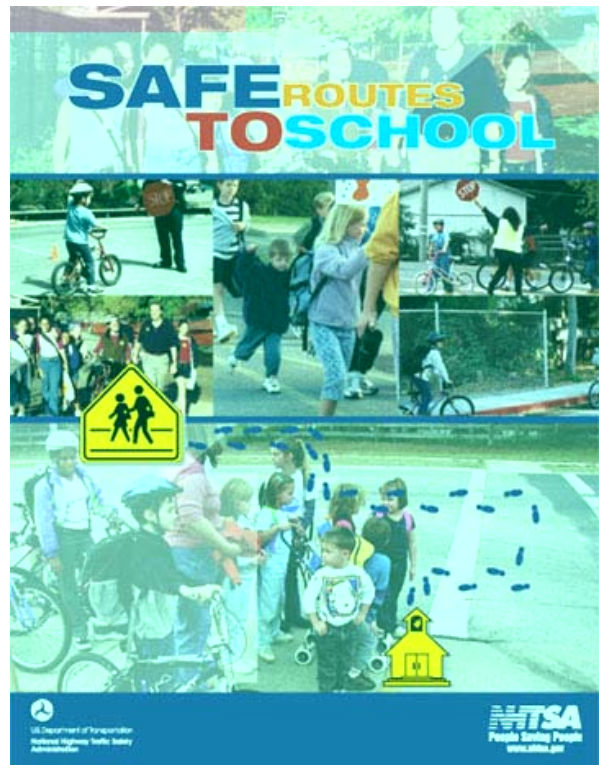


*A How-To Guide for Oregon Schools and
Communities on Enabling and Encouraging Kids
to Walk and Bike to School*

Oregon Supplement to the NHTSA Safe Routes to School Toolkit

*To be used with the
NHTSA Toolkit*



A PROJECT OF OREGON'S ACTIVE COMMUNITY ENVIRONMENTS COALITION

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I. INTRODUCTION

We are raising a generation of mobility-impaired people. We have a goal to change the habits of a generation, beginning with the provision of a safe, secure environment for walking and biking to school.

Congressman James L. Oberstar, 2002

THE PROBLEM

Children rarely walk and bike to school today.

In the past, children bicycling and walking to school was a common activity, a rite of passage for children signifying independence and responsibility. Yet over the past 30 years bicycling and walking to school has drastically declined, from 66% to 8% of children in the United States.¹ Health, education, and transportation officials are just beginning to understand how the daily ritual of bicycling and walking truly benefited our children.

Why should children walk and bike to school?

School transportation for children is a significant responsibility for parents; in fact, 20 to 30% of morning automobile traffic is generated from parents driving their children to school.² Fifty percent of children who are hit by cars near schools are hit by cars driven by parents of other students.³ In addition to traffic congestion and the associated economic and environmental costs, children who do not bike and walk lose out on basic developmental activities such as learning independence, responsibility, and community awareness. But what has attracted the most attention recently are the health impacts on our children.

Public health officials agree that school-aged children should accumulate at least 30 to 60 minutes of age-appropriate physical activity on all, or most days of the

¹ U.S. Centers for Disease Control and Prevention; cited in Safe Routes to School, National Highway Traffic Safety Administration, 2002

² "Inspiring the Next Generation: How to Start and Maintain a Safe Routes to Schools Program in Your Community," W. Kallins and D. Parisi, Marin County Safe Routes to School, California, 2002

³ Washington State Department of Transportation; cited in Safe Routes to School, National Highway Traffic Safety Administration, 2002, p. 73

week.⁴ In Oregon, only 34% of eighth-graders reported meeting that standard in 2002.⁵

The Surgeon General's report in 1996 outlined the benefits of regular physical activity during childhood as a way to address several health issues.⁶ These include weight control; building lean muscle; reducing fat; building and maintaining bones, muscles, and joints; reducing feelings of depression and anxiety; and preventing and reducing the development of high blood pressure. Physical inactivity is one of the risk factors contributing to the 100% increase in the prevalence of childhood obesity in the United States since 1980. Simply increasing daily levels of physical activity is one step in stopping this trend.

Oregon's youth face the same risk factors. Twenty-eight percent of Oregon eighth-grade students and 21% of eleventh-grade students were overweight in 2001. Type 2 diabetes, elevated cholesterol, and high blood pressure occur with increased frequency in overweight children and adolescents.⁷

Besides promoting walking and biking to school safely as a simple low-cost way to promote daily physical activity, there are other benefits to walking and biking to school.⁸ Traffic safety, environmental awareness, and community building benefits are associated with walking and biking to school in addition to the previously mentioned health benefits.

Traffic congestion around schools increases conflicts between autos and children who are walking and biking. Less cars trips to school may also reduce air pollution that contributes to asthma problems. Nationally, asthma accounts for 14 million lost days of school per year.⁹

⁴ U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Control and Health Promotion; *Promoting Better Health For Young People Through Physical Activity and Sports: A Report to the President*, 2000.

⁵ *Oregon Healthy Teens*, Oregon Department of Human Services, Health Services, Center for Health Statistics), 2003

⁶ U.S. Department of Health and Human Services. Physical activity and health: a report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 1996

⁷ Ludwig DS & Ebbeling CB. Type 2 Diabetes Mellitus in Children. JAMA. 2001; 286: 1427-1430.

⁸ U.S. Department of Health and Human Services. Physical activity and health: a report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 1996

⁹ U.S. Centers for Disease Control and Prevention; <http://www.cdc.gov/nceh/airpollution/asthma/children.htm>, 2003.

