



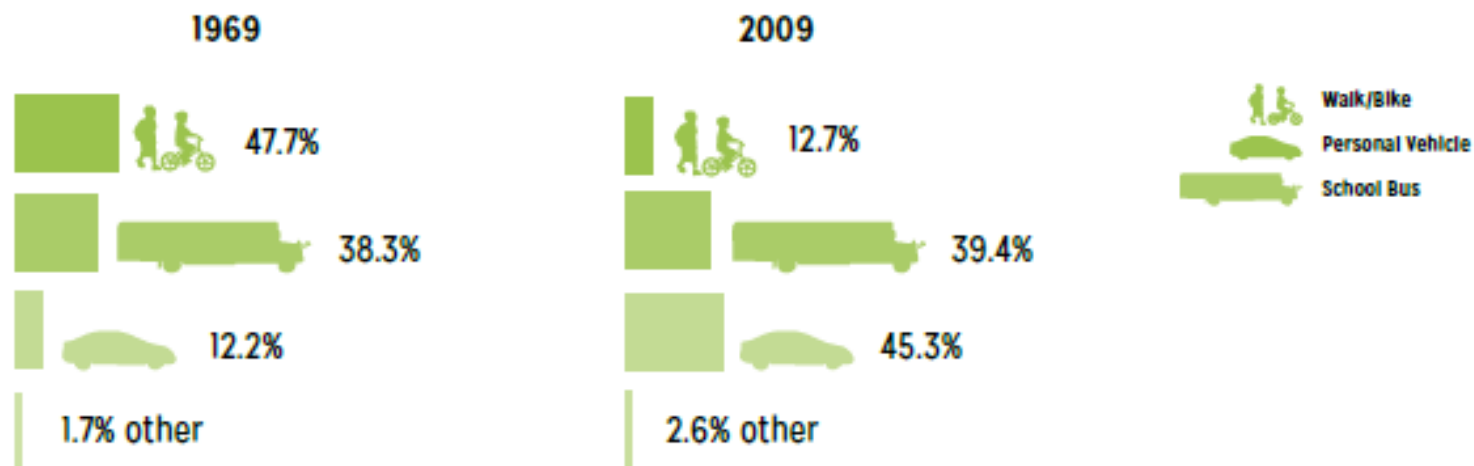
Out of *'Site,'* Out of Mind

Increasing Community Connectivity and Physical Activity
through Healthy School Site Planning

CEFPI Great Lakes Conference, April 10, 2015



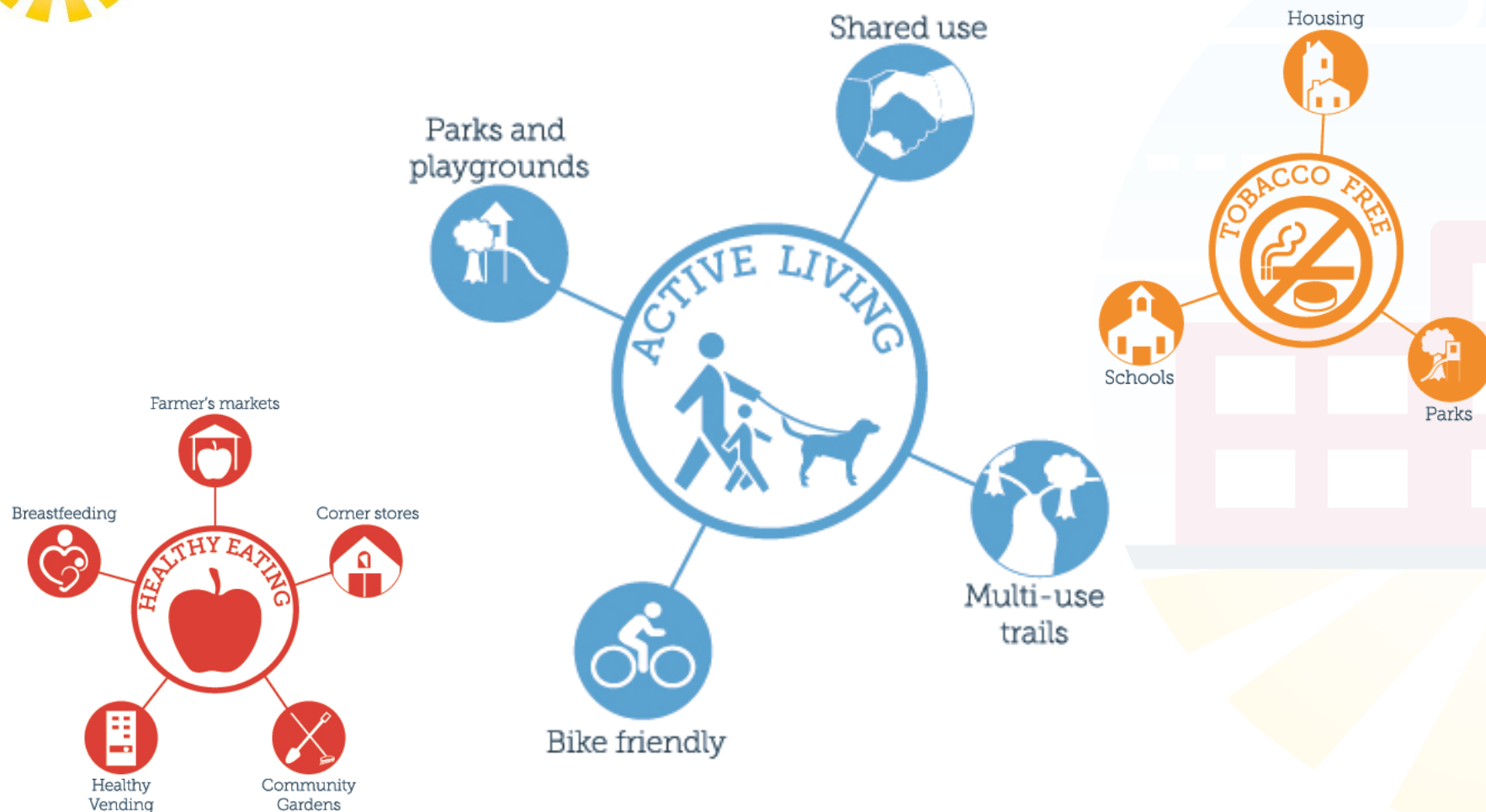
Usual mode of transportation to school among K-8 students, 1969 and 2009 (%)



