

Exhibit 2 -- School Zone Safety Account Projects - Descriptions

Automated (Photo) Traffic Enforcement Systems (ATES)

Drivers continue to put public and private school students at risk through dangerous driving practices near schools. There are thousands of people cited for speeding and other traffic offenses in school zones in Washington every year.¹

ATES use radar units to determine speed violations in designated areas and, when a violation is determined, a camera takes a picture of the license plate of the offending vehicle. A citation is then mailed to the registered owner of the vehicle.

State law currently allows the use of automated safety cameras within school zones, but only a few jurisdictions use this option. In the implementation of automated enforcement, Seattle emphasized outreach and education for communities so they could understand what the devices can do to increase safety for students. It is likely that similar community education and outreach efforts would be needed to gain the support of local officials for implementation of automated enforcement. It is also likely that further efforts will be needed to understand the public's and local officials' attitudes about automated enforcement.

A few key considerations regarding expanded authorization for use of ATES:

- The students most at risk are those who are walking and/or bicycling to school.
- Increasing walking and bicycling to and from school is a goal of Governor Jay Inslee to improve student health.
- Implementation of ATES in 14 school zones in the city of Seattle reduced overall vehicle operating speeds in school zones, the number of vehicle crashes, and virtually eliminated crashes involving vehicles and walkers or bicyclists.
- Speeding violations captured on ATES are treated like parking violations and are not reflected on the vehicle owner's official state driving record, meaning their insurance rates are unaffected.

ATES is an educational and enforcement tool aimed at changing driver behavior and reducing traffic speeds, thereby decreasing the number and the severity of collisions. ATES enforces the

¹ Law enforcement agencies that demonstrate school zone enforcement efforts can apply to Washington Traffic Safety Commission to access funds from the School Zone Safety Account for equipment (e.g. radar and LIDAR) to increase the effectiveness of their school zone enforcement. The 30 applicant agencies issued a total of 3,200 citations for traffic safety violations in school zones in 2018-19. Annually, only about 11 percent of the 260 law enforcement agencies in the state applies for this funding.

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law universally for all drivers and allows police officers more time for other crime prevention activities.

ATES reduces the speed of vehicles – the number one threat for walkers and bicyclists.

The speed at which drivers travel must be a focus in creating a road environment where people are not killed or seriously injured. Slowing vehicles down increases the chances for lesser injuries if a crash does occur. Additionally, when drivers slow down, they have more time to pay attention to what is going on around them.

Automated traffic enforcement has demonstrated success at reducing speeds. Once speeds are reduced, the physical environment for roadways can be changed, and the reduced speeds made permanent. At that point, the automated traffic enforcement systems can be moved to other locations where they can be used to reduce operating speeds.

City of Seattle ATES Case Study

The city of Seattle has demonstrated a reduction in vehicles operating speeds and crashes near the schools where they operate their 14 ATES devices. As shown in the following graphic, there has been a reduction in the number of speeding violations issued from the automated traffic enforcement systems over time. This reduction corresponds to a gradual decrease in speed (miles per hour) per month overtime over the 26-mph trigger speed as drivers adjust their speed because of automated traffic enforcement.

