



Application

01973 - 2014 Safe Routes to School Infrastructure

02263 - City of Bloomington Safe Routes to School Improvements

Regional Solicitation - Bicycle and Pedestrian Facilities

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What Grant Programs are you most interested in?	Regional Solicitation - Bicycle and Pedestrian Facilities			

Organization Information

Name: BLOOMINGTON,CITY OF

Jurisdictional Agency (if different):

Organization Type:

City

Organization Website:

Address:

1700 W 98TH STREET

*

BLOOMINGTON

Minnesota

55431

City

State/Province

Postal Code/Zip

County:

Hennepin

Phone:*

952-563-8700

Ext.

Fax:

PeopleSoft Vendor Number

0000026809A5

Project Information

Project Name

City of Bloomington Safe Routes to School Improvements

Primary County where the Project is Located

Hennepin

Jurisdictional Agency (If Different than the Applicant):

The City of Bloomington proposes five Safe Routes to School (SRTS) improvements around the Jefferson High School, Olson Middle School, and Olson Elementary School campuses located at the southwest quadrant of 102nd Street and France Avenue. The proposed improvements, identified as top priorities in the Draft SRTS Plan, include:

1. Overhead mast-mounted Rapid Rectangular Flashing Beacon (RRFB) installation at Old Shakopee Road/Kell Avenue
2. Overhead RRFB at France Avenue/Heritage Drive
3. RRFB enhanced crosswalk and curb bump out at Johnson Avenue between the 3 school campuses
4. Bituminous trail connection to fill a gap in the bike/ped network through the campuses for students traveling from neighborhoods east and west of the schools
5. Installation of additional bicycle storage at all schools

Brief Project Description (Limit 2,800 characters; approximately 400 words)

All RRFB installations will replace existing marked crosswalks at uncontrolled intersections. The RRFBs, trail, and bicycle racks address significant safety issues and provide numerous benefits to students. Old Shakopee Road is a high-volume A Minor Expander corridor (22,200 AADT). Students traveling from the residential neighborhoods southwest of the corridor currently face significant wait times of up to five minutes for sufficient gaps in traffic to safely cross the roadway. The increased

visibility provided by the RRFB will minimize wait times, drastically increase driver yielding compliance, reduce safety risks for bicyclists and pedestrians, and help to encourage more students to walk or bike to school.

The France Avenue crossing at Heritage Hills Drive, which serves students traveling from south and east of the schools, is also located on a high-volume (12,000 AADT) A Minor Expander corridor and is approximately 250 feet north of an at-grade railroad crossing. Bicyclists and pedestrians crossing France Avenue will benefit from increased visibility and confidence in driver compliance, similar to the abovementioned benefits on Old Shakopee Road.

Johnson Avenue is one of the primary routes serving school bus and other vehicular traffic traveling into the campuses and bisects the high school from the middle and elementary campuses. An RRFB and curb bump out at the existing crossing will reduce the crossing distance and enhance visibility of bicyclists and pedestrians. Enhanced safety at this location will enable users to travel fully at ease through the sidewalk and trail network on the campuses and to the France Avenue corridor. The proposed bituminous trail west of Johnson Avenue will connect this enhanced crossing to the back entrances of the elementary and middle schools and will close a critical gap in the schools internal trail network. The added bicycle racks will support safe storage locations for current and future bicyclists.

Include location, road name/functional class, type of improvement, etc.

Project Length (Miles)

0.1

Connection to Local Planning:

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 MnDOT 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. List the applicable documents and pages.

Connection to Local Planning Bloomington Draft Safe Routes to School Comprehensive Plan, pages 47-59 (see attached documents)

Project Funding

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

If yes, please identify the source(s) MnDOT Safe Routes to School Solicitation (January 2015)

Federal Amount \$208,992.16

Match Amount \$52,248.04

Minimum of 20% of project total

Project Total \$261,240.20

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 Bloomington

Preferred Program Year

Select one: 2018

Project Information

County, City, or Lead Agency City of Bloomington

Zip Code where Majority of Work is Being Performed 55437

(Approximate) Begin Construction Date 03/01/2018

(Approximate) End Construction Date 11/01/2018

LOCATION

From:
(Intersection or Address) Old Shakopee Road (CSAH 1)/Kell Avenue

Do not include legal description;
Include name of roadway if majority of facility runs adjacent to a single corridor.

To:
(Intersection or Address) France Ave (CSAH 17)/ Heritage Hills Drive; Johnson Avenue south of W 102nd Street

Type of Work RRFB Sign/Overhead Mast installation, construction of bituminous trail, installation of bicycle racks

Examples: grading, aggregate base, bituminous base, bituminous surface, sidewalk, signals, lighting, guardrail, bicycle path, ped ramps, bridge, Park & Ride, etc.)

BRIDGE/CULVERT PROJECTS

(If Applicable)

Old Bridge/Culvert?

New Bridge/Culvert?

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

Specific Roadway Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Mobilization (approx. 5% of total cost)	\$8,940.00
Removals (approx. 5% of total cost)	\$6,434.20
Roadway (grading, borrow, etc.)	\$380.60
Roadway (aggregates and paving)	\$899.16
Subgrade Correction (muck)	\$0.00
Storm Sewer	\$0.00
Ponds	\$0.00
Concrete Items (curb & gutter, sidewalks, median barriers)	\$9,836.06
Traffic Control	\$18,720.96
Striping	\$0.00
Signing	\$0.00
Lighting	\$1,315.26
Turf - Erosion & Landscaping	\$0.00
Bridge	\$0.00
Retaining Walls	\$0.00
Noise Wall	\$0.00
Traffic Signals	\$0.00
Wetland Mitigation	\$0.00
Other Natural and Cultural Resource Protection	\$0.00
RR Crossing	\$0.00
Roadway Contingencies	\$0.00
Other Roadway Elements	\$0.00
Totals	\$46,526.24

Specific Bicycle and Pedestrian Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Path/Trail Construction	\$23,604.16
Sidewalk Construction	\$19,044.73
On-Street Bicycle Facility Construction	\$0.00
Right-of-Way	\$25,600.00
Pedestrian Curb Ramps (ADA)	\$8,027.71
Crossing Aids (e.g., Audible Pedestrian Signals, HAWK)	\$108,315.50
Pedestrian-scale Lighting	\$0.00
Streetscaping	\$0.00
Wayfinding	\$0.00
Bicycle and Pedestrian Contingencies	\$20,905.86
Other Bicycle and Pedestrian Elements	\$9,216.00
Totals	\$214,713.96

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
Transit and TDM Contingencies	\$0.00
Other Transit and TDM Elements	\$0.00
Totals	\$0.00

Transit Operating Costs

OPERATING COSTS	Cost
Transit Operating Costs	\$0.00
Totals	\$0.00

Totals

Total Cost	\$261,240.20
Construction Cost Total	\$261,240.20
Transit Operating Cost Total	\$0.00

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 2030 Transportation Policy Plan (amended 2013), the 2030 Regional Parks Policy Plan (amended 2013), and the 2030 Water Resources Management Policy Plan (2005).

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

2. 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

3. 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

4. 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. Multiuse trails & bicycle facilities must be between \$125,000 and \$5,500,000. Pedestrian facilities and Safe Routes to School must be between \$125,000 and \$1,000,000.

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

5. The project must comply with the Americans with Disabilities Act.

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

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

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

7. The owner/operator of the facility must operate and maintain the project for the useful life of the improvement.

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

8. 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

9. 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

10. The project applicant must send written notification regarding the proposed project to all affected communities and other levels and 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

2. The project must exclude costs for study completion, preliminary engineering, design, construction engineering, or other similar costs (eligible costs include construction and materials, right-of-way, and land acquisition).

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

3. The project must exclude work which is required as a condition of obtaining a permit or concurrence for a different transportation project.

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

4. Seventy percent of the project cost must fall under one of the following eligible activities:

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

For Safe Routes to School Projects Only

5. 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

6. All schools benefiting from the SRTS program must conduct after-implementation surveys. These include the student 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.

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

7. The applicant must have a Safe Routes to School plan or planning process established to be eligible for funding. MnDOT staff will notify Metropolitan Council staff of all agencies eligible for funding. If an applicant has a new Safe Routes to School plan and has not previously notified MnDOT Safe Routes to School staff of the plan, the applicant should contact Nicole Campbell (Nicole.M.Campbell@state.mn.us; 651-366-4180) prior to beginning an application to discuss the plan and confirm eligibility. MnDOT staff will send updated applicant eligibility information to Metropolitan Council staff, if necessary.

Check the box to indicate that the applicant understands this requirement and will contact MnDOT Safe Routes to School staff, if necessary, to confirm funding eligibility. Yes

Other Attachments

File Name	Description	File Size
City of Bloomington Resolution 2014-128.pdf	City of Bloomington Resolution of Support	115 KB
Combined 2014 Letters of Support.pdf	Letters of Support	1.6 MB
Combined_SRTS_Tally_Data.pdf	Travel Tally Calculation Spreadsheet	186 KB
Crash Data.zip	Crash Data - Bloomington Engineering and Bloomington Police Department	425 KB
DetailedCostEstimates_Combined.pdf	Detailed Cost Estimates	70 KB
Draft_SRTS_Comp_Plan.pdf	Draft Bloomington SRTS Comprehensive Plan	1.6 MB
EngineeringDrawings_Combined.pdf	Engineering Drawings	1.6 MB
Figure1_SRTS_Bloomington.pdf	Figure 1 (SRF)	895 KB
Figure2_SRTS_Bloomington.pdf	Figure 2 (SRF)	1.1 MB
PublicComments_Combined.pdf	2014 Open House Comments	565 KB

Measure A: Relationship Between Safe Routes to School Program Elements

Engineering

In addition to the SRTS infrastructure improvements in this application, many other effective SRTS improvements have been implemented throughout the city, including four RRFB installations vastly improving driver yielding compliance.

The planning process for the preparation of the SRTS Plan included an extensive review of infrastructure, traffic, and safety conditions. This data and stakeholder engagement shaped the short, medium, and long-term infrastructure recommendations for each school, and the full prioritized infrastructure plan for the district.

Education

Response (Limit 2,800 characters; approximately 400 words)

Bloomington Public Schools (BPS) currently provides student education for bike/ped safety. BPS also has implemented a Wellness Policy which supports students health and wellbeing through ongoing promotion of physical activity.

SRTS Plan recommendations to be implemented in the near-term include:

Adoption of the Walk! Bike! Fun! curriculum, which teaches safe traffic behavior through classroom activities and on-the-bike skills practice

Conducting a citywide bike/ped safety public education campaign via publicizing MnDOTs Share the Road materials

Developing a SRTS section on the BPS and City websites

Incorporating specific language about walking and biking to school into the Wellness Policy

Enforcement

The Bloomington PD has committed to continued enforcement around schools and at school crossings. It will also conduct routine and targeted enforcement of speed limits and crosswalk compliance within the school walking boundaries. This strategy has immediate effects on creating a safer environment for bike/ped activity.

Designated staff at schools are also stationed outside during student arrival and dismissal periods to monitor and remind students how to safely interact with the vehicular traffic associated with pick-up and drop-off. This is crucial during the first three weeks of school and upon completion of any pedestrian and bicycle improvements, when many activity patterns are developed for the remainder of the school year.

Encouragement

SRTS Plan recommendation to be implemented in the near-term:

Continuation and initiation of site-level walking and biking activities, such as bike rodeos, safety fairs, and annual bike/walk to school days. These help get children excited about biking and walking to school and increase parent/student comfort.

Evaluation

An extensive evaluation of baseline conditions was used to prepare the SRTS Plan. District-wide travel tallies were also collected in 2012, 2013, and at

Jefferson High School in 2014. BPS is committed to continue student travel tallies on an annual basis to track changes in walking and biking patterns around the schools, shape education and encouragement programs, and help secure funding for SRTS projects.

Measure A: Student Population Biking or Walking to School

Average Percent of Student Population	8.8%
Documentation Attachment	OriginalTravelTallies_OlsonJefferson.pdf

Measure B: Student Population Near the School

Student population within a half-mile or mile of the school	728.0
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Measure A: Project Location and Impact to Disadvantaged Populations

Select one:

Project located in Racially Concentrated Area of Poverty

Project located in Concentrated Area of Poverty

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

Yes

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.

The proposed SRTS improvements will positively impact disadvantaged populations surrounding the project area by increasing safe connections and expanding non-motorized transportation options throughout the City and the schools bicycle and pedestrian network.

In addition to the safety benefits for the 422 children within the schools walking boundaries, minority populations (above the regional average) of all ages adjacent to the proposed improvements will benefit from the ability to safely cross the France Avenue and Old Shakopee Road arterial corridors to reach commercial areas and employment opportunities near the project. The proposed improvements will directly increase the ease of access to the France Avenue/Old Shakopee Road retail node, which includes a Cub Foods grocery store and other retailers such as a hardware store, dollar store, and gym.

Safer crossing locations on these corridors also open up opportunities for longer bicycle trips on the existing bicycle facilities located on both corridors that provide connections to greater Bloomington job concentrations such as the Normandale Lakes office park (just over one mile north of the project). Finally, these improved crossings also enable easier access to transit stops along the corridors (Routes 539 and 597) that provide direct access to job concentrations at the Mall of America and downtown Minneapolis.

SocioEcon_Combined.pdf

Response (Limit 1,400 characters; approximately 200 words)

Upload Map

Measure B: Affordable Housing

City/Township	Segment Length (Miles)
City of Bloomington	0.1
	0

Total Project Length

Total Project Length 0.1

Affordable Housing Scoring - To Be Completed By Metropolitan Council Staff

City/Township	Segment Length (Miles)	Total Length (Miles)	Score	Segment Length/Total Length	Housing Score Multiplied by Segment percent
City of Bloomington	0.1	0.1	79.0	1.0	79.0
		0	79	1	79

Affordable Housing Scoring - To Be Completed By Metropolitan Council Staff

Total Project Length (Miles) 0.1

Total Housing Score 79.0

Measure A: Gaps, Barriers and Continuity/Connections

The proposed RRFB, curb-extension, and trail connection between the Jefferson High School and Olson Schools at the Johnson Avenue driveway is a significant gap closure in the internal circulation network for students traveling from east and west to reach these schools, as well as for students moving between the campuses for events. Currently, students traveling in this area must bike or walk in the active driveway adjacent to the proposed trail serving over 34 daily bus trips, as well as parent vehicles and school maintenance vehicles. The separated trail will eliminate dangerous vehicle conflict points for bicyclists and pedestrians and provide a safe path and direct connection to a robust sidewalk and trail network serving the schools (see Figure 1 and 2).

Response (Limit 1,400 characters; approximately 200 words)

The overhead mast RRFB installations on France Avenue (12,000 ADT) and Old Shakopee Road (22,000) will significantly improve crossing conditions for bicyclists and pedestrians on these 35 mph, high-volume, four-lane undivided roadways. RRFBs will greatly reduce the waiting time by increasing visibility and vehicle compliance of the crossing by 78 to 100% (<http://goo.gl/DbLm4d>). Pedestrian safety is a concern because students currently wait up to five minutes to find a safe gap to cross in front traffic on these corridors, and multiple threat near misses are prevalent due to the configuration and lack of visibility.

Upload Map

BikeConnections_Combined.pdf

Measure B: Project and/or School Site Improvements

1. The Old Shakopee Road RRFB will reduce crash potential at 1 conflict point. In addition to ped/vehicle crashes in 2009 and 2010, the four-lane configuration also frequently causes near-miss multiple threat crashes (video: <http://goo.gl/G8FLFw>). Open house comments strongly support this safety improvement. FHWA and MnDOT research indicate RRFBs increase driver yielding compliance by 78 to 100%. BPD feedback following all other RRFB installations also shows a significant increase in compliance.

2. The France Ave RRFB will reduce potential for crashes (especially multiple-threats) at 1 conflict point and dramatically increase bike/ped visibility and safety. A ped/vehicle crash occurred in 2013 at this location resulting in partial amputation. Open house comments strongly support the need for this safety improvement.

Response (Limit 1,400 characters; approximately 200 words)

3. The RRFB at Johnson Avenue will reduce crash potential at 1 conflict point. Two ped/vehicle crashes (2012 & 2014) occurred in the crosswalk. The curb extension will reduce speeds and is proven to reduce crashes by up to 46%.

4. The school trail connection will eliminate 2 bike/ped/bus conflict points. A separated trail facility can reduce crashes by 40%.

5. New bicycle racks will ease congestion at the front doors of the Olson schools. The Jefferson racks will replace storage located in a refuge island that were removed after causing a ped/bus crash in 2013.

Measure A: Transit Connections to the SRTS Project

Existing routes directly connected to the project	539, 597
Planned transitways directly connected to the project	N/A
<i>(Alignment and mode determined and identified in the 2030 TPP)</i>	
Existing routes indirectly connected within a half-mile of the elementary school or one mile of a middle/high school	537, 589, 694
Planned transitways indirectly connected within a half-mile of the elementary school or one mile of a middle/high school	N/A
<i>(Alignment and mode determined and identified in the 2030 TPP)</i>	

Response (Limit 1,400 characters; approximately 200 words)

The BPS Transportation Policy notes that open enrollment and other students outside the attendance boundary must provide their own transportation. These students, as well as those residing within attendance boundaries, have the option of using public transit to travel to the schools, which are directly served by routes 539 and 597. Three indirect transit connections are located around to the schools (537, 589, 694). All routes are served by an existing sidewalk network (see Figure 2) and a growing network of bicycle facilities. This includes planned construction of a fully off-street bicycle facility on France Avenue, a Tier 1 route within the Regional Bicycle Transportation Network (Figure 2). The planned American Boulevard ABRT corridor, located two miles north of the schools, will also increase transit accessibility.

Student travel tally data collected in November 2014 at Jefferson High School shows that students completed an average of eight transit trips in traveling to school. It should be noted that the tallies were taken during an AM winter storm warning and near record-low temperatures, which likely negatively impacted use of all alternative modes.

Administration at the schools are highly supportive of public transit use and are committed to programs to increase ridership and lower future single-occupancy vehicle trips to the campus (see letters of support).

TransitConnections_Combined.pdf

Upload Map

Response

Met Council Staff Data Entry Only

Route Ridership Directly Connected

409249.0

Transitway Ridership Directly Connected

0

Route Ridership Indirectly Connected	70425.0
Transitway Ridership Indirectly Connected	0

Measure A: Public Engagement Process

The City of Bloomington and Bloomington Public Schools (BPS) have been working collaboratively to create a Safe Routes to School (SRTS) Plan. As part of the Plan development, a Study Advisory Group (SAG) was formed and included City Engineering, Bloomington Public Health, BPS Representatives, and school Principals.

The SAG met in December 2013 and identified pedestrian crossing improvements in the Olson/Jefferson campus area as the highest priority within the infrastructure program. An open house to discuss the existing conditions and the proposed safety improvements for the campuses was advertised on the city's website (<http://goo.gl/TX1gBZ>) and via direct mailing to Bloomington residents within the affected area of the improvements. The open house was held at Olson Middle School on Tuesday, January 7, 2014. Approximately 20 residents attended.

In addition to consensus over the severity of the existing crossing conditions, the overwhelming response from attendees was that the completion of the proposed improvements would make parents much more likely to allow their children to walk or bike to school and events at the school campus facilities (see attached open house comments). The grant application for these infrastructure improvements was approved in January 2014 and again at the November 17, 2014 City Council meeting.

No parent surveys were collected for the SRTS Plan.

Response (Limit 1,400 characters; approximately 200 words)

If the applicant is completing a transit or TDM application, only Park-and-Ride and other construction projects require completion of the Risk Assessment below. Check the box below if the project does not require the Risk Assessment fields, and do not complete the remainder of the form. These projects will receive full points for the Risk Assessment.

Check Here if Your Transit Project Does Not Require Construction

Measure A: Risk Assessment

1) Project Scope (5 Percent of Points)

Meetings or contacts with stakeholders have occurred Yes

100%

Stakeholders have been identified

40%

Stakeholders have not been identified or contacted

0%

2) Layout or Preliminary Plan (5 Percent of Points)

Layout or Preliminary Plan completed Yes

100%

Layout or Preliminary Plan started

50%

Layout or Preliminary Plan has not been started

0%

Anticipated date or date of completion 11/03/2014

3) Environmental Documentation (10 Percent of Points)

EIS

EA

PM Yes

Document Status:

Document approved (include copy of signed cover sheet) 100%

Document submitted to State Aid for review 75%

Document in progress; environmental impacts identified 50%

Document not started Yes 0%

Anticipated date or date of completion/approval 12/01/2017

4) Review of Section 106 Historic Resources (15 Percent of Points)

No known potential for archaeological resources, no historic resources known to be eligible for/listed on the National Register of Historic Places located in the project area, and project is not located on an identified historic bridge Yes

100%

Historic/archeological review under way; determination of no historic properties affected or no adverse effect anticipated

80%

Historic/archaeological review under way; determination of adverse effect anticipated

40%

Unknown impacts to historic/archaeological resources

0%

Anticipated date or date of completion of historic/archeological review:

Project is located on an identified historic bridge

5)Review of Section 4f/6f Resources (15 Percent of Points)

(4f is publicly owned parks, recreation areas, historic sites, wildlife or waterfowl refuges; 6f is outdoor recreation lands where Land and Water Conservation Funds were used for planning, acquisition, or development of the property)

No Section 4f/6f resources located in the project area Yes

100%

Project is an independent bikeway/walkway project covered by the bikeway/walkway Negative Declaration statement; letter of support received

100%

Section 4f resources present within the project area, but no known adverse effects

80%

Adverse effects (land conversion) to Section 4f/6f resources likely

30%

Unknown impacts to Section 4f/6f resources in the project area

0%

6)Right-of-Way (15 Percent of Points)

Right-of-way or easements not required

100%

Right-of-way or easements has/have been acquired

100%

Right-of-way or easements required, offers made

75%

Right-of-way or easements required, appraisals made

50%

Right-of-way or easements required, parcels identified	Yes
25%	
Right-of-way or easements required, parcels not identified	
0%	
Right-of-way or easements identification has not been completed	
0%	
Anticipated date or date of acquisition	12/01/2017
7)Railroad Involvement (25 Percent of Points)	
No railroad involvement on project	Yes
100%	
Railroad Right-of-Way Agreement is executed (include signature page)	100%
Railroad Right-of-Way Agreement required; Agreement has been initiated	
60%	
Railroad Right-of-Way Agreement required; negotiations have begun	
40%	
Railroad Right-of-Way Agreement required; negotiations not begun	
0%	
Anticipated date or date of executed Agreement	
8)Construction Documents/Plan (10 Percent of Points)	
Construction plans completed/approved (include signed title sheet)	
100%	
Construction plans submitted to State Aid for review	
75%	
Construction plans in progress; at least 30% completion	Yes
50%	
Construction plans have not been started	
0%	
Anticipated date or date of completion	12/01/2017
9)Letting	
Anticipated Letting Date	02/01/2018

RESOLUTION NO. 2014- 128

RESOLUTION OF SUPPORT OF PROJECT NO. 2017-2, A SAFE ROUTES TO SCHOOL (SRTS) PROJECT
SAFETY ENHANCEMENTS AT THREE SCHOOL CROSSINGS, TRAIL CONNECTIVITY TO SCHOOL
AND ADDITIONAL BICYCLE STORAGE
AFFECTING OLSON MIDDLE, OLSON ELEMENTARY AND JEFFERSON HIGH SCHOOL
BLOOMINGTON, MINNESOTA

WHEREAS, the City Council of the City of Bloomington is the official governing body of the City of Bloomington; and

WHEREAS, the City of Bloomington places a high value on student and pedestrian safety in Bloomington and is proactively working to provide safety enhancements at school crossings on roadways with conditions that research has shown to provide safety concerns for pedestrians; and

WHEREAS, the City of Bloomington in cooperation with Bloomington Public Schools has created a District-wide Safe Routes to School Plan with identified safe routes to school safety improvement locations and is working to increase the opportunities for students to safely walk and bike to school; and

WHEREAS, Hennepin County, who is the local roadway authority at two of the proposed project locations, has indicated support of the proposed project within the City of Bloomington; and

WHEREAS, Bloomington Public Schools, who are the local authority of the three public schools involved in the project, have indicated support of the proposed project within the City of Bloomington and support of the improvements on their private property; and

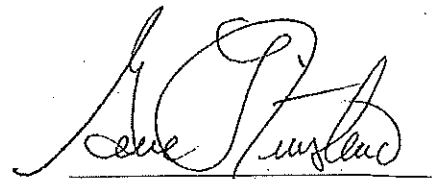
WHEREAS, the City, documents its acceptance of the responsibility for operation and maintenance of the project facilities located within the public right-of-way, throughout their useful life; and

WHEREAS, the City of Bloomington accepts responsibility for an amount equal to or greater than 20% of the eligible project construction costs, including design, construction, construction engineering, administration, rights-of-way, and peripheral project costs, and when the roadway abutting property jurisdictional or ownership responsibility is shared by Hennepin County or Bloomington Public Schools, the City of Bloomington will anticipate sharing of local costs through a subsequent cooperative agreement, where applicable.