Source: 1969, 2009 National Household Travel Survey; McDonald, N.C., et al., U.S. school travel, 2009: an assessment of trends. Am J Prev Med, 2011. 41(2): p. 146-51 [35].



Creating Healthy Communities



Making the Healthy Choice the Easy Choice



Safe Routes to School National Partnership



*Creating safer streets,
improving communities
and promoting physical
activity for children and
their families.*



Goals

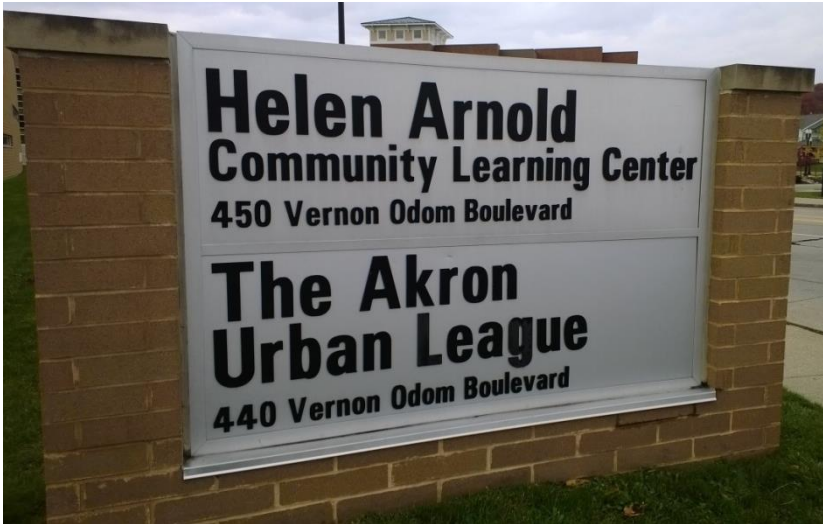
- Introduce the role of school siting to community and student **health, safety, physical activity, and academic** performance
- How to plan a school for community use and active transportation
- Identify local community partners, stakeholders and agencies to involve
- Share resources!

What is (Smart) School Siting?





Why Build in the “Heart” of the Community?



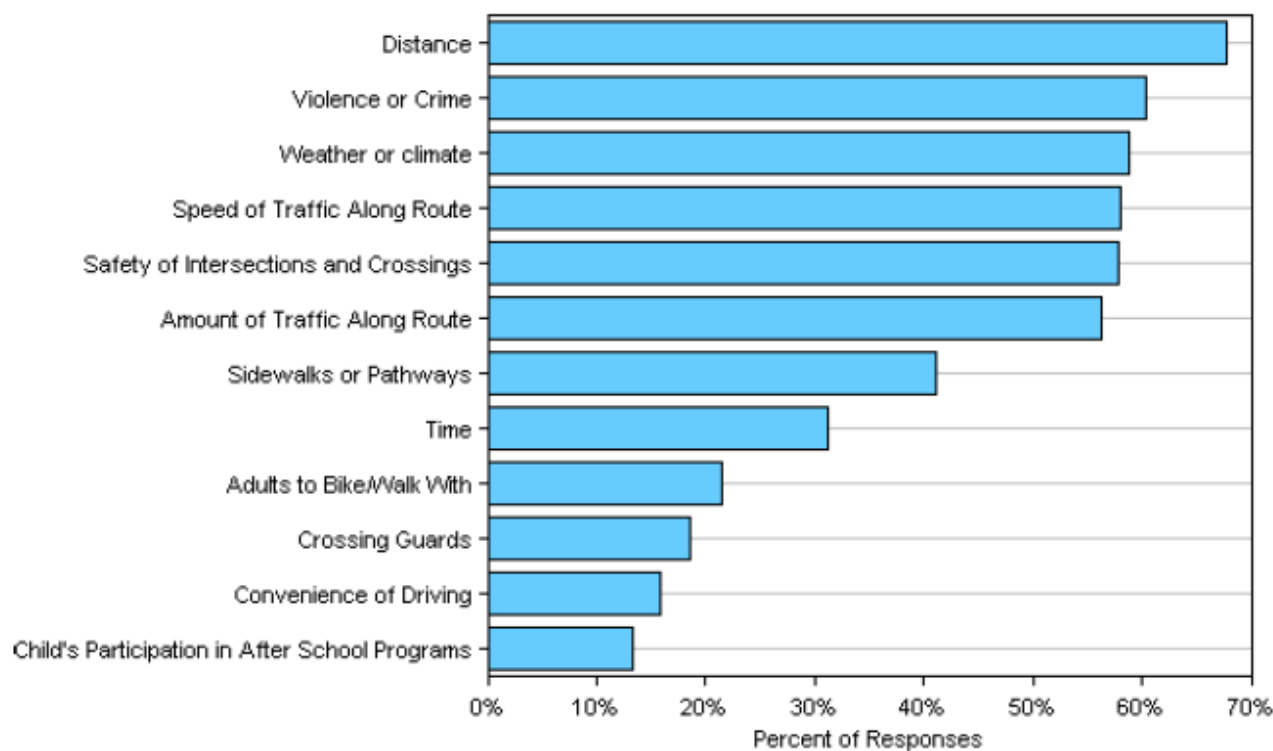


What does it take?

