



Colorado Safe Routes to School Webinar Series

Let's Make It Official! Safe Routes to School Plans and Policies

Kori Johnson, Safe Routes Partnership

January 24, 2023





MISSION

The mission of the Safe Routes Partnership is to advance safe walking and rolling to and from schools and in everyday life, improving the health and well-being of people of all races, income levels, and abilities, and building healthy, thriving communities for everyone.

TODAY'S PRESENTERS

Kori Johnson

Safe Routes Partnership, Washington, DC

Say hi in the chat!

- *Name, location, connection to Safe Routes*
- *What's going on in your Safe Routes work? Anything new or noteworthy?*



Why focus on policy and plans now?

- Funding momentum
 - Planning requirements in some grant funding
- Cultural momentum
 - Health and wellness
 - Active transportation
 - Community connectivity
 - Climate and environment
- Community engagement



Colorado Department of Transportation SRTS Grants

- School wellness policy – extra credit point for encouraging walking and biking
- For Infrastructure applicants – ask about Complete Streets policy or resolution, no extra credit given
- Does not fund planning projects – must be ready to implement



Benefits of Policies and Plans

- Institutionalize good ideas
- Reach more people
- Lead to more consistent implementation
- Create accountability
- Establish relationships and responsibilities





Policy Examples

- School Board Policies
- Local State Laws
- Resolutions
- Zoning Language
- Contracts

Policy Levels

- Town/City/County
- School District
- School

Where can I make the most impact?



Do your research.



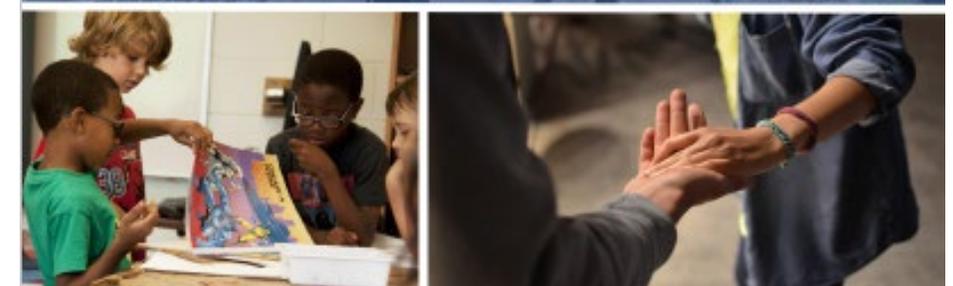
Colorado Community Engagement Toolkit

- Outlines a community engagement framework
- Highlights engagement best practices
- Guiding questions for each section
- Features Colorado programs
- Links to tools, worksheets, and additional resources
- Emphasis on equity



Community Engagement Framework

- **Reflect** on your role as a community partner
- **Research** the community where you are working
- **Partner** with other organizations to build community relationships
- **Plan** thoughtful, culturally-responsive community engagement experiences
- **Implement** your community engagement experiences and events
- **Sustain** your community engagement beyond a single event or initiative



Getting Started: Policy Scan

What plans and policies already exist?

- School
- School District
- Town/City/County





How does planning and policy work in your community?

- How do decisions get made?
- Who are the main players?
- Who has decision-making power?

The Main Players: School/District Level

- School administration
- School board
- Parents/caregivers
- Students
- Staff



The Main Players: Town/City/County Level

- Elected officials
- Planners
- Engineers
- Public health
- Non-profit partners
- Community organizations
- Lawyers





Getting to Know the Main Players

- What do they care about?
- Where do their motivations and priorities align with yours?
- How can you work together to reach your common goals?



Getting to Know the Main Players

- Look online
- Social media
- Use your network
- Reach out to elected officials' offices
- Just ask!



