

Attachment A
Template Response Letter to Concerned Parents and Citizens

Dear Concerned Parent / Citizen,

We are glad to know you put a priority on the health, safety and efficiency of our school community. We welcome your ideas and encourage you to put your passion to work by supporting initiatives that will improve the drop-off/pick-up processes throughout Scottsdale.

Our shared goal for cleaner, safer and more efficient school environments make the following programs important to our neighbors, the district and the city you call home! In response to the challenges raised by open enrollment and parent-dominated transportation to school, we have a number of strategies you can adopt: **car-pooling, riding the closest designated school bus, biking and walking to school all reduce air pollution and traffic congestion.** You might already know of another family you see commuting from your neighborhood alongside you most days. Reach out and see if you can car pool even just a few days of the week!

You are not alone in your hope to see school communities address transportation needs in a safer and more environmentally conscious way. When you raise the subject to your PTO, Principal and District you will attract like minded change-makers – and solutions may start to flow. Here are some ways to get started:

- **Host a ride share party at your school** – a positive way to get others involved and find a solution to the frustration of long pick-up lines. Leap into action!
- Ask your PTO to support a Transportation Event, and **maintain a parent liaison** that will collaborate with your school and your district throughout the school year.
- Request free **no idling signage** for your campus drop-off and pick-up lines! Signage is available from the Office of Children's Environmental Health at the Arizona Department of Environmental Quality (ADEQ). School districts serving Scottsdale may also obtain signs from the City of Scottsdale's Office of Environmental Initiatives.
- Launch a **school science club** with "transportation carbon footprint" as its first project. When students and teachers are inspired to consider their school's unique situation, they may solve the school's logistical, traffic and idling problems.
- Change your school culture from within; suggest **classroom science lessons** that support STEM curriculum. Teachers and students are the most optimistic and effective path to improve school culture. Share these resources with your PTO and school staff:
www.airnow.gov/index.cfm?action=learning.forteachers
www.epa.gov/region8/idle-free-schools
www2.epa.gov/students/lesson-plans-teacher-guides-and-online-resources-educators
www.cleanairmakemore.com/the-classroom/lesson-plans/
- Encourage your school to participate in the free **Air Quality Flag Program**. ADEQ's Office of Children's Environmental Health provides flags, educational and outreach materials, program training and the daily forecast – all at no cost.
www.azdeq.gov/ceh/flag.html www.airnow.gov/index.cfm?action=flag_program.index

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- More ideas and resources can be found in the School Transportation Resource Packet compiled by the City of Scottsdale Environmental Quality Advisory Board. *add: how to obtain packet*

Please share your experiences with us, as you collaborate with schools, communities and stakeholders to solve school transportation challenges.

Attachment B
Partner Agencies and Groups

Numerous local and regional agencies have expertise in the transportation, environmental, safety and organizational issues facing schools and parents. Stakeholders might capitalize on existing anti-idling initiatives and trip reduction programs. National, regional and local experts and specialists who might help meet core objectives include:

- Arizona Department of Environmental Quality, Children's Environmental Health Program, Tools for Schools (www.azdeq.gov/ceh/tools.html)
 - Idle Reduction Toolkit (www.azdeq.gov/ceh/toolkit.html)
 - Air Quality Flag Program (www.azdeq.gov/ceh/flag.html)
 - School Bus Idle Reduction Program (www.azdeq.gov/ceh/bus.html)
- National Center for Safe Routes To School (www.saferoutesinfo.org/program-tools/find-state-contacts/arizona)
- Maricopa County Air Quality Department
 - The Clean Air Classroom (www.cleanairmakemore.com/the-classroom/)
 - Trip Reduction Program (www.maricopa.gov/aq/divisions/trip_reduction/)
- Valley of the Sun Clean Cities Coalition (www.cleanairaz.org/)
- Environmental Protection Agency (EPA)
 - AirNow - Teacher's Air Quality Resources (www.airnow.gov/index.cfm?action=learning.forteachers)
 - Region 8 Idle Free Schools Toolkit (www.epa.gov/region8/idle-free-schools)
- U.S. Department of Education Green Ribbon Schools (www2.ed.gov/programs/green-ribbon-schools/index.html)
- Valley Metro Clean Air Campaign Awards
- City & Town Engineers
- Scottsdale Police Department
- Arizona Department of Education
- School Principals
- District Parent Councils
- Paradise Valley Unified School District
- Scottsdale Unified School District
- Cave Creek Unified School District
- Balsz School District
- Great Hearts Schools – one of the largest charter school networks in the valley