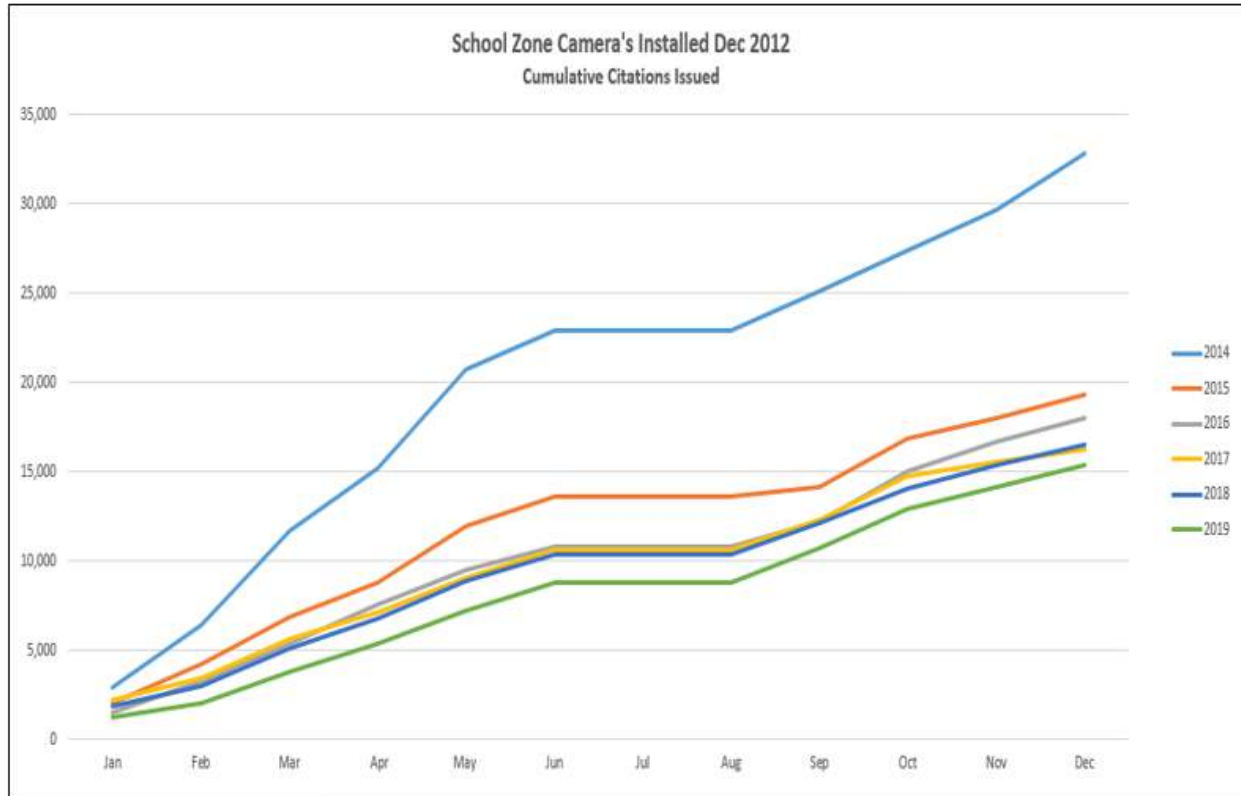
A speed reduction analysis was completed in March 2019 by American Traffic Solutions (ATS), the vendor who supplies and operates Seattle's ATES equipment. Two key measures of success were reported: vehicle speed changes and recidivism rate. Based on these four school zones (eight ATES cameras in total) since December of 2013, the total number of citations issued has decreased from 47,348 in 2012 to 16,536 in 2018. This is an overall decrease of 30,812 citations – or a 65 percent reduction - since 2013. (*Seattle Department of Transportation, 2019*).

That means drivers are slowing down in the automated camera-patrolled areas and resulting in increased safety for children walking or riding bicycles. Reductions in citations have occurred in both Cohort 2 (down 25.6 percent) and Cohort 3 (down 26.1 percent).

Revenues from automated enforcement equipment in school walk areas could be used for investments such as bulb outs to decrease the distance that students need to travel to cross streets and improved signage in the areas covered by the walk route map.

Revenues could also be used to support operation of an expanded safety patrol where students – with adult direction – help in crossing streets safely.

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Provided by Seattle Police Department

Automated Traffic Enforcement Systems resources:

[*Automated Speed Enforcement*](#), Centers for Disease Control and Prevention, Intervention, 2015

[*Automated Traffic Enforcement Systems \(ATES\): A Key Component for Increasing Safe Walking and Biking to Schools, 2020*](#)

Applicable legislative and policy strategies for reducing fatalities and serious injuries:

INT.2.2 Implement automated speed enforcement cameras for approach speeds. (P, CMF) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 107.