Additional Considerations

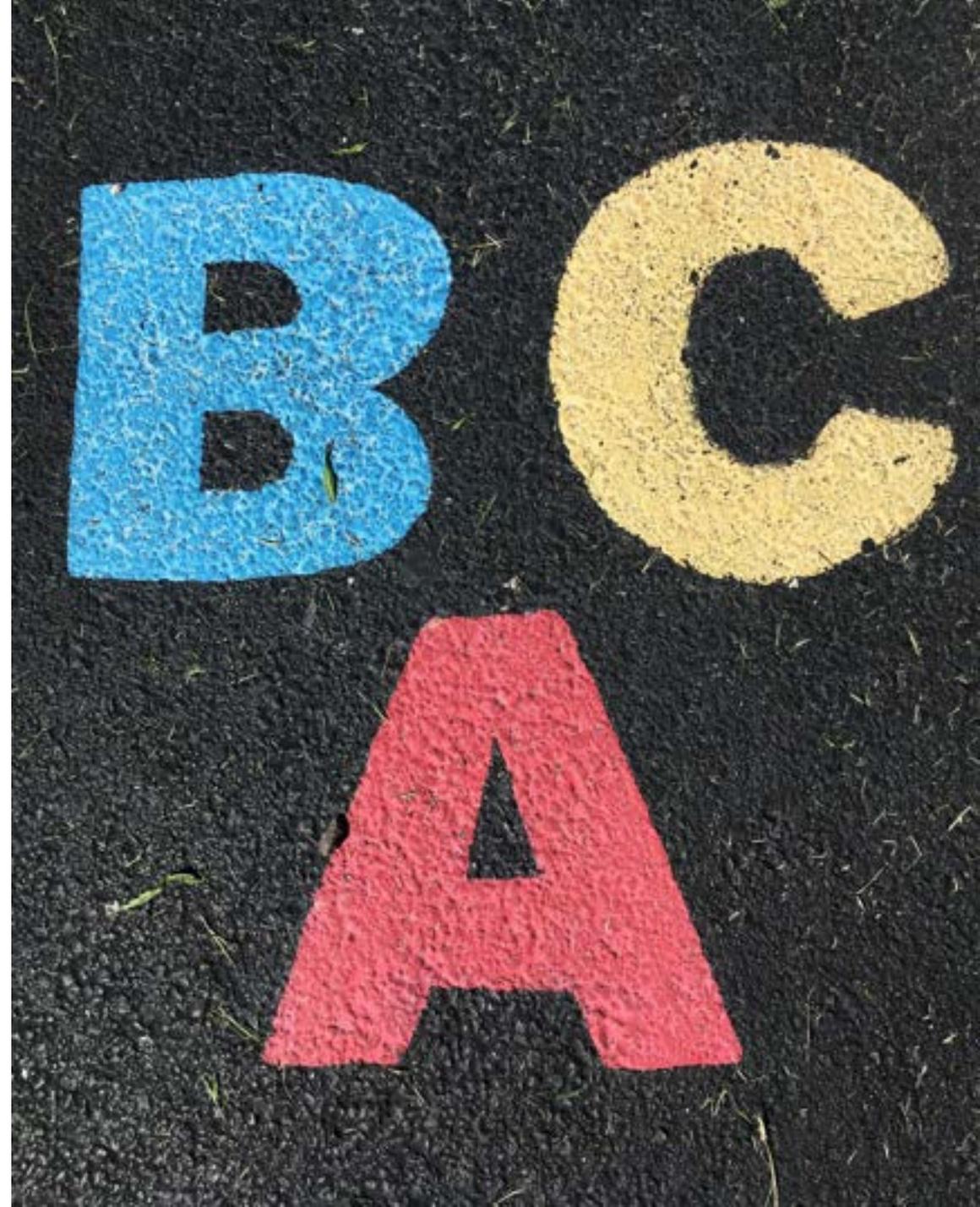
- Staff and elected official turnover → changing priorities
- Communities evolve
- Fundamentals stay consistent:
 - Transportation
 - Education
 - Housing
 - Food
 - Recreation
- Continue to be part of the conversation



Start small.

Individual Schools

- Review current policies
- Review school handbook
- Review current data
 - Travel tallies
 - Health data
 - Anecdotes
- Gather new data
 - Surveys
 - Arrival/dismissal observations
 - Walk audits
 - Talking with students and families



School-based Policies

- Wellness policy
- Bike and skateboard use
- Drop-off and pick-up procedures
- Recommended routes and travel plans
- Physical activity guidelines
- *Others?*



Who can help you?

- School administration
- PTA or parent/caregiver groups
- School counselor
- Teachers and support staff
- Safe Routes to School committee
- School wellness committee
- Crossing guards
- Bus drivers



Taking Action

- Find your team
 - Safe Routes to School committee
 - School wellness committee
 - PTA/PTO
- Determine your ask
- Demonstrate the need
- Review sample policy language
- Find examples of how policies works in other schools
- Draft policy language



School Districts

- Review current policies
- Review current data
- Identify district-level priorities
- Identify problems where SRTS might be a solution
 - Transportation costs
 - Bus driver shortages
 - Health data



District Wellness Policy

- Supports student wellness
- Physical activity
- Nutrition
- Mental health
- General health services
- Immunizations
- Injuries



District Wellness Policy

- Required by federal law for schools participating in federal student nutrition programs
- Widely present
- Historically weak on physical activity
- Can incorporate language about walking and rolling



Center (CO) Consolidated School District Wellness Policy (2020)

Goal #3. The district will provide opportunities for students and staff to engage in physical activity.

