

Application 10352 - 2018 Safe Routes to School Infrastructure 10901 - West St. Paul Bidwell Street Improvements Regional Solicitation - Bicycle and Pedestrian Facilities Status: Submitted Submitted Date: 07/13/2018 11:05 AM **Primary Contact** Benjamin Arthur Boike Name:* Salutation First Name Middle Name Last Name Title: Assistant Community Development Director/City Planner **Department:** Community Development Email: bboike@wspmn.gov Address: 1616 Humboldt Ave West St. Paul 55118 Minnesota City State/Province Postal Code/Zip 651-552-4134 Phone:* Phone Ext. Fax: Regional Solicitation - Bicycle and Pedestrian Facilities What Grant Programs are you most interested in?

WEST ST PAUL, CITY OF

Organization Information

Jurisdictional Agency (if different):

Name:

Organization Type:	City
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Organization Website:

Address: 1616 Humboldt Ave

West St Paul Minnesota 55118

City State/Province Postal Code/Zip

County: Ramsey

Phone:* 651-111-2000

Ext.

Fax:

PeopleSoft Vendor Number 0000002999A1

Project Information

Project Name Bidwell Street Sidewalk Improvements

Primary County where the Project is Located Dakota

Cities or Townships where the Project is Located: West St. Paul

Jurisdictional Agency (If Different than the Applicant):

Brief Project Description (Include location, road name/functional class, type of improvement, etc.)

The Bidwell Street Sidewalk Improvements project will provide a sidewalk along an important corridor for students to walk and bike comfortably and safely to and from Moreland Arts and Health Sciences Magnet Elementary School and Heritage E-STEM Magnet Middle School in West St. Paul. The project includes a 5-ft sidewalk along 3,700 ft of Bidwell Street, a local street, between Thompson Avenue and Butler Avenue. The project also includes the construction of a 5-ft boulevard, curb ramps, signage and pedestrian crosswalk markings. The improvements will be constructed within the right of way and will necessitate the elimination of on-street parking for three blocks within the project area. The project was identified in both the West St. Paul Bicycle and Pedestrian Plan of 2011 and the Dakota County Safe Routes to School Plan for both Moreland and Heritage schools. In addition to student use, the project will provide needed pedestrian facilities for people living in nearby single family and multi-family residences and connect to community destinations such as Charles Matson Field. The Bidwell Street Sidewalk Improvements will fill a gap in the pedestrian network and connect to public transit along Bidwell Street and Thompson Avenue.

(Limit 2,800 characters; approximately 400 words)

TIP Description <u>Guidance</u> (will be used in TIP if the project is selected for funding)

Project Length (Miles)

to the nearest one-tenth of a mile

BIDWELL STREET FROM THOMPSON AVENUE TO BUTLER AVENUE, CONSTRUCT SIDEWALK, ADA CROSSINGS

0.7

Project Funding

Are you applying for competitive funds from another source(s) to implement this project?

Nο

If yes, please identify the source(s)

Federal Amount \$560,000.00

Match Amount \$140,000.00

Minimum of 20% of project total

Project Total \$700,000.00

Match Percentage 20.0%

Minimum of 20%

Compute the match percentage by dividing the match amount by the project total

Source of Match Funds City of West St. Paul

A minimum of 20% of the total project cost must come from non-federal sources; additional match funds over the 20% minimum can come from other federal

Preferred Program Year

Select one: 2022

Select 2020 or 2021 for TDM projects only. For all other applications, select 2022 or 2023.

Additional Program Years:

Select all years that are feasible if funding in an earlier year becomes available.

Project Information

County, City, or Lead Agency City of West St. Paul

Zip Code where Majority of Work is Being Performed 55118

(Approximate) Begin Construction Date 03/01/2022

(Approximate) End Construction Date 10/31/2022

Name of Trail/Ped Facility: **BIDWELL STREET SIDEWALK**

(i.e., CEDAR LAKE TRAIL)

TERMINI:(Termini listed must be within 0.3 miles of any work)

Butler Avenue (Intersection or Address)

To:

Thompson Avenue (Intersection or Address)

DO NOT INCLUDE LEGAL DESCRIPTION; INCLUDE NAME OF ROADWAY IF MAJORITY OF FACILITY RUNS ADJACENT TO A SINGLE CORRIDOR

Or At:

Primary Types of Work

CLEARING, AGG BASE, SIDEWALK, PED RAMPS, CURB, BIT BASE, CONCRETE BASE, CHAIN LINK FENCE, RETAINING WALL, TURF, TREES, SIGNING, STRIPING

Examples: GRADE, AGG BASE, BIT BASE, BIT SURF, SIDEWALK, SIGNALS, LIGHTING, GUARDRAIL, BIKE PATH, PED RAMPS, BRIDGE, PARK AND RIDE, ETC.

BRIDGE/CULVERT PROJECTS (IF APPLICABLE)

Old Bridge/Culvert No.:

New Bridge/Culvert No.:

Structure is Over/Under (Bridge or culvert name):

Requirements - All Projects

All Projects

1. The project must be consistent with the goals and policies in these adopted regional plans: Thrive MSP 2040 (2014), the 2040 Transportation Policy Plan (2015), the 2040 Regional Parks Policy Plan (2015), and the 2040 Water Resources Policy Plan (2015).

Check the box to indicate that the project meets this requirement. Yes

2. The project must be consistent with the 2040 Transportation Policy Plan. Reference the 2040 Transportation Plan goals, objectives, and strategies that relate to the project.

The proposed project is consistent with the 2040 Transportation Policy Plan?s (TPP) goals, objectives and strategies. More specifically, the proposed project aligns with the following TPP pedestrian and bicycle goals, objectives and strategies:

- Goal B: Safety and Security (page 2.20) Objective A, Strategy B6
- Goal C: Access to Destinations (page 2.24) Objective D, Objective E, Strategy C1, Strategy C2,
 Strategy C4, Strategy C16, Strategy C17
- Goal D: Competitive Economy (page 2.38) Objective A, Objective B, Strategy D3
- Goal E: Healthy Environment (page 2.42) Objective A, Objective C, Objective D, Strategy E3
- Goal F: Leveraging Transportation Investments to Guide Land Use (page 2.48) - Objective A, Objective C, Strategy F6, Strategy F7

List the goals, objectives, strategies, and associated pages:

(Limit 2500 characters; approximately 750 words)

3. The project or the transportation problem/need that the project addresses must be in a local planning or programming document. Reference the name of the appropriate comprehensive plan, regional/statewide plan, capital improvement program, corridor study document [studies on trunk highway must be approved by the Minnesota Department of Transportation and the Metropolitan Council], or other official plan or program of the applicant agency [includes Safe Routes to School Plans] that the project is included in and/or a transportation problem/need that the project addresses.

-West St. Paul Pedestrian and Bicycle Master Plan 2011, Pg. E-10

List the applicable documents and pages:

-Dakota County Safe Routes to School--Moreland Arts and Health Science Magnet School (2011), Pg. 19

(Limit 2500 characters; approximately 750 words)

4. The project must exclude costs for studies, preliminary engineering, design, or construction engineering. Right-of-way costs are only eligible as part of transit stations/stops, transit terminals, park-and-ride facilities, or pool-and-ride lots. Noise barriers, drainage projects, fences, landscaping, etc., are not eligible for funding as a standalone project, but can be included as part of the larger submitted project, which is otherwise eligible.

Check the box to indicate that the project meets this requirement. Yes

5.Applicants that are not cities or counties in the seven-county metro area with populations over 5,000 must contact the MnDOT Metro State Aid Office prior to submitting their application to determine if a public agency sponsor is required.

Check the box to indicate that the project meets this requirement. Yes

6.Applicants must not submit an application for the same project in more than one funding sub-category.

Check the box to indicate that the project meets this requirement. Yes

7. The requested funding amount must be more than or equal to the minimum award and less than or equal to the maximum award. The cost of preparing a project for funding authorization can be substantial. For that reason, minimum federal amounts apply. Other federal funds may be combined with the requested funds for projects exceeding the maximum award, but the source(s) must be identified in the application. Funding amounts by application category are listed below.

Multiuse Trails and Bicycle Facilities: \$250,000 to \$5,500,000

Pedestrian Facilities (Sidewalks, Streetscaping, and ADA): \$250,000 to \$1,000,000

Safe Routes to School: \$150,000 to \$1,000,000

Check the box to indicate that the project meets this requirement. Yes

8. The project must comply with the Americans with Disabilities Act (ADA).

Check the box to indicate that the project meets this requirement. Yes

9.In order for a selected project to be included in the Transportation Improvement Program (TIP) and approved by USDOT, the public agency sponsor must either have, or be substantially working towards, completing a current Americans with Disabilities Act (ADA) self-evaluation or transition plan that covers the public right of way/transportation, as required under Title II of the ADA.

The applicant is a public agency that employs 50 or more people and has an adopted ADA transition plan that covers the public right of way/transportation.

The applicant is a public agency that employs 50 or more people and is currently working towards completing an ADA transition plan that covers the public rights of way/transportation.

The applicant is a public agency that employs fewer than 50 people and has a completed ADA self-evaluation that covers the public rights of way/transportation.

The applicant is a public agency that employs fewer than 50 people and is working towards completing an ADA self-evaluation that covers the public rights of way/transportation.

(TDM Applicants Only) The applicant is not a public agency subject to the self-evaluation requirements in Title II of the ADA.

Yes 04/01/2018

Date plan adopted by governing body

Date process started

Date of anticipated plan completion/adoption

Date self-evaluation completed

Date process started

Date of anticipated plan completion/adoption

10. The project must be accessible and open to the general public.

Check the box to indicate that the project meets this requirement. Yes

11. The owner/operator of the facility must operate and maintain the project year-round for the useful life of the improvement, per FHWA direction established 8/27/2008 and updated 6/27/2017.

Check the box to indicate that the project meets this requirement. Yes

12. The project must represent a permanent improvement with independent utility. The term independent utility means the project provides benefits described in the application by itself and does not depend on any construction elements of the project being funded from other sources outside the regional solicitation, excluding the required non-federal match.

Projects that include traffic management or transit operating funds as part of a construction project are exempt from this policy.

Check the box to indicate that the project meets this requirement. Yes

13. The project must not be a temporary construction project. A temporary construction project is defined as work that must be replaced within five years and is ineligible for funding. The project must also not be staged construction where the project will be replaced as part of future stages. Staged construction is eligible for funding as long as future stages build on, rather than replace, previous work.

Check the box to indicate that the project meets this requirement. Yes

14. The project applicant must send written notification regarding the proposed project to all affected state and local units of government prior to submitting the application.

Check the box to indicate that the project meets this requirement. Yes

Requirements - Bicycle and Pedestrian Facilities Projects

1.All projects must relate to surface transportation. As an example, for multiuse trail and bicycle facilities, surface transportation is defined as primarily serving a commuting purpose and/or that connect two destination points. A facility may serve both a transportation purpose and a recreational purpose; a facility that connects people to recreational destinations may be considered to have a transportation purpose.

Check the box to indicate that the project meets this requirement. Yes

Multiuse Trails on Active Railroad Right-of-Way:

2.All multiuse trail projects that are located within right-of-way occupied by an active railroad must attach an agreement with the railroad that this right-of-way will be used for trail purposes.

Check the box to indicate that the project meets this requirement.

Upload Agreement PDF

Check the box to indicate that the project is not in active railroad right-of-way.

Safe Routes to School projects only:

3.All projects must be located within a two-mile radius of the associated primary, middle, or high school site.

Check the box to indicate that the project meets this requirement. Yes

4.All schools benefitting from the SRTS program must conduct after-implementation surveys. These include the student travel tally form and the parent survey available on the National Center for SRTS website. The school(s) must submit the after-evaluation data to the National Center for SRTS within a year of the project completion date. Additional guidance regarding evaluation can be found at the MnDOT SRTS website.

Yes

Check the box to indicate that the applicant understands this requirement and will submit data to the National Center for SRTS Yes within one year of project completion.

Specific Roadway Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Mobilization (approx. 5% of total cost)	\$32,000.00
Removals (approx. 5% of total cost)	\$86,400.00
Roadway (grading, borrow, etc.)	\$0.00
Roadway (aggregates and paving)	\$0.00
Subgrade Correction (muck)	\$0.00
Storm Sewer	\$111,000.00
Ponds	\$0.00
Concrete Items (curb & gutter, sidewalks, median barriers)	\$124,000.00
Traffic Control	\$0.00
Striping	\$5,000.00
Signing	\$0.00
Lighting	\$0.00
Turf - Erosion & Landscaping	\$47,000.00
Bridge	\$0.00
Retaining Walls	\$12,500.00
Noise Wall (not calculated in cost effectiveness measure)	\$0.00
Traffic Signals	\$5,000.00
Wetland Mitigation	\$0.00
Other Natural and Cultural Resource Protection	\$0.00
RR Crossing	\$0.00
Roadway Contingencies	\$0.00
Other Roadway Elements	\$4,500.00
Totals	\$427,400.00

Specific Bicycle and Pedestrian Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Path/Trail Construction	\$0.00
Sidewalk Construction	\$188,800.00
On-Street Bicycle Facility Construction	\$0.00
Right-of-Way	\$0.00

Totals	\$272,600.00
Other Bicycle and Pedestrian Elements	\$9,800.00
Bicycle and Pedestrian Contingencies	\$64,000.00
Wayfinding	\$0.00
Streetscaping	\$0.00
Pedestrian-scale Lighting	\$0.00
Crossing Aids (e.g., Audible Pedestrian Signals, HAWK)	\$0.00
Pedestrian Curb Ramps (ADA)	\$10,000.00

Specific Transit and TDM Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Fixed Guideway Elements	\$0.00
Stations, Stops, and Terminals	\$0.00
Support Facilities	\$0.00
Transit Systems (e.g. communications, signals, controls, fare collection, etc.)	\$0.00
Vehicles	\$0.00
Contingencies	\$0.00
Right-of-Way	\$0.00
Other Transit and TDM Elements	\$0.00
Totals	\$0.00

Transit Operating Costs

Number of Platform hours	0
Cost Per Platform hour (full loaded Cost)	\$0.00
Subtotal	\$0.00
Other Costs - Administration, Overhead,etc.	\$0.00

Totals

Total Cost	\$700,000.00
Construction Cost Total	\$700,000.00
Transit Operating Cost Total	\$0.00

Measure A: Relationship	Between Safe	Routes to School	l Program	Elements
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Response:

Moreland and Heritage have embraced implementation of Safe Routes to School actions and strategies. The following actions have been implemented since completing the SRTS Plans in 2011, contributing to an increase of students walking and biking to school:

- Evaluation: Heritage and Moreland schools have conducted student hand tally counts as well as parent surveys as part of the 2011 Safe Routes to School Plan, and updated again in 2015 and in 2018, as a means of on-going evaluation to measure student travel modes. From 2011 to 2018, the number of students walking, biking, or taking public transportation has increased by approximately 10%.
- Enforcement: Implemented bus service restrictions, providing busing only to students living over 0.75 miles from Moreland and 1 mile from Heritage schools.
- Education: Heritage and Moreland schools regularly communicate with parents regarding the benefits of walking/biking to school, as well as the safety and operations procedures for pick-up/drop-off.
- Evaluation/Encouragement/Education:
 Established a permanent Healthy Schools
 Committee to provide on-going support and
 organization for Safe Routes activities, health and
 sustainability initiatives. Recently, the committee, in
 coordination with the LIVEGREEN Committee,
 helped Moreland to be recognized as a USDE
 Green Ribbon School in 2018.
- Encouragement: Established a Healthy Kids Club for grades 2-4 at Moreland. Through this club, a bike drive was organized. A total of 64 bikes were donated, repaired, and distributed to Moreland students. The club, in partnership with the Healthy Schools Committee, plans designated walk/bike days a few days over the school year as well as coordinates with the City to host a bike rodeo.

Heritage and Moreland schools are committed to continuing to expand and implement recommendations from their respective Safe Routes to School Plans, as well as promoting Active Living in their schools. The following are activities that are planned to be implemented in the next five years:

- Encouragement/Education: Moreland will host a bike training course as part of the school?s health fair, in partnership with the West St. Paul Police Department.
- Encouragement: Girls on the Run is a new extracurricular group that will be starting during the fall of 2018. This group will meet twice per week and will be led by staff members at Moreland. The intention of the group is to provide mentorship through longdistance running, and train together for 5K races.
- Education: Establish training for student school patrols at Moreland and Heritage.
- Evaluation/Engineering: Conduct a bike/walk mapping project for the district to identify convenient and safe bike/walk routes. This effort could be coordinated through the Healthy Schools Committee.

(Limit 2,800 characters; approximately 400 words)

Measure A: Student Population Biking or Taking Transit to School

Average Percent of Student Population

14.46%

Documentation Attachment

1531406497031_Heritage_Moreland Hand Tallies 2018.pdf

Please upload attachment in PDF form.

Measure B: Student Population Near the School

Student population within one mile of the school

593.0

Measure A: Connection to disadvantaged populations and projects benefits, impacts, and mitigation

Select one:

Project located in Area of Concentrated Poverty with 50% or more of residents are people of color (ACP50):

(up to 100% of maximum score)

Project located in Area of Concentrated Poverty:

(up to 80% of maximum score)

Projects census tracts are above the regional average for population in poverty or population of color:

Yes

(up to 60% of maximum score)

Project located in a census tract that is below the regional average for population in poverty or populations of color or includes children, people with disabilities, or the elderly:

(up to 40% of maximum score)

1.(0 to 3 points) A successful project is one that has actively engaged low-income populations, people of color, children, persons with disabilities, and the elderly during the project's development with the intent to limit negative impacts on them and, at the same time, provide the most benefits.

Describe how the project has encouraged or will engage the full cross-section of community in decision-making. Identify the communities to be engaged and where in the project development process engagement has occurred or will occur. Elements of quality engagement include: outreach to specific communities and populations that are likely to be directly impacted by the project; techniques to reach out to populations traditionally not involved in the community engagement related to transportation projects; residents or users identifying potential positive and negative elements of the project; and surveys, study recommendations, or plans that provide feedback from populations that may be impacted by the proposed project. If relevant, describe how NEPA or Title VI regulations will guide engagement activities.

The City completed a Pedestrian and Bicycle Master Plan in 2011. Stakeholder and community involvement were key components to this process. In addition to (3) open houses, residents were encouraged to complete an online survey. The survey found a need to improve the safety of intersections and create better connections to important community destinations like schools.