PAB.4.1 Expand automated speed enforcement cameras to locations outside of school zones that are included in safe routes to school plans. (P, CTW) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

PAB.7.1 Implement pedestrian and bicyclist safety zones, targeting geographic locations and audiences with pedestrian/bicyclist crash concerns. (R, CTW) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

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Crossing Guard Program Improvement – Student Crossing Guards

Adult school crossing guards play an important role in the lives of children who walk or bicycle to school. They help children safely cross the street at key locations. They also remind drivers of the presence of pedestrians.

The presence of adult crossing guards can lead to more parents feeling comfortable about their children walking or bicycling to school. While the primary role of an adult school crossing guard is to guide children safely across the street, children also remain responsible for their own safety. In this manner, a guard plays another key function — a role model helping children develop the skills necessary to cross streets safely at all times.

Some federal guidance exists and there are some state and local requirements pertaining to the operation of guard programs, but these vary across the country. Ideally, the development of an adult school crossing guard program involves a community partnership that includes the expertise of law enforcement agencies, traffic engineering or planning departments, and schools.

Working together with parents, this community group identifies the locations where adult school crossing guards are needed and the appropriate number of guards for each location. The group establishes crossing procedures for a variety of traffic situations as well as hires, trains, and equips the guards, and secures long-term funding for the program.

To help children walk and bike to school safely, each fiscal year we offer reimbursement grants up to \$300 per school to assist with crossing guard equipment.

Crossing guard program improvement resources:

- [School Safety Patrol Operations Manual](#), AAA-Washington
- [AAA School Safety Patrol](#) – Training Videos, AAA Washington
- [School Zone Crossing Guard Grants](#), Washington Traffic Safety Commission

Applicable legislative and policy strategies for reducing fatalities and serious injuries from [Washington State Strategic Highway Safety Plan 2019: Target Zero](#).

- No specific reference in Target Zero plan.

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Pedestrian and/or Bicycle Safety Audit

Pedestrian and/or Bicycle Safety Audits are a form of Road Safety Audit (RSA), a formal safety performance examination of an existing or future road or intersection by an independent, multidisciplinary team. Each audit qualitatively estimates and reports on potential road safety issues and identifies opportunities for improvements in safety for all road users. Road safety audits can help determine higher risk areas within an elementary school's designated walk area.

The aim of an RSA is to answer the following questions: What elements of the road may present a safety concern, to what extent, to which road users, and under what circumstances? What opportunities exist to eliminate or mitigate identified safety concerns?

Uses for the information are varied. For instance, the Federal Highway Administration (FHWA) works with state and local jurisdictions and tribal governments to integrate RSAs into the project development process for new roads and intersections and encourages RSAs on existing roads and intersections.

RSAs can be used in any phase of project development from planning and preliminary engineering, to design and construction. The pedestrian RSA materials provide more detail on pedestrian safety issues than the traditional RSA.

One of the key features of the pedestrian RSA materials is a set of prompt lists. These prompt lists help ensure that audit teams consider key issues for pedestrian safety when out in the field. The prompt lists should empower users with different levels of expertise on pedestrian safety issues to conduct successful RSAs.

Pedestrian and bicycle safety audits resources:

- [*School Walk and Bike Routes: Guide for Planning and Improving Walk and Bike to School Options for Students.*](#)
- [*Pedestrian Road Safety Audits.*](#)
- [*Pedestrian Road Safety Audit Guidelines and Prompt Lists.*](#)

Applicable legislative and policy strategies for reducing fatalities and serious injuries:

PAB.1.2 Invest in and construct roadway reconfigurations, roundabouts and other recommended FHWA safety countermeasures specific to pedestrian and bicyclist safety. (R, FHWA) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

PAB.4.3 Apply consistent signing and other pedestrian crossing features in school zones as appropriate (based on the number of lanes, speeds, age of pedestrians, etc.). (R, FHWA) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 138.

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Preliminary Engineering Studies and Designs

These funds can be used to start the process for identifying engineering and construction solutions to traffic safety issues that preclude students being able to walk or bike to school.

