The background of the slide is a photograph of a school building with a large number of bicycles parked in front of it. The image is faded and serves as a backdrop for the text. The bicycles are of various colors and are parked in a row. The school building is a multi-story brick structure with many windows.

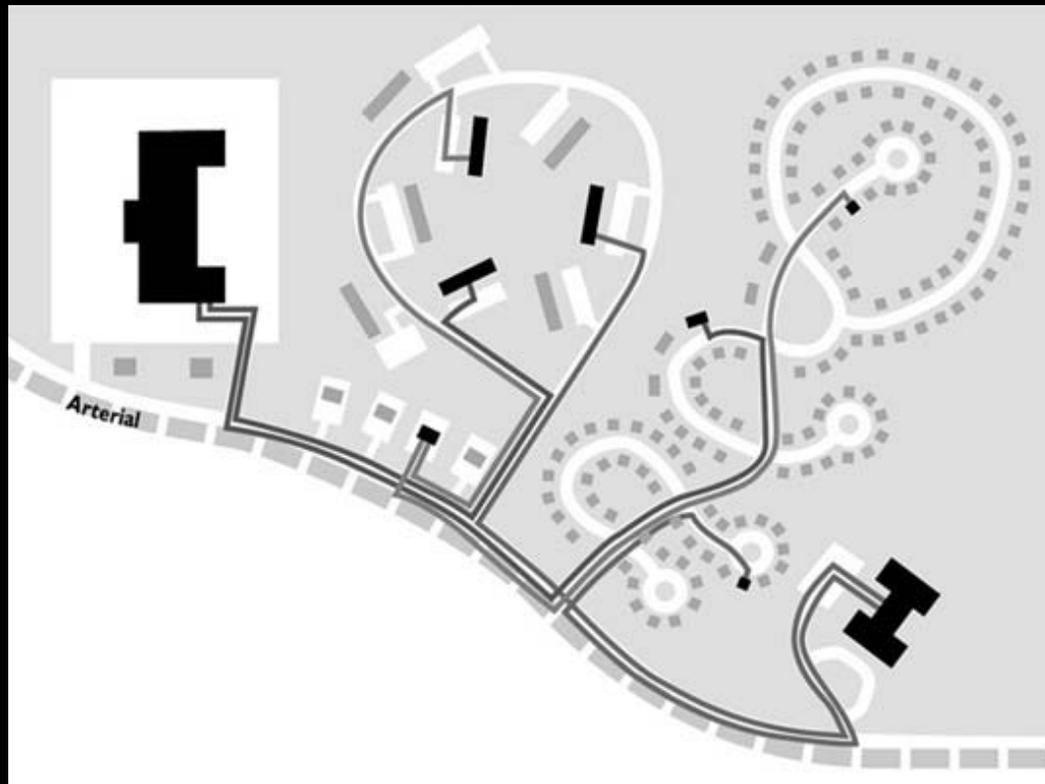
The Impact of School Siting on Children's Health and Physical Activity

David Salvesen
Center for Urban and Regional Studies
University of North Carolina at Chapel Hill

The Built Environment

- Land use – density, mix of uses
- Transportation system – roads, sidewalks, street pattern, accessibility, connectivity
- Urban design – trees, aesthetics, scenery