- *Promote walking and biking to school through activities like Walking Wednesdays, walk/bike to school events, curricula delivery, parent education, crossing guards, and collaboration in a community Safe Routes to School Coalition.*



Guidance and Authorization Policies

- Walking school buses
- Bike trains
- Walk and roll events
- Recommended routes
- Bike education
- Physical activity
- Shared use



Resources on Working with School Districts

SAFE ROUTES TO SCHOOL NATIONAL PARTNERSHIP



Healthy Students, Thriving Districts: Including Safe Routes to School in District Policies

Key Facts for School Board Members and Superintendents

CA4health
healthy places...healthier lives.

Safe Routes to School National Partnership

SAFE ROUTES TO SCHOOL NATIONAL PARTNERSHIP



Providing Support for Safe Routes to School: Building Relationships with School Board Members and Superintendents

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healthy places...healthier lives.

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Safe Routes to School National Partnership

Providing Support for Safe Routes to School: Building Relationships with School Board Members and Superintendents

1. Understand the Need

2. Determine Your Goal

3. Make Connections: Meet Board Members and Explore Their Interests and Concerns

Resources and People

- District Calendar
- Community Stakeholders, Champions, and Missions
- Safe Routes to School Coalition

Resources and People

- School Administration and Staff
- Students and Parents
- Community Partners
- Health Department
- Law Enforcement

CA4health
healthy places...healthier lives.

Safe Routes to School National Partnership



Work with what's already there.



Poll: What plans and policies exist in your community?

Potential Existing Policies – Town/City/County Level

- Comprehensive Plan
- Bicycle Plan
- Pedestrian Plan
- Vision Zero
- Complete Streets Policy
- Safe School Zone Policy
- ***Others?***



Smaller Communities

- Some of these plans might not exist or might be in development
- Sometimes plans are required for state and federal funding
- Connect with town manager, town council, planner, engineer, or Public Works department
- Look for opportunities to give public input
- Might be easier to get things done – less red tape



Larger Communities

- Look online
- Ask around
- Connect with your planner
- Look for opportunities to give public input
- Sign up for email lists
- Spread the word



Comprehensive Plan

- Blueprint for future development in a community
- Reflects values and opportunities for change
- Guides future policy decisions and investments
- Long term vision
- Plan elements
 - Transportation
 - Public Facilities
 - Land Use and Housing
 - Recreation and Tourism
 - Health



Safe Routes to School Integration

- Safe Routes to School funding
- Steps to reduce speed limits around school zones
- Prioritize school zone and school route infrastructure
- School siting
- Trail and park connections along school routes
- Support for Safe Routes to School programs



Bicycle and Pedestrian Plan

- Planning process for walking and biking
- Could be standalone or incorporated in a Comprehensive Plan or transportation plan



Safe Routes to School Integration

- Steps for bike and pedestrian infrastructure in school zones and along school routes
- Support for Safe Routes to School programs
 - Safety education
 - Walk and roll events
 - Walking and rolling policies



Fort Collins City Plan

TRANSPORTATION

Principle T 6: Support bicycling as a safe, easy and convenient travel option for all ages and abilities by building a connected network of facilities.

POLICY T 6.1 - CONNECTED BICYCLE FACILITIES

Build and maintain bicycle facilities that form a continuous and dense low-stress bicycle network with seamless connections to public transit, bike-share and other shared-mobility vehicles, schools, neighborhoods, community destinations and the regional bicycle network.

POLICY T 6.2 - BICYCLE FACILITIES AND PROGRAMS

Implement appropriate, well-designed bicycle facilities, education and enforcement programs.

POLICY T 6.3 - BICYCLING FOR ALL AGES AND ABILITIES

Increase bicycle ridership by creating a welcoming environment for people of all bicycling levels in all parts of the city.

POLICY T 6.4 - BICYCLING TO PROMOTE PHYSICAL ACTIVITY

Increase access to bicycling as essential to an active and environmentally healthy community.

POLICY T 6.5 - FACILITY MAINTENANCE

Identify opportunities for additional year-round maintenance of bicycle facilities to provide safe bicycling in winter months.