These funds can pay for the costs of some preliminary work so that the project will take less time to develop once funding becomes available for the final design and construction. These funds cannot be used to develop final designs and cannot pay for actual construction.

Engineering and design tasks that can be supported with these funds:

- Identifying design requirements – What is the nature of the problem to be addressed? And, what would be an appropriate expectation for the effectiveness of possible remedies?
- Feasibility study - an evaluation and analysis of the potential of a proposed project to support the process of decision-making.
- Conceptualization - Once an engineering issue or problem is identified, potential solutions must be identified.
- Preliminary design - the overall system configuration is defined, and schematics, diagrams, and layouts of the project may provide early project configuration.

The dividing line between preliminary design and final design is not always clear. Final design means any design activities following preliminary design, but where does preliminary design stop? Preliminary design stops at the point where a declaration of initiation of Final Design begins. The definition of Final Design is identified in the FHWA Directive 6640.1A A Policy on Permissible Project Related Activities during the National Environmental Policy Act (NEPA) Process. Unless there is clarity between preliminary and final design, the NEPA process may be open to challenge as being compromised.

Final design clearly includes the preparation of construction plans and detailed specifications for construction work to be performed. To ensure that those plans and specification will be time-effective and cost-effective, the right steps need to be taken to ensure focused preliminary design.

Additional resources regarding Pedestrian and Bicycle Safety Audits include:

- Ertas, A. & Jones, J. (1996). The Engineering Design Process. Second Ed. New York, N.Y., John Wiley & Sons, Inc.
- [FHWA Center for Accelerating Innovation, Clarifying the Scope of Preliminary Design.](#)
- [How to Write a Feasibility Study Step by Step.](#)

Applicable legislative and policy strategies for reducing fatalities and serious injuries from [Washington State Strategic Highway Safety Plan 2019: Target Zero.](#)

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PAB 1.3 Revise design practices to emphasize context and target speed to reflect the needs of people walking and biking. (R, FHWA) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

PAB.2.1 Reduce crash exposure safety at pedestrian and bicyclist crossings by investing in and installing refuge islands and raised crossings and shortening crossing distances with bicycle friendly curb extensions where these crosswalk enhancements are needed. (P, NCHRP) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

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Quick Build/Pop-Up Traffic Calming for School Zones and School Pick-Up and Drop-Off Areas

Pop-up traffic calming projects are community-based efforts to see how low-cost and temporary (7– 30 days) versions of street design elements affect the behavior and safety of all people using local streets and roadways. Design treatments include curb extensions or bulb-outs, traffic circles, bicycle facilities, pedestrian islands, and crosswalks. In Montana, a “Bike Walk Montana Pop-up Traffic Calming Trailer” is outfitted with materials and supplies to do these projects and is available to communities across the state (Pop-up Traffic Calming Guide, 2016).

Permanent construction or changes to existing construction is very expensive and involves a significant amount of time, sometimes years to take a project from planning to completion.

Cities – large and small - across the US are planning and prioritizing low-stress networks that support bicycling and walking, working to integrate active travel into their transportation systems. Using rapid deployment and quick-build techniques, these cities are delivering multimodal facilities to support safety and comfort and broader community goals. These quick-build projects allow for community engagement and maintenance, integrating equity, universal design, and micro-mobility, and considering a host of other factors into their design decisions. Cities will share examples of their projects and lessons learned before taking questions from the audience.

Pop-up projects require planning and coordination, but they feature use of less expensive materials like traffic delineators, paint, tires, cones, and low-profile barriers like the parking bumpers found in many parking lots. With proper deployment of these lower-cost materials, multiple lane roads can be narrowed to reduce average speed of vehicles, corners can be extended to slow vehicles as they turn, and protected lanes can be developed for walkers and/or rollers.

