

City of Menlo Park



## Safe Routes to School Strategy

October 2019







# Table of Contents

|   |    |
|---|----|
| City of Menlo Park.....   | 1  |
| Safe Routes to School Strategy .....  | 1  |
| Table of Contents .....   | i  |
| Introduction .....  | 1  |
| Plan Development.....   | 1  |
| What is Safe Routes to School? .....  | 2  |
| Existing Safe Routes to Schools Efforts in Menlo Park.....                              | 4  |
| Recommended Actions .....   | 9  |
| Citywide SRTS Program Roles .....   | 9  |
| Recommendations for SRTS Partners .....   | 11 |
| Recommendations for the City, Districts, Private Schools, and Community Volunteers..... | 12 |
| School Priorities .....   | 19 |
| Citywide SRTS Goals.....  | 20 |
| Potential SRTS Funding Sources and Opportunities .....                                  | 21 |

## Implementation Appendixes

- Appendix A. Curriculum Recommendations
- Appendix B. Walking School Buses and Bike Trains
- Appendix C. Crossing Guard Implementation Plan
- Appendix D. Evaluation and Data Collection

*Photographs courtesy of Parents for Safe Routes.*

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# Introduction

Menlo Park Safe Routes to School (SRTS) supports families walking, biking, and carpooling to school. SRTS activities make it safer, easier, and more fun for families to walk and bike to school, improving their health, well-being, and safety. Students deserve to feel safe while traveling to school. The goal of Menlo Park SRTS is to support 23 schools, representing both private schools and four public school districts in Menlo Park, Unincorporated Menlo Park (San Mateo County), East Palo Alto, Redwood City, and Atherton, to help all Menlo Park residents get to school safely.

The City of Menlo Park supports children and families in walking and bicycling to school through safety education, fun events, and traffic safety improvements around schools.

## Plan Development

This Menlo Park SRTS Strategy Plan was a collaboration between stakeholders who work with youth and transportation safety in the Menlo Park area.

### Safe Routes to School Partnership

SRTS programs involve a variety of activities and events that make it easier, safer and more fun to walk, bike, and bus to school. These activities depend on partnerships among agencies, school staff, teachers, students, parent volunteers, community members, and law enforcement. Neighboring cities should also be engaged to share ideas on infrastructure improvements around schools.

#### **Safe Routes to School Partner Organizations**

The following organizations have a clear role in implementing this Menlo Park SRTS Strategy.

These diverse partners and others can come together to implement a robust, inclusive SRTS program.

- City of Menlo Park, including Police and Public Works departments
- Menlo Park Fire Protection District
- Las Lomas Elementary School District
- Menlo Park City School District
- Ravenswood City School District
- Sequoia Union High School District
- County of San Mateo Office of Education

**Summer/Fall 2018**  
Program Kick-Off

**September 2018**  
Convene Advisory Committee to guide program development

**Winter 2018**  
Hire a SRTS Coordinator to work with schools and families

**Spring 2019**  
Support fun, educational activities at participating schools

## What is Safe Routes to School?

SRTS programs involve a the “6 E’s”, which are a variety of activities and events that make it easier, safer and more fun to walk, bike, and bus to school. These activities depend on partnerships among agencies, school staff, teachers, students, parent volunteers, community members, and law enforcement.



**Equity:** Incorporating equity considerations to ensure overall efforts are reaching all populations by including communities of color, addressing the needs of children of different genders, and reaching low-income communities



**Education:** Classes and activities that provide students and families with bicycle, pedestrian and traffic safety skills, and information about the benefits of bicycling and walking and the positive impacts these activities have on personal health and the environment



**Encouragement:** Events and activities that spark families' interest in walking and biking to school, with programs that reward participation



**Engineering:** Street infrastructure improvements (signage, crosswalks, signals, etc.) designed to improve the safety of people walking, bicycling, and driving along school routes



**Evaluation:** Evaluating the projects and programs of each of the other “E’s” helps to track progress and determine which programs and projects are most effective






**Enforcement:** Strategies to deter unsafe behavior of drivers, bicyclists and pedestrians and encourage all road users to obey traffic laws and share the road safely around schools and on school routes

### *How Does Safe Routes to School Benefit the Menlo Park Community?*

- ✓ Educating students and families about how to walk and bike safely
- ✓ Increasing driver awareness of families traveling near schools
- ✓ Informing community members about travel options to reduce traffic near schools
- ✓ Building relationships by creating opportunities for families to get to know each other while walking, biking, and carpooling together
- ✓ Improving health, well-being, and academic performance by promoting active and healthy transportation

# MENLO PARK SAFE ROUTES TO SCHOOLS STRATEGY

MENLO PARK, CA

-  Public Schools Serving Menlo Park Residents
-  Private Schools in Menlo Park
-  Menlo Park City School District Crossing Guards

## DESTINATIONS + BOUNDARIES






-  City Hall
-  Library
-  Caltrain Station
-  School/University
-  Park



Figure 1: Schools in Menlo Park or serving Menlo Park residents

## Existing Safe Routes to Schools Efforts in Menlo Park

Many schools in Menlo Park are already participating in SRTS activities. This section summarizes school location, existing planning efforts, and previous SRTS activities at all 23 schools in Menlo Park. The information included in this section was provided by meetings with District and City staff, community members, and documents provided.

### Community Trust

The Community Trust is a structured, non-political forum for local school, police, government, non-profits, and civic leaders to share knowledge, seek information, connect leaders, and collaborate to advance the education, safety, and health of children throughout Menlo Park and the surrounding communities. Members meet approximately six times per year to provide updates on SRTS and safety activities and to brainstorm ideas and share upcoming events that cross agency and district lines.

### Menlo-Atherton Task Force

The Menlo-Atherton task force is a collaborative partnership that coordinates to solve transportation challenges across the jurisdictions that surround Menlo-Atherton High School. The task force was established in 2015 following the Sequoia Union High School District's plans to expand Menlo-Atherton High School. The task force's purpose is to minimize transportation impacts of the expansion by working together to implant roadway, parking and transit improvements near the high school. Representatives from Menlo-Atherton along with residents representing the neighborhoods surrounding the school, and staff from the County of San Mateo, Town of Atherton, City of Menlo Park transportation and police departments and SamTrans participate in the task force.

### Countywide SRTS Efforts

The San Mateo County Office of Education offers a countywide SRTS program that funds and provides technical assistance to local jurisdictions, school districts, and schools. Funded by the City/County Association of Governments of San Mateo County (C/CAG), the countywide program includes an Operations Committee, Policy Advisory Committee, and other workshops.

The Countywide SRTS program offers an annual grant to support local SRTS efforts. The following sections outline how each district used the grant funding to begin SRTS activities. The countywide program also encourages grant recipients to collect data on how families get to school, with student hand tallies and parent surveys. However, few schools in the city have collected that data and reported it back.

### Tinsley Program

The Tinsley Transfer Program allows minority students in the Ravenswood City School District to transfer to one of seven districts in the county including Menlo Park City School District and Las Lomas Elementary School District. The San Mateo County Office of Education (SMCOE) administers the Tinsley application process. Tinsley Program students receive full District services and are provided bus transportation to and from school.



## Las Lomitas Elementary School District

Las Lomitas School District has two schools in Menlo Park: Las Lomitas (grades K-3) and La Entrada (grades 4-8).

### *Infrastructure Conditions and Needs*

Both schools are located on the western side of the city, less than a mile from each other. The schools are near Alameda de las Pulgas, a busy street with residential and commercial land uses that connects Menlo Park to neighboring Atherton and San Mateo County land. Some blocks of Alameda de las Pulgas and other nearby roadways have narrow or missing sidewalks, often discouraging families from walking to school.

Infrastructure recommendations were developed in 2015, through a walk audit report from Las Lomitas and an *Existing Conditions Assessment* for La Entrada. In 2016, the District used County SRTS money to fund a bike path at La Entrada Middle School.

Las Lomitas School District buses families located outside a half-mile radius from each school through the Tinsley program. The District also provides two crossing guards: one at the Altschul Avenue/Avy Avenue intersection and one at the Sharon Road/Eastridge Avenue intersection, both of which serve La Entrada Middle School.



*The Las Lomitas Elementary School Transportation Study recommends ways to improve multimodal circulation at and around Las Lomitas Elementary School.*

### *Participation in Non-Infrastructure Activities*

The District has participated in SRTS non-infrastructure activities through the San Mateo County SRTS Program since 2016, pedestrian flags, encouragement incentives, education, and a walk audit at La Entrada Middle School. They have convened a bicycle and pedestrian task force and an adult safety patrol as well as conducting outreach for Back to School Night.

## Menlo Park City School District

Menlo Park City School District has five schools that serve Menlo Park families:

- Encinal School (grade K-5)
- Hillview Middle School (grades 6-8)
- Laurel School Lower Campus (grades K-2)
- Laurel School Upper Campus (grades 3-5)
- Oak Knoll School (grades K-5).

### *Infrastructure Conditions and Needs*

All of the schools are in residential areas. Locations and walking/biking conditions around each school are as follows:

- Encinal School is located on the corner of Middlefield Road and Encinal Avenue in Atherton, both of which lack sidewalks, which limit walking or biking for students.
- Hillview Middle School is near downtown Menlo Park, along Santa Cruz Avenue. The City is in the process of installing sidewalks along Santa Cruz Avenue to complement the existing bike lanes, which will enable families to more easily walk or bike to school.
- Laurel School Lower Campus is just over the City's border in Atherton, along Ringwood Avenue. Ringwood Avenue has narrow sidewalks on one side, with cracks and sign poles impeding walking. The other surrounding roads do not have sidewalks. Improvements to Coleman Avenue under discussion could facilitate walking and biking.
- Laurel School Upper Campus is on Elliot Drive between O'Connor Street and Oak Court. Elliot Drive has sidewalks on both sides, but several blocks of O'Connor Street and Oak Court lack sidewalks.

- Oak Knoll School is a block from Sand Hill Road, a major thoroughfare with bike lanes and an adjacent trail. Many of the roads surrounding Oak Knoll School lack connected sidewalks, and one (Oak Avenue) is classified as a bike route.

The District currently employs 11 crossing guards, shown in Figure 1.

### ***Participation in Non-Infrastructure Activities***

Many students ride the buses District-wide. The buses provided for Laurel Schools are at capacity with a waiting list. Many Hillview Middle School students use SamTrans buses to get to and from school and SamTrans adjusted route schedules to account for early-release days on Thursdays.

Many of the schools have participated in SRTS non-infrastructure activities through the San Mateo County Office of Education’s SRTS Program. Safe Moves and the Menlo Park Police Department have conducted walking and biking safety education.



*Parents for Safe Routes is a group of active community members who volunteer to support SRTS efforts throughout Menlo Park.*

The District is interested in integrating walking and biking curriculum in PE classes. Hillview Middle School is participating in the County Office of Education’s Safe Routes for Health and Wellness grant program, which includes parent education, outreach activities, and curriculum.

The District provides support for Walk to School Day for each school and Parents for Safe Routes, a local advocacy organization, conducts outreach for parents at

Menlo Park City School District schools. The Vice-Principals for each school meet bi-monthly and often discuss SRTS topics. The County SRTS funding is programmed to be used for walk/bike education and outreach, bus riding promotional campaigns, parent education, and translations.