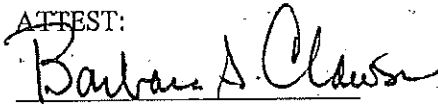
NOW THEREFORE, BE IT RESOLVED by the City Council of the City of Bloomington in regular meeting assembled to adopt this Resolution in support of the request for federal funds under the Safe Routes to School Category of the federal surface transportation funding act, Moving Ahead for Progress in the 21st Century (MAP-21) extension, for the Bloomington Surface Transportation Project No. 2017-2.

BE IT FURTHER RESOLVED, that a copy of this Resolution be provided to Metropolitan Council transportation Advisory Board with the Bloomington Project 2017-2 submittal.

Passed and adopted this 17th day of November 2014.



Mayor

ATTEST:


Secretary to the Council



Resolution Number 2014- 128

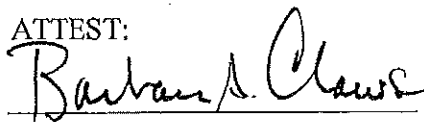
The attached resolution was adopted by the City Council of the City of Bloomington on November 17, 2014.

The question was on the adoption of the resolution, and there were 7 YEAS and 0 NAYS as follows:

COUNCILMEMBERS:	YEA	NAY	OTHER
Gene Winstead	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cynthia Bemis Abrams	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jack Baloga	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tim Busse	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andrew Carlson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dwayne Lowman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jon Oleson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESOLUTION ADOPTED.

ATTEST:


Barbara A. Claus

Secretary to the Council



November 18th, 2014

Elaine Koutsoukos, TAB Coordinator
Metropolitan Council
390 North Robert Street
St. Paul, MN 55101

Dear Ms. Koutsoukos:

I am in support of the City of Bloomington's application for funding for the Safe Routes to School project proposed. I have a particular interest in the pedestrian safety enhancements proposed at the Old Shakopee Road (CSAH 1) at Kell Avenue crossing and at the France Avenue (CSAH 17) crossing at Heritage Hills Drive. As the Bloomington Police Department Traffic Sergeant, I see first-hand the dangerous circumstances experienced when students are trying to cross at these two crosswalk/student crossing locations, when driver do not stop to yield to the pedestrians.

The Bloomington Police Department does enforce the crosswalk statutes for drivers to stop to yield to pedestrians in the crosswalk. However, we do not have the personnel to be there at every peak time. I strongly support the proposed crossing enhancements as a method to increase driver awareness of the pedestrians in the crosswalk and increased pedestrian visibility. Similar crosswalk enhancements have been constructed in Bloomington around schools and the Police Department has observed an increase in driver compliance with these enhancements.

I have requested that a short video from my squad dash camera be included in the application. It illustrates the dangers of the Old Shakopee/Kell Avenue crosswalk. As you can see, the student was crossing from the south to the north as I was stopped in the right lane. As cars still traveled through in the left lane the student started crossing in front of my squad. I observed a vehicle eastbound in the left lane that I feel would have struck the student had I not sounded my air horn.

If this project is selected, the Bloomington Police Department will continue to work in the school areas to enforce compliance at the school crossing locations.

Sincerely,

Sgt. John Martin
Supervisor, Traffic Unit
Bloomington Police Department



Rod Zivkovich, *Executive Director of
Finance and Support Services*

1350 West 106th Street
Bloomington, MN 55431
952-681-6433 Phone
952-681-6435 Fax

We help students thrive and dreams come alive

November 20, 2014

Elaine Koutsoukos, TAB Coordinator
Metropolitan Council
390 North Robert Street
St. Paul, MN 55101

Dear Ms. Koutsoukos:

As a representative of Bloomington Public Schools, I am aware that the City of Bloomington is applying for the federal surface transportation funding through the Metropolitan Councils Regional Solicitation and that the proposed grant project would provide walking and biking enhancements that will positively affect Hubert Olson Elementary, Hubert Olson Middle and Thomas Jefferson High Schools.

As a School District Representative on the Study Advisory Group during the development of the Bloomington Safe Routes to School Comprehensive Plan, I understand the prioritized need for the safety improvements proposed in this project.

I am aware of the scope of the grant application that will provide pedestrian crossing safety improvements at three locations (Old Shakopee Road at Kell Avenue, France Avenue at Heritage Hills Drive and Johnson Avenue at the Jefferson driveway), the trail connection between the sidewalk on Johnson Avenue and the back entrances at Hubert Olson Middle School and the additional bicycle racks for Hubert Olson Middle School and Thomas Jefferson High School.

If this project is selected, Bloomington Public Schools will work with the City of Bloomington to facilitate construction on the Bloomington Public Schools property and will be participating in the local 20% match (**only on portions of the project that are on district property**) under a separate agreement.

I agree to and support this 2014 federal surface transportation funding application for the Safe Routes to School Project.

Sincerely,

A handwritten signature in blue ink, appearing to read "Rod Zivkovich", is written over the "Sincerely," text.

Rod Zivkovich
Executive Director of Finance and Support Services
Bloomington Schools

Thomas Jefferson High School
4001 West 102nd Street
Bloomington, Minnesota 55437-2699



Telephone: 952.806.7600
Fax: 952.806.7601

November 20, 2014

Elaine Koutsoukos, TAB Coordinator
Metropolitan Council
390 North Robert Street
St. Paul, MN 55101

Dear Ms. Koutsoukos:

As the Building Principal for Thomas Jefferson High School, I am aware that the City of Bloomington is applying for the federal surface transportation funding through the Metropolitan Council's Regional Solicitation Grant and that the proposed project would provide walking and biking enhancements that will positively affect the students attending Jefferson High School, Olson Elementary School, and Olson Middle School, as well as our wider Bloomington community.

I am aware that the scope of project in the grant application will provide pedestrian crossing safety improvements at three locations (Old Shakopee Road between Kell and Little avenues, France Avenue at Heritage Hills Drive, and Johnson Avenue at the Jefferson driveway), the trail connection between the sidewalk on Johnson Avenue and the back entrances at Hubert Olson Middle and Elementary School schools, and additional bicycle racks for all three schools.

If this project is selected, I will continue to work to implement education and encouragement programs that will support the facility improvements and encourage students to walk and bicycle to school. Our school is included in the Safe Routes to School Master Plan being prepared jointly by the City of Bloomington and Bloomington Public Schools, and we will be implementing strategies identified in that plan to encourage walking and biking.

Our school also participated in the 2014 Student Travel Tally to gather the "before" data and if the project is selected, we agree to conduct the "after" evaluations that will be useful in assessing the results of the Safe Routes to Schools improvements.

I agree to - and whole-heartedly support - the 2014 Regional Solicitation Grant application for the Safe Routes to School Infrastructure Project. Again, we are committed to supporting and encouraging alternative modes of transportation for students and staff, including biking, walking, transit, and carpooling. Supporting and encouraging our students to bike and walk obviously heightens the importance of the enhancements described above.

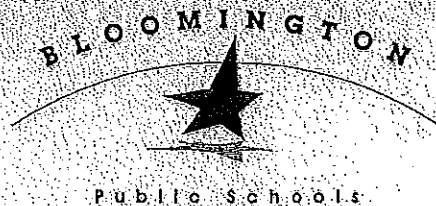
Sincerely,

A handwritten signature in black ink, appearing to read "Kevin Groebner", written in a cursive style.

Kevin Groebner
Principal
Jefferson High School
952-806-7650



Hubert Olson Elementary
4501 West 102nd Street
Bloomington, MN 55437
www.bloomingtonschools.info



Paul Meyer, Principal
Phone: 952.806.8800
Fax: 952.806.8801

11/19/14

Elaine Koutsoukos, TAB Coordinator
Metropolitan Council
390 North Robert Street
St. Paul, MN 55101

Dear Ms. Koutsoukos:

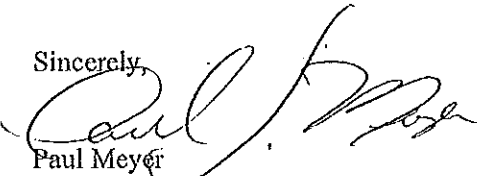
As the Building Principal for Hubert Olson Elementary School, I am aware that the City of Bloomington is applying for the federal surface transportation funding through the Metropolitan Councils Regional Solicitation and that the proposed project would provide walking and biking enhancements that will positively affect the students at Hubert Olson Elementary School.

I am aware of the scope of project in the grant application that will provide pedestrian crossing safety improvements at three locations (Old Shakopee Road at Kell Avenue, France Avenue at Heritage Hills Drive and Johnson Avenue at the Jefferson driveway), the trail connection between the sidewalk on Johnson Avenue and the back entrances at Hubert Olson Middle and Elementary School Campus and the additional bicycle racks for the schools.

If this project is selected, I will continue to work to implement education and encouragement programs that will support the facility improvements and encourage students to walk and bicycle to school. Our school is included in the Safe Routes to School Master Plan being prepared jointly by the City of Bloomington and Bloomington Public Schools, and we will be implementing strategies identified in that plan to encourage walking and biking. Our school also participated in the 2013 Student Travel Tally to gather the "before" data and if the project is selected, we agree to conduct the "after" evaluations that will be useful in assessing the results of the Safe Routes to Schools improvements.

I agree to and support the 2014 Regional Solicitation grant application for the Safe Routes to School infrastructure project.

Sincerely,


Paul Meyer
Olson Elementary Principal



Hubert Olson Middle School
4551 West 102nd Street
Bloomington.MN 55437
web: olm.bloomington.k12.mn.us



Jeremy Kuhns, Principal
Brenda Becker, Assistant Principal
Richard Larson, Dean of Students
952.806.8600 • Fax 952.806.8601

November 18, 2014

Elaine Koutsoukos, TAB Coordinator
Metropolitan Council
390 North Robert Street
St. Paul, MN 55101

Dear Ms. Koutsoukos:

As the Building Principal for Hubert Olson Middle School, I am aware that the City of Bloomington is applying for the federal surface transportation funding through the Metropolitan Councils Regional Solicitation and that the proposed project would provide walking and biking enhancements that will positively affect the students at Hubert Olson Elementary School.

I am aware of the scope of project in the grant application that will provide pedestrian crossing safety improvements at three locations (Old Shakopee Road at Kell Avenue, France Avenue at Heritage Hills Drive and Johnson Avenue at the Jefferson driveway), the trail connection between the sidewalk on Johnson Avenue and the back entrances at Hubert Olson Middle and Elementary School Campus and the additional bicycle racks for the schools.

If this project is selected, I will continue to work to implement education and encouragement programs that will support the facility improvements and encourage students to walk and bicycle to school. Our school is included in the Safe Routes to School Master Plan being prepared jointly by the City of Bloomington and Bloomington Public Schools, and we will be implementing strategies identified in that plan to encourage walking and biking. Our school also participated in the 2013 Student Travel Tally to gather the "before" data and if the project is selected, we agree to conduct the "after" evaluations that will be useful in assessing the results of the Safe Routes to Schools improvements.

I agree to and support the 2014 Regional Solicitation grant application for the Safe Routes to School infrastructure project.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeremy Kuhns", written over a horizontal line.

Jeremy Kuhns
Principal



Hennepin County

Public Works

Transportation Department

James N. Grube P.E., Director
1600 Prairie Drive
Medina, Minnesota 55340

612-596-0300, Phone

612-321-3410, Fax

www.hennepin.us/transportation

November 21, 2014

Elaine Koutsoukos, TAB Coordinator
Metropolitan Council
390 North Robert Street
St. Paul, MN 55101

Re: CSAH 1 (West Old Shakopee Road) & CSAH 17 (France Avenue) SRTS Project
Regional Solicitation Funding Submittal

Dear Ms. Koutsoukos:

Hennepin County is pleased to provide this letter of support for the City of Bloomington's 2014 Safe Routes to School grant application for the Regional Solicitation that includes pedestrian enhancements on CSAH 1 (Old Shakopee Road) at Kell Avenue and on CSAH 17 (France Avenue) at Canterbury Drive.

Hennepin County's Plat Review Committee reviewed these two pedestrian crossing locations on October 28th, 2014 and confirmed that Rectangular Rapid Flashing Beacons (RRFBs) were the appropriate treatment based on existing pedestrian volumes, current traffic, and roadway geometry. Pedestrian crossing volumes may increase upon completion of these pedestrian crossing improvements. Therefore, Hennepin County, in coordination with the City of Bloomington, will perform an analysis (at a later date) to determine if a High-intensity Activated crossWalk beacon (HAWK Signal) is warranted.

The City of Bloomington understands that CSAH 1 is designated as a house-moving corridor, and therefore, requires a 24' minimum vertical clearance. Hennepin County understands the proposed project would include the installation of overhead mounted RRFBs to enhance the existing school crossings on both CSAH 1 at Kell Avenue and on CSAH 17 at Heritage Hills Drive/Canterbury Drive. Therefore, we ask that this be considered during the design for the overhead units to be installed on CSAH 1. We also understand that this enhancement will provide a safe roadway crossing that is intended for the 6th through 8th graders at Hubert Olson Middle School and for the 9th through 12th graders at Jefferson High School.

Additionally, the proposed intersection enhancements would further Hennepin County's work to build complete corridors that support choice in mode of travel and it would support the county's Active Living initiative. If this project is selected, Hennepin County will continue to support the city and provide coordination in the planning and construction of the proposed pedestrian crossing safety improvements.

Sincerely,

James N. Grube, P.E.
Director of Transportation and County Engineer

JNG/JRP

An Equal Opportunity Employer

Olson Elementary 2012

	Total # of Students	Walk	Bike	Total Bike/Walk	
AM	141	6	10	16	0.113475
PM	143	14	10	24	0.167832

Olson Elementary 2013

	Total # of Students	Walk	Bike	Total Bike/Walk	
AM	361	17	32	49	0.135734
PM	360	26	35	61	0.169444

2013 Totals: 721 43 67 110 15.3%

Olson Middle 2012

	Total # of Students	Walk	Bike	Total Bike/Walk	
AM	277	34	6	40	0.144404
PM	277	40	14	54	0.194946

Olson Middle 2013

	Total # of Students	Walk	Bike	Total Bike/Walk	
AM	64	2	0	2	0.03125
PM	64	3	8	11	0.171875

2013 Totals: 128 5 8 13 10.2%

Jefferson High School Safe Routes to School Tally Summary

Time/Mode	Count	Proportion
Sum of Tuesday A.M. Tally	736	100%
Tuesday A.M. Walk	29	4%
Tuesday A.M. Bike	2	0%
Tuesday P.M. Tally	695	100%
Tuesday P.M. Walk	61	9%
Tuesday P.M. Bike	2	0%
Thursday A.M. Tally	764	100%
Thursday A.M. Walk	36	5%
Thursday A.M. Bike	4	1%
Thursday P.M. Tally	698	100%
Thursday P.M. Walk	67	10%
Thursday P.M. Bike	4	1%
Average		
Walk		7%
Bike		0%

Major factor influencing Bike/Pedestrian Counts:

Winter Storm Warning in effect until noon on first day of counts

Total Students (Trips)	3742
Total Bike/Walk Trips	328
Average Share	8.8%

W Old Shakopee Rd

<u>Description</u>	<u>Unit</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Extension</u>
Mobilization	Lump Sum	1	\$ 1,500.00	\$ 1,500.00
Remove Curb & Gutter	LinFt	60	\$ 6.53	\$ 391.80
Remove Pavement Markings	Lin Ft	432	\$ 0.50	\$ 216.00
Common Excavation	CuYd	4	\$ 24.15	\$ 96.60
Crosswalk (Ground in Poly)	SqFt	144	\$ 18.00	\$ 2,592.00
18" Solid Line White	Lin Ft	44	\$ 7.50	\$ 330.00
Aggregate Base Class 5	Ton	3	\$ 19.95	\$ 59.85
Concrete Curb & Gutter Design B618	Lin Ft	60	\$ 20.91	\$ 1,254.60
4" Concrete Walk	SqFt	140	\$ 4.46	\$ 624.40
Signs Type C	SqFt	100	\$ 35.00	\$ 3,500.00
Truncated Domes	SqFt	32	\$ 46.20	\$ 1,478.40
PA100-A-15-D40-9 (Pole, Mast Arm, Transformer Base & Pole Connector)	Each	1	\$ 15,000.00	\$ 15,000.00
PA100 Foundation	Each	1	\$ 3,900.00	\$ 3,900.00
250W Luminaire	Each	1	\$ 360.00	\$ 360.00
Controller & Cabinet	Each	2	\$ 1,850.00	\$ 3,700.00
RRFB	Each	4	\$ 765.00	\$ 3,060.00
Pedestal Shaft & Base (12")	Each	1	\$ 450.00	\$ 450.00
Pedestal Wind Collar	Each	1	\$ 100.00	\$ 100.00
Solar Panel & Components	Each	2	\$ 875.00	\$ 1,750.00
Push Button & Sign	Each	2	\$ 100.00	\$ 200.00
Construction Easements	Lump Sum	1	\$ 20,000.00	\$ 20,000.00
			Subtotal: \$	60,563.65
			Contingency (12% Project Cost)	\$7,267.64
			Total Construction Cost Estimate	\$67,831.29
			Engineering / Admin / Legal / Finance (25% Project Cost)	\$16,957.82
			Total Project Cost	\$84,789.11

France Ave

Description

<u>Description</u>	<u>Unit</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Extension</u>
Mobilization	Lump Sum	1	\$ 1,500.00	\$ 1,500.00
Remove Curb & Gutter	LinFt	110	\$ 6.53	\$ 718.30
Remove Concrete Walk	SqYd	25	\$ 8.40	\$ 210.00
Remove Pavement Markings	Lin Ft	1008	\$ 0.50	\$ 504.00
Common Excavation	CuYd	5	\$ 24.15	\$ 120.75
Crosswalk (Ground in Poly)	SqFt	150	\$ 18.00	\$ 2,700.00
18" Solid Line White	Lin Ft	44	\$ 7.50	\$ 330.00
PA100-A-15-D40-9 (Pole, Mast Arm, Transformer Base & Pole Connector)	Each	2	\$ 11,700.00	\$ 23,400.00
PA100 Foundation	Each	2	\$ 2,350.00	\$ 4,700.00
250W Luminaire	Each	2	\$ 360.00	\$ 720.00
Controller & Cabinet	Each	2	\$ 1,850.00	\$ 3,700.00
RRFB	Each	4	\$ 765.00	\$ 3,060.00
Signs Type C	SqFt	52	\$ 35.00	\$ 1,820.00
Push Button & Sign	Each	2	\$ 100.00	\$ 200.00
Aggregate Base Class 5	Ton	4	\$ 19.95	\$ 79.80
Select Topsoil Borrow	CuYd	2	\$ 39.90	\$ 79.80
Sod / Seeding	SqYd	20	\$ 8.87	\$ 177.40
Concrete Curb & Gutter Design B618	Lin Ft	110	\$ 20.91	\$ 2,300.10
4" Concrete Walk	SqFt	289	\$ 4.46	\$ 1,288.94
Truncated Domes	SqFt	32	\$ 46.20	\$ 1,478.40
			Subtotal: \$	49,087.49
			Contingency (12% Project Cost)	\$5,890.50
			Total Construction Cost Estimate	\$54,977.99
			Engineering / Admin / Legal / Finance (25% Project Cost)	\$13,744.50
			Total Project Cost	\$68,722.49

Olson E.S / M.S. Trail

Description

	<u>Unit</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Extension</u>
Mobilization	Lump Sum	1	\$ 1,500.00	\$ 1,500.00
Remove Curb & Gutter	LinFt	65	\$ 6.53	\$ 424.45
Remove Concrete Walk	SqYd	23	\$ 8.40	\$ 193.20
Common Excavation	CuYd	300	\$ 24.15	\$ 7,245.00
Crosswalk (Ground in Poly)	SqFt	250	\$ 18.00	\$ 4,500.00
Aggregate Base Class 5	Ton	85	\$ 19.95	\$ 1,695.75
Select Topsoil Borrow	CuYd	1.5	\$ 39.90	\$ 59.85
Sod / Seeding	SqYd	18	\$ 8.87	\$ 159.66
Concrete Curb & Gutter Design B618	Lin Ft	65	\$ 20.91	\$ 1,359.15
Bituminous Trail	LinFt	475	\$ 20.00	\$ 9,500.00
4" Concrete Walk	SqFt	1930	\$ 4.46	\$ 8,607.80
Bike Rack	Each	8	\$ 900.00	\$ 7,200.00
Truncated Domes	SqFt	32	\$ 46.20	\$ 1,478.40

Subtotal: \$ **43,923.26**

Contingency (12% Project Cost) \$5,270.79

Total Construction Cost Estimate \$49,194.05

Engineering / Admin / Legal / Finance (25% Project Cost) \$12,298.51

Total Project Cost \$61,492.56

Johnson Ave

<u>Description</u>	<u>Unit</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Extension</u>
Mobilization	Lump Sum	1	\$ 1,500.00	\$ 1,500.00
Remove Curb & Gutter	LinFt	80	\$ 6.53	\$ 522.40
Remove Concrete Walk	SqYd	64	\$ 8.40	\$ 537.60
Remove Bituminous Pavement	SqYd	8	\$ 5.79	\$ 46.32
Remove Pavement Markings	Lin Ft	648	\$ 0.50	\$ 324.00
Common Excavation	CuYd	2	\$ 24.15	\$ 48.30
Crosswalk (Ground in Poly)	SqFt	125	\$ 18.00	\$ 2,250.00
18" Solid Line White	Lin Ft	36	\$ 7.50	\$ 270.00
Pedestal Shaft & Base (12")	Each	2	\$ 450.00	\$ 900.00
Pedestal Wind Collar	Each	2	\$ 100.00	\$ 200.00
Solar Panels & Components	Each	2	\$ 875.00	\$ 1,750.00
Controller	Each	2	\$ 1,850.00	\$ 3,700.00
RRFB	Each	2	\$ 765.00	\$ 1,530.00
Signs Type C	SqFt	16.5	\$ 35.00	\$ 577.50
Push Button & Sign	Each	4	\$ 100.00	\$ 400.00
Granular Borrow	CuYd	2	\$ 22.05	\$ 44.10
Aggregate Base Class 5	Ton	9	\$ 19.95	\$ 179.55
Select Topsoil Borrow	CuYd	3	\$ 39.90	\$ 119.70
Sod / Seeding	SqYd	24	\$ 8.87	\$ 212.88
Bituminous Non-Wear	Ton	1	\$ 84.00	\$ 84.00
Bituminous Wear	Ton	1	\$ 69.23	\$ 69.23
Tack	Gallon	15	\$ 3.15	\$ 47.25
Concrete Curb & Gutter Design B618	Lin Ft	80	\$ 20.91	\$ 1,672.80
4" Concrete Walk	SqFt	571	\$ 4.46	\$ 2,546.66
Truncated Domes	SqFt	24	\$ 46.20	\$ 1,108.80
			Subtotal:	\$ 20,641.09
			Contingency (12% Project Cost)	\$2,476.93
			Total Construction Cost Estimate	\$23,118.02
			Engineering / Admin / Legal / Finance (25% Project Cost)	\$5,779.51
			Total Project Cost	\$28,897.53

Safe Routes to School

District-wide Plan

Bloomington Public Schools

Elementary Schools:

*Oak Grove Elementary School
Valley View Elementary School
Olson Elementary School
Poplar Bridge Elementary School
Indian Mounds Elementary School
Hillcrest Community School
Washburn Elementary School
Normandale Hills Elementary School
Westwood Elementary School
Ridgeview Elementary School*

Middle Schools:

*Oak Grove Middle School
Valley View Middle School
Olson Middle School*

High Schools:

*Thomas Jefferson High School
John F. Kennedy High School*

A collaborative effort by:

Adopted:

Bloomington City

Council _____

Bloomington Public

Schools _____



Table of Contents

General Information.....Page

Oak Grove Campus.....Page

- Exhibit A—Supplemental Data
- Exhibit B—Maps
 - ◇ Oak Grove Elementary Traffic Map
 - ◇ Oak Grove Middle Traffic Map
 - ◇ Oak Grove Elementary Site Traffic
 - ◇ Oak Grove Middle Site Traffic
 - ◇ Oak Grove Campus Concern Map

Valley View Campus.....Page

- Exhibit A—Supplemental Data
- Exhibit B—Maps
 - ◇ Valley View Elementary Traffic Map
 - ◇ Valley View Middle Traffic Map
 - ◇ Valley View Elementary Site Traffic
 - ◇ Valley View Middle Site Traffic
 - ◇ Valley View Campus Concern Map

Olson Campus.....Page

- Exhibit A—Supplemental Data
- Exhibit B—Maps
 - ◇ Olson Elementary Traffic Map
 - ◇ Olson Middle Traffic Map
 - ◇ Olson Elementary Site Traffic
 - ◇ Olson Middle Site Traffic
 - ◇ Olson Campus Concern Map

Poplar Bridge Elementary.....Page

- Exhibit A—Supplemental Data

Table of Contents

- Exhibit B—Maps
 - ◇ Poplar Bridge Elementary Traffic Map
 - ◇ Poplar Bridge Elementary Site Traffic
 - ◇ Poplar Bridge Elementary Concern Map

Indian Mounds Elementary.....Page

- Exhibit A—Supplemental Data
- Exhibit B—Maps
 - ◇ Indian Mounds Elementary Traffic Map
 - ◇ Indian Mounds Elementary Site Traffic
 - ◇ Indian Mounds Elementary Concern Map

Hillcrest Community.....Page

- Exhibit A—Supplemental Data
- Exhibit B—Maps
 - ◇ Hillcrest Community Traffic Map
 - ◇ Hillcrest Community Site Traffic
 - ◇ Hillcrest Community Concern Map

Washburn Elementary.....Page

- Exhibit A—Supplemental Data
- Exhibit B—Maps
 - ◇ Washburn Elementary Traffic Map
 - ◇ Washburn Elementary Site Traffic
 - ◇ Washburn Elementary Concern Map

Normandale Hills Elementary.....Page

- Exhibit A—Supplemental Data
- Exhibit B—Maps
 - ◇ Normandale Hills Elementary Traffic Map
 - ◇ Normandale Hills Elementary Site Traffic

Table of Contents

- ◇ Normandale Hills Elementary Concern Map

Westwood Elementary.....Page

- Exhibit A—Supplemental Data
- Exhibit B—Maps
 - ◇ Westwood Elementary Traffic Map
 - ◇ Westwood Elementary Site Traffic
 - ◇ Westwood Elementary Concern Map

Ridgeview Elementary.....Page

- Exhibit A—Supplemental Data
- Exhibit B—Maps
 - ◇ Ridgeview Elementary Traffic Map
 - ◇ Ridgeview Elementary Site Traffic
 - ◇ Ridgeview Elementary Concern Map

References.....Page

Appendix.....Page

- Prioritized Implementation Plan
- Crash Data Analysis

Introduction

In a partnership between the City of Bloomington Public Works, Minnesota Department of Health's SHIP program, and Bloomington Public Schools, a district wide Safe Routes to School (SRTS) plan has been developed for all public schools within the City of Bloomington. The comprehensive plan strives to increase the number of students who choose to walk or bike to school and seeks to improve their safety by using the five "E's" approach:

Educate students on the safe practices for walking and biking, the importance of active lifestyles and healthy habits, and inform them about the broad range of transportation options.

Encourage children to walk and bike to school by providing educational programs and a transportation system that allows parents to feel comfortable with their children walking or biking to school.

Enforce new safety changes made around schools and enforce traffic laws through active support of the school district staff and Bloomington Police Department.

Engineer a safer transportation network through improvements that minimize conflicts between motorists and pedestrians, reduce excessive traffic speeds and maximize accessibility to safe crossings and pathways.

Evaluate the effectiveness of improvements by monitoring attitudes and trends through the collection of data before and after improvements are made.

There are both behavioral and physical barriers to safe walking and biking to school. Using this approach we can work to overcome behavioral barriers using four of the five "E's" and provide solutions to the physical barriers using the final component; engineering.

The purpose of this plan is to document the existing walking and biking environments in Bloomington, identify opportunities and priorities it increase walking and biking to schools, and develop an implementation plan for making the improvements.

The Statewide Health Improvement Program (SHIP) works to prevent disease before it starts by helping create healthier communities that support individuals seeking to make healthy choices in their daily lives.

Safe Routes to School (SRTS) aims to create communities where more kids walk and bike to school by improving infrastructure around schools, educating students about safe practices and encouraging children to walk and bike to school. This promotes behavior that will support active lifestyles and encourage healthy habits at any age.

Project Process

STUDY ADVISORY GROUP

A study advisory group (SAG) was assembled to collaboratively work to guide the development and implementation of the District-wide Safe Routes to School Plan. The group consisted of Bloomington Public Schools District Staff and City of Bloomington Staff:

Chris Lennox, Bloomington Public Schools Assistant Superintendent

Tom Oestreich, Bloomington Public Schools Director of Transportation

Michael Oxborough, Bloomington Public Schools Safety & Risk Manager

Craig Nordstrom, Bloomington Public Schools Health & Safety Director

Tim Rybek, Bloomington Public Schools Building & Grounds Director

Mike Berg, Bloomington Public Schools Building & Grounds Director

Lisa Firth, Bloomington Public Health

Julie Zamora, Bloomington Public Health

Robin Weismann, Bloomington Public Health

Amy Marohn, City of Bloomington Engineering

Brian Hansen, City of Bloomington Engineering

Kirk Roberts, City of Bloomington Engineering

Nick Priesler City of Bloomington Engineering

The committee met periodically throughout the process to share information, identify and discuss challenges and opportunities to walking and biking to schools in Bloomington, provide input on the plan development regarding process, providing information about Policies and Practices related to SRTS, and guiding the review and approval process through each agency. The members of the group will continue to play key roles in guiding implementation of the plan upon its completion.

STUDY APPROACH

Site Assessments:

Site assessments of existing conditions was a critical step in identifying barriers that may be limiting students from walking and biking to school. An evaluation of the existing conditions at each school was undertaken to identify and document current conditions and potential limitations within the existing transportation system, both on campus and within each school identified walking boundary. The following observations were made and documented during each site assessment:

- Where current walkers/bikers access the school campus
- Bus circulation patterns
- Parent pick-up/drop-off patterns
- Student patrol locations
- Sidewalk locations and condition
- School and pedestrian crossing locations
- Bike rack locations and condition
- Pedestrian path locations and condition

Meeting With Principals and School Staff:

Few people know the problem areas around schools more than the school staff. For that reason we were interested in what the building principals and school staff perceived as barriers to students walking and biking to school. Individual meetings were setup with each principal to discuss the following items:

- Current and past safety concerns from parents and staff
- Pedestrian and vehicle traffic outside the school before and after school
- Pedestrian education and special events at the school

Mapping of Existing Conditions:

In order to visualize the neighborhood and recognize potential barriers a traffic map was created for each school. The traffic map includes the following information:

- Sidewalks
- School and pedestrian crossings
- Stop signs
- Traffic or pedestrian signals
- School walking boundary
- Traffic data

Identification of Safety Concerns:

Safety concerns around the schools were identified in one or more of the following ways:

- Principal concerns
- Parent concerns
- Site observations
- Traffic data

Each concern was identified and evaluated to determine if a problem exists and what kind of measures could be considered in the short and long terms to mitigate the problem.

Common Areas of Concern:

While each school exhibited its own unique conditions there appeared to be some common, recurring issues, on several of the campuses.

1.) Students crossing at locations other than at a marked crosswalk.

This action was observed at every school. The biggest reason for students crossing midblock or at locations other than the designated crosswalk is because it often offers a faster or more direct route to school. Many times there was a marked and signed crosswalk existing a little further up or down the road but since it was out of the way it was not always utilized.

2.) Incomplete or disconnected sidewalk network

There were areas where sidewalk did not continue into the neighborhoods far enough to support and encourage walking and biking to school. There were also areas where sidewalk networks were incomplete and pedestrians needed to cross the road to stay on the sidewalk network.

3.) Limited visibility of pedestrians at crosswalks or low driver compliance to crosswalk laws.

Crossings with high pedestrian activity, high vehicle volumes and speeds and low driver compliance might benefit from crossing enhancements to increase the visibility of pedestrians to the drivers.

Policies and Practices

CITY OF BLOOMINGTON

The City of Bloomington has a number of plans and policies in place with goals that support Safe Routes to School by working to improve walking and biking in the City.

Comprehensive Plan 2008

The City's Comprehensive Plan has a section in the Transportation Element dedicated to Cyclists and Pedestrians. In this section, the City's goal for pedestrians and bicyclists is defined as "increase emphases on travel by foot or cycle, to promote active lifestyles, to improve safety, to support sustainability, to promote Complete Streets, and to improve connections between neighborhood, transit, and recreation amenities." This section identifies alternative transportation goals, assessment of existing sidewalk and trail system, safety, and recommended improvement projects.

Complete Streets Policy

The Bloomington City Council approved a Complete Streets Policy in 2012. The Policy objective is to "... enhance safety, mobility, accessibility and convenience for transportation network users of all ages and abilities, including pedestrians, transit users, bicyclists, commercial and emergency vehicles, freight drivers and motorists by planning, designing, operating and maintaining a network of multi-modal streets."

Alternative Transportation Plan

The City's Alternative Transportation Plan, adopted in 2008 and update currently in progress, clearly identifies the City's priority to provide a bicycle and pedestrian system that is "...balanced, diverse, and flexible enough to adjust to ever-changing needs of the community... for encouraging use." Neighborhood Pedestrian/Safe Routes to School Program is identified as one of the three key components of the Alternative Transportation Plan (page 3.1).



BLOOMINGTON PUBLIC SCHOOLS

Bloomington Public Schools serves 10 elementary schools, 2 middle schools and 2 high schools. Although prior to this plan development the District did not have a specific Plan or Policy regarding Safe Routes to School, many of its practices align well with the goals of a Safe Routes to School Program.

District Policies

The District does not have any policies written that expressly deter or encourage students from walking or biking to class.

The Transportation Policy (Policy 707.4 Student Transportation Safety) supports safety education for bicycling and walking with the statement:

“707.4I.(E.)The school district also will provide student safety education for bicycling and pedestrian safety.”

The District also has a Wellness Policy (Policy 533) that supports physical activity through the following:

“... to assure a school environment that promotes and protects students’ health, well-being, and ability to learn by supporting healthy eating and physical activity.”

Walking Boundaries

The Bloomington Public School’s transportation policy describes the walking and bussing boundaries for the schools:

“Students are eligible for transportation service if any resident elementary (grades K-5) student(s) reside a walking distance of one half mile and any resident secondary (grades 6-12) student(s) reside a walking distance of one and a quarter mile or more from a public school which they attend. The distance shall be measured and determined from the school to the middle of the road or street in front of the student’s home. If this point is a mile or more (grades 6-12) or one half mile or more (grades K-5) as measured on walks and roadways , the students shall be entitled to transportation.”

Recommendations

EDUCATION

In order to have a broad, lasting impact, opportunities for education should be made available to students, school staff, parents, and community members.

Bicycle and pedestrian safety can be taught in schools and in the community in order to teach children the basics associated with being a safe pedestrian or bicyclist. The recommended curriculum for consideration in Bloomington Public Schools is Walk! Bike! Fun! This program is a comprehensive curriculum that teaches safe traffic behavior through classroom activities and on-the-bike skills practice. The goals of the extensive lesson plans teach skills to children to walk and bicycle safety – building confidence and helping them stay safe, active, and healthy. The plan was developed by BlueCross BlueShield Minnesota, bike.MN, and MnDOT.

Conduct a pedestrian and bicycle safety public education campaign. By publicizing the Share the Road – Bicycle and Share the Road- Pedestrian materials created by MnDOT, the City can help educate both drivers and pedestrians and cyclists of safe practices.

Develop a Safe Routes to School section on the School District Website and the City of Bloomington Website. Publication of the Safe Routes to School Plan and Walking Boundary Maps is an important element to support and use of the information.

Incorporate specific language regarding walking and biking to school into the Districts Wellness Policy (Policy 533). The language of the current Policy could be strengthened to encourage walking and biking to school as having health benefits. Having this in the Policy can help mitigate liability concerns. Having a stated Policy can help establish statutory discretionary immunity, which protects school districts from having their decisions “second-guessed” by the courts. Additional information regarding Risk and Liability as prepared by the Public Health Law Center at William Mitchell College of Law, is included in the Appendix.

ENCOURAGEMENT

Continue or initiate site-level walking and biking activities. Everyone is busy and it’s easy to drive to school because it’s “more convenient” or “faster”. Special activities such as bike rodeos, bicycle or pedestrian safety fairs, and bike/walk to school days can help set the tone that gets children excited about biking and walking to school safely.

Annual Bike/Walk to School Day events often have the effect of increasing parent and student comfort with biking and walking to school. Safety concerns can be addressed and fears assuaged when large groups of students and parents commit to trying something new together on the same day. Oftentimes new groups and programs are formed to encourage bicycling and walking after a successful bike/walk day. Visit <http://www.walkbiketoschool.org/> for information for registration and support materials for participating in Walk to School Day in October or Bike to School Day in May each year.

In order to encourage healthy alternative transportation options, consider hosting bicycle safety fairs during local celebrations and events. This type of activity could be supported by a local biking advocacy group. Community excitement around and support for biking and walking can have a positive, lasting change on safe pedestrian and bicycle habits.

ENFORCEMENT

Provide School Staff presence at the beginning of each school year to monitor, guide and enforce safe pedestrian behavior on or adjacent to school property. Many Building Principals indicated that they, or designated staff, are outside during student arrival and dismissal periods to monitor and help remind students of how to safely interact with the pick-up and drop-off vehicular traffic. This is especially important during the first three weeks of school, when many activity patterns are developed for the school year, as well as upon implementation of construction of any new pedestrian and bicycle accommodations or enhancements.

The Bloomington Police Department will continue to be dedicated to enforcement in areas around schools and at school crossings. They will conduct both routine and targeted enforcement of speed limits and crosswalk compliance within the school walking boundaries, which have immediate effects on creating a safer environment for pedestrian and bicycle activity.

EVALUATION

Continue student travel tallies on an annual basis to track changes in walking and biking to school patterns. The travel tallies provide an easy way to measure the progress of SRTS activities. In addition, having current data will support funding applications for infrastructure improvements.

ENGINEERING

In depth information about each of the schools or school campuses follows this section. In each section there is detailed information about the existing conditions in the area with a Traffic Map documenting infrastructure and the walking boundary, information about the school including student population information, Principal interview and stakeholder feedback, and site observations of pedestrian/biking activity, parent pick-up and drop-off activity and bus activity (described and documented in a Site Traffic Map), traffic data collection, pedestrian and bicycle crash data and a summary of noted challenges and opportunities for each school area.

For each school you will also find a set of recommendations, with short-, medium- and long-term recommendations, and an identified concerns map with detailed description of the potential safety concerns. In the Appendix is an overall prioritized plan for infrastructure improvements, district-wide.

FUNDING

Funding to implement the recommendations identified throughout this plan can be sought from various sources. Some of the infrastructure improvements will be incorporated into the Pavement Management Program where streets are systematically identified for routine pavement management projects by the City of Bloomington. Other infrastructure and non-infrastructure improvement projects may also be stand alone projects completed by the City or School District.

Some funding sources to implement the recommendations identified throughout this plan are:

- 1.)** Federal Safe Routes to School funding administered by the Minnesota Department of Transportation (MnDOT) and/or Metropolitan Council
- 2.)** National Center for Safe Routes to School mini grants
- 3.)** Future Statewide Health Improvement Program (SHIP) funding
- 4.)** Highway Safety Improvement Projects (HSIP) funding administered by MnDOT
- 5.)** Other trail or safety funding sources

Note: Funding sources are expected to change as allocation and distribution of funding changes.

OLSON AREA



OLSON
ELEMENTARY SCHOOL
Heroes of the White Tigers

4501 West 102nd Street
Bloomington, MN 55437



OLSON
MIDDLE SCHOOL
Guiding and Supporting All Students
on Their Path to Success

4551 West 102nd Street
Bloomington, MN 55437



Existing Conditions

The following Safe Routes to School Plan for the Olson area schools is part of the *District wide Safe Routes to School Comprehensive Plan*. The complete plan also contains sections for the other public elementary, middle, and high schools within the Bloomington Public School District.

NEIGHBORHOOD INFORMATION

Olson Area schools are located on the south side of West 102nd Street, between Johnson Street and Rich Road. The schools are located just to the west of Jefferson High School and use some of the same school crossings. The main entrance to the school property is on 102nd Street and it leads into a parking lot that is shared by the middle and elementary schools. Along Johnson Street there is a driveway that leads to the east side of the school. This driveway is primarily used as a parking lot for Jefferson High School students however, some parents and busses drop-off students here.

The area around the middle and elementary school is zoned almost entirely for single family residential housing with a small amount of multiple family housing and commercial uses. This is much different from the Oak Grove and Valley View areas that contained much more multiple family housing and commercial uses in addition to some industrial uses.

ADDITIONAL PEDESTRIAN TRAFFIC

Unlike the Valley View and Oak Grove areas, the Olson area does not have any other pedestrian attractions near the schools. The only pedestrian attraction in the neighborhood is the South Glen Playground south and east of the school. This playground is easily accessed from streets with low traffic volumes and doesn't show pedestrian safety issues.

SCHOOL CROSSINGS

As shown in the Crosswalks map, there are three designated school crossings that connect to the campus. Two of them are located along West 102nd Street and the other is along Johnson Street. Due to the high traffic volume (7,300 ADT) along West 102nd Street those two school crossings are given special treatments to improve pedestrian safety. The crossing furthest to the east at Harrison Road has pedestrian activated RRFB signage. The other crossing on West 102nd Street is just east of the schools entrance and uses a pedestrian activated signal. These two treatments help improve pedestrian safety by increasing the visibility of the crossing to drivers and helps encourage vehicles to stop for pedestrians within the crosswalk. The crossing on Johnson Street does not have any special treatments and is mainly used by high school students leaving the parking lot and crossing Johnson Street to get to the high school.

CROSSWALKS

Within elementary school walking boundary:

Aside from the school crossings there are very few crosswalks within the elementary school walking boundary that an elementary school student would have to cross. Along the south side of West 102nd Street there is a crosswalk across Johnson Street. This intersection is controlled with a stop sign in the northbound direction that stops drivers on Johnson Street. This intersection uses a free right turn for westbound drivers on West 102nd Street to turn south onto Johnson Street. The surface median used to create the free right can be used as a pedestrian refuge making it easier for students to cross the street safely. Another crosswalk is located south of the school at the all way stop controlled intersection of Heritage Hills Drive and Johnson Street. This intersection also has a surface median that channelizes traffic and serves as a pedestrian refuge.

Within middle school walking boundary:

There are two unsignalized crosswalks within the middle school walking boundary that pose significant safety risks to students who use them. The first is at Old Shaopee Road and Kell Avenue. This crossing is along the west leg of the intersection and students are expected to cross 4 lanes of traffic with an AVERAGE DAILY TRAFFIC (ADT) of 20,000 vehicles or more. Further analysis showed there are frequent close calls at this intersection. The other is also located on Old Shakopee Road, at Beard Avenue. This crossing is the same as the at Kell but does not get much student pedestrian activity because it is at the edge of the walking boundary.

There are many crosswalks at signalized intersections within the middle school walking boundary but most of them are on or near the border of the walking boundary. As a result these intersections don't have much student pedestrian activity. There are three signalized intersections that experience significant student pedestrian activity during school days.

One of them is located at West 98th Street and Little Road. This signalized intersection only has a crosswalk on the east and west leg of the intersection heading northbound and southbound. Two blocks further to the south there are similar crosswalks at the uncontrolled intersection of Little Road and West 99th Street. Crash analysis and traffic speed and volume studies don't indicate a problem with the crosswalk further to the south but there has been a history of pedestrian crashes at the crosswalk on West 98th Street. A majority of those crashes occurred before the intersection was redesigned to eliminate the west portion of the service road north of West 98th Street. A painted crosswalk on the service road to the north may decrease pedestrian crash risk.

Two other signalized intersections are at the corner of West 102nd Street and Normandale Boulevard and France Avenue and Old Shakopee Road. Both of these intersections have very high traffic volumes but they are on the edge of the walking boundary and don't see much student pedestrian activity. The busiest of the two intersections is at France Avenue and it contains pedestrian refuge islands in all directions that help increase pedestrian safety.

The signalized intersection with the heaviest pedestrian activity is at West 102nd Street and France Avenue. This intersection is in the interior of the walking boundary and as a result sees student pedestrian traffic from all directions. The traffic volumes at this intersection is very high and there is a pedestrian refuge island at the northeast quadrant of the intersection. This intersection has been identified by parents as a troublesome intersection for their children to cross due to the activity. Further analysis revealed that a large portion of pedestrian troubles are caused by a lack of left turn phases for vehicles on westbound West 102nd Street turning southbound and vehicles on northbound France Avenue turning eastbound onto West 102nd Street. The lack of left turn phases forces drivers who want to turn to wait for appropriate gaps in traffic to make their turn. Often times, drivers don't check for pedestrians using the crosswalk and conflicts occur. A dedicated left turn phase would give vehicles an opportunity to turn left while vehicles are not coming and pedestrians are not using the crosswalk.

Olson Middle School

SCHOOL INFORMATION

The school day begins at 7:55 am and is dismissed at 2:25 pm. Olson Middle school has 865 students in 6th through 8th grade. Figure 3-1 shows the distribution of students in each grade.

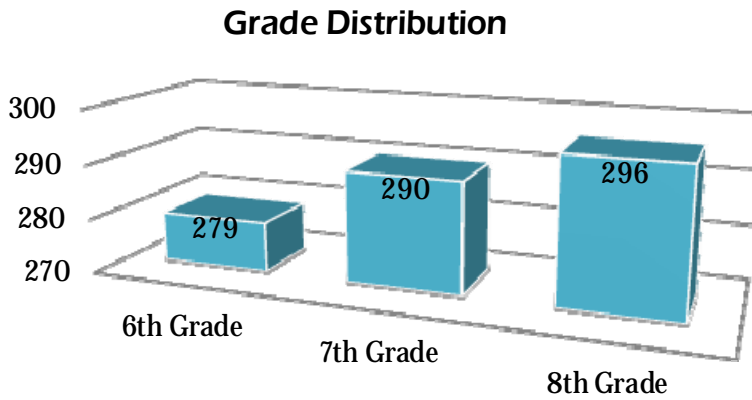


Figure 3-1. Grade Distribution. *Student enrollment in each grade level. October 2012.*

MEETING WITH PRINCIPAL

The plan developer principal Tom Lee and Assistant Principal Jeremy Kuhns met at the school on November 16, 2012. The principals' main concerns were regarding the schools driveway on West 102nd Street. They said that the driveway get very busy with cars and pedestrians and poses a significant risk to student safety. As of the beginning of 2013, this area has been identified by the City and actions were being taken to analyze the area for possible improvements.

PARENT SURVEY

Students living within the middle school walking area are not provided transportation by Bloomington Public Schools. However, these students may be eligible for busing through the Pay to Ride program by using the nearest established bus stop outside the walk area. (See the Traffic Map for a diagram of the walking area).

PEDESTRIAN TRAFFIC

The area around the Olson schools are highly walkable because they are zoned for either single family or multi family residential uses. West 102nd Street, Johnson Street, Heritage Hills Drive and Little Road are the most heavily traveled routes by students. There are not any pedestrian traffic generators like playgrounds or libraries near the schools and as a result all pedestrian traffic is from travel to or from school.

PARENT DROP-OFF/PICK-UP

Parents enter using the driveway on West 102nd Street and continue along the west edge of the parking lot and eventually turn towards the front of the middle school. Parents can drop-off anywhere along the front of the middle or elementary school and then exit using the same driveway they used to enter. At the exit, there is a free right that allows parents heading east to exit more freely. Often times, drivers do not look for pedestrians before completing their turn out of the parking lot using this free right.