POLICY T 6.6 - ADAPTIVE BICYCLING

Increase programming and infrastructure focus on adaptive bicycling to accommodate the needs of people with disabilities.



Safe Routes to School class

Principle T 7: Support walking as a safe, easy and convenient travel option for all ages and abilities by building a connected network of sidewalks, paths and trails.

POLICY T 7.1 - PEDESTRIAN FACILITIES

Implement ADA-accessible pedestrian facilities as detailed in the Pedestrian Plan and Sidewalk Prioritization Program.

POLICY T 7.2 - SAFE PEDESTRIAN FACILITIES

Develop safe and secure pedestrian settings by developing and maintaining an appropriately lit pedestrian network, enforcing snow removal on sidewalks adjacent to residential properties and mitigating the impacts of vehicles. Connections will be clearly visible and accessible, incorporating markings, signage, lighting and paving materials.

POLICY T 7.3 - NEIGHBORHOOD STREETS FOR WALKING

Provide an attractive, safe environment for pedestrians, bicyclists and drivers on neighborhood streets with well-designed streetscapes, including detached sidewalks, parkways and well-defined crosswalks.

POLICY T 7.4 - PEDESTRIAN CONNECTIONS

Provide direct and visible pedestrian connections between cul-de-sacs, transit stops, schools, activity areas, public facilities, recreational trails and other key pedestrian destinations.

POLICY T 7.5 - INFRASTRUCTURE FOR DISABLED COMMUNITY

Increase programming and infrastructure focused on providing the best environment to accommodate the needs of people with disabilities.

Principle T 10: Support and enhance safety for all modes.

POLICY T 10.1 - TOWARD VISION ZERO

Develop a safety-enhancement action plan for all modes based on the City's commitment to Vision Zero.

POLICY T 10.2 - EDUCATION AND ENFORCEMENT

Promote the development of educational programs and ensure the appropriate utilization of traffic enforcement.

POLICY T 10.3 - SAFETY AND RESPECT

Develop and support education and enforcement programs that promote safety and encourage respect for traffic laws among drivers, pedestrians, bicyclists, long boarders and e-scooters.

POLICY T 10.4 - PEDESTRIAN TRAFFIC LAWS

Partner with community stakeholders to develop educational and enforcement programs that promote safety, encourage respect for pedestrians and encourage pedestrians to respect traffic laws.

POLICY T 10.5 - STREET CROSSINGS

Design street crossings at intersections consistent with the Fort Collins Traffic Code, the Land Use Code, the Manual on Uniform Traffic Control Devices (MUTCD), ADA and Larimer County Urban Area Street Standards (LUCASS) with regard to crosswalks, lighting, median refuges, bike boxes, corner sidewalk widening, ramps, signs, signals and landscaping.

POLICY T 10.6 - SAFE ROUTES TO SCHOOL PROGRAM

Continue the Safe Routes to School (SRTS) program, which focuses on educating all children, teachers, parents and schools about safe walking and bicycling as a mode of travel to get to school. Ensure that SRTS materials and activities are inclusive of people with disabilities.

POLICY T 10.7 - PERSONAL SAFETY

Design infrastructure and programs to promote personal safety through lighting, the activation of public space and police presence.

POLICY T 10.8 - DATA DRIVEN APPROACH

Utilize an annual, data-driven, citywide safety review that helps inform all projects.

POLICY T 10.9 - SAFETY PROJECT IMPLEMENTATION

Focus improvement efforts on projects that enhance transportation safety.