Attachment C Possible Paths to Improvements

The following ideas aim to catalyze solutions to the pollution, safety and inefficiency of current school transportation:

Busing and mass transit

Comment [N1]: no discussion of mass transit

Improving the school bus service is a holistic solution. Reorganizing the bus stops to serve neighborhoods rather than single riders can make bus service a revitalized option. Example: Clark County Nevada – Group Bus Stop structure.¹ In 2014 this district ran 1800 buses for students outside a 2 mile radius of their school. The buses used a group model where one stop was designated to approx 20 students (rather than 3 on average). Similar to Scottsdale, the Las Vegas magnet school students were enrolled irrespective of their home's location and were given a bus stop at the school nearest to them (aka "hubs"). Stops are reviewed annually.

- + This type of bus transport system can eliminate school grounds crowding, improve dismissal processes, eliminate traffic safety issues and greatly reduce pollution.
- However, it might require a change in the payment structure between District Transport and Arizona Department of Education. Also requires parents to organize for safety and supervision at the group stops.

Private Transport Services

A small percentage of private and charter school parents employ a shuttle service to make longer trips. One family estimates a 6 hour savings in travel time as well as a financial savings between the car subscription and their base case gas costs (i.e. a 3 day/week carpool). Their Tucson based car service is www.rubyride.com. The Basis Charter schools have been served by a new private company launched by a parent team – named aschoolride.com. It also serves the Brophy & Xavier private schools. Lastly, the national www.Supershuttle.com and the local owned www.driverprovider.com van and limousine services commission 14 person passenger vehicles for specific point to point trips throughout the Valley (and not just to the airport).

- + This type of group transport system can eliminate school grounds crowding, improve dismissal processes, eliminate traffic safety issues and greatly reduce pollution.
- However, a private transport service poses an additional cost to parents, often only justified by those with long commutes.

Ride Sharing

Schools already promote car-pool arrangements between families. These programs are most successful when the drive is far for all parties.

- + Car pooling can address trip reduction with little burden on the schools and government organizations.²
- However, Trip Reduction programs may not have made a significant change in the driving culture, thus far.

¹ Phone Interview of Christine Gordon, Transportation operations supervisor 702-799-8100. Raymond Negrete GIF systems administrator is available to discuss the logistical process in capturing more students over a greater distance. <http://cesd.net/departments/transportation>

² <https://www.sharetheride.com/public/Home.aspx>

Park and Stride

A low capital option might be to force all the driving parents to park and walk to the school property. Agreements can be reached with neighboring churches, shopping centers, community centers or even undeveloped parcels for non-street parking options. Then Parent Buses (one adult in front and one in back) can make the remaining walk to the school door.

+ Forcing a park-n-walk process reduces idling ambient air pollution.

– A central parking system may require more parking spaces and street parking. Chaotic pedestrian activity may ensue.

Walking

From at least November through April the weather permits walking to school for those students who live less than one mile away.

+ There are successful case studies where a walking campaign totally changed the local community's transportation ethos. This would improve traffic safety and pollution at the school site.

– However, a walking coop does not address weather, safety and supervision issues³. It does not solve lost productivity to caregivers. And it does not apply to the majority of students (living beyond half a mile from school).

Staggered schedules

Some facilities (Scottsdale Prep) already group their start & end times to reduce congestion. Grade levels are bundled (5-8 / 9-12) to reduce the total population movements at any one time. Sonoran Sky Elementary PTO organizes a seasonal roster of extracurricular class (art, computers, language) taught by existing teachers (for a fee) in the morning and after school, removing some of the population.

+ Staggered schedules are effective with just a 15 minute adjustment.

– However alternating release times might require administrative overtime to cover the shared personnel for a school (Principal, office staff, etc).

Drive-through software

Parents and schools may benefit from a GPS software product that has been implemented to improve the in class time. (www.school-pass.com/)

+ Queuing technology can improve child/pedestrian safety, productivity, traffic safety, and idling costs.

– A private driver tracer does not keep cars off the road or away from school. There is no projected improvement to pollution, traffic and productivity issues that occur on the way to pickup and drop-off.

Attachment D.1 Case Study

Way to Go!