So why aren't more children walking and biking to school?

Although each community or family may be different, there are some common barriers to walking and biking to school. A 1999 U.S. Health Styles survey of parents identified long distances (55%), traffic danger (40%), adverse weather conditions (24%), crime danger (18%), and opposing school policy (7%) as barriers to walking and biking to school.¹⁰ As a result of these barriers, more parents are driving their children to school.

THE SOLUTION

Safe Routes to School

All around the world, across the country, and throughout Oregon, a movement is gaining momentum to reverse these disturbing health and safety concerns. **Safe Routes to School** (SR2S) mobilizes schools and communities to develop programs that enable and encourage more children to walk and bike to school. It brings together parents, students, teachers, neighbors, local government officials, law enforcement officers, pedestrian and bicycle advocates, health care professionals, injury prevention professionals, and transportation agencies. The approach includes activities and programs designed around the “4Es” – education, enforcement, engineering, and encouragement.

In 2001, Oregon initiated its own SR2S program with passage of House Bill 3712. The bill directs cities and counties to work with school districts to identify barriers and hazards that keep children from walking and biking to school safely.

Healthy People 2010 objectives include increasing levels of moderate and vigorous physical activity among adolescents and increasing the proportion of trips made by walking and biking.¹¹ In February 2003, the Oregon Coalition for Promoting Physical Activity (OCPPA) published a statewide plan to promote daily physical activity in the lives of all Oregonians.¹² An objective to increase the number of children who walk and bike to school is part of this statewide plan.

¹⁰ “Barriers to Children Walking and Bicycling to School – United States, 1999,” *MMWR Weekly*, U.S. Centers for Disease Control, August 16, 2002

¹¹ U.S. Department of Health and Human Services. *Healthy People 2010: Understanding and Improving Health*. 2nd ed. Washington, DC: U.S. Government Printing Office, November 2000

¹² Oregon Coalition for Promoting Physical Activity. *A Healthy Active Oregon: The Statewide Physical Activity Plan*. February 2003.

It is important to remember that children 10 years old and under are not encouraged to walk or bike to school unless accompanied by an adult or older child.¹³ Most children do not have the skills, mental development, physical development, or experience to handle traffic until they are 10 years old. Several factors put children 10 years old and under at risk if they walk alone:

- They have not fully developed their motion sensitivity – they cannot accurately judge the distance or speed of moving cars.
- They have a narrow field of vision (about one-third narrower than adults), so they cannot see a wide area of the street without turning their heads.
- They are unable to pick out certain sounds and cannot judge accurately the direction of sound – they often turn their heads in the opposite direction of the moving vehicle they hear.

Given the developmental limitations of children 10 years of age and younger, parents are encouraged to walk with the child or to arrange for another adult or an older child to walk with the younger child.

GOALS AND OUTCOMES OF SR2S OREGON

The goal of Oregon’s Safe Routes to School program is to:

- Increase the number of children walking and biking to school safely.

Anticipated outcomes of this goal include:

- Increased numbers of children achieving 30 to 60 minutes of daily physical activity.
- Reduced congestion and air pollution due to school traffic.
- Improved road safety around schools for pedestrians and bicyclists.
- Increased driver awareness of children walking and biking.
- Reduced child pedestrian and bicycle injuries and fatalities.

Major activities to support the goal include:

- Promoting Oregon Walk to School Day annually.
- Mobilizing communities to work together for safe routes to school.

¹³ National Highway Traffic Safety Administration; Child Transportation Safety Tips, Tip sheet #11: Kids on the Move: Walking and Biking Safely (Kindergarten to Grade 3), 1997.

THE SR2S OREGON SUPPLEMENT

This document serves as Oregon's supplement to the national **NHTSA Safe Routes to School Toolkit**. The NHTSA Toolkit is a complete guide and handbook for developing a Safe Routes to School program. The Oregon Supplement provides facts and planning guidance specific to Oregon and shows how Oregon schools and communities are encouraging and enabling kids to walk and bike to school. We recommend that Oregon schools and communities use the NHTSA toolkit with this supplement.

The NHTSA Safe Routes to School toolkit is available online at:

<http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/saferouteshtml/index.html>

This Oregon supplement to the NHTSA Safe Routes to School toolkit is also available online at:

www.dhs.state.or.us/publichealth/hpcdp/physicalactivityandnutrition/index.cfm

II. Creating a Safe Routes to School Improvement Plan

Developing a Safe Routes to School Improvement Plan will help you create safe routes to school in your community. The basic strategies for coming up with a Safe Routes to School Improvement Plan uses what is described as the 4 Es:

- **Education** links classroom activities and academic achievement to the creation of an Improvement Plan to effectively provide a youth-generated perspective, and provides a venue to teach motorists, pedestrians, and bicyclists about their responsibilities and about traffic rules.
- **Enforcement** enlists the help of local law enforcement to focus efforts in problem areas and increase community awareness of school safety issues.
- **Engineering** tools include a variety of street design techniques that can reduce traffic volumes, decrease speed, and improve safety.
- **Encouragement** includes developing awareness and building enthusiasm for walking and biking.

The following six steps can be found in the NHTSA toolkit. These basic six steps are guidelines to follow regardless of whether your school needs education, enforcement, engineering, or encouragement solutions.

Step 1: Form a Safe Routes to School Task Force that involves parents, school administrators and teachers, neighbors and community organizations, city officials and staff members, and students.

Step 2: Evaluate existing conditions through parents surveys, student surveys, traffic counts, injury data, speed checks, safe routes checklists, and school policies relevant to school travel modes and physical activity (i.e. PE requirements, recess time, and after-school activities).