## **Ravenswood City School District**

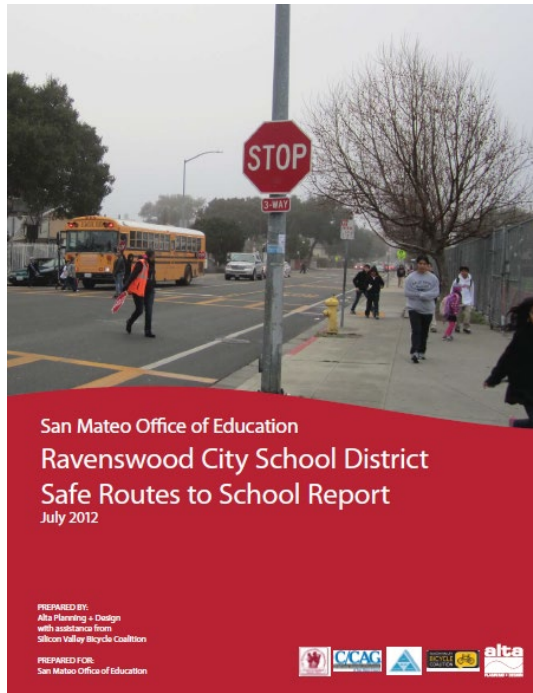
Ravenswood City School District has three schools that serve Menlo Park: Belle Haven School (grades K-8), Willow Oaks School (grades K-8), and Ravenswood Middle School (grades 6-8). The middle school grades for Belle Haven and Willow Oaks Schools are sunsetting as the Ravenswood Middle School matriculates to its full buildout.

### ***Infrastructure Conditions and Needs***

- Belle Haven School is located north of Highway 101. Highway 101 creates a barrier that limits access to central and southern Menlo Park. All of the roadways around Belle Haven School have sidewalks, but none have bike lanes or are classified as a bike route by the City.
- Willow Oaks School is located on Willow Road across from the VA Medical Hospital. Although Willow Road has sidewalks and bike lanes, the large number of vehicles that travel along Willow Road can make parents feel unsafe, so many elect to drive. Families who live on the south side of the school can use the sidewalks and crossings to enter through the back entrance.
- Ravenswood Middle School is a new, matriculating school that shares a campus with another school in East Palo Alto. Although the roadways that serve Ravenswood Middle School are primarily residential, the school is also surrounded by office and light industrial land uses.

### ***Participation in Non-Infrastructure Activities***

Although the Ravenswood City School District schools have participated in SRTS activities in the past, implementing the grant funding provided by the San Mateo County SRTS Program has been challenging due to recent staff reductions. In 2015-2016, the funding was used to bring the Silicon Valley Bicycle Coalition to conduct education activities.



*The Ravenswood City School District SRTS Report presents infrastructure and programmatic projects recommended to improve student safety and access to Ravenswood schools.*

Belle Haven School has workshops for families each trimester, providing a forum for SRTS information for families. Each school site council, PTAs, and ELACs meet monthly, providing another opportunity for disseminating SRTS information to families.

## **Sequoia Union High School District**

Menlo-Atherton High School is currently the only open school in Menlo Park that is part of the Sequoia Union High School District but TIDE Academy is expected to open in fall of 2019.

### ***Infrastructure Conditions and Needs***

Menlo-Atherton High School (grades 9-12) is located on Middlefield Road in Atherton, near Laurel School Lower Campus. Middlefield Road is classified as a “mixed-use avenue” with bike lanes installed, although it lacks sidewalks. TIDE Academy will be located in a primarily office and light industrial area of eastern Menlo Park, near the San Francisco Bay. Walking and bicycling access to this part of the city is limited, although, through the ongoing Transportation Master Plan project, the city is working with nearby businesses to improve access.

### ***Participation in Non-Infrastructure Activities***

In 2016, Menlo-Atherton High School adopted a Transportation Demand Management Program, a comprehensive plan that reduces the total number of vehicles driving to and from the campus. As such, many Menlo-Atherton High School students walk or ride a bike to school and the school participates in several SRTS activities, including an annual Walk to School Day.

Many students take SamTrans to school, but report that buses are often too crowded to accommodate the demand. SamTrans is considering extending a nearby bus line to better accommodate the students, but funding is limited. Menlo-Atherton High School also works with Parents for Safe Routes to provide outreach for SRTS activities.

## Private Schools

Historically, the private schools have not coordinated with the City or County regarding SRTS activities. As such, not much is known about existing SRTS efforts at the private schools that serve Menlo Park families. When contacted, the schools that did reply were excited to hear that the city is developing a SRTS program and would like to get involved as it is rolled out and grows. Several private schools operate with limits on peak-hour vehicle trips and/or required Transportation Demand Management programs through their permits with the City of Menlo Park.

Private schools in Menlo Park include:

- Alto International School (Pre-K – 12)
- Beechwood School (Pre-K – 8)
- Lydian Academy (6 – 12)
- Menlo School (6 – 12)
- Mid-Peninsula High School (9 – 12)
- Nativity Catholic School (Pre-K – 8)
- Peninsula School (Pre-K – 8)
- Phillips Brooks School (Pre-K – 5)
- Sacred Heart Schools (Pre-K – 12)
- St. Raymond Elementary School (Pre-K – 8)
- Synapse School (K-8)
- Trinity School (Pre-K – 5)

The Valparaiso SRTS Plan developed in 2012 includes recommendations that would benefit schools along that corridor, including: Hillview Middle School, Menlo School, Nativity Catholic School, Sacred Heart Schools, and St. Raymond Elementary School. The Valparaiso SRTS Plan was developed jointly with the Town of Atherton and the first phase of improvements were installed in 2017 in collaboration with Atherton and San Mateo County to provide a clear walking pathway on the south side of the street, add green bike lane treatments in the existing Class II bike lanes, and crosswalk upgrades.



*Students have the opportunity to practice riding on the street through SRTS educational programming.*



## Recommended Actions

Based on the feedback from stakeholder meetings and the data collected as part of the existing conditions, the recommendations provide a framework for establishing a Citywide SRTS program.

### Citywide SRTS Program Roles

The most successful SRTS programs use a four-legged chair framework, with an equal partnership between the City, School Districts, Community, and Youth. Rather than establishing top-down expectations, SRTS programs should be collaborative and participatory, cultivating relationships and constantly trying new approaches.

This framework also requires at least one person with a formal job responsibility to organize and coordinate between the partners. Given the extent of inter-agency coordination required to serve Menlo Park schools, this SRTS Coordinator should be housed at the City. Ideally, the position should be full-time to coordinate between partners and keep activities going, but a part-time position could be effective as well, in a more limited capacity. The SRTS Coordinator should begin work by:

- Creating a Communications Plan outlining key contacts, the timeline of specific activities, and outreach mechanisms
- Developing a Memorandum of Understanding (MOU) with each school district to clarify roles and expectations
- Begin meeting with parent groups to publicize this Strategy, identify opportunities, and begin building volunteer capacity to help lead activities and events

This position would collaborate with partners across the city, connecting parent, teacher, and other volunteers with resources and trainings to implement

activities. The Coordinator will primarily work with public schools, although they may support private schools in their Travel Demand Management (TDM) efforts. This may include working with SamTrans to improve and promote busing, as well as facilitating carpooling.

The SRTS Coordinator should be supported by specific staff at each school district, who can internally promote SRTS curriculum, connect teachers with SRTS resources, and support education and encouragement activities led by teachers and community volunteers. These should be paid staff such as Wellness Coordinators, administrators, or teachers (see 1 on the following page). Supporting the SRTS program at schools in the district should be a clear element of their job descriptions and they should work with all jurisdictions their schools include to coordinate SRTS messages and materials.

Community volunteers play a key role in organizing and hosting events such as Walk to School Day and Bike to School Day, bike fairs, and provide information about transportation options at back to school nights. Mostly parents and caregivers, these “School Champion” volunteers could be an assigned role within the PTA or part of a traffic safety task force. A formal volunteer role provides more sense of responsibility and authority, promoting continuity. Turnover is likely to be high, so the City and District coordinators should maintain documents and help volunteer leads solicit additional assistance throughout the year.

Finally, youth can be both participants and co-hosts of SRTS activities. Middle and high school students can act as student safety patrols to help younger students cross the road, clubs can organize walking school buses and bike trains, and student leaders can organize events to coincide with Walk to School and Bike to School Days.

Table 1. School District Roles in SRTS by Department

| School district department         | What school district staff can do to support Safe Routes to School efforts   |
|------------------------------------|--|
| Office of Superintendent           | <ul style="list-style-type: none"> <li>• Support SRTS programming, making sure that school or school district policies support safe walking and rolling to school</li> <li>• Aid other departments in supporting SRTS efforts</li> <li>• Identify funding for more staff time and resources for SRTS goals</li> </ul>  |
| Communications and Parent Outreach | <ul style="list-style-type: none"> <li>• Share safety and encouragement messaging and spread the word of upcoming events. Use existing communications channels such as newsletters, emails, and social media</li> </ul>  |
| Facilities                         | <ul style="list-style-type: none"> <li>• Work with partners to make the school campus and area around the school friendly to people walking and biking. This can include providing sufficient, well-marked active transportation parking on the school campus</li> <li>• Help coordinate school site assessments to get all stakeholders talking about potential infrastructure changes that will make students walk and roll to school safer</li> </ul> |
| Transportation                     | <ul style="list-style-type: none"> <li>• Provide information about busing and transit education to families</li> <li>• Include walking and rolling as viable transportation options for students to get to and from school safely</li> </ul>   |
| Health and Wellness                | <ul style="list-style-type: none"> <li>• Help families, staff, and students make the connection between active commuting and health. Promote information about the mental, emotional, and physical health benefits of walking and rolling to school – and encourage schools to partake in Walk and Roll event days</li> </ul>  |
| Curriculum and Instruction         | <ul style="list-style-type: none"> <li>• Share SRTS messaging for parents and families around safe walking and rolling</li> <li>• Work with students to explore connections of health, active lifestyles, and the environment through the Office of Education’s SRTS Curriculum if able – which follows the legally mandated California’s <a href="#">Environmental Principles and Concepts</a></li> </ul>   |
| School Administration              | <ul style="list-style-type: none"> <li>• Help organize Walk and Roll event days and promote SRTS programs (such as Walking School Buses/Bike Trains or designate Park and Walk locations)</li> <li>• Communicate about these events by sharing SRTS messaging for parents and families – and help build a parent volunteer base to implement SRTS activities</li> </ul>  |

Source: San Mateo County Office of Education’s Safe and Supportive School Travel Kit

## Recommendations for SRTS Partners

Based on the proposed framework of a SRTS program in Menlo Park, the following sections outline key partner activities. All partners should participate in an ongoing SRTS Task Force that meets at least quarterly, which will coordinate activities, discuss implementation challenges, and identify new opportunities. The Task Force can build off the Advisory Committee convened to develop this Strategy, convened by the new SRTS Coordinator.

### The City of Menlo Park

The City can convene partners, promote safety messages and information about upcoming events, and build capacity for school districts, individual schools and teachers, family volunteers, and other partners. The City of Menlo Park should take the actions on the following pages to develop and sustain a SRTS program.

Several of these recommendations are currently in progress, as part of the City's 2018 SRTS Strategy. The first recommendation is for the City to hire a SRTS Coordinator. The Coordinator, in conjunction with City staff, can begin short term tasks right away. These activities have high potential to leverage existing resources, build momentum for SRTS, and are feasible in a relatively short period of time. They are intended to lay the groundwork for ongoing, citywide SRTS activities.

### School Districts and Private Schools

While the City of Menlo Park is taking on a leadership role in coordinating SRTS activities, the individual school districts and private schools are essential to communicating with students and their families. Key activities include working with the City's SRTS Coordinator to develop joint resolution between the City and the School Districts outlining roles and expectations.

Private schools are required to have a TDM plan to reduce congestion. The staff person responsible for those plans may be the best contact for SRTS activities. With limited capacity, the SRTS Coordinator may not prioritize direct assistance to private schools, but these representatives should be invited to meetings and

training opportunities, and can share strategies they have found to be effective for their communities.

### Community Volunteers

Parents, caregivers, neighbors, and other community members are vital components of a successful SRTS program. Parents can host events, build enthusiasm for walking and biking, and support families trying a new mode for the first time. The following pages identify ways community volunteers can partner with the City, Districts, and schools to implement SRTS programs.

### Students

Student groups, particularly in middle and high schools, can get involved in SRTS and effectively share these messages with their peers. Staff from the City and Districts, as well as community volunteers, can begin building student-led SRTS activities by attending school team meetings, organizing classroom presentations about transportation, and holding focus groups to ask students how they would like to get involved.