- I. Consider the Proximity of Your Student Population
- II. Accommodate all Modes of Transportation
- III. Consider Community Health
- IV. Integrate School Planning into Community Planning
- V. The Benefits of Shared Use



Columbus City Schools Parent Survey





Consider the Proximity of the Student Population

- Enables students to walk/bike!
- Decreases traffic around schools
- Increases social cohesion
- Decreases cost!





Transportation Costs

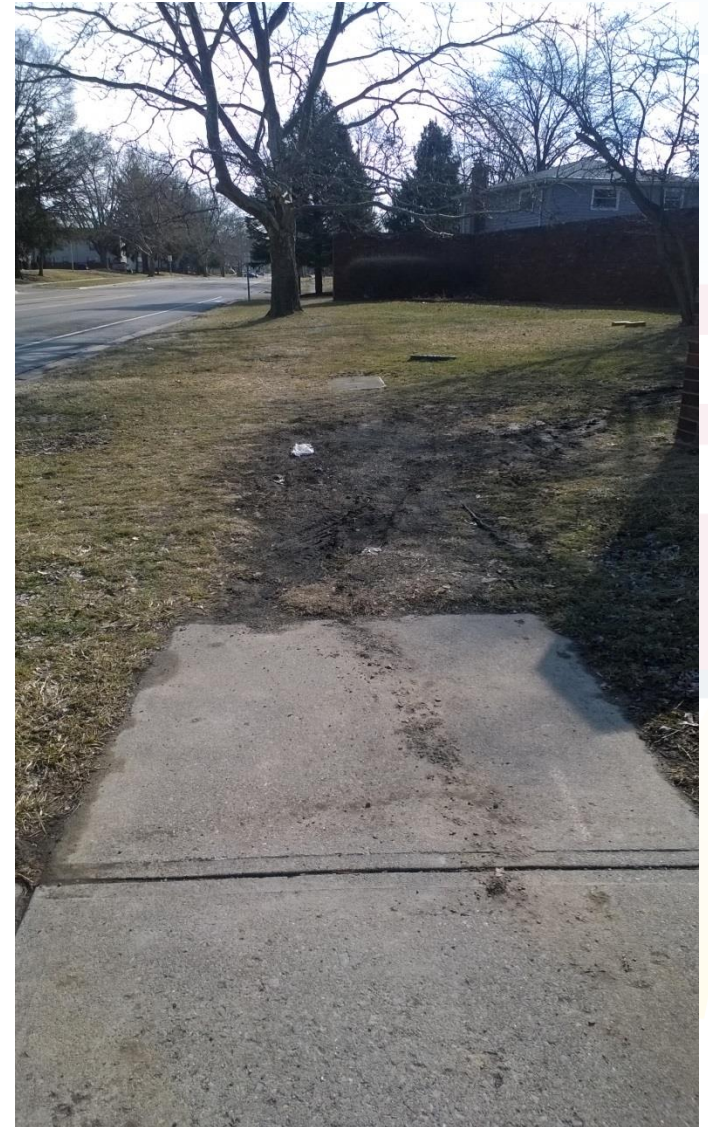
<i>Students transported at public expense and current expenditures for transportation: Selected years, 1980–81 to 2009–10</i>						
School year	Students transported at public expense (number)	Students transported at public expense (percent of total)	Expenditures for transportation (in thousands)¹ [In unadjusted dollars]	Average expenditure per student transported [In unadjusted dollars]	Expenditures for transportation (in thousands)¹ [In constant 2011–12 dollars]	Average expenditure per student transported [In constant 2011–12 dollars]
1980–81	22,272,000	59.1	\$4,408,000	\$198	\$11,579,873	\$520
1990–91	22,000,000	57.3	8,678,954	394	14,748,137	670
1999–2000	24,951,000	57.0	13,007,625	521	17,485,057	701
2000–01	24,471,000	55.5	14,052,654	574	18,264,068	746
2001–02	24,529,000	55.0	14,799,365	603	18,899,937	771
2002–03	24,621,000	54.7	15,648,821	636	19,555,011	794
2003–04	25,159,000	55.5	16,348,784	650	19,992,321	795
2004–05	25,318,000	55.5	17,459,659	690	20,727,037	819
2005–06	25,252,000	55.0	18,850,234	746	21,556,914	854
2006–07	25,285,000	54.8	19,979,068	790	22,271,878	881
2007–08	25,221,000	54.6	21,536,978	854	23,150,761	918
2008–09	—	—	21,679,876	860	22,983,448	912
2009–10	—	—	21,841,557	871	22,932,954	915

U.S. Department of Education
Institute of Education Sciences
National Center for Education Statistics



Accommodate All Modes of Transportation

- Pedestrians
- Bicyclists
- Student Bussing
- Public Transit
- Vehicles
 - Student drop off
 - Staff access
 - Deliveries