Step 3: Expand your circle by presenting findings to the community, holding a design workshop, having an open house, and convening a strategy meeting.

Step 4: Develop a project list and accompanying map by identifying problem areas, setting priorities, grouping projects by geographic area, identifying short-

term and long-term solutions, costing out your program, and using the whole toolbox of solutions (education, enforcement, engineering, and encouragement).

Step 5: Make it official by going through the regular planning process, and having your plan adopted in the city plan.

Step 6: Get improvements funded by developing a funding program, identify funding opportunities, and work with your city to apply for grants.

The following suggestions include specific ideas and processes that have been utilized by a variety of schools and programs in Oregon. These suggested process steps should be used alongside the examples provided in the NHTSA toolkit.

III. THE 4 Es - OREGON RECOMMENDATIONS

EDUCATION SOLUTIONS



How to include youth perspectives in the development of the SR2S improvement plan.

- Determine areas of the improvement planning process that student perspectives will be most useful.
- Have students make field observations and conduct assessments on their knowledge, attitudes, and beliefs around SR2S concepts.
- Integrate student assessments into the planning process.
- Identify a youth SR2S liaison at the participating school district and/or school.
- Use the NHTSA toolkit for in-depth descriptions of classroom activities to educate students during the assessment step.

www.nhtsa.dot.gov/people/injury/pedbimot/bike/saferouteshtml/classact.html



Possible outcomes and learning objectives for SR2S education.

- Develop knowledge of the school and neighborhood travel environment, different travel modes, and their interactions.
- Understand transportation and its connection to the physical environment and economy.
- Connect personal transportation decision-making skills to health, safety, neighborhood livability, and environmental quality.
- Increase safety knowledge of various transportation modes such as biking and walking.

The Bicycle Transportation Alliance (BTA) a statewide advocacy organization



Identify target audiences and age groups for SR2S education program.

- Integrate SR2S education across the curriculum for all grade levels.
- Classroom teachers – train and provide resources to teachers regarding SR2S education, transportation-related curricula, and community.
- Student organizations and affiliates – offer organizations support for after-school or non-traditional classroom activities.
- Specific transportation user groups: pedestrians, bicyclists, transit users, parents, school staff, school bus riders, school bus drivers, and safety patrol/crossing guards.
- Utilize law enforcement to provide appropriate safety talks (i.e. walking, biking, taking transit) or at safety fairs, bike rodeos, and other special events.

ENFORCEMENT SOLUTIONS



transportation authority or Public Works department in this reporting system to help produce more valuable data.



Enlist the help of law enforcement with a number of traffic safety duties.

- Enforcement of traffic laws and parking controls through citations and warnings.
- Enforcement of Oregon’s “Traffic Fines Double in School Zones” law.
- Targeted enforcement of problem areas – an intensive, focused effort during the first two weeks of school and a strategy for the rest of the year.
- Participation in School Safety Committees and SR2S task force to help identify safety problems and solutions.

ENGINEERING SOLUTIONS



Obtain school area maps.

Obtain maps of the neighborhood and school zone from your local transportation authority, public works department, or other source.

The Portland Office of Transportation worked with the *Walk There!* Project at Buckman Elementary. They provided a variety of maps to the school, including aerial maps in which students can see their house – even the vegetation in the yard. The students were very enthusiastic about looking at maps. See sections V and VI for contact information about this agency and the project.

- Vicinity map – showing the location of your school in the city or community
- School district street map – showing school boundary, one or two-mile radius, street classifications, sidewalks, traffic signals, school flashing beacons, bikeway network, building footprints
- Aerial map – showing aerial photo of school grounds and one or two-block radius
- Route identification map – showing one or two-mile radius, 8.5”x11” black-and-white, easy to photocopy and distribute



Request an engineering study.

A traffic investigation from your local transportation authority or Public Works department can help determine the scope of the problem. Suggested components of a study may include the following:

- Affected streets and intersections – their uses, classifications, and traffic generators
- Traffic controls in place
- School bus and transit routes and stops
- Speed and volume studies
- Pedestrian counts and gap analysis (crosswalk safety)
- Parking and traffic circulation studies
- Collision history – crash locations and injury/fatality data
- Enforcement data and moving violation data
- Field observations
- Relevant local transportation plans
- History of customer service requests in the area



Identify opportunities to make engineering improvements.

- Traffic control signs in school zone – legible, visible, and placed properly
- Curb and pavement markings – crosswalks, parking controls, and bike lanes
- Signal timing adjustments – especially during morning and afternoon peak times, to allow more time for children to cross the street
- Vegetation trimming and object removal from sidewalks and paths
- Drop-off/pick-up operations – safe, efficient, monitored, and enforced
Website link for more information about drop-off/pick-up operations:
http://www.cawalktoschool.com/files/new_DOZ_facts.pdf
- Off-street lots for drop-off/pick-up
- Parking controls – bus zone, ADA spaces, truck loading, no parking, and time zones
- Traffic safety monitoring, supervised crossings, and school zone enforcement
- See the NHTSA toolkit for examples of long-term engineering changes.



Customize school maps and SR2S plan.

Based on the improvements, identify recommended safer routes for walking and biking to school on the school maps. Work with local transportation authority or Public Works department to customize your SR2S maps and plan.

ENCOURAGEMENT SOLUTIONS



Strategies to create awareness opportunities.

Provide opportunities for every child and parent to acquire the knowledge, skills, values, attitudes, and commitment needed to walk and bike to school safely.