POLICY T 10.10 - UNDERRESOURCED COMMUNITIES

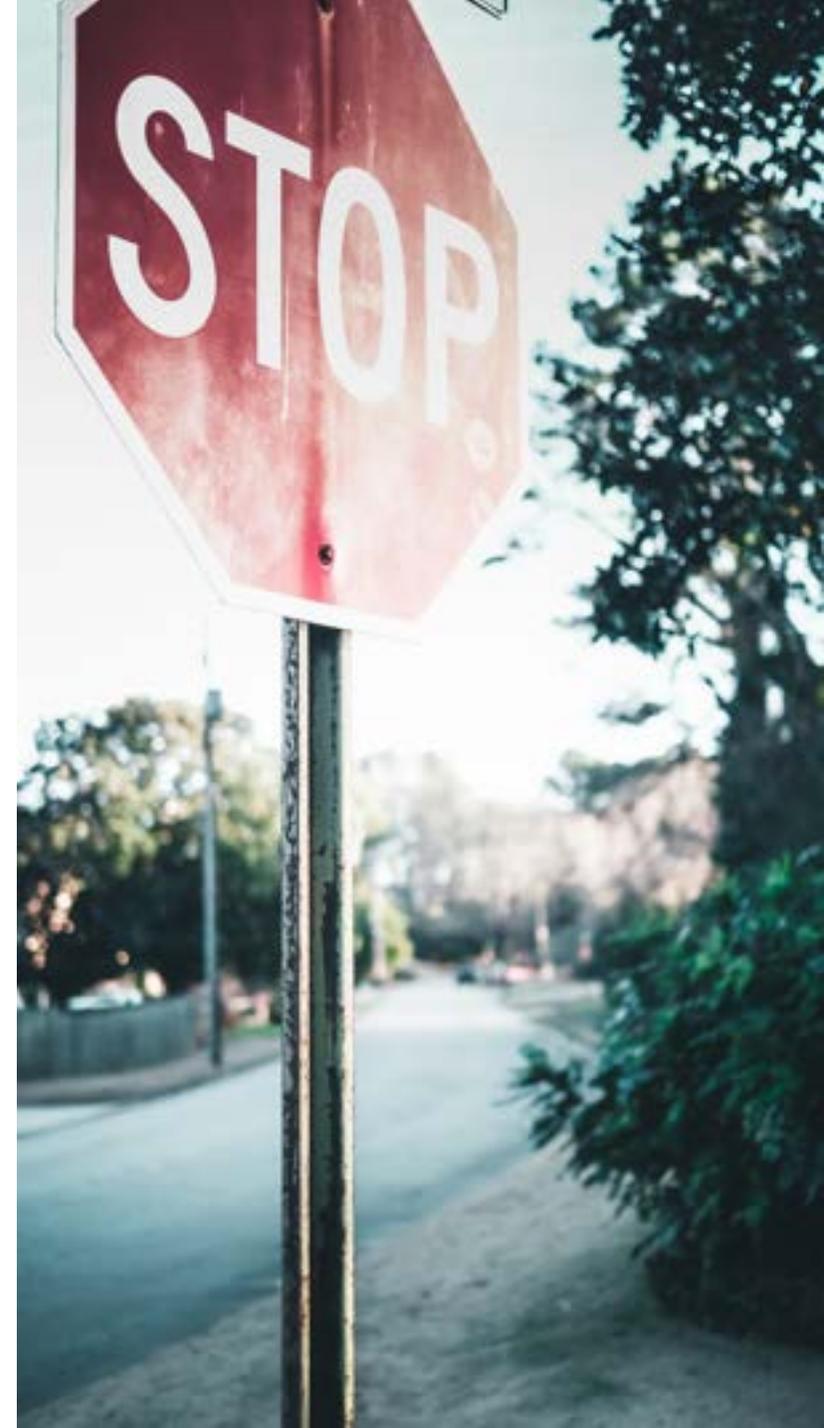
Consider prioritizing safety improvements in marginalized and underresourced communities, including the disability community.



Bike to Work Day

Vision Zero

- Effort to eliminate all traffic fatalities and serious injuries by a certain date
- Data-driven
- Includes action plan



Safe Routes to School Integration

- Education + Engineering
- Prioritize students as vulnerable road users
- Invest in school infrastructure improvements
- Support bike and pedestrian safety education



Montgomery County (MD) Vision Zero 2030 Action Plan

S-9: Safe Routes to School Engineering Projects: Evaluate the infrastructure safety needs and construct improvements near MCPS schools to improve access and encourage students to walk to school (sidewalks, protected crossings, crossing guards, appropriate speed limits, etc.)

Lead: Transportation, State Highway Admin., Public Schools, Police **Contributor:** Planning

