

Safe Routes to School Policy for Sacred Heart - Colby

ChangeLab Solutions & Safe Routes to School National Partnership

www.changelabsolutions.org

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Support for Active Transportation

Explanation: Although stating that the district supports active transportation may seem basic or obvious, it is very important to include language that makes the district's support part of official policy. This will ensure that all schools promote and plan for active transportation and traffic safety, while letting parents, teachers, and community members know that the school district not only permits but also values active transportation. Districts that do not explicitly support active transportation through clear policy language, adequate facilities, and engaging programs can inadvertently discourage walking, bicycling, and other forms of active transportation. Note that we also include public transit in the policy, because studies have shown that people who use public transit get significant physical activity on the way to or from the transit stop.[26]

Support for Active Transportation: Sacred Heart supports active transportation, including walking and bicycling, to and from school. Walking, bicycling, public transit use, and other forms of active transportation not only save costs related to busing students, but they also allow students to engage in physical activity, which reduces the risk of obesity and related chronic diseases such as diabetes, heart disease, stroke, and cancer.[27] Physical activity also improves mental health, attendance, and academic performance.[28] Further, replacing automobile trips with active commutes reduces one's carbon footprint and decreases traffic congestion and air pollution, which is of particular benefit to students with asthma.[29] Fewer automobile trips also reduce the risk of injury to students from collisions with automobiles.[30]

Footnotes

[26] Besser LM and Dannenberg AL. "Walking to Public Transit: Steps to Help Meet Physical Activity Recommendations." *American Journal of Preventive Medicine*, 29(4): 273–280, 2005. http://198.246.98.21/healthyplaces/publications/besser_dannenberg.pdf

[27] Drake KM, Beach ML, Longacre MR, et al. "Influence of Sports, Physical Education, and Active Commuting to School on Adolescent Weight Status." *Pediatrics*. 130(2): 29-304, 2012. US Department of Health and Human Services, Office of the Surgeon General

(HHS). Overweight and Obesity: Health

Consequences. 2007. www.surgeongeneral.gov/library/calls/obesity/fact_consequences.html

[28] Martínez-Gómez D, Ruiz JR, Gómez-Martínez S, et al. "Active Commuting to School and Cognitive Performance in Adolescents: The AVENA Study." *Archives of Pediatrics & Adolescent Medicine*. 165(4):300-305,

2010. <http://archpedi.jamanetwork.com/article.aspx?articleid=384475>; Geier AB, Foster GD, Womble LG, et al. "The Relationship between Relative Weight and School Attendance among Elementary Schoolchildren." *Obesity*. 15(8): 2157-2161,

2007. <http://onlinelibrary.wiley.com/doi/10.1038/oby.2007.256/pdf>; Davis CL and Cooper S.

"Fitness, Fatness, Cognition, Behavior, and Academic Achievement among Overweight Children: Do Cross-Sectional Associations Correspond to Exercise Trial Outcomes?" *Preventive Medicine*. 52 (Supplement): S65-S69, 2011; Faulkner NH, Neumark-Sztainer D, Story M, et al. "Social, Educational, and Psychological Correlates of Weight Status in Adolescents." *Obesity Research*. 9(1): 32-42, 2001.

[29] Gauderman JW, Avol E, Lurmann F, et al. "Childhood Asthma and Exposure to Traffic and Nitrogen Dioxide." *Epidemiology*. 16(6): 737-743, 2005.