Additional resources regarding pop-up traffic calming include:

[Ennis, Montana Traffic Calming Project Featured in Local News](#) - video

[Look What's Popping Up in Bozeman, Montana](#) - video

[Pop-up Traffic Calming Guide A tool for Montana communities to implement lighter, quicker, and lower-cost complete streets projects](#) – publication

[Pop-up Traffic Circle Installed in Helena, Montana](#) - video

[Quick Build Networks for All \(Part I\): What is quick build all about?](#) – recorded presentation

[Quick Build Networks for All \(Part II\): What do these projects look like?](#) – recorded presentation

Applicable legislative and policy strategies for reducing fatalities and serious injuries from [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), page 137.

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PAB.1.2 Invest in and construct roadway reconfigurations, roundabouts and other recommended FHWA safety countermeasures specific to pedestrian and bicyclist safety. (R, FHWA) Engineering

PAB 1.3 Revise design practices to emphasize context and target speed to reflect the needs of people walking and biking. (R, FHWA)

2.1 Reduce crash exposure safety at pedestrian and bicyclist crossings by investing in and installing refuge islands and raised crossings and shortening crossing distances with bicycle friendly curb extensions where these crosswalk enhancements are needed. (P, NCHRP)

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Reducing Illegal Passing of School Buses

These funds can be used to support installation of automated school bus safety cameras on the exterior of school buses. These cameras – when combined with appropriately delivered public information and outreach – can be effective in reducing the illegal activity of passing of school buses when the stop paddles are deployed. According to RCW 46.63.180, the cameras must meet the following criteria:

- Shall be of a color that does not contrast with the background and they shall not interfere with any safety system lettering.
- Shall not extend more than six inches from the surface of the bus.
- Shall be mounted as high as possible on bus.

Several school districts in Washington currently deploy cameras on school buses to reduce the highly dangerous activity of drivers choosing to pass school buses while the stop paddles are deployed for loading/unloading students.

The cost for initial installation of external cameras for use in catching drivers illegally passing buses is between \$3,000 and \$7,000 per bus.

There are generally three options for initiating and operating a school bus safety camera program:

- Shared Revenue business model* - In this model a vendor provides the cameras and support gear at no cost to the district and maintains the operation in exchange for a share of the fine revenues from violators, generally 50-70 percent. This business model is often criticized by those who claim this is just about money, as the one providing the service is greatly enriched with citation fines robust revenue stream, while the district is left with a trickle of revenue.
- District Operated business model* - In this model there is no third-party diverting revenue from the district citations generated so there is less animosity generated, and far more revenue to the district. Funds from this project could be used to purchase the camera equipment, supportive gear, and software.
- Hybrid model* - The district owns and maintains the cameras, but a vendor does the work involved in reviewing images and referring them for prosecution, again in exchange for a percentage of the fine revenues.

The following three special considerations for Proposals for support of school bus safety cameras apply.

- The school district letter of support for this project must contain explicit mention of support for implementation of automated bus safety cameras to reduce illegal passing of school buses.

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- A letter of support will be required from the prosecutor for the appropriate jurisdiction saying that the prosecutor supports the automated bus safety camera project and that the prosecutor's office agrees to prosecute illegal passing violations using the camera images as evidence. In districts that cover more than one jurisdiction, a letter from the prosecutor for each jurisdiction shall be required.
- As part of the need statement in Part B of the Proposal, the Responder will also need to demonstrate that they have reached out to automated bus safety camera vendors to discuss which of the three options is best for the school district. You can find the names of possible vendors by executing a web search for "school bus stop arm safety companies Washington State." As a result of this web search you will also see references to several Washington State school districts currently using school bus safety cameras.

Reducing illegal passing of school buses resources:

[Vehicle Video Cameras](#)

Applicable legislative and policy strategies for reducing fatalities and serious injuries from [Washington State Strategic Highway Safety Plan 2019: Target Zero](#).

- No specific reference in Target Zero plan.

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School Walk Area Maps and School Walk Route Plans – Developing and Updating

In Washington State, school districts are required by law (Washington Administrative Code (WAC), 392-141-340) to establish walk areas and develop a school walk route plan (WAC 392-151-025) for every elementary school where children walk to and from school. Each school district has the latitude to develop and define the individual school's walk areas for their schools based on their own evaluation process, including for the junior high and high schools. The development process of the walk area must be consistent with the one described in the "School Walk and Bike Routes: A Guide for Planning and Improving Walk and Bike to School Options for Students", published by the WSDOT and is required for the elementary schools only.

