

ATTACHMENT: EXHIBIT A (SAFE ROUTES TO SCHOOL POLICY)

Section 1: Definitions

High-need area means any area within 2 miles of a school in which: (1) at least [50%] of the children are eligible to receive free and reduced-price meals under the National School Lunch Program, (2) there is limited access to safe routes for walking and biking compared with other such areas in the community, or (3) there is a high number of pedestrian and/or bicycle collisions.

Safe routes to school means the methodology and set of tools used by governments, local leaders, advocacy groups, schools, and the families of students to improve the safety, health, and connectedness of their communities by making schools safe and easy to access via walking, biking, and public transit.

Underrepresented people means residents of a local population that historically and/or currently have limited involvement in decisions that affect their lives. Limited involvement may be related to age, gender, race, ethnicity, religion, or socioeconomic factors—to name a few—and will vary by community.

Section 2: Safe Routes to School Actions

City of Norman shall take the following actions within two years of the effective date of this policy:

1. IDENTIFY a lead entity to take responsibility for implementing this policy, which shall include the following action[s]:

Work with all affected departments or agencies, and with the community more broadly, to implement safe routes to school through the actions listed in this policy.

2. COLLABORATE with local stakeholders from sectors affected by this policy to coordinate implementation at any school located within the Norman City Limits.

3. ASSESS community needs to establish a baseline and set priorities for safe routes to school efforts, which shall include the following actions:

The lead will undertake an assessment to determine community needs and to identify high-need areas (if any).

Based on this assessment, the lead will prioritize the areas and activities that are most needed in the community, to guide implementation efforts.

4. **PLAN** to take safe routes to school considerations into account during related City-wide decisions and *processes*.
5. **SUPPORT** safe routes to school by identifying and facilitating funding opportunities for new projects and for the ongoing maintenance of this policy.
6. **IMPROVE** local infrastructure to increase the availability of accessible, safe active transportation options to and from schools, especially in high-need areas.
7. **EDUCATE** stakeholders and the community about safe routes to school goals and benefits.
8. **PROMOTE** safe routes to school efforts and successes at the local, state, and federal level.
9. **TRACK** implementation by gathering reports about how safe routes to school activities have affected nearby residents, which shall include the following actions:

Follow up with any participating departments, agencies, or schools to gather information about the status of their safe routes to schools efforts.

Using the performance measures determined in Section 3 of this policy, monitor the policy's impact and look for potential unintended consequences for all affected stakeholders.

10. **EVALUATE** and improve the actions taken as a result of this policy, which shall include the following actions:

In accordance with the reporting requirements under Section 4 of this policy, evaluate all identified consequences with a focus on how the policy and its implementation may be improved.

Compare the effects of implementation on all stakeholders, such as rates of physical activity, use of active transportation, and/or statistics concerning pedestrian and bicyclist safety.

Section 3: Performance Measures

The City of Norman, through or with the help of the lead entity, will develop performance measures to track the effects of this policy in accordance with **Section 2(9), Track**. This includes intended benefits and unintended consequences, both good and bad.

1. **Identification of the lead entity**, such as:

- Name(s) of lead individual(s), title(s) and department(s)/agency(ies), and contact information
- If the lead entity is a committee, the names of all departments, agencies, or groups represented, as well as the committee's plans for meetings and organization

2. Collaboration activities and specific stakeholders, such as:

- Stakeholder roster, meeting frequency, duration, and topic agendas
- Outreach efforts in the community, including numbers and demographic information, if available, of participants in community meetings, surveys, and online forums, as well as procedures and results of local assessment activities
- Lists of partners and [agencies/departments] whose work is related to safe routes to school efforts

3. Assessment activities and tools, such as:

- User data for safe routes in all areas, including biking and walking statistics and the safety of active transportation routes to and from specific schools (based on incident reports)
- Personal and vehicular incident statistics in areas identified as priorities based on (1) lack of access to safe routes to school and opportunities for outdoor physical activity, in the form of rates of users walking/biking to school; and (2) unsafe active transit routes to and from schools
- Maps of schools and their surrounding infrastructure that currently supports or hinders walking, biking, and public transit access

4. Planning, decision-making, and priorities, such as:

- Department or agency records (e.g., meeting notes) and planning documents that incorporate safe routes to school considerations

5. Support and funding activities, such as:

- Applications, proposals, grant awards, ballot measures, voting counts, and other documentation of total funds pursued to support safe routes to school efforts

6. Infrastructure improvements and maintenance priorities, such as:

- Maps, lists, planning documents, budgets, contracts, and other associated records of safe routes to school infrastructure projects, with clear identification of which projects are in areas identified by local assessments as highest need

7. Educational activities and tools, such as:

- Copies or descriptions of all educational materials, including media type, frequency or type of distribution, projected audience size, languages, etc.
- Agendas and attendee lists for in-person community education programs or trainings

8. Promotional activities and tools, such as:

- List of promotional activities and events created or joined, including expected or actual audiences reached (by number of schools or individuals)

9. Tracking efforts and conversations, such as:

- Summaries of the data collected during the **Section 2(3): Assess**, above
- Lists of departments or agencies and the performance data they provide to facilitate tracking under **Section 2(9): Track**, above
- Data showing any unintended consequences of the policy, such as increased police presence and/or enforcement efforts in areas identified by community assessment as most in need of safe routes to school investment

10. Evaluation results and conclusions, such as:

- Summaries of conclusions from the results of tracking these performance measures, in the form of informal or formal reports made under **Section 4: Reporting**
- Summaries of past reports and their proposed changes, with an analysis of how changes have been incorporated in policy implementation

Section 4: Reporting

One year from the effective date of this policy, and annually thereafter, the lead entity will provide a report to the City of Norman of the tracking and evaluation components of this policy, which include, at a minimum, the following:

1. Baseline and updated tracking information, based on the **Performance Measures** created under **Section 3**, as applicable
2. A summary and evaluation, per **Section 2(10): Evaluate**, of:
 - a. Identification and activities of the lead entity
 - b. Collaboration activities and specific stakeholders
 - c. Assessment activities and tools used
 - d. Planning, decision-making, and priorities
 - e. Support and funding activities
 - f. Infrastructure improvements and maintenance priorities
 - g. Educational activities and tools used
 - h. Promotional activities
 - i. Tracking efforts and conversations
 - j. Evaluation results and conclusions, as applicable
3. Any recommendations for improving implementation of this policy

Section 5. General Statement of Policy

It is the intent of the Council of the City of Norman that this resolution is a general statement of City of Norman policy that cannot form the basis of a private right of action.

Section 6: Severability

If any section, subsection, subdivision, paragraph, sentence, clause, or phrase of this resolution, or its application to any person or circumstance, is for any reason held to be invalid or unenforceable, such invalidity or unenforceability shall not affect the validity or enforceability of the remaining sections, subsections, subdivisions, paragraphs, sentences, clauses, or phrases of this resolution, or its application to any other person or circumstance. The Council of the City of Norman hereby declares that it would have adopted each section, subsection, subdivision, paragraph, sentence, clause, or phrase hereof, irrespective of the fact that any one or more other sections, subsections, subdivisions, paragraphs, sentences, clauses, or phrases hereof be declared invalid or unenforceable.