[30] Orenstein MR, Gutierrez NR, Thomas M, et al. *Safe Routes to School Safety and Mobility Analysis*. Berkeley, CA: University of California Traffic Safety Center,

Resources

School Bicycling and Walking Policies: Addressing Policies that Hinder and Implementing Policies that Help

http://www.saferoutespartnership.org/sites/default/files/pdf/barrier_policy_tip_sheet.pdf

Why Should a School District Adopt Policies on Walking and Bicycling?

http://policy.rutgers.edu/vtc/srts/toolbox/School_Walk_Bike_Policy_Fact_Sheet.pdf

Active Transport to School: Trends among U.S. Schoolchildren 1969-2001

<http://www.ajpm-online.net/article/S0749-3797%2807%2900110-9/abstract>

Research Brief: Active Transportation, Making the Link from Transportation to Physical Activity and Obesity

http://www.activelivingresearch.org/files/ALR_Brief_ActiveTransportation.pdf

Support for Safe Routes to School

Explanation: Safe Routes to School programs and activities encourage physical activity, bolster student safety, reduce traffic congestion at the beginning and end of the school day, and even have been shown to improve students' concentration.[31] School districts that do not explicitly support Safe Routes to School through clear policy language can inadvertently discourage walking, bicycling, and other forms of active transportation. Providing supportive language within school district policy ensures that all schools will promote and plan for Safe Routes to School programs and activities.

School supports Safe Routes to School programs and activities because active transportation can:

- ∑ Increase physical activity levels for students,[32]
- ∑ Improve student health,[33]
- ∑ Decrease automobile congestion and related danger of injury to students,[34]
- ∑ Reduce air pollution and related greenhouse gas emissions,[35]
- ∑ Reduce costs related to busing,[36] and
- ∑ Improve attendance rates and student achievement.[37]

School further supports efforts to increase participation in Safe Routes to School programs and activities in those schools with the fewest resources, and among low-income students, students with health challenges, and those with physical and mental disabilities.

Footnotes

[31] Goodyear S. "The Link between Kids Who Walk or Bike to School and Concentration." The Atlantic Cities, February 5, 2013. www.theatlanticcities.com/commute/2013/02/kids-who-walk-or-bike-school-concentrate-better-study-shows/4585/

[32] Staunton CE, Hubsmith D and Kallins W. "Promoting Safe Walking and Biking to School: the Marin County Success Story." American Journal of Public Health, 93(9): 1431–1434, 2003. www.saferoutestoschools.org/Pressroom/American%20journal%20of%20public%20health.pdf

[33] See Drake et al., supra note 27.

[34] National Progress on Increasing Safe Bicycling and Walking to and from School. Safe Routes to School: 2007 State of the States Report. Robert Wood Johnson Foundation, 2007. www.saferoutespartnership.org/sites/default/files/pdf/rpt_SRTSstates2007.pdf; Orenstein MR, Gutierrez N, Rice TM, et al. Safe Routes to School Safety and Mobility Analysis. UC Berkeley Traffic Safety Center, for California DOT, 2007. http://www.saferoutespartnership.org/sites/default/files/pdf/rpt_SRTSstates2007.pdf

Reductions in Greenhouse Gas Emissions in the Bay Area: Technical Report. Richmond, CA: Center for Chronic Disease Prevention and Health Promotion, California Department of Public Health, 2011. www.cdph.ca.gov/programs/CCDPHP/Documents/ITHIM_Technical_Report11-21-11.pdf

[36] Marshall JD, Wilson RD, Meyer KL, et al. "Vehicle Emissions during Children's School Commuting: Impacts of Education Policy." *Environmental Science and Technology*. 44(5): 1537-1543, 2010. <http://pubs.acs.org/doi/pdfplus/10.1021/es902932n>

[37] Safe Routes to Schools Program Evaluation. Safe Routes to Schools Marin County, 2011. www.saferoutestoschools.org/documents/TAMSR2SProgramEvaluationwithAppendix-LowRes-112211.pdf; Staunton et al., supra note 29.

Resources

Safe Routes to School Guide

http://guide.saferoutesinfo.org/pdf/SRTS-Guide_full.pdf

The History of Safe Routes to School

<http://www.saferoutespartnership.org/about/history>

School Bicycling and Walking Policies: Addressing Policies that Hinder and Implementing Policies that Help

http://www.saferoutespartnership.org/sites/default/files/pdf/barrier_policy_tip_sheet.pdf

Why Should a School District Adopt Policies on Walking and Bicycling?

http://policy.rutgers.edu/vtc/srts/toolbox/School_Walk_Bike_Policy_Fact_Sheet.pdf

Roles of Districts, Schools, Parents/Guardians, and Students

Explanation: Clarifying the roles of the various players involved in safe active transportation is an essential piece of any policy. One of the best ways to avoid disputes is by making sure that schools, families, and students have the same understanding about who is responsible for student safety and behavior at any given time. It is important to specify the roles of each participant and to clarify the responsibilities, expectations, and potential liability of all parties.