*Parent volunteers recognize students who participated in Walk to School Day.*

# Recommendations for the City, Districts, Private Schools, and Community Volunteers

## Coordination Recommendations

Coordination and collaboration between stakeholders is instrumental to the ongoing success of a citywide SRTS program. Active support and participation by the City of Menlo Park, School Districts, individual public and private schools, as well as parent and community volunteers, will enable the community to build and maintain momentum for using transportation options and promoting transportation safety.



### *Establish a sustainable and implementable SRTS program throughout Menlo Park*

|                                      | Short Term<br>(Spring 2019)  | Medium Term<br>(Fall 2019-2022)  | Long Term<br>(after 2022)  |
|--------------------------------------|--|--|--|
| City of Menlo Park                   | <ul style="list-style-type: none"> <li>Hire a SRTS coordinator to work directly with school districts, schools, parent volunteers, and other partners (<i>in progress</i>)</li> <li>Convene a committee of stakeholders (SRTS Task Force) to begin meeting quarterly into the future (<i>in progress</i>)</li> </ul> | <ul style="list-style-type: none"> <li>Meet with new potential community partners such as Parks, Chamber of Commerce, and others to expand SRTS activities</li> <li>Develop resources to facilitate staff &amp; volunteer transitions</li> <li>Identify liability concerns for partners and develop guidance for liability issues</li> </ul> | <ul style="list-style-type: none"> <li>Continue at least quarterly stakeholder meetings</li> <li>Identify a part-time SRTS coordinator for each school district</li> </ul> |
| School Districts and Private Schools | <ul style="list-style-type: none"> <li>Work with SRTS Coordinator to identify a SRTS Champion at each school to help plan events</li> </ul>  | <ul style="list-style-type: none"> <li>Support transitions between school-based SRTS Champions by providing meeting space, printing, and collaboration as appropriate</li> </ul>   | <ul style="list-style-type: none"> <li>Prioritize SRTS educational programs and outreach to families</li> </ul>  |
| Community volunteers                 | <ul style="list-style-type: none"> <li>Work with SRTS Coordinator to implement events and activities at schools</li> </ul>   | <ul style="list-style-type: none"> <li>Designate a formal SRTS Champion position at each school; Continue helping implement events and activities at schools</li> </ul>  | <ul style="list-style-type: none"> <li>Continue helping implement events and activities at schools</li> </ul>  |



Short Term  
(Spring 2019)

Medium Term  
(Fall 2019-2022)

Long Term  
(after 2022)

**Improve bussing to better serve Menlo Park students and families**

|                                      |  |   |   |
|--------------------------------------|--|---|---|
| City of Menlo Park                   | <ul style="list-style-type: none"> <li>• Meet with SamTrans Youth Outreach staff to identify barriers to riding the bus (personal safety, predictability, and bus stop accessibility)</li> </ul> | <ul style="list-style-type: none"> <li>• Work with SamTrans and the San Mateo County Office of Education to develop and distribute safe bus riding materials</li> <li>• Audit SamTrans and school bus routes to determine service gaps</li> </ul> | <ul style="list-style-type: none"> <li>• Work with SamTrans to improve bus service to Menlo Park schools</li> </ul> |
| School Districts and Private Schools | <ul style="list-style-type: none"> <li>• Work with SamTrans to designate bus stops and routes (<i>in progress</i>)</li> <li>• Communicate bus option to students (<i>in progress</i>)</li> </ul> | <ul style="list-style-type: none"> <li>• Continue working with SamTrans and the City to update bus routes as enrollment needs change if appropriate</li> </ul>  |   |

**Build awareness of an inclusive citywide SRTS program**

|                                      |   |   |   |
|--------------------------------------|---|---|---|
| City of Menlo Park                   | <ul style="list-style-type: none"> <li>• Develop a communications plan outlining media channels, audiences, messages, Parents Teachers Organizations (PTO) and other meetings, and timeline for outreach</li> <li>• Communicate SRTS activities and safety tips through the City’s weekly digest, social media, and a SRTS e-news</li> <li>• Provide sample media blurbs to Districts, schools, and volunteers</li> </ul> | <ul style="list-style-type: none"> <li>• Develop flier templates for citywide activities that partners can use to promote SRTS activities</li> <li>• Provide translation services for SRTS materials</li> </ul> | <ul style="list-style-type: none"> <li>• Work closely with communities not served by SRTS</li> <li>• Develop materials to engage new populations</li> </ul> |
| School Districts and Private Schools | <ul style="list-style-type: none"> <li>• Communicate SRTS activities, tips, and information through school media channels, particularly supporting outreach to communities that speak languages other than English</li> </ul>   |   |   |
| Community volunteers                 | <ul style="list-style-type: none"> <li>• Communicate SRTS activities, tips, and information through PTO meetings, fliers, and school-specific channels.</li> </ul>  |   |   |

## Education Recommendations

Education classes and activities inform families about transportation choices, teach walking and biking safety skills, promote driver safety campaigns near schools, and communicate the benefits of active transportation.

|  | Short Term<br>(Spring 2019)  | Medium Term<br>(Fall 2019-2022)  | Long Term<br>(after 2022)  |
|--|--|--|--|
| <b>Educate all students on bicycle and pedestrian safety</b> |  |  |  |
| City of Menlo Park   | <ul style="list-style-type: none"> <li>Support participation in the SMCOE SR-FHW<sup>1</sup> program (Laurel ES, Willow Oaks) through outreach</li> <li>Identify target grades and specific curriculum for schools (<i>in progress</i>; see <b>Appendix A</b> for implementation recommendations)</li> <li>Pursue Spare the Air Youth family biking workshop through the Silicon Valley Bicycle Coalition</li> </ul> | <ul style="list-style-type: none"> <li>Refine curriculum, develop trainings, and purchase a kit of materials for schools to implement lesson plans</li> <li>Purchase and maintain a bike fleet and create a bike rodeo kit for schools to use</li> <li>Pursue traffic garden/Safetyville opportunity for bicycle safety skills practice space</li> </ul> | <ul style="list-style-type: none"> <li>Work with all schools to implement curriculum</li> <li>Fund SRTS education vendors to deliver safety education and stipends for teacher training</li> </ul>                               |
| School Districts and Private Schools                         | <ul style="list-style-type: none"> <li>Work with the San Mateo County Office of Education to implement bike/ped education at target schools</li> </ul>   | <ul style="list-style-type: none"> <li>Provide PE or after-school bicycle and pedestrian training and education at priority schools</li> <li>Offer bike/ped education to high school students in conjunction with drivers education</li> </ul>   | <ul style="list-style-type: none"> <li>Provide bike/ped safety education to all elementary/middle schools and bicycle repair classes at middle/high schools (e.g. via safety assemblies, as supported by SMCOE grant)</li> </ul> |
| Community volunteers   | <ul style="list-style-type: none"> <li>Support bike/ped safety education by staffing events and helping with logistics</li> </ul>  |  |  |
| <b>Promote safe bussing and transit riding</b>               |  |  |  |
| City of Menlo Park   | <ul style="list-style-type: none"> <li>Develop ride the bus handouts for bus riders</li> </ul>   | <ul style="list-style-type: none"> <li>Provide transit education at middle and high schools</li> </ul>   |  |
| School Districts and Private Schools                         | <ul style="list-style-type: none"> <li>Promote carpooling, bussing, and park and walk opportunities through outreach materials</li> </ul>  | <ul style="list-style-type: none"> <li>Coordinate with SamTrans and promote transit use and education as needed</li> </ul>   |  |

<sup>1</sup> San Mateo County Office of Education SRTS for Health and Wellness: [http://www.smcoe.org/learning-and-leadership/safe-and-supportive-schools/safe-routes-to-school-\(sr2s\)/support-providers-and-partners/](http://www.smcoe.org/learning-and-leadership/safe-and-supportive-schools/safe-routes-to-school-(sr2s)/support-providers-and-partners/)

## Engineering Recommendations

Engineering addresses the physical environment around schools through infrastructure improvements (signage, crosswalks, signals, etc.) designed to improve the safety of people walking, bicycling, bussing, and driving along school routes.



### Plan for safe and comfortable bicycle and pedestrian access to Menlo Park schools

|                                      |  |  |  |
|--------------------------------------|--|--|--|
| City of Menlo Park                   | <ul style="list-style-type: none"> <li>Promote a connected low-stress bike network with protected crossings of major streets (<i>in progress</i>)</li> <li>Integrate walk audit infrastructure recommendations into Transportation Master Plan project list and consider proximity to schools and key routes to school in project prioritization (<i>in progress</i>)</li> </ul> | <ul style="list-style-type: none"> <li>Identify a School Commute Route network to focus implementation</li> <li>Complete walk audits and improvement plans, prioritizing schools with higher number of collisions within ¼ mile and the lowest bicycle/pedestrian mode share</li> <li>Analyze needs for improved bike/ped access to bus stops</li> <li>Work with neighboring jurisdictions to support improved bike/ped access to bus stops</li> </ul> | <ul style="list-style-type: none"> <li>Identify grant funding for infrastructure projects</li> <li>Modify scope of current projects to incorporate walk audit recommendations</li> </ul> |
| School Districts and Private Schools | <ul style="list-style-type: none"> <li>Provide feedback about Transportation Master Plan project list and share opportunities for feedback to the school community</li> <li>Inventory school bike parking facilities (type, quantity, location, signage, covering, ingress/egress)</li> </ul>  | <ul style="list-style-type: none"> <li>Work with local jurisdictions to integrate school travel considerations and bike/ped access to schools and school circulation in transportation improvement projects</li> </ul>   |  |
| Community volunteers                 | <ul style="list-style-type: none"> <li>Provide feedback about how well the Transportation Master Plan project list serves school access</li> </ul>   | <ul style="list-style-type: none"> <li>Participate in walk audits and planning processes to encourage improvements to school access and circulation</li> </ul>   |  |

### Implement improvements with demonstration projects

|                                      |  |   |  |
|--------------------------------------|--|---|--|
| City of Menlo Park                   | <ul style="list-style-type: none"> <li>Pursue a demonstration project potentially through bike to school month in May</li> </ul>               | <ul style="list-style-type: none"> <li>Create a demonstration project kit;</li> <li>Support schools in implementing quarterly demonstration projects</li> </ul> | <ul style="list-style-type: none"> <li>Continue hosting demonstration projects citywide</li> </ul> |
| School Districts and Private Schools | <ul style="list-style-type: none"> <li>Support demonstration projects with outreach information and potentially staff participation</li> </ul> |   | <ul style="list-style-type: none"> <li>Replace lower quality bike parking if needed</li> </ul>     |
| Community volunteers                 | <ul style="list-style-type: none"> <li>Volunteer to support demonstration projects at schools</li> </ul>                                       |   |  |

### Support end-of-trip facilities at schools

|                    |  |  |  |
|--------------------|--|--|--|
| City of Menlo Park | <ul style="list-style-type: none"> <li>Identify funding for bike racks and secured bike parking</li> </ul> |  |  |
|--------------------|--|--|--|

## Encouragement Recommendations

Encouragement uses events and activities that spark interest in both parents and students in walking, biking, carpooling, and bussing to school, with programs that reward participation and make these transportation options normal and fun. Encouragement activities must serve the unique needs of the school community, providing age-appropriate, safe, community-specific, and inclusive opportunities for youth and families to get involved and celebrate transportation options.