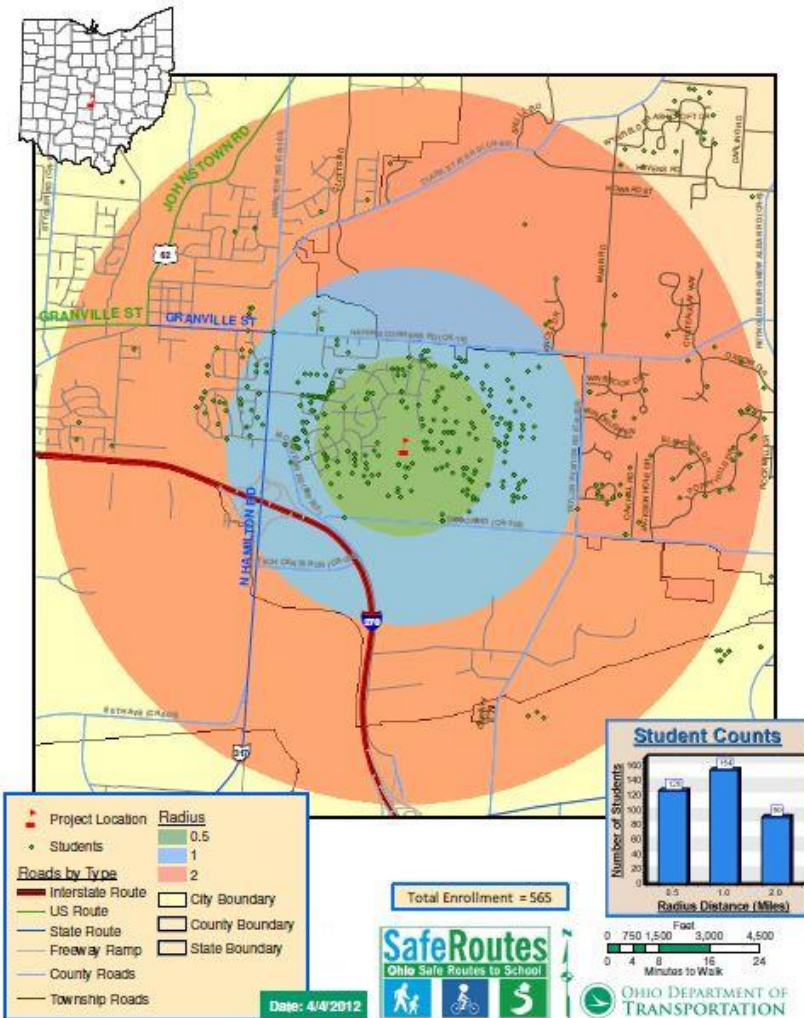




Accommodate All Modes of Transportation



Gahanna South Middle - Gahanna-Jefferson Schools - Franklin Co





An Ohio Case Study







Consider Community Health



“The most universal
opportunity for incidental
physical activity among
children is in getting to and
from school”

*American Academy of Pediatrics, Committee on
Environmental Health, 2009*



Physical Activity

2014 State Indicator Report on Physical Activity: Youth

National Avg. →

	Youth		
	Percentage (%) who reported		
	No physical activity ²	Met aerobic activity guideline ²	Daily physical education ²
	15.2	27.1	29.4
New Jersey	11.6	27.6	45.2
New Mexico	12.7	31.1	25.1
New York	15.2	25.7	18.9
North Carolina	17.7	25.9	N/A
North Dakota	10.9	24.7	N/A
Ohio	13.2	25.9	N/A
Oklahoma	13.6	38.5	32.2
Oregon	N/A	N/A	N/A
Pennsylvania	N/A	N/A	N/A
Rhode Island	12.8	23.2	25.7
South Carolina	19.6	23.8	N/A
South Dakota	15.0	27.7	18.5



Physical Activity

2014 United States Report Card for Physical Activity in Children and Youth

Summary of Report Card Indicators & Grades

GRADE	INDICATOR
D- ★ ★ ★ ★ ★	OVERALL PHYSICAL ACTIVITY
D ★ ★ ★ ★ ★	SEDENTARY BEHAVIORS
F ★ ★ ★ ★ ★	ACTIVE TRANSPORTATION
C- ★ ★ ★ ★ ★	ORGANIZED SPORT PARTICIPATION
INC ★ ★ ★ ★ ★	ACTIVE PLAY
INC ★ ★ ★ ★ ★	HEALTH-RELATED FITNESS
INC ★ ★ ★ ★ ★	FAMILY & PEERS
C- ★ ★ ★ ★ ★	SCHOOL
B- ★ ★ ★ ★ ★	COMMUNITY & THE BUILT ENVIRONMENT
INC ★ ★ ★ ★ ★	GOVERNMENT STRATEGIES & INVESTMENTS



Childhood Obesity

Childhood Obesity

2- to 4-year-olds from low-income families

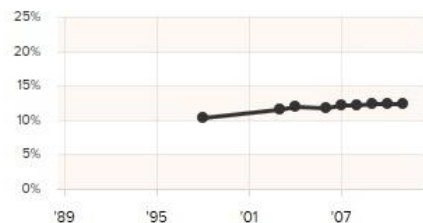
Current obesity rate (2011)

12.4%

Rank among states (2011)

35 /41

Historical rates (1989-2011)



Source: stateofobesity.org/children24

10- to 17-year-olds

Current obesity rate (2011)

17.4%

Rank among states (2011)

14 /51

Historical rates (2004-2011)



Source: stateofobesity.org/children1017

High school students

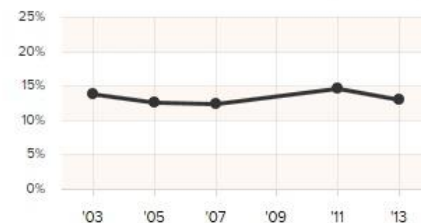
Current obesity rate (2013)

13.0%

Rank among states (2013)