Response:

Students at Moreland and Heritage reflect the demographics of the city: 36% are white, 43% are Hispanic or Latino, 9% are black/African-American, and 5% are Asian. 31% of students are English Language Learners, 62% qualify for Free or Reduced Lunch, and 21% receive special education. A focused effort to connect with parents has proven successful: all communications are provided in both Spanish and English, and translators are present at all school functions. Students are invited to present at PTA meetings, which has increased parent participation greatly. Parents have been engaged in all SRTS efforts: the project on Bidwell Street addresses concerns raised by parents in the 2011, 2015, and again in the 2018 parent surveys. Annually, students at Moreland make hundreds of May Day baskets to distribute in-person to residents in the area around the school. The Bidwell Street project will be communicated and feedback will be collected in coordination with this event.

(Limit 1,400 characters; approximately 200 words)

2.(0 to 7 points) Describe the projects benefits to low-income populations, people of color, children, people with disabilities, and the elderly. Benefits could relate to safety; public health; access to destinations; travel time; gap closure; leveraging of other beneficial projects and investments; and/or community cohesion. Note that this is not an exhaustive list.

Response:

The 2011 Pedestrian and Bicycle Plan study found that while the city has the potential to become a haven for pedestrians and bicyclists, the city lacks a city-wide connected pedestrian and bicycle network. A sidewalk along Bidwell Street was identified as a priority project to improve the connectivity to Moreland and Heritage Schools. This connection was again identified during SRTS planning efforts.

Walking and biking to and from school helps students achieve the recommended 60 minutes per day of daily physical activity. Students who walk or bike to school have shown increased alertness and ability to focus, improved test scores and school performance, as well as correlates to healthy body weight, and decreases in depression and anxiety (saferoutesinfo.org). All of these benefits are directly tied to equitable outcomes for low-income students, students of color, ESL students, and students with disabilities.

The Bidwell Street sidewalk will provide pedestrian access to multi-family housing located along Bidwell Street and Thompson Avenue as well as to commercial areas along Thompson Avenue. Lowincome residents tend to rely more heavily on bicycle, pedestrian and public transit options for transportation out of necessity. Bidwell Street has (4) active transit stops within the project area and Thompson Avenue serves as a public transit corridor for the neighborhood. Intersection improvements and sidewalk connection will increase safety and convenience for public transit users, who tend to be elderly or disabled.

Middle school students from Heritage provide tutoring assistance to younger students at Moreland. During the weekday, 2-3 groups of middle school students walk to and from Moreland. This project will provide a safe and comfortable

route for these students who are performing service learning and are forging community social connections across age groups.

(Limit 2,800 characters; approximately 400 words)

3.(-3 to 0 points) Describe any negative externalities created by the project along with measures that will be taken to mitigate them. Negative externalities can result in a reduction in points, but mitigation of externalities can offset reductions.

Below is a list of negative impacts. Note that this is not an exhaustive list.

Increased difficulty in street crossing caused by increased roadway width, increased traffic speed, wider turning radii, or other elements that negatively impact pedestrian access.

Increased noise.

Decreased pedestrian access through sidewalk removal / narrowing, placement of barriers along the walking path, increase in auto-oriented curb cuts, etc.

Project elements that are detrimental to location-based air quality by increasing stop/start activity at intersections, creating vehicle idling areas, directing an increased number of vehicles to a particular point, etc.

Increased speed and/or cut-through traffic.

Removed or diminished safe bicycle access.

Inclusion of some other barrier to access to jobs and other destinations.

Displacement of residents and businesses.

Construction/implementation impacts such as dust; noise; reduced access for travelers and to businesses; disruption of utilities; and eliminated street crossings. These tend to be temporary.

Other

Response:

(Limit 2,800 characters; approximately 400 words)

Upload Map

During project construction of the new sidewalk, boulevard, curb, and installation of striping, signage, and curb ramps at (4) intersections, there will be temporary disturbance for residents and those travelling along Bidwell Street. This disturbance will be observed as potential increase of dust, noise, reduced access to driveways, potential disruption of utilities and street crossings. During construction, all reasonable measures to reduce disruption of travel and inconvenience for residents will be taken, such as coordination of construction schedules to avoid the busiest parts of the day and providing prior notice to all affected residents along the roadway.

Another potential negative impact will be the removal of existing trees to construct the sidewalk. Where possible, removal of trees has been avoided. However, with steep slopes and narrow right of way, 19 existing trees will need to be removed. The project scope includes replacement of up to (20) boulevard trees to mitigate this negative impact.

A temporary easement is needed from two properties within the project area. Additional temporary easements may be needed to facilitate construction at a few driveways. The two known property owners affected by a temporary easement have been contacted and are cooperating with the proposed project. The City of West St. Paul will coordinate temporary easements with other potential residents as needed.

1531414734296_Socio Economic.pdf

City	Segment Length (For stand-alone projects, enter population from Regional Economy map) within each City/Township	Segment Length/Total Project Length	Score	Housing Score Multiplied by Segment percent
West St. Paul	0.7	1.0	81.0	81.0

Total Project Length

Total Project Length (as entered in the "Project Information" form) 0.7

Affordable Housing Scoring

Total Project Length (Miles) or Population 0.7

Total Housing Score 81.0

Affordable Housing Scoring

Measure A: Gaps, Barriers, and Continuity/Connections

Response:

The proposed project includes a new 5-ft wide concrete sidewalk, and a new curb along a 5-ft boulevard on the east side of Bidwell Street, between Butler Avenue and Thompson Avenue. The concrete sidewalk runs a total length of 3,700 feet and integrates ramped curb-cuts, crosswalk striping, and crosswalk signs at four intersections between Butler Avenue and Thompson Avenue. The project also involves the removal of on-street parking for three of the four blocks spanning the project area.

Constructing a sidewalk on Bidwell Street is the only option for providing a north-south route for pedestrian access to Moreland and Heritage schools in the attendance area. Bidwell Street is the only street that extends the entire distance from Butler Avenue to Thompson Avenue. Heritage School is located at the intersection of Bidwell Street and Butler Avenue; Moreland School is accessed by sidewalk along Moreland Street, one block west of Bidwell Street.

The City examined the potential for placing the sidewalk on either the west or east sides of the street. On the west side, street utility lines would need to be moved or placed underground for the entire length of the project. The east side was determined to be the preferred route given that the utility lines would not be impacted and the larger number of multi-family housing units are located on the east. Additionally, the east sidewalk provides access to Charles Matson Field, a popular community destination for organized recreation.

An existing sidewalk along Charlton Street (parallel and to the west of Bidwell Street) provides a similar north-south pedestrian connection. However, Charlton Street is a collector street with an average daily traffic count of 3,750 vehicles daily. Families within the attendance area of Moreland and

Heritage schools prefer to use a less traveled local street, such as Bidwell Street, where possible. The construction of a sidewalk along Bidwell Street provides a direct route and reduces the number of blocks any family will have to travel on a street to reach a sidewalk.

In addition to supporting biking and walking to school, the sidewalk connection will also provide needed pedestrian connections to public transit on Thompson Avenue, Butler avenue, and Moreland Avenue and provide pedestrian connections to important community destinations for all residents of the neighborhood.

(Limit 2,800 characters; approximately 400 words)

Upload Map

Please upload attachment in PDF form.

1531415016718_RBTN Evaluation.pdf

Measure B: Project and/or School Site Improvements

Response:

Providing an off-street option for families and children to use as a means to get to school and other community destinations in the Heritage/Moreland area will promote walking and biking as a daily occurrence for all. The proposed sidewalk and curb ramps will also increase opportunities for children and adults with mobility challenges to reach their neighborhood destinations safely and comfortably, as well as serve users of public transportation along Bidwell Street and Thompson Avenue. The new sidewalk will be raised with a curb and separated from the roadway with a 5-ft boulevard, along which existing trees and newly planted trees will provide shade and comfort for pedestrians. While sidewalks are generally considered pedestrian-only facilities, children under the age of 13 are generally allowed and encouraged to use sidewalks for bicycle riding. Therefore, the proposed sidewalk will serve as a bike and pedestrian way for Heritage and Moreland students.

According to Crash Data from 2015-2018, there were (12) pedestrian-vehicle accidents reported in the area, in addition to (2) bicycle-vehicle crashes which occurred in 2013.

Over half of the parent responses to the 2018
Heritage Safe Routes to School parent survey revealed that walking or biking to school for their child would be an option if the safety of intersections and crossings were improved, as well as the presence of sidewalks or paths connecting to the school. A parent comment stated the following: "The most direct route for us is Humboldt to Thompson then up Bidwell. Humboldt is great with the sidewalk but then Thompson is a dangerous intersection with the curve and Bidwell has neither a bike lane nor a sidewalk."

A lack of sidewalks and paths, as well as safety concerns at intersections are the biggest factor in parents reporting children walking or biking to school, according to the 2011, 2015, and 2018 Moreland School parent surveys.

(Limit 2,800 characters; approximately 400 words)

Measure A: Public Engagement Process

Response

During the Safe Routes to School Planning process in 2011, a Safe Routes to School Working group convened to guide the plan. The Safe Routes to School Working Group included teachers, the school principal, the City of West St. Paul and Dakota County public works staff. This group has continued to operate as the Healthy Schools Committee. This committee has engaged with the community to influence a number of health- and sustainability-based initiatives, such as LIVEGREEN and promoting activity-based rewards to replace candy and sweets. This group will convene prior to construction of the Bidwell Street project and coordinate ways to provide outreach and education to the greater community about the project, as well as promote the positive outcomes of safe walking and biking routes to school.

Recently, a referendum was passed, providing funding to renovate Moreland. A design committee, consisting of parents, community members, teachers and school staff, is convening 3-5 times over the summer of 2018 and regularly over the school year of 2018-2019. This committee will factor the Bidwell Street sidewalk project into the discussion of future site improvements and building design, as well as initiate community engagement for the renovation and Bidwell Street projects.

Annually, students at Moreland make hundreds of May Day baskets to distribute in-person to hundreds of residents in the area around the school. The Bidwell Street project will be communicated and feedback will be collected in coordination with this event in upcoming years, in coordination with the City of West St. Paul. This will strengthen the community ties between students, neighbors, and the City.

The City of West St. Paul will be coordinating directly with residents and those directly affected

during the construction process to relay pertinent project scheduling and roadway interruptions.

Once the project is completed, both Moreland and Heritage Schools will publicize the availability of the new sidewalk to families within the area and update their school communications regarding preferred walking and biking routes. Both schools use print and electronic media to connect with their families, all of which are provided in both English and Spanish languages. The route will be publicized as part of the National Walk or Bike to School Day, and as part of the kick-off to the monthly LIVEGREEN event for Moreland and Heritage Schools.

(Limit 2,800 characters; approximately 400 words)

Survey Attachment

Please upload attachment in PDF form.

1531415595406_Heritage and Moreland_parent survey_5679_0619181135.csv

Transit Projects Not Requiring Construction

If the applicant is completing a transit application that is operations only, check the box and do not complete the remainder of the form. These projects will receive full points for the Risk Assessment.

Park-and-Ride and other transit construction projects require completion of the Risk Assessment below.

Check Here if Your Transit Project Does Not Require Construction

Measure A: Risk Assessment - Construction Projects

1)Layout (30 Percent of Points)

Layout should include proposed geometrics and existing and proposed right-of-way boundaries.

Layout approved by the applicant and all impacted jurisdictions (i.e., cities/counties that the project goes through or agencies that maintain the roadway(s)). A PDF of the layout must be attached along with letters from each jurisdiction to receive points.

100%

Attach Layout

Please upload attachment in PDF form.

Layout completed but not approved by all jurisdictions. A PDF of the layout must be attached to receive points.

Yes

50%

Please upload attachment in PDF form.

Layout has not been started

0%

Anticipated date or date of completion

10/31/2021

2) Review of Section 106 Historic Resources (20 Percent of Points)

No known historic properties eligible for or listed in the National
Register of Historic Places are located in the project area, and
project is not located on an identified historic bridge

Yes

100%

There are historical/archeological properties present but determination of no historic properties affected is anticipated.

100%

Historic/archeological property impacted; determination of no adverse effect anticipated

80%

Historic/archeological property impacted; determination of adverse effect anticipated

40%

Unsure if there are any historic/archaeological properties in the project area.

0%

Project is located on an identified historic bridge

3)Right-of-Way (30 Percent of Points)

Right-of-way, permanent or temporary easements either not required or all have been acquired

100%

Right-of-way, permanent or temporary easements required, plat, legal descriptions, or official map complete

50%

Right-of-way, permanent or temporary easements required, parcels identified

Yes

25%

Right-of-way, permanent or temporary easements required, parcels not all identified

0%

Anticipated date or date of acquisition

12/31/2021

4)Railroad Involvement (20 Percent of Points)

No railroad involvement on project or railroad Right-of-Way agreement is executed (include signature page, if applicable)

Yes

100%

Signature Page

Please upload attachment in PDF form.

Railroad Right-of-Way Agreement required; negotiations have begun

50%

Railroad Right-of-Way Agreement required; negotiations have not begun.

0%

Anticipated date or date of executed Agreement

Measure A: Cost Effectiveness

Total Project Cost (entered in Project Cost Form): \$700,000.00

Enter Amount of the Noise Walls: \$0.00

Total Project Cost subtract the amount of the noise walls: \$700,000.00

Points Awarded in Previous Criteria

Cost Effectiveness \$0.00

Other Attachments

File Name	Description	File Size
10901_SR_WestSt.Paul_BidwellStreetIm provements_attachsurveypdf.pdf	Bidwell Street improvements survey	612 KB
Bidwell Street OPC.pdf	Bidwell Street SRTS Opinion of Probable Cost	6 KB
Bidwell_Project Area Photos.pdf	Bidwell Existing Conditions Photos	471 KB
Bidwell_Project Summary.pdf	Bidwell Sidewalk Project Summary	1.2 MB
Heritage Ltr of Support - Safe Routes Letter to BB.pdf	Letter of Support from Heritage E-Stem Magnet School	62 KB
Moreland Ltr of Support - Safe Routes Letter to BB.pdf	Letter of Support from Moreland Arts and Health Science Magnet School	66 KB
Page from Moreland SRTS 2011 Plan.pdf	Safe Routes to School 2011 Comprehensive Plan page supporting the development of sidewalks near Moreland School	357 KB
Signed Resolution - SRTS.pdf	City of West St. Paul Resolution Authorizing Submission of a SRTS Grant Application	70 KB
WSP Bike Ped Plan 2011.pdf	Project Map from West St. Paul's 2011 Bicycle and Pedestrian Plan depicting naming Bidwell Street as a priority area for Safe Routes to School around Moreland and Heritage Schools	2.0 MB
WSP_Bidwell St_Project Map.pdf	Bidwell Sidewalk Improvement Project Map	1.0 MB

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• Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box.													
<ul> <li>Follow the same procedure for the question "How do you plan to leave for home after school?"</li> <li>You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.</li> </ul>													
• Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).													
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Stude	ent may	only a	ınswer	once.									ces	so they will k	now their choi	ces. Each
• Then	<ul> <li>Ask your students as a group the question "How did you arrive at school today?"</li> <li>Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box.</li> </ul>															
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· Ask y	our sti	udents	as a gr	oup the a	uesti	ion "H	ow did	you a	rrive	ats	cho	ol toda	ay	?"						
Humi	ei III	eacn	DOX.											eir hands for		Place ju	ist on	e chara	cter	or
• Follov	v the s	same p	rocedui	re for the	ques	stion "I	How de	o you	plan t	o le	ave	for ho	m	e after sch	ool?"					
• Please	e conc	luct thi	is count	regardles	ss of	weath	er conc	ditions	лпс ріє (i.e., а	ease isk t	ask hese	stuaen questi	ts on:	both the sch s on rainy da	iool ari iys, too	rival and	depar	ture que	estions	<b>.</b>
Step	1.		conditio			Step	2.													
			conditio s in each			PM -	· "How · "How	did yo	ou arr u plai	ive n to	at s lea	chool ve for	to he	day?" Recor	d the r	number o	of hand	ds for ea	ach an	swer.
							each	answe	r.							rtocort	4 410 1	Idiliboi	or man	us 101
		Wea	ather	Stude Tally		W	/alk	E	Bike	1	Scho	ool Bus	5	Family Vehicle	Ca	rpool	Tra	ansit	C	ther
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	F	R= ra O=ov	iny ercast	class w	hen		-		_			-	c	Only with Children from	Ridir childr	ng with en from		bus,		e-board,
		SN=si	now	count m	ade	L.,_	-ld							your family	other	families	subw	ay, etc.	scoo	ter, etc.
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Piea	ise iis	tany	aisrupi	tions to t	these	e coun	its or a	any un	usual	l tra	ivel	condit	io	ns to/from	the s	chool o	the	days of	the t	ally.
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School	Name	e:   _  .			ا اد.		<u> </u>	T, T			<b>.</b>	Tea	che	r's Fi	rst	Nam	e:	_ _I .	7		_	er's	La	st N		e: T		T T	
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Grade:	(PK,K,: 2 2	1,2,3)	) M	Onda O S M N		_	(Week	2	0	S COI	)	:d)		nber   6 1 5	of S	Stude	ent	s En	rol	led	in C	las	s:						
• Pleas • Before	e day e do e askir nt may our stu rerea er in v the s an cord cond the we	not cong your young your young your young your young your young yo	Ild pro- Induct In studer	vide I these nts to once. oup the refor nts one regar	the que ce and the que ce per	r da nts thei estic d rec uest r day of v	on More hand on "Ho cord the cord the cord to	low diduring corrections of the number corre	ited ays ease id y id y umb do y g th nditi	or Feer consider cons	riday d thro errive stude plan unt pl (i.e., ou ar	vs.  ough  at ents  to lease ask	sche that eave e asl thes	possil ool to t raise e for k stud e que	oday d the honents	eir hanswere af soot	and tter the rain	sch	es s r ea noo hoo ays	ich.  I?" I arr	Placerival	vill k e ju and	ust dep	one partu	cha re c	ues	ter o	or swer.	
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i des,	Alvi																	lê. Sayat			<u>.                                    </u>					21   34   3 31		enzieren.	-
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Plea	ise lis	tany	disrup	tions	to th	ese	coun	ts o	rar	ıy uı	านรน	al tr	ave	l con	diti	ons t	:0/1	ron	n th	ne s	cho	o lo	n ti	ne d	ays	of 1	the t	ally.	$\dashv$
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+	F. A.					i de la	3 1 N.	<u> </u>		Eye (k.)	10.0745	San A			84 A8	70.300	y (511)/	(a. 97 2000	7/45	(1)名(1)		15/16/	10 S	n Essa	1877			+	_