Some parents will also drop-off behind the school using Johnson Street. This area is not designated by the school as a drop-off area but gets used because the front of the school gets very congested.

BUS DROP-OFF

Busses drop students off using the same procedures as the parents do. The special needs buses are designated to drop-off at the back of the school using Johnson Street.

See the School Traffic Map for parent and bus procedures.

Olson Elementary School

SCHOOL INFORMATION

The school day begins at 8:45 am and is dismissed at 3:05 pm. There are many different times that students arrive to the school due to before and after school activities. The school hosts Kid's Safari from 6:30 am to 8:34 am before school and from 3:05 pm to 6:00 pm after school. Olson Elementary School has 538 students in Kindergarten through 5th grade. Figure 3-2 shows the distribution of students in each grade.

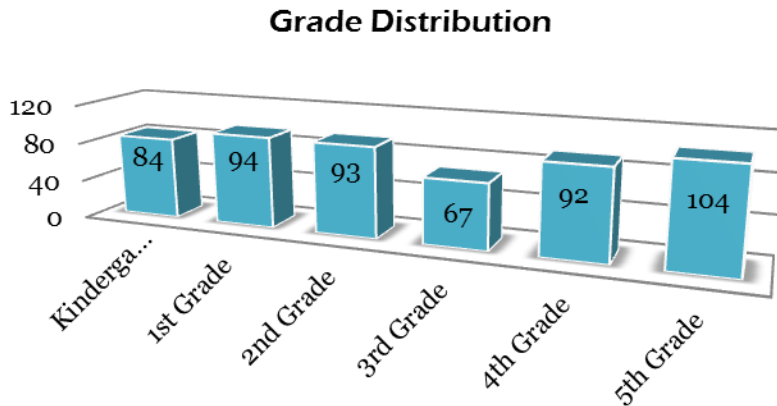


Figure 3-2. Grade Distribution. Student enrollment in each grade level. October 2012.

MEETING WITH PRINCIPAL

The plan developer and principal Paul Meyer met at the school on November 16, 2012. Mr. Kubas also identified the school's driveway as concern to student safety. In addition, he identified the high school driveway as a concern for similar reasons. He felt that students walking along the sidewalk are vulnerable to conflict with turning vehicles because drivers are not looking for students walking along the sidewalk. He also expressed concern for the drop-off location in front of the school. He showed me how busy it can get in the morning and he feels that students aren't visible enough when they are crossing in front of the school's main entrance.

PARENT SURVEY

Students living within the elementary school walking area are not provided transportation by Bloomington Public Schools (See the Elementary Boundary map for a diagram of the walking area).

PEDESTRIAN TRAFFIC

When you compare the elementary school walking boundary for the elementary school to the middle school boundary of the middle school you can see that the pedestrian traffic flows are very similar. Students still cross West 102nd Street from the neighborhood north and use the pedestrian activated crossing. A high number of students also come from the neighborhood to the south due to low traffic volumes and sidewalk connections to the school's property. The major difference between the elementary school's pedestrian traffic and the middle school's is that the elementary students don't have to cross France Avenue and Normandale Ave. France Avenue is considered too busy for elementary students to cross and Normandale Avenue is outside of the 0.5 mile radius.

PARENT DROP-OFF/PICK-UP

Parent drop-off procedures are the same as what was reported for the middle school.

BUS DROP-OFF

Parent drop-off procedures are the same as what was reported for the middle school.

See the School Traffic Map for parent and bus procedures.

Traffic and Crash Information

CRASH INFORMATION

MN crash data was filtered using Geographic Information Systems (GIS) technology for crashes that involved pedestrians within the walking boundary from 2002-2012. There were 39 total pedestrian crashes during this time.

Mapping of the crash locations reveal that most of the accidents along Old Shakopee Road and France Avenue are happening away from the signalized intersections. This shows us that students are choosing not to wait and cross at a signal but continue to walk and cross when they see an adequate gap. Given the large widths of the streets it is hard to judge sufficient gaps and crashes occur.



Figure 3-3. Grade Distribution. *Pedestrian crashes within walking boundary from 2002-2012. November 2012.*

Figure 3-3 shows the distribution of pedestrian crash severity within the walking boundary. A minor injury means that a visible injury was present but it did not need immediate medical attention. A serious injury is one in which the victim was incapacitated and needed to be taken to the hospital.

Thirty five percent of these accidents were the result of either the pedestrian or the motor vehicle failing to properly yield the right of way. Forty percent of the remaining crashes were a combination of pedestrian error and pedestrian and driver distraction.

Figure 3-4 shows the age distribution of crashes involving school age pedestrians. We see a wide distribution of ages but it is clear that we see a spike in the amount of pedestrian crashes beginning with age 15. This closely related to the age in which surveyed parent said they would allow their students to walk or bike to school alone.

Crashes by Age

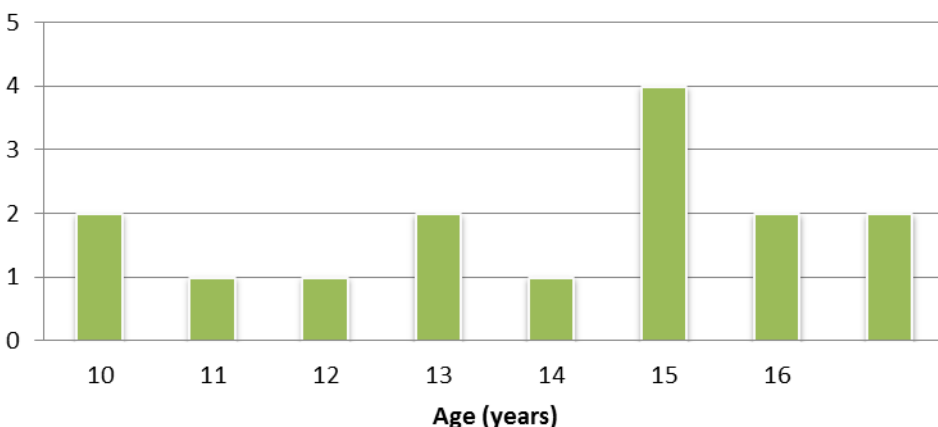


Figure 3-4. Age Distribution. *Pedestrian crashes by age within walking boundary from 2002-2012. November 2012.*

Table 3-1 shows how many of the entire City’s pedestrian crashes happen within the middle school walking radius. This distribution is comparable to the Oak Grove school’s distribution and is significantly less than that of the Valley View school’s.

Table 3-1. Grade Distribution. *Pedestrian crashes within the City and Valley View middle school walking boundary. November 2012.*

Year	Olson	City Wide
2012	4	24
2011	3	30
2010	2	21
2009	6	27
2008	3	22
2007	5	29
2006	2	23
2005	3	25
2004	2	21
2003	2	20
2002	7	24

Figure 3-5 compares the Olson school's pedestrian crashes to the other two middle/ elementary school campuses. The chart shows that the Olson area is similar to Oak Grove and much less than Valley View.

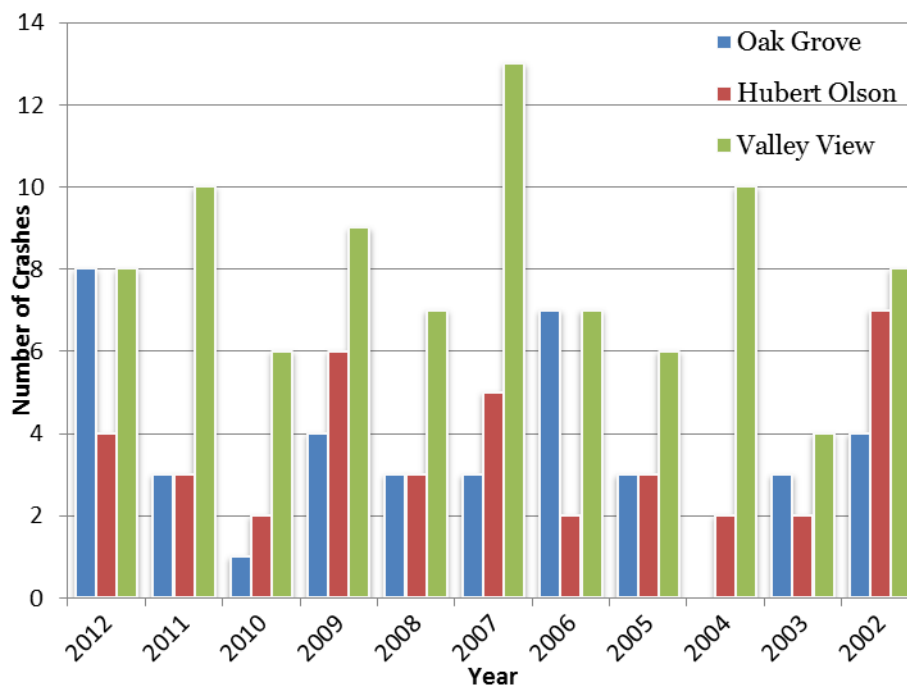


Figure 3-5. Middle/Elementary Campus Crashes.
Crashes within each school's middle school walking boundary. November 2012.

20.2 SPEED & VOLUME STUDIES

Table 3-2 shows traffic speed information for streets in the vicinity of the schools or important walking routes. Most of the speeds show a need for speed reduction in the area of the Olson schools. We would consider making changes to the roadway or speed limit classification if the 85th percentile speeds were 5 mph or more above the posted speed limit.

Table 3-2. Speed Data, Valley View

Street	Counter Located Between	85th %-ile	Average	Limit
Collegeview Rd	Little & W. 98th St.	39.7	35.3	35
W. 102nd St	Nord Ave & Little Rd	40.4	35.8	35
W. 102nd St	Beard Ave & Abbot Ave	36.3	32.4	30

The Speed Limits and AVERAGE DAILY TRAFFIC (ADT) map shows traffic volume information for streets near the schools. The walking boundary for the middle school encompasses 3 county roads and as a result there are many considerable high traffic volumes within the walking boundary.

The highest number of crashes and the highest AVERAGE DAILY TRAFFIC (ADT) occurs along Old Shakopee Road. There were 8 recorded student pedestrian crashes along this road and most of them occurred at the collector streets rather than at the intersections of the county roads. This shows us that the traffic control along the county roads are sufficient for student pedestrians to cross these locations but it is not safe to cross at uncontrolled pedestrian crossings.

STUDENT CRASH DESCRIPTIONS

Since 2002 there has been 7 crashes involving school age pedestrians within the middle school walking boundary. All of these crashes involve children during school days and the times traveled to or from school.

- May 27, 2010— A 12 year old girl was hit on Kell Avenue north of Old Shakopee Road after school.
- April 23,2010— A 14 year old boy was hit walking to school at the intersection of Normandale Blvd and W. 98th Street. The driver failed to yield right of way to the pedestrian walking in the crosswalk.
- May 22, 2009— An 11 year old boy was hit riding his bike after school at the intersection of Rich Road and Normandale Highlands Drive
- October 5, 2006— A 15 year old girl was hit riding her bike in the crosswalk at Kell Avenue and Old Shakopee Road
- June 10, 2005— A 12 year old boy darted across Old Shakopee Road at Kell Avenue on his bike while coming home from school.
- March 22, 2005— a 14 year old girl was hit while walking alongside the road on Heritage Hills Drive between Johnson and Morris Road. Note: the Traffic Map shows that there is sidewalk on both sides of the road at this location.
- May 20, 2004— A 15 year old boy was hit riding his bike across France Avenue midblock on his way to school.

CHALLENGES AND OPPORTUNITIES

- Olson schools are located in between 3 county roads which poses risks for children crossing these busy streets.
- According to crash data, students are disregarding traffic and crossing inappropriately.
- Old Shakopee Road has a significant amount of pedestrian crashes that occur away from signalized intersections. It also has two high risk unmarked crossings at Kell Avenue and Beard Avenue.
- Traffic at the high school and middle/elementary school entrance get congested and it conflicts with student pedestrians.
- There is a great opportunity to increase walking and biking because of the high density of houses that are within a reasonable walking distance to the schools.

Recommendations

HIGH PRIORITY

Consider adding a statement in the student handbook that encourages walking or biking to school. An encouraging statement in the student handbook lets parents and students know that the school values the physical activity gained by walking and biking to school. The statement could be similar to the one in the Westwood Elementary handbook.

Implementation lead: Bloomington Public Schools

Implementation timeline: Short-term

Consider improving pedestrian safety at uncontrolled crossings on Old Shakopee Road at Beard Avenue and Kell Avenue. At these locations there are uncontrolled pedestrian crosswalks on the west legs of the intersections. These crossings are hazardous because pedestrians must judge appropriate gaps in traffic before crossing. Old Shakopee Road is four lanes and has an annual daily traffic (ADT) of 22,000 vehicles and as a result it can be very difficult to judge appropriate vehicle gaps. In addition, an unsignalized crosswalk on a road similar to Old Shakopee Road is uncommon and drivers may not be expecting pedestrians to be crossing at these locations. There have been numerous crashes involving pedestrians at this location with three of them being students.

Implementation lead: City of Bloomington and Hennepin County

Implementation timeline: Mid-term

Consider improving pedestrian safety at the uncontrolled crossing on France Avenue at Heritage Hills Road. At this location there is a marked crosswalk on the south leg of the uncontrolled intersection. This crossing presents hazards for the pedestrians because of the traffic volumes, crossing distance and low driver compliance in stopping for pedestrian. There have been reported pedestrian crashes at this location.

Implementation lead: City of Bloomington and Hennepin County

Implementation timeline: Mid-term

Consider adding a sidewalk connection between Johnson Avenue and Olson. At this location students are walking in the driveway/drive aisle causing potentially hazardous pedestrian-vehicle interactions.

Implementation lead: Bloomington Public Schools

Implementation timeline: Mid-term

Consider improving visibility of the pedestrians at the crosswalk on Johnson Avenue. At this location students are crossing between the schools, parking lots and athletic facilities at the same time that pick-up and drop-off traffic is in this area.

Implementation lead: City of Bloomington and Bloomington Public Schools

Implementation timeline: Mid-term

Consider treatments for the middle and elementary school driveway on West 102nd Street. This location has heavy pedestrian and vehicle traffic before and after school that causes congestion and potential hazards for students. The channelized right turn to go eastbound on West 102nd Street is particularly dangerous for students because drivers don't often stop. Students attempting to cross the driveway at this location are at risk for collisions because drivers are only looking for vehicles along West 102nd Street. In addition, turning movements into school property causes congestion because they occupy a lane for an extended period of time waiting to turn. Here, a three lane design with a shared turn lane in the middle would be effective. During turning movements this roadway is already behaving like a three lane design with one vehicle occupying a lane and forcing traffic to wait or move over. At that point, only one lane is being utilized.

Implementation lead: City of Bloomington and Bloomington Public Schools

Implementation timeline: Long-term






Consider including a protected left turn phase at France and West 102nd Street. Currently, vehicles making left turns to go southbound and eastbound do not have a protected left turn phase. When drivers want to make a left turn they have to establish their presence in the intersection and complete their turn when there is an adequate gap in traffic. In this situation, pedestrians have the right of way in the crosswalk but drivers often forget to check for pedestrians and collisions occur at the crosswalk. There have been a few pedestrian crashes at this intersection with vehicles turning left to go eastbound and southbound but none of them have been students. However, this intersection was a common concern for parents and the implementation of a protected left turn phase would make the intersection safer and may increase its usage by student pedestrians.

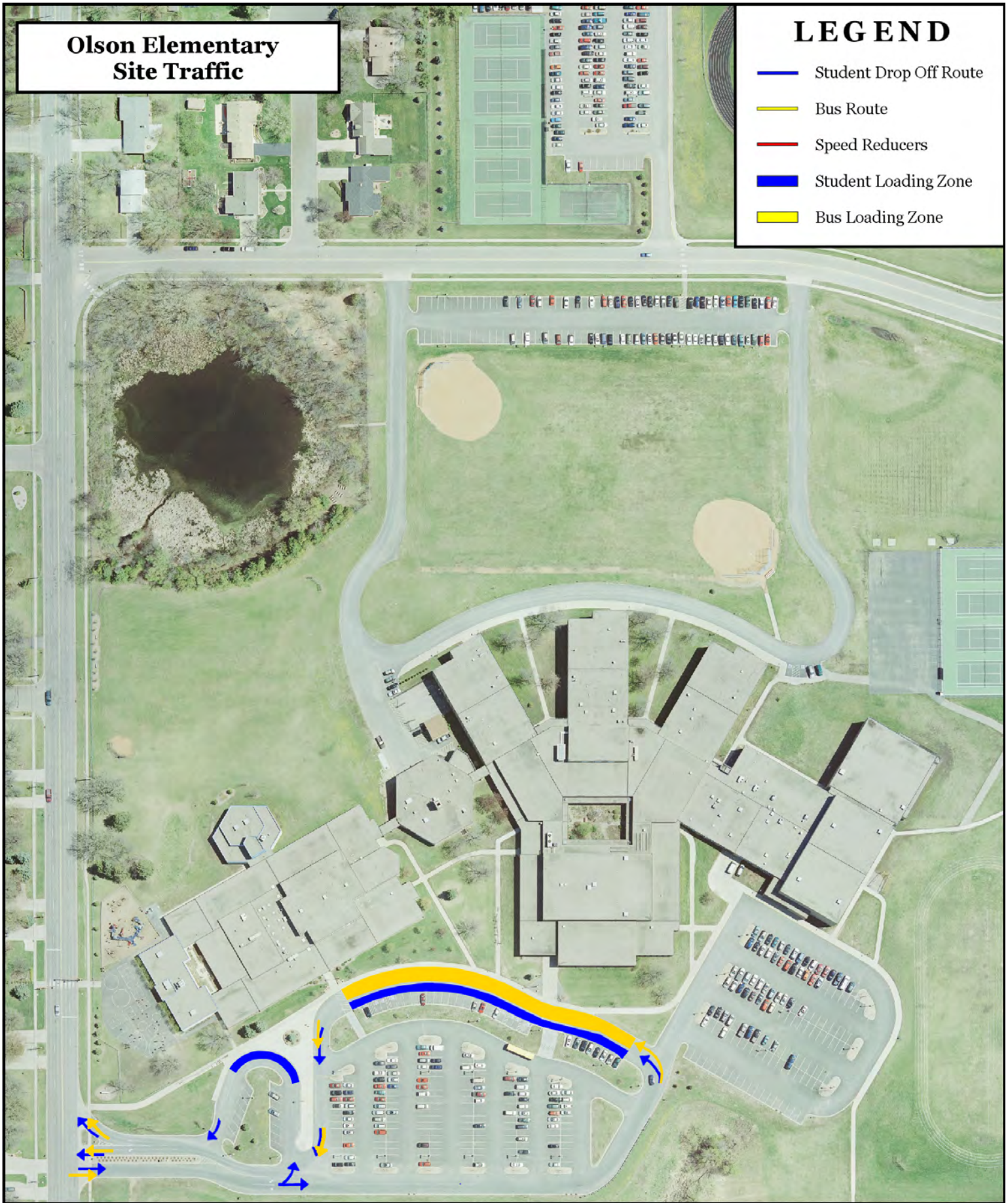
Implementation lead: Hennepin County and City of Bloomington

Implementation timeline: Long-term

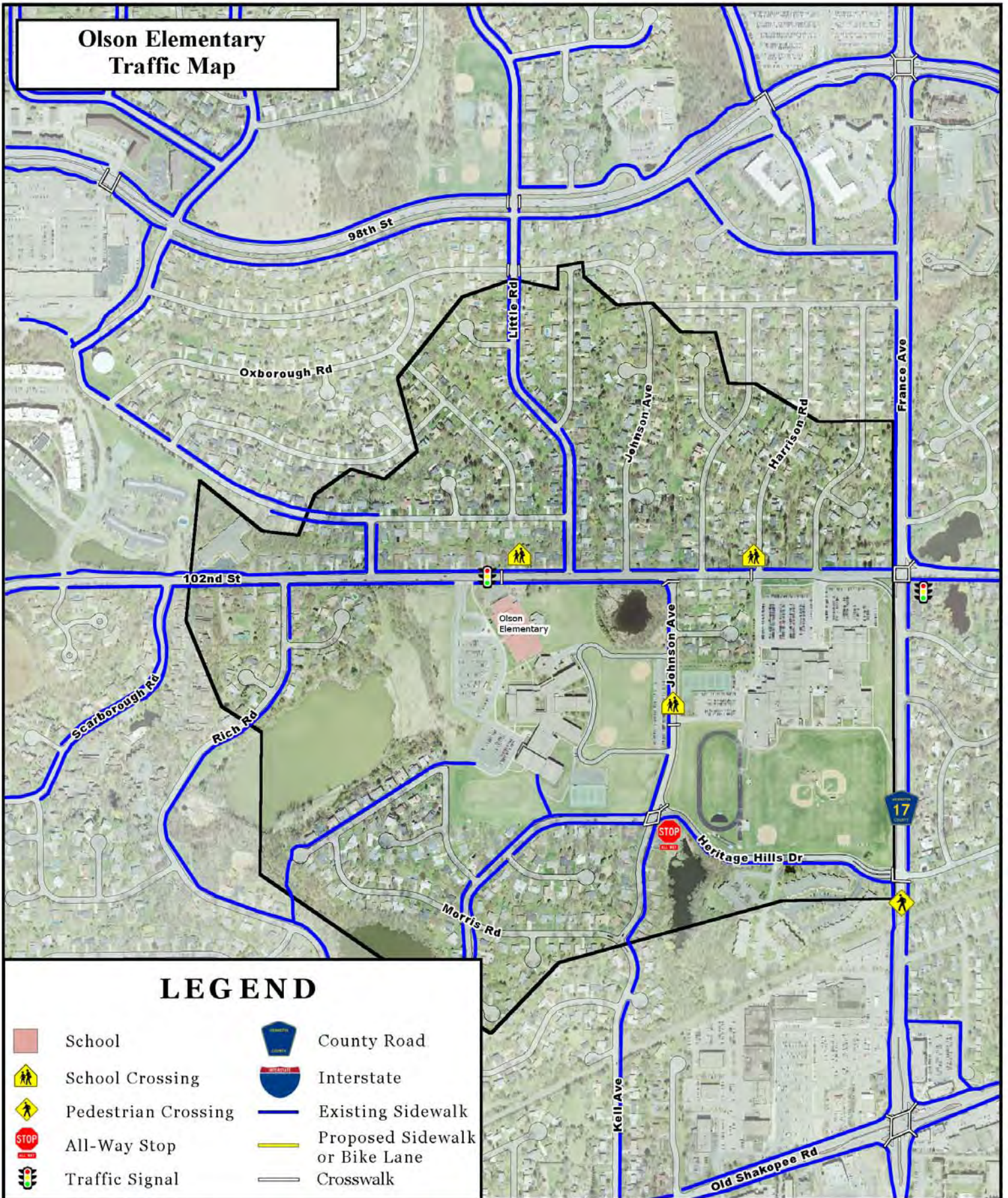
Olson Elementary Site Traffic

LEGEND











-  Student Drop Off Route
-  Bus Route
-  Speed Reducers
-  Student Loading Zone
-  Bus Loading Zone