### ***Build volunteer capacity to support SRTS events and activities at Menlo Park schools***

|                                      | Short Term<br>(Spring 2019)   | Medium Term<br>(Fall 2019-2022)  | Long Term<br>(after 2022)   |
|--------------------------------------|---|--|---|
| City of Menlo Park                   | <ul style="list-style-type: none"> <li>• Provide staff support at school-specific events</li> <li>• Meet with PTOs to plan specific activities and events</li> <li>• Recognize volunteers for their efforts</li> </ul>                      | <ul style="list-style-type: none"> <li>• Provide parent trainings on Walking School Buses, Golden Sneaker, and other activities (see <b>Appendix B</b> for recommendations)</li> <li>• Develop outreach materials for schools to promote walking and biking</li> </ul> | <ul style="list-style-type: none"> <li>• Host citywide SRTS events (such as annual bike rodeos/bike fest, open streets events, etc.)</li> </ul>             |
| School districts and private schools | <ul style="list-style-type: none"> <li>• Provide meeting space and staff support for parent meetings and workshops</li> <li>• Support SRTS events and activities by encouraging teachers to integrate SRTS messages into lessons</li> </ul> | <ul style="list-style-type: none"> <li>• Co-host SRTS activities and events</li> <li>• Provide participation incentives such as additional recess or class parties</li> <li>• Encourage teachers to participate in SRTS competitions like Golden Sneaker</li> </ul>    | <ul style="list-style-type: none"> <li>• Encourage teachers to participate in SRTS activity trainings and activities as supported by SMCOE grant</li> </ul> |
| Community volunteers                 | <ul style="list-style-type: none"> <li>• Lead encouragement activities at individual schools (<i>in progress</i>)</li> </ul>  |  |   |

### ***Host bike safety and fun events***

|                                      | Short Term<br>(Spring 2019)  | Medium Term<br>(Fall 2019-2022)   | Long Term<br>(after 2022)   |
|--------------------------------------|--|---|---|
| City of Menlo Park                   | <ul style="list-style-type: none"> <li>• Plan a bike festival in spring 2019; promote bike to school day</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue annual bike festival; form and promote bike trains</li> </ul> | <ul style="list-style-type: none"> <li>• Promote year-round bicycling with fun activities and events</li> </ul> |
| School Districts and Private Schools | <ul style="list-style-type: none"> <li>• Support community-led events and activities with meeting space, printing, translation/ interpretation (as needed), and outreach for parent- and City-led SRTS activities as supported by SMCOE grant</li> </ul> |   |   |
| Community volunteers                 | <ul style="list-style-type: none"> <li>• Organize Bike to School Day, Bike Trains, and other bike encouragement events and activities.</li> </ul>  |   |   |

## Enforcement Recommendations

Enforcement activities aim to deter unsafe behaviors from everyone traveling near schools and encourage all road users to obey traffic laws and share the road safely around schools. In particular, the City, Districts, and schools identified the number and placement of crossing guards as an important issue for the Menlo Park SRTS program to address.

|   | Short Term<br>(Spring 2019)   | Medium Term<br>(Fall 2019-2022)   | Long Term<br>(after 2022)   |
|---|---|---|---|
| <b>Promote safe transportation behaviors near schools</b> |   |   |   |
| City of Menlo Park  | <ul style="list-style-type: none"> <li>Continue coordinating with police on enforcement timing and procedures near schools</li> <li>Discuss liability concerns to overcome barriers to police participation in and support for SRTS</li> <li>Develop traffic safety handouts to be sent home to families</li> </ul> | <ul style="list-style-type: none"> <li>Focus outreach on back-to-school nights and transitions (Kinders, 6<sup>th</sup> grade, potentially 4<sup>th</sup> grade)</li> <li>Create a “roll model” citywide safety outreach campaign to remind parents about being responsible, promote walking and biking, and educate the community about how to use new traffic elements</li> </ul> | <ul style="list-style-type: none"> <li>Provide speed radar signs to deter speeding in school zones</li> <li>Continue developing new outreach materials in coordination with the districts and families</li> </ul> |
| School Districts and Private Schools                      | <ul style="list-style-type: none"> <li>Provide Suggested Route Maps with safety tips to parents (<i>in progress</i>)</li> <li>Disseminate bicycle, pedestrian, and traffic safety messaging produced by the SRTS Coordinator</li> </ul>   | <ul style="list-style-type: none"> <li>When possible, involve parent volunteer with traffic messaging</li> <li>Implement a student valet program at schools with on-street congestion during drop off</li> </ul>  | <ul style="list-style-type: none"> <li>Work with the City to identify priority infrastructure recommendations</li> </ul>  |
| Community volunteers                                      | <ul style="list-style-type: none"> <li>Share traffic safety messages throughout the school community</li> </ul>   |   |   |
| <b>Establish citywide crossing guard program</b>          |   |   |   |
| City of Menlo Park  | <ul style="list-style-type: none"> <li>Develop crossing guard policy and list of priority locations (see <b>Appendix C</b> for recommended next steps to implement a crossing guard program)</li> </ul>   | <ul style="list-style-type: none"> <li>Pursue funding for crossing guards in priority locations</li> </ul>  |   |
| School Districts  | <ul style="list-style-type: none"> <li>Work with the City to identify crossing guard needs at each school</li> </ul>  | <ul style="list-style-type: none"> <li>Identify and pursue funding for highest need schools</li> </ul>  | <ul style="list-style-type: none"> <li>Identify and pursue crossing guard funding for all schools</li> </ul>  |

## Evaluation Recommendations

Evaluating the projects and programs of each of the other “E’s” tracks progress and determines which activities, events, and projects are most effective at accomplishing the overall program goals. The National Partnership for SRTS has developed consistent guidance for collecting data related to student travel and parents’ perceptions.

Typical data about families’ school commute habits include:

- **Student hand tallies** collect information on how students traveled to and from school over a 2-3 days period. This information provides a snapshot of how students get to school for each school and grade, and can track mode shift over time to determine how SRTS activities impact families’ transportation behaviors.
- **Parent surveys** provide information about families’ school travel behavior, as well as parents’ attitudes about walking and biking. Schools can use surveys to determine specific safety concerns and opportunities to provide activities to overcome barriers to walking, biking, and other shared modes.



*Short Term  
(Spring 2019)*

*Medium Term  
(Fall 2019-2022)*

*Long Term  
(after 2022)*

### Collect data and measure progress toward goals

|                                      |  |   |   |
|--------------------------------------|--|---|---|
| City of Menlo Park                   | <ul style="list-style-type: none"> <li>• Support districts in collecting data about how families get to school through parent surveys and student hand tallies by providing forms, instructions for data collection, data entry, and analysis (see <b>Appendix D</b> for specific evaluation and data collection recommendations)</li> </ul> | <ul style="list-style-type: none"> <li>• Develop a citywide report card for SRTS activities and school travel behaviors</li> <li>• Continue annual student hand tallies and parent surveys every 3-4 years</li> </ul> | <ul style="list-style-type: none"> <li>• Use the data to continuously improve the SRTS program</li> </ul> |
| School Districts and Private Schools | <ul style="list-style-type: none"> <li>• Encourage teachers to collect hand tally and parent survey data (as requested by SMCOE)</li> </ul>  |   |   |

## School Priorities

**Table 2** presents the priority recommendations for each school. Recommendations are based on age-appropriate SRTS activities that address identified issues, as well as on stakeholder meetings, previous work at schools

and districts, and the background information from each school and school district. To begin implementing these recommendations, the City's SRTS coordinator should work with District and school staff, as well as community volunteers, to confirm specific priorities, identify parent champions, and schedule trainings and events.

Table 2. Initial Recommendations for Schools

| School                                      | Priority #1  | Priority #2  | Priority #3  |
|---|--|--|--|
| <b>Las Lomas Elementary School District</b> |  |  |  |
| La Entrada Middle                           | Bike to School Day and Competition<br>Parent trainings                                     | Bike Repair Classes  | Incorporate walk audit recommendations into the SRTS school district's program |
| Las Lomas                                   | Walk and Roll Day<br>Ped safety education  | Golden Sneaker or other Competitions<br>Share Suggested routes map | Walking School Bus (WSB) parent training<br>Bike parking                       |
| <b>Menlo Park City School District</b>      |  |  |  |
| Encinal                                     | WSB parent training  | In-school bike/ped education                                       | Walk audit and infrastructure plan   |
| Hillview Middle                             | Bike/Ped Education/ In-school bicycle education  | Bike club/ bike repair classes                                     | Transit education  |
| Laurel Lower                                | WSB/Bike Train parent training   | In-school bike/ped education                                       | Student valets   |
| Laurel Upper                                | WSB/Bike Train parent training   | In-school bike/ped education                                       | Student valets   |
| Oak Knoll                                   | Bike Train parent training   | In-school bike/ped education                                       | Map campus circulation routes  |
| <b>Ravenswood City School District</b>      |  |  |  |
| Belle Haven                                 | PE or after-school bike/ped training and education   | Golden Sneaker, Walk & Roll to School Days parent training         | Walk audit and infrastructure plan   |
| Willow Oaks                                 | Golden Sneaker, Walk & Roll to School Days<br>Parent training                              | PE or after-school bike/ped education                              | Walk audit and infrastructure plan   |
| Ravenswood Middle                           | Ped and Bike safety education<br>Bike Train parent training                                | PE or after-school bike/ped education<br>Implement crossing flags  | Walk audit and infrastructure plan   |
| <b>Sequoia Union High School District</b>   |  |  |  |
| Menlo-Atherton High                         | Bike/skater Shed with checkout service<br>Student involvement in the community around SRTS | SamTrans coordination and transit education                        | Bike Club/Bike Repair Classes  |
| TIDE Academy                                | Parent engagement  | Suggested route map  | SamTrans coordination and transit education                                    |

## Citywide SRTS Goals

In order to determine whether the program is successful, the city can set measurable goals for the next two years. The accompanying Implementation Appendixes provide further details for advancing these goals.

### Year 1 Goals (by June 30, 2019) – *in progress*

- Hire part-time SRTS Coordinator through Alta Planning + Design
- Host a citywide SRTS event (March 2019 spring bike celebration and SRTS program kickoff)
- Pursue a Memorandum of Understanding for each school district that identifies specific SRTS activities and events
- Teach bike/ped safety curriculum in at least one classroom (see **Appendix A**)
- Begin forming walking school buses and bike trains with interested parent volunteer groups (see **Appendix B**)
- Evaluate the need for crossing guards and pursue funding strategies for increasing the number of guards in the city (see **Appendix C**)
- Conduct parent surveys and hand tallies at all schools to determine a baseline mode split (see **Appendix D**)

### Year 2 Goals (by June 30, 2020)

- Continue part-time SRTS Coordinator, and consider expanding to full-time as part of the 2020-21 budget process or through other funding opportunities.
- Identify dedicated staff at each district
- Identify SRTS Champions at each school
- Set mode share goals for each school
- Teach bike/ped safety curriculum in at least three schools
- Host annual Walk to School Day, Bike to School Day, and one additional citywide outreach activity





## Potential SRTS Funding Sources and Opportunities

The following section outlines resources that can support SRTS outreach and education campaigns. These resources may help the City and Districts move forward with implementing priority SRTS actions.

### Local Resources

#### *Transportation Impact Fees*

Transportation Impact Fees can be used for infrastructure projects that have been identified in the fee program. The latest fee program was developed in 2009. Updates are in progress and expected in late 2019.

#### *Demonstration Projects*

The City can provide demonstration or pilot projects as a stand-alone event or as part of a larger roadway resurfacing project. As a stand-alone event, paint and temporary elements such as hay bales and planters, can be used to model a potential improvement. These demonstration projects can be implemented in conjunction with an event, such as Bike to School Day, to build momentum and test elements while raising visibility.

Demonstration projects can be implemented through a resurfacing project, before a roadway is completely repaved, the paint can be removed and the roadway redesigned. The City can study the effectiveness of the new design and get feedback on the reconfiguration before completely repaving the roadway. The City can then decide whether to move ahead with the new design or go back to the previous configuration. Menlo Park did this for the Oak Grove Avenue bicycle lane project in 2017 and 2018.

#### *Transportation Master Plan*

Menlo Park is currently developing a Transportation Master Plan that will identify and prioritize projects that should make traveling around Menlo Park feel safer and more effective for all modes of travel. Priority projects that are located near a school could be implemented in short-term upon Plan adoption by the City Council. Currently, a project prioritization and implementation

strategy is under development and would be used to inform capital funding recommendations in future budget cycles.