Great Vancouver, British Columbia, Canada

www.toolsofchange.com/en/case-studies/detail/135

A tiny pilot project in the Greater Vancouver Regional District (GVRD) got families out of their cars and onto the street. It has grown into a burgeoning, province-wide, active transportation program. Between December, 1998, and spring, 2001, 350 schools in British Columbia embraced the Way To Go! school trip reduction project.

Every ten years GVRD conducts a trip diary survey to determine the transportation habits of its residents. In 1994, GVRD was astonished to find that half of all school students were traveling to school by car. This was a 50 percent increase over the 1984 survey, which had found one in three students travelling by car. Put another way, one in five cars on the road during peak hours was transporting a child to or from school, despite the fact that many students lived only a few blocks from school. GVRD was concerned about the dangers this trend posed for air quality and traffic safety and about the long-term effects it could have on children's physical fitness and attitudes about car use: modern families were raising a whole generation that would be dependent on cars, even for very short trips. In the fall of 1997, GVRD commissioned a school trip reduction project to address these concerns. This project eventually became the Way To Go! school program.

Assembling the Team, Experts, Finances and Administrative Structure

To begin, the research team gathered information about existing school trip reduction programs in Canada and other countries. It identified relevant stakeholders in GVRD municipalities, such as engineering departments and traffic safety officers. These stakeholders assisted with traffic-safety-education research and recruitment of pilot schools. The team then selected six pilot schools from among 30 applicants. These schools represented a wide geographical area and diverse socio-economic backgrounds. Because Way To Go! addressed traffic safety concerns, the pilot was funded by the Insurance Corporation of British Columbia (ICBC).

"The pilot project ended, our funding ended and my phone kept ringing," said Way To Go! Provincial Coordinator Bernadette Kowey. In December, 1998, Way To Go! staff secured funding to expand the program. The RoadSense Team, a partnership between autoplan brokers in B.C. and the ICBC, recognized that the program fit well with their commitment to provide communities with the tools to initiate and maintain traffic safety programs and practices. The RoadSense Team funded the necessary staff and program resources to make Way To Go! available to all elementary and middle schools in the province of British Columbia. It spent \$180,000 a year on Way To Go! staff, travel costs, resource development and production, distribution of information and resources and all communication and administration costs related to providing the program province wide. Regional RoadSense teams in British Columbia provided some schools with grants for special projects and supplies. Grants paid for traffic safety amenities such as reflective vests and orange cones and for communication costs such as photocopying and laminating maps. RoadSense teams also provided in-kind contributions such as printing, laminating and photocopying. Provision of the resources was determined on a case-by-case basis by each regional RoadSense Team.

The Product

Way To Go! developed into an approach that eventually included a detailed process manual and resource kit for schools (PLACEHOLDER). This kit was fundamental to the project's success: a comprehensive information package meant schools had less research to do as they launched their school trip reduction programs (School Programs That Involve the Family).

The process manual showed each school group how it could:

- collect data through surveys and mapping exercises
- determine the best routes to school
- integrate safe pedestrian and cycling education in schools
- establish a safer school site
- implement alternative travel strategies

The resource kit included:

- background facts and reasons for a traffic-reduction program
- traffic safety information

- ideas from similar programs
- community resources and contacts
- suggested activities to generate enthusiastic and sustainable involvement
- forms and models to use as the program was implemented

Way To Go! staff designed the material to be parent focused. Although the kits included resources for teachers and administrators to use should they wish to, Way To Go! wanted to give parent groups the tools to address problems surrounding their own schools. "That is what makes the program completely innovative," said Kowey. "It was not curriculum based. It really belonged to the Parent Advisory Councils."

Way To Go! staff offered training and support to schools groups, which Kowey considered essential to the program's success. This support provided school groups with the following:

- an introduction to the Way To Go! program and its resources
- dates for relevant special events, such as Earth Day and Walk to School Day, which helped schools link their programs to widely-recognized health, fitness, traffic safety and environmental initiatives (Building Motivation Over Time)
- an ongoing link to new ideas for schools Way To Go! programs, which helped schools maintain their momentum
- a semi-annual idea-sharing newsletter

Because parent-volunteer hours were limited, schools were free to proceed at their own pace. Some schools began slowly by planning one special active-transportation day such as a walk-or bike-to-school day. Way To Go! staff said this was a positive strategy: it was not overwhelming, schools built on their success and families slowly broke their old driving habits (Building Motivation Over Time).