+ CA	PITAL LETTE	RS ONLY —	BLUE OR BL	ACK INK O	NLY				+
School Nar	T. I.I.				cher's First I	Vame:	Teacher's	Last Name:	
HER' Grade: (PK,	CITAGE K123 N	onday's Date	(Meek count w	as conducted)	Number of S	Studente Enr	H 6 G	<u>51111</u>	
77-	is, i paparis, pro-	05 2	9 20	18	18	rtudents Lin	olieu III Ciass	? <b>!</b>	
0 2	VII. II. II.	M M D	D Y Y		1 5				
	nduct these cour				Tuesday, We	dnesday, or	Thursday.		
• Please d	o not conduct king your studen	these counts	on Mondays	or Fridays.	h all nossible a	newer choices	so they will k	now their choic	ves Each
Student n	nay only answer students as a gro	once,		_	,		SO CICY WIII N	now their choic	.cs. Lacii
• Then, rer	ead each answei	r choice and re	cord the number	per of students	that raised th	eir hands for	each. <b>Place</b> ju	st one chara	cter or
• Follow th	i <b>n each box.</b> e same procedur	e for the ques	tion <b>"How do</b>	you plan to l	eave for hon	ne after scho	ol?"		
	conduct the count nduct this count							departure que	stions.
Step 1. Fill in the v	veather condition	ns and	Step 2.	did vou arrive	e at school to	oday?" Record	the number of	of hands for ea	ch answer
I	students in each		PM - "How o					the number o	
	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Key	S= sunny R= rainy	Number in		-		Only with	Riding with	Olfar have	Clasta la casal
	O=overcast SN=snow	class when count made	<b>seet</b> 1	-	-		children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample A	M / S N	2 0	2	3	8	3		3	1
Sample P	M R	1 9	3	3	T 8				
Sample P	<u> </u>								
Tues. Al	1								
Tues. Pl	,   TT								
Wed. Al	1 80	LUH	p2	DØ	Ø9	06	ØØ		pp
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									Extension Constitution 1
Thurs. A	M (0)5	I I I		08	08	<u> </u>	ØØ.		
Thurs. P	M ØS	ात	MU	DØ:	0151	106	ad	ØØ	ØØ.
Please	list any disrup	tions to thes	e counts or a	ny unusual t	ravel conditi	ons to/from	the school o	n the days of	the tally.
									***************************************
+						erione Services			+

+ CAP	ITAL LETTE	RS ONLY -	BLUE OR BL	ACK INK O	NLY				+
School Name	<u>:</u>			Теа	cher's First	Name:	Teacher's	Last Name:	
Heri	tase		EM	B		na	Hav	ir	
Grade: (PK,K,	1,2,3) <b>M</b>	onday's Date	(Week count w	as conducted)	Number of S	Students Enr	olled in Class	5:	
67		05 2	8 20	18	16				
0 2	+	M M D	D Y Y		1 5				
(Three day	uct these cour	its on two of ide better da	the following	g three days 1)	Tuesday, We	ednesday, or	Thursday.		
• Please do	not conduct	these counts	on Mondays	or Fridays.					
Before askir	ng your studer	its to raise the	ir hands, pleas	e read throug	h all possible a	inswer choice:	s so they will k	now their choic	ces. Each
	only answer		on " <b>How did</b> y	rou arrive at	school today	ı'''			
• Then, rerea	d each answei	r choice and re	cord the numb	per of students	that raised th	eir hands for	each. <b>Place j</b> u	ist one chara	cter or
number in	each box.								
• Follow the s	same procedur	e for the ques	tion "How do	you plan to l	leave for hon	ne after scho	ool?" ool arrival and	4	
Please conc	uct this count	regardless of	weather condit	ions (i.e., ask	these question	ns on rainy da	vs. too).	departure que	stions.
Step 1.			Step 2.				, , ,		
	ather condition		AM - "How o	lid you arriv	e at school to	day?" Recor	d the number o	of hands for ea	ch answer.
number of st	udents in each	n class	PM – "How o	<b>lo you plan t</b> nswer.	o leave for h	ome after so	chool?" Record	d the number o	of hands for
		Student	Cacira	HISVYCI.	-	Esmily			
	Weather	Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Key	S= sunny	Number in				Only with	Riding with		
•	R= rainy O=overcast	class when	-	-	-	Children from	children from	City bus, subway, etc.	Skate-board, scooter, etc.
	SN=snow	count made				your family	other families		Jood telly etc.
Sample AM	SN	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
			-						
Tues. AM									
Tues. PM									
Wed. AM	50	115	3	14	19	<u>Q</u>			
Wed. PM	A 45					7			
o julio a	50	ILDI	2	- E 70-1	17	11/1			
Thurs. AM	SO	15	3	1	4	10			
ir na ir _ ith									
Thurs. PM	50	15	2		4	17			
Please lis	t any disrupt	tions to these	counts or a	ny unusual t	ravel conditi	ons to/from	the school o	n the days of	the tally.
+	10.65	h					11		+

	ga transparent i nama kanasa da 1995 ya	ERS ONLY –	BLUE OR B	LACK INK O	NLY				+
School Nan				Tea	acher's First	Name:	Teacher's	Last Name:	
HER	ITIAIGE	<u></u>			HIAINN	IEM	ORY	AN	
Grade: (PK,I	.,1,2,3) P	10nday's Date	(Week count v	vas conducted)	Number of S	Students Eni	rolled in Class	<b>3:</b>	
				A A A A	1 5				
Please cor	duct these cou	ints on two of	the followin	g three days	148 991	ednesday, or	Thursday.		
(Three da	ys would pro	ovide better d these counts	ata if counte	d) [.]		,,			
<ul> <li>Before ask</li> </ul>	ing your stude	ints to raise the	ir hands, plea	se read throug	h all possible a	answer choice	s so they will k	now their choi	ces. Each
<ul> <li>Ask your s</li> </ul>	ay only answei tudents as a g	roup the questi	on " <b>How did</b>	you arrive at	school today	y?"			
<ul><li>Then, rere</li></ul>	ad each answe i each box.	er choice and re	ecord the num	ber of students	s that raised th	eir hands for	each. <b>Place</b> ju	ıst one chara	cter or
• Follow the	same procedu	ire for the ques	tion <b>"How do</b>	you plan to	leave for hon	ne after sch	ool?"	_	
Please cor	duct this coun	nts once per da t regardless of	ay but during t weather condi	ne count pleas tions (i.e., ask	se ask students these question	s both the sch ns on rainy da	ool arrival and lys, too).	departure que	stions.
Step 1.	eather condition		Step 2.		4111				
number of	students in eac	ch class	PM "How (	do you plan t	e at school to :o leave for h	oday?" Recor ome after so	d the number of the chool?" Record	of hands for ea d the number o	ich answer. of hands for
		Student	each a	nswer.		r	T		T
	Weather	Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Key	S= sunny R= rainy	Number in				Only with	Riding with	City been	
	O=overcast SN=snow	class when count made	_		past .		children from other families		Skate-board, scooter, etc.
Sample AM	SN	20	2	3	8	3		1 3	
	Personal Property of the Party	- Constant	Control annual Control of Control	- Control of the Cont	Paragraph Springer				
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM								Parancia parantal	Pottenant Securitary
Tues. Al	l Lundayand			<u> </u>					
Tues. PM							TTT	TTT	
	Prostorpatorio	househeard	and the state of t		- Institution of the second	10000000000000000000000000000000000000		er-olouss.	A TREATMENT AND ADDRESS OF THE PROPERTY OF THE
Wed. AM		1091		2	2	4			
Wed. PM	ПΠ			Па		<u>гъ</u> т	Andreas desirent	Parameters (	Strategic and
Wed. FM	⊥LIU	[nM]			<u> [12]</u>				
Thurs. AM		Mal			Па	Ha			Porticipation
	paratagramany	- Waterful	hernelsons.	PRODUCTION OF THE PROPERTY OF	- Ismalusial			Parameter Company	
Thurs. PM		019			2	<b>5</b>			
Please I	st any disrup	otions to these	e counts or a	ny unusual ti	ravel conditi	ons to/from	the school o	n the days of	the tally.
				****				Marie	
+									
L	<u> </u>								(6) <b>+</b>

+		1 40 5	LETTE	RS O	ILY –	BLI	JE OF	₹BI	LAC	KIN	ΚO	NL	<b>/</b>		3 S. 65 34						7.77		4-
School	Name	·	T I				<del></del>	<del></del>			Te	ache		irst	Nai	me:		]	eacher's	Las	t Name:		
ME!	R/		GE		57						2	E	. ک	5/	C	A		J Ł	OEE	1	AN		
Grade:	(PK,K,	1,2,3	) <u>M</u>	onday	s Date	(W)	eek cou	int w	/as co	onduct	ted)	Nu	mbe	r of	Stu	dents	Enr	olle	d in Clas	s:			
ΙŌΙ	قا			05		8	28	0		8		l											
• Pleas	e conc	uct the	ese cou	M M	D wo of	the				Y	lave	Tua	1 .	-				. Til					
(Ihre	e day	s wou	ıld pro	vide be	etter d	ata	if cou	nte	d)			i,ue	sua	y, vv	eun	esua	y, or	inu	ırsaay.				
<ul> <li>Befor</li> </ul>	e askir	ig you	r studei	<b>these</b> of the total	<b>counts</b> ise the	ir ha	<b>Monc</b> ۱ ,ands	lays oleas	k <b>or l</b> se re	Frida ad th	ı <b>ys.</b> roug	h all	DOSS	ible	ansv	ver ch	oice:	s so i	thev will k	(now	their choic	nes Fa	rch
• Ask y	are may	OHIY	answer	once,															ardy will r		CHOIL CHOP	JC3, LQ	CIT
• Then,	, rerea	d each	answe	r choice	and re	cor	d the r	numl	per c	of stud	dents	s tha	it rais	ed th	<b>y</b> r heir	hands	for	each	. Place ji	ust o	ne chara	cter o	r
• Follow	w the s	eacn ame p	rocedu	re for th	e ques	tion	"How	/ do	vou	ı plan	ı to l	leav	e fo	r hor	ne.	after	scho	noi?'	,				
<ul><li>You o</li><li>Please</li></ul>	can cor	iduct t	he cour	nts once	per da	ıy bı	ut duri	na tl	he co	ount i	pleas	se as	k sti.	dent:	s bo	th the	sch	റവ മ	rrival and	dep	arture que	stions.	
Step	1.					Υ	ер 2.	211G1		(1.0.)	ask	LITES	oc qu		ils 0	711 Tall	ıy ua	ys, u	50).				
			conditio s in eac			AM DM	I – "Ho	) WC	did y	/ou a	rriy	e at	sch	ool t	oda	<b>y?</b> " R	ecor	d the	number	of ha	inds for ea	ich ans	wer.
, , , , , ,			, III CGO	11 01000		r (v)	ea	ich a	answ	er.	an t	.u ie	ave	ior n	ıom	еап	er sc	cnoo	r Kecor	a the	number o	of hand	s for
		We	ather	Stud Ta			Walk			Bike	]	Scl	loor	Bus		Fami		С	arpool	Т	ransit	Ot	her
Ke	v	S= su		Numl			A. S. Commission of the Commis	-		-				de manage intermediation and a	1	Vehic	****************						
	• •	R= ra O=ov	iny ercast	class	when		105.			_			-		Chi		from	chile	ling with dren from		ity bus, way, etc.		-board, er, etc.
		SN=s	T	count	made	1636 <b>1</b>		1888		***************************************	<b>-1</b> 888				yo	ur far	nily	othe	r families	300	way, e.c.	SCOOL	er, etc.
Sampl	e AM	S	IN .	2	0		2		Щ	3				3		3	3				3		1
Sampl	е РМ	T T	R		9		3	1	ſ	3	1		Т	7		ΠŢ,	1	l <b>f</b>	<b>-11.1</b>			T	T
•	richte.									<u> </u>						LL					2	lanc.	<u></u>
Tues.	. AM		0				1			1			E	3		5	-					Gent	
22.0		- Parane		Romani	annound .	ľ	MONTH PROPERTY.	1		colombianos escriptores				and and			und					- Locason	America
Tues.	. PM	- Inner					12									L	3						
Wed,	ΔМ		Μ				1	1	ľ	Ti	7		-1	7		r r	<b>1</b>	l ľ					The same
**************************************	***	<u> </u>	IVI				<u> 1</u> 67			Щ			_k	21_		LĽ	21					Luce	
Wed.	РМ	I					12		I	Ti	1		T	<b>7</b>			<b>त</b>	T	Ш				
	(33/2)	- Barrer - Parada	<del></del>			- 1																<u> </u>	
Thurs	. AM	<u> </u>										1310) 1717 1717											
Thurs	DM	77 1	Ш	П	<b>-1</b>	ſ	——	1	T	T	7	ľ		<b>1</b>		<b></b>	7	T				Assess:	THE REAL PROPERTY.
CN 3/10/2015	in the same		<u>LJ</u>										_		7.5%	L.L.						L L	
Plea	ise lis	tany	disrup	tions to	these	co	unts c	r a	ny u	nusu	ıal tı	rave	el co	nditi	ons	to/f	rom	the	school o	n the	e days of	the ta	ılly.
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																					<u></u>		

+	CAP	ITAL	LETTE	RS ONLY -	BLUE OR BI	ACK INK	ONLY				+
School	Name	21				Te	acher's First	Name:	Teacher's	Last Name:	•
HE	RI	TA	GE			T T	OM		SHI	TH	
Grade:	(PK,K,	1,2,3) M	onday's Date	e (Week count w	as conducted)	Number of S	Students En	rolled in Class	S:	
0	7			05 2 M M D	8 2 C	18 Y Y	17				
• Please (Thre • Please • Before Stude • Ask ye • Then, numb • Follov • You c • Please Step Fill in t	e cond e day se do e askir nt may our stu rerea oer in v the s an cord e cond	not cong you want only idents deach ame product the ather contact the ather contact and ather contact	ind provenduct r studer answer as a great answe box. brocedure the cour	nts on two of vide better d these counts once. oup the questir choice and refer for the questirs once per daregardless of the sand	the following ata if counters on Mondays air hands, pleas on "How did year the number of the following the weather conditions are the conditions of the cond	g three days d) s or Fridays. se read throug you arrive a per of student you plan to he count plea tions (i.e., ask did you arrive	t school today s that raised the leave for hone se ask students these question we at school to	answer choice y?" neir hands for ne after scho both the sch ns on rainy da oday?" Recor	s so they will k each. Place ju ool?"	departure que	cter or stions.
		Wea	ather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Ke	À	S= su R= ra O=ov SN=si	iny ercast	Number in class when count made	-	_	-	Only with	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample	e AM	s	N	2 0	2	3	8	3		3	1
Sample	e PM	T	R	1 9	3	3	8	1	2	2	
Tues.	АМ										
Tues.	РМ					Ш					
Wed.	AM			16	03	00	11/	02			
Wed.	PM	L									
Thurs.	. AM				03	60	30	02			
Thurs.	. PM										
Plea	ise lis	t any	disrupt	tions to these	e counts or a	ny unusual t	ravel condition	ons to/from	the school or	n the days of	the tally.
+				E., 5:							+

+ CAP	ITAL LETTE	RS ONLY -	BLUE OR BL	ACK INK O	NLY				4
School Name	e:			Te	acher's First	Name:	Teacher's	Last Name:	
HERI	TAGE			A	RIEL		TRA	NGLE	
Grade: (PK,K,	1,2,3) M	0.5	8 2 0	18	Number of S	Students Enr	olled in Class	Si	
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Safe Routes to School Students Arrival and Departure Tally Sheet * CAPITAL LETTERS ONLY - BLUE OR BLACK INK ONLY School Name: Teacher's First Name: Teacher's Last Name: **Grade:** (PK,K,1,2,3...) Monday's Date (Week count was conducted) Number of Students Enrolled in Class: • Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted) Please do not conduct these counts on Mondays or Fridays. • Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once. Ask your students as a group the question "How did you arrive at school today?" • Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box. Follow the same procedure for the question "How do you plan to leave for home after school?" • You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions. • Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too). Step 1. Step 2. Fill in the weather conditions and AM - "How did you arrive at school today?" Record the number of hands for each answer. number of students in each class PM - "How do you plan to leave for home after school?" Record the number of hands for each answer. Student Family Weather Walk Bike School Bus Carpool Transit Other Tally Vehicle Key S= sunny Number in Only with R= rainy Riding with City bus, class when Skate-board. Children from children from 0=overcast count made subway, etc. scooter, etc. SN=snow your family other families Sample AM 3 Sample PM Tues. AM Tues. PM Wed, AM Wed. PM Thurs. AM Thurs. PM Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally. +

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School Name				Tea	acher's First	Name:	Teacher's	Last Name:	
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Key	S= sunny	Tally	vvaik	Bike	School Bus	Vehicle	Carpool	Transit	Other
iccy	R= rainy O=overcast SN=snow	Number in class when count made	944.	-			Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
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		LETTE	RS ONLY -	BLUE OR BI	ACK INK O	NLY			12 h	+
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Safe Routes to School Students Arrival and Departure Tally Sheet + CAPITAL LETTERS ONLY - BLUE OR BLACK INK ONLY hool Name: Teacher's First Name: Teacher's Last Name: ELITAGE TARALAM

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Safe Routes to School Students Arrival and Departure **Tally Sheet** + CAPITAL LETTERS ONLY - BLUE OR BLACK INK ONLY + School Name: Teacher's First Name: Teacher's Last Name: C Grade: (PK,K,1,2,3...) Monday's Date (Week count was conducted) Number of Students Enrolled in Class: 28 2 9 018 0 M M D D ΥΥΥ 1 5 Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted) Please do not conduct these counts on Mondays or Fridays. • Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once. Ask your students as a group the question "How did you arrive at school today?" • Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box. • Follow the same procedure for the question "How do you plan to leave for home after school?" • You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions. • Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too). Step 1. Step 2. Fill in the weather conditions and AM - "How did you arrive at school today?" Record the number of hands for each answer. number of students in each class PM - "How do you plan to leave for home after school?" Record the number of hands for each answer. Student Family Weather Walk Bike School Bus Carpool Transit Other Tally Vehicle S= sunny Key Number in Only with Riding with R= rainy Skate-board, City bus, class when Children from children from 0=overcast subway, etc. scooter, etc. count made your family other families SN=snow Sample AM 1 Sample PM Tues. AM Tues, PM Wed. AM Wed. PM Thurs. AM Thurs. PM Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