CRF: 3 ³⁴	ACC: 3	RESJ: 2	INVEST: 2	Priority:
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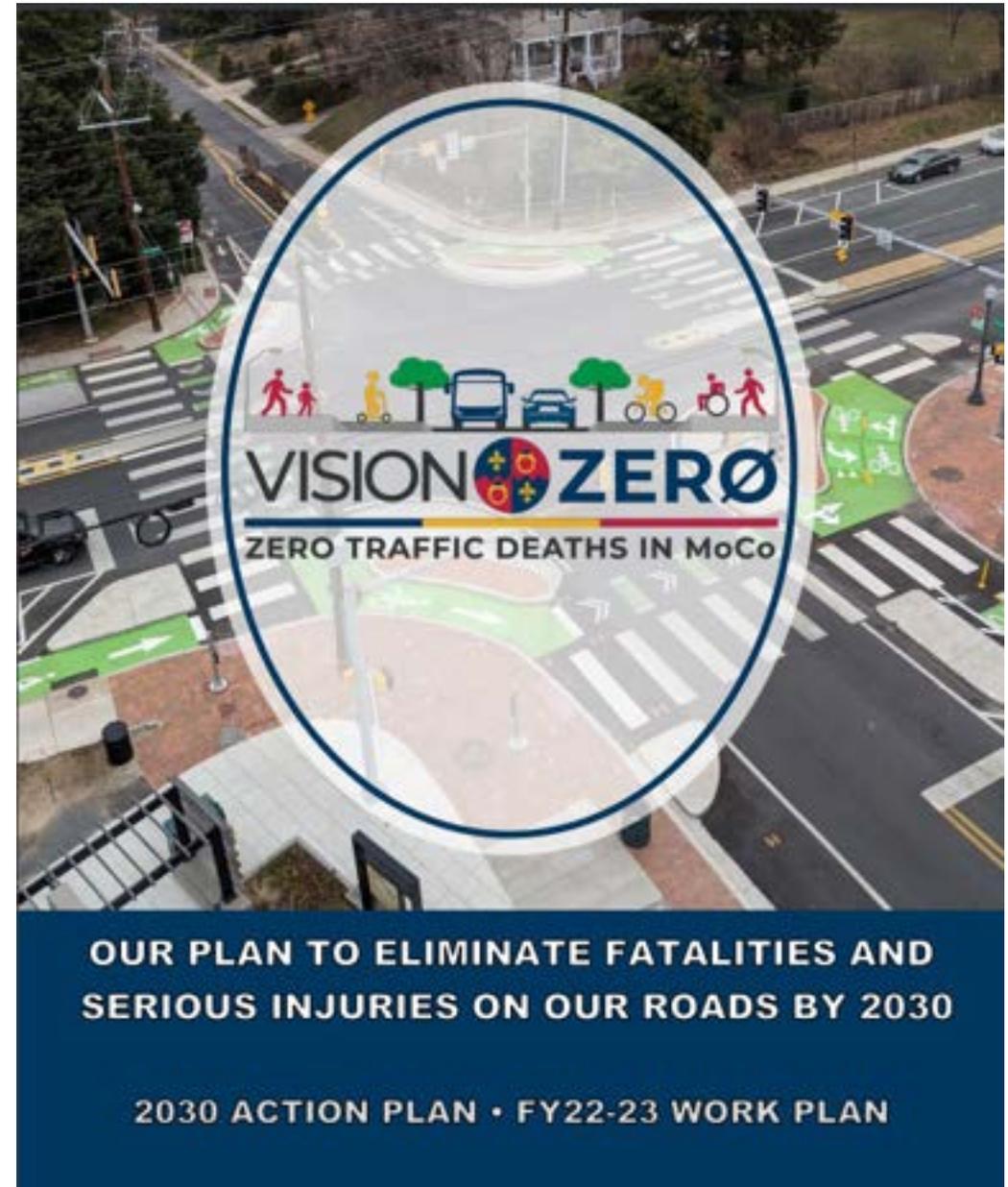
Why Do This? Safety improvements made within a quarter mile of MCPS schools by MCDOT have lowered the number of pedestrians and cyclists struck by motor vehicles and create more opportunities for students to safely walk or bike to school.³⁵

FY22 Work Plan:

- 1) Perform five walkability audits.
- 2) Construct short and mid-term recommendations for at minimum five school walksheds.
- 3) Construct three spot improvements within school walksheds.
- 4) Conduct a one-time study of prioritized sidewalk gaps and needs for County public schools outside of municipalities.

FY23 Work Plan:

- 1) Reduce speed limits on targeted roadways around priority schools.
- 2) Evaluate CSDG to consider how transit corridors, school zones and walksheds should be incorporated as an overlay for the new street types.