The roles of School, families, and students regarding travel to and from school are as follows:

- a. District/Schools. The role of District and individual schools is to encourage safe travel to and from school, and particularly to encourage active transportation. Notwithstanding certain exceptions, District and individual schools assume no liability for injuries or other damages, including property damage, that may occur while a student is in transit to and from school.[38]
- b. Parents and Guardians. The role of parents and guardians is to make informed decisions about which mode of transportation best suits their student in light of (i) the student's personality, age, maturity, physical and cognitive development, and decision-

be encountered by the student when traveling to and from school. Parents and guardians are legally responsible and otherwise accountable for their student's safety and well-being when the student is traveling to and from school.

c. Students. The role of students is to be safe and responsible while traveling to and from school, following state and local law and the rules established by their families, and obeying school rules while traveling on school campus. Students should act as good role models for their peers by observing traffic and safety rules, caring for property, and being courteous to others.

Legal Note: Liability, of course, is a major concern for school districts and individual schools alike. This policy sets forth the district's intent that it not take on new responsibility or liability for school travel. Under certain circumstances, however, a district will have such responsibility and potential liability. If, for example, a student is traveling on a school bus, then naturally a school district might face liability if the student were injured as a result of negligence or the like. Please be sure to review the resources referenced below to get a better understanding of how liability works in the school context.

Footnotes

[38] See Cal. Educ. Sec. 44808, which immunizes schools and their employees except when the school provides transportation to and from school, the student is involved in school-sponsored activity, or the school "has otherwise specifically assumed such responsibility."

Resources

Safe Routes to School: Minimizing Your Liability Risk

<http://changelabsolutions.org/publications/e-cig-ord>

Volunteers and Liability: The Federal Volunteer Protection Act

<http://changelabsolutions.org/publications/volunteer-protection-act>

Following the Law

Explanation: Encouraging students, parents, and staff to follow pertinent laws while walking and bicycling is good practice. All modes of travel have risk. Studies show that the health benefits of active transportation far outweigh the risks.[40] Nonetheless, children will be safer if they have mastered traffic safety rules, whether they're on a school field trip, with a family member, or on their own. Their understanding of traffic rules and corresponding behavior is critical for their safety in navigating public spaces such as street crossings and sidewalks, especially on the way to and from school. To ensure predictability and safety, all road users, including bicyclists and pedestrians, should follow local, regional, and state laws.

District strongly encourages school personnel, students, and families to follow all state and local traffic laws and related safety guidelines while traveling to and from school.

Legal Note: A note of caution. School districts that "require" everyone to follow all traffic and safety laws may unintentionally subject themselves to potential liability. If a district requires everyone to follow certain rules, and the district fails to take some

does not follow a rule, the district could be held liable in case of an injury. Accordingly, the district should encourage everyone to follow traffic safety laws, but should not require them to do so.

Footnotes

[40] de Hartog JJ, Boogaard H, Nijland H, et al. "Do the Health Benefits of Cycling Outweigh the Risks?" *Environmental Health Perspectives*, 118(8): 1109–1116, 2010. www.ncbi.nlm.nih.gov/pmc/articles/PMC2920084/; Rojas-Rueda D, de Nazelle A, Tainio M, et al. "The Health Risks and Benefits of Cycling in Urban Environments Compared with Car Use: Health Impact Assessment Study." *British Medical Journal*, 343: d4521, 2011. www.bmj.com/content/343/bmj.d4521#alternate; Hillman, M. "Cycling and the Promotion of Health." PTRC 20th Summer Annual Meeting, Proceedings of Seminar B, 1992. Located via: Cavill N and Davis, A. "Cycling & Health: What's the Evidence." Cycling England, 2007. www.cycle-helmets.com/cycling_and_health.pdf; Pucher J, Dijkstra L. "Promoting Safe walking and Cycling to Improve Public Health: Lessons from The Netherlands and Germany." *Am J Public Health*.93(9):1509-16, 2003; Frank LD, Engelke P. "Multiple Impacts of the Built Environment on Public Health: Walkable Places and the Exposure to Air Pollution." *Int Regional Sci Rev.*, 28(2):193-216, 2005.