15 /43

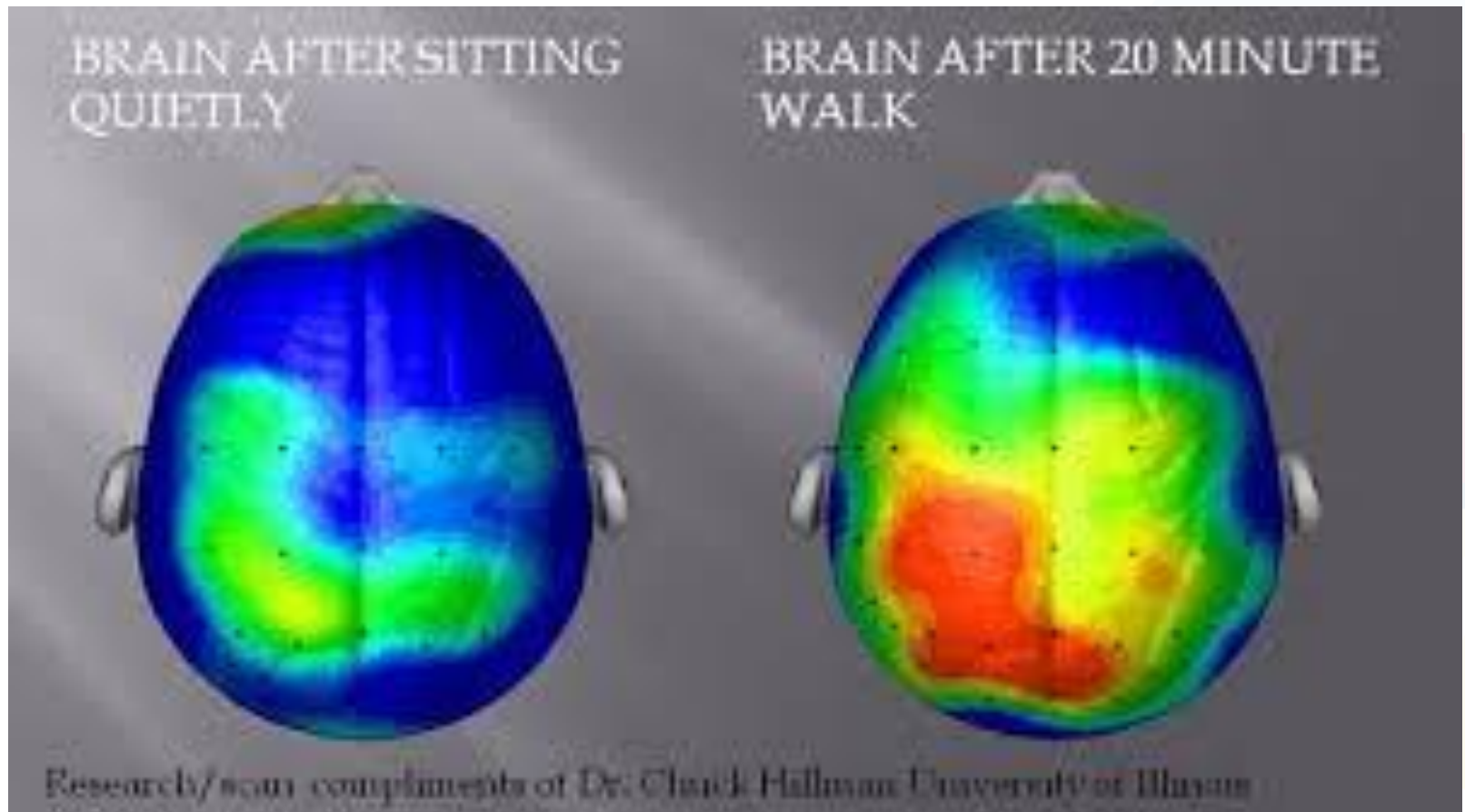
Historical rates (2003-2013)



Source: stateofobesity.org/high-school-obesity



Brain Power!





Asthma



“Asthma is a leading chronic illness among children and adolescents in the United States. It is also one of the leading causes of school absenteeism.”