#### *General Fund for ADA*

The City has a general fund that allocates funding toward projects based on need. Projects that require Americans with Disabilities Act (ADA) upgrades should be prioritized and can be incorporated into larger roadway or intersection construction.

### San Mateo County Sources

#### *Measure M Funds*

The City/County Association of Governments (C/CAG) sponsors Measure M, that was approved by the voters of San Mateo County in 2010, and imposes an annual fee of ten dollars (\$10) on motor vehicles registered in San Mateo County for transportation-related traffic congestion and water pollution mitigation programs. Per the Expenditure Plan, 50 percent of the net proceeds will be allocated to cities/county for local streets and roads and 50 percent will be used for countywide transportation programs such as transit operations, regional traffic congestion management, water pollution prevention, and safe routes to school.

#### *Measure A Funds*

Measure A funds are dedicated transportation funds provided by San Mateo County Transportation Authority (SMCTA) aimed to improve transit and relieve traffic congestion. Three percent of all sales tax revenues collected under Measure A are dedicated to pedestrian and bicycle projects. The City of Menlo Park would need to apply for Measure A funds and call for projects are on two-to-three-year cycles.

#### *Measure W Funds*

Measure W funds will create approximately \$80 million per year in new investment to relieve traffic congestion and provide expanded mobility options

for County residents. The distribution of the funds will be shaped by the Congestion Relief Plan, a product of community feedback and developed to reflect how residents think transportation funding should be invested. The funds are managed by SamTrans with five percent dedicated to bicycle and pedestrian improvements. The tax will go into effect July 1, 2019.

### ***San Mateo County Office of Education***

The San Mateo County Office of Education provides grant funding for schools and districts interested in participating in the San Mateo County SRTS program. Funding can be used for bike rodeos, suggested route maps, Golden Sneaker contest supplies, walk audits, and other programs. The County Office of Education also offers mini-grants for schools that are currently not part of the County SRTS Program. The goal is that once schools receive mini-grant funds and become familiar with the San Mateo County SRTS Program, the schools, or their districts, will be in a better position to apply for the next regular call for projects.

### ***San Mateo County Public Health***

Every fall, Get Healthy San Mateo County awards funding to community and faith-based organizations, non-profits, public agencies and schools for placed-based primary prevention and health equity efforts. The focus of this funding is to improve people's lives by building healthy, equitable communities where all residents, regardless of income, race/ethnicity, age, ability, immigration status, sexual orientation, or gender have the opportunity to reach their full potential. Funding can be used for the following types of efforts:

- Community education
- Collaboration and partnerships
- City and regional planning processes
- Action-focused research
- Promotion of systems change
- Technical assistance to advance solutions locally

## **Regional Funding Sources**

### ***Metropolitan Transportation Commission - Spare the Air Youth Program***

The San Francisco Bay Area's Regional Planning Organization, MTC, organizes a SRTS group of SRTS providers from around the region. The Technical Advisory Committee meets quarterly, in person in San Francisco with a remote option. The meetings are a good place to meet other practitioners, learn about other local programs, and connect with funding opportunities. In addition, Spare the Air Youth provides the following regional activities.

#### ***High School Mini-Grants***

Spare the Air Youth offers mini-grants to fund high school student-led activities for each school year that have the potential to reduce greenhouse gas emissions from transportation sources. The grant program aims to increase peer-to-peer encouragement among a diverse group of students for active and shared transportation options.

#### ***Youth for the Environment and Sustainability (YES) Conference***

The YES Conference is a free, annual event that brings together middle- and high-school students from the nine San Francisco Bay Area counties to discuss solutions to the climate change crisis. The young adults' goal is to raise awareness of how our transportation choices affect our families, our communities, our air and our planet.

#### ***BikeMobile***

The Bay Area BikeMobile hosts bicycle repair clinics at schools, libraries, recreation centers, and community events across the San Francisco Bay Area. At these events, participants are engaged in a hands-on repair process so that they may be more confident making future repairs on their own. Additionally, BikeMobile promotes safe riding, teaches beginners how to ride without training wheels, and gives away refurbished bicycles. Because BikeMobile is offered through Spare the Air Youth and Safe Routes to Schools, it is a free resource to the public that focuses on low-income communities that often do not have access to professional bike repair.

### ***Bay Area Air Quality Management District Bike Rack Program***

The Bay Area Air Quality Management District funds the installation of bicycle racks and lockers through Transportation Fund for Clean Air (TFCA) funds. Only public agencies are eligible to apply.

## **State Funding Sources**

### ***SB 1 Funds***

Senate Bill 1 the Road Repair and Accountability Act of 2017, invests \$54 billion over the next decade to fix roads, freeways and bridges in communities across California and puts more dollars toward transit and safety. These funds will be split equally between state and local investments. Cities like Menlo Park can use SB 1 funds to improve local streets and roads, expand the state’s growing network of pedestrian and cycle routes, and increase transit service.

### ***Active Transportation Program (ATP) Grant***

Approximately every two years, Caltrans offers grant funding for active transportation infrastructure projects. Some SB 1 funds are used to help fund ATP projects. Applicants can include non-infrastructure (programmatic) projects as part of their application including SRTS activities. These include conducting walk audits, developing and implementing Walking School Buses, and “train the trainer” classes. Funding is highly competitive and mainly focuses on communities of concern. The city will need to work directly with the school district(s) and schools to be eligible for this grant application.

### ***Office of Traffic Safety Grant***

The Caltrans Office of Traffic Safety makes grants available to local and state public agencies for programs that help them enforce traffic laws, educate the public in traffic safety, and provide varied and effective means of reducing fatalities, injuries, and economic losses from collisions. Funding can be used for safety trainings, bike helmets, and traffic safety campaigns, among other activities.

## **Other Funding Sources**

### ***America Walks’ Community Change Grant***

America Walks offers community stipends for projects related to creating healthy, active, and engaged places to live, work, and play. Projects should be able to demonstrate how they will create healthy, active, and engaged communities that support walking as transportation, health, and recreation. The types of projects that can be funded covers a wide variety of topics and requests, but previous cycles included funds for trail improvements to schools, support for student-run SRTS events, art crosswalks, and updated wayfinding.

### ***Safe Routes to School National Partnership - Safe Routes to Parks***

The Safe Routes to Parks Activating Communities program provides in-depth technical assistance and grant funding to ten communities working to improve safe, secure park access for people of all ages and abilities in low-income communities and communities of color. Funds can be used to provide better access to parks through crossing improvements, signage, or lighting; or provide upgrades to the parks with park benches, and lighting.



## Appendix A. Curriculum Recommendations

The Menlo Park Safe Routes to School (SRTS) Strategy identified education as a key next step for implementation. The City of Menlo Park can support school districts by helping identify standards-based lessons and curricula that teach students about the rules of the road and safe travel habits.

The new SRTS Coordinator can use the matrixes on the following pages to determine appropriate curriculum for teachers to proceed with, based on district support and teacher interest at different grade levels and in different subjects. This effort should be coordinated with the San Mateo County Office of Education, which is developing curriculum through the Safe Routes for Health and Wellness grant program.

### Safe Routes to School Curriculum Best Practices

SRTS programs can teach students how to walk and bike safely, normalizing these active modes as a safe and convenient daily transportation option. Curriculum can be integrated into the school day in a variety of ways:

- In classrooms, as part of physical education (PE), math, or science lessons
- On the blacktop or street as part of PE or after-school programming
- One-time via a bike rodeo to introduce concepts
- Ongoing for a week or longer to reinforce lessons

Lessons can be delivered by PE or classroom teachers, outside vendors, parent or community volunteers, city staff, or law enforcement officials.

The following tables provide an overview of potential existing curriculum, which could be used in Menlo Park schools, as well as key concepts that are considered based on age and topic.

## Curricula Matrix

| Grades               | Pedestrian (Ped) Safety   | Bike Safety  | Math +Science + Health  | Social Studies: Geography + Civics  | Language Arts: Reading, Writing + Communicating   | Physical Education  |
|----------------------|---|--|---|---|---|---|
| Pre-K – Kindergarten | NHSTA’s <a href="#">Child Pedestrian Safety Education</a> (Teachers full PDF Guide)   | Pedestrian & Bicycle Information Center: <a href="#">Bicycle Safer Journey</a>   | Colorado Department of Transportation: <a href="#">Core Subject Lesson Plans</a><br>Iowa Bicycle Coalition: <a href="#">Kids on the Move</a> Bike & Ped Safety Curriculum             | <a href="#">Alameda SRTS K-1</a> : Lesson plan: Walking Makes Sense<br>Colorado Department of Transportation: <a href="#">Core Subject Lesson Plans</a> | Colorado Department of Transportation: <a href="#">Core Subject Lesson Plans</a><br>Iowa Bicycle Coalition: <a href="#">Kids on the Move</a> Bicycle and Pedestrian Safety Curriculum | Bicycle Alliance of Minnesota’s <a href="#">Walk! Bike! Fun!</a>  |
| 1 - 3                | NHSTA’s <a href="#">Child Pedestrian Safety Education</a> (Teachers full PDF Guide)<br><a href="#">Alameda 2-3</a> : Intersections galore<br>Minnesota <a href="#">Walk! Bike! Fun!</a> | Pedestrian & Bicycle Information Center: <a href="#">Bicycle Safer Journey</a><br>Minnesota <a href="#">Walk! Bike! Fun!</a> | Colorado Department of Transportation: <a href="#">Core Subject Lesson Plans</a><br>Iowa Bicycle Coalition: <a href="#">Kids on the Move</a> Bicycle and Pedestrian Safety Curriculum | <a href="#">Alameda 2-3</a> : Lesson plans: Intersections Galore, Walk Around the Block, Active Travel Choices, Pollution Solutions.                    | Colorado Department of Transportation: <a href="#">Core Subject Lesson Plans</a><br>Iowa Bicycle Coalition: <a href="#">Kids on the Move</a> Bicycle and Pedestrian Safety Curriculum | NHSTA’s <a href="#">Child Pedestrian Safety Education</a> (Teachers full PDF Guide)<br>Bicycle Alliance of Minnesota’s <a href="#">Walk! Bike! Fun!</a> |

| Grades | Pedestrian (Ped) Safety  | Bike Safety   | Math +Science + Health   | Social Studies: Geography + Civics  | Language Arts: Reading, Writing + Communicating   | Physical Education  |
|--------|--|---|--|---|---|---|
| 4 - 5  | <p>NHSTA's <a href="#">Child Pedestrian Safety Education</a> (Teachers full PDF Guide)</p> <p>Minnesota <a href="#">Walk! Bike! Fun!</a></p> <p>California <a href="#">Ped/Bike Safety Curriculum</a></p> <ul style="list-style-type: none"> <li>Lesson 4: Rules of the Road</li> <li>Lesson 5: Design Your Own Traffic Sign Game</li> </ul> | <p>BTA's Grades 4-7 <a href="#">SafeRoutes for Kids Bicycle Safety Program Curriculum</a> (3<sup>rd</sup> ed)</p> <p>Minnesota <a href="#">Walk! Bike! Fun!</a></p> <p>California <a href="#">Ped/Bike Safety Curriculum</a></p> <ul style="list-style-type: none"> <li>Lesson 4: Rules of the Road</li> <li>Lesson 5: Design Your Own Traffic Sign Game</li> <li>Lesson 7: Get Your Helmet On</li> </ul> | <p>Colorado Department of Transportation: <a href="#">Core Subject Lesson Plans</a></p> <p>Iowa Bicycle Coalition: <a href="#">Kids on the Move</a> Bicycle and Pedestrian Safety Curriculum</p> <p>California <a href="#">Ped/Bike Safety Curriculum</a></p> <ul style="list-style-type: none"> <li>Lesson 1: Time to Get Moving</li> <li>Lesson 2: Exercise Your Superpower</li> <li>Lesson 7: Get Your Helmet On</li> <li>Lesson 8: How Can We Be Safe on Our Routes to School?</li> <li>Lesson 9: Getting to School: What's the Cost?</li> </ul> | <p><a href="#">Alameda 4-5</a>: Lesson plans: School Safety Audit, My Safe Route to School, What's in Our Air?, Let's Carpool!</p> <p>California <a href="#">Ped/Bike Safety Curriculum</a>, Lesson 3: Prescribe a Pollution Diet</p> | <p>Colorado Department of Transportation: <a href="#">Core Subject Lesson Plans</a></p> <p>Iowa Bicycle Coalition: <a href="#">Kids on the Move</a> Bicycle and Pedestrian Safety Curriculum</p> <p>California <a href="#">Ped/Bike Safety Curriculum</a></p> <ul style="list-style-type: none"> <li>Lesson 3: Prescribe a Pollution Diet</li> <li>Lesson 4: Rules of the Road</li> <li>Lesson 5: Design Your Own Traffic Sign Game</li> <li>Lesson 7: Get Your Helmet On</li> <li>Lesson 9: Getting to School: What's the Cost?</li> </ul> | <p>California <a href="#">Ped/Bike Safety Curriculum</a></p> <ul style="list-style-type: none"> <li>Lesson 3: Prescribe a Pollution Diet</li> <li>Lesson 6: Silent Safety Signals</li> </ul> <p>Minnesota <a href="#">Walk! Bike! Fun!</a></p> <p>NHSTA's <a href="#">Child Pedestrian Safety Education</a> (Teachers full PDF Guide)</p> |