Providing feedback was an essential part of the Way To Go! approach. Way To Go!'s success depended on the participation of families - and these families needed to know that their actions were making a difference. Schools generally provided feedback directly to students, staff, teachers, parents and principals through school newsletters, bulletin-board postings and by walking from class to class to disseminate information. For example, at Maple Lane elementary in Richmond, the Student Leadership Club went into each classroom to tell students that the school had had almost 100 percent participation on International Walk to School Day.

Success

The pilot project was very successful: schools reported that Way To Go! significantly reduced neighborhood traffic. Four of the six pilot school programs were still continuing in 2001. (One program ended when the school lost a key parent volunteer and one pilot school participated in Way To Go! on an intermittent basis.) The news media ran several stories on the pilot and Way To Go! was inundated with requests for process manuals and resource kits (Mass Media).

Some of the more impressive results include the following:

- Willows Elementary, in Oak Bay, saw a 10-to-15 percent reduction in vehicles on regular days and a much higher participation rate on special event days.
- Frank Hobbs Elementary in Victoria encouraged students to choose active transportation once a month, with a different class taking responsibility for promoting the event each time. Surveys indicated more than 90% student participation in January 2001 and on International Walk to School Day in October 2000.
- R.J. Tait Elementary, Richmond saw a huge increase of children walking and a marked decrease in cars parked at school as a result of its very organized walking school bus program. On two special event days the school had a 100-percent participation rate.
- At Hawthorne Elementary, which was one of the pilot schools, everyday use of bikes for getting to school doubled under the Way to Go! program. It was not unusual to find sixty to eighty bicycles in the bike racks. When some of the Hawthorne students went to the newly built Neilson Grove Elementary, they now continue to bicycle to that school.

Also see:

www.fcm.ca/Documents/case-studies/GMF/Transport-Canada/OffRamp_EN.pdf

Attachment D.2 Case Study

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School Travel Plan Birmingham, United Kingdom

www.birmingham.gov.uk/school-travel-plans

The Birmingham School Travel Plan Team works with schools across the city to encourage parents and children to consider healthy and sustainable forms of transport when travelling to and from school. The majority of Birmingham schools have produced travel plans which are written documents setting out practical measures and initiatives for reducing the number of car trips made to school and for improving safety on the journey. The action plan is at their core, setting out what will be achieved, including targets with dates and people assigned to each action. Some examples of the associated activities and events in which schools participate include:

- 'Walk to School' activities
- Providing journey information through the School TravelWise website
- Establishing park and stride sites - where parents park away from the school gate and walk the rest of the way
- Cycle and pedestrian training
- Road safety education and resources
- Improving public transport information and facilities
- Setting up walking buses - parent / school supported project for trained parents to escort groups of children to and from school.

These case studies showing how School Travel Plans can help reduce congestion outside schools and promote ways to encourage sustainable transport:

1. The Community Partnership Approach

Bellfield Infants School in Northfield decided to write a School Travel Plan to reduce congestion outside the school gate and tap into Safe Routes to School funding to improve the physical environment outside their school. The school often found pupils were not walking to school as a result of the busy roads close by and decided to incorporate this need for Safe Routes to School within their travel plan.

After the school underwent a feasibility study, Birmingham City Council informed the school they had been successful in obtaining Safe Routes to School funding and would see physical alterations to the existing road network. These alterations included new school warning signs, new road markings and sections of road outside the school lined with red anti-skid tarmac. New pedestrian crossings and refuges were installed together with guard rails, speed cushions and double yellow lines.

As well as improving the environment for pupils by making it safer to walk and cycle to school, a Park and Stride site was also launched. The School Travel Plan Advisor for the area contacted the local Sainsbury store, which was situated towards the back of the school, requesting the use of their car park for parents who lived too far away from the school to walk their children in each day. The store agreed and a number of parents now park and stride their children to school.

As a result of this community approach more children are now walking to school. This allows them to walk with friends, improve their fitness levels, reduce congestion outside the school gate and increase parent and child interaction.

2. Ways to Promote Cycling to School

Wyndcliffe Primary School in Small Heath wanted to promote cycling amongst pupils as a way to reduce congestion outside the school gate and improve pupil fitness levels. Their government grant for completing a School Travel Plan helped purchase state of the art cycle lockers and shelters for those children wanting to cycle to school. Older children took part in cycling training provided by Birmingham City Council. Local Street Wardens for Small Heath further helped train the children and offered ways to keep their bikes safe and secure.