Land Use



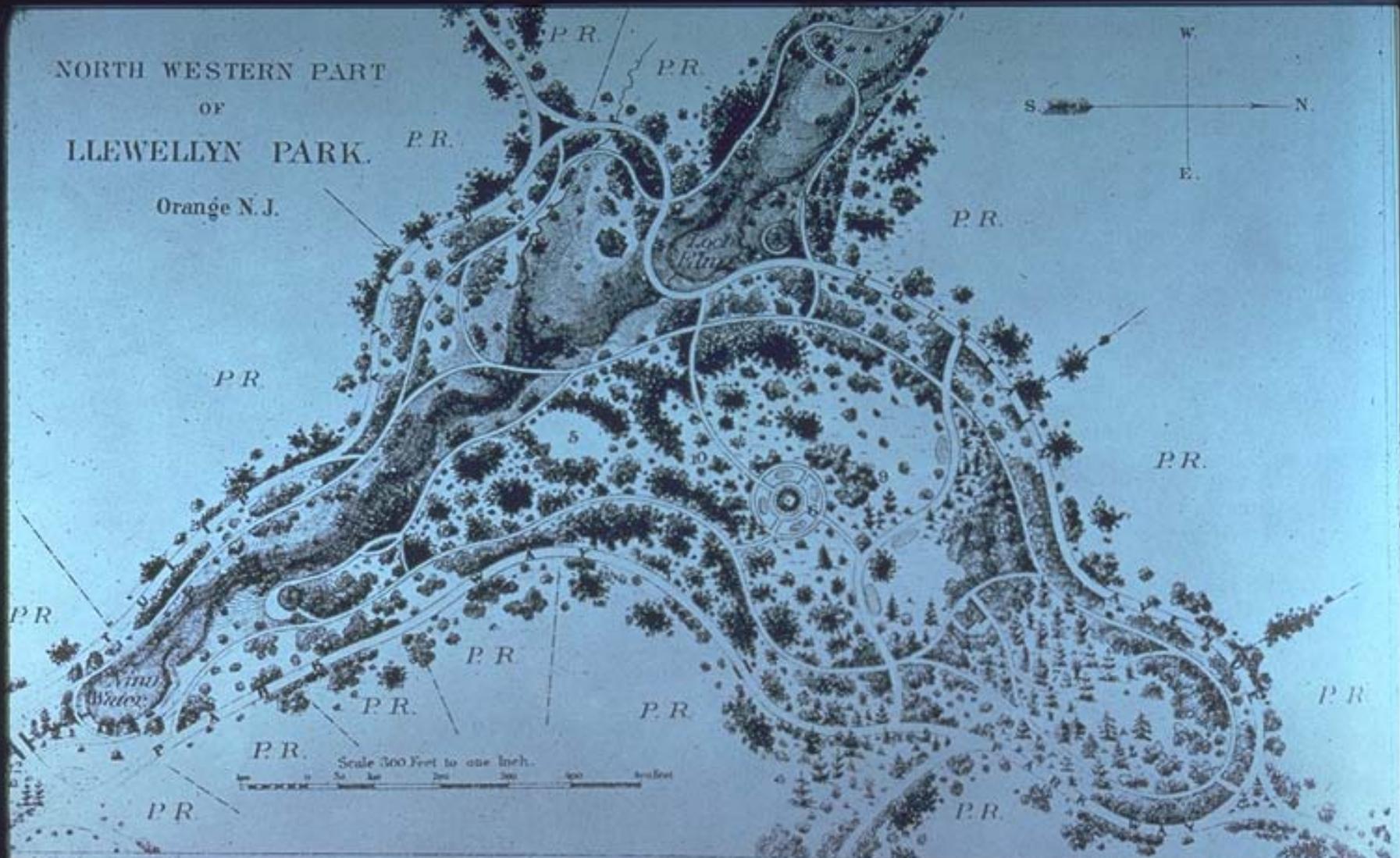
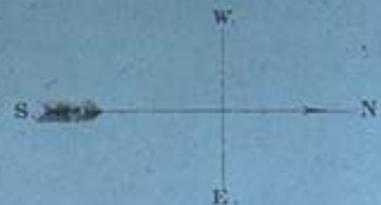


Land Use Pattern: Low-density Subdivision



NORTH WESTERN PART
OF
LLEWELLYN PARK.

Orange N. J.