| Grades | Pedestrian (Ped) Safety   | Bike Safety   | Math +Science + Health  | Social Studies: Geography + Civics  | Language Arts: Reading, Writing + Communicating   | Physical Education |
|--------|---|---|---|---|---|--------------------|
| 6 - 8  | <p>WA State <a href="#">OSPI Bike &amp; Pedestrian Safety Education Program</a></p> | <p>BTA's Grades 4-7 <a href="#">SafeRoutes for Kids Bicycle Safety Program Curriculum (3<sup>rd</sup> ed)</a></p> <p>American Alliance for Health, Physical Education, Recreation and Dance: <a href="#">Bikeology Curriculum: Part 1, Part 2, &amp; Parent Guide</a></p> <p>WA State <a href="#">OSPI Bike &amp; Pedestrian Safety Education Program</a></p> | <p>Colorado Department of Transportation: <a href="#">Core Subject Lesson Plans</a></p> <p>Oregon Department of Transportation: <a href="#">Neighborhood Navigators Curriculum</a></p> <p>Active Transportation Alliance: <a href="#">Unlocking Your Future: Transportation Lessons for Middle School</a></p> <p><a href="#">Transportation Careers: Different Bicycles for Different Needs;</a></p> <p>Transportation Planning for Middle School</p> | <p>Colorado Department of Transportation: <a href="#">Core Subject Lesson Plans</a></p> <p>Safe Routes to School and Student Leaders: Facilitator's Guide to Engaging Middle School Youth</p> | <p>Colorado Department of Transportation: <a href="#">Core Subject Lesson Plans</a></p> | ---                |

| Grades | Pedestrian (Ped) Safety | Bike Safety  | Math +Science + Health   | Social Studies: Geography + Civics  | Language Arts: Reading, Writing + Communicating   | Physical Education |
|--------|-------------------------|--|--|---|---|--------------------|
| 9 - 12 | ---                     | <p>American Alliance for Health, Physical Education, Recreation and Dance: <a href="#">Bikeology Curriculum: Part 1, Part 2</a>, &amp; <a href="#">Parent Guide</a></p> <p>Pedestrian &amp; Bicycle Information Center: <a href="#">Bicycle Safer Journey</a> (for ages 15 - 18)</p> | <p><a href="#">Transportation Careers</a>: Different Bicycles for Different Needs;<br/>Transportation Planning for High School</p> | <p>Active Transportation Alliance: <a href="#">High School Complete Streets</a>; <a href="#">Student Learning project</a></p> | <p>Active Transportation Alliance: <a href="#">High School Complete Streets</a>; <a href="#">Student Learning project</a></p> | ---                |



## Learning Concepts Matrix

|                    | <b>Pedestrian (Ped) Safety</b>  | <b>Bike Safety</b>   | <b>Math +Science + Health</b>  | <b>Social Studies: Geography + Civics</b>  | <b>Language Arts: Reading, Writing + Communicating</b>   |
|--------------------|---|--|--|--|--|
| Younger Elementary | Introduction to ped safety* <ul style="list-style-type: none"> <li>• Traffic signs and signals</li> <li>• Basic road rules and conduct (Use Your Head Before Your Feet rhyme)</li> <li>• Intersection basics</li> </ul> | ---  | Health and environmental benefits <ul style="list-style-type: none"> <li>• Mode capacity</li> </ul>  | Mapping the route <ul style="list-style-type: none"> <li>• Neighborhood sensory walk</li> <li>• Art contest</li> </ul> | Health and environmental benefits <ul style="list-style-type: none"> <li>• Green Heroes</li> </ul> |
| Older Elementary   | Ped safety practice <ul style="list-style-type: none"> <li>• Road rules and conduct</li> <li>• Walking survey</li> <li>• Mastering intersections</li> </ul>   | Intro to bicycle safety* <ul style="list-style-type: none"> <li>• Traffic safety</li> <li>• Bike laws and gear (Helmet fit, Melon drop)</li> </ul> | Travel mode survey and impacts <ul style="list-style-type: none"> <li>• Eco-points score cards</li> <li>• Components of air and air quality</li> <li>• CO2 cycle</li> <li>• Health benefits of walking and biking</li> </ul> | Mapping the safest route to school   | Travel mode impacts essay contest  |

|               | <b>Pedestrian (Ped) Safety</b>  | <b>Bike Safety</b>  | <b>Math +Science + Health</b>  | <b>Social Studies: Geography + Civics</b>   | <b>Language Arts: Reading, Writing + Communicating</b>  |
|---------------|---|---|--|---|---|
| Middle School | School walk safety audit <ul style="list-style-type: none"> <li>• Traffic tallies</li> </ul>    | Visibility at night, left turns in traffic <ul style="list-style-type: none"> <li>• On-street riding practice</li> <li>• Types of bicycle facilities</li> </ul> | Travel mode impacts: environment, health, livability <ul style="list-style-type: none"> <li>• Commute costs + CO2 emissions calculations</li> <li>• Greenhouse in a bottle</li> </ul>  | History of transportation modes <ul style="list-style-type: none"> <li>• Civil rights &amp; suffrage</li> </ul> Intro to community planning (map ideal safe walk/bike community)<br>Service project <ul style="list-style-type: none"> <li>• Letter to council on walk and bike safety</li> </ul> Civil engagement<br>Presentation to decision makers on policy changes | Travel mode impacts report or speech  |
| High School   | Community walkability audit <ul style="list-style-type: none"> <li>• Traffic tallies</li> </ul> | Community bikeability audit<br>Bike field trip <ul style="list-style-type: none"> <li>• Bike maintenance</li> <li>• Hazard avoidance</li> </ul>                 | Transportation efficiency <ul style="list-style-type: none"> <li>• Commute costs + CO2 emissions calculations</li> </ul> Caloric energy<br>Physics of bicycles <ul style="list-style-type: none"> <li>• Gears and Levers</li> <li>• Proportions</li> </ul> | Built environment impacts on mode choice<br>Urban Planning as a profession (designing/mapping changes in community)<br>Service project <ul style="list-style-type: none"> <li>• Civic engagement for community change</li> </ul>  | Service project <ul style="list-style-type: none"> <li>• Identification of safety improvements reports</li> </ul> |



## Appendix B. Walking School Buses and Bike Trains

As the City of Menlo Park develops its citywide Safe Routes to School (SRTS) program, several aspects of the Program Strategy require further refinement prior to implementation. This document provides more detail about establishing walking school buses and bike trains.

A walking school bus is a group of students with a trained adult volunteer or paid staff who walk together to and/or from school. A bike train is a variation where students ride their bikes to school with adult leaders. Walking school buses are most appropriate for elementary school students and their parents, neighbors, and grandparents, while bike trains are more suitable for middle and high school students.

Walking school buses are most successful when parent volunteers are engaged. The City, Districts, and schools can promote walking school buses to Parents Teachers Organizations (PTOs) as an option for helping families share the trip to school and get to school safely. Providing information about assembling walking school buses, maps, and even training, can build capacity for family and community volunteers to grow a program.

### Implementing Walking School Buses and Bike Trains

Walking school buses and bike trains can take on many different forms, depending on interest, capacity, and funding.

These active group efforts can be as informal as two families taking turns walking or biking their students to school, to a formal program with a structured route and schedule of rotating adult leaders.

The City and/or School Districts can create walking school bus guidelines, forms, and provide parent trainings. Some walking school bus programs fund route leaders, similarly to crossing guards.

The following are the four main ways such groups organize:

1. **Informal:** Families self-organize with neighbors they see walking or biking to school regularly.
2. **Facilitated:** The City provides the suggested routes to school maps to each of the schools and encourages families to identify neighborhood leaders who organize groups in their neighborhood.
3. **Formal:** A comprehensive program with waivers, formalized routes, 'bus stops,' and schedules, and potentially paid staff.
4. **Pilot Program:** A grant funded pilot program can provide varying formality depending on the amount and qualifications of a grant. Typically, a pilot program mimics a facilitated program, but for a short time frame and with an emphasis on developing tools and platforms to build off of for post-pilot sustainability.

## Informal

An informal walking school bus or bike train occurs when families (usually neighbors) see each other walking or biking to school regularly and self-organize to share the trip to school. Families may join their trips to build community together or families may coordinate to alternate the responsible adult supervising the trip to school.

Informal trip sharing relies exclusively on students' families to initiate and sustain their efforts, relying on existing relationships. With families already committed to walking and biking, an informal group can provide families more ownership and support in sustaining their efforts. However, often times, these informal walking school buses or bike trains are smaller, formed from just a few families. This misses families that would consider getting involved with a little encouragement or support in how to begin walking or biking to school.

## Facilitated

A City- or District- facilitated walking school bus or bike train program occurs when an agency provides supporting materials and tools to encourage families to identify champions within their specific neighborhoods and share the walking or biking trip to school.

Supporting materials could include:

1. The suggested routes to school maps, including walking school bus routes and stops marked with approximate times. The existing routes on the route maps could be used as a tool for families to indicate meeting points/times and craft their own routes, encouraging other families to join them.

SCHOOL NAME \_\_\_\_\_

# WALKING SCHOOL BUS

# AUTOBÚS ESCOLAR CAMINANTE

meets here at: \_\_\_\_\_ AM  
se reúne a las: \_\_\_\_\_ AM

*Join other families and students walking to school.*  
*Acompaña a otras familias y estudiantes a caminar a la escuela.*

A Walking School Bus is a group of students walking to and from school with friends and trusted adults.  
Un autobús escolar caminante es un grupo de estudiantes que caminan a y de escuela con padres y madres que sirven como guías.

→ Is your child interested in participating in the Walking School Bus?  
→ ¿Crees que tu hijo/a está interesado en participar en un Autobús Escolar Caminante?

Parent Coordinator:  
Coordinador de padres de familia:

NAME - NOMBRE \_\_\_\_\_ PHONE - TELÉFONO \_\_\_\_\_

WALK with US  
CAMINEMOS 与我们同行 与父母同行  
EL MONTE




Figure 1. Walking school bus forms can collect information from parents and students who want to participate.

Source: Walk With Us El Monte Do-It-Yourself Guide

2. Safety tip sheet or participant and parent agreement forms.
3. A walking school bus/bike train implementation guide for families to create their own formal bus or train.
4. Ride share matching platforms (online or mobile app) or events to connect parents along the same walking or biking route to school.