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School	Name	i i i i i		T T T	Tea	acher's First	Name:	Teacher's	Last Name:	10.001.001.3
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Grade:	(PK,K,	1,2,3) M		(Week count w	as conducted)	Number of S	Students Enr	olled in Class	SI	
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		luct these cou		the following	Y Y g three davs	1 5 Tuesday, We	dnesday, or	Thursday.	W. W	
(Thre	ee day	s would pro	vide better d	ata if counted on Mondays	d)	,,		marodayi		
 Before 	re askir	ng your studer	nts to raise the	ir hands, pleas	e read throug	h all possible a	inswer choices	s so they will k	now their choic	ces. Each
 Ask y 	our stu	/ only answer udents as a gr	oup the questi	on "How did y	ou arrive at	school today	/?"			
Then	, rerea	d each answe each box.	r choice and re	ecord the numb	per of students	s that raised th	eir hands for	each. Place j u	ist one chara	cter or
Follo	w the s	same procedui	re for the ques	tion "How do	you plan to	leave for hon	ne after scho	ool?"		
You oPleas	can cor se conc	luct the cour luct this count	nts once per da regardless of	ay but during the weather conditions are the conditions.	ne count pleas ions (i.e., ask	se ask students these question	s both the scho ns on rainy da	ool arrival and ys, too).	departure que	stions.
Step	1.	ather conditio		Step 2.			***************************************			
		udents in eacl		PM – "How d	lo you plan t	e at school to to leave for h	oday?" Record ome after so	d the number of the hool?" Record	of hands for ea I the number o	ch answer.
			Student	each a	nswer.					
		Weather	Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Ke	ey .	S= sunny R= rainy	Number in				Only with	Riding with	City has	Clarta la sand
		O≕overcast SN≔snow	class when count made	-		-		children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
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Ple	ase lis	t any disrup	tions to thes	e counts or a	ny unusual t	ravel conditi	ons to/from	the school o	n the days of	the tally.
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L	A	<u> </u>	RS ONLY -	BLUE OR BI	ACK INK	DNLY				+
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• Pleas	e do	not conduct	these counts	on Mondays	or Fridays.					
Studer	nt ma'	y only answer	once.					s so they will k	now their choi	es. Each
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Then,	rerea	d each	answe	r choice	and re	ecord t	ne num	you a ber o	f stude	ents	scno that	aised th	y <i>?"</i> neir h	ands for	each.	Place ju	ust on	e chara	acter o	r
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Step :		uct till	s count	regardi	ess or	Step		itions	(ı.e.,	ask	these	questio	ns on	rainy da	iys, to	0).				
Fill in the	he we					AM -	"How	did y	ou ar	rive	e at s	chool t	oday	?" Recor	d the	number	of han	ds for e	ach ans	wer.
numbe	r or st	udents	in each	h class		PM -	"How each	do yo answe	ou pla er.	an t	o leav	e for h	ome	after so	chool	?" Recor	d the	number	of hand	ls for
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Please lis	st any	disrup	tions	to thes	e cour	its or a	ny ur	usual	trave	l conditi	ons to	/from	the s	chool o	n the	days of	the t	ally.
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+ CAP	Monday's Date (Week count was conducted) Mumber of Students Enrolled in Class: Number of Enrolled in								
School Name				Tea	A lo Th		Teacher's		ПП
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+ CAP	ITAL LETTE	RS ONLY -	BLUE OR BL						+
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MORE		Щ			MNN	Chudanta Fu		EY	
Grade: (PK,K,	1,2,3) M	Onday's Date	(Week count was	18	t 5	Students Eni	rolled in Clas	5;	
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	ather condition audents in each		Step 2. AM – "How d PM – "How d each ar	o you plan t			d the number of the core		
	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Key	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	19 <u>44</u>		-		Riding with children from other families	City bus, subway, etc.	Skate-board, scooter etc.
Sample AM	SN	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
(Tues, AM		23			8	115			
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Please lis	t any disrupt	ions to these	e counts or an	y unusual tı	ravel condition	ons to/from	the school or	the days of	the tally.
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+	CAP	ITAL LETT	ERS ONLY -	BLUE OR BL	ACK INK O	NLY			2	+					
School					Te	acher's First	Name:	Teacher's	Last Name:	ועולטו					
Grade:	RE	LANI	Monday's Date	Meek count w	uas conducted)	Number of	Students En	Tolled in Clas	e: (1 F 2 2	MAR					
		1,2,3)	06 0 M M	5 20 0 7 X	18 Y Y	1 5									
(ThrePleasBeforeStude	e day se do e askir nt may	s would pronot conducting your students only answer	ounts on two of ovide better det these counts ents to raise the er once. group the questi	ata if counted s on Mondays ir hands, pleas	d) or Fridays. se read throug	h all possible a	answer choice		now their choi	ces. Each					
 Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box. Follow the same procedure for the question "How do you plan to leave for home after school?" You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions. Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too). Step 1. Fill in the weather conditions and AM – "How did you arrive at school today?" Record the number of hands for each answer. 															
Fill in t	Step 1. Step 2.														
		Weather		Walk	Bike	School Bus		Carpool	Transit	Other					
Ke	У	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	<u>u</u> n	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.					
Sample	е АМ	SN	2 0	2	3	8	3		3	1					
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	Teacher's First Name: Teacher's First Name: Teacher's Last Name: Teacher's Last Name: Teacher's Last Name: SCHLEM MER Grade: (PK,K,1,2,3) Monday's Date (Week count was conducted) Number of Students Enrolled in Class:																								
	-						Ш	$oldsymbol{ol}}}}}}}}}}}}}}}}}}$	_		IM	71	-[]	Ш			1	7	<u> </u>	<u> </u>	5	\ \ \	1旦	4	\perp
Grade: (F	K,K,1	,2,3)		nday'	s Date	5	k coun	ot was c	onduct 8	ted)	Nu [2 3	or 3	Stuc	lents	s Eni	rolle	a in	Clas	S:					
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Key		S= sunny R= rainy O=overca SN=snow	st	Numb class count	when		-		-			-	-	Chil	nly w dren ur far	from	chile				ity b way	us, etc.	1 '		etc.
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Pleas	e list	t any disr	upti	ons to	thes	e cou	nts oi	rany u	ınusı	ıal t	rave	l co	nditi	o n s	to/fi	om	the	scho	ol or	n the	e da	ys of	the t	ally	•):
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School Nam	7 7 7 7			Te	acher's First	Name:	Teacher's	Last Name:	
MORE			14		TELY	121	INAMIC	ZKO	
Grade: (PK,K	,1,2,3) M	onday's Date	(Week count w	18	Number of	Students En	rolled in Clas	s:	
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	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Key	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-		-		Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	SN	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	5 5	[18]	Ô	0	5	13			
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Please li	st any disrupt	tions to these	e counts or ar	ny unusual ti	ravel condition	ons to/from	the school on	the days of	the tally.
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School Name: Teacher's First Name: Teacher's Last Name: Teacher's First Name: Teacher's Last Name: Teacher's Last Name: Teacher's Last Name: Teacher's First Name: Teacher's Last Name: Teach																													
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Grade. (PK,	1 , <i>C</i> ,	, ,	, ,		6		5		20	Y	3	ctca	, .		1 5														
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	\	Nea	ather	5		dent Ily		Wa			Bik	e	5	Sch	ool E	Bus		Family Vehicle		C	arp	ool		Tra	ans	it		Oth	er
Key	R≃ O=			cla	ass	er in when made		-			-				=		Ch	Only wit ildren fr our fami	om	child	drer	with fron milie	n .		y bu ay,	s, etc.			ooard, r, etc.
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Sample PM			R		1	9			3		I	3			8	-		1			I	2			2				\mathbb{L}
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F- 17 - 17 - 17	Chool Name: Teacher's First Name: Teacher's Last Name: MORELAND Monday's Date (Week count was conducted) Number of Students Enrolled in Class:														T T														
MOR	E	Ц	A		_	L	Ш				\perp			A	S	141		N	L	Ш		M	1de	<u> 3 5</u>	E	M			
Grade: (Pk	K,K,1	,2,3.)	I	Mon	6	(te (M	/eek	2	t was	8	lucte	d)	Nu	2 :	er of	Stu	der	rts En	ıroll	ed i	in Cla	ss:					
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+ CAP	ITAL LETTE	RS ONLY -	BLUE OR BL	ACK INK O	NLY				+
School Name	e:			Te	acher's First	Name:	Teacher's	Last Name:	h I I I
MORE	LAND			∐ 15	LOAH		NIE	MCZY	14
Grade: (PK,K,	1,2,3) M	onday's Date	(Week count w	18	Number of 3	Students Enro	olled in Clas	s:	
(Three day Please do Before askin Student ma' Ask your str Then, rerea number in Follow the s You can cor Please conc Step 1. Fill in the we	not conduct ng your studer y only answer udents as a grod d each answe each box. same procedured duct the count uct this count	ride better de these counts ats to raise the once. Out the question choice and refer the quest to once per de regardless of the and	ata if counted on Mondays ir hands, pleas on "How did y ecord the number on "How do by but during the weather condition "Step 2. AM — "How do have a condition of the condition	d) or Fridays. se read throug you arrive at per of students you plan to ne count pleas tions (i.e., ask	h all possible as school toda s that raised the leave for hor se ask students these question e at school to	neir hands for e ne after schoo s both the scho ns on rainy day oday?" Record	so they will keach. Place judge. ol?" ol arrival and so, too). the number of	departure que	cter or stions.
number of st	udents in each	Student	each a	nswer.		ome after sch			Other
Key	Weather S= sunny R= rainy O=overcast SN=snow	Tally Number in class when count made	Walk -	Bike -	School Bus	Children from o	Carpool Riding with children from other families	Transit City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	SN	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	5 [5]	21			10		Ш	Ш	
Tues. PM		21			115	[6]			
Wed. AM	R	21	0		10			Ш	
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School N	School Name: Teacher's First Name: Teacher's Last Name: NEUM Grade: (PK,K,1,2,3) Monday's Date (Week count was conducted) Number of Students Enrolled in Class:														
MOR	LE	LAND					E	MEN	M						
Grade: (I	PK,K,1	I,2,3) M	onday's Date	(Week count w	as conducted)	Number of 3	Students Enr	olled in Clas	S :						
Please Before Student Ask you Then, r numbe Follow You can Please Step 1	(Three days would provide better data if counted) • Please do not conduct these counts on Mondays or Fridays. • Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once. • Ask your students as a group the question "How did you arrive at school today?" • Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box. • Follow the same procedure for the question "How do you plan to leave for home after school?" • You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions. • Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too). Step 1. Fill in the weather conditions and number of students in each class AM — "How did you arrive at school today?" Record the number of hands for each answer. PM — "How do you plan to leave for home after school?" Record the number of hands for each answer. Weather Student Tally Walk Bike School Bus Family Vehicle Carpool Transit Other														
number	Fill in the weather conditions and number of students in each class AM – "How did you arrive at school today?" Record the number of hands for each answer. PM – "How do you plan to leave for home after school?" Record the number of hands for each answer. Weather Student Walk Bike School Bus Family Carpool Transit Other														
		Weather		Walk	Bike	School Bus		Carpool	Transit	Other					
Key		S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-		Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.					
Sample	: AM	SN	2 0	2	3	8	3		3	1					
Sample	РМ	R	1 9	3	3	8	1	2	2						
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School								\neg	Te	ache	's Fi	rst	Name:	_	1 F	eacher	. 1	_	lame	: 	اجان	_
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Grade:	(PK,K,	1,2,3) M	londay's Dat	e (Wee	ek coun	t was c	onduct	ted)	Nun	ıber	of	Students	s Enr	olled	l in Cla	ss:					
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• Please	cond	uct the	ese cou	ints on two of	the f	ollow	ing th	ree d	lays	Tues	day,	W	ednesda	y, or	Thui	sday.						
(Three	e day	s wou	ıld pro	vide better d	ata if	coun	ted)				•			•		,						
• Please	e do	not co	nduct	these counts	s on N	1onda	ys or	Frida	ys.	الحطر	occik	مام	anavar ch	oico	c co tl	النبديدة	kno	ar the	oir cho	nices F	-ach	
			r stude answer	nts to raise the	eir nan	ias, pie	ease re	ad ui	roug	Jir ali ļ	JUSSIL	ле	answei Ci	IOICE:	5 50 ti	iey wiii	KHOV	VV LITE	il Chc	nces. L	_aCH	
Ask vo	ur sti	idents	as a or	oup the quest	on "H	ow di	d you	arriv	e at	t scho	ol to	da	y?"									
				er choice and r	ecord	the nu	mber (of stud	dent	s that	raise	d th	eir hands	for	each.	Place j	just	one	char	acter	or	
number	the s	ame n	rocedu	re for the ques	stion "	How o	do voi	ıplar	ı to	leave	for	hor	ne after	scho	ool?"							
• You ca	n cor	iduct t	he cou	nts once per d	av but	during	the c	ount	oleas	se ask	stud	ents	s both the	sch	ool ar	rival and	d de	partı	ıre qu	estions	5.	
• Please	cond	uct thi	s count	regardless of			ditions	s (i.e.,	ask	these	ques	stio	ns on rair	y da	ys, to	0).						
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Fill in th					PM -	- "Hov	v do v	ou pl	an t	to lea	ve fo	r h	ome afte	er sc	hool	?" Reco	rd th	ie nu	mber	of har	ids for	
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		vve	atilei	Tally	·	AGIK		Dike		June		-	Vehic	le		. , , , , ,	+-					_
Key	y	S= su R= ra		Number in									Only w			ng with		City	bus.	Skat	e-boar	d.
			ercast	class when count made				-			*		Children your fan			ren fron familie	1		y, etc.		oter, et	٠,۱
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Pleas	se lis	tany	disrup	tions to thes	e cou	nts or	any u	nusu	al t	ravel	conc	liti	ons to/fr	om 1	the s	chool o	n th	ie da	ys of	the t	ally.	4
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+ CA	PITA	L LETTE	RS ONLY -	BLUE OR BI	ACK INK O	NLY				+				
School Na	School Name: Teacher's First Name: Teacher's Last Name: ANNA FAUTI Grade: (PK,K,1,2,3) Monday's Date (Week count was conducted) Number of Students Enrolled in Class:													
MORE	= L						Щ	RAN						
Grade: (PK,	K,1,2,	3) M	londay's Date	Week count w	18	Number of 3	Students En	rolled in Class	S:					
(Three da • Please d • Before as Student m • Ask yours • Then, rero number i • Follow the	ays woo not wing you ay on studer ead	could pro conduct our studer ly answer nts as a grach answer ch box. e procedu- ct the count this count	once. Toup the question on the control of the question of the question of the control of the con	ata if countes on Mondays ir hands, pleas on "How did ecord the number of the story but during tweather conditions of the story of the	d) s or Fridays. se read throug you arrive at per of students you plan to he count pleas tions (i.e., ask	th all possible as school toda s that raised the leave for hor se ask students these question e at school to	answer choice y?" neir hands for me after scho s both the sch ns on rainy da oday?" Recor	s so they will k each. Place ju ool?" ool arrival and	departure que	estions.				
	V	/eather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other				
Key	R= O=	sunny rainy overcast =snow	Number in class when count made	-	-	-		Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.				
Sample Al	1	SN	2 0	2	3	8	3		3	1				
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Tues. PM		S	27		0	16	[[9]	0						
Wed. AM							Ш		Ш					
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Thurs. AN														
Thurs. PM	1 1													
Please I	ist ar	ny disrup	tions to these	e counts or a	ny unusual t	ravel condition	ons to/from	the school on	the days of	the tally.				
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			LETTI	ERS O	NLY –	BLUE	OR BL	ACK															+
School I	-		AND		П	П	П		1 ह	ache	r's Fi	rst	Nam	e:	П		eache	or's L	ast	Nam	ie:	П	П
Grade:						e (Week	count wa	as cond	ducted)	Nu	nber 2 4	of S	Stude	entsi	Enro	lled	in C	ass:	21.				
• Please • Before	e day e do askir a	not cong you yonly udents deach same product the	ald proportion and the country to the country to condition and the country	ints on vide be these nts to it once. To once the choice refor the tregard tregard tregard and and and and and and and and and an	two of etter d counts raise the e questine and re the questine and reduced by the per didless of	ata if come in hands from "Howecord the stion "He ay but downweather Step AM — "	ounted indays of a please we did you a number ow do youring the condition	or Free read ou are of serof serous (in the could not be	idays. through through the actudent lan to nt plea ne., ask	gh all t scho ts that leave se ask these te at:	possib pol to raise e for l stude e ques	day day d th	neir ha both s both	r cho ands f ter so the s rainy	for eachoodays	so the return the return to the return to the return to the return the return to the r	Place rival a b).	ll kno e jus nd de	t on epar	e cha	arac ques	cter of	or S. Swer.
		We	ather		dent ally	Wa	lk	Bi	ke	Sch	ool B	us		mily hicle		Ca	rpool		Tra	nsit		0	ther
Key	y	S= su R= ra O=ov SN=s	iny ercast	class	ber in when t made	=			-		-		Child		om cl	nildr	ng wit en fro famili	m		, bus, ay, el			e-board, ter, etc.
Sample	АМ	s	N	2	0		2		3		8			3						3			1
Sample	РМ		R	1	9		3		3		8			1			2			2			
Tues.	AM	5		2	3		3] [Į,	2			B			14			0		I	TØ.
Tues. I	РМ	5		2	31		2		Ù		13			17			Ď			D			10_
Wed. A	AM																						П
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Pleas	e list	t any	disrupt	tions t	o these	count	sorany	y unu	sual t	ravel	cond	itio	ns to	/fro	m th	e sc	hool	on t	he d	ays	of t	he ta	illy.
			_									_						_					