CDC Adolescent and School Health

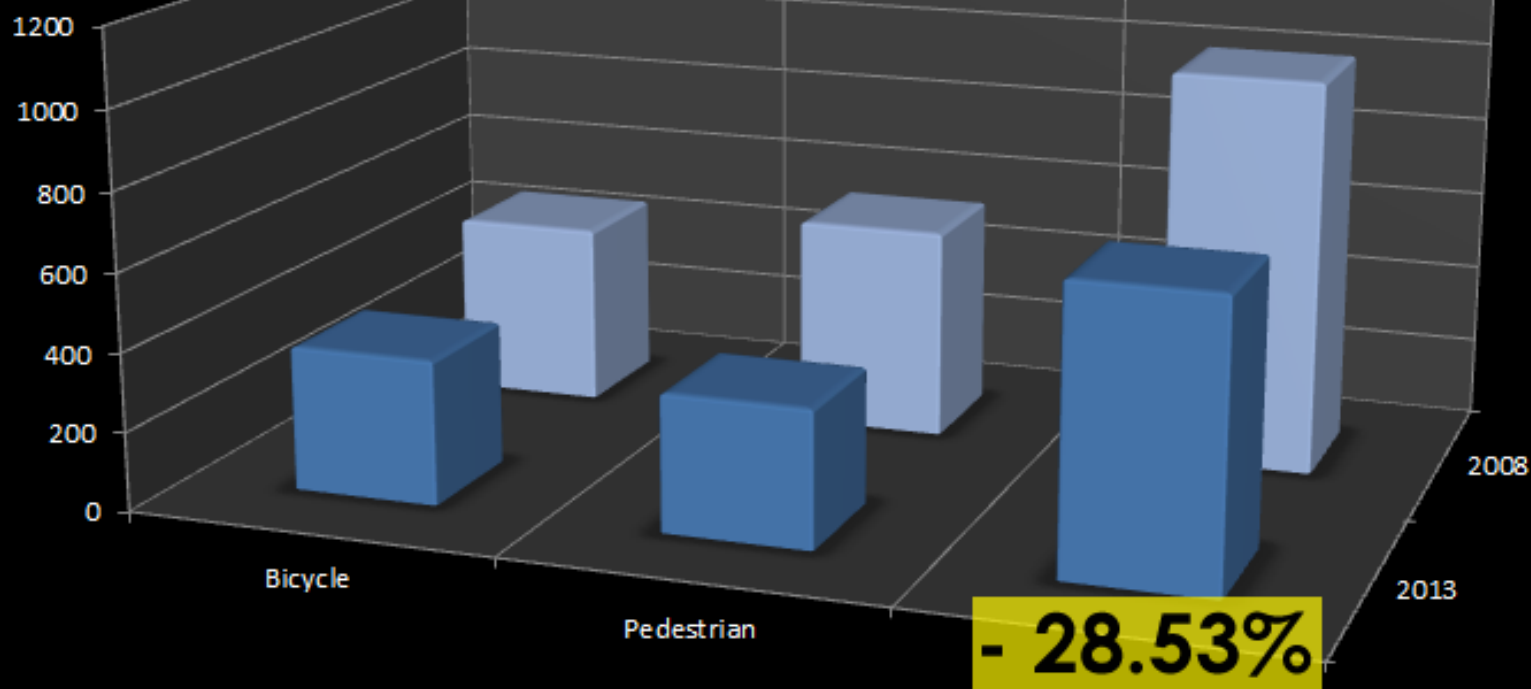


For people ages 1 to 33,
traffic crashes are the
single greatest cause of
fatalities and disabilities

America Walks



Bicycle and Pedestrian Crashes 5-14 Year Olds





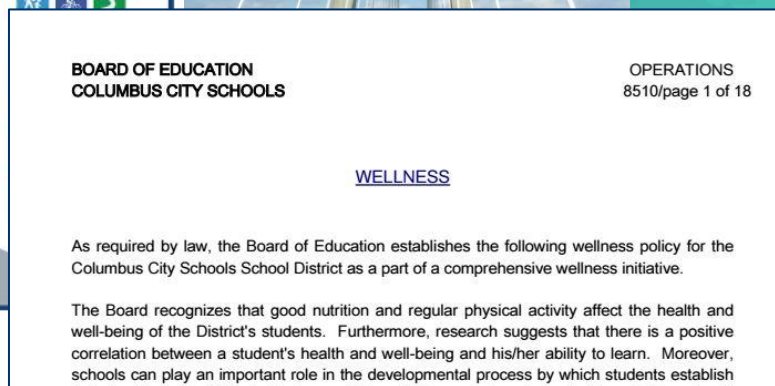
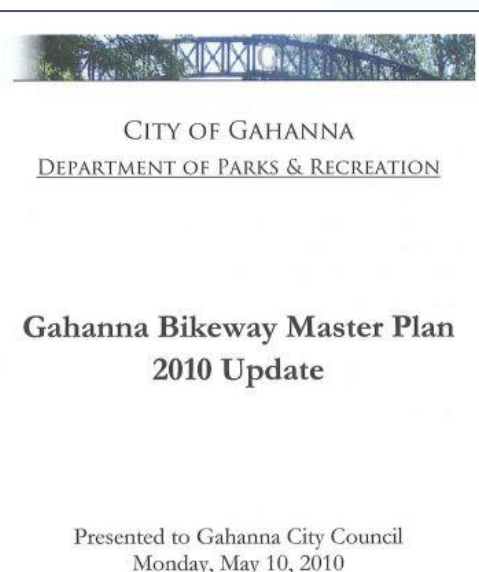
Health Impact Assessment

A process that determines the **potential health impacts** of a proposed policy, plan, or project on the health of a population.

Concludes with a set of recommendations



Integrate School Planning into Community Planning



Ohio's Plan to Prevent and
Reduce Chronic Disease
2014 - 2018



Ohio Case Study





Benefits of Shared Use



<http://www.dps.k12.oh.us/school-kiser/for-families/neighborhood-school-centers.html>



Opportunity

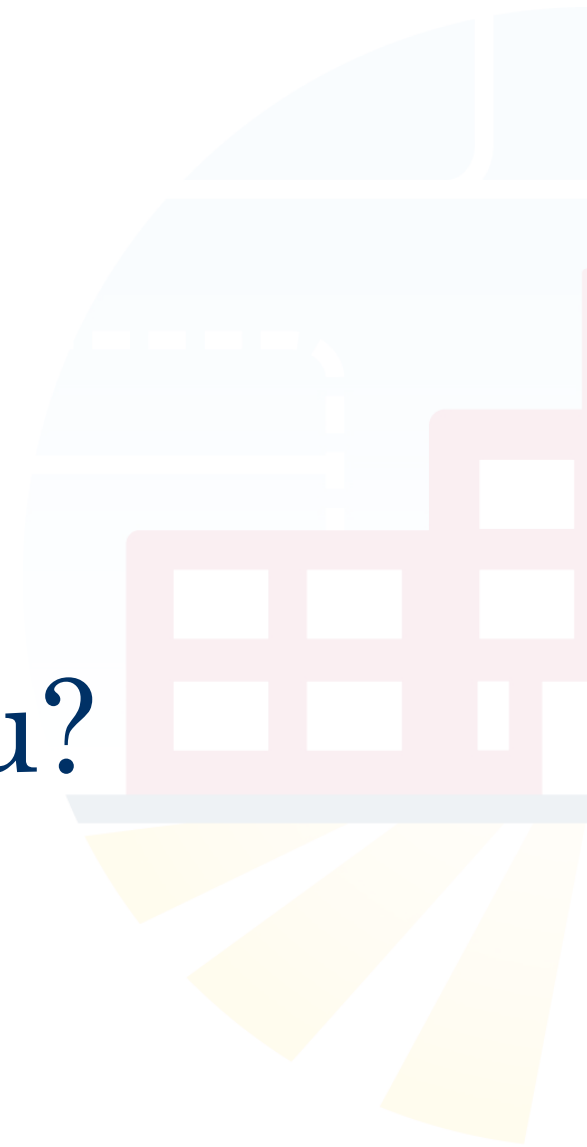
- Student enrollment is increasing
- Demand for new and renovated facilities
- Opportunity to approach decisions holistically
- Demand for walkable communities!