Key partners in facilitated programs include Parent-Teacher-Student Associations (PTAs), school principals and other supporting staff, the school district, and community walk/bike advocacy organizations. The PTAs and school staff often act as the information distribution centers and key encouraging voice. They can identify and work with neighborhood champions to provide them with city materials. The school district partners with the City, providing the policies for and approval to walk, bike, or roll to school. Community advocacy organizations focused on walking and biking can support publicizing and event planning to increase visibility of a program.

### Formal

A formal walking school bus or bike train is a comprehensive program implemented by City, School Districts, and/or schools, which can encourage walking/biking in general and support student transportation needs within walk/bike zones, as a complement to buses. Formal programs often include waivers, formalized and multiple routes, 'bus stops,' and schedules, and potentially paid staff. Building off of the existing route, developing new maps indicating the walking school bus stops and routes are suggested to promote consistency and routine over several years. Formal programs may also consider providing safety vests for adults and

## Preparing for the Unexpected

**What if there is an emergency?**  
Route leaders and volunteers should carry emergency contact information for each student participating in the Walking School Bus, as well as a charged cell phone.

**What if a student is late?**  
A policy for late arrivals should be established for each departure time. Generally, the family is responsible for getting the student to or from school if they are late.

**What if unexpected students show up?**  
Students must have a signed parental consent form with them to participate in the Walking School Bus.

**What if it's raining or snowing?**  
Encourage students to wear weather-appropriate clothing and shoes. Route leaders and volunteers should be aware of school resources, such as Clothes Closets, if students regularly do not have the right attire. Consider organizing a carpool for days with very bad weather. Additionally, have a phone chain or communication plan for school closures or delayed start times due to snow.

**What if a route leader or volunteer is sick?**  
Establish a procedure for communicating if the leader or volunteer needs to cancel. Identify an alternate route leader or a single point of contact who can alert families.

**What if a participating child misbehaves?**  
If a student behaves in an unsafe manner in traffic, or does not listen to the directions of the adults, they should be given a warning and their family informed. If the student acts in a way that creates a persistent danger to themselves or other students, the student should not be allowed to continue participating in the WSB.






King County Metro - Kirkland SchoolPool | WALKING SCHOOL BUS | 5

Figure 2. A facilitated walking school bus program may include guidance to prepare for situations that may arise.  
Source: King County Metro, Kirkland School Pool Walking School Bus Guide

children, rain gear or ponchos, or bikes and/or bike maintenance training.

While these programs require the most investment, they offer the largest reach and consistent messaging, and engage more families that would otherwise not walk or bike to school. When consistently implemented, they are effective in reducing absenteeism and getting students to school on time, especially in working class neighborhoods where students may face many obstacles just to get to school.

Key partners in formal programs include the public health department, pediatricians and other clinical care staff, transportation management associations (TMAs), the school district, individual schools, PTAs, and the SRTS coordinator.

- Public health departments and TMAs may be sources of grant funding, staff time, and/or messaging partners.
- Clinical staff, such as pediatricians, community health nurses, educators, and nutritionists and others can help promote the program and even enroll families.
- School districts can support the city or host a formal program by first providing policies allowing and promoting walking and rolling to school, providing staffing support in their transportation or health departments, and offering a high-level messaging platform, especially to school staff.
- Schools and PTAs can implement their own formal programs with sufficient school district and city support, or can be the lead stakeholders and communicators to families from a city-run program.
- The Safe Routes to School coordinator can support the development and sustainability of a formal program.

## Durfee School WALKING SCHOOL BUS



### Proposed Rte. / Ruta Propuesta

|                     |   |                                   |   |
|---------------------|---|-----------------------------------|---|
| A Great Egret       | Crosswalk<br>Cruce Peatonal                 | Park<br>Parque                    | School Entrance<br>Entrada Principal  |
| B Steelhead Trout   | Missing Sidewalk<br>Falta de Acera          | Municipal Service<br>Ayuntamiento | Connection to the Emerald Necklace Trail<br>Conexión a el sendero de Emerald Necklace |
| C Bighorn Sheep     | Cluster of Students<br>Grupo de Estudiantes | Library<br>Biblioteca             |   |
| D Thin Legged Frog  | Crossing Guard<br>Guardia de Cruce Escolar  | Church<br>Iglesia                 |   |
| E Monarch Butterfly |   |                                   |   |

They may coordinate the program’s logistical and material needs, conduct outreach and recruitment at schools and with PTAs, and navigate policy and evaluation.

## **Pilot Program**

A walking school bus or bike train pilot program occurs as a result of obtaining grant funding for Safe Routes to School encouragement activities and projects. Such pilot programs have varying formality and tend to emphasize developing tools and offering training. Given pilot programs offer short term access to resources, the emphasis to develop tools and offer training is such to support groups' continuation and growth of their efforts after the grant cycle ends. With an emphasis on creating tools and training members to build a network of champions, this program takes on more of the facilitated approach. Pilot programs can include research studies, which typically emphasize evaluation in addition to other efforts.

A pilot program approach is especially useful for cities who are looking to begin or expand their limited existing Safe Routes to School program efforts. Pilot projects can drive relationship building and collaboration between the City, school district, school, and PTA members.

Key city partners in pilot programs primarily include the granter, such as public health agencies and/or health institutes, school administration, and PTAs. For sustaining pilot programs after the grant funding is complete, key partners are the school district and/or school administration and the PTAs, but may include any or all of the partners in formal programs (see Formal above).

## **Liability Concerns**

Implementation of walking school buses and bike trains may prompt questions of the City, school, and/or school district liability. Such programs rarely encounter incidents where liability is a serious concern; however, the leading parties may

wish to assess their approach to liability based on the program they wish to implement. Informal programs do not tend to elicit liability concerns given the community's self-organization and loose facilitation. Some formal programs utilize parent/care taker and student participant consent forms to quell concerns. Other programs collaborate with the PTA to ensure the PTA's insurance covers the adult volunteers (see Example Materials for reference). City and school staff may wish to consult with the school district's risk management attorney to navigate liability concerns and vet the consent form. However, school districts and other agencies are typically immune from liability as program sponsors, where sponsors are those who permit a program to occur, encourage and disseminate information about the program, and/or offer program funding.



## Appendix C. Crossing Guard Implementation Plan

As the City of Menlo Park develops its citywide Safe Routes to School (SRTS) program, several aspects of the Program Strategy require further refinement prior to implementation. This Appendix provides more detail about next steps for implementing the citywide crossing guard program.

### Crossing Guard Program Recommendations

Adult crossing guards help students and families navigate difficult crossings, reducing the common barrier parents describe in allowing their children to walk and roll to and from school. Crossing guard programs should include a crossing guard coordinator or traffic safety liaison and paid or volunteer crossing guards. The crossing guard coordinator may be a staff member of a school, the school district, or city, working within one school or across a city or school district(s). Crossing guards can be school staff or teachers on yard duty, parent volunteers, or paid community members. The coordinator may also supervise a School Safety Patrol composed of student crossing guards with flags who accompany younger students crossing the street. Currently, each School District serving Menlo Park provides a limited number of crossing guards but many would like to expand the program.

### Crossing Guard Prioritization and Policy

The City should begin by conducting a survey of the school districts to gather input on current crossing guard resources and desire to expand the program. This information may be used to identify each districts level of interest, participation, and a prioritization assessment of where crossing guards should be placed. This information can be used to inform a future collision assessment, needs assessment, and preliminary warrants assessment per the California Manual on Uniform Control Devices. Input from the Community Trust, Parents for Safe Routes, and the Menlo Park Police Department will also be important. Based on the data collected in the survey, quantitative evaluation and stakeholder input, the City should consider adopting a crossing guard policy that includes an assessment of program administration options, costs, and funding mechanisms for a program.

Based on the quantitative evaluation and stakeholder input, the City should consider adopting a crossing guard policy that includes more rigorous guidelines for crossing guard placement. This information will enable the City to determine the most effective existing and potential locations for crossing guards.



## Adult Crossing Guard Program

### Background

Adult crossing guards help students and families navigate difficult crossings, reducing the common barrier parents describe in allowing their children to walk and roll to and from school. Crossing guard programs often include a crossing guard coordinator or traffic safety liaison and the paid or volunteer crossing guards. The crossing guard coordinator may be a staff member of a school, the school district, or city, working within one school or across a city or school district(s). Crossing guards can be school staff, volunteers, or paid community members, and may work to supervise a School Safety Patrol program composed of student crossing guards at multiple locations (see for a suggested resource on School Safety Patrols).

### Creating a School or District Crossing Guard Program

Three main models for adult crossing guard programs exist depending on the desired breadth of implementation:

1. **Individual school:** A school staff trains and coordinates their own staff and/or PTA volunteers as crossing guards.
2. **School district:** School district crossing guard coordinators hire, train, schedule, and manage the crossing guard program at all applicable schools. The school district, city transportation department, or safety committee may provide a prioritization process to identify and evaluate schools and crossings that need a crossing guard.
3. **City-wide:** A city staff member coordinates cross guard assignments, prioritization, and personnel

management within school districts or at schools within the city boundaries.

A Safe Routes to School coordinator should organize and coordinate stakeholder input into recommendations to a future crossing guard program. Program recommendations should include administration options, costs and funding mechanisms to initiate a program

### Locations

Consider the following when identifying and prioritizing key locations where adult school crossing guards are needed.

- **Age of students crossing:** Younger students typically require more direction on when to safely cross streets.
- **Width of the street and number of lanes of traffic to cross:** Multiple lanes of traffic and wide streets can be challenging to navigate and judge when it is safe to cross.
- **Traffic Volumes:** Consider the number of motor vehicles, pedestrians, and bicyclists traveling through or using the crossing. The MUTCD California Supplement's criteria for crossing guards includes: (1) Adult school crossing guards normally are assigned where at least 40 school pedestrians over the course of two hours each day cross a public highway on the way to or from school and (2) Guards also should be considered when special situations make it necessary to assist elementary school pedestrians in crossing the street.
- **Sight distance at the crossing:** Assess any temporary or permanent obstructions to sight distance from a student and drivers perspective.

- **Crash history at the crossing:** Analyze where many crashes have occurred, how many, and at what time of day.
- **Safe gaps in traffic:** The Manual on Uniform Traffic Control Devices (MUTCD) supports using adult crossing guards to create gaps in traffic when there is not at least one safe gap in traffic per minute of crossing time.
- **Presence of traffic control devices:** Assess if the current control devices are sufficiently controlling traffic.
- **Attendance boundaries and walk zones:** Consider how far the walk zones reach for each school in relation to the attendance boundaries.

### Components

Key components of any crossing guard program involve the following:

- Hiring/Recruiting Training
- Scheduling (consider need for back up in case the scheduled guard is unable to show)
- Materials: safety vests and stop/crossing sign or flags
- Retention: wages, gifts of gratitude, and/or ceremony of appreciation

### Key Stakeholders

To develop a city, school district, or individual school crossing guard program, the following individuals could be key stakeholders, depending on the program type and community context.