+ CA	PITAL LETTE	RS ONLY -	BLUE OR BL	ACK INK C	NLY				+						
School Name: Teacher's First Name: Teacher's Last Name: WORELAND Wonday's Date (Week count was conducted) Number of Students Enrolled in Class:															
MORE					RYST		」日耳し	EN							
Grade: (PK,	(,1,2,3) M	onday's Date	5 20	as conducted)	Number of	Students Eni	rolled in Clas	s:							
(Three da • Please do • Before ask Student m • Ask your s • Then, rere number it • Follow the • You can co • Please cor Step 1. Fill in the w	 Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted) Please do not conduct these counts on Mondays or Fridays. Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once. Ask your students as a group the question "How did you arrive at school today?" Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box. Follow the same procedure for the question "How do you plan to leave for home after school?" You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions. Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too). Step 1. Fill in the weather conditions and number of students in each class Weather Student Tally Walk Bike School Bus Family Vehicle Carpool Transit Other 														
number of	students in eacl		each a	nswer.											
	Weather		Walk	Bike	School Bus		Carpool	Transit	Other						
Key	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	_		Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.						
Sample AM	SN	2 0	2	3	8	3	Ш	3	1						
Sample PM	R	1 9	3	3	8	1	2	2							
Tues. AM	3 [5]	20	0			8									
Tues. PM) [5]	20	12		12	5		Ш							
Wed. AM	R	119			101	10		Ш							
Wed. PM	\$	[19]	[3]		12	5									
Thurs. AM															
Thurs. PM							35								
Please li	st any disrupt	tions to these	e counts or ar	ny unusual ti	ravel conditio	ons to/from	the school on	the days of	the tally.						
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+ CAP	ITAL LETT	TERS ONLY -	BLUE OR BL						+
School Name	e:			Te	acher's First	Name:	Teacher's	Last Name:	Tal I
MORE	LAN:			\square	TCHE	177日	1 HHT	17171A	
Grade: (PK,K,	1,2,3)	Monday's Dat	e (Week count w	ras conducted)	Number of 3	Students En	rolled in Clas	s:	
(Three day Please do Before askin Student may Ask your stu Then, rerea number in Follow the se	rs would proposed to some students as a conduct the conduct this could ather conditions and the conduct the conduc	group the quest ver choice and r lure for the que unts once per d nt regardless of ions and	ion "How did necord the number stion "How do ay but during the weather condition of the number stion of the number still of th	d) or Fridays. se read throug you arrive at per of student you plan to ne count pleas tions (i.e., ask	t school toda s that raised the leave for hor se ask students these question	answer choice y?" neir hands for me after sch s both the sch ns on rainy da oday?" Recor	es so they will keep to the sole of the so	departure que	estions.
Humber of se	Weather	Student		nswer. Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Key	S= sunny R= rainy O=overcas SN=snow	Number in class when count made	-	-	#	Only with Children fron	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
(Tues. AM	3 1 [5]	118			[6]	9		12	
Tues. PM	15	118	تا وزيا	10	[5]	5		[2]	
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Thurs. AM			and other first						
Thurs. PM									
Please lis	t any disru	ptions to thes	e counts or a	ny unusual t	ravel conditi	ons to/from	the school or	n the days of	the tally.
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+ CAP	ITAL LETTE	RS ONLY -	BLUE OR BL						+_
School Name				Te	acher's First	Name:	1	Last Name:	
MORE	LAND				ETH		I RAB		
Grade: (PK,K,	1,2,3) M	onday's Date	(Week count w	ras conducted)	Number of S	Students Eni	rolled in Clas	s:	
 (Three day Please do Before asking Student may Ask your street Then, rereat number in Follow the street 	s would prove not conducting your studenty only answer udents as a grow deach answereach box.	vide better dathese counts Its to raise the once. Soup the question choice and refer the questions once per date.	the following ata if counted on Mondays ir hands, pleas on "How did yecord the numb tion "How do by but during the weather condition".	d) or Fridays. Se read throug you arrive at per of student you plan to ne count pleas	th all possible and section in the section is section in the secti	answer choice: y?" neir hands for ne after scho s both the sch	s so they will k each. Place ju ool?" ool arrival and	ıst one chara	cter or
Step 1. Fill in the we	ather condition	ns and	Step 2. AM – "How o	lid you arriv lo you plan 1	e at school to	oday?" Recor	d the number (of hands for ea d the number o	ch answer. of hands for
	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Key	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	10	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
(Tues. AM	SSS	20	0	0	10	09	loll		D
Tues. PM		20	0		119	06	00	00	00
Wed. AM									
Wed. PM	and the same of th								Ш
Thurs. AM			o e John Maria						
Thurs. PM						Ш			
Please lis	t any disrupt	ions to these	e counts or ar	ny unusual t	ravel condition	ons to/from	the school or	the days of	the tally.
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<u> </u>	PITAL LETTE	RS ONLY -	BLUE OR B		ONLY eacher's First	Namai	Topahaw	s Last Name:	+
School Nan	7 7 7 7	ПП	ПП	TT É	te LING	Walle:	NTE		CHI
Grade: (PK,			e (Week count w	as conducted)	Number of	Students En	rolled in Clas	19 14 17	
[4]		06 0	5 20	18 Y Y	1 5				
(Three da Please do Before ask Student ma Ask your s Then, rere number ii Follow the You can co Please con Step 1. Fill in the w	duct these couys would proportion of conducting your studer ay only answer tudents as a great each answer each box. same procedure and the courd duct the count duct this count eather conditions tudents in each students in each	vide better d these counts ints to raise the once. oup the questi in choice and re the for the ques ints once per da integral less of ins and	ata if countes on Mondays ir hands, pleas on "How did accord the number tion "How do by but during the weather conditions at the condition	d) s or Fridays. se read throug you arrive at per of student you plan to he count pleas tions (i.e., ask	gh all possible and standards that raised the leave for horese ask students these questions at school to the schoo	answer choice y?" neir hands for ne after sche both the sch ns on rainy da oday?" Recor	es so they will k each. Place ju ool?" nool arrival and	departure que	estions.
	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Key	S= sunny R= rainy O=overcast SN=snow	Number in class when count made		,5.	₩.		Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	SN	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	5	19	0		116	3			
Tues. PM	5	[19]		0	116	3			
Wed. AM									
Wed. PM						Ш			
Thurs. AM		- Annual Control				Ш			
Thurs. PM									
Please li	st any disrupt	ions to these	counts or a	ıy unusual t	ravel conditio	ons to/from	the school on	the days of	the tally.
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+ CAP	ITAL	LETTE	RS OI	NLY -	BLUE	OR B	LACK	[NK	ONLY										+
School Name	e:							T	eache	r's F	irst	Name	: T T	Ţ	eacher's	s Last	Name:		
MORE	LA	ND							II	10	15	ELA	\perp		DEE	D	-121	C	1
Grade: (PK,K,	1,2,3)) M	londay 06		(Week	20 Y	was cond	ucted)	Nur	nbei	of	Stude	nts En	rollec	l in Clas	s:			
 Please cond (Three day Please do Before asking Student mand Ask your stoin Then, rereasing number in Follow the seign condition Please condition Step 1. Fill in the wean number of step 	not cong your yould add each I same product the eather contact the eather contact and eather contact the eat	onduct r studer answer as a gri answe box. In coedurate counts countilized to the counts condition of	vide be these into to re once. Four their choice re for the tregard ons and	etter d counts aise the e questi e and re he ques e per da dless of	ata if of son Meir hand on "Hoecord the stion "Hay but of weather Step AM —	oounte ondays ds, plea ow did he num dow do during t er condi 2. "How	s or Frince or F	throu rive a studer lan to nt plea e., as	ugh all at school at school eave ase ask these ive at	possi ool t t raisi e for < stude e que	oda oda ed the hordents	answer y?" neir har s both ns on r oday?'	choice nds for er sch the sch ainy da	es so the each. ool?" nool arrays, to	ney will k Place ju rival and	depar	ture que	estions.	or swer.
		ather	Stu	dent ally	w	each a	answer.	ke	Sch	ool I	3us		mily	Ca	rpool	Tr	ansit	01	ther
Key	S= su R= ra O=ove SN=sr	iny ercast	Num class	ber in when t made		#33		-		: =		Only Childre	with en fron	n child	ng with ren from families	cubva	y bus, vay, etc.	100000000000000000000000000000000000000	-board, ter, etc.
Sample AM	s	N	2	0		2		3		8	_		3				3		1
Sample PM		R	1	9		3		3		8			1		2		2		
Tues. AM					1														
Tues. PM										I		ſ.							
Wed. AM	P.		100	9						1/4	9		[3]						
Wed. PM	0		2000	9						U	e		3						
Thurs. AM																			
Thurs. PM										I]_								
Please lis	t any	disrup	tions t	o thes	e coun	ts or a	any uni	ısual	trave	l con	diti	ons to	/from	the s	chool o	n the	days of	the ta	illy.
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+	CAPI	TAL	LETTE	RS ON	ILY –	BLUE (OR BLA	CK 1	INK C	ONL	Y											+
School	Name	2:	1 10	· ·		1 1 1		_	Te	ache	er's	First	Nar	ne:	_	To 1	eacher's	s Las	t Nam	ne:		
Mò	RE	LA	NI		d j					E	T	7					2 AB			Ш	上	Ш
Grade:	(PK,K,1	L , 2,3)) M	06	's Date	(Week o	201	cond 8	ucted)	Nu	mbe	er of S	Stud	den [,]	ts Enr	olled	in Clas	s:				
• Pleas • Before Stude • Ask y • Then numl • Follow • You (• Pleas Step Fill in	Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted) Please do not conduct these counts on Mondays or Fridays. Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once. Ask your students as a group the question "How did you arrive at school today?" Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box. Follow the same procedure for the question "How do you plan to leave for home after school?" You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions. Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too). Step 1. Fill in the weather conditions and number of students in each class Weather Student Tally Walk Bike School Bus Family Vehicle Carpool Transit Other City bus, Subway, etc. Skate-board, scooter, etc.																					
		Wea	ather						ke	Sch	hool	Bus				Ca	rpool	Т	ransit	:	Otl	her
Κe	Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer. PM – "How do you plan to leave for home after school?" Record the number of hands for each answer. Weather Student Tally Walk Bike School Bus Family Vehicle Carpool Transit Other S= sunny R= rainy Number in class when class when sizes where sizes when sizes when sizes when sizes when sizes where sizes when sizes when																					
Samp	le AM	s	N	2	0		2		3	Ц		8	Ц		3				3			1
Samp	le PM		R	1	9		3		3			8			1		2		2			
Tues	. AM																					
Tues	. PM																					
Wed	. AM		R	2	0	0	0		0		(D)	9			1	6			019		0	0
Wed	. PM	1/6	S	2	0	0	0	0	Ó		11)			0	C	00		00		0	Ò
Thurs	s. AM																					
Thurs											1				1							
Ple	ase lis	t any	disrup	tions t	o thes	e count	s or any	y unt	isual	trave	el co	nditi	ons	to/	from	the s	chool o	n the	e days	of	:he tal	lly.
+						11 11																+