Resources

State Bike Laws

<http://www.bikeleague.org/action/bikelaws/#map>

Safe Routes to School National Partnership

http://www.saferoutespartnership.org/sites/default/files/pdf/Safety_report_final.pdf

Bicycling Rules of the Road

<http://www.bikeleague.org/resources/better/roadrules.php>

Tips for Walking Safely to School

http://saferoutesinfo.org/sites/default/files/tips_for_kids.pdf

Tips for Parents and Other Adults for Teaching Pedestrian Safety to Children

http://www.saferoutesinfo.org/sites/default/files/tips_for_parents.pdf

Bicycles

<http://www.nhtsa.gov/Bicycles>

Pedestrians

<http://www.nhtsa.gov/Pedestrians>

Teaching Children to Walk Safely as They Grow and Develop: A Guide for Parents and Caregivers

http://guide.saferoutesinfo.org/graduated_walking/pdf/TeachingChildrenToWalkSafely.pdf

Traffic Safety Education

Explanation: There are skills involved in walking that students will use their entire lives. If properly encouraged, the same will be true for bicycling. Ensuring that students have the skills and knowledge to safely engage in these common and potentially lifelong activities is crucial. Studies show that students who receive age-appropriate traffic safety education have improved attitudes and knowledge and make safer decisions when crossing streets,[42] and the countries with the lowest numbers of traffic crashes provide traffic safety education during every year of elementary school.[43] There are

many types of walking and biking curricula, including short safety skills clinics, bicycle rodeos that teach skills and safety, comprehensive in-class safety training, and “train-the-trainer” models. Curricula are designed to meet different developmental levels of students. The best curricula can also meet state educational standards.

District encourages individual schools to provide traffic safety education and trainings on active transportation skills for all students and teachers. District recommends that pedestrian skills and safety workshops occur in kindergarten and bicycle skills and safety workshops occur in fourth grade.

Footnotes

- [42] Turner C, McClure R, Nixon J, et al. “Community-Based Programmes to Prevent Pedestrian Injuries in Children 0–14 Years: A Systematic Review.” *Injury Control and Safety Promotion*, 11 (4): 231– 237, 2004; *Childhood Injury Prevention Interventions: Skills Training Programs*. Harborview Injury Prevention & Research Center, University of Washington. <http://depts.washington.edu/hiprc/practices/topic/pedestrians/skills.html>; Duperrex OJM, Bunn F and Roberts R. “Safety Education of Pedestrians for Injury Prevention: A Systematic Review of Randomised Controlled Trials.” *British Medical Journal*, 324(7346): 1129, 2002. www.bmj.com/content/324/7346/1129.pdf%2Bhtml
- [43] SWOV Fact Sheet: Road Safety of Children in the Netherlands. Leidschendam, the Netherlands: SWOV Institute for Road Safety Research, 2009. www.swov.nl/rapport/Factsheets/UK/FS_Children.pdf; Dragutinovic N and Twisk D. The Effectiveness of Road Safety Education: A Literature Review. Leidschendam, the Netherlands: SWOV Institute for Road Safety Research, 2006. www.swov.nl/rapport/R-2006-06.pdf

Resources

Bicycle and Pedestrian Curricula Guide: Making the Case for Bicycle and Pedestrian Youth Education

http://www.saferoutespartnership.org/sites/default/files/pdf/Curr_Guide_2011_lo.pdf