- Encourage school and community recognition of the value of SR2S in providing solutions to issues related to health and lack of physical activity, school traffic safety, air quality, and livability.
- Develop and promote model policies for consideration by school board and/or administrators regarding walking and biking to school, i.e. walking school buses, adult crossing guards, and student safety patrol.
- Involve students in solutions that have a positive impact on their lives and the community at large.
- Plan events that are fun for the students and parents, and provide celebrations for achievements on contests and events.
- Notify the media of events. See NHTSA toolkit for examples of a press release.



Develop appropriate encouragement activities.

Using data, select age-specific activities that address concerns. For example, if an area of concern is:

- **Traffic congestion at the school site** - Recruit adults to assist in managing the morning and afternoon traffic congestion one day a week to serve as traffic monitors, crossing guards, and take traffic counts. This calls attention to the issues, parents invest in the process, and drivers and students are educated about safe drop-off and pick-up procedures.

- **Student safety** - For middle school students, who are walking without adults, recruit Safe Businesses to provide “stop in” points for students. Many businesses are open from 8:00-5:00 with at least one employee present. These safe points serve to reassure parents and students and are helpful in an emergency. The process of recruiting and identifying Safe Businesses is also a way to make the community more aware and invested in SR2S activities.

In Jefferson County, the SR2S coordinator worked to have the public works and other local businesses to arrange as “safe stops” and “safe businesses” for children to stop if they needed help. See section VII for contact information about the project.

- **Student safety** - For elementary school students, older sibling/adult-assisted walking is recommended. Walking school buses are one way to address the barriers of scheduling and convenience for walking and biking to school. Adults walk along a designated route to and from school “picking up or dropping off” students. Mapping the routes and marking the routes with painted footprints or posted signs are fun activities that engage the students, the parents, and the neighborhood.
- Examples of encouragement activities can be found at the following websites:
http://waytogo.icbc.bc.ca/framesets/ideas/index_ideas.html
http://www.goforgreen.ca/asrts/home_e.html
<http://www.waytoschoolkit.infoxchange.net.au/wtsk.html>
<http://www.saferoutestoschools.org/FRM%20Contest%20Guidelines2003.htm>
<http://www.saferoutestoschools.org/pdfs/rns%20brochure%20219.pdf>



Identify and utilize public and private service providers best suited to implement each of the goals.

- Pedestrian and bicycle advocacy groups, transit providers, school bus service providers, local transportation authority or Public Works department, Department of Environmental Quality, statewide encouragement programs (i.e., International Walk to School Day and the Shape Up! Program, see section V for Oregon contacts), neighborhood and business associations, health care providers, county health departments, and injury prevention

professionals. These groups often have education and outreach materials and/or personnel available. Wherever possible, do not reinvent the wheel!



Identify timelines for implementation of SR2S activities and for your SR2S improvement plan.

- Consider the academic year, summer recreation programs, and special events
- International Walk to School Day
- Safety and health fairs, school open houses, parks programs
- Walk to School Wednesday (or Mon., Tues., etc.)

In 2002, 34 Schools around Oregon participated in the annual International Walk to School Day event. Stickers and reflective backpack hangtags were given to students who walked that day. Some schools provided healthy snacks and beverages for participants as well. Newspapers, radio, and television stations around the state had stories about the day's event. This annual event is a great way to kick off SR2S projects and generate enthusiasm.

IV. OREGON STATISTICS

These statistics can be useful to support the case or need for a SR2S improvement plan.

2001/2002 OREGON TRAFFIC SAFETY¹⁴

- Of the 488 traffic fatalities in Oregon in 2001, 77% were vehicle occupants, 12% pedestrian, 7 % motorcycle, 3% bicycle, and 1% ATV/snowmobile.
- For more about Oregon’s traffic safety data and activities, view the *Oregon Traffic Safety Performance Plan: Fiscal Year 2003* online at [http://www.odot.state.or.us/transafety/News/2003 Annual Performance Plan.pdf](http://www.odot.state.or.us/transafety/News/2003%20Annual%20Performance%20Plan.pdf)
- During 2001, 577 pedestrians were injured in Oregon traffic crashes – down 12% from 1997.
- During 2001, 60 pedestrians were killed in Oregon traffic crashes – up 3.4% from 1997.
- Over 50% of pedestrian injuries occurred when the pedestrian was crossing in a crosswalk or at an intersection.
- Some pedestrian actions that contribute to pedestrian traffic fatalities include not crossing the street at crosswalks, inattention, low conspicuity, walking in an improper position on the roadway, running onto the roadway from between parked cars, and drinking and other drugs.
- Some vehicle operator actions or behaviors that contribute to pedestrian fatalities include failure to yield, impatience, obscured vision, inattention or distraction, speeding, and drinking or other drugs.
- During 2001, 619 bicyclists were injured in Oregon traffic crashes – down 10.2% from 1997.
- During 2001, 13 bicyclists were killed in Oregon traffic crashes – down 27.8% from 1997.
- In 2002, 352 bicyclists age 20+ were injured in motor vehicle crashes compared to 332 in 1998.