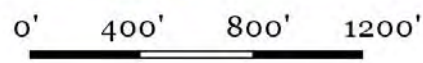


Olson Elementary Traffic Map



LEGEND

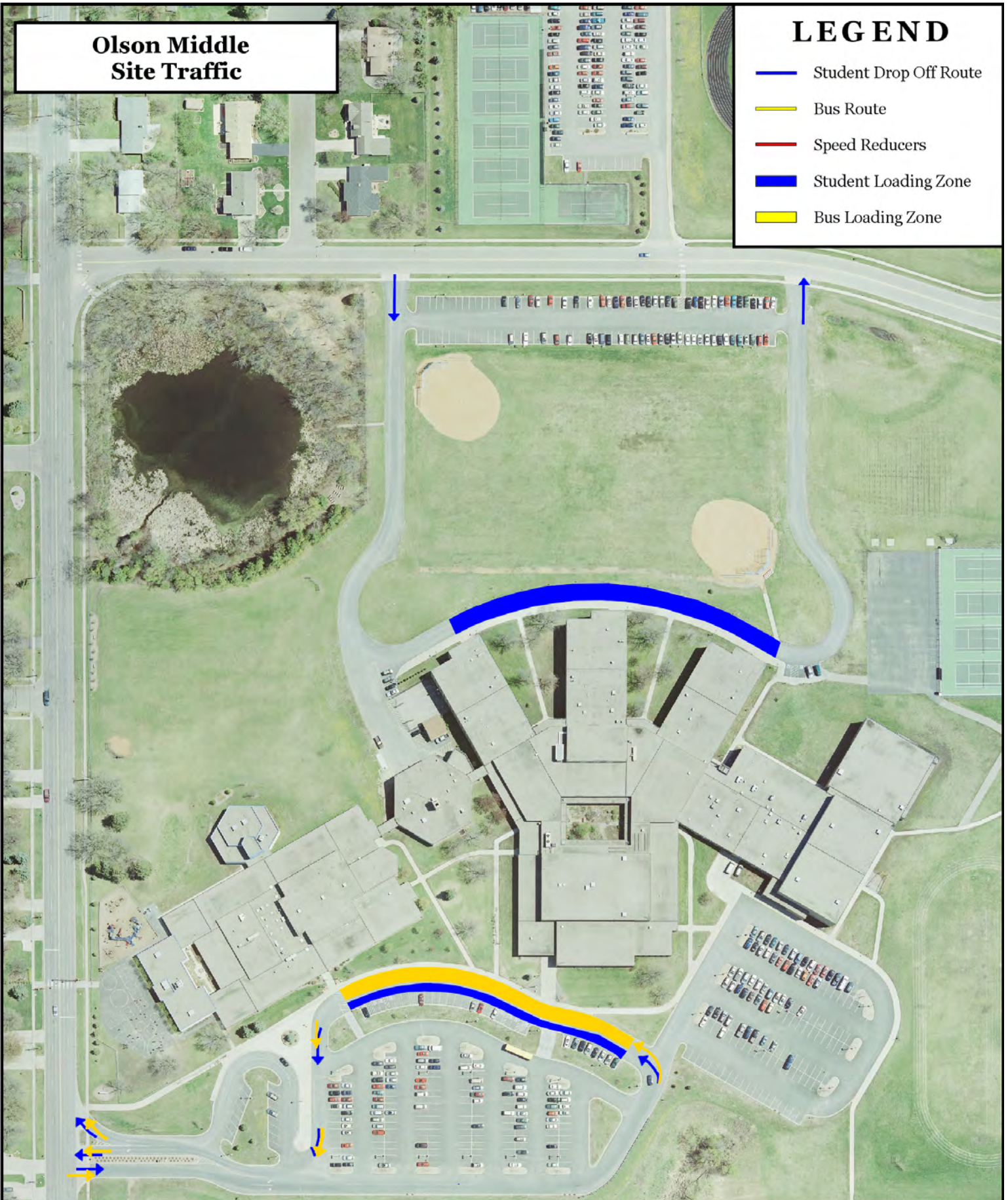
- | | | | |
|--|---------------------|---|--------------------------------|
|  | School |  | County Road |
|  | School Crossing |  | Interstate |
|  | Pedestrian Crossing |  | Existing Sidewalk |
|  | All-Way Stop |  | Proposed Sidewalk or Bike Lane |
|  | Traffic Signal |  | Crosswalk |



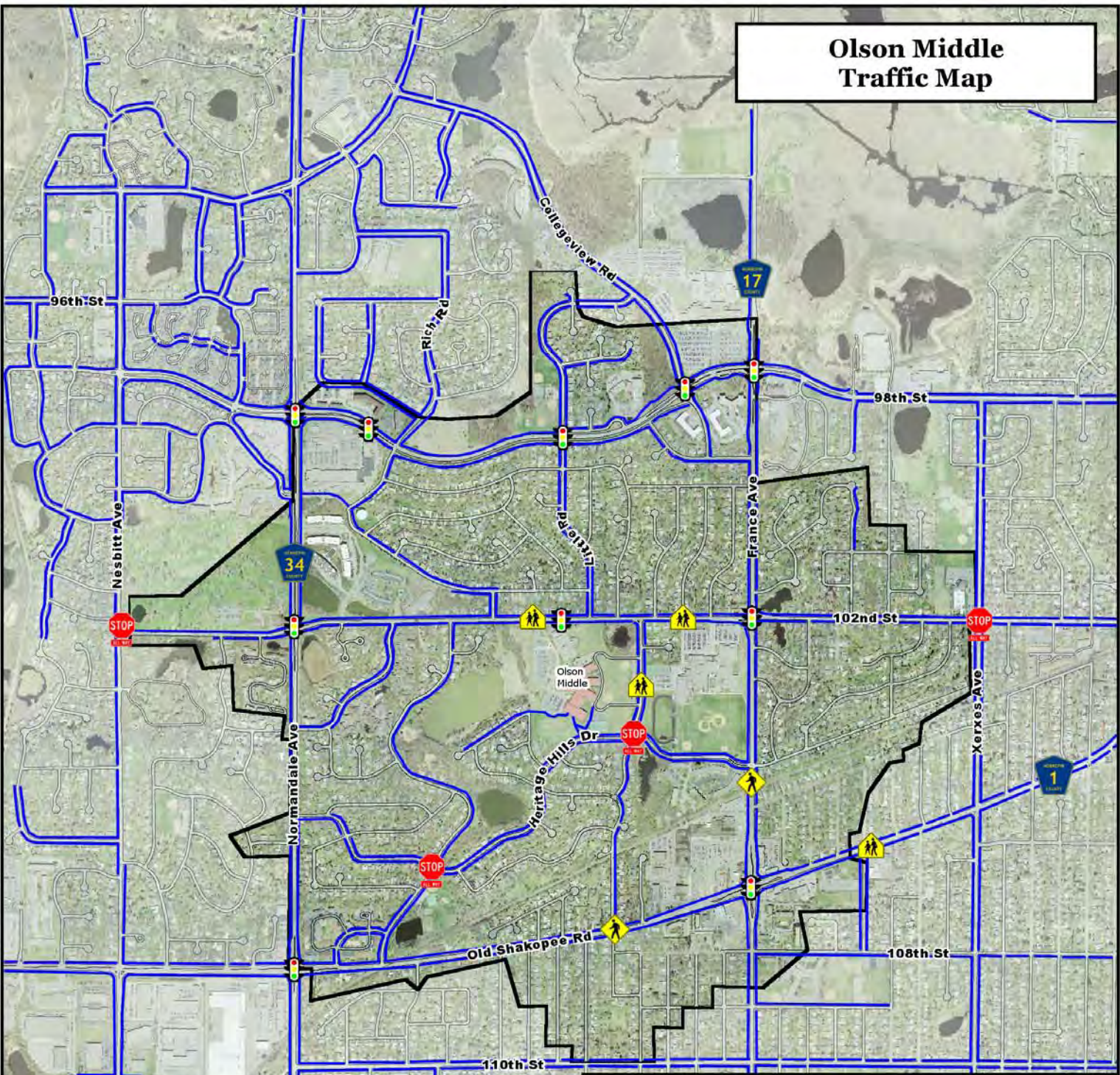
Olson Middle Site Traffic

LEGEND








- Student Drop Off Route
- Bus Route
- Speed Reducers
- Student Loading Zone
- Bus Loading Zone



Olson Middle Traffic Map

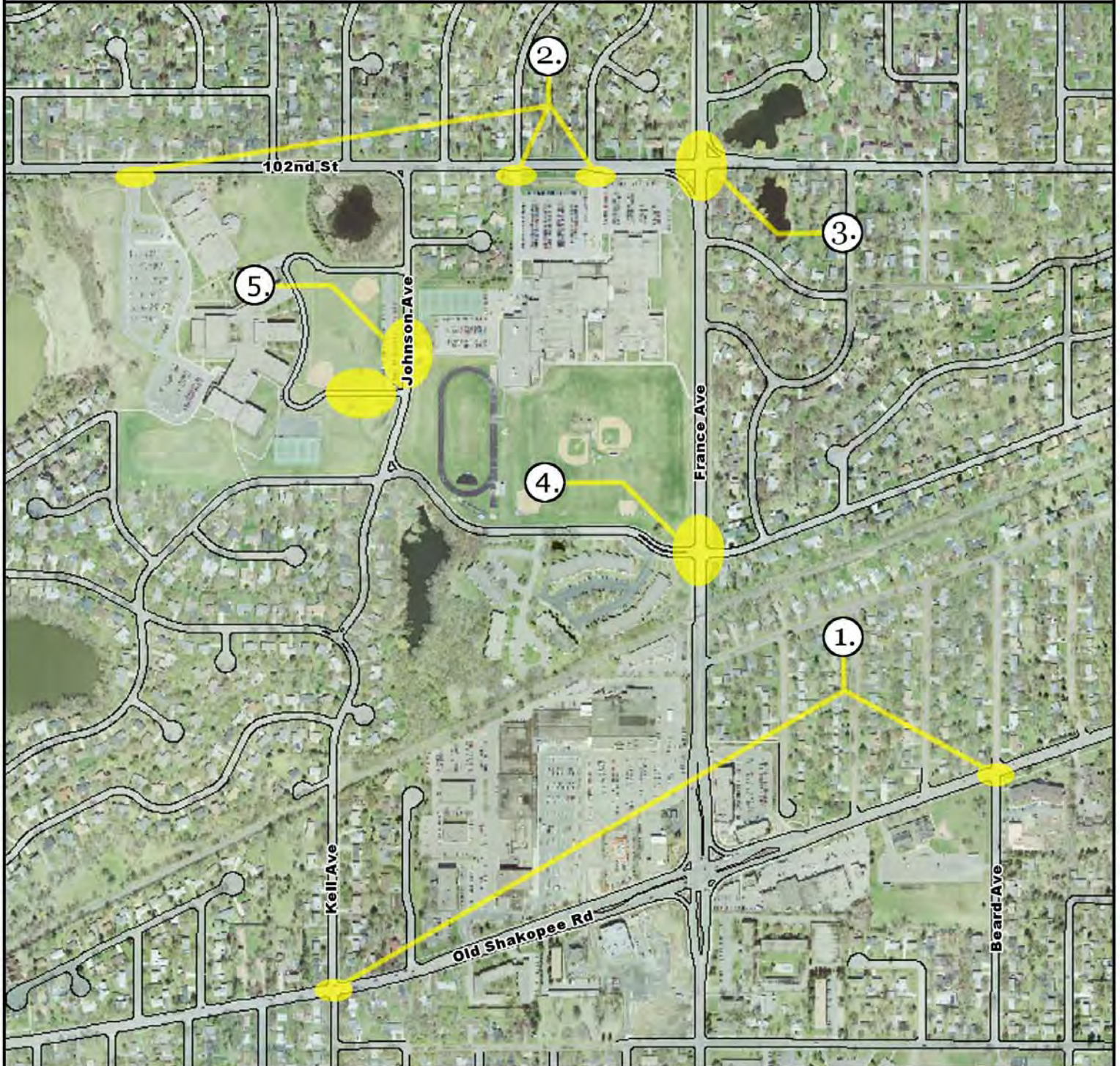


LEGEND

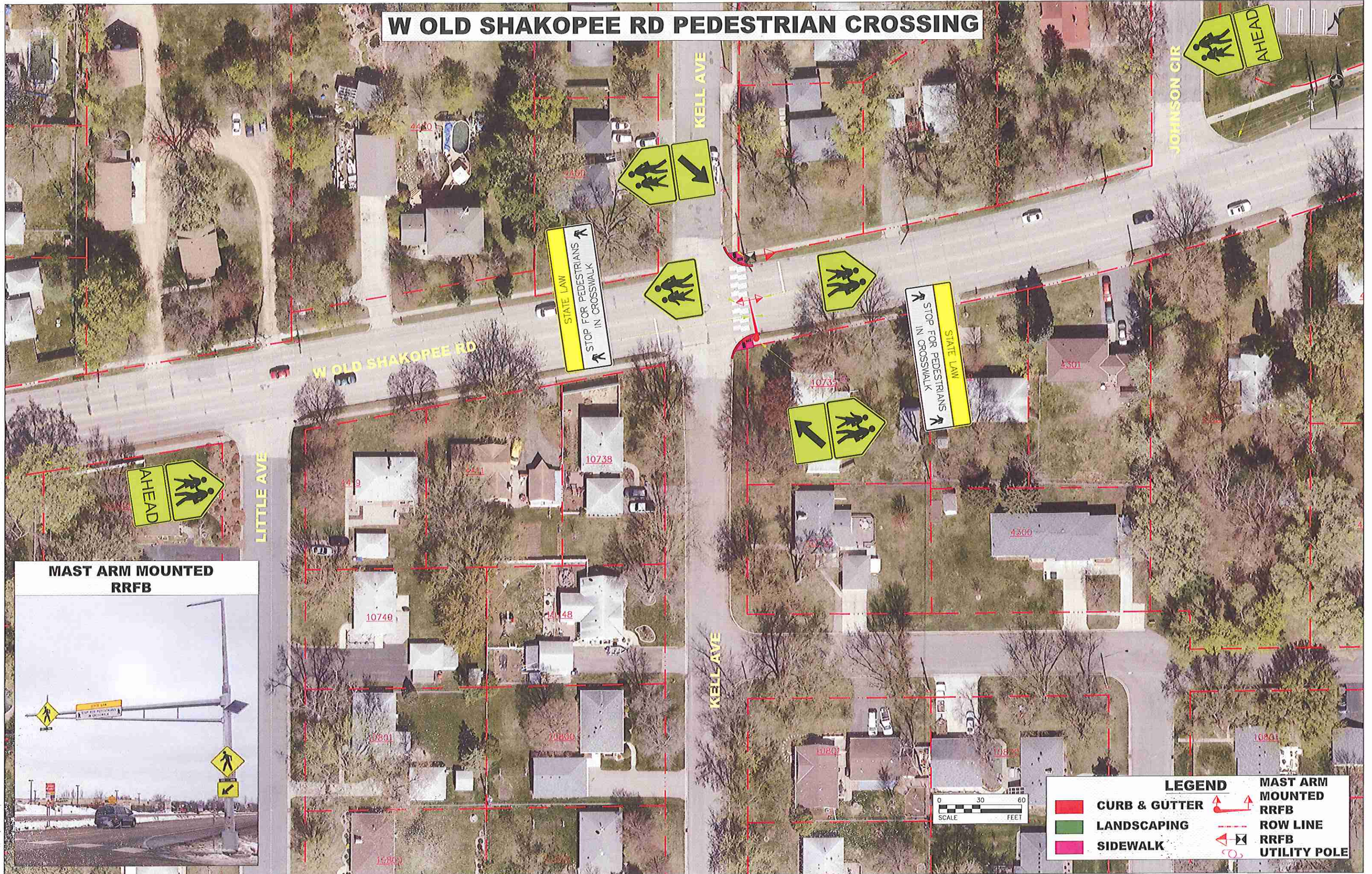
- | | | | |
|---|---------------------|---|-------------------|
|  | School |  | County Road |
|  | School Crossing |  | Interstate |
|  | Pedestrian Crossing |  | Existing Sidewalk |
|  | All-Way Stop |  | Proposed Sidewalk |
|  | Signal |  | Walking Boundary |

Identified Concerns:

1. Uncontrolled pedestrian crossings at Kell Avenue and Beard Avenue across W Old Shakopee Road which is a four lane, undivided, high volume roadway.
2. Conflicts between vehicles and pedestrians crossing the school driveways.
3. Conflicts between pedestrians in the crosswalk at France Avenue and W 102nd Street and vehicles making left turns on green, not yielding the right of way to the pedestrians.
4. Uncontrolled pedestrian crossing at Heritage Hills Drive across France Avenue which is a four lane, undivided, high volume roadway.
5. Uncontrolled pedestrian crossing at school driveway across Johnson Avenue which is a heavily used roadway by busses and vehicles during school drop off and pick up times and pedestrians walking in the drive aisle.



W OLD SHAKOPEE RD PEDESTRIAN CROSSING



MAST ARM MOUNTED RRFB

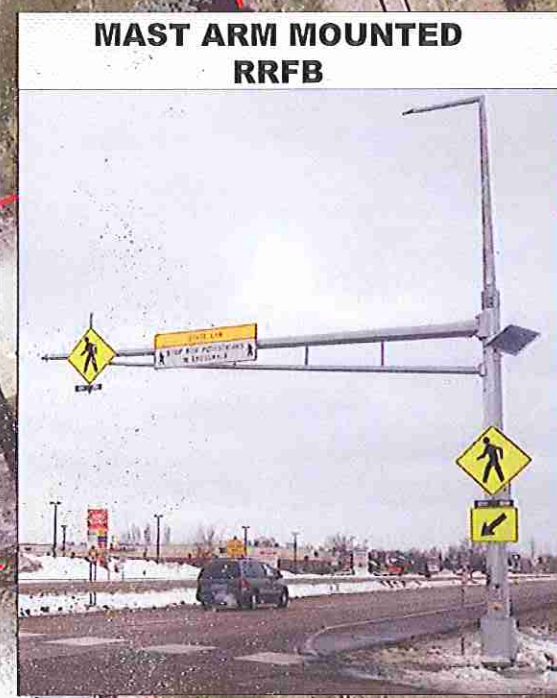
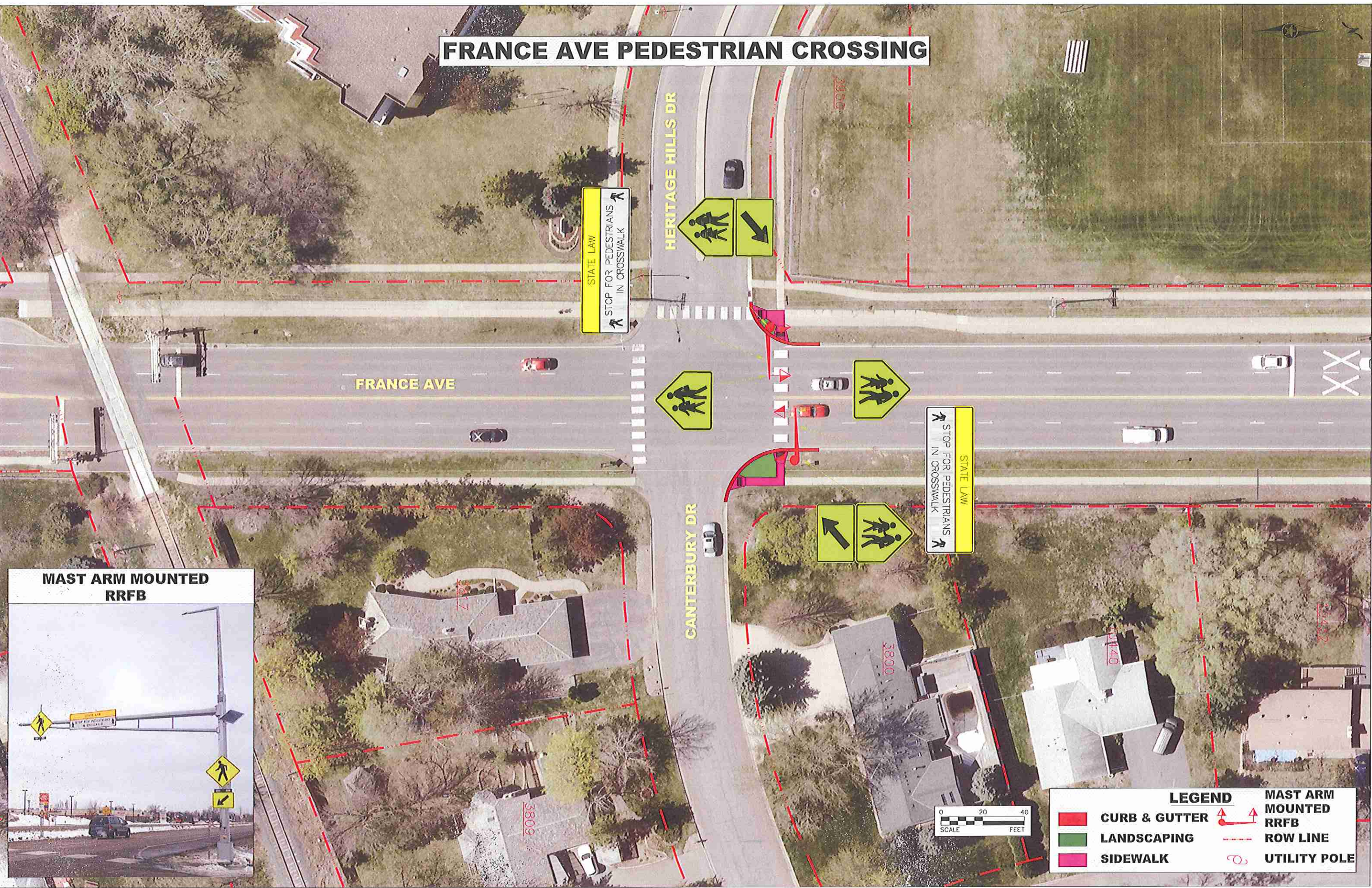