Traffic Safety Training: Walking and Bicycling Programs

<http://saferoutespartnership.org/state/bestpractices/curriculum>

Teaching Children to Walk Safely as They Grow and Develop: A Guide for Parents and Caregivers

http://guide.saferoutesinfo.org/graduated_walking/pdf/TeachingChildrenToWalkSafely.pdf

“The Roles of Gender, Age and Cognitive Development in Children's Pedestrian Route Selection” (2012)

<http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2214.2010.01202.x/full>

Walking School Buses and Bicycle Trains

Explanation: By encouraging groups of students to walk or bicycle to school together, Walking School Buses and Bicycle Trains effectively address a variety of parental concerns about safety. These programs can be part of an organized school-wide effort, with trained safety leaders and multiple groups walking or bicycling from different neighborhoods to the school. Or informal groups of children can meet up to walk, skateboard, scooter, or ride together. Younger students can be accompanied by an adult volunteer or older student. Walking School Buses and Bike Trains are effective tools for reducing traffic safety risk and improving personal safety.[44] They reduce the risk of

bullying and other personal harm by bringing more eyes and ears to the street, a known crime reduction technique. They also build social cohesion and can even reduce tardiness.

District supports the creation of Walking School Bus and Bicycle Train programs at each school.

Legal Note on Liability and Walking School Buses: School districts are often concerned about their potential exposure to liability if a child were to be injured while participating in a Walking School Bus or Bicycle Train program. Although liability rules vary from state to state, districts are generally entirely immune from liability for decisions to simply sponsor or endorse a program such as a Walking School Bus or Bicycle Train program.[45] Sponsoring a program can involve allowing it to take place, informing families about it, or providing funding or other support. In some states, districts are also protected from liability for running or implementing programs like a Walking School Bus or Bicycle Train program.[46] In other states they are not.[47] This means that running a program may involve more risk of liability. However, districts can still implement Walking School Buses and Bicycle Trains, and they can limit their liability risk by taking commonsense steps. For example, they should develop safety rules for the programs, anticipate possible hazards to participants, and, where possible, implement reasonable precautions to avoid such hazards.

Legal Note on Criminal Background Checks: As school districts increasingly require volunteers to undergo criminal background checks, adults supervising Walking School Bus and Bicycle Train programs may be subject to these same rules. State laws regarding criminal background checks of school volunteers vary greatly in breadth and scope. Background checks are required in some states[48] and are optional in others;[49] in those states with no explicit law, the decision will fall to individual districts.[50] The requirement may extend only to volunteers who have certain specified levels of contact with students,[51] or may contain an exclusion for parents, guardians, or even grandparents of district students.[52] Some states require fingerprinting as part of the criminal background check of school volunteers[53] and some states require presentation of government-issued identification.[54] School district volunteer policies will spell out the exact mechanisms of any criminal background check requirement (presumably in compliance in state law where applicable). Individual districts may have discretion as to whether to treat adult participants as school volunteers and subject them to any district policy requiring criminal background checks.

Footnotes

[44] Jo Salmon, Louisa Salmon, David A. Crawford, Clare Hume, and Anna Timperio (2007) Associations Among Individual, Social, and Environmental Barriers and Children's Walking or Cycling to School. *American Journal of Health Promotion*: November/December 2007, Vol. 22, No. 2, pp. 107-113.

[45] For example, in states such as Louisiana and Oklahoma, school districts are likely to be immune for endorsing SRTS programs, but are not likely to be immune for setting up or running such programs. See *Johnson v. Orleans Parish Sch. Bd.*, 975 So.2d 698, 711 (La.App. 4 Cir. 2008) (distinguishing between discretionary and operational actions); *Gary v. Meche*, 626 So.2d 901, 905 (La.App. 3 Cir. 1993); *Nguyen v. State*, 788 P.2d 962, 964 (Okla. 1990). For more information about the extent of governmental immunity for school districts in your state, consult with the attorney for your school district.