¹⁴ Oregon Department of Transportation, U.S. Department of Transportation Federal Highway Administration and National Highway Traffic Safety Administration

- In 2003, correct helmet use in school children decreased to 48% compared to 56% in 1998.
- Hospital charges for a bicycle-related major head injury averaged \$22,352 per patient in Oregon in 2001.
- In 2002, 672 bicyclists were injured in Oregon traffic crashes – down 9% from 1998. This represented 2% of total 2001 traffic-related injuries.
- In 2002, 6 bicyclists were killed in Oregon traffic crashes, down 14% from 1998. Note: this number has fluctuated from 7 in 1998, 3 in 1999, 7 in 2000, and 13 in 2001.
- Based on studies of emergency medical services, it is believed that many serious bicyclist injuries go unreported. As many as 8-10 times more bicyclists are injured than the figure from law enforcement reports.¹⁵

TRANSPORTATION CHOICES

- In 2003, children counted biking to school decreased by 12% compared to 1998.
- In Oregon, 51% of trips under a half-mile are made in a vehicle.
- The average amount of time spent in a car per day is 62 minutes.¹⁶
- In the 2000 US Census, 3.6% percent of Oregonians reported making commutes by foot.
- Only 1.1% percent of the Federal transportation funds was spent on pedestrian/bicycle facilities between 1998 and 2001.¹⁷
- In Oregon in 2001, 81% of eighth-graders reported riding a bike in the past 12 months while just 22% reported always wearing a helmet when they rode.¹⁸

¹⁵ *Traffic Safety Notes*, Alliance for Community Traffic Safety in Oregon, November 2001, p. 3

¹⁶ US-DOT, National household travel survey 2001

¹⁷ Federal Highway Administration and Federal Transit Administration Databases, FY 1998-2001

¹⁸ Oregon Healthy Teens, Oregon Department of Human Services, Health Services, Center for Health Statistics

ENVIRONMENTAL EFFECTS OF VEHICLE EXHAUST¹⁹

- Vehicles are the number one source of air pollution in Oregon, producing 41% of ground-level ozone (smog) and 60% of carbon monoxide emissions in the region. Emissions lead to high smog and carbon monoxide levels, which can have a variety of health effects on Oregonians.
- The Oregon Asthma Program estimates that 8.5% of adults and 7.5% of children in Oregon have asthma (using 2000 Census Population Data). Although the cause of asthma remains unknown, studies have shown that air pollution can trigger asthma attacks.
- Several toxic air pollutants are known or suspected to cause serious health effects, including cancer. Vehicle exhaust contains benzene, acetaldehyde, butadiene, and formaldehyde. National studies estimate that levels of these toxic air pollutants in the Portland region exceed health-based benchmarks that are guidelines for safe levels.
- Turning off and restarting an engine uses less gasoline and produces less pollution than letting the engine idle for 10 seconds.
- For more information on the effects of air toxics generated by vehicle exhaust, please visit:
<http://www.epa.gov/students/>
<http://www.epa.gov/enviroed/>
<http://www.adb.org/vehicle-emissions/General/Environment.asp>
<http://www.epa.gov/otaq/consumer/f00013.htm>

CHILD AND TEEN HEALTH²⁰

- Data from the Oregon Healthy Teen survey in 2001 show 18% of eighth-graders are at risk for overweight and 10% are overweight. This was a two-thirds percent increase in overweight from 1999.
- Data from the Oregon Healthy Teen survey in 2001 show 14% of eleventh-graders are at risk for overweight and 7% are overweight. This was a 17% increase in overweight from 1999.

¹⁹ The Oregon Department of Environmental Quality at <http://www.deq.state.or.us/aq/Education/Ourhealth.htm> and <http://www.deq.state.or.us/aq/HAP/index.htm>

²⁰ Oregon Healthy Teens, Oregon Department of Human Services, Health Services, Center for Health Statistics

- In Oregon in 2001, 17% of eighth-graders reported zero days of moderate physical activity, and only 34% met the Surgeon General's recommendation of 5 or more days of moderate physical activity for 30 to 60 minutes.
- In Oregon in 2001, 58.9% of eleventh-graders reported spending zero days in physical education classes.
- In 2001, 12% of eighth-graders reported having an asthma attack or taking asthma medication in the past 12 months.
- In Oregon, it is estimated 63,000 or 7.5% of children have asthma.²¹
- Find your county specific information at:
www.healthoregon.org/chs/yrbsdata.cfm

²¹Oregon Department of Human Services – Health Services Asthma program.
<http://www.dhs.state.or.us/publichealth/asthma/view/oct2001.pdf>

VI. SR2S RESOURCES - WHO TO CALL IN OREGON

Name	Description	Contact Information
Alliance for Community Traffic Safety (ACTS) Oregon	ACTS Oregon is working to reduce fatalities, injuries, and the severity of injuries resulting from vehicle crashes throughout Oregon. The organization's vision is to motivate individuals and communities throughout Oregon to solve their traffic safety problems by providing resources, technical training, and education.	Lynne Mutrie , Coordinator Community Traffic Safety 503-656-7207 lynnem@actsoregon.org www.actsoregon.org
Bicycle Transportation Alliance (BTA)	Statewide bicycle advocacy organization whose mission is to create healthy, sustainable communities by making bicycling safe, convenient, and accessible. The BTA runs bicycle safety and Safe Routes to School services in cities throughout Oregon. Call to find out about local activities.	Scott Bricker 503-226-0676 (ext. 14) scott@bta4bikes.org Or info@bta4bikes.org www.bta4bikes.org
Center for Alternative Transport (CAT), Eugene	A non-profit organization offering many community services, including a coordinator who establishes SR2S programs in local schools. See description of program in Section VII.	CAT 541-344-1197 cat@efn.org www.efn.org/~cat/
Governor's Council on Physical Fitness and Sports	The council sponsors Shape Up Across Oregon, an annual event promoting walking.	Lee Howard , President 541-815-8025
League of Oregon Cities	Provides Advocacy for City Governments	Christy Monsoon 800-452-0338 503-588-6550 cmonson@orcities.org http://www.orcities.org/
Oregon Association of Counties	Provides advocacy coordination for County governments. Promotes public works activities including road construction.	503- 585-8351 http://www.aocweb.org/