A school's "walk area" is defined by the WAC as that area around a school with an adequate roadway configuration to provide students access to school with a walking distance of less than one mile. A school walk route plan is usually a map or written document to inform parents and school children of walking routes within a walk area and a plan to make safety improvements as needed. Each school district is required to develop the preferred walking routes to school only for the elementary schools. The map or written document must be distributed to all elementary school students and their parents. The school can develop the walking route maps for their junior and high schools, but it is not required. WSDOT's "School Walk Route Plans in Washington" website provides an inventory of the schools with an approved Walk Route Plan.

Each Walk Route Plan should include suggested routes for students within the "walk area" to walk to and from school. These preferred walking routes should be developed based on considerations of traffic patterns and existing traffic controls such as crosswalks, traffic signals, or school safety patrol posts. The chosen route should seek to limit the number of school zone crossings in a way that encourages students to cross streets in groups. In addition, it should seek those routes that provide the greatest physical separation between walking children and traffic, expose children to the lowest speeds and volumes of moving vehicles, and have the fewest number of road or rail crossings (WAC 392-151-025). Within those designated "walk areas," transportation services for students include services such as the coordination of a walk-to-school program, the funding of crossing guards, and matching funds for local and state transportation projects intended to mitigate hazardous conditions (RCW 28A.160.160).

If a school district determines that they need to transport students living within one road mile of a school due to hazardous conditions, they are required to document the process that was used to make such decision to transport if the district intends to report those students as part of their enrollment report (WAC 392-141-340). The documentation is critical when calculating the fund allocations for student transportation. Students within a one-mile radius of any school are not eligible for basic transportation funding unless he or she is disabled or has a need for transportation due to documented hazardous conditions.

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In some cases, initially developing the school walk area maps and school walk route plans has been difficult. Keeping the maps and plans updated to reflect development and road changes has been even more challenging in some areas.

Resources regarding school walk areas and school walk route plans include:

[*School Walk and Bike Routes: A Guide for Planning and Improving Walk and Bike to School Options for Students.*](#)

[*Safe Routes to School Prioritization Analysis, Pierce County, 2019 Update.*](#)

Applicable legislative and policy strategies for reducing fatalities and serious injuries from [Washington State Strategic Highway Safety Plan 2019: Target Zero.](#)

- No specific reference in Target Zero plan.

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Walk/Bike to School Encouragement Activities

Parents often cite traffic safety issues as the primary reason they are reluctant to allow their children to walk or ride a bicycle to school. Providing safety education and adult supervision may help reduce those worries for families who live within walking or bicycling distance to school. Encouragement activities recognized as best practice include:

Example 1: Traffic Gardens

A traffic garden is a set of scaled-down traffic features that are painted on, for instance, a portion of a school's outside basketball court. Traffic gardens may be known as safety town, safety city, safety village, traffic park or one of the many other regional names.

They can be constructed with asphalt streets and concrete curbs on dedicated sites or assembled with temporary sets of markings and portable equipment in parking lots and playgrounds. What these facilities and installations all have in common is they create a world to ride bicycles, steer scooters and drive pedal cars. Children navigate and practice using roadways, intersections and crossings in a safe and fun environment, free of motor vehicles.

Although traffic gardens did not gain widespread popularity in the United States until the 1970s, they have existed in various forms since the 1930's. Mansfield, OH Traffic Commissioner Frend Boals, and Kindergarten teacher, Ruth Robbins, created the first U.S. Safety Town in Mansfield, Ohio in 1937 as an engaging safety education program for pre-kindergarten children. After Safety Town was launched, it became so popular that it received national coverage and inspired similar programs. The idea was not difficult to replicate and local champions emerged and established safety towns in surrounding communities and further afield. Many built permanent facilities using lots of local volunteer and business support.