- City or school district Safe Routes to School coordinator, if applicable

- City traffic safety officers
- School district transportation planners and coordinators
- City traffic planners/engineers
- PTAs
- School administration and teachers
- High school, middle school, and older elementary school students
- Public health agency staff focused on traffic safety and Vision Zero
- Community or neighborhood associations
- Volunteer and retiree networking organizations

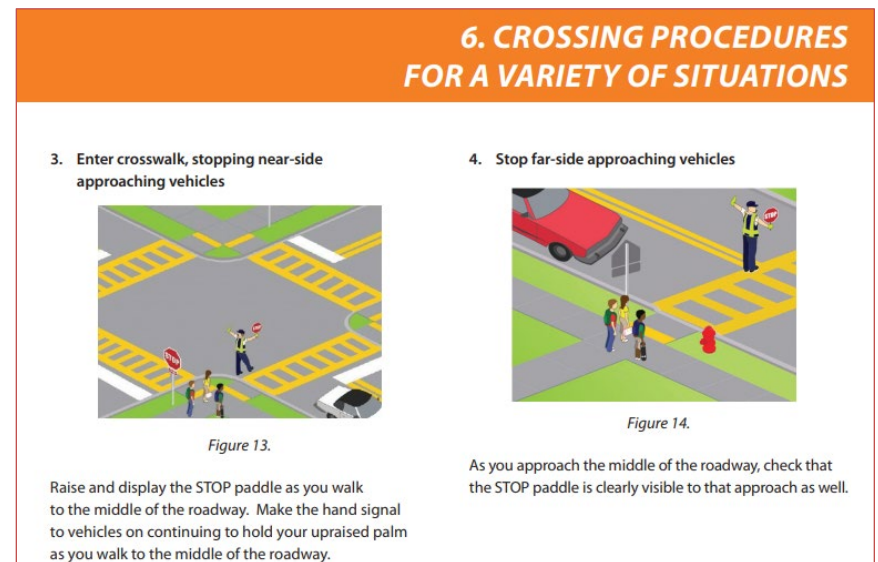


Figure 1. The Caltrans Active Transportation Resource Center has Adult Crossing Guard guidelines and training materials.

## Funding Considerations

There are various ways in which cities, school districts, and schools can support an adult crossing guard position(s), whether these are paid or volunteer positions.

### Funded Programs

- **Traffic Safety Funds:** Many city police, public works, traffic engineering, and transportation departments fund crossing guard programs and paid positions through funds collected through traffic and parking fines and forfeitures. Stated explicitly in the California Vehicle Code Section 42200, Traffic Safety Funds can be used “to pay the compensation of school crossing guards who are not regular full-time members of the police department of the city.” The revenue from the City of Seattle’s school zone Automated Photo Enforcement Program (\$234 per citation) funds the city’s crossing guard program, in addition to SRTS mini grants and engineering projects.
- **California Office of Traffic Safety Grants:** The California Office of Traffic Safety provides grants to improve traffic safety for a variety of [purposes](#), such as pedestrian and bicycle safety and police traffic services.  
The Pedestrian and Bicycle Safety grant is geared towards reducing collisions and fatalities with an emphasis on child safety and educational programming (under 15 years old). In comparison, the Police Traffic Services grant is intended to support police department implementation of selective enforcement and educational programs, such as selective enforcement around schools. This grant would require strong collaboration with the City of

Menlo Park’s Police Department to identify key areas in need of their selective enforcement and whether a police officer acts as the crossing guard or supports the guard(s) positions with grant funding.

- **Cost Sharing:** Crossing guard programs or individual positions may be funded through cost sharing agreements between select entities, which may include school districts or school boards, sheriff and/or police departments, city or county public works or transportation departments, and private or non-profit organizations, such as PTAs. When cost sharing occurs between a city and school district, for example, the city may implement the program under a comprehensive safety initiative or through their police or sheriff department. When a district implements the program, the city may provide a grant and the school district coordinates employing, coordinating volunteers, or hiring outside contractors.
- **PTA:** Select PTAs may contribute or fully fund a crossing guard program at an individual school; however, this funding mechanism often highlights inequity across a city or school district, where PTAs in wealthier areas have greater ability and likelihood to fund a program compared to those in working class areas.

### Unfunded Programs

- **Teacher Service Rotation:** At an individual school level or across a school district, teachers or other school administration can take on the role of crossing guards as part of their “rotating services,” as included in their employment contracts.
- **Volunteers:** Volunteer crossing guard programs depend upon the capacity of school and neighborhood

community members to volunteer their time. As with PTA funded programs, relying on volunteerism reinforces the inequities experienced across a city and school district, as working class areas may have fewer individuals with capacity to volunteer their time and energy. A volunteer crossing guard program was piloted by the Eureka City School District at Lafayette Elementary School during the months of April, May, and June 2015 <http://www.naturalresourceservices.org/projects/redwood-crossing-guard-program-rcgp> and <https://humboldt.gov/CivicAlerts.aspx?AID=531>

## Training Materials and Resources

The following materials provide crossing guard training. In California, crossing guard training has three components: online training and testing, practical training, and a field assessment.

- California Active Transportation Program, [Crossing Guard Training Guidelines](#)
- National Center for Safe Routes to School, [Adult School Crossing Guard Guidelines](#)
- Minnesota Safe Routes to School, [Crossing Guard Training](#)
- City of Seattle, Automated Photo Enforcement Program [School Zone Speed Cameras Pilot Preliminary Data Review](#)
- AAA's School Safety Patrols: [www.schoolsafetypatrol.aaa.com/](http://www.schoolsafetypatrol.aaa.com/)
- City of Palo Alto [Crossing Guard Warrants](#)
- [Change Lab Solutions, Cross Guards Policies and Programs](#)
- CBSA, [Distribute Funding for School Crossing Guards](#)



## Appendix D. Evaluation and Data Collection

This implementation Appendix provides further details and recommendations for accomplishing a key goal of the Menlo Park Safe Routes to School (SRTS) Strategy: supporting school districts in collecting data about how families get to school. In SRTS programs, evaluation is traditionally accomplished through parent surveys, student hand tallies, tracking outreach activities and events, and using outside data sources.

Typical data about families' school commute habits include:

- **Student hand tallies** collect information on how students traveled to and from school over a 2-3-day period. This information provides a snapshot of how students get to school for each school and grade and can track mode shift over time to determine how SRTS activities impact families' transportation behaviors.
- **Parent surveys** provide information about families' school travel behavior as well as parents' attitudes about walking and biking. Schools can use surveys to determine specific safety concerns and opportunities to provide activities to overcome barriers to walking, biking, and other shared modes.

The National Partnership for SRTS has developed consistent guidance for collecting data related to student travel and parents' perceptions.

In addition, programs should collect information about participation and track events and activities at schools to continually improve the program offerings and better reach the community.

### Data Collection Guidelines

Typically, hand tallies are collected every spring on an annual basis, while parent surveys are collected every 2-4 years. These methods can be supplemented with formal school administration and/or parent champion surveys or informal interviews with key stakeholders.

### Hand Tally Data Collection

It is important to establish a baseline of how students travel to school through hand tallies. The City should aim to reach every participating school in April/May of each year. The National Center for SRTS has a standardized survey form that should be used, so the data can be uploaded and stored, and reports downloaded from the online database.

Schools should have at least two classrooms per grade complete the surveys. The SRTS Coordinator can work directly with school administration to deliver paper surveys for teachers to fill out during class time or the Coordinator or parent volunteers can offer to assist in data collection.

Schools are encouraged to conduct their travel tallies on a typical Tuesday, Wednesday, or Thursday; not on a day with a big event or incentives.

### Elementary Schools

Elementary schools are encouraged to complete the travel tallies during the same timeframe (week of April 15<sup>th</sup> or 22<sup>rd</sup>) to minimize differences in weather. Students are typically in the same classroom all day so classroom teachers can choose when to conduct the tallies.

### Middle Schools

Middle schools should be instructed to designate a class period for all classrooms to complete the travel surveys. In middle school, students rotate teachers, so choosing a single period eliminates the risk that students will be counted twice. Homeroom, or P.E. classes could be good options. Web-based/online options can be strongly promoted.

### How did you get to school?

School Name \_\_\_\_\_ Monday's Date \_\_\_\_\_  
 Teacher Name \_\_\_\_\_ Grade \_\_\_\_\_  
 Total number of students enrolled in class \_\_\_\_\_



|             | Weather | Student Attendance | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|-------------|---------|--------------------|------|------|------------|----------------|---------|---------|-------|
| Tues. A.M.  |         |                    |      |      |            |                |         |         |       |
| Tues. P.M.  |         |                    |      |      |            |                |         |         |       |
| Wed. A.M.   |         |                    |      |      |            |                |         |         |       |
| Wed. P.M.   |         |                    |      |      |            |                |         |         |       |
| Thurs. A.M. |         |                    |      |      |            |                |         |         |       |
| Thurs. P.M. |         |                    |      |      |            |                |         |         |       |

*Travel tally posters can make it easier for teachers to record how students got to school each day.*

### High Schools

High school students can complete a slightly modified High School Arrival and Departure Survey. High schools can choose to have two classes per grade to do the paper survey. An online option should be made available for students and/or classroom teachers to complete an online hand tally form.

### Parent Survey Data Collection Guidelines

Parent surveys supplement the hand tallies with information about parents' concerns and perceptions of walking and biking. A 30 percent response rate is a reasonable target to aim for.

Parent surveys should be collected at elementary, middle, and K-12 schools (K-8 grades). Schools should be encouraged to distribute parent surveys to all parents through established channels, such as through the school website, a school newsletter, or emails to each parent. Flyers can also be included within the templates that schools can distribute through PeachJar or a similar service.

### School Administration and Parent Champion Surveys

SRTS programs can track feedback from key stakeholders at schools and parent volunteers with unique surveys or focus groups targeting those groups. Questions should collect information about perceptions of the SRTS program, the challenges of implementing activities or events, ways the SRTS program could improve event delivery, and other feedback. The SRTS Coordinator should track this information over time, in order to improve how SRTS messages and activities reach the community.

## Strategies to Increase School Participation

### Teacher Incentives

All teachers who conduct student travel tallies with their class can be eligible for a prize, such as sports equipment, school supplies, or SRTS technical assistance.

### Parent Incentives

Parents completing the survey can be entered into a raffle to win prizes. Parent prizes could include gift cards, a pizza party for the class, or SRTS resources.

## Data Entry and Reporting

The SRTS Coordinator should enter the hand tally data into the National Center for SRTS's online database. The database can be used to create automatically-generated school reports. Results of the parent surveys from SurveyMonkey can be incorporated into the annual evaluation and reports.

Other non-standard surveys should be administered online via SurveyMonkey or GoogleForms and the SRTS Coordinator should download raw data as well as reports, to archive the information for the future.

### Citywide Annual Reporting

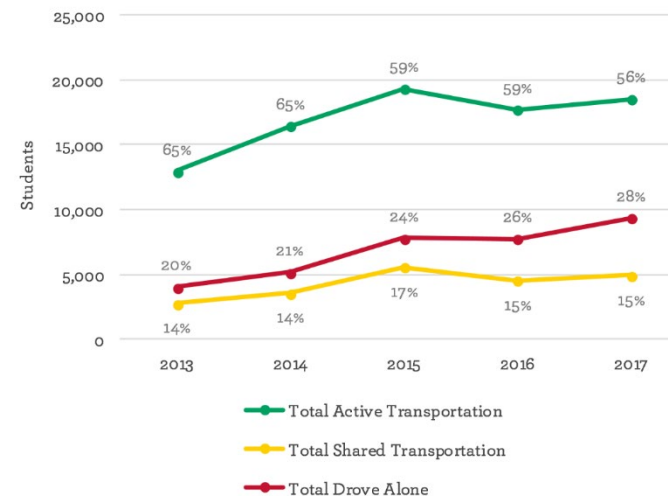
The tally and survey results, combined with tracked activities and outreach at each school, can show progress toward the stated SRTS program goals. An Annual Report can summarize the SRTS activities of the year, highlight successes, and identify areas to improve or opportunities to pursue in the following year. It should include both the activities (number of events and participation numbers) as well as outcomes (mode split, perceptions of walking and biking, etc.).

## School Snapshots

Reports should also include snapshots or one-page summaries of activities by and at individual schools. They can highlight school-specific activities and successes, and can be a valuable tool to discuss next steps and potential activities with the school administration and parent volunteers.

### Coordinator Reporting

The SRTS Coordinator should generally track time spent engaging with each Menlo Park school, such as documenting meetings, phone calls, and event planning. These numbers can be reported to the City on a bi-annual basis. In addition to identifying the schools that have needed the most attention, this can also help determine how much time is expected to be spent on each school in the future.



*School Participation in International Walk and Roll to School Day, Alameda County Safe Routes to School 2017-18 Annual Report*