We want to hear from you!



1. Who are you?



2. One word or phrase that
is most important to
facility design/ school
siting?



3. What are the top 3 influences on school siting?

4. Name a barrier to supporting active transportation in the school siting process

5. Who are your major collaborators in the school siting process?



6. What is one thing you need in order to utilize 'Smart School Siting'



Resources



Smart School Siting

EDUCATION IN THE HEART OF A COMMUNITY

A school's first community function is to provide students a quality education; but schools are also part of the community fabric, and are most highly valued when they are located and perform as the "heart" of a community. The lifespan of a school and its role in the community should be considered in the school site selection process.

In order to best serve a community, school site selection should align with community plans for greater connectivity, health, and social cohesion. Smart school siting provides a community-centered facility for education, safe access to physical activity, and overall accessibility that improves quality of life for students and communities.

School Sites Should Consider Your Community

Schools are public facilities that are most valued when they succeed in cultivating community support and connection. A school located near its community, and available for recreation, entertainment, congregation and needed services, becomes a valued resource in the community.

Smart school site selection considers the best location for community usage throughout its lifespan. The facility should maximize connectivity with the community, support community growth and consider public health impacts of the surrounding area.

Smart school sites are:

- Located deliberately based on proximity to student population
- Sited to accommodate for all modes of transportation
- Considerate of maximizing community and student health
- Determined through a process integrated with greater community planning
- Located near other community amenities for shared use opportunities

This resource guide is referenced as "Smart School Siting: A Resource Guide" in the Ohio Facilities Construction Commission's 2015 Ohio School Design Manual (OSDM).

The information and resources will be valuable before and during the site selection process since a school site should not be determined solely by:

- Site size
- Donated land
- Plans that do not include costs over the lifetime use of the school, such as transportation and maintenance
- The prioritization of building new

Introductory Resources:

[The Oregon School Siting Handbook \(pg 23\)](#)

[ChangeLab Solutions Smart School Siting](#)

[Helping Johnny Walk to School](#)

[Townmakers Guide: Livable Schools](#)



Smart School Siting

EDUCATION IN THE HEART OF A COMMUNITY

A school's first community function is to provide students a quality education, but schools are also part of the community fabric and are most highly valued when they are located and perform as the "heart" of a community. The lifespan of a school and its role in the community should be considered in the school site selection process.

In order to best serve a community, school site selection should align with community plans for greater connectivity, health and social cohesion. Smart school siting provides a community-centered facility for education, safe access to physical activity, and overall accessibility that improves quality of life for students and communities.

Consider the Proximity of Your Student Population



In the 1960s over 50% of kids walked to school; by 1992, less than 15% walked to school.

The biggest barrier to walking and biking to school is distance. Maintaining schools close to students or building new schools within communities has the ability to:

- Increase walking and biking to school,
- Increase community cohesion and transportation safety, and
- decrease the burden of school transportation costs by reducing busing.

The Ohio Department of Transportation can provide proximity maps to school districts that will map the location of the current student population in proximity to the school site. For more info visit www.bike.ohio.gov and go to Safe Routes To School/Develop your SRTS Program.

Accommodate All Modes of Transportation



In a CDC survey, parents cited long distances as a primary barrier to their children walking or biking to school.

When student populations live close by, students may walk or bike to school. Providing safe routes to school for pedestrians and bicyclists:

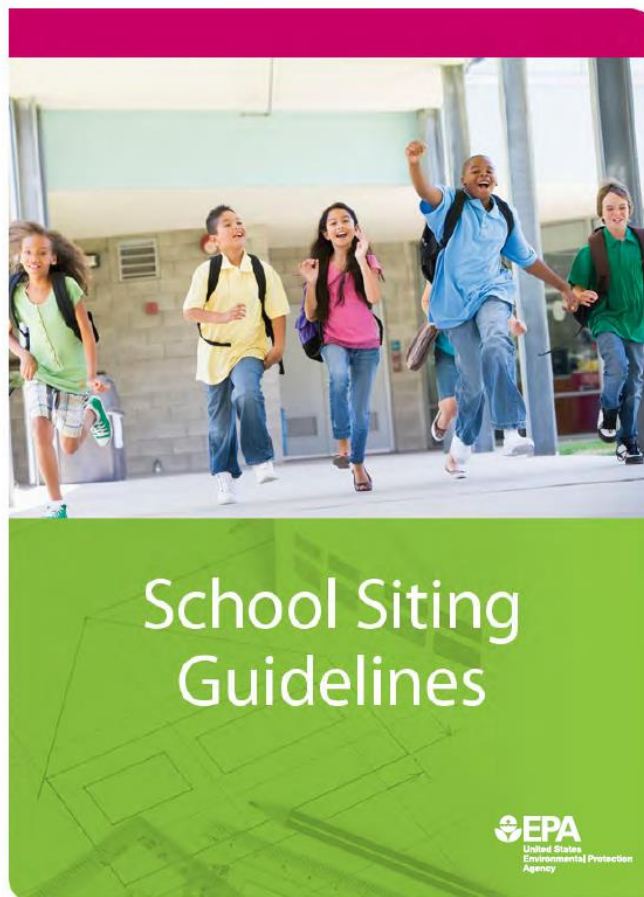
- Increases the opportunity for student physical activity and better health,
- Increases student academic achievement (studies show healthy students learn better)
- reduces vehicular traffic and air pollution around schools.

Consider pedestrians and bicyclists in traffic patterns, volume, access and physical activity opportunities at school by:

- connecting sidewalks,
- creating separate entrances for motorized and non-motorized transportation,
- ensuring easy access from the street to the front door,
- using wayfinding and signage to make safe routes clear,
- providing safe, protected bicycle parking,
- considering remote student dropoff locations, and
- locating parking lots further from school.