LEGEND

- █ CURB & GUTTER
- █ LANDSCAPING
- █ SIDEWALK
- MAST ARM MOUNTED RRFB
- ROW LINE RRFB
- UTILITY POLE

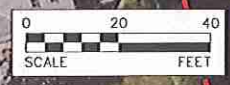


FRANCE AVE PEDESTRIAN CROSSING

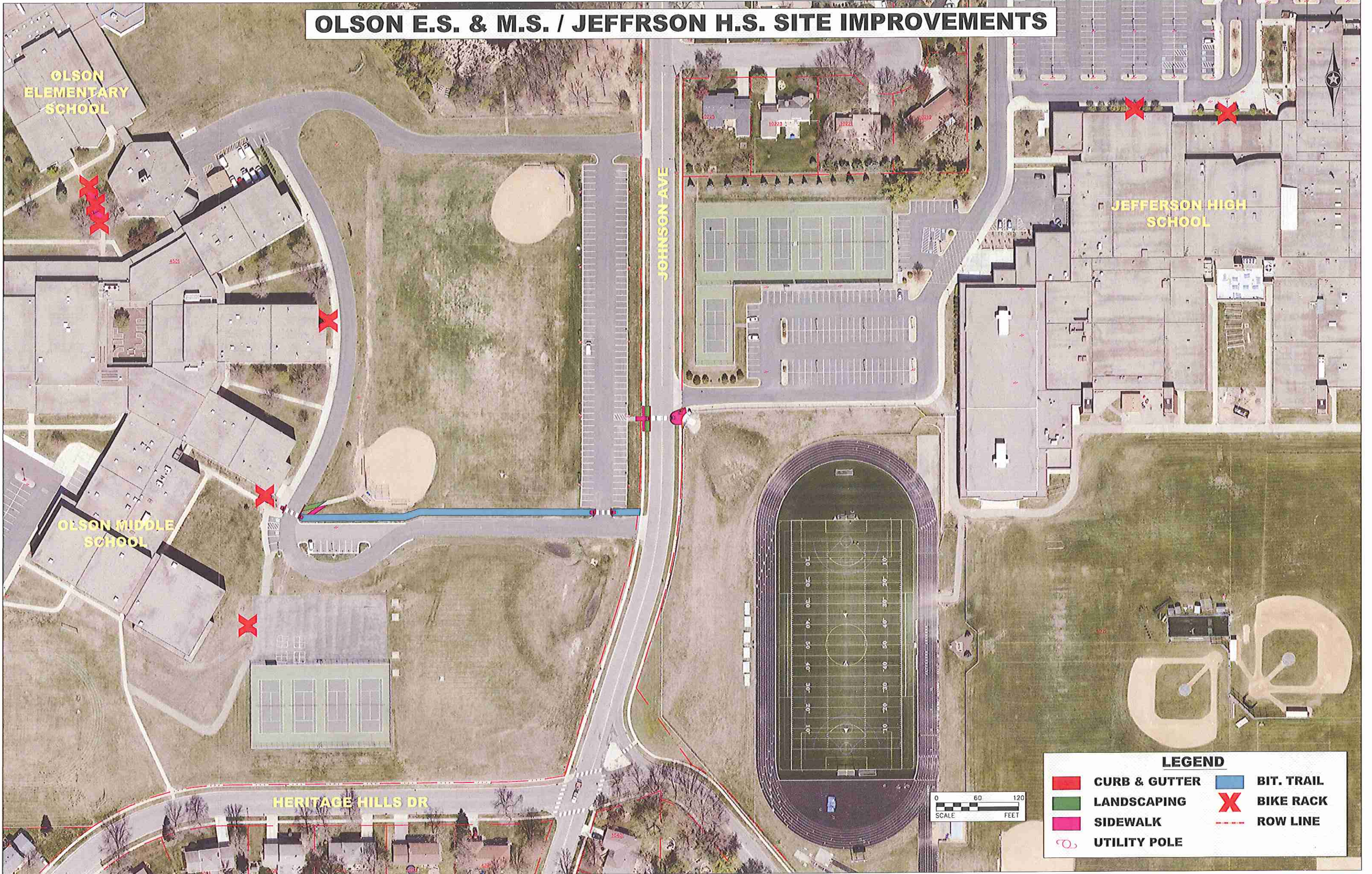


MAST ARM MOUNTED RRFB

LEGEND	
█	CURB & GUTTER
█	LANDSCAPING
█	SIDEWALK
	MAST ARM MOUNTED RRFB
	ROW LINE
	UTILITY POLE



OLSON E.S. & M.S. / JEFFERSON H.S. SITE IMPROVEMENTS



OLSON
ELEMENTARY
SCHOOL

JEFFERSON HIGH
SCHOOL

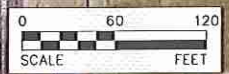
OLSON MIDDLE
SCHOOL

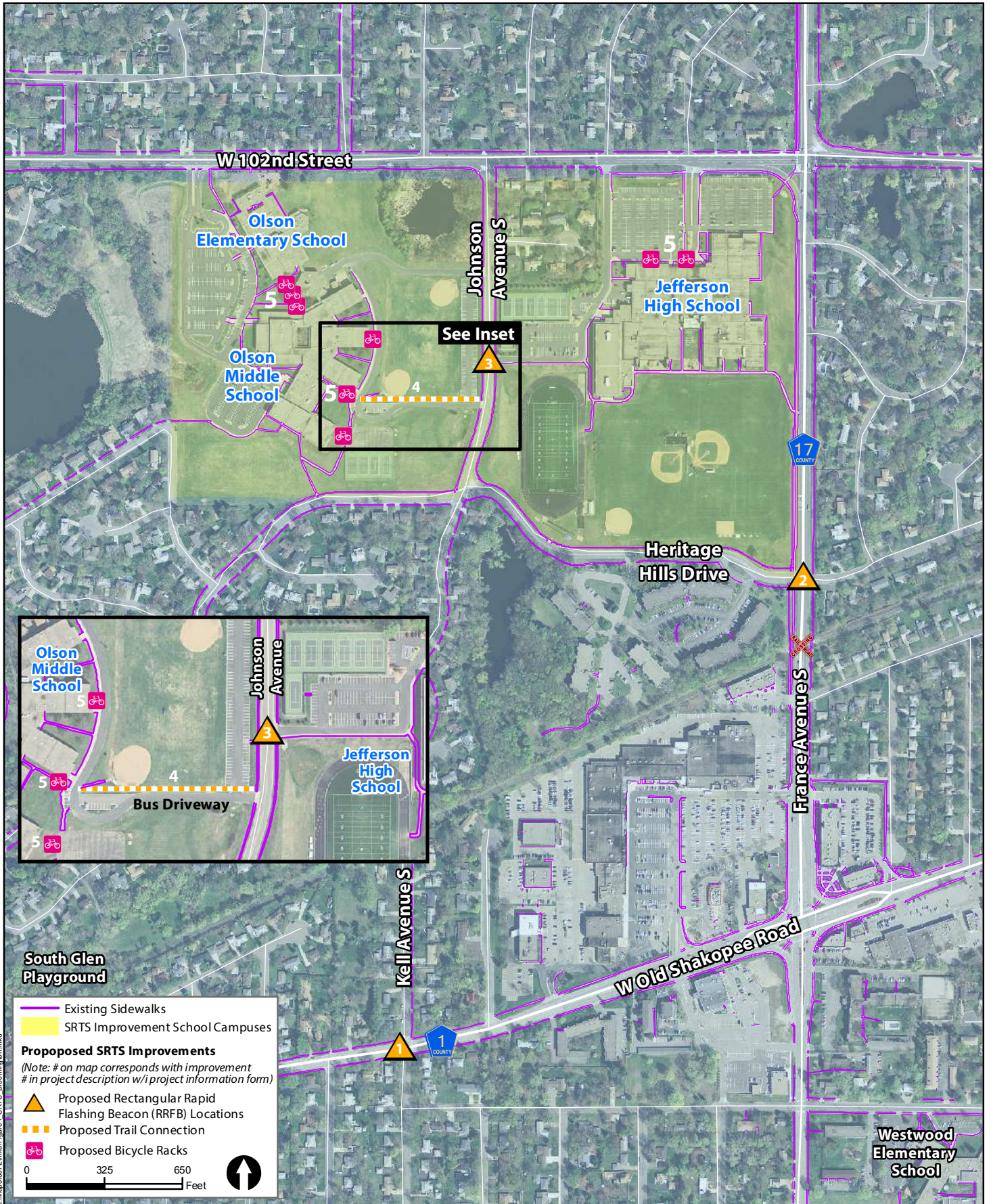
JOHNSON AVE

HERITAGE HILLS DR

LEGEND

- | | | | |
|---|--------------------------|---|-------------------|
|  | CURB & GUTTER |  | BIT. TRAIL |
|  | LANDSCAPING |  | BIKE RACK |
|  | SIDEWALK |  | ROW LINE |
|  | UTILITY POLE | | |



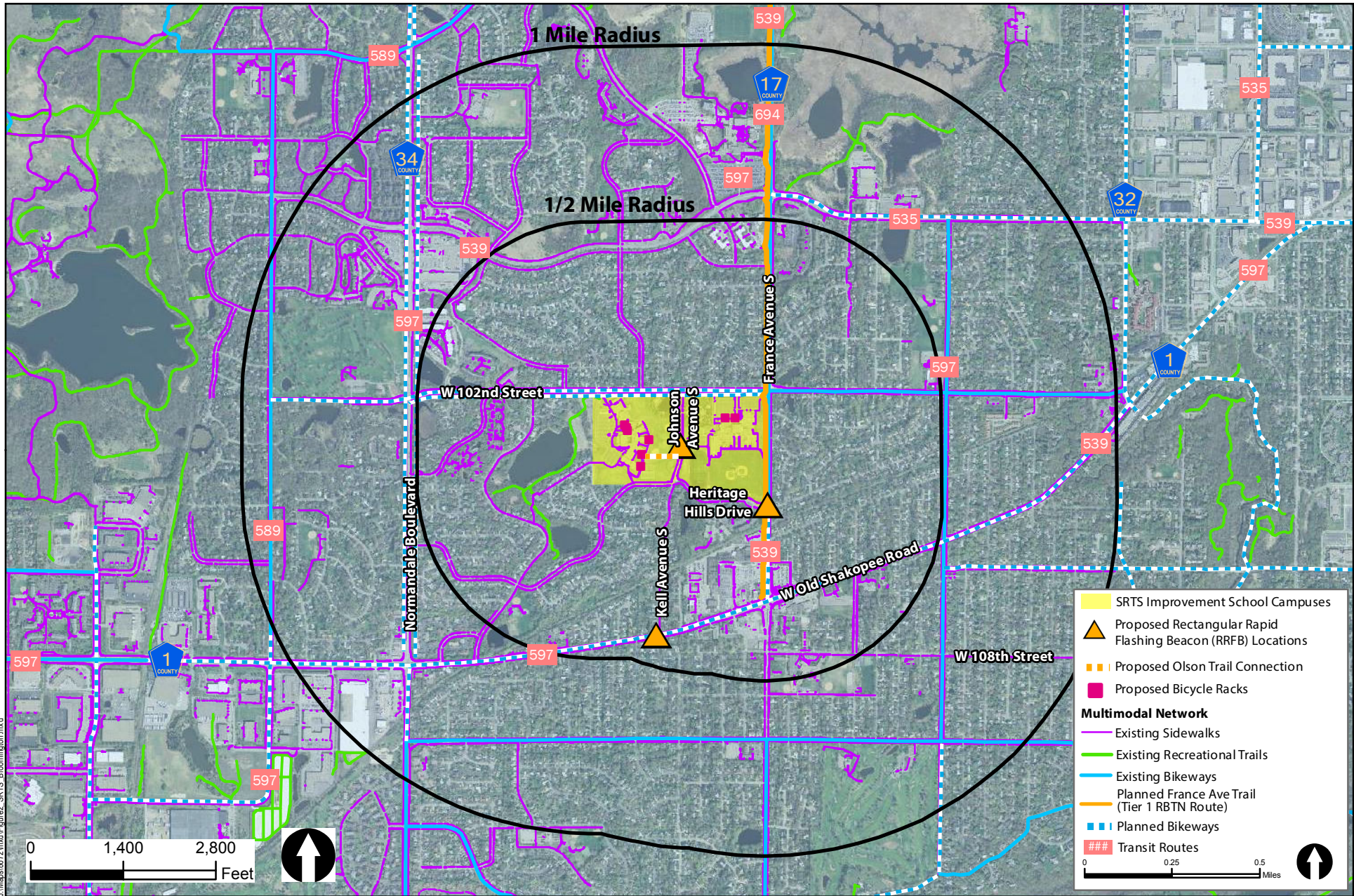


Project Location

Safe Routes to School Improvements

City of Bloomington Regional Solicitation Safe Routes to School Application

Figure 1



Project Location and Multimodal Network

Safe Routes to School Improvements

City of Bloomington Regional Solicitation Safe Routes to School Application

Figure 2

Safe Routes to School Ped Crossing Safety Improvement Open House 1/7/14

Name	Address	Date	Comments
Doug Claycomb	10908 Toledo Ave	1/7/14	I really hope we can get better traffic control at Old Shakopee Rd and Kell Ave. I cross at that crosswalk daily and take my life in my hands each time. It is a very dangerous situation.
Barbara Williams	3716 Canterbury Dr	1/7/14	We absolutely need a crosswalk on France between Canterbury Dr and Heritage Hills. Crossing at that cross walk is like taking your life in your hands. Very few people stop and I don't allow my children to cross without me. If the crosswalk signal is a long time out, how about please giving us some orange flags to use while crossing? They would be a huge help to get motorists to notice us. Thank you.
Sam Turrentine	10532 Kell Cir	1/7/14	I fully support the proposed improvements at all three locations. Best of luck with the grant submittal.
Alex Claycomb	10908 Toledo Ave	1/7/14	I travel to school almost everyday at the intersection of Kell and Old Shakopee. Numerous times I have narrowly escaped being hit by a car and hurt. I believe it is my right to have a safe and secure trip to school everyday. I feel as though, everyday as I go to and come from school, I am taking my life in other people's hands. Cars have had to skid to a stop many times to avoid hitting me, and it is not fair to me. I support the proposed projects and hope they are approved. In the meantime, I also hope no one is killed.
Keith Quinn	10749 Nord Ave	1/7/14	Living on the corner of Nord and Old Shakopee, I am very aware of the risks for pedestrians and bikes crossing Old Shakopee. The proposed HAWK system would be a greatly needed safety improvement that cannot come soon enough. The proposed location seems to be well thought out regarding "why there" versus farther along to the west. 100% support it. Thanks for thinking of us.
Kirsten Jansen	10850 Nord Ave	1/7/14	I am glad you are doing something about that crosswalk on Kell Ave. The light you are looking at looks like it would help solve the problem. I also think the light at France and Herritage Hills would help and the one between Jefferson High and Olson Middle School.
Nancy Claycomd	10908 Toldedo Ave	1/7/14	The three proposed crosswalk enhancements are great ideas for improving safety in our community. The Old Shakopee and Kell crosswalk is of particular interest to me since my family and I use it regularly to get to work and to school. Making this crosswalk safer would make a big difference in creating a city that is pedestrian friendly. I whole-heartedly support the proposed improvements and appreciate the efforts that the city is showing with this.

Safe Routes to School Ped Crossing Safety Improvement Open House 1/7/14

Name	Address	Date	Comments
Jim and Heidi Ackerman	3801 Canterbury Dr	1/7/14	Please consider that usage of crosswalk at France and Canterbury is not used due to the hazard it presents, so please don't de-prioritize based on that. Since France is adjacent to school, should be posted at 25mph during school time.
Dave and Cindy Borgen	4420 W Old Shakopee Rd	1/7/14	Do not want a big signal in our yard and the extra hassel of getting in and out of our driveway. Already too much trying to wait for traffic to clear both ways to pull out of our driveway. Now with this it will be impossible.

Work Order # _____

Customer Service Request

Requested: Routine Maintenance: Emergency:

Address 1 Address 2 City State/Province Zip/Postal Code Category Engineering Question Detail It's been 2 years since I brought this up...I'm bringing it up again. PLEASE please do something about the unsafe 102nd Street entry to Olson Middle and Grade school. It is just a matter of time before someone is seriously injured or killed. I have witnessed multiple near-accidents. Kids can walking to/from school (their residence is on the south side of 102nd) risk their lives doing so. Traffic is dense, parents are in a hurry, texting, talking not the phone, etc. Worse yet, winter is coming and this adds to the risk. We live 2 blocks away and still drive our kids to the back of the schools...all because of near incidents (one parent even yelled at my son to return to the curb so they could have right-away). Signs aren't enough. Thank you.	Reference No: W013869-100214 Request Status: New Request Service Request Type: Ask a Question Priority: Medium Assigned To: Kirk Roberts Email: ledeburn@comcast.net Name: Laura Edeburn Phone: -- Address: City: State/Province: Zip/Postal Code: Create Date: 10/2/2014 10:38:00 AM Update Date: 10/2/2014 11:12:00 AM Source: Web
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Employee Responsibility

Note:

All requests are posted as "Open" and will remain on this report until you return this form to customer service as either "Completed" or "No Action Taken".

Action Taken:	Date: _
	Time:
No Action Taken (Reason):	Date:
	Time:

Signature: _____

RECEIVED

AUG 25 2014

City of Bloomington
Engineering Division
Services Section

My complaint about France Ave & Canterbury Dr.

/ TO The Bloomington Police Dept, Traffic safety Division:

MY MOM AND I WENT TO DQ, DOLLAR
TREE AND BIGLOTS ON THE INTERSECTION
OF FRANCE AND CANTERBURY DR
WHEN I WAS AT THE INTERSECTION
CARS WERE DRIVING VERY FAST AND
I AM AFRAID OF GETTING HIT
I'M IN A WHEELCHAIR AND MY SAFETY
IS ALREADY COMPROMISED. THE SPEED
ON MY ^{Wheelchair} 5.4 MPH AND WHEN TRYING TO
CROSS THAT INTERSECTION. WITH CARS
SPEEDING PAST, MY SAFETY
FOR GETTING ACROSS IS A RISK

I HOPE SOMETHING GETS DONE
ABOUT THIS.

THANK YOU

TERRY FILIPEK

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **OLSON ELEMENTARY** Teacher's First Name: **MELANIE** Teacher's Last Name: **HENDRICKSON**

Grade: (PK,K,1,2,3...) **03** Monday's Date (Week count was conducted) **09 26 2012** Number of Students Enrolled in Class: **22**
0 2 M M D D Y Y Y Y 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. Fill in the weather conditions and number of students in each class
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM									
Tues. PM									
Wed. AM	S	22 20	1	00	11	08	00	0	0
Wed. PM	S	22	2	0	11	9	0	0	0
Thurs. AM	S	22	0	0	11	11	0	0	0
Thurs. PM	S	22	2	0	10	10	0	0	0

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

+ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: O L S O N E L E M E N T A R Y Teacher's First Name: K A R Y N Teacher's Last Name: P E R R Y

Grade: (PK,K,1,2,3...) Monday's Date (Week count was conducted) Number of Students Enrolled in Class:

0 5 0 9 2 4 2 0 1 2 2 4
0 2 M M D D Y Y Y Y 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)
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	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	S N	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	S	23	1	4	8	7	2		
Wed. PM	S	23	1	4	10	6	2		
Thurs. AM	S	24	1	3	10	8	2		
Thurs. PM	S	24	1	3	10	9	1		

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

+ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: O L S O N E L E M E N T A R Y Teacher's First Name: C A R I O L Teacher's Last Name: L O W

Grade: (PK,K,1,2,3...) 05 Monday's Date (Week count was conducted) 09 24 2012 Number of Students Enrolled in Class: 26
0 2 M M D D Y Y Y Y 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. Fill in the weather conditions and number of students in each class
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	S	26	2	2	14	8			
Tues. PM	R	26	3	2	12	9			
Wed. AM	S	26	1	1	15	9			
Wed. PM	S	26	5	1	13	7			
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.

+ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **OLSON ELEMENTARY** Teacher's First Name: **MELANIE** Teacher's Last Name: **HENDRICKSON**

Grade: (PK,K,1,2,3...) **03** Monday's Date (Week count was conducted) **09 23 2013** Number of Students Enrolled in Class: **25**

0 2 M M D D Y Y Y Y 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. Fill in the weather conditions and number of students in each class

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	S	25	1	1	15	8	0	0	0
Tues. PM	S	25	0	0	15	9	0	0	0
Wed. AM	S	24	0	0	15	7	1	0	0
Wed. PM		24	0	0	14	10	0	0	0
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.

+ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **OLSON ELEMENTARY** Teacher's First Name: **JESS** Teacher's Last Name: **NEWMAN**

Grade: (PK,K,1,2,3,...) **03** Monday's Date (Week count was conducted) **09 25 2013** Number of Students Enrolled in Class: **25**

0 2
M M
D D
Y Y Y Y
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.
Fill in the weather conditions and number of students in each class

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	S	25	02	00	11	11	01	00	00
Tues. PM	S	20 25	01	00	11	12	00	00	00
Wed. AM	S	25	02	00	11	11	00	00	00
Wed. PM		25	02	00	12	10	00	00	00
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.

+ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **OLSON ELEMENTARY** Teacher's First Name: **JANET** Teacher's Last Name: **WEIMER**

Grade: (PK,K,1,2,3...) **03** Monday's Date (Week count was conducted) **09 23 2013** Number of Students Enrolled in Class: **24**

0 2 M M D D Y Y Y Y 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.
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- 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

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM									
Tues. PM									
Wed. AM	S	28	2	0	17	3	0	0	0
Wed. PM	S	28	2	0	14	6	0	0	0
Thurs. AM	S	24	2	0	17	5	0	0	0
Thurs. PM	O	24	2	0	14	8	0	0	0

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

+ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **OLSON ELEMENTARY** Teacher's First Name: **KIMBELLY** Teacher's Last Name: **MASON**

Grade: (PK,K,1,2,3...) **05** Monday's Date (Week count was conducted) **09 23 2013** Number of Students Enrolled in Class: **22**

0 2 M M D D Y Y Y Y 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.
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- 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.

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	S		00	00	15	05	00	00	00
Tues. PM	S		01	00	16	03	00	00	00
Wed. AM	S		00	00	13	07	00	00	06
Wed. PM	S		02	00	16	00	01	00	00
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.

**Some kids were absent; some kids went home sick.*

+ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **OLSON ELEMENTARY** Teacher's First Name: **GWEN** Teacher's Last Name: **MCFARLANE**

Grade: (PK,K,1,2,3...) **05** Monday's Date (Week count was conducted) **09 23 2013** Number of Students Enrolled in Class: **23**

0 2 M M D D Y Y Y Y 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.
Fill in the weather conditions and number of students in each class

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	0
Tues. AM	S	23	2	2	11	3	3	0	0
Tues. PM	S	23	3	2	11	5	0	0	0
Wed. AM	S	22	1	2	11	6	2	0	0
Wed. PM	S	22	0	2	12	6	2	0	0
Thurs. AM	S	23	2	3	10	6	2	0	0
Thurs. PM		23	1	3	10	5	3	0	0

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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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: Olson Elementary Teacher's First Name: Chris Teacher's Last Name: Haer

Grade: (PK,K,1,2,3...) 5 Monday's Date (Week count was conducted) 09 24 2013 Number of Students Enrolled in Class: 24

0 2 M M D D Y Y Y Y 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. Fill in the weather conditions and number of students in each class

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.

Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S	N	20	2	3	8	3		3	1
Sample PM		R	19	3	3	8	1	2	2	
Tues. AM	S		23	1	0	10	12			
Tues. PM	S		23	3	0	9	9	2		
Wed. AM	S		22	2	0	10	9	1		
Wed. PM	S		22	5	0	8	9	0		
Thurs. AM	S		23	2	1	10	9	1		
Thurs. PM	S		23	4	1	9	5	2		

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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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **OLSON ELEMENTARY** Teacher's First Name: **KRISTEN** Teacher's Last Name: **TENLEY**

Grade: (PK,K,1,2,3...) **05** Monday's Date (Week count was conducted) **09 23 2013** Number of Students Enrolled in Class: **22**
0 2 M M D D Y Y Y Y 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. Fill in the weather conditions and number of students in each class
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	S	2 1	1	0	1 0	9	0	0	0
Tues. PM	S	2 1	2	0	1 4	5	0	0	0
Wed. AM	S	2 0	1	1	9	7	0	0	0
Wed. PM	S	2 0	1	1	1 4	5	0	0	0
Thurs. AM	S	2 2	2	0	1 3	7	0	0	0
Thurs. PM	S	2 2	2	0	1 5	4	1	0	0

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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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: Olson Middle School Teacher's First Name: Kathy Teacher's Last Name: Banisky

Grade: (PK,K,1,2,3...) 07 Monday's Date (Week count was conducted) 10 22 2012 Number of Students Enrolled in Class: 28
0 2 M M D D Y Y Y Y 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. Fill in the weather conditions and number of students in each class
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	O	26	05	01	09	08	03	00	00
Tues. PM	O	26	04	01	12	05	04	00	00
Wed. AM	O	28	06	01	10	07	04	00	00
Wed. PM	O	28	05	01	12	07	03	00	00
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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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: Dison Millip School Teacher's First Name: Kathy Teacher's Last Name: Banisky

Grade: (PK,K,1,2,3...) 02 Monday's Date (Week count was conducted) 10 22 2012 Number of Students Enrolled in Class: 28

0 2 M M D D Y Y Y Y 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. Fill in the weather conditions and number of students in each class

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	O	28	03	01	14	07	03	00	00
Tues. PM	O	28	06	01	14	06	01	00	00
Wed. AM	O	28	02	01	12	08	05	00	00
Wed. PM	O	28	05	01	13	05	04	00	00
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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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: Olson Middle School Teacher's First Name: KATHY Teacher's Last Name: BANISKY

Grade: (PK,K,1,2,3...) 07 Monday's Date (Week count was conducted) 10 22 2012 Number of Students Enrolled in Class: 29
0 2 M M D D Y Y Y Y 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. Fill in the weather conditions and number of students in each class
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	O	28	1	1	14	11	1	6	0
Tues. PM	O	28	2	1	12	12	1	0	0
Wed. AM	O	28	1	1	14	11	1	0	0
Wed. PM	O	38	1	1	13	12	1	0	0
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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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY - BLUE OR BLACK INK ONLY +

School Name: O L S O N M I D D L E Teacher's First Name: K A T E Teacher's Last Name: K O E S T E R

Grade: (PK,K,1,2,3...) 07 Monday's Date (Week count was conducted) 05 20 2013 Number of Students Enrolled in Class: 18

0 2 M M D D Y Y Y Y 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.
Fill in the weather conditions and number of students in each class

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	O	16	0	0	6	8	1	0	0
Tues. PM	O	16	0	0	5	7	2	0	0
Wed. AM	R	16	0	0	5	9	1	0	0
Wed. PM	R	16	2	0	7	5	1	0	0
Thurs. AM	S	16	1	0	6	8	1	0	0
Thurs. PM	S	16	2	0	7	5	2	0	0

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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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **OLSON MIDDLE** Teacher's First Name: **BECKY** Teacher's Last Name: **DETMANN**

Grade: (PK,K,1,2,3...) **07** Monday's Date (Week count was conducted) **05 20 2013** Number of Students Enrolled in Class: **16**

0 2 M M D D Y Y Y Y 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.
Fill in the weather conditions and number of students in each class

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	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	R	1 6	0	0	6	8	2	0	0
Wed. PM	R	1 6	0	0	8	5	3	0	0
Thurs. AM	S	1 6	0	0	6	8	2	0	0
Thurs. PM	S	1 6	1	0	9	3	3	0	0

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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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:
J E F F E R S O N A L G A S C H	M I K E	A M C S
Grade: (PK, K, 1, 2, 3...)	Monday's Date (Week count was conducted)	Number of Students Enrolled in Class:
0 2	1 1 / 1 0 / 2 0 1 4 M M D D Y Y Y Y	1 5

- Please conduct these counts on: Tuesday, and Thursday.
- **Please do not conduct these counts on Mondays or Fridays or Wednesdays**
- 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	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.
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Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	SN	0 6				0 6	0 4		
Tues. PM	O	1 2	0 1		0 2	0 9	0 9		
Thurs. AM	O	0 8				0 8			
Thurs. PM									

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Wrestler Show Wrestling until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: JEFFERSON ACADEMY Teacher's First Name: JEREMY Teacher's Last Name: KEIRSTEN

Grade: (PK, K, 1, 2, 3...) 02 Monday's Date: (Week count was conducted) 11/10/2014 Number of Students Enrolled in Class: 30

Please conduct these counts on Tuesday and Thursday.

- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	S N	30	00	00	06	06	18	00	00
Tues. PM	S N	30	00	00	06	06	18	00	00
Thurs. AM	S	28	00	00	01	7	20	00	00
Thurs. PM	S	28	00	00	01	7	20	00	00

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Wester Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY -- BLUE OR BLACK INK ONLY +

School Name: J E F F E R S O N A L G H S C H Teacher's First Name: C O R Y Teacher's Last Name: C A R U F E L

Grade: (PK, K, 1, 2, 3...) 10 Monday's Date (Week count was conducted) 11 10 2014 Number of Students Enrolled in Class: 30
0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on Tuesday, and Thursday.
- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	0	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN	30	01	00	09	15	05	00	00
Tues. PM		30	03	00	09	10	07	01	00
Thurs. AM	S	29	1	0	10	14	4	0	0
Thurs. PM	O	29	4	0	12	6	7	0	0

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY - BLUE OR BLACK INK ONLY +

School Name: **J E F F E R S O N A C A D E M Y** Teacher's First Name: **K I R S T E N** Teacher's Last Name: **D W N S T A N**

Grade: (PK, K, 1, 2, 3, ...) **1 2** Monday's Date (Week count was conducted) **1 1 / 1 0 / 2 0 1 4** Number of Students Enrolled in Class: **0 3**

0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on: **Tuesday, and Thursday.**
- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	O	0 3			0 3				
Tues. PM	S	0 3			0 3				
Thurs. AM	O	0 3			0 3				
Thurs. PM	S	0 3			0 3				

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning will occur on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY - BLUE OR BLACK INK ONLY +

School Name: JEFFERSON ALGA SCK Teacher's First Name: BECKY Teacher's Last Name: ANDERSON

Grade: (PK, K, 1, 2, 3...) 02 Monday's Date (Week count was conducted) 11 10 2014 Number of Students Enrolled in Class: 27

Please conduct these counts on: Tuesday, and Thursday.

- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM		26	00	00	08	13	05	00	00
Tues. PM		26	01	00	12	07	06	00	00
Thurs. AM		26	01	00	08	13	04	00	00
Thurs. PM		26	01	00	11	09	05	00	00

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: J E E F F E R S O N H I G H S C H Teacher's First Name: M A R I O L Teacher's Last Name: S U L L I V A N

Grade: (PK, K, 1, 2, 3, ...) Monday's Date: (Week count was conducted) 11 10 2014 Number of Students Enrolled in Class:
0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on **Tuesday** and **Thursday**.
- **Please do not conduct these counts on Mondays or Fridays or Wednesdays**
- 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

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM					8	8	2		
Tues. PM			1		11	2	2		

Teacher at school
w/ sick child

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.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: J E F F E R S O N A L G E S C K Teacher's First Name: L U A N N Teacher's Last Name: S P O E L S T R A

Grade: (PK, K, 1, 2, 3, ...) HS Monday's Date (Week count was conducted) 11 10 2014 Number of Students Enrolled in Class: 07
0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on: Tuesday, and Thursday.
- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	S N	0 7			5	2			
Tues. PM									
Thurs. AM		0 7			5	2			
Thurs. PM									

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: J E F F E R S O N A L G A S C H Teacher's First Name: D a n Teacher's Last Name: G e i s e l h a r t

Grade: (PK, K, 1, 2, 3, ...) 09 Monday's Date (Week count was conducted) 11 10 2014 Number of Students Enrolled in Class: 32

0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on **Tuesday**, and **Thursday**.
- **Please do not conduct these counts on Mondays or Fridays or Wednesdays**
- 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

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM									
Tues. PM									
Thurs. AM		32	2	1	7	18	4	0	0
Thurs. PM		32	2	1	7	18	4	0	0

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: J E F F E R S O N A L G H S C H Teacher's First Name: M A R I L Y N Teacher's Last Name: S A T R E

Grade: (PK, K, 1, 2, 3, ...) 11 Monday's Date: (Week count was conducted) 11 / 10 / 2014 Number of Students Enrolled in Class: 16

0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on **Tuesday** and **Thursday**.
- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN	14	0	0	2	3	5	0	0
Tues. PM									
Thurs. AM	S	16	0	0	2	5	5	0	0
Thurs. PM									

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: J E F F E R S O N A I G H S C K Teacher's First Name: E R I C Teacher's Last Name: R O E S L E R

Grade: (PK, K, 1, 2, 3, ...) Monday's Date (Week count was conducted) 11 10 2014 Number of Students Enrolled in Class: 26

0 2 M M D D Y Y Y Y 1 5

Please conduct these counts on: Tuesday, and Thursday.

- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM		26	2	0	8	12	4	0	
Tues. PM		26	1	0	7	15	3	0	
Thurs. AM		24	4		8	8	4	0	0
Thurs. PM		24	5		7	9	4	0	0

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Wester Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: JEFFERSON ALGER SCK Teacher's First Name: JEFF Teacher's Last Name: LEVINE

Grade: (PK, K, 1, 2, 3...) Monday's Date: (Week count was conducted) 11/10/2014 Number of Students Enrolled in Class: 36

0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on: **Tuesday, and Thursday.**
- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN	35	4		12	19	3		
Tues. PM	SN	35	6		11	14	3	1	
Thurs. AM	O	34	1		10	20	3		
Thurs. PM		34	5		11	18	3		

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Wister Snow Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: J E F F E R S O N A L G H J E K Teacher's First Name: M A R K Teacher's Last Name: E S C E R S

Grade: (PK, K, 1, 2, 3, ...) Monday's Date: (Week count was conducted) Number of Students Enrolled in Class:
0 2 1 1 1 0 2 0 1 4 3 2
0 2 M M D D Y Y Y Y 1 5

• Please conduct these counts on: Tuesday, and Thursday.

- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	S N	2 9	2		5 16	16			
Tues. PM			2		7	1 4	6		
3									
Thurs. AM	S	3 0	3	0	5	1 8	5		
Thurs. PM		3 1	3	0	5	1 8	5		

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **JEFFERSON ACADEMY** Teacher's First Name: **MICHELLE** Teacher's Last Name: **HAALAND**

Grade: (PK, K, 1, 2, 3, ...) **11** Monday's Date (Week count was conducted) **11/10/2014** Number of Students Enrolled in Class: **15**

- Please conduct these counts on **Tuesday** and **Thursday**.
- **Please do not conduct these counts on Mondays or Fridays or Wednesdays**
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN	26			5	10	10	1	
Tues. PM									
Thurs. AM	SN	²² 24	0	0	8	11	3	0	0
Thurs. PM									

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **JEFFERSON ALGASCA** Teacher's First Name: **NICK** Teacher's Last Name: **HUPP+ON**

Grade: (PK, K, 1, 2, 3...) **09** Monday's Date (Week count was conducted) **11/10/2014** Number of Students Enrolled in Class: **27**
0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on: **Tuesday, and Thursday.**
- **Please do not conduct these counts on Mondays or Fridays or Wednesdays**
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN	25	02	00	10	14	01	00	00
Tues. PM			02	00	13	05	03	00	
Thurs. AM		25	01	00	11	11	2	0	
Thurs. PM			02	00	11	05	06	01	

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.
Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: JEFFERSON ALGEMASK Teacher's First Name: Sean Teacher's Last Name: Faulk

Grade: (PK, K, 1, 2, 3...) 111 Monday's Date (Week count was conducted) 11/10/2014 Number of Students Enrolled in Class: 29
0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on: **Tuesday, and Thursday.**
- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM			2	0	1	18	0	0	
Tues. PM			3	0	0	18	2	0	
Thurs. AM			1	0	1	21		0	
Thurs. PM			3	0	0	18	2	0	

13 dr to sch
13 dr to

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.
Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: JEFFERSON ACADEMY Teacher's First Name: AARON Teacher's Last Name: WALTON

Grade: (PK,K,1,2,3...) 10 Monday's Date (Week count was conducted) 11 10 2014 Number of Students Enrolled in Class: 32
0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on **Tuesday, and Thursday.**
- **Please do not conduct these counts on Mondays or Fridays or Wednesdays**
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN	28			6	5	16	1	
Tues. PM	O	28	1		7	3	16		
Thurs. AM		30	1		7	4	17	1	
Thurs. PM		30			7	2	20	1	

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.
Wister Snow Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: J E F F E R S O N A L G H S C H Teacher's First Name: D A M Teacher's Last Name: F R E T L A N D

Grade: (PK,K,1,2,3...) Monday's Date (Week count was conducted) 11 / 10 / 2014 Number of Students Enrolled in Class: /

0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on Tuesday, and Thursday.
- **Please do not conduct these counts on Mondays or Fridays or Wednesdays**
- 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

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	O	17	1		2	8	6		
Tues. PM	O	17	2		1	9	5		
Thurs. AM	S	20	1		4	10	5		
Thurs. PM	S	20	2		3	10	5		

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: J E F F E R S O N A L G E S C H Teacher's First Name: L Y N N Teacher's Last Name: L A R S O N

Grade: (PK, K, 1, 2, 3...) Monday's Date (Week count was conducted) 11 10 2014 Number of Students Enrolled in Class: 15

0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on **Tuesday** and **Thursday**.
- Please do not conduct these counts on **Mondays or Fridays or Wednesdays**
- 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

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN				2	20	5		
Tues. PM	S		1		2	15	8		
Thurs. AM					5	18	4		
Thurs. PM			1		6	14	6		

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: JEFFERSON ACADEMY Teacher's First Name: JEFF Teacher's Last Name: KELLY

Grade: (PK,K,1,2,3...) Monday's Date: (Week count was conducted) 11/10/2014 Number of Students Enrolled in Class: 20

0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on: **Tuesday, and Thursday.**
- **Please do not conduct these counts on Mondays or Fridays or Wednesdays**
- 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

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN	18	00	00	034	13	021	00	00
Tues. PM	SN	18	00	00	033	11	02	00	00
Thurs. AM	SN	20	00	00	04	13	03	00	00
Thurs. PM	SN	20	01	00	04	12	03	00	00

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

*Winter Storm Warning until Noon on Tuesday, November 11th
Cold - Thur. 11/13*

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: J E F F E R S O N A L G A S C H Teacher's First Name: J E A N Teacher's Last Name: B U T A L A

Grade: (PK, K, 1, 2, 3...) Monday's Date (Week count was conducted) 11 10 2014 Number of Students Enrolled in Class: 07
0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on: **Tuesday** and **Thursday**.
- **Please do not conduct these counts on Mondays or Fridays or Wednesdays**
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN	07	00	00	04	03	00	00	00
Tues. PM	O	06	00	00	03	03	00	00	00
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.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **JEFFERSON ACADEMY** Teacher's First Name: **KATE** Teacher's Last Name: **BROOKE-BEYER**

Grade: (PK, K, 1, 2, 3, ...) **02** Monday's Date: (Week count was conducted) **11/10/2014** Number of Students Enrolled in Class: **27**

- Please conduct these counts on: **Tuesday** and **Thursday**.
- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	S N	26	00	00	06	18	02	00	00
Tues. PM	S N	26	02	00	06	14	04	00	00
Thurs. AM	S	26	00	00	05	20	00	00	00
Thurs. PM	S	26	05	00	04	12	05	00	00

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

*Wester Snow Warning until Noon on Tuesday, November 11th
 Unusually cold both days/snow Tuesday.*

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: J E F F E R S O N H I G H S C H O O L Teacher's First Name: K E I T H Teacher's Last Name: L E V I N S K I

Grade: (PK, K, 1, 2, 3, ...) 12 Monday's Date (Week count was conducted) 11 10 2014 Number of Students Enrolled in Class: 30

0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on: Tuesday, and Thursday.
- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN	30	0	0	3	14	13	0	0
Tues. PM	O	30	0	0	3	13	14	0	0
Thurs. AM	O	30	0	0	5	14	10	0	0
Thurs. PM	O	30	1	0	3	10	16	0	0

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY - BLUE OR BLACK INK ONLY +

School Name: **JEFERSON HIGH SCHOOL** Teacher's First Name: **SCOTT** Teacher's Last Name: **SIELINSKI**

Grade: (PK, K, 1, 2, 3...) Monday's Date (Week count was conducted) Number of Students Enrolled in Class:

 0 2 M M D D Y Y Y Y 1 5

• Please conduct these counts on **Tuesday**, and **Thursday**.

- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	O	21	1	0	7	13	0	0	0
Tues. PM	O	20	1	0	7	13	0	0	0
Thurs. AM	O	21	2	0	5	12	2	0	0
Thurs. PM	O	21	1	0	7	13		0	0

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: JEFFERSON HIGH SCHOOL Teacher's First Name: DANIEL Teacher's Last Name: STORLIEN

Grade: (PK, K, 1, 2, 3...) 12 Monday's Date (Week count was conducted) 11/10/2014 Number of Students Enrolled in Class: 28

Please conduct these counts on Tuesday, and Thursday.

- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	S N	24	0	0	2	10	12	0	0
Tues. PM	S N	24	0	0	2	10	12	0	0
Thurs. AM			0	0	1	8	13	0	6
Thurs. PM			0	0	1	8	12	0	0

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: J E F F E R S O N A L G H S C H Teacher's First Name: Teacher's Last Name:

Grade: (PK, K, 1, 2, 3, ...) Monday's Date: (Week count was conducted) 11 10 2014 Number of Students Enrolled in Class: 15

0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on: Tuesday, and Thursday.
- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN	24	02	01	06	10	05	00	00
Tues. PM	SN	25	03	01	07	09	09	00	00
Thurs. AM	S	25	03	01	07	09	09	00	00
Thurs. PM	S	25	03	01	07	09	09	00	00

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: J E F F E R S O N H I G H S C H Teacher's First Name: H E I O I Teacher's Last Name: S I M O N S

Grade: (PK, K, 1, 2, 3...) 09 Monday's Date (Week count was conducted) 11 10 2014 Number of Students Enrolled in Class: 28
0 2 M M D D Y Y Y Y 1 5

• Please conduct these counts on Tuesday, and Thursday.

- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN	26	11	0	8	15	2	0	0
Tues. PM	O	26	3	0	10	10	2	0	0
Thurs. AM	O	27	11	0	8	15	3	0	0
Thurs. PM	O	27	4	0	9	12	2	0	0

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: JEFFERSON HIGH SCHOOL Teacher's First Name: Teacher's Last Name:

Grade: (PK, K, 1, 2, 3, ...) 02 Monday's Date (Week count was conducted) 11/10/2014 Number of Students Enrolled in Class: 15

- Please conduct these counts on **Tuesday** and **Thursday**.
- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN	25	00	0	6	12	7	0	0
Tues. PM	SN	25	11	0	7	9	8	0	0
Thurs. AM		27	0	0	5	14	8	0	0
Thurs. PM		27	1	0	8	11	7	0	0

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: J E F F E R S O N A L G E S C H Teacher's First Name: C O N N O R Teacher's Last Name: M U R P H Y

Grade: (PK, K, 1, 2, 3...) 09 Monday's Date (Week count was conducted) 11 10 2014 Number of Students Enrolled in Class: 26
0 2 M M D D Y Y Y Y 1 5

Please conduct these counts on **Tuesday** and **Thursday**.

- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN	24	2	1	14	4	2	0	1
Tues. PM	O	26	4	1	14	4	1	0	2
Thurs. AM	S	26	3	2	14	4	1	0	2
Thurs. PM	R O	26	4	2	12	5	1	0	2

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.
Winter Storm Warning until Noon on Tuesday, November 11th

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: JEFFERSON HIGH SCHOOL Teacher's First Name: ALISSA Teacher's Last Name: BABCOCK

Grade: (PK,K,1,2,3...) 12 Monday's Date (Week count was conducted) 11/10/2014 Number of Students Enrolled in Class: 18

0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on **Tuesday, and Thursday.**
- **Please do not conduct these counts on Mondays or Fridays or Wednesdays**
- 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

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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM									
Tues. PM									
Thurs. AM	O	8	0	0	2	4		2	
Thurs. PM	R								

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

Wester Storm Warning until Noon on Tuesday, November 11th

+ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: JEFFERSON ACADEMY Teacher's First Name: SHONN Teacher's Last Name: SCHNITZER

Grade: (PK, K, 1, 2, 3, ...) 09 Monday's Date (Week count was conducted) 11 10 2014 Number of Students Enrolled in Class: 24
0 2 M M D D Y Y Y Y 1 5

Please conduct these counts on: Tuesday, and Thursday.

- Please do not conduct these counts on Mondays or Fridays or Wednesdays
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN	22	1	0	6	13	2	0	0
Tues. PM	O	22	5	0	6	9	2	0	0
29									
Thurs. AM	O	22	2	0	6	12	2	0	0
Thurs. PM	O	22	5	0	5	9	3	0	0

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.
Wister Storm Warning until Noon on Tuesday, November 11th

+ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: JEFFERSON ALGA SCK Teacher's First Name: Teacher's Last Name:

Grade: (PK,K,1,2,3...) 02 Monday's Date (Week count was conducted) 11/10/2014 Number of Students Enrolled in Class: 15

- Please conduct these counts on **Tuesday, and Thursday.**
- **Please do not conduct these counts on Mondays or Fridays or Wednesdays**
- 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
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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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	S N	20	2	3	8	3		3	1
Sample PM	R	19	3	3	8	1	2	2	
Tues. AM	SN	07	01		01	02		01	02
Tues. PM	SN	07	01		01	03		01	02
Thurs. AM		07	01		01	03		01	02
Thurs. PM									

ow car

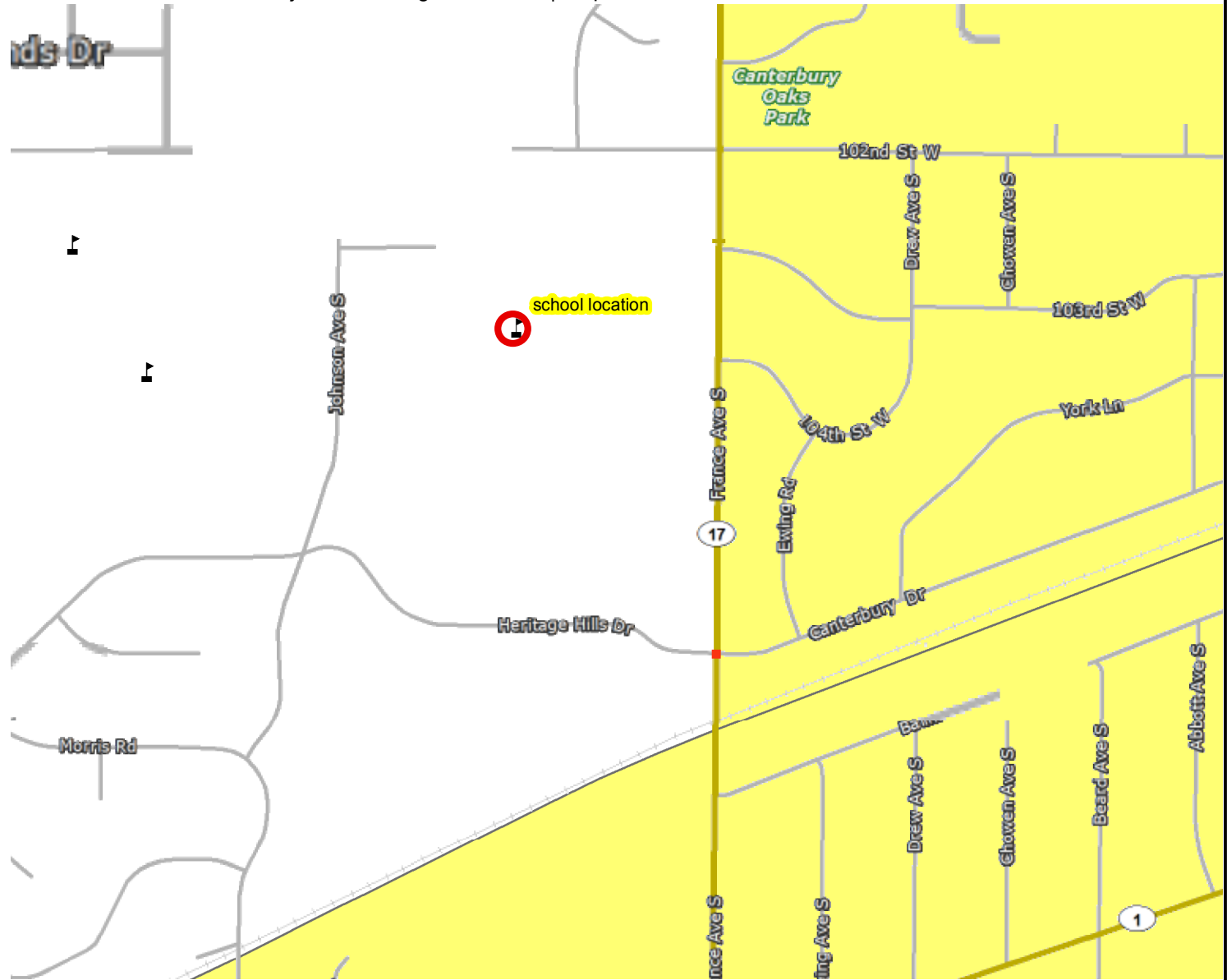
Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.







Wester Storm Warning until Noon on Tuesday, November 11th

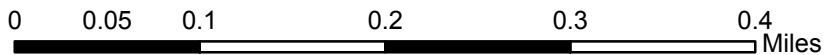
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Results

Project IN area of above average concentration of race or poverty.