Name	Description	Contact Information
Oregon Coalition for Promoting Physical Activity	Statewide Coalition working on the implementation of the Statewide Physical Activity plans	Minot Cleveland, MD 503-301-5181 Minot.cleveland@worldnet.att.net
Oregon Injury Prevention and SAFE KIDS Coalition	Contact one of the local chapters around the state that support the annual Walk to School Day event and provide resources for safety education.	Adrienne Greene 503-731-4241 Adrienne.j.greene@state.or.us
Willamette Pedestrian Coalition	The Willamette Pedestrian Coalition is a nonprofit community-based membership organization in the greater Portland region dedicated to promoting walking and making the conditions for walking safe and attractive.	Willamette Pedestrian Coalition P.O. Box 2252 Portland, OR 97208 503-223-1597 wpc@americawalks.org
Oregon Department of Transportation Bicycle and Pedestrian Program	The ODOT Bicycle and Pedestrian Program works to ensure the ODOT highways accommodate pedestrian and bicycle circulation. They also assist cities and counties with walking and biking issues on their roads and streets and recommend standards, give advice, and provide some funds.	Michael Ronkin 503-986-3555 Michael.P.Ronkin@odot.state.or.us
Oregon Department of Transportation Traffic Safety	Using the tools of enforcement and education and collaborating with engineering and design, the ODOT Bicyclist and Pedestrian Safety Program uses federal transportation safety funding to support local initiatives geared toward improving safety for bicyclists and pedestrians. Example of projects: The BTA's Bicycle Education Program, the Community Cycling Center's School-Based Safety Classes and the Pedestrian Safety Enforcement Training and Operations.	Rick Waring 503-986-4196 Rick.a.waring@odot.state.or.us

Name	Description	Contact Information
Oregon Department of Transportation - Transportation Enhancement Projects	<p>The Transportation Enhancement program provides federal funds for 12 types of projects, including (#1) facilities for pedestrians and bicyclists, (#2) safety and educational activities for pedestrians and bicyclists, and (#8) preservation of abandoned railway corridors, for pedestrian and bicycle trails. Projects are selected through a competitive application process on a two-year cycle.</p>	<p>Pat Fisher 503-986-3528 patricia.r.fisher@odot.state.or.us</p>
Oregon Department of Transportation, Region Offices	<p>There is a safety representative located in each of the five regional offices of the Department of Transportation throughout the state. They serve as local transportation safety advocates, assisting in the identification of traffic safety problems and helping to determine appropriate remedies. Staff members coordinate local transportation safety activities and act as liaison to Salem-based transportation safety programs.</p>	<p>Region 1 (Portland) KC Humphrey 503-731-4965 Region 2 (Salem) Anne Holder 503-986-2763 Region 3 (Roseburg) Rosalee Senger 503-957-3657 Region 4 (Bend) Debbie Kroske 541-388-6429 Region 5 (LaGrande) Patricia McClure 541-963-1387</p>
Other City Offices of Transportation	<p>The Bicycle & Alternative Modes Program has information about alternative modes of transportation, including employer programs, emergency ride home programs, or other local resources contact this office.</p>	<p>Lee Shoemaker 541-766-6916 Lee.shoemaker@ci.corvallis.or.us</p>
<ul style="list-style-type: none"> • Corvallis 		
<ul style="list-style-type: none"> • Eugene 	<p>Bicycle and Transportation Options programs encourage walking and bicycling, including are People Powered Friday events. Office provides support for Walk to School Days and the CAT's SR2S program.</p>	<p>Diane Bishop 541-682-5471 diane.l.bishop@ci.eugene.or.us</p>
<ul style="list-style-type: none"> • Portland (PDOT) 	<p>The Community and School Traffic Safety Partnership includes SR2S as one of three program areas funded with increased traffic fine revenue. PDOT is developing a five-year implementation plan for SR2S. Current available resources include SR2S website. PDOT is a Safe Communities grant recipient – the purpose is to reduce traffic-related injuries and fatalities.</p>	<p>Dakota InyoSwan 503-823-5552 dakota.inyoswan@pdxtrans.org www.portlandtransportation.org www.SafeRoutesPortland.org</p>

Name	Description	Contact Information
Oregon Healthy Teens	Oregon Healthy Teens (OHT) is Oregon's effort to monitor the health and wellbeing of adolescents. An anonymous and voluntary research-based survey, OHT is conducted among 8th and 11th graders statewide. The OHT survey incorporates two youth surveys that preceded it, the YRBS and the Student Drug Use Survey.	Kathy Pickle , Youth and Adult Surveys Coordinator Oregon DHS-Health Services, Center for Health Statistics 503-731-4478 Kathryn.e.pickle@state.or.us
Oregon Department of Education	The Pupil Transportation Section provides leadership in coordinating activities related to the transportation of pupils.	State Director of Pupil Transportation 503-378-3600
County Health Departments	Ask for contacts at your county Health Department that specifically work on projects such as Safe Routes to School and Walk to School Day. Include a County health department representative on your SR2S taskforce.	Health Promotion and Chronic Disease Prevention Program 503-731-4273
Oregon DHS-Health Services Health Promotion and Chronic Disease Prevention	Working to promote walking and biking to increase physical activity levels among Oregonians and promote healthy lifestyles to prevent and manage chronic disease.	Health Promotion and Chronic Disease Prevention Program 503-731-4273 www.dhs.state.or.us/publichealth/hp/cdp/
Oregon DHS-Health Services – Office of Family Health	Working to promote walking and biking to increase physical activity levels among families in Oregon and promote healthy lifestyles.	Jennifer Young 503-731-8619 Jennifer.l.young@state.or.us
American Association of Retired Persons	Source of contact for walking school bus volunteers, working with retired persons in supporting active lifestyles.	Pam Harkin 503-652-8855 oraarp@aarp.org
Healthy Kids Learn Better – Oregon Department of Education	A coordinated school health approach that address kids' physical, social and emotional needs while improving their potential to learn by forming school-community partnerships.	Ginny Ehrlich , Team Leader, Oregon Department of Education 503-378-3600 Extension 2711 ginny.ehrlich@state.or.us www.hklb.org