EPA Voluntary School Siting Guidelines





Helping Johnny Walk to School

NATIONAL
TRUST
FOR
HISTORIC
PRESERVATION®

Helping Johnny Walk to School

Policy Recommendations for Removing Barriers
to Community-Centered Schools

BY RENEE KUHLMAN





Change Lab Solutions

changelabsolutions.org | nplan.org
March 2012

Smart School Siting

How School Locations Can Make Students Healthier and Communities Stronger

Forty years ago, nearly half of all students walked or biked to school.¹ Now, only 13 percent do.² Why this change?

The biggest reason is because today's schools are located too far from children's homes for walking or biking to be practical.³ In recent decades, due to a variety of pressures, schools have increasingly been built on the outskirts of communities.⁴ As a result, two-thirds of schools are now located far from where children live.⁵ Meanwhile, obesity rates for children and adolescents have more than tripled,⁶ and nearly a third of children are overweight or obese.⁷

But locating schools *within* communities can mean healthier students by making it easier for students to walk and bike to school, and to use school playgrounds and facilities outside of school hours.

ChangeLab Solutions
Law & policy innovation for the common good.

nplan
NATIONAL POLICY & LEGAL ANALYSIS NETWORK
TO PREVENT CHILDHOOD OBESITY

Locating schools within communities can mean healthier students by making it easier for students to walk and bike to school, and to use school playgrounds and facilities outside of school hours.

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Funding
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Changes
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Planning
Tobacco
Control
Childhood
Obesity
Healthy
Housing
Recent
Achievements

CHILDHOOD OBESITY ABOUT NPLAN TOOLS NEWS ASK US

Home / Tools / Shared Use

Shared Use

CONNECT WITH US
Get the latest news, join discussions on public health issues, show us change in your community, or make a donation.

f t yd g+

Welcome to the world of shared use

#UnlockPossibilities

At ChangeLab Solutions, we believe that shared use is a winning strategy because it maximizes the use of public resources to benefit the community as a whole.

Ready to get started? Skip to our lists of [resources](#) and [publications](#).

What is Shared Use?

Communities across the country are seeking safe, accessible, and affordable places for children and their families to exercise and play. Public schools have a variety of recreational facilities—gymsnasiums, playgrounds, fields, courts, and tracks—where people can engage in physical activity. In low-income communities, schools are often the only place to find safe and affordable recreation facilities.

Unfortunately, these spaces are often locked and inaccessible to the community during non-school hours due to concerns about resources, maintenance, security, and liability. The good news is that schools and other public agencies are embracing shared use as a strategy to create more opportunities for physical activity.

"Shared use"—also called "joint use" or "community use"—occurs when government entities, or sometimes private, nonprofit organizations, agree to open or broaden access to their facilities for community use. Shared use can take place on a formal basis (based on a written, legal document) or on an informal basis (based on historical practice).

School districts and other municipal entities increasingly recognize that providing access to existing recreational facilities is one of the most promising strategies for building more opportunities for physical activity. In an era of budget shortfalls, maximizing access to existing facilities—rather than developing new ones—can be an efficient and economical use of public resources.

Moving Beyond the Schoolyard

Although shared use is most often used as a strategy to increase physical activity opportunities on school grounds, other government agencies, community- and faith-based organizations are successfully implementing other types of shared use arrangements. Examples include using public or private property for growing food, opening kitchen facilities for cooking classes, and creating recreational opportunities with non-traditional partners such as utility districts.

Our Resources

To help you learn more and get started with shared use in your community, we've created the following resources:

- [Our Path to Shared Use](#)
- [Nuts and Bolts—Creating an Agreement](#)
- [Open Use—An Alternative](#)
- [Addressing Liability Concerns](#)
- [State-Specific Resources](#)
- [Other Resources](#)
- [How We Can Work With You](#)



State Resources

Oregon

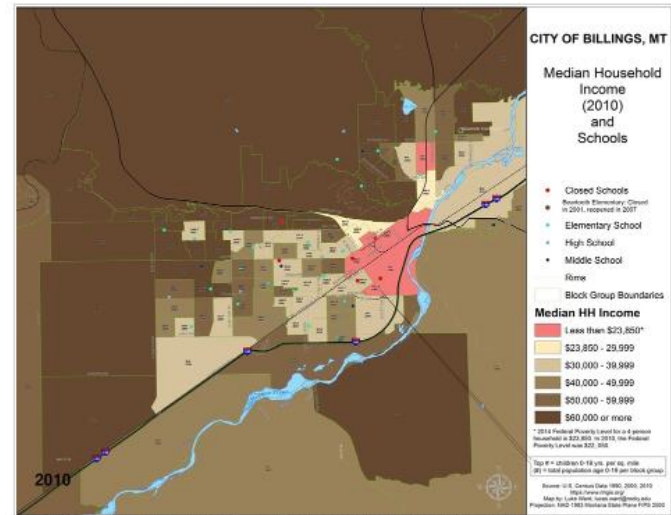
PLANNING FOR SCHOOLS & LIVEABLE COMMUNITIES The Oregon School Siting Handbook



Montana

SCHOOL SITING, MONEY, EDUCATION, HEALTH AND EQUITY

[HOME](#) [INFO & RESOURCES](#) [SCHOOL SITING PROCESS](#) [MAPPING DATA](#) [BLOG](#)



This map shows the importance of using data for decision making... The majority of school closures in Billings, MT have been in neighborhoods at or near federal poverty level, yet these areas are most densely populated with school-aged children.



Extra Resources

- The Townmakers Guide: Livable Schools
- Shared Use National Clearing House
- Safe Routes to School National Partnership





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