Wyndcliffe is also aiming to achieve Birmingham Healthy School Standard, which School Travel Plans links into. Cycling is one part of their target which includes reviving a nature area as an outdoor classroom, getting the children to make healthy food choices and improving their fitness levels. Simon Cotter, teacher at Wyndcliffe Primary and responsible for the Travel Plan, says the whole school is working together to become healthier. Cycling is an important part of this. It is an excellent form of exercise, makes children aware of road safety issues and is also great fun.

Attachment D.3 Case Study

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Bear Creek Safe Routes to School Program

Bear Creek School, Boulder, Colorado, United States

www.toolsofchange.com/en/case-studies/detail/634

The Bear Creek Safe Routes to School Program is a good illustration of how much and how quickly transportation habits can change through elementary school programs. Bear Creek is the recipient of the James L. Oberstar Safe Routes to School Award for 2008 awarded by the National Center for Safe Routes to School, and was designated a Landmark case study by Tools of Change in 2009.

Bear Creek pupils could attend the school even if they did not live within the immediate catchment area. These children, however, did not have access to school bus service. In 2011, at the time of writing, of the 360 students at the school, approximately two-thirds lived within two miles of the school. In 2007, less than half (41%) of students reported walking or cycling to school. In 2006, the year the Walking School Bus began, only about 25% of children were actively travelling to school.

In 2006, two parents at Bear Creek heard about the Walking School Bus and decided it would be a good idea to implement the program at the school. Working with the Safe Routes to School (SRTS) administrator for the Boulder Valley School District, Bear Creek initiated a number of active transportation programs and worked with local officials to improve the cycling and walking infrastructure around the school. As part of the Colorado SRTS program, Bear Creek received funding from the state to implement active transportation initiatives.

General Implementation Parents and the SRTS Administrator collaborated from the start to finish of the grant project. Parents were first informed about the program through material sent home with their children at the end of the school year in 2006. The coordinator said "as parents planned their year, they would determine how their children would get to school, walking or cycling or carpooling, and figure out how to fit it into their daily schedule. It became a habit." (*Vivid, Credible Communication; Building Motivation Over Time*)

Principal Kent Cruger acted as the primary role model for the students when the program initially began. He issued himself a challenge to get to school without a car and, each month, tried a different form of transportation (carpools, a unicycle, scooter and a skateboard among them). (*Vivid, Credible Communication; Building Motivation Over Time*) Bear Creek's general guideline was that students in kindergarten through second grade went to school with their parents or the group, while students in grades three to five could walk with the bus, by themselves or with friends.

Walking School Bus Students were keen to be involved and needed little persuasion to get them to walk or cycle to school. Some parents, however, did express concerns: time and safety being among the top ones. Safety concerns were not limited to traffic issues. Mountain lions in the vicinity are most active at dusk when children were walking home from school. The Walking School Bus, along with certain infrastructure improvements, helped alleviate many of those concerns. (*Overcoming Specific Barriers*)

Parent volunteers coordinated the Walking School Bus with at least one adult at the front and one at the back of the "bus." This helped alleviate parental concerns about traffic and other safety issues. Parents wore bright yellow shirts or vests, carried yellow balloons and wore bright yellow cap, announcing each stop as they walked the route. (*Vivid Communication; Overcoming Specific Barriers; School Programs that Involve the Family*)

Cruger notes that Bear Creek *never* told parents that the school or the parent volunteers with the "bus" were responsible for the kids. "We told them that those parents are not responsible for your child, but they will be walking that route, which means more parents, more children and greater safety. It was up to the parents to decide if they felt comfortable having their child walk in a large group." As the program matured, parents became more comfortable. "The route was always the same, it left at the same time and a lot of times, parents could just look out the window, send their child out to greet the group, and see the bus go by."

For families that lived very far away, Bear Creek implemented the *Ride and Stride* program, which encouraged parents to drive part of the way to school then have their children walk the rest. (*Overcoming Specific Barriers*) Some parents would drive to another parent's home and their children would pick up the "bus" from there. This not only helped to get more students participating, but helped build community.