[46] Georgia, for example, has extremely broad immunity for school districts and school officials. See *Griswold v. Collins*, 318 Ga.App. 556, 558 (Ga. App. 2012); *734 Kaylor v. Rome City Sch. Dist.*, 600 S.E.2d 723, 726 (Ga. App. 2004); *McDowell v. Smith*, 678 S.E.2d 922 (Ga. 2009).

[47] The scope of governmental immunity in Oklahoma is fairly narrow. See *Robinson v. City of Bartlesville Bd. of Educ.*, 700 P.2d 1013, 1015-16 (Okla. 1985).

[48] See, e.g., Ky. Rev. Stat. Ann. § 161.148(4) (2012); Mass. Gen. Laws ch.71, § 38R (2012); Utah Code § 53A-3-410 (2012); Tex. Educ. Code § 22.0835 (2012).

[49] See, e.g., N.J. Rev. Stat. § 18A:6-7.1 (2012); Cal. Educ. Code §§ 35021.1, 35021.3 (2012).

[50] Note that in so called “home rule” states, school districts are granted broad authority. See, e.g., Ind. Code § 20-26-3-1 (2012) (granting school districts “all the powers needed for the [ir] effective operation”).

[51] See, e.g., Ky. Rev. Stat. Ann. § 161.148(4) (2012) (“all volunteers who have contact with students on a regularly scheduled or continuing basis”); Mass. Gen. Laws ch.71, § 38R (2012) (volunteers who will have “direct and unmonitored contact with children”); N.J. Rev. Stat. § 18A:6-7.1 (2012) (volunteers who have “regular contact with pupils”); Utah Code § 53A-3-410 (2012) (volunteers who will have “significant unsupervised access to a student”).

[52] See, e.g., Tex. Educ. Code § 22.0835 (2012).

[53] See, e.g., Utah Code § 53A-3-410 (2012) (fingerprinting is mandatory for all new volunteers and optional for existing volunteers; fingerprints are kept on file and the school district is notified of any new offenses involving sex, drugs, alcohol, or offenses against the person); Cal. Educ. Code § 35021.3 (2012) (defining a voluntary process whereby districts create a registry of before- and after-school program volunteers; prospective volunteers must provide fingerprints to the state Department of Justice, and, in some instances, the Federal Bureau of Investigation).

[54] See, e.g., Tex. Educ. Code § 22.0835 (2012).

Resources

Start a Walking School Bus: The Basics

http://www.walkingschoolbus.org/Walking_School_Bus_Basics.pdf

The Walking School Bus: A Primer and First Steps

http://apps.saferoutesinfo.org/training/walking_school_bus/

Organizing Successful Bike Trains

<http://www.saferoutespartnership.org/resourcecenter/SRAM-Bicycling-Webinars/bike-trains>

Safe Routes to School: Minimizing Your Liability Risk

<http://changelabsolutions.org/publications/SRTS-resources>

Volunteers and Liability: The Federal Volunteer Protection Act

http://changelabsolutions.org/sites/changelabsolutions.org/files/Volunteers_Liability_Fact_Sheet_FINAL_%28CLS-20120530%29_20100727_0.pdf

“Impact of a Pilot Walking School Bus Intervention on Children's Pedestrian Safety Behaviors: A Pilot Study” (2012)

<http://www.sciencedirect.com/science/article/pii/S1353829211001201>

Walk to School Day and Other Promotional Activities

Explanation: Encouragement activities celebrate the many benefits of engaging in active transportation to and from school and give students the opportunity to try out fun and healthy behavior in the context of school-sponsored events and activities. This policy encourages schools to use promotional events to build support for Safe Routes to School programs and activities.

District supports events that encourage students to engage in active transportation to and from school and that promote active, healthy lifestyles for the community at large. Events may include Walk to School Days, Bike to School Days and School Walk-a-Thons.

District shall promote an annual Walk to School Day and/or Bike to School Day event

for those schools wishing to participate. District shall support additional individual school efforts to conduct events that promote active transportation to and from school.