+ CAP	ITAL	LETTE	RS O	NLY -	BLUE	OR BL	ACK I	INK C	ONLY									+
School Name	e:	1 15						Te	acher	's First	Name	: T=T	Te	acher's	Last	Name:		
MORE	LA	ND							NIC	AC		17	JP	HL	7	17+15	Ш	Ш_
Grade: (PK,K,:	1,2,3)	М	onday 06		(Week	20	ras cond	ucted)	Num	ber of S	Stude	nts En	rolled	in Clas	s:			
Please cond (Three day) Please do Before askir Student may Ask your stu Then, rerea number in Follow the se You can core Please cond Step 1. Fill in the we	not co ng your y only a udents d each each I same p nduct this	Id provenduct restuder answer as a great answe box. rocedure he courts count	vide b these hts to r once. oup the r choic re for t hts onc	etter de counts aise the questi e and re he ques e per da dless of	ata if con Mc ir hand: on "Ho ecord th tion "H weathe Step AM —	ounteendays, pleas w did ye numb ow do uring tir condit 2.	d) s or Fri se read you ar per of s you pl he cour tions (i.	days. through the astudent lan to not plea e., ask	gh all p t scho ts that leave ase ask k these	oossible a ol toda raised th for hor students question	answer y?" neir ha both ns on r	choice nds for er sch the sch ainy da	es so the each. ool?" nool arrays, too	ey will k Place ju ival and b).	ust or depa	ne chara	estions.	wer.
number of st		in each	Stu	dent	PM – `	each a	nswer.		1	ve for h	Fa	ifter so mily nicle	1	" Record		number o	1	ther
Key	S= sur R= rai O=ove SN=sr	iny ercast	Num	ber in when t made		•		•0		((**	Only Childr	with en fron	childr	ng with en from families	1	ty bus, vay, etc.		-board, er, etc.
Sample AM	S	N	2	0		2		3		8		3				3		1
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+	CAP	ITAL	LETTE	RS O	NLY –	BLUE	OR B	LACK	INK	ONL	Y									+
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MO	RE	LA	NJ							50	E				1	141	6	E		
Grade:	(PK,K,:	1,2,3) M	londay 06	's Date	e (Week	count v	was cond	lucted	l) Nu	Imb Z	er of	Stud	ents En	rolled	in Clas	s:			
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School Name	e:							Į	eacher	's First	Nar	ne:		Te		Las	t Name:		
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Studer	nt may	only a	answer	once.				d you ar												
• Then,	rerea	d each	answe	r choice	e and r	ecord t	he nur	mber of	stude	nts tha	at rais	sed th	neir h	ands for	each.	Place	just o	ne chara	cter	or
• Follow	the s	ame n	irocediii	re for th	ne ques	stion "ŀ	low d	lo you p	lan t	o leav	e fo	r hor	ne af	ter sch	ool?"					
• You ca	an cor	iduct t	he cour	nts once	e per d	ay but	during	j the cou ditions (i	nt ple	ase as	sk stu	dent	s both	i the sch	iool ar	rival an o).	d depa	arture que	estions	5.
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					AM -	- "How - "How	do you	ıplan										
	Wea	ther			V	Valk	Ві	ke	Sch	ool Bus			Cai	rpool	Tra	ansit	0	ther
Key	AM — "How did you arrive at school today?" Record the number of hands for each answer and each class AM — "How did you arrive at school today?" Record the number of hands for each answer. Weather Student Tally S= sunny R= rainy O= overcast SN= snow Number in class when count made AM — "How did you arrive at school today?" Record the number of hands for each answer. AM — "How did you arrive at school today?" Record the number of hands for each answer. PM — "How do you plan to leave for home after school?" Record the number of hands for each answer. Other Student Tally Other S= sunny R= rainy C= sunny														e-board, ter, etc.			
Sample AM	S	N	2	0		2		3		8		3				3		1
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MORE	LA	ND										5	144	7/1		<u> </u>	L	Ш		N	175	M	<u>C</u>	Z	Y	K		
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MORE	LA	NJ		- 1] [A	SH	ME	X			J L	Mols	12	EY	\perp	丄	\coprod
Grade: (PK,K,	1,2,3) M	onday	's Date	e (Weel	count	was con	ducted	d) l	Num	per of	Stu	der	nts En	rolled	d in Clas	ss:				
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• Please do	not co	nduct	these	counts	on M	onday	s or Fr	iday	s.		21.1			, .						_	
Before askii Student ma				ise the	eir hand	is, plea	ise reac	l thro	ougn	all po	ssibie	ansv	wer	cnoice	S SO T	ney Will	know	their ch	oices	3. Ea	cn
Ask your stThen, rerea	udents	as a gr	oup the	. questi	on "Ho	w did	you ai	rive	ats	schoo	l toda	y?"	har	de for	oach	Dlacai	ust o	no cho	ra et	or o	_
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• Follow the s	same p	rocedu	re for th	ne ques	tion "F	low do	you p	lan t	to le	eave 1	or ho	me a	afte	er sch	ool?"	rival and	l dena	arture a	uesti	ons	
Please cond	luct thi	s count	regard	less of	weath	er cond	itions (i	.е., а	ask tl	hese o	questio	ins c	on ra	ainy da	ıys, to	0).	г асра	irture q	ucstr	0113.	
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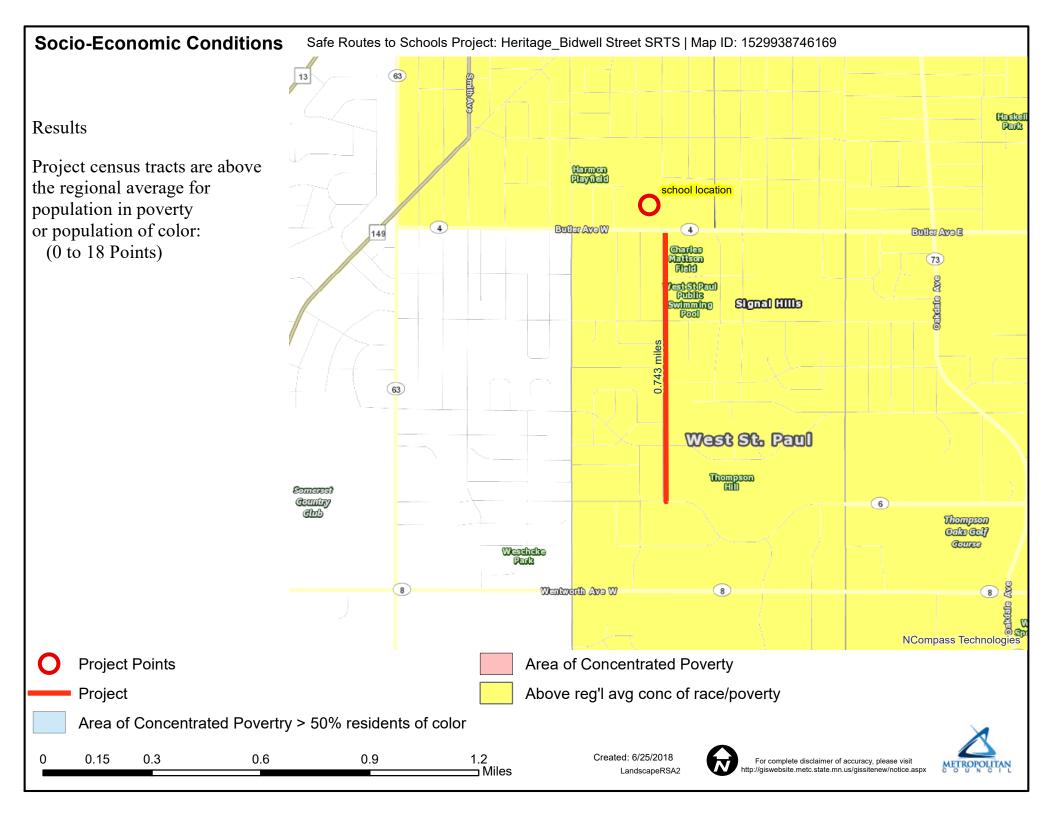
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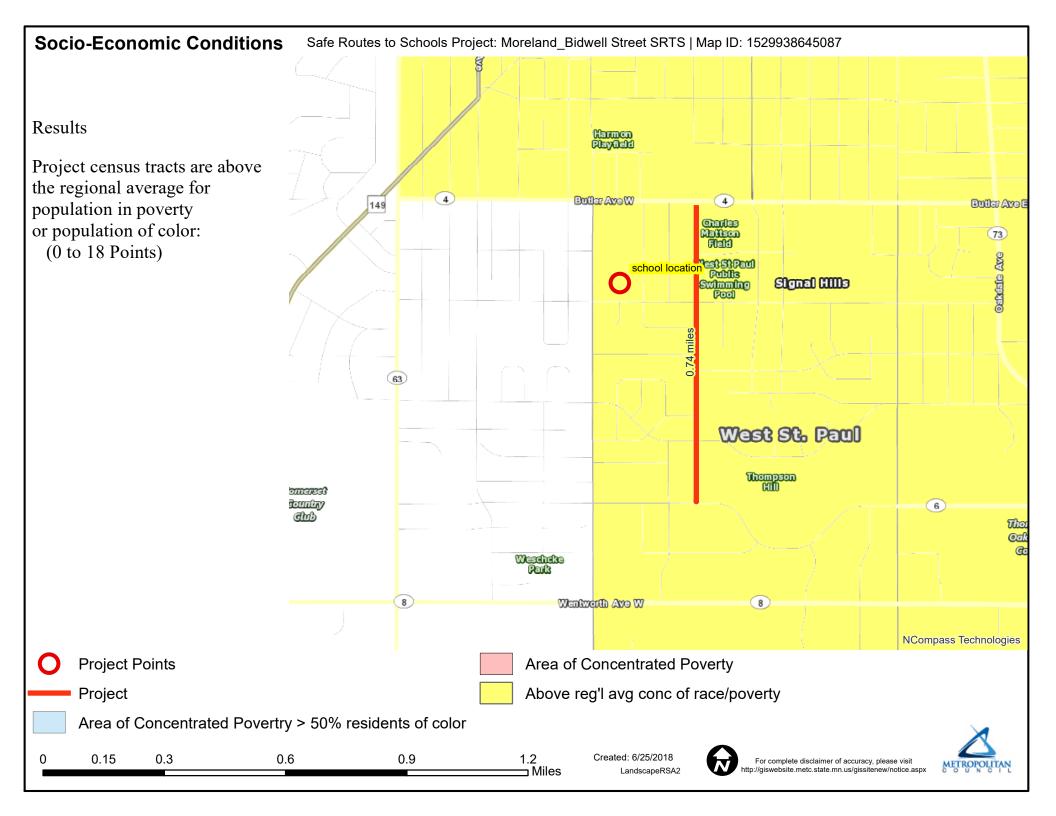
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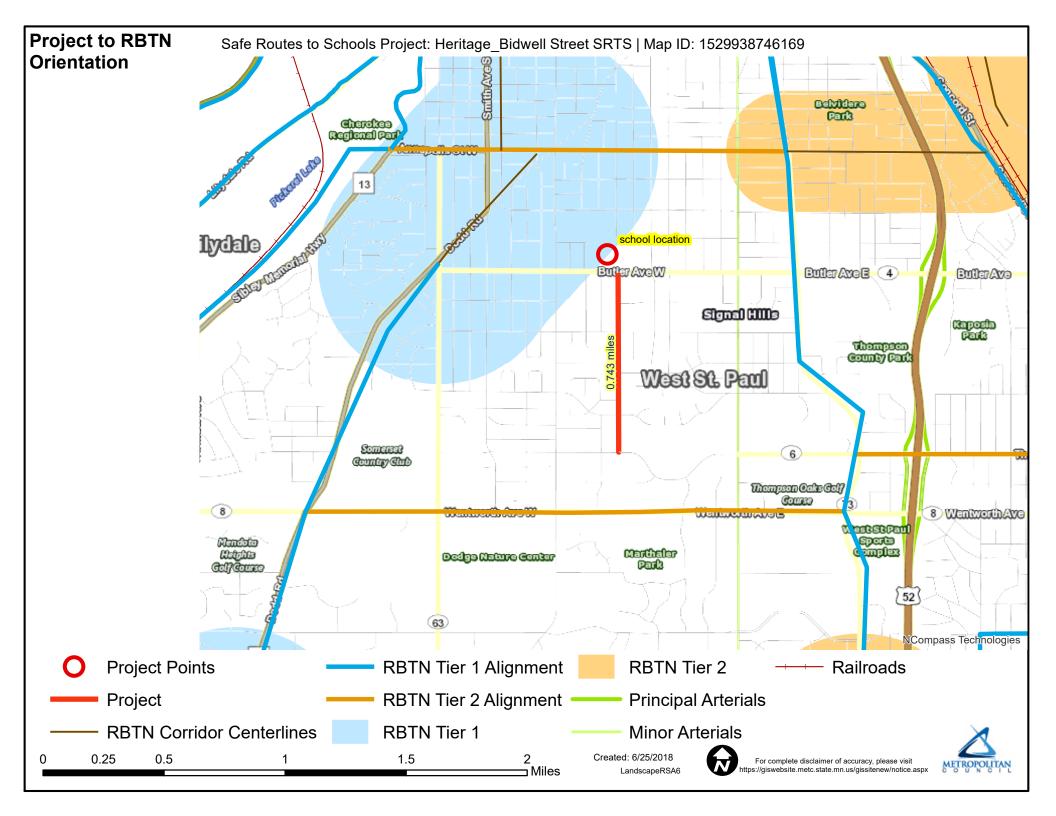
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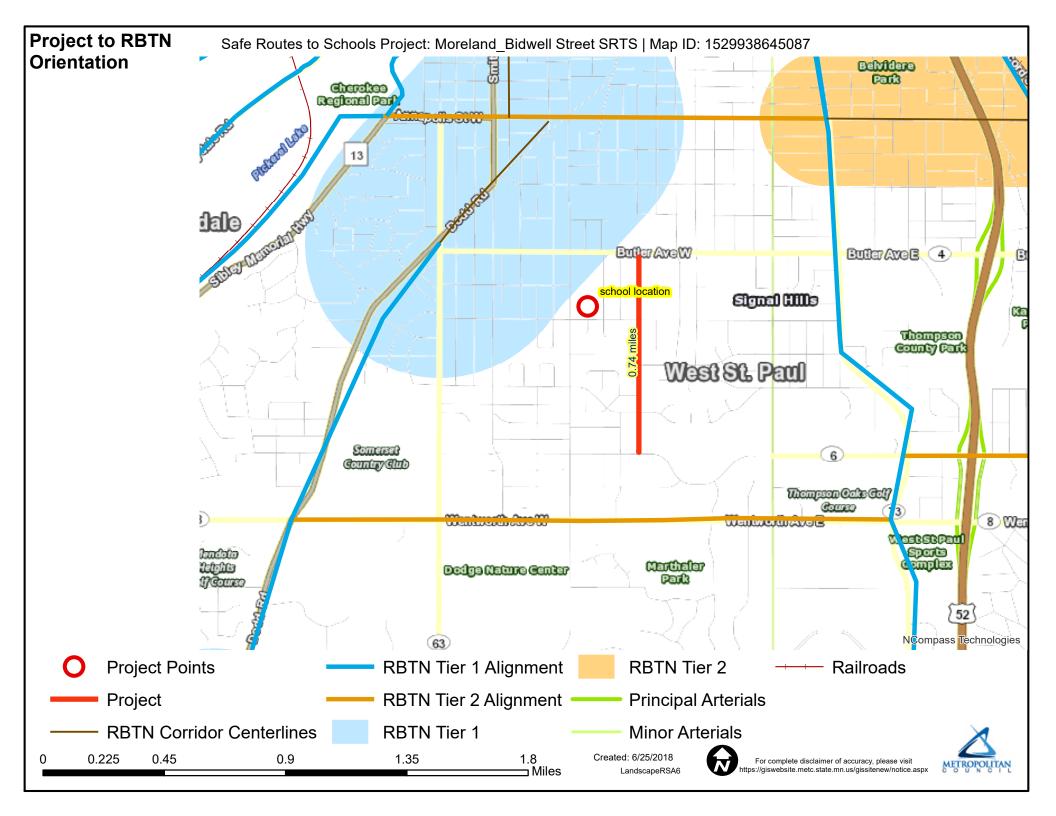
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	Weather				School Bus		Carpool	Transit	Other						
Key	S= sunny R= rainy O=overcast SN=snow	Number in	-		-		Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.						
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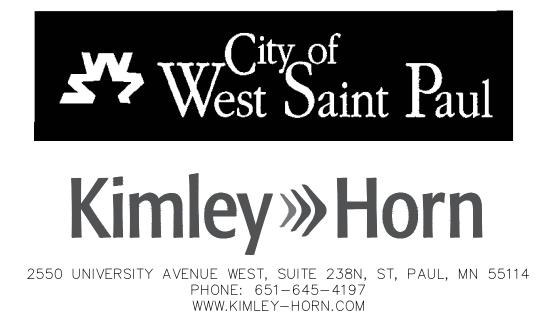












PROPOSED SIDEWALK IMPROVEMENTS MAP
SAFE ROUTES TO SCHOOL
BIDWELL STREET
CITY PROJECT 17-3

Survey Set	Survey Set	Program ID	Program	School ID	School	# of Parent	Period Sury Notes
17591	18-Jun	1271	Dakota Cou	13998	Heritage	M 0	
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17591	18-Jun	1271	Dakota Cou	13998	Heritage	M 0	
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17591	18-Jun	1271	Dakota Cou	13998	Heritage	M 0	
17591	18-Jun	1271	Dakota Cou	13998	Heritage	M 0	
17591	18-Jun	1271	Dakota Cou	13998	Heritage	M 0	
17591	18-Jun	1271	Dakota Cou	13998	Heritage	M 0	
17591	18-Jun	1271	Dakota Cou	13998	Heritage	M 0	
17591	18-Jun	1271	Dakota Cou	13998	Heritage	M 0	
17591	18-Jun	1271	Dakota Cou	13998	Heritage	M 0	
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17591	18-Jun	1271	Dakota Cou	13998	Heritage	M 0	
17591	18-Jun	1271	Dakota Cou	13998	Heritage	M 0	

I would LOVE to see crossing guards more available for them to get their bikes across Butler because of I do not worry about my children riding on Charlton or Emerson on the way to/from school. I do howev

I appreciate th	at the school	has ample bil	ke racks a	and lock	ks availab	le if necessa	ary!
17591	18-Jun	1271 Dakota			Heritage		0
17591	18-Jun	1271 Dakota	a Cou	13998	Heritage	М	0
17591	18-Jun	1271 Dakota	a Cou		Heritage		0
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Thank you for	caring enougl	n to do this su	ırvey!				
17591	18-Jun	1271 Dakota	a Cot	13998	Heritage	М	0
17591	18-Jun	1271 Dakota	a Cot	13998	Heritage	М	0
17591	18-Jun	1271 Dakota	a Cot	13998	Heritage	М	0
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17591	18-Jun	1271 Dakota	a Cot	13998	Heritage	М	0
17591	18-Jun	1271 Dakota	a Cou	13998	Heritage	М	0
Also a crosswa	lk guide at Βι	itler and Stryk	er would	d be gre	at.		
17591	18-Jun	1271 Dakota	a Cou	13998	Heritage	М	0
17591	18-Jun	1271 Dakota	a Cou	13998	Heritage	М	0
17591	18-Jun	1271 Dakota	a Cou	13998	Heritage	M	0
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17591	18-Jun	1271 Dakota	a Cou	13998	Heritage	M	0
17591	18-Jun	1271 Dakota	a Cou	13998	Heritage	M	0
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17591	18-Jun	1271 Dakota	a Cot	13998	Heritage	M	0
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17591	18-Jun	1271 Dakota		13998	Heritage	М	0
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17591	18-Jun	1271 Dakota			Heritage		0
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On a different note I worry that we are too close to the high school and she will be forced to walk to sch
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Survey ID Survey	Ver Language	Child's GracChild's Gen# of C	hildre Intersectio Intersectio Distance fi	rı
1606481 2-page		7 Female	1 Cherry Hill Upper Colo More than	
1605107 2-page	_	8 Female	1 Smith Moreland 1/2 mile u	
1606222 2-page	_	6 Male	1 Bidwell Annapolis 1/4 mile u	•
1606252 2-page	_	5 Female	3 Wentworth Bellows 1 mile up to	•
1604623 2-page	_	7 Female	2 Kraft Livingston 1 mile up t	
1606259 2-page	_	7 Male	1 Marie Ave Callahan Pl 1 mile up t	
1605123 2-page	_	5 Male	2 Myrman A\ Bidwell 1/2 mile u	
1606508 2-page	_	5 Male	1 Annapolis Livingston 1/2 mile u	•
1606255 2-page	•	7 Female	0 Charlton Butler 1/4 mile u	•
1606254 2-page	_	7 Female	0 Charlton Butler 1/4 mile u	•
1604633 2-page	_	6 Male	3 Carrie Stree Bernard Av 1 mile up t	•
1604975 2-page	_	8 Male	1 Thompson Oakdake 1 mile up t	
1605061 2-page	_	7 Female	1 Dodd Stanwich L; More than	
1604631 2-page	•	7 Male	3 Hilltop Wachtler A 1 mile up 1	
1606507 2-page	•	6 Female	2 Ottawa Ave Emerson A ¹ 1/2 mile u	
1604626 2-page	_	6 Female	2 Mainzer St CARRIE St 1 mile up t	•
1606257 2-page	_	7 Female	2 Dodd Hurley 1/2 mile u	
1604609 2-page	_	7 Male	1 More than	•
1606245 2-page	•	5 Female	2 1263 Delay Moreland 1 mile up t	
1605251 2-page	_	5 Female	2 Marie Ave Duck Pond 1 mile up t	
1604613 2-page	_	5 Telliale	1 Seminole A Butler Ave 1/4 mile u	
1604612 2-page	•	4 Female	3 Stassen lan Butler aver More than	•
1604612 2-page	_	6 Female	3 Butler Stassen 1/2 mile u	
	_	5 Male	3 Gorman an Gorman an Less than	•
1604590 2-page	_	5 Female	3 Chippewa Hiawatha a 1 mile up 1	
1604610 2-page	_	7 Male	3 Laura Stree Sylvandale 1 mile up 1	
1604607 2-page 1604593 2-page	_	7 Female	· ·	
	•		'	
1604586 2-page	_	6 Male 6 Male	' ·	
1606834 2-page	_		2 Brompton Hwy. 13 1 mile up t	
1604624 2-page	_	7 Female	3 Baker Winslow 1 mile up t	
1605148 2-page	•	6 Female	3 Kraft Humbolt 1 mile up t	
1605120 2-page	_	8 Female	1 Smith Moreland 1/4 mile u	•
1605119 2-page	_	8 Female	1 Smith Moreland 1/4 mile u	•
1606183 2-page	_	7 Female	1 smith dodd 1 mile up t	
1605208 2-page	•	6 Female	2 moreland delaware 1/2 mile u	•
1604632 2-page	_	8 Female	2 Bernard Bidwell Less than :	
1604628 2-page	_	8	2 Butler Ave Oakdale Av 1/2 mile u	•
1606193 2-page	_	7 Male	4 Calumet Logan 1 mile up t	
1605047 2-page	_	7 Female	2 Cherry Hill Wachtler More than	
1605046 2-page	_	6 Male	3 Delaware Deer Run T More than	
1606329 2-page	_	6 Female	3 Hwy 13 and London 1/2 mile u	•
1604733 2-page	_	6 Female	2 Cherokee # Orme 1/2 mile u	•
1604651 2-page	_	6 Female	2 Annapolis Hall 1/4 mile u	•
1604606 2-page	_	5 Male	2 Ohio Emerson 1/2 mile u	•
the high volume o	t traffic at nicki	in and dropoff times. (Because	of Heritage and St. Joe's traffic at the	S:

the high volume of traffic at pickup and dropoff times. (Because of Heritage and St. Joe's traffic at the saler worry greatly about the 4-way stop at Charlton and Butler because of the amount of traffic.