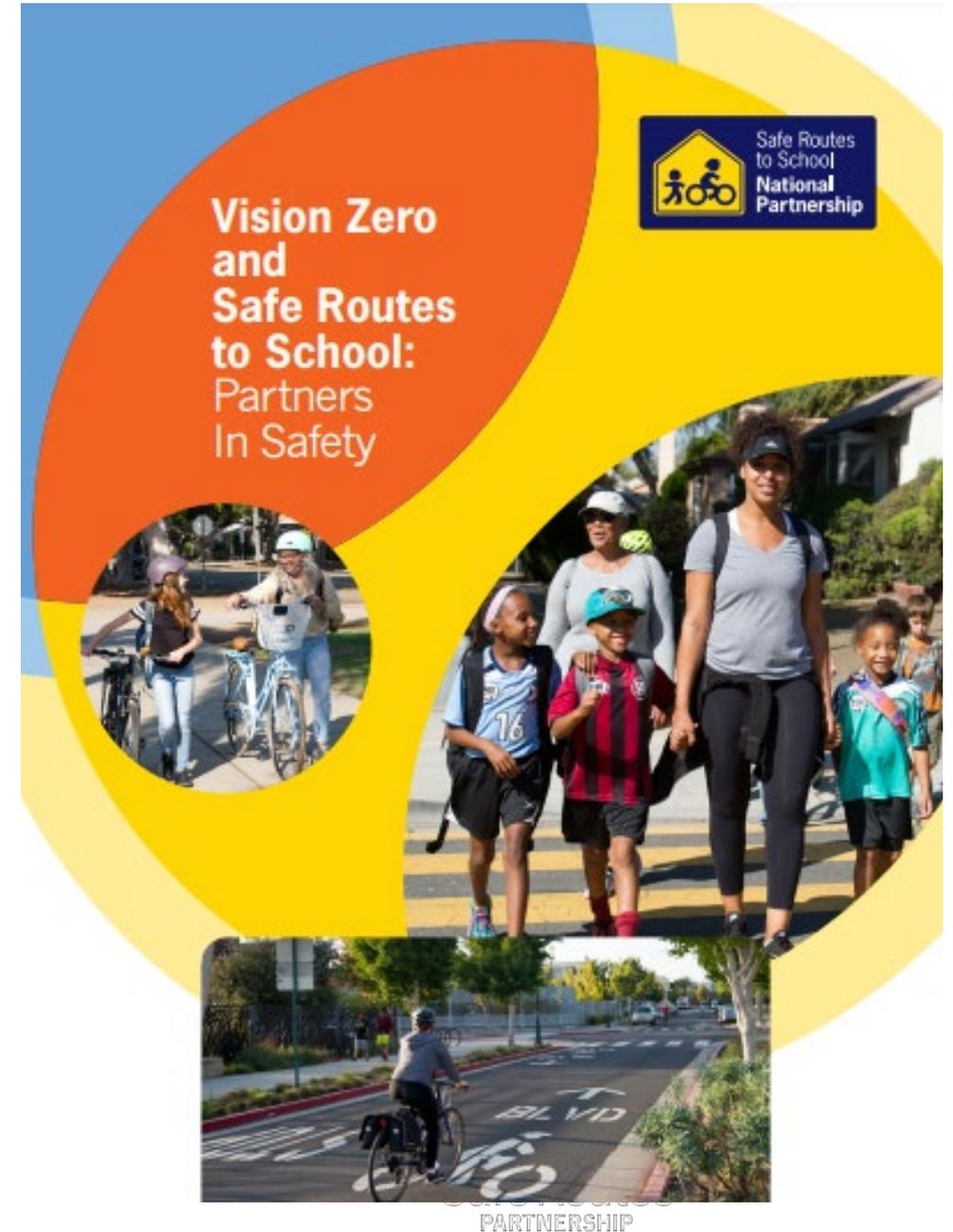


OUR PLAN TO ELIMINATE FATALITIES AND SERIOUS INJURIES ON OUR ROADS BY 2030

2030 ACTION PLAN • FY22-23 WORK PLAN

Vision Zero and Safe Routes to School Report

- Outlines partnership benefits
- Presents strategies for integrating Safe Routes to School and Vision Zero
- Provides tips on how to advocate for Vision Zero
- Addresses equity Safe Routes to School and Vision Zero
- Community highlights – Portland, Los Angeles, San Francisco, Santa Ana, Washington, D.C.



Complete Streets Policy

Streets designed and operated for the safety and mobility of people:

- Walking
- Biking
- Rolling
- Riding transit
- Using mobility devices



Safe School Zone Policy

- Prioritize new walking and rolling infrastructure near schools
- Speed limits
- School crossings
- Signals and signage



Charlotte (NC) Department of Transportation [School Zone Policy & Implementation Guide](#)

- School zones
- School crossings
- Speed limits
- Evaluations
- Reference Safe Routes to School program
- Guides School Safety Zone Committee – Charlotte DOT, school district, SRTS coordinator



Engage a range of stakeholders and decision-makers.