Resources

Safe Routes to School Guide: Encouragement

http://guide.saferoutesinfo.org/pdf/SRTS-Guide_Encouragement.pdf

Volunteers and Liability: The Federal Volunteer Protection Act

http://changelabsolutions.org/sites/changelabsolutions.org/files/Volunteers_Liability_Fact_Sheet_FINAL_%28CLS-20120530%29_20100727_0.pdf

Enforcement

Explanation: Without appropriate enforcement, even the best laws, policies, and school rules may be ignored. This provision encourages schools to commit to enforcement of Safe Routes to School policies and existing traffic safety laws through collaboration with District personnel and local law enforcement.

On an annual basis, District shall assess (i) whether this Policy is being fully implemented, (ii) how to improve implementation; and (iii) what amendments are needed to improve the Policy's success. District shall prepare a report detailing its findings and proposals to enact any necessary amendments. The report shall be made available to the public.

Resources

“Aggressive Traffic Enforcement: A Simple and Effective Injury Prevention Program” (2006)

http://journals.lww.com/jtrauma/Abstract/2006/05000/Aggressive_Traffic_Enforcement__A_Simple_and.7.aspx

Incorporation into Student and Parent Handbooks

Explanation: Schools and administration annually distribute student and parent handbooks that outline expected behaviors and provide information about important school policies. Including the Safe Routes to School policy in these handbooks sets expectations for walking and bicycling and lets families know about the district's support for Safe Routes to School.

All schools shall incorporate this Safe Routes to School Policy into their Student and Parent Handbooks.

Incorporation into School Wellness Policy

Explanation: In 2004, the Child Nutrition and WIC Reauthorization Act mandated that any local agency participating in the Federal School Meal Programs create and implement a school wellness policy. The Healthy, Hunger-Free Kids Act of 2010 added additional requirements for wellness policies to the baseline set by the 2004 law. School wellness policies outline nutrition and physical activity policies for each school and, when they incorporate Safe Routes to School, can be used as an additional tool to

reinforce active transportation policies.

This Safe Routes to School Policy is hereby incorporated into District's School Wellness Policy. District shall ensure that the School Wellness Policy reflects this addition.

Resources

School Wellness Policies and Safe Routes to School

<http://saferoutespartnership.org/state/bestpractices/wellnesspolicies>

Model School Wellness Policies

<http://www.schoolwellnesspolicies.org/WellnessPolicies.html>

Wellness Policy Tool

<http://www.actionforhealthykids.org/for-schools/wellness-policy-tool/>

How to Create and Implement a Local Wellness Policy

http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_steps.html

The School Health Index (SHI)

<http://www.cdc.gov/healthyouth/shi/>

Fit, Healthy, and Ready to Learn: Chapter D - Policies to Encourage Physical Activity

http://saferoutespartnership.org/sites/default/files/pdf/FHRTL_Physical_Activity.pdf

Limiting Restrictions on Active Transportation

Explanation: While schools should, of course, prioritize the safety of their students, schools do not have the ultimate authority to determine how students will travel to and from school. In fact, school districts subject themselves to potential liability when they try to restrict how students travel to and from school. When decisions about which mode of transportation to use are taken away from students and their families, districts may themselves acquire increased responsibility for ensuring that children get to school safely, and thus may be more likely to be found liable if injuries occur during transit. In addition to increased risk of liability, districts may be overstepping the bounds of their authority over students when they try to control how students travel to and from school, because such restrictions may not be authorized by state law and may interfere with parents' constitutional rights to make decisions about how to raise their children.

District acknowledges that the choice of which mode of transportation to use when traveling to and from school rests with students and/or their families, rather than with District or individual schools. Accordingly, District shall prohibit individual schools from restricting any mode of active transportation used to travel to and from school. Notwithstanding the foregoing, where unusual traffic or other dangers make active transportation exceptionally unsafe, individual schools can discourage, but not prohibit, students from engaging in active transportation to and from school.