1605113 2-page	English	5 Male	2 Dodd Road Ivy Falls Av 1 mile up to
1605014 2-page	English	5 Male	2 Marie Nature's W 1 mile up to
1606258 2-page	English	6 Male	2 More than
1605044 2-page	English	6 Female	2 Seminole Arion 1/4 mile up
1606256 2-page	English	6 Male	2 Hall ave Imperial dr 1/2 mile up
	· ·		
1605115 2-page	English	3 Female	2 Bernard Charlton 1/4 mile up
1604762 2-page	English	5 Female	2 Sylvandale Arcadia Dri 1 mile up to
1604611 2-page	English	5 Male	3 Dodd Ivy Falls Av 1 mile up to
1604608 2-page	English	7 Male	3 Dodd Ivy Hill Driv 1 mile up to
1605111 2-page	English	6 Female	1 Butler Oakdale 1/2 mile up
1605146 2-page	English	4 Male	2 Sylvandale Arcadia Dri 1/2 mile up
1604605 2-page	English	5 Male	2 Ohio Stevens 1 mile up to
1604597 2-page	English	7 Female	1 bernard sperl 1 mile up to
1605147 2-page	English	6 Female	2 Sylvandale Arcadia Dri 1 mile up to
1604856 2-page	English	6 Female	2 3rd Ave Clement St 1 mile up to
1605661 2-page	English	6 Male	2 Ohio and Robie 1 mile up to
1604744 2-page	English	4 Male	Walsh Maria More than
1604976 2-page	English	5 Male	2 Delaware Dodd 1/2 mile up
1605339 2-page	English	5 Female	1 Marie and oakdale 1/2 mile up
1604935 2-page	English	8 Female	4 Deleware Marie Ave 1 mile up to
1604763 2-page	English	6 Female	3 Thompson Charlton 1 mile up to
1604584 2-page	-	7 Female	2 Moreland Galvin 1/4 mile up to
	English		•
1605045 2-page	English	8 Male	1 Annapolis Ottawa 1/2 mile up
1605313 2-page	English	5 Male	1 Ruby Smith 1/2 mile up
1604617 2-page	English	6 Male	2 Wachtler Park Place More than
1604630 2-page	English	5 Male	2 Butler Ave/ Butler Ave/ 1/4 mile up
1606220 2-page	English	6 Male	1 Robert st Stanley st Less than 1
1605652 2-page	English	5 Female	2 Sylvandale Sylvandale 1 mile up to
1606205 2-page	English	6 Female	1 Bidwell St. Bidwell & E1 mile up to
1604629 2-page	English	7 Male	1 Thompson Galvin 1 mile up to
1604615 2-page	English	8 Female	1 Cherokee / Mina 1 mile up to
1606179 2-page	English	5 Female	2 Delaware A Mears 1/2 mile up
1604587 2-page	English	5 Male	3 Emerson Carrie 1 mile up to
1606253 2-page	English	5 Female	1 Delaware Mears 1 mile up to
1606141 2-page	English	6 Female	2 Smith Smith and (1 mile up to
1604634 2-page	English	5 Male	2 haskell bellows 1/4 mile up
1606447 2-page	English	5 Male	2 Bidwell Orme Less than 1
1606236 2-page	English	5 Male	2 Delaware Dodd 1 mile up to
1604990 2-page	English	11 Male	2 Mendota R Delaware 1 mile up to
1604616 2-page	English	5 Female	1 Dodd Annapolis 1/2 mile up
1605108 2-page	English	6 Female	1 Kruse Logan 1/4 mile up
1606479 2-page	English	7 Female	2 5912 Candace Ave More than
1604599 2-page	English	5 Male	2 Evergreen Dodd Rd. More than
1604747 2-page	English	7 Female	1 Oakdale Annapolis 1/2 mile ur
, 0	•		, , ,

1604614	2-page	English		6	Female	3	Kraft	Humbolt	1 mile up to
1604864	2-page	English		6	Female	3	High Ridge	Warrior Dri	1 mile up to
1604627	2-page	English		5	Female	1	Schley Ave	Haskell Stre	1/4 mile up
1604714	2-page	English		5	Female	2	Bloomingto	East 56th S	More than
1604974	2-page	English		5	Male	2	Ohio	Arion	More than
1606836		English		5	Female	2	Caren Cour	Caren Roac	More than
1604625		English			Male				Less than 1
1605864		Spanish			Female		Wentworth		More than
nool when s		Spariisii		′	Terriale	_	Wentwort	DEIIOW3	Wiore triair
		Finaliah		0	Famala	1	Dutlan		1
1606480		English			Female		Butler		1 mile up to
1606393		English			Female -		Apache St.		
1605214		English			Female		Livingston	_	
1605122	2-page	English		6	Male	2	Victoria Ct		
1604940	2-page	English		6	Male	2	Hwy 13	London Rd	1 mile up to
1606231	2-page	English		5	Male	2			
1606212	2-page	English		5	Male	2	charlton St	Wentworth	/ Runge La
1605121	2-page	English		6	Male	2			
1605112		English		8	Female	1			
	- 18-			_					
Survey ID	Survey Ver	Language	^hild's Gr	٦,	Child's Gen# of Child	lr <i>c</i>	Intersection	Intersection	Distance fro
594742	•	English			Female		East Arion		1 mile up to
		_			Male				•
612459		English							1 mile up to
594688		English			Male			_	1 mile up to
594738		English			Male		Emerson A		•
594741		_	Kindergai			2	We live in S		More than
594653	2-page	English		1	Female				1 mile up to
594743	2-page	English		2	Female	2	Moreland	Allen Ave.	Less than 1
594689	2-page	English		1	Male	2	Bernard	Charlton	1/2 mile up
596293	2-page	English		3	Female	1	LEXINGTON	110	More than
595057	2-page	English		2	Female	2	Butler	Benard	1 mile up to
594663	2-page	English		1	Female	2	Arion St	Waterloo	1 mile up to
594744		English			Male			Winona	1/2 mile ur
594679		_	Kindergaı						Less than 1
595373		English	_		Male		•		Less than 1
594654	. •	· ·	Kindergaı				Delaware		
		_	_		Female		Moreland		1/4 mile up
594650		English							
594739		English			Female		Hall Avenu		•
594651		English			Male				1 mile up to
594687		English			Male			Bidwell	More than
594652	2-page	English		4	Male	2	Gorman Av	Arion Stree	1/2 mile up
597832	2-page	English		1	Male	2	Moreland	Stryker	1/4 mile up
594661	2-page	English		4	Male	1	Smith	Butler	Don't know
594646	2-page	English		3	Male	3	Charlton	Annapolis	Don't know
594649	2-page	English	PreK		Male	4	roeller ave	Carrie Stre	1/2 mile up
594686		English		2	Female				1 mile up to
									•
594647		_		4	Female	1	Gorman	Annapolis	1 mile up to
594647	2-page	English English			Female Male			Annapolis Robert	1 mile up to 1/4 mile up

3 Felix and B Felix and A More than

How Child How Child Travel Time Travel Time Child As		not My chil	d al Is this an
School Bus School Bus More than More than No	Yes		
Walk Walk 5-10 minut 5-10 minut Yes	5		
Family Veh Walk 5-10 minut 5-10 minut No	6	Yes	
School Bus School Bus More than More than No	7		Yes
Family Veh School Bus 5-10 minut 5-10 minut No	7		Yes
School Bus School Bus 11-20 minu 11-20 minu No	Yes		
Bike Bike 5-10 minut 5-10 minut Yes	5	Yes	Yes
Walk Walk 11-20 mint 11-20 mint Yes	5	Yes	
Walk Walk 5-10 minut 5-10 minut Yes	6		
Walk Walk 5-10 minut 5-10 minut Yes	6		
School Bus School Bus 11-20 mint 11-20 mint Yes	7		
School Bus School Bus 5-10 minut 5-10 minut Yes	7		Yes
School Bus School Bus 11-20 mint 11-20 mint Yes	8		
Family Veh Family Veh 5-10 minut 5-10 minut No	8		Yes
School Bus School Bus More than More than Yes	10		
School Bus School Bus 11-20 mint 11-20 mint No	Unknown		Yes
Family Veh Family Veh Less than 5 Less than 5 No	Yes		
Family Veh Family Veh 11-20 mint 11-20 mint No	Yes		Yes
Bike Bike Yes	4	Yes	
Bike Bike 11-20 minu 11-20 minu Yes	4	Yes	Yes
Walk Walk 5-10 minut 5-10 minut Yes	5	Yes	
Carpool (cr School Bus 5-10 minut 5-10 minut Yes	5		Yes
Family Veh Family Vehicle (only children in yo Yes	5		
Walk Walk 11-20 mint 11-20 mint Yes	5	Yes	
School Bus School Bus More than More than Yes	5	Yes	
School Bus School Bus More than More than Yes	6		
Family Veh Family Veh 5-10 minut 5-10 minut Yes	6	Yes	
Family Veh Walk Less than 5 Less than 5 Yes	6		
School Bus School Bus More than More than Yes	6	Yes	
Walk Bike 11-20 minu 11-20 minu Yes	7	Yes	
Family Veh School Bus 5-10 minut 5-10 minut Yes	7		Yes
Walk Walk 11-20 minu 11-20 minu Yes	7	Yes	Yes
Walk Walk 11-20 minu 11-20 minu Yes	7	Yes	Yes
Family Veh Family Veh Less than 5 Less than 5 Yes	8		
Family Veh Family Veh Less than 5 Less than 5 Yes	8		
Walk Walk Less than 5 Less than 5 Yes	Unknown	Yes	
Family Veh Family Veh Less than 5 Less than 5 Yes	Unknown Yes		
School Bus School Bus Don't Know Don't Know No	Yes		
School Bus School Bus More than More than Yes	3		Yes
Carpool (ch Carpool (ch 5-10 minut 5-10 minut Yes	3		
Family Veh Bike 11-20 minut 11-20 minut Yes	5		Yes
Family Ven School Bus Less than 5 Less than 5 Yes	5		. 03
Walk Walk 11-20 minu 11-20 minu Yes	5		Yes
Bike Bike 5-10 minut 5-10 minut Yes	5	Yes	Yes
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Family Veh	School Bus	Less than 5	Less than 5	Yes	5	Yes	
Family Veh	School Bus	Less than 5	Less than 5	Yes	5		
Carpool (ch	Carpool (ch	5-10 minut	5-10 minut	No	5		Yes
Walk	Walk	11-20 minu	11-20 minւ	Yes	5		Yes
School Bus	Walk	11-20 minu	11-20 minւ	Yes	5		
School Bus	School Bus	More than			5		Yes
		More than			6		
School Bus	School Bus	More than	More than	Yes	6		
		More than			6		
Bike	Bike	11-20 minu			6		Yes
		Less than 5			6		
•	Walk	11-20 minu			6	Yes	
-	-	11-20 minu			7	103	
Scribbi bus	SCHOOL DUS	11-20 1111110	11-20 1111110	163	,		
School Rus	School Rus	More than	More than	V Δς	7		
		More than			8		Yes
		More than			.1		Yes
School Bus	Scribbi bus	More than			.1		Yes
	School Bus				6		163
		11-20 minu			6		
		More than			.0		
School Bus				Yes	4	V.	V
		More than			Yes	Yes	Yes
	Walk	11-20 minu			5	Yes	
		11-20 minu			5	Yes	Yes
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		More than			7		
School Bus	School Bus	More than	More than	Yes	7		
•		Less than 5			7		Yes
		5-10 minut			7		
School Bus	School Bus	11-20 minu	11-20 minւ	Yes	7	Yes	
Bike	Bike	5-10 minut	5-10 minut	Yes	4	Yes	Yes
School Bus	School Bus	5-10 minut	5-10 minut	Yes	4		
School Bus	School Bus	More than	More than	Yes	5		Yes
School Bus	School Bus	11-20 minu	11-20 minւ	Yes	5		
Other (skat	Other (skat	5-10 minut	5-10 minut	Yes	5	Yes	
Walk	Walk	Less than 5	Less than 5	Yes	5	Yes	
Family Veh	Family Veh	5-10 minut	5-10 minut	Yes	5		Yes
Family Veh	School Bus	5-10 minut	5-10 minut	Yes	5		Yes
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Family Veh	Family Veh	11-20 minu 11-20 minu N	10	Yes		Yes
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School Bus	School Bus	Don't Know Don't Know N	No Unknown	Yes		Yes
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Walk	Walk	Less than 5 Less than 5 \	'es	3	Yes	
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			165			Yes		
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			Yes	Yes		Yes	Yes	Yes
	Yes		163	Yes		163	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
103	103	103	Yes	Yes	103	Yes	Yes	103
			163	163		163	103	
			Yes			Yes		
Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes
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		Yes		Yes				
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					Yes	Yes		
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Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
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	Yes					Yes	Yes	
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			Yes	Yes			Yes	
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Yes	163			165	163	165	
. 63					Yes	Yes	
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Vaa	Voc	Vaa	Yes	Vaa	Neither	•	¿Very Health College 1 to
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If issue werlf issue werlf issue werlf issue werlf issue werSchool's Le Child's Leve How health Parent+A1-Yes Yes Yes **Strongly Encourages** Very Healtl College 4 y Not Sure Encourages Neutral Very Healtl College 4 y Yes Yes Yes Strongly En Neutral Very Health College 4 ye Yes No No No No Neither Neutral Very Health College 1 to Strongly En Neutral Very Health College 1 to No Encourages Neutral Very Health College 1 to Very Health College 4 ye Encourages Fun No Strongly En Fun Very Health College 1 to Encourages Fun Very Health Grade 12 o Yes Yes Strongly En Fun Very Health College 1 to No Very Health College 1 to Strongly En Fun Yes Yes Yes Encourages Fun Very Health College 1 to Yes Yes Yes Not Sure Strongly En Very Fun Very Health College 4 y Very Health College 1 to Strongly En Very Fun Yes Yes Yes Not Sure Strongly En Very Fun Very Health College 1 to Very Healtl Prefer not t Not Sure Yes Yes Strongly En Very Fun Strongly En Very Fun Very Health College 4 ye Yes Yes Neither Yes Yes Healthy College 4 y No No No Neither No Boring Healthy College 4 y Not Sure **Not Sure** Not Sure Not Sure Encourage: Boring Healthy College 1 to Encourage: Neutral College 4 y Healthy Encourages Neutral Healthy College 1 to Neither Prefer not t Neutral Healthy Neither Neutral Healthy College 1 to **Not Sure** Encourages Neutral Healthy College 4 ye College 4 ye No No Encourages Fun Healthy Yes Encourages Fun College 1 to Healthy

Comments

What does question #15 have to do with any of this survey!! It is offensive to think that my opinion would 3 years (Some college or tech school)

r GED (High school graduate)

ears or more (College graduate)

ears or more (College graduate)

At busy times signs at intersections are ignored. High school kids and adults going to and from work are I allow my child to walk/bike to school at Heritage because I think it builds independence and confidence. We live just inside the one mile boundary for walking. On days when he carries his instrument or the web 3 years (Some college or tech school)

3 years (Some college or tech school)

Sidewalks are ok but it is the busy intersection of Robert St and Butler Ave that concerns me and my soil

3 years (Some college or tech school)

ears or more (College graduate)

ears or more (College graduate)

3 years (Some college or tech school)

My child lives on the other side of Robert st. Cannot trust traffic

I'm not sure what gender (and you did not provide space for non-binary children) or highest grade comp We live in Inver Grove Heights so biking/walking to school isn't an option because of the distance.

I let her bike to school but I would be much more comfortable if she had more sidewalks crossing guard In the winter we carpool with other families. It's just a bit too far to walk.

ears or more (College graduate)

4-way stops aren?t safe for kids. Drivers approach them so quickly and if there are four cars all going di ears or more (College graduate)

ears or more (College graduate)

3 years (Some college or tech school)

ears or more (College graduate)

ears or more (College graduate)

I wish that Butler had sidewalks all the way to Delaware so that my son did not have to walk in the stree ears or more (College graduate)

ears or more (College graduate)

The most direct route for us is Humboldt to Thompson then up Bidwell. Humbolt is great with the sidew I have 3 children and when the older ones were at Heritage Middle School I lobbied for a crossing guard I have 3 children and when the older ones were at Heritage Middle School I lobbied for a crossing guard I would love to let her bike to school but there are several intersections that I would be worried of her cears or more (College graduate)

ears or more (College graduate)

cars or more (conege graduate)

ears or more (College graduate)

We live 1.1 mile away from his school so he would love to bike or walk on nice days instead of taking th ears or more (College graduate)

ears or more (College graduate)

I think that there needs to be more bike awareness in this community. It is a beautiful place lets get our My kids love walking home from school. It's just about 1 mile. I think the exercise and fresh air is great. She loves to walk and bike weather permitting

My children bike to school when weather allows. The seasonal bus supplements during the winter.

I do allow my son to bike to schoo when the weather is warm. I am comfortable with it- but would feel There isn't a safe route for kids to bike from our location to Heritage. Our older kids pick to Sibley on the ears or more (College graduate)

I think walking to school is a really great thing!! I'm hoping that Smith & Dodd can remain or become a I r GED (High school graduate)

My child has to cross Charlton and butler to get to MORELAND and it is not ok because people do not st Crossing Dodd Road and riding along it without sidewalks or bike paths is the biggest safety issue for us.

All we need is more safe biking/walking paths in the community especially along Dodd and Delaware. It would love for my son to walk or bike to work but it's a challenging route with traffic. There really need ears or more (College graduate)

The issue that most affects my decision to let my child walk/bike to school is crossing Dodd Road at Del Currently one of us parents always walks with our son to school because we don't like him to cross alon The intersection at Butler and Annapolis is unsafe cars do not pay attention to pedestrians.

My concern is the traffic on Dodd Road and crossing it at Delaware Ave. During the times that my daug ears or more (College graduate)

Walking and biking would be enhanced if ALL streets had sidewalks. Also intersection of 4 avenues toge ears or more (College graduate)

I think I?II find a longer route around the Dodd butler and Delaware intersections. Maybe bike on side w r GED (High school graduate)

ears or more (College graduate)

rough 8 (Elementary)

ears or more (College graduate)

ears or more (College graduate)

3 years (Some college or tech school)

ears or more (College graduate)

3 years (Some college or tech school)

ears or more (College graduate)

ears or more (College graduate)

SAC pm was too expensive and had to drop. My dtr walks and meets her brother half way and they wal

- 3 years (Some college or tech school)
- 3 years (Some college or tech school)

ears or more (College graduate)

We feel that the safety of the crosswalk on Bernard could be greatly improved. Cars hardly ever stop fo Due to a lack of sidewalks many kids have to walk on the street (Bidwell) to get to school (Heritage).

ears or more (College graduate)

Weather is a big factor in this state. When the weather permits similar to current conditions. He enjoys ears or more (College graduate)

ears or more (College graduate)

ears or more (College graduate)

I used to bike my son to elementary school. We loved that time together. Having a way to get the bike r GED (High school graduate)

ears or more (College graduate)

3 years (Some college or tech school)

ears or more (College graduate)

ears or more (College graduate)

The sad thing is is that not all streets have sidewalks. And in the winter it makes no sense to have childr Currently we live too far from school to walk and the shortest route (Dodd Rd.) is too busy and does no ears or more (College graduate)

This survey makes very little sense my child cannot walk to school it is too far. She had a long bus ride fi

Student should always be Supervised by school officials during morning start of school & after school m My child uses a wheelchair so walking or biking are not an option

ears or more (College graduate)

ears or more (College graduate)

My son likes walking to/from school. However he has to walk along Dodd road and/or cross at Dodd and

Comments

I completely support this effort by Moreland and completely agree with it. However walking or biking t My older child walks to/from middle school b/c we live closer than we do to Moreland. My fourth grade ears or more (College graduate)

I would not let my children walk or bike because of safety issues (strangers) and traffic. I do not feel it i

- 3 years (Some college or tech school)
- o 3 years (Some college or tech school)

ears or more (College graduate)

This survey doesn't take into consideration a working parents schedule and that may be the one and on r GED (High school graduate)

- 3 years (Some college or tech school)
- 3 years (Some college or tech school)
- 3 years (Some college or tech school)

Once I have two kids at the same school and the older child is in 2nd or 3rd grade it would be easier for My children already walk/bike to school. (weather permitted.) The intersection of Allen/Moreland is da 3 years (Some college or tech school)

to answer

ears or more (College graduate)

In this day and age in our town of West St. Paul I would be VERY hesitant to encourage any grade schoo Even if we lived closer traffic weather and safety would prevent walking to school.