Partnerships The Boulder Police were also involved in setting up bicycle safety courses and addressing parental concerns about speeding in the vicinity of the school. (*Overcoming Specific Barriers*) Local businesses were approached to take part. King Soopers

grocery store, for example, was located on the Walking School Bus route. The store's management allowed parents to park in the lot and then walk with their children the rest of the way to school. As a result, one of the walking routes was named for the store (the Scooper Shuttle).

Reminders, Visibility and Building Over Time Students brought home paper forms to be filled out each day with the mode(s) of transportation used to get to school and back. In addition to documenting changes in travel behavior, these sheets served as in-home reminders. (*Prompts*) The form was then turned in to the school each month. Each classroom had a poster that showed how each student got to school. These methods were an inexpensive way to measure how many students were taking part, took very little time to fill out, and made an enormous difference to the students as they were recognized each day they walked, cycled or carpooled. In addition, students participating in the Tour de French (described below) wore colored armbands showing their involvement.

In large measure, the program's success was dictated by the sheer number of initiatives that maintained high program visibility, kept students' interest throughout the year, and provided additional options to consider.

- Modeled after the Stanley Cup, the Cruger Cup, named for Bear Creek's principal, asked each student to walk, bike or carpool every day of the school year. Each student who participated got to take the cup home for a visit, much like the NHL champions.
- The Tour de French was named for teacher, Jay French, who regularly cycled to school (a 34-mile round trip). The trips of each student who participated were counted and awards were given to the class with the most number of cycling trips in a month. Students wore arm bands, modeled after the Tour de France leader jerseys, to show their participation. (*Norm Appeals*)
- Awards were also given for Rookie Riders (students who had never cycled before), for the Least Deterred (one student scootered to school in 8 inches of snow), Most Inspired, Bear Creek Role Model, and Most Consistent. In some cases, teachers won those awards.
- The "March Madness" event involved students challenging each other to come to school in unique ways (unicycling, skateboarding, walking backwards, leapfrogging to school, even brushing their teeth while walking).
- The Zero Cars in the Parking Lot Day resulted in 99% of parents, teachers and staff not using a car to get to school.

Results

- 70% of students regularly walked, cycled or carpooled to school in 2009, compared to only 25% before the program began.
- In the first full year of the program (2006-2007), the City of Boulder conducted a study and found that there was a 36% reduction in cars and traffic congestion around the school.
- In 2009, 100 of 360 students participated in the Cruger Cup.
- Bear Creek won an award for most student participation in the Bolder Boulder campaign (a 10K running/walking event).
- Bear Creek won the 2008 James L. Oberstar Award that recognizes outstanding achievement by a school or a community in establishing a Safe Routes to School program.
- Bear Creek was able to make the case before their district school board and municipality to improve nearby infrastructure. Changes were made to crosswalks near the school, signage was improved, improvements were made to a bridge that was part of the walking path to school, and new sidewalks were added.
- Cruger also said that the enthusiasm of the students rubbed off on the teachers and staff. "Seeing five- and six-year olds walking to school, up hills, and having no problems, made them realize that if the kids could do it, so can we. The kids made it fun for us." He also notes that, in the U.S., teachers are "notorious for taking care of everybody, sometimes at the expense of their own health," so as more teachers and staff began to walk and cycle, their own health improved.

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Attachment E
Additional Case Studies & Improvements

National Center for Safe Routes To School - www.saferoutesinfo.org/program-tools/find-state-contacts/arizona

- Coconino County, Arizona: "Walk, Bike and Get Fit" in Flagstaff, Arizona
- Flagstaff, Arizona: Walking School Bus "takes back" a local park
- Gilbert, Arizona: Partners across school districts
- Phoenix, Arizona: Maricopa County offers SRTS option for students
- Prescott, Arizona: Transportation mural encourages new thinking

Scottsdale Unified School District - Trip Reduction Initiative

Employees and students of Scottsdale Unified School District can do their part to improve Arizona's air quality while reducing traffic congestion. Car-pooling, using public transit systems, riding school buses, biking, and walking to work and school are just some of the ways we can cut down on air pollution and traffic.

Additional information, including the name of your Trip Reduction Program (TRP) site coordinator, is available on employee bulletin boards, or by contacting the Transportation Department at 480-484-8550. Your site coordinator can explain the program and help you set up shared rides. The District guarantees a ride home for those who are participating in shared rides. It provides car-pooling spaces at each site, as well as bike racks.

The superintendent urges employees to reduce the use of their vehicles whenever possible.