Resources

School Bicycling and Walking Policies: Addressing Policies that Hinder and Implementing Policies that Help

Student Arrival and Dismissal

Explanation: Most schools experience their own version of “rush hour” during the beginning and end of the school day. School-related traffic contributes significantly to morning rush hours in our communities. Arrival and dismissal traffic can create dangers for everyone, but especially for students walking and bicycling, who are more vulnerable. This provision is designed to increase safety through arrival and dismissal procedures that facilitate the orderly flow of traffic to and from school. By working with the local jurisdiction, Safe Routes to School Team, students, families, and neighbors, schools can plan for smooth traffic flow through the school area.

District recognizes that ensuring student safety is especially critical during student arrival and dismissal times due to (i) increased automobile and bus traffic volume, and (ii) the potential for conflicts between different modes of transportation, which creates particular danger for those engaging in active transportation. Accordingly, District requires individual schools to improve the safety of all modes of transportation during these time periods by separating active transportation from other forms of transportation as much as possible.

Potential options include: establishing remote drop-off locations, car-free zones, single lanes for drop-offs and pick-ups, and early dismissal for active transporters.

Resources

Student Drop-Off and Pick-Up

http://guide.saferoutesinfo.org/pdf/SRTS-Guide_Dropoff-Pickup.pdf

Bicycle Parking and Related Storage Facilities

Explanation: Providing safe and accessible opportunities to park bicycles and other active transport devices at schools (and in the surrounding community) is essential to encouraging sustained use of such devices. Unfortunately, although ample automobile parking has been common at schools, bicycle storage has generally been overlooked, and storage for other active transportation devices is practically nonexistent. When present, bicycle racks may be substandard, insufficient, and located in low-visibility areas on school campuses where bicycles are at risk for theft. In contrast, when racks are abundant and prominent, bicycling has been shown to be an accepted and welcomed practice and can achieve its full potential for health benefits and reduced traffic congestion.[67] The most common bicycle racks installed at schools – often referred to as “wheel benders” – are inadequate for modern bicycle needs. School districts should make bicycle parking, storage, and security at each school a priority, and they should consider access and storage for skateboards, scooters, and other devices as well. Protecting bicycles from the elements can also encourage bicycling. Bicycle shelters can be purchased or constructed by districts or, with adequate design guidance, constructed by volunteers.

District shall ensure that each school provides sufficient storage facilities for bicycles, scooters, skateboards, or similar human-powered devices to encourage active transportation to and from school. District shall seek the input of active transportation advocates to ensure that the quality of such facilities is satisfactory. Further, District

shall ensure that the quantity of storage facilities increases in proportion to demand. Individual schools may not unreasonably restrict storage of active transportation devices in designated areas during school hours.

To ensure convenience and protection from theft or vandalism, storage facilities shall be located in visible areas, near school entrances, and when deemed appropriate by school officials, in locked facilities.

Footnotes

[67] New York City: Bicycle Parking Needs. City of New York, Department of City Planning Transportation Division, 1999. www.nyc.gov/html/dcp/pdf/transportation/td_fullbicycleparking.pdf; Healy I and Wine J. Bike Easy: Evaluation of Bicycle Parking in the French Quarter. New Orleans: A Bike Easy Project. 2011. <http://prc.tulane.edu/uploads/Bike-Easy-FQ-Bike-Parking-Full-Report-031512-1350925328.pdf>

Resources

Bicycle Parking, Storage and Security at Schools

<http://www.saferoutespartnership.org/resourcecenter/SRAM-Bicycling-Webinars/bike-parking>

Model Bike Parking Ordinance

<http://changelabsolutions.org/publications/bike-parking>

Bike Parking Guidelines

<http://www.apbp.org/link.asp?ymlink=17534>

Bicycle Parking

<http://www.bicyclinginfo.org/engineering/parking.cfm>

Bike Shelter Project Development Guide

<http://www.portlandoregon.gov/transportation/article/412113>

A street map of Colby, along with a current list (updated daily) of registered sex offenders can be viewed at the following link:

<http://www.city-data.com/so/so-Colby-Kansas.html>