real and perceived dangers | <p>Walk and Roll has sponsored Safety Without Fear seminars for parents</p> |
| <p>9. Develop or use special programs such as the State Dept of Health “anti-idling” program to educate drivers about the benefits especially around school drop-off and pick-up zones.</p> | <p>Programs used at 3 Walk and Roll program schools – expansion of the program with pledges in 2010.</p> |
| <p>10. Implement a “pace car” program with pledges by parents to drive within the speed limit (idea behind pace car is to get as many drivers as possible to participate and slow driving speed)</p> | <p>To be used in spring 2010 at 4 Walk and Roll program schools (IT partner is lead on project)</p> |
| <p>11. Establish OSPI mandated curriculum for: 1) safe walk and bike travel as part of physical education and health programs; and 2) non-motorized and transit mobility, perhaps as a component of sustainability education</p> | |

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| 12. Include schools in state-wide commute trip reduction programs | Effectiveness will vary depending on area. More compact areas will result in more trip reduction. |
| Education Ideas Not Recommended At This Time | |
| None at this time | |

| Draft Policy and Action Ideas related to Education | |
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| <ol style="list-style-type: none"> 1. Action by state and local school districts to require health and safety literacy. Require X number of hours/year of instruction: <ol style="list-style-type: none"> a. Incorporate into PE, health education, math, environment/sustainability or other curriculum programs. Invite guests to classrooms for instruction and use IT's Smart Moves curriculum (and Youth Program Coordinator). Invite IT or local police or firefighters for safety instruction at assemblies throughout the year. b. Form clubs facilitated by staff or interested parents to educate student trainers who would put on health and bike/pedestrian safety assemblies c. Collaborate with certified local bicycle trainers to teach bike safety at annual bike rodeos. Invite parents to participate in classes. d. Work with middle school ASB or elementary after school club programs identifying student leaders who can convey safety and encouragement information to students. 2. Action by schools to implement "pace car" program (parents sign pledges to drive within the speed limit). Coordinated with an adjacent neighborhood association and as part of a Walk and Roll program. 3. Action by schools to implement an "anti-idling" program by educating drivers about the benefits of turning off engines to health especially around school drop-off and pick-up zones 4. Action by school districts - or support partner efforts - to prepare safe routes maps and other information and outreach materials for schools and parents – or do this as part of a Walk and Roll program. Communicate health and safety messages through flyers, newsletters, websites and other venues such as school lunch calendars. 5. Action by school districts to collaborate with Walk and Roll program and IT Youth Education Program to prepare a media plan and media kit to publicize activities and garner community support for activities 6. Action by schools or, PTA's or as part of Walk and Roll programs. Invite parents to "Safety Without Fear" classes or other programs to offer ideas to parents that result in development of student safety skills and independence. | <p>PE – and even recess – have been cut at many schools</p> <p>New State law requires that all schools have safe routes maps by Sept. 2013.</p> |

| EVALUATION Evaluations tracks results and helps identify the most effective strategies | COMMENT/WORK OR INFORMATION NEEDED |
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| <ol style="list-style-type: none"> 1. Track demonstration program progress – focus on "low hanging" fruit – (i.e. the 50% of households within ½ mile of school who are driven to school as well as students living within a mile of school) <ul style="list-style-type: none"> - Survey parents and students to determine most effective incentives and learn more about barriers - Get parents involved in creating solutions; Have conversations with parents; have good data about what barriers are; and possible solutions - Have some focus groups with kids – especially Middle School age - Bring parents and school members such as school administrators and teachers, school boards and superintendents, transportation (school busing) folks, as well as public safety staff into the discussion | <ul style="list-style-type: none"> -Compare local response to national Safe Routes To School survey responses -Currently part of the Walk and Roll program process |

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| 2. Add students and school staff as part of Commute Trip Reduction counts/tracking (currently done for state and large employers) | |
| Evaluation Ideas Not Recommended At This Time | |
| None at this time | |

| Draft Policy and Action Ideas related to Evaluation | |
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| <ol style="list-style-type: none"> 1. Action by schools to incorporate Safe Routes To School survey annually to understand barriers at specific schools 2. Action by schools collaborating with Walk and Roll programs to hold focus groups with parents and students to determine messages that will resonate with them and to identify activities as part of a Walk and Roll program. 3. Action by any program facilitators to complete periodic “check in” and readjustment of program or plans with principals and other participants to better achieve goals. | Do this as part of Safe Routes to School map project and any Walk and Roll type encouragement program. |

| ADDITIONAL COMMENTS GENERATED | |
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| These comments were sent either before or after the fall forum by invitees who could not attend | COMMENT/WORK OR INFORMATION NEEDED |
| <ol style="list-style-type: none"> 1. Where should program implementation, outreach and education role reside in the future? Recommend IT and jurisdiction as key implementing organizations, TRPC as convener and provider of research and planning work including mapping. <ul style="list-style-type: none"> - Do the school districts see themselves as implementing programs, or do they want others to provide programs for their use? As more programs are implemented – want to make sure we are using resources in the most effective way. | Current demonstration program responsibilities are shared by partners (TRPC, IT, school district, schools and Safe Kids) |
| 2. Solutions should break up problem areas into manageable pieces | |
| 3. Buses safer than cars – better construction and drivers | |
| 4. Encourage walking - safety in numbers | |
| 5. School buses give parents more time | |
| 6. Walking, biking, busing are not same problem, multiple problems – need targeted solutions | |
| 7. Level playing field for all | |
| 8. If before and after school day care were within easy walking distance of school – students could walk together or in a walking school bus | |
| 9. If I could telecommute I might be able to walk my student to school on those days | |
| 10. Look at existing problems and don't repeat them | |
| 11. Schools should cater to biking/walking NOT driving | |