-  Project Points
-  Racially concentrated area of poverty
-  Above reg'l avg conc of race/poverty
-  Project
-  Concentrated area of poverty
-  School



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LandscapeRSA2

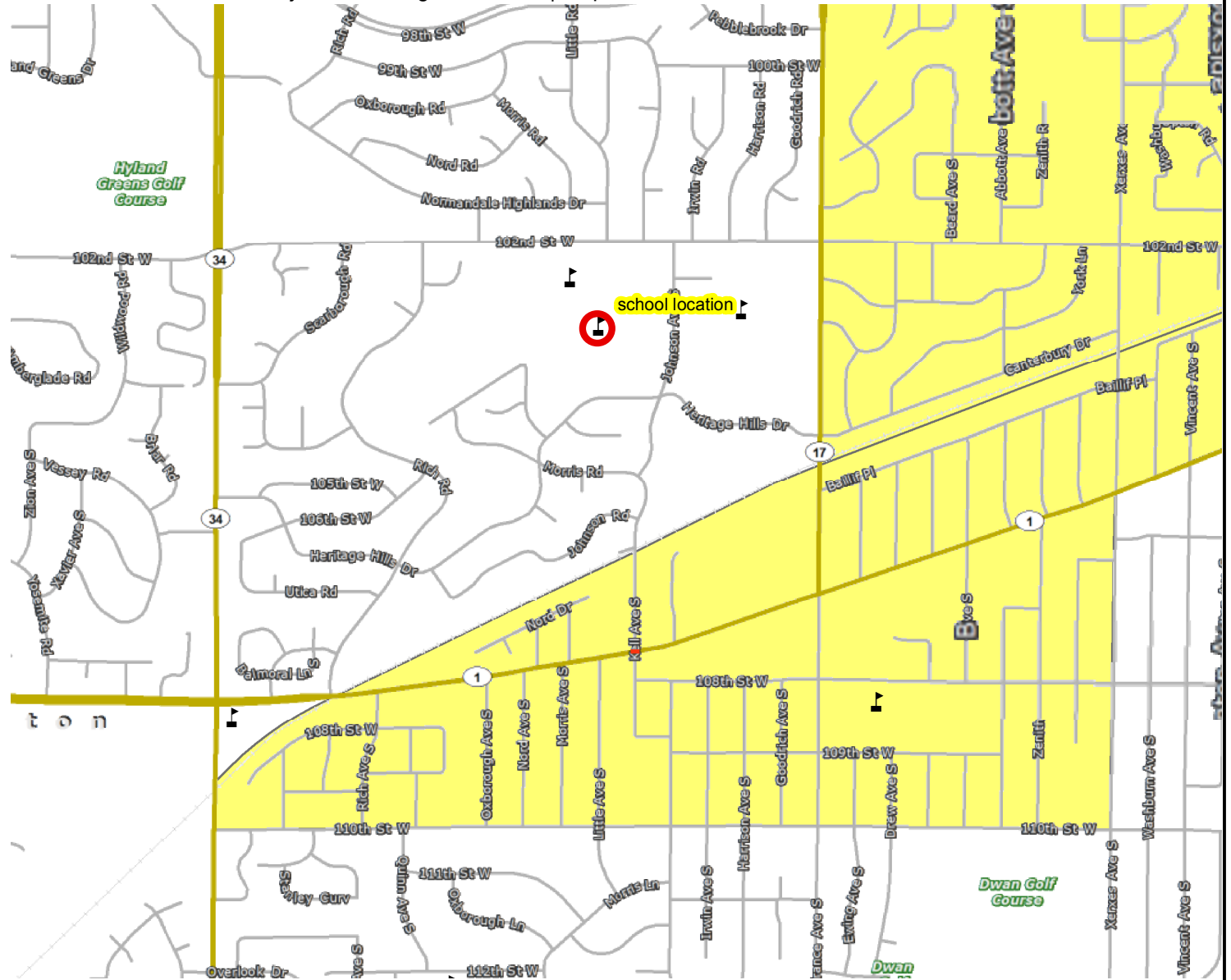








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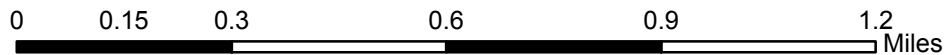


Results

Project IN area of above average concentration of race or poverty.



-  Project Points
-  Racially concentrated area of poverty
-  Above reg'l avg conc of race/poverty
-  Project
-  Concentrated area of poverty
-  School



Created: 11/17/2014
LandscapeRSA2

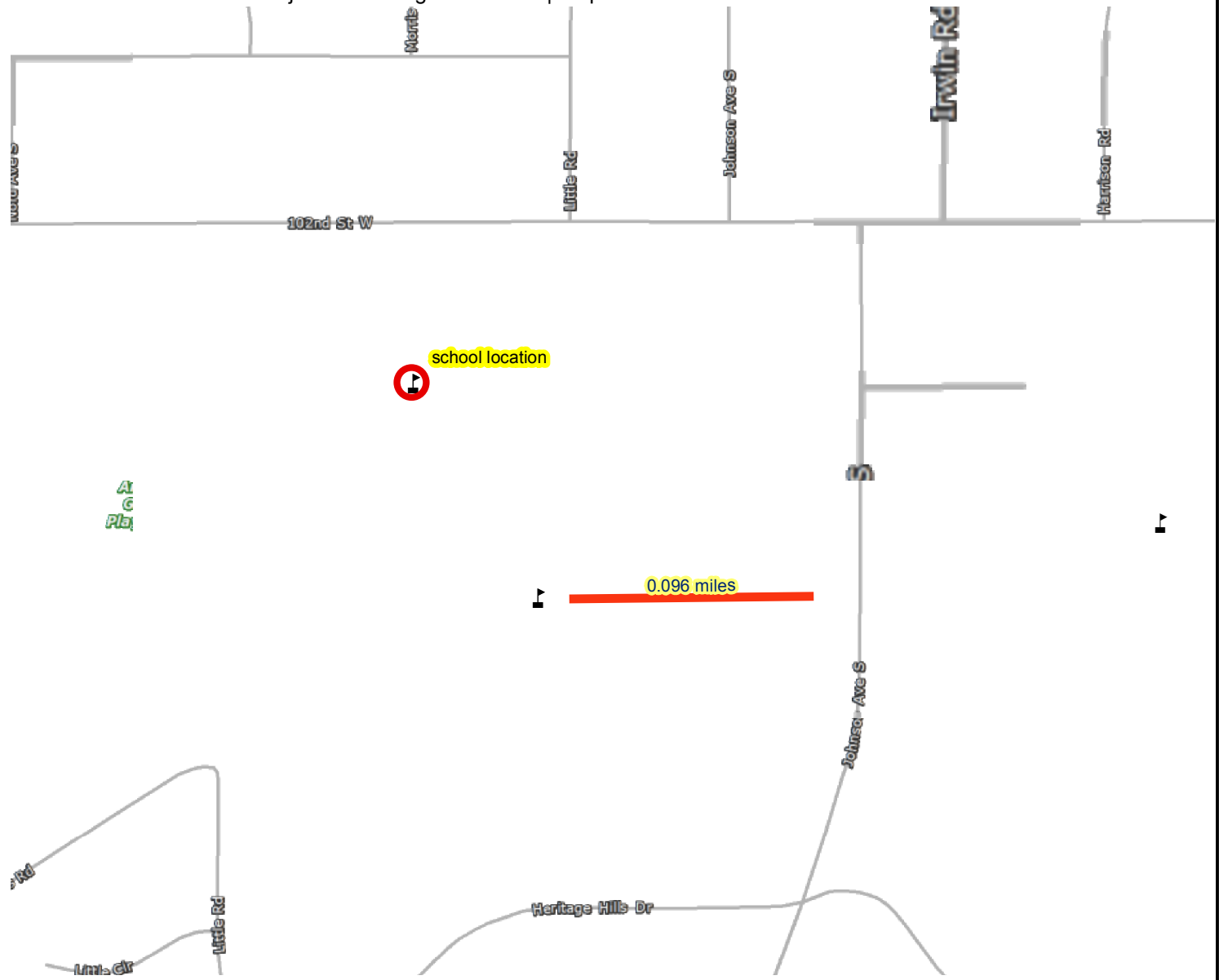








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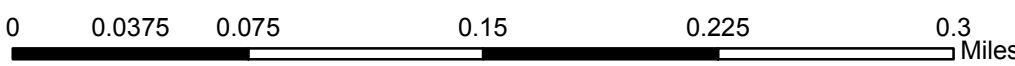


Results

Project **NOT IN** any area of concentrated poverty.



-  Project Points
-  Racially concentrated area of poverty
-  Above reg'l avg conc of race/poverty
-  Project
-  Concentrated area of poverty
-  School



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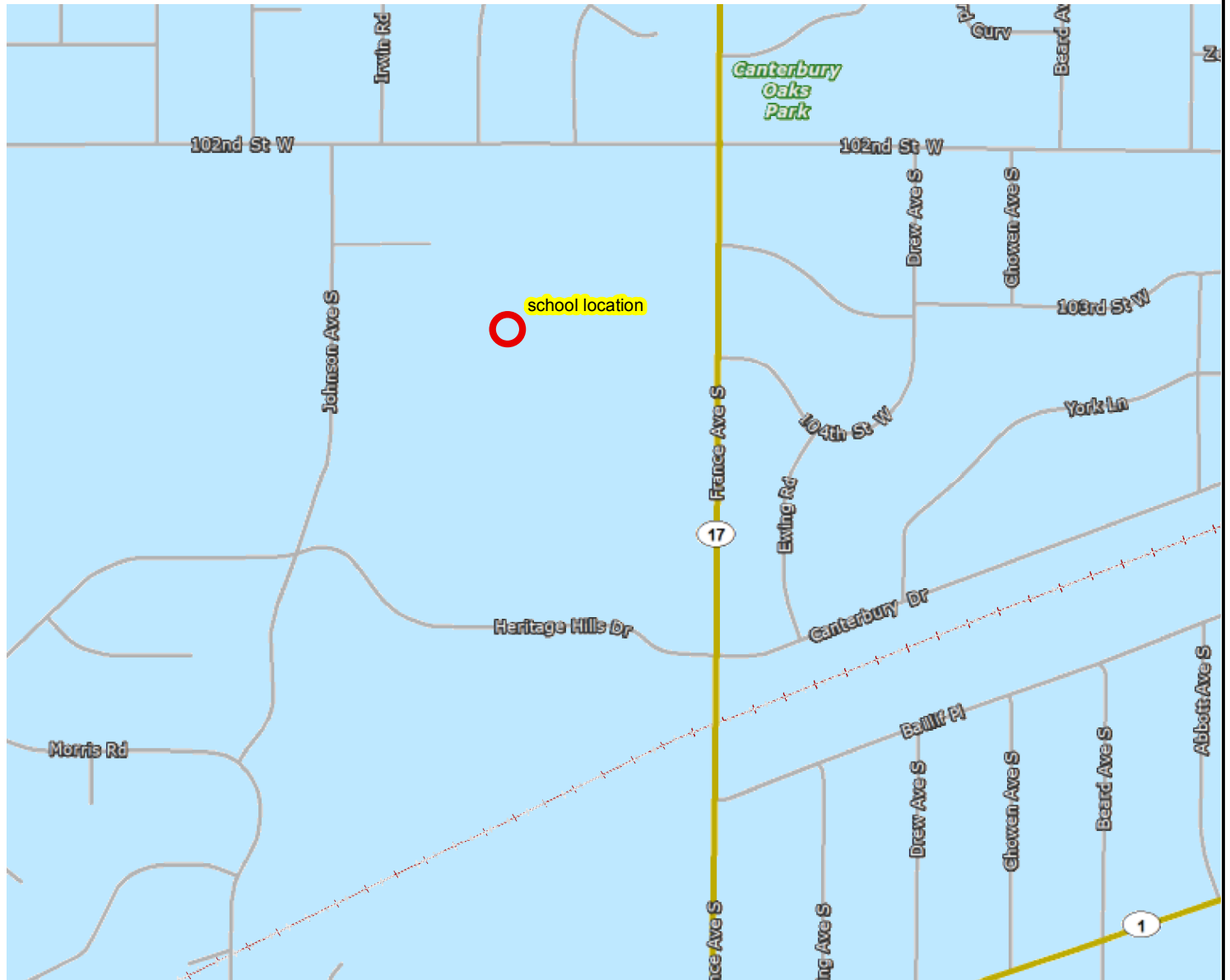
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





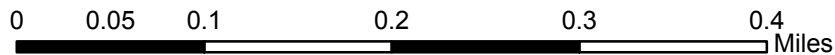
RBTN Evaluation and Major Barriers

Results

Project IN TIER 1 Bicycle Transport Corridor.



-  Project Points
-  Principal Arterials
-  RBTN Tier 1
-  Minor Arterials
-  RBTN Tier 2
-  Railroads

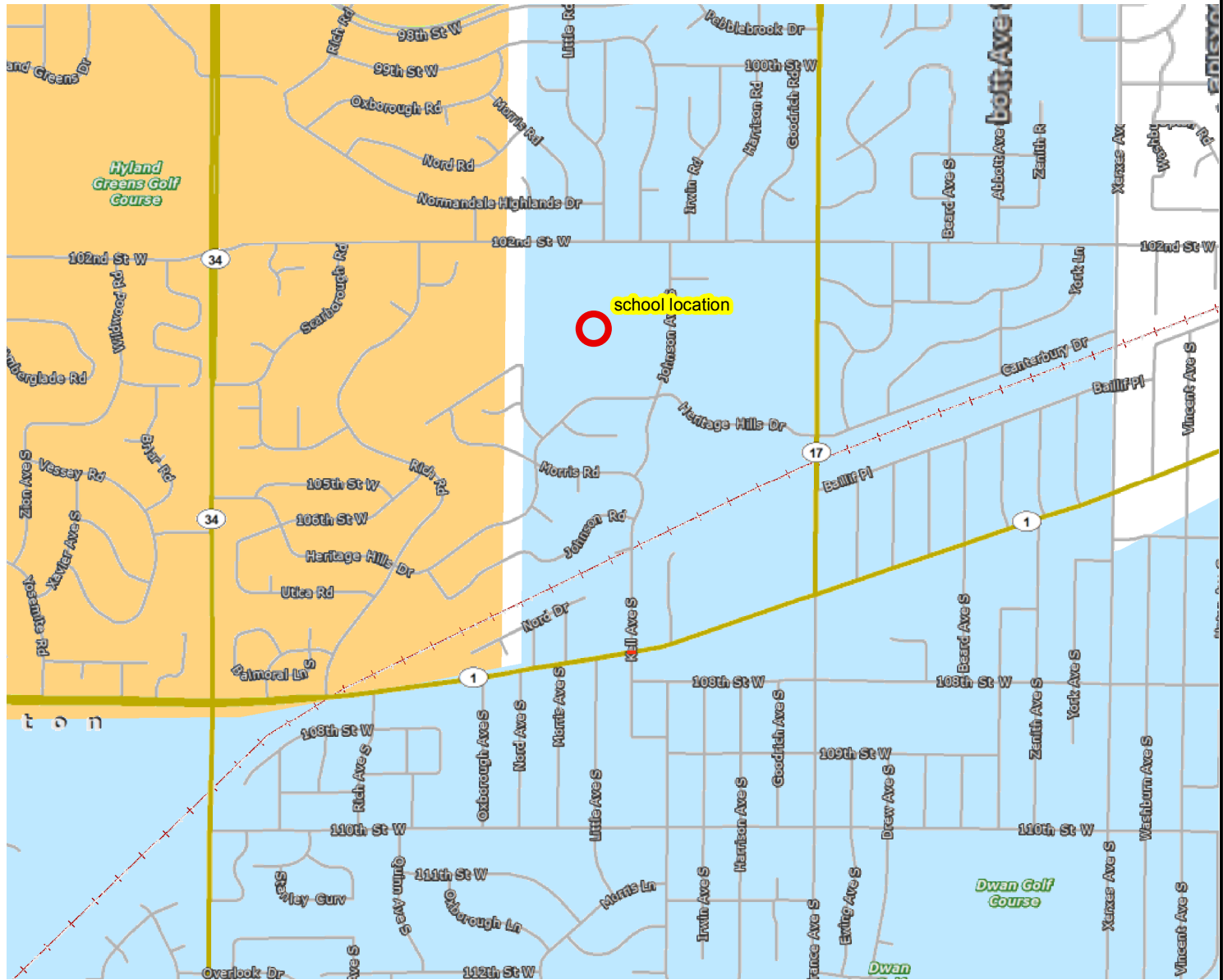


RBTN Evaluation and Major Barriers

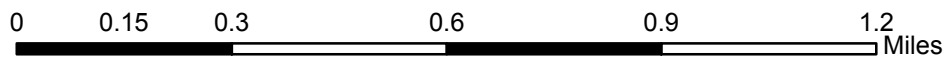
Safe Routes to Schools Project: Bloomington SRTS 2 | Map ID: 1416253888027

Results

Project IN TIER 1 Bicycle Transport Corridor.



- Project Points
- RBTN Tier 2
- - - Railroads
- Project
- Principal Arterials
- RBTN Tier 1
- Minor Arterials



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LandscapeRSA1



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RBTN Evaluation and Major Barriers

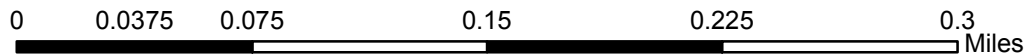
Safe Routes to Schools Project: Bloomington SRTS 3 | Map ID: 1416254114916

Results

Project IN TIER 1 Bicycle Transport Corridor.



- Project Points
- RBTN Tier 2
- Project
- Principal Arterials
- RBTN Tier 1
- Minor Arterials



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LandscapeRSA1



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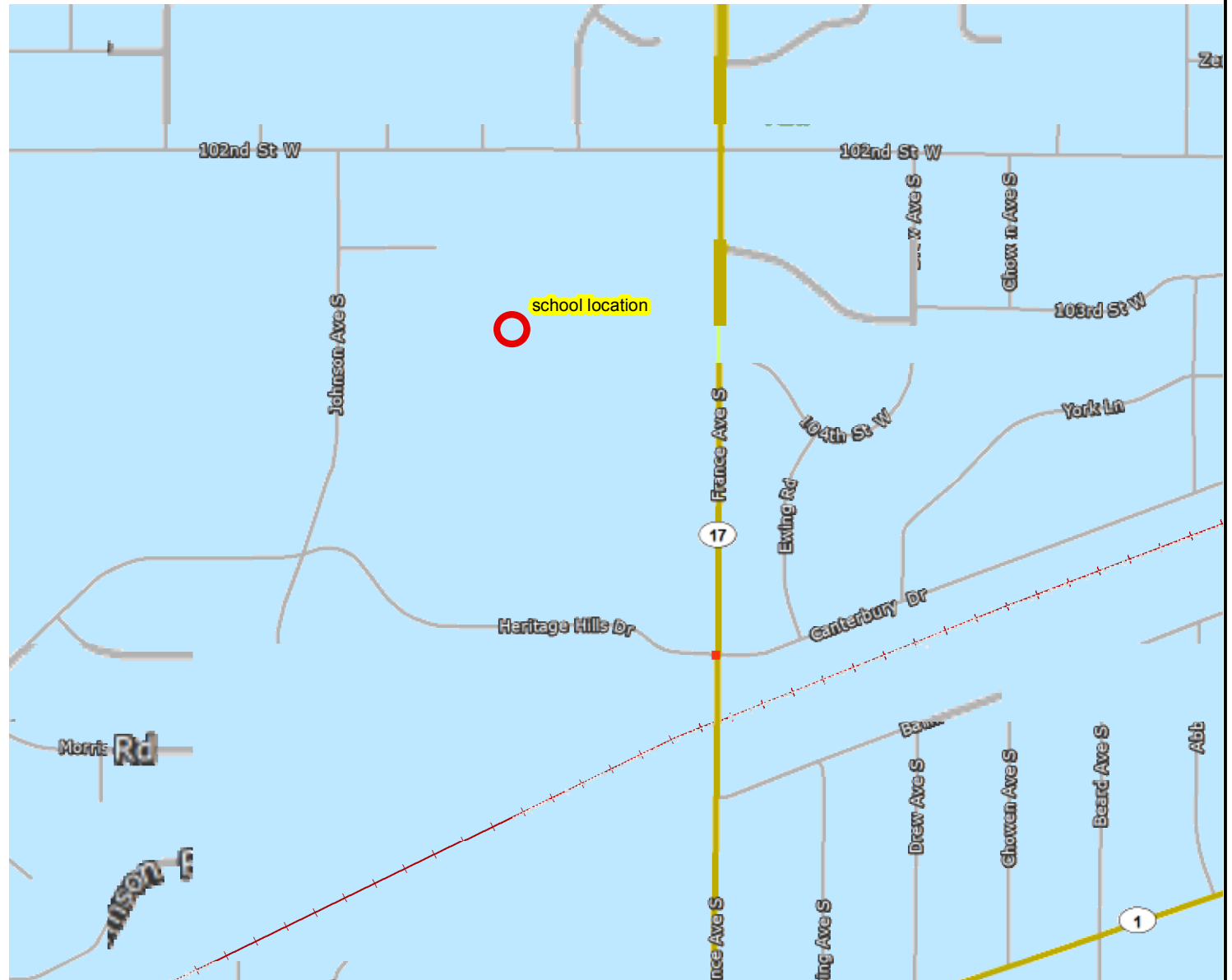








RBTN Evaluation and Major Barriers

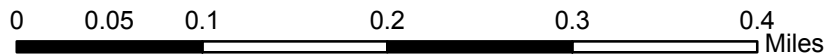
Safe Routes to Schools Project: Bloomington SRTS 1 | Map ID: 1416253739026

Results

Project IN TIER 1 Bicycle Transport Corridor.



-  Project Points
-  Project
-  RBTN Tier 1
-  RBTN Tier 2
-  Principal Arterials
-  Minor Arterials
-  Railroads

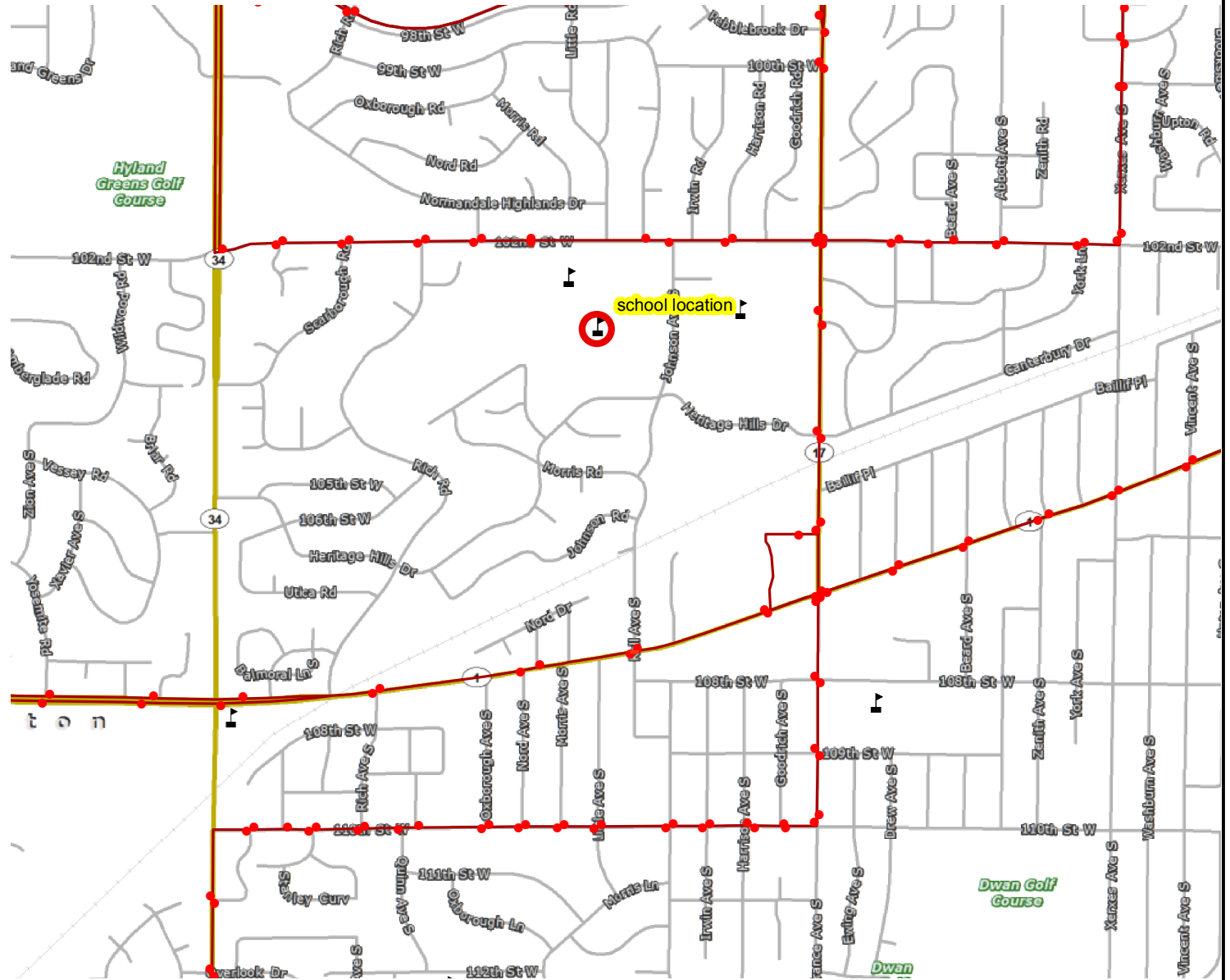


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Results

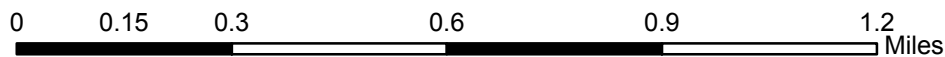
Transit within QTR mile of project:
597

Transit within HALF mile of project:
539 597

Transit within ONE mile of project:
535 537 539 589 597 694

** indicates Planned Alignments*

- Project Points
- Active Stop
- Transit Routes
- Project
- School



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LandscapeRSA3



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