Additional resources regarding Bicycle Safety Instruction include:

- [Discover Traffic Gardens](#)
- [The Evolution of Miniature 'Safety Towns' for Kids](#), Bloomberg News
- [Turning a Corner: The Story of Cooper's Corner](#) where children can tour a miniature city and learn about safety, Spokesman Review, Spokane, WA ([Mobius Children's Museum](#))

Applicable legislative and policy strategies for reducing fatalities and serious injuries from [Washington State Strategic Highway Safety Plan 2019: Target Zero](#).

PAB.4.5 Implement pedestrian and bicycle safety training curriculum in schools. Develop and implement an additional module focused on teachers, parents, volunteers, and other school personnel. (R, CTW). [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

PAB 6.9 Encourage bicycle helmet use for children and adults. (R, DOH) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

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Example 2: Bicycle and Pedestrian Safety Instruction

Bicycle and pedestrian safety instruction generally focus on making people aware of how to operate a bicycle safely. Instruction often occurs as a part of a school's curriculum. Many service clubs and community organizations also offer bicycle safety instruction.

Additional resources regarding Bicycle Safety Instruction include:

- *Bike Safety*. (n.d.). Kids Health. <http://kidshealth.org/en/kids/bike-safety.html>.
- *Kids and Bike Safety*. (n.d.). U.S. Department of Transportation <https://icsw.nhtsa.gov/people/injury/pedbimot/bike/kidsandbikesafetyweb>.
- *Smart Cycling*. (n.d.). The League of American Bicyclists <https://bikeleague.org/content/find-take-class>.
- *Tips for Pedestrian Safety*. (n.d.). AAA Exchange <http://exchange.aaa.com/safety/pedestrian-safety/tips-pedestrian-safety/#.Wk7Gk9-nFGM>.

Applicable legislative and policy strategies for reducing fatalities and serious injuries from [Washington State Strategic Highway Safety Plan 2019: Target Zero](#).

PAB.4.1 Expand automated speed enforcement cameras to locations outside of school zones that are included in safe routes to school plans. (P, CTW) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 138.

PAB.4.5 Implement pedestrian and bicycle safety training curriculum in schools. Develop and implement an additional module focused on teachers, parents, volunteers, and other school personnel. (R, CTW). [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

PAB 6.9 Encourage bicycle helmet use for children and adults. (R, DOH) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

PAB.7.3 Improve training on pedestrian and bicyclist laws for law enforcement officers at state, tribal, and local levels, including training on equity issues for enforcement. (R, CTW). [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 138.

Example 3: Walk/Bike to School Days

Walk/Bike to School Days are just that – designated days when school students and school staff are encouraged to walk or ride to school. These are days to get out and get some exercise while enjoying the weather. The goal of Walk/Bike to School Days is to raise awareness and support for the health, community, and environmental benefits of regularly walking or biking to school. There is a National Walk/Bike to School Day – the first Wednesday of October each year. However, Walk/Bike to School Days can be scheduled throughout the school year and can be stretched into designated weeks or months. During these promotional events, it is important

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that great care is taken to protect students and staff as they walk to school so outreach to area media and to public education for residents who live near schools is extremely important.

Additional resources regarding Walk/Bike to School Days include:

- *Walk to School Day and Bike to School Day*. (n.d.). National Center for Safe Routes to School. <http://www.saferoutesinfo.org>.
- WSDOT. (2017). *Safe Routes to School*.

<https://www.wsdot.wa.gov/LocalPrograms/SafeRoutes>.

Applicable legislative and policy strategies for reducing fatalities and serious injuries from [Washington State Strategic Highway Safety Plan 2019: Target Zero](#).

PAB.4.3 Apply consistent signing and other pedestrian crossing features in school zones as appropriate (based on the number of lanes, speeds, age of pedestrians, etc.). (R, FHWA). [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 138.

PAB.4.4 Distribute and encourage the use of “School Walk and Bike Routes: A Guide for Planning and Improving Walk and Bike to School Options for Students” to assist in creating school walk route maps. (R, WSDOT). [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 138.