Name	Description	Contact Information
Oregon Association of Police Chiefs	The association promotes scholarship programs, Special Olympics, Parent Aid, traffic safety programs and professional development. Many chiefs are involved in local activities such as reading to students, mentoring and being foster parents.	503-315-1411 1-800-784-2867 www.policechief.org

VI. Oregon Examples of Safe Routes to School Projects

Name and Contact Information	Description
SR2S Mini-Grant Projects	
<p>Jefferson County School District 509-J</p> <ul style="list-style-type: none"> • Westside Elementary School • Madras Elementary School • Jefferson County Middle School <p>Nita Carnagey, Project Coordinator 541-475-4820/ 541-475-7618 carnageynita@hotmail.com</p>	<p>Working with a large taskforce of parents, students, teacher, administrators, County transportation, Boys and Girls Club and Jefferson County public works, the three schools focused on assessing and identifying structural barriers preventing safe walking and biking to school. In addition, the coordinator learned that two schools in Madras had participated the Oregon Healthy Teens Survey. Working with the DHS survey Coordinator (see section VI), the SR2S coordinator compiled data on student obesity, physical activity levels and time spent watching TV, as part of the assessment.</p> <p>This project was funded by a grant from CDC – DASH through ODE/DHS-HS.</p>
<p>Gregory Heights Middle School, Portland</p> <p>Oregon DHS – Health Services Health Promotion and Chronic Disease Prevention 503-731-4273</p> <p>City of Portland Office of Transportation Safe Routes to School Program Dakota InyoSwan, Coordinator 503-823-5552 Dakota.InyoSwan@pdxtrans.org</p>	<p>Implemented its SR2S Project as a classroom learning project in grade 6 Health and Science Class. Coordinated by a classroom teacher with the assistance of a BTA AmeriCorps member. Students focused on identifying safe biking routes to school and mapped their own routes to school. They also conducted a survey of student and parent attitudes about walking and biking to school. They published survey results in a colorful brochure, which included a map of the middle school district with recommended biking routes. The brochures went home with all incoming 6th graders in their registration packets.</p> <p>Program continuing in 2004-2005 with Portland Transportation coordination.</p> <p>This project was funded by a grant from CDC – DASH through ODE/DHS-HS.</p>

Name and Contact Information	Description
SR2S Mini-Grant Projects continued . . .	

Prescott Elementary School, Portland

Oregon DHS – Health Services
 Health Promotion and Chronic Disease
 Prevention
 503-731-4273

City of Portland Office of
 Transportation
 Safe Routes to School Program
 Dakota InyoSwan, Coordinator
 503-823-5552
 Dakota.InyoSwan@pdxtrans.org

Working with teachers, the PTA, and community representatives, Prescott focused on safe walking routes to school and initiatives to fund missing sidewalks. The SR2S coordinator made Safe Routes to School a focal point of several Parent Night meetings and conducted parent surveys. Surveys were written in English, Russian, and Hmong to represent the various languages spoken in the Prescott families. Fifth-grade classes mapped the routes they take from home to school. For the 2002 Walk to School Day, Prescott celebrated Walk Home from School Day on October 2, 2002. It involved the participation of over 100 students, partners, staff, Task Force members, and one state representative.

Program continuing in 2004-2005 with Portland Transportation coordination.

This project was funded by a grant from CDC – DASH through the Oregon Department of Education.

Robert Gray Middle School, Portland

Oregon DHS – Health Services
 Health Promotion and Chronic Disease
 Prevention
 503-731-4273

City of Portland Office of
 Transportation
 Safe Routes to School Program
 Dakota InyoSwan, Coordinator
 503-823-5552
 Dakota.InyoSwan@pdxtrans.org

Working with a large Task Force of neighborhood representatives, the SW Trails Group, school administrators, teachers, parents, Transportation specialists, School Police, and BTA, Robert Gray focused on safe walking and biking routes to school. They also addressed related traffic issues such as drop-off/pick-up operations, on-street parking, parking for the disabled, vegetation overgrowth on walking routes, traffic signal timing, and trail and pathway development. Walk to School Day 2002 involved 200 students, parents, staff, and community members.

Program continuing in 2004-2005 with Portland Transportation coordination.

This project was funded by a grant from CDC – DASH through the Oregon Department of Education.