IAP2 Spectrum of Public Participation

IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

INCREASING IMPACT ON THE DECISION 

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

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[IAP2 Spectrum of Public Participation](#)

Colorado's Youth Engagement Continuum

Increasing Level of Community Involvement, Impact, Trust and Communication Flow



Increasing Ownership, Empowerment, Skills, Opportunities and Supports of Both Staff and Young People

Please note: Each level has value.

Participation		Engagement		Partnership
Outreach/Service	Consult	Involve	Collaborate	Share Leadership
Communication flows from the program or initiative to <u>inform and/or serve</u> young people.	Young people <u>provide one-time or periodic feedback.</u>	Communication flows both ways and young people provide <u>ongoing participation.</u>	Young people <u>influence decision-making.</u>	Young people <u>share power and responsibility</u> with adults in making decisions together.
<u>Outcome:</u> To establish communication and outreach channels, while sharing information and providing services to young people.	<u>Outcome:</u> To develop connections and learn about the needs, interests and perspectives of young people.	<u>Outcome:</u> To initiate partnership and increased cooperation.	<u>Outcome:</u> Increased trust and partnership-building.	<u>Outcome:</u> A strong partnership with bidirectional trust that affects broader community health outcomes.

(Adapted from CDC's Report "Principles of Community Engagement: Concepts and Definitions from the Literature and Wang, N. T., Zimmerman, M. A., & Parker, E. A. (2010). A typology of youth participation and empowerment for child and adolescent health promotion. American Journal of Community Psychology, 46, 100-114.)

Colorado's Youth Engagement Continuum



Students

- Youth organizations
- Youth transportation councils
- Student government associations
- Sports teams
- Older siblings



Connect to Relevant Issues

- Mental health
- Climate and environmental justice
- Walkable and rollable communities
- Youth traffic fatalities
- Drivers education
- Micromobility – scooters and skateboards
- Youth-centered spaces



Parents and Caregivers

- PTA/PTO groups
- School volunteers
- Former parents and caregivers



Connect to Relevant Issues

- School traffic congestion
- Transportation costs
- Youth traffic safety
- School siting and redistricting
- Mental health and wellness



Community Members

- Neighbors
- Bike/ped advocates
- Crossing guards
- Bus drivers
- Business owners



Connect to Relevant Issues

- Traffic congestion
- Parking in neighborhood streets
- Speeding
- Bus shortages
- Neighborhood planning



School Staff

- Student aids & paraprofessionals
- Arrival and dismissal monitors
- Custodians
- Front office staff
- Nurse
- Social worker
- School counselor



Connect to Relevant Issues

- Mental health
- Bullying
- Facilities maintenance
- Student injuries
- Parent and family engagement



Explore other resources.

The Policy Workbook

- [Free online tool](#)
- Developed by policy experts – Safe Routes Partnership and ChangeLab
- Create a policy tailored to your needs
- Reviews different possible policy provisions
- Includes beginner, intermediate, and advanced policies
- Addresses liability concerns



Beginner Policies

- Support for Safe Routes to School
- Minimizing Driving
- District Task Force
- School Teams
- Traffic Safety Education
- Walk and Roll Events
- School Wellness Policy
- Student/Parent Handbook



Intermediate Policies

- Limiting Restrictions on Active Transportation
- Assessing Recommended Routes to School
- Crossing Guards
- Student Arrival and Dismissal
- No Idling Policy
- Bicycles, Scooters, and Skateboards on Campus
- Bicycle Parking and Storage Facilities
- Student Transportation Department



Advanced Policies

- School Travel Plan:
Moving Beyond the Bus
- Busing
- School Design
- School Siting
- Attendance Zones and
Assignment Policies



[Safe Routes to School Policy Resource Page](#)

- General policies
- Funding
- Staffing
- Equity
- *Add other resources to the chat!*





Upcoming Webinar

Wednesday, March 8th, 11am MT

**Partnering with School Districts:
Featuring Durango Safe Routes to School**

Contact Information

Kori Johnson, Program & Engagement Manager

kori@saferoutespartnership.org

www.saferoutespartnership.org



[Facebook.com/saferoutespartnership](https://www.facebook.com/saferoutespartnership)



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