PAB.4.5 Implement pedestrian and bicycle safety training curriculum in schools. Develop and implement an additional module focused on teachers, parents, volunteers, and other school personnel. (R, CTW). [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 138.

PAB.4.7 Invest in and implement the Safe Routes to School Program to construct pedestrian and bicyclist facilities near schools. (R, CTW). [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 138.

Example 4: Walking School Bus/Bicycle Train

Studies show that fewer children are walking and biking to school. Changing behaviors of children and parents requires creative solutions that are safe and fun. Implementing a walking school bus can be both. A walking school bus is a group of children walking to school with one or more adults. If that sounds simple, it is, and that is part of the beauty of the walking school bus. It can be as informal as two families taking turns walking their children or as structured as a route with meeting points, a timetable, and a regularly rotated schedule of trained volunteers.

A variation on the walking school bus is the bicycle train, in which adults supervise children riding their bikes to school.

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Additional resources regarding Walking School Bus/Bicycle Train include:

- *Starting a Walking School Bus.* (n.d.). National Center for Safe Routes to School - <http://www.walkingschoolbus.org>.
- *The Walking School Bus: Combining Safety, Fun and the Walk to School.* (n.d.). www.saferoutesinfo.org SRTS Guide http://guide.saferoutesinfo.org/walking_school_bus.

Applicable legislative and policy strategies for reducing fatalities and serious injuries from [Washington State Strategic Highway Safety Plan 2019: Target Zero](#).

PAB.4.6 Implement education, enforcement, and engineering elements of the Safe Routes to School program, including campaigns such as Walking School Buses and Bike Trains. (R, CTW). [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 138.

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Yellow Flashing Warning Lights and Other Signage Improvement

The flashing yellow beacon lighting is one of the most effective ways to reduce the speed of vehicles in school zones. On average, drivers travel five to seven miles per hour slower when the flashing yellow school zone lights are present.

A study conducted by the WTSC (Moffat, 2001) showed drivers slowed when they saw yellow flashing beacons, especially if the beacons were not constantly on. For instance, drivers were more likely to slow down if the yellow lights flashed when people were in the intersection.

A letter of support from the local jurisdiction will need to be uploaded with the Proposal if the Responder is interested in using these funds to install flashing yellow lights or to do other signage improvements. This is true for two reasons. First, counties and cities actually install new school speed zone flashing beacons and road signs.

Second, it will be necessary to consult with local jurisdictions to ensure that the type of equipment being contemplated is even acceptable for use.

Additional resources regarding Flashing yellow warning lights and other signage improvement include:

- *20 mph or not? School zone rules, explained.* (2015). Everett Herald. <http://www.heraldnet.com/news/20-mph-or-not-school-zone-rules-explained>.
- Blowers, C. *Keeping kids safe when 'school zones' become 'danger zones.* (2017). St. George News. <https://www.stgeorgeutah.com/news/archive/2017/08/17/cgb-keeping-kids-safe-when-school-zones-become-danger-zones/#.Wk8R-rdKupo>.
- *Driving Safely in School Zones: What You Need to Know to Keep Kids Safe.* (2013). Edmunds. <https://www.edmunds.com/car-safety/driving-safely-in-school-zones.html>.

Applicable legislative and policy strategies for reducing fatalities and serious injuries:

PAB.2.2 Invest in and increase the use of rectangular rapid flashing beacons and pedestrian hybrid beacons where these crosswalk enhancements are needed. (R, CMF) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

PAB.4.3 Apply consistent signing and other pedestrian crossing features in school zones as appropriate (based on the number of lanes, speeds, age of pedestrians, etc.). (R, FHWA) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 138.

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Other School Zone Safety Projects

The activities listed here are among the best-known approaches for increasing pedestrian or bicycling safety in school zones and for promoting walking and bicycling among school students. It is also possible that we have missed some activities that should have been on our list. If you have another strategy in mind that is not on this list, feel free to apply for funding just as long as the point of the strategy is to increase walking or biking safety or to increase walking or biking around schools. Just choose “Other” from the project list and provide responses to the Proposal questions.