Scale 300 Feet to one Inch.
0 100 200 300 400 Feet

Separation vs. Integration of Uses



 Mall/Retail	 Apartment
 School	 House
 Route	

Transportation System



Design

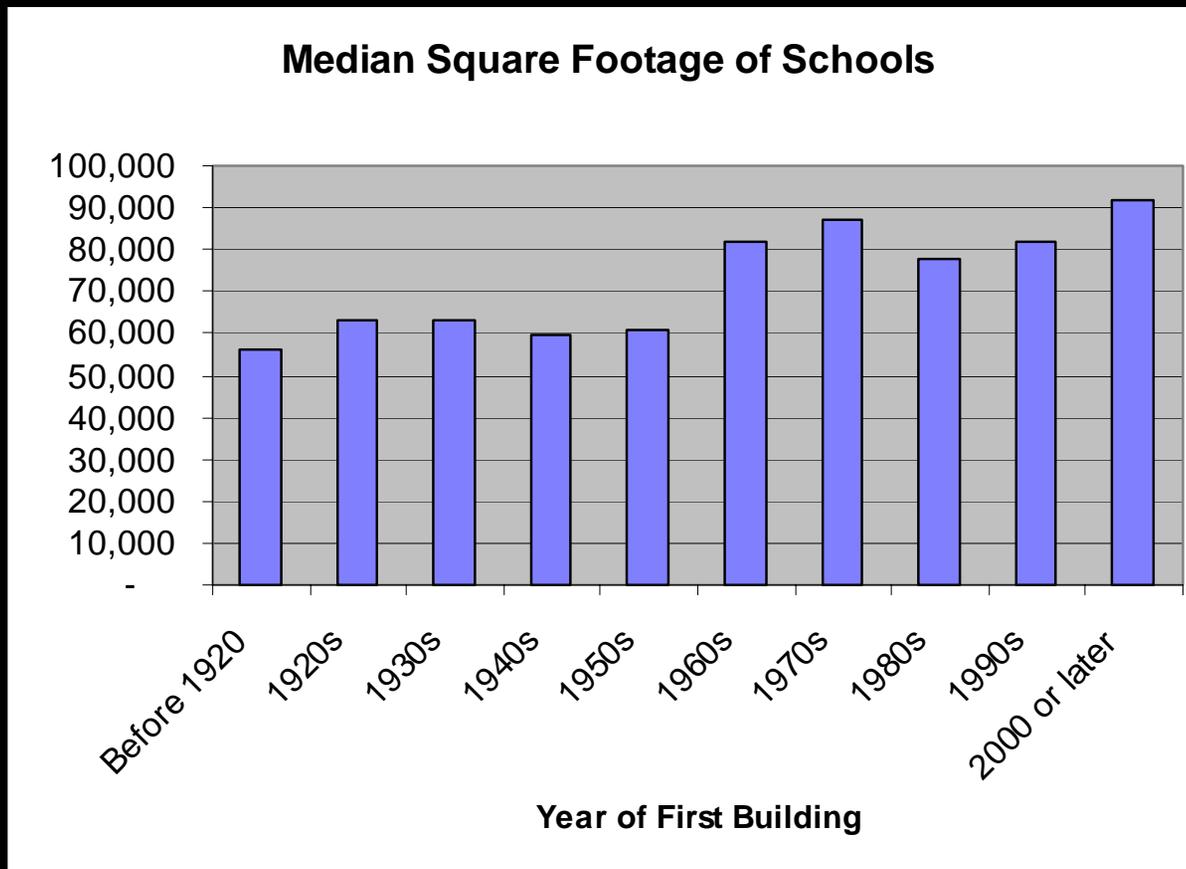


School Siting Trends

- Larger schools on bigger sites
- More distant locations



Schools Getting Larger





Factors Driving School Siting Trends

- Suburbanization
 - Build where the kids are
- Economics
 - Economies of scale
 - Land cheaper on suburban fringe
- State Policies
 - Consolidation
 - Facilities guidelines

NC Policies: Facilities Guidelines

K-6	10+1/100 ADM
5-8	15+1/100 ADM
7-9	20+1/100 ADM
9-12	30+1/100 ADM

Impacts of the Trends

- More students arriving by car
- Traffic jams at schools
- Fewer kids walking or biking to school



Decline in Walking & Biking to School

- In 1969, 48% of students between the ages of five and 15 walked/biked to school.
- In 2001, less than 15% walked and only 1 % rode bikes