3 years (Some college or tech school)

My child takes the bus to daycare after school so it is impossible for her/him to ride their bikes to school would be less concerned about walking or biking if he had 2-3 other responsible boys/girls traveling in to answer

o 3 years (Some college or tech school)

ears or more (College graduate)

ears or more (College graduate)

3 years (Some college or tech school)

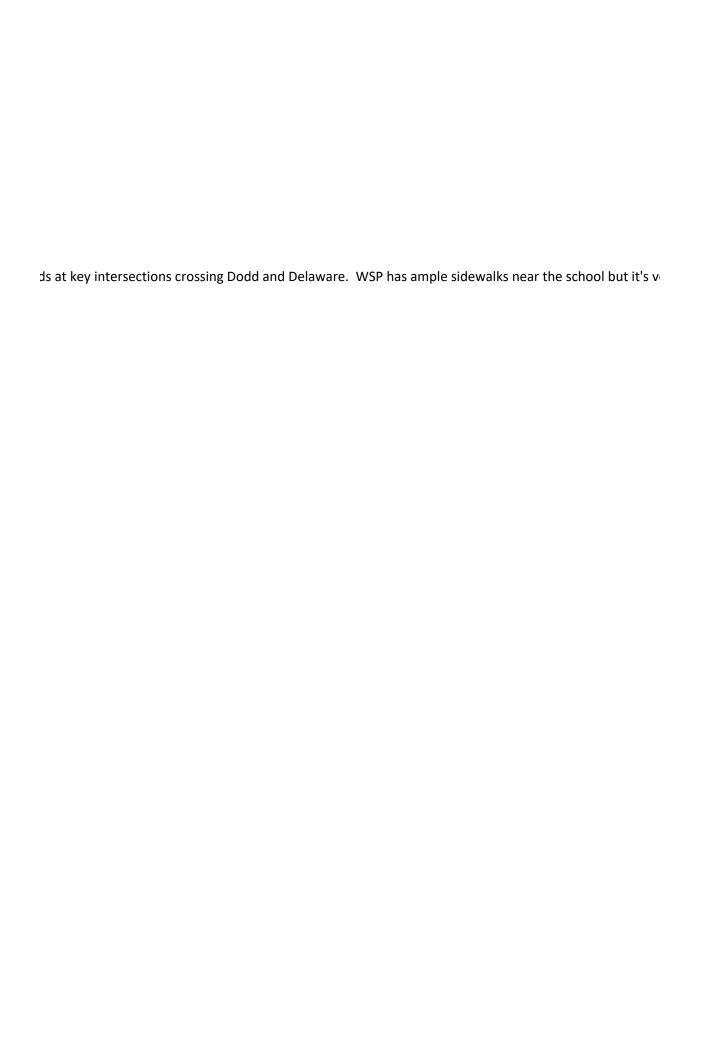
The distance from our home to school simply does not allow for my children to walk to school.

ıld matter more or less based on my level of education. I am a parent!!! That qualifies my answers!
e driving fast and not paying much attention. I am still uneasy with the traffic at drop off times in school se to be out in the world solo but in a safe way where he is expected to arrive at a certain time. He prev
n most. There are lights and crossing lights but this intersection is known well for accidents high speed to
pletion have to do with this survey. We walk or drive our children to school every day. Traffic is terrible a
ls etc. I believe it is very good for her mental and physical health as well as being a good break from son
ifferent ways kids don?t know which car to yield to and which cars will wait for them. West Saint Paul h
valk but then Thompson is a dangerous intersection with the curve and Bidwell has neither a bike lane n I because of the busy traffic on Butler. No one would listen. The crossing gaurd problem was one of the I because of the busy traffic on Butler. No one would listen. The crossing gaurd problem was one of the I
e bus however he would need to cross Robert to do so and with how many accidents occur near us I am
There isn't a sidewalk for the 3 blocks closest to my house or a sidewalk all along Butler. That's what I w

better if there were more crosswalks along Dodd Road. There should at least be one on Dodd and Dela
t's the only thing keeping Mendota Hts/West St. Paul from being truly walkable. We need a 4 way stop at to be a 4 way stop at Emerson/Dodd bike/walking paths along Dodd and Delaware and crossing guard
aware Ave. Traffic on Dodd Road is heavy and the drivers drive too fast and there reduced visibility because at the intersection at Dodd/Charlton/Annapolis. Would really love it if something could be done to ma
thter goes to and from school the traffic on Dodd is heavy and fast. Also visibility at that intersection is k
r pedestrians and the signs only face eastbound traffic (westbound traffic do not see a pedestrian crossi
riding his bike and skateboards and I live 2 miles from the school. Aside from that this state doesnt have
back home was challenging after he was on his own bike. That now interferes with after school activities

en walk in the streets when it's icy and any accident can happen. I would only allow consistent walking s t have safe bike path for us to consider our daughter biking alone oto and from Heritage MS. Thank you
ainly for incoming traffic & out going traffic & to keep watch of our children?s safety until it is clear fron
d Cherokee. This is a very dangerous area for pedestrians and bikers. I would feel much more comfortab
o school would mean our daugher crossing Oakdale Avenue and South Robert Street twice a day the for
me to allow them both towalk/bike to school (buddy system is always better/safer). There are many be ngerous. My children have almost been hit. Taffic is crazy there since it's the enterence to the parking Ic
l aged children to bike or walk to school unaccompanied by an adult. With traffic crime lack of sidewalks

parking lots. Thank you for this survey. Kids should be encouraged to use transportation besides busse viously bussed to school so we spent some time preparing for him walking/biking; specifically what to do	
raffic traffic not obeying cautions and right of ways. If this was improved policed more AND a school offi	
and there are not good areas to cross busy streets or paths to bike on. It would be wonderful to see the	
ne of the language she gets sick of hearing on the bus. I am thrilled that you are looking into this. I wou	
reasons I switched schools for my older children. Thankfully now that my youngest is attending Heritage reasons I switched schools for my older children. Thankfully now that my youngest is attending Heritage	
not at all comfortable with him doing that. If it were a safer intersection to cross he would bike daily in	



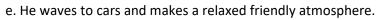
schedule if there were good pads and crossing guards at busy intersections. If not a crossing guard one a	
n any activity that?s going on in the surrounding areas also in regards to cars rushing or even of witness	
ole with him walking if there was a sidewalk/path along Dodd and a safer intersection at Cherokee.	
mer of which is very busy in the afternoon and the prior has folks driving too fast in the morning as they	
ad people in the world and I feel they target before and after school because the kids are often left alon	
s and intense weather conditions I truly wouldn't want to see any grade school kids going this without a	

cial was there to help students I believe more students from east of Robert would walk / bike to so	chool.
they have had a crossing guard for a few years! This has improved safety 2 fold! The street but als they have had a crossing guard for a few years! This has improved safety 2 fold! The street but als	



crossing guard is amazing at making kids	s feel welcomne and safe. My (daughter has said his presence ha
crossing guard is amazing at making kids	s feel welcomne and safe. My o	daughter has said his presence ha

t them at every single intersection. A child is not old enough to read the driv	vers and be able to cross safe



e. He waves to cars and makes a relaxed friendly atmosphere.

CITY OF WEST ST. PAUL CITY PROJECT 17-3

BIDWELL STREET SAFE ROUTES TO SCHOOL

OPINION OF PROBABLE COST

Sidewalk/	Site Improvements					
Item No.	<u>ltem</u>	<u>Units</u>	Quantity	<u>L</u>	<u> Init Price</u>	<u>Amount</u>
1	MOBILIZATION	LS	1	\$	25,000	\$ 25,000
2	CLEARING AND GRUBBING	LS	1	\$	8,000	\$ 8,000
3	REMOVE CONCRETE CURB	LF	3,700	\$	5	\$ 18,500
4	REMOVE BITUMINOUS PAVEMENT	SY	4,100	\$	5	\$ 20,500
5	REMOVE DRIVEWAY PAVEMENT	SY	500	\$	12	\$ 6,000
6	REMOVE FENCE	LF	325	\$	5	\$ 1,700
7	SAWCUT PAVEMENT	LF	3,900	\$	3	\$ 11,700
8	COMMON EXCAVATION (INCLUDES EX. PAVEMENT DEPTH)	CY	500	\$	30	\$ 15,000
9	CLASS 5 AGGREGATE BASE	TON	950	\$	25	\$ 23,800
10	TYPE SP 12.5 NON-WEARING COURSE MIXTURE (C) (2")	TON	150	\$	150	\$ 22,500
11	TYPE SP 12.5 WEARING COURSE MIXTURE (C) (1.5")	TON	110	\$	150	\$ 16,500
12	CONCRETE SIDEWALK	SF	21,000	\$	6	\$ 126,000
13	PEDESTRIAN RAMP	EA	10	\$	1,000	\$ 10,000
14	CONCRETE CURB AND GUTTER	LF	4,000	\$	25	\$ 100,000
15	BITUMINOUS DRIVEWAY PAVEMENT	TON	20	\$	225	\$ 4,500
16	CONCRETE DRIVEWAY PAVEMENT	SY	400	\$	60	\$ 24,000
17	CHAIN LINK FENCE	LF	325	\$	30	\$ 9,800
18	MISCELLANEOUS RETAINING WALL	SF	250	\$	50	\$ 12,500
19	TRAFFIC CONTROL	LS	1	\$	5,000	\$ 5,000
20	TURF ESTABLISHMENT (SOD)	SY	4,100	\$	5	\$ 20,500
21	BOULEVARD TOPSOIL BORROW (4")	CY	300	\$	40	\$ 12,000
22	BOULEVARD TREES	EA	20	\$	350	\$ 7,000
23	EROSION CONTROL	LS	1	\$	7,500	\$ 7,500
24	SIGNING/STRIPING	LS	1	\$	5,000	\$ 5,000
	Subtotal					\$ 513,000
Storm Se	wer/Utility Improvements					
Item No.	Item	Units	Quantity	ι	Jnit Price	Amount
1	MOBILIZATION	LS	<u>quantity</u> 1	\$	7,000	\$ 7,000
2	REMOVE CASTING	EA	12	\$	250	\$ 3,000
3	REMOVE RIPRAP (24" DEPTH)	CY	100	\$	20	\$ 2,000
4	CATCH BASIN/MANHOLE	EA	16	\$	3,500	\$ 56,000
5	PEDESTRIAN FRIENDLY GRATE	EA	12	\$	750	\$ 9,000
6	STORM SEWER PIPE	LF	150	\$	80	\$ 12,000
7	CONNECT TO EXISTING STORM SEWER	EA	20	\$	1,200	\$ 24,000
8	MISCELLANEOUS HYDRANT/VALVE ADJUSTMENTS	LS	1	\$	10,000	\$ 10,000
O	Subtotal	LO	•	Ψ	10,000	\$ 123,000
	10% Construction Contingency				-	\$ 64,000
	Total Construction Cost					\$ 700,000

Bidwell Street Sidewalk Improvements

SAFE ROUTES TO SCHOOL



Existing Site Photo: Bidwell Street looking south from Butler Avenue at Heritage Middle School. A path has been worn in the project location, where students typically walk to avoid sharing the road with vehicles.



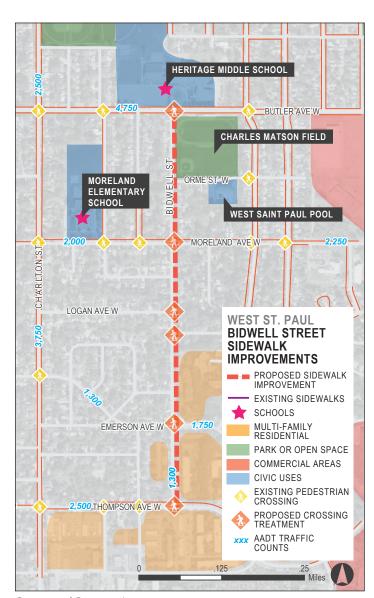
Existing Site Photo: Bidwell Street looking north from Thompson Avenue. The Bidwell Street Sidewalk Improvements will provide pedestrian connections to single family and multi-family residences, as shown here.

Bidwell Street Sidewalk Improvements

SAFE ROUTES TO SCHOOL

PROJECT DESCRIPTION

The Bidwell Street Sidewalk Improvements project will provide a sidewalk along an important corridor for students to walk and bike comfortably and safely to and from Moreland Elementary and Heritage Middle School in West St. Paul. The project includes a sidewalk along 3,700 ft of Bidwell Street, along with a boulevard, curb ramps, signage and pedestrian crosswalk markings.



Proposed Project Area

Project Location:	West St. Paul
Requested Award Amount:	\$560,000
Total Project Cost:	\$700,000



Existing Site Photo: Bidwell Street looking south from Butler Avenue at Heritage Middle School. A path has been worn in the project location, where students typically walk to avoid sharing the road with vehicles.

PROJECT BENEFITS

- » Provides local pedestrian access to areas of high density housing
- » Provides a pedestrian connection to service two public transit corridors (Bidwell Street and Thompson Avenue)
- » Completes an gap in the sidewalk network, identified in the 2011 Bicycle and Pedestrian Plan, as well as the 2011 Safe Routes to School Plans
- » Connects pedestrians to popular community destinations such as Charles Matson Field
- » The proposed sidewalk provides an alternative northsouth route to Charlton Street, a collector street with twice as much traffic as Bidwell Street located one block west of Moreland.
- » Through pedestrian crosswalk markings and curb ramps integrated into the project design, the sidewalk improvements will serve parents with strollers, people who use mobility aids, and seniors





www.isd197.org

Karen Allen, Principal P 651.403.7401 F 651.403.7410 E Karen.allen@isd197.org

121 W. Butler Ave, West St. Paul, MN 55118 P 651.403.7400 F 651.403.7410 heritage.isd197.org

May 30, 2018

Mr. Ben Boike Assistant Comm. Dev. Dir/City Planner City of West St. Paul 1616 Humboldt Avenue West St. Paul, MN 55118

Dr. Mr. Boike:

On behalf of the staff and families of Heritage E-Stem Magnet School, I am writing to express our school's support for the City of West St. Paul's application for a Safe Routes to School Grant. Heritage, which serves more than 750 students in grades 5-8, uses environmental science, technology, engineering, and math concepts to show the connections between school and real life.

Heritage has a number of students from the surrounding residential neighborhoods that walk or bike to school as the district does not provide busing for those who live within one mile. The school does have a safety patrol that helps provide safe crossings for those walking and biking to school.

The proposed construction of a sidewalk and intersection crossings on Bidwell from Thompson to Butler will help create the safe environment families need to allow their students to walk or bicycle to and from school. Bidwell provides a direct route to school for students who live south of the school so it is an important piece of sidewalk network.

Thank you for the opportunity to express my support for the Safe Routes to School grant. If you have any questions or comments, please give me a call at 651-403-7400 or by e-mail at karen.allen@isd197.org.

Sincerely,

Caren Allen,

Principal



June 11, 2018

Ben Boike
Assistant Community Development Director
City Planner
City of West St. Paul

Dear Mr. Boike:

217 W. Moreland Ave. West St. Paul, MN 55118 P 651.403.7800 F 651.403.7810 HYPERLINK "http://www.sibley.i ad197.org" moreland.ing197.or Moreland Arts and Health Science Magnet School is pleased to partner with the City of West St. Paul in applying for a Safe Routes to School Grant. As a magnet school focused on healthy living, staff and families at Moreland are committed to encouraging healthy habits like walking and biking to school.

Moreland serves 380 students in Kindergarten to 4th grade. Most of our students reside in the neighborhoods surrounding the school. While the City of West St. Paul does have an existing sidewalk and trail network, there is a gap for students living south and east of the school that reduces the ability of those families to walk or bike to school.

The proposed construction of a sidewalk and intersection crossings on Bidwell from Thompson to Moreland will be a significant benefit in creating the safe environment needed for families to walk or bicycle with their students to and from school. Bidwell is an important route for many of our families as it is the only street to extend south to Thompson and it is the closest street for many high density residential areas.

Moreland Arts and Health Sciences Magnet School is committed to engaging our students in a healthy lifestyle. We encourage our students and families to walk or ride bike to school . We have heard from families they would be more willing to ride bike or walk to school if there was a safe sidewalk from them to use to get to and from school.

Moreland Arts and Health Science Magnet School looks forward to the opportunity to eliminate the gap for students living to the south within walking and biking distance of the school. If you have any questions or comments, please give me a call at 651-403-7801 or by e-mail at mark.quinn@isd197.org.

Sincerely,

Mark Quinn

Principal





View of Emerson Avenue looking west (top photo), and Charlton Street at Butler Avenue looking north (bottom photo), where there are existing sidewalk gaps.

5. Explore opportunities for construction of sidewalk on city streets and county roads as part of street reconstruction or repaving projects. The greatest benefits to Moreland School would be sidewalk along the north/south streets south of Butler Avenue, to provide routes from the neighborhoods to the sidewalks on the collector roadways like Moreland Avenue. Implementation lead – City of West St. Paul, with support from Moreland.

CITY OF WEST ST. PAUL DAKOTA COUNTY, MINNESOTA

RESOLUTION NO. 18-87

A RESOLUTION AUTHORIZING SUBMISSION OF THE CITY'S 2018 SAFE ROUTES TO SCHOOL INFRASTRUCTURE GRANT APPLICATION FOR INFRASTRUCTURE IMPROVEMENTS NEAR MORELAND AND HERITAGE SCHOOLS

WHEREAS, the federal Safe Routes to School (SRTS) program seeks to enable and encourage children to walk and bicycle to school; and

WHEREAS, Safe Routes to School Infrastructure Grant provides 80 percent reimbursement for approved projects with the local governments providing a 20 percent local match; and

WHEREAS, the Federal Highway Administration (FHWA) requires that projects constructed with federal transportation funds be operated and maintained for the useful life of the improvement and that the use of right of way or property ownership acquired as part of the projects not be changed without prior approval from the FHWA; and

WHEREAS, the City of West St. Paul is the sponsoring agency for Safe Routes to School projects detailed below and will operate and maintain these projects in conformance with FHWA; and

WHEREAS, the proposed SRTS project would install a 6 foot sidewalk on the east side of Bidwell Street from Butler Avenue to Thompson Avenue. The project would include integrates ramp curb-cuts and crosswalk striping at four intersections between Butler Avenue and Thompson Avenue; and

WHEREAS, the proposed improvements were identified in the 2011 Safe Routes to School Plan for Moreland Arts and Health Sciences Magnet School; and

NOW THEREFORE BE IT RESOLVED, that the City Council of the City of West St. Paul hereby authorizes submission of the City's 2018 Safe Routes to School Infrastructure Grant application for Moreland Arts and Health Sciences Magnet School.

Adopted by the City Council of the City of West St. Paul, Minnesota, this 9th day of July 2018.

Attest:

Jenny/Halverson, Mayor

Shirley R Buecksler, City Clerk

Safe Routes to School January 2016 Application to serve Moreland and Heritage Schools

PRIORITY PROJECT MAP