Name and Contact Information	Description
SR2S Mini-Grant Projects continued . . .	
<p>Hauton B. Lee Middle School, Portland</p> <p>Oregon DHS – Health Services Health Promotion and Chronic Disease Prevention 503-731-4273</p> <p>City of Portland Office of Transportation Safe Routes to School Program Dakota InyoSwan, Coordinator 503-823-5552 Dakota.InyoSwan@pdxtrans.org</p>	<p>Led by a SUN* School Coordinator working with a small Task Force of teachers, parents, students, and administrators, H.B. Lee focused on assessing the conditions that prevent safe walking and biking to school. Surveys revealed that 71% of parents think their neighborhoods need many improvements, including sidewalks, crosswalks, more bike lanes, more streetlights, better drainage, and traffic calming devices. The Task Force plans to take these findings to local agencies, such as Gresham Parks and Recreation, law enforcement, and the neighborhood watch program. They hope to begin educating the community about the documented need for improvements around the school in order to establish a SR2S program.</p> <p>Program continuing in 2004-2005 with Portland Transportation coordination. *Schools Uniting Neighborhoods</p> <p>This project was funded by a grant from CDC – DASH through the Oregon Department of Education.</p>
<p>West Sylvan Middle School</p> <p>Oregon DHS – Health Services Health Promotion and Chronic Disease Prevention 503-731-4273</p> <p>City of Portland Office of Transportation Safe Routes to School Program Dakota InyoSwan, Coordinator 503-823-5552 Dakota.InyoSwan@pdxtrans.org</p>	<p>Led by a classroom teacher working with a Task Force of staff, parents, community representatives, and students, West Sylvan focused on identifying safe biking routes to school and securing bicycle parking structures. Assistance was provided by BTA.</p> <p>Program continuing in 2004-2005 with Portland Transportation coordination.</p> <p>This project was funded by a grant from CDC – DASH through the Oregon Department of Education.</p>

Name and Contact Information	Description
Bicycle Transportation Alliance (BTA) Programs	
<p>Bend</p> <p>Scott Bricker 503-226-0676 info@bta4bikes.org http://www.bta4bikes.org/</p>	<p>Bicycle Education – Bike Safety, Bike to school Tuesday, incorporates student input in all programs</p>
<p>Portland</p> <ul style="list-style-type: none"> • Gregory Heights Middle School • Portsmouth Middle School • Tubman Middle School <p>Scott Bricker 503-226-0676 info@bta4bikes.org http://www.bta4bikes.org/</p>	<p>Bicycle Education – Bike to School challenge, Bike Safety Curriculum, incorporating students input in all programs</p>
<p>Ashland</p> <ul style="list-style-type: none"> • Walker Elementary <p>Scott Bricker 503-226-0676 info@bta4bikes.org http://www.bta4bikes.org/</p>	<p>Bike Safety Curriculum being test piloted in the school.</p> <p>This program is funded by grants from ODOT and various funding sources, including corporate contributions.</p>
<p>Corvallis</p> <p>Scott Bricker 503-226-0676 info@bta4bikes.org http://www.bta4bikes.org/</p>	<p>Bike Safety Curriculum being test piloted in the schools.</p> <p>This program is funded by grants from ODOT and various funding sources, including corporate contributions.</p>

Name and Contact Information	Description
Other Oregon Examples of SR2S Projects	
<p>Walk There! Buckman Elementary School, Portland</p> <p>Wendy Rankin Multnomah County Health Department wendy.j.rankin@co.multnomah.or.us</p>	<p>Walking School Bus program intended to use Senior Volunteers as walking guides. Activities included recruiting volunteers, addressing liability issues, conducting parent surveys and car counts, developing classroom activities, and planning/coordinating Walk to School Day events.</p> <p>This project was funded by an EPA grant to the Oregon Department of Environmental Quality and was coordinated by the Multnomah County Health Department.</p>
<p>Portland Office of Transportation</p> <p>Dakota InyoSwan 503-823-5552 dakota.inyoswan@pdxtrans.org www.portlandtransportation.org www.SafeRoutesPortland.org</p>	<p>The Community and School Traffic Safety Partnership includes SR2S as one of three program areas funded with increased traffic fine revenue. PDOT is developing a five-year implementation plan for SR2S. Current available resources include SR2S website. PDOT is a Safe Communities grant recipient – the purpose is to reduce traffic-related injuries and fatalities.</p>
<p>Gillham Elementary</p> <p>541-687-3466</p>	<p>A teacher at the school holds all school activities during bike safety week, including bike rodeos and helmet fittings.</p>
<p>Cal Young Middle School – Alternative Transportation Club</p> <p>541-687-2334</p>	<p>A teacher at the school coordinates a group that meets once a month to find ways to encourage students, parents, and teachers to use transportation other than a car for getting to and from school.</p>

Name and Contact Information	Description
Other Oregon Examples of SR2S Projects	
<p>Safer Routes to School Walking/Biking School Bus (WCSB)</p> <p>Center for Appropriate Transportation (CAT) – Eugene</p> <p>Craig Filip, Project Coordinator craigf@efn.org http://www.efn.org/~cat/</p>	<p>The WCSB program began in the spring of 2001 through a grant to CAT from Lane Transit District (LTD) and the City of Eugene. The program promotes walking and cycling as a safe, viable, and enjoyable option for students to get to and from school. Students, parents, and educators are encouraged to participate in walking/cycling school buses in which students walk and cycle to and from school in groups led by parent volunteers.</p> <p>The program is being continued through the 2002/2003 school year through the support of an Oregon Department of Transportation Bicyclist Mini-Grant.</p>
<p>Fairview Village</p> <p>City of Fairview 503-665-7929 www.fairviewvillage.com/main.html</p>	<p>Smart Growth community – the school is within a quarter-mile of every home in the new development and is accessible via a lighted walking trail through a wetland area used for student environmental studies.</p>