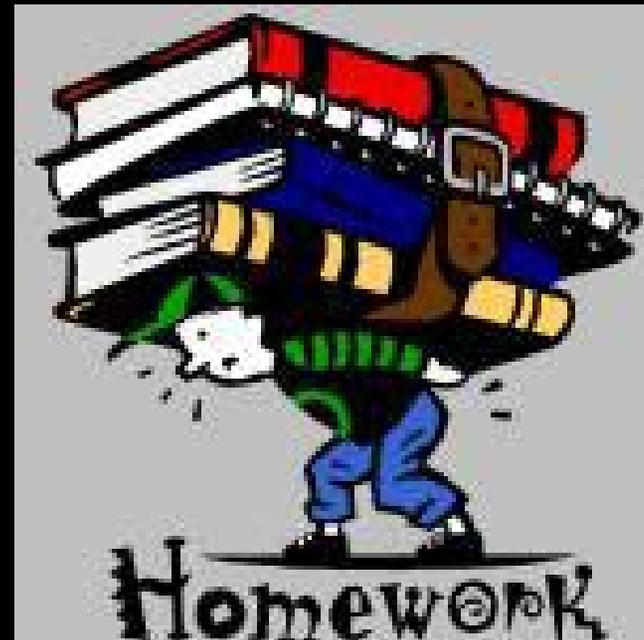


Obstacles to Walking

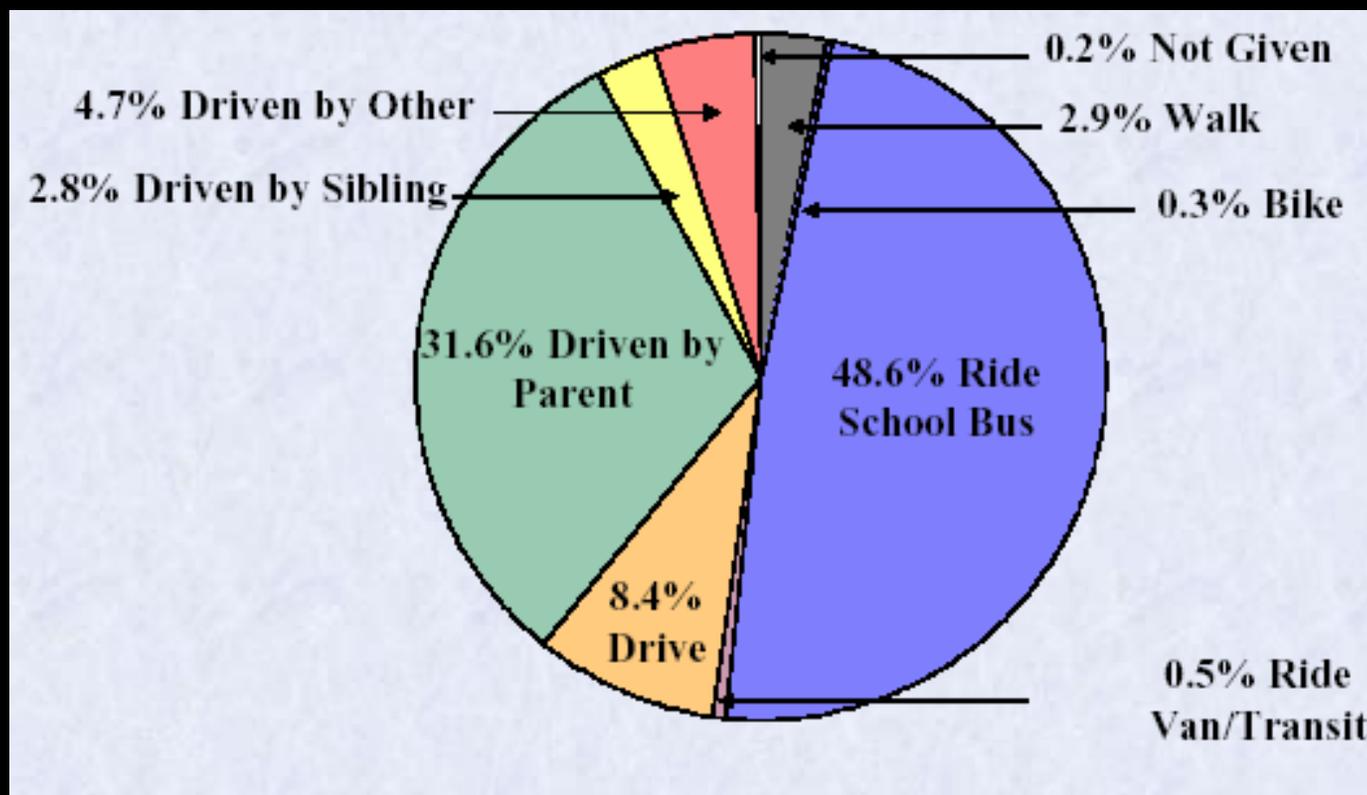
- National survey (800 adults) in 2002
 - Reasons for not walking:
 - Too far (66%)
 - No safe route (17%)
 - Not convenient (15%)

STTP, 2002

Other Obstacles



Travel to School



Mary Scroggs Elementary



Site Plan: Southern Village



Concluding Remarks

- Walkable schools require walkable neighborhoods
- Need for collaboration between school boards and local governments
- Changing built environment isn't sufficient, attitudes & perceptions matter too.
- Tradeoffs between walking and diversity
- Encouraging more children to walk or bike to school may put them at greater risk